

The Relationship among Leisure Involvement, Leisure Benefits, and Happiness of Elementary Schoolteachers in Tainan County

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Abstract

We examined the relationships among leisure involvement, leisure benefits, and happiness from the perspective of elementary schoolteachers. The results of independent sample *t*-test show that the male teachers in participating in leisure activities reaches a significant difference compared to female teachers including leisure involvement, leisure benefits and happiness. From the one-way ANOVA results indicated that the elementary schoolteachers

have significant differences in ages and job position variables for leisure involvement and in teaching years and job position for leisure benefits. Finally, the elementary schoolteachers have significant differences in education, teaching years, and job position for happiness. Leisure involvement and leisure benefits most strongly predict the happiness of elementary schoolteachers.

Keywords: leisure involvement, leisure benefits, happiness, job position

1. Introduction

Why is leisure important? And why should a strategically planned leisure activities program be developed and implemented in Taiwan public schools? Recently, the work of education reform has actively promoted and required that teachers be more specialized, diversified and technological (Tsai, 2004). This has placed heavy job pressure and loading on teachers and reduced leisure and relaxation. Related studies have indicated that participating in sports and leisure activities are effective methods for relieving pressure, suggesting that teachers should actively participate in leisure activities to promote health, happiness, and social relationships, and to attain a sense of accomplishment that enhances teaching efficiency (Chen, 2004; Chang et al., 2001).

Participating in leisure activities relieves people of work fatigue, monotony, and work pressures, and attains self-realization from work disruption (Damanedier, 1974). Shiver (1981) indicated that whether in schools, the workplace, family, or community, leisure activities play a leverage role in life and establish a process whereby people develop skills, interests, and competence that enhance and improve their lives (Dattilo & Murphy, 1991). Leisure is a self-development tool that includes physical, mental, emotional, spiritual, and social benefits (Pichly, 2002)

Participation refers to commitment and involvement, and may be appropriately represented by the concept of enduring involvement (McIntyre, 1989). Rothschild (1984) defined involvement as a psychological state of motivation, arousal, or interest between a person and an activity or product that is driven by current external variables (the situation; the product; the communications) and past internal variables (enduring; ego; central values). Involvement is the level of perceived personal importance evoked by a stimulus (or stimuli) within a specific situation (Huang & Chen, 2005), conceptualized as an attitude that a person develops or learns through interaction with the social environment (Sherif et al., 1965).

Leisure researchers have more widely used the term involvement (Havitz et al., 1993; McIntyre, 1989; Schuett, 1993) and a certain consensus has developed on these issues including attraction, self-expression and centrality (McIntyre & Pigram, 1992). Attraction is a relatively obvious or intuitive component of involvement in recreational activities that should be conceptualized as a combination of importance and pleasure. Self-expression is similar to the sign, symbol, or self-impression that people wish to convey to others through their leisure participation or choice of consumer product. The centrality of leisure or of a particular leisure activity includes a person's perception that the activity has valued life benefits, such as pressure reduction or other significant health outcomes. The three facets of attraction,

self-expression, and centrality represent conceptually separate and distinct aspects of leisure involvement (Havitz & Dimanche, 1997).

People believe that leisure involvement leads to a sense of pleasure and feelings (Godbey, 1980) that cause physical, economic, environmental, social, and psychological effects according to personal evaluation, which produces leisure benefits. In other words, leisure benefits resulting from participation in leisure activities enhances the personal satisfaction of people's needs and self-achievement (Berger & Wankel, 1991). Cordes and Ibrahim (1999) asserted that benefits of leisure including physiological benefits, social benefits, psychological benefits, and emotional benefits that can help people to relieve job pressure, bring relaxation and interest to daily life, and balance physical and psychological development.

