

Teaching Staff Self-efficacy and Exercise Behaviour in Tertiary Institutions in Southwest, Nigeria

Dr. Patricia Chinma Ngwakwe

Department of Human Kinetics and Health Education, Ebonyi State University, PMB 053, Abakaliki, Nigeria

Abstract

Health challenges and general wellness could arise due to non-indulgence in physical exercises. Teaching staff job schedules of teaching, research and supervision predispose them to life of less indulgence in strenuous physical exercises. The self-belief that they may not be able to improve on the regimented lifestyles occasioned by their job schedules is the root cause of this sedentary lifestyle. This study therefore sought to determine teaching staff self-efficacy and exercise behaviour in tertiary institutions in Southwestern Nigeria. Self-efficacy scale $r = 0.63$ and exercise behaviour scale $r = 0.61$ were used to collect data from one thousand five hundred and thirty-six (1536) teaching staff. It was observed that self-efficacy significantly predicted the exercise behaviour of the teaching staff of tertiary institutions. It was therefore, recommended that considering the sedentary lifestyle of these teaching staffs', the tertiary institutions authorities should provide good quality facilities, equipment and recreational programmes for the enjoyment values of their teaching staffs.

Keywords: Teaching staff, Self-efficacy, Exercise behaviour, Tertiary institutions, Southwestern Nigeria

1. Introduction

Teaching staffs job schedule of teaching, research and supervision predispose them to life of less indulgence in strenuous physical exercises; hence their lifestyles are of relative physical inactivity. This has posed challenges in health and general wellness topmost in the list. Reviews have buttressed the role of indulgence in regular physical activity on an individual's physical and mental health (Biddle, Cavill, & Sallis, 1998) further researches have shown that most individuals teaching staff inclusive have low in physical activities which are also of insufficient intensity, duration and frequency for the enjoyment of optimal health benefits (Cale & Almond, 1992). It is therefore pertinent for these teaching staff to seek avenues to improve on their wellness through participation in regular physical activities topmost in their mind being the belief in themselves about what they can do and how to achieve this target.

The belief that a person has in performing a particular task-self-efficacy is a cognitive process which forms a subjective judgment of his ability to meet certain environmental demands. This implies that what a person believes rather than what is obtainable may determine this individual's ability to execute such a task. This justifies the reason why an athlete may miss a free throw where he may be physically capable of successfully making a successful free throw. This may be attributed to a low self-efficacy. Self-efficacy originating from a social-cognitive background aids in giving a better understanding and the modification of human behaviours (Wan-ka, Shutleworth & Sau-Ching, 2007).

Self-efficacy depends on specific situations, which could also be affected positively or negatively by the observation of success or failures in the performances of other people perceived to possess similar attributes. Authorities (Dzewaltowski, Noble & Shaw, 1990; Felt & Ressinger, 1990; McAuley, 1993; Shaw, Dzewaltowski & McElroy, 1992; Weinberg, Grove & Jackson, 1992) believe that motivating people to do regular exercises depend on some other factors including optimistic self-beliefs of being able to perform appropriately. In order words the strength or the level of one's conviction at performing the task goes a long way to influence the accomplishment of the act. Hence Bandura (1986) stressed that however one can organize and execute courses of action that will enhance the accomplishment of the desired result is not dependent on the skills one possesses but rather on what the individual believes he can achieve with the skills so possessed.

Self-efficacy is known to initiate and maintain the behaviour in an activity. Self-efficacy being task specific (Bandura, 1977, 1986) indicates that an athlete may have high self-efficacy for tennis but low self-efficacy for football. Another significant issue is that self-efficacy determines the strength of one's convictions in the execution of the activity to produce a desired result

Self-efficacy being situation or task specific influences the basic aspects of execution of activities which include the types and choice of activities, the effort exerted and the level of persistence i.e. the ability to stay on (exercise behaviour) in the programme (Morris, 1995). In relation to exercise adherence, self-efficacy has been known to

establish a direct relationship to a person's sense of confidence in a specific realm such as exercise initiation and sticking on to the exercise regimen. Generally, this could be directed to the individual's abilities to reach personal identifiable goals as well as to overcome obstacles in daily life. This stance explains the rationale behind adherence to exercise programmes despite obstacles and different forms of difficulties that may be encountered in the course of the exercise programme.

Similarly, on self-efficacy, effort determination, persistence and performance in sports, Griffiths (2014) reported a research by Hazel wood and Burke (2011), which tried to establish whether self-efficacy beliefs play intervening function of performance determination. This study Griffith reported was conducted with triathlon athletes, and he discovered that performance self-efficacy was the singular significant related measure to these athletes performance and that those athletes who had higher self-efficacy exhibited outstanding performance than their counterparts with lower self-efficacy.

