LEISURE TIME PHYSICAL ACTIVITY
PARTICIPATION MOTIVATION OF
SECONDARY SCHOOL STUDENT IN
HONG KONG

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25th April 2016
LEISURE TIME PHYSICAL ACTIVITY PARTICIPATION MOTIVATION OF SECONDARY SCHOOL STUDENT IN HONG KONG

BY

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Declaration:

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Signature of Author: _________________________ Date: 25th April, 2016
We hereby recommend that the Independent Project by Mr. Mok Ngo Yeung Jonathan entitled “LEISURE TIME PHYSICAL ACTIVITY PARTICIPATION MOTIVATION OF SECONDARY SCHOOL STUDENT IN HONG KONG ” be accepted in partial fulfillment of the requirement for the Bachelor of Social Science (Honours) in Sport and Recreation Leadership.

_________________________

DR. DUAN Yan Ping
DECLARATION

I hereby declare that this honours project “LEISURE TIME PHYSICAL ACTIVITY PARTICIPATION MOTIVATION OF SECONDARY SCHOOL STUDENT IN HONG KONG” represents my own work and had not been previously submitted to this or other institution for a degree, diploma or other qualification. Citations from the other authors were listed in the references.

________________________________________
Mok Ngo Yeung Jonathan

25th APRIL, 2016
ACKNOWLEDGEMENTS

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________________________________________
Mok Ngo Yeung Jonathan
Department of Physical Education
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Date: 25th APRIL, 2016
ABSTRACT

AIMS: This cross-sectional study aimed to investigate the leisure time physical activities participation motivation in a convenience sample of students in secondary schools in Hong Kong.

METHODS: Form 1 to Form 6 in different secondary schools was invited into the study. Participants were asked to finish a self-reported written questionnaire, the After school physical activities motivation scale. The IBM SPSS 22.0 software was used to analyze the data. Independent t-test was adopted to find the association between Physical activities motivation, gender, grade and the participation in academicals tutorial class. In all the analyses, the significance level was set at a=0.05.

RESULTS: A total of 120 F.1-F.6 students (75 males, 45 females, and aged 12-18 years) were invited and all of them participated into the study, with a participation rate of 100.0%. All participants responded to the questionnaire of leisure time PA participation motivation. For PA motivation among genders, male had higher scores than females in terms of overall PA motivation (mean score = 4.05 v.s 3.76). Significant differences were shown in “Overall PA motivation” (P=0.01), “Psychological Need” (P=0.002), “Relax and Entertainment” (P=0.031) and “Knowledge” (P=0.013). For PA motivation between grades, junior grade students had higher scores than senior grade student in terms of overall PA motivation. Significant differences were shown in “Overall PA motivation” (P=0.007), “Psychological Need” (P=0.003), “Knowledge” (P=0.031) and “Avoidance” (P=0.007). For PA Motivation among different participation in after school academic tutorial class, students who didn’t participated in after school academic tutorial class had higher scores than students who participated in after school academic tutorial class. Marginal significance was shown in the subscale of “Social Need” (P=0.057).
CONCLUSIONS: The present study found that gender and grade are important to leisure time PA participation motivation. For gender, “Psychological Need”, “Relax and Entertainment” and “Knowledge” played a great part in motivating students in Hong Kong to participate in leisure time PA participation. For grade, “Psychological Need”, “Relax and Entertainment” and “Avoidance” were the biggest motivation to different grade students. Moreover, a significant finding in participation of after school tutorial classes was the motivation from “Social Need”. Having knowledge of motives is important for the government and educators in planning the curricula. Different measurement might need to address in order to encouraging the participation in leisure time PA of the public.

**Keywords:** leisure time; physical activity (P.A.); motivation; student; secondary school; Hong Kong; socio-demographic characteristics
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Chapter 1

INTRODUCTION

In recent years, the society is changing rapidly. Life becomes convenience with the help from information technology. With the increase of economic level around the world, people’s living standard enhance continuously. Most people live sedentarily with absence of physical activities (PA), thus their physical fitness gradually decline.

According to the World Health Organization, insufficient physical activity is 1 of the 10 leading risk factors for death worldwide. People who are insufficiently active have a 20% to 30% increased risk of death compared to people who are sufficiently active. Insufficient physical activity is a key risk factor for non-communicable diseases (NCDs) such as cardiovascular diseases, cancer and diabetes. Globally, 1 in 4 adults is not active enough and more than 80% of the world's adolescent population is insufficiently physically active. Research found that in 2010, 81% of adolescents aged 11-17 years were insufficiently physically active (2010). Insufficient physical activity is also a common phenomenon in Hong Kong. According to the survey conducted by Hong Kong Leisure and Culture Services Department (2006), there were 20.3% of citizen didn’t participate in sports and only 24.6% of adolescent and 21.6% of adults meet the ACSM physical activity
guidelines of 30 minutes of moderate-intensity daily physical activity for three to five days a week.

Researches show that motivation has been shown to be a crucial factor in maintaining physical activity. According to Keyvan et al (2015), Specific motives will predict the amount of PA people do. This is because the behavior is driven by motivation. People do the behaviors that they are motivated to do. To understand more, Motivation is a complex phenomenon that is impossible to simply subsume under a single model (Bosnar & Balent, 2009). It can be defined as a condition where we are driven from the “inside” by some needs, impulses, desires, wishes, or motives, and directed towards achieving a goal that from the outside functions as a stimulus for behavior. In a context of a motive to engage in physical activities and sports, authors most often focused on a difference between intrinsic and extrinsic motivation. Intrinsic motivation refers to everything that drives us from the inside, i.e. the activities representing a goal as such, while extrinsic motivation refers to what drives us from the outside, i.e. when the activities represent the means for achieving some other goal. Another study conducted by Weiss and Petlickhoff (1989) categorized the major motives for participation into competence (e.g. to learn and improve skills), affiliation (e.g. to make friends be part of a team), fitness (e.g., to be physically active, get in shape), and fun. Also Cervello et al (2007) and Whitehead et
al (2004) indicate that people have different achievement goals with regard to sports participation and it is reasonable to suggest that their attainment is a constituent of enjoyment. From the above, it shows that motivation plays a great part in encouraging people to participate in physical activities, including teenagers.

