

AN ABSTRACT OF THE DISSERTATION OF

Jong Geon Lim for the degree of Doctor of Philosophy in Education presented on May 14, 2014.

Title: Factors Influencing Student Attendance at Intercollegiate Athletic Events: A Study in Korea.

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Alex A. Sanchez

The purpose of this study is to explore the factors that may influence students' motivation or choice to attend their institution's intercollegiate athletic events and also to relate the lived experiences of administrators of athletic programs at a university in Korea. The research design included both quantitative and qualitative approaches. A survey questionnaire was administered at five athletic events during the fall semester 2013 with a total of 164 completed questionnaires returned and used as quantitative data for this study. In addition, interviews with six individuals who are engaged in athletics, which include an athletic director, an assistant director, a director of public relations, and three administrative assistants in the athletic department, were conducted for the qualitative data. The following questions guided the research: (a) what factors motivate students to attend intercollegiate athletic events, (b) how do students perceive the goal of intercollegiate athletics, and (c) what challenges do athletic administrators believe to influence student attendance.

The principal component analysis was performed on the 22 individual items of factors and this yielded a six factor solution which corresponds to the number of factor categories initially generated (i.e. Competitive Factor, Facility Factor, Entertainment Factor, Social Factor, Identification Factor, and Promotional Factor). Based on the survey, the highest ranked category was facility factor which included location convenience, cleanliness of stadium, condition of stadium, and accessibility while promotional factor, which included free admittance and amount of advertising, was the least important category among the six factors. According to the interviews, the challenges which interviewees perceive to influence student attendance were weak public relations, small budget, lack of facilities, limited number of media sources, and imbalanced favor in athletics. Recommendations based on the findings and suggestions for future research were presented later in the study.

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Factors Influencing Student Attendance at Intercollegiate Athletic Events:
A Study in Korea

by
Jong Geon Lim

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I understand that my dissertation will become part of the permanent collection of Oregon State University libraries. My signature below authorizes release of my dissertation to any reader upon request.

Jong Geon Lim, Author

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DEDICATION

To Kap-Hee, Jeong-Kyu, and Jeewon Lim – my respectable parents and the only sister.

With Love.

Factors Influencing Student Attendance at Intercollegiate Athletic Events:
A Study in Korea

CHAPTER I - FOCUS AND SIGNIFICANCE

Since my first visit to a university in the United States, I have imagined that the universities in my country also contain diverse cultures regarding intercollegiate athletic events. While attending Texas A&M University as an exchange student cadet in the year 2000, I was overwhelmed to observe athletic events such as football and basketball games due to their size and positive atmosphere. Whenever an event was held on campus, it appeared that it was not just a game itself. Instead, an athletic event seemed like tremendous festival involving the student athletes, the relevant staff, and large numbers of enthusiastic fans. I naturally acknowledged by observation that intercollegiate athletics can be beneficial to the university and the community. As a student majoring in physical education at that period of time, the scene that I witnessed unconsciously led to considering the reality of my country's intercollegiate athletics. In the United States, there are countless intercollegiate athletic programs in higher education with high awareness to the public and the community. I have sincerely desired that intercollegiate athletics provide entertainment to the community, especially to the students, and benefit the institutions of higher education in Korea as the ones in the United States.

There are studies which have shown that there are a multitude of benefits directly related to the athletic program that can be realized by universities (Goff, 2000; Roy, Graeff, & Harmon, 2008; Stinson & Howard, 2004). Even Sperber (2000), one of the

representative scholars who insist intercollegiate athletics have uncontrollably degenerated due to professionalization and commercialization, admits that universities can gain benefits from intercollegiate athletics.

On the opposite side, over several decades, a significant number of books and articles have addressed the growing concern regarding commercialization and other aspects of intercollegiate athletics and their resulting effect on colleges and universities. Many of the researches have indicated that college sports should be reformed and cite aspects such as the facilities “arms race”, millionaire coaches, professionalization of athletes, and media pressures (Sperber, 1990; Duderstadt, 2003).

Existing studies regarding the positive impacts on American higher education institutions derived from athletics (Baade & Sundberg, 1996; Toma & Cross, 1998), such as increased enrollment and giving, showed a utilitarian success of intercollegiate athletics. However, with tremendous success of college sports in the United States, it seems that there are only few existing studies regarding the aspects of student attendance of athletic events. What is even more serious is that the studies based on student attendance of intercollegiate athletic events in Korea appear to be missing. Based on my ideology of intercollegiate athletics, I believe in the positive contributions that athletic programs provide for the university and I also consider athletic events should encourage and entertain the students on campus for them to have better college experiences.

This study examines the area of factors of student attendance at intercollegiate athletic events and how students perceive the goal of college sports, focused on a single institution located in a metropolitan area of Seoul, Korea. Similar to many of other higher education institutions in Korea, this university seems to have many potentials to

provide better college experience to its students and develop its athletic programs.

Moreover, past studies indicated that Korean intercollegiate athletics could be improved through adequate operation and motivation in the aspects of policies, financial issues, marketing issues, and more (Cho, 2006; Kim, 1998; Nam & Jeon, 2003; Yang, 1997).

This dissertation examines individual differences in motivation for attending intercollegiate athletic games and students' perception regarding the goal of college sports.

Research Purpose

Understanding the elements that influence sport consumer's behavior or preference is essential for understanding consumer's decision making process and for improving a particular area of sport industry. The purpose of this study is to expose the factors that may influence students' motivation or choice to attend intercollegiate sport events and also to explore the lived experiences of stakeholders of athletic programs at a specific university. The nature of this dissertation will not allow the researcher to observe students' purchase or post-purchase feelings. Instead, this research study explores the possible factors which may influence the purchase cycle regarding individual choice of athletic events. Moreover, this study exposes the lived experiences of stakeholders of athletic programs regarding what challenges they perceive to influence student attendance.

In addition, the institution can also benefit. Athletic programs can positively influence the institution. Even Sperber (2000), a representative scholar who considers intercollegiate athletics are uncontrollably degenerated, admits that universities can gain a positive reputation because of their athletic programs and success may lead to other

positive contributions. By acknowledging the factors which affect student attendance, it will possibly benefit stakeholders of athletic programs by providing fundamental ideas of marketing implications for further improvement.

The community may also benefit in a significant way. Publicity for athletic programs in terms of game attendance could entertain the community and create an expanded college sports culture. Andre and James (1991) mentioned that intercollegiate athletics can provide entertainment for huge numbers of people and can be the cultural focus for their entire community, region, or state. However, the main purpose of this study is focused on the idea on how to provide better college experience to its students and develop athletic programs.

Research Questions

As noted above, this study is focused on exploring the factors that may influence students' motivation or choice to attend intercollegiate athletic events and the lived experiences of stakeholders of athletic programs regarding this issue. With this in mind, this study will address the following research questions:

1. What factors motivate students to attend intercollegiate athletic events? This question is the central focus of the study. The answer to this question will provide information about factors which expose students' motivation to attend athletic events and generate further implications for this study.
2. How do students perceive the goal of intercollegiate athletics? The answer to this question can be valuable since related studies based on Korean intercollegiate athletics seem to be missing. In addition, it will allow comparative discussion

between this answer and the contents regarding the goal of American college sports stated in the section of literature review.

3. What challenges do stakeholders of athletic programs believe to influence student attendance? This question will be answered through in-depth interviews with stakeholders of athletic programs and attain perspectives of the management side of athletic programs. The rationale for this question is to explore perceptions from both sides of students and administrators and to present future implications for this study.

Scholarly Significance

This dissertation will be significant in terms of addressing a rare issue in the area of sport studies in both countries. It appears that there are many studies regarding factors affecting attendance at professional sport events (Marcum & Greenstein, 1985; Zhang et al., 1995), yet the number of studies based on college sport attendance are scarce.

Further, while critical scholars tend to assert that the goals of intercollegiate athletics are not consistent with educational missions of higher education, it seems that there was little effort made to point out the goals of intercollegiate athletics in a scholarly world. In addition, none of the studies on any area of college sport attendance and studies on the goal of intercollegiate athletics seemed to exist in the world of literature in Korea.

Therefore, this study will contribute to these field of studies. This study will be researched in a single institution from a foreign country. Since the intercollegiate athletics in Korea are neither commercialized nor exposed to the public, compared to the ones in the United States, this study will be able to explore the current status and the reality of college sports in Korea. I wish that this study would also lead to various

discussions among researchers focused on further improvement of Korean intercollegiate athletics. This dissertation will enhance scholarly discussion among researchers experiencing the lack of existing studies on related areas and topics.

Practical Significance

This study will be significant in that it is focused on student attendance at college sport events which possibly influence students in a positive way. There is one scholarly study which emphasizes measurable benefits for college students who attend games and involve with their athletic teams as fans. Schurr et al. (1993) showed that student attendance at athletic events would result in peer networks, which could lead to advantages in terms of their graduation rates and grade point averages. In this research conducted by Schurr and his colleagues, a sample of students in the attending group had a significantly higher graduation rate and grade point average than those in the non-attending group. These authors mentioned that these two groups did not differ based on their college entrance test scores and high school grade point averages. Therefore, students in the attending group seem to have received benefits from the involvement with their institution's athletic program as fans. While the impact of intercollegiate athletics on the experiences of students is not limited to attendance, Schurr et al. (1993) indicated that there are identifiable benefits for students derived from attendance at their institution's athletic events.

Further, this study will possibly benefit the stakeholders within the institution. Stakeholders include the president, the faculty members of College of Physical Education, the athletic director, some of the administrators related to athletic programs, the student athletes, and more. I intend that the results, the implications, and the

discussions of this study will have an effect on making use of athletics in order to suggest proper ways to motivate its students to attend athletic events and finally make improvements of the athletic programs and institution's college sport culture.

Korean intercollegiate athletic programs usually consist of major sports, such as soccer, basketball, volleyball, and sports focused on attaining Olympic medals, like taekwondo and judo. The mission of athletic programs in Korea is to fulfill both students' satisfactory academic life and positive reputation of the institutions (Lim, 2002). However, most of the athletic programs are not fulfilling their mission due to administration issues, financial barriers, and more (Cho, 2006; Kim, 1998; Lee & Jung, 2002). My further intent is to inform stakeholders of the institution with the need to change the culture of operating athletic programs. Especially, for faculty members in the College of Physical Education and the athletic directors, who consider themselves the primary stakeholders, this study can provide useful information regarding the future applications of better management skills in athletic programs.

Moreover, applying a phenomenography to the study requires the researcher to reflect on personal interest in the research. My higher education experience was mostly connected to sport studies. Further, my education in the United States for a master degree in Sport Education and Leadership also led me to consider this topic to be relevant, since American intercollegiate athletics inspired me to continue sports studies in the future.

Summary

While there are both assertions that American intercollegiate athletics are uncontrollably degenerated and that there are various benefits directly related to the

athletic programs, I have desired that college sports in Korea also provide entertainment to the community as the ones in the United States. Based on my ideology of intercollegiate athletics, I consider that intercollegiate athletic events should encourage and entertain the students on campus for their better college experiences. The purpose of this study is to expose the factors that may influence students' motivation or choice to attend their institution's intercollegiate athletic events and also to explore the lived experiences of administrators of athletic programs at a university in Korea. Specifically, the research questions are: (a) what factors motivate students to attend intercollegiate athletic events, (b) how do students perceive the goal of intercollegiate athletics, and (c) what challenges do athletic administrators believe to influence student attendance. This single site research study will be significant in terms of addressing an issue in the area of limited sport studies in both the United States and Korea. In addition, it will be significant in that this study is focused on student attendance at college sport events which could provide entertainment to the students, influence students in a positive way, and suggest proper ways to motivate students to attend athletic events. Lastly, this study will also lead to various discussions among researchers regarding student attendance of college sport events and enhance scholarly discussion among researchers where there is a lack of existing studies on related areas and topics.

CHAPTER II - LITERATURE REVIEW

The purpose of this literature review is to gather and evaluate existing studies relevant to the topic of how students perceive the goal of intercollegiate athletics, what factors influence students' attendance at athletic events, and the current status of Korean college sports. Many of the studies were retrieved from Education Research Complete, SPORT Discus, Education Resource Information Center (ERIC), Professional Development Collection, and Psychology and Behavioral Sciences Collection. Additionally, database engines from Korea were utilized in order to search studies from Korea which are related to the research topic. They are called Korea Education and Research Information Service (KERIS) and Korean Alliance for Health, Physical Education, Recreation, and Dance (KAHPERD). All of the literature that was searched through these databases was relevant to the topic of this study. However, there are personal inferences included due to the lack of existing studies in some areas, especially on student perception regarding intercollegiate athletics. The keywords used for the literature search process were college sports, intercollegiate athletics, higher education, goal, attendance, student, factors and more. Because of its characteristic of a research topic, this search process appeared to be adequate to research literature in both countries.

To briefly introduce, athletic programs in Korea usually consist of major sports, such as soccer, basketball, baseball, volleyball, and sports focused on attaining Olympic medals, like taekwondo and judo. The mission of intercollegiate athletics in Korea is to fulfill both students' satisfactory college life and positive national reputation of the institutions (Lim, 2002). In the early 1990s, Korean college sports gained some public interest through college basketball yet this interest did not last long. Since the

intercollegiate athletics in Korea are neither commercialized nor exposed to the public, compared to the ones in the United States, the research interests toward Korean college sports has been minimal in the past. Unlike college sports in the United States, there were separate associations based on each sport, which are small and tend to be less effective on its management. However, the first national association which aims to improve the management and development of intercollegiate sports was established on July, 2010. I truly hope that this will impact various aspects of athletics in a positive way and enhance the research interests among scholars.

Overview

The following sections present a discussion of the goal of American intercollegiate athletics, students' perception of the goal of athletics, what influences attendance of students at athletic events, and the review of intercollegiate athletics in Korea including its current status. Further, it is divided between studies based on the United States and Korea. The section on the condition of intercollegiate athletics in the United States briefly describes the role of college sports by reviewing its history. Moreover, this section briefly discusses how students perceive the goals of athletics and what factors influence student attendance at intercollegiate athletic events. The section on the condition of intercollegiate athletics in Korea describes the role of Korean college sports and explores the current status of intercollegiate athletics.

The Condition of Intercollegiate Athletics in the United States

Given intercollegiate athletics' popularity in the United States, some might assume that rivalrous sports have always been a part of higher education. However, American higher education had existed for more than 200 years before the first

intercollegiate contest was held, when Yale and Harvard competed in rowing in 1852.

English higher education institutions first began the tradition of intercollegiate athletics at the initiative of students who wanted to test their physical performance, when Oxford met Cambridge in rowing in 1829. College sports in England remained mostly in the hands of the students. In contrast, varsity sports in America prospered rather quickly into an institution governed not by students but by administrations, faculties, and alumni.

Several years after the first intercollegiate contest, institutions such as Trinity, Yale, and Brown organized the College Rowing Association. Princeton established a baseball society in 1859 and track and field meeting was inaugurated after the Civil War.

Associations formed to promote various sports built up the foundation for a national administrative organization for college sports. Colleges and universities established departments of athletics and physical education and by the beginning of the twentieth century, it was agreed, by common consent, that intercollegiate athletics were a proper extension of physical education and that the notion of physical education was an essential alternative for moral education (Andre & James, 1991).

Throughout the history of American higher education athletics have been identified with academic institutions and with campus life. However, there have always been charges against intercollegiate athletics' commercialization, professionalization, and their conflict with academic values throughout this same history. Over recent decades, a significant number of books and articles have addressed the growing concern regarding commercialization, professionalization, and other aspects of intercollegiate athletics and their resulting effect on colleges and universities. Much of the research has indicated that college sports should be reformed by citing aspects such as the facilities "arms race",

millionaire coaches, professionalization of athletes, and media pressures (Agathe & Billings, 2000; Duderstadt, 2003; Lapchick, 2008; Lunder, 2007; Sperber, 1990).

For example, Duderstadt (2003) indicated that the history of college sports can be divided into three distinct stages: “amateur model”, “exhibition phase”, and “show business phase”. Commercialization of intercollegiate athletics is most often referred to during the second and third stages when football and basketball were commercialized by media to entertain the public. The notion of intercollegiate athletics in the beginning was to allow athletes to test and develop their own ability in competitions. Universities built stadiums to accommodate the growing attendance. As commercialization through radio began in the early 1920s, college football gained national popularity. In the 1960s and 1970s, the rapid growth in the competitive nature of college sport turned into public entertainment on a national scale with the added element of television. By 1984, CBS had agreed to pay one billion dollars for the exclusive rights to broadcast the NCAA basketball tournament. The appearance of cable television and ESPN elevated the commercialization of college sport onto yet another level. By 1999, the broadcasting rights for the NCAA basketball tournament were negotiated with CBS for six billion dollars over 11 years. There were some efforts to restrain the rapid growth, yet no one group seemed to be able to control the evolving commercialization of college sports (Duderstadt, 2003).

On the opposite side, there are studies which have shown that there are a multitude of benefits directly related to the athletic program that can be realized by universities (Baade & Sundberg, 1996; Gladden, Milne & Sutton, 1998; Goff, 2000; Roy & Graeff, 2008; Stinson & Howard, 2004; Toma & Cross, 1998). Even Sperber (2000),

one of the representative scholars who argue that intercollegiate athletics have uncontrollably degenerated due to commercialization and professionalization, admits that universities can gain benefits from intercollegiate athletics.

For instance, Goff (2000) insisted that athletic success has an effect on student interest measured by the number of students who desire to attend a university. For public universities with funding being dependent on enrollment figures, enrollment may be the best tool to measure the effect of athletics upon student interest. Goff utilized existing evidence on the effects of athletic success on enrollment with data from three universities: Wichita State University (WSU) and The University of Texas – Arlington (UTA), which dropped their football programs, and Georgia State University (GSU), which added football at the I-AA level. The results showed that two schools that dropped football in the mid-1980s (WSU and UTA) had an estimated decline in enrollment of over 600 students. In contrast, estimates for GSU indicated a 500 student increase following the addition of football. These results suggest that winning a championship is not the only event that has a strong impact on enrollment, but also a team's participation in the NCAA tournament may have a positive impact on university applications. Using freshmen applications from Georgia Tech, a university that enjoyed a successful football season in 1990, an estimate of the relationship between the athletic success and applications filed was generated based on applications to Georgia Tech from 1982 to 1996. A 28% increase in applications, which included 1,686 applicants, occurred from 1991 to 1993 compared with 1988 to 1990. The average increase in applications from 1991 to 1994 was 34% higher than the average from 1983 to 1990, right before Georgia Tech had a successful season.

Moreover, Stinson and Howard (2004) mentioned that one NCAA report indicated that contributions to athletic departments at Division I-A institutions have more than doubled in the 1990s. Giving had grown from an average of 1.55 million dollars in 1990 to 3.5 million dollars in 1999. In this study, Stinson and Howard addressed three research questions: Who gives to educational institutions to support academic and athletic programs? Does the improved performance of intercollegiate athletic teams affect both athletic and academic programs? Does increased giving to athletics by alumni and non-alumni have a negative impact on charitable giving to educational programs at the same institution? Their research included all donors making gifts of \$1,000 or more between 1994 and 2002 to the Annual Giving Program at the University of Oregon. As a result, both alumni and non-alumni made gifts to both athletic and academic programs. Almost 70% of alumni donors examined made a gift to the athletic department. This research only included donors making annual gifts of \$1,000 or more, so the amount of giving could be much greater. In 1994, 58.5% of alumni donors in the sample allocated at least a portion of their gift to the athletics program. This percentage rose steadily to the 69.5% reported in 2002. According to the authors, 297 alumni donated to athletics in 1994 and 962 alumni made a gift to athletics in 2002.

