



## Research on the Motivation and Satisfaction of Taiwan University Students Participating in Hip-Hop Dancing

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**Abstract:** The purpose of this study is to investigate the motivations and satisfaction factors of Taiwanese college students participating in hip-hop dancing, to understand the motivations and satisfactions of participating in hip-hop dancing, and to analyze the importance and ranking of various factors. Research methods: In the universities of Taipei and New Taipei City, there are random sampling of members of the hip-hop community, and the self-edited "student participation in the hip-hop movement motivation and satisfaction questionnaire" as a research tool. The results of the study showed that: 1. Motivation and satisfaction factors and important rankings of students participating in the street dance movement: the motivation factors and important rankings were "intellectual demand", "health demand", "interpersonal demand" and "personal influence". Satisfaction factors and important rankings are "environment", "mentality and education", "health" and "society". 2. Taiwanese college students participate in the street dance movement, regardless of extrinsic motivation or intrinsic motivation, all factors can be satisfied in satisfaction. On the other hand, students who participate in the street dance movement with high motivation usually spend more time practicing, the frequency of participation is more frequent, and the satisfaction has higher score performance.

**Keywords:** Hip-hop dancing, Motivation of participation, Satisfaction

### 1. RESEARCH MOTIVATION AND PURPOSE

Leisure participation is an important indicator of the quality of life of a country's people. Leisure is not only a measure of life, but also a big supplement to revitalize the bones, promote physical health, relax the mood, and enhance interpersonal interaction. Iso-Ahola (1989) believes that people are involved in the motivation of leisure, that is, pursuing and escaping, pursuing challenges and relaxation, and fleeing troubles and problems. The results of XieQingxiu (2004) show that there is a significant positive correlation between leisure motivation and leisure satisfaction of college tennis players. Zhang Peijuan (2003) also pointed out that employees' leisure participation motivation and satisfaction have a very significant correlation. According to the above scholars, the motivation of leisure participation is related to leisure satisfaction, and the higher the motivation of participation, the higher the satisfaction. Bread and Ragheb (1983) proposed that leisure motivation is the psychological and social reason for people to participate in leisure behavior, and divided leisure motivation into four parts: intellectual, social, competency-skill and stimuli-evacuation. Bread and Ragheb also point out that leisure satisfaction is the degree to which an individual is guided by leisure activities and gains a positive view or feeling. It is a level of satisfaction with leisure experience or situation. The concept includes six aspects, psychology, education, society, physiology, relaxation, and beauty.

Hip-hop dancing is the origin of the Bronx in the lower blacks of New York in the 1970s. It is a so-called ethnic minority such as black, Hispanic, Jewish community, living standards and public welfare were all under the local Americans. B-BOYING is talking about B-BOYING BREAKING, first make a simple term explanation to help people who don't know HIP-HOP. It was in the early 1970s to the BEAT or the BREAK BEAT, so B-BOYING is the dancer who dances HIP-HOP music. DJ grinds the record by hand, the most important thing is that the beater has to grasp the standard. The dancers follow the tempo, so there is a so-called "floor action" BREAKING dance, there are many dance

stunts, most of which focus on the footsteps. Hip-hop dancing is not the mainstream leisure sport in Taiwan. However, schools in Taiwan have set up hip-hop sports clubs. There are more and more students engaged in the sport, and they continue to develop rapidly and vigorously in the country. The market has also set up classrooms for street dance teaching. In the past, the street dance movement was dominated by boys, and today it is generally favored by young men and women.

According to the above literature, the “motivation of participation” of this study refers to the initial source of motivation for college students to participate in hip-hop dancing, and divides it into four structures: “intellectual demand”, “interpersonal needs”, “health demand” and “other people influence”. “Satisfaction” refers to the degree of satisfaction of students in various aspects after participating in hip-hop dancing exercise. It is divided into four major aspects: “Psychology and Education”, “Social”, “Health” and “Environment”. The purpose of this study is to investigate the motivation and satisfaction of Taiwanese college students participating in hip-hop dance, and to understand the relevance of college students' participation in hip-hop dancing motivation and satisfaction, and to analyze the importance and ranking of college students' motivation and satisfaction factors in hip-hop dancing.

