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Reproduction in Athletic Education, Society, and Culture: A Bourdieusian Approach to the Career Transition Process of Dropout College Student-Athletes in South Korea

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Reproduction in Athletic Education, Society, and Culture:
A Bourdieusian Approach to the Career Transition Process of Dropout
College Student-Athletes in South Korea

A Dissertation Presented for the
Doctor of Philosophy
Degree
The University of Tennessee, Knoxville

Benjamin Hisung Nam
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ABSTRACT

This study explored the career transition experiences of former dropout college student-athletes in South Korea who are males and successfully obtained their desired career paths. To this end, grounded in a critical approach, Bourdieusian social and cultural reproduction was used as the theoretical framework. Dropout college athletes in this study are defined as elite student-athletes who were fostered under the South Korean athletic specialist system and obtained college admissions as a result of their athletic performance in high school but ended their athletic careers during their college years. There are many different ways to define career success. Yet, the career success for dropout college student-athletes in the current study can be defined those who are holding full-time and white color jobs rather than temporary and blue color jobs. Accordingly, a basic qualitative research method design was adopted by conducting semi-structured interviews with 15 former student-athletes who previously played team sports and currently hold leadership positions in their jobs. The sports they played include baseball, basketball, soccer, volleyball, and ice hockey. Their career fields are varied, including sports administration, academia and education, religion, law, medical and health, and national security. The findings of this study included several primary themes: (a) Factors Impacting Burning Out and Terminating Athletic Careers, (b) Life Challenges after Athletic Termination, (c) Factors Dealing with Social and Cultural Barriers to Achieve Successful Careers, and (d) Perceptions and Types of Societal Roles and Social Responsibilities. The stories of the participants were critically discussed to examine the current athletic system, education, society, and culture in South Korea, revealing existing

structural problems to suggest both theoretical and practical implications and limitations. Overall, this study described the career transition experiences of former Korean dropout college student-athletes through the lens of Bourdieusian social and cultural reproduction to increase more in-depth understanding of social justice in education and sport.

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CHAPTER I

INTRODUCTION

In the contemporary multicultural and capitalist society, social justice issues are frequently entwined with diverse social categorizations, consisting of class, race, ethnicity, gender, sexuality, and so forth at a micro-level. These are also often ingrained into political systems, social structures, and educational institutions at a macro-level (Banks & Banks, 2013; Barker, 2012; Babbie, 2004; Steinberg, 2009). Briefly, Hillman (2008) stated that social justice can be defined as fairness and justness among people, respecting a common good and wellbeing for every person. It also aims to promote equal opportunities for all regardless of any circumstances in which people find themselves as committed members of society. Particularly, within the context of education, social justice means respecting educational rights for all people and promoting a social change by providing equal educational opportunities through social recognition, mutual respect and care among educators and students (Gewirtz, 1998, Power, 2015).

With respect to social justice concerns, critical theorists have called upon scholars to provide close attention to the nature of power differentials, contemplating on how the political systems and social structures cultivate exploitation issues and conflicts of interest (Burawoy, 2005a, 2005b; Dahrendorf, 1958). They also consider the factors of how educational systems, environments, and their cultures deprive marginalized populations of educational rights (Freire, 1970; Giroux, 1983, 1988; Hansen, 2008; Power, 2015; Spring, 2015). Given this, social science research experts illuminate the role of a critical approach as an epistemological, theoretical, and interpretive framework,

musing on how scholarship can be a prominent vehicle to enlighten the political, societal, and educational leaders and how this can minimize the socio-political, socio-cultural, socio-economic, and educational gaps among people within society (Creswell, 2013; Fay, 1987; Madison, 2005; Merriam & Tisdell, 2016).

From these critical and pedagogical perspectives, Pierre Bourdieu, a prominent modern sociologist, conceptualized the theories of social and cultural reproduction, critiquing the structural problems of education, society, and culture, contemplating how various social justice issues are intertwined with individuals and groups (Bourdieu & Passeron, 2000; Winkle-Wagner, 2010). In terms of Bourdieu's sociological and theoretical viewpoints, other previous philosophers, sociologists, and political economists such as Karl Marx, Marx Weber, and Emile Durkheim initially influenced him. Each of these scholars critically interpreted the essentials of class struggle and social and cultural inequality that are cultivated by political domination during the modernization and industrialization processes of Europe (Ritzer & Stepinsky, 2013).

Bourdieu developed his own ways to view society, specifying his interpretations of social systems and structures in more sociological and anthropological ways rather than a philosophical way of thinking. Particularly, he attempted to explore and find power relations and inequality by interpreting socio-economic status that can be increased or decreased based on an individual's educational background, cultural inheritance, and social or parental supports, as well as more other forms of social and cultural ecological systems (Ritzer & Stepinsky, 2013). In this context, Bourdieu contributed to conceptualizing key theoretical components of habitus, field, social agent,

and capital, and other concepts related to inequality and social justice issues in social stratification (Bourdieu, 1975, 1979, 1984, 1986, 1990, 1991, 1993, 1994, 1996, 2014).

Briefly, the concept of habitus premises a socialization process about how individuals learn social relationships among different people, being assimilated into their belonging groups or societies. Given this, they interact with others by acquiring social norms, values, beliefs, or faiths into the social and cultural communities (Bourdieu, 1975). The concept of field refers to a place where diverse forms of societies are interconnected with each other as the societies have developed and evolved along with class struggle, gradually differentiating the process of social divisions within diverse social functions such as religion, economy, law, and politics. In this context, field can be considered markets where social groups act like they play games to take dominant positions in life competitions. By gaining power or capital, people believe they can make decisions advantageously (Bourdieu, 1990). Moreover, social agent represents individuals' social positions in which they can develop their own professions by taking roles to contribute to establishing appropriate social systems by gaining essential capital (Bourdieu, 1979). The concept of capital entails three prominent forms including cultural (e.g., education, language, and arts), social (e.g., social networking), and economic capital (e.g., money and property) that can ultimately influence human capital (e.g., employment) in the contemporary capitalist society (Bourdieu, 1984, 1986, 1993).

Indeed, Bourdieusian theoretical concepts of social and cultural reproduction have influenced scholars in numerous academic areas. One of the most notable academic fields where this influence can be seen is in education. Here it illustrates the

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interrelationship between social and cultural structures and educational systems. In this regard, school naturally divides social class and produces inequality, creating social values and norms based upon socio-economic status and high-status culture from more dominant groups. Thus, school can be seen as the place where students interact socially, learn fundamental knowledge, and cultivate high-status culture, but it symbolically entails social exclusion among children from different socio-economic backgrounds. (Bourdieu, 1984, 1986, 1993; Bourdieu & Passeron, 2000; Winkle-Wagner, 2010). Synthetically, Bourdieu's theoretical standpoints of the social and cultural reproduction aim to socially empower underrepresented groups and emancipate them to raise their own critical voices to gain the competencies needed to belong to mainstream society. However, there are always challenges to empower and emancipate them due to various factors that may hinder them to gain the fundamental competencies (Bourdieu & Passeron, 2000; Winkle-Wagner, 2010).

From these critical standpoints, college student-athletes have historically been a marginalized sub-group in South Korea. Many of them may suffer from several difficulties in life such as social exclusion, poverty, hunger, mental illness, and suicidal impulses without social support in their career transition process due to social prejudice and stereotypes that they are ignorant and uneducated (Bejar et al., 2017; Cho, 2012a; Park, Lim, & Bretherton, 2012). Particularly, dropout college student-athletes who could not accomplish both their athletic and academic goals may face more difficult life challenges, becoming less motivated and less confident in their belonging society (Park & Shin, 2017). In this context, dropout college student-athletes mean elite student-

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athletes, the so-called athletic specialists who were registered in each national sports federation at least for more than four years during their primary education through higher education and obtained college admissions based upon their athletic performances at a high school level. However, they ended their athletic careers during their college years (Bejar et al., 2017; Park et al., 2012; Park & Lim, 2015; Park & Shin, 2017).[1]

This dissertation explores the career transition experiences of former dropout college student-athletes in South Korea underpinned by the Bourdieusian concepts of social and cultural reproduction. There are student-athletes who both dropped out of college and as such stopped being athletes. However, pertinent to the current study, dropout college student-athletes mean student-athletes who quit their sports but continued with college. And in turn, they successfully obtained their desired careers by cultivating new habits, skills, and knowledge during or after their college graduations. There are many different ways to define career success. Yet, the career success for dropout college student-athletes in the current study can be defined those who are holding full-time white color jobs rather than temporary and blue color jobs.[2] Therefore, at this point, it is critical to briefly review the historical context of modern education in South Korea at a

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[1] The Athletic Specialist System (ASS) was formally introduced in 1972 as one of the primary elite sports policies in South Korea. The ASS was strategically launched to foster youth, juvenile, and adolescent elite athletes, implanting elite school sports programs into primary education through secondary education in both public and private sectors by stages. In so doing, the nation could retain potential national representatives to compete in global sporting arena. One of the instrumental functions of this system was to provide college admissions to top-level high school student-athletes. They could obtain college admissions with gainful benefits such as athletic scholarships, accommodations, and equipment (Ha, Park, & Ok, 2015; Park & Lim, 2015).

[2] According to governmental research reports issued by KSOC (2017) and PCYG (2015), numerous retried athletes prefer obtaining full-time and white color jobs outside of sport field, but they are not confident to consider their career paths outside of sports. Also, coaching and referring jobs are typically temporary positions. Thus, most of them do not prefer these positions, but they prefer jobs such as sports administrators, physical education teachers, and other white color jobs in the sports field.

general level and interconnect the socio-political and socio-cultural structures and their

entailing issues to the athletic system, society, and culture in order to increase

understanding of the study context and its thesis.

The Study Context and Thesis

Prior to the 1980s, one of the most widely held images of South Korea was a

poverty-stricken nation that lacked plentiful natural resources and technological

infrastructures (Scitovsky, 1985). Thus, it was significant for the government to foster

human resources through educational development of its citizens (Park, Byun, & Kim,

2011). From political-economic perspectives, the South Korean government has

significantly invested in educational development by adopting a neoliberal approach from

the U.S since the 1980s. They have focused on fostering human capital and knowledge

economy within the areas of Science, Technology, Engineering, and Mathematics

(STEM) as well as in the broader area of business through professional and vocational

training programs in higher education (Cho & Palmer, 2013; Park et al, 2011).

Accordingly, life satisfaction and the general educational level of its citizens have

improved with economic and educational development. For instance, the nation has

maintained around top 10 Gross Domestic Product (GDP) status in recent decades

(International Monetary Fund, 2016). Further, students in secondary education

demonstrate extraordinary academic performances in the Program for International

Student Assessment (PISA), placing 7th in math, 11th in science, and 7th in reading

among the Organisation for Economic Co-operation and Development (OECD) member

states based upon the 2015 results (OECD, 2015).[3] Meanwhile, numerous students

perceive that education is their central priority. They believe that earning academic

degrees from highly ranked universities creates competitive occupational opportunities

(Lee, 2007).

From socio-cultural viewpoints, college students are under pressure to obtain

desirable jobs. Thus, they compete among themselves to gain educational superiority

through test scores, grade point averages, and even English test scores, such as the Test of

English in International Communication (TOEIC), because large corporations (e.g.,

Samsung, Hyundai, Kia, and LG) interact with their global partners and thus English

proficiency is valuable (Park, 2009, Park, 2011a).[4] It is common for students from

middle and upper-middle class families to study abroad or participate in international

exchange programs in English speaking countries (e.g., U.S, Canada, United Kingdom,

and Australia), which leads to social and cultural inequality of students based on

economic circumstances. Hence, the educational environment has created an

individualistic and egocentric culture in the current South Korean academic community

(Kim, 2011, 2012, 2015a).

While education in the nation has prominently become competitive among

students, career transition and vocational development of college student-athletes have

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[3] The OECD is an international organization, and the role of the organization is to promote economic growth and world trade, developing policies and strategies through collaborations to promote global human capital (Spring, 2015).
[4] The TOEIC is an English test to evaluate fundamental English skills among non-native English speakers. The Educational Testing Service (ETS) is in charge of providing the testing service including reading and listening comprehension. The maximum score is 990. There are speaking and writing tests introduced in 2006. The maximum score is 200.
ETS (2018). The TOEIC program. Retrieved from https://www.ets.org/toeic

currently been of serious ongoing socio-political and socio-cultural concern in the national sports movement (Park et al., 2012). According to the governmental research reports issued by the Korean Sport and Olympic Committee (KSOC) and the Presidential Committee on Young Generation (PCYG), there have been a total of 388, 412 retired elite athletes identified between 2004 and 2016. Of those 9,846 participated in governmental surveys on career status of retired athletes and of 6,091 (62%) respondents were unemployed or held temporary positions or non-permanent jobs (KSOC, 2017; PCYG, 2015).[5]

As to the current elite school sports structure, there are currently approximately 1,900 elementary school elite sports programs where more than 25,000 students are being nurtured as youth sports talents. Moreover, in over 1,800 middle school elite sports programs, there are more than 25,000 juveniles being fostered as athletic specialists, and in approximately 1,500 high school elite sports programs, there are more than 21,000 adolescents who are competing in order to obtain admission to college (Jeon, 2016). However, there are less than 130 university athletic programs where approximately 4,500 college student-athletes are seeking professional sports careers (Chung, 2015). Thus, only one out of five high school student-athletes will have an opportunity to compete at the college level.

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[5] The KSOC is the national Olympic Committee in South Korea. Previously, the previous name was the Korean Olympic Committee, but the name was changed in 2016 as the Korean Council for Sports for All (KCSA) was incorporated into the KSOC. The PCYG was temporarily formed at the Korea National Sport University (KNSU) in order to investigate the career status of retired athletes. Given this, the KSOC, KNSU, and PCYG collaborated to investigate the career status of retired athletes (KSOC, 2017; PCYG, 2015).

In consideration of the number of professional sports, there are only a few that are competitive team sports including (a) basketball, (b) baseball, (c) soccer, (d) volleyball, and (e) ice hockey. Due to these limited opportunities, only the upper five to ten percent of college student-athletes may have a chance to compete professionally (Han, 2017; Kang, 2015). Even for those who do become professional athletes, their athletic success cannot be guaranteed because there may be other factors that potentially affect athletic terminations, such as injury and release from teams (Bejar et al., 2017). In the most extreme cases, college student-athletes who play individual sports may have fewer chances to sustain their athletic careers because of the limited number of professional leagues (KSOC, 2017; PCYG, 2015).[6]

Numerous scholars have contributed to the body of literature regarding the overall structural problems of the elite school sports system in South Korea both domestically and internationally. These comprehensively entail educational, social, and cultural barriers as well as career transition issues involved with college student-athletes in the nation.[7] In specific, these issues contain abusive cultures that are cultivated due to over emphasis on winning: (a) deprivation of educational rights, (b) physical violence and punishment, (c) bribery, biased judgment, and match-fixing regarding college admissions, and more various forms of corruption and unethical issues. Notably,

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[6] Conventional individual sports can be Olympic sports such as track and field, swimming, and taekwondo that are not organized by professional sports associations, but overseen by each national sports federation under the KSOC's authority (KSOC, 2017; PCYG, 2015).

[7] Domestic studies refer to scholarly research that are conducted and written in the Korean language and published to Korean peer-reviewed scholarly journals. International studies refer to scholarly research that are conducted and written in the English language and published to internationally recognized peer-reviewed scholarly journals (Kim, 2013a). Lincoln and González y González (2008) stated English can be considered the most dominant language in global scholarship, creating hegemonic worth among the Western and English-speaking scholars.

deprivation of educational rights directly affects career transition issues among the student-athletes, hindering them to obtain competitive occupational opportunities (Cho, 2012a; Ha, Lee, & Ok, 2015; Hong & Yu, 2007; Hwang, Lim, & Yim, 2014; Lee, 2009; Park et al., 2012; Park & Lim, 2015; Yim & Yu, 2014).

In contemplation of the athletic success rate among the total number of college student-athletes, becoming national representatives or professional athletes after graduation is extremely low. Thus, most of them may consider dropping out of their athletic programs midway through their college years or terminate their athletic careers as soon as they graduate from college (KSOC, 2017; PCYG, 2015). A recent study by Park and Shin (2017) called upon scholars to pay more attention to dropout college student-athletes and their career transition issues, raising a critical point regarding the limited body of literature in this topic despite the fact that several previous studies were domestically conducted and published in peer-reviewed scholarly journals (Kim, Kim, & Roh, 2012; Kim, Kim, & Park, 2013; Park, Won, & Cho, 2016; Yim, Kim, & Han, 2014; Yim, Yu, & Lee, 2010).

The most common findings from the previous studies consisted of different dropout factors both in socio-cultural and socio-psychological contexts: (a) physical violence and punishment, (b) injury, (c) coach's pressure due to limited athletic skills, (d) unreasonable bullying and hazing from coaches and senior athletes, and (e) an uncertain future after college graduation. Some of them drop out of college along with their athletic terminations because they have difficulty adjusting to the new educational environment and anxiety about social prejudice from instructors and classmates (Kim et

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al., 2012; Kim et al.,2013; Park & Shin, 2017; Park et al., 2016; Yim et al., 2014; Yim et al., 2010).

In addition to social networking and social support, previous studies found that dropout student-athletes have limited social networking opportunities due to social prejudice and stereotyping that they are ignorant and uneducated (Yim et al., 2010; Yim et al., 2014). Park and Shin (2017) stated that dropout student-athletes have limited social support from their families, university communities, and former teammates. When they leave their teams, they feel anxious about interacting with their former coaches and teammates. Hence, they find it difficult to develop a positive social and cultural persona, feeling discouraged or confused about their identities between athletics and academics. In other words, they are confused about their status if they are still athletes or students.

As to transition issues, dropout student-athletes usually terminate their athletic careers without specific future career plans. The most important goal is to graduate from college with the hope that their college degrees may create occupational opportunities in their desired field. However, the reality is it is not easy to develop their ideal occupations due to social prejudice or stereotyping. Their social and cultural barriers in college continue after graduation, hindering their ability to build career opportunities (Park & Shin, 2017; Yim et al., 2010; Yim et al., 2014).

Statement of the Problem

There have been prominent career assistance programs for retired athletes in South Korea since 2007. Initially, the Korea Foundation for the Next Generation Sports

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Talent (NEST) was founded by the central administration—the Ministry of Culture, Sport, and Tourism (MCST) as a non-profit governmental sports organization. The organization implemented various professional development programs such as the English language training, social and cultural learning, and organizational skills, that assisted them to be better prepared and qualified sports administrators, so that they could contribute to the nation's sports diplomacy (NEST, 2013).

The NEST was incorporated into the Korea Sports Promotion Foundation (KSPO) (hereafter NEST/KSPO) as the Center for the Next Generation Talent Development (CNGTD) in 2016 because the MCST restructured governmental sports agencies and organizations. To consider the current vocational development policy by the NEST/KSPO, the organization mostly provides educational opportunities to those athletes who already accomplished athletic success such as Olympians, international and national champions (KSOC, 2017; PCYG, 2015; NEST, 2015). Due to the specific purpose that is to foster global level sports administrators who can take the roles of international liaison and sports diplomat, only few numbers of the retired athletes could experience a quality education (KSOC, 2017; KSPO, 2017; PCYG, 2015).

Furthermore, the KSOC implemented the Athlete Career Program through the funding leveraged by the NEST/KSPO. This program was designed to provide counseling and mentoring for athletes as well as subsidize tuition fees to enroll in private institutes in the subject areas of language, film, and cooking, and so on. All of this was to focus on assisting retired athletes to gain vocational and life-skills. However, since the KSOC had limited budget, less than 2,000 participants could gain educational benefits

annually. Notably, it is only one-time benefit for each individual, but not continual

assistance. In terms of the criteria to obtain these educational opportunities, the KSOC

required that retired athletes submit their previous athletic records in order to prove they

were registered in each of the national sports federation for over four years as an athletic

specialist. It is important to note that the NEST/KSPO and KSOC do not provide any

educational opportunities to active athletes or student-athletes because only retired

athletes are included (KSOC, 2017; PCYG, 2015).

Moreover, the Korea University Sport Federation (KUSF) was also established by

the MCST in 2010 as the official college sports governing body in order to promote an

academic reform movement in intercollegiate athletics. For that reason, the KUSF has

developed the governance structure and regulations by adopting the philosophy of

amateurism from the American National Collegiate Athletic Association (NCAA). The

college sports governing body recently assumed and regulated new college admission

criteria in 2016. Hence, high school student-athletes must submit both academic and

athletic records, physical test results, and SAT scores to meet the student-athlete

eligibility beginning with 2018-2019 academic year (KUSF, 2016a, 2017a, 2018).

The KUSF also recently launched the functions of infractions and a student-

athlete eligibility system in 2017. Hence, student-athletes from a total of 98 membership

institutions must maintain their academic GPA 2.0 (c) on a 4.5 (a) scale to participate in

the KUSF competitions (KUSF, 2018). The current system has not established the

infrastructure of academic and professional development for their student-athletes. The

immediate policy implementation has caused diverse socio-political and socio-cultural

conflicts among stakeholders such as the authorities, coaches, parents, and student-athletes because it can penalize member institutions and restrict their student-athletes to participate in competitions without any counterplans to aid the academic integrity issues (Herald Business, 2017, June 23). Particularly, the KUSF has not provided any assistance to dropout college student-athletes. In other words, this sub-population of the athletic world is frequently being marginalized from both the Korean mainstream and athletic societies.

Although previous studies have contributed substantially to the body of literature with respect to dropout college student-athletes by investigating various dropout factors, life challenges, and social, cultural, and educational barriers that entail human rights and social justice concerns, these previous studies have paid little attention to positive outcomes for this population that can suggest empirical and practical implications by examining career transition experiences of former dropout college student-athletes. These studies were also limited in recognition of who could be the key policy decision makers or organizations to improve the overall structural problems. In this regard, it is beneficial to refer to sports organizations and the official college sports governance in the nation such as the NEST/KSPO and KUSF by situating them as the key policy decision makers. Thus, more critical debates are needed to identify the possibilities to improve policies and practices and their existing challenges.

Finally, there still have been limited theoretical contributions in this area as the previous studies did not use a specific theoretical or conceptual framework even though very few studies adopted a grounded theory method to conceptualize socialization (e.g.,

Park et al., 2016) or develop a social network framework (e.g., Park & Shin, 2017) within the context of dropout college student-athletes in South Korea. Thus, there should be a prominent theoretical and interpretive lens to analyze the currently ongoing socio-political and socio-cultural issues in the South Korean elite school sports system, education, society, and culture in order to increase more in-depth understanding of the current topic. Overall, it is important to investigate more positive outcomes to help the South Korean society be aware of the meaning of social justice both in education and sport. And in turn, it is crucial to increase more theoretical understanding in scholarship and suggest practical implications to key policy decision makers and organizational leaders and personnel such as the law-makers in the National Assembly and administrators from the NEST/KSPO and KUSF.

Purpose of the Study

The purpose of this study is to adopt insights from critical perspectives on the theoretical concepts of Bourdieusian social and cultural reproduction in order to explore the career transition experiences of former dropout college student-athletes in South Korea who successfully obtained desirable career paths. The findings will be interpreted by identifying factors, if those who had educational, social, and cultural barriers were marginalized from mainstream society due to limited time to engage in academics while being elite student-athletes, could obtain competitive occupations and raised their social positions by gaining new essential knowledge and skills after their athletic termination.

In turn, the findings will also be interpreted by indicating factors if they take societal roles and responsibilities to contribute to their belonging society.

Research Questions

In exploring the career transition experiences of former dropout college student-athletes in South Korea, the following research questions guided this study:

RQ1: What factors impacted dropout college student-athletes' decisions to end their athletic careers prior to completing a degree?

RQ2: What challenges did dropout college student-athletes face after ending their sport careers?

RQ3: How did dropout college student-athletes deal with social, and cultural barriers to achieve successful careers?

RQ4: How did dropout college student-athletes perceive their societal roles and responsibilities?

Significance of the Study

Previous studies have attempted to explore various factors and issues involved with dropout college student-athletes in South Korea, and critiqued limited infrastructure to support this population. At this point, it is significant to explore more positive outcomes to empower more dropout college student-athletes and motivate them to make endeavors to improve their lives by inspiring them with those who have done so before. This study may guide the directions how to gain appropriate social and cultural capital

and how to improve the quality of life by demonstrating some of the successful cases. This study may also be a useful instrument for policy makers, athletic leaders, administrators, and educators to develop appropriate strategies and improve policies and practices, allowing these leaders to assist current athletes to overcome life difficulties while they are in the career transition process.

Moreover, this study also provides a more in-depth theoretical understanding of the meaning of social justice both in education and sport. It can create a positive socio-cultural legacy and promote a positive social change that athletes can also be seen as more educated and knowledgeable. This may help to enlighten mainstream Korean society to demonstrate their optimistic attitudes toward athletes, accepting them as committed members of their belonging society. The current study shall also provide a theoretical contribution to global scholarship, as previous studies were mainly conducted in the Korean language. Hence, through this dissertation, it is important to bridge the gaps between the domestic research and international research, delivering the current persisting issues in the South Korean athletic system and society and then expanding the knowledge into the global scholarship.

In terms of the roles of sports organizations and governing bodies in South Korea such as the NEST/KSPO and KUSF, there are certain inequality issues; high-profile retired athletes who were Olympians, national representatives, and professional athletes are primarily chosen to participate in vocational training programs; allowing elite retired athletes to reap the benefits of these programs. Of course, there may have been educational beneficiaries through the governmental sponsorships among those retired

athletes who never achieved both athletic and academic attainments. However, in consideration of the current policy, it is certain criteria that they are not the primary target beneficiaries. In this context, they may need to make more endeavors to meet the criteria to experience vocational development programming. Otherwise, they need to prepare for their own career paths.

Furthermore, the KUSF system is a relatively new college sports authority that has still been developing academic policies and practices for the current student-athletes. Given this, dropout student-athletes no longer belong to an athletic society. Hence, they cannot gain social and educational support from their previous athletic group or society as well as the aforementioned institutions and organizations. Thus, it is crucial to link research findings to the key stakeholders who may develop innovative policies and practices for this marginalized population.

Finally, this study can also increase a more in-depth theoretical understanding of Bourdieusian social and cultural reproduction as the concepts are mostly applied to the Western capitalist society. Therefore, it is meaningful to adopt a Bourdieusian approach to expand the base of theoretical foundation into the context of East Asia, particularly viewing the athletic system, education, society, and culture. It is useful to view and interpret how those who were academically disadvantaged improve their life quality and in turn construct a positive society and promote its positive social change. Overall, it is significant to expand this topic and new knowledge into global scholarship, so that more global scholars can contribute to the body of literature in the future and apply to other specific cases in their own regional contexts.

Scope of the Study

This study specifically focuses on investigating the career transition experiences of male former dropout college student-athletes involved in team sports and explores how they accomplished their career goals and in turn how they potentially could take societal roles and social responsibilities. Hence, the findings of the current study cannot be determined and generalized among all dropout college student-athletes who are women and either gender involved in individual sports. Furthermore, there is a wide range of concepts of capital in various academically disciplined areas. However, since this study specifically explores the dropout issues and its evolutionary process of educational attainment as well as social and cultural learning experiences of former college student-athletes, literature review and empirical findings in the theoretical framework outside of both education and athletics are not fully covered.

Conventionally, most top-tiered university athletic programs in South Korea have not retained female team sports or individual sports. Particularly, male college student-athletes who compete in the team sports stated above can have opportunities to go to professional sports leagues in the South Korean sports system. Those male team sports have the largest number of retired athletes. In fact, the current South Korean elite sports system and its collegiate sports authorities (i.e., KUSF) have not respected gender inequity. Given this, there were only six female soccer teams by 2010 and their competitions were organized by the Korea Football Association whereas there have been more than 50 male soccer teams that are currently overseen by the KUSF (KUSF, 2017b).

Whether they compete team or individual sports, most female high school athletes experience professional sports and enroll in college after their retirements. This is dependent on their own academic pursuits. Hence, they have not been considered as college student-athletes in the nation (Kim & Hong, 2016; KUSF, 2016a, 2017a). Hence, this study shall focus on exploring dropout college student-athletes in the scope of male team sports. Overall, this study focuses on adopting an interdisciplinary approach within educational studies and sport studies, particularly in the field of higher education and intercollegiate athletics in a South Korean context.

