



Conflicts among stakeholders regarding the new academic system in the Korea University Sport Federation

Benjamin H. Nam, Deockki Hong, Racheal C. Marshall & Jeongho Hong

To cite this article: Benjamin H. Nam, Deockki Hong, Racheal C. Marshall & Jeongho Hong (2018) Conflicts among stakeholders regarding the new academic system in the Korea University Sport Federation, *International Journal of Sport Policy and Politics*, 10:3, 597-613, DOI: [10.1080/19406940.2018.1470997](https://doi.org/10.1080/19406940.2018.1470997)

To link to this article: <https://doi.org/10.1080/19406940.2018.1470997>



Published online: 21 May 2018.



Submit your article to this journal [↗](#)



Article views: 35



View Crossmark data [↗](#)

ARTICLE



Conflicts among stakeholders regarding the new academic system in the Korea University Sport Federation

Benjamin H. Nam ^a, Deockki Hong ^b, Racheal C. Marshall^c and Jeongho Hong^d

^aEducational Leadership and Policy Studies, University of Tennessee, Knoxville, TN, USA; ^bKinesiology, Allied Health, and Human Services, University of Northern Iowa, Cedar Falls, IA, USA; ^cEducational Psychology and Counselling, University of Tennessee, Knoxville, TN, USA; ^dInternational Sports Studies, Dankook University, Chunan, South Korea

ABSTRACT

This study examined the conflicts of interest regarding the new student-athlete eligibility system (SES) among diverse stakeholders, including the collegiate sports governance, coaches, student-athletes and parents in the current Korea University Sport Federation (KUSF) system. The new academic regulation requires student-athletes from the KUSF member institutions to maintain an academic Grade Point Average (GPA) of 2.0 (C) on a 4.5 scale to be eligible to compete. This study investigated each stakeholder group's specific viewpoints and positionalities towards the new academic regulation for student-athletes embedded in the sociopolitical and sociocultural phenomena in South Korea. A total of 25 participants from four different stakeholder groups consisting of (1) KUSF administrators, (2) college coaches, (3) student-athletes and (4) parents were interviewed regarding the conflicts of the SES. Grounded in critical conflict resolution theory and practice, this study indicated that the academic support system for student-athletes needs to be improved, respecting coaches' job security, solving scheduling conflicts between academics and athletics as well as reducing the overemphasis on winning. Overall, this research provides a new insight into the formation process of conflicts among different conflicting groups in a new collegiate sports system and plausible conflict resolution agendas and their limitations.

ARTICLE HISTORY

Received 10 July 2017
Accepted 24 April 2018

KEYWORDS

Korea University Sport Federation; student-athlete eligibility; conflicts; academic regulation; college sports; social justice

Introduction

South Korea has achieved a remarkable athletic success in the global sporting arena in the past few decades, following government investment in fostering potential national representatives in primary education through higher education since early 1970s (Park and Lim 2015). For example, national athletes have ranked in the top 10 multiple times in both Summer and Winter Olympics since the 1984 Los Angeles Games (Ha *et al.* 2015, Lee 2016). Yet, numerous studies have recently underlined various forms of social justice and corruption issues involved in the elite school sports system, including deprivation of educational rights, physical violence and punishment by coaches (Park *et al.* 2012a, Ha *et al.* 2015, Lim *et al.* 2015, Nam *et al.* 2017). Match-fixing, biased judgement and bribery are also common college admission issues (Park and Lim 2015, Won and Hong 2015, Nam *et al.* 2018a). In particular, a lack of educational rights affects the post-retirement career of college student-athletes directly, causing life challenges such as social exclusion, depression and mental illness (Park *et al.* 2012b, Bejar *et al.* 2017, Nam *et al.* 2018b).

The Korea University Sport Federation (KUSF) was established in 2010 to protect student-athletes and normalise college sports by developing new academic policies and practices (Park and Lim 2015). Thus, the South Korean athletic society expects the KUSF to play a crucial role in influencing non-conforming elite school sports systems in both primary and secondary levels by enhancing academic integrity of student-athletes in the higher education sector (Nam *et al.* 2018a). Given this, the collegiate sports authority recently implemented a new student-athlete eligibility system (SES) beginning with the 2016–2017 academic year. Thus, student-athletes from the KUSF member institutions are currently required to maintain an academic GPA of 2.0 (C) on a 4.5 scale to be eligible to compete (KUSF 2016a). Yet, the KUSF's rapid policy development and implementation without considering diverse stakeholders' opinions produced conflicts. In this regard, South Korean news articles recently pointed out that the new academic regulation is quite paradoxical, causing sociopolitical and sociocultural conflicts among diverse stakeholders. Namely, the authorities implemented the new academic regulation without appropriate counterplans against academic failure of student-athletes due to the limited infrastructure of academic support services among the member institutions (Herald Business 2017, Lee *et al.* 2017).

Although a number of recent studies have contributed significantly to the body of literature on the overall structural problems of the elite school sports system (Park *et al.* 2012a, Ha *et al.* 2015, Lim *et al.* 2015, Park and Lim 2015, Won and Hong 2015, Nam *et al.* 2017, Nam *et al.* 2018a), previous studies paid scant attention to the most recent conflicts among the main stakeholder groups, such as the authorities, coaches, student-athletes and parents. Notably, even though these studies primarily aimed to advocate for student-athletes' learning rights through investigating the roles of civil society, media and academia (e.g. Park *et al.* 2012a, Lim *et al.* 2015, Nam *et al.* 2018a) or find existing governmental and societal challenges as to the holistic wellness of student-athletes (Park *et al.* 2012a, Bejar *et al.* 2017, Ha *et al.* 2015, Park and Lim 2015, Won and Hong 2015, Nam *et al.* 2017), the previous scholars overlooked the coaching and parental roles and their specific voices as to the interrelationship between athletics and academics in the South Korean elite school sports system. Hence, it is important to reflect each stakeholder's perception regarding the implementation of the new academic regulation. Otherwise, resolving the conflicts can be a challenge, causing persisting sociocultural and sociopolitical debates in the South Korean athletic society. Therefore, the purpose of this study was to examine different conflicts of interest among stakeholders regarding the new academic regulation and consider the ways to improve the currently ongoing structural problems.

To this end, this study reviewed the historical context of the development of the elite school sports system and academic regulation in South Korea. Then, the current study underpinned a conceptual framework of critical conflict resolution theory and practice (CCRTP; Hansen 2008) to explore conflicts among different stakeholder groups. Briefly, a critical approach aims to empower social minority groups to fight for their basic rights and social needs (Fay 1987). This approach is useful to analyse and interpret conflicts that entail inequality and hierarchical relationships in diverse political and social conditions (Sage 1998). Notably, Hansen (2008) highlighted that critical theory can motivate conflict resolution practitioners, such as mediators, negotiators, facilitators, trainers and educators, to develop essential conflict resolution strategies. Accordingly, the authors interviewed 25 stakeholders consisting of KUSF administrators, college coaches, student-athletes and parents. Overall, this study examines the current sociocultural and sociopolitical conflicts regarding the new academic policy in KUSF.

Relevant policy review

The development of an elite school sports system in South Korea

The initial model of an elite school sports system in South Korea was developed based on the athletic specialist system (ASS) under the first military regime of Chung-Hee Park (1961–1979) by

adopting the ideology of communist sports, which were largely promoted by the Soviet Union and East Germany (Park *et al.* 2012a, Nam *et al.* 2017). The Park military administration used sport to participate in geopolitical competitions against both North Korea and Japan. The regime's belief was that an athletic superiority against their geopolitical rivals would emulate the fostering tactics and cultures from some of the leading communist states (Nam *et al.* 2017).

