

Empirical Research On College-students' Leisure Motivation

—take some universities in si-chuan province as an example

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Abstract—Based on a sample of some universities in si-chuan province, with the method of question-and-answer survey and mathematical statistics, we have analyzed the behavioural characteristic of college-students' leisure motivation. The main conclusions are that leisure motivation is single, and leisure life is monotonous, etc. According to the conclusions, we discuss about the solving suggestions.

Keyword: college-students, leisure motivation, conclusion

In the 21st century, with the increase of leisure time, the improvement of living standards and the extension of retired people, leisure industry has developed rapidly and leisure economy is increasingly become a new economic growth point in each country or region. College-students' leisure is an important part of the crowd. So it is the focus of the study to guide students to learn to leisure. College students' leisure motivation

I. RESEARCH SUMMARY

Domestic scholars pay close attention to college-students' leisure, and the achievements are outstanding. Liao xiao-ping think: "most of college-students can realize the importance of leisure and will participate in leisure activities in some times, but they lack of the selection of leisure mode, the specific knowledge of leisure function and the cultivation of leisure concept".^[1] Xie ai-shan point that "it can lead to different leisure styles when different types of leisure motivation dominant".^[2] Han guo-sheng think: "we should set out the problems of college-students' leisure from the stakeholders of leisure time".^[3] In addition, other scholars have done different levels of study on leisure satisfaction (Chen yan-hong, 2010), leisure consumption (Qian li-an, 2007), leisure education (Cheng yi-jun, 2007) and other views. To sum up, the domestic scholars have done some study mainly from the two aspects of theoretical research and empirical analysis, however there are two big shortage.

A. The Sample Lack of Representative

Through literature retrieval, we find that there is no clear definition of college-student. The Contemporary

Chinese Dictionary defines as: "students in higher school".

^[4] Therefore, college-student in theory should include junior college-student, undergraduate and graduate students. A.J.ville thinks that all objects concerned are called population in a study. It is a deviation if the sample can't represent the population.^[5] The population in this research is all the college-students in si-chuan. Because of the respondents are limited to junior-college students and graduate students, the sample lack of representative.

B. Low Attention to the Reliability and Validity of Questionnaire

There is only 2 papers involved reliability and validity of questionnaire in the 20 retrieval articles about college-students' leisure, which indicate that there is a low attention to the reliability and validity of questionnaire. Reliability and validity is the key to the quality of the questionnaire. Zhong li-na thinks that reliability is necessary condition of validity, but not a sufficient condition.^[6] In this survey, we calculate the average validity ratio of 0.89 by using the method of content validity ratio, which shows that the validity and reliability of questionnaire are higher, and the quality of questionnaire is good.

II. METHOD AND SAMPLE

A. Research Method

We collect and analyze data by adopting the methods of documentary, questionnaire and mathematical statistics.

B. Characteristics of Sample

We choose 9 universities (the universities are as follows Tab. 1.) as a sample and issue a total of 900 questionnaires. At last we acquire 852 effective questionnaires, and the effective return ratio is 90.25%. Then we statistics the available questionnaires and the basic characteristics are following.

Tab. 1 The Basic Characteristics of Survey Sample

Universities	Percentage	Gender	Percentage	Degree Level	Percentage	Major	Percentage
Sichuan College Of Traditional Chinese Medicine	11.1	Male	38.8	Junior College Student	55.6	Social Science	35.7
Si-chuan Vocational And Technical College Of Communications	10.9	Female	61.2	Undergraduate	35.5	Science and Engineering	33.7
Mianyang Vocational And Technical College,	11.4			Postgraduate	8.9	Art Subject	17.1
Nanchong Professional Technical College	10.7					Other	13.6
Si-chuan Langzhong Normal University	11.6						
Si-chuan University	11.4						
China West Normal University	10.7						
Chengdu University Of Information Technology	11.0						
Pan Zhi-Hua University	11.2						

Source: Sorted by the Survey Data

From Tab. 1, we can get the following characteristics. First, for the gender of the informants, the percentage of male and female are 38.8% and 61.2%, which indicate that the number of girls is higher than that of boys in si-chuan university overall. Second, 55.6% of the informants are junior college-students, and 35.5% of those are undergraduates, while 8.9% of those are postgraduates. This is because the proportion of junior colleges in Si-chuan is larger while the proportion of the upgraded colleges is smaller. Third, for the major of the informants, the percentage of social science is about 35.7%, and science and engineering is about 33.7%, while arts and other subjects are about 17.1% and 13.6%. This is because there are more comprehensive universities in si-chuan. Fourth, for the grade of the informants, the proportions of freshman, sophomore, junior and senior are all about 20%, while the proportion of postgraduates is about 3.5%, which is coincide with the proportion of the informants' education.

