

The distance between theoretical and practical leisure activities influenced life satisfaction

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Abstract

Recreational activities have acquired the favor and interest of college students and are now essential for their physical and mental well-being. Most activities, including leisure activities, share theoretical and practical elements. This research aims to evaluate a conceptual model about the relationship between leisure attitudes, theoretical and practical leisure, and life satisfaction, as well as to investigate the determinants of life satisfaction. Nine hundred ninety-eight students were sampled and questioned using the "Leisure Values Questionnaire," "Leisure Attitude and Expenses Questionnaire," and "life satisfaction Questionnaire." The outcomes of the primary data were evaluated using a quantitative research strategy based on association and aggressive analysis. The results indicated that the more their preference for leisure activities, the greater their life satisfaction. Those who spend more money and time on leisure activities report greater life satisfaction. Practical leisure was more strongly connected with life satisfaction than theoretical leisure. The predictor for the affective component of life satisfaction was theoretical leisure, while practical leisure was positively associated with the experience component. Meanwhile, positive affect and experience were positively associated with life satisfaction. The study emphasizes the significance of developing a positive attitude toward leisure to increase life satisfaction, supports the significance of leisure favor and practical leisure in achieving life satisfaction, and is helpful for detailed theoretical interpretation and policymakers who develop leisure programs to increase public life satisfaction.

Keywords: Theoretical Leisure, Practical Leisure, Life satisfaction, College students

1. Introduction

Due to the increased free time and disposable incomes brought about by industrialization and technological development (Lee et al., 2020), leisure activity has gradually gained the public's favor and become an essential component of a balanced and healthy lifestyle (Sonntag, 2001). Andrés-Villas et al. (2020) describe leisure as "a form of employing spare time through a freely chosen and rewarding vocation, whose development is satisfactory or pleasurable for the individual." Leisure activity is associated with relatively good living conditions and increased leisure time (Borjesson et al., 2020). Long recognized in both study and societal discourse is the importance of leisure to one's overall happiness. Research has demonstrated that recreational activities positively impact individuals, including physical and mental health (Freire & Teixeira, 2018; Yau & Packer, 2002) and life satisfaction (Hawkins, Foose, & Binkley, 2004). Individuals of varying ages exhibit distinct characteristics based on their settings and contexts. The characteristics of leisure activities are more compatible with college students, as they satisfy their quest for fashion, promote happiness, and provide physical and mental satisfaction (Cheng, 2007). A positive leisure experience benefits youth development because it fosters autonomy and self-efficacy. It is also associated with academic success (Shin & You, 2013). Researchers have shown that leisure activity is necessary for a healthy and happy existence, and leisure research demonstrates a favorable correlation between leisure activities and happiness (Jang, 2008; Lin, Lin, & Wu, 2010). A study of college students revealed an association between participation in leisure activities and life happiness (Choi & Yoo, 2017; Kim et al., 2015; Lu & Hu, 2005). The topic of life satisfaction aspects has garnered a great deal of interest in psychology, recreation, and other fields (Mamak, 2020). Life satisfaction is a summary of an individual's existence as it determines the quality of an individual's life (Hofmann et al., 2014). Life satisfaction is a

state of mind or emotion defined by pleasure or contentment (Lu & Argyle, 1994), and it is a crucial indicator of well-being as a form of stress protection (Headey, Muffels, & Wagner, 2012). Life satisfaction results from the lack of negative emotions, the presence of pleasant emotions, and social involvement (Hills, Argyle, & Reeves, 2000). Participation in leisure activities elicits positive emotions such as pleasure and enjoyment, allowing participants to experience fulfillment. Life contentment is a goal shared by the majority of people. According to research, participation in leisure activities can help attain this objective (Kuykendall, Tay, & Ng, 2015).

Although prior research has demonstrated a positive correlation between leisure and life satisfaction, accumulating data suggests that the relationship may be more nuanced. The concept of leisure may include at least two facets (leisure in mind and actuality), with differing degrees of impact on the participants. Additionally, the definition of life pleasure includes affect and experience. To fully comprehend the complexity of leisure's effect on psychological and physical health, it is necessary to consider several variables, including leisure attitude and the mediating effect of leisure expenditures on the relationship between leisure value and students' life satisfaction. In addition, this research is notable since it represents an original contribution to the corpus of knowledge. In addition, this research's theoretical and practical consequences have contributed to the advancement of knowledge and given a practical approach to leisure activities and life happiness. Indeed, this research also contains certain potential directions that are crucial for future model development and significant contribution by the researchers.

