

The Research on the Path to Enhancing the Well-being Index of University Teachers through Leisure Activities

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Abstract: With the rapid development of education in China and the continuous expansion of higher education, university teachers bear the significant responsibility of nurturing talents for the nation and making scientific contributions to the country. The well-being index influenced by their leisure activities has become an important indicator for assessing teachers' professional achievements. Therefore, this paper presents an empirical study on the well-being index of teachers in a vocational college in Fujian province. It focuses on the objective testing and statistical analysis of the well-being index related to leisure activities among teachers in this institution. SPSS data analysis software is utilized to calculate specific data regarding the well-being index of teachers at Liming Vocational University in Fujian province. The data sample includes factors such as gender, education level, professional title, workplace, and income to analyze the influence of teachers' personal background and lifestyle habits on their well-being index. The study comprehensively examines the formation and development process of the well-being index from four dimensions: leisure motivation, leisure involvement, work engagement, and life satisfaction. It further analyzes the factors influencing the well-being index of university teachers' leisure activities and evaluates the overall level of well-being index among them. The study aims to explore effective approaches through leisure activities to enhance the well-being index of university teachers.

1. Research Background

1.1. The Impact of Leisure Activities on Enhancing the well-being Index of University Teachers

The well-being index of university teachers regarding their leisure activities is directly related to their state, teaching achievements, and the overall quality of education at universities, thus exerting a significant influence. In a certain sense, the well-being index of teachers is closely linked to crucial issues such as students' development, people's well-being, and the nation's prosperity. As educational reform in China has deepened, an increasing number of universities have recognized the direct impact of teachers' physical and mental health on teaching outcomes, leading to a greater emphasis on teachers' overall well-being. University teachers can fully dedicate themselves to the forefront of education and contribute to the nurturing of high-quality students and outstanding talents for local economic and developmental needs when they are provided with sufficient space and time for leisure activities. The influence of leisure activities on enhancing the well-being index of university teachers lies not only in improving their physical and mental health but also in motivating them to actively engage in teaching and research with the best demeanor, mental state, and physical fitness [1].

In her research, Jiang Jie (2014) pointed out that the analysis of the paths to enhance the well-being index of university teachers is a kind of literature writing, which objectively judges the conditions and current status of university teachers' leisure activities. It also serves as a subjective judgment of the value and degree of satisfaction with leisure activities. The well-being index measures the psychological feelings of teachers towards their satisfaction with leisure activities. It has been reported that one of the important components of building a harmonious society and civilized campus is the well-being index of university teachers. This index serves as a basis for

government decision-making and administrative evaluations. With the widespread and deepening of higher education, the workload of university teachers has increased, making the well-being index of their leisure activities a research topic of great importance in the education sector. The physical and mental health of teachers has become a solid foundation for achieving sustainable development in higher education.

1.2. The Impact of well-being Index on Various Aspects of University Teachers

Universities are a comprehensive reflection of social, environmental, and economic factors, serving as the breeding ground for nurturing talents and solving professional issues [2]. All human behaviors stem from the drive of thoughts, and education is the construction of the ideological system in individuals. Teachers play a central role in the education sector; they are the primary conveyors of national consciousness, national will, and individual thoughts. Hence, the values, psychological state, and perspectives on life of teachers influence how learners perceive and approach various issues. If university teachers can engage in leisure activities of higher quality, it will correspondingly enhance their well-being index. With a more fulfilled state of mind, teachers can fulfill their teaching and research tasks more effectively, possibly achieving outstanding research results, and handling various teaching issues more adeptly. They can serve as positive role models for students, reduce students' defensive psychology towards teachers with an optimistic mindset, and foster a favorable and effective communication atmosphere [3], thereby increasing the intimacy and trust between teachers and students. The research on the path to enhancing the well-being index of university teachers through leisure activities has become a prominent study subject, garnering increasing attention from scholars, organizations, and decision-makers. As the exploration and measurement of well-being structure continue, professional psychologists delve deeper into the investigation and research of the well-being index [4], leading to the emergence of new definitions, models, and theories of well-being. This paper will conduct a structured exploration and analysis of university teachers' leisure activities, uncovering the relationship between their leisure activities and well-being index at a deeper level. By employing methods such as interviews, questionnaires, literature analysis, and SPSS data analysis, this study will propose practical and feasible strategies to implement leisure activities that can effectively enhance the well-being index of university teachers.

