CHAPTER 1

INTRODUCTION

Leisure activities are seen as a source of excitement and challenge, a source of relaxation and escape, a way to relieve stress, or a way to balance work and play. These are psychological motivators that aid in the maintenance of our mental wellness (2017). Leisure motivation, on the other hand, is what motivates us to engage in leisure activities. These two significant variables are intertwined in the development of interests in leisure activities. Primary education teachers need to establish and increase their motivation to participate in leisure activities to achieve a work-life balance. However, due to the surge of the pandemic in the educational setting and at the same time the untimely growing number of changing roles and responsibilities that suddenly necessitate teachers’ professional development and technological competencies, achieving a balanced lifestyle for teachers can be tough. Recently, the education system in the Philippines has put teachers in an essential role to act as a key factor in the forefront of education due to the worldwide pandemic and the shift to remote learning. Generally speaking, teachers are so constrained in the educational system these days that they rarely recognize how much time they spend working each week and how much time they set aside for themselves.

According to Bongco’s and Ancho’s (2019) research on Filipino Teachers’ Professional Workload, data show that teachers, more than any other occupation, work outside of their regular working hours. Thus, groups of teachers in the Philippines say that the workload of teachers is endangering their health especially now that they spend most of their time doing more online works compared to when working in school. In an article on Teachers’ Emotion and Identity Work During a
Pandemic (2020) cited that some teachers reported being busier than they were before the school buildings closed, as they were expected to be present and available, and with office hours during lunch. All of this took place while trying to simultaneously instruct their own children who were home (Strauss, 2020). Similarly, according to the U.S. Department of Education report in 2017, teachers work an average of 54.4 hours per week, with primary school teachers with less than six years of experience working an additional 18.8 hours per week outside of school. For these reasons, improving the work-life balance of primary education teachers through motivation in leisure can have many advantages. Elizabeth Scott (2020), in her article on “How To Maintain Work-Life Balance Like a Pro” said that leisure time encourages stress management, and stress management activities may boost productivity and resource-building, therefore it is essential to make time for things that we like and relax with. It will assist them in being more productive, effective, and motivated at work. Not only that, but it will help them strengthen their social relationships and achieve a better sense of balance in their lives. According to related research, participating in recreation and leisure activities is an effective stress reliever, indicating that teachers should actively engage in leisure activities in order to enhance health, enjoyment, and social relationships, as well as to obtain a feeling of fulfilment that promotes teaching efficiency (Chen, 2004; Chang et al., 2001).

Leisure motivation is often regarded as a significant influencer on teaching success and failure, because it plays a vital part in motivating teachers to behave and, inevitably, accomplish their goals of achieving a work and leisure balance. Hence, leisure motivation may be described as a need, reason, or desire that promotes participation in a leisure activity (Crandall, 1980). Dornyei (2001) further said that motivation is responsible for why we choose to engage in leisure activities, how long we can sustain the activity, and how hard we work to seek it. Motivation is a goal-oriented activity that energizes and motivates behaviour (Reber and Reber, 2001). The many leisure motivations that lead to teachers' participation in school's leisure activities are as diverse as people. Leisure enthusiasts
derive a variety of traits from their hobbies, which are referred to as motivating factors. Leisure-related motivation factors might vary depending on the individual's needs and preferences. This knowledge of individual motivation can help to build a more thorough understanding of leisure motivation in the educational context.

Leisure, as used in professional and academic circles, is significant when referring to an individual's need to establish a balanced lifestyle. Leisure activities, according to Shiver (1981), play a leverage role in life by establishing a process by which people develop skills, interests, and competence that enhance and enrich their lives whether in schools, the workplace, family, or community (Dattilo & Murphy, 1991). Thus, it has a few and unmistakable, yet interrelated connotations. The National Center on Health (2013) defined leisure as a process involving freedom, self-discovery, and growth. Godbey (1985), a leading scholar in the field of leisure, defines it as living in relative freedom from the external compulsive forces of one's culture and physical environment in order to act from an internally compelling love in ways that are personally pleasing and intuitively worthwhile. This definition of leisure points to a few keys that are of importance in understanding the need for leisure encounters, and how leisure serves as a channel to improve quality of life. Likewise, motivation plays a vital role in the leisure pursuit of an individual. In a professional space, it is designed to provide teaching personnel with the time and space to plan ahead and build their professional personality along a variety of dimensions (Rapheal, 2019).

In a private educational institution in Mandaluyong, leisure activities for teachers are subsumed in its Faculty Development Program (FDP). These activities refer to personality development through social, physical and cultural activities. As termed from their Institutional Operations Manual (B. p. 86).

