

The Effects of Parent's Intrinsic Participation Motivation to Children's Behavioral Change and Decision of Education Continuity in Sports Institutes

Hyunmin Kim ^a, Sungkyun Cho ^b

a,b. Kunghee University Graduate of school physical education, Yongin, Korea

Received: 2019. 11. 27: **Accepted:** 2020. 02. 17: **Published online:** 2020. 02. 24

Abstract

In Children are in the stages of development in emotion and decision making, so it is hard for them to make decisions and enroll in sports institutes by themselves. In most cases, decisions on enrollment in private institutions are made by the expectations and supports of parents. Hence, the aim of this study is to explore the influence of the intrinsic participation motivation of parents who are educating their children in private sports institute on their children's behavioral change and decision of continuing education also, to providing the results as a basic data for vitalization of the sports institutes. For analyses, researchers conducted frequency analysis, EFA, internal consistency analysis, correlation analysis, and multiple regression analysis by SPSS Windows ver. 23.0. Firstly, the intrinsic participation motivation has significant effect to children's behavioral change. Secondly, the behavioral change of children has significant effects to the decision of education continuity. Thirdly, the intrinsic participation motivation has significant effect on the decision of education continuity. The research results show the necessities of education program revision for holding current students and getting new student. For instance, the instructors' qualifications, various education programs and the quality of education environments are must be revised and improved based on "All Care System". Moreover, it is necessary to seek the ways to satisfy children's psychological and physical health, joyfulness and sense of accomplishment, and have to accumulate data to show the changes of children to the parents.

Keywords: Intrinsic participation motivation, Children's behavioral change, Decision of education continuity, Sports institute

I. Introduction

One of the recent issue in South Korea is depopulation and among the related keywords, demographic cliff is mostly decreasing number of working population (age 15 – 64), and this is becoming as reality in South Korea (Bridgenews, 2017). the impact of depopulation can be observe all most in everywhere and one of the biggest problem of it is low birth rate. Most of

all sports academies' customers in South Korea are youth from kindergarten to junior high school however, by the reasons of low birth rate, sports academies average number of students kept on decreasing (Mookas media, 2017). In addition, it occurred high competition among sports center which make new sports center to make hard to survive (Yoo & Kim, 2009).

Children cannot decide to choose whether they enroll sports center or not since they are still in the process of emotional development and development thinking (Kim, 2007). Consequently, parents decide for the enrolling and choosing sport center due to their expectation and contribution (Sporbiz, 2016). When choosing a sports center, the parents consider if the center is appropriate to them and to their children by referring several intrinsic participation motivation. Alderman (1974) and Cratty (1983) defined that motivation is a power that people to start an act and continue (Alderman, 1974; Cratty, 1989). In sports related studies mentioned that it provides intrinsic reward to increase sports participation and sustainability (Choi & Kwon, 2010). Parents' decisions of sports center based on their intrinsic participation motivation is critical since sports center could help their children to develop behavior, maintaining relationship, and grow as a member of this society through experiencing social life in sports center (Bae, 2005).

All factors like behavior, attitude, and hobby that formed in sports center could transfer to their social life. With this reason, children's behavior could be change and its result could be different depends on the sports centers (Lim, 2003). Children's behavioral change is most important factor for parents to decide continuity of education (Kim, 2007).

Therefore, this study has objectives to examine the relationship between intrinsic participation motivation, behavioral change and continuity of education of parents, and to provide basic data that could help sports centers to maintain students.

II. Methodology

In order to verify the hypotheses, the researchers set the parents of sports center students in Korea as research participants and their characteristics shown as table 1.

Researchers have used several scales to test the hypotheses. For measuring participants' intrinsic participation motivation, sports motivation scale (SMS) which has been used by Myongsoo Park, Cheonkyu Kim, Eunseok Park (2012), Kunhwa Chong (2010), Kyojung Dae (2010), and Yoondung Jin (2000) were used after revision with consisting of 6 dimensions: utility, mental health, chic, recommendation, physical health, and fun (Park, Kim & Park, 2012; Chong, 2010; Jung, 2010). In case of behavior change, researchers have used scale that developed by Younghan Moon (1971) and used by Cheonkyu Kim (2007) and Guitaek Lim (2003).

