

# Empirical verification of the effect taekwondo on manners in elementary school students

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## Abstract

**Background & Study Aim:** Taekwondo is a Korean martial art that emphasizes the importance of discipline for its practitioners. The purpose of this study was influence of the 6 month taekwondo training on the manners in elementary school.

**Material & methods:** A total of seventy elementary students were selected and divided up randomly in to two groups, a Taekwondo group (N=30) and a control group (N=40). Survey measurements were taken three times pre-, after 3 months and post treatment (after 6 months) for 2×3 mixed design with repeated measure. For statistical analysis, two-way ANOVA, paired t-test, and an independent t-test with a significance level of 0.05 were applied.

**Results:** Statistical analysis revealed there was no mutual affect between taekwondo and control group on language manners, relationship manners, greeting manners, listening manners, table manners public manners in the testing time.

**Conclusions:** Taekwondo discipline for six months tended to have minimal effect on increasing manners. Future studies investigating similar behavioural changes should examine a longer period and should try to focus on the teaching style of class (leadership and communication styles).

**Keywords:** Taekwondo • manners • Youth sport • youth education • martial arts

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**Self-defence** – the act of defending one self

**Manners** – code of polite behaviour

**Youth sport** – sport participant under the age of 18

**Poomsae** – is a series of defensive and offense techniques to practice Taekwondo alone.

**Kyorugi** – is the actual fighting with an opponent with the rules defined by the World Taekwondo Federation (WTF)

## BACKGROUND

In modern society, there has been a reduction in the authority traditionally exercised by one's parents especially that authority that was of the traditionally strict father. This situation has lead parents to look for external sources outside of the family home to help educate their children's manners in schools, etc. As Taekwondo is a martial art and well known to help educate its practitioners in manners, naturally parents tend to send their children to Taekwondo schools for this etiquette education.

Taekwondo is a martial art that through physical training promotes mental strength or in other words spirit. One of the objectives of Taekwondo is to develop all around good manners and patience

by gruelling physical training. Taekwondo practitioners are affected by the training program, surrounding practitioners and by the Taekwondo Instructor or Master. Conventionally a taekwondo program consists of basic movements, Poomsae (patterns), Kyorugi (fighting practice), demonstration and self-defence. Nowadays the program has become more multidimensional to fit in with the demands of parents and therefore it also includes daily manners education, personality education, school physical education, recreation, outdoor events, etc. With this shift from the traditional Taekwondo program to this more multidimensional program the fundamental meaning and purpose of Taekwondo is disappearing to make way for a more fun and exciting experience for kids.

Taekwondo masters are different from physical education teachers as their dominant focus is on philosophical education. Taekwondo masters try to emphasize an education involving theory and practice, love, control of one's real feelings, to take the initiative and to lead by example [1]. While training in a Taekwondo gym, practitioners must adhere to some other basic training rules. The proficiency of their techniques is important, however it is more important for them to develop their internal motivation, spirit, etiquette, self-confidence, and learn about themselves so they can begin to learn about others.

There is a large emphasis on the Taekwondoists' development of manners during Taekwondo. In manner training and education the practitioner is instructed on how to maintain and improve their self-control. They are also taught how to interact during formal and informal relationships by understanding common sense and the fundamentals of spirit. With the prominence of manners and etiquette during Taekwondo training it is important to investigate how much and how manner and etiquette training is actually being carried out in Taekwondo academies nowadays.

Even with the realization of the immense importance of manner and etiquette education during Taekwondo, in reality it is gradually becoming more difficult to see it really being a large part of the training programs in many Taekwondo academies. Respect and manners for one's parents during daily life are understood to be of utmost value during manner and etiquette education. With the tendency of a rapidly dropping birth rate in modern society, Taekwondo academies have been forced to meet the demand of parents for a Taekwondo training syllabus involving more emphasis on friendship, fun and a playing area rather than the strict discipline that traditional Taekwondo training requires. Children are being forced by their parents, especially their mothers, to attend Taekwondo as mothers under the assumption that this will help educate their children manners.

