

**The Development of Sport Culture in
the Hong Kong Chinese**

**Frank H. Fu
Hong Kong Baptist College**

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CHAPTER ONE

INTRODUCTION

It has been established that primitive sports were formulated about 4000-5000 years ago in China, apart from those activities which were associated with labour or the military. During the past 4000 years, many more different sports were introduced: WuShu, the Dragon Boat Race, Dance, Acrobatics, Gymnastics, Hunting, Horse-cart Racing, Qi Gong, Archery, Wrestling, and Weightlifting (Chinese Olympic Committee, 1984). However, the Chinese culture has always emphasized on the intellectual development of the individual and has neglected the importance of the physical aspect, especially for the general peasants. It was not until the fall of the Ching Dynasty in 1911 that foreign idealism on sport was slowly accepted. In 1949, the People's Republic of China adopted the socialistic model of government, with a strong emphasis on the development of sport culture and the ultimate objectives to improve labour productivity and defense capability.

On the other hand, Hong Kong became a British Colony in 1842 and in the early days, the Chinese residents have little interest in foreign sport. As more and more Chinese chose to make Hong Kong their home, the need to interact with the British residents and to assimilate the British ways of life became essential for those who wanted to become successful and influential. Many clubs were formed during the early 1900s and the Hong Kong

Chinese were slowly introduced to the British sports such as cricket, badminton, rugby, tennis, and lawn bowl. Missionary schools were also able to incorporate sport activities as part of their programme so as to improve the physical stamina of the students and to have better discipline in class. However, after 1949, the increase in the Hong Kong population and the increasing emphasis on academic success due to limited local opportunity for higher education have deprived the Chinese residents of a British Sport Delivery System which was based on the support of the school and the existence of a network of clubs. As a result, the promotion and development of sport suffered. The 1967 Riot in Hong Kong due to the influence of the Cultural Revolution in China prompted the Government to develop strategies to control further social disturbance. The establishment of the Council of Recreation and Sport in 1973 indicated Government's commitment to provide the local Chinese with an outlet through healthy physical and recreation activities, in place of increasing focus on the political arena.

In the 1970's, the Council for Recreation and Sport grew tremendously and together with the Amateur Sports Federation and Olympic Committee of Hong Kong, they were responsible for the development and promotion of sport programmes in the territory. The establishment of the Jubilee Sports Centre (renamed Hong Kong Sports Institute in 1991) in 1982 indicated Government's support of developing a system of training elite athletes. However, by the late 1980's, Government began delegating the role of promoting sport in the community to the Urban and Regional Councils and leaving the development and promotion of sport to

statutory bodies with specific terms of reference. It was under this policy that the Hong Kong Sports Development Board was established in 1990 and their eventual integration with the Hong Kong Sports Institute was planned.

The present study intended to investigate the problems encountered in the development and promotion of sport culture in Hong Kong by first identifying important factors as perceived by different populations, and second, by identifying their interests, preferences, and values, and then finally their recommendations. The survey was conducted in 1988-90 and included some data from China for comparison. A total of over 25,000 people was involved and the assistance of the Government, the schools, and various associations and institutions were vital to the successful conclusion of the study.

For the sake of clarity, "sport" in the present project includes all levels of physical activities such as physical education classes, recreational activities, and competitive sport activities. "Sport culture" is generally defined as the degree of public support of sport activities as reflected by their value system and lifestyle.

CHAPTER TWO

RESEARCH DESIGN

The major objectives of the present project are as follows:

1. To assess the present status of sport delivery system in Hong Kong through identifying important factors in sports participation as perceived by different populations.
2. To understand the preferences and interests of different populations with regard to spectator and participant sport.
3. To evaluate the perceived value of sport in the Hong Kong Chinese community.
4. To poll recommendations by the public on promoting the development of Sport Culture for the Hong Kong Chinese.
5. To identify basic issues involved and to suggest future trends and developments.

Each of the aforementioned objectives will be discussed in subsequent chapters.

Since the success of the project depended on the surveying tool used, a great deal of time was spent in designing a questionnaire to collect data needed. The assistance of experienced school teachers and officials at the Education Department were also sought in order to ensure clarity and appropriateness of the questions asked. A total of 94 items were included in the questionnaire which was in both English and Chinese. When the questionnaire was used in China, appropriate changes were made e.g. substituting Beijing for Hong Kong. In conducting the survey in school, the assistance of the physical

education or classroom teachers was required to interpret the meanings of the questions, especially in the primary grades.

Subjects included students in the primary and secondary schools in Hong Kong and China, elderly people, P.E. teachers and sport-related professionals. Twenty-four schools in different districts in Hong Kong belonging to all three categories were selected for the survey. The elderly population were recruited from the Hong Kong Society for the Aged Association, while the physical education teachers and sport-related professionals were from secondary and post-secondary colleges and national sports bodies/associations in Hong Kong. A breakdown of subjects involved is presented in Table 1.

Subjects were asked to respond, in most questions, to a rating scale of five (Likert), with one being "very disagree" and five being "very agree". The mean scores of each question were calculated and their rankings were also computed.

TABLE 1: Sample Size

		Sample Size	
A. Students - Overall		25,564	
Region	China (Beijing)	5,774	
	Hong Kong	19,790	
School	Primary	11,814	
	Secondary	13,750	
Sex	Male	14,320	
	Female	11,100	
China (Beijing)	Primary	Male	1,455
		Female	1,483
	Secondary	Male	1,415
		Female	1,420
Hong Kong	Primary	Male	4,541
		Female	4,202
	Secondary	Male	6,909
		Female	3,995
B. Elderly Population - Overall		123	
		Male	30
		Female	93
C. P.E. & Sport-related - Overall		81	
		Male	56
		Female	25

CHAPTER THREE

IMPORTANT FACTORS CONTRIBUTING TO SPORT PARTICIPATION AS PERCEIVED BY DIFFERENT POPULATIONS

In order to have a better understanding of the views of different populations on the Sport Delivery System in Hong Kong, it would be helpful to also understand their attitude toward physical activities. The 14-item Corbin and Lindsey Questionnaire (1989) was used to assess this factor (See Appendix A). Results are presented in Table 2. The most favourable score was obtained from the P.E. teachers and sport-related professionals while the least favourable score of 2.51 was from the secondary school female students. Primary school students also demonstrated more favourable attitude toward physical activities than their secondary counterparts.