Happiness has recently become a highly valued topic (Nawijn, 2011). Numerous studies have indicated that leisure benefits enhance personal happiness (Spark et al., 2003; Hallab, 2006) and are also a tool for developing better human beings (Pichly, 2002). Diener (1984) defined happiness as an affectively oriented evaluation of well-being that entails a preponderance of positive effect over negative effect. Happiness involves a degree of life, job, physical, and psychological pleasure. People improve their happiness by changing their actions (Sheldon & Lyubomirsky, 2006), including investing time in social relationships (Diener & Seligman, 2002) or actively participating in sports (Hills & Argyle, 1998) to increase happiness. The leisure domain is an appropriate domain to improve a person's sense of happiness (Ateca-Amestoy et al., 2008; Spiers & Walker, 2008). Previous empirical research has indicated that pleasant leisure involvement and leisure benefits are significantly positively correlated with happiness (Reich & Zautra, 1981), a higher degree of happiness (Berger & McInman, 1993; Lin, 2004), and significant predictors of happiness (Lu & Hu, 2005). Therefore, leisure involvement and leisure benefits can promote happiness (Lu & Argyle, 1994; Currier, 2004).

Elementary schoolteachers are basic education instructors and play important roles for elementary students. Therefore, elementary schoolteachers who actively participate in leisure activities and subsequently enhance job satisfaction and teaching efficiency, fulfill self-accomplishment and self-confidence, attain happiness, impart to students an improved understanding of leisure, and help students develop an awareness of the importance of leisure in society and recognize the significant values that it may contribute to their lives and well-being (Kraus, 1994). Thus, our research purposes are as follows:

- 1) Understand the leisure involvement, leisure benefits, and happiness of elementary schoolteachers in Tainan County.
- 2) Compare the demographic differences of leisure involvement, leisure benefits, and happiness on participating in leisure activities of elementary schoolteachers in Tainan County.
- 3) Understand the relationship among the leisure involvement, leisure benefits, and happiness of elementary schoolteachers in Tainan County.

- 4) Understand the predictive effectiveness of leisure involvement on leisure benefits and happiness.

Therefore, we present the following hypotheses:

- H1: A significant demographic difference exists on the leisure involvement of participating in leisure activities by elementary schoolteachers in Tainan County.
- H2: A significant demographic difference exists on the leisure benefits of participating in leisure activities by elementary schoolteachers in Tainan County.
- H3: A significant demographic difference exists on happiness in participating in leisure activities by elementary schoolteachers in Tainan County.
- H4: A positive relationship exists between leisure involvement and the leisure benefits of elementary schoolteachers in Tainan County.
- H5: A positive relationship exists between leisure involvement and the happiness of elementary schoolteachers in Tainan County.
- H6: A positive relationship exists between leisure benefits and the happiness of elementary schoolteachers in Tainan County.
- H7: Leisure involvement and leisure benefits positively predict the happiness of elementary schoolteachers in Tainan County.

2. Methods

2.1 Participants

Our sample was drawn from the “Elementary school register of the Tainan County Government Education”, including 46 elementary schools and 3,015 teachers in Tainan County. The sample of this study contains two parts: pilot study sample and research participants. First, we use the pilot study to confirm the content validity of the questionnaires, and the pilot study sample was based on purposive sampling of 200 pilot questionnaires from Sie-Jin Elementary School, Andian Elementary School, Simes Elementary School, Cheng Kung Elementary School, Sishu Elementary School, and Sing-gong Elementary School etc...six schools.

Then, a stratified random sampling survey was adopted as the data collection method of this study according to the “Elementary school register of the Tainan County Government Education”. The school was divided into small-sized (12 classes), medium-sized (13 to 21 classes), large-sized (25 to 39 classes), and extra-large-sized (more than 40 classes), according to the school size to determine the proportion of each layer and to randomly select each layer of the school number, then, getting the number of samples. Thus, 600 questionnaires were collected; however, 29 questionnaires were incomplete and deleted. The final sample size for statistical analysis was 571. 571 divided by 600 and the response rate was 95.2%.

2.2 Data Collection Instrument

The questionnaire consisted of four major parts. The first part assessed leisure involvement. We adopted the leisure involvement questionnaire from leisure involvement scales (McIntyre & Pigram, 1992), which was slightly modified to include 14 question items. The second part was composed of 13 question items to assess the leisure benefits adapted from the study by Lin (2002), Hong (2002), and Lin (2004), which was modified to measure the leisure benefits of elementary schoolteachers in Tainan County who participate in leisure activities. The third part assessed happiness and was adapted from the Oxford Happiness Inventory Scale (Argyle, 1987), which contains 24 question items designed to assess happiness. Each questionnaire item was measured using a 5-point Likert-type scale, ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). The final part detailed respondent backgrounds.

