

**Exploring the influence of family holidays on Chinese adolescents'
subjective wellbeing**

by

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Author's Declaration

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Abstract

Holiday travel experiences may have potential to increase post-travel subjective wellbeing (SWB). Although positive association between travel and individual's SWB has been established, extant research on holiday travel is mostly conducted in Western contexts, and adolescents' perspectives are under-represented. Moreover, factors that influence post-holiday SWB are not well established in the literature. Thus, the purpose of this study was to examine the influence of travel on Chinese adolescents' SWB in family holiday travel contexts, and to explore the relationships among trip reflection, family functioning, and adolescent students' post-holiday SWB. Indeed, the role travel experiences might play in buffering the negative influence of the intense academic pressures faced by many Chinese adolescents is certainly warranted.

Using the Chinese Labor Holiday and the National Holiday as experimental contexts, a longitudinal research design was employed. Surveys were distributed at two public middle schools in the urban area of a large-sized city located in the East part of Mainland China. Participants were middle school students aged between 12 to 15 years old ($n=943$). The questionnaire assessed the construct of SWB (i.e., global life satisfaction, contentment with specific life domains, and affects) at three stages (before holidays, right after holidays, and one month after holidays) of each holiday respectively, and compared the changes of respondents' SWB using a series of repeated measures of ANOVA where travel, holidays, and siblings were employed to conduct between group comparisons. Additionally, the questionnaire assessed the construct of trip reflection and family functioning during family holidays and tested the proposed conceptual framework using the structural equation modeling method.

Results from the repeated measures of ANOVA suggested that Chinese adolescents' SWB significantly changed across family holidays, where travel was an important factor that increased adolescent students' SWB. In particular, adolescent travelers' SWB level was significantly higher

than non-travelers before and after holidays. Additionally, only those students' who traveled during family holidays experienced a significant increase of SWB when they returned to school. However, increases in SWB were not sustained over time. The benefits of travel on travelers' SWB diminished gradually after holidays.

Results from SEM model revealed that family functioning significantly and positively predicted the results of adolescents' post-holiday SWB. However, trip reflection did not significantly influence travelers' post-holiday SWB. As well, this study found that adolescent travelers' sex and the nature of family holidays influenced the relationship of family functioning and post-holiday SWB. Specifically, family functioning during family holidays had a greater influence on male adolescent travelers' global life satisfaction, and a greater influence on female travelers' contentment with specific life domains as well as emotional wellbeing. Moreover, both the Labor Holiday and the National Holiday had beneficial influence on adolescent travelers' SWB. Indeed, shorter family holidays had greater influence on increasing adolescents' positive affect and decreasing their negative affect, whereas longer family holidays were more helpful to enhance students' contentment with family life, school life and leisure life.

There are several implications of this study. Theoretically, this study advances our knowledge on the influence of family holiday travel on adolescents' SWB. These results fill important contextual research gaps, by demonstrating the role of travel experiences on Chinese adolescents' SWB. Moreover, relationships between trip reflection, family functioning and adolescent travelers' post-holiday SWB are not yet explored as mechanisms that help explain post-travel SWB among Chinese adolescents.

Practically, this research suggests schools to remove the pressure of studying during family holidays and encourage their students to take trips or participate in leisure activities during family holidays. When adolescent students return to school, schools should also encourage students' participation in leisure activities to sustain the beneficial effects of family holidays. In addition, parents should not only pay attention to their children's academic achievements, but also care

about their wellbeing and quality of life. It is recommended that parents take advantage of family holiday trips to tighten their family bonds and develop family adaptability. As it relates to policy makers, this study calls for more family holidays for adolescents to travel with their parents. Indeed, the present study demonstrates that even short-term family holidays can be an effective means to increase the SWB. Limitations and suggestions for future research are discussed.

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1. INTRODUCTION

For generations, we are looking for ways to live our lives happily. Diener and Diener (1996) argued that there was a positive level of subjective wellbeing (SWB) throughout the world, except those countries with extremely low economic status. Moreover, factors such as age, sex, race, and income do not predict the differences in SWB levels (Myers & Diener, 1995). However, it has been suggested that Chinese adolescents' self-perceived wellbeing is below average based on a research of Chinese middle school students' SWB (Hu, Ma, Hu, Deng, & Mei, 2010). Most stressors that decrease Chinese adolescents' SWB are education-related (Hu et al., 2010; Tian, Liu, Huang, & Huebner, 2013). Chinese adolescents' low level of SWB deserves our attention, and it is important to understand how we can help adolescents buffer the negative influence of those stressors and promote their SWB effectively. Tourism literature has suggested that travelling can be a beneficial way to improve individuals' SWB (Chen & Petrick, 2013; Uysal, Sirgy, Woo, & Kim, 2016). Therefore, this study aims to explore the influence of family holidays (especially family travel) on Chinese adolescents' SWB and reveal the dynamics of holiday experience and adolescents' SWB. Results gleaned from the present study will provide salient insights into what makes an "ideal" holiday in terms of promoting adolescent students' quality of life.

1.1 Research on family travel and subjective wellbeing

Generally, it has been widely reported that travel can boost post-travel wellbeing (de Bloom, Geurts, Sonnentag, Taris, de Weerth, & Kompier, 2011; Nawijn, Marchand, Veenhoven, & Vingerhoets, 2010; Nawijn, 2011a), and people who travel are happier than people who do not travel (Etzion, 2003; Gilbert & Abdullah, 2004; Nawijn, 2011b). Many studies have explored the factors that how travel enhances post-travel SWB. In particular, pleasant activities (de Bloom et al., 2011), recovery experiences (Fritz & Sonnentag, 2006; Nawijn et al., 2010), and travel satisfaction (Neal, Sirgy, & Uysal, 1999; Neal, Uysal, & Sirgy, 2007; Sirgy, Kruger, Lee, & Grace, 2011; Strauss-Blasche, Ekmekcioglu, Marktl, 2000) are key factors that enable travel contributes to travelers' overall life satisfaction. Whereas holiday stress (Nawijn, 2011a)

and conflicts with travel party during trips (Havitz, Shaw, & Delamere, 2010; Rosenblatt & Russell, 1975) are the most important determinants to decrease travelers' emotional wellbeing.

Although positive associations between travel and individuals' SWB have been established, extant studies on holiday travel are mostly conducted in Western contexts, especially the United States (Neal et al., 2007; Sirgy et al., 2011), Europe (de Bloom et al., 2011; Nawijn et al., 2010), and Australia (Dolnicar, Yanamandram, & Cliff, 2012). Indeed, little knowledge of holiday travel and its influence on SWB has been gleaned from the perspectives of other parts of the world, such as Asia, Middle East, South America, Africa, and rural and predominantly Aboriginal regions within developed countries.

Moreover, the meaning of family holiday travel for children is under-represented in tourism research (Small, 2008). There are increasing children's voices in the social study of childhood where they treat children as active social actors (Seymour & McNamee, 2012). However, voices of the youth are not prominent in tourism literature. Several studies have demonstrated that children's expectations and evaluations of family travels are sometimes different from parents' perspectives (Carr, 2006; Fu, Lehto, & Park, 2014; Gram, 2005). Thus, it is important to understand the benefits of family travel from children's perspectives.

1.2 Cultural influence on family travel

It has been suggested that it is necessary to understand sociocultural constructs in a particular spatial and temporal context, because there are various beliefs packed in each society's shared perceptions and norms (Hofstede, 2001; Hill, 2011). Representations of family travel may vary across cultures due to the perceptions of family dynamics and parent-children relationships. According to Freysinger and Chen (1993), cultural norms for child rearing influence how people value meanings of experience that are attached to family travel. Concerning cultural difference, families from cultures which have culturally distinct values may have different travel expectations, attitudes and behaviour patterns. For instance, autonomy is considered as a key factor to enhance children's development among families in the western world (Peterson, Cobas, Bush, Supple, & Wilson, 2005). Whereas, children are more controlled and trained by parents' principles in Chinese families (Chao, 1994; Chao & Sue, 1996). A study that has compared child rearing between European American families and

Chinese families points out that parents of European American provide more emotional feedbacks to demonstrate their parental responsiveness, such as praising and hugging (Chao, 1994). Moreover, European American parents aim to develop an open, intimate, and mutually satisfying parent-children relationship by sharing conversations and experiences with their children (Chao, 1994). On the contrary, Chinese parents tend to involve great parental control and pass family traditions to their children (Chao, 1994).

In the tourism literature, Larsen (2013) illustrated that the composition of reverse pleasures and continuous reversals between excitement and relaxation were both important during a family vacation for Swedish households. Meanwhile, it has been argued that family members cannot achieve an optimal experience during holidays with just being together, rather the intra-family dynamic of reverse yet interrelated enjoyment that create a social balance providing optimal vacation experiences for family members (Larsen, 2013).

However, deeply rooted in a collectivistic and more conservative culture, people from eastern countries highly value the importance of their family (Hofstede, 2001). For example, family plays a prominent role in the Chinese culture, where there is a crucial familial influence on individuals' attitude and behaviour (Bond & Hwang, 1986). The philosophical beliefs of Chinese society argue that the fulfilment of family obligations can predict one's behaviour in the larger society and emphasize that people cannot succeed if they fail to be responsible for their families (Fu, Cai, & Lehto, 2015). In the travel context, empirical studies of Chinese urban populations suggest that family members are the most favourite travel companions among Chinese travelers (Lou & Xu, 2008; Su & Wang, 2007; Zhang, Hu, & Gu, 2012). However, few empirical studies have examined dynamics of family members' experiences of family trips.

1.3 Familial influence on family travel

Family structure is not static; rather, it is fluid and changes based on macro- and micro-level factors (Schanzel, Yeoman, & Backer, 2012). Specifically, at the macro level, factors can be the patterns of population growth, shifts in age composition, and demographic trends in marriage. Regarding individual level factors, getting married, divorces, having

children may cause the changes in family structures (Brey & Lehto, 2008). As a result, the interactions within family systems may change correspondingly to the shifts in family structures.

The changes in family systems can shape the characteristics of family travel. Fodness (1992) pointed out that the family life cycle could influence the process of travel decision-making. The changing familial dynamics affect the purposes that why families travel and influence how family members negotiate with travel constraints. Specifically, the purpose of family travel may change correspondingly to evolving internal family structures. For example, when children are young, family travel can be beneficial for parents to take a break from daily schedule. When children are getting older, educational purpose increases so that parents can teach children physical skills as well as familial traditions and cultural norms (Kleiber & Kirshnit, 1991). On the other hand, family members negotiate different kinds of travel constraints at various family life stages (Fodness, 1992). Those changes at the individual level, such as health condition and internal motivation, as well as changes at the family level, such as dispositional household income, can be factors that restrict family travel decisions. Moreover, the external factors, such as economic and political situations, influence family travel decisions at a macro level. As travel constraints are changing through the family life cycle, the representation of family travel cannot be static across different stages.

Furthermore, the conceptualizations of the family are diverse. There are two layers of meanings when defining what constitutes a family (Shaw, 1997). According to Shaw (1997), firstly, the family forms are plural. In particular, family forms vary from family to family, but they all share the same tenet of person-supporting systems. Secondly, there is a plurality of families within the family (Shaw, 1997). Although family members share the same principles within the family system, family members are still active individuals and have their attitudes, perceptions, and preferences. Therefore, there are subsystems within the family, which represents various thoughts, beliefs, and preferences of the family.

For reasons presented above, family travel researchers should consider both cultural and familial influences to understand particular family travel experience in situated contexts. In terms of cultural diversity, family travel researchers need to contextualize the research under

cultural norms and social values. To address the increasing diversity and fluidity of family forms, researchers should consider the pluralities within family systems and the changing family structures over time.

1.4 The existence of Chinese only children generation

As mentioned above, family travel research should contextualize the study in specific culture and familial background. The following section elaborates the considerations why Chinese families' travel experiences deserve to further exploration, and why Chinese adolescents' perspectives are of particular interest in the present study.

In 1979, China's central government announced a National Population Planning Policy that stated every new married couple could have only one child (Chinese Communist Party Central Committee, 1980). Since the implementation of this policy, the characteristics of Chinese family structures have transformed dramatically. For example, three member families are dominant in current nuclear families. In the sixth National Census of the People's Republic of China, it has been reported that as of November 1st, 2010, the average family includes 3.10 members (National Bureau of Statistics of China, 2011). Second, as most families have only one child, the second Chinese only children generation (children of first only children generation) may experience the absence of uncles, aunts, and cousins. Third, the relationship between parents and children, grandparents and grandchildren are changing. Since only children receive essential resources and exclusive love from both parents as well as two sides of grandparents, Cutler (1988) describes the structure of Chinese only children families as the 4-2-1 indulgence phenomenon.

In 2015, China's central government announced the modification of the one-child policy which allows each couple to have two children (China's central Government, 2015). Thus, the implication and renewal of the national population planning policy have made Chinese only children as a unique generation in the Chinese history.

As Chinese only children generation has emerged, it leads to a paradoxical parent-child relationship in China. In traditional Chinese value system, children are encouraged to follow the noble virtue of filial piety (Fu et al., 2015). The filial piety includes guiding rules that ask

children to behave appropriately toward family members. For example, children need to obey whatever their parents say and suggest. Moreover, Chinese children need to respect their elder siblings and take care of younger siblings. However, in contemporary China, the practice of filial piety, especially the relationship between parents and children, is adversely influenced by the “little emperor” syndrome of only children families (Bell, 2010). Empirical evidence indicates that Chinese parents focus the children rearing style more on emotional satisfaction rather than emphasize obedience (Xia, Xie, Zhou, DeFrain, Meredith, & Combs, 2004). Instead of asking children to pay filial responsibilities and follow traditional rules, Chinese parents care more about children’s achievements (Falbo & Poston, 1993).

Although only children receive essential resources and exclusive attention from their families, they also experience greater expectation and more pressure at the same time (Settles, Sheng, Zang, & Zhao, 2013). Man (1993) argues that because of the shift that most children in school are from only children families, there is increased interest in academic and career success, and thus results in greater competition for the elite world and advanced educational institutions. As a result, pressure for high-quality schooling is more likely to be intense. Consequently, only children may experience more stress from school than children who have siblings.

Empirical evidence demonstrates that compared to children with siblings, only children are more advanced in terms of personal development and long-term personality outcomes (i.e., academic performance, physical health, and psychological health, social skills, etc.) (Settles et al., 2013). However, most studies have been conducted to compare children’s development outcomes between only children and children with siblings. Little is known about Chinese only children’s self-perceived wellbeing and life satisfaction. Evaluations and assessments of only children’s wellbeing, especially subjective wellbeing and quality of life deserve further inquiry.

Researchers have discussed the impact of the child-centric syndrome on tourism market (Lehto, Fu, Li, & Zhou, 2013), but less attention has been paid to only children’s experience from social and familial perspectives. Due to the transforming family structures, decisions within family travel may change correspondingly. First, as only children receive more attention compared to children from more than one child families, it is important to explore only

children's experience during the process of family travel, which can provide insights to existing family travel studies. Second, as the family size is getting smaller, interactions within only children families during travel may also differ from families with several children. Third, visiting family and relatives (VFR) is a major form of family travel for both hosts and guests (Schanzel & Backer, 2012; Griffin, 2013), however only children families, especially the next generation of only children, will experience the absence of most relatives (uncles, aunts, cousins). Consequently, family travel patterns may change accordingly. Last, but not the least, studies have suggested that travel can increase individual's SWB (Chen, Lehto, & Cai, 2013; Chen & Petrick, 2013; Dolnicar et al., 2012; Uysal et al., 2016). However, due to unique family structures that influenced by the China's only child policy, travelers' perceptions of family travel and its influence on SWB may be inconsistent with the findings demonstrated from existed studies. Therefore, it is important to understand the experience and influence of family travel from Chinese adolescents' perspectives.

1.5 Theoretical foundations

Previous studies have systematically reviewed the research of travel benefits on health and wellness (Chen & Petrick, 2013) and family wellbeing (Durko & Petrick, 2013). Many studies have empirically demonstrated the positive associations of travel and happiness (de Bloom et al., 2011; Nawijn et al., 2010; Nawijn, 2011a). However, only a handful of scholars have discussed the theoretical underpinnings of the influence of travel on quality of life. As people have opportunities to detach from work environment and more likely to choose what they want to do during vacations, taking vacations can promote individual's SWB (Fritz & Sonnentag, 2006; Sonnentag & Fritz, 2007). In psychology literature, the bottom-up spillover theory suggests that the activities and experiences that are stored in concrete psychological domains shape individuals' contentment with specific life domains, and contentment with various life domains interacts simultaneously to form global life satisfaction (Kruger, 2012). The spillover effect suggests that the satisfaction can be transferred from the most concrete domain to the most abstract life domain. Along with this process, contentment with specific life domains can mediate by experience quality and activities associated with abstract life

domains. Additionally, the emotions and feelings accompanied by life events also influence how individuals evaluate various life domains (Kruger, 2012). In tourism literature, Neal and colleagues (1999; 2007) applied a theoretical framework guided by bottom-up spillover theory to examine travel benefits. They found that satisfactory travel experiences could increase travelers' contentment with specific life domains as well as overall life satisfaction (Neal et al., 2007; Sirgy et al., 2011).

In family vacation context, some scholars suggest that vacations can provide great opportunities to enhance family bonds and increase family wellbeing (Hornberger, Zabriskie, & Freeman, 2009; Zabriskie & McCormick, 2001; Smith, Snyder, Snyder, Trull, & Monsma, 1988). According to family system theory, families seek the balance between mutuality and differentiation (Orthner & Mancini, 1991). The system allows differentiation among family members. However, it also sets up boundaries to define who are involved in the system and encourages attachments and bonds within the system (Orthner & Mancini, 1991). It is also important for the family system to receive stimulus (e.g., novel experience), which enables the advancement of the system over time. In the leisure literature, many studies have indicated the relationship between family leisure activities and family wellbeing (Havitz et al., 2010; Hornberger et al., 2010; Smith, Freeman, & Zabriskie, 2009; Zabriskie & McCormick, 2003). The core and balance model of family leisure functioning specifies that those core or everyday leisure activities are associated with family bonding, whereas balance or novel leisure activities that usually occur away from home are related to family adaptability (Agate, Zabriskie, Agate, & Poff, 2009). One of the representations of well-functioning families is that family members unite tightly within the familial boundary and also can adapt to the new environment (Zabriskie & McCormick, 2003). Therefore, the core and balance model of family leisure functioning can be helpful to understand family vacation experience and family members' wellbeing.

Drawing from these theories and empirical findings of travel benefits, family interactions, and wellbeing, the current study aims to examine the influence of family holidays on Chinese adolescent students' SWB and explore the relationships of travel experience, family functioning, and wellbeing in the family holiday context.

1.6 Study purpose and conceptualizations

The purpose of this study is twofold. First, to examine the influence of family holidays on Chinese adolescents' SWB (i.e., global life satisfaction, contentment with specific life domains, positive affect, and negative affect). Second, to explore interrelationships among travel experience, family functioning, optimal experience, and adolescents' post-holiday SWB. Results gleaned from the present study may provide salient insights into what makes an "ideal" holiday in terms of contributing to SWB in the Chinese family holiday context.

Specifically, this study attends to answer the following research questions.

Research Question 1: Do Chinese adolescents' SWB levels change over family holidays?

Research Question 2: To what extent does travel, having siblings, and the attributes of holidays influence Chinese adolescents' SWB?

Research Question 3: What are the interrelationships between trip reflection, family functioning, optimal experience, and adolescent travelers/non-travelers' post-holiday SWB?

Research Question 4: To what extent does sex, having siblings, and the attributes of holidays influence the interrelationships between trip reflection, family functioning, optimal experience, and post-holiday SWB?

There are four primary constructs in this study, which are subjective wellbeing, travel experiences, family functioning, and optimal experience. Conceptualizations of the four constructs are introduced as follows.

First, the concept of subjective wellbeing refers to individual perceived feeling of life. Diener (1984) suggested that the concept of SWB included two components that were life satisfaction and affect balance, where affect balance was represented by a presence of positive mood and an absence of negative mood. Later, Diener, Suh, Lucas, and Smith advanced the concept of subjective wellbeing as that "SWB is a broad category of phenomena that includes people's emotional responses, domain satisfactions and global judgments of life satisfaction" (Diener, Suh, Lucas, & Smith, 1999: p.277). Therefore, to gain a comprehensive understanding of Chinese adolescents' subjective wellbeing, this study conceptualizes the construct of

subjective wellbeing with three components: global life satisfaction, emotional responses (i.e., positive affect and negative affect), and contentment with specific life domains.

Second, in tourism literature, the experience quality of travel has been conceptualized as travelers' cognitive perceptions and affective responses to their desired social-psychological benefits resulting from participation in various activities along trips (Chen & Chen, 2010; Otto & Ritchie, 1996; Kao, Huang, & Wu, 2008). In the present study, the construct of experience quality is represented by travelers' trip reflections adopted from Neal's (2007) and Sirgy's (2011) studies. In their studies, the conceptualized trip reflection is represented by travelers' perceived freedom from control, perceived freedom from work, involvement, arousal, mastery, and spontaneity, which have been identified as six core categories of leisure experience by Unger and Kerman (1983).

Third, the concept of family functioning is adopted from the Circumplex Model of Marital and Family Systems (Olson, 1993). According to Olson's (1993) model, two core dimensions influence families functioning, namely cohesion and adaptability. Specifically, cohesion refers to the emotional attachment and bonding among family members, which features how family systems balance separateness (differentiation) and togetherness (mutuality) within the family boundary (Olson, 1993). The variables that employed to measure family cohesion include emotional bonding, boundaries, coalitions, time, space, friends, decision making, interests and recreation. Moreover, adaptability refers to a family's flexibility, which is represented by three sub-domains, namely the amount of change in its leadership, role relationships and relationship rules (Olson, 1993). The second dimension concentrates on to what extent the family system can change and adapt to an unfamiliar environment and situations. The variables that have been used to assess family adaptability include family power (i.e., assertiveness, control, and discipline), negotiation style, role relationships and relationship rules. In this study, ideal family functioning features by a high level of cohesion and a high degree of adaptability during family holidays.

Fourth, the optimal experience is conceptualized as the self-perceived best moment during family holidays. This optimal experience is not necessarily associated with travel experience. The optimal experiences can be gained from participating activities during travel,

and it can also be achieved out of a travel context. Both personal perceived cognitive statements and emotional responses of experience sampling form (ESF) represent the optimal experience (Csikszentmihalyi & Larson, 2014). Subjective perceived statements include self-evaluated time pressure, involvement, absorption, challenges of activity, and skills used for the activity during the best moment. Emotional responses refer to self-evaluated feelings. An optimal experience is featured by positive emotions, higher involvement, less time pressure, higher concentration and a balance of perceived challenges and skills of the activity (Csikszentmihalyi & Larson, 2014).

2. LITERATURE REVIEW

In this chapter, research on family travel and wellbeing were reviewed. In particular, the contents covered the benefits of travel on individual's quality of life and family wellbeing. Additionally, potential challenges of travel on travelers' SWB were discussed. This chapter also reviewed the research designs on studies of travel and SWB. Since limited studies have examined the associations of family travel and children's SWB, studies in leisure literature were included. Furthermore, this chapter also reviewed those factors that might influence the relationships between family travel and adolescents' SWB. Last, the absence of children's voices in studies of family travel was addressed.

2.1 Review of wellbeing studies

2.1.1 Conceptualizing wellbeing

Veenhoven (2013) conceptualized the quality of life as a multi-dimensional concept. Based on the distinctions between opportunities and outcomes, as well as the distinctions between outer and inner qualities of life, Veenhoven (2013) proposed quality of life as a multi-dimensional concept, consisting four layers of meanings, namely liveability, life-ability, appreciation of life, and utility of life. In particular, liveability referred to living environment and condition, whereas life-ability referred to individual's capability to solve problems of life. In terms of life outcomes, appreciation of life is related to self-perceived value for one's self, whereas the utility of life were associated with individual's value to their environment (Veenhoven, 2013). Appreciation of life was associated to individuals' inner qualities of life, and therefore it linked with those psychological concepts such as subjective wellbeing, happiness, and life satisfaction (Veenhoven, 2013).

According to Diener's (1984) model, subjective wellbeing consisted of two components: life satisfaction and affect balance. Life satisfaction was an overall evaluation of individuals' life, and affect balance required a presence of positive emotions and an absence of negative emotions. A distinction between these two components was that life satisfaction was more

cognitive in nature and often considered as a trait, whereas affect balance was more like a state (Lucas et al., 1996). A good quality of life was represented by high life satisfaction, high positive feelings, and low negative feelings. Later, Diener et al. (1999) reconfigured the conceptualization of SWB as: “Subjective wellbeing is a broad category of phenomena that includes people’s emotional responses, domain satisfactions and global judgments of life satisfaction” (1999, p.277). This is now accepted as consensus in the field of research. Those components were all distinct but related to define a good life quality (Lucas et al., 1996).

2.1.2 Theories of tourism and SWB

Neal and colleagues (1999, 2007) suggested that bottom-up spillover theory could help to explain the interplay of travel experience and individual’s SWB. The satisfaction with experiences that was stored in concrete psychological domains could be transferred to the most abstract life domains. Individual’s global life satisfaction was influenced by the contentment with various life domains where leisure life was one such domain. Thus, travelers’ satisfaction of travel experience could shape travelers’ contentment with leisure life, and then the contentment with leisure life interacted with contentment with other life domains to form overall life satisfaction (Kruger, 2012). In other words, travelers’ satisfaction could be transferred from the activity level to the most abstract level. In tourism literature, Neal, Sirgy, and Uysal (1999) examined the effects of vacations on vacationers’ life satisfaction, and found that trip satisfaction significantly predicted global life satisfaction. Later, Neal and colleagues (Neal et al., 2007) tested the hierarchical model of the spillover effect in a vacation context. The authors found that trip satisfaction influenced both leisure life satisfaction and overall life satisfaction. Moreover, the emotions and feelings attached to leisure activities also influenced individual’s perceptions of life quality (Kruger, 2012). Sirgy and colleagues (Sirgy et al., 2011) examined whether positive and negative affect that generated by vacations could influence vacationers’ contentment with various life domains and further affect global life satisfaction. Their study indicated that positive affect accompanied by vacations had direct and indirect

effect on overall life satisfaction.

Goal theory was also put forth in tourism literature to understand the benefits of taking vacations (Sirgy, 2010). Goal theory suggests that self-perceived wellbeing is associated with one's ability to achieve those accessible and personally meaningful goals (Brunstein, Schultheiss, & Grassman, 1998). From this point of view, Sirgy (2010) argued that individuals could increase their SWB by taking vacations with more high level of attainable goals, and by engaging in travel activities that enabled travelers to experience goal achievement. However, the applicability of goal theory in the context of tourism has not been empirically tested.

Moreover, Newman, Tay, and Diener (2014) addressed there were psychological mechanisms that were activated in leisure, which could directly promote the different aspects of SWB through leisure activity participation. Specifically, they developed a psychological model of five pathways that parsimoniously covered the key mechanisms relating leisure and SWB from various theoretical perspectives. The psychological mechanisms that influenced individual's experience of leisure quality was supported by flow theory. Csikszentmihalyi and LeFevre (1989) suggested that flow, rather than type of activity, was more significant to predict the enjoyment of leisure activity. The sense of flow was produced by individuals experienced mastery and autonomy in leisure activities, which influenced the quality of the activity more than the subjectively assigned label of work or leisure.

2.2 Empirical research of travel and SWB

2.2.1 The benefits of travel on SWB

As stated previously, positive associations between travel and individuals' health and quality of life have been established (Uysal et al., 2016). Extensive research has reported the beneficial roles of travel applicable to different samples, such as working adults (Lounsbury & Hoopes, 1986), senior travellers (Wei & Milman, 2002), individuals with disabilities (Pols & Kroon, 2007), and caregivers of patients (Mactavish, Mackay, Iwasaki, & Betteridge, 2007). In addition, the benefits of travel have been demonstrated across various geographical locations,

such as the United States (Chen et al., 2013; Sirgy et al., 2011), Netherland (de Bloom et al., 2011), Australia (Dolnicar et al., 2012), and Japan (Tarumi, Hagihara, & Morimoto, 1998).

Examinations of travel and travelers' quality of life are classified into two groups: traveling enhances travelers' physical and mental health and traveling promotes travelers' SWB. First, travel is beneficial for individuals' physical and mental health. For example, Rubenstein (1980) found that travelers had fewer headaches and felt less tired after vacations. Additionally, it has been suggested that travelers experienced optimal mood and increased their sleep quality after vacations (Strauss-Blasche et al., 2000). Hunter-Jones (2003) investigated travel's effect with a group of cancer patients and indicated that taking short trips was beneficial to improve their health condition, increase social effectiveness, form personal identity, and regain independence. Moreover, besides providing relaxation for maintaining physical and mental health, travel also provided space for individuals' psychological development (Richards, 1999). Furthermore, a branch of studies has focused on the effects of travel on burnout or exhaustion specifically. It has been found that there were short-term effects of travel on burnout where individuals' burnout levels lowered during the travel, but it gradually rose to pre-travel levels when travelers returned to work (Etzion, 2003, Westman & Eden, 1997; Kühnel & Sonnentag, 2011).

Second, travel is posited to contribute to SWB. Several scholars have suggested that travel could play effective roles to significantly increase individuals' SWB by providing opportunities to engage in memorable and pleasant experiences (de Bloom et al., 2011; Nawijn et al., 2010; Nawijn & Veenhoven, 2011). Regarding the underpinnings of travel's contribution to SWB, some scholars argued that travel could increase travelers' happiness through the freedom in choosing travel destinations (Nawijn & Peeters, 2010). According to the self-determination theory (Ryan & Deci, 2000), the self-determined choice motivated by intrinsic desire gave people a sense of autonomy and self-confidence, which contributed positively to SWB. Moreover, Sirgy (2002) proposed the bottom-up spill over theory to explain the rationales of how travel enhances travelers' SWB. According to this theory, travelers' satisfaction with various aspects of trip experiences could increase their contentment with leisure lives. Since the domain of leisure life was an important component of global life

domains, travelers' contentment with leisure lives could further boost their overall life satisfaction.

Although the benefits of travel on SWB have been demonstrated, these benefits might fluctuate during trips (de Bloom et al., 2010; Nawijn et al., 2010). More specifically, potential travelers' SWB was affected by experiencing actual trips as well as anticipating holiday trips (Gilbert & Abdullah, 2002; Nawijn et al., 2010). When travelers waited for a holiday, they were much happier with their lives as a whole. During the anticipatory period, they experienced less negative affect and enjoyed more positive effect. In the experience stage, travelers' SWB could be increased if their experiences were enjoyable (Nawijn et al., 2010; Strauss-Blasche et al., 2000). These enjoyable experiences could be attributed from several factors, such as pleasant activity (de Bloom et al., 2011), various options for activity participation (Nawijn & Veenhoven, 2011; Wei & Milman, 2002), recovery experiences (Fritz & Sonnentag, 2006; Sonnentag & Fritz, 2007), travel satisfaction (Neal et al., 2007; Sirgy et al., 2011), and less holiday stress and positive attitudes toward the travel party (Nawijn, 2011a).

In comparisons of travelers' SWB before and after travel, researchers have reported that participants felt happier after traveling (Dolnicar et al., 2012; Gilbert & Abdullah 2004; Nawijn et al., 2010; Pols & Kroon 2007; Strauss-Blasche et al., 2000). However, the benefits generated by travel did not last long (de Bloom et al., 2010; Kuhnel & Sonnentag, 2011; Nawijn, 2011b). There was a fade-out stage that the benefits generated by travel disappeared gradually. The positive effects of traveling on individuals' SWB could be declined by travelers' workload when they returned to work. It has been suggested that vacation effects might last no more than one month (de Bloom et al., 2010; Kuhnel & Sonnentag, 2011; Pols & Kroon, 2007).

2.2.2 Beneficial role of family travel on SWB

Zabriskie and McCormick (2003) categorized family leisure activities as core and balance activities. In particular, core activities referred to "common, everyday, low-cost, relatively accessible, and often home-based activities that many families do frequently (Zabriskie & McCormick, 2003, p.168)". Alternatively, balance activities were represented by

“less common, less frequent, more out of the ordinary, and usually not home-based activities thus providing novel experiences” (Zabriskie & McCormick, 2003, p.168). Thus, family travel fit in the category of balance activity of the core- and balance-activity model, emphasizing elements of unpredictability and novelty that required family members to negotiate and adapt to new environment. In addition, building on work by Clawson and Ketch (1966), Fridgen (1984) suggested that family travel was a multi-phase recreational experience, involving pre-travel planning and anticipation, during-trip experience, and post-trip evaluation. As family travel was a multi-phase phenomenon, and it occurred out of the everyday environment, family travel enabled family members’ greater flexibility in role acting and provided rich and intensified opportunities for interactions. Furthermore, although family travel took place away from the everyday environment, it should be aware that family travel still occurred within the borders of a family system (Zabriskie & McCormick, 2003). Consequently, family members were in an interactive system where they influenced each other when adapting to a new environment (Fu et al., 2014).

Several studies have revealed that family travel positively influenced family wellbeing (Durko & Petrick, 2013). In particular, parents and children could optimize their relationships and enhance family cohesion during family travel (Lehto, Choi, Lin, & MacDermid, 2009). Smith (1997) suggested that those shared leisure activities during family travel created a unique experience that taught children how to share and get along with others and develop loyalty to their family. Specifically, Shaw, Havitz, and Delamere (2008) pointed out that family bonds were intensified through vacationing as vacations could create long lasting memories that generated meanings in the future and played a crucial role in making future decisions (Shaw et al., 2008). Additionally, Lehto et al. (2009) investigated 265 leisure travelers and reported that travelers perceived the time traveling with family members as quality time well spent. In particular, family members had a lot of opportunities to interact with each other through participation in various activities during family travel. As a result, family ties were strengthened by the enhancement of family members’ connections and communications (Lehto et al., 2009).

2.2.3 Beneficial role of leisure on children's development and wellbeing

Since relatively few researchers have explored effects of travel on children's wellbeing, studies in leisure context may provide some insights. In the context of leisure studies, empirical research demonstrated that positive associations between leisure participation and wellbeing enhancement could be applied to the adolescent group. Leisure activities could improve children's wellbeing by enhancing social relations which were considered to be associated with adolescents' SWB (Holder & Coleman, 2009).

Some scholars explored how leisure promoted adolescences' wellbeing using theories from psychology. First, from the perspective of developmental psychology, leisure was believed to be beneficial to adolescent's positive life outcomes. Marsh (1992) suggested the beneficial role of leisure to improve adolescents' academic performance. Moreover, Kleiber and Kirshnit (1991) indicated that leisure was developmentally important because it provided opportunities for the youth to promote new skills, form social relations, and clarify new identities. Similarly, Garst, Scheider, and Baker (2001) proposed that leisure activities could develop a sense of autonomy and facilitated the advancement of decision-making skills. The identity formation referred to the development of personal and social identities (Kivel, 1998). Leisure was believed to be helpful to both identities because leisure activities usually took place in the environment surrounded by social supports for the development of personal skills (Kleiber & Kirshnit, 1991). Through leisure participations, identity formation could be fostered by recognizing both differentiation and integration (Caldwell & Darling, 1999).

In accordance with the self-determination theory (Ryan & Deci, 2000), the self-determined choice motivated by intrinsic desires could give people a sense of autonomy and self-confidence, which contributed positively to individual's subjective wellbeing (Frederick-Recascino & Schuster-Smith, 2003).

Based on the review above, there are many studies discussing the link between leisure and wellbeing of the youth, but there is limited understanding of the influence of family travel on children's wellbeing and the potential threat to children's development. As stated previous, during family travel, parents can teach children skills, family norms and value in a leisure

context (Kleiber & Kirshnit, 1991). Through activity participations, children can develop their identity of their families and cultures in a supportive environment, which is considered to be helpful to children's personal development and wellbeing maintenance (Iso-Ahola & Crowley, 1991; Caldwell & Darling, 1999). However, there is an absence of children's voices about how they perceive the experiences of family travel and the influences of family travel on their lives. Therefore, there is an urgent call for studies examining the relationship between family travel and children's wellbeing.

2.3 Challenges of family travel on wellbeing

Studies have revealed that family leisure participation could improve the relationships between family members, such as husbands and wives, parents and children, and thus enhanced family wellbeing (Durko & Petrick, 2013). However, this predominant positive stance has been criticized (Shaw, 1997). Although family holidays were identified for their benefits, there were also challenges to achieve harmoniousness with all family members during family travel (Havitz et al., 2010; Rosenblatt & Russell, 1975).

Tourist experiences were often collectively based, and the social experience was an essential part of family travel (Larsen, 2013; Shaw et al., 2008). Thus, togetherness was thought to be a central part of family travel. However, the idealized concept of the family holiday as a high-quality time of being together has been argued to be inconsistent with reality; family members seemingly pursued different sets of experiences while on vacations (Gram, 2005). For this reason, Larsen (2013) argued that the social experience of family travel was not a homogenous experience, but might supposedly include inconsistent and multifaceted experiences. Rosenblatt and Russell (1975) suggested that due to challenge and unpredictability on the road, such as illness, fail of negotiations, and unsatisfied environment, family travel was not always perceived as harmonious experiences and might generate stress and conflicts at times (Rosenblatt & Russell, 1975). Moreover, some scholars had elaborated the fluidity of family dynamics when families were on the road. First, when families were on vacations, family members had more shared space and less personal space during the travel than at home (Rosenblatt & Russell, 1975). On the one hand, it provided family members with

opportunities to bond with each other tightly. Alternatively, however, it was more challenging to deal with interpersonal problems when disagreements occurred (Rosenblatt & Russell, 1975). Second, when family members were travelling, the division of labour and responsibilities were not as clear as at home, which was a hazard to family harmoniousness and might cause family conflicts (Schanzel & Smith, 2014). Furthermore, regarding family members' pursuits of travel expectations, recreational activities might not be created equally in facilitating their psychological and physical needs (Lehto, Lin, Chen, & Choi, 2012). In other words, it was challenging to achieve agreement with all family members on travel decisions, because every family member might have their particular demands (Gram, 2005).

Therefore, given the reasons mentioned above, family travel may adversely influence on family cohesiveness and increase personal stress, which consequently leads to a negative effect on travellers' SWB. Future studies need to particularly explore factors that predict the increase of travellers' SWB and unveil the difficulties and challenges that impede the promotion of travellers' SWB.

2.4 Research design on studies of travel and wellbeing

The majority travel and wellbeing research conducted surveys to assess participants' wellbeing (Cleaver & Muller 2002; Gilbert & Abdullah 2004; Lounsbury & Hoopes 1986; McConkey & McCullough, 2006; Neal et al., 1999; Neal et al., 2007; Sirgy et al., 2011; Strauss-Blasche et al., 2004a; 2004b). Additionally, other studies employed qualitative research methods (Coyle, Lesnik-Emas, & Kinney, 1994; Dolnicar et al., 2012; Hunter-hones, 2003; Mactavish et al., 2007; Pols & Kroon, 2007; Sirgy et al., 2011). For example, Poles and Kroon (2007) conducted interviews with both travelers and psychiatric nurses in combination with their observations on two trips to explore the influence of travel experience on travelers' SWB. Moreover, a few studies that used mixed methods to collect data and investigated the influence of leisure activities on travelers' SWB (Nawijn & Veenhoven, 2011).

Based on literature review, many studies have adopted longitudinal pretest-posttest research designs. Specifically, research teams assessed individuals' self-perceived wellbeing before and after a trip respectively, and the influence of travel on SWB was detected by

comparing the SWB across different stages (de Bloom et al., 2010; de Bloom et al., 2011; Kühnel & Sonnentag, 2011; Nawijn et al., 2010). It had been suggested that longitudinal studies design was more useful to capture the changes of travelers' attitudes and perceptions (de Bloom et al., 2010; de Bloom et al., 2011; Etzion, 2003; Kühnel & Sonnentag, 2011; Nawijn et al., 2010; Uysal et al., 2016). Moreover, longitudinal studies were considered to be more advanced to make causality inferences than cross-sectional studies. Most of those studies measured travelers' wellbeing once before the trip and once after the trip (Fritz & Sonnentag, 2006; Gilbert & Abdullah, 2004; Hoopes & Lounsbury, 1989; Lounsbury & Hoopes, 1986; McCabe, Joldersma, & Li, 2010; Strauss-Blasche et al., 2000). Yet, only one qualitative study inquired regarding participants' wellbeing during and after travel (Pols & Kroon, 2007).

Furthermore, the measurement to assess travelers' SWB varied a lot in the literature. For instance, Fritz and Sonnentag (2006) used items measured health complaint and burnout to represent travelers' global wellbeing. Wei and Milman (2002) used affect to reflect senior travelers' SWB. Some tourism scholars have pointed out the importance of conceptualizing SWB as a multi-dimensional construct (Chen et al., 2013), and suggested tourism researchers use measures that had been tested by the broader wellbeing research community to investigate the associations of travel and wellbeing (Uysal et al., 2016).

Finally, although the majority of the studies focused on the general population or one specific group to examine the influence of travel on participants' life satisfaction, there were several studies conducted experiments using control groups to compare the results with the travel group. Gilbert and Abdullah (2004) investigated people who took holiday trips and people who did not and demonstrated that the SWB of the holiday-taking group was increased both prior to and after the trip, whereas the increase of SWB was not significant with the control group. Similarly, a significantly higher degree of pre-trip happiness was also found with vacationers but not non-vacationers (Nawijn et al., 2010).

2.5 Experience reflection of family travel

Experience quality of a trip refers to travelers' evaluations of various elements in different phases of a trip and may affect the overall evaluation and satisfaction of a journey

(Jennings & Weiler, 2006). In tourism literature, experience quality is linked to the psychological outcomes generated from activities during the trip (Chen & Chen, 2010), and also relates to specific service transactions, such as interactions with service providers in the tourism industry (Chan & Baum, 2007).

Using data from hotel, airline companies, and tourist attractions organization, Otto and Ritchie (1996) proposed four domains that represented customers' experience quality, namely hedonics, peace of mind, involvement, and recognition. In particular, hedonics was represented by affective responses such as excitement, enjoyment, and memorability. Peace of mind referred to that consumers are looking for both physical and psychological safety and comfort during the service. Involvement was associated with the desire to be able to choose and take control in the service offering, as well as the demand to be educated, informed and imbued with a sense of mutual cooperation. Recognition referred to that consumers expect themselves to be taken seriously in a tourism service setting. With a focus on travelers' recollections after trips, Neal et al.'s (2007) proposed a scale to measure travelers' trip reflection based on six subjective categories of leisure experience identified by Unger and Kermann (1983). The six subjective categories included perceived freedom from control, perceived freedom from work, involvement, arousal, mastery, and spontaneity.

To explain the relationship of travel experiences and perceived wellbeing after taking a vacation, a handful of studies have examined and demonstrated that satisfied trip experience improved travelers' overall quality of life (Lounsbury & Hoopes, 1986; Neal et al., 1999; Neal et al., 2007; Sirgy et al., 2011). Also, it has been demonstrated that positive trip reflection enhanced self-perceived wellbeing (Fritz & Sonnentag, 2006; Neal et al., 2007; Sonnentag & Fritz, 2007). Sirgy et al. (2011) demonstrated that travelers' positive and negative reflections associated with the most recent trip predicted respondents' contentment with various life domains (e.g., social life, leisure life, family life, cultural life, health and safety, love life, work life, spiritual life, travel life, arts and culture, culinary life, and financial life). Accordingly, increases of satisfaction with specific life domains contributed to travelers' overall life satisfaction.