Nowadays, our teenagers are facing a high technological civilization effect in daily life. This further derivatives a low fitness with high weight and low activity lifestyle, seriously affect the physical and mental development of teenagers. Moreover, the teenagers are losing balances which only focus on the education aspect in their daily life, especially intense in these years due to the Hong Kong education structural changes. The presentation of Hong Kong Diploma of Secondary Education (HKDSE) controls the academic future of all secondary school students. Most of students would arrange after school academicals tutorial classes in order to get good results. On the other hand, since teenagers are in a dramatic physical and psychological changing period. Some students cannot adapt to the pressure of intense academic competition in Hong Kong, hence gradually establish deviant behavior like smoking, drug usage and other excitement to escape from pressure. To avoid these deviant behaviors and promote PA among teenagers, investigate the motivation of teenagers in participate in physical activities is a good way to meet the goal.
Focusing on Hong Kong secondary schools students, the study investigated the PA participation pattern, in order to understand the motivation of participation.

Study Aim and Objectives

To investigate the leisure time physical activities participation motivation of students in secondary schools in Hong Kong. Specifically, the objectives of this study were:

(1) To investigate the leisure time physical activities participation motivation of students in different gender in secondary schools in Hong Kong;

(2) To investigate leisure time physical activities participation motivation of students in different grade in secondary schools in Hong Kong;

(3) To investigate leisure time physical activities participation motivation of students in joining after school academic tutorial class in secondary schools in Hong Kong;
Significance of the Study

There is little research about the physical activities participation motivation of secondary schools students in Hong Kong. This study focuses in secondary school students in Hong Kong as the Hong Kong education structure have been changed in these few years. The teenagers may face challenges and pressure in their school, especially senior grade students (Form four to Form six). Long term pressure may cause depression and other kinds of mental disease to them. Physical activities are a good method to reduce the pressure. In recent years, Hong Kong Government has actively organized different sports promotions program to encourage students’ physical activities participation. In order to enhance the effectiveness of program and organize the most suitable program for students, it is important to investigate the motives behind their participation. This study hopes to provide preliminary information for Hong Kong Government in making for the future development of sports promotion programs among students in Hong Kong.
Hypotheses

The hypotheses of this study were:

**Hypothesis 1:** There would be no significant gender difference in leisure time physical activities participation motivation among secondary schools students in Hong Kong;

**Hypotheses 2:** There would be no significant grade difference in leisure time physical activities participation motivation among secondary schools students in Hong Kong;

**Hypotheses 3:** There would be no significant difference in leisure time physical activities participation motivation for Hong Kong secondary schools students who participating in after school academic tutorial class or not;
Chapter 2

LITERATURE REVIEW

This chapter presents the definition of motivation and P.A motivation findings in existing literature. Review of motivation measurement also include in this chapter. In addition, knowledge gaps in P.A motivation and future research directions were also discussed in this chapter.

Motivation

Motivation can be defined as the hypothetical construct that is used to describe the internal and/or external force that lead to the initiation, direction, intensity, and persistence of behavior. (Vallerand, Deci & Ryan 1987) It is the driving force which leads to action. The motivation can be divided in intrinsic motivation and extrinsic motivation. Intrinsic motivation occurs when an individual engages in an activity for the inherent feelings of pleasure, fun, and satisfaction gained from the participation. (Brunet & Sabiston, 2011) For extrinsic motivation, Deci and Ryan (1985) categorize it as integrated regulation, identified regulation, introjected regulation and external regulation. Integrated regulation refers to individual participates in an activity because it matches with his/her personal values, goals, and needs that are part of him/herself, but is not inherently enjoyable. Identified regulation occurs when an individual
participate in an activity that he/she deems personally valuable and important to attain a desired outcome. Next, Introjected regulation is found when an individual engages in an activity to avoid guilt and shame or to attain feelings of worth. The least self-determined regulation is external regulation and is manifested when an individual partakes in an activity to obtain rewards or avoid punishments. This type of regulation is present when an individual engages in an activity to satisfy an external demand or a socially constructed contingency (Deci & Ryan, 2002)

Motivation in physical Activity participation

In recent years, differences in motivation for engaging in a physical activity between genders, age, frequency and duration of a physical activity have been found in researches (Egli, Bland., Melton, & Czech., 2011; Moreno et al., 2008; 2010; Verloigne et al., 2011). Specifically, the experience of sport appears to be attractive to students for the following types of reasons: fun, enjoyment, improving skills, learning, being with friends, success, winning and health (e.g. Bandura 1997; Gaston-Gayles, 2005; Mouratadis et al., 2008; Murcia, Gimeno & Coll., 2007). A wide range of studies summarized different motives of the teenagers in participating physical activities. Studies found that they mainly focus on concerning body shape, weight management, social networks, family support and peer support. A number of studies
reported popular ideals of beauty are pressure to teenage girls for being physically active. (Cockburn & Clarke, 2002; Allendar, Cowburn & Foster, 2006; Porter, 2002)

While Allendar et al (2006) found that increased self-esteem, learning new skills, improved fitness and developed new social networks as motivation to be physically active. Those who continued participating through these transitionary periods recalled the importance of positive influences at school in becoming and staying physically active. Nevertheless, having peers to share girls’ active time with was important.

Support from family and significant others at ‘key’ transitional phases (such as changing schools) were essential to maintaining participation. (Coakley, 1992)

Apart from ages, studies have been found there is significant difference in motivation among genders. Mintz and Bex (1986) stated that college women were considerably less satisfied with their bodies than men. Fredrick and Ryan (1993) also suggested that women are more prone to be motivated extrinsically for exercise compared to men. Women reported exercising for appearance and fitness related motives compared to men. Besides, Marcus, Edward and John (2005) found that women have greater concern regarding their body weight than men, while men are more motivated by performance and ego-related factors such as challenge, strength and endurance, competition and social recognition.