2.3 Data Analysis

SPSS 12.0 was used to analysis the questionnaire data according to the research hypotheses, and the analysis methods are as follows:

(1) Descriptive analysis:

To understand the demographic profiles of the respondents and the situation on leisure involvement, leisure benefits and happiness of elementary schoolteachers in Tainan County participate in leisure activities.

(2) Independent Sample *t*-test analysis:

To explore the differences between the genders on leisure involvement, leisure benefits, and happiness of elementary schoolteachers in Tainan County participate in leisure activities.

(3) One-Way ANOVA:

To explore the differences between socio-demographic variables, including age, education degree, teaching years, and job position on leisure involvement, leisure benefits, and happiness of elementary schoolteachers in Tainan County participate in leisure activities.

(4) Correlation analysis:

To explore the relationship among leisure involvement, leisure benefits, and happiness.

(5) Regression analysis:

To analyze the effect of leisure involvement and leisure benefits on happiness.

3. Result

3.1 Item Analysis

Our study used the internal consistency criterion to test the scale validity. Using the *t*-test to obtain the critical ratio value that is greater than 3 and that reached the significance level, we used the correlation to calculate each item and the total scale. We chose the correlation coefficient of the total scale greater than 0.3 (Wu & Tu, 2005), which means those items have

discriminatory power and can be used as the construct and appropriateness reference.

3.2 Factor Analysis and Reliability Test

Table 1. Summary of factor analysis results on leisure involvement (N=571)

Item	Factor Loadings		
	Attraction	Centrality of Lifestyle	Self-Expression
3	.707		
2	.686		
4	.718		
5	.737		
1	.717		
7		.704	
8		.735	
6		.741	
9		.732	
10		.724	
11			.711
12			.738
14			.679
13			.636
Cronbach's α	.916	.940	.934
Eigenvalues over	3.620	2.239	2.002
% of Variance	27.288	25.996	17.158
Comulative %	27.288	52.284	70.442

We used factor analysis to test the scale reliability. The leisure involvement scale was extracted from three factors, according to the item characteristics for each factor, including attraction, centrality of lifestyle, and self-expression. The Cronbach's α value of three leisure involvement factors are .916, .940 and .934 (Table 1).

Table 2 shows the summary factor analysis results on leisure benefits. The leisure benefits scale was extracted from three factors: physiological benefits, psychological benefits, and social benefits. The Cronbach's α value of three leisure benefits factors are .830, .880 and .875.

Table 3 shows the summary factor analysis results on happiness. The happiness scale was extracted from four factors: life satisfaction, interpersonal communication, assertiveness, and health. The Cronbach's α value of four happiness factors are .890, .887, .820, and .826.

Table 2. Summary of factor analysis results on leisure benefits (N=571)

Item	Factor Loadings		
	Physiological Benefits	Psychology Benefits	Social Benefits
4	.730		
5	.707		
3	.876		
1	.855		
2	.802		
8		.835	
9		.799	
10		.828	
7		.793	
6		.770	
11			.802
12			.693
13			.744
Cronbach's α	.830	.880	.875
Eigenvalues over	3.170	3.003	1.823
% of Variance	25.151	27.715	16.332
Comulative %	25.151	52.866	69.198

All the Cronbach's α values fall within the acceptable range between 0.80 to 0.90, which means very good (Kaiser, 1974) and have been measured as adequate in meeting the criteria recommended by Nunnally (1978). These values indicate the internal consistency of each factor item.

3.3 Descriptive Analysis

3.3.1 Demographic Analysis of Participants

Table 4 presents a summary of the demographic profiles of the respondents, consisting of 25.57% male participants and 74.43% female participants. More than 45.71% of the respondents were between the ages of 41 to 50, and over 97% of the participants had higher educational degrees. Approximately 68.83% of respondents had taught more than 10 years, and most respondents were homeroom teachers in elementary schools (64.45%).