*The Institutional Faculty Development Program is a planned approach to the academic and personal growth of teachers organized and financed by the school. Its objectives are*
the following: to help provide opportunities for the development of values and attitudes vital to Lasallian educators; to help administrators and teachers in their professional development through continuous academic work, participation in seminars, workshops and lectures; and to assist administrators and teachers in personality development through social, physical and cultural activities.

The goal of leisure in education, according to an article in Leisure Education in School (Pesavento and Ashton, 2013), is to enable individuals to improve the quality of their lives via leisure despite the disruption of the traditional physical education. Its primary objectives are to (a) acquire the necessary leisure participation abilities and (b) realize the variety of useful possibilities obtainable during leisure time. Even before the onset of the pandemic, Leisure education in schools is considered as an essential component of human development and lifelong learning.

The increased interest in promoting a balanced lifestyle of primary education teachers through wellness and self-care in this unprecedented surge of the pandemic has heightened the need for this research. This research described and analysed the different leisure motivation factors and leisure needs of teachers for engaging in a virtual leisure activity. Data from the instruments used were employed to address the need of teachers in the development of a Virtual Cooperative Recreation and Wellness Program.

REVIEW OF RELATED LITERATURE

Many recent researches have focused on the influence of motivation on teachers' participation in leisure activities in relation to their needs. An article written by Dr. Jeny Rapheal (2019) in Let us Think, asks why teachers need leisure time and what purpose is there in incorporating leisure into a teacher’s working time. She stated in her article that engaging in leisure activities allows teachers to
anticipate and extend their professional personality with diverse dimensions. Those methods may occasionally boost the mood and assist teachers in mitigating the impact of stress and protecting the quality of their teaching from being compromised.

In their study on Leisure Preferences, Daly and Morton (2011) identified a link between leisure and anxiety. They stated that teachers' incapacity to separate themselves from their job may be a role in contributing to health issues, and that involvement in leisure activities may actually prevent burnout. Leisure interests have the potential to be recuperative due to their value to an individual's emotional well-being.

Leisure may be regarded in a variety of ways. According to Babalola and Alayode (2011), it refers to an individual's decision to spend his or her free time satisfying certain interests or needs or engaging in a pleasant experience for the sake of wellbeing or personal growth. For Parr and Lashua (2004), the term "leisure" refers to a wide range of thoughts, images, and notions, ranging from time away from work and other commitments to activities that develop increased self-awareness. Leisure also involves meaning and action. The overarching premise of all leisure philosophy is freedom. Freedom entails more than just the absence of constraints. The possibility of self-determination is defined as freedom. There is a depth of significance in the vast range of what individuals do for fun. As a result, a reoccurring issue in attempting to comprehend leisure in every society is why? How do individuals make decisions, and what seem to be the outcomes (Kelly, 2012)? Leisure, as defined in numerous studies, is a subjectively experienced freedom motivated by choice (Agyar, 2014).

Leisure Motivation

Being moved to accomplish something is what motivation entails. Motivated people are those who are stimulated or activated toward a goal. As a result, almost everyone who works or plays with others is concerned with motivation. According to a study on intrinsic and extrinsic motivation,
people have various levels of motivation as well as different types of motivation. That is, they differ not just in terms of motivation level (i.e., how much motivation they have), but also in terms of motivation orientation (i.e., what type of motivation). Orientation of motivation, according to Ryan and Deci (2000), is concerned with the underlying attitudes and intentions that give birth to action—that is, the why of acts.

On the other hand, intrinsic motivation as it relates to leisure motivation has emerged as a significant phenomenon for educators—a natural source of learning and success that may be deliberately advanced or hindered by educational methods (Ryan & Stiller, 1991). Thus, intrinsic motivation is typically associated with high-quality learning and creativity. Ryan and Deci (2000) in Contemporary Educational Psychology described the traditional definition of intrinsic motivation as "performing an activity for its inherent satisfactions rather than for some distinguishable result". When a person is intrinsically driven, he or she is moved to perform for the sake of enjoyment or challenge rather than because of external prods, pressures, or incentives. It is the act of doing something for which no evident external rewards are provided. It is done because it is enjoyable and fascinating, rather than because there is an external incentive or pressure to perform it, such as a prize or deadline. In addition, some experts conclude that all behaviour such as money, rank, or food is motivated by external incentives. The reward in intrinsically driven activities is the action itself, which is thus seen as an outcome of the experience (Parr and Lashua 2002).