In addition, studies have been found there is significant relationship between
physical activity participation motivation, frequency and duration of physical activity. Kaupužs (2013) stated that intrinsic motivation was a stronger predictor of long-term exercise adherence than extrinsic motivation. Keyvan (2015) further illustrated that intrinsic motivation (mastery and enjoyment) was a more important motive for increasing amount of PA. Besides, Andrea (2012) also have similar finding on frequency of physical activity and the time spent in physical activity was found to be positively related to intrinsic motivation, integrated regulation, and identified regulation. These results propose that the time and days spent in physical activity has a positive effect on autonomous forms of regulation. The more time that is spent participating in physical activity is done so for reasons of enjoyment, pleasure, and accepting and valuing the behavior as a part of oneself. These results facilitate further study in Hong Kong society.

Motivation Measurement

Studies have been found to use different instruments to investigate the motivation of the publics in participation.

*Participation Motivation Questionnaire*

One of the most popular instruments in measuring motivation is Participation Motivation Questionnaire (PMQ, Gill et al, 1983). As mentioned by
Kondrič (2013), it is a questionnaire which consists of 30-item list of possible reasons students have to participate in sport. Five-point Likert scale was used, indicating respondents’ preferences from 1 ("not at all important") to 5 ("extremely important"). Results of the factor analysis of the PMQ revealed the factors of achievement/status, team atmosphere, fitness, energy release, skill development, friendship and fun as basic motives for involvement (Gill et al., 1983).

Intrinsic Motivation Inventory

Besides, Intrinsic Motivation Inventory (IMI, Deci & Ryan, 1989) is another inventory to assess participants’ subjective experience related to a target activity in laboratory experiments. It has been used in several experiments related to intrinsic motivation and self-regulation (e.g., Ryan, 1982; Ryan, Mims & Koestner, 1983; Plant & Ryan, 1985; Ryan, Connell, & Plant, 1990; Ryan, Koestner & Deci, 1991; Deci, Eghrari, Patrick, & Leone, 1994). The IMI assesses participants’ effort, felt pressure and tension, interest/enjoyment, perceived competence, value/usefulness, and perceived choice while performing a given activity and the experiences of relatedness. It consists of 45 items with seven-point Likert scale was used, indicating respondents’ preferences from 1 ("not at all true") to 7 ("very true"). According to McAuley, Duncan, & Tammen (1987), the validity of the IMI is strong. (Deci & Ryan, 1989)
The EMI (Markland & Hardy, 1993) was developed as a means of assessing participation motives in order to examine such issues as the influence of motives on exercise participation, how such motives might influence the choice of activities undertaken, how affective responses to exercising may be influenced by reasons for exercising and how involvement in physical activity might have a reciprocal influence on participation motives. In particular, the authors developed the instrument to examine questions concerning the functional significance of exercise motives from the perspective of Deci and Ryan’s (1985) self-determination theory. (Markland & Hardy, 1993) It consists of 51 question with a Five-point Likert scale, indicating respondents’ preferences from 1 ("not at all important") to 5 ("extremely important"). It reflects 14 subscale including Stress management, Revitalization, Enjoyment Challenge, Social Recognition, Affiliation, Competition, Health Pressures, Ill-Health Avoidance, Positive Health, Weight Management, Appearance, Strength and Endurance and Nimbleness.

This is a scale which developed by Wu (2010). It mainly focuses on measuring the motivation of physical activities in leisure time. There are 6 subscales which include Avoidance, Social need, Physical health, Relaxation/Rest/Entertainment,
Knowledge and Psychological needs. It consists of 28 questions with a Five-point Likert scale, indicating respondents’ preferences from 1 ("Strongly disagree") to 5 ("Strongly agree"). The scale has been tested with good validity and Reliability.
Chapter 3

METHODS

The study was a cross-sectional study.

Subjects and Sampling

This study was targeted secondary school students in Hong Kong. Convenience cluster sampling method was adopted to recruit subjects. Firstly, different secondary schools were selected and 120 students from Form 1 to Form 6 in different secondary schools were invited into the study. A written informed consent was obtained from the participants’ parents/guardians in advance.

Measurements

A self-reported written questionnaire, the After school physical activities motivation scale (appendix A) was developed to collect the information of the participants. The After school physical activities motivation scale is a scale which developed by Wu (2010). The scale has been test with good validity and reliability (Wu, 2010). It mainly focused on measuring the motivation of physical activities in leisure time. There are 6 subscales including “Psychological Need”, “Relax and Entertainment”, “Knowledge”, “Physical health”, “Social need” and “Avoidance”. It
consisted of 28 questions with a Five-point Likert scale, indicating respondents’ preferences from 1 ("Strongly disagree") to 5 ("Strongly agree"). For “Psychological Need” subscale, the questionnaire included 7 questions which related to the mentally benefits from physical activity, for example, physical activities in leisure time can achieve self-actualization, physical activities in leisure time can achieve sense of success. For “Relax and Entertainment” dimension, there are 5 questions related to obtain relaxation through physical activity in leisure time, for example, physical activities in leisure time can bring happiness, physical activities in leisure time can release the tension.

For “Knowledge” subscale it related to learn specific knowledge from physical activity. There are 5 questions related to this category, for example physical activities in leisure time can let you familiarize with the rules and skills. For “Physical health” subscale, the questionnaire included 4 questions that related to subject’s preference in gaining physical benefits from physical activity, for example, physical activities in leisure time can control the weight and slimmer the body. For “Social Need”, questions related to subject’s preference in establishing relationship with other were included. There are 4 questions related to this category, for example physical activities in leisure time can gain recognition from others. Lastly, For “Avoidance” subscale, the questionnaire included 3 questions that related to subject’s preference to escape from
pressure or boredom. The scale required student respondents to indicate their preference to the questions relate with physical activity in leisure time. By definition, after school was included in the leisure time of the students. In a broad vision, leisure time was defined as the time after school before sleeping time from Monday to Friday, weekend, and national holidays (excluding winter and summer holiday). Besides, WHO defines PA as any bodily movement produced by skeletal muscles that requires energy expenditure – including activities undertaken while working, playing, carrying out household chores, travelling, and engaging in recreational pursuits. (WHO, 2010)

The Inform Consent (appendix B) form was attached to inform the participants the nature of research, the confidentiality and their rights to withdraw. Besides, the contact numbers of the investigator and their supervisors were also included in the Inform Consent to facilitate enquires.

