

Thesis VIII degree

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One's Place of Residence vs the Factors Motivating for Practicing Taekwon-do and the Consequences of their Application

Introduction

While working on the basics of the new Korean martial arts, General Choi Hong Hi took into account both the history and his own experience, as well as the generally available knowledge (Choi 1965, Gillis 2008). Such historic approach is unfortunately burdened with certain imperfections resulting from integration, differentiation and specialization processes, which characterize the evolution of societies (Kaczmarek 2007). The problem refers to the proposed method of training in taekwon-do, partially based on military patterns which are not fully acceptable for everybody. The level, direction and speed of social changes in 21st century and the cultural and economic differences cause that the expectations, especially the factors motivating and determining human behavior can significantly vary depending on the place of residence (continent, country), living environment (urban agglomeration, small town, village) or the social group. However, the consistent and unified training system in Taekwon-do does not take these determinants into account. The reasons which determine human behavior constitute the objective of many studies in the field of social psychology. Recognizing them allows for meeting the expectations at best also by means of social engineering techniques.

Apart from tactics, sparring technique and shaping physical fitness (symbolized by taekwon-do), special attention is given to educating the practicing students, observing the tenets and respecting the others (do), i.e. the values which are often omitted, underestimated or falsified in human relationships. Such social engineering techniques like transposition, independent opinion, indicating reference groups, shaping the emotional background and „disarming” stereotypes may support the traditional model of training and education realized by taekwon-do practice.

The contemporary taekwondo may constitute a form of civilizational invention and activity and it can become an alternative against a consumeristic life style.

Few studies on the reasons for practicing taekwon-do have been carried out. Ko, Kim i Valacich (2010) have proved that the practitioners of taekwon-do, judo, jujitsu and karate are mostly motivated by the opportunity to learn self-defense and the practitioners of aikido, hapkido and kungfu/ wushu are motivated by social the social and membership factors. The more advanced training members were more strongly motivated by the growth of values whereas the beginners by learning self-defense skills. According to Chang, Chen and Flanagan (2009) the research on the reasons for training taekwon-do focuses mainly on the demographic variables, gender, age, family income and training seniority, thus indicating significant differences. Sung (2005) identifies four main factors related to the motivation for taekwondo practicing: learning combat techniques, easing stress, encouraging for self-realization and improvement of one's body health. Yang (2005), while examining the taekwon-do club members on Taiwan completed the above mentioned factors with the ones

associated with social expectations. The most frequent reason particular for the competitors practicing the Malay silat and Taekwon-do turned out to be the category of a physically active life style whereas the motivation of Karate doers was dominated by social status and making progress (Parnabas et al. 2015). The research performed by Zeng, Cynarskiego, Baatz et al. (2015) has shown that the most important intrinsic factors for practicing taekwon-do in New York was to enjoy the class, have fun and build self-esteem whereas the extrinsic factors were to improve one's skills, to win prestige in the group, to make new friends and experience the joy of victory in sports competition. The most important reasons of Polish taekwondoists at the age of 10-12 years were (Bujak & Korniluk 2016): the intention to become a competitor/instructor, to meet their parents' expectations, to develop one's own interests and learn self-defense. The will to improve one's skills, the attraction and value of Taekwon-do classes, the perspective of becoming a professional competitor/ an instructor as well as the improvement of one's own educational capabilities prevailed among the 13-15 year olds. The group of 16-18 year olds considered the improvement of health condition and physical fitness, the development of one's skills, opportunity to meet new friends and to become a professional competitor or instructor as the most important reason.

Kruszewski (2000), among factors inspiring or constraining the practicing of martial arts, mentions the mental needs generated by an individual (building self-esteem, overcoming anxieties and reducing aggression) and somatic needs (shaping one's motor skills and prevention of bodily injury) as well as the needs generated by people from the individual's environment. Breese's research (1998) on taekwondoists from New Zealand suggests that the motivation to attend the classes significantly differ depending on the level of the person's technical skills and training seniority. This is why instructors should try to recognize and understand the reasons of one's attendance in classes and adjust the contents and their training methods to the students' varying expectations. The author notes that the instructors should not press the students to participate in competition as 18% of the examined practitioners showed no interest for or even disapproved of sports competition.

People practicing different sports and martial arts (not only Taekwon-do) give most often the following reasons for training (Twemlow, Lerma & Twemlow 1996): to shape self-discipline, to learn self-defense, to reducing or learn to control physical aggression, to foster self-esteem, self-confidence and strength. It is worth mentioning that martial arts students rarely have the opportunity to verify the effectiveness of their technique in real situations. For this reason individual self-defense skills are not documented, except for the competitors participating in contests where one's performance is limited by the rules of competition. This factor may be another reason of resigning from training due to the lack of confidence in one's real self-defense skills (Madden 1995).

