

***Academic Staff Task Performance in Public Universities in Cross River State,
Nigeria: Assessing the Influence of Recreational Resource Availability***

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Abstract

This study investigated the influence of recreational resource availability on academic staff task performance in public universities in Cross River State, Nigeria. One hypothesis was formulated for the study and descriptive survey research adopted as design. The sample was 577 academic staff randomly drawn from selected departments of the two public universities in the study area. Data was gathered through questionnaire, while teaching, research and community service were the bases for measuring task performance of academic staff. One-Way Analysis of Variance and Fisher's Least Significant Difference (LSD) multiple comparison test statistics were used in testing the hypothesis. The results revealed that recreational resource availability did not significantly influence academic staff task performance in the areas of teaching and research, but indicated positive influence on community service aspect of task performance. This means that academic staff taught and researched with or without recreational resources. However, the higher the availability of recreational resources, the higher academic staff task performance in the area of community service. It was therefore, among other things, recommended that university authorities should provide recreational resources for staff relaxation, and also create awareness on the benefits of engaging in recreational activities among academic staff for healthy living.

Keywords: recreational, academic, staff, task performance

Introduction

The saying that all work and no play makes Tom a dull boy implies a correlation between recreation and Tom's mood, which is an important factor in his ability to perform tasks. In other words, task performance and recreation go hand in hand as recreation is said to re-energize people to perform better. Participating in recreational activities is said to help improve physical well-being, emotional health, and cognitive functioning, while at the

same time offering opportunities for people to socialize with peers. It therefore appears to be an important ingredient in staff performance even in the university system. The availability of recreational resources and facilities in the right quantity and quality may help improve the physical, emotional and cognitive functioning of academic staff, while at the same time offering opportunities for them to socialize with peers thus enhancing task performance. This may in turn spark a trickle-down effect in the university system leading to enhancement of goals achievement and sustainability of tertiary institutions in the vicinity of the study and beyond.

The concept “task” has several meanings ranging from being seen as a difficult or tedious undertaking to being understood as a piece of work assigned or done as part of one's duties. It is also regarded as putting a burden or overtaxing people. The Collins dictionary, while defining task in its countable noun form, holds that the concept denotes an activity or piece of work which somebody does usually as part of a larger project. It also gave synonyms of task as job, assignment, duty, work and others. Performance on the other hand is the way a member of staff or employee fulfils the duties of their role by completing required tasks and how such employee behaves in the workplace.

Task performance, according to Rotundo and Sackett cited in Ukpabio et al. (2019), is the degree of skill employed by an employee in carrying out specific activities formally recognized as part of their job whose performance contributes to organization's goals attainment. Borman and Motowidlo in Daryoush et al. (2013) define task performance as producing materials or providing services, such as expertise in job-related tasks that support the technical part and service of a firm or an organization, such as coordinating and planning. Furthermore, task performance, according to the same source, is the ability to meet expectations and demonstrate competency and expertise which are directly associated with organization's technical core achieved by conducting, servicing, and maintaining its technical requirements. This is further supported by Harrison et al. (2006).

Task performance can summarily be defined as the ability to meet expectations and demonstrate competency and expertise by successfully carrying out and completing a piece of job which is an aspect of one's overall work to the extent that it contributes positively to organizational goals' achievement. Measurements for task performance include the quality, quantity and efficiency of work. The basic constitution of academic staff tasks are teaching, research and community services, according to Ukpabio et al. (2019).

Recreation is an activity of leisure, often done for enjoyment, amusement, pleasure or health benefits. They constitute essential element of human biology and psychology. The activities of recreation are engaged in because individuals love doing them and obviously find refreshment by engaging in them. Recreation helps people break monotony and offers diversion from boring daily routine because they provide joy and relaxation for one's mind and body (Akar, 2015).