Previous studies indicated the mediating mechanism between travel experience and

travelers' SWB (Fritz & Sonnentag, 2006; Neal et al., 2007; Sonnentag & Fritz, 2007; Lounsbury & Hoopes, 1986; Sirgy et al., 2011). It has been suggested the bottom-up spillover theory could be one theoretical underpinning to explain how travel experience influenced travelers' overall life satisfaction (Sirgy, 2002; Sirgy & Lee, 2006). According to the bottom-up spillover theory, satisfaction with a specific activity or experience was stored in the most concrete psychological domains (Sirgy et al., 2011; Kruger, 2012). For example, travel experience fit in the domain of leisure life, while the overall satisfaction of life was the most abstract domain (Neal et al., 1999). The spillover effect suggested that the satisfaction could be transited from the most concrete domain to the most abstract life domain (Kruger, 2012, Neal et al., 1999). Moreover, the spillover effect that transited from the most concrete domain to the most abstract domain was mediated by experience quality associated with abstract life domains (Neal et al., 1999).

The bottom-up spillover theory implicated there were various domains of activities and realms of life experience that influenced and shaped individual's global life satisfaction simultaneously (Kruger, 2012). Travel could be one such domain of activity that interacted with other activities and life experience to influence travelers' affective and cognitive perceptions of their life. Thus, it could be proposed that trip experience might effectively influence travelers' sense of life satisfaction.

Neal and colleagues (2007) proposed a model to explore the relationship of experience quality, trip satisfaction and subjective wellbeing in a travel context. In their model, trip reflections were regarded as one part of the foundations on which an individual's SWB could be grounded. In addition, the model suggested that trip reflections could be transformed into satisfaction with the whole trip, then into the contentment with leisure life, and finally into satisfaction with global life (Neal et al., 2007). Through this process, it was important to identify how much travel experience contributed to contentment with leisure life and overall life satisfaction. This approach emphasized travelers' individual perspectives from which travel experiences were perceived and evaluated (Neal et al., 2007).

Furthermore, Neal's model also challenged the assumption that satisfaction generated from travel experience disappeared quickly (Kruger, 2012). Their research has offered insights

to understand that satisfaction gained in travel experiences could be sustained, and the influence of travel experience could be transitioned to the satisfaction with overall life.

2.6 Family functioning and family travel

According to family system theory, families sought the balance between mutuality and differentiation (Orthner & Mancini, 1991), which was helpful to understand the relationship between family leisure. As there were multiple people within systems, on one side, it might spin off differentiated system elements; on the other hand, family systems needed boundaries to define who were allowed to be part of the system (Orthner & Mancini, 1991). In other words, a family bond needed to keep the balance between allowing some differentiation between family members and encouraging commonality of interests. Moreover, it was also important for family systems to add in stimulus, such as novel experience, which enabled the advancement of the system over time.

2.6.1 Core and balance model of family leisure functioning

Many studies have investigated the associations between leisure activity participation (both core and balance activities) and family life satisfaction (Havitz et al., 2010; Hornberger et al., 2010; Kozak & Duman, 2012; Pearce, 2012; Zabriskie & McCormick, 2003). The core and balance model of family leisure functioning proposed that core or everyday leisure activities were associated with family bonding, whereas balance or novel leisure activities were related to challenges and adaptability (Agate et al., 2009). As family travel provided opportunities to take challenges and foster family adaptability, family travel formed the balance part of the core and balance model of family leisure functioning (Zabriski & McCormick, 2001; Lehto et al., 2009).

2.6.2 Family leisure, cohesion, and adaptability

Many studies have indicated that spending leisure time together with meaningful interactions was one of the representations of well-functioning families (Hill & Argyle, 1988;

Lehto et al., 2009; Major, Klein, & Ehrhart, 2002; Shaw, 1992). Family leisure was demonstrated as a key builder of family life, which was considered essential to children's development and family functioning as well (Hornberger et al., 2010; Poff et al., 2010; Zabriskie & McCormick, 2001). From the perspective of family system theory, the shared leisure activities were helpful to form and maintain boundaries within family system (Orthner & Mancini, 1991). In addition, it has been suggested that family leisure activities could enhance family unity and tighten family bonds (Shaw & Dawson, 2001). Moreover, family members could develop collective interests and enhance communications through leisure activity participation (Shaw & Dawson, 2001). All the above-mentioned elements, such as the family bond, collective interests, and communication are important builders for family cohesion.

Moreover, some researchers have empirically investigated the associations of family leisure participation and family cohesion. For example, Horna (1989, 1993) indicated that parental role could be enacted through leisure activities participation. In addition, family leisure activities were potentially beneficial to increase togetherness and facilitate intra-family communications, and thus enhance children's socialization. Kelly (1983) indicated that family members often looked for companionship through leisure activities, which was a vital component for family stability. Davidson (1996) focused on understanding holiday experience meanings among women with young children using a phenomenological study design and found that holiday-taking could reduce pressure and provide opportunities to share time with significant people. Some scholars suggested that the share leisure activities were particularly important to optimize the relationship between siblings and other family members (Orthner & Mancini, 1991).

Furthermore, West and Merriam (2009) suggested that participation in outdoor activities was helpful to maintain and improve family cohesion because outdoor activities provided a lot of opportunities for interactions within a family system. Since outdoor recreation took place in a novel or unique environments which might isolate families from their familiar environment, the participation in outdoor activities was often collective where family members could spend time together and share the experience. As a result, outdoor recreation could intensify

interaction and form a strong family identity (West & Merriam, 2009). Additionally, outdoor activities were often embedded within trips. Thus family members could reinforce the bonds of intimacy in the occasions along different stages of the travel, such as planning trips, going to the destinations, and recollecting memories of travel.

Family travel is a multi-dimensional phenomenon consisting of several stages, such as planning, anticipation, experience, and reflection (Fridgen, 1984). Some studies proposed that leisure and recreation activities provided new stimuli and fresh input to the family system, which could help families to increase adaptability to new environments (Freeman & Zabriskie, 2003; Zabriskie & McCormick, 2003). Travel provided travelers novel or unique settings away from home, which allowed travelers flexibility in role acting and offered great opportunities to interact with people that were traveling together (Mayo & Jarvis, 1981; Kozak & Duman, 2012). According to Kelly's (1983) research, staying together in the car without disturbance and interference was a exclusive chance to interact with family members, especially a great opportunity to communicate with older children, and thus family travel was a unique form of family leisure that facilitated interactions and communications in a unique or novel space (Kelly, 1983).

2.6.3 Family travel and family functioning

As family travel occurred when the whole family stayed away from home together for an extended period, some tourism scholars suggested that both cohesion/togetherness and adaptability/flexibility should be considered in terms of family functioning in travel contexts (Schanzel & Smith, 2014). In other words, families seek balance between commonality and differentiation during vacations. When families go on vacations, the new environment provides families opportunities for adaptability, and at the same time, the companions of family members enable a sense of familiarity and cohesion within the family.

According to Lehto and colleagues (2009), family interaction, cohesion, and travelers' sense of wellbeing were associated in family travel. With a focus on socialization and interactivity among family members in a travel context, Lehto and colleagues (2009)

investigated the dynamics of family interactions and communications during vacations and proposed a theoretical model to investigate the dynamics of family functioning in a family vacation context. The results suggested that family travel could play a beneficial role to improve family bonding, communication, and solidarity. Moreover, based on the representations of cohesiveness during the vacations, they identified two types of families, namely separated families and connected families, while flexible, confused and structured families were identified according to the representations of adaptation (Letho et al., 2009).

Some family tourism researchers have suggested that travel can be a beneficial way to optimize relationships (Durko & Petrick, 2013). However, not much has been known about how travel experience interacted with group functioning during the trip. Most family travel research has consistently examined the patterns of family leisure activity participation and indicated that good quality of shared leisure time could lead to positive family outcomes (Chesworth, 2003; Shaw et al., 2008). However, few empirical studies have investigated the influence of family travel on the dynamics of family system. The current study attempted to fill in this gap by exploring to the interrelationships of family travel experience, family functioning during the trip, and post-holiday wellbeing, and to what extent variables such as sex, holiday and having siblings would influence the relationships among travel experience, family functioning and travelers' post-holiday SWB.

2.7 Limited understanding of children's family travel experience

There are traditions of research with children in leisure studies (Shaw, Kleiber, & Caldwell, 1995; Thompson, Rehman, & Humbert, 2005; Ussher, Owen, Cook, & Whincup, 2007), and increasing research has involved children's voices in reintegrating them within the social study of family research (Seymour & McNamee, 2012). However, Carr's (2006) observation that considering children as active social actors are insufficient in the tourism field remains relevant. Therefore, the meaning and influence of family holidays for children are yet fully represented in tourism literature (Carr, 2011; Small, 2008).

Several family travel studies investigated children's role in family holidays (Gram, 2007; Hilbrecht et al., 2008; Nickerson & Jurowski, 2001; Thornton, Shaw & Williams, 1997).

According to Greene and Hogan (2005), children were repositioned as subjects rather than objects, which echoed the shifts of the social study of childhood (Shaw, 1997). Accordingly, there were increasing empirical studies that included children's perspectives in family travel marketing research (Gram, 2007; Nickerson & Jurowski, 2001; Thornton et al., 1997). By critically reviewing the literature, little attention has been paid on the potential benefits of family travel from children's perspective (Lee, Graefe, & Burns, 2008). Moreover, social research that involved children as active agents mostly focused on the public policy arena, but children's voices in private sphere were still relatively weak (Seymour & McNamee, 2012).

Two studies demonstrated that children's experiences and expectations on family travel differ from parents' experiences and expectations. Zabriskie and McCormick (2003) investigated the associations of family leisure participation and satisfaction with family life respectively from parents' perspective, children's perspective, and global family perspective. Results suggested that family leisure involvement was an important factor that predicted family satisfaction from parents' perspectives, but family leisure did not significantly influence children's satisfaction with family life. Hilbrecht et al. (2008) interviewed 24 school-age children who just returned from vacations to understand children's attitudes and feedbacks toward family travel. In particular, the objectives were to explore the most and least appealing aspects that children attached to a family trip. The conclusions suggested that children's opinions did not neatly fit into existed family leisure models with the demonstration of adults. Therefore, further research needs to improve the understandings from children's perspectives that how family travel influences their academic performance, family relationship, and wellbeing.

2.8 Summary

Building on the literature review, this study aimed to advance the understanding of family holiday experience and SWB in the following three aspects.

First, studies of family travel were mostly conducted in western contexts (Lehto et al., 2009; Lehto et al., 2012; Larsen, 2013; Hilbrecht et al., 2008; Shaw et al., 2008; Schanzel, 2008), and little knowledge of family travel and their influence on SWB has been gleaned

inform the perspectives of other parts of the world. Additionally, it has been acknowledged the necessity to include the increasing diversity of family structures in tourism research (Schanzel et al., 2012; McCabe et al., 2010). Due to the unique familial and cultural dynamics that Chinese adolescent families are interacting with, their family travel experiences deserve explicit study. The current study represents one such attempt with the aim to explore relationships between family holiday experiences and SWB among Chinese adolescents. Results gleaned from the present study will provide salient insights into what makes an “ideal” holiday in terms of contributing SWB in the Chinese adolescent context.

Second, extant literature has demonstrated the beneficial roles of travel on increasing travelers’ SWB (Chen & Petrick, 2013; Dolnicar et al., 2012; Filep, 2012; Nawijn et al., 2010; Uysal et al., 2016), and suggested that travelers’ SWB could be lifted by experience quality during the trip (Filep 2007; Neal et al., 1999; Neal et al., 2007; Sirgy et al., 2011). However, few studies have examined the potential beneficial role of travel in a family travel context. The current study explored the influence of travel on adolescents’ SWB in the family holiday context. Moreover, the investigation of relationships between trip reflection, family functioning, and SWB has been focused exclusively on travelers’ experience. However, non-travelers’ experience during holidays has not been explored yet. It has been acknowledged that non-travelers’ SWB level is significantly lower than that of travelers after holidays (Chen et al., 2013; Gilbert & Abdullah, 2002; 2004). This study will also explore non-travelers’ experience during the holiday, and examine whether the optimal experience during the holiday can influence individual’s post-holiday SWB.

Third, tourism literature has often ignored children’s voices. As previously stated, many empirical studies have investigated the benefits of travel on wellbeing. However, a research gap appears concerning the benefits of holiday-taking from children’s perspectives. It has been indicated that family leisure contributed to personal development and childhood socialization (Shaw et al., 1995; Trainor et al., 2010), but very few studies specifically have elaborated the benefits of travel for the youth (Hilbrecht et al., 2008). Obtaining the knowledge of the potential influence of travel on children’s wellbeing may raise the attention from parents, teachers, administrators, and the tourism industry to the importance of vacation-taking. This

study aims to explore the influence of family travel on SWB promotion from Chinese adolescents' perspectives, which may fill in the gaps of existed literature.

3. METHODOLOGY

The previous two chapters have discussed potentially beneficial roles of family travel to adolescents' SWB and identified theories and models that have been used to study the influence of family travel on SWB. With a critique of the current research and consideration of China's political, social, cultural uniqueness, in this chapter, a research design was developed to understand the influence of family holidays on Chinese adolescents' SWB. Oriented in a post-positivist perspective, this study explored causal relationships of family holidays and Chinese adolescents' SWB using a longitudinal research design. Specifically, a pre-post research design was applied to inquire adolescents' SWB and their experience during holidays. Quantitative survey data were collected via questionnaire to demonstrate the probability of causality of the proposed conceptual framework and research hypotheses. Elaborations of research design, measures of variables and data analysis procedures were introduced as follows.

3.1 Study design

Using the Chinese Labor Holiday and the National Holiday as experimental contexts, three stages longitudinal research design were employed. These two holidays were different by nature, such as in length, and placement on the calendar. Labor Holiday occupies three days about one month before the end of the academic year. By contrast, National Holiday spans seven days, about one month after the start of the new school year. This design allowed the researcher to explore the effect of two disparate holidays on adolescents' SWB.

To answer the first and second research questions, this study measured adolescent students' SWB before, immediately after holidays, and one month after the holidays, and five hypotheses were developed accordingly. All participants were identified by student ID through the study, allowing the researcher to assess stability or changes of individuals' SWB across three stages. Additionally, factors, such as travel, whether having siblings, and type of holidays were also included to conduct between group comparisons. At the first stage, the adolescent students were asked to indicate their SWB (i.e., global life satisfaction, contentment with

specific life domains, positive affect, and negative affect) one week before the Labor Holiday and the National Holiday respectively to gain a baseline of their SWB levels. At the second stage, participants were split into the travel group and the control group based on whether respondents traveled or not during family holidays. In particular, this study measured the SWB (i.e., global life satisfaction, contentment with specific life domains, positive affect, and negative affect) of both travelers and non-travelers when participants returned to school. For those adolescents who traveled during holidays, they were asked to evaluate their trip reflections, family functioning, and the experience of the optimal moment during holidays. Additionally, those adolescents who did not travel during holidays were only asked to evaluate the experience of their optimal moment. Finally, at the third stage, which was one month after the Labor Holiday and the National Holiday respectively, the researcher again assessed all the participants' SWB (i.e., global life satisfaction, contentment with specific life domains, positive affect, and negative affect). A time line of this study was depicted in Figure 1.

Previous studies have suggested that taking vacations positively influenced the perceived quality of life. Perceived happiness might be improved by positive trip reflections (Filep, 2007; Neal et al., 2007; Sirgy et al., 2011), recovery experiences (Fritz & Sonnentag, 2006; Sonnentag & Fritz, 2007), vacation satisfaction (Neal et al., 2007; Sirgy et al., 2011). Additionally, travelers' also felt happier after vacations (Dolnicar et al., 2012; Strauss-Blasche et al., 2000, Chen et al., 2013). However, the benefits of holiday-taking on SWB gradually diminished when people returned to work, which was defined as the fade-out stage of holiday benefits (Chen et al., 2013; de Bloom et al., 2011; Nawijn et al., 2010). Therefore, this study proposed hypothesis 1: Chinese adolescents' post-holiday SWB (i.e., global life satisfaction, contentment with specific life domains, positive affect, and negative affect) are higher than pre-holiday SWB; and hypothesis 2: Chinese adolescents' one month post-holiday SWB (i.e., global life satisfaction, contentment with specific life domains, positive affect, and negative affect) were higher than pre-holiday SWB (for both the travel and the control group).

When comparing the SWB of traveler and non-travelers, previous studies have demonstrated that people who traveled were happier than people who did not travel (Chen et al., 2013; Etzion, 2003; Gilbert & Abdullah, 2004; Nawijn, 2011b). Accordingly, hypothesis 3 was

proposed as: Chinese adolescents' SWB (i.e., global life satisfaction, contentment with specific life domains, positive affect, and negative affect) of those who travelled are higher than those who didn't travel across holidays.

Although very few research has investigated the similarities and differences of SWB between Chinese only children and children who have siblings, studies on children's development suggested that Chinese "only children" were more advanced in terms of personal development and long-term personality outcomes (i.e., academic performance, physical health, and psychological health, social skills, etc.) (Settles et al., 2013). Based on this finding, hypothesis 4 was proposed as: Chinese adolescents with siblings' SWB (i.e., global life satisfaction, contentment with specific life domains, positive affect, and negative affect) will be higher than those of only children across three stages.

As the Labor Holiday and the National Holiday are different in form and substance, this study compared the influence between these two holidays on adolescents' SWB. First, the National Holiday is longer than the Labor Holiday. Extant research has suggested that the length of travel was a factor that influences travelers' perceived happiness after travel (Chen et al., 2016). Second, the National Holiday is placed one month after the new semester starts, whereas the Labor Holiday is one month before the final exam so that students may experience more pressure during that period. Based on these two reasons, this study proposed hypothesis 5: Chinese adolescents' SWB (i.e., global life satisfaction, contentment with specific life domains, positive affect, and negative affect) of the National Holiday are higher than that of the Labor Holiday across three stages.

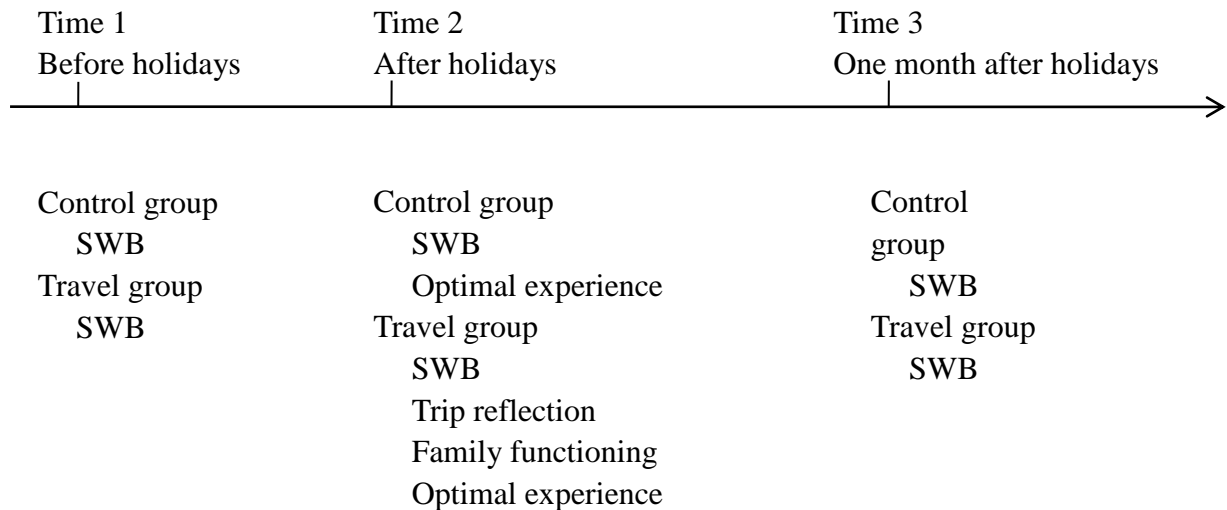


Figure 1. Time line of the study process

Based on literature review, this study found the construct of trip reflection was a key factor that influenced travelers' post-holiday SWB. In addition, the studies of family vacation proposed that family functioning had significant influence on family members' satisfaction with trip experiences. Therefore, to answer research question three and four, this study examined the interrelationship of trip reflections, family functioning, optimal experience, and participants' post-holiday SWB, and three set of hypotheses were developed based on the framework. The proposed theoretical framework is depicted in Figure 2 and Figure 3 for the control group and the travel group respectively.

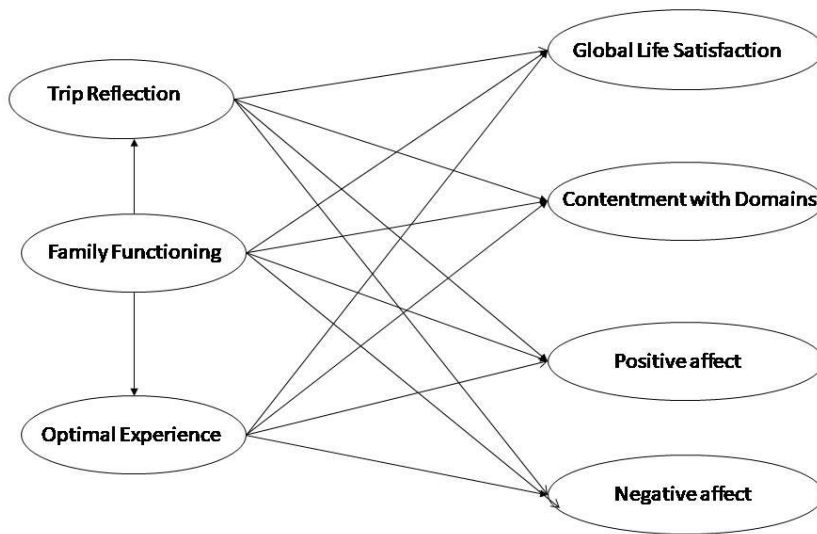


Figure 2. Conceptual framework of family travel experience and SWB for the travel group.

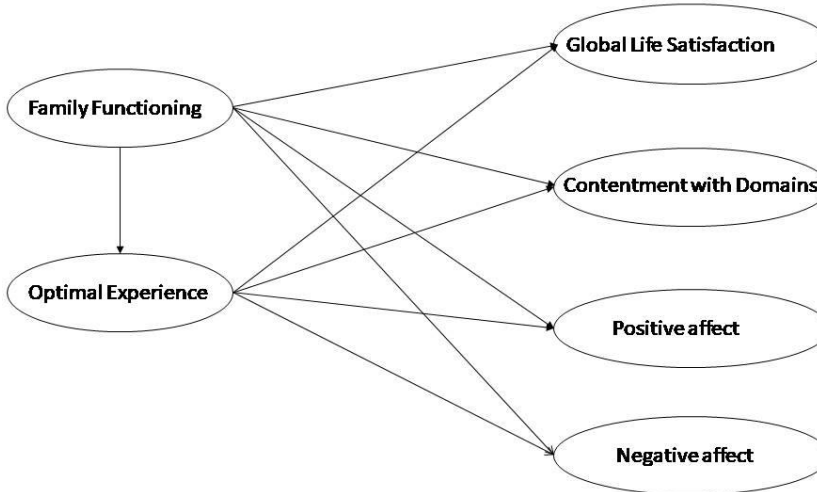


Figure 3. Conceptual framework of family holiday experience and SWB for the control group.

Based on previous research, satisfied and pleasure trips can increase individual's SWB (de Bloom et al., 2011; Neal et al., 1999; Neal et al., 2007; Sirgy et al., 2011; Strauss-Blasche et

al., 2000). Also, family functioning was one of the predictors of family wellbeing (Zabriskie & McCormick, 2003). Moreover, the optimal experience was more associated with positive wellbeing (Csikszentmihalyi & Larson, 2014). Thus, this study proposed that hypothesis 6a: Trip reflection positively and directly predicts post-holiday SWB of those adolescents who travelled (travel group) during holidays; hypothesis 6b: Family functioning positively and directly predicts post-holiday SWB of those adolescents who travelled during holiday; hypothesis 6c: Optimal experience during holiday positively and directly predicts post-holiday SWB of those adolescents who travelled during holiday. As interactions with family members occurred during the trip, family functioning might influence individual's reflections of their global trip experience and perceptions of the optimal moment. Therefore, this study developed hypothesis 6d: Trip reflection mediates the relationship between family functioning and post-holiday SWB of those adolescents who travel during holiday; and 6e: Optimal experience mediates the relationship between family functioning and post-holiday SWB of those adolescents who travel during holiday.

Few studies have examined non-travelers' holiday experience and its relationship with SWB. Since non-travelers also had opportunities to interact with family members, this study proposed that hypothesis 7a: Family functioning positively and directly predicts post-holiday SWB (i.e., affect, contentment with specific life domains, global life satisfaction) of those adolescents who did not travel (control group) during holidays. Although non-travelers did not travel during family holidays, they also took several days off and could have participated in leisure activities within the city. Therefore, non-travelers could also gain an optimal experience during family holidays. This study proposed that hypothesis 7b: Optimal experience positively and directly predicts post-holiday SWB of those adolescents who did not travel during holidays. Since optimal moment might occur in accordance with family interactions, this study proposed hypothesis 7c: Optimal experience during holidays mediates the relationship between family functioning and post-holiday SWB of those adolescents who did not travel during holidays.

Furthermore, this present study also considered three corresponding factors (i.e., sex, having siblings, and the attribute of holidays) that might influence the interrelationships among constructs. A series of hypotheses were developed accordingly. Hypothesis 8a: Sex influences

the relationship between family travel experience (i.e., trip reflection, family functioning, and optimal experience) and post-holiday SWB for the travel group, and influences the relationship between family holiday experience (i.e., optimal experience) and post-holiday SWB for the control group; hypothesis 8b: Having siblings influences the relationship of family travel experience (i.e., trip reflection, family functioning, and optimal experience) and post-holiday SWB for the travel group, and influences the relationship between family holiday experience (i.e., optimal experience) and post-holiday SWB for the control group; and hypothesis 8c: The type of family holidays (Labor Holiday/National Holiday) influences the relationship between family travel experience (i.e., trip reflection, family functioning, and optimal experience) and post-holiday SWB for the travel group, and influences the relationship between family holiday experience (i.e., optimal experience) and post-holiday SWB for the control group.

3.2 Study participants

To understand influence of family holidays on children's (rather parents') subjective wellbeing, Chinese middle school students that aged 12 to 15 years old were included as participants in this study. In China's school system, middle school was the period that connects preliminary school and high school, which was considered as a transitional period in young people's lives. Moreover, this group of adolescents was old enough and sufficiently articulate to grasp abstract concepts, such as wellbeing.

Since the current study sought to examine the influence of family holidays, especially family travel, on Chinese adolescents' SWB, a comparison of travelers' and non-travelers' SWB was of specific interest to this study. Thus, both adolescents who traveled with family members during holidays and who did not travel were both eligible to participate in the survey. Respondents who traveled were treated as the travel group, whereas those adolescents who did not travel were treated as the control group.

3.3 Data collection

3.3.1 Instrument

In this study, all the data were collected by self-administered pencil paper questionnaire. At the first stage, to assess participants' pre-holiday SWB, the same questionnaires were distributed to both the control group and the travel group (Appendix 1). To assess how adolescent students perceive their SWB, the first questionnaire included three parts: assessment of global life satisfaction, assessment of contentment with specific life domains, and assessment of positive affect and negative affect. At the second stage, information about respondents' holiday experiences was collected when students returned to school after holidays. However, the traveled students and non-traveled students were asked to fill out different questionnaires at this stage. The travelers' questionnaire included primarily close-ended and some short answer descriptive questions. The questionnaire consisted of six parts: respondent's personal demographic information, basic information about family travel, assessment of SWB, trip reflections, family functioning during holidays, and the experience of the optimal moment during family travel (Appendix 2). The control group questionnaire also included primarily close-ended and some short answer descriptive questions, but the questionnaire only consisted of three parts: respondent's personal demographic information, assessment of SWB, and the experience of the optimal moment during family holidays (Appendix 3). At the third stage, to measure participants' one-month post-holiday SWB, the questionnaire (Appendix 4) that assessed participants' global life satisfaction, contentment with specific life domains, and affect were distributed to both the control group and the travel group at the same time.

In terms of participants' demographic information, a couple of items were asked including adolescents' sex, grade, and whether they were the only child in their families. Following that, those participants who traveled during holidays were asked to indicate some basic information about their trips, such as destination, duration of their trip, and trip companions. The terms of family travel and family vacation were used interchangeably in this study, which referred to an extended period that family members spent together for fun away

from home (Fridgen, 1984). Accordingly, in order to define whether respondents were travelers or not, the first survey asked potential participants if they had plans to take trips during holidays, and the second survey asked participants their experience related to that specific trip. For those students who did not travel, they were able to skip those questions in terms of travel characteristics. To measure participants' SWB, three parts were assessed separately: the global life satisfaction (Huebner, 1991), contentment with specific life domains (Huebner, 1994) and affects (Laurent et al., 1999). The scale measuring travelers' trip reflection developed by Neal et al., (2007) was adopted in this study to assess participants' experience quality. Moreover, Lehto et al.'s (2009) family function and leisure travel (FFLT) scale was used to assess family functioning. In FFLT, both adaptability and cohesion during family travel were measured to understand the dynamics of family interactions. Last, the measurement to assess optimal experience was partially adopted from Csikszentmihalyi and Larsen's (2014) experience sampling form (ESF).

The survey was developed in English based on literature review before being translated into Chinese. In terms of the translation process, the researcher combined two translation methods: back-translation and bilingual technique (Dimanche, 1994). At first, the researcher, who was bilingual in English (second language) and Chinese (first language), translated the survey from English to Chinese. To increase the accurateness of the translation, the survey in Chinese was back-translated into English by a bilingual research assistant. This study compared the language of back-translation with the original version of the survey to check if the contents were conveyed successfully between two languages.

3.3.2 Sampling and data collection

The sample was drawn from a large city located in the north part of Mainland China. Two public middle schools were recruited as target schools for data collection. Due to the policies of middle school administration, each school assigned nine classes, three classes from each grade, participated in this study. All students of the assigned classes were surveyed in this study. As a result, 675 students, 360 students from school A and 315 students from school B participated.

The questionnaires were distributed in class during lunch breaks across three stages of each holiday cycle.

The researcher distributed the surveys in each class and informed the participants the purpose of the study as well as given them a brief overview of the study. Then the researcher emphasized the importance of conscientiously following the instructions not only for the research purpose, but also for respondents' personal benefits that help them to find out how family holidays contribute to their lives. Finally, the researcher collected each survey once the respondent completed it.

The data collection process took place in three stages for each holiday. At stage one, the surveys were distributed using paper and pencil on April 25th, 2016 for the Labor Holiday and on September 27th for the National Holiday. The stages two was the following week when participants returned to school after the Labor Holiday and the National Holiday respectively. The collection of pencil-paper questionnaires for the stage two occurred on May 4th, 2016 for the Labor Holiday and October 9th, 2016 for the National Holiday. Last, the stage three took place one month after the Labor Holiday and the National Holiday respectively to re-assess participants' SWB. The survey of the third stage was distributed by paper and pencil on June 4th, 2016 for the Labor Holiday and November 9th for the National Holiday.

This study used the same method to distribute surveys for the Labor Holiday and the National Holiday, but the samples of the two holidays were not the same. The reason was that the Labor Holiday was placed close to the end of the academic year of 2016, whereas the National Holiday was placed at the beginning of the academic year of 2017. Therefore, approximately one-third surveyed students for the Labor Holiday had graduated at that time when the researcher delivered the National Holiday survey. Meanwhile, some new middle school students (grade 7) were involved in the National Holiday survey. Although the sample of the Labor Holiday and the National Holiday did not match, this study considered participants' responses collectively. Thus, the results of those two holidays were still comparable.

In total, this study recruited 1335 students, among them 660 students participated in the Labor Holiday surveys, and 675 students were respondents for the National Holiday surveys.

Specifically, 1016 (76.1%) students returned their surveys across three stages. However, the valid surveys were 943 (70.6%) with an exclusion of questionnaires having more than one section of missing values. The valid sample of the Labor Holidays was 446, and the valid sample size of the National Holidays was 497.

3.3.3 Ethical considerations

Participation in the studies was voluntary, and respondents were encouraged to complete this study through all three stages, but students were allowed to decline participations at any time. Additionally, anonymity and confidentiality of the information collected were guaranteed. The researcher informed potential respondents of the general purpose of the studies before they got started.

Following the completion of participation in the research, a debriefing process was involved the distribution of a letter which indicated the detailed purposes, procedures, and significance of the studies, as well as the rationale for using these methods. The researcher carefully followed the ethical guidelines to ensure the rights of the participants and protected the participants from harm, deception, discomfort, and loss of privacy. Moreover, since the participants in this study were adolescents that giving their more vulnerable situation, the researcher was more careful to minimize the effects of the researcher's power on the participants' perspectives and vulnerability as much as possible. This attempt was achieved by emphasizing a balanced researcher and participant relationship and facilitated by asking the approval from participants' guardians and teachers who were in charge of those adolescent students. Furthermore, to disseminate findings beyond the academic community, a summary of conclusions with graphics and photos were distributed to all respondents and their parents. Besides that, part of the results was provided with teachers and administrators at the surveyed schools to call for their attention on potential influences of family holidays on adolescent students' SWB.

3.4 Measures of major constructs

3.4.1 Assessment of subjective wellbeing

Uysal et al. (2016) argued that the employment of constructs and measures of SWB in tourism studies lacked consistency. Also, the SWB measures used in tourism context were not consistent with measures applied in the general wellbeing research. They encouraged tourism scholars to use those measures that had been demonstrated construct validity to assess SWB (Uysal et al., 2016). Thus, measures of SWB in this study were drawn primarily from psychological literature. Diener et al. (1999) argued that SWB was a construct consisting of emotional components of the presence of positive affect and absence of negative affect and cognitive evaluation of life satisfaction. Therefore, this study measured the SWB by three parts: global life satisfaction, contentment with specific life domains, and positive and negative affect.

Students Life Satisfaction Scale (SLSS). In Psychology literature, satisfaction with life scale offered a measure of people's global satisfaction with their lives. It provided an overall approach rather than indicate separate domains or dimensions of life satisfaction (Diener et al., 1985; Pavot & Diener, 1993). The global life satisfaction represented the hedonic perspective to understand wellbeing, which focused mainly on the pleasure and satisfaction of achieving the goals. The Satisfaction with Life Scale measured individual's global life satisfaction as a relatively stable component of subjective perceptions over time, but it could also detect changes in life satisfaction during the intervention, such as travel (Gilbert & Abdullah, 2004; Pavot & Diener, 1993; Chen et al., 2013).

Since the participants' of this study were middle school students, the Student Life Satisfaction Scale (SLSS) was applied in the survey to examine adolescents' global life satisfaction (Huebner, 1991). There were seven items in the SLSS, which did not refer to particular life domains, rather the scale required respondents to make domain-free, overall life evaluations. For example, a statement was "My life is going well" (Appendix 1). The item format asked participants to indicate how often they have those feelings on a 4-point scale

ranging from never, sometimes, often and almost always.

The internal consistency of the SLSS had been reported with an alpha of 0.82 (Huebner, 1991). Test-retest reliability had been reported with a correlation coefficient of 0.74 based on a one- to two-week interval (Huebner, 1991). The reliability across item and time was confirmed by those findings. The result of principal components factor analysis suggested that a one-factor solution that accounted for 47% of the variance was obtained (Huebner, 1991). Moreover, the correlations of the SLSS and other wellbeing measures (0.62 with Andrews-Withey life satisfaction, 0.53 with Piers-Harris Happiness subscale) were moderately positive, which provided further support for the construct validity of the SLSS. In addition, it has been suggested that age, grade or gender did not have a function on the results of SLSS (Huebner, 1991) and had shown a non-significant correlation with IQ scores (Huebner & Alderman, 1993).

In this study, all those seven items of SLSS were used to evaluate students' global life satisfaction. Since this study measured participants' wellbeing several time, respondents were asked to respond how much they agree with the statements on 5-points scales, where 1 = strongly disagree and 5 = strongly agree to measure respondents' agreement with all the seven statements.

Contentment with specific life domains. Contentment with specific life domains indicated separate facets of satisfaction rather than global life satisfaction providing an overall summary. Andrews and Withey (1976) proposed 12 specific life domains to assess adults' satisfaction with specific life domains, including family, friends, home, interpersonal relationships, economic situation, work, leisure, neighborhood, self, services and infrastructure, health and nation. To understand children's contentment with specific life domains, Huebner (1994) developed Multidimensional Students' Life Satisfaction Scale (MSLSS) using samples of adolescents (students in grade 3 to grade 8). Since the focus group for this study was middle school students, measurement for contentment with specific life domains was adopted from Huebner's (1994) study. There were five domains in the MSLSS, including family, friends, school, living environment, and self, and each item required participants to report how often they experienced wellbeing, ranging from never, sometimes, often to almost always.

Adequate levels of internal consistency were reported for each of the five domains with alpha coefficients ranging from 0.82 to 0.85 (Huebner, 1994). The validity of MSLSS was demonstrated by the moderate positive correlations of each subscale domain and various life satisfaction measures. The correlation of the domain of school and the Quality of School Life Scale was 0.68; the correlation of the domain of friends and the Children's Loneliness and Social Dissatisfaction Scale as 0.56; the correlation of the domain of family and the Parent Relations was 0.54; and the correlation of the domain of self and General Self measures was 0.62 (Huebner, 1994). In addition, the reliability and validity of the MSLSS in assessing Chinese students' life satisfaction had been provided with a Chinese elementary school sample (Tian, Zhang, & Huebner, 2015).

This study modified the measures of the MSLSS as follows: first, in Huebner's MSLSS, there were 40 items in total, which made the MSLSS very long. Since measuring contentment with specific life domains was not the only purpose of this study, a short version of the MSLSS was employed. In each domain, the first three items with highest factor loading from the original scale were adopted in this study. Second, the purpose of this study was to explore how family holidays influenced adolescents' SWB, participants' contentment with their leisure life was of specific interest in this study. Thus, the contentment with "leisure" life was added to the MSLSS as the sixth domain. Accordingly, three items were developed to measure adolescent students' satisfaction with their leisure life. As a result, the finalized life domains included family, friends, school, living environment, self, and leisure. There were three items to assess each domain. Again, as this study measured adolescents' satisfaction with their life several times, participants were asked to report in what degree they agree with the statements. An example could be "I enjoy being at home with my family." In total, 18 items were assessed on a 5-point scales where 1 = strongly disagree, and 5 = strongly agree.

Positive Affect and Negative Affect Scale for children (PANAS-C). The PANAS provided a measure that could assess adults' positive and negative affect, which had been used widely in the studies of mood states and subjective well (Watson, Clark, & Tellegen, 1988). Considering the different life stages of children and adults, Laurent et al. (1999) proposed a positive and negative affect scale for children (PANAS-C). The PANAS-C contained 27 words

to evaluate children's (grade 3 to grade 8) affects. Specifically, items of positive affect included 12 words such as "interested" and "excited," and items of negative affect include 15 words such as "sad" and "frightened" (Appendix 1). The PANAS-C asked children to report how often they have felt that mood during the "past few weeks" on 5-point scales where 1 = very slightly or not at all, 5 = extremely.

Laurent et al. (1999) also reported the psychometric properties of the PANAS-C with school age children. In particular, there was a correlation of -0.16 between the positive affect and negative affect. Additionally, the internal reliability was reported as 0.89 for positive affect and 0.92 for negative affect. Moreover, the significant correlations between the PANAS-C and children's anxiety and depression measures provided evidence of the construct validity. The correlation of negative affect and the Children's Depression Inventory (CDI) was 0.59 and 0.62 for the Trait Anxiety Scale (TAS), and the correlation of positive affect with CDI was -0.42.

In this study, all 27 items of the PANAS-C were employed, instead of asking respondents to report how often they have felt that mood, the current study invited participants to indicate in what degree they experienced those feeling recently on 5-point scales where 1 = not at all and 5 = extremely.

3.4.2 Assessment of trip reflection

Measures of trip reflections were adopted from Neal et al.'s (2007) research. Neal and colleagues measured travelers' trip reflections by assessing six dimensions of travel experience: perceived freedom from control, perceived freedom from work, involvement, arousal, mastery, and spontaneity. For each dimension, there were three items to enquire travelers' self-evaluated travel experience. Since respondents in Neal et al.'s (2007) study were adults, some items in the original scale were modified to work for adolescents in this study. For example, one statement was "I needed to get away from work and relax. This trip helped me to rejuvenate" in the original scale (Neal et al., 2007), which was modified to "I needed to get away from study and relax. This trip helped me to rejuvenate." (Appendix 2) Participants were also asked to report to what extent they agreed with those statements on 5-point scales, where 1 = strongly disagree

and 5 = strongly agree.

In Neal's (2007) study, a confirmatory factor analysis was conducted to assess the internal reliability of the construct of trip reflections. The composite reliabilities for six dimensions were 0.87 (perceived freedom for control), 0.63 (perceived freedom from work), 0.80 (involvement), 0.62 (arousal), 0.61 (mastery), and 0.80 (spontaneity) respectively. Moreover, the overall indicator reliability for trip reflection was 0.77 (Neal et al., 2007).

3.4.3 Assessment of family functioning

To understand family members' interactions during family holidays, the family function and leisure travel (FFLT) scale was used in this study (Lehto et al., 2009). The FFLT had adopted the items of FACES II (Family Adaptability and Cohesion Evaluation Scales) proposed by Olson, McCubbin, Barnes, Larsen, Muxen, and Wilson (1992) to measure the constructs of cohesion and adaptation in the family travel context. The FFLT contained 31 items to assess family functioning during vacations, 16 of which were related to family cohesion and 15 were related to family adaptation. The cohesion construct included three dimensions: emotional bonding, coalition and decision-making/functional bonding, and family boundaries, and the adaptation construct possessed four dimensions: discipline and rules, assertiveness, leadership/syncretism, and negotiation. Respondents were asked to indicate in what degree they agreed with those statements on a 5-point scale, where 1 = almost never, 5 = almost always. An example statement was that "doing things together makes me and my family member ties stronger" (Appendix 2).

Lehto et al. (2009) used the FFLT to explore the construct of family functioning in leisure travel contexts and identified that there were different types of family interaction styles (i.e., separated, connected, flexible, confused, and structured families) during the family leisure travel. Moreover, Lehto's (2009) study revealed that family vacation contributed positively to family bonding, communication and solidarity.

Internal consistency of the scale was strong, but some subscales were marginally reliable. The Cronbach's alpha values ranged from 0.68 to 0.89 for three factors of cohesion (Lehto et

al., 2009; Lehto et al., 2012) and 0.57 to 0.78 for four factors of adaptation (Lehto et al., 2009). One factor solution was gained for both cohesion and adaptation. And total explained variance for cohesion was 55.75% (Lehto et al., 2009; Lehto et al., 2012) and 59.56% of the variance was explained by factors of adaptation (Lehto et al., 2009), which suggested an acceptable level of construct validity.

3.4.4 Assessment of optimal experience

The measures of the optimal experience were used a brief version of the experience sampling form (ESF) developed by Csikszentmihalyi and Larson (2014). Both the control group and the travel group were asked to think of the best moment during family holidays. To gain a basic picture of participants' optimal experience, respondents needed to report what they were doing, where they were, and who was with them. Then scaled items were designed to measure the intensity of the optimal experience. Six items were employed to measure participants' cognitive perceptions during the optimal moment, which included self-perceived involvement, time pressure, absorption, skills and challenges (Csikszentmihalyi & Larson, 2014). For example, the item to assess self-perceived involvement was that "How involved were you in what you were doing?" Participants indicated to what extent they agreed with each statement on a 5-point scale, where 1 = strongly disagree, and 5 = strongly agree. Moreover, 4 items were included to measure respondents' emotional feelings. Respondents were asked to describe their feelings at the optimal moment. An example pair was "happy and unhappy" (Appendix 2). Only those scaled items (question 5 – question 11) were to measure the construct of optimal experience in the conceptual model.

