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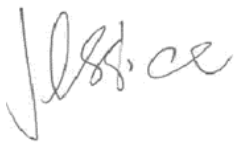
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Title of assignment: Transgenerational Transmission of Play & Playfulness

I certify that the material now submitted is entirely my own work and I have cited all sources used and have faithfully indicated their origin.

Signature: 

Date: 30th November 2020

Abstract

According to UNICEF Convention on the Rights of the Child Article 31, children should have their rights to play. Prior studies suggested play is an initial urge for our survival. Playfulness is essential ingredient of our creative mind and internalize to our personality trait. Playfulness believed enhance people resilience, stress coping, self-esteem, and parental ability. It determines our subjective welling-being and life-satisfaction. Under the haze of COVID19, the Stay-Home policy further decreases parent's intention to let children play interact with others. Current study found positive correlated association between adult playfulness traits and parental style. A pair t-test indicated gender difference in Hong Kong parent's playfulness OLIW obviously in Other-directed and Whimsical traits. Examined mediation modes indicated parental stress has mediated effect on intellectual and whimsical traits to authoritarian, permissive and uninvolved parental style tendency. Moreover, study discovered parent's age and other-directed trait were positive associated to their children's playtime. Finally, it investigated there was no association between existing parental style and child's playtime.

A quantitative online randomised research done by 161 Hong Kong parents, who aged 18 above, have a child age within 2 to 13 years old. Participants (N = 161) were assigned to answer the self-report survey within 3 weeks. Hyper-link had prioritized sent to parent's chat room and Facebook group. Measure instruments were OLIW-S for Playfulness traits; Parent Stress Scale (PSI-SF) for Parenting Stress and Parenting Styles and Dimensions Questionnaire (PSDQ) for Parenting Style. This study conducted in a hope of remind parents to have a second thought on their parenting.

Introduction

Play is necessary to anyone especially to children. According to UNICEF Convention on the Rights of the Child Article 31, children should have their right to play. "That every child has the right to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts. That member governments shall

respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.” However, there are many factors such as politic, economy, social cultural policy issues inverse our general notion (Roche, M. M. D., 2018). For example, the unprivileged children need to work, the privileged children (e.g. artistic, sport attendant, key opinion leader KOL youtuber, advertisement embosser etc.) who are living under public attention or commercial sponsor censorship, those restrict their activity. Some of the social policy does not friendly to share the public space for children play activity. Play seems to be luxury.

Play makes fun and entertainment that produces joyfulness. Play is an initial urge for sensorimotor muscle training which allow us to survive in circumambient environment. Through play human learns and develops the cognitive ability (McKinney, C., & Power, L., 2012). Play can be symbolized to let us understand the social rules, social roles, and self-regulation (Vygotsky, L. S., 2004) and enhance our healthy well-being, resilience, stress response system and parental attachment (Roche, M. M. D., 2018). We construct and destruct rule and regulation during the play process that evokes our ability of imagination and creative (McKinney, C., & Power, L., 2012) and it is essential to our lifelong learning and subjective welling-being (Atkinson, C., Bond, C., Goodhall, N., & Woods, F., 2017). Play can be an efficient channel to express a person spiritual thought and feeling which is the language cannot be capable to describe (Richardson, H. R. L., 2015).

Childhood play & playfulness development

Lieberman started the groundwork in 1970’s and advocated play and playfulness intersect and interact together. Play is naturalistic and see at early childhood. Play is internal predisposition overt interact or engage with behaviour (Lieberman, 1977; Barnett, L. A.,1990). Playfulness represents the quality of play. It consists of five behaviour traits: physical, social, cognitive spontaneity, manifest joy, and sense of humour. It is essential ingredient of creative thoughts and will later transform into a personality trait in adolescence and adulthood (Lieberman, 1977). Scholar Lynn Barnett rides on Lieberman’s description further examined the

variable that interferes the structure of play and playfulness. She found that environmental factors such as children birth order, number of siblings, gender, family socioeconomic status and parents' age are influential to the children play pattern. It eventually leads the individual difference in playfulness trait (Barnett, L. A., & Kleiber, D. A., 1984). The variable of "Socioeconomic status" can associate to another important domain of play resource, it refers to time, space, partner of play and props such as commercial toys (Roche, M. M. D., 2018). Barnett suggested the youngest son in family slightly be more playfulness and is physically and socially spontaneity. Son's playfulness is significant related to sibling number and free play. In contrary, daughters are less physically spontaneity in play and less playful in a large family. Daughter's playfulness is negative correlated to Mother's age but positive correlated to Father's fun interactive play activity and socioeconomic status (Barnett, L. A., & Kleiber, D. A., 1984). The previous studies implicated the frequency of play and play interactive pattern cultivate the playfulness degrees. Play more could lead a person to be more playfulness.

When Play & Playfulness adapts in adulthood

In the past decade, stereotyping on playfulness are generally associated with failure and negative notion. In recent years people begin to put their eyes on the advantage of playfulness personality. Well-developed of playfulness in childhood would strongly benefit a person who have positive perceive and coping stress ability in adolescence and adulthood. Individual with higher playfulness reported more frequent to use positive-focused coping strategies than the lower (Magnuson, C., & Barnett, L., 2013). Playfulness also associate to cheerful-engaged, whimsical, intellectual-charming, imaginative, kind-loving, lighthearted, extraversion and independent, lower in conscientiousness, open and agreeableness, higher in self-perception, self-image, and self-esteem. Therefore, a playful adult is believed to have higher life-satisfaction (Proyer, R. T., 2012, 2013). Playful adult usually enjoys great activities in term of health behaviour (e.g. cardiorespiratory fitness, eating habit such as trendy detox diet), and rewards a better physical well-being (healthy status, hygiene practice and appearance). Those factors complement sense of humour can enhance people sexual attractiveness and improves people communication climate (Brauer, K., & Proyer, R. T. in press) (Proyer, R. T., Gander, F.,

Bertenshaw, E. J., & Brauer, K., 2018). People are likely stereotype the playful individual who have more energy and attractive and sociable with people, it known as one of the intelligences over the working space.

Playfulness associate to Parental Style

One of the important roles of an adult is being a parent. It had been examined in many prior studies said that a vulnerable personality could cause problematic parenting. According to Diana Baumrind's theory on parenting style, there are 4 well known types of parenting: Authoritarian, Authoritative, Permissive and Uninvolved:

- Authoritarian parenting known as having high expectations with limited flexibility. They adopt strict discipline with little negotiation. The communication usually in one-way from parent to child. They mostly set rule without explanation on the reason behind. Punishment is commonly used. Parents with this style are typically less warmth and nurturing.
- Authoritative parenting is the most positive and cherish parenting. Parent and children are in bidirectional communication. Parents are responsive and nurturing. Although the parents set high goal, their children can usually internalize parents' expectation and be more self-autonomy, because the parents' demands are clear and reasonable.
- Permissive parenting refers to who used to let their children do what they want and offer less guidance or direction. Permissive parents completely act opposite to authoritarian do. Communications are open but these parents let children decide for themselves rather than giving direction. They even have less expectations on their children. Parents in this category tend to be warm and responsive but lower in control attempt.
- Uninvolved parenting shown that they are given children plenty of freedom, because they are less interested in parenting. This type of parents has less, or none demand towards the children and do not discipline rule and regulation. They offer little nurturing and pay limited responsiveness and communication.

The attention of playfulness towards parenting behaviour are getting popular. Studies between personality playful traits and parenting style are still exploring. There were few studies directly address the relationship. Researchers usually would point to specific children behavioural problem. Such as a pervious study found that good quality of fathers' play can speed up children vocabulary learning and cognitive development compare with mothers' play (Cabrera, N. J., & Roggman, L., 2017). Meanwhile, a recent study provided supporting that mother's playfulness significant related to personality traits (Big 5) and parental behaviour (Han, JH, & Lee, JS, 2015). It was found that higher levels of the mother's playfulness resulted in higher levels of warmth acceptance and lower levels of permissiveness non-intervention and rejection restriction. The characteristics associate to playfulness, such as openness, agreeableness, extroversion, sense of humour, are all found an influence in warmth acceptance. Those supportive empirical evidence implied playful parents or caregivers are probably tend to either authoritative parenting or permissive parenting. Moreover, the individual playfulness is believed able to be internalized or deposition to daily parental ability of using creativity, imagination, humour, and curiosity during parent-child interactions. It is considered that individual playfulness difference could moderate parental behaviour and correlated to children negativity behaviour (Menashe, G. A., & Atzaba, P. N., 2017; Shorer, M., Swissa, O., Levavi, P., & Swissa, A., 2019).

Playfulness associate to Parental Stress

Playfulness manifest in parent ability, reframe different situation and interaction with their child. Parents' playfulness not only contributes to children's emotional regulation ability development but also enhance their own emotional awareness and regulation. (Shorer, M., Swissa, O., Levavi, P., & Swissa, A., 2019). Playful interaction helps caregiver or parents establish a closer intimate relationship with their child and facilitate a positive emotional bonding that could help and reinforce the parent to release certain kinds of parental stress.

Gender difference, age level and personal skill level are significant in risk perception and risk-taking tendencies. Aging determines one's perceived risk- and risk-taking level (Byrnes, J.

P., Miller, D. C., & Schafer, W. D., 1999). This subtly links with Lieberman's view had further persuaded the caregiver's age, especially the mother's aging will decrease the child's play and playfulness. Aligns to playful characteristics, playful person is frequently proactive in utilize stress-focused coping strategies (Magnuson, C., & Barnett, L. (2013). A playful parent likely perceives less negative emotion and threats of surrounding. In view of these, playfulness negative associate to prudence and self-regulation might be one of an answer to explain why the playful adult view more carefree and risk taking (Proyer, R.T., & Ruch, W., 2011) but regrettably they were found more easier fall in substance abuse.