The ASS was significantly reinforced by the next military regimes of Doo-Hwan Chun (1980–1988) and Tae-Woo Roh (1988–1993) who expanded the number of elite school sports programmes nationwide. The regimes assigned local entities to foster elite student-athletes and promote local and regional rivalries through the National Sports Festival (NSF) and other national championships (Nam *et al.* 2018a). The NSF has been the largest and most popular annual sporting event in South Korea that boosts local and regional cohesions and pride among athletes, government officials and more diverse groups of individuals (Chang *et al.* 2017).

The ASS provided privileges to high school student-athletes in obtaining college admissions and scholarship opportunities. In this regard, if they earned medals in national contests, they could gain these benefits without any academic standard requirements, such as high school GPAs and national college entrance exam scores (Park and Lim 2015). Coaches often use harsh tactics to increase the rate of winning, committing physical violence and punishment to their student-athletes and forcing them to prioritise athletics over academic work (Park *et al.* 2012a). Parents often bribe coaches in order for their children to obtain college admissions as athletes. In addition, referees who deal with match-fixing and biased judgement regarding college admissions are also involved in bribery. Thus, the overall structural problems have hampered the society to create a wholesome sporting culture, causing social justice and corruption concerns in both academia and athletics (Nam *et al.* 2018a).

Due to the overall structural problems of the ASS, the School Sports Promotion Law (SSPL) was instituted in 2012 (Lim *et al.* 2015). Regarding the idea of SSPL, the government adopted the Western-based community development model, the so-called 'Sports for All' that is largely promoted by social welfare states (e.g. UK, Canada and Australia) (Hong 2012, Ha *et al.* 2015, Won and Hong 2015). This model was implemented to promote a movement of 'Sports for All' into all school sports levels and create a positive environment where both elite school sports and club sports can be balanced. This means elite student-athletes' educational rights and holistic wellness should be more respected, encouraging them to participate in both classroom and social activities. In the meantime, general students' physical activities and sports participation should be more encouraged. Therefore, all students can enjoy school sports regardless of their athletic abilities and levels (Park and Lim 2015, Won and Hong 2015).

Academic regulation development by the KUSF

Along with the enactment process of the SSPL, the Ministry of Culture, Sport and Tourism established the KUSF in 2010 as the official collegiate sports authority to promote academic integrity and amateurism of student-athletes (Nam *et al.* 2018a). The main achievement of the KUSF was the implementation of the SES adopted from the National Collegiate Athletic Association (NCAA) in the United States (KUSF 2016a, 2016b). According to Nam *et al.* (2018a), a few Korean scholars presented policy research reports as to the necessity of the foundation of a new collegiate sports governance system at the Sport Institute for National Unification symposium in 2009 (Kwon 2009, Lee 2009). Their scholarly works highlighted the American NCAA system as a prominent collegiate sports authority, considering its history, size and ability to govern member institutions through strict academic regulations. Therefore, the Korean scholars emphasised the importance of establishing a new collegiate sports authority modelled by the NCAA, including academic policies and practices.

The SES has adopted core academic policies of the NCAA, which is to promote academic integrity and amateurism of student-athletes who compete in member universities. The NCAA-based regulations reinforced the SES that student-athletes must maintain an academic GPA of 2.3

on a 4.0 scale to keep their student-athlete status, which was 2.0 on a 4.0 scale (NCAA 2017). The KUSF also adopted SES. In other words, if a student-athlete's overall GPA is below 2.0 (C) on a 4.0 scale, they would not be eligible to compete in championships or leagues organised by the KUSF (KUSF 2016a).

Although the NCAA has continually reinforced academic standards for student-athletes, structural problems have emerged. Callahan (2004) stated that university athletic programmes have become capitalist enterprises, which often affect student-athletes' academic and personal integrity because of the societal expectations that winning is often perceived as success. Benford (2007) claimed that student-athletes are often involved in commercialisation, which certainly produces entertainment; however, university athletics frequently exploit them to make profits through advertising, media coverage and ticket sales. Sports agents often attempt to recruit potential professional athletes among college student-athletes (Benford 2007). Thus, the holistic well-being of student-athletes is also often overlooked, treating college student-athletes as sport commodities (Donnor 2005, Kahn 2007). Even though the SES has continued to be reinforced since 2004 in the United States, many student-athletes have often violated the academic policies, and membership institutions are persistently penalised due to the excessive commercialism (Lumpkin 2015). In this context, student-athletes frequently face challenges in their academic life. They have limited skills to set long-term athletic goals and manage their times and budgets without essential life skills and problem-solving skills (Petrie *et al.* 2011). However, KUSF did not consider the potential problems and conflicts among stakeholders when the SES was implemented.

Critical conflict resolution theory and practice

In examining conflicts that produce acute tensions and oppositions in power dynamics, Hansen (2008) developed a conceptual framework of CCRTP. The fundamental concept of conflict represents a power struggle amongst different social groups that create dissension and segmentation in a society (Giddens and Sutton 2014). Dahrendorf (1958) asserted that conflict produces power relations between opposing parties regarding their perceived values. In power dynamics, human society often harms or eliminates its counterparts. March and Simon (1958) stated that conflict is often intertwined with decision-making processes in which individuals or groups often face challenges due to unexpected situations.

Grounded on a critical approach, sports scholars have examined conflicts among diverse interest groups. For instance, Eitzen (1988) examined the fundamental nature of sport that creates conflicts and deviance in sport through unit analysis of social structure, social organisations, social conditions, and the nature of power, inequality and exploitation. Eitzen (1988) argued that society often uses athletes to accomplish their own ends. Particularly, in capitalist society, athletes are often utilised as money-making instruments. Thus, they are often exploited, causing conflicts and violations among various stakeholders both in local sport communities and in national sports society (Luschen 1976). Moreover, Fahlén (2017) expressed that sports policymakers also have conflicts with diverse stakeholders, facing dilemmas in the policy implementation processes, which reduces mutual trust and collaboration efforts. A lack of communication between policymakers and stakeholders discourages diverse individuals from participating in sporting activities. Hence, without intervention, stakeholders' expectation about the new policy can be overlooked, preventing them from gaining new knowledge while increasing ongoing conflicts (Fahlén 2017).

Hansen (2008) highlighted the positive implications of fostering critical conflict resolution practitioners. Initially, *critical conflict resolution mediators* need to understand the nature of power in diverse sociocultural and sociopolitical contexts, such as 'gender, class, racial, ethnic or other group membership'. Thus, it is important to identify appropriate individuals or groups who have abilities to comprehend the power differentials and can fairly intervene with people with different interests in the society. Moreover, *critical conflict resolution negotiation* illustrates the abilities of individuals or groups who understand the challenges of the existing systems and

power dynamics, such as funding structure and social or community service. Thus, perhaps such public administrators or social agents can serve to construct mechanisms for the social minority groups. Also, they can be social workers, university educators or administrators who can develop a code of ethics to protect social minorities. Additionally, *critical conflict resolution facilitation and training* describes the capacity of groups or agencies to organise workshops to reduce societal powers and increase mutual understandings among differential interests of people or groups. The groups or agencies can offer specific training programmes to develop the essential abilities to reconcile the society. Finally, *critical conflict resolution education* refers to classroom instruction that recultivates 'conflict resolution skills and participatory democracy' from kindergarten level through secondary education level. In this regard, it is noted that school teachers play crucial roles in influencing students to understand the meaning of social justice and social structure at early age to become the next generation of potential critical conflict resolution practitioners.

