

THESIS

LIBRARIES
MICHIGAN STATE UNIVERSITY
EAST LANSING, MICH 48824-1048

This is to certify that the
dissertation entitled

AN EXPLORATION OF PARTICIPATION MOTIVES AMONG
COLLEGIATE TAEKWONDO PARTICIPANTS

presented by

KEVIN ALAN STEFANEK

has been accepted towards fulfillment
of the requirements for the

Ph.D. degree in Kinesiology

Martha E. Ewing
Major Professor's Signature

10/15/04

Date

PLACE IN RETURN BOX to remove this checkout from your record.
TO AVOID FINES return on or before date due.
MAY BE RECALLED with earlier due date if requested.

<u>DATE DUE</u>	<u>DATE DUE</u>	<u>DATE DUE</u>
SEP 21 5 18 2008		

**AN EXPLORATION OF PARTICIPATION MOTIVES AMONG
COLLEGIATE TAEKWONDO PARTICIPANTS**

By

Kevin Alan Stefanek

A DISSERTATION

**Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of**

DOCTOR OF PHILOSOPHY

Department of Kinesiology

2004

ABSTRACT

AN EXPLORATION OF PARTICIPATION MOTIVES AMONG COLLEGIATE TAEKWONDO PARTICIPANTS

By

Kevin Alan Stefanek

Participation motivation in sport has been studied since the 1970s. Motives for participation in traditional sport tend to include to have fun, for physical exercise, for skill development, and to be with friends. Additionally, participation motivation research has been approached via descriptive studies or those that focus on expectancies for success (e.g., competence motivation). According to expectancy-value theory, motivation includes both expectancy and value. Hence, two studies were conducted. In Study 1, qualitative interviews were conducted with 16 male and female collegiate Taekwondo participants of different belt rank groups (i.e., white and yellow, green and blue, red, and first and second degree black belt groups). Interviews consisted of questions regarding initial and continuing motives for participation in Taekwondo, what participants valued about Taekwondo (i.e., general value, attainment value, intrinsic value, utility value, and costs), and participants' predicted value of Taekwondo in their future. Data suggest that participants value numerous aspects of Taekwondo and that overlap occurs between motives for participation and the value of Taekwondo to participants. Data from Study 1 were used to modify an existing participation motivation questionnaire that was used in Study 2. Study 2 examined the motives for participation in male and female collegiate Taekwondo participants ($N = 250$) of varying belt ranks (i.e., white belt through fifth degree black belt). Data suggest that motives for participation in Taekwondo were similar

to those motives found in traditional sports. Further, data suggest that additional motives for participation occurred in Taekwondo. Specifically, integrating and improving both mental and physical health, increasing perseverance, and reducing stress were identified among the 10 most important reasons for participation in Taekwondo. Additional motives included the philosophy of the martial arts, which suggest that a mind-body-spirit approach is important to participants. Examinations of potential gender, belt rank group, and ethnic (i.e., Asian and Caucasian) differences suggest that reasons for participation were similar across those groups. Implications and future directions were discussed.

Copyright by

Kevin Alan Stefanek

2004

ACKNOWLEDGMENTS

First and foremost, I would like to thank my committee, Drs. Martha Ewing, Deb Feltz, Doug Campbell, and Jere Brophy. This work would not have been possible without their thoughtful feedback and guidance. I would like to give special thanks to my advisor, Dr. Ewing, who has the patience of a saint. I would also like to thank Dr. Jen Waldron, for her abundant assistance, and pre-Dr. Heather Peters for her timely assistance.

I would like to give many thanks to the Taekwondo instructors and students who assisted me with this study. I am indebted to my Taekwondo instructor, Dr. Ken Min, who helped start me on this path—although I did not know it at the time—over 20 years ago.

Thanks also to my previous sport psychology mentors, Dr. Brenda Bredemeier and Dr. Linda Petlichkoff for their support along the way.

I would not have been able to complete this project and degree were it not for the support of my family and friends. To all of you: Thank you.

TABLE OF CONTENTS

LIST OF TABLES.....	ix
LIST OF FIGURES.....	xi
CHAPTER ONE	
INTRODUCTION.....	1
Delimitations, Limitations, and Assumptions	16
CHAPTER TWO	
REVIEW OF LITERATURE.....	17
Participation Motivation in Sport.....	17
Gould and Petlichkoff Model.....	19
Achievement Goal Orientation.....	22
Competence Motivation.....	23
Cognitive-Affective Stress.....	24
Expectancy-Value Theory.....	25
Expectancies for Success.....	26
Subjective Task Value.....	26
Subjective Task Value in Sport.....	33
Taekwondo.....	34
CHAPTER THREE	
STUDY 1.....	40
Method.....	40
Participants.....	40
Measures.....	40
Procedure.....	41
Data Analysis.....	42
Results.....	44
For what reasons do people begin and continue taking Taekwondo?.....	45
What characteristics of Taekwondo do participants value?.....	52
What characteristics of Taekwondo did participants see as being important, enjoyable, or useful to them before they started?.....	66
What characteristics of Taekwondo do participants see as being important, enjoyable, or useful to them in the future?.....	69
Summary.....	71
CHAPTER FOUR	
STUDY 2.....	75
Method.....	75
Participants.....	75

Measures.....	75
Procedure.....	76
Data Analysis.....	77
Results.....	79
Changes to the Participation Questionnaire.....	79
What are the 20 highest rated reasons for participating in Taekwondo?...81	
Are there gender differences in the top 10 reasons for participating in Taekwondo?	82
Are There Differences between Belt Rank Groups in the Top 10 Reasons for Participating in Taekwondo?.....	83
Exploratory Analyses	83
Summary.....	87
 CHAPTER FIVE	
DISCUSSION.....	89
Implications.....	97
Future Research Directions.....	99
Conclusion.....	101
 APPENDIX A	
Demographic Survey for Study 1.....	103
 APPENDIX B	
Interview Script for Study 1.....	105
 APPENDIX C	
UCRIHS Approval Letter.....	108
 APPENDIX D	
Consent Forms for Study 1.....	110
 APPENDIX E	
Reasons for Participation in Taekwondo Questionnaire.....	113
 APPENDIX F	
Tables of Qualitative Themes Including Lower Order Themes.....	117
 APPENDIX G	
Lower Order Themes and Participant Statements.....	126
 APPENDIX H	
Demographic Survey for Study 2.....	187
 APPENDIX I	
Consent Forms for Study 2.....	189

APPENDIX J	
Tables of Top 10 Reasons for Participation by Competitor Status.....	192
APPENDIX K	
Complete List of Reasons for Participation—Total Sample.....	195
APPENDIX L	
<i>T</i> -test Results for Gender—All Reasons for Participation.....	198
APPENDIX M	
<i>T</i> -test Results for Asians and Caucasians—All Reasons for Participation.....	201
REFERENCES.....	204

LIST OF TABLES

1. Number of Statements in Themes for Initial Reasons for Participation: Total Sample, Sex, and Belt Rank Groups.....	46
2. Number of Statements in Themes for Continuing Reasons for Participation: Total Sample, Sex, and Belt Rank Groups.....	49
3. Number of Statements in Themes for Subjective Task Value: Total Sample, Sex, and Belt Rank Groups.....	53
4. Number of Statements in Themes for Attainment Value: Total Sample, Sex, and Belt Rank Groups.....	56
5. Number of Statements in Themes for Intrinsic Value: Total Sample, Sex, and Belt Rank Groups.....	58
6. Number of Statements in Themes for Utility Value: Total Sample, Sex, and Belt Rank Groups.....	61
7. Number of Statements in Themes for Costs: Total Sample, Sex, and Belt Rank Groups.....	64
8. Number of Statements in Themes for Predicted Value of Taekwondo Prior to Participation: Total Sample, Sex, and Belt Rank Groups.....	67
9. Number of Statements in Themes for Predicted Value of Taekwondo in the Future: Total Sample, Sex, and Belt Rank Groups.....	69
10. Themes for Reasons for Participation and Predicted Value	73
11. Themes for All Types of Value	74
12. Mean Importance Ratings in Descending Order for Top 20 Participation Motives— Total Sample	81
13. Means, Standard Deviations, and <i>T</i> -tests between Genders on Reasons for Participation	82
14. Means and Standard Deviations for All Belt Rank Groups: Reasons for Participation	84
15. Means, Standard Deviations, and <i>T</i> -test between Asians and Caucasians on Reasons for Participation	85
16. Reasons for Participation Identified as Attainment Value.....	86

17. Reasons for Participation Identified as Intrinsic Value.....	86
18. Reasons for Participation Identified as Utility Value	87
19. Number of Statements in All Themes for Initial Reasons for Participation: Total Sample, Sex, and Belt Rank Groups.....	118
20. Number of Statements in All Themes for Continuing Reasons for Participation: Total Sample, Sex, and Belt Rank Groups.....	119
21. Number of Statements in All Themes for Subjective Task Value: Total Sample, Sex, and Belt Rank Groups.....	120
22. Number of Statements in All Themes for Attainment Value: Total Sample, Sex, and Belt Rank Groups.....	121
23. Number of Statements in All Themes for Intrinsic Value: Total Sample, Sex, and Belt Rank Groups.....	122
24. Number of Statements in All Themes for Utility Value: Total Sample, Sex, and Belt Rank Groups.....	123
25. Number of Statements in All Themes for Predicted Value of Taekwondo Prior to Participation: Total Sample, Sex, and Belt Rank Groups.....	124
26. Number of Statements in All Themes for Predicted Value of Taekwondo in the Future: Total Sample, Sex, and Belt Rank Groups.....	125
27. Mean Importance Ratings in Descending Order for Participation Motives—Competitors ($n = 37$).....	193
28. Mean Importance in Descending Order Ratings for Participation Motives—Semi-Competitors ($n = 122$).....	193
29. Mean Importance in Descending Order Ratings for Participation Motives—Non-Competitors ($n = 91$).....	194
30. Mean Importance Ratings in Descending Order for All Participation Motives—Total Sample ($N = 250$).....	196
31. Means, Standard Deviations, and <i>T</i> -tests between Genders for All Reasons for Participation.	199
32. Means, Standard Deviations, and <i>T</i> -tests between Asians and Caucasians on All Reasons for Participation.....	202

LIST OF FIGURES

1. Motivation for Youth Sport Participation and Withdrawal Model.....	4
2. Expectancy-Value Model of Achievement.....	8
3. Revised Motivation for Youth Sport Participation and Withdrawal Model.....	95

CHAPTER ONE

Introduction

Motivation to choose and persist with a particular task is influenced by two issues: beliefs about how successful one will be on the task and one's desire to do the task (Eccles, Adler, Futterman, Goff, Kaczala, Meece, & Midgley, 1983; Eccles, Adler, & Meece, 1984; Wigfield & Eccles, 2000). The study of motivation in sport has focused on achievement situations and beliefs about success. Hence, more is known about those beliefs than the issue of desire (i.e., the value of a task) within motivation (Brophy, 1999). In an effort to provide information on the value of a task, the purpose of this study was to explore participant motives and subjective task value among collegiate Taekwondo participants.

Taekwondo is a Korean martial art that is practiced by approximately 50 million people worldwide (Kim, 2003). Within the U.S., martial arts have been used not only to prepare people to compete in tournaments, but as an intervention to reduce juvenile delinquent tendencies (Trulson, 1986). Further, data suggest that participation in martial arts increases self-esteem (Richman & Rehberg, 1986; Stefanek & Petlichkoff, 1999), self-concept (Finkenberger, 1990), and "positive" personality traits (Duthie, Hope, & Barker, 1978; Kurian, Verdi, Caterino, & Kulhavy, 1994), while potentially reducing aggressiveness (Nosanchuk, 1981; Nosanchuk & McNeil, 1989). Hence, martial arts practice is considered by some researchers to be a form of self-help (Fuller, 1988; Konzak & Boudreau, 1984). Additionally, the entertainment industry has glorified the self-defense aspect of martial arts as a type of morally justified violence.

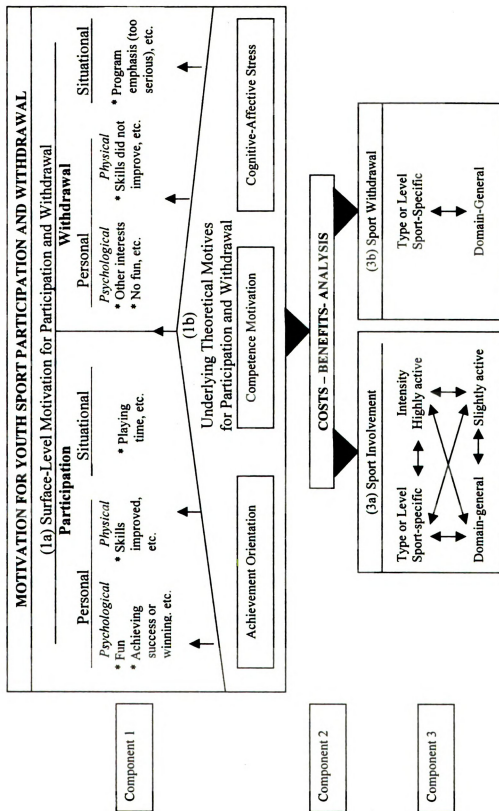
The attraction of a competitive sport, the benefits associated with participation in martial arts, and the public fascination with martial arts may result in very different motives for becoming involved, and staying involved, in Taekwondo. However, to date, little research has explored reasons for participation in martial arts (Columbus & Rice, 1998). Because Taekwondo includes a sport aspect, reasons for participating in this martial art would likely include many of the motives previously reported in sport (e.g., fun, improve skills, exercise). However, in addition to a competitive sport component, Taekwondo includes additional aspects that may be valued by participants (e.g., self-defense, cultural and philosophical teachings). Thus, in addition to reasons for participation found in traditional sports, Taekwondo may include reasons that are not found in those sports. That is, Taekwondo participants may value other, less achievement focused, aspects of the art and participate because of those value-related reasons as well as for the reasons typically cited in sport.

The factors that influence why people initiate and continue involvement in sport or physical activity are included in the construct of participation motivation (Weiss & Petlichkoff, 1989). Ironically, research investigating reasons for participation in sport originated from a desire to understand attrition in sport more fully (Gould, 1987). Attempts to show a relationship between motives for participation and reasons for attrition in the literature have been unsuccessful to date (e.g., Klint & Weiss, 1986). One of the reasons for this lack of success may be that most of the participation motivation research has focused on examining reasons for participation either atheoretically or via expectancy-based theories (e.g., perceived competence) and has virtually disregarded approaches that may explain what participants value about their participation (i.e., the

subjective value that participants place on a task) or how those reasons may be in conflict with their experience in sport (e.g., someone who values having fun is placed on a team in which winning-at-all-costs is the norm).

