LEISURE EXPERIENCE OF CHINESE INTERNATIONAL STUDENTS: THE FACTORS FACILITATING PARTICIPATION IN PHYSICAL ACTIVITIES

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LEISURE EXPERIENCE OF CHINESE INTERNATIONAL STUDENTS: THE

FACTORS FACILITATING PARTICIPATION IN PHYSICAL ACTIVITIES

By

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DECLARATIONS

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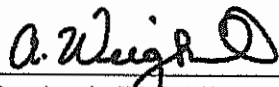
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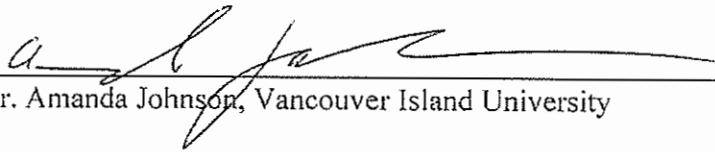
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The undersigned certify that they have read, and recommend to the Department of Recreation & Tourism Management for acceptance, the thesis titled *"Leisure Experience of Chinese International Students: The Factors Facilitating Participation in Physical Activities"* submitted by *Xinyi Lu* in partial fulfillment of the requirements for the degree of Master of Arts in Sustainable Leisure Management.
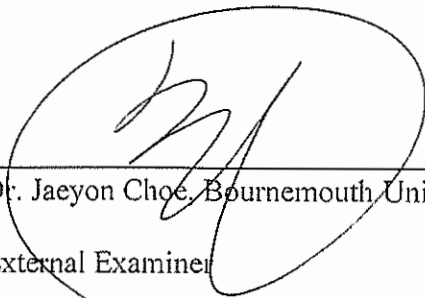

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ABSTRACT

This qualitative study explored the physically active leisure experience of Chinese students studying in Canada. The research focused on the factors facilitating participation in physical activities. In order to achieve the research goal, this research delveled into the leisure facilitators and the motivation of leisure participation, as well as the negotiation strategies used by the participants. Lastly, the relationships between facilitators and other factors were studied. To better understand negotiation strategies, this research also studied the constraints to participation. However, constraints are not the focus of this study.

The 14 participants of this study were Chinese students who have been studying in a Master degree for at least one year. All these participants were under 36 years old, half were male and half were female. The study approach used in this thesis was qualitative description. Semi-structured interviews were conducted, and the method to analyse data was thematic data analysis in a deductive way.

The findings of the study showed that these participants experienced different leisure facilitators in physical activities. The common facilitators were friends, parents, natural environment, and good weather. Participants reported both extrinsic and intrinsic motivations for physical activities. Furthermore, most of the negotiation strategies used by the participants were behavioural strategies. The findings also demonstrated that leisure facilitators not only directly increase participation, but also can strengthen motivation and evoke the use of negotiation strategies. This study illustrated the significant role of leisure facilitators to the participation in physical activities, and contributing to the inadequate research concerning leisure facilitators.

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TABLE OF CONTENTS

CHAPTER 1: INTRODUCTION

This chapter begins with an overview of international students in Canada. It further describes leisure and international students. It then discusses leisure in Chinese culture, Chinese international students and leisure, and leisure in Canada. Also, this chapter focuses on the context of this study, and lastly, an overview of the purpose of this study is provided.

International Students in Canada

International students make up a significant proportion of college students in Canada. There were 494,525 international students in Canada in 2017 (Canadian Bureau for International Education [CBIE], 2018). The number of international students continues to increase, and this momentum has been occurring for years. Because of the large size of this group, it is necessary to study the issues related to international students.

Chinese students have historically made up the largest proportion of international students in Canada. In 2017, there were 140,530 Chinese international students in Canadian universities, which accounted for 28% of college students (CBIE, 2018). Given a large number of Chinese international students, this group was targeted for this study.

Leisure and International Students

Leisure plays a crucial role in international students' lives. Participating in leisure activities has been found to be conducive to international students' academic and

social adjustment (Allen, Drane, Byon, & Mohn, 2010; Lee, Kim, Owens, Liechty, & Kim, 2018; Moores & Popadiuk, 2011). Apart from the direct contribution, leisure participation could indirectly improve adaption by dealing with acculturative and academic stresses (Gomez, Urzua, & Glass, 2014; Lu, Yeh, & Chen, 2016;) and provide opportunities to establish social networks (Lee, Sung, Zhou, & Lee, 2018; Zerengok, Guzel, & Ozbey, 2018). Moreover, participation in leisure activities has been shown to improve the psychological health of international students (Elavsky & Doerken, 2010; Ito, Walker, Liu, & Mitas, 2017; Lee, Kim et al., 2018; Mori, 2000; Yoh, 2009; Zerengok et al., 2018).

To improve international students' leisure experience, it is important to consider leisure research concerning this group. Nevertheless, studies related to international students' leisure experience remains inadequate. There have been a number of leisure studies focusing on immigrants (Hoglhammer et al., 2015; Stodolska et al., 2017; Walker, Halpenny, & Deng, 2011), but only a few studies have focused on international students (Allen et al., 2010; Gomez et al., 2014; Sun, 2011; Zhang-Wu, 2018). What is worse, some previously conducted research has categorised international students as immigrants (Zhang-Wu, 2018). However, international students are different from immigrants concerning social status (Allen et al., 2010), their reasons for to visiting host countries, and their financial situation (Zhang- Wu, 2018). Moreover, it is necessary to distinguish international students and domestic students because international students face more challenges (Gomez et al., 2014; Li & Stodolska, 2006). Lastly, international students are temporary visitors to host countries, but they are not the same as tourists (Carr & Axelsen, 2009). The unique situation faced by international students and the

particular characteristics of this group give rise to the need to conduct more research related to international students' leisure experience.

Leisure in Chinese Culture.

In the Chinese language, the most proper word employed to translate leisure is Xiu xian (休闲).Two words constitute Xiu (休)：人(human) and 木(tree), which illustrates a picture that "a person leaning on a tree" (Liu, Yeh, Chick, & Zinn, 2008, p. 484). In this respect, xiu (休) refers to the concept of rest, and it also portrays the harmony between human and nature (Ma & Liu, 2017). Xiu (休) also has other definitions, like "auspiciousness, joyfulness, goodness, and blessings" (Ma & Liu, 2009, p. 4). The meaning of xian (闲) has evolved. In the past, other than the meaning of free time, xian (闲) has also come to mean "peacefulness and refinement of character" (Ma & Liu, 2009, p. 4), and "correctness of speech and action, and not breaking rules" (Ma & Liu, 2017, p. 2). Nowadays, xian (闲) primarily refers to being free. To combine the meaning of xiu (休) and xian (闲), the essence of leisure in Chinese culture is clear: free time, enjoyment, and good spiritual status. It underlies self-experienced tranquil moments, the harmony between human and nature, and harmony with others (Ma & Liu, 2009).

Apart from the meaning of leisure, other cultural norms also shape the leisure behaviour of the Chinese. Chinese culture emphasises hard work (Gardiner & Kwek, 2017; Sun,2011), encouraging "hard work interspersed with relaxation" (Ma & Liu, 2017, p. 1). People also believe that having rest improves the effectiveness of one's

work efforts. This cultural belief leads leisure to a secondary role in people's lives. Chinese culture also places less value on fitness and muscularity (Ma, Tan, & Ma, 2012), and instead, they consider posing more importance on spiritual serenity (Ma & Liu, 2009). Therefore, passive activities are relatively more popular than intensely physical activities in China. Different studies have discovered that Chinese people have undertaken particular leisure behaviours (Li & Stodolska, 2006; Mei & Lantai, 2018; Xu, Morgan, & Song, 2009; Sun, 2011). Therefore, it is necessary to consider the influence of Chinese culture when studying the issues related to Chinese international students.

Leisure and Chinese International Students

Chinese international students have been found to appreciate the importance of leisure, but they gave priority to their academic assignments and work while studying abroad (King & Gardiner, 2015; Li & Stodolska, 2006). This hierarchy of priorities may stem from that fact that the primary motivation driving them to study abroad was to obtain a better opportunity to study (Huang & Turner, 2018; Kun, 2017). Furthermore, they dedicated more time to study than local students because of their language proficiency and being unaccustomed to the different educational style (Li et al., 2017; Zhang-Wu, 2018). Since academic study took priority in Chinese students' life, leisure became a second role. In addition, the priority they place on their studies also limited their ways to spend money. Some Chinese students believed that they should spend money on studying efforts rather than leisure (Sun, 2011). However, Chinese international students still enjoyed some leisure activities in their free time.

The leisure preference of Chinese international students. Many Chinese international students perceived the meaning of leisure as rest or relaxation (Sun, 2011). They prefer having a rest or enjoying some passive activities, such as sightseeing (Mei & Lantai, 2018), shopping, hanging out with friends, watching TV, surfing the internet (Li & Stodolska, 2006, Sun, 2011), and going to KTV (Chinese Karaoke) (Sun, 2011). Especially when they were under pressures, Chinese international student would rather engage in some "quiet, passive, and individual leisure activities" (Zhou, Zhang, & Stodolska, 2017, p. 12). Interestingly, it was not possible for them to participate in certain types of these activities in host countries compared to their lives in China. As a result, they tended to lead to a level of dissatisfaction to leisure.

Chinese students' attitude toward leisure. Some Chinese international students emphasised their need to undertake relaxation from leisure activities (Sun, 2011). However, they sometimes engaged in some leisure activities for learning something new (Li & Stodolska, 2006; Sun, 2011), dealing with stress (Zhou et al,. 2017), and improving their social support network (Heng, 2018; Li et al., 2017; Tsai & Wong, 2012; Zhou et al., 2017). Interestingly, leisure activities were less enjoyable when they were undertaken in such circustances. Several students indicated that these activities were energy consuming, and sometimes they felt tired from participating in these activities (Sun, 2011). This kind feeling may partially explain why some participants were more willing to enjoy passive and individual activities.

Leisure in Canada

Compared to Chinese people, Canadians tend to spend more spare time on physical activities. Around 58% of Canadian adults who were under 64 years old

reported engaging in physical activities for more than 150 minutes per week in 2018 (Statistics Canada, 2019a). Moreover, 82% of Canadian children who were under 17 years old spent an average of more than 30 minutes engaged in physical activities per day (Statistics Canada, 2017a). Of all physical activities, ourdoor recreational activities prevail in Canada. A reported 70% of Candians indicated that they took part in outdoor or wildness activities, and among those, hiking and backpacking were the most popular activities (Statistics Canada, 2018). In addition, some Canadians were enthusiastic about sports. A reported 27% of Candaians who were older than 14 years old regularly participated in sports in 2016, and the most popular sports was ice hockey, which was followed by golf, soccer, running, and basketball. Fun was the top reason given for participating in these sports for playing sports, which was reported by 71% of participants (Statistics Canada, 2019b).

Not only Canadians enjoy physical activities, the Canadian government also pay close attention to physical activities. The Canadian government has funded many projects and cooperated with various organisations to promote Canadians' participation in physical activities (Government of Canada, 2018a). Moreover, the government initiated a national policy in 2018, which specificly aimed at increasing participation in physical activities in Canada (Government of Canada, 2018b). These different programs and policies have contributed to a better environment for physical activities in Canada.

The difference in leisure cultures between China and Canada have impacted the leisure experience of Chinese international students as well as influenced the communities where Chinese international students live. Thereby, attention should be given to cultural differences when studying the leisure experiences of Chinese international students.

The Context of This Study

The context of this study was at Nanaimo, British Colombia. This city located on the eastern coast of Vancouver Island. It is surrounded by beautiful wildness, and many natural parks offer abundant space for residents to enjoy nature and outdoor recreational activities (City of Nanaimo, 2019). According to Statistics Canada (2017b), 104,936 residents lived in Nanaimo in 2016, which comprises a variety of races. The primary portion of the population is of European descent, (78.7%), with only around 9.1% being indigenous people. Other ethnical groups, such as Asians, South Americans, Africans, and others accounted for around 12 percent of the population.

The Nanaimo campus of Vancouver Island University (VIU) is situated in south Nanaimo. There is a gymnasium on the campus, which offers different recreational equipment and facilities for students. Moreover, there are playgrounds, an aquatic centre, an ice-skating centre, and 16 nature parks on and around the Nanaimo campus (VIU, n.d.). Students have access to a variety of different physical activities in their free time. Moreover, a variety of fitness classes and outdoor recreational programs run by the university provide the accessibility and availability for students to engage in physical activities.

There were 14,484 students in the whole university in the 2017-2018 academic year, and 16% of those were international students (VIU, 2018). The number of international students attending VIU offered a suitable environment and enough participants to conduct this study.

Research Purpose and Questions

This study focused on Chinese international students and delved into the factors facilitating leisure participation. To better understand the negotiation strategies used by participants, the constraints they faced also were studied. However, leisure constraints are not the focus of this study. This study targeted leisure-time physical activities because people often faced more constraints in physical activities than sedentary leisure activities (Wang & Wu, 2016), so that this study could acquire more data concerning negotiation strategies. The activities associated with electronic games requiring players to move bodies were not be deemed as leisure time physical activities in this study. In addition, travel was not taken into account because travel is different from daily leisure activities, so it should be studied independently (Huber, Milne, & Hyde, 2018).

Several research questions were used to guide the research design and data analysis. The questions including the following:

1. What factors influence whether Chinese international students participate in physical activities during their leisure time?

   a. What factors facilitate Chinese international students to engage in physical activities in Canada?

   b. What are the negotiation strategies used by Chinese international students to overcome leisure constraints?

   c. What are the relationships between facilitators and other factors influencing participation in physical activities?

CHAPTER 2: LITERATURE REVIEW

This thesis explores the factors facilitating Chinese international students to participate in physical activities. This chapter reviews literature related to the theoretical framework, leisure facilitators, leisure constraint negotiation, as well as culture and leisure.

Theoretical Framework

This study employed social ecological theory (SET) to guide study and data analysis. SET, which is also referred as the social ecological model (SEM), is a multifaceted approach to explore human behaviours. This approach emphasises that human behaviours are the results of dynamic interactions between individual and environmental factors (Kaczynski & Henderson, 2007; Lounsbury & Mitchell, 2009; Stokols, 1996; Zhang & Solman, 2013).

McLeroy, Bibeau and Steckler (1988) described five layers in the SET model, including (a) intrapersonal factors, (b) interpersonal factors, (c) organisational factors, (d) community factors and (e) public policy. Intrapersonal factors are individual characteristics, such as attitudes, knowledge, skills, and personal history. Interpersonal factors are related to social connections with others, including family, friends, neighbours and work groups. Organisational factors refer to social organisations, encompassing the settings, services, operating rules of the organisations, among others. Community factors focus on the relationships among different organisations and groups, such as living conditions in an area and business opportunity. Public policy pertains to national, provincial, and local laws or policies (McLeroy et al., 1988; Whittemore,

Melkus, & Grey, 2004). These factors are not separate, but rather, they simultaneously interact with each one, working together to produce behaviours.
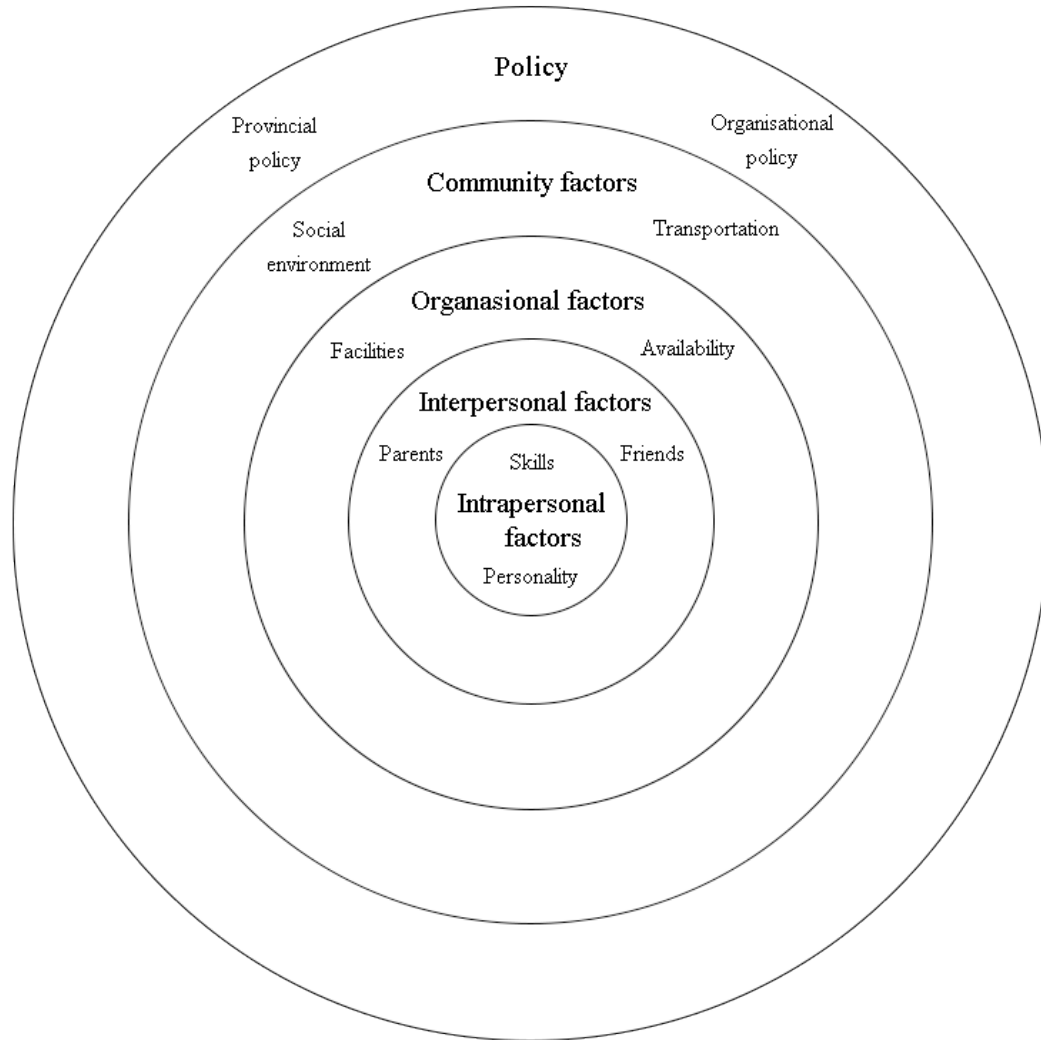
Figure 1. Social ecological model (McLeroy, Bibeau, & Steckler, 1988).

From the perspective of SET, every layer of factor can directly impact behaviours. At the same time, these factors can directly or indirectly affect each other, and all the interactions between these factors also influence behaviours (McLeroy et al., 1988; Stokols, 1996). Hence, studying human behaviours should not only focus on one aspect. Rather, people should take heed to the dynamic relationships between different

10

influential factors. Stokols (1996) also emphasised that environmental factors were interdependent to particular settings, and there are interconnections between settings and human behaviours. Therefore, it is necessary to bring in the context when studying people behaviours.