2. Literature Review and Research Methods

2.1. Scholars' Research on the well-being Index

Concerning the well-being index of university teachers, "we generally have a clear understanding of its meaning, but there is currently no precise definition available [5]." The modern concept of the well-being index is a synthesis of subjectivity and social factors. A. Subjectivity refers to the criteria for judgment being entirely dependent on an individual's subjective feelings. Subjective well-being defines well-being as a subjective experience of joy, as Diener believes that individuals assess their overall life quality based on self-determined standards, forming the subjective well-being index [6]. B. Holistic nature refers to the overall satisfaction with various aspects of social activities, including evaluation, cognitive judgments, and emotional responses. C. Relative stability indicates that the primary measurement is of long-term well-being rather than short-term fluctuations in emotions. Short-term emotions may vary, but long-term emotional experiences tend to be stable. In the study of teachers' social well-being, Keyes' definition holds authoritative weight, reflecting how social well-being is linked to an individual's adaptation to social relationships.

2.2. Research Methods

In this study, the research method involves assessing the well-being index of university teachers through the self-evaluation of the quality of their social relationships and social functioning. Pan Xianquan (2005) used the General well-being Index Scale and the Teachers' Teaching Motivation

Scale to investigate the enhancement of the well-being index of secondary school teachers. Lin Dan (2007) pointed out that merely considering teaching as a means of making a living cannot lead to experiencing well-being in their work. However, in this research, the well-being index related to leisure activities refers to the overall satisfaction of university teachers during their leisure activities and the unified pattern of specific emotional experiences during their professional activities. These specific emotional experiences encompass teacher identity, job satisfaction in education work (including efficacy, control, value, and personal growth in teaching), harmonious interpersonal relationships, and comfort in the work environment[7].

2.3. Current Analysis of the well-being Index of University Teachers in Leisure Activities

The author conducted a survey questionnaire on leisure activities and life well-being index of university teachers at Liming Vocational University in Fujian province. After an in-depth analysis of relevant theories, guidelines, and policies related to the well-being index of leisure activities in higher vocational colleges, the study was based on the collation of literature data. It also included an analysis of questionnaire data on the well-being index of university teachers' leisure activities at Liming Vocational University in Fujian province. By combining literature and data, the analysis of the current well-being index of university teachers in leisure activities becomes more relevant to the present situation. The scope of this research was relatively concentrated, focusing mainly on Liming Vocational University as the primary research subject, with selected nearby institutions surveyed as supplementary data. Among the surveyed teachers, 44.95% had a master's degree, 36.7% held a doctoral degree, and 18.35% had a bachelor's degree. The interviewees' academic titles consisted of 59.63% lecturers and 25.69% associate professors. The study utilized the SPSS data analysis software and employed methods such as cross-analysis, correlation analysis, descriptive statistics, and statistical analysis to investigate the current well-being index of university teachers in leisure activities, leading to the following analytical results:

(1) Analysis from a gender perspective: Gender differences lead to variations in thinking and emotional cognition. The general notion suggests that women are more emotionally driven, while men are more rational. Research by Nong Binbin (2013) explored the duration of teachers' participation in leisure activities based on gender, indicating that female teachers tend to spend less time engaging in such activities. Only 11.5% of women participated in activities for two hours each time compared to 27.3% of men. Research by Qiu Xiufang (2006) demonstrated that university teachers' well-being index varies based on factors such as teaching experience, educational background, gender, and academic title [8]. Therefore, the study conducted a psychological analysis of the enjoyment experienced by different genders during leisure activities. It was found that 35.29% of female teachers participate in leisure activities with a complete relaxation mindset, while the proportion for male teachers is 39.02%. Based on these findings, the author suggests that the organization of leisure activities in universities should consider gender differences in designing activity plans. For instance, pre-activity interactions and sharing life anecdotes among female teachers might help them focus on the pleasurable experience of leisure activities.