In summary, the evidence from these studies indicates that dropping football can result in a negative impact on enrollment. In addition, the evidence indicates that both alumni and non-alumni make contributions to both athletic and academic programs and the amount of gifts appears to be increasing.

As noted above, there has long been a conflict regarding whether intercollegiate athletics have a positive or negative influence on American higher education. This kind

of controversy seems likely to be continued in the future unless college sports lose their popularity and support from the public. The question remains why institutions have to support their athletics. After all, some distinguished universities, such as Emory University and University of Chicago, have earned a good reputation for academic excellence and educational mission without athletics. Is it because those institutions do not see the value of intercollegiate athletics? This may be correct but it does not appear that many other institutions would agree with this idea. Almost every higher education institution in the United States has athletics. Many studies and publications have shown that athletics does not generate revenues for the majority of higher education institutions (Brand, 2006; Gerdy, 1997; Sperber, 1990). Despite this fact, most of the institutions are striving toward their athletic success and the growth of their athletic programs. However, Trail (1997) argued that this kind of overheated situation and those concerns regarding athletics' professionalization and commercialization tend to mask the fundamental notion of what ought to be the goals of intercollegiate athletics. While scholars who are critical tend to argue that the goals of athletics are not consistent with the educational mission of the institutions, it seems that there have not been fully discussed the goals of intercollegiate athletics in the United States. Therefore, it is important to describe the goals of college athletics as it is related to one of the research questions of this study.

The Goals of Intercollegiate Athletics

A college sport is a single component of a larger whole, which is higher education. American higher education has played a huge role in serving society, not just by educating students, but by the tremendous numbers of citizens who participate in higher education in one way or another (Gerdy, 1997). Gerdy (1997) mentions that

coaches and athletic administrators should acknowledge and appreciate this history of American higher education. Because of the privilege which results from the huge public interest, it sometimes appears that the institution revolves around the athletic program. Further, it is true that some athletic department personnel believe their department deserves special recognition since athletics is the only department that is engaged in an intense public competition. An athletic competition certainly provides a clear and more visible description between winning and losing. However, every department within an institution is involved in competitions in terms of developing research and bringing in large amount of money in the form of grants and various public appropriations. While athletics perform a competitive, visible, and entertaining activity, the rest of the institution is engaged in even bigger competitions. If a university does not meet the needs of the public and its academic mission, donors will no longer contribute and the state will no longer support for the institution. Again, intercollegiate athletics is a single component of a larger whole and athletics need to set the standard of its goal within higher education's larger purpose. Andre and James (1991) insist that the ideal goal for athletics in the university is educational. The authors argue that athletics provide an example of a community for individuals trying to achieve excellence and a test of body and mind for the participants. In addition, athletics may provide entertainment for huge numbers of people, can be an essential source of revenue for some institutions, and also can be the cultural focus for their entire community, region, or state. In short, the desirable goal for intercollegiate athletics should be educational and be focused on the fundamental purpose of higher education. Nevertheless, at the same time, intercollegiate

athletics may promote many socially desirable goals and accordingly can be defended on utilitarian purposes.

There was a study conducted by Chelladurai and Danylchuk (1984) regarding the importance attached to nine goals of intercollegiate athletics in Canada. In terms of the extension to this study, Trail and Chelladurai (2000) identified 10 selected goals and tested the relative importance as recognized by faculty and students in a large midwestern university in the United States. Trail and Chelladurai conceptually distinguished these goals between performance goals and developmental goals. The performance goals focused on university visibility and prestige, financial security, winning, entertainment, and national sport development. The developmental goals included student-athlete's academic achievement, health / fitness, social / moral citizenship, careers, and culture of diversity. The groundwork of this conceptual distinction is consistent with the view that I mentioned in the prior paragraph. It was based on two competing conceptions that intercollegiate athletics is either oriented toward socially desirable goals, such as winning and entertainment, or educational goals and amateur athletic competition. The findings indicated that there were differences between males and females and between faculty and students in how the importance of these ten goals is perceived. For instance, while rankings of the goals were similar in groups, the female participants in this study were more concerned with the goal of diverse culture and gender related issues. However, the core finding in this study was that all groups were congruent in recognizing the development goals as more critical than the performance goals. Males and females, and faculty and students rated the developmental goals more essential than the performance goals with student athlete's academic achievement as the most important goal, followed

by health / fitness and social / moral citizenship (Trail & Chelladurai, 2000). This finding is identical to the idea of many scholars' works that are focused on the need for educational goals to be the main focus of intercollegiate athletics (Andre & James, 1991; Brand, 2006; Duderstadt, 2003; Goff, 2000; McCormick & Tinsley, 1987; Mixon, 1995; Rhoads & Gerking, 2000; Sperber, 1990). Although this work was limited within one institution with only two stakeholder groups, this study can be valuable. Its findings may not be generalizable to other institutions with different cultures or contexts. However, this study contributed to the field of study focused on the goal of intercollegiate athletics which lacks in number. Further, this study can be meaningful since it explored the perception of the two most important stakeholder groups in higher education and this may suggest questions regarding the future direction of intercollegiate athletics that athletic department personnel must consider.

About two years after this study on the goals of intercollegiate athletics (Trail & Chelladurai, 2000), the authors conducted a similar study about influences of personal values on the importance attached to the goals of intercollegiate athletics. Trail and Chelladurai (2002) defined personal value as concepts that impact an individual's choice of goals and the selection of behaviors used to attain those goals. This study was also conducted within a single large midwestern university involving its faculty and students. The authors organized interpersonal values into individualistic values and collectivistic values. Individualistic values include Hedonism, Achievement, Stimulation, Self-direction, and Power. Collectivistic values consist of Tradition, Universalism, Conformity, Benevolence, and Security. The conception and description of these value clusters were adopted from Schwartz (1992) by the authors. In short, this study implied

that the value of Power was significantly related to the importance of performance goal ratings, such as winning and entertainment, and that this value was only slightly associated with the importance of developmental goal ratings. On the other hand, the value of Universalism was strongly related to the importance of the developmental goals such as academic achievement and careers. The term Power in this study was associated with the notion of accomplishment and preservation of social status and prestige while the term Universalism was attached to understanding, appreciation, and protection of the welfare of all people. Although this study was also limited within a single institution and may not be generalizable to other institutions, the authors implied that managers or marketers of athletic departments should not believe that the perceptions within a certain group are all the same. For example, based on the finding of this study, the focus when addressing a market segment whose interpersonal value is more collectivistic should be on developmental goals. On the other hand, when addressing a target market whose value system is more individualistic, the focus should be on performance goals (Trail & Chelladurai, 2002). In short, this study implies that the importance associated with the goals of intercollegiate athletics can be affected by personal values. The implication of this study is meaningful in terms of relation to one of my research questions which focuses on how students perceive the goal of intercollegiate athletics in a university in Korea.

In summary for this subsection, there seems to be two competing conceptions of intercollegiate athletics in the United States that its direction should be oriented toward either educational goals, such as academic achievement and amateur competition or socially desirable goals, such as winning and entertainment. However, both faculty and

students were congruent in recognizing the developmental goals such as student-athletes' academic achievement and careers as more important than the performance goals such as financial security, winning, and entertainment. The most significant aspect of the study is that the importance attached to the goals of intercollegiate athletics can be influenced by values.

The Factors Influencing Student Attendance at Athletic Events

In this section, the purpose is to explore attributes which influence students to attend their intercollegiate athletic events. However, due to the lack of literature focused on students' attendance of athletic events, the number of studies in this subsection is quite limited.

Understanding the attributes that affect sport consumer's behavior and preference is the basic idea of acknowledging whether a business becomes a consumer. While the studies involving college students as consumers are scarce, Ferreira and Armstrong (2004) conducted a two-stage procedure study at one university to examine the factors which influenced students to attend their collegiate men's and women's basketball and hockey games. The methodology for both stages was consisted of utilizing a direct questioning technique. Moreover, the nature of this study did not allow the authors to observe actual purchase or feelings after purchase. Instead, the purpose of the study was to investigate the factors which may influence the purchase cycle in the aspect of individual evaluations of athletic events.

In stage one, questionnaires were distributed to 53 students enrolled in three athletic related classes under permission from instructors. The participants were asked to respond five open-ended questions referring to the athletic events they had attended,

planned to attend, and had not attended or had not planned to attend. Thus, the number of questionnaires resulted in a total of 15 which inquired the participants' attraction to sports and the factors to attend different athletic events. Based on the review of the composite list of responses, the authors came up with a list of 41 attributes after eliminating duplications and redundancies. Those attributes included the amount of physical contact, the popularity of sport, athleticism, the reputation of opposing team, pregame activities, crowd density, concession, amount of advertising, location convenience, schedule convenience, newness of facility, and more (Ferreira & Armstrong, 2004).

In order to identify the structure of these 41 attributes, a factor analysis was performed in stage two. The purpose of stage two was to go further into the list of attributes and investigate the salient attributes for students' attendance decisions. Four different types of sports were chosen to ascertain the salient attributes for specific sports; these included men's basketball, women's basketball, men's ice hockey, and women's ice hockey. These sports were chosen since basketball and ice hockey are available for both genders, considered as team sports, and played during the same season. The data collection method for stage two was the same with what described in the prior phase. Questionnaires were distributed in sport-related classes to a new sample of 89 participants under permission from instructors. The sample included 65% males and 35% females. Further, the sample had attended an average of 5.8 men's basketball events, .70 women's basketball events, 2.6 men's ice hockey events, and 1.5 women's ice hockey events. Participants were asked to rate each athletic event alternative on the 41 attributes found in stage one based on a seven-point scale ranging 1 (very poor) to 7 (excellent). Additionally, overall preference evaluation for each attribute was conducted

by rating participants' degree of preference for each sport based on a seven-point scale ranging 1 to 7. As the methodology for selecting salient attributes, discriminant analysis was performed to investigate the attributes which were distinguishing among the four sport alternatives. Moreover, regression analysis was performed to ascertain the relative importance of the attributes in estimating the students' overall preferences. The factor analysis revealed that the salient attributes which most differentiated the sport attendance alternatives were the ones directly associated with basic sport product characteristics. These core sport product characteristics included the degree of sport popularity and physical contact shown in the competition. Attributes associated with promotional activities, such as free offerings and pregame entertainment were present in the models, yet these had lower relative importance to participants' preferences compared to those core sport product characteristics (Ferreira & Armstrong, 2004). The authors insisted that this finding differed from results found in existing studies, which implied that variables such as schedule and location convenience were more influential in the sport attendance decision. However, those existing studies (Marcum & Greenstein, 1985; Zhang et al., 1995) were based on professional sport teams and Ferreira and Armstrong (2004) had not described the viewpoint of dissimilarity between studies on intercollegiate athletics and studies on professional sports.

There is little argument to the idea that athletics has become an essential component of traditional college life on most campuses. The perceived connection between the team and the community exists and some fans have strong emotional attachment to their team and its performance (Duderstadt, 2003). Therefore, understanding their motivation is critical and my personal interest is toward the view of

the students. In addition, students can be the desirable sample of the study that tests a model of college sport fans since the range of irrelevant influences on their decisions is more limited than the general population (Kahle, Kambara, & Rose, 1996).

Kahle, Kambara, and Rose (1996) examined a model of fan attendance at college football games, grounded on survey data from 112 students at a large public university. The authors tested individual differences in motivation for attending football games. A model was developed which consolidates the level of emotional attachment a student has for a team and the importance placed by individuals on winning and camaraderie. This model is grounded on the framework of Kelman (1958). Kelman's theory of attitudinal influence described compliance, identification, and internalization as the core motivational processes. However, as Kahle, Kambara, and Rose (1996) attempted to apply Kelman's model to athletics, the authors acknowledged that an internal / external or public / private dimension can also have relation to the compliance and identification levels. Accordingly, the authors listed seven motivational processes in this study; compliance, obligation, camaraderie, identification, self-definition, self-expression, and internalization.

Figure 1 depicts the model developed by the authors which relied on the framework of Kelman (1958). Further, this figure demonstrates the hypothesized model of the study: (a) internalization, compliance, and self-definition will be positively related to student attendance, yet internalization will have a more direct and stronger influence on attendance, (b) the influence of compliance and obligation will be mediated by the influence of camaraderie, and (c) the influence of self-defining experience and

identification with winning on attendance will be mediated by the degree to which a fan feels a football game as a self-expressive event.

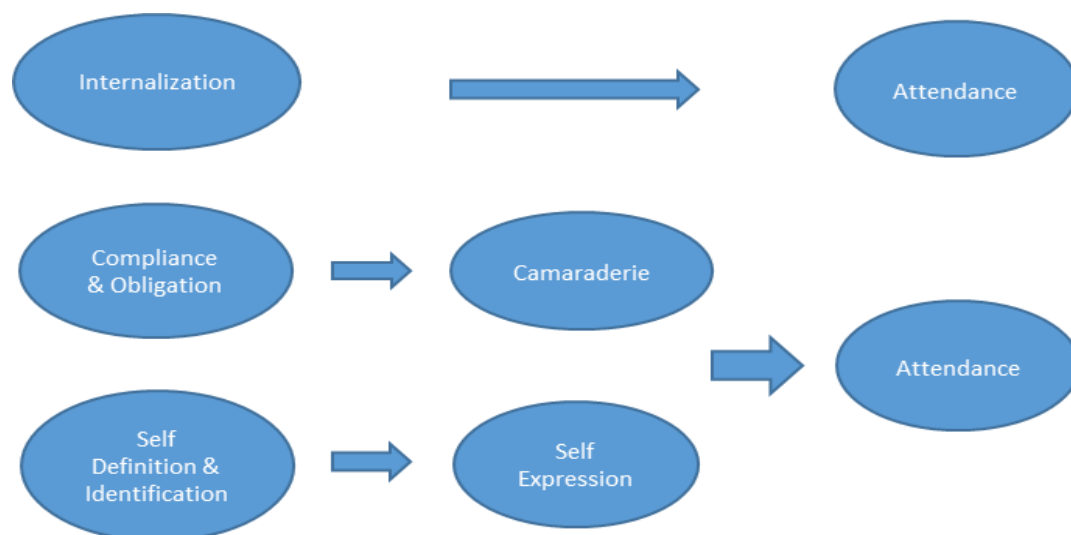


Figure 1. Fan Attendance Model. Adapted from “A Functional Model of Fan Attendance Motivations for College Football,” by L. R. Kahle, K. M. Kambara, and G. M. Rose, 1996, *Sport Marketing Quarterly*, 4, p. 52. Copyright 1996 by the Sport Marketing Quarterly. Adapted with permission.

A total of 112 randomly selected college students were interviewed by telephone regarding their motivations for attending college football games and the number of games they had attended. The results revealed that compliance, obligation, identification with winning, and seeking self-defining experiences did not show direct relation to attendance. As expected, internalization had the greatest impact on attendance. It was also the only Kelman’s three motivational processes, which are compliance, identification, and internalization, that directly impacted attendance. Therefore, the authors’ first hypothesis was supported. Even if gender differences were not hypothesized in this study,

examinations of the means of the variables by sex found that there was no direct relation between gender and attendance. However, separate regression of motivational processes revealed that females were motivated primarily by camaraderie, while males were motivated by internalization. Testing the indirect effects for females found that compliance affected camaraderie, while obligation did not. Thus, female participants appeared to attend college football games mainly for camaraderie and compliance (Kahle, Kambara, & Rose, 1996).

The study used a modified version of Kelman's approach to motivation in order to understand types of psychological motivation for students' college football game attendance behaviors. The most critical predictor of attendance was internalization, followed by camaraderie and seeking a self-expressive experience. This study also implied that compliance and obligation were preceded by the processes of camaraderie, whereas seeking self-defining experiences and identification with winning were preceded processes of seeking a self-expressive experience. As the strongest predictor of attendance, internalization can be a long-lasting motivating force in intercollegiate athletic consumption. Internalized consumers are less influenced by compliance and other variables. Maslow (1970) emphasized internalization as the motivating force behind behavioral choices. It has been shown that internalization can be a strong and enduring motivational factor, while compliance and identification are comparatively more situational. However, it is understood that the key implication of the study is which of the motivations for attendance should be applied to different levels for different consumers in different situations. Since the degrees of consumer behavior are different based on fan's gender and sports involvement, it appears that the management side of

intercollegiate athletics could segment consumers based on the relative importance they perceive. The study contributed to the field of study by applying specific psychological motivations that lead to attendance, whereas the majority of attendance research has focused upon socioeconomic variables.

In order to maximize organizational profits and interests, athletic departments in higher education industry focus on why people consume sport services or products. Additionally, the majority of athletic departments realize that American college students are an important target market in marketing perspective. However, it is not evident whether international students should be considered as a specific target market and segmented from the overall student population. In an attempt to investigate this issue, Kwon and Trail (2001) analyzed differences between American and international students' attendance of intercollegiate athletic events, levels of identification of their football and basketball teams, and motivations to attend. The sample in this study was collected from a large Midwestern university in the United States. The survey form was sent to 300 American students and 130 returned their questionnaires. The survey form was also sent to 300 international students under the permission from the Office of Registrar and 104 returned the questionnaire. The questionnaire included four sections: the Sport Fan Motivation Scale (Wann, 1995), identification scale for the college's football and basketball teams, frequency check on football and basketball game attendance, and demographics. The Sport Fan Motivation Scale (Wann, 1995) was adopted for the study and five motive subscales were chosen from the eight motives created by Wann: eustress, group affiliation, economics, self-esteem, and aesthetics (Kwon & Trail, 2001).

For both international and American students, eustress was the core motivation for attendance. The term eustress literally means good stress and it can be common when individuals play sports or watch a suspenseful movie. In addition, the motivations based on aesthetics, self-esteem, and group affiliation were secondary for American students. However, for the international students, the motive based on aesthetics was much greater than for American students, even though it was secondary. The motives based on self-esteem and group affiliation were equivalent and tertiary for international students. The authors asserted that additional emphasis on the aesthetic qualities should be present at the event in order to motivate the international students to attend more events and become active fans. The appreciation of aesthetical qualities of sport play might be one of the reasons that many international students in the study prefer to watch the game on television rather than attending. Television broadcasts usually provide more visual and audio effects than stadium experience and also replay motions which demonstrate beauty and excitement of the play (Kwon & Trail, 2001).

Furthermore, the international students' identification level with their football and basketball teams was much higher than expected and equivalent to the American students' identification level, yet the authors did not find out specific reasons for this result. Considering that international students' attendance rate of football and basketball games is significantly lower than American students' rate, this finding was astonishing. This indicated that the international students have an interest in, and identify with their institution's athletic teams. It also indicated that their interest level is present but is not being practiced and expressed by attendance at athletic events. It seems that all students are inclined to identify with their institution to some degree, and the point of attachment

is often intercollegiate athletics which is the most visible form of the institution. However, in order to increase overall attendance at athletic events including the interest of the international students, it appears that the athletic department should also identify any culturally unique barriers to game attendance. It is important to remind that almost 8% of the international students in the study indicated that they were not spectators in the United States due to the language barriers and other difficulties they experienced. Even if there are several possible directions to motivate international students based on the findings of the study, the most basic and essential fact that the athletic department should consider is that cultural differences distinguish them from the general student population.

The Condition of Intercollegiate Athletics in Korea

This section briefly discusses the goal and the current status of college sports in Korea and explores possible reform measures. Unlike the section ‘The Condition of Intercollegiate Athletics in the United States,’ a subsection regarding the factors influencing student attendance at sport events was excluded because the related studies appeared to be missing, which was expected. Further, existing studies focused on the goal of Korean college sports also seem to be missing. The literature in this section is retrieved from database engines from both Korea and the United States.

