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Mr. Wong Ka Ki
Dr. LAU, Wing Chung, Patrick
Department of Physical Education
Hong Kong Baptist University

INTRODUCTION

Adventure program has been established for nearly a century all over the world. It was widely used in various contexts such as army training, recreational activities, counseling and therapy. In the 1970s, a few non-governmental organizations began to provide adventure programs with an emphasis on personal development in Hong Kong (Lau, Hui & Chu, 2004). Research findings suggested that adventure programs are beneficial in various domains such as group cohesion (Glass & Benshoff, 2002), environmental virtue (Martin, Bright, Cafaro, Mittelstaedt, & Bruyere, 2008), work quality improvement (Rossi, 2002), and personal growth (Doherty, 2003; Kaly & Heesacker, 2003; Neill, 2008). Moreover, studies reported that adventure program has positive effects towards different target groups including patients with chronic diseases (Sugerman, 2005), youth at risk (Cheung, 2006), individuals with mental illness (Kelley & Coursey, 1997), and students from disadvantaged backgrounds (Lau, Hui, & Chu, 2004).

The concept of adventure is broadly explained as a part of experiential education. However, the crucial difference between adventure and experiential education is the element of risk. According to Ewert and Garvery (2007), adventure is defined as "a variety of educational activities and experience, usually involving close interaction with the natural environment and a small group setting, that contain elements of real or perceived risk" (Ewert & Garvey, 2007), in which "risk" works as the fundamental element in an adventure program that propels individuals to behave out of their psychological comfort zone and creates stress on them. By overcoming the differences between the optimum state and the actual state, personal growth would then be enhanced (Panicucci, 2007).

According to Project Adventure, one of the leaders of facilities-based program provider for teachers and counselors around the world, adventure programs can be classified into three categories: i) portable adventure activities; ii) low-element challenge courses; and iii) high-element challenge courses. Within high-element challenge courses, high-elements rope course and rock climbing are two most common courses (Prouty, Panicucci & Collinson, 2007). Although the advantages of adventure programs are well studied, the majority of studies focus on personal interest, specific program, or organization (Sibthorp, 2008). The problem might come from the nature of adventure programs as it is difficult to standardize the content and quality of different programs. For example, in portable adventure activities, the game "Gotcha" is an icebreaking activity. However, another game called "Name Tag" may virtually have the same purpose. The combination of activities might affect the quality of the whole program as a certain program might have disparate influences on different individuals (Hunt, 2007). As a result, in order to control features of a program, research on adventure programs which focused on a specific program or organization is needed. Although the impact of adventure programs had been studied for long, comparisons of the outcomes of different elements of adventure programs had been rarely examined. The purpose of this study is to investigate how different kind of elements in adventure programs would affect the personal growth in terms of life effectiveness among adolescents in Hong Kong.

REVIEW OF LITERATURE

As the purpose of the study was to identify the impact of adventure programs on life effectiveness of Hong Kong adolescents, the following review of literature will focus on:1) adventure programs on personal growth and social development; 2) studies on adventure programs in Hong Kong.

Adventure programs on personal growth and social development

Using adventure as a means to promote personal development through counselling was originated by Project Adventure (Yuen, 2000). Many studies focused on the development of self-confidence and self-esteem were conducted in the past two decades. Most of the results showed that self-confidence and self-esteem were improved after participated in adventure-based activities (Graham & Robinson, 2007; Glass & Myers, 2001; Wick, Wick, & Peterson, 1997; Wright, 1982).

Furthermore, associated with the nature of adventure program, group cohesion and team building appeared to be one of the domains that lead to improvement in the participants. Glass and Benshoff found that group cohesion was developed among the

participants in a one-day low-event challenge course, and demographic factors such as gender, age, and race did not affect the development of group cohesion (Glass & Benshoff, 2002). A meta-analysis study by Gillis and Speelman (2008) also supported such findings. In their study, it was found that rope courses, as an adventure program, helped participants in team building, particularly in adults and family groups (Gillis & Speelman, 2008). The positive impact of adventure program on forming group and team relationship might be caused by the co-operative atmosphere created in adventure programs. Wolfe and Dattilo (2007) identified the atmosphere of the challenging events promoted interaction between each team member, facilitated building of new relationships within the group, and strengthened the existing relationships between group members. However, they also found that such group co-operative mechanism were more likely to appear if the group was small and all members understood their roles and responsibilities in the group (Wolfe & Dattilo, 2007). This finding suggested that by considering the group size and identifying specific role for a particular member could enhance the interaction within the group, and eventually could promote the relationship between each member. Adventure programs do not only improve interaction and relationship among group members, they also enhance one's self-concept. McKenize (2003) stated when working as a team, one needs to interact with the others, take care of the others, rely on the team members. These behaviors would facilitate growth in self-awareness, self-confidence, interpersonal skills, motivation, concern for the others, and concern for the environment in outdoor setting. The finding was supported by Cook (2008) that participants felt positively due to high level of peer support during the program period. The underlining reason for a boosted self-concept was due to the social support experienced in cooperative programs and emotional expression activities. Cook pointed out that peer support was essential for adolescents, as many of their behavioural problems were not caused by social isolation but by peer influence. The cooperative activities and emotional expression in adventure program provided a platform for them to gain support from peers to overcome their problems, thus resulted in enhanced self-esteem and social competence with peers (Cook, 2008).

As summarized by Human (2006), the five major domains that a challenge courses could have affected an individual were boundaries, anxiety, roles, cohesion, and trust. Where boundaries represent the comfort zone limits, both physical and psychological, those are challenged by the activities. On the other hand, anxiety represented the stress that is imposed by the activities during and before the activities takes place. Both of boundaries and anxiety can be conceptualized as personal growth that stem from adventure activities associated with self-concept. Khamis (2009) also suggested that the nature of the adventure program that challenges oneself in a fear condition and to overcome problems strengthen self-confidence. Other than boundaries and anxiety, roles, cohesion, and trust could be categorized into interrelationship development that came along with adventure programs. As mentioned in the above, Wolfe and Dattilo (2007) found that one of the facilitating factors in group relationship was that everyone understood their own roles in the group. The roles in Humans' finding referred to the same idea. Cohesion equals to the linkage and sense of belongings of an individual in the particular group. Evidence suggested that cohesion was restored through adventure activities, which also helped participants to engage actively in the group. And last, trust refers to the beliefs a participant has towards other participants. Result suggested that adventure activities enhanced trust between team members by repeatedly receiving positive experience on trusting group mates.

Adventure activities were applied to different groups of individuals to examine the effect on personal growth and the results were encouraging. Kaly and Heesacker (2003) reported that employing adventure programs facilitated self-exploration and self-development for adolescents. Remarkable benefit on self-concepts was also noted, although no significant improvement was found in self-esteem which was not in line with the literatures (Cook, 2008; Boniface, 2006; McKenzie, 2003). Stidder and Haasner (2007) explained that humans were born to pursue for adventure, so the challenges in adventure setting could encourage participants to deal with the challenges by using all sort of skills including interrelation skills. With adjustment in setting, adventure activities could be

beneficial in other targeted outcome. Griffin (2003) noted that with special settings in activities and debriefing, adventure activities could promote Christians' spiritual growth. He believed that the growth was due to three reasons: i) special activities; ii) relationship between peers and counsellors; and iii) intrinsic rewards from perseverance, personal strength and talents (Griffin, 2003). On the other hand, adventure activities could also improve academic competence (Dismore & Bailey, 2005). Moreover, these changes also positively affected the attitude towards learning in elementary school students in England. Adventure activities helped the students to understand academic concepts better, and strengthened their skills in applying their knowledge in real life situations.

Gassner and Russell (2008) reported their study in Singapore of a 21-day program organized by Outward Bound. Results indicated that if reflection is integrated into the course, regardless of whether the course was offered for a single individual or for a group, the impact of the program was longer lasting than the course without reflection. At the same time, physical challenging activities in the adventure program were considered to show positive effect on residual effects. An interesting finding also reported that geographical factors affected the residual effects. Gassner and Russell explained that while most participants live in urban cities, taking part in outdoor adventure activities for 21 days created an experience that is vastly different from their daily experiences. This contrast might

contribute to the residual effects of the program as the experience in Outward Bound may drive the participants to ponder on the importance of outdoor activities. This idea might also explain the phenomenon that participants reported the "Solo" part of the program, which required the participants to be alone during reflection and rest from few hours to few days (Outward Bound, 2010), was one of the most essential part that contributed to personal growth and the residual effect (Gassner & Russell, 2008). As Hong Kong is geographically similar to Singapore, whether the effects of similar program have the same effects on Hong Kong youth would need to be studied.

Studies on Adventure Programs in Hong Kong

There are a limited number of studies on adventure programs in Hong Kong. Most studies focused on the how adventure-based counselling helped specific population. As stated by Wong (1996), there were at least four to five evaluative studies about organizing adventure activities for child and youth, but most of the research studies were not published. The most recent study was done by Cheung (2006), an unpublished thesis for the post-graduate degree. Cheung looked at how adventure-based counselling helped the youth-as-risk. The study was a qualitative study to examine the reason for success in adventure-based counselling from the perspective of senior practitioners, participants of adventure programs were yet to be involved in studies in Hong Kong.

One of the very few scientific

researches on adventure program in Hong Kong was established in 2004 by Centre for Child Development of Hong Kong Baptist University. The study was conducted in corporation with Adventure-Ship, an organization that provides shore-based adventure programs, to identify the possible effect of their program on self-concept, self-esteem and behavioural change in various groups of participants. The study involved around 900 participants classified into 4 groups including students from disadvantaged background; academically low achievers; students with different level of mental challenge; and students with hearing impairment. The results showed that adventure program offered by Adventure-Ship enhanced the self-concepts and self-esteem in the students with disadvantaged background, academically low achievers, and students with mental challenge (Lau, Hui, & Chu, 2004). However, as stated by the researchers, the study was on targeted populations, the findings might not be applicable to youths with other backgrounds such as main stream youth. More studies in Hong Kong about adventure program would still be needed to provide a full picture of its influence.

METHODOLOGY

Sample of selection

In order to investigate the research questions, a questionnaire was administered. Participants of this study had to be participants of one full day outdoor adventure programs organized by profit or non profit making organizations in Hong Kong; and the participants had to be the first time to participate adventure programs. Age under 16 and over 25 were excluded. Questionnaires were distributed to the participants in two time slot: before the start of any programs; and, at the end of the whole programs right before dismissal. The questionnaires were filled under the supervision of the program staff or coach. All participants were voluntary to participate.

Instrumentation

In order to investigate the Life Effectiveness of the participants, a questionnaire developed by Neill, Marsh, and Richards in 1997 called Life Effectiveness Questionnaire (LEQ-H) was used. LEQ-H was a 24 items questionnaire with 8 points Likert-scale response which both reliability and

validity were proven to be good (Neill, 2008). Participants were required to respond to the statement by deciding how true (score eight) or false (score one) the statements as if they were the description of the participants. Additionally, the researcher added five more questions for collecting the demographic data from the participants at the end of the questionnaire. The 24 items questionnaire included 8 domains related to the life effectiveness for an individual. The name and the description were listed as the table below:

LEQ Dimensions	Description
Time Management	The extent that an individual perceives that he/she makes optimum use of time.
Social Competence	The degree of personal confidence and self-perceived ability in social interactions.
Achievement Motivation	The extent to which the individual is motivated to achieve excellence and put the required effort into action to attain it.
Intellectual Flexibility	The extent to which the individual perceives he/she can adapt his/her thinking and accommodate new information from changing conditions and different perspectives.
Task Leadership	The extent to which the individual perceives he/she can lead other people effectively when a task needs to be done and productivity is the primary requirement.
Emotional Control	The extent to which the individual perceives he/she maintains emotional control when he/she is faced with potentially stressful situations.
Active Initiative	The extent to which the individual likes to initiate action in new situations.
Self Confidence	The degree of confidence the individual has in his/her abilities and the success of their actions.

(Neill, 2008)

Testing Procedures

Before the distribution of the questionnaire, the program staff or coach would verbally check with the participants whether that was their first time to participate in an adventure program. Then the questionnaire were administered at two times: pre-test and post-test. The pre-test was done by the participant right after they had arrived at the program venues and before any activities associated to the program were started. The post-test was done by the participant after the end of the program right before the dismissal, the test should be done after debriefing as well if there were any.

For both pre and post test, the administrator went through the instruction of the LEQ-H together with all participants on the particular program before the test began. Questionnaires were required to be filled in a quiet environment and with presence of the administrator; there was no time limit for the participants. For those who were not willing to participate in the test, or not suitable to do so were separated during the testing period. After the test had been finished,administrators scanned through thequestionnaires to make sure all the questions were answered; then all the collected questionnaires were sealed into a folder with the presence of the participants. The folders were collected by the researcher after the end of the programs.

Data Analysis

All statistical analysis was conducted by using the statistical Package for the Social Sciences for Windows 16.0 (SPSS for Windows, SPSS, Inc., Chicago, IL). The measure of centrality and spread were presented as the mean $\pm$ SD. Descriptive statistic, paired t-test, two-way Analysis of Variance (ANOVA) were computed.

Independent variables included: i) Program types, and ii) Gender. While the mean difference of the LEQ-H overall Scores and Scores on each of the 8 domains were the dependent variable.

Post Hoc analysis was conducted by ANOVA with Bonferroni correction. The significant level for all tests was set as 0.05.

RESEARCH FINDING

Result

The purpose of this study was to investigate how three different adventure programs, i.e. i) Rock Climbing; ii) High Elements Rope Course; and iii) Low Elements activities and others affect on the Life Effectiveness change. The Life Effectiveness scores were collected by the Life Effectiveness Questionnaire version H (LEQ-H) modified by Neill, Marsh, and Richards in 1997 (Neill, March, & Richards, 1997).

Dependent variables were set as the mean differences of LEQ-H overall and domains scores, while program elements were the independent variables. The level of significant was set at 0.05.

285 questionnaires were distributed and 226 questionnaires were valid and used. The content of result would be divided into sections as follow: (a) Summary of demographic data; (b) descriptive statistic of the participants towards the LEQ-H overall and domains scores; and (c) comparison between gender and program types towards the mean differences of pre and post LEQ-H overall and domains mean scores by two-way ANOVA.

