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PAST AND PRESENT RECREATION ACTIVITY PARTICIPATION  
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MARIE ELEANOR VERHEYEN

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PAST AND PRESENT RECREATION ACTIVITY PARTICIPATION AND  
FUTURE PREFERENCES OF SINGLE CHINESE AND AMERICAN  
STUDENTS AT MICHIGAN STATE UNIVERSITY.

By

Marie Eleanor Verheyen

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## ABSTRACT

### PAST AND PRESENT RECREATION ACTIVITY PARTICIPATION AND FUTURE PREFERENCES OF SINGLE CHINESE AND AMERICAN STUDENTS AT MICHIGAN STATE UNIVERSITY.

By

Marie Eleanor Verheyen

The purpose of this study was to identify the recreation activities that single Chinese students from the Peoples Republic of China, the Republic of China, and single American students participated in, while living in University Apartments at Michigan State University from May 1989 - May 1990. Thirty-three students were interviewed. Findings included:

1. All three groups currently participated in going to the movies and watching television the most.
2. Going to the movies and reading were important activities for Chinese and American students prior to attending Michigan State University.
3. Reasons for current activity participation included: low cost and friends like to participate in the activity.
4. Reasons for no longer participating in former activities included: no car, no time, and no more interest.
5. In the future students want to participate in swimming and going to the movies.

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## CHAPTER I

### INTRODUCTION

A common sentiment among university students is that their lives are "on hold" and that they will not begin to live life to the fullest until they obtain their academic degrees. The students believe that they do not have enough time to make friends, take up new activities or devote the amount of time they would like to participating in recreation activities. All they believe they have time for is *studying*. In an attempt to counteract this sentiment and to promote community unity, student services personnel have designed and offered programs to bring student housing populations together for recreation activities.

These programs are an important part of the overall educational experience for students, because higher quality educational experiences are influenced by higher quality leisure experiences. "The quality of the total educational experience must of necessity, involve the quality of the campus leisure experience." (Mobley, 1980, p. 3)

Lange's Foreign Student Satisfaction with Housing and Academic Life at Michigan State University (1989) study found that there is a relationship between student satisfaction with activities and their general satisfaction with Michigan State University. In the first section of her survey, which used a Likert Scale format, she asked about the quality of

the students' housing. Question 12 was, "I am satisfied with the activities planned for residents of my housing by housing personnel. (If not available, please leave blank.)" "A significant correlation was found between this question and overall satisfaction with Michigan State University ( $r=.32$ ,  $p<.001$ ,  $N=408$ )." (Lange, *ibid*, p. 115) Therefore improving a student's satisfaction with the activities available (these activities include recreation activities and any other non-maintenance services that the students' housing unit provides) could increase satisfaction with the educational experience.

In order to improve a student's satisfaction with the activities available, it is important to make sure the programs being offered are serving student needs. To determine the kinds of recreation interests students had, this "user participation" study was conducted. This study researched the kinds of recreation activities different groups of people wanted to participate in. Finding out the kinds of recreation activities the resident student population desires, is especially important when the population includes students from different cultures, because these students are far away from their homes and may have trouble adjusting to the American culture.

Students studying abroad, learn about the United States and form lifelong impressions which will effect their perception when they are back home. In their homelands, many of these students will be in positions of authority

where they will direct their country's national policies. It is important to try and serve international students recreation activity needs while they are in the United States, so that these students can have an enriched educational experience and potentially become leaders in their homelands.

Research is needed on the recreation activity preferences of the students' studying abroad, because students from many different countries participate in many different kinds of recreation activities. Some studies that show the various types of recreation activities that people participate in include: Clarke and Critcher, (1985) who wrote about England and found that the people there participate in recreation activities such as cricket, bowls, and Women's Institutes where women can go for programs and to do service projects, Rao and Kohli, (1970) who wrote about India and found that the people there participate in recreation activities, including playing music on folk instruments such as the Sarangi and the Khanjari, story telling, dancing classical dances such as the Bharat, and making paper flowers and lamp shades, and Buckley, (1986), who wrote about Asia and found that the people there participate in recreation activities such as flower arranging, Majong, poem card matching, travelling, goat wrestling, shadow plays, paper cutting, and kite fighting.

There have also been a number of studies on American ethnic group differential interests and participation in

recreation activities such as, West (1989), McMillen (1983), and Hutchinson (1987). Researchers found that people from various ethnic backgrounds in the United States participate in different recreation activities. Since people with various ethnic backgrounds participate in different kinds of recreation activities, and people who live in foreign countries participate in different kinds of recreation activities it would be reasonable to expect students, visiting the United States while completing their academic degrees, to have an interest in different recreation activities also.

This study focused on the recreation interests of single students from both the Peoples Republic of China (PRC) and the Republic of China (ROC). For comparative purposes single American students living in Michigan State University housing were also included. Areas researched were what recreation activities did the students want to participate in; were native recreation patterns followed upon arrival in the United States; were United States patterns of recreation followed by the Chinese students living in the United States; or were combined patterns of recreation followed in the United States. The Chinese students had to make decisions concerning the types of recreation activities they participated in. They had to decide if they would try new recreation activities, not participate in recreation activities, or try to find ways to participate in recreation activities that were familiar to

them. These were some of the questions that this study addressed.

### Purpose of the Study

The purpose of this study was to gather information on four research subjects: (1) identify recreation activities that Chinese students from the PRC and ROC and American students living in University Apartments currently participate in (2) identify recreation activities that the Chinese and American students desire to participate in (3) identify reasons for participating in the recreation activities that the students currently participate in and (4) identify reasons why they do not participate in activities that they used to participate in.

Students from the PRC and the ROC living at Michigan State University in University Apartments were selected as the research population because East Asians (which include the PRC and the ROC) were identified by Lange's (1989) study as having the lowest mean level of overall satisfaction with Michigan State University. Lange also stated that, "It appears that overall satisfaction with Michigan State University is most affected by housing environmental variables for East Asian students (10 correlations)." (Lange, *ibid*, p. 119) These ten correlations indicate there were ten housing satisfaction variables that correlated with overall satisfaction of East Asian students with Michigan State University. One of the ten positive correlations was

the activities provided in University Apartment housing. Lange found that activities provided in housing was one of the variables that made a difference for the East Asians in their satisfaction with Michigan State University. Therefore, if their preferences for recreation activities are identified and the activities are offered, it is possible that their overall satisfaction with Michigan State University will increase.

Students from both the Peoples Republic of China and the Republic of China were interviewed to determine if the PRC students had different interests in recreation activities than the ROC students. Chinese students were selected from among the East Asian group which contained the countries of the People's Republic of China, the Republic of China, Korea, Hong Kong, and Japan because the two countries have the largest number of students living in University Apartments. According to the January, 1989 Foreign Student Geographic List provided by the Michigan State University Office of the Registrar, the PRC had 172 students and the ROC had 207 students while Korea had 197 students, Hong Kong had 18 students, and Japan had 16 students living in University Apartments. Single students were selected because the master list of names contained more single student names than married student names. This was found out after Dr. Nancy Lange had marked the list as to whether a single student or a married couple lived in each apartment selected.



### Significance of the Study

It is important to identify the recreation activity interests that Chinese (PRC and ROC) students have because this information can assist the University Apartments Residence Life Office in developing and providing recreation activities for a significant student population. Upon completion of this study, recommendations will be made to the University Apartments Residents Life Office concerning better ways to meet the recreation needs of Chinese and American students. Improvements in recreation programming can increase the Chinese students' satisfaction with their housing situation and their educational experience.

### Objectives of the Study

The specific objectives of this study were as follows:

1. To identify the recreation activities participated in by PRC, ROC and American students while living in University Apartments.
2. To identify the recreation activities participated in by PRC, ROC and American students prior to attending Michigan State University.
3. To identify if the participation level of Chinese students in different recreation activities changes when they come to the United States, measured by the ranking of the recreation activities by the individual students.
4. To determine whether students currently participate in different recreation activities, than they did before .

coming to Michigan State University, and if they do, why?

5. To determine whether students no longer participate in recreation activities they previously participated in and if they do not, why not?

6. To identify the recreation activities that PRC, ROC and American students would like to participate in during their stay in University Apartments.

#### Delimitations of the Study

This study surveyed a random sample of equal numbers of single Chinese (PRC) and (ROC) and single American students living in the University Apartments at Michigan State University. The students were undergraduates and graduate students. For this qualitative study it was decided that ten students from the PRC, ten students from the ROC and twenty students from the United States would be interviewed. In order to obtain the ten interviews from the PRC and the ten interviews from the ROC, twenty single students from each of these groups were sent letters about the project. In order to obtain the twenty interviews from the American students, forty single American students were sent letters about the project. In order to obtain eighty single students to send letters to, 160 students were selected for the random sample. The number of students was doubled, because the University Apartments population is approximately equally split between single students and married students and in order to get the 80 single students

this meant that 160 students would have to be originally selected. A total of 160 students were randomly selected from the students registered for Winter term 1990 based on country of citizenship and residence in the University Apartments units by the Office of the Registrar.

### Limitations

The following factors are limitations of this study:

1. The process used to select the sample population may have caused an unrepresentative sample to be drawn. The Office of the Registrar made several errors in assembling the sample population. Only one name per apartment number was to be listed and in one case there were two, and two ROC students were listed as having American citizenship.

2. The fact that the interviewer was a white American female interviewing Asian students may have introduced a response bias by the students who may have tried to please the interviewer or been inhibited to say certain things.

3. Another potential limitation included the Chinese student's limited understanding of the English language used in the survey and interview. This could cause the interviews with new students to be less reliable than the interviews with students who have lived in the United States for five years or more, and who have greater English speaking abilities.

4. Another potential limitation was the more detailed information collected from the three or four Chinese

students who had a friend in the recreation department. They were more candid in their recreation related remarks and frankly suggested changes and made complaints.

5. There were two changes to the interview process that could have affected the responses. These include: expanding the definition of a recreation activity to include the word "fun" and the clarification of the phrase "at home" in question #1 to specify the time immediately before coming to Michigan State University.

#### Operational Definitions

Activity Mentions: The number of times an activity was mentioned by a member of one of the three research groups. This number was used to compute percentages.

Chinese Students: Students with a citizenship from either the Peoples Republic of China (PRC) or the Republic of China (ROC). Whenever the term Chinese students is used, it means students from both countries.

Delimitation: A section of a report that outlines the dimensions of the survey to be conducted.

International Students: Individuals who are living in the United States studying as students, but who are not United States citizens.

Leisure: The free time a person has to chose his or her recreation activities.

Recreation Activity: Any activity that is engaged in for the purpose of relaxation, recuperation, or learning.

Personal Interview: A research technique in which an interviewer in face to face sessions asks the respondent a series of questions about a research topic.

Subgroup Analysis: In survey research, subgroup analysis involves dividing the sample into two or more subsamples on the basis of a stratification variable. (Jones, 1985)

University Apartments: The housing complex at Michigan State University that includes the sections identified as Cherry Lane, University Village, and Spartan Village.

University Apartments Residents: Students who live in University Apartments, at Michigan State University.

Unscheduled interview: An interview style that uses an interview guide. The guide directs the interviewer to seek the same kinds of information from subjects but gives him or her latitude to vary question wording, sequence, and delivery. This enables the interview to maintain the equivalent meaning and impact for all respondents.

### Summary

The data generated information about the recreation activity participation habits and desires of single Chinese (PRC) and (ROC) and single American students living in the University Apartments housing units at Michigan State University. The generated information enabled the researcher to determine if the single Chinese students participated in different recreation activities, than they did when they were living in their home countries. When differences in the recreation activities of various groups were discovered these differences were explored in order to generate information about what recreation activity providers could do to provide more recreation activities that the single Chinese students and the single American students would like to participate in.

## CHAPTER II

### REVIEW OF LITERATURE

Building on the ideas presented in Chapter One, this chapter contains information on American ethnic background studies and American and international recreation. It also contains some of the conditions that could influence participation in different recreation activities for both American and international students.

#### Ethnic Recreation Studies

The idea that recreation activity preferences vary among different groups of people is not a new one. There has been a stream of studies on the topic of differences in recreation activity preferences for different ethnic groups in the United States since the Outdoor Recreation Resources Review Commission (ORRREC) report of 1962. This report indicated that different ethnic groups participated in different recreation activities. The studies that were completed following the ORRREC report have mainly focused on why there are differences in the recreation activity participation between different ethnic groups and not on the nature of the differences.

A few of the studies that did focus on the nature of the differences included studies related to Mexican-Americans, Black, and white Americans by McMillen (1983),

Hutchinson and Fidel (1984), and Hutchinson (1987). Allison (1988) and Hutchinson (1988) have also both analyzed the current body of ethnic background research and have drawn conclusions about the research as a whole.