2. Literature review

For their contribution to a better understanding of leisure involvement or participation in leisure activities, leisure attitudes have emerged as critical problems (Khachaturova,

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Yerofeyeva, & Bardadymov, 2022). The leisure attitude was a person's propensity or readiness to participate in leisure activities, which was impacted by cognitive, affective, and behavioral factors (Ragheb & Beard, 1982). Leisure favor and engagement are two distinct leisure value characteristics. Leisure favor is the extent to which a person is satisfied or pleased with leisure experiences and situations. The populace manages favorably through their participation and decision-making in designing and developing these events. The favor, which gets a person involved in an activity, and enjoyment or satisfaction are the evaluations of the activity performed, which determine whether the person will continue to participate (Choi & Kwon, 2016).

Involvement, referring to perceived relevance based on personal wants, interests, and worth (Chang et al., 2018), was a form of intangible motivation or concern that would influence decision-making (Rothschild, 1984). Involvement is a personal psychological state and a personal concept of leisure that may motivate conduct when created by conditions (Havitz & Dimanche, 2017). An individual's involvement in leisure is characterized by favorable feelings toward the activity, a belief that the activity offers positive value, and a commitment to engage in the activity. The encouragement of leisure participation enables an individual to receive benefits from leisure and experience enjoyment from leisure participation (Adams, Leibbrandt, & Moon, 2011). According to the relevant literature, leisure activities contribute to life satisfaction and subjective well-being. Several studies have demonstrated that social and constructive leisure activities (volunteering) are associated with life satisfaction (Yoon et al., 2020). A lack of active attitudes or experience may negatively impact active leisure participation, ultimately limiting leisure participation and diminishing life satisfaction. Less is understood about the extent to which leisure preference and involvement influence subjective contentment.

According to prior research, not all leisure activities contribute to a person's life satisfaction and happiness, and the outcome may vary on the activities in which a person engages (Holder, Coleman, & Sehn, 2009). Youth evaluations of leisure activities and their involvement shapes theoretical and practical notions of leisure (Göral, 2021; Uzun et al., 2022). Young adults demonstrated a strong interest in evaluating leisure and a preference for leisure and leisure involvement (theoretical leisure), which fostered increased autonomy to design and self-manage their leisure expenditures, such as money and time expenditures (practical leisure). Practical leisure was expected to necessitate a minimum investment of time and maybe monetary resources. In leisure research, accessible time is a crucial variable (Codina & Pestana, 2019). Leisure time expenditure is a direct behavioral notion typically operationalized as the amount of time individuals spend on leisure activities (Kuykendall et al., 2015). Mainly, participation in leisure activities is related to how participants feel and then practice them, enhancing the enjoyment of the experience, making participants happier and more optimistic, and contributing to the improvement of physical health, quality of life, and well-being (Foroughi et al.,

2022). Researchers have focused on positive linear connections between leisure time and satisfaction, indicating that leisure and happiness rise endlessly as leisure time increases (Lee et al., 2020).

Another indirect behavior-based idea is the cost of leisure activities. Numerous studies illustrate the usefulness of purchasing experiences in increasing happiness (Gilovich, Kumar, & Jampol, 2015). One study reveals a link between sport-event participation, purchasing satisfaction, and quality of life (Theodorakis et al., 2019). Consumption is a component of the concept of quality of life. Consequently, it is crucial to investigate whether leisure activity-event expenditures contribute to life happiness (Theodorakis et al., 2019). The leisure attitude of participants is also a crucial component in the purchase. Although heredity and circumstance play a role, the impact of external circumstances on a person's happiness is mediated by their value system and cognitive interpretative processes (Parks et al., 2012). Optimistic individuals view failure as external and not as a reflection of their self-worth. Typically, life circumstances have a short-term impact on satisfaction levels, whereas attitudes have a longer-lasting impact (Bailey, Kang, & Schmidt, 2016; Prema & Periasamy, 2022).

Very few studies focus on evaluating the potential relationship between theoretical and practical leisure and life satisfaction, as well as identifying whether interrelationships shift when leisure attitudes vary. In this regard, it is vital to investigate the links between leisure value and life contentment on the one hand and the expenses incurred for leisure activities and life satisfaction on the other. Taking into account the past literature on the favor, involvement, and money and time expense inequalities in the sphere of leisure, as well as the influence of leisure attitude on involvement and engagement, the following five study hypotheses have been developed:

Hypothesis 1 (H1). Leisure attitude, theoretical leisure, and practical leisure are related to gender.

