

Leisure Patterns and Constraints Reported by Selected Chinese University Students

by

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Author's Declaration

I hereby declare that I am the sole author of this thesis. This is a true copy of the thesis, including any required final revisions, as accepted by my examiners.

I understand that my thesis may be made electronically available to the public.

Abstract

Leisure constraints research has been well established in the past three decades. However, the dominant studies have been conducted in the western settings, and are based on the western cultures and values. Hence, the research subjects from the “WEIRD” societies, which refer to Western, Educated, Industrialized, Rich, and Democratic, are not representative of the world population. Asia is the most populous continent, and China reports the largest population in the world. Yet few studies have focused on this population. The recent China Leisure and Well-off Index report showed that only 36.5% of Chinese people felt satisfied with their leisure and 25% felt unsatisfied. They encountered various constraints associated with leisure activities, which limited their participation and reduced their enjoyment. Additionally, changes within the Chinese society suggest that the role of leisure and leisure constraints may be evolving. However, most of the studies in China focus on only one aspect of leisure, which is tourism. When it comes to leisure constraints, the research subjects are typically disadvantaged groups such as older adults and women. University students are rarely studied in this context.

This research aims to establish a descriptive and fundamental knowledge of Chinese university students’ leisure behavior, including leisure patterns, leisure constraints, and how contextual and personal variables relate to leisure satisfaction. Three research questions were explored: (1) what are the leisure patterns of selected Chinese university students? (2) To what extent are these students constrained by intrapersonal, interpersonal, and structural constraints (including loss of face). (3) What are the roles played by contextual and personal variables in establishing students’ satisfaction level with their leisure? Participants were recruited from two universities in Southern China. A quantitative questionnaire was distributed online through Bulletin Board System and WeChat.

Findings suggested that Chinese university students tended to pursue easy, affordable, and accessible ways to engage in leisure activities. The activities that they took part in most often were all related to electronic devices, which require little or no special equipment, skills, fields, or teammates. For the most part, the participants were sedentary during these leisure activities. They spent more of their leisure time indoors rather than outdoors, and they spent very little money on leisure. In regards to leisure motivations, the main purpose for Chinese university students to seek leisure was to relax and to escape. In addition, it was found that Chinese university students often reported structural factors as their most problematic constraint. Interpersonal constraints, which referred to relationships and connections with other people, constrained the participants to some degree. Intrapersonal were not a big issue overall, yet self-face constraints were considered significant among this population. We acknowledge that the target participants exhibited considerable homogeneity. Resulting lack of variability in the sample may have masked some of the complexity that undoubtedly existed within the Chinese population. The findings of this research offer practical implications for leisure providers in China.

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Chapter 1. Introduction

1.1 Problem Statement

The recent 2012-2013 China Leisure and Well-off Index report indicated that only 36.5 percent of Chinese people felt satisfied with their leisure and 25 percent felt unsatisfied (E, 2013). An extensive constraints literature suggests that these attitudes exist because Chinese people may be encountering various constraints associated with leisure activities (Liang & Walker, 2011). We know, for example, that such constraints can be interpersonal, intrapersonal or structural in nature. These constraints may limit participation or the enjoyment of whatever activity has been undertaken (Crawford & Godbey, 1987)

The leisure constraints literature has grown over the past three decades and the findings have made an important contribution to the knowledge base for leisure behavior. According to Jackson (2000), the aim of leisure research is to examine "factors that are assumed by researchers and/or perceived or experienced by individuals to limit the formation of leisure preferences and/or to inhibit or prohibit participation and enjoyment in leisure" (p. 62). Studies of leisure constraints are useful to complete the whole picture of leisure research, to develop recreation and leisure management strategies, and to benefit the education of leisure.

However, Godbey, Crawford, and Shen argued, "It would be naïve... to expect that all individuals—in all social, cultural, and historical contexts—would

experience the same set of constraints and perceive each of them to have the same importance or strength” (2010, p. 119). This seems a rather profound insight. While findings from the constraints literature no doubt help us understand the constraints faced by the Chinese as they seek to fulfill their leisure needs, this literature emerges primarily from western settings, and is based on the western cultures and values.

Generally speaking, the existing knowledge about leisure constraints is mainly derived from what one source (Henrich, Heine, & Norenzayan, 2010) referred to as “Western, Educated, Industrialized, Rich, and Democratic (WEIRD)” societies (p. 61). They argued that WEIRD research subjects are not representative of the world population, for these people are “particularly unusual compared with the rest of the species—frequent outliers” (p. 61). Based on the 2013 world population data sheet, the world’s population has reached 7.1 billion, with 1.2 billion people living in developed countries and 5.9 billion in developing countries (Population Reference Bureau, 2013). The statistics support Henrich et al.’s argument that most people (83 percent) come from countries that are excluded from WEIRD societies. Moreover, developing countries account for 97 percent of the population growth because of high birth rates (Population Reference Bureau, 2012).

In order to obtain a comprehensive understanding of leisure constraints that can apply to a wider world population, a number of researchers have advocated more attention to non-Western voices. Dong and Chick (2012) argued that “we are

concerned that too little descriptive, ethnographic research has been conducted on leisure constraints, especially in non-Western settings” (p. 418). Walker et al. (2007) also claimed that little research has been done to examine how intrapersonal, interpersonal, and structural constraints may differ in cross culture settings. One size does not fit all. Leisure constraints research in non-Western cultures has become a worthwhile topic.

Asia, in particular, offers an ideal location to expand our understanding of leisure constraints. It is our most populous continent, with a current population of 4.3 billion. China still has the world’s largest population, 1.357 billion in 2013 (Population Reference Bureau, 2013), accounting for 19% of the world’s population, which makes up an even bigger proportion than all the developed countries combined.

More than that, changes within Chinese society suggest that the role of leisure (and leisure constraints) may be evolving. With the rapid development of science and technology, efficiency has been raised in various areas, which earns people some time away from work. Hence, the role of leisure is gaining emphasis in Chinese people’s daily lives. The Chinese government has revised policies to ensure people’s right to leisure by increasing public holidays. In 1995, the Chinese government launched a two-day weekend policy, which shortened the workdays to five days a week. In 1999, China extended the holidays of Spring Festival (the Chinese New Year), Labor Day, and National Day all to seven days.

According to the Labor Law of the People's Republic of China, Chinese citizens now enjoy statutory holidays on 114 days per year, which means one third of time is legal non-working time. However, increased free time does not necessarily result in higher levels of leisure satisfaction. As indicated above, recent studies suggest that one quarter of Chinese people felt unsatisfied with their leisure (E, 2013). Unfortunately, most of the studies done in China focus on only one aspect of leisure—tourism (Dong, Hou, & Zhou, 2010; Zhou, King, & Turner, 1998).

Furthermore, in China's leisure research, the study subjects are usually disadvantaged groups in society, such as older adults and women (Zhang, Zhao, Jiang, & Li, 2008; Qiu, 2007; Sun, Tian, & Ying, 2001). While this emphasis is noteworthy, other groups should be studied. In this study, the focus is on Chinese university students' leisure constraints. University students offer an interesting sub-group. Unlike high school students who devote most of their time to study to the College Entrance Examination, and working adults who have fixed working hours, Chinese university students have relatively more (and flexible) leisure time. They have a new found opportunity to participate in leisure and they are surrounded by people of their own age. The potential for leisure seems obvious.

Actively engaging in various leisure activities on campus benefits their physical and mental health. Rational use of leisure time helps individuals to gain more knowledge, skills, and abilities. It also helps individuals to avoid negative emotions like loneliness, emptiness, and helplessness (Ma, 2004b). However, university

students' participation is often constrained by many factors (Chung, Liu, & Chen, 2013). It is necessary to determine what kinds of constraints they are faced with and identify what factors lead to these leisure constraints.

1.2 Purpose of Study

The purpose of this study is to determine leisure patterns of and constraints on selected Chinese university students. Data were collected through online surveys in two universities in Guangdong Province, south China, and were used to examine leisure patterns, leisure constraints, and how contextual and personal variables, including gender, program year, and family monthly income relate to leisure satisfaction. Such descriptive and correlational data help to understand leisure participation behavior. As Dong and Chick said, "improved description is crucial for the advancement of theory" (2012, p. 418), this study tries to establish a detailed, descriptive, and fundamental knowledge of Chinese university students' leisure behavior. It is accepted that behavior is a function of many contextual and personal variables.

The study focuses mainly on answering three questions: (1) what are the leisure patterns of selected Chinese university students? These patterns include leisure time duration, leisure locations, leisure activities, leisure expenditures, the identity of their leisure companions, and leisure satisfaction. (2) To what extent are these students constrained by intrapersonal constraints, interpersonal constraints, and

structural constraints (including loss of face). (3) What are the roles played by contextual and personal variables (gender, program year, and family monthly income,) in establishing students' satisfaction level with their leisure? .

The findings of this research can be used by related departments (e.g., schools, education ministries, transportation departments) to improve the current situation and provide environments that are consistent with university students' leisure participation, or to educated students for adult leisure.

1.3 Overview of Thesis

The subsequent chapter "Literature Review" includes two sections. The first section, "The Concepts of Leisure", introduces leisure concepts and leisure patterns in western cultures and China, and reveals the similarities and differences between the two culture settings. The second section, "Leisure Constraints", introduces the concepts of leisure constraints, including a few key models of leisure constraints. The last part of this section considers the literature that focuses on university students as study objects.

The third chapter "Methods" provides an outline of the methods used in this study, including an explanation of research design, a description of the participants, research location, and recruitment procedure, an introduction of research instruments, translation issue, and pilot test, followed by data collection and data analysis procedures.

The fourth chapter "Findings" includes an introduction of data screening procedures, and analysis of participant profiles, leisure patterns, leisure motivations, leisure constraints, leisure satisfaction and demographics through various statistical tests.

The last chapter of this thesis "Conclusions and Recommendations" begins with a summary of study, followed by overall discussions on findings, implications for practice and future research, and ends with research limitations.

Chapter 2. Literature Review

2.1 The Concepts of Leisure

The various ways in which we think about and define leisure have evolved overtime. These concepts of leisure also differ between western culture and Chinese culture. This chapter introduces the existing leisure concepts in both western culture and Chinese culture, and identifies both the similarities and differences in the understanding and practice of leisure between these two different cultures.

2.1.1 Leisure Concepts In Western Culture

According to Mannell and Kleiber (1997), leisure can be defined as an objective or subjective phenomenon. The objective viewpoint regards leisure as activities, settings, or free time; the subjective one views leisure as positive mental experience while individuals participate in leisure activities. Subjective phenomena focus on the internal psychological experience of an individual, a viewpoint consistent with Shaw's study in 1985, which discovered that freedom of choice, intrinsic motivation, enjoyment, and relaxation were the perceptual factors most associated with the experience of leisure. Both of these perspectives have emerged over the centuries as we sought to understand leisure.

For example, Heintzman (2013) offered an overview of the historical evolution of leisure concepts. While, again, his review offers a distinct western bias, it is

instructive for the purposes of this thesis. Heintzman described seven major western concepts of leisure: Classical Leisure, Leisure as Free Time, Leisure as Non-Work Activity, Leisure as a State of Mind, Leisure as a Symbol of Social Class, Feminist Leisure, and Holistic Leisure. Classical Leisure was viewed as “a state of being” and “the noblest pursuit in life” (p. 04). This concept applied to Greek society where philosophers like Plato and Aristotle drew clear distinctions between work, recreation, and leisure. The notions of leisure promoted in the classical vision focused on spiritual pursuits, yet this focus may not be applicable to today’s society. Changing social conditions have since led to varied definitions of leisure. For example, we began to think of leisure as Free Time as a result of conditions brought on by the Industrial Revolution. In this concept, leisure occurred after work and existence tasks were complete. The concept concerned only the quantity of time, and mistakably assumed that more free time equals more leisure. Leisure as Non-Work Activity supposed that non-work activities and settings were all enjoyable, but in fact, people may not enjoy them. It considered leisure as activities, not experience.

Leisure as a symbol of social class considered leisure as a way of life for the rich and stressed conspicuous consumption. Feminist leisure focused on women’s leisure experience as meaningful experience. Holistic leisure eliminated the dichotomy between work and leisure, and saw leisure as a total way of life. Some of these concepts (e.g., Classical Leisure, Leisure as Free Time, and Leisure as

Non-Work Activities) were believed to be flawed, and are no longer used in today's literature; however, leisure as a state of mind has become the mainstream concept in today's research.

A more subjective definition emerged as we began to think of leisure as a State of Mind. This definition focused on the optimal psychological experience. The theory of flow is a useful example of the experience perspective. Leisure as an optimal experience emphasizes that it was the psychological experience that distinguished leisure. An optimal experience was a sense that one's skills were adequate to cope with the challenges one was faced with (Csikszentmihalyi, 1990). Simply put, optimal experience was associated with feelings of mastery. Under ideal conditions, participants might be able to achieve what Csikszentmihalyi (1990) called a "flow" experience. Flow experiences emerge when participants are so involved in an activity that nothing else seemed to matter. Flow experience occurred when challenges and skills were equally matched (Csikszentmihalyi, 1990).

However, flow experience occurred not only in leisure, but also at work. Csikszentmihalyi and LeFevre (1989) used experience-sampling methods to determine the factors that most influenced the quality of experience. They discovered that flow-like situations occurred more than three times as often in work as in leisure. This result corrected the common assumption that flow could be experienced only in leisure.

Although leisure as a state of mind dominates the discussion within the academic field, it is instructive to understand how the public defines leisure. As Sessoms (1986) suggested, “to the masses, leisure is what the public relations and advertising executives say it is. Average citizens could not care less about the debate on whether their activities are recreational, leisure expressions, exercise, play, or a state of mind” (p. 109). Parr and Lashua (2004) used free listing among leisure services practitioners and individuals outside the field, and discovered that respondents linked leisure to passive/relaxation, enjoyment/fun, and activities more often than choice/freedom, state of mind/experience, and community.

2.1.2 Leisure Concepts In China

The word Leisure is usually translated as “Xiu Xian”(休闲) in Chinese. In Tu’s thesis, she described that the character 休(Xiu) originally represented a person leaning on a tree, which referred to taking a break or rest in an agricultural setting. This character has evolved through history, acquiring new meanings, including “psychological good feelings”, and “fine qualities of people and objects” (Liu, Yeh, Chick, & Zinn, 2008, p. 484). According to Shuowen Jiezi (an early 2nd-century Chinese dictionary from the Han Dynasty), the original meaning of 闲(Xian) was protected, undisturbed space. Like 休(Xiu) which has taken on new meanings, the primary meaning of 闲(Xian) today has become “having free time” or “being unoccupied”. Combining Xiu and Xian reinforced their own meanings of being free

or idle, and Xiu Xian together suggests “a comfortable social status, a spiritual or aesthetic condition, or even a state of being”. (Liu, Yeh, Chick, & Zinn, 2008, p. 485).

