

Student Athletes and Teacher Coaches' Taekwondo Participation as Strategy on Leisure and Life Satisfaction and Promotion of Physical Fitness

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Abstract

Study Purpose. The purpose of this research was to investigate whether involvement in taekwondo by student athletes and teacher coaches is related to serious leisure activities and levels of life satisfaction in connection to the promotion of physical fitness.

Materials and Methods. In this research project, a descriptive correlational research design served as the approach that was applied. The researchers established and prepared the interview and observation technique based on comprehensive readings and reviews of literature and studies. Before coming up with the list of interview questions, many books, periodicals, journals, published and unpublished research papers, thesis, and dissertations relevant to student athletes were evaluated and consulted.

Results and Discussions. There is a considerable association between the satisfaction that student athletes have with their promotion to leisure and lifestyle and the contentment that teacher coaches have with their jobs. On the other hand, there is not a substantial association between the promotion of student athletes' physical health and the coaching provided by teachers.

Conclusion Teacher coaches should prioritize teaching student athlete the nitty gritty of the taekwondo as serious leisure and lifestyle through different programs and trainings aligned to the taekwondo.

Keywords: Tae Kwon Do, Physical Fitness, Student Athletes

1. Introduction

Taekwondo originated in Korea 2,000 years ago as a traditional martial art and is practiced by many people across the globe. Based on a national survey administered in 2005 by the Korean government, there are 70 million Taekwondo practitioners in 190 countries throughout the world [1], [2]. Taekwondo has played a major role in disseminating some of the basic philosophical beliefs and cultural principles of Korea. Korea's traditional culture [3] was founded on the basis of the philosophy of Han, representing heaven, earth, and human beings, as well as the philosophy of yin-yang and the five elements of the universe (metal, wood, water, fire, and earth) [4]. Lee emphasized that participation in Taekwondo of ten means that a person is determined not only to attain the highest skill level of Taekwondo techniques, but the person is ultimately trying to achieve *simsin-ilyeo* (unity between mind and

body), *cheonin-hapil* (oneness with heaven and earth), and then to become a *hongik-ingan* (a humanitarian).

Some studies have analyzed the physical and social benefits of Taekwondo participation. Kim [1] examined the physical benefits of Taekwondo participation for 80 Korean youth and reported that Taekwondo activity contributed to their physical self-concept, physical strength, perseverance, and flexibility. In addition, Lim [5] explored the relationships between Taekwondo participation and youths' social skills and found out that the youth participation in Taekwondo reported significantly higher levels of perseverance and self-expression than non-participants. This study also suggested that Taekwondo participation provided participants with positive interactions and increased their ability to interact with others. Since Taekwondo principles dictate that participants be trained to enhance their sense of self-control and self-regulation, [6] investigated self-control and self-regulation between 40 youth participants and 40 non-participants. Choi and his colleagues found that youth participants reported having more self-control and self-regulation when compared to non-participants.

More so, Park [7]) examined 239 elementary school students who were learning Taekwondo in Korea and concluded that the longer students were involved in the activity, the higher their scores on measures of responsibility, self-expression, self-control, and confidence. This study provides support for the contention that people who have a strong commitment to Taekwondo experience the benefits of participation. Many people who pursue Taekwondo do so in a serious manner over an extended period of time. On the other hand, for online teaching learning in the midst of COVID19, effectiveness of online teaching in physical education during COVID19 was perceived to be low and difficult among PE teachers. There is a need for the PE teachers to become more creative and interactive and catch the interests of the learners and improve their skill acquisition and physical activities [8], [9]. Koshcheyev and Dolbysheva [10] reiterated that there is a need for student athletes to possibly increase their level of physical fitness, competitive activity, stability, mental state, and the accuracy of muscular efforts and sports performance.

With this, the researcher became interested in this research topic to further examine how student athletes and teacher coaches participate to taekwondo and see it whether as a serious leisure or life satisfaction or even

more of a promotion of physical fitness to attain health wellness. Despite the pandemic crisis, the taekwondo activities are required to be sustained among themselves and able to promote after the crisis.