Gould (1987) proposed a model to explain how participant motives and subsequent reasons for withdrawal interact, resulting in youth dropping out of sport. In this model, Gould emphasized the importance of identifying the underlying theoretical motives for withdrawal, in addition to the surface level explanations for dropping out of sport. The model was later adapted and expanded by Gould and Petlichkoff (1988) to include sport participation in an integrated motivational model of youth sport participation and withdrawal (see Figure 1). There are three interrelated components that depict separate aspects of the participation/attrition process. In component one, there are surface-level reasons that participants provide for their participation (e.g., have fun, improve skills, to win) and attrition (e.g., not having fun, interest in other activities, program emphasis). As part of that same component, three underlying theoretical motives are proposed to explain the surface-level reasons (i.e., achievement orientation, competence motivation, and cognitive-affective stress). The second component of the model includes a cost-benefit analysis by the participant. That is, the sport participant weighs the benefits and the costs of her or his participation. The outcome of this weighing leads to the third and final component: participation or withdrawal. For example, some people may begin playing a sport for the surface-level reason that they want to learn new skills. The underlying theoretical motive would likely be achievement motivation and include a task goal orientation. Juxtaposed against the motive to learn new skills is the cost of achieving that goal. If people are getting more out

Figure 1. Motivation for Youth Sport Participation and Withdrawal Model



of their sport experience (e.g., by learning skills) than the experience is costing them (e.g., time, effort, failure), they will likely stay in that sport. If, however, the costs outweigh the benefits, attrition from the sport is more likely than continued participation.

The model, as a whole, has not been empirically tested. However, support has been found in sport for its underlying theoretical motives. For example, individual differences in achievement orientations have been shown to be related to participation in sport (Ewing, 1981). Specifically, Ewing found that individuals who were social approval-oriented (i.e., success is viewed as receiving approval for effort from significant others) persisted longer in high school sports than those individuals who were either ego- (i.e., success is achieved by exhibiting superiority over others) or task-oriented (i.e., success is realized via self-improvement). Additionally, sport dropouts were characterized by an ability, or ego, orientation. Ewing suggested that the organized sport structure provided adequate support for the social approval-oriented athletes while exposing the ego-oriented dropouts' performance limitations.

A second theoretical motive identified in the model is based on Smith's (1986) cognitive-affective model of athletic burnout. Smith contends that stress, and potential burnout, will occur when athletes perceive an imbalance between the demands of a situation and their ability to meet those demands. The cognitive appraisal of a given situation (i.e., demands versus abilities) is then followed by attempts of the athlete to cope with the situation. If the athlete is unable to adequately cope with the situation, withdrawal from sport is likely. Although no research has examined the conceptual links in this model, dropout data indicate that "too much pressure" is one of the top reasons for sport attrition (Ewing & Seefeldt, 1989).

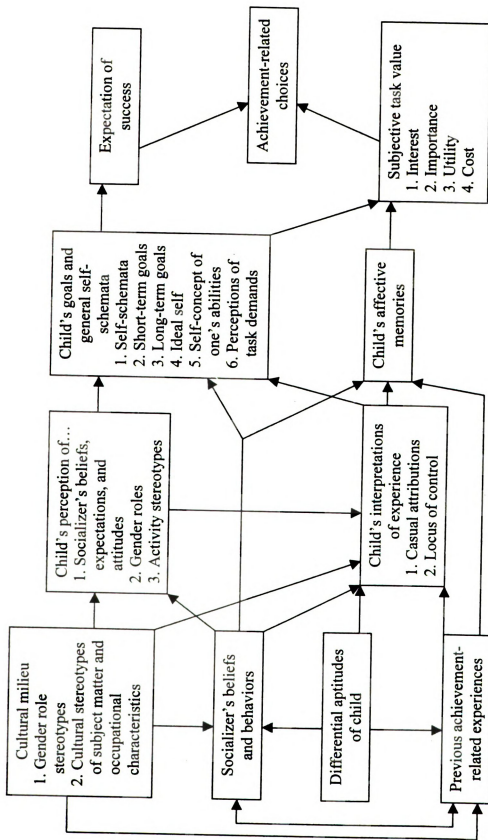
The third theoretical motive is Harter's (1978) theory of competence motivation. Adapted from White's (1959) original conceptualization, competence motivation theory predicts that children are innately motivated to experience mastery and acquire competencies via attempts at mastery. If the child's mastery attempts are successful, positive affect, increased self-efficacy, and feelings of high competence result. These positive consequences of success serve to increase competence motivation and further mastery attempts are made—the child continues participating in sport. However, if the child's attempts at mastery are unsuccessful, negative affect, decreased self-efficacy, and feelings of low competence may result. Negative feelings and low competence lead to low competence motivation, fewer mastery attempts, and eventual dropout from sport. Several studies have examined the potential link between perceived competence and motives for participation in and/or withdrawal from sport (Feltz & Petlichkoff, 1983; Klint & Weiss, 1986; Roberts, Kleiber, & Duda, 1981). The results from Roberts et al. and Feltz and Petlichkoff showed that current sport participants were higher in perceived physical competence than nonparticipants or dropouts. Klint and Weiss (1986) extended these findings to show a relationship between perceived social competence and social motives for participation in sport.

To date, research on participation motivation has emphasized, from an expectancy-oriented cognitive perspective, the constructs that are included in the model proposed by Gould and Petlichkoff (1988). The strength of the expectancy approach is in helping researchers understand how well people expect to perform an activity (i.e., Can I do this task?). Although this expectancy approach is useful, it does not include a theoretical explanation for the various aspects of an activity that a participant may value

(i.e., subjective task value) or the approach treats value as a necessary element for engagement in an activity (i.e., if the activity is not valued, then participation in the activity does not take place) (see Bandura, 1997). For example, it does not explain why certain people choose to do certain activities beyond 'they think that they are good at them.' In the martial arts, for example, some participants, while not particularly competent, may appreciate and enjoy the aesthetic beauty of the movements, while others may value the utility of the self-defense skills that they are acquiring. Neither of these value-related reasons is explained adequately by the underlying theoretical motives currently found in the model. Hence, a study investigating the subjective value of an activity and the motives for participation in that activity may result in data to support an expansion of the existing model to include a value component. The main purpose of this study is to examine participant motives in Taekwondo. A secondary purpose is to explore subjective task value in Taekwondo.

One theory that includes both expectancies for success (i.e., Can I do the task?) and task value (i.e., Do I want to do the task?) is expectancy-value (Eccles et al., 1983; Eccles et al., 1984; Wigfield & Eccles, 2000). In the most recent model that represents this theory (see Figure 2), people's perceptions and interpretations of their parents' beliefs and behaviors, their own stable characteristics (e.g., gender, aptitudes), their previous achievements, and the cultural milieu are influenced by each other. Further, these perceptions and interpretations then impact peoples' goals, self-concept, and affective reactions. Expectations for success and subjective task value (STV) stem from these goals, concepts, and reactions. Finally, STV and success expectations influence behavioral choices, persistence, and achievement. Because this model includes both

Figure 2. Expectancy-Value Model of Achievement



expectancies for success and task value, it provides a framework for examining participation motives while including subjective task value.

An approach to examining participation motivation that utilizes the expectancy-value theory as a framework would include existing research that has emphasized theoretical approaches based on expectancy reasons (i.e., expectations for success). Further, such an approach would allow for the inclusion of theories and models that may explain surface-level value reasons for participation. The inclusion of the value side of the expectancy-value theory is especially appropriate in participation motivation research because STV has been shown to predict the choice of academic courses (e.g., mathematics, physics, and English) and participation in sports (Eccles, 1987; Eccles, Adler, Futterman, Goff, Kaczala, Meece, & Midgley, 1983; Eccles, Adler, & Meece, 1984). In contrast, expectations for success have been shown to predict performance on a task (e.g., mathematics, English) (Eccles, 1987; Eccles et al., 1983; Eccles, Adler, & Meece, 1984). Although value tends to predict choice and expectancy tends to predict performance, the model suggests that both expectancy and value interact to influence people's choices, persistence, effort, and behavioral performance.

According to the expectancy-value model, it is possible for people to engage in and continue with activities that they are not 'good' at because they think that the activities are important, enjoyable, or useful. In other words, the individuals, regardless of how incompetent they perceive themselves to be, value the activities or what success in the activities would provide. Because the expectancy side of motivation is relatively well-known, relative to the value side (Brophy, 1999), and because of the lack of

literature in the area of participation motivation and STV, this study will focus on the value side of the expectancy-value theory.

According to Eccles and Wigfield (1985), STV includes reasons that are related to whether or not people want to do the work involved in a task or want to succeed at a task (i.e., Do I want to do the task?). STV consists of four major components: attainment value, intrinsic value, utility value, and relative costs. Attainment value, or importance, is the value attached to accomplishing a task, or the importance of doing well on a task. Specifically, this component includes the perceptions of the task's potential to affirm or disaffirm important characteristics of one's self (e.g., masculine, feminine, athlete, martial artist), to provide a challenge, and to offer an avenue for fulfilling needs (e.g., achievement, power) or for experiencing failure and perhaps shame. Brophy (1998) suggests the addition of experiencing the satisfaction of achieving understanding or mastering a skill to attainment value. Intrinsic value, also known as interest value, is defined as the inherent enjoyment one receives from engaging in a task or an activity. Characteristics of this type of value are enjoying the process involved in doing something, finding a task satisfying, exciting, interesting, or pleasant and calming. Intrinsic motivation and fun would be included here. Brophy (1998) advocates the addition to intrinsic value of developing an aesthetic appreciation of the content of or skill involved with a task. Utility value, or usefulness, is the potential ability of a task to help achieve short- or long-term goals. For example, a course that is necessary for a certain degree would have high utility value for students who have the goal of obtaining that degree. The addition to utility value of gaining an awareness of the role of the learning (e.g., of the task) in making one a better person is recommended by Brophy

(1998). The final component, the relative cost, includes the amount of effort assumed to be needed for the task, the loss of valued alternatives by engaging in the task, and the psychological cost of failure potential in the task. Thus, while a task may be valued for its future usefulness (i.e., utility value), high costs may reduce the overall task value so that the task is not attempted.

In a pilot study of participants in Taekwondo (Stefanek & Ewing, 2003), data suggest that participation motives for Taekwondo include many of the previously recorded motives for traditional sports (e.g., to learn and improve skills, for the challenge of competition, fun, and exercise). Moreover, the data suggest that participation in Taekwondo involves unique and apparently value-oriented motives for participation that are different from participation motives for sport. Specifically, the motives of increasing self-confidence, self-discipline, self-respect, coordination, balance, focus, flexibility, learning self-defense, and stress relief were rated consistently high. Attainment value reasons for participation may be learning and improving skills, as well as for the challenge of competition. Fun, interest, and stress relief could be considered intrinsic value reasons. Utility value reasons in Taekwondo appear to be increasing self-confidence, self-discipline, self-respect, coordination, balance, focus, flexibility, and learning self-defense.

Additionally, the motive of “I’ve always wanted to take martial arts/Taekwondo” was among the top rated motives. This motive suggests an interest in Taekwondo (i.e., intrinsic value) and that some students are fulfilling, via their participation in Taekwondo, a past desire. In other words, at some time in the past, these people saw something that they valued about Taekwondo that they wanted in their lives in the future—perhaps as

part of their ideal self. An ideal self is a view that people have of themselves that reveals what they would like to achieve in the future. In the most recent depiction of the expectancy-value model, Wigfield and Eccles (2000) suggest that embedded in one's self-concept (i.e., one of the influences on subjective task value) is the idea of an ideal self. Markus and Nurius (1986) argue that peoples' ideal selves serve as motivation for future behavior and are a link between cognition (e.g., the imagined self) and motivation. In other words, the above motive may be an example of a value-based reason for participating in Taekwondo that illustrates a link between ideal selves and participation motivation. Further, Brophy (1999) suggests that self-relevant perceptions, including possible selves, may help explain the value side of motivation.

The idea of possible selves includes past and future representations of the self (Markus & Nurius, 1986). Possible selves may include individuals' thoughts of what they might become, what they would like to become in the ideal (i.e., an ideal self), or perhaps what they are afraid of becoming. That is, possible selves can come from one's wishes, desires, and fears or from what one sees on television (e.g., the Olympic Games, movies)—they are highly personalized, yet also socially derived. For example, if a boy is afraid of being bullied, he might have an ideal self that includes competence with self-defense skills. In this case, he would likely value the usefulness of the self-defense aspects of martial arts training. Similarly, if a girl sees an Olympic Taekwondo competition, she may see herself as a future Olympian and value the challenge of the competitive sport aspect of Taekwondo.

Examining Gould and Petlichkoff's model, theories that explain the value aspects of participation and withdrawal (e.g., including possible selves) could fit in at the same

level as the existing underlying theoretical motives. The surface level reasons of improving skills and learning new skills may be explained by competence motivation. These reasons, however, also may be explained by the value an individual places on the skills that are learned and improved (i.e., an attainment value-based motive). The surface level reasons of winning and pleasing parents or friends tend to be explained by the goal orientations that people adopt. And, cognitive-affective stress tends to explain primarily reasons for withdrawal (e.g., competitive stress, too much pressure, and burnout), rather than reasons for participation. The reasons of fun, interest, and developing fitness are included in the Gould and Petlichkoff model as surface-level reasons. However, these reasons are not easily explained by the theories included. Rather, these wayward reasons may be best explained by including a value approach in the existing model.

Reasons for participating in traditional sports among males and females tend to be similar (Ewing & Seefeldt, 1989). Both males and females tend to rank to have fun, to improve skills, for the excitement and challenge of competition, to exercise, and to stay in shape among their top reasons for participating in sport. Likewise, participants in a variety of sports rank the reasons mentioned as being similarly important. Because Taekwondo includes aspects of the martial arts, in addition to aspects of traditional sport, the potential for gender differences exists. However, there is no evidence to suggest that differences will emerge. Gender differences in reasons for participating in Taekwondo have not been examined to date.

Additionally within Taekwondo, an unexplored area of participation motivation is the potential differences among participants who have attained different belt ranks. Unlike traditional sports, participants in Taekwondo have the opportunity to attain belts

of different colors that indicate levels of proficiency (e.g., white belt signifies a beginner, blue belt suggests an intermediate, while black belt indicates an advanced student). As participants increase in belt rank, the number of aspects of Taekwondo that are introduced increases. As the exposure to new aspects increases, participants may continue participating because of one or more of those new aspects. For example, it is possible that few beginners start participating in Taekwondo for the challenge of competition—most beginners have not yet developed the requisite skills to compete. As students progress in belt rank and opportunities for competition increase, the challenge of competition may become a highly salient motive for participating in and persisting with Taekwondo. However, no research has examined differences between belt ranks in martial arts.

