

พฤติกรรมทางนันทนาการ และความพึงพอใจของผู้มีส่วนร่วมในมหานคร โฮจิมิน



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RECREATION BEHAVIORS AND SATISFACTION OF PARTICIPANTS IN THE C  
ENTRAL URBANIZED HO CHI MINH CITY

Miss Thi Thu Huong Le



A Thesis Submitted in Partial Fulfillment of the Requirements  
for the Degree of Master of Science Program in Sports Science  
Faculty of Sports Science  
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By	Miss Thi Thu Huong Le
Field of Study	Sports Science
Thesis Advisor	ProfessorSombat Karnjanakit, Ph.D.

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ทิ ทุ ฮวง เล : พฤติกรรมทางนันทนาการ และความพึงพอใจของผู้มีส่วนร่วมในมหานครโฮจิมินห์ (RECREATION BEHAVIORS AND SATISFACTION OF PARTICIPANTS IN THE CENTRAL URBANIZED HO CHI MINH CITY) อ.ที่ปรึกษาวิทยานิพนธ์หลัก: สมบัติ กาญจนกิจ, หน้า.

นันทนาการได้รับการยอมรับว่าเป็นเครื่องมือที่สำคัญในการพัฒนาคุณภาพชีวิต ความสำคัญ และประโยชน์ของนันทนาการได้แสดงให้เห็นจากงานวิจัยหลากหลาย วัตถุประสงค์ของงานวิจัยนี้ เพื่อศึกษาพฤติกรรมนันทนาการและศึกษาความพึงพอใจของผู้เข้าร่วมกิจกรรมนันทนาการ ในเขตพื้นที่ส่วนกลางมหานครโฮจิมินห์ กลุ่มตัวอย่างจำนวน 400 คน ใช้เทคนิคการแบ่งกลุ่ม แบบโควต้า เก็บข้อมูลจากผู้เข้าร่วมกิจกรรม ในแหล่งนันทนาการ ได้แก่ ศูนย์วัฒนธรรม 5 แห่ง สวนสาธารณะในเมือง และ สวนสนุก 5 แห่งในนครโฮจิมินห์ เครื่องมือที่ใช้ในการศึกษาได้แก่ แบบสอบถามที่ประกอบด้วย 3 ตอน คือ ตอนที่ 1 ข้อมูลประชากรศาสตร์ของการตอบ แบบสอบถาม ตอนที่ 2 พฤติกรรมการเข้าร่วมกิจกรรมนันทนาการ และ ตอนที่ 3 ความพึงพอใจ ของผู้เข้าร่วม กิจกรรมนันทนาการ ซึ่งได้ปรับปรุงเครื่องมือจากแบบวัดความพึงพอใจ ในการเข้าร่วมกิจกรรมเวลาว่าง (Leisure Satisfaction Scale) สถิติที่ใช้ในการวิจัย เป็นสถิติเชิงพรรณนา ได้แก่ ค่าความถี่ร้อยละ ค่าเฉลี่ย ค่าเบี่ยงเบนมาตรฐาน ใช้วิธีทดสอบค่าที (t – test) และ ทดสอบค่าเอฟ (F-Test) วิเคราะห์ความแปรปรวนทางเดียว (One way ANOVA)

ข้อค้นพบในการวิจัยครั้งนี้ได้แก่

1) เพศชายและเพศหญิงมีส่วนใกล้เคียงกัน มีอายุเฉลี่ย 26-40 ปี เป็น กลุ่มคนโสดและกลุ่มแต่งงาน มากกว่าครึ่งหนึ่งของผู้ตอบแบบสอบถามกำลัง ศึกษาในระดับ อุดมศึกษา และอยู่ในวัยทำงาน

2) ผู้ตอบแบบสอบถามมีส่วนร่วมในกิจกรรมนันทนาการ 2-3 ครั้งใน 1 เดือน ดนตรีและร้องเพลง เป็นกิจกรรมนันทนาการที่นิยมที่สุด ช่วงเวลาเข้าร่วมกิจกรรม 1-2 ชั่วโมงใน ช่วงวันทำงาน และ 2-4 ชม ในช่วงวันหยุด ช่วงเวลา 17.00-22.00 น เป็นช่วงเวลาเข้าร่วมกิจกรรมนันทนาการในเขต มหานครโฮจิมินห์ เมื่อศึกษาเปรียบเทียบพฤติกรรมของผู้ตอบแบบสอบถาม เพศชายและเพศหญิง มีพฤติกรรมแตกต่างกันอย่างมีนัยสำคัญที่ระดับ 0.05 ซึ่งเพศชายเลือกกิจกรรมนันทนาการที่ เคลื่อนไหวร่างกาย ส่วนผู้หญิงเลือกกิจกรรมนันทนาการประเภทใช้ทักษะ และกิจกรรมทางสังคม เมื่อเปรียบเทียบความมีนัยสำคัญในกลุ่มอายุการศึกษา สถานภาพโสดสมรส ของผู้ตอบแบบ สอบถาม พบว่ากลุ่มเยาวชนมีแนวโน้มที่เข้าร่วมในกิจกรรมนันทนาการ ประเภทตื่นต้นผจญภัย และกลุ่มมีครอบครัวเข้าร่วมกิจกรรมนันทนาการมากที่สุด กลุ่มผู้ตอบแบบสอบถามที่ศึกษา ในระดับอุดมศึกษา เข้าร่วมกิจกรรมนันทนาการประเภท การอ่านวรรณกรรม การเขียน และการไต่เขาที่ เมื่อเปรียบเทียบกลุ่มอาชีพของผู้ตอบแบบสอบถาม พบว่าไม่มีความแตกต่าง อย่างมีนัยสำคัญ ในกลุ่มอาชีพ

3) การศึกษาความพึงพอใจ พบว่าผู้ตอบแบบสอบถาม มีความพึงพอใจใน 6 ประเภท อยู่ในระดับมาก ดังนี้ข้อความที่ว่า “กิจกรรมนันทนาการช่วยให้ฉันผ่อนคลาย ลดความเครียด” ได้รับการยอมรับมากที่สุด และการพักผ่อนหย่อนใจเป็นความพึงพอใจมากที่สุดของผู้ตอบแบบ สอบถามชาวมหานครโฮจิมินห์ ในการศึกษาเปรียบเทียบความพึงพอใจของเพศชายและเพศหญิง พบว่า ไม่มีความแตกต่างกันอย่างมีนัยสำคัญ เมื่อศึกษาถึงการเปรียบเทียบกลุ่มระดับศึกษา ของผู้ตอบแบบสอบถามพบว่ามีความแตกต่างอย่างมีนัยสำคัญที่ระดับ 0.05 ซึ่งผู้ตอบแบบสอบถาม ที่มีการศึกษา มีความพึงพอใจมากกว่า ผู้ที่มีการศึกษาระดับปานกลาง และเมื่อเปรียบเทียบ พฤติกรรม การเข้าร่วมนันทนาการระหว่างระดับอายุ สถานภาพการเป็นโสด และอาชีพ พบว่าไม่มีการแตกต่างอย่างมีนัยสำคัญ

สาขาวิชา วิทยาศาสตร์การกีฬา

ปีการศึกษา 2558

ลายมือชื่อนิติดี .....

ลายมือชื่อ อ.ที่ปรึกษาหลัก .....

# # 5778310539 : MAJOR SPORTS SCIENCE

KEYWORDS: RECREATION, RECREATIONAL BEHAVIORS, RECREATION SATISFACTION, URBANIZED HO CHI MINH CITY

THI THU HUONG LE: RECREATION BEHAVIORS AND SATISFACTION OF PARTICIPANTS IN THE CENTRAL URBANIZED HO CHI MINH CITY. ADVISOR: PROF.SOMBAT KARNJANAKIT, Ph.D., pp.

*Recreation is recognized as an essential instrument for enhancing quality of life. The importance and benefit of recreation have been demonstrated in many studies. The purposes of this study were to examine the recreation behaviors and satisfaction in the central urbanized HCMC. Quota sampling technique was adopted in this study. The researchers approached 400 respondents who were 18 years old and above and were participating in recreation activities at 5 sport centers, 5 culture centers and theaters, 5 local parks and theme park, and 5 shopping centers in the central urbanized HCMC to collect the data. The instrument of this study was the survey questionnaire which included three parts: 1). Participants' demographic information; 2). Recreation behaviors and 3). Recreation satisfaction which adapted Leisure Satisfaction Scale. The statistics used for data analysis including frequency, percentage; mean, standard deviation, t-test, One-way ANOVA, and Post hoc Scheffe test was used for pairwise comparison.*

*The findings of this study were: 1) Males and females occupied quite the same rate. Most of the respondents were from 26 to 40 years old. Single and married groups occupied approximately half of total respondents in each figure. More than a half of respondents have studied University/College and the majority occupation was Employee. 2) Respondents participated in recreation activities few times per month mostly. Music and Singing activities is the most popular recreation activity type. The most appropriate duration for recreation activities is from 1 to 2 hours on the weekdays and from 2 to 4 hours in the weekend. After 5 p. m. to 8 p.m. is the best time to participate in recreation activities in the central urbanized HCMC. In comparing the recreation behaviors of participants, t-test result showed that there were significant differences between male and female at the  $p\text{-value} \leq 0.05$ , which indicated that men prefer the active recreation activities while women prefer the skillful and social interaction activities. One-way ANOVA results found the significant differences among age, education background, and marital status groups at the  $p\text{-value} \leq 0.05$ . Specifically, the younger participants tend to participate more in active recreation activities and participants who were in others marital status enjoy recreational activities the most. The higher education background participants have the more often they participate in Reading, Speaking and writing activities. There was no significant difference in recreation behaviors among occupation groups 3) Participants were satisfied with the recreation activities; all 6 factors of recreation satisfaction were scored at the satisfied level. The statement "My recreation activities help me to relieve stress" got the highest agreement from participants and relaxation is the most satisfied factor of recreation in this city. In comparing the recreation satisfaction of participants, t-test result showed that there was no significant difference between male and female. One-way ANOVA results found the significant differences only among education background groups at the  $p\text{-value} \leq 0.05$ , which showed that better-educated participants reported higher recreation satisfaction. There was no significant difference in recreation behaviors among age, marital status, and occupation groups.*

Field of Study: Sports Science

Academic Year: 2015

Student's Signature .....

Advisor's Signature .....

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# Chapter I

## INTRODUCTION

### 1.1. Background and significance of the study

Recreation is recognized as an essential part of our life. The importance and benefit of recreation have been demonstrated in many studies. For example, Kraus (1990); Liang, Yamashita, and Brown (2012) indicated five personal values of recreation such as physical, emotional, social, intellectual, and spiritual values. West and Bucher (1995) define recreation as “the activities which enable the person to be spiritually and physically restructured and refreshed and may be voluntarily chosen” by the person; it is important for it supports education, economic and cultural development, promotes working efficiency; an essential area preservation and repair of physical, spiritual and mental health and development of new generation from all perspectives and also for the harmful behaviors from perspective of individual and society not to establish during leisure times owned (Arslan & Türkmen, 2012).

In a larger approach, many studies have included selected leisure and recreation attributes such as, ‘amount of nonworking time’, ‘spare time activities’ and ‘access to leisure facilities’ in assessments of life quality (Kernan and Unger, 1987; Moller, 1992) . Hills and Argyle (1998), described “Recreation activities are voluntarily undertaken, therefore it is to be expected that individuals participate in them for enjoyment, even when these activities are physically punishing... and that underlying this enjoyment are the positive moods or emotions which the activities generate”. Edginton et al., (2002) dedicate that “as a leisure professional, we are in life satisfaction business. Our role in society helps to improve the quality of life of individuals through the provision of quality leisure opportunities, thus enhancing intellectual, social, physical, spiritual, and psychological well-being” .

Ho Chi Minh City (HCMC) is the largest city (2,095.5 km<sup>2</sup>) and the economic center of Vietnam, which accounts for a large proportion of the Vietnam economy. The official population of HCMC in 2014 was 7,955,700 (8.34% of the country’s population) (Statistical office in HCMC, 2015). Therefore, it should be known that

the urban living conditions have been increasingly becoming heavier, exerting pressure on the urban people and adversely affecting their life qualities.

With the industrialization of the city, the importance of leisure times and recreation has progressively increased in modern life. The economic development brings more favorable conditions for people to participate in recreation activities. However, if the recreation activities and facilities are not diverse and cannot satisfy participants, they would become less and less mobile with the convenience and opportunities civilization brought. Working all day long by sitting is followed by the habit of watching television for long hours at home, thus, this way of life does not fit with the structure of organism responds in a negative manner showing atrophy meaning you lose what you do not use (Ertuzun, Bodur, & Karakucuk, 2013)

Studying about recreation behaviors can offer information for orientation and solutions of planning and management problems in the recreation service area. Beside, examining recreation satisfaction can help in evaluating recreation services. In a larger approach, recreation satisfaction also plays an important role in participants' life since its contribution to quality of life has been proved in many studies. The argument for municipalities to create local park and recreation departments to provide leisure services in the US over the past 100 years has largely been based on its positive contribution to QOL (Godbey, 1999; Meyers, 1956).

However, there is a limited number of studies being conducted on recreation behaviors and satisfaction in the central urbanized HCMC. As a result, there is the lack of scientific information about recreation activities, which can support the recreational managers and the city government to have adequate information for managing the recreation activities better in this area.

This study aims to examine the recreation behaviors and satisfaction in the urbanized HCMC in order to supplement the literature of recreation behaviors and satisfaction, and to offer the essential information for recreational managers as well as the government in order to have appropriate planning and investment in recreational services in this city.

## **1.2. The objectives of study**

1. To investigate the participants' recreation behaviors in the central urbanized HCMC.
2. To investigate recreation satisfaction of the participants in the central urbanized HCMC.

## **1.3. Research questions**

The following research questions have been put forward for the purpose of this study:

1. What are the participants' recreation behaviors in the central urbanized HCMC?
2. How is the recreation satisfaction of the participants in the central urbanized HCMC?

## **1.4. Scope of the Study**

The research scope consists of the following:

1. This study focuses on investigating the recreational behaviors and satisfaction of participants who are from 18 years old and above in the central urbanized area of HCMC, which including only 13 of 24 districts of this city.
2. Data will be collected from sport centers, culture centers and theaters, local parks and theme park, and shopping centers in the central urbanized HCMC

## **1.5. Definition of terms**

As this introduction reveals, recreation, recreational behaviors and satisfaction, and recreation activities in the central urbanized HCMC are the four main concepts of this thesis.

1. Recreation: means activities or experiences which are carried on voluntary in leisure time. They are chosen by the HCMC people, either for pleasure or to satisfy certain personal needs in their daily life.

2. Recreational behaviors: the activities which HCMC people pursue during their free time with free choice and enjoy participating in these events, as well as the tendency for them to intensely participate in their recreation activities in the central urbanized area.

3. Recreational satisfaction: the fulfillment of participants' needs, preferences, desires, aspirations, and expectation due to participating in recreation activities in the central urbanized HCMC. Recreation satisfaction indicates the extent to which the people are satisfied with recreation experiences.

4. Recreation activities in the central urbanized HCMC: including recreation activities in 4 most popular recreation settings in the central urbanized HCMC, which are: Sport centers, Culture centers and Theaters, Local parks and Theme parks, Shopping centers.

#### **1.6. Research benefits**

1. Provide an orientation and solutions of planning and management problems in the recreation service area by offering information about participants' recreation behaviors in the central urbanized HCMC.

2. Support the central urbanized HCMC recreational managers and government in evaluating recreation services in order to have appropriate management planning and investment in recreational activities for a better life in this area by providing information about participant's satisfaction.

## **Chapter II**

### **LITERATURE REVIEW**

#### **2.1 Recreation**

The most widespread definition is that recreation is activities in which people participate during their leisure time; however, not just any activity will do. Recreation needs to provide satisfaction in some way. Kraus (2001) sees recreation as “a fusion between play and leisure”.

The word “Recreation” stems from Latin *recreatio*, restoration to health. Hence, the historic approach in defining recreation has been to consider it as an activity that renews people for work, an approach which has obvious limitations. While some definitions refer to recreation as restoration, most focus on it as a form of activity. Others, while corroborating the activity approach, apply the condition to it of social acceptance. Most view the activity as unobligated (Torkildsen, 2005).

Kraus and Bates (1957) add experiencing to the activity: “Recreation consists of activities or experiences which are carried on voluntarily in leisure time. They are chosen by the participants, either for pleasure or to satisfy certain personal needs. When provided as a part of organized community programs, recreation must be designed to achieve constructive goals.”

Neumeier and Neumeier (1958) suggest that recreation involves “any activity pursued during leisure, either individual or collective, that is free and pleasure full, having its own immediate appeal, not impelled by a delayed reward beyond itself or by any immediate necessity”.

Menninger (1970) point out that “Recreational activities are those constructive things done in one's leisure time that provide satisfactory ways for a person to renew energy spent in routine activities. These activities include situations where an individual develops old or new skills, meets new people or learns new things”.

Both Butler and Jensen (1976) follow similar themes: “Recreation is any form of leisure time experience or activity in which an individual engages from choice because of the enjoyment and satisfaction which it brings directly to him” (Butler, 1976). And “Recreation is an act or experience, selected by the individual during his



leisure time, to meet a personal want or desire, primarily for his own satisfaction” (Jensen & Ouis, 2008).

Sinamban (2010) stated 4 kinds of recreation activities such as: 1. Physical (e.g., Minor Sports, Group Games, Camping, and Outing), 2. Social (e. g., social dancing, attending parties, joining parlor games and the likes), 3. Cultural (arts and crafts, joining Glee club or, music ministries and choirs, dramatic guilds, and dance troupes), 4. Intellectual (song, poetry, jingle, short story writing, internet surfing, and answering Puzzle; playing scrabble, bowling, chess, dart, etc) (Sinamban, 2010).