3.3.2 Demographic Analysis of Leisure Involvement

Table 3. Summary of factor analysis results on happiness (N=571)

Item	Factor Loading			
	Life Satisfaction	Assertiveness	Interpersonal Communication	Health
4	.607			
6	.631			
5	.647			
2	.546			
3	.561			
7	.719			
1	.653			
11		.546		
13		.731		
8		.696		
9		.503		
10		.517		
12		.549		
19			.777	
18			.623	
17			.503	
15			.547	
16			.729	
14			.655	
22				.665
20				.617
21				.621
24				.627
23				.646
Cronbach's α	.890	.887	.820	.826
Eigenvalues over	3.996	3.318	2.251	1.891
% of Variance	29.985	15.491	12.214	8.711
Comulative %	29.985	44.475	58.689	64.400

Table 4. Demographic profile results of respondents

Demographic	Item	No. (N=571)	%
Sex	Male	146	25.57
	Female	425	74.43
Age	Below 30 years	79	13.84
	31-40 years	197	34.50
	41-50 years	261	45.71
	51-60 years	34	5.95
Education Degree	College	11	1.93
	University	384	67.25
	Above Master's	176	30.82
Teaching Years	Below 10 years	178	31.17
	11-20 years	226	39.58
	21-30 years	158	27.67
	Above 31 years	9	1.58
Job Position	Director Teacher	33	5.78
	Administrative Teacher	95	16.64
	Homeroom Teacher	368	64.45
	Subject Teacher	75	13.13

Table 5. Demographic result on leisure involvement

	Mean	Std. Deviation
Leisure Involvement	4.086	7.200
Attraction	4.566	2.441
Centrality of Lifestyle	3.806	3.692
Self-Expression	3.837	2.552

Table 5 shows the demographic analysis results of leisure involvement ($M = 4.086$), indicating that elementary schoolteachers have a high degree of leisure involvement in participating in leisure activities; the attraction factor ($M = 4.566$) is the highest; the centrality of lifestyle factor is the lowest score ($M = 3.806$). Elementary schoolteachers in Tainan County primarily participate in leisure activities because of the attraction factor.

3.3.3 Demographic Analysis of Leisure Benefits

Table 6 shows the demographic analysis result of leisure benefits ($M = 3.887$), indicating that elementary schoolteachers have a high degree of leisure benefits from participating in leisure activities, among which the "psychology benefits" factor ($M = 4.265$) is the highest, and the

“social benefits” factor is the lowest score ($M = 3.162$). The main leisure benefits of elementary schoolteachers in Tainan County for participating in leisure activities are obtaining psychology benefits.

Table 6. Demographic result on leisure benefits

	Mean	Std. Deviation
Leisure Benefits	3.887	6.485
Physiological Benefits	4.089	2.941
Psychology Benefits	4.265	2.671
Social Benefits	3.162	1.659

3.3.4 Demographic Analysis of Happiness

Table 7 shows the demographic analysis result of happiness ($M = 3.925$), indicating that elementary schoolteachers have a high degree of happiness in participating in leisure activities, among which the "interpersonal communication" factor ($M = 4.080$) is the highest and the “health” factor is the lowest score ($M = 3.709$). The main happiness of elementary schoolteachers in Tainan County in participating in leisure activities is improving interpersonal communication.

Table 7. Demographic results on happiness

	Mean	Std. Deviation
Happiness	3.925	12.224
Life Satisfaction	3.930	4.202
Interpersonal Communication	4.080	2.867
Assertiveness	3.944	3.392
Health	3.709	3.614

3.4 Independent Sample t-test Analysis

Table 8 shows that the “leisure involvement”, “leisure benefits” and “happiness” of male teachers in participating leisure activities reach a significant difference compared to female teachers ($t = 34.310, p < .01$; $t = 31.589, p < .01$; $t = 25.780, p < .01$, respectively), which means male elementary schoolteachers in participating leisure activities are affected by the attraction factor ($t = 32.245, p < .01$) and have higher degree of leisure benefits including physiological benefits, psychology benefits, and social benefits factors, as well as have higher degree of happiness including life satisfaction, interpersonal communication, assertiveness, and health factors.