   SET in this study. SET has been applied to the study of physical activities (Beaulac, Bochard, & Kristjansson, 2009; Degenhardt, Frick, Buchecker, & Gutscher, 2011; Derom, VanWynsberghe, & Scheerder, 2015; Sallis, Owen, & Fisher, 2008; Sallis et al., 2006; Zhang & Solmon, 2013). These studies have shown that SET can not only fit into the research of physical activities but also offer a better framework to understand the complex interactions among different factors. Since physical activities are a multifaceted combination of diverse factors, it is not enough to only delve into one dimension. Within SET, researchers can spontaneously dig into various aspects, including individual factors, interpersonal factors, environmental factors, as well as the intricate interplay between different factors. Therefore, people can acquire a comprehensive understanding rather than single and one-sided views, and these improved understandings will lead to more practical implementations.

Leisure Facilitator

   Raymore (2002) proposed the concept of leisure facilitator to explore people's leisure experience. This study argued that leisure facilitators were the factors that enhanced leisure preference and encourage leisure participation. They were "personal, social, and situational conditions" (Kim, Heo, Chun, & Lee, 2011, p. 393). These conditions positively draw people near to the activities. Based on the leisure constraint theory and grounded in ecological theory, Raymore (2002) categorised leisure

facilitators into three types: intrapersonal facilitators, interpersonal facilitators, and structural facilitators.

Leisure facilitators. Various studies have indicated that leisure facilitators increased leisure participation in outdoor recreation (Degenhardt et al., 2011), campus recreation (Hoang, 2014), sports (Kocak, 2017), fishing (Kuehn, Luzadis, & Brincka, 2017)), and tourism (Huber et al., 2018; Kim & Heo, 2015) among different groups. Moreover, factors were regarded as facilitators showed greater effects in participation than those that were deemed as constraints (Kuehn, Luzadis, & Brincka, 2013). These findings supported Raymore's (2002) proposal, indicating that leisure facilitators should be considered when exploring people's leisure behaviours.

Leisure facilitators may influence leisure satisfaction. In a study of festival tourism, intrapersonal facilitators and structural facilitators positively related to tourist satisfaction (Kim, 2015). However, there were some contrary findings. Some researchers found no relationship between leisure facilitators and leisure satisfaction in family leisure (Kim et al., 2011; Swinton, Freeman, Zabriskie, & Fields, 2008). These contrary findings may be a result of the different contexts associated with the different activities and samples in these studies, which is indicative of the important role of contexts and traits of participants in leisure research. However, more research concerning the relationship between leisure facilitators and leisure satisfaction is needed.

Intrapersonal facilitators. Intrapersonal facilitators referred to "individual characteristics, traits and beliefs", which could positively influence leisure intention or participation (Raymore, 2002, p. 42). Additional research argued that intrapersonal facilitator not only included personality and experience but also encompassed the necessary skills of some leisure activities (Kocak, 2017). Intrapersonal facilitators are

profound because humans' behaviours are embedded in different internal factors. Nevertheless, people should understand intrapersonal facilitators in specific context as external environments can affect internal conditions.

The important intrapersonal facilitators found in the available literature include personality (Barr & Shield, 2011; Kleiber, Walker, & Mannell, 2011; Lyu, Oh, & Lee, 2013), knowledge (Degenhardt et al., 2011; Kuehn et al., 2017), health (Bethancourt, Rosenberg, Beatty, & Arterbum, 2014; Kuehn et al., 2017), positive attitude (Stanley, Boshoff, & Dollman, 2012; Yan, Cardinal, & Acock, 2015), positive emotion (Chen, Lou, & Ma, 2018; Degenhardt et al., 2011), and experience (Kim et al., 2011; Kuehn et al., 2017; McDonald & Murphy, 2008). These factors were found to enhance leisure participation concerning different groups in various activities directly.

A significant amount of research concerning the sub-factors of intrapersonal facilitators revealed that intrapersonal facilitators could influence motivation and the use of negotiation strategies. According to former research, certain personalities could vitally enhance motivation (Kleiber et al., 2011) and trigger the use of negotiation (Lyu et al., 2013). In addition, positive emotion directly improved the ability to implement negotiation strategies in Taiwanese college students for outdoor recreational activities (Chen, Lou et al., 2018). Moreover, researchers found that confidence helped minority youth to overcome leisure constraints in organised sports (Stodolska, Sharaievska, Tainsky, & Ryan, 2014). Finally, some psychological factors, such as self-identity and self-acceptance, had a positive effect on the use of negotiation in serious leisure (Ma et al.,2012; Lyu & Oh, 2015). These findings suggest that there are interactions between some intrapersonal facilitators and other influential factors (e.g., motivation and negotiation strategies), and the interactions also affect leisure participation.

Interpersonal facilitators. Interpersonal facilitators are related to social interactions (Kim et al., 2011; Raymore, 2002). Given that most people are interdependent with others, and individuals can influence their social environment (Henderson & Estes, 2002), social relationships play a significant role in the process of producing behaviours. Relationships can exist between two individuals or between an individual and a group.

Some common interpersonal facilitators to physical activities have been reported in previously conducted research, including family (Barr & Shield, 2011; Shannon, 2014; Shields & Synnot, 2016), friends (Beaulac et al., 2009; Jonsson, Berg, Larsson, Korp, & Lindgren, 2017; Kim et al., 2011), dog ownerships (Bethancourt et al., 2014; Degenhardt et al., 2011; Hoang, 2014), and instructors or coaches (Bethancourt et al., 2014; Stanley et al., 2012; Stodolska et al., 2014). Of those, parents and friends are the most significant interpersonal facilitators.

Parents could be a facilitator to support children in leisure activities (Barr & Shield, 2011; Beaulac et al., 2009; Sanchez-Zamorano et al., 2019; Shannon, 2014; Shields & Synnot, 2016). They support their children's behaviours with verbal encouragement, physical support (e.g., offering transportation, giving financial support), companionship, involvement in some activities and role modelling. Similar findings also were found in the background of China. All forms of parents' support mentioned before were positively related to their children's participation in physical activities (Leung, Chung, & Kim, 2016; Liu et al., 2017). However, there were a few studies examining the relationship between parents' support and children's physical activities in China, which create a need to conduct more research in this respect. Apart from the increase in children's leisure participation, being parents can also encourage parents' leisure

participation because these parents wanted to serve as a role model, so they more frequently took part in the activities which they encourage their children to participate. (Degenhardt et al., 2011; Mailey, Huberty, Dinkel, & McAuley, 2014).

The other main interpersonal facilitator is friends. Many participants, especially adolescents, acknowledged the positive influence of their friends in physical activities (Barr & Shield, 2011; Beaulac et al., 2009; Jonsson et al., 2017). Participants were more willing to engage in leisure activities while their friends take part in the same activities. Also, the involvement of friends leads more fun with the activities. Some studies also showed that the effect of friends was greater than parents in adolescents or college students (Beaulac et al., 2009; Gruber, 2008).

Apart from directly increasing participation, interpersonal facilitators also indirectly increase participation by influencing other factors. In a study concerning Chinese international students' participation in physical activities in the U.S., social environments, such as social support could indirectly increase leisure participation (Yan et al., 2015). In tourism, interpersonal facilitators significantly induced repeating intention (Kim & Heo, 2015). Moreover, a study regarding online role-playing game revealed that interpersonal facilitators could evoke the use of negotiation strategies (Tan, Yeh, & Chen, 2017). These studies give rise to the awareness of the indirect effect of some interpersonal facilitators in leisure participation. However, the research in this respect remains inadequate so that practitioners could pay more attention to this point in the future.

Structural facilitators. Structural facilitators pertained to "social and physical institutions, organisations or belief systems of a society" (Raymore, 2002, p. 43). Apart from social factors, Kim et al. (2011) expanded Raymore's components of structural

facilitators, adding some environmental factors, such as "accessibility, climate, free time, transportation and a calm atmosphere" (p. 395) into structural facilitators. Since the fact that physical environments also impact human behaviours, structural facilitators are a crucial aspect of studying leisure behaviours.

Common structural facilitators of physical activities found in research included good weather ((Bethancourt et al., 2014; Kuehn et al., 2017; Kuehn et al., 2013; Stanley et al., 2012;), convenience (Bethancourt et al., 2014; Yan et al., 2015), proper space (Lee, Takenaka, & Kanosue, 2015; Stanley et al, 2012; Yan et al., 2015), having facilities (Hoang, 2014; Kuehn et al., 2017; Lee et al., 2015), accessibility to leisure setting (Kim et al., 2011; Kuehn et al., 2017; Stanley et al., 2012) and more free time (Kim et al., 2011; Lee et al., 2015). Considering that people need particular settings to engage in most leisure activities, especially physical activities, the effect of structural facilitators is not surprising.

Other than the direct influence of structural facilitators, the indirect effect of structural facilitators is also important. According to Yan et al. (2015), the indirect effect of some structural factors, such as accessibility to activity resources, greatly impacted Chinese international students' participation in physical activities. However, this study did not explore how these factors indirectly impact participation. Another study found that participants changed their perception with respect to physical activities, which directly increased their participation in physical activities, and this change of perception originated from exposure to American culture (Yan, 2012). This study revealed how structural facilitators indirectly impact leisure participation. In this case, American culture, as a structural facilitator, directly changed participants' perception, and this

positive perception of physical activities, as an intrapersonal facilitator, directly increased participants' participation.

The relationships between different facilitators. Leisure facilitators not only influenced participation and other influential factors (e.g., motivation, negotiation) but also impacted each other. A study showed that life experience could improve self-confidence and self-knowledge (Ullmann, 2011). In this case, all these factors were intrapersonal factors, which implies that there are connections between some sub-factors of intrapersonal facilitators.

A few studies found the relationship between intrapersonal facilitators and interpersonal facilitators. Self-efficacy could positively influence the effect of social support in hunting activity (Covelli, 2011). The participants with high self-efficacy believed that they gained more support from others. In addition, Kuehn et al. (2013) found that gender influenced the effect of companionship. Having other anglers in their household decreased the influence of male anglers' participation.

Structural facilitators are also related to the other two types of facilitators. A study showed that the closure of a school changed the relationships among community members, the relationships among family members, while it facilitated the building of new friendships between noncommunity members (Oncescu & Giles, 2012). Moreover, Kuehn et al. (2013) discovered that structural facilitators directly affected intrapersonal facilitators in fishing. These discoveries focus attention on the interactions between different sorts of leisure facilitators, and people need more research in this respect.

Leisure facilitators and the negotiation process. Raymore (2001) argued that the negotiation process could fit into the discussion of how constraints and facilitators work together to produce participation or non-participation. In addition, Kang, Kim,

Choi, Lee and Lee (2017) suggested that future research should integrate leisure facilitators and negotiation strategies. These suggestions are indicative of the need and feasibility to combine facilitator and negotiation.

Several researchers have tried to combine constraints, facilitators, and negotiation strategies to explore different leisure behaviours (Kocak, 2017; Huber et al., 2018). The findings illustrated that the effect of leisure facilitators remain remarkable in increasing leisure participation while studying with motivation or negotiation. However, these two studies did not explore the relationships between facilitators and other influential factors (e.g., motivation, negotiation).

Some studies have tested the interactions between facilitators and other influential factors (i.e., constraints, motivation, negotiation). A few studies have highlighted that there was an inextricable connection between leisure facilitators and leisure constraints (Kim et al., 2011; Kim & Heo, 2015). Moreover, leisure facilitators also interplay with motivation. Kim et al. (2011) discovered that leisure facilitators could enhance leisure motivation. In concert with the findings of Kim et al., Kuehn et al. (2017) found that an intrapersonal facilitator (e.g. interest in fishing) positively impacted the competition motivation in the no-preference anglers. In terms of negotiation, leisure facilitators could increase the likelihood to use negotiation strategies (Kocak, 2017; Stensland, Aas, & Mehmetoglu, 2017). The research above revealed that facilitators directly influence participation, while also impacting constraints, motivation, and the use of negotiation, which indirectly affects participation. These studies laid the foundation to integrate the concept of leisure facilitator in leisure constraint negotiation.

The ambiguity in research. There are some ambiguous understandings of leisure facilitators. A series of studies deemed facilitators as the opposite end of

constraints, which suggested that the absence of some factors would become constraints and the presence of these factors would be facilitators (Beaulac et al., 2009; Kuehn et al., 2017; Stanley et al., 2012; Stensland et al., 2017). Some studies have combined the concepts of facilitators and motivation, regarding motivation as a part of leisure facilitators (Bethancourt et al., 2014; Hoang, 2014; Mailey et al., 2014; Williams, Smith, & Papathomas, 2014; Yan, 2012; Yan et al., 2015). Furthermore, several researchers did not distinguish negotiation strategies from facilitators (Lee et al., 2015; Mailey et al., 2014). These confused understandings strongly suggest that there is a need to differentiate motivations, facilitators, and negotiation strategies.

A few researchers have suggested distinguishing faciliatory factors and negotiatory factors. Hubbard and Mannell (2001) argued that negotiatory factors were those triggered by constraints. This argument can be the guide to separate facilitator and negotiation. Several researchers also suggested that facilitators were more than the polar opposite of constraints, which is reportedly evident from the fact that the absence of constraints does not always lead to participation (Raymore, 2002; Kim et al., 2011). With respect to motivation and facilitators, facilitators were designated as the conditions that internally or externally exist with respect to an individual (Raymore, 2002), and motivation was the psychological need driving a person to take actions (Marwat, Zia-ul-Islam, & Khattak, 2016). Therefore, this study argued that motivation, facilitator and negotiation were different terms referring to distinct aspects.

The concept of leisure facilitators is still evolving, and there were some unclear or different understandings of the same aspects. Apart from different definitions of factors mentioned above, the understanding of structural factors also brought disagreements. Some researchers suggested that demographic characteristics should be

19

deemed as structural facilitators or constraints (Kim et al., 2011; Raymore, 2002), while others separated demographic characteristics from leisure facilitators (Kuehn et al., 2013; Kuehn et al., 2017). This difference exacerbated the ambiguity of leisure facilitators.

Leisure Constraints Negotiation

This section displayed what constitutes leisure constraint negotiation and what factors affect the process of negotiation. It contained three sub-sections: leisure constraints, leisure constraint negotiation and motivation, which are summarised below.

Leisure constraints. Leisure constraints are the factors that intervene in people's leisure pursuits, inhibit or reduce leisure participation, or generate dissatisfaction in leisure activities (Schneider, 2016). Crawford and Godbey (1987) organised leisure constraints into three groups: intrapersonal constraints, interpersonal constraints and structural constraints. Intrapersonal constraints refer to individuals' perceptions and mental states, interpersonal constraints come from the interactions among people and structural constraints result from environments and situations.

The constraints that people face come in a hierarchical order. According to Crawford, Jackson, and Godbey (1991), intrapersonal constraints are the first and most potent barriers which individuals face. After intrapersonal constraints are overcome, leisure preference is formed. Then people encounter interpersonal constraints. After successfully dealing with interpersonal constraints, structural constraints are the last type of constraints that people confront in leisure decision processes. At this stage, overcoming structural constraints results in leisure participation. Otherwise, people will not take part in leisure activities.

The influence of constraints. A variety of research indicated that leisure constraints directly resulted in less participation in different activities (Barbosa & Liechty, 2018; Cho & Price, 2016; Cho & Price, 2018; Gage & Thapa, 2012; Kocak, 2017; MacCosham, 2017; Son, Mowen, & Kerstetter, 2008). People did not engage in leisure activities because of some barriers, such as the lack of time and lack of partners. Furthermore, constraints indirectly influence participation by adversely impacting motivation in leisure activities (Alexandris, Funk, & Pritchard, 2011; Alexandris, Tsorbatzoudis, & Grouios, 2002; Funk, Alexandris, & Ping, 2009). While motivation drive people to take part in some activities, constraints counteract the positive effect of motivation, which had the potential to lead to non-participation.

Sometimes constraints do not stop actual engagement. In a study concerning international students, researchers found that there was no significant relationship between leisure constraint and leisure participation (Gomez et al., 2014). In addition, Mei and Lantai (2018) discovered that constraints on traveling, such as safety concerns and limited budgets, did not prevent participants from travelling. Rather, these constraints influenced the level of involvement and the type of tourism.

Studies also found that constraints damaged leisure experience. Some perceived constraints, such as lack of partners, which presented an adverse impact on the enjoyment of certain outdoor recreational activities (Shores, Scott, & Floyd, 2007). A study in Taiwan also showed that leisure constraints generated leisure dissatisfaction (Chick, Hsu, Yeh, & Hsieh, 2015). These studies showed that constraints might cause bad leisure experience, which might adversely impact future participation.

Although certain constraints can result in unfavourable outcomes, sometimes facing leisure constraints stimulate people to begin a new activity. A study found that

some Chinese immigrants in Canada began new leisure activities if they faced leisure constraints to their preferred activities (Xiong, 2006). Similarly, a part of Chinese international students began to join in physical activities when entertainment they enjoyed in China was not available (Sun, 2011). Researchers also discovered this phenomenon in other groups. Ukrainian immigrants in Poland and Latino immigrants in America began visiting natural parks since they lacked the availability of wild nature (Stodolska, Peters, & Mehmetoglu, 2017).

These findings mentioned above suggest that the connection between leisure constraints and leisure participation is not a simple causal relationship. Therefore, people should come to issues related to constraints with a critical mind.

The leisure constraints of Chinese international students. As Chinese international students were the participants of this study, there was a need to explore the leisure constraints of this group. Some common constraints reported by this group were found in some research regarding different activities, including a lack of time (Gardiner, King & Wilkins, 2013; Hughes, Wang, & Shu, 2015; Li & Stodolska, 2006; Mei & Lantai, 2018; Sun, 2011), financial problems (Gardiner et al., 2013; Hughes et al., 2015; Mei & Lantai, 2018; Sun, 2011), lack of partners (Li & Stodolska, 2006; Qiu, 2014; Sun, 2011), inconvenient transportation (Hughes et al., 2015; Qiu, 2014; Sun, 2011), lack of availability to leisure resource (Li & Stodolska, 2006; Sun, 2011), lack of information about leisure activities (Hughes et al., 2015; Mei & Lantai, 2018), and weather (Qiu, 2014; Sun, 2011). These findings show that there is no difference in constraints between Chinese international students and other groups.

Apart from the common constraints listed above, there are some special constraints reported by Chinese international students. Safety concerns (Hughes et al.,

2015; Mei & Lantai, 2018) and being short of relevant skills (Gardiner & Kwek, 2017;

Mei & Lantai, 2018) were the primary barriers to prevent them from attempting

adventure activities. In addition, the culture of the host country posed certain constraints

to some activities because they faced language problems or they failed to understand the

jokes and mainstream popular culture (Chen & Erben, 2012; Heng, 2018; Li et al., 2017;

Meng, Zhu, & Cao, 2017; Sun, 2011; Wang, 2009). At the same time, Chinese culture

also impacts Chinese students' leisure behaviours. The perception of losing face, which

is an important aspect of Chinese culture discouraged Chinese international students

from trying to attempt certain new leisure activities (Mei & Lantai, 2018; Liang &

Walker, 2011; Yan, 2012).

