LEISURE

AN INTRODUCTION

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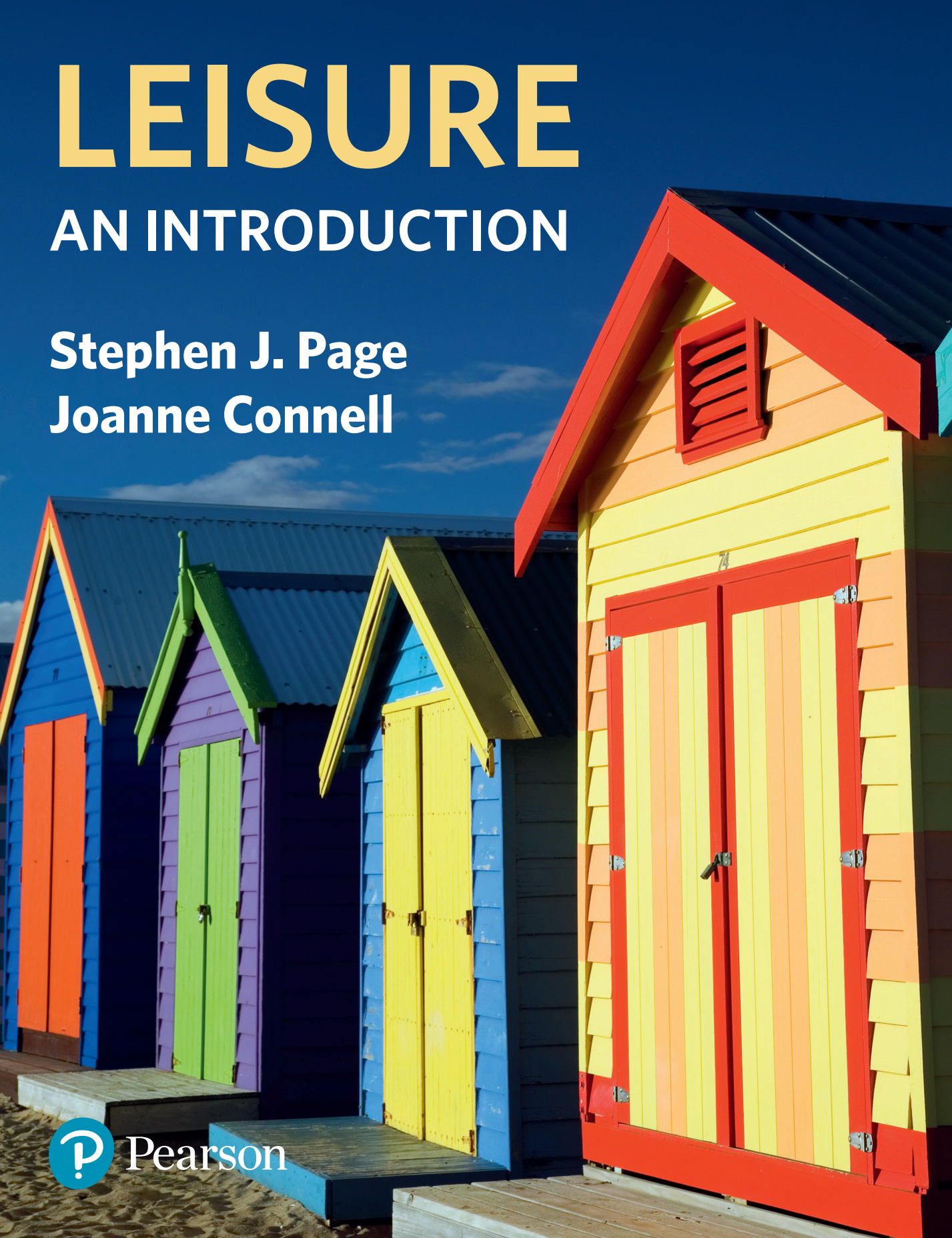

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LEISURE: AN INTRODUCTION

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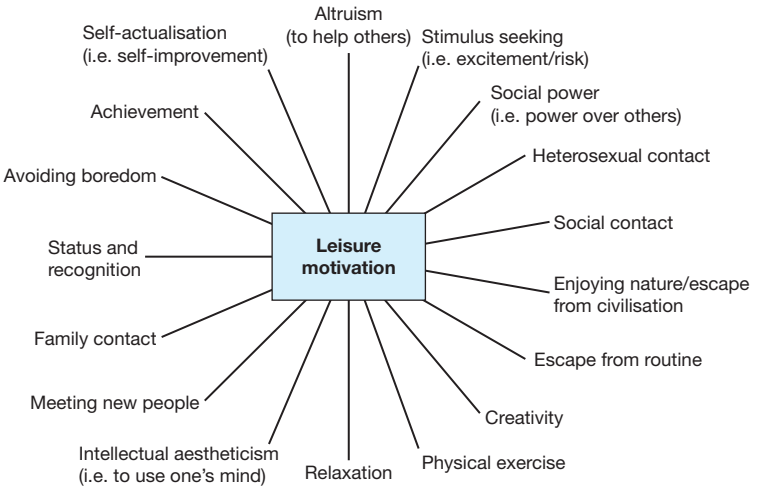