3.5 One-Way Anova Analysis

3.5.1 One-Way Anova Analysis of Leisure Involvement

Table 8. Results of independent sample *t*-text statistics

	Factor	Item	Mean	Std. Deviation	T	Scheff's
Leisure Involvement		Male	60.137	6.670	34.310**	1>2
		Female	56.205	7.107		
	Attraction	Male	23.788	1.920	32.245 * *	1>2
		Female	22.504	2.515		
	Centrality of Lifestyle	Male	19.993	3.757	13.654 * *	1>2
		Female	18.699	3.615		
Self- Expression	Male	16.356	2.562	31.698 * *	1>2	
	Female	15.022	2.459			
Leisure Benefits		Male	56.952	6.716	31.589 * *	1>2
		Female	53.546	6.175		
	Physiological Benefits	Male	21.740	2.875	40.784 * *	1>2
		Female	19.998	2.833		
	Psychology Benefits	Male	21.144	2.724	19.073 * *	1>2
		Female	21.042	2.596		
Social Benefits	Male	13.068	1.676	12.763 * *	1>2	
	Female	12.506	1.630			
Happiness		Male	98.534	13.396	25.780 * *	1>2
		Female	92.706	11.436		
	Life Satisfaction	Male	28.658	4.415	14.948 * *	1>2
		Female	27.118	4.058		
	Interpersonal Communication	Male	25.219	3.172	13.393 * *	1>2
		Female	24.224	2.712		
Assertiveness	Male	24.685	3.529	18.315 * *	1>2	
	Female	23.313	3.276			
Health	Male	19.973	3.758	32.393 * *	1>2	
	Female	18.052	3.432			

* $p < .05$, * * $p < .01$, *** $p < .001$.

Table 9. Summary results of on-way anova on leisure involvement

Factor	Demographic	Item	Mean	Std. Deviation	F	Scheff's
Attraction	Age	Under 30 years	23.519	2.303	3.263 *	1>2
		31-40 years old	22.513	2.506		
		41-50 years old	22.858	2.360		
		51-60 years old	22.882	2.728		
Self-Expression	Job Position	Director Teacher	16.455	3.346	2.934 *	1>3
		Administrative Teacher	15.611	2.446		
		Homeroom Teacher	15.185	2.471		
		Teacher	15.185	2.471		
		Subject Teacher	15.333	2.585		

* $p < .05$, ** $p < .01$, *** $p < .001$.

Table 9 shows the demographic results of age and job position on “leisure involvement” in participating in leisure activities reaching a significant difference. For the “attraction” aspect indicated that teachers aged below 30 years have a higher degree of significant difference than do teachers aged between 31-40 years ($F = 3.263, p < .05$); for the “self-expression” aspect, director teachers have a higher degree of significant difference than do homeroom teachers ($F = 2.934, p < .05$). H1 was supported.

3.5.2 One-Way Anova of Leisure Benefits

Table 10. Summary results of one-way anova on leisure benefits

Factor	Demographic	Item	Mean	Std. Deviation	F	Scheff's
Physiological Benefits	Teaching Years	Below 10 years	20.017	2.837	5.053 **	3>1 3>2
		11-20 years	20.288	3.103		
		21-30 years	21.184	2.692		
		Above 31 years	19.778	3.032		
Social Benefits	Job Position	Director Teacher	13.303	1.551	3.125 *	1>3
		Administrative Teacher	12.874	1.545		
		Homeroom Teacher	12.519	1.682		
		Teacher	12.519	1.682		
		Subject Teacher	12.720	1.657		

* $p < .05$, ** $p < .01$, *** $p < .001$.

Table 10 shows the demographic results of teaching years and job position on “leisure benefits” in participating in leisure activities that reach a significant difference. Teachers with 21-30 teaching years have a higher degree of significant difference than do teachers with fewer than 20 teaching years on the “physiological benefits” factor ($F = 5.053, p < .01$). Teachers who are director teachers also have a higher degree of significant difference than do homeroom teachers on the “social benefits” factor ($F = 3.125, p < .05$). H2 was supported.