Leisure constraint negotiation. Crawford and Godbey's (1987) proposal about

leisure constraints did not explain the process regarding how participation was

generated. In addition, it assumed that people were passive when facing constraints, so

more constraints led to less or no participation. However, some researcher found that

constraints did not prevent participation (Kay & Jackson, 1991). To resolve the

conflicting data, different researchers proposed the concept of negotiation to expand the

theory of leisure constraints.

Leisure constraint negotiation is the process in which individuals employ

different tactics to deal with leisure constraints to promote leisure participation (Little,

2007). The concept of negotiation complements the understanding of how people decide

to take part in leisure activities.

Crawford et al. (1991) developed their initial ideas of leisure constraints, where

they asserted that leisure participation was the outcomes of negotiation in which people

utilise different resources to deal with different level of constraints. Scott (1991)

proposed a similar idea, declaring that constraints were not insurmountable. Rather, people can apply different strategies to overcome constraints. Jackson, Crawford, and Godbey (1993) developed six propositions about negotiation. One of those asserted that participation was dependent on negotiation rather than the absence of constraints.

Apart from the interactions between negotiation strategies and constraints, motivation was added to the negotiation process. Jackson et al. (1993) initiated a balanced model, declaring that motivation and intrapersonal constraints interrelate to form leisure preference, and the outcomes of negotiation were esentially the outcomes of the interactions between constraints and motivation.

Negotiation and participation. Negotiation is positively related to leisure behaviours. Different research showed that using negotiation strategies could directly increase participation (Chen, Lou et al., 2018; Lee & Scott, 2009; Lyu & Oh, 2014), and also indirectly affect participation by reinforcing behavioural intentions (Funk et al., 2009; Xie & Ritchie, 2018). Furthermore, the ability to use negotiation positively related to the frequency of participation: the greater the ability to employ negotiation, the higher the frequency of participation (Chen, Lou et al., 2018).

Negotiation also indirectly increased participation by improving people's involvement. Those who applied negotiation strategies when facing constraints tended to enjoy participation more and were highly involved in leisure activities (Alexandris, Kouthouris, Funk, & Tziouma, 2013; Alexandri, Kouthouris & Girgolas, 2007; Wood & Danylchuk, 2018). Moreover, the highly involved participants were more inclined to employ negotiation strategies (Alexandris et al., 2013; Lee & Scott, 2009). Therefore, there may be a virtuous circle between negotiation and involvement, and this circle contributes to long-term participation in leisure activities.

Negotiation and constraints. Negotiation appears when people meet constraints. The more constraints that participants confront lead to a higher likelihood that they employ negotiation strategies (Kennelly, Moyle, & Lamont, 2013; Lee & Scott, 2009; Loucks-Atkinson & Mannell, 2007; Lyu & Lee, 2016; Xie & Ritchie, 2018;). A study also revealed that the participants who often encountered constraints demonstrated a better ability to negotiate (Chen, Lou et al., 2018). However, there are some contrary findings. Some research discovered that confronting a high level of leisure constraints decreased a person's effort to use negotiation strategies (Lyu & Oh, 2014; Lyu et al., 2013). These findings invalidate the hypothesis of the constraint-effects-mitigation model proposed by Hubbard and Mannell (2001), which suggested that constraints positively related to the use of negotiation. However, this unexpecting finding might result from the absence of a standard constraint measurement and the different traits of different groups. As Son et al. (2008) asserted, studying the negotiation process should consider as many factors as possible that could influence the process and outcome.

Negotiation strategies. Researchers separated negotiation strategies into two categories: cognitive strategies and behavioural strategies. Cognitive strategy refers to the change of perceptions, and behavioural strategy is a matter of rearrangement of external resources (Jackson & Rucks, 1995). Hubbard and Mannell (2001) categorised behavioural strategies into four groups: time management, skill acquisition, interpersonal coordination, and financial considerations.

Cognitive strategies were mostly employed to deal with intrapersonal constraints, whereas behavioural strategies primarily targeted interpersonal and structural constraints (Jun & Kyle, 2011; MacCosham, 2017). However, people also employed behavioural strategies to overcome intrapersonal constraints. This phenomenon was evidenced by

acquiring skills that are designed to deal with lack of skill, which is an intrapersonal

constraint (Alexanderis et al., 2007; Covelli, 2011; Loucks-Atkinson & Mannell, 2007).

Behavioural strategies were relatively popular in different activities, but

cognitive strategies also were an inevitable part in overcoming constraints. Studies have

also shown that cognitive strategies and behavioural strategies mutually influence each

other (Kennell et al., 2013; Lyu & Oh, 2014; MacCosham, 2017). For instance, a

cognitive strategy , which is called hierarchy of importance, influences the behavioural

strategy of time management (Kennelly et al., 2013). These findings suggest that people

should not study cognitive and behavioural strategies separately.

The implementation of negotiation strategies depend on the types of constraints

that people confront. In some studies, people may apply interpersonal strategies, such as

trying to find a partner or persuading others to overcome constraints brought by a lack of

partners (Hung & Petrick, 2012; Jun & Kyle, 2011; Lyu & Oh, 2014). When facing the

constraints of lack of time, participants employed time management to continue leisure

participation (Kennelly et al., 2013; Hung & Petrick, 2012), acquiring new skills are

often implemented by people to deal with the intrapersonal constraint of lacking those

skills (Covelli, 2011; Loucks-Atkinson & Mannell, 2007).

Most of the time, negotiation strategies match the type of constraints. Some

researchers have argued that the congruence between constraint and negotiation

strategies could mitigate the effect of a constraint to a significant extent (Mannell &

Loucks-Atkinson, 2005). Some research also found the incongruence between

constraints and negotiation strategies may lead to the failure of negotiation to diminish

the effect of constraints (Son et al., 2008). Given the importance of this congruence

between constraints and negotiation strategies, the constraints faced by people represent a subject for further study when studying the negotiation strategies.

Negotiation strategies have also found distinctions among different groups. In park-based leisure-time physical activity, an active group was more likely to use interpersonal coordination and skill acquisition to negotiate with respect to constraints than an inactive group (Stanis, Schneider, & Pereira, 2010). In music festivals, females utilised time management more than males; people with longer than 6.56 years of residency were less willing to manage time than those with shorter residency. The higher educated group were more likely to initiate interpersonal coordination and financial management than the group with less education (Boo, Carruthers, & Busser, 2014). When comparing immigrants and residents, immigrants were less likely to fit recreation around other commitments and find others with whom to engage in leisure activities as part of their negotiation strategies (Metcalf, Burns, & Graefe, 2013). These disparities among various groups illustrate that people should not overlook the traits of the sampling groups.

The models of negotiation. Hubbard and Mannell (2001) suggested and tested four models of negotiation in their attempt to better understand the nature of the negotiation process. These four models include the independence model, the negotiation-buffer model, the constraint-effects-mitigation model, and the perceived-constraint-reduction model. These models hypothesised different interactions among constraints, motivation, negotiation, and participation.

In the study of Hubbard and Mannell (2001), the constraint-effects-mitigation model (Figure 2) successfully fit the data and explained the interactions among constraints, motivation, negotiation, and participation. In this model, direct negotiation

increased participation, but constraints negatively impacted participation. In the meantime, constraints triggered negotiation, which might mitigate or exceed the effect of constraints. Additionally, motivation directly affected both participation and negotiation in a positive way (Hubbard & Mannell, 2001).
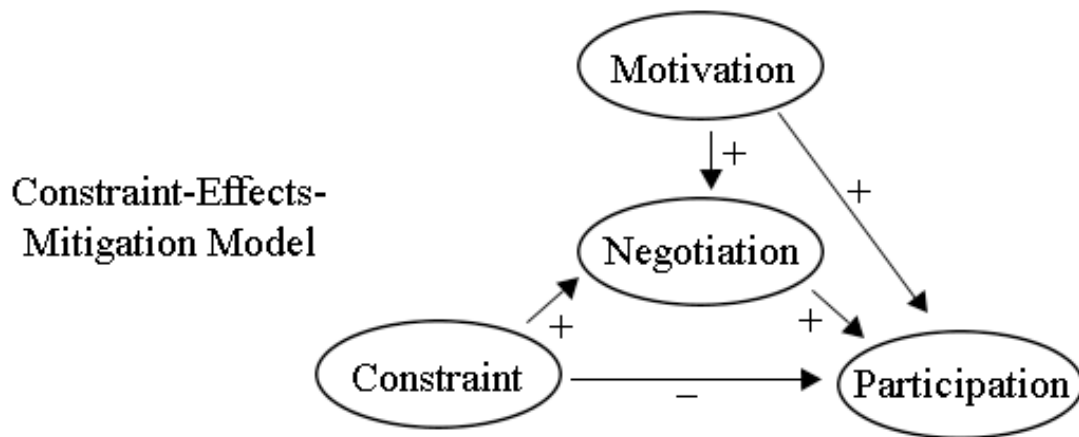
Figure 2. Constraint-Effects-Mitigation Model (Hubbard & Mannell, 2001)

Based on this model, a number of researchers involved themselves in the exploration of the negotiation process (Chen, Lou et al., 2018; Loucks-Atkinso & Mannell, 2007; Lyu & Oh, 2014). Other researchers also established and tested diverse models (Covelli, 2011; Lee & Scott, 2009; Lyu & Lee, 2016; Jun & Kyle, 2011; White, 2008). These studies dug into the interactions between various factors and investigated certain unexplored factors. They helped people to study the nature of the negotiation process and acquire a deeper understanding of complex connections. However, there is not a commonly accepted model to describe the negotiation process. In this respect, people must conduct more research about how negotiation interacts with other factors in producing leisure participation.

Motivation. Motivation is "the possible impetus, or the reason or a combination of desires and needs" that drive a person to engage in an activity (Marwat et al., 2016, p. 285). Researchers organised leisure motivation into two themes: intrinsic motivation and extrinsic motivation. Intrinsic motivation is the internal satisfaction generated from the engagement of leisure activity, and extrinsic motivation refers to the desired external outcomes produced by leisure activity (Ryan & Deci, 2000).

Motivation differences. Leisure motivation varies according to socio-demographic characteristics. In terms of education level, the higher educated Chinese were less stimulated by the social motivation for leisure activities (Chen, Xue, & Shi, 2018). A research conducted at the United States also found that leisure motivation was different between undergraduate students and graduate students (Edelbrock, Anderson, & Ramos, 2016; Kim, Brown, & Yang, 2019). When looking at the human race more generally, Caucasians had higher scores with respect to social motivation and competency-mastery than non-Caucasians (Ramos, Anderson, & Lee, 2018). In addition, motivation difference between the genders was found to be somewhat different based on the types of activities (Chen, Xue et al., 2018; Covelli, 2011; Edelbrock et al., 2016; Molanorouzi, Khoo, & Morris, 2015). Age was another factor where differences were identified. Young adults were more motivated by affiliation, mastery and enjoyment of physical activities, while middle-aged adults were more motivated by psychological condition and other's expectation (Molanorouzi et al., 2015).

The motivation for physical activities. Researchers have found some common types of motivation for physical activities among different groups in different countries. These types of motivation include enjoyment (Edelbrock et al., 2016; Egli, Bland, Melton, & Czech, 2011; Havitz, Kaczynski, & Mannell, 2013; Stodolska et al., 2014),

health-related issues (Egli et al., 2011; Molanorouzi et al., 2015), appearance-related

issues (Egli et al., 2011; Havitz et al., 2013), social motivation, and competence-mastery

(Edelbrock et al., 2016; Egli et al., 2011; Havitz et al., 2013; Ramos et al., 2018;

Stodolska et al., 2014). Among adults, both intrinsic and extrinsic motivations

encouraged people to take part in physical activities (Havitz et al., 2013; Son et al.,

2008), whereas intrinsic motivation, like enjoyment, motivated children more with

respect to physical activities (Sebire, Jago, Fox, Edwards, & Thompson, 2013; Stodolska

et al., 2014). It is worth noting that a person's appearance and weight management were

significant types of motivation for physical activities in college students, and females

placed more importance on appearance and weight than males (Egli et al., 2011). These

findings imply that college students, especially females, may be care more about

appearance than other groups.

  The effect of motivation. Some research has examined the role of motivation,

demonstrating that motivation was a vital part of producing leisure behaviours. First, one

or more strong motivation directly increased leisure participation (Stensland et al.,

2017). Those who had a strong motivation for activity were likely to take actions. In

addition, motivation indirectly increased participation by mediating the relationship

between participation and other factors. Some researchers suggested that motivation

could affect leisure preference, which then indirectly influenced leisure participation

(Jackson et al., 1993; Jackson & Scott, 1999; Walker & Virdern, 2005). Strong

motivation also produced a high level of behaviour intention and increased the

frequency of participation (Alexandris et al., 2011; Alexandris et al., 2007; Xie &

Ritchie, 2018). Furthermore, motivation created a positive effect with respect to leisure

involvement. The stronger the motivation, the more the involvement (Alexandris et al.,

2007; Chen, Li, & Chen, 2013; Stensland et al., 2017). All of these findings indicated that motivation is a crucial factor in facilitating leisure participation.

There are interactions between motivation and negotiation. The research displayed that strong motivation stimulated the use of negotiation strategies with respect to physical activities (Alexandris et al., 2007; Covelli, 2011; White, 2008; Wood & Danylchuk, 2017). People would employ various resources to overcome constraints when they had a high level of motivation. Apart from the majority, studies have also revealed the positive relationship between motivation and negotiation in minority groups (Barbosa & Liechty, 2018; Loucks-Atkinson & Mannell, 2007; Lyu & Lee, 2016). Furthermore, negotiation could indirectly strengthen people's leisure motivation by dealing with constraints (Alexandris et al., 2011). Since constraints might decrease the strength of motivation, surmounting constraints by negotiation was useful in the maintenance of leisure motivation.

Lyu et al. (2013) did not discover the relationship between motivation and negotiation concerning the visits in recreational events and facilities in Korea. This outcome might be because of the characteristics of the participants. These people came from the disabled group, among which motivation played a less important role in their negotiation process (Lyu et al., 2013). The contrary findings in these studies again emphasised the significance of context in studying negotiation.

Motivation also relates to constraints. In different activities, researchers found that people were less motivated to engage in leisure activities if they faced more constraints (Alexandris et al., 2011; Funk et al., 2009; Tan et al., 2017; Xie & Ritchie, 2018). Moreover, certain special motivations may cause more perceived constraints. The people who were motivated by achievement motivation faced more constraints than

31

others in hunting (Schroeder, Fulton, Lawrence, & Cordts, 2012). The researchers suggested that this might originate from that achievement orientated people were more likely to perceive most of the things between themselves and their goals as barriers. Nevertheless, the research about how constraints interacted with motivation is limited, which can and should be a future research subject in the study of the negotiation process.

Culture and Leisure

Culture can shape people's leisure behaviours by influencing their perceptions. Chen, Chen, Yarnal, Chick, and Jablonski (2018) found that East Asian women favoured indoor activities because East Asian culture valued lighter skin. By contrast, Euro-American women liked to enjoy outdoor activities and indoor tanning stemming from a culture that displays a preference for tanned skin. Similarly, people also found the influence of culture in leisure behaviours among African American and Hispanic women (D'Alonzo & Fischetti, 2008). These participants disliked participating in certain sports, such as volleyball. This preference is likely a result of the cultural belief that these activities were not feminine, and girls should engage in other activities, like dancing. These cases highlighted the role of culture in producing leisure behaviours.

Culture affects not only people's leisure behaviours but also their leisure motivation and leisure constraints. Some researchers tested the different motivation and constraints concerning downhill skiing and snowboarding between Anglo-Canadians and Chinese Canadian (Hudson, Hinch, Walker, & Simpson, 2010). The research revealed that Anglo-Canadians were more motivated by social factors, and Chinese-Canadians were more inclined to relax and "try something different" (p. 78). Also, this study found that Chinese-Canadians were more hindered by intrapersonal factors;

Anglo-Canadians were more constrained by structural factors. These differences result from the fact that different culture place value in different things, and then influencing peoples' perceptions.

There is also a relationship between culture and the use of negotiation strategies. Mei and Lantai (2018) found that Chinese culture caused Chinese international students to apply particular negotiation strategies when they face travelling constraints. Ito, Kono, and Walker (2018) conducted a cross-cultural study between Japanese and Euro-Canadian adults. The findings denoted that there were significant differences in the use of negotiation strategies between these two groups.

Influence of acculturation. In addition to the research above, numerous studies on acculturation also unveiled the cultural impact on leisure. Acculturation is a cultural and psychological change originating from the contact between two or more cultures (Berry, 2005). Different studies have illustrated the influence of acculturation in leisure behaviours.

Yan (2012) found that being exposed to American culture changed some Chinese international students' perception of physical activities, which increased their participation in physical activities. Researchers found that female Turkish immigrants in the Netherlands who had a high level of acculturation adjusted their perceptions of sports, which subsequently increased their participation of sports (Hosper, Nierkens, Valkengoed, & Stronks, 2008). Other research also reveal similar findings, showing that people who better acculturated into local culture faced fewer leisure constraints and showed a higher level of leisure engagement (Afable-Munsuz, Ponce, Rodriguez, & Perez-Stable, 2010; Chen, Yarnal et al., 2018; Choe & Im, 2007; Walker, Caperchione, Mummery, & Chau, 2015). From a non-western perspective, Seo, Phillips, Jang, and

Kim (2012) studied the choices of foreign residents in Korea concerning Korean foods, highlighting that the higher acculturated group was more likely to dine out and showed an increased preference for Korean foods than those with a lower acculturated group. These studies suggest that the culture of host countries also influenced the leisure patterns of those who did not grow up there.

Conclusion

According to this literature review, there are three categories of factors facilitating leisure participation: leisure facilitators, negotiation strategies, and motivation. Although all three types of factors can increase participation, it is crucial to distinct motivation, negotiation strategies, and leisure facilitators whenever collecting data or analysing data. Moreover, there are interplays between these factors and their subfactors. These interactions also influence leisure participation. To better understand the complexity of physical activities, it is essential to apply the SET framework, as it helped to clearly sort different factors into different categories and explore multiple relationships of these factors.

Constraints and facilitators will be sorted into five SET categories. In the SET framework, intrapersonal factors are those traits related to individuals, including "demographic, psychological, and behavioural characteristics that are within an individual" (Beaulac et al., 2009, p. 539), therefore, demographic characteristics were grouped into intrapersonal factors in this study. Interpersonal facilitators belong to interpersonal factors. The other three layers of SET (i.e. organisational factors, community factors, and policy) were related to all structural factors.

CHAPTER 3: METHODOLOGY

The purpose of this study was to study the leisure experience of Chinese international students in Canada, exploring the factors facilitating participation in physical activities. The study explores the research questions from a constructivist paradigm and through a qualitative description approach. The technique to select participants was convenience sampling. The specific method used in this study was the semi-structured interview. The data were deductively analysed by using a qualitative-description thematic analysis.