In a different way, Jackson (2005) suggests that there are eight recreational categories for individuals, groups, or leaders planning programs including Physical activities (sports, games, fitness, etc.), Social activities (parties, banquets, picnics, etc.), Camping and outdoor activities (day camps, resident camps, backpacking, float trips, etc.), Arts and crafts activities (painting, scrapbooking, ceramics, woodworking, etc.), Dramatic activities (plays, puppetry, skits, etc.), Musical activities (singing, bands, etc.), Cultural activities (art appreciation, music appreciation, panels, discussion groups, etc.), Service activities (fun in doing things for others).

In this study, recreation activities are categorized in a more specific way with fifteen types as Karnjanakit (2014) mentioned:

- 1) Arts and Crafts activities (painting, scrapbooking, ceramics, woodworking, etc.)
- 2) Sports and Games activities (football, badminton, games in sports, etc.)
- 3) Dance and rhythmic activities (Pop dance, Aerobics dance, social dance, etc.)
- 4) Tourism and Traveling
- 5) Spiritual activities (playing chess, meditation, etc.)
- 6) Drama activities (plays, puppetry, skits, etc.)
- 7) Hobby activities (cooking, collecting books, gardening, etc.)
- 8) Music and Singing activities (listening to music, singing, bands, etc.)
- 9) Outdoor Recreation activities (camping, fishing, cycling, etc.)
- 10) Social activities (parties, banquets, picnics, etc.)
- 11) Special events activities (joining festival, concerts, exhibition, etc.)

12) Reading, Speaking and writing activities (reading novel, newspaper, writing poem, etc.)

13) Voluntary activities (activities in church, temple, charity activities, etc.)

14) Health and fitness activities (fitness, swimming, etc.)

15) Human relationship activities (visiting friends, participate in social clubs, etc.).

### ***Benefit of recreation***

Recreation is popular for various reasons. The 1983 Public Census on Lifestyles recorded for the first time that Japanese people on average considered “leisure” as the most important aspect of daily life, compared to the other aspects of life (e.g., work).

Besides being a way to enjoy free time, many people use recreation as a way to socialize. West and Bucher (1995) define recreation as “the activities which enable the person to be spiritually and physically restructured and refreshed and may be voluntarily chosen” by the person.

West & Bucher (1995) define recreation as “the activities which enables the person to be spiritually and physically restructured and refreshed and may be voluntarily chosen” by the person;

As described by Hills and Argyle (1998), “Recreation activities are voluntarily undertaken, therefore, it is to be expected that individuals participate in them for enjoyment, even when these activities are physically punishing... and that underlying this enjoyment are the positive moods or emotions which the activities generate”.

Kraus (1990) indicates 5 personal values of recreation such as physical, emotional, social, intellectual, and spiritual values. Sinamban (2010) pointed out five values derived from recreation: 1. Mental Health, 2. Physical Health and Growth, 3. Emotional Stability, 4. Social Fitness, and 5. Psychological Awareness. It is important for its supports to education, economic and cultural development, promotes working efficiency; an essential area preservation and repair of physical, spiritual and mental health and development of new generation from all perspectives and also for the harmful behaviors from perspective of individual and society not to establish during leisure times owned (Arslan & Türkmen, 2012).

***Factors influencing the recreation participation:***

**Economic – Social factors**

According to Lauri (2005), microeconomics and macroeconomics may affect the recreation participation. Demographic aspects such as gender, age and occupation are the factors that influence the decision to participate in recreation activities. Other factors such as local, region or country culture can also affect how people participate in recreation activities. Society and community are the key factors affecting the participation in recreation activities.

Torkildsen (2005) set the factors that affecting people spending time for recreation activities which include personal, circumstances and situations factors in which people find themselves, opportunities and support services for individuals. If humans are able to distinguish situations and opportunities, they can choose between an active and another completely different activity.

**Factors influencing the recreation participation (Torkildsen, 2005)**

<b>Individual</b>	<b>Society and situation</b>	<b>Opportunity</b>
Age	Occupation	Existing conditions
Life period	Income	Facilities: categories & quality
Gender	Gains	Perception
Marital status	Material wealth	Perception of opportunity
Dependents and age	Owing car and bikes	Recreation service
The will and purpose in life	Free time	Facilities distribution
Personal constraints	Obligations and binding	Recreation venue
Resourceful ability	Living and social environment	Choosing activities
Recreation perception	Friends	Transportation
Attitude and motivation	Role and Social relationship	Cots: Before, during, after
Interests and concerns	Environment	Managing: Policies and supporting
Skill and ability	Recreation	Marketing
Society and knowledge	Education and knowledge	Program design
Personality and confidence	Population	Organization and Leadership
Cultural environment after birth		Social effect
Education background		Policies

### Free time for recreation participation

Kraus (1990) indicated that the growth of individual spare time has long been considered a major influence in the increased participation in recreation activities. Between 1900 and 1990, the growth in leisure time was steady if not spectacular. Freedom from an agrarian economy, increased holidays, paid vacations, and shorter work weeks combined to give people more opportunities for participation in recreation than at any time in history.

With improved Social Security benefits and pension plans, as well as medical advances leading to a longer life, many employees today are assured more years of full-time leisure after retiring from work. Finally, laborsaving devices in and around the home, such as dishwashers, snow blowers and lawnmowers, microwave ovens, and frozen foods, have simplified life's demands considerably.

## **2.2 Recreational behaviors**

Participation in recreational activities has increased around the world since the World War II due to the increase in prosperity (Cordel et al., 1990; Clawson, 1990). A dramatic increase has been observed in the participation of recreational activities especially after the third quarter of the 20<sup>th</sup> century mainly in developing countries (Douglass, 1999). s. Researchers have employed a variety of behavioral indicators to measure recreational specialization, including years of experience, frequency of participation, the number of sites (e.g., rivers) visited, the types of equipment used, amount of equipment purchased and owned, the number of activity-related books and magazines purchased and owned, monetary investments, and distance traveled to participate in an activity (Scott & Shafer, 2001).

According to NSRE (2003), time people spent in recreational areas and the types of activities they engaged in during their stay have increased since 1990. Another study which was conducted in Helsinki reports that a great majority of the people who responded the survey (97%) participated in recreational activities within the last one year and almost half of the people visited recreational areas once within two days (Neuvonen et al., 2007).

Theories of leisure behavior are models or paradigms by which social scientists strive to explain why people leisure as they do, and how they will leisure in the future. Various theories of leisure behavior have been elaborated in the past. Among the long-standing theories, three have the most explanatory and predictive power (Bammel & Bammel, 1992):

- Theories built on the work of Aristotle propose that leisure is the goal of all human behavior, that everything else is done for the sake of leisure, and that leisure activities are performed as ends in themselves.
- Theories built on the work of Marx and Engels emphasize that leisure compensates for the frustrations of the workplace and the hardships of daily life.
- Spillover theories suggest that leisure becomes an extension of work. Either the individual is so exhausted by work that leisure hours are treated passively and negatively or work is so enjoyed that it affects leisure positively (Kraus, 1996).

Murphy and Williams (1990) have identified different recreational behaviors as followings: 1).Socializing behaviors, 2). Associative behaviors, 3). Competitive behaviors, 4). Risk-taking behaviors, 5). Exploratory behaviors, 6).Vicarious experience, 7). Sensory stimulation, 8). Physical expression.

From understanding the recreational behaviors, we can know why particular recreational behaviors are chosen. Understanding recreational behaviors and preferences of participants is great importance for cities in order to have a sustainable recreational plan. It is only then that city managers and decision makers will make sure that the number of recreational areas and their size, facilities and other characteristics are adequate to meet various recreational needs of residents (Jensen & Ouis, 2008). Conducting a survey among residents is still the best way to understand their recreational behaviors and preferences (Zandersen M. & RSJ., 2008).

### **2.3 Recreation satisfaction**

Most study and conceptual models concerning recreational satisfaction include constructs related to the fulfillment of an individual's needs, preferences, desires, aspirations, and expectation (Ittelson et al., 1974). Driver et al., (1974) suggest that "the key to managing a recreational system involves maximizing the degree to which

recreational opportunities are congruent with user aspirations ... amount and level of user satisfaction will depend upon this congruency”.

Satisfaction has been a focal point in the study of recreation behavior since the 1970s. Prior research has used numerous variables (e.g., study year, activity type, setting, group behavior, crowding, past experience, encounters, use levels) as predictors of satisfaction (e.g., Herrick & McDonald, 1992; Vaske, Donnelly, Heberlein, & Shelby, 1982; Vaske & Roemer, in press). The concept is commonly used as a measure of recreation quality, and it can be defined as “the congruence between expectations and outcomes” (Manning, 1999, p. 10). Quality and satisfaction from recreation experiences reflect management goals and visitor expectations (Heberlein, 1977; Manning, 1999).

Individuals bring their own expectations to experiences that influence the kinds of satisfaction they receive. The multiple satisfaction approach recognizes the diversity of experiences that visitors seek.

Recreation satisfaction has been measured considering activity-specific characteristics and through a global approach of measuring general satisfaction with recreation choices. Both methods have proven to be effective measures of satisfaction. However, due to the nature of activity-specific measures, instrument development is required for studying each activity (Kao, 1992; Beggs 2002). A global approach allows for the use of a standardized instrument in understanding leisure and recreation satisfaction. The most recognized and utilized instrument comprised of global factors was developed by Beard and Ragheb (1980). They developed the Leisure Satisfaction Scale (LSS) in their study of recreational activity satisfaction measure individuals’ satisfaction from recreation participation. LSS comprised of six factors or subscales that were identified using principal component analysis. The factors are:

- Psychological component: the psychological benefits of the leisure activity such as enjoyment, sense of freedom, involvement, and challenge.
- Education: intellectual stimulation and how individuals learned about themselves and their surroundings represented the educational factor.
- Relaxation: release of stress from life and tensed feelings.
- Social dimension: rewarding relationships with other individuals and

referred to the relaxation factor as the relief from strain and stress of everyday life.

- Physiological component: physical fitness, weight control, and well-being.
- Aesthetic dimension: how well individuals found the leisure environment to be pleasing, interesting, beautiful and well-designed.

The Leisure Satisfaction Scale has been the primary instrument of choice in measuring recreation satisfaction and has been used in many different types of studies examining recreation satisfaction.

For instant, Raymond and Kelly (1991) conducted a study on recreational activity and life satisfaction of 228 African – American and Hispanic unemployed adolescent subjects from the south and west of Chicago. They showed that recreational activity satisfaction of unemployed male is higher than unemployed female.

In a study on Relationship between depression, participation in recreation and obstruction, and satisfaction of recreation activities of nursing students at the Taiwan Nursing Institute, Su (2001) indicates that the dimensions of LSS are negative to the tendency of depression.

Improving recreation satisfaction is necessary since recreational activity satisfaction can be seen as both the determinant factor and the result of recreation activity (Kelly & Ross, 1989). Liu (1999) found that any aspect of recreational activity satisfaction will affect recreation participation, when the recreational activity satisfaction displaying a high level, in turn, recreational activity participation will also be high. Therefore, examine recreation satisfaction is important since it can help in evaluating recreation quality, which is useful for the effort of increasing the recreational activity satisfaction as well as participation.

In a larger approach, recreation satisfaction also plays an important role in participants' life since its contribution to quality of life has been proved in many studies. For instant, Ragheb & Griffith (1982) found that recreation satisfaction explained 20% of the variance in life satisfaction. The argument for municipalities to create local parks and recreation departments to provide leisure services in the US over the past 100 years has largely been based on its positive contribution to quality of life (Godbey, 1999); (Meyers, 1956). Thus, studying about recreation satisfaction can support the government to evaluate recreation services in order to have

appropriate management planning and investment in recreational activities for a better life in the area.

#### **2.4 Recreation Activities in Ho Chi Minh City**

Historically, the majority of leisure and recreational activities took place outdoors in public places, typified in the dynamic street culture in HCMC. Shopping, eating ice cream, going to the cinema, visiting markets, and other ritualized community events became popular pastimes in middle to late twentieth-century HCMC – Saigonese life (Elliott, 1999; Loewald, 1987; Nguyen, 1989; Yeomans, 2001).

The literature examining the “new rich” in East and South East Asia notes popular leisure activities including shopping, cinema, and eating out, as well as sports, technology, and travel (Chan, 2000; Gerke, 2000; Heryanto, 1999; Kim, 2000). In 2001, when the Diamond plaza department store opened in downtown HCMC, window shopping had become a regular Sunday pastime (Taylor, 2004).

Going to coffee shop is another recreation activity in HCMC. Due to the unique coffee culture of Vietnamese, people here go to coffee shop to refresh for a hard- working day, coffee is also a spiritual food, a meeting place for friends, partners, and an ideal dating place (Nhan, 2010).

HCMC lies on a delta, so the terrain is flat and sits about 1 to 1.5 m above sea level. As there are no hills or mountains close by, there are no areas for mountain trekking and mountain bike riding. There are several public parks located around HCMC and on weekends these tend to be overflowing with people looking for an outdoor location to relax. There are usually street food and drink vendors around the perimeter of these parks (Binh, 2008). The most popular sports here are badminton, tennis and football.

Social dance is also another population recreation activity in HCMC. There are many dancing clubs for elderly at the public parks in the city center every morning which attracted thousands of participants yearly. Moreover, there are also many indoor social dance classes which are held in many sport and culture centers such as: Sport centers, HCMC Labor Culture Palace, Youth Culture Center, Women Culture Center, etc. (Binh, 2008).



Ho et al. (2013) studied about the Youth's public recreation activities in HCMC. She found that the average frequency of the youth (who is from 15 to 30 years old) in HCMC participation in recreation activities is few times a month. And their recreation satisfaction is significantly different among recreation activities in culture centers, cinemas, theaters, and sport centers.

In a research conducted in HCMC, Bui (2010) defined 3 sections of Sporting recreation settings such as: Sport organizations (Sport centers under Culture and Sport Department), Social organization (Sport and Culture centers belong to Social Organizations and Associations), and Private sections. By interviewing the managers from 30 settings of those 3 sections, he showed that the average number of participants in Sport organizations is 360,417; in Social organization is 950,000; and in Private sections is 1,390,833 per year. He classified sporting recreation activities in 8 types include: Health-related activities (tai chi, yoga...), Traditional activities (traditional sports), Art-related (dance sports,...), Extreme sports (x-games, rock climbing, paragliding,...), Tourism (sport tourism, camping, ...), Sports with ball (on the beach, streets, fields,...), High-class activities (golf, bowling, scuba diving,...), and Intellectual activities (chess, e-sport,...). Data was collected in 24 sport centers which belong to Culture and Sport Department throughout HCMC. The results showed that the most popular type of sporting recreation activities in HCMC was Sports with ball (24.3%), Health-related activities; Intellectual activities, Art-related activities and Traditional activities were ranked second to fifth respectively.

## **2.5 The studies on Recreation behaviors and satisfaction**

### **2.5.1 Studies on Recreation behaviors**

Kleiber et al. (1986) proposed two categories of leisure behavior during adolescence—relaxed leisure and transitional leisure. Relaxed leisure involves activities that are pleasurable but do not necessarily make a developmental contribution, such as watching television. Transitional leisure, in contrast, has some developmental benefits; this type of leisure occurs when the leisure context demands effort from the adolescent, as in the context of sports or games.

Munson and Widmer (1997) collected data on students' participation in leisure activities, time spent in those activities, and "The Adolescent Ethical Behavior in

Leisure Scale” (AEBIS; Widmer, Ellis, and Trunnell, 1996) to measure the university students’ leisure behavior. They found that among 7 types of recreation activities, students participated mostly in “watching television” (33.8%), “social” (21.5%) and “arts and hobbies” (15.9%).

Dwyer and Barro (2000) conducted a study about outdoor recreation preferences and behavior of Non-Hispanic White Americans (n=618), African Americans (n=647), and Hispanic Americans (n=346) in Cook County, Illinois in early 1999 using the Illinois SCORP (Statewide Comprehensive Outdoor Recreation Participation) Survey. They found important similarities and differences among these three groups in their participation in 43 activities and use of 20 places. In addition, gender, age, education, income, residence, and household size helped explain outdoor recreation preferences and behavior.

Kara and Demirci (2010) conducted a survey among 1,400 residents in 32 districts of Istanbul in 2006 and 2007. The study provided an understanding of outdoor recreational behaviors and preferences of the residents in Istanbul. As the study revealed, about one-third of the residents participate in recreational activities in their spare time in Istanbul. Having a picnic, walking, and playing soccer and basketball are the most important outdoor recreational activities while playing tennis, hunting, skating, water skiing, and climbing are the least important activities among the residents. The majority of the participants (97.5%) engaged in outdoor recreational activities at least once a month. Almost one-third of the participants (34.2%) engaged in an outdoor recreational activity once a week while 27.7% of the respondents indicated that they participated in recreational activities once in two weeks.

Brajša-Žganec, Merkaš, and Šverko (2011) recruited 4,000 Croatian citizens, who estimated their subjective well-being and participation in various leisure activities through a large-scale public opinion survey and representative of the adult population of Croatia to explore how leisure activities improve subjective well-being. They tried to distinguish among 15 common leisure activities in Croatian culture and find those which contribute more to the subjective well-being. Findings from this study show that Croatian citizens most frequently spend their leisure time by watching TV. Less frequently they visit friends or relatives, engage in some particular hobby,

go shopping, go to bars or clubs, read books, or go to the church. Quite infrequently they go to excursions, play sports, dine in restaurants, attend sport events, attend concerts, go to the movies, visit exhibitions, or go to the theater. In this study, frequency of leisure activities of Croatian youth show that men most frequently participate in Active socializing and going out, while women report that they most frequently Visiting cultural events and participate in Family leisure activities.

Buchecker and Degenhardt (2015) investigated nearby outdoor recreation behavior in three urbanized regions in Switzerland, each of which has a different predominant culture and language (German, French and Italian speaking). A standardized questionnaire was sent to a random sample of residents (N=1200) in each region. The research showed that Spending the time with the family/relatives/friends (54.4%), Bicycling, walking, jogging (53.5%); Reading (newspapers, journals, books) (51.4%); and Watching TV, using internet, listening to the radio (48.9%) are the most popular recreation activity' types. They also found that respondents participated in outdoor recreation activities quite frequently (once to three times per week or once a month up to every second weekend), and accompanied by 2 persons.

