

A QUALITATIVE STUDY OF RELATIONSHIPS  
BETWEEN ATTITUDES TOWARDS LEISURE TIME  
PHYSICAL ACTIVITIES AND ATTITUDES  
TOWARDS INTERNET USE AMONGST STUDENTS  
WHO HAVE AN INTERNET-USE HABIT

BY

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25<sup>th</sup> April, 2008

We hereby recommend that the Honours Project by Ms. CHEUNG SIN TUNG entitled "A Qualitative study of Relationships between Attitudes towards Leisure Time Physical Activities and Attitudes Towards Internet use amongst students who have an internet-use habit" be accepted in partial fulfillment of the requirements for the Bachelor of Arts Honours Degree in Physical Education And Recreation Management

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## ABSTRACT

The purpose of this study was to determine the attitudes of secondary school students who have an internet-use habit in Hong Kong towards LTPA participation, and examined the reason why some students are able to maintain regular participation in leisure-time physical activity whereas others fail. This study investigated secondary students' positive and negative outcome belief, normative belief, and constrains towards internet-use and LTPA participation. Qualitative research method, which included semi-structured interviews, was used for this study. The sample included 8 secondary students who have an internet-use habit in Hong Kong. They answered the questions from the investigators and expressed their own feeling about their leisure experiences. The data analysis was done by using the constant comparison technique (Glaser and Strauss, 1987) and typed in Excel. The result showed that there were both positive and negative attitudes of students towards LTPA participation.

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## Chapter 1

## INTRODUCTION

Internet use among teenagers has grown exponentially in the last 10 years (Becker, 2000). Using the internet is the norm for today's youth. Many of them use internet for school-related work, such as major source for research project and homework. Also they use the internet for other reasons, such as communicating with friends through e-mail or instant messaging programs (Levin, Arafeh, Lenhart & Rainie, 2002).

Although the basic applications and guidelines that make the Internet possible had existed for almost a decade, the network did not get popular until the 1990s. Over the course of the decade, the Internet successfully accommodated the majority of previously existing public computer networks. During the 1990s, it was estimated that the Internet grew by 100% per year, with a brief period of explosive growth in 1996 and 1997 in North America (Coffman, & Odlyzko, 1998). As of December, 2007, 1.319 billion people use the Internet according to Internet World Stats (2007). The Internet World

Stats also done an ASIA INTERNET USAGE AND POPULATION statistics for Hong Kong in 2007, the result shows about 70% of our population are using internet, and the use growth from 2000 to 2007 is 113.7%.

In the middle of 20<sup>th</sup> century, ICQ, chat room and Flash drawing guestbook had been the most common communication tools for people, especially youngsters. Nowadays, people use MSN, web blogs, photoblogs, videoblogs & facebook to communicate and share their daily live with others.

Using computer is one of a screen based activities, teenagers use internet usually in their leisure time. The research of Stratton, Conn & Smallacombe (2005) has addressed the amount of time children spend on screen-based activities such as watching television and using computer rather than more active recreational activities. Olds et al. (2004) also said that the main competitor for physical activity is screen time.

It can be easy to understand that there is a relationship

between leisure-time physical activity and physical fitness levels. However, some research studies found that there is no relationship between internet use time and the physical fitness (Kerner, Kalinski, Kurrant, et al.2001; 2004). That is the time spend on leisure-time physical activity is unrelated to internet use time.

Although relationship has not confirmed by quantative research studies, it is important to know if the teenagers are in habit to use internet, what are the factors affecting them in participating leisure time physical activities or not. Therefore, this study is used to investigate the reasons affecting teenagers who are in habit to use internet but have different attitudes in participating leisure time physical activities.

#### Statement of the Problem

The purpose of this study was to investigate the reasons affecting teenagers who are in a habit to use internet in participating leisure time physical activities. Why some of

them can still have LTPA regularly while some cannot?

#### Research Questions

To understand the reasons that are affecting the subjects in participating LTPA, the following research questions were asked:

1. What were the important factors that motivate the secondary students in using internet almost everyday?
2. What were the important factors that motivate the secondary students to participate in LTPA regularly?
3. What were the constraints that the subjects may face to participate in LTPA?
4. What were the constraints that the subjects may face in using internet as a habit?
5. What were the reasons that some of the subjects can get a balance between internet-use and LTPA participation, while some cannot?

6. How do the participants' families, schools and friends influence them in their use of internet and in their participation in LTPA?

#### Definition of terms

To provide a better understanding of the various terms used frequently in this study, the following terms were operationally defined as:

##### *Habit*

Habits are automatic routines of behavior that are repeated regularly, without thinking (Butler, Hope, 1995). Also from Oxford advanced learner's dictionary, habit is thing that a person does often and almost without thinking, especially something that is hard to stop doing.

##### *Leisure-time physical activity*

Leisure-time, is a period of time spent out of work and essential domestic activity. It is also the period of discretionary time before or after compulsory activities such as eating and sleeping, going to work or attending school and

doing homework.

Leisure-time physical activities in this study referred to the subjects spent in the moderate, hard, and very hard intensity activities in their daily leisure time.

#### *Leisure-time Internet use*

The word "internet-use" in this study referred to the subjects got into the habit of switching on the computer as soon as they get home. They would like to online to MSN, check e-mail, browse others blogs, dairies. But this is excluding the time that subjects play computer games online.

In this study, subjects use internet for school-related work, such as major source for research project and homework are not counted as internet use.

#### Delimitations

The delimitations of this study were summarized as follows:

1. As this is a qualitative research on the secondary students who are in habit in using internet, questionnaires will not be used in this study.

2. Views of students who are not in habit in using internet were not taken although it is worthwhile to investigate the difference between the reasons why they like/dislike using the internet.
3. The definition of "internet use" does not include doing school-related work, and playing computer games. Because this may under count some of the time that they are using computer.
4. The target group of the subjects is secondary school female students. Other age groups and gender are excluded in this study. Because there may be a lot of factors affecting the attitude of male and female towards internet-use and LTPA participation. But this study is mainly emphasized on the attitude of females.

### Limitations

The following limitations were recognized in the following:

1. As this is a qualitative research through interviews, finding of this study cannot be made as generalization.
2. The sample size is small as the research time was limited.
3. Interpretative research may be subjective in the interpreting of data.

### Significance of the Study

Hong Kong is a science and technology city. The role of computer and the Internet rise in the recent decade. On the other hand, the government also emphasize on the health of people. It may difficult for teenagers to get a balance in sharing their leisure time between using internet and participating physical activities.

According to the research of Against Child Abuse Limited in 2004, there are 37% of the interviewed subjects show that

they cannot resist the attractive power from internet, and 28.5% thought that using internet were highly influence their daily life.

