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The Involvement of High School
Student Athletes of the Institute of
Sport and Physical Education (ISPE)
toward Sport and Education in
Myanmar

미얀마 고등학생들의 운동능력 향상과
스포츠·체육교육센터(ISPE)와의 연관성 연구

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이 논문은 문화체육관광부와 국민체육진흥공단 지원을 받아 수행된 연구임

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Abstracts

The Involvement of High School Student Athletes of the Institute of Sport and Physical Education (ISPE) toward Sport and Education, in Myanmar

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In Myanmar, the standard of sports is gradually decrease and most of the national federations facing with two main problems. They are the lack talented athletes and athletes retired too early although they were young. To solve these problems, the Institutes of sports and physical education (ISPEs) are the main resources to emerge the talented athletes who can represent for the national teams.

The main purpose of opening these ISPEs is to produce the talented players and the future administrators. Even though they opened ISPE since 1996, the rate of emerge athletes and winning medals were decrease year by year.

This research is to examine the involvement of high school student athletes of the Institutes of sports and education toward sport and education. The research sample included 250 student athletes of ISPE, satisfaction and attitude in sports and education were examined by using sports involvement questionnaire developed by Chun Cheng Chuan (2012)

With regards to the involvement of high school student athletes of ISPE toward sports and education, the results showed that most of the students want to involve in ISPE with good motivations for sports. after joining ISPE, they satisfied for the supports of ISPE and their attitude in sports is higher than attitude in education. For the students' expectation for future career part, expectation for future career related with sports were absolutely higher than for education.

The significant differences in the satisfaction for the supports of ISPE between gender and the students' attitude in sports and education

between the experiences were established by comparing the “Means” scores of the variables through independent t-test method. When analyzing the relationship between the motivational factors to involve in ISPE and students’ expectation for the future career toward sport and education, Linear Regression model was used.

Keywords: Sport and physical education, involvement, satisfaction, attitude, expectation and future career

초록

미얀마에서는 스포츠의 기준이 일반적으로 낮아지고 있다. 대부분의 국가 연맹은 두 가지 주요 문제에 직면해 있는데 하나는 재능 있는 운동 선수가 부족하다는 것과 다른 하나는 전문 운동 선수들의 이른 은퇴시점이다. 스포츠 및 체육 연구소(ISPE)는 이러한 문제를 해결하고 재능 있는 선수를 국가대표로 키우고 발굴하는 주요조직이다.

ISPE의 주요 목적은 재능 있는 선수와 미래의 관련 행정가를 배출하는 것이다. 하지만 1996년 ISPE가 창립되고 난 이후, 선수 숫자와 메달 획득율은 해마다 감소했다.

본 연구는 고등학교 운동 선수들의 ISPE 참여동기를 탐색하고자 한다. 연구 표본으로 ISPE의 250명의 학생 선수들에게 설문지를 수집하였으며, ISPE에 대한 만족도 및 태도를 Chun Cheng Chuan(2012)이 개발한 스포츠 참여 설문지를 기반으로 조사하였다.

스포츠와 교육에 대한 ISPE 고등학생들의 참여와 관련하여, 대부분의 학생들은 ISPE에 스포츠에 대한 긍정적인 동기로

참여하게 되는 것을 알 수 있었다. 또한 ISPE 에 합류 한 후 ISPE 의 지원에 만족했으며, 스포츠에 대한 태도는 교육에 대한 태도보다 높은 것으로 나타났다. 학생들의 미래 진로 기대감 때문에 스포츠와 관련된 미래 진로에 대한 기대가 교육 관련보다 절대적으로 높은 것으로 나타났다.

본 연구는 독립표본 t 검정 방법을 통해 스포츠와 교육에서의 성별과 학생들의 태도 간의 ISPE 지원에 대한 만족에서 유의 한 차이가 확인되었다. 또한 회귀분석을 통하여 ISPE 참여 동기 요인이 스포츠와 교육 관련 미래 진로에 대한 학생들의 기대에 영향을 미치는 것으로 나타났다.

키워드; 참여, 고등학생 운동 선수, 동기 부여 요인, 만족도, 태도, 기대치, 미래 경력, 스포츠 및 교육.

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The Involvement of High School Student Athletes in Institute of Sport and Physical Education (ISPE) toward Sport and Education

Chapter 1

Introduction

Nowadays, Myanmar current government tries to uplift in all the ministries of the country. Ministry of Health and Sport is also one of the ministries, and the responsible persons of the Sport and physical education department have to try to improve the sport standard of Myanmar in International competitions. In the department of sport and physical education, they divided as three kinds of sport. They are _ 1) public (mass) sport, 2) competitive sport and 3) excellent sport. Public sports alone aren't enough for the development of Myanmar's Sports sector. The competitive sports and excellence sports are essential too. However, the public health is fundamental. The public involvement also plays a big role for the successful development of Myanmar's Sports. The Department of Sports and Physical Education has been working together for the development of Myanmar's

Sports in cooperation with other organizations.

www.myanmarinternationaltv.com/.../health-and-sports-workshop-development-myanmar)

Myanmar showed its renewed come back as a full-fledged member of Association of Southeast Asian Nations (ASEAN) by hosting the 2013 SEA Games (Southeast Asian Games) successfully. (Cha, 2015) Young men and women with the potential to shine at sport are spurning opportunities to train for national teams and represent Myanmar abroad because of the meagre salaries on offer. Attracting young people is a challenge for most sporting organizations in Myanmar. The main reason is that most young people are not interested in pursuing a career in sport. Many talented young athletes were not interested in making a living from sport because of low incomes. Some sportspeople go on playing because of their love for sport. “Mostly, only two social classes, the rich and the poor, take part in sport. The rich play sport because it’s their hobby, not to earn income. The poor, however, play sport only to make a living.”

“The life of an athlete is too difficult in Myanmar. When they have a family, every player has to consider their future. Many talented, young players have left the sport because of the low income.” U Soe Aung, the

headmaster of the Institute of Sport and Physical Education (Yangon), said few parents are happy to see their children pursuing a career in sport. “Many children want to play and become an athlete but their parents don’t let them. The parents want their children to be educated instead,” he said. (<https://frontiermyanmar.net> › [Home](#) › [Features](#))

In this thesis research, the researcher will analyze the reasons of students’ involvement in Institutes of Sport and Physical Education (ISPEs), the main sources of the Myanmar sport industry to develop the sport standard. These institutes can produce the talented players for the national teams to compete in International competitions. We can hope that after analyzed the research by evaluating the information, we can create the innovation plans and opportunities for the students and their future career.

1.1. Background

The standard of Myanmar sports could stand high status among Southeast Asian countries and won victories repeatedly once. After 1974, the speed of Myanmar sports success was gradually decreased year by year until now. Even in Southeast Asian Games that the main contest for Myanmar, the availability of medals has been falling position was found.

We can compare the number of medals in the following medals tally (from 2005 to 2017).

Table 1.- The medals tally that Myanmar won in Southeast Asian Games (2005 to 2017)

Year	Gold	Silver	Bronze	Total	Host country
2005	17	34	48	99	Philippines
2007	14	26	47	87	Thailand
2009	12	22	37	71	Laos
2011	16	27	37	80	Indonesia
2013	84	63	84	231	Myanmar
2015	12	26	31	69	Singapore
2017	7	10	20	37	Malaysia

https://en.wikipedia.org/wiki/Southeast_Asian_Games

Please neglect the 2013 Southeast Asian Games in Myanmar, because of the host country, Myanmar, tried very hard to win the medals as much as they can. They had put a lot of traditional sports in that game. There is a significant diffidence between Myanmar sport standard and International sport standard. Especially the sport standard of the neighbor countries in Southeast Asian have been increasing and developing sharply. Now, Myanmar get normally around (7) position in Southeast Asian Games.

There are two main points of such decline in winning medals; they are (1) decreased the rate of ability to produce new generation of the athletes who have the international standard quality and (2) the athletes who have the international quality were retired too early for their future careers.

For the first problem the decreased of the rate of emerge the new generation of athletes, the government was tried to solve this problem. In 1996, the government wanted to be changed their past mismanagement of sports with a long term plan. On 27 July 1996, they opened Institute of Sports and Physical Education (ISPE) in Yangon. This plan is to promote the young students who participate in sports and to produce the well-trained athletes who can represent for country.

In Ministry of Sports, the department of sport and physical education had to find out the talent players from the townships of states and divisions around in Myanmar. These talent players have to come and having tests to be selected from the Institutes. In these Institutes, the students have to balance between sports and education. To emerge the enough amount of the qualify athletes who can represent for national teams, the Ministry of Sports planned to open Institutes of sport and physical education in every states and

divisions of country. Nowadays, there are six institutes of sport and physical education; they are _

- (1) Institute of Sport and Physical Education (Yangon)
- (2) Institute of Sport and Physical Education (Mandalay)
- (3) Institute of Sport and Physical Education (Mawlamyaing)
- (4) Institute of Sport and Physical education (Taunggyi)
- (5) Institute of Sport and Physical Education (Monywa)
- (6) Institute of Sport and Physical Education (Loikaw)

In these Institutes of sport and physical education, nearly 3,000 talented young athletes (students) are receiving professional training yearly. Almost every student is high school students except some sport events such as Gymnastic, swimming, and Wushu, they have to select the primary school students for their events. (<https://frontiermyanmar.net> > [Home](#) > [Affairs](#))

For the second problem, the athletes who have the international quality were retired too early for their future careers, the department of sport and physical education still trying to support the suitable careers in the

department for the retired players. These two issues are the most important problems that face on in present situation and need to solve immediately as much as they can.