3.5.3 One-Way Anova Analysis of Happiness

Table 11. One-way anova on happiness

Factor	Demographic	Item	Mean	Std. Deviation	F	Scheff's
Life Satisfaction	Teaching Years	Below 10 years	26.848	3.991	2.657 *	3>1
		11-20 years	27.615	4.259		
		21-30 years	28.120	4.313		
		Above 31 years	27.333	3.640		
	Job Position	Director Teacher	3.830	3.328	4.007 *	1>3 1>4
		Administrative Teacher	3.595	2.885		
		Homeroom Teacher	4.191	2.751		
		Subject Teacher	4.831	6.035		
Interpersonal Communication	Education Degree	College	22.455	3.328	3.712 *	3>1
		University	24.409	2.885		
		Master Above	24.756	2.751		
	Job Position	Director Teacher	3.830	3.328	4.117 * *	1>3 1>4
		Administrative Teacher	3.595	2.885		
		Homeroom Teacher	4.191	2.751		
Health	Teaching Years	Below 10 years	17.775	3.449	6.655 *	3>1
		11-20 years	18.513	3.877		
		21-30 years	19.494	3.192		
		31 years above	17.778	3.598		

* $p < .05$, * * $p < .01$, * * * $p < .001$.

Table 11 shows the demographic results of teaching years, job position, and education degree on “happiness” in participating in leisure activities reaching a significant difference. Teachers with 21-30 teaching years have a higher degree of significant difference than those with under 10 teaching years ($F = 2.657, p < .05$), and director teachers have a higher degree of significant difference than do homeroom teachers and subject teachers ($F = 4.007, p < .05$) on the “life satisfaction” factor. For the interpersonal communication aspect, teachers with a master’s degree in education have a higher degree of significant difference compared to college education teachers ($F = 3.712, p < .05$), and director teachers have a higher degree of significant difference than do homeroom teachers and subject teachers ($F = 4.117, p < .01$). In the health aspect, teachers with 21-30 teaching years have a higher degree of significant difference than teachers with under 10 teaching years ($F = 6.655, p < .05$). H3 was supported.

3.6 Correlation Analysis

3.6.1 Relationship between Leisure Involvement and Leisure Benefits

Table 12 shows a summary of the correlation statistics results. We found that leisure involvement and leisure benefits reached statistical significance ($R^2 = .666, p < .01$), regardless of the effect of any leisure involvement factor on each leisure benefits factor. Both the attraction and centrality of lifestyle factors of leisure involvement have a positive relationship with the psychology benefits factor of leisure benefits ($R^2 = .524, p < .01$; $R^2 = .501, p < .01$, respectively); the “self-expression” factor of leisure involvement has a positive relationship with the physiological benefits factor of leisure benefits ($R^2 = .573, p < .01$). Therefore, greater leisure involvement in participating in leisure activities results in higher leisure benefits; both share a positive relationship. H4 was supported.

Table 12. Correlation analysis results of leisure involvement on leisure benefits

		Physiological Benefits	Psychology Benefits	Social Benefits	Leisure Benefits
Leisure Involvement	R^2				.666**
Attraction	R^2	.441**	.524**	.428**	
Centrality of Lifestyle	R^2	.433**	.501**	.457**	
Self-Expression	R^2	.573**	.556**	.538**	

* $p < .05$, ** $p < .01$, *** $p < .001$.

3.6.2 Relationship between Leisure Involvement and Happiness

Table 13 shows the correlation statistics results of leisure involvement and happiness with values reaching statistical significance, ($R^2 = .563, p < .001$); Both the attraction and self-expression factors of leisure involvement have a positive relationship with the interpersonal communication factor of happiness ($R^2 = .329, p < .01$; $R^2 = .494, p < .01$,

respectively); the centrality of lifestyle factor of leisure involvement has a positive relationship with the life satisfaction factor of happiness ($R^2 = .472, p < .01$). Therefore, greater leisure involvement in participating in leisure activities results in higher happiness; both share a positive relationship. H5 was supported.

Table 13 Correlation analysis results of leisure involvement on happiness

		Life Satisfaction	Interpersonal Communication	Assertiveness	Health	Happiness
Leisure Involvement	R^2					.563***
Attraction	R^2	.278**	.329**	.247**	.237**	
Centrality of Lifestyle	R^2	.472**	.461**	.468**	.466**	
Self-Expression	R^2	.435**	.494**	.447**	.418**	

* $p < .05$, ** $p < .01$, *** $p < .001$.

3.6.3 Relationship between Leisure Benefits and Happiness

Table 14 shows the correlation statistics results of leisure benefits and happiness with values reaching statistical significance ($R^2 = .516, p < .01$). Physiological benefits, psychology benefits, and social benefits have a positive relationship with interpersonal communication ($R^2 = .438, p < .01$; $R^2 = .467, p < .01$; $R^2 = .488, p < .01$, respectively). Therefore, greater leisure benefits in participating in leisure activities results in higher happiness; both share a positive relationship. H6 was supported.