As some research studies stated that there are relationship between screen based activities and physical fitness of children, such as they indicated the incidence of obesity is highest among children who watch four or more hours of television a day and lowest among children watching an hour or less a day (Anderson, 2001).

While some research studies concluded that there is lack of correlation between internet use time and the time spent in leisure-time physical activity (Kerner, Kalinski, Kurrant, et al.2001). In other words, as the time spent on the internet increased, some students still managed to find the time to maintain their level of leisure-time physical activity, thus sedentary behavior and physical activity appear to co-exist as independent behaviors (Kerner, Kurrant, Kalinski, 2004).

Therefore, it is important to understand the reasons

affecting teenagers who are in habit to use internet in participating leisure time physical activities. Why some of them can still have LTPA regularly while some cannot?

Furthermore, the factors motivate them in using internet and having physical activity, as well as the constraints they may face to, would also be considered in this study.

Finally, this study can be also stimulate students to think about that what are their satisfy life style, as well as how do they achieve this life style? Also awake them to get a well balance in distributing their leisure-time is very important.

## Chapter 2

## REVIEW OF LITERATURE

This chapter examines the attitudes of adolescents towards using internet and participating leisure-time physical activity, and also the factor affecting them to choose between sedentary and active lifestyle. This chapter divided into the following sections: (1) the leisure pattern of secondary school students in Hong Kong; (2) leisure-time activity preference for youngster; (3) reason for active and sedentary leisure lifestyles of adolescent; and (4) attitude of adolescents, parents and government towards active and sedentary leisure lifestyles of adolescent.

The leisure pattern of

secondary school students in Hong Kong.

*LTPA participation*

In the past few decades, there is a consequence of increased energy intakes and decreased energy expenditure for most of the adolescents (Jeffery, 2001). However, there are now

increased opportunities for children to be sedentary in their leisure-time through greater access to focus on television, electronic and computer games and the Internet (Salmon et al. 2005). The Kaiser Family Foundation (2004) also illustrated the time youth spend in front of the screen takes away from the time they could be physically active.

It has been noted that adolescents' leisure participation can be influenced by their social environment which included of their own subculture and the wider society and also may be influenced by the global trends in leisure (Hendry et al., 1993). As the rapid development of the society, an increase in leisure services and facilities is another factor affecting the leisure pursuits of Hong Kong people. People could access to a wide range of leisure activities and several sporting and cultural bodies have been establish to facilitate community access to leisure opportunities (Sivan, 2000).

The Australian Health Ministers Council (2004) made some recommendations for children and youth about physical

activity, which included: (1) children and youth should participate in at least 30 minutes of moderate to vigorous intensity physical activity everyday; and (2) children and youth should not spend more than 2hours per day using electronic media for entertainment (eg. computer games, Internet, TV), particularly during daylight hours. However, from the research study of Sivan (2000), indicated that the main characteristic of adolescent leisure, showed the most popular leisure activities of Hong Kong students were mainly social and entertainment and involve the use of mass media, information and communication technology, such as watching TV, talking on the telephone, playing electronic, computer or TV games. The result also indicated there was a comparatively low popularity of physical activity during their leisure-time (Sivan, 2000).

#### *Internet use*

Using the internet is the norm for today's youth. Many of them use internet for school-related work, such as major

source for research project and homework. Also they use the internet for other reasons, such as communicating with friends through e-mail or instant messaging programs (Levin, Arafah, Lenhart & Rainie, 2002). Like the global trend, Hong Kong has been experiencing rapid development of technology and mass communication which has affected the people's consumption of different media channels as sources for information and entertainment (Sivan, 2000). Hong Kong offers almost all necessary and favorable conditions available for the new medium. In Hong Kong there is a well-developed telecommunication infrastructure (Zhu & He, 2002).

Research had been conducted by The Chinese University of Hong Kong in 2005, among 3343 interviewed secondary school students, 97% of them would use internet everyday, while 12% were using internet more than 5 hours per day (Wong, 2006).

According to the results of the Household Survey conducted by The Census and Statistics Department in 2007, personal computers (PC) and Internet connections were very common in

households. About 1,671,600 households, or 74.2% of all domestic households in Hong Kong, had PC at home in 2007. Among those households with PC at home, some 1,580,200 (94.5%) of them had their PC connected to the internet, representing 70.1% of all domestic households in Hong Kong their PC were connected to the internet (Census and Statistics Department, 2007). Also a survey on 3,640 secondary school students in Hong Kong (Positive Living United Services, 2000) indicated that 90% of students participated in computer information technology related activities such as internet surfing and ICQ. Unlike many other technological systems, which to some extent isolate the user, the internet can be interactive, through e-mail, chat rooms, MSN, etc. These interactive uses are popular with college student (Jones, 2002). In addition, people who had stronger subjective norm influences (i.e. encouragement from parents and teachers, and motivated by friends) and skill (i.e. their leisure skills, and internet skills), which are the component of the theory

of planned behavior, may have had greater motivation to use the internet (Fusilier & Durlabhji, 2005).

#### Leisure-time activity preference for youngster

Much observational research showed that if the same immediate objective could be achieved through two equally accessible facilities, one requiring physical exertion and the other not (e.g., stairs and escalator), the sedentary option was tended to be chosen by people (Tsai & Coleman, 2007; Blamey, Mutrie, & Aitchison, 1995). Similar findings were generated from some studies of leisure behaviors. Laboratory studies showed that when children (Epstein, Smith, Vara, & Rodefer, 1991), young women who reported they were equally like active and non-active leisure activities (Vara & Epstein, 1993), and sedentary male college students (Raynor, Coleman & Epstein, 1998) tended to choose sedentary rather than active leisure options, when given the choice between physically active and non-active leisure alternatives that were equally accessible. Furthermore, these studies also found that the

sedentary and active leisure activities have a significant impact on leisure choice. For example, sedentary male college students (Raynor, Coleman, & Epstein, 1998) and obese children (Epstein, Smith, Vara & Rodefer, 1991) tended to choose to be sedentary when sedentary alternatives were near and choose to be active when sedentary activities were more distant.