1.2. The institute of sport and physical education in Myanmar

The students who want to join with the Institute must have some qualification such as height, weight, health and physical ability. The Institutes arrange a talent scouting program to identify young athlete with potential who are given the opportunity to attend one of the Institutes. The institutes begin training youths at the age of 13/14 and the students complete their education when they reach 17. Training is provided across 28 sports, ranging with alphabet such as Athletics to Wushu. Rather than focusing on helping the students to excel in their respective sport, they also receive assistance to perform well in their academic studies. The students have to try to get a balance between their education and sports. The students of the Institute of sport and physical education are weaker in education than sport training. Conceptually the percentage of the pass matriculation standard is gradually decreased year by year. The coaches and the in charge of the institute tried to uplift the percentage of pass matriculation standard and to

do education test for the students who want to join Institute of sport and physical education

1.3. The selection procedure of Institutes of sports and physical education

The officers and coaches go and scout the talent students from the respective state and division. The students who selected from the Institute of sports and physical education gathered to the institute and try to do final selection procedure. The basic requirements for the students are

- (1) For education -standard 8, 9 and 10 students
- (2) Height for male must be have at least 5'6" and for female must be have 5' 4"
- (3) The students who have elegant between height and body weight proportions
- (4) The students should not be have serious injuries in the body and visually problem
- (5) The priority will be the students who descended from the sports genetics and have intelligence

(6) The students who enthusiasm in sports and want to become a national athlete (elite athlete)

The middle school students who want to join with Institute of sports and physical education need medical check-up. When they have finished the medical check-up and psycho-test, they have to do some physical tests. There are five kinds of physical tests, they are _

1. 100 meter running
2. Push-up (2 minutes)
3. Sit-up (2 minutes)
4. Standing long jump (2 times)
5. 400 meter (female)/ 800 meter (male)

For every academic year, all of the students have to do blood tests (medical check-up) for Hepatitis infection (B) and (C), and also for HIV infectious disease. They also have to do some skill tests for some sport events such as football, volleyball, sepaktakraw, martial arts, and so on. When they completed their require (nationality, age, education, height, medical check-up, physical tests, and skill test), they can start to training in their respective sport events. There are 25 sports in Institute of sports and physical education (Yangon and Mandalay), and 10 sports in Institute of

sports and physical education (Mawlamying, Taunggyi, Monywa and Loikaw). The students can choose the sport which they want to play. If they are outstanding in their events in the tournament of the Institutes of sports and physical education, they can join with the sport federations. (The report of SPED, 1st April, 2018)

The objectives of the Institutes of sports and physical education

- To be supported in the sport and physical education process for national health and fitness.
- To be supported in strive to succeed of national sport motto, from Myanmar sport forward to world sport.
- To emerge the new generations of outstanding young athletes continuously.
- To emerge of the qualify coaches sufficiently to develop the standard of Myanmar sport.
- To do researches related with sports and physical education to develop the sport activities always.

1.4. The supporting system for the students of the Institute of sports and physical education

- Support 2500 MMK per day for foods and beverages for each student (buffet system)
- The sport dresses for respective event and sport equipment
- Training and competition equipment
- Fully support for the bed sheets, blankets, pillow, mosquito net and towers.
- Stationaries for education
- For middle school students, 8,000 MMK per month as the pocket money
- For high school students, 10,000 MMK per month as the pocket money

Table 2- the daily plan of students of ISPEs

	5:00 6:00	6:00 7:30	7:30 8:00	8:00 10:40	10:50 12:10	12:10 15:30	15:30 17:30	17:30 19:00	19:00 21:00	21:00
Mon	Wake up and prepare for the training	Morning training section	Break fast, prepare for lecture	Lecture time (1), (2), (3) and (4)	Lecture time (5) and (6)	Lunch time, rest and prepare for evening training section	Evening training section	Rest and dinner time	Night study time	Sleeping time (21:00 PM to 5:00 AM)
Tue										
Wed										
Thu										
Fri										
Sat	Wake up and physical training	Information technology and English speaking lesson						Rest		

(ISPE report, 2016)

There have taken 40 mins per lecture time and the students can totally rest on Sunday. Sometimes, the students have to attend the extra curriculum events such as Union day, Independent day, December public walking activities, etc.

Table 3- the yearly general training plan

<p>First training period From June to August</p>	<p>Fitness exercise, endurance, stamina, speed and power exercises 60%</p>	<p>Basic technical skills for respective events 40%</p>
<p>Second training period From September to December</p>	<p>Fitness exercise, endurance, stamina, speed and power exercises 50%</p>	<p>Technical skills and tactics, rules and regulations, and individually improvement 50%</p>
<p>Third training period From January to March</p>	<p>Fitness exercise, endurance, stamina, speed and power exercises 30%</p>	<p>Technical skills, tactics, rules and regulations, teamwork, and sporting spirit 70%</p>

This training plan is the general training program for all of sport events in the institute of sport and physical education. The training plan of each event has to submit by the respective event coaches. There have for one week, one month, the first period, second period and third period training plan. (The report of ISPE, 2016)

The Institute of sport and physical education supported almost everything for the students of the Institute. The students may be need to buy some of their cosmetic, laundry, and bathroom things. And the Air conditioner and the washing machine were supported in all of the dormitories for the students by the Institute. For the education, all kinds of books (text books, notebooks) provided for all standards of students, the coaches and teachers were monitoring for the night study with rotate duty system. The medical care for the students is 24 hours and when the emergency case they also contact with the people's hospital. The students of the institute of sport and physical education can study their lessons and train the sport comfortably.

1.5. Secondary Education in Myanmar

In Myanmar education system, there have four level of education level, they are_ primary school, middle school, secondary school and tertiary school level. Here will describe about the middle and secondary school level especially.

Middle Education

The first phase of secondary education takes place at middle schools, where students pass through grades 6 to 8 before they write their standard eight examinations. The educational system is generally corrupt, with seats in better schools often reserved for children of those with government connections.

Secondary Education

High school students entering at grade 9 may choose either an arts or science stream. All study Myanmar, English and mathematics. Arts students also study geography, history and economics, while science students concentrate on chemistry, physics and biology instead. At the end of this period students at government schools may sit for their university entrance examinations. (<https://www.classbase.com/countries/Myanmar/Education-System>)

High schools students choose one of 2 tracks upon entering high school: science or arts. All high school students take Myanmar, English, and mathematics. However, Science-specialized students also take 3 additional subjects: chemistry, physics and biology as part of their coursework, while arts-specialized students take geography, history and economics. These routes also determine what matriculation subject exams they are

administered and what tertiary schools they can apply to.

https://en.wikipedia.org/wiki/Education_in_Myanmar

1.6. Sport in Myanmar

Ministry of Health and Sports regroups the two following ministries: Ministry of Health and Ministry of Sports. In 2016, President Htin Kyaw dissolved the Ministry of Sports (Myanmar) and organized it under the Ministry of Health. On 25 May 2016, under Htin Kyaw's Government, it was renamed to Ministry of Health and Sports, regrouping both ministries in one governing body.

[https://en.wikipedia.org/wiki/Ministry_of_Health_and_Sports_\(Myanmar\)](https://en.wikipedia.org/wiki/Ministry_of_Health_and_Sports_(Myanmar))

The Ministry of Health and Sports has been implementing various health activities to enable every citizen to attain full life expectancy, to enjoy longevity of life and to ensure that every citizen is free from diseases.

Myanmar's sports history shows that Myanmar was never in the list of famous sporting countries in the world or in Asia. However, it is undeniable that Myanmar was once qualified enough at the Asia level. Myanmar stepped into the international sport arena for the first time as an

independent state and participated in the 14th Olympics held in London in 1948.

Under direct military rule, Myanmar was the most neglected nation in Southeast Asian sports history. Khin Maung Htwe, a famous Myanmar sports journalist, pointed out that the sports standard of Myanmar is low although it had a good name in the past for sports, because the government did not effectively support the people who play sports or assist talented young people to develop their sports abilities. (Aung Ko Min, 2015)

<https://researcharchive.vuw.ac.nz/xmlui/bitstream/handle/10063/4712/thesis.pdf>

1.7. Significance of thesis

In this research, the researcher will try to know the reasons of the students why they want to involve in Institute of sport and physical education. We also need to know their satisfactions and expectations from the Institute of sport and physical education for their sports, education and their future career.

It may be sure that by knowing their reasons and expectations why they want to involve in Institute of sport and physical education, we can

uplift or change the supporting system for the students and also can be improved the rate of emerge new generation of qualify athletes. We can determine the objectives, outcomes and the impact of the ISPE were achieved or not. After knowing the results of this thesis, the Ministry of Health and Sport can try to design better supporting system for the students of the Institute of sport and physical education.

1.8. The purpose of the thesis

- To know the reasons of the students why they want to involve Institute of Sport and Physical Education
- To know the satisfactions of the students for facilities, infrastructure, sport equipment that supporting by Institute of Sport and Physical Education
- To know the attitude of students towards sport and education.
- To know the expectation of students for their future career
- To determine the objectives of Institute of sport and physical education were achieved.