In Chinese culture, Taoism and Confucianism played major roles in shaping the national ideas and ideals of leisure. The most representative figure of Taoism was Chuang Tzu (369-286 BC). He was an influential Chinese philosopher and was famous for his writing “Xiao Yao You”(逍遥游), which described his philosophy towards leisure. Based on the philosophy of Taoism, which “emphasizes the value of a natural unoccupied spirit and living a leisurely lifestyle” (Liu, Yeh, Chick, & Zinn, 2008, p. 486), Chuang Tzu believed that humans could never be separated from nature, and only through living in a natural way could humans experience leisure and freedom.

Yeh (1993) commented that Taoism provided a source to understand the Chinese spirit and how the Chinese deal with leisure. Taoism and Chuang Tzu had key influences on forming Chinese concepts of leisure. Another key figure that had significant impacts on Chinese concepts of leisure was Kong Tzu (551-479 BCE), who founded Confucianism. Kong Tzu’s teaching emphasized the state of being in leisure. According to Liu et al. (2008), “Confucianism advocates a relatively free and leisurely mind or state, while at the same time caring for the people and the country” (p. 487). Ma’s study supported arguments that ancient Chinese people’s leisure patterns were heavily shaped by Confucianism. She pointed out that etiquette, which was a moral standard advocated by Confucianism, had become an important

element in leisure activities (Ma, 2005). These ancient philosophies are generally consistent with the mainstream western concepts of leisure (like the Greek Ideal).

2.1.3 Contemporary Chinese Leisure Patterns

With the influence of Taoism and Confucianism, which encourage ancient Chinese to engage in leisure activities such as contemplating, reciting poetry, and philosophical introspection, modern Chinese may tend to pursue more passive forms of leisure activity. For example, Chinese people prefer to watch TV rather than participate in some active leisure activities, such as sports; also, they are more involved in leisure activities at home than outdoors, and while they are engaging in outdoor recreations, they enjoy more passive activities like taking a walk in the park than strenuous physical exertion. Further, they tend to prefer spending time on solitary leisure instead of taking part in group activities or socializing with others (Wang & Stringer, 2000).

More than that, contemporary Chinese may consider leisure as pure pleasure or laziness (Ma, 2004a). Since the foundation of the People's Republic of China in 1949, the Chinese government advocated the idea of "Living Comes after Production (先生产, 后生活)", established a series of policies, and made huge investments in developing agriculture and industry. In the meanwhile, social morality encouraged people to work hard to construct a new socialist country. As a result, the Chinese people may believe that leisure is antagonistic to work, and the pursuit of leisure is

against the traditional virtue of working hard (Ma, 2004b). Thus, leisure may be devalued in contemporary China.

2.1.4 Time Use Patterns Across Cultures

Based on the data collected by The National Bureau of Statistics of China in 10 regions in 2008, Zhou, Li, Xue, and Lei (2012) analyzed the time use pattern according to different socio-demographics variables, including gender, region, age, employment status, and income. They also compared the findings in China with those in Japan, America, and New Zealand. Their findings highlighted some points regarding time use patterns of Chinese people: they found that people structured their activities around maintenance activities (60%), subsistence activities (24%), and leisure activities (16%), which indicated that people in China spent almost two hours less per day on leisure activities than people in America. Additionally, due to the great study pressure before the university entrance exam, individuals around the age of 20 in China experienced significant declines in leisure time, while individuals of the same age in America and New Zealand did not show a similar trend. The differences probably occurred because of different levels of social and economic development between Western developed countries and China.

2.2 Leisure Constraints

This chapter focuses on three sections: the introduction of leisure constraints concepts; the introduction of key leisure constraints models and their evolving

stages; and an overview of leisure constraints of university students.

2.2.1 The Concept of Leisure Constraints

The leisure literature is largely facilitative in nature. Leisure researchers traditionally seek to understand factors that facilitate or diminish leisure opportunity and experience (Mannell and Kleiber, 1997). The leisure constraints literature offers a case in point. In the early 1980s, leisure researchers began to consider those factors that restricted leisure participation or enjoyment. These factors were labelled as barriers and were considered insurmountable obstacles to participation, and their effect on leisure was to prevent or limit participation (Jackson, 2007). If a person encountered a constraint, the outcome would be non-participation. This theory was defective in two ways: firstly, it assumed that constraints influenced only participation in leisure; secondly, only one type of constraint was identified, whose effect was to prevent participation once a preference had emerged. Current researches replace “barriers” with “constraints” for two reasons. First, the term “barriers” fails to capture the entire range of reasons for leisure nonparticipation, ceasing participation, or participation reduction (Jackson, 1988; Jackson & Scott, 1999). Second, the term “barriers” misled researchers into thinking that only one type of constraint influences participation: structural constraints (Jackson, 2007; Jackson & Scott, 1999).

Previous research used various ways to classify constraints, including an

item-by-item basis, conceptual classification, and empirical classification. Jackson (1988) summarized a series of concepts and classifications of leisure constraints and tracked how the concept and knowledge of leisure constraints evolved over time. The conceptual classification began in the early 1980s when leisure constraints were classified as “internal” and “external” (Francken & Van Raiij, 1981; Jackson & Searle, 1985). Distinctions between personal and social constraints (Boothby, Tungatt, & Townsend, 1981), as well as motivational and physical constraints (Howard & Crompton, 1984) all fall into this category. Yet, the classification categories were blurred and not all items were identical.

As time went on, our conceptual understanding of constraints improved. Jackson and Searle (1985) put forward another conceptual distinction by dividing leisure constraints into “blocking” and “inhibiting”. Crawford and Godbey (1987) reclassified leisure constraints into three categories: structural, interpersonal, and intrapersonal. Henderson, Stalnaker, and Taylor (1987) put forth a similar idea in 1988, categorizing leisure constraints into antecedent constraints (subsuming intrapersonal and interpersonal) and intervening constraints. In addition to conceptual methods, some researchers used empirical methods (e.g., factor analysis) of classification (Henderson, Stalnaker, & Taylor, 1987; McGuire, 1984; Witt & Goodale, 1981).

2.2.2 Leisure Constraints Models

Crawford and Godbey (1987) conceptualized three types of leisure barriers that may limit family leisure participation. In addition to the structural barriers, they expanded the range of leisure constraints by adding intrapersonal and interpersonal barriers to the field. Structural barriers are “intervening factors between preference and participation” (p. 124). In short, structural barriers are those beyond the participants’ control, such as costs, time, resources, facilities, other commitments, seasons, and climate; intrapersonal barriers “involve individual psychological states and attributes which interact with leisure preferences rather than intervening between preferences and participation” (p. 122). In other words, intrapersonal barriers are those within oneself, including interest, desire, stress, depression, anxiety, embarrassment, religiosity, perceived self-skill, and values; interpersonal barriers “are the result of interpersonal interaction or the relationship between individuals’ characteristics” (p. 123). That is, interpersonal barriers are those between people. Examples of interpersonal barriers include dates, friends, spouses, etc.

Crawford and Godbey (1987) argued that not only participation but also preference can be affected by leisure barriers, which means that barriers may lead to lack of desire and awareness to participate. The interaction between preference, participation, and these three types of barriers respectively can be seen in the following models:

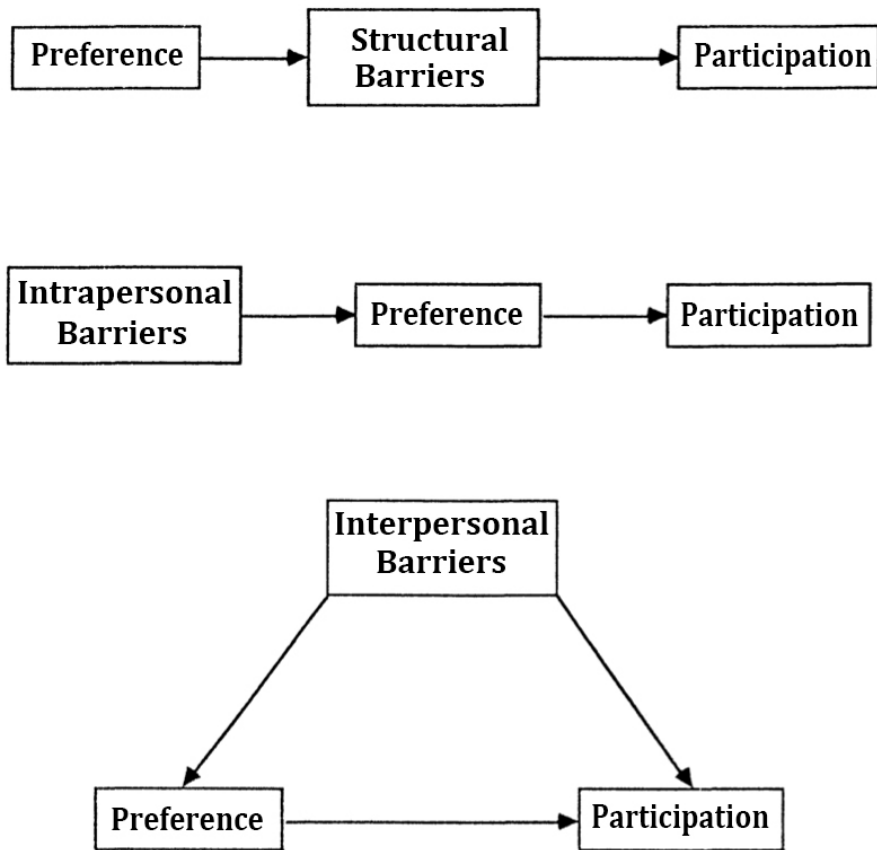


Figure 1. Crawford and Godbey's three types of leisure barriers models. (Adapted from "Reconceptualizing Barriers to Family Leisure" by D. W. Crawford & G. Godbey, 1987, *Leisure Sciences*, 9, pp. 123-124).

With intrapersonal and interpersonal barriers, the models of leisure barriers are more complete. In short, Crawford and Godbey's research broadened the range of constraints by adding interpersonal and intrapersonal barriers to the field and expanding the aspects of leisure influenced by them by including participant preferences. However, the three types of barriers are viewed separately, without any connections. There is no negotiation process indicated in these models.

Based on Crawford and Godbey's three discrete models of leisure constraints,

Crawford, Jackson, and Godbey (1991) combined those three models of constraints into one integrated model [Figure 2]. This hierarchical model indicates the dynamic process of how people might negotiate a series of constraints throughout participation and beyond. According to their research, constraints are encountered hierarchically— "leisure participation is heavily dependent on negotiating through an alignment of multiple factors, arranged sequentially, that must be overcome to maintain an individual's impetus through these systemic levels" (p. 314). In this model, leisure preferences are formed at the beginning, and are affected by intrapersonal constraints, or motivations. In the next stage, the person may experience interpersonal constraints depending on the type of activities. It is only when this type of constraint has been overcome that structural constraints begin to be encountered. Through negotiation, leisure behavior will finally be determined.

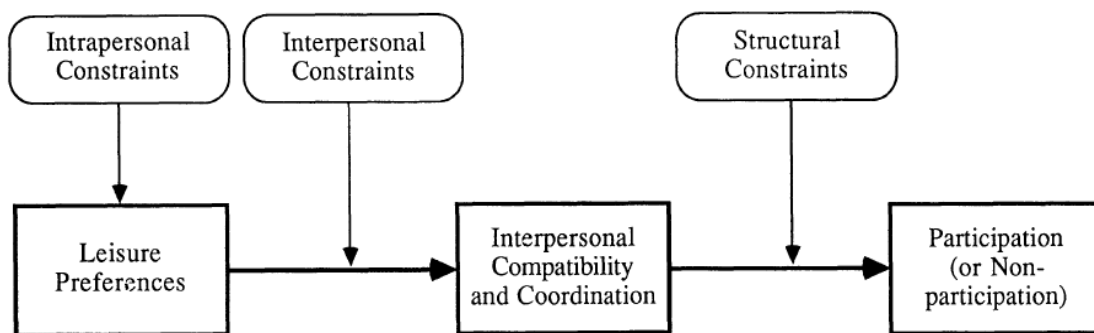


Figure 2. Crawford et al.'s hierarchical model of leisure constraints. ("A Hierarchical Model of Leisure Constraints" by Crawford, D. W., Jackson, E. L., Godbey, G., 1991, *Leisure Sciences*, 13, pp. 313)

Crawford et al.'s (1991) hierarchical model of leisure constraints combines intrapersonal, interpersonal, and structural constraints in a sequential way. Intrapersonal constraints are the most powerful factor as they determine the motivation for participation. They also reflect the process of continuous negotiation throughout participation.

Based on the hierarchical model of leisure constraints, Jackson et al. (1993) argued that leisure participation depends on negotiation through constraints, not the absence of constraints. They came up with six propositions of negotiation:

- Participation depends mainly on negotiation through constraints. Constraints may lead to adjustment of participation rather than prevention of nonparticipation.
- People's reporting of constraints often reflects their ability to negotiate constraints, not just their experience of them.
- Through successful negotiation, previous structural constraints may have no impact on participation now, which partly explains people's lack of desire to change current leisure behavior.
- Desire to participate may be weakened if people believe they will encounter interpersonal or structural constraints that are difficult to negotiate.
- When anticipating constraints, people are also likely to assess their ability to adjust, alleviate, or negotiate them.

This research overturned the early assumption that leisure constraints are insurmountable obstacles to participation and the only result was nonparticipation. In fact, leisure constraints have a negotiable nature, and are more likely to modify participation than prevent it.

Taking the negotiation process into account, Hubbard and Mannell (2001) developed a constraint-effects mitigation model, which suggests that constraints can trigger negotiation, which in turn weakens the impacts of constraints on limiting participation.

Several constraint negotiation models suggest the importance of personal preference and motivation to the negotiation process. While Crawford et al. (1991) discussed the importance of “preferences”, Ragheb and Tate (1993) focused on attitude. Mannell and Loucks-Atkinson (2005) focused more on “motivation”. In their leisure constraint model (Figure 3), negotiation-efficacy was added as a key variable. Based on Bandura’s self-efficacy theory (1977), Loucks-Atkinson and Mannell (2007) defined negotiation-efficacy as “people’s confidence in their ability to successfully use negotiation strategies to overcome constraints, was measured and examined” (p. 20) and discovered that higher negotiation-efficacy leads to greater motivation and negotiation effort, which results in higher level of participation. In all these cases, the assumption is that potential participants must care enough to engage in the negotiation process. Greater motivation is associated with more extensive negotiation efforts. Indeed, motivation acts as a driver of behavior. Without the

impetus provided by motivation, negotiation would not occur.