Parental Stress associate to Parental Style

Perception of parental stress certainly affect parental decision making. While the parents see all risk as threat, they usually assume their children are more vulnerable. They would prefer caution parenting approach. They perform more anxiety and care about the gain and loss with regards to the choices. Consequently, this attitude degrades and limits child's play activity. On the contrary, parent who see difficulties as value has positive attitude might think it is skill learning opportunity that sound as a good try or a remarkable journey. They were more openness and prefer sharing their comment about the risk or threat. They stay focus on the issues and encourage their children to overcome it. In return their children were educated to be more resilience towards the difficulty (Niehues, A., Bundy, A., Broom, A., & Tranter, P., 2015).

Nevertheless, parental stress indicated with laxness permissive and overactivity authoritarian parenting during children free-play interaction. (Neece, C. L., Green, S. A., & Baker, B. L., 2012). Parent with higher level of parental stress would tend to use power-assertive techniques (e.g. spank or abuse), manipulation (Guajardo, N. R., Snyder, G., & Petersen, R., 2009) and negligence (Cheung, S.K., 2000). Parent with higher aggressive, lower sensitivity and lack of awareness usually response inappropriately to their child's signal. These categories of parent used to command and control during the children playtime. They enforce their child how "should" they play and restrict them to access toys. They even use negative physical manipulate to alter their children behaviour and violate the children playing space (Wilson, S. R., Roberts,

F., Rack, J. J., & Delaney, J. E., 2008; Wilson, S. R., Gettings, P. E., Guntzville, L. M., & Munz, E. A., 2014). These parents want to take in charge of the play and try to make the play seems more reasonable or target oriented (e.g. learn something, skill training). However, these kinds of play pattern and parent communication usually result in negative and inefficient. Because it not only leads the children lost their self-autonomy and learning opportunity through play but also harms to their emotion bonding.

Aims of the study

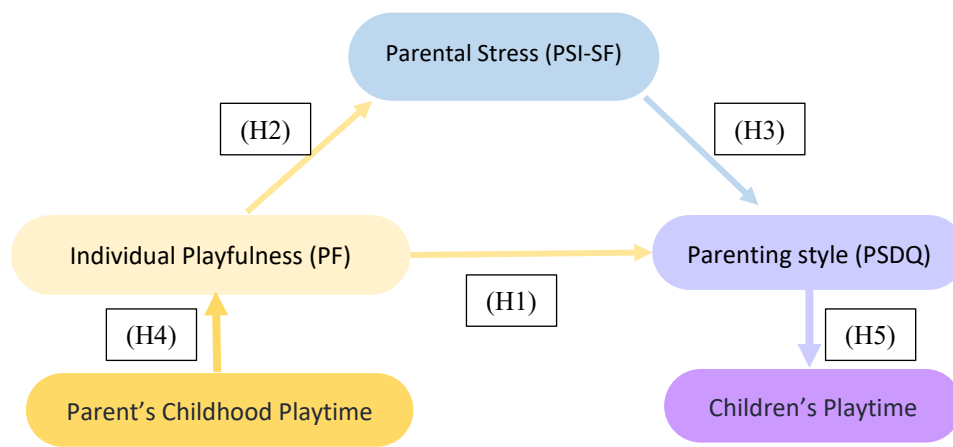
Undoubtedly children play is determined by parent's choice. Nowadays many researchers and news reports stated that children are having less time to play and more time for academic work (PR Newswire, 2019). This phenomenon same happens in Hong Kong or even worst. Since the traditional Chinese cultural perspectives generally assume play is no good and this thought reflects in a slang “戲無益”. Play and playfulness traits in our culture are fundamentally discriminated by the Confucianism. Its' underlying promotes individuals should control and constrain their emotion, the interest and need of the family should be first prioritise. Without the sign of 'useful' or 'valued', play and playfulness seem to be prohibited. So, the playful genetic did not proceed well in Eastern collectivism society. Nonetheless, study found playful is changeable by cultural exposure, observation, and social learning. It can be nurtured and cultivated (Barnett, L. A., 2017). Therefore, foster the goodness of playfulness traits to our next generation by parent offspring is important and need to be pay attention.

Current study curious on the Hong Kong parents' individual adult playfulness. Would it be in line with and be explained as the previous studies? Whether the playfulness can predict the parenting and associate to childhood playtime? Under the haze of COVID 19, the Stay-Home policy seems further decrease the parent intention for letting their children go out and play. The environment is totally discouraging children to have a psychical play and interact with neighbourhood or others. The study is aimed to investigate whether there is mediation effect in-

between the parent's playfulness, parental stress and parental style that leading an impact to Hongkong children playtime and eliminate the Hongkong children rights of play.

Hypothesis & Model Design

The hypothesis model ground at examine the association between adult playfulness and parental style (H1). Tested correlation between playfulness and parental stress (H2). Examined the association between parental stress and parental style (H3), also discovered the mediation effects of parental stress in-between playfulness and parental style. This model examined the association between parent's playfulness and their childhood playtime (H4). Final, it investigated the association between existing parental style and children's playtime (H5).



Procedure

To cater as many as participants, whether they do or do not familiar to Traditional Chinese, the questionnaires were done through in bilingual (TC & ENG) and spread out via digital Google platform in snowball circulation. The survey hyper-link had been prioritized sent to the target parent's chat room and Facebook group. It had been stated a clear recommendation that one parent answer per each family that to avoid the statistic error. Participants' consent was the first question in the online survey to obtain the participant approval. Data had been collected anonymously and would be destroyed after 90 days of the research completion.

Participants and Demographic

Participant recruited in randomise slowball format through the online platform. All the participants are parent and currently living in Hong Kong, who aged 18 or above, and have a child aged within 14 months (2 years old) to 13 years old. Questionnaire contained 104 questions. Total received 168 replies and 161 were qualified with inform of consent. There were 9 participants self-claimed as not native HongKonger.

Items	Frequency (N=161)	Percentage % 100%
Gender		
Female	118	73.3
Male	43	26.7
Age		
18 – 25 years	0	0
26 – 30 years	5	3.1
31 - 40 years	106	65.8
41 – 50 years	49	30.4
51 or above	1	0.6
Marital		
Single	0	0
Married	158	98.1
Divorced/ Separated	2	1.2
Cohabitant or Others	1	0.6
Monthly Family Income		
1k – 25k	30	18.6
26k – 45k	47	29.2
46k – 75k	51	31.7
76k – 99k	18	11.2
100k or above	15	9.3
Education		
Certificate	29	18
Diploma	28	17.4
Undergrads	78	48.4
Postgrad/ Doctoral	26	16.1
No. of children in family		

1	73	45.3
2	79	49.1
3	8	5
4 or above	1	0.6

Participants (N = 161) average age at the range 31- 40 years (SD = .529, Range = 3). Among the 161 participants, 73% were female (N = 118) and 27% percent were male (N = 43). For marital status (SD = .137, Range = 2) 98% dominated participants were married (N = 158) only 1.8% declared themselves (N = 3) as divorce or in another way of relationship such as co-living. 32% of the participants average monthly family income in Hong Kong dollars at the range 46k - 75k (N = 51) and 29% are at the range 26k - 45k (N = 47). Refers to the Hong Kong Government Official Statistic (Appendix 1 List E31) the income range are respectively associated to the Hong Kong subsidised home ownership housing group and private permanent housing group median income.

About the education status, received data showed 48% of the participants (SD = .961, Range = 3) were undergrads (N = 78), and rest of the participants slightly even distributed, 18% were school certificated (N = 29), 17% had vocational training or higher diploma (N = 28) and 16% got postgrads or above (N = 26). Family size of the participants, it showed 49% families have 2 kids (N = 76). Most of the parents (N = 80) claimed their childhood play time were within 2 - 3 hrs per day and they were used to play with sibling (N = 77). The reported parent's childhood play pattern was similar to their current children do. *(Refer to Table 1 & 2)*

Table 2. Play preference of the participants (N=161)

Items	Frequency (N=161)	Percentage % 100%
Parent's daily playtime in their childhood		
less than 1 hrs. per day=1,	25	15.5
2-3 hrs. per day=2,	80	49.7

3-4 hrs. per day=3,	33	20.5
4 hrs. or above= 4	23	14.3
How was the parent play?		
play with neighbours or classmates= 1,	45	28
play with sibling=2,	77	47.8
play independently=3,	36	22.4
play with parent(s)=4)	3	1.9
Daily playtime of their children(s)		
less than 1 hrs. per day=1,	28	17.4
2-3 hrs. per day=2,	62	38.5
3-4 hrs. per day=3,	25	15.5
4 hrs. or above= 4	46	28.6
How do the children(s) play?		
play with neighbours or classmates= 1,	6	3.7
play with sibling=2,	66	41
play independently=3,	35	21.7
play with parent(s)=4)	54	33.5

Measures

Playfulness was measured by OLIW-S refined from the OLIW original 28-items in 7-point Likert-type scale (1 = strongly disagree, 3 = somewhat disagree, 5 = somewhat agree, 7 = strongly agree) (Proyer, R. T., 2017). New version assessed with 12-items in 4 dimensions of adult playfulness, they are the Other-directed; Lighthearted; Intellectual and Whimsical. 2 of the questions were in negatively worded:

- *Other-directed playfulness is characterized using playful behaviors in social situations. High scorers use playfulness to ease tense situations, and cheer other people up, they enjoy horsing around with friends and engage, generally, in a playful interaction style with other people. (A sample item is “I can express my feelings towards my romantic partner in a playful way”)*
- *Lighthearted is characterized by a spontaneous, carefree view of life. High scorers do not think much about possible consequences of their behavior but prefer and enjoy improvising in comparison with elaborate preparation. (A sample item is “I don’t worry*

about most of the things that I have to do, because there will always be some kind of a solution”)

- *Intellectual playfulness is characterized by the enjoyment of playing with ideas. High Scorers like to puzzle over problems and to come up with new, creative solutions for problems. (A sample item is “If I have to learn something new under time pressure, I try to find a playful approach to the topics—this helps me learning” and reverse item is “When thinking about a problem, I look for a fixed scheme for the solution and only rarely rely on a playful approach to solve the problem”)*
- *Whimsical playfulness is characterized by a preference for breaking ranks. High scorers are amused by oddities and prefer extraordinary things and people. Others often regard them as extravagant. (A sample item is “I like to swim "against the stream."")*

The total score on each self-report scale obtained by summarizing all 12 items.