Table 14. Correlation analysis results of leisure benefits on happiness

		Life Satisfaction	Interpersonal Communication	Assertiveness	Health	Happiness
Leisure Benefits	R^2					.516**
Physiological Benefits	R^2	.408**	.438**	.392**	.380**	
Psychology Benefits	R^2	.387**	.467**	.380**	.354**	
Social Benefits	R^2	.424**	.488**	.412**	.304**	

* $p < .05$, ** $p < .01$, *** $p < .001$.

3.7 Regression Analysis

Table 15 shows the effect of centrality of lifestyle and self-expression of leisure involvement on happiness yields meaningful results. The centrality of lifestyle factor of leisure involvement can positively predicts happiness, including factors of life satisfaction, interpersonal communication, assertiveness and health. ($F = .295, p < .01$; $F = .177, p < .01$, $F = .293, p < .01$; $F = .335, p < .01$, respectively). Therefore, happiness of participating in leisure activities and leisure involvement are positively related. This means that a higher leisure involvement of participating leisure activities results in greater happiness. The effect of leisure benefits on happiness also yields meaningful results with statistical significance ($F = .370, p < .01$), which means that leisure benefits and happiness have a significant regression relationship. The results show that leisure involvement and leisure benefits accounted for 38.7% of the variance in happiness. H7 was supported.

Table 15. Summary of regression analysis

	Life Satisfaction	Interpersonal Communication	Assertiveness	Health	Happiness
Leisure Involvement					.002
Attraction	-.034	.004	-.074	-.064	-.050
Centrality Of Lifestyle	.295**	.177**	.293**	.335**	.323**
Self- Expression	.093	.181**	.133**	.122**	.147**
Leisure Benefits					.370***
Physiological Benefits	.015	.008	.003	.013	.011
Psychology Benefits	-.199*	.018	-.143	-.158	-.151
Social Benefits	.090	.174**	.093	-.109	.066
<i>R</i>	.548	.587	.543	.516	.622
<i>R</i> ²	.300	.345	.295	.266	.387

* $p < .05$, ** $p < .01$, *** $p < .001$.

4. Discussion

The attraction factor is the main consideration of leisure involvement for elementary schoolteachers participating in leisure activities. A greater attractiveness of leisure activities and higher leisure involvement means greater attention has been directed toward conceptualizing and measuring leisure involvement (Havitz et al., 1993; McIntyre, 1989;

Schuett, 1993). The result of the independent sample *t*-test indicated that male elementary schoolteachers have a higher significant difference than do female teachers on leisure involvement. The finding is in line with previous studies (Robinson & Godbey, 1993; Statistics Canada, 1994) that indicates the men are considerably more likely than women to participate in organized and informal sports activities. Owing to most stereotyping sports and leisure activities are considered to be masculine (Metheny, 1967); thus, male elementary teachers have more physical force to participate in leisure activities than do female elementary teachers.

The One-Way ANOVA results also indicated a significant difference on the effect of age on leisure involvement, particularly for teachers under 30 years of age. This finding is compatible with previous studies (Alashev & Bykov, 2002; Chen, 2004). Owing to the heavy administration work, teaching pressure, family factors, mental and physiological energy are too more need to take for experienced and older teachers (who are over 30 years old) to do than younger teachers. On account of these factors increase social anxiety, older teachers experience greater difficulty arranging and planning leisure activities; thus, younger teachers have more time and energy for leisure involvement in participating in leisure activities.

Regardless of the type of leisure activities, more involvement leads to greater life satisfaction (Tsai et al., 2001). Rejeski et al. (2001) studied people who are sedentary and found that increasing physical activities has a positive relationship on a sense of well-being and satisfactory bodily functions. Thogersen-Ntouman et al. (2005) indicated that exercise had a direct and indirect influence on the happiness of technology company employees. Lu and Hu (2005) found that leisure involvement had a positive correlation with leisure satisfaction and happiness among college students, particularly involvement in hobbies, sports, and indoor activities. Therefore, continuous involvement in particular leisure activities relieves life pressures and yields a higher degree of psychological well-being (Reich & Zautra, 1981).