The goal of Korean intercollegiate athletics appeared to be similar to a conception of intercollegiate athletics in the United States that the ideal goal for athletics should be educational. Cho (2006) and Lim (2002) stated that the goal of establishment of athletics in Korean universities was grounded on educational, physical, and social benefits of student athletes and their institutions’ enhanced reputational image. However, Cho (2006) mentioned that these goals often are not achieved due to the financial barrier,

mismanagement of athletic programs, student athletes, and more. Furthermore, Lim et al. (1994) asserted that marketing, facilities, and leadership are the three most essential priorities for the investment in Korean sport management. The authors mentioned that publicity on the national level was higher in investment priorities than publicity on the community level. The study indicated that institutions, public organizations, mass media, sports related organizations, and the Ministry of Sports and Youth should promote sport activities, mass sport programs, and facilities for nationwide publicity. As noted above, several scholars have pointed out some problematic issues in Korean college sports and these issues seem to represent the current status of Korean intercollegiate athletics and may also provide questions to solve for further improvement. The following briefly discusses the status of college sports based on the view of the scholars who actually work in Korean higher education.

The Status of Korean College Sports

A survey research study was conducted to explore the status of sport marketing in college and university athletic organizations in Korea. Yang (1997) attempted to address the roles and needs for sports marketing in athletic programs. A sample of 500 sport management personnel and 250 sport consumers was selected with a 68% return rate (N=509). As a result, 51% of the participants indicated that their programs dedicated less than 5% of the institutional budget, while 14% of the participants indicated 9% or more of the budget was dedicated to sports management expenses. A total of 65% did not receive any donation from outside sources. If donations were received, major contributors consisted of parents (49%), athletes (12%), fund raising sources (12%), and alumni (10%). These findings appeared to indicate that the outside funding sources were

often undeveloped, and additional marketing efforts should be conducted if financial needs were to be increased.

Most respondents, 92%, rated that intercollegiate sports played a “somewhat important” or a “very important” role in the life of the surrounding community. Moreover, 86% of the participants indicated sports marketing to be “somewhat important” or “very important” relevant to overall management functions. However, marketing did not receive a large portion of the athletic budget, as only 2% of the participants indicated that 10% or more of the budget was dedicated to marketing, while 72% indicated that less than 4% of the athletic budget was spent on marketing. The study also showed that 42% of the participants indicated that the primary goal of marketing in sports management was to sell products and services. This reflected the traditional view of marketing as a sales aid only (Yang, 1997).

Another research survey was conducted to investigate the status of sports marketing in Korean intercollegiate athletics. A sample of 341 sports management personnel and 250 athletic program consumers were selected within 75 higher education institutions and asked to complete a 50 item survey. Yang (1998) presented the following main points as findings of the study: (a) the rate of investment in marketing within the budget of athletic programs was very low and only 36% of the participating institutions had marketing personnel for athletic programs; (b) various perspectives on marketing existed based on social status (age, gender, occupation); (c) various perspectives on marketing existed based on institutions’ type of foundation (public or private) and scale (number of FTE); and (d) various perspectives existed based on the size of its community. Among the main points noted above, the first point implied that

the planning and operating of participating institutions' athletic programs were not systematic when compared to other profit-making organizations. Moreover, only 45% of the respondents indicated that the target population of intercollegiate athletic programs was a student body within the institution. This implied an inappropriate positioning of many of the athletic programs exists and they need to reposition their target for further improvement.

Kim (1998) conducted a study examining financial management of athletic departments. As a sample of this study, 29 athletic directors of private institutions who were responsible for the financial management of athletics were randomly selected. A questionnaire to examine the financial management was developed based on existing research in the United States, since there was very little literature on this issue in Korea. It was utilized to assess the financial management procedures, the revenue generation, and the fund raising method of athletic programs. There were two main points in the findings of this study. First, this study indicated that the percentage of respondents' perceived effectiveness of the fund raising was 20.7%, showing a low perceived effectiveness. The budgetary allocation was not positively connected with the ability to generate revenue. Only three of 29 participants perceived that the budgetary allocation for athletics to be contingent upon its ability to generate revenue (10.3%). Second, most of the revenue generation for the athletic programs participating in this study was derived from student tuition. Indeed, this study indicated that about 81% of the revenue generation came from student tuition. Based on this fact alone, it implied that athletic programs in this study did not have a positive impact on the institutions due to their heavy dependence on student tuition. A suggestion emerged that athletic programs in this

study should increase and expand the percentages of other possible revenue generation sources, such as alumni, grants, endowments, government assistance, fund raising, and others.

Lee and Jung (2002) examined intercollegiate athletic programs in the city of Taejon, Korea and discussed their administration. This study was focused on the existing studies of the status and financial issue of athletic programs in Taejon. However, the authors insisted that the study was quite limited due to the lack of existing studies. According to Lee and Jung, there were six main points in order to develop athletic programs to a certain level so that the programs can make profits and motivate their students to attend intercollegiate athletic events. The authors asserted that emphasis of public relations of athletic programs, adequate management of student athletes, relationship with communities, publicity regarding the alumni, sponsorships from corporations, and promotion of licensing products are important factors for athletic programs. This study concluded that the balance between majority and minority sports based on their popularity is essential for further improvement. However, the contents in this study did not provide enough theoretical information about why and how the authors made these conclusions even though the conclusions seemed appropriate considering the reality of Korean intercollegiate athletics. This lack of information implied a lack of research in this area and that there is the need of future studies in this field.

Nam and Jeon (2003) listed basic information and strong points of the National Collegiate Athletic Association (NCAA) regarding its administration and policy, and compared these to Korean intercollegiate athletics. The notion of the study was to recommend ways for further improvement by comparatively analyzing college sports

systems in both Korea and the United States. Even though American intercollegiate athletics contains some problematic issues, such as drug use, gender equity, and commercialization, the authors insisted that it can be important to follow the example of American college sports due to their strong impact on society. Nam and Jeon indicated there are many differences between the NCAA and the college sports system in Korea which include: operational systems, management of student-athletes, and cultural and environmental factors. The study recommended the establishment of a new committee without public or government intervention for newly developed operational systems and stable financial funds. Furthermore, the authors recommended changing athletic event schedules overlapping with the school vacation periods in order to emphasize academic requirement of student-athletes.

To suggest and recommend proper operation of Korean intercollegiate athletics, Cho (2006) conducted in-depth interviews with administrators, athletic managers, coaches, and student athletes at the California State University, Long Beach (CSULB). Within a three-month period in year 2004, Cho utilized both semi-structured interviews and unstructured interviews. Based on the findings of the CSULB study Cho made four recommendations to the Korean intercollegiate athletic system. First, a new policy which regulates Korean student athletes' eligibility should be set up to identify their proper academic achievement. Second, it would be necessary to develop programs to support their academic goals. Third, athletic programs in Korea need to promote their programs in order to overcome financial barriers. Lastly, a national association for intercollegiate athletics should be established for the support of programs and the better management of student athletes. Although this study only examined a single institution, it seemed

adequate and proper to compare and discuss these issues since the operating systems of intercollegiate athletics between the two countries are different in many of the aspects. One of the challenges is that Korean athletic programs do not really have detailed policies regarding student athletes' academics. Moreover, Korean athletic programs financially rely primarily on student tuition. In order to ameliorate these kinds of issues, there is an urgent need for the establishment of policies that regulate or control academic requirement for admissions and participation of student athletes during their enrollment at institutions. Academic support programs such as tutoring can also be essential. Moreover, motivating donations from external resources, promoting licensing products within the industry, and creating concession businesses can be considered in order to overcome financial barriers (Cho, 2006).

Throughout the research process for writing this section, it was not easy to find related scholarly studies. However, there was an internet blog operated by students of the Korea University (www.blog.naver.com/sportsku). This blog is operated only by students who participate as editors and writers in a school club that publishes a monthly sport magazine. In this blog, these students stated three reasons why the current students on campus do not attend athletic events. First, the arena on campus is too far in distance from classroom buildings which most of the students use. Second, the majority of students are not interested in amateur athletics due to its lack of entertainment. Further, since many of the intercollegiate games are held between three and six o' clock in the afternoon, it overlaps with many students' class time schedules. Third, students do not know when the games are held, and its game schedules, even including home games, are not present on the school website.

According to this blog, the school club participated in a campus event on March, 2011 in order to promote the magazine to other students. At this event, the students in the school club also conducted a survey regarding intercollegiate game attendance and problems of athletics on campus. The results indicated that 61 percent of the participants rated the lack of student interest as the major problem in institution's athletics, followed by the lack of public relations (21%) and financial barriers (15%). Moreover, 86 percent of the participants indicated that they are willing to attend a game if they knew the exact game schedule and location (www.blog.naver.com/sportsku). Since this university's athletic programs are bigger and stronger than most of the other institutions in Korea, the percentage of positive responses may be relatively higher than other institutions. However, it appears that even this top athletic university significantly lacks in the aspects of motivating its athletics and encouraging its students to attend the institution's own sport games.

On July 16th, 2010, an organization called KUSF (Korea University Sport Federation) was established. It is the first national association in Korea which aims to improve the management and development of college sports. This organization consists of chancellors from 52 universities in the nation. Its purpose is to create and facilitate an advanced college sports culture within higher education, encourage financial independence of athletic programs, and promote leadership for student athletes (www.kusf.or.kr). Since the period of its first establishment, KUSF has made some changes to intercollegiate athletics. For instance, KUSF has first introduced the league series and applied home and away games for basketball, soccer, and volleyball. There is no evidence of certain consequence for the introduction of the league series for these

three sports yet. However, it appears to be an essential step for motivating college sports through providing the basic potential possibility since a fandom can grow up centered around any area of human interest or activity. Additionally, KUSF has attained a sponsorship from the biggest bank corporation in the nation for college basketball.

It was encouraging to observe that some college students perceive problems of their own athletic programs and are striving toward their improvement. Moreover, it was hopeful to see that KUSF has made some progresses toward the development of Korean college sports although its establishment seems belated. In order to have constant improvement in a long term view, all stakeholders of intercollegiate athletics must deeply consider the balance between utilitarian purposes and what can be meaningful and helpful to the college students including student athletes.

Summary

This whole section reviewed studies based on intercollegiate athletic programs of both the United States and Korea. The evidence noted in this section permit several conclusions to be drawn: (a) there are two competing conceptions of intercollegiate athletics in the United States that its direction should be toward either educational goals or socially desirable goals, (b) both faculty and students in the United States were congruent in rating the developmental goals as more important than the performance goals, (c) the importance attached to the goals of American college sports can be influenced by values, (d) salient attributes influencing student attendance at athletic events were the ones directly associated with the degree of sport popularity and physical contact shown in the game, (e) Kelman's (1958) three motivational processes, which are compliance, identification, and internalization, directly impacted student attendance, (f)

female students seemed to attend college football games mainly for compliance and camaraderie, (g) the most critical predictor of attendance was internalization, followed by camaraderie and self-expression, (h) for both international students studying in the United States and American students, eustress was the most significant motivation to attend, (i) motivations grounded on aesthetics, self-esteem, and group affiliation were secondary for American students, (j) for the international students, the motive based on aesthetics was much greater than for American students, and (k) international students' identification level with their football and basketball teams was equivalent to American students' identification level.

Furthermore, the evidence derived from the perspectives of Korean intercollegiate athletics also permit several conclusions to be drawn: (a) The goal of Korean college sports seemed to be similar to a conception in the United States that the ideal goal for athletics should be educational, (b) sport management personnel and sport consumers in Korea indicated that the outside funding sources were often undeveloped, (c) the rate of investment in marketing within the budget of Korean athletic programs was very low, (d) not many institutions had marketing personnel for athletic programs, (e) very low percentage of sport management personnel indicated that the target population of college sports was the student body within the institution, (f) the majority of revenue generation for the athletic programs was derived from student tuition, (g) operational systems, management of student-athletes, and cultural and environmental factors were three significant differential between Korean college sports and athletics in the United States, (h) college students in a single Korean university indicated that the lack of student interest, the lack of public relations, and financial barrier were the most critical problems

of athletics at their own institution, (i) 86 percent of these students were willing to attend athletic games if they knew the exact game schedule and location, and (j) the first national association in Korea which aims to improve the management and development of college sports was established.

A section of intercollegiate athletics in the United States discussed the goal of American college sports, students' perception of the goal, and factors influencing student attendance of athletic events. However, in a section of intercollegiate athletics in Korea, the studies focused on the factors influencing student attendance and the goal of Korean college sports were excluded because they appeared to be missing. These aspects of intercollegiate athletics in Korea will be researched and discussed in the later part of this study.

CHAPTER III - DESIGN OF STUDY

This chapter will describe the philosophical approach to be used to organize the research. Research methods, procedures, and approaches to data analysis will be the main discussion in this chapter.

Philosophical Approach

The view that will guide and direct this study is post-positivism. Post-positivism follows the theories and postulates of the natural sciences and interconnected causal laws (Neuman, 2003). Interpretive social science theories are more relaxed and follow the human approach to everyday occurrences. Post-positivism follows reality as it may change over time and the consequences that will result. This paradigm also is related to an interpretive approach to life and allows for the point of view of the researcher to enter into the picture frame. Post-positivism leaves space for future discoveries which may falsify earlier results and conclusions that may have been drawn. I believe that the research results that have been analyzed for their context, relevancy, and how they are affected and affect by the human condition can be used successfully.

Post positivists recognize that all observation can be incorrect and all theory can be revisable. Post positivists believe that any individual cannot see the world perfectly and that we are all biased and our observation is affected by theories (Neuman, 2003). We cannot attain objectivity perfectly but we can apply or approach it. Accordingly, this study focuses on analyzing participants' experience and attaining better ideas within the reality.

To sum up, post-positivism stands out among the research paradigms. Post-positivism facilitates reality as it may change over time. It leaves spaces for future

discoveries which may falsify earlier results and discussions. Based on a post-positivist view, reality is assumed to exist, yet only imperfectly due to flawed human intellectual mechanisms (Guba & Lincoln, 1994). The post-positivist doubts the ability to know reality with complete accuracy. While positivists believe the goal of science is to figure out the absolute truth, post positivists believe that the goal of science is to attain a better idea within the reality. Moreover, since all human measurement can be incorrect, post positivists focus on the importance of multiple measures and observations. Therefore, post-positivism lies in the concept of this research due to the ideas noted above.

Personal Perspective

The humanist theory of learning establishes the perspective that an individual has the potential to grow, and further, has the desire to grow (Merriam and Caffarella, 1999). This theory points to the fact that the motivation to learn is intrinsic and people endeavor to be the best that they can be. The humanist theory of learning is also based on student-centered learning and therefore contains the notion that the essential role of educators is to act as facilitators or guides. Maslow (1970) and Rogers (1983) insist that people endeavor for better learning, and that their behavior be that of choice and not the environment. While theorists imply that the humanist theory of learning is closely connected with self-directed learning, Maslow (1970) proposed a theory of motivation under a hierarchy of needs. The lowest level of the hierarchy is physiological needs and the highest level is described as the need for self-actualization (Merriam and Caffarella, 1999). This final level can be interpreted that every person has the desire to improve through education and can perceive their desire in cognition at some point. I believe providers of education should meet their need of self-actualization.

Merriam and Caffarella (1999) have described three key concepts of transformational learning: the centrality of life experience, the nature of critical reflection, and the connection between transformational learning and development. Life experience could be a useful tool for learners to interpret in their own way in learning as Mezirow (1995, p. 58) states, “The subject matter of transformative adult education is the learner’s experience.” Experience is already within the learner’s mind. If the educator attempts to link learning activities to the learner’s life experience, it would motivate their learning performance and also provide a chance for the learner to have extension to critical reflection.

I attained a baccalaureate degree in physical education at Kyonggi University. I chose this institution as a research site of this study due to its appropriate size of athletic programs and their positive reputation. The university is located in both Seoul and Suwon, Korea and it is quite well known for its athletic programs nationally. The athletic programs consisted of sports such as volleyball, judo, Korean traditional wrestling, table tennis, rowing, and soccer. They are small in numbers like other universities in Korea, yet volleyball and table tennis teams are known as national champions. However, I believe that Kyonggi University and its students are not gaining enough benefits from athletic programs in comparison to most of other institutions in Korea. Therefore, I wish to figure out which aspects of intercollegiate athletics might benefit the students and the institution. I hope that this study can possibly discover what can be done to build on the positive aspects of athletic programs at this institution. Moreover, I desire that it will also lead to various discussions among researchers focused on further improvement of Korean intercollegiate athletics.

However, as a researcher, I will need to be cautious not to lead the research in any specific direction, but to carefully observe and evaluate what the research reveals. Further, researchers should consider consequences on the research process and on themselves (Lichtman, 2006). According to Lichtman (2006), “Using others to verify your interpretations assumes that there are right themes to find or that some findings are better than others.” (p.166). My bias is that the empirical materials within the research process open up the view of the stakeholders of athletics in this single research site and provide future implications for the further improvement. This assumption could be incorrect, yet I must not let it influence how I pose my questions to the participants of the study. Bias can damage research if the researcher allows one’s bias to distort the measurement or interpretation. While it is almost impossible to eliminate bias, I will be aware and alert to situations where the bias can damage the study during its research process and let the data speak for itself. In dealing with my bias, I will consider the effect of my research on participants and on myself.

Research Methods

Both qualitative and quantitative methods were applied for this study. Many scientists use the terms “qualitative” and “quantitative” to divide the world of scholarly approaches. Axinn and Pearce (2006) argue that this distinction often do not derive from uniform definitions of these words nor from discreet analyses of this distinction. The authors mention that this unidimensional distinction is not useful since it mainly refers only to whether the data are presented into numbers or into text. However, they insist that mixed method strategies offer opportunities to utilize multiple sources of information from various approaches. Mixed method strategies are those which are designed to

combine one data collection method with other elements of methods in a sequential or a simultaneous manner (Axinn & Pearce, 2006; Greene, 2007). This study applied both qualitative and quantitative approaches. A brief discussion of each approach is provided below.

Qualitative research is a type of study in which the researcher relies on the view of participants in order to understand a central phenomenon with specific individuals at a certain research site. The researcher asks broad, general questions; collects data of words from participants; describes and analyzes these words in a biased manner. Qualitative research is general in the fields of social and human sciences (Creswell, 2008). Moreover, many qualitative researchers investigate issues that involve a specific group within a certain site for an in-depth exploration. Therefore, this method appears to be appropriate for the population involved in operating athletic programs within a single university. Qualitative methods were applied in order to explore and navigate the third research question of this study.

Further, there are important roles of qualitative researcher. Lincoln and Guba (1985) insist that the researcher must develop the level of skill appropriate for a human instrument and also prepare a research design that utilizes accepted strategies for naturalistic inquiry. Moreover, the goals of qualitative research can be multiple, depending on the purpose of the particular study: grasping new insights and understandings about individual or social complexity, critical review of existing social orders, or evaluation of the effectiveness of policies or programs (Saldana, 2011).

On the other hand, quantitative research is a type of study in which the researcher collects numerical data in order to predict and explain phenomena of interest.

Quantitative approaches began in the natural sciences, such as chemistry and physics, but now they are found in almost every professional field (Creswell, 2008). This study involves collecting data in order to answer questions concerning the current status of the subject which is the students who attend athletic events at Kyonggi University. Therefore, a quantitative approach seems to be appropriate in order to answer the first and the second research questions in this study.