Understanding the elements that create intrinsic motivation can help in understanding how it works and why it might be beneficial (Longhurst, 2019). Similarly, a worldwide approach to investigating what typically drives an individual to participate has shown to be a very successful and widely accepted technique of understanding leisure motivation. The Leisure Motivation Scale (LMS) by Beard and Ragheb (1983) was developed in an attempt to standardize measures of leisure
motivation. This scale classifies motives for participation comprising four sub-scales such as: intellectual, social, competence/mastery and stimulus avoidance (Beggs, Stitt, Elkins, 2010). The intellectual factor of leisure motivation refers to mental stimulation such as cognitive learning or the opportunity to use one’s imagination. The social factor refers to the need for interpersonal relationships. The competency/mastery factor explains motivation in terms of the desire for competition and challenge. The stimulus-avoidance factor refers to escape and restoration one seeks in their leisure activities.

The Leisure Motivation Scale has been used to study leisure motivation in a number of contexts. The Leisure Motivation Scale was used by Kanter and Forrester (1997) and Beggs Elkins and Stitt (2004) to analyze leisure motivation in campus recreational sports. Lounsbury and Polik (1992) utilized the Leisure Motivation Scale to study leisure needs and satisfaction of vacationers. Ryan and Glendon (1998) used the Leisure Motivation Scale to examine the decision of tourists in destination choices. The Leisure Motivation Scale was used by Starzyk, Reddon, and Friel (2000) to study leisure motivation and psychosocial adjustment among high school students. Wickham, Hanson, Shechtman, and Ashton (2000) used the Leisure Motivation Scale to examine leisure attitudes and leisure motivation of adults with spinal cord injury.

Many of the aforementioned researchers investigated differences in leisure motivation depending on various factors and motivation in connection to leisure engagement. When motivation is increased via meaningful leisure activities, it leads to success and the attainment of meaningful goals.
Leisure in Virtual Recreation and Wellness

Recreation, leisure, and sports activities, like culture and art, play an important role in communities. Its goal is to be a tool to improve the mental, physical and social well-being of an individual. However, according to the Sports and Development Organization (2000), there has been a progressive decrease in the level of physical activity in people's everyday lives in industrialized countries over the last few decades. For the vast majority of individuals, minimal physical effort is involved in their work, household duties, transportation, and leisure activities. People's occupations, too, have become increasingly sedentary, with lengthy days spent sitting at a desk. And the majority of people travel by sitting - in automobiles, buses, and trains. According to the most recent issue of People Matters (2021), living in a fast-paced world may be thrilling, especially with the rising pressure to succeed. Dealing with the daily bustle and stress levels can cause people all around the world to overlook essential elements of their lives, particularly their health. Long work hours, chasing deadlines, an unhealthy lifestyle, and a lack of physical activity always contribute to bad health habits and low productivity. Not to mention that in March 2020, it was remembered in the education community as the month when practically all of the world's schools closed their doors (Winthrop, 2020). Some teachers remarked that they were busier than before the school closed since they were expected to be present and available at all times, and in response to the COVID-19 school closings, the education profession has seen significant changes, including the advent of remote learning. Teachers have to continue working despite a variety of conditions and stresses that may have had an impact on their mental health. Most teachers all over were expected to shift gears instantly to answer to students' and families' needs utilizing synchronous and asynchronous virtual teaching. Since COVID-19 became a pandemic, teachers literally responded overnight to the responsibility to teach in innovative ways (Jones and Kessler, 2020).
In such cases, it is common to seek an ideal workplace that creates a friendly environment and supports a healthy work-life balance despite this challenging time. Therefore, including recreational sports as part of leisure is the best way to address this.

In the absence of remote leisure wellness before, another term we call recreational sports is leisure sports which are non-competitive, activities that aim to improve people's mental health. Though there are not much concrete definition of leisure sport, the Chinese scholar Lu Feng (2008) believes that “leisure sport is the general term of sports activities which are selected and engaged voluntarily by people in the relatively free social environment and condition. Thus, it is a type of sports that is already in existence, as well as an important type of social leisure activity.” The French scholar Roger Su (1996) thinks “sports leisure is a higher stage of physical activity, which needs stronger and longer physical effects, but it cannot be confused with the true sense of sport. It is a kind of sport which neither pursues achievement through matches nor requires regular intense training, but to pursue physical relaxation and comfort through informal and voluntary sport activities”. Japan’s leisure sport development association makes presentations for leisure sports as follows: “Leisure sports do not specifically refer to sports programs, but any sports program that fulfills the goals of joy, exultation, a light heart, and reduction of fatigue is referred to be a leisure sport.” (Liang, Limin. 2007). Leisure sport is a type of social existence rather than a specialized athletic program. Leisure sports are non-competitive physical recreations in which people utilize their leisure time to participate in free form while feeling comfortable in a relaxing setting. This form of physical entertainment is primarily used to change psychology, nurture temperament, relieve weariness, replenish energy, improve physical fitness, and enjoy life's joys (Min and Jin, 2010).
According to researchers, recreational leisure sports activities play a significant influence in an individual’s health and physical activity (Pomohaci and Sabin, 2018). Leisure and sports activities, like any other kind of relaxation, play an essential role in communities most especially at this present time. Their numerous advantages include enhancing individuals’ health and well-being, contributing to their empowerment, and encouraging the growth of social well-being despite the challenge of solitary leisure engagement. These kinds of leisure and sports activities usually involve individuals, small groups, teams, or entire communities, and they are beneficial for people of various ages, abilities, and skill levels (WHO, 2010).

