

HONG KONG RECREATION REVIEW

康樂動向

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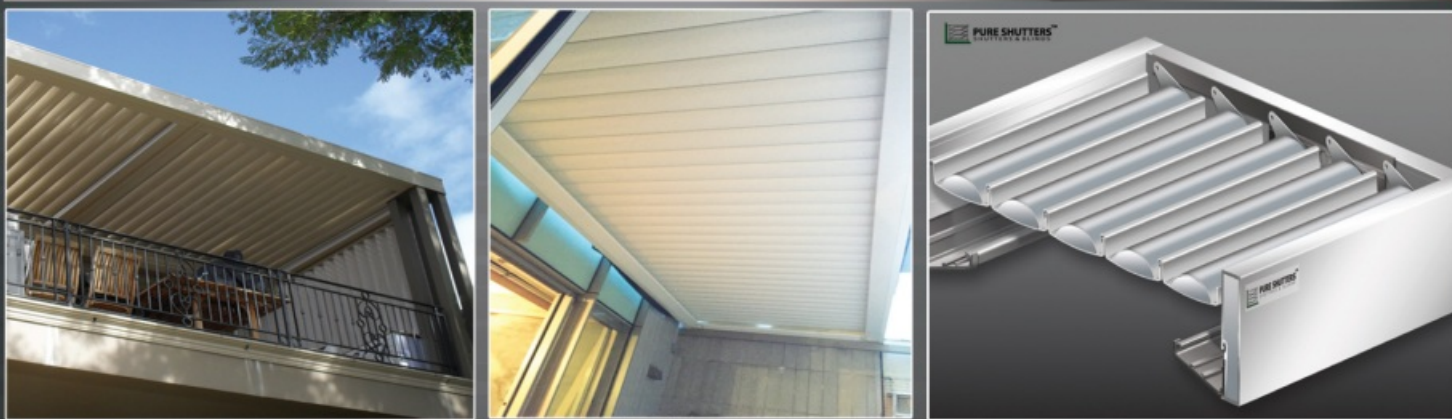


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Contents 目錄

Leisure, Happiness and Comedy

03

*Physical Literacy - Future Proofing
The Next Generation for
An Active Life*

21

*Analysis of Spectator Fan
Motivations among Hong Kong
Soccer Fans*

27

*How Disney Theme Park's Quality
Service Affect Customer Loyalty
in China*

41



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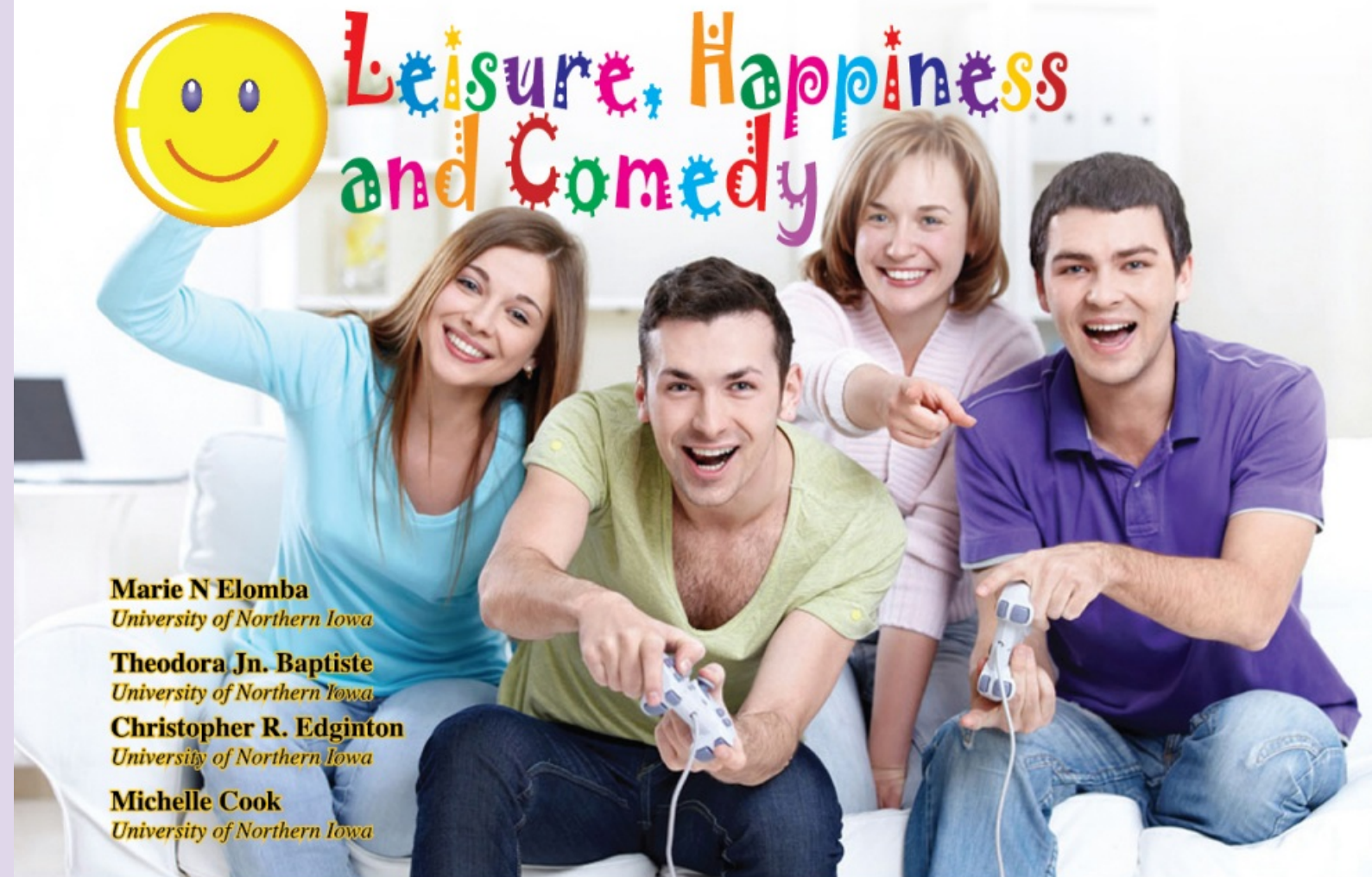
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Leisure, Happiness and Comedy



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INTRODUCTION

The state of "happiness" has been studied increasingly over the past several years. The ancient Greeks contemplated happiness hundreds of years ago and equated the concept with virtue. Aristotle viewed happiness as "leading a virtuous life" or living in consonance with reason (McMahon, 2006). More recently, happiness has been conceived as the "degree to which an individual judges the overall quality of his life favorably" (Veenhoven, 1991, p. 2).

Further, happiness is subjective and can be defined as an emotional sense of contentment, usually associated with well-being (Fordyce, 1985). Happiness has also been defined as a person's overall emotional condition which includes a positive affect (Cole, 2006). Interestingly, leisure and recreational activities are major sources of happiness because their selection is freely chosen by the individual. Hills & Argyle (1998) stated that leisure produces "temporary states of joy and is a major source of happiness" (p. 524). Tomlinson (1917) notes that: happiness, moreover, is always something exquisite, and it is the nature of things exquisite to be fleeting, evanescent, or easily dispelled. A settled happiness is as rare as a rhapsody of happiness; and when it exists it is usually a hard-won, well-earned calm." (p. 58).

When people attain happiness, there are usually two components involved – satisfaction and pleasure. Simpson (1975) noted that while "man will not find an activity satisfying unless he can,

in general, take pleasure in the activity, satisfaction requires, in addition to pleasure, that a man should believe the activity to be in some way valuable or worthwhile" (p. 170). Bok (2010) noted that the most important sources of happiness seem to include "close relationship with family and friends, helping others, and being active in community, charitable, and political activities" (p. 259).

Empirical investigation on the relevance of happiness extends from psychology, social psychology, economics (Albanese, Bonasia, Napolitano, & Spagnolo, 2015; Matthew Adler & Eric A. Posner, 2008) to political studies (Cole, 2006). How is happiness measured? Fowler & Christakis (2008) compiled data from the Framingham Heart Study and focused on individuals who were assessed with the Center for Epidemiological Studies depression scale (CES-D). These researchers focused on participant responses to the four statements: (1) I felt hopeful about the future, (2) I was happy, (3) I enjoyed life, and (4) I felt that I was just as good as other people. The CES-D subcomponent focusing on certain feelings was noted as a "valid instrument for measuring positive affect and taken as interchangeable with the concept of happiness" (Fowler & Christakis, 2008, p. 3). Participants who answered yes to all four statements were considered to be happy.

As noted above, happiness can result from participating in leisure experiences. Edginton, DeGraaf, Dierse, &

Edginton (2004) offered reasons for how people choose leisure including “personal development, social bonding, therapeutic healing, mental and physical well-being, stimulation, freedom and independence, and nostalgia” (p. 28). Possible questions still to be addressed include: (1) what are the specific activities that individuals freely choose that could activate their happiness? and (2) to what extent will free choice of one’s leisure pursuits in daily living have a role in enhancing happiness? Watching comedy is one type of leisure activity that individuals can choose to participate in that may enhance mood or well-being, hence, happiness.

Goodale and Godbey (1998) describe *scholé*, the Greek word for leisure, as “the search for the wisdom of life” (p. 2) or “a way of living” (p. 11). This concept can be contrasted with the “*Ascholia*” which means recreation and “*Piadia*”, which means amusement (Goodale & Godbey, 1988). From the Greeks onward, “interest in leisure has hinged on the assumption that free time, and especially recreation, is the source of the most rewarding experiences in life” (Csikszentmihalyi & LeFevre, 1989, p. 815). One leisure activity is watching television. Drawing from the previous works, watching television is among a leisure category called ‘technology enthusiast’ which is characterized by the fact that people enjoy recreation and leisure via technology (Hille, Arnold, & Schupp, 2014). Watching comedy is an experience that individuals can easily stumble onto during their passive leisure time, especially when such free time is occupied by watching TV. Comedy can increase one’s sense of humor which, as one study suggests, produces “a significant moderating effect on the relation between recent negative life events and current levels of mood disturbance” (Martin & Lefcourt, 1983, p. 1322). As a leisure activity, watching comedy can result in “positive emotions which are seen as the consequences, rather than the cause of humorous amusement” (Liu, 2012, p. 23). This study seeks to examine the extent to which this activity (watching comedy) can enhance happiness.

According to (Boer, 2014) researchers are now convinced that people’s happiness can provide sufficient detail that can guide institutional and governmental decisions. What people do to enhance happiness and the activities in their daily lives that can possibly enhance happiness is a worthwhile exploration. It is suggested that the study of happiness may be beneficial in understanding how to improve well-being and it is worthy of scientific study (Norris & Vella-Brodrick, 2008). One of the methods used in measuring happiness is what Boer (2014) called the “affect method” which suggests that emotion can be positive or negative. As such, the common metric of pleasure (Boer, 2014) may be acknowledged. However, it has been suggested that not all positive emotions are pleasurable and not all negative emotions are unpleasurable.

Hsee, Hastie & Chen, (2008), described factors happiness as a dynamic state, where the length and intensity of happiness fluctuate. These researchers stated that “one’s momentary experience with an ongoing dynamic outcome depends not only on its direction of change, but also on its rate of change, as well as on the change in the rate” (Hsee, Hastie, & Chen, 2008, p. 230). Other researchers suggest that mood and social relationship factors predict happiness (Lyubomirsky, Tkach, & Dimatteo, 2006). One study showed that “happy people were indeed

more extraverted, reported being in a better mood and experiencing more positive affect, were less emotionally unstable, and experienced less negative affect than did their unhappy peers” (Lyubomirsky, Tkach, & DiMatteo, 2005, p. 389). In other words, people may seek out activities that positively affect mood and influence overall happiness.

Philosophical Perspective of Happiness

One philosophical perspective includes the ideology that being an extravert in one of the strongest predictors of happiness (Argyle & Lu, 1990, p. 1011). From a philosopher’s perspective, sensual and inward pleasure are some of the segments where any ordinary person can gain happiness. Francis & Katz (2000) concluded based on their findings that “happiness is a thing called stable extraversion” (p. 12). Extraversion, “together with its component traits of sociability, tempo, and vigor, predisposes individuals toward positive affect” (Argyle & Lu, 1990, p. 673). An American psychologist, Abraham Maslow, described a quality of life theory which described happiness and true being as reaching self-actualization. Maslow’s theory demonstrated that “happiness, health, and ability to function come when you take the responsibility for fulfilling all your needs” (Ventegodt, Merrick, & Andersen, 2003, p. 1051). Leisure and recreational activities have full capacity of providing these human needs. How one interprets or reports quality of life measures “tends to be a direct function of their evaluations of important life domains such as social support, leisure activities, and standard of living of overall life” (Leung & Lee, 2005, p. 163). One recent study by Stenseng, Forest, & Curran (2015) used belongingness for example, to observe its effect on positive emotion. Belongingness was defined as a motivational force that has a direct effect on emotional patterns. This study sampled 402 adults in recreational sport activities and reported that belongingness influences positive emotion like enjoyment and joy, which further yields harmonious behavior. Nawijn & Veenhoven (2013) described the hedonic level of affect as “feelings, in terms of emotions, affect, and mood, which belong to the affective component of happiness” (p. 4). Veenhoven (1984) related happiness to contentment stating that contentment designates the “degree to which an individual perceives that his aspirations are being met” (p. 27).

Veenhoven suggested the affect theory to offer a description of the effect on leisure and happiness. This theory holds that “happiness is a reflection of how well we feel generally” (Veenhoven, 2009, p. 11). Veenhoven (2009) explains the affect theory implication including a definition of happiness as a desirable state which could be advanced by improving the livability of the environment. “Frequent positive affect is both necessary and sufficient to produce the state we call happiness, whereas intense positive experience is not” (Diener, et. al, 1991, p. 119).

A “feeling of happiness (or unhappiness) can be classified at least in three different ways: by its emotional specificity, by its domain specificity, or by its temporal specificity” (Hsee, Hastie,

& Chen, 2008, p. 225). In other words, is the feeling of happiness related to a specific emotion, such as anger or joy, or is it a normal positive or negative feeling? Hsee, Hastie, & Chen (2008) further define domain specificity as “the range of events included in a designated experience” and temporal specificity as “whether the experience is about one’s momentary feeling toward an event as the event unfolds” (p. 225). Psychological measures of happiness focus on subjective and internal feelings which are a self-reported experience (Hsee, Hastie, & Chen, 2008).

Happiness, Leisure and Recreation

A group of 21 breast cancer survivors involved in motorcycle events were subjected to a qualitative research study which was designed to observe the role of recreational activity to the adjustment of their life satisfaction, happiness, distress, global well-being, and meaning to life. It was suggested that adventurous recreation involving emotional and physical challenges contributed to build up positive feelings and provided opportunity for personal growth (Jeff, Meredith, Danielle, Megan, & K., 2009). Literature provides the understanding that participation in political or community activities is considered to have a positive outcome to subjective well-being and builds social capital (Tiefenbach & Holdgrun, 2015). As such, the ability to influence personal relationships leads to the ability to influence happiness (Cole, 2006).