Summary of demographic data

All the demographic data were calculated by frequency distribution in SPSS 16.0. The data of gender, age, education level, and the participating program were summarized as below:

Table 1

*Summary of demographic information of participants*

Demographic Information	Frequency	Percentage
Gender		
Male	106	53.1%
Female	120	46.9%
Age		
16-18	116	51.3%
19-21	94	41.6%
22-24	16	7.1%
Education level		
F.6-F.7	116	54%
Undergraduate	102	45.1%
Postgraduate	2	0.9%
Program type		
Rock Climbing	79	35%
High Elements Rope Course	62	27.4%
Low Elements activities and others	85	37.6%

Gender and Participating program types

In more details, the distribution of the gender and participating programs is shown as the following figure:

Figure 1

Gender distribution in three program types
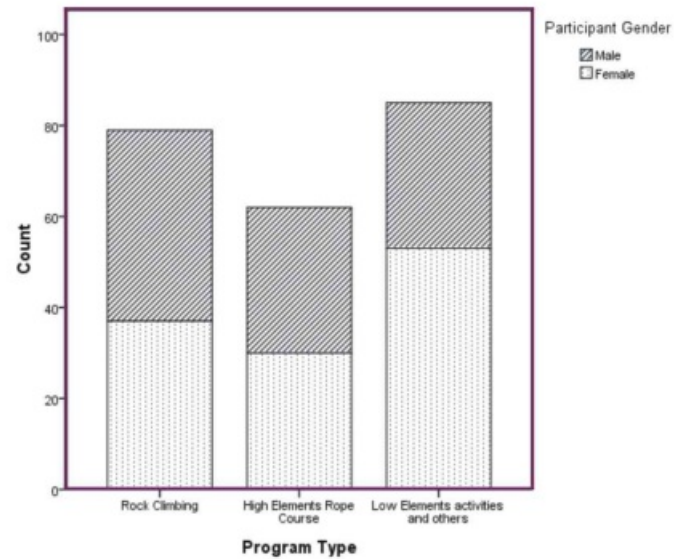
Comparison between the Pre and Post test of LEQ-H overall and domains mean scores

Paired sample Test was used to compare the mean difference of LEQ-H overall and domains scores between Pre and Post trial. Result showed that the mean difference between Pre and Post test was all significant in overall scores and all 8 domains scores. The mean differences between Pre and Post overall score (t=-10.21, p<0.01); domains score of Time Management (t=-6.72, p<0.01), Social Competence (t=-6.53, p<0.01), Achievement Motivation (t=-4.16, p<0.01), Intellectual Flexibility (t=-7.87, p<0.01), Task Leadership (t=-7.30, p<0.01), Emotional Control (t=-7.26, p<0.01), Active Initiative (t=-6.64, p<0.01), and Self Confidence (t=-8.62, p<0.01) were all reported with a high level of significance (Table 2).

Table 2

Paired t test on Factors and Overall Score of LEQ-H in Pre and Post test

	Factors (Pre and Post)	Mean	Paired Differences			Sig. (2-tailed)
			SD	t	df	
Pair 1	Time Management (Pre-Post)	-.53982	1.20846	-6.715	225	.000**
Pair 2	Social Competence (Pre-Post)	-.44838	1.03258	-6.528	225	.000**
Pair 3	Achievement Motivation (Pre-Post)	-.26401	.95406	-4.160	225	.000**
Pair 4	Intellectual Flexibility (Pre-Post)	-.50147	.95852	-7.865	225	.000**
Pair 5	Task Leadership (Pre-Post)	-.45723	.94197	-7.297	225	.000**
Pair 6	Emotional Control (Pre-Post)	-.45133	.93484	-7.258	225	.000**
Pair 7	Active Initiative (Pre-Post)	-.46165	1.04598	-6.635	225	.000**
Pair 8	Self Confidence (Pre-Post)	-.51917	.90588	-8.616	225	.000**
Pair 9	Overall Score (Pre-Post)	-1.3662	2.01237	-10.206	225	.000**

N=226, *p<0.05, **p<0.01

Comparison between Gender and program types to the means scores of pre and post LEQ-H overall and the 8 domains

Two way ANOVA was used to compare the means score between Pre and Post test in order to investigate: 1) interaction effect between gender and program type to the overall and domains scores; 2) program type to the overall and domains scores; and 3)

Table 3

Two Way ANOVA on Mean score difference between Gender and program type

		Type III sum of square	df	Mean square	F	Sig.
Time Management	Gender	1.353	1	1.353	.953	.330
	Program types	14.553	2	7.276	5.123	.007**
	Interaction	1.410	2	.705	.496	.609
Social Competence	Gender	2.299	1	2.299	2.343	.127
	Program types	7.148	2	3.574	3.642	.028*
	Interaction	15.271	2	7.635	7.782	.001**
Achievement Motivation	Gender	4.918	1	4.918	5.449	.020*
	Program types	1.044	2	.522	.578	.562
	Interaction	.343	2	.171	.190	.827
Intellectual Flexibility	Gender	7.638	1	7.638	8.569	.004**
	Program types	3.536	2	1.768	1.983	.140
	Interaction	.218	2	.109	.122	.885
Task Leadership	Gender	1.440	1	1.440	1.630	.203
	Program types	1.975	2	.987	1.118	.329
	Interaction	2.230	2	1.115	1.262	.285
Emotional Control	Gender	1.189	1	1.189	1.485	.224
	Program types	13.825	2	6.913	8.634	.000**
	Interaction	4.138	2	2.069	2.584	.078
Active Initiative	Gender	.040	1	.040	.038	.846
	Program types	3.675	2	1.838	1.726	.180
	Interaction	8.109	2	4.055	3.808	.024*
Self Confidence	Gender	.105	1	.105	.129	.719
	Program types	1.299	2	.649	.798	.451
	Interaction	3.972	2	1.986	2.441	.089
Overall Score	Gender	8.223	1	8.223	2.140	.145
	Program types	40.465	2	20.232	5.266	.006**
	Interaction	21.022	2	10.511	2.736	.067

N=226, *p<0.05, **p<0.01

Post Hoc Bonferroni test was performed on time management, social competence, emotional control, and overall score in order to investigate the difference between program types.

Time management

Table 4 showed that the participants in rock climbing scored significantly lower (M= 0.21) than high elements rope course (M= 0.71) and low elements activities and others (M=0.72). No other result was found to be statistically significant.

Table 4 Bonferroni Post Hoc Test for Time Management amount three program types

(I) Program Type	(J) Program Type	Mean Difference (I-J)	Std. Error	Sig.
Rock Climbing	High Elements Rope Course	-.5881*	.15182	.000
	Low Elements activities and others	-.4906*	.13984	.002
High Elements Rope Course	Rock Climbing	.5881*	.15182	.000
	Low Elements activities and others	.0975	.14944	1.000
Low Elements activities and others	Rock Climbing	.4906*	.13984	.002
	High Elements Rope Course	-.0975	.14944	1.000

* The mean difference is significant at the .05 level.

Social Competence

Post Hoc Bonferroni test suggested that the participant in rock climbing (M=0.23) scored significantly lower than high elements rope course (M=0.65). But both of them were not significantly different from low elements activities and others (M=0.51) (Table 5).

Table 5 Bonferroni Post Hoc Test for Social Competence amount three program types

(I) Program Type	(J) Program Type	Mean Difference (I-J)	Std. Error	Sig.
Rock Climbing	High Elements Rope Course	-.4987*	.20220	.043
	Low Elements activities and others	-.5106*	.18624	.020
High Elements Rope Course	Rock Climbing	.4987*	.20220	.043
	Low Elements activities and others	-.0119	.19904	1.000
Low Elements activities and others	Rock Climbing	.5106*	.18624	.020
	High Elements Rope Course	.0119	.19904	1.000

*. The mean difference is significant at the .05 level.

Emotional Control

Rock climbing (M=0.11) scored significantly lower than high elements rope course (M=0.69) and low elements activities and others (M=0.60). There was no significant statistical mean difference between high elements rope course and low elements activities and others in Bonferroni Post Hoc test (table 6).

Table 6 Bonferroni Post Hoc Test for Emotional Control amount three program types

(I) Program Type	(J) Program Type	Mean Difference (I-J)	Std. Error	Sig.
Rock Climbing	High Elements Rope Course	-.4227*	.16807	.038
	Low Elements activities and others	-.2780	.15480	.222
High Elements Rope Course	Rock Climbing	.4227*	.16807	.038
	Low Elements activities and others	.1447	.16544	1.000
Low Elements activities and others	Rock Climbing	.2780	.15480	.222
	High Elements Rope Course	-.1447	.16544	1.000

*. The mean difference is significant at the .05 level.

Overall Score

Bonferroni Post Hoc test showed the difference between rock climbing and high elements rope course (p=0.02); and rock climbing and low elements activities and others (p=0.05) were both significant (table7). The result suggested the mean difference on the Pre and Post overall score in rock climbing (M=0.83) was significantly smaller than high elements rope course (M=1.77) and low elements activities and others (M=1.57).

Table 7   Bonferroni Post Hoc Test for Overall Score amount three program types

(I) Program Type	(J) Program Type	Mean Difference (I-J)	Std. Error	Sig.
Rock Climbing	High Elements Rope Course	-.9370*	.33257	.016
	Low Elements activities and others	-.7444*	.30632	.048
High Elements Rope Course	Rock Climbing	.9370*	.33257	.016
	Low Elements activities and others	.1926	.32737	1.000
Low Elements activities and others	Rock Climbing	.7444*	.30632	.048
	High Elements Rope Course	-.1926	.32737	1.000*.

The mean difference is significant at the .05 level.

DISCUSSION

The focus of the present study is on the effects of rock climbing, high elements rope courses and low elements and others, on life effectiveness of the adolescents in Hong Kong; also, gender differences were taken into considerations when whether these elements of adventure programs would have different effect on personal growth between males and females.

Results indicated that improvements in two of the domains, self-confidence and task leadership, were not differ between genders or among program elements. Sheard and Golby (2006) found similar results on selfconfidence in their study. The study indicated that the impact of an outdoor adventure program on self-confidence

did not differ between males and females. With regards to task leadership, it had been suggested that gender-role expectations associated with leadership would affect the leadership outcome (Wittmer, 2001). By that point of view, gender difference should be expected to present when leadership is crucial in the adventure programs. Due to the limited numbers of studies on differences in task leadership improvement between males and females little conclusion could be drawn at this moment. One possible explanation of this phenomenon might be the nature of the adventure programs included in presence study, as rock climbing and high elements setting were mostly focusing on individual tasks in this study. Therefore, less focus on leadership might affect the effects on leadership.

Improvement in active initiative was another domain that did not differ between genders or among elements in adventure programs. However, there was a significant interaction between gender and the elements. Specifically, although the improvement between three elements of

adventure programs were similar, the improvement for males was lower in rock climbing than females, while the improvement for males was higher in high elements rope course and low elements activities than females. This result implies that male and female response differently to different elements of adventure programs in terms of active initiative. As the interrelationship between gender and three programs in personal growth related to adventure activities had rarely been studied, the underlying mechanism for the interaction is still unclear. It can be concluded that rock climbing promoted a slightly greater improvement in active initiative for female participants than for male participants, while the other two programs seem more beneficial to male participants than female participants.

Similar result was found in social competence, there was a greater improvement in social competence for females after participating in rock climbing than males, while the other two programs showed the opposite findings. However, such gender differences in the three elements of adventure programs were not considered to be statistically significant. As social competence relates to one's confidence level and

perceived ability in social situation, the present study suggests that rock climbing has more positive effect on social competence in females than in males, whereas the other two programs were more beneficial to males than females in terms of improving in social competence.

Within the 8 domains, the result of achievement motivation and intellectual flexibility were the only two found to have gender difference on the improvement. In both domains, the improvements of females were smaller than that of males, while program type has no effect on life effectiveness and there was no interaction between gender and elements of adventure programs

Adsul and Kamble (2008) reported a gender study about achievement motivation, female college students scored below-average on achievement motivation in the study while male scored higher marks. Their work partially supported the result of present study by female students scored lower than male students. The gender difference was not explained by Adsul and Kamble (2008), and no other similar study

could be found. A plausible explanation to the gender difference in achievement motivation could be that males and females deal with success and failure differently. Rusillo and Arias (2004) found that in academic environment, girls tended to take more responsibilities for their failure, and they were more likely to account the failure for lack of effort or ability. While boys were highly extrinsic motivated, more concerned with success and failure, and tended to attribute success to themselves, and tended to attribute failure to external factors, such as bad luck. This gender difference in locus of control might play a role in the differential improvement in achievement motivation between genders. As concluded by Rusillo and Arias (2004), females tend to have stronger internal locus of control, while males tend to have stronger external locus of control. In the present study, the mean pre-test score of achievement motivation in females (M= 16.30) also has a higher baseline than male (M=15.92). It means that female participants tended to be more on the internal side of locus of control than male as achievement motivation represented the motivation to achieve

for excellent by themselves (Neill, 2008). At the same time, research also showed that adventure activities would drive the participants to adopt greater internal locus of control (Hans, 2000). For this reason, even though the both the pre-test and post-test scores of the LEQ in females were higher than males, the degree of impact of adventure programs on improvement might be smaller in females than males as if there were less room for their improvement.

On the other hand, gender differences were also found in the influence of adventure programs in enhancing intellectual flexibility. Intellectual flexibility has been associated with the personality trait "Openness" in the big five personality (Van Dar Zee, Thijs, & Schake, 2002). Mitcheson, Witcher, LeBreton, and Craig (2009) also suggested that there was gender difference in the personality of openness. interestingly, as female scored lower in intellectual flexibility in present study, contrary that, females were found to be more open-minded than males in their study. This difference might consider as demographic differences as the present study was done on Hong

Kong adolescents, while Mitcheson et al.'s study was on undergraduate students in Midwest United State.