Allison's (1988) study explored the current research on ethnic leisure and recreation studies and concluded that differences did exist in the type of recreation activities various ethnic groups participate in.

In summary, research to date has left a large void in our attempts to understand reasons for ethnic/racial differences in recreational participation patterns. There is little question that such differences exist and have been repeatedly identified in both outdoor and urban recreation patterns. (Allison, 1988, p. 248)

Since these differences exist between people with different ethnic backgrounds (which represent originally different cultures and countries), then it is reasonable to expect that students from different countries would have different recreation activity preferences.

McMillen, in his 1983 study, found no differences between the leisure participation patterns of Mexican-Americans and Anglo-Americans. (McMillen, 1983, p. 164) However, Hutchinson and Fidel (1984) found that although the recreation activities participated in by Anglo and Mexican-Americans were similar or the same in many cases, the way in which each ethnic group participated was different. The size and type of the social groups were different, with larger groups of people and more family and mixed gender

groups from the Mexican-American group.

This difference was further demonstrated in Hutchinson's 1987 study. In this study, Hutchinson found that there were differences in the composition of activity groups of Hispanics, Black Americans, and white Americans in the Chicago city parks near where they lived. Different cultural groups viewed participation in recreation activities differently even if they participated in the same activities. (Hutchinson, 1987.)

He also found "systematic differences in the types of activities, and in the size, type, age, and sex composition of recreation groups" (Hutchinson, *ibid*, p. 219) for the three groups. This leads to the inference that students from different countries may also put varying amounts of importance on the different aspects of the same recreation activities and may have different reasons for participating in them.

#### International Recreation

Studies show that people in various countries do have different recreation activity preferences. Some of the studies that explore this variety follow. Clarke and Critcher, (1985) discuss the various types of recreation activities that people living in England participate in. Rao and Kohli, (1970) wrote about the traditional Indian recreation activities such as different folk dances and shadow plays. Morton, (1972) wrote about the current recreation activities participated in by people living in



the Soviet Union. Buckley, (1966) and Plath, (1969) discussed the recreation activities that Asian people participate in such as poem card matching, paper cutting, and Majong. These studies show that there are variations of preferences for different recreation activities between people from different countries. This supports the study idea that people from different countries participate in different recreation activities at home and may want to participate in these different recreation activities when they are living abroad.

Westland (1985) and Kelly (1990) in their studies illustrate that people from different cultures have preferences for different types of recreation and leisure activities. They illustrate that leisure is influenced by a person's culture and that certain general characteristics of leisure and recreation participation are peculiar to various regions of the world. Since the differences exist, they should be studied in order to be able to provide more preferred recreation activities for the students from the different countries that are studying abroad at American universities. Westland says generally that,

...Leisure and recreation which are (a) strongly influenced by cultural, political, demographic, educational and economic conditions, (b) highly personal in perception and interpretation and (c) subject to an infinite variety of forms of expression. Yet these conditions determine to a large degree the place and role of both leisure and recreation in a given society and make it possible to identify general characteristics that are peculiar to the various regions of the world. (Westland, 1985, p. 373)

Kelly (1990) agrees with Westland, "Of all kinds of activity, leisure may be most a product of the particular culture-not only learned but learned in ways particular to that culture." (p. 310)

Ethnicity in the sense of cultural, linguistic, religious, historical, and social distinction has always characterized leisure.

Current comparisons between the leisure of one culture or nation and another dramatize the fact that the forms and often the intents of leisure are not the same throughout the world...It is evident that we cannot study leisure in one country, region, or social system and then generalize about its place in others. There are differences not only in resources but also in the cultural forms and values that are central elements in leisure. (Kelly, 1990, p. 349)

Kelly's second quote illustrates that one culture's leisure or recreation can not be the model used to understand another culture's leisure or recreation. Kelly feels that each culture should be looked at individually to find out their leisure or recreation activity preferences. This study will attempt to do this by looking at the recreation activity preferences of two cultures. The two cultures are: the Chinese culture including the People's Republic of China and the Republic of China and the American culture. The results of this study will provide a better understanding of the Chinese and American recreation activity preferences and provide suggestions on how to provide more of the recreation activities that Chinese students and American students want to participate in.

The next two sections contain information on Chinese

and American recreation activity preferences in their home countries. These sections are included to give background information on types of recreation activities the study populations participate in.

### Chinese Recreation

Much of the recreation literature that has been written about China has been from personal accounts of trips to the country by researchers. Some of the personal accounts about current recreation activity information include Machlis, McLaughlin, and Yu-Lian (1981), Wong (1988), and Bian (1990).

Machlis, McLaughlin and Yu-Lian (1981), wrote about China's large urban park (Xuan Wu Hu) and the activities that occur in this park. One use of the park was individual development, such as, physical exercise, aesthetic appreciation, and discovering and exploring new places. Another use was social integration, such as, improving friendships, increasing family togetherness, meeting new people, courtship, transmitting cultural arts/crafts, and transmitting social norms. Some of the specific recreation activities mentioned in the park were swimming, boating, walking, roller-skating, calisthenics, sports, dancing, viewing art, viewing zoo animals, reading for pleasure, studying, and attending art exhibits, flower exhibits, and concert performances.

Wong, a Chinese Canadian architect and recreation

planner (1988) described his visits to China in 1983 and 1986 and his impressions of the Chinese leisure activities. Some of the recreation activities that Wong mentioned were basketball and table-tennis, acrobatic variety shows, eating in restaurants, disco dancing, and watching television and movies. The recreation activities mentioned by Wong illustrate the types of popular recreation activities that Chinese students participate in. These recreation activities are similar to American recreation activities and provide a point of comparison with the American recreation preferences that the next section illustrates.

Bian in his 1990 lecture said about leisure in China,

As far as leisure time activities are concerned from experience and observation we know that major recreational activities include going to the cinema or theatre, watching television (maybe the most popular form of free time spending), or listening to the radio, reading in public libraries, participating in sports (the most popular of which are basketball, table tennis, soccer, and volleyball), going to museums, or simply spending time talking to family members or neighbors, with whom Chinese people traditionally have had very close relationships. China has 777 museums, 29,205 cinemas and theaters, and 2,406 public libraries. There are sport courts for every community and stadiums for every township (China Statistical Yearbook 1987). (Bian, 1990, p. 28)

Bian illustrates the wide variety of recreation activities that are participated in by Chinese students. His study provides recreation activities that are similar to American recreation preferences as did Wong's report and illustrates the breadth of their facilities.

The personal accounts given by Machlis, McLaughlin and

Yu-Lian, Wong, and Bian list examples of the types of recreation activities that Chinese people participate in at home. They also list the potential recreation activities that the Chinese students may participate in or want to participate in when living in University Apartments at Michigan State University, thus giving an idea of some of the recreation activities to look for in this study.

Not all of the information available on Chinese recreation is from personal accounts. Hu (1990) compared the hobbies of retired people and young people in China. He discovered that there was not that much difference between the two groups. Both groups preferred reading first; then recreational activities such as traveling, playing cards, playing chess, writing, and cultivating flowers second and physical exercise third. The last two categories of productive activities including shadowboxing, freestanding exercise, running, knitting, handwork, and sewing; and visual-auditory activities including watching television were in reverse orders for each group with the younger people preferring the listed order.

Carp (1990) compared the leisure activities of retired Chinese people from Hu's (1990) study and retired Americans. "The results suggest that the patterns of favorite leisure activities did not differ significantly between the retired Chinese and the United States residents who responded." (Carp, 1990, p. 52) The only differences were that the top American activity was recreational with visual-auditory

activities ranked second, followed by reading, productive activities (as mentioned above), and physical exercise. The activities of the retired Chinese were reading, recreational, physical exercise, visual-auditory, and productive activities.

The Hu and Carp studies are important because Carp states that the leisure activities for retired Chinese and American people do not differ significantly. Since the leisure activities for retired Chinese and American people do not differ significantly, it is possible that the leisure activities for Chinese and American students would not differ significantly.

Leisure activities in the Hu and Carp studies referred to activities that this study calls recreation activities. One question that this study addresses is: Are there any differences in the recreation activities that Chinese and American students participate in while living in University Apartments at Michigan State University?

#### American Recreation

Kelly (1990) reported on American recreation interests. He stated that popular activities for Americans include: sports such as swimming, bowling, golf, basketball, and football; attendance at arts activities, such as, classical music concerts, opera, plays, ballets, and visiting art museums; participating in cultural activities such as live theater, painting and drawing, reading books, sculpting,

weaving, and woodworking; and, common activities such as watching television, reading the newspaper, listening to recorded music, exercise, talking with friends, hobbies, and gardening. (Kelly, 1990)

The American recreation activity information by Kelly is presented in order to demonstrate the great diversity of recreation activities that Americans participate in. Kelly's book indicates the many opportunities that Americans have for recreation participation and the depth and breadth of those activities. The American recreation activity information is also presented to illustrate the types of recreation activities that foreign students studying in the United States, such as, the Chinese students living in University Apartments at Michigan State University, will be exposed to and have the opportunity to, participate in. Kelly's book illustrates the variety of recreation opportunities that can be participated in, giving background information for this study.

From the Chinese and American recreation activity literature, it has been found that recreation activity interests differ in some significant ways, but also are similar in other ways between the Chinese and American people. Differences exist between different groups of ethnic American students. Since there are differences in ethnic American students recreation activity interests as well as differences in international people's recreation activity preferences in their home countries, it is probable

that international students studying in the United States will have an interest in different recreation activities also.

### Conditions Affecting Recreation Participation

"Everyone experiences some resource limitations; everything conceivable or desirable just is not available to us where we are." (Kelly, 1990, p. 385) These resource limitations or special conditions influence recreation activity participation. Some of these conditions include the cost of the activity, the time required to complete the activity, the availability and access to transportation, communication skills, the availability of teammates or partners, the availability of different recreation activities near to where the people are living, geographic location, climate, the culture of the area, and the size of the town or city. These conditions all influence participation in recreation activities for students.

An important condition is cost, because when a student studies abroad or is in a professional school her/his income may be lower, thus impacting access to certain activities. Some activities may be more inexpensive in the United States than in the home countries and this encourages participation.

Time is another important condition for international students when they are deciding the kind of recreation activities to engage in. Students often have less time for



recreation, because doing homework in a foreign language requires more time. (Tsai, 1990, personal communication) A lack of time also affects the recreation activities that can be participated in because if the time is short, the student can not travel to activities that take place far away from where they live. Students may engage in activities which are convenient rather than preferred.

The availability and access to the transportation needed to get to a specific recreation activity is another possible limitation to engaging in preferred recreation activities. Cost, time, communication skills, and friends, are important sub-factors. Cost and time affect the ability to travel. Communication or language problems can inhibit the international students from using public transportation such as busses, trains, and planes because they may not be able to read the schedules or understand the information they get from operators. Without companions or friends the student may have no one with which to attend or engage in recreation activities. Even if the international student has friends, he or she might not feel that it is proper to constantly ask friends for transportation.

A condition affecting the variety of recreation activities that American and international students can participate in, is the availability of recreation activities near the students residence. These activities can be influenced by the geography of the area, the climate, the culture, and the size of the town or city. The geography of

the area can influence the recreation activities provided, for example unless the area has mountains to climb, mountain climbing will not be an activity available to the local population. The climate also influences the activities that can be offered because only an area that gets snow can have outdoor winter sports.

The culture of an area, can affect the recreation activities available. The offering of special festivals that coincide with the area's ethnic heritage, for example the concentration of German immigrants living in Frankenmuth, MI, have established the yearly German festival that attracts visitors from all over the region, is an example. The size of a town or city can also affect the activities available because large cities such as New York will have more recreation activities available than small towns because of available resources.

The above conditions influence recreation activity participation for people all over the world. These conditions are important, because they can either hinder or promote participation in preferred recreation activities. If the specific conditions that affect a certain group of people can be discovered, then measures to change the limiting conditions can be implemented, allowing for more preferred recreation activity participation. When people are able to participate in more preferred recreation activities, their overall life satisfaction increases, which is a goal of the recreation profession. The recreation



professionals on university campuses share this goal of increased life satisfaction making the conditions that affect student recreation activity participation important to find out, in order to make changes within the limiting conditions.

This study will inquire about the conditions that affect student recreation activity participation and use the above broad overview of conditions to provide a guideline for the analysis of the study data. This broad overview of conditions is important for this study because they give possible reasons for the participation and non-participation of the students in the different recreation activities and will aid in the analysis.