## 2. RESEARCH METHODS AND STEPS

### 2.1. The Research Object

This study is aimed at students from the hip-hop dancing community in the Universities in Taipei and New Taipei City. They are currently the most involved in hip-hop dancing, so the study was conducted to the college students who participate in the dance club in Taipei and New Taipei City to be the sampling object.

### 2.2. The Sampling Method

For the universities in Taipei and New Taipei, Taiwan, members of the hip-hop dancing community were randomly sampled to conduct a questionnaire survey and complete the questionnaire on the spot. A total of 500 questionnaires were sent out, and 468 questionnaires were retrieved. After eliminating the invalidated questionnaires with the same options and incomplete answers, a total of 447 valid questionnaires were collected, and the effective questionnaire recovery rate was 89%.

### 2.3. Research Tools

This study used a self-made “Students participates in Hip-hop dance’s motivation and satisfaction’s questionnaire” as the research tool, it divided into two parts: the “hip-hop dancing motivation scale” and the “hip-hop dancing satisfaction scale”. The preparation process is described as follows:

- Hip-hop dancing participation motivation scale: This scale refers to the "leisure motivation scale" compiled by Beard and Ragheb (1983) and the “leisure movement of the national junior teachers in the remote areas of Pingtung County” compiled by Li Jiaqing (2002). This study combines the above two scales, together with the leisure characteristics of hip-hop dancing itself, to divide the motivations of participation into four categories: "intellectual needs", "interpersonal needs", "external and health needs" and "other influences". The factor has a total of nineteen questions.
- Participation in the hip-hop dancing satisfaction scale: This scale refers to the "Leisure Satisfaction Scale" compiled by Beard and Ragheb (1983). There are 19 questions in total, which are divided into four factors, such as, "Psychology and Education", "Society", "Health" and "Environment", then focus on the same factor and number them.

### 2.4. Project Analysis

The purpose of project analysis is to analyze the pros and cons of the questions. In this study, the decision value (CR value) and the internal consistency coefficient are used for project analysis. The CR value is the difference between the average score of the high and low scores after dividing the test partition into high and low groups. The higher the CR value, the better the discrimination of the problem. It is customary to use 3.5 as the benchmark. (Wang, 2005), if the CR value of each question in this study questionnaire is less than 3.5, it will be deleted. In this study, the total scores of the pre-test scores of the individual scales are ranked according to the high and low, respectively, and 27% of the highest scores are selected as the high group, and the lowest 27% is the low group, and then the difference between the average of the high group and the low group is significant, in order to get the

CR value. The internal consistency coefficient is the correlation coefficient between the test and the total score. The higher the correlation coefficient, the more consistent the test is on the measurement of a certain behavioral trait, and the more consistent with other topics, this study will set the internal consistency coefficient standard. 30. The questions which didn't reach to .30 will be deleted.

In the "Participation in Hip-hop Dancing Motivation Scale", the CR value (t value) of the 19th question of this scale, except for the 11th question, reached a significant level ( $p < .05$ ), so the 11th question was deleted. Others are reserved. Then find the correlation between the scores of each question and the total score (internal consistency coefficient), which up to .30 can be used. Since the internal consistency coefficients of questions 8, 9, and 16 are less than .30, they are deleted. Other questions are significantly related, and its summary is shown in Table 1. After the deletion of the 8th, 9th, 11th and 16th questions, there are a total of fifteen questions, and the "factor analysis" is further carried out with the fifteen questions.

**Table1.** Summary table of analysis of participating in the hip-hop dancing motivation scale project

Title	Content	Related to the Total Score	CR
1	Learn one more talent.	.47*	3.51
2	Improve the ability of the body to express.	.55*	4.99
3	Get the knowledge of hip-hop dancing.	.53*	5.55
4	Get the skills and methods of hip-hop dancing.	.63*	6.81
5	Make more new friends.	.61*	5.03
6	Increase opportunities to interact with people.	.72*	6.51
7	Get a feeling of belonging to a group.	.69*	6.08
8	Boring free time.	.17	1.11
9	Develop exercise habits.	.21	1.92
10	Attract the attention of others.	.66*	6.45
11	Looking for boyfriends and girlfriends.	.24	2.01
12	Sculpture body lines.	.70*	7.23
13	Make yourself look more beautiful (handsome).	.71*	8.87
14	Lose weight.	.58*	4.73
15	Maintain good health.	.69*	7.57
16	Classmate's convince.	.19	1.84
17	relieve stress.	.61*	7.46
18	See the promotion of TV media.	.45*	4.35
19	Recommended by relatives and friends.	.50*	6.33