Time management, social competence, emotional control, and overall life effectiveness improvement were all differ between different programs. Results of this study supported that, among the three programs, the effect of rock climbing on social competence is smaller than that of high elements rope course, and rock climbing also has the smallest effect on time management, emotional control, and overall life effectiveness. The result suggested that if an individual or organization hope to make improvements in time management, emotional control, rock climbing would not be the best element in an adventure program. Also, within three types of adventure elements, rock climbing provided the least effect on improving life effectiveness, but the positive results in eight domains and overall life effectiveness in rock climbing were still proved to be helpful in facilitating personal growth in life effectiveness.

As there was no previous research on comparing the effectiveness of different types of adventure activities on personal growth, it is difficult to validate the results of the present study. The pattern of differences in effectiveness could only explain in terms of the nature of the activities. Different from the other two elements, rock climbing is a sport as well as an adventure challenge. It required participants to have acquired basic climbing and belaying skills before take part in the program (Hong Kong Sport Climbing Union, 2010). The participants of rock climbing in this study were recruited in various climbing classes as to control first-time participation. Rock climbing lessons for beginners focus on the learning of safety precautions rather than on tackling challenges. While high elements rope courses and low elements activities and others elements were still focusing on challenges. Participants' expectations on skills acquisition or tackling challenges for these activities might have caused the different outcomes. Moreover, debriefing is one of the crucial parts of adventure activities (Human, 2008). As a personal or group reflection time for the participants, debriefing proved to be essential for actualizing the impact from adventure activities (Gassner &

Russell, 2008). Rock climbing classes normally end without debriefing; therefore, this might affected its effectiveness on actualizing overall personal growth in the present study.

Besides, rock climbing is an individual challenge, which does not necessarily facilitate one's communicating with others. Although perceived social competence was difficult to change in short period (Horn, 2004), the lack of communication and group participation in rock climbing might be the cause for a smaller impact of rock climbing in improving social competence.

In relation to social competence, another domain that is related to communication and group participation is emotional control. The present study found that, rock climbing has the smallest impact on the growth in emotional control among the three elements in adventure programs. Low levels of communication and group participation in rock climbing created an environment that has fewer opportunities for practicing emotional control, while learning, experiencing, and practicing were concluded to be beneficial for improving emotional control (Stough & De Guara, 2003). Different from rock climbing, low elements activities and others encourage participants to overcome the challenge as a team (Hunt, 2007). On the other hand, creative and innovative activities were found to improve emotional control (Murphy & Janeke, 2009). However, rock climbing does not require participants to be creative and innovative, whereas, the other two programs both require certain level of creativities and innovation in problem solving (Hunt, 2007; Damboise, 2007).

Furthermore, unless it is speed climbing, there is usually no time limit for rock climbing in general. In the other two programs, time limit could be set as part of the challenge in different activities in order to vary the level of challenge (Hunt, 2007). Time management is then an important factor in high elements rope course and low elements activities and others, but not in rock climbing. These might be the reasons why the impact of rock

climbing on the improvement in time management was the smallest among three elements in adventure programs.

Recommendation

The results of the present study indicated different adventure elements were beneficial to participants in personal growth on life effectiveness. In addition, gender differences in life effectiveness were also noted. The results of this study would provide valuable implications for: (i) potential clients: organizations and individuals that are considering to participate in adventure programs; and (ii) adventure programs providers: organizations that design and implement adventure programs. At last, recommendations for future studies would be presented.

(i) Potential Clients

In terms of positive effects on life effectiveness, rock climbing could be considered as the last choice when compared to high elements rope course and low elements and others, due to its comparatively low impact in improving personal growth, especially in the aspects of time management, social competence and emotional control. If the aims of the potential clients were to promote these skills, incorporating high elements rope courses, and low elements activities and others into their programs would be considered to be more effective. The impact of high elements rope courses and low elements activities and others on promoting personal growth are similar. Thus if settings do not allow one of the elements to be implemented, the other element could still promote life effectiveness. However, whether the effects of these two elements are addictive would need to be clarified by further research.

Other the effect of elements in a program, gender difference should also be considered when choosing adventure programs. For social competence and active initiative, male and female reacted differently to different program elements. In rock climbing, female participants had a greater improvement in these two domains than male participants. For the other two elements, males had demonstrated a greater improvement than females. If a potential client had a specific target to enhance social competence and active initiative for female, rock climbing seem to be more preferable.

(ii) Adventure Programs Providers

Program providers should consider the diverse outcomes between genders in different program elements. Females reported a lesser degree of improvement in achievement motivation and intellectual flexibility than males after participated in adventure activities. Therefore, program providers should take into consideration what could be done to maximize females' outcomes to the extent of males' outcomes. For example, gender-specific goal setting may be useful in such way.

In addition, program provider should also take into account the degree of improvement resulted from rock climbing which is reported by participants to be the least effective on improving time management, social competence, and emotional control. Firstly, adventure programs providers should try to integrate all kinds of elements in an adventure program, so the participants could have a full range of experience in adventure program, maximizing the

impact on personal growth. Secondly, if for any reason, the adventure program could only contain one kind of elements, providers should choose between high elements rope course or low elements and others which would be more likely to provide the best outcomes for the participants. At last, if program providers decided to use rock climbing as an adventure activity, they should modify the components or nature of this activity such that skills in time management, social competence, and emotional control could be practiced. Besides, as a sport together as an adventure element, the challenging component in rock climbing should be encouraged as much as its safety component and skills acquisition.

Recommendations for future research

The present study focused on the effects of adventure programs on Hong Kong adolescents. It took a closer look on how Hong Kong adolescents were affected by different elements of adventure programs, namely high elements rope course, rock climbing, and low elements activities and others. As it is rare to find similar studies that were published, this study provides a wide range of directions for future studies.

The current study only considered the immediate effect of adventure programs. How adventure program and different elements would affect the participants in the long run is worth to be investigated. Besides, the target groups for the present study were all students, demographic characteristics may also play a role in mediating the effects of adventure

programs on life effectiveness. Future study may examine how demographics such as occupation and family background would affect the outcomes of participants in adventure programs. Moreover, participants' perception of program quality may also affect perceived personal growth. Perceived program quality could be compared to perceived personal growth to investigate any relationship between the two. At the same time, since life effectiveness is relatively new concept, the relationship between the domains and the underlying mechanism of changes in the domains had rarely been studied, more studies are needed to clarify how adventure programs induce changes in difference domains of life effectiveness.

CONCLUSION

The present study investigated how different elements in adventure programs could cause diverse outcomes. Measuring the outcome by using Life Effectivness which including eight domains namely: time management, social competence, achievement motivation, intellectual flexibility, task leadership, emotional control, active initiative, and self confidence, the results showed that rock climbing, among the three elements of adventure programs, was the least effective in improving time management, social competence, and emotional control, as well as in overall life effectiveness. This study provides implications to potential clients and providers of adventure programs that aim to maximize the positive effect of adventure experience for all participants. RMA
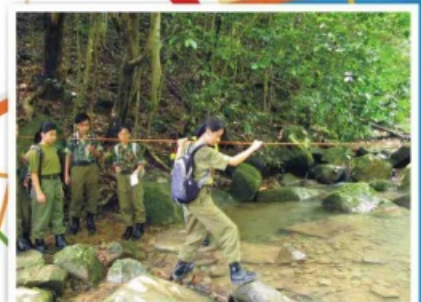
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The Future Development of Camp Service in Hong Kong — the View of Practitioners

Ka Yin NG, Leslie Sun KAM
Edmond Yik Ming YIU
PE Department, Hong Kong Baptist University
Hong Kong Sport Education Association
Michael Huen Sum LAM
The University of Hong Kong
Hong Kong Recreation Management Association

INTRODUCTION

During 1960 and 1970, camps in Hong Kong had been developing rapidly. Most of the camps were built in the countryside and operated by the non-governmental organizations as part of their services. Regarding the rapid population growth and the drastic socio-economic changes, during the 80s, not only did the non-governmental organizations continually establish more camps, the government also started to take an active role in camp services, by means of altering the governmental building usage. Today, there are four camps operated by the government and the rest are owned by different non-governmental organizations. Until now, these camps not only provide accommodations for individual, family and group (John Morgan, 1970), but they also offer a comprehensive range of recreation activities.

Meanwhile, The Education Bureau of Hong Kong encourages primary and secondary schools to organize camping for students. This provides a learning experience of living in natural environment and extends classroom learning into fieldwork. The Outdoor Education Camp Scheme is one of the examples. In 2010-11 school year, 970 primary and secondary schools joined this scheme and about 11.65 million dollars were allocated in that school year (Education Bureau, 2012, n.d)..

Other Learning Experiences (OLE) is one of the three components of "3+3+4" New Academic Structure which started from the 2009-10 school year (Education & Manpower Bureau, 2005). It focuses on learning outsides the classrooms. It will be an interesting topic to explore the impacts derived from OLE to the future development of camp services.

Recently, some non-governmental organizations launch their camp expansion projects to cater their fast-growing usage. These development projects offer a suitable time for camp practitioners to think about their future development, including hardware and software operations in order to tackle the rapid changing external environment.

Hong Kong has nearly 40 years' history in the development of camp services. Comparing with other foreign countries, however, it is hard to find any systematic study on the issue of camp service development. Ellett (2011) stated the role of different non-governmental organizations, for instance, YMCA and Jewish Community Centre Association in the history of camp of the United States. Lavrentyeva (n.d.) mentioned the operation of camp and its development in Siberia, as well as Russia to the children.

Although the cases of these countries may not be appropriate in applying to Hong Kong due to demographic and cultural differences, it seems that there is no research support to the camp practitioners to review when they have to make a significant and enlightening decision about the camp service especially for future development.

Because of the remarkable contribution to the camp service from the non-governmental organizations, in this study, seven camp practitioners from these organizations are selected to be the interviewees. By interviewing these professional practitioners and reviewing cases from other countries, we hope to supply the insight into the future development direction of the Hong Kong camp service. The ultimate goal is for this document to be a reference document to camp operators when planning their own camp service development in the future.

LITERATURE REVIEW

Camps in Hong Kong

In Hong Kong, there are two main types of the camps, which are government and non-government organizations. For NGOs, they could be divided into subvented camp/center and non-subvented camp/center. The subvented camp/center, under the supervision by the Leisure Cultural and Services Department(LCSD) on behalf of Hong Kong SAR Government, indicated that the government would financially aid the camp/center in terms of the manpower costs (100% subvention strength for the managerial grade staff and 50% subvention strength for the supporting staff) as well as minor repair and maintenance costs. The subvented camps are required to meet the utilization rates targeted by the LCSD. The LCSD may review the subvention given to those camps and centers with a poor utilization rate. All income generated from the camps and centers are restricted to cover the recurrent expenses and to improve the services such as equipment purchasing and facilities improvement only (LCSD, 2008a). For the Government camp and centers, There are four camps and four sea activities centers strictly under the management and direct supervision of the LCSD. Furthermore, there are twenty five subvented camps and eighteen non-subvented camps in Hong Kong (LCSD, 2008b).

Camps in foreign countries

According to the study of John Morgan in 1970, some of the camps in the US were owned by the state or federal government when a state or national parks and forest areas were operated. Similar to the case in Hong Kong, non-governmental organizations such as YMCA / YWCA, Jewish Community Center Association, Boy Scouts of America and Camp Fire USA also played a significant role in the history of camp development in the US. Ellett (2011) stated that using the camping experience to shape youngsters into leaders and to contribute to children's personal growth was the original purpose for the organizations to run camp services. This is the conclusion of the camp services set up in the US by Elles in 1986.

METHOD

Qualitative approach was used in this study. In-depth face-to-face interviews were launched with six non-governmental organizations camp practitioners. Four large camps and two small camps were invited in the study. The size classification is according to all their camp overnight capacity. 250 overnight capacity sets as a watershed between large and small camp. The practitioners invited are familiar with the development of camp services and are capable of providing their own viewpoints on the discussed topic.

An interviewer carried out the interview after stating the purpose of the study. Interviewees were encouraged to share their professional viewpoints. After launching five interviews, the data collected were saturated. All interviews were transcribed verbatim and the transcripts were typed in Microsoft Word. In order to condense the ideas of the interviewees into common categories, open codes had been applied. Notes and memos have been made so as to keep track and provided supplements for further analysis (Corbin & Strauss, 2008).

After that, researcher summarized the code and coded again in details repeatedly. This helps to revise and see if there could be more themes to be discovered. Researcher then concentrated more on the themes and categories instead of the data. Selective coding was then applied to reduce data into themes.

RESULT

A number of interesting issues raised throughout the interviews, many of which were inter-related. However, five broad themes emerged: a). challenges facing HK camp service; b). actions taken to respond to the challenges; c). strength and weakness of existing campsite service; d) other suggested services apart from begin leisure venue provider; e). prediction on future campsite service development.

Challenges facing HK camp service

Financial Constraint

Four practitioners stated that financial constraint was one of the main challenges. This constraint influences the camp development severely in terms of manpower recruitment, camp expansion or renovation and long-term planning.

One of them mentioned that:

"According to the subvention principle, the financial subvention from LCSD for the subvented camp will not be adjusted for the additional manpower required for the expansion of the campsite. This is one of the factors considered by NGO if they plan to further expand the campsite."
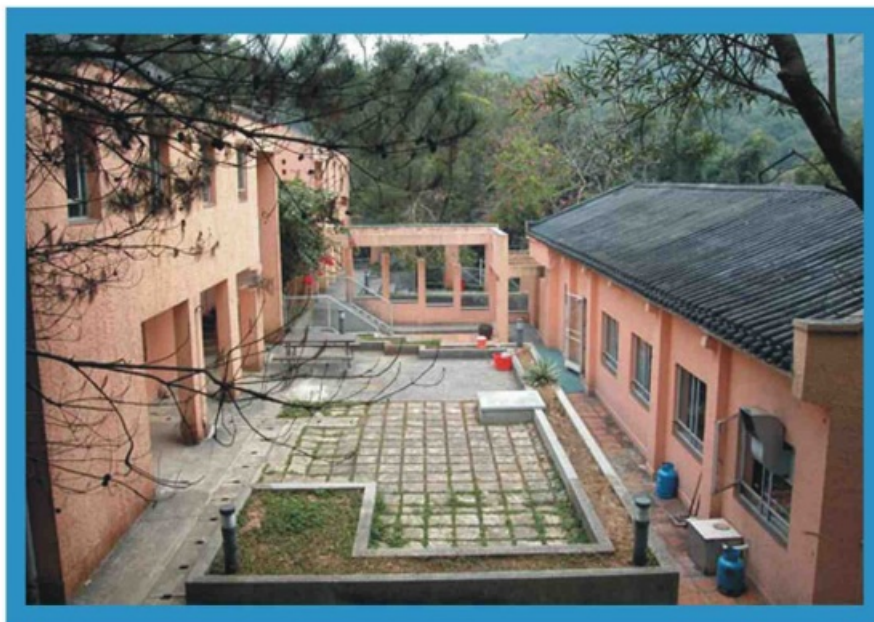
Another camp professional shared the same viewpoint, he stated that:

"The camps can't provide a good salary package such as travel allowance to the program staff due to the financial limitation. This makes a high turnover of the staff because the camp was located in a relatively remote area."