### Summary

In summary, literature on ethnic recreation studies, international recreation, the recreation activities of Chinese and American people, and the conditions that affect recreation participation was reviewed in this section. From the ethnic recreation studies indicated, it was learned that differences exist in preferences for recreation activities between people with different ethnic backgrounds. The international recreation studies illustrated that people from various countries also participate in different recreation activities. The Chinese and American recreation studies detailed the recreation activities that these two populations participate in and provided a list of potential

recreation activities that Chinese students may participate in or wish to participate in, while residing in the United States. Finally, conditions that can affect recreation activity participation were listed and explained.

## CHAPTER III

### COMPILATION OF THE DATA

The objective of the study was to determine the recreation activity interests of single Chinese students (including students from the Peoples Republic of China and the Republic of China), and single students from the United States, living in the residential unit known as University Apartments at Michigan State University. Chinese students were selected, because East Asians were identified by Lange's study as having the lowest mean level of overall satisfaction with Michigan State University. Single students were selected because they were a significant, but smaller part of university apartments life and did not receive primary recreation services due to their smaller numbers.

#### Selection of the Instrument

A qualitative study with a personal interview was chosen for several reasons. A personal interview format was chosen because of the possibility of language problems (interpretation of questions by the students filling out a mailed questionnaire). A qualitative study was chosen over a quantitative study because in order to have a statistically significant quantitative study with a high confidence level and a low amount of error, at least 400

interviews would need to be completed. (Tull and Hawkins, 1980). A large number of interviews was prohibitive for a single researcher to conduct and therefore a qualitative study was planned. A qualitative study with a personal interview using a standardized instrument [shown in Appendix A (page 85)] was chosen to gather the research information.

Open ended questions were determined to be the most appropriate technique for gathering the data because they offered the interviewee more opportunity to express him or herself. (Jones, 1985) The type of personal interview chosen is called an unscheduled interview. This type of personal interview allowed the interviewer to seek the same kind of information from subjects and to vary wording, sequence, and delivery of questions. Thus, the interview would have the equivalent meaning and impact for all respondents resulting in more detailed questioning and providing a better response rate because language difficulties could be corrected. (Jones, 1985)

#### Design of the Instrument

The survey consisted of two sections. The first section included the following questions: the respondent's address and phone number; the respondent's gender and country of citizenship; the interview date and time; the number of household members; rank (term/year) at Michigan State University; the length of time living in the U.S.; the length of time at Michigan State University; and the length

of time living in Michigan State University's University Apartments. The second section of the survey referred to questions about recreation activity interests. See Appendix A (page 85).

### Study Population

The study population consisted of selected single students from the countries of the Peoples Republic of China (PRC), the Republic of China (ROC), and the United States, who lived in the University Apartments at Michigan State University Winter term 1990. University Apartments has a total of 2,284 apartments with 6,000 residents. As of January, 1989, Spartan Village had 1,536 total apartments with 912 occupied by foreign students. University Village had 456 total apartments with 118 occupied by foreign students. Cherry Lane had 292 total apartments with 158 occupied by foreign students. Table 1 indicates the distribution of the study populations across the three housing areas. This information was provided by the Michigan State University Office of the Registrar January, 1989.



## Data Collection Field Procedures

Table 1 Distribution of Study Population Living in University Apartments at Michigan State University.

	Spartan Village	Cherry Lane	University Village	Total	Sample Interviewed
PRC	123	37	12	172	6
ROC	168	20	18	207	15
U.S.	624	338	134	1096	12
Total Apts.	915	395	164	1475	33

A sample of 40 students with a PRC citizenship from a population of 172 (25%), 40 students with a ROC citizenship from a population of 207 (20%) and 80 students with a United States citizenship from a population of 1,096 (8%), was drawn by the office of the Registrar. To assure confidentiality, Dr. Nancy Lange manually marked the single students apartments, so that only the single students would be sent letters. All the single students lived in Spartan Village. Letters were sent to 29 students listed as having American citizenship, 11 students listed as having Chinese Citizenship and 22 students listed as having ROC Citizenship. Two ROC students were listed incorrectly on the American citizenship list. When the sample was corrected there were 27 students with American citizenship. A total of 62 letters were sent to the study population on

May 19, 1990. Students were called to schedule interviews beginning on May 22, 1990. Interviews continued until May 31, 1990.

### Changes in the Interview Process

A sixth question was added after the first interview, to solicit comments on the availability of recreation activities in Spartan Village (where all of the subjects lived and numerous activities are offered, due to the community center being located there.) This question was added after the first subject described at length the recreation activities she would like to participate in at the community center. It was not included in the analyzed results. It was only used for additional information.

### Method of Data Analysis and Objectives

The analysis consisted of presenting and discussing the data in several sections. The first section presents the demographic description of the study population. The second section contains a discussion of the objectives. The objectives of the study are:

Objective One: To identify the recreation activities participated in by PRC, ROC and American students while living in University Apartments.

Objective Two: To identify the recreation activities participated in by PRC, ROC and American students prior to attending Michigan State University. The discussion of

Objective Two also contains a comparison of the recreation activities that Chinese and American students participated in the most before coming to Michigan State University and the recreation activities that they have participated in the most since attending Michigan State University.

Objective Three: To identify if the participation level of Chinese students in different recreation activities changes when they come to the United States, measured by the ranking of the recreation activities by individual students. Table 14 illustrates the changes which were noted in the interviews of the rankings of particular recreation activities.

Objective Four: To determine whether students currently participate in different recreation activities, than they did before coming to Michigan State University, and if they do, why?

Objective Five: To determine whether students no longer participate in recreation activities they previously participated in and if they do not, why not?

The discussion of Objectives Four and Five begins with a presentation of all of the reasons that were given for participation listed by activity. The reasons were then broken down by participants from the countries used in the study giving reasons for participation and identifying numbers of reasons common among the groups. These reasons were then discussed to demonstrate the breadth and depth of the recreation activity categories and to better understand

the reasons why the respondents presently participate in certain recreation activities and why they don't participate in recreation activities participated in previously.

Objective Six: To identify the recreation activities that PRC, ROC and American students would like to participate in during their stay in University Apartments. The analysis concludes with three lists of suggestions for improving the recreation activities available in Spartan Village and a summary of the findings.

### Summary

This chapter contains a description of the processes used in this study. A qualitative study was chosen to prevent possible language and data collection problems. A personal interview was chosen as the method of inquiry to allow greater flexibility in the interview process. Chinese students were selected because they were a significant part of the East Asian group living in University Apartments at Michigan State University mentioned by Lange's study. Single students were selected because they were a significant, but smaller part of university apartments life and did not receive primary recreation services because of their smaller numbers. To gather more general information, a sixth question was added to the interview. The method of analysis, presenting tables of information and discussing the information illustrated, was then outlined.

## CHAPTER IV

### ANALYSIS OF THE DATA

This chapter contains the data analysis of the recreation activity participation study of Chinese and American students including: the recreation activities the students participate in currently, the recreation activities that the students participated in prior to attending Michigan State University, the future recreation activities the students want to participate in, and the reasons why the students currently participate in the recreation activities that they participate in. The data is presented in four sections. The first section contains a demographic description of the study population. The second section contains a discussion of the objectives. The third section contains survey comments and suggestions for improving the recreation activities available in Spartan Village. Finally, section four contains a summary of the findings.

#### Demographics of the Study Population

Tables 2 through 7 contain the demographic data describing the student population included in this study. The tables will be presented and then discussed to provide background information for this study. The data was collected from 33 single student respondents: 21 (61.7%) were Chinese, 17.6% from the PRC and 44.1% from the ROC,

while 12 (36.4%) were American.

Table 2 contains the gender and citizenship of the respondents. There were 15 male respondents (45.5%) and 18 female respondents (54.5%). There were six male respondents (40.0%) from the PRC, seven male respondents (46.7%) from the ROC, and two male respondents (13.3%) from the United States. There were eight female respondents (44.4%) from the ROC and 10 female respondents (55.6%) from the United States. There were no female respondents from the PRC.

Table 2 Gender and Citizenship of Single Student Respondents Living in University Apartments at Michigan State University.

	MALES				FEMALES			Overall Total
	Number	% by Country	Total % Male		Number	% by Country	Total % Female	
PRC	6	100.0%	40.0%		0	0.0%	0.0%	18.2%
ROC	7	46.7%	46.7%		8	53.3%	44.4%	45.5%
USA	2	16.7%	13.3%		10	83.3%	55.6%	36.4%
Gender total		45.5% males			Gender total		54.5% females	

Table 3 contains the students' level of study at Michigan State University. There were six undergraduate students (18.2%), one special student (2nd undergraduate degree) (3.0%) , 11 masters students (33.3%), and 15 Ph.D students (45.5%) with a total of 26 graduate students (78.8%).

**Table 3 University Apartment Single Student Respondent's Academic Level of Study at Michigan State University.**

Rank	PRC	ROC		American		
	Male	Female	Male	Male	Female	Line %
Undergrad	0	0	0	1	5	18.2%
Masters	0	6	3	0	2	33.3%
Ph.D	6	2	4	1	2	45.5%
Special	0	0	0	0	1	3.0%

Table 4 contains the number of people living in each apartment. Most of the respondents (63.6%) lived with a roommate while 36.4% lived alone. Those students that did not have a roommate were more likely to state that they didn't participate in some recreation activities because they had no friends to go with, than students that lived with a roommate.

**Table 4 Number of People Living in the Respondent's University Apartment.**

Number of People	PRC N=6 Male	ROC Female	N=15 Male	American Female	N-12 Male	% of People
1	1	2	2	5	2	36.4%
2	5	6	5	5	0	63.6%

Table 5 contains the length of time single Chinese





students have been living in the United States. Questions related to length of time living in the United States were asked to determine if the participation rate of Chinese students in recreation activities was affected by their length of stay.

Table 5 Length of Time Single Chinese Student Respondents Have Lived in the United States.

Number of Years Living in U.S.	PRC Male	ROC		% of Total Sample of Chinese
		Female	Male	
< 1	1	3	2	28.5%
1-2	1	2	2	23.8%
3-4	3	3	3	42.9%
5+	1	0	0	4.8%

The Chinese students were affected by their length of stay. The longer they had been in the United States the more comfortable they were speaking with the interviewer and the more willing they were to give suggestions on improving the recreation activities that were available in Spartan Village. There were six Chinese students in the study (28.5%) that have lived in the United States for less than one year, while five Chinese students (23.8%) have lived in the United States for one to two years, nine Chinese students (42.9%) have lived in the United States for three to four years and one Chinese student (4.8%) has lived in

the United States for over five years.

Table 6 contains the length of time students have been at Michigan State University during their current matriculation. Data was collected from 21 Chinese students. Of these students, eight (38.1%) had been at Michigan State University for less than one year, four (19%) had been at Michigan State University for one to two years, eight (38.1%) had been at Michigan State University for three to four years, and one student (4.8%) had been at Michigan State University for over five years.

Table 6 Length of Time Single Chinese and Single American Students Have Been Living at Michigan State University.

Number of Years	PRC	ROC		PRC/ROC	American		American
	Male	Female	Male	Total %	Female	Male	Total %
<1	1	3	4	38.1%	2	0	16.7%
1-2	2	2	0	19.0%	3	0	25.0%
3-4	2	3	3	38.1%	4	0	33.3%
5+	1	0	0	4.8%	1	2	25.0%

The data from Table 6 when compared to the data from Table 5 indicates that some of the Chinese students had been living in the United States longer than they had been studying at Michigan State University. Living in the United States longer may have affected the Chinese student's recreation activity participation patterns because of the

student's increased exposure to recreation opportunities.

Data illustrated in Table 6 was also collected from 12 American students. Of these students two (16.7%) had been at Michigan State University for less than one year, three (25.0%) had been at Michigan State University for one to two years, four (33.3%) had been at Michigan State University for three to four years, and three students (25.0%) for five or more years.

Table 7 Length of Time Single Chinese and American Students Have Been Living in University Apartments.

Number of Years	PRC Male	ROC Female	ROC Male	PRC/ROC Total %	American Female	American Male	American Total %
< 6 months	1	1	2	19.0%	2	0	16.7%
7-11 months	0	2	2	19.0%	3	0	25.0%
1-2 years	2	2	1	23.8%	5	0	41.7%
3-4 years	2	3	2	33.3%	0	0	0.0%
5+ years	1	0	0	4.8%	0	2	16.7%

Table 7 contains the length of time single Chinese and American students have been living in University Apartments. The data from Table 6 when compared with the data from Table 7 indicates that most of the students, especially the American ones had lived somewhere else on campus before living in University Apartments.