The data of this study were collected from 14 Chinese international students who were studying in a master's degree for more than one year at VIU. All these participants were under 36 years old, and half of them were males, while the other half were females.

Constructivist Paradigm

This study aimed at participants' leisure experience, so the goal of this study was not the objective world. Instead, it focused on how participants perceived, thought, responded, and acted in a particular environment. Therefore, this study applied a constructivist paradigm because it emphasises ways to explore others' knowledge rather than analyse data from the objective world (Creswell, 2014; Fox, 2001; Gash, 2014). Moreover, human knowledge about the world is based on their life experiences, and their understanding is influenced by cultural contexts, as well as the interactions with others (Gash, 2014). This knowledge includes all the individual and environmental factors, so it is a good way to study physical activities associated with human knowledge. Because of the complexity of people's perceptions, this study sought

participants' views as much as possible, which is also consistent with the principle of a constructivist paradigm (Creswell, 2014).

Qualitative Description

This study applied the qualitative description as the approach to gather information related to the research goal. In a qualitative description approach, researchers focus on how people respond to a phenomenon, a life event, or a situation. The purpose of the research is to obtain the summary descriptions of participants' answers (Willis, Sullivan-Bolyai, Knafl, & Cohen, 2016). The general principles of naturalistic inquiry built the foundation of qualitative description, in which researchers seek to "study something in its natural state and does not attempt to manipulate or interfere with the ordinary unfolding of events" (Colorafi & Evans, 2016, p. 18).

The key point differentiating qualitative description from other qualitative methodologies is data analysis. Qualitative description attempts to stay close to what participants have expressed during data analysis (Neergaard, Olesen, Andersen, & Sondergaard, 2009; Sandelowski, 2000). Therefore, researchers seek to maintain a low-level of inference and interpretation with respect to data analyses. This point became the key principle to guide not only data analysis but also data collection in this study, which was discussed in the section of method of data collection.

A qualitative description approach was applid in this study for three reasons. First, the research goal would be better met by a qualitative approach. It helped the researcher understand how Chinese international students experience physical activities and what their thoughts and reflections were. The second reason was to avoid misinterpretation. Qualitative description, as a low-inference methodology provided the

opportunity to get close to the participants' experience from their perspectives and focused less on interpreting their expressions (Sandelowski, 2000). Lastly, a straightforward description makes it possible to build the groundwork in the leisure research of international students in host countries. It facilitates the expression of firsthand voices of these groups so they can be known to others (Neergaard et al., 2014; Sandelowski, 2000), which lays the foundation for further studies. Therefore, the qualitative description approach was adopted in this study to explore the research questions.

Sampling

This study employed convenience sampling with a few criteria as the technique to select participants. This study aimed at studying the ideas held by a range of people instead of working out the proportion of given participants, so it was proper to apply a non-probability sampling technique (Altinay, Paraskevas, & Jang, 2016). Moreover, the use of convenience sampling is in accordance with the design of a qualitative description approach (Parahoo, 2014). Hence, convenience sampling was determined to be the most appropriate technique to select participants for this study.

According to Jackson (2003), qualitative research only requires a small size of samples to obtain a deep insight into relevant issues. Although there was no standard requirement for the number of participants in qualitative research, Creswell (2014) suggested that six to eight participants are proper for qualitative research. Based on these suggestions, eight Chinese international students were selected . After conducting the eight interviews, I did not acquire enough data related to physical activities as these participants preferred passive activities. Therefore, six more participants were recruited.

A previously conducted study showed that first-year international students were different from senior international students with respect to academic and social adaptation (Zhao, Kuh, & Carini, 2005). Given that, the participants of this study were chosen from those who had studied at VIU for more than one year. A few researchers found that the people who were older than 35 years of age experience different leisure constraints compared to those who were younger with respect to outdoor recreational activities (Ghimire, Green, Poudyal, & Cordell, 2014; Shores et al., 2007). In addition, the commitment to activities and how they dealt with constraints were different between younger and older adults (Guo & Schneider, 2015), so this thesis focused on those who were under 36 years of age.

Traditional gender roles and educational levels of participants influence a person's leisure behaviours. Therefore, this study targeted Chinese international students who were studying to obtain their master's degree. Among the participants, seven of them were females, and the other seven were males.

Methods of Data Collection

Data were collected through a semi-structured interview. The semi-structured interview was an effective method to "find out what is happening, seek new insights, identify general patterns" as well as "understand the relationship between variables" (Altinay et al., 2016, p. 143), which meets the research requirements of this study.

Semi-structured interviews have been commonly applied in the qualitative description approach (Willis et al., 2016). Within a qualitative description approach, researchers should stay close to what participants express; at the same time, researcher

should acquire as much data as possible. Therefore, semi-structured interview is the most suitable technique to collect data in qualitative description approach. Firstly, in a semi-structured interview, the interviewer set interview questions in advance so that the interviewer could discuss with the questions with others, and then generate the most proper questions. Moreover, based on the flow of conversations and what researchers think to be appropriate, the questions can be modified during the interviews (Altinay et al., 2016). At the same time, researchers would not deviate from the central questions (Brooks & Normore, 2015; Rabionet, 2011). Therefore, the interviewer could dig deeper into certain significant points and skip some unnecessary questions during the interview. In addition, participants could freely and deeply express their experiences, feelings, reflections, and other personal stories regarding the research questions, which encouraged participants to generate meanings and took the conversations beyond the surface of words (Fylan, 2005; Galletta, 2013). Hence, researcher could obtain sufficient data with a low inference and interpretation.

In this study, each interview took 40 to 60 minutes in a private and quite place. Since translation would unavoidably bring in inference and interpretation, all interviews were conducted in English rather than Mandarin to follow the principles of qualitative description approach. Moreover, all the participants chose English as the language to conduct the interviews. All conversations that took place were digitally recorded with the participant's consent and then were transcribed for data analysis.

During the interviews, it was important to take field notes regarding the points that the interviewer considered to be useful for data analysis. In addition, every field note about significant non-verbal information was completed immediately after each interview. These notes were also used to improve data analysis.

Ethical Consideration

Since this study applied convenience sampling techniques, all the participants were acquaintances of this study's author. However, this would not influence the outcomes as this study is qualitative research, which is delving into people's experience rather than generalising the findings. It is important to note that my relationships with all participants were peer-based, so no one was subordinated or superior to another and no undue influence resulted from these relationships.

While one of the primary focuses of this study was the successful negotiation of leisure constraints, it is possible that participants may feel distress (e.g., feelings of nostalgia) when relating barriers to participation. To manage this risk, I prepared the contact information from on-campus and after-hours counselling services for participants. In addition, participants were given a list of leisure service providers in Nanaimo.

Researcher's Positionality

The same as all the participants of this study, I, as the author, am a Chinese student studying abroad. I have been studying to obtain my master's degree at VIU for more than two years. My leisure behaviours changed during my time studying in VIU. I tried some new leisure activities, and it is important to note that I engaged in physical activities more than did I in China. Meanwhile, I had to give up some preferred activities because of insurmountable constraints. This phenomenon was not only experienced by me but my Chinese friends also had the same experience. These similar leisure

experiences increased my interest to conducting this research. I was particularly curious to understand why and how this happened.

As a Chinese international student, my status unavoidably brought a bias to this study. I admit that my background and my personal knowledge may have affected the process of data analysis. To minimise the impact of this bias, I employed a qualitative description approach, which emphasises the concept of staying close to what participants expressed. By utilising this approach, my thoughts or my inference would not replace the participants' voice.

On the other hand, my status as Chinese helped me to collect pertinent data. First, since I am Chinese, I had the advantage of knowing how to phrase the questions properly, which were more suitable to ask and more easily understood by other Chinese. Secondly, I could better understand participants than locals with respect to the interview process. Since I came from the same country as the participants, we shared certain similar values and ideas. Moreover, I am quite familiar with the Chinese habits to speak English and the Mandarin meaning of the English vocabulary. With this background, I could understand the real meaning of participants' expressions. Furthermore, the participants were open to me because of my status. Therefore, I acquired exceptionally genuine qualitative data from the interviews. In general, I believe that the advantage from my status as a Chinese student outweighed any disadvantage associated with bias in this study.

Data Analysis

This study applied the qualitative-description thematic analysis to analyse the data deductively. The data analysis served the research purpose and was guided by the

SET framework, as well as operating under the principles of the qualitative description approach. Deductive thematic analysis is useful in understanding what participants practice and think (Clarke & Braun, 2017), and it can also make the data clear to people (Braun & Clarke, 2006). Hence, this analysis method was beneficial to the study of leisure experience. At the same time, I kept the lowest inference to participants' expressions to be in concert with the requirement of the qualitative description approach. The steps of data analysis are explained below.

Data management. Transcriptions of recording took place in the same period of data collection (interviews). Once an interview was finished, the relevant transcription was begun right away. All the interviews were conducted in English, and the transcription was done by a transcription specialist company called NoNotes. I reviewed and checked all the transcriptions after the company finished the transcriptions. Lastly, all transcriptions and field notes were uploaded to Nvivo 12 for data management and analysis.

Being familiar with data. Each transcription and field note were read at least twice. The recordings were listened multiple times, while I felt it was necessary. This helped me to familiarise myself with the data and initially acquire some interesting points (Altinay et al., 2016; Braun & Clarke, 2006;). According to the suggestions of Averill (2015), during the interview process, I took notes or comments on the points related to research goals and remove the segments not related to the research questions.

Generating initial coding. Using SET and information provided in the existing literature, I came to the data with some initial ideas. With the use of

Nvivo 12, I identified the interesting points of data and generated initial codes with research questions in mind, and significant text was labeled with these codes. All the codes came from existing literature, such as parents, friends, health concern, weather, and so forth. The focus of this step was organising data into different categories (Braun & Clarke, 2006; Creswell, 2014). Every transcription was analysed independently in this step.

Searching for themes. After all transcriptions were preliminarily coded, all codes and relevant data extracts were sorted into broader themes. At this stage, the codes were first analysed to consider how they might be combined. After that, themes were created. Based on literature review, all of these themes were related to participants' leisure behaviours, motivation, leisure facilitators, negotiation strategies, and constraints. It then came to the analysis of the relationship between themes and codes, which resulted in a theme map (Braun & Clarke, 2006). At the end of this step, all extracts of data were coded and organised into this theme map.

Reviewing themes. This step was for further organising themes. Some themes were removed, changed, broken down, or combined with other themes. All the codes, themes, and extracts were then reread to verify whether these themes fit into the entire dataset. In addition, the data was evaluated to identify any missed in the early stages (Braun & Clarke, 2006).

Defining and naming themes. This step was employed to refine and determine the meaning of themes by going back to the data extracts of each theme. The researcher analysed each theme to further identify the relationships of themes, the general idea of each theme, and the story each theme told (Braun & Clarke, 2006). The analysis of each

theme should be written down in detail, and the researcher also had to avoid

overlapping of themes and checking of the sub-themes.

CHAPTER 4: FINDINGS

Using the research questions and SET as the foundation for analysis, this study

identified four major categories: (a) leisure behaviours of participants, (b) factors

facilitating physical activities, (c) negotiation strategies used by participants, and (d)

relationships between facilitators and other factors. The following sections present the

findings.

Leisure Behaviours of Participants

This section encompasses three sub-sections, including leisure behaviours,

change in leisure behaviours and the constraints to the physical activities. The first sub-

section reveals leisure activities enjoyed by participants in China and Canada. The

second is related to participants' perceptions about the change in their leisure

behaviours. Lastly, it presents the constraints to physical activities that participants faced

in Canada.

Leisure activities enjoyed by participants. Apart from two of the participants

who had engaged in physical activities before coming to Canada, most of the

participants preferred and usually spent their free time on passive activities in China.

These activities included eating out, going shopping, going to KTV (Chinese karaoke),

watching movies, watching TVs, playing games, playing phones, and reading books.

Moreover, the main leisure activities enjoyed by their families and the people in their

cities were also passive activities and forms of entertainment.

"Like my parents and my other relatives, my parents' generation they usually

just watch TV shows or stay at home, inviting some friends to come in and eating

together, and my mom likes reading, and so my mom always read books at

home." – Clerk

"I just want to stay at home, and watch some movies from the website, drama

like that" – Kalina

"In China, I have friends just go shopping and watch movies. No one go to the

gym… Most of the time we will go to a restaurant have lunch or dinner, after that

we will go to Cinema, and go shopping, and go to KTV." – Olivia

In Canada, participants joined in both passive and physical activities, but passive activities still were 10 of the participants' preference and their main leisure activities. Six of participants mentioned that they rarely engaged in physical activities, and they participated in physical activities because they had to do something to kill time.

"I do not think it is suitable for me, I mean I do not want to do any physical

activity, anyway." – Lawina

Those who enjoyed physical activities also spent much time on passive activities.

"I am able to distinguish my private time and working time, or study time. Like

in private time just my private time… So I didn't go to my gym or martial art in

private time. Private time, a lot, I play video games, watch movies. I love soccer.

I play soccer games a lot in my laptop or in Xbox. Yeah, sometimes or just lying

down on the bed watch some funny videos. (Private time and the gym time) *Both*

are my favorite" – Charlie

Some participants also expressed their preference for passive activities with phrases like, "I want to stay at home", "I am lazy", or "I am tired". Especially when they felt stressful and tired because of assignments, they were not willing to do any physical activities. Instead, they stayed at home for a rest.

"I want to stay at home, and I feel tired, and I want to stay at home." – Kalina

Table 1

Passive Activities Enjoyed by Participants in Canada

Passive Activity	Number of Participants	Names of Participants
Watching TVs	6	Benjamin, Charlie, Clerk, Isabella, Kalina, Peter
Going to grocery stores	3	Frankling, Lena, Olivia
Hanging out with friends	3	Benjamin, Clerk, Isabella
Playing video games	3	Benjamin, Charlie, Clerk
Shopping	3	Isabella, Kalina, Olivia
Watching movies	3	Charlie, Rowling, Stephen
Reading books	2	Benjamin, Clive
Cooking at home	1	Lena
Eating out	1	Isabella
One-day trip	1	Isabella
Playing with phone	1	Peter

As shown in Table 1, participants engaged in different passive activities in Canada. The most popular passive activity was watching TV. Six participants stated that they watched TV during their free time. Other than watching TV, going to the grocery store, hanging out with friends, playing video games, shopping, and watching movies were rated the second most common activities among the participants. There was a gender difference in two of those activities. All the participants who reported shopping were females, whereas all the participants who engaged in video games were males. Other than the activities mentioned above, there were some unique leisure activities reported by a few participants, including cooking at home, eating out, one-day trips, playing with phone, reading books, and volunteering.

Table 2

Physical Activities Enjoyed by Participants in Canada

Physical Activity	Number of Participants	Names of Participants
Going to gyms	9	Benjamin, Charlie, Clerk, Clive, Franklin, Isabella, Lena, Olivia, Rowling, Stephen
Visiting parks	5	Clerk, Clive, Isabella, Lawina, Olivia
Walking	5	Benjamin, Clerk, Emily, Kalina, Peter
Hiking	4	Benjamin, Clerk, Stephen, Peter
Swimming	4	Clive, Lawina, Peter, Rowling
Walking dog	3	Emily, Lawina, Stephen
Doing yoga	2	Isabella, Rowling
Playing badminton	2	Clerk, Stephen
Playing basketball	2	Clerk, Clive
Playing tennis	2	Benjamin, Olivia
Running	2	Benjamin, Peter
Dance	1	Lawina
Martial art	1	Charlie
Playing volleyball	1	Stephen
Rock Climbing	1	Benjamin

Three participants identified going to the grocery store as a leisure activity. During the time in grocery stores, they could have chats with their friends, buy something affordable, and find new things, which they never saw in China. One

participant liked the friendly environment in Nanaimo. She found that people would smile and greet each other. Sometimes, they might have a short conversation or share information. Given these different favourable things, they enjoyed their time in grocery stores.

Although most of the participants preferred passive activities, regardless of their gender, they still took part in physical activities in Canada. Specifically, two of the participants (Charlie and Stephen) spent a considerable amount of time participating in physical activities.

As shown in Table 2, going to the gym was the most popular physical activity. This activity was not only reported by those who often participated in physical activities but was also mentioned by those who rarely engaged in physical activities. Other common physical activities included visiting parks, walking, hiking and swimming. Apart from these, there are other physical activities declared by different people, such as walking their dog, doing yoga, playing ball sports, running, dancing, martial arts and rock climbing.

Changes in leisure behaviours. These participants changed their leisure behaviours after they came to Canada. The first change was that all participants stopped or reduced some of the passive activities that they enjoyed in China. Although they could still take part in certain sedentary activities, like watching TVs, playing games, and reading books, they could not do some activities because some services were limited in Canada.

"In Canada, there are not so many Chinese restaurants here and those restaurants are very expensive. So, I seldom eating out right now." – Clerk

"There are fewer opportunities to do some of the stuff, like, going to the mall, or

hang out with friends." – Stephen

Most participants stopped or reduced enjoying going to KTV, eating out, and watching movies. Participants did not go to KTV anymore because there was no KTV in Nanaimo. Some participants also mentioned that they ate out with friend fewer times in Nanaimo than did they in China due to the high cost of eating in restaurants and that there are fewer restaurants in Nanaimo. In addition, most of them went to the theatre for movies less because there was not a Chinese movie in the theatres. Moreover, there were no Chinese subtitles for English movies, which makes it difficult for participants to understand the movies. Therefore, they had to stop doing the activities or go do the activities less.

In addition to changes made with respect to passive activities, participants also changed their behaviours in some physical activities. The physical activities that were popular in China were different from those in Nanaimo. They were not familiar with some physical activities, so they did not know how to engage in the activities, or they were not interested in these activities. At the same time, the activities they participated in their cities were not available, or they faced barriers in Canada. For example, one participant loved and played soccer in China, but he felt that there were very few fans of soccer in Nanaimo. Thus, he could not find a complete team to play soccer. Similarly, another participant used to play pool in China, but he could not enjoy it in Canada as this activity was not popular here.

"The cultural barrier is main issue, because most Canadians don't play soccer.

Many Canadian don't like playing those badminton, and just a seldom play

basketball. Most of them go skiing, go skating, and go canoeing, and playing

squash, I'm not interested in those activities because I didn't play it in China

before. I think that's a cultural barrier." – Clerk

"I mentioned I play soccer a lot when I was in China and I was like I was half

professional. I wanted to play soccer here but I can't find a proper team, and

there are some players play soccer like for half court, the small court. It doesn't

make sense to me, because it's not really soccer, is just children playing, from my

opinion." – Clive

Facing constraints to the activities that they enjoyed in China positively related to the increased participation of physical activities in Canada. There was a limited choice to the activities they liked, and as a result, they had to begin new activities to fulfil their leisure demands, and physical activities became the primary option because they were popular in Nanaimo. One participant commented:

"When I am in Nanaimo, I just can, like, do very, like boring things. I don't have

much choice except the physical activities. This is the environment, this factor

pushed me to do the physical activity, I do the physical activity more than in

China." – Benjamin

In addition to this participant, most of the participants also mentioned that they engaged in physical activities because there was nothing to do in Nanaimo except physical activities, and this caused the second change of their leisure behaviours.