Table 1. Demographics of participants

Variables	Categories	Sample size	Percentage
Respondent	Parent(father)	55	24.90%
	Parent(mother)	165	74.70%
	Guardian	1	0.50%
Experience of exercise	Parent(father)	108	48.90%

Gender of children	Parent(mother)	37	16.70%
	None	76	34.40%
	Male	132	59.70%
	Female	88	40.30%
Number of participations	Once a week	26	11.80%
	3 times a week	59	26.70%
	5 times a week	136	61.50%
Duration	6months ~ 1 year	88	39.80%
	1year ~ 2years	67	30.30%
	Over 2 years	66	29.90%
Total		221	

It consists with 3 dimensions (education, self-reliance, attitude) (Kim, 2007; Lim, 2003; Moon, 1971). To measure a student's decision to continue to take a sports class, the questionnaires Kihwang Kim (2004), Sunghun Choi, Chaewoon Kim (2004), Youngkab Kim (2005) and Cheonkyu Kim (2007) devised were revised and complemented, tailored to this study, and then used accordingly. The questionnaires are made up of 4 questions that include the possibility to continue, the will to continue, the intention to solicit continuously, the possibility of soliciting, thereby making up the questionnaire with 37 questions (Choi, 2004; Kim, 2007; Kim, 2004; Kim, 2005).

To test measurements' validity and reliability, exploratory factor analysis (EFA) and internal consistency analysis were conducted. For EFA, varimax method were used and for reliability, researchers decided by Cronbach's α coefficients.

In terms of the EFA results of intrinsic participation motivation (Table 2), it appeared with 6 dimensions and all item factor loads were exceeded .5. The model produced KMO = .818 and cumulative variance were 73.243%. All dimensions' α coefficients exceeded .7 of reliability standard.

In the case of changes taking place in children, they ended up as 3 dimension as shown Like table 3, and All the factor loading values Were .5 or over. Since fitness pointed to .883 (KMO=.883), the cumulative dispersion value pointed to 67.862%, and Cronbach's α coefficient all reached .7 or over, validity and reliability concerning changes in children turned out to be satisfactory.

Table 2. EFA result of intrinsic participation motivation

	Utility	Mental health	Chic	Recommen Dation	Physical health	Fun
1	.906	.082	.142	.145	.061	.115
2	.876	.063	.189	.041	.066	-.013
3	.863	.054	.113	.206	.078	.050
4	.742	.101	.316	.010	.036	.269
5	.704	.076	.324	.059	.003	.352
6	-.048	.838	.096	-.013	-.075	.053
7	.126	.815	.091	.184	.194	-.007
8	.123	.667	.069	.076	.386	.087
9	.126	.650	.094	.188	.421	-.023
10	.284	.092	.827	.188	-.053	.069
11	.294	.026	.821	.210	-.026	.164

12	.216	.153	.693	.228	.343	-.051
13	.209	.398	.526	.027	.276	-.122
14	.044	.026	.131	.910	.062	-.026
15	.110	.082	.178	.904	-.072	-.080
16	.224	.268	.187	.628	-.039	.092
17	.072	.038	.013	-.018	.829	.250
18	.196	.316	.058	.057	.721	-.091
19	-.117	.210	.134	-.130	.667	.242
20	.287	.090	.102	.027	.055	.832
21	.287	-.090	-.017	.005	.026	.820
22	-.078	.059	.017	-.060	.276	.674
Eigen Value	3.978	2.698	2.537	2.342	2.323	2.235
Variance	18.081	12.266	11.533	10.645	10.559	10.160
Cumulative	18.081	30.347	41.880	52.524	63.083	73.243
Cronbach's α	.924	.812	.831	.818	.728	.767

^aKMO=.818, Bartlett $\chi^2=3025.700$,df=231,sig=.000

Table 3. EFA result of behavioral change

	Self-reliance	Attitude	Education
1	.813	.317	.101
2	.781	.331	.117
3	.771	.152	.201
4	.590	.215	.414
5	.273	.756	.203
6	.246	.755	.032
7	.131	.754	.304
8	.314	.720	.246
9	.231	.236	.775
10	.002	.226	.775
11	.341	.081	.760
Eigen value	2.634	2.622	2.208
Variance	23.947	23.838	47.785
Cumulative	23.947	47.785	67.862
Cronbach's α	.830	.822	.760

^aKMO=.883, Bartlett $\chi^2=1076.198$,df=55,sig=.000

For analyses, researchers conducted frequency analysis, EFA, internal consistency analysis, correlation analysis, and multiple regression analysis by SPSS Windows ver. 23.0.