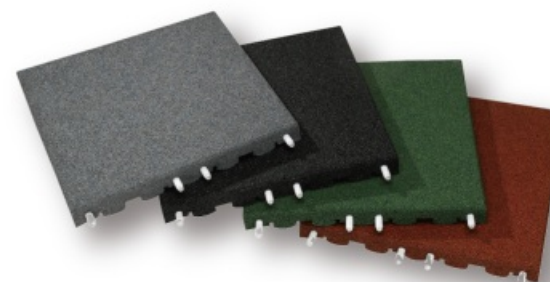
Pleasure and satisfaction producing happiness derived from participating recreational activity can vary, based on the kind of recreational activity that one is involved in. For example Hills and Argyle (2001) suggested that the mechanism by which introversion-extraversion affects happiness is different and extraversion would primarily emphasize sociability and social relationships as self-evident sources of happiness. It was also observed that older people above 65 find significant pleasure and happiness from engaging in activities such as watching TV and

the extent of happiness and pleasure varied (Onishi, et al., 2006). The particular genre of television categories the participants were viewing was not described in this example. Rogers & Zaragoza-Lao (2003), found that in Japan, amusement activities for ill or hospitalized children are very important in increasing the child’s overall health and well-being. In this study, it was evident that children with cancer identified amusement as an important aspect of their care. Specifically, they observed that the use of virtual amusement has positive results for hospitalized children.

It is expected, for purposes of this study that voluntary participation in non-obligatory activities will be of more relevance to subjective well-being. It is important to note that subjective well-being has been interchangeably used as happiness and happiness has been frequently used as one of the dimensions of subjective wellbeing. An experimental study in Japan provided a clue on the effect of voluntary participation to social activities like ‘neighborhood associations’. The researchers observed that voluntary participation significantly affected the happiness of participants, especially for women (Tiefenbach & Holdgrun, 2015). A sample of recreational runners provided some evidence that restored attention is one of the benefits from high-intensity running (Norling, Sibthop, Suchy, Hannon, & Ruddell, 2010). It has been also suggested that exercisers are happier in all ages than non-exercisers (Stubbe, Moor, Boomsma, & Geus, 2007).

A review of the literature provides knowledge that recreational activities can enhance happiness, improve wellness, and serve as an avenue for stress reduction. In this study, comedy experience is defined as a type of recreational involvement that connects with individual psychologically and mentally, with a capacity to providing emotional affect. It is suggested that this recreational activity can have a potential role on positive emotion – happiness.



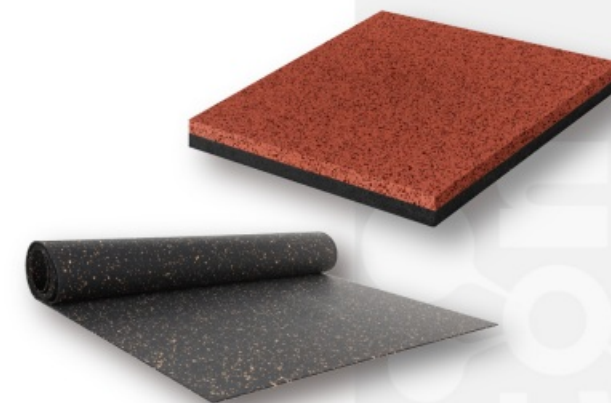


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PURPOSE OF THE STUDY

This study explores the role of experiencing comedy and the extent to which this occurrence enhances happiness. In addition, the study will explore the role of experiencing or watching comedy as leisure and/or recreational activity. For the purpose of this study, comedy experience is considered leisure and recreational activity. Recreation and leisure have been interchangeably used in literature and are interrelated (Hurd & Anderson, 2015). The following research questions have been established for the study. They are:

1. Will the comedy experience have a positive role on happiness?
2. To what extent does comedy enhance happiness?
3. Will the comedy experiences be more significant to enhance momentary happiness or broad happiness?

The following hypotheses have been established for this study in a form to enable testable propositions. They are:

1. The comedy experience will have a positive role on happiness.
2. The extent to which comedy can enhance happiness may be measured.
3. Comedy experiences may be more significant to enhance momentary happiness when compared with broad happiness.

METHODS

The study utilizes a mixed method research approach. Both quantitative and qualitative research methods have been employed. A small mid-western university was selected to provide participants for the study. Two hundred and thirty (230) undergraduate and graduate students were asked to complete the Oxford Happiness Inventory Questionnaire and eight (8) undergraduate and graduate students were selected to discuss six semi-structured open-ended interview questions in the study. The qualitative approach was a follow-up strategy to gain in-depth understanding of the experience of comedy. The interviewers administered a demographic part of the questionnaires to gather demography information: age, gender, educational level and frequency of watching comedy.

Subjects

Subjects participating in the study were required to complete a closed ended design survey during various instructional classes. The participants were presented with consent forms to voluntarily participate in the study and were advised that there was no direct reward (e.g. extra class points) of any type or kind for participation. Although this was a convenience sample, the participants were exclusively unselective because their participation was anonymous and purely voluntary. Participants were given 15-20 minutes to complete the questionnaire.

QUANTITATIVE APPROACH

Measures

The questionnaire had 29 items measuring happiness adapted

from the Oxford Happiness Inventory (OHI) scale (Hills & Argyle, 2001). The goal was to differentiate between the extent to which comedy enhances happiness momentarily or broadly. Thus participants were required to rate each item on a 6 Likert scale (1 = strongly disagree 2 = moderately disagree 3 = slightly disagree 4 = slightly agree 5 = moderately agree 6 = strongly agree) as it relates to their happiness. The terms "momentary" and "broadly" used in this study were verbally explained before the questionnaire was distributed as well as in the questionnaire itself. Although this explanation was done, it was presumed that participants might possibly bias their rating of the momentary and broad happiness to mean the same and thus assign the same score for both. To minimize the occurrence of such possible bias in responses, five additional statements were provided which directly measured the extent to which happiness is derived from the comedy experience. The five statements were: (1) Watching comedy, enlightens me and makes my moment happy (C1). (2) Watching comedy, enlightens me and makes my whole day happy (C2). (3) Watching comedy, enlightens me and makes my whole week happy (C3) (4) Watching comedy, is a momentarily belly laugh experience (C4) and (5) Watching comedy, is an enjoyable experience that last for long time (C5). These items were also measured on a 6 Likert scale (1 = strongly disagree 2 = moderately disagree 3 = slightly disagree 4 = slightly agree 5 = moderately agree 6 = strongly agree). Participants were frequency of experiencing comedy was categories in four groups (1 = rarely, 2 = sometimes, 3 = often, 4 = very often). The final questionnaire had 63 items in total to capture the relevant information regarding one's comedy experience and happiness. The items were all positive statements aimed at measuring happiness.

Reliability and Validity

Cronbach's alpha was used to measure the internal reliability of the instrument. The overall reliability for the 63 items (29 items measuring happiness momentarily, 29 items measuring happiness broadly and 5 control statements) scored a satisfactory consistency of Cronbach's alpha value of 0.98 which is greater than 0.7 and each item had a Cronbach's alpha >0.9. In previous studies OHI has been reliability with coefficient alpha of .85. Oxford Happiness Inventory (OHI) scale has been used by many researchers because of its validity $\alpha(167) = 0.92$ (Hills & Argyle, 2001; Francis & Katz, 2000). Momentary and broad happiness measures were computed by the frequency of experiencing comedy using one-way ANOVA.

FINDINGS

In this section of the paper, the demographic characteristics of the subjects will be explained. Additionally, measurements of research and analysis, including the ANOVA analysis, linear regression, and the hypothesis statements will all be described. The report of findings will include a description of the hypothesis statement and decision if the hypothesis statement is accepted or rejected. Finally, this section will include tables from the statistical data that was collected.

Demographic Characteristics of the Subjects

Two hundred and thirty (230) students answered the questionnaire, 71 were males (31%) and 159 were female (69%). Forty-eight (48) of the participants were graduate students or (21%) and 182 were undergraduate students or (79%). The majority of the participants were of the age range 18-23 (79.1%), 11.7% were of age range of 24-29, 5.7 % were of age range 30-35, while rest of the population was age 35 and above. The participants also reported their frequency of experiencing comedy on a Likert scale of 1 to 4. The result showed 44.8% reported that they sometimes experience comedy, 40.9% reported they often experience comedy, 7.4% reported they experience comedy very often and 7% reported they rarely experience comedy.

The ANOVA analysis demonstrated that there was significant variation in happiness dimensions between groups for most of the items measuring momentary and broad happiness (see table 1, 2 and 3). Items with significant in enhancing happiness momentarily and broadly are reported. The results revealed not every item within the happiness dimension significantly applies on the participant's happiness. Items that were reported to have significant role for either momentary happiness or broad happiness are presented in table 1 & 2.

To observe the extent to which the comedy experience enhances happiness, linear regression analysis was calculated where the independent variable (frequency of comedy experience) and the dependent variables (momentary happiness and broad happiness) were computed (see table 4). Although, the frequency of experience comedy was categorically measured, previous studies in leisure have provided evidence of some sort of linearity of an operationalized of systematic behaviour, which was subjectively measured, based on individual experience, with the outcome of well-being. The result revealed that at 95% confident interval, comedy experience has an absolute significant role ($p < 0.000$; $F(24.932)$; $df(228)$; $R^2(0.099)$; $Beta(0.314)$; $t\text{-value}(4.993)$ and this is dependent on the frequency of experiencing comedy. Therefore, the hypothesis that the extent to which comedy can enhance happiness may be measured is retained.

For each comedy experience, momentary happiness increases by 9.9%. Following the respondent's self-reported happiness scores, comedy experience contributes 31.4% momentary happiness to an individual. After controlling momentary happiness with control variables (C1 and C2), experiencing comedy enhances happiness by contributing 16.8% to participants momentary happiness ($p < 0.001$; $F(69.407)$; $df(226)$; $R^2(0.480)$; $Beta(0.168)$; $t\text{-value}(3.355)$). The result showed a significant increased contribution of 38.1% (calculated change in R^2 value) for every one time of experiencing comedy. Watching comedy was reported as activity that significant makes moments happy ($p < 0.000$), and not just a momentary belly laugh ($p < 0.149$) exercise or experience (see table 4, C1). People seem to make



more deeper meaning about the moment of the experience. In addition, the hypothesis that comedy experience will have a positive role on happiness is supported.

The same procedure was followed to observed broad happiness from one's comedy experience (See table 5). The results showed that broadly, comedy experience enhances happiness at a significant level ($p < 0.000$; $F(29.698)$; $df(227)$; $R^2(0.116)$; $Beta(0.340)$; $t(5.450)$ and after controlling with (C3, C4 and C5), the results still maintain a significant contribution ($p < 0.023$; $F(80.505)$; $df(224)$; $R^2 = (0.590)$). However, according to the reported information, it was observed that happiness from comedy experience doesn't necessarily makes ones whole week happy ($p < 0.606$), but experience is absolutely enjoyable ($p < 0.000$) and significant makes a whole day happy ($p < 0.000$). Further, the hypothesis that comedy experiences may be more significant to enhance momentary happiness when compared with broad happiness is retained.



Table 1
ANOVA: Momentary Happiness and Frequency of Comedy Experience
Items with significant difference by groups of frequency of experiencing comedy

| | | Sum of Squares | df | Mean Square | F | Sig. |
|---|----------------|----------------|-----|-------------|-------|------|
| Watching comedy, I feel particularly pleased with the way I am. | Between Groups | 13.3054 | 3 | 4.351 | 4.649 | .004 |
| | Within Groups | 211.507 | 226 | .936 | | |
| | Total | 224.561 | 229 | | | |
| Watching comedy, I am intensely interested in the other people, and the comedians | Between Groups | 22.706 | 3 | 7.569 | 5.424 | .001 |
| | Within Groups | 315.385 | 226 | 1.396 | | |
| | Total | 338.091 | 229 | | | |
| Watching comedy, I have very warm feeling towards almost everyone watching comedy with me as well as others around me who don't necessarily take pleasure in comedy | Between Groups | 28.982 | 3 | 9.661 | 6.189 | .000 |
| | Within Groups | 352.761 | 226 | 1.561 | | |
| | Total | 381.743 | 229 | | | |
| Watching comedy, I always feel rested after it. | Between Groups | 14.357 | 3 | 4.786 | 2.701 | .046 |
| | Within Groups | 400.426 | 226 | 1.772 | | |
| | Total | 414.783 | 229 | | | |
| Watching comedy, I am particularly optimistic about the future. | Between Groups | 8.660 | 3 | 2.887 | 2.016 | .112 |
| | Within Groups | 323.605 | 226 | 1.432 | | |
| | Total | 332.265 | 229 | | | |
| Watching comedy, I find most things in life amusing | Between Groups | 19.278 | 3 | 6.426 | 4.504 | .004 |
| | Within Groups | 322.483 | 226 | 1.427 | | |
| | Total | 341.761 | 229 | | | |
| Watching comedy, I am always all committed and involved in the experience | Between Groups | 22.880 | 3 | 7.627 | 4.884 | .003 |
| | Within Groups | 355.820 | 226 | 1.574 | | |
| | Total | 378.700 | 229 | | | |
| Watching comedy, I feel life is good. | Between Groups | 18.665 | 3 | 6.222 | 5.933 | .001 |
| | Within Groups | 237.009 | 226 | 1.049 | | |
| | Total | 255.674 | 229 | | | |
| Watching comedy, I laugh a lot. | Between Groups | 15.186 | 3 | 5.062 | 4.441 | .005 |
| | Within Groups | 257.601 | 226 | 1.140 | | |
| | Total | 272.787 | 229 | | | |
| Watching comedy, I feel well satisfied about everything in my life | Between Groups | 14.134 | 3 | 4.711 | 3.406 | .018 |
| | Within Groups | 312.653 | 226 | 1.383 | | |
| | Total | 326.787 | 229 | | | |
| Watching comedy, I feel it is just something I need to do and should | Between Groups | 39.517 | 3 | 13.172 | 5.766 | .001 |
| | Within Groups | 516.313 | 226 | 2.285 | | |
| | Total | 555.830 | 229 | | | |
| Watching comedy, I am very happy. | Between Groups | 31.580 | 3 | 10.527 | 8.431 | .000 |
| | Within Groups | 2825.220 | 226 | 1.262 | | |
| | Total | 316.800 | 229 | | | |
| Watching comedy, I find beauty in the Experience. | Between Groups | 24.917 | 3 | 8.306 | 4.955 | .002 |
| | Within Groups | 378.805 | 226 | 1.676 | | |
| | Total | 403.722 | 229 | | | |
| Watching comedy, I always have a cheerful effect on others (those watching with me and others). | Between Groups | 31.973 | 3 | 10.658 | 8.496 | .000 |
| | Within Groups | 283.509 | 226 | 1.254 | | |
| | Total | 315.483 | 229 | | | |
| Watching comedy, I build the ability to fit in everything I want to do | Between Groups | 17.321 | 3 | 5.774 | 3.726 | .012 |
| | Within Groups | 350.162 | 226 | 1.549 | | |
| | Total | 367.483 | 229 | | | |
| Watching comedy, I feel I am relaxed and in control of my life | Between Groups | 15.959 | 3 | 5.320 | 3.151 | .026 |
| | Within Groups | 381.536 | 226 | 1.688 | | |
| | Total | 397.496 | 229 | | | |
| Watching comedy, I feel able to take anything (feeling freedom to the best). | Between Groups | 12.651 | 3 | 4.217 | 2.919 | .035 |
| | Within Groups | 326.479 | 226 | 1.445 | | |
| | Total | 339.130 | 229 | | | |
| Watching comedy, I often experience joy and elation. | Between Groups | 17.619 | 3 | 5.873 | 5.062 | .002 |
| | Within Groups | 262.225 | 226 | 1.160 | | |
| | Total | 279.843 | 229 | | | |
| Watching comedy, my mind is easy to make decision. | Between Groups | 21.936 | 3 | 7.312 | 5.167 | .002 |
| | Within Groups | 319.808 | 226 | 1.415 | | |
| | Total | 341.743 | 229 | | | |
| Watching comedy, I develop a sense of meaning and purpose in my life. | Between Groups | 19.933 | 3 | 6.644 | 3.921 | .009 |
| | Within Groups | 382.954 | 226 | 1.694 | | |
| | Total | 402.887 | 229 | | | |
| | Within Groups | 297.448 | 226 | 1.316 | | |