Considering the paucity of data available on STV and participation motives in Taekwondo, two studies were proposed. In the broadest sense, the purpose of Study 1 was to explore STV and participation motivation. Specifically, the purposes of Study 1 were to investigate reasons for participation and STV in Taekwondo via qualitative interviews. An additional purpose was to modify an existing participation motivation questionnaire to reflect new motives for participation if they emerged from the interviews. Finally, an exploratory inquiry into the construct of possible selves and its potential relevance to task value and participation motivation was conducted. The purposes of Study 2 were to examine participation motives in Taekwondo in general, across gender, and across skill levels, or belt ranks. Research questions for Study 1 (i.e., a qualitative study) included: For what reasons do people begin and continue taking Taekwondo? What characteristics of Taekwondo do participants value (i.e., STV, attainment value, intrinsic value, utility value, and costs)? Further, exploratory questions

were asked regarding task value in Taekwondo and possible selves. Specifically, what characteristics of Taekwondo did participants see as being important, enjoyable, or useful to them before they started? And, what characteristics of Taekwondo do participants see as being important, enjoyable, or useful to them in the future? Research questions for Study 2 (i.e., a quantitative study) included: What are the 20 highest rated reasons for participating in Taekwondo? Are there gender differences in the top 10 reasons for participating in Taekwondo? Are there differences between belt rank groups in the top 10 reasons for participating in Taekwondo?

Because the qualitative study was exploratory, no hypotheses based on theory were forwarded. Theory suggested that Taekwondo students who participate voluntarily in collegiate programs value at least some aspect of Taekwondo. Precisely which aspects of Taekwondo were perceived by students as important, enjoyable, and useful were unknown. Based on previous research in sport, no gender differences were hypothesized in Study 2. Further, because no research exists, it was hypothesized that no belt rank group differences would exist.

In general, the results of this study may help balance the participation motivation research by adding information on STV. Specifically, the knowledge gained from this study may help Taekwondo instructors tailor their instruction to the reasons why students are participating and what the students value. For example, sport-oriented instructors who adopt a 'win-at-all-costs' approach to Taekwondo may question that approach if students are shown to value the non-competitive aspects of participation. Further, those instructors who are not attracting students could utilize information on participation motives and value to provide the instruction and/or club environment students seek.

With regard to sport psychology and motivation research, the results of this study have the potential to add to our understanding of subjective task value. This increased understanding may provide knowledge that can decrease the inequity between the expectancy aspects and the value aspects of motivation. Also, with regard to participation motivation research, results may support the addition of subjective task value to the model forwarded by Gould and Petlichkoff (1988). That is, rather than assuming that sport involves achievement aspects exclusively, or treating value as a binary variable (i.e., there is either enough value to participate or not), aspects of sport that participants value may be included as measurable variables in future research on participation motivation in sport.

Delimitations, Limitations, and Assumptions

Delimitations for these studies include the specificity of the population (i.e., Taekwondo students from collegiate programs) and the lack of generalizability that comes with that specificity. Limitations for these studies include the assumption that participants would be honest. Further, the number of participants tends to be unequal in both gender and rank. That is, more males than females and more low-ranking than high-ranking non-black belt participants were included in Study 2.

CHAPTER TWO

Review of Literature

Participation Motivation in Sport

Participation motivation is a general term that includes the specific motives for initiating, continuing, and stopping participation in sport or physical activity (Weiss & Petlichkoff, 1989). The popularity of research on participation motivation in sport began in the 1970s with studies on youth sport withdrawal by Orlick (1973, 1974). These early studies sparked concern for the number of youth sport participants withdrawing from participation and the motives that they stated for doing so. Specifically, Orlick (1974) found that the majority of children who stated that they would not be returning to participate in their sport the next year cited negative experiences as their reason for withdrawal. These experiences included lack of playing time, the competitive emphasis of the program, and an overemphasis on winning. Age differences were also found. Specifically, children under the age of 10 who withdrew reported lack of playing time and lack of successful experiences as reasons for dropping out of sport, whereas children over 10 years of age reported more conflict of interest motives (e.g., other sports and/or school activities).

A series of studies in the late 70s (State of Michigan, 1976, 1978a, 1978b) conducted by the Institute for the Study of Youth Sports (ISYS) provided further information regarding youth sport attrition. Data from these studies indicated that a dramatic decline in sport participation occurred at the ages of 11-13 years. Additional results from these studies showed that 37% of children between 11 and 18 years were identified as potential dropouts. The most frequent reason for withdrawal for the older

group (i.e., ages 11 to 18 years) was “work,” while the parents of a younger group (i.e., ages six to ten years) cited “other interests.” Data were collected from parents because youth in the younger group had neither the reading ability nor the attention span to complete the questionnaire (Sapp & Haubenstricker, 1978). Less than 15% of the reasons cited for withdrawal were negative in the ISYS studies, in contrast with the popularity of the negative experiences cited in the Orlick studies.

Some of the possible reasons for the differences between the studies are culture and type of sports. Although the cultures of the U.S. and Canada are assumed to be similar, the combination of culture and type of sport may have combined to elicit negative reasons from the Canadian sample. For example, if the Canadian youth were hockey players and the coach was particularly win-oriented, the environment created by the coach may not match well with the reasons why the youth are involved (e.g., have fun, be with friends). Interestingly, data on what the youth of both Canada and the United States valued about their sport experience may have provided more insight into why the youth dropped out.

A potential confound that may challenge the findings from these early studies is whether or not youth who reported dropping out of a sport are true dropouts from sport. It is possible that, rather than dropping out of sport permanently—as was assumed in the early studies—kids were involved in a sampling of various sports, levels of sport, and activities that is a normal part of childhood (Weiss & Petlichkoff, 1989). That is, youths may have dropped out of one sport only to continue in other sports. In an effort to address this and other issues, Gould and associates (Gould, Feltz, Horn, & Weiss, 1982) examined attrition in competitive swimming. Results indicated that, of the 50 swimmers

interviewed, 68% of them indicated that they had participated in other sport programs since their withdrawal from competitive swimming. Moreover, 80% of the 50 swimmers stated that they planned to compete in organized sport within the next year. It may be inferred from these results that a large percentage of dropouts from sport who were previously thought to be lost to sport forever, were actually continuing sport participation in other sports. It may be that those athletes who dropped out of one sport did so because they did not value the experience that they received. However, sport or competition, in general, was valued enough by those athletes that another opportunity was sought. Unfortunately, a lack of pertinent data leads merely to speculation regarding such issues.

In order to understand attrition in sport fully, it was suggested that research investigating reasons for participation in sport also be examined (Gould, 1987). However, attempts to show a relationship between motives for participation and reasons for attrition in the literature have been unsuccessful to date (e.g., Klint & Weiss, 1986). Again, the lack of knowledge of the value-related reasons for sport participation or the value-related experiences of the participants (e.g., someone who values winning is in a task-oriented environment) may provide insight into why the relationship has been elusive. That is, most of the participation research to date has examined expectancy reasons for participation (i.e., participants' beliefs about how well they will do on a task) rather than the value reasons for participation (i.e., the subjective value that participants place on a task) or how those reasons may be in conflict with their experience in sport.

Gould and Petlichkoff Model

Gould (1987) attempted to synthesize existing research on the attrition process into a motivation model of youth sport withdrawal. The model was adapted and expanded

by Gould and Petlichkoff (1988) to include a sport participation model and an integrated motivational model of youth sport participation and withdrawal (see Figure 1). The model's three interrelated components depict separate aspects of the participation process. Gould emphasized the importance of identifying the underlying theoretical motives for withdrawal, in addition to the surface level explanations for dropping out of sport.

Component 1—Motivation for Sport Participation or Withdrawal. In this component, two sub-components combine to describe the motivation for participation or attrition from sport: The surface-level explanations and the underlying theoretical motives for sport participation or withdrawal. This portion of the model integrates both the descriptive (i.e., surface-level explanations) and theoretical (i.e., underlying motives) results of research on participation motivation. The surface-level sub-component employs an interactionist paradigm, as both personal (e.g., psychological and physical) and situational factors have been specified in the literature as reasons for participation and withdrawal. Although these explanations are separated into categories, they overlap considerably.

Component 2—Cost-Benefit Analysis. This component of the model is based on Smith's (1986) interpretation of Thibaut and Kelley's (1959) social exchange theory. According to the adapted theory, athletes will make decisions to continue involvement in or withdraw from sport based on perceived costs (e.g., time, effort, anxiety) and perceived benefits (e.g., feelings of competence, trophies). However, participation is not guaranteed even if benefits outweigh costs and withdrawal is not a necessary consequence of costs being greater than benefits. That is, in addition to the benefits minus

costs formula, a comparison is made between sport involvement and the attractions of alternative activities. Therefore, athletes whose costs of participation outweigh their benefits may maintain involvement if no more attractive alternative exists. Similarly, athletes whose benefits outweigh their costs may withdraw from sport if an even more attractive alternative is present.

Component 3—Sport Involvement or Withdrawal. Rather than simply categorizing a sport participant as such, the model allows for the specification of participants' type and intensity of involvement. In other words, some participants are involved in a specific type of sport (e.g., basketball) while others are involved in a variety of types, perhaps depending on the season (e.g., football, basketball, and baseball). Further, participants may be involved at a highly intense level (e.g., elite athlete) or a slightly intense level (e.g., recreational athlete). These distinctions are critical, according to the authors, due to research that indicates that participation motives vary by player status (see Robinson & Carron, 1982) and level of involvement (e.g., competitive and recreational) (see Klint & Weiss, 1986).

A distinction is made in this model between sport-specific and domain-general sport dropouts. A sport-specific dropout is one who withdraws from a specific sport (e.g., basketball), level (e.g., elite), or program (e.g., school-sponsored track), whereas a domain-general dropout withdraws from sport permanently. This distinction became necessary as research findings reflected the number of reported dropouts who later returned to the same or a different sport. Experimentation with a variety of sports as well as other extra-curricular activities is viewed as a normal process in growing up. Thus,

researchers are not as concerned with the sport-specific dropouts (i.e., sport transfers) as they are with the domain-general dropouts (i.e., sport dropouts).

As indicated in the model, the underlying theoretical motives for sport participation or withdrawal are achievement goal orientation (Maehr & Nicholls, 1980), cognitive-affective stress (Smith, 1986), and competence motivation (Harter, 1978). As a full discussion of those theories is outside the scope of this study, the reader is referred to the respective references for further information. A review of the literature in participation motivation and the relevant theories, however, is appropriate.

Achievement Goal Orientation

Research has examined the relationship between achievement goal orientation and level of involvement in sport. For example, in an effort to extend the work of Ewing (1981), Duda (1989) examined the relationship between goal perspectives and participation in sport. Participants were 871 high school students who were involved in sport to varying degrees: (a) both organized and recreational sport; (b) organized sport only; (c) recreational sport only; (d) sport dropouts; and (e) no sport involvement. Subjects were assessed on their goal orientations (i.e., either task or ego) via an orally administered questionnaire (see Duda, 1985, 1986). Results suggested that participants in the organized sport only and both organized and recreational sport groups had a greater preference for both orientations than the sport dropout and no sport involvement groups. Additionally, the sport dropout, no sport involvement, and organized sport only groups tended to emphasize a task orientation less than an ego orientation.

Additional research has examined the relationship between achievement goal orientation and specific motives for participation. Specifically, White and Duda (1994)

conducted a study of 176 male and female sport participants (e.g., basketball, soccer, volleyball, aerobics, field hockey, lacrosse, and track and field), from high school, intercollegiate, and recreational levels. Participants completed the Task and Ego Orientation in Sport Questionnaire (TEOSQ; Duda & Nicholls, 1992) and the Participation Motivation Questionnaire (Gill, Gross, & Huddleston, 1983). Relevant results indicate that participants who put emphasis on competition and recognition/status reasons for participation in sport tended to be high in ego orientation. Additionally, participants who were high in task orientation tended to emphasize skill development, fitness, and, less significantly, affiliation, team membership, and competition.

Competence Motivation

Another theoretical approach that has been used to examine participation motivation in sport is Harter's (1978) competence motivation theory. Results of studies that examined the relationship between competence motivation and participation motivation suggest that a positive relationship exists. However, that relationship is not always present. For example, in an attempt to replicate an earlier study (Klint & Weiss, 1987), in which a relationship was shown between competencies and reasons for participation (e.g., high physical competence was positively related to skill development reasons and high social competence was positively related to affiliation reasons), McCullagh, Matzkanin, Shaw, and Maldonado (1993) examined perceived competencies and participation motives. Specifically, 81 male and female participants who were involved in youth soccer completed a modified version of the Gill et al. (1983) Participation Motivation Questionnaire and Harter's Self-Perception Profile for Children (Harter, 1985). Results failed to support the hypothesis that perceived competence would

be positively related to participant motives. The authors concluded that the relatively low numbers of participants, combined with their age (i.e., seven to fourteen years) may have contributed to the lack of significant findings. Missing from their conclusion is the potential for the influence of what the young athletes valued about their sport experience. That is, although competence was not related to motives, it may be that a relationship existed between what the athletes valued in sport and their motives for participation. For example, Brophy (1999) suggested that value, more so than expectancy, is relevant to motivation in settings where the participants are mostly intrinsically motivated.

Cognitive-Affective Stress

The final underlying theoretical motive forwarded by Gould and Petlichkoff (1988) is cognitive-affective stress (Smith, 1986). No empirical studies were found that support the theoretical link between cognitive-affective stress and sport participation or withdrawal. Because the reason of too much pressure is one of the top reasons for sport attrition (Ewing & Seefeldt, 1989), intuitively, there is a link between cognitive-affective stress and sport attrition. Gould and Petlichkoff propose that a relationship exists also with sport participation. Specifically, if athletes are having fun while participating in sport, they will likely not be experiencing debilitating stress and are more likely to continue their participation. Taekwondo may provide an additional explanation for the participation-stress relationship in that one of the top reasons for participation is for stress relief (Stefanek & Ewing, 2003). In other words, Taekwondo participants, rather than feeling stress, are finding a source of stress relief.

In summary, research on participation motivation to date has focused on expectations for success (e.g., perceived competence). However, according to the

expectancy-value theory (Eccles et al., 1983; Eccles et al., 1984; Wigfield & Eccles, 2000), there are two sides to motivation: expectancy and value. So, we may have seen only half of the picture of participation motivation, as previous research tended to focus on expectancy. Thus, there is a need to balance the scale by adding information on the value side.