In summary, both qualitative and quantitative approaches were applied for the effectiveness of this study. The purpose for mixing methods in this study is complementarity. With this purpose in mind, it sought broader, deeper, and more comprehensive understandings of the phenomenon. Moreover, it allowed this study to use triangulation which can increase construct validity of the study.

Research Procedures

To begin the research, I sent e-mail letters to host representative administrators in the College of Physical Education, athletic directors, and professors related to athletic programs of the university explaining the research and the plans. I needed to have permissions of the above participant group. Gaining access to people and research sites is significant and the researcher's ability to gain access can determine if one can research the issue (Creswell, 2008). I have had several conversations with professors and administrators in the College of Sport Education about my desire to conduct a research on the university's athletic programs. Fortunately, I attained verbal agreement from these potential participants on doing research on my topic and gaining access was not an issue within this study.

As I mentioned previously, this is an area of great personal interest. I find value in studying college sport programs of my alma mater. It is worthwhile when I can possibly contribute to the intercollegiate athletics and the stakeholders noted above. I have conducted an orientation with them in order to explain my research. Since it was their first experience of being researched, there was opportunity to ask questions and get clarification on the scope of the study.

Implementing the Study. I will collect data using the following processes: a) I will use survey questionnaires, b) I will obtain archival data, and c) I will conduct in-depth interviews with some of the participants. These are discussed below.

Surveys. Under the assumption that respondents are able to provide truthful answers, I handed out survey forms to student fans entering the stadium. A method of survey was conducted to measure respondents' perspectives and opinions regarding what motivates or influences their attendance of the game. Moreover, surveys also measure how these student fans perceive the goal of intercollegiate athletics. To inform and encourage all of the participants to respond, survey items were relatively simple and short. Many participants may not be interested or have difficulties in writing responses to open-ended questions. Thus, survey items were provided as either multiple-choice questions or Likert Scale questions with the scale ranging from one to five. The responses ranging from one through five are: not important, slightly important, somewhat important, frequently important, and very important. The demographic information was asked in the form of multiple-choice questions. Moreover, I have confirmed that all of the respondents understand each survey item by checking with each person before they begin answering survey items.

The survey questions were designed to acknowledge the factors that are essential in influencing or motivating students to attend athletic events. These individual factors were grouped into categories based on their content. These different categories included social factors, competitive factors, identification factors, entertainment factors, promotional factors, and facility factors. Appendix A shows the survey items to measure participating student fans' perspectives.

Archival Data. Although some researchers tend to ignore preexisting data, it is true that there are several advantages of using archival records and documents. They sometimes can be easily obtained compared to other data collection materials. Useful quantitative data or information on the historical context of the programs may be provided in this process and it can help the study reach broader level of context. Existing data may contain errors, yet they are less affected by distortions (Russ-Eft & Preskill, 2001). It is obvious that I need to obtain necessary approval and it will be desirable if this issue can be determined before beginning the data collection process. I will secure the approval of the following sources of archival records before the data collection process.

The materials which I will be interested in obtaining are employee figures, program goals / objectives, policies, annual reports, fiscal reports, athletic event schedules, and more. My purpose is to observe the current status of the programs and possibly be influenced and informed by these materials to broaden my perspective regarding the study. Russ-Eft and Preskill (2001) mentioned that "If existing data are accessible from a single research site, a substantial savings in data collection costs can result, but if the researcher attempts to access records held in many different locations,

much more time and effort will be required in the process” (p. 180). Data collection from records and documents will benefit throughout this single site research study.

In-depth Interviews. There are two essential elements in a standardized open-ended interview: a set of carefully worded questions and probing follow-up questions (Patton, 1990). It can be useful in determining which program components derive negative reactions and which components are perceived as positive (Gredler, 1996).

Interviews were conducted for my broader viewpoint of the university’s athletic programs. I selected six participants and they were athletic director, assistant director, three administrative assistants in athletic department, and director of public relations of this institution. I interviewed these participants for 40 minutes to an hour each. Since there was a chance that one or two participants would decline the interview, I selected a replacement for anyone who does not wish to participate in the interview. The surroundings for the individual interview should be comfortable and a private office is recommended (Gredler, 1996). Interviews took place in the interviewee’s office or in some other location where the interviewee feels comfortable. The rationale for the number of interviewees is to get an adequate sampling of the population within a given time. I conducted in-depth interviews using the interview guide in Appendix B. This kept the interview focused and the discussion on the right path. I recorded and transcribed the interviews. Interview questions were open-ended, allowing the participants to expand on the phenomenon of the experience. Although I may have a bias toward the effectiveness of this study, the questions were structured without manipulating the direction of the responses.

An indirect influence derived from the interaction between the interviewer and the interviewee should be recognized and minimized in order to maintain validity and trustworthiness. The interviewer should establish rapport by using a friendly and relaxed approach and be sensitive about what is being expressed during the interview (Russ-Eft & Preskill, 2001). Therefore, I remained neutral and neither agree nor disagree with the interviewee. When acknowledging that I should mention something to maintain rapport during the interview, I paraphrased what the interviewee said.

Sampling. Approaches to sampling require a fundamental question: do you want a sample that represents the total population in order to generalize the study's findings (Russ-Eft & Preskill, 2001, p. 302)? In my case, the answer is "Yes."

Purposeful sampling corresponds to the selection of specific individuals due to their position, knowledge, and experience. It is generally used in qualitative research with small populations (Creswell, 2008). Since I am particularly interested in perceptions of the participants noted above, purposeful sampling was appropriate for in-depth interviews in this study. In addition, simple random sampling was applied for surveys. Every subject has an equal opportunity of being selected from the sampling frame, which can be students attending athletic events for this study. Once subjects have been selected, they are not eligible for another chance and the equality of chance makes random sampling relatively unbiased (Fink, 2003). Since there are usually a small number of students attending intercollegiate athletic events in Korea, I was present at athletic events and distributed survey forms as many as possible to attending students.

Approaches to Data Analysis

The data collected through surveys was analyzed using descriptive statistics. The mean average, standard deviation, and range were calculated for each response on the questionnaire to attain understandings of the trends within the data. The responses were then grouped into categories of factors based on their content to better determine the overall importance of these categories. Therefore, survey data analysis was focused on descriptions of central tendency and variability. This process was conducted by utilizing SPSS software. Data analysis was described by presenting the ranking of importance of each factor with measures of central tendency, dispersion, and the category which factors are assigned. Further, these categorized factors were shown as a form of figures with further discussion. As noted above, these categories included social factors, competitive factors, identification factors, entertainment factors, promotional factors, and facility factors. By organizing survey responses into the appropriate categories, the information was more effectively presented to the readers of this study.

Qualitative data analysis tends to be an ongoing process. Data analysis for in-depth interviews in this study continued until the process and topic of my interest were fully understood. Moreover, throughout the entire process of this study, I was engaged in a memo writing process for the purpose of documenting ideas, insights, and additional data to be analyzed. Saldana (2011) mentions that memos are chances to reflect on and write about any problems with the study, ethical dilemmas, future directions for the study, and more. Then, I transcribed my data. I typed the text from the tools for data collection into word processing documents. Traditionally, qualitative data were analyzed by hand using the form of filing system, yet the computer package designed for

qualitative data and analysis will be utilized later in the study. Specifically, a software program called NVivo was utilized. The next major stage of data analysis was coding and developing a category system. Qualitative coding begins with close readings of text and careful consideration of the multiple meanings within the text. The researcher then identifies text segments and creates a label for categories which the text segment is appointed (Creswell, 2008). I carefully read and reread my transcribed data and divide the data into analytical units. Most of the participant responses were organized into inductive categories. Whenever I found an essential segment of text, I assigned a code to that particular segment with symbols and descriptive words. Additional text segments were added to the relevant category when necessary. As the next step, I reduced overlap and redundancy among the categories. Creswell (2008) states that inductive coding that ends up with more than about 8 major themes is usually considered as incomplete. Thus, I carefully captured the key aspects of the themes in the raw data that are assessed to be the most essential themes. Further, I had to consider the text which may not be assigned to any category or may not be relevant to the research objectives.

Maintaining the Trustworthiness

Reliability and validity are terms of the quantitative paradigm which refer to the accuracy and integrity of measures. Moreover, in the qualitative paradigm, credibility and trustworthiness are the constructs to consider within the study (Lincoln & Guba, 1985).

People often consider reliability and validity as separate ideas but they form a continuum, rather than being distinct. Reliability is the extent to which any measurement in a study yields the same results on repeated trials and validity refers to whether a study

reflects the concept that the researcher is attempting to measure (Vogt, 2007). As the first step of data collection and analysis in this study, I attempted to measure central tendency by administering a questionnaire to the subjects using descriptive statistics. Since this process is not about comparing different concepts, this method appeared appropriate. Moreover, the questionnaire seemed to be the most effective method of gathering data since student fans were able to complete the instrument with minimal interruption or inconvenience. The initial goal of collecting 150 completed questionnaires has been set after discussing with my major advisor. Collecting 150 survey questionnaires seems appropriate when considering small numbers of students attending college sport events in Korea. According to an administrative assistant of this research site, there are approximately 100 students attending at a volleyball home game which is the most popular sport in this institution. Moreover, this number was not officially counted and other sport events tend to have much smaller number of attending students. Thus, calculating the right survey sample size did not seem appropriate. The key to a good research is not about the sample size so much as it is attaining representative samples (Fink, 2003). Further, this questionnaire was examined by experts including my dissertation committee members and athletic directors at the research site of this study.

Researchers can never conclusively prove something, but they need to present a convincing story to the readers. Credibility in a qualitative study can be supported by citing the key authors of related areas (Saldana, 2011). I assure that the adequate citations throughout the study will be conducted. Moreover, constant feedback between the researcher and the participants during the research process can be important in my

view. I have checked the credibility of the data by taking the themes that I find back to the participants to see if the findings reflect what they experienced. I have presented the data to the participants. As the data are analyzed, the participants was able to verify if the findings reflect their lived experience. Lastly, an external auditor was asked to observe the data and determine if the findings are grounded on the data.

Providing trustworthiness requires information to the reader about the research processes and this can be even more credible when the researcher provide detailed expression in writing. The notion of credibility and trustworthiness is a matter of researcher honesty and integrity. I have researched and written transparently in order to attain credibility and trustworthiness with my audience.

Protecting Human Subjects

The procedures used in the research should not cause physical or psychological harm to individuals and the right to privacy, confidentiality, and anonymity of individuals must be protected (Gredler, 1996). Careful consideration and attention were given to protect the human subjects throughout this study. Ethical issues such as consent, confidentiality, and protecting the anonymity of the subjects were carefully examined. I have followed IRB (Institutional Review Board) protocol throughout the data collection process by using a verbal consent guide, providing my contact information, etc.

Summary

Applying post positivism as the philosophical approach, this mixed method research explores a deep understanding of the phenomenon of student attendance of intercollegiate athletic events at a specific university in Korea. This study applied both qualitative and quantitative approaches and its goal is to expose the factors that may

influence students' motivation or choice to attend athletic events and to explore the lived experiences of stakeholders of athletic programs.

Research procedures include conducting surveys and in-depth interviews, and analyzing archival data. Since this study is a single site research with small populations, purposeful sampling and random sampling were appropriate. To ensure trustworthiness, I reexamined with the participants to assure if the findings reflect their experience. Moreover, an external auditor observed the data and determined if the findings are grounded in the data.

CHAPTER IV - RESULTS

The purpose of making the questionnaire was to expose the factors that may influence students' choice to attend intercollegiate athletic events, to examine those factors to be analyzed, and also to explore the lived experiences of stakeholders of athletic programs at the research site of this study. The results have provided some insightful information regarding what factors are essential to students when attending their institution's athletic events, how students perceive the goal of intercollegiate athletics, what factors really belong to which categories based on exploratory factor analysis, and which aspects are important from the perspectives of stakeholders. The results have been divided into sections of demographic information, descriptive analysis, principal component analysis, reliability analysis, regression analysis, and qualitative data analysis. Quantitative data information in this study was analyzed using the SPSS 20 statistical software program. A survey questionnaire was administered at five games of the subjects during the fall semester 2013, which were two volleyball, two soccer, and one table tennis events. There were 22 Likert Scale questions based on what factors motivated students to attend these athletic events and 13 Likert Scale questions regarding how students perceive the goal of college sports as well as demographic questions. A total of 164 completed questionnaires was returned and used as data for this study. In-depth interviews with six individuals who are engaged in athletics were conducted for the qualitative data for this study.

As noted in the previous chapter, the researcher attempted to include archival records as one of the methods of data collection. However, this method was inappropriate because most of the information was recorded electronically at the research

site and it was impossible to have rights to access. In addition, the researcher determined to include factor analysis as a method of quantitative data analysis along with descriptive statistics. The purpose of including factor analysis method is to observe what factors really belong to which categories based on statistical criteria and to create a proposed model that may influence student attendance at intercollegiate athletic events.

Demographics

The survey respondent profile was developed from a brief demographic portion of the questionnaire. This portion asked students their gender, academic year, which college they are currently enrolled, and how they were informed about the presence of an athletic event. By excluding 40 missing demographic values out of a total of 164, survey respondents consisted of 97 males (78.2%) and 27 females (21.8%). Moreover, among those 124 that excluded 40 missing values, respondents were 44 freshmen (35.5%), 26 sophomores (21%), 35 juniors (28.2%), and 19 seniors (15.3%). In addition, a bar chart below shows the distribution of which college students are enrolled. For the last demographic question about how students were informed about a game, 59 students (52.7%) have learned of the presence of a game by word of mouth while 39 students (34.8%) have learned by campus information with 52 missing values. The rest of the respondents (12.5%) learned of the game from internet search engines.

In summary, the number of male student fans dominantly exceeded the number of females. Freshmen were the largest group of student fans attending games by more than 35% of respondents of this study, followed by juniors, sophomores, and seniors. As shown in Figure 1, respondents enrolled in the College of Physical Education were dominating in its numbers by exceeding 61% compared to individuals enrolled in other

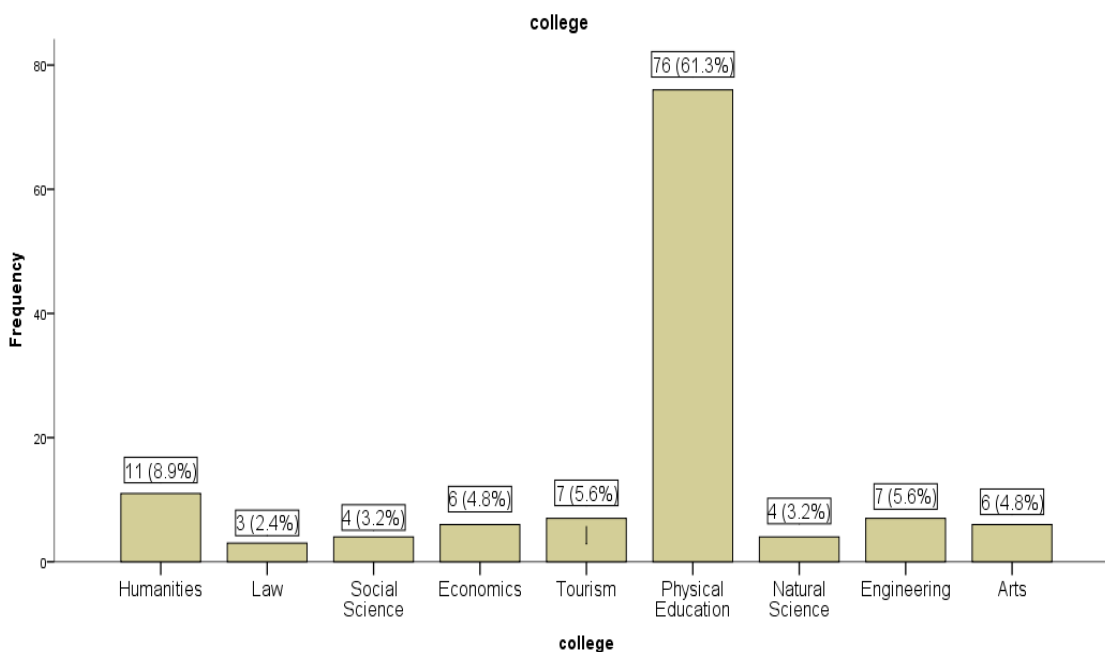


Figure 2. Demographics of survey respondents based on respondents' enrolled colleges.

colleges. Accordingly, it appears that male students within the College of Physical Education could be the major consumer of athletic events at this research site. This demographic information will be applied through further discussions of this study.

Descriptive Analysis

The first phase of the questionnaire asked students to respond to what factors were important and influenced them to attend intercollegiate athletic events. As noted, these individual factors are grouped into six categories based on their content. These categories include social factors, competitive factors, identification factors, entertainment factors, promotional factors, and facility factors. Table 1, below, includes a summary of results.

According to the survey, in terms of individual factor, the amount of speed displayed was ranked as the most important individual factor which influenced students

Table 1
Ranking of Importance

Rank	Factor	Mean	SD	Category
1	The amount of speed displayed	4.04	.94	Entertainment
2	Location convenience	3.97	.85	Facility
3	Cleanliness of stadium	3.97	.88	Facility
4	Condition of stadium	3.96	.87	Facility
5	The amount of action	3.96	.99	Entertainment
6	Enjoyment of a particular sport	3.95	1.02	Social
7	The strategy of sport	3.86	.98	Competitive
8	The presence of a rivalry	3.80	1.10	Competitive
9	Accessibility (parking)	3.73	1.10	Facility
10	Player's popularity	3.70	1.07	Identification
11	Cheering crowd	3.56	1.08	Entertainment
12	Amount of advertising	3.55	1.05	Promotional
13	The reputation of team	3.52	.97	Identification
14	Affiliation with the university	3.52	1.11	Social
15	Free admittance	3.47	1.27	Promotional
16	Player's physical attractiveness	3.46	1.16	Entertainment
17	The popularity of sport	3.45	1.15	Social
18	The reputation of opposing team	3.37	1.00	Identification
19	Quality of the team (W/L record)	3.37	1.12	Competitive
20	Tradition of athletic team	3.28	1.20	Social
21	Quality of opposing team	3.27	1.13	Competitive
22	The amount of physical contact	3.26	1.27	Entertainment

Note. SD = standard deviation

to attend an event with a 4.04 mean average response. Location convenience was ranked as the second most essential individual factor with a 3.97 mean average response followed by cleanliness of stadium and condition of stadium, showing 3 of 4 facility

factors ranked very high among all of the factors. Clearly, when student fans at the research site attend to watch their institution's athletic events, they seem to expect a clean, convenient, safe environment in order to watch the game. The amount of speed displayed was the only factor rated frequently important to very important. All other factors were rated between somewhat important to frequently important.

The following factors comprised the social factor category in this study: the popularity of sport, affiliation with the university, enjoyment of a particular sport, and tradition of athletic program. The overall mean average for the social factor category was 3.55 which ranked third lowest out of 6 categories. Considering the entertainment factor category, the overall mean average was 3.67 which was the second highest average of the 6 different categories. These included the amount of speed displayed, the amount of action, the amount of physical contact, cheering crowd, and player's physical attractiveness. Among these entertainment factors, the amount of speed displayed was ranked as the most essential individual factor while the amount of physical contact was ranked as the least essential individual factor. In the competitive factors, there were the strategy of sport, the presence of a rivalry, quality of the team, and quality of opposing team. The overall mean average was 3.58 which was the third highest average. The promotional factor category only included two factors, free admittance and amount of advertising. Both factors each ranked 12th and 15th among all of the individual factors. The mean average was 3.51 which ranked the lowest of the 6 categories and this may be because there were only two factors within the category. The highest ranked factor category was the facility factor category. The overall mean average was 3.91 and it

included location convenience, cleanliness of stadium, condition of stadium, and accessibility.