3.5 Data analyses

To examine of the interplay of family travel reflection, family functioning, optimal experience, and SWB, the data analysis process adhered to the approach to analyzing quantitative data in order to examine the proposed causal relationships. The data were computed using the Statistical Package for Social Science (SPSS 24.0) and Analysis of

Moment Structure (AMOS 24.0) software. The SPSS was used to generate the descriptive and inferential statistics, and the AMOS was used for conducting a two-stage structural equation modeling procedure to test the hypothesized relationships among the constructs.

3.5.1 Data preparation

An SPSS database was produced for managing all the numeric data. Both close-ended and descriptive short answer questions were coded and entered manually. To ensure data quality, the data were checked for missing values, for potentially wrong inputs, and for outliers. Specifically, the data cleaning involved a 3-step process. In first phase errors such as lack of data, an excess of data, outliers, and inconsistencies were identified. The second step involved diagnosing the identified errors into missing value, normal value, extreme value, and suspect value. The third phase involved the treatment of the data which was done either by correcting, deleting or leaving the values entered unchanged.

3.5.2 Data analysis strategies

A variety of statistics were employed following the above-mentioned steps. First, a series of repeated measures ANOVA tests were used to examine participants' SWB, before, after and one month after the holiday, as well as compare the SWB measures of the travel group and the control group. Then, correlation analyses were run to provide information about the strength of the relationship between the various variables proposed in the studied model.

Second, before examining the structural relationships of the latent constructs, confirmative factor analysis was conducted to assess the validity of the measurement model. To examine the reliability of those indicators in measuring the corresponding latent constructs, the standardized factor loadings of the constructs in the measurement model should be positive and significant (Adnerson & Gerbing, 1982). In addition, each latent construct should have adequate convergent validity and discriminate validity. Three criteria were applied to test the convergent validity of the measurement model, including (1) factor loadings for all observed variables greater than 0.7; (2) average variance extracted (AVE) for each latent variable greater

than 0.5; and (3) reliability of each latent variable greater than 0.7. Moreover, AVEs for each latent variable should be greater than its inter-construct correlation, which could confirm the conceptual distinctness among constructs and thus were of discriminant validity (John & Benet-Martinez, 2000).

Last, structural equation modeling (SEM) was used to examine the structural relationships among the latent constructs as explained by a set of multiple regression models (i.e., the interplay between trip reflection, optimal experience, family functioning and SWB). The present study used the covariance structure analysis method based on maximum likelihood theory to estimate the structural model (Byrne, 2010). The software of AMOS 24 was employed to conduct the analyses. The goodness-of-fit of the proposed model was evaluated using several model fit indices, such as chi-square (χ^2), χ^2/df , GFI (Joreskog & Sorbom, 1996), CFI (Bentler, 1990), RMSEA (Hu & Bentler, 1999). Estimated standardized path loadings were used to examine the direct and indirect effects of the conceptual model (Byrne, 2010). Furthermore, the multiple R^2 of the unstandardized latent structural equations was considered to determine if the conceptual model was able to explain the changes of SWB. Statistical strategies for each hypothesis were summarized as follows. First, a series of repeated measures of ANOVA were used to examine hypotheses 1 to 5. In particular, respondents' global life satisfaction, contentment with specific life domains, and affect were tested respectively. Among that, the factor of travel, having siblings, and attributes of holidays were included as grouping variables to test the differences between groups. Moreover, the structural equation modeling method was applied to test hypotheses 6 to 7. Specifically, results of both measurement model and structural model were described. The indices of model fit, path coefficients, and direct effects and indirect effects were reported. Furthermore, to examine hypothesis 8, the influence of other factors, such as sex, having siblings, and attributes of holidays, were tested in SEM models. The estimations of different subgroups were compared to assess if significant differences existed between groups in the structural equation model. For example, in terms of sex, male and female were generated as two sub-groups. The estimations for the male group and female group were compared.

4. RESULTS

In this chapter, the results were described in two main sections: (1) the longitudinal test of the influence of family holidays on Chinese adolescents' SWB (i.e., global life satisfaction, contentment with specific life domains, positive affect, and negative affect), and (2) the examination of relationships between trip reflection, family functioning, optimal experience and adolescents' post-holiday SWB. The first section mainly compared participants' SWB across three stages (before family holidays, right after holidays, and one month after holidays), which aimed to demonstrate if family travel, family holidays, and having siblings influenced adolescents' SWB. The second section is concerned with the interplay of the trip reflection, family functioning, optimal experience and post-holiday SWB for both adolescent travelers and non-travelers.

4.1 Profile of the data

The sample of the current study was represented by Chinese middle school students in a big-size city in Mainland China. This study surveyed middle school students across three stages of the Labor Holiday and the National Holiday respectively. In total, 1300 students were recruited to participate in this study, among that 1016 students returned their surveys for all three stages, and the valid surveys were 943. The valid sample size for each holiday was quite equally split. Regarding respondents' sex, female students (52.7%) were slightly more than male students (47.3%). Additionally, the numbers of students in grade 7 returned the most valid surveys. More than half of the participants were the only children in their families. Moreover, most of the respondents (77.2%) did not travel during family holidays, whereas less than one quarter (22.8%) students reported their travel experiences during holidays (Table 1).

Table 1. Profile of sample respondents (N=943).

Factor	Group	Frequency		Total
		Labor Holiday	National Holiday	
Grade	7	176	193	369 (39.1%)
	8	179	154	333 (35.3%)
	9	91	150	241 (25.6%)
Sex	Female	235	262	497 (52.7%)
	Male	211	235	446 (47.3%)
Only children	No	290	362	652 (69.1%)
	Yes	156	135	291 (30.9%)
Travel	No	324	404	728 (77.2%)
	Yes	122	93	215 (22.8%)
Total		446 (47.3%)	497 (52.7%)	943 (100%)

4.2 Descriptive characteristics of Chinese adolescents' family holidays

In this section, the characteristics of participants' holiday experience were described in four parts: travel characteristics, optimal experience, experience quality, and family interaction. In particular, optimal experience and family interaction were applied to both the travel group and the control group, whereas travel characteristics and trip reflection were only applied for travelers.

4.2.1 Travel profile

Table 2 displays the results of travel characteristics of the travel group during the surveyed holidays. As the Labor Holiday was a three days holiday, the duration of the vacation could not be long. In this study, over half of the traveled students had a one day trip, whereas very few students (10%) had a three days vacation. However, more than half adolescent travelers took more than three days trip during the National Holiday. In addition, the travel

distance during the Labor Holiday was limited. It was found that approximately 70% of the traveled students had trips in the suburban areas that were close to the city. Regarding the National Holiday, more travelers traveled beyond the city during this holiday. Moreover, almost all the students traveled with family members during the Labor Holiday. For those students who took trips with family members, traveling with both father and mother accounted for almost a half, whereas traveling with only one parent accounted for less than a quarter. In terms of the National Holiday, there are fewer students traveled with only one parent and more students traveled with three or more family members. It might be due to the fact that families spent more days and traveled further during the National Holiday, thus more family members might take the trip together for a better company.

Table 2. Trip characteristics by travel group (n=215).

Factor	Group	Labor Holiday		National Holiday	
		Frequency	Percent	Frequency	Percent
Destination	Around the city	88	72.1	36	38.7
	Other cities within the province	25	20.5	31	33.3
	Other provinces	9	7.4	26	28
Duration	One day trip	69	56.6	27	29
	2 days trip	39	32.0	19	20.4
	3 or more days trip	14	11.5	47	50.5
Companions	One parent	29	25.4	13	14.4
	Both parents	51	44.7	42	46.7
	More than three	34	29.8	35	38.9
Total		122	100	93	100

4.2.2 Experience quality

The trip reflection was measured from six categories (i.e., perceived freedom from control, perceived freedom from study, involvement, arousal, mastery, and spontaneity), and there were three items in each category. Thus, the mean represented each category was the average of every three items in each category (Table 3). Overall, experience quality was

moderately satisfied. Chinese adolescent travelers' sense of involvement and mastery were above satisfactory degree for both holidays. Specifically, participants' perceived freedom from control, perceived freedom from school, sense of mastery, and spontaneity were slightly higher during the Labor Holiday. However, travelers' perceived involvement and arousal were greater during the National Holiday. The standard deviations of all domains were not favorable. Comparatively, the standard deviations were larger for the Labor Holiday, which informed that there were bigger variations in terms of travelers' perceived travel experience during the Labor Holiday.

Table 3. Descriptive characteristics of travelers' trip reflections (n=215).

Category	Labor Holiday (n=122)		National Holiday (n=93)	
	Mean	Std. Deviation	Mean	Std. Deviation
Perceived freedom from control	3.85	.85	3.65	.79
Perceived freedom from study	4.10	.79	3.94	.77
Involvement	4.31	.79	4.42	.57
Arousal	3.93	.94	4.04	.77
Mastery	4.13	.84	4.06	.82
Spontaneity	4.03	.76	3.76	.79

4.2.3 Family functioning

This study measured family functioning with two dimensions: cohesion and adaptability. There were 16 items that measured cohesion, and 15 items measured adaptability. The higher the value, the greater level of agreement was achieved in terms of family cohesion and family adaptability. This study first re-coded those items that had reverse value. For example, one question was "While traveling during the Labor Holiday, the rules in my family were not clear," regarding respondents' answer, 1 was re-coded as 5, 2 was re-coded as 4, ... and 5 was re-coded as 1. The mean of cohesion was the average of all those 16 items, and the mean of adaptability was the average of 15 items that measured participants' perceptions regarding of family adaptability during holidays. Table 4 displays a summary of descriptive results of adolescents' family functioning during holidays. Generally, participants' perceived family cohesion and

family adaptability were quite similar during the Labor Holiday and the National Holiday. The average of self-reported interaction with family members was under the satisfactory level for both travelers and non-travelers during two holidays. In particular, respondents' perceived level of family cohesion was descriptively greater than that of family adaptability. Adolescent travelers identified greater family cohesion and higher family adaptability than those adolescents who did not travel during family holidays. However, there were greater variances in terms of non-travelers' perceptions of their family cohesion and adaptability during family holidays. It suggested that Chinese adolescent students were not satisfied with the interactions with their family members during the family holiday, and non-travelers had a lower level of satisfaction with family interactions compared to traveled adolescents.

Table 4. Descriptive characteristics of participants' family functioning during holidays (n=943).

Dimension	Labor Holiday				National Holiday			
	Travel (n=122)		Non-travel (n=324)		Travel (n=93)		Non-travel (n=404)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Cohesion	3.86	.58	3.65	.70	3.88	.54	3.68	.69
Adaptability	3.83	.69	3.53	.72	3.80	.64	3.53	.69

4.2.4 Optimal experience

Optimal experience was conceptualized as the best moment for respondents during family holidays. This study used the components of flow experience to measure Chinese adolescents' optimal experience. In terms of the Labor Holiday, adolescent travelers indicated a high level of positive affect, high involvement, and high skill with the activity that they were engaging during the optimal moment (Table 5). However, adolescent travelers reported relatively low degrees of the perceived challenge of activity and pressure of time at the optimal moment. For non-travelers, they experienced more time limit but less involvement, less absorption, and less positive affect related to the optimal moment. In terms of the National Holiday, travelers had a relatively higher sense of involvement and greater positive feelings,

but experienced more time pressure compared to non-travelers. However, most standard deviations of optimal experience measures for both travelers and non-travelers were greater than 1. Large standard deviations suggested that there were high degrees of variances in terms of the participants' opinions within groups.

Table 5. Descriptive characteristics of participants' optimal experiences (n=943).

Item	Labor Holiday				National Holiday			
	Travel (n=122)		Non-travel (n=324)		Travel (n=93)		Non-travel (n=404)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Involvement	4.42	.93	4.26	.92	4.43	.76	4.21	.96
Time limit	2.10	1.25	3.33	1.39	3.72	1.23	3.44	1.30
Absorption	3.41	1.38	3.21	1.32	3.25	1.30	3.24	1.26
Timeless	3.53	1.38	3.26	1.34	3.45	1.34	3.39	1.30
Challenge	2.82	1.40	2.86	1.37	2.98	1.24	2.90	1.31
Skill	4.36	.92	4.01	1.02	4.16	.96	3.91	1.03
Positive affect	4.66	.61	4.27	.97	4.64	.71	4.27	.97

4.2 Examinations of the influence of travel on adolescents' SWB

To test hypotheses 1 to 3, this study examined the effects of family holidays on Chinese adolescents' SWB, and a series of repeated measures ANOVA was conducted. To ensure the statistics met the requirements of repeated measures ANOVA, several tests were conducted. Mauchly's test of sphericity detected that all the models violated the assumptions of sphericity ($p < .001$). Thus, Greenhouse Geisser's corrections were used to interpret within group test results (Greenhouse & Geisser, 1959). Moreover, all the results of Box's tests were lower than .001. Thus we could not assume that the observed covariance matrices of the dependent variables were equal across groups, which should be noted as a limitation (Box, Hunter, & Hunter, 1978). Furthermore, the results of Levene's tests of contentment with school life and positive affect at stage one, contentment with several life domains (e.g., friendship, school, living environment, self and leisure lives), and positive affect at stage two, as well as negative affect at stage three were significant ($p < .05$).

4.2.1 Measuring Chinese adolescents' SWB

Table 6 displays the results of univariate test of within group comparison where holiday stage (before holiday, return to school, one month after holiday) was considered as the main factor and travel as a grouping variable. The values showed in the Table 6 were means of endogenous variables. For example, the mean of global satisfaction was the average of 7 items that measured global life satisfaction in each survey. In addition, this study re-coded those items that had reversed values before calculating the average to make sure all the items had values in the same direction. The results of repeated measures ANOVA indicated significant interactions between time and travel with the SWB measures of global life satisfaction, contentment with school life and living environment, as well as positive affect and negative affect across three stages ($p < .05$). Specifically, the partial eta squared for the interaction effects suggested that there were small interaction effects of time and travel on global life satisfaction ($\eta = 0.005$), contentment with school life ($\eta = 0.019$), living environment ($\eta = 0.009$), and positive affect ($\eta = 0.005$), and a large interaction effect of time and travel on negative affect ($\eta = 0.091$) (Cohen, 1988). Thus, it could be suggested that family holidays significantly influence part of Chinese adolescents' SWB.

Table 6. Univariate tests of time as main effect and time and travel as interaction effect (n=943).

	Measure	df	F	Sig.	η^2
Time	Global life satisfaction	1.984	2.959	.053	.003
	Family life	1.781	4.090	.021	.004
	Friends	1.924	10.830	.000	.012
	School life	1.969	19.915	.000	.021
	Living environment	1.948	10.262	.000	.011
	Self	1.943	1.276	.279	.001
	Leisure life	1.962	2.898	.055	.003
	Positive affect	1.983	1.306	.271	.001
	Negative affect	1.882	39.878	.000	.043
Time*Travel	Global life satisfaction	1.984	5.045	.007	.005
	Family life	1.781	1.248	.285	.001
	Friends	1.924	2.950	.055	.003
	School life	1.969	17.702	.000	.019
	Living environment	1.948	7.982	.000	.009
	Self	1.943	.603	.543	.001
	Leisure life	1.962	.900	.405	.001
	Positive affect	1.983	4.194	.015	.005
	Negative affect	1.882	89.517	.000	.091

Note: Results in the table are based on the Greenhouse-Geisser corrections.

Accordingly, post-hoc tests (pairwise comparisons) were conducted to examine the simple effect of time (holiday stage) and simplified effect of travel on adolescent students' SWB. The marginal means of adolescents' SWB at three stages were compared while the travel group was controlled, whereas time (holiday stages) was controlled when measuring the influence of travel on participants' SWB. Estimated marginal means revealed that, for the travel group, there were significant changes in almost all SWB measures ($p < .05$, Table 7) over three stages except contentment with friendship and contentment with self, suggesting that adolescent travelers' SWB were significantly different at different stages. In particular, traveling during family holidays increased participants' post-holiday SWB, but respondents' SWB dropped to pre-travel stage one month after holidays. For the control group, there were consistently significant decreases across three stages in terms of respondents' contentment with family life and friendship. Moreover, non-travelers' contentment with school life and positive affect decreased, and negative affect increased when they return to school. Yet, one month after

holidays, the contentment with school life and positive affect increased and negative affect decreased gradually. However, the results for global life satisfaction, contentment with living environment, self, and leisure life demonstrated that there were no significant differences across three stages.

Table 7. Pairwise comparisons of simple effect of time on SWB (n=943).

Measure	Group	Stage 1	Stage 2	Stage 3
Global satisfaction	Travel	4.04 ^a	4.20 ^b	4.03 ^a
	Control	3.83 ^a	3.81 ^a	3.83 ^a
Family	Travel	4.40 ^b	4.28 ^a	4.36 ^{ab}
	Control	4.14 ^b	4.06 ^a	4.03 ^a
Friendship	Travel	4.44 ^a	4.49 ^a	4.38 ^a
	Control	4.26 ^c	4.19 ^b	4.07 ^a
School	Travel	3.56 ^a	3.98 ^c	3.74 ^b
	Control	3.40 ^a	3.42 ^{ab}	3.48 ^b
Living environment	Travel	4.04 ^a	4.28 ^b	4.05 ^a
	Control	3.84 ^a	3.83 ^a	3.80 ^a
Self	Travel	4.21 ^a	4.29 ^a	4.24 ^a
	Control	4.01 ^a	4.02 ^a	3.97 ^a
Leisure	Travel	3.97 ^a	4.10 ^b	4.03 ^{ab}
	Control	3.64 ^a	3.68 ^a	3.70 ^a
Positive affect	Travel	4.37 ^a	4.53 ^b	4.41 ^{ab}
	Control	4.18 ^{ab}	4.15 ^a	4.22 ^b
Negative affect	Travel	2.96 ^b	2.08 ^a	2.03 ^a
	Control	2.17 ^a	2.97 ^b	2.08 ^a

*p < .05, **p < .01, ***p < .001, n.s. = not significant.

Stage 1 = before the Labor Holiday, stage 2 = right after the Labor Holiday, and stage 3 = one month after the Labor Holiday.

a, b, c are represented for the results of post-hoc tests of pairwise comparisons between each two stages. a < b < c.

4.2.2 The comparison of travelers and non-travelers

To address whether there were any differences in self-reported SWB between adolescents that traveled and those adolescents who did not travel during Chinese family holidays, this study conducted post-hoc tests to examine the simple effect of travel as an independent factor on adolescents' SWB. The marginal means of SWB between adolescent travelers and non-travelers were compared where time (holiday stages) was controlled. The

mean difference suggested that there was significantly difference ($p < .05$, Table 8) between travelers and non-travelers with all SWB measures across three stages. Overall, post-hoc tests suggested that travelers' overall life satisfaction, contentment with different life domains (i.e., family, friendship, school, living environment, self and leisure lives), and positive affect were significantly higher than those of non-travelers across three stages, whereas travelers' negative affect was significantly higher than that of non-travelers before holidays, and travelers' negative affect was significantly lower than that of non-travelers after holidays.

Table 8. Pairwise comparisons of simple effect of travel on SWB (n=943).

Measure	Stage	Travel	Non-travel	Mean Difference	Sig.
Global life satisfaction	1	4.04 ^b	3.83 ^a	.202	.000
	2	4.20 ^b	3.81 ^a	.391	.000
	3	4.03 ^b	3.83 ^a	.202	.002
Family life	1	4.40 ^b	4.14 ^a	.261	.000
	2	4.28 ^b	4.06 ^a	.215	.003
	3	4.36 ^b	4.03 ^a	.328	.000
Friends	1	4.44 ^b	4.26 ^a	.175	.002
	2	4.49 ^b	4.19 ^a	.295	.000
	3	4.38 ^b	4.07 ^a	.308	.000
School life	1	3.56 ^b	3.40 ^a	.152	.034
	2	3.98 ^b	3.42 ^a	.558	.000
	3	3.74 ^b	3.48 ^a	.264	.001
Living environment	1	4.04 ^b	3.84 ^a	.203	.001
	2	4.28 ^b	3.83 ^a	.442	.000
	3	4.05 ^b	3.80 ^a	.253	.000
Self	1	4.21 ^b	4.01 ^a	.206	.001
	2	4.29 ^b	4.02 ^a	.269	.000
	3	4.24 ^b	3.97 ^a	.267	.000
Leisure life	1	3.97 ^b	3.64 ^a	.336	.000
	2	4.10 ^b	3.68 ^a	.421	.000
	3	4.03 ^b	3.70 ^a	.330	.000
Positive affect	1	4.37 ^b	4.18 ^a	.191	.007
	2	4.53 ^b	4.15 ^a	.380	.000
	3	4.41 ^b	4.22 ^a	.188	.026
Negative affect	1	2.96 ^b	2.17 ^a	.790	.000
	2	2.08 ^a	2.97 ^b	-.895	.000
	3	2.03 ^a	2.08 ^a	-.046	.643

Stage 1 = Before the Labor Holiday, stage 2 = Right after the Labor Holiday, and stage 3 = One

month after the Labor Holiday.

*The mean difference is significant at the .05 level. ** The mean difference is significant at the .01. *** The mean difference is significant at the .001 level.

Figure 4 – 12 shows the compared SWB changing pattern between travelers and non-travelers across three stages. These figures presented the results that travelers' SWB were higher than non-travelers, and adolescent travelers' SWB was peaked up right after the holiday but returned to pre-holiday levels later.

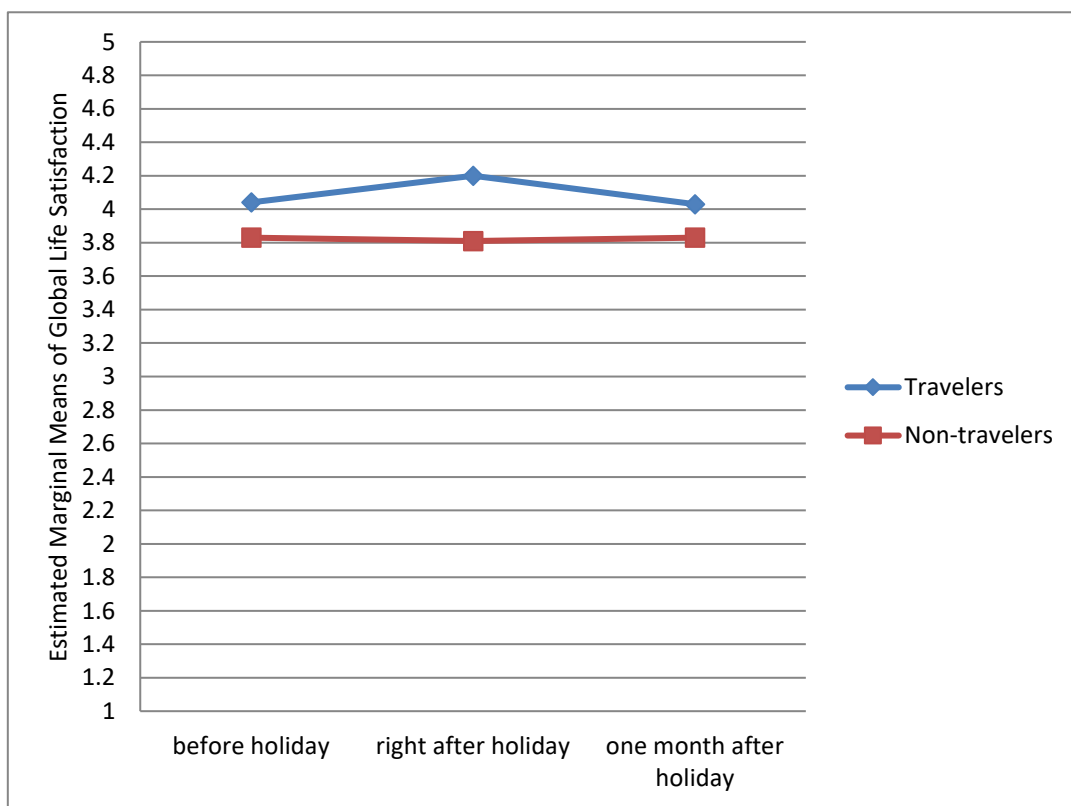


Figure 4. Comparison of changes in global life satisfaction between travelers and non-travelers.

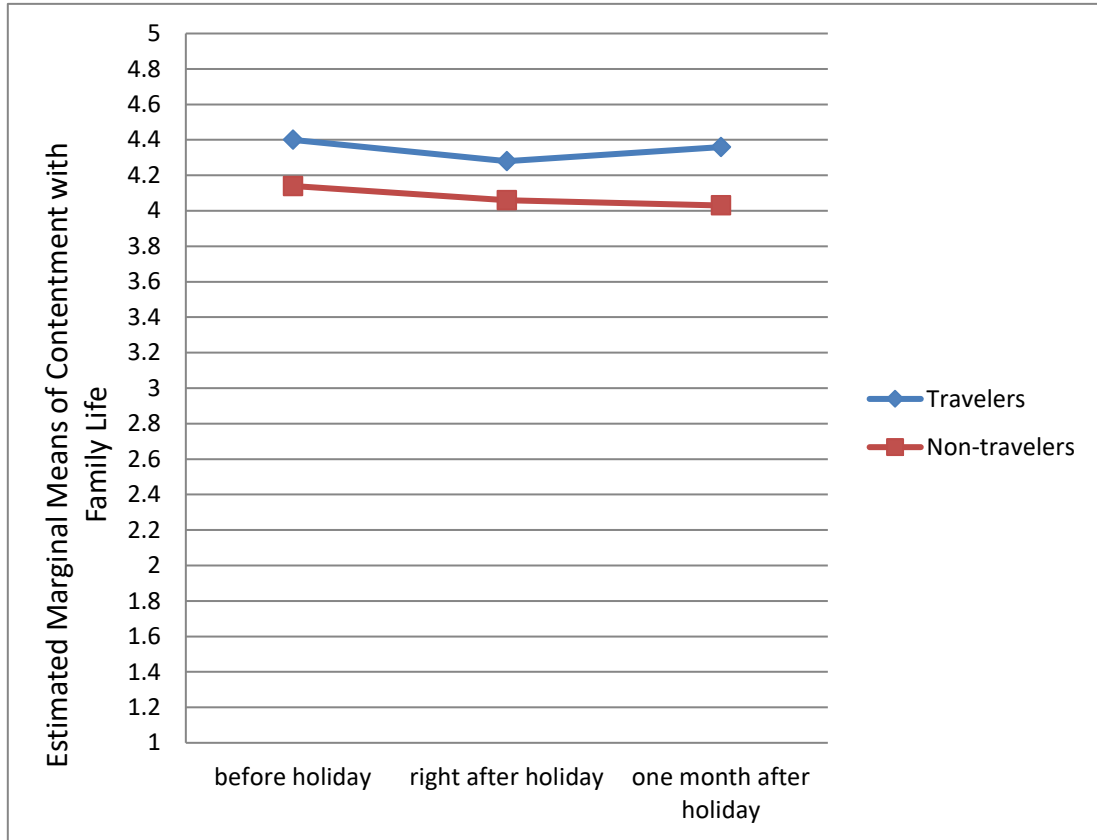


Figure 5. Comparison of changes in contentment with family life between travelers and non-travelers.

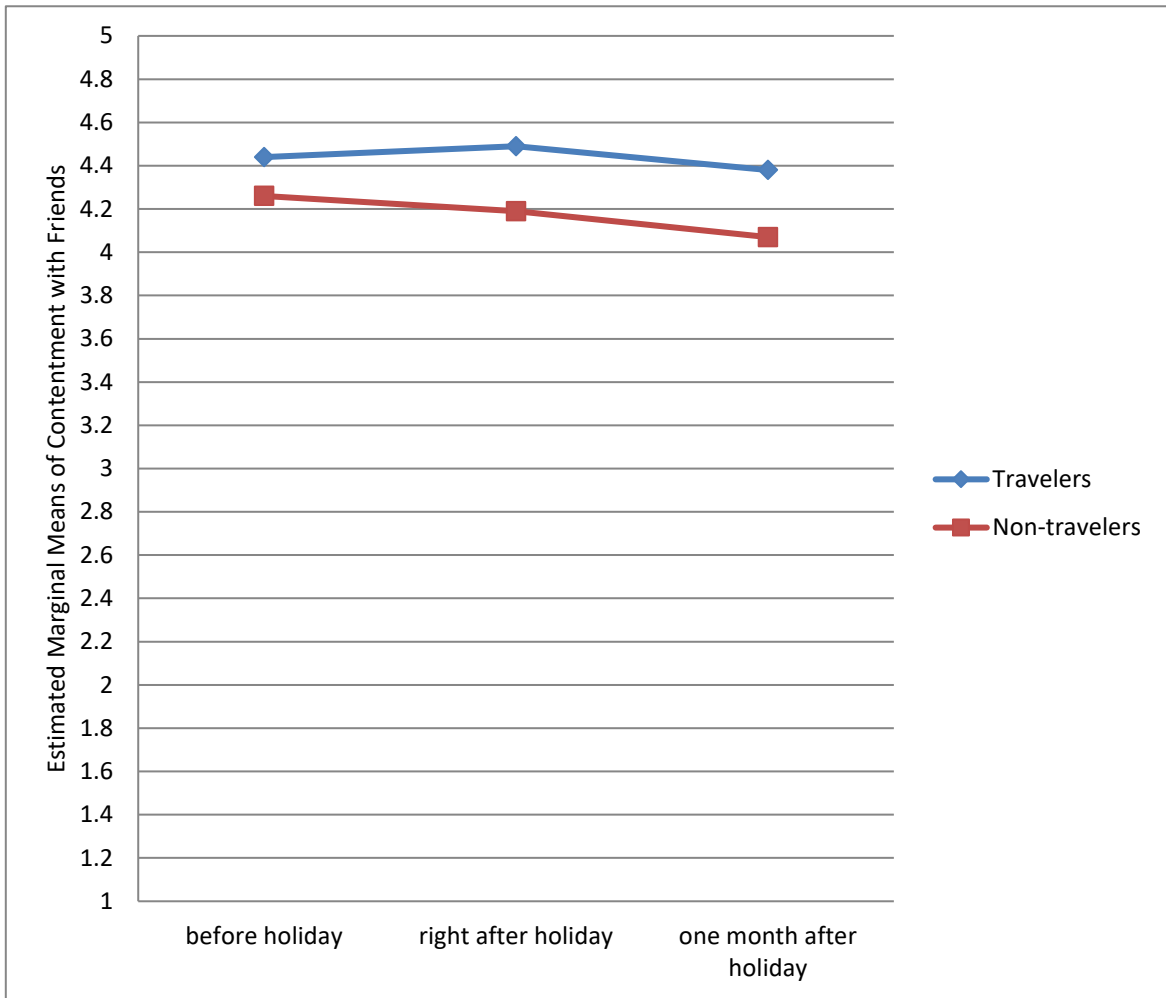


Figure 6. Comparison of changes in contentment with friendship between travelers and non-travelers.

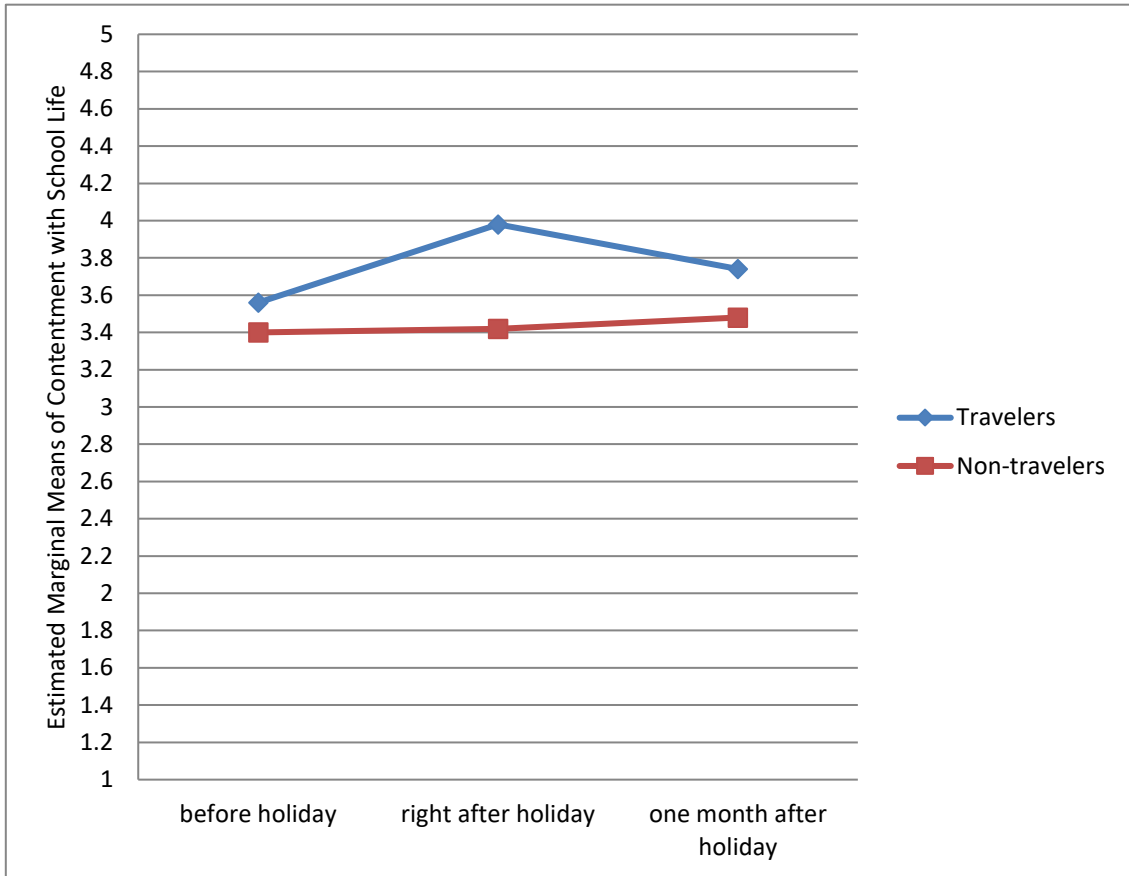


Figure 7. Comparison of changes in contentment with school life between travelers and non-travelers.

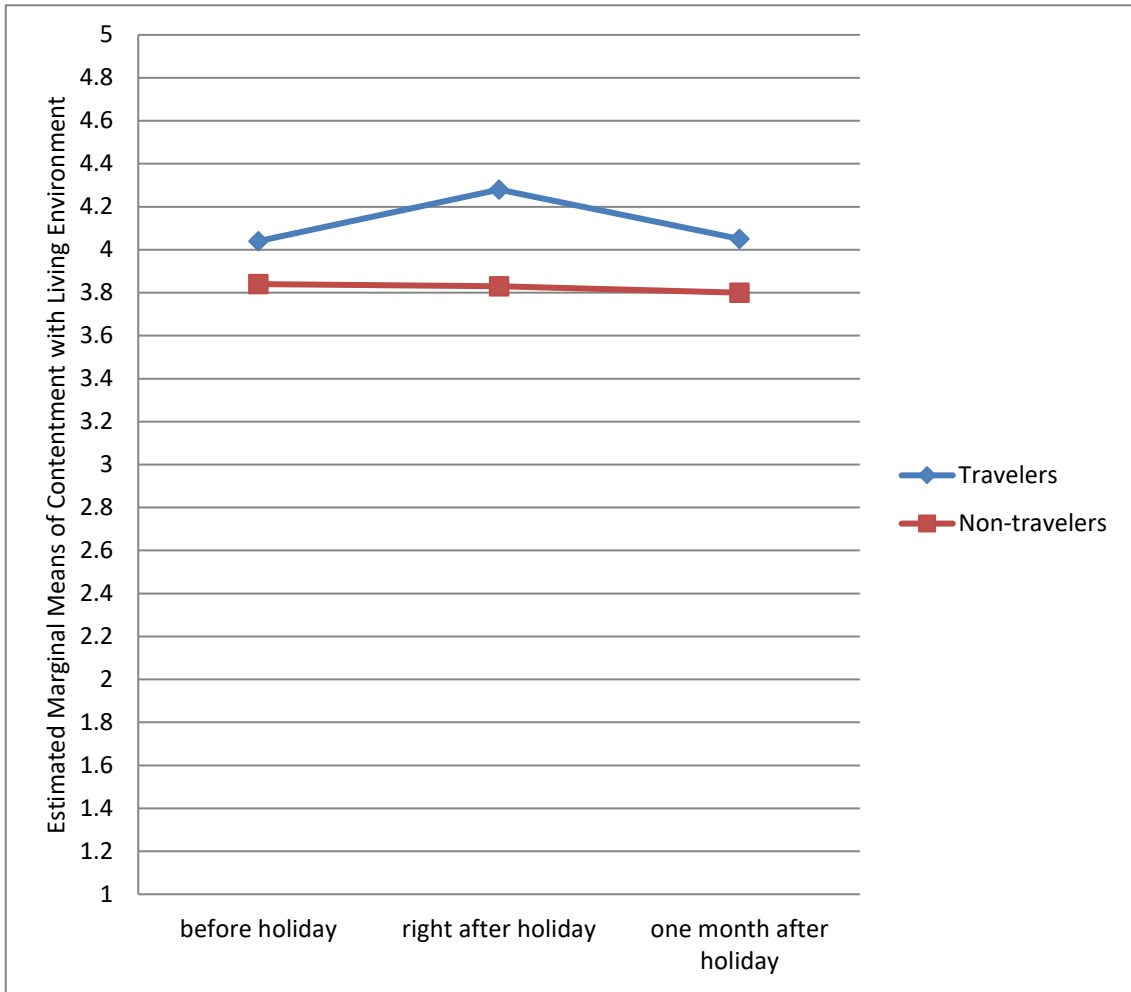


Figure 8. Comparison of changes in contentment with living environment between travelers and non-travelers.

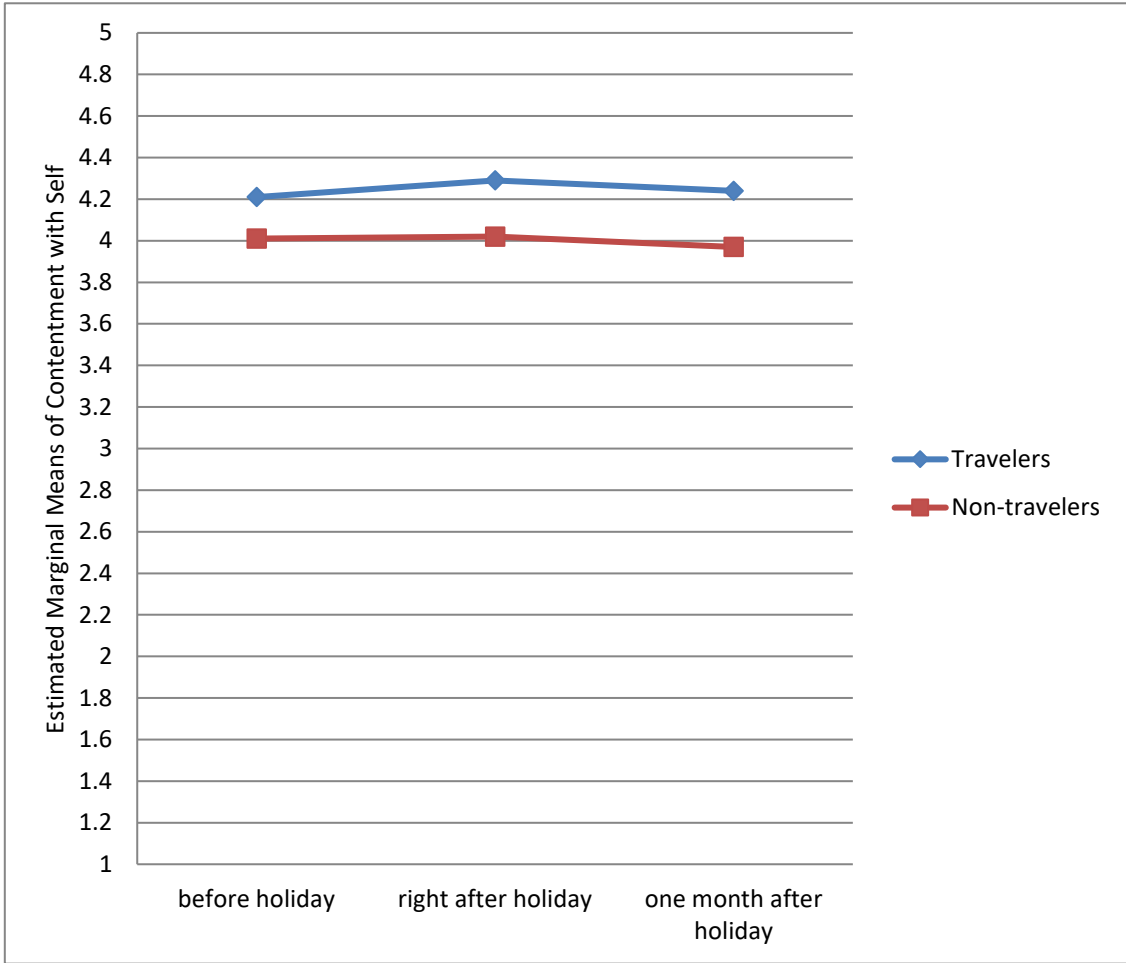


Figure 9. Comparison of changes in contentment with self between travelers and non-travelers.

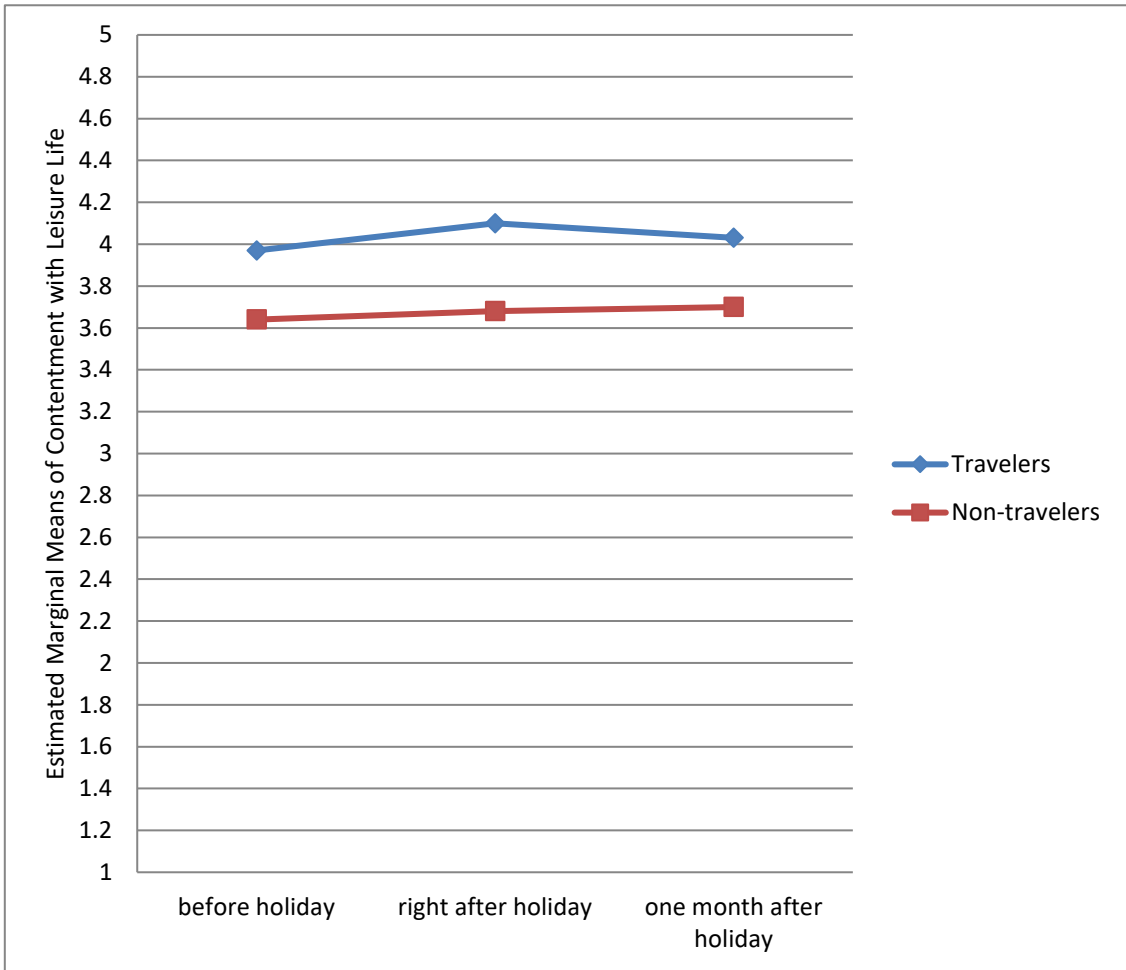


Figure 10. Comparison of changes in contentment with leisure life between travelers and non-travelers.