\*  $p < .05$

In the "Participation in the Hip-hop dancing Satisfaction Scale", the CR value (t value) of the 19th question of this scale, except for the 4th question, all reached the significant level ( $p < .05$ ), so the 4th question was deleted. Others are reserved. In addition, the correlation between the score of each question and the total score (internal consistency coefficient) is obtained, which can be used up to .30. Since the internal consistency coefficient of questions 5, 7 and 11 are less than .30, they are deleted. The questions are all significantly related, and their summaries are shown in Table 2. After deleting the 4th, 5th, 7th and 11th questions, there are 15 questions in this scale, and further "factor analysis" with the 15th question.

**Table2.** Participation in the hip-hop dancing satisfaction scale project analysis summary table

Title	Content	Related to the Total Score	CR
1	I am more beautiful (more handsome).	.57*	5.04
2	Great sense of accomplishment.	.80*	9.55
3	More confident.	.74*	9.45
4	Fill in the idle.	.14	1.05
5	Physical strength is getting better.	.23	2.07
6	Add a lot of new experiences.	.66*	7.10
7	Improve physical fitness.	.27	2.24
8	Make many friends.	.62*	5.65
9	The opportunity to interact with others increases.	.64*	5.51
10	Have a sense of belonging.	.72*	5.67
11	In order to express yourself.	.25	2.10

12	The pressure is relieved.	.55*	5.01
13	It can lose weight.	.52*	5.23
14	It can maintain health.	.71*	9.43
15	The body lines are better.	.73*	7.29
16	The classroom environment is clean.	.64*	5.00
17	The classroom is fully equipped.	.68*	5.78
18	Convenient transportation.	.62*	5.09
19	Professional teacher.	.46*	4.00

\*p < .05

### 2.5. Reliability and Validity Analysis

In this study, the internal consistency reliability was verified by the Cronbach  $\alpha$  coefficient. The results of the analysis are shown in Tables 3 and 4. The total explanatory variation of the first part of the scale “Participating in the hip-hop dancing motivation scale” was 66.70%, the internal consistency coefficient of Cronbach  $\alpha$  is .87; the total explanatory variation of the second part of the Participation in the Hip-hop Dancing Satisfaction Scale is 69.86%, and the internal consistency coefficient of Cronbach  $\alpha$  is .90. Overall, the internal consistency of the scales in this study is above .80, and the total explanatory variation is also higher than 65%, indicating that the scales of this study have good reliability.

In this study, the validity of each scale is constructed by factor analysis. The main axis method is used to analyze the orthogonal transformation method and extract the characteristic value greater than 1 by the maximum variation method, and round the problem of loading below 40 to study the validity of the scale. The results of the factor analysis of each scale are described below.

Table 3, the results of the analysis of the factors involved in the hip-hop dancing motivation scale, a total of fifteen questions can be divided into four facets: the 12th, 13th, 14th, 15th, and 17th questions belong to the first factor, explaining the amount of variation 38.46%, these five questions are related to the external beauty and the improvement of physical and mental health, named "health demand". The 1st, 2nd, 3rd, and 4th questions belong to the second factor, and the explanatory variation is 11.36%. These four questions are related to the pursuit of ability and knowledge, and are named as "intellectual needs." The 5th, 6th, 7th, and 10th questions are the third factor, and the explanatory variation is 9.48%. The content is related to interpersonal interaction and is named as “interpersonal needs”. The 18th and 19th questions are the fourth factor, explaining the variation of 7.40%. The content is the motivation that is not generated by themselves. It is named as “the influence of others”. The cumulative total explanatory variation of this scale is 66.70%, indicating that this scale has good construct validity.