(2) Analysis based on Participation Motivation: analyzing teachers' participation motivation is beneficial in developing effective strategies to encourage teachers' active engagement in leisure activities. The study conducted research from two perspectives: external (establishing emotional connections with others) and internal (self-reflection on emotional experiences). The findings revealed that teachers' participation motivation primarily leans towards the internal aspect. For instance, 95.42% of teachers participate in leisure activities to maintain their physical and mental well-being, whereas only 55.96% participate to establish friendships with others. Similarly, 85.32% engage in leisure activities to expand their knowledge, while only 41.19% do so to express their thoughts, feelings, or strengths to others. These results are consistent with the findings by Nong Binbin (2013), where 86.8% of male teachers and 80.7% of female teachers participate in leisure activities for physical well-being, while only 40% do so to make friends. This further emphasizes that the main motivation for university teachers' participation in leisure activities stems from satisfying their internal self-needs.

(3) Analysis of the current situation based on the element of time: as Hua Luogeng believed, time is accumulated by every moment and second. Those who are unwilling to waste time and adept at utilizing even small increments of time are more likely to achieve better and outstanding results compared to those who are not good at managing time[9]. Darwin pointed out that the most effective way to accomplish work is to cherish every minute and treasure every second. Based on data research and analysis, the current allocation of time in universities shows that the main group capable of managing their time and completing the tasks they desire are the professors, accounting for 50% of the total, while teaching assistants (TAs) only account for 8.33%. This indicates that with the advancement in job title, teachers have more control over their time, leading to an increased probability of participating in leisure activities.

2.4. Variable Definition and Measurement

Leisure activities are considered the most influential exogenous variable affecting the well-being index of teachers, which has become a widely accepted consensus in academic circles. Therefore, one of the important indicators to measure the well-being index of teachers is the quality of their leisure activities. However, due to the influence of both subjective and objective conditions during leisure activities, there may be deviations from the expected outcomes of these activities. Hence, this study selects policy formulation and policy implementation as the focal points where quality deviations in leisure activities tend to occur. To comprehensively and systematically analyze the actual reasons behind the quality deviations in leisure activities, this research adopts a combined approach of normative analysis, questionnaire surveys, and interview studies[10]. By integrating these methodologies, the study aims to identify the underlying causes and propose corresponding solutions. Theoretical data statistical analysis is employed to establish a correction model for the quality deviations in leisure activities, thereby providing data support for effectively promoting leisure activities.

2.5. Explanation of Reliability and Validity

Variables serve as essential tools in constructing the framework of this study, and the process of this framework is a crucial condition for organizing and writing the paper smoothly. Well-defined variables are often found in good literature. When we analyze the well-being index of teachers in a country, multiple indicators can be used, such as teachers' income level, physical health, working environment, professional satisfaction, engagement in leisure activities, and well-being perception during these activities[11]. Researchers adopt different perspectives and establish various indicators to investigate and measure different institutional environments. Among these indicators, "teachers' professional satisfaction" and "engagement in leisure activities" are reasonable aspects to reflect the level of leisure activities among university teachers, making them widely applicable for measuring the well-being index of teachers.

To ensure the research model's reliability, this study selects measurement scales that have been cited multiple times and proven to have high reliability. Cronbach's α is used to assess the reliability of the scales, and a value above 0.7 is generally considered good, with the range between 0.8 and 0.9 being optimal. Additionally, this study employs Partial Least Squares (PLS), which has built-in checks for internal consistency (Composite Reliability - CR value) [12]. In most cases, there may be slight differences between Cronbach's α and CR values, but they do not affect the stability of the results.