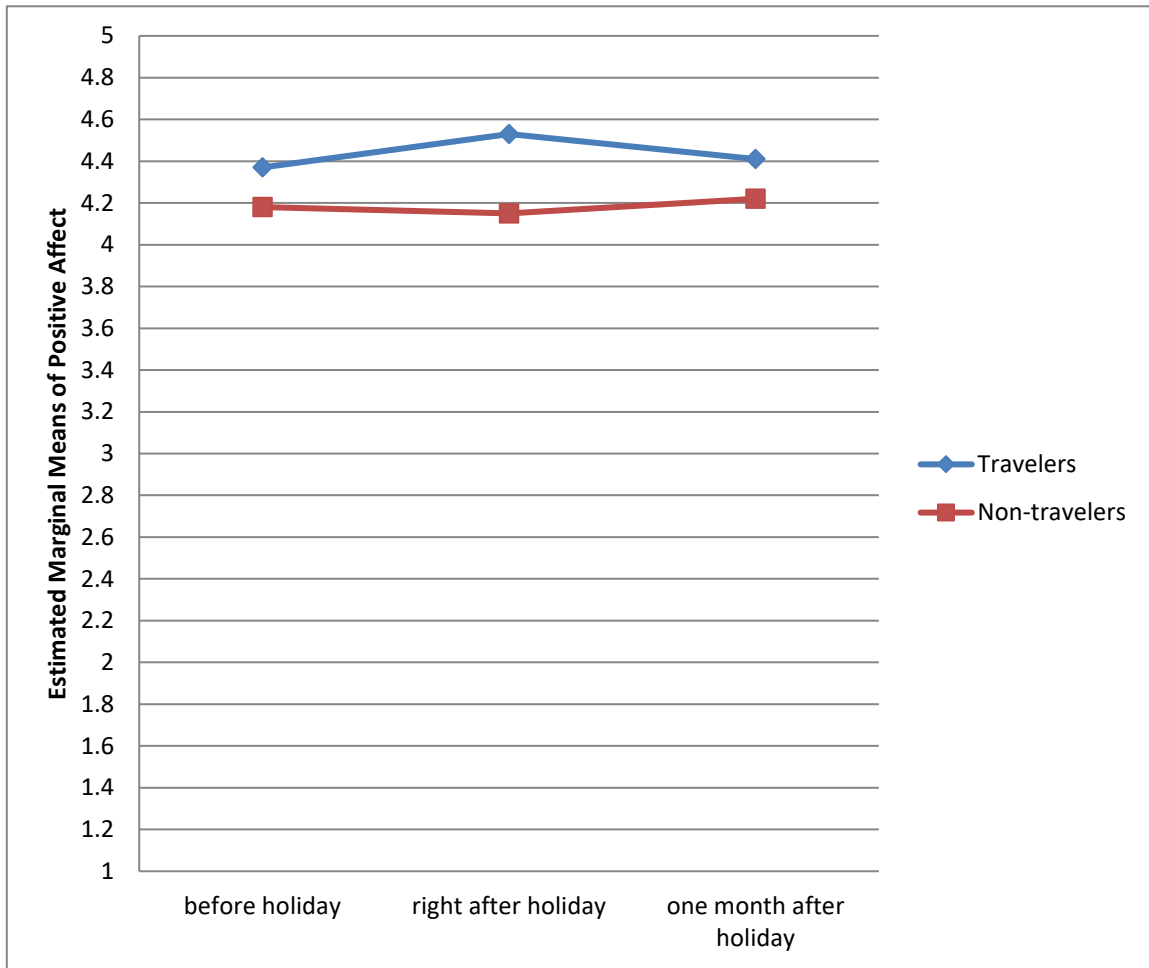


Figure 11. Comparison of changes in positive affect between travelers and non-travelers.

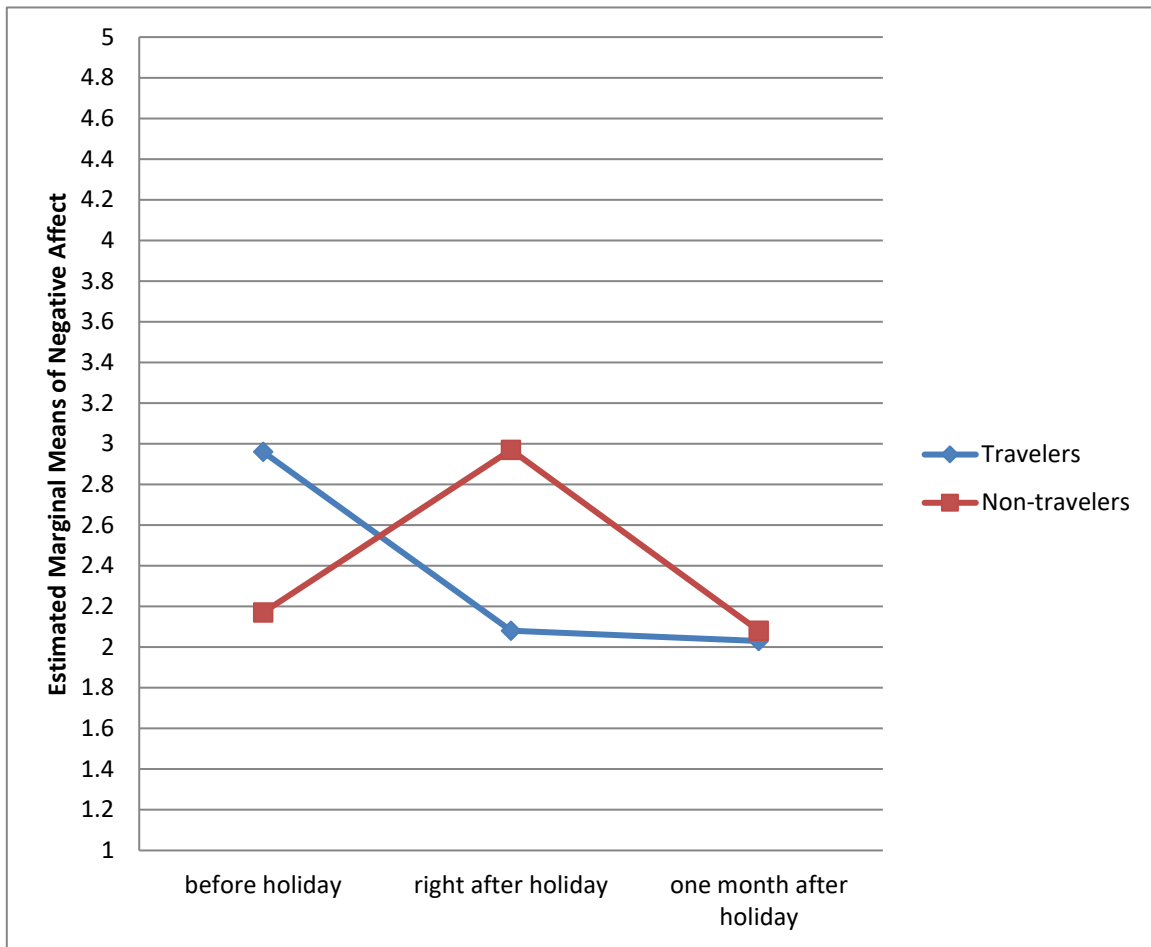


Figure 12. Comparison of changes in negative affect between travelers and non-travelers.

4.3 Examinations of the influence of siblings on adolescents' SWB

To test hypothesis 4, this section examined whether having siblings was a factor that influenced adolescent students' SWB during family holidays. This study compared the SWB of those participants' who were only children and those that had siblings. To examine the effects of having siblings on Chinese adolescents' SWB, a series of repeated measures ANOVA was conducted. Mauchly's test of sphericity detected that all the models violated the assumptions of sphericity ($p < .001$). Thus, Greenhouse Geisser's corrections were used to interpret within group test results (Greenhouse & Geisser, 1959). Additionally, all the results of Box's tests were lower than .001. Thus, the observed covariance matrices of the dependent variables were assumed not to be equal across groups (Box et al., 1978). Moreover, the results of Levene's tests of contentment with family life at stage one, contentment with self at stage two, as well as

contentment with living environment and negative affect at stage three were all significant ($p < .05$).

4.3.1 Measuring Chinese adolescents' SWB

Table 9 displays the results of univariate test of within group comparison where holiday stage (before holiday, return to school, one month after holiday) was considered as the main factor and having siblings as a grouping variable. The results of repeated measures ANOVA indicated significant interactions between time (holiday stages) and having sibling only was captured on positive affect across three stages ($p < .05$). Specifically, the partial eta squared for the interaction effects suggested that there were small interaction effects of time and having siblings on positive affect ($\eta = 0.007$) (Cohen, 1988). Thus, it could be suggested that family holidays significantly influence part of Chinese adolescents' SWB.

Table 9. Univariate tests of time as main effect and time and having siblings as interaction effect (n=943).

	Measure	df	F	Sig.	η^2
Time	Global life satisfaction	1.983	.414	.661	.000
	Family life	1.780	5.914	.004	.006
	Friends	1.926	21.039	.000	.022
	School life	1.977	7.502	.001	.008
	Living environment	1.953	3.697	.026	.004
	Self	1.943	1.447	.236	.002
	Leisure life	1.962	3.076	.047	.003
	Positive affect	1.984	.516	.596	.001
	Negative affect	1.829	71.974	.000	.074
Time*Siblings	Global life satisfaction	1.983	.162	.848	.000
	Family life	1.780	.385	.656	.000
	Friends	1.926	.102	.896	.000
	School life	1.977	.179	.834	.000
	Living environment	1.953	.126	.877	.000
	Self	1.943	.209	.805	.000
	Leisure life	1.962	.353	.699	.000
	Positive affect	1.984	6.781	.001	.007
	Negative affect	1.829	1.988	.142	.002

Note: Results in the table are based on the Greenhouse-Geisser corrections.

Accordingly, post-hoc tests (pairwise comparisons) were conducted to examine the simple effect of time and simplified effect of having siblings on adolescent students' SWB. The marginal means of adolescents' SWB at three stages were compared while the factor of siblings was controlled, whereas holiday stages were controlled when measuring the influence of having siblings on participants' SWB. Estimated marginal means revealed that, for both two groups, respondents' contentment with family life was significantly decreased, and their negative affect was significantly increased after the family holiday. However, their contentment with school life was significantly increased (Table 10).

Table 10. Pairwise comparisons of simple effect of time on SWB (n=943).

Measure	Group	Stage 1	Stage 2	Stage 3
Global life satisfaction	Only children	3.89 ^a	3.90 ^a	3.89 ^a
	Siblings	3.85 ^a	3.87 ^a	3.83 ^a
Family	Only children	4.21 ^b	4.14 ^a	4.12 ^a
	Siblings	4.14 ^b	4.02 ^a	4.04 ^{ab}
Friendship	Only children	4.30 ^b	4.25 ^b	4.14 ^a
	Siblings	4.31 ^b	4.26 ^b	4.13 ^a
School	Only children	3.45 ^a	3.55 ^b	3.55 ^b
	Siblings	3.40 ^a	3.53 ^b	3.50 ^{ab}
Living environment	Only children	3.90 ^{ab}	3.94 ^b	3.86 ^a
	Siblings	3.85 ^a	3.91 ^a	3.84 ^a
Self	Only children	4.07 ^a	4.10 ^a	4.06 ^a
	Siblings	4.00 ^a	4.01 ^a	3.95 ^a
Leisure	Only children	3.73 ^a	3.78 ^a	3.78 ^a
	Siblings	3.65 ^a	3.76 ^a	3.74 ^a
Positive affect	Only children	4.26 ^a	4.22 ^a	4.33 ^b
	Siblings	4.14 ^{ab}	4.25 ^b	4.11 ^a
Negative affect	Only children	2.25 ^b	2.76 ^c	2.03 ^a
	Siblings	2.53 ^b	2.83 ^c	2.16 ^a

*p < .05, **p < .01, ***p < .001, n.s. = not significant.

Stage 1 = before the Labor Holiday, stage 2 = right after the Labor Holiday, and stage 3 = one month after the Labor Holiday.

a, b, c are represented for the results of post-hoc tests of pairwise comparisons between each two stages. a < b < c.

4.3.2 Comparison of only children and children with siblings

To address whether there were any differences in self-reported SWB between adolescents who had siblings and who did not have siblings, this study conducted post-hoc tests to examine the simple effect of having siblings as an independent factor on adolescents' SWB. The marginal means of SWB between adolescents who were only children and who had siblings were compared where holiday stages were controlled. The mean difference suggested that overall there were no significant differences between the only children and children who had siblings in terms of all SWB measures ($p > .05$, Table 11) except post-holiday positive affect and pre-holiday negative affect ($p < .05$). It suggested that those adolescents who were the only children in their families did not experience significantly higher wellbeing than adolescents who had siblings.

Figure 13 – 21 shows the compared SWB changing pattern of only children and children with siblings across three stages. These figures presented results that SWB level of only children and children with siblings were pretty close. Additionally, there were only significant changes regarding negative affect across three stages during holidays.

Table 11. Pairwise comparisons of simple effect of having siblings on SWB (n=943).

Measure	Stage	Mean			Sig.
		Only children	With siblings	Difference	
Global life satisfaction	1	3.89 ^a	3.85 ^a	.039	.435
	2	3.90 ^a	3.87 ^a	.027	.627
	3	3.89 ^a	3.83 ^a	.061	.293
Family life	1	4.21 ^a	4.14 ^a	.070	.233
	2	4.14 ^a	4.02 ^a	.122	.060
	3	4.12 ^a	4.04 ^a	.077	.316
Friends	1	4.30 ^a	4.31 ^a	-.008	.869
	2	4.25 ^a	4.26 ^a	-.006	.912
	3	4.14 ^a	4.13 ^a	.014	.828
School life	1	3.45 ^a	3.40 ^a	.049	.445
	2	3.55 ^a	3.53 ^a	.016	.820
	3	3.55 ^a	3.50 ^a	.049	.480
Living environment	1	3.90 ^a	3.85 ^a	.045	.409
	2	3.94 ^a	3.91 ^a	.029	.622
	3	3.86 ^a	3.84 ^a	.017	.791
Self	1	4.07 ^a	4.00 ^a	.071	.194
	2	4.10 ^a	4.01 ^a	.097	.097
	3	4.06 ^a	3.95 ^a	.108	.089
Leisure life	1	3.73 ^a	3.65 ^a	.077	.251
	2	3.78 ^a	3.76 ^a	.022	.745
	3	3.78 ^a	3.74 ^a	.039	.574
Positive affect	1	4.26 ^a	4.14 ^a	.118	.061
	2	4.22 ^a	4.25 ^a	-.024	.722
	3	4.33 ^b	4.11 ^a	.223	.003
Negative affect	1	2.25 ^a	2.53 ^b	-.287	.002
	2	2.76 ^a	2.83 ^a	-.060	.549
	3	2.03 ^a	2.16 ^a	-.123	.165

Stage 1 = Before the Labor Holiday, stage 2 = Right after the Labor Holiday, and stage 3 = One month after the Labor Holiday.

*The mean difference is significant at the .05 level. ** The mean difference is significant at the .01. *** The mean difference is significant at the .001 level.

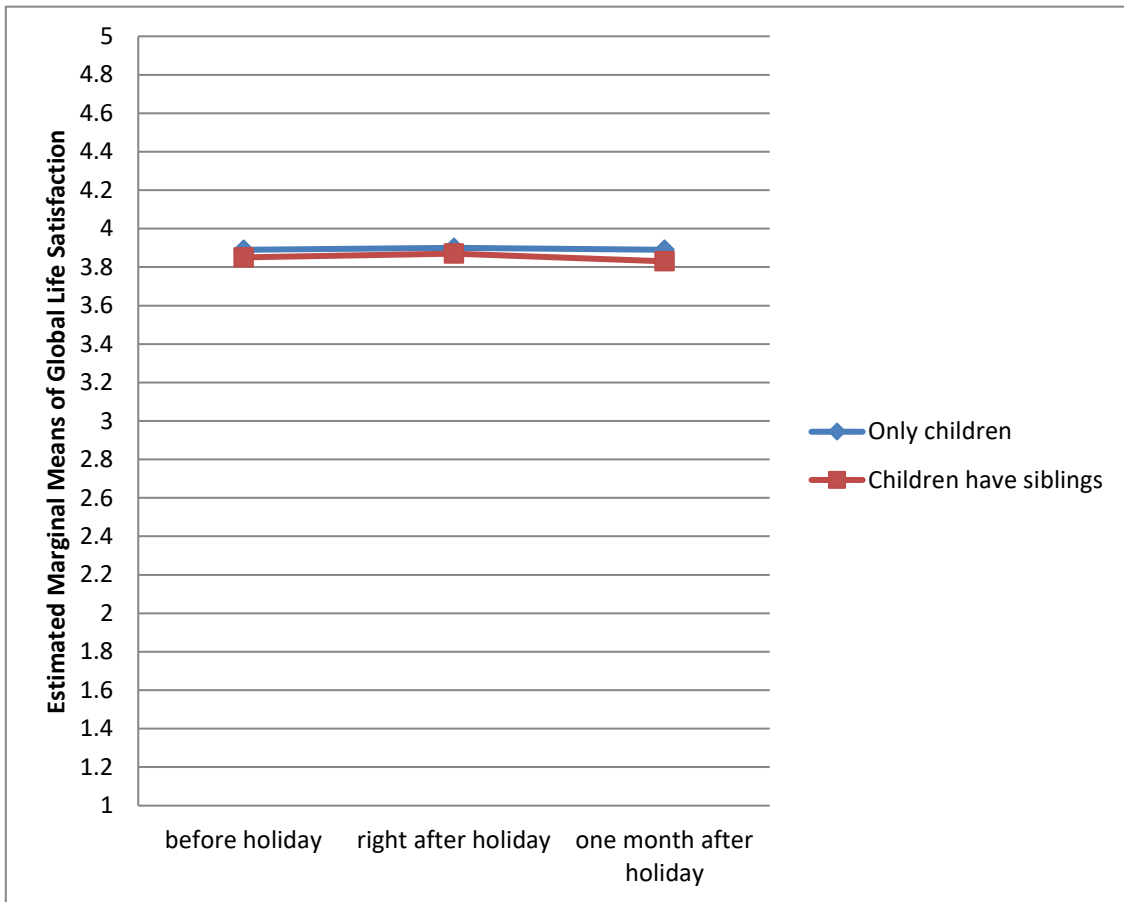


Figure 13. Comparison of changes in global life satisfaction between only children and children who have si

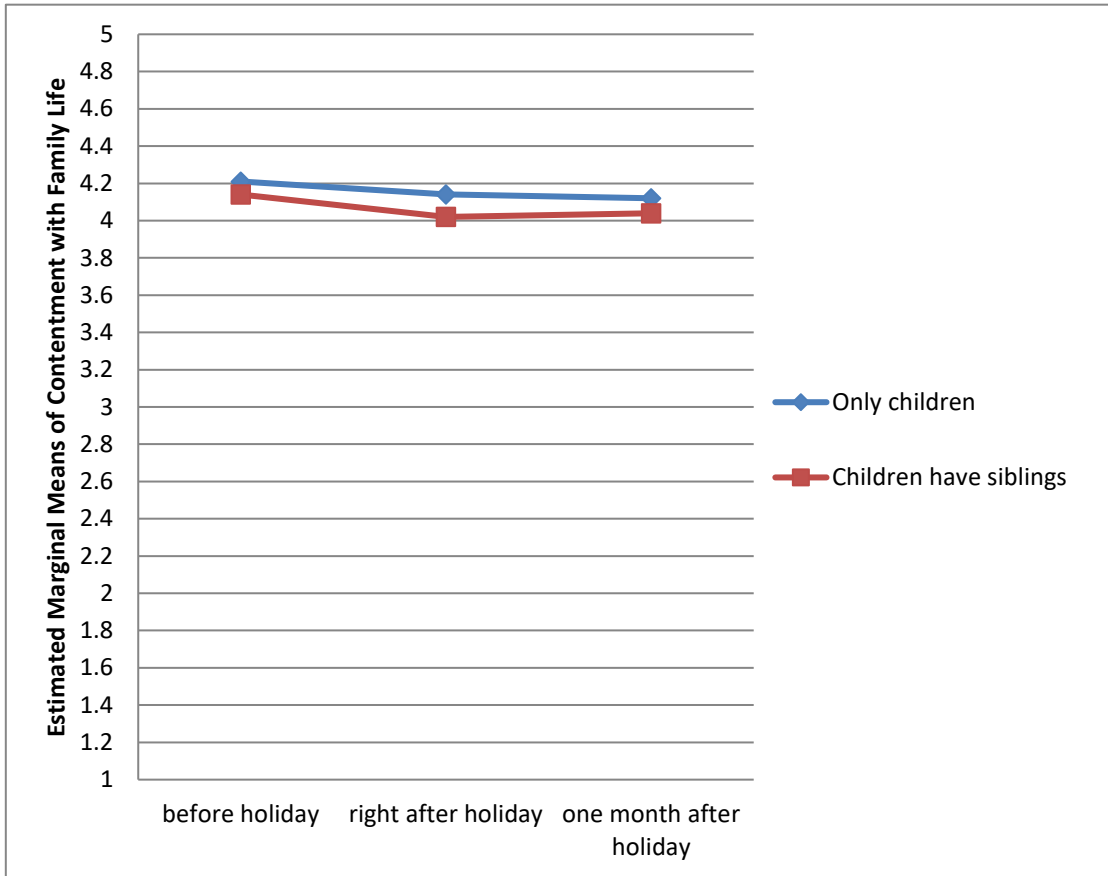


Figure 14. Comparison of changes in contentment with family life between only children and children who have siblings.

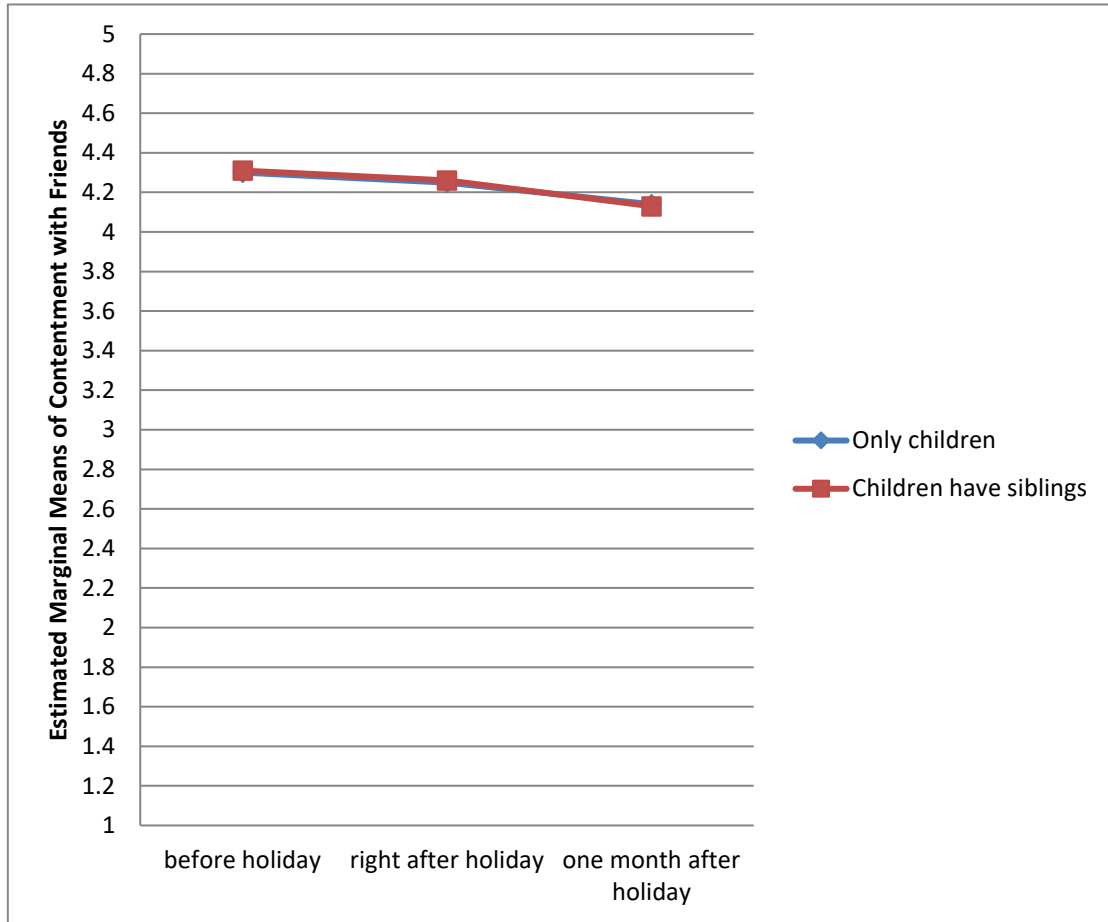


Figure 15. Comparison of changes in contentment with friendship between only children and children who have siblings.

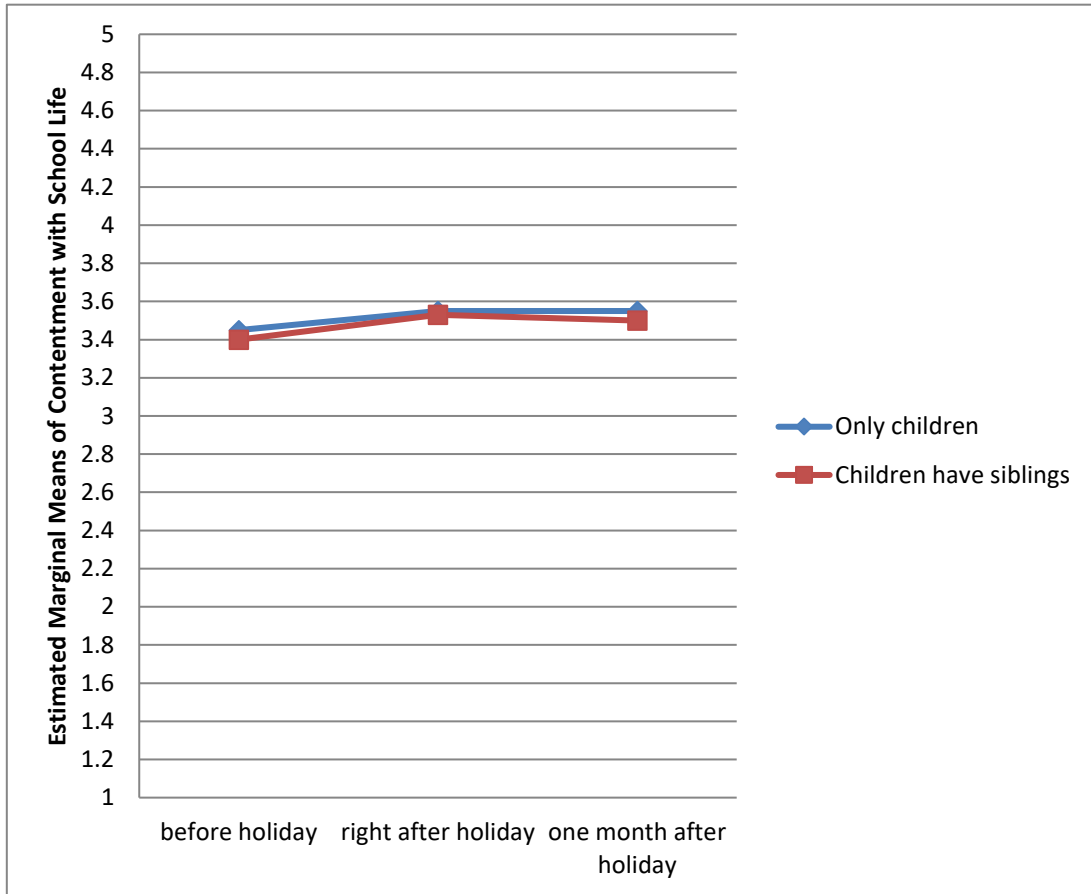


Figure 16. Comparison of changes in contentment with school life between only children and children who have siblings

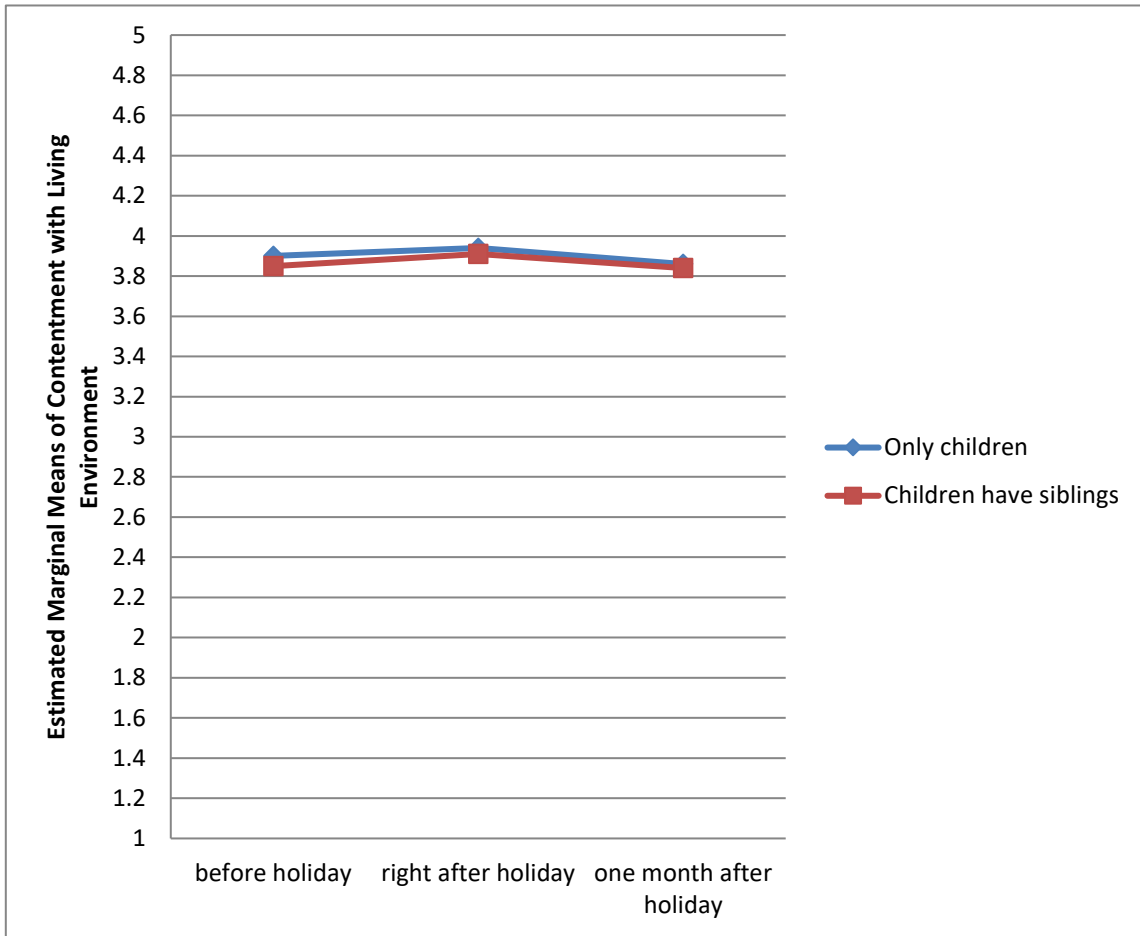


Figure 17. Comparison of changes in contentment with living environment between only children and children who have siblings.

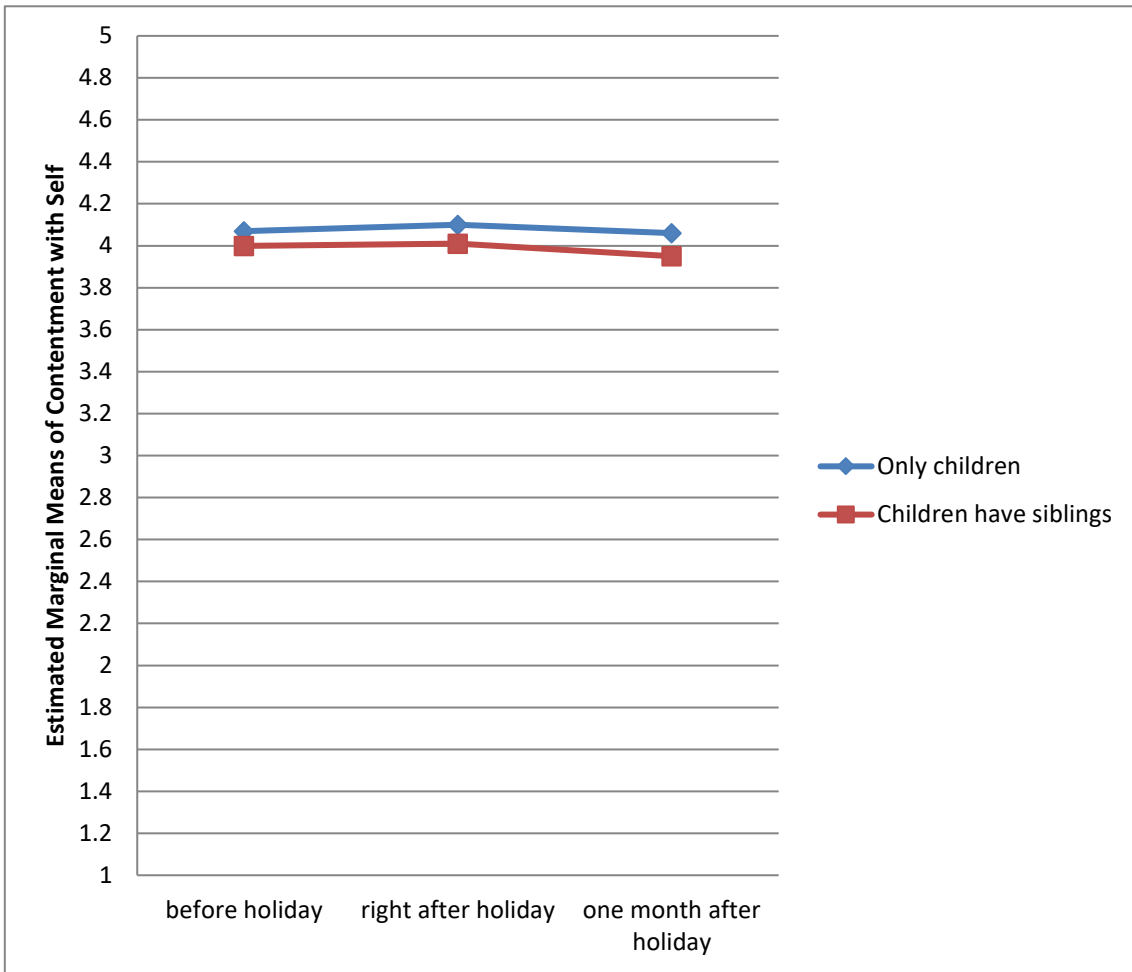


Figure 18. Comparison of changes in contentment with self between only children and children who have siblings.

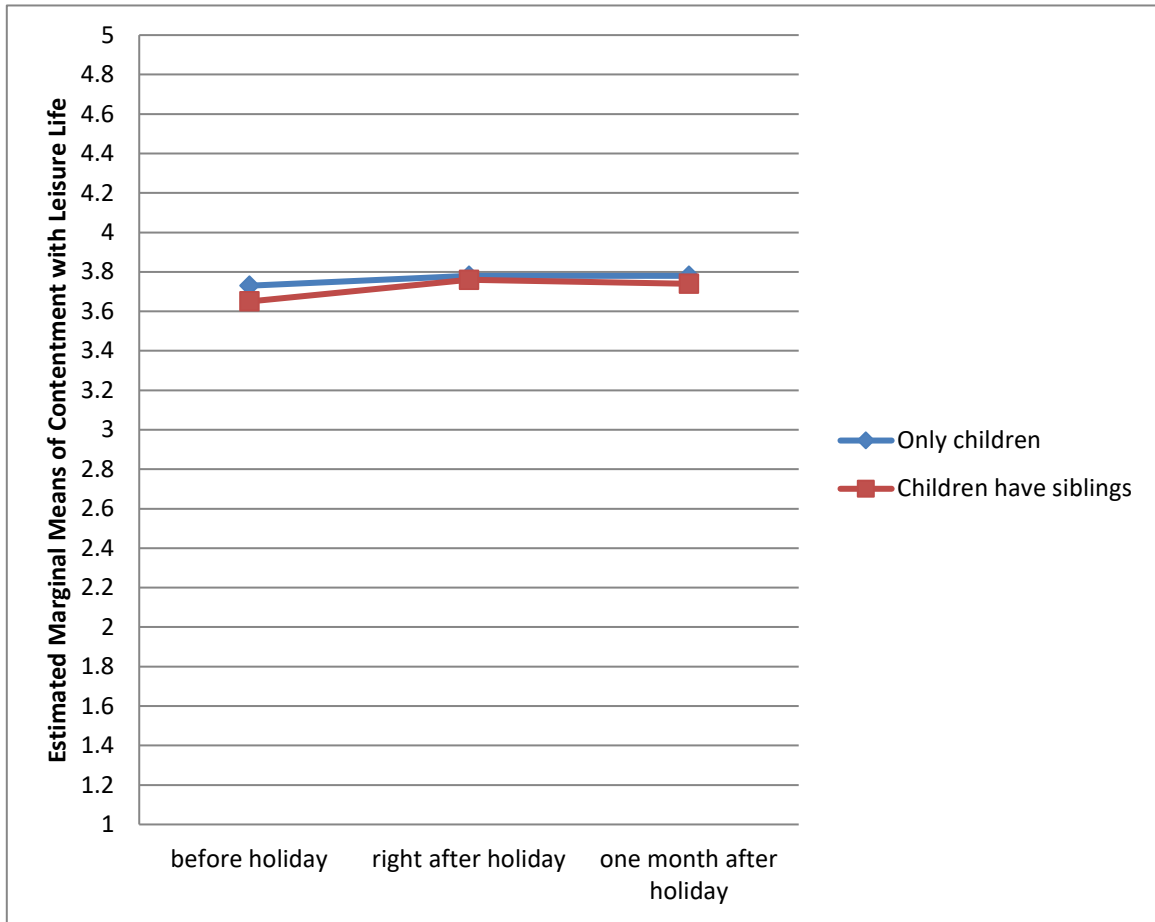


Figure 19. Comparison of changes in contentment with leisure life between only children and children who have siblings

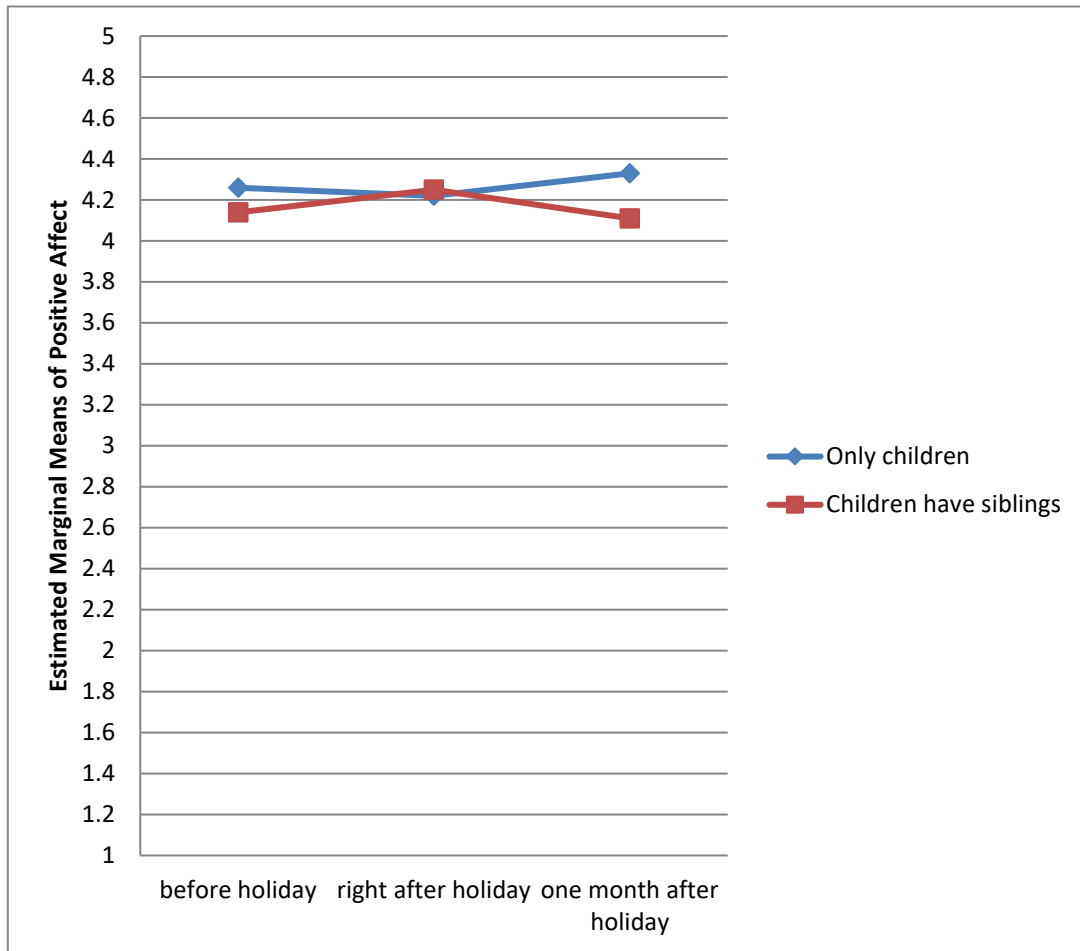


Figure 20. Comparison of changes in positive affect between only children and children who have siblings.