Increasing demand on service and facility standard

Another common challenge is increasing demand on camp service and facility standard which is reported by four interviewees. Most of the camp users require high standard service and facility but they only paid a relatively low camp fee. One of the practitioners pinpointed that challenge directly:

"High demand on service from camp user as people needs excellent service in camp but not high charges."

Existence of other competitors

A closer relationship has been built between Hong Kong and the mainland China since 1997, most Hong Kong people tend to have a short trip to China rather than spending time on camping in Hong Kong.

In addition, there has been more local tour companies established recently. These companies offer their service with low price and snatch the potential customers from the camp service to a certain extent.

Furthermore, the pricing strategy adopted by the governmental camps is too competitive that affecting other non-governmental camps. As governmental camps offer discount to the elderly and students, it is hard for the non-governmental camps to follow because of their financial constraints. Obviously, this pricing strategy leads to an unhealthy competition between governmental and non-governmental camps.

Lack of uniqueness of the camp service

In order to fit the current market trend and to increase market share, nearly all camps are providing facility and training with adventure-based elements. Few created innovative and unique services.

Action taken to respond challenges

Increase source of income

Financial challenge is a common phenomenon among Hong Kong camps. Thus, increasing sources of income is also a common action taken. To achieve this goal, five interviewees try to explore more funding sources within local district, apply other governmental subsidy or increase the camp income by providing different programs.

Increase service variation

In respond to the challenges, four camps put an effort on service adjustment such as developing different kinds of services to fit different customers' need. Moreover, development of joint services among camps is another way to deliver programs with a cheaper cost. One interviewee gave a concrete example on service adjustment:

"Cooperate with schools and commercial learning centers in Hong Kong by providing one stop outdoor activity service package to them."

Strength and weakness of existing camp service

Strength

Easy to access

Three camps practitioners reported that when compared with camps in other country, camps in Hong Kong is relatively easier to get access to. Due to the traffic infrastructure is well established during these years, the public are allowed to be benefitted from the betterment of the transportation. Transportation issue is the main concern among schools and elderly centres.

Fully utilize the camp environment

Two interviewees expressed that most of the camps are willing to make use of their unique camp surrounding environment when planning an innovative program. For instance, water activities should be the core program if the camp is located near seashore. Besides, much effort would be paid on hiking and orienteering if the camp is located in a country park.

Affordable camp fee

Affordable camp fee is one of the strengths according to two interviewees. The camp user only needs to pay a relatively low camp fee in order to enjoy comprehensive camp services.

Weakness

Lack of government support

Lack of government financial support is the major weakness which has been mentioned three times among six interviews. One of the campsite practitioners reflected this situation clearly:

"Government funding is limited, some campsites especially those small in scale may find difficulty in their human resource management and operation."

Another practitioner also stated the same weakness:

"The existing subvention from the government cannot cover some major expenses such as maintenance, equipment purchase and program facility upgrading."

Lack of space

Three interviewees raised that lack of space as another weakness. Because of this, even when the camp has a blueprint on expansion, lack of space may hinder the further development.

Policy problem

A practitioner pinpointed a specific weakness of the existing camp service:

"We need to follow many policies and regulations, which will increase the operation cost and influence the development

severely. For example, the recent launched minimum wage policy and other related labor policies. The straitlaced policies on fire services and environmental-protection also restricted the operation of the campsite."

In fact, most of the camps are located in the suburb or even in country park boundary. Even if a camp has resources to expand or to redevelop, there are restrictions on land use set by different government departments.

Rely on instructor

An interviewee commented that many camp instructors in Hong Kong are on part-time basis because the need for organizing camp activity is usually seasonal, such as during summer holiday and public holiday. In addition with the insufficient manpower, it is so difficult in designing a long-term activity development plan. Thus, the activity delivered is basically standardized.

This practitioner shared the situation on how the number and quality of the instructor influence the activity development by taking water sports program as an example:

"The program must be run by qualified instructor. However, there is always seasonal shortage of those instructors. The narrow career path and the unattractive salary package cannot attract the youngsters to join the instructors' family. The inadequate of the number of instructors will definitely affect the quality of the camp training program."

Other suggested services

Training services for schools (already mentioned in introduction, about the Outdoor Education Scheme(OCES))

Four practitioners revealed that camps can serve as a training place for schools to enhance the personal development of the students.

The practitioners of Salvation Army mentioned that campsites can serve as a training centre for the special needs targets, such as deprived youth, special education students, school leadership training etc.

Diversified camp services

Five interviewees expressed that camps can provide various camp services instead of being a leisure venue provider only. Those camp services may include but not limited to therapeutic camps, military training camps, family union camp, leadership training camp, mediation camp, retreat camp, eco camp and astronomy camp etc. One practitioner even suggested that camps can serve as a wedding venue for the public by providing services such as outdoor wedding banquet buffet.

Prediction of campsite services future development

Improvement of camp services and facilities

Five practitioners revealed that there is an obvious trend for the improvement of both campsite services and facilities in future campsite development. More diversified training courses, equipment and facilities will be provided to the campers to draw more public attention to camps.

The practitioners in Hong Kong Playground Association mentioned that:

Camps will provide modern technology service to the campers such as electrical devices and wireless internet access and the service quality

will be improved which might be similar to that in hotels'.

Renewable energy

A practitioner revealed that with the huge promotion of environmental protection, camps are the most plausible and feasible places to launch renewable energy projects.

Growing Independency

A practitioner pointed out that camp service should not be the by-product of social service. To instill more resources and draw more internal attention, camp service can have its uniqueness and stand out from other services.

Collaboration with commercial sector

A practitioner pointed out that the collaboration with commercial bodies in promoting and utilizing the camp will be the trend. Apart from regular leisure activities that a commercial firm will provide to their staff, many different kinds of services such as yoga class, sailing fun day, boat trip etc can be tailor made for corporate clients according to their needs.

Diversified camp services

Two interviewees expressed that themed camps would be a trend in the forthcoming years. Those themes

include but not limited to therapeutic camps, military training camps, leadership training camp, mediation camp, retreat camp, eco camp, astronomy camp etc.

Create own characteristic

One practitioner stipulated that each camp should have its own mission, characteristic and marketing role. As a result, the uniqueness of the camps can be established and serve as the selling point of the camp.

DISCUSSION

This study focuses on the future development of camp service from the practitioners' viewpoints. Before probing into the issue, we should have a comprehensive understanding on the current situation including the common challenges and the weaknesses of the camp industry. Recommendations will be provided to face those challenges and handle the weaknesses based on the strengths we have. Finally, a forecast on the future camp service development can be drawn.

Financial Constraint

First of all, many camps practitioners identified that financial constraint is their common problem. This finding matched the result identified by John Morgan (1970). He

stated that with inadequate financial support, campground operators cannot meet the demand of the public. Insufficient financial resources hinders the camp services from improving both in short-term and long-term aspects.

In short-term aspect, even the facility or equipment is outmoded, there is no spare money to do the renovation. It creates a vicious circle that few users are willing to use the services because of the outmoded camp appearance. It results in low usage and the camps are unable to generate sufficient income to do any further development and improvement works.

In long-term aspect, the tight operation budget limits the potential increments of salary and benefits of staff and instructors. High turnover rate of the manpower including program staffs and instructors happen unavoidably. Due to the limited manpower, all manpower will focus on maintaining the routine operation and camp may not have spare manpower to design and create new activities and programme.

When we understand the nature of the non-governmental organizations in Hong Kong, it is easily to know why some camps are suffering the financial limitation. In fact, social services such as medical and health services, education

services and community services are the core services of these organizations. From their point of view, providing recreational services may not be their priority. Camp service is regarded as supplementary service in their organizations to make their services more comprehensive and diversified. Therefore, little financial resources will be allocated in this section.

Limited supportive research

There are exceptionally few academic and marketing researches reflecting camp services in Hong Kong. Some of professionals from the foreign countries, like the US, publish many academic studies or magazines about camp services regularly, such as CampLine and Camping Magazine. Without academic and systematic research to support, it is hard for the camp practitioners to do any forecasting on the future service direction. This may be another possible reason to explain why many camps just following the existing trend rather than creating its own marketing strategy and setting up their unique marketing orientation.

Apart from the above challenges, there are some weaknesses on camp service. For example, lack of government support, lack of space, policy barrier and supply of qualified instructors. Some of weaknesses are overlapping with the challenges, such as subvention policy and lack of space for development and improvement works. These challenges and weakness are hard to

be changed within a short period of time. However, it is valuable to discuss the topic on qualified instructor to conduct camp activities.

Limited supply of qualified instructors

Without a systematic instructor training blueprint is one of the reasons causing shortage of instructors. Take adventure-based program as an example, many organizations and companies deliver the adventure-based program course piecemeal, until now, however, there is no recognized local governing body in Hong Kong to standardize the quality of adventure-based program and even develop a comprehensive instructor training scheme. In this regard, the camps can only use their own qualification recognition system on the adventure-based instructor.

Moreover, the leisure pattern of the youngsters is sedentary and their leisure activities include idling, window shopping, singing karaoke, reading comic books, playing TV games, watching television, chatting with friends and surfing the Internet. The study conducted by Tsai and Coleman in 2007 showed that the university students had lower preference for active recreation and had a relatively sedentary leisure pattern. As training to be a registered instructor takes time and effort, this leisure pattern obviously reflects the youth not willing to invest their time and effort to be trained as an instructor. No new stimulus and

uniqueness on the program could be created undoubtedly as there is no new blood entering into the camp service industry.

RECOMMENDATIONS

There are some recommendations bring drawn to tackle the current facing challenges and the weakness perceived. Based on the strengths we have, it is not difficult to find solutions to solve the problems and the direction for the future development. Actually, during the interview with the practitioners, some of them pointed out some corrective future ways for the camp service. These valuable predictions also contribute us to make the recommendations.

Alternative funding sources

Honestly, we should recognize that the subvention policy and the self-finance principle cannot be altered easily. Thus, how to generate income from the market is an important issue. Each camp practitioner should be aware of different kind of funding sources available in the market. All camps are welcome to apply those funding sources to launch the capital works project, non capital works project and special program. Apart from the subsidy given by the government and the organization itself, these funding sources provide more channels for the camps to finance themselves.

To run in line with funding proposal available in the market

Camps can benefit campers by providing supportive relationships with adults and peers, offering challenging activities, encouraging involvement, and keeping campers feeling safe (Bialeschki & Scanlin, 2005).

Thurber, Scanlin, Scheuler and Henderson (2007) noted that the children had a positive precamp-to-postcamp growth in self-esteem, independence, leadership, friendship skills, adventure/exploration, and spirituality. Thurber, Scanlin, Scheuler and Henderson (2007) also pointed out that such growth were maintained six months after camp.

Based on the above benefits from camping, different departments should invest many resources to encourage their customers to organize camping. For example, the Education Bureau developed the "Understanding Adolescent Program" (UAP) for the primary school student (EDB, 2011a). The Hong Kong Jockey Club Charities Trust in collaboration with the research team, the Education Bureau and the Social Welfare Department also launched a four-year project named 'P.A.T.H.S. to Adulthood' (EDB, 2011b). To quickly respond to the huge and growing social demand and get more

resources from these programs, camps in Hong Kong should make themselves available to draw more manpower to deliver more diversified programs which suit the project objectives of each funding proposal.

Promote better and diversified services

In marketing principle, diversification is usually suggested because it is too dangerous to put all your eggs into the same basket (Hobson, 2006). This concept can be applied in camp services. As many camps deliver adventure-based program, their marketing role and its characteristic become blurred. We suggest the camp should diversify its program and service so as to fit the needs from different potential customers. Once the program and service is diversified, the characteristics of the camps can be built up precisely and the business can go a long way (Hobson, 2006).

In fact, diversified camp service is not a new idea. The study done by John Morgan (1970) also supported this concept because camp users request on diversified camp service and facility. Thus, apart from the adventure-based program, more programs should be created according to the camps' environment and professional expertise so as to fit the demand of specific customer group, such as deprived youth,

special populations and the elderly.

Review the demographic data of the customers and their preferences is useful to design a special and unique marketing strategy. Each camp should have its marketing role. Eventually, the keen competition among camps with similar nature would be reduced. Hence, to frame a more diverse and healthy camp industry.

Theme camp

Camping with theme is another practical direction for the future development. With the track records from other foreign countries, camping with theme is prevailing and successful. For instance, eco tour camp, astronomy camp, therapeutic camp and anti-drug camp etc. Most of the Hong Kong camps' environment is suitable to launch these thematic camping because they are located closely to the seashore or in a country park. Linkage with schools and academic institutes by providing different suitable programs is a clear direction for future camp service development. It is a chance for the practitioner to consider carefully on how to make use of the opportunity brought by the New Academic Structure. Besides, more overweight children in Hong Kong due to the sedentary leisure pattern also give an inspiration to future camp service development. RMA

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A Model for Delivering Government Policy through Residential Camping
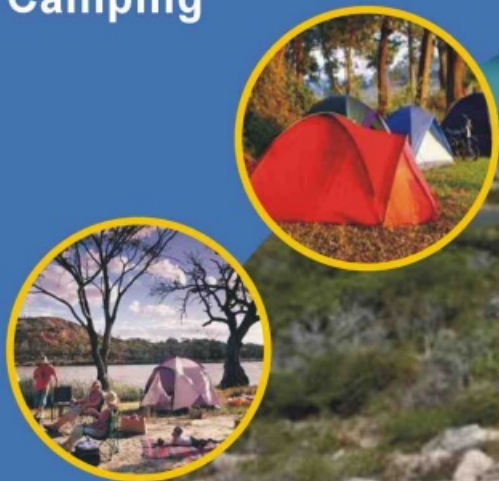
David Strickland
Manager, Camps and Outdoor Sector Development
Sport and Recreation Victoria
Department of Planning and Community Development
Victoria, Australia

The State Government of Victoria, Australia developed an innovative management model for the operation and management of programs delivered through their five residential campsites (camps) managed by Sport and Recreation Victoria (SRV). These camps are similar to the Holiday Camps operated by the Leisure and Cultural Services Department, Hong Kong.