3. Research Results

3.1. Investment in Leisure Activities for University Teachers at Fujian LM Vocational University

Liming Vocational University in Fujian province has 92.6% of its teachers possessing dual-qualification as skilled teachers. Key indicators such as research platforms, authorized patents, research projects, research funding, and technology service income rank first in the province. The

university has also innovatively established an "LM (Liming) Think Tank" to strengthen research on provincial, municipal, and university-related matters. It has been selected as one of the "Top 100 Qualified" vocational colleges in the country and designated as a national base for training high-skilled talents and "Dual-Qualified" teachers. In recent years, the evaluation of university quality has primarily focused on scientific research, neglecting talent education, discipline construction, and social services, which deviates from the essence of education[13]. As a result, it becomes challenging for university teachers to pursue the intrinsic core values of their work calmly, find a sense of achievement in "teaching and educating," and even experience an increase in well-being index due to leisure activities.

With the growing call to enhance the well-being index of university teachers through leisure activities, it becomes evident that the well-being index is a complex system encompassing multiple dimensions, layers, and factors. Improving the well-being index of university teachers can be considered from various inherent factors and addressed at different levels and perspectives, emphasizing the perspective of university teachers themselves, the various aspects of higher education institutions, and the improvement of the overall social system.

3.2. Questionnaire Survey Analysis based on Liming Vocational University in Fujian Province

Through the distribution of 135 target group questionnaires, 110 valid questionnaires were collected, covering a sample of teachers with different titles, different ages, male and female teachers, and representatives of teachers with doctoral to undergraduate degrees in Fujian LM Vocational University. This study distributed questionnaires on "Leisure Activities and the Sense of Well-being among University Teachers" with nine major themes. Statistical analysis using SPSS or AMO resulted in frequency tables and differentiated variables as follows (see Table 1 and Table 2).

Table 1. Frequency meter.

sex					
		frequency	percentage	Effective percentage	Cumulative percentage
validity	1.00	164	38.3	38.3	38.3
	2.00	264	61.7	61.7	100.0
	total	428	100.0	100.0	

1= male, 2= female

degree					
		frequency	percentage	Effective percentage	Cumulative percentage
validity	1.00	76	17.8	17.8	17.8
	2.00	192	44.9	44.9	62.6
	3.00	160	37.4	37.4	100.0
	total	428	100.0	100.0	

level					
		frequency	percentage	Effective percentage	Cumulative percentage
validity	1.00	168	39.3	39.3	39.3
	2.00	28	6.5	6.5	45.8
	3.00	192	44.9	44.9	90.7
	4.00	40	9.3	9.3	100.0
	total	428	100.0	100.0	

title					
		frequency	percentage	Effective percentage	Cumulative percentage
validity	1.00	48	11.2	11.2	11.2
	2.00	260	60.7	60.7	72.0
	3.00	108	25.2	25.2	97.2
	4.00	12	2.8	2.8	100.0
	total	428	100.0	100.0	

income

		frequency	percentage	Effective percentage	Cumulative percentage
validity	1.00	52	12.1	12.1	12.1
	2.00	156	36.4	36.4	48.6
	3.00	128	29.9	29.9	78.5
	4.00	64	15.0	15.0	93.5
	5.00	28	6.5	6.5	100.0
	total	428	100.0	100.0	

Table 2 Distinguishing Validity Scale.

	latent variable 1	latent variable 10	latent variable 11	latent variable 12	latent variable 2	latent variable 3	latent variable 4	latent variable 5	latent variable 6	latent variable 7	latent variable 8	latent variable 9
latent variable 1	0.899											
latent variable 10	0.259	0.894										
latent variable 11	0.144	0.529	0.888									
latent variable 12	0.250	0.512	0.517	0.888								
latent variable 2	0.103	0.145	0.297	0.251	0.904							
latent variable 3	0.131	0.238	0.238	0.141	0.221	0.896						
latent variable 4	0.286	0.426	0.421	0.359	0.306	0.293	0.891					
latent variable 5	0.269	0.408	0.411	0.373	0.284	0.294	0.586	0.896				
latent variable 6	0.154	0.137	0.270	0.263	0.403	0.256	0.331	0.296	0.857			
latent variable 7	0.243	0.278	0.256	0.196	0.179	0.369	0.314	0.339	0.472	0.852		
latent variable 8	0.291	0.461	0.414	0.399	0.323	0.296	0.596	0.606	0.374	0.393	0.909	
latent variable 9	0.343	0.293	0.137	0.308	0.207	0.185	0.348	0.349	0.459	0.488	0.356	0.862