III. Results & Discussion

Table 4. Correlation matrix

	Fun	Utility	Physical health	Mental health	chic	recommen dation	education	Self- reliance	Attitude	decision of edu. continuity
Fun	1									
Utility	.369**	1								
Physical health	.266**	.186**	1							
Mental health	.108	.233**	.480**	1						

chic	.172*	.546**	.273**	.383**	1					
recommen dation	.017	.302**	.030	.282**	.429**	1				
education	.153*	.163*	.256**	.142*	.221**	.123	1			
Self- reliance	.247**	.154*	.337**	.194**	.168*	.021	.511**	1		
Attitude	.281**	.093	.227**	.151*	.197**	.069	.496**	.608**	1	
decision of edu. Continuity	.174**	.069	.259**	.164*	.126	.000	.276**	.437**	.370**	1

* $p < .05$, ** $p < .01$

To see the correlation of all variable, Pearson's r coefficient were computed and the results showed that all variables were moderately correlated with each other at the $p < .05$ significance level. However, recommendation is not statistically correlated with other variables. Multicollinearity was not observed.

Table 5. Multiple regression of intrinsic participation motivation

	Education		Self-reliance		Attitude	
	β	T	β	t	β	t
Fun	.070	.974	.159	2.268*	.265	3.734***
Utility	.016	.192	.014	.170	-.134	-1.645
Physical health	.217	2.795**	.259	3.426***	.122	1.593
Mental health	-.042	-.526	.034	.438	.023	.299
Chic	.129	1.500	.062	.744	.174	2.065**
Recommendation	.067	.901	-.029	-.407	.020	.270
² R	.100		.145		.129	
² Adj R	.074		.121		.104	
F	3.944***		6.055***		5.266***	

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

To examine the relationship between intrinsic participation motivation and behavioral change, multiple regression analysis conducted. In case of education, multiple regression model with all predictors of intrinsic participation motivation produced $F = 3.944$ ($p < .001$), adjusted $R^2 = .074$. Only physical health had positive regression weight on education. It indicates that parents with higher physical health ($\beta = .217$) were expected to have higher education. In case of self-reliance, multiple regression model with all predictors of intrinsic participation motivation produced $F = 5.266$ ($p < .001$), adjusted $R^2 = .104$. Physical health and fun had positive regression weight on education. It indicates that parents with higher physical health ($\beta = .259$) and fun ($\beta = .159$) were expected to have higher self-reliance. In case of attitude, multiple regression model with all predictors of intrinsic participation motivation produced $F = 6.055$ ($p < .001$), adjusted $R^2 = .121$. Fun and chic had positive regression weight on education. It indicates that parents with higher fun ($\beta = .265$) and chic ($\beta = .174$) were expected to have higher attitude.

These results Indicate that when choosing sports Clubs, parents Consider with relieving their children of stress, strengthening physical power, enhancement of sociability and so forth

among others by sending their children to sports academies (Yoo & Kim, 2007). That is, the likelihood is that when picking out sports academies, parents are selecting them after they have perceived changes that have taken place in their children's health and relief of stress. Besides, a study by Myeongsoo Park and the other two (2012) came up with similar results that internal motives to join significantly affect changes taking place in children¹¹, and the findings of this study are consistent with the findings of the studies by Jeyoul Son and Cheontailk Son (2006) in that parents think it important to enable their children to steer clear of obesity and build active daily living customs when their children have grown physically stronger (Son & Son, 2006).

Therefore, it is learned by this study that when selecting a sports academy, internal motives for participation, physical health, fun (relieving stress) and stylishness make up important factors in changes taking place in children. In order to convince the parents of the effect of changes in children, it is necessary to change the programs so that they may meet the elements both internal and external such as children's psychological/physical health, fun, sense of achievement and so forth. On the other hand, it turned out that competence, psychological health and solicitation among internal motivation to participate significantly affect changes in children, thus making the current study consistent with a study by Myeong-Soo Park and two others (2012). Therefore, when parents pick up sports academies, if sport academies accumulate materials showing the way children's capability and psychological health can change and induce parents' interest, they can better persuade them to incite internal motives to join.