Organization of the Study

Chapter Two is divided into two parts. The initial part will begin with the review of the literature, describing several core policies and practices that can be beneficial to increase understanding of the general contexts. To do this, this study will provide overviews of the development of higher education and the development of the elite sport system in South Korea at a general level. Following this general overview, the next sections specifically illustrate the core policies, practices, events, and organizations. Furthermore, in Chapter III, this study will provide the theoretical framework including a brief review of critical pedagogy and concepts of Bourdieusian social and cultural reproduction. This part will review several core concepts such as habitus, field, social agent, and capital. In Chapter IV, this study will outline the methodology consisting of researcher positionality and reflexivity, research method design, institutional research board approval, data collection and analysis, and trustworthiness. In Chapter V, this

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study will report findings. In Chapter VI, this study will interpret the findings and provide theoretical discussions, and, in turn, suggests practical implications, and limitations and future research. In Chapter VII, this study will suggest concluding remarks for the overall doctoral dissertation.

Conclusion

In this introductory chapter, this study began with the meaning of social justice and the rationale for adopting Bourdieusian social and cultural reproduction as the primary theoretical framework which is a part of critical theory. Thus, this chapter defined a few core key concepts and briefly described the justification of underpinning the conceptual maps to the subject of the study. This chapter also stated problems, identifying gaps in the literature as well as the limitations of the previous studies such as theoretical and practical implications. Given this, it illustrated the root problems through the body of literature in the given topic. This chapter also covered the purpose of the study and research questions along with the types of research problems, and in turn described the significance of the study. This indicated "so what," illustrating how this study can potentially contribute to scholarship in both theoretical and practical ways. Finally, this chapter highlighted the organization of the study, briefly depicting how this study will report the overall doctoral dissertation research.

CHAPTER II

REVIEW OF THE LITERATURE

The following literature review describes several essential policies and practices that can be useful to guide general contexts for this study. Initially, this study shall illustrate overviews of the development of higher education and the development of the elite sport system in South Korea. These sections broadly cover historical, political, ideological, and sociological contexts of both education and sport and highlight how social justice concerns emerged in the developmental process. Particularly, the next following sections shall chronologically depict a few key policies, practices, events, and organizations more specifically in the developmental process of elite school sports, including the Athletic Specialist System (ASS), social activism, School Sports Promotion Law (SSPL), the NEST/KSPO Foundation, and the KUSF system.

The Development of Higher Education in South Korea

The higher education system in contemporary South Korea has evolved as the foundation to promoting human capital in various academic and professional areas, ultimately fostering leadership traits of many individuals who can take societal roles and responsibilities in contributing to social, cultural, and economic development (Cho & Palmer, 2013). In the 1950s through 1970s, the nation was relatively a newborn and post-colonial nation after the Japanese Colonial rule (1909-1945) and the Korean War (1950-1953). South Korea was also quite underrepresented on the global stage with a small territory and population. Indeed, they did not retain substantial technological

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infrastructure and bountiful natural resources. For these reasons, it was fundamental for

the government to foster human resources in order to improve economic development

(Park, 2011b).

To trace its origins, the Korean peninsula was completely divided into two nation-

states—North and South Korea—as a result of the armistice of the Korean War, signed

by both the Union of Soviet Socialist Republics (USSR) and the United States (U.S.) in

July 1953. In terms of the national political-ideological and political-economic systems,

the North adopted socialism and communism, influenced by the USSR, and the South

adopted liberal democracy and capitalism, influenced by the U.S although there was a

long period of military rule for approximately three decades. Since 1953, the North and

South have shown hostilities towards one another on the geopolitical stage (Levin & Han,

2003). As the USSR collapsed in the 1980s and 1990s, North Korea struggled

economically, whereas South Korea successfully developed a market economy, "the so-

called miracle on the Han river" (Bridges, 2008, p. 1943).

The initial flourishing of the South Korean higher education began with the

emergence of the military regime of Chung-Hee Park (1961-1979), and the system

continued to expand through the next military regimes of Doo-Hwan Chun (1980-1988)

and Tae-Woo Roh (1988-1993). Briefly, a Major General and a commander of the field

army—Chung-Hee Park sieged power in a military coup on May 16, 1961 and became

the President of the third and fourth Republic. President Park was assassinated by Jae-

Kyu Kim—the director of the Central Intelligence Agency on October 26, 1979. In the

same year, another Major General and the national security commander—Doo-Hwan

Chun sieged power in another military coup on December 12. Thus, the fifth Republic was established in 1980. The next Sixth Republic, the Tae-Woo Roh regime was established in 1988 and inherited the previous regimes' political-ideological and political-economic maxims (Park et al., 2012; Park & Lim, 2015).

In 1962, the Park regime launched the Five-Year Economic Development Plan and established diverse vocational high schools such as technical, commercial, agricultural, and other forms of professional high schools. In the meantime, the regime largely promoted these vocational programs in higher education in order to foster potential human resources in various STEM and business ventures, expecting to produce positive industrial outcomes. The number of two-year and four-year higher education institutions and enrollments increased between the 1960s and 1990s (Shin, 2012). During these times, the regimes actively recruited scholars and practitioners in fields such as military science, law, science, business, medicine, and so forth and dispatched them to institutions of American higher education. In so doing, the government anticipated that they would reinforce national systems through the advanced national and educational systems from the U.S (Kim, 2015b; Lee, 1988; Shin & Seo, 2013).

Since the 1990s, the university tiers have been clearly divided based upon Scholastic Aptitude Test (SAT) scores, also known as the "College Scholastic Ability Test (CSAT)" scores, creating opportunities for students to obtain competitive occupations in their own desired fields (Park, 2011b, p. 874). Notably, the English test has been one of the core subjects in the CSAT, which can be a prominent vehicle for high school students to obtain college admissions. For these reasons, English has become a

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compulsory course in primary education through secondary education, and parents spend extra money on their children's English education, sending them to private English institutes or hiring tutors (Park, 2011a).

Particularly, South Korean universities and their governances have developed internationalization policies since the late 1990s along with the emergence of the "Korean Ministry of Education and Human Resources Development (KMEHRD)" after the nation overcame "the economic downturn and the resultant need for the International Monetary Fund (IMF)" (Kim & Choi, 2011, p. 212). Hence, hiring faculty members and instructors who are proficient in English has become essential in order to provide courses in English. Given this, the development of higher education in South Korea has been influenced by Western ideas, mainly benchmarking the higher education systems in the U.S due to the American cultural imperialism and capitalism, which have been ingrained into modern Korean society for more than a half-century (Kim, 2011, 2012, 2015a; Shin, 2012). Overall, education in general has become competitive among Korean families who expect their children to obtain competitive occupational opportunities through good quality education. The educational culture produces hegemony, marginalization, and social deviance as well as power elite and dependency relationships based upon socio-economic status.

The Development of Elite Sport System in South Korea

One of the Park regime's political and ideological goals was to utilize sport as a way to step onto the global sporting arena and participate in geo-political sporting

competitions against North Korea and Japan (Hong, 2011). As a means of accomplishing these governmental goals, the regime embarked on enforcing several key sports policies and created optimal conditions and facilities to foster elite athletes and coaches through economic aid from large business corporations (Hong, 2011, 2012). The initial key practice was to establish the "Tae Neung Athletics Village, in 1966" which was the national training center for athletes to prepare for international competitions (Hong, 2011, p. 982). The next key practices were to enforce: (a) the Athletic Specialist System (ASS) of 1972, (b) the Military Service Exemption Law (MSEL) of 1973, and (c) the Lifelong Pension System (LPS) of 1974 (Hong, 2011; Park et al., 2012; Park & Lim, 2015).[8]

The Park regime heavily promoted ideological slogans such as "Strong People make a Strong Nation" and "Physical Strength is National Power" under the regime's social control, justifying the significance of developing a robust elite sporting system and boosting a strong physical culture (Park et al., p. 248). According to Lim, Love, & Lim (2015) and Park et al. (2012), these diverse practices to enhance the elite sporting system were the ways in which some of the leading communist nations at the time such as the USSR and East Germany fostered elite sports, providing pensions to elite athletes if they win medals in international sporting competitions, constructing elite sports schools, and launching various reimbursement to promote sporting nationalism of athletes, and in turn

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[8] The South Korean government developed strategic plans to cultivate patriotic national identities through sport, making efforts to foster elite athletes and elite coaches. The government implemented diverse welfare programs for athletes such as a lifelong pension system and providing athletic scholarships for them to attend universities. The elite sports system demonstrates that the government used sport "as a way of nation-building and boosting national identity" (Hong, 2011, p. 982). Hong (2012) also illuminated that the government encouraged large business corporations to contribute to developing the elite sports system and participating in mega sports events bidding campaigns. Moreover, Park and Lim (2015) stated that "South Korea has become one of the most successful countries in the international sporting arena based on both the abilities of athletic performance and hosting of mega sports events (p. 198).

of the citizenry. The next military regime of Chun also reinforced the infrastructure of elite sports. In the meantime, they launched professional sports leagues such as baseball in 1982, soccer and Korean wrestling in 1983, respectively as a means to promote the capitalist ideology of sports (Park & Lim, 2015). Particularly, professional basketball and volleyball leagues were also additionally launched in 1997 and 2005 during the next administrations (Kim, 2013b; Kim & Kim, 2014).

Furthermore, the national sports promotion funding was collected through large business corporations to sponsor those professional sports leagues, thus each professional league team was owned by business enterprisers. In this regard, the government imagined their professional leagues could become like the American professional sports leagues or other professional sports leagues in the Western capitalist society. For these reasons, the society was encouraged to promote capitalist enterprise and sports spectatorships (Cho & Chang, 2018). The political and business corporations made efforts to host mega sporting-events, participating in the biding campaigns for the 1986 Seoul Asian Games and 1988 Seoul Olympic Games (Hong, 2011; Park & Lim, 2015).

As South Korean athletic society enjoyed both political-ideological and political-economic success through the significant investment in developing elite sports policy, they considerably produced positive outcomes in both athletic performance and in hosting mega sports events in recent few decades. Evidently, the nation has maintained top 10 medal ranking status multiple times in both the Summer and Winter Olympic Games since the 1984 Los Angeles Summer and 1992 Lillehammer Winter Games. Further, South Korea has hosted multiple major mega-sporting events such as both

Summer and Winter Asian Games, the Olympics, as well as FIFA World Cup, IAAF Championships in Athletics and more (Choi, Shin, & Kim, 2015; Ha et al., 2015; Lee, 2016).

Overall, South Korea has accomplished a level of athletic success and established substantial infrastructure of both elite and professional sports domestically and internationally. However, structural problems have remained in the sporting system such as deprivation of educational rights for student-athletes, physical violence and punishment, sexual harassment, and other forms of corruption and unethical issues (Ha et al., 2015; Lim et al., 2015; Park et al., 2012; Won & Hong, 2015).

The Athletic Specialist System

The Athletic Specialist System (ASS) has been one of the core functions of the elite sport system in South Korea. As aforementioned, the Park regime initially enforced the ASS in 1972 as a means for fostering elite athletes. Given this, the regime implemented elite sports programs for schools nationwide in primary education through higher education. For example, the Park regime initially established the Seoul Physical Education Middle and High Schools in 1971 and 1974. And in turn, the Korea National Sport University was founded in 1976 and opened in 1977 specifically modeled on the past Eastern Bloc nation states (Park & Lim, 2015). These elite sports school structures were founded in each province by the early 1990s and have still been expanding in a numerous local and regional areas (Ha et al., 2015). Specifically, the way in which the government fostered elite athletes was to select or encourage youth sports talents to

participate in elementary elite school sports programs through high school elite school sports programs (Bejar et al., 2017).

With respect to college admissions for high school athletes, the National Board of Educational Evaluation (NBEE) oversaw the admission criteria from 1973 to 1996 (Park, 2016). In this regard, when high school student-athletes won medals or prizes in the National Sports Festival or equivalent national tournaments, they could obtain college admissions as athletic specialists without any academic performances such as national college entrance exams and high school graduate point averages (Ha et al., 2015; Park et al., 2012; Park & Lim, 2015). The ASS was reformed in 1997. Each university athletic program autonomously developed recruiting policies, and universities created opportunities for high school student-athletes to apply for various academic programs (e.g., social science, law, business, and science) at multiple universities (Park, 2016).

Soon after, the ASS was reformed once again in 2000 and restricted high-school athletes from applying to various academic areas for study. Instead, they could apply for sports related academic majors such as Physical Education, Kinesiology, and Sport Studies. The ASS's college admission system was overtaken by the Korea University Sport Federation (KUSF) and the Ministry of Education, Science, and Technology (MEST) in 2016. Hence, high school student-athletes who apply for the KUSF member institutions for the 2018-2019 academic year will have to submit high school academic and athletic records, college entrance examination scores, and physical test scores (KUSF, 2016a, 2017a, 2018).

Although the ASS has contributed to fostering high performing athletes, this system caused diverse structural problems with regard to holistic wellness of student-athletes. College student-athletes in general often face challenges to engage in class activities and absorb class materials due to the fact that they often travel and compete during the regular class hours. Hence, they are frequently segregated from their class and have limited opportunities to interact with their peers. For these reasons, they could not cultivate fundamental academic integrity and habits since they participated in youth elite school sports programs (Yim & Yu, 2014). They also often face scheduling conflicts between academics and athletics, usually traveling or practicing during regular class hours (Hong & Yu, 2007; Hwang et al., 2014; Park et al., 2012).

Particularly, once student-athletes are selected as national representatives, they are required to reside in the national training center. As such it is impossible for them to attend classroom and social activities in school. Hence, they have limited opportunities to network with their instructors and classmates being considered as athletes only, not students (Cho, 2012a; Lim et al., 2015). Notably, Kang (2015) stated that there are certain social inequalities between college student-athletes and general college students in Korean higher education. Most general students fully prepare for their careers during their college years. However, student-athletes have limited opportunities to prepare for their future careers. For these reasons, the student-athletes may feel more pressure to develop careers after graduation.

Social Activism regarding Educational Rights for Student-Athletes

As South Korea became more democratized in the middle of 1990s through late

1990s after the military era was over in the early 1990s, diverse individuals and groups

from civil society, journalism, academia, and law circle began advocating for educational

rights issues involved with student-athletes (Lim et al., 2015; Park et al., 2012). Their

civil actions and social activism were manifested through demonstrations, news articles,

and documentaries. For example, the Civil Network for Justice in Sport (CNJS) (Chung,

2013), also known as the "People's Coalition for Sports" was formed by Minseok Ahn—

a former student activist for human rights issues regarding student-athletes during the

military rule in Korea in the 1980s, a physical education teacher, a university professor,

and a current lawmaker of the National Assembly of Republic of Korea (NARK) (Lim et

al., 2015, p. 34).[9] CNJS united approximately 200 different influential figures in the

Korean athletic society including scholars, physical education teachers, lawyers, and

journalists to protest for social justice for student-athletes. The objectives of the

foundation of the CNJS were:

> (a) provide criticism of and alternatives to sports policy, (b) participate in the
> proposal of sports-related legislation, budgets, administration, and management of
> facilities; (c) promote the balance of school, life, and elite sports; (d) enhance
> reconciliation efforts between North and South Korea; and (e) seek proper reform
> and development (Lim et al., 2015, p. 39).

The CNJS has demonstrated many forms of social activism such as one-person-

relay-protests where members of the organization protest for learning rights for student-

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[9] The official name of the civil organization stated by Lim et al. (2015) is the Civil Network for Justice in Sport. In consideration of translation, each translator could translate terms differently. However, this name was checked by a forum paper presented by a former secretary general, Dr. Yongchul Chung, a professor of sport pedagogy and psychology at Seogang University who stated the civil organization as the CNJS.

athletes in front of the NARK, attempting to move politicians and lawmakers to improve learning rights policies for student-athletes. They often hosted sporting festivals on national occasions such as memorial days and national holidays with slogans such as "From abnormal to being normal" and "We are students before athletes, and we want to study" (Chung, 2013; Lee, 2007, October 14).

The role of public media was another crucial factor in promoting social change regarding learning rights issues. Park et al. (2012) illuminated TV documentaries televised by the Korea Broadcasting System, which is the largest public media company in Korea: (a) a two-part series, "I am Sorry, I am a Student-athlete" in May and August 2007, (b) a two-part series, "A Report on Human Rights regarding Sexual Violence in Sport" in February and March 2008 and (c) "A Sad Gold Medal" in September 2008 (Park et al. 2012, p. 246). These TV shows demonstrated the many injustice issues that were committed against athletes in South Korea.

Notably, Park et al. (2012) emphasized that the value of sports should not be winning medals or college admission, but it should be respecting sportsmanship and social justice that can promote a wholesome sporting culture. Thus, the sports system should be improved, respecting the fundamental rights for student-athletes by changing school system structures that prevent injustice issues. Through the social activism demonstrated by civil society, public media, and different groups and organizations increased public attention influenced policymakers to consider a policy reform that creates opportunities for student-athletes to engage in academics (Ha et al., 2015; Park & Lim, 2015; Won & Hong, 2015).

The roles of university professors and sports administrators who were former elite athletes provided significant factors to promote a positive social change. According to an autobiography of Tong-Gu Chung who was a former national wrestling athlete, national coach, and the president of the Korea National Sport University, the author stated former athletes in academia and sports administration participated in civil actions to establish a non-profit governmental sports organization—the Korean Society of Olympic Flame (KSOF) in 1998. The purpose of the establishment was to advocate for fundamental rights and the wellbeing of retired athletes. For these reasons, they raised funds to offer general education and English training programs to retired elite athletes thereby helping them gain competitive occupations in various professional areas (Chung, 2007).

The School Sports Promotion Law

The elite school sports policy has been reforming since the late 2000s (Lim et al., 2015; Park et al., 2012; Won & Hong, 2015). Known as the "School Sports Promotion Law" (SSPL), the initial "Resolution for the Normalization of School Sports" was proposed by a lawmaker of the Democratic Party, Minseok Ahn in December 2007; but the National Assembly of the Republic of Korea (NARK) rejected the resolution in March 2010 (Lim et al., 2015). To consider the background of the initial resolution, there were two major issues that were addressed by Ahn: "(a) a lack of sport and physical activity opportunities for regular (i.e., non-athlete) students and (b) a lack of opportunities for student-athletes to focus on education" (Lim et al., 2015, p. 40).

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In January 2012, Ahn and his political party proposed the bill again, and the law was eventually passed by the NARK and the initial implementation of the SSPL began in January 2013 (Kim & Lee, 2015).[10] The agenda included four primary factors: (a) assuring learning rights for elite student-athletes, (b) developing appropriate policies to normalize the elite school sports system, (c) establishing a new policy paradigm that is to balance elite-oriented school sports and sports for all-oriented school sports, and (d) establishing the infrastructure of national welfare through physical and sporting activity programs (Yeun, 2012). Namely, the core idea of the SSPL was to promote a movement of Sports for All which, is significantly promoted by Western social welfare and capitalist states such as UK, Canada, and Australia. This policy was launched to create an environment for student-athletes to engage in academics, respecting their educational rights and embracing their holistic wellbeing. Simultaneously, general (non-athlete) students can engage in physical and sporting activities in order to stay healthy both mentally and physically (Park & Lim, 2015; Won & Hong, 2015).

In alignment with the socio-political climate changes, the government has promoted the "national sports movement", making efforts to improve policies and practices regarding holistic wellness for athletes by stages. For example, in 2007, the Korea Foundation for the Next Generation Sports Talent (NEST) was established by the Ministry of Culture, Sport, and Tourism (MCST) as a means of providing vocational training programs for retired elite athletes (NEST, 2013). Furthermore, the Korea

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[10] According to Won and Hong (2015), the SSPL was enacted on 27, January 2013. The fundamental purpose is to promote the idea of sports for all into school sports structures in primary education through higher education. One of the crucial facets of this policy is to balance elite sports and club sports, creating academic and human rights for elite student-athletes to be treated as equally as general students.

University Sport Federation (KUSF) was founded by MCST in 2010 as the official

college sports governance as a means of creating a new college sporting culture,

developing new academic policies and regulations (Park & Lim, 2015). Notably, the

MCST generated funding for these organizations through a national sports promotional

fund from the Korea Sports Promotion Foundation (KSPO) (Won & Hong, 2015).

The NEST/KSPO Foundation

The Korea Foundation for the Next Generation Sports Talent (NEST) and the

Korea Sports Promotion Foundation (KSPO) became one entity in January 2016. To

reiterate, the NEST Foundation was initially established in 2007 as a non-profit

governmental sports organization in order to provide vocational development programs to

retired athletes. The primary objective of the establishment of the NEST was to foster

potential global level sports talents in academia, administration, coaching, and refereeing

(NEST, 2013). The government expected that their retired athletes could contribute to

the nation's sports diplomacy and its national prestige in the global sporting arena. For

these reasons, the NEST Foundation developed a strategic plan called Vision 2018

(NEST, 2007). In 2016, the MCST restructured governmental sports organizations and

agencies based upon the organizational and funding size. Given this, the NEST was

incorporated into the KSPO in January 2016 as the Center for Next Generation Sports

Talent Development (KSPO, 2017).

According to Won and Hong (2015), the KSPO was founded in 1989 as "a sub-

national governmental organization" and the primary objectives of the establishment

were to reinforce elite sports and promote participation in sports and physical activities among all Korean citizens (p. 143). Thus, the core roles of the KSPO and its functions were to distribute funding to all governmental sports organizations and agencies including elite sport, hosting international mega-sporting events and national sporting competitions, sports for all, and disabled sport. Noticeably, since the governmental mission and its objectives were to foster potential global sports talents in different areas in sports through retired athletes, the MCST subordinated the NEST to the KSPO in order to lubricate the educational programming through the plentiful funding sources (KSPO, 2017).

With respect to the vocational development policy by the NEST/KSPO Foundation more specifically, the government focused on retired athletes who had successful athletic careers as the target populations. Thus, the NEST/KSPO has provided various vocational development programs to retired elite athletes consisting of former Olympians, national and international champions, and professional athletes (KSPO, 2017). Some of the athletes who were not high-profile athletes were also considered if they could be viewed as potentially contributing to the nation. In this regard, they had to meet other equivalent criteria such as basic English test scores, past professional careers in sports, or strong recommendations from senior sports administrators of national sports federations of each sport (KSPO, 2017). The vocational training programs were mainly developed based upon domestic and international English language courses and internship training programs, professional and life-skill development programs, and other essential practicum experiences in academia, coaching, refereeing, and administration

(NEST, 2013). Notably, the NEST/KSPO has offered the core vocational training programming, specifically aiming to foster international level sports administrators who can be dispatched to prominent international sports organizations or assigned the role of international liaisons in their domestic sports organizations.

According to a governmental research report issued by the Korea Institute of Sports Science (KISS), the government aimed to rebrand their retired athletes as global sports human capital in the hopes of dispatching them to nine prominent international sports organizations. The target international sports organizations included: (a) International Olympic Committee (IOC), Association of National Olympic Committee (ANOC), (c) Sports Accord (SA), (d) Federation of International Sports University (FISU), (e) International Paralympic Committee (IPC), (f) Olympic Council of Asia (OCA), (g) General Association of Asian Sports Federation (GAASF), (h) International Sport Federation (ISF), and (i) Asia Sport Federation (KISS, 2011). The South Korean government wished to influence their diplomatic abilities through their retired athletes in the greater Asian region and in turn expand their influences more globally. As a means to nurture these athletes, the NEST/KSPO developed four core educational training programs. These programs are: (a) Sports Talent English-education Program (STEP), (b) Global Professionals in Sports Program (GPSP), (c) Global Sports Leadership Program (GSLP), and Advanced Global Sports Development Program (AGSDP) (KSPO, 2017). A total of 869 retired athletes have participated in the core vocational training programming since its inception in 2008 (KSPO, 2017; NEST 2015).

The STEP is the initial phase of the core vocational development programming which provides basic level English courses domestically including grammar, writing, and conversation. A total of 298 retired athletes have experienced the STEP since 2010 and they took classes two times a week for seven months at the Korea National Sport University. The GPSP is the second phase of the core vocational development programming. A total of 309 retired athletes have taken ESL courses and academic-based sports studies seminars regarding sports administration at Hankuk University of Foreign Studies. For the seminar series courses, university faculty members in the related field of sports administration and management gave lectures in English (KSPO, 2017; NEST 2015)

The GSLP is the next phase of the core vocational development programming through a global partnership with an American university. Given this, those who successfully completed the STEP and GPSP could apply for the GSLP. The minimum qualification to apply for the GSLP is those retired athletes who scored above 60% in the previous phases. A total of 179 retired athletes have participated in the GSLP since 2008 and experienced both the ESL training and global sports studies seminar series in institutions of American higher education. The AGSDP is the final phase of the core vocational development programming which is to provide the most advanced level English language training programs and more advanced global leadership seminar series such as global manner and etiquette, field trips, and practicum experiences in both domestic and international sports organizations. These are specifically to foster

prospective sports diplomats. A total of 68 former athletes have participated in the AGSDP (KSPO, 2017; NEST 2015).

In alignment with the core vocational development programming, the NEST/KSPO has actively established global networks to create internship opportunities for their retired athletes who could be considered potential sports diplomats, developing administrative skills and professional knowledge in sports administration and business (KSPO, 2017; NEST, 2015). The programming participants who were former elite athletes could obtain internship-training opportunities in globally well-known sports organizations. These organizations were the American NCAA, Fédération Internationale du Sport Universitaire (FISU), World Archery Federation (FITA), International Military Sports Council (CISM), and other equivalent sports organizations (NEST, 2015). The NEST/KSPO has recently signed additional global partnerships with the FIFA Master (International Master's in Management, Law, and Humanities of Sport), AISTS (Académie Internationale des Sciences et Techniques du Sport), and Russian International Olympic University (RIOU). They have made efforts to open more educational and practicum opportunities for their programming participants (KSPO, 2017).

The KUSF System

In June 2010, the Korea University Sport Federation was founded by the Ministry of Culture, Sport, and Tourism (MCST). Prior to its establishment, there was no official collegiate sports governance. Hence, each sport governing body under the KSOC

organized sporting events (Lee, 2009; Park & Lim, 2015). Notably, the collegiate sports governance was modeled on the American NCAA, adopting the philosophy that idealizes amateurism and the normalization of academic integrity of student-athletes. In this regard, Shin-Wook Kang—the former Executive Board Director of the KUSF assumed his role in February 2012 and began promoting an academic reform movement to normalize the academic integrity of student-athletes. Thus, the organizational goals and visions were precisely established (KUSF, 2012).[11]

In terms of the current mission statement of KUSF, the collegiate sports authority aims to foster a healthy university sport system by regaining the essence of sports in order to become an advanced university system. To achieve these organizational objectives, KUSF promoted a wholesome academic environment, improved finances, and established facilities through mutual collaborations with research and educational institutes so that student-athletes could cultivate spiritually, physically, socially healthy leadership traits through experiencing athletics and academics (KUSF, 2016a). The authorities would suggest necessary policy agendas to the government to foster excellent athletes so that they could contribute to promoting national cohesion and raise national status. Therefore, the visions included: (a) establishing the infrastructure of an advanced sporting system, (b) assisting student-athletes to foster healthy leadership skills, (c) creating healthy university sporting culture, and (d) nurturing global sports leaders through student-athletes (KUSF, 2016a).

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[11] Shin-Wook Kang is a professor of sport sociology in the Department of International Sport Studies at Dankuk University, Cheonan, South Korea and the current president of the Korean Alliance for Health, Physical Education, Recreation, and Dance (KAHPERD). He contributed to developing the initial academic regulations in the KUSF system.

Since KUSF has promoted the academic reform movement, it was important to develop academic regulations. Regrettably, up until the governance completed the official KUSF regulation manual on January 25, 2015, they faced some challenges in overseeing member institutions because there were no formal academic policies and regulations. In retrospect, the KUSF embarked on developing the official academic regulation manual by collaborating with the Korean Association of Sports Law from September 2012 to January 2014. The official regulation manual was applied to the member institutions on January 28, 2015 (KUSF, 2015). Notably, the KUSF recently implemented the new student-athlete eligibility policy during the 2016-2017 academic year. Hence, student-athletes must maintain an overall GPA of 2.0 (c) on a 4.5 (a) scale to be eligible to participate in the KUSF sporting competitions. Further, KUSF reinforced the recruiting criteria that will be applied during the 2018-2019 academic year. In this regard, high school student-athletes must submit college entrance examination scores, student records, athletic performance records, and physical test scores (KUSF, 2016a, 2017a, 2018).