There were four Chinese students (19.0%) that lived in University Apartments for less than six months and four

Chinese students (19.0%) that lived there for seven to 11 months. There were five Chinese students (23.8%) that lived there for one to two years, seven Chinese students (33.3%) that lived there for three to four years, and one Chinese student (4.8%) that lived there for over five years. For the Americans, two students (16.7%) lived in University Apartments for less than six months and three students (25.0%) lived there for seven to 11 months. There were five students (41.7%) that lived there for one to two years, and two students (16.7%) that lived there for over five years.

This concludes the background information that discussed the demographics of the study population including gender, citizenship, whether or not someone had a roommate, and the length of time the respondents had lived in the United States, at Michigan State University, and in University Apartments. Study Objectives are discussed in the next section.

### Discussion of the Objectives

Qualitative research methods "could be defined as techniques of personal understanding, common sense, and introspection". (Cook and Reichardt, (1979), p. 22.)

...the data analysis, like the write-up, is just like telling a story. You start out with a general description or idea of what is going on. You then go into more detail, giving examples to illustrate your points. At the conclusion, you should provide a summary of your main findings." (Kane, (1985), p. 152.)



The following information involves a discussion of the objectives. The data is presented in tables to provide direction for this discussion.

### Objective One

Objective One: To identify the recreation activities participated in by PRC, ROC and American students while living in University Apartments. Tables 8 and 9 address Objective One.

Table 8 lists the three recreation activities that respondents had participated in the most during the last year (May 1989-May 1990) for all three groups. The data on the table is organized by activity, country of citizenship, and gender. The three recreation activities most often participated in during the last year that were mentioned by each respondent are all listed on the table. Each mention was added up among the 33 respondents and the totals entered in the table. For example, under basketball there is one PRC man and one ROC man mentioned. This means that of the six PRC men and the seven ROC men, one man from each group mentioned basketball among the three recreation activities that he had participated in the most during the last year (May 1989-May 1990). Table 9 lists a summary of the recreation activities that were most often participated in from Table 8.

Table 8 Recreation Activity Participation During (May 1989-May 1990) by Single Chinese and American Students.

Activity	PRC	ROC		American	
	male	female	male	female	male
aerobics		1		1	
badmitten		1			
baseball			1		
basketball	1		1		
biking				1	
bowling		1			
camping/fishing			1		
cards/chess				1	
play with computer	1			1	1
concerts				1	
church groups		2	1		
dancing				1	
exercise				2	
frisbee/aerobies			1		1
going out/ friends		1			
golf		1			
hiking				1	
jogging	1				
lectures				1	
movies	1	4	3	3	
music lessons				1	
music listen			1	2	1
nothing yet	1				
out to eat			1		
parties	1			2	
picnic	1				
ping pong	1				
political groups					1
pool			1		
racquetball			1		
radio			1	1	
reading	1			2	
shopping		1	1		
singing		1			
sleeping		1			
special dinners		1			
sports			1		1
swimming		1	1	1	
television	4	2	2	4	1
theater		1		1	
travel				1	
video rental			1		
visit friends/talk	1	3			
volleyball	1	1			
walking		1	1	1	

Table 9 indicates that the three recreation activities most participated in from (May 1989-May 1990) by both groups of Chinese students were, going to the movies 8 (13.6%), watching television 8 (13.6%) and visiting friends 4 (6.8%). Table 9 also indicates that the three recreation activities most participated in by American students during (May 1989-May 1990) were watching television by 5 (14.3%), listening to music 3 (8.6%) and going to the movies by 3 (8.6%).

Table 9 Summary of the Recreation Activities That Were Participated in the Most by Single Chinese and American Respondents From (May 1989 - May 1990).

Activity	*15 PRC		*44 ROC			*59 PRC/ROC			*35 USA		
	M	%	M	F	%	M	F	%	M	F	%
visit											
friends	1	6.7	0	3	6.8	1	3	6.8	0	0	0.0
movies	1	6.7	3	4	15.9	4	4	13.6	0	3	8.6
listen to											
music	0	0.0	1	0	2.3	1	0	1.7	1	2	8.6
ping pong	1	6.7	0	0	0.0	1	0	1.7	0	0	0.0
reading	1	6.7	0	0	0.0	1	0	1.7	0	2	5.7
sports	0	0.0	1	0	2.3	1	0	1.7	1	0	2.9
television	4	26.7	2	2	9.1	6	2	13.6	1	4	14.3

\* Number of recreation activity mentions per category.

Further examination of the data on Table 9, indicates that the percentage of PRC students who watched television was high (26.7%) in comparison to the number of ROC students (9.1%). The data also indicates that the percentage of ROC students who go to the movies was high (15.9%) in comparison to the number of PRC students (6.7%). Perhaps this indicates a cultural difference between the PRC and the ROC



students, where the PRC students prefer convenient solitary television watching to going out to the movies (which is a more group oriented activity).

Comparing the three recreation activities that were most participated in by the three groups to one another, it was found that two of the three activities were the same between the groups (going to the movies and watching television) while one activity (listening to music for the Americans and visiting friends for the two Chinese groups) was different. This could demonstrate a cultural difference between the groups with the Americans participating in a more solitary activity and the Chinese students participating in a more social activity.

#### Objective Two

Objective Two: To identify the recreation activities participated in by PRC, ROC and American students prior to attending Michigan State University. Tables 10 and 11 address Objective Two. Table 10 lists the three recreation activities that respondents had participated in the most before coming to Michigan State University for all three groups. Like Table 8, the data on Table 10 is organized by activity, country of citizenship, and gender. The three recreation activities most often participated in before coming to Michigan State University that were mentioned by each respondent are all listed in the table.

Table 10 Recreation Activity Participation by Single  
Chinese and American Students Prior to  
Attending Michigan State University.

Activity	PRC	ROC		American	
	male	female	male	female	male
bars				1	
baseball			1		
basketball	1		1		
biking	1			1	
bowling		1			
buy equipment					1
cards/chess	1				
church				1	
dancing		1		1	
daydream		1			
driving				2	
exercise				1	
garden				1	
graphic design					1
golf		1			
hiking				1	
horseback riding				1	
jogging	1			1	
movies	1	5	2	4	
music listen	1		1	1	1
out to eat		1		1	
parties				1	
picnic		1	1		
picture taking			1		
ping pong	2		2		
pool			1		
radio				1	
reading	3	1	1	4	1
set up company					1
shopping		2			
singing		1			
ski				1	
sports	3				1
swim team				1	
swimming		1	2		
television	1	1	2	2	
tennis			1		
theater		1			
travel		1			
video store			1		
violin		1	1		
visit friends/talk	1	4			
volleyball	1		1	1	
volunteer work				1	
water sports				1	

Each mention was added up among the 33 respondents and the totals entered in the table. For example, under playing volleyball there is one PRC man, one ROC man, and one USA woman mentioned. This means that of the six PRC men, the seven ROC men and the ten USA women, one person from each group mentioned playing volleyball among the three recreation activities that he/she had participated in the most before coming to Michigan State University. Table 11 lists a summary of the recreation activities that were most often participated in from Table 10.

Table 11 Summary of the Recreation Activities That Were Participated in the Most Prior to Attending Michigan State University by Single Chinese and American Students.

Activity	*17 PRC		*43 ROC			*60 PRC/ROC			*36 USA		
	M	%	M	F	%	M	F	%	M	F	%
biking	1	5.9	0	0	0.0	1	0	1.7	0	1	2.8
driving	0	0.0	0	0	0.0	0	0	0.0	0	2	5.6
visit friends	1	5.9	0	4	9.3	1	4	8.3	0	0	0.0
movies	1	5.9	2	5	16.3	3	5	13.3	0	4	11.1
listen to music	1	5.9	1	0	2.3	2	0	3.3	1	1	5.6
ping pong	2	11.8	2	0	4.7	4	0	6.7	0	0	0.0
reading	3	17.6	1	1	4.7	4	1	8.3	1	4	13.9
sports	3	17.6	0	0	0.0	3	0	5.0	1	0	2.8
television	1	5.9	2	1	7.0	3	1	6.7	0	2	5.6

\* Number of recreation activity mentions per category.

Table 11 indicates that the three recreation activities most participated in before coming to Michigan State University by both groups of Chinese students were going to

the movies 8 (13.3%), reading 5 (8.3%) and visiting friends 5 (8.3%). Table 11 also indicates that the three recreation activities most participated in by the American students before coming to Michigan State University were reading 5 (13.9%), going to the movies 4 (11.1%), and a tie for third between television, driving and listening to music 2 (5.6%).

When examining the PRC and ROC participation listed in Table 11, it can be seen that the PRC students read and participated in sports the most 3 (17.6%) before coming to Michigan State University and the ROC students watched movies 7 (16.3%), visited friends 4 (9.3%), and watched television 3 (7.0%) the most before coming to Michigan State University. Comparing reading among the three groups, it can be seen that it was an important activity for all of the groups before they came to Michigan State University.

Table 12 Comparison of the Recreation Activities Most Participated in by Single Chinese Students Prior to Attending Michigan State University With the Recreation Activities That They Participated in the Most While Attending Michigan State University.

Activity	PRC/ROC before			PRC/ROC at MSU		
	M	F	%	M	F	%
movies	3	5	13.3	4	4	13.6
reading	4	1	8.3	1	0	1.7
visit						
friends	1	4	8.3	1	3	6.8
ping pong	4	0	6.7	1	0	1.7
television	3	1	6.7	6	2	13.6
sports	3	0	5.0	1	0	1.7

Table 12 indicates the changes that took place in the recreation activities most participated in by single Chinese students from before coming to Michigan State University with the recreation activities they participated in the most while attending Michigan State University. Table 12 illustrates that the recreation activities of the Chinese students that changed were: watching television which doubles from four (6.7%) to eight (13.6%); reading which drops from five (8.3%) to one (1.7%); ping pong which drops from four (6.7%) to one (1.7%); and sports which drops from three (5.0%) to one (1.7).

Table 13 Comparison of the Recreation Activities Most Participated in by Single American Students Prior To Attending Michigan State University With the Recreation Activities That Respondents Participated in the Most While Attending Michigan State University.

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Activity	USA before			USA at MSU		
	M	F	%	M	F	%
reading	1	4	13.9	0	2	5.7
movies	0	4	11.1	0	3	8.6
listen to						
music	1	1	5.6	1	2	8.6
driving	0	2	5.6	0	0	0.0
television	0	2	5.6	1	4	14.3
sports	1	0	2.8	1	0	2.9

---

Table 13 indicates the changes that took place in the recreation activities most participated in by single American students from before coming to Michigan State University with the recreation activities they participated

in the most while attending Michigan State University. Table 13 illustrates the recreation activities of the American students that changed were: reading which drops from 5 (13.9%) to 2 (5.7%), going to the movies which drops from 4 (11.1%) to 3 (8.6%), driving which drops from 2 (5.6%) to 0, listening to music which increases from 2 (5.6%) to 3 (8.6%), and watching television which increases from 2 (5.6%) to 5 (14.3%).

When data concerning reading is examined on Tables 12 and 13, it can be seen that the level of reading has gone down. Only 1 (1.7%) of the Chinese students and 2 (5.7%) of the American students, read for pleasure. Reasons given by the respondents for no longer reading as much include:

- \* no time
- \* too much other school reading to do
- \* must study
- \* reading the classics in English is difficult.
- \* harder to get books
- \* no car

Another change in participation was that sports participation for the Chinese students decreased from 3 (5.0%) to 1 (1.7%). Reasons given by the respondents for no longer participating in sports include:

- \* no car
- \* no friends [to play with]
- \* too far away
- \* must walk [to gym] and it takes too long

An interesting point to note is that the sports participation of the Chinese students has gone down while

watching television, a more sedentary activity increased. Examining the reasons given by the respondents, it is possible that the sedentary activities are easier to participate in because of time and transportation constraints than the sports which require the participant to go to campus. Some of the students mentioned that they wished they could exercise more, but that they didn't have the time to go to campus in order to participate because it was too far away.

The discussion of Objectives One and Two illustrates the recreation activities participated in by single Chinese and American students before coming to Michigan State University and while attending Michigan State University. The discussion also illustrated the changes in recreation activity participation that took place for the single Chinese and American students. This illustration of the changes leads to Objective Three which explores the Chinese student's changes in recreation activity participation further.

### Objective Three

Objective Three: To identify if the participation level of Chinese students in recreation activities changes when they come to the United States, measured by the ranking of the recreation activities by individual students. Students were asked in the interviews what three recreation activities they participated in the most before coming to

Michigan State University and what three recreation activities they participated in the most while attending Michigan State University. After the three recreation activities were listed for each question, the student was asked to rank them from the recreation activity participated in the most, to the second most and the third most. The order in which the activities were ranked from the two questions was then compared.