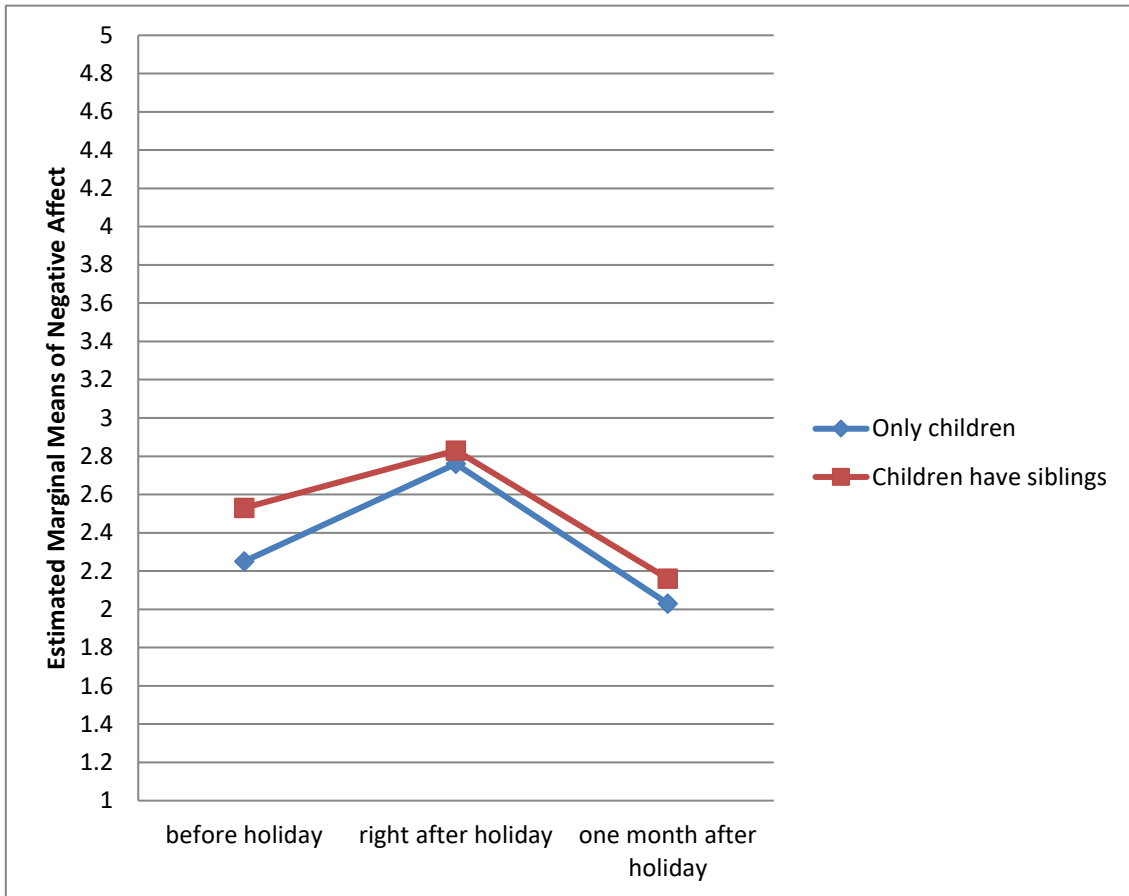


Figure 21. Comparison of changes in negative affect between only children and children who have siblings.

4.4 Examinations of the influence of holiday on adolescents' SWB

This section examined the effects of attributes of holidays on Chinese adolescents' SWB where a series of repeated measures ANOVA was conducted to compare adolescents' SWB along the Labor Holiday and the National Holiday. Specifically, hypothesis 5 was tested by this section. Mauchly's test of sphericity detected that all the models violated the assumptions of sphericity ($p < .001$). Thus, Greenhouse Geisser's corrections were used to interpret within group test results (Greenhouse & Geisser, 1959). Moreover, since all the results of Box's tests were lower than .001, this study could not assume that the observed covariance matrices of the dependent variables were equal across groups, which should be noted as a limitation (Box et al., 1978). Furthermore, the results of Levene's tests of global life satisfaction and contentment with family life and leisure life at stage one and stage two, negative affect at stage three, and

contentment with school life, living environment and negative affect over three stages were all significant ($p < .05$).

4.4.1 Measuring Chinese adolescents' SWB

Table 12 displays the results of univariate test of within group comparison where holiday stage (before holiday, return to school, one month after holiday) was considered as the main factor and holiday type as a grouping variable. The results of repeated measures ANOVA indicated significant interactions between time and holiday type with the SWB measures of global life satisfaction and negative affect across three stages ($p < .05$). Specifically, the partial eta squared for the interaction effects suggested that there were small interaction effects of time and travel on global life satisfaction ($\eta = 0.005$), and a large interaction effect of time and travel on negative affect ($\eta = 0.084$) (Cohen, 1988).

Table 12. Univariate tests of time as main effect and time and type of holiday as interaction effect (n=943).

	Measure	df	F	Sig.	η^2
Time	Global life satisfaction	1.982	.431	.648	.000
	Family life	1.781	5.970	.004	.006
	Friends	1.924	23.595	.000	.025
	School life	1.977	7.991	.000	.009
	Living environment	1.951	4.359	.014	.005
	Self	1.943	1.532	.217	.002
	Leisure life	1.962	3.055	.048	.003
	Positive affect	1.981	.960	.382	.001
	Negative affect	1.782	113.542	.000	.112
Time*Holiday	Global life satisfaction	3.290	4.454	.012	.005
	Family life	.291	.363	.671	.000
	Friends	1.187	2.092	.126	.002
	School life	1.523	1.935	.145	.002
	Living environment	1.275	2.042	.131	.002
	Self	.940	1.403	.246	.002
	Leisure life	1.623	1.844	.159	.002
	Positive affect	1.981	1.869	.155	.002
	Negative affect	1.782	82.647	.000	.084

Note: Results in the table are based on the Greenhouse-Geisser corrections.

Accordingly, post-hoc tests (pairwise comparisons) were conducted to examine the simple effect of time (holiday stage) and simplified effect of type of holiday on adolescent students' SWB. The marginal means of adolescents' SWB at three stages were compared while the type of holiday was controlled, whereas time (holiday stages) was controlled when measuring the influence of type of holiday on participants' SWB. Estimated marginal means revealed that, in terms of the Labor Holiday, adolescents' global life satisfaction, contentment with family life, friendship, and leisure life significantly increased after the holiday (Table 13). In regards to the National Holiday, participants' contentment with school life and living environment were significantly higher after the holiday, whereas the contentment with family life was significantly lower.

Table 13. Pairwise comparisons of simple effect of time on SWB (n=943).

Measure	Group	Stage 1	Stage 2	Stage 3
Global life satisfaction	LH	3.97 ^a	4.08 ^b	4.02 ^{ab}
	NH	3.80 ^a	3.74 ^a	3.75 ^a
Family	LH	4.24 ^b	4.17 ^a	4.17 ^{ab}
	NH	4.15 ^b	4.05 ^a	4.03 ^a
Friendship	LH	4.52 ^c	4.42 ^b	4.34 ^a
	NH	4.11 ^b	4.11 ^b	3.96 ^a
School	LH	3.80 ^a	3.85 ^{ab}	3.91 ^b
	NH	3.13 ^a	3.27 ^{ab}	3.22 ^b
Living environment	LH	4.26 ^a	4.25 ^a	4.20 ^a
	NH	3.56 ^a	3.65 ^b	3.55 ^a
Self	LH	4.14 ^a	4.20 ^a	4.16 ^a
	NH	3.98 ^a	3.97 ^a	3.91 ^a
Leisure	LH	3.82 ^a	3.95 ^b	3.92 ^{ab}
	NH	3.61 ^a	3.62 ^a	3.64 ^a
Positive affect	LH	4.06 ^a	4.13 ^a	4.13 ^a
	NH	4.36 ^a	4.31 ^a	4.37 ^a
Negative affect	LH	2.65 ^b	3.48 ^b	2.03 ^a
	NH	2.08 ^a	2.21 ^a	2.10 ^a

*p< .05, **p< .01, ***p< .001, n.s. = not significant.

LH = Labor Holiday, NH = National Holiday. Stage 1 = before the Labor Holiday, stage 2 = right after the Labor Holiday, and stage 3 = one month after the Labor Holiday.

a, b, c are represented for the results of post-hoc tests of pairwise comparisons between each two stages.

4.4.2 Comparison of the Labor Holiday and the National Holiday

To address whether there are any differences in terms of adolescents' SWB between the Labor Holiday and the National Holiday, this study conducted post-hoc tests to examine the simple effect of holiday type as an independent factor on adolescents' SWB. The marginal means of SWB between the Labor Holiday and the National Holiday were compared where holiday stages were controlled. The mean difference suggested that respondents' overall life satisfaction and contentment with various life domains (i.e., family, friendship, school, living environment, self and leisure life) during the Labor Holiday were significantly higher than that of the National Holiday ($p < .05$, Table 14). However, adolescent students' positive affect across three stages of the Labor Holiday was significantly lower than that of the National Holiday, and their negative affect was significantly higher across three stages. As a result, the type of family holidays might have potential influence on adolescents' SWB.

Figure 22 – 30 shows the changing pattern of adolescents' SWB across the Labor Holiday and the National Holiday respectively. It can be found that there were significant differences between participants' SWB during these two holidays. In particular, adolescent students' cognitive satisfaction with life was higher along the Labor Holiday, whereas their emotional wellbeing was greater during the National Holiday.

Table 14. Pairwise comparisons of simple effect of type of holidays on SWB (n=943).

Measure	Stage	LH	NH	Mean	
				Difference	Sig.
Global life satisfaction	1	3.97 ^b	3.80 ^a	.171	.000
	2	4.08 ^b	3.74 ^a	.339	.000
	3	4.02 ^b	3.75 ^a	.270	.000
Family life	1	4.24 ^a	4.15 ^a	.092	.088
	2	4.17 ^a	4.05 ^a	.114	.056
	3	4.17 ^b	4.03 ^a	.142	.046
Friends	1	4.52 ^b	4.11 ^a	.414	.000
	2	4.42 ^b	4.11 ^a	.314	.000
	3	4.34 ^b	3.96 ^a	.377	.000
School life	1	3.80 ^b	3.13 ^a	.671	.000
	2	3.85 ^b	3.27 ^a	.578	.000
	3	3.91 ^b	3.22 ^a	.684	.000
Living environment	1	4.26 ^b	3.56 ^a	.706	.000
	2	4.25 ^b	3.65 ^a	.601	.000
	3	4.20 ^b	3.55 ^a	.641	.000
Self	1	4.14 ^b	3.98 ^a	.164	.001
	2	4.20 ^b	3.97 ^a	.238	.000
	3	4.16 ^b	3.91 ^a	.247	.000
Leisure life	1	3.82 ^b	3.61 ^a	.218	.000
	2	3.95 ^b	3.62 ^a	.337	.000
	3	3.92 ^b	3.64 ^a	.274	.000
Positive affect	1	4.06 ^a	4.36 ^b	-.301	.000
	2	4.13 ^a	4.31 ^b	-.181	.004
	3	4.13 ^a	4.37 ^b	-.236	.001
Negative affect	1	2.65 ^b	2.08 ^a	.572	.000
	2	3.48 ^b	2.21 ^a	1.269	.000
	3	2.03 ^a	2.10 ^a	-.068	.404

Stage 1 = Before the Labor Holiday, stage 2 = Right after the Labor Holiday, and stage 3 = One month after the Labor Holiday.

*The mean difference is significant at the .05 level. ** The mean difference is significant at the .01. *** The mean difference is significant at the .001 level.



Figure 22. Comparison of changes in global life satisfaction between Labor Holiday and National Holiday.

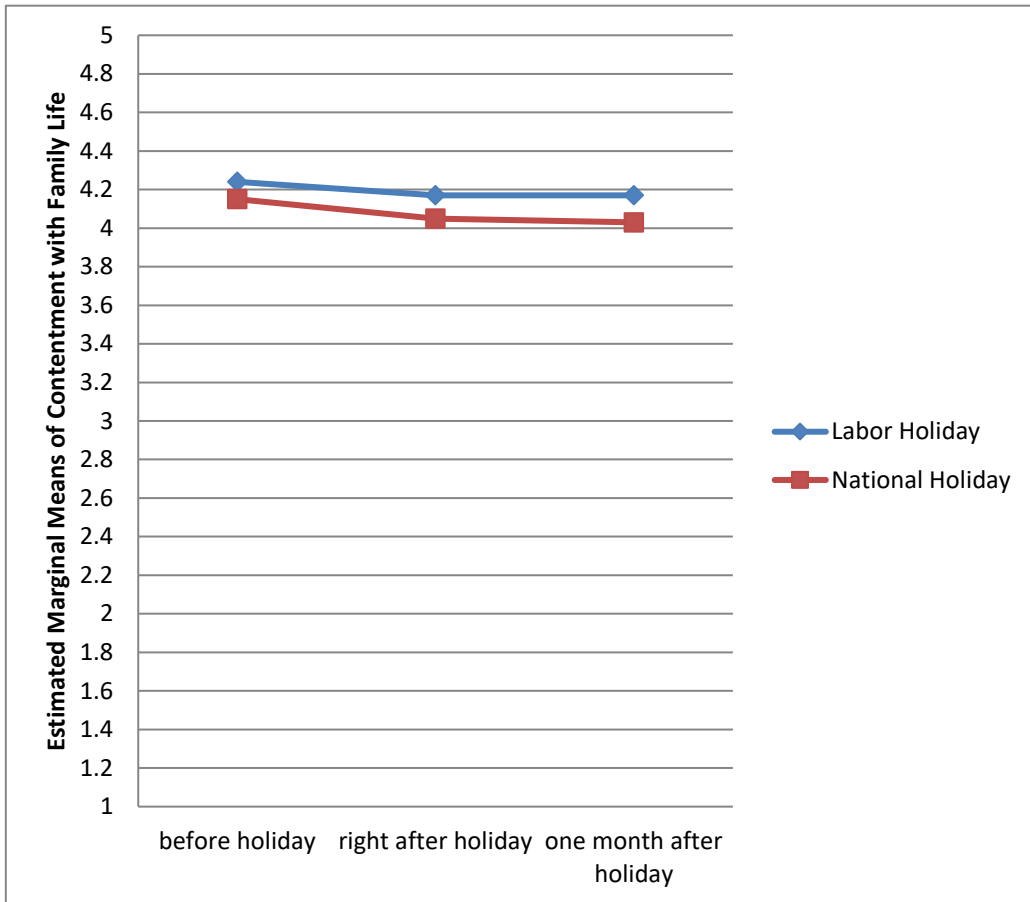


Figure 23. Comparison of changes in contentment with family life between Labor Holiday and National Holiday.



Figure 24. Comparison of changes in contentment with friendship between Labor Holiday and National Holiday.



Figure 25. Comparison of changes in contentment with friendship between Labor Holiday and National Holiday.

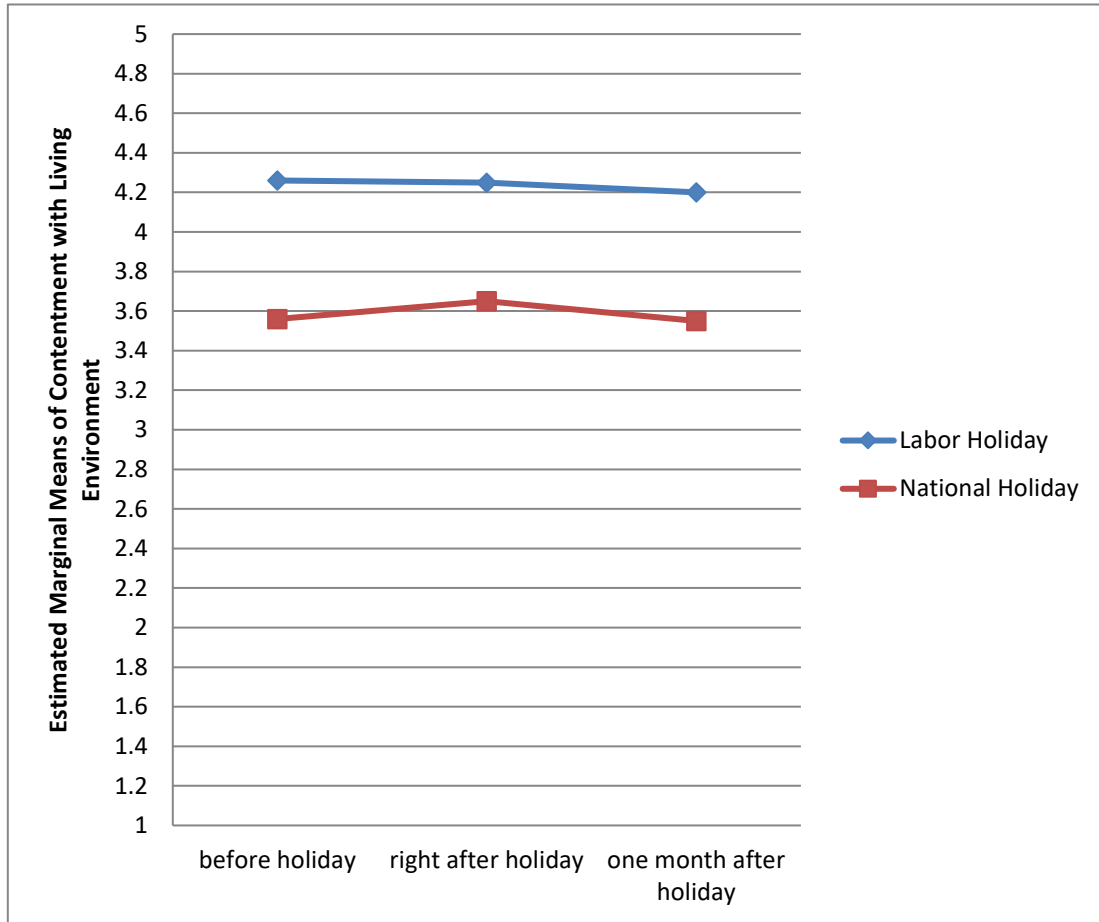


Figure 26. Comparison of changes in contentment with living environment between Labor Holiday and National Holiday.

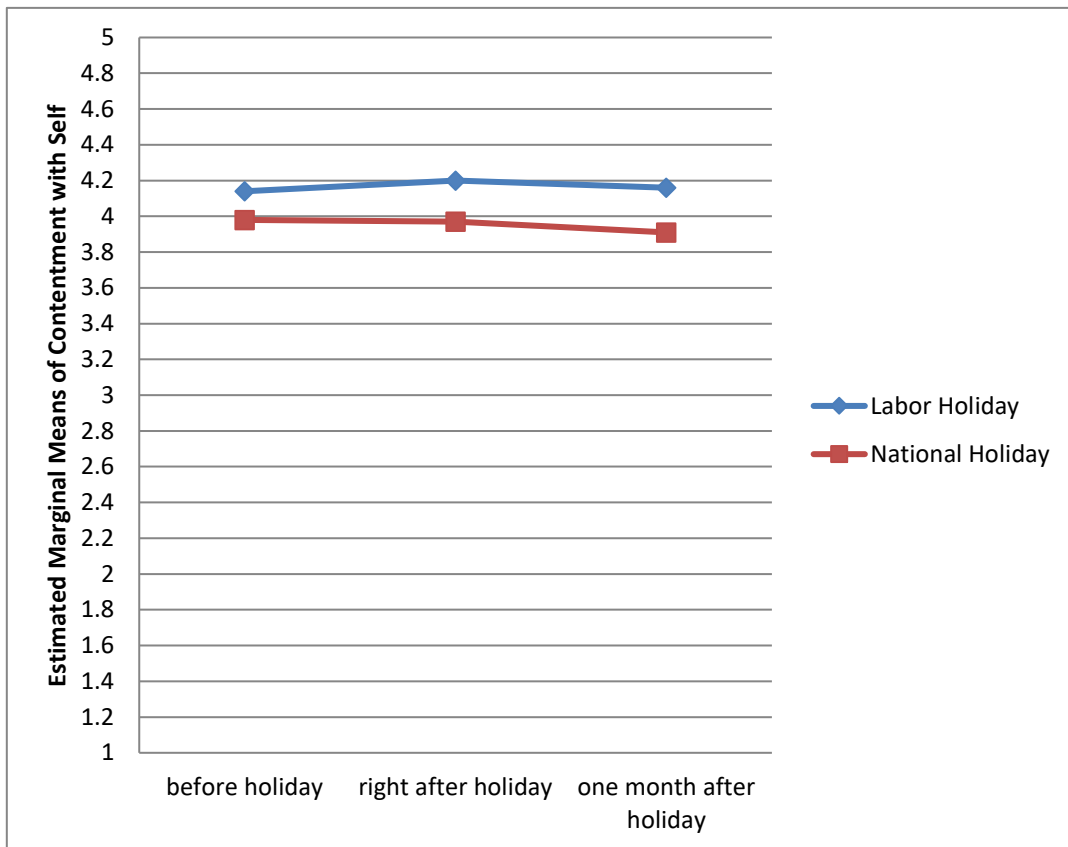


Figure 27. Comparison of changes in contentment with self between Labor Holiday and National Holiday.



Figure 28. Comparison of changes in contentment with leisure life between Labor Holiday and National Holiday.

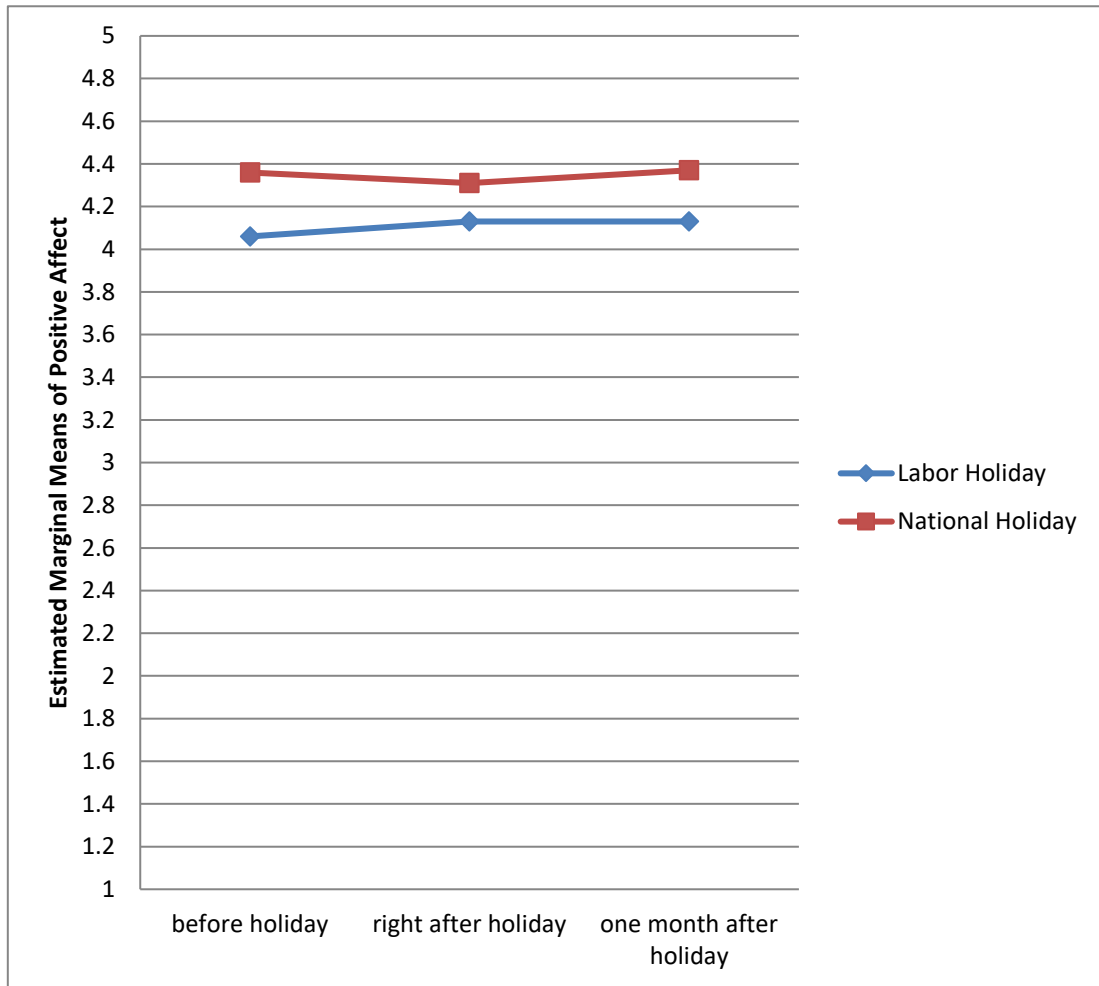


Figure 29. Comparison of changes in positive affect between Labor Holiday and National Holiday.



Figure 30. Comparison of changes in negative affect between Labor Holiday and National Holiday.

4.5 Structural equation modeling of Chinese adolescents' family travel experiences

To examine hypothesis 6, this study tested the relationships between trip reflection, family functioning, optimal experience and participants' post-holiday SWB. Specifically, first, the influence of trip reflection, family functioning, and optimal experience on adolescents' SWB (i.e., global life satisfaction, contentment with specific life domains, positive affect and negative affect) was examined. Second, this study also tested whether, and to what extent, trip reflection and optimal experience mediated the influence of family functioning on adolescent travelers' post-holiday SWB.

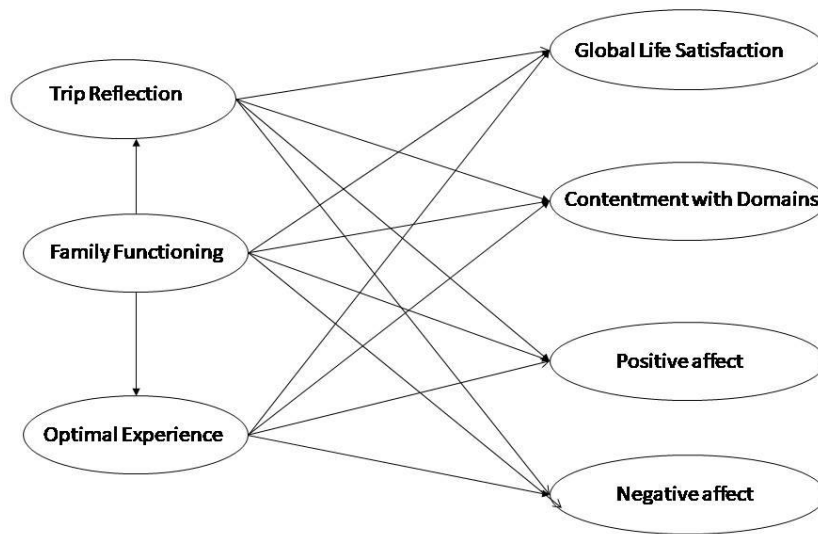


Figure 31. Proposed structural model of the relationship between trip reflection, family functioning, optimal experience, and SWB.

4.5.1 Confirmatory factor analysis of the measurement model

In the current study, the factor structure of the measurement model was drawn based on literature review, and the confirmatory factor analysis (CFA) was specified to be composed of seven latent constructs measured by 85 observed variables. As the proposed model had three multi-dimensional constructs (i.e., family functioning, trip reflections, and contentment with domains), a second-order measurement model was built. Specifically, family functioning was reflected by two dimensions (cohesion and adaptability). There were 16 observed variables that measured cohesion, and 15 items measured adaptability. In addition, the trip reflection was specified by six categories (i.e., perceived freedom from control, perceived freedom from work, involvement, arousal, mastery, and spontaneity), and three observed variables measured each category. In terms of contentment of different life domains, in total there were six life domains, namely family, school, friend, living environment, self, and leisure, and each life domain was measured by three items.

The examined model was assumed to meet the specification of a measurement model (Byrne, 2010). First, latent variables were correlated with each other; second, the path loading of each observed item on the its measured factor should be significantly difference from zero, and also had no cross-loadings on other factors; and third, the measurement errors of each observed variable should be uncorrelated. In this study, travelers were those participants who either traveled during the Labor Holiday or the National Holiday. In total, the sample size of the travel group was 215. The current study used χ^2 , χ^2/df , Goodness-of-Fit Index (GFI), Comparative Fit Index (CFI), Tucker-Lewis Index (TLI), and root mean square error of approximation (RMSEA) to assess the overall model fit. A non-significant χ^2 statistic suggests an adequate fit between the hypothesized model and the data. However, most empirical studies have failed to detect a non-significant χ^2 statistic due to the limitations of this statistic (Byrne, 2010). Therefore, χ^2/df with the cutoff value below 3 was used in this study. Moreover, GFI, CFI, and TLI with the cutoff values above 0.9, and RMSEA with the cutoff value below 0.08 were considered as well to obtain a compressive understanding of model fit (Byrne, 2010).

Table 15. Validity and reliability of the measurement model of travelers' family holiday experience (n=215).

Construct	F1	F2	F3	F4	F5	F6	F7
F1: FF	.90						
F2: TR	.76	.81					
F3: OE	.66	.67	.39				
F4: GLS	.72	.65	.57	.73			
F5: CWD	.81	.70	.60	.85	.83		
F6: PA	.50	.67	.41	.48	.50	.76	
F7: NA	-.33	-.32	-.20	-.36	-.40	-.19	.78
AVE	.81	.66	.15	.53	.69	.58	.62
CR	.96	.92	.44	.82	.93	.93	.96

Notes: FF = Family functioning, TR = Trip reflections, OE = Optimal Experience, GLS = Global life satisfaction, CWD = Contentment with different domains, PA = Positive Affect, NA = Negative Affect.

Table 16. Parameter estimates of the measurement model of travelers' family travel experience (n=215).

Construct & indicators	β	B	S.E.	SMC
<i>F1: FF</i>				
Cohesion	.963***	1.000		.690
Adaptability	.831***	.595	.111	.927
<i>F2: TR</i>				
Freedom from control	.670***	1.000		.450
Freedom from study	.767***	1.059	.215	.588
Involvement	.772***	1.225	.225	.595
Arousal	.934***	1.630	.274	.872
Mastery	.863***	1.334	.243	.744
Spontaneity	.852***	1.226	.251	.726
<i>F3: OE</i>				
Involvement	.389***	.723	.160	.151
Time pressure	-.038 ^{n.s.}	-.120	.257	.001
Absorption	.238 ^{n.s.}	.690	.239	.057
Sense of time	.214 ^{n.s.}	.630	.241	.046
Challenge	.129 ^{n.s.}	.372	.234	.017
Skill	.512***	1.039	.184	.262
Affect	.709***	1.000		.503
<i>F4: GLS</i>				
glo1	.780***	1.154	.106	.608
glo2	.747***	1.000		.559
glo5	.727***	.965	.095	.529
glo6	.654***	.971	.106	.427
<i>F5: CWD</i>				
Family	.796***	1.000		.634
Friends	.820***	.904	.092	.673
School	.680***	.950	.119	.462
Living_env	.897***	.984	.099	.804
Self	.876***	.866	.091	.768
Leisure	.880***	.909	.120	.775

Notes: FF = Family functioning, TR = Trip reflections, OE = Optimal Experience, GLS = Global life satisfaction, CWD = Contentment with different domains.

SMC refers to as the squared multiple correlations for a measurement variable.

* $p < .05$, ** $p < .01$, *** $p < .001$, n. s. = not significant.

In addition, convergent validity and discriminate validity were also examined. Three criteria were applied to test the convergent validity of the measurement model, including (1) factor loadings of all observed variables should be greater than 0.7; (2) average variance

extracted (AVE) for each latent variable should be greater than 0.5; and (3) reliability of each latent variable should be greater than 0.7 (Fornell & Larcker, 1981). The results showed that (Table 15, Table 16), except the construct of optimal experience, the path loadings were all above 0.7, all AVEs were greater than the cutoff value of 0.5, and composite reliability was greater than 0.7. In terms of the discriminate validity, AVEs for each latent variable should be greater than its inter-construct correlation, which confirmed the conceptual distinctness among constructs and thus was of discriminate validity (John & Benet-Martinez, 2000). Due to high correlations between constructs, the discriminate validity of the measurement model was relatively weak. Especially, this study found that the discriminate validity and composite reliability of optimal experience could not be guaranteed. As a result, including the construct of optimal experience into the structural model would be problematic. Therefore, this present study decided to delete the construct of the optimal experience in the final model. The reasons for deleting that construct were discussed in chapter five.

Table 17 displays the goodness-of-fit between the original measurement model and the data. The relative low values of indices suggested a weak model fit ($\chi^2(2896) = 6135.22$, $p < .001$; $\chi^2/df = 2.12$, GFI = .689, CFI = .761, TLI = .758, RMSEA = .072). Then, this study applied several strategies to increase the fit between the model and the data. First, the original measurement model was re-specified by removing those observed variables that had insignificant path loadings or path loadings that were lower than 0.7. Second, this study allowed correlations between the measurement errors based on the information suggested by the modification indices. However, this study only allowed correlations between measurement errors within the same latent factors (e.g., correlation of measurement errors between two items of positive affect, etc.). Specifically, this study allowed the correlations between the measurement errors in four steps to arrive at the final measurement model. The results suggested that the measurement model was improved, and achieved a fairly enough fit ($\chi^2(2892) = 5772.01$, $p < .001$; $\chi^2/df = 1.99$, GFI = .810, CFI = .882, TLI = .869, RMSEA = .068). As the value of GFI was relatively low (0.81) in the final measurement model, which suggested a low percent of observed covariance explained by the hypothesized model (Byrne, 2010). However, this study terminated the respecifications of the measurement model for the

following two reasons. First, the modification indices did not suggest for further post hoc respecifications to increase model fit. Second, in terms of theoretical considerations, this model might be the first attempt to examine the interrelationships of trip reflection, family functioning and SWB using the SEM approach. Since this model was theoretically meaningful based on theories, the measurement model could be accepted.

Table 17. Goodness-of-fit indices for the measurement specifications of travelers' family travel model (n=215).

Model specification	χ^2 (df)	χ^2/df	GFI	CFI	TLI	RMSEA
Original ^a	6135.22(2896)	2.12	.689	.761	.758	.072
Specification 1 ^b	5948.09(2895)	2.06	.737	.799	.796	.070
Specification 2 ^c	5878.08(2894)	2.03	.776	.838	.823	.069
Specification 3 ^d	5826.22(2893)	2.01	.803	.871	.858	.069
Final ^e	5772.01(2892)	1.99	.810	.882	.869	.068

^aThe original measurement model assumes all measurement errors uncorrelated.

^bThe final model allows an additional correlation between errors e29 and e30.

^cThe final model allows an additional correlation between errors e101 and e102.

^dThe final model allows an additional correlation between errors e96 and e99.

^eThe final model allows an additional correlation between errors e92 and e94.

4.5.2 Structural model

The examined structural equation model (SEM) integrated the proposed hypotheses with the final measurement model. In terms of model assessment, the goodness-of-fit indices that assessed the measurement model were employed to examine the structural model as well. Table 18 shows that the SEM model was barely satisfactory in terms of the goodness-of-fit indices ($\chi^2(2892) = 5772.01, p < .001; \chi^2/df = 1.99, GFI = .810, CFI = .882, TLI = .869, RMSEA = .068$). The results of CFI, GFI, and TLI were lower than the cut-off values, which resulted in a slight model misspecification (Byrne, 2010). However, Byrne (2010) argued that the assessment of a model fit should consider multiple criteria. Researchers should take both statistical results and theoretical rationales into consideration. Since this model was largely statistically significant and theoretically meaningful, the present study did not proceed to any post hoc re-specifications.

Table 18. Path estimates of the structural model of travelers' family travel experience (n=215).

Path	Standardized regression coefficient (β)			R ²
	Direct	Indirect	Total	
H1: FF - GLS	.866***	-.105	.761	.656(TR)
H2: FF - CWD	.870***	.013	.882	.586(GLS)
H3: FF - PA	.458***	.124	.582	.779(CWD)
H4:FF-NA	-.402***	-.005		.347(PA)
H4: TR - GLS	-.130 ^{n.s}		-.130	.165(NA)
H5: TR - CWD	.016 ^{n.s}		.016	
H6: TR -PA	.153 ^{n.s}		.153	
H7:TR-NA	-.006 ^{n.s}			
H7: FF - TR	.810***		.810	
Model fit indices				
χ^2 (2892)	5772.01	p < .001		
χ^2/df	1.99			
GFI	.810			
CFI	.882			
TLI	.869			
RMSEA	.068			

Notes: FF = Family functioning, TR = Trip reflections, GLS = Global Life Satisfaction, CWD = Contentment with Specific Life Domains, PA= Positive Affect, NA = Negative Affect.

SMC refers to as the squared multiple correlations for a dependent variable.

*p < .05, **p < .01, ***p < .001, n. s. = not significant.

As presented in Table 18, the data offered support for the relationship between family functioning and global life satisfaction, contentment with various life domains, positive affect, and negative affect at a significant level of .001. In other words, the increase of family cohesion and family adaptability predicted the increase of global life satisfaction ($\beta = .866$, $p < .001$), contentment with specific life domains ($\beta = .870$, $p < .001$), positive affect ($\beta = .458$, $p < .001$), and negative affect ($\beta = -.402$, $p < .001$). Moreover, family functioning positively predicted participants' trip reflection, as indicated by the completely standardized coefficient of .810 ($p < .001$). However, adolescents' SWB was found not to be significantly influenced by trip reflection ($p > .05$) (Figure 32). In particular, the paths from trip reflection to global life satisfaction, contentment with specific life domains, positive affect, and negative affect were all insignificant ($\beta > .05$). Consequently, trip reflection did not mediate the influence of family

functioning on SWB. Therefore, this study found that only family functioning during family travel significantly and directly influenced adolescent travelers' post-holiday SWB, whereas trip reflection did not predict travelers' SWB significantly. The R^2 suggested that the amount of variances that family functioning explained on global life satisfaction (13.1%), contentment with life domains (31.3%), and positive affect (21.2%).

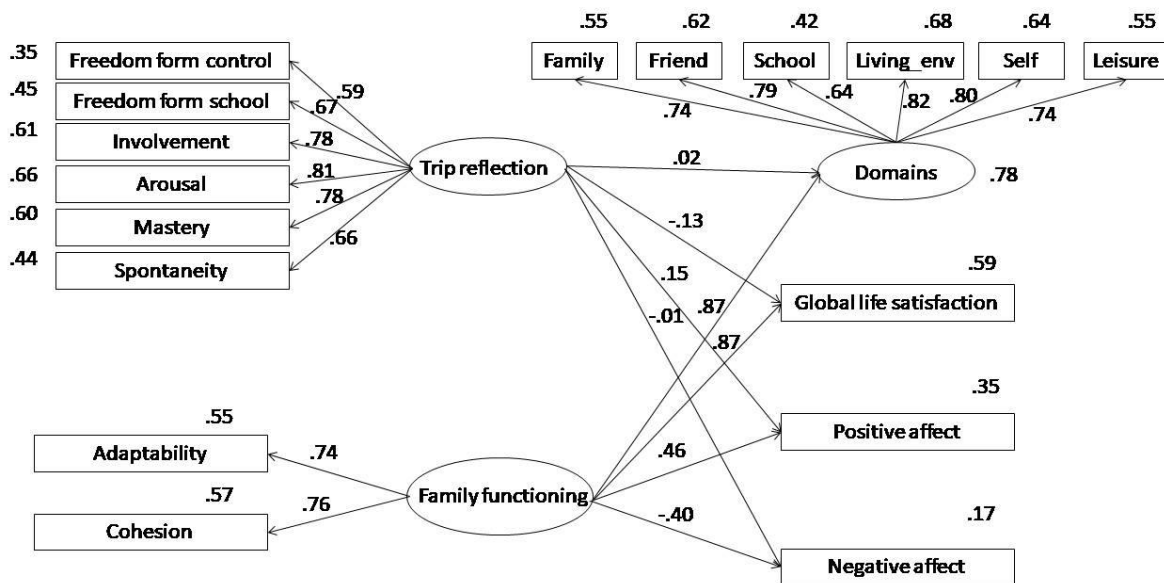


Figure 32. Result of the structural model of travelers' family travel experience.

4.6 Structural equation modeling of Chinese adolescent non-travelers' family holiday experiences

To test hypothesis 7, the current study examined the relationships between family functioning, optimal experience, and SWB of Chinese adolescents' family holiday experiences. There were two objectives for investigating these relationships. One was to test the influences of family functioning and optimal experience on adolescents' global life satisfaction, contentment with different life domains, positive affect, and negative affect respectively. The other was to examine whether and to what extent optimal experience mediated the effects of family functioning on adolescents' post-holiday SWB.

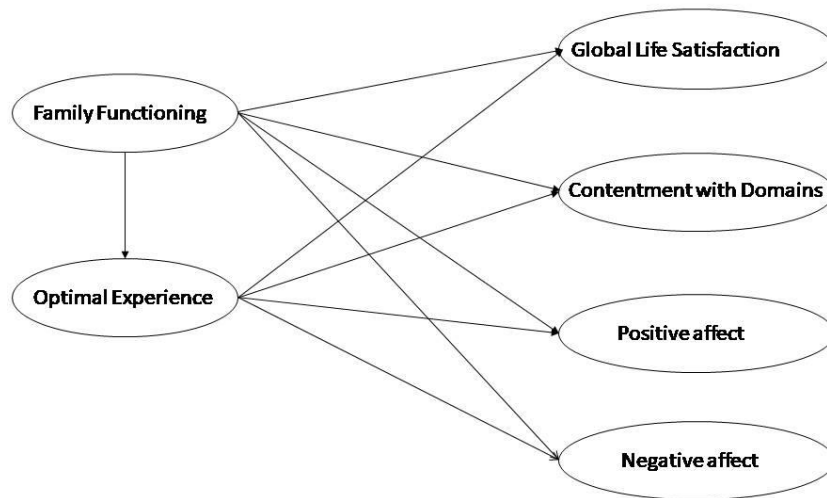


Figure 33. Proposed model of the relationship between family functioning, optimal experience, and SWB for adolescent non-travelers' holiday experience.

4.6.1 Confirmatory factor analysis of the measurement

The results of the measurement model with six latent variables and 61 observed variables were derived from CFA. The factor structure of the measurement model was based on literature review. The CFA was then conducted on the sample of adolescent students who did not travel during either the Labor Holiday or the National Holiday (n=728). As the constructs of family functioning and contentment with life consisted of multiple dimensions and domains, a second-order measurement model was built. Specifically, family functioning was represented by two dimensions (cohesion and adaptability). There were 16 observed variables that measured cohesion, and 15 items measured adaptability. In terms of contentment of various life domains, in total there were six life domains, namely family, school, friend, living environment, self, and leisure, and each life domain was measured by three items.

Table 19 shows that, except the construct of optimal experience, all the constructs have adequate convergent validity and discriminate validity. In particular, the AVEs of family functioning, global life satisfaction, contentment with specific life domains, positive affect and

negative affect were greater than the cutoff value of 0.5. Additionally, the path loadings were all significant and above 0.7 (Table 20), and composite reliabilities of each latent variable were greater than 0.7. Thus, the convergent validity of the measurement model was satisfactory (Fornell & Larcker, 1981). In terms of the discriminate validity, the AVEs for family functioning, global life satisfaction, contentment with specific life domains, and affects were greater than its inter-construct correlation, indicating that the five latent variables were conceptually distinct and thus the discriminate validity was confirmed. However, the AVE for optimal experience was lower than the cutoff value. In addition, the standardized factor loading estimates (β s, Table 20) of optimal experience were not statistically significant; suggesting that including the construct of optimal experience in the measurement model was relatively problematic. As a result, this study removed the construct of optimal experience in the final model. The considerations for deleting the construct of optimal experience were explained in the discussion chapter.

Table 19. Validity and reliability of the measurement model of non-travelers' holiday experience (n=728).

Construct	F1	F2	F3	F4	F5	F6
F1: FF	.929					
F2: OE	.271	.394				
F3: GLS	.645	.316	.711			
F4: CWD	.383	.554	.511	.822		
F5: PA	.327	.340	.279	.422	.840	
F6: NA	.106	.142	.307	.169	.016	.860
AVE	.862	.155	.506	.676	.705	.740
CR	.926	.496	.800	.926	.963	.977

Notes: FF = Family functioning, OE = Optimal Experience, GLS = Global Life Satisfaction, CWD = Contentment with different life domains.

Table 20. Parameter estimates of the measurement model of non-travelers' holiday experience (n=728).