Some athletes are observed to have desired to exhibit higher self-efficacy than their attainable level of performance. This results in a disharmony which could be referred to as over-confidence. For familiar tasks, there is always a thin borderline between self-efficacy and performance. This gap may act as a benchmark for cognitive, self-reference to previous performance. For instance, a hockey player who has previously performed several successful penalty flicks may have high level of self-efficacy while performing the activity in a present or future situation. In the same vein trials that were not successful in the immediate past may have negative resultant effect on the present or future performance due to a low self-efficacy.

An individual not only believe that particular outcome is possible (whether it means winning or losing an open championship) but the awareness of the individual's possession of the necessary resources really matters. The implication is that the moment most difficult tasks are proven otherwise, the situation will hence be seen as a common place. In the same vein, negative self belief can be as a result of barriers in form of experiences. Such barriers can hinder the top performers or the most gifted athletes from the attainment of their full potentials.

This finding is in support of contrary opinions about self-efficacy and performance. Griffiths (2014) also reported a study by Beattie, Lief, Adamoulas and Oliver in 2011 using novice golfers. Their findings as reported by Andenæs, Bentsen, Hvinden, Fagermoen and Lerdal (2014) were that self-efficacy may not always strongly predict performance.

However, the teaching staff members of tertiary institutions have to work on their belief or self persuasion towards the attainment of identifiable goals. These tertiary institutions have available some facilities through which to engage in physical activities apart from the sedentary job schedules of these staffs, which has been known to negatively impact on their well being. In view of the foregoing, the study was therefore conducted to find out the self-efficacy of teaching staff of tertiary institutions and their exercise behaviour in South-Western Nigeria. One hypothesis was postulated to guide the study as follows: There is no significant effect of self-efficacy on exercise behaviour of teaching staff of tertiary institutions in Southwest, Nigeria.

2. Method

2.1 Participants and setting

The ex-post facto type of the survey research design was used for this study. The participants were made up of one thousand five hundred and thirty-six (1536) teaching staff drawn from university of Ibadan, Ibadan, University of Lagos, Lagos and Obafemi Awolowo University, Ile-Ife. The list of exercises included aerobics, tennis, jogging, and farming or gardening. Frequency and intensity (1-7 days) of exercise involvement per week described their exercise behaviour.

2.2 Instrument

An adapted questionnaire with a scale on self-efficacy of the respondents and another scale on the exercise behaviour of the respondents was used for the study. The scale on the exercise behaviour described such categories as lower exercise behaviour (1-2 days) middle exercise behaviour (3-4 days) and higher exercise behaviour (5-7 days) per week as well as the activities which they engaged in. The validation of the instrument was done by experts in this field and the reliability coefficient of the self-efficacy scale was $r = 0.63$ and exercise behaviour, $r = 0.61$, respectively.

2.3 Procedure

Five research assistants from each of the three selected tertiary institutions along with the researcher administered the questionnaires personally to the respondents. One thousand, five hundred and thirty-six (1536)

questionnaires were duly filled and returned out of the one thousand eight hundred questionnaires that were distributed. The data collected were analysed using mean, standard deviation and sample regression.

3. Result and Discussion

Table 1: Self-efficacy and Exercise Behaviour of Teaching Staff of Tertiary Institutions

Variables	\bar{x}	SD	β	Standard Error of B	Beta	t-value	p-value
Self-efficacy	31.5	3.96	0.111	0.014	0.218	8.067	0.000
Exercise behaviour	17.34	1.98					

Table 1 above shows that self-efficacy has positive relationship with exercise behaviour of teaching staff of tertiary institutions. The predictive values are $\beta = 0.111$, $t = 8.067$, $p < 0.05$. Therefore self-efficacy can significantly predict the exercise behaviour of teaching staff of tertiary institutions; hence the null hypothesis which states that, there is no significant effect of self-efficacy on exercise behaviour of teaching staff of tertiary institutions of Southwestern, Nigeria is not accepted. This finding goes a long way to affirm the initial idea of Bandura, (1977, 1986) about self-efficacy and exercises.

In support of this finding, Dzewaltowski, Noble and Shaw, (1990); Feltz and Ressinger (1990); McAuley and Courneya (1992), (1993); Shaw, Dzewaltowski and McElory (1992); Weinberg, Grove and Jackson (1992) all stressed that getting people to engage in regular exercise depends on some variables. Paramount to this is the optimistic self belief, that is, the strength of conviction of their ability to perform the activity. Similarly on exercise initiation, persistence and adherence, the finding of this study tends to be in agreement with those of Morris (1995) who reported the same trend in exercise behaviour. However, a contradictory view to the finding of this study is the report of Andenæs, Bentsen, Hvinden, Fagermoen and Lerdal (2014) that self-efficacy may not always strongly predict performance.

In conclusion, self-efficiency can significantly predict the exercise behaviour of the teaching staff of tertiary institutions in southwestern Nigeria. The researcher hence recommends that considering the sedentary lifestyle of the teaching staff of these tertiary instructions, the institutions authorities should provide good quality facilities, equipment and recreational programmes for the enjoyment values for their teaching staff.

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