

Publication state: Japan
ISSN: 2423-835X

Publisher: J-INSTITUTE
Website: <http://www.j-institute.jp>

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Peer reviewer
E-mail: editor@j-institute.jp

<http://dx.doi.org/10.22471/martialarts.2017.2.1.16>

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A Study on the Personality Development of Elementary School Students through HAPKIDO Training

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Abstract

Courtesy is considered especially important in hapkido training. The characteristic of hapkido is that trainees sit upright on their knees and exchange greetings before they start to undergo training, and another characteristic is that they stand up gently and do circular motions when they compete with each other. They feel the energy of their bodies when they train it. The training effects of hapkido is associated with its technical system. There are some differences in that regard among various hapkido organizations, but the technical system of hapkido consists of breathing, break fall and technique in general, which is differentiated from those of other martial arts.

Hankido is a martial art that is good for school children's physical activities. This is viewed as an attractive physical activity that can step up their emotional, social and intellectual development, provide physical education and help them to build up character to grow into good members of society. Accordingly, this study was implemented on the assumption that hapkido training would be of use for personality education for elementary school students.

The subjects in this study were 300 male and female elementary school students who were selected by random sampling from among the male and female trainees in 13 hapkido gyms located in the cities of Daejeon and Incheon. After a survey was conducted by this researcher, the answer sheets from 263 respondents were analyzed except for 37 ones that were incomplete or included unfaithful responses. This scale consisted of five areas and 16 items, which were four on etiquette, four on caring, four on emotion, two on personality and two on life habits.

In this study, what influence hapkido training exerted on the personality development of the elementary school students was analyzed. And the following conclusions were reached:

First, whether hapkido training affected the personality development of the school children in a different way according to gender was analyzed. As a result, there were significant differences in caring among the subfactors. The boys were more caring than the girls.

Second, whether hapkido training affected the personality development of the school children in a different way according to grade was analyzed. The third and fourth graders and the fifth and sixth graders were ahead of the first and second graders in terms of etiquette, personality and life habits, and the fifth and sixth graders excelled the first and second graders in emotion.

Third, whether hapkido training affected the personality development of the school children in a different way according to training frequency was analyzed, and the group that trained three times or more a week were ahead of the group that trained three times or less in every variable that was etiquette, caring, emotion, personality and life habits.

Fourth, whether there were any differences among the school children who trained hapkido in personality development according to training experience was analyzed. As a result, the group that trained for one to four years were ahead of the group that trained for one year or less in terms of etiquette, emotion, personality and life habits, and the group that trained for two to four years were more caring than the group that trained for a year or less.

[Keywords] Hapkido, Personality, Elementary School Student, Physical Education, Marital Arts

1. Introduction

Hankido, judo, kendo and taekwondo are martial arts that can produce such effects of physical activities. Unlike other sport activities, martial art sports are a combination of martial art spirits and sportsmanship. Martial art training can serve to accelerate the development of the body and martial-art skills and exert a positive socioemotional influence. It aims at teaching courtesy and seeks after superb educational effects that are physically and mentally well balanced. In this perspective, hapkido that contributes to well-rounded character building is of greater educational value than any other P.E. activities, and that can be defined as a martial art sport that can make a contribution to the sound emotional cultivation and mental health of school children.

Courtesy is considered especially important in hapkido training. The characteristic of hapkido is that trainees sit upright on their knees and exchange greetings before they start to undergo training, and another characteristic is that they stand up gently and do circular motions when they compete with each other. They feel the energy of their bodies when they train it. The training effects of hapkido is associated with its technical system. There are some differences in that regard among various hapkido organizations, but the technical system of hapkido consists of breathing, break fall and technique in general, which is differentiated from those of other martial arts.

A study found that breathing makes it possible to send the energy gathered into the lower part of the abdomen to every part of the body including peripheral nerves through body movements and consciousness, and the study also found that it places stress on internal training and has positive effects on youth mental health by stimulating them to compete with themselves, not with others, to bolster their own mental power[1].

