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The Impact of the SPORTS Participation Motivation of KOREA College Students on Social Support and Social Adaptation

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Abstract

The purpose of this research is to provide the basic data for college students towards their healthy participation in sports activities by articulating the relationship between the sports participation motivation, social support and social adaptation of the college students participating in the sports activities. In order to achieve this research objective, college students participating in sports activities at five universities during 2017 were selected as the research subjects by using the systematic stratified cluster random sampling method.

The self-administration method was used to prepare the survey questionnaire, and the questionnaire survey was conducted by the researcher visiting the research subjects and explaining the purpose of the research to the participants of the collegiate sports activities. The research subjects responded to the survey on the spot, and the researcher retrieved their responses accordingly. As such, a total of 650 copies were distributed, of which the responses whose details were incomplete or absent were excluded from the analysis. In addition, the statistical method was used to undergo the process to remove the extreme values, and 42 samples were excluded, followed by the selection of 608 people as the final valid samples for the final analysis.

The collected data then have undergone frequency analysis, reliability analysis and multiple regression analysis using the SPSS version 21.0 program, and the significance level was examined at the $p < .05$ level to derive the following conclusions.

First, as a result of performing the regression analysis of the impact of the participation motivation of the college students' participation in sports on social support, the motivation subfactors such as health, socialization and recreation seem to have a positive impact on the emotional support.

Second, the regression analysis of the participation motivation of the college students' participation in sports showed that health and social factors, which are subfactors of the participation motivation, have a positive impact on adaptation, which is a subfactor of the life adaptation.

Third, as a result of analyzing the impact of social support of the college students on the life adaptation, emotional support and information support factors, which are social support facts, have a positive impact on the adaptation factor, which is a subfactor of the life adaptation.

The college students' participation in sport is based on physical activity, and they feel emotional bond and form friendly relationship, so that through a good relationship with college students, they could have a sense of community and adapt to their school life. Therefore, the sports participation activities help the college students to grow their health, socialization, and pleasure, among others, thereby raising their ability to adapt to social life as a factor, and the efforts to expand their chances to participate in sports, develop sports programs, and secure facilities will be needed.

This study suggests strategic approaches to the sport market by analyzing the effects of sport participants' personality on motivations participated in sport activities and the interrelation of personality, participation motivation and decision factors in purchasing sport products.

A total of 737 effective responses over 15 years old, living in the capital city in Korea were chosen by using convenience sampling technique. The data were analyzed using SPSS 20 and Amos 20.

The personality of sport and leisure participants seems to have a positive effect on introverted motives for participation in sport activities. In addition, their personalities have a positive effect on extroverted motives for participation in sport activities. Sport and leisure participants' personalities also have a positive effect on product factor and have a positive effect on the image factor in purchasing sport products.

On the other hand, sport leisure participants' personalities do not seem to have a positive effect on external factors in purchasing sport products directly. It was also found that sport leisure participants' introverted motives do not affect the product factor in purchasing sport products positively. Similarly, sport leisure participants' introverted motives do not affect image factor in purchasing sport products. In addition, their introverted motives do not affect external factors in purchasing sport products. Sport and leisure participants' extroverted motives also do not seem to affect the product factor or the image factor in purchasing sport products. However, extroverted motives affect the product factor in purchasing sport products positively.

Through the study, it is possible to see the potential value of sport activities in the sport market. Further study on the interrelationship between various personalities of sports and leisure consumers and the decision factors in their purchases is expected to be helpful for leading consumer market in sport industry.

[Keywords] Sports, College Student, Social Support, Social Adaptation, Participation Motivation

1. Introduction

Participation in sports activities by the college students is among the most active recreational activities for the college students[1], and while improving health and physical fitness, the participation also elevates the quality of college life and plays such an important role as an effective venue for making the recreational time as sound as possible[2].

Participation in sports activities in college has become an academic interest to many scholars as it has been proven that the physical, social and psychological effects are positive on the college students. However, there is still a lack of interest and research on the psychological variables of the individuals, which are important factors in adapting to college life, further to the positive variables that help out with the adaptation.