Hypothesis 2 (H2). Life satisfaction is related to theoretical and practical leisure.

Hypothesis 2 (H3). Life satisfaction is related to affect and experience.

Hypothesis 3 (H4). Positive theoretical leisure (higher leisure favor and more leisure involvement) is dedicated to the positive affect aspect of life satisfaction (PA-NA).

Hypothesis 4 (H5). Positive practical leisure (more time and money expense) in conjunction with the positive experience aspect of life satisfaction (PE-NE).

Five research hypotheses were formulated based on the literature study and preceding discussion. Our theoretical mode is depicted in Figure 1. The study has two main objectives: a) Gender was used to categorize changes in leisure attitude, theoretical and practical leisure (the value and cost of leisure activity), and life satisfaction. b) Investigate potential correlations between leisure activity parameters and life happiness. Through this research, we hope to understand better the linear relationships between the value and expense of leisure activities and life satisfaction, as well as the predictive power of the variables and theoretical contributions to the literature.

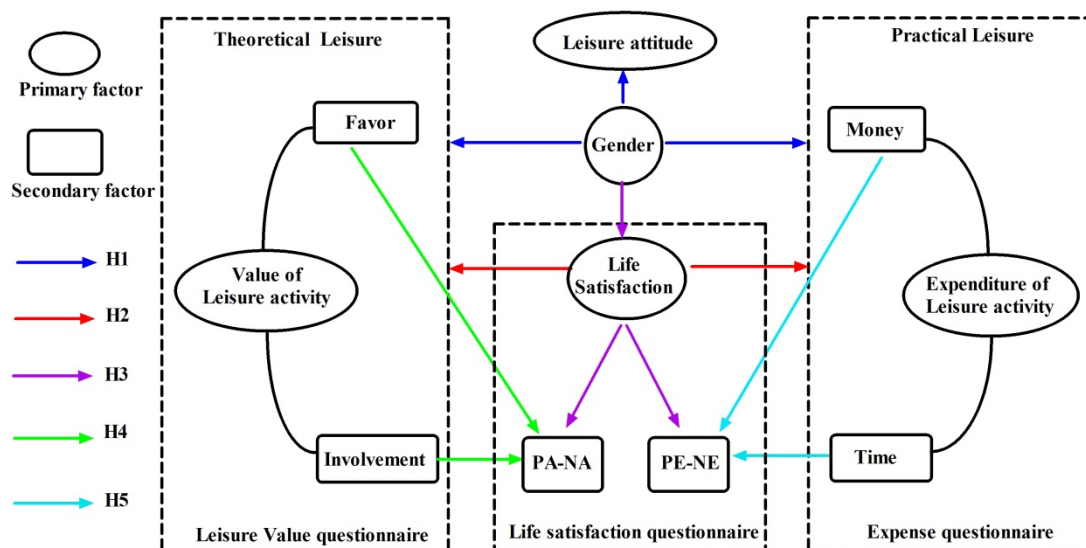


Figure 1. Structure of the Study

3. Methodology

3.1 Research objects

Random cluster sampling yielded a sample of 1024 college students as subjects. Participants were provided comprehensive information regarding the study's history, objective, and duration. It was disclosed that the questionnaire survey would be treated anonymously and not used for any purpose other than the research. In addition, participants were advised that there were no disadvantages to opting out of the study and that they could stop responding to the questionnaire at any moment. 998 valid questionnaires were recovered, including 454 male students (mean age = 21.42 ranging from 19-24, standard deviation = 2.17) and 544 female students (mean age = 20.56 ranging from 19-23, standard deviation = 1.64)

Table 1

Leisure value questionnaire

The following 10 questions have 5 grades from 1 to 5.					
Disagree++	Disagree+	Not clear	Agree+	Agree++	
1	2	3	4	5	
Please grade each question according to your actual situation in parentheses.					
1					()
2					()
3					()
4					()
5					()
6					()
7					()
8					()
9					()
10					()

