

The Multiple Aspects and Issues of Sport Education in Korea

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ABSTRACT

There has been a great degree of success in the area of sports in Korea since the 1988 Seoul Olympic Games. Every aspect of sports has shown an improvement. Sport participants have increased by several times. Sport facilities are abundant in cities. It seems that the future of sports in Korea looks rosy. However, there still are important issues in some aspects that should be brought up and resolved. In this paper, the issues around Sport Education are critically analyzed and reflected on. Sport Education refers to the teaching and learning of physical activity in such diverse areas as schools, leisure centers, and competitive arenas. First, some current issues of School Physical Education are described, and some challenges are identified such as the conflict against health/dance education. Second, two contradictory phenomena in Leisure Sport Education are explained with some issues of low status and instructor quality. Third, and lastly, important issues in Elite Sport Education are scrutinized.

Key words: Sport Education, School Physical Education, Leisure, Elite Sport

I. Introduction

The government of the Republic of Korea had a sport history that includes the successful hosting of the Asian Games in 1986, the 1988 Seoul Olympic Games, the 2002 World Cup and the Asian Games in 2002, and the Universiad Games in

2003. The Korean government has emphasized some policies for promoting the elite sports since the 1988 Seoul Olympic Games, but after the Games, the policies have started to include 'Sports for All' so that sport activities could enhance people's health and the quality of life. Sport education (SE) should be applied to people of all ages as well as elementary and secondary students, because it has the meaning of educational culture that is intrinsic to all physical activities throughout a lifetime.

SE in Korea is divided into three areas: school physical education (SPE), leisure sport education (LSE), and elite sport education (ESE) (see Table 1). SPE taught by physical educators focuses on regular PE classes at elementary and secondary levels. Because SPE in Korea has become a root to promote leisure sports and elite sports, it was perceived as the most important area (Kang, 2003). The LSE means sport activities for all ages from toddlers to senior citizens except for SPE classes. It is an attempt for all people to get proper sport instruction so they could participate in lifelong physical activities for health and wellbeing (Kim, 1991). The ESE focuses on educating the gifted athletes and preparing for competition in the national or international athletic games. Also it has been used to expand national powers by getting various medals at the international level, and to bring the national reconciliation and unity since the 1960s (Bang, 2003).

To date, these three areas have been developed without mutual collaboration and connection. The relationship among three areas is abnormal and referred to as 'an inverted triangle.' That is, in terms of budgets, facilities, resources, personnel etc., the elite SE is the largest area, the leisure SE is the second largest, and the SPE is the last. The reason is that according to Bang (2003), the Korean government has greatly supported the promotion of elite sports rather than SPE or leisure sports. Government's indifference toward SPE resulted in PE as an elective subject in the 11th and 12th grades. It also produced an undesirable result that students and adolescents rarely participate

in sport activities while preparing the College Scholastic Ability Test (CSAT) and their fitness level is lower than those in 1940s (Chae, 2003).

The purpose of this paper is to address the multiple aspects and issues on school physical education, leisure sport education, and elite sport education. In the second section, some current issues of SPE are described, and some challenges are identified such as the conflict against health/dance education. In the third section, two contradictory phenomena in leisure SE are explained with some issues of low status and instructor quality. In the fourth section, important issues in elite SE are scrutinized. And in the last section, the possibilities for promoting three areas of SE in Korea are sought. For achieving this purpose, a literature review was conducted. National survey studies, government reports, governmental documents such as the National Curriculum are gathered and analyzed.

Characteristics	School PE	Leisure SE	Elite SE
Participant	General students	All ages	Elite athletes
Goal	Education	Health promotion and recreation	Competition
Leader	PE teacher	Sport instructor	Coaches or athletic trainers
Participation Type	PE class	After school or weekends	Scheduled Training
Playing Area	School	Community facility	School and other

<Table 1> Domain of SE in Korea

II. The Multiple Aspects and Issues of SPE

PE in Korea is one of the required courses for those in the first to tenth grades and an elective course for the 11th and 12th grades. An increasing number of people in the PE community raise concerns that our PE is in crisis. The biggest problem is the lack of recognition among people of the importance of PE despite the growing number of people participating in physical

activities and sports for their well-being and health.

A. SPE in Crisis

1. Low Status of SPE

The significance and role of PE as a subject in today's schools have been questioned by the Korean society. Students and parents do not pay much attention to PE that is not included as part of a college scholastic ability test. The Korean society tends to put strong emphasis on only academic subjects that are currently included in the CSAT. As a result, the subjects that are not included in the national test are marginal and have low status in schools (Kang & You, 2005).