The second phase of the questionnaire asked students how they perceive the goal of intercollegiate athletics. There were 13 Likert Scale questions listed in the questionnaire and these were divided into developmental goals and performance goals.

Table 2 below includes a summary of results.

Table 2

Goals of Intercollegiate Athletics

Rank	Goal	Mean	SD	Category
1	Victories over rivals	3.87	1.01	Performance
2	Career development for athletes	3.78	.91	Developmental
3	Ethical leadership of athletes	3.77	.94	Developmental
4	Equality for teams of both gender	3.75	1.06	Developmental
5	Entertainment for students	3.72	.98	Performance
6	Positive image for university	3.71	1.06	Performance
7	Physical health of athletes	3.69	.96	Developmental
8	Academic achievement	3.60	.98	Developmental
9	Positive media coverage	3.59	1.08	Performance
10	Prestige for the university	3.59	1.15	Performance
11	Social development of athletes	3.57	.95	Developmental
12	Winning records	3.51	1.04	Performance
13	Revenue generation	3.16	1.18	Performance

In this phase of the questionnaire, victories over rivals ranked as the most important goal of intercollegiate athletics which was perceived by students with a 3.87 mean average response. Career development of student athletes was ranked as the second most essential individual factor with a 3.78 mean average response followed by ethical leadership of student athletes and equality for teams of both gender, showing three

developmental goals ranked very high among all of the goals listed. However, it does not seem appropriate to say that there are significant differences of students' perception between developmental goals and performance goals. This distinguished conception between developmental goal and performance goal was initially modified from the study of Trail and Chelladurai (2000). Unlike the study of the authors, the respondents' perception in this study is not leaning toward one side of the goals and brief discussions will be presented later in the study. According to the survey, the overall mean average for developmental goals was 3.69 which was slightly higher than the 3.59 mean average response for performance goals.

Principal Component Analysis

Principal component analysis with varimax rotation was performed on the 22 items of factors that motivated respondents to attend intercollegiate athletic events for a sample of 164. Table 3 shows KMO and Bartlett's Test value for this study. Typically, KMO measurement that is above .60 is considered appropriate to conduct exploratory factor analysis and therefore the data for this study is suitable (Creswell, 2008). Moreover, since its significance level was less than .05, it can be considered that items have interrelations.

Table 3

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.745
	<i>Approx. Chi-Square</i>	1405.784
Bartlett's Test of Sphericity	<i>Df</i>	231
	<i>Sig.</i>	.000

This principal component analysis yielded a six factor solution which corresponds to the number of factor categories initially generated. Factor 1 of the six factor solution accounted for 26.07% of the variance with 3 items strongly loaded on this factor. These three items were the presence of a rivalry, quality of the team (performance, W/L record), and quality of opposing team which were originally formed within the competitive factor category. The strategy of sport, which was also initially generated as the competitive factor, was loaded on factor 3 according to this analysis. Although one of the factors was loaded from the other group of factors, factor 1 was named the Competitive Factor since three of four factors were loaded on this factor.

Factor 2 accounted for 10.09% of the variance with four items loaded on this factor. These items were location convenience, accessibility (parking), condition of stadium, and cleanliness of stadium, all of which were initially hypothesized to measure facility factors. Given that all of each item in factor 2 measured an aspect of facility issues that may be of concern to respondents when attending athletic events, this factor was named the Facility Factor.

Factor 3 of the six factor solution accounted for 9.13% of the variance with four items loaded on this factor. These items were the amount of action, the amount of speed displayed, the amount of physical contact (violence), and the strategy of sport. Among these four items, three were initially hypothesized to measure entertainment factors. Another item, which was the strategy of sport, was originally intended to measure competitive factors, as noted above. However, an examination of these four items indicated that they met the statistical criteria and were conceptually related to each other. In addition, this commonly makes sense since the strategy of sport can increase the

performance of the team, so it may be deeply connected to the entertainment factors such as the amount of action and the amount of speed displayed. Therefore, this factor was named the Entertainment Factor.

Factor 4 accounted for 7.45% of the variance with five items loaded on this factor. These five items were the popularity of sport, affiliation with the university, enjoyment of a particular sport, cheering crowd, and tradition of athletic program. Four of these were originally intended to measure social factors except for cheering crowd which was initially hypothesized to measure entertainment factors. However, an examination of these five items indicated that they met the statistical criteria and were conceptually related to the social factor category. Thus, factor 4 was named the Social Factor.

Factor 5 accounted for 5.25% of the variance with four items loaded on this factor, three of which were intended to measure identification factors. These three items were the reputation of team, the reputation of opposing team, and player's popularity. The remaining item was player's physical attractiveness which was originally intended to measure entertainment factors. In order to find out if these four items meet the statistical criteria, a reliability test was conducted. As a result, Cronbach's alpha for these items was .652. Moreover, Cronbach's alpha when the item 'player's physical attractiveness' was deleted, was .660 while alphas when each of the three remaining items was deleted, was below .652. To confirm this result, a reliability test of these three remaining items, excluding player's physical attractiveness, was conducted. As a result, Cronbach's alpha came out as .660 and alpha based on standardized items was .665. Considering its weakness in statistical criteria, it has been decided to eliminate the item 'player's physical attractiveness'. Therefore, factor 5 with three items loaded, which were the reputation of

team, the reputation of opposing team, and player's popularity, was named the Identification Factor.

Factor 6 only included two items. This factor accounted for 5.06% of the variance with the item 'free admittance' and 'amount of advertising'. Both items were initially hypothesized to measure promotional factors. Given that all items in factor 6 measured an aspect of promotional issues that may be of concern to respondents when attending athletic events, this factor was named the Promotional Factor.

In summary, this principal component analysis yielded a six factor solution which corresponds to the number of factor categories initially formed prior to the data collection phase of this study. These six factors were named Competitive Factor, Facility Factor, Entertainment Factor, Social Factor, Identification Factor, and Promotional Factor. These factors contained a total of 21 individual items by dropping an item 'player's physical attractiveness'. Appendix C provides factor analysis components which include the names of the factors, the eigenvalues, the percent of variance, rotated component matrix that shows the factor loadings gained from the principal component analysis.

Reliability Analysis

To clearly point out the definitions between reliability and validity, Vogt (2007) defined reliability as the extent to which any measurement in a study yields the same results on repeated trials and validity as to whether a study reflects the concept that the researcher is attempting to measure. Since its purpose corresponds to the former, this subsection presents construct validity of the whole data and each of the 6 factor categories noted above.

Cronbach's alpha analysis was conducted on the 21 items which may motivate respondents to attend their institution's athletic events. Alphas above .60 are appropriate for exploratory factor analysis research and indicate that the subscale is reliable (Pett, Lackey, & Sullivan, 2003). Cronbach's alpha for the 21 items which comprised the final factor structure was .85. There was not any single individual item that increased Cronbach's alpha if item deleted than the overall alpha value. Item means for the 21 items was 3.65 and the mean of item variances 1.13. The following is Cronbach's alpha for each of the six factors: Competitive Factor (factor 1) with .79; Facility Factor (factor 2) with .82; Entertainment Factor (factor 3) with .76; Social Factor (factor 4) with .70; Identification Factor (factor 5) with .67; Promotional Factor (factor 6) with .43. Among these alphas, Promotional Factor's alpha was the only value which was extracted below .60 and this may be because there were only two items in this factor category. However, a decision was made to retain the Promotional Factor since both items, free admittance and amount of advertising, were conceptually related.

Regression Analysis

A multiple linear regression analysis was conducted on the variables of the respondents' gender and academic year they were enrolled. It was found that gender and academic year of the respondents did not significantly correlate with the factors. However, Entertainment Factor showed the strongest correlation with gender as a dependent variable, so Independent Samples T-Test was conducted. By excluding 40 gender missing values, there were 97 males with 3.99 mean average and 27 females with 3.25 mean average. It was true that the results indicated that males perceived Entertainment Factor more important than females did when attending athletic events.

Nevertheless, it was not statistically significant since its significance level was above .05 (.218).

Qualitative Data Analysis

A total of six participants were chosen within the research site to be interviewed for this study. These interviewees were athletic director, assistant director, three administrative assistants in athletic department, and director of public relations of this institution. The qualitative data information gained from interviews was analyzed using the NVivo 10 software program.

The first three questions of the interview consisted of warm-up questions designed to aid the participant develop a relationship with the researcher, as well as to obtain participants' background information. The following questions addressed the areas related to what tends to be the most challenging aspects of motivating student attendance at athletic events, what their perceived barriers to student attendance in athletics are, how they perceive the goal of intercollegiate athletics, and more. Appendix B provides semi-structured interview guide which was utilized during the interview in this study.

These interviews were conducted, recorded, and transcribed in Korean and then translated into English by the researcher. To ensure trustworthiness, the researcher reexamined the contents of interviews with the participants to assure if the findings reflect their experiences. The next step for the researcher was formatting these text-based interview documents with heading styles. Heading styles in Microsoft Word are applied to whole paragraphs and headings describe what is contained in the paragraph immediately following it. The reason for this formatting is to conduct auto coding within

the NVivo software program. By doing auto coding in this program, the researcher was able to auto code for who is speaking, and then run word frequency and text search analysis to look for the word sustainability. Thus, the whole interview data was auto coded and organized based on each of the 15 questions in these interviews.

As a next step, exploratory coding using the word frequency query was conducted. For search options, the top 50 frequently used words were ordered to display including their stemmed words. Consequently, the word 'students' was the most frequently used words with 184 counts followed by the word 'athletics' with 137 counts. Among these 50 found words displayed in a word frequency query, the researcher double clicked words of interest which appear to be significant for this study and viewed it in context. Those potential keywords were students, athletics, interactions, goals, interest, attendance, events, information, challenging, public relations, games, institution, support, department, promote, barriers, resources, intercollegiate, aspects, perceive, and etc. The information gained from a word frequency query was reviewed and compared with cluster analysis, word cloud display within this query, printed interview documents and along with the coding with text search query.

The main difference between coding utilizing the word frequency query and the text search query is that the text search allows researchers to look for any word even if it is not in the top 50 frequently used words, and it allows researchers to look for phrases and for alternative words (Bazeley & Jackson, 2013). Additionally, the reason for coding with text search queries in this study was that text search allows multiple word searches at one time so the researcher could see if there is any relation between words and compare context from the original document based on searched words. Thus the

researcher ran a text search query by adding the whole interview data within the program and searched across multiple words of interest, which was noted in a prior paragraph, simultaneously.

Along with the coding with word frequency queries and text search queries by utilizing NVivo software program, reading the printed original interview documents over and over was another main process of qualitative data analysis in this study. This let the researcher organize interview participants' thoughts and feelings with careful consideration and see the commonness in their answers to find and create certain themes in the data. As results of this analytic process, the researcher finally came up with main themes embedded in qualitative data in this study. Themes were identified with the following three areas: (a) beliefs about barriers to student attendance, (b) one-sidedness, and (c) self-pride in athletics. Due to the small sample size and the exploratory nature of the study, these results should not be interpreted as reflective of the general population. However, the researcher would like to suggest that interviewees in this study represent numbers of individuals' perspectives in college sport industry when considering national reputation in intercollegiate athletics of this research site. The majority of themes were common to all of the six interview participants.

Beliefs about Barriers to Student Attendance. All six participants were consistent with the idea that there are various factors which negatively impact student interest towards intercollegiate athletic events and limit student attendance. Six interviewees identified weak public relations of athletics as a cause. For instance, Administrator 1 mentioned, "As an assistant, I work and interact with coaches and athletes a lot. But compared to their blood and tears endeavor, institution's public

relations and marketing are too weak. Although the Office of Public Relations involves in promotions, I don't think we are really systematic in motivating students. We need more aggressive marketing and public relations." Administrator 3 responded to the question asking what tends to be the most challenging aspect of motivating student attendance. Administrator 3 mentioned, "Public relations is not good enough. The number of media source is limited by internet homepage and placards on campus. Unless students are enthusiastic enough to look up our information on the campus newspaper, the source for students is very limited." Similar to these administrative assistants, the majority of interviewees identified the weakness in public relations regarding athletic events and the small number of media sources for promoting students. As Antonelli (1994) insisted based on her experience, game attendance in intercollegiate athletics can be increased by appropriate promotional activities. Antonelli's study is discussed in the beginning part of the next chapter.

Participants also believed their budget and marketing in athletics was a barrier. For example, Assistant Director stated, "I wish we could directly e-mail our students and promote their interest regarding our events and overall activities. Transportation for students should be provided for away games. In summary, our small budget is the problem." In addition, Athletic Director stated that there is no separate budget for promoting students' interest or increasing student attendance. There were statements appearing to believe that there are barriers to student attendance in marketing perspectives. For instance, Administrator 2 mentioned for the question asking the perceived barriers to student attendance, "I don't think many students perceive athletics as their entertainment. This is the way it has been. But at the same time, the institution,

including our department, needs to have stronger marketing effort in order to develop athletics. We need to add more human resources for aggressive marketing.”

These beliefs of interviewees corresponded to the results of some of the existing studies based on Korean college sports (Cho, 2006; Yang, 1997). Yang (1997) attempted to address the roles and needs for sport marketing in Korean athletic programs involving a sample of sport management personnel and sport consumers. As a result, 51% of the participants in his study indicated that their programs dedicated less than 5% of the institutional budget. Most respondents, 86% of the participants indicated sport marketing to be “somewhat important” or “very important” relevant to overall management functions in their programs. However, marketing did not receive a large portion of the athletic budget, as only 2% of the participants indicated that 10% or more of the budget was dedicated to marketing, while 72% indicated that less than 4% of the athletic budget was spent on marketing. The study also showed that 42% of the participants stated that the primary goal of marketing in sport management was to sell products or services. This reflected the one-dimensional view of marketing as a sales aid only (Yang, 1997).

Another research survey was conducted to investigate the status of sports marketing in Korean college sports. Yang (1998) presented the four main points as findings of this study. Among those, one of the findings was relevant to the qualitative data in this dissertation. According to Yang, the rate of investment in marketing within the budget of athletic programs was very low and only 36% of the participating institutions had marketing personnel for athletic programs. This implied that the planning and operating of participating institutions’ athletic programs were not systematic when compared to other profit-making organizations within the institutions.

Furthermore, only 45% of the respondents indicated that the target population of their athletic programs was a student body within the institution. Yang implied that inappropriate positioning of many of the athletic programs exists and the students are not even considered as potential spectators of their own institution's athletic events.

Besides these beliefs of interviewees noted above based on promotional perspectives, facility issue was another factor that showed their beliefs and thoughts about the barriers. Athletic Director mentioned for the question asking about interviewees' perceived barriers to student attendance, "Again, limited facility is a barrier. About 150 to 200 students attend volleyball home games and the stadium gets quite crowded with people. It's too small when considering students' interest toward our volleyball events." In addition, Assistant Director mentioned for this same question, "Facility issue is also a barrier. The reason that we cannot have soccer home games is that our soccer field size lacks in scale based on the regulation of Collegiate Soccer Association." These statements need to receive more attention when considering students' strong preference toward the Facility Factors when they attend athletic events. As discussed in statistical results of this study based on principal component analysis and descriptive statistics, survey items such as location convenience, accessibility, condition of stadium, and cleanliness of stadium, all of which were initially hypothesized to measure facility factors, ranked very high among all of the survey items. It is certain that these facility issues cannot be solved immediately due to the institution's fiscal balance or policy. However, a stadium for Korean traditional wrestling is currently under construction in this institution by state support. According to Athletic Director, this will be the first college sport stadium for Korean traditional wrestling in the nation. In order

to meet students' preferences and sport management personnel's needs, the institution will have to continuously make plans to obtain state support and also attempt to conduct proper resource allocations for athletic facilities. Unlike the American college sports, obtaining financial state support for athletics seems possible in Korea and can be one way to increase assets for college sports.

There were other factors that showed interviewees' beliefs about the barriers to student attendance. For example, Director of Public Relations stated for the question asking the most challenging aspect of motivating student attendance, "In my view, the most challenging aspect is students' class schedules. They overlap with athletic event schedules a lot. This is also the reason that our student athletes skip their academic classes." Moreover, there were beliefs regarding campus culture as a barrier to student attendance. Administrator 2 stated for the same question, "In one word, I would say it is related to campus culture. Not many people have great interest in athletics. I don't think many students perceive athletics as their entertainment." The Director of Public Relations also believed that campus culture itself has a relation to student attendance. He mentioned, "I think student interest toward athletics is grounded on their personal tendency, which is really difficult to change. I believe their interest is part of our campus culture. Unfortunately, our campus culture is not really focused on going to the games. Students are busy getting better grades and preparing to be hired after their graduation. It's sad but this is our reality. As a director of public relations in this institution, it doesn't feel right to just aggressively publicize our athletic events unless our teams do really good and make it to the finals."

One-Sidedness. The term one-sidedness in this study refers to the imbalanced favor of athletics in this institution and students' interest in athletics shown dominantly from students majoring physical education. Based on the interviews, it appeared that many individuals inside the institution showed favors toward their volleyball team. For instance, Administrator 3 stated for the question asking perceived barriers to student attendance, "For home games, volleyball games are known as a main event and I believe students really enjoy going to these events but not the rest of our home games. Their interest and attention are only toward volleyball events." Furthermore, Administrator 2 stated, "Except for famous and popular events like volleyball home games, the rest of our events desperately need students' interest and aggressive marketing as well. Overall students' interest on campus seems too small. We do update our event schedules and other necessary information on our website but not many students seem to be aware of this."

As shown in the section of demographic information of game attending survey respondents for this study, respondents enrolled in the College of Physical Education were dominating in numbers by exceeding 61% compared to students enrolled in other colleges. Similar results were identified by the interview participants. Administrator 2 mentioned, "I believe many students need to attend sport events in order for us to improve in various ways. However, the current spectators are mostly PE students. It's like a league of their own." He also stated for the question asking what kind of support from the institution was provided to promote student attendance, "When semi-final away volleyball game was held last time, transportation and beverages were provided for student spectators. Of course, this was open to all of our students but PE majors were

most of the users of this service.” Administrator 1 also mentioned for the inquiry about the most challenging aspect of motivating student attendance, “Gaining widespread interest from students is very difficult. Currently, interest towards athletics is very limited to the students in the College of Physical Education. Popularization among the overall students is needed and I don’t think this is the only case of our institution. I believe it is nationwide that intercollegiate athletics only interest PE students.”

Self-Pride in Athletics. It was certain that many of the responses from the interviewees contained negative views regarding the current status of their athletics. However, by utilizing multiple text search in NVivo software program, the researcher observed some statements that were quite contrary to many of their negative opinions. The keywords that led to identify this theme were competitive, strong, volleyball, reputation, public, interest, benefit, and more. Most of these words were not initially found in a list of the top 50 frequently used words using the word frequency query in NVivo. However, all of these keywords were found when the researcher fixed the search range of word frequency. Through word repetitions and key-words-in-context, the researcher observed that some of the interviewees expressed their feelings about pride in athletics although these expressions were not very long or circumstantial.

For instance, Director of Public Relations stated, “I think more than 70 percent of our teams is good enough in athletic competition. I can confidently say our athletics are quite competitive. In case of volleyball team, we have been the strongest team in the nation for decades. Our institution is competitive in sports and it’s true that this helps publicizing our institution.” Assistant Director mentioned for the inquiry about the personal satisfaction with how athletic department engages students, “I’m somewhat

satisfied. At least, I think we're gaining students' interest in big events like volleyball home games. And I believe national broadcast of our soccer, wrestling, and volleyball games do help engaging our students in athletics. However, interaction inside the campus with students is not very satisfied." During the interview, Athletic Director also mentioned that a stadium for Korean traditional wrestling is under construction and he emphasized that this will be the first college sport stadium for Korean traditional wrestling.