1.9. Research questions

- Are there different in satisfaction for the supports of ISPE between genders?
- Are there different in the students' attitude in sports and education between the experiences of students?
- What is the relationship between the motivational factors to involve in ISPE and the expectation for future career toward sport and education?

1.10. Statement of problem

Nowadays, ministry of health and sport face on the two main problems.

They are _

- (1) The rate of emerge of the new talented athlete generation is gradually decrease and
- (2) The national selection athletes are retired too early (in the age of 25/26).

So the authorities of the department of the sport and physical education have to find the solutions of these problems. The solution of these problems is depending on the main resource of talented athletes who came from the institute of sport and physical education.

For the students of the institute of sport and physical education, they have to study the education lesson and practice their respective events'

training for three years at least. In those 3 years, no need to struggle both for the education and physical activity (sport training). After 3 years attending in the institute, if they are not selected by the sport federations, they have to go back to their hometown. Will they survive for their future job related with sport or not?

To be found the solutions of these problems, we have to know the expectation, perceptions and the future plan of the students of the Institute of sport and physical education. The ministry of health and sport had spent huge amount of money to support the facilities for the students of the institute of sport and physical education, they want to develop the sport standard of Myanmar in international level. We need to analyze the objectives of opening these institutes of sport and physical education was achieved or not.

As we know the realistic situation of the reasons and expectations of the students why they want to involve Institute of sport and physical education, the ministry can redesign the supporting system for the students to better way and also can be improved the rate of emerging new generation of the talented athletes for Myanmar future sport standard.

Chapter 2

The literature reviews

2.1. Involvement in sport activities

According to the dictionary, the meaning of involvement is defined as “Involvement is the act of participating in something”. Sport involvement among children and adolescents has been a central field of research in sport science since years.

Athletic involvement is also associated with satisfaction in four areas: the institution’s academic reputation, the intellectual environment, student friendships, and institutional administration. These results suggest that athletic involvement, like academic involvement, tends to isolate students from the peer group effects that normally accompany college attendance. (Alexander W. Astin, 1999)

Both interest and involvement of adolescents in sports, as in other areas of their lives, are significantly affected by sociodemographic factors such as gender, age, nationality, social-economic status and socialization of parents (Rommel et al. 2008; Jekauc et al. 2013; Burrmann 2005; Gerlach and

Brettschneider 2013; Lamprecht et al. 2015; Schmiade and Mutz 2012; Manz et al. 2014; Yao and Rhodes 2015). There is consistent evidence which shows that gender and age contribute to a higher involvement of boys and younger children. Moreover, the sports participation among children from socially disadvantaged groups with migration backgrounds (especially girls) and parents with less sport-affinity is clearly lower than among children from privileged and sport-active families. (Jürgen Kühnis, Beat Wachter, Christian Frommelt)

There are benefits that college athletes receive that other students aren't able to take advantage of. These include academic tutors, study groups, meal plans, etc. this is very beneficial to athletes as they are spending numerous hours participating in their sport. (Joyner, 2011)

2.2. High school student athletes

A student athlete (sometimes written student-athlete) is a participant in an organized competitive sport sponsored by the educational institution in which he or she is enrolled. Student-athletes are full time students as well as full time athletes. (Wikipedia) Student athletes in high school (and junior high or middle school) are also expected to meet or exceed the requirements

in order to play sports in high school. (Kristina Geranosova, Noora Ronkainen 2005)

Student athletes put a great deal of time into their studies and in their sport. Student athletes face high levels of stress related to their performances both in their sport and in the classroom. This stress is heightened by the expectations placed on the student athletes, by their coaches, administration and teammates to perform at a very high level.

According to Kissinger, student athletes generally face six distinctive challenges: 1) balancing athletic and academic responsibilities, 2) balancing social activities with athletic responsibilities, 3) balancing athletic success and or failures with emotional stability, 4) balancing physical health and injury with the need to continue competing, 5) balancing the demands of relationships with entities such as coaches, teammates, parents and friends and; 6) addressing the termination of one's college athletic career.

2.3. Physical education

According to the definition and overview of lesson of the physical education lesson, Physical education is a course taught in school that

focuses on developing physical fitness and the ability to perform and enjoy day-to-day physical activities with ease. Kids also develop skills necessary to participate in a wide range of activities, such as soccer, basketball, or swimming. Regular physical education classes prepare kids to be physically and mentally active, fit, and healthy into adulthood. An effective physical education program should include engaging lessons, trained P.E. teachers, adequate instructional periods, and student evaluation. (Praxis physical education 5091; practice & study guide)

Richard Bailey (2006) explores the scientific evidence that has been gathered on the contributions and benefits of physical education and sport (PES) in schools for both children and for educational systems. Research evidence is presented in terms of children's development in a number of domains: physical, lifestyle, affective, social, and cognitive. The review suggests that PES have the potential to make significant and distinctive contributions to development in each of these domains.

2.4. Students' attitudes towards physical education

Through the use of Webster New World Dictionary & Thesaurus (1997), "attitude is the first determinant of behavioral intention. It is the degree to which the person has a favorable or unfavorable evaluation of the behavior in question. It's the manner of acting, feeling and thinking that one's disposition, opinion etc.

Rikard and banville (2006) stated that attitudes are born from beliefs that one's has about him or herself and things. Attitudes shape ones' behaviors in many ways and determine ones' involvement in him or her daily activities. Strand and Scantling (1994) pointed out that the people express their beliefs and attitudes daily through behaviors and language. In physical education, obtaining students' insight into their beliefs is a critical source for understanding their attitudes and their interests and involvement toward their physical education program.

Lakshmi and Singh (1991) examined potential determinants of male and female high school students' attitudes toward physical education. They identified five main determinants of attitudes; curriculum content, teacher behavior, class atmosphere, student self-perceptions, and facilities. Both male and female students identified these determinants in the same order.

2.5. Students' satisfaction

First of all, it is necessary to define the notion of satisfaction and especially student's satisfaction. Satisfaction - a fulfillment of need or desire, the pleasure obtained by such fulfillment. "Satisfaction is the feeling of pleasure or disappointment attained from comparing a product's perceived performance (outcome) in relation to his or her expectations". (Galina Stoltenberg, 2011)

Student satisfaction is a continually changing construct in the Higher Education environment due to repeated interactions (Elliott and Shin 2002). It is a dynamic process that requires clear and effective action as a result of an institution listening to its students. Student satisfaction is a complex construct influenced by a variety of characteristics of students and institutions (Thomas and Galambos 2004: 252).

According to Seymour (1972), developing many happy satisfied customers, whether they are students, parents of students, alumni, or industry employer, should be a primary goal of higher education. Thus, focusing on enhancing the customer satisfaction at colleges and universities is crucial in developing customer value (Seymour in Kara and De Shields 2004:4). The students of the Institute of sport and physical education are

customers of the institute. Therefore, it is important for the institute to focus on its customers, and to meet their expectations by providing quality facilities.

2.6. Future career of student athletes

Career development is one of many challenges facing older adolescents. Career development is defined as the formation of mature, realistic career plans grounded in assessing one's career goals, interests, and abilities and awareness of vocational opportunities and requirements (Crites, 1978).

Sowa and Gressard (1983) found that student athletes scored significantly lower than non-athletes on measures of career development tasks. That compared college student athletes' career planning, not to non-athlete peers but to standardized scores on measures of career maturity, also found evidence of poor or immature career planning.

The current study also considered the relationship between student athletes' career planning and their athletic identities. Murphy et al. (1996) found a negative relationship between career maturity and athletic identity among university student athletes. Yet, Brown and Hartley (1998) reported no significant relationship between the two. The current findings of Patricia

S. Lally & Gretchen A. Kerr, 2013 make an important contribution to our understanding of the career planning of college student athletes and the relationships among their career planning, athletic identities, and student role identities.

The findings suggest that their strong and exclusive identification with the athlete role may hamper their career planning during their early university careers. Yet, the subsequent descent of their athletic identities may allow them to invest in other roles, particularly the student role. Investment in the student role identity may encourage the exploration of professional vocations linked to their academic programs. The findings support Brown and Hartley's (1998) suggestion that student athletes may invest in both the athlete and student role identities simultaneously and that investing in the latter may permit the exploration of non-sport career options.

Chapter 3

Methodology

In this chapter, the process of selecting the participants, research method, collecting the data and the procedure of data analyzing will be discussed. To investigate and analyze the reason of involvement of students of the Institute of sport and physical education (ISPEs), the researcher will use the quantitative research with survey method. This method is considered to be the appropriate to analyze the research questions.

3.1. Survey research

According to Aliaga and Gunderson (2000), Quantitative research is ‘Explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics)’. On the other hand, Muijs also defined as “Quantitative methods emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques. Quantitative research focuses on gathering numerical data and generalizing it across groups of people or to explain a particular phenomenon”.

Creswell (2015) said that the researcher may not want to test an activity or materials or may not be interested in the association among variables. Instead, researcher seeks to describe trends in a large population of individuals. In this case, a survey is a good procedure to use. Survey designs are procedures in quantitative research in which researcher administer a survey or questionnaire to a small group of people (called the sample) to identify trends in attitudes, opinions, behaviors, or characteristics of a large group of people (called the population).