Although KUSF has promoted the academic reform movement, making efforts to complete academic regulation manuals as well as strengthen academic regulations, the governance has been in social conflict with diverse stakeholders such as coaches, student-athletes, and parents. The central argument is that the new academic regulation implementation is paradoxical because the KUSF system and its member universities do not yet provide appropriate academic support services to student-athletes. Therefore, a majority of student-athletes may not be eligible to compete because they have not

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cultivated academic integrity since they competed from primary education through secondary education levels (Herald Business, 2017).

Conclusion

This chapter broadly described overviews of the development of higher education and development of elite school sports system in South Korea. This chapter then specifically reviewed relevant policies, practices, events, and organizations including, the ASS, social activism regarding educational rights for student-athletes, the SSPL, the NEST/KSPO Foundation, and the KUSF system. These sections were reviewed to provide general contextual maps.

CHAPTER III

THEORETICAL FRAMEWORK

Bourdieusian concepts of social and cultural reproduction are prominent parts of critical approach, and this study entails educational problems and career transition issues involved with former dropout college student-athletes in South Korea. Thus, it is significant to review a few relevant concepts of critical pedagogy briefly to interconnect them to the main conceptual maps—capital, habitus, field, and social agent.

Critical Pedagogy

Critical pedagogy is a philosophical, ideological, and socially practical idea of teaching and learning; the concepts originated from traditional critical theory and its applications to education in socio-cultural and multicultural contexts (Banks & Banks, 2013; Freire, 1970). According to Freire (1970), the fundamental concept of critical pedagogy is to help students to develop critical thinking skills which allows them to solve various issues by themselves. This approach aimed to emancipate marginalized individuals or groups such as children, women, and people with disabilities, influencing them to cultivate liberal democratic mind sets in which people have their own rights and fundamental social needs (Freire, 1970). Furthermore, Giroux (1983) stated that power is often seen as the asset of dominating groups in a school setting. This produces inequality among people in social categorizations such as gender and race, dividing classes among children. Namely, school culture produces power struggles, hegemony, and resistance

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among children from differing cultural backgrounds, heritages, and socio-economic status.

Moreover, Hansen (2008) conceptualized critical conflict resolution theory and practice based upon critical pedagogy, musing on the ways to reduce diverse socio-political and socio-cultural conflicts in various social settings. Hansen's (2008) work aimed to suggest plausible implications to improve social policies along with the field of social work in the U.S since the nation is multicultural and has produced a wide range of conflicts and human rights issues in racial relations, gender equality, rights of the disabled, and so on. Thus, Hansen (2008) underlined several key typologies of fostering critical conflict resolution practitioners: (a) critical conflict resolution mediator, (b) critical conflict resolution negotiator, (c) critical conflict resolution facilitator and trainer, and (d) critical conflict resolution educator.

Briefly, the critical conflict resolution practitioners have the ability to comprehend the nature of power differentials intertwined within the context of social categorizations such as gender, class, race, ethnicity, and other similar categories. They have the capability to understand issues and challenges of social systems and policies. They also have the capacity to raise and distribute funds to promote social and community services and collaborate with other social agents or public administrators. The critical conflict resolution practitioners have the ability to form groups or establish agencies to organize workshops or seminars to minimize societal powers. They also have the ability to influence other people to understand diversity and social justice issues involved in society by providing essential educational and/or training programs in order

to reduce different conflicts of interests. Finally and the most importantly, the critical

conflict resolution practitioners have pedagogical abilities to educate young children

through adolescents to develop problem solving skills and participatory democratic traits

(Hansen, 2006).

These critical concepts can be beneficial in interpreting the formation of power

differentials in the South Korean social and political systems and educational structure

and its entailing cultures that are intertwined with the elite school sports system. It is also

essential to consider which individuals, groups, institutions, and organizations can be the

best critical conflict resolution practitioners to reduce the various socio-political and

socio-cultural issues in the athletic system, education, society, and culture. Overall, these

sub-concepts of critical pedagogy can support the main conceptual maps (i.e.,

Bourdieusian approach) to interpret the findings and suggest both theoretical and

practical implications.

Social and Cultural Reproduction

A Bourdieusian approach to social and cultural reproduction tries to comprehend

the nature of power differentials in contemporary capitalist society. Social mobility often

entails inequality and class divides that can be produced, maintained, and fortified based

on the role of socio-economic status and cultural background plays in power dynamics

and hierarchy. Given this, education can be a prominent vehicle to help individuals to

raise their socio-economic status and gain diverse social and cultural competencies in

order to obtain certain memberships in their belonging communities and societies

(Bourdieu & Passeron, 2000). As a means of analyzing the overall structural problems of the social system and cultural inequality, Bourdieu developed several key concepts of social and cultural reproduction including habitus, field, social agent, and capital.

Habitus, Field, and Agent

In understanding Bourdieusian concepts of social and cultural reproduction, it is instrumental to comprehend the concepts of habitus, field, and social agent that are entwined with each other. Fundamentally, these concepts are useful to view social practice that illustrates structure and agency (Bourdieu, 1975, 1990). To briefly inform the aforementioned conceptual background, Bourdieu was influenced by several thinkers such as Karl Marx, Max Weber, and Emilie Durkheim. Even though Bourdieu was influenced by these previous thinkers, he developed his own way to interpret social structures, systems, and agencies, viewing these as more sociological and anthropological rather than philosophical or ideological (Ritzer & Stepinsky, 2013). Bourdieu's previous works referred to structure and agency briefly, incorporating the concepts of habitus, field, social agent, and capital, contemplating how social actors or agents build social relationships in particular fields by cultivating appropriate habits through continual practice in order to resist inequality in power dynamics (Bourdieu, 1975, 1979, 1990).

For Bourdieu, society constructs superstructure, referring to values and beliefs such as ideology, law, and arts and substructure, referring to the truths such as economy to bear the superstructure. Thus, habitus is embodied structure in the nature of human behavior which can be seen as habits and manners that produce social practice and action

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in a particular field (Bourdieu, 1990). According to Bourdieu (1990), habitus can be

defined as the system that social structures can continually be durable through other

structures. It is a principle which is a way to express self-conscious and acquire capital to

accomplish individuals' own goals. Namely, habitus describes both structuring-structure

and already structured structure. Bourdieu (1990) further stated that habitus can be

internally formed through people's own experiences. Hence, human nature can be

cultivated through secondary processes by practicing acquiring particular life habits. In

other words, habitus also illustrates embodied cognition in particular conditions. It bears

spontaneous actions and unconscious awareness that are ingrained into human beings'

thoughts.

Taylor (1993) described Bourdieu's standpoint of habitus as a dialogical act that

people communicate with each other, attune their emotions, and control their minds to

prove their logics of practice. In this context, individuals who conduct analogous

behaviors and share common beliefs demonstrate a cohort. Those individuals who

represent common habitus share many similarities and can be categorized as social

classes. Bourdieu (1990) viewed class as a set that numerous actors and agents seek for

other similar individuals and they make efforts to belong to the groups. Therefore, class

refers to a structure of realities (i.e., beliefs, principles, values, and arts) that can be

formed through habitus and produce various fields of practice.

In addition, field means an autonomous place where structure and practice meet in

which individuals build mutual rapport and network and form collaborative or conflicting

relationships (Bourdieu, 1996). Field can be viewed as structuring structure, but it also

can be seen as already structured structure in which each actor or agent cultivates essential capital through persisting practices, plays in the social space where they struggle or compete or conform with others (Bourdieu, 1994). Interestingly, the concept of field assumes a relative autonomy that creates a unique and small universe which cannot be visible but is certainly existing and characterizing. For example, there are diverse fields such as economic markets, arts, religion, and other similar social spaces. Therefore, field indicates social structure where people get along, interact, and share common knowledge, ideology, and identity (Bourdieu & Wacquant, 1992).

Furthermore, the meaning of social agent can vary based upon each field. Yet, Bourdieu (1979) defined that social agent as taking a role and building relationships with others in a particular area where diverse forms of capital flow and habitus and field are correlated. Bourdieu's essay—Year 1989-1990: The Universal Other and Censorship in his authorship—On the State also referred to social agents and stated that is to "bear on an action the judgement implied by recognition of the most universal values in which the group recognized itself" (Bourdieu, 2014, p. 52). This means social agents take particular roles and responsibilities to contribute to their societies and, in turn, dedicate to their states, committing a level of obligation in constructing society. They make choices to do so for their belonging groups and society as committed members, comprehending and undertaking their own actions (Ritzer & Stepinsky, 2013). Overall, the fundamental concepts of field, habitus, and social agent support examining Bourdieusian capital research. Therefore, the review of these concepts will guide the next following reviews

of social and cultural capital and their applications to the findings and discussion in the current study.

Social Capital

There are a wide variety of ways to define social capital. The concept has developed and been used in a wide range of academic disciplines such as sociology, economics, and education, and in the broader areas of social science and socio-cultural studies. Yet, in consideration of viewing the modern and contemporary capitalist society, there are some pioneering and influential scholars who established the theoretical roots of social capital. They widely promulgate the concepts of social capital in academia at both a micro-level and macro-level. Initially, Bourdieu focused more on viewing the formation of social capital and its flows in individuals first and its interrelationships with groups, communities, and societies in phases (Bourdieu, 1986). Furthermore, another theoretical contributor is Robert Putnam, an American political scientist who emphasized the importance of social networks that ultimately promote social capital through collaborative networks and reciprocal relationships (Putnam, 2004).

Core elements of social capital by Putnam (2004) are mutual and social trust in which strong and systemized networks among community members positively produces brisk social capital when they interact horizontally with each other. However, when the community memberships or benefactor and beneficiary relationships vertically interact with each other, social capital can negatively flow in their community and society (Putnam, 2004). For example, if members in civil societies horizontally interact with

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each other, they can promote societal and mutual trusts, reciprocal norms and spirits and diffuse good reputations and communications so that their collective actions can solve diverse social and political conflicts (Putnam, 2004).

Meanwhile, in terms of a Bourdieusian approach to social capital, it is intangible and untouchable societal assets that individuals do not retain, but they are able to retain other societal assets such as various types of social benefits and memberships through social networking. It is the ability to mobilize gainful resources from other influential people in the society (Bourdieu, 1986). The characteristics of social capital are "social connections, honorability, and respectability" which can be formed when individuals are mutually obligated to bond strong relationships (Bourdieu, 1984, p. 122).

Furthermore, when people obtain social networking opportunities with others and gain specific benefits through the social connections, they feel rewarded in certain professional fields (Kadushin, 2012). Overall, social capital illustrates individuals' dignity and prestige and groups' social benefits can be promoted through various forms of social interactions and mutual collaboration (Bourdieu, 1986). Winkle-Wagner (2010) stated individuals' social networks can be enhanced by mutual trust and become a form of a "credential" in a particular "social setting" (p. 13).

Social network as a concept has been utilized in a variety of fields of social science to view individual, small group, organizational, and global scales (Kadushin, 2012). There are several key elements to view social networks. Initially, Kadushin (2012) referred to homophily that people naturally seek for others who are akin to themselves who have similar social, cultural, and educational backgrounds. It is natural

for people to share common norms, beliefs, and attributes that promote friendships and form associations or organizations. These mean people usually share their collective identities, easier to express their feelings or emotions to increase common understanding under the similar social and cultural categorizations (e.g., alumni, race, gender, and socio-economic status) (Kadushin, 2012).

Moreover, community and social support are significant components. People can promote social and community cohesion through geographical proximity. They can easily interact and share or discuss common issues within the community, providing social support (Cohen & Syme, 1985). Safety and affiliation are also important factors to consider when thinking about social networks. Greenberg (1991) stated that belonging to affiliations minimizes security issues, helping individuals' feel relaxed physically, intellectually, and psychologically when they interact socially.

Within the context of social capital and education in South Korea, according to a governmental research report issued by the Korea Institute for Health and Social Affairs (KIHSA), social capital research has actively been conducted among domestic scholars as the South Korean government launched the first National Human Resources Development Plan (NHRDP) in 2001 (KIHSA, 2009). To briefly give some background of the establishment of NHRDP, the government perceived that life satisfaction of its citizens was relatively low in comparison with the rapid economic growth in recent decades. These issues prevented them from promoting mutual trust and rapport as well as social cohesion and integration, producing social conflicts among neighbors. Thus,

one of the prominent projects was to solve these conflicting issues by developing social and cultural learning programs for educational purposes (KIHSA, 2009).

In South Korea, Kim and Ahn (2006) stated that social capital is closely intertwined with schooling, referring to the interrelationship between habitus and field where children easily develop morality and ethical behavior by gaining motivations to cultivate academic integrity as well as gain social and cultural learning experiences. In this regard, students can get along with their peers who could become their peer role models through mutual trust through club activities or service learning to build community. Furthermore, Kim and An (2003) investigated how social capital flows in elementary school students and their academic achievement. Their findings demonstrated that social interaction between parents and school teachers increased children's academic attainment. Namely, the collaborative mentoring, disciplining, and communicating with the children could produce positive motivations.

Kim (2005b) stated that numerous South Koreans have cognized the importance of community life to gain social capital, building teamwork and mutual trust that can be of important value for social life. For these reasons, they participate in civil activities to produce collective social benefits. Kim (2006a) further stated that parents also recognized the social importance of education, encouraging their children to experience different social and civil activities at a young age. They perceived that these activities could be prominent educational experiences in becoming democratic citizens. Kim (2005a) observed that encouraging young adults to participate in political actions supported their own political parties and propagandized their political beliefs. These

types of activities could influence them to take social responsibilities and minimize social justice and corruption issues as they establish a wholesome culture through the political and civil networks (Kim, 2006b).

In the current decade, Kim and Choi (2018) stated that online social networking has been popular in South Korea. Thus, the authors emphasized the importance of educational researchers exploring and finding out positive factors of social media and how social capital can be formed and promote academic attainment by interacting with each other. In Kim and Choi' (2018) study, Korean college students' experiences of online courses can increase their academic success. Given this, this study found that numerous college students actively communicate on social networking websites, sharing their information and ideas or helping each other. These online social networking activities increased mutual trust offline, boosting academic engagement and integrity.

Cultural Capital

For Bourdieu, cultural capital generally means symbolic power, highlighting different forms of cultural competencies of individuals including skills, abilities, tastes, manners, preferences, and norms which can empower individuals by raising socio-economic and socio-cultural competencies (Bourdieu, 1979, 1984, 1986). Cultural capital can also be defined as "high-status cultural knowledge or competence" which can be measured "in a particular social setting" (Winkle-Wagner, 2010, p. viii). Hence, it is considered "a form of currency in the social realm" (Wincle-Wagner, 2010, p. 5). According to Giddens and Suttons (2014), those who gained sufficient cultural capital

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can exchange values with economic capital. For example, when job candidates apply for a specific position, their cultural knowledge can contribute to finding a position. However, people often miss important opportunities, or they are often excluded from, discriminated against, and are stereotyped and prejudiced against due to a lack of cultural capital in a wide scope of social and cultural life.

Cultural capital has contributed to diverse cultural concerns and social justice issues in educational research (DiMaggio, 1982; Nora, 2004). Notably, Winkle-Wagner (2010) stated that cultural capital can be a useful methodological, theoretical and analytical tool to investigate misconceptions and limitations of cultural inequality in diverse social settings in school culture. It is also useful for scholars to examine parental socialization as opposed to high-status culture and its relationships with their children's GPAs and academic accomplishments (Cheadle, 2008; DiMaggio, 1982). It is also associated with diverse issues in multicultural and international education including migration and studying abroad such as cross-cultural adjustment, social networking, linguistic concerns, and politics (Fang, 2011; Gerhards, 2014; Kim, 2011, 2012).

Academic and educational capital are also embodied forms of cultural capital (Bourdieu, 1986). Educational background is a part of this that individuals can raise dignity and gain competencies or become more qualified job candidates by earning academic degrees and gaining new knowledge and skills or collecting useful information (Winkle-Wagner, 2010). Further, Bourdieu's standpoint of language is a part of cultural capital and symbolic power that may raise individuals' dignity and represent their intellectual levels. Thus, this form of academic and educational capital empowers them

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to become marketable in the business field, the so-called linguistic capital. (Bourdieu, 1991).

In addition, linguistic capital describes "linguistic production and circulation, as the relation between linguistic habitus and the markets on which they offer their products, does not seek either to challenge or to replace a strictly linguistic analysis of the code" (Bourdieu, 1991, p. 37-38). In this context, when individuals use the right grammatical structures and good vocabulary as well as cultivate the linguistic skills through continual practices, they may have opportunities to obtain competitive occupations. From a socio-linguistic perspective, linguistic capital represents that individual's ability to utilize language, referring to linguistic proficiency or competency. This can assist people to become rebranded as human capital (Bourdieu, 1991, 1993).

With respect to the importance of the English language in South Korea, since the nation has limited natural resources, fostering human capital is a significant manner in which to improve their global market economy. For these reasons, obtaining higher education degrees in diverse STEM areas can create more competitive occupational opportunities in prominent global level corporations (e.g., Samsung, LG, and KIA) (Kim, 2015a). Accordingly, as most large business corporations do collaborate with their global partners, being proficient in English and receiving high marks on official English test scores such as TOEIC have been considered one of the most important factors in obtaining a job in administration and business, thus numerous students focus solely on improving their TOEIC test scores (Park, 2011, Cho, 2012b). For these reasons, Korean parents are willing to spend money for their children to learn and succeed in English.

Through their parents' financial support, they go to private English institutes outside of their own schools, and study hard (Park, 2009). Indeed, a grasp of English has been the most essential cultural capital, producing educational competition among students. From these perspectives, Korean athletes have limited opportunities to cultivate linguistic capital due to their time commitment in athletics. Therefore, their chances to gain administrative positions can be challenging, making them marginalized from mainstream society.

Critiques of Bourdieusian Approach

Although forms of capital such as social networking, cultural knowledge, and other social skills have contributed to reproduction of cultures and the education system associated with socio-cultural life of many individuals specifically and social conditions and systems more generally, there are some major concerns as some scholars have raised critical questions (Giddens & Suttons, 2014; Horvat, 2003; Winkle-Wagner, 2010). According to Giddens and Suttons (2014), society has often assumed that popular culture (e.g., public media, sports, leisure, and entertainment) is inferior to high-status culture (e.g., literature, arts, and knowledge-based economy). In other words, whereas people need to cultivate a level of knowledge and specific sensitivity when they build mutual rapport to entertain high-status culture properly, they make less effort to acquire specific knowledge or learn special skills when they refer to popular culture. In the meantime, forms of capital can be valued in an ontological way but cannot be measurable in a materialistic way because these are embodied.

Particularly, within the context of education, Winkle-Wagner (2010) stated that school culture is not neutral, creating inequality that often regulates that the educational level of students can often be evaluated by the parents' socio-economic status. In this sense, the parents' educational background and cultural knowledge can influence their children through early education to develop their talents. Because of the cultural interaction produced in family culture, society often perceives that children from relevantly wealthy families may have better intellectual levels, persistently dividing class. These perceptions made by the school culture also frequently create social prejudice and stereotypes, thus children from wealthy families may receive special favors from teachers and peers. Society also perceives that the rate of their socio-economic success can be higher due to more opportunities to gain cultural experiences.

According to Winkle-Wagner (2010), students' academic grades regulated or evaluated by school faculty and staff members often become social standards. Hence, inequality created in school is often linked to inequality produced in the society. School is the place (field) where students cultivate cultural habits (habitus) through experiencing diverse cultural tastes and practices, cultivating wisdom such as wit, perspicuity, and different ways to develop linguistic and intellectual abilities such as using proper words or showing elegant attitudes (Bourdieu, 1984, 1986, 1993). However, Horvat (2003) critiqued that society often justifies the quality of life based on these factors, estimating individual cultural levels. Thus, social and cultural inequality are considered fair competitions, considering agency and structure gaps

Due to these interactions between school and society, Bourdieu and Passeron (2000) illustrated the school system as symbolic violence. For instance, school systems legitimize governing culture and dictate educational activities under systemic controls. This means there are power struggles in schools based on cultural and intellectual dominations among students, forming ruling parties and ruled parties in the academic society. In this regard, Winkle-Wagner (2010) pointed out that teachers and peers acknowledge that these power struggles are natural, conceding unfairness and inequality. Hence, this ultimately hinders cultural assimilation among peers, students, and teachers, segregating them from equal opportunities and notably not teaching students how to express their aspirations or desires in society.

Moreover, symbolic violence creates more social prejudice (Bourdieu, 1984, 1986, 1993). For example, even though children from lower class families enter high profile universities or obtain gainful occupations by cultivating proper cultural habits and intellectual knowledge, social prejudice toward them may still exist based on their family's socio-economic background or their parents' educational levels. Therefore, those who already hold vested interests may not acknowledge others, preserving their inherent cultural traditions because they believe that vested interests held by their own social groups represent their own dignity and identity. Overall, from a social reproductive perspective, social and cultural capital can be somewhat deterministic that does not allow for individual agency and the abilities of individuals to adapt and change which can be critiquing.

Conclusion

This chapter briefly reviewed critical pedagogy to link in and support the main theoretical framework of the study—Bourdieusian social and cultural reproduction. Furthermore, the core concepts of Bourdieusian social and cultural reproduction were specifically reviewed consisting of habitus, field, social agent, and capital to inform how this framework can be used as an analytical lens for this study.

CHAPTER IV

METHODOLOGY

The purpose of this study is to adopt insights from critical perspectives on the theoretical concepts of Bourdieusian social and cultural reproduction in order to explore the career transition experiences of former dropout college student-athletes in South Korea who successfully obtained their desirable career paths and determine if there were any positive factors and/or life challenges that helped them accomplish their career goals. The findings will be generally viewed as those who had educational, social, and cultural barriers and questioned whether they could improve their careers by gaining new essential knowledge and skills after athletic termination. In turn, the findings will also generally be interpreted by finding factors if they take societal roles and responsibilities to contribute to their belonging society.

In general, the use of qualitative methodologies demand researchers to collect various data sources in order to interpret a specific social phenomenon of people's lived experiences. Researchers adopt qualitative methods to construct worldviews in a particular social setting. These data sources include, but are not limited to: in-depth interviews, fieldnotes, archival records, documentations, and artifacts. This method is used rather than using quantitative data associated with numbers through statistical techniques (Merriam & Tisdell, 2016). Qualitative research experts underlined that the characteristics of qualitative inquiry are inductive and interpretive, viewing the everyday world subjectively and socially. These are also objective and naturalistic, increasing

understanding of how individuals can make sense of their social and cultural lives (Bogdan & Biklen, 1992; Hatch, 2002; Lincoln & Guba, 1985).

In addition to the use of qualitative methodology, a critical approach is incorporated into this study. The elements of critical theory not only can be used as a theoretical framework, but also can be adopted as a fundamental epistemological, interpretive and methodological framework as one of the prominent qualitative paradigms to view data that is entwined with social justice issues concerning marginalize populations (Creswell, 2013). The nature of critical research entails several key theoretical and conceptual standpoints based upon each social categorization of framework including "critical feminist theory, queer theory, critical race theory, dis/ability or poststructural/ postmodern/ postcolonial theory" (Merriam & Tisdell, 2016, p. 59). The primary objective to conduct critical research is to "critique existing conditions and through that critique bring about change" (Patton, 2015, p. 692). Namely, scholarship has the power to promote positive social change, empowering those underrepresented sub-groups to raise their own critical voices and pursue their basic rights and social needs (Creswell, 2013).

From these critical viewpoints, a Bourdieusian approach to social and cultural reproduction provides a framework for interpreting the experiences of marginalized individuals or sub-groups if they can be empowered to improve their life quality by gaining fundamental capital and rebranded as human capital by cultivating new life habits through continual social and cultural practices. And in turn, they take societal roles and social responsibilities, dedicating themselves to promoting social change. For this study,

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Bourdieusian concepts of social and cultural reproduction grounded in a critical approach provided insights to increase a better and more in-depth theoretical and practical understanding of career transition experiences of former dropout college student-athletes in South Korea.

Therefore, in exploring the career transition experiences of former dropout college student-athletes in South Korea, the following research questions guide this study:

RQ1: What factors impacted dropout college student-athletes' decisions to end their athletic careers prior to completing a degree?

RQ2: What challenges did dropout college student-athletes face after ending their sport careers?

RQ3: How did dropout college student-athletes deal with social and cultural barriers to achieve successful careers?

RQ4: How did dropout college student-athletes perceive their societal roles and responsibilities?

Researcher Positionality and Reflexivity

Creswell (2013) suggested that it is important for investigators to state their researcher positionality and reflexivity in the early phase of the methodological statement in order to reduce readers' biases and assumptions toward the study being explored. Specifically, researcher positionality and reflexivity are crucial parts of qualitative inquiry, bolstering the role of researcher and trustworthiness. Thus, it is important for

qualitative researchers to clarify their own understanding of the subject of their studies

and acknowledge their limitations in order to view data by sharing their own experiences,

perceptions, and directivity and providing a bias statement that demonstrates prejudices

and stereotypes regarding the topic of the study (Creswell, 2013, 2014; Marriam &

Tisdell, 2016).

Of critical research, Merriam and Tisdell (2016) stated that there are potential

insider and outsider issues and "positionality issues; and, as a result of both of these

intersecting factors, the importance of researcher reflexivity" (p. 63). In this regard, it is

essential for the researchers to indicate their positionality and insider and outsider status

which identifies "their race, gender, social status, background, and sexual orientation"

aligned with the research purposes (pp. 63-64). Furthermore, critical researchers should

know the actual issues the participants faced in real-life situations and comprehend

various circumstances in certain social phenomenon by listening to their stories by fully

grasping insider status to accomplish the study through collaborative works with the

participants (Lincoln, 2010).

With respect to the author's researcher positionality and reflexivity, I became

interested in exploring former dropout college student-athletes in South Korea because of

my personal background. I was born and grew up in South Korea and was a former

dropout college student-athlete. I directly experienced the nation's "athletic specialist

system." I also directly experienced and observed forms of social justice issues such as

deprivation of educational rights, physical violence, and punishment committed by

coaches and school officials. In this system, I was able to obtain college admissions

based upon my athletic instead of academic performance. In this regard, I could enter

universities and compete at the intercollegiate level without official academic records

such as the national college entrance exam scores and grade point averages. Therefore, I

symphonized that other previous scholars explored and found that the South Korean

athletic society produced a culture where athletics were more important than academics,

and schools were often perceived as training centers, rather than places where athletes

would pursue an education.

I ended my athletic career in my sophomore year of college due to the excessive

abusive culture and physical violence. I did not know what to do during my college years

and after graduation without appropriate educational background, academic knowledge,

and fundamental social and problem-solving skills. As a result, I faced challenges in

obtaining competitive occupational opportunities. These challenges made me feel

socially excluded, finding it difficult to belong to mainstream society. This eventually

led me to study abroad in the U.S with the support of my parents. I came to the U.S in

2006, enrolled in an intensive English training program for two and half years, and

entered an undergraduate degree program in Sports Management with a Communications

minor. I successfully earned a bachelor's degree in 2012 and have pursued both master's

degree in Sports Management and Ph.D. in Higher Education Administration in

American universities.

During my time studying in the U.S, I have met numerous professors, researchers,

and scholars who have encouraged and mentored me to find the right career path in

academia. In interacting with them, I naturally became interested in studying about

social justice, particularly with social minority groups both in the U.S and my native country, South Korea. Hence, I would dedicate my educational experience to improving the quality of life for those marginalized groups contributing my academic knowledge and scholarship to the study of social justice. For these reasons, I decided to carefully examine unsuccessful student-athletes who terminated their athletic careers during college years like me or the early stage of their professional careers in an effort to lessen their challenges.

I, of course, acknowledge that there are potential biases in conducting research regarding other individuals who were formerly dropout college student-athletes because each person has different experiences and perceptions into the same athletic system and its cultures. Therefore, it is important to note that analyzing and interpreting the real-life experiences of others must not be controlled by me, as I seek to respect all ethical issues and concerns required in social science research and report the truths found through the investigation. Yet, it is meaningful to conduct research regarding this population as scholars who were mostly non-athletes have been explored in the past, but the scholarship lacked a personalized understanding of the issues.

My researcher positionality and reflexivity may contribute to increasing new insights about this population. Overall, I intend to conduct my doctoral dissertation research for those who are marginalized from mainstream society in South Korea due to a lack of essential capital. To this end, I shall embark on this study by taking an account of the meaning of social justice in education and expect to find meaningful outcomes to

provide appropriate implications to the South Korean athletic system, culture, educational institutions, and society.