Break fall is a training method to make the trainee protect his or her own body without being injured as much as possible when he or she fall down himself or herself or by the

force of the opponent. This training requires endurance because the trainee has to make his or her own body keep bumping into the mat. Long break fall and high break fall are expected to contribute to confidence building because the trainee is able to learn how to spring to the hurdle higher and longer to clear while practicing running and making a good landing.

Technique is a method of joint that makes the trainee protect not only himself or herself but also the attacker and suppress the attacker. This is used when the trainee is attacked by the opponent, not when the trainee attacks first, and the trainee can suppress the attacker using the power of the attacker and mainly through the Joint lock of the attacker's joint[2]. When the trainee learn this technique, it may give pain to the opponent because it's done through the Joint lock of joint, and the trainee should flex his or her arms properly not to make the opponent injured. When the opponent uses this technique to the trainee, the trainee can experience and understand how the opponent felt. Hapkido is a martial art that is good for school children's physical activities. This is viewed as an attractive physical activity that can step up their emotional, social and intellectual development, provide physical education and help them to build up character to grow into good members of society[3]. Accordingly, this study was implemented on the assumption that hapkido training would be of use for personality education for elementary school students.

As for studies on the impact of hapkido training on youth personality development, [4]'s study examined the influence of hapkido training on youth personality development and leadership. [5]'s study investigated the influence of hapkido training on school children's personality development and peer relationship, and [6]'s study examined the impact of hapkido training on school children's character building. [7]'s study examined the relationship between hapkido training and the personality development of elementary school students. [8]'s study investigated the

awareness of parents on the relationship between school children's hapkido training and personality development. But studies of hapkido are much smaller in number than those of taekwondo and judo, and they are mostly theses or dissertations, not articles of academic journals.

The purpose of this study was to examine the influence of hapkido training on the personality development of elementary school students in an effort to determine whether hapkido would make a contribution to youth character building as a martial art sport or not. And it's also meant to provide some information on how to teach school children hapkido to achieve the educational mission of personality development without merely focusing on the acquisition of skills. Four research questions were posed:

1. Are there any differences among elementary school students who undergo hapkido training in personality development according to gender?

2. Are there any differences among elementary school students who undergo hapkido training in personality development according to grade?

3. Are there any differences among elementary school students who undergo hapkido training in personality development according to training frequency?

4. Are there any differences between elementary school students who undergo hapkido training in personality development according to training experience?

2. Method

2.1. The subjects

The subjects in this study were 300 male and female elementary school students who were selected by random sampling from among the male and female trainees in 13 hapkido gyms located in the cities of Daejeon and Incheon. After a survey was conducted by this researcher, the answer sheets from 263 respondents were analyzed except for 37 ones that were incomplete or included unfaithful responses. The characteristics of the subjects are shown in <Table 1>.

Table 1. The demographic characteristics of the subjects.

	Classification	Frequency(No.)	Percentage
Gender	Male	201	76.4
	Female	62	23.6
Grade	1-2	83	31.6
	3-4	114	43.3
	5-6	66	25.1
Main training frequency	Three times or less	52	19.8
	Three times or more	211	80.2
Training experience	Less than a year	99	37.6
	One to less than two years	81	30.8
	Two to less than three years	44	16.7
	Three to less than four years	22	8.4
	Four years or more	17	6.5
	Total	263	100.0

2.2. Instrumentation

The instrument used to serve the purpose of the study was structured questionnaires that consisted of 21 items, which were five about personal characteristics (gender, grade, training frequency, training time and training experience) and 16 about personality education. A five-point Likert scale was employed, and one point was given to the answer choice "absolutely not"; two to "scarcely"; three to "average"; four to "slightly"; and five to "very much." Scores for every item for each factor were added to calculate the averages.

As for the questionnaire for personality education, [9]'s Personality Education Inventory and [10]'s Personality Education Inventory

were modified and supplemented to suit this study. This scale consisted of five areas and 16 items, which were four on etiquette, four on caring, four on emotion, two on personality and two on life habits.