Recreational activities can be grouped into two major categories: indoor and outdoor activities; and in the same vein, resources for recreation can also be divided into two groups - resources for indoor recreation and resources for outdoor recreation. Indoor recreation and resources provide amusement, entertainment, or physical fitness services that typically occur indoors such as arcades, bowling alleys, drama/voice/instrument instructional studio, health club/fitness centre, art/dance/exercise studio, indoor archery and shooting range, martial arts studio, swimming pool, tennis, handball, badminton, racquetball, chess, singing, reading, listening to music, watching movies (Dublin California Government, 2022; Akar, 2015). Outdoor recreation refers to leisure activities that take place in a natural setting and benefit the body, mind and/or spirit of those who engage in it. Outdoor recreation like the indoor one, is typically pursued for purposes of physical exercise, general wellbeing, spiritual renewal, and an opportunity to partake in nature whilst doing so (Jensen & Guthrie, 2006). Examples are hiking, fishing, skiing, snowmobiling and wildlife viewing. They also include nature walks, river rafting, cycling, camping, fishing, hiking, adventure park, surfing and other sports.

Merriam Webster dictionary defines resource, often used in plural, as a source of supply or support: an available means; and also as a natural source of wealth or revenue. Encyclopedia (2018) defines a resource as anything of value which is an input in production; and further gives a classification of the terminology based on valuation of classical political economists into land, labour, and capital as the three factors of production. This classification effectively categorized resources into natural resources, human resources, and financial resources. Eschool (2018) further adds that resources do not only have utility values and thus can satisfy needs, they also have an important characteristic of depletion or consumption.

Resources, in this context, can be defined as tangible things: natural, human and financial that have utility value and can satisfy needs. These resources can be consumed, depleted, depreciated and expire, as the case may be, thus need to be managed and replaced when necessary. In the university system, the availability of recreational resources is established by research to constitute essential element of human biological and psychological health.

Several studies by researchers have established a relationship between recreational activities and employee performance: that recreational exercises increase commitment, enhance bonding and improve employee wellbeing; and that these social dynamics are themselves important integrative elements which have positive effect on job satisfaction, service provision, customer satisfaction and productivity in organizations. It is therefore important to conclude that since recreation plays some positive roles in task performance of employees in the work setting, the provision of resources for recreation is of critical importance in improving the academic staff task performance in universities, thus ensuring the sustainability and effectiveness of the system (Reference 2020; Mokaya & Gitari, 2012; Ukpog & Akintunde, 2009).

Review of extant literature on the effect of availability of recreational resources on academic staff task performance was carried out, and it confirmed a positive relationship between the two variables of the study. This position is supported by several research efforts, like the study carried out to assess the effect of participating in recreational activities on employee's productivity by Gupta (2019). This study confirmed positive effect of recreation on employee performance while holding that recreational activities is part of human resource development because it affects employee's productivity by increasing the level of commitment, enhancing bonding and improving employee wellbeing. In a related study, Shamanur (2018) suggested that continuously performing an activity like lecturing brings physical and mental fatigue in addition to straining staff which may necessitate recreational activities, involving body and mind, to give relief from tension, fatigue, dullness and misery by restoring energy, promoting sense of joy and improving the physical, mental and social health of workers.

A study carried out by Enenifa and Akintokunbo (2020) examined the relationship between workplace recreational activities and employee effectiveness in Deposit Money Banks in Yenogoa, Bayelsa State of Nigeria. This study adopted a cross-sectional survey in its investigation, generated data through questionnaire and had a population of 277 employees of nineteen (19) Deposit Money Banks in Yenogoa. The sample of the study was 164 employees of the banking institution, while the hypotheses were tested using the Spearman's Rank Order Correlation Statistics. The findings showed a significant relationship between workplace recreational activities and employee effectiveness in Deposit Money Banks in Yenogoa, Bayelsa State. In a related study, Mokaya and Gitari (2012) carried out a study aimed at determining the effect of workplace recreation on employee performance at Kenya Utalii College, particularly on aspects of performance bordering on job satisfaction, service quality, customer satisfaction, and employee productivity. Adopting a descriptive design, the study used a sample of 81 respondents drawn from 162 employees of the college. The data generated was analyzed using descriptive and inferential statistics which suggested that: the reasons for engaging in recreation at workplace were to relax mind and feel great (82.3%), reduce stress and improve concentration (62.9%), build confidence and self-esteem (59.7%), and improve health (53.2%). The study also revealed that workplace recreation has a positive influence on employee performance variables especially in the areas of job satisfaction (92%), quality of service and customer satisfaction (72%) and enhanced productivity (77.5%). The conclusion of the study was that recreation is a significant factor in employee performance.