In summary, the model (refer diagram 1) takes government land, assets and businesses and leases them to a third party who assumes full financial responsibility for facility management and maintenance, customer service and program delivery. In addition, the third party pays rental to the government who uses these funds to cover lease administration costs and to support broad outdoor sector programs and initiatives. In effect, this is a 'no cost' to government model that incorporates the delivery of public policy outcomes.

Residential Camping in Australia

There are an estimated 1500 residential camps in Australia. Of these, 68 are government owned or operated, including 16 government operated camps in Victoria. Five are operated by Department of Planning and Community Development (SRV), 9 by the Department of Education and Early Childhood Development and 2 by the Department of Sustainability and Environment. The remaining camps are operated either privately by for-profit organisations or by church and community not-for-profit organisations[1].

Irrespective of the camp operator, the main users of camps are school groups participating on weekday 3-5 daylong programs. Sporting, family and community groups make up the balance of user groups on weekends. This mix is typical of most residential campsites in Australia[2].

In Australia there is no government requirement or subsidy for schools and students to participate in residential camping. Individual schools participate in residential camping as an extra curricular activity or to support learning objectives. Common themes for participation include experiences for students to develop respect for self, others and the natural environment. Camps provide opportunities for students to build resilience, enhance self-esteem and become socially connected; while noting that outdoor programs have a significant positive influence on young people's attitudes, beliefs and self-perceptions[3].

Key features of Government Operated Camps

In 2002, SRV undertook an independent review of the five State-owned camps under their control. The review identified the following features of State owned camps:

★ Provide services primarily to schools

★ Operations subsidised by government

★ Operate in competition to commercial and not-for-profit camps which stifles sector development and investment

★ Overburdened with bureaucracy

★ Operate in isolation to the camping and outdoor industry.

Diagram 1.
Camps Leasing Model
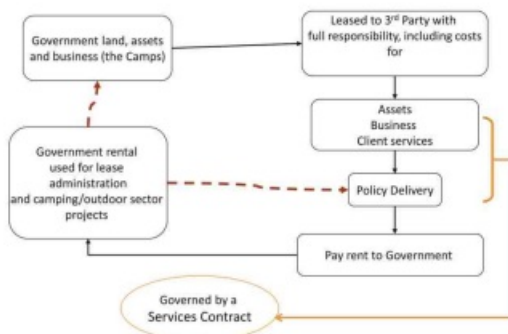
It would be reasonable to suggest that some, if not all, of these features apply to government operated camps in Australia.

The independent review recommended that SRV:

★ Retain and lease out camps

★ Camps should operate free of government investment

★ Re allocate resources to camping sector development

★ Use camps for wider public benefit

★ Pro actively engage with the outdoor sector

★ Focus on groups with special or diverse needs.

These recommendations underpinned the development of the leasing model for the SRV camps.

About the Sport and Recreation Victoria Camps

The five camps are located on public (Crown) land in regional and rural Victoria. In 2005, following a public tender process SRV leased the five camps including the land, assets and business to the Victorian YMCA (YMCA) for a 15 year period[4].

The YMCA is a charitable, not for profit organisation. The YMCA mission is to build strong people, strong families and strong communities. Camping is a core element of the YMCA's work.

A summary of the customer and participation data for the camps in 2011 is outlined in table 1 below.

Table 1. Customer and participation data for SRV camps (2011)

Number of overnight visitors	60,000
Number of groups	1,300
Number or groups participating in facilitated activity programs[5]	1,050
Number or participant activity hours[6]	300,000
Customer mix (as % of groups)	
Schools	37%
families	7%
specified communities	47%
other[7]	9%

The focus of the camps is on people who fall within government target groups. The focus groups within this target include those from social and economic disadvantage, indigenous, disability, culturally and linguistically diverse, older adults and youth groups.

Camps Leasing Model

The camps leasing model includes a Government lease that covers the land, buildings and assets and a Services Contract for the Operation of a Public Recreation Camp.
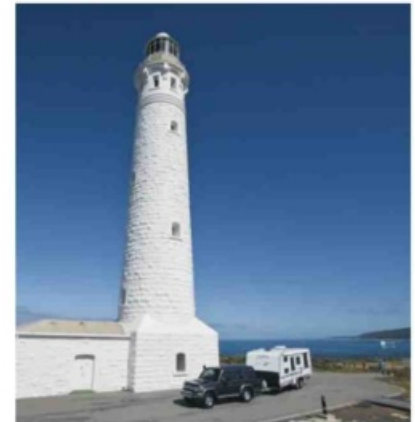
Lease Features

The Lease term is 15 years from 2005 to 2020.

The Lessee is required to take full financial and property management responsibility including:

★ Any capital works associated with buildings, facilities and service infrastructure

★ Repair and maintenance to lessee and lessor assets

★ Replacement cost of lessor assets.

The Lessee is required to maintain (including any asset replacement as appropriate) the government assets and lessee assets including building, facilities and services infrastructure to an agreed maintenance standard of no less than a building standard and condition of 'rating 4'. Condition 'rating 4' is an asset that complies with current safety standards, kept in good condition, with high availability and performing as specified.

Service Contract Features

In addition to the Lease, the Lessee is required to adhere and deliver services to clients and the Government as described in the Services Contract for the Operation of a Public Recreation Camp. The Services Contract is a schedule to the Lease.

The Services Contract prescribes the minimum levels of service through a Service Level Agreement (SLA). The SLA identifies and defines the services that the Lessee is required to deliver to satisfy the conditions of the Lease and associated Services Contract. The SLA includes such items as asset maintenance and repair, client service delivery and general business conduct.

The provision of recreation opportunities and experiences is a key component of the Services Contract. The Lessee is required to design, develop and deliver facilitated experiences that include the provision of activities and activity programs by campsite staff which:

★ Meet industry requirements and standards in terms of delivery and participant safety

★ Are underpinned and aligned to broad public policy objectives and designed to embrace core Government values.

Finally, Government retains ownership of the camp business at the termination of the lease term. The Lease and associated Services Contract terms and conditions ensure that the 'business' transition is a 'walk in – walk out' process.

A set of Key Performance Indicators (KPIs) are used to measure

and monitor Lease and Service Contract compliance. The KPIs cover service delivery, utilisation and compliance with lease and authority legislation and requirements.

The Victorian Government Context

It is acknowledged in the Lease and associated Services Contract that Government polices and objectives will vary over the lease period. The Services Contract was developed with flexibility to adjust and re align the camps consistent with changing government priorities.

The current broad policy objective is to encourage the public to increase their physical activity and experience the State's natural environment through outdoor adventure activities. Camp programs and activities are designed to increase physical activity by providing opportunities for active participation and the promotion of health, wellbeing and active lifestyles. This is underpinned by the Government objective of getting "more people, more active, more often".

Other Leasing Benefits

Resources previously directed to facility management at the camps are now available for broader camping and outdoor sector development.

The investment drivers include government objectives and outdoor sector intelligence gathered from industry forums and events. There are three investment platforms underpinning projects and initiatives:

Building Industry Capacity

★ Up skill & train camp operators
★ Improve public safety
★ Raise outdoor industry profile
★ Improve viability and sustainability of industry peak bodies
★ acilitate and support research
★ Foster industry collaboration

Increasing Partici#pation

★ Increase public awareness of the value of outdoor activity
★ Engage diverse community groups
★ Indentify and resource potential new entrants
★ Public education on benefits and outcomes

Pioneer Best Practice

★ Crown land leasing models
★ Facility management service contracts
★ Innovative facility design, including Universal Design
★ Activity program design, development and delivery
★ Activity Program evaluation.

Camping and Outdoor Sector Projects and Initiatives

Several noteworthy projects and initiatives supported from reallocated resources include:

Great Aussie Campout (GACO)[8]

GACO is an annual, Australia-wide, mass participation camping event which brings together thousands of Australians (and visitors) for one night of the year where they will share the experience of camping out under the stars in an outdoor location of their choosing. For beginners the adventure may begin in the backyard or local park and extend through to camp grounds, residential camps, caravan parks and isolated locations.

GACO plays an increasingly important role in promoting the attractions of outdoor activities to the general public, encouraging participation in healthy outdoor active recreation and strengthening ties within the outdoor industry. The event motto is 'getting more people outdoors more often'.

Investment in Significant Research Projects[9]

The long term leasing of the camps has provided opportunities to support several research projects developed in consultation with the outdoor sector. Two significant projects are research into the involvement of Human Factors in Led Outdoor Activity Incidents and the establishment of an Outdoor Youth Programs Research Alliance undertaking a program of research to provide robust evidence of the extent to which outdoor, camping and nature-based programs are associated with reliable improvements in the resilience, learning and wellbeing of young people. Both projects were

presented at the research forum during the 9th International Camping Congress, Hong Kong 2011.

Journey to Strength Mental Health Project[10]

A review of Government camp clients identified participation and access inequities by people who experience mental illness. SRV partnered with Victorian YMCA and mental health service agencies to pilot programs providing recreation opportunities for people with a mental illness. Successful pilot programs were designed, developed, delivered and formally evaluated for three cohort groups in the mental health sector - youth (12-17 yrs), young adults (18-25 yrs) and adults (26yrs and over).

The key goals of the pilots were to:

★ improve access to adventure therapy for people with a mental illness

★ improve diversity of program/therapy options for service delivery agencies in the mental health sector

★ enhance the capacity of the outdoor sector to engage with the mental health sector

Orygen Youth Health Research Centre (The University of Melbourne) formally evaluated the outcomes of the mental health pilot camps. Research findings demonstrate that participation in residential camping and associated outdoor activities is a valuable tool in the holistic treatment of people with mental illness.

In addition, feedback from the YMCA and participating mental health service providers indicated that the program provided pathways for participants to access local and ongoing recreation opportunities as well as creating opportunities for past participants to become program leaders.

Universal Design in Residential Camping and Activities[11]

In a desire to offer camping and outdoor experiences of maximum amenity for the maximum number of people, SRV is exploring the application of Universal Design into camping and related outdoor activities.

Universal Design is the process of embedding 'choice' for all 'people' in the 'things' we design. 'People' include the full range of people regardless of gender, age, ability or economic status. 'Choice' involves flexibility and multiple alternative means of use and/or interface while 'things' include a design approach that seeks to create outdoor environments, objects, and systems that can be used by as many people as possible.

SRV's project has three stages that include: the built environment and immediate environs including access and egress to campsite infrastructure and facilities; a review of the design and conduct of adventure activities; and finally a comprehensive approach to program design, development and delivery.

Further Information

For further information and details pertaining to the camp leases and outdoor sector projects and initiatives, please contact David Strickland. David is the Manager of Camps and Outdoor Sector Development at Sport and Recreation Victoria, a division of the Department of Planning and Community Development. `RMA`

1. Data source, Australian Camps Association, www.auscamps.asn.au

2. Data source, Australian Camps Association, www.auscamps.asn.au

3. Australian Outdoor Adventure Activity Benefits Catalogue 2008 Tracey J. Dickson, Tonia Gray and Kathy Mann University of Canbrra

4. http://victoria.ymca.org.au/cpa/htm/htm_article.asp?page_id=36

5. Experiences where a group of people engage in formalised activity programs that are provided by the Contractor and meet broad government policy objectives.

6. the number of participants multiplied by the number of hours' duration of the activity

7. Sporting, music/drama, religious and corporate8 www.greataussiecampout.org.au

9. www.auscamps.asn.au/outdoors_resea rch_and_projects.html

10. http://victoria.ymca.org.au/cpa/htm/ht m_article.asp?page_id=365

11.http://www.ncsu.edu/project/design_pro jects/udi/

運動休閒之要素
兼論競技娛樂化

隨著休閒時代的來臨，運動休閒將成為生活方式的重要組成部分，對其研究也將成為體育理論的熱點和前沿。中國體育迫切需要接納運動休閒並探討其學理，最佳切入點是競技娛樂化。娛樂展現著體育活動的趣味和魅力，成為開展運動休閒的要素，而具體進行娛樂活動時則需要把遊戲精神視為靈魂。重視運動休閒的娛樂要素，通過遊戲方式，使運動競技徹底休閒娛樂化，是奧運後我國體育由專業競技向職業競技的華麗轉身。

胡小明　倪依克

以　　"休閒"作為下一個即將到來的時代標誌，大眾將獲得運動休閒的權利，也將使人類體育活動的方式和內容發生巨大而深遠的改變。娛樂，是運動休閒的要素；遊戲，是未來體育的靈魂。快樂促進身心健康的基本事實，以前一直不為我國體育理論界所重視，這需要通過研究休閒娛樂加以改變，以促進體育活動在休閒時代的有效開展。運動休閒的娛樂要素，主要通過身體遊戲不斷走向高級階段的路徑引導，使我國高水準競技順應娛樂化的潮流。從遊戲到競技的過程，是身體運動從初級發展到高級的必然過程。我國體育在奧運後由專業競技向職業競技的邁進，實現"從工具到玩具的轉身"，正是體育娛樂性和文化本位的回歸。

休閒時代的來臨

20世紀70年代以後，發達國家從工業化走向後工業化的過程中，伴隨著著居住狀態的都市化和人口老齡化，以及"分享工作"（work sharing）社會用工機制的世界範圍的認同，大步向休閒時代邁進。即便正值21世紀初金融風暴的間歇，人們也並沒有放棄憧憬雨過天晴後休閒時代的彩虹。