Relationship between Themes. Figure 3 depicts a suggested model of the interaction between core themes. It is proposed that beliefs about barriers to student attendance and one-sidedness may be related to each other. However, it was inappropriate to argue that self-pride in athletics have impacted or influenced other themes since the researcher could not find certain relations based on either word repetitions or key-words-in-context. This is reflected in Figure 3 with related keywords and phrases.

To illustrate with an example, Administrator 2 mentioned for the inquiry about the perceived barriers to student attendance, "I don't think many students perceive athletics as their entertainment. This is the way it has been. But at the same time, the institution, including our department, need to have stronger marketing effort in order to develop athletics." Administrator 2 also stated for the inquiry about the most challenging aspects of motivating student attendance, "In one word, I would say it is related to campus culture. Not many people have great interest in athletics. I don't think many students perceive athletics as their entertainment." These two statements were grounded elements for beliefs about barriers to student attendance which represent interviewee's

feelings about campus culture and marketing perspective. However, these statements also contained interviewee's thoughts about how students perceive athletics. By stating that many students do not perceive athletics as their entertainment and expressing this as a concern, it can be implied that Administrator 2 also admits that there are possibilities for one-sidedness at the same time in these statements. As noted earlier, one-sidedness refers to the imbalanced favor of athletics in this institution or students' interest in athletics shown dominantly from students majoring physical education. In this case, it falls into the latter. In summary, this interviewee's feeling about students not thinking athletics as their entertainment could be interpreted as a part of the reason for one-sidedness. This is because it can be related to the phenomenon of dominant interest only from students majoring physical education based on how students think about athletics in these statements. In addition, Director of Public Relations stated, "Unfortunately, our campus culture is not really focused on going to the games. Students are busy getting better grades and preparing to be hired after their graduation. It's sad but this is our reality." It is proposed that contents in this comment show the reality of current students and may have a relation to why many students do not perceive athletics as a part of their entertainment sources on campus. Consequently, the relationship between beliefs about barriers to student attendance and one-sidedness appears to be interactional while self-pride in athletics does not seem to have interrelations with the other themes, as presented in Figure 3.

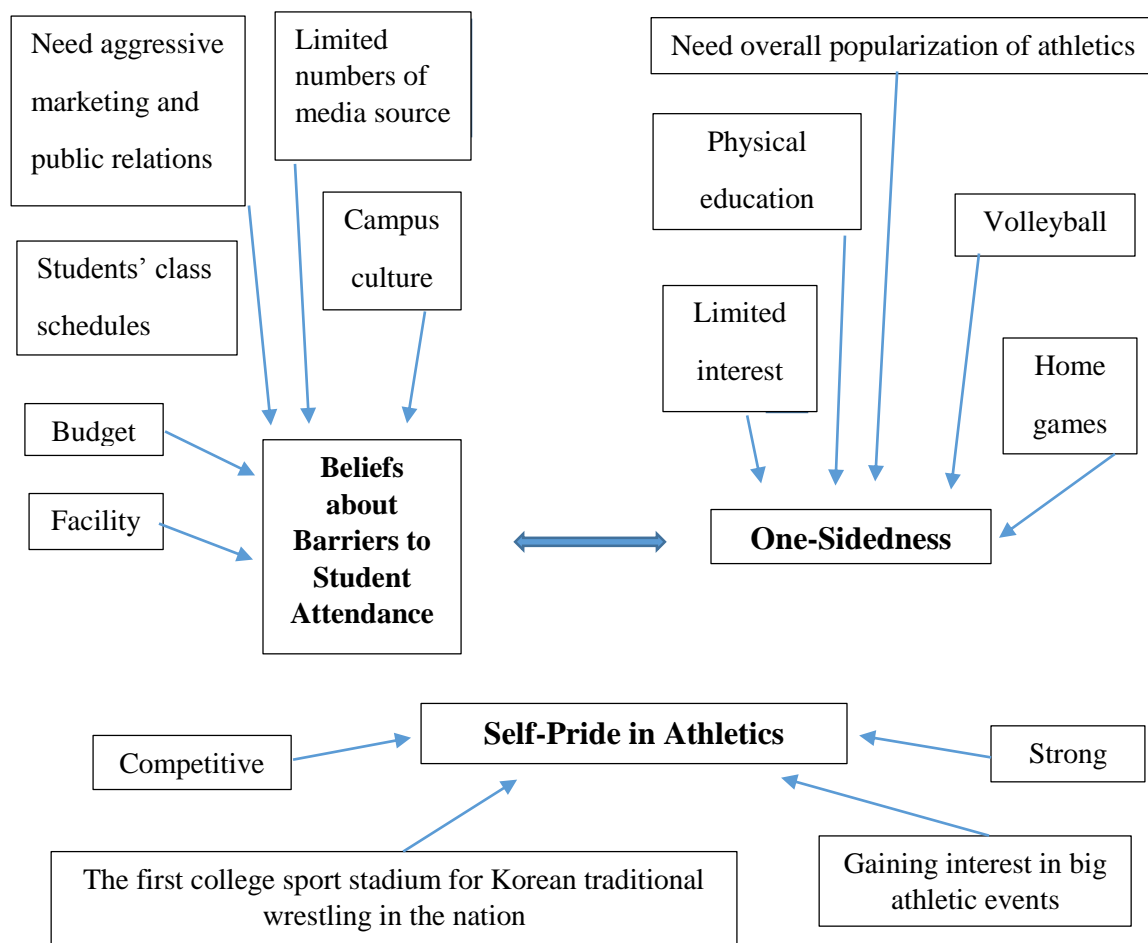


Figure 3. A proposed interactional model of the core themes.

Summary

The principal component analysis was performed on the 22 individual items of factors and this yielded a six factor solution which corresponds to the number of factor categories initially generated (i.e. Competitive Factor, Facility Factor, Entertainment Factor, Social Factor, Identification Factor, and Promotional Factor). These six factors contained a total of 21 individual items by eliminating an item 'player's physical attractiveness' since it was not statistically significant. In-depth interviews with

stakeholders of athletic program were conducted and as results of qualitative data analysis, core themes were identified with the following three areas: (a) beliefs about barriers to student attendance, (b) one-sidedness, and (c) self-pride in athletics. The challenges which interviewees perceive to influence student attendance were weak public relations, small budget, lack of facilities, limited number of media sources, and imbalanced favor in athletics.

CHAPTER V - DISCUSSIONS, CONCLUSIONS, AND RECOMMENDATIONS

This study can be significant in terms of addressing a rare issue in the area of sport studies in both countries. In the United States, while critical scholars tend to assert that the goals of intercollegiate athletics are not consistent with educational missions of higher education, it seems that there has been little effort made to point out the goals of intercollegiate athletics in a scholarly world. In Korea, none of the studies on any area of college sport attendance and studies on the goal of intercollegiate athletics seemed to exist in the Korean literature. According to Lim (2002), the mission of athletic programs in Korea is to accomplish both of students' satisfactory academic life and positive reputation of the institutions. However, most of the athletic programs are not fulfilling their mission due to issues regarding budget, management, etc. (Cho, 2006; Kim, 1998; Lee & Jung, 2002).

The purpose of this study was to explore the factors that may influence students' motivation or choice to attend their institution's intercollegiate athletic events and also to relate the lived experiences of administrators of athletic programs at a university in Korea. Specifically, the research questions are three-fold: (a) what factors motivate students to attend intercollegiate athletic events, (b) how do students perceive the goal of intercollegiate athletics, and (c) what challenges do athletic administrators believe to influence student attendance.

The previous chapter has provided some insight regarding what factors were essential to survey respondents when attending their institution's athletic events, how they perceived the goal of intercollegiate athletics, what individual factors belong to which factor categories based on exploratory factor analysis, and which aspects were

essential on the perspectives of stakeholders of athletics. Based on these results and additional discussion regarding the three research questions of this study, this chapter provides conclusions, recommendations, and suggestions for future research.

Question 1

What factors motivate students to attend intercollegiate athletic events? The answer to the question was obtained through surveys conducted at the research site by the respondents who were current students at the institution when the study was done.

According to the respondents, the Promotional Factor, which included the item 'free admittance' and 'amount of advertising', was the least important category among the six factors. This may be because the Promotional Factor contained only two items, yet it appears different from existing literature based on American college sports. For instance, Antonelli (1994) argues that promotional activities grounded on the team's style of play have worked to increase the game attendance. In her study, Antonelli described her experience with Ohio State University women's basketball team as a Director of Marketing and Promotions and expressed its success in marketing perspective. The most significant factors can be categorized into three aspects which are (a) establishing the season ticket campaign, (b) enhancing the atmosphere, and (c) utilizing the radio network. Establishing an aggressive season ticket campaign was the first strategy by athletic department. The department conducted a direct mailing to the men's basketball season ticket holders, the list of community's major corporations, and the institution's corporate sponsors. Poster and schedule card distribution and advertisement through a local television commercial and movie theaters were also conducted. Next, the athletic department implemented several plans in order to create a positive atmosphere, since it

was very important to ensure that the spectators had a positive experience so that they would return to the next home game. For one of the examples, the athletic department distributed a promotional item at each game to replenish the team's style of play. On the back of this item, there was also a section which introduced and highlighted a player of the game. The introduced player remained after the game to autograph and greet the fans. Lastly, the institution's radio network certainly helped promoting the team since it changed from public radio to commercial radio. The athletic department already knew there was interest in the corporate community; so fortunately, the department attained a great chance to promote the team. Besides these approaches, there were some other events to promote the team mentioned. Above all, it appears that athletic program's strategy was effective due to its solid foundation. According to a consumer study of women's basketball team, which was requested by the athletic program and conducted by The Ohio State University Sport Management Program. This study revealed some significant issues. Of the spectators surveyed, 55% were women and 86% bought concessions. The most significant factors in attending the games consisted of interest in the sport of women's basketball, willingness to support Ohio State Athletics, and desire to be with family. This kind of information provided the department with the sources it needed in order to promote the team. This study contained an important message that promoting college sports requires not only marketing strategies but also additional research.

Again, Ohio State program's success appears possible due to its solid foundation. However, it does not seem aligned with the current status of Korean intercollegiate athletics. First, most of the athletic programs in Korea do not conduct a separate research

in order to promote their athletics. Although many institutions, including my research site, have academic programs related to athletics, studies to facilitate college sports within the institution do not occur in reality. Second, there are not many marketing instruments for the development of athletics at the research site of this study. Although the respondents did not rate the item 'amount of advertising' and 'free admittance' so important, it is certain that there is a lack in utilizing the possible resources besides what the institution is conducting. I acknowledge that it may be inappropriate to compare my research site and Ohio State Athletics due to the difference between their market size and public interest. However, it is not really difficult to come up with possible marketing strategy based on what this institution retains as resources to promote its athletics. For instance, an athletic department could conduct a direct mailing to the current students, alumni, and the list of community's major corporations by providing event schedule information. Moreover, utilizing the radio network on campus could be another method. Poster and schedule card distribution within the campus is a simple and basic strategy but fundamental. It is sure that there are some more effective ways to promote its athletics yet it appears that there were too little efforts regarding promotional activities. However, the Promotional Factor, which included the item 'free admittance' and 'amount of advertising', found to be the least important category among the six factors, according to the survey in this study. This is opposed to the existing studies (Cho, 2006; Kim, 1998; Nam & Jeon, 2003; Yang, 1997) which found that Korean college sports could be improved through amelioration of marketing and financial issues. It indicates that there are differences in perspectives between the current students of the institution and the researchers noted above. The reason for this is not explainable but it seems that the

current students of this institution do not strongly perceive the importance of promotional activities for the motivation to attend athletic events. However, this does not mean that the promotional activities for athletics could be more effective. The respondents in this study may not have recognized its importance or value.

On the other hand, the highest ranked factor category was the Facility Factor which included location convenience, cleanliness of stadium, condition of stadium, and accessibility. Ferreira and Armstrong (2004) indicated that facility niceness and newness were a part of the significant attributes influencing students' decisions to attend intercollegiate athletic events. Nevertheless, these two factors related to facility conditions were neither significant nor highly ranked as the Facility Factor revealed in this study. Undoubtedly, the Facility Factor in this study and the two attributes in the past study (Ferreira & Armstrong, 2004) are not identical in that the Facility Factor includes both physical convenience of spectators and facility conditions while the two attributes only considered the condition of facility. However, each item of the Facility Factor in this study ranked high in its importance and arranged together when factor analysis was conducted as it was initially hypothesized to measure. This clearly indicates that student fans in this study expect a clean, convenient environment when they attend their institution's athletic events.

Besides the Promotional Factor and the Facility Factor which are noted above, the principal component analysis revealed Social Factor, Entertainment Factor, Competitive factor, and Identification Factor as important. The following factors comprised the social factor category in this study: the popularity of sport, affiliation with the university, enjoyment of a particular sport, and tradition of athletic program. The overall mean

average for the social factor category was 3.55 which ranked third lowest out of 6 categories. Considering the entertainment factor category, the overall mean average was 3.67 which was the second highest average of the 6 different categories. These included the amount of speed displayed, the amount of action, the amount of physical contact, cheering crowd, and player's physical attractiveness. Among these entertainment factors, the amount of speed displayed ranked as the most essential individual factor while the amount of physical contact was ranked the least essential individual factor. Among the competitive factor, there were the strategy of sport, the presence of a rivalry, quality of the team, and quality of the opposing team with 3.58 mean average. Considering the identification factor category, the overall mean average was 3.53 which was the fourth highest average of the 6 different categories. These included the reputation of team, the reputation of opposing team, and player's popularity.

Again, the first research question of this study is inquiring about what factors motivate students to attend athletic events. For the discussion about the result of factor analysis, a method of principal component analysis with varimax rotation was used to determine what individual factors really belong to which factor categories and developed a model of factors that may influence student attendance at athletic events. As noted in chapter four, factor analysis in this study yielded a six factor solution which corresponds to the number of factor categories initially generated. There were some changes in placing individual factors into factor categories and one of individual factors, an item called 'player's physical attractiveness', was eliminated since it was not statistically significant. These changes are presented in the previous chapter under a subsection called Principal Component Analysis. In fact, there are weakness and limitation in this

factor analysis. The number of survey respondents in this study seems to be leaned toward males enrolled in the College of Physical Education. According to the survey, there were 78.2% of males and 21.8% of females. In addition, more than 61% of the total respondents were the students enrolled in the College of Physical Education and therefore, one could argue that this analysis cannot be generalized to larger groups. However, the researcher found a theme called 'one-sidedness' in the analytic process of qualitative data gained from in-depth interviews with stakeholders of athletic programs. As mentioned in the previous chapter, the term one-sidedness in this study indicates the imbalanced favor of athletics at the research site and students' interest in athletics shown dominantly from students majoring physical education. This core theme grounded on qualitative data and limitation in factor analysis process are identical in that both represent a phenomenon of interest in athletics dominantly from students majoring physical education in this institution. Thus the researcher suggests that the design of research methods and the results of surveys and interviews in this study is acceptable to present factors influencing student attendance of athletic events in this institution. Figure 4 depicts a proposed model of factors that may influence student attendance at intercollegiate athletic events.

This figure is in the form of hierarchy of effects model. This is because it is arranged in the order of numbers of loaded factors based on the result of principal component analysis in this study. Since factor loadings are the weights and correlations between each variable and the factor, the higher the load the more relevant in defining the factor's dimensionality (Pett, Lackey, & Sullivan, 2003). Thus, this proposed model indicates that Competitive Factor consists of the widest degree of overlapping true

variance between the items and the factor, followed by Facility Factor, Entertainment Factor, Social Factor, Identification Factor, and Promotional Factor.

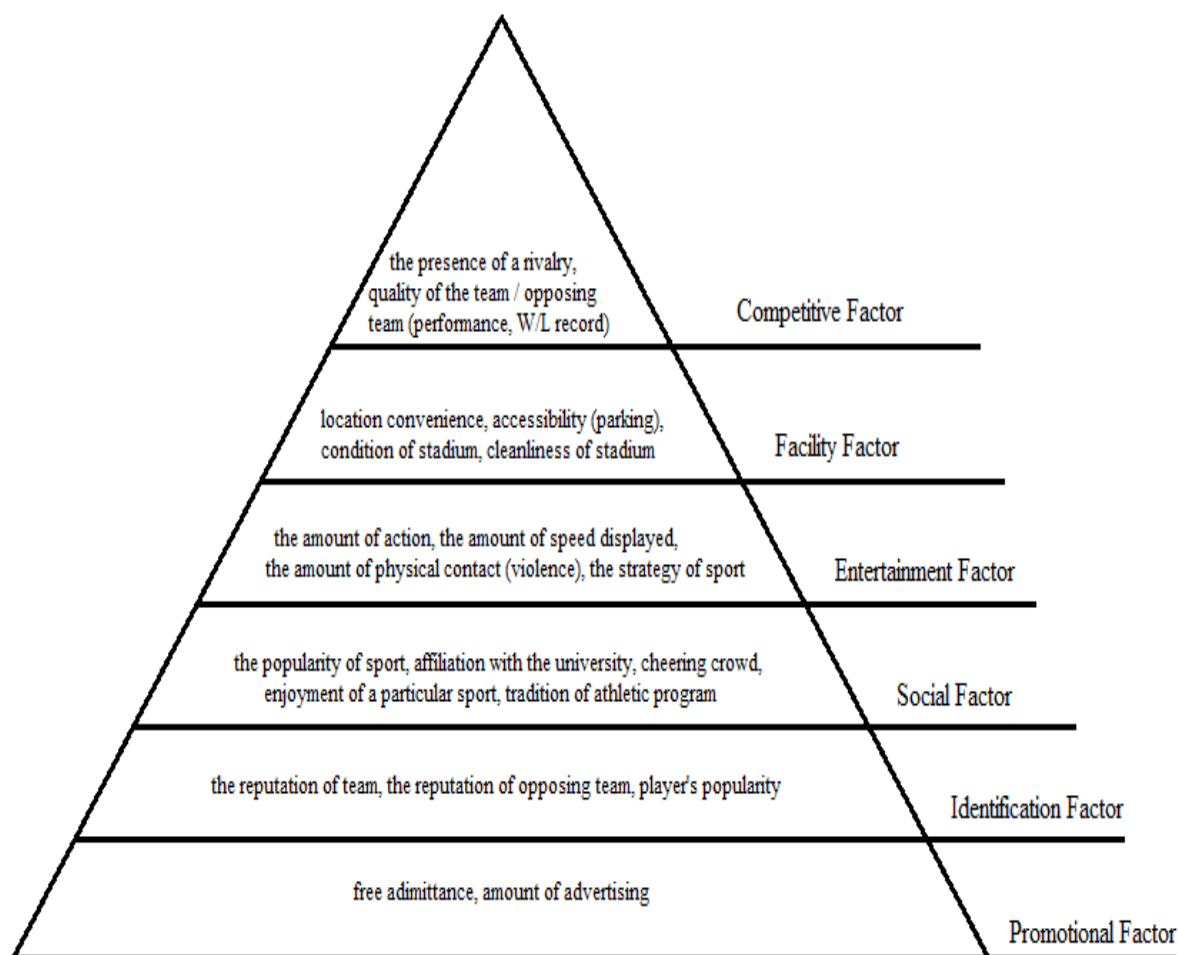


Figure 4. A proposed model of the factors influencing student attendance.