Behavioral choice theory (Rachlin, 1989) provides a useful theoretical structure for understanding the factors that influence how people make choices among alternatives. The theory argues that the available alternatives would affect the choice of behavior. The factors that influence choice included the reinforcing value of the alternatives, the behavioral cost of the alternatives, and the relative delay between the choosing and receiving of the benefits (Tsai & Coleman, 2007). Research has also reported that an important reason for individuals' participation or drop out in active recreation is the leisure preference, preference for participating in active recreation or other leisure interests

(Allison, Dwyer, & Makin, 1999; Leith & Shaw, 1997). A further classification of sedentary leisure into high and low preference sedentary activities was done by Epstein, Saelens, Myers, and Vito (1997). They found that high preference sedentary activities competed with active leisure more than the low preference sedentary activities. Accordingly, some studies tested interventions such as curriculum-based strategies and home visit to reduce students' compact in sedentary leisure activities but could not effective in increasing their physical activity participation (Salmon, Owen, Crawford, Bauman, & Sallis, 2003). The analysis of individual's interests and preferences for different kinds of sedentary activities and active recreation may add to our understanding of the leisure preference patterns that strengthen the maintenance of active leisure lifestyles (Tsai & Coleman). Therefore, the interests and the preferences of the interviewees' would be asked and focus on in this study.

Reason for active and sedentary  
leisure lifestyles of adolescent.

Many exercise and sport studies have investigated the individuals' reasons for non-participation in and withdrawal from active recreation (Allison, Dwyer, & Makin, 1999). Some of common reasons had been concluded, such as lack of interest, other leisure interest or switching interest to other activities, lack of fun, lack of competence, lack of skills and ability, limited improvement in skill or no success, lack of time due to study and family responsibilities, injury, lack of energy, lack of money, facilities or inconvenient location, and unsatisfactory past experiences (Tsai & Coleman, 2007).

There are three determinants to represent the basic components of physical activity to define the activity level, which are frequency, duration and intensity. In addition, these determinants are used in a quantitative and analytical fashion during exercise prescription, as well as to define levels of physical activity requires achieving health-related

benefits (Kerner, 2001). The theory of planned behavior was chosen to investigate these determinants as a theoretical model (Ajzen, 1985). Moreover, the reason for non-participation and withdrawal may be classified into conceptual components according to leisure constraint theories (Henderson & Bialeschki, 1993), and other social cognitive theories (Bandura, 1977).

The attitude and social influence (subjective norm) components are unique to the theory of planned behavior (Fusilier & Durlabhji, 2005). Also in a less individualistic culture, and social factors, such as being with friends or keeping connection with friends, might be an important factor on the influence of the behavior (Hofstede, 1991). The reason such as lack of fun, limited improvement in skill or no success, and competitive stress may be classified as negative outcome affecting the active participation in recreation, and the concept of the theory of planned behavior (Tsai & Coleman, 2007; Ajzen, 1985). Furthermore, reasons like lack of support

from significant others, such as lack of money and facilities, can be seen as normative beliefs in the theory of planned behavior (Tsai & Coleman, 2007).

Reason such as lack of competence, lack of skills and ability, lack of time due to study, lack of energy, and lack of facilities may be classified as perceived constraints to participation. These constraints were further classified according to leisure constraint theories (Crawford, Jackson & Godbey, 1991) into intrapersonal constraints, interpersonal constraints, and structural constraints. These constraints would also be classified based on factor analyses and other conceptual dimensions (Tsai & Coleman, 2007).

Attitude of adolescents, parents and government towards active and sedentary leisure lifestyles of adolescent

### *Adolescents*

Adolescence is characterized as a period in which young people are seeking their personal and social identity (Kelly,

1996). Some research studies have pointed out that adolescents have various social tasks to achieve such as the establishment of personal significance, self esteem, personal philosophy and values, the relationship with adults and peers (Hendry, 1983). In order to find out the views and attitude of Hong Kong adolescents towards leisure, research studies have been done and data were extracted from a study on secondary school students' and teachers' attitudes towards these aspects (Sivan, 1991; 2000). Respondents were presented their view of different aims of "leisure" with a list of statements including personal, societal, expressive and instrumental aspects, while most of them were defining "leisure" as a time for relaxation (63.1%). Followed by 59.8% of them thought that leisure was having fun and entertainment, while only 24.6% of the interviewees have an idea of that leisure-time was a time for them to do exercise.

### *Parents*

Parents have concerns about how their children use the

internet (Lenhart, 2003). The Caritas have done a study in 2007 that interviewed 37 schools together with 1,366 parents and 2,687 students. The result showed that over 40% parents worry about their children using internet uncontrollably (Chan, 2007). While at the same time, the Hong Kong Christian Service reported there are over 80% of parent provided freedom to their children to select what to do on the internet, and 45% parent would not accompany with their children to use internet. Definitely, if the parents were worried and cared about their children, it would be best to teach their children a positive attitude to use computer and internet by using it together. The Hong Kong Christian Service also suggested that when the children were younger, the chance that they are willing to accept parents' opinions was higher (Wong, 2006)

#### *Government concerns*

Governments and health authorities in most of the countries continue to express concern about the increasing levels of obesity and physical inactivity in the child population and

the consequent long-term health problems as children develop into adulthood (Stratton, Conn & Smallacombe, 2005). Many research studies have been conducted in many countries, such as Western, Asian and African countries. Most of the research has clearly indicated that the amount of time children spend on screen-based activities such as watching television and videos and playing computer and electronic games rather than participating in more active recreational activities (Stratton, Conn & Smallacombe, 2005). For example, it has been reported in Australia that over half of all children aged 5-14 years are spending more time watching television and videos than in the school and classroom. The main competitor for physical activity is screen time (Olds, Dollman, Ridley, Boshoff et al., 2004). Therefore, The Australia government tried to provide many policies to promote physical activity for citizen especially youngster (Stratton, Conn & Smallacombe, 2005).

## Chapter 3

### Method

The purpose of this study was to investigate the reason which cause secondary school students who have a habit to use internet but with difference attitude towards leisure time physical activities. The reason why some people can strike the balance and do both active and sedentary activities but some cannot get a balance? Qualitative research method, which included semi-structured interviews, was used in this study. This approach was chosen and it was good for understanding deeply in the attitude of teenagers towards leisure time physical activities because: (1) it can help to derive complex unstructured data from which new understandings (Richards & Morse, 2007), (2) it was useful to collect a great deal of 'rich' information about small convenience samples (Veal, 1997), and (3) in-depth interviews allowed the researchers to understand deeply about experiences and the leisure pattern of interviewees

from their points of view (Henderson, 1991).

The method of this study was divided into the following sections:

1. Collection of Data
2. The Sample
3. Procedures
4. Method of Analysis

#### Collection of Data

Semi-structured interviews were conducted with students who have a habit to use internet. A list of open-ended questions was asked, but participants were also encouraged to express their feelings and experiences if they wanted to do so. The list of interview questions (Appendix A) was designed to explore both the habits and attitudes toward internet use and leisure-time physical activity participation among secondary school students. The questions focused on their (1) positive and negative experiences in using internet and in participating

leisure-time physical activity, (2) the motivations to do both active and sedentary activities or not, (3) the constraints they might face, (4) the influence of people around them, and (5) their expectation of their leisure-time activity.