Figure 4.3 Crandall's (1980) motivations for leisure

Source: Crandall (1980). Copyright © National Recreation and Park Association

This leads to one of the most commonly cited studies in relation to recreation and tourism motivation – Maslow's hierarchy of human needs.

Maslow's hierarchy model of human needs and leisure motivation

Maslow's (1954) needs hierarchy follows the principle of a ranking or hierarchy of individual needs (Figure 4.4), based on the premise that self-actualisation is a level to which people should aspire. Maslow argued that if the lower needs in the hierarchy were not fulfilled, these would dominate human behaviour. Once these were satisfied, the individual would be motivated by the needs of the next level of the hierarchy. In the motivation sequence, Maslow identified 'deficiency or tension-reducing motives' and 'inductive or arousal-seeking

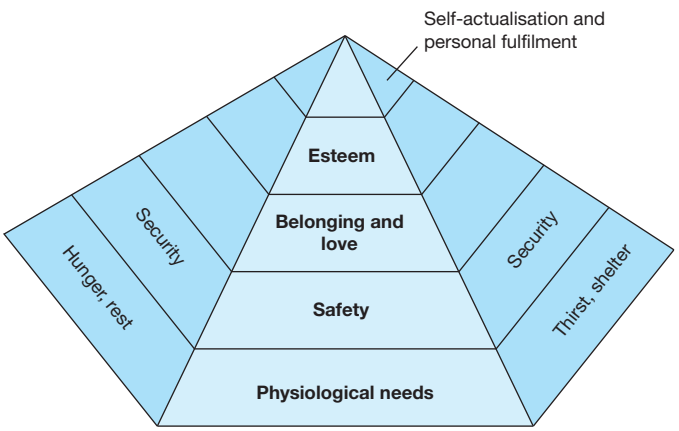

Figure 4.4 Maslow's hierarchy of human needs

Source: Maslow (1954)

motives' (Cooper *et al.* 1993: 21), arguing that the model could be applied to work and non-work contexts. Maslow's research has had a universal application in leisure to understand how human action is related to understandable and predictable aspects of behaviour compared to research which argues that human behaviour is essentially irrational and unpredictable.

While Maslow's model is not necessarily ideal, since needs are not hierarchical in reality because some needs may occur simultaneously, it does emphasise the development needs of humans, with individuals striving towards personal growth. Therefore, Maslow assists in a leisure context in identifying and classifying the types of needs people have. This has generated a great deal of interest in the notion of *leisure needs*, as shown in Figure 4.5. What Figure 4.5 shows is the wide range of possible approaches to understanding an individual's leisure needs and the different ways of approaching various aspects of leisure need. As Hall and Page (2006) illustrate, a variety of studies have been developed that contribute to this classification of leisure needs, which help to explain the diversity of leisure needs which these studies identified.

Other researchers (e.g. Iso-Ahola 1980; Neulinger 1981) prefer to emphasise the importance of perceived freedom from constraints as a major source of