Nevertheless, there are some similarities and differences related to past studies (Ferreira & Armstrong, 2004; Marcum & Greenstein, 1985; Zhang et al., 1995) when considering their results. Similar to this dissertation, Ferreira and Armstrong (2004) conducted a single site research study to examine the factors which influenced college students to attend their intercollegiate athletic events. What differentiates between this

dissertation and authors' existing study in design is that this study explores attending students' views at the actual athletic events while the authors distributed questionnaires to students in sport related academic classes. As results, the authors revealed that the salient attributes which most differentiated the sport attendance alternatives were the ones directly associated with basic sport product characteristics. These core sport product characteristics included the degree of sport popularity and physical contact shown in the competition (Ferreira & Armstrong, 2004). In this dissertation, these two factors are loaded and arranged in the Entertainment Factor as factor 3. However, in the section of descriptive statistics of this dissertation, the degree of sport popularity ranked 17th out of 22 items in its importance and survey respondents ranked physical contact as the least important item when they attend athletic events. It seems similar that these two items were categorized in the identical factor in both studies but how students perceive the importance of individual item appears quite different.

In addition, factors associated with promotional activities, such as free offerings and pregame entertainment, were present in the models but these had lower relative importance to participants' preferences compared to those core sport product characteristics (Ferreira & Armstrong, 2004). In this dissertation, none of the items in promotional category was ranked high in survey respondents' perceived importance when they attend athletic events. Moreover, when reliability analysis conducted for six factor categories, this category was the only case that its Cronbach's alpha value have been extracted below .60 and this may be because there were only two items in this factor. To sum up, it appears inappropriate to say that items associated with promotional activities in this study are either relevant in defining the factor's dimensionality or significant in

motivating student attendance, which is similar to the result of Ferreira and Armstrong's study.

Nonetheless, the ranking of importance in this study differed from the results yielded in other existing studies (Marcum & Greenstein, 1985; Zhang et al., 1995), which found that items such as quality of the team / opposing team (W/L record) and schedule convenience were more influential for participants in deciding to attend athletic events. However, these two existing studies are based on professional sport events, so we cannot assure this is the reason that the results between studies differed. The researcher could not find studies presenting the viewpoint of dissimilarity between studies regarding intercollegiate athletic events and those of professional sport events.

Question 2

The second research question of this study inquires about how students perceive the goal of intercollegiate athletics. The questionnaire in this study also included this type of questions asking about how students perceive the goal. There were 13 Likert Scale questions listed in the questionnaire and these were divided into developmental goals and performance goals. This conception distinguished between developmental goal and performance goal was initially modified from the study of Trail and Chelladurai (2000). Developmental goal includes items based on the development of student athletes while performance goal is focused on utilitarian purposes such as winning and entertainment.

According to the survey, the overall mean average for developmental goals was 3.69 which was somewhat higher than the 3.59 mean average response for performance goals. Victories over rivals ranked as the most important goal of intercollegiate athletics

which was perceived by students with a 3.87 mean average response. Career development of student athletes was ranked as the second most essential individual factor with a 3.78 mean average response followed by ethical leadership of student athletes and equality for teams of both gender, presenting three developmental goals ranked high among all of the goals listed. On the other hand, revenue generation ranked as the least important goal with a 3.16 mean average response followed by winning records, social development of athletes, prestige for the university, positive media coverage, and academic achievement for athletes. However, it was not appropriate to claim that there are significant differences of students' perception between developmental goals and performance goals. All individual factors of both developmental and performance goal were spread and loaded almost evenly not showing a significant inclination.

In addition, during the qualitative in-depth interviews with stakeholders of athletic program for this study, one of the questions in these interviews was focused on this identical issue. Specifically, the question was "How do you perceive the goal of intercollegiate athletics? If there are developmental goals and performance goals, do you have certain priorities or preferences when considering the goals of college sports? Is there a specific reason for your preference?" Again, these stakeholders include an athletic director, an assistant director, a director of public relations, and three administrative assistants in athletic department.

Four of the six interviewees mentioned that performance goals of intercollegiate athletics are more important than developmental goals in their perspectives. For instance, the assistant director stated, "I believe performance goals are more important. Public interest in college sports is getting smaller compared to the past. For the worse,

institution is asking for budget cuts in athletics. Then, why should universities strive for country's elite sports? Why should we work so hard with this small budget? The only way for us to survive is to have better winning records, produce better athletes, and hopefully benefit the institution in various ways." In the view of the researcher regarding this statement, it indicates that this interviewee cannot really declare what the goal of intercollegiate athletics is and thus he seeks ways to benefit the institution in visible forms such as winning records or other utilitarian purposes. On the other side, two interviewees stated that developmental goals are more important in intercollegiate athletics. For example, Administrator 3 stated, "Developmental goals are more important. In order to achieve performance goals, I believe we should reach the goals that are focused on development of student athletes. We cannot focus on utilitarian purposes until our athletics are developed to a certain level." These two interviewees believed that this is also a matter of priority in that developmental goals should be first reached in order to aim performance goals. As noted above, four out of six interview participants stated that performance goals are more important than developmental goals in intercollegiate athletics. However, it is inappropriate to make a certain assertion that the stakeholders of athletic programs significantly perceive performance goals as more essential than developmental goals since the sample size is too small.

Accordingly, the researcher could not find significant differences of both students' and stakeholders' perception between developmental goals and performance goals in this study. This is not consistent with the result of a past study (Trail & Chelladurai, 2000) which is the original model of distinguished conception between developmental goal and performance goal. Trail and Chelladurai (2000) identified 10

selected goals and tested the relative importance as perceived by faculty and students in a large midwestern university in the United States. The findings indicate that there were differences between males and females and between faculty and students in how the importance of these ten goals is recognized. For instance, while rankings of the goals were similar in groups, the female participants in this study were more concerned with the goal of diverse culture and gender related issues. However, the main finding in the study was that all groups were congruent in recognizing the developmental goals as more important than the performance goals. Participants in the study rated the developmental goals more critical than the performance goals with student athlete's academic achievement as the most important goal (Trail & Chelladurai, 2000). This finding is identical to the assertion of many scholars' works that are focused on the need for educational goals to be the main focus of intercollegiate athletics (Andre & James, 1991; Brand, 2006; Duderstadt, 2003; Gerdy, 1997; Goff, 2000; McCormick & Tinsley, 1987; Mixon, 1995; Rhoads & Gerking, 2000; Sperber, 1990).

In the United States, due to the privilege which results from the huge public interest, it sometimes appears that the university revolves around the athletic programs. Moreover, an athletic competition certainly provides a clear and more visible description between winning and losing. Nonetheless, Gerdy (1997) states that college sport is a single component of a larger whole and athletics need to set the standard of its goal within higher education's larger purpose which is education. Andre and James (1991) also mention that the ideal goal for athletics in the university is educational. They argue that the desirable goal for intercollegiate athletics should be educational and be grounded on the fundamental purpose of higher education. In addition, at the same time,

intercollegiate athletics may promote many socially desirable goals and accordingly can be defended on utilitarian purposes.

However, the situation in the research site of this study seems very different from the American college sports. According to the analysis of qualitative data in this study, stakeholders of athletic programs were concerned with various types of potential barriers such as limited number of media sources, weak marketing, budget issues, facility issues, and more. As shown in the past studies based on Korean college sports (Cho, 2006; Lim et al, 1994), these concerns of stakeholders correspond to the results of existing studies in that intercollegiate athletics need to overcome barriers such as marketing and facility issues. Cho (2006) mentioned that the development of athletics often was not achieved due to the financial reason, mismanagement of athletic programs, student athletes, and more. Additionally, Lim et al (1994) found that marketing, facilities, and leadership are the three most essential priorities for the investment in college sport management. An even more serious issue is that the researcher could not find any related existing studies grounded on either the goal of intercollegiate athletics or the motivation of student attendance during the research process for this dissertation. The literature on these areas of Korean college sport seems to be missing. Gerdy (1997, p. 36) stated that, "With both academe and the public questioning about the role of athletics in higher education, critical debate regarding the effectiveness with which athletics accomplishes its goals should be encouraged." The researcher of this study strongly believes that scholars in the area of sport studies should share the mindset that literature related to the goal of intercollegiate athletics must be researched and developed in order to form the basis of college sport studies in Korea. After this foundation has been established, then scholars will be able to

research various subjects by considering the balance between utilitarian purposes and what can be meaningful and helpful to the college students including student athletes.

Question 3

The last research question of this study inquires about what challenges the stakeholders of athletic programs believe to influence student attendance at athletic events. Through the qualitative data collection process, many of their perceived challenges were clearly disclosed. Although there can be more challenges besides what has been disclosed during the interview, it appears that stakeholders recognize several challenges in marketing perspectives, fiscal issues, limited interest on campus, facility issues, and more.

All six interviewees were consistent with the idea that public relations for athletics is weak in its efficiency. At the same time, some of the interviewees were concerned about the small number of media sources to inform students on campus regarding athletic events. Administrator 3 responded to the inquiry about the most challenging aspect of motivating student attendance, “Public relations is not good enough. The number of media sources is limited by internet homepage and placards on campus. Unless students are enthusiastic enough to look up our information on the campus newspaper, the source for students is very limited.” Interviewees also believed their budget, facility, and marketing in athletics were barriers. For example, Administrator 2 stated for the inquiry about the perceived barriers to student attendance, “I don’t think many students perceive athletics as their entertainment. This is the way it has been. But at the same time, the institution, including our department, needs to have stronger marketing effort in order to develop athletics. We need to add more human

resources for aggressive marketing.” Besides these beliefs of interviewees based on promotional perspectives, facility issue was another factor that showed their beliefs and thoughts about the barriers. The Athletic Director stated, “Again, limited facility is a barrier. About 150 to 200 students attend volleyball home games and the stadium gets quite crowded with people. It’s too small when considering students’ interest toward our volleyball events.” Facility issues need to receive more attention when considering students’ strong preference toward the Facility Factor when they attend athletic events. As discussed in statistical results of this study based on factor analysis and descriptive statistics, survey items such as location convenience, accessibility, condition of stadium, and cleanliness of stadium, all of which were initially hypothesized to measure factors related to facility, ranked very high among all of the survey items. It is understandable that these issues cannot be solved immediately due to the institution’s fiscal balance or policy. However, a stadium for Korean traditional wrestling, which will be the first college sport stadium in the nation for this sport, is currently under construction at the research site with state support. In order to meet students’ preferences regarding the Facility Factor and sport management personnel’s needs, the institution will have to continuously create plans to obtain state support and also attempt to conduct proper resource allocations for athletic facilities. In addition, there were concerns about the small budget, campus culture, and opinions about overlapping schedules between students’ classes and athletic events. For instance, an Assistant Director mentioned, “I wish we could directly e-mail our students and promote their interest regarding our events and overall activities. Transportation for students should be provided for away games. In summary, our small budget is the problem.” Moreover, the Athletic Director

stated that there is no separate budget for promoting students' interest or motivating student attendance. The Director of Public Relations stated for the inquiry about the most challenging aspect of motivating student attendance, "In my view, the most challenging aspect is students' class schedules. They overlap with athletic event schedules a lot. This is also the reason that our student athletes skip their academic classes." Moreover, there were beliefs about campus culture as a barrier to student attendance. Administrator 2 mentioned for the same inquiry, "In one word, I would say it is related to campus culture. Not many people have great interest in athletics. I don't think many students perceive athletics as their entertainment." Director of Public Relations also believed that campus culture itself has a relation to student attendance. He mentioned, "I think student interest toward athletics is grounded on their personal tendency, which is really difficult to change. I believe their interest is part of our campus culture. Unfortunately, our campus culture is not really focused on going to the games. Students are busy getting better grades and preparing to be hired after their graduation. It's sad but this is our reality. As a director of public relations in this institution, it doesn't feel right to just aggressively publicize our athletic events unless our teams do really good and make it to the finals." Although the researcher agrees with this statement in that campus culture is very difficult to make changes, my personal notion regarding campus culture relies on the view that it is usually determined by proper management inside the institution. Perhaps individuals inside the institution could acknowledge cultural awareness and discreetly work to change the culture as it relates to athletics. For instance, the athletic department could create a committee to periodically facilitate discussions with students with the aim of creating a positive notion of athletics. Furthermore, the department could create plans to

refocus its vision and improve its mission statement. These kinds of approaches and additional activities to promote students' interest may reduce the barriers such as promotional perspectives, facility issues, campus culture, etc.

Based on coding and analysis of qualitative data gained from in-depth interviews, the researcher found three major themes and presented those in the previous chapter. One of those themes is called one-sidedness. Again, one-sidedness in this study refers to the imbalanced favor of athletics in this institution and students' interest in athletics shown dominantly from students majoring physical education. According to the interviewees, one-sidedness also appeared to be a strong challenge which they perceive to influence student attendance at athletic events. For example, Administrator 3 mentioned, "For home games, volleyball games are known as a main event and I believe students really enjoy going to these events but not the rest of our home games. Their interest and attention are only toward volleyball events." As presented in the section of demographics of game attending survey respondents for this study, respondents enrolled in the College of Physical Education were dominating in numbers exceeding 61% as compared to respondents enrolled in other colleges. This phenomenon was identified by the interview participants. Administrator 2 stated, "I believe many students need to attend sport events in order for us to improve in various ways. However, the current spectators are mostly PE students. It's like a league of their own." He also mentioned for the question asking what kind of support from the institution was provided to promote student attendance, "When semi-final away volleyball game was held last time, transportation and beverages were provided for student spectators. Of course, this was open to all of our students but PE majors were most of the users of this service." Moreover, Administrator 1 stated for

the inquiry about the most challenging aspect of motivating student attendance, “Gaining widespread interest from students is very difficult. Currently, interest towards athletics is very limited to the students in the College of Physical Education. Popularization among the overall students is needed and I don’t think this is the only case of our institution. I believe it is nationwide that intercollegiate athletics only interest PE students.”

In fact, as discussed in the previous chapter, the barriers which stakeholders believe to influence student attendance, such as issues focused on marketing or facility, are consistent with the results of existing studies (Cho, 2006; Kim, 1998; Lee & Jung, 2002; Lim et al, 1994; Nam & Jeon, 2003; Yang, 1997; Yang, 1998). Nevertheless, researches related to one-sidedness cannot be found within the past studies based on Korean intercollegiate athletics. To be exact, one-sidedness in this study depicts two phenomena in this institution. First, it refers to the imbalanced favor of athletics which means that people’s interest leans toward volleyball events. Second, it refers to the phenomenon of students’ interest in athletics shown dominantly from students majoring physical education. As a matter of fact, this institution is known for national champions in volleyball for decades and therefore it is inappropriate to argue that this imbalanced favor of athletics can be generalized. However, the researcher suggests that the phenomenon of students’ interest in athletics shown dominantly from students majoring physical education should be discussed and researched. The researcher personally believes that this phenomenon is not necessarily confined to this institution, such as mentioned by Administrator 1 in the prior paragraph. Undoubtedly, studies can be conducted based on a goal to promote interest from the students besides the ones majoring physical education. On the other hand, comparative studies, such as analyzing

the difference between students majoring physical education and students of other major with respect to attendance of athletic events, motivation for being spectators, and levels of identification, might be more meaningful and beneficial. These kinds of comparative study may be meaningful when considering the absence of related studies.

Conclusions

Chapter four has provided some insight regarding what factors were essential to students when attending their institution's athletic events, how they perceived the goal of intercollegiate athletics, what factors belong to which categories grounded on factor analysis, and what challenges stakeholders of athletics perceive to influence student attendance. In this chapter so far, additional discussions based on the three research questions of this study, which include a proposed model of the factors influencing student attendance, are noted above. The evidence shown through these discussions and the data collected in this study permit several conclusions to be drawn.

1. Student fans in this study appear to certainly expect a clean and convenient facility environment when they attend their institution's athletic events. According to the survey, the facility factor was the most important category which students perceive to influence their attendance.
2. On the other side, the promotional factor was the least important category based on students' perspectives which is not consistent with the results of past studies (Cho, 2006; Kim, 1998; Nam & Jeon, 2003; Yang, 1997). This indicates that different perspectives exist between scholars of these past studies and the students in my research site.

3. The number of student fans attending athletic events was leaned toward students majoring physical education, as shown in qualitative data analysis process and demographics in descriptive statistics.
4. There was not any significant difference of either students' or stakeholders' perception between developmental goals and performance goals. This is different than the result of a past study (Trail & Chelladurai, 2000) which is the original model of distinguished conception between developmental goals and performance goals. In this past study, all groups of participants were congruent in recognizing the developmental goals as more significant than the performance goals.
5. Among the three core themes derived from qualitative data analysis in this study, the relationship between 'beliefs about barriers to student attendance' and 'one-sidedness' appears to be interactional while 'self-pride in athletics' does not seem to have interrelations with the other themes. These two interactional themes explained stakeholders' challenges in motivating student attendance.
6. According to the interviews, the challenges stakeholders perceive to influence student attendance were: (a) weak public relations and marketing, (b) small budget, (c) lacking facility, (d) overlapping schedules between athletic events and academic classes, (e) campus culture not focused on athletics, (f) limited number of media sources to inform students about athletic events, (g) imbalanced favor in athletics within the institution, and (h) difficulty in promoting students' overall interest regarding athletics.

All conclusions noted above are based on the facts derived from findings and discussions of this study. These findings and discussions can be found in chapter four and earlier in this chapter to support conclusions of this study.

However, there are several limitations to this study. For instance, this study is a single site research study which often limits the sample size. Despite countless searches based on database engines from Korea and the United States, lack of past research studies on the topic can be another limitation. In addition, there seems to be cultural differences and other discrepancies between college athletics in Korea and the United States although they are undisclosed in this study. For example, a stadium for Korean traditional wrestling is under construction at the research site with state support, as noted in the previous chapter. However, there is no chance of gaining this kind of financial state support for athletic facilities in the United States since many American universities are sponsored by corporations or meet the expense with student fees. Therefore, some of the findings may not be applicable in both settings. Under the assumption that survey participants and interviewees respond in an honest manner, data collection was conducted. Nevertheless, this study is limited by the nature of its respondents. The findings should be interpreted cautiously since most of the participants consist of a sample of students attending athletic events in a single university. Thus, the findings may not be generalizable to other organizations. To improve generalizability of the findings in the future, researchers should approach to random samples of individuals within several research locations.

Summary

Ferreira and Armstrong (2004, p. 196) stated that, “College students are members of an important segment in their own right. Not only do they play an important role in supporting their university sponsored sport teams during their collegiate years, but they are also an important part of future marketing efforts”. Understanding the elements that influence sport consumer’s preference and behavior is important for understanding consumer’s decision making process and for improving a particular area of sport industry. The purpose of this study was to expose the factors that may influence students’ motivation to attend their intercollegiate athletic events and also to explore the lived experiences of stakeholders of athletic programs at a specific university in Korea. Specifically, the research questions of this study are: (a) what factors motivate students to attend intercollegiate athletic events, (b) how do students perceive the goal of intercollegiate athletics, and (c) what challenges do athletic administrators believe to influence student attendance.

Both qualitative and quantitative methods are applied in this study. A survey questionnaire was administered at five athletic events during the fall semester 2013, which were two volleyball, two soccer, and one table tennis games. There were 22 Likert Scale questions based on what factors motivated student spectators to attend these events and 13 Likert Scale questions regarding how students perceive the goal of intercollegiate athletics as well as demographic questions. A total of 164 completed questionnaires were returned and used as quantitative data for this study. In addition, interviews with six individuals who are engaged in athletics were conducted for the qualitative data. These interviewees include an athletic director, an assistant director, a director of public

relations, and three administrative assistants in the athletic department. Quantitative data was analyzed using the SPSS 20 statistical software program and qualitative data using Nvivo 10 software program.