A convenience sampling method was used and the samples were obtained through the researcher's contacts with friends, and snowball sampling was also included. The samples were selected to represent teenagers who are in habit to use internet but with difference attitude towards leisure time physical activities. Some of them can get a balance among these two activities while some cannot.

#### The Sample

The participants data set consisted of semi-structured interviews with 8 secondary schools students who were all have the habit in using internet. They were categorized into four types: junior student with sedentary lifestyle ( $n = 2$ ), senior student with sedentary lifestyle ( $n = 2$ ), junior

student with active lifestyle ( $n = 2$ ) and senior student with active lifestyle ( $n = 2$ ). All of the subjects do have a habit to use internet, which is they would switch on the computer and connect to the internet once they back home. Junior student refers to those students from F.1 to F.3 while senior student refers to those students from F.4 to F.7. The students with sedentary lifestyle are those do not participate in leisure-time physical activity while the students with active lifestyle are those would spend time on doing physical activities in their leisure-time.

The age of the participants were ranged from 12 to 19 years old. All of them were female. Their internet using experiences were approximately from 3 to 8 years. Four participants were from band one secondary schools, two were from band two, and two were from band three schools.

#### Procedure

The interview procedures were the same for all participants. Before the permission of the interview, an

oral consent was granted from each interested participant. Some information of the study would be given to them, so they would gain more confidence in the study and the researcher. The content of the oral consent included: (1) a brief description on the purpose of the research and its content; (2) the participants' rights in withdrawing the interview at any time; (3) confidentiality and anonymity of interviewees' participation; and (4) the reason for tape recording the interviews.

Prior to commencing the actual interview, written informed consent was sought from the study participants. This was an elaboration of the oral consent, but presented in a written format. The content included the scope of the investigation and the participants' rights before, during and after the interview and research period. Voluntary participation was emphasized in the consent as well, and participants had every right to withdraw from the study whenever she felt uncomfortable during the interview.

All interviews were tape-recorded to preserve a complete record of the interview and to smooth the way of the interview process. This action had been explained and reminded to the participants before starting the interviews. The investigator should have every respect to the participants' privacy during the process. In addition, all materials were kept confidential. When the study was completed, all materials were destroyed. Fictitious names were used in the study in order to protect interviewees' identities.

During the interviews, participants were given a period of time to go over the set of semi-structured interview questions on their own. They could ask questions whenever appropriate. After they had gone through the questions, the investigator asked the questions verbally to the participants. The participants were encouraged to give detailed comments, with supporting facts when illustration their ideas.

### Method of Analysis

All interviews' data was tape-recorded and transcribed. The constant comparison technique was used for data analysis (Glaser & Strauss, 1987). It was a systematic method for recording, coding, and analyzing data. All interview transcripts were read carefully and typed in Excel. A series of initial codes was developed by open coding and axial coding to represent experiences and thoughts expressed by the interviewees. Open coding, which was used during a first pass through collected data, sought to locate themes and assigns initial codes or labels in a first attempt to condense the mass of data into categories, the data were broken down into discrete parts, closely examined, similarities and differences were compared, and questions were asked about the phenomena as reflected in the data. On the other hand, axial coding was a second pass through data to organize sets of initial codes or preliminary concepts into broader categories and themes (Neuman, 1997). After

open coding, data were put back together in a new way, by making connections between categories (Corbin & Strauss, 1990). After that, the results of the analysis were presented by etic and emic descriptions (Henderson, 1991). Etic descriptions were used to communicate the summarized categories, themes or patterns, while emic descriptions were actual words from the study participants (Corbin & Strauss, 1990). These emic descriptions were used to demonstrate the examples and to further illustrate the findings. Finally, the results of the inductive content analysis of interview responses were presented.

As a part of the process of verification, two of the interviewees were invited to check whether the researcher had interpreted their meanings properly by presenting parts of the coded to them. Also, inter-coder reliability checks were done with two of the researchers' friends. That is, three people coded a sample of the data separately and then compared the codes with each other. This process confirmed

the reliability of the researcher's coding process (Neuman, 1997).

## Chapter 4

## ANALYSIS OF DATA

This study examined the attitudes of secondary school students who have an internet-use habit in Hong Kong towards LTPA participation. The results of analysis of the data are presented, according to the themes emerged from the interviews.

The themes included:

1. Demographic Characteristics of the interviewees
2. Reason of the secondary students use internet as a habit
3. Attitudes of sedentary lifestyle students towards internet-use and LTPA
  - Benefits and values of internet-use
  - Constrains and values of LTPA
4. Attitudes of active lifestyle students towards internet-use and LTPA
  - Benefits and values of internet-use
  - Benefits and positive outcome of leisure-time activity

## Results

The results of the inductive content analysis of interviewees' responses are presented here. This would start from axial coding, the broader themes of etic description to the more specific descriptions from open coding. As well, emic description, direct quotes from interviewees are presented to demonstrate the examples and to further illustrate the findings. Fictitious (false name) were used to protect the identities of the interviewees.

### Demographic Characteristics of the interviewees

The interviewees in this study were 6 secondary school students who have an internet-use habit in Hong Kong. They were categorized into four types: junior student with sedentary lifestyle ( $n = 2$ ), senior student with sedentary lifestyle ( $n = 2$ ), junior student with active lifestyle ( $n = 2$ ) and senior student with active lifestyle ( $n = 2$ ).

The age of the participants were ranged from 12 to 19 years old. All of them were female. Their internet using experiences

were approximately from 3 to 8 years. Four participants were from band one secondary schools, two were from band two, and two were from band three schools.

#### Reason of students use internet as a habit

All of the interviewees have an internet-use habit. That is the subjects get into the habit of switching on the computer as soon as they get home. They would like to online to MSN, check e-mail, browse others blogs, and dairies. Different individuals have different purposes in using internet, their values toward internet-use have some dissimilar. While there are some common comments from them, for example most of interviewees reported that the one of reasons in using internet is for "kill time". Although they have a feeling of time wasting, they cannot stop doing it.

In addition, some positive outcomes from interviewees' life style in using computers were also identified from the study. Participants reported some benefits they obtained through internet-use. Normative belief, such as motivation

and encouragement also was the factors affecting them in internet-use. These positive outcomes might strengthen participants' motivation to sustain in their attitude towards using internet. These are presented in the following parts.

### Attitudes of sedentary lifestyle students

#### towards internet-use and LTPA

#### Benefits and values of internet-use

A number of benefits of internet-use were identified from the interviews. These benefits may attract people to sustain their interest in using internet. The sedentary lifestyle interviewees reported some important benefits that they focus on, which include: chatting with friends, relaxation, and personal interest. Social and psychological benefits become the most important factors to affect the interviewees in using internet.