Table 1
ANOVA: Momentary Happiness and Frequency of Comedy Experience
Items with significant difference by groups of frequency of experiencing comedy

| | | Sum of Squares | df | Mean Square | F | Sig. |
|---|----------------|----------------|-----|-------------|-------|------|
| Watching comedy, I feel particularly pleased with the way I am. | Between Groups | 13.3054 | 3 | 4.351 | 4.649 | .004 |
| | Within Groups | 211.507 | 226 | .936 | | |
| | Total | 224.561 | 229 | | | |
| Watching comedy, I am intensely interested in the other people, and the comedians | Between Groups | 22.706 | 3 | 7.569 | 5.424 | .001 |
| | Within Groups | 315.385 | 226 | 1.396 | | |
| | Total | 338.091 | 229 | | | |
| Watching comedy, I have very warm feeling towards almost everyone watching comedy with me as well as others around me who don't necessarily take pleasure in comedy | Between Groups | 28.982 | 3 | 9.661 | 6.189 | .000 |
| | Within Groups | 352.761 | 226 | 1.561 | | |
| | Total | 381.743 | 229 | | | |
| Watching comedy, I always feel rested after it. | Between Groups | 14.357 | 3 | 4.786 | 2.701 | .046 |
| | Within Groups | 400.426 | 226 | 1.772 | | |
| | Total | 414.783 | 229 | | | |
| Watching comedy, I am particularly optimistic about the future. | Between Groups | 8.660 | 3 | 2.887 | 2.016 | .112 |
| | Within Groups | 323.605 | 226 | 1.432 | | |
| | Total | 332.265 | 229 | | | |
| Watching comedy, I find most things in life amusing | Between Groups | 19.278 | 3 | 6.426 | 4.504 | .004 |
| | Within Groups | 322.483 | 226 | 1.427 | | |
| | Total | 341.761 | 229 | | | |
| Watching comedy, I am always all committed and involved in the experience | Between Groups | 22.880 | 3 | 7.627 | 4.884 | .003 |
| | Within Groups | 355.820 | 226 | 1.574 | | |
| | Total | 378.700 | 229 | | | |
| Watching comedy, I feel life is good. | Between Groups | 18.665 | 3 | 6.222 | 5.933 | .001 |
| | Within Groups | 237.009 | 226 | 1.049 | | |
| | Total | 255.674 | 229 | | | |
| Watching comedy, I laugh a lot. | Between Groups | 15.186 | 3 | 5.062 | 4.441 | .005 |
| | Within Groups | 257.601 | 226 | 1.140 | | |
| | Total | 272.787 | 229 | | | |
| Watching comedy, I feel well satisfied about everything in my life | Between Groups | 14.134 | 3 | 4.711 | 3.406 | .018 |
| | Within Groups | 312.653 | 226 | 1.383 | | |
| | Total | 326.787 | 229 | | | |
| Watching comedy, I feel it is just something I need to do and should | Between Groups | 39.517 | 3 | 13.172 | 5.766 | .001 |
| | Within Groups | 516.313 | 226 | 2.285 | | |
| | Total | 555.830 | 229 | | | |
| Watching comedy, I am very happy. | Between Groups | 31.580 | 3 | 10.527 | 8.431 | .000 |
| | Within Groups | 2825.220 | 226 | 1.262 | | |
| | Total | 316.800 | 229 | | | |
| Watching comedy, I find beauty in the Experience. | Between Groups | 24.917 | 3 | 8.306 | 4.955 | .002 |
| | Within Groups | 378.805 | 226 | 1.676 | | |
| | Total | 403.722 | 229 | | | |
| Watching comedy, I always have a cheerful effect on others (those watching with me and others). | Between Groups | 31.973 | 3 | 10.658 | 8.496 | .000 |
| | Within Groups | 283.509 | 226 | 1.254 | | |
| | Total | 315.483 | 229 | | | |
| Watching comedy, I build the ability to fit in everything I want to do | Between Groups | 17.321 | 3 | 5.774 | 3.726 | .012 |
| | Within Groups | 350.162 | 226 | 1.549 | | |
| | Total | 367.483 | 229 | | | |
| Watching comedy, I feel I am relaxed and in control of my life | Between Groups | 15.959 | 3 | 5.320 | 3.151 | .026 |
| | Within Groups | 381.536 | 226 | 1.688 | | |
| | Total | 397.496 | 229 | | | |
| Watching comedy, I feel able to take anything (feeling freedom to the best). | Between Groups | 12.651 | 3 | 4.217 | 2.919 | .035 |
| | Within Groups | 326.479 | 226 | 1.445 | | |
| | Total | 339.130 | 229 | | | |
| Watching comedy, I often experience joy and elation. | Between Groups | 17.619 | 3 | 5.873 | 5.062 | .002 |
| | Within Groups | 262.225 | 226 | 1.160 | | |
| | Total | 279.843 | 229 | | | |
| Watching comedy, my mind is easy to make decision. | Between Groups | 21.936 | 3 | 7.312 | 5.167 | .002 |
| | Within Groups | 319.808 | 226 | 1.415 | | |
| | Total | 341.743 | 229 | | | |
| Watching comedy, I develop a sense of meaning and purpose in my life. | Between Groups | 19.933 | 3 | 6.644 | 3.921 | .009 |
| | Within Groups | 382.954 | 226 | 1.694 | | |
| | Total | 402.887 | 229 | | | |
| | Within Groups | 297.448 | 226 | 1.316 | | |

*P<0.05





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Table 2
ANOVA: Broad Happiness and Frequency of Comedy Experience
Items with significant difference

| | | Sum of Squares | df | Mean Square | F | Sig. |
|--|----------------|----------------|-----|-------------|-------|------|
| Watching comedy, I feel particularly pleased with the way I am. | Between Groups | 20.376 | 3 | 6.792 | 5.654 | .001 |
| | Within Groups | 270.262 | 225 | 1.201 | | |
| | Total | 290.638 | 228 | | | |
| Watching comedy, I am intensely interested in the other people, and the comedians | Between Groups | 27.484 | 3 | 9.161 | 5.218 | .002 |
| | Within Groups | 395.032 | 225 | 1.756 | | |
| | Total | 422.515 | 228 | | | |
| Watching comedy I feel that my life is rewarding. | Between Groups | 13.703 | 3 | 4.568 | 2.919 | .035 |
| | Within Groups | 352.114 | 225 | 1.565 | | |
| | Total | 365.817 | 228 | | | |
| Watching comedy, I have very warm feeling towards almost everyone watching comedy with me as well as others around me who don't necessarily take pleasure in comedy. | Between Groups | 15.668 | 3 | 5.223 | 3.282 | .022 |
| | Within Groups | 358.070 | 225 | 1.591 | | |
| | Total | 373.738 | 228 | | | |
| Watching comedy, I find most things in life amusing. | Between Groups | 18.368 | 3 | 6.123 | 3.856 | .010 |
| | Within Groups | 357.300 | 225 | 1.588 | | |
| | Total | 375.668 | 228 | | | |
| Watching comedy, I am always all committed and involved in the experience. | Between Groups | 20.233 | 3 | 6.744 | 4.529 | .004 |
| | Within Groups | 335.034 | 225 | 1.489 | | |
| | Total | 355.266 | 228 | | | |
| Watching comedy, I feel life is good. | Between Groups | 24.555 | 3 | 8.185 | 6.435 | .000 |
| | Within Groups | 286.213 | 225 | 1.272 | | |
| | Total | 310.769 | 228 | | | |
| Watching comedy, I laugh a lot. | Between Groups | 18.045 | 3 | 6.015 | 4.082 | .008 |
| | Within Groups | 331.544 | 225 | 1.474 | | |
| | Total | 349.590 | 228 | | | |
| Watching comedy, I feel well satisfied about everything in my life. | Between Groups | 19.066 | 3 | 6.355 | 4.418 | .005 |
| | Within Groups | 323.668 | 225 | 1.439 | | |
| | Total | 342.734 | 228 | | | |
| Watching comedy, I feel it is just something I need to do and should. | Between Groups | 30.438 | 3 | 10.146 | 4.557 | .004 |
| | Within Groups | 500.924 | 225 | 2.226 | | |
| | Total | 531.362 | 228 | | | |
| Watching comedy, I am very happy. | Between Groups | 27.090 | 3 | 9.030 | 6.772 | .000 |
| | Within Groups | 300.027 | 225 | 1.333 | | |
| | Total | 327.118 | 228 | | | |
| Watching comedy, I find beauty in the experience. | Between Groups | 30.874 | 3 | 10.291 | 6.386 | .000 |
| | Within Groups | 362.611 | 225 | 1.612 | | |
| | Total | 393.485 | 228 | | | |
| Watching comedy, I always have a cheerful effect on others (those watching with me and others). | Between Groups | 28.250 | 3 | 9.417 | 7.208 | .000 |
| | Within Groups | 293.942 | 225 | 1.306 | | |
| | Total | 322.192 | 228 | | | |
| Watching comedy, I build the ability to fit in everything I want to do. | Between Groups | 16.785 | 3 | 5.595 | 3.486 | .017 |
| | Within Groups | 361.163 | 225 | 1.605 | | |
| | Total | 377.948 | 228 | | | |
| Watching comedy, I feel I am relaxed and in control of my life | Between Groups | 13.634 | 3 | 4.545 | 2.809 | .040 |
| | Within Groups | 364.008 | 225 | 1.618 | | |
| | Total | 377.642 | 228 | | | |
| Watching comedy, I feel fully mentally alert. | Between Groups | 13.604 | 3 | 4.535 | 2.667 | .049 |
| | Within Groups | 382.640 | 225 | 1.701 | | |
| | Total | 396.245 | 228 | | | |
| Watching comedy, I often experience joy and elation. | Between Groups | 13.770 | 3 | 4.590 | 3.865 | .010 |
| | Within Groups | 267.217 | 225 | 1.188 | | |
| | Total | 280.987 | 228 | | | |
| Watching comedy, my mind is easy to make decision. | Between Groups | 17.783 | 3 | 5.928 | 4.012 | .008 |
| | Within Groups | 332.401 | 225 | 1.477 | | |
| | Total | 350.183 | 228 | | | |
| Watching comedy, I develop a sense of meaning and purpose in my life. | Between Groups | 13.575 | 3 | 4.525 | 2.608 | .052 |
| | Within Groups | 390.364 | 225 | 1.735 | | |
| | Total | 403.939 | 228 | | | |
| Watching comedy, I feel I have a great deal of energy. | Between Groups | 10.449 | 3 | 3.483 | 2.564 | .056 |
| | Within Groups | 305.604 | 225 | 1.358 | | |
| | Total | 316.052 | 228 | | | |
| Watching comedy, usually gives me a good influence on events. | Between Groups | 22.119 | 3 | 7.373 | 4.621 | .004 |
| | Within Groups | 358.964 | 225 | 1.595 | | |
| | Total | 381.083 | 228 | | | |
| Watching comedy, I have fun with other people. | Between Groups | 9.545 | 3 | 3.182 | 2.996 | .032 |
| | Within Groups | 238.926 | 225 | 1.062 | | |
| | Total | 248.472 | 228 | | | |
| Watching comedy, I feel particularly healthy. | Between Groups | 25.542 | 3 | 8.514 | 4.360 | .005 |
| | Within Groups | 439.410 | 225 | 1.953 | | |
| | Total | 464.952 | 228 | | | |
| Watching comedy, I have happy memories of the past. | Between Groups | 18.628 | 3 | 6.209 | 3.208 | .024 |
| | Within Groups | 435.460 | 225 | 1.935 | | |
| | Total | 454.087 | 228 | | | |

*P<0.05

Table 3
ANOVA: Happiness and Frequency of Comedy Experience
Control Variables

| | | Sum of Squares | df | Mean Square | F | Sig. |
|---|----------------|----------------|-----|-------------|-------|------|
| Watching comedy makes my moment happy. | Between Groups | 17.566 | 3 | 5.855 | 5.452 | .001 |
| | Within Groups | 241.648 | 225 | 1.074 | | |
| | Total | 259.214 | 228 | | | |
| Watching comedy, makes my whole day happy | Between Groups | 28.893 | 3 | 9.631 | 7.147 | .000 |
| | Within Groups | 303.220 | 225 | 1.348 | | |
| | Total | 332.114 | 228 | | | |
| Watching comedy, makes my whole week happy | Between Groups | 30.148 | 3 | 10.049 | 6.744 | .000 |
| | Within Groups | 335.302 | 225 | 1.490 | | |
| | Total | 365.450 | 228 | | | |
| Watching comedy, is a momentarily belly laugh experience | Between Groups | 3.878 | 3 | 1.293 | .789 | .501 |
| | Within Groups | 368.480 | 225 | 1.638 | | |
| | Total | 372.358 | 228 | | | |
| Watching comedy is an enjoyable experience that last for long time. | Between Groups | 46.602 | 3 | 15.534 | 8.779 | .000 |
| | Within Groups | 398.132 | 225 | 1.769 | | |
| | Total | 444.734 | 228 | | | |

P<0.05

Table 4.
Regression Analysis: Experiencing comedy and momentarily happiness

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | 95.0% Confidence Interval for B | | Model Summary | | ANOVA | | |
|---|-----------------------------|------------|---------------------------|--------|------|---------------------------------|-------------|----------------|-------------------|--------|-----|-------------------|
| | B | Std. Error | Beta | | | Lower Bound | Upper Bound | R ² | Adjusted R Square | F | df | sig |
| 1 (Constant) | 3.339 | .181 | | 18.427 | .000 | 2.982 | 3.696 | .099 | .095 | 24.932 | 1 | .000 ^b |
| Frequency of Participation | .349 | .070 | .314 | 4.993 | .000 | .211 | .487 | | | | 228 | |
| 2 (Constant) | 1.076 | .236 | | 4.555 | .000 | .611 | 1.542 | .480 | .473 | 69.407 | 3 | .000 ^c |
| Frequency of Participation | .187 | .056 | .168 | 3.355 | .001 | .077 | .296 | | | | 226 | |
| C1 (Watching comedy, makes my moment happy). | .461 | .041 | .602 | 11.139 | .000 | .380 | .543 | | | | | |
| C4 (Watching comedy, is a momentarily belly laugh experience) | .048 | .033 | .076 | 1.447 | .149 | -.018 | .114 | | | | | |

a. Dependent Variable: Momentary Happiness;
b. Predictors: (Constant) frequency of participation;
c. Predictors: (Constant) frequency of participation, C1 and C4.
d. P<0.05

Table 5.
Regression Analysis. Experiencing comedy and broad happiness

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | 95.0% Confidence Interval for B | | Model Summary | | ANOVA | | |
|---|-----------------------------|------------|---------------------------|--------|------|---------------------------------|-------------|----------------|-------------------|--------|-----|-------------------|
| | B | Std. Error | Beta | | | Lower Bound | Upper Bound | R ² | Adjusted R Square | F | df | sig |
| 1 (Constant) | 3.258 | .180 | | 18.109 | .000 | 2.904 | 3.613 | .116 | .112 | 29.698 | 1 | .000 ^b |
| Frequency of Participation | .377 | .069 | .340 | 5.450 | .000 | .241 | .514 | | | | 227 | |
| 2 (Constant) | 1.796 | .155 | | 11.595 | .000 | 1.490 | 2.101 | .590 | .582 | 80.505 | 4 | .000 ^c |
| Frequency of Participation | .116 | .050 | .104 | 2.291 | .023 | .016 | .215 | | | | 224 | |
| Watching comedy is an enjoyable experience that last for long time. | .148 | .035 | .256 | 4.221 | .000 | .079 | .217 | | | | | |
| Watching comedy, makes my whole week happy | .022 | .043 | .034 | .516 | .606 | -.062 | .106 | | | | | |
| Watching comedy, makes my whole day happy | .347 | .042 | .517 | 8.297 | .000 | .264 | .429 | | | | | |

a. Dependent Variable: Broad Happiness
b. Predictors: (Constant), Frequency of Participation
c. Predictors: (Constant), Frequency of participation, C2, C3, and C4
d. P<0.05



QUALITATIVE APPROACH

The qualitative phase of this study was analyzed using a constant comparative method (Glaser, 1965) guided by the purpose of the study and the research questions. Themes were analyzed and developed after reading and rereading the transcription provided in the interviews, and the codes that emerged in keeping with the qualitative data coding process as described by Creswell (2014). This process entailed several steps. Direct quotes from participant are reported as supported evident to the themes. Six (6) questions were formulated to prompt responses from the participants. They were: (1) please share your experience with watching comedy [movie, show etc.]; what is your experience like; how do you feel during, after, when etc.; (2) what does watching comedy have to do with your life? [how does it impact you]; (3) how would you describe your state of mind when watching comedy? [emotions' feelings etc.]; (4) how long does your experience/reaction from watching comedy last; (5) is comedy experience a momentary experience or does the experience last beyond the actual comedy performance/activity or experience; (6) what are your reasons for watching comedy?