分享工作機制是形成休閒時代的必要機制。因為在生產力大發展之後，用於生產社會所需物質資料的時間便大為減少，生產者的工作時間也相對縮短。工業革命時期，當工廠對勞動力的需求得到滿足的時候，工廠就停止對外招工，並陸續辭退一部分工人。這種勞動力的相對過剩造成一部分人失業，造成社會問題。而隨著分享工作機制的成熟，有限的工作時間分配給更多的社會成員，在社會分工的宏觀調控上使全體社會成員不斷地減少工作時間。例如，以前是實行六天工作制，每星期拿出一天來做禮拜；後來隨著社會生產力的發展，便壓縮為五天半，再後來就變成五天工作制；而金融風暴後將有不少國家把工作時間壓縮為四天半，乃至實行四天工作制；同時不斷增加法定節假日。如：我國最近也把清明、端午、中秋列為法定節假日，使人們有更多時間享受休閒的樂趣。我們作為一個發展中國家，正在努力提高社會福利以保障失業者的基本生活，並提升勞動者的單位時間工資水準，採用輪流待崗休假、競爭性輪崗、縮短法定工作時間、提前退休和過渡性退休、延長休假時間等，輔以黃金周假期的成功推行，使休閒撬動生產力的槓桿，運動休閒也由此成為推動社會發展的積極動力。

除了居住狀態的城市化、人口老齡化和分享工作機制的成熟，個人普遍具有了休閒的四大條件，即：有錢、有閑、有心情、有技能。擁有一定的經濟基礎和可自由支配的時間是進行休閒活動的必要條件，這一點是學者們所認可的。其中有閑是一切休閒活動開展的基礎條件，有錢是參與休閒活動所應該具備的物質條件。然而，有錢、有閑也未必能夠進行休閒活動，例如：政治巨頭、超級富豪進出公共場合需要保鏢陪伴，失去了參加休閒活動的輕鬆心情。所以，最能夠擁有休閒心情的階層是中產階級。就運動休閒而言，參與各種活動都需要有技能，越是有趣的專案越需要高超的運動技能。

社會機制形成和個人條件的具備，休閒便從少數人的特權變成了大眾的權利。正如馬克思在《資本論》提出的那些至理名言一樣，真正的自由王國只有

建立在必然王國的基礎上才能繁榮起來。工作日的縮短是根本條件。勞動生產力愈增加,勞動日便愈能縮短。社會勞動日中必須用來從事物質生產的部分越是縮小,個人從事自由活動、精神活動和社會活動的時間部分就會越是增大。當前,人類正在加速工作日的縮短,儘管始料未及的金融風暴也從的側面對工作時間的減少頻頻施壓,但人類只能在非謀生工作狀態之中進行自由創造的理論,仍然為學者們的廣泛認同。

不過,面對休閒時代的來臨,中國體育界在思想觀念上還沒有準備好。改革開放30多年來對專制主義的批判和公民意識的逐漸增強,政府壟斷的強制性體育方式逐漸為社會厭倦。在21世紀已經過去十分之一的今天,中國體育需要"分享運動"(sport sharing),讓全體公民充分享有改革開放以來積累的優質體育資源,共同品嘗越來越多的體育公共物品帶來的運動休閒樂趣。我們需要一個能滿足大眾提高生活品質願望的健全體育制度,對大眾運動休閒進行有效管理,這必然首先宣導體育觀念的變革。

體育人類學認為,除非以忍受磨難為代價來換取利益,沒有人願意痛苦地進行身體活動。享樂作為人的本性,是有深遠的生物學基礎和社會文化根源的。因此,以娛樂作為發展新世紀體育發展的潤滑劑,是合理的選擇。在現實生活中我們也可以看到,越來越多的人把運動休閒作為提高生活的重要指標,節假日期間的運動休閒項目更是備受追捧,健身場地租用供不應求。在社會迫切需要運動休閒的情況下,專業人才學習體育知識的需要也越來越迫切。體育發達國家和地區早已紛紛在大學裡設立休閒娛樂系科,不少以娛樂與健康作為體育院系的名稱,加緊培養專業人才。

這時出現的一個問題是:中國體育不需要娛樂?

實際上,這個問題早在國家統計局2003年頒佈的產業劃分相關檔裡已經得到回答,檔中根據聯合國的標準把體育行業改為"文化、體育、娛樂業"。從前把體育與文化、教育、衛生放在一起看待;而現在把文化、體育、娛樂作為一個行業,是基於聯合國和發達國家的標準,是一個具有國際視野和前瞻性的改變。然而,國內體育理論界關於體育與文化、娛樂的關係及其作用卻少有論及,也沒有一個學科把它作為研究物件或領域。甚至不少體育工作者仍然把體育視為嚴肅的政治工作。這些陳舊的觀念根深蒂固,對體育娛樂性的回避、忽視和麻木,使得學界對競技娛樂化處於一種集體無意識的狀態,限制了文化、體育、娛樂行業的正常發展。

中國體育迫切需要研究運動休閒,切入點可以選擇競技與娛樂的關係。

研究方法

物件確定以後,採用什麼研究方法的問題便凸顯出來。面對休閒,學者們在初期多用哲學的方法為其正名,爾後又熱衷於經濟學方法證明其社會價值,這些都無可厚非。

但回到體育界,情況便愈加朦朧。大量的相關論文看不出採用何種研究方法,滯留於宣傳"體育休閒"或"休閒體育"重要性的淺層面,或者把一些運動專案進行分類,想當然冠以"休閒體育"之名,不僅隔靴搔癢,而且在專業系科及課程設置上誤入歧途。

本文認為,以前多從社會學、經濟學視角研究休閒,但休閒所具有的人文本質,決定了它主要應該由人文學科來研究。自然科學與社會科學的方法,宜輔助使用,但難成主流。

具體到運動休閒,體育專業的教學和研究機構已積澱了有關人類身體活動時的生理和心理變化的大量研究成果,用體育美學來揭示娛樂和遊戲的奧秘、用體育人類學去研究原始競技到職業競技的演變緣由,可能將獲得更有學術價值的結果。

娛樂是運動休閒的要素

按國內多數英漢詞典的釋義,Recreation意為娛樂、消遣、休養。Re,作為首碼,是"不斷、反復"的意思,creation的意思是"創造"。實際上它包涵許多身體活動的內容,與中文的"遊樂"相近,也有"休閒"的意思,是研究體育與休閒理論的最重要的環節。臺灣則把recreation翻譯為"游憩",表達的意思相對準確,體現了身體活動的娛樂性質。

娛樂是休閒活動的特徵,是人的一種需求,滿足這種需求是為了達到快樂的結果。參加一個痛苦、鬱悶、憂傷的活動,不能稱之為休閒。研究娛樂,就是探索如何獲得快樂的過程。人們追求快樂、把握娛樂的過程及其所創造的成果,也是人類創造文化的過程。

娛樂之所以應該成為當前休閒研究的要素,是因為工業革命給人類生活帶來極大的便利和舒適、增加生物性快感的同時,也抑制了許多快樂。這些快樂包括本能的快樂、原始的快樂,特別是身體缺少活動就難以體驗的快樂。人類依靠科技給我們帶來的舒適主要是導致生物性退化的生理快感,而不是精神愉悅的快樂。例如,現代科技使得資訊的傳遞速度越來越快,人們可以足不出戶地便利完成各種社會活動。然而對互聯網的依賴也導致一部分人對現實生活的不適

應，以致產生健康問題和社會適應障礙。人們工作時間不斷減少，生活越來越舒適，節奏卻越來越快，壓力越來越大，幸福感越來越低，這真是令人始料不及。因此，生活在原始自然經濟時代的人類所能體會到得一些身心快樂，現代人已經很難體會到得。這就正如生活在鋼筋水泥環境難以體會茂密的森林、遼闊的草原給人帶來身心愉悅的快感一樣。所以西方國家特別是北歐一些國家，把國民幸福指數取代GDP作為社會發展的一個重要指標之一，通過幸福指數的評估來衡量社會成員的生活水準。因此，體育活動所發揮的娛樂功能，是通過運動休閒恢復人與自然和諧的一種綠色生態回歸。

　　快樂是以生理上的快感為基礎所產生的一種心理反映。導致快樂的原因和獲得快樂的途徑是多樣的。人對長壽、健康、技藝嫻熟的欲望是永遠不會得到滿足，在體育活動中追求快樂也永遠沒有止境。娛樂是人類在基本的生存和生產活動之外獲取快樂的非功利性活動，它包括生理上獲得快感，更主要是指心理上得到愉悅。人類的某些娛樂方式或某些人的娛樂活動只局限于生理快感的層面上。正如我們被蚊蟲叮咬之後，通過撓癢刺激叮咬處會得到快感，然而撓癢是低層次的感受，難以帶來心理上的愉悅和精神上的享受。上升到文化層面，就是要在休閒中提倡健康、高雅、完善人性的娛樂方式。譬如看電視，有節制地觀看能夠起到愉悅身心的作用；一旦沉迷於電視節目當中，就會損害我們的健康，降低我們的智商，喪失了獨立思考的能力，思維被電視節目牽著走。又如，打麻將作為一種休閒活動，偶爾玩玩亦無不可，但使人沉溺其中並且帶賭博性質，便成為一種低俗的娛樂活動。而體育運動幾乎都是高尚的娛樂，因為體育活動帶有健康的追求。

　　概括起來，娛樂行為就是體驗非常態形式刺激的身心活動過程。換言之，進入非正常的狀態才可能導致娛樂。離開常態，是娛樂與體育的共同特點，二者的聯繫來自於這樣內在的一致性。譬如自行車作為我

們日常的交通工具，騎自行車已經成為常態的身體運動，將其作為體育鍛煉的效果便難以體現。同樣地，最不喜歡看電視便是電視臺的編輯，對其而言，看電視是他工作中的常態行為，難以跟娛樂活動聯繫起來。非常態刺激的條件是離開常規。這是體育與休閒娛樂的共同特徵，也是運動休閒產生體育效果的要素。

娛樂不僅是享樂

　　社會生活的娛樂化成為現代社會發展的趨勢，帶來的影響是積極與消極並存的，而內容則包括多方面：

　　政治新聞娛樂化，如陳水扁從平民到總統又到階下囚的故事，各情節都滲透著明星效應的影響；而像普京、奧巴馬這樣的政治明星，其成功的軌跡都浸潤著政治娛樂的趣味。通過吸引社會大眾的眼球，達到宣傳者所期待目標是政治娛樂化的根本動因。

　　在經濟上，商業運作需要娛樂化，把你口袋的錢吸進他的收銀櫃。體育產業要賺錢，就需要體育市場進入文化娛樂業的模式，在進行體育專案的推廣時強調其娛樂性，好玩的事才有吸引力，只有群眾喜聞樂見的專案和方式才能有效運轉。

　　資訊 - 媒體 - 大眾傳播，非常依賴娛樂化。值得注意的是，大眾傳媒往往是一把雙刃劍。如2008年我國傳媒的娛樂化運作非常成功，成果化解了西方傳媒的誤讀和污蔑，對北京奧運的報導達到積極效應的峰值；但2009年體育資訊大眾傳播卻出現了極大的負面因素，從正面宣傳走向屢爆醜聞。經濟效益最高、傳播速度最快的新聞集中於偷窺體育明星緋聞和炒作內幕黑洞，由大眾傳媒推波助瀾。

　　現代生活方式的緊張節奏帶給人們巨大的壓力，因此人們常常通過放鬆自己來追求自我的幸福感。例如，在我國改革開放前沿的廣東省，其海外旅遊份額達全國總量的三分之一，此外自組織探險、驢友相約遠遊、下班暴走族也人數眾多。在發達國家和發展中國家，通過刺激減壓與麻醉都成為現代都市人精神生活一個基本需求。

　　在經濟迅猛發展、物質財富迅速膨脹、充分世俗化的當今社會，享樂主義往往成為大眾文化、成為時尚，成為世俗文化的標識。經濟大潮使人們由對精神價值的高度重視，轉變為對物質價值的瘋狂追求，享樂主義利用人的趨樂避苦的本性，強調物質生活的富足和感官欲望的低級滿足對人生的極端重要性，不斷地刺激人的感官以致使人麻木。"黃賭毒"就是由對低級快感和欲望的追求而衍生而來。如在明星群體中

認為娛樂就是享樂的人，往往覺得運動休閒也僅僅是一種輕鬆愉快的微小運動量的身體活動，等同於"輕體育"。"輕體育"的意思，是強調身體運動不拘形式、種類繁多、方式靈活，強度小，耗能低，輕鬆愉快的特點，這一類身體運動既注重精神調節與心理調適，又有達到良好的健體之功效，非常適合於老弱病殘及忙裡偷閒的健身人士。不過，正如娛樂與享樂有區別一樣，運動休閒與所謂"輕體育"也不能混為一談。

娛樂之所以比享樂高級，在於娛樂給人帶來的意義在於體驗生命。生命的意義和價值在於人的體驗的深廣度，其最高的境界就是高峰體驗，這也是運動休閒追求的理想境界。享樂不用教，誰都會享樂性的"輕體育"也幾乎不需要學習和訓練，給人帶來的是主要是生理上自然本能的低級刺激；而高水準的運動休閒娛樂帶來的是高峰體驗，往往需要艱苦的鍛煉。運動休閒與高水準競技在個人體驗的"更高、更快、更強"方面，具有內在的一致性。

運動休閒是高峰體驗的結晶，是與眾不同的強刺激娛樂，而不等於輕鬆和享樂。以運動量輕、運動技能簡單、運動規則少為特徵的"輕體育"與運動休閒混為一談，是我國體育界常見的誤區。運動休閒方式並不局限於某些專案，其實幾乎任何的競技運動項目都可以作為休閒的內容。譬如，高爾夫固然可以作為休閒專案，但當它成為奧運會的比賽專案時，它便是專業競技運動；而在此之前，它的最高水準和觀賞市場都在職業競技領域。從運動休閒最早興起的小輪車項目走進北京奧運會，到今天休閒運動幾大代表性項目如蹦極、漂流等仍然帶有挑戰身心極限的激烈性質，充分證明運動休閒從一開始就帶有向極限挑戰的高峰體驗的性質，並不排除大運動量甚至激烈的運動方式。