*Chatting with friends.* Interviewees like to chat with friends through internet, the software they usually use are

MSN and chat room. Penny said: "MSN can chat with more than one person at the same time." Carmen, a F.6 student, also said: "I like Chatting on MSN rather than on phone. When I am free, I can talk with more than one friend at the same time. Contrary, I can choose not to answer them if I am busy." On the other hand, some of the interviewees reported that most of the time they are chatting on the web for some unimportant things. Ones they have something that is urgent, they would choose to use telephone instead of typing many words in the computers. Another interviewees Maggie, a F.2 student, she spends almost six hours on internet each day. She said:

"Nowadays, I have very little opportunities to meet with my primary school schoolmates, but I can easily know their recent situation through the Internet, especially from their blogs and xanga (online diary)." And she also stated that: "Internet can let me read the comics and news free of charge; also I can get much information in a very short time."

*Relaxation.* On the other hand, interviewees thought that

using internet is sometime for relaxation. They might through internet listening to music or watching videos. Amy said: "I like listening to music when I'm doing homework." And Carmen explained: "I think I am now under a great pressure in school work, I want to have some relaxing time at home, and I would choose to chatting with friends or listening to songs on web."

*Personal interest.* Some interviewees like Joyce, they love some famous people, like singers or stars. Therefore they might usually search much information about that singer. Joyce said: "I like Joey very much, and I would read her blog everyday. There are also some website created by her fans club, and provide detail information about her. I enjoy searching this kind of news about Joey."

Constrains and values of LTPA

A similar background of these interviewees was found. Most of them do not have any other leisure skills. Just like Maggie, although she wanted to learn more extra-curricular activities since she was young, but she does not have chance to participate

in because of the parental control, she said:

"I want to join other extra-curricular exercise, for example learning piano or violin. I am not good in drawing, and music, but many classmates around me do have many talents. That's why I want to learn more. My mother thinks that it is too expensive to learn these things, and afraid I will drop out after a short time. Therefore I have not participated in any leisure activity until now. And I think it is too late to start in learning those things."

Joyce also has the similar experience, and she explained:

"I don't care about spending a lot of time to use internet, because I don't have other things to do."

Indeed, the above factors might affect the interviewees to participate in LTPA. They enjoy using internet; chatting with friends through MSN and chat room; they do not have any other leisure skills, therefore using internet becomes their only leisure activity. As a result, after a long period of time, they bring up an internet-use habit, and refuse to do

other leisure-time activities. As time passes, participation in sport or LTPA becomes a difficult task for them.

After analysis from the interviewees' reports, both the junior and senior student among the interviewees reported almost the same feelings of the benefits in participating LTPA, and they do have same negative experience to hinder their participations. Some constrains and negative outcomes were reported from the interviews.

They can only simply concluded that the benefits of do exercise were for physical health and keep fit, one of them reported that sport can relieving boredom. Although they agree that do more exercise is benefit to their health, they cannot spend time to do it because of many other constrains.

Moreover, they have the same outcome beliefs. Their attitudes and values towards physical activity were affected both by parents and schools. Joyce is a F.3 student with sedentary lifestyle, she agreed that one of the reasons not to participate in sports because of her parent, she said: "My

parent don't like to play sports too, as I was a child, they seldom took me out to do exercise. I didn't join any courses related to sport, neither swimming nor dancing." Besides, Carmen thought that the practices of school would affect her attitude towards sports. She reported that from primary school to secondary school, she had learnt very little from the PE lessons, the PE teachers didn't introduce many sports to her. As she doesn't want to participate in the PE lessons, the teachers wouldn't force her to do and would let her stay beside the court. Therefore she doesn't have many chances to learn more about different sports. Thus, seldom participating in PE lessons becomes her habit.

In these cases, parents and schools give negative outcomes to the interviewees. They cannot obtain a high value in LTPA participation.

Constrains that junior and senior students were facing have a little bit difference. The interviewees who are junior students, they focus more on the intra-personal constrains

(lack of skills, dislike sports and feeling of tired). While the senior students were facing the physical constrains and structural constrains (lack of time).

*Lack of skills.* Some interviewees reported that they don't like to participate in sport because they found that they do not have enough skills to play a part in sport games. The reason is the same why they only enjoy using computer but not any other leisure activities, because they do not have other leisure skills. This can also explain why they don't like to participate in sport, it is because they are lacking of the sports skills. From Maggie's interview, she mentioned "lack of skills" many times, she said:

"I don't like sport, as I don't know how to play it and my performance were usually bad. Some of the classmates have tried to ask me to join the girls' basketball team, but after two times of training then I give up. I felt that I don't have the talent in playing basketball. I don't have confidence to do it well."

Students might agree that do more exercise are benefit to their health, but they possibly found difficult to step out because lack of sport skills and confidence. Therefore many of them might choose back to sit in front of the computer and do something that is easier.

*Dislike sports.* Some interviewees do not like participating in sport since they were child. For example Amy reported that she feels hard to exercise, and dislike the feeling of sweating; Carmen feels boring in playing sport and she dislike competitions, she mentioned:

"I think it is too boring in participating sports, even some friends invite me to watch a basketball match, I felt boring too as I don't know what they are doing. By the way, I found that I don't like competition, it is too violent for me. Also it is too tired for me to exercise, and I don't like the feeling of sweating and bad smelling."

As a matter of a fact, some common characteristics were showed. Most of them report that they do not like sports, they

have not tried any sports before, and some of the feelings were imagined themselves. Or they have some negative experiences before, such as injuries and make them afraid of participating in sports. These factors gradually become the negative outcomes and intra-personal constrains of them and lead they move far away from sports.

*Time constrains.* There is one more important factor might affect students to play sports, especially affecting the senior form students. Some interviewees reported that they are difficult to spend extra time on sports. They explained on week days they already have much homework to do, it is impossible to spend time on sports. But when they were asked "Would you extract 30mins from the time spending on internet to participate in physical activity?" most of their answers were "Not." They don't want to make themselves to be tired, they choose to do some relaxing things like internet, rather than those rigors activities.

Physical constrains, such as feeling tired, lack of energy,

and lack of fitness, also hinder their participation.

Interviewees mentioned many times that they felt very tired after exercise. And they thought their fitness level were too low to effort those vigorous sports.

#### Attitudes of active lifestyle students

##### towards internet-use and LTPA

##### Benefits and values of internet-use

Similar to those interviewees who are sedentary, the active lifestyle students also like to use internet. But the benefits of internet-use that identified from the interviews have a little bit difference from the former. Besides chatting with friends and getting relax from internet. The most important factor they indicated was internet is really convenience both on communication and technical, and sometime they use internet in order to escape from work.