3.2 Measuring tools

3.2.1 Leisure Value Questionnaire

Values are the fundamental principles that people use to guide their behavior. Sports leisure values reflect a person's general evaluation and view on the significance of sports leisure (Anft, 2014). Based on the attitude change theory, the formation of individual attitudes must come from cognitive, emotional, and behavioral information. When the attitude is formed, it will be shown from the individual's thinking, emotion, and behavior (Saltiel & Woelfel, 1975). To measure the value of the leisure activity of participants in leisure activities, this study used a Questionnaire for Values of Leisure activities (Wang & Wang, 2009), with acceptable scale reliability and values of Cronbach's α 0.83. We examined 2 aspects of this scale: the degree of sports leisure favor ($\alpha=0.79$) and the degree of leisure engagement ($\alpha=0.80$). This was a five-point Likert scale (1=strongly disagree, 5=strongly agree), as shown in Table 1.

3.2.2 Leisure Attitude and Expense Questionnaire

This questionnaire comprises 3 items. The questions are as followings; Do you agree with the view that leisure activity is essential? The item was answered using a 5-point Likert-type response scale (1 = strongly disagree to 5 = strongly agree).

What was your average weekly money expenditure on leisure activity? Please tick at the appropriate place. There were 6 items: 1, none; 2, <100¥; 3, 100-300¥; 4, 300-600¥; 5, 600-1000¥; 6, 1000¥ and the questions for leisure time is: What was your average weekly leisure time for the past 3 months, and please tick at the appropriate place? There were 6 items: 1, 0-2h; 2, 3-

4h; 3, 5-6h; 4, 7-8h; 5, 9-10h; 6, >10h.

3.2.3 Life Satisfaction Questionnaire

The MUNSH scale (Kozma & Stones, 1980) of the revised Chinese version (Li et al., 2012) was used to evaluate subjective well-being. The MUNSH scale consists of 4 factors: positive affective (PA, 5 Questions), negative affective (NA, 5 Questions), positive (PE, 7 Questions), and negative (NE, 7 Questions) experiences with 24 items on a 3-point scale. Each question was measured with an ordinal scale (the answer is "Yes" =2, the answer is "I don't know" =1, and the answer is

"No" =0). The MUNSH scale = PA – NA + PE – NE + 24, with a score range of 0~48 points. The revised MUNSH reached a Cronbach's alpha consistency of 0.86, and the retest correlation is 0.75. It can be divided into high level (≥ 36 points), medium level ($12 < \text{MUNSH} < 36$ points), and low level (≤ 12 points) according to the MUNSH score (Wu et al., 2022). The score is more than 24, which showed that participants' positive emotion was dominant, but less than 24, which showed that the negative emotion of participants was dominant, as shown in Table 2.

Table 2

Life satisfaction questionnaire

The following 24 questions have 3 grades.			
	Yes	I don't know	No
	2	1	0
Please grade each question according to your actual situation in parentheses.			
1 (PA) Extremely satisfied?			()
2 (PA) Are you in a good mood?			()
3 (PA) Are you particularly satisfied with your life?			()
4 (PA) Lucky?			()
5 (NA) Worry?			()
6 (NA) Very lonely or alienated?			()
7 (NA) Worried or very unhappy?			()
8 (NA) Worry because I don't know what will happen in the future.			()
9 (NA) Feeling your life is getting tough?			()
10 (PA) Generally speaking, do you feel satisfied with your life situation?			()
11 (NE) Is this the most challenging time of my life?			()
12 (PE) Am I as happy as when I was young?			()
13 (NE) Are most of the things I do boring or monotonous?			()
14 (PE) What I do interests me as much as before.			()
15 (PE) When I look back on my life, I feel quite satisfied.			()
16 (NE) Everything gets worse with age.			()
17 (NE) How lonely do you feel?			()
18 (NE) This year, some things upset me.			()
19 (PE) If you could live where you want to, would you like to live there?			()
20 (NE) Sometimes I feel bored living.			()
21 (PE) I am as happy as I was when I was a teenager.			()
22 (NE) Most of the time, I feel life is hard.			()
23 (PE) Are you satisfied with your current life?			()
24 (PE) My health is well or even better than that of my peers.			()

3.3 Data Analysis

All data are presented as mean \pm SD and performed through SPSS 22.0 (IBM Corp.), which was used on the collected data to identify the normal distribution, validity, and reliability as well as to perform descriptive statistical analysis, and exploratory factor analysis (Chen, Xue, & Shi, 2018). The association between variables was calculated using the Chi-Square coefficient (for gender and leisure attitude) (Chang, 2017) and Pearson's r correlation coefficient (for theoretical and practical leisure and life satisfaction) (Rasmussen & Laumann, 2014). Multiple regression analysis (Rotenberg, Maeir, & Dawson, 2020) was also conducted to examine the causal relationship among variables. The statistical significance level was maintained at $p < 0.05$.