In a sense, the Korean government has tried to reduce the number of compulsory subjects because it is perceived that there are too many subjects students must cover when compared to other countries. Many associations and alliances in the PE field have agreed to work against these social movements in order to reduce the number of PE classes and the duration of required PE in schools from 10 years to 9 years. Meanwhile, some members of the education board are trying to increase the budget for PE to renovate sports facilities at schools. The current status of PE at secondary schools is not as important as Korean, Mathematics, English, and Sciences in Korea. Most teachers, administrators, parents and students think PE at secondary schools is needed to relax the stress of students who are studying hard in other subjects (Kang, 2003; Yoo, 2001; You, 2003).

Two studies (Kang, 2003; You, 2002a) have brought to light the lack of recognition of the importance of PE in Korean society. The low status of PE is correlated to undesirable educational environments such as small-sized playgrounds, no gymnasium, insufficient equipment etc. That is, PE in Korea is rather marginalized at schools. No one expects PE to have certain contents that the students can learn. Rather, it is considered as playing sports or as an extra subject. Sometimes,

the instructional hours for PE classes tend to be reduced at schools level or PE classes are substituted with other classes so that students have more time to study other subjects that are included in the college scholastic ability test.

2. PE vs. Health/Dance Education

There are arguments that dance, health, and safety areas in PE need to be separated from PE in order to effectively teach health and dance to children and adolescents. However, because of educational reforms that reduce the number of compulsory subjects, health and safety are unlikely to be separated from PE, whereas dance may be included in the art area along with music and fine arts. At this point, there is not any agreement among the group of physical educators, dance educators, and health educators regarding this matter (Kang & You, 2005). Recently, the national association of dance and the national health association in Korea are trying to revise and enact relevant laws through the national assembly. In terms of PE, this kind of trial does not typically bring good outcomes. If the dance and health areas are segregated from PE, not only PE but also the dance and health areas should be elective at schools. Ultimately, it is expected that many students will not take PE, dance, and health at schools in Korea.

In reality, health education in Korea for the 1st to 10th grades belongs to PE and is one of the required contents in a national PE curriculum. On the other hand, the importance of health education in PE becomes greater for the 11th and 12th grades. For example, PE is named as 'PE and Health'. That means PE programs at this point emphasize exercise treatment or prescription unlike at the lower grades. Especially, all secondary schools in Korea have a school nurse who is in charge of managing students' health conditions and sometimes teaches health-related issues during PE classes. Depending on situations, health education can be taught by physical educators or school nurses or both. The role of health education in PE prevents student from contracting contagious diseases and using drugs,

makes them aware of the issue of environmental pollution, and enlightens the importance of good nutrition, sex education and healthy life at schools (Kang & You, 2005).

3. Powerless PE evaluation and scores

There is a growing voice that the current system of evaluating students' achievement in PE needs to be changed from 5 stages (excellent, good, fair, poor, need improvement) with scoring to 2 items (pass or fail) without scoring. At the same time, it is strongly argued that if the evaluating system is changed, PE will deteriorated (Oh, 2003). The debate is still ongoing.

The PE scores are superficially the same scores as other subjects. But, in reality, the importance of PE scores is not equal to the other subjects. Almost all students get high grades in PE, because many schools tend to give all students more than 70% of the full scores in PE, music, and visual arts even though the students do not attend and make efforts. So this tendency causes a phenomenon where many students do not actively participate in physical activities, because students could get high grades without much effort.

In Korea, the PE scores count differently depending on the school level. In the middle school level, the PE scores relatively impact total grades and ranking. Students who wish to enter the top-ranked high schools in Korea need to get the highest score and grade in all subjects. When some students do not get the highest score in PE, it is very hard to be admitted into the best high schools. But, in the high school level, the PE scores do not have much impact on getting the admission from the best universities, because most of the best universities rarely count PE scores at the high school level. It is unlikely for universities including the best ones in Korea are unlikely to count PE scores anytime soon. For this reason, some high school students who wish to apply to the best universities in Korea seldom participate in physical activities and passively attend PE classes, because they do not perceive the necessity of physical activities.