Therefore, in this research, the purpose is to articulate the relationship among the social support and social adaptation by the sports participation motivation for the college students currently participating in sports activities based on the results of the previous researches, thereby activating the sound and desirable sports participation activities of the college students and providing basic data for the facilitation towards that end.

2. Methodology

2.1. Subjects

The subjects of this research were the college students participating in sports activities at 5 universities in 2017, and the final research samples were derived from using the systematic stratified cluster random sampling method. The self-administration method was used to prepare the survey questionnaire, and the questionnaire survey was conducted by the researcher visiting the research subjects and explaining the purpose of the research to the participants of the collegiate sports activities. The research subjects responded to the survey on the spot, and the researcher retrieved their responses accordingly. As such, a total of 650 copies were distributed, of which the responses whose details were incomplete or absent were excluded from the analysis. In addition, the statistical method was used to undergo the process to remove the extreme values, and 42 samples were excluded, followed by the selection of 608 people as the final valid samples for the final analysis. The general characteristics of the survey subjects are shown in <Table 1>.

Table 1. General information of the samples.

Feature	Classification	N	%
Sex	Male	341	56.1
	Female	267	43.9
Grade	1st grade	153	25.2
	2nd grade	150	24.7
	3rd grade	148	24.3
	4th grade	157	25.8
Type of exercise	Competitive	186	30.6
	Combat	232	38.2
	Rhythm	190	31.2

2.2. Measurement tool

The survey tool used in this research is the questionnaire, and among the tools used to perform the examination of the reliability and validity in the previous researches conducted domestic and abroad, the variables used for the purpose and contents of this research were used. The questionnaire scale consisted of Likert scale of 5 points were used, and the details of the variables are as follows.

In order to measure the participation motivation of the college students, Jung, Cheol Woon, and Lee, Cheol Hwa(2011)[3] revised the participation motivation scale questionnaire according to the purpose of this research and asked 5 items on health, 5 items on socialization, 5 items on self development and 5 items on recreation, for the total of 20 items.

The social support scale was composed of the total of 8 items including 4 items on emotional support and 4 items on information support, which were modified and supplemented according to the purpose of this research based on the items used in the research of Cho, Myung Shil(2007)[4].

As for the social adaptation scale, the items developed by Jeon, Mi Hyang(1997)[5]

were revised and supplemented with the 20 items used in the research of Kwak, Ho Keun(2007)[6].

2.3. Data analysis

Among the collected data, the analyzable data were subjected to the SPSS WIN 22.0 using the exploratory factor analysis, reliability analysis, frequency analysis, correlation analysis and the multiple regression analysis.

3. Result

3.1. Correlation between participation motivation, social support, and social adaptation

In this research, before examining the impact of the set variables, I examined correlations between the subscales of the participation motivation, social support, and social adaptation, and further analyzed correlations as shown in <Table 2> to confirm the multicollinearity. As a result, the relation among all the configuration concepts was positively correlated, suggesting that the directions of the relationships among the variables presented in the research hypothesis are in congruence.

Table 2. Correlation between participation motivation, social support, and social adaptation.

Feature	1	2	3	4	5	6	7	8
Health	1							
Socialization	.467**	1						
Self-development	.235**	.168**	1					
Recreation	.611**	.263**	.563**	1				
Emotional support	.447**	.234**	.164**	.678**	1			
Information support	.455**	.426**	.162**	.367**	.143*	1		
Adaptation	.643**	.917**	.358**	.219**	.420**	.558**	1	
Impulsiveness	.280**	.191**	.099*	.300**	.284**	.539**	.344**	1

Note: *p< .05, **p< .01

Table 3. Impact of participation motivation on social support.

Variable	Participation motivation			
	Health	Socialization	Self-development	Recreation
Emotional support	.285***	2.319*	.134	6.046***
information support	.809	2.644	.117	1.602
R2	.216 F=3.203	.329 F=24.805	.303 F=21.99	.459 F=13.63

Note: * : p<.05, *** : p<.001

Table 4. Impact of participation motivation on social adaptation.

Variable	Participation motivation			
	Health	Socialization	Self-development	Recreation
Adaptation	.173***	5.458***	1.521	.108
Impulsiveness	.055	1.698	12.269	.594
R2	.083 F=26.443	.237 F=26.443	.464 F=13.086	.286 F=20.885

Note: *** : p<.001

Table 5. Impact of social support on social adaptation.