There are many studies that have reported the positive nature that manner and etiquette education has on many Taekwondo practitioners [2-5]. Researchers have stated that the environment can influence manners [6] and that the professional level of the instructor can influence the practitioners' manners and etiquette [7]. In general, in these studies the authors mentioned that Taekwondo training had a large role highlighting the realization of manner and etiquette training in the family, school and society. These studies have restrictions

that could have influenced the conclusions and therefore require a mention in the following.

First, there are many problems generalizing the results of a cross sectional research. There were problems with the research hypothesis, sampling, statistical analysis associated with these studies. In all of Song and Lee's [8] studies investigating the various effects that Taekwondo has on its practitioners, the majority of research focused only on the relationship between the variables. In Schutz and Park [9] cross sectional study, the changes due to the passage of time could not be demonstrated with efficiency. According to Park and Kang [10] for the efficient classification of treatment of the dependant variables a research method of repeated measures plan is needed. Song et al [11] advice that to illustrate the change due to time for a cross sectional research there must be at least 2 measurements recorded within a minimum of 6 months.

Second, the indiscrete usage of the measurement tools is evident. Inaccurate data was provided by tools without the validity being verified. This contorts the results and conclusions. In Jeon's study [12] involving the subjects aged in their teens there was almost no validity and reliability established.

Third, for the majority of the research involving the comparative examination of the development or change due to the practice of Taekwondo, the conclusions were not understand to their full extents. Regardless of the focus of studies consisting of teenagers' change in psychological factors according to participation in Taekwondo, it is very difficult to observe a result regarding the change or development theory. There must be serious consideration in order to view via the difference between the effect of physical posture/technique and development process to illustrate if it is from social learning [13] or by logic [14].

Therefore, the purpose of this study is to try to overcome and compensate for the restrictions and shortcomings highlighted in previous research and to examine the change Taekwondo training has on teenagers' manners and etiquette consciousness.

## MATERIAL AND METHODS

### Participants

Seventy subjects were randomly selected from the third to sixth grade from one elementary school in Seoul in the Republic of Korea for this study. The information about the subjects is shown in the following Table 1.

**Demographics**

The following demographic variables were recorded; name, school, grade, gender, if they participate in exercise or sport, exercise or sporting period and daily exercise time. All of these variables were cross checked and re-measured to ensure that the group demographics were reliable.

**Etiquette**

This research used the etiquette measurement questionnaire developed by Lim as a tool for measuring children’s etiquettes [15]. The development of this measurement tool was developed focusing on ensuring that children could comprehend the questionnaire. This questionnaire was then analysed, modified and re-analysed according to pilot test results. This questionnaire includes an internal formation examination factor analysis and confirming factor analysis as well as an external relationships examination factor enabling the comparison of the population’s characteristics via the differences in average scores.

To prepare and authenticate this survey’s construct validity, confirmation of the factor analysis was performed on the data from 230 Elementary school students from the third to sixth grade. Absolute Fit Measures (Q, RMSEA), Incremental Fit Measures (TLI, IFI, NFI, CFI), and Parsimonious Fit Measures (PCFI, PNFI) were also calculated and checked for the 6 multidimensional variables measuring etiquette. The index measures of the 6 multidimensional factors are shown in the table 2 below and all appeared satisfactory and

appropriate. The checked factor analysis was used to measure the etiquette of children under the following categories; language manners (4 items), manners in public (4 items), manners during meals (4 items), interpersonal relationship manners (4 items), manners during listening (5 items), greeting manners (5 items), a total of 6 categories constructed by a total of 24 questions.

**School and Taekwondo Gymnasium Selection and Survey Timing**

The students of one elementary school in a Seoul were selected for this research. The dates of the 3 surveys were first discussed with the schools’ authorities and teachers and the possible dates were decided. One week before the survey was to be carried out the investigator meet with the teachers to explain about the survey procedure and things to be careful of. The investigator met with the supervising Taekwondo instructor and Grandmaster to explain about the research objectives, design and schedule of survey.

**Research Design**

A 2×3 mixed design with repeated measure was utilized so that the investigator could compare between the intensities of Taekwondo training as an independent variable; training or not, for the first measurement, second measurement and third measurement while measuring the dependant variable of etiquette during and after participating in Taekwondo training. The first survey was carried out over the 3 days on the 22 – 24th of March, 2010, the second between the 15 – 16th of June, 2010, and the third was on the

**Absolute fit measures** – indices determine how well a priori model fits the sample data

**Incremental fit measures** – indices determine the goodness of fit of the survey

**Parsimonious fit measures** – indices using the minimum amount of independent variable to represent the dependent variable.