Leisure and leisure sports activities organized by schools and engaged in by a diverse range of persons can vary considerably depending on the educational environment to which they belong, and tend to reflect the social systems and cultural values of their institution. In order to incorporate recreational sports activities in the educational curriculum despite the uncertainty of the pandemic, guardians and academic institutions should find every opportunity to include recreation and wellness in the life of every individual (2020). These activities, according to Devi, author of The Importance of Recreational Activities in the Educational Curriculum, aid in the establishment of a balance between academic expectations and physical and emotional well-being. Physical activity and exercise are vital factors in enabling the people to reduce the effects of the present epidemic on the mental and physical health of people globally. It is strongly recommended to be physically active in such a precarious situation (Fernandez, et. al., 2020). However, due to constraints on people's mobility, both physical activity and physical exercise are greatly restricted during quarantine and shutdown conditions, which have a detrimental effect on an individual’s physical and mental health. One important intervention to reduce the psychological impact of pandemic periods is to boost mental strength and capacity of individuals. No matter what the circumstances may be now, engagement in
physical activity, may it be done in solitude out of one’s homes or performed remotely in the confines of their homes is still a type of discipline that denotes self-control and keeps our minds alert and active. It boosts mental strength and capacity. It increases an individual's capability and improves his or her performance. Nord Anglia Education (2021), an international school provider, even stated that there are several chances available in schools. Recreation and wellness programs allow not just kids but also educators to be active and focus on improving different skills. Recreational sports provide several educational benefits that are not limited to physical rewards. Sport for recreation is an excellent approach to improve one's health. Individuals will discover the benefits of working hard to attain their objectives via leisure sports, whether it is in the physical side or the development of one's social skills and personality growth.

*Motivation Theories and Wellness Model and Instructional Design*

A desire or tendency to engage in and continue in a task has been characterized as motivation (Schunk, Pintrich, & Meece, 2014). It denotes a condition of being motivated to accomplish something, a movement that motivates a person's behavior. Motivation has long been acknowledged as an important factor in learning by educational researchers, who have examined it from a variety of perspectives. This section will provide a quick review of motivational theory in relation to the subject of instructional design (Park, 2015) and at the same time discuss the 6 Dimensions of Wellness model in relation to the idea of awareness of habits and choice making for a more successful existence of an individual (NWI, 2003).

The Maslow’s Hierarchy of Needs Theory, Hettler’s Six Dimensional Model of Wellness and the ADDIE Model of Instructional Design will be presented here due to their remarkable connection with leisure motivation, wellness and educational and training programs.
Maslow’s Hierarchy of Needs Theory (Maslow, 1954)

Maslow's hierarchy of needs theory is one of the most generally acknowledged conceptualizations of motivation in content theories (Muvunyi, 2016). This theory believes that humans have certain needs and begin acting in order to meet those needs. According to this theory, there are five categories of needs that are naturally ranked in a hierarchical order: physiological, safety/security, belonging/social/affiliation, self-esteem, and self-actualization.

These needs are ordered in accordance with the evolving urgency of the individual's perceived needs as he or she goes through life (Muvunyi, 2016). The pyramid below depicts the theory's assumption of five categories of needs (Adapted from Maslow's (1954) Hierarchy of Needs).

![Figure 1: Maslow’s Hierarchy of Needs Theory](image)

Maslow's hierarchy of needs is a well-known theory of motivation. According to Abraham Maslow, a humanistic psychologist, our behaviors are driven by the desire to meet specific needs. Maslow initially proposed the concept of a hierarchy of needs in his 1943 paper "A Theory of Human Motivation" and later in his book Motivation and Personality. According to this hierarchy, people are driven to meet basic needs before moving on to more advanced needs. Maslow, as a humanist, felt that humans have an inborn drive to be self-actualized, or to realize their full potential. However, in order to attain these ultimate goals, a number of more basic needs must be satisfied. Maslow's
hierarchy is most commonly represented as a pyramid. The most basic needs are represented at the bottom of the pyramid, while the most complex needs are represented at the top. The essential physical needs at the bottom of the pyramid include the need for food, water, sleep, and warmth. Once these lower-level needs are fulfilled, people can progress to the next level of demands, which is for safety and security. As people go up the pyramid, their demands become more psychological and social. Soon, the need for love, companionship, and connection becomes essential. Personal esteem and feelings of accomplishment take precedence further up the pyramid. Maslow, like Carl Rogers, stressed the significance of self-actualization, which is the process of growing and developing as a person in order to reach one's full potential.