Subjects

Table 6. Demographic Data for Interviewed participants (n=8)

| | Frequency |
|---------------------------------------|-----------|
| Age | |
| 18-23 | 2 |
| 24-29 | 3 |
| 30-35 | 2 |
| Above 35 | 1 |
| Frequency of Comedy Experience | |
| Rarely | 2 |
| Sometimes | 2 |
| often | 3 |
| very often | 1 |
| Gender | |
| Male | 1 |
| Female | 7 |
| Educational Level | |
| Undergraduate | 2 |
| Graduate | 6 |

The interview participants were all from the selected university wherein the qualitative phase was completed. Only students who had not participated in the quantitative phase of the study were allowed to take the interview. In order to minimize the risk of respondents revealing what they thought might be appropriate for the study; such measures were taken to ensure interview participants had had no previous knowledge of the subject matter. Respondent were required to provide spontaneous genuine answers to the six questions. Table 6 below shows the demographic information of the participants. Eight people were interviewed. Each interviews lasted for 10-20 minutes.

FINDINGS

Three major topics (themes) emerged after completing the analytical framework of the study. These themes included: (1) determinants of happiness during and outside of watching comedy; (2) comedy experience as a purposeful path to happiness; and (3) happiness beyond a momentary experience.

1. Happiness derived from the experiencing of watching comedy is determined by imminent factors during the experience and also emerges indirectly from other factors.

Descriptive expressions and words that emerged in the discourse of the comedy experience included; friends, family oriented, people around, experience that can occur while involve in other passive actions or actions requiring no energy, no sense of boredom and someone else.

"I don't watch comedy much but I don't mind watching if somebody else is watching it". "I love comedy, when I hang out with my friends I love to make jokes, I love to have fun, I don't like to see things from the serious aspect, I love to play along stuffs". "Usually, I have comedy experience in my home.... often times with my 12-year-old. It is more appropriate for him and also with my husband. My Comedy experience is usually family oriented". "I say movies are the most of comedy that I watch. With friends and family is when I do watch comedy. That is pretty much the extent to which I do watch comedy". "Individuals experience fun time and happiness from the opportunities of belonging and friendly expression that the experience is associated with". "It is an activity to do with my family".

The description of comedy experience revealed that this recreational activity enhances happiness. Participants expressed that experiencing comedy is a stress relief activity from day to day life distress. The participants termed the experience to be a "mental break" and a "source of self-inspiration." It was also seen as a media to build or solidify personal philosophy about daily life occurrences. According to the participants these were some of the factors that made the experience a source of happiness.

"I would say, most times they inspire me, because I really seat to watch by myself... And in comedy movies they make jokes about the serious daily issues I just Love comedy; I don't think anything about life should be taking too serious. You Know life is all about fun. Just smile through it, be happy, and love it. Comedy helps me to direct me towards my personal philosophy about life. Because you see, some of this comedy and the comic content are like real life situations, you know. Those are the kind of comedy I like to see, not like the one that someone is acting out something"

The discourse also discloses importance factors such as the types of comedy, the personality of the individual having the experience, the depth of the involvement with the experience, and the engagement during the experience as it determines positive or negative modes.

"Comedy is sometimes sarcastic and saddle. They joking about a lot of serious and sensitive issues like sexual orientation or race or feminism. And sometimes I am like; OH MY GOSH! they are portraying somethings and joke with somethings that are touchy issues. Because of that I question the comedy or joke. And though it doesn't make me feel

uncomfortable, it makes me feel sad". "I love watching funny movies. My personality is very bubbly and optimist so I always enjoy laughing and having a good time. Funny movies usually put me in a good mood if I am stressed or upset about something before. Following the movie. I am usually in a good mood due to all the laughing and smiling". "I like to watch comedy movies and show because I feel more enjoyable and I do not feel bored at all from watching".

The experience provides reflection for daily activity. The personality of the comedian can make a joke worth laughing about. One of the participants further explained that a comedian's personality can make something that does not seem funny, worth laughing about. According to a participant's explanation..

"if people repeatedly say a phrase from a show or movie, which will certainty makes it start to sound funny". "With comedy experience you can help but to laugh. It happiness moment derive is inevitable"

2. Comedy experience as purposeful recreational activity to gain happiness and search positive affect or mood.

According to the discourse individuals do watch comedy purposely. The experience of this recreational activity thus, is aimed to gain a moment of laughter, happy mood and positive affect. This is in line with the quantitative result that comedy experience is a platform of the happy moments (see table 3). Participants attest to the fact that they watch comedy to be entertained, to laugh, to relax, to search for the positive mood.

"Laughing always puts me in a good mood. I have purposely watched a funny movie when I was having a bad day or feeling down because I know it would help to make me feel better". "My reason for watching comedy is because I love to laugh and be entertained but also I know if I am feeling down it will pick me up". "To enjoy my time, and I want to watch something that take my stress away by laughing". "I find comedy entertaining and make life enjoyable". "I look for comedy mostly when I don't want to think of anything else but laugh and be happy for a moment". "Usually I watch a show for half an hour or an hour and I do so, when I am to sleep. I know after watching comedy usually it kind of helps me to sleep better and the experience makes my mood improve cos it clears my mind"

3. Lasting beyond momentary experience; happiness spills over.

Whether or not happiness from comedy experience is momentary or broad over time was of interest in this study. This issue was addressed using straight forward questions to explore participant's perception using their personal experiences with regards to their frequency of experiencing comedy. Seven participants expressed the fact that happiness spilled over through their day and week.

"I watch comedy every day. I would say comedy experience is not a thing at the moment. It is something that sticks with you, you know because you keep remembering the scenarios, they keep coming back to you and you know when

you remember them, you can't control the laughter that will come after thinking. When people mention a comic line, repeat a line you have seen in the comedy, you can't help but laugh". "I think the experience last beyond because it's affect my mood all day long"

"I watch comedy almost weekly. My experience last for a day. To me the experience last beyond the experience because it's affect my mood all day long"

"I watch comedy every night for at least two hours. When I watch I forget about everything including my mobile phone. Having someone, that is not you and does not know you, narrate your experience on TV, is comical to me and makes me want to just laugh about it all day long. Seeing them making jokes about the situation makes me feel lighter. I feel comedy experience is not a thing at the moment. It is something that sticks with you, you know because you keep remembering the scenarios, they keep coming back to you and you know when you remember them, you can't control the laughter that will come after thinking. When people mention a comic line, repeat a line you have seen in the comedy, you can't help but laugh. That is because you have seen people make fun of a similar situation"

"I would say that comedy experience seems pretty momentary. But then some of those movies really seem to last longer in the mind, and regenerate the state of happiness. And I relate to them more. They seem to last beyond the experience into daily life going to the holidays some of those movies come and the experience is remembered.

From the quantitative and qualitative findings, it is suggested that there is an expressive and elaborated spillover of happiness that lasts extensively over time, either directly of individual's life existence or in an indirect manner to improve wellbeing. From table 1 & 2, the items that measures happiness at a momentary and broad level are reported in the qualitative discourse. Interview subjects reported that the experience of comedy includes the significance that life is happy, people laugh a lot, life is amusing, a person's relationship with others improves, and one's overall health improves. Some participants reported listening to comedy to assist them in falling asleep.

CONCLUSION

The goal of this study was to provide both quantitative and qualitative evidence of whether happiness can be derived from watching comedy, the role of comedy in one's life and the extent to which comedy experience provides happiness. In this study it is suggested that experiencing comedy offers an exponential aptitude to gain significant happiness for the moment and over a considerable lengthy period of one's daily life. Experiencing comedy can also incorporate a design system that establishes the capacity of experiencing happiness. As (More & Averill, 2003) Individual differences are manifested in traits that can determined the extent to which happiness from the comedy experience can last and the elaborative role it can possibly has on one's existence.

Both the quantitative and the qualitative data demonstrate a relationship between choosing to watch comedy as a leisure activity can enhance happiness. Seligman (2002) suggested that happiness can be achieved via the pleasant life, the engaged life



or the meaningful life. Darwin, Ekman, & Prodger (1998) defined laughter as an innate expression of happiness or joy that has survival value as a mechanism of social communication. Happiness is "commonly understood as how much one likes the life one lives, or more formally, the degree to which one evaluates one's life-as-a-whole positively" (Veenhoven, 2009, p. 1).

LIMITATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

This study provides some insight to the understanding of the extent to which experiencing comedy enhances happiness. Some possible limitations include using a quantitative instrument to measure the frequency of the experience for each individual on the same scale as happiness (i.e. using an exact proportion of the frequency of the experience for each participant). Another possible limitation is the perceptions of time and frequency relative to participants' experiences and individual perspectives. Hence, what is considered as "often" for a particular individual may not necessarily be the same for another individual. To that extent, "often" for one person, participant 'A',

might mean four times per week, while for person 'B', it might imply, for example, seven times per week.

Despite the noted observations, the in-depth nature of the interview provided some degree of implicit knowledge to justify and lend support to the role of comedy in impacting and supporting levels of happiness that comedy provides for of individuals. This was determined based on the frequency of their experience of comedy, and to some extent, their level of involvement with the watching comedy.

Following the emerging themes from the discussions, the study calls for further studies on the causality and relationship between comedy and happiness. It is recommended that emphasis be placed on the type of comedy that individual's experiences, as well as their level of involvement with comedy. Also, there may be a need to understand comparatively, possible connections between happiness and other leisure activities such as indoor and outdoor recreation, and to further explore possible influence on one's experience of happiness.

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**PHYSICAL LITERACY -
FUTURE PROOFING THE
NEXT GENERATION FOR
AN ACTIVE LIFE**

David Strickland
Sport and Recreation Victoria, Australia

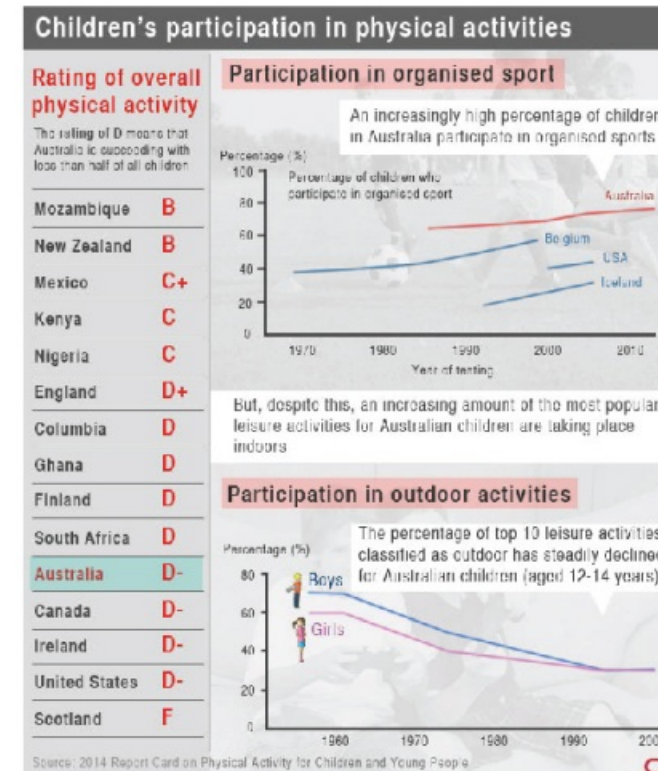
INTRODUCTION

Kwan Woon Yuen (2015) identified the problems of physical inactivity of young adults in Hong Kong and highlighted the challenges ahead noting that physical inactivity is not just a problem found in Hong Kong but a global health issue.

Physical inactivity is also emerging as a serious long term health and wellbeing threat to Australian children (Keegan, Keegan, Daley, Ordway, & Edwards, 2013, Vichealth 2014).

The 2014 Report Card on Physical Activity for Children and Young People produced by Active Healthy Kids Australia highlights the declining levels of physical activity in Australian children. A lead 2014 Report Card investigator, Professor Tim Olds, states that Australia is 'vying to be world champion of physical inactivity' and notes that Australia tops the world for physical activity-friendly built environments, rates highly for sport participation but ranks second last for levels of children's activity (Olds, 2014). The 2014 Report Card posed the question: 'Is sport enough?'

The following Global Report Card on Kid's Physical Activity table highlights physical inactivity as a global issue and demonstrates that while a high percentage of Australian children are participating in sport, participation in outdoor activity is steadily declining (Olds, 2014).



An Australian physical activity conundrum

The residential camping and outdoor activity sector in Australia may provide a pointer for declining levels of physical activity in young people. A government operated residential

facility reported that of 70,000 annual visitors, 30% of children are unable to ride a bike (pers.com). This feedback is supported by the 2015 Progress Report Card on Active Transport for Children and Young People that reported while 90% of Australian households have at least one child's bike in working order, only 11% ride a bike to school and only 11% have ever received formal cycle training (Active Healthy Kids Australia, 2015). Nearly 50% of parents did not allow their child to ride to school out of fear of strangers and potential accidents (Active Healthy Kids Australia, 2015). Bike riding could be reasonably considered a core life-long activity skill and crucial for a society promoting active transport and active lifestyles.

Anecdotally, many residential camping organisations are reporting an increasing number of campers injuring themselves through simple trips and falls related to everyday skills such as walking and running (pers.com ACA). This feedback is supported by the 2014 UPLOADS National Incident Dataset (Goode, Salmon, Taylor, Grant, & Stevens, 2014) which is an injury causation and accident reporting system for the led outdoor activity sector in Australia.