4. Coeducation and sex-inequity in SPE

Since the 1980s, most secondary schools have been sex-segregated and provided male and female students with different PE programs or instruction. Male students are mainly taught male-dominant or competitive team sports, whereas females are forced to participate in female-dominant activities such as dance. However, recognizing the importance of co-education at schools in the mid-80s, schools have been moving toward adopting coeducational programs. At present, 61.8% of middle schools and 52.0% of high schools in Korea have coeducational classes in PE (Kang, Kim, Lee & Koh, 2001). Female participation in sports such as soccer, baseball and basketball is increasing, while a growing number of male students are taking part in dancing activities with their female counterparts. Some PE teachers have, in fact, difficulties in teaching coeducational classes (You & Kim, 2002). According to the teachers, female students are unmotivated, low-skilled and unwilling to move compared to male students. Approximately 70% of the teachers do not support coeducational PE classes, whereas 56% of the students prefer the coeducational classes to the sex-segregated classes. Regarding teaching coeducational classes in PE, there are debates among PE scholars and teachers. Some suggest that coeducation in PE can help develop social skills, care for others, cooperation with other students. Others argue that it leaves high-skilled students unmotivated while challenging low skilled ones.

One of the striking changes in Korea PE is declining sex-inequity in PE. First of all, all students regardless of sex could learn same contents and get educational and financial supports from schools and physical educators. Also in physical education teacher education (PETE) training programs, female preservice teachers have the same opportunities to become PE teachers in terms of the sex-ratio in recruitment and employment. However, the number of current female physical educators is still very low compared with other subjects. One of the reasons is that the National Teacher Recruiting Test (NTRT)

is based on motor skill ability rather than teaching ability in PE. According to Jung et al. (2001), 22% of the schools in the middle school level and 25% in the high school level do not have any female physical educators at all. In addition, it is reported that the PE textbooks do have sex-inequitable components (You & Kim, 2002; Kim & You, 2004) describing females as invisible, passive, powerless, and dependent participants at secondary PE classes.

B. New Challenge for SPE

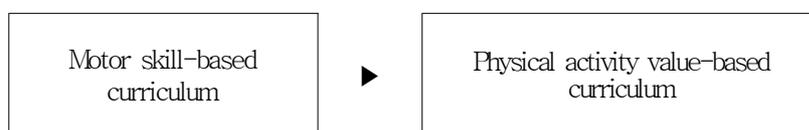
Without reforming SPE programs or changing the ways traditional programs have been taught, the future of SPE is unclear. Incorporating the new curriculum programs and teaching methods with the traditional method of teaching is an excellent way of changing the current status of SPE in Korea.

1. Paradigm Shift 1: From Skills to Values

To date, there were seven curriculum revisions at the national level. As Korean society moves more toward adopting the five day workweek, the need to revise the Korean national curriculum is increased. Like other subjects, the National Curriculum in PE (NCPE) has been revised in order to effectively meet the social changes in Korea.

To date, NCPE strongly focuses on acquisition of sport skills rather than adolescents' health promotion and learning affective domains through physical activities. Most physical educators still have a traditional perspective that the basic role of SPE is to develop motor skills in a variety of sports. Due to these trends in SPE, children and students in PE classes have been provided with repetitive contents and forced to acquire a high level of sport skills. That is, the students have rarely had the opportunities to learn what physical activity means to their lives. Thus, children and students are unmotivated to actively move and participate in physical activities inside and outside the PE classroom. In a sense, there are growing voices that NCPE in Korea should be changed from sports skill-based to physical

activity value-based (You, 2005; You, Seo, Cho & Choi, 2004). The physical activity value-based curriculum focuses on the values of health, competition, expression, culture, and recreation that humans can acquire by participating in various physical activities. The new PE curriculum in Korea reflects the development of appreciations, character, fair competition, sportsmanship, responsibility, cultural awareness, self-expression, physical and mental challenges as well as basic skills and tactics for playing a variety of sports.



<Figure 1> Paradigm Shift in PE Curriculum

2. Paradigm Shift 2: From Exclusion to Inclusion

Korean students have various abilities, motivation levels, behavior patterns and subcultures like in other countries. When looking inside PE classrooms, there are very few classes where all students have been actively engaging with success. Some of the students with high skills tend to actively move around, whereas others without high skills behave passively. Likewise, female students are less likely to participate in class activities than males. However, much attention has been given to students performing a class task at the above average level. Most PE teachers have rarely considered low skilled students or female students in teaching PE. Thus, most of them rarely master even the basic level of skillful performance, or transfer things learned to a new setting. Depending on gender and skill level, our students perform class activities at different levels of mastery. However, one or more tasks that are not differentiated in PE classes have been generally given to all students. That is, all students should engage together in a task with the same level.