Table 14 Level of Change in the Amount of Participation in Recreation Activities by Single Chinese Students.

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Activities	PRC activity moved up	Male ranking moved down	ROC activity moved up	Male ranking moved down	ROC activity moved up	Female ranking moved down
basketball		1		1		
bowling						1
listen to music			1			
movies			1		1	2
out to eat						1
ping pong		1				
play pool				1		
reading		1				
shopping					1	
singing					1	
television	1		1			1
visit/talk						
with friends					1	2
volleyball						1

---

Table 14 illustrates the changes in the rankings of the recreation activities that were found during the comparison. For example, one ROC female's prior recreation activities



were: 1. watch television, 2. go shopping, and 3. play chinese violin. Her current recreation activities were: 1. go to movies, 2. attend Chinese Christian Fellowship activities, and 3. watch television. This data illustrates that the amount of participation in watching television decreased for this woman. This movement downward is represented on Table 14 with a number one under the category ROC female moved down for the recreation activity of watching television. If two respondents had the same downward movement for the same recreation activity, Table 14 will have the number two under the appropriate category for that recreation activity (such as going to the movies for the ROC females).

Table 14 illustrates that the participation level of Chinese students in recreation activities does change when they come to the United States. Respondents whose rankings illustrated that a change took place were asked why that was. The reasons that the respondent's gave concerning the rankings changing were divided into two categories. The first category was why did respondents participate in new recreation activities at Michigan State University and the second category was why did respondents no longer participate in the recreation activities that they used to participate in prior to attending Michigan State University. These reasons are explored in Objectives Four and Five.

Objective Four

Objective Four: To determine whether students currently participate in different recreation activities, than they did before coming to Michigan State University, and if they do, why?

The discussion of Objectives One, Two, and Three illustrated that the students do participate in different recreation activities at Michigan State University, than they did prior to attending Michigan State University. Table 15 [Appendix D (page 89)] provides the 112 reasons that were given by all respondents for participating in the 40 recreation activities that they currently engage in and did not participate in before coming to Michigan State University. The reasons are listed under the recreation activities referenced in relationship to country of citizenship and gender.

Table 15 indicates that 22 different reasons were given by the PRC students, 56 different reasons were given by the ROC students, and 42 different reasons were given by the American students for participating in the recreation activities that they currently engage in. Ten of the reasons given were shared between the three groups. Seven reasons were the same between the Chinese and American groups and three reasons were the same between the PRC and ROC groups for the same activity. The shared reasons for the Chinese and American groups were:

Watching Television:

- \* nothing else to do
- \* more choice of what to watch
- \* relaxes me

Take a Walk:

- \* spring campus is pretty to walk in

Going to the Movies:

- \* [Movies] are close by here
- \* [Movies] are cheap/ almost free

Computer:

- \* just got one [did not have one before]

The shared reasons between the PRC and ROC groups were:

Watching Television:

- \* learn American culture
- \* practice English
- \* more choice of what to watch

Most of the reasons given by the respondents for participating in the recreation activities they do now, but did not participate in before coming to Michigan State University, fit into the condition categories mentioned in Chapter Two (page 22). The 112 reasons from Table 15 have been organized into eight categories including: **Time, Transportation, Communication, Cost, Friends, Availability, Culture, and Enjoyment** with 27 of the reasons fitting none of these categories. An example of one of the 27 reasons that did not fit any of the categories was *listening to the radio/music* for background noise. The numbers behind the

categories listed signify the number of different reasons that fit into each category.

- \* Time: 5
- \* Transportation: 2
- \* Communication: 5
- \* Cost: 5
- \* Friends: 10
- \* Availability: 35
- \* Culture: 7
- \* Enjoyment: 16

Table 16 compares the break down of the categories by country of citizenship. The numbers under the categories represent the number of different reasons that fit into each category. These numbers are different from the above numbers, because respondents gave the same reason for the same recreation activity. This higher amount is reflected in Table 16.

Table 16 Comparison of Reasons for Current Participation in Recreation Activities PRC, ROC and USA  
Respondents Participate in Now, But Did Not Participate in Prior to Attending Michigan State University.

---

Category	PRC	ROC	USA
Time	0	5	0
Transportation	0	1	1
Communication	2	4	0
Cost	0	3	3
Friends	1	6	4
Availability	11	16	14
Culture	3	5	0
Enjoyment	3	5	8

---

All of the reasons from Table 15 that were categorized in Table 16 are listed below. The category **availability** is listed first because it contains the most reasons.

**Availability** is an important consideration for those recreation activities students participate in. **Availability** includes conditions that encourage participation in certain activities and illustrates limitations to other activities. Some of the reasons that encouraged participation for watching television included: more choice [of programs to watch], cable here, programming better [here], and very interesting [programs here]. Some reasons that illustrate the limitations **availability** has on recreation activities include: Volleyball: department does it/only thing they do, Movies: nothing else to do, and Picnics: only thing department does. Table 17 illustrates the 35 reasons that are listed under the category **availability** with the reasons listed after the recreation activity they pertain to.

**Enjoyment** was the second most important category of reasons from Table 15 that had been categorized in Table 16 for participating in recreation activities. The reasons included: Watching television because it relaxes me, for pleasure, and it is entertaining here; listening to music/radio because he likes the stations and it relaxes her; taking a walk because it relaxes me; playing frisbee/aerobics because it is fun to play; going to the movies and going to the malls because it relaxes her; singing to herself because she enjoys it; going to concerts

because she enjoys the music; going to parties because she loves dancing and music; going to the IM gym because it relaxes her; taking a swing dance class for a temporary diversion and taking music lessons because it is a good break from her counseling work.

**Friends** was another important category for those recreation activities respondents participated in. Participation in recreation activities was determined to a great extent by whether or not the student had a friend or a group of friends with whom to get together and participate in recreation activities. The friends reasons for recreation activity participation from Table 15 that had been categorized in Table 16 included: Watching television because they had no friends to play with; going to the movies because it was a place to go with friends; going out to dinner with friends because the friends like to go; swimming because he can do it alone [since he has no friends to do anything else with]; playing racquetball because he can do it alone [since he has no friends to do anything else with], and a group is needed for other sports; playing badmitten because her friends like it; dancing because her friends do it; going to concerts because she goes with friends; and going to parties because she likes to talk with people.

The category related to **Culture** was also important with seven reasons listed under it pertaining to participating in certain activities because Americans participated in them.

Table 17 Availability Reasons for Current Participation in Recreation Activities PRC, ROC, and USA Respondents Participate in Now, But Did Not Participate in Prior to Attending Michigan State University.

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Activity	Reasons
Basketball	convenient a place to play
Camping/Fishing	enjoy our nature clean and no crowds
Cards	nothing else to do
Christian Fellowship	chance to speak Chinese with people
Computer	just got one can play chess on it
Dancing	exposed to it here
Lecture and Films	offered here and not at home
Movies	substitution for bar nothing else to do close here more movies here new movies in US at theaters/ in China they are on tv
Music/Radio	music better here
Picnics	only thing dept. does
Reading	do less other stuff
Swimming	more pools here work at pool
Take a Walk	spring campus pretty clean air nice trees and flowers
Television	nothing else to do more choice cable here programming better substitution

---

Table 17 (cont'd.).

---

Activity	Reasons
Television	freedom of viewing very interesting sports on here
Theater	more available
Travel	more freedom here with no parents
Volleyball	convenient to play dept. does it/only thing they do

---

The culture reasons included: Watching television in order to learn about American culture, because the Americans watch television, because television in the United States is not propaganda, and because he gets to watch more American programs here; playing with a frisbee because Americans do it; and playing volleyball because the Americans do it and it is a common recreation activity here.

Communication, time, and cost all had five reasons listed under them for participating in new recreation activities. Reasons that were listed under communication were all related to television watching and included: to learn the language, add humor to my English speaking, learn about United States advertising, practice my English, and television [in the United States] is easier to understand than the movies [here]. Reasons that were listed under time included: Watching television because there was no time to play sports; playing pool because there was less wait time



than for table tennis in Owen hall; going to the movies because she had less time for other activities, and must work; and talking on the phone with friends because she has only enough time to talk on the phone with them [and not enough time to get together with them]. Reasons that were listed under cost included: Going to the movies because it is cheap or almost free; shopping because she goes to sales here; going to aerobics because they are free; playing golf because it is cheaper here; and going to concerts because they are free.

Transportation was not a big reason for participating in new activities. The two reasons that were classified as transportation related were: listening to music/radio because he no longer had a car to travel anywhere and biking because she had no car.

Examination of the reasons given by the respondents provide insight as to the causes that affected the respondents participation. Understanding the reasons why respondents participate in recreation activities, allows recreation activity providers to modify the manner in which the recreation activities are provided and the types of recreation activities that are provided.

Respondents watched television because they lacked friends to play with, illustrates how not having friends has limited the types of recreation activities that respondents felt they could participate in. Playing badmitten because her friends like it, is participated in because the

respondent has friends. This illustrates how some recreation activities are substituted for others.

The reasons given also indicated that other recreation activities were substitutes for preferred ones, due to lack of time and money. In the recommendations section of this report, the reasons listed above have been evaluated and incorporated into the recommended changes for recreation activity provision for the Residence Life Office at Michigan State University.

#### Objective Five

Objective Five: To determine whether students no longer participate in recreation activities they previously participated in and if they do not, why not? Table 18 [Appendix D (page 89)] addresses Objective Five. Table 18 provides 128 reasons that were given by all respondents for no longer participating in the 46 recreation activities that the students used to engage in before coming to Michigan State University.

The respondent's reasons are listed by recreation activity, by country of citizenship and gender of the respondent. Table 18 indicates that 26 different reasons were given by the PRC students, 53 different reasons were given by the ROC students, and 60 different reasons were given by the American students for no longer participating in the recreation activities that they used to engage in. Eleven of the reasons given were shared between the three

groups. Eight reasons that were given were the same between the Chinese and American groups and three reasons were the same between the PRC and ROC groups for the same activity. The shared reasons for the Chinese and American groups not participating in the following recreation activities were:

Going to the Movies

- \* None [movies] that I want to see
- \* scheduling conflicts [with movie times]

Watching Television

- \* no time, [I] must study

Reading

- \* too much other school reading to do
- \* no time

Volleyball

- \* no group of friends to play with
- \* too many people needed to play

Listen to Music

- \* no time

The shared reasons between the PRC and ROC groups were:

Going to the Movies

- \* language problem

Reading

- \* too much other school reading to do

Table Tennis

- \* no one who wants to play

When examining the reasons given by the students for no

longer participating in the recreation activities that they used to participate in before coming to Michigan State University, it is found that they also fit into some of the condition categories mentioned in Chapter Two (page 22). The 128 reasons have been combined into nine categories including: **Time, Transportation, Communication, Cost, Friends, Availability, Culture, Climate, and No more interest** with 18 reasons not fitting any of these categories.

The reasons given by the total respondent population fit into the following categories. The number behind the category signifies the number of different reasons that fit into each category.

- \* **Time: 33**
- \* **Transportation: 10**
- \* **Communication: 5**
- \* **Cost: 8**
- \* **Friends: 15**
- \* **Availability: 27**
- \* **Culture: 3**
- \* **Climate: 4**
- \* **No more interest: 5**

Table 19 illustrates the break down of the categories by country of citizenship. The numbers under the categories represent the number of different reasons that fit into each category. These numbers are different from the above numbers, because respondents gave the same reason for the same recreation activity. This higher amount is reflected in Table 19.

Table 19 Comparison of Reasons for Not Currently Participating in Recreation Activities PRC, ROC and USA Respondents Participated in Prior to Attending Michigan State University.

Category	PRC	ROC	USA
Time	9	12	16
Transportation	2	5	3
Communication	3	3	2
Cost	1	1	6
Friends	5	7	6
Availability	3	14	12
Culture	2	1	0
Climate	0	2	2
No more interest	0	2	3

**Time** and **availability** were two important categories for the reasons that students no longer participate in the recreation activities that they used to prior to attending Michigan State University. There were 33 reasons listed under **time** and 27 reasons listed under **availability**. The most common reasons under **time** were the lack of it and the need to study. Table 20 lists the reasons under **time** for no longer participating in the recreation activities that students used to participate in. Table 21 lists the reasons under **availability** for no longer participating in the recreation activities that students used to participate in. Most of the **availability** reasons deal with limited choice and limited access to facilities.

**Cost** was another important reason. Most of the **cost** reasons had to do with activities being too expensive or the need to have to save money.