Overall, the concepts of conflict have significantly been developed within a wide variety of academic fields such as sociology (e.g. Dahrendorf 1958), psychology (e.g. Murray 1959), behavioural science (e.g. Kremenyuk and Zartman 2009) and organisational studies and management (Pondy 1967). These concepts are closely intertwined with the concepts of a critical approach since the nature of power and its interrelationship with social justice issues involve in diverse political, social and cultural conditions. Yet, there are still certain limitations to clarify particular versions of conflict theory because its concepts may have been less developed in some academic areas. From these standpoints, although sports scholars have made efforts to examine diverse sociopolitical and sociocultural conflicts by underpinning a critical approach, their scholarly works have paid little attention to developing certain conceptual frameworks. Thus, within the context of sport, the concepts of CCRTTP can be a useful conceptual framework to analyse the conflicts among stakeholders regarding the new academic regulation in the KUSF system because it is important to identify the best practitioners to reduce the conflicts and normalise the college sports system as well as the overall structural problems. Notably, it is important to identify potential groups who better understand the current social and political conditions in the South Korean elite school sports system. It is worth interpreting their potential roles and limitations regarding conflict resolution. Therefore, it is significant to contribute to sports policy literature by adopting the concepts of CCRTTP in a specific regional context. Based on the conceptual considerations, the following research questions guided this study:

RQ1: What were the specific conflicts among each stakeholder group regarding the new academic regulation?

RQ2: Which groups of people can take the potential roles of conflict resolution practitioners and what are the limitations of their roles?

Method

The current study adopted a qualitative method in examining conflicts among stakeholders regarding the new SES implemented by the KUSF. Individual interviews were conducted with diverse groups of individuals who can best describe the subject of the study and the research questions. To collect the interview data, 25 participants were recruited and divided into four diverse groups using purposeful and snowball sampling methods (Merriam and Tisdell 2016): (1) sports administrators from KUSF ($n = 6$), (2) university coaches ($n = 6$), (3) student-athletes ($n = 6$) and (4) parents ($n = 7$). Notably, three of the parents and student-athletes were biologically related. Athletic directors were not recruited because a number of full-time and tenured university professors were in charge of university athletic programmes as the athletic directors. Pseudonyms were used to protect the identities of participants (see Table 1).

Table 1. Demographic information of the participants.

Pseudonym	Age	Gender	Position	Role/Sport
Chang-Ho	59	Male	Sports administrator	Regulation management
Hong-Kyung	34	Female	Sports administrator	Regulation management
Dal-Gu	33	Male	Sports administrator	Regulation management
Dal-Sung	58	Male	Sports administrator	Regulation management
Ei-Young	30	Male	Sports administrator	Regulation management
Gi-Sam	29	Male	Sports administrator	Regulation management
Gu-Joong	40	Male	Head coach	Judo
Hae-Jong	29	Male	Assistant coach	Rugby
Jae-Nam	30	Male	Assistant coach	Taekwondo
Jin-Bae	36	Male	Assistant coach	Baseball
Jong-Sung	32	Male	Assistant coach	Soccer
Jun-Kyu	32	Male	Assistant coach	Basketball
Yoo-Jin	23	Female	Student-athlete	Golf
Young-Ha	20	Female	Student-athlete	Handball
Won-Il	21	Male	Student-athlete	Rugby
Won-Sang	22	Male	Student-athlete	Baseball
Young-Jong	21	Male	Student-athlete	Basketball
Young-Mu	21	Male	Student-athlete	Soccer
Ji-Eun	39	Female	Student-athletes' mother	Handball
Mi-Yeon	46	Female	Student-athletes' mother	Handball
Myung-Jin	51	Female	Student-athletes' mother	Soccer
Sang-Do	58	Male	Student-athletes' father	Golf
Su-Ok	47	Female	Student-athletes' mother	Basketball
Sung-Hee	55	Female	Student-athletes' mother	Soccer
Sang-Rok	57	Male	Student-athletes' father	Soccer

The data analysis included reading all transcripts and then using an open-coding procedure to classify the initial themes into four categories based on each participant's group listed above. Next, the axial-coding procedure was conducted to specify potential themes through mutual communication on numerous occasions. Finally, a selective-coding procedure was conducted through mutual discussion to find the most frequent experiences and perceptions, identifying the participant groups' positionalities towards the new SES (Merriam and Tisdell 2016). The data analysis revealed the final themes that were organised to represent the central arguments, describing core ideas of the diverse participant groups (see Table 2).

In the nature of qualitative study, several criteria were utilised with respect to trustworthiness. Initially, credibility was accomplished as the authors collected diverse archival data and recruited participants to conduct qualitative interviews. Two authors conducted semistructured interviews with all participants to avoid bias by allowing them to answer all interview questions flexibly in terms of misinterpretations (Merriam and Tisdell 2016). Additionally, dependability encompasses presenting the research procedure to derive specific findings coherently (Sparkes and Smith 2014). Hence, the authors developed an interview protocol and organised questions based on advice from experts who previously conducted research in this given topic. The authors audiorecorded and transcribed all interviews. The interviews ranged from 25 to 45 minutes in length. Two authors transcribed and translated every interview in order to code appropriate themes. The transcripts were sent to the participants for member-checking (Lincoln and Guba 1985).

When conducting cross-language qualitative research, researchers often face challenges in constructing valid data (e.g. transcripts), unless they are conducting research in a major language (Lincoln and González 2008). However, three authors were fluent in both Korean and English; thus, based upon the participants' consent, the authors translated the transcripts (Temple and Young 2004). For accuracy, as part of the audit process, the translated transcripts were sent to two other bilingual scholars who were not involved in the current study (Creswell 2013). Thus, this study described how diverse stakeholders could express their interests and their needs in regard to the rapid academic regulation change and fairly depicted their positionalities in the current debates

Table 2. Summary of central arguments among stakeholders regarding new SES.

Stakeholder group/core ideas	Descriptive core ideas	Frequency
<i>KUSF Administrators</i>		
(a) An appropriate time to implement the new SES	All participants emphasised the importance of timing to implement the new SES as vehicle for advancing the next step forward.	General
(b) Justification of the authority	Most participants perceived that the authority should be more enhanced, but limitation to see the poor infrastructure of academic support system.	General
(c) Excessive triumphalism among member institutions		General
(d) Limited supports from university academic communities	Most participants perceived that excessive triumphalism among river universities hinders student-athletes to cultivate academic integrity. Most participants pointed out the limited supports from university presidents and professors due to their beliefs that winning can raise school reputations and funding.	
<i>Coaches</i>		
(a) Importance of academic integrity of student-athletes	All participants acknowledged about the importance of academic integrity of student-athletes. However, it is not the best time to implement the new SES due to the limited infrastructure of academic support services and its entailing programmes.	General
(b) Job security	All perceive that their job security can be assured based on the rate of winning; thus they are obsessed forcing student-athletes to prioritise athletics over academics. More than half of the participants perceived that they feel excluded from mainstream athletic society, being treated as rebels who fundamentally disregard educational rights for student-athletes. More than half of the participants do not believe that mimicking the American NCAA's regulations because of the current financial circumstances of the KUSF and its member institutions to launch academic support services	General
(c) Social exclusion		General
(d) Opposition to mimicking the American NCAA system		Typical
<i>Student-Athletes</i>		
(a) A lack of academic support	All participants mentioned the poor infrastructure of the academic support system; thus student-athletes face challenges to cultivate academic integrity.	General
(b) Anxiety about failure of both athletics and academics	All participants perceived that it is risky to balance both athletics and academics due to the current poor infrastructure of academic support. In the meantime, they were not confident to meet the new SES criteria yet.	General
(c) Scheduling conflicts	All participants were still in scheduling conflicts between academics and athletics. Thus, it is still difficult them to engage in class activities.	General
<i>Parents</i>		
(a) A lack of academic support	All participants mentioned the poor infrastructure of the academic support system; thus student-athletes face challenges to cultivate academic integrity.	General
(b) Obedience to coaches	Most participants were heavily relied on coaches' authorities and their leadership even if their children need to study. Most participants' expectation about their children's athletic success was higher than academic success since they have fully supported financially and emotionally.	Typical
(c) High expectation about their children's athletic success over academic success		Typical