The research findings are as follows:

- (1) The well-being index of leisure activities among university teachers at Liming Vocational University in Fujian is generally moderate.
- (2) No significant differences were found based on gender, major, or marital status variables.
- (3) The well-being index of university teachers' leisure activities correlates significantly with

specific indicators such as income level, living environment, physical and mental conditions, and goal achievement status.

(4) There is a significant correlation between the well-being index of university teachers' leisure activities and personality traits. Mental quality shows a significant negative correlation with activity satisfaction, positive emotions, and self-reported well-being, while extraversion exhibits a significant positive correlation with positive emotions and self-reported well-being. The study elaborates on the relationship between leisure activities and the well-being index of teachers and proposes paths to enhance the well-being index through leisure activities among university teachers.

4. Conclusion

The analysis of the path to enhance the well-being index of leisure activities for university teachers at Liming Vocational University in Fujian province is not a simple problem of 1 + 1 equals 2. Instead, it is a complex issue with various factors interacting and influencing each other. Purely conducting interviews or questionnaires cannot solve the problem of improving leisure activities and the well-being index at the University. It requires a holistic and systematic approach to address the issue. Building upon the interviews and questionnaires, based on the time and achievements of leisure activities among teachers at the University, a "Growth Ceiling Basal Membrane Analysis" is adopted to first identify the factors affecting teachers' leisure activities. These factors include excessively strict management and comprehensive assessments, insufficient experience among new teachers, and inadequate leisure time. These factors form the basal membrane set of growth ceilings. In the second step, the four basal membranes of growth ceilings are integrated to form a basal membrane for enhancing teachers' well-being index. In the third step, corresponding strategies are developed to eliminate the constraints posed by each factor in the path to enhance teachers' leisure activities. These strategies are integrated into a comprehensive management approach to form a systematic solution for Liming Vocational University in Fujian province to enhance the well-being index of university teachers through leisure activities.

5. Research proposal

5.1. Paths and Strategies to Improve the Well-being Index of University Teachers' Leisure Activities

5.1.1. Current Situation of Leisure Activities and Happiness Index of Teachers in Fujian LM Vocational University

The author has been engaged in management work at Liming Vocational University in Fujian province for 25 years and has a certain understanding of the current situation of leisure activities and the well-being index among teachers. Combining literature analysis with on-site investigations involving teachers of different ranks, ages, and genders, the author gathered views on the well-being index of leisure activities at Liming Vocational University. During these conversations, many teachers expressed dissatisfaction with the current state of leisure activities and the well-being index at the university, which can be summarized as follows: (1) The annual 360° assessment creates anxiety, leaving no room for relaxation or leisure activities beyond teaching and research, leading to a lack of well-being index in leisure activities. (2) High pressure during classes and excessive administrative work after classes leave no spare time for leisure. (3) While the university provides many places for leisure activities, the actual time available for relaxation is limited. (4) The pressure of research is intense, and teachers with higher titles often engage in continuous self-improvement and research after class to avoid ranking in the bottom fifth during assessments. (5) Teachers' leisure time is insufficient, as the demands of work, research, and family already leave them exhausted, making it difficult for them to engage in any leisure activities. (6) Working overtime at night and on weekends has become the norm, with many teachers staying up all night for research, resulting in more than half of the teachers over 35 having more grey hair. (7) Frequent occupational diseases, such as pharyngitis, frozen shoulder, lumbar disc herniation, and

hypertension, are caused by the lack of leisure activities. Based on the analysis and collation, the study identifies the above phenomena and problems at Liming Vocational University regarding the enhancement of the well-being index of university teachers' leisure activities and proposes corresponding solution

5.1.2. Establishing a "People-Centered" Management Mechanism to Alleviate Excessive Work Pressure for Teachers

To enhance the impact of leisure activities on the well-being index of university teachers, it is crucial to adopt a "people-centered" management philosophy, foster an environment that respects and cares for teachers, and promote their professional development. This can be achieved through the establishment of a rational evaluation system and a diverse incentive mechanism to increase the overall job satisfaction of university teachers.