4. Results

4.1 Perception of leisure's importance according to gender

Perception of leisure's importance presented significant

differences according to gender-Table 3 : χ^2 (4, $n=998$)=49.02, $p < 0.0001$. Female students were the majority among those who strongly disagreed with the importance of leisure activity (86.7% compared to 13.3% made up of male students) or disagreed (77.2% female students, as opposed to 22.8 male students). Similarly, female students also made up more than half of those who were not clear (34.9% female students, as opposed to 65.1% male students) or agreed (41.8% female students, as opposed to 58.2% male students) with the importance of leisure activity. It suggested that the leisure attitude of female students was more negative than positive. In contrast, male students predominate when the perception of leisure's importance is strongly agreed. Gender is important in understanding individual perception because perception is a learned attitude. The reason might be different comprehension of leisure activities and different requirements from leisure activities. There is considerable evidence showing the gendered nature of leisure environments, constraints, and meanings and the continued gender stereotyping of many leisure activities (Chang, 2017).

Table 3

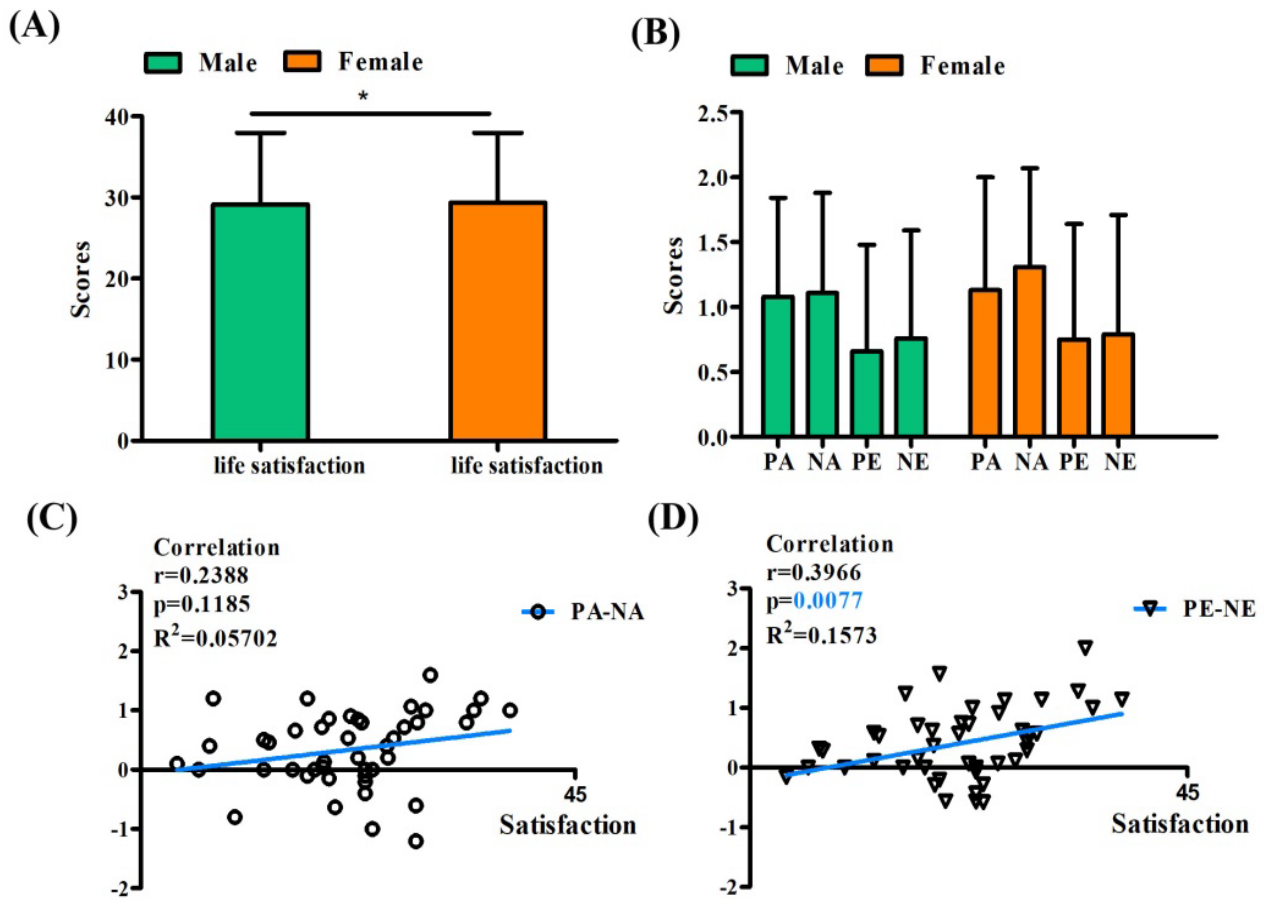


Figure 2. The descriptive analysis of life satisfaction (A), PA, NA, PE, NE (B) was grouped by gender and the correlation between life satisfaction and PA-NA (C) as well as PE-NE (D)

Table 5

Intercorrelations between theoretical and practical leisure activity and life satisfaction

	1	2	3	4	5	6	7
Theoretical Leisure							
1. Leisure Favor	1						
2. Leisure Involvement	0.494**1	1					
Practical Leisure							
3. Money Expense	0.190*	0.237**1	1				
4. Time Expense	0.340**	0.405**	0.429**1	1			
5. Life Satisfaction	0.064**	0.028**	0.137**	0.116**1	1		

Table 6

Theoretical and practical leisure as well as life satisfaction according to leisure attitudes: if the leisure is essential?

	Disagree++		Disagree+		Not clear		Agree+		Agree++		F	p
	M	SD	M	SD	M	SD	M	SD	M	SD		
Theoretical leisure												

6. PA-NA 0.115**0.035**0.207**0.213**0.129**1

7. PE-NE 0.119**0.070**0.194**0.091**0.098**0.324**1

4.4 Leisure activity and life satisfaction according to leisure attitude