**Table 1.** Details of Participants

Category	Research Subjects(2×3)	Standard for Selection of Research Subjects
Experimental Group (Taekwondo Beginners)	Elementary School Students; 3~6th Grad: 30 students	Beginner Taekwondo students (white belt) with less than 1 month Taekwondo training participating in over 5 hours spread out over 4 times per week
Control Group (no participation in exercise or no taekwondo)	Elementary School Students; 3~6th Grad: 40 students	
Total	70	Exercise according to ACSM(2000) guidelines

**Table 2.** CFA of Etiquette

	χ <sup>2</sup> /df	CFI	TLI	IFI	NFI	PCFI	PNFI	RMSEA
Significant Level	Below 2.0	Above .90	Above .90	Above .90	Above .90	Above .50	0.6~0.9	Below .08
6 factors (multidimensional)	547.839/284	.986	.983	.986	.972	.798	.786	.064
Goodness of fit	fit	fit	fit	fit	fit	fit	fit	Fit

6 – 8th of September, 2010, in an Elementary School for the students between the grades of third and sixth. Students that did not participate in all the surveys were removed from the results in this study.

**Taekwondo Program**

The main interest of this research is to comprehend the difference of etiquette according to varying groups and over time. The Taekwondo boys training group students consisted of 4 training times a week including over 5 hours of training and the Taekwondo program is shown in the Table 3.

The Taekwondo program presented in Table 3 was carried out in 2 World Taekwondo Federation style Taekwondo gymnasiums near the Elementary School. The Taekwondo schools were selected because they had a similar program that of Yullin Taekwondo training program which is approved by the Korean Taekwondo Association and therefore a very popular program used widely in Korea. The Yullin Taekwondo Research Center [16] developed this training program in accordance with Yongin University Professors and with Yongin University alumina instructors and

grandmasters. These 2 Taekwondo schools also were selected due to the importance of Poomsae being expressed and their proximity to the Elementary School. Each of the gymnasiums were larger than 100m<sup>2</sup> and have similar interior design.

**Design and Statistical Analysis**

SPSS 12.0 for Windows was used for the statistical analysis. After the calculation of the descriptive statistics (M, SD) the before and after and the between groups measures a repeated measures 2 way ANOVA was carried out to examine the differences. When there was no interaction effect observed independent and pared t testes were used to examine the main effect. For these procedures the statistical significance level was set at p<.05.

**RESULTS**

The etiquette of teenagers was measured 3 times to examine the difference between the two groups selected for this study. Thirty students participating in Taekwondo and forty not participating were surveyed in the first measurement. At the second measurement of the group of 30 students participating

**Table 3.** Taekwondo Training Program

Phase	Period	Contents
First Test	Before Weeks	• Taekwondo: Basic Movements, Basic Kicking, Poomsae, Meditation
	Week 1	• School Physical Education: Fitness Exercise, Recreation • Spirit Education: Greeting Well(lesson in manners)
	Week 5	• Taekwondo: Basic Movements, Basic Kicking, Poomsae, Total Practice, Meditation • School Physical Education: Fitness Exercise(skipping rope), Recreation • Spirit Education: reading more than 2 books
	Week 9	• Taekwondo: Basic Movements, Poomsae Posture improvement and Total practice, target kicking, combination kicking, Meditation • School Physical Education: Fitness Exercise Evaluation (gymnastics horse) • Spirit Education: Greeting Well(lesson in manners)
Second Test	Week 13	• Taekwondo: Basic Movements, Basic Kicking, Personal Poomsae, Combination target kicking, Self defense, Group Poomsae (posture correction), Meditation • School Physical Education: School PE(skipping rope, gymnastics horse), fitness training • Spirit Education: Keeping a promise
	Week 17	• Taekwondo: Basic Movements, Basic Kicking, Sparring, Personal Poomsae, Self defense, Meditation • School Physical Education: Cross arms skipping, tumbling • Spirit Education: Helping your parents
	Week 21	• Taekwondo: Basic Movements, Basic Kicking, Poomsae, Sparring, Meditation • School Physical Education: tumbling, obstacle course • Spirit Education: Giving your parents a massage
Third Test	Week 24	• Taekwondo: Basic Movements, Basic Kicking, Poomsae, Sparring, Meditation • School Physical Education: Gymnastics Horse, Break falling • Spirit Education: Using correct and proper language