As <Table 2> shows, this scale had a 65.979% explainability and was composed of five factors and 16 items. The scale satisfied all the standards for Kaiser-Meyer-Olkin (KMO=.922), sphericity test ($p < .05$) and factor loading ($\geq .50$). When the reliability of the scale was tested, the reliability indexes were all above .60 or close to that, which is the standard suggested by Song (2011).

Table 2. The results of factor analysis and reliability analysis on personality education.

Item	Etiquette	Caring	Emotion	Personality	Life habits	h ²	Cronbach's α
Etiquette 03. It is helpful in greeting someone politely and with civility.	.765	.144	-.001	.194	.275	.719	.766
Etiquette 02. It is helpful in knowing manners and behaving in the right way.	.673	.299	.234	.211	.042	.645	
Etiquette 04. It is helpful in behaving with decency.	.600	.149	.352	.180	-.017	.539	
Caring 02. It is helpful for me to be prudent in my conduct not to offend others.	.599	.330	.281	.031	.211	.545	.771
Etiquette 01. It is helpful in keeping a civil tongue.	.405	.731	.135	.088	.018	.725	
Caring 04. It is helpful in being nice to everybody.	.184	.643	.333	.100	.234	.623	
Caring 01. It is helpful for me to arrange things I've used.	.081	.626	.075	.486	.163	.666	
Caring 03. It is helpful in weighing my words before speaking.	.239	.583	.216	.284	.145	.545	.774
Emotion 04. It is helpful in understanding others.	.084	.266	.783	.124	.137	.725	
Personality education 04. It is helpful in understanding and respecting others.	.279	.117	.679	.247	.171	.643	
Emotion 05. It is helpful in thinking positively.	.258	.073	.580	.482	-.009	.641	
Emotion 02. It is helpful in calmly doing a difficult job.	.227	.465	.564	-.077	.187	.627	.598
Life habits 03. It is helpful in staying clean and being careful about hygiene in everyday life.	.209	.130	.062	.761	.305	.736	
Personality education 01. It is helpful in trying to keeping myself on the straight and narrow..	.177	.235	.320	.640	.043	.601	

Life habits 02. It is helpful in acquiring good eating habits.	.106	.146	.151	.161	.887	.868	.687
Life habits 04. It is helpful in being ready for everything in daily life.	.395	.285	.219	.234	.567	.662	
Eigen value	2.464	2.402	2.345	1.835	1.511		
Variance(%)	15.399	15.010	14.659	11.467	9.443		
Cumulative(%)	15.399	30.409	45.068	56.535	65.979		

KMO=.922 $\chi^2=1666.101$, df=120, sig=.000

2.3. Data analysis

The After the data were collected, only the valid data were analyzed by a statistical package SPSS 18.0 according to the coding guidelines. Descriptive statistics was used to find out the general characteristics of the subjects. As to the validity and reliability of the instruments, exploratory factor analysis was made, and Cronbach alpha coefficients were calculated to make a reliability analysis. Finally, independent- samples t-test and one-way ANOVA were utilized to see if there would be any differences according to the demographic variables of the subjects and their general characteristics. Scheffe test was carried out to make a post-hoc analysis of the results of

the one-way ANOVA, and the level of statistical significance was set at .05.

3. Results

3.1. The level of personality education by gender

Concerning personality education by gender, there were no significant differences in etiquette($t=.763$, $p>.05$), emotion($t=1.776$, $p>.05$), personality ($t=1.000$, $p>.05$) and life habits($t=.529$, $p>.05$), and significant differences were found only in caring($t=-2.124$, $p<.05$). The boys were more caring than the girls.

Table 3. The results of factor analysis and reliability analysis on personality education.