If one believes that attitude will eventually lead to the formation of the value system in an individual, and that it will ultimately affect and express through behaviour, the present results suggested that efforts should be taken to improve the attitude towards physical activities of school students, especially at the secondary level. If one also accepts that there is increasing influence of the female gender in the family, special efforts should be made to develop a more favourable attitude toward physical activities in the female students. Thus, more attention and emphasis on the preference and interest of the female participants would be desirable.

A. Secondary School Students.

Hong Kong secondary school students have indicated nine

factors which were perceived as important contributors to their participation in sport activities (See Table 3). These factors were rated significantly higher than the mean score of 3.0 on a five point scale.

Since the important factor indicated was the belief that participation in sport would be good to health, there would be a need to promote and develop the value of sport activities to better health in school. This could be done in the form of including health-related fitness tests and lectures in the school curriculum, organizing special workshops and promotion on this topic, and purchasing related literature and audiovisual material for the library. It is interesting to note that Beijing secondary school students also indicated that health enhancement was the major contributor to their participation in sport (See Table 4).

Students also indicated that they felt good being a member of the sport team and enjoyed competing for it. This was inter-related with their perception of the importance of identity with the team involved. While students did not feel that having an idol was important in selecting a sport in participation (lowest rating of 2.14), they needed to have a sense of belonging. It was therefore natural for them to perceive as important, the support from the general public, their parents and peers. This could be expressed in many ways such as providing financial support, attending sport competition as spectators, expressing interest and concern over competition results, offering assistance (e.g. transportation) to attend practice, and making

special arrangement (e.g. for leave) when needed.

Another factor which was perceived as important was the aspect of socialization through sport participation. Thus, it would be also important to consider the environment of sport venue as well as the quality of the facility. Well maintained sport halls with adequate lighting and air conditioning, and the provision of good locker rooms with showers and a comfortable sitting area (e.g. coffee shop) seemed to be standard provisions expected. Since most schools would be unable to meet this expectation, students were socializing more and more at sport venue provided by private clubs or the Urban and Regional Councils. However, it was also indicated that the difficulty in finding facility to engage in sport activities was another major obstacle.

Students from Beijing indicated similar concern. They felt that other than good health, the support of the public and their parents as well as the availability of good facility were also important contributors (See Table 4). They did not feel that being watched by a large audience during sport participation was important (lowest rating of 2.42).

B. Elderly Population.

Eleven factors were identified by the elderly population surveyed. The two most important contributors were health enhancement and socialization, followed by identity with the team, availability of good quality facility and support by the general public and peer. In addition, they also cited the aspects of community involvement, convenience, and the cost of participation as important contributors (See Table 5).

It is indeed gratifying to notice that there was no generation gap between the young and the elderly population on important factors relating to sport participation. Similar results were also obtained from the survey of the personnel working in the sport-related profession.

C. Physical Education Teachers and Sport-related Professionals.

Factors identified by the physical education teachers and sport-related professionals are presented in Table 6. The belief that sport participation was good to their health was given the highest rating, followed by a need for belonging, opportunity for socialization, feeling of public support, sense of identity and finding good quality facility. These views were shared by both the students and the elderly population.

D. Summary.

As the standard of living improved in Hong Kong, people were becoming more health conscious. They perceived the benefits of participating in sport activities to their health. It was also important for them to develop an identity and a sense of belonging, and to be able to make friends and socialize with them through sport activities. Support from the general public, the parents, and the peers were also vital since they could directly affect the degree of active and passive participation in sport activities. There was also an increasing demand for good quality facility at reasonable cost. In a study on the limiting factors in the delivery of physical education and sport programmes in developing countries, the factors of availability of facility and public support were also identified as important (See Table 7).

Despite the differences in the political and economical systems, it was found that the Hong Kong Chinese and Beijing Chinese perception of important contributors were also quite similar.

TABLE 2: Attitude Toward Physical Activities Scores of different populations in Hong Kong

POPULATION	ATTITUDE SCORE (MEANS)
Primary School: Male	2.14
Female	2.14
Secondary School: Male	2.33
Female	2.51
Elderly (Over 50 yrs.)	2.36
P.E. Teachers & Sport-related professionals	1.85

Keys: 1.0 = very favourable
 3.0 = neutral
 5.0 = very unfavourable

TABLE 3: Factors which were perceived as important contributors to sport participation by secondary students

FACTORS	RATING (MEANS)		
	Overall	Male	Female
Enhancing health	4.12	4.19	4.02
Membership in a team	3.75	3.81	3.65
Availability of good facility	3.71	3.74	3.66
Socialization	3.59	3.65	3.49
Support of general public	3.55	3.61	3.44
Parent support & encouragement	3.53	3.51	3.56
Peer support & encouragement	3.40	3.32	3.46
Identity with the team	3.35	3.35	3.35
Availability of facility	3.33	3.34	3.31

TABLE 4: Factors which were perceived as important contributors to sport participation by Beijing secondary students

FACTORS	RATING (MEANS)		
	Overall	Male	Female
Enhancing health	4.19	4.12	4.02
Support of general public	3.96	3.98	3.44
Availability of good facility	3.71	3.74	3.66
Parent support & encouragement	3.48	3.52	3.52
Availability of facility	3.35	3.45	3.26