The second change was that participants became more physically active. When they were asked to rate themselves regarding their physically active level from 0 to 5, most of the participants rated themselves higher in Canada than in China. In Canada, they began to take part in walking, visiting parks, going to gyms and other physical activities if they were free.

"That's maybe four for here, two for China… I go out more than I was in China

in my free time… I think the major change is I go out, going to those parks

more." – Clerk

Two participants did not report the increase in their physical active level because

physical activities had been their major leisure activities before they came to Canada.

However, they experienced a change in the types of leisure activity.

"I am doing more hiking, but I'm doing less sports, I would still say three (This

number is how the participant rated himself about his physical activity level from

0 to 5). *Similarly, the activities are different, but the level is the same."* – Clive

These participants still maintained the same physical activity level, but they changed the

activities they participated in. In Canada, they began taking part in some physical

activities that they did not do or rarely did in China. As one of them mentioned, he was

playing volleyball because there was a team in his program. Meanwhile, they stopped

doing the activity or decrease the time doing the physical activities they primarily

enjoyed before. For example, one participant engaged in more group sports when he was

in China, and he only took part in the individual exercises in Canada because he lacked

partners. Another participant enjoyed more indoor activities in China, and he engaged in

more outdoor recreational activities in Canada.

"Here, I would say, I still do the same amount of activities. Comparing here and

in China. But in China, I do more indoor. And here, I experience more, like,

outdoor, go hiking or go camping." – Stephen

Leisure constraints to physical activities. Based on the SET, this study sorted

the constraints into five categories: intrapersonal constraints, interpersonal constraints,

organisational constraints, community constraints, and other structural constraints. The following paragraphs showed the details.

Intrapersonal constraints. This study discovered seven kinds of intrapersonal constraints: (a) lack of skills, (b) lack of confidence, (c) females' menstruation, (d) safety concern, (e) cultural background, (f) bad experience and (g) lack of information. Lack of skills was the most common intrapersonal constraints in this study, and the females' menstrual cycle only referred to female participants.

Lack of skills. Four participants declared that their lack of skills stopped them from doing some interesting activities, such as skiing and kayaking. To participate in these physical activities, participants needed to have relevant skills. Moreover, participants expressed their concern about safety. They believed that they might be hurt in the activities if they lacked skills. Therefore, those who lacked skills were not able to participate in the activities.

> *"But I, because I don't know how to swim. So, that's why I do not try it until now. But that it, I think it should be a very interesting thing."* – Isabella

Lack of skills also resulted in less enjoyment. One participant mentioned that lack of skills did not hinder her from playing tennis, but she felt it was less enjoyable when she played tennis.

Lack of confidence. Four participants reported a lack of self-confidence, which negatively influenced their participation in some physical activities. The participants did not want to go for the activities when they had no confidence in themselves, even though they might possess the skills.

> *"It more depends on if I feel I am okay to do that kind of dance, you know, different types of dance, so if I feel it is kind of my thing, I am going to do it, but*

if somebody was invited me to do some jazz which I am not really comfy with, I will be like, no." – Lawina

Moreover, a lack of confidence led to uncomfortable feelings during the activities. One participant was not confident in his body shape, so he felt that he could not enjoy the time in the gym. Another participant shared a similar statement. She was nervous in the gyms because she was not confident in herself. These negative feeling damaged the experience of physical activities.

"Yes, because for Chinese, our body type is kind of small, compare to Canadian – compare to people from North America. But right now I go to gym, oh, my God, all muscle men, they're so strong. I'm just a skinny one – I'm so small." – Charlie

Females' menstruation. Three female participants perceived their menstruation as one of the main barriers. They did not participate in physical activities when they were menstruating. The time of menstruation, especially the first one or two days were particularly difficult for them. So, instead of doing some physical activities, they only wanted to stay at home to rest.

"I'm not always sick, I just, period for girls. May just three days I won't do exercise, but after, fourth day I will try some light activity at home" – Olivia

Safety concern. Safety concerns mattered for three participants in nature-related activities. One participant did not engage in kayaking because she felt it was not safe, even though she was interested in the activity. In this case, the safety concern was related to the lack of skills. Because this participant could not swim, she considered kayaking as an unsafe activity.

Not only for kayaking, other participants also expressed the same concern for swimming. Two participants who engaged in swimming did not swim in the natural environment because they regarded it as unsafe. There were no safety facilities in the natural environment, so they were afraid to swim in natural swimming sites. These cases showed that there is a connection between safety concerns and the lack of facilities. As there was no safety facility, these participants did not feel secure enough to engage in the activity at certain places.

> *"My friend asked me to swim in the lake but I'm really afraid, and its unsafe."* – Benjamin

> *"Because it is like not feel safe enough to do it I really cannot… because there is no protection thing,..."* – Lawina

Cultural background. According to one participant, his cultural background negatively influenced his experience of physical activities. This participant felt that he could not have a meaningful conversation with the people he met in the gym because of language fluency. Moreover, he found that the perspectives and the focuses on the same issues were different between Chinese and Canadians, which created an obstacle to building a close relationship. Hence, he felt that going to the gym was less enjoyable than in China.

In this case, their cultural background not only directly decreased the enjoyment of activities but also generated an interpersonal constraint. The different cultural backgrounds hindered relationship building and created difficulty in making friends damaged the experience in gym.

> *"Another things is I can make a lot of friends in gym in China, because I know how to speak in Chinese and I know how to deal with lots of jokes, everything*

because like, I have been getting to know with Chinese people for 24 – whole 24

years before dealing with English speakers. I still have some language problem.

I can talk for normal communication. If you assign me some task or orders or

something, I can do it for you, no problem. But for just like making friends, and

what we consider things, it's different. For example, what is happening between

two countries? So we interpret it, the point we pay attention, we are concentrate

on, or our focuses are different." – Charlie

Bad experience. If participants had a bad experience of a certain activity, they might not try the activity anymore. In this study, one participant mentioned that she was not interested in learning swimming since she almost drowned before. The bad experience became an on-going fear that preventing her from swimming. Although she did not reject to go to the water if she could wear a life vest, she would not learn how to swim, and she indicated that she could not enjoy leaning to swim.

"I was drowned before, I tried to learn and I didn't find a lot of fun." – Emily

Lack of information. One participant perceived the lack of information as the barrier of dancing. She was interested in dancing and wanted to learn it. However, she had not tried dancing in Canada, because she did not know where she could participate in it and where to find a professional teacher.

"I don't know where can I do this… professional teacher or like a class. I don't

know." – Kalina

Interpersonal constraints. This section presented three interpersonal constraints: (a) lack of partners, (b) group assignments and (c) relationships with others. Of these constraints, a lack of partners is a predominant constraint in the interpersonal category.

Lack of partners. A lack of partners was one of the most common constraints faced by participants. Almost every participant reported that they did not go for some physical activities because they lacked a companion. Partners were also indispensable in some ball sports, such as tennis, basketball and badminton, so participants were not able to play these games when lacking partners. In addition to ball sports, participants also expressed the need to be with friends in other activities, like visiting parks, walking, and going to the gym. Most participants disliked engaging in the activities without partners. If their friends did not go with them, they might not go either.

> *"I like physical activities, like playing basketball and tennis, I was used to play basketball and tennis, when I was in schools and universities. But now because of my… I don't really know the people around me playing basketball and tennis, so I can't find a partner to play."* – Franklin

> *"Maybe I will not even have a strong willing if I know there is not going to be anybody with me.*" – Lawina

The lack of having a partner as a constraint could also be a manifestation of "do not want to be with strangers". Participants had to be with strangers if their acquaintances did not join them, and they attempted to avoid this situation. Because of this, three participants did not try the recreational programs at VIU. As these recreational programs were open to every VIU student, to be with strangers is unavoidable when people join in the activities without the companions of friends. Thereby, the participants chose not to engage in these recreational programs to stay away from strangers. One of them declared that he was not uncomfortable to be with strangers, he felt it was energy consuming to spend time with those he did not know, and he only wanted to relax when he engaged in leisure activities.

"I do not really like to meet new people… Not dislike, I just like try to avoid it sometimes." – Lawina

"It's energy consuming, because you need to consider what you need to say or what you need to behave to make new friends, but when I was in those activities, I just want to relax myself and to consider nothing." – Clerk

Group assignments. Two participants perceived group assignments as a constraint. For individual assignments, they could arrange their time and make plans by themselves. By contrast, they needed to cooperate with others when they had group assignments. They had to arrange a time to get together, to discuss different opinions, and to separate tasks. All these were time and energy consuming. Moreover, an unreliable team member often caused the situation to be more difficult. An unreliable team member might not finish their task properly, so sometimes they had to work until the last moment. What is worse, they could do nothing to deal with unreliable team members.

"In the individual assignment it would be much easier. I don't need to ask other people's idea, I don't have to cooperate. I don't have to consider, like for now my accounting professor she assigned two of us as a group. Another guy, kind of free-rider, he doesn't want to do anything. His attitude is like… it is so awful. Yeah, if you deal with this kind of people, like if you do the assignment for him, and I was, "Oh, I would give you a zero on your peer evaluation," and then…relationship goes down, like suddenly, I don't want to do that. It's too heart breaking. I mean like, we don't have to be friend, but I don't want to be like, "Oh, I see you. I don't want to say hello to you," it is not cool. It doesn't have to be like that." – Charlie

Relationship with others. The relationships with others sometimes could become a constraint. If there was someone that the participant disliked being with, the participant would rather not to go do the activities. As Emily described,

"If that day, I am free, then I will go, or depends on the person. If the person I really don't want to go with, then I won't." – Emily

Apart from this case of a bad relationship, a good relationship also negatively influenced physical participation in some cases. One participant rarely stopped doing physical activities, but he would not do the activities when his girlfriend asked him to accompany her, or his mother wanted to talk to him. The relationship with pets could also pose a limit to the use of leisure time. A participant commented that, to some extent, his dog became a leisure constraint. He had to walk his dog every day at the same time, and this time limit restricted his leisure choices and arrangement. These good relationships as a constraint were connected to the time constraint. Their time was limited by others, which leads to less participation in certain physical activities.

"I have a dog. I need to be home every day at the same time to walk him and feed him. So that kind of constrain my, like, my time arrange." – Stephen

The difficulty in building a close relationship also brought discouragement to two participants. They were not able to build a close relationship with the people they met in the activities, which rendered the activities less enjoyable. As one participant mentioned:

"I feel some distance because, I don't know- because in China we would play sports together, it's kind of like the brotherhood… here is the, they have some distance." – Clive

His team members were friendly, but he felt there was a distance between himself and those people. This situation was reportedly different in China. When he was in China, the relationship among team members was like a brotherhood. However, the relationship between his team members and him generated frustration. Although he still participated in the activity, he felt that is was less enjoyable and dissatisfying. Another participant also had a similar feeling concerning his experience in the gym. In these two cases, this constraint related to cultural backgrounds. Different cultural backgrounds caused the difficulty in building relationships, and then indirectly damaged the leisure experience.

Organisational constraints. Three kinds of constraints were found, including (a) overcrowding, (b) unavailability and (c) lack of service. Overcrowding as a constraint was mainly mentioned by the people who went to gyms and went swimming. Unavailability was related to leisure space and service. Lastly, the lack of service pertained to the fact that participants could not find proper clubs.

Overcrowding. Crowds in some organisations or certain periods stopped or disturbed five participants enjoying some physical activities, such as going to the gym and swimming. Since that overcrowding caused discomfort, the participants were less willing to engage in the activities during peak times.

> *"Sometimes, maybe after five, after six, they have more people in the gym. So it's… I feel it's a little bit crowded, and I kind of like much very fewer people in the gym, so I don't want to go because of lots of people out there."* – Franklin
> *"A lot of people in the weekdays. I prefer that to the weekends, because a little people in the gym. I can use a lot of facilities."* – Lena

Overcrowding can become a constraint in two ways. First, in some situations, overcrowding caused a bad smell, especially in the gym, because everyone was

sweating. Participants felt uncomfortable with the bad smell, so they would rather not go or stay in the gym with a shorter time than usual. The second was that participants had to queue up to use some particular facilities, which negatively influenced the experience. Similarly, participants could not completely enjoy swimming if there were too many people in swimming pools.

Unavailability. Unavailability of leisure settings also prevented participants from engaging in certain physical activities. One participant was comfortable playing badminton with his friends on one court. The court was nearby his house, so they went there for badminton twice per week. However, that place caught fire and was ruined, so he stopped playing badminton. In this case, this constraint was related to another constraint, specifically, inconvenience. The participant did not go to other courts because the other badminton courts were far away from his house.

Different from the case mentioned above, the unavailability of leisure settings can also be caused by other users. One participant liked playing basketball with his friends in the gym at VIU, but sometimes he had to cancel the game because the gym was closed for the training of VIU sports teams. He commented:

"Because the gym is shared with all students and those sports teams, like VIU volleyball team, VIU basketball team. So most of the time the gym was closed due to their training program, and when we have free time they are training, and they're not training, the gym is free, we're in class. So, the time arrangement, I don't think it's very suitable for all students." – Clerk

Apart from the unavailability of physical settings, the unavailability of leisure service also led to less participation in physical activities. One participant talked about the recreational programs offered by VIU, finding that some popular activities had a size

limitation, and they filled up fast, which generated obstacles for students to engage in those activities.

"It's pretty good, but …(it) *always fill up pretty quick, so it will be better to have more opportunities and, like, expand their program a little bit."* – Stephen

Another participant declared that no employee worked in the gym on the weekends, so she could not use certain facilities as the equipment needed to be unlocked by employees. To avoid the inconvenience caused by the absence of an employee, she did not go to gyms on the weekends, and this resulted in less participation in physical activities.

Lack of service. Two participants mentioned that they could not do some physical activities because the relevant organisations in Nanaimo did not offer the activity or service they wished to use. One participant wanted to play rugby, but the clubs in Nanaimo were only targeted to kids, professional athletes, and middle-aged groups. Therefore, he could not join in any group.

"I contact a little, around Nanaimo, the clubs around Nanaimo, and they do training for kids, like under 12 and they have more professional links for people who is in their mid-age or, like, adults and then also they have a link for people who is about 40 and I didn't fall into any categories. So I just didn't have a chance to do it." – Stephen

Similarly, another participant could not find a proper dancing class in Nanaimo. She had learned dancing in China, and she was good at it. She experienced that classes in Nanaimo were only for amateurs rather than professional dancers. So, she did not dance for a while.

Community constraints. Community constraints to physical activities were less

noted by the participants in this study. Most of the participants mentioned that Nanaimo

was a good place to enjoy physical activities. In general, they were satisfied with the

service and social atmosphere to physical activities in Nanaimo. However, there were

still a few community constraints adversely affecting the participation to certain physical

activities.

Transportation. Transportation in Nanaimo became a constraint for four

participants. The public transportation in Nanaimo was not satisfying, which generates a

barrier for certain leisure physical activities.

> *"Like the transportation, because I don't have a car, so if I want to go*
>
> *somewhere, I need to wait the bus and maybe more than, sometimes more than*
>
> *one hour, so I cannot bear this, I really hate the bus.* – Benjamin

Some participants would rather not go for the activities if they had to take a bus because

taking or transferring buses increased transportation time, which prevented them from

engaging in these activities. In some instances, they still went to participate activities by

bus, but they had to push themselves. As one participant mentioned, although she had a

strong desire to lose weight, she did not go to gyms by bus.

> *"Transportation in the Nanaimo is really a big problem…before I have a car I*
>
> *did not go to gyms."* – Isabella

Lack of facilities. One participant mentioned that he wanted to ride a bicycle

during his free time, but there was no bicycle lane in most areas of Nanaimo, and he did

not want to ride a bicycle on the road or pedestrian space because he thought it was

unsafe. Also, other participants who did not swim in the natural environment mentioned

that the lack of safety facilities stopped them. In these two cases, a lack of facilities not

only directly decreased participation but also led to the intrapersonal constraint of a safety concern.

> *"Ride a bike, it is, they don't really have bike lanes… but like in China, it's very, like very common to have a bike lane to ride a bike."* – Franklin

> *"Because there is no protection things* (in natural swimming places)*"* – Lawina

Other structural constraints. Some other structural constraints posed negative influences over the participation of physical activities. These constraints could not be sorted into any SET category, so all of them were sorted into this category. Four constraints were found in this section, including: (a) financial issue, (b) limited time, (c) bad weather and (d) landform undulation.

Limited time. Limited time is one of the most common constraints found in this study. Participants declared that academic assignments and part-time jobs occupied most of their time, so they were not able to engage in physical activities.

For the participants who were students, academic assignments occupied 13 participants' time and attention, especially when the assignment deadlines were approaching, so they might not participate in the physical activities they usually engaged. As one of the participants believed, assignments were his focus and priority, and he had to spend most of his time on completing them. Another participant also mentioned that she could not do other things if she had one assignment in hand. Some participant still took part in some physical activities when they had assignments, but they were not capable of engaging in the activities as much as they usually did.

> *"Now, because It is going to the academic courses, and a lot of assignments and sometimes become lazy, just didn't go".* – Emily

"If I can still finish the assignment before the due time, I can go. But if I notice the time was really tight, I cannot go. I don't want to fail the course, right?" – Clive

A part-time job was another duty for which participants sacrificed their leisure time. Six participants had to take a considerable amount of time for their part-time jobs once they got out of classes. Therefore, they did not have enough time for leisure activities.

"I got a job. I go to meet with groups something like that. At least I have – I need 3 days to be off to deal with my other stuff." – Charlie

Financial issue. The cost for the activities was a popular constraint shared by eight participants. This issue might be caused by their tight budget. As international students, they did not have full-time jobs to earn money, and they had to pay higher tuition fees than local students. The priority to spend money also led to this constraint. For these participants, the primary goal of coming to Canada is acquiring a master's degree, and they felt that they should not allocate too much money to leisure activities. As one participant mentioned, he had to spend most of his money on academic-related things rather than leisure.

One participant thought that there was no constraint to all the physical activities except financial problem. If he could overcome the financial problem, then he was able to do every type of physical activity in Canada.

For certain activities, such as skiing, playing tennis, and bungee jumping, the costs were expensive for students. For this reason, they could not enjoy these activities or frequently engage in them. Furthermore, some activities, like diving, require special

equipment, and the equipment would cost a considerable amount of money, which also produced barriers for participants to take part in the activity.

> *"Sometimes if I want to go ski and so, there are different kinds of the resorts. Maybe it's a little bit expensive for me to do that frequently, so some activities you can do it frequently and some it costs a lot for me to do that. And maybe that's one of reasons* (why he did not engage in physical activities)*. Like playing tennis, and if you find outdoor tennis court is free. But if you want indoor tennis courts. So it cost you several bucks, but if I do it frequently, I feel, it costs me a lot to just do physical activities."* – Franklin

Bad weather. Seven participants shared the concern of bad weather. Bad weather hindered their participation in physical activities, especially outdoor recreational activities, like hiking, walking, outdoor running and visiting parks. Especially in winter, there are more rainy and snowy days, and the daytime is shorter, so participants would engage in these activities less frequently.