The ultimate goal of survey research is to learn about a large population by surveying a sample of the population; can also call it descriptive survey or normative survey. In this method, the researcher poses a series of questions to the respondents, summarizes their responses in percentage, frequency distribution and some other statistical approaches. Survey researches typically employ face-to-face interviews, telephone interviews or the common approach using questionnaires.

3.2. Types of survey

There are two types of survey. Normally, the type of survey method used depends on the scope of the research work. If the research needs a pool of opinions and practices, a cross-sectional survey would be appropriate. On

the other hand, if the researcher specifies the objective as to compare differences in opinion and practices over time, a longitudinal survey would be the ideal method.

In this research, the researcher will use the cross-sectional survey method. In cross-sectional survey, a researcher collects information from a sample drawn from a population. It involves collecting data at one point of time. The period of data collection can be varied and it depends on the study weightage. (Topic-8, quantitative research method). For example, the researcher's questionnaire on the reasons of their involvement in the ISPEs among 250 high school student athletes, the students can be males and females from different states in the particular institute. In this case, the data that the researcher obtains is derived from a cross-section of the population at one point of time.

3.3. Selecting the participants

In Myanmar sport industry, there have six institutes of sport and physical education (ISPEs) and nearly 2,000 students were study in those institutions. The researcher will collect the data from the students of the four out of six institutes of sport and physical education. They are Yangon,

Mandalay, Loikaw and Mawlamyine institute of sport and physical education.

To collect data, the researcher had submitted the request paper to the Director General (DG) of the sport and physical education department, and also he already released the permission order to the four of these institutes (Yangon, Mandalay, Loikaw and Mawlamyine).

Then the researcher has to choose the students who answer the survey. In this procedure, the researcher will use random system by using the student list of these institutes. The size of sample will be nearly 250 and the age range was between (13-16).

In the survey research, survey is often used to measure a large number of variables from a large number of people within a short time period (Brady & Cronin, 2001; Ko & Pastore, 2005). In general, there are two kinds of survey questions;

- Measuring facts from subjects' simple recall
- Measuring psychological attribute (attitude, opinion, and perception)

3.4. Instrumentation

The survey instrument which was developed by Chun Cheng Chuan, Aminnuddin Yusof and Parilah Mohd Shah (2012), will be examined to analyze the involvement of high school student athletes of the Institute of Sport and Physical Education (ISPE) toward sport and education. the existing scale is focused on the sports involvement and academic achievement of the university athletes, in this research paper, the researcher modified by changing the level of the students and the suitable questions with the students from the existing scales.

In survey questionnaires, consist two parts. First, the respondents were asked to provide their demographic information and experiences regarding to the ISPEs such as name, gender, grade/standard, age, experience (senior/junior), and sport event in the ISPEs.

The second part was contained six part, they are_ 1) the motivational factors to join ISPE, 2) the satisfaction for the supports of ISPEs, 3) students' attitude in sport, 4) students' attitude in education, 5) satisfied in ISPE and 6) future plan of students.

For the questionnaires of the motivational factors to join ISPEs was built by Hyewon Park (2004) and has 15 items with 7 Likert scale to measure the motivational factors such as physical fitness, social relationship skill, value development, self-esteem and parental/ teacher influence. In this research, there are five other variables, the satisfaction for the supports of ISPEs (8 items), students' attitude in sport (7 items), students' attitude in education (5 items), satisfied in ISPE (6 items) and the future plan of the students (6 items), these are modified by the existed questionnaires of Chun Cheng Chuan, Aminnuddin Yusof and Parilah Mohd Shah (2012). The format for the survey instrument was a seven-point Likert measurement format ranging from the 1 "strongly disagree" to 7 "strongly agree".

3.5. Procedure

For collecting the Data, used the Simple Random Sampling, the most popular and rigorous form of probability sampling from a population is simple random sampling. In simple random sampling, the researcher selects participants (or units, such as schools) for the sample so that any individual has an equal probability of being selected from the population.

The intent of simple random sampling is to choose individuals to be sampled who will be representative of the population. Any bias in the

population will be equally distributed among the people chosen. However, equal distribution is not always possible, as was seen during the Vietnam War when officials did not sufficiently turn the drum with names of potential draftees enough times to result in random selection (Wilkinson & The Task Force on Statistical Inference, 1999).

According to approval of the Director General of the department of sport and physical education, the researcher applied for the permission to take survey of the directors of the four of the Institute of sport and physical education (ISPEs), the take charges for taking survey (the assistance directors of the Institutes).

Then the researcher set the questionnaires and made appointments with the assistance directors of the ISPEs and chosen the students randomly. Before the respondents answered the questionnaires, the assistance directors gave a short briefing to explain the purpose of the study and how to answer the questionnaire.

It was stressed that all information obtained would be confidential and used only for research purposes. After took the survey, they collected the answer sheets and sent through EMS postage.

Table 4 - Research Question Categories

No.	Sections of Questionnaire	Survey Questionnaire
Q 1	What are the motivational factors to join the Institute of sport and physical education (ISPE)?	In this research question, there have 15 motivational factors (Hyewon Park, 2004) was grouped into four factors variables namely; motivation for the physical fitness, motivation for social skills, motivation for the self-confidence, and the parental/teacher influencing and inspired of national selection players.
Q 2	Are they satisfy for the supports of ISPE?	This research question is asked to know the satisfy level of students for the supporting system of the ISPE such as hostel, facilities, meals, training room, sport equipment, classroom and healthcare service. And evaluated their satisfaction for themselves through joining ISPE.

Q 3	What are the students' attitudes toward sport and education?	This question is used to test the attitude of the students towards sport and education by joining the ISPE.
Q 4	What are the expectations of students for their future career? (future plan)	This research question is asked to know their expectations for their future career which are related with sport and education.

In the motivational factors part, there have 15 questionnaires, Q1,Q2,and Q3 are asked for the physical fitness, Q4, Q5, and Q6 are asked for the social skills, Q7, Q8, Q9, Q10, Q11 and Q12 are asked for the self-confidence and Q13, Q14, and Q15 are asked for the parental/teacher influencing and inspired of the national athletes.

In satisfaction question, there have 8 questionnaires, Q1 to Q 8 are asked to know how they satisfy for the supporting of ISPE such as hostel, facilities, meals, infrastructure, sport equipment, classrooms, and healthcare service.

In students' attitude question, separated two parts into sport and education. there have seven questionnaires for the students' attitude of sport part and four questionnaires for the attitude of education.

For the research question 4, their future career section, there have six questions. Q1, Q3 and Q4 are asked for their future plan related with education and Q2, Q5 and Q6 are asked for their future plan related with sport.

3.6. Data Analysis

In this research, the multiple variables were used. Data analysis was used to identify relationships between variables. Data were analysis by comparing variables and also identified deference between variables.

Table 5 - Data Analysis Overview

Research Question (RQ)	Null Hypothesis (Ho: $\mu = \mu$)	Data Analysis Method
RQ 1- Are there different in satisfaction for the supports of	H1. There is no significant different in satisfaction of the supports of the ISPE between gender.	Independent t-test

ISPE between genders?		
<p>RQ 2-</p> <p>Are there different in the students' attitude in sports and education between the experiences of students?</p>	<p>H2. There is no significant different in the students' attitude in sport between the experience of students.</p> <p>H3. There is no significant different in the students' attitude in education between the experience of the students.</p>	<p>Independent t-test</p>
<p>RQ 3-</p> <p>What are the relationship between the motivational factors to involve in ISPE and the expectation for future career toward sport and education?</p>	<p>H4. There is no relationship between Motivational factors to involve in ISPE and the students' expectation for the future career related with sports and education.</p>	<p>The linear regression model (LRM)</p>

The data are collected with the relations of the research questions of the study, grouped under the main four institutes of sport and physical education (ISPEs) and each section of the questions have relations sub questions. The research questions were statistically analyzed using Factor Analysis and t-test method. The analysis was evaluated by using the Statistical Package for the Social Sciences (SPSS).

Descriptive statistics were computed regarding the involvement of high school student athletes of the ISPE. A one-way Analysis of Variance (ANOVA) was utilized to determine the current perspectives of the students of ISPEs.

Furthermore, independent group ANOVAs that determined the differences in respective sections with respect to the respondents' attitudes, satisfaction and expectation for their future career were also conducted.

Regression is a statistical technique to determine the linear relationship between two or more variables. Regression is primarily used for prediction and causal inference. The simple (or bivariate) LRM model is designed to study the relationship between a pair of variables that appear in a data set. The multiple LRM is designed to study the relationship between one variable and several of other variables.

3.7. Ethical Consideration

Approval to conduct the research was attained from the Dream Together Master Program of Seoul national University (see appendix) while request to collect data and conduct the research was granted by Director General of the Sports and Physical Education department (SPED) of the Ministry of Health and Sports (MOHS), Myanmar (see appendix)

Chapter 4. Results

4.1. Sample characteristics

Using random sampling, respondents were chosen from among the high school student athletes from the four Institutes of Sport and Physical Education (ISPEs) who the participants of the 20 sport events. The sample consists of 250 high school student athletes from ISPE (Yangon), ISPE (Mandalay), ISPE (Mawlamyine) and ISPE (Loikaw). The sample comprises students who pursuing their studies and who had represented their respective events in ISPE.