Table 20 Time Reasons for Not Currently Participating in Recreation Activities Respondents Participated in Prior to Attending Michigan State University.

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Activity	Reasons
Badmitten	no time
Ball Game With Friend	must study more here no time to make new friends
Basketball	no time here takes a long time
Biking	no time, must practice my music
Camping	no time
Dancing	no time less time to dance must study
Driving	no time
Exercise	had to study
Go or Chess	must study
Horseback Riding	no time
Movies	no time too far away
Music	must study no time
Out to Dinner	not enough time
Reading	no time must study too much other school reading to do
Ski	works on weekends no time only have time late at night
Sports	must walk and it takes too long
Swimming	time conflict no time

---



Table 20 (cont'd.).

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Activity	Reasons
Table Tennis	no time
Television	no time, must study
Violin Playing	no time
Volleyball	no time
Volunteer Work	no time

---

The **cost** reasons were: No more dancing because of no money; no more going to bars because it was a waste of money; not going out to dinner because of no money; no horseback riding because it was too expensive; no aerobics because it was expensive off campus; no more shopping because she must save money; no more go or chess playing because it was too expensive to buy the game; and no more surplus equipment buying because of no money or space.

The **Communication** and **No More Interest** categories each had five reasons. Reasons that were listed under **communication** were: no more movies because of a language problem; no more television because it's easier to read a book and they had a language problem; and no more reading because of too much other school reading to do and it's hard to read in English. There was no more interest in movies because she had outgrown them; no more interest in bars because she was bored with it; no more interest in volunteer



work because it is like her work now (she's a counselor) and no more interest in television because she doesn't like the shows and he had no interest in it [television]. The ROC man that gave the last answer said that "His parents used to watch it [television] at home and if he was to visit with them in the same room he had to watch as well."

Friends was another important category of reasons for no longer participating in the recreation activities that students used to participate in. Most of the reasons were not having friends to do things with. The reasons were: not jogging because of no friends to go with; not going out to dinner because she does not have as many friends here; not going bowling because he knows less people to go with; not talking with friends because all her friends are busy; not playing volleyball because of no group of friends to play with, hard to organize, and too many people needed to play; no camping because of no one to go with; no going to ball games with friends because her friends are busy; not playing table tennis because they know no one who wants to play; not playing tennis because he had no one to play with; not playing baseball because he has no reliable team to play with; not playing basketball because he has no group to play with his height and it's hard to find a partner; and no longer playing sports because he has no friends here.

Transportation reasons were also important reasons for students no longer participating in recreation activities. The most important reason was the lack of a car which was

identified under the following activities: Reading, Swimming, Bowling, Driving, Camping, Sports, and Picnics. Other reasons for no longer participating included: no more picnics because she must ask for a ride; no more shopping because it is too far away; and no more sports because it is too far away.

Climate and Culture reasons were the least often mentioned for students no longer participating in recreation activities. Climate reasons included bad weather identified under the following activities: Swimming, Driving, Skiing and Playing Golf. Culture reasons included: not playing table tennis because it is not popular in the United States; not playing soccer because the Americans do not; and not going out with friends because American culture is different and you have to make appointments to see your friends. The PRC man who gave the last reason clarified it by stating, "The [United States] culture here emphasizes the individual while the Chinese and oriental culture emphasizes society and being together. Here if you are not invited, you don't just walk in on your friends. The Chinese Community here has adopted this behavior. They have changed once they come here and don't get together much, although they sometimes talk on the telephone."

Table 21 Availability Reasons For Not Currently Participating in Recreation Activities Respondents Participated in Prior to Attending Michigan State University.

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Activity	Reasons
Aerobics	bad access crowded bad instructors in Spartan Village campus staff bad
Badmitten	no idea of where to go
Basketball	changed activities
Bowling	limited facilities
Dancing	don't know where to
Daydream	don't need to, I can go outside and enjoy nature here
Drive	no access to swim
Go or Chess	nowhere to borrow game
Going Out with Friends	everyone has different schedules
Horseback Riding	too hard to find a place to go
Movies	limited access limited choice none I want to see scheduling conflict crowded
Picnics	no need for separate ones, I can picnic when I fish and camp
Pool Playing	no tables in Spartan Village
Reading	harder to get books
Swimming	don't know where to go not convenient pool closes early
Table Tennis	didn't bring paddles no place to play
<u>Travel</u>	<u>only in term breaks</u>

---

Upon examining the reasons given by the respondents for no longer participating in the recreation activities that they used to, information was gathered that can assist recreation activity providers in making changes in the methods of recreation activity provision and in the recreation activities provided, to allow the students to participate in more preferred recreation activities. For example, understanding that having friends is an important consideration for participating in certain recreation activities, the recreation activity providers can provide more opportunities for the students to make friends so that the students can expand upon the types of preferred recreation activities they participate in. In the recommendations section of this report, the reasons listed have been evaluated and incorporated into the recommended changes for recreation activity provision by the Residence Life Office at Michigan State University.

#### Objective Six

Objective Six: To identify the recreation activities that PRC, ROC and American students would like to participate in during their stay in University Apartments. Tables 22 and 23 address Objective Six. Table 22 lists the recreation activities that respondents wanted to participate in during the rest of their stay in University Apartments. The data on the table is organized by activity, country of citizenship, and gender.

Table 22 Recreation Activities Single Chinese and American Students Would Like to Participate in while staying in Michigan State University's University Apartments.

Activity	PRC	ROC		American	
	male	female	male	female	male
aerobics				2	
baseball				1	
basketball	1		2		
biking				2	
bowling		1		1	
camping/fishing			2	1	
church groups			1		
play with computer					1
concerts		1		1	
dancing				2	
exercise		1	2	1	
frisbee/aerobics			1		1
going out/ friends	2	1			
golf		1			
hiking			1	1	
jogging	1				
meet people/Amer.	1			1	1
movies	1	2	2	1	1
music lessons				1	
parks		1			
parties	1				
picture taking			1		
ping pong	1		1		
political groups					1
racquetball			1		
radio				1	
reading				2	
roller blading				1	
shopping		1			
ski		1	1	2	
sleeping		1			
sports	1				1
swimming		2	2	4	
television	1	2	1	1	
theater	1	1			
travel	1	1	1		
U apts/cross-cult.	1	1		2	
visit friends/talk		1			
walking		1		1	
yoga				1	

The recreation activities that were mentioned as desired by each respondent are all listed in Table 22. Table 22 illustrates how many respondents from each country of citizenship and gender wanted to participate in each recreation activity. For example, under the activity travel, there was one PRC man, one ROC man, and one ROC woman listed. This means that of the six PRC men, the seven ROC men, and the eight ROC women that were interviewed, one person from each group mentioned travel as one of the recreation activities they would like to participate in during the rest of their stay in University Apartments. Table 23 lists a summary of the recreation activities that were most often mentioned as desired from Table 22.

Table 23 indicates that the recreation activities single Chinese students wanted to participate in while staying in Michigan State University's University Apartments were: going to the movies 5 (9.6%), swimming and watching television 4 (7.7%). Table 23 also indicates that the recreation activities single American students wanted to participate in while staying in Michigan State University's University Apartments were: swimming, 4 (11.1%), and movies, reading, biking, dancing, aerobics, cross cultural activities, ski, and meeting people, 2 (5.6%).

Table 23 Summary of the Recreation Activities That Single Chinese and American Students Would Like to Participate in while staying in Michigan State University's University Apartments.

Activity	*13 PRC		*39 ROC			*52 PRC/ROC			*36 USA		
	M	%	M	F	%	M	F	%	M	F	%
aerobics	0	0.0	0	0	0.0	0	0	0.0	0	2	5.6
basketball	1	7.7	2	0	5.1	3	0	5.8	0	0	0.0
biking	0	0.0	0	0	0.0	0	0	0.0	0	2	5.6
bowling	0	0.0	0	1	2.6	0	1	1.9	0	1	2.8
cross cult	1	7.7	0	1	2.6	1	1	3.8	0	2	5.6
dancing	0	0.0	0	0	0.0	0	0	0.0	0	2	5.6
exercise	0	0.0	2	1	7.7	2	1	5.8	0	1	2.8
go out											
friends	2	15.4	0	1	2.6	2	1	5.8	0	0	0.0
meet people	1	7.7	0	0	0.0	1	0	1.9	1	1	5.6
movies	1	7.7	2	2	10.3	3	2	9.6	1	1	5.6
ping pong	1	7.7	1	0	2.6	2	0	3.8	0	0	0.0
reading	0	0.0	0	0	0.0	0	0	0.0	0	2	5.6
skiing	0	0.0	1	1	5.1	1	1	3.8	0	2	5.6
sports	1	7.7	0	0	0.0	1	0	1.9	1	0	2.8
swimming	0	0.0	2	2	10.3	2	2	7.7	0	4	11.1
television	1	7.7	1	2	7.7	2	2	7.7	0	1	2.8
travel	1	7.7	1	1	5.1	2	1	5.8	0	0	0.0

\* Number of recreation activity mentions per category.

Comparing the recreation activities that Chinese and American students wanted to participate in from the data on Table 23, it was found that both groups wanted to participate in swimming and going to the movies. It was found that a larger percentage of Americans preferred swimming while a larger percentage of Chinese students preferred going to the movies. It was interesting to note that the Americans had only one recreation activity [swimming 4 (11.1%)] that more than three respondents mentioned, while the Chinese had three recreation activities that more than three respondents mentioned, including going

to the movies 5 (9.6%), swimming and watching television 4 (7.7%).

### Suggestions for Improving the Recreation Activities Available in Spartan Village.

In the comment section of the interview (question six), the respondents were asked what they thought of the recreation activities available in Spartan Village. The responses were divided into three lists and organized by citizenship and gender of the respondent.

#### Suggestions for New Facilities:

1. Special road for bicycles needed-PRCM
2. Need jogging tracks/ jogging club-PRCM, ROCM
3. Need apartment type pool-USAW, USAW, USAW
4. Need a small park-ROCM
5. Need tennis courts in Spartan Village-PRCM
6. Need a place to exercise, weight room, aerobics-USAW, ROCW
7. Need pool tables-ROCM
8. Need a place to socialize with friends in Spartan Village-ROCW
9. Need a room to socialize in in Spartan Village-ROCW
10. Need place to borrow games and equipment like basketball, volleyball nets, and Go game-PRCM, USAM

#### Suggestions for New Activities:

1. Need a program to help new students get a social life and know what to do here-ROCW
2. Need activities to find new friends in campus housing-ROCW
3. Need single student activities-USAW
4. Need organized competitions for sports between groups to get people more involved-USAM
5. Need activities like barbecue, English class, ball game, volleyball-ROCW
6. Need winter activities-ROCW
7. Need regular movies and foreign films-ROCW, USAW
8. Would like bike tour of farms-USAW
9. Would like cross country ski tour-USAW
10. Would like cooking and crafts class-ROCW
11. Would like small workshops on other countries,



## ecology and flowers-ROCW

## Other Suggestions:

1. Housing needs to establish a more informal atmosphere and treat students as a big family-ROCW
2. Community Center needs more flexible hours-USAW
3. Need bulletin boards-USAW
4. Activities need more publicity and visibility-USAW
5. Need personal invitations to go to events to feel wanted-USAM

## Summary

The review of the data has described the demographics of the population interviewed and has discussed the recreation activities that the Chinese and American students participated in, illustrating possible cultural differences. All three groups participated in going to the movies and watching television the most.

The discussion about Objective Two illustrates that going to the movies and reading were important activities for Chinese and American students before they came to Michigan State University. Comparing the data from Tables 9 and 11, it was shown that both the American and Chinese student's recreation activities have changed from before they came to Michigan State University.

The discussion of Objective Three then illustrated that the level of participation in recreation activities for the Chinese students has changed. Table 14 illustrated the changes. After illustrating that the recreation activities changed, Objectives Four and Five examined why they changed.

The 112 reasons for participating in the current

recreation activities that the students participate in were listed under the activities they pertained to and then organized into eight categories. The categories were **time, transportation, communication, cost, friends, availability, culture, and enjoyment**. It was found that the reasons the students participate in what they do is mostly because it is readily available, they enjoy it, or it is something they can do with their friends.

The 128 reasons for no longer participating in the recreation activities that students used to participate in was organized into nine categories including: **time, transportation, communication, cost, friends, availability, culture, climate, and no more interest**. Time and availability were the most important reasons.

The recreation activities that the students wish to participate in, in the future, include swimming and going to the movies. The chapter ends with suggestions for improving the recreation activities available in Spartan Village.