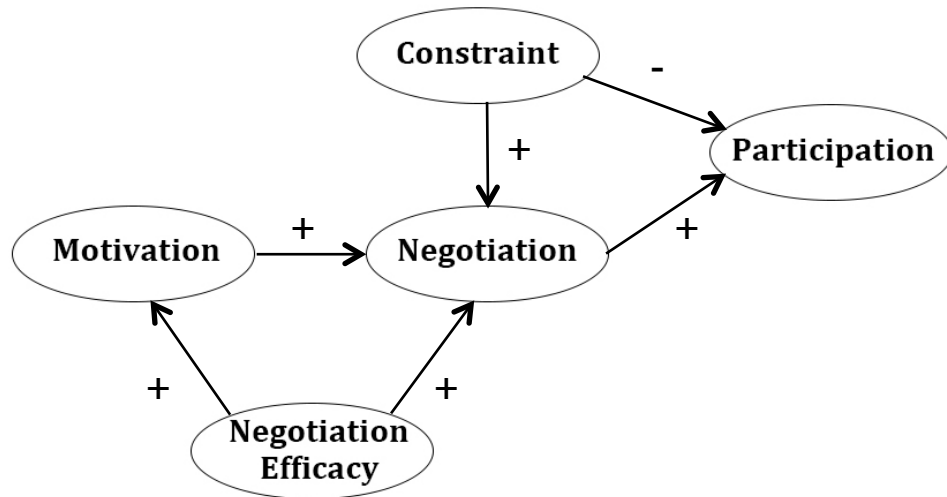


Figure 3. Mannell and Loucks-Atkinson's role of efficacy in the constraint-negotiation process ("Why Don't People Do What's 'Good' for Them? Cross-Fertilization Among the Psychologies of Nonparticipation in Leisure, Health, and Exercise Behaviors" by Mannell R. C. and Loucks-Atkinson A., 2005, In Jackson E. L. (Ed.) Constraints to Leisure, pp. 228.

2.2.3 Leisure Constraints of Chinese University Students

Chinese students face several constraints as they consider their own leisure behaviors. Consider participation in physical activities as an example. We know that regular physical activity participation benefits both physical and psychological health throughout the entire life (Haskell, et al., 2007). However, a survey conducted by the World Health Organization (2011) found that the world population's trend towards physical inactivity was steadily increasing. Nader et al. (2008) discovered that as children transition into adolescents, their physical activity level decreased significantly. If this trend continued with growing age, the physical

activity situation of university students would be even worse than that of adolescents (Abdullah, Wong, Yam, & Fielding, 2005). Considerable research has examined leisure constraints of university students in North America; however, it has been shown that different cultures have different leisure experiences (Walker, Jackson, & Deng, 2007; Walker, Jackson, & Deng, 2008; Li & Stodolska, 2007). Therefore, the findings of western countries are not necessarily applicable to China.

There are a few studies of students' leisure patterns in Hong Kong universities. Chung et al. (2013) examined the psychometric properties of the leisure constraint scale (Alexandris & Carroll, 1997) applied to recreational sport participation and compared three competing models (the 3-factor model, 7-factor model and second-order model) among Chinese university students in Hong Kong. Sivan (2003) explored several patterns of involvement in leisure and learning and studied the role of leisure in Hong Kong university students' lives and development. The study suggested that students in Hong Kong spent 17 hours in classroom study and 26 hours on independent study per week on average, and time spent on leisure was about 28 hours per week, which was much lower than that of their counterparts in western developed countries (e.g., full-time undergraduate students at the University of Cardiff, Wales spent 51 hours on leisure per week (Fleming, 1996)).

Although Hong Kong is part of China, for historical and political reasons, the social and educational systems are very different between Hong Kong and Mainland China. Some scholars have compared Mainland Chinese students and students in

other countries. Walker, Jackson, and Deng (2007) developed a new inventory of intrapersonal leisure constraints items based on “planned behavior” (Ajzen, 1991) and “self-determination” (Deci & Ryan, 2000) theory. By comparing how perceptions of ten intrapersonal constraints affect the start of a new leisure activity among university students in Canada and Mainland China, the authors used this inventory to assess the validity of the hierarchical model of leisure constraints (Crawford, Jackson, & Godbey, 1991) in cross-culture settings. The findings suggested that firstly, both Chinese university students and Canadian university students were highly constrained by structural factors. Secondly, Chinese university students were more intrapersonally and interpersonally constrained than Canadian university students; thirdly, Canadian university students were more structurally constrained than Chinese university students; fourthly, culture had a large effect on intrapersonal constraints, but a much smaller effect on both interpersonal and structural constraints (Walker, Jackson, & Deng, 2007). This study suggested that culture and culturally determined factors do influence leisure constraints.

Previous studies have also examined leisure constraints and negotiation efforts of Chinese international graduate students in America. Li and Stodolska (2007) conducted 16 semi-structured conversational interviews with participants enrolled in the University of Illinois and discovered that leisure constraints faced by Chinese international graduate students included lack of time, language barriers and cultural differences, lack of friends, and feelings of lack of entitlement to pursue leisure. The

participants' constraints negotiation strategies included devaluing the importance of leisure, highlighting the importance of work and study, seeking positive aspects of life, and framing their situation as temporary and focusing on the future (Li & Stodolska, 2007).

Another important factor to be considered when studying Chinese students' leisure constraints is prestige or "face". "Face" has been interpreted in two ways in Chinese culture: firstly, "face" represented a person's social morality achieved by behaving properly, and it was associated with a Chinese person's personal integrity and moral character; secondly, "face" stood for the kind of reputation or prestige that was achieved through one's effort and/or being supported by the encompassing society (Liang & Walker, 2011). Liang and Walker (2011) used an intrapersonal, interpersonal, structural constraint scale plus a "loss of face (LOF)" scale (Zane & Yeh, 2002) to examine what role self-face (e.g. "I would lose face if...") and other-face (e.g. "My friend would lose face if...") played in constraining Mainland Chinese people from starting new leisure activities. They made several discoveries: self-face and other face did constrain Chinese people in leisure; individuals who were less educated experienced more face constraints; self-face and other-face constraints are new types of intrapersonal constraints (Liang & Walker, 2011). Although the study showed that young and highly educated people had fewer face constraints, the authors suggest that they are still likely to deal with "face" issues.

Another study conducted by Mak et al. (2009) proved that "face" did constrain

Chinese students. They tested the “loss of face (LOF)” scale (Zane & Yeh, The use of culturally-based variable in assessment: Studies on loss of face, 2002) in three studies with Chinese Americans, European Americans, Hong Kong and Mainland Chinese university students, and Hong Kong and Mainland Chinese adults. Their key discoveries included that European Americans had lower levels of face concern than Chinese and Chinese Americans; face was more salient in collectivistic settings; face constraints could be deconstructed into self-face and other-face among Hong Kong and Mainland Chinese students and adults; only self-face was associated with increased psychological distress (Mak, Chen, Lam, & Yiu, 2009). Face is an essential element in Chinese culture, and it has become a type of intrapersonal constraint among Chinese university students.

Chapter 3. Methods

3.1 Research Design

The purpose of this study is to establish a descriptive and fundamental knowledge of Chinese university students' leisure patterns and constraints. The study determines the leisure patterns (like leisure time duration, leisure locations, leisure activities, leisure expenditures, the identity of their leisure companions, and leisure satisfaction) of selected Chinese university students, explores the extent to which these students limited by intrapersonal constraints, interpersonal constraints, and structural constraints (including loss of face), and examines the roles played by contextual and personal variables (including gender, program year, and family monthly income) in establishing students' satisfaction level with their leisure.

These data have not been collected in previous studies but are critical for researchers in gaining an understanding of Chinese university students' leisure habits and the factors influencing those habits. Unlike the former research that has focused on western developed societies, this research offers new insights of how leisure constraints play out in the lives of non-western societies, and explores "face" as a new intrapersonal and interpersonal variable. The findings of this research could also be used to inform policy development and guide strategic planning among schools, education ministries, transportation departments, and other related entities.

This study adopted a quantitative survey methodology. Kerlinger (1986) suggests that quantitative surveys have several strengths relevant to this thesis: first, surveys are useful for gathering information from relatively large numbers of people; second, a survey format introduces a measure of consistency from one respondent to the next; and third, the survey format permits comparison and replication; finally, survey research may encourage a level of reliability and validity that is unlikely using alternative methods.

A one-off cross-sectional survey (Calder, 1998) was used in this study to gain self-reported information about participants' leisure patterns, motivation, and constraints. Cross-sectional studies attempt to "represent the population under study, and any naturally occurring subgroups" (Calder, 1998, p. 642). Using a one-off survey, the researcher collects information via a single approach to the participants. According to Calder, a one-off survey "usually depends on retrospective or current accounts for its measures of past events, current status, or attitudes" (p. 642).

In addition, the surveys were delivered using an online format. Online Surveys were published on the school Bulletin Board System (BBS) and also sent to WeChat, which is a popular social mobile APP.

3.2 Participants, Research Location, and Recruitment Procedures

The target participants are located in Guangdong Province, South China. The

National Statistics Bureau of China conducts a population census every ten years. According to its Sixth National Population Census in 2010, Guangdong Province is the most populous province in China, with a population of 104.3 million. It is also home to the largest educated population with 8.56 million people who have at least one university degree (including Bachelor's, Master's, and PhDs).

I seek full-time Chinese students recruited from two universities within the province: Shantou University in Shantou City and Sun Yat-sen University in Guangzhou City. Founded in 1981, Shantou University is a key public university within the nationwide "Project 211" education program. The university receives joint funding from the Ministry of Education (MOE), the Guangdong Provincial Government, and the Li Ka Shing Foundation. There are 9,448 students in Shantou University, among which, 7,064 are undergraduates (Shantou University, 2013). The campus is surrounded by mountains and water, which provides a natural environment for students to engage in leisure activities. I graduated from Shantou University in June 2013. The connections I have in the university enable me to obtain access to participants. Sun Yat-sen University tops the rankings of public universities in Guangdong Province, and being ranked No. 10 nationwide in 2014 by the Chinese Universities Alumni Association. The university was founded in 1924 by Sun Yat-sen, the first president of the Republic of China. Sun Yat-sen University has 5,172 PhD students, 12,349 graduate students, and 32,563 undergraduate students studying in four different campuses (Sun Yat-Sen University, 2013). Part-time

registered students and exchange students from other countries were excluded from the research. The reason for this exclusion is to minimize potential influence of confounding variables associated with registration status and cultural differences.

3.3 Research Instruments

The survey consists of five sections: 1) the screening questions; 2) basic information; 3) leisure patterns; 4) leisure motivation; 5) leisure constraints. The screening section identifies the participant's country of origin and academic registration status. At the beginning of the survey, the participants were asked what country they come from originally, and whether they are registered as full-time, part-time, or exchange students. As noted above, only students whose country of origin is the People's Republic of China and who are registered as full time were asked to continue the survey.

After the screening comes the first main section: basic information, which collects contextual and personal information of the participants, including gender, university, program year, faculty/major, residence, birthplace, family monthly income, and relationship status. These data were used to establish a profile of the participants and to examine the correlations between socio-demographic variables and students' satisfaction level with their leisure, and provides answers to the third research question "What are the roles played by contextual and personal variables in establishing students' satisfaction level with their leisure?".

The second main section examines participants' leisure patterns. Recall that the first research question aims to answer "what are the leisure patterns of selected Chinese university students?", this section explores this question by focusing on the general leisure patterns of the participants, including leisure time duration, leisure locations, leisure activities, leisure expenditures, leisure companions, and leisure satisfaction. The leisure satisfaction question is also used to answer the third research question. Once these patterns have been established, participants were expected to be better prepared for the questions about leisure motivation in the subsequent section.

The third main section explores leisure motivation of the participants. The original scale was developed by Beard and Ragheb (1983), and has been used extensively to examine what factors generally motivate an individual to participate in leisure activities (Beggs & Elkins, 2010). The Leisure Motivation Scale has 48 items in total, which explain four sub-scales: intellectual, social, competence-mastery, and stimulus-avoidance. To ensure a higher response rate, this research adopted the short version of original scale (Ryan & Glendon, 1998). The short version of Leisure Motivation Scale contains 14 items, and still covers the four sub-scales. A 5-point Likert scale is used and the evaluation of the items are in a range from 1 being "Never True" to 5 being "Always True".

The fourth main section of the survey explores the second research question "To what extent are these students constrained by intrapersonal constraints,

interpersonal constraints, and structural constraints (including loss of face).” by examining the degree of influence these three types of constraints have on participants. The list is developed mainly based on Liang and Walker’s (2011) study about factors that constrain Mainland Chinese people from starting new leisure activities. The original list used in Liang and Walker’s study was adopted from three existing studies, namely Walker, Jackson, and Deng’s (2007) study on culture and leisure constraints that compared Canadian and Mainland Chinese students; Raymore, Godbey, Crawford, and von Eye’s (1993) study testing the hierarchical model of leisure constraints; and Zane’s (2000) Loss of Face (LOF) scale. This instrument was used because its comprehensive constraints items’ reliability has been tested using confirmatory factor analysis in three different studies above (Liang & Walker, 2011). The list (Appendix A) used in this current study has 30 leisure constraints items, including nine intrapersonal constraints items (e.g., “It would be foolish for me to participate in a leisure activity”), seven interpersonal constraints items (e.g., “The people who are important to me live too far away to participate in a leisure activity with me”), eight structural constraints items (e.g., “I am less likely to participate in a leisure activity if I do not have proper equipment to do it”), three self-face constraints items (e.g., “I am less likely to participate in a leisure activity because I might lose face if I made mistakes”), and three other-face constraints items (e.g., “The people who are important to me might lose face if they made mistakes when participating in a leisure activity with me”).

For the purpose of this study, some alterations are made to Liang and Walker's constraints scale. First, the phrase "start/starting a new leisure activity" is replaced with "participate/participating in a leisure activity" so as to be consistent with the research purpose.

Second, two items, "I am less likely to participate in a leisure activity because I might lose face if I had to ask questions" and "The people who are important to me might lose face if they had to ask questions when participating in a leisure activity with me" are removed because these items are not applicable in this situation.

Third, two extra items modified from the LOF scale are added, which are "I am less likely to participate in a leisure activity because I might lose face if I failed other people's expectations of me", and "The people who are important to me might lose face if they failed other people's expectations when participating in a leisure activity with me". A 6-point Likert scale is used to measure the participant's degrees of agreements on each leisure constraint item, from 1 being "strongly disagree" to 6 being "strongly agree".

3.4 Translation

Since the target participants' first language is either Mandarin or Cantonese, and the written form of both languages is simplified Chinese, the questionnaire used in this study was translated from English into simplified Chinese. Back-translation method (Brislin, 1970) was used to ensure equivalence. To begin with, the author

translated the English-language questionnaire to target simplified Chinese-language questionnaire. Then, another bilingual (Chinese/English) graduate student, who had not seen the original questionnaire, translated it back from the simplified Chinese to English. Finally, the two English versions were compared and revisions were made until the translation reached a high level of consistency.