The 2014 UPLOADS Dataset identified walking and running with the highest injury rate (12 incidents per 1000 participants) with the majority of injuries requiring only localised care with short term effects. The most frequently injured locations included legs, feet and hands. Among the most frequently identified contributory factors were activity participant experience and competence; and activity participant's mental and physical conditioning (Goode, Salmon, Taylor, Grant, & Stevens, 2014).

This may suggest that there is a physical activity conundrum involving: declining physical activity levels leading to a decrease in physical literacy; this is then causing injuries which further deflates children's confidence and raises parental concerns; and thus creating a risk aversion to outdoor physical activity; and so the cycle goes. Figure 1 depicts this conundrum.

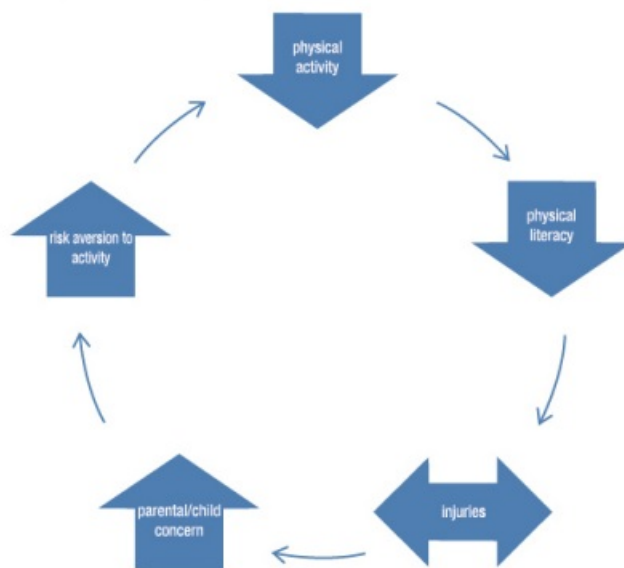


Figure 1. Physical Literacy Risk Aversion Cycle

How do we future proof the next generation for an active life?

Physical inactivity is now identified as the fourth leading risk factor for global mortality (World Health Organization, 2010). Improving physical literacy may be one answer for increasing physical activity and a response to the question raised by Kwan Woon Yuen (2015) "who is going to lead the way ahead in Hong Kong"?

What is physical literacy?

"There are many definitions of 'physical literacy', all contain these common themes: (1) that physical literacy is a lifelong process; (2) that acquisition (competence) of fundamental movement skills (locomotor and object control) is a core component, and; (3) that physical literacy also embraces knowledge, attitudes and motivations that facilitate confident movement" (Richards, 2015).

Put simply, "physical literacy is the ability, confidence and desire to be physically active for life" (Farrey & Isard, 2015).

Why is physical literacy important?

There is a large body of evidence to support the role of physical literacy in the overall qualitative development of a child. Physical activity contributes to the acquisition of physical literacy, and physical activity is also the outcome of being physically literate. The benefits of being physically active are well known – improved physical and emotional wellbeing, cognitive ability, and health status (Richards, 2015). Therefore, physical literacy underpins a lifelong relationship with being physically active and engaging in sport and recreation activities while contributing to lowering healthcare costs.

What are the key physical literacy messages?

1. Physical literacy is a process that begins in infancy and continues throughout life.
2. Early competency of movement skills will encourage participation in sport, active recreation and lifelong physical activity.
3. Sports contribute to acquisition of some fundamental movement skills. Some sports, when modified for young children's participation (such as athletics, gymnastics, and swimming) activate many skills and are generally accessible for early-age skill development.
4. Active outdoor play opportunities, school physical education curriculum, and organised sport participation help children to become physically literate (Richards, 2015).
5. Children develop physical literacy gradually through a variety of structured and unstructured activities. The nature of these activities changes as children grow in age and ability (Keegan, Keegan, Daley, Ordway, & Edwards, 2013).
6. Physical activity and locomotor skill development during the ages of 0-5 underpin much of a child's acquired physical literacy at later stages of development (Richards, 2015).



How physically literate are Australian children?

There is no state, national or international data specifically measuring physical literacy in children (Tompsett, Burkett & McKean, 2014). The concept of physical literacy is relatively new as identified by Whitehead (2001), and while there is general agreement on a definition there is not yet an agreed definition to compile internationally comparative datasets (Spengler & Cohen, 2015).

In the absence of specific physical literacy data - physical activity levels, sedentary behaviours, movement skill competency and aerobic fitness datasets could be used as possible indicators. There are two key reference documents in Australia

relating to children's physical activity levels: the 2014 Report Card on Physical Activity for Children and Young People and Getting Australia Moving: establishing a physically literate & active nation 2013.

The 2014 report card, which uses comparative international data, ranked Australian children's overall physical activity levels a D-, sedentary behaviours a D-, while aerobic fitness and movement skill datasets had insufficient data to confidently rank (Active Healthy Kids Australia 2014). Recent research by Rudd (2015) concluded that "Aussie kids are performing worse in skills such as kicking, throwing, catching and jumping than they were 30 years ago ...90% score below average when compared to American children of the same age".

It can be reasonably concluded that physical inactivity and increasing sedentary behaviours are emerging as very serious long term health and wellbeing threats for children; as well as potentially threatening the long term sustainability of traditional sport and recreation organisations through the lack of confident, willing and skilled participants.

What are the levers to improve physical literacy?

Government leadership is core in achieving an increase in physical literacy in children. Physical literacy interventions include input from agencies responsible for sport and recreation, education, health, community, infrastructure and natural environment.

How can government agencies and organisations support physical literacy improvements?

Government agencies and organisations can provide leadership and/or target resources to influence improvements in physical literacy, particularly the acquisition of fundamental movement skills and support for initiatives that target motivation, means and opportunities for physical activity through sport and active recreation. An indicative support pathway is outlined in Figure 2 below:

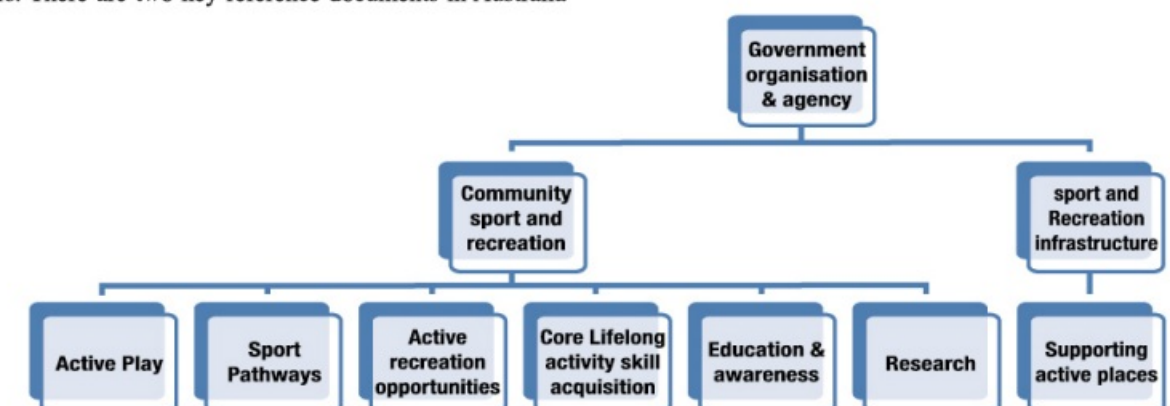


Figure 2. Government Indicative Support Pathway for Physical Literacy.

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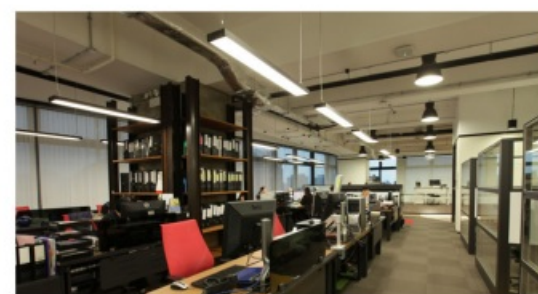
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Life Fitness 亞太區總部有超過 30 位員工為我們的客戶提供專業服務及支援。客戶包括有大型健身中心、PT Studios、酒店及會所、康文署、各大專院校及國際學校等。

Life Fitness 為員工打造一個開放，有活力，健康的工作環境，InMovement 可坐可立式的工作枱、Treadmills Desks、桌球、乒乓球和長達 16 尺的室內哥爾夫球，讓 Life Fitness 的團隊在工作上更添活力。我們更鼓勵員工使用陳列室的器材，並參加每星期五舉行的小組訓練。

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新的亞太區總部具備最先進的設備，為員工、業內人士及客戶提供專業培訓、工作坊和研討會等。我們的專業團隊可提供最新的業界資訊，包括健身室及健身課程設計、各類健身器材和小組訓練、維修保養方面的培訓，以及地材、復康器材選擇，還有如何設計辦公室以增強員工士氣和生產力等。



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Mr. Vincent Law
Director of Sales, HK & Macau

Vincent Law, Sales Director of Hong Kong & Macau said: "I am very pleased for the completion of Life Fitness Regional Headquarters removal project. We hope with the new office, we could provide an all-round support and professional services to our customers. As the same time, we would like to take this opportunity to thank you all for the support to Life Fitness."

Life Fitness 香港及澳門銷售總監羅偉樑先生表示：「好高興我們籌備多年的項目終於順利完成，希望藉着這個新亞太區總部的落成，Life Fitness 可以為大家提供更全面的支援及貼身的專業服務。與此同時，我們亦藉住這個機會，感謝大家多年來對 Life Fitness 的支持。」

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Where can government start?

- Review current investment activities in sport and active recreation to identify what refinements could be made to contribute to improvements in physical literacy opportunities; some improvements maybe achievable within available resources.
- Begin a conversation with other government colleagues regarding a leadership strategy to progress a whole of govern-

ment approach to physical literacy.

- Begin a conversation with other stakeholders regarding collaborative approaches and partnerships.

Summary

Improving physical literacy may future proof the next generation for an active life; and create fitter, smarter and healthier children.



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Analysis of Spectator Fan Motivations among Hong Kong Soccer Fans

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Introduction

Background of the study

Sport is considered as one of the most prevalent "product" in the world and tons of people are constantly consuming this kind of show piece (Zorzou, et al., 2014). Soccer game has been regarded as one of the most common type of sports product and is well played by men, women and children of all ages (Stolen, Chamari, Castagna, & Wisloff, 2005). For most of the world, soccer has been historically the dominant sport in terms of the competitive landscape, number of events at different levels, media coverage as well as the attendance (Izzo, et al., 2011). It has been constantly suggested that sports consumers nowadays are more and more "discontented and disconnected" in attending or watching sports (Kim & Trail, 2011). Developing effective relation marketing strategies is important for sport managers to understand the fan motivations behind sport consumption (Beverland, Farrelly, & Quester, 2010).

In Hong Kong, there are three main types of competition: (1) First Division League, (2) Senior Shield, and (3) FA Cup. The matches occupy most of the time throughout the year. Not only can people in Hong Kong enjoy the above mentioned competition, but also can they watch matches from leagues of all over the world including. As Hong Kong spectators get a wide range of matches to watch, it is crucial for sports and event marketers to better understand the consumer behavior and motivation of soccer attendees or spectators for the sake of

improving marketing strategies and expanding the current consumer base (Mahony, Nakazawa, Funk, James & Gladden, 2002; Tokuyama & Greenwell, 2011). The present study will provide potential explanations on marketing implications on sport for future studies.

Consumption activities can be divided into participant sport and spectator sport (Cohen & Avrahami, 2005). Sport participation is labelled as "play" while spectatorship is regarded as "display" (Stone, 1971). Wann's research (2008) found that respondents scored higher in eustress, self-esteem, group affiliation, entertainment and family for team sports like soccer which is our main focus in this study. According to Papakonstantinou, Methenitis, Salasidou and Chatziri (2009), fans attending live games because of (a) the "attractiveness" of the club, (b) the "internal and external relations" within the club, (c) the "financial" factor (i.e. ticket price) and (d) the "preference" of supporters. Education level, age, gender and occupation of the fans are also the factors affecting games attendance (Zorzou, et al., 2011). In the meantime, Trail, Anderson and Fink (2000) suggested nine motivational factors to explain why people consume sporting activities which are mainly based on social and psychological needs: vicarious achievement, acquisition of knowledge, aesthetics, social interaction, drama/ excitement generated, escape, family, physical attractiveness and quality of physical skill of players.

Objectives of the study

The purpose of this study is to examine why soccer fans in Hong Kong attend soccer games or watch televised soccer matches regularly and frequently or being a loyal fan of a soccer team. The secondary aim is to investigate if there is any gender or marital difference among the nine motivational factors. The main hypothesis here refers to the relationship between different motives and participation as a fan in soccer activities. The higher level of a soccer fan belongs to the higher score he or she will get in the MSSC questionnaire.

Literature Review

Motivation was defined as “an internal force that directs behavior toward the fulfillment of needs” (Shank, 2002, p.157). Sports fans are who strongly identify with the team they support and they normally strive to achieve and maintain a positive social identity through intergroup differentiation from rival teams (Wann, Royalty, & Roberts, 2000). Fan motivation is one of the key factors affecting the fans’ participation to a sportive activity (Shank, 2001). To be more specific, sport fan motivation has been describe as “a self-determined and volitional state that energizes a desire to engage in sport goal directed behavior to acquire positive benefits” (Funk, Beaton, & Alexandris, 2012, p.364). As a result, motivation is a key determinant in investigating sport consumers’ behavior (Kahle, Duncan, Vassilis, & Aiken, 2001; Milne & McDonald, 1999; Wann, 1995). The impacts brought by motivation include emotional reactions to games attended and number of games attended which are the main focuses in this study (Funk, Mahony, & Ridinger, 2002; Wann, Brewer, & Royalty, 1999). According to Cohen and Avrahami (2005), the behavioral involvement of sport fans can be divided into two categories: (1) direct consumption (watching sports in person) and (2) indirect consumption (watching games through media means). The former classification is an active behavior including fans’ attending homes games at the stadiums or even travelling to watch favorite teams’ away games while the latter one is a passive behavior referring to watching games and reading related news via whatever mass media (Cohen & Avrahami, 2005). In this study, motives of fans with either active or passive behavior were examined.

Countless researches have examined the motives which drive spectators to attend or watch different kinds of sport events by applying various motivational theories (Correia & Esteves, 2007; Funk, Ridinger & Moorman, 2004; Kahle, Kambara & Rose, 1996; Mahony, et al., 2002; Robinson, & Trail, 2005; Trail, Fink & Anderson, 2003; Wann, et al., 2008; Won & Kitamura, 2007). Sport consumer research has identified a series of motives ranging from experiences, socio-cultural upbringing and personality (Funk, et al., 2012).

Previous researches have suggested that consumers who tend to be highly attracted by a team or sport often possess the knowledge motivator (Trail, Robinson, Dick & Gillentine, 2003; Woo, Trail, Kwon & Anderson, 2009). According to Beyon, Cotting-

ham and Carroll (2010), knowledge can be divided into three categories: (1) knowledge of the sport (including rules of the game), (2) knowledge of the players and team and (3) personal understanding of the games. Dhurup (2010) also pointed out that knowledge includes the comprehensive aspects especially the technical aspects of the game.

The aesthetic motive was thought to be an underlying factor of sport consumption for fans (Hemphill, 1995; Rinehart, 1996). It means the gracefulness of the movements among players and the natural beauty and robustness inherent in the game of soccer (Dhurup, 2010). Some fans are attracted by the grace of the athletic performances (Wann, Scharder & Wilson, 1999). This motivational factor has to be included in this study as it is believed to be a critical motive in soccer. Soccer fans may still get great delight in games without scoring. It is an example of people enjoying the performances of the players (Mahony, et al., 2002).