2. Materials and Methods

The method used in this study is descriptive

correlational research design. Descriptive studies described the process and impact of the development and implementation of a system

3. Results and Discussion

Table 1. Level of satisfaction Towards Taekwondo as a Serious Leisure

STATEMENT	Student mean	Descriptive Equivalent	Coaches mean	Descriptive Equivalent
Consider taekwondo as a hobby.	4.80	Strongly Agree	4.80	Strongly Agree
Enjoys playing taekwondo with friends and coaches as well.	4.93	Strongly Agree	5.00	Strongly Agree
Shows how entertaining but more learning during the course of playing taekwondo.	4.93	Strongly Agree	4.80	Strongly Agree
Encourages others to participate in taekwondo because of the enjoyment it gives.	4.93	Strongly Agree	5.00	Strongly Agree
Feels more as a past time rather than practice or training for competition.	1.87	Disagree	1.70	Disagree
Fosters camaraderie during the game of taekwondo.	4.93	Strongly Agree	4.60	Strongly Agree
Sees taekwondo as a leisure more than a competition.	4.47	Agree	5.00	Agree
Allows players to enjoy everything about taekwondo.	4.93	Strongly Agree	5.00	Strongly Agree
Gives players satisfaction when playing taekwondo not because they compete but because they enjoy it.	4.93	Strongly Agree	5.00	Strongly Agree
Plays taekwondo in the purpose of building camaraderie and fostering friendships.	4.87	Strongly Agree	5.00	Strongly Agree
OVERALL RESPONDENTS	4.56	Highly Satisfactory	4.59	Highly Satisfactory

Scale of Means

4.50 – 5.00

3.50 – 4.49

2.50 – 3.49

1.50 – 2.49

1.00 – 1.49

Descriptive Equivalent

Strongly Agree

Agree

Moderately Agree

Disagree

Strongly Disagree

Interpretation

Highly Satisfactory

Very Satisfactory

Satisfactory

Less Satisfactory

Not Satisfactory

In terms of the student athletes, ‘Enjoys playing taekwondo with friends and coaches as well’, ‘Shows how entertaining but more learning during the course of playing taekwondo [3], [11].’, ‘Encourages others to participate in taekwondo because of the enjoyment it gives.’ ‘Fosters camaraderie during the game of taekwondo.’, ‘Allows players to enjoy everything about

taekwondo.’, and ‘Gives players satisfaction when playing taekwondo not because they compete but because they enjoy it.’ got the highest mean of 4.93 with a descriptive equivalent of strongly agree. ‘Plays taekwondo in the purpose of building camaraderie and fostering friendships.’ got a mean of 4.87 which has a descriptive equivalent of strongly agree. Student athlete Consider taekwondo as a hobby got a mean of 4.80 with a

descriptive equivalent of strongly agree. Student athletes agree that 'Sees taekwondo as a leisure more than a competition.' with a mean of 4.47. Lastly, student athletes disagree that Feels more as a past time rather than practice or training for competition with the lowest computed mean of 1.87.

While for the teachers, 'Enjoys playing taekwondo with friends and coaches as well.', 'Encourages others to participate in taekwondo because of the enjoyment it gives [12].', 'Sees taekwondo as a leisure more than a competition.', 'Allows players to enjoy everything about taekwondo.', 'Gives players satisfaction when playing

taekwondo not because they compete but because they enjoy it.' And 'Plays taekwondo in the purpose of building camaraderie and fostering friendships.' got a mean of 5.0 with a descriptive equivalent of strongly agree. Both 'Consider taekwondo as a hobby.' And 'Shows how entertaining but more learning during the course of playing taekwondo.' got a mean of 4.80. Fosters camaraderie during the game of taekwondo got a mean of 4.60. Lastly, feels more as a past time rather than practice or training for competition got a mean of 1.70. overall, teacher coaches got a highly satisfactory rating of 4.59.

Table 2. Lifestyle satisfaction

STATEMENT	Student mean	Descriptive Equivalent	Coach mean	Descriptive Equivalent
In most ways, the way i playtaekwondo is close to my ideal.	4.73	StronglyAgree	4.80	StronglyAgree
Playing taekwondo in such away that I am enjoying it is excellent.	4.80	StronglyAgree	4.90	StronglyAgree
I am satisfied with how taekwondo become part of mylifestyle.	5.00	StronglyAgree	4.80	StronglyAgree
Through taekwondo, I have gotten the important things I want in life since it is a partof my life style.	4.87	StronglyAgree	4.90	StronglyAgree
I consider taekwondo as partof my life style.	4.73	StronglyAgree	4.90	StronglyAgree
I sometimes make moneythrough taekwondo.	1.40	Disagree	4.90	Disagree
I improve my social skills when i started masteringtaekwondo.	4.60	StronglyAgree	4.70	StronglyAgree
I involve myself to activities that has something to do withtaekwondo and community.	4.87	StronglyAgree	4.90	StronglyAgree
It improves myself in choosing my career when I started learning taekwondo.	3.67	Agree	4.80	Agree
I play taekwondo to makemyself physically fit.	4.80	StronglyAgree	4.90	StronglyAgree
Overall mean	4.35	VerySatisfactory	4.85	VerySatisfactory