Table 6 - subjects of the study

No.	Name of Institute	Male	Female	Total	Percentage (%)
1.	ISPE (YGN)	40	35	75	30%
2.	ISPE (MDY)	35	40	75	30%
3.	ISPE (MLM)	30	20	50	20%
4.	ISPE (LKW)	30	20	50	20%
	Total	135	115	250	100%

The descriptive statistics for the characteristics of participants was calculated (Table 3.2). The ratio of gender was 54% for male and 46% for female. There were three grade levels, 33.6% were grade 9, 31.6% were grade 10 and 34.8% were grade 11. Regarding the age of the students, 26% were age of 14, 28.4% were age of 15, 30.8% were age of 16 and 14.8% were age of 17. With respect to the level and experiences with ISPE, 62.4% were senior and the rest 37.65 were the junior students of ISPE.

Table- 7 _ Descriptive Statistics for the Demographic Information

Variable	Category	Frequency	Percentage (%)	Valid Percent	Cumulative (%)
Gender	Male	135	53.6	54.0	54.0
	Female	115	45.6	46.0	100.0
Grade	Grade 9	84	33.3	33.6	33.6
	Grade 10	79	31.3	31.6	65.2
	Grade 11	87	34.5	34.8	100.0
Age	Age of 14	65	25.8	26.0	26.0
	Age of 15	71	28.2	28.4	54.4
	Age of 16	77	30.6	30.8	85.2
	Age of 17	37	14.7	14.8	100.0
Experience	Senior	156	61.9	62.4	62.4

	Junior	94	37.3	37.6	100.0
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The researcher conducted the research from the 250 students from the four of ISPEs and from the 20 sport events out of 25 sport events given respondents for the survey. The events which more participate were Athletic (track and field), basketball, football and karate-do. (Table 3.3)

Table 8 - Descriptive Statistics for the Types of Sport Events

Sport Events	Frequency	Percentage (%)
Athletic	20	7.9
Aquatic	5	2.0
Archery	5	2.0
Badminton	4	1.6
Basketball	20	7.9
Boxing	19	7.5
Cycling	7	2.8
Football	20	7.9
Futsal	7	2.8
Gymnastic	7	2.8
Judo	18	7.1
Karate-do	20	7.9
Sepak takraw	19	7.5
Shooting	5	2.0
Table Tennis	16	6.3
Taekwondo	18	7.1
Tennis	7	2.8
Volleyball	18	7.1
Weightlifting	7	2.8
Wushu	8	3.2
Total	250	100.0

4.2. Results of research questions

4.2.1 (QR1) which is “Are they satisfy for the supports of ISPE while they are involving?”

4.2.1. Reliability test

In order to provide answer question 2 of the research, the reliability test was conducted on 12 questions based on the supporting system of the ISPE which is used to evaluate the satisfaction of the students. there were 8 questions to ask the satisfaction for the supports of ISPE and 250 respondents participated. For the research question 2 (the satisfaction for the supports of ISPE), Cronbach’s alpha showed the questionnaire reach acceptable reliability, $\alpha = 0.880$ (see table 9)

Table 9 . The reliability statistics

	N	%	No. of items	Cronbach’s Alpha
Cases valid	250	99.2	8	0.880
Excluded	2	0.8		
Total	252	100.0		

Table 10 . Descriptive Statistics of the satisfaction for the supports of ISPE

No.	Items	*M	*SD
1.	Satisfaction for hostels (SH)	5.08	.338
2.	Satisfaction for facilities (SF)	4.84	.541
3.	Satisfaction for meals (SM)	4.97	.363
4.	Satisfaction for training rooms (ST)	4.96	.409
5.	Satisfaction for sports equipment (SE)	5.00	.425
6.	Satisfaction for classrooms (SC)	5.88	.376
7.	Satisfaction for healthcare (SHC)	5.90	.331
8.	Satisfaction for overall (SO)	5.09	.370

*M= mean, *SD= standard deviation

According to the results, satisfaction for the healthcare service has the highest satisfaction level. Hence, satisfaction for the classrooms, satisfaction for overall, satisfaction for the hostel, satisfaction for the sport equipment, satisfaction for the meals, and satisfaction for the training rooms have followed by continuously. Then, satisfaction for the facilities has the lowest satisfaction level.

4.2.2. Interpretation of means differences by gender for the satisfaction for the supports of ISPE

Following the reliability test, the independent t-test was conducted to analyze the satisfaction for the each of the supports of ISPE by comparing the means of both male and female. The table (11) shows how they satisfy for the each of the supports of ISPE among the students modified by gender.

Table 11. Mean difference by the gender of the satisfaction at the support

Items	Male	Female	*M M(SD)	*F M (SD)	t	P value
Item 1 - SH	135	115	5.15 (0.449)	5.00 (0.000)	3.536	0.000
Item 2 - SF	135	115	4.91 (0.617)	4.77 (0.426)	2.140	0.033
Item 3- SM	135	115	4.99 (0.449)	4.95 (0.223)	0.972	0.332
Item 4 - ST	135	115	5.00 (0.489)	4.91 (0.283)	1.683	0.094
Item 5 - SE	135	115	5.07 (0.513)	4.92 (0.270)	2.865	0.005
Item 6 - SC	135	115	5.86 (0.426)	5.90 (0.307)	-0.763	0.446
Item 7 - SHC	135	115	5.89 (0.360)	5.90 (0.295)	-0.367	0.714
Item 8- SO	135	115	5.16 (0.492)	5.00 (0.000)	3.552	0.000

The table revealed statistically significant differences in 4 (out of 8) items. When compared the number of variables, the number of male (N=135) is slightly larger than the female (N= 115). Since, the four items of the satisfaction for the supports have significantly different between male and female students. they are _

Satisfaction for the hostel,

M(SD)=5.15(0.449) versus 5.00(0.000) respectively, $t(3.536)=248, p<0.05$

Satisfaction for the facilities,

M(SD)=4.91(0.617) versus 4.77(0.426) respectively, $t(2.140)=248, p<0.05$

Satisfaction for the sport equipment,

M(SD)=5.07(0.513) versus 4.92(0.270) respectively, $t(2.865)=248, p<0.05$

Satisfaction for overall,

M(SD)= 5.16(0.492) versus 5.00(0.000) respectively, $t(3.552)=248, p<0.05$

So, by conducting the results, satisfaction for hostel, satisfaction for facilities, satisfaction for sport equipment and satisfaction for overall have significantly differences.

Then for the other 4 items of the satisfaction were no statistically significant differences in male and female students. they are_

Satisfaction for the meals,

M(SD)= 4.99(0.449) versus 4.95(0.223) respectively, $t(0.972)=248, p>0.05$

Satisfaction for training rooms,

M(SD)= 5.00(0.489) versus 4.91(0.283) respectively, $t(1.683)=248, p>0.05$

Satisfaction for classrooms,

M(SD)= 5.86(0.426) versus 5.90(0.307) respectively, $t(-0.763)=248, p>0.05$

Satisfaction for the healthcare service,

M(SD)=5.89(0.360) versus 5.90(0.295) respectively, $t(-0.367)=248, p>0.05$

This means that satisfaction for the meals, satisfaction for training rooms, satisfaction for the classrooms and satisfaction for the healthcare service have no statistically significant differences.

4.2.3. General implication of Mean differences by male and female in the satisfaction for the supports of ISPE.

Overall, male students recorded higher means than female students at each of the significant value ($p > 0.05$) and in some of the satisfaction for the supports of ISPE which rejected the null hypothesis.

4.2.4 . Implication of Hypothesis for RQ1

Research question (RQ)	Null hypothesis rejected at a significant point value ($p < 0.05$)
<p>RQ1 Are there different in satisfaction for the supports of ISPE between genders?</p>	<ul style="list-style-type: none"> - There are significant differences in satisfaction for hostel, satisfaction for facilities, satisfaction for sport equipment and satisfaction for overall of the supporting of ISPE between male and female students. - There are no significant differences in satisfaction for the meals, satisfaction for training rooms, satisfaction for the classrooms and satisfaction for the healthcare service of ISPE between male and female students.

4.3. Results of Research Question 2 (the attitude of students toward sport and education)

QR 3. which is “what are the attitude of the students of the ISPE?”

4.3.1. Reliability Test for the students’ attitude toward sport and education

In order to provide answer question 3 of the research, the reliability test was conducted on the questions based on the factors that related with sport and education which is used to ask the attitude of the students toward sport and education. There were 6 questions to ask the attitude for sport and 4 questions for the attitude in education among the students of ISPE and 250 respondents participated.