in Taekwondo 5 teenagers dropped out for non-participation, 4 teenagers dropped out and their data were thus eliminated for this study. At the third measurement of the taekwondo group, 3 more students dropped out, and for the non-taekwondo group, 4 dropped out and so their data were eliminated from this study. As a result the Taekwondo participating group was reduced to 22 participants, the non-Taekwondo group to 32 participants and the statistical analysis was performed on these remaining subjects.

**Homogeneity Within Groups**

Before the examination of the teenagers’ etiquette between groups the homogeneity within groups had to be confirmed. An independent t test was performed between the taekwondo and non-taekwondo group on the first measured data and the results are as follows; language manners (t=-.948, p>.05), interpersonal relationship manners (t=.162, p>.05), greeting manners (t=1.326, p>.05), listening manners (t=-.826, p>.05), meal manners (t=.049, p>.05), public space manners (t=-1.135, p>.05) which showed that there was no statistically significant difference between the groups. With this result in consideration the 2 way repeat measures ANOVA was performed.

**Change in Etiquette according to Taekwondo Training**

To interpret the results of the 2 way ANOVA the Mauchly examination value had to be checked. For the language manners (p=.182, p>.05; Greenhouse-Geisser=.937), relationship manners(p=.082, p>.05; Greenhouse-Geisser=.910), greeting manners (p=.170, p>.05; Greenhouse-Geisser=.910), listening manners (p=.387, p>.05; Greenhouse-Geisser=.960), meal manners (p=.764, p>.05; Greenhouse-Geisser=.989), public space manners (p=.367, p>.05; Greenhouse-Geisser=.963) the selected null hypothesis was verified and the univariate examination table could be used for interpretation of results. The results of the descriptive statistics for the 2 way ANOVA are the following.

**Language Manners**

Table 4 shows the averages and standard deviations of each measurement for the language manners for the two groups.

**Table 4.** Language Manners

Classification	Participation		Non-participation	
	M	SD	M	SD
1 <sup>st</sup> Test	2.78	.56	2.93	.58
2 <sup>nd</sup> Test	3.19	.60	3.19	.53
3 <sup>rd</sup> Test	3.25	.88	3.05	.50

For the group participating in taekwondo the language manners group’s score first test 1 (2.78), second test (3.19), third test (3.25) tended to increase where on the contrary the non-taekwondo groups first test (2.93), second test (3.19) and third test (3.05) tended to increase then decrease.

For the language manners there is no interaction effect between the groups and the time of measurement F(2, 100)=1.608 (p>.05). With the verification of the no interaction effect the main effect was analysed. There was a significant difference for the language manners according to the time of measurement F(2, 100)=6.710(p<.01). However, between the individuals of the group there was not a significant difference for the average values F(1, 50)=.016(p>.05). In examine overall difference between the groups and not just between the times a pared t test was performed.

For the taekwondo group; between the first and second test (t=-3.146, p<.01), between the first and third test (t=-2.183, p<.05). However for the non-taekwondo group there was only a significant difference between the first and second test (t=-2.363, p<.05).

**Relationship Manners**

Table 5 shows the mean and standard deviation for the interpersonal relationship manners.

**Table 5.** Relationship Manners

	Participation		Non-participation	
	M	SD	M	SD
1 <sup>st</sup> Test	3.01	.64	3.03	.57
2 <sup>nd</sup> Test	3.17	.64	3.30	.43
3 <sup>rd</sup> Test	3.28	.94	3.28	.49

There was an increase in the Taekwondo groups interpersonal relationships manners for the first test (3.01), the second test (3.17) and the third test (3.28), but for the non-Taekwondo participation group there was an increase shown from the first (2.93) to the second test (3.19) but then there was a decrease shown at the third test (3.05).