> *"The weather here is really annoying because the raining season starts from October, sometimes from September. And to the next years, like, April, May. Before I got my car is really difficult to go outside in the rainy day. So sometimes I just stay at home."* – Rowling

> *"But another factor I think it is the weather here, in winter especially. Because it's snowy and raining pretty hard and it's pretty cold. So, I think that weather stops me from walking, going to the parks."* – Clerk

Sometimes low temperatures also influenced the participation of physical activities. One participant who liked to run outdoors indicated that he would not go running when the temperature was lower than 10 degrees C, even though the day may

66

have been sunny. He felt too cold to run outside on those days. Other than outdoor activities, the participation of indoor activities was also affected by low temperature. Those who enjoyed swimming did not go swimming during the winter months. Some participants also went to the gym less because of cold weather.

Landform undulation. One participant mentioned landform undulation in Nanaimo as a constraint because it inhibited his ability to run outside. Most of the roads in Nanaimo go uphill and downhill, so he felt it was too tiring to run outside. Although he preferred to run outside, he had to run in a gym, and he was not satisfied. While the landform undulation did not prevent him from running, it caused leisure dissatisfaction.

Factors Facilitating Physical Activities

This study separated the findings related to facilitating factors into two sub-themes: motivation and leisure facilitators. Both extrinsic and intrinsic motivations were found in this study, but participants reported more types of extrinsic motivation. Based on the SET, this study sorted the facilitators into five categories, including intrapersonal facilitators, interpersonal facilitators, organisational facilitators, community facilitators, and other structural facilitators. The following sections detailed these findings.

Extrinsic motivation. This section presents five types of extrinsic motivation, including: (a) improving body shape, (b) health concern, (c) revitalisation, (d) avoiding boredom and (e) socialising. The first two were the most common motivations shared by participants.

Improving body shape. Improving body shape was a common reason for physical activities. Nine participants expressed their desire to "lose weight", "for fitness", and to "look better".

Two of the participants did not engage in physical activities until they realised that they had gained weight. They believed that they looked better if they were slim. Three participants also believed that their parents and friends in China would not like their current figures because they were overweight according to Chinese standards. With this belief, they wanted to lose weight to improve their figures, so they tried to do some physical activities regularly.

"Lose weight and keep fit… Make my body more beautiful, because it's summer time." – Isabella

"I realise I can't gain weight anymore; I have to do something to lose my weight because I plan to return to China, maybe two months later. If my parents look at me, they won't like me like this, I have to do something lose weight before I return to China." – Olivia

Five participants did not regard themselves as fat or thought that they had gained weight, but they still desired to gain muscle, to be more fit, or maintain their weight. According to one participant, he did not enjoy spending time in gyms, but he still went there because good body shape was the most important thing for him. The same as those who wanted to lose weight, these participants believed that fitness led to a better appearance. For these reasons, they joined in some physical activities.

"It makes me look better, that's the most important thing, I thought… I'm really not fat, just my body shape is not good enough and as my age… I need to make me better." – Benjamin

"For my body to have a fit. Body shape, I have that desire." – Franklin

There was a gender difference between males and females. All the participants who mentioned fitness as the reason were males, and female participants used "losing

weight" to describe the primary reason driving them to engage in physical activities. Only one male participant in this study did not use the word "fitness". Instead, he considered himself to be "fat", so he reported "lose weight" as the reason to engage in physical activities.

Health concern. Health was another main reason given by eight participants for engaging in physical activities. They believed that physical activities were good for their bodies for three reasons. The first reason was that physical activities helped them to maintain good health. The second was that physical activities helped them to improve their body condition, which prevented illness. The last reason given was that physical activities helped participants to release physical discomfort. Some participants might not be interested in physical activities, but for the sake of health, they forced themselves to engage in physical activities.

> *"For health…more for health. I think I need to have a regular physical activity each week, so I pushed myself to do some." –* Franklin
>
> *"I feel my back will feel painful after I study for long time, sit down for a long time. I want to release, so I will do a little bit of yoga at home." –* Isabella

Revitalisation. Revitalisation was a psychological need for six participants to engage in physical activities. These participants described it as they "wanted to rest", "release stress", or "escape assignments". Three participants wanted to escape their academic assignments temporarily or to get their mind off their studies, so they engaged in physical activities. Although the assignments might not be finished, and assignment deadlines were approaching, they still spent time participating in some physical activities because they needed a rest.

"Now I have heavy burden of assignment, because many assignments are due in the following weeks, but like yesterday I still spent two hours to walk in the Connally parks, and I just want to escape from the assignment." – Clerk

"I always stay with my papers, but like while I got a chance I might just want to go outside to take some relaxed time." – Lawina

Five participants expressed the need to release stress. Some lightly physical activities, such as visiting parks and walking helped them to be relaxed. No matter where stresses were from, they would be taken away after the activities.

"I think exercise is a very good way to release your stress and to make you relaxed and to take your mood from the bad to good… when I work hard or something I usually go outside for hiking, just maybe one hour I will feel no stress." – Peter

Avoiding boredom. Six participants engaged in some physical activities for avoiding boredom. Participants felt that the leisure choices were limited in Nanaimo, so sometimes they were "boring", or "nothing to do". Moreover, enjoying the same leisure activities led to boredom, so they had to engage in other kinds of activities to "kill time". With the need for avoiding boredom, they participated in some physical activities, even though they might not be interested in them.

"Be honest… I didn't really enjoy hiking… Because I have nothing to do in the free time. So if my friends ask me, I think I can do that instead of nothing, so I will go with my friends." – Benjamin

"Sometimes I will go, sometime I will not go [to gyms] *…Super, super boring* [will make me go to gyms]*."* – Isabella

Another three participants also described staying at home as boring because they felt nothing was interesting to do at home. If they were able to go out, they would rather go out to enjoy some activities. One of them believed that staying at home for sedentary activities is a waste of time and going out to do some physical activities rendered her life more meaningful and worthy.

> *"If I just stare at home I feel waste my time. If I stay outside I can enjoy sunshine, I can enjoy meeting other people. I don't want to waste my time."* – Olivia

> *"Sometimes like there is nothing to do at home, so what are you going to do at home then?* [So I] *just go to the parks."* – Lawina

Socialising. Four participants reported socialising as the motivation for some physical activities. There were two aspects concerning this motivation: being with friends and making new friends. First, participants expressed their need to spend time with friends, so they engaged in the physical activities which their friends participated. As one participant commented, she had the desire to be with friends, so she went to gyms when her friends went gyms. Another participant shared a similar experience. She visited parks because she wanted to talk to her friends. The time to be with friends is more important for her than the activity itself.

> *"I just want to stay or talk to my friends. If the weather is well, we can go outside, and if the weather is not good, we can stay at home. Yeah. Talk with each other."* – Kalina

Two participants wanted to make new friends because they were in a new environment. They believed that taking part in physical activities, especially group activities, was a good way to meet more people, make new friends, and strengthen

friendship with those who share similar interests with them. In addition, continuing to engage in these activities offered a good chance to build a team, which allowed them to know each other better, work together better, and avoid conflicts. For this reason, they engaged in some physical activities.

> *"I'm here at a new place by myself and in, like, getting in touch with a new group of people, and I think team building is a good way to, like, get to know each other and we always have to work together and team building can, like, build up our…Yeah, something like that, so we can work better, harmonize better together, avoid conflict."* – Stephen

Intrinsic motivation. This study discovered two intrinsic motivation: (a) enjoyment and (b) novelty. The following paragraphs describe how enjoyment and novelty motivated participants.

Enjoyment. Enjoyment is a main intrinsic motivation stimulated eight participants to engage in some physical activities, such as dancing, visiting parks, swimming and some ball sports. Participants may not acquire any external or internal rewards from the activities, though they took part in the activities for enjoyment. Participants described this motivation as "I like it", "I love it", or "I am interested". They experienced pleasure, enjoyment or excitement in these activities. These feelings drove them to continuously participate in some physical activities.

> *"I like the nature here… small water falls. It was fun. I totally enjoy it."* – Clive
> *"Basically, it is personal interest. Most of it is because that's the only one* (this refers to swimming) *I have most interesting."* – Rowling

Novelty. Five participants took part in certain physical activities because they wanted to try something they never enjoyed before. Certain activities, such as skiing,

72

snowboarding, sea kayaking, playing snowballs, hockey, tennis and bungee jumping, were new to the participants. To cater to their desire to explore new things, they engaged in these activities.

> *"We always want to try new things, and to learn, start to learn with each other."*
> – Olivia

> *"So I would actually try new things more often and more… nothing scares me. So if there's something seems interesting enough for me, I will just – I will give a chance and try."* – Stephen

Some participants had not participated in certain activities, but they were curious about those activities and would like to try them in the future. As one participant stated, she wanted to give new things a try because it would give her a chance to find out what she likes.

Intrapersonal facilitators. Although several participants talked about similar ideas in some factors, most of the participants experienced dissimilar facilitators on the intrapersonal level. The following section displayed all the intrapersonal facilitators mentioned by participants.

Confidence. Two participants talked about the role of confidence in increasing leisure participation. One of participant joined in a dance group during her free time, and confidence to the dance caused her to be more willing to dance. In this case, confidence directly increased participation in physical activity.

> *"It depends what kind of dance, like if I feel I am able to dance, like where you have some self confidence to do something, then you are more willing to do it, right?"* – Lawina

The information shared by another participant revealed the indirect effect of confidence. This participant was more confident in her studies, which made it possible for her to manage her time for leisure activities. Thereby, she could go to gyms, even though assignment deadlines may be approaching. The confidence in finishing assignments helped her to overcome the constraint caused by assignments, then indirectly increased leisure participation.

Good experience. Good experience while participating in the activities might attract participants to take part in the activities again. One participant shared her experience of visiting a park in winter. She was excited and satisfied with the views and interactions with the animals in the park. She commented that she would like to go there again. The good experience also mitigated her perceived constraint. Although she visited the park in winter on "a really cold day", she did not perceive bad weather as a constraint to visiting parks.

Good mood. As another participant shared, when he was in a good mood, he was more willing to visit parks or engage in other physical activities. Being in a good mood also indirectly influences participation by enhancing the effect of interpersonal facilitators. According to the participant, he would be more likely to accept friends' invitation to visit parks when he was in a good mood. Otherwise, he would reject his friends' invitation. This case indicated that a good mood directly facilitates participation and strengthens the positive influence of other factors, which indirectly increased participation.

Personality. One of the participants mentioned that personality could impact people in the engagement of physical activities. He perceived that extroverted personality had a positive influence in leisure activities. Compared with other Chinese,

he believed that he was more open and more likely to try new things. This personality trait helped him to engage in various physical activities in Canada.

> *"Some are more introvert and they will have a hard time to get into a group of people or – or get out just to do some leisure activities…So I think maybe personality and environment where the person grew up has a big factor on, if they or how they enjoy the leisure activities here."* - Stephen

Apart from what this participant indicated about himself, I also got the impression that he possessed an extroverted personality. He appeared to be outgoing, open to new things, positive and optimistic. With this personality, he took part in different leisure activities with different nationalities. He showed a positive attitude when he talked about his experience in Canada. Based on what he talked about during the interview, he was rarely stopped from doing physical activities by obstacles because he could always find a way to overcome the constraints.

Another participant also talked about the role of personality. She believed that she was an outgoing person, and this personality helped her to enjoy some socialising activities, but she did not experience the influence of personality in physical activities.

Interpersonal facilitator. Different from the intrapersonal facilitators, most of the participants shared some common facilitators on the interpersonal level. This study found three interpersonal facilitators, including: (a) friends, (b) parents, and (c) dog. The main interpersonal facilitators were friends and parents. The following section displayed all the details.

Friends. In this study, friends were one of the most prevalent facilitators toward physical activities. Ten participants shared the experience about the positive influence of their friends. They were more likely to participate in activities if their friends could go

75

with them, even though sometimes they were not interested in the activities. Several participants took part in some activities only if their friends went with them. Moreover, some participants tried new activities with and learned the relevant skills from their friends. While trying, they may find something they were interested in doing, and then established new leisure habits.

> *"If I have a really good friend go together with me, it lets me be willing to go."* – Benjamin

> *"I learned some new activities here, like squash, I didn't paly in China. So they just invited me to play squash with them, and they taught me how to play."* – Clerk

Other than directly increased participation, being with friends also impacted leisure experience. Participants felt that the activities would be more enjoyable if they went with friends. Moreover, the encouragement from friends helped them to persist in the activities when they encountered problems. To be with friends, they would engage in the activities for a longer time or engage in the activities more frequently than going alone.

> *"I used to have a friend like to go into the gym, and so I went to gym much more frequently than if I don't have a friend."* – Franklin

> *"If I go to gym alone I spend more than one hour...with my friend almost two hours… with my friend, we can encourage each other, and I will ask my friend, just do that do that, and I will follow my friend, it's much easier than alone."* – Olivia

Friends could also influence participants through social media. According to one participant, when she posed photographs of the activities in social media, she would

acquire compliments from her friends. These positive comments encouraged her to take part in the activities more often.

  Parents. Other than the influence of friends, parents were also a common facilitator mentioned by ten participants. Some participants mentioned that they engaged in physical activities only because their parents required them to do those activities. Their parents believed that these activities were good for their health, so they were forced to participate. Apart from these intangible supports, parents paid their fees for the service or equipment regarding physical activities when they were children. With the support of parents, they had gradually established the habit of spending time on physical activities when they were in China. Although their parents were not in Nanaimo now, the participants maintained the habits.

> *"At the beginning I went there because I was forced by my parents, by my dad. he just thinks I have to do some physical exercise because if he didn't push me go out then I would be like oversleep until the noon." –* Emily

> *"Sometimes it feels, oh I really need to do some exercise… My mom keeps telling me that… my parents are really concerned about my health, they believe I keep getting sick because I am not doing exercise." –* Lawina

  Six participants were influenced by their parents' behaviours when they were in China. Since their parents took part in some physical activities, they followed the examples of their parents.

> *"In China my parents go to parks every day, my home very near to one of most famous park in my city, maybe just by walk for families, they will go to that park everyday and I can follow them." –* Olivia

"I think family influence. They started to play badminton and then just take me along with them and I kind of liked it." – Stephen

They found it was fun after trying, and they were more actively involved in the activities. After a period of participation, taking part in the activities became their habits. Although they did not live with parents, they still maintained their habits. In addition, these participants whose parents were involved in physical activities enjoyed more physical activities than those whose parents rarely took part in physical activities.

One participant mentioned that having her parents visit also increased her participation in lightly physical activities. When her parents came to Nanaimo, she had to accompany her parents to take part in walking and visiting parks.

Most of the participants positively mentioned their parents' influence, but a different case was found in this study. One participant mentioned that when she was in China, she would not go walking if her mother required her to walk for a certain distance. In this case, parents' influence hindered leisure participation. However, since her parents were not in Nanaimo, this constraint only existed when she was in China.

Dog. Having a dog could facilitate participants to engage in walking. As the owners of the dog, participants felt they were responsible for walking their dogs. One participant walked his dog every day, even in bad weather. Although sometimes he did not enjoy walking his dog, he still did it. Another participant was not the owner of a dog, but sometimes she would like to help the dog's owner walk the dog.

"Now I'm living with my landlord, she has a dog sometimes, we will go to walk the dog." – Emily

"I have a dog. I need to be home every day at the same time to walk him." – Stephen

Organisational facilitators. Seven facilitators were found in this section: (a) good facilities and space, (b) acceptable price or free, (c) convenience, (d) fewer people, (e) sports team, (f) accessibility to information and (g) availability to leisure resource. The first two facilitators were the most common organisational facilitators.

Good facilities and space. Good facilities and enough space advanced seven physical activities, such as going to gyms and participating in ball sports. For most of the participants who went to gyms, good facilities and big spaces in some gyms brought about more enjoyment, which caused them to go more frequently. Some special facilities in certain gyms also attracted two participants to go to the gyms more often. For example, there is a hot tub in a gym, and one participant liked to go to the gym because he enjoyed sitting in a hot tub after exercise. Similarly, another participant liked to go to gym because she enjoyed the massage chairs there.

> *"In Canada, I think in Canada there has better facilities…So yeah in Canada, I sometimes… I went to swim swimming pool and I play tennis several times, because they have a facility for us to play." –* Franklin
>
> *"NDSS (a gym) you can do some activities in gym, but you, after that you can go to the hot tub… it's very good feeling after you exercise, it is very good." –* Peter

Acceptable price or free. Half of the participants expressed their appreciation for the acceptable price or free fee for some activities. Three participants reported that if an activity was free of charge, it served as an encouragement to visit parks, go to the gym at VIU, and participate in some sports games in the VIU gym. One participant even mentioned that if the activities were free, she was interested in trying the activities, even if she was not particularly interested in them.

"We have parks that are free to us. Parks are free, and in China you have to pay... I think the major change is I go out, going to those parks more, because they're free... I think the gym encouraged me more to play those activities more, because they're free and I can borrow those equipment's from the gym for free." – Clerk

"I just registered that in the gym that they offer a pretty good price, why not?" – Emily

Apart from whether an activity was free of charge, an reasonable price also encouraged participants to engage in some physical activities. They were more willing to participate in activities that they considered to be affordable to them. Some organisations also offered discounts to students. For example, students could register for the recreational VIU programmes at a low price. With good prices, they intended to engage in these activities more often.

"Like the yoga class and boxing class I did before. If I register outside, it's, I need to spend more money." – Emily

Convenience. Five participants mentioned that they went to the VIU gym or a gym nearby VIU because these gyms were convenient for them to visit after classes. One participant also emphasised that the relevant fields close to his house encouraged him to take part in different activities, such as go to gyms, visit parks, play badminton, and swim. According to another participant, since Nanaimo is not a big city, most places were reasonably convenient to visit, which made him more willing to go out for some activities than he would when he was in China.

"In Nanaimo I just went to the gym at universities, and in Vancouver now I have a gym in my apartment, and so it's easier for me to go." – Franklin

"And badminton, I used to play with some – of my friends. There's a club near downtown ... So we could go there quite often, twice a week." – Stephen

Fewer people. Fewer people in gyms were noted by four participants as a facilitator. Participants were more willing to go to gyms in Nanaimo because they perceived that there were fewer people than were in China. They did not need to wait for some facilities, and the environment was often quieter, and the smell in the gym was better. With all these advantages generated by fewer people, participants could take pleasure in their time in gyms. Therefore, they expressed an interest in going to gyms more often.

"But here is less people in the gym, so you can use the facilities, you don't need to wait ,you don't need to wait, and, that's better." – Franklin

"I like to go to the gym here because I think it's fewer people." – Isabella

Sports team. An established team also could encourage the participation of physical activities, especially for group sports. There was always a schedule in an established team for the team members to follow, and this helped them to participate in the activities regularly.

One participant learned volleyball in China, but he had not played it until he came to Canada. He has been playing the sport since there was a volleyball team in his program. As a member of this team, he had training every Monday. Similarly, another participant joined a basketball team at a local church. This team also played the game once a week.