Table 6. Effect of intrinsic participation motivation to education continuity decision

	B	SE	β	T
Fun	.118	.068	.126	1.737
Utility	-.041	.059	-.058	-.693
Physical health	.209	.086	.190	2.433**
Mental health	.045	.068	.053	.663
Chic	.061	.065	.081	.939
Recommendation	-.027	.050	-.040	-.541
² R			.086	
Adj, ² R			.061	
F			3.370**	

**
p<.01

To identify the effects of internal motives on the decision to continue to take a sports class, a multiple regression analysis was conducted as shown in Table 6. The regression model shown herein is suitable for F value of 3.370 (p<.01), and its explainability reached 6.1% (Adj. R=.061). A close look at the model shows that it affects physical health (β = .086). Advanced study that the participant's motives to participate directly affects willingness to participate on a steady basis, and reported that the higher motivation level of a student had higher sustained performance level (Kim, 2009; Yue, 2011). It seems that since this study examines the effects of internal motives to join a sports academy on the part of the parents who did not join a sports academy in person on the decision to take the sports course continuously, it could be that results

different from previous studies were drawn. The advanced study shows so the sports activities make the children more healthier that can their parents decide to continue the class. And it supports this study result (Son, 2006). Accordingly, by restructuring various education programs based on All Care System on the part of sports academies, enhancing personality and quality of the leader, creating comfortable environments and so forth, while accumulating desirable educational materials that can induce changes in children.

Table 7. Effect of behavioral change to education continuity decision

	B	SE	<i>B</i>	t
Education	.042	.095	.033	.449
Self-reliance	.401	.099	.325	4.069***
Attitude	.171	.086	.157	1.981**
² R			.209	
² Adj R			.198	
F			19.085***	

p*<.01, *p*<.001

To see effects of changes taking place in children on the decision to take a sports class, a multiple regression analysis was conducted as shown in Table 7. This regression model is suitable for an F value of 19.085 (*p*<.001) and the explainable value points to 19.8% (Adj. R=.198). A closer look shows that it affects in order of self-reliance (β = .325) and daily living attitude (β = .157). In joining sports events after getting into them, the major contributor toward socialization of the child concerned who affects the children most significantly is the parents^{21,22}. Interactions between the parent and children act as a foundation for all human relationships, and the parents act as the one that decisively affects development of the infant toward a whole man. Infancy develops capability through experience and interactions with other people. Infants come to form self-adjusting capability gradually while familiarizing themselves with socially acceptable actions through various educational programs and so forth²³. In case a problem with developing self-adjusting capability arises during this period of the time, infants could show impulsive and excessive behavioral disorders, thereby giving rise to adjustment problems such as aggressive actions, learning disorders and so forth²⁴. Parents can decide whether to allow their infants to join sports events by continuously observing positive or negative changes in the infant (Kim, 2007). The result of this study suggests that changes in children bring about statistically significant results with respect to the decision on whether to continue to take a sports class, and that the higher the changes in children were, the higher the level of the decision to continue to take a sports class. The results of the study by Jae-Yeol Sohn and Cheon-Taek Sohn (2006) to the effect that they could identify sustainable factors such as interest in sports (Son & Son, 2006), health improvement and development of sociability support the results of this study, and thus imply that sports academies can show parents changes taking place in children more efficiently if the sports academies make use of homework where children can work together with their parents, daily check lists via SNS, physical checkup sheets and so forth that can show the parents changes taking place in the children.

4. Conclusion

The following conclusions were reached through the findings and discussions of the study: It seems necessary to restructure the curriculum of sports academies by creating in and around the academy various educational programs, enhanced leader's quality, comfortable environments, based on differentiation and All Care System that can elevate the parents' level of satisfaction in order to secure and maintain sufficient number of students, based on the findings of this study. Moreover, since the early childhood is a period during which to develop their ability through communication of experiences and interaction with others, it is necessary to develop programs that gradually enable them to acquire socially acceptable behaviors through various means of education. It seems necessary to find ways of meeting both internal and external aspects such as children's psychological/physical health, fun, sense of achievement and so forth, and accumulate materials presentable to parents such as homework devised for both parent and child to work together, daily check lists via SNS, physical checkup sheets and so forth that can assure the parents of their children's positive changes taking place.