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

This researcher attempted to find out the types of recreation activities Chinese and American single students participated in at home before they came to Michigan State University, what recreation activities they had participated in at Michigan State University while living in University Apartments, and what recreation activities they wanted to participate in during the remainder of their stay living in University Apartments. The researcher also examined why students participate in certain recreation activities and why they do not participate in recreation activities they used to participate in or would like to participate in. The researcher also developed suggestions concerning the kinds of recreation activities that could be provided to the residents to make their stay in housing at Michigan State University more satisfying.

#### Recommendations

This section identifies recommendations concerning the provision of recreation services that could be offered to the Chinese and American students based on the recreation activity desires and their suggestions for change. These recommendations will be submitted to the University

Apartments Residence Life Office, at Michigan State University to provide them with the information they need to change the current recreation activities offered in order to better meet the recreation needs of single Chinese and American students. See Chapter I (page 7).

\* Recreation activities that provide numerous opportunities for the Chinese students to meet and interact with other students and faculty is recommended. The Chinese students reported feeling isolated in Spartan Village and not knowing their neighbors. The addition of more "Meet Your Neighbor" potlucks arranged by their community aides could increase the opportunities for students to interact and get to know their counterparts in a non-threatening social experience. It would be appropriate to implement these "Meet Your Neighbors" potluck twice a term.

\* It is recommended there should be an increase in the variety of movies presented at the community center with the addition of foreign films to the movie schedule. Several respondents mentioned that they would like an expanded movie schedule in Spartan Village so that they would not have to go so far to central campus. A large number of students mentioned going to movies.

\* The addition of programs such as bike tours, cross country ski tours, walking tours, barbecues, ball games,

winter activities, cooking and crafts classes, and small workshops is recommended. Several respondents mentioned these activities as programs they would like to participate in. Providing some of these programs is recommended. Participation in these activities would bring the respondents out into the community to meet people and to satisfy their recreation needs.

\* Designing activities specifically for the single students is recommended. Special programs should be developed for the single students including ways of getting the students together to meet their neighbors. Both Chinese and American single students mentioned they felt that University Apartments was for families and that the recreation activities provided were only for families to participate in. Programs mentioned by the single students that are recommended for implementation with a single student emphasis include bike tours, cross country ski tours, walking tours, barbecues, ball games, winter activities, cooking and crafts classes, and small workshops.

#### Changes in Current Implementation Methods

This section recommends changes in the current implementation methods of providing recreation activities by the University Apartment Residence Life Office, at Michigan State University.

\* Increased effectiveness of publicity for the recreation activities available on campus and in the housing units including advertising the English classes offered in the community and on campus. Many respondents mentioned they were not aware of the programs available. Some said that they did not receive the newsletters until after the programs occurred or not at all. Information on programs for the Chinese students should be posted at the Main library's Take 5 cafeteria. The Chinese students mentioned they frequently congregate in the Take 5 cafeteria when they study in the library. In addition, several interviews were conducted in this cafeteria and the researcher was told that the Chinese students often meet there and talk with friends.

\* A place to borrow equipment is needed. Several students mentioned they would like opportunities to borrow games like Majong, and equipment like volleyballs and basketballs. It is recommended that a game and equipment room be developed (perhaps a Community Aide could be in charge of the room). This would give the students an opportunity to participate in more activities without the expense of buying games and equipment or the inconvenience of going to the IM building.

It would also help the students to get more exercise. The need for exercise and limited time to pursue this interest was mentioned several times. Table 13 (page 48) and Table 14 (page 51) illustrate that the recreation

activities of the respondents became more sedentary at Michigan State University than it had been before the students came to Michigan State University. It would be beneficial to have some equipment, such as frisbees, basketballs, and volleyballs available for the students to use in Spartan Village in order to help them exercise and stay healthy by making exercise more convenient for them.

\* Space for the residents to socialize informally is needed. Some of the respondents indicated that they needed a place to get together and socialize informally, as they had when they lived in Owen hall. It is recommended that one or two centrally located spaces be found to complement the community center where lounges could be established; perhaps a single bedroom apartment could be converted into a lounge for the students.

#### Recommendations for Further Research

1. A similar survey should be conducted involving the remainder of the University Housing population to determine what changes they want in the provision of Michigan State University recreation activities.

2. It is recommended that this study be repeated with a larger population of international students including married students with and without children. This would provide insight on how being single or married with or

without children affects the students' past and present recreation activity participation habits, future recreation activity preferences, reasons for presently participating in recreation activities, and reasons for no longer engaging in recreation activities they previously participated in.

### General Impressions on the Research

Several recurring themes were found during the interviews by the researcher:

1. Most of the single Chinese students mentioned that they were very lonely when they first came to the United States and that it took them awhile to get used to American ideas of recreation such as socializing at bars. Some single Chinese students mentioned that they did not like bars. These students wanted to go dancing, but indicated that American bars were for socializing and not dancing.

2. Some of the single Chinese students mentioned that when they first came to the United States, that the language and social barriers kept them from engaging in many recreation activities. They said that language problems prevented them from making friends and going to activities, because they did not want to go alone with strangers.

3. Several of the single Chinese students mentioned that they wanted to establish friendships with Americans, but were having a difficult time doing this because their roommates and counselors were all Chinese.

4. Some of the single Chinese students indicated that



it was difficult for them to get together and engage in activities with their friends because they all had different course schedules. When they were working in Taiwan, they all had the same schedules and could go out together after work.

5. The longer the single Chinese students lived in the United States, the more they seemed to adopt American recreation activities for participation. The single Chinese respondents that lived in the United States the longest seemed to be the most talkative during the interviews and most willing to provide suggestions for changes in the facilities and programs offered by the University Apartments Residence Life Office.

6. Some of the single Chinese students mentioned that they like to participate in American recreation activities to have new experiences, but that they regret that some of their favorite sports of table tennis, badmitten and soccer are not as popular in the United States as they were in their country.

7. It was noted from Table 8 (page 42) that several of the single Chinese students were members of the Chinese Christian Fellowship where they speak Chinese and participate in various activities with their countrymen. Several respondents said that the Chinese Christian Fellowship was one of the places to be Chinese.

8. Many of the single Chinese students commented on the lovely landscaping and wilderness in America. One ROC woman

said that she no longer has to daydream about walking in unpolluted woods.

9. Some of the single ROC students said they were bored at Michigan State University, because the East Lansing/Lansing area was in their opinions, a small town where there was nothing to do. They said that they felt that the only recreation activity available at night was to go to Meijers. Several mentioned longing for Taipei where something is always open and there are 24 hour McDonald's.

10. Several single Chinese students mentioned that in their opinion television watching and owning a car were very important to Americans.

11. Some of the single Chinese students mentioned that their apartment was not used for recreation purposes, but rather was used for sleeping and eating.

## APPENDICES

## **APPENDIX A**

### **The Personal Interview Questions**

APPENDIX A: The Personal Interview Questions

Personal Interview Demographic Information

Respondent's address:

Respondent's phone number:

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

Interview Time: \_\_\_\_\_

Number of apartment members:

Student's Rank (term/year) at Michigan State University:

Length of time living in the United States.

Length of time at Michigan State University.

Length of time living in University Apartments.



1. What three recreation activities did you participate in the most at home before you came to the United States? (before you came to Michigan State University.) (Listing them in the order of the most participation to the least.)

- 
- 1.
  - 2.
  - 3.

2. What three recreation activities have you participated in the most during the last year while living in University Apartments? (Listing them in the order of the most participation to the least.)

- 
- 1.
  - 2.
  - 3.

3. Why have you participated in (these activities) while living in the University Apartments at MSU when you didn't at home? (before you came to Michigan State University)

4. Why haven't you participated in (these activities) while living in the University Apartments at Michigan State University when you used to?

5. What three recreation activities would you like to participate in during the rest of your stay in University Apartments at Michigan State University?

- 
- 1.
  - 2.
  - 3.

## **APPENDIX B**

### **Letter for Respondents**



## APPENDIX B: Letter for Respondents

May 19, 1990

Dear (Name of Student):

I need your help. For my master's thesis project in Park and Recreation Resources, I would like to compare the recreation activities of students in University housing. The results will be shared with Nancy Lange, the Assistant Director for University Housing Programs for the University Apartments Residents Life office, in order to improve the recreation opportunities that are available to meet your needs. The results will give her a deeper understanding of your needs and the barriers to your participation and give her some of the information necessary to implement changes to improve the recreation opportunities available to you. Individual responses to the questions will not be identified with the person who gave them to protect the rights of that individual.

I am requesting that you meet with me to be interviewed about your recreational activities for about fifteen minutes. Your name was selected at random from the list of registered students by the Office of the Registrar. Participation in this research is voluntary. I will be calling you to set up an appointment to come over and conduct the interview. If you do not wish to participate you can tell me at this time. I do hope that you will help me out by participating in this study. If you have any questions please feel free to contact me at 351-8939.

Thank you very much.

Sincerely,

Marie Verheyen  
Department of Park & Recreation Resources

## **APPENDIX C**

### **Phone Screening Guide.**



## APPENDIX C: Phone Screening Guide

Hello. May I speak with (name of student). My name is Marie Verheyen. I sent you a letter in the mail about our recreation activity study. We would like to know if you are interested in participating. (If they say no, then quit "Thank you very much for your time.") If they say yes, ask when it would be convenient for me to come and interview you. (Set up time.)

**APPENDIX D**

**Tables 15 and 18**

## APPENDIX D: Tables 15 and 18.

Table 15 Reasons Why Single Chinese and American Students Participate in the Recreation Activities They Currently Engage In and Did Not Participate In Prior to Attending Michigan State University.

Activity: Reason	PRC M	% PRC	ROC M	F	% ROC	PRC ROC %	USA M	F	% USA	all 3 %
AEROBICS:										
need exercise		0		1	1.8	1.3			0	0.8
free		0			0	0		1	2.2	0.8
BADMITTEN:										
friends like it		0		1	1.8	1.3			0	0.8
BASKETBALL:										
convenient		0	1		1.8	1.3			0	0.8
a place to play		0	1		1.8	1.3			0	0.8
BIKING:										
for exercise		0			0	0		1	2.2	0.8
to relax		0			0	0		2	4.4	1.6
to get in shape		0			0	0		1	2.2	0.8
bec. has no car		0			0	0		1	2.2	0.8
CAMPING/FISHING:										
enjoy our nature		0	1		1.8	1.3			0	0.8
clean and no crowds		0	1		1.8	1.3			0	0.8
CARDS:										
nothing else to do		0			0	0		1	2.2	0.8
CHRISTIAN FELLOWSHIP:										
CHINESE CHRISTIANS:										
promised grandma to become Christian		0	1		1.8	1.3			0	0.8
became Christian		0		1	1.8	1.3			0	0.8
chance to speak Chinese with people		0		1	1.8	1.3			0	0.8
lots of Chinese do		0		1	1.8	1.3			0	0.8
COMPUTER:										
just got one	1	4.5			0	1.3	1	1	4.4	2.4
hobby	1	4.5			0	1.3			0	0.8
needed for class	1	4.5			0	1.3			0	0.8
can play chess on it	1	4.5			0	1.3			0	0.8
CONCERTS:										
enjoys music		0			0	0		1	2.2	0.8
free		0			0	0		1	2.2	0.8
goes with friends		0			0	0		1	2.2	0.8
DANCING:										
friends do it		0			0	0		1	2.2	0.8
exposed to it here		0			0	0		1	2.2	0.8

Table 15 (cont'd.).

Activity: Reason	PRC M	% PRC	ROC M	F	% ROC	PRC ROC %	USA M	F	% USA	all 3 %
FRISBEE/AEROBIES:										
Americans do it		0	1		1.8	1.3			0	0.8
fun to play		0	1		1.8	1.3			0	0.8
physical therapy		0			0	0	1		2.2	0.8
GOLF:										
cheaper		0		1	1.8	1.3			0	0.8
IM GYM:										
need exercise		0			0	0		1	2.2	0.8
relaxes me		0			0	0		1	2.2	0.8
feel better about me		0			0	0		1	2.2	0.8
LECTURE AND FILMS:										
offered here and										
not at home		0			0	0		1	2.2	0.8
GO TO MALLS:										
relaxes me		0		1	1.8	1.3			0	0.8
MOVIES:										
substitution for bar		0	1		1.8	1.3			0	0.8
nothing else to do		0	1	1	3.6	2.6			0	1.6
close here		0	1	1	3.6	2.6		1	2.2	2.4
less time for other										
activities		0		1	1.8	1.3			0	0.8
must work		0		1	1.8	1.3			0	0.8
relaxes me		0		1	1.8	1.3			0	0.8
cheap/ almost free		0		1	1.8	1.3		1	2.2	1.6
place to go @ friend		0			0	0		1	2.2	0.8
more movies here	1	4.5			0	1.3			0	0.8
New movies in US at										
theaters/ in China										
they are on tv	1	4.5			0	1.3			0	0.8
MUSIC/RADIO:										
No car/no choice		0	1		1.8	1.3			0	0.8
helps me concentrate		0	1		1.8	1.3			0	0.8
like stations		0	1		1.8	1.3			0	0.8
music better here		0	1		1.8	1.3			0	0.8
relaxes me		0			0	0		1	2.2	0.8
background noise		0			0	0		1	2.2	0.8
MUSIC LESSONS:										
good break from work		0			0	0		1	2.2	0.8
OUT TO DINNER/FRIENDS										
friends like to go		0	1		1.8	1.3			0	0.8
PARTIES:										
loves dancing/music		0			0	0		1	2.2	0.8
like to talk with										
people	1	4.5			0	1.3			0	0.8





Table 15 (cont'd.).