TABLE 5: Factors which were perceived as important contributors to sport participation by Hong Kong elderly people

FACTORS	RATING (MEANS)
Enhancing health	4.44
Socialization	4.04
Identity with the team	3.93
Availability of good facility	3.86
Support of general public	3.84
Peer support & encouragement	3.79
Community involvement	3.78
Convenience	3.77
Parent support & encouragement	3.58
Cost of participation	3.53

TABLE 6: Factors perceived as important contributors to sport participation by physical education teachers and sport-related professionals in Hong Kong

FACTORS	RATING (MEANS)
Enhancing health	4.35
Member of sport team	4.26
Socialization	3.99
Support of general public	3.92
Identity with the team	3.73
Availability of good facility	3.68
Cost of participation	3.59

TABLE 7: A comparison of rankings obtained from surveying native physical educators and standardized scale

FACTORS	RANKING FROM SURVEY	RANKING FROM SCALE
Student/teacher ratio	1.5	3
Staff training	1.5	7
Availability of facility	3	4.5
Public support	4	10
Government support	5	13.5
Status of PE teacher	6.5	6
Status of coach	6.5	6
Staff salary	8	4.5
Workload	9	7
School requirement	10	11
Cultural attitude	11	9
Climate - rain/water	12	13
Climate - temperature	13	16

(Fu, 1981)

CHAPTER 4

THE PREFERENCE AND INTEREST OF HONG KONG CHINESE ON DIFFERENT SPORT ACTIVITIES

Hong Kong is a very cosmopolitan city where the East meets the West. The labour force is highly skilled and adaptable to changes and new ideas. The traditional emphasis on the development of British sport was slowly challenged by a growing desire to include sport which the Chinese could also excel. At present, there were over 50 national sport associations in the territory and in designing the questionnaire, it was found that over 80 sports or games have to be included (See Appendix B).

In the early days of the Council for Recreation and Sport, the emphasis was promoting sport for the masses. The development of various sport activities was supported, in some instance, without any serious consideration on long range planning and the interrelation with the sport for the elite athletes programme. There was a general lack of awareness of the importance of cultivating lifetime sport activities and the physical education curriculum of local schools and tertiary institutions adopted the traditional British model. As the network of private clubs was vital to the success of the British Sport Delivery System, the lack of provision for their development since the 1970's led to an increase in government organized sport activities in the community through the Urban and Regional Councils. Hong Kong has thus introduced a system quite different from its heritage prior to 1973.

As the financial resources are limited, there is always a need to set priority on which lifetime sport to promote or which target sport should be identified in order to win medals. It is felt that since sport culture can be measured by the degree of support by the public as participants or spectators, it is paramount to have a better understanding of the preference and interest of the Hong Kong Chinese on different sport activities. Novelty might attract one to try a new sport, but to become an active participant and supporter for life, one must have genuine interest in it.

A. Primary and Secondary School Students.

Students were asked to indicate their interest and preference in sport as both participants and spectators. They were also asked to indicate which sport was most attractive to them. The results are presented in Table 8. Even though the students reported that most of them participated sport activities at their school (61.6%), nearly one third of them had to rely on Government facilities (28.6%) and 9.8% had to go to their clubs or sport associations. Soccer was the most participated, watched, and attractive sport while badminton, jogging, and swimming were also very popular. These lifetime sport were taught in school although there were usually inadequate facilities for them in a standard school.

Tables 9, 10, 11, and 12 provide further breakdown according to primary and secondary levels and gender. Male and female primary school students have different preference in the sport they played and different interest in the sport they watched. Soccer was the sport for boys but the girls preferred to play

badminton and watch volleyball competition as well. Swimming was also a very attractive sport to both gender while jogging was the common exercise to keep fit. Secondary school students were slightly different from their primary counterparts e.g., with interest in tennis. The gender difference was further polarized, the male students concentrated on soccer and basketball while the female students preferred badminton, volleyball, tennis, and swimming. If the family unit were to be emphasized in the development and maintenance of lifetime sport, the preference and interest of both gender must be considered.

B. Elderly Population.

While the elderly population were attracted by the major team sport such as soccer, volleyball, and basketball, they also watched people engaged in Tai Chi, gymnastics and swimming competitions. In the territory, Kung Fu, Tai Chi, and walking exercises were participated by over 50% of the subjects surveyed. (See Table 13).

C. Physical Education Teachers and Sport-related Professionals.

Apart from the popular sport in the schools, tennis emerged to be one of the most watched and participated sport among physical education teachers and sport-related professionals. (See Table 14). As role models and decision-makers, the preference and interest of our sport "leaders" must be considered in planning for future development and promotion of sport culture in Hong Kong.

D. Summary.

The preference and interest of school children, sport

"leaders", and the elderly people on sport activities were somewhat different although soccer stood out as the most popular sport. Since soccer pitches were not available at most schools and the demand for them was always more than the supply, there should be a coordinated effort to develop and promote "mini" soccer at the schools and clubs. This would require introducing modified rules and converting existing facilities into soccer pitches as well. In this manner, soccer could once again become the socializing agent for all age groups and it might even become the national sport of the territory, similar to many countries in Latin America and Europe.

Since "keeping fit" was the major motivating factor for all age groups in participating in sport activities, the emphasis on the development of lifetime sport was important. Due to limited facilities and class allotment in schools, the existing curriculum might require further revisions e.g., in setting the priority of basketball over German Handball and in better defining the role of gymnastics in developing motor skills. Among the various racquet sport, table tennis should be given the highest priority, followed by badminton, tennis and squash when all other factors were considered. It would also be appropriate to introduce the traditional Chinese Kung Fu, WuShu, and Tai Chi at the schools. As the majority of the general population was between the age of 22 to 60 years, there must be opportunities for the "adult" to pursue their developed lifetime sport or to acquire new ones. The Government, with the support of the private clubs and national sport associations, would have to provide the leadership in this area.