For the research question 3 (the students’ attitude in sports and education), Cronbach’s alpha showed the questionnaire reach acceptable reliability, $\alpha = 0.617$ (see table 12)

Table 12. Reliability statistics

		N	%	No. of items	Cronbach’s Alpha
Cases	Valid	250	99.2	8	0.617
	Excluded	2	0.8		
	Total	252	100.0		

Table 13. Descriptive Statistics of the attitude of students' of ISPE

No.	Items	*M	*SD
1.	To be outstanding in sport	6.98	0.126
2.	Considered myself as an athlete	6.99	0.109
3.	Sport is one of the most important things in my life	6.92	0.272
4.	Want to join the national federation	6.91	0.316
5.	I'm sure to become national selection	6.91	0.303
6.	I feel more improve in sport after joining ISPE	6.98	0.153
7.	Must study well in education	6.84	0.440
8.	Time-table of education is enough to study well.	6.79	0.438
9.	If study hard for education, can pass the matriculation exam well.	6.91	0.303
10.	Decided to study hard to pass the exam	6.79	0.410

*M= mean, *SD= standard deviation

According to the results, the sports attitudes that they considered themselves as athletes has the highest point out of 6 items, then the items that to be outstanding in sports, feel more improve in sports after joining ISPE, sports is one of the most important things in their life are followed. Then the two items that want to join the national federation and sure to become national athletes have the lowest points.

For the attitude in education, the item that if they study hard for education, can pass the matriculation exam has the highest points. Then the item that must study well followed by. And the items that time-table of education is enough to study well and decided to study hard to pass the matriculation exam have the lowest points.

4.3.2. Means differences in the students' attitude in sport between senior and junior

Following the reliability test, the independent t-test was conducted to analyze the students' attitude toward sports by comparing the means of both experiences, senior and junior. The table (4.10) shows how they satisfy for the each of the students' attitude in sports between senior and junior.

Table 14. Mean difference by the experience of students for the students' attitude toward sport

Items	Senior	Junior	Senior *M(SD)	Junior *M(SD)	t	p-value
*SAS 1	194	56	6.97(0.159)	7.00(0.000)	-1.566	0.119
*SAS 2	194	56	6.98(0.138)	7.00(0.000)	-1.352	0.178
*SAS 3	194	56	6.90(0.378)	6.95(0.145)	-1.212	0.227
*SAS 4	194	56	6.87(0.378)	6.98(0.015)	-2.783	0.006
*SAS 5	194	56	6.88(0.347)	6.96(0.203)	-2.014	0.045
*SAS 6	194	56	6.96(0.534)	7.00(0.000)	-1.931	0.055

*SAS 1- Decided to be outstanding in sport

*SAS 2- Considered as an athlete

*SAS 3- sport is one of the most important things

*SAS 4- want to join national federations

*SAS 5- Sure to become a national athlete

*SAS 6- feel more improve in sport after joining ISPE

Generally, in the results, there was showed that the junior students have higher level of attitude in sport than senior students. when compared means, 6.92 versus 6.98 respectively and p value is less than 0.05 (p value is 0.007), its means that there have significant differences in the students' attitude in sport between senior and junior students.

The table revealed statistically significant differences in 2 (out of 6) items. When compared the number of variables, the number of Senior (N=156) is larger than the Junior (N= 94). By conducting the analysis, there were 2 items of the attitude in sports have statistically significant differences between senior and junior students. they are_

Want to join the national federations,

M(SD)=6.87(0.378) versus 6.98(0.145) respectively, $t(-2.783)= 248, p<0.05$

In the item of they are sure to become national athlete,

M(SD)= 6.88(0.347) versus 6.96(0.203) respectively, $t(-2.014)=248, p<0.05$

By seeing the results, can say in the items that they want to join the nation federations and they want to be the national athletes have statistically significant differences.

However, in the other items, such as they want to outstand in sport, already considered as an athlete, sport is one of the most important things in their life, and they feel more improve in sport after joining ISPE were have no significant differences (see the table 14)

4.3.3. General implication of Mean differences by the experiences such as senior and junior in the attitude in sports.

Overall, junior students recorded higher means than senior students at each of the significant value ($p > 0.05$) of the attitude in sports which rejected the null hypothesis.

Table 15. Mean difference by the experience of students for the students' attitude toward education

Items	Senior	Junior	Senior *M (SD)	Junior *M (SD)	t	P value
*SAE1	156	94	6.74 (0.534)	7.00 (0.000)	-4.767	0.000
*SAE2	156	94	6.73 (0.487)	6.88 (0.323)	-2.695	0.008
*SAE3	156	94	6.86 (0.367)	6.99 (0.103)	-3.361	0.001
*SAE4	156	94	6.76 (0.427)	6.83 (0.378)	-1.254	0.211

*SAE1= Must study well in education

*SAE2= Time-table of education is enough to study well.

*SAE3= If study hard for education, can pass the matriculation exam well.

*SAE4= Decided to study hard to pass the exam

4.3.4. Interpretation the results for the means different between the students' experiences in the attitude of education

The table revealed statistically significant differences in the students' attitude in education. When compared the number of variables, the number of Senior (N=156) is larger than the Junior (N= 94). By conducting the analysis, there was only item of the attitude in education have statistically significant differences between senior and junior students. that is _

The education attitude that decided to study hard to pass the matriculation exam, $M(SD) = 6.76(0.427)$ versus $6.83(0.378)$ respectively, $t (-1.254) = 248, p > 0.05$. So, can assume there has significantly different in students' attitude in education between the students' experiences.

For the other education attitude items, they must study well in education to pass the exam, $M(SD) = 6.74(0.534)$ versus $7.00(0.000)$ respectively, $t (-4.767) = 248, p < 0.05$; time-table of the education for the students is enough to study, $M(SD) = 6.73(0.487)$ versus $6.88(0.323)$ respectively, $t (-2.695) = 248, p < 0.05$; and if they study well in education, can pass the exam well, $6.86(0.367)$ versus $6.99(0.103)$ respectively $t(-3.361) = 248, P < 0.05$. in these education attitude items have no statistically significant differences.

4.3.5. General implication of Mean differences by the experiences such as senior and junior in the attitude in education

Junior students recorded higher means than senior students at each of the significant value ($p > 0.05$) and in some of the attitude in education which rejected the null hypothesis.

4.3.6. Implication the Hypothesis of RQ2

Research question (RQ)	Null hypothesis rejected at a significant point value ($p < 0.05$)
<p>Are there different in the students' attitude in sports and education between the experiences of students?</p>	<ul style="list-style-type: none"> - There are significant differences in the sport attitude such as want to join the national federations and want to become national athlete between the experience of the students, senior and junior. - There are no significant differences in the sport attitude such as want to outstand in sports, considered as an athlete, sports is one of the most important things in my life, and feel more improve in sports after joining ISPE between the experiences of students, senior and junior. - There has significant different in the attitude in education which decided to study hard to pass the matriculation exam between the experiences of the students, senior and junior. - There have no statistically differences in the attitude

	<p>in education that must study well in education, timetable of the education is enough to study well and if study hard in education, they can pass the matriculation well between the experiences of the students, senior and junior.</p>
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4.4. Regression analysis for the factors of motivated to involve in ISPE can affect to students' expectations for their future career

For RQ 4 which is “the motivational factors to involve in ISPE can influence with students' expectations for their future career?”

Table 16 . factors that influence the students' expectation for their future career

Factors that influence the students' expectation for their future career	N	Mean	Std. Deviation
*MPF	250	6.8	0.32
*MSS	250	6.7	0.38
*MSC	250	6.7	0.33
*PI	250	6.6	0.31
Valid N (listwise)	250		

*MPF = motivation for the physical fitness

*MSS = motivation for social skills

*MSC= motivation for self confidence

*PI= parental/teacher influencing or inspired to the national selections

The findings in table 4.11 show the influence of the various factors on the expectation for the future career among the students of the Institute of sport and education. the highest mean score is motivation for the physical fitness at 6.8 (SD= 0.32). this is followed by motivation for the social skills (mean=6.7, SD= 0.38), motivation for the self confidence (mean= 6.7, SD= 0.33) and the parental influencing or inspired the national athletes (mean= 6.6, SD= 0.31) respectively. Therefore, we can say that all the motivational factors to involve in ISPE can influence the students' expectation for their future career which related with sport and education. In conclusion, the motivation for the physical fitness is a dominant factor that could influence the students' expectation for their future career related with sport and education.

According to the correlation between all motivational factors to involve in ISPE and the students' expectation for the future career have significant, when analyzing the regression for the relationship between the motivational factors and the students' expectation for their future career related with sport and education, used overall factors with both sports and education.

Table 17. Regression analysis of motivational factors that influence the students' expectation for future career related with sports

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.254	.298		.853	.395
	Motivational factors	.977	.044	.815	22.119	.000

a. Dependent Variable: expectation for the future career related with sports

b. $R = 0.815$, $R^2 = 0.664$, R^2 (Adjusted) = 0.662, $F = 489.236$, $p < 0.05$

4.4.1 Interpretation for the results that the motivational factors can affect the students' expectation for their future career related with sports.

The table showed that the motivational factors have a high standard beta value, when seeing β (0.977) and have a significant relationship with the students' expectations for their future career related with sports. the findings indicate that there is significant relationship between the motivational factors and the students' expectation for their future career related with sports. $F = (489.236)$, p value (0.000), $p < 0.05$.

The value of R^2 was obtained to show that a large variance in the dependent variable (students' expectation for their future career related with sports) is influence by independent variable (motivational factors). With the

R value at 0.815 ($0.815 \times 100 = 81.5\%$), that showed 81% of constitute variance in the dependent variable are influenced by independent variable.

The positive correlation indicates that if the motivational factors can motivate more, the students' expectation for their future career related with sports will be better.