References

- Alderman, R. B. (1974). *Psychological behavior in sport*. WB Saunders Company.
- Bae, S. Y. (2005). *The factors associated with psychosocial responses of the children of employed mother*. Diss. U of Yonsei University.
- Bridgenews (2017.03.21). "The Korea's Birth Rate is the lowest among OECD Members", <http://www.viva100.com/main/view.php?key=20170320010006962>
- Choi, S. H., & Kim, C. W. (2004). Analysis of participating motivation, exercise adherence, and adherence intention of college tennis dub members. *The Korean Journal of Physical Education*, 43(2), 231-238.
- Chong, K. H. (2010). *Structural Modeling on Participation Motive, Peer Relationship, School Life Satisfaction and Academic Achievement of Elementary School Students Participating in Taekwondo Training Sessions*. Diss. U of Chunbuk University.
- Cratty, B. J. (1989). *Psychology in contemporary sport*. Prentice Hall.
- Lim, G. T. (2003). *The Influence of the Practice of Taekwondo on Chilrens' Mental Education*. MA thesis. U of Woo Suk University. https://www.mookas.com/media_view.asp?news_no=16829
- Jung D. K. (2010). *The Selecting Factors of Taekwondo Gymnasiums of Reserves Training Children's Parents*. MA thesis. U of Kangwon National University.
- Kenyon, G. S., & Grogg, T. M. (1970). *Contemporary Psychology of Sport: Proceedings of the Second International Congress of Sport Psychology, Washington DC, 1968*. Athletic Institute.
- Kim, C. K. (2007). *An Analysis for Continuous Training Decision Factors in Taekwondo Discipline*. Diss. U of Myongji University.
- Kim, E. S. (2008). *Young children's temperament perceived by teachers and self-regulation*. MA thesis. U of Korea National University of Education.
- Kim, K. H. (2004). *The effects of one's parents' satisfaction about Takwondo academy*

- surroundings in students' continuous training*. MA thesis. U of Kyunghee University.
- Kim, M. Y. (2009). Structure-Model Verification of Yacht Participants' Motivation, Basic Psychological Need Satisfaction and Intentions of Persistent Participation. *The Korea Contents Society*. 9(9), 423-431.
- Kim, Y. K. (2005). The Relationship between Perceived Service Quality, Discipline-Satisfaction, and Adherence of Discipline Participation by Practice Students of Taekwondo. *Korean Journal of Sociology of Sport*. 18(3), 417-428.
- Kwon, T. W., & Choi, Y. C. (2010). Structural Relationship among Intrinsic Motivation, Extrinsic Motivation, Leisure Satisfaction and Intention to Continuance of General Sport Class Participants in University *The Korea Journal of Sports Science*. 19(3), 203-215.
- Lee, J. M., & Kim, J. K. (2017). The Effects of Parental Attachment Representations and Parenting Behavior on Young Children's Self-Regulation. *Korean Journal of Child Studies*, 38(1), 17-31.
- Mookas media (2017.03.28). "The demand for taekwondo academy is considered as the Blue Ocean. The demand of adults is five times larger than that of children".
- Moon, Y. H. (1971). *A Study on the relationship between School Administrators and Teachers*. MA thesis. U of Yonsei University.
- Myongsoo Park, M. S., Kim, C. K., & Park, E. S. (2012). The Effects of Internal and External participation factors in Taekwondo discipline in son's satisfaction and continuous training decision. *The Journal of Korean Alliance of Martial Arts*. 14(3), 123-136.
- Son, J. Y., & Son, C. T. (2006). Retention of Students and Change of Parents' Recognition in Taekwondo Training Classes. *Journal of Sport and Leisure Studies*. 26, 61-70.
- Sporbiz (2016.07.12). "Reasons for the success of the swimming Pool only for children", <http://www.sporbiz.co.kr/news/articleView.html?idxno=38422>
- Spreitzer, E., & Snyder, E. E. (1976). Socialization into sport: An exploratory path analysis. *Research Quarterly. American Alliance for Health, Physical Education and Recreation*, 47(2), 238-245.
- Yoo, H. S., & Kim, G. B. (2009). Research on the Motives of Parents' Selection of Private Teaching Institute in order to Manage Youth Sports Club in an Efficient Manner. *The Korea Journal of Sports Science*. 18(1), 633-649
- Yue, Y. (2011). *The Effects of Internal Motives of Tennis Playing University Students on Their Continuous Performance*. MA thesis. U of Myongji University.