III. COLLEGE-STUDENTS' LEISURE MOTIVATION RESEARCH

A. Leisure Motivation

Li zhong-guang point that "leisure motivation is the subjective cause to produce leisure activities" [7] Therefore, there is a significant meaning to study the college-students' leisure motivation.

From Tab.2 we can find that the scores of "eliminate fatigue" and "exclude anxiety" are higher, 0.74 and 0.57, which indicate that they are the main leisure motivation of college-students, and the scores of "expand horizon" and

"cultivate taste" are 0.49 and 0.48, which indicate that both are the secondary leisure motivation of college-students, while the scores of "find challenge", "development interests" and "enrich experience" are relatively low, 0.19, 0.24 and 0.26, which indicate that they are not the main leisure motivation of college-students.

Tab.2 The Characteristics of Leisure Motivation

Leisure Motivation	Mean	SD
Kill Time	.34	.476
Eliminate Fatigue	.74	.441
Exclude Anxiety	.57	.495
Physical Exercise	.29	.452
Enhance Communication	.41	.493
Expand Horizon	.49	.500
Development Interests	.24	.429
Enrich Experience	.26	.441
Cultivate Taste	.48	.500
Find Challenge	.19	.389

B. The Analysis of Leisure Motivation for Different Group

In order to study the differences of college-students' leisure motivation, we use the method of "two independent sample t-test" and "analysis of variance" to analysis it. The results are as follows.

Tab.3 The Leisure Motivation of Different Genders

	Levene's Test		T-test	
	F	Sig.	t	Sig. (two-sided)
Kill Time	3.758	.053	.968	.333
Eliminate Fatigue	.224	.636	.237	.813
Exclude Anxiety	9.874	.002	1.726	.086
Physical Exercise	4.407	.036	1.052	.293
Enhance Communication	4.310	.038	1.049	.295
Expand Horizon	3.506	.061	3.173	.013*

Development Interests	4.980	.026	1.114	.266
Enrich Experience	54.998	.000	3.674	.022*
Cultivate Taste	2.911	.088	1.292	.197
Find Challenge	3.020	.083	.867	.387

* :Significant At The Level Of 0.05;**,Very Significant At The Level Of 0.05

Tab.4 The Leisure Motivation of Different Education

	Levene's Test		Mean		
	F	Sig.	Junior College Student	Undergraduates	Postgraduate
Kill Time	.109	.896	.34	.35	.32
Eliminate Fatigue	4.246	.055	.77	.71	.62
Exclude Anxiety	.180	.835	.58	.56	.55
Physical Exercise	3.506	.050	.29	.25	.28
Enhance Communication	3.599	.0282*	.41	.45	.41
Expand Horizon	2.021	.1334	.46	.53	.47
Development Interests	3.133	.0443*	.22	.29	.19
Enrich Experience	2.094	.1241	.26	.29	.18
Cultivate Taste	4.394	.0131*	.34	.32	.12
Find Challenge	10.210	.0022**	.13	.11	.13

* :Significant At The Level Of 0.05;**,Very Significant At The Level Of 0.05

Tab.5 The Leisure Motivation of Different Courses

	Levene's Test		Means			
	F	Sig.	Social Science	Science And Engineering	Art Subject	Other
Kill Time	2.226	.0842	.35	.31	.43	.32
Eliminate Fatigue	6.303	.0527	.75	.68	.70	.80
Exclude Anxiety	1.802	.1452	.59	.51	.60	.61
Physical Exercise	2.138	.0941	.26	.30	.36	.23
Enhance Communication	9.402	.0216*	.45	.29	.49	.52
Expand Horizon	6.101	.0253*	.56	.39	.49	.52
Development Interests	12.065	.0321*	.27	.13	.37	.30
Enrich Experience	10.425	.0532	.29	.15	.34	.38
Cultivate Taste	2.497	.0591	.30	.22	.22	.54
Find Challenge	6.245	.0021**	.20	.16	.19	.09