3.5 Pilot Test

A pilot test of the survey was conducted before the researcher went into the field for data collection. It served the following purposes: first, to calculate the time needed to complete the survey; second, to correct any vague or unclear wording that may lead to misunderstanding of the questions and answers; thirdly, to test how the translation works in Chinese language and culture; last, to see if any other response choices need to be added to the current list for some questions.

Considering the long time period and high costs to pilot testing in China, the pilot test was conducted with five Chinese undergraduate students in and not in Recreation and Leisure Studies at the University of Waterloo to reduce time and expenses. The researcher approached one respondent at a time, using a laptop for the respondent to complete the survey online. The researcher made observations while the respondent was doing the survey (e.g., how long does it take to complete the survey? Does the respondent hesitate or seem confused by certain questions?), and asked for feedback on the instrument after the respondent finished the survey.

Adjustments were made to the survey based on the results of this pilot test. For example, the length of the questionnaire was shortened and some wording was changed in the translated version of the survey(Appendix A).

3.6 Data Collection and Analysis

Data were collected through online surveys posted on the universities' Bulletin Board System (BBS), and through a popular Chinese social mobile APP called WeChat. The study was on a voluntary basis, which means the participants could refuse to do the survey, or decline to answer any questions in it, or withdraw their participation by not submitting the responses.

Most of the data collected in this survey were quantitative, and were transferred into Statistical Package for the Social Sciences (SPSS) for analysis. Reliability analysis of the Leisure Motivation Scale and Leisure Constraints Scale were conducted at the beginning to ensure the internal consistency of the scales when applying to the Chinese population.

In order to answer research question one about leisure patterns, I conducted descriptive analysis on the data collected in Section Two (Leisure Patterns) to obtain basic descriptive statistics of all variables, such as mean and frequency where appropriate. The data suggested the number of hours the participants took part, with whom, the nature of their activities, and so on. This provided a basic profile of our participant groups.

To answer the second research question, which examines the degree of influence that different types of constraints have on participants, I first conducted descriptive analysis to obtain the mean scores and ranking of each item. Then I categorized the leisure constraints into three groups, namely intrapersonal, interpersonal, and structural constraints (excluded face-related items for the first analysis and included face-related items for the second analysis). New descriptive tests were applied to calculate and rank the mean scores and standard deviation of the agreement degree of the leisure constraint items list in the Likert-scale. I also ran a correlation test to obtain a general idea of to what extent does each type of constraint negatively affect the students' leisure satisfaction level.

To answer the last research question and find out what roles do contextual and personal variables play in establishing students' leisure satisfaction level, I ran correlation test to examine the correlation between basic information (gender, program year, and family monthly income) and the level of leisure satisfaction.

Chapter 4. Findings

4.1 Data Screening Procedures

The purpose of this study is to establish a descriptive and fundamental knowledge of Chinese university students' leisure behavior, including leisure patterns, leisure constraints, and how contextual and personal variables relate to leisure satisfaction. The target participants were full-time register students with a Chinese Nationality. As shown in Table 1, among the 290 responses, 289 (99.7%) participants were from the People's Republic of China, and 288 (99.3%) participants were full-time registered. There was 1 (0.3%) full-time registered participant who was not from China and 2 (0.7%) participants who were from China but not full-time registered. These three responses were excluded in the following discussion. Therefore, the valid responses were 287 (99.0%) in total.

		Count	Percent
Country of Origin	People's Republic of China	289	99.7%
	Other Countries	1	0.3%
	<i>Total</i>	<i>290</i>	<i>100.0%</i>
Academic Registration Status	Full-time student	288	99.3%
	Part-time student	1	0.3%
	Exchange student	1	0.3%
	<i>Total</i>	<i>290</i>	<i>100.0%</i>

Table 1

I collected data through posting online surveys on the universities' Bulletin Board System (BBS) and WeChat. WeChat is a mobile messaging app developed by Tencent Company. According to NIKKEI Asian Review (Nikkei, 2014), the number of WeChat users has exceeded 600 million in fall 2013, and around 500 million are from Mainland China. Table 2 shows that 178 (62%) questionnaires were collected through WeChat and 109 (38%) were collected through the Bulletin Board System in both universities.

Source		
	Count	Percent
WeChat	178	62.0%
BBS	109	38.0%
<i>Total</i>	<i>287</i>	<i>100.0%</i>

Table 2

Not only students from Sun Yat-Sen University and Shantou University can access the online survey through Bulletin Board System and WeChat, students from other universities can also participate. In fact, as shown in Table 3, among the 287 valid responses, 145 (50.5%) participants were enrolled in Sun Yat-Sen University, 68 (23.7%) participants studied at Shantou University, and 74 (25.8%) participants were from other universities.

University		
	Count	Percent
Sun Yat-Sen University	145	50.5%
Shantou University	68	23.7%
Other universities	74	25.8%
<i>Total</i>	<i>287</i>	<i>100.0%</i>

Table 3

In order to understand whether students from Sun Yat-Sen University, Shantou University and other universities have different leisure patterns, leisure motivations, and leisure constraints, ANOVA was conducted for comparison purposes. I picked two variables in each section for ANOVA analysis. In section two Leisure Pattern, time and place were picked as key variables because they reflected the basic information of the participants' leisure patterns. In section three Leisure Motivations, the two variables belonged to two different sub-scales: social and intellectual. In the last section Leisure constraints, one variable was interpersonal constraint and the other was structural constraint. In this case, I would have as many as different subscales in the ANOVA test. These three groups showed no statistically significant difference between each other in all of the variables, which meant that students in these three groups have homogeneous leisure patterns, leisure motivations, and leisure constraints. Therefore, in the late analysis and discussion, I will combine students from Sun Yat-Sen University, Shantou University and other universities into one group.

ANOVA Among Universities

		F	Sig.
PatternsQ1 How much time did you spend on leisure activities each day from Monday to Friday last week?	Between Groups	1.917	.149
PatternsQ3 Where did you spend most of your free time in the past 7 days?	Between Groups	.141	.869
MotivationQ1 Be with others	Between Groups	.315	.730
MotivationQ10 Increase my knowledge	Between Groups	.143	.867
ConstraintsQ10 The people who are important to me live too far away to participate in a leisure activity with me	Between Groups	.926	.397
ConstraintsQ20 I am less likely to participate in a leisure activity if the facilities I need to do it are too far away	Between Groups	1.122	.327

Table 4

4.2 Participant Profiles

The basic information about the participants was summarized in Table 5. There were 184 (64.1%) females student participants in this study. Male students accounted for 103 (35.9%) of the participants. Among these respondents, sophomore and senior accounted for the larger proportion, which were 85 (29.6%) and 81 (28.2%) respectively. There were 33 (11.5%) freshmen, 48 (16.7%) junior,

and 40 (13.9%) masters. In terms of program of study, languages and humanities took up the largest proportion with 60 (20.9%) of respondents, followed by economic and business administration major, and science foundation major, from which 51 (17.8%) responses emerged. Social science, law, and journalism had 34 (11.8%) respondents. Engineering and information technologies had 29 (10.1%) respondents. The remaining students were from medicine, environment and natural resources, art and design, and other majors. The dominant respondents lived on campus (95.5%). Only 10 (3.5%) lived off campus and 3 (1%) lived at home. Most participants (69.3%) were born in Guangdong province. Regarding family monthly income, 88 (30.7%) respondents reported 3001-6000 RMB, 67 (23.3%) participants reported that their family monthly income were less than 3000 RMB, 6001-9000 RMB came in the third place with 55 (19.2%) respondents. 40 (13.9%) participants with a family monthly income of more than 12001 RMB, and the rest 37 (12.9%) participants reported 9001-12000 RMB. Most of the participants in this study were single (71.1%), 81 (28.2%) were in a relationship with a boyfriend or girlfriend, and only 2 (0.7%) were married.

Profiles of Selected Chinese University Students

		Count	Present
Gender	Male	103	35.9%
	Female	184	64.1%
	<i>Total</i>	287	100.0%
Program Year	Freshmen	33	11.5%
	Sophomore	85	29.6%
	Junior	48	16.7%
	Senior	81	28.2%
	Masters	40	13.9%
	<i>Total</i>	287	100.0%
	Faculty	Economics and Business Administration	51
Science Foundation		51	17.8%
Languages and Humanities		60	20.9%
Social Sciences, Law and Journalism		34	11.8%
Engineering and Information Technologies		29	10.1%
Medicine		7	2.4%
Art and Design		4	1.4%
Environment and Natural Resources		6	2.1%
Others		45	15.7%
<i>Total</i>		287	100.0%
Residence	On-campus	274	95.5%
	Off-campus (not include home)	10	3.5%
	Home	3	1.0%
	<i>Total</i>	287	100.0%
Birthplace	Guangdong Province	199	69.3%
	Others	88	30.7%
	<i>Total</i>	287	100.0%
Family monthly income	0-3000RMB	67	23.3%
	3001-6000RMB	88	30.7%
	6001-9000RMB	55	19.2%
	9001-12000RMB	37	12.9%
	12001RMB Or More	40	13.9%
	<i>Total</i>	287	100.0%
Relationship Status	Single	204	71.1%
	Have a boyfriend/girlfriend	81	28.2%
	Married	2	0.7%
	<i>Total</i>	287	100.0%

Table 5

4.3 Leisure Patterns

This section explores the first research question “what are the leisure patterns of the selected Chinese university students?” by focusing on the general leisure patterns of the participants, including leisure time duration, leisure locations, leisure activities, leisure expenditures, leisure companions, and leisure satisfaction.

Figure 4 shows the results of how much time Chinese students spent on leisure activities each day on weekdays and at weekends. Overall, participants spent more time taking part in leisure activities on Saturday and Sunday than on weekdays. Specifically, 31 (10.8%) participants spent less than an hour on leisure activities on weekdays while only 22 (7.7%) participants spent the same amount of time at weekends. The majority of students spent up to 2 hours or between 2-3 hours each day on weekdays, which accounted for 86 (30%) and 69 (24%) respectively. On weekends, these numbers dropped to 52 (18.1%) and 46 (16%) respectively. 35 (12.2%) students spent 3-4 hours on leisure on weekdays and 10 more students spent the same length of time at weekends. 122 (42.5%) students spent more than 4 hours daily enjoying leisure on weekdays, while only 66 (23%) spent this long time on weekdays.

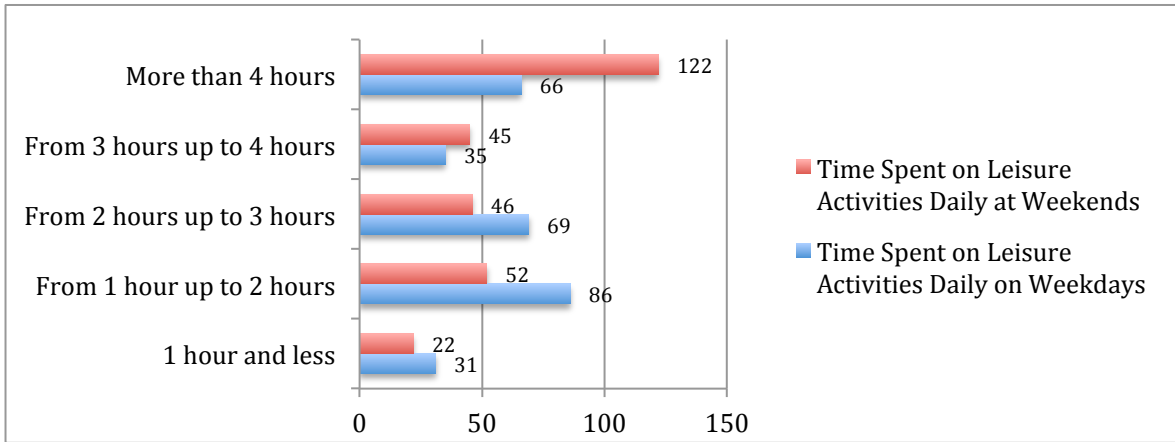


Figure 4. Results of time spent on leisure activities daily last week on weekdays and at weekend (Frequency)

The majority (44.3%) of students spent most of their leisure time indoors. A third (94 or 32.8%) spent more of their leisure time outdoors. 35 (12.2%) spent most of their leisure time at home, and the remaining 31 (10.8%) spent the same amount of time indoors and outdoors. The findings are consistent with the previous research by Wang and Stringer (2000), which discovered that Chinese people spend more leisure time indoors and at home than outdoors.

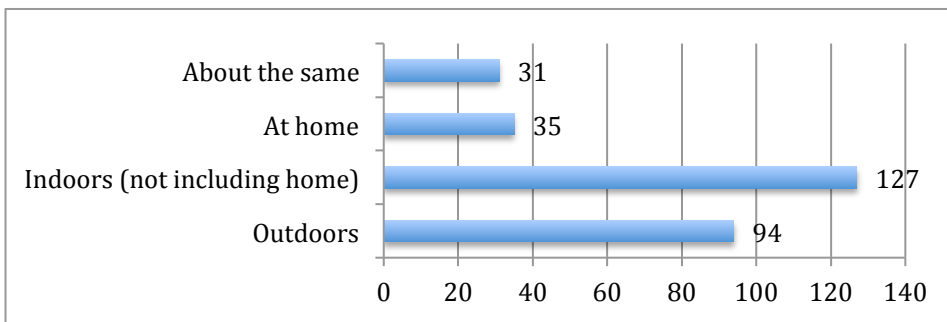


Figure 5. Results of leisure location at which participants spent most of their free time in the past 7 days (Frequency)

In terms of leisure activities, the top four most participated leisure activities on weekdays and at weekends for these students were watching movies and TV,

listening to music, surfing the Internet, and using mobile phones for entertainment or socialization, but the order was slightly different. To be exact, from Monday to Friday, the most participated leisure activities were listening to music (146), followed by watching movies and TV (142). Using mobile phones for entertainment or socialization came in the third place (92), then was surfing the Internet (86), and the fifth most participated activity was fitness exercise (79), including running, going to gym, and yoga, etc. At weekends, watching movies and TV topped the list (153), listening to music was in the second place (106), followed by surfing the Internet (87) and using mobile phones for entertainment or socialization (77). Parting and socializing came in the fifth (69). As shown in *figure 6*, the most participated leisure activities for Chinese university students were indoor activities. Wang and Stringer (2000) pointed out that Chinese people tend to pursue more passive forms of leisure activities. The findings of Chinese university students' most participated leisure activities also fell into this pattern. They preferred to watch TV, listen to music, surf the Internet, and socialize with mobile phones rather than participate in sports or go out for a trip.