There was no main effect between the time and the groups for the interpersonal relationships manners F(2, 98)=.294 (p>.05). There was a significant statistical difference for the main effect between the testing times for the interpersonal relationships manners F(2, 98)=4.118 (p<.05). However there was not a difference significant within the subjects F(1, 49)=.115

( $p > .05$ ) and there was not a difference between the groups average values.

To examine more closely the difference between the two groups a paired t test was performed. For the non-taekwondo participation group there was a significant difference between the first and second test ( $t = -2.177$ ,  $p < .05$ ), and between the first and third test ( $t = -2.543$ ,  $p < .05$ ). However, for the taekwondo participation group there was consistent increase in the average score but this was not statistically significant.

### Greeting Manners

Average and standard deviation for the two groups according to time of measurement for the greeting manners is in Table 6.

**Table 6.** Greeting Manners

	Participation		Non-participation	
	M	SD	M	SD
1 <sup>st</sup> Test	2.86	.49	2.70	.44
2 <sup>nd</sup> Test	3.17	.47	2.93	.53
3 <sup>rd</sup> Test	3.31	.83	2.82	.48

For the Taekwondo group there was a trend for an increase in the score between tests first (2.86), second (3.17) and third (3.31), whereas for the non-taekwondo group there was an increase then a decrease, first (2.70), second (2.93) and third (2.82).

There was no interaction effect measured between the time and the groups  $F(2, 88) = 1.466$  ( $p > .05$ ). There was a significant main effect shown for the greeting manners over time  $F(2, 88) = 5.136$  ( $p < .01$ ). Also, for the main effect between the two groups, a statistical significant difference could be observed for the average values  $F(1, 50) = 6.40$  ( $p < .05$ ). Table 6 clearly shows that there was a larger increase in greeting manners for the taekwondo group than the non-taekwondo group. A paired t test was performed to show the difference over time and for the taekwondo group there was a significant difference between the first and second test ( $t = -2.432$ ,  $p < .05$ ) and a significant difference between the first and third test ( $t = -2.188$ ,  $p < .05$ ). For the non-taekwondo group there was only a significant difference between the first and second test ( $t = -2.121$ ,  $p < .05$ ). As for the differences between the groups according to the independent t test, there was not a significant difference at the first test ( $t = 1.326$ ,  $p > .05$ ), and at the second test ( $t = 1.414$ ,  $p > .05$ ) but there was a significant difference at the third test ( $t = 2.159$ ,  $p < .05$ ).

### Listening Manners

Average and standard deviation for the two groups according to time of measurement for the Listening Manners is in Table 7.

**Table 7.** Listening manners

	Participation		Non-participation	
	M	SD	M	SD
1 <sup>st</sup> Test	2.76	.55	2.81	.56
2 <sup>nd</sup> Test	2.86	.47	2.83	.42
3 <sup>rd</sup> Test	3.00	.90	2.80	.48

For the Taekwondo group there was a trend showing an increase in the score between tests first (2.76), second (2.86) and third (3.00), whereas for the non-taekwondo group there was a no significant change or trend among the first (2.81), second (2.80) and third (3.00). There was no significant main interaction effect between the groups according to time  $F(2, 92) = 1.171$  ( $p > .05$ ). For the listening manners according to testing time there is not a significant difference  $F(2, 92) = .899$  ( $p > .05$ ). As regards for the within subjects difference according to the group there is no significant difference  $F(1, 46) = .165$  ( $p > .05$ ).

### Meal Manners

Average and standard deviation for the two groups according to time of measurement for the meal manners is in Table 8.

**Table 8.** Meal Manners

	Participation		Non-participation	
	M	SD	M	SD
1 <sup>st</sup> Test	3.12	.50	3.05	.49
2 <sup>nd</sup> Test	3.39	.62	3.15	.54
3 <sup>rd</sup> Test	3.39	.55	3.22	.52

For the taekwondo participation group there was no significant difference between the test times recorded, first (3.12), second (3.39) and third (3.39). For the non-taekwondo participation group there was a small increase as a function of time first (3.05), second (3.15) and third (3.22).

There was no significant interaction effect between the group and the measurement time for the meal manners  $F(2, 98) = .606$  ( $p > .05$ ). There was a significant main effect between the meal manners and the time of the measurement  $F(2, 98) = 4.442$  ( $p < .05$ ). There was no significant difference in the averages according to the within subjects comparison test  $F(1,$

49)=1.80( $p>.05$ ). Table 8 illustrates that there is a difference between the participation and time for the values recorded for meal manners.