The perception of leisure's importance moderates theoretical and practical leisure activity and life satisfaction, which exhibits significant differences. In the case of theoretical leisure, the highest values for leisure preference are observed among participants who agreed or strongly agreed with the importance of leisure. In contrast, leisure preference was lower when perceptions of leisure's importance differed. Participation in leisure activities appears to decline when the perception of leisure's importance is extreme, i.e., when respondents strongly disagree or strongly agree. Similar differences were also observed in terms of recreational activities. The highest levels of life satisfaction were observed among participants who approved and were unsure about the significance of leisure. On the other hand, the greater one's agreement with the perception of leisure's significance, the greater one's leisure favor and involvement values, and the greater one's expenditure of money and time.

Leisure Favor	1.74	1.20	2.43	0.75	2.83	0.79	3.51	0.78	4.21	0.79	302.68	<0.001
Leisure Involvement	2.53	1.23	1.29	0.67	1.22	0.86	1.86	0.96	3.49	0.94	181.99	<0.05
Practical Leisure												
Money expense	0.58	0.49	1.27	0.48	1.59	0.78	1.82	0.80	1.84	0.82	185.78	<0.05
Time expense	0.89	0.96	1.24	0.53	1.51	0.93	1.82	1.16	2.68	1.40	186.69	<0.05
Life satisfaction	26.40	6.84	26.01	10.15	27.19	8.51	29.52	8.91	28.96	8.98	10.778	<0.001

4.5 Regression analysis

A multiple regression analysis was performed to predict life satisfaction from theoretical and practical leisure activities and verify the hypotheses, as shown in Fig.3.

The forced entry method was chosen for the regression analysis (Karimian et al., 2015). For example, we first regressed life satisfaction on theoretical leisure. Two dimensions of theoretical leisure favor and involvement are forced to act as independent variables in the regression model, and life satisfaction is the dependent variable. The regression analysis results are shown in Table 7. It was found that independent variables achieve significance, whereas merely involvement of theoretical leisure

did not achieve significance. Money expense of practical leisure appeared to be the highest predictive power (β coefficient=0.108). After the adjustment with multiple regression analysis, $R^2=0.084$ represents the variance explained as 8.4%, and $R^2=0.164$ stands for the variance explained as 16.4%. PA-NA and PE-NE of positive leisure achieve significance, showing higher predictive power (β coefficient=0.103, 0.095). After adjusting with multiple regression analysis, $R^2=0.109$ stands for the variance explained as 10.9%, and favor, time and money expense, PA-NA, and PE-NE present positive effects on life satisfaction. All paths reached statistical significance except the direct path from involvement to life satisfaction.