Beard and Ragheb (1983) developed the Leisure Motivation Scale (LMS) using Maslow's Hierarchy of Needs Theory to define the motivation factors that determine whether satisfaction is received from leisure activities (Ryan & Glendon 1998). The LMS identifies four motivational factors, which are as follows (Beard and Ragheb 1983):

1. intellectual – the extent to which individuals are motivated because of a need for learning or discovery
2. social – the extent to which individuals are motivated because of a need for friendship and interpersonal relationships
3. competence-mastery – the extent to which individuals are motivated because of a need to master, challenge or compete
4. avoidance – the extent to which individuals are motivated by activities because of a need to seek solitude or to unwind

These four motivation factors are important not only during the pre-stage when an individual is assessing a variety of leisure activities, but also after the leisure experience has been satisfied. The sense of satisfaction gained from the leisure experience will be one of the determining factors in the
individual's future leisure engagement; therefore it is necessary that the need that initially motivated the individual be met. A fulfilled need increases the chance of the person returning for another leisure activity.

In relation to the motivation factors in the Leisure Motivation Scale developed by Beard and Ragheb (1983), they linked four out of the five of Maslow’s need categories to leisure motivation. Maslow’s Hierarchy of Needs Theory refers to the **physiological needs** at the bottom of the pyramid as basic physical requirements including the need for food, water, sleep, and warmth. The motivation factor on **stimulus-avoidance** refers to the escape and restoration an individual seeks in their leisure activities. Love, acceptance, and belonging are examples of social contact needs in Maslow's hierarchy. At this level, human behavior is driven by the need for emotional connections. This is connected to the **social** motivation factor, which relates to an individual's demand for interpersonal relationships. The desire for admiration and respect is at the fourth level of Maslow's hierarchy. This is honor and privilege and recognition. At this time, gaining the respect and appreciation of others becomes increasingly vital. People have a need to complete tasks and then have their efforts rewarded. Aside from the need for feelings of success and prestige, esteem needs also encompass self-esteem and personal worth. Participation in professional activities and academic achievements help to meet this need. This can be related to the motivation factor on **competence/mastery** which explains motivation in terms of the desire for achievement, competition and challenge. At the very peak of Maslow’s hierarchy are the self-actualization needs. According to Maslow’s definition of self-actualization, "It may be informally defined as the complete utilization
and exploitation of one's qualities, capacities, potentialities, and so on. Such people appear to be content and to be doing the best that they are capable of accomplishing. They are persons who have reached or are on their way to reaching their full potential." Self-actualizing people are self-aware, concerned with personal growth, less concerned with the opinions of others, and interested in fulfilling their potential. This is connected to the intellectual motivation factor, which relates to an individual's mental stimulation, such as cognitive learning or the chance to utilize one's creativity.

Beard and Ragheb classified leisure behavior into four categories. The lack of a leisure motivation connected to "safety needs" in Maslow's hierarchy is due to the fact that the desire to feel safe cannot be regarded as a primary explanation for leisure motives.

**Hettler Six Dimensional Model of Wellness (1980)**

Hettler's model focuses on an integrated approach to living a healthy and happy life, sometimes known as wellness. Many individuals may consider their 'health' to be comprised of two components: nutrition and exercise. However, as Hettler's approach demonstrates, wellbeing is characterized by six equal aspects of life: physical, emotional, intellectual, spiritual, social, and occupational. Finding balance in these six crucial areas is the key to achieving wellbeing. Yes, the "physical" aspect of health is essential, but it does not dominate the chart (despite the fact that food and exercise receive the most "coverage" in today's media). Working out at the gym and eating healthily do not result in healthiness; they are only one piece of the jigsaw. Each of the six "wellness pieces" is equally important (Patalsky, 2019).
Using a healthy approach may be beneficial in almost any situation. All human effort as a means of achieving optimal life, wellness is being utilized in domains such as health, promotion and holistic health, and there has been an increase in "helping professions".

The National Institute of Wellness developed three questions that can assist people and Organizations analyze the extent to which wellness is promoted and integrated into a specific approach or program (Hettler, 1976):

- Does this help people achieve their full potential?
- Does this recognize and address the whole person (multi-dimensional approach)
- Does this affirm and mobilize people’s positive qualities and strengths?