Yoo et al. (2001) reported that more than two-thirds of the students in secondary schools are dissatisfied with PE classes. Almost forty percent (39.6%) of the junior high school students

and 34.2% of the senior high school students who are dissatisfied with PE expressed the main reason of their disliking as the lack of differentiation between individuals in PE class. Not having differentiated instruction in PE greatly increases the number of students who are educationally excluded, not physically. For a mastery learning experience, all students should be academically, emotionally, socially and also physically included in PE classes. They should actively engage in class tasks with success. If then, how can we include and challenge the students? To minimize students excluded in classes, there is a need for differentiated education depending on the abilities of students (You, 2002b).

The differentiated instruction in Korea is considered as an alternative to make education feasible and practical (Kim, 2001). The original intention of the differentiated instruction is to eliminate educational inequality providing more educational opportunities for learning to low achievers rather than high ones. Even if the national curriculum encourages the implementation of differentiated instruction in PE, at this point, little is known on how to educate students with differentiated instruction in PE. To date, little research (Cho, 1998) suggested an alternative approach to link differentiated instruction with Jigsaw II, team teaching, and collaborative task completion. Thus, more studies are needed to make differentiated instruction in PE practical and applicable after introducing the 7th national curriculum. Some of the physical educators are trying to run differentiated instruction in PE, but they are having difficulties in implementing it due to lack of knowledge and experience. Fortunately, practical teaching-learning materials for differentiated instruction in PE are being developed and accumulated through a web site (www.classroom.kice.re.kr) in the national level. Thus, physical educators could implement various differentiated instruction at their classroom levels.

III. The Multiple Aspects and Issues of Leisure SE

In Korea, leisure sports have been introduced as sport activities for all outside of the PE classes in virtue of economic and sociocultural development after the 1970s. To date, little attention have been given to leisure SE in Korea, compared to SPE and elite SE.

A. Two Faces of LSE

1. The Low Participation Ratio of Adolescents in Leisure Sports

Recently, it is reported that the fitness level of adolescents has been decreasing year by year (Yoo et al., 2001). Of the fitness levels, cardio-respiratory endurance is a serious area, because its level is greatly declining every year compared to other fitness areas. The study indicated the cause of this phenomenon is lack of participation in physical activities with the rapidly developing urbanization and technology.

Regarding the participation level in physical activities, Kim (2004) reported that 58.1% of elementary schoolers are involved in extracurricular and intramural programs. The activities most of them participated are included Taekwondo, swimming, soccer, basketball, jumping rope, badminton etc. On the other hand, 41.9% elementary students do not participate in any physical activities afterschool or on weekends. The main reasons they do not participate in are indicated as 'lack of interest' (24.2%), 'lack of time'(23.6%), and 'lack of facilities'(9.9%).

Meanwhile, according to Yoo et al. (2001), only 19.9% of middle school students and 13.3% of high school students participate in sports-related extra-curricular activities. The main reason these students participated in sports-related extra-curricular activities was to maintain good health and acquire sports skills. On the other hand, the biggest reason most students did not participate in extra-curricular activities was lack of time as they were too busy receiving private lessons or tutoring to prepare for the college scholastic ability test after

school and on weekends. It was indicated that sports-related extra-curricular activities at schools were not very active, due to insufficient facilities, equipment, and budget (Kang & You, 2005). For this reason, the ratio of sport clubs at schools is very low at the middle school level, and then it greatly decreases at the high school level.

2. The Increase of Adult Participants in Leisure Sports

Recently, the number of adult participants have been greatly growing in leisure sport settings in the Korean society. According to the survey by Jung et al. (2005), the ratio of adults that regularly participated 2-3 times per week was 19.4% in 1986, 33.4% in 2000, and 39.8% in 2003 respectively (See Table 2). In particular, Table 2 shows that the ratio of female participants had been greatly increased year by year, decreasing the ratio differences between males and females. Consequently, the ratio of females who never participated in physical activities had been decreasing.