Construct & indicators	β	B	S.E.	SMC
<i>F1: FF</i>				
Cohesion	.941***	1.000		.886
Adaptability	.916***	.375	.052	.840
<i>F2: OE</i>				
Involvement	.555***	.859	.092	.308
Time pressure	.207 ^{n.s.}	.646	.100	.043
Absorption	.194 ^{n.s.}	.408	.104	.037
Sense of time	.259 ^{n.s.}	.561	.099	.067
Challenge	.092 ^{n.s.}	.203	.147	.009
Skill	.480***	.809	.090	.231
Affect	.626***	1.000		.392
<i>F3: GLS</i>				
Item1	.826***	1.276	.064	.682
Item2	.737***	1.000		.543
Item3	.516***	.771	.060	.266
Item4	.730***	1.115	.061	.533
Item5				
<i>F4: CWD</i>				
Family	.822***	1.000		.675
Friends	.810***	.769	.042	.656
School	.732***	.995	.059	.535
Living_env	.851***	.884	.044	.725
Self	.858***	.856	.043	.736
Leisure	.852***	.830	.059	.727

Notes: SMC refers to as the squared multiple correlations for a measurement variable.

*p < .05, **p < .01, ***p < .001, n. s. = not significant.

Table 21 displays the goodness-of-fit between the original measurement model and the data. The relative high value of χ^2/df and low value of GFI suggested that the model fit needed to be improved ($\chi^2(1751) = 5382.97, p < .001; \chi^2/df = 3.07$. GFI = .786, CFI = .914, TLI = .910, RMSEA = .053). This study applied several strategies to increase the fit between the original model and the data. First, those observed variables that had insignificant path loadings or loadings lower 0.7 were removed from the original measurement model. Second, this study allowed correlations between measurement errors based on the information suggested by the modification indices. However, this study only allowed correlations between measurement

errors within the same latent factors (e.g., correlation of measurement errors between two items of positive affect, etc.). In particular, this study allowed nine correlations between the measurement errors to achieve the final measurement model. The results suggested that the measurement model was improved, and achieved a fairly enough fit ($\chi^2(1742) = 4583.38$, $p < .001$; $\chi^2/df = 2.63$, GFI = .819, CFI = .932, TLI = .929, RMSEA = .047).

Table 21. Goodness-of-fit indices for the measurement specifications of non-travelers' holiday experience (n=728).

Model specification	χ^2 (df)	χ^2/df	GFI	CFI	TLI	RMSEA
Original ^a	5382.97(1751)	3.07	.786	.914	.910	.053
Specification 1 ^b	5227.99(1750)	2.99	.791	.917	.914	.052
Specification 2 ^c	5031.06(1749)	2.88	.797	.922	.918	.051
Specification 3 ^d	4971.47(1748)	2.84	.800	.923	.920	.050
Specification 4 ^e	4916.50(1747)	2.81	.804	.925	.921	.050
Specification 5 ^f	4846.53(1746)	2.78	.807	.926	.923	.049
Specification 6 ^g	4784.51(1745)	2.74	.811	.928	.924	.049
Specification 7 ^h	4720.05(1744)	2.71	.813	.929	.926	.048
Specification 8 ⁱ	4644.72(1743)	2.67	.816	.931	.928	.048
Final ^j	4583.38(1742)	2.63	.819	.932	.929	.047

^aThe original measurement model assumes all measurement errors uncorrelated.

^b The final model allows a correlation between errors e25 and e26.

^c The final model allows a correlation between errors e93 and e94.

^d The final model allows a correlation between errors e108 and e113.

^e The final model allows a correlation between errors e116 and e118.

^fThe final model allows a correlation between errors e3 and e4.

^g The final model allows a correlation between errors e95 and e96.

^h The final model allows a correlation between errors e20 and e21.

ⁱ The final model allows a correlation between errors e60 and e61.

^j The final model allows a correlation between errors e106 and e109.

4.6.2 Structural model

The examined structural equation model (SEM) integrated the proposed hypotheses with the final measurement model. In terms of model assessment, the goodness-of-fit indices that assessed the measurement model were employed to examine the structural model as well. Table 22 shows that the SEM model was generally satisfactory in terms of its model fit indices (χ^2

(1742) = 4583.38, $p < .001$; $\chi^2/df = 2.63$, GFI = .819, CFI = .932, TLI = .929, RMSEA = .047).

The value of GFI for the structural model was still lower than the cutoff value (0.9), which resulted in a minor model misspecification. However, since this model was statistically significant and theoretically meaningful, the current study terminated at this stage without conducting post hoc re-specifications.

Table 22. Path estimates of the structural model of non-travelers' family holiday experience (n=728).

Path	Standardized regression coefficient (β)			R ²
	Direct	Indirect	Total	
H1: FF- GLS	.363***		.363	.131(GLS)
H2: FF-CWD	.559***		.559	.313(CWD)
H3: FF-PA	.461***		.461	.212(PA)
H4: FF-NA	.086 ^{n.s.}		.086	.007(NA)
Model fit indices				
$\chi^2(1742)$	4583.38	$p < .001$		
χ^2/df	2.63			
GFI	.819			
CFI	.932			
TLI	.929			
RMSEA	.047			

Notes: FF = Family functioning, OE = Optimal Experience, GLS = Global life satisfaction. CWD = Contentment with different life domains, PA= Positive Affect, NA= Negative Affect.

SMC refers to as the squared multiple correlations for a dependent variable.

* $p < .05$, ** $p < .01$, *** $p < .001$, n. s. = not significant.

As presented in Table 22, the results offered support for the relationship between family functioning and post-holiday SWB (i.e., global life satisfaction, contentment with specific life domains, and affect balance) at a significant level of .001. In particular, family functioning positively predicted participants' global life satisfaction ($\beta = .363$, $p < .001$), contentment with specific life domains ($\beta = .559$, $p < .001$), positive affect ($\beta = .461$, $p < .001$), and negative affect ($\beta = -.086$, $p > .5$). That meant, for Chinese adolescent non-travelers, the increase of family cohesion and family adaptability predicted the increase of global life satisfaction, contentment with specific life domains, and positive affect. However, the increase of family functioning did not predict the decrease of negative affect. In terms of R², it suggested that the

amount of variances that family functioning explained on global life satisfaction (13.1%), contentment with life domains (31.3%), and positive affect (21.2%).

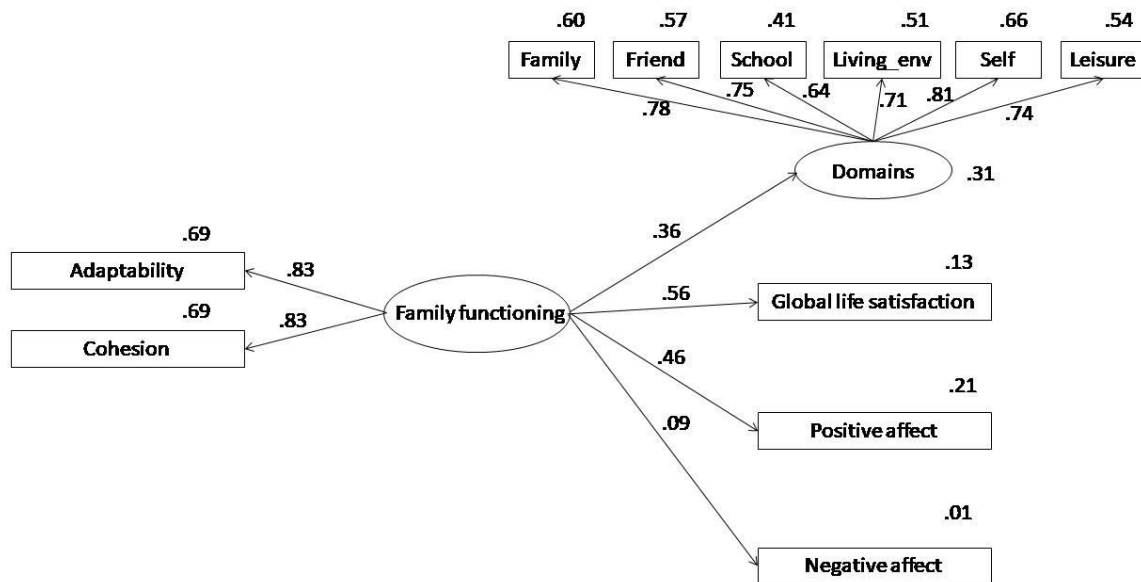


Figure 34. Result of the structural model of non-travelers' family holiday experience.

4.7 Multi-group comparisons of the structural model

The conceptual relationships of family functioning, trip reflection, and adolescents' post-holiday SWB (i.e., global life satisfaction, contentment with specific life domains, positive affect, and negative affect) were tested above. In general, family functioning significantly positively predicted the results of global life satisfaction, contentment with life domains, and affect. In this section, this study examined whether (1) adolescents' sex, (2) having siblings, and (3) family holidays (the Labor Holiday or the National Holiday) influenced the predictions of the conceptual model, which is the examination of hypothesis 8. Using sex, siblings, and family holidays as grouping variables, this study conducted chi-square tests to compare the structural weights of the conceptual models between different groups. This study compared the structural weights of the conceptual model globally, yet the group differences of each path were not tested separately.

First of all, this study examined the influence of sex on the interrelationship of family functioning and adolescents' post-holiday SWB. For those adolescent students who traveled during the holidays, the model comparison suggested that there was a significant difference between male students and female students in terms of the influence of family functioning on post-holiday SWB ($\chi^2 (20) = 35.96, p < .05$, Table 23). In particular, one unit increase of family functioning predicted a higher increase of specific life domains for male adolescent travelers, but the prediction of family functioning on global life satisfaction and positive affect were significantly higher among female adolescent travelers. It could be concluded that the family functioning during holidays had a greater influence on male adolescent travelers' global life quality, rather a greater influence on female adolescent travelers' contentment with specific life domains as well as emotional wellbeing. However, for that adolescent who did not travel during family holidays, there was no significant difference in terms of the influence of family functioning on post-holiday SWB between female and male respondents ($\chi^2 (10) = 16.4, p = .098$).

Table 23. Results of structural model comparison based on sex.

		Female	Male	χ^2	df	P
Travelers	FF-Global	.85	.81	35.96	20	.016
	FF-Domains	.80	.82			
	FF-PA	.50	.37			
	FF-NA	-.40	-.34			
Non-travelers	FF-Global	.38	.35	16.04	10	.098
	FF-Domains	.59	.54			
	FF-PA	.48	.45			
	FF-NA	.09	.09			

Note: FF = Family Functioning, Global = Global Life Satisfaction, Domains = Contentment with Specific Life Domains, PA = Positive Affect, NA = Negative Affect.

This study also compared the structural model weights between adolescents who traveled during the Labor Holiday and that traveled during the National Holiday. The Labor Holiday was a three-day holiday, which was from May 1st to May 3rd of 2016. It located close to the end of the academic term. However, the National Holiday was one month from the beginning of a new academic year. It started on October 1st and ended on October 7th, thus having seven

days in total. The results showed that, for travelers, the attributes of the holiday significantly influenced the relationships of family functioning and adolescents' SWB ($\chi^2(20) = 44.62, p < .01$, Table 24). Specifically, the higher level of family functioning could lead to a higher contentment with specific life domains during the National Holiday. However, the higher level of family functioning predicted a higher level of global life satisfaction and more positive affect after the Labor Holiday. It suggested that the both short and long holiday had a beneficial influence on adolescent travelers' SWB. The short family holiday (Labor Holiday) had more benefits on adolescents' emotional adjustment, and longer family holiday (National Holiday) was more helpful to enhance students' contentment with specific life domains, such as family life, school life, leisure life, etc. In terms of non-travelers, the influence of family functioning on adolescents' post-holiday SWB was greater during the Labor Holiday than the National Holiday ($\chi^2(10) = 421.67, p < .001$). The results showed that the structural weights of the influence of family functioning on global life satisfaction, contentment with specific life domains, positive affect, and negative affect were greater across the Labor Holiday, which suggested that the shorter holiday was more beneficial for the non-traveled adolescents to enhance their SWB.

Table 24. Results of structural model comparison based on holidays.

		Labor Holiday	National Holiday	χ^2	df	P
Traveler	FF-Global	.87	.86	44.62	20	.001
	FF-Domains	.95	1.04			
	FF-PA	.78	.56			
	FF-NA	-.58	-.40			
Non-traveler	FF-Global	.78	.39	421.668	10	< .001
	FF-Domains	.93	.54			
	FF-PA	.79	.33			
	FF-NA	.40	.15			

Note: FF = Family Functioning, Global = Global Life Satisfaction, Domains = Contentment with Specific Life Domains, PA = Positive Affect, NA = Negative Affect.

Moreover, this study had a specific interest to explore whether having siblings was a determinant that influenced the relationship of family functioning and adolescents' post-holiday wellbeing. Therefore, the present study compared the path loads of the structural model between participants who were the only children in their family and those who had siblings. In the analysis of the travel group, results suggested that there was no significant difference between only children and children who had siblings in terms of the prediction of family functioning on post-holiday SWB ($\chi^2(20) = 18.07, p = .583$, Table 25). Although the influence of family functioning on SWB (i.e., global life satisfaction, contentment with life domains, positive affect, and negative affect) was not significantly different between only children and children with siblings, the comparison of structural model weights showed that family functioning had a descriptively greater influence on only children's SWB. In regards to those adolescents who did not travel during holidays, the influence of family functioning on adolescents' post-holiday SWB was not significantly different between only children and children with siblings ($\chi^2(10) = 16.49, p = .087$). But, the influence of family functioning on SWB was descriptively greater for the adolescent students who had siblings than only children.

Table 25. Results of structural model comparison based on holidays.

		Only children	Children with siblings	χ^2	df	p
Traveler	FF-Global	.83	.77	18.07	20	.583
	FF-Domains	.85	.80			
	FF-PA	.46	.51			
	FF-NA	-.41	-.37			
Non-traveler	FF-Global	.35	.39	16.485	10	.087
	FF-Domains	.56	.58			
	FF-PA	.43	.53			
	FF-NA	.08	.10			

Note: FF = Family Functioning, Global = Global Life Satisfaction, Domains = Contentment with Specific Life Domains, PA = Positive Affect, NA = Negative Affect.

The above section examined whether the factors of sex, holiday, and sibling influenced the interrelationships of family functioning and adolescents' post-holiday SWB. A series of chi-square tests of structural weights demonstrated that respondent's sex and the attribute of the

holiday did influence the relationship of family functioning and post-holiday SWB. Table 26 displays a summary of hypotheses tests of the present study, more detailed findings were discussed in chapter 5.

Table 26. A summary of the results of hypotheses tests.

RQs and Hypotheses		Results
Research question 1	Hypothesis 1	Supported
	Hypothesis 2	Not supported
Research question 2	Hypothesis 3	Supported
	Hypothesis 4	Not supported
	Hypothesis 5	Not supported
Research question 3	Hypotheses 6 a	Not supported
	Hypotheses 6 b	Supported
	Hypotheses 6 c	Not supported
	Hypotheses 6 d	Not supported
	Hypotheses 6 e	Not supported
	Hypotheses 7 a	Supported
	Hypotheses 7 b	Not supported
Research question 4	Hypotheses 7 c	Not supported
	Hypotheses 8 a	Supported
	Hypotheses 8 b	Not supported
	Hypotheses 8 c	Supported

5. DISCUSSION

In this chapter, results generated from the current study were discussed in connection with previous studies and the current research context. In particular, the beneficial influence of family holidays, especially family travel during holidays were addressed, which could answer the first research question. Additionally, the third research question concerning the structural relationships of family functioning, trip reflection, and adolescents' post-holiday SWB was described for both travelers and non-travelers respectively. Moreover, to discuss the results of research question two and research question four, this chapter also elaborated that how those factors, such as sex, having sibling and attributes of holidays, might influence adolescent students' SWB across holidays, and how those factors affect the results of structural models. Furthermore, the implications and limitations of this study were addressed. Last, but not least, a summary of findings was listed, and a conclusion was made accordingly.

5.1 The influence of travel on Chinese adolescents' SWB

5.1.1 The “lift-up” effect of family holiday on Chinese adolescents' SWB

This study suggests that there are the “lift-up” effects of family holiday travel on Chinese adolescents' SWB with the demonstration of hypothesis 1. Those adolescents who travel during family holidays experience the increase of SWB after holidays. Indeed, these data advance our understandings on the benefits of family travel to adolescents' SWB. This study echoes extant studies discussing the links between family leisure and adolescents' wellbeing. First, through family leisure participation, children can develop their identity of their families and cultures in a supportive environment, which is considered to be helpful to children's personal development and wellbeing maintenance (Iso-Ahola & Crowley, 1991; Caldwell & Darling, 1999; Kleiber & Kirshnit, 1991). Second, according to coping theories, leisure activities are especially beneficial when individuals suffer from stress and in the

recovery period after stress (Coleman & Iso-Ahola, 1993; Iwasaki & Mannell, 2000). Leisure activities, especially travel, may buffer the negative effects of stress by providing adolescents a sense of self-determination and social supports, which may help them recover from stress. In the context of family travel, parents can teach children skills, family norms, and values in a leisure context.

Also, family travel provides chances to get away from daily routines, which enables family members to engage in pleasurable diversionary activities, and consequently induce positive affect and reduce stress. Therefore, the benefits of family travel on adolescents' SWB may be attributed to the notion that family travel offers potential opportunities to form both individual and family identity, and family travel buffers the effects of stress by providing social support, relaxation, distraction, and feelings of competence and meaning. As previously stated, adolescents' self-determined choices of leisure activities give them a sense of autonomy and self-confidence. However, most of the decisions were made by parents in a family travel context. Thus, it is of great importance to address adolescents' participations in the process of decision making when studying the effects of family travel on adolescents' SWB.

5.1.2 The “fade-out” effect of family holiday on Chinese adolescents' SWB

The tested results of hypothesis 2 indicate that the benefits of family travel in terms of SWB fade out gradually after holidays. Previous studies demonstrate that working adults' SWB drops gradually after holidays, where the benefits of travel on individuals' SWB are decreased by one's workload in the days and weeks when they return to work (Chen et al., 2013; de Bloom et al., 2010; de Bloom et al., 2011; Kuhnel & Sonnentag, 2011). This study provides a consistent finding that both Chinese adolescents who travel and who do not travel experience a significant decrease of SWB one month after holidays.

Future researchers can measure adolescents' SWB several times to trace the changes of their SWB after holidays. When Chinese middle school students return to school, they may

experience intense pressure immediately. Participants in this study have ten-hour classes at school from Monday to Friday. As well, they need to spend at least three hours to finish homework after school. More importantly, middle school students have quizzes almost every day. Thus, the dynamic of fluctuations of Chinese adolescents' SWB after holidays may distinguish from adults. In other words, Chinese adolescents' SWB may drop immediately rather than gradually after holidays. Given these "fade-out" effects of benefits generated by family travels, it is also important to discover how to sustain benefits for a longer period after holidays. Future studies can explore the attributed factors that contribute to maintaining the beneficial effects of family travels on adolescents' SWB.

5.1.3 Non-traveled adolescents' holiday experience and their SWB

This study found that over two-thirds of Chinese adolescents do not take trips during family holidays. Based on researchers' free conversations with participants on site, most of the Chinese adolescents decide to spend holidays in studying, either review by themselves or attend tutorials at private institutions. Indeed, for those adolescents who do not travel over the family holiday, their holiday experiences have largely been underexplored. According to the examination of hypothesis 3, it is suggested that for those adolescents who travel during the family holiday, their SWB significantly increased after the holiday. In contrast, for those adolescents who do not travel, there is a decrease of their SWB. Existing research mainly focuses on describing changes of SWB of travel group (Chen et al., 2013; Gilbert & Abdullah, 2004; Nawijn, 2011b), but the examinations of SWB fluctuations of non-travelers are rarely found. Since non-traveled adolescents do not experience the benefits of the family holiday on their SWB, it is necessary to understand their holiday experiences and explore in which way we can promote their quality of lives. Although non-traveled adolescents do not take trips, they can still enjoy holidays at home through participating in leisure activities with their family. Future research can further explore what the factors impede adolescent students to seek their ideal holiday experiences are, and how we can remove obstacles for the youth to enjoy holidays in ways that are more aligned with their expectations.

5.1.4 SWB as a state versus trait

As stated previously, SWB refers to people's multidimensional evaluations of their lives, including cognitive judgments of life satisfaction as well as affective evaluations of moods and emotions (Diener, 1984). There is a debate that concerns subjective wellbeing as a state versus trait. Specifically, SWB refers to an enduring trait (Diener, 1984; Diener & Larsen, 1993). As cognitive components of life satisfaction are more stable, global measure of life satisfaction is typically regarded as the trait. Therefore, a time frame is often not specified, and people are just asked to assess how satisfied they are with their lives (Eid & Diener, 2004). However, SWB can be conceptualized as a momentary state such as the current mood or feelings of an individual (Kozma, Stone, & Stones, 2000). The emotional components (i.e., positive and negative affect) are more considered as the state. In this sense, a specific time frame is often explicitly stated when the emotional component of wellbeing is assessed. Since the conceptualization of SWB has both trait- and state- like properties, it helps resolve some of the "non-significant" results generated by this study. For example, since the cognitive component of wellbeing is more trait-related, adolescent students' global life satisfaction is more stable. Therefore, the change in life satisfaction may not sustain but returns to baseline in the days and weeks when students return to school.

5.2 The influence of sibling presence on Chinese adolescents' SWB

Based on the results of testing hypothesis 4, this study found no significant difference between the only children and children who have siblings in terms of their SWB across holidays. Additionally, the influence of family functioning on adolescents' post-holiday SWB was not significantly different between the two groups. Extant literature has suggested that Chinese only children are more advanced on physical health and academic achievements than children who have siblings (Settles et al., 2013). However, the present study suggests that Chinese only children do not perceive they are happier compared to children who have siblings. Although Chinese only children receive essential resources and exclusive love from the family, they also experience higher expectations that they need to succeed in the

competitive world. In other words, only children receive both the benefits and pressure from their families at the same time. As a result, Chinese only children do not perceive their SWB is significantly higher.

Moreover, there were no significant differences in terms of the influence of family functioning on adolescents' SWB between only children and children who have siblings. More satisfied family functioning can improve adolescent post-holiday SWB for both groups. However, since the family structure is not the same between only children family and the family that has more than one child, the dynamics of family interaction during holidays can be different. For example, there may be more potential tensions and conflicts between children in the family with more than one child. As only children are the focus of the family, family members may pay high attention to their opinions and thoughts. Thus, only children may play an important and decisive role in the decision-making process of the travel plan. Considering the disparities of family structure, further studies can be developed to inquire the dynamics of family interaction during family travel between only children families and families with more than one child, and how these differences influence children's self-perceived happiness. The present study could be extended in further research by developing and implementing a more comprehensive index of individual respondent's immediate and extended family situations. Rather than just asking whether respondents are single children or have siblings, future research could also explore whether parents were only children and whether cousins (if reported) are only children. In other words, an effective index must be multigenerational and cover extended as well as immediate family members. Responses to these additional questions will likely reveal many nuances of Chinese family life, but will also demand large samples to make specific inferences of this nature.

5.3 The influence of attributes of holidays on Chinese adolescents' SWB

Based on the result of testing hypothesis 5, this study suggests that different family holidays have different influences on adolescents' SWB based on the attributes of the holiday (e.g., length of the holiday, location on the calendar). First, adolescent students have higher SWB across the Labor Holiday than the National Holiday in terms of the global life

satisfaction and contentment with family life, school life, friendship, leisure life, and self-identity. However, both adolescents' positive affect and negative affect are significantly higher during the National Holiday than the Labor Holiday. Due to the fact that the Labor Holiday is shorter and closer to the final examination period, middle school students may suffer greater pressure during the Labor Holiday rather than the National Holiday. As a result, adolescent students' may experience more negative affect than positive affect across the Labor Holiday.

Second, in terms of the relationship of family functioning and participants' post-holiday SWB, the increase of family functioning predicts a significantly greater level of adolescent travelers' affect for the Labor Holiday and significantly greater contentment with specific life domains for the National Holiday. In addition, the influence of family functioning on non-travelers post-holiday SWB suggests that family functioning predicts greater global life satisfaction, contentment with specific life domains, and more positive affect after the Labor Holiday. For those adolescents who don't travel during family holidays, the influence of family functioning on their post-holiday SWB is greater during the shorter family holiday. The family holidays allow the students to relax and take a break from busy school life, and at the same time, they can spend meaningful time with their parents and family members. However, since this group of students does not travel, the sense of boredom may increase after some time point. Thus, the shorter holiday may be more beneficial for those non-traveled adolescents. However, for those adolescent students who travel, the increase of satisfaction with family functioning leads to higher level of affective wellbeing during the short holiday and higher level of contentment with specific life domains during the long holiday. In this sense, this suggests that parents can enhance their children's mood by increasing family cohesion and adaptability by taking short trips. Yet, parents can alter adolescent students' perception about life by improving their satisfaction with family functioning during long trips.

5.4 The relationship of family functioning and adolescents' post-holiday

SWB

Based on the tested results of hypotheses 6 to 8, this study found that only family functioning positively and significant predicts the increase of adolescent travelers' SWB (i.e., global life satisfaction, contentment with specific life domains, and affect). However, trip reflection did not significantly influence adolescents' post-holiday SWB. These findings suggest that family functioning during the travel is the important factor that influences adolescent travelers' post-holiday SWB (i.e., global life satisfaction, contentment with specific life domains, and affect). In particular, those adolescent travelers who are more satisfied with their family functioning have a higher level of SWB compare to travelers who are less satisfied with family functioning during the holiday. Previous studies suggest that adult travelers feel happier when they have an enjoyable experience (de Bloom et al., 2011; Nawijn et al., 2010; Nawijn & Veenhoven, 2011). However, this study finds that the dynamics of family interactions during holiday trips are more important to influence adolescent travelers' post-holiday SWB (Havitz et al., 2010).

For those adolescents who do not travel during the family holiday, this study finds that family functioning is also a significant factor that influences their post-holiday SWB (i.e., global life satisfaction, contentment with specific life domains, and affect). Specifically, a higher level of family cohesion and family flexibility during holidays can enhance adolescent students' SWB. Previous findings point out that adult travelers report a higher post-holiday SWB than non-travelers (Chen et al., 2013; Etzion, 2003; Gilbert & Abdullah, 2004; Nawijn, 2011b). Regarding those adolescents who are not able to travel during family holidays, the approach to enhance their SWB can be focused on optimizing interactions with their family members during family holidays. This current study suggests that parents should tighten their family ties, and are recommended to make their family rules more flexible during holidays. For example, parents can organize family get-togethers with extended family members, such as having dinner with children's grandparents, uncles, aunts, and cousins. During the family events, adolescent students may develop the identity of their family and feel their family is

tightly united.

Even though those non-traveled adolescents could not get away from the living environment during holidays, they can still experience the flexibility of family roles. For example, there may be a strict schedule for adolescent students to obey during the days that they go to school, or some parents may restrict their children's leisure time and activities (e.g., watching TV, playing computer games, etc.) during weekdays. Thus, it can be beneficial to give adolescent students opportunities to arrange their own time and activities during family holidays, which enables adolescents to grasp a sense of family flexibility. To conclude, a higher level of family cohesion and family adaptability during family holidays can increase Chinese adolescent students' SWB.

5.5 Implications

5.5.1 Theoretical implications

The present study advances our knowledge of the influence of family holiday on Chinese adolescents' SWB. Family travel plays a beneficial role to increase Chinese adolescents' SWB as it does for adult groups. This study fills important research gaps with demonstrations of the adolescent group, which adds values to make our understandings more comprehensive. Specifically, for those adolescents who did not travel, their SWB did not significantly increase after the holiday. These findings suggest that family holidays can help students to recover from the busy school life, and travel during the family holiday can be a beneficial way to promote Chinese adolescents' SWB. Moreover, this study examines the relationships between trip reflection, family functioning, and adolescent travelers' post-holiday SWB. Findings suggest that family functioning during the travel is the factor that predicts the respondents' global life satisfaction, contentment with specific life domains, positive affect and negative affect after the travel. Based on literature review, the contributions of travel on increasing travelers' self-perceived wellbeing have been recognized (Chen & Petrick, 2013; Uysal et al., 2016), this current study has explored how travelers' SWB can be enhanced after the trip in the family

holiday travel context. In particular, this study identifies determinants of travelers' post-travel SWB and further discusses the interrelationships between trip reflection, family functioning, and SWB, which provides a picture to reveal the dynamics of how family holiday travel promote participants' quality of life. Moreover, this study also demonstrates that sex and the nature of holidays are two factors that affect the influence of family functioning on adolescents' post-holiday SWB. The present study advances our knowledge of the associations between travel and travelers' wellbeing. The findings of this study can be used to develop a theoretical framework of travel and travelers' wellbeing.

5.5.2 Practical implications

The current study has implications for practice. First, this research suggests the need for more family holidays for adolescents to travel with their parents. The pressure to study may be the main factor that discourages Chinese adolescents to travel with their family, which may negatively influence their SWB. Thus, parents may wish to remove the pressure to study during family holidays and encourage adolescent students to take trips to increase their wellbeing during family holidays. If it is not possible to travel during the family holiday, adolescents may be encouraged to participate in other leisure activities within their living environment. Parents should not only pay attention to adolescent students' academic achievements, but also care about their wellbeing and quality of life. Moreover, it is also important to recognize that the benefits of travel cannot be placed entirely on individual students, parents and families. Governments and school districts can also play important roles in encouraging a culture of rest, relaxation, and exploration afforded by occasional, systematically placed breaks in the academic year.

Second, when adolescent students return to school after holidays, parents need to encourage participation in leisure activities, which may help sustain the beneficial effects of family holiday travel on their SWB. This study echoes previous research that the increase of SWB may disappear in the days and weeks when participants return to routines (de Bloom et al., 2010; Kuhnel & Sonnentag, 2011; Pols & Kroon, 2007). Thus, in order to maintain

adolescents' quality of life, this study suggests students' participation in shared leisure activities. Future studies can explore what are the determinants that lower adolescent students' SWB after holidays, and what can be done to minimize the negative effects of those factors on adolescents' wellbeing.

Third, family functioning during holidays significantly predicted a higher level of post-holiday SWB for both travelers and non-travelers. Therefore, parents should pay more attention to communication and interaction with their children during family holidays. As previously discussed, most stressors that decrease Chinese adolescents' SWB are school- and study- related (Hu et al., 2010; Tian et al., 2013), and support from family can effectively buffer the negative effects generated by stressors (Tian et al., 2013). It is recommended that parents optimize their family functioning by tightening family bond and enhancing family adaptability.

Fourth, adolescents' sex and the nature of holidays seem to influence the relationship between family functioning and post-holiday SWB. Specifically, family functioning during the holiday travel is more beneficial to increase female adolescents' overall life satisfaction and optimize their affect. However, optimal family interaction is more helpful to enhance male adolescent students' satisfaction with specific life domain (i.e., family, friends, school, living environment, self, leisure). Moreover, a higher level of satisfaction with family functioning predicts more positive mood in the context of short holidays (i.e., Labor Holiday), and a higher level of satisfaction with family functioning predicts a greater level of contentment with specific life domains in the context of long holidays (i.e., National Holiday). This study has addressed the influence of family holiday on adolescents' SWB, and suggests family holiday travel as a beneficial way to promote Chinese adolescents' SWB.

5.6 Limitations

5.6.1 Cultural influence on the measures of SWB.

Most measures of SWB used in this study are adopted from studies in Western countries. Although very few studies have applied the measure of SWB (i.e., global life satisfaction,

contentment with specific life domains, and affect) and family functioning with Chinese population, there are still critiques of applying those measures in eastern contexts. Some scholars have argued that culture is a major component that influences people's perceptions of the optimal quality of life (Iwasaki, 2007). This study used the scale of Positive Affect and Negative Affect for Children (Laurent et al., 1999) to examine the participants' affect, which includes 12 positive words and 15 negative words. However, all those words that describe adolescents' affect were based on a study conducted in a western country. Therefore, both the words for positive affect and negative affect are considered to be important for life quality with children living in western countries. People from different cultural backgrounds may possess different value systems (Hofstede, 2001). Thus, the affective words that teenagers from western cultures choose to represent their SWB level can be different words chosen by teenagers from eastern cultures. Although adopting existing measures from previous studies enables the researchers to communicate the results with the findings from previous studies, it is problematic if the researcher uses the measures developed from western context to survey people from an eastern culture without noting the cultural influence on the perceived conceptions, such as quality of life. Moreover, the current study assumes western adolescents and Chinese adolescents choose the same positive affect words to reflect how happy they are and use the same negative words to describe their negative affect. Future studies need to be aware of the disparities of individual's perspectives in different cultural contexts and develop the cultural specific measures to conceptualize the concept of SWB.

5.6.2 The measurement of optimal experience

This study finds that the composite validity of optimal experience is lower than the cutoff values in the structural equation model, and the results show that there is no significant relationship between optimal experience and respondents' post-holiday SWB. Therefore, the construct of the optimal experience was removed for both travelers' model and non-travelers' model. There are two possible reasons to explain the low level of the validity of optimal experience construct. First, the measures of optimal experience are adopted from the scale that

measures flow experience by Csikszentmihalyi (Csikszentmihalyi & Larson, 2014). The flow experience is mostly represented by leisure experience that an individual is involved in an activity that requires a balance of challenge and skills. Being in flow, participants may lose track of time and feel happier and enjoyable in engaging that specific activity. However, in the present study, most students indicated that their optimal moment was when they were studying during family holidays. Moreover, Chinese adolescent students reported that they feel less time pressure, that it was hard to lose track of time, and less challenging during the optimal moment. Therefore, the representation of the optimal experience is different from what has been conceptualized as flow in leisure literature. The fact that the majority students choose to study as their optimal moment can be explained in that over two-thirds students stay at home and spend their time in reviewing course materials. Second, the concept of optimal experience is conceptualized as the best moment that adolescent students have experienced during family holidays. In this regard, the optimal experience just represents a very short time of participants' overall holiday experience. However, the measurements of other constructs conceptualize respondents' holiday experience as global experiences, such as family functioning during the holiday and trip reflection of the holiday. The measurement of optimal experience is not consistent with the measures of family functioning and trip reflection in terms of time scale, which may be another reason for the low composite validity and insignificant results. Whether these inconsistencies tie most directly to the age of respondents or to culture are yet to be fully explored.

5.6.3 Non-significant effects of trip reflection on SWB

This study found that there is a significant influence of family functioning on adolescent travelers' post-holiday SWB, whereas the influence of trip reflection is not significant. The interactions between parents and adolescent children during family travel is the key factor to adjust students' wellbeing after the travel, which suggests that parents should create more opportunities to increase the bonds with their children and increase the family adaptability during the trip.

Moreover, the reason that trip reflection does not significantly predict adolescent travelers' post-holiday SWB can be attributed to the fact that the measurement of trip reflection. This current study measured trip reflection adopted scales from Neal et al. (2007)'s study. In total, there are six factors that conceptualized individual's leisure travel experience, which are perceptions of mastery, involvement, perceived freedom from study and spontaneity. A high satisfaction with those six categories indicates a high level of trip reflection, but travelers can have a satisfactory trip without having a high level of satisfaction with all those six categories. Adolescent travelers may experience a particular satisfaction on one factor, and the increase of that factor contributes to the increase of SWB. Depending on the activity that adolescent travelers participated during the trip, those respondents may not experience high-level satisfaction on all those six factors. For instance, those surveyed middle students went on a tour to visit a historical site, during the tour, adolescent travelers may experience a high level of freedom from the study during family holidays, but their perceived mastery, involvement, spontaneity was not high. However, even the experienced great freedom from the study can be beneficial to enhance students' SWB. In other words, the increase of SWB may be related to one of the six factors, rather the increase in all six categories. As a result, the effects of trip reflection as a construct on SWB can be insignificant.

Moreover, it should be noticed that the non-significant effects of trip reflection on SWB may be caused by the results of a small sample size of travelers. Since more than three quarters students did not travel during family holidays, the valid sample size of travelers was only 215 for both the Labor Holiday and the National Holiday. The SEM model can be misspecified when using a small sample to test a complicated model with lots of observed variables. Therefore, the small sample size may influence the results of trip reflection with SWB, which is also a limitation of this study.

5.6.4 Other factors influence an individual's SWB

Although this study suggests that adolescents' travel experience/holiday leisure and recreation, and family functioning influence their SWB, it has to be admitted that there are

other factors that also influence an individual's SWB. In terms of travelers, travel experience is not the same with everyone; rather it's unique experience for every traveler. In other words, travel experience is a compound factor that contains several different factors that can predict the result of individual's experience different ways. Activities participation, travel service, experience satisfaction attached to each trip are the variables that shape travelers' experience differently. Thus, it is necessary to consider those factors that may differentiate trip reflection rather than assume all the travelers' have the same experience during the same trip. Moreover, there are many factors that influence whether students travel or not. According to leisure constraint theory (Crawford & Godbey, 1987; Jackson, Crawford, & Godbey, 1993), there are structural constraints, intrinsic constraints, and external constraints. Those structural factors that restrict adolescents' travel decision, such as available money for travel and spare time for travel, may also be a direct factor that decreases individual's global life satisfaction.

Furthermore, generally the quality of life is influenced by various life domains, which can influence individual's perception of life simultaneously. The Canadian Index of Wellbeing (Smale & Hilbrecht, 2014) uses eight quality of life domains to track individual's quality of life, which consist of community vitality, democratic engagement, education, environment, healthy populations, leisure and culture, living standard, and time use. This index provides a template for measuring what people care about their life, which offers clues to understand those categories that may influence individual's SWB. Leisure life is just one of those domains that constitute one's global life evaluation. It is helpful to recognize the benefits of travel on individual's wellbeing promotion, but it is also important to value the influence of experience and satisfaction of other life domains.

5.7 Recommendations for future studies

This study has discussed research on family holiday and adolescents' life quality, several topics and questions deserve further explorations in future studies. Suggestions and directions for further studies are described below.

First, for further studies, research can be focused on non-travelers' holiday experience, and explore what the factors that influence non-travelers' SWB during and after family

holidays are. Indeed, for those adolescents who do not travel over the family holiday, their holiday experiences have largely been underexplored. Further studies can be conducted to explore non-travelers' holiday experience and SWB.

Second, the current study found that the increase of adolescent travelers' SWB was not sustained when students returned to school. Thus, future research can be conducted to explore how to maintain adolescent students' life quality after holidays. Since the benefits of family holiday travel on adolescents' SWB may decrease, further research can be developed to unveil how to sustain the beneficial influences of family holiday travel on adolescent students' SWB.

Third, this study has examined the influence of travel on adolescent students' SWB, which is developed according to findings of previous studies. Indeed, this present study provides supports for the beneficial influence of travel on travelers' happiness after holidays. For those adolescents who travel during family holidays, they experience greater wellbeing. However, the relationship of travel and SWB needs to be discussed. In particular, it may also be possible that greater satisfaction with life can also be a predictor of whether people travel. As students' who are more satisfied with life and whose affect are more positive, they may have a greater mastery of their life and better living standard, this group of adolescents with higher wellbeing may have a greater propensity to travel during their holidays. Therefore, future research can be conducted to examine if there is a mutual relationship between travel and travelers' SWB.

Finally, studies of the influence of family structure on the family vacation and life quality can be explored further. As the family structure is not the same between only children family and the family that has more than one child, the dynamics of family interaction during holidays can be different. Considering the disparities of family structure, further studies can be developed to inquire the dynamics of family interactions during family travel between only children families and families with more than one child, and how these differences influence children's self-perceived happiness.

5.8 Major findings

This study has examined the influence of family holidays on Chinese adolescents' SWB and explored the relationship of trip reflection, family functioning, and adolescent students' post-holiday SWB. In general, this study finds that, first, more than two-thirds of Chinese adolescent students do not travel during family holidays. Rather, they either attend tutorials at private institutions or go over materials by themselves at home.

Second, only Chinese adolescents who travel over family holidays report a significant increase in SWB, particularly in terms of contentment with specific life domains (i.e., family, friendship, school, living environment), and affect. The SWB of non-travelers is descriptively but not significantly lower after the family holiday than before holiday. In addition, the SWB of adolescents who travel during family holidays is significantly higher than those who do not travel.

Third, the results of this study suggest there is a "fade out" effect of family travel on adolescents' SWB one month after the holiday. In other words, the potential role that family holidays play in increasing students' SWB does not sustain after the holiday, rather the increase of SWB disappears gradually when Chinese adolescents return to school.

Fourth, the differences of family holidays significantly influence adolescents' SWB across family holidays. The Labor Holiday increases more of Chinese adolescent students SWB than the National Holiday. However, whether having siblings or not does not influence adolescents' SWB either before or after family holidays.

Fifth, the results of structural equation model suggest that only family functioning positively and significantly predict the increase of adolescent travelers' SWB (i.e., global life satisfaction, contentment with specific life domains, positive affect, and negative affect). In addition, the family functioning during family holidays also positively and significantly predicts the post-holiday SWB for non-travelers. However, trip reflection neither significantly influences adolescent travelers' post-holiday SWB, nor mediates the positive relationship between family functioning and post-holiday SWB.

Finally, adolescents' sex and the nature of family holidays are two factors that affect the influence of family functioning on Chinese adolescents' post-holiday SWB. In particular, the

influence of family functioning on overall life satisfaction and affect are more important for female adolescents. However, the influences of family functioning on contentment with specific life domains (i.e., family, friends, school, living environment, self, leisure) are more effective for male adolescents. Moreover, family functioning plays a more beneficial role to increase adolescents' affect regarding the short family holiday, whereas the influence of family functioning on promoting adolescent travelers' satisfaction with specific life domains is greater for the long family holiday.

5.9 Conclusion

The present study examines the influence of family holiday travel on Chinese adolescents' SWB. Family holiday travel can potentially play a beneficial role to increase Chinese adolescents' SWB as it does for adult groups. This study also proposes a model to express the interrelationships of travel experience, family functioning, and adolescents' post-holiday SWB. The pressure to study can be the main factor that discourages Chinese adolescents to travel with their family members, influencing their SWB in a negative way. As a result, this research suggests parents and students take full advantage of family holidays to increase and maintain adolescents' wellbeing. Schools and parents may consider removing the pressure to study during family holidays and encourage adolescent students to take trips. Additionally, participation in leisure activities at home may also be helpful to enhance adolescent students' SWB. This study suggests that family functioning (family cohesion and family adaptability) during holidays is the most important factor that influences adolescents' post-holiday SWB. Adolescent students need the support from parents to help them cope with the negative effects that are generated by the school- and study- related stressors. Parents can help to promote their children's SWB by strengthening their family bond and enhancing the family adaptability. Since the benefits of family holiday travel on adolescents' SWB may decrease, further research can be developed to explore how to sustain the beneficial influences of family holiday travel on adolescent students' SWB. This study has addressed the influence of family holiday on adolescents' SWB and suggested family holiday travel as a potential way to promote Chinese adolescents' SWB. It is suggested that parents, schools, and the

government consider the results that this study has elaborated to improve adolescent students' long term SWB.

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APPENDIX A: Pre Labor Holiday survey

We want to get a sense of who you are, your expectation about Labor holiday, and your subjective perceptions of wellbeing.

Instructions:

1. Please read each question carefully. Some questions may seem repetitive, but they are all important to our study.
2. When you are done, please return the survey to the researcher.

Student ID. _____

Note: Your student number will be simply used to cross reference the 3 surveys you complete. Your student number will not be used to identify your participation in this study. Additionally, your student number will be kept confidential within the research team and the researchers have no access to your student records or other information to link your ID number to these records. Your student number will be removed from the researcher’s data file as soon as the 3 surveys are linked.