Methodologic basics of the study

The main objective of this study is comparing the extrinsic and the intrinsic reasons for training of the taekwondoists in the USA (New York) and in Poland (Białystok, Biała Podlaska, Gdansk, Zamość) and drawing a few suggestions how to organize and perform the classes in terms of this conditioning.

A Questionnaire of Taekwondo Student' Motivation (QTKDSM) developed by Zeng et al. (2015) has been used in this research. 9 intrinsic and 9 extrinsic motivation factors have been identified for which the examinees were conferring the score from 1 to 5 (likert scale) where 1 stood for the weakest power of motivation and 5 stood for the strongest one. The following reasons have been considered as the intrinsic factors:

- F1. Because taekwon-do with high technical content, fun, and unique value
- F2. For the fun and get rid of boredom
- F6. In order to shape the body
- F7. In order to improve physical health
- F9. In order to foster self-esteem
- F13. In order to reduce the learning / working pressure
- F14. In order to reduce the troubles from learning / work
- F15. In order to develop the skills
- F18. For self-defense

Whereas the extrinsic factors included:

- F3. In order to meet friends
- F4. In order to make new friends
- F5. In order to contest winners
- F8. For the near future may become a taekwon-do professional
- F10. In order to improve my own literacy
- F11. In order to establish prestige among my classmates / friends
- F12. In order to get the recognition from my teacher / coach
- F16. Hope to become taekwon-do coach in near future
- F17. In order to satisfy the will of family

The results of the study

The taekwondoists from New York indicated the following factors as the most significant reasons for practicing Taekwon-do: the unique value of combining training and fun ($M F1=4.8$ Points), the opportunity of valuable spending of time and building self-esteem ($M F2$ and $F9=4.3$ Points) – Table 1. The key extrinsic reasons involved the will of establishing prestige among the classmates / friends ($M F11=3.9$ Points), making new friends and the will of contesting winners ($M F4$ and $F5=3.8$ Points).

Table 1. Means for all factors taekwondoist from USA ($N = 85$)

Factors of Motivation <i>M</i>		
F1.	Because taekwon-do with high technical content, fun, and unique value.	4.788
F2.	For the fun and get rid of boredom.	4.258
F3.	In order to meet friends.	3.717
F4.	In order to make new friends.	3.752
F5.	In order to contest winners.	3.752
F6.	In order to shape the body.	4.235
F7.	In order to improve physical health.	4.211
F8.	For the near future may become a taekwon-do professional.	3.223
F9.	In order to foster self-esteem.	4.270
F10.	In order to improve my own literacy.	3.447
F11.	In order to establish prestige among my classmates / friends.	3.917
F12.	In order to get the recognition from my teacher / coach.	3.658

F13. In order to reduce the learning / working pressure.	2.964
F14. In order to reduce the troubles from learning / work.	3.411
F15. In order to develop the skills.	4.129
F16. Hope to become taekwon-do coach in near future.	3.658
F17. In order to satisfy the will of family.	2.400
F18. For self-defence	3.458

Note. Intrinsic factors = 1, 2, 6, 7, 9, 13, 14, 15, & 18. Extrinsic factors = 3, 4, 5, 8, 10, 11, 12, 16, & 17

The most important intrinsic motivation factors among Polish taekwondoists were the opportunity to develop the skills ($M F15=4.6$ Points), because taekwon-do combines high technical content, fun, and unique value and to learn self-defense ($M F1$ and $F18=4.5$ Point) – Table 2.

The extrinsic motivation factors gained fewer points in likert scale and the dominant one was to contest winners ($M F5=3.3$ Point), in order to improve one's own literacy and the hope to become taekwon-do coach in near future ($M F10$ and $F16=3.2$ Points).