Data Collection Procedure

An invitation letter (appendix C) was sent to the secondary school in Hong Kong attached with the questionnaire. Upon agreement by the school principal, students from Form 1 to Form 6 were involved in this research. The students were required to bring the questionnaire with informed consent (appendix B) home and asked their parents/guardian to sign the informed consent. A coordinator was responsible to
collect the questionnaires from all eligible students.

Data analysis

The IBM SPSS 22.0 software was used to analyze the data. For the socio-demographic data were presented, included gender, age, school and grade. Descriptive information included participation in afterschool academicals tutorial classes was also presented, central tendency and variability measurements (mean and SD) were included. Percentages were used to present the distribution of all variables. On the other hand, a database was created by using descriptive statistics of the scales, including “Overall Physical activities participation motivation”, “Psychological Need”, “Relax and Entertainment”, “Knowledge”, “Physical Health”, “Social Need” and “Avoidance”, to determine the importance of the reasons for participating in physical activities in leisure time. By using independent sample t-test, the association between P.A motivation, gender (boys vs. girls), grade (junior v.s senior) and the participation in academicals tutorial class (participating vs. non-participating) were also examined. In all the analyses, the significance level was set at 5%.
Chapter 4

RESULTS

Participants

We totally approached 10 secondary schools, of which only 5 schools, including Yan Oi Tong Chan Wong Suk Fong Memorial Secondary School (n=22), SKH Tsoi Kung Po Secondary School (n=17), SKH Tang Shiu Kin Secondary School (n=30), Kiangsu-Chekiang College (Kwai Chung) (n=21) and Fanling Lutheran Secondary School (n=30) agreed to participate into the study. The major reason for rejection was due to the tight teaching schedule. A total of 120 F.1-F.6 participants (75 males and 45 females, mean age=15.9, SD=1.90) from difference school were invited and participated into the study, with a participation rate of 100%.

Distribution of variables

Table 1 presents the distribution of socio-demographic characteristics, including gender, grade, participation in after school academic tutorial class, participation in school sport team and leisure time PA participation. For gender, there were 75 males (62.5%) and 45 female participants (37.5%). Among all participants, 38.3% was junior grade students (F.1-F.3), while 61.7% was senior grade student (F.4-F.6). More than half of the participants participated in after school tutorial class (65%). Most of
the students participated in the leisure time PA. Nearly half of them participated three
times or above (46.7%), and around one out of four participants did not participated or
only participated once a week in Leisure time PA.

Table 1
Distribution of socio-demographic information

<table>
<thead>
<tr>
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<th>n</th>
<th>%</th>
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<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>75</td>
<td>62.5</td>
</tr>
<tr>
<td>Female</td>
<td>45</td>
<td>37.5</td>
</tr>
<tr>
<td>Grade</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Junior</td>
<td>46</td>
<td>38.3</td>
</tr>
<tr>
<td>Senior</td>
<td>74</td>
<td>61.7</td>
</tr>
<tr>
<td>After school academic tutorial class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>78</td>
<td>65.0</td>
</tr>
<tr>
<td>No</td>
<td>42</td>
<td>35.0</td>
</tr>
</tbody>
</table>

PA Motivation by Gender

Table 2 presents the scores of the overall PA motivation and the 6 subscales in
the questionnaire by gender. In terms of overall PA motivation, male had a higher
mean score than female. The mean score of male was 4.05 and the mean score of
female was 3.76. Also, there was significant difference between the overall PA
motivation among gender (P<0.01). Besides, there are total 6 subscale including
“Psychological Need”, “Relax and Entertainment”, “Knowledge”, “Physical Health”,
“Social Need” and “Avoidance”. In “Psychological Need” subscale, results showed
that there was a significant difference between the scores of males and female
Male had a higher score when compared with female. The mean score of male was 4.20 and the mean score of female was only 3.80. Besides, in “Relax and Entertainment” subscale, male also had a higher score than female. The mean score of male was 4.27 and the mean score of female was only 3.97. There was also a significant difference in this subscale (P<0.05). For “Knowledge” subscale, the mean score of male was 4.17 and the mean score of female was 3.84. This also showed a significant difference in this subscale (P<0.05). However, when compared the scores in “Physical Health”, “Social Need” and “Avoidance” subscale, there are no significant differences between male and female.

Table 2

<table>
<thead>
<tr>
<th>PA motivation by gender</th>
<th>Male (n=75)</th>
<th>Female (n=45)</th>
<th>t</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall PA motivation</td>
<td>4.05 (0.63)</td>
<td>3.76 (0.52)</td>
<td>2.6706**</td>
<td>0.01</td>
</tr>
<tr>
<td>Psychological Need</td>
<td>4.20 (0.71)</td>
<td>3.80 (0.58)</td>
<td>3.198**</td>
<td>0.002</td>
</tr>
<tr>
<td>Relax and Entertainment</td>
<td>4.27 (0.77)</td>
<td>3.97 (0.62)</td>
<td>2.178*</td>
<td>0.031</td>
</tr>
<tr>
<td>Knowledge</td>
<td>4.17 (0.70)</td>
<td>3.84 (0.68)</td>
<td>2.529*</td>
<td>0.013</td>
</tr>
<tr>
<td>Physical Health</td>
<td>4.05 (0.79)</td>
<td>3.88 (0.70)</td>
<td>1.204</td>
<td>0.231</td>
</tr>
<tr>
<td>Social Need</td>
<td>3.75 (0.84)</td>
<td>3.56 (0.73)</td>
<td>1.309</td>
<td>0.193</td>
</tr>
<tr>
<td>Avoidance</td>
<td>3.52 (1.01)</td>
<td>3.36 (1.04)</td>
<td>0.815</td>
<td>0.417</td>
</tr>
</tbody>
</table>

* P<.05
** P <.01
Table 3 presents the scores of overall PA motivation and the 6 subscales in the questionnaire by grade. In terms of overall PA motivation, junior grade students had a higher mean score than senior grade students. The mean score of junior was 4.13 and the mean score of senior was 3.83. There was significant difference between the overall PA motivation among grade (P<0.01).