The following focuses on Hettler’s Six Dimensions (Patalsky, 2019):

**Physical** (body, nutrition, healthy habits)

**Emotional** (feelings, emotions, reactions, cognition)

**Occupational** (employment, skills, finances, balance, satisfaction)

**Spiritual** (meaning, awareness of the unexplained, values)
**Intellectual** (creativity, mental challenge, critical thinking, commitment to learn, curiosity)

**Social** (relationships, community interaction, respect, healthy independence)

A closer look at these six areas more closely as interpretation of the basic theories of Hettler as follows:

**Physical.** The condition of your physical body is the focus of physical wellness. It also focuses on how you treat your body and respond to any health changes.

**Key Points:**

*Maintain proper nutrition, and understand its relationship to the functions of your body.
*Engage in adequate physical exercise to achieve strength, endurance and flexibility.
*Ability to monitor the state of your body (vital signs) and react to minor and major illnesses.

*“The body is recognized as a formal expression of physiological development and personal evolution.” –Hettler

*Acknowledge that your body is an ever-changing state – never static.

**Emotional.** When a person is emotionally healthy, he or she is aware of and accepts a wide range of emotions and experiences. A person who is emotionally healthy understands that 'happy' is not the only desired emotion in life. Growth and emotional maturity occur as a result of experiencing and accepting a wide range of feelings such as happiness, anger, sadness, determination, frustration, and many more.

**Key Points:**

*Ability to manage and assess feelings and emotions effectively.
*Ability to make decisions which have been influenced by the evaluation of current emotions.

* “Emotional Wellness is not an end stage but a continual process of change and growth.” – Hettler
**Occupational.** When a person uses his or her abilities successfully in a paid or unpaid context to contribute to the community while feeling personal fulfillment and happiness, he or she achieves occupational wellness.

**Key Points:**

*Contribute your skills to a community.*
*Experience fulfillment. Satisfaction in applying your skills to the world.*
*Find a satisfying balance between financial fulfillment and personal accomplishment and happiness in the work you choose to do.*

*“The occupationally well individual contributes her/his unique skills/talents to work that is meaningful and rewarding.”* - Hettler

**Spiritual.** Spiritual wellness focuses on that ‘big picture’ view of life. A spiritually well person can accept and appreciate that which is not completely understood. They also seek to question the meaning and purpose of life for themselves and those around them. Spiritual wellness does not specify a religion, it is simply a state of questioning the universe and desiring to understand and define universal values in the world.

**Key Points:**

*Question your personal values and how they interact with the world. Universal values.*

*“An appreciation for that which cannot be completely understood.”* - Hettler
*Question the purpose of life and seek to find meaning in both an individual’s every day and ‘big picture’ existence.*

*“Feelings of doubt, despair, fear, disappointment and dislocation as well as feelings of pleasure, joy, eagerness and discovery are part of this search for a universal value system.”* - Hettler

**Intellectual.** Hettler defines intellectual wellbeing as "self-directed activity that comprises ongoing learning, growth, creative application, and articulation of critical thinking and expressive/intuitive skills and capacities aimed at achieving a more meaningful living." Intellectual wellness is also indicated by a demonstrated commitment to lifelong learning." In other words, engage and challenge your intellect on a regular basis. Take part in activities that allow you to examine, create, and reflect. Intellectual wellbeing, like physical wellness, requires you to consciously commit to a regimen of challenges and activities. Instead of engaging and taxing your body, you engage and challenge your mind.
Key Points:

* Get creative. Art, writing, acting, designing and crafting (and cooking!) are all great ways to engage your mind.
* Use critical thinking to improve your life.
* Challenge and commit. Challenge your mind daily and commit to a lifetime of continued learning.
* Treat your mind as the most important ‘muscle’ in your body. Get a buff mind!

Social. Emotional and social wellness are strongly intertwined. One is required to obtain the other. It is impossible to acquire emotional wellness if you do not have social wellness. Also, vice versa. Social wellness is concerned with one’s interactions with individuals, groups and communities.

Key Points:

* Contribute to the common welfare of the community.
* Seek and maintain a mutual respect with the people in your life.
* Contribute to the wellness of your community by encouraging and motivating others to engage in healthy lifestyle habits and activities.
* Maintain emotionally and physically satisfying relationships.