Activity: Reason	PRC M	% PRC	ROC M	F	% ROC	PRC ROC %	USA M	F	% USA	all 3 %
PICNICS:										
only thing dept does	1	4.5			0	1.3			0	0.8
POOL PLAYING:										
less wait time than table tennis in Owen		0	1		1.8	0			0	0.8
POLITICAL ACTIVITIES:										
Webster case very important to me		0			0	0	1		2.2	0.8
RACQUETBALL:										
can do it alone		0	1		1.8	1.3			0	0.8
need group for other sports		0	1		1.8	1.3			0	0.8
READING:										
escape stress		0			0	0		1	2.2	0.8
do less other stuff		0			0	0		1	2.2	0.8
RENTS VIDEOS:										
catch up on 3 years of movies		0			0	0		1	2.2	0.8
SHOPPING:										
no family to do it		0	1		1.8	1.3			0	0.8
go to sales here		0		1	1.8	1.3			0	0.8
SINGING TO SELF:										
enjoy it		0		1	1.8	1.3			0	0.8
SLEEPS:										
because of pressure		0		1	1.8	1.3			0	0.8
SWIMMING:										
can do it alone		0	1		1.8	1.3			0	0.8
more pools here		0	1		1.8	1.3			0	0.8
work at pool		0			0	0		1	2.2	0.8
keep in shape		0			0	0		1	2.2	0.8
SWING CLASS:										
temporary diversion		0			0	0		1	2.2	0.8
TALK WITH FRIENDS:										
when tired of study										
we talk in library		0		1	1.8	1.3			0	0.8
talk when walking		0		1	1.8	1.3			0	0.8
TALKING ON PHONE WITH FRIENDS:										
only enough time to talk on phone		0		1	1.8	1.3			0	0.8
TAKE A WALK:										
spring campus pretty clean air		0	1		1.8	1.3		1	2.2	1.6
		0		1	1.8	1.3			0	0.8

Table 15 (cont'd.).

Activity: Reason	PRC M	% PRC	ROC M	F	% ROC	PRC ROC %	USA M	F	% USA	all 3 %
TAKE A WALK:										
quiet		0		1	1.8	1.3			0	0.8
nice trees + flowers		0		1	1.8	1.3			0	0.8
relaxes me		0			0	0		1	2.2	0.8
TELEVISION:										
learn language		0	1		1.8	1.3			0	0.8
add humor to Eng.		0	1		1.8	1.3			0	0.8
No time for sports		0	1		1.8	1.3			0	0.8
No friends to play		0	1		1.8	1.3			0	0.8
learn American cult.	1	4.5		1	1.8	2.6			0	1.6
learn US advertising		0		1	1.8	1.3			0	0.8
nothing else to do		0		1	1.8	1.3		1	2.2	1.6
Americans do it		0		1	1.8	1.3			0	0.8
more choice	2	9.1		1	1.8	3.8	1	1	4.4	4.0
practice English	1	4.5		1	1.8	2.6			0	1.6
cable here		0			0	0		1	2.2	0.8
relaxes	1	4.5			0	1.3		1	2.2	1.6
background noise		0			0	0		1	2.2	0.8
catch up on news		0			0	0		1	2.2	0.8
programming better		0			0	0	1		2.2	0.8
substitution	1	4.5			0	1.3			0	0.8
freedom of viewing	1	4.5			0	1.3			0	0.8
pleasure	1	4.5			0	1.3			0	0.8
very interesting	1	4.5			0	1.3			0	0.8
entertaining here	1	4.5			0	1.3			0	0.8
tv not propaganda	1	4.5			0	1.3			0	0.8
easier to understand										
than movies	1	4.5			0	1.3			0	0.8
sports on here	1	4.5			0	1.3			0	0.8
more Amer. programs	1	4.5			0	1.3			0	0.8
THEATER:										
more available		0			0	0		1	2.2	0.8
TRAVEL:										
more freedom here										
with no parents		0			0	0		1	2.2	0.8
VOLLEYBALL:										
Americans do it		0		1	1.8	1.3			0	0.8
common here		0		1	1.8	1.3			0	0.8
easy to play		0		1	1.8	1.3			0	0.8
convenient to play		0		1	1.8	1.3			0	0.8
dept. does it										
only thing they do	1	4.5			0	1.3			0	0.8

Table 18 Reasons Why Single Chinese and American Students No Longer Participate in the Recreation Activities That They Used to Prior to Attending Michigan State University.

Activity: Reason	PRC M	% PRC	ROC M	F	% ROC	PRC ROC %	USA M	F	% USA	all 3 %
<b>AEROBICS:</b>										
bad access		0			0	0		1	1.7	0.7
crowded		0			0	0		1	1.7	0.7
expensive off campus		0			0	0		1	1.7	0.7
bad instructors										
in Spartan Village		0			0	0		1	1.7	0.7
campus staff bad		0			0	0		1	1.7	0.7
<b>BADMITTEN:</b>										
no time	1	3.3			0	1.2			0	0.7
no idea of										
where to go	1	3.3			0	1.2			0	0.7
<b>BALL GAME WITH FRIEND</b>										
must study more here		0		1	1.8	1.2			0	0.7
friends busy		0		1	1.8	1.2			0	0.7
no time to make										
new friends		0		1	1.8	1.2			0	0.7
<b>BARS:</b>										
bored with it		0			0	0		1	1.7	0.7
waste of money		0			0	0		1	1.7	0.7
<b>BASEBALL:</b>										
no reliable team										
to play with		0	1		1.8	1.2			0	0.7
<b>BASKETBALL:</b>										
no time here		0	1		1.8	1.2			0	0.7
no group to play										
with his height		0	1		1.8	1.2			0	0.7
changed activities		0	1		1.8	1.2			0	0.7
hard to find partner	1	3.3			0	1.2			0	0.7
takes a long time	1	3.3			0	1.2			0	0.7
<b>BIKING:</b>										
bike was destroyed		0			0	0		1	1.7	0.7
dangerous on street	1	3.3			0	1.2			0	0.7
too many cars	1	3.3			0	1.2			0	0.7
no time, must										
practice my music	1	3.3			0	1.2			0	0.7
<b>BOWLING:</b>										
know less people										
to go with		0			0	0	1		1.7	0.7
no car		0		1	1.8	1.2			0	0.7
limited facilities		0		1	1.8	1.2			0	0.7

Table 18 (cont'd.).

Activity: Reason	PRC M	% PRC	ROC M	F	% ROC	PRC ROC %	USA M	F	% USA	all 3 %
CAMPING:										
no car		0			0	0		1	1.7	0.7
no time		0			0	0		1	1.7	0.7
no one to go with		0			0	0		1	1.7	0.7
CHURCH:										
getting into it slowly		0			0	0		1	1.7	0.7
DANCING:										
no time		0			0	0		1	1.7	0.7
no money		0			0	0		1	1.7	0.7
don't know where to		0		1	1.8	1.2			0	0.7
less time to dance		0		1	1.8	1.2			0	0.7
must study		0		1	1.8	1.2			0	0.7
DAYDREAM:										
don't need to, I can go outside and enjoy nature here		0		1	1.8	1.2			0	0.7
DRIVE:										
no time		0			0	0		1	1.7	0.7
no access to swim		0			0	0		1	1.7	0.7
weather horrible		0			0	0		1	1.7	0.7
no car		0			0	0		1	1.7	0.7
EXERCISE:										
had to study		0	1		1.8	1.2			0	0.7
GO OR CHESS:										
too expensive to buy the Go game	1	3.3			0	1.2			0	0.7
must study	1	3.3			0	1.2			0	0.7
nowhere to borrow game	1	3.3			0	1.2			0	0.7
GOING OUT WITH FRIENDS:										
everyone has different schedules		0		1	1.8	1.2			0	0.7
American culture is different	1	3.3			0	1.2			0	0.7
GOLF:										
bad weather		0		1	1.8	1.2			0	0.7
GRAPHICS WORK:										
obsolete now		0			0	0	1		1.7	0.7
HIKING:										
only here in winter		0			0	0		1	1.7	0.7



Table 18 (cont'd.).

[illegible]

Table 18 (cont'd.).

Activity: Reason	PRC M	% PRC	ROC M	F	% ROC	PRC ROC %	USA M	F	% USA	all 3 %
READING:										
school reading to do	1	3.3	1	1	3.6	3.5	1		1.7	2.7
must study		0		1	1.8	1.2			0	0.7
hard to read in Eng.	1	3.3			0	1.2			0	0.7
SETTING UP COMPANY:										
will wait for degree		0			0	0	1		1.7	0.7
SKI:										
works on weekends		0			0	0		1	1.7	0.7
bad weather		0			0	0		1	1.7	0.7
no time		0			0	0		1	1.7	0.7
only have time										
late at night		0			0	0		1	1.7	0.7
SHOPPING:										
too far away		0		1	1.8	1.2			0	0.7
must save money		0		1	1.8	1.2			0	0.7
SOCCER:										
Americans don't	1	3.3			0	1.2			0	0.7
SPORTS:										
no car	1	3.3			0	1.2			0	0.7
no friends	1	3.3			0	1.2			0	0.7
too far away	1	3.3			0	1.2			0	0.7
must walk and it										
takes too long	1	3.3			0	1.2			0	0.7
SURPLUS EQUIPMENT										
BUYING:										
no money or space		0			0	0	1		1.7	0.7
SWIMMING:										
don't know where to		0			0	0		1	1.7	0.7
time conflict		0			0	0		1	1.7	0.7
not convenient		0		1	1.8	1.2			0	0.7
no car		0		1	1.8	1.2			0	0.7
bad weather		0		1	1.8	1.2			0	0.7
no time		0	1		1.8	1.2			0	0.7
pool closes early		0	1		1.8	1.2			0	0.7
TABLE TENNIS:										
didn't bring paddles		0	1		1.8	1.2			0	0.7
no one who wants										
to play	1	3.3	1		1.8	2.3			0	1.4
not popular in US		0	1		1.8	1.2			0	0.7
no time	2	6.7			0	2.3			0	1.4
no place	1	3.3			0	1.2			0	0.7
TALKING WITH FRIENDS:										
friends all busy		0		1	1.8	1.2			0	0.7

Table 18 (cont'd.).

Activity: Reason	PRC M	% PRC	ROC M	F	% ROC	PRC ROC %	USA M	F	% USA	all 3 %
TELEVISION:										
no time, must study		0	1		1.8	1.2		1	1.7	1.4
easier to read book		0			0	0		1	1.7	0.7
language problem		0	1	1	3.6	2.3			0	1.4
don't like the shows		0		1	1.8	1.2			0	0.7
no interest, parents watched it at home		0	1		1.8	1.2			0	0.7
TENNIS:										
no one to play with		0	1		1.8	1.2			0	0.7
THEATER:										
not as much as I did		0		1	1.8	1.2			0	0.7
TRAVEL:										
only in term breaks		0		1	1.8	1.2			0	0.7
VIOLIN PLAYING:										
didn't bring it here		0		1	1.8	1.2			0	0.7
no time		0	1		1.8	1.2			0	0.7
not good enough		0	1		1.8	1.2			0	0.7
would disturb neighbors		0	1		1.8	1.2			0	0.7
VOLLEYBALL:										
no group of friends to play with	1	3.3			0	1.2		1	1.7	1.4
no time		0			0	0		1	1.7	0.7
hard to organize		0			0	0	1		1.7	0.7
too many people needed to play	1	3.3			0	1.2	1		1.7	1.4
don't know		0	1		1.8	1.2			0	0.7
VOLUNTEER WORK:										
like my work now		0			0	0		1	1.7	0.7
no time		0			0	0		1	1.7	0.7
WATER SPORTS:										
likes to goof around more		0			0	0		1	1.7	0.7



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