Shahid (2017) researched into how leisure activities could impact Pakistani pharmaceutical industry's employee performance. Using 366 employees of the sector and a quantitative research method with data sourced through questionnaire, it was concluded that leisure activities were strongly correlated with employee performance. This source however suggested that rigid and traditional management system which does not encourage recreation eventually impacts negatively on the performance of employees. A related opinion is the one by Oke (2020), who suggested that some workers in the

teaching profession believe that teachers' reward is in heaven, and thus continue performing without caring if there is any recreational facilities for relaxation or not, as their rewards await them in heaven.

The literature reviewed showed relationship between availability and use of recreational resources and staff task performance in organizations which are also applicable in the university system. The literature has also shown that participating in recreational activities helps improve physical well-being, emotional health, and cognitive functioning, while at the same time offering opportunities for academic staff to socialize with peers thus enhancing task performance.

Statement of the problem

Academic staff are employees of universities and other tertiary institutions who are hired as subject experts to undertake teaching, research and administrative or community related duties within a specialist subject area. In keeping with their duties, they design, develop, and deliver lessons and interact with students and other staff in the university system. They also create course material, lesson plans, conduct research and fieldwork, engage with students, assist with processing applications, and also attend interviews, conferences, and meetings. The community services aspect of academic staff task performance are unpaid work performed by them for the benefit and betterment of the university community without compensation or salary like being Head of Department or Head of Faculty. It is a consensus backed by research that academic staff sometimes suffer from burnout which is a state of emotional, physical, and mental exhaustion caused by excessive and prolonged stress. The demand of meeting numerous deadlines associated with supervision and teaching of students, research and community services sometimes makes lecturers to be overwhelmed, emotionally drained, and unable to meet further expectations. In such situations, it demands that they have a way of relaxing in order to be renewed to enhance their productivity. In many circumstances, the avenues and resources to relax are either not provided or available in inadequate quantity and quality.

Recreation is a concept that is closely related with relaxing and pleasant activities that people do voluntarily to attain physical, emotional and psychological renewal. It is also done for better, healthy and quality living. The provision of recreational facilities and resources like golf courses, club facilities, restaurants, saunas, steam baths, swimming pools, tennis courts, football fields, fitness centres, basketball and volleyball courts, playground, walking paths, fishing ponds, play-ground equipment, and other exercise, entertainment, or athletic facilities will go a long way to re-energizing academic staff, and thus enhancing their task performance in the university system. The problem of this study is to examine if availability of recreational resources influences academic staff task performance in the areas of teaching, research and community service of universities in Cross River State.

Purpose of the study

The purpose of the study was to ascertain if recreational resource availability influences academic staff task performance in the areas of teaching, research and community service.

Hypothesis

Ho1: Recreational resource availability does not significantly influence academic staff task performance in the areas of teaching, research and community service of universities in Cross River State

Methodology

The design for the study was the survey design as the study was an assessment of the recreational resource situation and its influence on academic staff task performance as obtained at the time of the investigation. The research area was Cross River State of Nigeria with two public universities: University of Calabar (UNICAL) owned by the Federal Government of Nigeria and Cross River University of Technology (CRUTECH) with Campuses in Calabar, Obubra and Ogoja, owned by the Cross River State government. The population of this study comprised all the 2,358 Academic staff in the two public universities in Cross River State. The University of Calabar (UNICAL) had academic staff population of 1,910 (UNICAL, 2017) and Cross River University of Technology (CRUTECH) had 448 academic staff (CRUTECH, 2017). The sample of the study was 577 academic staff which was selected using stratified random sampling technique.

The instrument for data generation was a questionnaire titled “Recreational Resource Availability and Academic Staff Task Performance Questionnaire (RRASTPQ). The independent variable was broken into six sub variables, and the items were constructed in a four (4) point rating scale, with 4 denoting high availability, 3 denoting moderate availability, 2 denoting low availability, and 1 denoting none availability. The dependent variable was made up of three sub-variables. Each of the three sub-variables of the dependent variable was measured with six items. The items were constructed in a four (4) point rating scale, with 4 denoting high influence, 3 denoting moderate influence, 2 denoting low influence, and 1 denoting no influence. The instrument was subjected to face validity by two experts in Measurement and Evaluation in the Faculty of Education, University of Calabar. The reliability of the instrument was established through the use of Cronbach reliability test which yielded reliability coefficient of .87. This was considered high enough for the instrument to be used for the study. Data analysis was through One-Way Analysis of Variance and Fisher’s Least Significant Difference (LSD) multiple comparison test of influence of recreational resource availability on academic staff task performance.