General (all or all but one of the cases); typical (more than half the cases); and variant (half the cases or less).

regarding the new academic regulation. Finally, in fulfilling confirmability, the investigators acknowledge that the findings were analysed based solely on experiences and thoughts of the participants (Shenton 2004). In this regard, interviews from multiple groups were compiled and analysed fairly to avoid biases from the authors.

Findings

The KUSF administrators

The KUSF administrators who oversee the new SES raised several concerns. The administrators argued that university athletics often overlooks the existence of the authority and its roles, even though it attempts to promote an academic reform movement. In particular, the administrators

expressed lamentations with respect to the recent conflicts generated by the athletic society and its diverse stakeholders.

Chang-Ho, a male senior sports administrator, argued, 'even though we developed academic policies and reinforced academic regulations, it is frustrating that the sporting culture hasn't changed. Basically, it's the same as in the past'. This means that college coaches do not respect the authority and still require their student-athletes to prioritise athletics over academics. Thus, the authority emphasised that the new SES needs to be implemented to promote the academic reform movement. In the meantime, it expects to gain a strong authority to govern member institutions. Namely, the authority could penalise member institutions in the case of academic violation (i.e. the 2.0 rule). Dal-Sung, another senior sports administrator, stated,

Coaches and student-athletes may think they are harmed by the authority because we set the academic standard quite high and we are requesting too much from them. This means they are not confident they can make it and are not able to maintain academic eligibility to compete ... I will tell you what. Actually, it's not that difficult to be eligible. That's just a very basic GPA and they can surely make it. It's just a C grade. I believe if student-athletes come to class diligently, they can pass the courses and meet the requirements to compete.

The KUSF further announced the implementation date for the new SES 2 years in advance. Hence, the membership universities had enough time to prepare for the new academic regulation. Dal-Gu, a sports administrator, described, 'we clearly announced that the new academic regulation will be implemented for the 2016–2017 academic year. We mutually communicated with the athletic directors from our membership universities. They already knew it'. Ei-Young, a sports administrator, also explained their regulation and said,

Our regulation clearly stated that membership universities must assure student-athletes' learning rights and they need to provide appropriate academic support programmes. I'm not sure how they offer the programmes, but a number of the institutions do well. Considering their student-athletes' academic GPAs, most of them are around 2.5 and some of them are nearly 3.0 which allows them to safely compete. We believe that every membership university can meet the criteria of the new regulations if their student-athletes make basic efforts to engage in academics.

The authority also viewed that educational rights of student-athletes are frequently disregarded due to some of the athletic programmes from high-profile private universities who desire to demonstrate athletic superiority over their rivals. Dal-Sung explained, 'the most well-known case is the rivalry between Korea University and Yonsei university where most high school student-athletes aspire to obtain admissions. The two rival schools annually compete in few team sports, including basketball, baseball, soccer and ice hockey'. By the same token, similar rivalries are formed based on the school-tier levels. Chang-Ho further illustrated,

Winning against their rival universities can be extremely important for their alumni. It affects fund raising through the amount of donation from alumni. Basically, that's the way university athletics can be managed. For these reasons, university athletics force their student-athletes to prioritize athletics over academics, and the entire university communities overlook academic integrity of student-athletes. If these top-tier universities respect the new academic rules and regulations and obey the authority, the universities will abide naturally.

Due to the limited authority to rule member universities as a new collegiate sports authority, the administrators perceive that university presidents and professors should empower the authority. Yet, they have some concerns about the roles of presidents and professors because university athletics have conventionally been used as tools to raise school reputations and funding by the educational leaderships in higher education. Therefore, the administrators emphasised the importance of increasing public attention through media and civil society that can criticise the exploitation issues regarding student-athletes. They also believe that it is important to heighten international attention through a global network with the American NCAA by further developing academic regulations and the infraction committee to penalise member universities for academic violation.

Coaches

Although all coaches commonly agreed that they would obey the new academic regulations implemented by the authority, recognising the importance of the academic integrity of student-athletes, they expressed that there are certain inequality issues regarding their job security. In the cases of our participants, only two of them held full-time positions and the rest had part-time positions. The part-time coaches commonly perceived that the authority may argue that university athletics may secure their jobs even though they lose. Regarding this argument, Jun-Kyu, a basketball coach, described,

If we lose, we may get fired. Even if the authority or society or whoever says our job can be secure, the reality is that university athletics may replace us if we constantly lose. We know that they keep looking for other potential coaches who can win more... I have coached at a couple of school teams [one middle school and one high school], but I haven't kept my jobs more than two years. That's the reality.

Jae-Nam, an assistant taekwondo coach, also shared that he has been a university taekwondo coach for about a year, and he is often being pressured by his head coach to increase individual athlete's winning rates. He stated, 'getting a coaching position in individual sport may be more competitive than those in team sports like soccer, basketball and baseball, because there are less teams at the collegiate level'. Until he obtained his current job, he was a taekwondo master in a local community for a few years.

Gu-Jung, a full-time judo coach, also experienced being a judo master in a local community and shared, 'instructing as a judo master in a local community was a lot more insecure compared to coaching in school sports. Honestly, I do not want to lose this coaching position ... So, I actually force my athletes to practise hard, and sometimes use harsh tactics [verbal violence and physical punishment] to increase the rate of winning'. Hence, most coaches acknowledged that depriving their student-athletes of their learning rights and using their power to control them are inappropriate; nevertheless, if they increase their winning rate, they can potentially maintain their coaching positions and in turn their student-athletes can potentially have chances to become professional athletes. For these reasons, they force their student-athletes to prioritise training and winning over cultivating academic integrity. Hence, the coaches argued that if the universities secured their positions with a stable wage, they would be willing to respect the new academic regulations regardless of their team's performance. Overall, the coaches believed that their roles in university athletics are to secure winning performances and create opportunities for their student-athletes to become professional athletes in order to protect their jobs.

Furthermore, coaches commonly raised a critical question regarding the new academic regulation. They perceived that this is not the best time for the KUSF to implement the SES; yet, because of a lack of academic support services in their current universities, Jun-Kyu shared,

It is certainly illogical for the authority to launch the SES without any counter plans of failure of our student-athletes because a majority of them cannot meet the GPA requirement to be eligible. Even professors and their classmates do not help them adjust to academics. Who can help them maintain their GPAs? I don't think anyone can do that now ... If they cannot compete because of the academic violations, they may not compete in professional leagues. Then who will be responsible for their life? I don't think the authority will be responsible for their post-retirement career.