The One-Way ANOVA results indicated that “teaching years” and “job position” both have a significant effect on leisure benefits. Teachers with 11-20 teaching years show a significant difference on physiological and psychological benefits compared to teachers with under 11 teaching years. This finding is consistent with those by Nakamura et al. (1990), Lin and Gina (1995) and McGuire et al. (2004). May be experienced and older teachers, who are more attention on the physiological and psychological benefits of leisure activities, including relieving stress, improving health, and slowing aging, thus they will focus more concerned regarding health to well arrange whose leisure time recreation. Director teachers who take on the administration work significantly differ from homeroom teachers on the social benefits of participating in leisure activities, because in addition to teaching, director teachers who assume administration duties require a greater capacity for supervision, management, and coordination. Participating in leisure activities helps reduce interpersonal conflict.

The results of One-Way ANOVA on happiness indicated that elementary schoolteachers participate in leisure activities to obtain happiness from interpersonal communication, because participating in leisure activities helps people make friends and share with friends,

and provides social benefits from social support and companionship, which is the most important interpersonal relationship factor. Teachers with 21-30 teaching years are more concerned regarding life satisfaction and mental and physiological health than teachers with under 10 teaching years; and teachers with a master's education degree are more concerned regarding the interpersonal communication factor of participating in leisure activities. Which is compatible with previous studies (Pagano et al., 2006; Chen, 2006; Gu, 2006; Hou, 2006). Because of experienced and older teachers emphasize the effect of happiness on participating in leisure activities that can provide mental health benefits and enhance happiness. Teachers with a higher educational background compared to general university-graduated teachers have a better chance to handle administration work. Therefore, a greater emphasis on interpersonal communication leads to efficient management and coordination of administrative affairs and interpersonal happiness.

The correlation analysis results indicated that the attraction factor of leisure involvement is positively related to the psychology factor of leisure benefits and the interpersonal communication factor of happiness. These results are consistent with previous studies (Lu & Argyle, 1994; Tinsley & Tinsley, 1986; Fun, 1997; Kujala et al., 1998; Currier, 2004) that reported that leisure involvement has a positive effect including relaxation, stress, anxiety, confidence, good interpersonal relationships, and self-accomplishment. This means that elementary schoolteachers prefer participating in interesting and attractive leisure activities, and participating in leisure activities with friends enhances interpersonal relationships and obtains the highest degree of happiness (Csikszentmihalyi & Hunter, 2003) and relaxation.

Finally, the regression results show that leisure involvement and leisure benefits positively predict happiness and have a direct influence on happiness, the finding is consistent with previous studies (Berger & McInman, 1993; Lin, 2004), including participating in leisure activities fosters positive emotions (Argyle & Corssland, 1987; Hills & Argyle, 1998), promotes trust and support from friends (Wu, 2006), and provides physical mental happiness. Csikszentmihalyi and Hunter (2003) indicated that people who participate in passive leisure activities are associated with different degrees of happiness. Thus, a higher degree of leisure involvement and leisure benefits yields a higher degree of happiness.

5. Conclusion and Recommendation

5.1 Conclusion

We examined the relationship among leisure involvement, leisure benefits, and happiness, and the results indicate that elementary schoolteachers in Tainan County have positive feelings on different factors of leisure involvement, leisure benefits, and happiness. All of the factors have a significant positive relationship. Leisure involvement and leisure benefits positively predict respondent happiness.

5.2 Recommendation

The findings indicate that a significant difference between gender and job position on leisure involvement, leisure benefits, happiness and a higher leisure involvement of elementary schoolteachers yields greater happiness. Therefore, the contribution of this paper is we can

suggest that elementary schoolteachers need to participate in more leisure activities and encourage they integrate leisure habits into their life to contribute to their physical and mental health and happiness, especially for female teachers and homeroom teachers; moreover, schools can conduct a leisure activities competition between teachers to provide teachers with more opportunities for leisure activities, and to enhance motivation to participate. We also can suggest the Department of Education design some interesting and attractive leisure activities in summer or winter vacation to encourage elementary schoolteachers to participate, then teaching more leisure value to students.

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