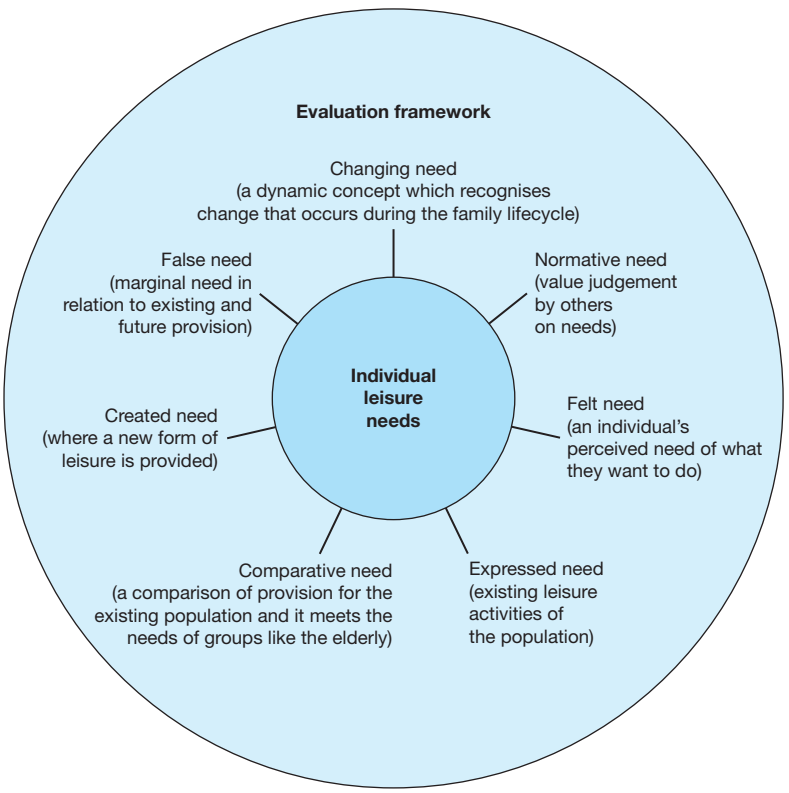

Figure 4.5 Model of leisure needs

Source: Based on Hall and Page (2006)

motivation. Argyle (1996) synthesises such studies to argue that intrinsic motivation in leisure relates to three underlying principles:

1. Social motivation.
2. Basic bodily pleasures (e.g. eating, drinking, sex and sport).
3. Social learning (how past learning explains a predisposition towards certain activities) – see Figure 4.6.

One useful concept which Csikszentmihalyi (1975) introduced to the explanation of motivation was that of flow. Individuals tend to find a sense of intense absorption in recreational activities, when self-awareness declines, and it is their peak experience – a sense of flow – which is the main internal motivation. The flow is explained as a balance resulting from being challenged and skill, which can occur in four combinations:

1. Where challenge and skill are high and flow results.
2. Where the challenge is too great, anxiety results.
3. If the challenge is too easy, boredom may occur.
4. Where the challenge and skill level are too low, apathy may result.

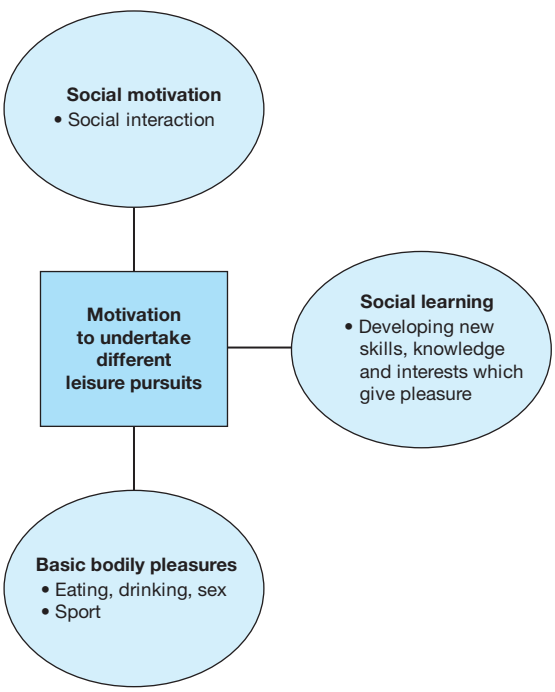

Figure 4.6 Sources of intrinsic motivation in leisure

Source: Based on Argyle (1996: 164–165)

In spite of the significance of motivation, it is apparent that no consensus exists in relation to leisure. Instead, 'in theories of motivation need is seen as a force within the individual to gain satisfactions and completeness. There appear to be many levels and types of need, including the important needs of self-actualisation and psychological growth' (Torkildsen 1992: 86). One model of leisure behaviour suggested by Iso-Ahola (1980), shown in Figure 4.7, suggests that leisure needs are caused by the interplay of a wide range of factors conditioning human behaviour and that intrinsic motivation remains a powerful process shaping leisure needs. This model is a result of the different elements of theories suggested as explanations of leisure behaviour (Table 4.2), each of which focuses on a specific aspect of human behaviour which illustrates the wide range of issues to consider. Different approaches have been adopted towards the study of leisure needs, as Table 4.3 shows, focusing on specific aspects of how leisure needs illustrate the types of motivations that may arise. To provide a model of how all these facets of leisure behaviour were interconnected, as layers which contributed to specific leisure outcomes, Iso-Ahola developed a model of leisure behaviour (Figure 4.7) which synthesises all these different aspects of leisure needs, intrinsic motivation and other factors that contribute to leisure behaviour. One way to begin to understand the outcome of this behaviour is to focus on the aggregate patterns of demand which emerge from studies of leisure.