(1)Implement "People-Centered" Democratic Management: School administrators should consider respecting teachers as the foundation of their management approach and prioritize the physical and mental well-being of teachers. Depending on the specific characteristics of teachers in different disciplines, a comprehensive, flexible, and diverse evaluation and incentive mechanism should be established to stimulate teachers' potential and enhance their joy in teaching and educating. Focus should also be placed on improving teachers' professional abilities by establishing a relatively systematic, complete, and sustainable professional development system.

(2)Establish a "Multilevel, High-Quality, and Humanized" Teacher Professional Development Model: By creating opportunities for teachers' professional development and fostering a harmonious work atmosphere, teachers can experience the enthusiasm of a "people-centered" management approach. This will help alleviate teachers' occupational and psychological pressure.

(3)Establish a Reasonable Evaluation System: The current simplistic research-oriented teaching evaluation system not only deviates from the original intention of teachers' dedicated teaching but also fosters an overambitious academic research atmosphere, leading to increased workloads and severely impacting the creativity of university teachers. Therefore, it is essential to establish an educational evaluation system that prioritizes cultivating outstanding talents and forms a beneficial closed-loop education system encompassing "research-leisure-teaching." This will enable university teachers to break free from the burden of excessive research tasks and focus on teaching in a relatively relaxed leisure activity environment, thus enhancing their sense of achievement and satisfaction in their profession.

5.2. Increase Investment in Education Resources to Achieve Dual Satisfaction of Material and Spiritual Well-being for Teachers

The comprehensive assessment system in higher education provides effective guidance for the development of university teachers. However, it lacks guidance for teachers to establish a reasonable professional values system, which suppresses the improvement of their well-being index. Additionally, there is a significant disparity between the rigorous evaluation system and teachers' actual income, resulting in teachers often experiencing a mental struggle between their dedication to work and the financial returns they receive. Therefore, apart from improving the evaluation system, schools should also address the real living conditions of teachers and increase investment in education to improve teachers' living conditions.

(1) The professional reputation of university teachers is a comprehensive evaluation by society members to show their respect to the profession in terms of its value and reputation, and it is also reflected in the social reputation and credibility of the teaching profession among other individuals.

(2) While most studies emphasize that the well-being index of university teachers comes from their mental well-being, material well-being serves as a solid foundation for achieving spiritual well-being. University teachers are also members of society with basic material needs and desires. Providing them with a good campus environment will ensure sustained attention from the public and stable growth in various resource investments.

5.3. Focus on Teachers' Individual Career Development Paths to Enhance their Intrinsic Well-being

A scientific view of professional well-being should be built upon "life experiences," pursuing the realization of social value, emphasizing the development of professional skills, and actively engaging in "restorative" leisure activities to enhance teachers' professional well-being.

(1) Establish a professional outlook based on "life experiences." The lack of intrinsic well-being among university teachers is rooted in the widespread existence and acceptance of a "livelihood means" professional values system. However, the fundamental nature of the teaching profession is to nurture talents, and its pursuit cannot be solely defined as a livelihood means.

(2) Improve professional strength with a dedicated attitude. The level of teachers' professional skills is one of the factors influencing their well-being index. With a solid professional reserve, teachers can handle any challenges in their work. The path of teachers' professional development is diverse, and university teachers should utilize various methods for continuous learning, exploration, innovation, and reflection to stimulate their passion for work and find fulfillment and well-being in their job.

(3) Strengthen health awareness and engage in "restorative" leisure activities. The university should actively promote "restorative" leisure activities, such as organizing regular group activities like outdoor hiking, table tennis, calisthenics, yoga sessions, etc., to help teachers rejuvenate their energy and maintain a healthy body and mind for their teaching activities.

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