Drama is also known as suspense. It refers to the excitement created by a close game with very little error made by the players or teams (Dhurup, 2010). It is said to be high when the game is certainly close and tense when the outcome of the game is not decided until the last minute (Mahony, et al., 2002). Individuals’ emotional arousal is often affected by the ever-changing process and unpredictable nature of sports (Madrigal & Howard, 1995).

The escape motive involves serving sport fandom and spectating as a relief of one’s stressful life (Sloan, 1989; Smith, 1988). Watching sports also provides an opportunity for fans to gain pleasant feeling and self-identity from one’s daily routines (Holt, 1995). Nevertheless, some experts have argued that only attend the games in person can lead to complete dissociation from daily troubles and reality while passive participation via any media or communication channels does not provide the same outcome (Cohen, & Avrahami, 2005).

The family motive is mainly based on the desire to spend time with family members (Evaggelina & Grekinis, 1998; Weiller & Higgs, 1997). It is not likely everyone in a family being a soccer fan, but one may be willing to go for a game or stay at home to watch a game with his or her family (Wann, et al., 1999).

Early in the 90s, researches applied physical attraction to sports setting as sports is regarded as a service good (Kamins, 1990). It is believed that desires for physical attraction would encourage people to participate and attend more sports as they might be drawn by the physical attractiveness of the athletes and players (Koivula, 1999).

According to Sloan (1989), there is more and more evidence showing that physical skills is becoming as important as drama to be the most common motives among various sports. The motive of physical skills refers to the individual player’s or the whole team’s well-executed, athletic and superior performance (Dhurup, 2010).

The social motivation is a kind of socialization allows fans to share interests and experiences exhibited in the game with others (Dhurup, 2010). Normally, fans prefer to consume a sport as a part of a group. Many soccer fans regard spending time with friends as a motivating force to consume sport (Melnick, 1993; Pan, Gabert, McGaugh, & Branvold, 1997). Spending time on social gathering such as attending a team sport is considered as one of the motivations of sport fandom and spectatorship (Wann & Waddill, 2003). It is not only a desire to experience a sense of belonging or togetherness, but also to gain status especially when defending the team with other fans (Stavros, Meng, Westberg, & Farrelly, 2014).

A sense of personal achievement and pride appears when a fans’ team performs well (Dhurup, 2010). If a person is truly a fan and has an emotional connection to a team, research suggests that he or she should be proud of the team if there is well play (James, & Ridinger, 2002). Individuals who wish to enhance their self-esteem may reach the achievement motivation. Most soccer fans identified themselves as part of the team and lived through both victories and defeats as if they were their own matters (Coche, 2013).

From the previous literature (Fink et al., 2002; Trail et al., 2003; Robinson et al., 2005), drama and appreciation of skills were the most important motivational factors measure by the Motivation Scale for Sport Consumption (MSSC). According to Hu and Tang (2010), fan identification is a mediator affecting viewership behavior. Their study also indicated that self-esteem, entertainment and eustress positively affected the fan identification as well as the viewing behavior.

It is the fact that both male and female could be sports spectators, but they may have very different attitudes towards attending sports events (Fink, Trail & Anderson, 2002) that men are more inclined to the game statistics, records, team rankings and sports media while women are attracted to sports merchandise, making a family occasion, educational and leisure value and ticket pricing. Armstrong (1999) held a different view: men attach to games because of fun, whereas women attend games to watch their favorite players. Apart from the above investigators, other researches also examined several gender patterns on various motives. For example, male rated higher on eustress, economic, self-esteem and aesthetics motivation whilst female scored higher on family motivation (James & Ridinger, 2002; MacLardie, 2002).

In short, it is evidenced that sport fan consumption is influenced by various factors such as socio-demographic items, family influence, time and economic constraints and psychometric properties etc.

In the context of this study, motivational constructs were the main focus. The above mentioned nine constructs (knowledge, aesthetic, drama, escape, family, physical attraction, physical skills, social and achievement) are applied to investigate why soccer fans consume soccer activities.



Methodology

Participant

This research recruited 300 subjects with both males and females. It is necessary for the subjects to be a soccer fan of any kinds of soccer matches in any league. People regularly participating in soccer-related activities will have a greater chance to fulfill the above requirements. In this study, purposive sampling was used with a view to recruit more soccer fans with characteristics that qualified the study. Snowball sampling was also used as each participant helped identifying and inviting other potential participants. Independent variables were three levels of soccer fans and dependent variable was the MSSC scale.

Instrumentation

As this paper aimed to study the reasons of soccer fan to attend a live match or watch a telecast of a match. MSSC is an authoritative tool which was developed by Trail and James in 2001. It has already been used in previous researches and they indicate that the psychometric properties of the MSSC can accurately measure the motives of sport spectator consumption behavior. There are 9 constructs with 3 items under each item resulting in 27 items in total. 5-point Likert scale is used, ranging 1 = strong disagree to 5 = strongly agree. Here are some sample questions of the MSSC: *I feel like I have won when the team wins (Achievement)*, *I regularly track the statistics of specific players (Knowledge)* and *Game represent an escape for me from my day-to-day activities (Escape)* etc.

The MSSC was chosen to use because of its proven reliability and validity ($\alpha=.72$ to $.93$; $AVE=.50$ to $.83$; Robinson & Trail, 2005; Trail, Robinson, Dick & Gillentine, 2003; Woo et al, 2009). MSSC was examined by the Cronbach's reliability alpha, concluding a total reliability of 0.87 with constructs alpha 0.89 (achievement), 0.80 (knowledge), 0.80 (drama), 0.87 (physical skills), 0.78 (physical attraction), 0.78 (social), 0.72 (escape), 0.88 (aesthetic), and 0.68 (family) (Trail & James, 2001).



Data collection

MSSC was uploaded on the internet by the Hong Kong Baptist University Qualtrics and a link was generated. The url link was then sent to the prospective participants via different means of social media. The target sample were soccer fans in Hong Kong. All surveys were sent on 4th April 2014 and 300 subjects' responses were received after 6 months. Data-analysis was conducted before October and analyzed by Statistical Product and Service Solutions (SPSS) 21.0.

Data Analysis

There were three sections in the questionnaire: (I) demographic information, (II) measuring the level of a soccer fans and (III) MSSC. Procedures in SPSS 22.0 were carried out to calculate descriptive statistics for socio-demographic items. Mean and standard deviation of the nine motivational constructs were calculated. Cronbach's analyses were used to examine the reliability of the nine subscales of the MSSC. Factor Analysis Extraction was used to measure the respective content validity of each construct. Bivariate correlations were calculated among those independent variables. One-way ANOVA analysis was used to investigate the difference between three levels of soccer fans in nine motivational constructs. Differences between male and female and between single and married respondents in nine motivational constructs were measured by independent-samples t-test analysis.

Results

The demographic information for the sample is presented in Table 1. The proportion males and females of the respondents were 66.7% and 33.3% respectively. Among them, 76.7% were single. Majority of respondents (87.4%) held a university degree of above. In terms of age, more than half (66%) respondents aged between 18 to 30, with only 0.3% of the sample aged over 65.

Table 1. Demographic Information of the Sample (N=300)

| Gender | Marital Status | Education | Age |
|----------------|----------------|---|-------------------|
| Males: 66.7% | Single: 76.7% | Primary School: 0.3% | 12-17: 2.7% |
| Females: 33.3% | Married: 23.3% | Secondary School: 12.3% | 18-30: 66% |
| | | Certificate/ Diploma/ Degree or above : 87.4% | 31-40: 21.7% |
| | | | 41-64: 9.3% |
| | | | 65 or above: 0.3% |

The descriptive statistics are presented in Table 2. On average, mean score of physical skills was the highest (4.17) reflecting that well executed performance and physical skills of soccer players were highly considered when consuming this sport. Physical attraction had the lowest mean score (3.01) means soccer fans do not put much emphasis on the physical charm of the players.

Cronbach's alpha scores were calculated to ascertain the internal consistency reliability of the scales. The alpha scores

of eight constructs out of nine exceeded the minimum recommended level of 0.70 (Devellis, 1991) : Achievement, 0.88; knowledge, 0.85; aesthetics, 0.90; escape, 0.78; family, 0.82; physical attraction, 0.72; physical skill, 0.88; social, 0.84. The alpha coefficient for the scale was 0.81.

Table 2. Descriptive Statistics & Reliability Test of the Scales

| Motivational Constructs | Mean | Standard Deviation (SD) | Reliability (α) |
|-------------------------|------|-------------------------|-----------------|
| Achievement | 3.80 | .894 | .884 |
| Knowledge | 3.44 | .932 | .858 |
| Aesthetics | 3.82 | .742 | .907 |
| Drama | 3.63 | .695 | .577 |
| Escape | 3.43 | .781 | .784 |
| Family | 3.11 | .843 | .826 |
| Physical Attraction | 3.01 | .816 | .723 |
| Physical Skills | 4.17 | .706 | .888 |
| Social | 3.72 | .788 | .847 |

Factor Analysis Extraction was used to measure the respective content validity of each construct. According to the Rotated Component Matrix, factor loading for each scale is reported in Table 3. The nine constructs explained an average of 76% of variance and all items possess good or excellent loadings except Drama. It successfully proves the construct validity of the MSSC.



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Table 3.
Factor Analysis of nine motives

| Item | Loading |
|---|---------|
| Achievement | |
| 1. I feel like I have won when the team wins | .828 |
| 2. I feel a personal sense of achievement when the team does well | .784 |
| 3. I feel proud when the team plays well | .852 |
| Knowledge | |
| 1. I regularly track the statistics of specific players | .713 |
| 2. I usually know the team's win/loss record | .784 |
| 3. I read the box scores and team statistics regularly | .821 |
| Aesthetics | |
| 1. I appreciate the beauty inherent in the game | .790 |
| 2. There is a certain natural beauty to the game | .839 |
| 3. I enjoy the gracefulness associated with the game | .777 |
| Drama | |
| 1. I enjoy the drama of a "one run" game | .472 |
| 2. I prefer a "close" game rather than a "one-sided" game | .818 |
| 3. A game is more enjoyable to me when the outcome is not decided until the very end | .831 |
| Escape | |
| 1. Game represent an escape for me from my day-to-day activities | .757 |
| 2. Games are a great change of pace from what I regularly do | .784 |
| 3. I look forward to the games because they are something different to do in the summer | .752 |
| Family | |
| 1. I like going to games with my family | .858 |
| 2. I like going to games with my spouse | .793 |
| 3. I like going to games with my children | .827 |

Factor Analysis of nine motives (Continued)

| Item | Loading |
|---|---------|
| Physical Attraction | |
| 1. I enjoy watching players who are physically attractive | .707 |
| 2. The main reason that I watch is because I find the players attractive | .841 |
| 3. An individual player's "sex appeal" is a big reason why I watch | .718 |
| Physical Skills | |
| 1. The physical skills of the players are something I appreciate | .843 |
| 2. Watching a well-executed athletic performance is something I enjoy | .812 |
| 3. I enjoy a skillful performance by the team | .845 |
| Social | |
| 1. Interacting with other fans is a very important part of being at games | .782 |
| 2. I like to talk to other people sitting near me during the games | .795 |
| 3. Games are great opportunities to socialize with other people | .764 |

Bivariate correlations were also evaluated to assess the relationship among the independent variables of the study (Table 4). Significant correlation is found at the 0.05 level (2-tailed) when there was a * while it is at the 0.01 level (2-tailed) when there was **. It can be concluded that all motivational constructs were significantly correlated with one another. Among all, knowledge had a relatively strong (.56) correlation with achievement. Physical skill also held strong correlation with aesthetics (.51) while it was slightly correlated with physical attraction. Nevertheless, physical attraction had relatively little correlation with physical skill (.11). Both family (.15) and physical attraction (.15) got little correlation with achievement.





Table 4. Bivariate Correlations among the Independent Variables.

| | ACH | KNO | AES | DRA | ESC | FAM | PHA | PHS | SOC |
|-----|--------|--------|--------|--------|--------|--------|--------|--------|-----|
| ACH | 1 | | | | | | | | |
| KNO | .561** | 1 | | | | | | | |
| AES | .439** | .468** | 1 | | | | | | |
| DRA | .275** | .247** | .469** | 1 | | | | | |
| ESC | .379** | .412** | .441** | .383** | 1 | | | | |
| FAM | .151** | .239** | .269** | .257** | .325** | 1 | | | |
| PHA | .154** | .152** | .148* | .253** | .321** | .395** | 1 | | |
| PHS | .321** | .184** | .515** | .331** | .240** | .187** | .115* | 1 | |
| SOC | .446** | .373** | .415** | .387** | .408** | .309** | .336** | .467** | 1 |

*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).

In this study, total of 300 respondents scored 2 to 23 marks in the section of soccer fan level. All subjects were divided into 3 categories (low / medium / high level of soccer fans) according to their reported scores in every 7 marks (2-8 = low; 9-15 = medium; 16-23 = high). A one-way between groups (ANOVA) was conducted to analyze the difference between the three groups among the nine motivations and respectively.

Significant differences were determined between all three groups of soccer fans (Table 5) for achievement, knowledge, aesthetics and escape and they are all in ascending order (lowest in the low level of soccer fan and highest in the high level of soccer fan). Low level and medium level significantly differentiate in family and social. Groups did not significantly different in, drama, physical attraction and physical skills.

Table 5. One-way ANOVA analysis for nine motivational constructs between 3 levels of soccer fans

| Variable | Low Level | | | Medium Level | | | High Level | | |
|---------------------|-----------|-------|-----|--------------|-------|------|------------|-------|-----|
| | N | Mean | SD | N | Mean | SD | N | Mean | SD |
| Achievement | 86 | 3.45* | .93 | 166 | 3.88* | .50 | 48 | 4.18* | .35 |
| Knowledge | 86 | 2.77* | .79 | 166 | 3.62* | 1.10 | 48 | 4.03* | .65 |
| Aesthetics | 86 | 3.55* | .69 | 166 | 3.91* | .59 | 48 | 3.96* | .52 |
| Drama | 86 | 3.59 | .41 | 166 | 3.66 | 1.02 | 48 | 3.61 | .56 |
| Escape | 86 | 3.09* | .68 | 166 | 3.57* | .53 | 48 | 3.58* | .39 |
| Family | 86 | 2.90* | .75 | 166 | 3.21* | .85 | 48 | 3.16 | .82 |
| Physical Attraction | 86 | 2.91 | .67 | 166 | 3.09 | .49 | 48 | 2.90 | .75 |
| Physical Skill | 86 | 4.14 | .41 | 166 | 4.18 | .59 | 48 | 4.18 | .40 |
| Social | 86 | 3.50* | .85 | 166 | 3.82* | .83 | 48 | 3.76 | .50 |

*Means with superscripts for given motivational constructs are statistically different (p ≤ .05) using Turkey test of means comparison.



Follow up independent-samples t-test (Table 6) was conducted to compare the scores of nine motives for males and females. There were no significant differences between men and women in aesthetics, drama, escape, family, physical skill and social. On the contrary, significant gender differences were found in motives scores for achievement, t= 2.04, p=.04; knowledge, t=.14, p=.0; and physical attraction, t=.05, p=.01. Table 6 also provided a comparison of all the mean scores on motives by gender. The three highest-ranked motives for men were physical skill (M=4.13), achievement (M=3.88) and aesthetics (M=3.86). Women ranked physical skill (M=4.24), aesthetics (M=3.73) and achievement (M=3.66) highest.