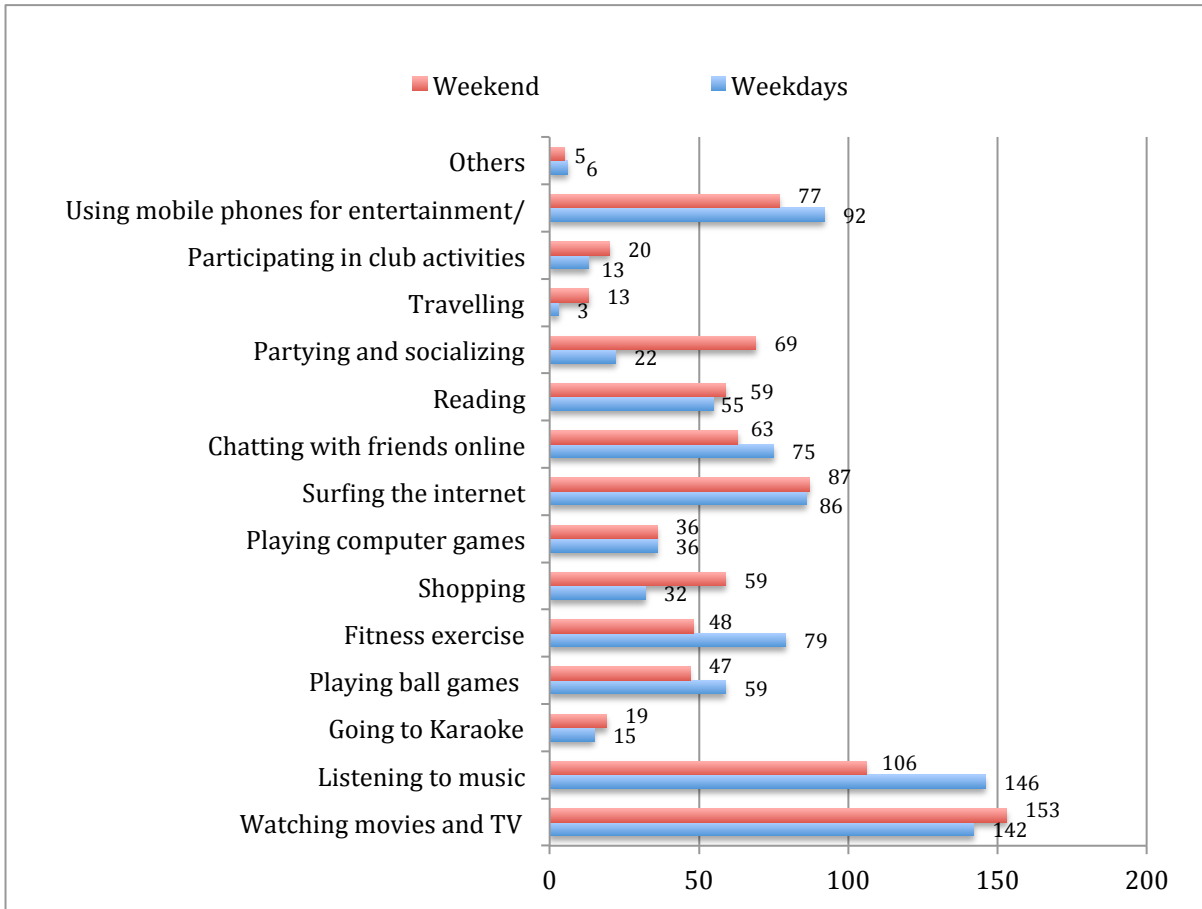


Figure 6. Results of leisure activities in which participants took part most often last week on weekdays and at weekend

Figure 7 shows the results of with whom did Chinese university students spent most of their leisure time. The participants tended to spend most of their leisure time alone (35%) and with friends (35%). Spending leisure time with roommates was in the third place with 12% as 95.5% of the participants were living on campus with roommates. Leisure time with a partner only accounted for 10%. This may be an artifact of their life conditions. The majority (71.1%) reported being single. The remaining 8% spent most of their leisure time with family. These findings are slightly different with those reported by Wang and Stringer (2000). In their earlier research, they found that Chinese people tend to prefer spending time on solitary

leisure instead of taking part in group activities or socializing with others. However, as shown in *Figure 5*, there were just as many Chinese students who like to spend leisure time with friends as by themselves.

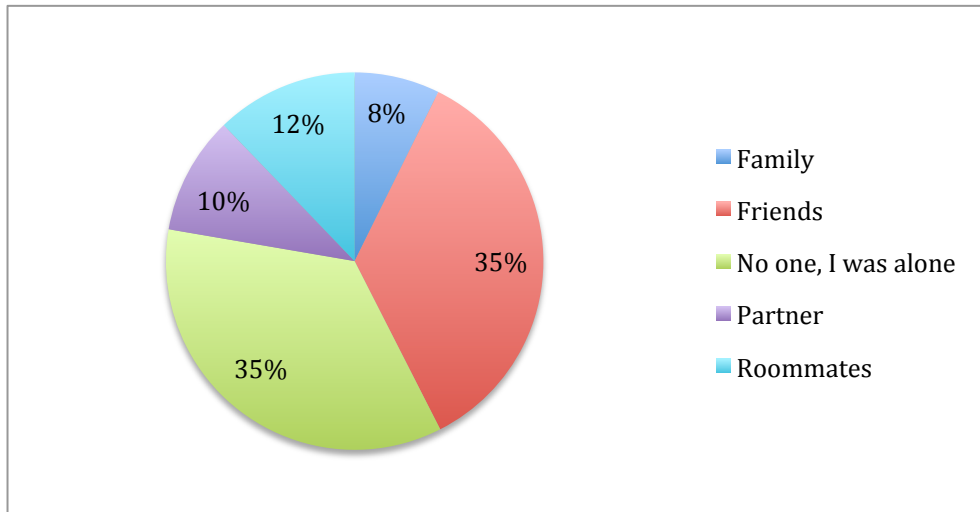


Figure 7. Results of leisure companion with whom participants spent most of their leisure time over the past 7 days

Regarding leisure expenses, *Figure 8* shows that 129 (44.9%) participants reported spending less than 100 RMB (19.4 CAD) over the past 7 days, and 104 (36.2%) participants spent between 101 RMB (19.6 CAD) and 300 RMB (58.2 CAD). According to *Figure 9*, the main source of funds to pay these expenses was their parents. Most (219 or 76.3%) respondents reported that the primary source of leisure expenses was their parents. Working salaries came in the second place with 36 (12.5%) responses, followed by scholarships, which accounted for 23 (8%) respondents.

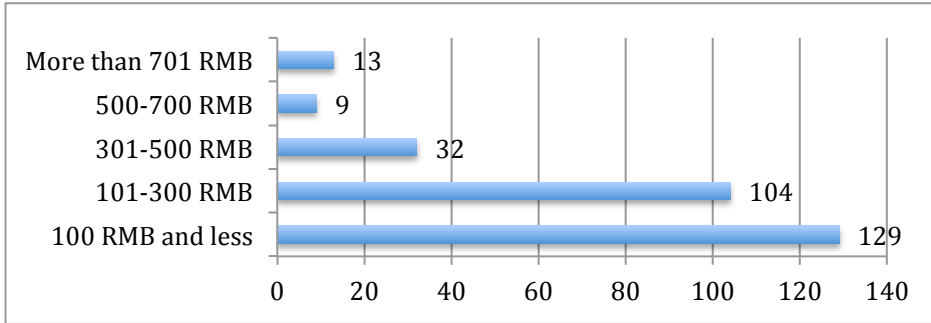


Figure 8. Results of money spent on leisure activities over the past 7 days

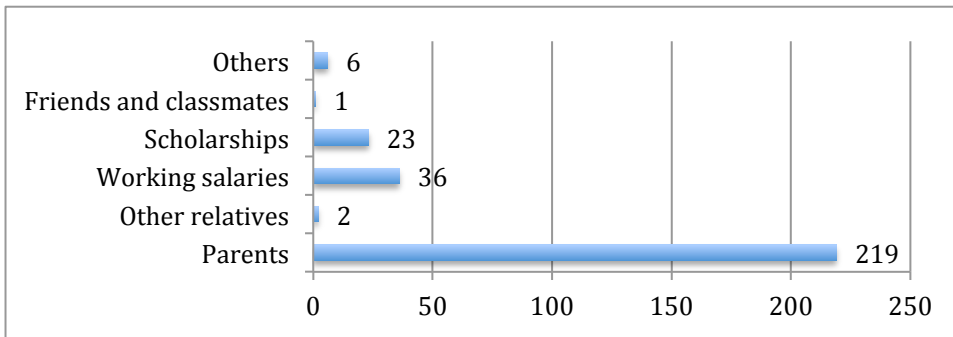


Figure 9. Results of primary source of money that participants spent on leisure activities

In answering the first research question, I discovered that these Chinese university students: 1) tended to spend more time participating in leisure activities on Saturdays and Sundays than on the weekdays; 2) they preferred to spend their leisure time indoors than go out outdoors; 3) their most popular leisure activities (watching movies and TV, listening to music, surfing the Internet, and using mobile phones for entertainment or socialization) were all very electronic and sedentary in nature. Although their fifth most participated activity was “fitness exercise” during the weekdays and “parting and socializing” during the weekend, for the most part, their leisure activities were sedentary and required little physical activity; 4) they liked to spend their leisure time either alone or with friends. 5) they tended to

spend very little money on leisure activities and the money mainly came from their parents. All these patterns suggested that these Chinese university students tended to choose very easy, affordable, and accessible ways to engage in leisure activities. Most of their leisure activities did not require special equipment, skills, area, or teammates. It showed that Chinese university students displayed primarily passive leisure patterns.

4.4 Leisure Motivations

Respondents' leisure motivations were measured on a 5-point Likert scale range from 1 being "Never True" to 5 being "Always True". The version used in this thesis has 14 items and explain four sub-scales: intellectual, social, competence-mastery, and stimulus-avoidance. It was developed by Ryan and Glendon (1998). Reliability analysis was conducted to measure the internal consistency of the application of this scale. Results showed that the reliability as measured by Cronbach's Alpha (0.804) for the Leisure Motivation Scale was good. The mean score and standard deviation of each leisure motivation item was calculated.

Table 6 shows the ranking of mean scores of each leisure motivation items. The range was from the highest 4.45 to the lowest 2.97. "Relax Mentally" and "Relax Physically" were the most important variables that motivated these students to participate in leisure activities. Item "Relax Mentally" had the highest mean score of

4.45 with the lowest standard deviation of 0.732, and “Relax Physically” had a second highest mean score of 4.24 with a second lowest standard deviation of 0.904. Items “Be in a Calm Atmosphere” and “Avoid the Hustle and Bustle of Daily Life” ranked third and fourth with mean scores of 3.92 and 3.87 and standard deviations of 1.007 and 1.172 respectively. The top four items belonged to the “stimulus-avoidance” sub-scale, which suggests that the main purpose of Chinese university students to participate in leisure activities was to relax and escape.

The next three items in the ranking were “Have a Good Time with Friends”, “Develop Close Friendships”, and “Gain a Feeling of Belonging”. All of them fell into the subscale of “social” and had a mean score above 3.50. It indicates that social needs were also significant in motivating students to engage in leisure. However, item “Be with others” had the lowest mean score of 2.97 and the highest standard deviation of 1.206. According to earlier research (Wang & Stringer, 2000), which suggested that with the influence of Taoism and Confucianism, Chinese tended to have more passive patterns in leisure activities, a possible explanation might be that some Chinese university students did not like to hang out with strangers or meeting new friends, but variations among individuals were high.

Leisure Motivations (Means and Std. Deviation)				
	N	Mean	Ranking	Std. Deviation
Relax Mentally	287	4.45	1	.73
Relax Physically	287	4.24	2	.90
Be in a Calm Atmosphere	287	3.92	3	1.00
Avoid the Hustle and Bustle of Daily Life	287	3.87	4	1.17
Have a Good Time with Friends	287	3.86	5	1.01
Develop Close Friendships	287	3.60	6	1.04
Gain a Feeling of Belonging	287	3.54	7	1.09
Discover New Places and Things	287	3.49	8	1.07
Build Friendship with Others	287	3.31	9	1.02
Increase my knowledge	287	3.22	10	1.07
Use my Physical Abilities/Skills in Sport	287	3.20	11	1.18
Challenge my Abilities	287	3.18	12	1.14
Use my Imagination	287	3.04	13	1.07
Be with others	287	2.97	14	1.21

Table 6

The result of the leisure motivation measures suggested that the purpose of Chinese university students to take part in leisure activities is to seek mentally and physically relaxation and to escape from the hustle and bustle of daily life. As noted above, these motives seem consistent with the types of leisure activities that dominated their leisure hours. They tended to choose easy, affordable, and accessible leisure activities because these kinds of leisure activities face almost no constraints but yet could satisfy their needs for stimulus and avoidance. In addition, 13 out of 14 items have a mean score above 3 (the middle score of the Leisure Motivation Scale), which indicated the participants were highly motivated to engage in preferred leisure activities.

4.5 Leisure Constraints

The result of reliability test indicated a Cronbach's Alpha of 0.913, which meant that the reliability for using Leisure Constraints Scale on Chinese university students was very good. *Table 7* shows the mean scores, standard deviation and ranking of each leisure constraint item for these Chinese University students. The participants' degrees of agreements on each leisure constraint item was measured on a 6-point Likert scale, from 1 being "strongly disagree" to 6 being "strongly agree". The scale was adopted from Liang and Walker's (2011) study about factors that constrain Mainland Chinese people from starting new leisure activities. It has 30 items in total, including nine intrapersonal constraints items, seven interpersonal constraints items, eight structural constraints items, and six face constraints items.

Overall 10 out of 30 the leisure constraint items achieved a mean score above 3.5 (the middle point of Leisure Constraint Scale). This suggests that the participants did not feel very constrained in their leisure. Generally speaking, the descriptive test shows that although each constraint item is being ranked individually, they tend to cluster together with other like constraints. For example, as a group, structural constraints seemed to be most salient. Descriptively at least, they tended to receive the highest mean scores.

The mean scores of structural constraints range from 3.54 to 4.77. All of the top five leisure constraints items with the highest mean scores and low standard

deviation were structural in nature. On the contrary, intrapersonal constraints seemed to be the least problematic for these Chinese university students. The mean scores of intrapersonal constraints range from 2.06 to 2.51. All of the nine intrapersonal constraints items fell at the bottom of the ranking. Interpersonal constraints and face constraints fell in between, with the mean scores of interpersonal constraints range from 2.68 to 3.63, and the mean scores of face constraints range from 3.02 to 3.33.