Respondent with higher scores indicate to have greater level of perceived playfulness ($M = 4.32$, $SD = 0.76$, $\alpha = 0.7$). (***Refer to Table 3***)

Parental stress was measured by Parent Stress Scale (PSI-SF) developed by Berry and Jones (1995). The scale measures an individual’s subjective feeling of anxiety, difficulties, and dissatisfaction as a parent. The scale contained 18 questions in 5-point Likert-type scale (1 = strongly disagree, 5 = strongly agree). Parent responded with higher PSS scores indicate to have more parental stress ($M = 3.5$, $SD = 0.38$, $\alpha = 0.83$).

Parental style was measured by Parenting Styles and Dimensions Questionnaire (PSDQ) (Robinson et al., 2001) included 32 parenting questions. It constructed base on the conceptualizations of authoritative, authoritarian, permissive and uninvolved typologies consistent with Baumrind’s idea: authoritative (a sample item is: “I am responsive to my child’s feelings and needs”), authoritarian (“I use physical punishment as a way of disciplining our child”), permissive (“I find it difficult to discipline my child”). Parents responded to the statement by using a 5-point Likert-type scales (1 = never, 2 = once in a while, 3 = about half of the time, 4 = often, 5 = always) to reflect their individual’s parenting practice. The respondent scoring allocation indicate which type of their parenting style. Study reported the participated parents were mostly rated themselves as good as authoritative parenting ($M = 4.19$, $SD = 0.48$, α

= 0.88). Authoritative in western culture was as known as cherish parenting with highly responsive communication and nurturing. However, when we further adapted its concept into eastern culture. It should better involve an addition idea of “to govern” or “training” (Chao, R. K. 1994). PSDQ translated Traditional Chinese version had specifically differentiated the sub-items. The results stated in table 3. Authoritarian parent emphasis on child control and obedience, they present less warmth connect and flexibility. Report found the authoritarian parenting was not popular in this participated group (M = 2.29, SD = 0.62, α = 0.87). Permissive refers to less guidance or direction. This parenting would pay lower expectation on the children (M = 2.59, SD = 0.72, α = 0.72). Uninvolved parent show less interested in parenting and offer little nurturing and responsiveness communication. Unfortunately, we had found uninvolved style as the second-up dominated in current group of participants (M =2.76, SD = 0.474, α = 0.7).

Table 3. Reliability of variables (N=161)

	Mean	Std. Deviation	Cronbach's Alpha	N of Items
OLIW-S	4.316	0.758	0.703	12
Parent Stress Scale (PSI-SF)	3.500	0.380	0.827	18
Parenting Styles (PSDQ)	3.224	0.283	0.705	32
Authoritative	4.185	0.477	0.881	15
Warmth & Involvement	4.388	0.503	0.765	5
Rule / Directiveness	4.176	0.593	0.807	5
Autonomy	3.902	0.622	0.672	5
Authoritarian	2.286	0.618	0.867	12
Verbal hostility	2.747	0.774	0.831	4
Corporal Punish	1.950	0.703	0.736	4
Non-reasoning punishment	2.160	0.716	0.665	4
Permissive	2.593	0.723	0.720	5
Indulgent	2.593	0.723	0.720	5
Uninvolved	2.755	0.474	0.703	12

Statistical analysis

Descriptive statistics were conducted by bivariate correlations to evaluate the correlation among the variables. The mediational relationships among playfulness and parental style and parental stress had been tested by structural equations modelling from PROCESS Procedure of SPSS Version 3.3 written by Andrew F. Hayes, Ph.D. (2018). The mediation model analysis with 10000 bootstrapped samples used to generate upper and lower CIs for direct and indirect effects.

Result

A pair t-test comparing means for male and female playfulness (OLIW-S) to examine the gender difference had been done ($t(159) = -2.734, p = .007$). Males score in average playfulness (OLIW-S) ($M = 4.58, SD = 0.57$) was higher than female ($M = 4.21, SD = 0.8$). Gender difference had significant correlation coefficient on individual items other-directed ($t(159) = -2.042, p = .043$); and whimsical ($t(159) = -2.562, p = .011$). (*Refer to Table 4*) In spite of that, there was no further indicated gender difference had effect on parental stress or parental style. However, there were more demographic indicated parent's age had negative correlation to intellectual ($p = .005$). The monthly family income had positive correlation to parental style ($p = .015$) and intellectual ($p = .044$). (*Refer to Table 5*)

	Total		Female		Male		t(159)	P	Cohen's d
	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation			
OLIW-S	4.32	0.76	4.22	0.80	4.58	0.57	-2.73	0.007	0.52
Intellectual	4.11	0.99	4.05	0.89	4.26	1.23	-1.21	0.228	0.20
Other-directed	4.54	1.29	4.42	1.30	4.88	1.21	-2.04	0.043	0.37
Lighthearted	4.62	0.92	4.55	0.95	4.80	0.82	-1.49	0.137	0.27
Whimsical	4.00	1.17	3.86	1.18	4.38	1.05	-2.56	0.011	0.47

Table 5 Descriptive Statistics and Correlations of Age & Family income variables (N=161)

	Parental Style	Education	Intellectual
Age		.174*	-.222**
Family Income	.191*	.501**	.159*

* p<.05; ** p<.01; ***p<.001.

In regard to the suggested hypothesis, the study did not find any association between the full scale of playfulness (OLIW-S) and parental style (H1) but there was found some independent playfulness components were significantly associated to a particular parental styles. Intellectual had positive correlation coefficient to authoritative (p = .005) but showed negative correlation coefficient to authoritarian (p = .001) and uninvolved (p = .025). Besides, whimsical was found positive correlated to permissive (p = .028) and uninvolved (p = .013). There did not find the other 2 playfulness traits had related to a particular parental style.

Next, it had found a significant correlation between independent trait and parental stress (H2) excepted lighthearted trait. Other-directed was positive correlated to stress (p = .002). Intellectual was negative associated to parental stress (p = .038). Whimsical was positive significant correlated to stress (p < .001). Similarly, correlated associations were found in-between parental stress and all different parental style (H3) excepted authoritative. Stress was positive significant associated to authoritarian (p = .002), permissive (p < .001) and uninvolved (p = < .001). Descriptive statistic and detail correlation of playfulness (OLIW-S), parental style (PS) and parental stress (PSI-SF) indicated in Table 6. (**Refer to Table 6**)

Table 6. Descriptive statistic and correlations of OLIW-S & Parental Style variables (N=161)

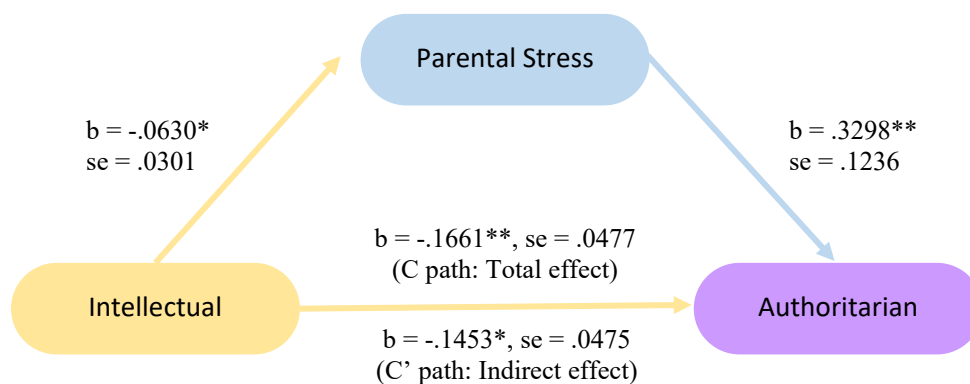
Variable	Mean	Std. Deviation	Correlations											
			1	2	3	4	5	6	7	8	9	10	11	
(1) Parental Style	3.223	0.283												
(2) Authoritative	4.185	0.477	.302**											
(3) Authoritarian	2.286	0.618	.669**	-.435**										
(4) Permissive	2.593	0.723	.533**	-.332**	.483**									
(5) Uninvolved	2.755	0.474	.752**	.278**	.767**	.86**			.027	-.176**	.126	-.146	.195**	.334**

(6) OLIW-S	4.316	0.758	.1	.183*	-.067	.025	.027		.516**	.822**	.604**	.771**	.159*
(7) Intellectual	4.108	0.989	-.09	.218**	-.266**	-.11	-.176**	.516**		.203**	.069	.213**	-.164*
(8) Other-directed	4.542	1.293	.189*	.129	.068	.079	.126	.822**	.203**		.395**	.540**	.242**
(9) Lighthearted	4.619	0.923	-.170*	.01	-.154	-.132	-.146	.604**	.069	.395**		.280**	-.039
(10) Whimsical	3.995	1.168	.261**	.14	.099	.174*	.195**	.771**	.213**	.540**	.280**		.315**
(11) Parental Stress	3.5	0.38	.295**	-.046	.241**	.334**	.334**	.159*	-.164	.242**	-.039	.315**	

* p<.05; ** p<.01; ***p<.001.

Thereby, the present study examined several mediation models to further investigate the parental stress mediate effect in-between those independent variables of playfulness traits and dependent variables of parental styles. Tested intellectual and whimsical model result detail stated in Table 7.