A Basic Qualitative Method Design

In contemplating the purpose, research questions, and frameworks of this study, a basic qualitative method design was specifically adopted. This method design is one of the most common qualitative method designs that has been developed within the fields of "education, administration, health, social work, counseling, business," that transcends specific types of methods without certain consideration and declaration (Merriam & Tisdell, 2016, p. 23). Researchers can simply depict their studies as a qualitative inquiry "throughout the disciplines and in applied fields of practice," and data collection can usually be achieved "through interviews, observations, or document analysis," deeming the most basic, simple, and relevant data by underpinning the disciplinary theoretical or conceptual framework of the qualitative inquiry (Merriam & Tisdell, 2016, p. 24).

Specifically, this basic qualitative method has been utilized within the areas of applied social science based upon a relevantly small number of in-depth interviews. Levinson and Levinson (1996) conducted "in-depth interviews with 15 homemakers, 15 corporate business women, and 15 academics" to examine how females perceive their socio-economic positions in a career development setting. Tisdell (2003) recruited a total of 31 adult educators to examine their perceptions regarding social class as cultural workers. Kim (2014) conducted in-depth interviews with Korean retirees who were in their second career transition process. Likewise, a basic qualitative method design can be

used to examine specific subjects in constructing patterns of social science research with small populations to analyze participants' "social roles and social interactions" (Merriam & Tisdell, 2016, p. 25) as characterized by data.

Pertinent to the current study topic, a few previous studies used a basic qualitative method design by adopting a critical approach to critique human rights and social justice issues involved in the elite sport system in South Korea. For instance, Hong and Yu (2007) utilized a critical discourse analysis method through interpreting previous scholarly papers and qualitative documentations such as news articles and columns. This study interpreted human rights issues regarding student-athletes in the nation, describing the binary lives of them while they were competing. This study stated that the general South Korean society cultivated two conventional images of school athletics and its entailing cultures; student-athletes were not able to balance both academics and athletics and punishment enhances their athletic performances. These images ultimately produced marginalization and social prejudice about student-athletes that they are uneducated and ignorant. In this regard, Hong and Yu (2007) underlined the structural problems of the elite school sports system, emphasizing the importance of respecting the sanctity of the human itself and educational rights as the fundamental necessity of looking at athletes as students first.

Furthermore, Park et al. (2012) also underpinned a critical approach to demonstrate the role of media and journalism plays in promoting a positive social change, revealing human rights issues involved with elite athletes such as physical violence and punishment, sexual harassment, and other forms of abusive culture in the athletic society.

This study used qualitative data sources such as TV documentaries on the given topic and individual interviews with government officials, university academics, and coaches to triangulate the study's findings. This study analyzed the conventional social hierarchy that has been ingrained into Korean society that created a submissive relationship between coaches and athletes.

Moreover, Lim et al. (2015) conducted a biographical investigation by adopting critical viewpoints of public sociology to examine educational rights policy reform. This study shed light on the life of Minseok Ahn, a former student activist under military rule in the 1980s in South Korea who became a physical education teacher and university professor during the democratization process in the 1990s and eventually a lawmaker for the NARK in the middle of 2000s through the present. Thus, the authors in this study conducted multiple interviews with the subject, Ahn and closely observed and interacted with him for a certain period of time in order to reduce bias to interpret and understand his life. Particularly, this study analyzed Ahn's actions as a scholar and a member of the National Assembly, indicating the role of the scholar's social activism through uniting influential individuals from civil society, journalism, law circles, and academia. This study demonstrated a prominent example of social change and policy reform, and how the collective works can enlighten political parties and the general public, resulting in the enactment of the School Sports Promotion Law (SSPL) to encourage elite student-athletes to engage in regular school activities.

Overall, incorporating a critical approach into a basic qualitative method design can provide a methodological and interpretive framework, justifying the rationale for

research that aims to promote a positive social change and empower and emancipate historically marginalized sub-groups. From this standpoint, the Bourdieusian concepts of social and cultural reproduction are prominent parts of critical theory. Therefore, grounded in a critical approach, the current study shall underpin Bourdieusian concepts to view data and interpret the evolutionary process of the career transition experiences of former South Korean dropout college student-athletes.

Institutional Research Board Approval

With respect to the Institutional Research Board (IRB) approval for human subjects, the Social and Behavioral Research certificate was obtained through the Collaborative Institutional Training Initiative (CITI) from the main office located in the University of Miami. Furthermore, the initial IRB approval was through the department head and IRB review chair in the Department of Educational Leadership and Policy Studies at the University of Tennessee, Knoxville (UTK), and the final approval was through the Office of Research and Engagement (ORE) at the UTK. Every piece of documentation was created by the author including: (a) recruitment email, phone script, and flyer, (b) transcriber's pledge of confidentiality, (c) interview protocol, and (d) informed consent form. Every piece of documentation was written both in the English and Korean languages by the author in consideration of the potential participants' native language (Korean).

In particular, the recruitment email and phone script inform the participants of the purpose of the study and what their engagement in the current study entails as

participants, including how the participants are recruited, and how their participation can contribute to scholarship and estimated practical outcomes (See appendix A and B). Furthermore, the transcriber's pledge of confidentiality illustrates the role of transcriber with respect to hearing the audio-recorded tapes or files, respecting the participants' confidentiality and protecting their identity. (See Appendix C).

Moreover, interview protocol was developed by contemplating the nature of qualitative inquiry and semi-structured interview strategies. The semi-structured interview guide entails less formal and less structured interview questions which allow participants to flexibly describe, express, and share their experiences, opinions, emotions, and perceptions without prediction or anticipation determined by the investigator (Merriam & Tisdell, 2016). As this study represents a basic qualitative research project which demand the author to analyze the participants' common experiences, opinions, and perceptions with regard to their career transition experiences, the interview protocol indicates open-ended questions, formatting to ask mainly with "how" and "what" questions in a story telling manner (Creswell, 2013) (See Appendix D).

Finally, informed consent more specifically indicates the purpose of the study and the background of the study as well as participants' involvement in it, potential risks, benefits, and confidentiality. These overall illustrations encourage the participants to fully understand the fundamental nature of their participation in the current study, respecting that it is voluntary and how the author will protect their identity, minimize potential risks, and use data collected from interviews with them (See Appendix E).

Data Collection

Sampling

Based upon the IRB approval, a total of 15 former dropout college student-athletes were recruited by adopting purposeful and snowball sampling methods. According to Merriam and Tisdell (2016), there are several different types of sampling techniques, but two fundamental types of sampling methods were adopted in this study in consideration of the nature of qualitative inquiry. Firstly, Merriam and Tisdell (2016) stated that for qualitative research, the most common and useful sampling is nonprobability sampling, allowing investigators to use their logic and interpret factors deduced by their participants. Thus, purposeful sampling is a type of nonprobability sampling that "investigators wants to discover, understand, and gain insight" (Merriam & Tisdell, 2016, p. 96), analogously interpreting situations and events around their research subjects (Chein, 1981).

Pattern (2015) described the snowball sampling method, the so-called chain or network sampling, that this study also uses. The metaphoric term—"snowball" entails the meaning that a snowball becomes "bigger and bigger," when accumulating its volume and size (as it collects snow). Namely, this technique allows investigators who face challenges to recruit analogue samples. Thus, it is useful to ask their participants to introduce or recruit other participants who could be the best matched or similar. These sampling methods are appropriate for the current study because this basic qualitative study considers the most simple and basic data that can fully draw useful findings

through in-depth interviews from specific participants and interpret the findings through an appropriate theoretical framework.

The participants' contact information such as email addresses and telephone numbers were collected through personal networks. Specifically, the investigator contacted two personnel from the KUSF and one senior sports administrator from the NEST/KSPO. The NEST/KSPO has overseen vocational training programs for retired athletes since 2008. The KUSF has developed academic regulations and has organized college sporting competitions among team sports since 2010. The personal networks with the personnel and administrators from both the KUSF and the NEST/KSPO were established through various global partnerships between the investigator's current university and the organizations for the past five years as the author took the role of international liaison since 2013. These organizations initially provided four contacts (i.e. telephone numbers). Two of the additional participants were recruited through the investigator's personal network. The rest of the additional participants were recruited through a snowball sampling method after conducting interviews with the previously recruited participants.

Participants

This study specifically aimed to investigate former dropout college student-athletes who faced various life challenges, but successfully developed their careers through distinct learning experiences and their outcomes. Thus, a total of 15 former dropout college student-athletes who played male team sports participated in this study.

With respect to inclusion and exclusion criteria, a few key elements were considered based upon research purpose, research questions, and theoretical framework.

Firstly, former dropout college student-athletes who are males and seem overcame life challenges and successfully developed their desirable careers were included. Thus, women were excluded. Briefly, the Athletic Specialist System and its intercollegiate athletics have produced gender inequity. Most university programs have not retained female elite team sports except for female soccer which has been promoted since 1990s. Given this, there were only six female soccer teams by 2010s. Hence, most female athletes compete at the professional level first and consider entering university after their retirement if they are interested in getting an education (Kim & Hong, 2016). Even though women's soccer has been in the scope of the intercollegiate athletics, the Korea Football Association oversees regulations and organizes competitions. Therefore, the KUSF is not officially involved in female soccer in South Korea (KUSF, 2016a, 2017a)

Furthermore, the current KUSF system which is the official collegiate sports governance does not organize individual sporting competitions whereas the collegiate sports authority oversees several team sports including soccer, basketball, baseball, volleyball, and ice hockey (KUSF, 2017b). Hence, former dropout college student-athletes who competed in individual sports were excluded regardless of gender in order to draw findings coherently. Particularly, former dropout college student-athletes who were registered as athletic specialists in each national sports federation for more than four years were included in contemplation of the length of athletic career that can fully inform

their specific experiences associated with the athletic specialist system, society, and culture.

Qualitative Individual Interviews

A total of 15 semi-structural interviews were conducted with male former dropout college student-athletes in South Korea between May 2018 and July 2018. As aforementioned, a semi-structural interview technique demands investigators to conduct in-depth interviews with their participants, allowing them liberally to express and share their own opinions and perceptions without prediction and anticipation (Merriam & Tisdell, 2016). The participants formerly played five different team sports including soccer, basketball, baseball, volleyball, and ice hockey. They were seven soccer, three basketball, two baseball, two volleyball, and one ice hockey players. Their age ranged from 30 to 41 years old. The length of their athletic career ranged from 7 to 15 years. In terms of their dropout period, five dropped out in freshmen year, two dropped out in sophomore year, three dropped out in junior year, and five dropped out in senior year.

With respect to career status of the participants, they were in several areas including: (a) sports administration, (b) academia and education, (c) media and journalism, (d) medical and health, and (e) national security. Two of them simultaneously held dual career fields such as sports administration and law and education and religion. The participants who worked in sports administration were affiliated with international and national sports federations, professional sports association and professional sports team, the National Olympic Committee (NOC), and

the district office of Seoul. The NOC and the district office are considered public

administration in which the participants are considered public servants. Every participant

held leadership positions as directors or managers in their respective organizations.

Furthermore, participants who were in the fields of academia and education were

university faculty members and teachers in schools and private institutes. One participant

each were in media and journalism, medical and health, and national security. One

worked with the national news agency as the marketing and promotion director. Another

participant worked with an American medical and health care system as a sports

medicine professional and physical therapist. The last worked with the Ministry of

Foreign Affairs as the security team manager at the Incheon International Airport. The

length of the current job status ranged from two to 10 years.

Regarding the educational backgrounds of the participants based on the highest

degree earned, six hold baccalaureate degrees. One was holding a professional degree

with baccalaureate degree. Six hold master's degrees. One was holding a professional

degree with a master's degree. Two hold a Ph.D. degree, and one was in progress

towards a Ph.D. The interview time ranged 25 minutes to 65 minutes. Every interview

was conducted in a public place such as coffee shops around their work or towns. The

interviews were audio-recorded and transcribed by the author in Korean and sent to the

participants for member check. Based upon the participants' agreements, the transcripts

were translated from Korean to English. The translated transcripts were sent to two

bilingual scholars for checking accuracy. Based upon their approval, these transcripts

were used for data analysis. Particularly, pseudonyms were used to protect the

participants' identity and respect their confidentiality. Accordingly, their real names were removed, and their affiliations were not fully informed.[12] Therefore, the following paragraphs outline demographic information, current career status, and educational backgrounds of the study participants that indicate broad descriptions and in-depth interviews with the participants who participated in the study. All the participants were Korean men, former dropout college student-athletes who were fostered under the athletic specialist system in South Korea and involved in male team sports:

An-Su was a former college student-athlete who played soccer for 13 years and dropped out of his athletic program in his senior year. His career field is in sports administration. He has been working with a national sports federation as a competition and operations manager. He has held his current position for three years. His highest academic degree is a master's degree in sports management. He previously earned a bachelor's degree in physical education.

Bang-Hyun was a former college student-athlete who played soccer for seven years and dropped out of his athletic program in his freshman year. His career field is in sports administration. He has been working with a national sports federation as a marketing manager. He has held his current position for three years. His highest academic degree is a bachelor's degree in physical education.

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[12] National sports federation is the governing body for each sport. For example, these are the Korea Football Association, Korea Taekwondo Association, Korea Volleyball Association, Korea Baseball Organization, and so forth. Also, International sports federation is the governing body of each sport on global stage. For instance, these are the International Taekwondo Federation, International Football Association, and so on. By the same token, participants' affiliations whose career fields are in academia and education, media and journalism, and other fields are not fully informed.

Byung-Chan is a former college student-athlete who played basketball for 14 years and dropped out of his athletic program in his senior year. His career field is in sports administration. He has been working with a professional basketball team as a sports analyst and scouter. He has held his current position for two years. His highest academic degree is a bachelor's degree in physical education.

Chul-Min is a former college student-athlete who played soccer for 12 years and dropped out of his athletic program in his senior year. His career field is in sports administration. He has been working with a national sports federation as a project manager for three years. His highest academic degree is a master's degree in sports management. He previously earned a bachelor's degree in physical education.

Dae-Ho is a former college student-athlete who played soccer for 15 years and dropped out of his athletic program in his junior year. His career field is in sports administration and law. He has been working with a professional sports association as a strategic management director for two years. His earned a bachelor's degree in physical education and a professional degree in sports administration and law.

Dong-Jun is a former college student-athlete who played soccer for 14 years and dropped out of his athletic program in his junior year. His career field is in sports administration. He has been working with an international sports federation for two years. His highest degree is a master's degree in sport management. He previously earned a bachelor's degree in physical education.

Eun-Su is a former college student-athlete who played baseball for seven years and dropped out of his athletic program in his freshman year. His career field in in

academia. He has been an assistant professor at an American university for eight years.

He earned a bachelor's degree in physical education at an institution of Korean higher

education and earned both master's and Ph.D. degrees in sports management at

institutions of American higher education.

Geun-Ho is a former college student-athlete who played basketball for 11 years

and dropped out of his athletic program in his senior year. His career field is in

academia. He has been an assistant professor at a Korean university for four years. He

earned a bachelor's, master's, and Ph.D. degrees at institutions of Korean higher

education.

Hyo-Won is a former college student-athlete who played soccer for nine years and

dropped out of his athletic program in his freshman year. His career field is in education

and religion. He has been a physical education teacher and secretary general of sports

ministry in a Korean secondary education system. He earned a bachelor's degree in

physical education and earned a master's degree in physical education and religious

studies. He is currently pursuing his second master's degree in international relations.

In-Ho is a former college student-athlete who played soccer for 13 years and

dropped out of his athletic program in his senior year. His career field is in sports

administration. He has been working with the National Olympic Committee as a facility

manager for five years. He earned both bachelor's and master's degrees in physical

education.

Jun-Su is a former college student-athlete who played ice hockey for 10 years and

dropped out of his athletic program in his sophomore year. His career field is in media

and journalism. He has been working with a national news agency as a marketing and promotion director for three years. He earned a bachelor's degree in physical education and marketing.

Min-Sung is a former college student-athlete who played baseball for 10 years and dropped out of his athletic program in his sophomore year. His career field is in sports administration. He has been working with a district office of the city of Seoul as a "Sports for All" program manager for 10 years. He earned a bachelor's degree in physical education.

Sang-Yoon is a former college student-athlete who played volleyball for nine years and dropped out of his athletic program in his freshman year. His career field is in education. He has been an English teacher and the director of a private English institute for two years. He earned a bachelor's degree in physical education at an institution of Korean higher education and earned a master's degree in sports policy and management at an institution of British higher education. He is currently pursuing a Ph.D. degree in sports management at a Korea institution of higher education.

Tae-Hoon is a former college student-athlete who played volleyball for nine years and dropped out of his athletic program in his junior year. His career field is in medicine and health. He has been a sports medicine professional and physical therapist with an American medical and health care system. He earned a bachelor's degree in physical education at an institution of Korean higher education and earned a master's degree in exercise physiology in an institution of American higher education. He also earned a

professional degree in sports medicine and physical therapy at a Korean institution of
higher education.

Woo-Suk is a former college student-athlete who played basketball for seven
years and dropped out of his athletic program in his freshman year. His career field is in
national security. He has been working as a security team manager at Incheon
International Airport affiliated with the Ministry of Foreign Affairs. He earned a
bachelor's degree in physical education. (See Tables 1, 2, and 3).

Table 1.

Demographic Information of the Participants

Pseudonym	Age	Gender	Sport	Length of Athletic Career	Dropout Period
An-Su	32	Male	Soccer	13 Years	Senior
Bang-Hyun	36	Male	Soccer	7 Years	Freshman
Byung-Chan	34	Male	Basketball	14 years	Senior
Chul-Min	34	Male	Soccer	12 years	Senior
Dae-Ho	38	Male	Soccer	15 Years	Junior
Dong-Jun	30	Male	Soccer	14 years	Junior
Eun-Su	41	Male	Baseball	7 years	Freshman
Guen-Ho	39	Male	Basketball	11 years	Senior
Hyo-won	34	Male	Soccer	9 years	Freshman
In-Ho	31	Male	Soccer	13 years	Senior
Jun-Su	38	Male	Ice Hockey	10 years	Sophomore
Min-Sung	38	Male	Baseball	10 years	Sophomore
Sang-Yoon	35	Male	Volleyball	9 years	Freshman
Tae-Hoon	34	Male	Volleyball	9 years	Junior
Woo-Suk	35	Male	Basketball	7 years	Freshman

Table 2.

Career Status of the Participants

Pseudonym	Career Field	Affiliation	Current Position	Years in the Current Job
An-Su	Sports Administration	National Sports Federation	Competition and Operation Manager	3 years
Bang-Hyun	Sports Administration	National Sports Federation	Marketing Manager	3 years
Byung-Chan	Sports Administration	Professional Basketball Team	Sports Analysist and Scouter	2 years
Chul-Min	Sports Administration	National Sports Federation	Project Manager	3 years
Dae-Ho	Sports Administration/Law	Professional Sports Association	Strategic Management Director	2 years
Dong-Jun	Sports Administration	International Sports Federation	Marketing and Promotion Manager	2 years
Eun-Su	Academia	American University	Assistant Professor of Sport Management	8 years
Guen-Ho	Academia	Korean University	Assistant Professor of Physical Education	4 years
Hyo-Won	Education/Religion	Middle School/ Sports Ministry	Physical Education Teacher/ Secretary General	5 years
In-Ho	Sports Administration	National Olympic Committee	Facility Manager	5 years
Jun-Su	Media/Journalism	National News Agency	Marketing and Promotion Director	3 years
Min-Sung	Sports Administration	District Office	Sports for All Program Manager	10 years
Sang-Yoon	Education	English Language Institute	Director/English Teacher	2 years
Tae-Hoon	Medical and Health	American Medical and Health Care System	Sports Medicine Professional/ Physical Therapist	2 years
Woo-Suk	National Security	Ministry of Foreign Affairs	Security Team Manager	2 years

Table 3.

Educational Background of the Participants

Pseudonym	Baccalaureate	Master's	Ph.D.	Professional/ Terminal
An-Su	Physical Education	Sport Management		
Bang-Hyun	Physical Education			
Byung-Chan	Physical Education			
Chul-Min	Physical Education	Sport Management		
Dae-Ho	Physical Education			Sports Administration/Law
Dong-Jun	Physical Education	Sport Management		
Eun-Su	Physical Education	Sport Management	Sport Management	
Guen-Ho	Physical Education	Physical Education	Physical Education	
Hyo-Won	Physical Education	Physical Education/ Religious Studies/ International Relations		
In-Ho	Physical Education	Physical Education		
Jun-Su	Physical Education/ Marketing			
Min-Sung	Physical Education			
Sang-Yoon	Physical Education	Sport Management	Sport Management	
Tae-Hoon	Physical Education	Exercise Physiology		Sports Medicine/ Physical Therapy
Woo-Suk	Physical Education			

Qualitative Data Analysis Method

   Qualitative Data Analysis (QDA) method was used as an analytical and

interpretive lens for this study. According to Flick (2014), QDA entails "several levels of

analysis" that involve "explicit and implicit levels of meaning" (p. 370). There are

multiple qualitative data sources of evidence. Yet, one of the conventional and

illuminating data sources are the interview transcripts demanding multiple analytical

lenses that are inductive and deductive, descriptive, interpretive, sequential, thematic,

theoretical, and so forth (Creswell, 2013; Flick, 2014; Hatch, 2002; Merriam & Tisdell,

2016). Particularly, Marriam and Tisdell (2016) stated that QDA is "all about identifying

themes, categories, patterns, or answers" to investigator's research questions (p. 216).

   QDA requires investigators to contemplate a few important criteria such as the

primary method in qualitative inquiry, the purpose of the study, research questions, and

lenses of theoretical considerations and epistemological frameworks. Marriam and

Tisdell (2016) suggested a few key steps to consider when analyzing qualitative data.

Initially, the data analysis procedure begins with category construction through useful

coding techniques. The next step is sorting categories and data that assign "codes or

themes or category names," compiling these to precise and reflect the meaning of

theoretical or conceptual maps to proceed to the next step (p. 208). The next step is

naming the categories that are systematic and informative. This phase is to indicate the

actual names of "categories, themes, and findings" along with research purpose and

research questions in consideration of the researcher positionality and reflexivity, the

testimonies of the participants, and relevant sources in the given body of literature. This process characterizes the study that is being investigated and being conceptualized into scholarship (Marriam & Tisdell, 2016). Overall, the QDA can be accomplished through an appropriate coding procedure.

Data Analysis and Coding Procedure

Category construction can be accomplished through an appropriate coding procedure that requires investigators read all transcripts to find the most common and illuminating themes, responsively following research questions as being exhaustive, mutually exclusive, sensitive, and conceptually congruent to view data (Marriam & Tisdell, 2016). Accordingly, Flick (2014) suggested Strauss and Corbin's approach to coding (Strauss, 1987; Strauss & Corbin, 1990), referring to three phases of coding procedure—open, axial, and selective coding techniques. Initially, open coding refers to the initial process to construct categories through reading all transcripts multiple times, formulating codes or units of cases and finding emergent themes which can potentially collapsed into more common and useful categories to answer research questions (Strauss, 1987; Strauss & Corbin, 1990; Flick, 2014).

The author initially read all transcripts several times to construct the categories by considering the study purpose and research questions as well as epistemological (i.e. critical approach) and theoretical (i.e. Bourdieusian approach) frameworks. Thus, the author used an open coding technique in order to categorize numerous emergent themes. Given this, the author focused on analyzing the correlations between the participants'

real-life experiences of the Athletic Specialist System in South Korea and their life after sports. In contemplation of the chronological and sequential events and its entailing issues, the author initially focused on analyzing the participants' understanding of the athletic system, society, and culture and in turn focused on analyzing their life challenges, essential knowledge and skills that may have been useful for them to obtain their desired career paths as well as their societal roles and responsibilities along with each research questions at a general level.

In the next step, as Flick (2014) stated the aim of the axial coding process is to elaborate the potential or emergent categories to formulate relations, symbols, and factors along with the given social phenomenon, causes, and consequences that can be associated with the study purpose and research questions. Hence, the author read all interview transcripts several times and deemed more specific life events and experiences of the participants aligned with each research question in the axial coding process. The author focused solely on identifying more substantive themes and combine, confine and categorize the numerous emergent themes into more substantive and significant themes.

Finally, selective coding is used to continue elaborating, developing, proceeding, and integrating the themes and conceptualize or theorize the findings in alignment with the perceived value of the evidence deduced by the qualitative data (Strauss, 1987; Strauss & Corbin, 1990; Flick, 2014). Therefore, the author read all interview transcripts multiple times again, considering the factors how the findings can be interconnected to answer research questions and the chosen epistemological (i.e. critical approach) and theoretical (i.e. Bourdieusian approach) frameworks. All things considered, a brief

preliminary examination of athletic specialists (participants) were highlighted to indicate

their initial motivations to engage in their sports and their athletic goals in order to

increase understanding of the overall life stories of the participants. And in turn, in

alignment with the research questions, the following final main themes were determined:

(a) Factors Impacting Burning Out and Terminating Athletic Careers, (b) Life Challenges

after Athletic Termination, (c) Factors Dealing with Social and Cultural Barriers to

Achieve Successful Careers, (d) Perceptions and Types of Societal Roles and Social

Responsibilities. Overall, many of the initial emergent themes were collapsed or

incorporated into sub-themes to support the main themes.

Trustworthiness

Validation and reliability are significant in social science research, particularly

using a qualitative inquiry, researchers frequently face challenges in increasing

trustworthiness. Accordingly, this study adopted several validation strategies to bolster

its quality, respecting ethical concerns and the validity of the data. Initially, with respect

to triangulation, qualitative researchers should utilize many data sources of evidence to

interpret findings, attempting to generalize their coding themes and prove the rationale

for the study and its findings (Lincoln & Guba, 1985). Particularly, Creswell (2013)

stated that "this process involves corroborating evidence from different sources to shed

light on a theme or perspective", interpreting themes from "different sources" or

"theories" to corroborate evidences (p. 251). Given this, the author in the current study

reviewed diverse archival documentations (e.g., news articles and governmental and

organizational business reports) to construct the literature review because of the limited information regarding policies and practices in the given body of literature (i.e., NEST/KSPO and KUSF) and interpret findings in the discussion chapter. Also, the author underpinned multiple concepts of critical theory with the main conceptual maps (i.e. Bourdieusian concepts) in order to corroborate the evidences.

Moreover, in contemplation of the nature of qualitative inquiry, it is significant to respect confidentiality issues that can arise with potential harms or risks as to emotional challenges when participants reflect their personal experiences such as stigmatization, traumatization, social prejudice, and stereotyping. They may reluctantly share specific experiences and perceptions or would hesitate to inform their identities, in particular social phenomenon (Creswell, 2013, Given, 2016; Merriam & Tisdell, 2016). Hence, the author used pseudonyms instead of the participants' real names to protect their identities. Their affiliations were also not fully informed to respect their confidentialities.

Notably, since this study involved in cross-linguistic research, it was important to respect a few linguistic concerns.[13] Particularly, within the context of Korean sport, a previous study by Kim (2013a) suggested that scholars who conduct cross-linguistic research between the English and Korean languages, specifically translating from Korean to English, should follow cultural naming practices, recognizing colonial translations,

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[13] According to Lincoln and González y González (2008), several "non-Western and non-English-speaking scholars" often face challenges using valid data, particularly in conducting qualitative interviews due to linguistic barriers in the nature of global scholarship that positions English as the most dominant language (p. 784). Given this, the most difficult challenge is associated with a cultural problem, translating the original language into English as accurately as possible and deducing appropriate verbatim to express coherently.

acknowledging English (Loan) words, treating cultural asymmetries.[14] Noticeably, Kim

(2013) suggested the committee approach. The direct quotes from this study described

the strategy:

> The committee approach generally involves a group of bilinguals who translate
> from the source to the target language. The mistakes and/or different
> interpretations of one member may be caught/discussed by others on the
> committee. I had one monolingual (English), and two bilingual (Korean, English)
> translation committee members (including myself) (p. 346).

For this current study, the author is bilingual, fluent in both Korean and English.

The author has attended his higher education in institutions of American higher education

for the past 13 years, including approximately two and half years of the ESL training.

Thus, every interview was conducted in the Korean language in consideration of the

participants' native language. All interviews were initially audio-recorded and

transcribed in the Korean language by the investigator. These transcripts were sent to the

participants for member-checking, also known as fact checking (Creswell, 2013; Lincoln

& Guba, 1985). Based upon their agreements regarding the accuracy, these Korean

transcripts were directly translated by the investigator and converted to English

transcripts.