Year	2003	2000	1997	1994	1991	1989	1986
Total	39.8	33.4	38.8	37.6	34.7	27.2	19.4
Males	41.4	37.8	46.7	48.1	39.7	35.7	28.9
Females	38.3	26.9	30.0	27.0	29.5	18.3	12.4

<Table 2> The ratio of adult participants (2-3 times per week)

Jung (2004, cited in Kim, 2005) reported that males and females have participated in physical activities in different ways. In general, males tend to participate in track and field activities, body building, swimming, gymnastics, whereas females participate in mountain climbing, gymnastics, swimming, aerobics, jazz dances etc. Moreover, leisure sport programs have been modified from traditional sports to health-related activities (e.g., jazz, aerobics, swimming etc.) or recreational sports (e.g., golf, tennis, skiing, bowling, dance sports, squash etc.) in community

fitness centers. These activities or sports are so popular for women, because they are not group activities, do not need any high skills to perform, and accompany music and fashionable sportswear. The number of women participating in competitive or survival sports has been increasing in the area of ice hockey, kickboxing, wrestling, soccer etc. (Kim, 2001). The number of sport clubs with different activities has been also increasing from 84 activities in 2002 to 103 activities in 2005 (Kim, 2005).

B. Issues on leisure SE

1. Low Status of Leisure Sport Instructors

The work condition for leisure sport instructors at sport clubs is not good compared to physical educators at schools. First of all, even if sport instructors get university degrees and have teaching certification, the job of sport instructors is temporary unlike PE teachers, and so their salary is lower than PE teachers. The sport instructors perform multiple responsibilities such as teaching, counselling, programming, consulting, coordinating, managing, developing, evaluating sport activities etc. as well as non-sport activities.

Sport instructors in Korea are not treated as professionals unlike PE teachers. This kind of perception about sport instructors has negatively impacted their careers. Thus they are likely to quit the job or move to other jobs. It is reported that most sport instructors are dissatisfied with their working condition, salary, and promotion system at sport clubs, and did not think the jobs are a lifelong career. Consequently, the working environments must be changed, if not, the quality of leisure sport instruction cannot be guaranteed (Kim, 2005).

2. Lack of Sport Instructors' Pedagogical Backgrounds

As perviously mentioned, sport instructors are not perceived as professionals in Korea. One of the reasons is that they do not have professional knowledge and experience in teaching sports and physical activities (Kim, 2003). Many universities and colleges in Korea offer a range of courses that sport instructors

may find valuable in their work. Degree programs at the graduate or undergraduate level can prepare someone for a career in teaching sports and physical activities. In addition, most sport instructors receive a teaching certification either through a recognized university or institute or through a professional association for an initial teaching credential. In some sport associations, the advanced levels of training lead to master certifications. But, most universities and certification programs provide future or current sport instructors with professional knowledge of exercise physiology, biomechanics, sport sociology, sport psychology, sport score setting, sport administration etc. rather than professional knowledge in effectively instructing sports to all ages. Even if the name of the job is a sport instructor, the sport instructor is not prepared for how to teach sports to toddlers, children, adolescents, adults, and seniors. Unlike PE teachers, sport instructors cover teaching sports to all ages. It means that teaching knowledge of sport instructors needs to be differentiated and specialized on the basis of age.

Maybe reflecting their limited pedagogical knowledge or experience, beginning sport instructors face the 'real world' during their first year of teaching. Novices usually develop their instructional knowledge and experience by combining observations of more experienced instructors at sport clubs, personal trial and error, and recollections of teachers from their days as students. As time passes, some inexperienced instructors start to gain and apply their practical knowledge in teaching sports, whereas others feel conflict and frustration without perceiving their job identity as sport instructors. To minimize the number of the latter type of instructors, universities and certification programs should allow future and current sport instructors to gain the field-based knowledge and experience before entering the real world. In particular, the pedagogical knowledge and experience that sport instructors are prepared need to be specialized such as 'teaching young children sports', 'teaching seniors sports' etc.

IV. The Multiple Aspects and Issues of Elite SE

Elite sports in Korea are extensive. Elite sports range from scholastic athletes to professional athletes. Unlike a leisure sport system, this system focuses only on a few elite athletes. For this reason, it exists only for a number of athletic competitions held in Korea, and for recruiting the national athletic teams in all sport areas in order to support their participations in many international competitions around the world including the Asian Games, the summer and winter Olympic Games etc. Regarding SE in Korea, this section focuses on school and college elite SE.