Wheatley and Bickerton (2016) explored the relationship between engagement in arts, culture and sport, and subjective well-being in the UK. This paper applied the latter approach outlined by Throsby, investigating engagement in arts, culture and sport using social survey data extracted from wave 2 (2010–2011) of Understanding Society, alternatively titled the United Kingdom Household Longitudinal Study (UKHLS). The research findings showed that 67.9 % of respondents report engaging in arts events, 51.5 % in arts activities and 57.7 % in visiting historical sites. Very few respondents reported visiting archives (just 4.1 %). The frequency of engagement in arts events including attending concerts and the cinema, and historical sites is most common around 3–4 times per year. 58.8 % of respondents report engaging in moderate sport and 55.4 % engage in mild sport. Approximately 31.5 % report at least weekly engagement in moderate sports, compared with 21.1 % in mild sports. They also found a positive relationship between arts, cultural and sporting activities and leisure and life satisfaction, and general happiness.

*Recreation behaviors in Asia:*

Usomboon (2007) studied to study the participation behaviors in recreational activities of university students in Bangkok metropolis, Thailand. He found that there were 10 types of recreation activity's types for university students in Bangkok including: 1).Hobby activities; 2). Music and singing activities; 3). Tourism activities; 4). Literature activities; 5). Drama activities; 6). Sports activities; 7). Soul and peace activities; 8). Dance and rhythmic activities; 9). Arts and craft activities, and 10). Outdoor activities.

Jim and Chen (2009) classified recreational activities into four groups based on consumption venue (intrahome and extrahome) and physical activities (passive and active). They used a face-to-face questionnaire survey included 850 households in seventy residential precincts chosen by a clustered sampling scheme in Zhuhai, China. They found that Zhuhai residents' leisure participation is inclined toward homebound, family-accompanied, urban-based, passive-oriented, sedentary, and individualistic noninteractive types of activities Watching television, chatting with family or friends, and leisure reading were the most popular activities. For extrahome activities, walking for leisure and shopping attract the largest number of participants. Extrahome active pursuits are mainly of the mild type involving limited physical exertion and adventure. Pursuits involving strenuous physical stresses are sparingly engaged. The average time devoted to recreation is 2.2 hours per day (range = 0-6 hours) on weekdays. On holidays, it was 5.4 hours per day (range = 0-12 hours). About 31.8 percent of the respondents participate together with colleagues, followed by friends (25.8 percent) and family members (25.3 percent).

Lu and Kao (2009) explored relationships among personality traits, leisure participation, and leisure satisfaction in a representative sample of community adults in Taiwan. They adopted the "Leisure participation scale" (Lu & Hu, 2002), which listing 22 common leisure activities for Taiwanese people. The findings pointed out the top three most frequently engaged leisure activities for Taiwanese adults were watching TV, listening to music, and taking a walk, followed by playing sports, eating out, and reading magazine. They also found that younger, better educated and wealthier people took a greater part in leisure and reported higher leisure satisfaction.

Bui (2010) studied about recreation situation in HCMC. He collected data in 24 sport centers which belong to Culture and Sport Department throughout HCMC. The results showed that top 5 recreation activities in HCMC were Watching TV, Listen to music, Read newspaper, Chat with friends, Watch movie and the most popular type of sporting recreation activities in HCMC was Sports with ball (24.3%), Health-related activities; Intellectual activities, Art-related activities and Traditional activities were ranked second to fifth respectively.

Lo and Jim (2010) investigated Hong Kong residents' recreational use of urban green spaces and assessed the monetary value of these areas by interviewing 495 urban residents from different neighborhoods and socio-economic groups. They found that about 70% of the respondents visited urban green spaces at least weekly. Major companions during patronage were family members and then children. Exercises and clean air topped the list of visit purposes.

Do (2014) integrated the recently related statistics and researches in Ha Noi city and the surrounding areas. He suggested that the people who have higher income, education background and younger tend to have higher demand, motivation and behaviors of participate in diversity, modern, and active recreation activities. The middle-aged and elderly tend to interested in intra home and traditional recreation activities.

### **2.5.2 Studies on Recreation satisfaction**

Misra and McKean (2000) found that male students at a Midwestern university, America received higher recreational activity satisfaction in psychology and relaxation dimensions than female students in their study on pressure and anxiety, time management, and leisure satisfaction focused on 249 college students. Leisure Satisfaction Measurement (Beard & Ragheb, 1980) was used to gauge students' leisure satisfaction. The findings also pointed out that Physiological benefits from leisure activities significantly reduced academic stressors (conflict, change, and frustration) and reactions to stressors (behavioral and cognitive) among college students. An aesthetic environment and relaxation benefits reduced academic stressors (frustration), and educational benefits lessened physiological reactions to stressors.

Beggs and Elkins (2010) examined the relationship between leisure motivation and leisure satisfaction of college students utilizing the Leisure Motivation Scale and

the Leisure Satisfaction Scale (Beard & Ragheb, 1980). The study used Survey research to collect the data from a Midwestern campus, America using a purposeful sample of students enrolled in academic courses as representative of the student population (N=363). They found that students perceived high levels of satisfaction in the relaxation and psychological dimensions of satisfaction.

Graefe and Burns (2013) examined a model of customer service and satisfaction in the outdoor recreation experience in the United State of America. This paper tests whether satisfaction within four customer service domains (facilities, services, information, and recreation experience) will mediate the influence of 19 individual items in predicting overall satisfaction. Among the four domains, satisfaction with services was the strongest predictor of overall satisfaction and satisfaction with the recreation experience was the second strongest predictor.

Lapa (2013) utilized Leisure Satisfaction Scale to measure the leisure satisfaction of the participants in sports and recreational activities using fitness equipment, jogging track and similar areas in the parks in Turkey. She found that participants were satisfied the most in “relaxation” factor ( $\bar{X} = 4.32$ ) and second in “education” factor. Moreover, she the results also indicated that there was a positive linear relationship between life satisfaction and leisure satisfaction.

Agyar (2014) employed Leisure satisfaction of the subjects were measured by “Leisure Satisfaction Measurement” developed by Beard and Ragheb (1980) and adapted to Turkish by Karli et al. (2008) to measure leisure satisfaction of women residents of Antalya who participate in recreational sport activities in parks belonging to 3 Municipalities of Antalya city center, Turkey. The findings showed that participants received the highest scores from physiologic subscale ( $\bar{X} = 4.08$ ) of leisure satisfaction while lowest scores from psychologic subscale ( $\bar{X} = 3.86$ ).

*Recreation satisfaction in Asia:*

Wang (1993) studied about Recreational activity condition of single-parents adolescents. She indicated that there is a huge difference between the gender of adolescents concerning the dimensions of relaxation and aesthetic; she also indicated that there is a difference between adolescents with different parent-child relations on the dimensions of relaxation, physiological and aesthetic.

Zheng (2001) in his study on Influence of Physical Fitness on Recreational activity behavior of junior high school students indicated that recreational activity behaviors include recreational activity attitude, recreational activity satisfaction, and choice of sporting recreational activities. The subjects of this study are the enrolled students of 13 junior high schools in Hsinchu City, Taiwan. The sample is chosen randomly in proportional to the student of each school, which is composed of 571 boys and 560 girls. The result shows that the score of each dimension is intermediate, in which the relaxation is the highest and social the lowest. On psychological and education dimensions, boys perform better than girls.

Kuo (2010) conducted a study to discuss the situation and the relations between Leisure Satisfaction and Quality of Life of badminton participants in Kaohsiung City, Taiwan. He revised the Leisure Satisfaction Scale proposed by Beard and Ragheb (1980). Three dimensions of Social Interaction, Quality of Environment, and Physical and Mental Conditions were contained in this scale.

Thongthammachat (2013) investigated the needs and satisfaction of the elderly towards receiving recreation activity services in 10 public parks in Bangkok Metropolis. He found that in overall, the satisfaction of elderly receiving recreation activity service was at moderate level. Male and female elderly had no difference of satisfaction when receive recreation in the public parks.

Ho et al. (2014) examined recreational behaviors and satisfaction of the youth in 3 districts of HCMC (N=300). They found that in general the youth in HCMC participated in recreation few times per month. The choice of leisure activities was dependent on many subjective factors from the youth and objective elements from the society. Subjective factors (economic conditions, income, age, occupation ...) affected their selecting decision on participating in public recreational activities than the objective factors. Satisfaction of the youth among the public recreation settings was significantly different. Districts' culture centers and local parks satisfied the youth less than remaining three settings, which were Cinemas, Theatre, Sport Center /Gym.

Morsal, Zarei, Tojari, and Ashrafganjoei (2014) investigated the relationship between leisure satisfaction and life satisfaction among Tehranians participating in outdoor recreational sports. Questionnaires in this study used Beard and Ragheb's Leisure satisfaction Scale. They found that educational was the most important factor

among the study population. The physical, psychological, social, aesthetics and relaxation factor was following respectively. There was a significant positive correlation between psychological factor of leisure satisfaction and life satisfaction score.

Samakphol (2014) studied about student's satisfaction toward recreation activities management at the Institute of Physical Education, Thailand. The results showed that student had high recreation satisfaction on the factors: personnel, equipment, location and environment, recreation activities and management.

Sangamporn (2014) examined about the satisfaction of participants at the Bangkok Metropolis New Dimension Youth centers. The study indicated that most of the participants participated in exercise and sport activities as the main object of their visit to the centers. They used service from after 5 p. m. onwards, 3 – 5 days per week and 1 – 2 hour each time. And in overall, participants were satisfied the most with recreation activities and management of the centers.

### ***Summary***

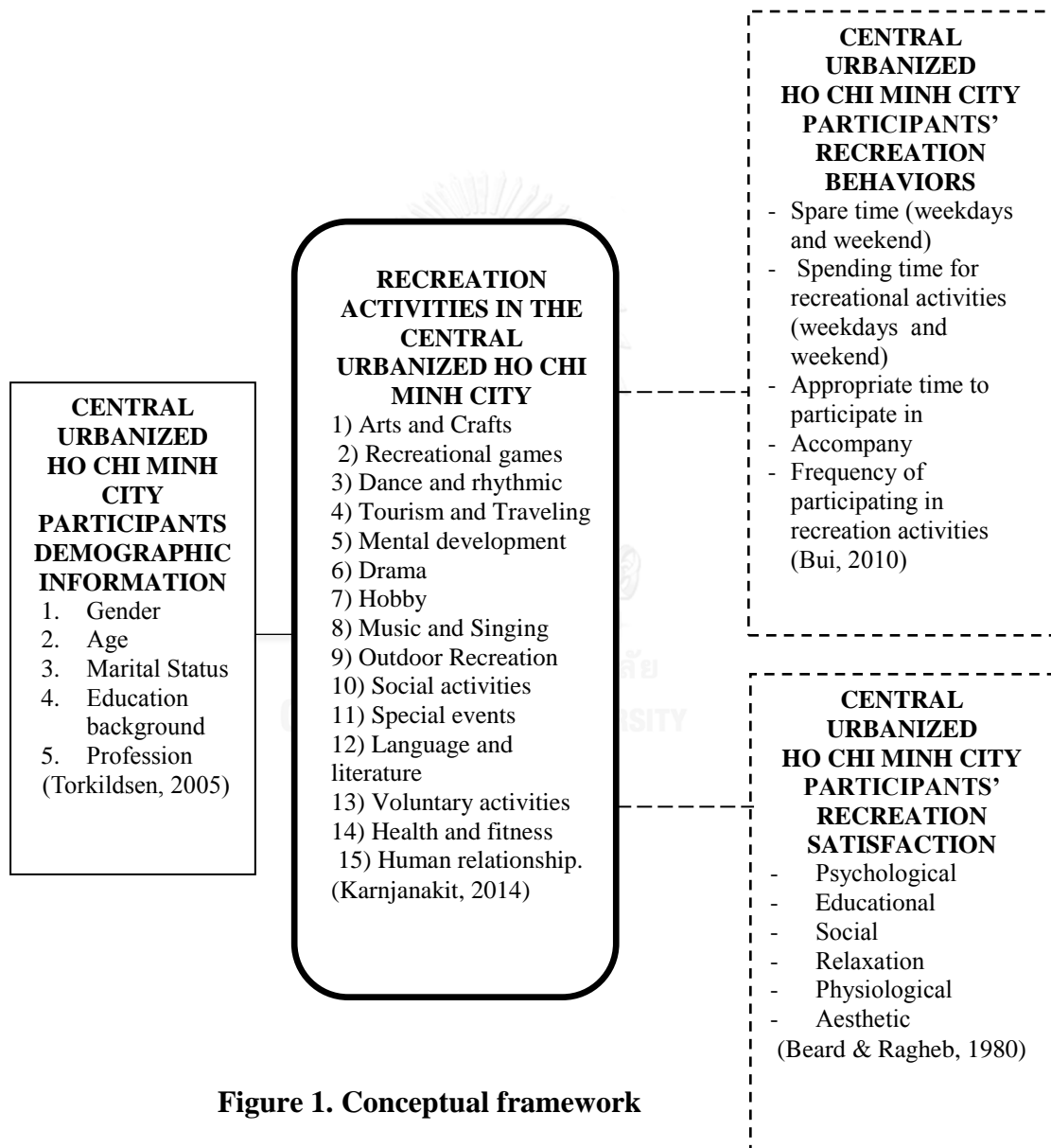
This chapter covered relevant studies and empirical on recreation behaviors and satisfaction. The literature review indicates that the definition of recreation is “an act or experience, selected by the individual during his leisure time, to meet a personal want or desire, primarily for his own satisfaction”. In this study, the recreation behaviors are defined as “the activities which people pursue during their free time with free choice and enjoy participating in these events, as well as the tendency for them to intensely participate in their recreation activities”. The definition of recreation satisfaction is “the fulfillment of an individual's needs, preferences, desires, aspirations, and expectation. Recreation satisfaction indicates the extent to which the people are satisfied with recreation experiences”.

The section “The studies on recreation behaviors and satisfaction” indicated the most popular recreation activities, time spent for recreation activities, accompany, in Western and Asia society; as well as explored the psychological, educational, social, relaxation, physiological, and aesthetic dimensions of recreation activities.



## 2.6. Conceptual framework of the study

This study aims to examine recreation behaviors and satisfaction in HCMC. Based on the research purpose and the literature review, involvement in recreational behaviors and satisfaction are the variables for the conceptual framework of this study (Fig. 1).



**Figure 1. Conceptual framework**

## **Chapter III**

### **RESEARCH METHODOLOGY**

This chapter describes the methodology used in the present study, which includes:

- 1, Population
- 2, Sample
- 3, Data collection
- 4, Research instrument
- 5, Data analysis

#### **3.1 Population**

The population of this study is all the individuals who participate in recreation activities in the central urbanized HCMC. Central urban area of HCMC is the crowded area of the city when its dimension only occupies 6.8% of the whole city while its population occupied almost a half of the city's population (49.5%). The area consists of 13 districts which accounting for 142 km<sup>2</sup>. The official population of this area in 2011 was 3,940,801 (HCMC's People Committee, 2014) . Consequently, most of the important infrastructures and facilities of HCMC are located here including recreation facilities.

#### **3.2 Sample**

##### **3.2.1 Sample size**

According to Yamane (1967), with the population over 100,000 at the level of significant  $\pm .05$ , the precision sample size is 400. Therefore, the sample of this study is 400 recreation participants in the central urbanized HCMC.

##### **3.2.2 Sampling technique**

The subjects of this study are the recreation participants in the central urbanized area of Ho Chi Minh City who are 18 years old and above since the Vietnamese law, people who are 18 years old and above can decide on their own

issues and can have social responsibility in the capacity of adults (Vietnam National Assembly, 2005).

Inclusion criteria:

- People who participate in recreation activities in the central urbanized Ho Chi Minh City (HCMC).
- Age 18 and above
- People who are willing to participate in the research

Recreation activities are mainly concentrating in 4 main settings: Sport centers, Culture centers and theaters, Local parks and theme park, and Shopping centers. Which were utilized as data collection locations in Ho et al. (2014) research about recreational behaviors and satisfaction of the youth in HCMC.

Accordingly, in this study Quota sampling technique based on recreational setting is adopted as follow:

1. Sport centers: providing health and fitness activities such as football, badminton, swimming, yoga, martial arts, gyms, etc. This study focused on the sport centers system which under HCMC Culture and Sport department. This system including one sport center in each district which composes a total 13 centers in 13 districts of the central urbanized HCMC.

2. Culture centers and theaters: providing art and craft, dance and rhythmic, music and singing activities, special events activities, language and literature activities, hobby activities, mental development activities, and Drama activities. This study focused on the culture centers which are under HCMC Culture and Sport department system and HCMC Labor Confederation system since they are the only 2 cultural systems having culture centers in almost every district of the area. There are 13 culture centers and theaters under HCMC Culture and Sport department and 8 culture centers under HCMC Labor Confederation in the central urbanized HCMC.

3. Local parks and theme park: providing dance and rhythmic activities, recreational games activities, outdoor recreation activities, social activities, voluntary activities, and human relationship activities. There are 11 main parks and 1 theme park in the central urbanized HCMC.

4. Shopping centers: providing recreational games activities and hobby activities. There are 11 big shopping centers in the central urbanized HCMC.

The research sample is allocated 25% in each setting. For gender allocation, 50% of the interviewed participants are male and 50% are female. We were then sample n=100 participants from each setting which include 50 male and 50 female. Data were collected at 5 sport centers, 5 culture centers, 5 local parks and 5 shopping centers with 20 participants (10 male and 10 female) in each location.

### **3.3 Data collection**

Researchers interviewed the respondents, who participate in recreation activities at sport centers, culture centers and theaters, local parks and theme park, and shopping centers in the central urbanized HCMC during February to March 2015.

Data collecting time was the peak hours of the recreation settings as follow:

- At the sport centers, culture centers and theaters, and shopping centers, data was collected from 5:00 p.m. to 9:00 p.m. every day; and from 9:00 a.m. to 11:00 a.m. on the weekend. Each day, 10 participants will be interviewed in each location.

- At the local parks and theme park, data was collected from 6:00 to 8:00 a.m. and from 4:00 to 9:00 p.m. on the weekdays; and from 9:00 am to 5: p.m. on the weekend. Researcher plan to interview 10 participants in each weekday and 20 participants in each day of the weekend.