Scale of Means

4.50 – 5.00

3.50 – 4.49

2.50 – 3.49

Descriptive Equivalent

Strongly Agree

Agree

Moderately Agree

Interpretation

Highly Satisfactory

Very Satisfactory

Satisfactory

1.50 – 2.49	Disagree	Less Satisfactory
1.00 – 1.49	Strongly Disagree	Not Satisfactory

In terms of the student athlete response, 'I am satisfied with how taekwondo become part of my lifestyle.' got the highest mean of 5.0. Both 'Through taekwondo, I have gotten the important things I want in life since it is a part of my life style.' And 'I involve myself to activities that has something to do with taekwondo and community.' got a mean of 4.87. Both 'Playing taekwondo in such a way that I am enjoying it is excellent.' and 'I play taekwondo to make myself physically fit.' got a mean of 4.80. 'I consider taekwondo as part of my life style.' and 'In most way, the way I play taekwondo is close to my ideal.' got a mean of 4.73. 'I improve my social skills when i started mastering taekwondo.' got a mean of 4.60. 'It improves myself in choosing my career when I started learning taekwondo.' got a mean of 3.67. Lastly, 'I sometimes make money through taekwondo.' got the lowest mean of 1.40. Overall, student athletes are very satisfied with the lifestyle satisfaction with a mean of 4.35.

In terms of the teacher coaches, 'I consider taekwondo as part of my life style.', 'I improve my social skills when I started mastering taekwondo.' And 'I involve myself to activities that have something to do with taekwondo and community.' got the highest mean of 5.0. 'In most ways, the way I play taekwondo is close to my ideal.' And 'Playing taekwondo in such a way that I am enjoying it is excellent.' Got a mean of 4.90. 'I am satisfied with how taekwondo become part of my lifestyle.' and 'I play taekwondo to make myself physically fit.' got a mean of 4.80. 'Through taekwondo, I have gotten the important things I want in life since it is a part of my life style.' Got a mean of 4.70. It improves myself in choosing my career when I started learning taekwondo. Got a mean of 2.70. Lastly, 'I sometimes make money through taekwondo.' got a mean of 1.30. Overall, teacher coaches got a very satisfactory rating of 4.31.

Table 3: Promotion of Physical Fitness

STATEMENT	Student mean	Descriptive Equivalent	Coaches mean	Descriptive Equivalent
I encourage everyone to learn taekwondo to be physically fit.	4.80	Strongly Agree	4.80	Strongly Agree
I consider playing taekwondo in making myself physically fit.	4.80	Strongly Agree	4.90	Strongly Agree
I encourage my friends and relatives to learn taekwondo so that they will be physically fit.	5.00	Strongly Agree	4.80	Strongly Agree
I Create Healthy Environments by Making It Easier to be Physically Active through learning taekwondo.	4.87	Strongly Agree	4.90	Strongly Agree
I consider training programs in learning taekwondo that best fit the condition of the learner.	4.73	Strongly Agree	4.90	Strongly Agree
I spread best practices and benefits of playing taekwondo	4.87	Strongly Agree	4.90	Strongly Agree
I do not involve myself in different vices to let others see how taekwondo makes somebody disciplined in terms of health and wellness.	4.80	Strongly Agree	4.70	Strongly Agree
I Start small by trying to take basic skills twice a week or doing what have learned at home.	4.73	Strongly Agree	4.90	Strongly Agree
I help others learn new stretches and warm-up exercises to learn taekwondo so that their body will be ready.	4.80	Strongly Agree	4.80	Strongly Agree

I encourage others to Join taekwondo class together — choose an activity that's new for both of you.	4.93	Strongly Agree	4.90	Strongly Agree
Overall	4.83	Highly Satisfactory	4.85	Highly Satisfactory

Scale of Means	Descriptive Equivalent	Interpretation
4.50 – 5.00	Strongly Agree	Highly Satisfactory
3.50 – 4.49	Agree	Very Satisfactory
2.50 – 3.49	Moderately Agree	Satisfactory
1.50 – 2.49	Disagree	Less Satisfactory
1.00 – 1.49	Strongly Disagree	Not Satisfactory

In terms of the student coaches, 'I encourage my friends and relatives to learn taekwondo so that they will be physically fit.' got the highest mean of 5.00. 'I encourage others to Join taekwondo class together — choose an activity that's new for both of you.' Got a mean of 4.93. 'I create healthy environments by making it easier to be physically active through learning taekwondo.' And 'I spread best practices and benefits of playing taekwondo' got a mean of 4.87. 'I encourage everyone to learn taekwondo to be physically fit.', 'I consider playing taekwondo in making myself physically fit.', 'I do not involve myself in different vices to let others see how taekwondo makes somebody disciplined in terms of health and wellness.' and 'I help others learn new stretches and warm-up exercises to learn taekwondo so that their body will be ready [2], [13].'. Lastly, 'I consider training programs in learning taekwondo that best fits the condition of the learner.' And 'I start small by trying to taking basic skills twice a week or doing what have learned at home.' got a mean of 4.73. Overall, students got a highly satisfactory rating of 4.83.