Classification	Gender	N	M	SD	T-value
Etiquette	Male	201	4.21	.64	.763
	Female	62	4.14	.57	
Caring	Male	201	4.19	.56	2.124*
	Female	62	4.00	.71	
Emotion	Male	201	4.08	.65	1.776
	Female	62	3.91	.57	
Personality	Male	201	4.14	.68	1.000
	Female	62	4.04	.69	
Life habits	Male	201	4.02	.72	.529
	Female	62	3.97	.62	

Note: * $p<.05$

3.2. The level of personality education by grade

As for differences in personality education according to grade, there were significant differences in etiquette($F=11.328$, $p<.001$), emotion ($F=4.906$, $p<.01$), personality($F=9.434$, $p<.001$) and life habits($F=4.878$,

p<.001). According to the results of Scheffe test, the third and fourth graders and the fifth and sixth graders were ahead of the first and

second graders in terms of etiquette, personality and life habits. And the fifth and sixth graders surpassed the first and second graders in emotion.

Table 4. Differences in personality education according to grade .

Classification	Grade	N	M	SD	f-value	sechffe
Etiquette	1-2(a)	83	3.93	.68	11.328***	b,c>a
	3-4(b)	114	4.30	.55		
	5-6(c)	66	4.34	.59		
Caring	1-2(a)	83	4.04	.63	2.598	
	3-4(b)	114	4.17	.60		
	5-6(c)	66	4.26	.57		
Emotion	1-2(a)	83	3.88	.70	4.906**	c>a
	3-4(b)	114	4.05	.56		
	5-6(c)	66	4.21	.63		
Personality	1-2(a)	83	3.87	.70	8.434 ***	b,c>a
	3-4(b)	114	4.23	.62		
	5-6(c)	66	4.23	.67		
Life habits	1-2(a)	83	3.82	.67	4.878**	b,c>a
	3-4(b)	114	4.09	.68		
	5-6(c)	66	4.13	.73		

3.3. The level of personality education by training frequency

Regarding personality education by training frequency, there were significant differences in all the etiquette(t=-3.196, p>.01),

caring(t=-4.574, p<.001), emotion(t=2.944, p>.01), personality(t=-2.474, p>.05) and life habits(t=2.687, p>.01). The trainees who underwent training three times or more were ahead of the others who did it three times or less.

Table 5. Differences in personality education according to training frequency.

Classification	Training frequency	N	M	SD	t-value
Etiquette	Three times or less	52	3.95	0.79	-3.196**
	Three times or more	211	4.26	0.57	
Caring	Three times or less	52	3.82	0.60	-4.574***
	Three times or more	211	4.24	0.58	
Emotion	Three times or less	52	3.81	0.72	-2.944**
	Three times or more	211	4.10	0.61	
Personality	Three times or less	52	3.91	0.71	-2.474*
	Three times or more	211	4.17	0.67	

Life habits	Three times or less	52	3.79	0.70	-2.687**
	Three times or more	211	4.08	0.70	

3.4. The level of personality education by training experience

As to differences in personality education according to training experience, there were significant differences in all the etiquette (F=10.513, p<.001), caring (F=7.212, p<.001), emotion (F=10.177, p<.001), person-

ality (F=9.474, p<.001) and life habits (F=11.722, p<.001). According to the results of Scheffe test, the students who trained for one to four years were ahead of the students who trained for one year or less in etiquette, emotion, personality and life habits. The students who trained for two to four years were more caring than the students who trained for one year or less

Table 6. Differences in personality education according to training experience.

Classification	Training experience	N	M	SD	f-value	sechffe
Etiquette	Less than a year(a)	99	3.94	0.62	10.513***	b,c,d>a
	One to less than two years(b)	81	4.17	0.59		
	Two to less than three years(c)	44	4.40	0.61		
	Three to less than four years(d)	22	4.67	0.33		
	Four years or more(e)	17	4.75	0.35		
Caring	Less than a year(a)	99	4.63	0.42	7.212***	c,d>a
	One to less than two years(b)	81	3.94	0.61		
	Two to less than three years(c)	44	4.16	0.59		
	Three to less than four years(d)	22	4.24	0.57		
	Four years or more(e)	17	4.57	0.48		
Emotion	Less than a year(a)	99	4.69	0.35	10.177***	b,c,d>a
	One to less than two years(b)	21	4.47	0.45		
	Two to less than three years(c)	44	3.78	0.57		
	Three to less than four years(d)	22	4.03	0.70		
	Four years or more(e)	17	4.23	0.53		
Personality	Less than a year(a)	99	4.45	0.45	9.474***	b,c,d>a
	One to less than two years(b)	81	4.75	0.25		