Presentation of results

Ho1: Recreational resource availability does not significantly influence academic staff task performance.

The independent variable is recreational resources availability; this was divided into three categories of high availability, moderate availability and low availability. The variable was measured continuously and was categorized based on the scores obtained by the respondents. Those that their scores ranged from 19 - 24 were considered as perceiving their institution to have high recreational resource availability, while those whose scores ranged from 13 - 18 were considered as perceiving their institution to have moderate recreational resource availability; and those whose scores ranged from 6 - 12 were considered as perceiving their institution to have low recreational resource availability. The dependent variable was academic staff task performance and was measured in terms of teaching, research and community service in the universities in Cross River State. One-Way Analysis of Variance (ANOVA) was applied as the statistical tool to establish the influence of recreational resources availability on academic staff task performance in the aspects of teaching, research and community services. Summary of the results is presented on table 1.

Table 1: Descriptive statistics and One-Way Analysis of Variance of influence of recreational resource availability on academic staff task performance (N = 577)

Academic staff task performance	Recreational resource availability	N	Mean	Std. Deviation
Teaching	High	84	22.45	3.65
	Moderate	283	22.80	3.46
	Low	210	23.36	3.56
	Total	577	22.95	3.54
Research	High	84	23.62	3.56
	Moderate	283	23.95	3.33
	Low	210	23.62	3.90
	Total	577	23.79	3.58
Community services	High	84	23.95	3.77
	Moderate	283	23.07	3.42
	Low	210	24.26	4.35
	Total	577	23.63	3.87

Academic staff task performance	Source of variation	SS	df	MS	F	Sig.
Teaching	Between Groups	62.41	2	31.20	2.51	.082
	Within Groups	7137.14	574	12.43		
	Total	7199.54	576			
Research	Between Groups	15.86	2	7.93	0.62	.539
	Within Groups	7349.49	574	12.80		
	Total	7365.35	576			
Community services	Between Groups	179.86	2	89.93	6.12*	.002
	Within Groups	8438.51	574	14.70		
	Total	8618.37	576			

* $p < .05$; df 2&574; critical $F = 3.02$

Table 1 showed that at .05, the critical F-ratio is 3.02. The calculated F-ratios obtained in establishing the influence of recreational resource availability on the three aspects of academic staff task performance are as follows: teaching, $F = 2.51$ ($p > .05$); research, $F = 0.62$ ($p > .05$); community services, $F = 6.12$ ($p < .05$). The calculated F-ratios were seen to be less than the critical F-ratio in the aspect of teaching and research with their obtained significant values greater than .05 level of significance used in the study. However, the calculated F-ratio was seen to be greater than the critical F-ratio in the aspect of community services. These results led to the acceptance of the null hypothesis regarding the aspects of teaching and research and rejection of the null hypothesis in the aspect of community services. It was accepted that recreational resource availability does not significantly influence academic staff task performance in the aspects of teaching and research but significantly influence academic staff task performance in the aspect of community services.

With the obtaining of significant F-ratio in the aspect of community services, a post hoc test was carried out using Fisher's Least Significant Difference (LSD) multiple comparison. This was to ascertain between which groups the significance occurred among the three categories of the independent variable, with pair-wise comparison. The three categories of the independent variable compared are high recreational resource availability, moderate recreational resource availability and low recreational resources availability. The results are presented in table 2.

Table 2: Fisher’s Least Significant Difference (LSD) multiple comparison of influence of recreational resource availability on academic staff task performance

Academic staff task performance	Recreational resource availability	High (n=84)	Moderate (n= 283)	Low (n=210)
Community services	High	23.95 ^a	0.88 ^b	-0.30 ^b
	Moderate	3.49 ^c	23.07 ^a	-1.19 ^b
	Low	-1.06 ^c	-4.38 ^{*c}	24.26 ^a
				msw = 14.70

*p<.05

- a. Group means are placed on the diagonal
- b. Difference between the group means are placed above the diagonal
- c. Fishers LSD t-value are placed below the diagonal

