

The Effect of Satisfaction with Sports of High School Taekwondo Players on Their Willingness to Enter College

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Background/Objectives: The objective of this study was to examine the effect of satisfaction with sports on willingness to enter college among high school taekwondo players.

Methods/Statistical analysis: The study conducted a survey on 371 high school taekwondo players and the data was analyzed using SPSS 21.0 statistical program. Through frequency analysis, exploratory factor analysis, reliability test, correlation analysis, multi-variate regression analysis, the results of the study were as follows.

Findings: First, in the relationship between satisfaction with sports and willingness to enter college and willingness to continue to play taekwondo, all the sub-variables of satisfaction with sports have positive relationships with all the sub-variables of willingness to enter college. Second, in the analysis of effect of satisfaction with sports on willingness to enter college, satisfaction with project performance and satisfaction with leadership of coach have positive effects on willingness to register, and that satisfaction with project performance and satisfaction with mutual interaction have positive effects on willingness to orally spread the news.

Improvements/Applications: Satisfaction with sports has positive effect on willingness to enter college among high school taekwondo players.

Key words: Taekwondo Player, Satisfaction Performance, Satisfaction Leadership, Willingness, High School, College.

Introduction

Korean elite sports system began in full scale with the establishment of physical education in middle school in 1971, whose purpose was to make students excellent in various kinds of sports continue to study and play their sports (Lee, 2003). Elite sports can be divided into three types: individual sports, man-to-man sports, and team sports. As the ultimate goal of elite sports is to win the game, sports leaders and coaches try their best to improve performance of players which mainly affects game results. Among the sports in Korea, there is taekwondo.

Korean taekwondo leaders make incessant efforts to improve performance of players and to get the best results. To win, a player should display high performance, which is affected by physical, mental, and social elements. These are the elements that make the role of the leadership of sports leader crucial (An and Cho, 2003). Accordingly, the coach of a sport group should be able to match the ultimate goal of the team and the goal of individual player, and lead players to voluntarily participate in training. In addition, in any sports, players are highly dependent on their coach, and the leadership of coach can greatly affect performance of players, their mental and emotional responses, and goal achievement of the team (An et al., 2008).

To acquire the best performance through training, players should be satisfied with the sport they are involved in. Most high school taekwondo players are involved with the sport and work hard to reach their best performance because they want to enter college. . However, except for a few top players, most of the high school taekwondo players who are neither excellent in their taekwondo capacities nor school grades, have difficulty in finding jobs, not to mention entering college. As a result, as the college-entrance season comes closer, such students are very worried about their future lives (Min, 2013).

A question could then be asked on why taekwondo-training students are worried about college entrance. Their willingness to enter college is derived from the social phenomenon where the range of college departments has widened with the diversification of demands. The width of choice among high school taekwondo players has widened, and more of high school taekwondo players are willing to enter college. In response to the social situation which demands high education, taekwondo players are rushing to college to acquire professional knowledge on taekwondo beyond simple technical and tactical abilities; they want to get into taekwondo-related departments.

While there have been continuous researches on high school taekwondo players, most of these studies are limited to leadership and enhancement of performance (Min, 2013); (Kim, 2009); (Choi et al., 2010); (Kim, 2014); (Kim and Jung, 2018). In particular, most of

researches the on satisfaction with sports training are on mediating variables and dependent variables Kim (2007), Lim (2011), Lee. Lee & Jang (2012), Chelladurai (Song and Lee, 2015) and few other researches have covered satisfaction with sports as independent variable. Accordingly, this research proposes that it is necessary to do empirical researches on the effect of satisfaction with sports of high school taekwondo players on their willingness to enter college. Therefore, the objective of this study was to empirically examine the effect of satisfaction with sports of high school taekwondo players on their willingness to enter college.

Materials and Methods

Study subjects

This study examined the effect of satisfaction with sports of high school taekwondo players on their willingness to enter college. All the high school taekwondo players were used as the subjects. Sampling was randomly done among all the high school taekwondo team players. 400 respondents were selected as research subjects, and, excluding 29 of respondents whose answers were not very sincere, 371 were used for final analysis. Demographic characteristics of respondents were as shown in Table 1.

Table 1: General characteristics of respondents

Variable	Classification	Frequency (n)	Percentage (%)
Gender	male	252	67.9
	female	119	32.1
Age	1st grade	66	17.8
	2nd year	129	34.8
	3rd year	176	47.4
career as player	less than 3 years	87	23.5
	3 yrs to less than 4 yrs	90	24.3
	4 yrs - less than 5 yrs	99	26.7
	Over 5 yrs	95	25.6
Prize-winning	no	64	17.3
	local contest	200	53.9
	national contest	107	28.8
Total		371	100

Survey Tool

This research used questionnaires as survey tools. The questionnaires consisted of 4 questions on general characteristics, 9 on satisfaction with sports, independent variables, and 8 on willingness to enter college, as dependent variables. The measurement scale used this research was Likert scale which ranges from 1 point ('Not at all'), 2 points ('No'), 3 points ('So so'), 4 points ('Yes') to 5 points ('Definitely yes').