Expectancy-Value Theory

The expectancy-value model (see Figure 2) suggests that choice of, persistence with, and performance in an activity or task are a factor of both expectancies for success on the task (i.e., Can I do the task?) and the subjective value of the task (i.e., Do I want to do the task?). Brophy (1998) uses the model in an informal and general, rather than formal and specific way. For example, theory suggests that subjective task value is limited to the value that one puts on the rewards of successfully accomplishing a task. The informal approach would include the value that one has for simply engaging in the process of the task. According to Brophy (1998), the informal approach is especially appropriate when examining situations that are voluntary and exploratory, such as volunteer involvement in a club activity. Application of the formal model would be appropriate in an achievement situation that involved distinct goals (e.g., if the only goals of Taekwondo participants were to increase in belt rank or win in tournament competition). Hence, this paper will focus on the informal and general approach to the theory, as that approach appears to be appropriate for involvement in a collegiate Taekwondo club.

Expectancies for Success

Expectancies for success are defined as individuals' beliefs regarding how well they will perform on a task or tasks (Eccles & Wigfield, 2002). This belief can be for a task that is coming up in the immediate or the distant future. Theoretical approaches that attempt to explain expectancies for success are Harter's (1978) competence motivation theory and Bandura's (1997) self-efficacy theory. In general, when people believe that they can do a task, they perform better on that task and tend to be motivated to select tasks that are increasingly challenging (Eccles & Wigfield, 2002). However, not everyone who believes that they can do well on a task chooses that task. That is, there must be some subjective value placed on the task, or the rewards of accomplishing the task, in order for motivation to occur.

Subjective Task Value

Eccles et al. (1983) identified the four parts of STV as attainment value, intrinsic value, utility value, and costs. Attainment value is the importance of doing well on a task or in an activity. Intrinsic value is the interest in a task or an activity or the enjoyment that an individual experiences while doing the activity or task. Utility value is the perceived usefulness of the task or activity in helping an individual reach current and future goals. Costs are those aspects of the task or activity that may be perceived as negative (e.g., time, effort, missed opportunities by engaging in the task or activity).

Attainment value may appear to be similar to expectancies for success in that both can deal with achievement. However, attainment value is the value that an individual puts on that achievement or the rewards that the achievement will bring. In contrast, expectancies for success have to do with how well individuals believe they can do (e.g.,

in an achievement situation). So a task or activity may have high attainment value for an individual (i.e., the individual wants to achieve at the task) while that same task may elicit low expectancies for success (i.e., the individual does not think that he or she can do the task). The reverse situation (i.e., low attainment value and high expectancies for success) may be seen in a gifted athlete (or musician or academic student) who knows that she or he can do well in sport (or music or school), but does not value the relevant activity enough to pursue it up to her or his potential.

Given this paper's focus on value, a review of theories that may help explain STV appears to be appropriate. Eccles and Wigfield (2002) proposed that the theories of intrinsic motivation (e.g., self-determination, flow) and goal orientations provide theoretical explanations for subjective task value. However, in a call to increase efforts at understanding the value aspects of motivation, Brophy (1999) suggested that goal orientations have become too focused on expectancies to be of use in examining the value aspects of motivation. Intrinsic motivation and flow, however, have not been used to examine participation motivation in sport—perhaps because they are not included in Gould and Petlichkoff's (1988) model.

Self-determination Theory. Deci and Ryan (1985, 1991) proposed the theory of self-determination, which posits that there are three basic needs: autonomy, competence, and relatedness. Autonomy is a sense of control or determination over one's actions. Autonomy would be high if individuals perceive that they are able to make their own decisions (e.g., they feel self-determined). The need for competence includes peoples' attempts to achieve successful outcomes. Relatedness needs would be met if an individual feels satisfied in her or his involvement with others in the social world.

According to the theory, when these three needs are met by engaging in an activity, intrinsic motivation will be high when engaging in that activity.

Rather than viewing motivation as simply either intrinsic or extrinsic, Deci and Ryan (1991) suggest that there are varying degrees of internal regulation (self-determination) in extrinsic motivation. That is, people may engage in an activity by their own choice, but not necessarily because they want to. For example, individuals do things because if they do not, they will feel guilty. The guilt comes from an internalization of an external source (e.g., my priest told me that I should abstain from sex before marriage or my coach told me I should run in the off-season). Such a regulation would be called introjected by Deci and Ryan (1991), and it is a step towards intrinsic motivation (IM) from external regulation (i.e., extrinsic motivation). The step toward IM is because the individual is making the choice by her or his self—nobody is forcing them to make the choice. The source of their choice (i.e., the extrinsically ‘introjected’ guilt), however, is not internal; hence the external motivation. Identified regulation, the next step towards IM, is when an individual increasingly internalizes some external reason for a behavior. That is, in the case of the coach’s advice, individuals would run during the off-season because they think it will make them a better player during the next season, which will increase their chances of getting a scholarship. The most self-determined level of extrinsic motivation is integrated. In this level, the external reason for a behavior is incorporated into one’s self to the extent that it may seem a part of oneself, yet the origin of the action is still not intrinsic to the individual. That is, it is integrated with the other parts of the self in a peaceful coexistence. Finally, there is intrinsic motivation, or engaging in activities because one wants to, with no external influences. In addition to the

continuum of extrinsic regulation to intrinsic motivation, amotivation is in Deci and Ryan's conceptualization of motivation. Amotivation, as the name implies, is when an individual lacks motivation and any action is unintentional.

The main benefit of intrinsic motivation to explaining STV is in explaining the intrinsic value component. That is, intrinsic value is when the process of engaging in an activity is enjoyable. So, self-determination theory would suggest that in order for intrinsic value to be high, an activity should fill autonomy, competence, and relatedness needs. However, Brophy (1999) suggests that self-determination theory tells us more about the learning context than about the choice of activity for learning. Hence, self-determination theory falls short of explaining subjective task value.

Flow. The theory of flow (Csikszentmihalyi, 1993) is another explanation forwarded by Eccles and Wigfield (2002) that may explain the value aspects of motivation. The theory of flow suggests that when skills and challenges are perceived to be balanced, and relatively high, flow may be experienced. When flow occurs, individuals tend to experience one or more of the following characteristics: clear goals, unambiguous feedback, a merging of action and awareness, total concentration on the task at hand, a sense of being in control (without being controlling), a loss of self-consciousness, and the transformation of time (i.e., it can either speed up or slow down). These characteristic experiences combine to create an autotelic (i.e., enjoyable) experience, one that is fulfilling in and of itself, regardless of expectations (e.g., of success). All judgments are forgotten as the individual is immersed in the present moment of activity.

This focus on the present moment, characteristic of the flow experience, is also a characteristic of Buddhism. In Buddhism, one of the goals is to live in the present moment. Because the past cannot be controlled any more than the future, the present moment is where we can control our lives. Perhaps contrary to observation, meditation is the challenge that Buddhists most often choose in order to facilitate their focus on the present. To the observer, meditation involves merely sitting there. To the meditator, meditation is highly challenging. To still the mind so that thoughts of the past and the future cease and only experience of the present moment exists in one's awareness is the challenge. Because Buddhism encompasses an integral piece of the philosophy of most of the martial arts of Asia (e.g., Korea, Japan, and China), it is not surprising that Csikszentmihalyi (1990) identifies the practice of martial arts as being especially conducive to the flow experience.

Csikszentmihalyi (1990) suggests that humans are drawn towards challenges that are well-matched with their abilities because flow is intrinsically rewarding (i.e., it feels enjoyable). Indeed, he posits that flow must have an evolutionary benefit, as it appears to be 'hard-wired' into humans. That is, humans, throughout history, have endeavored to match their skills with ever-increasing challenges because of the enjoyable feeling attached to the experience of flow. Because skills necessarily increase to meet challenges, challenges of increasing difficulty would also be sought and evolution would occur along the lines of those challenges.

Research on flow has concentrated on descriptions of, antecedents to, and psychological correlates of the experience (e.g., Jackson, 1996; Jackson, Kimiecik, Ford, & Marsh, 1998; Russell, 2001). So, rather than explaining involvement, research has

given us an understanding of what flow looks like and how to increase the chances of it occurring. Moreover, Brophy (1999) suggests that although flow provides a rich description of intrinsically motivating experiences, it does not provide explanations for why people would choose to seek flow experiences in one activity over others. Hence, this theory of intrinsic motivation also falls short of providing information on the value aspects of motivation.

Possible selves. In a call for more research that would help explain value, Brophy (1999) suggests that examining self-relevant perceptions, including possible selves, may prove enlightening. Possible selves (Markus & Nurius, 1986) are part of our self-knowledge structure. In other words, they are future self-concepts. Possible selves are individuals' ideas about what they might become, what they desire to become, or what they fear becoming. They come from conceptions of past selves and are related to, but different from, the current self (i.e., self-concept). Just as one's past selves are personalized, so are one's possible selves. That is, possible selves are highly individual, based on one's perception of one's past experiences. However, they are also influenced by social factors. For example, an individual may see a performer (i.e., athletic, artistic) on television or a peer who has talents that the individual would like to possess. In other words, the individual imagines that he or she could become what others are now. Markus and Nurius (1986) suggest that possible selves act as a bridge between cognition and motivation. Bandura's (1997) concept of distal goals is similar to possible selves. However, because distal goals stem from Bandura's expectancy oriented viewpoint, to use them in an effort to explain STV appears to be inappropriate.

Markus and Nurius (1986) further suggest that possible selves are important for two reasons. First, they act as motivation for future behavior (i.e., selves to approach or avoid). Second, they present the opportunity to evaluate the self-concept. That is, by looking into the future via imagining a possible self, one can gauge the distance between the current self and the imagined possible self. The first reason is most relevant to this study.

In a two-part study of possible selves, Markus and Nurius (1986) asked male and female college students to “tell us about what is possible for you.” A questionnaire consisting of 150 items was then developed, with one third of the items identified as positive, one third as negative, and one third as neutral. The items were further divided into six categories of possibilities for the self: (a) general personality descriptors (e.g., happy, lazy, creative); (b) physical descriptors (e.g., athletic, sexy, wrinkled); (c) lifestyle possibilities (e.g., active social life, nervous breakdown, health conscious); (d) general abilities (e.g., make own decisions, able to influence people, speak well publicly); (e) occupational alternatives (e.g., business executive, media personality, police officer); and (f) opinions of others (trusted, feared, admired). In the second part of the study, Markus and Nurius (1986) asked male and female college students whether the items in the questionnaire described them in the past, now, and in the future. Data suggested that most participants preferred to imagine positive versions of their possible selves (e.g., secure, admired, in good shape) rather than negative versions (e.g., welfare recipient, spouse or child abuser, janitor). Further, data suggested that participants’ current self was different from their future, or possible selves.

Including the concept of possible selves can allow individuals hope for the future, or dread for a possible self that may be feared. Regardless, the thought of the relevant possible self may act as motivation to approach or avoid that possible future self. Markus and Nurius (1986) suggest that motives such as the need for achievement are insufficient to directly initiate behavior. Also needed are the belief that a behavior is possible (i.e., a possible self) and the importance, or value given to that behavior. Hence, it may be that the idea of possible selves is related to value and motivation.

Subjective Task Value in Sport

Support has been found for the applicability of the expectancy-value theory in sport. Deeter (1989, 1990) examined the fit of the expectancy-value model among male and female participants in a collegiate physical activity course. Support was found for the model, and expectancy aspects were found to be more predictive of performance than value aspects. The Sport Orientation Questionnaire (SOQ; Gill & Deeter, 1988) and the Commitment to Physical Activity (CPA; Gruger, 1981; Nielsen & Corbin, 1986) scale were used to measure value aspects. The authors concluded that an activity that was more choice-based than a physical activity course may have increased the predictive power of the value aspects of the model. Also possible is that the value aspects were not adequately measured by the surveys used. That is, the surveys utilized were not designed to measure value, per se, as defined by Eccles and colleagues (1983).

Eccles and Harold (1991) applied the expectancy-value theory in an effort to increase the understanding of gender differences in participation rates in sport. Results suggested that the theory is applicable to sport, gender differences in attitudes towards sport start as early as elementary school, and those differences are influenced more by

socialization of gender roles than actual ability in sport. Value in this study was measured with a survey consisting of one question for three of the four aspects of STV (i.e., all but costs). Although this method of measuring value is a positive empirical step, a scale consisting of one item is not statistically desirable.

In a recent study, Cox and Whaley (2004) examined achievement behaviors, identity, expectancies for success, and task value. Results show no gender differences, but do show differences between ethnic groups (i.e., African-Americans and Caucasians) on all four aspects of STV. Value in this study was measured by a modified version of Eccles and Wigfield's (1995) questionnaire and by adding five items on cost. The original version of the Eccles and Wigfield scale (1995) includes two or three questions each for attainment value, intrinsic value, and utility value; the modified version used in this study included four items for each of those components of value. This study utilized a method of measuring value that is, again, a step forward. With only four items per scale, however, the survey is still not desirable.

The measurement of subjective task value in the literature has evolved from using questionnaires that were developed to measure other constructs to surveys that were designed specifically to measure value. More research, however, is needed to better conceptualize and measure STV. Investigating physical activities that are voluntary and include aspects that are not exclusively achievement-oriented should provide an opportunity to increase the understanding of STV.

Taekwondo

Taekwondo combines martial arts aspects with a sport aspect into what some term a martial sport. That is, in addition to the achievement-oriented aspect (i.e., competitive

sport), there exist aspects of Taekwondo that are not related to well-defined goals (i.e., learning about the philosophy, appreciating the aesthetics). Hence, people may be involved for value reasons in addition to expectancy reasons. For example, self-esteem development has long been a key component of martial arts practice and has experienced widespread use in advertising for martial arts lessons. Further, at least five studies have shown that involvement in martial arts practice correlated positively with self-esteem (Finkenberg, 1990; Nosanchuk, 1981; Richman & Rehberg, 1986; Stefanek & Petlichkoff, 1999; Trulson, 1986). Moreover, two other studies (Duthie, Hope, & Barker, 1978; Kurian, Verdi, Caterino, & Kulhavy, 1994) reported results of positive personality trait scores for advanced martial artists than for less advanced martial artists. Finally, studies have shown a positive relationship between martial arts practice and decreased aggressiveness (Nosanchuk, 1981; Nosanchuk & McNeil, 1989; Trulson, 1986).

One might ask what the aspects of martial arts are that may enhance self-esteem. Because self-esteem is a product of social interactions (Weiss, 1987, 1993), significant others (e.g., instructors and coaches) as well as peers have the opportunity to influence self-esteem via those interactions. Martial arts philosophy states that the relationship between teacher and student is comparable to that of parent and child. When this type of teacher-student, or coach-athlete relationship is fostered, a family-type atmosphere develops in the martial arts school. This supportive atmosphere allows for encouragement, respect, and acceptance both for and from peers.