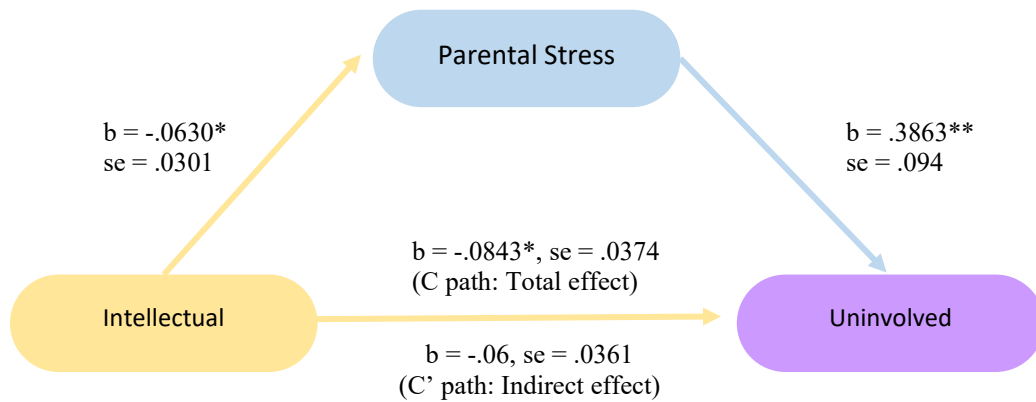
A mediation analysis on parental stress mediate between intellectual and authoritarian



A model stated the path from intellectual to parental stress was negative and significant ($b = -.063$, $se = 0.301$, $p = .0379$) that indicated the parent who scored higher in intellectual could possibly lower his or her own parental stress level. The direct effect of parental stress on authoritarian was positive and significant ($b = .3298$, $se = .1236$, $p = .0084$). It indicated the parent who scored higher in parental stress could intentionally lead to perform authoritarian style. After mediated by parental stress, the indirect effect on intellectual and authoritarian was remained in negative ($IE = -.0208$) and statically significant: $95\% CI = (-.0539, .0000)$ which suggested parental stress had partial mediation effect. It implied there were other factors influencing the relationship of intellectual and authoritarian, and without the stress variable

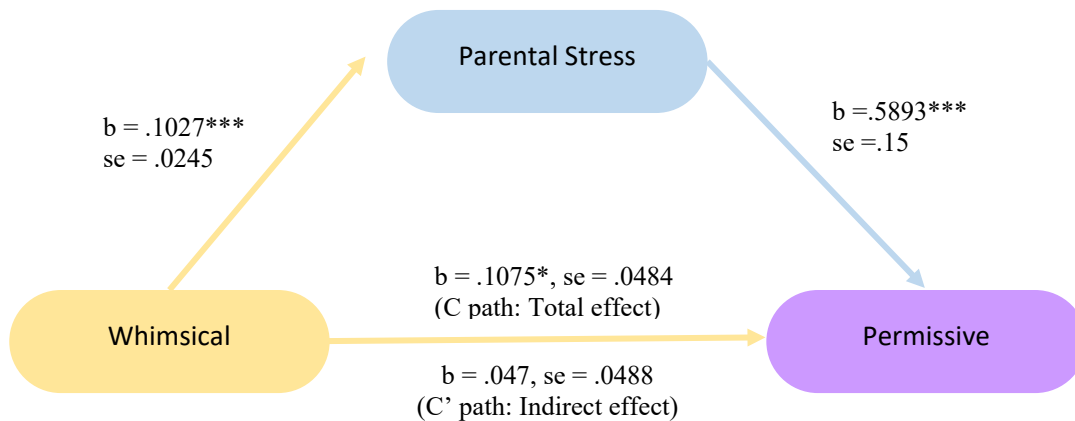
intellectual could still predicate authoritarian, but here stress was still negative reinforce the authoritarian tendency.

A mediation analysis on parental stress mediate between intellectual and uninvolved



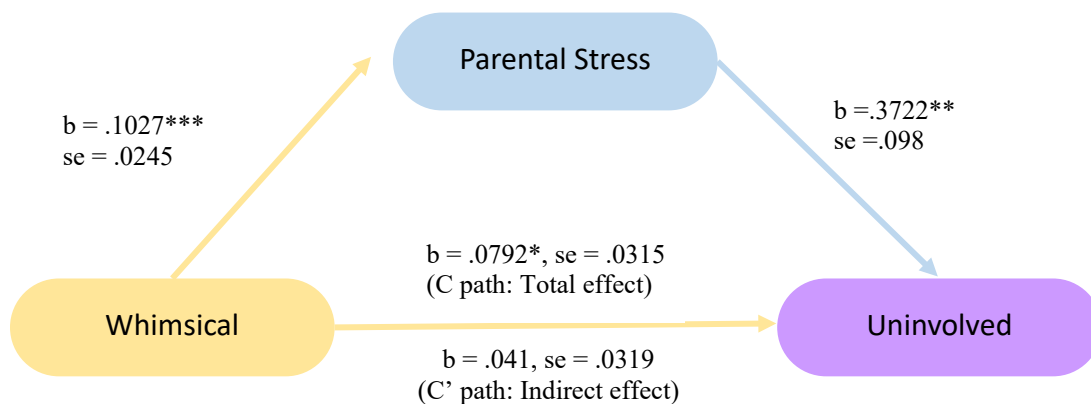
Direct effect path from intellectual to parental stress was remain unchanged as stated at authoritarian model. The effect on parental stress toward uninvolved was positive and significant ($b = .3863$, $se = .094$, $p < .0001$). It illustrated the parent also intentionally took uninvolved style when they were in higher stress level. Parental stress as mediator had brought up an indirect effect on intellectual and uninvolved that remained in negative ($IE = -.0243$) and statically significant: $95\% CI = (-.0560, -.0006)$. It showed the parental stress was a completely mediated effect. After controlling the variable of stress, intellectual could not predicate the uninvolved. It showed stress also negative reinforcement on uninvolved tendency as well.

A mediation analysis on parental stress mediate between whimsical and permissive



Mediation analysis on whimsical showed the direct effect path from whimsical to parental stress was positive and significant ($b = .1027$, $se = .0245$, $p < .001$) that explained the parent who had higher score in whimsical meanwhile would have higher score in parental stress as well. The path from parental stress to permissive showed a positive and significant direct effect ($b = 0.5893$, $se = .15$, $p < .001$) that indicated the parent who had more stress, most likely express an intention to permissive parenting. A completed mediation effect of parental stress was in positive ($IE = .0605$) and statically significant association between whimsical and permissive 95% CI = (.026, .1056). Again, if here controlled the stress variable, whimsical could not succeed to predict permissive. Stress positives enforce permissive tendency.

A mediation analysis on parental stress mediate between whimsical and uninvolved



Again the direct effect result on whimsical toward parental stress was remain unchanged. The direct effect of parental stress to uninvolved revealed a positive and significant effect ($b = 0.3722$, $se = .098$, $p = .0002$) that suggested the parent who was higher in stress level would also intentionally pick uninvolved parenting. Completed mediation effect applied on whimsical vs uninvolved model which showed positive and statically significant ($IE = .0382$), 95% CI = (.0157, .0668). Same as permissive model, after controlling the stress variable, whimsical could not succeed to predict uninvolved. Again. stress positives enforce the uninvolved tendency.

Table 7. Results of mediation models (N=161)

DV	Outcome	Total effect				Direct effect				Indirect effect			
		b	se	LLCI	ULCI	b	se	LLCI	ULCI	b	se	LLCI	ULCI
Intellectual	Authoritarian	-.1661	.0477	-.2604	-.0718	-.1453	.0475	-.2391	-.0515	-.0208	.0141	-.0539	.0000
	Uninvolved	-.0843	.0374	-.1581	-.0105	-.0600	.0361	-.1313	.0114	-.0243	.0142	-.056	.0006
Whimsical	Permissive	.1075	.0484	.0120	.2031	.047	.0488	-.0494	.1434	.0605	.0202	.0260	.1056
	Uninvolved	.0792	.0315	.0169	.1415	.041	.0319	-.0221	.1040	.0382	.0132	.0157	.0674

DV=dependent variables; b=unstandardized coefficient; LLCI=lower limit of 95%CI; ULCI=upper limit of 95%CI.

Regard to play and playtime variables association, table 8 showed children playtime was positively associated to parents’ childhood playtime ($p < .001$) and parent’s other-directed traits ($p = .014$) but negative correlation to parent’s age ($p = .011$). It means elder parent would likely let their children play less. In addition, parent’s playfulness found none of association to their childhood playtime, it refused to the hypothesis (H4) and it rejected to Lieberman’s “play more would incline to be more playfulness” suggestion. However, children play patten was positive associated to parent’s childhood play format, who is the playing partner(s) ($p = .002$). Finally, it had no association was found between existing parental style and children’s playtime (H5).