Satisfaction with sports scale used by this research is originally from satisfaction with sports scale developed by Chelladurai (Song and Lee, 2015). The scale was also used by Widmeyer & Williams (1991), Jo & Yang (2013), Cho & Lee (2011), Huh & Shon (2013) with various questions. This research re-structured those questions to achieve the aims of this research. Sub-variables of satisfaction with sports are satisfaction with project performance, satisfaction with mutual interaction, and satisfaction with leadership of coach.

The scale for the willingness to enter college was originally developed by Seo (1994), and Sung (2006), So & Jung (2013) and was later revised. The questions were re-structured in this research to achieve the objective. Sub-variables of willingness to enter college were willingness to register and willingness to orally spread the news.

Validity and reliability

Satisfaction with sports

The findings of exploratory factor analysis and reliability analysis of satisfaction with sports were as shown in Table 2.

Questions	Satisfaction with project performance	Satisfaction with mutual interaction	Satisfaction with coach's leadership	h^2
Q1	.830	.113	.133	.691
Q2	.800	.242	.172	.729
Q3	.766	.298	.126	.719
Q4	.185	.807	.195	.652
Q5	.299	.724	.112	.616
Q6	.393	.708	.114	.675
Q9	.055	.163	.803	.723
Q8	.183	.156	.771	.626
Q7	.282	.077	.728	.669

Eigen value	4.194	1.455	1.025	
Variance %	41.940	14.553	10.254	
Cumulative %	41.940	56.493	66.747	
Reliability	.804	.808	.813	
Kaiser-Meyer-Olkin =.854 Bartlett's unit matrix ($\chi^2=1305.382$, $df=45$, $p=.000$)				

As shown in [Table 2], Bartlett unit matrix was 1305.382 at significance level of .001, and KMO index was .854, which proves that selection of variables was proper. Based on the findings, a factor analysis of 9 questions was done, and 3 factors were extracted, which explained 66.7% of total variance. Factor loading of satisfaction with project performance, sub-variable of satisfaction with sports was .766~.830, that of satisfaction with mutual interaction was .708~.807, and that of satisfaction with leadership of coach was .728~.803. Reliability tests showed high values: .804 for satisfaction with project performance, .808 for satisfaction with mutual interaction, and .813 for satisfaction with leadership of coach.

Willingness to enter college

The results of exploratory factor analysis and reliability analysis were as shown in Table 3. Bartlett's unit matrix was 1118.884 at significance level of .001, and KMO index was .839, proving that selection of variables was proper. Based on the findings, a factor analysis of 8 questions was done, and 2 factors were extracted, which explained 65.2% of total variance. Factor loading of willingness to register, sub-variable of willingness to enter college was .794~.817, and that of willingness to orally spread the idea was .794~.893. Reliability tests showed .805 for willingness to register, and .805 for willingness to orally spread the news.

Questions	Willingness to enter	Willingness to orally spread the idea	h^2
Q1	.817	.208	.686
Q2	.809	.218	.696
Q3	.796	.088	.577
Q4	.794	.201	.532
Q5	.054	.826	.670
Q6	.254	.794	.703
Q7	.162	.842	.711
Q8	.225	.893	.641

Eigen value	3.713	1.502		
Variance %	46.418	18.770		
Cumulative %	46.418	65.188		
Reliability	.805	.805		
Kaiser-Meyer-Olkin =.839 Bartlett's unit matrix ($\chi^2=1118.884$, $df=28$, $p=.000$)				

Data treatment

Out of all the copies of the questionnaire, 371 copies were used for final analysis, excluding some of them which were determined as not proper to be used for analysis. To identify normal distribution, validity, and reliability of the data, descriptive statistical analysis, exploratory factor analysis, and reliability analysis were carried out. To examine relationship between variables, correlation analysis was done, and to examine causal relationship among variables, multi-regression analysis was done. Significance level was set at $\alpha=.05$.

Results

Correlation analysis

The findings of correlation analysis between satisfaction with sports and willingness to enter college were as shown in Table 4. Specifically, satisfaction with project performance was positively related with willingness to register ($r=.566$) and willingness to orally spread the idea ($r=.500$). Satisfaction with mutual interaction was positively related with willingness to register ($r=.358$) and willingness to orally spread the idea ($r=.644$). Satisfaction with coach's leadership was positively related with willingness to register ($r=.340$) and willingness to orally spread the idea ($r=.380$).

Table 4: Correlation between satisfaction with sports and willingness to enter college

Classification	A	B	C	D	E
Satisfaction with project performance	-				
Satisfaction with mutual interaction	.452***	-			
Satisfaction with coach's leadership	.368***	.490***	-		
Willingness to register	.566***	.358***	.340***	-	
Willingness to orally spread the idea	.500***	.644***	.380***	.427***	-
*** $p<.001$					

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The effect of satisfaction with sports on willingness to register

As shown in [Table 5], satisfaction with sports had statistically significant effect on willingness to register ($F=64.338$, $p<.001$), and its explanatory power was approximately 34.5% ($R^2=.345$) of total variance. In the Beta values, relative influence of satisfaction with sports on willingness to register, satisfaction with project performance ($\beta=.485$, $p<.001$) and satisfaction with leadership of coach ($\beta=.123$, $p<.05$) had positive effects on willingness to register.