"Yeah, for sure, yeah; they – we have this organized team, and we go every day, every Monday. So every week we play volleyball after class." – Stephen

Accessibility to information. One participant believed that the posters about different activities at VIU helped him to take part in physical activities. There were many posters introducing information about different outdoor recreational activities at the campus. When he saw these posters, he acquired relevant information that generated interest in some of the activities. From this perspective, he believed that these posters were conducive to the engagement of physical activities as they offered accessibility to the leisure information.

> *"They have like posted posters on the wall, displaying what different kinds of activities we can do in Nanaimo. So they, yeah, when I check the poster outside and I felt, these activities is interesting. So I think they promote us to do by advertising different kinds of activities."* - Franklin

Availability to leisure resource. One participant who liked visiting parks mentioned that the parks in Nanaimo were available for the entire day, which is different from those in China. With the high degree of availability of the parks in Nanaimo, he could visit parks whenever he wanted to go. Sometimes he could even visit parks after sunset. He felt that this high degree of availability increased his frequency of visiting parks.

> *"In China … the parks are really close very early, everyday by 4 or 4:30 pm. But here if you want to walk in a park you can go even after sunset."* – Clerk

One participant also appreciated the VIU gym. He was interested in some ball sports, and the gym offers relevant courts and different equipment, which inspired him to take part in these sports games.

Community facilitators. There were three facilitators in this section: (a) friendly social environment, (b) adequate recreational fields and (c) fixed schedule. The first two are the most common community facilitators in this study.

Friendly social environment. Five participants obtained a good impression in the friendly social environment in Nanaimo. They indicated that based on their experienced, most of the people in Nanaimo did not judge others. In addition, they felt that the social culture in Nanaimo encouraged people not to judge others. They commented on this non-judgemental environment as "awesome", "great" and "cool". Due to this atmosphere, they were more confident, more comfortable, and more enjoyable to engage in some physical activities. This non-judgemental atmosphere also created a context within which they dared to try whatever they were interested. One participant never went to gyms in China because he was afraid of being judged. When he came to Nanaimo, he began to go to gyms regularly as he was encouraged by the characteristics of the social environment.

> *"They don't judge. That's awesome…I feel really comfortable."* - Charlie
>
> *"I like gym here. People don't care about what you look like…Here no one will judge you. So it's really good. I can do whatever I want, I can do any exercise."*
> – Isabella

Apart from this non-judgemental atmosphere, participants also shared other favourable aspects of the social environment in Nanaimo. One participant mentioned that people in Nanaimo were likely to know new people and help strangers, so he was encouraged by this social environment to participate in the activities that he never tried.

"But after coming to Canada it's getting different. I feel, like, people were open. People are willing to get to know new people and they are willing to help." – Charlie

In addition, another participant talked about her feeling of being greeted by strangers. She appreciated that people always smile to and greet strangers in Nanaimo. This culture brought improved her mood when she went out for physical activities. Moreover, she was more willing and happier to do the physical activities in this friendly social environment.

"For physic exercise it is, and for myself my mood it becomes good because every people are smiling, I mean smile every day… they will say hello even they don't know you." – Isabelly

Adequate recreational fields. Five participants appreciated that there was an array of sports playing fields in Nanaimo, such as natural parks, basketball courts, tennis courts, swimming pools, among others. An adequate variety of playing fields increased their participation in certain physical activities.

One participant who enjoyed nature visited parks more frequently than he did in China. There were many natural parks in Nanaimo, and the views in different parks were diverse. These different parks stimulated him to take part in the activities. Likewise, another participant was excited about that fact that there were many tennis courts in Nanaimo, which made her more willing to play tennis.

"And they have many basketball courts in, tennis courts, they have many like swinging pools, for us to do." – Franklin

"We thought only one area could play tennis in Nanaimo, but when we do research on Google map, we found there are a lot of places you can play that.

It's much better than in China, you know in China we cannot do that outdoor

activity, almost indoor activity; we found there are a lot of places we can play.

We were very excited; we are so surprised we feel very happy." – Olivia

Fixed schedule. According to two participants, fixed schedules increased their

participation in physical activities. People had to make appointments for almost

everything in Nanaimo, even to hang out with their friends. By employing these fixed

schedules, they could draw up plans beforehand that were easy to follow. These two

participants had put physical activities in their schedule. With these fixed schedules,

there were a few things that could cause them to change their plans for physical

activities, and they could regularly participate in physical activities. From this

perspective, their participation in physical activities was promoted.

"I mean it's easy to make plans for your life. Because a lot of things that you

need booking or something. Yes, make appointment. It's very easy. Maybe

sometimes you want to meet with your friends, you will, before two days, a week,

you will tell your friends or with some days to eating dinner together, it's very

easy to follow the plan." – Peter

Other structural facilitators. This section displayed all the facilitators that

could not be sorted into above mentioned four categories. This study identified five

facilitators in this section: (a) natural environment, (b) good weather, (c) Canadian

culture, (d) having a car and (e) Pokémon Go. Of those, the natural environment and

good weather were two of the most common facilitators in this section as well as in all

categories of facilitators.

Natural environment. The natural environment in Nanaimo was one of the most

shared facilitators noted by ten participants. For these participants, the fresh air, the

beautiful scenery, and the natural environment in Nanaimo attracted them to visit parks and go spend time outside walking. Four participants particularly mentioned that ocean views in Nanaimo appeal to them as there was no sea in their hometowns. One of them indicated that she sometimes went kayaking or went walking because she could enjoy the beautiful views. A part of the participants rarely visited parks when they were in China, but they revelled in the natural environment in Nanaimo, so they found themselves spending more time in parks.

> *"Sometimes I will, went to do the sea kayaking because there is sea… Sometimes even I'm not going to do something, I just went for a walking to see the beautiful view."* – Emily

> *"I'm willing to go park with ocean views, and I can take some photos in that park and enjoy."* – Olivia

Seven participants also perceived that the natural environment in Nanaimo was better than their hometown. The fresh air and great views led participants to more willingness to go out, and they spent more time on outdoor recreational activities than they did in China.

> *"Because better, like better environment, like better air quality…Yeah, natural environment. It's much better than in China, so I have the desire to go out sometimes. When I see the good weather and good, like good views in Canada, so I have the desire to go out to participate in some physical activities."* – Franklin

> *"I go out more than I was in China in my free time. Because we have more greater scenery here. Scenery, natural beauty."* – Clive

Good weather. Good weather was another common facilitator to physical activities shared by eight participants, especially with respect to outdoor activities. For some participants who were not interested in physical activities, they would like to go walking or visit parks if the weather was good. For those who usually engaged in some physical activities, good weather could also strengthen their intentions to do some physical activities.

> *"During the free time if the weather is good, in Nanaimo have half year heavy rain, if the weather is good, I will go outside to do some activities like hiking or running. I do some swimming during the summer."* – Peter

Good weather not only directly increased participation but also helped to overcome the constraints. One participant mentioned that he would not participate in physical activities if an assignment deadline was approaching. Nevertheless, if the weather was good, he would still visit parks, though it reduced the time they spent there. In this case, good weather as a facilitator triggered the use of negotiation strategies.

Good weather also influenced the enjoyment of the activities. According to one participant who had to walk his dog every day, he perceived walking his dog as a leisure activity when the weather was good, and he liked to walk his dog for a longer time. Otherwise, he perceived the walking dog as a duty, and he took his dog for a shorter walk.

Canadian culture. Five participants perceived that Canadian culture posed a positive influence on their attitudes and participation in physical activity. As the participants experienced, Canadian culture emphasised the value of physical activities, and people in Canada encouraged others to participate in physical activities. In addition, more people engaged in physical activities in Canada than in China. This type of leisure

culture and atmosphere inspired the participants to participate in some physical

activities.

> *"I think it's really influence me a lot, because people here in Canada, they really*
> *like doing the physical exercise. I see a lot of people running outside in the parks*
> *in morning, in the afternoon, in the evening, and also lots of them exercise in the*
> *gyms… I think, if there are ninety percent of people will do one thing, you will*
> *feel like this things must be good for your health ,otherwise there's no people*
> *would do that, and if it becomes a big environment you will go just, you will go*
> *to that way."* – Isabella

As physical activities were relatively prevalent in Canada, they reported that it

gave them the feeling that they wanted to engage in the same things that the local

community were doing. The participants saw many people running outside, going to

gyms and doing other physical activities, which produced an impetus for the participants

to join the people. They began to try the same activities that people did in Nanaimo,

although they might not be interested in the activities in the beginning. Some

participants had engaged in the activities in China. However, they became more

comfortable and were more willing to take part in physical activities if they were more

prevalent within Canadian culture. All these positive perceptions promoted their

engagement in physical activities.

Having a car. One participant mentioned that she just began to go to gyms after

she got a car, and now going to gyms became part of her weekly routine. Before having

a car, she generally stayed at home. Another two participants also talked about the role

of cars. They believed that it would be more convenient to live in Nanaimo for them if

they had cars, and having a car would support their participation in physical activities in Nanaimo.

> *"Because I'm driving. So it's about 10 minutes, 15 minutes to drive, so it's not too far, and traffic is not bad. So I would actually go out more."* – Stephen

Pokemon Go. One participant shared that one of the reasons she liked to visit parks was to participate in the game called Pokemon Go. The rule of this game was that players had to go out to catch virtual pokemons. This participant indulged in the game and wanted to catch as many pokemons as she could. So, during the time, she visited parks a lot.

Negotiation Strategies

This theme illustrated how participants reflected on the constraints they faced and what they did to overcome the constraints. This study found both behavioural strategies and cognitive strategies. However, behavioural strategies were more popular than cognitive strategies.

Behavioural strategies. This section presented five strategies: (a) substitute activities, (b) adjust the time, (c) ask friends to go together, (d) make it a routine or habit and (f) learn skills and practice. The first two strategies were the most popular strategies.

Substitute activities. Six participants faced constraints to certain physical activities, then they would take part in another kind of physical activities as a substitution for the preferred activities. It is noteworthy that all the participants who mentioned this strategy were those who were more physically active in their leisure time.

Two participants mentioned that they went out for physical activities less frequently in winter because of the cold weather. Instead, they would do some yoga at home. Similarly, one participant could not go to the gym when he had to accompany his girlfriend so that he would do some skipping robes and push-ups at home. Another participant who preferred to run outside and visit parks would go to the gym if the weather was bad.

> *"I go home directly, talk with her, eating with her [inaudible 0:43:04] and then I can do skipping ropes, we can do skipping ropes wherever we want. Like some push-up… some simple stuff I can do without any equipment."* – Charlie

> *"In the winter, normally I will not go parks and it's cold outside and only physical exercise I will do is going to gym, but maybe once or twice a week…. If I really want to relax my body and I will do the exercise at home, like using app to do yoga, like that."* – Isabella

Adjust the time. Five participants would try to adjust the time if they faced some barriers. For example, the participants who were displeased by crowds would choose the time at which there were fewer people to engage in physical activities. For those who could not go to participate in physical activities at a particular time, they would reorganise their schedules. If participants could not participate in the physical activities at the time that their friends were going, they might ask their friends to adjust their schedule.

> *"We can negotiate. Maybe we went another time or just let them go. Firstly, I would like to ask them to reset the schedule."* – Emily

> *"I will go there on week but no weekend because I know there's nobody's there, I cannot use it."* – Isabella

"Like trying to reschedule about my time and try to avoid the last few hours of the swimming pool." – Rowling

Apart from changing their schedule, participants could also adjust time by shortening the time for activities. One participant mentioned that he would engage in the activities for a shorter time to overcome the tight timeline. For example, if he had an assignment deadline approaching, he still visited parks but spent less time there than usual. He mentioned that he always walked around the park two times, which took him one or two hours. If he was busy, he only walked around one time, which probably took 40 minutes.

"(I still visit parks*) but I can make a short time to do some activity. I still go." –* Peter

Ask friends to go together. Asking friends to go together was applied by five participants who lacked partners. When they did not want to participate in the activities alone, they would try to persuade their friends to visit parks, go to the gym, or engage in the activities they liked. One participant mentioned that she would use other things, like snacks, and picnics to tempt her friends to visit parks with her. If certain partners were not available for a particular activity, they would turn to other friends. For instance, one participant who usually went to the gym with his wife would call his friends when his wife did not want to go.

"Sometimes I will (persuade my friends) but if they really facing something, cannot persuade them too. If my friends only lazy. I will say, go with me, don't be lazy, we are losing weight." – Isabella

"If my wife doesn't want to go, I can still call my friends and classmates, if they want to go I will go as well." – Clerk

Inviting friends did not always target the constraint of lack of partners. One participant invited his friends to go to gyms together to overcome the constraint of transportation. As his friends had cars, he could ask for a ride if his friends went with him. In this case, this participant took an indirect path to deal with the problem he faced.

Make it a routine or habit. Two participants applied this strategy to deal with some constraints. They made physical activities a habit or made physical activities part of their weekly routine. This strategy helped them to take part in physical activities regularly. Once they built up the habit that they felt uncomfortable if they stopped engaging in the activities. With this strategy, they could even continue participating in the activity which they were not interested in doing.

> *"I have to make it become my routine, or… we are lazy, right? We are human being."* – Charlie

> *"In the beginning I don't like it. It's more – it's more like you start to do it and then you feel like you build up a habit and if you stop it's really weird."* – Stephen

One of participant emphasised that he might face constraints, but he would still go for the activities according to his agenda. For example, sometimes he felt stressful and tired because of academic assignments or a part-time job, but he forced himself to participate in the activities if he had put them in his schedule.

This behavioural strategy connected to the cognitive strategy of "forcing myself". As participants set the schedule for physical activities, they would push themselves to engage in the activities even though they faced constraints. In turn, to force themselves to persist in their physical activities, participants make physical activities a routine.

Learn skills and practice. Only one participant applied this strategy to overcome the constraints of lack of skills, and this was because she had a strong motivation (i. e., lose weight) to physical activities. She was a novice in tennis, which resulted in less enjoyment while playing tennis. To overcome this barrier, she spent time to learn skills by watching videos, discussing things with her boyfriend, and practicing the skills.

Cognitive strategies. Different from using behavioural strategies, people less employed cognitive strategies in this study. The only cognitive strategy found in this stud was to "force myself". This strategy is connected to the behavioural strategies of "make it routine or habit".

Force myself. One participant shared the experience that he pushed himself to take part in physical activities. According to this participant, he forced himself to engage in going to gyms and martial art, even when he was tired due to his academic assignments and his part-time job. He worked hard to maintain the habit and tried not to break it. With this cognitive strategy, he could regularly remain involved in physical activities.

> *"Somehow I have to force myself. Although after getting, arriving gym, after starting to work out, I enjoy it a lot, but I have to force myself at the beginning because I was really tired." – Charlie*

It should be noted that this cognitive strategy brought about the behavioural strategy of "make it routine or habit". To push himself, he put the activities into his agenda. Once he put the activities into his schedule, he would force himself to complete it.

Relationships Between Facilitators and Other Factors

The findings showed that facilitators could promote participation, encourage negotiation, and strengthen motivation. Apart from these findings, some interesting findings also were discovered. First, this study found that constraints to passive activities could increase participation in physical activities. Secondly, this study discovered connections between a few sub-factors related to facilitators. The following section displayed all the relationships found in this study.

Facilitators promote participation. Different facilitators discovered in this study posed a positive influence on the participation of physical activities. Most of the participants shared that some favourable factors strengthened their intention to take part in certain physical activities.

> *"Here we have great natural views. So, I usually go for hiking or just go for a walk in those nature parks in Nanaimo."* – Clerk

> *"During the free time if the weather is good, in Nanaimo have half year heavy rain, if the weather is good, I will go outside to do some activities like hiking or running. I do some swimming during the summer."* – Peter

Several participants who were not interested in physical activities also mentioned that they would engage in the activities if there were some encouraging factors. For example, one participant indicated that they would try certain physical activities if they were free. Another participant said he went swimming and played tennis occasionally because there were some swimming pools and tennis courts. In addition, facilitators increased the duration of physical activities. One participant would stay in gyms for around two hours if she went to gyms with friends, but she only stays for around one

hour when she went alone. All these cases illustrated that leisure facilitators have the potential to promote participation directly.

Facilitators encourage negotiation. Facilitators not only directly increased participation but also encouraged the use of negotiation. One participant shared that he would take actions to overcome the constraint if there were certain facilitators.

> *"Because if it's a good weather you can't miss… I can make short time to do some activities."* – Peter

Sometimes this participant faced constraints originating from academic obligations, so he did not go participate in outdoor recreational activities. However, good weather encouraged him to employ the strategy of "adjustment the time". He felt that he could not miss the good weather, so he would try to deal with the constraint by doing the activity for a shorter time. This case vividly illustrated how facilitators trigger the use of negotiation strategies and then indirectly increases the participation in physical activities.

Facilitators strengthen motivation. Other than encouraging the use of negotiation, facilitators also could strengthen motivation. One participant stated that he was influenced by North American culture.

> *"Go to the gym and swimming because I am just a little, I think I am affected by the North American culture. Because North American people, really love to go to the gym to shape body, I think I stand by that"* – Benjamin

This participant was motivated by "improving body shape" to go to gyms before he came to Canada. After he came to Nanaimo, he found that many people in Canada go to gyms for fitness. This leisure culture strengthened his motivation, which increased the intensity of his desire to improve his body shape and condition. In this case, North

American culture can be perceived as a leisure facilitator, which reinforced the motivation to engage in physical activities.

Relationships among sub-factors. There were some connections among several factors that were revealed by the data analysis. These relationships existed between good weather and dog ownership, as well as mood and friends' influence.

Good weather and dog ownership. The findings showed that good weather, as a facilitator, could influence the facilitator of dog ownership. As mentioned above, having a dog caused the owner to engage in walking, and good weather could render the walking enjoyable. As one of the dog owners mentioned, when the weather was good, he felt that walking his dog was an enjoyable leisure activity, and he would walk his dog a longer time. By contrast, he perceived that walking dog as a duty in bad weather, and he did not enjoy it. This case revealed that there was a connection between some structural facilitator and interpersonal facilitator.

> *"When it's nice outside, I would say it is a leisure activity, I actually go for actual long walk with him, but when it's raining or snowing, I would just go for a short one, and it comes as a duty."* – Stephen

Good mood and friends. There was a connection between mood and friends' influence. According to one participant, a good mood would enhance the effect of friends' invitation. If he were in a good mood, he would go with his friends to participate in the activities that may not interest him. Otherwise, he would reject his friends' invitation. This case spoke that some intrapersonal facilitators could influence the effect of interpersonal facilitators.

Constraints and participation. This study found that the non-negotiable constraints to the passive activities that participants enjoyed in China inspired them to take part in physical activities in Nanaimo.