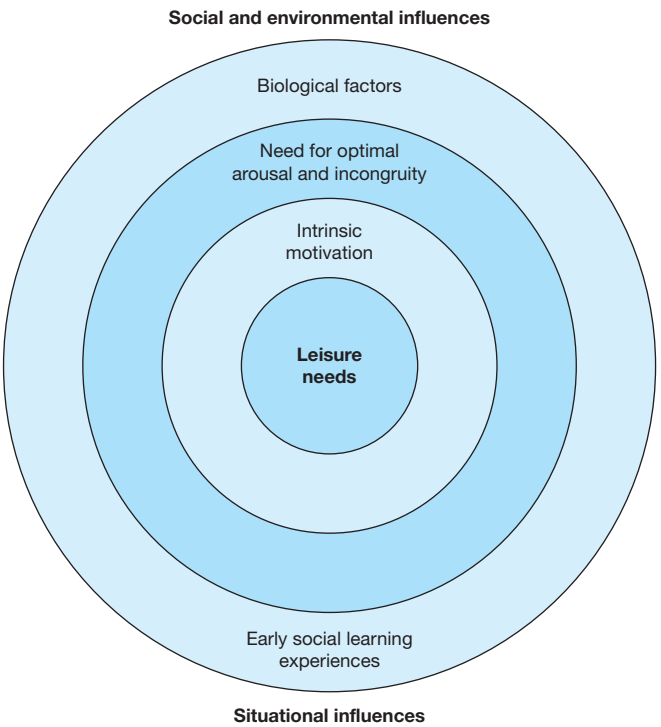

Figure 4.7 Iso-Ahola's model of causality of leisure behaviour

Source: Simplified and developed from Iso-Ahola (1980). Copyright © Professor Seppo Iso-Ahola, Ph.D

Table 4.2 A range of theories of leisure behaviour

Theory	Implications for leisure behaviour
Surplus energy theory	• Key motivation for play is to use surplus energy, especially among children, and wider relevance to adult leisure (e.g. physical activity)
Recreation theory	• To re-create energy and to engage in physical activity
Relaxation theory	• To relax after work or stressful situations; applies to many physical and sedentary leisure activities
Compensation theory	• Leisure occurs to meet needs not met in work settings (see Chapter 3 and the work–leisure relationship)
Generalisation theory	• Acquiring skills in one's leisure time which are relevant to work settings
Instinct-practice theory	• Based on the notion that play is motivated by a desire to practise inherited traits necessary for human survival
Learning theory	• Assumes all skills are learned (in contrast to instinct-practice theory) and leisure is a form of learning
Catharsis theory	• Leisure is a means of release, of built-up emotion, especially negative feelings
Self-expression theory	• Leisure as a form of developing self-expression
Optimal arousal	• Leisure behaviour is motivated by arousal, but this varies by individual, in different situations and by activity. This theory is illustrated by Iso-Ahola's (1980) model. This model integrates many of the existing features of the prevailing theories of leisure behaviour, highlighting the needs, satisfaction and benefits derived from leisure. Figure 4.7 illustrates four different types of factors where biological factors are based on self-expression theory, arousal and incongruity from other theories of leisure and freedom (based on being free from constraints and work) and motivation based on Maslow and other explanations of leisure behaviour

Source: Adapted from Leitner (2004: 84–109)

Table 4.3 Leisure needs

Tillman (1974)	Bradshaw (1972)	Mercer (1973)

Leisure needs include the pursuit of:
• new experiences
• relaxation, escape and fantasy
• fantasy identity
• security
• dominance (over one's environment)
• social interaction
• mental activity
• creativity
• need to be needed
• physical activity and fitness
	• need
	  • normative* need
	  • felt need
	  • expressed need
	  • comparative need
		• need
		  • normative
		  • felt
		  • expressed
		  • comparative
		  • created
		  • changing
		  • false

*Based on value judgements

Plate 4.1 How would you explain the different leisure motivations which these visitors to a small Devon fishing village are displaying? What models and explanations might help to explain the interest in this leisure-time activity?

The reality of leisure demand: country studies of leisure participation

When seeking to understand the outcome of leisure motivation for individuals and groups, researchers tend to adopt different research methods and approaches to try to gather information on how people spend their leisure time. But we need to recognise that a diversity of research methods are needed to understand that 'leisure is still experienced in fragments in diverse activities . . . analysing their interdependencies and arranging them in balance to form a style of life is difficult' (Dumazedir 1967: 233). This fragmented nature of leisure in our daily lives also has to be set against the wider social setting, such as the family, work, responsibilities and our daily time–space routines. As discussed earlier in the chapter, different studies have been conducted in the past, such as Rowntree (1941) and Rowntree and Lavers (1951), to construct patterns of participation in leisure and recreation in inter- and post-war Britain. Even so, researchers recognise that precision is needed to identify participation, non-participation and the frequency of each. But the development