Table 2. Means for all factors taekwondoist from Poland ($N = 56$)

Factors of Motivation <i>M</i>	
F1. Because taekwon-do with high technical content, fun, and unique value.	4.500
F2. For the fun and get rid of boredom.	3.036
F3. In order to meet friends.	2.768
F4. In order to make new friends.	2.768
F5. In order to contest winners.	3.268
F6. In order to shape the body.	4.393
F7. In order to improve physical health.	4.429
F8. For the near future may become a taekwon-do professional.	3.857
F9. In order to foster self-esteem.	3.750
F10. In order to improve my own literacy.	3.161
F11. In order to establish prestige among my classmates / friends.	2.500
F12. In order to get the recognition from my teacher / coach.	3.036
F13. In order to reduce the learning / working pressure.	3.554
F14. In order to reduce the troubles from learning / work.	3.339
F15. In order to develop the skills.	4.589
F16. Hope to become taekwon-do coach in near future.	3.161
F17. In order to satisfy the will of family.	2.786
F18. For self-defence	4.518

Note. Intrinsic factors = 1, 2, 6, 7, 9, 13, 14, 15, & 18. Extrinsic factors = 3, 4, 5, 8, 10, 11, 12, 16, & 17

Comparing the significance of the subsequent factors motivating for practicing taekwon-do in USA and in Poland (Fig. 1) the biggest differences have been observed in the significance of F11 factor (in order to establish prestige among my classmates / friends; difference 1.417 point), F2 factor (for the fun and to get rid of boredom; difference of 1.222 points) and F18 (for self-defence, difference of 1.060 point). Factors F14 (in order to reduce the troubles from learning / work, difference of 0.072 points), F6 (in order to shape the body, difference of 0.158 point), and also F7 (in order to improve physical health and physical fitness, difference of 0.218 point).

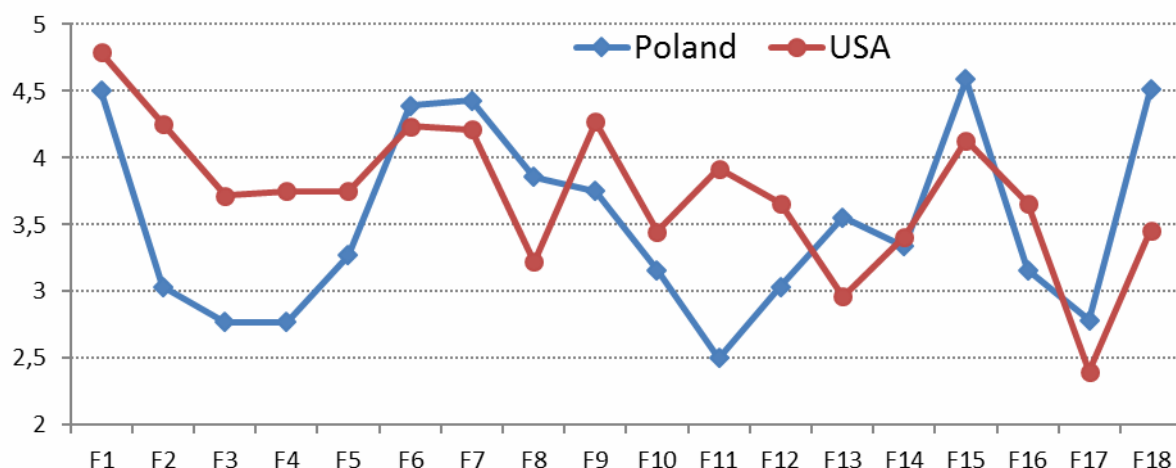


Fig. 1. Comparing the power of motivation of 18 factors among American and Polish taekwondoists

Establishing the hierarchy of the motivation factors for American and Polish taekwondoists has allowed to distinguish three layers of factors: showing big variations in motivation power (above 25%), medium variations (10-24%) and small variations (up to 9%) – Fig. 2. The factors belonging to group I constitute the basis for differentiating the training programmes which should be considered by taekwon-do instructors.



Fig. 2. Three layers of motivators differentiating two environments of taekwondoists.

Discussion, practical instructions, recommendations and conclusions

The high value and the advantages of taekwon-do techniques (esthetic movement, effectiveness of defensive and offensive actions, a wide range and variety of tactical applications), the possibility to derive pleasure and fun from practicing (organizational aspect of the classes, professional instructors) and the unique values possible to acquire or develop in the course of training (self-discipline, emotional control, respecting principles, comprehensive psychophysical development) constituted the set of the strongest motivators for practicing of New York taekwondoists.

This hierarchy of motivators can be found in the definitions of taekwon-do provided by Gen. Hong Hi (1965, 1983, 2000) and other authors (Bos, Marano & Trajtenberg 2015, Kim, 1995, Pieter & Heijmans 2000). The vast majority of articles on different aspects of taekwon-do has been written in English (e.g. amazon.com offers more than 40 books on taekwon-do), therefore the relevant literature has become more available for children and teenagers, which gives a good opportunity for improving and getting new knowledge from dojang.