> *"I go to park more frequently than before because in the Canadian culture they don't have so much choice of leisure that we can choose from. Like they don't have karaoke* (KTV, Chinese karaoke)*, they don't have those great restaurants, they don't have good shopping malls."* – Clerk

> *"In China I can go anywhere every time and transport in Beijing is really fast and convenient, and this is one thing that affect me. Another thing is just, Beijing have a lot of things you can do, but when I was in Nanaimo, I just can, like, do very, like boring things. I don't have many choices except the physical activities. This is the environment, this factor pushed me to do the physical activity, I do the physical activity more than in China."* – Benjamin

As shown above, these participants faced insurmountable constraints in many entertainment activities. At the same time, they perceived that there was nothing they could do in Nanaimo except physical activities. On the one hand, they were no longer able to engage in the activities they used to enjoy. On the other hand, they began to take part in or spent more time engaged in some physical activities.

CHAPTER 5: DISCUSSION

The purpose of this study was to explore the factors that facilitate Chinese students' participation in physical activities in Canada. Therefore, facilitators, motivation, negotiation strategies and the relationships between these factors were studied.

To better understand negotiation strategies, leisure constraints were also studied, but they were not the focus of this study. However, there was an interesting finding showed that some constraints connected to other constraints in this study. Although these constraints were different categories of constraints, they did not separately or sequentially influence leisure behaviours. Rather, they intertwined with each other and corporately impacted participation.

This study applied SET as the theoretical framework. The findings showed that SET helped to distinguish facilitators, motivation, negotiation strategies, and the sub-factors of facilitators and constraints. At the same time, it was useful to understand the intricated and compound connections among different factors and sub-factors.

The most common motivation was improving body shape as well as health concern. Of all facilitators, friends, parents, natural environment and good weather were the most common factors. In terms of negotiation strategies, behavioural strategies were used more by participants. Lastly, the findings revealed that leisure facilitators could increase participation, strengthen motivation, and the use of negotiation strategies. The findings highlighted the role of facilitators in leisure behaviours, calling for more research in leisure facilitators.

Social Ecological Theory and this Study

Social ecological theory suggests that social and environmental factors are essential in promoting participation in physical activities (Zhang & Solmon, 2013). The findings of this study were consistent with previous research (Beaulac et al., 2009; Degenhardt et al., 2011; Zhang & Solmon, 2013), highlighting the significant effect of interpersonal and environmental factors. These findings echoed the suggestion of SET, appealing to more attention to the external conditions that influence physical activities.

One of the SET principles emphasised that behaviours were the outcomes of interactions among various factors, and these factors simultaneously and dynamically influenced human behaviours (Stokols, 1996). Some research had delved into the interactions among different factors regarding physical activities. (Lounsbury & Mitchell, 2009; Oncescu & Giles, 2012). Similarly, this study revealed the interactions between facilitators, motivation, and negotiation strategies, while it also identified the connections between certain sub-factors of constraints and facilitators. Different factors did not work separately or subsequently. Rather, they interacted with each other, and these interplays influenced actual participation. These findings supported what SET emphasised, drawing peoples' attention to the intricate relationships of different factors.

Policy, as the fifth layer of SET, was not explicitly found in this study. However, the influence of policy could still be drawn from some of the findings. For example, some participants appreciated the acceptable price of recreational programs offered by VIU. This facilitator (good price) came from the university policy, which aimed at more recreational opportunity and a better price for students. Therefore, a policy might pose an indirect rather than a direct influence on participation. Similar findings have been found in a study of school-based physical activities (Langille & Rodgers, 2010).

Researchers declared that policy could indirectly increase children's participation by influencing leisure settings and leisure activities in schools.

Although SET offered a better lens to explore environmental factors and the interactions between different factors, there were shortcomings. Some factors, such as weather and culture, could not be sorted into any particular SET category. Before the current study, some researchers have added natural environment and ethos into the fifth SET layer to broaden the scope (Connor, Alfrey, & Payne, 2012). However, the fifth category of their model still could not contain all the findings of this study, which suggests that researchers may need to work on a better SET model for the studies of physical activities.

Factors Facilitating Physical Activities

The first research question was "What are the factors facilitating Chinese international students to engage in physical activities in Canada?" To answer this question, the motivation and facilitators to physical activities were identified.

Motivation. This study discovered both extrinsic motivation and intrinsic motivation. Of those motivations, improving body shape, health concern, and enjoyment were the most common types of motivation. These findings were consistent with former studies, which showed that college students were motivated by both types of motivation in physical activities, and health and appearance related issues were primary motivations (Egli et al., 2011).

Improving body shape is the main motivation found in both female and male participants in the current study. However, the words they used to describe this

motivation were different. Most females described the reason to engage in physical activities as "losing weight", whereas most of the males primarily reported "for fitness" or to "gain muscle". Another researcher also obtained similar findings concerning exercise among college students (Gruber, 2008). The study showed that females were more motivated by losing weight than males. These findings indicated that females' perception of ideal body shape is more related to a slim body, whereas males' perception more often refers to fitness or muscularity.

Some researchers found that the motivation in exercise and sports were different. The most common motivations related to sports were "competition, affiliation, enjoyment and challenge", whereas the highest-rated motivations to exercise were "health- and appearance-related motives" (Kilpatrick, Hebert, & Bartholomew, 2005, p. 92). They suggested that sports were driven more by intrinsic motivation, while exercise was mainly stimulated by extrinsic motivation. Similarly, this study found that most participants who went to gyms and went for running reported for health and fitness as the motivation, and those who engaged in dancing and playing ball sports mentioned enjoyment as the reason to engage in these activities. However, the difference in extrinsic and intrinsic motivation was not found in walking, visiting parks, swimming, and other physical activities. To date, the research regarding the difference in the motivation of different physical activities is in its infancy. Researchers should take heed to this aspect in the future.

Leisure facilitators. In this study, common facilitators found were related to the social and physical environment. Similar findings have been revealed in other research, which showed that environmental factors significantly contributed to the increase of physical activities (Beaulac et al., 2009; Yan, 2012; Degenhardt et al., 2011). Apart from

the direct influence of environmental factors, this study also found that environmental factors indirectly increased leisure participation by strengthening motivation and triggering the use of negotiation strategies. As the roles of the social and physical environment have gradually grabbed people's attention, an amount of research has been conducted to explore the effect of environmental factors (Zhang & Solmon, 2013). However, there is an insufficient understanding of how environmental factors impact participation (Yan, 2012), and the research regarding the effect of environmental factors in negotiation and motivation are limited, which calls for more research in the area.

Friends and parents were the shared facilitators identified by participants in this study, which were also commonly found in former research (Barr & Shield, 2011; Beaulac et al., 2009). Researchers have conducted many studies concerning the influence of social relationships in different groups. Nevertheless, Chinese students may be more influenced by social relationships because they grew up in a collectivism culture, which emphasises interpersonal relationships (Liu, Friedman, & Hong, 2012). Within this culture, Chinese people allocated much attention to relationships, and they were also easier to be affected by relationships.

With respect to exercise, Gruber (2008) found that female college students were more influence by their friend and peers than males. Differently, the current study did not discover gender differences regarding the influence of social relationships on exercise. These different findings may be due to the difference in samplings. The current study focused on Chinese international student, whereas Gruber's study targeted African Americans. As mentioned above, social relationships are significant to most Chinese people, regardless of whether they are male or female. Hence, this study did not identify gender differences pertained to this issue.

Parents' influence. The studies regarding parents' positive influence on leisure participation were not new to leisure research. However, most of the studies focused on children (Barr & Shield, 2011; Beaulac et al., 2009; Sanchez-Zamorano et al., 2019; Shannon, 2014; Shields et al., 2012), while this study focused on adults. The findings of this study suggested that parents of Chinese individuals could influence their children's behaviours during childhood and into adulthood. This finding may be related to the characteristics of Chinese culture. Chinese culture emphasised the obedience to parents (Fan, Zhang, & Wang, 2017), so they felt that they had to obey parents' requirements even though they had grown up. However, the research concerning parents' influence on adult leisure behaviours was in its infancy. With this in mind, more exploration regarding this issue should be undertaken in the future.

The other contribution of this study regarding the role of parents is the non-western background element. Most of the current studies primarily focused on the participants who came from a western background and the research conducted on non-western cultures were left inadequate. This study has helped to fill the gap in the literature, illustrating that parents' influence also positively took effect in the Chinese participants.

Physical-environmental facilitators. Participants commonly mentioned that the natural environment in Nanaimo encouraged their participation in certain physical activities. The findings of this study were not surprising because most of the participants took part in outdoor recreational activities, which are partially dependent on the natural environment. Moreover, the positive influence of the natural environment may originate from Chinese culture. As Chinese culture emphasises the value of nature (Ma & Liu,

2017), the aesthetic appreciation of nature may affect Chinese people's leisure behaviours.

This study found that that good weather was one of the most salient facilitators to participate in outdoor recreational activities, which is in line with previous studies (Bethancourt et al., 2014; Kim et al., 2011; Kuehn et al., 2013; Kuehn et al., 2017). Good weather can also affect other levels of facilitators. Good weather could mediate the effect of dog ownership, which indirectly impacts leisure participation and experience. This finding implies that there is a connection between structural and interpersonal facilitators. This relationship has not been found in other research. However, Kuehn et al. (2013) found the indirect influence of good weather through certain intrapersonal facilitators. These findings are indicative of the indirect influence on participation through other facilitators, which should increase people's interest in more research.

Negotiation Strategies

This theme refers to the second research question, "What are the negotiation strategies used by Chinese international student to overcome leisure constraints?" This study discovered both behavioural and cognitive strategies, but participants employed more behavioural strategies than cognitive strategies.

The popularity of behavioural strategies was not a surprising finding as behavioural strategies also prevailed in other studies (Alexandris et al., 2007; Ito et al., 2018; Jun & Kyle, 2011; Stanis et al., 2010). The popularity of behavioural strategies may be caused by positive linkages between all types of constraints and behavioural

strategies. All types of constraints could trigger behavioural strategies, but only structural constraints showed a positive link to cognitive strategies (Lyu & Oh, 2014). However, a lower application of cognitive strategies was not equal to a lower value of cognitive strategies. Neither behavioural strategies nor cognitive strategies were underestimated with respect to the process of negotiation.

This study found that cognitive and behavioural strategies mutually influence each other. The interaction between cognitive and behavioural strategies in this study was consistent with previously conducted research (Kennell et al., 2013; Lyu & Oh, 2014; MacCosham, 2017). These findings have nullified the suggestion given by Jackson and Rucks (1995), asserting that behavioural and cognitive strategies were separated. To better understand how people overcome constraints and how negotiation strategies take effect, cognitive strategies and behavioural strategies should not be treated as being independent of one another.

Relationship Between Facilitators and Other Factors

This theme pertained to the third research question, "What are the relationships between facilitators and other factors?" The facilitators found in this study were connected to other influential factors.

Facilitators were found to directly increase participation, encourage the use of negotiation strategies, and strengthened motivation. These findings were also in line with previously conducted studies (Degenhardt et al., 2011; Hoang, 2014; Huber et al., 2018; Kim et al., 2011; Kocak, 2017; Stensland et al., 2017). These connections indicate

that researchers should consider facilitators in the study of leisure constraint negotiation, which would contribute to a deeper understanding of leisure behaviours.

Relationships between sub-factors of facilitators. This study illustrated some connections between a few sub-factors of facilitators. Good weather (structural facilitator) affected dog ownership (interpersonal facilitator), and good emotion (intrapersonal facilitator) influenced friends' invitation (interpersonal facilitator). Similar findings have also been reported by other research, illustrating the connections between a structural facilitator and certain interpersonal facilitators (Oncescu & Giles, 2012), as well as the linkage between certain intrapersonal facilitators and an interpersonal facilitator (Covelli, 2011). These studies indicated the intricate interaction related to leisure facilitators, which could be a direction for future research regarding facilitator.

Facilitators and constraints. Most of the facilitators found in this study were opposite of constraints. For example, good weather and bad weather, lack of partners and friends' invitation, among others. Although some constraints and facilitators were the same factors in a different situation, people should not consider these two concepts to be alternative to each other. For example, the owners of dogs in this study regarded dog ownership as a facilitator, whereas no one perceived having no dog as a constraint. In addition, two participants perceived the extroverted personality as a facilitator, but no participant regarded the introverted personality as a constraint. Similar phenomena also were found in the research of Stanis, Schneider, Chavez, and Shinew (2009). As Kim et al. (2011) contended, the negative state of one factor became a constraint did not imply that the positive status of this factor would be a facilitator and vice versa.

Apart from the different states of the same factors, researchers should also consider the different effects of the same factor in different states. One factor might be weak when it acted as a facilitator, while it might be strong if it acted as a constraint (Raymore, 2002). Nevertheless, another researcher asserted that the factors regarded as facilitators showed greater effects in participation than those that were deemed as constraints (Kuehn et al., 2013). Although these two studies contended disparate arguments, both stressed that the same factors might generate dissimilar effects when they acted in different roles. However, to date, no research has evaluated this interesting aspect. In the current study, conclusions pertinent to this point could not be drawn because this study was qualitative, so I was not able to evaluate and compare the effects of different factors.

Some factors act as both constraints and facilitators. These factors were perceived as constraints by some people. Meanwhile, they were deemed as facilitators by others. For example, one participant was occasionally stopped from going to the gym by his girlfriend. In the meantime, another participant shared the story of how her boyfriend encouraged her to engage in physical activities. This finding was consistent with the findings in Stanley et al. (2012). The study disclosed that a few factors were perceived as constraints by some participants. At the same time, other participants regarded the factors as facilitators.

Some factors were both facilitators and constraints to the same participants. One participant who owned a dog mentioned that, on the one hand, his dog limited his time and leisure arrangement because he had to walk his dog at the same time every day. On the other hand, walking his dog everyday increased his participation in walking.

Similarly, culture could create constraints for some participants, but also encourage them to engage in physical activities.

All these discussions and findings suggested that leisure facilitators could not be treated as the opposite ends of constraints. Also, these discussions implied that the connection between constraints and facilitators was not a simple liner relationship. Therefore, leisure researchers should conduct more studies on this aspect.

Limitations

The findings of this study successfully answered the research questions. However, there were a few limitations to this study. The first limitation came from the broad scope of this study. This study simultaneously explored facilitators, motivation, negotiation strategies and constraints. On the one hand, it helped people to acquire the "big picture" of the negotiation process and contributed to the exploration of how to fit the conception of facilitators into a negotiation model. On the other hand, it was not possible to delve deeply into some points. For example, the researcher did not acquire an adequate amount of data about the relationships among different leisure facilitators. Therefore, future research could narrow down the scope to focus on one aspect of facilitators and collect more data on that particular aspect.

The second limitation was the focusing activities. Since this study generally focused on physical activities, it was difficult to dig deeper into some findings. For example, friends' influence was commonly shared by most of the participants, but the activities they engaged in were different. Some participants engaged in individual activities in which the partner was not a necessity, whereas some participants

participated in group activities in which the partner was indispensable. Therefore, the real meaning of friends' companion could be different for these participants. Hence, the researcher encouraged future research to concentrate on specific activities, whereby people could acquire a deeper understanding of leisure facilitators.

The third limitation was that the interviews were conducted in English. Although most participants could speak English fluently, they sometimes faced problems in precisely expressing their iedas. After transcriptions were complete, it was necessary to clarify particular points with the participants. However, several participants had forgotten what they wanted to share during the interviews. That also posed a limit to the depth of the data. Therefore, the researcher suggested that it is better to apply participants' first language as the interviewing language in the future.

Implication and Future Study

The findings of this study contribute to the exploration of how Chinese international students experience physical activities in Canada. The current study identified some common facilitators to physical activities and how these participants deal with constraints. Most of these findings were related to the social and physical environment, which implies that changing environmental factors may significantly affect people's leisure behaviours. Recreational practitioners could improve the leisure participation of Chinese students by creating an active-friendly environment. Moreover, the findings revealed how the participants responded to a different culture concerning leisure activities. These participants had special leisure pursuits, which could not be fulfilled in Nanaimo. Although participants participated in physical activities to cater to

their leisure needs, they were not satisfied. It is important to be aware of this as leisure satisfaction is related to people's psychological well-being. Since the number of international students is growing, understanding what international students' leisure pursuits are and how local organisations and communities can offer help is an important endeavour.

This study also contributes to the inadequate research regarded to leisure facilitators and shed some new light in leisure research. First, the findings showed that leisure facilitators were critical to leisure behaviours. Hence, exploring leisure facilitators help to acquire more comprehensive understandings in leisure behaviours. Moreover, the findings illustrated that leisure facilitators connected to constraints, motivation, negotiation strategies and participation. The last four factors have been deemed as the dimensions of the negotiation process. Therefore, a portion of future research should focus on combining leisure facilitators into the model of constraint negotiation to explore people's leisure behaviours. Secondly, the relationship between constraints and facilitators is complex, and it is an unexplored sphere. While this relationship is crucial to explore what a facilitator is and how a facilitator takes effect, researchers need more studies regarding this issue. Last but not least, this study showed that SET is useful to explore physical activities. However, the categories of the current SET models could not contain all factors impacting physical activities. Therefore, researchers could try to create a new SET model for physical activities.

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APPENDIX A. Interview Questions

1. Where are you from?

   a. What are the most popular leisure activities in your city?

   b. What does your family like doing during free time?

   - Did you parents/siblings/friends pay involve in physical activities?

   c. How did you spend your free time in China?

   d. Do you still enjoy these activities now? If not, why?

2. What types of physical activity did you do when you were in China?

   a. Who did you do those activities with?

   b. Why did you do those activities?

   c. What helped you to participate in these activities?

   d. Do you face any barriers or difficulties to participate in activities?

   e. What did you have to do to overcome any barriers to those activities?

3. Is there any physical activity that you wanted to do that you were not able to?

   a. If yes: What prevented you from doing those activities?

   b. Have you tried this activity here? If not, why?

4. Tell me about your life in Canada/Nanaimo

   a. When did you move to Canada? Nanaimo?

   b. Did you have family, relatives, or close friends that lived here before you came?

   c. Do they live nearby or with you?

   - Do you spend leisure time with them?

   - Do you take part in leisure activities with them?

- What is the activity?

    d.   What do you do for fun in your free time in Canada/Nanaimo?

5.   How active were you in China? How active are you now? (If your rate yourself from 0 to 5)

    a.   How has this changed since you came to Canada? Why do you think this change happened?

    b.   Do you think Canadian culture or the social environment influence you concerning this change?

6.   What types of physical activity do you do here?

    a.   Whom do you do those activities with?

- If they don't go, are you discouraged by this?

    b.   Why do you do those activities?

- Do you do it frequently?

- What make you persist in physical activity?

    c.   What helps you or make your more willing to do these activities?

    d.   Do you face any barriers or difficulties to participate in activities?

    e.   What do you do to overcome barriers to do those activities?

    f.   When do you try to overcome constraints if you face problems?

    g.   when do you chose not to go for the activities?

7.   Are there any physical activities that you want to do that you haven't been able to?

    a.   If yes: What is stopping you from doing those activities?

    b.   Do you try to overcome the problem? How? If no, why not?

8.   What do you think the impact of living in Canada on your activity choices?

9.   How has living in Canada impacted on the activities that you like to do?

10.   Would you like to share anything else with me?