Data collection was conducted by interview, only once and by research team including:

- 1) Le Thi Thu Huong (principle researcher)
- 2) Tran Do Trong: M.Sc. student, Ho Chi Minh City University of Sport
- 3) Pham Thi Thuy Vy: Staff, Ho Chi Minh City Labor Culture Palace.

Principle researcher provided the team members training before starting data collection.

### **3.4 Research instruments**

The instrument used in this study is the survey questionnaire. This questionnaire consists of three parts as follow:

Part 1: Demographic information of the sample consisted of 5 questions such as gender, age, marital status, occupation, education level of respondents (Torkildsen, 2005).

Part 2: Recreational behaviors of the participants, including some aspects which involve in spare time in weekdays and weekend, spending time on recreation activities, appropriate time to participate in recreation activities, recreation activities accompany (Bui, 2010).

The participants were asked about the frequency of their participating in recreation activities. The frequency will be ranked as (Bui, 2010):

- 1) Never
- 2) Rarely (less than once a month)
- 3) Sometimes (few times a month)
- 4) Frequently (at least 1 to 3 times per week)
- 5) Always (more than 3 times per week)

The mean values of participation level were categorized into five levels by employing the range between minimum and maximum score of the scale and dividing it by five (the number of scales) as the following formula (Best, 1963):

$$\frac{\text{Maximum} - \text{Minimum}}{\text{Amount of scales}} = \frac{5-1}{5} = 0.80$$

Therefore, the mean values of participation level were ranked as follow:

<b>Mean value</b>	<b>Level of participation</b>
4.21 - 5.00	Always
3.41 - 4.20	Frequently
2.61 - 3.40	Occasionally
1.81 - 2.60	Rarely
1.00 - 1.80	Never

Fifteen types of recreation activity's types as mentioned in chapter 2 and the reality of recreation activities in HCMC are offered in this question.

Part 3: Recreational satisfaction, this study adapted Beard & Ragheb (Beard & Ragheb, 1980) Leisure Satisfaction Scale. Eighteen items were included in this part of

the questionnaire to determine recreation satisfaction levels of the respondents. Participants responded to items on a 5-point Likert Scale. The subscales are: (a) psychological (question 1 – 3), (b) education (question 4 – 6), (c) social (question 7 – 9), (d) relaxation (question 10 – 12), (e) physiological (question 13 – 15) and (f) aesthetical (question 16 – 18). All the items in this part are Likert Five Point Scale which presents from 1) Almost never true for you (Strongly unsatisfied) to 5) Almost always true for you (Strongly satisfied). The scale includes statements which assume that the participants are satisfied with their recreation activities. Therefore, the more the statements are true for them, the more satisfied they are.

The mean values of satisfaction were categorized into five levels by employing the range between minimum and maximum score of the scale and dividing it by five (the number of scales) as the following formula (Best, 1963):

$$\frac{\text{Maximum} - \text{Minimum}}{\text{Amount of scales}} = \frac{5-1}{5} = 0.80$$

Therefore, the mean values of satisfaction were ranked as follow:

Mean value	Level of satisfaction
4.21 - 5.00	Strongly satisfied
3.41 - 4.20	Satisfied
2.61 - 3.40	Neutral
1.81 - 2.60	Unsatisfied
1.00 - 1.80	Strongly unsatisfied

The items are initially written in English and translated into Vietnamese. Then, the translated questionnaire is proof-read by a Vietnamese lecturer in Faculty of Sport Science, Burapha University.

#### ❖ **Validity and Reliability of Research Instrument**

##### - **Validity test**

An evaluation using the index of Item-Objective Congruence (IOC) (Rovinelli and Hambleton, 1977) is used to test the questionnaire's validity in this research. The researcher sent the questionnaire to the panel of experts including four Recreation

Lecturers in Thailand and one Director of recreation center in Ho Chi Minh City in order to test the content analysis, wording, and theoretical recreation.

A content expert will evaluate each item by giving the item a rating of:

- Scoring +1 = Certain that the test is congruent with the objectives or content.
- Scoring 0 = Uncertain that the test is congruent with the objectives or content.
- Scoring - 1 = Certain that the test is NOT congruent with the objectives or content.

The index of item-objective congruence developed by Rovinelli and Hambleton (1977) will be computed using the equation below:

$$IOC = \frac{\sum R}{N}$$

Where:  $\sum R$  = Sum of scores checked by specialists

$N$  = Number of specialists.

- **Validity result:**

The analysis of the index of item-objective congruence (IOC) over each item is shown in table below.

**The index of Item Objectives Congruence (IOC) of each item**

Items	N	$\Sigma R$	IOC	Note	Items	N	$\Sigma R$	IOC	Note
I.1	5	5	1	Agree	II.7.11	5	5	1	Agree
I.2	5	5	1	Agree	II.7.12	5	4	0.8	Agree
I.3	5	4	0.8	Agree	II.7.13	5	5	1	Agree
I.4	5	5	1	Agree	II.7.14	5	5	1	Agree
I.5	5	5	1	Agree	II.7.15	5	5	1	Agree
II.1	5	1	0.2	Need to adjust	III.1	5	5	1	Agree
II.2	5	2	0.4	Need to adjust	III.2	5	5	1	Agree
II.3	5	2	0.4	Need to adjust	III.3	5	5	1	Agree
II.4	5	2	0.4	Need to adjust	III.4	5	5	1	Agree
II.5	5	4	0.8	Agree	III.5	5	5	1	Agree
II.6	5	4	0.8	Agree	III.6	5	5	1	Agree
II.7.1	5	4	0.8	Agree	III.7	5	5	1	Agree
II.7.2	5	4	0.8	Agree	III.8	5	5	1	Agree
II.7.3	5	4	0.8	Agree	III.9	5	5	1	Agree
II.7.4	5	5	1	Agree	III.10	5	5	1	Agree
II.7.5	5	5	1	Agree	III.11	5	5	1	Agree
II.7.6	5	4	0.8	Agree	III.12	5	4	0.8	Agree
II.7.7	5	5	1	Agree	III.13	5	3	1	Agree
II.7.8	5	5	1	Agree	III.14	5	4	0.8	Agree
II.7.9	5	5	1	Agree	III.15	5	5	1	Agree
II.7.10	5	4	0.8	Agree					

It can be seen that there are 41 items in the draft of questionnaire of this study. According to the experts' agreement, the IOC index of each items indicated the accepted and the rejected items.

There were 4 items need to be adjusted from the draft of questionnaire through the item objectives congruence index (IOC) and specialists' recommendation. Moreover, 3 over 5 specialists recommended that the Recreation satisfaction scale should balance the number of items in each subscale, particularly 3 items for each



subscale. Therefore, the researchers added 3 items to the former 15 items, which made up 18 items for the Recreation satisfaction scale. For the final questionnaire, a total of 44 items were selected to be included in the final questionnaire.

#### - **Reliability test**

After making validity test for the questionnaire, researcher conducted a tryout test to verify the reliability of the questionnaire.

The questionnaires were sent to 30 recreation participants who participate in recreation activities at Ho Chi Minh Labor Culture Palace, Ho Chi Minh City, Vietnam. This pilot study was tested through internal consistency reliability test (Cronbach's alpha).

In order to check reliability of the research instrument, the Internal consistent reliability analysis (ICRA) is conducted to solve this duty. Cronbach's Alpha is administrated to test the internal consistency of the recreation satisfaction measurement scale. According to Nunnaly (1978), the higher  $\alpha$  is, the more reliable the test is, and  $\alpha \geq 0.70$  is acceptable. The reliability test's result shows that the variables used in this research were reliable since it obtained the Cronbach's Alpha =0.89.

### **3.5. Data analysis**

Depending on the research objects, the researcher used both the descriptive analysis and the inferential statistic to satisfy the demand of this study. The data was collected and coded by using computer software.

- Frequency statistics: to analyze participants' demographics such as gender, majors, academic years, income; as well as recreational behaviors including appropriate time to participate in recreation activities, the free time and time for recreation activities, ...

- Descriptive statistics: to analyze the level of participants' satisfaction when they participated in recreation activities in the central urbanized HCMC.

- Independent sample t-test: to conduct the differences among Gender of the Recreation satisfaction. The analysis will be significant when the p-value  $\leq 0.05$ .

- Analysis of Variance (ANOVA) is an extension of independent t-test. It

allows the evaluation of the null hypothesis among two or more group means with the restriction that the groups represent levels of the same independent variables (Thomas and Nelson, 2001). The research applied One way ANOVA to test the different opinions of subjects from different variables in demographics such as majors and academic levels. The analysis is significant when the p-value  $\leq 0.05$ . When One way ANOVA shows that there is at least one significant difference between a pair of means, a post hoc Scheffe test was used for pairwise comparison to indicate which pairs are significantly different.



## **Chapter IV**

### **RESEARCH RESULTS**

This research used questionnaires to collect data with a sample group of 400 recreation participants in the central urbanized area of HCMC. Data was coded and analyzed to get the results as follows:

1. Respondents' Demographic information
2. Recreation behaviors in the central urbanized HCMC
3. Recreation satisfaction in the central urbanized HCMC

#### **4.1. Respondents' demographic information**

This study adopted quota sampling method over one month which began from 15th February and finished at 15th March 2016, with questionnaires. A total 420 survey questionnaires were distributed at twenty recreation locations (5 sport centers, 5 culture centers and theaters, 5 shopping centers, and 5 local parks) in the central urbanized area of Ho Chi Minh City. Finally, 400 questionnaires were collected as useable (ratio = 95.20%), and other questionnaires were useless.

The basic attributes of respondents, including five major variables in this study were (1) gender, (2) age, (3) marital status, (4) education background, (5) and occupation. After running statistical analysis, the results are come out as follows.

**Table 1. Respondents' gender**

No.	Respondents Gender	Frequency	Percentage
1	Male	192	48.00
2	Female	208	52.00
<b>Total</b>		<b>400</b>	<b>100.00</b>

In term of participants' gender, researcher attempted to allocate the gender as 50% for male and 50% for female as the quota method. However, because there were more unusable questionnaires from male than female, so 48% (n= 192) of respondents are males and 52% (n=208) are females.

**Table 2. Respondents' age**

No.	Respondents' age	Frequency	Percentage
1	18 - 25 years old	120	30.00
2	26 - 40 years old	151	37.70
3	41 - 60 years old	112	28.00
4	Over 60 years old	17	4.30
<b>Total</b>		<b>400</b>	<b>100.00</b>

With regards to age groups of participants, four groups were categorized in this study: 37.70% (n = 151) of the participants were from 26 to 40 years old and this was the largest group; 30.00% (n = 120) of the participants were from 18 to 25 years old and this was the second largest group; 28.00% (n = 112) of the participants were under 20 years old. The smallest group, composed of 4.30% (n = 17) of the sample, was composed of respondents that were over 60 years old.

**Table 3. Respondents' marital status**

No.	Respondents' marital status	Frequency	Percentage
1	Single	193	48.25
2	Married	189	47.25
3	Others	18	4.50
<b>Total</b>		<b>400</b>	<b>100.00</b>

Turning to the marital status of participants, the rate of respondents who were single and married were quite equal with 48.25% and 47.25%. There were only 4.50% respondents who were in others marital status (divorced, widows).

**Table 4. Respondents' education background**

No.	Respondents' education background	Frequency	Percentage
1	University/College	250	62.50
2	High school or below	76	19.00
3	Graduated or above	74	18.50
<b>Total</b>		<b>400</b>	<b>100.00</b>

In terms of participants' education background, 62.50% (n=250) of respondents had studied University/college. The percentage respondent groups who had studied High school or below and who had studied postgraduate were quite equal 19.00% (n = 76) and 18.50% (n = 74).

**Table 5. Respondents' occupation**

<b>No.</b>	<b>Respondents' occupation</b>	<b>Frequency</b>	<b>Percentage</b>
1	Government staffs	62	15.50
2	Medical workers	15	3.75
3	Self-employments	60	15.00
4	Employee	81	20.25
5	Teachers/Lecturers	30	7.50
6	Students	63	15.75
7	House-keepers	21	5.25
8	Others	68	17.00
<b>Total</b>		<b>400</b>	<b>100.00</b>

Finally, eight profession groups were categorized in this study. 20.25% (n=81) of the participants were Employee and this was the largest group; 17% (n = 68) of the participants were in other professions, and this was the second largest group. This group includes other minority professions such as Lawyers, Journalists, Artists ....; 15.00% (n=60) of the participants were Self-employment and 15.75% (n=63) were Students; 15.50% (n = 62) of the participants were Government staffs; 7.50% (n = 30) of the participants were Teacher/Lecturer, and 5.25% (n = 21) of the participants were House-keepers. The smallest group, composed of 3.75% (n = 15) of the sample, was composed of respondents that were Medical workers.

#### **4.2. Recreation behaviors in the central urbanized Ho Chi Minh City**

In this part of the research, researchers examined the leisure time per day of participants during the weekdays and weekend as well as how long they participate in recreation activities per day during weekdays and weekend. Participants were also asked about their appropriate time to participate in and accompany for recreation activities.

**Table 6. Respondents' free time per day during weekdays**

No.	Free time per day during weekdays	Frequency	Percentage
1	Under 1 hour	35	8.75
2	1 – 2 hours	101	25.25
3	2 – 3 hours	81	20.25
4	3 – 4 hours	96	24.00
5	Above 4 hours	87	21.75
<b>Total</b>		<b>400</b>	<b>100.00</b>

Table 6 above shows that most of the respondents have 1 to 2 hours for free time per day (25.25%). The percentages of participants who have 2 to 3 hours (20.25%), 3 to 4 hours (24.00%) and above 4 hours (21.75%) were quite similar. Only 8.60% of participants had less than 1 hour spare time per day during weekdays, which occupied the lowest portion.

**Table 7. Respondents' time spent for recreation activities per day during weekdays**

No.	time spent for recreation activities per day during weekdays	Frequency	Percentage
1	Under 1 hour	104	26.00
2	1 – 2 hours	174	43.50
3	2 – 3 hours	70	17.50
4	3 – 4 hours	30	7.50
5	Above 4 hours	22	5.50
<b>Total</b>		<b>400</b>	<b>100.00</b>

For the recreational time during weekdays, most of the participants spent 1 to 2 hours (43.50%) and less than 1 hour (26.00%) for recreation activities per day during weekdays. The other results show that, the longer the time is, the fewer participants spent for recreation activities.

**Table 8. Respondents' free time per day during weekend**

No.	Free time per day during weekend	Frequency	Percentage
1	Under 2 hours	45	11.25
2	2 – 4 hours	99	24.75
3	4 – 6 hours	72	18.00
4	6 – 8 hours	86	21.50
5	Above 8 hours	98	24.50
<b>Total</b>		<b>400</b>	<b>100.00</b>

As regards to spare time during the weekend, table 8 above shows that most of respondents had 2 to 4 free hours per day (24.75%) and above 8 hours (24.50%) per day. The group of respondents who had 6 to 8 hours spare time per day also occupied quite similar rate (21.50%). And only 11.25% of participants had less than 2 hours spare time per day during the weekend.

**Table 9. Respondents' time spent for recreation activities per day during weekend**

No.	Free time per day during weekend	Frequency	Percentage
1	Under 2 hours	125	31.25
2	2 – 4 hours	162	40.50
3	4 – 6 hours	57	14.25
4	6 – 8 hours	34	8.50
5	Above 8 hours	22	5.50
<b>Total</b>		<b>400</b>	<b>100.00</b>

For the recreational time, most of the participants spent 2 to 4 hours (40.50%) and less than 2 hours (31.25%) for recreation activities per day during the weekend. The longer the time is, the fewer participants spent for recreation activities.



**Table 10. Respondents' appropriate time to participate in recreation activities**

<b>No.</b>	<b>Appropriate time to participate in recreation activities</b>	<b>Frequency</b>	<b>Percentage</b>
1	Morning (before 07:00 to 12:00)	75	18.75
2	Afternoon (after 12:00 to 17:00)	26	6.50
3	Evening(after 17:00 to 20:00)	187	46.75
4	Night (after 20:00)	112	28.00
<b>Total</b>		<b>400</b>	<b>100.00</b>

As regards to the appropriate time for recreation activities, table 10 above indicates that almost a half of participants (46.75%) preferred to participate in recreation activities in the evening (after 5 p.m. to 8 p.m.), 28.00% of participants wanted to participate in recreation activities at night (after 8 p. m.). And only 6.50% of participants think that the afternoon (after 12 p.m. to 5 p.m.) is the appropriate time for recreation activities, which occupied the lowest percentage of participants.

**Table 11. Respondents' recreation activities accompany**

No.	Respondents' recreation activities accompany	Frequency	Percentage
1	Alone	91	22.75
2	Couple	29	7.25
3	Small group of friends (2 -4 people)	115	28.75
4	Big groups of friends (More than 4)	91	22.75
5	Family	74	18.50
<b>Total</b>		<b>400</b>	<b>100.00</b>

As is illustrated in table 11 above, most of the respondents (28.75%) participated in recreation activities with a small group of friends (2 to 4 people). Respondents who participated in recreation activities with a big group of friends (more than 4 people) occupied the same rate with those who participated alone (22.75%). Besides, 18.50% of respondents participated with their family. And finally, only 7.25% of respondents participated in recreation activities with their couple.

Table 12 provides descriptive statistic mean and standard deviation by questionnaire items for the respondents, which regards to the participation level of 15 recreation activity' types in the central urbanized HCMC.

The results of mean and standard deviations indicated that participants generally participate in recreation activities occasionally (few times a month ( $\bar{X}=2.69$ )). Among them, Music and Singing activities ( $\bar{X} = 3.20$ ) is the most popular recreation activity's type. Health and fitness activities ( $\bar{X} = 3.16$ ) and Drama activities ( $\bar{X} = 3.02$ ) ranked second and third respectively. And Arts and Crafts activities is the least attractive recreation activity's type ( $\bar{X} = 1.79$ ).

The other information by using descriptive analysis for level of participation in different types of recreation activities is shown in Table 12 following.