Coaches also argued that the entire South Korean athletic society treats them as the enemies who prevent the wholesome university sporting culture. In this regard, the media often criticises them as those who often abuse or exploit student-athletes. Hence, they feel excluded, as no one endorses them in the general South Korean society. Jun-Kyu expressed,

We, coaches, are certainly social minorities in our athletic society. We have some communication problems with the authority. When it comes to public forums hosted by the authority or other sports organizations regarding academic issues involved with student-athletes. They never invite us, but journalists, professors, and even parents... So, they basically don't know our needs, just forcing us to follow their rules, which we still don't know.

Further, coaches do not believe that mimicking the philosophy of the American NCAA and its regulations is appropriate because of the current KUSF system. Gu-Jung stated, 'the current KUSF member universities do not make any profits through their athletic programmes because the university sports are not popular like the NCAA'. In other words, the KUSF is completely different from the NCAA in consideration of the size, funding sources and the academic support system. In particular, the coaches argued that unless the KUSF distributes funding for educational support of athletes, student-athletes will gain minimal educational experiences while making efforts to balance academics and athletics because most member institutions will not spend extra funding on launching academic support services.

Student-athletes

Student-athletes had diverse voices regarding the new academic regulations that were influenced by rapid sociopolitical and sociocultural climate changes. These systemic shifts caused confusions, anxiety and fear regarding academic eligibility as student-athletes. Hence, the new regulation is paradoxical and should not have been implemented unless an appropriate academic support system is precisely regulated. Such support should provide both academic advising and mentoring as well as vocational training programmes to help students gain competitive occupational opportunities after graduation. Kang-Suk, a current soccer student-athlete expressed, 'I'm not really confident to study because soccer is the only thing I can do well. So, I'm sort of afraid of trying to study'.

On the other hand, Yoo-Jin, a female golfer who already experienced this anxiety prior to becoming a student-athlete in collegiate sport, shared,

Actually, I entered university a little later than most student-athletes [two years older than her college entrance cohort] because I initially pursued a professional career right after my high school graduation. In my senior year of high school, I heard that student-athletes in the current KUSF system could have restricted athletic engagement. So, my parents and I decided to pursue a professional career first, but I realised that not every athlete can be successful professional athletes ... due to my failure of a professional career, I strongly advocate that student-athletes need to study.

Student-athletes on team sports pointed out the existing structural problems regarding scheduling conflicts. Won-Sang, a student-athlete in baseball, shared,

My school is in Seoul, so we have classes on the Seoul campus, but our facility is in another local area. Because of this, our baseball team travels about an hour to have main practice in the afternoon ... Sometimes my coach orders us to stay for a few days in that area because he thinks travelling every single day is sort of frustrating, so we stay in the dorm rooms in baseball facilities.

This sporting culture has been common, as most student-athletes stated that they usually practise more than three times a day. Young-Mu, a student-athlete in soccer, shared, 'my school usually practiced several times daily, so we usually don't think about coming to class even though we have time to come to class because we are too tired, thus balancing both athletics and academics is a challenge'. College student-athletes have generally been experiencing this athletic culture since they were even in secondary education; thus, taking rest and regaining physical stamina would be more valuable for them than would gaining academic knowledge in class to maintain the level of athletic performance and prevent injury and fatigue. In turn, they believe that their athletic performance can increase their chance to become professional athletes.

Parents

Parents also commonly argued about the structural problems of the new academic regulation and the elite school sports system. Although promoting the academic reform movement in South Korean athletic society is an important step, the rapid elite school sports policy paradigm shift and

its sociocultural change may not be justified without the infrastructure of an academic support system from primary education to higher education. Hence, they perceived that their children are not prepared to cultivate academic integrity yet. Parents also emphasised that the policy should have aimed at developing academic support programmes for both primary and secondary school student-athletes first, and then the academic regulation should have been reinforced in higher education next. Myung-Jin, a mother of soccer student-athlete, perceived,

My kid has been focusing solely on athletics since elementary school, and he has barely experienced formal class activities so far. I wish somebody helped him cultivate academic habits, but in school, there were no such academic counselling and mentoring programs. At least, schools in primary and secondary education should provide appropriate programs now, so our student-athletes can have more competence to study at college level. Otherwise, it is difficult for them to engage in academics.

In terms of parental roles in the context of coaches' powers, parents showed a strong reliance on coaching leadership because they believe that coaches are the ones who make decisions for their children's sport participation. If they do not obey the coaches, their children may not have opportunities to compete. Particularly, the nature of intercollegiate athletics their children's athletic results can be related directly to the professional drafts or can assist them to sustain their athletic careers after graduation. For these reasons, even though parents understand the importance of academic integrity of their children and their academic engagement, they are cautious about expressing their children's needs for study. Su-Ok, a mother of basketball student-athlete, shared,

Although it is important to cultivate academic integrity and enjoy social life, like other general college students, my kid is obsessed about practice and competing because he believes that athletic success can lead him to become a professional athlete ... To be honest with you, if my kid cannot become a professional athlete, I will be upset, since I have supported him financially and emotionally. So, I still encourage him to practice hard.

Overall, parents had higher expectations and illusions about their children's athletic success compared to academic success, having limited knowledge about the new academic policy and practice. Their direct communication with the authority was limited. Therefore, interacting with their children and coaches allowed them to understand the recent sociopolitical and sociocultural climate changes in the elite school sport system.

Discussion and conclusion

With respect to the first research question, the findings demonstrated diverse factors of the power differentials which entail serious debates. The administrators from the KUSF strongly believed that it is the appropriate time to implement the new SES. The authority was obligated to play a crucial role in normalising the college sports system to justify the existence of the collegiate sports authority. Specifically, they perceived that the academic integrity of student-athletes cannot be improved due to student-athletes being forced to prioritise athletics over academics under coaches' social control. Thus, the authority's power to oversee the member institutions should be strengthened by university presidents and professors, although the educational leaderships have not fully supported them yet. Moreover, the authorities expect that every student-athlete at the member institutions can be eligible to compete as long as they make some efforts to take academics seriously, since the authority sets reasonable academic eligibility standards, which is 2.0 on 4.5 scale.

Meanwhile, the remaining stakeholder groups acknowledge that academic integrity of student-athletes is important; thus, they respect the authority and its new SES. However, they also perceive that the rapid implementation of the new academic regulation is quite paradoxical, since the authority and its member institutions have not considered the potential academic failure of student-athletes. Particularly, coaches expressed some of the critical issues regarding their job security, including winning, which can affect the school reputation and future professional careers

of their student-athletes after graduation. Both student-athlete and parent groups were anxious about the new academic regulation because they have focused solely on competitive level sports rather than academic engagement since they were youth athletes. They also argued about some of the remaining structural problems of the current elite school sports system, such as scheduling conflicts and coaches' authority.