Section One: Subjective Wellbeing

Please indicate in what degree you agree with the following statements:

	Strongly disagree			Strongly agree	
My life is going well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My life is just right.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like to change many things in my life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wish I had a different kind of life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a good life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have what I want in life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My life is better than most kids.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate in what degree you agree with the following statements:

	Strongly disagree			Strongly agree	
I enjoy being at home with my family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My family gets along well together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like spending time with my parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My friends treat me well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My friends are nice to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I’m glad I have these friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I look forward to going to school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like being in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School is interesting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like where I live.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like people in my neighborhood.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly disagree		Strongly agree		
I like my house.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think I am good looking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am fun to be around.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am a nice person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have enough time to do what I like for my leisure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy what I do for my leisure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I travel several times every year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate **at this moment** in what degree you agree with the following statements:

Affect items	Not at all		Extremely		
Interested	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Excited	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Happy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strong	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Energetic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Calm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cheerful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Active	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Proud	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Joyful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Delighted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Frightened	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ashamed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upset	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nervous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guilty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scared	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Miserable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jittery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Afraid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lonely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disgusted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gloomy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section Two: Expectation of the Labor Holiday

In terms of benefits sought during the Labor Holiday, please indicate in what extent you agree with the following statements

	Strongly disagree		Strongly agree		
Making memories together with family members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sharing quality time together with family members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sharing the same experiences with family members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experiencing new things together with family members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Escaping from the daily routine.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting a change from a busy school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Broadening my horizon.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extending my knowledge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section Three: Demographic Information

- Which grade are you in? Grade 7 Grade 8 Grade 9
- What is your sex? Female Male
- Do you have siblings in your family? Yes No
- Will your family travel during Labor Holiday? Yes No

THANK YOU!

We would like to thank you for your participation in this study. As a reminder, the purpose of this study is to explore the influence of holiday experience on Chinese adolescents' subjective wellbeing. The data collected during this study will contribute to a better understanding of providing an ideal holiday experience and increasing Chinese adolescents' subjective wellbeing. Please be advised of the following:

Any data pertaining to you as an individual participant will be kept confidential.

Should you have any comments or concerns resulting from your participation in this study, please contact Dr. Maureen Nummelin, the Director, Office of Research Ethics, at 1-519-888-4567, Ext. 36005 or maureen.nummelin@uwaterloo.ca.

APPENDIX B: Travel experience during Labor Holiday survey

We want to get a sense of your experience during the Labor holiday, and your subjective perceptions of wellbeing.

Instructions:

1. Please read each question carefully. Some questions may seem repetitive, but they are all important to our study.
2. When you are done, please return the survey to the researcher.

Student ID. _____

Note: Your student number will be simply used to cross reference the 3 surveys you complete. Your student number will not be used to identify your participation in this study. Additionally, your student number will be kept confidential within the research team and the researchers have no access to your student records or other information to link your ID number to these records. Your student number will be removed from the researcher's data file as soon as the 3 surveys are linked.

Section One: Travel information

Where did you go for your vacation during the Labor Holiday? _____

How many days did you stay there? _____

Who are your travel companions? (e.g., your father, your mother) _____

Section Two: Activity level

Please indicate if you have participated in the follow activities during your family vacation:

Activities	Yes	No
Taking pictures and videos	<input type="radio"/>	<input type="radio"/>
Sightseeing in a big city	<input type="radio"/>	<input type="radio"/>
Dining in an inexpensive local restaurant	<input type="radio"/>	<input type="radio"/>
Buying local specialties	<input type="radio"/>	<input type="radio"/>
Visiting a natural or ecological site	<input type="radio"/>	<input type="radio"/>
Visiting a historical site	<input type="radio"/>	<input type="radio"/>
Enjoying local food and delicacies	<input type="radio"/>	<input type="radio"/>
Shopping for clothes, shoes, and jewelry	<input type="radio"/>	<input type="radio"/>
Visiting a theme or amusement park	<input type="radio"/>	<input type="radio"/>
Visiting a zoo aquarium, or botanical park	<input type="radio"/>	<input type="radio"/>
Visiting friends and relatives	<input type="radio"/>	<input type="radio"/>
Sightseeing in a rural area	<input type="radio"/>	<input type="radio"/>
Hiking, backpacking, and mountain climbing	<input type="radio"/>	<input type="radio"/>
Shopping for art and crafts	<input type="radio"/>	<input type="radio"/>
Visiting you-pick farms and fruit picking	<input type="radio"/>	<input type="radio"/>
Visiting a museum or an art gallery	<input type="radio"/>	<input type="radio"/>
Sunbathing and beach activities	<input type="radio"/>	<input type="radio"/>
Shopping for books and CDs	<input type="radio"/>	<input type="radio"/>
Dining in a fine restaurant	<input type="radio"/>	<input type="radio"/>

Activity	Yes	No
Shopping for toys	<input type="radio"/>	<input type="radio"/>
Swimming	<input type="radio"/>	<input type="radio"/>
Enjoying nightlife and entertainment (e.g., karaoke)	<input type="radio"/>	<input type="radio"/>
Attending a festival	<input type="radio"/>	<input type="radio"/>
Visiting a farmer's market or fair	<input type="radio"/>	<input type="radio"/>
Enjoying ocean or lake cruises	<input type="radio"/>	<input type="radio"/>
Visiting health spas	<input type="radio"/>	<input type="radio"/>
Farm visits and agritourism sites	<input type="radio"/>	<input type="radio"/>
Attending a sport event	<input type="radio"/>	<input type="radio"/>
Visiting a convention or exhibition	<input type="radio"/>	<input type="radio"/>
Canoeing and kayaking	<input type="radio"/>	<input type="radio"/>
Horse riding	<input type="radio"/>	<input type="radio"/>
Attending a musical or concert	<input type="radio"/>	<input type="radio"/>

Section Three: Optimal experience

Please think of your **best/favourite moment** during the Labor Holiday and answer the following questions.

- Where were you at the time? (select one)

<input type="checkbox"/> At home	<input type="checkbox"/> At a recreation site
<input type="checkbox"/> At a relative's house	<input type="checkbox"/> None of the above (identify)
<input type="checkbox"/> At a friend's house	
- Who was with you? (check as many as apply)

<input type="checkbox"/> No one, I was alone	<input type="checkbox"/> Relative(s)
<input type="checkbox"/> Pet(s)	<input type="checkbox"/> Friend(s)
<input type="checkbox"/> Other people (identify)	
- What was the Main thing you were doing: (select one)

<input type="checkbox"/> Family related	<input type="checkbox"/> Personal care
<input type="checkbox"/> Recreation	<input type="checkbox"/> None of the above (identify)
- Briefly, describe that situation and activity in a few words:

How INVOLVED were you in what you were doing:

- | | | | | | | |
|------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------|
| Not at all | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Very high |
|------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------|
- Was there a time limit, so that you had to do something else soon?

No pressure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much pressure
-------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	--------------------
 - Got so into the situation/activity that I lost touch with what is happening around me.

Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree
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 - Was so "zoned into" the situation/activity that I lost sense of time

Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree
-------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	----------------
 - Challenges of the activity.

Very low	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very high
----------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------
 - Your skills in the activity

Very low	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very high
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10. Think about your feeling at the time of the moment, and indicate below:

I was FEELING:

Unhappy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Happy
Bored	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Involved
Anxious	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Relaxed
Irritable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Good-humored

Section Four: Quality of vacation experience

Indicate to what extent you agree with the following statements.

	Strongly disagree		Strongly agree		
On this trip, I felt free to do things I can't do at home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On this trip, I felt free from the controls of other people. I felt in control of my movements and actions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On this trip, I felt free from the pressures of life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On this trip, I felt far away from the tiredness of study.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I needed to get away from study and relax. This trip helped me to rejuvenate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was feeling overworked and emotionally exhausted. This trip helped me to get away from the stresses and strains of study.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On this trip, I became emotionally involved and engaged with people and things. This experience was very pleasant to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This trip allowed me to get close to my parents, relatives, and/or friends. It was very much worthwhile.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On this trip, I was able to re-establish a dwindling relationship with people for whom I care a lot.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On this trip, I managed to do exciting things. I experienced a lot of thrills. This experience has been enriching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On this trip, I established friendships with one or more new people. This was exciting. I needed to make some new friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On this trip, I got involved with and exciting activity. I felt alive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On this trip, I was able to pursue a passionate interest. This experience was thrilling.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On this trip, I had a chance to master a hobby or sport. I had wanted to do this for a long time but never had the chance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On this trip, I was able to sharpen my skills on a passionate hobby or sport. This was very rewarding to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly disagree		Strongly agree		
On this trip, I felt spontaneous. This experience has enriched me in ways I never expected.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
One cannot afford to be spontaneous in everyday life. But one needs to be spontaneous once in a while. This trip allowed me to do just that- be spontaneous.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On this trip, I enjoyed getting to do things on the “spur-of-the-moment”.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All in all, I feel that this trip has enriched my life. I’m really glad I went to this trip.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On this trip, I accomplished the purpose of the vacation. This experience has enriched me in some ways.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This trip was rewarding to me in many ways. I feel much better about things and myself after this trip.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section Five: Family interactions

Please indicate in what degree you agree with following statements.

	Strongly disagree		Strongly agree		
Traveling together during the Labor Holiday made our family ties stronger.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our family travelled together well during the Labor Holiday.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family members felt close to each other while traveling together during the Labor Holiday.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
While traveling during the Labor Holiday, family members shared interests and experiences with each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Traveling with family members during the Labor Holiday was quality time well spent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family members were supportive of each other during the Labor Holiday trip.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
While traveling together during the Labor Holiday, family members respected each other’s personal time and space.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tension within my family was more relaxed while traveling together during the Labor Holiday.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Traveling together during the Labor Holiday as a family made us closer to each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
While traveling during the Labor Holiday, family members paired up rather than do things as a total family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
While traveling together during the Labor Holiday, my family enjoyed participating in the same activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In our family, everyone went his/her own way when it came to the Labor Holiday travel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly disagree		Strongly agree		
While traveling during the Labor Holiday, family members went along with what the family decided to do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When planning the Labor Holiday trip, family members consulted other family members on personal decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It would be easier to plan the Labor Holiday trip with people outside the family than with my family members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It would be easier to travel with people outside the family than with my family members for the Labor Holiday.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
While traveling during the Labor Holiday, the rules in my family had changed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My parents had different approaches to discipline children during the Labor Holiday vacation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my family, the roles of family members changed while on the Labor Holiday vacation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
While traveling during the Labor Holiday, the rules in my family were not clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my family, there was less discipline of children than usual while on the Labor Holiday vacation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When planning the Labor Holiday trip, family members said what they wanted.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It was easy for everyone to express his/her opinion while traveling together during the Labor Holiday.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When planning the Labor Holiday trip, family members were afraid to say what was on their minds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my family, it was easy for everyone to express his/her opinion when planning the Labor Holiday trip.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In planning the Labor Holiday trip, the children's suggestions were followed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Each family member had input regarding major travel decisions for Labor Holiday vacation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my family, everyone shared responsibilities when planning the Labor Holiday trip.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My family tried new ways of dealing with problems while traveling together during the Labor Holiday.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On vacation during the Labor Holiday, family members made compromises when problems arose.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
While traveling during the Labor Holiday, family members discussed problems and felt good about the solutions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section Six: Subjective Wellbeing

Please indicate in what degree you agree with the following statements:

	Strongly disagree			Strongly agree	
My life is going well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My life is just right.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like to change many things in my life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wish I had a different kind of life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a good life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have what I want in life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My life is better than most kids.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate **at this moment** in what degree you agree with the following statements:

Affect items	Not at all			Extremely	
Interested	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Excited	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Happy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strong	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Energetic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Calm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cheerful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Active	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Proud	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Joyful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Delighted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Frightened	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ashamed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upset	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nervous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guilty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scared	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Miserable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jittery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Afraid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lonely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disgusted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gloomy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate in what degree you are satisfied with the following life domains:

	Strongly disagree			Strongly agree	
I enjoy being at home with my family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My family gets along well together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like spending time with my parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My friends treat me well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My friends are nice to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I'm glad I have these friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I look forward to going to school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like being in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School is interesting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like where I live.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like people in my neighborhood.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like my house.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think I am good looking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am fun to be around.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am a nice person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have enough time to do what I like for my leisure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy what I do for my leisure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I travel several times every year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

THANK YOU!

We would like to thank you for your participation in this study. As a reminder, the purpose of this study is to explore the influence of holiday experience on Chinese adolescents' subjective wellbeing. The data collected during this study will contribute to a better understanding of providing an ideal holiday experience and increasing Chinese adolescents' subjective wellbeing. Please be advised of the following:

Any data pertaining to you as an individual participant will be kept confidential.

Should you have any comments or concerns resulting from your participation in this study, please contact Dr. Maureen Nummelin, the Director, Office of Research Ethics, at 1-519-888-4567, Ext. 36005 or maureen.nummelin@uwaterloo.ca.

APPENDIX C: Labor Holiday experience survey

We want to get a sense of your experience during the Labor holiday, and your subjective perceptions of wellbeing.

Instructions:

1. Please read each question carefully. Some questions may seem repetitive, but they are all important to our study.
2. When you are done, please return the survey to the researcher.

Student ID. _____

Note: Your student number will be simply used to cross reference the 3 surveys you complete. Your student number will not be used to identify your participation in this study. Additionally, your student number will be kept confidential within the research team and the researchers have no access to your student records or other information to link your ID number to these records. Your student number will be removed from the researcher's data file as soon as the 3 surveys are linked.

Section One: Optimal experience

Please think of your **best/favourite moment** during the Labor Holiday and answer the following questions.

1. Where were you at the time? (select one)
 - At home
 - At a recreation site
 - At a relative's house
 - None of the above (identify)
 - At a friend's house
2. Who was with you? (check as many as apply)
 - No one, I was alone
 - Relative(s)
 - Pet(s)
 - Friend(s)
 - Other people (identify)
3. What was the Main thing you were doing: (select one)
 - Family related
 - Personal care
 - Recreation
 - None of the above (identify)
4. Briefly, describe that situation and activity in a few words:

5. How INVOLVED were you in what you were doing:
Not at all Very high
6. Was there a time limit, so that you had to do something else soon?
No pressure Very much pressure
7. Got so into the situation/activity that I lost touch with what is happening around me.
Strongly disagree Strongly agree
8. Was so "zoned into" the situation/activity that I lost sense of time
Strongly disagree Strongly agree
9. Challenges of the activity.
Very low Very high

10. Your skills in the activity
 Very low Very high

11. Think about your feeling at the time of the moment, and indicate below:

I was FEELING:

Unhappy Happy
 Bored Involved
 Anxious Relaxed
 Irritable Good-humored

Section Two: Family interactions

Please indicate in what degree you agree with following statements.

	Strongly disagree		Strongly agree		
Spending Labor Holiday together made our family ties stronger.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our family felt good to stay together during the Labor Holiday.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family members felt close to each other while spending Labor Holiday together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During the Labor Holiday, family members shared interests and experiences with each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spending Labor Holiday with family members was quality time well spent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family members were supportive of each other during Labor Holiday.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During the Labor Holiday, family members respected each other's personal time and space.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tension within my family was more relaxed during the Labor Holiday.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spending Labor Holiday together with my family members made us closer to each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During the Labor Holiday, family members paired up rather than do things as a total family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During the Labor Holiday, my family enjoyed participating in the same activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In our family, everyone went his/her own way when it came to the Labor Holiday.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family members went along with what the family decided to do during Labor Holiday.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family members consulted other family members on personal decisions for Labor Holiday.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It would be easier to plan the Labor Holiday with people outside the family than with my family members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It would be easier to spend with people outside the family than with my family members for the Labor Holiday.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly disagree			Strongly agree	
The rules in my family had changed during the Labor Holiday.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My parents had different approaches to discipline children during the Labor Holiday.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my family, the roles of family members changed during the Labor Holiday.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The rules in my family were not clear during the Labor Holiday.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my family, there was less discipline of children than usual during the Labor Holiday.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When planning the Labor Holiday, family members said what they wanted.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It was easy for everyone to express his/her opinion while spending Labor Holiday together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When planning the Labor Holiday, family members were afraid to say what was on their minds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my family, it was easy for everyone to express his/her opinion when planning the Labor Holiday.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In planning the Labor Holiday, the children's suggestions were followed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Each family member had input regarding major decisions for Labor Holiday.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my family, everyone shared responsibilities when planning the Labor Holiday.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My family tried new ways of dealing with problems while spending Labor Holiday together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During the Labor Holiday, family members made compromises when problems arose.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During the Labor Holiday, family members discussed problems and felt good about the solutions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section Three: Subjective Wellbeing

Please indicate in what degree you agree with the following statements:

	Strongly disagree			Strongly agree	
My life is going well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My life is just right.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like to change many things in my life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wish I had a different kind of life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a good life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have what I want in life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My life is better than most kids.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate in what degree you are satisfied with the following life domains:

	Strongly disagree			Strongly agree		
I enjoy being at home with my family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My family gets along well together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like spending time with my parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My friends treat me well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My friends are nice to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I'm glad I have these friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I look forward to going to school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like being in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School is interesting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like where I live.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like people in my neighborhood.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like my house.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think I am good looking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am fun to be around.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am a nice person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have enough time to do what I like for my leisure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy what I do for my leisure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I travel several times every year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate **at this moment** in what degree you agree with the following statements:

Affect items	Not at all			Extremely		
Interested	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Excited	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Happy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strong	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Energetic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Calm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cheerful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Active	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Proud	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Joyful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Delighted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Frightened	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ashamed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upset	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nervous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Affect items	Not at all					Extremely
Guilty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scared	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Miserable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jittery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Afraid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lonely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disgusted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gloomy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

THANK YOU!

We would like to thank you for your participation in this study. As a reminder, the purpose of this study is to explore the influence of holiday experience on Chinese adolescents' subjective wellbeing. Any data pertaining to you as an individual participant will be kept confidential. Should you have any comments or concerns resulting from your participation in this study, please contact Dr. Maureen Nummelin, the Director, Office of Research Ethics, at 1-519-888-4567, Ext. 36005 or maureen.nummelin@uwaterloo.ca.

APPENDIX D: One month after Labor Holiday survey

We want to get a sense of your subjective perceptions of wellbeing.

Instructions:

1. Please read each question carefully. Some questions may seem repetitive, but they are all important to our study.
2. When you are done, please return the survey to the researcher.

Student ID. _____

Note: Your student number will be simply used to cross reference the 3 surveys you complete. Your student number will not be used to identify your participation in this study. Additionally, your student number will be kept confidential within the research team and the researchers have no access to your student records or other information to link your ID number to these records. Your student number will be removed from the researcher's data file as soon as the 3 surveys are linked.

Subjective Wellbeing

Please indicate in what degree you agree with the following statements:

	Strongly disagree			Strongly agree	
My life is going well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My life is just right.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like to change many things in my life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wish I had a different kind of life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a good life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have what I want in life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My life is better than most kids.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate in what degree you are satisfied with the following life domains:

	Strongly disagree			Strongly agree	
I enjoy being at home with my family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My family gets along well together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like spending time with my parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My friends treat me well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My friends are nice to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I'm glad I have these friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I look forward to going to school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like being in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School is interesting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like where I live.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like people in my neighborhood.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like my house.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly disagree			Strongly agree	
I think I am good looking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am fun to be around.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am a nice person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have enough time to do what I like for my leisure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy what I do for my leisure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I travel several times every year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate **at this moment** in what degree you agree with the following statements:

Affect items	Not at all			Extremely	
Interested	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Excited	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Happy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strong	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Energetic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Calm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cheerful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Active	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Proud	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Joyful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Delighted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Frightened	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ashamed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upset	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nervous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guilty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scared	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Miserable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jittery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Afraid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lonely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disgusted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gloomy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

THANK YOU!

We would like to thank you for your participation in this study. As a reminder, the purpose of this study is to explore the influence of holiday experience on Chinese adolescents' subjective wellbeing. The data collected during this study will contribute to a better understanding of providing an ideal holiday experience and increasing Chinese adolescents' subjective wellbeing. Please be advised of the following:

Any data pertaining to you as an individual participant will be kept confidential.

Should you have any comments or concerns resulting from your participation in this study, please contact Dr. Maureen Nummelin, the Director, Office of Research Ethics, at 1-519-888-4567, Ext. 36005 or maureen.nummelin@uwaterloo.ca.

APPENDIX E: Pre National Holiday survey

We want to get a sense of who you are, your expectation about National holiday, and your subjective perceptions of wellbeing.

Instructions:

1. Please read each question carefully. Some questions may seem repetitive, but they are all important to our study.
2. When you are done, please return the survey to the researcher.

Student ID. _____

Section One: Subjective Wellbeing

Please indicate in what degree you agree with the following statements:

	Strongly disagree			Strongly agree	
My life is going well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My life is just right.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like to change many things in my life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wish I had a different kind of life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a good life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have what I want in life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My life is better than most kids.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate in what degree you are satisfied with the following life domains:

	Strongly disagree			Strongly agree	
I enjoy being at home with my family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My family gets along well together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like spending time with my parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My friends treat me well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My friends are nice to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I'm glad I have these friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I look forward to going to school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like being in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School is interesting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like where I live.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like people in my neighborhood.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like my house.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think I am good looking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am fun to be around.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am a nice person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have enough time to do what I like for my leisure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy what I do for my leisure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I travel several times every year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate **at this moment** in what degree you agree with the following statements:

Affect items	Not at all					Extremely
Interested	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Excited	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Happy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strong	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Energetic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Calm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cheerful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Active	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Proud	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Joyful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Delighted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Frightened	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ashamed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upset	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nervous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guilty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scared	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Miserable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jittery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Afraid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lonely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disgusted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gloomy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section Two: Expectation of the National Holiday

In terms of benefits sought during the National Holiday, please indicate in what extent you agree with the following statements

	Strongly disagree			Strongly agree	
Making memories together with family members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sharing quality time together with family members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sharing the same experiences with family members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experiencing new things together with family members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Escaping from the daily routine.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting a change from a busy school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Broadening my horizon.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extending my knowledge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section Three: Demographic Information

- Which grade are you in? Grade 7 Grade 8 Grade 9
- What is your sex? Female Male
- Do you have siblings in your family? Yes No
- Will your family travel during National Holiday? Yes No

THANK YOU!

We would like to thank you for your participation in this study. As a reminder, the purpose of this study is to explore the influence of holiday experience on Chinese adolescents' subjective wellbeing. The data collected during this study will contribute to a better understanding of providing an ideal holiday experience and increasing Chinese adolescents' subjective wellbeing. Please be advised of the following:

Any data pertaining to you as an individual participant will be kept confidential.

This study has been reviewed and received ethics clearance through a University of Waterloo Research Ethics Committee. Should you have any comments or concerns from your participation in this study, please contact the Chief Ethics Officer, Office of Research Ethics, at 1-519-888-4567 ext. 36005 or ore-ceo@uwaterloo.ca.

APPENDIX F: Travel experience during National Holiday survey

We want to get a sense of your experience during the National holiday, and your subjective perceptions of wellbeing.

Instructions:

1. Please read each question carefully. Some questions may seem repetitive, but they are all important to our study.
2. When you are done, please return the survey to the researcher.

Student ID. _____

Section One: Travel information

Where did you go for your vacation during the National Holiday? _____

How many days did you stay there? _____

Who are your travel companions? (e.g., your father, your mother) _____

Section Two: Activity level

Please indicate if you have participated in the follow activities during your family vacation:

Activities	Yes	No
Taking pictures and videos	<input type="radio"/>	<input type="radio"/>
Sightseeing in a big city	<input type="radio"/>	<input type="radio"/>
Dining in an inexpensive local restaurant	<input type="radio"/>	<input type="radio"/>
Buying local specialties	<input type="radio"/>	<input type="radio"/>
Visiting a natural or ecological site	<input type="radio"/>	<input type="radio"/>
Visiting a historical site	<input type="radio"/>	<input type="radio"/>
Enjoying local food and delicacies	<input type="radio"/>	<input type="radio"/>
Shopping for clothes, shoes, and jewelry	<input type="radio"/>	<input type="radio"/>
Visiting a theme or amusement park	<input type="radio"/>	<input type="radio"/>
Visiting a zoo aquarium, or botanical park	<input type="radio"/>	<input type="radio"/>
Visiting friends and relatives	<input type="radio"/>	<input type="radio"/>
Sightseeing in a rural area	<input type="radio"/>	<input type="radio"/>
Hiking, backpacking, and mountain climbing	<input type="radio"/>	<input type="radio"/>
Shopping for art and crafts	<input type="radio"/>	<input type="radio"/>
Visiting you-pick farms and fruit picking	<input type="radio"/>	<input type="radio"/>
Visiting a museum or an art gallery	<input type="radio"/>	<input type="radio"/>
Sunbathing and beach activities	<input type="radio"/>	<input type="radio"/>
Shopping for books and CDs	<input type="radio"/>	<input type="radio"/>
Dining in a fine restaurant	<input type="radio"/>	<input type="radio"/>
Shopping for toys	<input type="radio"/>	<input type="radio"/>
Swimming	<input type="radio"/>	<input type="radio"/>
Enjoying nightlife and entertainment (e.g., karaoke)	<input type="radio"/>	<input type="radio"/>

Activities	Yes	No
Attending a festival	<input type="radio"/>	<input type="radio"/>
Visiting a farmer's market or fair	<input type="radio"/>	<input type="radio"/>
Enjoying ocean or lake cruises	<input type="radio"/>	<input type="radio"/>
Visiting health spas	<input type="radio"/>	<input type="radio"/>
Farm visits and agritourism sites	<input type="radio"/>	<input type="radio"/>
Attending a sport event	<input type="radio"/>	<input type="radio"/>
Visiting a convention or exhibition	<input type="radio"/>	<input type="radio"/>
Canoeing and kayaking	<input type="radio"/>	<input type="radio"/>
Horse riding	<input type="radio"/>	<input type="radio"/>
Attending a musical or concert	<input type="radio"/>	<input type="radio"/>

Section Three: Optimal experience

Please think of your **best/favourite moment** during the National Holiday and answer the following questions.

- Where were you at the time? (select one)

<input type="checkbox"/> At home	<input type="checkbox"/> At a recreation site
<input type="checkbox"/> At a relative's house	<input type="checkbox"/> None of the above (identify)
<input type="checkbox"/> At a friend's house	
- Who was with you? (check as many as apply)

<input type="checkbox"/> No one, I was alone	<input type="checkbox"/> Relative(s)
<input type="checkbox"/> Pet(s)	<input type="checkbox"/> Friend(s)
<input type="checkbox"/> Other people (identify)	
- What was the Main thing you were doing: (select one)

<input type="checkbox"/> Family related	<input type="checkbox"/> Personal care
<input type="checkbox"/> Recreation	<input type="checkbox"/> None of the above (identify)
- Briefly, describe that situation and activity in a few words:

- How INVOLVED were you in what you were doing:
 Not at all Very high
- Was there a time limit, so that you had to do something else soon?
 No pressure Very much pressure
- Got so into the situation/activity that I lost touch with what is happening around me.
 Strongly disagree Strongly agree
- Was so "zoned into" the situation/activity that I lost sense of time
 Strongly disagree Strongly agree
- Challenges of the activity.
 Very low Very high
- Your skills in the activity
 Very low Very high

11. Think about your feeling at the time of the moment, and indicate below:

I was FEELING:

Unhappy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Happy
Bored	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Involved
Anxious	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Relaxed
Irritable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Good-humored

Section Four: Quality of vacation experience

Indicate to what extent you agree with the following statements.

	Strongly disagree		Strongly agree		
On this trip, I felt free to do things I can't do at home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On this trip, I felt free from the controls of other people. I felt in control of my movements and actions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On this trip, I felt free from the pressures of life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On this trip, I felt far away from the tiredness of study.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I needed to get away from study and relax. This trip helped me to rejuvenate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was feeling overworked and emotionally exhausted. This trip helped me to get away from the stresses and strains of study.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On this trip, I became emotionally involved and engaged with people and things. This experience was very pleasant to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This trip allowed me to get close to my parents, relatives, and/or friends. It was very much worthwhile.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On this trip, I was able to re-establish a dwindling relationship with people for whom I care a lot.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On this trip, I managed to do exciting things. I experienced a lot of thrills. This experience has been enriching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On this trip, I established friendships with one or more new people. This was exciting. I needed to make some new friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On this trip, I got involved with and exciting activity. I felt alive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On this trip, I was able to pursue a passionate interest. This experience was thrilling.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On this trip, I had a chance to master a hobby or sport. I had wanted to do this for a long time but never had the chance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On this trip, I was able to sharpen my skills on a passionate hobby or sport. This was very rewarding to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly disagree		Strongly agree		
On this trip, I felt spontaneous. This experience has enriched me in ways I never expected.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
One cannot afford to be spontaneous in everyday life. But one needs to be spontaneous once in a while. This trip allowed me to do just that- be spontaneous.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On this trip, I enjoyed getting to do things on the “spur-of-the-moment”.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All in all, I feel that this trip has enriched my life. I’m really glad I went to this trip.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On this trip, I accomplished the purpose of the vacation. This experience has enriched me in some ways.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This trip was rewarding to me in many ways. I feel much better about things and myself after this trip.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section Five: Family interactions

Please indicate in what degree you agree with following statements.

	Strongly disagree		Strongly agree		
Traveling together during the <u>National</u> Holiday made our family ties stronger.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our family travelled together well during the <u>National</u> Holiday.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family members felt close to each other while traveling together during the <u>National</u> Holiday.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
While traveling during the <u>National</u> Holiday, family members shared interests and experiences with each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Traveling with family members during the <u>National</u> Holiday was quality time well spent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family members were supportive of each other during the <u>National</u> Holiday trip.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
While traveling together during the <u>National</u> Holiday, family members respected each other’s personal time and space.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tension within my family was more relaxed while traveling together during the <u>National</u> Holiday.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Traveling together during the <u>National</u> Holiday as a family made us closer to each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
While traveling during the <u>National</u> Holiday, family members paired up rather than do things as a total family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
While traveling together during the <u>National</u> Holiday, my family enjoyed participating in the same activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly disagree		Strongly agree		
In our family, everyone went his/her own way when it came to the <u>National</u> Holiday travel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
While traveling during the <u>National</u> Holiday, family members went along with what the family decided to do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When planning the <u>National</u> Holiday trip, family members consulted other family members on personal decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It would be easier to plan the <u>National</u> Holiday trip with people outside the family than with my family members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It would be easier to travel with people outside the family than with my family members for the <u>National</u> Holiday.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
While traveling during the <u>National</u> Holiday, the rules in my family had changed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My parents had different approaches to discipline children during the <u>National</u> Holiday vacation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my family, the roles of family members changed while on the <u>National</u> Holiday vacation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
While traveling during the <u>National</u> Holiday, the rules in my family were not clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my family, there was less discipline of children than usual while on the <u>National</u> Holiday vacation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When planning the <u>National</u> Holiday trip, family members said what they wanted.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It was easy for everyone to express his/her opinion while traveling together during the <u>National</u> Holiday.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When planning the <u>National</u> Holiday trip, family members were afraid to say what was on their minds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my family, it was easy for everyone to express his/her opinion when planning the <u>National</u> Holiday trip.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In planning the <u>National</u> Holiday trip, the children's suggestions were followed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Each family member had input regarding major travel decisions for <u>National</u> Holiday vacation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my family, everyone shared responsibilities when planning the <u>National</u> Holiday trip.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My family tried new ways of dealing with problems while traveling together during the <u>National</u> Holiday.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On vacation during the <u>National</u> Holiday, family members made compromises when problems arose.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
While traveling during the <u>National</u> Holiday, family members discussed problems and felt good about the solutions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section Six: Subjective Wellbeing

Please indicate in what degree you agree with the following statements:

	Strongly disagree			Strongly agree	
My life is going well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My life is just right.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like to change many things in my life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wish I had a different kind of life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a good life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have what I want in life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My life is better than most kids.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate in what degree you are satisfied with the following life domains:

	Strongly disagree			Strongly agree	
I enjoy being at home with my family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My family gets along well together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like spending time with my parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My friends treat me well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My friends are nice to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I'm glad I have these friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I look forward to going to school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like being in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School is interesting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like where I live.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like people in my neighborhood.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like my house.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think I am good looking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am fun to be around.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am a nice person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have enough time to do what I like for my leisure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy what I do for my leisure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I travel several times every year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate **at this moment** in what degree you agree with the following statements:

Affect items	Not at all			Extremely	
Interested	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Excited	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Happy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strong	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Energetic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Calm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cheerful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Active	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Proud	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Joyful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Delighted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Frightened	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ashamed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upset	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nervous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guilty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scared	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Miserable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jittery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Afraid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lonely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disgusted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gloomy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

THANK YOU!

We would like to thank you for your participation in this study. As a reminder, the purpose of this study is to explore the influence of holiday experience on Chinese adolescents' subjective wellbeing. The data collected during this study will contribute to a better understanding of providing an ideal holiday experience and increasing Chinese adolescents' subjective wellbeing. Please be advised of the following:

Any data pertaining to you as an individual participant will be kept confidential.

This study has been reviewed and received ethics clearance through a University of Waterloo Research Ethics Committee. Should you have any comments or concerns from your participation in this study, please contact the Chief Ethics Officer, Office of Research Ethics, at 1-519-888-4567 ext. 36005 or ore-ceo@uwaterloo.ca.

APPENDIX G: National Holiday experience survey

We want to get a sense of your experience during the National holiday, and your subjective perceptions of wellbeing.

Instructions:

1. Please read each question carefully. Some questions may seem repetitive, but they are all important to our study.
2. When you are done, please return the survey to the researcher.

Student ID. _____

Section One: Optimal experience

Please think of your **best/favourite moment** during the National Holiday and answer the following questions.

1. Where were you at the time? (select one)
 - At home
 - At a relative's house
 - At a friend's house
 - At a recreation site
 - None of the above (identify)
2. Who was with you? (check as many as apply)
 - No one, I was alone
 - Pet(s)
 - Other people (identify)
 - Relative(s)
 - Friend(s)
3. What was the Main thing you were doing: (select one)
 - Family related
 - Recreation
 - Personal care
 - None of the above (identify)
4. Briefly, describe that situation and activity in a few words:

5. How INVOLVED were you in what you were doing:
Not at all ○ ○ ○ ○ ○ Very high
6. Was there a time limit, so that you had to do something else soon?
No pressure ○ ○ ○ ○ ○ Very much pressure
7. Got so into the situation/activity that I lost touch with what is happening around me.
Strongly disagree ○ ○ ○ ○ ○ Strongly agree
8. Was so "zoned into" the situation/activity that I lost sense of time
Strongly disagree ○ ○ ○ ○ ○ Strongly agree
9. Challenges of the activity.
Very low ○ ○ ○ ○ ○ Very high

10. Your skills in the activity

Very low ○ ○ ○ ○ ○ Very high

11. Think about your feeling at the time of the moment, and indicate below:

I was FEELING:

Unhappy ○ ○ ○ ○ ○ Happy
 Bored ○ ○ ○ ○ ○ Involved
 Anxious ○ ○ ○ ○ ○ Relaxed
 Irritable ○ ○ ○ ○ ○ Good-humored

Section Two: Family interactions

Please indicate in what degree you agree with following statements.

	Strongly disagree		Strongly agree		
Spending <u>National</u> Holiday together made our family ties stronger.	○	○	○	○	○
Our family felt good to stay together during the <u>National</u> Holiday.	○	○	○	○	○
Family members felt close to each other while spending <u>National</u> Holiday together.	○	○	○	○	○
During the <u>National</u> Holiday, family members shared interests and experiences with each other.	○	○	○	○	○
Spending <u>National</u> Holiday with family members was quality time well spent.	○	○	○	○	○
Family members were supportive of each other during <u>National</u> Holiday.	○	○	○	○	○
During the <u>National</u> Holiday, family members respected each other's personal time and space.	○	○	○	○	○
Tension within my family was more relaxed during the <u>National</u> Holiday.	○	○	○	○	○
Spending <u>National</u> Holiday together with my family members made us closer to each other.	○	○	○	○	○
During the <u>National</u> Holiday, family members paired up rather than do things as a total family.	○	○	○	○	○
During the <u>National</u> Holiday, my family enjoyed participating in the same activities.	○	○	○	○	○
In our family, everyone went his/her own way when it came to the <u>National</u> Holiday.	○	○	○	○	○
Family members went along with what the family decided to do during <u>National</u> Holiday.	○	○	○	○	○
Family members consulted other family members on personal decisions for <u>National</u> Holiday.	○	○	○	○	○
It would be easier to plan the <u>National</u> Holiday with people outside the family than with my family members.	○	○	○	○	○

	Strongly disagree		Strongly agree		
It would be easier to spend with people outside the family than with my family members for the <u>National</u> Holiday.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The rules in my family had changed during the <u>National</u> Holiday.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My parents had different approaches to discipline children during the <u>National</u> Holiday.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my family, the roles of family members changed during the <u>National</u> Holiday.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The rules in my family were not clear during the <u>National</u> Holiday.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my family, there was less discipline of children than usual during the <u>National</u> Holiday.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When planning the <u>National</u> Holiday, family members said what they wanted.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It was easy for everyone to express his/her opinion while spending <u>National</u> Holiday together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When planning the <u>National</u> Holiday, family members were afraid to say what was on their minds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my family, it was easy for everyone to express his/her opinion when planning the <u>National</u> Holiday.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In planning the <u>National</u> Holiday, the children's suggestions were followed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Each family member had input regarding major decisions for <u>National</u> Holiday.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my family, everyone shared responsibilities when planning the <u>National</u> Holiday.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My family tried new ways of dealing with problems while spending <u>National</u> Holiday together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During the <u>National</u> Holiday, family members made compromises when problems arose.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During the <u>National</u> Holiday, family members discussed problems and felt good about the solutions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section Three: Subjective Wellbeing

Please indicate in what degree you agree with the following statements:

	Strongly disagree			Strongly agree	
My life is going well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My life is just right.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like to change many things in my life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wish I had a different kind of life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a good life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have what I want in life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My life is better than most kids.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate in what degree you are satisfied with the following life domains:

	Strongly disagree			Strongly agree	
I enjoy being at home with my family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My family gets along well together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like spending time with my parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My friends treat me well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My friends are nice to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I'm glad I have these friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I look forward to going to school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like being in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School is interesting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like where I live.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like people in my neighborhood.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like my house.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think I am good looking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am fun to be around.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am a nice person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have enough time to do what I like for my leisure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy what I do for my leisure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I travel several times every year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate **at this moment** in what degree you agree with the following statements:

Affect items	Not at all					Extremely
Interested	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Excited	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Happy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strong	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Energetic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Calm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cheerful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Active	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Proud	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Joyful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Delighted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Frightened	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ashamed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upset	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nervous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guilty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scared	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Miserable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jittery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Afraid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lonely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disgusted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gloomy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

THANK YOU!

We would like to thank you for your participation in this study. As a reminder, the purpose of this study is to explore the influence of holiday experience on Chinese adolescents' subjective wellbeing. Any data pertaining to you as an individual participant will be kept confidential. This study has been reviewed and received ethics clearance through a University of Waterloo Research Ethics Committee. Should you have any comments or concerns from your participation in this study, please contact the Chief Ethics Officer, Office of Research Ethics, at 1-519-888-4567 ext. 36005 or ore-ceo@uwaterloo.ca.

APPENDIX H: One month after National Holiday survey

We want to get a sense of your subjective perceptions of wellbeing.

Instructions:

1. Please read each question carefully. Some questions may seem repetitive, but they are all important to our study.
2. When you are done, please return the survey to the researcher.

Student ID. _____

Subjective Wellbeing

Please indicate in what degree you agree with the following statements:

	Strongly disagree		Strongly agree		
My life is going well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My life is just right.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like to change many things in my life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wish I had a different kind of life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a good life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have what I want in life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My life is better than most kids.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate in what degree you are satisfied with the following life domains:

	Strongly disagree		Strongly agree		
I enjoy being at home with my family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My family gets along well together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like spending time with my parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My friends treat me well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My friends are nice to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I'm glad I have these friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I look forward to going to school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like being in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School is interesting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like where I live.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like people in my neighborhood.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like my house.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think I am good looking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am fun to be around.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am a nice person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have enough time to do what I like for my leisure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy what I do for my leisure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I travel several times every year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate **at this moment** in what degree you agree with the following statements:

Affect items	Not at all					Extremely
Interested	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Excited	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Happy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strong	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Energetic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Calm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cheerful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Active	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Proud	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Joyful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Delighted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Frightened	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ashamed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upset	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nervous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guilty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scared	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Miserable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jittery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Afraid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lonely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disgusted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gloomy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

THANK YOU!

We would like to thank you for your participation in this study. As a reminder, the purpose of this study is to explore the influence of holiday experience on Chinese adolescents' subjective wellbeing. The data collected during this study will contribute to a better understanding of providing an ideal holiday experience and increasing Chinese adolescents' subjective wellbeing. Please be advised of the following:

Any data pertaining to you as an individual participant will be kept confidential.

This study has been reviewed and received ethics clearance through a University of Waterloo Research Ethics Committee. Should you have any comments or concerns from your participation in this study, please contact the Chief Ethics Officer, Office of Research Ethics, at 1-519-888-4567 ext. 36005 or ore-ceo@uwaterloo.ca.