Convenience. A common attribute associated with internet was identified from the study, which the interviewees think it is convenience. Most interviewees reported that they find

that using internet is very convenience in both communication and information searching.

The interviewees indicated that they like to use internet to understand more about their friends' daily life. Most of them have a habit to post their daily activities onto the web, and let others to read it. Penny said: "Once I upload my diary on the xanga, all my friends can check it themselves, and I don't need to talk many times again and again to everyone." Moreover, photos and videos can upload and show on the web, interviewees reported that this is much more attractive than just talk on the phone. These conveniences are not just for communication, but also for technical. Interviewees indicated that Internet can help them to search information to do homework or projects, on the web there are much knowledge provided to them.

*Escape from work.* Some of the interviewees choose to use internet in order to escape from work. Although they may have much work to do, also they are adrift on the web, they choose

to chatting with friends on MSN and clicking into some meaningless web sites rather than doing their homework. Kathy, a F.2 student, likes sport very much but she doesn't like studying. She stated that: "Sometimes if I don't want to do my homework, then I would sit in front of the computer. Not for any purpose, just don't want to do homework and find something to do."

Nessa is a F.6 student in a band 2 secondary school. She reported that she is under a great pressure when studying in F.6, therefore she tried to escape from schoolwork, she said:

"I have already studied in F.6 for almost half year, but I found that I can't understand what are the teachers teaching and I can't catch up with the homework. Most of the time if I don't know how to do the homework, I would leave it and ask classmates on the next day. Then I would continue to use the computer and browse through some web site at that time."

They try to release their pressure or escape from doing something by using internet. Some of them would like listening songs, and some of them would choose to chat with friends to get relaxation. Two of the interviewees have learnt piano since they were young, and they would like to practice piano rather than use internet occasionally.

#### Benefits and positive outcome of leisure-time activity

Unlike the previous group of interviewees, most of the sportswomen using internet seems to have some purposes. Majority for searching some information of studies or even of sports. And they would sometimes use internet to escape from work. A great difference is that they might have other leisure skills, consequently they can do other things such as playing pianos rather than just playing computers.

Furthermore, these active interviewees found many benefit from physical activities. Other than physical health and keep fit, they like sports because: being with friends, enjoyment, and enrichment of life. Psychological and social benefits

being more emphasized than physical health benefits.

*Being with friends.* Besides just chatting with friends, the interviewees like to do something together with their friends, such as school-team trainings and competitions. Kathy is a F.2 student, she like handball and basketball very much. She excitedly discussed: "It is happier to play sport together with my friends, I like being with them very much. And penetrated through sports, I can know more friends. Nowadays the best friends around me were acquainted from sports."

Common background for Doris, Kathy and Nessa, they do have younger bothers or sisters. But they seldom play together, because their bother and sisters are much younger than them. Both father and mother go out for work most of the time. This might explain why they enjoy staying at schools and play with schoolmates after school. Also the motivation and encouragement from friends and teachers also cheer on their participation. Doris started to play basketball since primary

school, which is encouraged by her primary school teacher, she said:

"I must give thanks to Mr. Yeung, my primary school PE teacher, he invited me to join the basketball team. I like to play basketball very much, it is a interesting and exciting game. From time to time, playing basketball became a very important activity in my life."

Most of the interviewees who like sports, they have a positive outcomes towards LTPA participation. They agreed that sports being an important element in their life, and it are a very good habit to keep on doing exercises regularly.

*Enjoyment.* Feeling of enjoyment is a psychological benefit from participating in sports. Interviewees expressed their feelings, from the bottom of their heart they love playing sports very much. Not because of their parents, friends or teachers, they love to do physical activities because of their special affinity for sports. Nessa is living under a busy school works and a great pressure environment, when being

asked why she can keep on doing physical activities regularly, the answer was sum up by just few words: "Because I enjoy doing it." This sentence similarly appeared in Doris, Kathy and Penny's interviews, which can indicate that they have a very high outcome belief of taking part in LTPA.

*Enrichment of life.* Some of the interviewees believe that sports participation can enrich their life, and help them to achieve a good plenitude life. In spite of the tiredness after sports, they have a higher value of participating physical activities than using internet. Kathy described:

"I am gratified because sports can enrich my life. What I mean is I don't think I am wasting time on playing sports. It is worthy for me to spend time on trainings and competitions. To compare with using internet, sometimes I think it is a little bit waste time."

Sport can probably give the participants good feelings. And these positive outcomes might strengthen participants' motivation to sustain in their attitude towards LTPA

participation.

### Discussions

#### Reason and benefit of the secondary students

##### using internet as a habit

All of the interviewees have an internet-use habit. That is the subjects get into the habit of switching on the computer as soon as they get home. They would like to online to MSN, check e-mail, browse others blogs, and dairies. The reason of the secondary students use internet as a habit, which was also the benefits they experienced from Internet, included: chatting with friends, communication, convenience, time killing, relaxation, personal interest, escape from work, and increased opportunities.

Most interviewees indicated that they would like to chat and communicate with friends through e-mail or instant messaging programs, such as MSN and chat room (Levin, Arafah, Lenhart& Rainie, 2002). From the report of the interviewees, they stated out many social benefit of using internet, they

also emphasize that Internet is a very good communication tools to keep connection with others. In other words the Internet might enhance the connectivity and sociability of the participants (Nie, 2001). According to child psychologists, friendship is crucial to young people's development. Friends fulfill their needs for companionship, intimacy, and the cultivation of social competence (Buhrmester, 1996; Collins & Repinski, 1994). These needs are different from the desire for information and entertainment, and they are not something that mass media-including the Internet can readily provide. However, the internet is not only a mass medium, but also a vehicle for interpersonal communication (Lee & Kuo, 2002). These interactive uses are popular with college students (Jones, 2002). Consequently, study participants who had stronger subjective norm influence and skill may have had greater motivation to use the internet.

On the other hand, the interviewees enjoy using internet, because it gave them a feeling of relaxation and entertainment

(Sivan, 2000). One of the functions of the Internet is that it could provide enough materials for some good natured fun and for killing time in leisure (Javali, 2007). A survey is conducted in December 2005 for Americans, the result indicated nearly one-third of internet users go online on a typical day for no particular reason, just for fun or to pass the time (Fallows, 2006).

Some of the interviewees use internet because of personal interest, like searching information of their loved singers or famous stars. They have a strong motive force to use internet as they have a positive outcome. These positive outcomes might strengthen participants' motivation to sustain in their attitude towards using internet (Fusilier & Durlabhji, 2005).