Polish taekwondoists were motivated mostly by the will of developing their own skills. The advantage of taekwon-do involves the variety of techniques, different correlations of movement, physical and mental powers during formal patterns, different types of combat (including honsi sul), basic techniques and motor fitness which engages one's all muscles,

physiological systems and internal organs. Alternative forms of physical activity are sought nowadays, thus triggering the popularity of extreme sports. However, martial arts are among 10 most popular sports in France, the Netherlands, Canada, Finland, Australia and Belgium (Vertonghen & Theeboom 2010). The research carried out by Breese (1998) suggests that there are significant differences in motivation of taekwondoists depending on the level of their technical skills and training seniority. Therefore, instructors and coaches should attempt to recognize and understand the reasons for which their students participate in the class, and to adjust the contents and training methods to the varying expectations of their students.

On the basis of the power of motivation factors prevailing among the examined groups of taekwondoists, some general and detailed solutions for classes can be proposed (Table 3).

Table 3. Suggested training solutions referring to different types of motivation

Variables	Taekwondoists from USA	Taekwondoists from Poland
The biggest differences in the power of motivation	F2=1.222 (28.7%); F3=0.949 (25.5%); F4=0.984 (26.2%); F11=1.417 (36.2%)	F18=1.060 (29.4%)
General training instructions	<ul style="list-style-type: none"> - to use different methodological solutions (games, circuit training workout, task methods, activation and problem solving methods) - not to focus on striving for mastering the techniques to perfection, but to provide the opportunity to learn the possible biggest number of techniques - to use praises and rewards often - to organize mini competitions so that everybody gets a chance to win in a certain competition - to observe the hierarchy based on the students' degrees - to stress different presentations of strength on each class - to instruct on and to make students observe a healthy diet and practice physical activity outside the class 	<ul style="list-style-type: none"> - to teach new technical combinations in spite of the students' insufficient competence in basic techniques - to apply a block of exercises devoted to honsi sul on each class - to control the intensity of exercises and to use different methods of teaching, improving and practicing combat techniques - to instruct students about „homework” like outdoor running, fast walking, cycling, swimming - to introduce periodical cycles of exercise in terms of shaping physical fitness (focusing on different aspects of strength) - to use body building methods and dietary supplements
Particular training instructions	<ul style="list-style-type: none"> - to make fewer repetitions with large variety of exercises at the same time - to organize meetings outside the classes meant to give more knowledge about taekwon-do - training process should include some selected elements of show sports (team sports, windsurfing, alpine skiing, kitesurfing, etc.) - to let the students identify themselves with taekwon-do by means of gadgets, uniforms, bags, badges 	<ul style="list-style-type: none"> - to introduce new self-defense elements on each class (different combat positions, typical or improvised weapon) - the classes in dojang should be supplemented by theoretical activities regarding different aspects of training (teaching methodology, planning and programming the training process, psychological aspects of combat, periodical cycles of training) - to apply tests verifying the change of

	<ul style="list-style-type: none"> - to use many exercises in pairs with a frequent change of the partner - to propose tasks outside the class which require the cooperation of a few persons from the class 	the student's level of physical fitness and motor skills
Specialized training instructions	<ul style="list-style-type: none"> - classes in dojang 2-3 times a week and other activities 1-2 times a week - to organize taekwon-do shows in the students' life environment - summer and winter camps should be considered as fixed elements of the training - to organize 2-3 day theme taekwon-do seminars (e.g. improvement of selected self-defense skills) 	<ul style="list-style-type: none"> - classes in dojang 3-4 times a week - a block of strengthening exercises (10-15 min) on each class - to make breaks in the class for drinking (water, isotonic drinks) - to recommend consuming easily absorbed carbohydrates (banana, recovery drinks) right after the workout - to recommend having 4-6 meals a day - to recommend taking alternately hot and cold shower

The analyses of the results allow for drawing the following conclusions:

1. Taekwon-do instructors should strive for constant improvement, completion and updating of their pedagogical competence.
2. Different diagnosing tools for the students should be used in practice which would involve the verification of the students' motor skills, level of physical fitness, the power and the type of motivation factors, the students' and their parents' (when under 18) expectations.
3. A wide range of training means and methods should be used in the class as well as other organization forms of training should be applied, stress should be put on shaping the students' multidimensional and general physical fitness.
4. Training solutions from other sports disciplines should be used (e.g. periodical blocks of exercises, bodybuilding methods) in order to improve the effectiveness and attractiveness of taekwon-do classes.
5. New methods and forms of exercises should be implemented, e.g. Crossfit, Kettlebell HKC (Hardstyle Kettlebell Challenge), Slackline, Tabata System, TRX, TrickBoard.

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