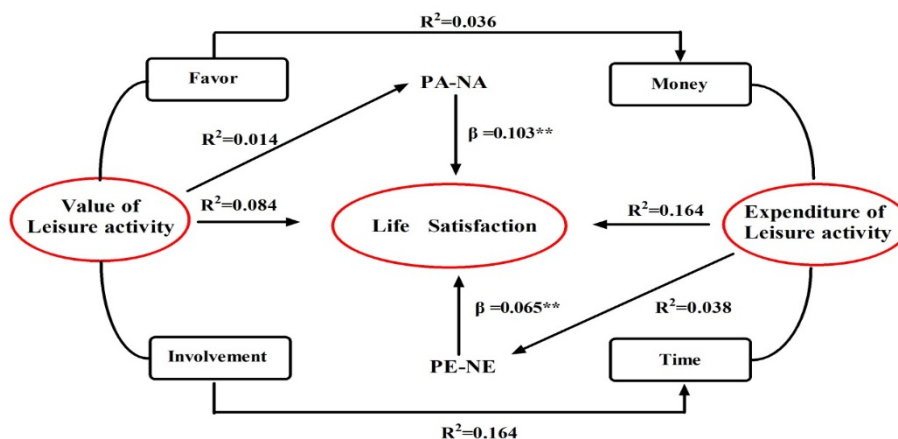


Figure 3. Regression Analysis Results

Table 7

Multiple regression analysis between subdimensions of theoretical and practical leisure and life satisfaction

Dependent variable	Independent variable	β	R^2	Adj. R^2	F
Life satisfaction	Theoretical leisure				
	Favor	0.064**	0.084	0.084	85.626**
	Involvement	0.006			
	Practical leisure				
	Money	0.108**	0.164	0.164	241.525**
	Time	0.069**			
Life satisfaction aspects					
	PA-NA	0.103**	0.109	0.109	198.698**
	PE-NE	0.095**			

5. Discussion

The testing of the research's hypotheses confirmed the differences between male and female students' perceptions of the significance of leisure, theoretical and practical leisure, and life satisfaction. In the meantime, how much positive affect and experience contributed to life satisfaction was

investigated. In addition, the study revealed essential distinctions regarding which gender performs better on each of these variables and how perceptions of leisure's significance relate to theoretical and practical leisure and life satisfaction. The data revealed that the higher the scores for leisure preference, money expenditure, and time expenditure, the more favorable the perception of leisure's significance. The regression results indicated that theoretical and practical leisure, excluding leisure participation, contributed to life satisfaction to varying degrees.

5.1 Gender preference in different leisure catalogs

Regarding perceptions of leisure significance, females were less favorable than males. Regarding theoretical and practical leisure, there are also differences. Males enjoy both theoretical and practical leisure, particularly the leisure involvement of theoretical leisure and the time expense of practical leisure. In contrast, females prefer leisure favor and money expense to leisure involvement and time expense. Specifically, the considerable gender variations in perceptions of leisure value verify the disadvantages female students face due to inequities. However, we have found relevant information in the leisure preference and money expenditure categories. In both instances, our findings indicated that the female rate was higher than the male rate. Even with less approval of leisure's significance, leisure's favorability is greater. When leisure engagement was not included in the model, leisure

involvement did not affect life satisfaction (theoretically). It would be interesting to study other characteristics that influence the leisure outlook of female students. The ratings for theoretical leisure were higher than those for practical leisure; the scores for leisure favor and money expenditure were higher than those for leisure involvement and time expenditure.

5.2 Life satisfaction: positive relations

In terms of the affect and experience elements of life satisfaction, a combined analysis of both variables revealed that positive leisure affects and experiences tend to correspond directly with positive life satisfaction. Life satisfaction was comprised of both positive affect and experience and negative affect and experience. High values characterize positive theoretical leisure for leisure preference and engagement, and positive practical leisure is characterized by more significant expenditures of money and time associated with life happiness. Regarding the observed relationship between theoretical and practical leisure and the affect and experience factors of life satisfaction, the data reflect the potential influence that theoretical leisure correlates to a positive effect of life satisfaction. In contrast, practical leisure correlates to a positive experience of life satisfaction. As a compensating mechanism may indicate latent problems, this would explain the therapeutic potential of leisure activities. Consistent with assumptions, there is a significant and positive relationship between satisfaction after leisure activities and life satisfaction. Leisure time is necessary for an individual's life satisfaction (Wei et al., 2015), and there is a positive and moderate relationship between leisure time and life satisfaction. It is not surprising to find that more leisure time and money spent on leisure activities are associated with higher levels of life satisfaction. Since participation in leisure activities involved a monetary expenditure, there was a positive correlation between purchases and life happiness.