Table 8. Descriptive statistic and correlations of OLIW-S & Parental Style variables (N=161)

Variable	Correlations							
	1	2	3	4	5	6	7	8
(1) Age		.137	-.018	.096	-.201*	-.140	-.125	-.088
(2) Parent’s daily playtime in their childhood	.137		-.163*	.125	.325**	-.147	-.004	-.096
(3) Parent childhood play format	-.018	-.163*		-.002	-.025	.049	-.246**	-.178*
(4) No. of Children in family	.096	.125	-.002		-.133	-.634**	.029	-.041
(5) Daily playtime of their children(s)	-.201*	.325**	-.025	-.133		.143	.108	-.193*
(6) Children(s) play format	-.140	-.147	.049	-.634**	.143		.051	.002
(7) Playfulness (Parent's)	-.125	-.004	-.246**	.029	.108	.051		.822**
(8) Other-directed (Parent's)	-.088	-.096	-.178*	-.041	-.193*	.002	.822**	

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

Discussion

The present study, we found gender difference in playfulness OLIW among the Hong Kong parents. Male tendency scored higher than female both in overall and sub-scale items. In line with Lynn Barnett’s point of views childhood environment and gender determine a person

playfulness nutrition. Chinese society cultural norms and requirement on female specially in 60's -80's said girl would better be quiet and less spontaneity, therefore in other-directed & whimsical traits we can significantly see the gender effect. These mutual practices can be easily seen in children choose of toy, school activities, sport events such as boys enjoy more group of peers' activities like ball games. Hence, the scoring difference between male and female can be understood and expected. Hong Kong parent's playfulness scoring inclination ranks from higher to lower was lightheart, other-directed, intellectual, and whimsical. The ranking implication sounds interesting. We find many Hong Kong people have higher levels in lightheart. There may be one explanation that relates to a major indigenous religion, Buddhism. Its karma, non-attachment & fatalism ideologies more or less infused to people daily attitude (Yeung, K., & Chow, W. 2010). The ideology leads people behave more carefree once they thought the matters are out of their control. Which seems like spiritual thoughts, but actually it could be an association about self-efficacy issues as well. Although Hong Kong have been having a long period of western cultural influence, we are still along to a collectivist society behaviour patten. People see caring others feeling is necessary, it is good for both family and peer harmony and sometimes it should be a political need. Therefore, people in average with higher other-directed scoring is not surprising. Besides, it is easily to imagine why the whimsical as the lowest and unfamiliar trait for Hong Kong people, because it is not good fit in our culture, loving extraordinary and being odd is harmful to regulation and it is totally offensive to Confucianism "self-discipline" idea.

This study illustrated Hong Kong parents prioritize their parental style preference was authoritative, uninvolved, permissive, authoritarian. The raise of the education status and intelligence may help the new generation of parents to be more openness and agreeableness. It may be a reason for who compared to the 60's -80's authoritarian parents for less using physical punishment. It was discussed in early paragraphs. We should carefully consider with a footnote on the authoritative concept with cultural difference since in our Asian's mind was having a variation from western. We habitus an "govern" idea involved in authoritative (Chao, R. K. 1994). Parents would believe "child training" and "restrictive" are good for "child rearing" (Chao, R. K. 1994). These ideologies lead the Asian parents especially the Hong Kong parents

had easily devalued their manipulation and decrease the children self-autonomy and motivation. We can find many daily cases showing that a primary child has a fully occupied study & extra curriculum schedule. Meanwhile the training and skill-up ideology actually reinforce the stress to the primary caregiver usually who would be the mothers.

Findings implied that the participated Hong Kong parents were in comparably higher parental stress. Data statistically had shown align with precious work said higher parental stress could more intensifies the authoritarian (Guajardo, N. R., Snyder, G., & Petersen, R., 2009) and laxness permissive (Neece, C. L., Green, S. A., & Baker, B. L., 2012) and uninvolved parenting (Cheung, S.K., 2000). In Hong Kong, we see a lot of families hiring domestic worker. The father role at home usually focus on playing with children and mother responsible to handle all the school activities scheduling and logistics stuff. Even father is noted to score overall higher in playfulness especially in whimsical, which is in term of stress recoding and regulate negative emotions ability, father obviously has less motivation in taking charge the heavy but primary caring duties, such as children hygienic and feeding, then they are intentionally pass it to the domestic worker. Moreover, nowadays we see many Hong Kong parents would let the electron device and entertainment program pace in their family times increasingly, such as iPad, iPhone, Nintendo Switch and YouTube. The well-like statement form the parent mostly are “ I don’t know how to play with them”, “ Children need free his energy but I cannot fulfil ”, “ I want to have my me-time”, “ Watching youtube can let them be quiet”. Perhaps it is assertive, but all the above statements implied a kind of laxness and avoidance parenting. Furthermore, many previous studies had discovered the parental stress as an evident mediator to children use device & media (Warren, R., & Aloia, L. 2019). This should be another great sector exploration in parental stress, and style vs electron device.

In the current study there statistically proved parental stress was a significant mediator. Through the stress variable, it could predict the direction tendency between intellectual and whimsical change consequence to a particular authoritarian, permissive, uninvolved parental style. No matters which pathway is, stress seems like a powerful mediator that reinforce and increase the negative parental style tendency. Towards those discovered completed meditation, if

we would like to know more detail implication on the impact of each increase of stress level towards the parental style degrees of change, whether the parental stress either neutralize or strengthen the effect, we have to extend our study to a follow up moderation model.

On the other hands, study found the mediation model did not apply to both other-directed and lighthearted traits. In characteristic theoretical perspective, it can be explicated by the trait's own feature. A person, who has higher score in other-directed traits, is using playful behaviours in social situations, enjoy horsing around with friends and engagement (Proyer, R. T., Brauer, K., & Wolf, A., 2019). They are in tendency to look to other people satisfaction, concern peers influence and judgement over than his own feeling (Park, J. N., & Smith, A. J. 1966). In this point of view other-directed parents are more easily to be influenced by outsider, they are willing to change or update or play jumpy within the style categories. Lighthearted person who has carefree view of life, their behaviour prefers and enjoy improvising. Usually they are without planning thus they are not sticking along to a particular style and having a wide range of flexibility in their parental style is reasonable. Further comprehend the result with social perspective, besides currently pandemic make the school policy frequency update, the information of "Dos or Don't" parental style is flooding via internet. These two types of traits personality would possibly change their information attribution by time to time. Yet, corresponding phenomenon actually revealed in the data that indicated other-directed and lighthearted had correlated to general parental style, but just not point to a particular sub-style.

In addition, on the parent's playfulness traits characteristics discussion, whimsical seems to be the most not familiar in Hong Kong parent's personality. For female, it scored just pass the scale median. Trait of whimsical refers to Proyer suggested adult's playfulness is whose preference for breaking ranks and amused by oddities, (Proyer, R. T., 2017) they prefer extraordinary things and be grotesque humour and comments and curiosity (Proyer, R. T. (2014). In fact, all these traits in the playfulness domain are highly infusing and replicated each other. Adult's whimsical trait in prior studies shown numerically strongest relationships and cheerful-engaged and lighthearted. Top-down to discuss the humour domain, we knew there are 4 dimensions. The assumption on humour domain is not solely positive, two of adaptive humour

Running Head: Transgenerational Transmission of Play & Playfulness

style as known as positive that strengthen to self-esteem and subjective happiness development, they are affiliative and self-enhancing humour. But for the maladaptive humour styles, aggressive humour and self-defeating humour could cause negative outcome (Kazarian, S. S., Moghnie, L., & Martin, R. A. 2010). These two different orientations of humour style are educated by parental warmth and parental rejection during the children growth and it also influenced by the children individual cognitive process and psychosocial adjustment (James, L. A., & Fox, C. L. 2018). Those effects eventually reflect on adult life-long subjective well-being and self-satisfaction. In present study there were not enough information to examine which domain and direction of the humour style driven the current whimsical results. Nevertheless, we found the data of parent stress level was high. Indeed, we could not see clear the cause and effect directly, maybe the parent whimsical ability or skill already had done its stress recoding to reduce it in a bit lower level, however the situation is already stress overwhelm. It is uncertain. So, if we exclude the whimsical advantage and make a conclusion that its only leads negative parenting, it might not be well appropriated and less meaningful. The advantage of humour and creativity and to all the playfulness traits toward a person life-long well-being were evident proved in a lot previous studies that carry much goodness, therefor empower up a personal positive playfulness ability should be promoted.

In this study, we found parent's age vs the children's playtime was positive significant which is synchronize with Lynn Barnett's suggestion parent's age is an important variable towards children playfulness (Barnett, L. A., & Kleiber, D. A., 1984). Simple with guts feeling, parents with elder age are not willing to let their children to take more risk because they are not proper to reproduce their next generation. Second, the result showed children's playtime was positive associated to Hong Kong parent's other-directed trait. It can be explained as similarly as parent enjoy peer gathering, they surely will bring their children out there. Also, the number of children in a family was one of the associated factors to parental style and play format. It undoubted causally relates to the family resource then its determinates the parental stress. And it was found there may be an inheritance that parents will intentionally copy their childhood play pattern to his or her children.

Limitation

Since the recent pandemic and social movement, Hong Kong people are in a historical moment and already overexposure to a higher stress environment. Many people may mentally be tried, burn out or habituate to the situation and react with high resilience to stress, thus the current research investigation may not truly reveal the stress level baseline. There would be interesting and necessary to have more investigation or alliance study on the Hong Kong parent mental health.

Furthermore, the quality of children play should be extended with discussion and improve in the investigation survey with more detail description. Since some of the participated parents replied their thoughts of children chilling at home was already had their playtime and believed the children already had good enough play, self-report bias may more or less occurred. Also, there may be a flaw when the parent thought watching youtube is fun, but to the children he might just be bored and screening it. Do we have other choice better than Youtube/ electron device? Inspecting the quality of children free play is essential. Study here released little information on the family income, it could be another interesting study to examine the play resource association to children playfulness and playfulness cultivation. If children play as Lieberman's aims to encourage children spontaneous and good physical body need, we have to sincerely reconsideration of the play value and the method.

Conclusion

This study ground on the aims to investigate the Hong Kong parent playfulness and their children's playtime. Consequently, we satisfied to seek out the parental stress as an obvious mediator and as like as a powerful accelerator strengthen the negative parental behaviour tendency.

Play is important, we should not only focus on the quantity and pattern but also need consider what is a good quality of play. It would be a vitamin for cultivate the playful

personality. A quality play can fertilize the parent and children warmth connection. Given that playfulness traits may involve pros and cons orientation. And a lot of research were truly proved the effective that playfulness enhanced the adult's subjective well-being and to human lifelong satisfaction. Thus, people attempt to discourage negative uses of playfulness and focus on encourage more positive uses and be proactive attitude is most important. Finally, may this research study conducted warmth remind to all parent to have their second thought on parenting.