In addition, the KUSF administrators referred to the NCAA's authority to oversee member institutions, gaining power to justify their existence. As the coach group mentioned, the current South Korean intercollegiate athletic system is completely different from the NCAA in which both the authority and member institutions do not have a budget to launch academic support services (e.g. mentoring and counselling programmes). Furthermore, the academic reform movement by the KUSF shows that the authority would vitalise sporting culture through supporting elite sports (KUSF 2016a, Nam *et al.* 2018a). In this sense, the KUSF aspired to promote the capitalist ideology of sport, imagining the Korean version of NCAA by increasing sports spectatorship and business enterprises similar to the American NCAA. Concerning the interrelationship between the KUSF and the American NCAA, it is important to note that student-athletes under the NCAA system have long been used to develop local and regional communities as well as national identity as sports commodities, frequently causing diverse ethical and social scandals (Sage 1998, Coakley 2006). Although university athletics contribute to increasing economic values and sports spectatorship, both athletic administrators and athletes have to deal with a wide range of ethical and social issues, such as racial relations (Cooper and Dougherty 2015, Love and Hughey 2015), gender inequality (Taylor and Hardin 2016, Taylor *et al.* 2017), sexual orientation (Bass *et al.* 2015) as well as exploitation of student-athletes in a power hierarchy that represents excessive commercialisation and commodification of big-time sports (Sage 1998, Coakley 2006).

With respect to 'ideological hegemony in big-time college sports', one of the most serious and persisting issues has been the academic integrity of student-athletes (Sage 1998, p. 234). Therefore, stakeholders in the NCAA system have been involved in diverse conflicts among stakeholder groups. From a critical perspective, Sage (1998) referred to Gramscian hegemony that frequently employs inequality and exploitation in a capitalist society. Thus, conflicts are often produced due to the power relations between ruling class and ruled class. Eitzen (1988) stated that the nature of conflicts and deviance in sport may cause a potential violence based upon unequal treatment and exploitation in the power hierarchy determined by the degree of sociopolitical and sociocultural conditions. These conflicts can be produced through false consciousness and social control mechanism, which ignore 'the socialization process through which individuals learn the cultural norms, values and ideologies' (Eitzen 1988, p. 195). From these perspectives, the sports system in South Korea and its structures represent a government-centric system through which the Ministry of Culture, Sport, and Tourism (MCST) distributes funding sources for every sport-governing body (Won and Hong 2015). Hence, the government officials hierarchically control school sports administrators and coaches who control student-athletes and parents (Park *et al.* 2012a, Lim *et al.* 2015, Nam *et al.* 2017, Nam *et al.* 2018a). This power dynamic certainly influences conflicts of interest groups through sociopolitical hegemony.

In terms of the second research question, it is significant to consider which groups of people can be the potential conflict resolution practitioners and what limitations can be emerged in their role by analysing the interplay among the four dimensions of the CCRTM (Hansen 2008). Initially, *critical conflict resolution mediation* needs to consider the individuals or groups who understand the nature of power in various sociocultural and sociopolitical conditions. Hence, it is crucial to consider which groups can best contribute to conflict resolution by comprehending the nature of power differentials. Given this, few critical scholars illuminated social activism protested by diverse individuals from civil organisations, journalism and scholars who engaged in public to fight for social justice in sport, making collective endeavours to influence the government to reform

educational rights policy (i.e. SSPL) and establish a new collegiate sports authority (i.e. KUSF) (Lim *et al.* 2015, Nam *et al.* 2018a).

These groups seem to understand the nature of power in the South Korean athletic society, potentially becoming critical conflict resolution mediation groups. Yet, one prominent limitation includes the inability to interpret the positionalities and reflections of coaches and parental roles regarding the interrelationships with the authority and student-athletes. In this regard, the previous studies commonly viewed coaches as unconditional abusers based on their self-interests and biased advocates of student-athletes; thus, both student-athlete and parent groups are considered as the exploitation cohorts under the coaches' social control (Park *et al.* 2012a, Lim *et al.* 2015, Nam *et al.* 2017, Nam *et al.* 2018a). Hence, they need to cultivate sensitivity to fairness and reduce bias regarding the coaches' positionalities. As the findings in the current study demonstrated, coaches often feel excluded and uninvited when it comes to communicating with other civil groups in the public forums or symposiums. Therefore, it is important to accept them as members of civil society by listening to their voices and drawing reasonable agreements through diverse public meetings. Perhaps, the conflict resolution mediators by referring to these populations mean those who understand the nature of power differentials in the South Korean athletic society and its culture well, but how they can fairly treat each group of interests, avoiding biases to resolute conflicts. As they advocated for educational rights and holistic wellness of student-athletes, it is as important as to respect the coaches' job security and social needs. Perhaps the mediators need to bridge the communication gaps between the governance and other stakeholder groups, increasing mutual understanding and awareness through diverse public forums and research activities.

Moreover, *critical conflict resolution negotiation* can be achieved when the experts can successfully respond to the existing challenges in a particular system, such as funding and social and community services. For the same reason, *critical conflict resolution facilitation and training* should consider the ability of groups or agencies to develop workshops or programmes to reconcile conflicts and increase mutual respects among power differentials. The potential groups that can adopt these roles include government officials, public servants and sports administrators from the MCST and Korean Sports and Olympic Committee as well as the Korea Sports Promotion Foundation (KSPO), all of which have been involved in sports policymaking decisions and distributing funding at a national level (Won and Hong 2015).

Notably, the KSPO has developed diverse vocational training programmes for retired athletes, mental coaching programmes and sports ethics programmes (Nam *et al.* 2017; Nam *et al.* 2018a). Although they have provided useful programmes for both retired athletes and coaches, only retired athletes can receive financial benefits to participate in their educational programmes. Thus, active athletes or student-athletes are not able to participate in the educational programmes. Additionally, not every coach can participate in the programmes due to limited budgets and the small size of enrolment (Nam *et al.* 2018a). Therefore, it is important to promote various educational and academic collaborations to develop and offer appropriate programmes to create more equal opportunities for the current student-athletes. In the meantime, those sports policymakers and administrators can enlarge the base of academic support programmes into both primary and secondary education sectors, anticipating positive outcomes by increasing the general educational level and academic integrity of youth and juvenile athletes in advance. In this regard, the conflict resolution negotiators, facilitators and trainers within the context of the South Korean elite school sports system mean those who contemplate on how collective endeavours can raise extra funding to develop academic policies and practices for all student-athletes in the primary education level in conjunction with the KUSF, providing appropriate academic support services to promote a prominent academic reform movement nationwide.

Finally, *critical conflict resolution education* aims to help students develop democratic traits, critical thinking, and problem-solving skills in kindergarten level through secondary education level. Thus, school teachers or school administrators play significant roles in helping their students comprehend the meaning of social justice in the contemporary society to become potential critical

conflict resolution practitioners. From a critical pedagogical perspective, Giroux (1988) stated that it is difficult for marginalised individuals to express their own critical voices. Thus, it is important for educational leaders to empower the minority groups to pursue their basic rights as committed members of the society. In this regard, South Korean student-athletes are often under pressure to pursue academic rights under coaches' control or are less confident to participate in class activities, often being stigmatised as an uneducated and ignorant cohort in school culture (Nam *et al.* 2018a). Hence, it is important to enlighten school teachers, administrators, athletic directors, coaches and parents, encouraging both the academic and athletic communities to respect educational rights and the importance of academic integrity of student-athletes at all school levels.