Specifically, the author carefully read Korean texts multiple times and used a

hermeneutic approach to interpret the written words. The author also considered

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[14] Due to post-colonialism which the English hegemony influenced the Korean language, some English words or vocabulary are commonly used by Koreans, being ingrained into their native language that the Korean people unconsciously use English terms or perceive these as their original native language. In this context, using hermeneutics as an interpretive technique can be useful to deem the narration of the specific cases being investigated into English. In this context, researchers need to rely on their own interpretations, reducing cultural bias and understanding the linguistic differences between the two languages, making efforts to bridge the linguistic gaps as much as possible such as grammatical orders, lexicon definitions, and comparable textual effects and acknowledging the post-colonial influences between the ruling and ruled languages (Kim, 2013).

grammatical orders and ambiguous terms between the two different languages and checked and respected the lexicon definitions through dictionaries. Particularly, inappropriate words, idioms, and slang terms in the Korean language were not directly translated to the English language. However, these expressions were adequately interpreted and expressed in English, reducing the degree of vulgar meanings. Additionally, the author formed a committee outside of the current study in which members were composed of two bilingual scholars in the English and Korean languages for the external audits (Creswell, 2013). In this regard, the author sent both English and Korean transcripts for accuracy. Based upon their agreement, the English transcripts were utilized for the data analysis.

Finally, according to Creswell (2013), a rich and thick description helps readers "to make decisions regarding transferability" in which an author's detailed description can deliver clear messages and transfer bountiful information to the audiences (p. 252). The author in the current study described the stories deduced by the participants as detailed as possible. The author also fully represented each participant's positionality and reflexivity, ensuring the findings are described through their true voices. Particularly, the author specifically sought to ground scholarly discussions both theoretically and practically by illuminating the currently ongoing structural problems of sporting policy and system through the lens of the lived experiences of the participants.

Conclusion

This chapter described methodology for this study. It began with a brief introduction of qualitative research and researcher positionality and reflexivity for readers and audiences to catch the author's experiences and potential biases. Furthermore, it illustrated the specific method design used in this dissertation that is a basic qualitative study, defining each concept and function. Next, this chapter stated the IRB process and data collection. Given this, it illustrated sampling and interview methods, inclusion and exclusion criteria to recruit participants. Also, this chapter explained data analysis and its method as well as the coding procedure. Finally, this chapter depicted trustworthiness to identify validation and reliability as well as the significance of ethical concerns. Thus, several specific validation strategies were introduced to explain how they would guide the research to bolster quality of the study including triangulation, confidentiality, validation of cross-linguistic research, member check, and audit-trial, and rich and thick description.

CHAPTER V

FINDINGS

This study explored the career transition experiences of former dropout college student-athletes in South Korea who successfully obtained their desirable career paths and determines if there were any positive factors and/or life challenges that helped them accomplish their career goals. In turn, these can also generally be interpreted by finding factors that if they take societal roles and responsibilities to contribute to society. Therefore, in the following sections of this chapter, this study analyzes participants' initial motivations to engage in their sport and athletic goals in order to increase understanding of the background of the findings, and then describes five main themes in a row, consisting of (a) Factors Impacting Burning Out and Terminating Athletic Careers, (b) Life Challenges after Athletic Termination, (c) Factors Dealing with Social and Cultural Barriers to Achieve Successful Careers, (d) Perceptions and Types of societal roles and social responsibilities.

A Brief Preliminary Examination of the Athletic Specialists

In exploring the career transition process of former dropout college student-athletes in South Korea, a brief preliminary investigation was conducted to explore the athletic life of each participant in order to increase understanding of the main findings and their linkage to scholarly discussions. Thus, there are two primary domains to examine the preliminary examination including initial motivations to engage in sport and athletic goals.

Initial Motivations to Engage in Sport

The initial motivations to engage in sport among former Korean dropout college student-athletes, involved consideration of characteristics such as, popularity, socio-cultural, and socio-economic factors of each sport. Regardless of these dimensions, the most common factors that motivated former dropout college student-athletes to engage in their sports were parents, coaches, and cultural trends of sports. Initially, they were influenced by parents who loved sports and coaches or physical education teachers who recognized the talent and physical strength of the athletes. For example, An-Su, a former student-athlete who played soccer shared that "When I was little, my father had me play tennis and basketball. Particularly, he often brought me to his soccer club in the mornings that was an amateur team." Another former soccer athlete, Hyo-Won shared:

> Hyo-Won: In the first place, my father influenced me even though his major was not related to sports. In his life, he enjoyed sports very much. He felt happy when he enjoyed sports. This motivated me naturally. So, I was totally into soccer when I was in my fifth and sixth grades of elementary school. I was crazy about this sport. According to my mother, I was so crazy. It was so much fun. This sport was so attractive, so I started playing soccer.

Sang-Yoon, a former basketball player also mentioned that, "[i]n the first place, I was relatively taller than my peers, so my school teacher suggested me to play." By the same token, Woo-Suk, another basketball player, also said "some of the coaches suggested me to play this sport when I was in my sixth-grade of elementary school because I was relatively taller than my peers. I was about 170 cm [5 fits 6 inches] tall." Dong-Jun, the other former athlete who played soccer also shared that "when I was little,

I liked running and was good at playing sports, especially soccer. So, coaches wanted to scout me."

In terms of soccer more specifically, some of the former athletes were motivated to engage in their sports due to its popularity and cultural trend. They were mostly influenced by the FIFA World Cups that motivated them to dream about playing in the mega sporting-event as a national representative, gaining wealth, fame, and honor. Dae-Ho recalled "it was the FIFA World Cup. It was the 1990 FIFA World Cup held in Italy…I wanted to study, but soccer became more popular during the 1994 U.S World Cup. I loved soccer." In addition to baseball, socio-cultural factors flowed in the local areas where professional baseball teams were the most popular among other sports. Former baseball student-athletes shared:

> Eun-Su: I liked playing sports when I was little, and the Busan city where I grew up was the city where baseball was very famous. There were a lot of diehard fans in the city. My parents actually wanted me to study instead of playing sports. However, I was steadfast and kept pursuing sports. So, they let me transfer to another school that had a baseball team.

> Min-Sung: I'm from Daegu. Baseball is very popular in the city. When I was little, I was a member of the Samsung youth baseball club. So, I naturally became a baseball fan. I wanted to play baseball very much, so I transferred to another school that had a baseball team. Since then, I was seriously involved in athletics.

Meanwhile, Jun-Su informed the interview that ice hockey can be considered the most expensive team sport. Thus, student-athletes who play ice hockey are mostly from wealthy families. If their parents are not rich enough, they cannot support their children's participation in sports. Notwithstanding, Jun-Su was motivated to play ice hockey because his elementary school financially sponsored him and his older brother. He recalled "In my elementary school, there was an ice hockey team. When the team was

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initially launched, the school financially supported me. When you initially start this

sport, you need equipment. I mean, the school gave money to recruit athletes and

promoted this team officially." He further shared how parents' financial support is an

important characteristic of the sport. Otherwise, they cannot engage in this sport.

> Jun-Su: When it comes to purchasing equipment, parents can feel uncomfortable because they need to buy sticks, helmets, and other fundamental equipment. That's just basic ones. They need to spend about 200 million won [2,000 dollars in the U.S currency]. It's not a small amount of money. So, when you see their parents' occupations, a lot of them were businessmen, congressmen, or entertainers who have a lot of money. Likewise, most of the ice hockey players are from wealthy families.

Athletic Goals

The primary and ultimate athletic goals of most former dropout college student-

athletes were to become national representatives for their country and successful

professional athletes. The participants' athletic goals were modified depending on the

culture and popularity of the sports, and they changed the goals as athletic skills

deteriorate over time. Initially, the participants involved in such popular team sports as

soccer, baseball, and basketball identified their goals as becoming both national and

professional athletes whereas those who involved in volleyball and ice hockey set their

athletic goals as national representatives due to the limited number of teams and salary

caps. For instance, Dae-Ho who played soccer for 15 years, which is widely considered

as the most popular sport in the nation. He shared his athletic goals, "In the first place, I

wanted to become a national representative, and participate in the World Cups. I also

wanted to become successful as a professional athlete. However, it was very tough. The

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soccer infrastructure became huge. This sport has the most teams. Obviously, there are

more athletes."

In the cases of Jun-Su, who played ice hockey for 10 years, and Sang-Yoon, who

played volleyball for 9 years, their initial goals were to become national representatives,

but as time went by, their goals changed:

> Jun-Su: Actually, my dream was to become a national representative. That's it. I wanted to become a national representative for myself, but not for the nation. Actually, there are not professional teams that are on a competitive level in Korea. So, I wanted to go to professional team, but there were limited teams. Otherwise, the only achievement I could consider through athletics was to become a national representative. That was my dream. It's not anymore, though.

> Sang-Yoon: My goal as an athletic specialist…Well, it was to become a national representative. As a national representative, I wanted to gain fame. Something like that. Also, I wanted to go to a professional league, but my primary goal was to become a national representative and gain fame and raise national prestige.

In the case of Tae-Hoon who played baseball, which is also one of the most

popular sports in the nation and in the global sporting arena, his goals were different

while he was in high school due to his awareness of his athletic prowess. He said that,

"in the first place, I wanted to go to professional baseball league, but when I was in high

school, I realized that there were more extraordinary athletes than me. So, my primary

goal was to enter university." Likewise, every participant had different motivations to

engage in their own sports and different athletic goals. Based upon their experiences in

the Athletic Specialist System in South Korea, the next sections will specifically describe

burnout and dropout factors among athletes in more detail.

Factors Impacting Burning Out and Terminating Athletic Careers

The former dropout college student-athletes in this study shared their own life stories with respect to the factors that intentionally and unintentionally caused them to terminate their careers. Everyone had different experiences, and there was no one single element to influence them to quit their sports; a wide range of elements impacted on their retirement during their college years. Namely, multiplicative factors are intertwined with each other that made them less motivated to sustain their athletic pursuits, hampering them to continue their athletic careers. These consisted of injury and failure of rehabilitation, isolation and abandonment from coaches and teammates, and other similar factors.

Abusive Culture

The most common findings that ultimately impacted the reasons why former dropout college student-athletes spontaneously or not spontaneously quit their sports, were forms of and abusive culture which they had experienced since they were initially involved in athletics. Initially, in exploring the former college dropout student-athletes' knowledge to the Athletic Specialist System and its entailing abusive cultures, in-depth interviews with the participants indicated that overall, the system is meant to foster elite athletes who can potentially become national representatives or professional athletes. Guen-Ho, a former basketball student-athlete who is currently a university professor specifically informed:

> As far as I know, this system was initially implemented in the early 1970s. The government implemented elite sports programs into primary school and secondary

school systems, and in turn created college admissions among top high school athletes, so that they could compete in college. So, basically as far as I know, more than 100,000 student-athletes are currently competing in primary education through higher education elite sports programs. But, maybe the top 5 percent can compete in college sports, and again top one or two percent can become national athletes or professional athletes. Fundamentally, you can say that they are athletes only, but not students because they primarily focus on athletics over academics in order to become the most competitive athletes since they initially experience youth elite sports in elementary school or middle school.

In this system, participants shared their own experiences regarding the abusive culture. Chul-Min, a former student-athletes who played soccer for 12 years said, "I quit my sport because my seniors beat me and cussed. Well, as a fully-grown adult, I didn't like the way they did." Based upon Chul-Min's experiences, the athletic culture was coupled with a strong social hierarchy. Hence, he had to obey coaches or seniors. He further shared, "[i]f juniors are against seniors, they can be isolated. That was common. Coaches usually take the seniors' sides. It's like this. If you cannot endure the abusive culture, you need to quit your sport." Moreover, participants perceived that their educational rights were significantly deprived by the actions of their coaches. Some of the participants specifically mentioned that their coaches discouraged them from going to class. Due to the coaches' social control, they barely experienced formal education from middle school through to college, which was when they completely terminated athletic careers. They also often encountered scheduling conflicts between athletics and academics. Geun-Ho, a former student-athlete who played basketball recalled:

> Unfortunately, my coaches didn't let us go to class…To be honest with you, I never experienced formal education from middle school to college. I previously mentioned that student-athletes could gain educational opportunities if their coaches or athletic directors respected their academic freedom. However, it was unfortunate that my coaches and athletic directors didn't allow us to pursue education. Firstly, we encountered scheduling conflicts. We had to wake up

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early in the morning and had to practice for a couple of hours before breakfast. We had to take a break or prepare for games if my coaches set a practice match with other schools. Normally, it was common that we mostly had games at least three or four times a week. If not, we had to practice for about three hours after lunch. In the evening, we had to practice again after dinner. Basically, we had to stay in the athletic dormitory and spend time together in the school boundary.

In terms of the social hierarchy more specifically, participants had to accept unfairness and commit a level of obedience to the seniors on their teams. Hyo-Won, a former student-athlete who played soccer for nine years explained the abusive culture that "they made reasons. It's not even ridiculous. For example, they said we need to promote team cohesion, or we need to build teamwork. So, you need to get beaten." Given this, Hyo-Won perceived senior athletes often made situations in these ways, which were illogical. This athletic culture influenced him to terminate his athletic career in his freshman year of college, becoming less motivated to pursue a more competitive athletic career after school. Overall, the abusive culture was intertwined with other burnout and dropout factors hindering young promising athletes from sustaining their athletic careers.

Injury and Failure of Rehabilitation

Most participants had various forms of chronic injuries, both serious and minor. In this respect, one of the noticeable factors was failure of rehabilitation. For these reasons, some of the participants who were promising student-athletes burnt out and could not sustain their athletic careers. The case of Geun-Ho, a former basketball student-athlete who was the captain on his team demonstrated an illuminating instance of how he could not maintain his athletic career prior to his being drafted by professional basketball teams. The conversation with him through an in-depth interview indicated:

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Interviewer: Ok. I see. What made you quit your athletic career?

Guen-Ho: I had a bad knee with an ACL [Anterior Cruciate Ligament] problem. I had to get ACL surgery at a right time, but my coach didn't let me do this. I had to endure the pain and injury…In my senior year, I quit my sport when I wasn't drafted by a professional team.

Interviewer: And then?

Guen-Ho: I actually graduated from college and focused on rehabilitation for another year. You may know this story because newspapers covered it. However, no team was interested in me because of my medical issues and records. They probably perceived that this potentially affect my athletic performance in the future.

Interviewer: So, did you drop out your athletic program in college?

Guen-Ho: You can say that even if I was registered as an athletic specialist in my senior year. However, the team fundamentally abandoned me. I would say they let me leave the team in the middle of my college year before the season was completely over.

By the same token, In-Ho, a former soccer student-athlete who was the captain of his team also was injured prior to the professional draft in his senior year. He shared that, "[p]rior to my senior year, I had several injuries on my ankle…I injured before important competitions…I injured before I was about to be drafted by the Universiade team…So, I could not continue my athletic career." Furthermore, other forms of abusive culture discouraged the participants from sustaining athletic careers. For example, Min-Sung, a former baseball student-athlete who played his sport for 10 years and Sang-Yoon, a former volleyball player who played his sport for nine years testified:

Min-Sung: I injured my back because one of my seniors hit me, so I couldn't continue my athletic career. My back is better now, but at that time, it was a serious injury…It was unfortunate that I injured my back. I had to take enough rest and recuperate, but my seniors told me not to talk about the issue to my coach. And, my coach kept having me participate in practice. So, I burnt out and quit baseball.

Sang-Yoon: In my case, I was a national representative at an adolescent level during my high school years, so I thought I was prospective. However, I suffered from minor injuries in college. But, my coaches or seniors didn't let me take a rest. For these reasons, I burnt out. Also, I had hard times to adjust to the team, felt a lot of pressure. So, I discussed it with my parents and quit my sport.

Overall, injury and failure to rehabilitate were so unfortunate that most participants in the study encountered various challenges in the athletic culture. They had to endure pain due to the social hierarchical relationships on their teams. For that reason, the participants frequently were challenged to express their basic rights and social needs, accepting a level of unequal treatment from their coaches, seniors, and peers. These factors considerably affected these former college student-athlete dropouts.

Bullying and Abandonment

Bullying and abandonment are other factors that impacted some of the participants' athletic terminations. In this context, bullying and abandonment mean the participants experienced isolation and exclusion from their coaches and teammates (i.e. mostly senior athletes) that caused them to leave their teams. These factors are not related to physical violence and punishment or verbal violence, but they are in relation to being totally ignored. Thus, these elements certainly influenced how the participants intentionally or unintentionally viewed their athletic terminations even if they were superior athletes. Given this, three participants shared their past experiences.

Initially, the story of Byung-Chan indicated that he was a basketball player in college. He became a student-athlete on one of the most high-profile college basketball teams in the nation and sustained his athletic career until his senior year. However, he

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had limited time to compete as a starting member which made him feel ignored by coaches and other junior athletes. Hence, he realized that he could not be drafted by professional basketball teams due to lack of exposure. Thus, he had to leave his team in his senior year and to seek an opportunity to compete in a foreign professional basketball league. Eventually, he joined the Japanese basketball league for a short time. However, he completely stopped his athletic career due to the fact that an earthquake struck the region where his team was located. Byung-Chan recalled:

> Byung-Chan: I just experienced the Japanese professional league for one year, but there was a huge earthquake in 2011 in the nation. So, I lost the professional opportunity…I graduated from college, I couldn't be drafted from professional teams. I tried out, but I couldn't make it…Yes. Namely, I became jobless. In our case, going to professional sports teams means we get hired, but I couldn't get drafted, so I was basically unemployed…So, my goal was to go to a professional team in Korea as I had played basketball only. I had to find another way to continue my athletic career. It was a Japanese league. I tried it out and signed a contract with a team in Japan. But, all of a sudden, the disaster struck. Because of this, I returned to Korea.

Furthermore, the story of Dae-Ho demonstrated another example of bullying and abandonment. His case was unique in that he was a professional athlete before a college athlete. In high school, he was the captain and one of the most extraordinary soccer players at his age level. He explained, "before I went to a professional league, high school athletes usually went to college. However, superior players could go to professional teams instead of college teams." Dae-Ho was one who competed in the professional league and desired to become a successful professional athlete. He further shared:

> When I was on a professional team, the coach who scouted me resigned his position. For that reason, I was excluded from the roster, so I had to consider transferring to another professional team. In a sense, like me, rookies who were

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not verified as superior players at a professional level were easily excluded. It's sort of release…I entered a junior college and transferred to a four-year university. However, I had a difficult time adjusting to the new team because younger athletes were my seniors or in the same cohort…For these reasons, I left the team and prepared to join a professional team on my own.

In addition to Dae-Ho's story after he dropped out his athletic program, he continually pursued a professional career. He further recalled that there was a friend who quit soccer earlier than him. Hence, Dae-Ho prepared for joining a professional team by practicing with his friend or seniors on his high school team who had already quit soccer. He was eventually drafted by another professional team that was led by a foreign head coach. The coach considered him as a roster member, but the coach resigned his position and left South Korea. Consequently, Dae-Ho was excluded from the team roster, and released from the team.

Moreover, the story of Tae-Hoon who played volleyball for nine years exemplifies a unique example in which he spontaneously quit his sport. When he was in high school, his team had to advance to the semi-finals to obtain college admissions with a full athletic scholarship and other financial benefits. However, his team failed to meet the criteria. Hence, he could not be scouted by a college team. Tae-Hoon shared:

> Tae-Hoon: Later on, I went to college with a physical education major, and fortunately my school had a volleyball team, so I exceptionally joined the volleyball team. However, I had no scholarship because my coach never provided one for me, so I had to pay for my own tuition…My coach never considered me as a regular team member, so I just participated in practice, but never experienced the official games. I thought this was sort of meaningless, so I quit volleyball…In college, I wanted to do my best to sustain my athletic career, but I felt like I was sort of excluded by my coach and other teammates. That's why I eventually quit my sport.

Overall, there were a wide variety of factors that perpetuated the participants'

sense of burn out and feelings of exclusion or marginalization from the athletic society.

These factors eventually led to their athletic terminations that later on led to various

forms of life challenges in the career transition process. In the following section, this

study describes the life challenges the participants faced after their athletic terminations.

Life Challenges after Athletic Termination

The most common issues that every participant recognized were enduring certain

social prejudices, social exclusion, and stigmatization that athletes are ignorant and

uneducated, thus situating them as outsiders of the general society in South Korea.

Overall, these factors influenced them to become less confident in developing positive

social and cultural personas during their college years or in the early stages of their

careers.

Social Prejudice, Social Exclusion, and Stigmatization

Through in-depth interviews with former dropout college student-athletes,

participants reported experiencing social prejudice and social exclusion. Particularly, in

the initial stage of their athletic termination, most participants were less confident to

engage in academics since they had limited experiences in formal class activities and

other social and cultural events. Thus, they commonly perceived that society viewed

them as an uneducated and ignorant cohort that likes hanging out with themselves,

confining their own boundaries into the athletic society and culture, taking privileges as

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school representatives. Yet, once their athletic careers ended, they realized that they did

not know much about future plans and had limited skills and knowledge to deal with

regular academic tasks and gain social and cultural learning opportunities. Bang-Hyun, a

former soccer player who ended his athletic career in his freshman year said, "I didn't

know what to do when I quit my sport because I didn't experience much about regular

class…In the initial phase, I was anxious about coming to class because I didn't know

much about how to understand academic subjects and absorb course materials."

Similarly, Sang-Yoon shared:

> I didn't know much about the class atmosphere and anxious about being a regular
> student since I barely came to class…Back in middle and high school, my status
> was certainly a student, but I think I wasn't a student because I mostly missed
> class since my athletic and academic schedules were duplicated. I didn't even
> have my own school uniforms in which every regular student had to wear.
> Technically, I would say I wasn't a student while I was a student-athlete.

> With respect to social prejudice and social exclusion that the participants

specifically experienced, Eun-Su, a former baseball player who quit in his freshman year

testified that even if he dropped out of his athletic program relatively earlier than other

athletes, society would have still perceived him as unable to do well in school which

discouraged him and made him feel socially excluded from his school society. He

shared:

> Eun-Su: Yes, I have. Firstly, if you say you were an athlete, people commonly
> view that you are ignorant. Even if you tried hard, they don't consider. So,
> basically, they were prejudiced about me even though I came to class. They saw
> me that I couldn't do anything about academic works…They just saw me as the
> same person as other active athletes. They may have perceived I was someone
> who just experienced athletics only.

The story of Eun-Su was also supported by In-Ho who quit his sport in his senior year that, "[u]nequal, exclusion? Well, I think so. It was important for me to do something well after my athletic life. For this, I had to adjust to a new society. However, the society actually sees athletes as ignorant or uneducated. They are stereotyped about athletes in this way." Moreover, Jun-Su who played ice hockey and quit in his sophomore year shared his experiences in school. In his case, he terminated his athletic career relatively early compared to other athletes and attempted to to overcome educational, social, and cultural barriers. Some of his classmates were willing to help him, trying to include him as a member of their academic community. However, he became discouraged because professors, graduate assistants, and others in his academic major department excluded him. Jun-Su further expressed:

> Jun-Su: It was difficult. There were people around me who would have been willing to help me. However, experts, professors, graduate assistants or coaches didn't like those athletes who quit sports…So, I initially met my friends who quit their sports like me and worried about our future lives, saying what we should really do. We worried about our student status in college. We were confused. We thought we had to drop out of our college because we left our teams. We also worried about our academic GPAs. Actually, when I was an athlete, the professors just gave me passing grades. If we went to professors, they gave us at least B grade. They just wanted to help us graduate. Actually, that's not important. Literally, I was afraid of this because they didn't give good grade anymore on purpose because I was an athlete who quit sport and did not belong to athletics anymore.

In addition, the stories of Woo-Suk, a basketball player for 7 years who quit in his freshman year and Jun-Su, an ice hockey player for 10 years who quit in his sophomore year demonstrate prominent cases of social exclusion in school due to conventional social prejudice about student-athletes in South Korea that they are uneducated and ignorant. Wook Suk was taking a sports media and communication course in his senior year and he

had to form a group for a project. However, no one was willing to include him in their group. Woo-Suk recalled, "In my senior year, I had to give a group presentation, but I struggle to belong to a group because no one around me wanted to include me…Eventually, my professor involved put me into a group…He told me that I should have reached out to my classmates and asked first. Actually, I did, but they didn't want to work with me by saying their groups were already formed." Jun-Su also reflected his memory:

> Jun-Su: I was taking a sports media and communication course in my senior year. In this course, students had a lot of group projects such as research, term papers, and presentations. Particularly, we had to write the term papers and give presentations in English…Other classmates in the course didn't want to include me because they may have thought I am not helpful to their groups because I was a student-athlete. They may have thought I didn't know how to write a paper and give a presentation. In fact, I had been improving my English skills and had minimal skills to use English. Also, I was studying about media studies since I was interested in working in media and journalism industry which is my current professional field…My group members asked the course professor and sort of defamed me that I don't really contribute to their group projects. Eventually, I worked with another dropout college student-athlete. We, just two of us worked the group projects. I felt really disappointed.

Social prejudice and stereotype issues were intertwined with the participants' lives after college graduation as well. The story of An-Su who quit his sport in his senior year identified these issues when he applied to a graduate school and had a job interview:

> An-Su: When I applied to a graduate school. One of the professors said, "I am sorry, I cannot accept you because you were a student-athlete. My class will be progressing in English. How could you catch up to my class?" …It was difficult to get a job. The job recruiters said, "why was your GPA bad?" Next, I did not know how to write cover letter. I had never learned it. So, I somehow wrote by myself, but it didn't really work…Yes. That was a common stereotype that athletes are uneducated and ignorant. Particularly, if student-athletes quit their sports. People usually see them "What are they?" Yes. It was a common stereotype about dropout college student-athletes. There were many people who thought like that.

Bang-Hyun who played soccer and quit in his freshman year also supported other athletes and said, "[a]ctually, I never had these kinds of experiences in school because my school had a lot of athletes. So, there weren't particular stereotypes about athletes. However, there were stereotypes after college when I said I was an athlete." Sang-Yoon who quit his sport in his freshman year also shared his opinion that, "[i]f you confine this into the field of sport, it can be positive. Otherwise, it's not because a lot of people still have prejudice about athletes. Even if athletes have good English skills and good grades, the society still has a stereotype that people don't want to hire former athletes. They just think that athletes are not smart enough."

Due to certain social prejudices and stereotypes about athletes, some of the participants did not want to identify as former athletes and intentionally hid their identity, pretending they were not athletes. Jun-Su, a former ice hockey player recalled that "I don't say I was an athlete unless someone asks me." Given this, Chul-Min, a former soccer player also recalled:

> Chul-Min: There are certain prejudices and stereotypes about athletes. People see us as ignorant because we focus solely on athletics and don't study. So, I had to make efforts two times harder. Also, I quit my sport relatively earlier, people didn't even know I was an athlete. So, unless they asked me I was an athlete, I didn't say I was. It was more useful to get along with others.

Due to various forms of social prejudice and social exclusion that hampered the participants to develop positive social and cultural persona, they faced emotional unrest and encountered difficulties in building positive social relationships with others in the early stage of their athletic terminations. Not every participant shared, but several of them testified that the degree of social prejudice and social exclusion were excessive,

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leading to stigmatization and traumatization while they were trying to adjust to new school cultures and environments or even applying for part-time and entry level jobs. Given this, Jun-Su, an ice hockey player who currently holds a direct position in marketing and promotion at a national media company lamented:

> Jun-Su: When student-athletes quit their sports, they attempted to come to class more often and tried to do their best to adjust the new academic culture and environment. However, they often became discouraged because people outside of the athletic society frequently view that athletes cannot do well academically and socially without any logical reasons…This is typical that the degree of social prejudice or stereotype about [dropout] student-athletes is even more excessive when we apply for jobs. They are certainly vulnerable and easily screened during the job application process. For these reasons, many of them give up with their competitive occupational careers, being remained as losers in the society.

Overall, social prejudices and stereotypes regarding athletes as ignorant and uneducated made the participants feel socially excluded and marginalized even if they made efforts to overcome educational, social, and cultural barriers. These factors discouraged the participants considerably from belonging to mainstream society, even though they made efforts to overcome various forms of social and cultural barriers.