* “A person experiencing social wellness is living in harmony with his/her fellow human beings and seeking positive, interdependent relationships with others.” –Hettler

ADDIE Model of Program Design

Educators and instructional designers have utilized the ADDIE Instructional Design (ID) method as a framework for planning and implementing educational and training programs for many years. “ADDIE” stands for Analyze, Design, Develop, Implement, and Evaluate (Kurt, 2018). As a result, having clearly defined stages supports the implementation of successful training methods, which is highly advantageous for educators, instructional designers, and training developers. The Addie Model has gained widespread recognition as an Instructional Design model.
One reason for the Addie model's success is that it is strongly associated with high-quality design, clear learning objectives, carefully structured content, controlled workloads for faculty and students, integrated media, relevant student activities, and assessment that is strongly linked to desired learning outcomes (Dick and Carey, 2004).

![Five Phases of the ADDIE Program Design Model](image)

Figure 4: Five Phases of the ADDIE Program Design Model

According to the Design Theories and Models (2017), the five components of the Addie model are:

1. **Analysis**: “goal-setting stage”

   Establishing specifications of the program and formulation of goals and objectives fall under this component. It identifies the issue/problem of why there is a need for a Virtual Cooperative Recreation and Wellness Program. It highlights the key participants in the program such as the set of faculty from Nursery to Grade 12. Lastly, formulation of the guiding purpose of the Recreation and Wellness Program was established at this stage.
2. **Design**:  

This is where the researcher determines all goals, planning and resources to be used in the Virtual Cooperative Recreation and Wellness Program. The focus should be on the content and domains for onset of planning. Coordination with school administrators, concerned offices and personnel is essential for clear communication for the development of pertinent domains in the program.

3. **Develop**:  

This stage is the start of the production of the plan that will be used for the implementation of the Virtual Cooperative Recreation and Wellness Plan later on. This stage requires planning and brainstorming and getting ready to put things in action.

4. **Implement**:  

This reflects the modification of the Virtual Cooperative Recreation and Wellness Program to ensure efficiency and positive results are obtained. Much of the real work is done on this stage as this is where all planned ideas will be put into action. Such as publication, facilitation of the activities, in-house facilitators are coordinated to, and materials are prepared for the event.

5. **Evaluate**:  

This is the stage in which the Virtual Cooperative Recreation and Wellness Program will be subjected to assessment whether the objectives and goals that were previously planned have been met. This is also important to substantiate the success rate of the plan and noting of improvements as feedback from the evaluators is made.
The ADDIE model is an iterative instructional design technique, which implies that the designer reviews the elements of the project at each level and updates them if necessary. This approach includes formative evaluation, while the summative evaluations involve assessments or evaluations established for the material being implemented. For the instructional design team, this final step is important because it provides data used to modify and refine the design.

The development of the Virtual Cooperative Recreation and Wellness Program in this research was tailored using the ADDIE Model. The design of the program was thought of following the 5 components / phases in Addie Model. The reason for such is to better provide an established method for designing clear and effective Virtual Cooperative Recreation and Wellness Program.

Breaking down into parts the phases of the Addie Model, the data collected on leisure motivation and needs assessment fall under the Analyze and Design phase, as these are the phases that ensure the program developed will be feasible, appropriate and acceptable before it is fully implemented. Whereas the summative evaluation as mentioned previously belongs to the Implementation and Evaluation phase which focuses on the program’s results or impact.
STATEMENT OF THE PROBLEM

Global educators and behavioural psychologists seeking the meaning of leisure pursuits in education despite the imminent threat of the pandemic have emphasized its function in enabling teachers in realizing the value of leisure in their lives now more than ever. It is more than simply getting someone to do something; it is a process in which the individual learns how participation in previously organized school activities may create a balanced lifestyle for teachers now that leisure activities are done remotely and virtually.

The present research describes and analyzes the different leisure motivation factors and leisure needs of teachers for engaging previously in the school’s leisure activities as basis for the development of a Virtual Cooperative Recreation and Wellness Program.

Specifically, it seeks to answer the following questions:

1. What are the reasons of teachers for engaging in leisure activities in terms of the following FACTORS:
   a. Intellectual factor
   b. Social factor
   c. Competence-Mastery factor
   d. Stimulus-Avoidance factor

2. Which of these Faculty Leisure Activity / Activities has best met primary education teachers’ leisure needs, and should be included in the school's faculty development program?

3. What other innovative activity / activities (aside from the previous Faculty leisure offerings) do primary education teachers suggest they might be interested in participating in the future (new normal) to help enhance their personal and social development?

4. What was the foundation for the virtual recreation and wellness program in terms of analysing the leisure motivation and leisure needs of primary education teachers in response to the concurrent pandemic?
SCOPE AND LIMITATION

Prior to the conceptualization of the action research, the researcher has no particular program plan in mind. However, based on the results of the Needs Assessment given to the participants, a clamour for a recreation and wellness activity was desired by most of the respondents. Thus, this is the reason why development of a Virtual Cooperative Recreation and Wellness Program was part of the action plan in this research. In addition, the basis for the Virtual Cooperative Recreation and Wellness Program was conceptualized based only from the number of respondents in this study.