Only by knowing their preference and interest, one learned more about "which" sport was played, watched, and favoured most by different populations. Together with the knowledge on their perceived contributors to participation, policy-makers would be in a better position to contemplate and plan strategies for future developments. It is imperative that in future selection and assessment of "target sport", the preference and interest of the Hong Kong Chinese be duly considered.

TABLE 8: Preference and interest of Hong Kong school students on different sport activities expressed in percentage (N=19184)

AS PARTICIPANT		AS SPECTATOR		PERCEIVED ATTRACTIVENESS	
Soccer	(20.3%)	Soccer	(53.3%)	Soccer	(32.3%)
Badminton	(15.3%)	Table Tennis	(6.5%)	Swimming	(10.1%)
Jogging	(12.6%)	Auto Racing	(5.4%)	Table Tennis	(9.6%)
Swimming	(11.3%)	Swimming	(4.4%)	Bicycling	(8.7%)
Basketball	(9.2%)	Basketball	(4.0%)	Auto Racing	(5.4%)
Table Tennis	(7.1%)	Jogging	(3.9%)	Badminton	(5.3%)
Bicycling	(5.6%)	Volleyball	(2.9%)	Tennis	(1.9%)
Volleyball	(5.5%)	Bicycling	(2.7%)	Volleyball	(1.6%)
Athletics	(4.4%)	Dance	(2.4%)	Athletics	(1.4%)
Skip Rope	(2.5%)	Tennis	(2.2%)	Ice Skate	(1.2%)

Note: Only the top 10 sport activities are presented

TABLE 9: Preference and interest of Hong Kong primary school female students on different sport activities expressed in percentage (N=4011)

AS PARTICIPANT		AS SPECTATOR		PERCEIVED ATTRACTIVENESS	
Jogging	(21.9%)	Soccer	(21.1%)	Swimming	(21.6%)
Badminton	(20.9%)	Volleyball	(14.9%)	Badminton	(15.6%)
Swimming	(14.9%)	Badminton	(9.8%)	Volleyball	(10.6%)
Skip Rope	(10.7%)	Swimming	(9.4%)	Bicycling	(8.3%)
Bicycling	(10.3%)	Jogging	(6.8%)	Jogging	(6.3%)
Volleyball	(3.7%)	Basketball	(6.2%)	Ice Skate	(4.5%)
Table Tennis	(2.8%)	Tennis	(6.1%)	Skip Rope	(4.4%)
Basketball	(2.7%)	Bicycling	(2.7%)	Dance	(3.9%)
Dance	(2.5%)	Dance	(2.4%)	Tennis	(3.5%)
Athletics	(1.3%)	Athletics	(2.0%)	Soccer	(2.8%)

Note: Only the top 10 sport activities are presented

TABLE 10: Preference and interest of Hong Kong primary school male students on different sport activities expressed in percentage (N=4383)

AS PARTICIPANT		AS SPECTATOR		PERCEIVED ATTRACTIVENESS	
Soccer	(30.3%)	Soccer	(53.3%)	Soccer	(32.3%)
Jogging	(18.0%)	Table Tennis	(6.5%)	Swimming	(10.1%)
Table Tennis	(12.2%)	Auto Racing	(5.4%)	Table Tennis	(9.6%)
Bicycling	(9.5%)	Swimming	(4.4%)	Bicycling	(8.7%)
Swimming	(8.8%)	Basketball	(4.0%)	Auto Racing	(5.4%)
Badminton	(6.4%)	Jogging	(3.9%)	Badminton	(5.3%)
Basketball	(3.1%)	Volleyball	(3.9%)	Tennis	(1.9%)
Skip Rope	(2.0%)	Bicycling	(2.7%)	Volleyball	(1.6%)
Athletics	(1.8%)	Dance	(2.4%)	Athletics	(1.4%)
Volleyball	(0.6%)	Tennis	(2.2%)	Ice Skate	(1.2%)

Note: Only the top 10 sport activities are presented

TABLE 11: Preference and interest of Hong Kong secondary school female students on different sport activities expressed in percentage (N=3910)

AS PARTICIPANT		AS SPECTATOR		PERCEIVED ATTRACTIVENESS	
Badminton	(29.6%)	Volleyball	(34.6%)	Volleyball	(20.0%)
Swimming	(16.7%)	Tennis	(14.9%)	Tennis	(15.6%)
Volleyball	(14.6%)	Soccer	(13.7%)	Swimming	(14.9%)
Jogging	(12.8%)	Basketball	(11.9%)	Badminton	(12.6%)
Basketball	(7.7%)	Swimming	(5.8%)	Basketball	(6.3%)
Tennis	(2.9%)	Badminton	(5.3%)	Gymnastics	(5.8%)
Bicycling	(2.6%)	Gymnastics	(3.5%)	Ice Skate	(3.0%)
Squash	(1.9%)	Jogging	(3.4%)	Soccer	(2.4%)
Table Tennis	(1.8%)	Athletics	(1.2%)	Bicycling	(2.2%)
Dance	(1.4%)	Dance	(0.7%)	Squash	(2.2%)

Note: Only the top 10 sport activities are presented

TABLE 12: Preference and interest of Hong Kong secondary school male students on different sport activities expressed in percentage (N=6860)