Factors Dealing with Social and Cultural Barriers to Achieve Successful Careers

The most common factors dealing with social and cultural barriers to accomplish successful careers among the participants were cultivation of academic integrity, social networking outside of athletic culture during their undergraduate or graduate studies as well as improving English proficiency and financial and emotional support.

Cultivation of Academic Integrity

Most participants in this study had limited time to engage in academics prior to

their athletic terminations due to factors such as scheduling conflicts, distance between

the main campus and athletic departments, and some other educational deprivation issues

that hampered them from experiencing proper schooling. A former soccer player who is

currently working as a competition and operations manager at a national sports

federation, An-Su informed that, "[m]y school athletics was off campus in another

region, and my academic department, teacher education was in the Seoul campus [It takes

about two hours by bus]. So, it was impossible for me to travel…I could not attend

class." Chul-Min, another former soccer player also mentioned that his athletic

department was on campus. However, he barely attended classes. He mentioned,

"[e]ven if my coach sometimes told us to attend class, I didn't because I was physically

too tired after morning practice. Even if we didn't go to class, coaches didn't say

anything. They didn't take our education seriously. In class, teachers or classmates

didn't want us to come because we may ruin the class atmosphere."

The participants in this study were obsessed with cultivating academic integrity

after they quit their sports in order to overcome the social and cultural barriers and

disprove the social prejudices, stereotypes, and stigmatizations that they are uneducated

and ignorant. Hyo-Won who played soccer for nine years shared his story of how he

made an effort:

> Hyo-Won: Generally speaking, they [dropout college student-athletes] usually
> have some issues to overcome the hardships. They were unable to be involved in
> academics, but it became my opportunity to engage in academics…So, I studied
> hard and got a scholarship. I also graduated from college in two years since I quit

my sport in freshman year. I earned academic credits through academic credit bank system. In this system, I could earn 42 credits as I earned two coaching certificates in life sport and elite sport. I could graduate from college in 2 years because these certifications could be added to my academic major credits. Well, I graduated from my college in 2 and a half years, so technically, I could travel for the last semester. I mean, I had to earn a total of 149 academic credit hours, but I could earn 147 credit hours. So, I could do service learning. Overall, these experiences helped me succeed in academics. I eventually earned a total of 12 certificates related to sports during my college years.

Although some of the former dropout college student-athletes had educational limitations to catch up on their classes and absorb class materials, they considered that it was important to attend class. They expected to adjust to the new academic cultures and campus life, being fully assimilated into the academic environment. They also felt they truly became general students. Sang-Yoon, a former volleyball player who quit his sport in his freshman year recalled:

> Sang-Yoon: I somehow had to make an effort to adjust to my school life. Even if I didn't know much about academic subjects, I attended classes every time. As time went by, I could adjust to the class environment. My professors also helped me a lot as well. So, I became more confident…I tried to go to the library. I lived nearby my school and tried to stay on campus as much as possible. I attended classes every time. I sometimes stayed up the nights to complete my assignments or prepared for presentations. Actually, it wasn't that difficult once I got adjusted to the school life.

Meanwhile, those former dropout college student-athletes who quit their sports in junior or senior years had limited experiences to cultivate academic integrity during their college years. However, they took seriously the importance of education, and many entered graduate school. Thus, they attempted to cultivate new habits to improve their academic life and develop academic skills while pursuing higher academic degrees such as master's or Ph.D.'s. For instance, An-Su, a former soccer player who left his team in his senior year shared his story regarding how he prepared to enter graduate school:

An-Su: I went to graduate school. Actually, I wanted to go study abroad, but people around me told me that it could be difficult because I did not study much while I was an athlete. So, after I was discharged from the army, I went to community college for about a year to improve my GPAs. In the first semester there, I took courses related to the field in sport studies and social studies like sport management, marketing, exercise physiology. I became a great student and earned a good academic GPA, so I earned an academic scholarship. In the second semester, I applied for a graduate program and met my major professor. Through his mentoring, I experienced how to conduct research and learned how to improve my English proficiency. In the process, I experienced an academic presentation at an international conference and got a research award. These new educational experiences were good cases that I could improve my intellectual skills.

Geun-Ho, who became a university professor in physical education also had

limited experiences and did not cultivate academic acumen while he was involved in a

competitive sport. Yet, he caught up during his graduate studies, earning both masters

and Ph.D. degrees. He mentioned that he once focused solely on athletics, imagining his

future career as a successful athlete. As aforementioned, he also felt social prejudice and

stereotypes that athletes are generally viewed as uneducated and ignorant. However,

Geun-Ho strongly perceived that the society would change these negative attitudes

toward athletes if athletes made efforts to show academic integrity and perseverance to

become educated members of society. He described his educational experiences in

graduate school more specifically:

Guen-Ho: Unfortunately, I never experienced their supports in college. I quit my sport too late, so I also didn't experience academic culture. However, I experienced these kinds of supports after I pursued education in graduate school… After I failed to be drafted by professional sports teams. I was determined to go to graduate school and went into academia…One of my professors in my college already studied about student-athletes' educational rights and pedagogical issues. I thought about him as my major professor who could help me or accept me as his graduate student. It wasn't actually easy to persuade him because he told me that going into academia is difficult as I never experienced formal education. I told him that I would like to do my best and I

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will follow whatever he requires. He eventually accepted me as one of his graduate students and created a good academic environment for me.

Overall, former dropout college student-athletes had limited education and cultural barriers beyond social barriers. Nevertheless, they commonly perceived that cultivating academic integrity could be a way to overcome these barriers in school, situating themselves as general students to be assimilated into school culture. Whether they could not comprehend the academic culture, or they could not absorb class materials, it was significant for them to attend classes diligently. Consequently, they cultivated academic habits and improved their academic skills and knowledge in phases.

Social Networking Outside of Athletic Culture

As former dropout college student-athletes experienced different forms of social prejudice and stereotypes that stigmatized them as an uneducated or ignorant cohort, it was crucial for them to cultivate positive attitudes in order to fit in to general society. Some of the most illuminating facets of the issues facing these people were limited opportunities to meet people and feel a sense of belonging in the early stages of the participants' athletic termination. Hence, they usually engaged with other dropout college student-athletes. However, they later on expanded their social networking efforts outside of sports because they perceived that meeting other dropout college student-athletes was not particularly beneficial in helping them fit into society at large. An-Su who played soccer for 13 years shared, "[i]nitially, I met other dropout college student-athletes like me." An-Su attempted to meet people who could influence him to gain new

essential knowledge and skills to survive in the career transition out of sport. He further

explained:

> An-Su: I basically had different experiences, cultivated the sense to see bigger
> worldviews that I could not really learn while I was on my teams, Also, I met so
> many different people at graduate school or in study groups…They are currently a
> medical doctor, Ph.D. student, and deputy director in public administration. They
> gave me good advice and guided me on how to become qualified to get a job.
> They motivated me a lot. Also, it was important to keep friendship, but I had my
> dignity, so I had to study in order to get along with them. I did not want to fall
> behind and be excluded from the group.

Dong-Jun is currently a sports administrator and working as a marketing and

promotion manager with an international sports federation. He is currently interacting

with people in the sports industry. However, he limited his time spent with people from

athletic societies for a while. Dong-Jun recalled:

> Dong-Jun: I met a lot of diverse people, but I barely met with people in the sports
> field. I met friends from other majors, and I built friendship with them. I mean,
> as I mentioned previously, all retired athletes want to study sports only or
> nothing…Now I think that I got along with friends whose majors were in art, law,
> and policy. I met them and improved common knowledge through them
> together…It was fun to get to know new people. I mean, meeting people outside
> of athletics because when I meet people who were athletes, we only talk about
> sport or its related issues. So, the conversation topics are quite limited.

In addition, Eun-Su is currently a university professor in sports management. He

was motivated to learn more while he interacted with students in business administration.

He perceived that he could gain recognition and competence in sports marketing and

business through this social interaction. Eun-Su shared:

> Eun-Su: I made friends whose majors were business administration after I quit my
> sport. They were interested in sports marketing. It was the late 1990s through the
> early 2000s. The sports marketing area had been popular in South Korea at that
> time. So, I often had discussions regarding sports marketing. They included me
> because I was an athlete. They even tried to learn something from me. I didn't

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know much about the field, but they considered me as an expert in this area. It made me become more confident.

Another university professor, Geun-Ho also had a similar story. After he retired, he often interacted with active athletes who were still competing or those dropout college student-athletes who had concerns about what they would do with their futures. However, Geun-Ho realized that these interactions were not helpful because they did not provide any positive information regarding his future plans. Guen-Ho mentioned, "[w]e could discuss how we should overcome these barriers, but we were too immature and didn't know much about how to overcome these barriers" For these reasons, he also tried to expand his social networking circles outside of the sports community.

Due to limited social networking opportunities, participants tried to attend classes regularly or visit sights where they could meet new people. For example, Min-Sung, a former baseball athlete who is currently working with the district office of the city of Seoul recalled:

> Min-Sung: Well, I diligently attended classes well like general students. I came to class every time. However, actually, I wasn't a good student until I graduated from college. Instead, I though human network was very important to me. So, I tried to meet people whoever they are as much as possible. I often went to the bars to meet people. I think I wasn't good at studying, but I had an aptitude for making friends and building rapport with others. I met diverse people. I met students who were not in my major…I learned how to survive in Seoul because my hometown was in another city very far away. So, I had to stay in my friends' houses or rent a small room because I didn't have enough money.

In addition, former dropout college student-athletes perceived that joining student unions or study groups could be the best way to network with others and gain beneficial experiences. Sang-Yoon, a former volleyball player who led the student body as the president shared, "[i]t was difficult for me to get along with my classmates, but I

intentionally joined a student union. I made an effort to become like general students, so

I tried to get along with others who had great school lives. I eventually became the

president of the student union." As a result, Sang-Yoon gained various life competencies

including social networking, effective communication, and leadership skills.

Moreover, Dae-Ho, who played soccer for 15 years had limited social networking

opportunities in school due to his time commitment to athletics. However, his initial

opportunity to network with people was in an English study group. He mentioned, "I

participated in English study groups. I participated in English camps with the members

from the 'Don't Study TOEIC Moderately.'" Dae-Ho engaged in several English study

groups for over three years and achieved competitive TOEIC test scores while he was

interacting with people who had common goals to improve their English proficiency.

Dae-Ho further shared:

> Dae-Ho: In the first place, I enlisted in the army after I gained TOEIC test scores over 900 [maximum 990]. So, I was drafted as a translator by the first cohort of the Dongmyung Corps under the UN army and dispatched to Lebanon…I directly served a general staff of the Dongmyung Corps. I met a French Corp composed of units from various nations. So, I met friends from Germany as well. As I was a soccer player, I met various friends through soccer. Oh. You mentioned social networking. I have visited a lot of places including the U.S, Australia, Canada, Europe, and South East Asia. I made friends in those nations and built international networks with them.

Overall, participants in the current study perceived that networking socially with

people from outside the sports realm could be instrumental in overcoming a wide range

of social and cultural barriers that they faced while they were student-athletes. Therefore,

they made endeavors to create optimum environments to meet new people, intentionally

avoiding people who had similar social and cultural backgrounds. These ultimately led

the participants feeling a sense of belonging as members of the general society in South Korea.

English Proficiency

In contemplation of the most essential vehicles for the participants to obtain their current career paths, one of the most essential instruments was English proficiency. Thus, they had to improve their English proficiency. Yet, all of the participants learned English after their athletic careers ended, struggling to learn this language without basic knowledge and skills afforded students in traditional (non-athletic) educational systems. The communication with Dong-Jun who is currently working with an international sports federation demonstrates a noticeable example about the typical level of English:

> Dong-Jun: When I went to graduate school, I made an effort a lot. I did. I did a lot. I didn't know anything about English. I had to start with ABCD.
>
> Interviewer: Did you start learning English seriously after you quit your sport?
>
> Dong-Jun: Yes. Yes. I learned ABCD with elementary kids like the first-grade kids when I was in my junior year of college.

Jun-Su, the marketing and promotion director of the largest news media company in the nation also had a similar experience to Dong-Jun. He also recalled that, "I learned English relatively at a late age. I wanted to hire a tutor while I was an athlete, but it was impossible because of the scheduling conflicts that I had to practice. So, I just learned vocabulary…After I quit my sport, I went to an English institute for a long time."

In terms of the role of English and its functions in the participants' current career fields, they had to gain a level of English proficiency in order to obtain and succeed in

their current careers. Initially, the participants who are currently in the field of sports administration perceived that without a certain level of proficiency in English people cannot get jobs. Chul-Min, a competition and operation manager in a national sports federation emphasized the importance of English. He said, "[i]t's English. Unconditionally English. Even though you have good grades and no matter how you improve other essential skills and meet other good qualifications, you cannot apply for jobs if you don't have competitive TOEIC Test scores." In other words, human resources departments in each organization strictly evaluate the applicants' TOEIC test scores. If they do not have minimum scores, the organization strictly screens them. Hence, the participants in the field commonly perceived that the job applicants could never have job interviews unless they do gain competitive scores.

Jun-Su, the marketing and promotion director at the National News Agency, supported Chul-Min's point. He mentioned, "I kept studying English because it's fundamental. There was a minimum score. In Korea, it's at least 600 based on the TOEIC test scores. Because of this, I continued going to an English institute in order to get the TOEIC scores." With respect to the importance of English proficiency in business and administration, Woo-Suk, who is currently working with the Ministry of Foreign Affairs as a national security manager, shared his past experiences regarding the role of English. When he was working with a large Korean company prior to his current job, he was dispatched to Chinese speaking nations. The main communication between the local personnel and him was English. The communication with Woo-Suk quoted:

> Woo-Suk: Actually, I lived in China for a while. I speak Chinese a little, but not fluently. It's still difficult.

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Interviewer: Was English the main communication tool?

Woo-Suk: I spoke English even I was in China, Hong Kong, and Taiwan. If I had problems using English, I used a translator in the greater China region.

Interviewer: Do Chinese people speak English in their own country? In order to communicate with foreigners?

Woo-Suk: Yes. They do. Chinese people speak English even at restaurants. Their employees also do.

Likewise, English has become the most essential instrument for business communication in the nation. Therefore, Korean organizations demand their employees maintain a proficient level of English in order to communicate with their global partners.

Furthermore, English proficiency was crucial for the participants who pursued graduate education as well. According to Dong-Jun, who is currently working with an international sports federation as a marketing and promotion manager, a number of graduate programs in institutions of Korean higher education currently require applicants to submit English test scores. Due to the criteria, he had to register for English courses in a private English institution. By the same token, An-Su, who is currently working with a national sports federation, had to enroll in English courses and improve his English proficiency by stages in order to perform his academic tasks in graduate school. He recalled that "I went to the English institute for 3 to 4 months first because I was in difficulties to interpret research papers that were written in English. I enrolled in more advanced courses step by step." Eventually, those who successfully completed graduate education by earning master's degrees in sports management and administration obtained competitive occupations in both national and international sports federations. These

factors demonstrate how English proficiency could be one of the most essential vehicles for the dropout college student-athletes to accomplish their career goals.

In addition, English was also one of the most crucial factors for those dropout college student-athletes who are currently working in academia and education. Eun-Su and Geun-Ho are currently university professors, and Hyo-Won and Sang-Yoon are currently teachers in schools and private institutes. The participants who are in academia commonly shared that they could never obtain university faculty positions without English proficiency because faculty appointments in Korean higher education are directly related to research performances of the job candidates which require them to publish in globally well-known peer reviewed academic journals, which are primarily published in English. Given this, the participants had to develop literacy skills in English including reading comprehension and writing skills thereby they could publish their research papers in the academic journals in the English language. For these reasons, both Hyo-Won and Sang-Yoon enrolled in the ESL programs affiliated with institutions of American higher education located in the West and Northwest regions in order to improve their English proficiency.

Notably, Eun-Su earned both master's and Ph.D. degree in institutions of American higher education in the Southeast region. His story indicated that English proficiency was fundamentally necessary and ultimately helped him earn the highest and terminal degree in academia (e.g. Ph.D.). Eun-Su, shared his experiences as a graduate student in the U.S. He mentioned:

> Eun-Su: I came to study abroad in the United States in order to enroll in English language training courses… I met with diverse American graduate students. We

had scholarly networks in English… In the first place, I had to study English. I was lucky that I could obtain the TOEFL scores fast, so I could get in a graduate program at the right time… When you go to graduate school in the U.S, you have various discussions or projects a lot in English. Simply put, these were English, academic knowledge in my own major, and academic degree, Ph.D. degree. If you don't have this degree, you cannot become a professor.

Sang-Yoon, who runs his own English language institute, also attended graduate school in the UK and became a sports agent for several years. He earned a master's degree in sports policy and management at a high-profile British institution. He naturally cultivated linguistic and cross-cultural competencies that became beneficial to establishing his English language institute. Up until he prepared for graduate education, which led him to run this educational institute, he had to commit significant time to improve his level of English proficiency. Sang-Yoon recalled:

> Sang-Yoon: In the first place, I was an army official who took the role of platoon leader in the field army, so I had to lead my soldiers…There was a system that the army provided English courses to army officials. For me, I went to an English institute while I was in college, but it was very difficult. Anyway, army officials in other corps could improve their English proficiency because they systematically learned English. However, my corps didn't offer English courses. So, I thought I should study English hard by myself during my entire army career. It made me go study abroad in an English-speaking country after my military service.

Sang-Yoon further described how English is important for his current job. He mentioned, "My study abroad experiences were very useful. I studied in the UK. Yes. Studying in an English-speaking country was really beneficial. This part was also beneficial for me to promote my English institute." Given this, his current job is the one he really desired to obtain. Sang-Yoon further expressed, "English is fun, and my job is related to English education now. Thus, I really want to become successful in this field."

Due to the importance of English in the fields where the participants have developed careers, all of the participants went to English speaking countries such as the U.S and Australia in order to improve their English proficiency. An-Su, sports administrator in a national sport federation visited the U.S and enrolled in an English as a Second Language (ESL) program affiliated with an institution of higher education in the Southeast region of the country through a government sponsorship. He shared, "I also participated in an intensive English training program in the U.S through the NEST Foundation. I became more confident regarding spoken English while I was staying there for 6 months." Chul-Min, a sports administrator in another national sports federation also had the same learning opportunity through a government sponsorship. He also shared, "I am thankful for the opportunity to the American university. In the nation, I experienced diverse cultures. I mean, I had hard time to express fully in English, but as I learned the cultures, it could be easier for me to learn the language faster, I had the sense to understand the language."

Some of the participants also visited Australia with a working holiday visa in which they could have opportunities to work and interact with native English speakers. Tae-Hoon, a sports medicine professional and physical therapist in an American medical and health system said, "[o]kay. I initially thought about studying English after college. I went to Australia for one year with a working holiday visa. I worked at a farm, sold cigarettes, and served as a waiter at a restaurant." While he was working there, he became motivated to study abroad in the U.S. Eventually, he obtained admission to a graduate program at an American university and successfully earned a master's degree in

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exercise physiology, which became a crucial turning point of his life, helping him obtain his current job after he completed professional degree in sports medicine and physical therapy.

Overall, gaining competitive English was of the utmost value for the participants. This created many forms of life competencies in the former dropout college student-athletes. In the learning process, they had bigger worldviews, positioning themselves as prominent workforces in their own professional fields. These factors affected increasing life satisfaction of the participants, their dignity, and social and cultural recognitions.

Financial and Emotional Support

All of the former dropout college student-athletes in the current study perceived that financial and emotional supports from their parents, family members, friends, and acquaintances were very significant factors that impacted their career successes. Whereas more than half of the participants were financially supported by their parents, the others had to be self-sufficient due to their parents' financial circumstances. However, they were partially subsidized by other family members such as siblings and wives as well as receiving government's sponsorship or school scholarships or graduate assistantships. Yet, every participant was emotionally encouraged by their parents and family members and socially supported by their friends and acquaintances.

An-Su, a sports administrator at a national sports federation discussed parental support. He said, "I'm not so sure. I cannot say what particular one could be the most beneficial, but since I started studying, every process was important to me. From my

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personal standpoint, my parents' financial support was beneficial." Chul-Min, another sports administrator also mentioned, "[m]y parents supported because I couldn't make money. They paid for my English education and graduate tuition…They emotionally encourage me as well. When I got discouraged, they surely encouraged me every time. They did since I was an athlete."

Some other participants also shared their own stories regarding financial and social supports. Dae-Ho, a strategic management director at a professional sports association shared, "[o]f course, my parents encouraged me, and would have been willing to support me financially. However, I thought it was right to become self-sufficient because they are not rich enough to support me." Moreover, university professors such as Eun-Su and Guen-Ho had to be self-sufficient without parental financial support. They shared their stories:

> Eun-Su: After I got into a Ph.D. program, I became a graduate assistant, so I got some stipend from my school. Also, as I had a wife, I was in a difficult financial and time situation. In this case, I relied on other Korean graduate students who had families like me. We had something in common, so we got encouraged a lot…Also, my major professor in both my master's and Ph.D. program helped me a lot. When I had a financial issue, she created a GA position for me. She was the department chair.

> Guen-Ho: For the most part, my parents supported me financially. They paid for my English training programs both in Korea and America. I had to go to an English institute for several years. I went to the institute while I was in both master's and Ph.D. For my graduate tuitions, I gained graduate assistantship. However, it wasn't enough to live on. So, my parents supported my extra education outside of school. In the meantime, I was a part-time basketball coach in secondary education. So, I could get extra living expenses. However, for the most part, my parents financially supported my education after I quit my sport.

Particularly, the story of Guen-Ho demonstrated an illuminating example of the importance of parental support in education. Geun-Ho further shared his story that his parents never discouraged him even though he quit his sport. He recalled:

> Guen-Ho: It was of course my parents…I mentioned before, I promised them that I would be a national athlete and professional athlete. Actually, I didn't keep this promise. However, they were still there to support me and encouraged me that I could improve my life through education. They were actually the ones who encouraged me to pursue my career path into academia. They were very patient and waited for me to accomplish my academic work. My mom and dad were the ones who woke up even earlier than me before I went to school. They would stay up until I returned home at late night. Without their social and emotional support, I could not accomplish my current career goal.

Furthermore, In-Ho highlighted social support from his friends. He mentioned, "[m]y friends who played soccer together in high school and college supported me emotionally. When they saw me started studying, they encouraged me while the others didn't really think I can study." In addition to the story of Jun-Su, who is working at a national news agency, he was thankful for financial and emotional support from his wife. Jun-Su mentioned, "my girlfriend who is my current wife got a job first, so she paid for my tuitions for institutes. She bought me suits. That's important because if you don't wear the right dress, you cannot get hired."

Sang-Yoon, who is the director and owner of an English institute, explained the importance of parental and family support and how it increases chances for individuals to develop careers. For the most part, his parents financially supported him prior to his education in a foreign country (i.e. UK). They paid his tuitions to English courses domestically and academic courses internationally. His parents also paid his living expenses. Sang-Yoon further discussed financial and social supports from family

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members and illustrated how he became interested in becoming an English teacher and establishing an English institute. While he was a sports agent after he returned to his home country by holding a master's degree from the UK, he attended English discussion meetings in order to maintain his English proficiency. He recalled:

> Sang-Yoon: Generally speaking, those who come to English study meetings are usually bright and have clear goals. So, they find common goals and achieve these together… Anyway, I met my wife in the English meeting. We discussed a lot about the future. We eventually decided to establish an English institute…That part is also my family like my parents and older sister as well as my wife who always support me. The English institute I'm managing currently is like a family business. My sister also collaborates with me as a business partner. My wife also helps and supports administrative works as well.

Overall, former dropout college student-athletes emphasized the importance of financial and social support systems in order to increase their chances of developing competitive careers in their own desirable fields. The story of each individual indicated many forms of collective channels being created through mutual trusts. In particular, parental support both financially and emotionally, shows how they dote on their children, providing unconditional care for their children's success. In the meantime, family members, friends, acquaintances, and their mentors and academic advisors showed sincere encouragement, expecting the participants in the current study to belong to mainstream society.

Perceptions and Types of Societal Roles and Social Responsibilities

In examining the societal roles and social responsibilities among former dropout college student-athletes, this study identified three prominent types of the participants' societal roles as members of their society and their social responsibilities that can be

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determined as their direct and indirect contributions to the current educational, social, and cultural systems and its structures within the context of South Korean sports. Therefore, these positioned them as (a) mentors who provide sincere advice to younger athletes whether they are active or not, (b) mediators who assist other younger athletes to gain particular social benefits through information collected from the participants, and (c) facilitators who make efforts to improve socio-political and socio-cultural systems and their structures by recognizing the overall structural problems and suggest potential implications.

Mentors

Former dropout college student-athletes in the current study took the societal roles as mentors of other junior athletes. They gave advice to younger athletes regarding educational problems and career development concerns based upon their own experiences. Initially, as the participants faced a variety of challenges as to these issues, they had concerns about younger athletes' educational and career limitations. Geun-Ho, a university professor shared his mentoring experiences:

> Geun-Ho: My social role and responsibility more specifically are to empower more athletes that they feel they can do it. When I meet student-athletes, I often ask them if they think they are uneducated and ignorant. One to ten, they don't respond, or they say yes, they are. Then I say that you are right you are uneducated and ignorant because you didn't try to be educated and pursue education, but I further encourage them that no one has the right to say they are uneducated and ignorant as long as they pursue education. I hope they can change their attitudes and show that they are also educated and do well as members of this society.

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Furthermore, Byung-Chan, a sports analyst and scout on a professional basketball team had concerns about active professional athletes. He mentioned, "[f]or the most part, they are too worried about how to live on well after they retire. They sometimes quit their career because of uncertain issues. Then, they mostly feel anxious about their life after sport." Thus, Byung-Chan often met professional athletes outside of his work, providing advice to motivate other younger athletes to prepare them for post-retirement career advancement. Given this, he emphasized that they need to gain professional knowledge and English proficiency rather than just academic knowledge. He further explained:

> Education is necessary because I don't think athletes gain enough educational experiences in school. So, I mean there are a lot of different kinds of meanings of education, but it's important to expand knowledge that directly affect them to attract employers to hire them. I tell them how to gain the knowledge.

Furthermore, Woo-Suk, who is currently working as a security manager, had concerns by reflecting his past experiences:

> Woo-Suk: I would say there are limited career opportunities for athletes. They don't know what to do if they quit their sport in college because they were involved in athletics…Actually, I wandered for a year after I quit my sport because I didn't know what to do. Because I was an athlete without academic knowledge, I thought I should have earned relevant certificates and get jobs in sport.

The participants recognized that gaining new essential knowledge and skills could be more important than solely academic knowledge and skills. In this regard, there are many ways to improve job candidacy and qualifications. Moreover, Eun-Su also gave advice to former dropout athletes who consider going study abroad to the U.S. He mentioned:

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Eun-Su: I shared my life experiences as I did earlier. But, I don't tell them they need to select their major related to sports because they were athletes. I recommended they need resolutely to challenge studying other majors if they are interested in certain fields. If it doesn't work out, it could be hard for them. However, they won't regret it because they did their best. Actually, going into different fields can be tough. However, I saw that some of them have been doing well in the other fields.

In addition, participants in the current study perceived that encouraging and empowering younger athletes is crucial because they are usually not confident enough to experience new education and adjust to new social and cultural life by themselves. However, they believed that mentoring and advising means the person who take these roles needs to be aware of the actual challenges their listeners face because everyone has different life circumstances. Hence, the mentors need to consider others' emotions, characteristics, traits, and motivations as well as financial issues and willingness. In this regard, Sang-Yoon, who is the director and English teacher at an institute, shared his mentoring experiences:

Sang-Yoon: Particularly, I encourage them that they certainly need to cultivate academic integrity and adjust to the academic culture well. I know they can do well. Also, I tell them English is essential. I also tell them that there are not many athletes who speak English fluently yet. Thus, if you guys speak English well, you can have more opportunities to get jobs…If they consider going to study abroad, I don't encourage them unless they are thinking about going into academia. I mean, if they are financially fine, but it's really tough for their parents to support them. Otherwise, they cannot succeed in their study abroad. In my case, I had to save money since my military work. My parents and older sister also supported me financially. However, I certainly tell them that English is a really important tool to get jobs.