**Table 12. Level of participation in different types of recreation activities**

No.	Types of recreation activity	N=400		
		$\bar{X}$	S. D.	Level of participation
1	Arts and Crafts	1.79	1.07	Never
2	Games and Sports	2.94	1.31	Occasionally
3	Dances	2.06	1.28	Rarely
4	Tourism and Traveling	2.65	1.12	Occasionally
5	Spiritual activities	2.37	1.26	Rarely
6	Drama activities	3.02	1.22	Occasionally
7	Hobby activities	3.01	1.28	Occasionally
8	Music and Singing activities	3.20	1.21	Occasionally
9	Outdoor Recreation activities	2.77	1.18	Occasionally
10	Social recreation activities	2.58	1.21	Rarely
11	Special events	2.32	1.23	Rarely
12	Reading, Speaking and writing	2.83	1.30	Occasionally
13	Voluntary activities	2.67	1.16	Occasionally
14	Health and fitness activities	3.16	1.33	Occasionally
15	Group relation and Human relation activities	3.01	1.19	Occasionally
<b>Total</b>		<b>2.69</b>	<b>0.69</b>	<b>Occasionally</b>

**The differences in the recreation activities' participation level among demographics groups of participants in the central urbanized HCMC.**

The following tables compared the mean scores of all participants in the recreation activities based on gender, age, marital status, education background, and occupation.

**Table 13. The difference of participation's level in recreation activity' types between genders**

No.	Recreation activities' types	N=400				t	p
		Male (n=192)		Female (n=208)			
		$\bar{X}$	S. D.	$\bar{X}$	S. D.		
1	Arts and Crafts	1.60	0.97	1.96	1.13	-3.45	0.00*
2	Games and Sports	3.25	1.26	2.66	1.29	4.66	0.00*
3	Dances	1.83	1.20	2.26	1.31	-3.45	0.00*
4	Tourism and Traveling	2.52	1.06	2.76	1.16	-2.25	0.02*
5	Spiritual activities	2.41	1.27	2.33	1.25	0.61	0.54
6	Drama activities	2.87	1.23	3.16	1.21	-2.38	0.02*
7	Hobby activities	2.67	1.24	3.31	1.24	-5.25	0.00*
8	Music and Singing activities	3.13	1.25	3.26	1.18	-1.12	0.26
9	Outdoor Recreation activities	2.84	1.17	2.71	1.19	1.08	0.28
10	Social recreation activities	2.48	1.19	2.67	1.23	-1.59	0.11
11	Special events	2.22	1.16	2.41	1.29	-1.52	0.13
12	Reading, Speaking and writing	2.69	1.32	2.95	1.27	-2.06	0.04*
13	Voluntary activities	2.55	1.13	2.77	1.17	-1.89	0.06
14	Health and fitness activities	3.17	1.32	3.16	1.35	0.10	0.91
15	Group relation and Human relation activities	2.94	1.14	3.08	1.24	-1.16	0.25
<b>Total</b>		<b>2.61</b>	<b>0.70</b>	<b>2.76</b>	<b>0.67</b>	<b>-2.24</b>	<b>0.02*</b>

\* $p \leq 0.05$

In terms of differences in participation level in recreation activities based on Gender, the t-test results showed that females ( $\bar{X} = 2.76$ ) participate in recreation activities significantly more frequent than males ( $\bar{X} = 2.61$ ) in general ( $p=0.02 \leq 0.05$ ). Specifically, males and females had significant differences in Arts and Crafts activities ( $p = 0.00 \leq 0.05$ ), Games and Sports activities ( $p = 0.00 \leq 0.05$ ), Dances ( $p = 0.00 \leq 0.05$ ), Tourism and Traveling ( $p = 0.02 \leq 0.05$ ), Drama activities ( $p = 0.02 \leq 0.05$ ), Hobby activities ( $p = 0.00 \leq 0.05$ ), and Reading, Speaking and writing ( $p = 0.04 \leq 0.05$ ).

Among those, males were more interested in Games and Sports activities than females. On the other hand, females pay more attention on Arts and Crafts, Dances, Tourism and Traveling, Drama, Hobby, and Reading, Speaking and writing than males.

More details about the differences of participation's level in recreation activity' types between Gender groups are displayed in table 13 above.

At regards to the difference among age groups in recreation participation level, One-way ANOVA was used to find out the differences.

As indicated in Table 14 below, there were significant differences between the Age groups of participants in Games and Sport activities ( $p = 0.00 \leq .05$ ), Drama activities ( $p = 0.01 \leq 0.05$ ) and Hobby activities ( $p = 0.01 \leq 0.05$ ).

**Table 14. The difference of participation's level in recreation activity' types among age groups**

		N=400								F	p
No.	Recreation activities' types	18 - 25		26 - 40		41 - 60		Over 60			
		years old		years old		years old		years old			
		(n=120)		(n=151)		(n=112)		(n=17)			
		$\bar{X}$	S. D.	$\bar{X}$	S. D.	$\bar{X}$	S. D.	$\bar{X}$	S. D.		
1	Arts and Crafts	1.64	0.95	1.89	1.10	1.79	1.15	1.88	1.05	1.24	0.30
2	Games and Sports	3.04	1.17	3.08	1.29	2.79	1.44	1.88	0.93	5.28	0.00*
3	Dances	1.88	1.17	2.15	1.30	2.12	1.35	2.00	1.27	1.12	0.34
4	Tourism and Traveling	2.62	1.06	2.66	1.13	2.64	1.15	2.71	1.26	0.04	0.99
5	Spiritual activities	2.34	1.27	2.28	1.19	2.45	1.30	2.88	1.49	1.34	0.26
6	Drama activities	2.94	1.20	3.27	1.19	2.83	1.24	2.53	1.23	4.30	0.01*
7	Hobby activities	2.77	1.21	3.25	1.26	2.91	1.35	3.12	1.11	3.59	0.01*
8	Music and Singing	3.17	1.18	3.32	1.17	3.04	1.28	3.29	1.36	1.16	0.32
9	Outdoor Recreation	2.77	1.14	2.73	1.20	2.79	1.23	3.00	1.06	0.27	0.85
10	Social recreation	2.60	1.15	2.67	1.26	2.46	1.23	2.41	1.06	0.81	0.49
11	Special events	2.22	1.10	2.43	1.27	2.25	1.32	2.47	1.18	0.86	0.46
12	Reading, Speaking and writing	2.7	1.30	2.88	1.28	2.82	1.31	3.29	1.40	1.20	0.31
13	Voluntary activities	2.54	1.05	2.77	1.19	2.67	1.21	2.53	1.18	0.99	0.40
14	Health and fitness activities	3.17	1.28	3.19	1.39	3.15	1.32	3.00	1.41	0.11	0.95
15	Group relation and Human relation activities	2.88	1.15	3.15	1.21	2.94	1.22	3.24	1.09	1.47	0.22
<b>Total</b>		<b>2.62</b>	<b>0.67</b>	<b>2.78</b>	<b>0.71</b>	<b>2.64</b>	<b>0.76</b>	<b>2.68</b>	<b>0.76</b>	<b>1.52</b>	<b>0.21</b>

\* $p \leq 0.05$

**Table 15. The difference of participation's level in Games and Sports activities among age groups**

Groups of age	$\bar{X}$	18 - 25	26 - 40	41 - 60	Over 60
		years old	years old	years old	years old
		<b>3.04</b>	<b>3.08</b>	<b>2.79</b>	<b>1.88</b>
18 – 25 years old	<b>3.04</b>	-	-0.04	0.26	1.16*
26 – 40 years old	<b>3.08</b>		-	0.30	1.20*
41 – 60 years old	<b>2.79</b>			-	0.90
Over 60 years old	<b>1.88</b>				-

\* $p \leq 0.05$

A post hoc Scheffe test was then conducted for pairwise comparison to indicate which pairs are significantly different in those types of recreation activities.

Table 15 indicates that participants who are from 18 to 25 years old ( $\bar{X} = 3.04$ ) and from 26 to 40 years old ( $\bar{X} = 3.08$ ) were significantly more interested in Games and Sports activities than those who are over 60 years old ( $\bar{X} = 1.88$ ).

**Table 16. The difference of participation's level in Drama activities among age groups**

Groups of age	$\bar{X}$	18 - 25	26 - 40	41 - 60	Over 60
		years old	years old	years old	years old
		<b>2.94</b>	<b>3.27</b>	<b>2.83</b>	<b>2.53</b>
18 – 25 years old	<b>2.94</b>	-	-0.33	0.11	0.41
26 – 40 years old	<b>3.27</b>		-	0.44*	0.74
41 – 60 years old	<b>2.83</b>			-	0.30
Over 60 years old	<b>2.53</b>				-

\* $p \leq 0.05$

Table 16 indicates that participants who are from 26 to 40 years old ( $\bar{X} = 3.27$ ) participated in Drama activities significantly more often than those who are from 41 to 60 years old ( $\bar{X} = 2.83$ ).

**Table 17. The difference of participation's level in Hobby activities among age groups**

Groups of age	18 - 25	26 - 40	41 - 60	Over 60
	years old	years old	years old	years old
	$\bar{X}$ <b>2.77</b>	<b>3.25</b>	<b>2.91</b>	<b>3.12</b>
18 – 25 years old	<b>2.77</b>	-	-0.48*	-0.14
26 – 40 years old	<b>3.25</b>	-	0.34	0.13
41 – 60 years old	<b>2.91</b>		-	-0.20
Over 60 years old	<b>3.12</b>			-

\* $p \leq 0.05$

Table 17 shows that participants who are from 26 to 40 years old ( $\bar{X} = 3.25$ ) participated in Hobby activities more often than those who are from 18 to 25 years old ( $\bar{X} = 2.77$ ).

Turn to the differences in participation level in recreation activities based on Marital status, table 18 shows that there were significant differences between the Marital status groups of participants in Arts and Crafts activities ( $p = 0.01 \leq 0.05$ ), Dances activities ( $p = 0.01 \leq 0.05$ ), Social recreation activities ( $p = 0.01 \leq 0.05$ ), and Special events activities ( $p = 0.02 \leq 0.05$ ).



**Table 18. The difference of participation's level in recreation activity' types among marital status groups**

		N=400						F	p
No.	Recreation activities' types	Single (n=190)		Married (n=188)		Others (n=22)			
		$\bar{X}$	S. D.	$\bar{X}$	S. D.	$\bar{X}$	S. D.		
1	Arts and Crafts	1.74	1.02	1.76	1.03	2.45	1.59	4.60	0.01*
2	Games and Sports	3.05	1.22	2.85	1.37	2.73	1.42	1.36	0.26
3	Dances	1.99	1.20	2.03	1.34	2.82	1.22	4.23	0.01*
4	Tourism and Traveling	2.61	1.04	2.65	1.19	2.86	1.17	0.50	0.60
5	Spiritual activities	2.32	1.16	2.36	1.34	2.86	1.36	1.82	0.16
6	Drama activities	3.04	1.16	2.99	1.28	3.14	1.36	0.19	0.83
7	Hobby activities	2.90	1.24	3.12	1.33	2.95	1.13	1.43	0.24
8	Music and Singing	3.21	1.21	3.21	1.23	2.95	1.00	0.46	0.63
9	Outdoor Recreation	2.79	1.14	2.76	1.20	2.73	1.39	0.05	0.95
10	Social recreation	2.71	1.20	2.40	1.21	3.00	1.19	4.46	0.01*
11	Special events	2.35	1.18	2.22	1.27	2.95	1.21	3.65	0.02*
12	Reading, Speaking and writing	2.78	1.28	2.81	1.33	3.36	1.22	1.98	0.14
13	Voluntary activities	2.67	1.12	2.65	1.20	2.77	1.15	0.11	0.89
14	Health and fitness activities	3.16	1.30	3.14	1.40	3.45	1.01	0.56	0.57
15	Group relation and Human relation activities	3.07	1.17	2.95	1.22	3.05	1.17	0.49	0.61
<b>Total</b>		<b>2.69</b>	<b>0.65</b>	<b>2.66</b>	<b>0.73</b>	<b>2.94</b>	<b>0.61</b>	<b>1.62</b>	<b>0.20</b>

\* $p \leq 0.05$

The tables below show post hoc Scheffe test results which indicate which pairs are significantly different in those types of recreation activities.

**Table 19. The difference of participation's level in Arts and crafts activities among marital status groups**

Marital status				
	$\bar{X}$	Single	Married	Others
		<b>1.74</b>	<b>1.76</b>	<b>2.45</b>
Single	<b>1.74</b>		-0.03	-0.72*
Married	<b>1.76</b>		-	-0.69*
Others	<b>2.45</b>			-

*\*p ≤ 0.05*

Table 19 shows that participants who are in others marital status ( $\bar{X} = 2.45$ ) participated in Arts and crafts activities significantly more than those who are single ( $\bar{X} = 1.74$ ) and married ( $\bar{X} = 1.76$ ).

**Table 20. The difference of participation's level in Dance activities among marital status groups**

Marital status				
	$\bar{X}$	Single	Married	Others
		<b>1.99</b>	<b>2.03</b>	<b>2.82</b>
Single	<b>1.99</b>		-0.04	-0.82*
Married	<b>2.03</b>		-	-0.79*
Others	<b>2.82</b>			-

*\*p ≤ 0.05*

Table 20 shows that participants who are in other marital status ( $\bar{X} = 2.82$ ) participated in Dance activities significantly more often than those who are single ( $\bar{X}=1.99$ ) and married ( $\bar{X} = 2.03$ ).

**Table 21. The difference of participation's level in Social recreation activities among marital status groups**

<b>Marital status</b>	$\bar{X}$	Single	Married	Others
		<b>2.71</b>	<b>2.40</b>	<b>3.00</b>
Single	<b>2.71</b>		0.30*	-0.29
Married	<b>2.40</b>		-	-0.60
Others	<b>3.00</b>			-

\* $p \leq 0.05$

From table 21, it is clear that participants who are single ( $\bar{X} = 2.71$ ) preferred to participate in Social recreation activities significantly more than those who are married ( $\bar{X} = 2.40$ ).

**Table 22. The difference of participation's level in Special event activities among marital status groups**

<b>Marital status</b>	$\bar{X}$	Single	Married	Others
		<b>2.35</b>	<b>2.22</b>	<b>2.95</b>
Single	<b>2.35</b>		-0.13	-0.60
Married	<b>2.22</b>		-	-0.73*
Others	<b>2.95</b>			-

\* $p \leq 0.05$

It is clear from table 22 that participants who are in other marital status ( $\bar{X} = 2.95$ ) participated in Special event activities significantly more than those who are married ( $\bar{X} = 2.22$ ).

At regards to the difference among education background groups in recreation participation level, as indicated in Table 23, there were significant differences between the education background groups of participants in Special events activities ( $p = 0.04 \leq 0.05$ ), and Reading, Speaking and writing activities ( $p = 0.00 \leq 0.05$ ).

**Table 23. The difference of participation's level in recreation activity' types among education background groups**

		N=400							
No.	Recreation activities' types	High school or below (n=76)		University/ College (n=250)		Graduated or above (n=74)		F	p
		$\bar{X}$	S. D.	$\bar{X}$	S. D.	$\bar{X}$	S. D.		
1	Arts and Crafts	1.68	1.06	1.77	1.01	1.96	1.28	1.34	0.26
2	Games and Sports	2.72	1.45	2.97	1.26	3.04	1.32	1.34	0.26
3	Dances	2.11	1.40	2.03	1.26	2.09	1.23	0.14	0.87
4	Tourism and Traveling	2.55	1.28	2.67	1.06	2.66	1.16	0.33	0.72
5	Spiritual activities	2.29	1.39	2.33	1.20	2.58	1.30	1.30	0.27
6	Drama activities	2.80	1.37	3.06	1.16	3.11	1.27	1.54	0.21
7	Hobby activities	2.80	1.39	3.05	1.20	3.07	1.40	1.21	0.30
8	Music and Singing	3.00	1.8	3.28	1.14	3.11	1.27	1.81	0.16
9	Outdoor Recreation	2.63	1.34	2.77	1.10	2.92	1.29	1.11	0.33
10	Social recreation	2.49	1.40	2.65	1.17	2.45	1.15	1.05	0.35
11	Special events	2.00	1.19	2.40	1.22	2.38	1.29	3.23	0.04*
12	Reading, Speaking and writing	2.38	1.38	2.92	1.230	2.96	1.40	5.63	0.00*
13	Voluntary activities	2.55	1.27	2.68	1.13	2.72	1.13	0.47	0.63
14	Health and fitness activities	3.16	1.39	3.18	1.34	3.11	1.27	0.09	0.91
15	Group relation and Human relation activities	2.74	1.33	3.11	1.16	2.97	1.13	2.94	0.06
<b>Total</b>		<b>2.53</b>	<b>0.80</b>	<b>2.73</b>	<b>0.66</b>	<b>2.74</b>	<b>0.62</b>	<b>2.70</b>	<b>0.07</b>

\* $p \leq 0.05$

**Table 24. The difference of participation's level in Reading, Speaking and writing activities among education background groups**

Education background	$\bar{X}$	High school or below	University/College	Graduated or above
		2.38	2.92	2.96
High school or below	2.38		-0.54*	-0.58*
University/College	2.92		-	-0.04
Graduated or above	2.96			-

*\*p ≤ 0.05*

The pair wise comparison result in Table 24 reveals that participants who had studied University/College ( $\bar{X} = 2.92$ ) and Postgraduate ( $\bar{X} = 2.96$ ) participated in Reading, Speaking and writing activities significantly more than those who had studied high school or below ( $\bar{X} = 2.38$ ).

**Table 25. The difference of participation's level in Special event activities among education background groups**

Education background	$\bar{X}$	High school or below	University/College	Graduated or above
		2.00	2.40	2.38
High school or below	2.00		-0.40*	-0.38
University/College	2.40		-	-0.02
Graduated or above	2.38			-

*\*p ≤ 0.05*

As it is illustrated in table 25, participants who had studied University/College ( $\bar{X} = 2.40$ ) participated in Special event activities significantly more than those who had studied high school or below ( $\bar{X} = 2.00$ ).