Table 5: The effect of satisfaction with sports on willingness to register

	B	SE	β	t	Tolerance	VIF
Constant	2.634	.144		18.250***		
Satisfaction with project performance	.332	.033	.485	10.057***	.768	1.303
Satisfaction with mutual interaction	.044	.029	.079	1.540	.675	1.482
Satisfaction with leadership of coach	.082	.033	.123	2.488*	.733	1.364
F=64.338***, $R^2=.345$ adjusted $R^2=.339$						
* $p<.05$, *** $p<.001$						

The effect of satisfaction with sports on willingness to orally spread the news

As shown in Table 6, satisfaction with sports had statistically significant effect on willingness to orally spread the news ($F=108.701$, $p<.001$), and its explanatory power was approximately 47.0% ($R^2=.470$) of total variance. In the Beta values, relative influence of satisfaction with sports on willingness to orally spread the news, satisfaction with project performance ($\beta=.256$, $p<.001$) and satisfaction with mutual interaction ($\beta=.511$, $p<.001$) had positive effects on willingness to register.

Table 6: The effect of satisfaction with sports on willingness to orally spread the news

	B	SE	β	t	Tolerance	VIF
Constant	.369	.228		1.619		
Satisfaction with project performance	.308	.052	.256	5.906***	.768	1.303
Satisfaction with mutual interaction	.502	.045	.511	11.051***	.675	1.482
Satisfaction with leadership of coach	.041	.052	.036	.801	.733	1.364
F=108.701***, R ² =.470 adjusted R ² =.466						
***p<.001						

Discussion

The objective of this study was to examine the effect of satisfaction with sports on willingness to enter college among high school taekwondo players.

In the relationship between satisfaction with sports and willingness to enter college among high school taekwondo players, all the sub-variables of satisfaction with sports have positive relationships with all the sub-variables of willingness to enter college. Multi-variate regression analysis showed that satisfaction with project performance and satisfaction with leadership of coach have effects on willingness to register, and satisfaction with project performance and satisfaction with mutual interaction have effects on willingness to orally spread the news. Satisfaction with sports and willingness to enter college has positive relationship.

To high school taekwondo players, satisfaction with project performance is the feeling of having satisfactorily performed a project given to an individual, and, given that in performing the project, they may feel that the coach helped perform it. It can be assumed that satisfaction with project performance and with leadership of coach more strongly affect their willingness to register. It is individual feeling in the process until a student register to enter college, and there is a study showing that it directly works to make the student decide whether or not to register (Lim, 2004). It means that entrance to college is affected by subjective perception of the student, which decides the willingness to register (Lee, 2012).

Likewise, the reason why satisfaction with project performance and with mutual interaction leads to positive effect on willingness to orally spread the idea can be explained that when a student goes well through training and improve his taekwondo techniques and tactics, and

exchanges ideas with friends and leaders, he or she is more likely to spread the news. Defining willingness to orally spread the news as intention or behavior to communicate one's experiences in a product or service (Lee and Choi, 2009), willingness to orally spread the idea in this study is intention or behavior to communicate one's willingness to enter college to other people. Positive behavioral willingness is the willingness to recommend something through positive willingness to orally spread the idea, and negative behavioral willingness is the willingness to complain about something through negative willingness to orally spread the idea (Lee and Baek, 2015). Positive willingness to orally spread the idea in this study is willingness to orally spread one's will to go to college.

Conclusion

The objective of this study was to examine the effect of satisfaction with sports on willingness to enter college among high school taekwondo players. A survey was conducted on 371 high school taekwondo players. The data was analyzed using SPSS 21.0 statistical program. Through frequency analysis, exploratory factor analysis, reliability test, correlation analysis, multi-variate regression analysis, the results of the study were as follows. First, in the relationship between satisfaction with sports and willingness to enter college and willingness to continue to play taekwondo, all the sub-variables of satisfaction with sports have positive relationships with all the sub-variables of willingness to enter college. Second, in the analysis of effect of satisfaction with sports on willingness to enter college, satisfaction with project performance and satisfaction with leadership of the coach having positive effects on willingness to register, and that satisfaction with project performance and satisfaction with mutual interaction have positive effects on willingness to orally spread the news. In conclusion, satisfaction with sports has a positive effect on willingness to enter college, among high school taekwondo players.

Based on the findings of this research, the following is suggested for future research. First, as this research is limited to high school taekwondo players, the findings cannot be generalized to players in elementary, middle school and adults. Thus, in future research, it is desirable to expand the research subjects. Second, variables in this research are limited to satisfaction with sports and willingness to enter college. In future research, various other variables should be considered.



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