* :Significant At The Level Of 0.05;**,Very Significant At The Level Of 0.05

From Tab.3, it is known that the means of boys are higher than that of girls in the motivation of "eliminate

fatigue" and "physical exercise". The former shows that the pressure of boys is greater than girls on work and study, boys are more likely to find a space to relax. The latter shows that boys prefer to choose "exercise" than girls. From the Sig value, it is known that the means of "enrich experience" and "expand horizon" are less than 0.05, 0.0215 and 0.0126, which indicate that there is a remarkable difference between different gender groups, while no significant difference in other leisure motivation.

From Tab.4, we can know there is a remarkable difference in the motivation of "physical exercise", "enhance communication", "cultivate taste" and "cultivate taste" in different degree levels, and there is no remarkable difference in the motivation of "kill time", "eliminate fatigue" and "exclude anxiety", while there is a remarkable difference in the motivation of "find challenge" in different degree levels.

From Tab.5, there is a significant difference in the motivation of "enhance communication", "expand horizon" and "cultivate taste" in different subjects, and there is a very significant difference in the motivation of "find challenge", while there is no significant difference in the motivation of "eliminate fatigue", "exclude anxiety" and other leisure motivations.

To sum up, there are the following characteristics about college-students' leisure motivation. First, the motivations of "eliminate fatigue" and "eliminate fatigue" are the main leisure motivation and the motivations of "enhance communication" and "expand horizon" are secondary leisure motivation, while other leisure motivations are not the main leisure motivation of college-students. Second, there is no significant difference in the major leisure motivation among different types of college-students, while there is a certain difference in other leisure motivation. In conclusion: college-students' leisure motivations are single, and have no significant difference.

IV. CONCLUSIONS

A. Make Full Use of Leisure Time

As we all know, although college-students' leisure time is enough, college-students can't make full use of leisure time reasonable, so leisure motivation is single, leisure space is limited, and leisure life is boring. Therefore, college-students should set up the consciousness of using leisure time reasonable, with clear goals and plans, participating in the wholesomeness leisure activities, to enrich the campus life and improve the life taste.

B. Improve Consciousness of Leisure

In psychology, Hou ling think motivation is a certain psychological tendency that launch and sustain human activities, then point to a certain purpose.^[8] Interest and leisure consciousness are necessary conditions of producing leisure motivation. College-students' leisure motivation is

single, which indicate that they are lack of interest and the weak awareness of leisure. So, college-students should develop interests, improve leisure consciousness. At the same time, universities should provide platform to develop college-students interest.

C. Strengthen The Leisure Facilities

There is another reason that influence college-students' leisure motivation. The leisure facilities is not mature, which can't meet the college-students' leisure demand, and leisure space is restricted. Therefore, colleges should strengthen the construction of leisure facilities and expand leisure space choice, then meet the different college-students' leisure demand.

D. Rich Leisure Activities

Colleges should take certain responsibility for college-students' leisure status. The reason is that colleges do not provide the rich leisure activities. The specific performance is that colleges always carry out the single or boring activities that college-students are not interested. Therefore, colleges should carry out different extra-curricular activities according to different students interested, offer a development platform for college-students interested.

E. Strengthen Leisure Education

With the arrival of the era leisure and the growth of leisure economy, more and more colleges carry out the leisure education. In colleges, to set leisure professional is one of the most effective way of launching leisure education, which not only has a variety of value for college-students development, but also strongly inherit to the society through the leisure view, leisure skills and leisure right by college-students.^[9] Therefore, colleges should develop leisure education reasonable according to oneself circumstance, and guide students to health leisure, which is very necessary and important.

FOUNDATION ITEM

- 1.College- students' Science and Technology Innovation Fund Project in China West Normal University;
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