Some of the interviewees choose to use internet in order to escape from work (Javali, 2007). Although they may have much work to do, also they are adrift on the web, they choose to chatting with friends on MSN and clicking into some meaningless web sites rather than doing their homework.

Besides, students have increased opportunities in using Internet. The leisure pattern of secondary school students tends to be more screen based activities, such as watching TV and using internet, and less physical activities. As a result there is a consequence of increased energy intakes and decreased energy expenditure (Jeffery, 2001). The Kaiser Family Foundation (2004) also illustrated the time youth spend in front of the screen takes away from the time they could be physically active. It was because there were now increased opportunities for students to be sedentary in their leisure-time through greater access on television, electronic and computer games and the Internet (Salmon et al., 2005).

#### Attitudes of sedentary lifestyle students

##### towards internet-use and LTPA

##### Constrains and values of LTPA

Most of the interviewees reported they do not have any other leisure skills, therefore using internet becomes their only leisure activity. Research has also reported that an important

reason for individuals' participation or drop out in active recreation is the leisure preference, preference for participating in active recreation or other leisure interests (Allison, Dwyer, & Makin, 1999; Leith & Shaw, 1997). As a result, after a long period of time, they bring up an internet-use habit, and refuse to do other leisure-time activities. As time passes, participation in sport or LTPA becomes a difficult task for them.

After analysis from the interviewees' reports, the interviewees reported feelings of the benefits in participating LTPA, which were for physical health and keep fit. Although health benefit, students still unaware of their participation in physical activity (Salmon et al., 2005).

Although they agree that do more exercise is benefit to their health, they cannot spend time to do it because of many other constrains. The interviewees focus on the intra-personal constrains (lack of skills, dislike sports and feeling of tired), as well as the structural constrains (lack

of time) and physical constrains (feeling tired, lack of energy, and lack of fitness).

Interviewees reported that they are difficult to spend extra time on sports. For Hong Kong students, time constrain is the most important constrains (Tsai & Coleman, 2007).

Moreover, they have same negative experience to hinder their participations, and most of them have very similar outcome beliefs. Their attitudes and values towards physical activity were affected both by parents and schools. Because of the culture aside, the family and school are the main nurturing and socialization force for young people (Lee & Kuo, 2002). The discouragement from parents and teachers turned to be negative outcome of the participants.

#### Attitudes of active lifestyle students

##### towards internet-use and LTPA

#### Benefits and positive outcome of leisure-time activity

For interviewees have active lifestyle, they found many benefit from physical activities. Other than physical health

and keep fit, they like participating in sports mainly emphasized psychological and social benefits (being with friends, enjoyment, and enrichment of life), more than emphasized on physical health benefits.

Besides just chatting with friends on Internet, the interviewees like to do something together with their friends, such as school-team trainings and competitions. The participation with peers could strength the motivation of the child and youth, this social factors might be an important influence on behaviour (Shih & Venkatesh, 2003).

Feeling of enjoyment and enrichment of life are the psychological benefit in participating in sports. Some of the interviewees believe that sports participation can enrich their life, and help them to achieve a good plenitude life. By the theory of planned behaviour, the attitudes and values of the individuals were very important, and could directly affect the behaviour of a person (Ajzen, 1991).

## Chapter 5

## SUMMARY AND CONCLUSIONS

This chapter is divided into three main parts. They are (1) summary of Results, (2) conclusions and (3) recommendations for Further Studies.

## Summary of Results

The major aspect of this study sought to examine the attitudes of secondary school students who have an internet-use habit in Hong Kong towards LTPA participation. With regard to the results of this study, a summary of the findings was presented as follows,

## Demographic Characteristics of the interviewees

1. The interviewees participating in this study were 8 secondary students who have an internet-use habit in Hong Kong, and they were categorized into four groups: junior student with sedentary lifestyle, senior student with sedentary lifestyle, junior student with active lifestyle and senior student with active lifestyle.

2. The age of the interviewees ranged between 12 and 19 years old. All of them were female.
3. Their internet using experiences were approximately from 3 to 8 years.
4. Four participants were from band one secondary schools, two were from band two, and two were from band three schools.

#### Reason of the secondary students

##### use internet as a habit

1. All of the interviewees have an internet-use habit. That is the subjects get into the habit of switching on the computer as soon as they get home. But different individuals have different purposes in using internet, their values toward internet-use have some dissimilar.
2. A number of reasons and benefits of internet-use were identified from the interviews, including: chatting with friends, communication, convenience, time killing,

relaxation, personal interest, escape from work, and increased opportunities.

3. Expected outcome and normative belief, such as motivation and encouragement also were the factors affecting them in internet-use.
4. These positive outcomes might strengthen participants' motivation to sustain in their attitude towards using internet.

#### Attitudes of sedentary lifestyle students

##### towards internet-use and LTPA

##### Benefits and values of internet-use

1. The sedentary lifestyle interviewees reported some important benefits that they focus on, which include: chatting with friends, relaxation, and personal interest.
2. A similar background of these interviewees was found. Most of them do not have any other leisure skills. Therefore using internet becomes their only leisure activity.

### Constrains and values of LTPA

1. They can only simply concluded that the benefits of do exercise were for physical health and keep fit. Although they agree that do more exercise is benefit to their health, they cannot spend time to do it because of many other constrains.
2. Constrains that junior and senior students were facing have a little bit difference. Junior students focus more on the intra-personal constrains (lack of skills, dislike sports and feeling of tired). While the senior students were facing the physical constrains and structural constrains (lack of time).
3. The negative outcomes and experiences, together with different kinds of constrains, hinder their participations in LTPA.

## Attitudes of active lifestyle students

### towards internet-use and LTPA

#### Benefits and values of internet-use

1. The benefits of internet-use that identified from the active lifestyle interviewees have a little bit difference from the sedentary group. Most of the time they have a purpose to use internet or want to achieve some intentions.
2. The most important factor they indicated was internet is really convenience both on communication and technical, and sometime they use internet in order to escape from work.

#### Benefits and positive outcome of leisure-time activity

1. The interviewees in this group found many benefit from physical activities. Other than physical health and keep fit, they like sports because: being with friends, enjoyment, and enrichment of life.
2. Psychological and social benefits being more emphasized than physical health benefits.

3. Common background was found among these interviewees, they do have younger brothers or sisters, but seldom play together. Both their father and mother go out for work most of the time. This might explain why they enjoy staying at schools and play with schoolmates after school.
4. The motivation and encouragement from friends and teachers also cheer on their participation.

#### Conclusions

The followings were the conclusions of this study.