The paired t test demonstrates that for the taekwondo participation group the significance level is close for the first and second test( $t=-2.001, p>.05$ ), and there is a significant difference for the first and third test( $t=-2.755, p<.05$ ). For the non-taekwondo participation group there was no significant differences shown between the testing times.

**Public manners**

Table 9. Averages and Standard deviations for the public manners according to group

**Table 9.** public manners

	Participation		Non-participation	
	M	SD	M	SD
1 <sup>st</sup> Test	2.97	.59	3.13	.48
2 <sup>nd</sup> Test	3.42	.57	3.27	.46
3 <sup>rd</sup> Test	3.25	.67	3.12	.61

For the taekwondo participation group there was an increase from the first (2.97) to the second (3.42) test but there was a decrease at the third test (3.25). Similarly for the non-taekwondo participation group there was an increase from the first (3.13) to the second (3.27) test then a decrease (3.12).

There was no significant main interaction effect  $F(2, 104)=1.682(p>.05)$  between the time and the groups for manners in public. There was a significant difference  $F(2, 104)=4.755 (p<.05)$  between the manners in public over time. There was not a significant difference  $F(1, 52)=.730 (p>.05)$  between the groups according to time.

In table 9 a difference between the taekwondo participation group and the non-participation group for the manners in public can be observed. For the taekwondo group according to the paired t test there was a difference between the first and second test ( $t=3.609, p>.05$ ), but for the non-taekwondo participation group there was no significant differences shown between the first, second and third test.

To highlight that there was no initial difference between the Taekwondo participation group and the control group the homogeneity of etiquette was tested at the first testing time. There was no significant interaction effect shown between the two groups

according to the testing time. There was a statistical significance according to the testing time for language manners, interpersonal relationships manners, greeting manners, meal manners and manners in public, and there was a difference between the two groups for the greeting manners. There was a significant statistical difference for the language manners, greeting manners and meal manners between the first and second test, the first and third test for the Taekwondo participation group. But for the non-Taekwondo participation group there was a significant statistical difference only for the interpersonal relationship manners between the first and second testing time, the first and third testing time. The average etiquette scores for the taekwondo participation groups were higher than the non-Taekwondo participation groups. There was a significant difference shown for all the greeting manners according to the testing times. The taekwondo participation groups score increased from by 0.45 between the first (2.86) and the third test (3.31), but only increased 0.12 between the first (2.70) and third test (2.82). The large importance of greeting manners during the Taekwondo program and education can be illustrated here by the significantly large increase in the score of the greeting manners. At the entrance and exit of the Taekwondo gymnasium, beginning of training, before the flag and instructor, the Taekwondo practitioner must habitually greet and behave with manners, which is part of the training of the Taekwondo spirit which is to carry over to the greeting of parents at home and greeting teachers at school. However, there was not a statistical significant change for the Taekwondo and non-taekwondo participation groups according to the testing time.

**DISCUSSION**

Seventy subjects from an Elementary school in a Seoul filled out the survey to investigate the objectives mentioned above. 2 x 3 ANOVA with repeated measures was used to compare between the independent variables of two groups (Taekwondo and a control group) and the test timing (first, second and third) for the dependant variable of etiquette. Propriety for teenagers was classified into the language manners, interpersonal relationship manners, greeting manners, listening manners, meal manners and manners in public according to the needed lifestyle skills for self-management and maintaining interpersonal relationships in Korean society [15,17].

In general when people train in Taekwondo then they expect that it will help cultivate their etiquette. This

is reflected in that Taekwondo practitioners highly regard the etiquette education in the Taekwondo schools. Lee and associates [3] stated that the longer that one trains in Taekwondo the better their etiquette is, Heo [5] demonstrated the influence of Taekwondo training time and skill has on the consciousness of etiquette. However, the results of this study can not fully support this. As expected the etiquette points score for the Taekwondo participation group is higher than the non-Taekwondo participation group, but it is not as much of a difference that has been stated in previous research. This study gives a similar result with Jang and You [6] research stating that there is not a substantial difference between the etiquette according to the taekwondo participation training period.