Leisure Constraints (Means and Std. Deviation)

	N	Mean	Ranking	Std. Deviation
I am less likely to participate in a leisure activity if I do not have enough time to do it	287	4.77	1	1.13
I am less likely to participate in a leisure activity if I have too many other obligations to do it	287	4.77	2	1.11
I am less likely to participate in a leisure activity if the facilities I need to do it are too crowded	287	4.45	3	1.26
I am less likely to participate in a leisure activity if the facilities I need to do it are too far away	287	4.20	4	1.29
I am less likely to participate in a leisure activity if I do not have enough money to do it	287	4.07	5	1.38
The people who are important to me live too far away to participate in a leisure activity with me	287	3.70	6	1.50
I am less likely to participate in a leisure activity if I do not have transportation to do it	287	3.66	7	1.44
The people who are important to me do not have enough time to participate in a leisure activity with me	287	3.63	8	1.40
I am less likely to participate in a leisure activity if I do not have proper equipment to do it	287	3.59	9	1.42
I am less likely to participate in a leisure activity if I do not have enough skills to do it	287	3.54	10	1.26
The people who are important to me have too many other obligations to participate in a leisure activity with me	287	3.37	11	1.44

I might lose face if I failed other people's expectations of me	287	3.33	12	1.33
I am less likely to participate in a leisure activity because I might lose face if I made mistakes	287	3.24	13	1.35
The people who are important to me might lose face if they failed other people's expectations	287	3.08	14	1.40
I am less likely to participate in a leisure activity because I might lose face if I called attention to myself	287	3.07	15	1.40
The people who are important to me might lose face if they made mistakes	287	3.03	16	1.41
The people who are important to me might lose face if they called attention to themselves	287	3.02	17	1.46
The people who are important to me do not have enough money to participate in a leisure activity with me	287	3.01	18	1.43
The people who are important to me do not have transportation to participate in a leisure activity with me	287	2.84	19	1.43
The people who are important to me do not have enough skills to participate in a leisure activity with me	287	2.81	20	1.39
The people who are important to me do not have proper equipment to participate in a leisure activity with me	287	2.68	21	1.38
It would be easy for me to participate in a leisure activity (R)	287	2.51	22	1.14
It would be useful for me to participate in a leisure activity (R)	287	2.32	23	.94
It would be bad for me to participate in a leisure activity	287	2.31	24	1.36
The people who are important to me would approve/support me participating in a leisure activity (R)	287	2.30	25	1.04
I am confident that I could participate in a leisure activity (R)	287	2.22	26	1.01
I have little control over participating in a leisure activity	287	2.20	27	1.35
It would be pleasant for me to participate in a leisure activity (R)	287	2.09	28	.90

It would be foolish for me to participate in a leisure activity	287	2.09	29	1.33
It would be enjoyable for me to participate in a leisure activity (R)	287	2.06	30	.94

Table 7

The interpersonal, intrapersonal, and structural groupings were then used in subsequent analyses. The first step was descriptive in nature. The mean score of each group was calculated. Face-related constraint items were removed at this point. I was interested primarily in the traditional interpersonal, intrapersonal and structural constraints. The result is shown in *Table 8*.

There were 8 items under the subscale of structural constraints (i.e., “I am less likely to participate in a leisure activity if I do not have enough time to do it”). Structural constraints refer to those beyond the participants’ control, such as costs, time, resources, facilities, other commitments, seasons, and climate (Crawford & Godbey, 1987). The mean score of structural constraints was 4.13 with a standard deviation of 0.50578. It has the highest mean score among the three types of constraints, which indicates that the uncontrollable factors were the biggest problem that preventing Chinese university students from participating in leisure activities. As show in Table 7, items “I am less likely to participate in a leisure activity if I do not have enough time to do it.” and “I am less likely to participate in a leisure activity if I have too many other obligations to do it.” top the list with the highest mean scores. A possible explanation was that classes and school assignments took up most of the students’ time, resulting in the lack of time and

opportunities for leisure. Facilities seemed to be another big problem as items “I am less likely to participate in a leisure activity if the facilities I need to do it are too crowded.” and “I am less likely to participate in a leisure activity if the facilities I need to do it are too far away.” also had relatively high mean scores. This was perhaps an artifact of the numbers and quality of leisure facilities at most of the China’s universities (exacerbated by the large numbers of students enrolled in the universities). The findings of this research were in consistent with the previous research (Walker, Jackson, & Deng, 2007), which compared leisure constraints between Chinese university students and Canadian university students, and discovered that both Chinese university students and Canadian university students had the highest scores in structural constraints among the three types of leisure constraints.

Interpersonal constraints have 7 items (i.e., “The people who are important to me live too far away to participate in a leisure activity with me”). Interpersonal constraints were those between people (Crawford & Godbey, 1987). Its mean score is 3.15 with a standard deviation of 0.415. With the 6-point Likert scale, a mean score of 3.15 implies that Chinese university students were somewhat constrained by not having companies to participate in leisure activities with, but it was not a severe issue. As mentioned earlier, 95.5% of Chinese university students lived on campus with roommates. It was not difficult to find companions for leisure activities.

Intrapersonal constraints ranked the lowest with a mean score of 2.23 and a standard deviation of 0.1455. This subscale contains 9 items, and it refers to constraints within oneself, including interest, desire, stress, depression, anxiety, embarrassment, religiosity, perceived self-skill, and values (Crawford & Godbey, 1987). The low mean score and standard deviation indicates that these participants did not feel constrained by intrapersonal factors in their decisions to be engaged in leisure.

Three types of Leisure Constraints excluded “Face” (Means and Std. Deviation)				
	N	Mean	Ranking	Std. Deviation
Structural Constraints	287	4.13	1	.51
I am less likely to participate in a leisure activity if I do not have enough time to do it				
I am less likely to participate in a leisure activity if I have too many other obligations to do it				
I am less likely to participate in a leisure activity if the facilities I need to do it are too crowded				
I am less likely to participate in a leisure activity if the facilities I need to do it are too far away				
I am less likely to participate in a leisure activity if I do not have enough money to do it				
I am less likely to participate in a leisure activity if I do not have transportation to do it				
I am less likely to participate in a leisure activity if I do not have proper equipment to do it				
I am less likely to participate in a leisure activity if I do not have enough skills to do it				
Interpersonal Constraints	287	3.15	2	.42
The people who are important to me live too far away to participate in a leisure activity with me				
The people who are important to me do not have enough time to participate in a leisure activity with me				

The people who are important to me have too many other obligations to participate in a leisure activity with me

The people who are important to me do not have enough money to participate in a leisure activity with me

The people who are important to me do not have transportation to participate in a leisure activity with me

The people who are important to me do not have enough skills to participate in a leisure activity with me

The people who are important to me do not have proper equipment to participate in a leisure activity with me

Intrapersonal Constraints 287 2.23 3 .15

It would be easy for me to participate in a leisure activity (R)

It would be useful for me to participate in a leisure activity (R)

It would be bad for me to participate in a leisure activity

The people who are important to me would approve/support me participating in a leisure activity (R)

I am confident that I could participate in a leisure activity (R)

I have little control over participating in a leisure activity

It would be pleasant for me to participate in a leisure activity (R)

It would be foolish for me to participate in a leisure activity

It would be enjoyable for me to participate in a leisure activity (R)

Table 8

I then re-introduced the concept of face to the analyses. Previous literature

discovered that face-related factors did constraint Chinese population to some degree (Liang & Walker, 2011). As the target participants are Chinese university students in this research, I also asked the participants to rate their degree of agreement on a 6-point Likert scale of three self-face constraint items and three other-face constraint items. The mean score of the three self-face constraint items was 3.21 with a standard deviation of 0.132. The mean score of the three other-face constraint items was 3.04 with a standard deviation of 0.0321. The results suggest that these Chinese university students seemed more concerned with their own loss of face than with such loss among others.

I put the three self-face items under the intrapersonal constraints subscale and the three other-face items under the interpersonal constraint subscale. The descriptive test result of these three types of leisure constraints (including face-related constraints items) is shown in *Table 9*.

Compared to *Table 8*, which used the traditional leisure constraints scale without face-related items, the ranking of *Table 9* stayed the same, namely structural constraints still topped the list with the highest mean score, interpersonal constraints was in the second place followed by the intrapersonal constraints. However, the mean score of interpersonal constraints dropped from 3.15 to 3.12, which could be explained that these participants seldom consider other people's face to be a kind of constraints that stops them from participating in a leisure activity. On the contrary, the mean score of intrapersonal constraints rose from 2.23

to 2.48. The result implies that their own face played an important role as an intrapersonal constraint for this population.

Three types of Leisure Constraints included "Face" (Means and Std. Deviation)

	N	Mean	Ranking	Std. Deviation
Structural Constraints	8	4.13	1	.51
I am less likely to participate in a leisure activity if I do not have enough time to do it				
I am less likely to participate in a leisure activity if I have too many other obligations to do it				
I am less likely to participate in a leisure activity if the facilities I need to do it are too crowded				
I am less likely to participate in a leisure activity if the facilities I need to do it are too far away				
I am less likely to participate in a leisure activity if I do not have enough money to do it				
I am less likely to participate in a leisure activity if I do not have transportation to do it				
I am less likely to participate in a leisure activity if I do not have proper equipment to do it				
I am less likely to participate in a leisure activity if I do not have enough skills to do it				
Interpersonal Constraints	10	3.12	2	.34
The people who are important to me live too far away to participate in a leisure activity with me				
The people who are important to me do not have enough time to participate in a leisure activity with me				
The people who are important to me have too many other obligations to participate in a leisure activity with me				
The people who are important to me do not have enough money to participate in a leisure activity with me				
The people who are important to me do not have transportation to participate in a leisure activity with me				
The people who are important to me do not have enough skills to participate in a leisure activity with me				

The people who are important to me do not have proper equipment to participate in a leisure activity with me

The people who are important to me might lose face if they failed other people's expectations

The people who are important to me might lose face if they made mistakes

The people who are important to me might lose face if they called attention to themselves

Intrapersonal Constraints 12 2.48 3 .46

It would be easy for me to participate in a leisure activity (R)

It would be useful for me to participate in a leisure activity (R)

It would be bad for me to participate in a leisure activity

The people who are important to me would approve/support me participating in a leisure activity (R)

I am confident that I could participate in a leisure activity (R)

I have little control over participating in a leisure activity

It would be pleasant for me to participate in a leisure activity (R)

It would be foolish for me to participate in a leisure activity

It would be enjoyable for me to participate in a leisure activity (R)

I might lose face if I failed other people's expectations of me

I am less likely to participate in a leisure activity because I might lose face if I made mistakes

I am less likely to participate in a leisure activity because I might lose face if I called attention to myself

Table 9

In order to understand the relationships between the three types of leisure

constraints and Chinese university students' leisure satisfaction level, correlations tests were conducted and the results were presented in *Table 10*. Pearson Correlation was calculated using the composite mean scores of the three types of leisure constraints and the level of leisure satisfaction in percentage. It is perhaps unsurprising that, as shown in *Table 10*, all three types of leisure constraints revealed a negative correlation with leisure satisfaction level. In other words, the higher the number of leisure constraints, the lower the level of leisure satisfaction. There is a statistically significant correlation between Intrapersonal Constraints and Leisure Satisfaction Level ($p < 0.05$). Intrapersonal Constraints has the biggest Pearson Correlation of -0.261 among the three types of leisure constraints, which indicates that compared to the other two types of constraints, it has the strongest relationship with Leisure Satisfaction Level. However, the correlation itself was not very strong. The correlation between Interpersonal Constraints and Leisure Satisfaction Level was also significant ($p < 0.05$) in a negative direction, which means the increase of Interpersonal Constraints would lead to a decrease of Leisure Satisfaction Level. But similar to Intrapersonal Constraints, the Pearson Correlation of Interpersonal Constraints indicates a weak relationship with Leisure Satisfaction. Structural Constraints and Leisure Satisfaction Level are not strongly correlated and the relationship is not significant ($p > 0.05$).

Correlations between three types of Leisure Constraints and Leisure Satisfaction Level

Types of Leisure Constraints	Leisure Satisfaction Level	
	Pearson Correlation	Sig. (1-tailed)
Intrapersonal Constraints	-0.261	0.000
Interpersonal Constraints	-0.137	0.010
Structural Constraints	-0.085	0.077

Table 10

In answering the second research question, I may conclude that these Chinese university students most often reported structural constraints, followed by interpersonal constraints. Intrapersonal constraints seemed to have the least effect in constraining the participants in taking part in leisure activities. When I put face-related constraints items into consideration, as there are three self-face items and three other-face items belong to intrapersonal constraints and interpersonal constraints respectively, the scores of intrapersonal constraints increased while the scores of interpersonal constraints decreased, but the ranking stayed the same. It suggests that face-related constraints especially self-face items should not be neglected when studying Chinese populations because of their culture influence their leisure behavior. I also discovered that among these three types of constraints, intrapersonal constraints had the strongest relationships with Leisure Satisfaction Level in a negative direction. It meant that if the participants experience an increase of intrapersonal constraints, their level of leisure satisfaction might decrease.

4.6 Leisure Satisfaction and Demographics

This section explores the third research question: What are the roles played by contextual and personal variables in establishing students' satisfaction level with their leisure? The chosen variables from the Basic Information Section are program year and family monthly income. Correlation Test was conducted between these three variables and Leisure Satisfaction Level to see if they are correlated to some degree.

Correlations between Demographics and Leisure Satisfaction Level

Demographics	Leisure Satisfaction Level	
	Pearson Correlation	Sig. (1-tailed)
Program Year	0.092	0.060
Family Monthly Income	0.086	0.073

Table 11

Table 11 presents the results of correlation between program year, family monthly income and leisure satisfaction level. These demographic variables were not significantly related to leisure satisfaction level ($p > 0.05$). The Pearson Correlation scores of the selected variables are relatively low, which implies that program year, family monthly income, and leisure satisfaction level are not strongly correlated. Program year and family monthly income are both positively related to leisure satisfaction level. To further explore the relationships, the means of leisure satisfaction level were compared according to the different demographic variables, including gender, program year, and family monthly income. The following three

tables show the result of each comparison.

Leisure Satisfaction Level according to Gender

Gender	Mean	N	Std. Deviation
Male	63.04	103	23.04
Female	59.46	183	23.72

Table 12

Leisure Satisfaction Level according to Program Year

Program Year	Mean	N	Std. Deviation
Freshmen	56.03	33	29.02
Sophomore	57.72	85	23.49
Junior	61.94	48	22.90
Senior	67.01	80	21.71
Masters	57.13	40	20.85

Table 13

Leisure Satisfaction Level according to Family Monthly Income

Family monthly income	Mean	N	Std. Deviation
0-3000RMB	60.97	67	26.21
3001-6000RMB	57.53	88	22.70
6001-9000RMB	59.17	54	21.42
9001-12000RMB	65.78	37	23.93
12001RMB Or More	64.93	40	22.41

Table 14

As shown in *Table 12*, male Chinese university students may display a higher mean score of leisure satisfaction than that of female Chinese university students, but variation between individuals is as great as their standard deviation are high (23.037 for Male and 23.719 for Female). In term of leisure satisfaction levels, there may not be much difference between male students and female students in leisure satisfaction level. In terms of program year, for undergraduate students, *Table 13*

shows that leisure satisfaction level seemed to increase with the students' program year at university. But when it comes to graduate school, level of leisure satisfaction decrease to a level between freshmen and sophomore. Similar to gender, the standard deviation of each program year was high, which implies considerable variability between individuals. *Table 14* shows the mean scores of leisure satisfaction level according to family monthly income. There are no obvious patterns found in the table. Mean scores range from 57.53 to 65.78 with high standard deviations. The results of these three tables suggest that different demographic groups tended to cluster together, and there are not many differences between groups in regards to leisure satisfaction.