A. Limitations and Difficulties of Elite Sport Education

1. The Only Place for Recruiting Athletes for the Professional and National teams

Even if a number of sport populations in Korea have been rapidly increasing, our government still depends on school elite sports recruiting advanced athletes for professional and national teams. The reason is that, as mentioned earlier, the adult population participating in leisure sports has increased, but the adolescent population has not. For this reason, the number of student athletes per each sport is not enough. Especially, contemporary children and students seldom volunteer to become student athletes, because it demands a higher level of physical and mental fitness (Jang, 2005). Consequently, a few student athletes need to have hard training daily regardless of their positions as students.

The reason that the only place for recruiting elite athletes is schools or colleges is that our government has paid much attention to national athletic teams only. Consequently, most community sport clubs that stem from elite sports have not fully performed their important responsibilities. That is, the sport clubs do not produce a higher level of sport players in all sport areas, and thus school athletic teams have become the only place to cultivate elite sport players in Korea.

2. Lack of Specialized Programs and Coaches for Gifted Athletes

In Korea, public PE schools exist to provide gifted athletes with specialized educational programs. However, the number of schools is few and most gifted athletes do not have any specialized education in Korea. So some gifted athletes do not have a good chance to show their talents, and then become athletes in similar sports or quit exercising their gifted areas (Ha, 2005). Moreover, except for national teams and professional teams, most athletic teams do not have effective athletic trainers or coaches. The most important problem is that there are no specialized colleges or certified institutions to be able to produce professional athletic trainers or coaches. Although a few colleges exist in Korea, they do not have educational systems and programs that are necessary to professional coaches.

In Korea, very few sports require a coach to be professionally trained and certified. Preparation for athletic training or coaching at school levels, in most cases, comes through playing experience or observation as an athlete. Thus, the level at which a person aspires to become a coach or an athletic trainer will depend largely on the level of competitive play. Coaching at the high school, college, or professional level normally requires playing experience at the respective level. Entry into coaching is traditionally as an apprentice. That is, a prospective coach usually functions as an assistant coach first, and after several years, one is elevated to the head coach position. For this reason, most coaches or athletic trainers rarely feel that they need to acquire more professional teaching knowledge and experiences in educating gifted athletes.

B. Issues on ESE

1. Role Identity Crisis: Students or Athletes?

To date, student athletes have been encouraged to perform a role as athletes rather than as students. This kind of demand leads student athletes to neglect their status as students. Since the 1970s, a line in a chain of promoting elite sports at school

and college levels, competitions at the national level or the school district level for student athletes have been held throughout the year. To participate in those competitions, student athletes have to be out of town for a long period during school days. Consequently, they would be absent in all subject classes and do not have any opportunities to make up their school work.

During these school days without athletic competitions, according to Bang (2003), some schools and coaches force students not to participate in some of classes at schools and instead, to practice athletic skills and strategies. Thus, learning deficiency of student athletes has become serious and the students do not have any shared student cultures at schools unlike the other general students. Even though students and parents feel this kind of action is not desirable, they seldom complain to principals or coaches, because entering high schools, colleges, and professional teams depends on winning. As we have known, few student athletes have been recruited by several professional teams or national teams, and became coaches, athletic trainers, or physical educators in Korea. In reality, most of them are concerned for their future career choices, because they feel they are not prepared to choose a different career (Kim & Cho, 2004).

2. Invisible Female Athletes and Coaches in ESE

Like SPE, school ESE has sex-inequitable components in terms of the number and participatory areas of female athletes. According to Jung et al. (2001), the ratio of female athletic teams at secondary schools is 40.3%. The survey in this study showed that the number of female teams is 29, whereas the number of male teams is 43 at secondary levels (see Table 3).

Also, the sport areas female athletes have participated in are not extensive compared to males. Table 3 shows that female athletes have played 10 out of 23 areas, whereas males played 21 out of 23 areas. Regarding the number of athletes per a team,

a female team in middle and high schools has 4.63 and 6.80, and a male team has 12.31 and 15.61. That means that the playing conditions of female athletic teams are not very good compared to male teams.

Like female athletes, the imbalance between male and female in coaching positions exists in ESE. Jung et al. (2001) reported that there is a lower proportion of female in coaching positions at secondary schools (see Table 4). For example, coaches in male teams at middle and high schools are all males, and male coaches are more dominant than female coaches, even in female teams. It is explained that the dominion of males in positions of leadership in administration has been the same in SPE. The lack of role models in coaching positions has influenced the extent to which females seek and apply for future coaching positions.