By the same token, An-Su, a successful sports administrator at the largest national sports federation, also mentored younger athletes. In his case, as he became a successful sports administrator who was a dropout college student-athletes and accomplished his

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career goal at a relatively young age, South Korean media portrayed him and introduced

his educational journey. Thus, journalists or blog managers online often ask him to

communicate with other younger athletes in order for them to become motivated to

become successful sports administrators. An-Su shared his experiences:

> An-Su: The blog manager also asked me about a tip to get a job at my
> organization. I said everyone can get a job here. I built my career from the
> bottom line, but there are so many people who are better and greater than
> me…People [younger athletes] who read the interview articles contacted me.
> They commonly said, 'they still don't know what to do' and 'how to prepare for
> jobs.' I advise them in these ways…I sincerely respond because I was one of
> them.

Meanwhile, An-Su also considered some of the emerging challenges the younger

athletes face. For example, English is very important to get a job. However, they may

not be interested in going into administration or organizations that have a mandatory

requirement of English proficiency. Thus, he carefully discusses with his listeners and

finds the best ways to help them develop their careers. An-Su mentioned, "if they like

cooking or baking, they don't necessarily focus on studying English. That's not really

necessary for them." In this case, they need to focus on developing vocational

knowledge and skills in order to earn relevant certificates, which may create occupational

opportunities.

Mediators

Participants in this study took on their societal roles as mediators by introducing

useful strategies and educational and vocational development programs to younger

athletes. Initially, Bang-Hyun, who is working with a national sports federation as a

marketing manager, described that there are different kinds of meaningful education. Hence, it was important for him to identify useful educational programs for younger athletes that he previously attended until he gained his current job. He mentioned, "many athletes still do not know much about vocational development programs offered by a governmental sports organization such as the NEST/KSPO." Thus, he introduced many life skills programs and English language programs that allow the younger athletes to gain a free education. Furthermore, Dong-Jun, a successful sports administrator working with an international sports federation also suggested useful educational programs. He mentioned, "[t]hey [Younger athletes] don't really try because they are often afraid of learning something new. However, I suggest them a lot. I tell them that they need to participate in educational programs offered by some sports organizations or go to graduate school."

In addition, the mediating experiences of athletes, Dae-Ho, the strategic management director at a professional sports association, demonstrated prominent instances in which he directly established the infrastructure of educational programs for active athletes and the base of potential networks for retired athletes. Briefly, Dae-Ho became an international intern at the NCAA in the U.S for eight months in 2011 and earned a professional certificate in sports administration and law through a government sponsorship. In his current career, he perceives that it is important to educate athletes who are currently active, cultivating ethical minds and a sense of social justice in sports. Therefore, he directly investigated diverse social issues both domestically and internationally and developed sports ethics programs for the active athletes from youth to

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adult levels. Dae-Ho also formed a social network chain in 2012 by uniting six retired

athletes who had foreign internship training programs in international sports

organizations. He believed that those retired athletes who were making efforts to develop

their careers could influence younger generation by becoming pioneers to interact with

them. Dae-Ho illustrated:

> Dae-Ho: In the first place, I periodically give lectures about sports ethics or career transition to student-athletes in primary education and secondary education levels. I also visit professional sports teams and give lectures to professional athletes with respect to these subjects. I also instruct doping issues and the ways to prevent these to them…I established a professional network to support retired athletes including dropout student-athletes, helping them know how to write good resume or have good interviews.

In addition to the story of Min-Sung, who is the Sports for All program manager

in the district office of the Seoul city, he has closely interacted with his alumni

association and established a network channel to create full-time or part-time jobs for

their younger alumni athletes who ended their athletic careers earlier. Min-Sung

particularly mentored and helped dropout baseball college student-athletes. He attempted

to find jobs for them as much as possible. Min-Sung shared his story:

> Min-Sung: My junior athletes who played on the Kia or LG teams in the Korean professional baseball league are currently working with me at my office to promote sports for all. They are currently coaching youth or adult members. I always tell them that they never give up and start something new…I tell them that people can be great assets, thus they need to treat others sincerely. Then, they can have opportunities to collaborate with them…I recently opened a Japanese restaurant. I cannot manage the restaurant even though this is under my name. My juniors who failed athletically work at the restaurant as managers or servers. I opened the restaurant for that reason.

Participants shared different opinions regarding their mediator roles and the

different ways to introduce useful programs or create additional opportunities for younger

athletes to improve their lives. They did their best to help the younger athletes in their own circumstances and knowledge as they previously gained various social benefits from the others.

Facilitators

Former dropout college student-athletes in the current study also took their societal roles as facilitators and identified the current ongoing structural problems of various policies and practices regarding athletic education, society, and culture. The main scholarly conversations with the participants were the vocational development policies and their limitations and the absence of the academic infrastructure for the current college student-athletes and dropout college student-athletes in relation to sports organizations such as the NEST/KSPO and KUSF. All of the participants recognized the overall structural problems. Hence, they shared their own opinions and perceptions to normalize the overall issues and suggested their plausible strategies that may potentially facilitate key policy makers and practitioners to improve future policies and practices.

Initially, although there are certainly useful educational programs or academic degree programs that can improve younger athletes' job qualifications, a majority of participants are still cautious about the current vocational development policies and programs. Given this, Byung-Chan, a sports analyst and scouter on a professional basketball team, referred to the NEST/KSPO claiming that the primary aim of the organization is to foster human talent, by providing gainful educational experiences to retired athletes domestically and internationally. Therefore, it is a positive sign that

retired athletes can experience English language training, professional development programs, foreign sporting cultures, and systems. However, those dropout athletes may not able to gain these educational benefits. Thus, the sports organizations need to create more opportunities for these marginalized individuals.

Guen-Ho, a university professor, directly experienced these unequal treatments by the NEST/KSPO as a dropout college student-athlete. He applied for the vocational development programs by the NEST/KSPO prior to his graduate education. However, he was eliminated from the NEST/KSPO's programming interview. He perceived that he was screened because he was not a successful and famous athlete such as a national representative or high-profile professional athlete who could potentially contribute to his nation's sports diplomacy after the programming participation. Geun-Ho shared, "[w]ell, I actually applied for the vocational development programs by the NEST/KSPO, but I was screened by them. They told me that I may leave because their mission was to foster global level sports administrators through those athletes who can potentially raise national prestige." Thus, participants commonly viewed that the NEST/KSPO confined educational opportunities for the larger population, setting high criteria to recruit the vocational programming participants.

In addition, former dropout college student-athletes had concerns regarding the weak infrastructure of academic and professional support services in the current South Korean intercollegiate athletics, referring the KUSF system. Given this, a few participants directly involved in developing academic regulations still lamented their limited roles to improve the current ongoing structural problems in the nation. For

instance, a former international intern of the American NCAA and the current strategic

management director of a professional sports association, Dae-Ho recalled:

> Dae-Ho: Especially, back in 2012, I consulted for the KUSF. At that time, I advised the KUSF to develop academic policies and practices based upon my experiences at the American NCAA. Also, I often visit the NEST/KSPO Foundation and give lectures to retired athletes. However, I think there are still structural problems. Particularly, the KUSF has recently implemented a student-athlete eligibility system. In this regard, it's quite paradoxical that they penalize their student-athletes based upon academic GPAs because the student-athletes seem that they haven't fully been ready to succeed in their academic works. The current athletes haven't really cultivated academic integrity yet because they didn't experience education in their primary education through secondary education. So, it's important to establish academic infrastructure in the primary and secondary education. And then, the KUSF should launch academic and professional development programs by fostering professional staff members in their system. Otherwise, there will be ongoing conflicts regarding the current policies and practices.

University professors also identified these structural problems. Eun-Su, a

university professor at an American university said, "I closely observe what's going on

with them because I know that athletes have hard times after they quit their sports." He

further underlined the structural problems of both the NEST/KSPO and KUSF. Eun-Su

mentioned, "the KUSF recently implemented a student-athlete eligibility system, and

their student-athletes are often penalized due to their academic GPAs. Actually, the

KUSF hasn't launched educational programs or vocational training programs for the

athletes. That's why there are diverse conflicts." Thus, he suggested the KUSF should

develop academic infrastructure into their member institutions. In terms of the

NEST/KSPO, Eun-Su also highlighted the issues:

> Eun-Su: In the case of the NEST/KSPO, they sort of take special favorites to those athletes who had successful athletic careers. It's not the most case, but they provide educational programs to them. They are the first priority. So, I think the

KUSF should establish the academic infrastructure, so student-athletes can fully prepare for their lives after sport before they graduate from college.

Guen-Ho, another university professor also directly advised the KUSF and consulted the collegiate sports governance to develop academic regulations in 2014 and 2015. Guen-Ho recalled, "I directly advised the KUSF to develop academic regulations. There are still a lot of structural problems. However, the philosophy is important… I was one of the consulting members to develop academic regulations such as student-athlete edibility." Moreover, Geun-Ho perceived that his societal role and responsibility is to fight for social justice in sports, creating more equal opportunities for student-athletes to engage in academics. For these reasons, he previously conducted multiple research projects regarding these issues including both a master's thesis and a doctoral dissertation. He viewed that conducting research as to educational rights for student-athletes can be the way to enlighten the society. He further anticipated that the South Korean athletic society is in a transitional period. Therefore, he suggested that it is important to bond social networking chains among those retired athletes who already accomplished their academic and professional goals, expanding more channels to foster more mentors, advisors, counsellors, and leaders in athletic education.

CHAPTER VI

DISCUSSION

This study aimed to investigate the career transition experiences of former

dropout college student-athletes in South Korea, to determine if there were any positive

factors or life challenges that helped them fulfill their ideal career goals. Thus, there are

two parts of scholarly discussion in this chapter. The first part will provide a theoretical

interpretation of the findings, how the Bourdieusian concepts of social and cultural

reproduction are applied to the life experiences of the former dropout college student-

athletes. The second part will discuss the overall structural problems of the current South

Korean athletic system, policy, practice, and the roles of sports organizations, critiquing

the remaining socio-political and socio-cultural conflicts in the given body of literature.

Reproduction in Athletic Education, Society, and Culture

This part will discuss the reproduction process in athletic education, society, and

culture through the lens of the life of former dropout college student-athletes in South

Korea. This part will specifically interpret the development of athletic habitus and lack

of capital in the field of athletics that caused the participants to terminate their sports and

any subsequent issues in their lives. And in turn, this study will interpret the

development of new habitus and capital in the outside of athletic field as well as their

societal roles and responsibilities as members of their society, referring to rebranded as

social agents.

The Development of Habitus and Lack of Capital in the Field of Athletics

Throughout exploration of the first research question, it was important to find factors influenced the participants to end their athletic careers and potential life challenges of the study participants—former dropout college student-athletes in South Korea. The findings indicated that the most common and frequent factors were abusive culture; injury and failure of rehabilitation; and bullying and abandonment. The life challenges after athletic termination the participants commonly reflected on were social prejudice, social exclusion, and stigmatization. Thus, social justice issues certainly involve in their past life experiences. The preliminary investigation of the participants' life stories prior to their athletic terminations demonstrated the formation of athletic habitus and capital in the field of athletics.

Initially, Winkle-Wagner (2010) stated that parents' socio-economic statuses and educational backgrounds coupled with their cultural knowledge in specific fields certainly influenced their children and helped them cultivate similar cultural habits and tastes as well as increased their children's intellectual levels. Within the context of sports, parental supports are closely related to accomplishment in youth and children's participation in sporting and physical activities. These also significantly motivate their children to engage in sports, promoting their earnest emotional commitment (Brustad, 1993; Côté, 1999). By the same token, these emotional factors led the participants to become motivated to involve in their own sports as most of them indicated they could not engage in their sports without their parents' financial and emotional supports.

Moreover, South Korean elite athletes in general were influenced by the government's political and ideological ends, committing a level of sacrifice to cultivate patriotic national identity. They expected themselves to be remembered as national heroes in contributing to promote positive socio-cultural legacy and local, regional, and national cohesions through their athletic performance (Park et al., 2012; Park & Lim, 2015). Furthermore, high-level college student-athletes who played team sports imagined themselves competing in professional leagues after graduation, expecting to become sports stars in South Korea which is a capitalist nation (Kang, 2015). From these viewpoints, the participants' initial and primary athletic goals were to become national representatives or professional athletes which was seen as the utmost value. However, they realized that not every athlete can accomplish their athletic goals.

From a Bourdieusian perspective, at a macro-level, a nation state can be seen as a specific field where various situations are intertwined with diverse individuals in the particular social space. In this context, the nation state and its political leaders often produces class struggles between the ruling class and ruled class in social hierarchy. In this power hierarchical system, the organizations and agencies also make the lower class abide by their rules (Bourdieu, 1991). In a sense, athletics can also be viewed as a field where various structures, organizations, and systems are intertwined with each other and produce potential exploitation and unjustness and employ power hierarchical relationships and socio-political and socio-cultural conflicts (Eitzen, 1988; Molnar & Kelly, 2013). This type of power differential can be viewed as symbolic violence in which habitus and field often conspire and show duplicity to conceal illogical social

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practice, but this rationalizes its symbolic and ideological production, the so-called production of belief (Bourdieu, 1980, 1991).

From these standpoints, the nature of power differentials in the elite school sports system in South Korea has been produced by the government. As aforementioned, the South Korean military regimes in the 1960s through 1980s used sport to fulfill their political and ideological objectives. One of the prominent strategies was to implement and reinforce the ASS. Hence, they fostered elite youth, juvenile, and adolescent athletes who could potentially raise national prestige on global stage (Park et al., 2012; Park & Lim, 2015). This system has still been implemented today and has produced social and cultural norms that winning numerous medals in international competitions can still enhance national prestige and its global image (Ha et al., 2015; Hong, 2011). Nonetheless, the sporting system and society overlooked holistic wellness of young athletes, demanding them to endure a level of sacrifice, harsh tactics, and other forms of abuse (Hong & Yu, 2007; Lim et al., 2015; Park et al., 2012; Park & Lim, 2015).

In the field of athletics, participants cultivated habits, focusing on developing athletic skills through continual practice to prepare for competitions rather than developing academic habits. In other words, they were socialized into the athletic field and social space (e.g., school athletics and athletic dormitory) beginning with their initial involvement in sports. They learned that developing athletic skills could be a fundamental form of cultural capital that could lead to dignity, fame, and wealth, imagining their future athletic successes. Further, the participants also believed that obeying their coaches and seniors and being socialized with peers on their teams could be

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an essential form of social capital that could help them gain social recognition and treatment into the field of athletics. For these reasons, even though they were injured, they hesitated to express their emotions and were forced to participate in practices and competitions.

From a critical pedagogical perspective, Giroux (1988) stated that marginalized people are usually not confident and are anxious to express their fundamental rights in social hierarchy. Hence, they are persistently being marginalized. Given this, the role of educators should be to encourage student athletes to gain critical thinking skills. Yet, in the social space, referring to athletics, the participants had limited opportunities to raise their own critical voices. They recognized the team atmosphere and culture that were naturally hierarchical. For these reasons, they accepted the unequal relationships from coaches and senior athletes in order to avoid isolation, keeping them from expressing their fundamental social needs (e.g., rest and rehabilitation, academic engagement). Particularly, their coaches and seniors deprived them of their educational rights or overlooked the importance of education. These abuses ultimately made them burnt out and they dropped out of their athletic programs.

Park et al. (2012) discussed Confucianism in a South Korean elite sport context that produces power hierarchical relationships among peers (i.e., junior and senior athletes), coaches, and athletic administrators. Briefly, Confucianism has significantly influenced Korean society for more than a millennium in which its values are often viewed as strong collective culture over individualistic culture in social hierarchy (O'Dwyer, 2003). Particularly, in the Korean context, Ryu and Cervero (2011) stated

that age differences and family relations are hierarchical, cultivating conforming relationships in the power hierarchical system. Park et al. (2012) found that this hierarchy has long been rooted in elite sports systems, cultivating potential exploitation issues hierarchically from coaches to senior athletes to junior athletes.

In terms of the development of cultural capital, McCoy and Winkle-Wagner (2015) illuminated the role of habitus that may contribute to individuals obtaining positive social and cultural persona by cultivating new essential skills and knowledge. It is "a set of dispositions" (p. 424) to becoming or aspiring to gain recognition in a particular field (e.g., entering into the academy). McCoy and Winkle-Wagner (2015) also referred to the role of habitus that may assist individuals in developing identity in the specific field, motivating them to become interested in cultivating fundamental necessities through continual or persisting practices or in acquiring new habits (e.g., cultural capital) that they previously did not have. Thus, the individuals may take possible actions, developing positive social and cultural persona to go into their desirable field.

In a sense, the participants made efforts to cultivate athletic habits, skills, and other fundamental knowledge in their own sports during their secondary education experiences in order to obtain college admissions and were further anticipated to become more competitive athletes during or after college graduation such as national representatives and professional athletes. However, they had less opportunities to cultivate academic habits, skills, and integrities that regular students usually experience through formal education. Thus, they had limited time to develop essential capital. The

lack of cultural and social capital ultimately hindered the participants from gaining social recognition and career opportunities in the early stages of their career terminations. These issues were reflected their past life experiences that they spent a great amount of time in a culture and environment where the top priority was focused on athletics over academics.

Overall, the lack of social and cultural capital could be the primary reasons why participants could experience marginalization and prejudice as most participants acknowledged that they never experienced formal education while they were competing. They confessed that they did not have basic academic skills and minimum professional knowledge in which the society demands minimum qualification with respect to employment. Overall, in the early stage of their athletic termination, they had limited resources and time to develop new skills and knowledge with respect to preparing for career transition. For that reason, it was significant for them to overcome various life challenges. Their primary options were to embark on the new educational journey and networking in order to become a qualified job candidate in their desired career fields.

The Development of New Habitus and Capital in the Outside of Athletic Field

With respect to the second research question, it was important to find out how they overcame social and cultural barriers and gained new skills and knowledge to develop their careers. The findings indicated that the participants reflected that cultivation of academic integrity and social networking outside of athletic culture were the most common and frequent perceptions. Further, as a means of gaining their current

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careers, they emphasized the importance of English proficiency and financial and emotional support as the perceived values of essential capital.

Initially, the participants had to cultivate academic integrity and new habits even though they had limited skills and knowledge. They had to adjust to the new academic environment. As the findings illustrated, those dropout college student-athletes who left their teams relatively earlier than others (e.g., freshman and sophomore years) or experienced graduate education after college graduation, had to spend a significant amount of time developing new academic habits and adjusting to the culture. They had to make efforts to behave like general students. In contemplating Bourdieu's viewpoint of the structure and agency, habitus can be embodied into human behavior and interact with social structure. People express self-conscious and make endeavors to gain essential capital. Namely, people can cultivate new habits, skills, and knowledge by experiencing and spending certain period in a logical manner (Bourdieu, 1990).

Particularly, as Bourdieu (1994) stated, that each actor plays to gain fundamental capital through continuing practices in the social space. Moreover, Taylor (1993) suggested that cultivating new habits is dialogical, communicative, attentive, and behavioral. Thus, individuals are eager to seek others from whom they can learn and gain useful sources to belong to new groups. They struggle to overcome their past difficulties and reformate their beliefs, principles, values, and arts to improve their socio-economic status and class, referring to the logic of practice (Bourdieu, 1975, 1990). Thus, the participants had to rely on other classmates or peers to learn the ways to behave in school life. They also autonomously and spontaneously embarked on the journey to

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new educational experiences, self-consciously, seeking for other social groups in the new academic field.

In addition, the participants perceived that social networking outside of athletic culture was significant for them to develop new skills and knowledge because of their past negative experiences in the athletic field. Hence, they intentionally limited their time and created boundaries to interact with other dropout college student-athletes or individuals involved in athletics. Notably, some of the participants directly mentioned identifying their past as former athletes was not beneficial when networking with others because of the aforementioned social prejudice, social exclusion, and stigmatization. Thus, they considered hiding their past identities, pretending they were different from other athletes as a means of creating social networking opportunities with people from intellectual societies.

Social networking is a prominent element of social capital that can require people to obtain membership through mutual trust to produce social benefits (Bourdieu, 1984). Kadushin (2012) described membership that it is essential for people to share common norms and beliefs which may bond strong chains or channels to produce social benefits and capital. It is also natural for people to network with others who have similar cultural tastes, habits, or analogous characteristics, referring to homophily. Thus, the participants commonly perceived that they had to make additional efforts to increase their intellectual levels and general knowledge (e.g., current events) to belong to other social groups. For these reasons, they participated in many social and cultural learning activities, joined study groups and student organizations, and enrolled in life-skill and professional

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development programs (i.e., reading news articles, volunteering programs; barista, interior design, and English institutes). Throughout these various social and cultural practices, the participants increased their levels of qualification, persuading other social groups they cultivated traits of integrity, trustworthiness, and candor.

To obtain their current career paths, the participants illuminated English proficiency as the gatekeeper that positioned them to be competitive in the job market. Bourdieu's standpoint of linguistic capital refers to production and circulation in interrelationship between people in society. Using proper language is the essential tool to raise dignity and elegance, creating positive images of individuals in the field of economics and business markets. Language itself is an embodied form of cultural capital that produces dominant power and hegemonic image of social groups (Bourdieu, 1991). In socio-linguistic context, linguistic capital means individuals' capability to use ethnic or national languages beyond their own native languages, representing dominant power and hegemonic position of the particular ethnic groups or nation states (Ericksen, 1992; Phillipson, 1992). From these perspectives, English has been the most dominant language in global business market as the U.S has taken a hegemonic position in diverse areas, not just militaristic power (Agnew, 2005; Demont-Heinrich, 2007).

Within the context of South Korea, English proficiency is of the utmost value and a prominent vehicle for young college graduates to obtain competitive occupations in various fields, particularly business administration and large corporations where employees communicate with their global partners. Thus, the TOEIC is one of the crucial elements that companies use in recruiting job candidates who are proficient in

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English (Kim, 2011, 2012; Park, 2009, Park, 2011a). The fields of sports administration and sports academia are not exceptional that English proficiency is essential (NEST, 2013, 2015, KSPO, 2017). For these reasons, the participants also had to make efforts to improve their English proficiency, spending a significant amount of time to produce linguistic capital through domestic and international ESL training programs. English language training was certainly important for them because it was a fundamental requirement for every job candidate in their desired career fields. Thus, they had to gain this essential capital to become equalized. They perceived that gaining English proficiency could enhance their job candidacy, transcending the negative image of being former dropout college student athletes.

Bourdieu (1986) suggested that academic and educational capital is crucial for individuals to gain life competencies. This power can be exchangeable to produce human capital, creating competitive occupations through educational background such as academic degree and specific professional knowledge (Winkle-Wagner, 2010). From this perspective, of particular factor to enhance the participants' career development was educational and academic capital that became a crucial turning point to impact their life change. Given this, a majority of them (10 out of 15) pursued additional education through graduate academic (e.g., master's and Ph.D. levels) or professional (e.g., law and medical) degrees in alignment with their aspiring career fields. Also, some of them were double or triple majors (e.g., sports and law or medical or marketing and sports, religion, and international relations) at both undergraduate and graduate levels. It significantly

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raised their dignity and life competencies, developing both academic and professional knowledge and skills that their current fields require.

Finally, as a means of gaining the diverse sets of essential capital, the participants acknowledged that financial and emotional supports from their parents, family members, and peers determined their career successes. As aforementioned, parental and social supports are vital to increasing children's academic success, helping them develop various competencies such as problem-solving skills, life skills, and academic and cultural knowledge (Winkle-Wagner, 2010). Particularly, in South Korea, appropriate parental roles and their encouragement could develop their children's social skills, liberal and democratic minds at young age. In so doing, they could become committed members of society and take societal roles and social responsibilities. These eventually influence young adults to take initiatives to establish civil and social networks, creating a wholesome culture in the nation (Kim, 2005a, 2005b, 2006a, 2006b). From these perspectives, the financial investment in the former dropout college student-athletes were exchangeable to cultivate fundamental knowledge and skills, and emotional and social supports reproduced them to become human capital by establishing their own social networks. Therefore, the reformation process of habitus and capital can be determined by gaining new essential skills and knowledge through collective financial and emotional supports.

Rebranded as Social Agents

The final research question investigated the factors if the participants took societal roles and responsibilities in their current lives in alignment with the Bourdieusian approach. The findings identified specific types and characteristics of their societal roles and responsibilities including mentors, mediators, and facilitators. As mentors, they gave sincere advice to other younger athletes as to educational challenges and career transitions. As mediators, the participants assisted other younger athletes to obtain social benefits by helping them gain social networking opportunities or providing useful information for future careers. As facilitators, the participants recognized the overall structural problems of the elite sport system such as lack of educational rights for student-athletes, vocational development policy, and limited infrastructure of academic and professional support services in the current intercollegiate athletics.

In general, the meaning of social agent is to take a particular role and build relationships with other agents in a social space where capital flows and habitus and field interact (Bourdieu, 1979). Also, social agent means an individual who is influential and has an ability to take a social action to contribute to their belonging society and its surrounding community (Bourdieu, 2014). In an educational context, Mertz (2004) defined mentoring as a supportive and mutual relationship between benefactor and beneficiary creating mutual social benefits. Furthermore, the qualification of the mentors is not related to age whether they are older (usually older) not younger, but the people who take mentoring positions should be wiser and more knowledgeable in specific areas. Mertz (2004) further stated that the roles of mentor represent "teacher, sponsor,

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exemplar, counselor, host and guide, developer of skills and intellect," and their responsibilities indicate advising, counselling, overseeing, planning for their mentee's social and moral development (p. 542).

By taking on mentoring roles and responsibilities, the participants gave advice to younger athletes as to educational and career transition problems through their own past experiences. They had concerns regarding the younger generation that a number of athletes, whether they are active or retired, still do not recognize the social importance of education that may hinder their future life after sports. Therefore, they made efforts to increase their motivations through encouragement and empowerment, guiding the strategies of how to cultivate academic integrity and social skills.

Moreover, the former dropout college student-athletes took the role of mediator, directly involved in the life of the younger generation. In this regard, Hansen (2008) suggested several key roles of social agent by positioning them as critical conflict resolution practitioners. In this context, mediators should understand the nature of power differentials in a specific field, intervening with conflicts through collaborations and networks. They directly involve and intervene with social conflicts by establishing networks. They provide spaces for conflicting interests of groups, helping them mutually communicate to resolve the problems.

In a sense, the participants can be the potential agents who know power differentials as they directly experienced the overall structural problems of the athletic system, educational, and career transition problems. Thus, they introduced useful educational and life skills programs. As the findings indicated, some of the participants

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(e.g., Dae-Ho, strategic management director of professional sports association) directly interact with sports organizations such as the NEST/KSPO Foundation and KUSF, volunteering to provide educational programs or involved in academic regulation development. Also, the participants directly interacted with younger athletes who could not accomplish both athletic and academic goals and provided working opportunities even if these are part time jobs. The story of Min-Sung who is a "Sports for All" program manager in the district office provided an illuminating example in which he established social network channels through his alumni association, applying their significant roles and responsibilities to support their younger alumni.

In addition to the participants' roles and responsibilities as members of society, they could be viewed as facilitators. Hansen (2008) suggested several key hallmarks of the roles and responsibilities of facilitators. They should know the nature of power applied to oppressed individuals in a society. Hence, their roles and responsibilities are to facilitate the ongoing structural problems, bringing dialogs to enlighten the society and in turn promote a positive social change. Given this nature, as mentioned before, all the participants understand the power differentials in the athletic system, society, and culture in which the ongoing educational rights issues cannot easily be solved.

In this regard, most of them acknowledged that they cannot directly intervene with this issue because they have limited involvement in policy-making decisions. However, all the former dropout college student-athletes illuminated the role of key sports organizations such as the NEST/KSPO Foundation and the KUSF who may have the capabilities to take key roles to improve both educational and vocational development

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policies and practices for larger population. They raised their own critical voices and

represented other athletes and their positions in society, advocating for their basic rights

and social needs. But still, they lamented their limited roles to resolve these ongoing

structural problems in the South Korean sporting system and its society and culture as

they are not affiliated with those organizations.

Critical Debates regarding the NEST/KSPO and KUSF

With respect to the overall structural problems of the educational and vocational

policies and its surrounding society and culture, previous studies shed light on social

activism as to social justice and educational rights for student-athletes in South Korea

(Lim et al., 2015; Park et al., 2012). Park et al. (2012) highlighted the role of public

media and journalism such as TV documentary and news articles that could promote a

social movement by revealing social issues involved with student-athletes. Further, Lim

et al. (2015) underlined scholars' activism and their direct engagement in public that

could influence policy reforms. Both forms of activism significantly produced positive

outcomes and boosted positive socio-cultural and socio-political climate changes in the

nation in consideration of the emergences of the NEST/KSPO Foundation in 2008 and

the KUSF 2010 and the enactment of the SSPL in 2012. Yet, this study argues that social

justice issues still persist in the South Korean athletic system, society, and culture.