Table 18. Regression analysis of motivational factors that influence the students' expectation for future career related with education

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	7.638	.984		7.765	.000
	Motivational factors	-.707	.146	-.294	-4.852	.000

- a. Dependent Variable: Expectation for the future career related with education
 b. $R = 0.294$, $R^2 = 0.087$, R^2 (Adjusted) = 0.083, $F = 23.545$, $p < 0.05$

4.4.2 Interpretation for the results that the motivational factors can affect the students' expectation for their future career related with education

Firstly, the value of R^2 that showed very small variance in the dependent variable (students' expectation for their future career related with education) is influenced by independent variable. With an R value at 0.294

($0.294 \times 100 = 29.4\%$), showed only 29% of constitutes of the dependent variable are influenced by the independent variable.

The results of analysis showed a significant negative relationship between the motivational factors and students' expectation for their future career related with education, $\beta = - 0.294$, $p < 0.05$. this is an indication of the existence of a reverse correlation between motivational factors and students' expectation for the future career related with education. This finding suggests that if the motivational factors more affect to the student, the expectation for the future career related with education will decrease more.

4.4.3. Implication of the hypothesis for Research Question 3

Research question (RQ)	Null hypothesis rejected at a significant point value ($p < 0.05$)
Have there relationship between motivational factors and students'	<ul style="list-style-type: none"> - The motivational factors to involve in ISPE have significant relationship and affect positively to the students' expectation for future career related with sports. - The motivational factors to involve in ISPE

expectation for future career toward sport and education?	have significantly relationship with negative affect to the students' expectation for future career related with education.
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Chapter 5 Discussion

This study on the involvement of high school students of the Institute of Sports and Physical Education was carry out to know the current situation of the ISPEs in Myanmar. The main purpose of this study is to be a useful research where the transition period of reforming the system of sport and to be can improve the sport standard of Myanmar in the international level.

The Institute of Sport and Physical Education (ISPE), the main resources for Myanmar sport, is started since 1996 with the purpose that to promote the sports among in the young students to participate in sports and to produce the well-trained athletes who can represent for country. Even though strived to success sport in the international competitions, could not get that much as they expected. By looking at the currently situation, the rate of getting medals is gradually decrease year by year. In the current government, the new minister and the deputy minister are wanted to improve the sport governing system by using the better way to solve the problems that facing in the international competitions. In this research, can be found the solutions to solve some problems that concerns with the institutes of sports and physical education.

5.1. Relevance of sport and physical education for the dual career

The subject of student-athletes and academic performance has been the topic of conversation in the higher education world for many years and there are many different opinions about the subject. These are different views of student athletes when it comes to academic performance and some believe that athletic participation can have a positive impact on a student's academic performance, while others have negative attitudes toward student-athletes when it comes to the area of academic performance.

Also, there have been several studies of student athletes that have shown negative impacts on academic performance. Cutright (1983) found that during four years of high school, sports participation tended to lower grade point averages of students. for the dual career, student athletes, their lives focus on the academic and athletic career simultaneously in order to produce the best results possible in both fields, student athletes need to develop strategies that help them to fulfil their career ambitions (Burnett et al., 2010)

Even though started the sport and physical education program since 1997, there have not ever been researched for these institute of sport and physical education in Myanmar.

Many high school and college students consider fun and enjoyment to be one of the most important objectives for participating in physical education (Soudan & Everett.1981). The researcher found that “if it is sure that young people are more likely to participate now and, in the future, if they enjoy their experiences, then we would encourage physical education teachers to include enjoyment in their planning (Tannehill & Zakrajsek. 1993).

Generally, in Myanmar, most of the parents do not want to allow their children to participate in sport activities. Because the education level and the kinds of bachelor are priority for the job opportunities, the people assumed that if they participate in sports, will be decreased in academic performances. Most of the students had to participate the physical education in their basic education schools, but they do not want to choose the student athletes life. Hence, sports and physical education department must try to promote and educate about the sport value and create job opportunities for the dual career (student athletes).

5.2. Discussion the findings

5.2.1 Student satisfaction for the supports of ISPE

In this research, 250 respondents, male- 135 (54%), female- 115 (46%) of the four out of six institutes were participated. For the first research question, asked for the satisfactions for the supports of ISPE for the students, such as satisfaction for hostels, satisfaction for the facilities, satisfaction for the meals, satisfaction for the training rooms, satisfaction for the sport equipment, satisfaction for the classrooms, satisfaction for the healthcare service and satisfaction for overall. After analyzing the answer, according to the responds, male students have more satisfy than female students for the supports of ISPE. But in the items of satisfaction for the classrooms and healthcare service, female was more satisfied than male students.

In the items of satisfaction, the most satisfaction fact is healthcare service and the last item is the satisfaction for facilities. When compare the differences between male and female students, the differences were not that large, and the points were above 3.5(4.77 to 5.90). So, we can say that the students satisfied for almost everything of the supports of ISPE.

5.2.2. Students' attitude in sport between senior and junior students

In this research question, asked the respondents for students' attitude both sports and education classified by the experiences of the students. for sport section, there was 6 questions that related with sport attitude such as to be outstanding in sport, considered as athlete, sport is one of the most important things in my life, want to join with national federation, sure to become a national selection and feel more improve in sports after joining ISPE. In these 6 items for the sports attitude, the item that considered as athletes was have the highest points, and the items that want to join the national federations and sure to become a national selection got the lowest points.

The results showed the differences of the students' attitude in sports between the experiences of students were not large much. But the senior students' perspectives were lower than junior students at all of the attitude items. It means can conclude that the students who joining ISPE, after one year, their attitude in sports were decrease.

5.2.3. Students' attitude in education between senior and junior students

For the students' attitude in education section, the respondents asked by the 4 questions that related with attitude in education between senior and junior students.

The item which got the highest point is "if study hard in education, can pass the matriculation exam well". And the lowest points items are "timetable of education is enough for study and decided to study hard to pass the matriculation". It means that students already understand if they study well in education, they can pass the matriculation exam, but they do not want to study well in education. they prefer to practice sports.

Almost same with attitude in sports, here was also senior students' education attitude were lower than junior students. By screening these results, senior students' attitude was lower than junior students both in sports and education.

5.2.4. The relationship between motivational factors and the students' expectation for their future career related with sports

For this research question, tried to find the relationship between the motivational factors to involve in ISPE and the students' expectation for the future career related with sport.

The research finding also indicates that the motivational factors to involve in ISPE and the students' expectation for the future career related with sports have a significant relationship. It is consistent with past research by Chun Cheng Chuan, Aminuddin Yusof & Parilah Mohd Shah (2012) to determine sport involvement and academic achievement in Malaysian University Athletes. In this research found that students' expectation for the future career related with sports definitely depended on the motivational factors to involve in ISPE. The results showed the students' expectation for the future career related with sports positively affected by the motivational factors (for physical fitness, social skills, self-confidence and parental influencing).

Depending on the results, the more motivate to the students for sports, the more affective to the expectation for the future career related with sports as 85% of respondents affected by the motivational factors.

5.2.5. The relationship between motivational factors and the students' expectation for their future career related with education

The research finding also indicates that the motivational factors to involve in ISPE and the students' expectation for the future career related with education have a negatively significant relationship.

In this research found that students' expectation for the future career related with education was negatively depended on the motivational factors to involve in ISPE. The results showed the students' expectation for the future career related with education inversely affected by the motivational factors (for physical fitness, social skills, self-confidence and parental influencing).

This means that the more motivate to the students for the future career related with education, the students' expectation will tend to the opposite way.

5.2.6. Suggestions

The researcher analyzed three kinds of relations. The satisfaction for the supports of ISPE between Gender, the Students' attitude in sport and education between the experiences of students and the relationship between the motivational factors and the students' expectations for future career related with sport and education.

By screening the results, almost every support of ISPE had satisfied by the students (both male and female). When looked at the results for the attitude of students, attitude in sport is really good and the attitude in education is a little bit smaller than attitude in sports. otherwise, in the results of students' expectations for future career, the students' expectations for the future career related with sport is really high if compare with education.

In real situation, the sport and physical education department, under the Ministry of Health and Sport, cannot support well for their future career and still trying to can be created job opportunities for the students who finished from the ISPEs.

Even though, there have chance to attend the bachelor's degree in the Dagon University and Yandanarbon University specialized in Sports. but it must pass the University entrance exam and after graduated with that degree, it still not sure for the future career for the students.

Its means that both in sport and in education the Department of sport and physical education cannot create job opportunities. Because of the basic level of students in sport and education is not qualified to can find the job opportunities. The main reason of this problem is the selecting procedure of ISPE. Because there did not have the education test for the students, and the quality of education of the students who join ISPE is very weak before the joined ISPE. They do not want to study well in education and prefer to practice in Sport.

If they can select the students who qualify both in sport and education, ISPE can be produced the qualified athletes and also can be created job opportunities such as Physical teacher. And also they should be changed the education system for the students of ISPEs. In the results, can interpret that the time-table of education is not enough to pass the matriculation exam for the students of ISPEs.

5.3. limitations

This research is investigating the involvement of the high school student athletes of the institute of sports and physical education, approximately 250 respondents were participated in this research.

This study mainly focused on the literature from the western part students' thesis research when twenty century such as from New York, Washington. So the culture and physical education system of the related research considered for the research is differ from Asia especially with Myanmar.