	Male teams			Female teams		
	Middle	High	Total	Middle	High	Total
Boxing	1(3.8)	1(5.9)	2(4.7)	-	-	-
Roller skating	3(3.8)	-	1(2.3)	1(5.3)	-	1(3.4)
Taekwondo	4(15.4)	1(5.9)	5(11.6)	4(21.1)	2(20.0)	6(20.7)
Korean Wrestling	3(11.5)	1(5.9)	4(9.3)	-	-	-
Golf	1(3.8)	-	1(2.3)	1(5.3)	1(10.0)	2(6.9)
Track and Field	4(15.4)	2(11.8)	6(14.0)	7(36.8)	1(10.0)	8(27.6)
Gymnastics	1(3.8)	-	1(2.3)	1(5.3)	1(10.0)	2(6.9)
Badminton	-	-	-	1(5.3)	1(10.0)	2(6.9)

Lifting	1(3.8)	-	1(2.3)	1(5.3)	-	1(3.4)
Volleyball	1(3.8)	1(5.9)	2(4.7)	-	2(20.0)	2(6.9)
Archery	2(7.7)	-	2(2.7)	1(5.3)	-	-
Soccer	1(3.8)	2(11.8)	3(7.0)	-	-	-
Rugby	1(3.8)	-	1(2.3)	-	-	-
Baseball	1(3.8)	1(5.9)	2(4.7)	-	-	-
Basketball	-	1(5.9)	1(2.3)	-	1(5.3)	1(3.4)
Swimming	1(3.8)	-	1(2.3)	2(10.5)	-	-
Field hockey	-	-	-	-	1(5.3)	1(3.4)
Table tennis	1(3.8)	1(5.9)	2(4.7)	-	-	-
Kumdo	1(3.8)	1(5.9)	2(4.7)	-	-	-
Rowing& Canoe	1(3.8)	1(5.9)	2(4.7)	-	-	-
Ice skating	-	1(5.9)	1(2.3)	-	-	-
Wrestling	-	2(11.8)	2(4.7)	-	-	-
Yudo (Judo)	-	1(5.9)	1(2.3)	-	-	-
계	26 (100.0)	17 (100.0)	43 (100.0)	19 (100.0)	10 (100.0)	29 (100.0)

<Table 3>Athletic Teams at Secondary Schools (Jung et al., 2001) N(%)

		Male teams			Female teams		
		middle	high	total	middle	high	total
C o a c h	None	4 (16.7)	-	4 (9.8)	8 (42.1)	2 (22.2)	10 (35.7)
	Female	-	-	-	3 (15.8)	2 (22.2)	5 (19.2)
	Male	20 (83.3)	17 (100.0)	37 (90.2)	8 (42.1)	5 (55.6)	13 (50.0)
	Total	24 (100.0)	17 (100.0)	41 (100.0)	19 (100.0)	9 (100.0)	28 (100.0)

<Table 4> Ratio of sex in coaching positions (Jung et al., 2001) N(%)

V. Conclusions

An increasing number of scholars, PE teachers, and coaches have been concerned about SE in Korea being in a crisis. The most important problem of SE in Korea includes lack of connection among SPE, LSE, and ESE. First of all, the status and quality of SPE should be elevated in terms of the increase of PE classes in K-12 and good facilities (e.g., gymnasiums, swimming pools).

For this, all SPE programs need to make efforts to provide students with alternative curriculum in meeting their needs. Most of them have little desire to learn traditional PE activities which they find boring, since they are being taught the same or similar contents from elementary to secondary schools (You, 2002a). Thus, SPE programs should provide adolescents with physical activity values. Possessing the values of participating in physical activities offers an opportunity to encounter and explore the meaning of learning in SPE.

Then, children and adolescents may want to participate in leisure sports after school and on weekends with their family, because they feel physical activity is important for their health and well-being. As sport populations increase, most community clubs are willing to provide all ages with better sport programs and instructors. Then, the status of sport instructors will try higher and sport instructors are trying to acquire more professional pedagogical knowledge in effectively teaching sports. In addition, as the number of young population in sport clubs is greatly increased, the school athletic teams will not be the only place for recruiting the professional or national athletes. Finally, student athletes will be able to study school subjects like other students, to exercise sports afterschool or on weekends only, and to prepare for their future careers.

For this, the efforts of academic communities and professional associations that encompass scholars, teachers,

administrators, and coaches in the SE fields are necessary to solve the current problems and issues, and to promote the quality of SE in Korea.

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