	Two to less than three years(c)	44	4.44	0.55		
	Three to less than four years(d)	22	3.84	0.61		
	Four years or more(e)	17	4.12	0.74		
	Less than a year(a)	99	4.33	0.61		
	One to less than two years(b)	81	4.59	0.48		
Life habits	Two to less than three years(c)	44	4.72	0.36	11.722***	b,c,d>a
	Three to less than four years(d)	22	4.50	0.46		
	Four years or more(e)	17	3.75	0.62		

4. Discussion

As for the results of the analysis of difference among the young male and female hapkido trainees in the level of personality development according to gender, there were significant differences in caring, and the boys were more caring than the girls. [11]'s study found that there were no gender differences in sport personality, and the finding of this study that the boys were more caring was found to be affected by the continuity of hapkido training rather than gender traits. Typically, women were more passive about practicing martial art sports than men in Korean society in general, and the rate of boys who train hapkido is still higher than that of girls. Moreover, the former trains for a longer period of time. Therefore instructors should put their best efforts into the development of hapkigo education programs to encourage students including more girls to train hapkido for a long time to cultivate their personality.

As for the results of the analysis of difference among the young hapkigo trainees in personality according to gender, the third and fourth graders and the fifth and sixth graders were ahead of the first and second graders in terms of etiquette, personality and life habits, and the fifth and sixth graders excelled the first and second graders in emotion. These findings correspond with the finding of [12]'s study that the older group with more sport experience was ahead of the younger

one with less sport experience in terms of the level of personality. School children who are in the lower grades are less focused than those who are in the upper grades, and hapkido training, its environments and subsequent cultivation of emotion may affect personality development. So the development of hapkido education programs that are meant for lower-grade elementary school students who lack attention is urgently required.

Regarding the results of the analysis of difference among the hapkido trainees in personality according to training frequency, the group that trained three times or more a week were ahead of the other group that trained three times or less in terms of the level of personality. This finding coincides with the finding of [13]'s study. Their study examined differences among school children in personality development according to wushu training and found that the group with more wushu training frequency was ahead of the other group with less wushu training frequency in the level of personality. In a word, sustained hapkido training as a martial art sport makes it possible for students to be familiar with the culture of martial-art sports and thereby exerts a positive influence on personality development thanks to the attributes of martial art sports. Undergoing hapkido training three times or more a week is expected to have positive effects on personality development.

As for the results of the analysis of difference among the hapkido trainees according to training period, the group that trained for one to four years were ahead of the group that trained for one year or less in terms of etiquette, emotion, personality and life habits, and the group that trained for two to four years was more caring than the group that trained for one year or less. These findings correspond with the finding of [14] that the boy group who continued to practice a sport for one year or more surpassed the group that did it for less than six months in terms of sport personality. These findings suggest that continuing participation in a martial art sport activity may exercise a positive influence on the cultivation of personality, and personality education through hapkido is expected to be successful only when it is provided in an integrated way on a long-term basis.

5. Conclusion

First, whether hapkido training affected the personality development of the school children in a different way according to gender was analyzed. As a result, there were significant differences in caring among the sub-factors. The boys were more caring than the girls.

Second, whether hapkido training affected the personality development of the school children in a different way according to grade was analyzed. The third and fourth graders and the fifth and sixth graders were ahead of the first and second graders in terms of etiquette, personality and life habits, and the fifth and sixth graders excelled the first and second graders in emotion.

Third, whether hapkido training affected the personality development of the school children in a different way according to training frequency was analyzed, and the group that trained three times or more a week were ahead of the group that trained three times or less in every variable that was etiquette, caring, emotion, personality and life habits.

Fourth, whether there were any differences among the school children who trained

hapkido in personality development according to training experience was analyzed. As a result, the group that trained for one to four years were ahead of the group that trained for one year or less in terms of etiquette, emotion, personality and life habits, and the group that trained for two to four years were more caring than the group that trained for a year or less.

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