Besides, there are total 6 subscale including “Psychological Need”, “Relax and Entertainment”, “Knowledge”, “Physical Health”, “Social Need” and “Avoidance”. In “Psychological Need” subscale, results show that there was a significant difference between the scores of junior and senior grade (P<0.01). The mean score of junior grade was 4.29 while the mean score of senior grade was only 3.90. Besides, in “Relax and Entertainment” subscale, both junior and senior grade had a mean score higher than 4. The mean score of junior grade was 4.30 while the mean score of senior grade was 4.07. There was no significant difference in this subscale. For “Knowledge” subscale, the mean score of junior grade was 4.22 and the mean score of senior grade was 3.93. This also showed a significant difference in this subscale (P<0.05).

However, when compared the subscale mean scores in “Physical Health” and “Social Need”, there are no significant difference between junior grade and senior grade. Lastly, for the “Avoidance” subscale, there was significant difference in this
subscale (P<0.01). The mean score of junior grade was 3.78 and the mean score of senior grade was 3.27.

Table 3

<table>
<thead>
<tr>
<th>PA motivation by grade</th>
<th>Junior (n=46)</th>
<th>Senior (n=74)</th>
<th>t</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall PA motivation</td>
<td>4.13 (0.56)</td>
<td>3.83 (0.61)</td>
<td>2.760**</td>
<td>0.007</td>
</tr>
<tr>
<td>Psychological Need</td>
<td>4.29 (0.62)</td>
<td>3.90 (0.70)</td>
<td>3.081**</td>
<td>0.003</td>
</tr>
<tr>
<td>Relax and Entertainment</td>
<td>4.30 (0.73)</td>
<td>4.07 (0.73)</td>
<td>1.685</td>
<td>0.095</td>
</tr>
<tr>
<td>Knowledge</td>
<td>4.22 (0.60)</td>
<td>3.93 (0.75)</td>
<td>2.180*</td>
<td>0.031</td>
</tr>
<tr>
<td>Physical Health</td>
<td>4.09 (0.70)</td>
<td>3.92 (0.79)</td>
<td>1.218</td>
<td>0.226</td>
</tr>
<tr>
<td>Social Need</td>
<td>3.84 (0.72)</td>
<td>3.58 (0.84)</td>
<td>1.769</td>
<td>0.079</td>
</tr>
<tr>
<td>Avoidance</td>
<td>3.78 (0.96)</td>
<td>3.27 (1.02)</td>
<td>2.730**</td>
<td>0.007</td>
</tr>
</tbody>
</table>

* P<.05
** P <.01

PA Motivation by Participation in after school academic tutorial class

Table 4 presents the scores of overall PA motivation and the 6 subscales in the questionnaire by participation in after school academic tutorial class. In terms of overall PA motivation, students who didn’t participate in after school academic tutorial class had a higher mean score than students who participate in after school academic tutorial class. The mean score of the students who didn’t participate was 3.96 while the mean score of students who participate was 3.93. There was no significant difference between the overall PA motivation and the participation in after school academic tutorial class. Besides, there were total 6 subscale including
“Psychological Need”, “Relax and Entertainment”, “Knowledge”, “Physical Health”, “Social Need” and “Avoidance”. In “Psychological Need” subscale, results show that there was no significant difference between the scores. The mean score of students who participated in after school academic tutorial class was 4.05 while the mean score of students who didn’t participate in after school academic tutorial class was 4.04. For “Relax and Entertainment” subscale, students who participated in after school academic tutorial class had a higher mean scores than students who didn’t participate in after school academic tutorial class. The mean score of students who participated in after school academic tutorial class was 4.19 while the mean score of students who didn’t participate in after school academic tutorial class was 4.09. For “Knowledge” subscale, the mean score of students who participated in after school academic tutorial class was 4.03 and the other group was 4.07.

On the other hand, in “Physical Health” subscale, the mean score of students who participated in after school academic tutorial class was 4.00 and the other group was 3.95. The results showed “Relax and Entertainment”, “Knowledge” and “Physical Health” subscale had no significant difference. However, when compared the scores in “Social Need” subscale, students who participated in after school academic tutorial class had a lower mean score than students who didn’t participated in after school academic tutorial class. The scores also showed a marginal significance in this
Lastly for the “Avoidance” subscale, the mean score of students who participated in after school academic tutorial class was 3.40 while the mean score of students who didn’t participate in after school academic tutorial class was 3.58.

There was no significant difference in this subscale.

Table 4

PA motivation by participation in after school academic tutorial classes

<table>
<thead>
<tr>
<th></th>
<th>Yes (n=78)</th>
<th>No (n=42)</th>
<th>t</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall PA motivation</td>
<td>4.05 (0.63)</td>
<td>3.76 (0.52)</td>
<td>-0.232</td>
<td>0.817</td>
</tr>
<tr>
<td>Psychological Need</td>
<td>4.05 (0.60)</td>
<td>4.04 (0.85)</td>
<td>0.118</td>
<td>0.906</td>
</tr>
<tr>
<td>Relax and Entertainment</td>
<td>4.20 (0.63)</td>
<td>4.09 (0.90)</td>
<td>0.744</td>
<td>0.458</td>
</tr>
<tr>
<td>Knowledge</td>
<td>4.03 (0.67)</td>
<td>4.07 (0.78)</td>
<td>-0.337</td>
<td>0.737</td>
</tr>
<tr>
<td>Physical Health</td>
<td>4.00 (0.70)</td>
<td>3.95 (0.86)</td>
<td>0.411</td>
<td>0.682</td>
</tr>
<tr>
<td>Social Need</td>
<td>3.58 (0.78)</td>
<td>3.87 (0.82)</td>
<td>-1.920</td>
<td>0.057</td>
</tr>
<tr>
<td>Avoidance</td>
<td>3.40 (0.93)</td>
<td>3.58 (1.17)</td>
<td>-0.931</td>
<td>0.354</td>
</tr>
</tbody>
</table>