Running Head: Transgenerational Transmission of Play & Playfulness

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Running Head: Transgenerational Transmission of Play & Playfulness

Appendix 1: List E31

表E031：按住戶人數^[1]及每月入息^[2]劃分的家庭住戶數目^[3] (綜合住戶統計調查按季統計報告表9.4)
 Table E031: Domestic households^[3] by household size^[1] and monthly household income^[2] (Table 9.4 in Quarterly Report on General Household Survey)

房屋類型 Type of housing		公營租住房屋 Public rental housing		資助自置居所房屋 ^[5] Subsidised home ownership housing ^[5]		私人永久性房屋 ^[6] Private permanent housing ^[6]		合計 ^[7] Overall ^[7]	
住戶 Households		所有住戶 All households	從事經濟活動的家庭 住戶 ^[4] Economically active households ^[4]	所有住戶 All households	從事經濟活動的家庭 住戶 ^[4] Economically active households ^[4]	所有住戶 All households	從事經濟活動的家 庭住戶 ^[4] Economically active households ^[4]	所有住戶 All households	從事經濟活動的家 庭住戶 ^[4] Economically active households ^[4]
年 Year	季 Quarter	住戶每月入息 中位數 (港元) Median monthly household income (HK\$)	住戶每月入息 中位數 (港元) Median monthly household income (HK\$)	住戶每月入息 中位數 (港元) Median monthly household income (HK\$)	住戶每月入息 中位數 (港元) Median monthly household income (HK\$)	住戶每月入息 中位數 (港元) Median monthly household income (HK\$)	住戶每月入息 中位數 (港元) Median monthly household income (HK\$)	住戶每月入息 中位數 (港元) Median monthly household income (HK\$)	住戶每月入息 中位數 (港元) Median monthly household income (HK\$)
2015	3	16,000	20,000	27,400	31,000	34,300	40,000	25,000	30,200
2015	4	15,000	19,600	26,000	30,000	34,000	40,000	24,400	30,000
2016	1	15,000	20,000	26,800	30,700	35,000	41,100	25,000	31,000
2016	2	15,000	19,900	26,500	30,500	35,000	41,000	25,000	31,000
2016	3	16,000	20,500	27,700	31,500	35,500	42,300	25,500	31,500
2016	4	16,000	20,600	27,000	31,600	35,000	41,000	25,000	31,200
2017	1	16,000	21,000	28,000	33,000	36,500	44,000	26,100	32,500
2017	2	16,000	20,600	27,000	31,800	36,400	43,000	26,000	32,000
2017	3	16,800	21,500	28,400	32,800	36,800	44,000	26,500	32,800
2017	4	16,500	21,800	28,500	33,000	38,800	45,000	27,300	33,800
2018	1	17,000	22,000	29,500	35,000	39,500	46,300	28,000	35,000
2018	2	16,400	22,000	28,800	33,800	38,400	45,300	27,500	34,200
2018	3	18,500	23,000	29,600	34,900	39,700	45,600	28,800	35,000
2018	4	17,800	22,900	29,000	34,700	39,500	46,000	28,200	35,000
2019*	1	18,500	24,000	30,000	36,000	40,000	48,500	29,500	36,500
2019*	2	18,000	23,500	28,700	34,900	40,000	47,000	28,700	35,500
2019*	3	18,500	24,500	29,000	35,000	40,000	47,100	28,900	35,800
2019*	4	17,600	23,000	27,200	33,800	39,300	46,600	27,800	35,000
2020	1	18,000	23,500	28,000	35,000	40,000	49,100	28,200	36,200
2020	2	16,600	21,700	25,800	32,500	37,000	45,000	25,900	33,800

Reference

Hong Kong Statistics (2020 August), Table E031: Domestic households by household size and monthly household income (Table 9.4 in Quarterly Report on General Household Survey) Census and Statistics Department, Hong Kong Government. Retrieved from:

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Appendix 2: 研究同意書 Consent form

這是一份關於嬉戲承傳與教養的研究，目標對象需為現居於香港年齡 18 以上，至少有 1 名年齡介乎 2 歲至 13 歲之小孩的家長。這份研究由香港樹仁大學社會輔導及心理學系心理學（社會科學）碩士課程學生 Jessica H.H Tsoi (18P608M)負責，並由劉喜寶博士督導。

1. 研究目的

是次研究希望探討香港家長個人嬉戲玩興、自身環境風險感受、親職壓力與教養類型之間的關聯影響。過去西方文獻早已闡述了玩耍對個人心身之重要，是次研究有助更了解西方研究論述在香港社會可能存在的文化差異及香港家長對嬉戲玩耍的立場和行為傾向。

2. 研究方法

本研究透過網上問卷平台製作。收到電子邀請的參加者，在簽署研究同意書後，將按指示填寫問卷直至完成。問卷或要求參加者填上簡短答案，而個人資料相關的提問則由選擇題及填充題組成。一般而言，完成整份問卷約需 20 分鐘。在問卷中部份問題有機會觸及個人對體罰，賭博，酗酒，親密關係，不適當的稅務及商業行為等議題的傾向睇法。所有的題目均沒有既定對或錯的答案，均可放心作答。參加者的參與全屬自願性質，任何時候均可以停止作答，甚至退出是次研究，而不需面對追究。

3. 潛在風險

填寫問卷的過程並無已知風險，如參與者感到不適，或許因回顧個人經歷所致，而該不適應該不會超過每天遇到的經歷。

Running Head: Transgenerational Transmission of Play & Playfulness

4. 潛在得益及報酬

參加者不會因為參與或不參與是次研究而獲得任何報酬。原則上，參加者不會有任何直接得益，但參加者的回應，能幫助本人研究成人嬉戲玩興、環境風險感知和家長壓力與教養類型的關係，從而了解嬉戲玩樂對小孩及個人成長的影響，是十分寶貴的資訊。

5. 保密原則以及資訊保存

為保密起見，是次研究將以匿名方式進行。參加者的所有回應，均視為機密資訊並加以小心保存。所有得到的資訊，只會用作是次研究的用途，故不會與其他平台或研究者作資訊交流。用作匯報的資訊均會以統計資料形式作報告，故不會含有任何可供辨識的資訊。透過網上問卷平台收集的資訊，將於 2020 年 12 月 31 日學期完結後之 90 日內銷毀。

6. 處理疑問

如對是次研究有疑問，歡迎透過電郵 18p608m@hksyu.edu.hk 與 Jessica Tsoi 聯絡。如對作為研究參加者的權利有疑問，歡迎透過電郵 hplau@hksyu.edu 與劉博士聯絡。

我已仔細閱讀並了解以上資訊，並同意參加是次研究。

我不同意參加是次研究

Informed Consent Form for Adult

[TRANSGENERATIONAL TRANSMISSION OF PLAY & PLAYFULNESS]

You are invited to participate in a research study conducted by Jessica H.H Tsoi in the Department of Counselling & Psychology under the supervision of Dr. Bobo Hi-Po Lau (MPhil (Cantab), PhD (HKU) at the Hong Kong Shue Yan University.

PURPOSE OF THE STUDY

The current study aims to find the relationship in between Individual Playfulness, Perception of Risk and Parental Stress towards Parenting style. Many western studies stated the diversity effect of the playfulness on personal development and mental health. Here we would like to investigate are there any cultural differences happen in Hong Kong sociality and how is the Hong Kong parents attitude and behavioural toward play and playfulness.

PROCEDURES

We are inviting the target participant who are currently living in Hong Kong. Adult age 18 or above with a kid who is age between 2-13 years old is a must. The questionnaire setup via Google format. Hyper-link will be sent to target groups. Participant may request to either fill in a short answer or pick up the suitable choice. Some of the questions may relate to personal attitude and behaviours towards physical punishment, gambling, binge drinking, sexual affairs, inappropriate business tax and practice. It contains **WITHOUT** True or False issues. In general, the survey can be done within 20 mins. During the process participant **CAN** withdraw any time without negative consequences.

POTENTIAL RISKS / DISCOMFORTS AND THEIR MINIMIZATION

The questionnaire **DO NOT** contain any risks and discomforts that are greater than what are commonly encountered in everyday life.

COMPENSATION FOR PARTICIPATION

All participants are voluntary, they will **NOT** compensate in term of any profit or material benefit. But their contributions and input for the study in human play and parenting issue are highly respected.

CONFIDENTIALITY

All collected information is strict confidentiality. The information obtained in the study will be used for this research purposes only. No information would be shared to any research platform. Information collect in anonymous and present in statistic data format. It contain any identity call sign and function. The research will be completed on 2020 December **DOES NOT** 31 and the data will be destroyed after 90 days.

QUESTIONS AND CONCERNS

If you have any questions about the research, please feel free to contact Jessica Tsoi at 18p608m@hksyu.edu.hk. If you have questions about your rights as a research participant, contact the Dr. Bobo Hi-Po Lau at hplau@hksyu.edu.

- I understand the procedures described above and agree to participate in this study.
- I disagree to participate in this study.

Appendix 3: Questionnaire

第一部份：基本資訊

Part 1: Demographic

1. 年齡 Age:

- 18 歲或以下 Below 18 (Withdraw by default) 18-25 歲 26-30 歲
 31-40 歲 41-50 歲 51 歲或以上 or above

2. 性別 Gender: M F

3. 婚姻狀況 Marriage status:

- 單身 Single 已婚 Marriage 離婚/分居 Divorce 喪偶 Widowed
 其他 Others (例如:同居 e.g. Co-living together)

4. 家庭收入 Family Income (Follow by (2020/Q1) HK gov't 家庭住戶每月入息中位數分組):

- 1K - 25K 26K - 45K 46K - 75K 76K - 99K 100K 或以上 or above

5. 教育狀況 Education status:

- 中學 Certificate 大專學院 College 大學 Undergrads 碩士或以上 Postgrad or
Doctoral

6. 如非香港出生請說明國籍: _____

Please fill in the Nationality if you are not born in Hong Kong: _____

第二部份：風險感知量度

Part 2: Risk perception (A Domain-Specific Risk-Taking (DOSPERT) Scale. Blais, Ann-RenÃ© and Weber, Elke U. (2013)

就以下陳述的情景，請依據您認為事件的危險程度選出最切合的形容。For each of the following statements, please indicate the likelihood that you would engage in the described activity or behaviour if you were to find yourself in that situation.