In addition to social support, the practice of martial arts enhances physical fitness (i.e., cardiorespiratory endurance, muscular endurance, and flexibility) through the combination of running, jumping, kicking, punching, and stretching. Numerous studies

suggest a positive relationship exists between exercise and self-esteem (for reviews, see Anthony, 1991; Sonstroem, 1982, 1984; Weiss, 1993); hence martial arts provide the participant with physical exercise that may contribute to an increase in self-esteem.

Research also suggests that a positive relationship exists between skill mastery and self-esteem (Sonstroem, 1982; Weiss, 1993). Although no research was found, the nature of the skills that one learns in the martial arts may positively influence self-esteem. That is, individuals are learning to physically protect themselves from others. Hence, in addition to physical exercise, the variety of complex motor skills learned by martial arts students may increase the students' self-esteem. The martial arts' combination of social interaction, physical exercise, and skill mastery is hardly unique among physical activity settings. However, the martial arts are noted for their psychological, as well as physical aspects (Duthie et al., 1978; Richman & Rehberg, 1986).

Along with the social interaction, physical fitness, and skill mastery aspects of martial arts, meditation and philosophical discussions may contribute to increased self-esteem. Meditation is traditionally an element of martial arts training and can provide a person with feelings of self-awareness and self-acceptance. Moreover, meditation tends to be reinforced with philosophical discussions; hence, students participate in an environment structured to be conducive to psychological growth (i.e., self-esteem development, aggression reduction). Instructors may focus the group discussions on meditation, martial arts morality, or other subjects designed to prompt self-reflection. In other words, psychological growth in students is achieved through training the mind (i.e., meditation and discussions) and the body (i.e., physical fitness and skill mastery). This mind-body approach tends to increase self-esteem more than a body (i.e., physical

activity) approach alone (Sonstroem, 1982). So, martial arts are capable of assisting in the growth of participants in more than the physical realm. The addition of psychological growth is one of the main advantages martial arts have over many of the other physical activities or sports that emphasize solely the physical dimension.

A study by Trulson (1986) illustrated the importance of the meditative, philosophical, and moral aspects of martial arts training. Three groups of kids identified as juvenile delinquents were trained for six months. Group I ($n = 15$) learned Taekwondo techniques (i.e., fighting, self-defense, forms, and basic techniques), practiced meditation, and learned about the philosophy of Taekwondo. This philosophy emphasized respect for others, building confidence and self-esteem, patience, perseverance, honor, and a sense of responsibility. Group II ($n = 11$) learned only fighting and self-defense techniques with no meditation or philosophy. Group III ($n = 9$) served as the control and participated in various sports and physical activity (i.e., basketball, football, and jogging). The same person instructed all groups. The results indicated that the individuals in Group I (i.e., the Taekwondo, meditation, and philosophy group) were significantly higher in self-esteem, significantly lower in anxiety, and were no longer identified by the Minnesota Multiphasic Personality Inventory (MMPI) as juvenile delinquents. Group II, however, showed a significant increase in aggressiveness and a greater tendency toward juvenile delinquency according to their responses on the MMPI. The control group showed no significant differences on self-esteem after the intervention. The differences between Group I and Group II illustrate the potential to develop self-esteem, as well as curb aggression, via the philosophical component of martial arts practice.

Most of the sport psychology literature to date has examined participation and attrition motives of youth sport participants. Although this population deserves that attention, the college age population warrants study as well. Results from a survey involving approximately 8,000 youth indicated that a steady decline in youth sport involvement occurs between the ages of 10 and 18 years (Seefeldt, Ewing, & Walk, 1992). It was hypothesized that a portion of the decline is due to a decrease in the number of opportunities for recreational sport involvement. That is, sport becomes increasingly competitive as the age of the participants increases. Especially considering the dearth of organized recreational/intramural sport at the high school level, college may be one of the last opportunities for students to become involved in recreational physical activity (e.g., physical activity courses, intramural sports, and club sports). If students embrace physical activity as a lifetime activity, that activity then becomes a part of their healthy lifestyle (Hoeger & Hoeger, 1999).

Given the unique benefits of martial arts training, and the lack of research in martial arts, an examination of the motives for participation was conducted. Further, because college is one of the last readily available opportunities for people to become involved in organized physical activity, college students warranted investigation. Hence, participation motives in collegiate Taekwondo participants were studied. Further, more is known about the expectancy aspects of motivation than is known about the value aspects (Brophy, 1999). As such, the subjective task value of Taekwondo to participants may provide insight into participant motives that the expectancy approach has not provided. Moreover, studies of task value have rarely included costs (Cox & Whaley, 2004). In order to fully examine value, costs should be included with the other aspects of value

(i.e., attainment value, intrinsic value, and utility value). Additional support for examining collegiate Taekwondo club participants can be found in their voluntary involvement in a learning environment that does not consist solely of specifically defined goals. Brophy (1999) suggests that the value aspects of motivation are more relevant than the expectancy aspects in such an environment. Although youth Taekwondo participants would be involved in the same activity, their involvement may not be voluntary (i.e., their parents signed them up) and their cognitive development may not allow them to distinguish between the different aspects of value (i.e., attainment value, intrinsic value, and utility value).

CHAPTER THREE

Study 1

Method

Participants

The participants for this study were eight males and eight females, ages 18 to 32 years ($M = 23.1$, $SD = 4.1$), who were involved in a collegiate Taekwondo program in the United States. The belt progression in this style of Taekwondo (i.e., under the auspices of the World Taekwondo Federation and the United States Taekwondo Union) has the following sequence: white, yellow, green, blue, red, and black. Further, the black belt rank consists of nine degrees, or dans, the least senior being first dan black belt. In order to examine a wide range of motives, participants came from four different belt rank groupings (e.g., white and yellow, green and blue, red, and black). The participants with black belts included in this study held the rank of either first or second degree black belt. Two males and two females from each of the four belt groups were interviewed.

Measures

Demographic survey. Participants in the study completed a demographic survey (see Appendix A) consisting of questions regarding age, gender, and ethnicity. Additional questions about the participants' Taekwondo rank and background were included.

Interview script. After participants completed the demographic survey, a semi-structured interview format was followed (see Appendix B). The interview included questions regarding the participants' motives for participating in and continuing with Taekwondo, expectancies for success, STV (i.e., general task value, attainment value,

intrinsic value, utility value, and costs), and exploratory questions regarding possible selves and task value.

Procedure

After approval was obtained from the University Committee on Research Involving Human Subjects (see Appendix C), data collection began. Head instructors of collegiate Taekwondo clubs were contacted, the study was explained, and their assistance was requested. After the instructors granted permission, a meeting was scheduled with their students at the instructor's convenience (i.e., either before, during, or after one of their club's scheduled practices). During this meeting, the study was explained to the potential participants by the researcher and their involvement was requested. Participants were informed that their responses would be kept confidential, only group data would be reported, there were no right or wrong answers, their involvement, or lack thereof, would in no way affect their grades or status, they could choose to not answer any questions, they could stop at any time, and they were encouraged to respond honestly. If the interview was to take place face-to-face, individual meetings for interviews with the researcher were then scheduled with participants. Interviews took place in a quiet, private location and at a time that was convenient for the participant. If the interview was to take place via telephone, demographic and contact information was collected.

Face-to-face interviews. At each scheduled meeting, participants signed a consent form (see Appendix D) and completed a demographic questionnaire (see Appendix A) prior to the interview. The interview was audio tape-recorded, both with digital and analog equipment. In order to use the digital recorder's transcription software, the software was calibrated using the interviewer's voice. The analog cassette tape was then

listened to and repeated into the digital recorder. After the software transcribed the interview, the analog tape was compared to the transcription and edited.

Telephone interviews. At each scheduled telephone call, participants gave their verbal consent to be involved in the study and to be tape-recorded. A consent form (see Appendix D) was mailed to each participant, with a stamped, self-addressed envelope. Each participant signed the form and returned it to the investigator. Participants were asked the questions included in the demographic survey during the interview. Interviews were transcribed using the same process as with face-to-face interviews.

Data Analysis

Data analysis included familiarization with the data, open coding, and axial coding. Familiarization with the interview data consisted of three researchers reading the transcripts of each interview several times to become familiar with the general content of each interview. Then, open and axial coding were used (Strauss & Corbin, 1990). For open coding, two researchers independently identified themes in the data (Patton, 1987). The initial two researchers then compared and discussed the themes until consensus was achieved (Scanlan, Ravizza, & Stein, 1989). A third researcher then reviewed the themes and discrepancies were discussed until consensus among all three researchers was reached regarding the initial themes.

The initial (i.e., lower order) themes were then grouped in to higher order themes, a process (i.e., axial coding) that involved finding links among the lower order themes. That is, lower order themes with common links were grouped into higher order themes. This grouping was accomplished in a method similar to the one used for open coding. Specifically, two researchers separately organized the lower order themes in to higher

order themes. These two levels of themes were then discussed until the two researchers reached consensus. Then, the higher order themes were organized into a third level of major themes (i.e., personal and situational) following the highest order themes found in the Gould and Petlichkoff model. The researchers created additional major themes (i.e., socialization and martial arts interest/martial arts) for the higher order themes that did not fit well into the existing major themes. That is, not all of the higher order themes matched with the major themes forwarded by Gould and Petlichkoff (1988). Therefore, additional major themes were created in order to include the higher order themes that were not included in the pre-existing major themes. All three levels of themes were discussed until consensus was reached. Finally, a third researcher reviewed the organization of the major themes, higher order themes, and lower order themes and consensus was reached among all three researchers. Once all levels of themes were finalized, the frequencies of statements coded in themes were summarized and reported.

Reasons that participants begin and continue with Taekwondo were obtained directly from the initial two questions of the interview script. Further reasons were obtained from the questions “For what reasons did you choose to practice martial arts, rather than, or in addition to, other activities?” and “For what reasons did you choose to practice Taekwondo, rather than, or in addition to, other martial arts?”

The question, what characteristics of Taekwondo do participants value, was answered by the participants’ responses to two questions: “What characteristics of Taekwondo do you value?” and “What benefits do you expect to obtain by engaging in Taekwondo?” Specific aspects of subjective task value (i.e., attainment value, intrinsic

value, utility value, and costs) that are relevant to Taekwondo were obtained directly from the questions pertaining to each aspect (see Appendix B).

Information related to the potential relevance of the construct of possible selves to STV and participation motivation was gained from the questions, “Before you started Taekwondo, what aspects of it did you see as being important, enjoyable, or useful to you?” and “As you look into your future, what aspects of Taekwondo do you see as being important or enjoyable to you?” Because participants had already been asked about the future usefulness of Taekwondo to examine utility value, usefulness was omitted from the last question regarding future value of Taekwondo. Answers to the question regarding future usefulness were then included in the analysis for future value as well as for utility value.

An examination of the answers to questions regarding both participation and value introduced motives for participation that were not included in the original participation questionnaire. Hence, the existing participation questionnaire for Taekwondo was modified to reflect these motives (see Appendix E). Specific changes made to the original participation questionnaire are described at the beginning of the results section in Chapter 4 (i.e., Study 2).

Results

Results from Study 1 include tables of frequencies of major themes and higher order themes. Frequencies describe the number of statements in a theme and may include multiple responses by a single participant. Further, gender and belt rank group frequencies are reported only for descriptive purposes. No statistically significant

conclusions should be made from the reported frequencies. Lower order themes, in addition to the major and higher order themes, are included in the tables in Appendix F.

From the interviews, 758 statements from the 16 participants were identified that described initial and continuing reasons for participation, different aspects of STV, and predicted value of Taekwondo (i.e., prior to participation and looking into the future) (see Appendix G). As mentioned earlier, those statements were organized into three levels of themes: lower order themes, higher order themes, and major themes (see Tables 1 through 9 and Appendix F).

For what reasons do people begin and continue taking Taekwondo?

Initial reasons. Initial reasons for participation in Taekwondo, gleaned from 65 statements, include personal and situational major themes. Additionally, the major themes of socialization and martial arts interest were included. The major theme of socialization had the highest number of statements in it, followed by personal, situational, and martial arts interest. The socialization theme is especially interesting in that it is a new category of reasons for participation, yet it is the main level theme with the most statements in it. Themes within the socialization major theme include social influence and cultural influence. Initial reasons for participation in the personal theme include previously cited reasons for participation in sport (e.g., physical condition/exercise, physical challenge, fun) (see Table 1 and Appendix F, Table 19). Reasons for participation not previously reported that are in the personal major theme include self-defense and confidence. Situational reasons for participation in this study were different than those previously forwarded. For example, the reasons cited by Gould and Petlichkoff (1988) include travel, team atmosphere, and trophies. The themes included in the

Table 1**Number of Statements in Themes for Initial Reasons for Participation: Total****Sample, Sex, and Belt Rank Groups**

Themes	Sample	F	M	W-Y	G-B	R	B
Total for all themes	65	33	32	20	16	10	19
Socialization	21	13	8	6	3	6	6
Social influence	16	10	6	3	3	6	4
Cultural influence	5	3	2	3	0	0	2
Personal	17	8	9	8	4	1	4
Physical aspects	13	6	7	4	4	1	4
Fun	2	1	1	2	0	0	0
Confidence	2	1	1	2	0	0	0
Situational	14	8	6	3	6	0	5
Unintentional involvement	9	5	4	2	3	0	4
Non-martial arts aspects	5	3	2	1	3	0	1
Martial arts interest	13	4	9	3	3	3	4
Taekwondo interest	7	2	5	1	3	1	2
General martial arts interest	5	2	3	1	0	2	2
Philosophy	1	0	1	1	0	0	0

Note: F = female; M = male; W-Y = white-yellow belt group; G-B = green-blue belt group; R = red belt group; and B = black belt group.

situational major theme were grouped into unintentional involvement and non-martial arts aspects. The martial arts interest major theme includes an interest in martial arts in general, Taekwondo specifically, and the philosophy of martial arts.

Within the socialization major theme, the social influence theme had more statements in it from females than males. Belt rank groups had similar numbers of statements in them, although the red belt group had slightly more statements in it than the other belt rank groups. A female in the white-yellow belt rank group began her training because of her mother, “Would you believe that was the one mom signed me up for?