* P < .05
** P < .01
Chapter 5

DISCUSSION AND CONCLUSION

Summary of the Main Results

120 F.1-F.6 students (75 males, 45 females, and aged 12-18 years) from 5 secondary schools in Hong Kong were invited and participated into the study, with a participation rate of 100%. All participants responded to the questionnaire of leisure time PA participation motivation. For PA motivation among genders, male had higher scores than females in terms of overall PA motivation. Both male and female had the highest mean scores in Relax and entertainment subscale. Independent sample t-test revealed that subscale of “Psychological Need”, “Relax and Entertainment” and “Knowledge” had significant difference. For PA motivation between grades, junior grade students had higher scores than senior grade student in terms of overall PA motivation. Both junior grade students and senior grade student had the highest mean scores in “Relax and entertainment” subscale. Independent sample t-test revealed that subscale of “Psychological Need”, “Knowledge” and “Avoidance” had significant difference. For PA Motivation among different participation in after school academic tutorial class, students who didn’t participated in after school academic tutorial class had higher scores than students who participated in after school academic tutorial class. Students who participated in after school academic tutorial class only had higher
scores in subscale of “Psychological Need”, “Relax and Entertainment” and “Physical Health”. Independent sample t-test revealed that only the subscale of social need had marginal significance.

PA Motivation and Gender

Male had a higher score in overall leisure time PA participation motivation and “Psychological Need” subscale than female. There is no surprisingly because of the inborn desire and gender identity. Several studies had similar finding with present study (Meyer & Bevan-Dye, 2014; Oliveira et al., 2014; Weingerg et al., 2000; Martins, Samuel, Joao & Luis, 2014) and Chalabaev et al. pointed out that differences between males and females are due to internalization of gender identity as defined by the ideals and outlooks of a cultural setting (2013). Males are usually stronger and muscular which love competition and experience excitement through PA participation, especially boys in puberty. This resulted male had a larger leisure time PA participation motivation. They had a higher motive in gaining sense of success and self-satisfaction from PA participation than females. On the other hand, authors have explained female’s lack of leisure-time physical activity in terms of the realities of their everyday lives, and particularly, the gendered power relations in society (Wang, 1999; Xie, 2004; Oliveira et al., 2014).
Besides, family influence also explained by considering some of the factors that influence gender’s psychological need in participating physical activities. As mentioned by Wu, the difference in social role of men and women lead to a different participation and understanding towards leisure time PA participation. (2009) Also, Turman (2007), Cheatom (2014), T.Horn and J.Horn (2007), also support that different Parental supervision and support influence their motivation in participating in leisure time PA participation. The parental style towards male was usually more open for their participation in leisure time PA. In contrast, the parental style towards female was usually more restricted and tends to shape with sedentary activity. The above interpretation and support from other findings explained the significant findings in overall leisure time PA participation motivation and Psychological need subscale.

On the other hand, in “Relax and Entertainment” subscale, present study aligned with most of the previous finding which enjoyment and entertainment was an important factor for genders to participate in PA (Martins et al., 2014; Weingerg et al., 2000; Murcia, Celestina & Pablo., 2008; Lauderdale, Yli-Piipari, Irwin & Layne, 2015; Vašíčková, Hřebíčková, & Groffik., 2014). The possible reason males had higher scores than females might because of the time spent in leisure time physical activities and higher needs in relaxation. The intense studying atmosphere in Hong Kong might be a driven force for them to participate in leisure time PA. However,
male were more energetic than female and they might need to had more expression and entertainment to release their energy. This was similar to the finding by Murcia et al. (2008). Nevertheless, female also had the needs in gaining excitement and satisfaction through leisure time PA participation, but it is not as great as males.

However, there was a significant finding in “Knowledge”, which different from the findings by Chaubal (2011) which knowledge might not be an important motivation for genders to participate in leisure time PA. In present study, both male and female were motivated by “Knowledge”. They hoped to learn the skills from leisure time PA participation. This may due to the contradiction of world trend and learning atmosphere in Hong Kong. As nowadays participate in PA had become a trend of healthy in new generation, teenagers could get attached with the latest news and techniques from internet easily. However, Hong Kong education was not focus on physical education development in schools. This reduced the chance for the teens to participate in PA and tried new skills. As a result, gain new skills through leisure time PA participation might become one of the new motivations for the secondary school students.

For “Physical Health”, “Social Need” and “Avoidance” subscale, the present study didn’t show significant finding but other study state that male and female participated in leisure time PA because of concerns about their physical health and
Social. They hoped to get slim and good appearance since nowadays the norm of beauty was slim and muscular, they tended to have a better appearance by keeping fit in leisure time (Cockburn & Clarke, 2002; Finch & White, 1998; Porter, 2002; Turke, 2012). Besides some of the finding also indicate that establishing social relationship and gaining social acceptance was an important motivation for genders to participate in PA (Weinberg et al., 2000; Murcia et al., 2008; Oliveira et al., 2014; Kondrič et al., 2013). Future study can focus on whether knowledge and avoidance would motivate genders in participating in leisure time PA participation.

PA Motivation and Grade

From the reveal of results, the possible reason of junior grade students had a higher score in overall leisure time PA participation motivation and Psychological need subscale than senior grade students might because of the amount of leisure time and less pressure from school works. According to the research by Boys' and Girls' Clubs Association of Hong Kong (2009), there was a decrease in leisure time participation in PA when junior grade students turns to senior grade students. Besides, similar finding by Hui (2001) also indicated that the physical participation of Hong Kong Youth was decreased when they grow up. The present finding of overall PA participation motivation supported the findings from Daley and O'gara (1998), which
they found that junior grade students had significantly higher scores for the
miscellaneous subscales when compared to senior grade students. Moreover, the
subscale of “Psychological Need” was consistent with the finding from Tsang, which
junior grade students had a higher intrinsic self-motivation than senior grade students
(2011). Since junior grade students still did not have too much pressure from schools
work. They could have more leisure time and encouraged in PA participation. They
could satisfy their habits in leisure time PA participation. In contrast, senior grade
students were undergoing a period of finding their position in life or in peers. They
also needed to take part in heavy academic works and leading positions inside school
such as Sports house captain. They might tend to spend their leisure time in things
other than PA, thus result that their “Psychological Need” motivation in leisure time
PA faded away.