In two studies [5, 18] previously carried out with Elementary school students the authors did not validate their survey and check that it was suitable for the targeted subjects. The survey that they used was designed and validated for high school students and so this could lead to discrepancies with the usage of the survey for Elementary school students. In research measuring the value of the sportsmanship for middle school students [19, 20] both of the authors emphasized the high risk of using a survey for middle school students due to the students' lack of full comprehension of the questions on the survey.

According to Lim [1] open survey of Taekwondo instructors, the instructors often stated that it usually took the time to get the first poom belt (junior black belt), before any of the sudden change in the practitioners' social skills and etiquette. Thus a result of the comments and the survey of the instructor which leads to the recommendation of at least 12 months for any studies focusing on social change and etiquette. Song's [19] longitudinal study seems to be too short as the repeated measures design of the survey is only for the duration of 6 months and within this short period of taekwondo training a practitioner can only get to the level of 5, about a blue belt. This is a long way short of the usual goal set by infant/toddler parents which is usually first poom.

For this study 2 gymnasiums nearby the Elementary school were selected to take part and offer this specialized taekwondo program. To maximize the effect for the Taekwondo participation group, the Youllin Taekwondo research centre developed program was selected and instructed at two schools for this study. The reason why Elementary school students were selected as the targeted subjects is that

Elementary school students make up the vast majority of taekwondo participants. During the program the Elementary school had vacation during the 24th of June to the 24th of July and so during this time taekwondo participation was difficult. With low rates of attendance during the school vacation it was unfortunate that Taekwondo program could not be fully executed. So as a pre-emptive way of blocking the usual large drop out of training in the school vacation, the taekwondo schools make additional changes to the provided taekwondo program including outdoor activities and camps, etc. Originally taekwondo with its main objective to strength the spirit through physical training has been changing recently due to the additions of interesting activities for children to become more interested and attached to Taekwondo.

Taekwondo and martial arts spirit and philosophy are developed by the physical process of training and the instructor's feedback [21]. Nowadays in Korea with the growing need for wider more varied programs to maintain student interest, taekwondo instructor focus during TKD class has shifted away from the real spiritual meaning of TKD and Martial Arts. Even with the benefits illustrated in much research of a traditional martial arts taekwondo program, the mentioned Taekwondo spirit, philosophy and feedback by Lakes and Hoyt [21] is in reality gradually disappearing. In future studies, it is recommended that the difference between a school focusing of the martial arts spirit and schools focusing on the sporting side should be investigated as they influence the practitioners' manners and social behaviour.

Lakes and Hoyt [21] demonstrate that focusing on traditional martial arts for taekwondo during training can positively affect cognitive, emotional, self-discipline, in the classroom and social behaviour. The positive effects are due to the practitioner concentrating on not just the endeavour to master technique but more importantly the main aspect of martial arts, self-control. Similarly Trulson [22] compared the psychological characteristics of two groups; one group who practiced traditional martial arts style taekwondo, and one group that focused on the modern competition style taekwondo. Trulson [22] observed that for the group focusing on the modern style competition taekwondo, there was an increase in aggression, reduction in self-worth and self-esteem. Trulson [22] expressed the paramount importance of emphasizing a traditional martial arts program as it was demonstrated to facilitate positive development for children. Other researchers

also mentioned that when Taekwondo and the martial arts philosophy are taught with the appropriate atmosphere is established in class, then a positive effect is expected [23,24].

## CONCLUSION

Six months of taekwondo training is not enough to substantially affect one's manners behaviour. However, after reflecting on the change showed according to testing time of the language, interpersonal, greeting, meal and public manners over a short period, it is expected that there would be a more considerable effect coming as a result of more

participation in Taekwondo for a longer period. For the more adaptation (better manners) either the participants require a stronger impact of educational training (way of communication, respecting the rules, etc.), or may depend on the personality of the teacher. In future studies, it is highly recommended to increase the duration of the study, especially, when children are participants, as 6 months tends to be too short. It is also recommended that the researcher be careful to check: the contents of the taekwondo program focusing on the style either being a traditional martial arts or a competition style; effects of education (quality standards) students enrolled in different teacher training.

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