Variable	Social support	
	Emotional support	Information support
Adaptation	2.607***	2.416***
Impulsiveness	1.520	.036
R2	.203 F=12.901	.174 F=8.205

Note: *** : p<.001

3.2. Impact of participation motivation on social support

<Table 3> provides the results of verifying the impact of the sports participation motivation on social support. Health(F=3.203), socialization(F=24.805), and recreation(F=13.63), which were subfactors of the participation motivation, had a significant impact on the emotional support factor, which is a subfactor of the social support, and each had the power of explanation of 21.6%, 32.9% and 45%, respectively.

3.3. Impact of participation motivation on social adaptation

<Table 4> provides the results of verifying the impact of the sports participation motivation on social adaptation. The factors of health(F=26.443) and socialization(F=26.443), which are subfactors of the participation motivation, had a significant impact on the adaptation factor, which is the subfactor of social adaptation, and each had the power of explanation of 8.3% and 23.7%, respectively.

3.4. Impact of social support on social adaptation

<Table 5> provides the results of examining the impact of social support of the college students' sports club participants on adaptation, the subfactor of social adaptation. Emotional support and informational support factors, which are the subfactors of social support, had a significant impact on adapta-

tion(F=12.901, F=8.205), which is the subfactor of social adaptation, and each had the power of explanation of showed 20.3% and 17.4%, respectively.

4. Discussion

Based on the results of this research, the following hypotheses may be discussed.

First, in the relationship between the sports participation motivation and the social support of the college students, the participation motivation had a positive impact on the social support factors. Choi, Chung Shik (2006)[7], Park, Bo-Hyeon, and Lee, Yeon-Ju (2009)[8] also reported on the causal relationship between the sports participation motivation and the informational support, and such a result is thought to act as a strengthening factor for the social support factor via a high impact from the emotional and informational support, among others, through the sports participation activities. Therefore, it would be necessary for the colleges and universities to make effort to secure the leaders as well as develop the sports programs and facilities to ensure that the sports activities are activated.

Second, looking at the impact of the sports participation motivation and the social adaptation, the impact is seen to have a significant impact on health, social and recreational activities, which are the subfactors of the participation motivation. The results are consistent with those of the previous researchers

conducted. In the research of Kim, Soon Young and Kwak, Jae Won(2014)[9], the physical activity participation is reported to have a significant impact on the adaptation to school life, and in the research of Kim, Jung Wan and Moon, Han Shik(2013)[10], the sports activity participation by the female students is reported to have a significant impact on the adaptation to school. As such, the sports activity participation is quite an important factor in helping the college students make their adaptation to their college life.

Third, looking at the impact of the social support of the college students' sports activity participants on the social adaptation, the emotional support and informational support factors, which are among the subfactors of the social support, had a significant impact

The adaptation factor, which is a subfactor of the social adaptation. These results are consistent with those of the researches of Lim, Beon Jang et al.(2006)[11] and Sunwoo, Yoo Young(2008)[12], and the social support is seen to induce the participation of the sports activities, and through the sports activity participation, can offer help for the social adaptation.

College students have the understanding that they would be able to gain new vitality through the environment of tension and various experiences which continue in the midst of the sports activities, further to improving the health and fitness, and form various human relationships for a better value. High perception of the social support may be said to play such an important role for the healthy development and social adaptation of the humans by satisfying the basic human needs and providing a sense of control over the environment.

5. Conclusion & Recommendation

As a result of analyzing the relationship between the sports activity participation, social support, and the social adaptation of the Korean college students, the following conclusions have been derived.

First, it was discovered that health, socialization and recreation, which are subfactor of

the college students' sports participation motivation, had a positive impact on emotional support, which is a social support factor.

Second, it was discovered that health and socialization factors, which are subfactors of the sports participation motivation of the college students, had a positive impact on adaptation, which is a subfactor of the life adaptation.

Third, as a result of analyzing the impact of social support of the college students on life adaptation, emotional support, which is a social support factor, had a positive impact on adaptation, which are the subfactors of life adaptation.

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