1 = 極不危險 Not at all Risk; 2 = 略有危險 Slightly Risk; 3 = 有些危險 Somewhat Risky.

4 = 一般危險 Moderately Risky; 5 = 有些危險 Risky; 6 = 非常危險 Very Risky; 7 = 極有危險 Extremely Risky

		極不危險 Not at all Risk	略有危險 Slightly Risk	有些危險 Somewhat Risky	一般危險 Moderately Risky	有些危險 Risky	非常危險 Very Risky	極有危險 Extremely Risky
1	承認自己與朋友的喜好不同。 Admitting that your taste is different from those of a friend.							
2	野外露營的時候,到超出露營地規定的區域露營。 Going camping in the wilderness.							
3	將一天的收入用於賭馬。 Betting a day's income at the horse races.							
4	將 10%的年收入投資於穩健增長的基金。							

Running Head: Transgenerational Transmission of Play & Playfulness

	Investing 10% of your annual income in a moderate growth mutual fund.							
5	一個晚上喝掉五瓶或更多瓶酒。 Drinking heavily at a social function.							
6	想盡辦法漏報大數目的收入所得稅。 Taking some questionable deductions on your income tax return.							
7	在一些重要問題上與轉家中長輩意見不一致。 Disagreeing with an authority figure on a major issue.							
8	將一天的收入用於高賭注的紙牌遊戲。 Betting a day's income at a high-stake poker game.							
9	與已婚男或女有曖昧關係。 Having an affair with a married man/woman.							
10	剽竊別人的工作成果。 Passing off somebody else's work as your own.							

Running Head: Transgenerational Transmission of Play & Playfulness

11	<p>參加超出自己能力的 滑雪/攀山/水上運 動。</p> <p>Going down a ski run that is beyond your ability.</p>							
12	<p>將 5%的年收入投資 於投機性高的股票。</p> <p>Investing 5% of your annual income in a very speculative stock.</p>							
13	<p>在夏天風高浪急時參 加水上的運動。</p> <p>In the summer, going windsurfing under the bad weather.</p>							
14	<p>將一天的收入賭某項 體育賽事(如賽馬、足 球等)。</p> <p>Betting a day's income on the outcome of a sporting event.</p>							
15	<p>在沒有保護措施的情 況下進行性行為。</p> <p>Engaging in unprotected sex.</p>							
16	<p>向其他人透露你朋友 的秘密。</p> <p>Revealing a friend's secret to someone else.</p>							

Running Head: Transgenerational Transmission of Play & Playfulness

17	<p>作為乘客坐在汽車前排時不主動系安全帶。</p> <p>Driving a car without wearing a seat belt.</p>							
18	<p>將你年收入的 10% 投入到一個新的商業冒險中。</p> <p>Investing 10% of your annual income in a new business venture.</p>							
19	<p>參加一個跳傘班。</p> <p>Taking a skydiving class.</p>							
20	<p>騎電單車時不戴頭盔。</p> <p>Riding a motorcycle without a helmet.</p>							
21	<p>選擇一份你喜歡的工作,而不是名聲好但會讓自己不愉快的。</p> <p>Choosing a career that you truly enjoy over a more secure one.</p>							
22	<p>在社交場合,為你相信但不受歡迎的問題進行辯護。</p> <p>Speaking your mind about an unpopular issue in a meeting at work.</p>							

Running Head: Transgenerational Transmission of Play & Playfulness

23	<p>暴露在太陽光下時不抹防曬霜。</p> <p>Sunbathing without sunscreen.</p>							
24	<p>至少嘗試一次笨豬跳。</p> <p>Bungee jumping off a tall bridge.</p>							
25	<p>如果有可能的話會駕駛自己的小型飛機。</p> <p>Piloting a small plane.</p>							
26	<p>深夜獨自從不安全的區域步行回家。</p> <p>Walking home alone at night in an unsafe area of town.</p>							
27	<p>離開你的家庭,搬到一個遙遠的城市去。</p> <p>Moving to a city far away from your extended family.</p>							
28	<p>在三十五歲左右時開始一項新的職業。</p> <p>Starting a new career in your mid-thirties.</p>							
29	<p>當有事外出時將你年幼的孩子獨自留在家中。</p> <p>Leaving your young children alone at home</p>							

Running Head: Transgenerational Transmission of Play & Playfulness

	while running an errand.							
30	不交還你拾獲的一個裝有 200 美金的錢包給失主。 Not returning a wallet you found that contains \$200.							

第三(甲) 部份：家庭小孩數目

Part 3(A): No. of child in family

沒有 None (Jump to Part 7 Playfulness)

1 個 2 個 3 個 4 個或以上 or above

小孩年齡 Age of child * 如多於 1 組數字請用 0 字作分隔 If there is more than one set of numbers, please use 0 to separate them. e.g. 0308, 0203011 : _____

第三(乙)部份：孩童玩耍時間

Part 3(B): Child's playtime

1/ 請回想一下過去一年你的小朋友平均一天約有幾多玩耍的時間? (外出如球類, 遊樂場, 踏板車 或室內靜態如下棋, 畫畫, 打機) How many playtimes do your children daily have? (e.g. outdoor activities, ball game, go to playground, free play; indoor activities as chess game, drawing, tv game)

每天低於 1 小時 less than 1 hrs. per day; 每天約 2-3 小時 2-3 hrs. per day;

每天約 3-4 小時 3-4 hrs. per day; 每天 4 小時以上 4 hrs. or above

2/ 你的小朋友玩耍玩樂方式多會是? How is your children play?

自己玩 play independently 和兄弟姊妹玩 play with sibling

與爸媽玩 play with parent(s) 相約同學和鄰居玩 play with neighbours or classmates

第四部份：「家長親職壓力」量表 Cheung, S.K. (2000)

Part 4: Parent Stress Scale (PSS) Berry, J. O., & Jones, W. H. (1995).

就以下家長經驗和感受的描述，挑選您的認同度。The following statements describe feelings and perceptions about the experience of being a parent. Think of each of the items in terms of how your relationship with your child or children typically is.

1 = 非常不同意 Strongly disagree; 2 = 不同意 Disagree; 3 = 不確定 Undecided. 4 = 同意 Agree; 5 = 非常同意 Strongly agree

		非常不 同意 Strongly disagree	不同意 Disagree	不確定 Undecided	同意 Agree	非常同 意 Strongly agree
1	我很高興能夠為人父母。 I am happy in my role as a parent.					
2	如果有需要，我會為子女做任何事。 There is little or nothing I wouldn't do for my child(ren) if it was necessary.					
3	照顧子女所花的時間，較我能付出的多。 Caring for my child(ren) sometimes takes more time and energy than I have to give.					
4	我有時會擔心自己是否已為子女做足要做的事。 I sometimes worry whether I am doing enough for my child(ren).					
5	我和子女十分親近。 I feel close to my child(ren).					
6	我很喜歡和子女共渡時光。 I enjoy spending time with my child(ren).					
7	子女讓我有被愛的感覺。					

Running Head: Transgenerational Transmission of Play & Playfulness

	My child(ren) is an important source of affection for me.					
8	子女讓我對將來感到更肯定和樂觀。 Having child(ren) gives me a more certain and optimistic view for the future.					
9	子女在我的一生中帶來很大的壓力。 The major source of stress in my life is my child(ren).					
10	有了子女後, 我便再沒有什麼時間和做其他事的餘地。 Having child(ren) leaves little time and flexibility in my life.					
11	養兒育女是一項經濟重擔。 Having child(ren) has been a financial burden.					
12	因為有了孩子, 我難以兼顧其他方面的責任。 It is difficult to balance different responsibilities because of my child(ren).					
13	子女的行為常令我尷尬和感受到壓力。 The behaviour of my child(ren) is often embarrassing or stressful to me.					
14	如果可以重新選擇, 我可能決定不會生兒育女。 If I had it to do over again, I might decide not to have child(ren).					
15	作為父母的責任令我感到吃不消。 I feel overwhelmed by the responsibility of being a parent.					
16	有了子女後, 我的人生便失去很多選擇和自主的機會。 Having child(ren) has meant having too few choices and too little control over my life.					

Running Head: Transgenerational Transmission of Play & Playfulness

17	作為一個父母，我感到十分滿足。 I am satisfied as a parent.					
18	我的子女為我帶來樂趣。 I find my child(ren) enjoyable.					

第五部份：「教養類型」量表

Part 5: Parenting Styles and Dimensions Questionnaire (PSDQ; Robinson et al., 2001)

就以下親子互動情景陳述，選擇最切合您目前親子日常的形容。Please rate how often you engage in the different parenting practices, listed below.

1 = 從不 Never; 2 = 偶爾 Once in a while; 3 = 間中 About half of the time; 4 = 時常 Often; 5 = 總是 Always

		從不 Never	偶爾 Once in a while	間中 About half of the time	時常 Often	總是 Always
1	我能回應孩子的感受及需要。 I am responsive to my child's feelings and needs.					
2	以體罰作為懲罰孩子的方式。 I use physical punishment as a way of disciplining our child.					
3	在要求孩子做事前顧及他們的想法。 I take my child's wishes into consideration before I ask him/her to do something.					
4	當孩子詢問他們為甚麼必須服從的時候，對孩子回答說：「因為我說的。」 When my child asks me why he/she has to do something I tell him/her it is because I said so, I am your parent, or because that is what I want.					