**Table3.** Summary of factors analysis of participation in the hip-hop dancing motivation scale

Factor	Title/Content	Factor Load	Explain The Amount Of Variation	Values	Cronbach A
Health needs	12. Sculpture body lines.	.79	38.46	5.77	.83
	13. Make yourself look more beautiful (handsome)	.78			
	14. Lose weight.	.76			
	15. Maintain good health.	.69			
	17. relieve stress.	.55			
Intellectual needs	2. Improve the ability of the body to express.	.80	11.36	1.70	.79
	3. Get the knowledge of hip-hop dancing.	.79			
	4. Get the skills and methods of hip-hop dancing.	.77			
	1. Learn more talent.	.61			
Interpersonal needs	5. Make more new friends.	.87	9.48	1.42	.84
	6. Increase opportunities to interact with people.	.86			
	7. Get the feeling of belonging to a group.	.76			
	10. Attract the attention of others.	.50			
Influence by others	19. Recommended by relatives and friends.	.81	7.40	1.11	.62
	18. See the promotion of TV media.	.81			
Total explanatory variation=66.70% Cronbach $\alpha$ = .87					

Table 4, the results of the analysis of the "hip-hop dancing satisfaction scale" can be divided into four factors, of which the 16th, 17th, 18th and 19th questions belong to the first factor, and the explanatory variation is 42.89%. The questions are related to the classroom environment and are named "environmental factors". The 1st, 2nd, 3rd, and 6th questions are the second factor, and the explanatory variation is 11.18%. The content is related to the satisfaction of the inner psychological and the satisfaction of the external knowledge, and is named as "psychology and educational factors". The 8th, 9th, and 10th questions are the third factor, explaining that the variation is 8.17%. The content is related to interpersonal interaction and is named as "social factor". The 12th, 13th, 14th and 15th are the fourth factor, explaining the variation of 7.63%. The content is related to physical relaxation and physiological health satisfaction, and is named as "health factor". The cumulative total explanatory variation of this scale is 69.86%, indicating that this scale has good construct validity. The results of the classification of the factors in this study are quite consistent with the classification of the factors of the "leisure satisfaction scale" compiled by Beard and Ragheb. The hip-hop dancing satisfaction scale is divided into four factors, such as, "environment", "mental and education", "social", and "health", they show that regardless of the past and present, the satisfaction of leisure sports can be discussed and studied according to this factor.

**Table4.** Summary of factors analysis of participation in the hip-hop dancing satisfaction scale

Factor	Title/Content	Factor Load	Explain The Amount Of Variation	Values	Cronbach A
Environmental	17. Fully equipped.	.87	42.89	6.43	.86
	16. Environmental cleaning.	.82			
	19. Professional teacher.	.78			
	18. Convenient transportation.	.72			
Psychology and education	3. More confident.	.78	11.18	1.68	.83
	1. I am more beautiful (more handsome).	.75			
	2. Great sense of accomplishment.	.74			
	6. Add a lot of new experiences.	.71			
Society	9. The opportunity to interact with others increases.	.87	8.17	1.22	.82
	8. Make many friends.	.84			
	10. Have a sense of belonging.	.65			
Health	13. Can lose weight.	.85	7.63	1.14	.76
	15. The body lines are better.	.68			
	14. Can maintain health.	.61			
	12. The pressure is relieved.	.60			
Total explanatory variation= 69.86% Cronbach $\alpha$ = .90					

## 2.6. Data processing

This study used SPSS for Windows 12.0 statistical software package for analysis, extracts the connotation factors of each scale by exploratory factor analysis, and uses the internal consistency coefficient (Cronbach  $\alpha$ ) to check the reliability of the quantitative table. The differences in the factors of motivation and satisfaction of hip-hop dancing were analyzed by single factor variance analysis. The post-mortem verification was performed by LSD method, and the motivation and satisfaction were determined by Pearson product difference correlation. Correlation of degrees, all statistically significant levels of this study were  $\alpha = .05$ .

## 3. RESULTS AND DISCUSSION

Based on the results of the questionnaire survey, this study conducted statistical analysis of the data and divided it into three parts.

### 3.1. The Motivation and Satisfaction Factors of Students Participating in Hip-Hop Dancing

The motivation for participation in this study consisted of four facets, namely "health needs", "intellectual needs", "interpersonal needs" and "effects of others". In terms of satisfaction, four factors were extracted: "environment", "mentality and education", "social" and "health".