AS PARTICIPANT		AS SPECTATOR		PERCEIVED ATTRACTIVENESS	
Soccer	(37.1%)	Soccer	(68.7%)	Soccer	(42.5%)
Basketball	(17.7%)	Basketball	(10.4%)	Basketball	(12.1%)
Badminton	(9.5%)	Volleyball	(3.6%)	Swimming	(6.8%)
Table Tennis	(9.4%)	Tennis	(3.3%)	Badminton	(6.7%)
Swimming	(7.5%)	Table Tennis	(2.5%)	Table Tennis	(6.3%)
Volleyball	(4.6%)	Badminton	(2.2%)	Volleyball	(4.4%)
Jogging	(3.3%)	Swimming	(1.7%)	Tennis	(4.4%)
Bicycling	(2.2%)	Auto Racing	(1.6%)	Auto Racing	(2.2%)
Tennis	(1.6%)	Snooker	(1.3%)	Bicycling	(2.0%)
Athletics	(1.5%)	Athletics	(0.9%)	Snooker	(1.9%)

Note: Only the top 10 sport activities are presented

TABLE 13: Preference and interest of Hong Kong elderly people (age = 64 ± 9.67 years) on different sport activities expressed in percentage (N=89)

AS PARTICIPANT		AS SPECTATOR		PERCEIVED ATTRACTIVENESS	
Kung Fu	(24.7%)	Soccer	(25.6%)	Soccer	(13.9%)
Morning Walk	(18.0%)	Volleyball	(9.0%)	Volleyball	(8.9%)
Tai Chi	(11.2%)	Tai Chi	(9.0%)	Basketball	(7.6%)
Walking	(9.0%)	Gymnastics	(7.7%)	Calisthenics	(6.3%)
Traveling	(7.9%)	Swimming	(6.4%)	Tai Chi	(6.3%)
Others	(4.5%)	Basketball	(6.4%)	Volleyball	(6.3%)
Gymnastics	(4.5%)	Kung Fu	(5.1%)	Table Tennis	(6.3%)
Jogging	(3.4%)	Calisthenics	(3.8%)	Jogging	(3.8%)
Basketball	(3.4%)	Dance	(3.8%)	Gymnastics	(3.8%)
Swimming	(2.2%)	Others	(2.6%)	Traveling	(3.8%)

Note: Only the top 10 sport activities are presented

TABLE 14: Preference and interest of Hong Kong physical education teachers and sport-related professionals on different sport activities expressed in percentage (N=81)

AS PARTICIPANT		AS SPECTATOR		PERCEIVED ATTRACTIVENESS	
Badminton	(12.3%)	Soccer	(17.3%)	Tennis	(12.3%)
Tennis	(12.3%)	Tennis	(16.0%)	Soccer	(11.1%)
Basketball	(11.1%)	Badminton	(11.1%)	Gymnastics	(9.9%)
Soccer	(8.6%)	Volleyball	(8.6%)	Badminton	(8.6%)
Swimming	(8.6%)	Swimming	(6.2%)	Basketball	(6.2%)
Fencing	(3.7%)	Fencing	(4.9%)	Athletics	(4.9%)
Walking	(3.7%)	Athletics	(3.7%)	Handball	(3.7%)
Softball	(2.5%)	Golf	(2.5%)	Swimming	(3.7%)
Handball	(2.5%)	Hockey	(2.5%)	Dance	(3.7%)
Hockey	(2.5%)	Auto Racing	(2.5%)	Volleyball	(2.5%)
Rowing	(2.5%)			Diving	(2.5%)
Judo	(2.5%)			Rowing	(2.5%)
Orienteering	(2.5%)			Fencing	(2.5%)
				Judo	(2.5%)
				Parachuting	(2.5%)
				Flying	(2.5%)

Note: Only the top 10 sport activities are presented

CHAPTER FIVE

THE PERCEIVED VALUE OF SPORT IN THE HONG KONG CHINESE COMMUNITY

In order to have the support of the general public on sport, it is essential to understand the perceived value of sport of difference populations. Through promoting better understanding and more positive attitude toward sport, supportive and encouraging behaviour by the community, parents, and peer groups would emerge. At the same time, "obstacles" could be removed and a healthy perception of the value of sport would become part of the culture.

A. Secondary School Students.

Students felt that excellence in sport would be awarded with due recognition by their schools and that the territory should develop one or more national sport. They have no strong feeling on other related issues which was logical since they were relatively young and inexperienced with sport.

B. Elderly Population.

The elderly people were more experienced and thus their perceived value of sport was more defined. They have identified eight significant aspects in which the belief that teaching and coaching was a well respected profession received the highest rating (See Table 15). They also felt that student athletes received recognition for their performance in school and that they would support family members if they were on the Hong Kong Team because it was prestigious. They believed that sport was an integral part of the society and the education system. It was

thus reassuring to find that the elderly population had very positive attitude and value concept of sport. Their influence on the young generations would be felt in the years ahead.

C. Physical Education Teachers and Sport-related Professionals.

Subjects surveyed felt very strongly that sport had an important role in the society (with a rating of 3.95), followed by their belief that the territory should develop one or more national sport and that belonging to the Hong Kong Team was highly prestigious (ratings of 3.87). It appeared that local sport "leaders" believed that the sport for the elite athletes programme should be streamlined and localized, and that together with the sport for the masses programme, they could affect the quality of life in the society.

D. Summary.

Although the elderly people were the least fortunate in terms of opportunities to participate in different sport activities, they have more positive perceptions of the value of sport than sport "leaders" and the school children. They could exert considerable influence on their children and eventually affect their value systems and behaviours.

TABLE 15: The perceived value of sport of the elderly people

FACTORS	RATING (MEANS)
Teaching & coaching is a well respected profession	4.12
Excellence in sport will be recognized by school	3.95
It is prestigious to be a member of the Hong Kong Team	3.93
It is important for Hong Kong to develop one or more national sport	3.74
Sport is an integral part of the society	3.69
Sport plays an important part of the present education system	3.68
It is easy to find opportunities for recreation	3.68
The career of a Hong Kong Team is promising and rewarding	3.64

CHAPTER SIX

MEASURES TO IMPROVE THE QUALITY OF THE SPORT DELIVERY SYSTEM

In order to explore the various measures to improve the quality of the present Sport Delivery System in the territory, a list of 42 options were included in the questionnaire. Measures with significantly high ratings are presented under the different populations involved, with a common cut-off point of 3.60.