As a result of the impending pandemic, implementation of the said Cooperative Recreation and Wellness Program was done remotely and evaluation/feedback was done virtually.

The reflection on the theoretical foundation of Hettler's Six Dimensions of Wellness, on the other hand, placed focus on the evaluation process alone to further examine how its advantages to an individual are realized through attainment of true wellness.

RATIONALE

Before the onset of the global pandemic, in an age of monochromatic cubicles and monotonous workdays, teachers' personalities, particularly in this fast-changing world, are expected to be dynamic especially when work gets monotonous, repetitive, and demanding. Not to mention the shift from face to face learning to online classes nowadays. All teachers have the right to a reasonable work/life balance to be able to focus on their wellness and self-care. Thus, participating in school-sponsored leisure programs should be structured to guarantee that all teachers are able to balance their professional life and personal development with their other responsibilities, despite the peril of the pandemic.

Therefore, trying new things and not limiting oneself for a challenge may help teachers improve their lives through recreation and wellness. Teachers’ motivation to engage in various
school-organized events may promote professional development and advancement, as well as stimulate a sense of inspiration, creativity, and productivity in their work despite this tough time.

It is important to analyze the different leisure motivations of teachers for engaging in leisure activities. Teachers should be able to understand the value of engaging in leisure activities on a regular basis in order to create a balanced lifestyle and improve not only their professional development but also their personal growth. The leisure activities for teachers at a private educational institution in Mandaluyong being subsumed into their Faculty Development Program (FDP) should be reviewed further in order to better meet the needs of the faculty. Although there are provisions of activities for social, physical, and cultural nature that promote personal growth and development of its faculty, innovation on its current programs and possible new ideas for future implementation may be considered especially now that the pandemic has affected its implementation physically and face to face.
CONCEPTUAL FRAMEWORK

Figure 5: Analysis of the Leisure Motivation Factors and Motivation Theories of Maslow’s Hierarchy of Needs and Hettler’s Six Dimensions of Wellness based from the Addie Model of Program Design

Figure 5 depicts a conceptual model that explains the relationship between four of Maslow's five need categories and leisure motivation, and namely: Physiological needs / stimulus-avoidance; Social contact needs / social; Appreciation and recognition / competence-avoidance; and Self-actualization / Intellectual. At the same time, the integration of Hettler’s Six Dimensional Model of Wellness were included namely: Physical, Emotional, Intellectual, Spiritual, Social and
Occupational. As a result, these vivid connections were analyzed and used in the development of a Virtual Cooperative Recreation and Wellness Program based on the Addie Model of Program Design.

The four motivation factors from Beard and Ragheb's (1983) Leisure Motivation Scale (LMS) were derived from Maslow's Hierarchy of Needs Theory to characterize leisure motivation. Maslow's hierarchy of needs theory clearly shows the interconnectedness of Maslow's four need categories to the four leisure motivation factors in hierarchical order as fulfilled by his theory. On the other hand, Hettler’s Six Dimensions of Wellness like that of Maslow’s need to be met for a fully rounded individual. These six dimensions are interdependent; the choices an individual makes continually influence them, and each other. A healthy integration of all dimensions is necessary. Thus, the process's main objective and end product reveal the motivation that lies behind what influences satisfaction and true wellness from leisure activities.

**Physiological needs and the Physical and Occupational dimension are the stimulus-avoidance factor** that falls under the **Analyze and Design phase**, according to Maslow's Hierarchy of Needs Theory and Hettler’s Six Dimensions of Wellness Model; these were also the phases where formative evaluations were done using data collected from both leisure motivation and leisure needs, which then became the basis for the Virtual Cooperative Recreation and Wellness Program. The **Planning process phase** includes the **needs for social interactions as a social factor and social dimension** and **self-actualization and intellectual dimension as an intellectual factor**. The **appreciation and achievement needs and emotional and spiritual dimension as the competence/mastery factor** fall under **Implementation**. While the summative evaluation of the Virtual Cooperative Recreation and Wellness program fall under Evaluation.
All of these motivation factors contribute to the development of a Virtual Cooperative Recreation and Wellness Program. Based on the Addie Model of Program Design's construct, these leisure motivation factors played a significant role in the design and development of a unique program that is dependent on the teachers' leisure needs. The conceptualization of the Virtual Cooperative Recreation and Wellness Program will not only foster a sense of satisfaction and true wellness as a result of teachers' leisure experiences, but its implementation and evaluation are the determining factors in primary education teachers’ future leisure engagement albeit the pandemic.