### 3.2. The Analysis of the Variance of the Factors Involved in the Motivation and Satisfaction of Students Participating in Hip-Hop Dancing

#### 3.2.1. In Terms of Motivation for Participation

Table 5, in order to understand the differences in students' motivation to participate in hip-hop dancing, this study used the single factor variance analysis of repeated measures to explore the differences in the factors involved in motivation, and students had significant differences in motivation for hip-hop dancing ( $F=7.72$ ). ,  $p=.00$ ). Table 6, further post-hoc comparison with LSD, found that the intellectual demand is significantly different from other factors, and the highest average ( $M = 4.54$ ), it is regarded as the first level; health demand and interpersonal needs and others have significant impact The difference, and the average is the second highest ( $M=4.14$ ), so it is regarded as the second level; the interpersonal demand is significantly different from the influence of others, and the average number of interpersonal needs is higher than the influence of others, so the interpersonal demand is the third level. The influence of others is the fourth level. This result shows that students learning hip-hop dancing in order to learn related skills and knowledge is an important driving force for students to participate in hip-hop dancing.

**Table5.** Summary of variance analysis of motivations for students participating in hip-hop dancing

Variance	SS	df	MS	F	p
SS <sub>s</sub>	454.92	446	1.02		
SS <sub>a</sub>	45.42	3	15.14	7.72*	.00
SS <sub>sa</sub>	2622.48	1338	1.96		

\*  $p < .05$

**Table6.** Summary of the comparison of students' motivations for hip-hop dancing

Motivational factor	M	A2	A1	A3	A4	Order of importance
A2 Intellectual needs	4.54	—	*	*	*	1
A1 Health needs	4.14		—	*	*	2
A3 Interpersonal needs	3.98			—	*	3
A4 Influence by others	2.82				—	4

#### 3.2.2. In Terms of Satisfaction

Table 7 shows the difference in the factors of satisfaction by analyzing the single factor variation of the number of repetitions. There was a significant difference in student satisfaction with hip-hop dancing ( $F=10.29$ ,  $p=.00$ ). Table 8, further post hoc comparison found that environmental factors and other three factors were significantly different, and the highest average ( $M = 4.35$ ), its importance is the first; psychological and educational factors and health factors, had no significant difference, However, it is significantly different from the social factors, and the average is higher than the social factors, and is ranked as the second most important; social factors and other three factors are also significantly different, but the lowest average ( $M = 3.99$ ), listed as the third important. In summary, the order of satisfaction of students participating in hip-hop dancing is: environmental factors, psychological and educational and health factors, and social factors. Since hip-hop dancing is a leisure sport that requires floor classrooms plus music, it is necessary to have better equipment to meet the needs of the students. In addition, hip-hop dancing is a performance that emphasizes strength and technology and aesthetics. It is high in intensity and also satisfying students.

**Table7.** Summary table of variance analysis of students' satisfaction with hip-hop dancing

Variance	SS	df	MS	F	p
SS <sub>s</sub>	450.46	446	1.01		
SS <sub>a</sub>	6.51	3	2.17	10.29*	.00
SS <sub>sa</sub>	280.98	1338	.21		

\*  $p < .05$

**Table8.** Summary of the post-satisfaction comparison of students participating in hip-hop dancing

Satisfaction factor	M	B1	B2	B4	B3	Order of importance
B1 Environmental	4.35	—	*	*	*	1
B2 Psychology and Education	4.15		—	*	*	2
B4 Health	4.12			—	*	2
B3 Social	3.99				—	3

### 3.3. Students' Participation in Hip-Hop Dancing Motivation and Satisfaction

Table 9 provides an analysis of the motivation and satisfaction of students participating in hip-hop dancing. The results showed that there was a significant difference between the other factors of participation satisfaction and participation motivation, except that the “environmental factors” of participation motivation and the “environmental factors” of satisfaction were not significant, and showed that “the stronger the motivation for participation, the higher the satisfaction degree will get”, the results are consistent with the research results of scholars such as Xie Qing-Xiu (2004), Chang Pei-Juan (2003), and Huang Hong-Bin (2003). Xie Qing-Xiu studied the leisure motivation, leisure participation and leisure satisfaction of 325 college tennis players. It was found that leisure motivation and leisure satisfaction were significantly correlated ( $r=.70, p<.05$ ); Zhang Pei-Juan targeted Yunlin Hospital staff surveyed their leisure motivation and satisfaction. The results also showed that there was a significant positive correlation between motivation and satisfaction, and the correlation intensity was moderate to high ( $r=.44\sim.71, p<.01$  Huang Hong-Bin (2002) investigated the association of participation motivation, customer satisfaction and loyalty for health club members. The results show that customer motivation has a positive impact on satisfaction. Based on the research of the above scholars and the results of this study, it is found that the higher the motivation for leisure participation, the higher the satisfaction.