A. Secondary School Students.

Fourteen measures were identified by the secondary school students (See Table 16). The major concern were over the availability of quality facilities at affordable cost and the provision of experts in the training of athletes and teaching of sport skills. Other suggestions included issues concerning the elite athletes, sport programme administration and coordination, and public relations.

B. Elderly Population.

The elderly people identified 17 measures for consideration. Their major concern were similar to the school children which included the availability of quality facilities at affordable cost and the provision of experts in the training of athletes and teaching of sport skills. In addition, they felt that the welfare of the athletes, the image and coverage of sport programmes in the community and government funding for grass root level programmes were also very important (See Table 17).

C. Physical Education Teachers and Sport-related Professionals.

All eighteen measures identified by the physical education

teachers and sport-related professionals received very high ratings. Their emphasis was slightly different from the school children and the elderly people (See Table 18). They believed that it would be imperative to establish the importance of sport in education and in the society, to increase media coverage of sport programmes and to improve the quality of the teaching of motor skills in school and training of elite athletes. Other suggested measures were the need to increase funding for grass root level programmes by the Government or through commercial sponsorship; the welfare, the sense of identity, pride, and commitment of elite athletes needed to be developed and nurtured; the quality of facilities should be improved; and the administration and coordination of sport promotion and development programmes should be cost-effective.

D. Summary.

From the consumer's perspectives, the school children and the elderly population felt that there was a need to make more quality facilities available to them at affordable cost. There was also a need to provide better teachers and coaches and better public relations to promote the image of sport. These three points were identified in a earlier study with developing countries (Fu, 1981). The physical education teachers and sport-related professionals felt that roots of the problems lied with the role of sport in the education system and in the society, which would eventually affect the coverage by the media and the image of sport, the commitment to allocate funding to recruit expert coaches and graduate teachers, the welfare of the athletes

and their degree of commitment and local identity, and the overall policy and administration of the Sport Delivery System in the territory.

E. Future Implications.

The Hong Kong Chinese have been exposed to sport activities imported from the West longer than their Mainland counterparts. However, the development of sport culture did not materialize mainly because of the low status accorded to sport activities in the society in general and in the education system in particular. The prosperity of Hong Kong depended on a hardworking and skilled labour force and a highly enterprised business community. The improvement in the living standards of Hong Kong Chinese has further emphasized the need to be better educated and the monetary implications in setting priorities. As a result, the traditional emphasis on academic success prevailed and sport was only regarded as a leisure activity which might contribute to better health. Physical education teachers and sport-related professionals were aware of this deep-rooted problem and had thus identified it as the major limitation to overcome in the development of sport culture.

During the past 20 years, Government has constructed many high quality sport facilities in Hong Kong, both outdoor and indoor. However, there was a lack of planning for social interaction at most facilities and the rental cost had also increased substantially. Facilities at most schools were "substandard" and remained close to the public. As a result, the school children and the elderly people felt that this was one of the major problems which needed to be resolved in the sport

delivery system. If the sport clubs and associations were to contribute to the development of sport culture as they had in the British system, Government must include provision for their establishments in future housing projects and encourage setting up more venue-based clubs on existing public playgrounds and sport halls. The locations of sport facility was also very important, especially as they pertained to accessibility and air/noise pollution.

In order to generate public support of sport programmes, it was essential to have favourable media coverage in the newspaper, radio, or television. This required good public relations and marketing know-hows to attract commercial sponsorships. The training of more sport journalists and commentators would also be needed to enhance the overall image of sport in the community.

It was suggested that Hong Kong should have one or more national sport and that the elite athletes should have expert coaching and developed a sense of pride, local identity, and commitment. Retooling programmes should be available to Hong Kong Team Members when they retired from competition to ensure that they could pursue an alternate career and make ends meet.

Government funding in the area of sport was about \$900 million in 1990-91, which would be \$150 per Hong Kong resident. Since there was also a need to fund the training of the elite athletes, the amount of money available to the general public was much less. If the development of sport culture were to be more successful, there would be a need to increase funding in this area. One possible way was to solicit commercial sponsorships.

Another was to explore introducing special tax levies on sales of particular merchandise or special sport-related functions.

Government should play the role of a facilitator in fund raising activities with private enterprises and the role of a coordinator in distributing tax-payer's money, directly or indirectly.

Hong Kong has a well established Amateur Sports Federation and Olympic Committee. If Government (e.g. Hong Kong Sport Development Board) would continue to utilize this group of volunteers to coordinate the sport delivery system in Hong Kong in conjunction with the other related institutions e.g. Education Department, the cost-effectiveness of the overall administration might be higher and there would be more funding left to support sport programmes at different levels.

It is essential that the various sport bodies and organizations, e.g. the Hong Kong Sport Institute, the Urban Council, the Regional Council, the Hong Kong Sports Development Board, the Amateur Sports Federation and Olympic Committee of Hong Kong, and the Hong Kong and New Territories School Sport Associations, continue to work together as "partners" in formulating a sport delivery system which can serve Hong Kong in the years ahead. This aspect was identified by the elderly population and the physical education teachers and sport-related professionals as the most important consideration in implementing future policy on sport development (See Tables 19 and 20). Other suggestions included the supportive role of Government, issue of convergence after 1997, consultations with related parties on existing practice and in planning new policy, and the issue of conflict of interest of policy-makers. These concerns expressed

by the subjects surveyed should be noted by sport administrators
in the future.