On the other hand, in “Knowledge” subscale, present study aligned with the
previous finding from Chen et al.(2013), which health-related fitness knowledge has
inherent value that may be naturally inviting and motivating students in participating
in PA. Allendar et al (2006) also had similar finding which active students would be
motivated in learning new skills. As junior grade students had more chance in
participating in leisure time PA, the physically-active context helped students to make
sense of fitness knowledge. Thus result a higher scores in “knowledge” subscale than
Furthermore, this study present significant finding in the subscale of “Avoidance”. There are little researches which explain this phenomenon. The possible reason behind could be the amount of leisure time and changes in pressure from academic in junior grade students. Junior grade students had more leisure time which they might choose to participate in PA as a mean for killing times. According to a survey conducted by the Boys' and Girls' Clubs Association of Hong Kong (2014), junior grade students had high autonomy in choosing their leisure time activities and among the leisure time activity they choose, PA was the second priority compared to playing computers games. This could explain the higher scores in “Avoidance” by junior grade students. On the other hand, as the pressure form academic became greater and greater. They might need more relaxation through leisure time PA participation. In the same survey by the Boys' and Girls' Clubs Association of Hong Kong (2014), the amount of homework and rate of participation in afterschool academic classes had been raised in recent years. The increasing pressure might also a possible reason for the escape from thinking about pressure in their academic. The present study contributed to the exploration of junior’s grade student’s need. Future studies could explore more in this subscale.

Present study didn’t have significance finding in “Relax and Entertainment”,

senior grade students.
“Physical Health” and Social Need”. Still, both junior and senior grade students were motivated by the happiness and enjoyment from the leisure time PA participation, Findings from other studies indicated that “Relax and Entertainment” was an important motivation for students to participate in leisure time PA (Ebben & Brudzynski, 2008; Gavin, Keough, Abravanel, Moudrakovski, & Mcbrearty, 2014). Finding demonstrated that junior grade students would had a higher demand in entertainment. Besides, the present study didn’t show significant finding in the subscale of “Physical Health”, but other study stated that body shape and weight management were the main reasons why they decided to participate in physical activity (Allendar, Cowburn, & Foster, 2006). Also, Butt et al. (2011) also suggested that when teenage girl grow older, they became more self-aware of their body shape and their appearance. It is also important to note that research has reported that weight control can become a motive for physical activity as girls get older in adolescents (2011).

On the other hand, in “Social Need” subscale, this finding could not support previous finding (Coakley & White, 1992; Kilpatrick et al, 2005; Lang, 2010; Butt et al., 2011; Gavin et al., 2014; Allendar, Cowburn, & Foster, 2006) which the establishment of social relation was a significant motivation for grade in participating in leisure time PA, especially in senior grade student. Daley and O’gara (1998) found
that senior grade students were motivated by team affiliation in social aspect. It was important to senior grade students to associate with the formation of children’s friendships at this age. The contradiction between the present findings with other finding might due to the trend of wide range new technology entertainment for students. The students preferred to get connection and gain peer acceptance by social media like Facebook, Instagram or smart phone games rather than participating PA in Hong Kong as a mean to satisfy their social needs. Future research could explore more in aspect of “Relax and entertainment”, “Physical Health” and Social need” in motivating students to participate in leisure time PA in Hong Kong.

PA Motivation and Participation in after school academic tutorial class

Students who didn’t participated in after school academic tutorial class had a higher mean score in “Social Need” than students who participated. This was not similar to the finding from Wu (2010) which “Physical Health” was an important motivation for students who participated in after school academic tutorial class. The possible reason might due to the cultural difference. As Wu (2010) conducted the study in Taiwan, which the cultures cultivated the students who participated in after school academic tutorial class with a concept of maintaining good academic results and healthy life style. While Hong Kong was an academic-oriented city, it is important
to maintain good results with all means, even the leisure time. This causes a difference in results.

Besides, another reason might due to the needs of establishing social bonding for students who didn’t participated in after school academic tutorial class. They hope to establish social relationship through increase the participation in leisure time PA. Students who participated in after school academic tutorial class might have a fewer need in social need because they can meet new friends through tutorial classes. This reflects a typical phenomenon in Chinese society which the individual relationship within the social network is known by guanxi and this also affect face, one's own sense of dignity or prestige in social contexts. Due to the autocratic nature of Chinese governing systems and methods in history, there has always been a lack of fair and reliable social and legal institutions. Because of this, Chinese people today often feel that they are only really able to truly trust and rely on their closest friends and relatives. These also applied to the teenagers of today in Hong Kong. In order to gain benefits in school works, or joining in sports team, guanxi was an important thing for them.

As a result, “Social Need” might be an important motivation for leisure time participation. There was little study which contributes to the finding in PA Motivation and Participation in after school academic tutorial class. Future study can also focus
on this variable for investigation.

Limitation of Study

A major limitation of this study was lack of power to test difference due to small sample size (n=120). The small sample size cannot reflect the actual situation of the Hong Kong secondary school students’ motivation in participating in leisure time PA. Also, the sample size of male and female might affect the interpretation of results. On the other hand, as the data were based on self-reported assessment questionnaire. Subjective answer might be given by the participant. The participants might reply unrealistic answers. Also, the validity and reliability was another limitation for this study. Since the questionnaire we adopted was developed in Taiwan. The cultural difference and different lifestyle may affect the validity and reliability of the questionnaire when applying to Hong Kong.

Future Research Perspectives

Future research with a larger sample size should be conducted to confirm present finding. A comprehensive program and intervention should be developed for girls and senior grade students. Specific population should also be targeted in order to have contributing finds.
Conclusion

In conclusion, the present study found that gender and grade are important to leisure time PA participation motivation. For gender, “Psychological Need”, Relax and Entertainment” and “Knowledge” played a great part in motivating students in Hong Kong to participate in leisure time PA participation. For grade, “Psychological Need”, “Relax and Entertainment” and “Avoidance” were the biggest motivation to different grade students. Moreover, a significant finding in participation of after school tutorial classes was the motivation from social need. Having knowledge of motives is important for the government and educators in planning the curricula. Different measurement might need to address in order to encouraging the participation in leisure time PA of the public.
REFERENCES


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The Boys’ & Girls’ Club Association of Hong Kong (2014), *A survey on the leisure time activity among Hong Kong children*, The Boys’ & Girls’ Club Association of Hong Kong.