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Table 6.
Independent-Samples T Test analysis for nine motivational constructs between male and female

| Variable | Male | | | Female | | |
|-----------------------|------|------|-----|--------|------|-----|
| | N | Mean | SD | N | Mean | SD |
| Achievement* | 200 | 3.88 | .89 | 100 | 3.66 | .89 |
| Knowledge*** | 200 | 3.58 | .94 | 100 | 3.17 | .85 |
| Aesthetics | 200 | 3.86 | .73 | 100 | 3.73 | .76 |
| Drama | 200 | 3.64 | .68 | 100 | 3.62 | .72 |
| Escape | 200 | 3.45 | .78 | 100 | 3.39 | .79 |
| Family | 200 | 3.06 | .88 | 100 | 3.21 | .76 |
| Physical Attraction** | 200 | 2.93 | .85 | 100 | 3.18 | .71 |
| Physical Skill | 200 | 4.13 | .71 | 100 | 4.24 | .70 |
| Social | 200 | 3.76 | .80 | 100 | 3.63 | .77 |

*** $p \leq .001$; ** $p \leq .01$; * $p \leq .05$

Results of another independent sample t-test (Table 7) revealed that significant difference between marriage status was only found in family motive ($t=.77, p=.0$). And no matter a soccer fan is married or not, he or she rated physical skill most.

Table 7.
Independent-Samples T Test analysis for nine motivational constructs between single and married respondents

| Variable | Male | | | Female | | |
|---------------------|------|------|-----|--------|------|-----|
| | N | Mean | SD | N | Mean | SD |
| Achievement | 230 | 3.82 | .89 | 70 | 3.74 | .92 |
| Knowledge | 230 | 3.46 | .94 | 70 | 3.40 | .92 |
| Aesthetics | 230 | 3.83 | .77 | 70 | 3.78 | .65 |
| Drama | 230 | 3.65 | .73 | 70 | 3.58 | .55 |
| Escape | 230 | 3.47 | .81 | 70 | 3.31 | .68 |
| Family*** | 230 | 3.00 | .84 | 70 | 3.45 | .75 |
| Physical Attraction | 230 | 3.00 | .82 | 70 | 3.06 | .82 |
| Physical Skill | 230 | 4.16 | .74 | 70 | 4.20 | .60 |
| Social | 230 | 3.72 | .83 | 70 | 3.72 | .62 |

*** $p \leq .001$; ** $p \leq .01$; * $p \leq .05$

Discussion

Results of this study showed that the mean scores of all motivational factors exceed 3.0, a neutral point on a Likert 5-point scale, indicating the motivational factors were considered highly by the participants. Most soccer fans had high mean scores in physical skills (4.17). It was consistent with other studies using the MSSC (Fink, Trail, & Anderson, 2002; Trail, et al., 2003; Robinson, & Trail, 2005). Soccer fans who choose soccer as a way to spend time should have been motivated by the unique physical skills of the players (Fink, & Parker, 2009).

Mean scores of the aesthetics motive was the second highest (3.82) in this study. In soccer setting, fans always fancy a well-executed goal or a good save and, artistic quality and finesse of players. Hong Kong people enjoy soccer more in passive forms of participation (i.e. watch televised games) as there are few live games to choose. Also, in today's society with advance technology, both live games and sports media are able to capture stunning replays and thus increase the aesthetic value (Cohen, & Avrahami, 2005).

Most of the subjects viewed achievement (3.80) as a critical motive in driving them to watch or attend a game. It took the

same view as Wann's (1995) research, revealing the fact that fans may gain a sense of achievement by connecting their own emotions with their team's performance. Fans' self-esteem and their sense of personal achievement can be increased by an association with their favorite team especially when victories appear (Mahoney, Nakazawa, Funk, James & Gladden, 2002). These connections can be explained by the social identity theory which places emphasis on the connection between self and society. Individuals would internalize the values and beliefs of the social group (a team or a club's losing or winning) as their own (self-esteem) by being a member in the group (Tajfel, & Turner, 1986). This theory also indicated that people take part in activities so as to show support to their team which is in turn congruent to their identity (Madrigal, 2000).

However, physical attraction was rated the lowest among all. Around two-third of the respondents are males. They usually watch men soccer of various leagues in different countries as women soccer is still not as popular as men's ones. It is very normal for them not to find the male players physically attractive. As a result, participants of this study rated relatively low in this motive.

Bivariate Correlations

Results of bivariate correlations analysis indicated that knowledge and achievement were found to be correlated. The more knowledge a soccer fan acquires, the more achievement he or she would get from the soccer games. It can be explained that soccer fans are normally spectators who are also the followers of a team or a particular star player and are typically more knowledgeable about the team statistics; history, record and schedule so on and so forth (Beyon, et al., 2010).

Furthermore, the motive of physical skills is also highly correlated with aesthetics. It is not surprising that many fans are attracted by the beauty and grace found in athletic performances which are enhanced by proficient and mastery physical skills (Wann, et al., 1999).

On the other hand, motivation of physical skills has little correlation with physical attraction. It is because a true soccer fan would like to focus more on the sporting skills of a player instead of his or her appearance or even sex appeal.

Differences between three levels of soccer fans

Subjects were divided into three levels of soccer fans. Results of this study revealed that all three levels of soccer fans are significantly different in achievement, knowledge, aesthetics and escape. High level of soccer fans had higher mean scores in the above mentioned motives while fans in low level group had lower mean scores of those. Results of Funk and Pastore's research (2000) found that fans who highly involved in team's activities would place more psychological significance on their relationship with the team, team attachment and sense of achievement are thus increased. According to Tokuyama and Greenwell's research (2011), achievement is particularly important for high involvement group, illustrating that they see soccer events as an opportunity to accomplish desired results mainly on

the basis of team performance. It related to fan identification which is the personal commitment and emotional involvement a person has with a sports product (Milne, & McDonald, 1999). It is a strong determination of sports fan consumption behavior which stated that fans' frequency of attending or watching games, paying for tickets or team merchandise and staying loyal to the team are all positively related to one's extent of identification with the team. For knowledge, high level of soccer fans generally consisted of those who both play and watch or even coach soccer. They were more likely to be interested in acquiring related knowledge including rules of the games, knowledge of the teams and players and statistics etc. Again, higher level of soccer fans' attitude towards aesthetics is significantly different from that of lower level group. High level of soccer fans normally appreciates more the beauty of a game than solely knowing the scores. The results also suggested that the higher level of soccer fans, the higher mean scores of escape motivation they had. It was assumed that fans who were dominated by the escape motive would tend to spend more time in experiencing games via different means in order to dissociate from daily pressure and troublesome reality (Cohen, & Avrahami, 2005).

Significant differences were found only between low and medium group in family and social motives. Low level of soccer fans are those who watch games lesser and for a shorter period of time, are not usually buy products, read news and statistics of the team. It is not hard to guess that they have little influencing power to others no matter their friends or family members. Thus, family motive did not play a significant role in motivating this sample group to consume soccer-related activities. For medium and high level of soccer fans, their average age did not diverse much, so they did not differentiate in this age-related motive.

Gender difference

In the view of gender, significant difference was found in physical attraction. Most females scored higher in this motive. The disparity in this motive was not surprising at all. It could be expected that most of them watch men soccer and the players are normally more attractive to females than males. And women are more readily to admit this social and gender norms (Fink, & Parker, 2009). In this study, men scored significantly higher in achievement and knowledge which was consistent with James and Ridinger's research (2002). High rating on the achievement measure among men suggests that soccer provides a stronger identity than women. Males are believed to engage more in traditional, masculine sport like soccer than females. Therefore, the former ones are likely to spend more time discussing the sports, watching or attending games and thus possess more knowledge of sports (Dietz-Uhler, et al., 2000).

Implications for Sport Marketers

MSSC definitely provides sport marketers with a useful diagnostic tool in better understanding of their customers. After identifying the common motives fans consuming soccer, sport marketers can more effectively direct the resources to satisfy their customers or expand their customer base. As soccer fans in

Hong Kong focus more on physical skills and aesthetics, marketers can cooperate with the team officials to show dramatic replays on big screens at stadiums; work with broadcasting companies to show more past games, goals of the season or best saves of the seasons etc in order to make the games more aesthetically pleasing.

Additionally, sense of achievement of fans can be enhanced by holding post-game celebrations which allow players and fans to have connection. However, it is quite difficult for soccer fans in Hong Kong to interact with foreign players of their favorite teams. Instead, fan clubs can hold gathering among fans where they can watch games together so as to increase their vicarious achievement.

Nowadays, different leagues of Hong Kong are still far from popular and the attendance of live games is usually low. Football clubs should enhance fans' attachment to foster higher levels of attendance. Increasing team attachment can be achieved by marketing through team websites with player features, chat rooms and forums to develop fans interaction especially for younger generation. Establishing stores at stadiums or other retail outlets and shops are possible to enhance fans' identity with the team.

Limitations and suggestions for future studies

There are few limitations to this research which should be addressed in future studies. The most obvious limitation of this study was the adoption of the 5-point Likert scale. Many respondents held a neutral view towards the investigated questions and they simply chose "3" as their answer to avoid falling into extreme response categories. This resulted in many responses with no stance which was hardly analyzed.

Another limitation is that the self-reported behavior pattern and attitudes towards the sports solely depend on one's subjective view. Different people may have criteria in answering the questions. Besides, the official language of Hong Kong is Chinese but the questionnaire was conducted in English. Discrepancy in two languages may lead to misunderstanding of wording used. Respondents may not fully understand the questions and provide the most accurate answers.

The third shortcoming of this study would be the distribution method of three levels of soccer fans. In this study, respondents were divided into three categories according to their total scores of Section II (Measuring the level of a soccer fan) of MSSC. However, weighing of the answers were not even in different questions. Maximum score of some questions was 6 while some was 3 resulting some questions had greater impact on the fan level. This may affect accuracy of the final segmentation of the sample. It is also suggested that the whole sample could be separated in a percentage basis. A more precise scoring scale should be investigated.

It is suggested that future studies may increase the applicability of the scale by including more motivation factors that are context-specific such as economic (a desire to gamble on soccer



events), entertainment (see watching sports as a pastime similar to watching movies or listening to music) and self-esteem (a desire to create or maintain a positive self-concept from sports; when a team succeeds, the fan will gain a feeling of achievement or accomplishment) so on and so forth.

Moreover, lots of studies have pointed out the possibilities that fans of different sports show diverse underlying motivations toward distinct sport. Researchers may first find out what motives best suit the soccer setting before conducting the questionnaire in the future studies.

Last but not least, future research investigating motives of fans and spectators should also take the prevalence of sport gambling into consideration. This pastime is becoming more and

more popular in affecting viewership behaviors, especially when an individual watch a game without one's supporting team.

Conclusion

This study was the first attempt to examine soccer fan motivation in Hong Kong. Knowing the psychological consuming behavior, the attitude and the motivations of soccer games spectators are the first steps to increase the consumption of sports products. Sport marketers can make use of these results to have better tactics of fans recruitment. Finally, this kind of research could be expanded in other team sports (e.g. basketball, volleyball, handball) to create a better sporting atmosphere in the society.

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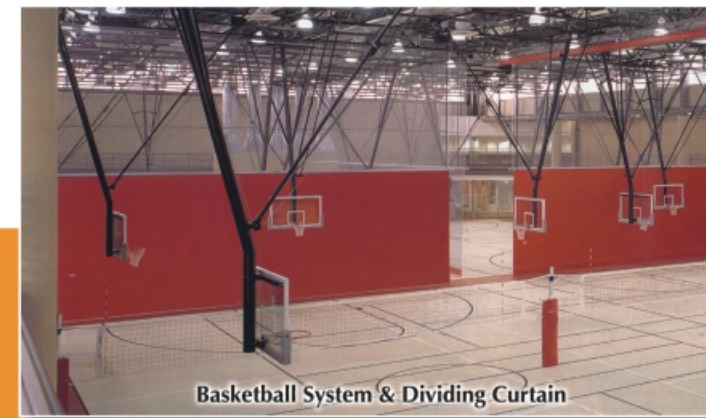
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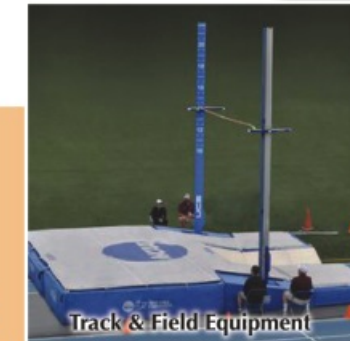
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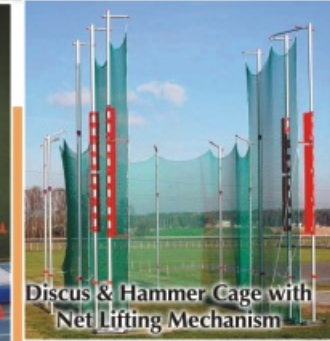
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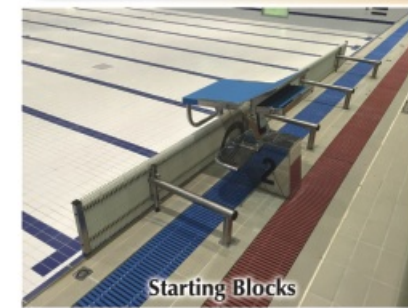
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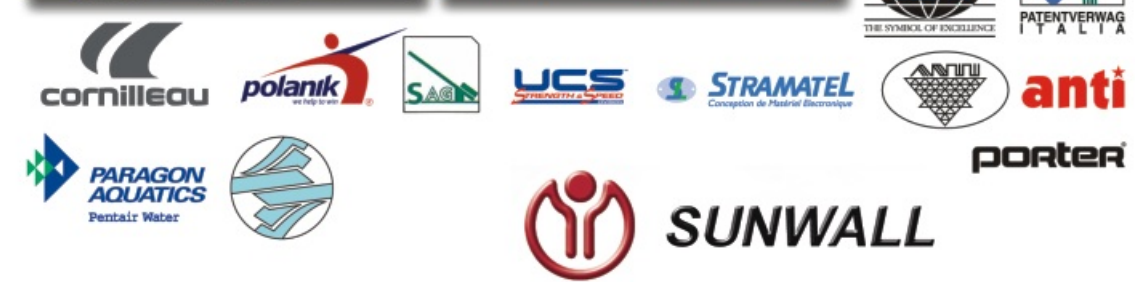
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Introduction

Background

The global theme parks industry is expanding rapidly in recent years since consumer's spending on leisure and entertainment is going up. Simultaneously, the competition of the theme park industry is becoming fiercer because of the market development and profit growth. According to the Global Attractions Attendance Report (2013), Walt Disney Attractions' attendance is ranked first in the "Top 10 theme park groups worldwide".

Hong Kong Disneyland is the only Disneyland which located in China and the customers of Hong Kong Disneyland mainly come from Mainland China because of its geographic location. According to the annual report of Hong Kong Disneyland, the number of visitors and the volume of business keep rising from 2005, and it achieved profitability in 2013. At present, Hong Kong Disneyland is one of the Hong Kong's largest employers in the entertainment industry, which employs more than 7,000 employees.

Why Walt Disney gets highest attendance? Loyal customers represent an important position in the attendance. At Disney, they measure consumer loyalty instead of customer satisfaction, because customer loyalty is the key for organization to face the fierce competition. Whenever a small retention rate is increased, the profit of company will rise significantly. Besides saving time and costs, loyal customers may bring new clients for the theme park, because people always like to share great experience with their friends and recommend the places which make them feel satisfied (Smith, 2009).