5.3 Leisure attitude

Perception of leisure's significance provides information regarding the boundary between a positive and negative leisure attitude. This study found that leisure preference and participation are stronger or more intense if the leisure attitude is positive but decreases gradually if the leisure attitude is negative. On the other hand, unlike theoretical leisure, practical leisure does not shift abruptly based on leisure attitude. The results regarding practical leisure prompted a consideration of why the leisure attitude is limited to practical leisure. For instance, the results indicate that those with a positive or negative attitude toward leisure make more direct use of money or time; these results also suggest that those with a negative attitude toward leisure have less available money and time. Despite the importance of expense (practical) on leisure activities in determining life satisfaction outweighing the theoretical value of leisure activities, leisure attitude was an integral part of evaluating life satisfaction.

5.4 Sources of life satisfaction

The relationship between leisure value, expense, and life satisfaction have been extensively examined in the literature. Still, few studies have examined the effects of all variables classified as theoretical or practical leisure simultaneously on life satisfaction. Practical leisure, such as expenditures of money and time, was associated with life satisfaction, as indicated by the regression analysis. The study shed light on the importance of expenditures on leisure activities rather than theoretical leisure activities (favor and involvement) in terms of life satisfaction. The

most important contribution of the present study was the hypothesis that expenditures of money and time positively affect life satisfaction. PA-NA and PE-NE were also two life satisfaction indices.

6. Conclusion

In conclusion, the study's findings reveal that college students have varying leisure preferences and involvement, which in turn have varying effects on the amount of money and time spent on leisure activities and their life satisfaction. The outcome of this part of the study is an initial attempt to comprehend the relationship between the many classifications of leisure activities and life pleasure. This study presents a unique perspective that leisure preference and financial and time expenditures significantly affect life happiness. The value of leisure enables participants to gain a valuable and meaningful existence and may assist individuals in enhancing their quality of life. Participating in leisure activities can maintain a certain degree of living efficiency, allowing for more beneficial life enhancements (Chang et al., 2018). In addition to filling a gap in the research on cause-and-effect relationships, the key findings make several contributions and expand our understanding of the sources of life satisfaction, particularly in terms of the interaction between the variables studied and the causal relationships between them. The study is an attempt in the right direction; subsequent research must be more in-depth.

7. Implications

7.1 Theoretical implementations

Theoretically, the current study has significant implications due to the unique association between leisure, life satisfaction, and gender that was investigated. Importantly, this study provided several implications by considering the theoretical and practical leisure aspects as sources of life satisfaction. In contrast, the literature has ignored the role of theoretical leisure in studying life satisfaction. In addition, earlier studies on life satisfaction did not account for emotion and experience; this study presented significant implications by incorporating affect and experience into the relationship analysis.

7.2 Practical implementations

College student life satisfaction is an essential component of public life satisfaction. Regarding sources of life satisfaction, the current study is crucial. The unique relationship between leisure preference or attitude and life satisfaction has significant financial repercussions. More leisure preference and a positive attitude toward leisure promote positive emotions and a sense of life satisfaction. Thus, policymakers develop leisure program that aims to improve college students' enthusiasm for actively engaging in physical activities and exercise in their spare time, thereby reducing the pressures of study and life, relaxing the body, and promoting psychological benefits by reducing anxiety and depression.

Future directions

This study focused on college students who have more life satisfaction the more they approve of the significance of leisure activities, are more ready to participate in leisure activities, and spend more money and time on leisure activities. Moreover, academic success significantly affects the effect, which is not investigated in this study. Thus, future research should investigate the relationship between academic success and life satisfaction. In addition, the researchers must determine the effect of physical activity on student life satisfaction. Because life satisfaction is a continuous process that should be examined over an extended period, it is advised that researchers collect

longitudinal data to validate this study.

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