Because I didn't really know there were different ones, but she signed me up and I found out that it was Taekwondo.” Statements in the cultural influence theme were similarly distributed by sex and statements in the belt rank groups had differences. Specifically, only the white-yellow and black belt groups had statements in them. Most of the cultural influence theme was made up of statements in a TV/movie lower order theme (see Appendix F). For example, a male black belt participant described his interest: “Well, I know I have always been fascinated by it. Just from growing up and watching the movies, and seeing kung fu movies and all that.”

In the personal major theme, the physical aspects theme includes the most statements in it, followed by fun, and confidence. Lower order themes within the physical aspects theme include self-defense, physical condition/exercise, and physical challenge (see Appendix F, Table 19). A male participant in the green-blue belt group said, “Self-defense. Yeah, it was basically, I thought it would be a good skill to have, and it was almost entirely for that reason.” With regard to confidence, one female participant in the white-yellow belt group described one of the reasons that she became involved: “And, just the whole idea of, like, being a female and being in something like martial arts which is, I think, probably more male-dominated. So, and just being like, strong. And just developing [confidence], having confidence in myself.”

The situational major theme includes unintentional involvement and non-martial arts aspects. For some participants, their unintentional involvement was due to a chance opportunity. For example, a male participant in the black belt group explains,

It was actually all by chance. My brother and I were looking to do kendo, and we found it was a little too expensive, and we couldn't make the times with the club, and we didn't know of any other schools. Then we were driving by and saw a taekwondo studio. We dropped in, and the instructor invited us in to a first class,

and after that we pretty much joined in and went from there. So it was really just by chance.

For some students, non-martial arts aspects of Taekwondo were the reasons they initially participated: “And, I took a look at the programs, visited the classes, and mainly I chose taekwondo because it seemed to be, well, first, a larger program, which attracted me; more students, more activity, more instructors.”

In the martial arts interest major theme, the theme of Taekwondo interest includes the most statements. For example, a female participant in the green-blue belt group said, “I liked a lot of the stuff that I read about it that talked a lot about kicking techniques, and I think I'm better at that than I am at the hand techniques.” Other participants were interested in martial arts in general: “But I think mostly, I was just interested in martial arts, kind of curious about it, wanted to check it out, see what it was about.” And one male participant in the white-yellow belt group was interested in the philosophy: “But also, I think there's something a little more subtle, more appealing about certain aspects of the philosophy behind it.”

Continuing reasons. Ninety-one statements from participants answered the question “for what reasons do people continue taking Taekwondo.” Continuing reasons for participation in Taekwondo cited by participants are similar to and different from previous results in traditional sports (see Table 2 and Appendix F, Table 20). Similarities are the inclusion of both personal and situational major themes. Further, the personal major theme has both physical and psychological themes included in it. Also, the situational major theme more closely resembles that forwarded by Gould and Petlichkoff (1988) than the situational major theme in the initial reasons for participation. Specifically, the club environment/atmosphere is similar to team atmosphere. The main

difference between these data and previously reported data is the inclusion of a theme specific to the activity (i.e., martial arts).

Table 2

Number of Statements in Themes for Continuing Reasons for Participation: Total Sample, Sex, and Belt Rank Groups

Themes	Sample	F	M	W-Y	G-B	R	B
Total for all themes	91	48	43	27	10	32	22
Personal	55	32	23	17	5	18	15
Psychological skills	18	10	8	8	1	5	4
Skill development	14	9	5	3	0	7	4
Physical aspects	13	6	7	2	3	4	4
Fun/enjoyment	10	7	3	4	1	2	3
Situational	19	9	10	6	3	6	4
Social aspects	19	9	10	6	3	6	4
Martial arts	17	7	10	4	2	8	3
Competition aspects	8	5	3	0	2	3	3
Philosophical aspects	4	1	3	1	0	3	0
Application/transfer of	3	0	3	3	0	0	0
Taekwondo benefits							
Action-philosophy aspect	2	1	1	0	0	2	0

Note: F = female; M = male; W-Y = white-yellow belt group; G-B = green-blue belt group; R = red belt group; and B = black belt group.

Within the personal major theme, the psychological skills theme includes similar numbers of statements made by males and females. Participants in the white-yellow belt group made more statements than participants in the other belt rank groups. For example, a female participant in the white-yellow belt group explained, "It gives me discipline to get things done." And a male participant in the white-yellow belt group said, "It taught me perseverance, which I thought was really important." Females made more statements than males in the skill development theme and the two highest ranked belt groups made

more statements than the two lowest ranked groups. Said one female in the red belt group, "I like seeing my improvement in the belt rank system. It lets me see that 'OK, I've gotten to this level, I need to work on these kicks for the next level.'" Participants in both the sex and belt rank groups made similar numbers of statements in the physical aspects theme. Within the physical aspects theme, the dynamic aspects of Taekwondo are described by a male participant in the red belt group:

But now that I have been doing it for a while, for example, the dynamic aspects of taekwondo are very interesting to me. And the fact that we have a lot of kicks, I think, is something that I like specifically about taekwondo. But really more the dynamic aspects. Other martial arts can be quite static. Here we are really moving all the time, trying to get out of the way and such.

Female participants made more statements than males in the fun/enjoyment theme and belt rank groups included similar numbers of statements in that theme. A female in the black belt group described how fun evolved for her:

I have fun doing it now. At first it was not fun. But when you go up in rank, and you start understanding the whole aspect of everything, then you figure out why you continue doing it. It's not like you have to, [it's] because you want to.

The situational theme, comprised of a social aspects theme, has similar numbers of statements in the male and the female groups. In the belt rank groups, the white-yellow and red belt groups have more statements in them than the other two groups. A female participant in the red belt group states:

It's a huge part of my life. I absolutely love it. And if I had a choice to go anywhere for medical school, it would be here, just because this club is here. I mean, I'm not going to tell the admissions committee that... I feel like this is my family; I feel like I have a home here, my friends are great.... I guess once I got into the taekwondo program here, I just liked it a lot. I just saw that people here made good friendships... And then I also liked how the upper belts in our group, they would watch over us. I even went to another club on campus and it wasn't the same. I didn't get the same sense of community and togetherness that I felt with this club, so I guess that's why I stayed. I suppose that if I felt the same in another club, I probably would have stayed there too.

In the martial arts major theme, the competition aspects theme has a similar number of statements in the female and the male groups. With the exception of participants in the white-yellow belt group, from which no statements came, the belt rank groups have similar numbers of statements in them. A male participant in the black belt group explains, "But I think that I continued with it because, at least our club has very much of a sport aspect to it. Our instructor teaches it as a martial sport, and I enjoy that aspect, enjoy the competition." In the philosophical aspects theme, there are more statements made by males than by females and more statements made by participants in the red belt group than all the other belt rank groups. For example, a male participant in the red belt group explains:

There are two parts: ... and also, on the other side, the spiritual and kind of discipline aspect of it. There are other sports, boxing for example, that involves heavy workout, or just going to gym and body building, but the philosophy behind martial arts is something that interests me very much.

Male participants in the white-yellow belt group made all of the statements in the application/transfer of Taekwondo benefits theme. One of those statements is,

So, it's kind of helped in my education as well, not just the athletics, so it's kind of like a nice little rounded experience there. It's not just the sport and fitness; you're getting some benefits on the education as well, so that's pretty nice.

There were equal numbers of statements made by males and females in the action-philosophy aspect theme, and all statements made in that theme were made by participants in the red belt group. A female in the red belt group explains, "It's not just meditative and it's not just all fighting; it's a combination of both and I think it's really well balanced."

What characteristics of Taekwondo do participants value?

STV. The issue of what characteristics of Taekwondo participants value is answered by examining the data that resulted from the questions about STV in general (i.e., valuing and benefits of Taekwondo). The research question included attainment value, intrinsic value, utility value, and costs. Based on the number of statements coded for this construct (i.e., 131) (see Table 3 and Appendix F, Table 21), participants valued personal, martial arts, and situational aspects of Taekwondo. In the personal major theme, participants valued the psychological skills, physical and mental health, self-improvement, self-control, life impact, enjoyment/fun, and leadership development benefits of Taekwondo. In the martial arts major theme, participants valued martial arts benefits and sport benefits. Club atmosphere and social interactions were valued in the situational major theme.

As shown in Table 3, within the personal major theme are the higher order themes of psychological skills, physical and mental health, self-improvement, self-control, life impact, enjoyment/fun, and leadership development. For the most part, females and males, as well as the belt rank groups, had similar numbers of statements in themes. A notable exception to that similarity occurs in the psychological skills theme. Specifically, the number of statements for females was larger than the number of statements for males. Also, the red belt group included more statements regarding psychological skills than any other belt rank group. One female red belt had this to say about confidence:

Just the sense of confidence that I regained after being stalked, being physically assaulted and beat up and stuff like that. It just makes me feel like ‘You know what? I can do something about it.’ And I’m training my body and pushing it hard so that I can feel that sense of confidence. To walk out with confidence, that I know that if something were to happen, I could do something about it. I mean, it’s just a sense of confidence, knowing that your body is strong enough and capable

of defending yourself. That's the neat thing about martial arts, I just feel more confidence as a person, I guess. Yeah, just in general.

Table 3

Number of Statements in Themes for Subjective Task Value: Total Sample, Sex, and Belt Rank Groups

Themes	Sample	F	M	W-Y	G-B	R	B
Total for all themes	131	76	55	30	33	35	33
Personal	77	42	35	18	15	27	17
Psychological skills	18	12	6	2	3	10	3
Physical and mental health	17	8	9	4	4	6	3
Self-improvement	13	4	9	3	4	3	3
Self-control	12	7	5	3	2	3	4
Life impact	7	5	2	2	0	4	1
Enjoyment/fun	7	5	2	2	2	1	2
Leadership development	3	1	2	2	0	0	1
Martial arts	40	24	16	9	13	5	13
Martial arts benefits	34	21	13	8	11	5	10
Sport benefits	6	3	3	1	2	0	3
Situational	14	10	4	3	5	3	3
Social interactions	11	8	3	2	5	2	2
Club atmosphere	3	2	1	1	0	1	1

Note: F = female; M = male; W-Y = white-yellow belt group; G-B = green-blue belt group; R = red belt group; and B = black belt group.

In the self-improvement theme, the number of statements that males made was greater than the number made by females. A male red belt explained:

You have to become a better person, in some sense. And I think that's kind of part of the philosophy of martial arts. That's something that to me is a real value. I am practicing something that's part of a system of thought that tells you you have to be a better person, to be more positive to a community, to help others. These are the aspects that I really value a lot, about martial arts in general and taekwondo as well.

In the life impact and enjoyment/fun themes, females had more statements than males. A female in the white-yellow belt group said, "Yeah, it just seems to apply itself. I take what I learned from that [Taekwondo] and it just somehow applies to the rest of my life." Another female participant in the black belt group said, "And I love taekwondo so much. It's not like 'Oh god, I have to go to aerobics class,' it's like 'Oh, yes! It's time for taekwondo.'"

Within the martial arts major theme, participants valued Taekwondo for both its martial arts and its sport benefits. Sport benefits had the same number of statements for males and females and the belt rank numbers are similar. A male black belt participant described the value of competition in this way:

And then I also really enjoy, again, the competition aspects of it, the physical aspect of it. And that I think it's a very dynamic activity, very dynamic sport. Something that not everyone can, or wants to do, necessarily. I love the competition standpoint of it. I think it's great to go to a tournament; tournament atmospheres are great. Stepping into that ring, it's just a whole different feeling, for the six minutes or however long you're in it for. It's a lot of fun for me. I have always loved the aspect of sparring.

In the martial arts benefits theme, females had a greater number of statements than the males. One female in the green-blue belt group said:

One other thing is, I was really drawn into the traditional style of it, with the masters and then the students, and the different ranks of the belts, and all the various levels of respect and forms that you have to do for each. So it's very intriguing how that all works and I think it's a really good type of relationship to have in a sport activity.

In the situational major theme, participants valued social interactions and club atmosphere. A female in the white-yellow belt group valued this about the club atmosphere:

And there's just, camaraderie between, like, the students, and helping each other improve. Like, between the different belt levels, like the red and blue belts help

the younger belts—not necessarily younger, but lower belts—help them with different techniques.

While the belt rank groups had similar numbers of statements in the themes, females cited social interactions as being valued more times than males. A female participant in the green-blue belt group described the value of social interactions in this way: “It’s just that we’re all focused on the same thing, which is improving ourselves through the sport that we really enjoy. And that’s what brings us together; and in that goal, I guess, there’s a lot of good interaction.”

Attainment value. The aspects of Taekwondo in which it is important for participants to do well are seen in the themes generated from the 81 statements coded (see Table 4 and Appendix F, Table 22). Identical to STV, major themes for attainment value are personal, martial arts, and situational. In the personal major theme, participants valued personal achievement and skill development. The themes of path of Taekwondo and Taekwondo art and sport comprise the martial arts major theme. Finally, the situational major theme includes the themes of giving back and social benefits.

Within the personal major theme, females made more statements than males in the personal achievement theme. Also in the personal achievement theme, participants in the white-yellow belt group made more statements than the other groups. A female participant in the white-yellow belt groups said, “I think that would have to go along with just improving myself and getting techniques down correctly, and then moving on.” In the skill development theme, males made more statements than females. Three belt rank groups had an even number of statements in them and the green-blue belt group had no statements in it in the skill development theme. A male participant in the white-yellow belt group explained,

Also if in any real life situation, if there's a confrontation or something that happens that you really do need to defend yourself, and you achieve those goals and become very proficient at the skills that you need to achieve those, then it'd be more like a reaction and you'd be able to defend yourself in, like, a real life situation. So for self-defense, that would be really important.

Table 4

Number of Statements in Themes for Attainment Value: Total Sample, Sex, and Belt Rank Groups

Themes	Sample	F	M	W-Y	G-B	R	B
Total for all themes	81	38	43	25	10	28	18
Personal	40	20	20	18	4	12	6
Personal achievement	31	18	13	15	4	9	3
Skill development	9	2	7	3	0	3	3
Martial arts	30	11	19	5	6	11	8
Path of taekwondo	15	3	12	2	3	4	6
Taekwondo art and sport	15	8	7	3	3	7	2
Situational	11	7	4	2	0	5	4
Giving back	9	6	3	1	0	5	3
Social benefits	2	1	1	1	0	0	1

Note: F = female; M = male; W-Y = white-yellow belt group; G-B = green-blue belt group; R = red belt group; and B = black belt group.

In the martial arts major theme, more males than females made statements in the path of Taekwondo theme. Also, participants in the two highest ranked belt groups made more statements in the path of Taekwondo theme than participants in the two lowest ranked belt groups. A male participant in the red belt group described,

We talked about things that I value about taekwondo; if I think about mastery of those things, it may not be a point somewhere that you reach and you stop there. But I think the journey towards getting better in those aspects that I value is what's important to me. It's a constant process of growing up towards things that I value.