The result in table 2 showed the multiple comparison of influence of three categories of recreational resource availability on community services as part of academic staff task performance. It showed that the comparison of responses of high availability of recreational resources with moderate and low availability of recreational resources yielded the following t-values, high and moderate $t = 3.49$ ($p > .05$); high and low, $t = -1.06$ ($p > .05$). The t-values were seen to be insignificant, showing that there is no significant difference in community services of staff that are provided with high recreational resources with those provided with moderate and low availability of recreational resources. The comparison of moderate and low showed significant t-value of -4.38 ($p < .05$). The negative t-value showed that the significance is in favour of second comparison group which is staff that are provided with low recreational facilities in their schools. This means that staffs provided with low recreational facilities significantly differ in their community services than those provided with moderate recreational facilities.

Discussion of the findings

The hypothesis sought to determine whether recreational resource availability influence academic staff task performance in terms of teaching, research and community services. The findings showed that recreational resource availability does not significantly influence academic staff task performance in the aspects of teaching and research, but significantly influence task performance in the area of community service. The null hypothesis was therefore retained in the aspects of teaching and research, but rejected in the aspect of community service. These findings suggest that the level of recreational resource availability in universities in Cross River State do not determine the level of academic staff teaching and research task performance, but determine the level of academic staff community service task performance. This means that the degree to which academic staff in universities in Cross River State perform teaching and research task was not a reflection of the level of availability of: playground, tennis court, table tennis facilities, basketball court, indoor gymnasium, badminton and other facilities. However, the degree to which academic staff in universities in Cross River State perform community

service task is a general reflection of the level of availability of playground, tennis court, table tennis, basketball court, indoor gymnasium and badminton.

The findings contradict the positions of Gupta (2019), Shamanur (2018), Mokaya and Kiyegon (2014) and Mokaya and Gitari (2012) who held that recreational resource availability promotes and enhances academic staff task performance. Academic staff in universities, also called lecturers, teach, research and perform community services. As teachers, probably believing in the often repeated saying, according to Oke (2020), that teachers' reward is in heaven, they may have ploughed themselves into work not caring if there were any recreational facilities or not, as God will reward them at the appropriate time and place. With this mindset, their performances were not negatively impacted with or without recreational activities or facilities. Furthermore, Shahid (2017) suggested that rigid and traditional administrative styles which compact and routinize activities can evolve into an oppressive work environment which can completely shut out the idea of recreation as collective activity for academic staff. In such circumstances, lecturers may continue to lecture and do research without paying attention to the presence or absence of recreational resources. Additionally, it is observed that quite a sizeable chunk of staff of the two universities live with their families outside of the campuses, and thus even if many of them take part in one recreation or not, they may do so in their private time and away from the university grounds and management sphere. In addition to this, the finding of this study, in contradicting previous findings of significant influence of recreational resource on academic staff task performance in teaching and research, can be attributed to the fact that some of the previous study indicating positive influence emanated from outside of the study area and foreign countries.

On the other hand, recreational resource availability in the study had significant influence on academic staff community services task performance, maybe, because community service provided considerable means of social interaction and relaxation to academic staff. Many academic staff may have used community service like clubs and associations' activities as get-away from the stress and pressure of core academic tasks of teaching and research.

Conclusion

This study focused on the availability of recreational resources and its influence on academic staff task performance in public universities in Cross River State, Nigeria. The findings showed a non-positive influence of availability of recreational resources on academic staff task performance in the areas of teaching and research which went against overwhelming suggestions from literature reviewed. The conclusion thus was that the absence or presence of recreational resources had no effect on whether lecturers went to the class or carried out academic research as part of their professional duties. However, there was a positive influence of availability of recreational resource on academic staff performance in the area of community service. This meant that the higher the availability of recreational resources in the two public universities, the higher academic staff performance in the area of community service.

Recommendations

- 1) Awareness on the physical and psycho-emotional benefits of engaging in recreational activities by academic staff should be created by university management.
- 2) University authorities should draw up list of basic recreational facilities and resources needed for recreational activities and ensure their availability and maintenance.
- 3) University authorities should provide instructors from relevant departments of the university to guide academic staff on beneficial involvement in recreational activities.
- 4) Academic staff database should include information on their preferred recreational interest so as to inform authority on types of recreational resources to make available.

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