Chapter 5. Conclusions and Recommendations

5.1 Summary of Study

Leisure constraints have been a valuable topic for studying leisure behavior over the past three decades as it helps to complete the whole picture of leisure research, to develop recreation and leisure management strategies, and to benefit the education of leisure. Studies have shown that a quarter of Chinese people felt unsatisfied with their leisure lives because of the various constraints they encountered that are associated with leisure activities (E, 2013). China has been a fast developing country for decades and changes within the Chinese society suggest that the role of leisure and leisure constraints are evolving. However, the existing knowledge about leisure constraints is based on western society and the western culture. It may not be applicable to the eastern developing world or more specifically, the Chinese population. Therefore, in order to fill in the research gap of lacking insights from eastern developing countries, this research hopes to establish a descriptive and fundamental knowledge of Chinese university students' leisure behavior, including leisure patterns, leisure constraints, and how contextual and personal variables relate to leisure satisfaction.

The study used a quantitative questionnaire adopted from a long standing constraints literature, and was reviewed and revised by the department committee and university ethics office. The questionnaire explored the participants' basic

information, leisure patterns, leisure motivation, and leisure constraints. The data was collected using online surveys through BBS and WeChat. A total of 290 questionnaires were collected and 287 of them were valid data.

5.2 Overall Discussions on Findings

Based on the three research questions, this chapter discussed the findings presented in the former chapter and gave new insights of the existing literatures. There were three main discussions in this chapter: passive leisure patterns and stimulus-avoidance motivations, face-related leisure constraints for Chinese, homogeneity of the respondent group.

5.2.1 Passive Leisure Pattern and Stimulus-Avoidance Motivations

Recall that the first research questions asked: What are the leisure patterns of selected Chinese university students? Findings suggested that Chinese university students tended to pursue easy, affordable, and accessible ways to engage in leisure activities. For instance, the activities that Chinese university students took part in most often were all related to electronic devices (computer, internet, TV, mobile phone), which require little or no special equipment, skills, fields, or teammates. For the most part, the participants were sedentary during these leisure activities. They spent more of their leisure time indoors than outdoors, and they spent very little money on leisure. These findings were consistent with the previous findings (Wang & Stringer, 2000; Ma, 2005; Yeh, 1993), which also suggested passive leisure

patterns of Chinese people. To trace back to the roots of this phenomenon, two well-known Chinese philosophies Taoism and Confucianism had major influence in shaping the national ideas and ideals of leisure. They encourage Chinese people to pursue freedom of spirit through leisure activities such as contemplating, reciting poetry, and philosophical introspection. Even though the activities that ancient Chinese participant seemed to be different from that of the modern Chinese, they have a lot of common nature, like solitary, sedentary, and self-centered activity patterns. It may be rational to say that although the various forms of the leisure activities have changed over the years, many fundamental characteristics remain the same.

In regards to leisure motivations, the top four reasons why Chinese university students take part in leisure were “Relax Mentally”, “Relax Physically”, “Be in a Calm Atmosphere”, and “Avoid the Hustle and Bustle of Daily Life”. All of these items belong to stimulus and avoidance, which means to relax and to escape are the primary reasons for Chinese university students to seek leisure. The motivations can explain the participants’ selection of leisure activities. “Watching movies and TV”, “listening to music”, “surfing the Internet”, and “using mobile phones for entertainment or socialization”, these activities were easy, affordable, and accessible with little structural constraints, and yet were able to satisfy their stimulus-avoidance purpose. The participants could do the above activities alone or with friends at any indoor locations. It seemed that they found a perfect solution to

satisfy their need for leisure and to overcome leisure constraints: electronic devices and technology. As long as people had a mobile phone or a computer, they could enjoy leisure. There was no need for a tennis court, an arena, a swimming pool, nor a Ping-Pong paddle, a golf club, a even a pair of running shoes. Although the passive leisure patterns of Chinese university students fit their stimulus-avoidance motivations perfectly, however, is this a balanced life style? Physically active leisure activities like sports and fitness exercise are beneficial to one's health. Meeting new friends and going out to socialize could expend one's circle of connection. Compared to students from western developed countries, Chinese students were considered introverted. Considering the sedentary and nature of these passive leisure patterns, if Chinese university students' leisure continues to rely heavily on electronic devices and technology, their physical fitness and social skills may be at risk.

5.2.2 Face-related Leisure Constraints for Chinese

Recall that the second research question asked: To what extent are these students constrained by intrapersonal constraints, interpersonal constraints, and structural constraints (including loss of face). When exploring leisure constraints, I found that structural constraints had the highest mean scores. This suggests that these students consider factors that were beyond their control as the biggest issue in participating in leisure activities. Interpersonal constraints came next, which suggests that relationships and connections with other people somehow

constrained the participants in taking part in leisure activities. Intrapersonal constraints had the lowest mean scores, which implied that factors within oneself were not a big issue for this group. This ranking was consistent with the previous research (Walker, Jackson, & Deng, 2007), which compared leisure constraints between Chinese university students and Canadian university students, and discovered that both Chinese university students and Canadian university students suffered most from structural constraints. Interestingly, despite the high mean scores of structural constraints, tests showed that the correlation between structural constraints and leisure satisfaction level was very weak, which means structural constraints had nearly no negative effect on the participants' leisure satisfaction. One possible explanation could be that these students' activities had few characteristics that could be compromised by structural constraints. They simply chose activities that required few resources.

Another new insight is that self-face items were important for this group. In the context of Chinese culture, "face" was associated with a person's social morality, personal integrity, reputation, and prestige. Previous studies showed that Chinese people tend to have higher levels of concern over face than do people from western countries (Zane & Yeh, 2002). In this study, I first calculated the mean scores of three types of constraints excluding face-related constraints items. I got 4.13 for structural constraints, 3.15 for interpersonal constraints, and 2.23 for intrapersonal constraints. When I included face-related constraints items, which contained three

self-face (intrapersonal) and three other-face (interpersonal) items, the mean scores of intrapersonal constraints saw an increase of 0.25 while the mean scores of interpersonal constraints dropped from 3.15 to 3.12. The data suggested that these Chinese university students were more concerned about self-face as an intrapersonal constraint than other-face as an interpersonal constraint. Only self-face was associated with increased psychological distress (Mak, Chen, Lam, & Yiu, 2009). The findings reflected the significance of self-face items in the research of intrapersonal constraints among Chinese population.

5.2.3 Homogeneity of Target Group

Research question three asked: What are the roles played by contextual and personal variables (including gender, program year, and family monthly income) in establishing students' satisfaction level with their leisure? In answering this research question, correlation tests were conducted and the results suggested that the students from all these universities exhibited considerable homogeneity. Given that the existing literature suggested that women reported more constraints than did men, they had less time for leisure and lower leisure satisfaction level (Deem, 2006; Jackson & Henderson, 1995), I expected that there would be a difference given personal circumstances. For instance, female Chinese university students may report lower levels of leisure satisfaction and this pattern would be clear. However, the Pearson Correlation scores of the selected variables are relatively low, which implies

that gender, program year, and family monthly income were not strongly correlated to leisure satisfaction level. In other words, the students were similar in terms of leisure satisfaction level regardless of their demographic differences. The homogeneity reflected on their similar age, similar education and intelligent level, similar study and living circumstances, and similar cultural values.

This study focused on university students. Such a population is inherently homogenous. Such homogeneity had advantages for the researcher. It reduces unwanted variability so that theoretically relevant patterns are more likely to emerge. This was certainly the case in this study. These students, regardless of their age, home institution, socioeconomic group, or area of study all believed they faced the same issues when they considered leisure activities. For example, they all rated structural constraints as the biggest issue that prevented them from participating in or enjoying their favourite leisure activities. But when it comes to the influence on leisure satisfaction level, structural constraints did not show any significant relations. It was the intrapersonal constraints that had the strongest relationships with leisure satisfaction level in a negative direction. To be exact, among the three types of constraints, factors within one self like interest, desire, stress, depression, anxiety, embarrassment, religiosity, perceived self-skill, and values had the most effect on the participants' leisure satisfaction level. The researcher could analyze all the participants as a whole group because they tended to cluster together.

On the other hand, homogeneity was also a problem for the researcher. Lack of variability may have masked the complexity that undoubtedly existed within a population. For example, interpersonal constraints (included self-face items) got a mean score of 3.12 on a 6-point Likert scale, which meant that it was not a big issue among these students. This may have been an artifact of several conditions. For instance, 95.5% of the students lived on campus with roommates and their friends were living nearby, which made it easy for them to find a companion to participate in leisure activities. But this may not be the same when they graduate and start to live far away from each other. Hence, these conditions may not be shared among the larger population. If this were the case it would be interesting to repeat this study in 4 or 5 years among non-university students to see the changes.

5.3 Implications for Practice and Future Research

The findings of this research have some practical implications to help facilitate these university students' leisure participation. First of all, schools and education ministries need to increase the numbers and area of leisure facilities and provide proper equipment for students to take part in/expand their leisure activities. One major finding of this research is that for Chinese university students, structural constraints including time, obligations, facilities, money, transportation, and equipment were rated as the most constraining factors. It is almost impossible to ask the schools and education ministries to reduce the study load of students due to

the severe pressure of the university entrance exam, so we may not be able to solve the “lack of time” and “too many obligations” constraints. However, it is possible to deal with the “facilities are too far away”, “facilities are too crowded”, and “no proper equipment” problems by building more facilities and providing more equipment in the school so that most of the students would have easy access to enjoy leisure. Additionally, the transportation departments need to provide assistance for university students to get to leisure locations like sport stadiums, swimming pools, football fields, and parks. Constructing a subway line or a bus route that directly connect the universities to some major leisure locations, along with reducing the cost of the public transportation fees for university students would help to enhance their frequency to participate in outdoor leisure activities. Furthermore, as the main purpose for Chinese university students to participate in leisure activities is to relax and to escape, leisure-providing sectors should put efforts on promoting the relaxation, casualness, and escape from work and life pressure as their marketing theme to attract more university students. Last but not least, for leisure constraints research and education, face-related constraints, especially self-face items should be taken into consideration when applying leisure constraints scale to Asian populations.

This study provided a descriptive and fundamental knowledge of leisure patterns and leisure constraints of selected Chinese university students. It was a first step that should help to build a basic understanding of leisure patterns in China.

Future research could build up these findings in the following ways: First, it was clear that Chinese university students revealed primarily passive leisure patterns and they tended to find the easy, affordable, and accessible leisure pursuits, but the exact reason that lead to these patterns was not clear. Is it because of their preference or is it because it is just easier considering the many structural constraints they experience? Is this a choice/desire or an outcome of leisure constraints? Similarly, their main leisure motivations are to relax and to escape. Is this their real purpose or is it because other purposes are too difficult to achieve so that they choose what they think would be easier to satisfied? More studies required in determining the relationships between leisure patterns, leisure motivations, and leisure constraints. Second, this research only focused on leisure patterns and leisure constraints, but not negotiation processes. Future research could study Chinese university students' negotiation efforts and strategies so that the whole circle of leisure constraints could be explored. Thirdly, the participants in this study were homogenous in many ways. Not surprisingly, they tended to be of the same age and background. Thus, the results of this study may not be able to apply to a bigger population. It would be interesting to do the same research again in 5 years when all the original participants graduate from universities, get different jobs, and have different living circumstances. It would give the data set more diversity.

5.4 Research Limitations

The survey only took place in two universities in Guangdong Province, and thus was not able to fully represent a larger population of Chinese university students. There are more than 40 universities in Guangdong Province and more than 800 universities nationwide. Each university has a different student composition, a different level of leisure education, and a different environment for leisure activities. The levels of economic and social development as well as regional culture also vary from south, north, east, and west. Therefore, while some common characteristics could be used in other cases, it is not rational to assume that all the findings were applicable to all the university students in China, or even to broader Asia settings. Furthermore, the valid sample size was 287, which was not a large sample for statistical tests like ANOVA and correlation. The results from these statistical tests may not as powerful and representative as would be achieved when using a larger sample of data. Additionally, although efforts were made to keep the questionnaire as short as possible when designing, the length was still considered long with 4 sections and 9 pages. The participants may lose patience when filling in the questionnaire, which may lead to inaccurate results.

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Appendix A

Research Instruments

Study on Leisure Patterns of and Constraints on Chinese University Students

This study is about leisure patterns of and constraints on Chinese university students. Your participation in this survey is completely voluntary, which means you are entitled to decline to answer any of the questions or withdraw your participation at any time by not submitting your answers. All information obtained in this study will be kept strictly confidential and anonymous. You do not need to provide your name, student ID number, or any other identifying information in this survey. There are no known or anticipated risks from your participation in this study.