有一位著名的房地產企業老總，年近花甲，業餘時間卻去攀登珠穆朗瑪峰，在氧氣耗盡的危難時刻頑強登頂！攀登了世界最高峰後不過癮，又去攀登世界各大洲的最高峰！完了還不夠，又去南極和北極探險，又去駕帆船環遊全球......這樣令人讚歎和仰慕的生命體驗方式是什麼？是運動休閒。

可以說，所謂"輕體育"是運動休閒的一部分，而且是很大的基礎部分，但它只是大眾體育的一種初級水準的健身形式。因此，"輕體育"絕不等於運動休閒，更不是高水準的運動休閒。

近年來，國內體育院校近年來開辦了許多運動休閒類專業，這是21世紀中國體育符合世界潮流的必然趨勢。有的把"競技"與"休閒"作為辦學特色，很有前瞻意識。實際上，二者的關係並非相互對立，而

頻頻出現的吸毒的現象，就是其逃避其工作壓力的不當手段。

追溯其源頭，誤區是把享樂提倡到極端的價值觀，即享樂主義。享樂主義根源於人對於苦難生活的恐懼。生老病死是人生必經接受的歷練，人生存在這個世界上就必須面對死亡。人活著，但又不得不去死，這是悲劇人生的根源所在。正是因為死亡這一潛在性的威脅，使人們希望能夠在有生之年享受更多快樂，追求快樂的極端氾濫，便造就了享樂主義。

為了得到快樂，人類創造了豐富多彩的娛樂方式，其中有運動休閒等健康的方式，也有許多是不利於健康的。這就需要我們對娛樂方式進行選擇，需要理論的指導。因此，應該辨明享樂與娛樂的區別：

享樂的"樂"往往是低級感官的刺激，多次重複後麻木導致快感消失。就像吸毒一樣，剛開始給人人的刺激非常大，然而等到成癮之後，每次獲得到的快感便逐次減少。快感隨著刺激次數的增加呈現出遞減的現象，是一種邊際效應。而娛樂是人類在基本的生存和生產活動之外獲取快樂的非功利性活動，它建立在生理上獲得快感的基礎上，但要上升到心理上得到愉悅。娛樂的"樂"是把生理快感上升到精神享受，是可持久的。

運動休閒不等於"輕體育"

特別需要指出的是，以極限運動為代表的運動休閒，並不否定身體鍛煉的痛苦和艱難，而是勇於面對艱苦的現實，顯示了生命的廣袤和深度。運動休閒獲得的娛樂能夠戰勝悲觀的享樂，獲得永恆的快樂。

存在內在聯繫，合起來就是不可分割的「運動休閒」。辦學應該瞄準高水準才能達到專業和職業目標，如果認為選擇幾個輕鬆享受的運動項目作為「休閒體育」開辦新專業和系科，那就會誤人子弟。

通過身體遊戲的運動休閒

—作為手段的遊戲和作為目的的遊戲

　　娛樂是開展運動休閒的要素，而具體進行娛樂活動時則需要把遊戲視為靈魂。遊戲在學理上既包括老鷹抓小雞之類作為體育輔助手段的具像遊戲，也包含了作為最高目的和追求的理想狀態的抽象遊戲，這就是體育美學所關注的遊戲論。

　　遊戲特點是「離開工作」，通過令人愉快的身體活動來化解日常生活的壓力。大部分競技運動形式都起源於民間遊戲，現代流行的體育項目大多是在一般遊戲，特別是民間兒童遊戲的基礎上，不斷完善、發展、演化，並逐漸形成自己的獨特規則。從這個意義上看，競技運動是人類遊戲的一部分，是一種高級形式的特殊遊戲；體育運動無論戴上多麼嚴肅認真的神聖面具，遊戲和娛樂的因素都始終貫穿其中，其本質仍然是遊戲。

　　中國30多年的改革開放，為遊戲理論的發展提供了前所未有的優質土壤和空間。休閒時代的體育，需要對遊戲學說的重新探討，形成新的理論。因為體育中一旦涉及到娛樂要素，便具有其他領域所不具備的特點，除了自我欣賞還可以成為別人的審美物件，出現體育美學中揭示的「審美主客體同一」的情況。當我們將劉翔、博爾特作為審美的客體來欣賞其優美的跑姿的時候，他本身也作為審美的主體來審視自我的表現力，並在興奮和愉快中創造優異成績。觀賞體育比賽與觀賞人類的其他精神產品一樣，成為現代人的重要娛樂方式。

　　從運動休閒內在性需求看，發展遊戲意味是其中一個重要目標，只有遊戲進入我們的生活方式中才能提升我們的生活品質。我們經常說的「怎樣生活」是關於生活方式的探討，而「生活怎樣」則是關於生活品質的論斷。當生活有了娛樂和遊戲，生活品質就會提升。而體育性質的休閒娛樂活動，需要把提高遊戲性作為追求目標，更多進入生活方式，增強幸福感。因此，從遊戲給人帶來身心自由發展的價值看，它也是體育追求的目的。學界過去把遊戲僅僅看作是體育活動的一種針對兒童的具像化實用手段，這僅僅是低級和表像的認識，對遊戲失去了基本的尊重。其實，遊戲既可以是體育的手段，也可以作為目的。當人類寶貴的想像力創造了自由形式之時，它最後就從物質的遊戲躍進到審美的遊戲了。抽象的遊戲是創造的自

由表現，本身就是目的；體育活動遊戲化，是相當理想的目標。

　　從高雅的藝術到尖端的科學技術，均起源於人類的遊戲精神，遊戲能帶來無限想像空間和自由創造領域。從物質遊戲到審美遊戲，是人解脫一切物質束縛的飛躍。30年的改革開放，在體育領域為這種飛躍提供了足夠的空間，為遊戲從體育的物質手段向審美目的的飛躍奠定了基礎。到了這個層面，可以說是一覽眾山小。中國體育事業取得了巨大成績，十分需要這樣高屋建瓴的美好理想，只有提倡美好的遊戲精神才使其體育文化屬性回歸。體育從政治工具、經濟工具到文化屬性的皈依，不可避免地經歷一個人文價值觀念回歸的過程。這實際上涉及到中國體育改革的指導思想。「從工具到遊戲」，指引我們把美的創造作為體育的理想目標、打開可持續發展的思路，通向更高級的體育狀態。
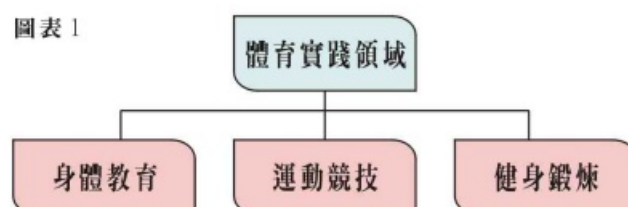
21世紀中國體育的形式與目標

—在運動休閒中進行身體娛樂以獲得身心健康

　　21世紀是以人為本的世紀，社會主流文化宣導人的健康第一、人的發展第一。人文價值觀念的確立，使娛樂與健康作為中國體育的新世紀焦點。娛樂與健康，前者是新手段，後者是新目的，通過身體遊戲－競技的娛樂化來獲取健康效益，是休閒時代的體育發展新路徑。當前，需要重視運動休閒的娛樂要素，通過遊戲方式，使運動競技徹底休閒娛樂化。

　　如何讓更多的人來分享改革開放的成果，也是值得每一位體育工作者思考的問題。

　　讓我們來看看體育實踐領域的架構圖：

圖表 1

```
            ┌──────────────┐
            │  體育實踐領域  │
            └──────┬───────┘
       ┌───────────┼───────────┐
  ┌────────┐  ┌────────┐  ┌────────┐
  │ 身體教育 │  │ 運動競技 │  │ 健身鍛煉 │
  └────────┘  └────────┘  └────────┘
```

慶遊樂及博彩活動。從原生態遊戲到有規則的競技，是人類文明的一個巨大進步。身體競技遊戲呈現出規則化特點，廣泛存在於人類古今生活中，如學校班級球賽、同事間扳手勁等都具有競技的特點，生活中處處有競技。而專業競技則是高水準的競技，主要是 20 世紀冷戰時期的政治需求產生強大的推動作用，使部分弱勢國家集中優質資源培養少數精英發展專業競技，用金牌來顯示意識形態和國家制度的優越性。

進入 21 世紀，市場經濟在世界範圍內成為掀起全球化浪潮，由於各種經濟利益的驅動，競技的商業化趨勢成為主流，推動著業餘競技和專業競技向職業競技發展。職業競技的廣泛認同，採用商業化途徑使得娛樂性

發揮的淋漓盡致，使越來越多的人走向看臺，把觀賞最高水準的運動競技作為休閒生活方式的重要組成部分。我國體育健兒已經登上了奧運會金牌榜第一名的高峰，可以說，我國專業競技的發展已經達到極致，要想更進一步的發展則需要華麗轉身，真正走向市場，推動專業競技向職業競技的轉變。這是中國體育在後奧運時代的涅槃。

當運動休閒作為遊戲娛樂方式成為中國人生活方式的重要組成部分，當我國有了類似英超、德甲、環法自行車賽、達卡拉力賽、NBA、Super Bowl、拳王爭霸賽……形成職業競技市場，人們才能充分享受運動競技帶來的幸福和快樂，形成良性休閒氛圍。

人類進入休閒時代，運動休閒娛樂理論的研究也將成為體育理論的熱點，成為中國體育發展的有力推手。正因為如此，我們有必要再次品味席勒的不朽名句："只有當人是完全意義上的人，他才遊戲；只有當人遊戲時，他也才完全是人。" 在這樣的心態中，嚮往在運動休閒中進行身體娛樂以獲得身心健康的新時期體育目標。 RMA
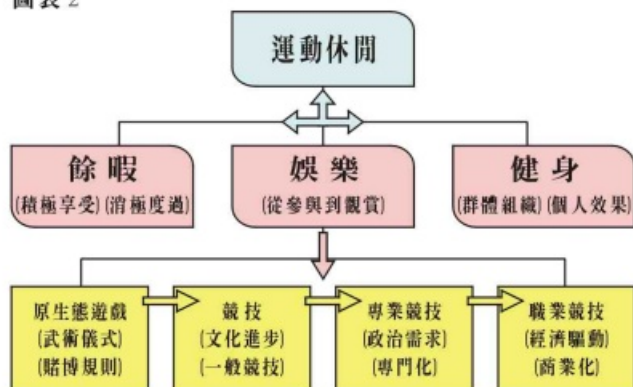
關於學校體育、競技體育、大眾體育的分法，是基於工作實踐上的考慮進行劃分；按學理，體育的實踐領域應該分為：身體教育、運動競技、健身鍛煉。娛樂要素融入學校教學中，使得我們的身體教育更富有趣味性，改變了以往學生厭學教師厭教的狀況，取得良好效果；大眾健身方面，人們越來越享受到鍛煉帶來的樂趣。最重要的，是運動競技的休閒娛樂化，將為體育從"工具"到"玩具"的轉變起到龍頭牽引作用，引導未來我國體育發展趨勢。

由於過去幾十年來我國一直把運動競技作為體育事業的重點來抓，國家體育管理部門也一直把主要精力放在發展高水準運動競技上，經過多年的發展，在2008年北京奧運會時達到前所未有的高峰，已具備華麗轉身的深厚基礎和成熟條件。因此，競技娛樂化是近期運動休閒理論研究重點。而研究運動休閒的技術路線，可以歸結為下圖：

圖表 2

與身體遊戲相關的休閒與娛樂，是一個形式上從初級到高級、大眾從參與到觀賞的過程。最初的休閒娛樂往往是一些原生態遊戲，包括巫術儀式、農閒習俗、節

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Investigating the Influence of Sponsorship on Supporters of a Singaporean S-League Football Club

Peter Quy
Sheffield Hallam University

INTRODUCTION

Sport has experienced a rapid increase in exposure and prominence resulting in sport sponsorship becoming an attractive addition to a firm's marketing mix (Vale et al., 2009), commercial sponsorship now being one of the most rapidly expanding areas of marketing activity (Meenaghan, 2001). Sponsorship assists targeting consumers through their lifestyles and interests, which may lead to positive consumer perceptions of a sponsor's brand (Crimmins and Horn, 1996). According to Davies Veloutsou and Costa (2006) the sponsoring companies' aim is that fans' goodwill for their preferred team will translate into positive attitudes and ultimately purchase intentions for the sponsoring brand.

This research study investigated the influence of sponsorship on fans of a Singaporean S-League club, Albirex Niigata (S) Football Club (ANFC), one of the 12 teams competing in Singapore's professional football league. As one of the main reasons for investing in sponsorship is to achieve positive responses from consumers such as purchase intention and brand loyalty (Vale et al., 2009), the objectives of this study were to categorize ANFC fans according to their level of identification with the club and investigate the impact of sponsorship on these different fan typologies, focussing on recall effects and purchase intent of their club's Main Sponsor's (Canon) products.

Whilst studies have been conducted on the sports sponsorship relationship (including Crimmins and Horn, 1996; Quester and Farrelly, 1998; Madrigal, 2000; Wakefield, Becker-Olsen and Cornwell, 2007), these primarily focused on established sporting properties in mature sporting environments, including those specifically concentrated on football, such as the German Bundesliga (Woisetschläger et al., 2010), the Portuguese Liga (Vale et al., 2009) and the English Premier League (Bennett, 1999). With little apparent research conducted in this area in Singapore, this study will contribute to the understanding of sponsorship effects on Singaporean football supporters and be a platform for further research in this area in Singapore.

THEORETICAL FRAMEWORK

Many brands in today's market place are so similar to those of competing businesses that corporate brand identity has become an essential factor to distinguish a company's products from its competitors (Westerbeek and Smith, 2002). Sponsorship has become an important part of companies' marketing communications mix aimed at projecting a sponsor's corporate image to a target audience and fulfilling objectives such as increasing brand awareness, building brand image and positively influencing consumer attitudes and increasing sales (Aaker, 1996; McDaniel, 1999). Brand awareness and image are integral components of the notion of brand equity, which is comprised of a set of value adding assets linked to a brand, the management of which requires investment to create and enhance those assets (Aaker, 1996). Academic and business authors alike proclaim the important role sponsorship can play in building brand equity (Cornwell, Roy and Steinard II, 2001), with consumer experience of, and exposure to, a brand having the potential to increase both familiarity and awareness (Keller, 1993, cited in Cornwell, Roy and Steinard II, 2001).