In the Taekwondo art and sport theme, participants of both sexes made similar numbers of statements while participants in the red belt group made more statements than the other belt groups. A female participant in the red belt group stated, “Oh, I can’t say one. It’d be both, sparring and poomsae [Korean: forms].”

The giving back theme, within the situational major theme, includes more statements by female participants than male participants and more statements by participants in the red belt group than the other belt groups. One female participant in the red belt group explained,

I know when people have helped me, when there was some problem I had, or just along the way, that it’s meant a lot to me that they were willing to take their time to do that, to help me get better. And I know that meant a lot to me, so I want to be able to do that for other people as well.

The social benefits theme has equal numbers of statements in the male and female groups. Participants in the white-yellow and black belt rank groups made statements regarding social benefits, but not participants in the other belt rank groups. A male participant in the white-yellow belt group said,

...and then the social part of it too, having friends in the club. I think that’s probably the most important thing over all, to me, because I have friends in the club and it’s a lot of fun. It’s a great social activity and we all screw up sometimes and have a good laugh.

Intrinsic value. Major themes for intrinsic value are consistent with the previous two areas of value in that the major themes are personal, martial arts, and situational (see Table 5 and Appendix F, Table 23). In the personal major theme, the themes of achievement benefits, competence, physical and physiological benefits, psychological skills, and envisioning a possible self emerged. The martial arts major theme includes a

Taekwondo benefits theme. Finally, the situational major theme has in it a social benefits theme. A total of 96 statements were recorded for intrinsic value.

The achievement benefits theme, within the personal major theme, has in it an equal number of statements in the female and male groups. Participants in the red belt group made fewer statements about achievement benefits than the other belt groups. A

Table 5

Number of Statements in Themes for Intrinsic Value: Total Sample, Sex, and Belt Rank Groups

Themes	Sample	F	M	W-Y	G-B	R	B
Total for all themes	96	50	46	28	20	28	20
Personal	43	22	21	12	8	11	12
Achievement benefits	12	6	6	4	3	1	4
Competence	11	7	4	4	1	3	3
Physical and physiological benefits	11	5	6	2	3	3	3
Psychological skills	7	2	5	1	1	3	2
Envisioning a possible self	2	2	0	1	0	1	0
Martial arts	32	17	15	10	5	13	4
Taekwondo benefits	32	17	15	10	5	13	4
Situational	21	11	10	6	7	4	4
Social benefits	21	11	10	6	7	4	4

Note: F = female; M = male; W-Y = white-yellow belt group; G-B = green-blue belt group; R = red belt group; and B = black belt group.

female participant in the white-yellow belt group said, “I enjoy, like, doing a good job; and having others notice.” In the competence theme, female participants made more statements than male participants and participants in all belt groups made at least one statement. One female participant in the black belt group stated, “Because I’m learning something new and doing things that I never thought I could do before.” Statements in

the physical and physiological benefits were evenly distributed among sexes and belt rank groups. A male black belt participant described:

And then there's just the pure adrenaline of the activity itself. When you're in there and you're mixing it up with your opponent, that is almost like a gladiator match, to a sense. And it's a pretty good adrenaline rush, just to be in that ring and stepping across from your opponent. I still get really nervous before getting in the ring, like I have trouble swallowing...

More male than female participants made statements in the psychological skills theme.

Also in that theme, the two highest ranked belt groups made more statements than the two lowest ranked belt groups. A male participant in the red belt group describes,

How when they're doing poomsae [Korean: forms] or sparring how they can keep kind of, you know, focus on their opponent or on what they're doing and kind of drown out the outside interference or whatever you might call it. I find that appealing.

Only female participants made statements regarding envisioning a possible self, and those female participants were in the white-yellow and green-blue belt groups. A female participant in the white-yellow belt group describes, "So to think that I could possibly be looking somewhat like that is kind of encouraging, just kind of something to work towards."

The martial arts major theme consists of a Taekwondo benefits theme. In that theme, male and female participants made similar numbers of statements. For the belt rank groups, participants in the white-yellow and red belt groups made more statements than the other two groups. One male participant in the red belt group explained:

I think the emphasis on kicks, especially very dynamic kicks, with spins and the fast motions specifically, are things I like about it very much. So I'd say high speed and this dynamic element, with emphasis on kicks, I think makes it particularly very beautiful.

The situational major theme is made up of a social benefits theme. Females and males recorded similar numbers of statements in that theme. Also, the two lowest ranked

belt groups recorded more statements than the two highest ranked belt groups. Said one female participant in the white-yellow belt group:

Just like, either we have Taekwondo socials or we have to go set up little booths to promote the club. And, like we have club meetings and we talk about things and that's kind of enjoyable. We, like, joke around and there's camaraderie.

Utility value. One hundred and twenty five statements are included in utility value. Major themes for utility value parallel previous results and are personal, martial arts, and situational (see Table 6 and Appendix F, Table 24). Within the personal major theme are the themes of psychological skills, healthy lifestyle, preparation for independent living, enjoyment, and don't know if better person. The major theme of martial arts is made up of a martial arts benefits theme. Identical to intrinsic value, the situational major theme is comprised of a social benefits theme.

In the personal major theme, the psychological skills theme includes an equal number of statements made by female and male participants. Participants in the white-yellow and red belt groups made more statements in the psychological skills theme than participants in the other two belt groups. A female participant in the red belt group described:

In general, taekwondo has made me a more approachable person, actually. Just because after you get attacked like that, you tend to be withdrawn, and not confident. And people who are not confident tend to withdraw into themselves and try to shut out the outside world. I think taekwondo opened me up again. Taekwondo gave me that back. It gave me my life back, really, and my personality, and helped me even build on it. It has even helped me in my interviews. I walk into my interviews with confidence, knowing that, you know what? If I can fight somebody who's that much bigger than me and face them down, I will have the courage, it's no different. Every difficult situation in life, I just think back to taekwondo.

In the healthy lifestyle theme, female and male participants made similar numbers of statements. Although the amount of statements for belt rank groups are similar,

participants in the white-yellow belt group made more statements than the other belt groups. One female in the white- yellow belt group said:

And, even in the future, if I don't take classes, I can still go to the gym and work out on my own. So it's going to be something that I can do for the rest of my life, pretty much, and that's kind of cool.

Table 6

Number of Statements in Themes for Utility Value: Total Sample, Sex, and Belt

Rank Groups

Themes	Sample	F	M	W-Y	G-B	R	B
Total for all themes	125	67	58	39	19	38	29
Personal	78	43	35	26	12	25	15
Psychological skills	42	21	21	14	4	16	8
Healthy lifestyle	20	11	9	7	4	4	5
Preparation for independent living	8	6	2	2	2	3	1
Enjoyment	5	3	2	2	1	1	1
Don't know if better person	3	2	1	1	1	1	0
Martial arts	25	11	14	9	3	8	5
Martial arts benefits	25	11	14	9	3	8	5
Situational	22	13	9	4	4	5	9
Social benefits	22	13	9	4	4	5	9

Note: F = female; M = male; W-Y = white-yellow belt group; G-B = green-blue belt group; R = red belt group; and B = black belt group.

Females made more statements than males in the preparation for independent living theme and the belt rank groups had similar numbers of statements in them. Described one female participant in the red belt group:

Then there's that expectation that women are delicate, fragile, or maybe that's more of an Asian thing, I'm not sure, but delicate, fragile, and docile, and very suggestible—well that's the Asian mentality that I've grown up with. So for a woman to take charge of her surroundings, to be aware of what's going on, to take responsibility for her life, for her safety, for her health, those are things that I

think I've really learned from taekwondo. Those were sort of amorphous goals I had before, but it really gelled and solidified and it became very concrete once it came to taekwondo.

The enjoyment theme has similar numbers of statements in it from females, males, and participants in the belt rank groups. A female in the green-blue belt group explained:

Well, first of all, it improves my enjoyment of life. Because on the days we have taekwondo club, that's pretty much what I look forward to. All day, it's really silly. And, again the workout, just makes you feel good and makes you want to do other things. Because when you're doing something you enjoy, it helps with all the other aspects that you might not enjoy so much. So, basically fulfillment, enjoyment of life, because it benefits me as a person and also because I enjoy the activity.

Participants who made statements about not knowing if they are better people for doing Taekwondo came in similar numbers from all sex and belt rank groups except the black belt group, which had no statements in it. A female participant in the green-blue belt group stated:

I never really thought about that, I don't know if it does make me a better person. Unless I may be nicer after I've worked out, and I'm tired. But I don't think it makes me a better person.

The martial arts major theme consists of a martial arts benefits higher order theme. Female and male participants made similar numbers of statements in that theme. Also in the martial arts benefits theme, participants in the white-yellow and red belt groups made more statements than the other two belt groups. A male participant in the red belt group described:

Yeah, learning to appreciate your elders. Because in taekwondo, there's a lot of respect, and so forth, toward higher ranks, and even lower ranks. And I think that helps my quality of life: not to put down people and show them respect. I think that helps me out a lot, that area.

A social benefits higher order theme makes up the situational major theme. More females than males made statements in the social benefits theme and more participants in

the black belt group made statements than the other belt groups. A female participant in the black belt group explained:

Well it shows me how to be a leader and, like, how to be in charge. Because of my rank, I have to teach and be in charge and it's just hard sometimes. It's just difficult to be in that role when you haven't before.

Costs. In a departure from the other aspects of value, costs were grouped into only two major themes: situational and personal (see Table 7). Higher order themes within the situational major theme include time, money, club responsibilities/obligations, punishment from the instructor, others' attitudes, Taekwondo hierarchy, social, and scheduling. Within the personal major theme, injuries/pain, negative self-talk, and none are the higher order themes.

Statements in the time theme occurred in similar numbers among the sex and belt rank groups. A male participant in the green-blue belt group explained,

Time. Well, about time: again, I think it's a good investment. Although, yes, it takes time; it takes 7, 8 hours for me a week. Where it's just the opportunity cost of, maybe I could be reading a book. But I can still justify that with the benefits.

In the money theme, more females than males made statements and participants in the belt rank groups made similar numbers of statements. A female participant in the white-yellow belt group said, "Um, the money. Money is a big issue. This is cheaper, like, this is a lot cheaper than a private studio, but in college, everybody is pushed for money." The club responsibilities/obligations theme also has similar numbers of statements in sex and belt rank groups, except for the red belt group, which had no statements in it. A male participant in the green-blue belt group stated, "Obligations. I haven't really been hit with many, because my rank isn't too high yet. But I've begun to be volunteered for several activities, so there will be some obligations." Although male and female participants

Table 7**Number of Statements in Themes for Costs: Total Sample, Sex, and Belt Rank****Groups**

Themes	Sample	F	M	W-Y	G-B	R	B
Total for all themes	39	23	16	16	9	6	8
Situational	25	16	9	11	5	3	6
Time	7	4	3	1	2	2	2
Money	5	4	1	2	1	1	1
Club	3	2	1	1	1	0	1
responsibilities/obligations							
Punishment from the instructor	3	2	1	3	1	1	1
Others' attitudes	2	1	1	2	0	0	0
Taekwondo hierarchy	2	1	1	1	1	0	0
Social	2	2	0	0	0	0	2
Scheduling	1	0	1	1	0	0	0
Personal	14	7	7	5	4	3	2
Injuries/pain	10	4	6	3	3	3	1
Negative self-talk	3	2	1	2	0	0	1
None	1	1	0	0	1	0	0

Note: F = female; M = male; W-Y = white-yellow belt group; G-B = green-blue belt group; R = red belt group; and B = black belt group.

made similar numbers of statements in the punishment from the instructor theme, more participants in the white-yellow belt group made statements than the other belt groups. A female in the white-yellow belt group said, "The negative aspects are when the instructor makes people cry, and that's just really discouraging. To me, I feel I need encouragement to improve, instead of being yelled at." In the others' attitudes theme, females and males made the same number of statements, and participants in the white-yellow belt group made all of those statements. A male participant in the white-yellow belt group explained:

Some people come to class and don't try real hard, like think they can be an expert in six months or something. So that's kind of like a negative view that people have from the out side. I don't know if that's negative or not, but it's a lot harder than people think.

Both females and males made the same number of statements in the Taekwondo hierarchy theme. Participants in the two lowest ranked belt groups made statements in that theme, while the two highest ranked belt groups did not. One male in the white-yellow belt group described:

The hierarchical nature of it sometimes is a good thing, but not necessarily, particularly all the time. I mean, respect for other people, of course, is all fine and good, but sometimes it almost seems as though it feels a little, for lack of a better word, 'authoritarian.' Not that I have any problems with any of my instructors or anything, they're all cool. But, I don't know, sometimes it's just kind of the way that I feel about it.

In the social theme, a female in the black belt group made both statements. One of those statements is,

I've had to sacrifice things like, I can't stay up really late at night with my friends sometimes because I have practice at seven in the morning. Friday nights, I have to take it kind of easy because I have practice the next morning.

A male participant in the white-yellow belt group made a statement regarding scheduling as being a cost or negative aspect:

Sometimes it's the schedule, it's kind of hard to work my work schedule and school and everything with the club because the club always has the same schedule. So it's not very flexible there, it interferes a little bit some times with my schedule.

Within the personal major theme, the injuries/pain theme includes similar numbers of statements by females and males and participants in the black belt group made fewer statements than the other belt groups. Said one male participant in the green-blue belt group:

Injuries—taekwondo is rather high impact; even though there's low contact, you're still kicking each other. And some times, actually all the time, there's some kind of a pull, or over-extension, or stress on the muscles or joints. And so there's a bit of pain involved, in taekwondo. But that's really, I think, part of the training, part of the discipline.

In the negative self-talk theme, females and males made similar numbers of statements.

Also in that theme, participants in the white-yellow belt and the black belt group made statements, while participants in the other belt rank groups did not. A female participant in the white-yellow belt group said, “Um, if I do something wrong, then I beat myself up.” One female in the green-blue belt group was in the none theme. She explained:

Well, they're few and far between, if there are any. I have not had any really bad experiences with any clubs or anyone I've met in Taekwondo. I really carefully considered the cost of joining Taekwondo a year ago, and keep considering it. I know it's a time commitment and a financial commitment, and some people might see those as costs or negative consequences. But weighed out, I don't see them like that. I see them as worth it, and contributing to a better Taekwondo experience, because I don't see them as negative, because you have to have those elements to participate in Taekwondo. And because the benefits of Taekwondo really outweigh those, then they're not negative consequences to me.

What characteristics of Taekwondo did participants see as being important, enjoyable, or useful to them before they started?