The research asked about the perspectives in the sports and education and the future plan just from the high school student of the ISPE by using Quantitative research method. For instance, should use mix method to analyze their reasons for joining the ISPE, if that can provide the explanation to factors that accounted for the significant differences between their attitude and future career. In the students' attitude in sport and education between senior and junior students, can analyze why senior students' attitude in sport and education were lower than junior students by using qualitative method.

Furthermore, the research conducted just the students from ISPE, if can analyze by comparing the ordinary students from high schools with qualitative method for some factors such as attitude of sport and education, it can be explained more specifically. This research is only limited to examine the involvement of high school student athletes of ISPE toward sports and education.

5.4. Conclusion and recommendation for future research

In conclusion, the students joined ISPE with good motivations. After joining ISPE, they satisfied with the supports of ISPE and their attitudes were very good in sports but not in education. And also their expectations for the future career were very high in sports but their expectations in education were tented to opposite. The reasons why, when looking back to the scouting procedure of students for ISPE, the requirement for the education is just the grade for the middle and high school students level and they did not have education test for the students. One of the objectives of opening ISPE is to produce the talented athletes and future administrators such as coaches and sports officers. So the students must be tried in both sports and education, but they preferred in sports too much.

The involvement of high school student athletes of the Institute of sport and physical education as noted good in generally. But still have to do more research to be improved the sport standard of Myanmar. So topics such as followings could be explored for the future research:

- i. The research should be examined the others stakeholders of the ISPE such as coaches and sport officers about the perception in sport and education and the relationship with the students of ISPE.
- ii. This research conducted from the students of 4 out of 6 institutes, it can be examined from all of the institutes of nationwide, it can be more generalized and can analyzed specifically by using the same research method.
- iii. Advancing this research should be done by using mix research methods (qualitative and quantitative) to know their emotional reasons and perceptions of the students toward sport and education.
- iv. The further research should be conducted the scouting procedure for students of ISPE.

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Appendix 1- Survey Questionnaire

Survey Questionnaires

The following questions are asked for your perspectives on the current training and education system of the institute of sport and physical education. The information you give will be kept confidentially. So, please freely participate in this test. Participation in this test will highly appreciate to you.

INSTRUCTION

For the questions part, please mark the choice that you feel best describes the extent to which you agree for the following sentences.

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Slightly Disagree
- 4 = Neutral
- 5 = Slightly Agree
- 6 = Agree
- 7 = Strongly Agree

Demographic information of students

1. Name of Institute – (1) Yangon (2) Mandalay (3) Lou Kaw
(4) Mawlamyine
2. Gender - (1) male (2) female
3. Grade – (1) grade 9 (2) grade 10 (3) grade 11
4. Age – (1) 14 (2) 15 (3) 16 (4) 17
5. Experience Level - (1) Junior (2) Senior
6. Sport events –

1. Athletic	6.Boxing	11. Judo	16. Taekwondo
2.Aquatic	7.Cycling	12. Karate do	17. Tennis
3. Archery	8. Football	13. Sepak Takraw	18. Volleyball
4. Badminton	9.Futsal	14. Shooting	19. Weightlifting
5. Basketball	10. Gymnastic	15. Table Tennis	20. Wushu

❖ Please make the circle to indicate your perception of responses on the following questions.

No.	The motivational factors to join ISPE	Strongly	Strongly
		Disagree	Agree
1.	I want to participate in sports to still physically fit.	1	2 3 4 5 6 7
2.	I participate in sport to keep healthy	1	2 3 4 5 6 7
3.	I want to involve/ join ISPE because it can improve my physical fitness.	1	2 3 4 5 6 7
4.	Participation in sports with a group can help me to learn social skills.	1	2 3 4 5 6 7
5.	Participation in sports give chance to spend time with my friends.	1	2 3 4 5 6 7
6.	Involvement in ISPE can make me improve my social relationship skills.	1	2 3 4 5 6 7

7.	Sport can help me to understand the value of hard work.	1	2	3	4	5	6	7
8.	I can learn how to communicate with others in the group works.	1	2	3	4	5	6	7
9.	Sport has helped me be more respectful toward others.	1	2	3	4	5	6	7
10.	By joining ISPE, make me feel confident about my sport abilities.	1	2	3	4	5	6	7
11.	Participation in sport give me the feeling of self- assurance	1	2	3	4	5	6	7
12.	I feel good when I can show my performance to the people.	1	2	3	4	5	6	7
13.	My parents had desired me to attend ISPE.	1	2	3	4	5	6	7
14.	Township sport officer/ the physical teachers urged me that should join ISPE.	1	2	3	4	5	6	7
15.	Inspire the national selection players, so want to imitate and will try more than them.	1	2	3	4	5	6	7

Satisfaction for the supports of ISPE								
1.	It is convenient and ease in the hostels of ISPE	1	2	3	4	5	6	7
2.	The facilities that support by ISPE are comfortable for the students.	1	2	3	4	5	6	7
3.	We satisfied and eased in Morning, lunch and evening meals, and supplementary meals.	1	2	3	4	5	6	7
4.	Training rooms and fields are corresponded and fit for training	1	2	3	4	5	6	7
5.	Sport wears and the equipment of the respective event are suitable for the students (training suit, walking shoes and the other support materials)	1	2	3	4	5	6	7
6.	The classrooms are convenient for learning and quite sufficient for the students	1	2	3	4	5	6	7
7.	The service of the health care session also satisfied for students	1	2	3	4	5	6	7
8.	We satisfied overall facilities that the ISPE supply.	1	2	3	4	5	6	7

Students' attitude in sports		
1.	Decided to be outstanding in sport in ISPE	1 2 3 4 5 6 7
2.	Considered yourself as an athlete	1 2 3 4 5 6 7
3.	Sport is one of the most important things in my life	1 2 3 4 5 6 7
4.	From this ISPE, I want to join and practice more with the national federation as the selection player.	1 2 3 4 5 6 7
5.	I'm sure that I must be a national selection athlete in the future	1 2 3 4 5 6 7
6.	I feel more improve in sport than in beginning at ISPE	1 2 3 4 5 6 7

Students' attitude in education		
1.	Future career/jobs are sure if outstanding in education, so education must be tried	1 2 3 4 5 6 7
2.	Time-table of the education (learning	1 2 3 4 5 6 7

	periods) are enough to study	
3.	The matriculation exam is sure to pass if study hard in the lecture times and night study times	1 2 3 4 5 6 7
4.	Decided to be passed the matriculation exam (University entrance exam)	1 2 3 4 5 6 7

Students expectation for future career toward sport and education		
1.	ISPE can create the job opportunities for the students who cannot pass the university entrance exam.	1 2 3 4 5 6 7
2.	After finished from ISPE, I prefer to work in the sport-related jobs	1 2 3 4 5 6 7
3.	Even though did not join the national level, think to help to improve sports my hometown area.	1 2 3 4 5 6 7
4.	For me, I think education is more important than sport in my life.	1 2 3 4 5 6 7
5.	I will try to get job not related with sports.	1 2 3 4 5 6 7

Appendix 2. Approval letter



SEOUL
NATIONAL
UNIVERSITY



DREAM
TOGETHER
MASTER
Global Sport Management
Graduate Program

서울대학교 국제스포츠경영학 석사학위과정 151-742 서울특별시 강남구 테헤란로 151 742 15188 서울
Division of Global Sport Management Talent Development Center
Seoul National University Building 151, Room 256, 1 Gwanak-ro, Gwanak-gu, Seoul, 151-742, Republic of Korea
Tel. +82-2-880-7964, 2103 Email: c.srgpm@seu.ac.kr Homepage: http://gsn.seu.ac.kr/GTM

July 9, 2018

Student Name: Myint Theingi
Student Number: 2017-24640

Dear Myint,

Advancement to Master's degree candidacy

I am delighted to inform you that you are successfully passed the Thesis Submission Qualification Exam.

I wish you the very best for your thesis work, and I look forward to the conferral of your master's degree.

Yours Sincerely,

Joon-ho KANG

Director, Dream Together Master
Professor, Global Sport Management Graduate Program, Department of
Physical Education
Seoul National University

Appendix 3- Permission Letter from Sports and Physical Education
Department



The Republic of the Union of Myanmar
Ministry of Health and Sports
Sports and Physical Education Department

Date: November 12, 2018

To

Myint Theingi
Dream Together Master, Global Sport Management Program
Seoul National University

Dear Mrs.

RE: PERMISSION TO CONDUCT RESEARCH ABOUT THE INVOLVEMENT OF HIGH SCHOOL STUDENTS ATHLETES OF THE INSTITUTE OF SPORT AND PHYSICAL EDUCATION TOWARD SPORT AND EDUCATION

Your letter dated 26th October, 2018, on the subject above refers.

We write to acknowledge your request and also grant you permission to conduct your research regarding "The Involvement of High School Student Athletes of The Institute of Sport and Physical Education toward Sport and Education".

Sport and Physical Education Department (SPED) has a common interest in your research as it seeks to find out the better way to improve the sport standard of Myanmar through the involvement of high school student athletes from the Institute of Sport and Physical Education (ISPE).

We wish you good luck with your research.

Kind regards,

Myo Hlaing

Myo Hlaing
Director General
Sport and Physical Education Department