One critical issue involved with student-athletes is scheduling conflicts, although the KUSF regulated that every member institution needs to respect academic pursuit of student-athletes. This issue is also ingrained into both primary and secondary education levels. Thus, administration leaders (e.g. university presidents, school principals) need to muse the meaning of social justice in education and sport, encouraging their student-athletes to engage in class activities, so that they can feel sense of belonging as well as cultivate the democratic mindsets as accepted members of the mainstream society. In so doing, they can become potential conflict resolution educators for the next generation. Therefore, the meaning of critical conflict resolution educators means in this context those who contribute to educational and social development, promoting equal learning opportunities for all student-athletes in educational and athletic administration.

Overall, the paradigm shifts in elite school sports policy pushed for academic reform to support learning rights of student-athletes; however, it is still in conflict with the infrastructure of the academic system. Specifically, tensions in job security, cultural biases and academic supports have not evolved to support the policy changes. Despite the tensions between the thesis and the antithesis between sport and academics, scholars need to continue their exploration of how to achieve new procedures, guidelines and supports to ensure that policies consider the opposing circumstances, goals, values and recognitions of student-athletes, coaches, instructors and parents. Even though the KUSF attempted to reinforce the academic policies to increase attention to the academic integrity issues involving student-athletes in the South Korean collegiate sports system, its missions and objectives cannot be respected, as numerous stakeholders pointed out the absence of an academic support system available to student-athletes in the KUSF system. Moreover, the weak academic foundation in both primary and secondary education could cause continual conflicts among diverse stakeholders. Thus, collective efforts made by both public and civil entities and the KUSF need to decide how to develop academic support systems and foster knowledgeable educational and athletic leaders as well as qualified academic counsellors and mentors for the entire elite school sports structure, from primary to higher education systems.

There are still limitations in terms of examining conflicts among diverse stakeholder groups regarding the new academic regulation by the KUSF. Particularly, when considering the political system in South Korea, potential conflict resolution practitioners may have different positionalities, perceptions and opinions regarding the new academic regulation and practice based upon each individual's political belief and principle, whether they are conservative (elite sport) or progressive ('Sports for All'). However, it was important to contemplate about providing meaningful scholarly conversations and contribute theoretically to the sport policy literature into global scholarship by analysing the formation of conflicts and supporting the role of conflict resolution practitioners in a particular collegiate sports authority system. Future scholars should further investigate the overall perceptions and opinions of the new SES with larger samples, the rate of student-athlete eligibility to compete and academic violation to find correlations between diverse academic integrity factors.

In conclusion, this study examined a sociopolitical and sociocultural phenomenon describing how different perceptions and experiences of diverse stakeholders have been intertwined with each other in relation to the new SES in the KUSF system. This research was conducted to gain a new insight into the formation of conflicts among different conflicting groups in a new collegiate sports system, plausible conflict resolution agendas and their limitations. As the KUSF has

promoted an academic reform movement along with the new national elite school sports policy paradigm shift, reducing the conflicts is an important task of the collegiate sports authority. The authority needs to build mutual communications with other stakeholder groups and develop the infrastructure of the academic support system so that every stakeholder group can acknowledge the meaning of academic integrity and social justice in education and society. In order to accomplish these conflicts, the current study illuminated diverse individuals and groups from civil and public entities as the potential critical conflict resolution practitioners to improve the KUSF system.

Disclosure statement

No potential conflict of interest was reported by the authors.

Notes on contributors

Benjamin H. Nam is a Ph.D. candidate in the Department of Educational Leadership and Policy Studies at the University of Tennessee, Knoxville. His research interests involve sociocultural studies in education and sport as well as globalisation of higher education and policy.

Deockki Hong is an assistant professor in the Physical Education programme at the University of Northern Iowa. He teaches physical education pedagogy, and his research focus is on sociocultural aspects of physical education.

Racheal Marshall is a Ph.D. candidate in Counsellor Education at the University of Tennessee, Knoxville. Her research is on career development, mindfulness and ethical counselling practice.

Jeongho Hong is an invited professor in the Department of International Sports Studies at Dankook University. Her research interests involve sports policy in relation to holistic well-being of elite athletes and social justice in sport.

ORCID

Benjamin H. Nam  <http://orcid.org/0000-0001-9969-4783>

Deockki Hong  <http://orcid.org/0000-0002-7226-3534>

References

- Bass, J., Hardin, R., and Taylor, E.A., 2015. The glass closet: perceptions of homosexuality in intercollegiate sport. *Journal of applied sport management*, 7 (4), 1–36. doi:10.18666/JASM-2015-V7-I4-5298
- Bejar, M.P., et al., 2017. High-level South Korean athletes' experiences of injury and rehabilitation. *The sport psychologist*, 31 (1), 16–29. doi:10.1123/tsp.2015-0060
- Benford, R.D., 2007. The college sports reform movement: reframing the "edutainment" industry. *The sociological quarterly*, 48 (1), 1–28. doi:10.1111/j.1533-8525.2007.00068.x
- Callahan, D., 2004. *The cheating culture: why more Americans are doing wrong to get head*. Orlando, FL: Harcourt.
- Chang, I.Y., Sam, M.P., and Jackson, S.J., 2017. Transnationalism, return visits and identity negotiation: South Korean–New Zealanders and the Korean national sports festival. *International review for the sociology of sport*, 52 (3), 314–335. doi:10.1177/1012690215589723
- Coakley, J., 2006. *Sport in society: issues and controversies*. 9th ed. New York: McGraw Hill.
- Cooper, J.N. and Dougherty, S., 2015. Does race still matter?: a post Bowl Championship Series (BCS) era examination of student athletes' experiences at a Division I historically black college/university (HBCU) and predominantly white institution (PWI). *Journal of issues in intercollegiate athletics*, 8, 74–101.
- Creswell, J.W., 2013. *Qualitative inquiry and research design: choosing among five approaches*. 3rd ed. Thousand Oaks, CA: Sage publications.
- Dahrendorf, R., 1958. Out of Utopia: toward a reorientation of sociological analysis. *American journal of sociology*, 64, 115–127. doi:10.1086/222419
- Donnor, J.K., 2005. Towards an interest-convergence in the education of African–American football student athletes in major college sports. *Race ethnicity and education*, 8 (1), 45–67. doi:10.1080/1361332052000340999
- Eitzen, D.S., 1988. Conflict theory and deviance in sport. *International review for the sociology of sport*, 23 (3), 193–204. doi:10.1177/101269028802300302