Finally, about the differences in participation level in recreation activities based on occupation, One way ANOVA analysis shows that there was no significant difference between profession groups.

More details about the comparison of participation's level in recreation activity' types between occupation groups are displayed in table 26 below.

Table 26. The difference of participation's level in different recreation activity's types among occupation groups

No.	Recreation activities' types	N=400												F	p				
		Government staff (n=62)		Medical worker (n=15)		Self-employment (n=60)		Employee (n=81)		Teacher/Lecturer (n=30)		Student (n=63)				House-keeper (n=21)		Others (n=68)	
		Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.		
1	Arts and Crafts	1.77	1.06	1.94	1.18	1.63	1.00	1.70	1.03	2.07	1.11	1.75	1.00	2.00	1.30	1.87	1.15	0.80	0.59
2	Games and Sports	2.76	1.40	2.81	1.05	2.78	1.30	3.15	1.18	3.10	1.30	3.25	1.08	2.38	1.46	2.84	1.50	1.89	0.08
3	Dances	2.16	1.48	2.00	1.26	1.97	1.28	2.22	1.22	1.933	1.20	1.86	1.09	2.10	1.51	2.09	1.29	0.56	0.79
4	Tourism and Traveling	2.55	1.14	2.69	0.95	2.57	1.20	2.72	0.98	2.73	0.98	2.60	1.04	2.76	1.48	2.67	1.25	0.23	0.98
5	Spiritual activities	2.02	1.09	2.50	1.21	2.51	1.39	2.24	1.15	2.90	1.32	2.46	1.19	2.19	1.54	2.43	1.30	1.86	0.07
6	Drama activities	2.85	1.30	2.94	1.12	2.94	1.38	3.24	1.08	3.23	1.16	3.00	1.06	3.24	1.34	2.87	1.31	0.98	0.45
7	Hobby activities	2.84	1.30	3.31	0.87	2.73	1.35	3.01	1.23	3.47	1.20	2.84	1.22	3.52	1.40	3.13	1.31	2.03	0.06
8	Music and Singing	2.95	1.30	3.25	1.00	3.10	1.25	3.30	1.03	3.23	1.22	3.25	1.23	2.81	1.36	3.41	1.26	1.18	0.31
9	Outdoor Recreation	2.77	1.30	2.25	1.06	2.78	1.25	2.89	1.14	2.67	1.40	2.79	0.97	2.33	1.32	2.90	1.10	1.13	0.34
10	Social recreation	2.37	1.26	2.56	1.21	2.52	1.40	2.83	1.12	2.47	1.10	2.73	1.11	2.14	1.46	2.57	1.14	1.35	0.23
11	Special events	2.18	1.22	2.13	1.31	2.11	1.19	2.62	1.27	2.23	1.19	2.29	1.13	1.86	1.31	2.54	1.24	1.95	0.06
12	Reading, Speaking and writing	2.63	1.40	2.38	1.31	2.51	1.42	3.00	1.22	3.07	1.31	2.94	1.23	2.62	1.36	3.06	1.18	1.85	0.08
13	Voluntary activities	2.55	1.25	2.75	1.34	2.56	1.23	2.59	1.12	2.80	1.13	2.67	0.97	2.67	1.20	2.89	1.17	0.66	0.71
14	Health and fitness	3.19	1.39	2.69	1.40	3.17	1.29	3.26	1.32	3.10	1.30	3.24	1.33	3.43	1.47	3.01	1.32	0.63	0.73
15	Group relation and Human relation activities	2.85	1.24	2.81	1.28	3.00	1.20	3.12	1.15	3.07	1.14	2.89	1.11	2.81	1.29	3.24	1.24	0.88	0.52
<b>Total</b>		<b>2.56</b>	<b>0.70</b>	<b>2.60</b>	<b>0.71</b>	<b>2.59</b>	<b>0.79</b>	<b>2.79</b>	<b>0.58</b>	<b>2.80</b>	<b>0.56</b>	<b>2.70</b>	<b>0.63</b>	<b>2.59</b>	<b>0.83</b>	<b>2.77</b>	<b>0.73</b>	<b>1.10</b>	<b>0.36</b>

p&gt; 0.05

### 4.3. Recreation satisfaction in the central urbanized Ho Chi Minh City

**Table 27. Recreation satisfaction in the central urbanized Ho Chi Minh city**

No.	Recreation satisfaction	N=400		Level of satisfaction
		$\bar{X}$	S. D.	
1	My recreation activities help me to relieve stress	3.90	0.95	Satisfied
2	My recreation activities help me to relax	3.85	0.95	Satisfied
3	My recreation activities increase my knowledge about things around me	3.75	0.96	Satisfied
4	My recreation activities have helped me to develop close relationships with others	3.73	0.95	Satisfied
5	My recreation activities contribute to my emotional wellbeing	3.71	0.99	Satisfied
6	I have social interaction with others through recreation activities	3.70	1.03	Satisfied
7	My recreation activities provide opportunities to try new things	3.70	1.03	Satisfied
8	My recreation activities give me a sense of accomplishment	3.61	1.00	Satisfied
9	The areas or places where I engage in my recreation activities are fresh and clean	3.60	1.05	Satisfied
10	My recreation activities give me self-confidence	3.58	1.02	Satisfied
11	My recreation activities help me to learn about myself	3.56	1.01	Satisfied
12	The areas of places where I engage my recreation activities are interesting	3.55	1.02	Satisfied
13	I do recreation activities which develop my physical fitness	3.52	1.04	Satisfied
14	My recreation activities are very interesting to me	3.47	1.14	Satisfied
15	I associate with people in my free time who enjoy doing recreation activities a great deal	3.45	1.02	Satisfied
16	The areas or places where I engage in my recreation activities are well designed	3.45	1.01	Satisfied
17	My recreation activities are physically challenging	3.39	1.10	Neutral
18	My recreation activities help control my weight	3.36	1.12	Neutral
<b>Total</b>		<b>3.60</b>	<b>0.63</b>	<b>Satisfied</b>

Table 27 provides descriptive statistic mean and standard deviation by questionnaire items for the respondents, which regards to the recreation satisfaction in the central urbanized HCMC.

The results of mean and standard deviations indicated that participants generally satisfied with the recreation activities in the central urbanized area of HCMC ( $\bar{X} = 3.60$ ). There were 16 on 18 items being ranked as “satisfied” level and only two of 18 items ranked as “neutral” level.

Among them, the item “My recreation activities help me to relieve stress” ( $\bar{X}=3.90$ ) got the highest mean score. The items “My recreation activities help me to relax” and “My recreation activities increase my knowledge about things around me” ranked second and third respectively. And “My recreation activities help control my weight” got the least satisfaction from participants ( $\bar{X} =3.36$ ).

Other information by using descriptive analysis for recreation satisfaction is shown in Table 27 above.

To examine the satisfaction of participants on six dimensions of Leisure Satisfaction Scale, variables were computed and descriptive statistic mean and standard deviation were then conducted.



**Table 28. Recreation satisfaction factors**

No.	Subscales	N=400		Level of satisfaction
		Mean	S.D	
1	Relaxation	3.82	0.78	Satisfied
2	Education	3.67	0.82	Satisfied
3	Social	3.63	0.81	Satisfied
4	Psychological	3.56	0.90	Satisfied
5	Aesthetical	3.53	0.87	Satisfied
6	Physiological	3.42	0.90	Satisfied
<b>Total</b>		<b>3.60</b>	<b>0.63</b>	<b>Satisfied</b>

Table 28 above shows that all 6 dimensions of recreation satisfaction were reported at the satisfied level. Among those dimensions, participants were satisfied the most on Relaxation dimension ( $\bar{X} = 3.82$ ). Education ( $\bar{X} = 3.67$ ) and Social ( $\bar{X} = 3.63$ ) were the second and third satisfied dimensions respectively. And the least satisfied of recreational dimension in the central urbanized HCMC was Physiological ( $\bar{X} = 3.42$ ).

**The differences in the recreation satisfaction factors among demographics information of participants in the central urbanized HCMC**

The following tables compared the mean scores for all participants on the recreation satisfaction based on gender, age, marital status, education background, and occupation.

**Table 29. The difference of Recreation satisfaction between genders**

		N=400					
No.	Subscales	Male (n=192)		Female (n=208)		t	p
		$\bar{X}$	S. D.	$\bar{X}$	S. D.		
1	Psychological	3.52	0.97	3.59	0.84	-0.86	0.39
2	Education	3.68	0.87	3.66	0.77	0.31	0.76
3	Social	3.68	0.87	3.58	0.75	1.15	0.25
4	Relaxation	3.83	0.82	3.81	0.75	0.22	0.83
5	Physiological	3.49	0.96	3.37	0.85	1.35	0.18
6	Aesthetical	3.54	0.91	3.52	0.84	0.22	0.82
<b>Total</b>		<b>3.62</b>	<b>0.72</b>	<b>3.59</b>	<b>0.53</b>	<b>0.53</b>	<b>0.59</b>

\* $p > 0.05$

In terms of differences in recreation satisfaction based on Gender, a t-test showed that there was no significant difference between males and females.

More details about the differences of recreation satisfaction between gender groups are displayed in table 29 above.

**Table 30. The difference of Recreation satisfaction among age groups**

		N=400									
No.	Subscales	18 - 25		26 - 40		41 - 60		Over 60		F	p
		years old (n=120)		years old (n=151)		years old (n=112)		years old (n=17)			
		$\bar{X}$	S. D.	$\bar{X}$	S. D.	$\bar{X}$	S. D.	$\bar{X}$	S. D.		
1	Psychological	3.59	0.91	3.55	0.90	3.56	0.90	3.33	0.84	-0.86	0.76
2	Education	3.68	0.80	3.66	0.85	3.54	0.79	3.43	0.70	0.31	0.09
3	Social	3.68	0.74	3.58	0.85	3.58	0.81	3.61	0.80	1.15	0.87
4	Relaxation	3.83	0.78	3.81	0.78	3.74	0.81	3.63	0.55	0.22	0.33
5	Physiological	3.49	0.93	3.37	0.89	3.30	0.88	3.41	0.99	1.35	0.38
6	Aesthetical	3.54	0.92	3.52	0.86	3.47	0.83	3.55	0.98	0.22	0.58
<b>Total</b>		<b>3.65</b>	<b>0.63</b>	<b>3.63</b>	<b>0.63</b>	<b>3.53</b>	<b>0.62</b>	<b>3.49</b>	<b>0.60</b>	<b>0.99</b>	<b>0.39</b>

\* $p > 0.05$

At regards to the difference among Age groups in recreation satisfaction, One-way ANOVA was used again to find out the differences.

As indicated in table 30, there was no significant difference between the Age groups of participants in recreation satisfaction.

**Table 31. The difference of Recreation satisfaction among marital status groups**

No.	Subscales	N=400						F	p
		Single (n=190)		Married (n=188)		Others (n=22)			
		$\bar{X}$	S. D.	$\bar{X}$	S. D.	$\bar{X}$	S. D.		
1	Psychological	3.60	0.88	3.50	0.91	3.70	0.98	0.93	0.40
2	Education	3.77	0.79	3.57	0.83	3.58	0.87	2.94	0.06
3	Social	3.67	0.75	3.56	0.85	3.85	0.82	1.83	0.16
4	Relaxation	3.85	0.76	3.79	0.79	3.79	0.96	0.29	0.74
5	Physiological	3.47	0.86	3.37	0.94	3.49	0.92	0.67	0.51
6	Aesthetical	3.53	0.86	3.52	0.90	3.64	0.80	0.17	0.84
<b>Total</b>		<b>3.65</b>	<b>0.58</b>	<b>3.55</b>	<b>0.66</b>	<b>3.67</b>	<b>0.70</b>	<b>1.31</b>	<b>0.27</b>

\* $p > 0.05$

Turn to the differences in recreation satisfaction based on marital status, table 31 illustrates that there was no significant difference between the marital status groups of participants.

**Table 32. The difference of Recreation satisfaction among education background groups**

		N=400						F	p
No.	Subscales	High school or below (n=76)		University/ College (n=250)		Graduated or above (n=74)			
		$\bar{X}$	S. D.	$\bar{X}$	S. D.	$\bar{X}$	S. D.		
1	Psychological	3.23	1.12	3.63	0.84	3.64	0.78	6.21	0.00*
2	Education	3.49	0.95	3.72	0.79	3.69	0.75	2.31	0.10
3	Social	3.46	0.89	3.69	0.78	3.59	0.79	2.35	0.10
4	Relaxation	3.64	0.94	3.88	0.78	3.79	0.57	2.78	0.06
5	Physiological	3.28	1.00	3.48	0.90	3.37	0.81	1.53	0.22
6	Aesthetical	3.47	0.99	3.56	0.86	3.49	0.79	0.42	0.65
<b>Total</b>		<b>3.43</b>	<b>0.78</b>	<b>3.66</b>	<b>0.61</b>	<b>3.60</b>	<b>0.46</b>	<b>3.96</b>	<b>0.02*</b>

\* $p \leq 0.05$

At regards to the difference among Education background groups in recreation satisfaction in general (combined), there was a significant difference between the Education background groups of participants ( $p = 0.02 \leq 0.05$ )

It can be seen from table 32 at the detail analysis, there was a significant difference between the Education background groups of participants in Psychological dimension ( $p = 0.00 \leq 0.05$ ).

**Table 33. The difference of recreation satisfaction in the central urbanized HCMC among education background groups**

Education background	High school or below			University/College		Graduated or above	
	$\bar{X}$	3.43		3.66		3.60	
High school or below	3.43		-0.23*			-0.16	
University/College	3.66		-			-0.06	
Graduated or above	3.60					-	

\* $p \leq 0.05$

The pairwise comparison result in table 33 shows that participants who had studied University/College ( $\bar{X} = 3.66$ ) satisfied with recreation activities significantly more than those who had studied high school or below ( $\bar{X} = 3.43$ ).

**Table 34. The difference of Psychological factor of recreation satisfaction among education background groups**

Education background	High school or below		University/College		Graduated or above	
	$\bar{X}$	3.23	3.63		3.64	
High school or below	3.23		- 0.39*		-0.41*	
University/College	3.63		-		-0.02	
Graduated or above	3.64				-	

\* $p \leq 0.05$

About the difference among education background groups in Psychological dimension of recreation satisfaction, table 34 shows that participants who had studied Postgraduate or above ( $\bar{X} = 3.64$ ) and those who have studied University/College ( $\bar{X} = 3.63$ ) satisfied with Psychological dimension significantly more than those who had studied high school or below ( $\bar{X} = 3.23$ ).

Finally, about the differences in recreation satisfaction based on occupation, One way ANOVA analysis shows that there was no significant difference between profession groups.

More details about the comparison of participation's recreation satisfaction between occupation groups are displayed in table 35 below.

Table 35. The difference of Recreation satisfaction among occupation groups

No.	Recreation activities' types	N=400										F	p
		Government staff (n=62)	Medical worker (n=15)	Self-employment (n=60)	Employee (n=81)	Teacher/Lecturer (n=30)	Student (n=63)	House-keeper (n=21)	Others (n=68)				
1	Psychological	3.59	3.67	3.32	3.52	3.66	3.74	3.35	3.62	3.66	3.62	1.33	0.23
2	Education	3.72	3.83	3.63	3.57	3.86	3.82	3.24	3.66	3.72	3.66	1.72	0.10
3	Social	3.58	3.77	3.62	3.56	3.61	3.72	3.43	3.70	3.72	3.70	0.59	0.76
4	Relaxation	3.79	3.83	3.66	3.83	3.80	3.96	3.84	3.83	3.83	3.83	0.71	0.66
5	Physiological	3.46	3.56	3.36	3.40	3.41	3.52	3.32	3.39	3.52	3.32	0.29	0.96
6	Aesthetical	3.55	3.56	3.51	3.47	3.44	3.60	3.30	3.64	3.60	3.30	0.53	0.81
<b>Total</b>		<b>3.62</b>	<b>3.70</b>	<b>3.52</b>	<b>3.56</b>	<b>3.63</b>	<b>3.73</b>	<b>3.41</b>	<b>3.64</b>	<b>3.63</b>	<b>3.45</b>	<b>0.57</b>	<b>0.98</b>

*p* > 0.05



## **Chapter V**

### **CONCLUSIONS**

This chapter provides the discussion of the research findings and analysis from previous chapter of the thesis. It includes conclusions, discussions about the characteristics of participants and study variables, limitations, implication of the research findings. The suggestions for further studies related to this research are also given in the second part of this chapter.

#### **5.1. Conclusions**

This study aimed to examine the recreation behaviors and satisfaction of participants in the central urbanized area of HCMC. A sample of 400 participants who participated in recreation activities in the central urbanized area of HCMC was approached to collect the data by answering the questionnaires. Data collection was carried out from 15th February to 15th March 2016.

The statistics used for data analysis including frequency, percentage; mean, standard deviation, t-test and One-way ANOVA, which were conducted to find out recreation behaviors and satisfaction as well as the differences among the demographics groups in recreation behaviors and satisfaction of participants in the central urbanized HCMC. Post hoc Scheffe test was used for pairwise comparison after One-way ANOVA found significant differences to indicate which pairs are significantly different.

##### **5.1.1. Overview of the respondents**

According to research's findings, males and females occupied quite the same rate, which were 48% (n= 192) for males and 52% (n=208) for females. With regards to age groups of participants, most of respondents were from 26 to 40 years old (37.70%). In addition, respondents who were single and married occupied approximately half of respondents with 48.25% and 47.25%. More than a half of respondents (62.50%) have studied University/College and the majority occupation group was Employee (20.25%).



### 5.1.2. Recreation behaviors in the central urbanized HCMC

Most participants had more than one to two hours and above for spare time per day during weekdays. However, they mostly spent one to two hours or less than one hour for recreation activities, which mean these were the most appropriate amount of time for recreation activities per day during weekdays. During weekend, participants had more spare time per day. Therefore, the amount of time for recreation activities per day was also longer. And mostly participants spent 2 to 4 hours per day for recreation activities. As regards to the appropriate time for recreation activities, almost a half of participants (46.75%) preferred to participate in recreation activities in the evening (after 5 p.m. to 8 p.m.), and most of the respondents participated in recreation activities with a small group of friends (2 to 4 people) (28.75%).