Yang, J. L., Wang, Y. M. (2009), Nutrition and Health of Metabolic syndrome, Taipei: Hua Cheng. [楊雀戀、王郁雯（2009）。代謝症候群營養與保健。臺北市：華成。]
APPENDIX A  
Student Questionnaire

第一部份  課後運動參與動機調查表

課後：係指學校正課結束放學後至晚上睡覺前的閒暇時間，週一至週五放學後及週休二日、國定假日（不包含寒、暑假）。

運動：係指每次運動至少30分鐘，運動時會感覺到有點喘、有流汗，運動項目如：球類、慢跑、舞蹈、游泳、自行車...等運動性活動。

【填答說明】下列題目在詢問您對課後運動的參與動機為何？每個問題有五個選擇：『非常同意』、『同意』、『無意見』、『不同意』及『非常不同意』。請在適合的格內打「✓」，以代表您的選擇。

<table>
<thead>
<tr>
<th>我會在課後參與運動的原因是因為：</th>
<th>非常同意</th>
<th>同意</th>
<th>無意見</th>
<th>不同意</th>
<th>非常不同意</th>
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<td>1 能獲得歸屬感</td>
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<td>3 能獲得成就感</td>
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我會在課後參與運動的原因是因為：

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<td>18 可以控制體重</td>
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<td>19 修飾線條及身材</td>
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<td>28 為了不去想課業的壓力</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 第二部份 基本資料

**【 填答說明 】** 請將適合您的答案在□內打「 ✔️」

<table>
<thead>
<tr>
<th>序號</th>
<th>問題</th>
<th>选项</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>性別 :</td>
<td>□1 男  □2 女</td>
</tr>
<tr>
<td>2.</td>
<td>就讀學校名稱：</td>
<td>__________________________</td>
</tr>
<tr>
<td>3.</td>
<td>就讀年級：</td>
<td>□F.1  □F.2  □F.3  □F.4  □F.5  □F.6</td>
</tr>
<tr>
<td>4.</td>
<td>您課後有否參加補習：</td>
<td>□1 有  □2 否</td>
</tr>
<tr>
<td>5.</td>
<td>您是否運動校隊成員：</td>
<td>□1 是  □2 否</td>
</tr>
<tr>
<td>6.</td>
<td>請問您每週課後運動參與的次數為？</td>
<td>□□三次以上  □□二次  □□一次  □□沒有參與</td>
</tr>
<tr>
<td>7.</td>
<td>年齡：</td>
<td>__________________________</td>
</tr>
</tbody>
</table>

問卷結束，謝謝您！
APPENDIX B
Informed Consent

研究知情同意書

親愛的先生女士，我是浸會大學社會科學學院運動及康樂領袖學系的四年級學生。
現正進行一項有關香港中一至中六學生參與課後運動的動機的研究。特此邀請貴子女參加是項研究。本研究旨在了解本地學生參加課後運動的動機及動機，而收集有關資料。調查內容包括邀請同學填寫有關參與課後運動動機的問卷。

本研究所收集的所有資料 絕對保密，並只用作研究之用。本研究完全遵照自願參與的原則，貴子女有權決定是否參與本研究，並隨時可以退出。一經要求，我們會向閣下提供貴子女的資料及本研究的主要研究結果，以供參考。

閣下的幫助和支持是本次研究得以順利進行和達到預期目標的根本和前提，望閣下同意參加本次研究。敬請閣下盡早填妥並交回研究知情同意書。收到閣下的同意書後，我們會在學校邀請貴子女填寫有關參與課後運動動機的問卷。

如有疑問，可查詢：
● 香港浸會大學運動及康樂領袖學系學生莫傲揚，電話：61342999，電郵：mokyeung@yahoo.com.hk

研究知情同意書

敬請閣下在下方□打勾
□ 我已經仔細閱讀過上面的說明，明白本次研究的目的和內容，並同意本人的子女________(請填寫貴子女的姓名)參加本次研究。
□ 我已經仔細閱讀過上面的說明，明白本次研究的目的和內容，但不同意本人的子女________(請填寫貴子女的姓名)參加本次研究。

家長或監護人簽名：________________ 聯絡電話：________________
與參加者關係：________________ 日期：________________
學校邀請信

尊敬的 XX 校長：
您好！

我是浸會大學社會科學學院運動及康樂領袖學系的四年級學生。現正進行一項有關香港中一至中六學童參與課後運動的動機的研究，特此邀請貴校中一至中六每級其中一班的學生參加是項研究。本研究旨在了解本地學童參加課後運動的情況及動機，而收集有關資料。調查內容包括邀請同學填寫有關參與課後運動動機的問卷。

本研究所收集的所有資料絕對保密，並只用作研究之用。本研究完全遵照自願參與的原則，貴校有權決定是否參與本研究，並隨時可以退出。一經要求，我們會向貴校及參加研究之學生家長提供 1) 學生個人的相關資料(僅適用於學生之家長); 2) 本研究的主要研究結果，以供參考。望貴校能從平日繁忙的教學事務中給予安排。為避開學校假期及考試時段，我們希望可以在三月三日至二十一日之間完成測試，而時間則以貴校安排為準，一切以教務為先。現隨函附上研究同意書及問卷供貴校參閱。

如有任何查詢或者不足，歡迎以電郵或電話聯絡我或者我的督導老師段豔萍教授。
聯繫方式如下：
1. 香港浸會大學運動及康樂領袖學系學生莫傲揚，電話：61342999，電郵：mokyeung@yahoo.com.hk
2. 督導老師段豔萍教授，電話：34113080，電郵：duanyp@hkbu.edu.hk

敬候示覆。
並祝
台安

香港浸會大學
運動及康樂領袖學系四年級學生
莫傲揚謹啟

附件：1. 研究同意書
2. 學生問卷
二零一五年 XX 月 XX 日