Firstly, although the NEST/KSPO took significant roles to provide vocational

development programs to retired athletes, the organization has still produced social

justice issues. Namely, their primary beneficiaries are mostly those athletes who

previously had successful athletic careers such as Olympians and professional athletes or prize winners in both national and international competitions. That is because the organization's primary aims are to foster potential global level sports administrators who can take roles of sports diplomats or liaisons between their national sports federations and other international organizations (KSOC, 2017; KSPO, 2017; NEST, 2015; PCYG, 2015).

According to the archival documentations suggested by the KSOC (2017a) and PCYG (2015), there were a total of 388,412 retired athletes identified since 2004, and of these only 869 retired athletes experienced quality education by the NEST/KSPO. Hence, less than 0.1 percent of the entire population seem privileged by the government only. Further, an archival data collected from the KSPO (2017), there were only five Olympic medalists who recently took leadership positions in major international sports organizations. Critically viewing this vocational development policy, the NEST/KSPO has spent more than $100 billion ($10 million in the U.S currency) to produce these outcomes for the past 10 years.

The current study perceives that most athletes could be dropout college student-athletes in the nation who may have not fulfilled both academic and athletic attainments. They may still have life difficulties due to unemployment. This structural problem seems to fulfill Bourdieu's standpoint of symbolic violence in which only the chosen few can continually achieve both educational and athletic goals. In doing so, they can continually be privileged by obtaining fame and increase dignity. Yet, it seems that the society does not recognize this structural problem, still praising those successful athletes who can

continually raise national prestige and its global image. Particularly, those unsuccessful athletes are continually being less confident and marginalized from both their athletic society and general society. Therefore, at this point, it is certainly significant to contemplate how to create more educational opportunities for the larger population, enlightening policy makers and educational and athletic leaders to improve the social justice issues.

In addition, as scholarly debates deduced by the participants in the current study, it is also important to illuminate the limited infrastructure of academic and professional support services in the KUSF system and its member institutions. According to archival documents collected from the KUSF, the collegiate sports governance has recently interacted with the national office of the American NCAA and its member institutions in order to consider adopting the student-athlete support services models. The personnel from the KUSF visited the national office and two Division I and one Division II institutions in 2016 in order to observe how different funding size and staff members can support their student-athletes (KUSF, 2016b).

The KUSF invited personnel from the national office and student-athlete development experts from its member institutions in 2017 to host a forum to enlighten athletic directors and coaches from the KUSF member institutions (KUSF, 2017b). Yet, there may be limited funding sources to launch student-athlete development programming in their member institutions since they do not make any profits through intercollegiate athletics. Further, the KUSF system has not retained qualified academic staff members such as counsellors and tutors or other essential functions to develop

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student-athletes' academic integrity. Therefore, it is important to consider how to raise funding to develop the academic and professional development programs and foster the qualified staff members.

Finally, there are still no appropriate careers for dropout college student-athletes in the KUSF system. Thus, they are being marginalized from the society. In consideration of the total population, there are currently 98-member institutions with approximately 4,500 student-athletes (Chung, 2015; KUSF, 2018). It is still questionable that the number is from those five team sports only. Given this, it is important to investigate and specify the actual dropout rates and embark on developing policies and practices to minimize the social justice concerns, creating more opportunities for this underrepresented population.

Implications

The overall findings ultimately demonstrated the participants' roles and responsibilities in their belonging society as mentors, mediators, and facilitators. The researcher analyzed the societal roles and responsibilities at both micro-level and macro-level. There are other potential individuals, entities, groups, institutions, and organizations who can also take prominent roles of social agents. However, there seem to be some limitations with respect to their roles and responsibilities in comparison with the former dropout college student-athletes. One element is understanding of power differentials and positionalities. Thus, it may be meaningful to discuss more potential social agent groups so that they can collaborate with the participants in the current study.

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From a critical perspective, the aforementioned study by Park et al. (2012) stressed the significance of social activism by the media, revealing educational rights and social justice concerns through their coverage. Their actions delivered public messages to a more general populace and boosted socio-political dialogs. Furthermore, Lim et al. (2015) stated that Minseok Ahn, a current member of the NARK, formed a civil network (i.e., CNJS) by uniting more than 250 professors and other influential figures in other fields such as law circle, journalism, and education beyond academia during his professorship in the early 2000s. Their social positions certainly seem to serve social agents, critiquing overemphasis on the winning culture that should be normalized in elite school sports sectors.

Yet, some limitations of their social and civil actions were to position coaches into the axis of the evil who deprive student-athletes' educational rights and create abusive culture under their social control. Notably, most previous scholars who investigated the educational rights for student-athletes analyzed coaches as the cohort who cultivated socio-political and socio-cultural conflicts (e.g., Cho, 2012a; Hong & Yu, 2007, Lim et al., 2015; Park et al., 2012). Therefore, there are certain biases to view their positions. Given this, coaches' job security may cause the ongoing issues regarding educational rights and social justice concerns. If their student-athletes do not win, they may lose their jobs. Thus, it is important to consider how the athletic society can assure the coaches' job security.

Within the context of critical pedagogy, one of the challenging issues is to empower marginalized groups (Giroux, 1988). Also, when it comes to policy-making

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decision, it is difficult to balance power differentials and reduce bias in a particular field due to limited knowledge about the field. Thus, experts take their vested interests by putting boundaries although there may be more plausible groups and entities to take the role of social agent (Hansen, 2008). Pertinent to the current study, they could be educational leaders outside of an athletic field such as school teachers, professors, administrators, and policy decision makers in the Ministry of Education, Science, and Technology (MEST). In so doing, they can fairly view the power differentials and mutually communicate with the key figures in the field of athletics such as coaches, physical education teachers, sports scholars, and policy decision makers in the Ministry of Culture, Sport, and Tourism (MCST). Perhaps they can take democratic actions for the marginalized athletes by opening forums and symposiums. They can invite student-athletes and allow them to raise their own critical voices thereby all members of the society can produce positive outcomes.

The aforementioned groups may be potential social agent groups that can take collaborative actions with the former dropout college student-athletes in the current study. Namely, the participants certainly understand the nature of power differentials in the athletic system. They are also in diverse social fields including sports administration, academia, education, religion, law, medical and health, and national security, and so forth. They all can interact with the other social agent groups, promoting a collective activism in order to normalize educational rights for student-athletes in the nation. The participants' positionalities may contribute to minimizing the overall structural problems and intervene with a wide range of socio-political and socio-cultural conflicts,

reproducing education, society, and culture in the South Korean elite school sports context.

Limitations and Future Research

This study specifically focused on exploring the career transition experiences of former dropout college student-athletes by underpinning the concepts of Bourdieusian social and cultural reproduction. There may have been other useful theoretical frameworks to analyze this population. For example, the concepts of socialization could be beneficial as Bourdieusian concept of social capital also briefly discusses socialization, but with less focus since it primarily views power, hegemony, and social inequality through the lens of symbolic violence, capital, and resources. Indeed, socialization can be multidimensional and broader to view various social categorizations from group to organizational levels within the field of behavioral and social science (McCoy, 2006). Further, there were limited theoretical contributions to this population with the concepts of socialization. It was limiting to develop a theoretical framework through the lens of socialization in a South Korean sport context. Thus, the current study recommends future scholars to underpinned more diverse concepts to explore this population and increase a better understanding of this topic from more diverse angles.

Although this study found the growth and evolutionary process of career transition experiences of former dropout college student-athletes, this study could not develop a specific career transition programming paradigm for future research as its research purpose, questions, and theoretical framework were within the scope of socio-

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cultural studies, aiming to increase a better and in-depth theoretical and practical understanding of this topic. Therefore, future scholars should expand upon this topic and knowledge into global scholarship, thereby scholars from other ethnic and linguistic backgrounds can review and compare more cases in other regional contexts.

The KUSF system has partially adopted academic policies, practices, and its functions such as student-athlete eligibility system and committee on infractions and recruiting criteria from the American NCAA and considered developing student-athlete development services that can be implemented into their member institutions. This study did not fully cover the notion of the NCAA and its structural problems including both strengths and weaknesses of the key policy development. The NCAA also has diverse ethical and academic integrity issues as well as its governing system. Therefore, future scholars should contemplate investigating the historical investigation of the recent global networks between the NCAA and KUSF and find factors to determine both positives and challenges to develop a customized model for student-athletes in South Korea.

Despite the current study attempted to increase a better understanding of educational, social, and cultural issues involved with dropout college student-athletes in South Korea, it was limited in that it did not investigate female athletes due to the nature of the conventional South Korean sporting system in which the collegiate sports authorities have not overseen female sports and most university athletic programs have not retained female team or individual sports. However, conducting research on social inclusion regarding gender should be prominent emerging topics in future research. Thus, this study suggests that future scholars provide more attention to female athletes'

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career transition issues and find ways to promote gender equity in South Korean intercollegiate athletics.

Finally, this study found that one of the most important aspects of former dropout athletes' career opportunities was to gain English proficiency. Yet, it did not explore the nature of power differentials cultivated by English hegemony in South Korean athletic society and culture as to the athletes' career transition process. In this regard, numerous scholars within the fields of sociolinguistics and cultural studies in Education illuminate American cultural imperialism ingrained into the South Korean social structure due to the international relations between these two nations that the U.S has long been developing South Korea's national systems politically, economically, and culturally beyond military (Cho, 2012b, Kim, 2011, 2012, 2015, Park, 2011a; Shin, 2012). In the meantime, as this study found, dropout college student-athletes are fully grown adults who usually learn new essential skills and knowledge after their retirement, there should be more interdisciplinary research. Given this, scholars in socio-linguistics and ESL education as well as in counseling and adult education should contemplate these issues in developing valid curricula, instructional designs and methods, and measure its outcomes.

CHAPTER VII

CONCLUSION

This study adopted insights from critical perspectives on the theoretical concepts of Bourdieusian social and cultural reproduction to explore the career transition experiences of former dropout college student-athletes in South Korea who successfully obtained their desirable career paths and determined if there were any positive factors and/or life challenges that helped them accomplish their career goals. To this end, qualitative individual interviews were conducted with 15 participants who took leadership positions in various fields including sports administration, academia, education, and others.

The findings generally conclude that those who had educational, social, and cultural barriers could improve their careers by gaining new fundamental knowledge and skills after their athletic retirement. Some of the most powerful resources were English proficiency and social networking that created competitive occupational opportunities for the participants. And in turn, they took societal roles and responsibilities for younger generations, serving as mentors and assisting them in achieving their career goals. For these reasons, they would have been willing to become mentors, mediators, and facilitators to promote social change, fighting for social justice in education and sport. Further, this study suggested some of the positive implications to both the NEST/KSPO Foundation and the KUSF because they are prominent key policy decision-making organizations with respect to athletes' education; previous studies did not pay attention to their roles.

Overall, as this study aimed to discuss social justice issues involved with marginalized population, it is important to rethink the meaning that entails power, hegemony, and unequal treatment in hierarchical social and power relationships. In this context, dominating and dominated groups are naturally formed; causing potential issues of exploitation, violence, and injustice that can create hostilities toward differing groups. Indeed, marginalized groups are less confident to overcome life barriers and tend to be continually marginalized, but as this study found, there are certain ways for them to overcome the life barriers and gain competencies to belong to mainstream society.

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APPENDICES

APPENDIX A

Recruitment Email Script (English Version)

Dear participants,

Hello. My name is Benjamin Nam. I am a Ph.D. candidate in the Department of Educational Leadership and Policy Studies at the University of Tennessee, Knoxville. I hope you could participate in my current research study.

The purpose of this consent form is to help you decide if you want to be in the research study. This consent form may contain words that you do not understand. With respect to the background of this study, the purpose of this study is to explore the social and cultural reproduction process in former dropout college student-athletes in South Korea to determine if there are any positive factors to accomplish their desirable career goals which impact their life satisfaction in their current employment status by taking societal roles and responsibilities. These will be generally viewed as those who had educational, social, and cultural barriers and questioned whether they could improve their careers by gaining new knowledge and skills after athletic termination and in turn perceived themselves as people who became meaningful to their currently belonging society.

Overall, this study attempted to increase a better and more in-depth understanding of social justice issues in athletic education, society, and culture, promoting social and cultural change in a specific regional context. As a part of this project, you will be asked to participate in one semi-structured interview for about 45 to 60 minutes. If you know others who are related to this research project, would you please introduce them to me? Thank you for your time and have a wonderful day.

Regards,

Benjamin H. Nam
Ph.D. Candidate in Higher Education Administration
University of Tennessee, Knoxville

당신을 현행 연구에 초대하고자 합니다. 이 연구참여동의서의 목적은 당신이 이연구에 참여하는데 이해하기 어려운부분을 돕고자하는데 있습니다. 이연구의 배경에 관하여 간단하게 설명하드리겠습니다

이 연구의 목적은 대한민국 대학스포츠를 경험한 중도탈락선수들의 사회 및 문화 재생산과정을 탐구하고자하는데 목적이 있으며 이들이 원하고자하는 경력을 갖는데 긍정적인 요소들이 있었는지를 탐구하고자합니다. 긍정적인 요소들이 있었다면 이요소들이 현재 종사하고있는 직종에서 인생만족을 느끼는지를 알아보고자 합니다. 또한 이들이 어떠한 사회역활과 책임을 가지고 현재속한 사회에 공헌하고 있는지를 탐구하고자 합니다. 이 연구의 결과는 교육적, 사회적, 문화적 장벽에 직면했던 인원들이 운동을 그만둔이후에 습득한 새로운 지식과 기술들이 원하는 직종에서 종사할수있는데에 어떻게 도움이 되었고 이들이 현재속한 사회에서 의미있는 사람으로 간주된다고 느끼는지를 알아보고자합니다. 종합적으로 이 현행연구는 운동선수와 관련된 교육, 사회, 그리고 문화를 더욱 심도있게 이해하는데 기여하고자 진행되고 있으며 특정국가 및 지역의 사회문화의 변화를 촉진하는데 도움을 주고자 진행되고 있습니다.

이연구의 참가자로써 인터뷰를 진행하도록 하겠습니다. 당신과의 인터뷰는 약 45 분에서 60 분정도 소요될것입니다. 연구조사자는 인터뷰를 녹취하고 번역할것입니다. 인터뷰는 먼저 한국어로 진행될것이며 인터뷰 필사본은 연구참가자의 검토를 통하여 인터뷰가 정확하게 필사되었는지를 확인한후 영어로 번역될것입니다. 그러므로, 연구조사자는 연구참가자에게 필사본가 정확하게 필사되었는지를 요청할것입니다. 녹취파일은 연구종료때까지 안전하게 보관될것이며 연구종료시 지워질것입니다. 만일 다른 연구참여자 또한 소개해주실수 있다면 감사드리겠습니다. 좋은 하루되십시요.

Regards,
Benjamin H. Nam
Ph.D. Candidate in Higher Education Administration
University of Tennessee, Knoxville

APPENDIX B

Phone Script (English Version)

Hello. My name is Benjamin Nam. I am a Ph.D. candidate in the Department of Educational Leadership and Policy Studies at the University of Tennessee, Knoxville. I hope you could participate in my current research study.

The purpose of this consent form is to help you decide if you want to be in the research study. This consent form may contain words that you do not understand. With respect to the background of this study, the purpose of this study is to explore the social and cultural reproduction process in former dropout college student-athletes in South Korea to determine if there are any positive factors to accomplish their desirable career goals which impact their life satisfaction in their current employment status by taking societal roles and responsibilities. These will be generally viewed as those who had educational, social, and cultural barriers and questioned whether they could improve their careers by gaining new knowledge and skills after athletic termination and in turn perceived themselves as people who became meaningful to their currently belonging society.

Overall, this study attempted to increase a better and more in-depth understanding of social justice issues in athletic education, society, and culture, promoting social and cultural change in a specific regional context. As a part of this project, you will be asked to participate in one semi-structured interview for about 45 to 60 minutes. If you know others who are related to this research project, would you please introduce them to me? Thank you for your time and have a wonderful day.

Phone Script (Korean Version)

여보세요. 안녕하세요. 당신을 현행 연구에 초대하고자 합니다. 이 연구참여동의서의 목적은 당신이 이연구에 참여하는데 이해하기 어려운부분을 돕고자하는데 있습니다. 이연구의 배경에 관하여 간단하게 설명드리겠습니다.

이 연구의 목적은 대한민국 대학스포츠를 경험한 중도탈락선수들의 사회 및 문화 재생산과정을 탐구하고자하는데 목적이 있으며 이들이 원하고자하는 경력을 갖는데 긍정적인 요소들이 있었는지를 탐구하고자합니다. 긍정적인 요소들이 있었다면 이요소들이 현재 종사하고있는 직종에서 인생만족을 느끼는지를 알아보고자 합니다. 또한 이들이 어떠한 사회역활과 책임을 가지고 현재속한 사회에 공헌하고 있는지를 탐구하고자 합니다. 이 연구의 결과는 교육적, 사회적, 문화적 장벽에 직면했던 인원들이 운동을 그만둔이후에 습득한 새로운 지식과 기술들이 원하는 직종에서 종사할수있는데에 어떻게 도움이 되었고 이들이 현재속한 사회에서 의미있는 사람으로 간주된다고 느끼는지를 알아보고자합니다. 종합적으로 이 현행연구는 운동선수와 관련된 교육, 사회, 그리고 문화를 더욱 심도있게 이해하는데 기여하고자 진행되고 있으며 특정국가 및 지역의 사회문화의 변화를 촉진하는데 도움을 주고자 진행되고 있습니다.

이연구의 참가자로써 인터뷰를 진행하도록 하겠습니다. 당신과의 인터뷰는 약 45 분에서 60 분정도 소요될것입니다. 연구조사자는 인터뷰를 녹취하고 번역할것입니다. 인터뷰는 먼저 한국어로 진행될것이며 인터뷰 필사본은 연구참가자의 검토를 통하여 인터뷰가 정확하게 필사되었는지를 확인한후 영어로 번역될것입니다. 그러므로, 연구조사자는 연구참가자에게 필사본가 정확하게 필사되었는지를 요청할것입니다. 녹취파일은 연구종료때까지 안전하게 보관될것이며 연구종료시 지워질것입니다. 만일 다른 연구참여자 또한 소개해주실수 있다면 감사드리겠습니다. 좋은 하루되십시요.

APPENDIX C

Transcriber's Pledge of Confidentiality

As a transcribing typist of this research project, I understand that I will be hearing tapes of confidential interviews. Also, as the translator who checks the interview transcripts for accuracy, I will fairly check the accuracy. The information on these tapes has been revealed by research participants who participated in this project on good faith that their interviews would remain strictly confidential. I understand that I have a responsibility to honor this confidentially agreement. I hereby agree not to share any information on these tapes with anyone except the primary researcher of this project. Any violation of this agreement would constitute a serious breach of ethical standards, and I pledge not to do so.

_____   _____

  Transcribing Typist   Date

APPENDIX D

Interview Protocol (English Version)

1. Describe what the **Athletic Specialist System** in South Korea is.
   a. **How long** did you play your sport?
   b. What were your **initial motivation** to engage in your sport?
   c. Tell me a story about your **experiences as an athletic specialist** in South Korea?
   d. What were your **goals as an athletic specialist**?
   e. Tell me the **athletic culture** you experienced.

2. Describe what **impacted you to terminate your athletic career** and **what challenges** did you face.
   a. What **specifically** made you consider dropping out your athletic programs?
   b. Tell me a story about your **experiences as a dropout college student-athletes**?

3. Describe if you had any experiences regarding **unequal treatment** or **felt being marginalized** as a dropout college student-athletes?
   a. Tell me a story about your **social networking experiences** after you terminated your athletic career.
   b. Tell me a story about your **academic engagement** after you terminated your athletic career.

4. Tell me how you overcame **diverse social and cultural barriers**
   a. Tell me a story about your **life experiences** after you graduated from college.
   b. Tell me a story about your **social networking experiences** after your graduation.
   c. Tell me a story about your **educational experiences** after graduation.

5. Describe how you **prepared for** your current employment?
   a. Tell me a story about your experiences as to gain **new knowledge or skills**?
   b. What were the **most important knowledge or skills** to obtain your current employment?
   c. In what ways did you **specifically gain and develop** new knowledge and skills?
   d. Who **financially** supported you to develop new knowledge and skills?
   e. Who **emotionally** supported you to develop new knowledge and skills?

6. What **individual/group/educational program** was the **most helpful** in obtaining your current employment?

7. Describe your **life satisfaction** in your current employment status.
   a. Tell me a story about your **relationship** with **your colleagues**.
   b. Tell me a story about your **relationship outside of your work**.
   c. Tell me a story about your **cultural life outside of your work**.

8. How do you **perceive** your **social status**?

9. Describe your **role** and **responsibility** as a member of society.

   a. Have you been **mentored** junior or younger employees or athletes or dropout athletes?
   b. Have you participated in or **developed social and cultural activities** for younger or athletes or dropout athletes?

10. Have you **advised or worked with sports organizations** to develop **educational, social, and cultural programs** for current student-athletes or retired athletes?

11. What **advice** would you give to sports organizations to develop **educational, social, and cultural programs**?

Interview Protocol (Korean Version)

1. 대한민국 **체육특기자제도**에대해 설명해주십시오.
    a. **얼마동안** 본인의 스포츠에서 선수생활을했습니까?
    b. 어떠한 **동기**로 본인의 스포츠를 접하게 되셨습니까?
    c. 대한민국 **체육특기자제도에대한 경험**을 공유해주시겠습니까?
    d. 체육특기자로써 **목표**는 어떤것들이었습니까?
    e. 어떤 **스포츠문화**를 경험했는지 말씀해주십시오.

2. 어떤한 **영향으로 본인의 선수경력을 중단**하게되었고 **어떤문제들**에 직면했는지 말씀해주십시오.
    a. 어떤 **특별한**이유로 운동을 그만두게되었습니까?
    b. **중도탈락선수로써의 경험**을 이야기해주십시오.

3. 혹시 중도탈락선수로써 **부당한처우**를 당했다거나 **소외**당한 경험이 있었는지 말씀해주십시오.
    a. 운동을 그만둔이후의 **소셜네트워킹의 관한 경험**에대해 이야기해주십시오.
    b. 운동을 그만둔이후에 **학업참여의 관한 경험**에대해 이야기해주십시오.

4. 어떻게 **다양한 사회적 문화적 장벽들을** 극복했는지 이야기해주십시오.
    a. 대학졸업이후의 **인생경험**에대하여 이야기 해주십시오.
    b. 대학졸업이후의 **소셜네트워킹경험**에대해 이야기해주십시오.
    c. 대학졸업이후의 **교육적경험**에대해 이야기해주십시오.

5. 현재직업을 갖기위하여 어떠한 **준비**를 했습니까?
    a. **새롭게 습득한 지식이나 기술들**이 있는지 이야기해주십시오.
    b. 현재직업을 갖기위하여 무엇이 **가장 중요한 지식이나 기술들**었습니까?

c. 현재직업을 갖기위하여 **특별히** 어떠한 방식으로 새로운지식이나 경험을 **습득**하였습니까?

d. 이러한 새로운지식이나 경험을 습득하기까지 누가 **경제적**으로 지원을 해줬습니까?

e. 이러한 새로운 지식이나 경험을 습득하기까지 누가 **정신적**으로 지원을 해줬습니까?

6. **어떤 개인/그룹/교육프로그램**이 현재직업을 갖는데 가장 도움이되었습니까?

7. 현재 직업이 본인의 **생활만족도**에 관계가 있는지 말씀해주십시요.

a. 현재 직장에서 **동료들**과의 **관계성**에 대해 말씀해주십시요.

b. **직장밖에서의 관계성**은 어떤지 말씀해주십시요.

c. **직장밖에서의 문화생활**에대해 말씀해주십시요.

8. 현재 본인의 **사회위치**에대한 **관점**에대하여 어떻게 생각하십니까?

9. 사회의 한일원으로써 본인의 **역활**과 **책임**에대해 설명해주십시요.

a. 후배나 나이가 어린 직원이나 선수들 혹은 중도탈락선수들에게 **조언자역활**을 해주신적이 있습니까?

b. 후배나 나이가 어린직원이나 선수들 혹은 중도탈락선수들을 위하여 **사회 및 문화 활동을 고안**해주신적이 있습니까?

10. 현재 학생선수나 은퇴선수들을 위하여 **스포츠기관들이 교육, 사회, 문화프로그램을 계발있도록 조언**해주신적이 있습니까?

11. 스포츠기관들이 **교육, 사회, 문화프로그램**을 계발할수있도록 어떤 **조언**을 해주시겠습니까?

APPENDIX E

Informed Consent Form

Dissertation Project Title: Career transition process of Former Dropout College Student-Athletes in South Korea

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Introduction
You are being given the opportunity to participate in this research study. The purpose of this consent form is to help you decide if you want to be in the research study. This consent form may contain words that you do not understand. With respect to the background of this study, the purpose of this study is to explore the social and cultural reproduction process in former dropout college student-athletes in South Korea to determine if there are any positive factors to accomplish their desirable career goals which impact their life satisfaction in their current employment status by taking societal

roles and responsibilities. These will be generally viewed as those who had educational, social, and cultural barriers and questioned whether they could improve their careers by gaining new knowledge and skills after athletic termination and in turn perceived themselves as people who became meaningful to their currently belonging society. Overall, this study attempted to increase a better and more in-depth understanding of social justice issues in athletic education, society, and culture, promoting social and cultural change in a specific regional context.

Participant Involvement in the Study
As a participant in this study, you will be participating in an interview. Your interview will last approximately 45 to 60 minutes. The investigator will audiotape the interview and transcribe to utilize for a research study. The interview will be conducted in Korean and translate to English after participant review the interview transcripts. Thus, the investigator will send transcripts to participants to verify accuracy. The audio files will be kept securely until the completion of the study and will be destroyed after the completion of the study.

Risks
There is minimal risk involved in participating in this study. No identifying markers such as names or job titles will be used in this study. You will have a pseudonym (fake name) assigned to you and your job title will be removed from the transcript of your interview. However, if you feel discomfort associated with discussing your experiences and perceptions, you can consider contacting the campus counseling center in case of distress at 1-865-974-2196 and counselingcenter@utk.edu. Also, the minimal risk is no greater than you encounter in your daily life. In this study, any specific names related to your personal life and specific relationships will not be asked. If you feel uncomfortable, you may skip questions.

Benefits
There is no compensation or reimbursement for participants. However, your contribution to this study will potentially find positive aspects of the South Korean intercollegiate athletic system. Hence, this study may contribute to scholars and professionals in the related field of higher education and athletic administration.

Confidentiality
The information in the study records will be kept confidential. Your data will be stored securely and will be made available only to the person conducting the study. No reference will be made in oral or written reports which could link you to the study.

Participation
Your participation in this study is voluntary; you may decline to participate without penalty. If you decide to participate, you may withdraw from the study at any time without penalty and without loss of benefits to which you are otherwise entitled. If you withdraw from the study before data collection is complete, your data will be destroyed.

Also, you will have the opportunity to review the interview transcripts. Upon agreement, the transcripts will be utilized for this study.

Consent

I have read the above information. I have received a copy of this form. I agree to participate in this study.

Participant's signature _____ Date _____

Investigator's signature _____ Date _____

VITA

Benjamin Hisung Nam is a Korean born and a former student-athlete in South Korea and earned a bachelor's degree in Physical Education from Hanyang University, Seoul, South Korea in 2006. He earned a second bachelor's degree with a communication minor from Eastern Michigan University. Benjamin earned a master's degree in Recreation and Sport Management and has pursued a Ph.D. degree in Higher Education Administration with a specialization in International and Multicultural Education at the University of Tennessee, Knoxville. He successfully completed all courses with respect to a graduate certificate in Cultural Studies in Education. Benjamin was a Graduate Diversity Enhancement Fellowship award recipient during the 2013-2014 academic years and Dean's Professional Development award recipient during the 2016-2017 and 2017-2018 academic years. During his graduate education at the University of Tennessee, Knoxville, he was a liaison for a global partnership between the University of Tennessee, Knoxville and South Korean governmental sports organizations named the Korea Foundation for the Next Generation Sports Talent and the Korea Sports Promotion Foundation between 2013 and 2017. Benjamin also supported faculty members and instructed undergraduate courses as a graduate teaching assistant.