The survey questions were designed to acknowledge the factors that may influence or motivate students to attend athletic events. These individual factors were grouped into categories based on their content and these include social factors, competitive factors, identification factors, entertainment factors, promotional factors, and facility factors. According to the survey, the highest ranked category was facility factor which included location convenience, cleanliness of stadium, condition of stadium, and accessibility while promotional factor, which included free admittance and amount of advertising, was the least important category among the six factors. The second phase of the survey asked students how they perceive the goal of intercollegiate athletics. Victories over rivals ranked as the most important goal which was perceived by students followed by career development of student athletes, ethical leadership of student athletes and equality for teams of both gender, showing three developmental goals ranked high among the goals listed. However, it was not adequate to say that there are significant differences of students' perception between developmental goals and performance goals. By showing different findings when compared to a past study (Trail & Chelladurai, 2000), individual factors of both developmental and performance goal categories were almost evenly distributed and did not show a significant preference. Moreover, during the interviews with stakeholders of the athletic program, it was consistent with the above in that the interviewees did not perceive a significant difference between these two goals.

Considering factor analysis in this study, principal component analysis with varimax rotation was performed on the 22 items of factors and this yielded a six factor solution which corresponds to the number of factor categories initially generated. These six factors were named Competitive Factor, Facility Factor, Entertainment Factor, Social Factor, Identification Factor, and Promotional Factor. There were several changes in loading an individual item to a certain factor in this process and examples are mentioned in the previous chapter. These six factors contained a total of 21 individual items by eliminating an item 'player's physical attractiveness' since it was not statistically significant based on a reliability test. Grounded on this process, a proposed model of the factors influencing student attendance was presented.

Interviews with stakeholders of athletic program were conducted, recorded, and transcribed in Korean and then translated into English by the researcher. The contents of interviews were reexamined with the participants to assure if the findings reflect their experiences. As results of qualitative data analytic process, core themes were identified with the following three areas: (a) beliefs about barriers to student attendance, (b) one-sidedness, and (c) self-pride in athletics. The challenges which interviewees perceive to influence student attendance were weak public relations, small budget, lack of facilities, limited number of media sources, and imbalanced favor in athletics. All of these challenges were derived from the theme 'beliefs about barriers to student attendance' and 'one-sidedness'. In fact, it is proposed in this study that the relationship between these two themes appears to be interactional while the theme 'self-pride in athletics' does not seem to have interrelations with others.

Recommendations

The followings are recommendations grounded on the findings of surveys with students and interviews with stakeholders of athletic program at the research site. The sequence of these recommendations does not reflect their importance or significance in practice.

1. Separate research within the institution should be conducted in order to promote its athletics. Although promotional factor category was perceived as the least important category based on the survey, students may not have recognized the significance of promotional activities. Athletic department could collaborate with either the College of Physical Education or a graduate program within the institution to conduct additional studies.
2. Marketing strategies in athletics should be expanded. It appears true that there are not many marketing instruments for the development of athletics at this research site as perceived by stakeholders of the athletic program. However, simple and basic methods can be fundamental in some cases. For instance, poster and schedule card distribution within the campus can be effective. Utilizing the radio network on campus for stronger public relations could be another method. Strategies should be added or fixed after separate studies within the institution are conducted and fully discussed between researchers and stakeholders of the athletic program.
3. The institution should continuously create plans to obtain state support and also attempt to conduct proper resource allocations for athletic facilities, as the institution did for its Korean traditional wrestling stadium. The survey in this

study clearly indicates that student fans expect a clean, convenient environment when they attend their institution's athletic events, and therefore its facilities should be adequately funded.

4. The athletic department should create a committee to periodically facilitate discussions to encourage students to have a positive notion towards athletics. There should be a formal method of dialogue to interact with students since the barriers to student attendance disclosed in this study include a campus culture which is not focused on athletics, limited interest by students, and a need to popularize athletics overall. There should be regular meetings on campus throughout the entire academic year with student representatives, stakeholders of athletic program, and other committee members including faculty and staff of the institution.
5. A proposed model of the factors influencing student attendance found in this study may not be generalizable in other organizations. However, this model should be considered when discussing possible marketing strategies or conducting additional studies within the institution. To improve the positioning of athletics in this institution, stakeholders of athletic department should consider highlighting the factors examined.

Although the majority of higher education institutions in Korea, including the research site, have academic programs related to athletics, separate studies to motivate college sports within the institution have not been put into practice. As discussed earlier in this chapter, promotional activities within the institution can be effective.

Nevertheless, the reason for introducing a past study (Antonelli, 1994) earlier this chapter

was that this study contained an essential message that promoting college sports requires not only marketing strategies but also additional research inside the institution. In terms of expanding marketing strategies, utilizing social networking sites to provide various information including event schedules is also recommended. When considering internet trends nowadays, this can be effective in gaining interests from the current students and also can be the easiest way to publicize athletic events with little expense. In addition, student spectators in this study expect a clean and convenient facility environment and stakeholders of athletic program also perceived that facility issues influence student attendance. However, it is certainly understandable that these facility issues cannot be solved immediately when considering the institution's fiscal balance or policy. In order to meet students' preferences and stakeholders' needs, the institution will have to upkeep the current facilities to excellent conditions along with making plans to obtain state support and conducting proper resource allocations. As noted above, establishing a platform for dialogue with students is recommended. Besides creating a committee for promoting athletics by interacting with students and other members of the institution, athletic department could create plans to refocus its vision and improve its mission statement in terms of building a stronger pursuit of the identical goals of stakeholders.

Suggestions for Future Research

The current study is limited in that it is a single site research study which often limits the sample size. This study is limited by the nature of its respondents and the findings may not be generalizable to other organizations. Additional research could move beyond this exploratory study and contribute to a deeper understanding of ways to promote student attendance in Korean intercollegiate athletics and what can be done to

ameliorate the barriers which sport management personnel perceive, and fundamental research in college sport studies which appears to be missing. Future research should include the areas discussed below.

A multiple site study which modifies and adapts a proposed model of the factors influencing student attendance found in this study would be helpful in determining whether this model should be expanded and utilized. Moreover, this will overcome some of the limitations in the current study. It should attempt to replicate this model in different regions in the nation where more diverse higher education institutions are available. Additional dependent variables may be examined to analyze other areas to influence, especially with regard to the types of motivation and barrier to attendance. Future research could expand the six factors in this model to examine individual differences of motivations to attendance in a broader context and create additional recommendations or implications for the college sport industry.

As a part of the findings in this study, the number of student fans attending athletic events leaned toward students majoring physical education and stakeholders were also concerned with the similar phenomenon, as shown in qualitative data analysis and demographics in descriptive statistics. The researcher believes that this phenomenon is not necessarily confined to this institution, identical to the assertion of one of the interviewees in this study. In an extension of this study, there is a need to analyze the difference between students majoring physical education and other students on campus. It seems worthwhile to test individual differences in motivation for attending athletic events to figure out critical predictors of attendance on both student groups. Since the number of student spectators tends to lean toward students majoring physical education,

collecting data in athletic related classes, rather than at actual athletic events, is recommended to include equal numbers of student groups. In the United States, a study (Kwon & Trail, 2001) comparing differences of American students' and international students' attendance of intercollegiate athletic events was conducted. Considering that international students' attendance rate of athletic events is significantly lower than American students' rate, the finding was surprising in that the international students have similar interest and identification level with their institution's athletic teams. Similar to this research by Kwon and Trail, the interest level of many students at the research site of the current study may be present but is not being practiced and expressed by attendance. Future research should focus on identifying students' interest level, identification level, and their willingness to attend athletic events based on overall student population.

An examination of deeper understandings about the goal of intercollegiate athletics might be helpful to form the basis of college sport studies in Korea. In the United States, it often seems that the universities revolve around the athletic programs due to huge public interest and commercialization. Therefore, some arguments regarding the goal of college sports exist and usually end up by assertions that the goal should be educational. However, the situation in the research site seems quite different from college sport industry in the United States in that past studies in this area seem to be missing and public interest is much less. Discussions regarding the fundamental goal of college sports for future research are recommended. After this foundation has been set, researchers should be able to discuss further ideas on the goal of college sports, for example, by examining how people perceive about the goal or whether their emotions are

attached when they think of the goals and finally come up with possible marketing implications for improvement.

Future research on the impact of intercollegiate athletics on students' campus life may be desirable since it can identify benefits derived from the involvement with their institution's athletic programs as fans. A comparative study with Schurr et al (1993), which showed that students in the attending group had a significantly higher graduation rate and grade point average than those in the non-attending group, may be premature in the present, but eventually it will make a contribution to change campus culture toward a positive way about intercollegiate athletics.

Epilogue

During my first visit to a university in the United States as an exchange student in the year 2000, I was overwhelmed to observe intercollegiate athletic events due to their entertaining and positive atmosphere. I naturally acknowledged by observation that intercollegiate athletics can be beneficial to the institution, the students, and the community. I undertook this exploration because I was curious about relatively new approach in Korean college sport studies and I sincerely desired that intercollegiate athletics thrive with high awareness of the students and the public. Some of the findings in this study differed from the results of studies conducted in the United States. I believe this is because public interest level, student athletes' environment, size of the industry, fans' identification level with athletic teams, and campus culture are very different between the two countries. As the readers can see in the chapter of literature review, most of the studies in Korea deals with highlighting problematic issues. I believe that these concerns about the current status of intercollegiate athletics are necessary but that it is also crucial to support the idea of putting more weight on conducting studies and discussions to improve college athletics. I understand that athletics in the research site is just in the early stage of the evolution of college sports but that there are huge potentials to grow and finally play an essential role as a component of higher education.

I am among those who truly believe that athletic competition can play an important role in a university's central mission of education. If one were to listen to the talks given to our teams in the locker room, one would hear words such as pride, sacrifice, dedication, courage, confidence, leadership, integrity, honor, and honesty. (Duderstadt, 2000, p. 272)

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APPENDIX A

FACTORS THAT INFLUENCE STUDENT ATTENDANCE QUESTIONNAIRE

FACTORS THAT INFLUENCE STUDENT ATTENDANCE QUESTIONNAIRE

DO NOT PUT YOUR NAME ON THIS QUESTIONNAIRE. CONFIDENTIALITY IS ASSURED. ANY REPORT OR PRESENTATION OF THE RESULT OF THIS QUESTIONNAIRE WILL BE IN THE FORM OF GROUP DATA AND WILL NOT IDENTIFY ANY INDIVIDUAL. This research project is being conducted by Jong Geon Lim, a graduate student in the Department of Adult Education and Leadership at the Oregon State University. The purpose of this research is for my doctoral dissertation and this study is being conducted under the guidance of Dr. Alex Sanchez. If you have further questions regarding this research, you may contact Dr. Sanchez at sancheza@oregonstate.edu.

I am interested in your feelings concerning factors that influence your decision to attend this intercollegiate athletic event. In addition, I am also interested in your feelings regarding how you perceive the goals of intercollegiate athletics. Your participation is voluntary and you may stop completing the questionnaire at any time. Your consent to participate in this study is implied by your completion of the questionnaire. Thank you.

PLEASE CIRCLE THE BEST RESPONSE FOR THE FOLLOWING QUESTIONS.

1. Your gender is:

A. Female

B. Male

2. What academic year are you in?

A. Freshmen

B. Sophomore

C. Junior

D. Senior

E. Graduate level

3. Which college are you enrolled within this university?

A. College of Humanities B. College of Law C. College of Social Science

D. College of Economics & Business E. College of Tourism

F. College of International G. College of Natural Science H. College of Arts

I. College of Engineering J. College of Physical Education K. Central College

4. What game are you attending today? _____

5. How did you learn of today's game?

A. word of mouth B. campus information _____

C. others _____

THANK YOU AGAIN FOR PARTICIPATING IN THIS RESEARCH. FOLLOWINGS ARE SURVEY QUESTIONNAIRES RATING THE IMPORTANCE OF EACH SURVEY ITEM BASED ON YOUR FEELINGS. IF YOU HAVE ANY QUESTION, PLEASE DO NOT HESITATE TO ASK. THANK YOU VERY MUCH.

- Jong Lim -

PLEASE RATE THE IMPORTANCE OF EACH FACTOR IN MOTIVATING YOU TO ATTEND THIS INTERCOLLEGIATE ATHLETIC GAME. CIRCLE THE NUMBER THAT CORRESPONDS WITH YOUR FEELINGS REGARDING EACH STATEMENT.

	NOT IMPORTANT 1	SLIGHTLY IMPORTANT 2	SOMEWHAT IMPORTANT 3	FREQUENTLY IMPORTANT 4	VERY IMPORTANT 5
The popularity of sport	1	2	3	4	5
Affiliation with the university	1	2	3	4	5
Enjoyment of a particular sport	1	2	3	4	5
Cheering crowd (size, noise)	1	2	3	4	5
Player's physical attractiveness	1	2	3	4	5
Tradition of athletic program	1	2	3	4	5
The amount of action	1	2	3	4	5
The amount of speed displayed	1	2	3	4	5
The amount of physical contact (violence)	1	2	3	4	5
Free admittance	1	2	3	4	5
The strategy of sport	1	2	3	4	5
The presence of a rivalry	1	2	3	4	5
Amount of advertising	1	2	3	4	5
Quality of the team (performance, W/L record)	1	2	3	4	5
Quality of opposing team	1	2	3	4	5
Location convenience	1	2	3	4	5
Accessibility (parking)	1	2	3	4	5
Condition of stadium	1	2	3	4	5
Cleanliness of stadium	1	2	3	4	5
The reputation of team	1	2	3	4	5
The reputation of opposing team	1	2	3	4	5
Player's popularity	1	2	3	4	5

PLEASE RATE THE IMPORTANCE OF EACH GOAL OF INTERCOLLEGIATE ATHLETICS WRITTEN BELOW. CIRCLE THE NUMBER THAT CORRESPONDS WITH YOUR FEELINGS REGARDING EACH STATEMENT.

	NOT IMPORTANT 1	SLIGHTLY IMPORTANT 2	SOMEWHAT IMPORTANT 3	FREQUENTLY IMPORTANT 4	VERY IMPORTANT 5
Social development of student athletes	1	2	3	4	5
Ethical leadership of student athletes	1	2	3	4	5
Positive national image for the university	1	2	3	4	5
Positive media coverage for the university	1	2	3	4	5
Revenue generation	1	2	3	4	5
Prestige for the university	1	2	3	4	5
Winning records of the athletic teams	1	2	3	4	5
Victories over rivals by the athletic teams	1	2	3	4	5
Entertainment for the students and the local community	1	2	3	4	5
Physical fitness and health of student athletes	1	2	3	4	5
Academic achievement of student athletes	1	2	3	4	5
Career development of student athletes	1	2	3	4	5
Equality for athletic teams of both genders	1	2	3	4	5

APPENDIX B
INTERVIEW PROTOCOL

THE QUESTIONS INDICATED BELOW ARE A GUIDE TO THE INTERVIEW. QUESTIONS MAY NOT BE ASKED IN THE ORDER LISTED BELOW. PARTICIPANTS WILL BE ENCOURAGED TO EXPAND ON THEIR ANSWERS AND CAN REFUSE TO ANSWER PARTICULAR QUESTIONS.

1. What is your educational experience and background?
2. How many years of experience do you have as a stakeholder of athletic programs?
3. Could you please introduce yourself and briefly describe your role?
4. Do students contact you or the department about any issue? What are they contacting you about?
5. Can you describe your interaction with students? Follow up – what is the most common medium of interaction (phone, e-mail, face to face)?
6. How many interactions with students do you encounter each semester?
7. Do you think student interest in athletics in any way is affecting your role?
8. What tends to be the most challenging aspects of motivating student attendance at athletic events?
9. What is the most challenging in your interaction with students?
10. Do you personally develop / produce information for students regarding athletic events?
11. What kind of support do you gain from the institution in order to promote student participation?
12. What are your perceived barriers to student attendance in athletics? Why do you view those as barriers?
13. What resources or information to facilitate student attendance should be provided?
14. How do you perceive the goal of intercollegiate athletics? If there are developmental goals (focused on development of student athletes) and performance goals (such as entertainment or other utilitarian purposes), do you have certain priorities or preferences when considering the goals of college sports? Is there a specific reason for your preference?
15. Overall, are you satisfied with how your athletic department engages with students?

APPENDIX C
FACTOR ANALYSIS COMPONENTS

Table A

Rotated Component Matrix^a

	<i>Component</i>					
	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>
a14	.853					
a15	.819					
a12	.661					
a20	.573				.552	
a21	.528				.494	
a13	.466					.449
a18		.805				
a16		.787				
a19		.781				
a17		.737				
a7			.868			
a8			.795			
a11			.595			
a9			.527			
a2				.744		
a1				.729		
a4				.565		
a3			.423	.531		
a6				.501	.482	
a22					.683	
a5					.581	.526
a10						.703

Note. Extraction method: principal component analysis.

Rotation method: varimax with Kaiser normalization.

a. Rotation converged in 14 iterations.

Table B

Principal Component Analysis with Varimax Rotation

	<i>Factor</i>					
	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>
Quality of the team	.853					
Quality of opposing team	.819					
The presence of a rivalry	.661					
The reputation of team					.552	
The reputation of opposing team					.494	
Amount of advertising						.449
Condition of stadium		.805				
Location convenience		.787				
Cleanliness of stadium		.781				
Accessibility (parking)		.737				
The amount of action			.868			
The amount of speed displayed			.795			
The strategy of sport			.595			
The amount of physical contact			.527			
Affiliation with the university				.744		
The popularity of sport				.729		
Cheering crowd				.565		
Enjoyment of a particular sport				.531		
Tradition of athletic program				.501		
Player's popularity					.683	
Free admittance						.703

Table C

Total Variance Explained

	<i>Initial Eigenvalues</i>			<i>Extraction Sums of Squared</i>			<i>Rotation Sums of Squared</i>		
	<i>Total</i>	<i>% of</i>	<i>Cumulati</i>	<i>Loadings</i>			<i>Loadings</i>		
				<i>Total</i>	<i>% of</i>	<i>Cumulati</i>	<i>Total</i>	<i>% of</i>	<i>Cumulati</i>
	<i>Variance</i>	<i>-ve %</i>		<i>Variance</i>	<i>-ve %</i>		<i>Variance</i>	<i>-ve %</i>	
1	5.735	26.070	26.070	5.735	26.070	26.070	2.979	13.541	13.541
2	2.220	10.092	36.162	2.220	10.092	36.162	2.709	12.314	25.854
3	2.009	9.132	45.294	2.009	9.132	45.294	2.587	11.758	37.613
4	1.639	7.449	52.743	1.639	7.449	52.743	2.198	9.992	47.604
5	1.155	5.249	57.992	1.155	5.249	57.992	1.833	8.330	55.934
6	1.113	5.059	63.051	1.113	5.059	63.051	1.566	7.116	63.051
7	1.047	4.760	67.811						
8	.965	4.385	72.195						
9	.753	3.421	75.616						
10	.730	3.316	78.933						
11	.628	2.856	81.789						
12	.562	2.555	84.344						
13	.533	2.423	86.767						
14	.496	2.254	89.021						
15	.483	2.197	91.218						
16	.412	1.875	93.093						
17	.366	1.662	94.755						
18	.308	1.399	96.154						
19	.273	1.243	97.397						
20	.262	1.191	98.588						
21	.168	.765	99.353						
22	.142	.647	100.000						

Note. Extraction method: principal component analysis.