Running Head: Transgenerational Transmission of Play & Playfulness

5	我向孩子解釋我們對他的行為好壞有怎樣的感受。 I explain to my child how I feel about his/her good/bad behaviour.					
6	當孩子不聽話的時候打屁股。 I spank my child when I don't like what he/she does or says.					
7	鼓勵孩子談及他們的煩惱。 I encourage my child to talk about his/her feelings and problems.					
8	我覺得難以管教孩子。 I find it difficult to discipline my child.					
9	即使跟孩子意見分歧，亦鼓勵他們表達自己的想法。 I find it difficult to discipline my child.					
10	在沒有充分的解釋下，把孩子原本享有的特權拿走，藉以懲罰孩子。 I punish my child by taking privileges away from him/her (e.g., TV, games, visiting friends).					
11	我著重規矩背後的理由。 I provide my child reasons for the expectations I have for him/he.					
12	當孩子難過的時候給予安慰及諒解。 I provide comfort and understanding when my child is upset.					
13	當孩子做錯的時候，對著孩子吼叫。 I yell when I disapprove of my child's behaviour.					
14	當孩子表現好的時候給予讚賞。 I compliment my child.					
15	當孩子對一些事情有所騷動，我會向他屈服。 I give into my child when he/she causes a commotion about something.					
16	對孩子爆發怒氣。					

Running Head: Transgenerational Transmission of Play & Playfulness

	I explode in anger towards my child.					
17	我以懲罰作為恐嚇多於實際行動。 I threaten our child with punishment more often than giving it.					
18	當我為家庭進行計劃時，我會顧及孩子的喜好。 I consider my child's preferences when I make plans for the family (e.g., weekends away and holidays)					
19	當孩子不聽話的時候狠狠抓住他們。 I grab our child when being disobedient.					
20	我向孩子提出懲罰，但卻沒有真正地進行。 I grab our child when being disobedient.					
21	我鼓勵孩子表達自己的想法以示尊重他的意見。 I respect my child's opinion and encourage him/her to express them.					
22	讓孩子對家規提供意見。 I treat my child as an equal member of the family.					
23	為了令孩子進步，我責罵及批評他。 I use criticism to make my child improve his/her behaviour.					
24	我溺愛孩子。 I spoil my child.					
25	對孩子說明必須遵守規矩的原因。 I explain the reasons behind my expectations.					
26	在沒有充分的理由下，我以威脅作為懲罰。 I use threats as a form of punishment with little or no justification.					
27	我與孩子有一個溫暖及親密的時刻。 I have warm and intimate times together with my child.					
28	在沒有充分的理由下，以拖延孩子作為懲罰。 I punished by putting child off somewhere alone with little if any explanations.					

Running Head: Transgenerational Transmission of Play & Playfulness

29	鼓勵孩子討論行為的後果。 I help our child to understand the impact of behaviour by encouraging our child.					
30	當孩子未能達到我的要求，我會責罵或批評他。 I openly criticise my child when his/her behaviour does not meet my expectations.					
31	向孩子解釋行為的後果 I explain the consequences of the child's behaviour.					
32	當孩子行為不當的時打耳光。 I slap child when the child misbehaves.					

第六部份：家長兒時玩耍時間量表

Part 6: Parent's childhood playtime

1/ 試回想一下小學生時代的你，平均一天約有幾多玩耍時間？(外出: 球類, 遊樂場, 耍盲雞或室內靜態如下棋, 畫畫, 打機) How many daily playtimes in your childhood? (e.g. outdoor activities, ball game, go to playground, free play; indoor activities as chess game, drawing, tv game)

- 每天低於 1 小時 less than 1 hrs. per day; 每天約 2-3 小時 2-3 hrs. per day;
 每天約 3-4 小時 3-4 hrs. per day; 每天 4 小時以上 4 hrs. or above

2/ 請回想一下小學生時代的你, 玩耍方式多會是? How was your play?

- 自己玩 play independently 和兄弟姊妹玩 play with sibling
 與爸媽玩 play with parent(s) 相約同學和鄰居玩 play with neighbours or classmates

第七部份：成人玩興量表量表

Part 7: Playfulness (OLIW-S) (Proyer, R. T., Brauer, K., & Wolf, A., 2019)

就以下情景陳述，選擇最切合您的形容。The following statements describe, please rate the most suitable listed below.

1 = 非常不同意 Strongly disagree; 2 = 不同意 Disagree; 3 = 少許不同意 Slightly disagree.

4 = 不確定 Neither agree nor disagree; 5 = 少許同意 Slightly agree; 6 = 同意 Agree; 7 = 非常同意 Strongly agree

		非常 不同意 Strongly disagree	不同意 Disagree	少許 不同意 Slightly disagree	不確定 Neither agree nor disagree	少許 同意 Slightly agree	同意 Agree	非常同 意 Strongly agree
1	考慮問題時，我會尋找行常固有的解決方案，並且很少利用好玩的方法來解決問題。 When thinking about a problem, I look for a fixed scheme for the solution and only rarely rely on a playful approach to solve the problem.							
2	我不必為我要做的大多數事情擔心，因為處理方案總是循規蹈矩沒有太多差異。 I dont worry about most of the things that I have to do, because there will always be some kind of a solution.							
3	即使長大成人，我仍然童心未泯，喜歡在別人身上玩有趣的把戲、小巧的惡作劇。 Also as an adult I still like to play good natured, funny tricks on others; to play small good-natured pranks on others.							
4	我喜歡“逆流而上、與眾不同”。 I like to swim "against the stream."							

Running Head: Transgenerational Transmission of Play & Playfulness

5	<p>如果我不得不在短絀的時間，且有壓力下學習一項新知識，我會嘗試找一種有趣的方法來學習，這有助於我學習。</p> <p>If I have to learn something new under time pressure, I try to find a playful approach to the topics—this helps me learning.</p>							
6	<p>我是一個輕鬆的人。</p> <p>I am a lighthearted person.</p>							
7	<p>我喜歡與密友重演我們一起的經歷（例如，一些我們記得的有趣事件）。</p> <p>I enjoy re-enacting things with close friends that we have experienced together (e.g., a funny incident that we like to remember).</p>							
8	<p>我以"不尋常"或"華麗"而著稱。</p> <p>I have the reputation of being somewhat unusual or flamboyant.</p>							
9	<p>如果有一項具體的任務要執行，那就沒有玩興的餘地了，玩味只會減低工作。</p> <p>If one has a concrete task to perform, there is no room for playfulness. This only detracts from the work.</p>							
10	<p>許多人過分認真生活。當事情不如期望時，您需要的是即興創作隨機應變。</p> <p>Many people take their lives too seriously; when things don't work you just have to improvise.</p>							
11	<p>我可以通過嬉戲的方式對伴侶表達浪漫的情感。</p> <p>I can express my feelings towards my romantic partner in a playful way.</p>							
12	<p>我通常不希望自己被分類框架，並且在很多方面都有自己的風格。</p> <p>I do not generally like to allow myself to be categorized and have my own style in many respects.</p>							

Appendix 4: 研究解說 Debriefing Form

衷心感謝你參與本人的研究。

1、研究目的

在問卷開始前的同意書中，已指出是次研究的目的，我又寄望通過本研究提升家長既關注自己的心理健康同時，注意孩童嬉戲玩耍是基本之權利而且是必要。過去西方文獻已闡述了兒時玩耍對其日後心身全人發展重要之基石，儘管中西方之研究可能存在文化之差異，但本人亦希望在你回想你兒時玩耍時，能明白並諒解時下孩童跟當時的你同樣需要玩樂。

2、保密

是次研究所收集的資料只作研究用途，個人資料將絕對保密，僅論文評審委員會及論文指導師可觸及。所有資料將以代號處理，以確保機密。數據將於 2020 年 12 月 31 日學期完結後之 90 日內銷毀。在了解研究目的後，你或許會不願本研究使用你的數據。如果你希望你的數據從研究中移除及永久刪除，請現在關閉本網頁。在回答最終確認題前，所有數據將不會送出及作記錄。請不要向未來可能參與本研究的任何人披露研究程序和假設，因為這有可能影響研究結果。

3. 處理疑問

如對是次研究有疑問，歡迎透過電郵 18p608m@hksyu.edu.hk 與 Jessica Tsoi 聯絡。如對作為研究參加者的權利有疑問，歡迎透過電郵 hplau@hksyu.edu 與劉博士聯絡。

參考文獻:

Lieberman, J. N. (1977). *Playfulness: Its relationship to imagination and creativity*. Academic Press.
Barnett, L. A. (1990). *Playfulness: Definition, design, and measurement*. *Play & Culture*, 3, 319–336.

我已仔細閱讀並了解以上資訊，並同意參加是次研究。

Debriefing

Thank you for participation!

1. Research purpose

In the beginning consent form, I pointed out the purpose of this research. More than mentioned I hope through this research, parents would not only pay attention to their own mental health, but also pay attention to children's right to play as a basic and necessary. In early Western literature has explained that childhood play is an important cornerstone for personality development. Although there may be cultural differences between Chinese and Western, I also hope that when you recall your childhood play memory, you could rethink about your children, they need to have fun just as you were.

2. Confidentiality

The information collected in this research is for research purposes only. Personal information will be kept strictly confidential and only accessible to the thesis review committee and the thesis instructor. All information will be processed with code to ensure confidentiality. The data will be destroyed within 90 days after the end of the research submission on December 31, 2020. After understanding the purpose of the research, if you want to **NOT** attend in this research and remove the data permanently deleted, please close this page now. Before answering the final confirmation question, all data will not be sent and recorded. Please **DO NOT** disclose the research procedures and assumptions to anyone who may participate in this research in the future, as this may affect the research results.

Thank you for participating in this research. If you have any questions about the research, please feel free to contact Jessica Tsoi at 18p608m@hksyu.edu.hk and the research supervisor Dr. Bobo Hi-Po Lau at hplau@hksyu.edu. For further information, see:

Literature:

Lieberman, J. N. (1977). *Playfulness: Its relationship to imagination and creativity*. Academic Press.
Barnett, L. A. (1990). *Playfulness: Definition, design, and measurement*. *Play & Culture*, 3, 319–336.

I understand the procedures described above and agree to submit my data.