TABLE 16: Ratings of measures to improve the quality of the sport delivery system in Hong Kong by secondary school students

MEASURES	RATING (MEANS)
Making facilities more available and affordable	4.11
Improving the quality of existing facilities	4.02
Providing expert support to the training of elite athletes	4.00
Improving the welfare of the athlete, especially after retirement from competition	3.94
Providing more financial support for grass root level development in sport	3.94
Developing a sense of local identity among Hong Kong Team Members	3.87
Promoting a good image of sport programme	3.83
Improving the quality of the instructional programmes at school by increasing manpower and funding	3.83
Establishing the importance of sport in education	3.79
Increasing media coverage of sport programmes	3.77
Having better coordination among various sport development programmers and teachers in school and sport associations/clubs	3.73
Establishing the importance of sport in the society	3.67
Developing sport promotion and public relations programmes	3.62
Establishing short and long term goals in sport development, and a time table to accomplish them	3.62

TABLE 17: Ratings of measures to improve the quality of the sport delivery system in Hong Kong by the elderly people

MEASURES	RATING (MEANS)
Making facilities more available and affordable	4.24
Improving the quality of existing facilities	4.07
Improving the welfare of the athlete, especially after retirement from competition	4.07
Providing expert support to the training of elite athletes	4.06
Improving the quality of the instructional programmes at school by increasing manpower and funding	4.05
Promoting a good image of sport programmes	4.03
Increasing media coverage of sport programmes	4.01
Providing more financial support for grass root level development in sport	4.01
Developing sport promotion and public relations programmes	3.97
Developing a sense of local identity among Hong Kong Team Members	3.97
Establishing the importance of sport in education	3.94
Developing a sense of pride and commitment among Hong Kong Team Members	3.88
Establishing the importance of sport in the society	3.87
Establishing short and long term goals in sport development, and a time table to accomplish them	3.87
Having a better coordination among various sport development programmers and teachers in school and sport associations/clubs	3.87
Obtaining commercial sponsorship for the development of sport activities	3.78
Developing a policy on sport development and promotion	3.66

TABLE 18: Ratings of measures to improve the quality of the sport delivery system in Hong Kong by physical education teachers and sport-related professionals

MEASURES	RATING (MEANS)
Establishing the importance of sport in education	4.68
Increasing media coverage of sport programmes	4.68
Establishing the importance of sport in the society	4.63
Improving the quality of the instructional programmes at school by increasing manpower and funding	4.62
Providing expert support to the training of elite athletes	4.58
Promoting a good image of sport programmes	4.57
Providing more financial support for grass root level development in sport	4.56
Developing sport promotion and public relations programmes	4.51
Developing a sense of pride and commitment among Hong Kong Team Members	4.50
Making facilities more available and affordable	4.48
Developing a policy on sport development and promotion	4.46
Developing a sense of local identity among Hong Kong Team Members	4.45
Having a better coordination among various sport development programmers and teachers in school and sport associations/clubs	4.43
Improving the welfare of the athletes, especially after retirement from competition	4.37
Obtaining commercial sponsorship for the development of sport activities	4.36
Improving the quality of existing facilities	4.30
Initiating the development and promotion of sport at the school	4.27
Establishing priorities in promoting different sport at different levels	3.99

TABLE 19: Considerations to be taken in implementing future policy on sport development in Hong Kong as rated by the elderly people

CONSIDERATIONS	RATING (MEANS)
Need for better cooperation and communication among the various sport bodies	4.04
Need to establish a policy which can be continued beyond 1997	3.99
Need to provide basic support to all sport	3.93
Government needs to be supportive and not dictative to sport associations/clubs	3.92
Need to generate community support through the clubs, schools, sport associations, media, and public relations	3.89
Need to have consultations with sport associations/clubs, schools, and related institutions before establishing a policy or deciding on a course of action	3.86
Need to announce targets in the Sport Development Programme with a time table to accomplish them	3.81
Need to investigate and evaluate the roles of different sport activities in the community	3.57
Need for policy-makers to clear themselves of any possible conflict of interest	3.48

TABLE 20: Considerations to be taken in implementing future policy on sport development in Hong Kong as rated by physical education teachers and sport-related professionals

CONSIDERATIONS	RATING (MEANS)
Need for better cooperation and communication among various sport bodies	4.52
Government needs to be supportive and not dictative to sport associations/clubs	4.42
Need to establish a policy which can be continued beyond 1997	4.42
Need to maintain linkage between the developments at the grass root and elite levels	4.41
Need to provide basic support to all sport	4.39
Need to inform the professionals involved of any new policy and to allow revisions in due course	4.32
Need to have consultations with sport associations/clubs, schools, and related institutions before establishing a policy or deciding a course of action	4.32
Need to generate community support through the clubs, schools, sport associations, media, and public relations	4.32
Need to investigate and evaluate the roles of different sport activities in the community	3.99
Need for policy-makers to clear themselves of any possible conflict of interest	3.87

CHAPTER SEVEN

CONCLUSION

In the Chinese culture, the elders and teachers have tremendous influence on the younger generation. In Hong Kong, the role of the female gender in the family and society was changing with increased urbanization and industrialization. It was also worthwhile to note the differences in value systems between Western and Chinese community. With these in mind, the present research project was designed to include subjects representing the various populations: male and female students (from Beijing also), physical education teachers and sport-related professionals, and the elders in Hong Kong.

It was found that all populations have a slightly favourable attitude toward physical activities with the exception of female secondary school students, who were neutral. It appeared that we should cultivate a more favourable attitude toward physical activities in both the elderly population and the students since the latter were influenced by their elders and would become future leaders in the society.

The benefits to health was perceived as the most important reason why people participated in sport. But people also enjoyed the opportunity to socialize with others and to play in modern facilities. The support of the parents, peers, and the public were also perceived as important contributors to sport participation.

Soccer was the most popular sport, followed by badminton,

swimming, basketball, volleyball and tennis. The elderly people preferred walking exercises and kung fu since they could only watch most of the other sport.