The relationship between students' participation in hip-hop motivation and satisfaction is usually the relationship between pre-existing expectations and post-event feelings. Therefore, satisfaction can be regarded as the result of reviewing motivation. The sub-topic "Aesthetic Pursuit and Physical Health Pursuit" of the Health Needs of this study corresponds to the "health factor" of satisfaction. Therefore, the "health demand" of participation motivation and the "health factor" of satisfaction are as high as .65. ( $r=.65$ ); Similarly, the “intellectual demand” of participation motivation is related to the pursuit of relevant knowledge and skills, and the “psychological and educational factors” in satisfaction. The correlation between the two is .52 ( $r=.52$ ); "Interpersonal needs" in the motivation of participation is that participants expect to make friends and interact with others, which echoes the "social factors" of satisfaction. The correlation between the two is as high as .73 ( $r=.73$ ); The "influence factor of others" in the motivation of participation is an extrinsic motivation, and there is no project to check with satisfaction. The correlation coefficient is not high, and even the "environmental factors" are not relevant.

From the above results, the motivation of college students to participate in hip-hop dancing, whether it is external motivation or intrinsic motivation, can be satisfied, showing that hip-hop dancing can satisfy college students and is a good leisure sport. On the other hand, the stronger the motivation of hip-hop dancing students, the more often they practice, the more frequent the participation, and the higher the score in satisfaction.

**Table9.** Summary of the analysis of students' participation in hip-hop dancing motivation and satisfaction

Motivation Satisfaction	overall	Health	Intellectual	Interpersonal	Influence by others
overall	.76*	.72*	.56*	.53*	.31*
Environmental	.43*	.43*	.38*	.27*	.08
Psychology and Education	.65*	.64*	.52*	.37*	.30*
Social	.69*	.51*	.41*	.73*	.31*
Health	.57*	.65*	.37*	.30*	.25*

\* $P<.05$

## 4. CONCLUSION AND SUGGESTION

In this study, Taiwan students participate in hip-hop dancing motivation and satisfaction differences and factors related to the situation, and explore the importance of the various factors of the change, in the minds of Taiwanese college students.

### 4.1. Conclusion

#### 4.1.1. The Content of Motivation and Satisfaction Variables of Students Participating in Hip-Hop Dancing

The study found that students participating in hip-hop dancing can be classified into "health needs",

"intellectual needs", "interpersonal needs" and "interests". Their importance is in order to "intellectual needs" and "health". Demand, "interpersonal needs", "effects of others". In terms of satisfaction, it can be divided into "environmental factors", "psychological and educational factors", "social factors" and "health factors". Their importance is in the order of "environmental factors", "psychological and educational factors and health factors"., "social factors".

#### *4.1.2. The Relationship between Motivation and Satisfaction Factors of Students Participating in Hip-Hop Dancing*

The motivation and satisfaction of students participating in hip-hop dancing were significantly and positively correlated into the "environmental, psychological and educational, social and health factors", and in order of the importance are "health needs, intellectual needs, interpersonal needs" and satisfaction were all reached. Significantly related, the motivation of college students to be influenced by "others" to participate in hip-hop dancing is not related to hip-hop dancing "environment" satisfaction.

#### **4.2. Suggestions**

- Taiwanese enterprises or related sports associations should strengthen the promotion of hip-hop dancing, explain their athletic effects and leisure functions, to enhance the motivation of people's input, and organize activities to increase the exposure of hip-hop dancing in the media, so as to attract more Multi-ethnic groups join the ranks of hip-hop dancing.
- Hip-hop dancing needs to have good site equipment. Operators should strengthen the transformation of the sports environment and increase the knowledge and information about hip-hop dancing to improve psychological and educational satisfaction. Adjustments can also be made according to personal preferences and abilities to promote "health needs" at different ages.
- Suggestions for future research: At present, the venues for hip-hop dancing are quite extensive. As long as there is music and flat ground, the venue can be extended to sports centers, outdoor plazas and community activity centers in various regions. Hip-hop dancing.

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