Country of Origin and Academic Registration Status:

1. What is your country of origin?
 - People's Republic of China
 - Other countries

2. What is your academic registration status at the university?
 - Full-time student
 - Part-time student
 - Exchange student

Section 1: Basic Information

1. Gender:
 - Male
 - Female

2. What university are you enrolled in?

3. What program year are you in?
 - Freshmen
 - Sophomore
 - Junior
 - Senior
 - Masters

4. Faculty:
 - Economics and Business Administration
 - Science Foundation
 - Languages and Humanities
 - Social Sciences, Law and Journalism
 - Engineering and Information Technologies
 - Medicine
 - Art and Design
 - Environment and Natural Resources

5. Residence
 - On-campus
 - Off-campus (not include home)
 - Home

6. Birthplace
 - Guangdong province
 - Others: _____

7. Family monthly income
 - 0—3000 RMB
 - 3,001—6,000 RMB
 - 6,001—9,000 RMB
 - 9,001—12,000 RMB

- 12,001 RMB Or More

8. Relationship status

- Single
- Have a boyfriend/girlfriend
- Married
- Divorced

Section 2: Leisure Patterns

1. How much time did you spend on leisure activities each day from Monday to Friday last week?

- 1 hour and less
- From 1 hour up to 2 hours
- From 2 hours up to 3 hours
- From 3 hours up to 4 hours
- More than 4 hours

2. How much time did you spend on leisure activities daily last weekend?

- 1 hour and less
- From 1 hour up to 2 hours
- From 2 hours up to 3 hours
- From 3 hours up to 4 hours
- More than 4 hours

3. Where did you spend most of your free time in the past 7 days?

- Outdoors
- Indoors (not including home)
- At home
- About the same

4. Please choose the three leisure activities in which you took part most often Monday to Friday last week:

- Watching movies and TV
- Listening to music
- Going to Karaoke
- Playing ball games (basketball, football, table tennis, tennis, badminton)

- Fitness exercise (running, going to gym, yoga)
- Shopping
- Playing computer games
- Surfing the internet
- Chatting with friends online
- Reading
- Partying and socializing
- Travelling
- Participating in club activities
- Using mobile phones for entertainment or socialization
- Others: _____

5. Please choose the three leisure activities in which you took part most often last weekend:

- Watching movies and TV
- Listening to music
- Going to Karaoke
- Playing ball games (basketball, football, table tennis, tennis, badminton)
- Fitness exercise (running, going to gym, yoga)
- Shopping
- Playing computer games
- Surfing the internet
- Chatting with friends online
- Reading
- Partying and socializing
- Travelling
- Participating in club activities
- Using mobile phones for entertainment or socialization
- Others: _____

6. How much did you spend on leisure activities over the past 7 days?

- 100 RMB and less
- 101—300 RMB
- 301—500 RMB
- 500—700 RMB
- More than 701 RMB

7. What is the primary source of the money you spend during these leisure activities? (check only one)

- Parents
- Other relatives

- Working salaries
- Scholarships
- Friends and classmates
- Others: _____

8. Over the past 7 days, with whom did you spend most of your leisure time ?
Rank from 1 to 3: 1 being the kind of people you spend most leisure time with

- Family
- Friends
- No one, I was alone
- Partner
- Roommates
- Others: _____

9. How satisfied are you with your leisure these days? (Please use percentage to identify your level of satisfaction: from 100% = very satisfied to 0% = not satisfied at all)

_____ %

Section 3: Leisure Motivation

This section will assess your leisure motivations. Please rate your level of agreement on the following statements on a 5-point Likert scale (1 = never true to 5 = always true).

ONE OF MY REASONS FOR ENGAGING IN LEISURE ACTIVITIES IS?	Never True	Seldom True	Somewhat True	Often True	Always True
1. Be with others	1	2	3	4	5
2. Have a Good Time with Friends	1	2	3	4	5
3. Build Friendship with Others	1	2	3	4	5
4. Develop Close Friendships	1	2	3	4	5
5. Gain a Feeling of Belonging	1	2	3	4	5
6. Relax Mentally	1	2	3	4	5
7. Be in a Calm Atmosphere	1	2	3	4	5
8. Relax Physically	1	2	3	4	5
9. Avoid the Hustle and Bustle of Daily Life	1	2	3	4	5
10. Increase my knowledge	1	2	3	4	5
11. Discover New Places and Things	1	2	3	4	5
12. Use my Imagination	1	2	3	4	5
13. Use my Physical Abilities/Skills in Sport	1	2	3	4	5
14. Challenge my Abilities	1	2	3	4	5

Section 4: Leisure Constraints

This section will assess the leisure constraints factors that influence your leisure participation. Please rate your level of agreement on the following statements on a 6-point Likert scale (1 = strongly disagree to 6 = strongly agree).

Leisure Constraints	Strongly Disagree	—————→				Strongly Agree
1. It would be enjoyable for me to participate in a leisure activity (R)	1	2	3	4	5	6
2. It would be easy for me to participate in a leisure activity (R)	1	2	3	4	5	6
3. The people who are important to me would approve/support me participating in a leisure activity (R)	1	2	3	4	5	6
4. It would be bad for me to participate in a leisure activity	1	2	3	4	5	6
5. It would be foolish for me to participate in a leisure activity	1	2	3	4	5	6
6. I have little control over participating in a leisure activity	1	2	3	4	5	6
7. It would be useful for me to participate in a leisure activity (R)	1	2	3	4	5	6
8. It would be pleasant for me to participate in a leisure activity (R)	1	2	3	4	5	6
9. I am confident that I could participate in a leisure activity (R)	1	2	3	4	5	6
10. The people who are important to me live too far away to participate in a leisure activity with me	1	2	3	4	5	6
11. The people who are important to me do not have enough time to participate in a leisure activity with me	1	2	3	4	5	6
12. The people who are important to me do not have enough money to participate in a leisure activity with me	1	2	3	4	5	6
13. The people who are important to me do not have enough skills to participate in a leisure activity with me	1	2	3	4	5	6
14. The people who are important to me do not have transportation to participate in a leisure activity with me	1	2	3	4	5	6

15. The people who are important to me do not have proper equipment to participate in a leisure activity with me	1	2	3	4	5	6
16. The people who are important to me have too many other obligations to participate in a leisure activity with me	1	2	3	4	5	6
17. I am less likely to participate in a leisure activity if I do not have proper equipment to do it	1	2	3	4	5	6
18. I am less likely to participate in a leisure activity if I do not have transportation to do it	1	2	3	4	5	6
19. I am less likely to participate in a leisure activity if I do not have enough money to do it	1	2	3	4	5	6
20. I am less likely to participate in a leisure activity if the facilities I need to do it are too far away	1	2	3	4	5	6
21. I am less likely to participate in a leisure activity if the facilities I need to do it are too crowded	1	2	3	4	5	6
22. I am less likely to participate in a leisure activity if I have too many other obligations to do it	1	2	3	4	5	6
23. I am less likely to participate in a leisure activity if I do not have enough time to do it	1	2	3	4	5	6
24. I am less likely to participate in a leisure activity if I do not have enough skills to do it	1	2	3	4	5	6
25. I am less likely to participate in a leisure activity because I might lose face if I failed other people's expectations of me	1	2	3	4	5	6
26. I am less likely to participate in a leisure activity because I might lose face if I made mistakes	1	2	3	4	5	6
27. I am less likely to participate in a leisure activity because I might lose face if I called attention to myself	1	2	3	4	5	6
28. The people who are important to me might lose face if they failed other people's expectations when participating in a leisure activity with me	1	2	3	4	5	6
29. The people who are important to me might lose face if they made mistakes when participating in a leisure activity with me	1	2	3	4	5	6
30. The people who are important to me might lose face if they called attention to themselves when participating in a leisure activity with me	1	2	3	4	5	6

R: Reverse Coding

Appendix A (Chinese Version)

调查问卷

对中国大学生休闲行为与休闲制约因素的研究

这是一个有关中国大学生的休闲行为以及休闲制约因素的研究问卷。你的参与是完全自愿的, 这意味着你可以拒绝回答任何问题或者在任何时间通过不提交答案来退出这个调查。所有通过这个调查获得的信息都将被严格保密并且匿名。在这个调查中, 你不需要提交的姓名, 学号, 或者任何能够辨识身份的信息。这个研究中, 没有已知或者可预测的风险。

国籍及注册状态

1. 你的原籍国是:
 - 中华人名共和国
 - 其他

2. 你在学校的注册状态是:
 - 全日制学生
 - 兼职学生
 - 交换生

第一部分：基本信息

1. 性别:

- 男
- 女

2. 你在读的大学是:

3. 你现在是大学第几年的学生:

- 大一
- 大二
- 大三
- 大四
- 硕士或博士

4. 院系:

- 经济以及工商管理
- 理科基础
- 人文以及语言
- 社会科学、法学以及新闻
- 信息科技与工程
- 医学
- 艺术以及设计
- 资源环境

5. 住宿地点:

- 校内宿舍
- 校外 (不包括家)
- 家

6. 出生地:

- 广东省
- 其他 (请填写): _____

7. 家庭月收入:

- 0—3000 元
- 3,001—6,000 元
- 6,001—9,000 元
- 9,001—12,000 元

- 多于 12,000 元
8. 个人情感状况:
- 单身
 - 有男/女朋友
 - 已婚
 - 离异

第二部分：休闲行为

1. 上周从周一到周五，你每天在休闲活动上投入多少时间？
- 少于 1 小时
 - 1 至 2 小时
 - 2 至 3 小时
 - 3 至 4 小时
 - 大于 4 小时
2. 上周末，你每天在休闲活动上投入多少时间？
- 少于 1 小时
 - 1 至 2 小时
 - 2 至 3 小时
 - 3 至 4 小时
 - 大于 4 小时
3. 你过去 7 天最常进行休闲活动的地点是：
- 室外
 - 室内(不包括家)
 - 家
 - 以上地点时间均等
4. 在过去一周的周一到周五，你最常参加三项休闲活动是：
- 看电视或电影
 - 听音乐
 - 唱卡拉 OK
 - 玩球类运动(如篮球、足球、乒乓球、网球、羽毛球等)
 - 健身活动(如跑步、健身房、瑜伽等)
 - 购物
 - 玩电脑游戏

- 浏览网页
- 和朋友上网聊天
- 阅读
- 聚会以及社交
- 旅游
- 参加学校俱乐部活动
- 在手机上娱乐或者社交
- 其它（请填写）： _____

5. 在过去一周的周末，你最常参加的三项休闲活动是：

- 看电视或电影
- 听音乐
- 唱卡拉 OK
- 玩球类运动(如篮球、足球、乒乓球、网球、羽毛球等)
- 健身活动(如跑步、健身房、瑜伽等)
- 购物
- 玩电脑游戏
- 浏览网页
- 和朋友上网聊天
- 阅读
- 聚会
- 旅游
- 参加学校俱乐部活动
- 用手机进行娱乐或者社交
- 其它（请填写）：

6. 过去七天中，你在休闲活动中投入了多少钱？

- 100 元或以下
- 101—300 元
- 301—500 元
- 500—700 元
- 多于 700 元

7. 你参加休闲活动经费的主要来源是：

- 父母
- 父母以外的其他亲戚
- 工资
- 奖学金
- 朋友或者同学
- 其他（请填写）： _____

8. 在过去的七天里面，你主要和谁一起度过休闲时间？
请按照时间长短从1（时间最长）到3（时间最短）排序

- 家人
- 朋友
- 自己一人
- 男/女朋友
- 室友
- 其他（请填写）： _____

9. 你对自己目前休闲活动的满意程度为 _____ %
请用百分数表示：100%表示非常满意 0%表示完全不满意

第三部分： 休闲动机

这个部分将会评估定你的休闲动机。请根据你同意的程度选择 1-5 分(“1”表示完全反对, “5”表示完全赞同)。

你参加休闲活动的动机是？	绝对不是	不是	不确定	应该是	肯定是
1. 为了和其他人在一起	1	2	3	4	5
2. 和朋友共度欢乐时光	1	2	3	4	5
3. 和其他人交朋友	1	2	3	4	5
4. 建立亲密友谊	1	2	3	4	5
5. 获得归属感	1	2	3	4	5
6. 放松精神	1	2	3	4	5
7. 沉浸在平静的气氛中	1	2	3	4	5
8. 放松身体	1	2	3	4	5
9. 逃避繁忙的日常生活	1	2	3	4	5
10. 增加知识	1	2	3	4	5
11. 发现新的地点与事物	1	2	3	4	5
12. 运用我的想象力	1	2	3	4	5
13. 在体育活动中运用自己的身体技能	1	2	3	4	5
14. 挑战我的能力	1	2	3	4	5

第四部分：休闲制约因素

这个部分会评估影响你参加休闲活动的制约因素。请根据你同意的程度选择 1-6 分 (“1”表示强烈反对, “6”表示坚决同意)。

休闲制约因素	强烈反对	—————→				坚决同意
1. 我很享受参加休闲活动	1	2	3	4	5	6
2. 参加休闲活动对我来说是容易的	1	2	3	4	5	6
3. 我重视的人会支持我参加休闲活动	1	2	3	4	5	6
4. 参加休闲活动会对我个人不利	1	2	3	4	5	6
5. 参加休闲活动会让我感觉很傻	1	2	3	4	5	6
6. 我对是否参加休闲活动几乎没有决定权	1	2	3	4	5	6
7. 参加休闲活动对我有帮助	1	2	3	4	5	6
8. 参加休闲活动让我心情愉悦	1	2	3	4	5	6
9. 我有信心我能参加休闲活动	1	2	3	4	5	6
10. 我重视的人住的地方离我太远, 没办法和我一起参加休闲活动	1	2	3	4	5	6
11. 我重视的人没有足够的时间和我一起参加休闲活动	1	2	3	4	5	6
12. 我重视的人没有足够的钱和我一起参加休闲活动	1	2	3	4	5	6
13. 我重视的人没有足够的技能和我一起参加休闲活动	1	2	3	4	5	6

14. 我重视的人没有便利的交通工具，以至于不能和我一起参加休闲活动	1	2	3	4	5	6
15. 我重视的人没有合适的设备和我一起参加休闲活动	1	2	3	4	5	6
16. 我重视的人有太多其他责任，以至于不能和我一起参加休闲活动	1	2	3	4	5	6
17. 如果我没有合适的设备，我可能不会参加休闲活动	1	2	3	4	5	6
18. 如果我没有便利的交通工具，我可能不会参加休闲活动	1	2	3	4	5	6
19. 如果我没有足够的资金，我可能不会参加休闲活动	1	2	3	4	5	6
20. 如果休闲活动的设施离我太远，我可能不会参加休闲活动	1	2	3	4	5	6
21. 如果休闲活动的场所太拥挤，我可能不会参加休闲活动	1	2	3	4	5	6
22. 如果我有很多其他责任在身，我可能不会参加休闲活动	1	2	3	4	5	6
23. 如果我没有足够的时间，我可能不会参加休闲活动	1	2	3	4	5	6
24. 如果我技能不够好，我可能不会参加休闲活动	1	2	3	4	5	6
25. 考虑到我可能会因为达不到其他人的期望而丢脸，我可能不会参加休闲活动	1	2	3	4	5	6
26. 考虑到我可能会因为出错而丢脸，我可能不会参加休闲活动	1	2	3	4	5	6
27. 考虑到我可能会因为吸引大家的注意而丢脸，我可能不会参加休闲活动	1	2	3	4	5	6
28. 考虑到我重视的人在和我一起参与休闲活动时可能会因为达不到其他人的期望而丢脸，我可能不会参加休闲活动	1	2	3	4	5	6
29. 考虑到我重视的人在和我一起参加休闲活动时可能会因为出错而丢脸，我可能不会参加休闲活动	1	2	3	4	5	6

30. 考虑到我重视的人在和我一起参加休闲活动时可能会因为吸引大家的注意而丢脸, 我可能不会参加休闲活动

1 2 3 4 5 6

Translation Revisions:

After comparing the original English version questionnaire and the back-translation version questionnaire, the following revisions are made to enhance the accuracy of translation:

Question	Original Version	Chinese Translation	Back Translation	Revision
Section 3 Question 10	Increase my knowledge	获取知识	To acquire knowledge	增加知识
Section 3 Question 14	Challenge my abilities	挑战自我	To Challenge myself	挑战我的能力
Section 4 Question 4	It would be bad for me to participate in a leisure activity	参加休闲活动会让我感觉不舒服	Participating in leisure activities make me feel uncomfortable	参加休闲活动会对我个人不利