

Causal Relationships among Leadership, Motivation, Commitment, Satisfaction, and Class-drop Intention on PE Classes in a Korea University

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Introduction

Data suggests that 92% of all college and universities offer classes in physical education (PE) (Trimble & Hensley, 1993). In addition, it has been reported that 60% of institutions require students to participate in some type of PE course as a requirement for graduation (Trimble & Hensley, 1984). Savage (1998) stated that one of the top objectives for students to participate in college level of PE programs was maintaining good health and physical condition, receiving regular exercise and having fun. However, Engstrom (1999) found that the primary reason for selecting a particular PE course was because it was required. However, few studies have addressed such factors as leadership, motivation, commitment, and satisfaction have an effect on class-drop intention in PE classes of a Korea university. Consequently, the purpose of this study was to understand the extent to how leadership, motivation, commitment, satisfaction, and class drop intention interact each other in PE classes of a Korea university.

Method

132 college students (82.3% male and 17.7% female; mean age=23.61 years, SD=2.84 years) from a Korea university responded to the survey questionnaires and 2 of them were eliminated due to data availability. The majority of the educational levels of participants were undergraduate (91.5%) and graduate students (1.5%). The participants were taking class of badminton (53%), table tennis (34.8%), and leisure & physical education (12.1%). The created research instruments included: 2 items for motivation, leadership, and class drop intention; 4 items for commitment; 3 items for satisfaction. The final data collected from the survey were analyzed by using the statistic programs of SPSS 11.0 and AMOS 4.0. Descriptive analysis and path analysis were used in the data analysis procedure.

Results

This study examined the causal relationships among leadership of instructor, and motivation, commitment, satisfaction, and class-drop intention on PE classes. The Major findings included: 1) leadership of an instructor directly influenced a student's motivation; 2) class commitment of a student was directly influenced by leadership of an instructor and a student's motivation; 3) class satisfaction of a student was directly influenced by leadership of an instructor and motivation of a student; 4) class drop intention was indirectly affected by leadership and motivation via the intervening construct of commitment and satisfaction; 5) class drop intention was directly affected by class commitment and satisfaction; and 6) class commitment and satisfaction had an interaction. The goodness of fit for the causal structure model was acceptable with Chi-square = 1.125(df = 2, p = .570), GFI = .997, AGIF = .974, and RMSEA = .075.

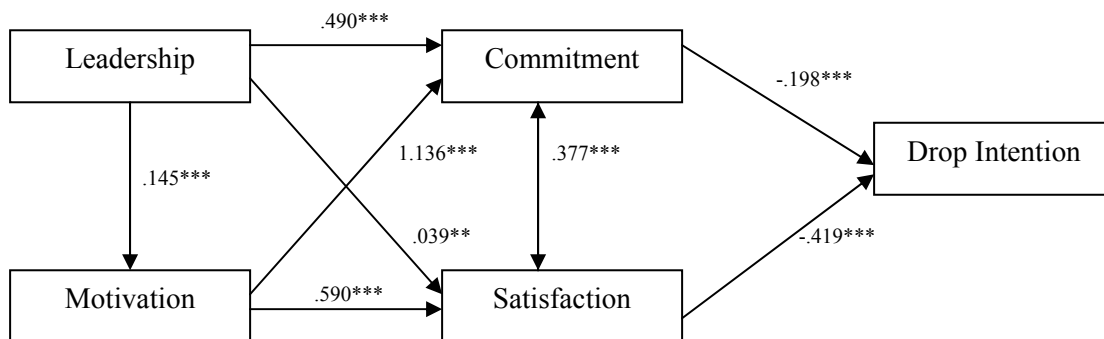


Figure 1. Causal structure model

Table 1. Standardized Coefficients of Model Paths

Hypothesized path	β	t
Leadership → Motivation	.145	3.570***
Leadership → Commitment	.490	6.067***
Leadership → Satisfaction	.039	.749**
Motivation → Commitment	1.126	7.822***
Motivation → Satisfaction	.590	5.152***
Commitment → Satisfaction	.377	6.628***
Commitment → Class-drop Intention	-.198	-2.507***
Satisfaction → Class-drop Intention	-.419	-3.868***

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

Discussion

The results of the causal structure model suggested that leadership, motivation, commitment, and satisfaction are significantly related, and that they influenced class-drop intention in PE classes of a Korea university. The findings of this study will contribute to theory development of PE class effectiveness. In addition, this study will allow instructors to identify specific aspects of PE class effectiveness and increase the quality of PE classes.

References

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