Participants generally participated in recreation activities occasionally (few times a month) ( $\bar{X} = 2.69$ ). Among them, Music and Singing activities ( $\bar{X} = 3.20$ ), Health and fitness activities ( $\bar{X} = 3.16$ ), Drama activities ( $\bar{X} = 3.02$ ), Group relation and Human relation activities ( $\bar{X} = 3.01$ ), and Hobby activities ( $\bar{X} = 2.94$ ) were top 5 popular recreation activity' types in the central urbanized HCHM. However, participants quite infrequently participated in Social recreation activities ( $\bar{X} = 2.58$ ), Spiritual activities ( $\bar{X} = 2.37$ ), Special events ( $\bar{X} = 2.32$ ), Dances ( $\bar{X} = 2.06$ ), Arts and Crafts activities ( $\bar{X} = 1.79$ ).

The differences in the recreation activities' participation level among demographics information of participants in the central urbanized HCMC.

About the differences between gender groups, the t-test results showed that females ( $\bar{X} = 2.76$ ) participated in recreation activities significantly more frequent than males ( $\bar{X} = 2.61$ ) in general ( $p=0.02 \leq 0.05$ ). Specifically, males were more interested in Games and Sports activities than females. On the other hand, females paid more attention to Arts and Crafts, Dances, Tourism and Traveling, Drama, Hobby, and Reading, Speaking and writing than males.

Among the age groups, according to One-way ANOVA analysis results, participants who are from 18 to 25 years old ( $\bar{X} = 3.04$ ) and from 26 to 40 years old ( $\bar{X}=3.08$ ) were significantly more interested in Games and Sports activities than those who are over 60 years old ( $\bar{X} = 1.88$ ). And participants who are from 26 to 40 years

old ( $\bar{X} = 3.27$ ) participated in Drama activities significantly more often than those who are from 41 to 60 years old ( $\bar{X} = 2.83$ ). About Hobby activities, participants who are from 26 to 40 years old ( $\bar{X} = 3.25$ ) participated in more often than those who are from 18 to 25 years old ( $\bar{X} = 2.77$ ).

Among the marital status groups, participants who are in others marital status ( $\bar{X} = 2.45$ ) participated in Arts and crafts activities significantly more than those who are single ( $\bar{X} = 1.74$ ). Besides, respondents who are in other marital status ( $\bar{X} = 2.82$ ) participated in Dance activities significantly more often than those who are single ( $\bar{X}=1.99$ ) and married ( $\bar{X} = 2.03$ ). In addition, participants who are single ( $\bar{X} = 2.71$ ) preferred to participate in Social recreation activities significantly more than those who are married ( $\bar{X} = 2.40$ ). And participants who are in other marital status ( $\bar{X}=2.95$ ) participated in Special event activities significantly more than those who are married ( $\bar{X} = 2.22$ ).

Among the education background groups, participants who had studied University/College ( $\bar{X} = 2.92$ ) and Postgraduate ( $\bar{X} =2.96$ ) participated in Reading, Speaking and writing activities significantly more than those who had studied high school or below ( $\bar{X} = 2.38$ ). With the Special event activities, respondents who had studied University/College ( $\bar{X} = 2.40$ ) participated in significantly more than those who had studied high school or below ( $\bar{X} = 2.00$ ).

Finally, there was no significant difference between profession groups in the participation level of recreation activities in the central urbanized HCMC.

### **5.1.3. Recreation satisfaction in the central urbanized HCMC**

The findings showed that in general, participants were satisfied with the recreation activities in the central urbanized area of HCMC ( $\bar{X} = 3.60$ ). There were 16 on 18 items ranked as “satisfied” level and only two of 18 items ranked as “neutral” level.

Among them, the statement “My recreation activities help me to relieve stress” ( $\bar{X} = 3.90$ ) got the highest agreement of respondents.

Leisure Satisfaction Scale (Beard & Raghd, 1980) which included 6 factors was adopted to measure the recreation satisfaction in the central urbanized HCMC.

Among 6 factors, participants were satisfied the most on Relaxation factor ( $\bar{X} = 3.82$ ). Education ( $\bar{X} = 3.67$ ) and Social ( $\bar{X} = 3.63$ ) were the second and third satisfied factor respectively. And the least satisfied of recreational factor in the central urbanized HCMC was Physiological ( $\bar{X} = 3.42$ ).

The differences in the recreation satisfaction among demographics information of participants factors in the central urbanized HCMC

The following results compared the mean scores for all participants on the recreation satisfaction based on gender, age, marital status, education background, and occupation.

At regards to the difference among education background groups in recreation satisfaction, in general, participants who had studied University/College ( $\bar{X} = 3.66$ ) were satisfied with recreation activities in the central urbanized HCMC significantly more than those who had studied high school or below ( $\bar{X} = 3.43$ ). With Psychological factor of recreation satisfaction, participants who had studied postgraduate or above ( $\bar{X} = 3.64$ ) satisfied with recreation activities significantly more than those who had studied high school or below ( $\bar{X} = 3.43$ ).

With the differences in recreation satisfaction based on Gender, age, marital status and occupation groups, there was no significant difference.

## 5.2. Discussion

### 5.2.1 Recreation behaviors in the central urbanized HCMC

Music and Singing activities, Health and fitness activities, and Drama activities were the top 3 most popular recreation activity's types in the central urbanized HCMC. Many recreation related studies pointed out that watching TV is the most popular recreation activities, which is categorized as Drama activity type in this study. Chua and Iwabuchi (2008) suggested that as one of the popular cultural products, television drama for many years has been an indispensable feature on television around the world. Apparently this particular Asian genre appeared to be well received by Asian audiences as indicated by the increase of various flows of television dramas within the Asian region (Cho, 2010). In Vietnam, the audiences in

the big cities spent most of the time to watch movies and general entertainment. Particularly audiences in HCMC spent time in drama (50% out of TV watching time) much more than other cities (TNS Media Vietnam, 2012).

The recreation participation in the central urbanized HCMC displayed some similarities with Western societies. For instance, a British study indicated that Watching television (Drama activities), Listening to radio, listening to music (Music and Singing activities) are 2 of the most popular recreation activities (Hall and Page, 2002).

Moreover, the major recreation activities in HCMC are comparable to the Australian situation, demonstrating popularity of Walking (Health and fitness activities) being one of the most popular recreation activities (Darcy and Veal 1996).

The recent study is also consistent with Lu and Kao (2009) findings on adult Taiwanese. The top three most frequently engaged leisure activities for Taiwanese adults were Watching TV (Drama activities), Listening to music (Music and Singing activities), and Taking a walk (Health and fitness activities). Similarly, Bui (2010) also indicated the 3 most participated recreation activities in HCMC were Watching TV (Drama activities), Listen to music (Music and Singing activities), Reading newspaper (Reading, Speaking and writing).

The current leisure behaviors of participants in the central urbanized HCMC have tended to converge with the Western world since the open policy of the 1980s, echoing the homogenization of leisure behaviors under a trend of globalization.

In a more recent study in Switzerland, Buchecker & Degenhardt (2015) also found Watching TV, Listen to the radio (Drama activities) as the most popular leisure activities. However, Bicycling, walking, jogging (Outdoor Recreation activities), which were the second most often performed leisure activity in Switzerland got less participation in the central urbanized area of HCMC. This is because the lack of facilities for outdoor recreation facilities in this city. Although there is an increasing in the number of cyclists in HCMC, the lack of cycling paths on the streets is a big constraint for this activity. Green space is another barrier of outdoor activities since the green areas are not enough for the heavy urban living conditions in this city. Moreover, most of the sidewalks are occupied by the street shops or motorbikes parking, which leave no space for walking. Last year, the first walking street of

HCMC was put officially into operation, which has been attracted many people every day. Nevertheless, it only satisfied the needs for a part of the city's population. Bui (2010) suggested that Outdoor recreation activities have not yet been properly exploited despite the very high potential and needs of the people in HCMC (especially the youth). Besides, by contrast notably with the Arts and Crafts activities in Switzerland which was one of the most popular leisure activities, this type of activity was the least attractive in HCMC.

In compare with the neighbor country China with similar culture, recreation activities in HCMC were comparable to those in Shanghai. Shopping (Hobby activities) was the most popular in Shanghai, followed by physical and health-oriented activities (Health and fitness activities) and then gathering with family or friends for entertainment (Group relation and Human relation activities) (Zheng and Zhu 2006).

Apart from this, recreation activities in HCMC partly resembled those in Zhuhai city. Jim and Chen (2009) found that top 3 leisure activities in the new city Zhuhai were watching television (Drama activities); Chatting with family and friends (Group relation and Human relation activities); Leisure reading; (Reading, Speaking and writing activities). However, participants in the central urbanized HCMC participated in most of the recreation activities occasionally which means few times per month, meanwhile, those in Zhuhai participated in the activities popular recreation activities much more frequently (at least 3 or 4 times per week). This conspicuously showed that the recreational participation in the new city of China was higher than in the more densely populated HCMC but the participants tended to engage in a lower level of physical activities.

Ho et al. (2014) found that in general the youth in HCMC participated in recreation few times per month, which is consistent with this study since participants also participated in the same frequency and there is no difference of participation's level in recreation activity' types among age groups in general.

Leisure time has a pertinent influence on activity choice. In HCMC, participants mostly spent 1 to 2 hours or less than 1 hour for recreation activities on weekdays. On the weekend, it rises double to 2 to 4 hours per day. This is comparable with leisure time in Zhuhai city, China where the average time devoted to recreation is 2.2 hours per day on weekdays and 5.4 hours per day (Jim & Chen, 2009).

Sangamporn (2014) also indicated that most of the participants participated in exercise and sport activities 1 – 2 hours each time at the Bangkok Metropolis's New Dimension Youth centers. And Buchecker and Degenhardt (2015) findings also consistent with the recent research since the Switzerland participants spent an average of 1 to nearly 2 hours to participate in outdoor activities.

Gender, Age, marital status and education background were significant different factors on recreational participation. For more details, males were more active so they were interested more in Games and Sports activities than females. On the other hand, females pay more attention to less active activities such as Arts and Crafts, Dances, Tourism and Traveling, Drama, Hobby, and Reading, Speaking and writing than males. Because the majority of respondents in this research was young adults, so the differences between male and female is consistent with Raboteg-Saric' et al. (2002) study, which indicated that boys often participated in sport activities, while girls are more likely to read books and participate in culture events. Sylvia-Bobiak and Caldwell (2006) also found that male students more frequently participated in active leisure. In a more recent research, Brajša-Žganec et al. (2011) found quite the same results that Croatian youth males most frequently participated in Active socializing and going out, while females reported that they most frequently Visiting cultural events and participated in Family leisure activities.

Among the age groups, youth, and young adults tend to play Sports and games activities more often than the elderly. This is consistent with the General Recreation Survey (1988) in Alberta, Canada, which pointed out that reasons for recreation participation such as: improving skills or knowledge, learning new skills and abilities, to compete, for a challenge, for excitement; which are found in Sports and games activities are declined in importance with age. For the Drama activity type which requires more social interaction, young adults participated more often than the middle-aged people. It is more likely because of the reasons which are particularly important to young adults but of less importance in the mid-adult years such as: to do things with friends, to meet new people (Ross, 1991).

Among the education background groups, the higher education background participants have, the more often they participate in Reading, Speaking and writing activities. More et al. (1990) suggested that participation in indoor recreation activities was heightened by increasing educational levels, which included Reading, Speaking and writing activities. Zickuhr and Lee Rainie (2013) indicated that people who have been to college read more books than those who have not. And the American National Endowment for the Arts also found that the best-educated Americans have the highest reading rate (68.1 percent in 2008).

With the Special event activities, respondents who had studied University/College participated in significantly more than those who had studied high school or below. It might related to the Reading, Speaking and writing activities as Weigart (2008) pointed out that literary readers are more likely than less-literary readers to attend performing art events, and sporting events. These findings are also consistent with another study in Ha Noi, Vietnam from Do (2014), who suggested that the people who have higher income, education background and younger tend to have higher demand, motivation and behaviors of participate in diversity, modern, and active recreation activities.

### **5.2.2. Recreation satisfaction in the central urbanized HCMC**

Participants in this research reported that they are satisfied with recreation activities in the central urbanized HCMC in general; all 6 factors of recreation satisfaction were scored at the satisfied level. The results of this study support researches by Lapa (2013) (in Europe), Beggs and Elkins (2010) (America) and by Zheng (2001) (in Asia) who found that participants were satisfied the most in “relaxation”, which demonstrated a global trend that the strongest feeling that participants got from their participating in recreation activities is relaxation. It is rational at the most appropriate time for recreation activities in this study is the evening (after 5 p.m. to 8 p.m.). It showed that mostly, participants prefer to recreate after work for relaxing.

The education factor, in this study, got the second high score which shared the same rank with Lapa (2013) findings. Morsal et al. (2014) also found that educational was the most important factor among the study population. It showed that recreation

activities in HCMC not only help people to relax but also satisfy participants by offering intellectual stimulation and how individuals learned about themselves and their surroundings.

And the least satisfied of recreational factors in the central urbanized HCMC was Physiological meanwhile Health and fitness activities is the second most participated recreation activity's type. Which mean the recreation activities were not physically challenged enough, or in other words, not yet met the Physiological demand of participants. Agyar (2014) also found that recreational sport activities participants in the Turkey's parks received the highest scores from physiologic and the role of Physiological benefits from leisure activities was proved by Misra and McKean (2000) since they pointed out that it significantly reduced academic stressors (conflict, change, and frustration) and reactions to stressors (behavioral and cognitive) among college students in America. Therefore, improve the Physiological satisfaction is necessary and the recreation settings should pay more attention on Health and fitness activities.

This study found no significant different between gender groups or among age, marital status and occupation groups about recreation satisfaction in the central urbanized HCMC. There is only the significant different among education background groups, which show the same trend with Lu and Kao (2009) study that better educated reported higher recreation satisfaction. Tsai (2011) also indicated that higher education background seniors had higher leisure satisfaction than the lower education background seniors. Cordell (1988) suggested that education background can influence individual values and opinions, so an individual will have different values and opinions toward recreation activities. Ou (2006) indicated that people's attitudes are affected by their education background. Those who have a higher education background value recreation activity as part of their life and like to be active.

In general, participants were satisfied with the recreation activities in the central urbanized HCMC; all 6 factors of recreation satisfaction were scored at the satisfied level. However, they participated in those activities only few times per month mostly. Music and Singing activities is the most popular recreation activity type in this city. The most appropriate duration for recreation activities is from 1 to 2



hours on the weekdays and from 2 to 4 hours on the weekend. After 5 p. m. to 8 p.m. is the best time to participate in recreation activities in the central urbanized HCMC. Men prefer the active recreation activities while women prefer the skillful and social interaction activities. The younger participants tend to participate more in active recreation activities and participants who are in others marital status enjoy recreational activities the most. The higher education background participants have, the more often they participate in Reading, Speaking and writing activities. For the recreation satisfaction, the statement “My recreation activities help me to relieve stress” got the highest agreement from participants and relaxation is the most satisfied factor of recreation in this city. And better-educated participants reported higher recreation satisfaction.

### **5.3. Recommendation**

#### **5.3.1 Recommendation from this study**

From the research’s findings above, the researchers have some suggestions as following:

1. Private sectors should develop diverse types of recreation activity to the participants. Invest more on the 3 most popular recreation activity types - Music and Singing activities, Health and fitness activities, and Drama activities - such as concerts, TV shows, karaoke, dancing contests/shows, etc.
2. Recreation settings in HCMC should offer more activities in the field of outdoor recreation activities, tourism, and arts and crafts activities; besides these settings need to pay more attention to the recreation activity's types which have community and family elements.
3. Recreation settings can recruit; train/offer further intensive training for coaches, instructors, and volunteers to improve the quality of health and fitness activities’ programs/services, which means improving the Physiological satisfaction.

#### **5.3.2 Recommendations for policy**

1. HCMC Sport and Culture department, Department of Information and Communications, Department of Transportation and Public Works and Recreational private sector should propose and support the HCMC government to establish the

Recreation Association to have a better orientation, development strategy for recreation activities and set up indicators and standards for recreational settings in the city.

2. HCMC Sport and Culture department should have good coordination with relevant departments for providing development policies to support recreation activities such as coordinate with the Education Department to educate students about the benefits of physically active recreation activities; collaboration with the Media to promote the benefits of recreation to all participants; or coordinate with Transport Department in order to improve the traffic obstacles to the recreational venues; collaboration with Department of Planning and Investment to develop the infrastructure for recreation activities; and coordinate with Labor Federation, Youth Union, and Women's Union to develop recreation activities for labors, youth and woman.

3. HCMC Department of Planning and Investment, and Department of Transportation and Public Works should as much invest in the quality of people's nearby outdoor recreation areas, if their goal is to increase their inhabitants' wellbeing and their fitness for work. For example, there should have more investment on greenspace in the central urbanized area, cycling paths, and upgrading the local parks (cleaner; more facilities for young generation activities such as skating, rock climbing...).

4. Sport and Culture department and private recreation settings should develop recreation service quality in HCMC (clean area, good facilities,...), update the recreation activities following the global development trend such as new program/services for health and fitness activities, new sports for young generation, team building activities, activities for elderly, etc.

### **5.3.3 Recommendations for future researches**

Based on the findings of this study, the following recommendation for future researches can be made as follow:

1. A specific statistical research about the number of recreation activity types and facilities/centers in the central urbanized HCMC should be conducted to provide the basics information about the recreation status in this city.

2. Differences in participants' characters can contribute to the differences in expectation and satisfaction towards recreation activities. Dwyer and Barro (2010) suggested that income helped explain outdoor recreation preferences and behavior. Therefore, besides demographics information, further research should study the differences among incomes levels and socioeconomic characteristics of participants with their recreation behaviors and satisfaction.

3. Study about recreation activities for children is also necessary for competent authority as references to make policies and extend leisure activities to encourage a healthy and active lifestyle for people from the childhood.

4. Participating in recreation is important in reducing the likelihood of poor health and wellbeing. People with a disability can gain numerous mental and physical benefits from being physically active on a regular basis. Hence, there should have future research to develop recreation activities for disabilities in the central urbanized HCMC.