Significance of the study

In this sense, to explore the way of enhancing the customer

loyalty will give the answer that why Disney theme parks enjoy such a long period of success. Besides, Shanghai Disney Resort will open in 2016, and the result of this study may have implications for its operation.

In this paper, Disneyland's service quality is treated as the main factor to affect customer loyalty. Unlike the common amusement park, the theme park tells stories to guests when they walk into the park and the service of theme parks can be treated as a play. Therefore, the service quality is critical to theme parks to increase the degree of customer involvement and satisfaction.

Objectives of the study

The main objective of this paper is to investigate whether Disneyland's service quality affects customer loyalty by eliminating all other factors, and if there is a positive relationship, to what extent the service quality affects customer loyalty. Moreover, as the quality service can be measured by the RATER model, which includes reliability, assurance, tangibility, empathy and responsiveness five areas (Parasuraman & Berry, 1990). It can show whether the company provides the service from customer's perspective or not, and to find out which dimensions are more significant than others in terms of influencing the customer loyalty.

Hypothesis

There are three hypotheses in the present study:

- (1) Perceived quality has significant positive relationship with the customer satisfaction;
- (2) Customer satisfaction has significant positive relationship with the customer loyalty;
- (3) Perceived quality is positively affect customer loyalty.

Review of the Literature

The relational marketing has been drawing people's attention in recent years, and this trend causes that companies are committed to enhance customer loyalty. Servicing and manufacturing industries are two industries that are especially involved in relational marketing. Therefore, there are a large number of customer loyalty related studies in servicing and manufacturing industries (Beerli, Martin and Quintana, 2004).

Customer loyalty

Xu, Wang, Zhao (2013) defined customer loyalty as the intention that consumers will purchase a certain product or service again in the future, and also ready to recommend it to others. David (2002) considers loyalty as the willingness to trust the company or brand, rely on it and believe it is honest and reliable.

According to Gremler and Brown (1996), the essential part of loyalty is the propensity of customer to rebuy. It is "a feeling of attachment to or affection for a company's people, products, or services" (Jones and Sasser, 1995, P.94).

Attitudinal measurements reflect the level to which the consumers' assessment of one service has superiority comparing with others (Dick & Basu, 1994). It indicates that purchased customer would like to recommend the product or service to other people. Consumer may develop loyalty based on the favorable attitude towards service provider.

Hence, having preference attitudes toward the service provider, commit to repeat purchasing and recommend the service to others (Bowen & Chen, 2001).

Service quality

Service has been defined as a continual process, which comprises of a sequence of intangibility actions that usually take place in interactive behavior between the service provider and consumer, to solve customers' problems (Gronroos, 2000).

Othman & Owen (2002) define service quality as the results of the customer's overall assessment of the gaps between service expectations and the practical service performance. The service quality is usually determined by five areas: reliability, assurance, tangibility, empathy and responsiveness (Parasuraman & Berry, 1990).

Reliability is the ability to offer the service that has been promised dependably, accurately and on time. In the theme park industry, reliability is the core value of quality service. If the service in the theme park is unreliable, other factors mean nothing to customers. (Berry & Zeithaml, 1994)

Assurance combines items to assess credibility, capability, manners and safety, and it includes knowledge of skills, and credibility of staff and their ability to use this expertise to inspire trust and confidence for customer. Tangibility is the physical evidence of the service you provide. This could be offices, equipment, employees, and the communication and marketing materials that you use.

Empathy refers to provide caring and individualized attention to consumer (Jiang, Klein and Carr, 2002). Previous researches

have demonstrated this positive correlation between empathy and consumer purchase intention.

Responsiveness refers to the ability that service provider offers an effective, high quality service to your customers.

Customer Satisfaction

Satisfaction can be described as a happiness feeling when an individual achieves his or her goals or motivation (Boonlertvanich, 2011). Customer satisfaction is also a fundamental determinant of long-term consumer behavior (Ndubisi, 2004). Satisfied consumers always have higher retention rate, and they will spend more money to purchase in the company than new customers, because they trust the company and recommend to their friends and family (Smith, 2009).

The Relationship between Service Quality and Customer Loyalty

According to Buzzell and Gale (1987), they considered that service quality strongly affects the purchasing intention of the customers. Previous studies gave the strong support that quality service raised the customer intentions to retain. For instance, increased market share and repeated purchasing which finally leads to consumer loyalty resulting from service quality (Rust & Zahorik, 1993).

The Relationship between Customer Satisfaction and Customer Loyalty

There is a significant positive correlation between the consumer satisfaction and service loyalty (Donio et al., 2006; Story and Hess, 2006; Cheng et al., 2008). Perceived value of service is usually treated as a priority, with consideration of the service loyalty (Dick and Basu, 1994). To examine the connection between customer satisfaction and loyalty, Temkin (2013) analyzed two surveys with data from consumer of U.S and UK firms. It was found that there is a very high level of correlation and a significant positive relationship between customer experience and loyalty.

Conceptual Framework

In this study, customer loyalty would be measured by their repeated purchasing behavior, their attitude toward the service provider in terms of word-of-mouth. Meanwhile, reliability, assurance, tangibility, empathy and responsiveness will be independent variables to determinate the service quality. Customer satisfaction, as a mediated factor, it connects the relationship between service quality and customer loyalty. It can test whether there is a direct relationship between service quality and customer loyalty.



Method

Participant

The target population of the questionnaire is customers who have attended the Disney theme park, regardless of age, region and gender. College students from Hong Kong Baptist University (HKBU) are selected randomly to respond to our questionnaire. Students from Mainland China are also included. 210 questionnaires were sent out and 202 (96%) questionnaires were valid and complete.

Instrumentation

Participants were asked to report their gender, age, and education. There are three parts of the questionnaire. Participants evaluated the items with a seven-point Likert scale from Strongly Disagree (1) to Strongly Agree (7).

Customer loyalty: The first three questions the participants responded to was whether the participant is the loyalty customer, and the questions are about attitude toward Hong Kong Disneyland and behavior. The mean score for the three loyalty items was used as a composite score for customer loyalty.

Customer satisfaction: The second three questions are about customers' evaluation and satisfaction. The mean score for the three satisfaction items was used to measure customer satisfaction.

Service quality: as there are five dimensions to measure service quality and the degree of each dimension to affect customer loyalty is needed in this study, three or four items are designed for each dimension. Therefore, totally 20 questions are in the questionnaire about the customer's perceived value of service quality. Labels Q1 to Q4 are used to measure tangibility,

reliability with labels Q5 to Q9, labels Q10 to Q13 with responsiveness, labels Q14 to Q16 with assurance, and lastly, empathy with labels Q17 to Q20. The mean of the number for the 20 service quality items was used to composite score for service quality.

Data Collections

E-questionnaires were sent to the participants who have been to Disney theme park. Meanwhile, paper version was distributed in the library and canteen of HKBU.

Results

Descriptive statistics

20% of the participants are Hong Kong residents and 80% of them are from Mainland China. As the demographic information for the sample shown in Table 1, male were 34.07% and 65.53% of participants are female. The education level in the questionnaires was composed by secondary, undergraduate and postgraduate. The age distribution concentrated in 15-25 years old, which is 85.16%, and 9.34% of them were between 26 to 35 years old and there were 2.2% of them were between 36 to 50 years old. Only 1 person is over 50 years old.

Table 1. Demographic Information of the Sample

| Gender | Education | Age |
|----------------|-----------------------------|--------------------------|
| Male: 34.07% | High school or below: 3.85% | Under15: 2.75% |
| Female: 65.93% | Technical college: 8.24% | 15-25: 85.16% |
| | Undergraduate: 64.84% | 26-35: 9.34% |
| | Post-graduate: 23.08% | 36-50: 2.2% ^a |
| | | above50: 0.55% |





The Table 2 shows the Descriptive Statistics table of variables. The mean score of loyalty is 4, satisfaction mean is 4.71, and Tangibility mean is 5.14; Reliability mean is 4.84; responsiveness mean is 4.94; Assurance mean is 4.94; Empathy mean is 4.55. As shown in the table, all of the mean values are between 4 and 5.2. Tangibility, which is one of the dimensions to identify service quality had the highest score of mean value(5.14), suggesting that respondents generally satisfied with the equipment and facilities of Hong Kong Disneyland, compared with other service quality dimensions.

Table 2 Descriptive Statistics

Table with 10 columns: Range, Min, Max, Mean, Std.Dev, Skew, Kurtosis (Std.Error, Std.Error). Rows include Loyalty, Satisfaction, Tangibility, Reliability, Responsive, Assurance, Empathy and their respective sub-items and means.

Validity and Reliability Analysis

We tested out the internal consistency reliability of the scales to be used by means of the Cronbach's alpha, as can be seen in table3. Their values of alpha oscillate between 0.78 and 0.95. For Loyalty, it is 0.83; for Satisfaction, the Cronbach's Alpha is 0.83; and for Service quality, it is 0.95. As we know, the higher the score is, the more reliable the generated scale is and a score of 0.7 or greater is generally considered being acceptable. Therefore, the three factors are all acceptable after reliability test and service quality's alpha value is highest, which is 0.95.

Table 3 Reliability Test

Table with 3 columns: Factor, N of Items, Cronbach's Alpha. Rows include Loyalty, Satisfaction, Service Quality, Tangibility, Reliability, Responsive, Assurance, Empathy.

The regression analysis took satisfaction as dependent variable and the five dimensions as independent variables, and assessed the degree to which satisfaction would be predicted by tangibility, reliability, responsiveness, assurance and empathy. Since the relationship between loyalty and service quality is significant, there is a direct relationship between them, (F=15.97, p=0.000) and therefore, the regression analysis of satisfaction and the five dimensions are important to test whether there is a significant, positive connection between them. The result of regression analysis shows that the F value is 54.9, which is larger than 2.25, and the P value is 0.000, which is smaller than 0.05, therefore, there is a significant, positive relationship between satisfaction and the five dimensions.

However, to see them individually, tangibility is significantly affecting satisfaction. In Table7, B is 0.38, which means the correlation between them is not so strong and when tangibility's score is 1, the loyalty level is expected 0.38, for people with the same loyalty level and t is 3.455>2, P=0.027<0.05, therefore, the relationship is significantly proved. Responsibility is similar as tangibility, for the B is .35 and t is 2.09 and p= .037< 0.05, so there is also a significant relationship between responsibility and loyalty. Reliability' B is only .06, t is .46 and p= .641>0.05, therefore, the impact of reliability on loyalty is not significant.

The empathy's impact on loyalty is also not significant (B=.21, t=1.914, p= .057>0.05).

According to the result, assurance has a significant negative relationship with loyalty (B= -.312, t= -2.148, p=.033<0.05).

The regression model is used to evaluate the impact of the five dimensions on satisfaction. To analyse them individually, only tangibility has a positive significant relationship with satisfaction (B=.682, t= 9.397, p=.000<0.001). However, the rest of them do not affect customer satisfaction significantly.



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Table 4
Correlations between variables

| | Loyaltymean | satisfmean | Tangmean | reliabilitymean | responmean | assurmean | empathymean |
|---------------------------------|-------------|------------|----------|-----------------|------------|-----------|-------------|
| loyaltymean Pearson Correlation | 1 | | | | | | |
| satisfmean Pearson Correlation | .595** | 1 | | | | | |
| Tangmean Pearson Correlation | .473** | .760** | 1 | | | | |
| Reliabilitymean Pearson C | .439** | .554** | .613** | 1 | | | |
| responmean Pearson Correlation | .479** | .583** | .536* | .617** | 1 | | |
| assurmean Pearson Correlation | .376** | .592** | .651** | .667** | .822** | 1 | |
| empathymean Pearson Correlation | .409** | .392** | .505** | .711** | .712** | .675** | 1 |

** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).

Table 5
Liner Regression between Loyalty and Satisfaction

| loyalty | | | | |
|--|-------|----------|--------|-------|
| | Coef | Std. Err | t | p |
| Satisfaction | 0.691 | 0.066 | 10.464 | 0.000 |
| F=109.494 P<0.01 R ² =0.354 | | | | |

Table 6
Liner Regression between Service quality and Satisfaction

| loyalty | | | | |
|---------------------------------------|-------|----------|-------|-------|
| | Coef | Std. Err | t | p |
| Service quality | 0.689 | 0.085 | 8.081 | 0.000 |
| F=65.301 P<0.01 R ² =0.246 | | | | |



Table 7
Multiple Regressions between Five dimensions and Loyalty as well as Satisfaction

| loyalty | | | | | | |
|--|-------|--------|------|-------|-------|------|
| | B | t | p | B | t | p |
| Tangibility | .380 | 3.455 | .001 | .682 | 9.397 | .000 |
| Reliability | .067 | .467 | .641 | -.072 | .757 | .450 |
| Responsiveness | .355 | 2.095 | .037 | -.011 | .098 | .922 |
| Assurance | -.312 | -2.148 | .033 | -.088 | .923 | .357 |
| Empathy | .210 | 1.914 | .057 | -.063 | -.876 | .382 |
| F=15.972 p=0.000<0.05 R ² =0.289 F=54.900 p=0.000 R ² =0.583 | | | | | | |

Discussion

The objective of this study was to test the influence of Hong Kong Disneyland's service quality toward the customer loyalty.

The results indicated that females are more loyal customers of Disneyland than males, and people who around 15 to 25 years old are the main force of loyalty customer.

There are significant relationships between satisfaction and customer loyalty, assurance and customer loyalty, tangibility and customer loyalty, responsiveness and customer loyalty. A very weak relationship between service quality and loyalty has been found, which means service quality indirectly affecting customer loyalty. Regression analysis showed that only tangibility has positive influence to satisfaction.

For the negative but significant relationship between the increase of reliability and customer's satisfaction, this result is inconsistent with what previous researches suggested. It could be because the brand of Disneyland already becoming a symbol of reliability, and customers do not need to worry or even care about the reliability problems. However, this possibility is needed to be further proved.

The results provided evidence that service quality and customer satisfaction are factors that Hong Kong Disneyland should consider when evaluating customer loyalty. As both service quality and customer satisfaction revealed significant positive relationship with customer loyalty. Among the five dimensions of service quality, tangibility indicates the highest positive relationship with customer loyalty and the second one is responsibility while empathy and reliability do not show significant correlation with customer loyalty and assurance demonstrates a negative relationship with customer loyalty. These

results are inconsistent with the previous researches. Kazi(2011) presented a results of his study that Empathy is the factor that affect customer loyalty most, in terms of the degree of positive correlation. The second highest influencing factor is assurance and the least one is tangibility. The major reason for these great disparities is the industry difference. As in Kazi's study, the objective was retail banking sector, and the respondents were the customers of banks. However, in the current study, the objective is Hong Kong Disneyland and the respondents are visitors of Disneyland. The different nature of business results in the differences of characteristic of service. According to Milman (2001), most managers considered dynamic adventures, futuristic themes as well as mystery and fancy are the most significant features that general customers looking for in a theme park, so the tangibility takes the most important position in affecting customer loyalty.

Conclusion

The results of this paper clearly show the importance of the service quality to Hong Kong Disneyland for maintaining customer satisfaction and customer loyalty. In the previous research, most results indicate empathy is the most important factor within the five service quality dimensions. However, unlike other industry, tangibility becomes the core value among the five service quality dimensions for Hong Kong Disneyland, since the visitors seek exciting adventure in theme parks. Therefore, this study can give a recommendation to Disneyland and other theme parks that developing varied facilities and modern equipment are the major tasks to attract loyalty customers.

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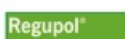
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