In terms of the teacher coaches, 'I encourage everyone to learn taekwondo to be physically fit.', 'I consider playing taekwondo in making myself physically fit [14], [15].', 'I create healthy environments by making it easier to be physically active through learning taekwondo.', 'I consider training programs in learning taekwondo that best fits the condition of the learner.', 'I spread best practices and benefits of playing taekwondo', 'I start small by trying to taking basic skills twice a week or doing what have learned at home.' And 'I encourage others to Join taekwondo class together — choose an activity that's new for both of you.' Got a mean of 4.90. 'I encourage my friends and relatives to learn taekwondo so that they will be physically fit.'. and 'I help others learn new stretches and warm-up exercises [16] to learn taekwondo so that their body will be ready.' Got a mean of 4.80. Lastly, I do not involve myself in different vices to let others see how taekwondo makes somebody disciplined in terms of health and wellness. Got a mean of 4.70. Overall, teacher coaches got a highly satisfactory mean of 4.85.

Table 4. Significant difference between the level of satisfaction as leisure of student athlete and teacher coaches.

U	61.500
U (standardized)	0.000
Expected value	75
Variance (U)	297.375
p-value (Two-tailed)	0.485
alpha	0.05

As shown in the table, the computed p-value is 0.485 which is significantly greater than the set significance level of 0.05, therefore the null hypothesis is failed to be

rejected, therefore, there is no significant difference between the satisfaction as leisure of student athlete and teacher coaches.

Table 5. Significant difference between the level of satisfaction as lifestyle satisfaction of student athlete and teacher coaches.

U	84
U (standardized)	0.000
Expected value	75
Variance (U)	298.125

p-value (Two-tailed)	0.588
alpha	0.05

As shown in the table, the computed p-value is 0.485 which is significantly greater than the set significance level of 0.05, therefore the null hypothesis

is failed to be rejected, therefore, there is no significant difference between the satisfaction as lifestyle satisfaction of student athlete and teacher coaches.

Table 6. Significant difference between the level of satisfaction as promotion to physical fitness of student athlete and teacher coaches.

U	137
U (standardized)	0.000
Expected value	75
Variance (U)	306.750
p-value (Two-tailed)	0.000
alpha	0.05

As shown in the table, the computed p-value is 0.485 which is significantly less than the set significance level of 0.05, therefore the null hypothesis

is rejected, therefore, there is significant difference between the satisfaction as promotion to physical fitness of student athlete and teacher coaches.

Table 7. Significant relationship between the level of satisfaction as promotion to physical fitness of student athlete and teacher coaches.

	As a serious Leisure	Lifestyle Satisfaction	Promotion of Physical Fitness
Correlation Coefficient	0.565	-0.565	0.269
Sig. (2-tailed)	0.001	0.002	0.348

As shown in the table, the computed p-value for leisure and physical fitness which is significantly less than coaches. On the other hand, promotion to physical fitness got a p value which is significantly greater than the significance level which is 0.05. therefore, we fail to reject the null hypothesis. Therefore, there is no significant relationship between promotion to physical fitness of student athlete and teacher coaches.

Significant relationship between the level of satisfaction of student athlete and teacher coaches towards taekwondo

There is significant relationship between the satisfaction as promotion to leisure and lifestyle satisfaction of the set significance level of 0.05, therefore the null hypothesis is rejected, therefore, there is significant relationship between the satisfaction as promotion to leisure and lifestyle [17]–[19] satisfaction of student athlete and teach student athlete and teacher coaches. On the other hand there is no significant relationship between promotion to physical fitness of student athlete and teacher coaches.

4. Conclusion:

Based on the findings, the following conclusions are drawn, there is no significant difference between the satisfaction as leisure and lifestyle satisfaction of student athlete and teacher coaches. There is a significant difference between the promotion to physical fitness of

student athlete and coaches. There is significant relationship between the satisfaction as promotion to leisure and lifestyle satisfaction of student athlete and teacher coaches. On the other hand there is no significant relationship between promotion to physical fitness of student athlete and teacher coaches.

Recommendations based on the conclusions drawn, the following recommendations are formulated, students must be given seminars about taekwondo for them to identify the theories and importance of it in daily life situations. Teacher coaches should prioritize teaching student athlete the nitty gritty of the taekwondo as serious leisure and lifestyle through different programs and training aligned to the taekwondo.

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