Most of the elderly people did not have the opportunity to participate in sport activities as their younger counterparts. However, it was interesting to note that they have more positive perceptions of the value of sport than the sport "leaders" and the school children. This finding was somewhat contrary to the common belief that the Chinese culture did not recognize the value of sport.

Availability of quality facilities at affordable cost and the provision of expert coaches and teachers were the major areas which needed improvement in the present sport delivery system in Hong Kong as indicated by the "consumers". Sport "leaders" felt that the roots of all the problems lied with the status of sport in the society and in education.

The author felt that the present research project had provided policy-makers with important information on various aspects pertaining to the development of sport culture in the Chinese community in the territory. Since the amount of resources would be limited, there was a need to establish criteria for funding sport for the elite athletes and the masses, e.g., the cost of participation per person, number of players, number of spectators in a season, suitability for Chinese players, facility availability, relation to school curriculum, prospect as a lifetime sport, and popularity among the Chinese community. Another important issue was the leadership role and the process of localization. If sport were to stay out of

politics, the role of the Government should be kept at arm's length from the collective leadership of the various national sport bodies and sport clubs. It was suggested that the cooperation and communication of the various sport bodies e.g., the ASF & OC, UC & RC, HKSI, HKSDB, HKSSC, HKSSA, NTSSA, and HKPSCAA, would be vital to the success of any system. With the approach of 1997, it would be necessary to recruit Hong Kong Chinese to assume the leadership role in the development and promotion of sport culture in the territory if convergence were to be achieved.

The British Sport Delivery System has been the blueprint for sport development in Hong Kong for many years and their success depended on strong support from the British "Hongers". However, since there might not be any supportive Chinese "Hongers" after 1997, the people of Hong Kong should begin exploring support from the local business community. While there were many obstacles to overcome in the programmes to develop local elite athletes, Hong Kong could easily apply its know-hows in business and develop and promote sport for the masses successfully.

With the cooperation and ingenuity of all parties concerned and an improved image of sport in the Chinese community, sport culture would be developed and flourished in the territory in the years ahead.

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Dr. Frank H. Fu,
Head and Reader,
Department of Physical Education,
Hong Kong Baptist College,
Hong Kong.

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APPENDIX A

ATTITUDE TOWARD PHYSICAL ACTIVITIES (CORBIN, 1989)

請對以下各項作出意見：

Please rank the following with the keys given:

	非常反對 1-Very Disagree	反對 2-Disagree	無意見 3-No opinion	同意 4-Agree	非常同意 5-Very agree
7. 經常參與體活動對健康利害參半。 Doing regular physical activity can be as harmful to health as it helpful.	1	2	3	4	5
8. 運動的樂趣是我經常進行體能活動的主因之一。 One of the main reasons I do regular physical activity is because it is fun.	1	2	3	4	5
9. 參加體能活動令我精神緊張及不安。 Participating in physical activities makes me tense and nervous.	1	2	3	4	5
10. 我參加體能活動的其中一個原因是體能訓練具有挑戰性。 The challenge of physical training is one reason why I participate in physical activity.	1	2	3	4	5
11. 我喜歡體能活動部份是因為我能和其他人一同參與。 One of the things I like about physical activity is the participation with other people.	1	2	3	4	5
12. 經常進行體能活動不能增加我外型上的吸引力。 Doing regular physical activity does little to make me more physically attractive.	1	2	3	4	5
13. 比賽要分勝負是無趣的。 Competition is a good way to keep a game from being fun.	1	2	3	4	5
14. 我需要經常做運動來保持身體健康及體格強健。 I should exercise regularly for my own good health and physical fitness.	1	2	3	4	5
15. 練習和運動是沉悶的。 Doing exercise and playing sports is boring.	1	2	3	4	5
16. 我喜歡進行體能活動因為它幫助我鬆馳和舒緩日常生活的壓力。 I enjoy taking part in physical activity because it helps me to relax and get away from the pressures of daily living.	1	2	3	4	5
17. 大部份的運動和體能活動對我來說未免太難消受。 Most sports and physical activities are too difficult for me to enjoy.	1	2	3	4	5
18. 我並不喜歡群體性的體能活動。 I do not enjoy physical activities that require the participation of other people.	1	2	3	4	5
19. 經常運動令我愈加好看。 Regular exercise helps me look my best.	1	2	3	4	5
20. 與對手互相競爭的比賽更是有趣。 Competing against others in physical activities makes them enjoyable.	1	2	3	4	5

NOTE: In scoring, because of some reversed scores, very favourable be 1.0 while very unfavorable will be 5.0.

APPENDIX B

Sport Activities Watched or Played by Subjects in the Study

TEAM SPORT - Table Tennis, badminton, basketball, soccer, volleyball, rugby, American football, baseball, waterpolo, ice hockey, handball, bowling, golf, tennis, squash, hockey, netball, lawn bowl, polo, racquet ball, German handball, cycling, softball.

WATER SPORT - Swimming, water skiing, synchronized swimming, surfing, diving, rowing, sailing, wind surfing, canoeing, scuba diving.

WU SHU - Martial arts, wrestling, boxing, Roman wrestling, fencing, qi gong, judo, tai chi, karate, taekwon-do, sumo wrestling, yoga, kung fu.

CALISTHENICS - Calisthenics, jogging, fitness training, weight training, aerobic dance, gymnastics, rhythmic gymnastics.

OTHERS - Chess, bicycling, equestrian, auto racing, archery, shooting, parachuting, mountain climbing, rock climbing, dance, orienteering, athletics, triathlon, trampoline, tug-of-war, frisbee, acrobatics, rodeo, rope skipping, skating, billiard, skiing, walking, flying kite, fishing, roller skating, skate board, go, bull fight, gate ball.