5. Examining how recreation affects people's overall QOL is important since the primary responsibility of local government agencies is to provide the services that maintain or enhance the quality of life of their residents and visitors. Therefore, further research should evaluate to what extent recreation activities contribute to overall life satisfaction in Ho Chi Minh City in order to provide the scientific evidence of recreation activities' role in the overall QOL, which can help the city's government has adequate information to pay more attention and manage the recreation activities more appropriately.

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**APPENDIX**



จุฬาลงกรณ์มหาวิทยาลัย  
CHULALONGKORN UNIVERSITY



**APPENDIX A**  
**INTRODUCTION LETTER FOR DATA COLLECTION**



No.0512.24/00430

Faculty of Sports Science  
Chulalongkorn University  
Rama I Rd., Phatumwan,  
Bangkok 10330, THAILAND

May 17, 2016

Subject: Request an interview with recreational participants

To whom it may concern,

I am writing this letter to certify that Miss Thi Thu Huong LE is a Master student in Management of Recreation Tourism at Faculty of Sports Science, Chulalongkorn University. She is now doing her research under the title of "Recreation behaviors and satisfaction in the central urbanized Ho Chi Minh City" which is a partial fulfillment of the requirement of her study at the Faculty of Sports Science, Chulalongkorn University under a supervision of Prof. Dr. Sombat KARNJANAKIT.

In the process of her research, she needs to interview recreational participants who can provide insightful information regarding to recreational behaviors and their satisfaction. The questionnaire used for the interview are attached with this letter. Should you have any further questions, please contact Miss LE at +84 909 009 458 or thi.th@student.chula.ac.th

Your kind consideration for the interview is extremely appreciated and grateful.

Yours sincerely,



Assist. Prof. Dr. Chaninchai Intiraporn  
Dean

## APPENDIX B

### QUESTIONNAIRE IN ENGLISH

#### I – GENERAL INFORMATION:

- 1. Gender:**

<input type="checkbox"/> 1 Male	<input type="checkbox"/> 2 Female
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- 2. Age:**

<input type="checkbox"/> 1 From 18 to 25 years old	<input type="checkbox"/> 3 From 41 to 60 years old
<input type="checkbox"/> 2 From 26 to 40 years old	<input type="checkbox"/> 4 Over 60 years old
- 3. Marital status:**

<input type="checkbox"/> 1 Single	<input type="checkbox"/> 3 Others
<input type="checkbox"/> 2 Married	
- 4. Education background:**

<input type="checkbox"/> 1 High school	<input type="checkbox"/> 3 Graduated or above
<input type="checkbox"/> 2 University/College	
- 5. Occupation:**

<input type="checkbox"/> 1 Government staffs	<input type="checkbox"/> 5 Teachers/Lecturers
<input type="checkbox"/> 2 Medical workers	<input type="checkbox"/> 6 Students
<input type="checkbox"/> 3 Self-employments	<input type="checkbox"/> 7 House-keepers
<input type="checkbox"/> 4 Employee	<input type="checkbox"/> 8 Others

#### II – RECREATION BEHAVIORS

- 1. Spare time/day (Non-working, studying or other compulsory activities)?**

<input type="checkbox"/> 1 Under 1 hours	<input type="checkbox"/> 4 3 – 4 hours
<input type="checkbox"/> 2 1 – 2 hours	<input type="checkbox"/> 5 Above 4 hours
<input type="checkbox"/> 3 2 – 3 hours	
- 2. Spare time in the weekend (Saturday and Sunday)?**

<input type="checkbox"/> 1 Under 2 hours	<input type="checkbox"/> 4 6 – 8 hours
<input type="checkbox"/> 2 2 – 4 hours	<input type="checkbox"/> 5 Above 8 hours
<input type="checkbox"/> 3 4 – 6 hours	
- 3. How long do you spend time for recreation activities/day (Weekdays)?**

<input type="checkbox"/> 1 Under 1 hours	<input type="checkbox"/> 4 3 – 4 hours
<input type="checkbox"/> 2 1 – 2 hours	<input type="checkbox"/> 5 Above 4 hours
<input type="checkbox"/> 3 2 – 3 hours	
- 4. How long do you spend time for recreation activities per day (Weekend)?**

<input type="checkbox"/> 1 Under 2 hours	<input type="checkbox"/> 4 6 – 8 hours
<input type="checkbox"/> 2 2 – 4 hours	<input type="checkbox"/> 5 Above 8 hours
<input type="checkbox"/> 3 4 – 6 hours	

**5. Appropriate time to participate in Recreation activities?**

- 1 Morning (Before 07:00 to 12:00)  
 2 Afternoon (after 12:00 to 17:00)  
 3 Evening (after 17:00 to 20:00)  
 4 Night (after 20:00)

**6. Recreation activities accompany**

- 1 Alone  4 Big groups of friends (More than 4)  
 2 Couple  5 Family  
 3 Small group of friends (2 -4 people)

**7. Please choose recreation activities in which you participate in as well as choose the appropriate level in the following scale:**

- 1 = Never 4 = Frequently (at least 1 to 3 times per week)  
 2 = Rarely (less than once a month) 5 = Always (more than 3 times per week)  
 3 = Sometimes (few times a month)

No.	Recreation activities	Frequency				
		1	2	3	4	5
1	Arts and Crafts (e.g. making handmade products...)	1	2	3	4	5
2	Games and Sports (e.g. Football, badminton...)	1	2	3	4	5
3	Dances (e.g. Pop dance, Aerobics dance ....)	1	2	3	4	5
4	Tourism and Traveling	1	2	3	4	5
5	Spiritual activities (e.g. playing chess, meditation...)	1	2	3	4	5
6	Drama activities (e.g. watching movies, drama, participate in drama clubs.....)	1	2	3	4	5
7	Hobby activities (e.g. cooking, Book restoration, Gardening..)	1	2	3	4	5
8	Music and Singing activities (e.g. listen to music, playing music, singing karaoke...)	1	2	3	4	5
9	Outdoor Recreation activities (e.g. fishing, go picnic, cycling...)	1	2	3	4	5
10	Social recreation activities (e.g. group games in the parties, events .....	1	2	3	4	5
11	Special events (e. g. festival, concerts, exhibition....)	1	2	3	4	5
12	Reading, Speaking and writing (e.g. reading novel, newspaper, writing poem...)	1	2	3	4	5
13	Voluntary activities (e.g. in church, temple, charity activities...)	1	2	3	4	5
14	Health and fitness activities (e.g. fitness, swimming....)	1	2	3	4	5
15	Group relation and Human relation activities (visiting friends, participate in social clubs....)	1	2	3	4	5

**III – RECREATION SATISFACTION:**

Please read each statement and circle the number which indicates the level of satisfaction you place on the factor.

1 = Almost never true for you

4 = Often true for you

2 = Seldom true for you

5 = Almost always true for you

3 = Sometimes true for you

No.	SATISFACTION	Level of Satisfaction				
		1	2	3	4	5
1	My recreation activities are very interesting to me	1	2	3	4	5
2	My recreation activities give me self-confidence.	1	2	3	4	5
3	My recreation activities give me a sense of accomplishment.	1	2	3	4	5
4	My recreation activities increase my knowledge about things around me	1	2	3	4	5
5	My recreation activities provide opportunities to try new things.	1	2	3	4	5
6	My recreation activities help me to learn about myself	1	2	3	4	5
7	I have social interaction with others through recreation activities	1	2	3	4	5
8	My recreation activities have helped me to develop close relationships with others	1	2	3	4	5
9	I associate with people in my free time who enjoy doing recreation activities a great deal	1	2	3	4	5
10	My recreation activities help me to relax	1	2	3	4	5
11	My recreation activities help me to relieve stress	1	2	3	4	5
12	My recreation activities contribute to my emotional wellbeing.	1	2	3	4	5
13	My recreation activities are physically challenging.	1	2	3	4	5
14	I do recreation activities which develop my physical fitness.	1	2	3	4	5
15	My recreation activities help control my weight.	1	2	3	4	5
16	The areas or places where I engage in my recreation activities are fresh and clean.	1	2	3	4	5
17	The areas or places where I engage my recreation activities are interesting	1	2	3	4	5
18	The areas or places where I engage in my recreation activities are well designed.	1	2	3	4	5

## APPENDIX C

### QUESTIONNAIRE IN VIETNAMESE

#### I – THÔNG TIN CHUNG:

**1. Giới tính:**

- 1 Nam  2 Nữ

**2. Độ tuổi:**

- 1 Từ 18 đến 25 tuổi  3 Từ 41 đến 60 tuổi  
 2 Từ 26 đến 40 tuổi  4 Trên 60 tuổi

**3. Tình trạng hôn nhân:**

- 1 Độc thân  3 Tình trạng hôn nhân khác  
 2 Đã kết hôn

**4. Trình độ học vấn:**

- 1 THPT  3 Sau đại học  
 2 Đại học/Cao đẳng

**5. Nghề nghiệp:**

- 1 Nhân viên nhà nước  5 Giáo viên/ Giảng viên  
 2 Nhân viên y tế  6 Sinh viên  
 3 Lao động tự do  7 Nội trợ  
 4 Nhân viên  8 Ngành nghề khác

#### II – HÀNH VI GIẢI TRÍ

**1. Thời gian rảnh rỗi trong ngày (ngoài giờ làm việc, học tập và các hoạt động mang tính bắt buộc)?**

- 1 Dưới 1 giờ  4 3 – 4 giờ  
 2 1 – 2 giờ  5 Trên 4 giờ  
 3 2 – 3 giờ

**2. Thời gian rảnh rỗi cuối tuần (Thứ 7 và Chủ nhật)?**

- 1 Dưới 2 giờ  4 6 – 8 giờ  
 2 2 – 4 giờ  5 Trên 8 giờ  
 3 4 – 6 giờ

**3. Bạn dành bao nhiêu thời gian cho các hoạt động giải trí trong một ngày? (Ngày làm việc)**

- 1 Dưới 1 giờ  4 3 – 4 giờ  
 2 1 – 2 giờ  5 Trên 4 giờ  
 3 2 – 3 giờ

**4. Bạn dành bao nhiêu thời gian cho các hoạt động giải trí trong một ngày (ngày nghỉ cuối tuần)?**

- 1 Dưới 2 giờ  4 6 – 8 giờ  
 2 2 – 4 giờ  5 Trên 8 giờ  
 3 4 – 6 giờ

**5. Thời gian thích hợp trong ngày để tham gia các hoạt động giải trí?**

- 1 Buổi sáng (trước 07:00 đến 12:00 giờ)  
 2 Buổi trưa (sau 12:00 đến 17:00 giờ)  
 3 Buổi chiều (sau 17:00 đến 20:00 giờ)  
 4 Buổi tối (sau 20:00 giờ)

**6. Bạn thường tham gia các hoạt động giải trí với**

- 1 Một mình  4 Nhóm bạn lớn (trên 4 người)  
 2 Người yêu  5 Gia đình  
 3 Nhóm bạn nhỏ ( từ 2 -4 người)

**7. Vui lòng chọn mức độ tham gia của bạn tương ứng với các hoạt động giải trí dưới đây như sau:**

- 1 = Không bao giờ 4 = Thường xuyên (ít nhất 1 đến 3 lần/tuần)  
 2 = Hiếm khi (ít hơn 1 lần/tháng) 5 = Luôn luôn (Hơn 3 lần/tuần)  
 3 = thỉnh thoảng (Vài lần/tháng)

STT	Các hoạt động giải trí	Mức độ tham gia				
		1	2	3	4	5
1	Các hoạt động thủ công mỹ nghệ (VD: làm các sản phẩm thủ công)	1	2	3	4	5
2	Các hoạt động thể dục thể thao (VD: chơi bóng đá, cầu lông...)	1	2	3	4	5
3	Các hoạt động khiêu vũ (VD: khiêu vũ cổ điển, nhảy Aerobics ....)	1	2	3	4	5
4	Du lịch	1	2	3	4	5
5	Các hoạt động trí tuệ (VD: chơi cờ, ngồi thiền...)	1	2	3	4	5
6	Các hoạt động nghệ thuật biểu diễn (VD: xem phim, xem kịch, tham gia các CLB diễn kịch.....)	1	2	3	4	5
7	Các hoạt động sở thích (VD: nấu ăn, sưu tầm sách, trồng cây..)	1	2	3	4	5
8	Các hoạt động về âm nhạc (VD: Nghe nhạc, chơi nhạc cụ, hát karaoke...)	1	2	3	4	5
9	Các hoạt động giải trí ngoài trời (VD: câu cá, đi dã ngoại, đạp xe đạp...)	1	2	3	4	5
10	Các hoạt động giải trí với cộng đồng (VD: các trò chơi tập thể tại các buổi tiệc, các sự kiện .....	1	2	3	4	5
11	Tham gia các sự kiện (VD: lễ hội, hòa nhạc, triển lãm...)	1	2	3	4	5
12	Các hoạt động đọc, viết và giao tiếp (VD: đọc tiểu thuyết, đọc báo, làm thơ...)	1	2	3	4	5
13	Các hoạt động tình nguyện (VD: các hoạt động từ thiện của nhà thờ, chùa, ...)	1	2	3	4	5
14	Các hoạt động về sức khỏe và vóc dáng (VD: tập gym, bơi lội, thể dục thẩm mỹ...)	1	2	3	4	5
15	Các hoạt động xã hội (thăm bạn bè, tham gia vào các CLB xã hội...)	1	2	3	4	5

### III – SỰ HÀI LÒNG VỀ CÁC HOẠT ĐỘNG GIẢI TRÍ:

Vui lòng đọc các câu hỏi dưới đây và chọn theo mức độ tương ứng sau:

1 = Hoàn toàn không đồng ý

4 = Đồng ý

2 = Không đồng ý

5 = Rất đồng ý

3 = Không có ý kiến

STT	CÁC YẾU TỐ	MỨC ĐỘ HÀI LÒNG				
		1	2	3	4	5
1	Các hoạt động giải trí mà tôi tham gia rất hấp dẫn đối với tôi	1	2	3	4	5
2	Các hoạt động giải trí mà tôi tham gia tạo cho tôi sự tự tin	1	2	3	4	5
3	Các hoạt động giải trí mà tôi tham gia mang lại cho tôi cảm giác bản thân được hoàn thiện	1	2	3	4	5
4	Các hoạt động giải trí mà tôi tham gia giúp tôi có thêm kiến thức về thế giới xung quanh	1	2	3	4	5
5	Các hoạt động giải trí mà tôi tham gia cho tôi cơ hội để trải nghiệm cái mới	1	2	3	4	5
6	Các hoạt động giải trí mà tôi tham gia giúp tôi hiểu rõ bản thân hơn	1	2	3	4	5
7	Tôi tạo được các mối quan hệ xã hội thông qua các hoạt động giải trí	1	2	3	4	5
8	Các hoạt động giải trí mà tôi tham gia giúp thắt chặt hơn các mối quan hệ với những người xung quanh	1	2	3	4	5
9	Tôi kết giao với những người thích tham gia các hoạt động giải trí trong thời gian rảnh rỗi rất nhiều	1	2	3	4	5
10	Các hoạt động giải trí mà tôi tham gia giúp tôi thư giãn	1	2	3	4	5
11	Các hoạt động giải trí giúp tôi giải tỏa căng thẳng	1	2	3	4	5
12	Các hoạt động giải trí mà tôi tham gia góp phần nâng cao đời sống tinh thần của tôi	1	2	3	4	5
13	Các hoạt động giải trí mà tôi tham gia đầy thách thức về mặt thể chất	1	2	3	4	5
14	Tôi tham gia các hoạt động giải trí giúp cải thiện vóc dáng của mình	1	2	3	4	5
15	Các hoạt động giải trí mà tôi tham gia giúp tôi kiểm soát trọng lượng của mình	1	2	3	4	5
16	Nơi tôi tham gia các hoạt động giải trí sạch sẽ và thoáng mát	1	2	3	4	5
17	Nơi tôi tham gia các hoạt động giải trí nằm ở khu vực rất thú vị	1	2	3	4	5
18	Nơi tôi tham gia các hoạt động giải trí được thiết kế đẹp mắt	1	2	3	4	5

**APPENDIX D**  
**PANEL OF IOC EXPERTS**

1. **Assoc. Prof. Dr. Kamchoke Phueksuwan**, Recreation Department, Faculty of Physical Education, Srinakharinwirot University.
2. **Dr. Kingkanok Saowapawong**, Faculty of Environmental Culture and Ecotourism, Srinakharinwirot University.
3. **Dr. Gulapish Pookaiyudom**, Management of Recreation and Tourism, Faculty of Sports Science, Chulalongkorn University.
4. **Dr. Rattana Panriansean**, Program of Aesthetic Health Science, College of Allied Health Science, Suan Sunandha Rajabhat University.
5. **Mr. Trinh Viet Ha**, Former Director of Phu Tho Sport Center, Ho Chi Minh City

**EXPERT FOR LINGUISTIC VALIDATION**

1. **Dr. Nguyen Tra Giang**, Faculty of Sport Science, Burapha University



## VITA

1. NAME: Miss Thi Thu Huong Le

2. DATE OF BIRTH: April 14, 1989

3. PLACE OF BIRTH: Vinh Long, Vietnam

4. INSTITUTIONS ATTENDED:

- From September, 2007 to July, 2011

Bachelor of Sport management,

Hochiminh City University of Sport, VIETNAM.

- From August 2014 to present

Master of Recreation and Tourism Management,

Chulalongkorn University, THAILAND

5. ACADEMIC AWARD

- November 2011 : The 3rd prize of The Award “Vietnam’s Young talented Scientist” – Year 2011.

- March 2011: The 1st prize of The 3rd Workshop on Science with Students of Sports and Physical Education.

6. POSITION AND EXPERIENCES: มหาวิทยาลัย

- From 2003 to July, 2006

Swimmer in Vietnam Youth National Swimming team,

National Sport Center II, Hochiminh City, VIETNAM

- From October 2011 to present

Staff in Sport department,

Hochiminh City Labor Cultural Palace, VIETNAM