Fan Identification

Wann and Branscombe's (1993) study constructed a scale to identify fan identification, the Sport Spectator Identification Scale (SSIS). They concluded fans who strongly identify with a specific sports team, relative to moderately or lowly identified supporters, display more positive behavioural and attitudinal traits such as greater willingness to invest more time and money to watch their team play. Researchers have volunteered different fan typologies, each group having particular behavioural characteristics (Bennett, 1999; Dionisio, Leal and Moutinho, 2008a; Tapp and Clowes, 2002) with highly identified fans most likely to react positively to sponsorship (Gwinner and Swanson, 2003).

Sponsor Recall and Purchase Intent

Bennett's (1999) study concluded that fans with greater levels of match attendance had higher recall levels and brand awareness of sponsor messages due to increased exposure. Other studies suggest advertising in an entertaining environment such as a sports event, can not only enhance a person's familiarity for a sponsor but also foster an enhanced predisposition to be influenced by the sponsorship (Meenaghan, 2001), particularly if the sporting entity is one highly valued by the consumer (Crimmins and Horn, 1996) and more fanatical fans are more loyal to products and firms closely associated to their team (Madrigal, 2000).

Indeed sponsorship may be regarded as more of a risk for the sponsor, committing resources to an entity outside of itself which is important to people and in return earning goodwill from those people who feel more favourable towards the sponsoring company (McDonald, 1991). Madrigal (2000, p.15) reaffirms this arguing "fans with the highest levels of identification with a sponsee [sic] will actually seek out corporate sponsors and reward them with their patronage", referring to a national probability sample of 1000 NASCAR fans which indicated 71 per cent of the respondents "almost always" or "frequently" chose NASCAR sponsoring brands over competitors simply due to the sponsorship.

Meenaghan (2001) advocated that goodwill effects are greatest when sponsorship can be seen to benefit an activity or team with which the individual is involved, citing football fans as an example, who may consider sponsorship generally to be a positive thing for society but their response to the sponsor of the team with which they are intimately connected will be the most intensely felt, those fans experiencing greater levels of goodwill and gratitude towards that particular sponsor.

Whilst sport sponsorship literature has generally reported fans, and particularly highly involved supporters, are likely to purchase a sponsor's products (Crimmins and Horn, 1996; Quester and Farrelly, 1998; Tsiotsu and Alexandris, 2009), it does not follow that sponsorship will necessarily produce this positive response. For example, Pitts and Slattery's (2004) study concluded that season ticket holders at a university American football organization in the United States were unwilling to support sponsors through purchasing their products. Similarly, Dionisio, Leal and Moutinho's (2008a and 2008b) research concluded their subject football fans did not prefer sponsor brands. This suggests that sponsorship of a team which has highly identified supporters, does not necessarily guarantee brand loyalty and purchase intent from those individuals (Chadwick and Thwaites, 2004)

METHOD

Sample

This study's empirical research was implemented using a survey. A questionnaire was designed to interview respondents face to face, with 141 respondent ANFC fans completing the questionnaire at ANFC matches during a six week period between 28 June and 4 August 2011, and 290 members of the Singaporean general public completing the survey at a shopping centre on 30 July 2011, producing a total sample of 431 respondents.

A procedure of quasi-random systematic sampling was adopted, similar to Bennett's (1999) study conducted at London football grounds, whereby respondents were approached "at fairly consistent time intervals (analogous to picking units from a production line periodically)" (Bennett, 1999, p.5). Respondents were selected without racial or sexual bias and only those over 18 years of age permitted to participate. Females accounted for 32.3 per cent of the total respondents while the predominant respondent race was Chinese, accounting for 68.4 per cent of respondents, consistent with official Singapore demographic figures for 2010 (singstat.gov.sg, 2010).

The Questionnaire

The questionnaire contained mostly closed pre-coded questions. To measure the degree of identification ANFC supporters had with their team, the questionnaire utilised the seven questions contained within Wann and Branscombe's (1993) SSIS together with two further questions specifically regarding supporters' regularity of attendance at ANFC home and away matches. Bennett (1999) used home match attendance levels to group supporters into three predefined categories: highly, moderately and lowly identified supporters, and this study also grouped ANFC fans into these three categories.

Whilst Wann and Branscombe's (1993) SSIS adopted a seven item Likert-scale format for responses to their questionnaire questions, this study incorporated, in the majority, a five point scale (Woisetschlager et al., 2010; Greenwood, Kanters and Casper, 2006) to establish the supporters' degree of identification with ANFC. The available answers to these questions were anchored by different responses according to the question.

Further to categorizing ANFC fans into three fan typologies, their attitudes towards Canon's sponsorship were assessed and in the majority a five point scale was utilised. These questions were also anchored by different responses according to the question. Additionally, an unaided recall question was included which specifically tested respondents' brand awareness and ability to recall ANFC's Main Sponsor, unaided recall questions being an often implemented test of sponsor awareness (Grohs, Wagner and Vsetecka, 2004).

The questionnaire contained a separate section designed to assess the Singaporean public's attitudes towards Canon, including whether Canon's sponsorship of ANFC would impact on their future purchase behaviour.

Data Analysis

ANFC fans were categorized into three groups, highly, moderately and lowly identified, based upon their SSIS scores. Responses attributed a higher number code denoted a greater degree of fan identification (Wann and Branscombe, 1993). The data was then inserted into the Statistical Package for Social Sciences (SPSS) program for analysis.

Where applicable, the data was cross-tabulated using SPSS to indicate whether there were relationships between two variables (Robson, 2002) and facilitated comparison between responses of different fan typologies and the general public.

RESULTS AND DISCUSSION

Fan Identification

The ANFC fan identification process determined 29.1 per cent (N=41) of the 141 ANFC supporters interviewed were lowly identified fans, 55.3 per cent (N=78) moderately identified and 15.6 per cent (N=22) highly identified. Survey results for ANFC supporters were based on percentages of respondents within each fan typology. As no quotas were set, the highly identified fan group from which to extract data was limited.

Recall

ANFC fans' response to the unaided recall question asking them to name ANFC's Main Sponsor resulted in 70.9 per cent successfully naming Canon, this compares with previous studies (Bennett, 1999; Dionisio, Leal and Moutinho, 2008a) where fans were very aware of their club's Main Sponsor. Additionally, rather than a competing sponsor being recalled, the second most prevalent response among fans was they simply did not recall the sponsor's identity and this accounted for 22 per cent of responses. Academics have argued the more an individual is exposed to a stimulus; in this study for example, pitch perimeter signage or the sponsor's logo on ANFC's shirt, the more likely they are to remember it (Bennett, 1999; Turley and Shannon, 2000; Wakefield, Becker-Olsen and Cornwell, 2007). This study's findings were consistent with this argument as a greater proportion of fans who attended every home and away fixture were able to recall Canon as the Main Sponsor (91.1 per cent and 95.7 per cent respectively), compared with those who attended "0-1 times a season" home and away (62.5 per cent and 54 per cent respectively); or "2-5 times a season" home and away (50 per cent and 69.8 per cent respectively).

Theorists have argued the more highly identified the fan the greater the level of recall of team sponsors (Bennett, 1999; Meenaghan, 2001; Gwinner and Swanson, 2003) and the findings of this study supported this argument as 90.9 per cent of highly identified fans recalled Canon as ANFC's Main Sponsor compared to 78.2 per cent and 46.3 per cent of moderately and lowly identified supporters respectively. The high rate of sponsor recall among moderately identified fans also contradicted Lardinoit and Derbaix's (2001) assertion that field sponsorship will only induce unaided recall for subjects who are highly involved with the sporting entity.

These results suggest there was little confusion among supporters regarding the identity of the club's Main Sponsor, which is positive from Canon's perspective given the sponsorship clutter in the S-League and associated with ANFC itself, ANFC having 13 sponsors in total for the 2011 season. The Main Sponsor package is the most expensive, in lieu of the increased rights and benefits available to the sponsor, which includes increased exposure through number and prominence of signage together with logo placement on the team's shirt. This aligns with studies that concluded higher-level sponsorship commitments correlate with higher levels of recall (Wakefield, Becker-Olsen and Cornwell, 2007; Vale et al., 2009).

Purchase Intent

When asked whether Canon's sponsorship of ANFC encouraged ANFC fans to buy Canon's products, 34 per cent of the total ANFC fans sample informed that Canon's sponsorship of ANFC did "not at all" encourage them to purchase their products and 32.6 per cent were influenced "a little", while only 1.4 per cent advised that the sponsorship encouraged them "a lot" to buy Canon's products. This contrasts with studies

such as Crimmins and Horn (1996) and Madrigal (2000) and follows the conclusions of Pitts and Slattery (2004), which found supporters were unwilling to purchase sponsors' products. The findings suggest that the sponsorship has not encouraged ANFC fans to display sufficient goodwill effects as a consequence of the sponsorship, contrasting with Meenaghan's (2001) contentions of fans' increased goodwill towards their club's sponsor, indicating instead that the sponsorship has not delivered sufficient persuasive impact on ANFC fans (Crimmins and Horn, 1996).

Despite the overall low purchase intentions expressed by ANFC fans as a direct consequence of the sponsorship, this study's results support the theory that the higher the level of fan identification with the sponsored entity the greater the purchase intentions for the sponsoring company's products (Crimmins and Horn, 1996; Quester and Farrelly, 1998; Madrigal, 2000; Tsiotsou and Alexandris, 2009).

Highly identified fans intimated they were much more likely to purchase Canon's products as a result of the sponsorship with 31.8 per cent encouraged "quite a lot", the largest percentage response from the group, more than double the same response from the moderately identified fan typology (12.8 per cent). However, placing the results in context, there was only a marginal difference between the responses "quite a lot"and "not at all" which also suggests highly identified ANFC fans may not experience significant gratitude or goodwill effects and be as favourably disposed towards their club's Main Sponsor as has been the case in some previous studies (Madrigal, 2000; Meenaghan, 2001; Gwinner and Swanson, 2003; Tsiotsou and Alexandris, 2009). It is plausible that

ANFC fans do not consider purchasing a sponsor's products bring them closer to the team or connect them with fellow fans or the players (Dees, Bennett and Villegas, 2008). Highly identified fans represented 15.6 per cent of the total ANFC fans sample and were considered the group with the closest and most personal relationship with their team (Wann and Branscombe, 1993). However, the author does not consider that an explanation for the relative purchase intent ambivalence, directly due to Canon's sponsorship of ANFC, is a consequence of these fans being so highly involved with the club that they are more cynical regarding the intentions of the sponsoring brand and its relationship with ANFC. This contrasts with a study involving highly identified Portuguese football fans, who feared the erosion of their own club's brand identity due to the marketing and branding strategies of the sponsor (Dionisio, Leal and Moutinho, 2008b). The author's view is reinforced by ANFC fans', and highly identified fans' in particular, existing high levels of consumption of Canon

products (61.7 per cent of total respondent ANFC fans and 72.7 per cent of highly identified fans), therefore having familiarity with, and likely positive attitudes towards, Canon products (Pitts and Slattery, 2004). The fact that ANFC was sponsored by Canon may not therefore affect them as they may buy the products regardless, in addition to Canon already having a strong existing brand identity with high levels of awareness (Crompton, 1996). This is supported by a 2010 GfK analyst's report naming Canon as the number one camera brand in Singapore (Ong, 2011). Alternatively, the 27.3 per cent of highly identified fans "not at all" encouraged to buy Canon's products as a result of the sponsorship may harbour indifferent or negative attitudes towards the brand (Pitts and Slattery, 2004) or simply be loyal to an alternative brand's products, factors which have not been investigated in this study.

To provide greater context, the general public were

asked whether, in light of being informed (if unaware) that Canon sponsored an S-League team, namely ANFC, they would be encouraged to purchase Canon's products as a result of that sponsorship. Of that sample, 82.8 per cent were "not at all" encouraged (ANFC fans = 34 per cent), compared with 13.8 per cent who advised they were encouraged "a little" (ANFC fans = 32.6 per cent) and 0.3 per cent of the general public who were encouraged "a lot" (ANFC fans = 1.4 per cent).

CONCLUSIONS

This study supported previous research conclusions that highly identified fans are likely to react more positively to sponsorship than lowly identified supporters (Madrigal, 2000; Gwinner and Swanson, 2003; Grohs, Wagner and Vsetecka, 2004; Tsiotsou and Alexandris, 2009), despite only 15.6 per cent of the total ANFC sample being highly identified fans, representing a limitation of this research.

There were high rates of recall from ANFC fans identifying the club's Main Sponsor, with recall greatest among highly identified fans. However, this study echoes previous research in proposing sponsorship success should not be judged merely on awareness of the sponsor brand (Quester and Farrelly, 1998), sponsor awareness representing

"merely first-line measures of sponsorship impact" (Meenaghan, 2001, p.97). Overall the findings reported relatively low levels of purchase intent among ANFC fans as a direct result of Canon's ANFC sponsorship, although there were more positive responses from highly identified fans than lesser identified supporters and ANFC fans reacted more positively than the general public. Nevertheless, the findings of this study insinuate that the ANFC fans in this sample are less influenced to purchase their favourite team's sponsor's products by virtue of social alliances with fellow fans, goodwill effects or loyalty to their team than fans in previous studies conducted elsewhere (Bennett, 1999; Madrigal, 2000; Meenaghan, 2001; Dees, Bennett and Villegas, 2008; Tsiotsou and Alexandris, 2009). This suggests that among ANFC fans high awareness of the sponsor alone will not necessarily translate into increased purchase behaviour (Hoek et al., 1997).

Future research involving larger samples of respondents and a number of S-League clubs is recommended to compare with this study's findings and investigate whether other clubs' fans experience greater goodwill effects towards their clubs' Main Sponsor. These studies could involve qualitative research to examine why individuals develop certain attitudes and behaviours, which forms of advertising influence purchase decisions and whether sponsorship is a contributing factor. **RMA**

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