1. The study found that there were a number of benefits that could attract people (both sedentary and active life style) to sustain their interest in using Internet. Such as it is a way to communicate and chat with friends, a kind of relaxation, searching information...etc. Among these, social benefits became the most important factor of Internet-use of the interviewees who have sedentary life style. While the crucial factors of Internet use of the

interviewees who have active life style was convenience (both on communication and technical) and relaxation.

2. Besides, this study also found that lack of other leisure skills might be a factor of the interviewees who have sedentary life style addicted to use Internet but were unwilling to participate in LTPA. Due to the parental influences, some of the interviewees had no opportunities to learn extra-curricular activities. Therefore, using Internet becomes their unique leisure activity. After bringing up an internet-use habit, they were reluctant to do other leisure-time activities. As time passes, participation in sports or LTPA becomes a difficult task for them. On the other hand, the active interviewees who have learnt other leisure skills could do other things such as playing pianos rather than just playing computers in their spare time.
3. This study found that there was some constrains on participating in sports or LTPA among the interviewees

(the senior and junior students) who have sedentary life style. For the senior students, they were facing the structural constrains (lack of time). While the junior students were focus more on the intra-personal constrains (lack of skills, dislike sports and feeling of tired). Lack of encouragement from parents and seldom participation in PE lessons in schools become the important factors of affecting the attitudes and values towards physical activity of the senior students. Although both senior and junior students agreed that doing more exercise is benefit to their health, they found it difficult to step out because lack of time and sports skills and confidence. Moreover, some interviewees who disliked exercise usually felt bored in playing sports and scared of the feeling of sweating after doing exercise. Also, negative experiences, such as injuries make the interviewees afraid of participating in sports. Therefore many of them might choose to have sedentary lifestyle.

That is to do something that is easier, more safe and enjoyable (internet-use).

4. Interviewees who have active life style pointed out that there were many benefits on participating physical activities. They indicated that physical activities not only provide physical health and fitness, but also give the opportunity for them to make friends, to enjoy and enrich their life. Besides, motivation and encouragement from friends and teachers also cheer on their participation. This showed that sports could probably give the participants good feelings, which might strengthen participants' motivation to sustain in their attitude towards LTPA participation. Furthermore, interviewees who like sports usually have a positive outcome towards LTPA participation. They thought that sport is an important element in their life. Thus, despite of the tiredness after sports, they have a higher value of participating physical activities than using Internet.

### Recommendations for Further Studies

Prior to consideration of why some students are able to maintain regular participation in leisure-time physical activity whereas others fail, an idea of investigating the attitudes of secondary school students who have an internet-use habit in Hong Kong towards LTPA participation is essential. What are the factors affecting them in participation in LTPA? The findings from this study indicate that there are many reasons for secondary students to take part in LTPA, while all of them have an internet-use habit. Although most of them spend at least four hours on internet everyday, some of them can spend extra time on LTPA while some fail. Many positive and negative outcomes, normative belief, and constrains were indicated from the interviews to explain their preference of distributing time between internet-use and participation in LTPA.

Based on the results of this study, some recommendations are made for the future study.

1. As the number of participants in this study is limited, it may not be able to reflect all situations of secondary students in Hong Kong. Invite more students can be investigated a clearly concepts of the study.
2. Qualitative research is a good research method to investigate deeply about the feeling and experience of the secondary students. It can be used in the further studies.
3. It is worthwhile to further study the male students and to investigate if there is gender different in the attitude towards internet-use and LTPA participation.
4. As the participants in this study were only from three secondary schools, which are is the same district. Students from different schools and districts can be invited in the further studies, to investigate if there is attitude different because of the different schools' background.

5. As the participants in this study were all having internet-use habit. Further studies can investigate more about those students who do not have internet-use habit, and to have comparison between different attitudes towards internet-use and LTPA participation.
6. As the awareness of students towards the benefits of participating physical activity has been decreasing, further studies are recommended to increase the understanding of the physical education in schools. To examine the inference on the students' behaviours by school.

To be concluded, it is hoped that the findings presented in this study will provide some insight in the study of the relationships between attitudes towards LTPA and Internet-use of students in Hong Kong in the future.

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Appendix A  
List of Questions  
(Chinese Version)

第一部份：背景問題

1. 平日上學的日子，課餘的時間通常會做什麼？  
假日會做什麼？睡眠時間？
2. 有沒有一些事情很想去做，但卻做不到？  
是什麼原因導致辦不到？

第二部份：關於上網

3. 平均每星期上網時間？覺得多嗎？  
對於網上的操作都認識嗎？
4. 會為著什麼事情而上網？  
有什麼事情吸引你經常上網？  
身邊的人都喜歡上網？會否有限制？
5. 上網有什麼好處/壞處？  
有其他事情可以取代上網的時間嗎？

第三部份：關於做運動

6. 平均每星期做運動的時間？什麼運動？  
校隊成員？喜歡上體育課？
7. 為什麼願意抽時間去做運動？  
有什麼因素影響你做運動？  
身邊的人都喜歡做運動？
8. 做運動有什麼好處/壞處？  
有其他事情可以取代做運動的時間嗎？

第四部份：可否改變現狀？

9. 怎樣分配時間於上網和做運動這兩方面？  
若時間不足，只能二選一，會怎樣選擇？  
若不能上網，你會做什麼？
10. 對於現時的閒暇生活滿意嗎？這種生活平衡嗎？  
想改變現狀況？可否改變得到？原因？

以上只為問題大綱，問者可能會因應受訪者之回答內容，而作出更深入的詢問。

## APPENDIX B

Consent Form to the Interview  
(English Version)

Department of Physical Education  
Hong Kong Baptist University,  
Kowloon Tong, Hong Kong

I am an undergraduate student at the Hong Kong Baptist University. As part of my graduation requirement, I am conducting a research on the relationships between the attitudes towards leisure-time physical activities and the attitudes towards Internet-use amongst students in Hong Kong.

You are invited to participate in a research study through personal interviews. Your participation is entirely voluntary. However, in order to make the result more valid, your participation is highly appreciated. I would like to conduct an interview, which is going to last for twenty to thirty minutes. The period of investigation will last for a month.

It should be noted that all interviews would be tape-recorded and kept confidential. All material will be destroyed after the study is completed.

Should you have any queries concerning the procedure of this research, please feel free to contact the researcher, Ms. Ruby Cheung at 6159-4383.

Thank you very much for your time and assistance.

Yours sincerely,

Ruby Cheung

=====  
Consent Form

I have read and understood the above information. I have received a copy of this form. I agree to participation in this study.

Investigator's Name

Subject's Signature:

\_\_\_\_\_  
Date: \_\_\_\_\_

\_\_\_\_\_  
Date: \_\_\_\_\_