- Fahlén, J., 2017. The corporal dimension of sports-based interventions: understanding the role of embedded expectations and embodied knowledge in sport policy implementation. *International review for the sociology of sport*, 52 (4), 497–517. doi:10.1177/1012690215607083
- Fay, B., 1987. *Critical social science: liberation and its limits*. Ithaca, NY: Cornell University Press.
- Giddens, A. and Sutton, P.W., 2014. *Essential concepts in sociology*. Cambridge, UK: Polity Press.
- Giroux, H., 1988. *Teachers as intellectuals: toward a critical pedagogy of learning*. Granby, MA: Bergin & Harvey.
- Ha, J.-P., Lee, K., and Ok, G., 2015. From development of sport to development through sport: a paradigm shift for sport development in South Korea. *The international journal of the history of sport*, 32 (10), 1262–1278. doi:10.1080/09523367.2015.1062756
- Hansen, T., 2008. Critical conflict resolution theory and practice. *Conflict resolution quarterly*, 25 (4), 403–427. doi:10.1002/(ISSN)1541-1508
- Herald Business, 2017. Gongbuhaneun sunsuwha sangnyanghan pokryuk [Studying student-athletes and kind violence]. *Herald Business*. 23 June. Available from: <http://v.sports.media.daum.net/v/20170623052744471> [Accessed 25 June 2017].
- Hong, E., 2012. Applying a western-based policy community framework to the analysis of South Korean elite sport policy: the role of businesses and armed forces. *International journal of sport policy and politics*, 4 (1), 23–37. doi:10.1080/19406940.2011.630012
- Kahn, L.M., 2007. Markets: cartel behavior and amateurism in college sports. *The journal of economic perspectives*, 21 (1), 209–226. doi:10.1257/jep.21.1.209
- Kremenyuk, B.J. and Zartman, I.W., 2009. Introduction: the nature of conflict and conflict resolution. In: J. Bercivitch, V. Kremenyuk, and I.W. Zartman, eds. *The sage handbook of conflict resolution*. London: Sage, 1–11.
- KUSF, 2016a. 2016 KUSF daehaksports unyoung kyujung [2016 KUSF regulation manual]. Seoul: South Korea.
- KUSF, 2016b. *Daehak sports chongjang hyupeuiheoi junggichongheoi* [KUSF annual regular general meeting report]. Seoul: KUSF.
- Kwon, H., 2009. NCAA Ruel Yonghasubon Mikook Daehaksportseu Ginuengwa Yukhwal." [The function and the role of American collegiate sports through the lens of NCAA]. Paper presented at the Symposium of the Sport Institute for National Unification, Seoul, South Korea, October, 1–40.
- Lee, C.S., 2009. Hankookhyung NCAA Sulip Gwajewa Choojin Junryak." [A strategic plan for establishing the Korean National Collegiate Athletic Association.] Paper presented at the Symposium of the Sport Institute for National Unification, Seoul, South Korea, October, 41–73.
- Lee, H., Ku, M., and Joo, H., 2017. Hakkummidal sunsu chooljungumji..girosun daehakwundongbu: hakseupkown bojangwihae daehwoui chuljun, choijuhhakryukjae..hyunjangsun banbal [APR implementation, academic violation..university athletics are under pressured..conflicts occurred]. *Daily UNN*. 27 March. Available from: <https://news.unn.net/news/articleView.html?idxno=171188> [Accessed 5 June 2017].
- Lee, J.W., 2016. A game for the global north: the 2018 Winter Olympic Games in Pyeongchang and South Korean cultural politics. *The international journal of the history of sport*, 33 (12), 1411–1426. doi:10.1080/09523367.2017.1280469
- Lim, S., Love, A., and Lim, H.-C., 2015. Minseok Ahn and public sociology of sport. *Quest*, 67 (1), 30–43. doi:10.1080/00336297.2014.985318
- Lincoln, Y.S. and González, E.M., 2008. The search for emerging decolonizing methodologies in qualitative research: further strategies for liberatory and democratic inquiry. *Qualitative Inquiry*, 14 (5), 784–805. doi:10.1177/1077800408318304
- Lincoln, Y.S. and Guba, E.G., 1985. *Naturalistic inquiry*. Newbury Park, CA: Sage.
- Love, A. and Hughey, M.W., 2015. Out of bounds? Racial discourse on college basketball message boards. *Ethnic and racial studies*, 38 (6), 877–893. doi:10.1080/01419870.2014.967257
- Lumpkin, A., 2015. Ethical issues in intercollegiate athletics: purpose achieved or challenged? In E. Comeaux, eds. *Introduction to intercollegiate athletics*. Baltimore, MD: Johns Hopkins University Press, 48–58.
- Luschen, G.R.F., 1976. Cheating in sport. In: D.M. Landers, eds. *Social problems in athletics*. Urbana, IL: University of Illinois Press, 67–77.
- March, J.G. and Simon, H.A., 1958. *Organization*. New York: John Wiley and Sons.
- Merriam, S.B. and Tisdell, E.J., 2016. *Qualitative research: a guide to design and implementation*. 4th ed. San Francisco, CA: John Wiley & Sons.
- Murray, E.J., 1959. Conflict and repression during sleep deprivation. *The journal of abnormal and social psychology*, 59 (1), 95–101. doi:10.1037/h0041944
- Nam, B.H., et al., 2018a. Rethinking social activism regarding human rights for student-athletes in South Korea. *Sport in society*, 1–22. doi:10.1080/17430437.2018.1445993
- Nam, B.H., et al., 2018b. On the road to the Olympics: a phenomenological approach of national identity in South Korean short-track speed skaters. *Sport in society*, 1–19. doi:10.1080/17430437.2017.1421175
- Nam, B.H., Love, A., and Lim, S., 2017. Tong-Gu Chung and the development of elite sport in South Korea: a biographical study. *Asia pacific journal of sport and social science*, 6 (3), 231–247. doi:10.1080/21640599.2017.1356640

- NCAA, 2017. *2017–2018 guide for the college-bound student-athlete*. Indianapolis: NCAA.
- Park, J.-W. and Lim, S., 2015. A chronological review of the development of elite sport policy in South Korea. *Asia pacific journal of sport and social science*, 4 (3), 198–210. doi:[10.1080/21640599.2015.1127941](https://doi.org/10.1080/21640599.2015.1127941)
- Park, J.-W., Lim, S.-Y., and Bretherton, P., 2012a. Exploring the truth: a critical approach to the success of Korean elite sport. *Journal of sport and social issues*, 36 (3), 245–267. doi:[10.1177/0193723511433864](https://doi.org/10.1177/0193723511433864)
- Park, S., Tod, D., and Lavallee, D., 2012b. Exploring the retirement from sport decision-making process based on the transtheoretical model. *Psychology of sport and exercise*, 13, 444–453. doi:[10.1016/j.psychsport.2012.02.003](https://doi.org/10.1016/j.psychsport.2012.02.003)
- Petrie, T.A., Hanks, D.M., and Denson, E.L., 2011. *A student athlete's guide to college success: peak performance in class and life*. 3rd ed. Boston, MA: Wadsworth.
- Pondy, L.R., 1967. Organizational conflict: concepts and models. *Administrative science quarterly*, 12 (2), 296–320. doi:[10.2307/2391553](https://doi.org/10.2307/2391553)
- Sage, G.H., 1998. *Power and ideology in American sport: a critical perspective*. 2nd ed. Champaign, IL: Human Kinetics.
- Shenton, A.K., 2004. Strategies for ensuring trustworthiness in qualitative research projects. *Education for information*, 22 (2), 63–75. doi:[10.3233/EFI-2004-22201](https://doi.org/10.3233/EFI-2004-22201)
- Sparkes, A.C. and Smith, B., 2014. *Qualitative research methods in sport, exercise and health*. Abingdon, Oxon: Routledge.
- Taylor, E., et al., 2017. Women don't know anything about sports: contrapower harassment in the sport management classroom. *Sport management education journal*, 11 (2), 61-71.
- Taylor, E.A. and Hardin, R., 2016. Female NCAA Division I athletic directors: experiences and challenges. *Women in sport and physical activity journal*, 24 (1), 14–25. doi:[10.1123/wspaj.2014-0038](https://doi.org/10.1123/wspaj.2014-0038)
- Temple, B. and Young, A., 2004. Qualitative research and translation dilemmas. *Qualitative research*, 4 (2), 161–178. doi:[10.1177/1468794104044430](https://doi.org/10.1177/1468794104044430)
- Won, H. and Hong, E., 2015. The development of sport policy and management in South Korea. *International journal of sport policy and politics*, 7 (1), 141–152.