APPENDIX I: Pre Labor Holiday survey in Chinese

指导语：我们希望了解过去几周以来你对自己生活状况的看法以及对劳动节假期的期待，请你仔细阅读下面的每一语句，在最符合你的观点的圆圈里打钩(√)。请参照你的真实想法和感受填写，填写完毕将问卷交与调查者。

学号：_____

你的学号只用来匹配你在三个阶段所填的问卷，不会用于识别你的个人信息。研究人员会对你的学号进行保密处理，并且研究者无法获取匹配你的学号和新人信息的资料。你的学号信息会在所有问卷回收之后进行消除。

第一部分：主观幸福感

请回答你在多大程度上同意如下表述。

	非常不同意					非常同意				
整体来说我过的很好。	○	○	○	○	○	○	○	○	○	○
我人生（努力）的方向是正确的。	○	○	○	○	○	○	○	○	○	○
我对生活中的很多事情不满，我想有所改变。	○	○	○	○	○	○	○	○	○	○
我希望我能过上和现在不同的生活。	○	○	○	○	○	○	○	○	○	○
我有非常好的生活。	○	○	○	○	○	○	○	○	○	○
在我的生活中，我能够得到我所想要的。	○	○	○	○	○	○	○	○	○	○
我的生活好于大多数孩子。	○	○	○	○	○	○	○	○	○	○

请回答你在多大程度上同意如下表述。

	非常不同意					非常同意				
我享受和家人待在家里。	○	○	○	○	○	○	○	○	○	○
我的家人之间相处的很好。	○	○	○	○	○	○	○	○	○	○
我喜欢和我父母共度时光。	○	○	○	○	○	○	○	○	○	○
我的朋友对我很好。	○	○	○	○	○	○	○	○	○	○
我的朋友对我很友善。	○	○	○	○	○	○	○	○	○	○
我很高兴我有这些朋友。	○	○	○	○	○	○	○	○	○	○
我每天都期待上学。	○	○	○	○	○	○	○	○	○	○
我喜欢待在学校。	○	○	○	○	○	○	○	○	○	○
上学很有意思。	○	○	○	○	○	○	○	○	○	○
我喜欢我住的地方。	○	○	○	○	○	○	○	○	○	○
我喜欢我的邻居们。	○	○	○	○	○	○	○	○	○	○
我喜欢我家的房子。	○	○	○	○	○	○	○	○	○	○
我是非常有自信的人。	○	○	○	○	○	○	○	○	○	○
我是个有趣的人。	○	○	○	○	○	○	○	○	○	○
我是个和善的人。	○	○	○	○	○	○	○	○	○	○
我有充足的时间用来休闲。	○	○	○	○	○	○	○	○	○	○
我喜欢我的休闲活动。	○	○	○	○	○	○	○	○	○	○
我每年都会旅游几次。	○	○	○	○	○	○	○	○	○	○

请回答以下情感或心情在多大程度上符合你此刻的感受。

	完全没有		特别强烈		
对（某事/物）充满兴趣	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
兴奋	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
开心	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
坚强	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
精力充沛	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
平静	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
快乐	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
积极活跃	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
自豪	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
愉快	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
高兴	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
活泼	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
难过	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
惊恐	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
惭愧	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
苦恼	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
紧张	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
内疚	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
害怕	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
痛苦	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
战战兢兢	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
担心	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
孤单	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
生气	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
反感	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
沮丧	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
郁闷	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

第二部分：对于假期的期待

请回答以下表述是否符合你对五一劳动节的期待。

	完全不符合		完全符合		
和家人一起制造回忆。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
和家人共度美好的时光。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
和家人一起做一件事情。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
和家人一起尝试新的体验。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
休息放松。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
扩展眼界。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
学习新的知识。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

第三部分：个人信息

你就读的年级？ 初一 初二 初三

你的性别？ 女 男

你是否有兄弟姐妹？ 是 否

你在五一劳动节期间有出游的打算吗？ 有 没有

感谢你的参与！

再次感谢你的参与。这项研究的目的是探究假期体验对青少年幸福感的影响，这项调查所获取的信息有助于更好地了解怎样有效的提高青少年的生活质量。本研究通过了滑铁卢大学的学术伦理审查，研究过程中对被调查者的全部信息进行保密处理。如果你对本项研究有任何意见或建议，请联系研究伦理中心主任 Maureen Nummelin 博士，电话：1-519-888-4567 转 36005，或发邮件至 maureen.nummelin@uwaterloo.ca。

APPENDIX J: Travel experience during Labor Holiday survey in Chinese

指导语：我们希望了解此刻你对自己生活状况的看法，请你仔细阅读下面的每一语句，在最符合你的观点的圆圈里打钩(√)。其中有些问题的表述意思相近，但每一道问题对于此项调查都有着重要的意义，请您认真作答。填写完毕将问卷交与调查者。

学号：_____

你的学号只用来匹配你在三个阶段所填的问卷，不会用于识别你的个人信息。研究人员会对你的学号进行保密处理，并且研究者无法获取匹配你的学号和新人信息的资料。你的学号信息会在所有问卷回收之后进行消除。

第一部分：出游信息

在五一假期期间，你去了哪里游玩？_____

你在那里待了多长时间？_____

你是和谁一起去的？（请详细列举，例如，爸爸，妈妈）_____

第二部分：参与的活动

请回答五一假期期间你是否参与了以下活动：

活动	是	否
拍照片和视频	<input type="radio"/>	<input type="radio"/>
在城市里观光	<input type="radio"/>	<input type="radio"/>
在当地的平价餐馆吃饭	<input type="radio"/>	<input type="radio"/>
买当地的土特产	<input type="radio"/>	<input type="radio"/>
欣赏自然景观	<input type="radio"/>	<input type="radio"/>
参观历史遗迹	<input type="radio"/>	<input type="radio"/>
品尝当地美食	<input type="radio"/>	<input type="radio"/>
购物（买衣服，鞋，饰品等）	<input type="radio"/>	<input type="radio"/>
参观主题公园或游乐场	<input type="radio"/>	<input type="radio"/>
参观动物园，水族馆，或植物园	<input type="radio"/>	<input type="radio"/>
拜访亲朋好友	<input type="radio"/>	<input type="radio"/>
郊游野餐	<input type="radio"/>	<input type="radio"/>
徒步、爬山	<input type="radio"/>	<input type="radio"/>
购买艺术品和手工艺品	<input type="radio"/>	<input type="radio"/>
参加农家乐或农场采摘	<input type="radio"/>	<input type="radio"/>
参观博物馆或艺术馆	<input type="radio"/>	<input type="radio"/>
在海滩晒太阳，参与海上活动	<input type="radio"/>	<input type="radio"/>
买书或唱片	<input type="radio"/>	<input type="radio"/>
到高级餐厅用餐	<input type="radio"/>	<input type="radio"/>
买玩具	<input type="radio"/>	<input type="radio"/>
游泳	<input type="radio"/>	<input type="radio"/>

活动	是	否
参加夜间的娱乐活动（例如，KTV 唱歌）	<input type="radio"/>	<input type="radio"/>
参加公开举办节日庆祝活动（庆典，游园会等）	<input type="radio"/>	<input type="radio"/>
逛农贸市场或展销会	<input type="radio"/>	<input type="radio"/>
坐游船	<input type="radio"/>	<input type="radio"/>
泡温泉	<input type="radio"/>	<input type="radio"/>
参观农场	<input type="radio"/>	<input type="radio"/>
参与体育赛事	<input type="radio"/>	<input type="radio"/>
参加展览会、展销会	<input type="radio"/>	<input type="radio"/>
泛舟、划船	<input type="radio"/>	<input type="radio"/>
骑马	<input type="radio"/>	<input type="radio"/>
看音乐会或演唱会	<input type="radio"/>	<input type="radio"/>

第三部分：最佳体验

请回顾你印象中此次五一假期的**最佳时刻**并回答以下问题：

- 当时你在哪里？（选择一项）

<input type="radio"/> 在自己家	<input type="radio"/> 在室内娱乐场所
<input type="radio"/> 在亲戚家	<input type="radio"/> 在室外娱乐场所
<input type="radio"/> 在朋友家	<input type="radio"/> 若以上选项都不符合请注明
- 当时你和谁在一起？（可多选）

<input type="radio"/> 独自一人	<input type="radio"/> 家人
<input type="radio"/> 宠物	<input type="radio"/> 朋友
<input type="radio"/> 若以上选项都不符合，请注明你和谁在一起	
- 你当时在做什么？（选择一项）

<input type="radio"/> 和家庭相关的事情	<input type="radio"/> 和学校学习相关的事情
<input type="radio"/> 休闲娱乐	<input type="radio"/> 若以上选项都不符合请注明
- 简单描述一下当时的情况以及你在做什么

***在题 5——题 11 中，两端的词语表示态度的两个极端，若你的态度更倾向于左边，则在靠近左边的“○”内划“√”，若你的态度更倾向于右边，则在靠近右边的“○”内划“√”。**

- 你是否投入当时正在做的事情：

完全不投入	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	完全投入
-------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	------
- 是否有时间限制使你不得不马上做其他事情？

没有时间压力	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	时间压力很大
--------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	--------
- 请回答你是否同意该项描述：在**最佳时刻**，我因非常投入当时正在做的事情以至完全忽略当下周围发生的其它事情。

非常不同意	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	非常同意
-------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	------
- 请回答你是否同意该项描述：在**最佳时刻**，我因非常投入而忘记了时间。

非常不同意	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	非常同意
-------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	------
- 回想你在五一假期**最佳时刻**所做的事情，那件事是否具有挑战性？

挑战性非常低	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	挑战性非常高
--------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	--------
- 回想你在五一假期**最佳时刻**所做的事情，你是否具备做好那件事的能力？

非常低	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	非常高
-----	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----

11. 回想你五一假期的**最佳时刻**，你感到

不开心	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>						开心
无聊	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>						有趣
焦虑	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>						放松
气愤	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>						愉快

第四部分：旅行体验

请回顾你在**五一假期的出游**，并回答你是否同意如下表述：

		非常不同意			非常同意
这次出游，我可以自由的做一些平常在家不能做的事情。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
五一假期的出游，我不受别人的控制，我可以自由支配自己的活动和行为。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
五一假期的出游，我感受不到平时生活的压力。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
五一假期的出游，让我摆脱平日学习的疲劳。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我需要暂时放下课本并放松，五一假期的出游让我重新充满能量。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我感到学习压力太大并且身心俱疲，五一假期的出游让我摆脱学习的压力和紧张。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
这次出游我很积极的参与活动并和大家互动，这次经历对我来说很愉快。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
五一假期的出游 让我和父母，亲人，朋友离得更近。对我来说这很值得。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
五一假期的出游，我能够和我在意的人重新建立更亲密的关系。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
五一假期，我尝试了许多令人激动和兴奋的事情。这次经历丰富了我的生活。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
五一假期的出游，我认识了新的朋友。这对我来说很重要。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
这次出游，我参与了许多有趣的活动。这些体验让我充满活力。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
五一假期的出游 让我有机会培养我的兴趣。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
五一假期的出游 让我有机会做和我兴趣相关的活动或运动。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
在很长一段时间内我想做这件事情，但是没有机会。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
这次出游让我提高了参与（某项）活动的技巧。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
生活难免有时困惑，这次出游让我找回自己。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
每个人都需要在忙碌的生活中有所喘息。这次出游让我做到了这一点。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
在这次出游的过程中，我享受那些意外发生的插曲。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我感到这次五一假期的出游丰富了我的人生，我很高兴我参与了这次出游。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我实现了这次出行的目的，这次经历在很多方面丰富了我的生活。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
这次出游在很多方面是对我的奖励，这次出游让我充满正能量。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

第五部分：与家人的互动

请回顾你在**五一假期的出游**，并回答你是否同意如下表述：

	非常不同意			非常同意	
这次出游让我的家庭更紧密的凝聚在一起。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我和家人能够和谐地一起出游。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我和家人在游玩中靠得更近。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
假期出游时，我的家人会彼此分享兴趣和经验。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
和家人出游所花费的时间是值得的、有意义的。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我的家人在游玩中会互相支持。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
假期出游时，我的家人会互相尊重彼此的个人时间和空间。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
假期出游能够让家人之间的矛盾有所缓和。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
以家庭为单位的出游让我和家人彼此靠的更近。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
出游过程中，我的家人往往分组行动而不是作为一个整体做同一件事情。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
假期出游时，我的家人乐于一起参与同一项活动。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
就我的家庭而言，出游时每一个人做自己想做的事。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
出游时，每一个家庭成员都会配合整个家庭的决定。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
计划五一假期时，我的家人即便安排个人事宜也会询问其他家庭成员的意见。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
比起和家人商量假期的安排，我有更好的商量对象。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
五一假期，比起和家人出游，我有更好的安排。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
假期出游时，我家的一些规矩会有所改变。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
假期出游时，我的家长教育孩子的方式有所改变。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
假期出游时，家人的日常分工、角色有所改变。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
假期出游时，我家的规矩变得模糊而不明确。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
在我家，出游时父母对孩子的要求比平时宽松。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
商量假期出游计划时，家庭成员可以对自己的想法畅所欲言。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
出游过程中，每一个家庭成员可以很容易的表达自己的意见。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
商量出游时，有的家庭成员害怕表达自己的想法。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
商量出游时，我的家里每个人都可以表达自己的意见。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
商量出游计划时，孩子的建议能够被采纳。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
每一个家庭成员都参与出游计划的决定。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
商量出游计划时，我的家人都分担相应的责任。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
出游过程中，遇到问题我的家庭会尝试新的方法去解决问题。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
出游过程中意见不合时，有的家人会做出妥协。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
出游过程中，我和家人欣然接受大家一起讨论得出的问题解决方案。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

第六部分：主观幸福感

请回答你在多大程度上同意如下表述。

	非常不同意			非常同意	
整体来说我过的很好。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我的人生（努力）的方向是正确的。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我对生活中的很多事情不满，我想有所改变。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我希望我能过上和现在不同的生活。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我有非常好的生活。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
在我的生活中，我能够得到我所想要的。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我的生活好于大多数孩子。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

请回答你在多大程度上同意如下表述。

	非常不同意			非常同意	
我享受和家人待在家里。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我的家人之间相处的很好。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我喜欢和我父母共度时光。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我的朋友对我很好。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我的朋友对我很友善。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我很高兴我有这些朋友。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我每天都期待上学。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我喜欢待在学校。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
上学很有意思。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我喜欢我住的地方。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我喜欢我的邻居们。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我喜欢我家的房子。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我是非常有自信的人。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我是个有趣的人。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我是个和善的人。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我有充足的时间用来休闲。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我喜欢我的休闲活动。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我每年都会旅游几次。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

请回答以下词条在多大程度上符合你此刻的感受。

	完全没有			特别强烈	
对（某事/物）充满兴趣	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
兴奋	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
开心	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
坚强	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
精力充沛	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
平静	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
快乐	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
积极活跃	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
自豪	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
愉快	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
高兴	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
活泼	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
难过	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
惊恐	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
惭愧	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
苦恼	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
紧张	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
内疚	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
害怕	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
痛苦	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
战战兢兢	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
担心	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
孤单	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
生气	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
反感	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
沮丧	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
郁闷	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

感谢你的参与!

再次感谢你的参与。这项研究的目的是探究假期体验对青少年幸福感的影响，这项调查所获取的信息有助于更好地了解怎样有效的提高青少年的生活质量。本研究通过了滑铁卢大学的学术伦理审查，研究过程中对被调查者的全部信息进行保密处理。如果你对本项研究有任何意见或建议，请联系研究伦理中心主任 Maureen Nummelin 博士，电话：1-519-888-4567 转 36005，或发邮件至 maureen.nummelin@uwaterloo.ca。

APPENDIX K: Labor Holiday experience survey in Chinese

指导语：我们希望了解此刻你对自己生活状况的看法，请你仔细阅读下面的每一语句，在最符合你的观点的圆圈里打钩(√)。请参照你的真实想法和感受填写，填写完毕将问卷交与调查者。

学号：_____

你的学号只用来匹配你在三个阶段所填的问卷，不会用于识别你的个人信息。研究人员会对你的学号进行保密处理，并且研究者无法获取匹配你的学号和新人信息的资料。你的学号信息会在所有问卷回收之后进行消除。

第一部分：最佳体验

请回顾在五一劳动节期间你**最开心的时刻**并回答以下问题：

1. 当时你在哪里？（选择一项）

<input type="radio"/> 在自己家	<input type="radio"/> 在室内娱乐场所
<input type="radio"/> 在亲戚家	<input type="radio"/> 在室外娱乐场所
<input type="radio"/> 在朋友家	<input type="radio"/> 若以上选项都不符合请注明
2. 当时你和谁在一起？（可多选）

<input type="radio"/> 独自一人	<input type="radio"/> 家人
<input type="radio"/> 宠物	<input type="radio"/> 朋友
<input type="radio"/> 若以上选项都不符合，请注明你和谁在一起	
3. 你当时在做什么？（选择一项）

<input type="radio"/> 和家庭相关的事情	<input type="radio"/> 和学校学习相关的事情
<input type="radio"/> 休闲娱乐	<input type="radio"/> 若以上选项都不符合请注明
4. 简单描述一下当时的情况以及你在做什么

5. 你是否投入当时正在做的事情：
完全不投入 完全投入
6. 在你最开心的时刻，是否有时间限制使你不得不马上做其他事情？
没有时间压力 时间压力很大
7. 请回答你是否同意该项描述：在我最开心的时刻，我因非常投入当时正在做的事情以至完全忽略当下周围发生的其它事情。
非常不同意 非常同意
8. 请回答你是否同意该项描述：在我最开心的时刻，我因非常投入当时的情景或活动以至忘记了时间。
非常不同意 非常同意
9. 回想你最开心的当下所做的事情，对你而言它是否具有挑战性
非常低 非常高
10. 回想你最开心的当下所做的事情，你所掌握的完成那件事情的技巧
非常低 非常高
11. 回想你最开心的时刻，你感到

<input type="radio"/> 不开心	<input type="radio"/> 开心
<input type="radio"/> 无聊	<input type="radio"/> 投入
<input type="radio"/> 焦虑	<input type="radio"/> 放松
<input type="radio"/> 气愤	<input type="radio"/> 愉快

第二部分：与家人的互动

请回答你是否同意如下表述：

	非常不同意					非常同意				
旅行让我的家庭更紧密的凝聚在一起。	○	○	○	○	○	○	○	○	○	○
我的家人能够和谐地一起旅行。	○	○	○	○	○	○	○	○	○	○
我和家人在旅行中靠得更近。	○	○	○	○	○	○	○	○	○	○
旅行时，我的家人会彼此分享兴趣和经验。	○	○	○	○	○	○	○	○	○	○
和家人旅行所花费的时间是值得的、有意义的。	○	○	○	○	○	○	○	○	○	○
我的家人在旅行中会互相支持。	○	○	○	○	○	○	○	○	○	○
旅行时，我的家人会互相尊重彼此的个人时间和空间。	○	○	○	○	○	○	○	○	○	○
旅行能够让家人之间的矛盾有所缓和。	○	○	○	○	○	○	○	○	○	○
以家庭为单位的旅行让我和家人彼此靠的更近。	○	○	○	○	○	○	○	○	○	○
旅行时，我的家人往往分组行动而不是作为一个整体做同一件事情。	○	○	○	○	○	○	○	○	○	○
旅行时，我的家人乐于一起参与同一项活动。	○	○	○	○	○	○	○	○	○	○
就我的家庭而言，每一个人按照自己方式旅行。	○	○	○	○	○	○	○	○	○	○
旅行时，每一个家庭成员都会配合整个家庭的决定。	○	○	○	○	○	○	○	○	○	○
计划旅行时，我的家人即便做个人决定也会询问其他家庭成员的意见。	○	○	○	○	○	○	○	○	○	○
和其他人计划旅行比和我的家人更容易。	○	○	○	○	○	○	○	○	○	○
和其他人旅行比和我的家人旅行容易。	○	○	○	○	○	○	○	○	○	○
旅行时，我家的一些规则会有所改变。	○	○	○	○	○	○	○	○	○	○
我的家人有不同的方式教育孩子。	○	○	○	○	○	○	○	○	○	○
旅行时，家人的日常分工、角色有所改变。	○	○	○	○	○	○	○	○	○	○
旅行时，我家的规则变得模糊而不明确。	○	○	○	○	○	○	○	○	○	○
在我家，旅行时父母对孩子的要求比平时宽松。	○	○	○	○	○	○	○	○	○	○
计划旅行时，家庭成员可以对自己的想法畅所欲言。	○	○	○	○	○	○	○	○	○	○
旅行时，每一个家庭成员可以很容易的表达自己的意见。	○	○	○	○	○	○	○	○	○	○
计划旅行时，有的家庭成员害怕表达自己的想法。	○	○	○	○	○	○	○	○	○	○
计划旅行时，我的家里每个人都可以表达自己的意见。	○	○	○	○	○	○	○	○	○	○
计划旅行时，孩子的建议能够被采纳。	○	○	○	○	○	○	○	○	○	○
每一个家庭成员都参与主要旅行的决定。	○	○	○	○	○	○	○	○	○	○
计划旅行时，我的家人都分担相应的责任。	○	○	○	○	○	○	○	○	○	○
旅行过程中，我的家庭会尝试新的方法去解决问题。	○	○	○	○	○	○	○	○	○	○
旅行过程中意见不合时，有的家人会做出妥协。	○	○	○	○	○	○	○	○	○	○
旅行过程中，我和家人欣然接受大家一起讨论得出的问题解决方案。	○	○	○	○	○	○	○	○	○	○

第三部分：主观幸福感

请回答你在多大程度上同意如下表述。

	非常不同意			非常同意	
整体来说我过的很好。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我的生活方向正确。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我对生活中的很多事情不满，我想有所改变。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我希望我能过上和现在不同的生活。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我有非常好的生活。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
在我的生活中我拥有我所想要的。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我的生活好于大多数孩子。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

请回答你在多大程度上同意如下表述。

	非常不同意			非常同意	
我享受和家人待在家里。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我的家人之间相处的很好。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我喜欢和我父母共度时光。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我的朋友对我很好。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我的朋友对我很友善。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我很高兴我有这些朋友。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我每天都期待上学。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我喜欢待在学校。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
上学很有意思。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我喜欢我住的地方。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我喜欢我的邻居们。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我喜欢我家的房子。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我觉得我长得很好。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我是个有趣的人。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我是个和善的人。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我有充足的时间用来休闲。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我喜欢我的休闲活动。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我每年都会旅游几次。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

请回答以下词条在多大程度上符合你此刻的感受。

	完全没有			特别强烈	
对（某事/物）充满兴趣	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
兴奋	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
开心	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
坚强	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
精力充沛	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
平静	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
快乐	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
积极活跃	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
自豪	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
愉快	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
高兴	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
活泼	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
难过	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
惊恐	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
惭愧	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
苦恼	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
紧张	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
内疚	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
害怕	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
痛苦	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
战战兢兢	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
担心	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
孤单	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
生气	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
反感	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
沮丧	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
郁闷	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

感谢你的参与!

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APPENDIX L: One month after Labor Holiday survey in Chinese

指导语：我们希望了解最近这周你对自己生活状况的看法，请你仔细阅读下面的每一语句，在最符合你的观点的圆圈里打钩(√)。请参照你的真实想法和感受填写，填写完毕将问卷交与调查者。

学号：_____

你的学号只用来匹配你在三个阶段所填的问卷，不会用于识别你的个人信息。研究人员会对你的学号进行保密处理，并且研究者无法获取匹配你的学号和新人信息的资料。你的学号信息会在所有问卷回收之后进行消除。

请不要回忆前两次选择的答案，只需回答**此时此刻**，你在多大程度上同意如下表述。

	非常不同意			非常同意	
整体来说我过的很好。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我的人生（努力）的方向是正确的。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我对生活中的很多事情不满，我想有所改变。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我希望我能过上和现在不同的生活。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我有非常好的生活。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
在我的生活中，我能够得到我所想要的。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我的生活好于大多数孩子。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

请不要回忆前两次选择的答案，只需回答**此时此刻**，你在多大程度上同意如下表述。

	非常不同意			非常同意	
我享受和家人待在家里。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我的家人之间相处的很好。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我喜欢和我父母共度时光。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我的朋友对我很好。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我的朋友对我很友善。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我很高兴我有这些朋友。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我每天都期待上学。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我喜欢待在学校。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
上学很有意思。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我喜欢我住的地方。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我喜欢我的邻居们。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我喜欢我家的房子。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我是非常有自信的人。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我是个有趣的人。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我是个和善的人。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我有充足的时间用来休闲。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我喜欢我的休闲活动。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我每年都会旅游几次。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

请不要回忆前两次选择的答案，只需回答**此时此刻**，以下词条在多大程度上符合你此刻的感受。

	完全没有			特别强烈	
对（某事/物）充满兴趣	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
兴奋	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
开心	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
坚强	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
精力充沛	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
平静	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
快乐	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
积极活跃	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
自豪	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
愉快	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
高兴	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
活泼	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
难过	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
惊恐	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
惭愧	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
苦恼	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
紧张	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
内疚	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
害怕	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
痛苦	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
战战兢兢	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
担心	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
孤单	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
生气	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
反感	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
沮丧	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
郁闷	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

感谢你的参与！

再次感谢你的参与。这项研究的目的是探究假期体验对青少年幸福感的影响，这项调查所获取的信息有助于更好地了解怎样有效的提高青少年的生活质量。本研究通过了滑铁卢大学的学术伦理审查，研究过程中对被调查者的全部信息进行保密处理。如果你对本项研究有任何意见或建议，请联系研究伦理中心主任 Maureen Nummelin 博士，电话：1-519-888-4567 转 36005，或发邮件至 maureen.nummelin@uwaterloo.ca。

APPENDIX M: Pre National Holiday survey in Chinese

指导语：我们希望了解过去几周以来你对自己生活状况的看法以及对国庆节假期的期待，请你仔细阅读下面的每一语句，在最符合你的观点的圆圈里打钩(√)。请参照你的真实想法和感受填写，填写完毕将问卷交与调查者。

学号：_____

你的学号只用来匹配你在三个阶段所填的问卷，不会用于识别你的个人信息。研究人员会对你的学号进行保密处理，并且研究者无法获取匹配你的学号和新人信息的资料。你的学号信息会在所有问卷回收之后进行消除。

第一部分：主观幸福感

请回答你在多大程度上同意如下表述。

	非常不同意			非常同意	
1. 整体来说我的生活接近于我的理想。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. 我人生（努力）的方向是正确的。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. 我对生活中的很多事情不满，我想有所改变。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. 我希望我能过上和现在不同的生活。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. 我有非常好的生活。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. 在我的生活中，我能够得到我所想要的。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. 我的生活好于大多数孩子。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

请回答你在多大程度上同意如下表述。

	非常不同意			非常同意	
我享受和家人待在家里。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我的家人之间相处的很好。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我喜欢和我父母共度时光。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我的朋友对我很好。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我的朋友对我很友善。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我很高兴我有这些朋友。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我每天都期待上学。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我喜欢待在学校。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
上学很有意思。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我喜欢我住的地方。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我喜欢我的邻居们。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我喜欢我家的房子。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我是非常有自信的人。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我是个有趣的人。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我是个和善的人。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我有充足的时间用来休闲。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我喜欢我的休闲活动。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我每年都会旅游几次。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

请回答以下情感或心情在多大程度上符合你此刻的感受。

	完全没有			特别强烈	
对（某事/物）充满兴趣	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
兴奋	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
开心	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
坚强	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
精力充沛	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
平静	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
快乐	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
积极活跃	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
自豪	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
愉快	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
高兴	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
活泼	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
难过	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
惊恐	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
惭愧	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
苦恼	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
紧张	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
内疚	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
害怕	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
痛苦	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
战战兢兢	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
担心	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
孤单	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
生气	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
反感	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
沮丧	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
郁闷	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

第二部分：对于假期的期待

请回答以下表述是否符合你对国庆节的期待。

	非常 不符合	不符合	一般	符合	非常 符合
和家人制造回忆。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
和家人共度美好的时光。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
和家人一起做一件事情。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
尝试新的体验。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
从学习中解脱出来。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
休息放松。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
扩展眼界。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
学习新的知识。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

第三部分：个人信息

你就读的年级： 初一 初二 初三

你的性别： 女 男

你是独生子女吗？ 是 不是

你在国庆节期间有出去旅游的计划吗？ 有 没有

感谢你的参与！

再次感谢你的参与。这项研究的目的是探究假期体验对青少年幸福感的影响，这项调查所获取的信息有助于更好地了解怎样有效的提高青少年的生活质量。本研究通过了滑铁卢大学的学术伦理审查，研究过程中对被调查者的全部信息进行保密处理。如果你对本项研究有任何意见或建议，请联系研究伦理中心主任，电话：1-519-888-4567 转 36005，或发邮件至 ore-ceo@uwaterloo.ca。

APPENDIX N: Travel experience during National Holiday survey in Chinese

指导语：我们希望了解此刻你对自己生活状况的看法，请你仔细阅读下面的每一语句，在最符合你的观点的圆圈里打钩(√)。其中有些问题的表述意思相近，但每一道问题对于此项调查都有着重要的意义，请您认真作答。填写完毕将问卷交与调查者。

学号：_____

你的学号只用来匹配你在三个阶段所填的问卷，不会用于识别你的个人信息。研究人员会对你的学号进行保密处理，并且研究者无法获取匹配你的学号和新人信息的资料。你的学号信息会在所有问卷回收之后进行消除。

第一部分：出游信息

国庆假期期间，你去了哪里游玩？（列举出你在国庆节去过的所有地方）

你在上述地点停留了多长时间？（请分别列举，例如，黄山 3 天，五四广场 2 小时）

你和谁一起去的？（请详细列举，例如，爸爸，妈妈）

第二部分：参与的活动

请回忆国庆节假期期间你是否参与了以下活动：

活动	是	否
拍照片和视频	<input type="radio"/>	<input type="radio"/>
在城市里观光	<input type="radio"/>	<input type="radio"/>
在当地的平价餐馆吃饭	<input type="radio"/>	<input type="radio"/>
买当地的土特产	<input type="radio"/>	<input type="radio"/>
欣赏自然景观	<input type="radio"/>	<input type="radio"/>
参观历史遗迹	<input type="radio"/>	<input type="radio"/>
品尝当地美食	<input type="radio"/>	<input type="radio"/>
购物（买衣服，鞋，饰品等）	<input type="radio"/>	<input type="radio"/>
参观主题公园或游乐场	<input type="radio"/>	<input type="radio"/>
参观动物园，水族馆，或植物园	<input type="radio"/>	<input type="radio"/>
拜访亲朋好友	<input type="radio"/>	<input type="radio"/>
郊游野餐	<input type="radio"/>	<input type="radio"/>
徒步、爬山	<input type="radio"/>	<input type="radio"/>
购买艺术品和手工艺品	<input type="radio"/>	<input type="radio"/>
参加农家乐或农场采摘	<input type="radio"/>	<input type="radio"/>
参观博物馆或艺术馆	<input type="radio"/>	<input type="radio"/>
在海滩晒太阳，参与海上活动	<input type="radio"/>	<input type="radio"/>
买书或唱片	<input type="radio"/>	<input type="radio"/>
到高级餐厅用餐	<input type="radio"/>	<input type="radio"/>
买玩具	<input type="radio"/>	<input type="radio"/>
游泳	<input type="radio"/>	<input type="radio"/>
参加夜间的娱乐活动（例如，KTV 唱歌）	<input type="radio"/>	<input type="radio"/>

活动	是	否
参加公开举办节日庆祝活动（庆典，游园会等）	<input type="radio"/>	<input type="radio"/>
逛农贸市场或展销会	<input type="radio"/>	<input type="radio"/>
坐游船	<input type="radio"/>	<input type="radio"/>
泡温泉	<input type="radio"/>	<input type="radio"/>
参观农场	<input type="radio"/>	<input type="radio"/>
参与体育赛事	<input type="radio"/>	<input type="radio"/>
参加展览会、展销会	<input type="radio"/>	<input type="radio"/>
泛舟、划船	<input type="radio"/>	<input type="radio"/>
骑马	<input type="radio"/>	<input type="radio"/>
看音乐会或演唱会	<input type="radio"/>	<input type="radio"/>

第三部分：最佳体验

请回忆你心目中此次国庆节假期的**最佳时刻**，并回答以下问题：

- 当时你在哪里？（选择一项）
 - 在自己家
 - 在亲戚家
 - 在朋友家
 - 在室内娱乐场所
 - 在室外娱乐场所
 - 若以上选项都不符合请注明
- 当时你和谁在一起？（可多选）
 - 独自一人
 - 家人
 - 宠物
 - 朋友
 - 若以上选项都不符合，请注明你和谁在一起
- 你当时在做什么？（选择一项）
 - 和家庭相关的事情
 - 和学校学习相关的事情
 - 休闲娱乐
 - 若以上选项都不符合请注明
- 简单描述一下当时的情况以及你在做什么

*在题5——题11中，两端的词语表示态度的两个极端，若你的态度更倾向于左边，则在靠近左边的“○”内划“√”，若你的态度更倾向于右边，则在靠近右边的“○”内划“√”。

- 你是否投入当时正在做的事情？

完全不投入 ○ ○ ○ ○ ○ 完全投入
- 是否有时间限制使你不得马上做其他事情？

没有时间压力 ○ ○ ○ ○ ○ 时间压力很大
- 请回答你是否同意该项描述：在**最佳时刻**，我因非常投入当时正在做的事情以至完全忽略当下周围发生的其它事情。

非常不同意 ○ ○ ○ ○ ○ 非常同意
- 请回答你是否同意该项描述：在**最佳时刻**，我因非常投入而忘记了时间。

非常不同意 ○ ○ ○ ○ ○ 非常同意
- 回想你在国庆假期**最佳时刻**所做的事情，那件事是否具有挑战性？

挑战性非常低 ○ ○ ○ ○ ○ 挑战性非常高
- 回想你在国庆假期**最佳时刻**所做的事情，你是否具备做好那件事的能力？

非常低 ○ ○ ○ ○ ○ 非常高

22. 回想你国庆假期的**最佳时刻**，你感到

不开心	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	开心
无聊	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	有趣
焦虑	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	放松
气愤	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	愉快

第四部分：旅行体验

请回顾你在**国庆假期的出游**，并回答你是否同意如下表述：

	非常 不同意	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	非常 同意
这次出游，我可以自由的做一些平常在家不能做的事情。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
国庆假期的出游，我不受别人的控制，我可以自由支配自己的活动和行为。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
国庆假期的出游，我感受不到平时生活的压力。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
国庆假期的出游，让我摆脱平日学习的疲劳。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我需要暂时放下课本并放松，国庆假期的出游让我重新充满能量。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我感到学习压力太大并且身心俱疲，国庆假期的出游让我摆脱学习的压力和紧张。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
这次出游我很积极的参与活动并和大家互动，这次经历对我来说很愉快。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
国庆假期的出游让我和父母，亲人，朋友离得更近。对我来说这很值得。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
国庆假期的出游，我能够和我在意的人重新建立更亲密的关系。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
国庆假期，我尝试了许多令人激动和兴奋的事情。这次经历丰富了我的生活。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
国庆假期的出游，我认识了新的朋友。这对我来说很重要。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
这次出游，我参与了许多有趣的活动。这些体验让我充满活力。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
国庆假期的出游让我有机会培养我的兴趣。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
国庆假期的出游让我有机会参加我感兴趣的活动或运动。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
这次出游让我提高了参与（某项）活动的技巧。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
生活难免有时困惑，这次出游让我找回自己。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
每个人都需要在忙碌的生活中有所喘息。这次出游让我做到了这一点。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
在这次出游的过程中，我享受那些意外发生的插曲。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我感到这次国庆假期的出游丰富了我的人生，我很高兴我参与了这次出游。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我实现了这次出行的目的，这次经历在很多方面丰富了我的生活。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
这次出游在很多方面是对我的奖励，这次出游让我充满正能量。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

第五部分：与家人的互动

请回顾你在**国庆假期**的出游，并回答你是否同意如下表述：

	非常不同意			非常同意	
这次出游让我的家庭更紧密的凝聚在一起。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我和家人能够和谐地一起出游。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我和家人在游玩中靠得更近。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
假期出游时，我的家人会彼此分享兴趣和经验。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
和家人出游所花费的时间是值得的、有意义的。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我的家人在游玩中会互相支持。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
假期出游时，我的家人会互相尊重彼此的个人时间和空间。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
假期出游能够让家人之间的矛盾有所缓和。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
以家庭为单位的出游让我和家人彼此靠的更近。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
出游过程中，我的家人往往分组行动而不是作为一个整体做同一件事情。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
假期出游时，我的家人乐于一起参与同一项活动。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
就我的家庭而言，出游时每一个人做自己想做的事。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
出游时，每一个家庭成员都会配合整个家庭的决定。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
计划国庆假期时，我的家人即便安排个人事宜也会询问其他家庭成员的意见。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
比起和家人商量假期的安排，我有更好的商量对象。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
国庆假期，比起和家人出游，我有更好的安排。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
假期出游时，我家的一些规矩会有所改变。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
假期出游时，我的家长教育孩子的方式有所改变。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
假期出游时，家人的日常分工、角色有所改变。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
假期出游时，我家的规矩变得模糊而不明确。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
在我家，出游时父母对孩子的要求比平时宽松。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
商量假期出游计划时，家庭成员可以对自己的想法畅所欲言。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
出游过程中，每一个家庭成员可以很容易的表达自己的意见。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
商量出游时，有的家庭成员害怕表达自己的想法。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
商量出游时，我的家里每个人都可以表达自己的意见。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
商量出游计划时，孩子的建议能够被采纳。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
每一个家庭成员都参与出游计划的决定。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
商量出游计划时，我的家人都分担相应的责任。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
出游过程中，遇到问题我的家庭会尝试新的方法去解决问题。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
出游过程中意见不合时，有的家人会做出妥协。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
出游过程中，我和家人欣然接受大家一起讨论得出的问题解决方案。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

第六部分：主观幸福感

第六部分调查内容与问卷一的内容有所重复，请不要参考之前的答案，按照您此刻的想法和感受作答。

回答你在多大程度上同意如下表述。

	非常 不同意			非常 同意	
1. 整体来说我的生活接近于我的理想。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. 我人生（努力）的方向是正确的。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. 我对生活中的很多事情不满，我想有所改变。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. 我希望我能过上和现在不同的生活。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. 我有非常好的生活。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. 在我的生活中，我能够得到我所想要的。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. 我的生活好于大多数孩子。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

请回答你在多大程度上同意如下表述。

	非常 不同意			非常 同意	
我享受和家人待在家里。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我的家人之间相处的很好。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我喜欢和我父母共度时光。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我的朋友对我很好。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我的朋友对我很友善。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我很高兴我有这些朋友。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我每天都期待上学。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我喜欢待在学校。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
上学很有意思。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我喜欢我住的地方。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我喜欢我的邻居们。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我喜欢我家的房子。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我是非常有自信的人。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我是个有趣的人。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我是个和善的人。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我有充足的时间用来休闲。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我喜欢我的休闲活动。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我每年都会旅游几次。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

请回答以下词条在多大程度上符合你此刻的感受。

	完全没有			特别强烈	
对（某事/物）充满兴趣	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
兴奋	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
开心	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
坚强	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
精力充沛	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
平静	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
快乐	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
积极活跃	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
自豪	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
愉快	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
高兴	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
活泼	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
难过	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
惊恐	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
惭愧	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
苦恼	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
紧张	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
内疚	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
害怕	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
痛苦	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
战战兢兢	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
担心	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
孤单	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
生气	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
反感	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
沮丧	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
郁闷	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

感谢你的参与！

再次感谢你的参与。这项研究的目的是探究假期体验对青少年幸福感的影响，这项调查所获取的信息有助于更好地了解怎样有效的提高青少年的生活质量。本研究通过了滑铁卢大学的学术伦理审查，研究过程中对被调查者的全部信息进行保密处理。如果你对本项研究有任何意见或建议，请联系研究伦理中心主任，电话：1-519-888-4567 转 36005，或发邮件至 ore-ceo@uwaterloo.ca。

11. 回想你国庆假期的**最佳时刻**，你感到

不开心	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>						开心
无聊	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>						有趣
焦虑	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>						放松
气愤	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>						愉快

第二部分：与家人的互动

请回答你是否同意如下表述：

		非常 不同意					非常 同意
和家人共度国庆假期让我的家庭凝聚力更高。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我认为和家人共度国庆假期是很温馨的。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我和家人在共度国庆假期的过程中拉近了彼此间的距离。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
国庆假期期间，我和家人彼此分享趣事和经验。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
和家人共度国庆假期的时间是值得的、有意义的。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我和家人在国庆假期期间互相支持。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
国庆假期期间，我和家人会互相尊重彼此的个人时间和空间。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
放假能够让家人之间的矛盾有所缓和。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
和家人共度国庆假期使我和家人彼此靠的更近。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
国庆假期期间，我和家人往往分组行动而不是作为一个整体做同一件事情。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
国庆假期期间，我和家人乐于一起参与同一项活动。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
就我家而言，每一个人可以按照自己方式度过国庆假期。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
国庆假期期间，每一个家庭成员都会配合整个家庭的决定。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
制定国庆假期计划时，我的家人即便安排个人事宜也会询问其他家庭成员的意见。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
比起和家人商量国庆假期安排，我有更好的商量对象。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
比起和家人共度国庆假期，我有更好的安排。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
放假期间，我家的一些规矩有所改变。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
放假期间，我的家长教育孩子的方式有所不同。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
放假期间，家人的日常分工、角色有所改变。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
放假期间，我家的规矩变得模糊而不明确。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
在我家，放假时父母对孩子的要求比平时宽松。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
制定国庆假期计划时，家庭成员可以对自己的想法畅所欲言。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
国庆假期期间，每一个家庭成员可以很容易的表达自己的意见。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
制定国庆假期计划时，有的家庭成员害怕表达自己的想法。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
制定国庆假期计划时，我的家里每个人都可以表达自己的意见。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
制定国庆假期计划时，孩子的建议能够被采纳。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
每一个家庭成员都参与主要国庆假期安排的商议。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
制定国庆假期计划时，我的家人都分担相应的责任。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
国庆假期期间，遇到问题时我的家庭会尝试新的方法去解决问题。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
国庆假期期间，当家人意见不合时，有的家人会做出妥协。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
国庆假期期间，我和家人欣然接受大家一起讨论得出的问题解决方案。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

第三部分：主观幸福感

第三部分调查内容与问卷一的内容有所重复，请不要参考之前的答案，按照您此刻的想法和感受作答。

请回答你在多大程度上同意如下表述。

	非常 不同意			非常 同意	
整体来说我过的很好。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我的生活方向正确。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我对生活中的很多事情不满，我想有所改变。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我希望我能过上和现在不同的生活。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我有非常好的生活。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
在我的生活中我拥有我所想要的。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我的生活好于大多数孩子。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

请回答你在多大程度上同意如下表述。

	非常 不同意			非常 同意	
我享受和家人待在家里。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我的家人之间相处的很好。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我喜欢和我父母共度时光。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我的朋友对我很好。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我的朋友对我很友善。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我很高兴我有这些朋友。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我每天都期待上学。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我喜欢待在学校。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
上学很有意思。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我喜欢我住的地方。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我喜欢我的邻居们。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我喜欢我家的房子。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我觉得我长得很好。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我是个有趣的人。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我是个和善的人。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我有充足的时间用来休闲。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我喜欢我的休闲活动。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我每年都会旅游几次。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

请回答以下词条在多大程度上符合你此刻的感受。

	完全没有			特别强烈	
对（某事/物）充满兴趣	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
兴奋	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
开心	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
坚强	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
精力充沛	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
平静	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
快乐	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
积极活跃	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
自豪	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
愉快	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
高兴	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
活泼	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
难过	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
惊恐	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
惭愧	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
苦恼	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
紧张	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
内疚	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
害怕	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
痛苦	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
战战兢兢	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
担心	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
孤单	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
生气	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
反感	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
沮丧	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
郁闷	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

感谢你的参与！

再次感谢你的参与。这项研究的目的是探究假期体验对青少年幸福感的影响，这项调查所获取的信息有助于更好地了解怎样有效的提高青少年的生活质量。本研究通过了滑铁卢大学的学术伦理审查，研究过程中对被调查者的全部信息进行保密处理。如果你对本项研究有任何意见或建议，请联系研究伦理中心主任，电话：1-519-888-4567 转 36005，或发邮件至 ore-ceo@uwaterloo.ca。

APPENDIX P: One month after National Holiday survey in

Chinese

指导语：我们希望了解最近这周你对自己生活状况的看法，请你仔细阅读下面的每一语句，在最符合你的观点的圆圈里打钩(√)。请参照你的真实想法和感受填写，填写完毕将问卷交与调查者。

学号：_____

你的学号只用来匹配你在三个阶段所填的问卷，不会用于识别你的个人信息。研究人员会对你的学号进行保密处理，并且研究者无法获取匹配你的学号和新人信息的资料。你的学号信息会在所有问卷回收之后进行消除。

请不要回忆前两次选择的答案，只需回答**此时此刻**，你在多大程度上同意如下表述。

	非常不同意			非常同意		
整体来说我过的很好。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我的人生（努力）的方向是正确的。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我对生活中的很多事情不满，我想有所改变。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我希望我能过上和现在不同的生活。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我有非常好的生活。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
在我的生活中，我能够得到我所想要的。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我的生活好于大多数孩子。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

请不要回忆前两次选择的答案，只需回答**此时此刻**，你在多大程度上同意如下表述。

	非常不同意			非常同意		
我享受和家人待在家里。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我的家人之间相处的很好。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我喜欢和我父母共度时光。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我的朋友对我很好。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我的朋友对我很友善。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我很高兴我有这些朋友。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我每天都期待上学。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我喜欢待在学校。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
上学很有意思。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我喜欢我住的地方。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我喜欢我的邻居们。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我喜欢我家的房子。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我是非常有自信的人。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我是个有趣的人。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我是个和善的人。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我有充足的时间用来休闲。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我喜欢我的休闲活动。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我每年都会旅游几次。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

请不要回忆前两次选择的答案，只需回答**此时此刻**，以下词条在多大程度上符合你此刻的感受。

	完全没有			特别强烈	
对（某事/物）充满兴趣	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
兴奋	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
开心	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
坚强	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
精力充沛	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
平静	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
快乐	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
积极活跃	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
自豪	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
愉快	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
高兴	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
活泼	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
难过	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
惊恐	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
惭愧	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
苦恼	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
紧张	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
内疚	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
害怕	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
痛苦	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
战战兢兢	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
担心	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
孤单	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
生气	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
反感	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
沮丧	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
郁闷	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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