Similar to initial reasons for participation, major themes for the predicted value of Taekwondo to participants prior to their participation include personal, martial arts, and socialization themes (see Table 8 and Appendix F, Table 25). The personal major theme contains the themes of physical benefits, didn't know/doesn't apply, and enjoyment. The martial arts major theme consists of a Taekwondo benefits theme. The socialization major theme has in it social benefits and media portrayal themes. A total of 41 statements are included in the themes.

Table 8

Number of Statements in Themes for Predicted Value of Taekwondo Prior to Participation: Total Sample, Sex, and Belt Rank Groups

Themes	Sample	F	M	W-Y	G-B	R	B
Total for all themes	41	21	20	12	12	11	6
Personal	20	9	11	6	5	5	4
Physical benefits	12	6	6	6	3	2	1
Didn't know/doesn't apply	5	1	4	0	2	1	2
Enjoyment	3	2	1	0	0	2	1
Martial arts	12	7	5	3	5	2	2
Taekwondo benefits	12	7	5	3	5	2	2
Socialization	9	5	4	3	2	4	0
Social benefits	5	2	3	1	1	3	0
Media portrayal	4	3	1	2	1	1	0

Note: F = female; M = male; W-Y = white-yellow belt group; G-B = green-blue belt group; R = red belt group; and B = black belt group.

Within the personal major theme, the physical benefits theme has an equal number of statements from females and males. Participants in the white-yellow belt group made the most statements about physical benefits. A male participant in the white-yellow belt group said, "Before I started, probably the self-defense, that was probably the most important thing. Because I was picked on a little bit... But I was mainly focused on probably the self-defense." More males than females made statements in the didn't know/doesn't apply theme and no participants in the white-yellow belt group made statements in that theme. One male participant in the black belt group said, "I don't think that really applies to me, since I just joined it blindly." Both males and females made statements in the enjoyment theme and only participants in the two highest ranked belt

groups made statements in that theme. A female participant in the black belt group stated, "I don't know, I just thought it looked really fun."

Within the martial arts major theme, male and female participants made similar numbers of statements in the Taekwondo benefits theme. Also, participants in the green-blue belt group made the most statements about Taekwondo benefits. A female participant in the black belt group said,

I think mostly the kicking. Now that I look back on it, I'm very glad that I did Taekwondo instead of Karate, because Taekwondo is more what I was thinking of, when I was thinking of martial arts, just as far as how it looks and things.

The social benefits theme, within the socialization major theme, includes similar numbers of statements made by female and male participants. Participants in the red belt group made the most statements and participants in the black belt group made no statements regarding social benefits. A male participant in the red belt group explained:

I guess when I was watching my dad, learning to defend yourself, I thought that was real useful. And watching them spar and do poomsae [Korean: forms], I thought that would be kind of fun to do. And it was kind of a family thing, I guess. You're kind of a family in that group, in that class, or whatever. It seems like just kind of a family structure, and so forth. And now it seems the same, kind of like a family structure. You kind of watch out for all of your peers and stuff; you don't take advantage of them.

More females than males made statements in the media portrayal theme and only participants in the black belt group made no statements in that theme. A female participant in the red belt group said,

I loved how, in the movies, they'd always portrayed that sense of discipline, on being in control of yourself mentally, physically, emotionally. I just like that; I thought that was just the neatest thing and that was something I wanted for myself.

What characteristics of Taekwondo do participants see as being important, enjoyable, or useful to them in the future?

Similar to the major themes for the continuing reasons for participation, major themes for the predicted value of Taekwondo in the future are personal, martial arts, and situational and they include 89 statements (see Table 9 and Appendix F, Table 26). Higher order themes within the personal major theme are psychological skills, healthy lifestyle, professional benefits, enjoyment, and achievement. A martial arts benefits theme comprises the martial arts major theme. The situational major theme is made up of social benefits and pro-social behavior.

Table 9

Number of Statements in Themes for Predicted Value of Taekwondo in the Future: Total Sample, Sex, and Belt Rank Groups

Themes	Sample	F	M	W-Y	G-B	R	B
Total for all themes	89	47	42	30	16	30	13
Personal	57	32	25	23	10	16	8
Psychological skills	27	10	17	10	5	11	1
Healthy lifestyle	18	11	7	9	4	2	3
Professional benefits	8	7	1	1	1	3	3
Enjoyment	2	2	0	1	0	0	1
Achievement	2	2	0	2	0	0	0
Martial arts	21	10	11	5	2	12	2
Martial arts benefits	21	10	11	5	2	12	2
Situational	11	5	6	2	4	2	3
Social benefits	8	4	4	2	3	1	2
Pro-social behavior	3	1	2	0	1	1	1

Note: F = female; M = male; W-Y = white-yellow belt group; G-B = green-blue belt group; R = red belt group; and B = black belt group.

Within the personal major theme, the psychological skills theme includes more statements by males than females. Also, the white-yellow and red belt groups have more statements in them than the other two belt groups. One male participant in the white-yellow belt group explained:

Probably the main thing would be like, the self-confidence that I gain in Taekwondo from getting out there and fighting people. And practice, and the experience of learning in practice, some of the self-confidence and the self-awareness that I get from that. And that kind of carries over into other things and I think over all helps me out a lot.

In the healthy lifestyle theme, females and males made similar numbers of statements and participants in the white-yellow belt group made the most statements. A female in the white-yellow belt group said, "It's also going to be important in the future just to keep me healthy physically. And mentally too, because it takes drive to actually continue with it and get ready for a tournament or other things like that." Females made more statements than males in the professional benefits theme and participants in the belt rank groups made similar numbers of statements. A female participant in the green-blue belt group explained, "But the other, indirect aspects—the discipline, the patience, the persistence, the way to work in a club, and a way to work through classes of relationships—would all be directly useful in any type of job situation." Only females made statements in the enjoyment theme and those females were in the white-yellow and black belt groups. A female participant in the black belt group said, "It's always going to be enjoyable because I enjoy going to class. The day that I don't enjoy going, then I won't go anymore." A female in the white-yellow belt group made statements in the achievement theme. One of those statements is:

I think I'll find it enjoyable when I'm just practicing by myself. Just because it feels good to do a move and then look in the mirror and see how to improve that.

So, just having an overall sense of achievement with the whole Taekwondo experience is what's going to be beneficial for me.

Within the martial arts major theme, females and males made similar numbers of statements in the martial arts benefits theme. Participants in the red belt group made the most statements regarding those benefits. One male participant in the red belt group said, "And I think the respect that Taekwondo shows, that's helpful and useful and important on the outside world as well. Respect, listen to others, and so forth."

Within the situational major theme, females, males, and the belt rank groups in the social benefits theme made similar numbers of statements. A male participant in the green-blue belt group stated, "Then there's another level, which is the social interactions. So, clearly, that's going to help later on, with any kind of work place, or family environment, or friendship, where you can put those socializing skills to use." In the pro-social behavior theme, females and males made similar numbers of statements and participants in the white-yellow belt group made no statements. A male participant in the green-blue belt group explained:

I think with a greater knowledge of Taekwondo in the future I might be able to help people. I think that's pretty common to all martial art people. Like when they're good at it, they help people with all their heart. It's not because they just want to show up that, oh, I'm from this martial art, I want to, like, tell every body in this world that I'm studying this martial art and I want to help people just because they just want to, kind of, make the name of this martial art bigger. Being able to help people without thinking about what kind of martial art you're taking. I think that's probably the biggest thing that I would like to do. Helping people without bragging about it.

Summary

Results for Study 1 suggest that reasons for participation in Taekwondo are both similar to and different from reasons for participation in traditional sports. That is, the general reasons of physical fitness, skill development, and fun occur in both Taekwondo

and traditional sports. Two additional major themes occurred that have not been previously reported: martial arts interest/martial arts and socialization.

Based on participants' responses to questions regarding STV, Taekwondo is valued by those participants. That value is in both general (i.e., STV) and specific (i.e., attainment value, intrinsic value, and utility value) areas. Further, the final component of value, costs, also is relevant to most participants' Taekwondo experience.

Data suggest that participants predicted that they would value some aspect of Taekwondo prior to their participation and that they expect to value aspects of Taekwondo in the future. Whether or not that value is included in their idea of a possible self is unclear. However, the theme of envisioning a possible self, in intrinsic value, suggests that further and more specific study is warranted.

In an effort to synthesize the qualitative findings, Tables 10 and 11 illustrate major and higher order themes in each of the highest order themes (i.e., reasons for participation, predicted value of Taekwondo, and types of value). When there are identical or similar themes in more than one of the categories (e.g., initial reasons for participation, continuing reasons for participation), those themes appear on the same line.

Table 10

Themes for Reasons for Participation and Predicted Value

Initial Reasons for Participation	Continuing Reasons for Participation	Predicted Value Prior to Participation	Predicted Value In Future
Socialization Social influence Cultural influence		Socialization Social benefits Media portrayal	
Personal Fun Physical aspects Confidence	Personal Fun/enjoyment Physical aspects Psychological skills Skill development	Personal Enjoyment Physical benefits	Personal Enjoyment Psychological skills
		Didn't know/doesn't apply	Healthy lifestyle Professional benefits Achievement
Situational Unintentional involvement Non-martial arts aspects	Situational Social aspects		Situational Social benefits
Martial arts interest Philosophy Taekwondo interest General martial arts interest	Martial arts Philosophical aspects Action-philosophy aspect Application/transfer of Taekwondo benefits Competition aspects	Martial arts Taekwondo benefits	Martial arts Martial arts benefits

Table 11

Themes for All Types of Value

Subjective Task Value	Attainment Value	Intrinsic Value	Utility Value
Personal Psychological skills Physical and mental health	Personal	Personal Psychological skills Physical and physiological benefits	Personal Psychological skills Healthy lifestyle
Enjoyment/fun	Personal achievement	Achievement benefits	Enjoyment
Life impact	Skill development	Competence Envisioning a possible self	Preparation for independent living
Leadership development Self-control Self-improvement			Don't know if better person
Martial arts Martial arts benefits Sport benefits	Martial arts Taekwondo art and sport Path of taekwondo	Martial arts Taekwondo benefits	Martial arts Martial arts benefits
Situational Social interactions Club atmosphere	Situational Social benefits Giving back	Situational Social benefits	Situational Social benefits

CHAPTER FOUR

Study 2

Method

Participants

The participants for this study were 152 males and 98 females, ages 18 to 49 years ($M = 24.1$, $SD = 5.8$), who were involved in collegiate Taekwondo programs across the United States. In order to examine potential changes in motives for participation, participants came from different belt ranks (e.g., white, $n = 42$; yellow, $n = 60$; green, $n = 34$; blue, $n = 27$; red, $n = 25$; and black, $n = 62$). The participants with black belts included in this study held the rank of first through fifth degree black belt. Asians ($n = 99$) and Caucasians ($n = 106$) were the two largest ethnic groups. Additionally, African-Americans ($n = 10$), Hispanics ($n = 5$), American Indians ($n = 2$), multi-racial participants ($n = 14$), and “Other” ($n = 13$) participants made up the balance of the participants. One participant did not complete the ethnicity question. With regard to competitor status, the largest group was the semi-competitor group ($n = 122$), followed by the non-competitor group ($n = 91$), and the smallest group was the competitors ($n = 37$). Most ($n = 154$) participants had no experience in other martial arts, while some participants ($n = 96$) had at least some experience in other martial arts.

Measures

Demographic survey. Participants completed a demographic survey (see Appendix H) consisting of questions regarding age, gender, and ethnicity. Additional questions about the participants’ Taekwondo rank and background were included also.

Participation questionnaire. Participants completed a questionnaire to assess their reasons for participating in Taekwondo (see Appendix E). Participants were asked to rate, on a 5-point Likert scale, how important various reasons are to their participation in Taekwondo. The questionnaire was developed by combining reasons for participation found in sport, reasons identified by personal experience, and anecdotal reports from Taekwondo students. Then, the questionnaire was refined to reflect pilot study data (Stefanek & Ewing, 2003). Finally, the participation questionnaire was changed to reflect information that arose from Study 1.

Procedure

Data collection in person. After approval was obtained from the University Committee on Research Involving Human Subjects (see Appendix C), head instructors of collegiate Taekwondo programs were contacted and their involvement in the study was requested. After approval was granted by the instructors, the investigator visited one of their practices at a time convenient for the instructor (i.e., either before, during, or after one of their practices). After being introduced to the students by the instructor, the investigator explained the study and requested the students' involvement. Participants were informed that their responses would be kept confidential, only group data would be reported, there were no right or wrong answers, their involvement or lack thereof would in no way affect their grades or status, they could choose to not answer any questions, they could stop at any time, and they were encouraged to respond honestly. Each participant signed a consent form (see Appendix I). Completion of the questionnaire and demographic sheet took between 10 and 15 minutes.

Data collection via mail. After approval was obtained from the University Committee on Research Involving Human Subjects (see Appendix C), head instructors of collegiate Taekwondo programs were contacted and their involvement in the study was requested. After approval was granted by the instructors, the investigator mailed a data collection packet to the instructor. Each instructor was asked for the number of participants that they expected to complete the questionnaires. The packet included participation questionnaires, consent forms (i.e., investigator's and participants' copies), a self-addressed, stamped envelope, and brief instructions. Instructions included informing the participants their responses would be kept confidential, only group data would be reported, there were no right or wrong answers, their involvement or lack thereof would in no way affect their grades or status, they could choose to not answer any questions, they could stop at any time, and they were encouraged to respond honestly. Instructors then distributed, collected, and returned the questionnaires and consent forms. One hundred and ninety-two questionnaires were mailed to seven clubs and 82 (42.7%) questionnaires were returned from six clubs. Data were collected from one of the clubs via mail and in-person.

Data Analysis

In order to answer the questions regarding reasons for participation, gender differences, and belt rank group differences, means and standard deviations for each of the reasons for participation were generated and the reasons were ranked based on their mean scores (i.e., the reasons with the highest mean were ranked first). Then, a series of *t*-tests were conducted with gender as the independent variable and each of the 50 reasons for participation as the dependent variable. Because there were multiple *t*-tests run, the

likelihood of reaching statistical significance (i.e., $p < .05$) was increased. Therefore, the threshold for statistical significance for the t -tests was changed to $p < .001$. Because there were no significant differences between genders, the data were collapsed for further analyses.

In order to investigate potential belt rank differences, multiple analyses of variance (MANOVAs) were conducted. Specifically, belt rank was the independent variable and multiple reasons for participation were the dependent variables. Because red belts ($n = 25$) have the least amount of participants, that group's corresponding quantity was used to determine how many participation reasons, or dependent variables, were examined per MANOVA. Two reasons at a time were examined until the top 10 reasons (i.e., for the whole sample) were compared. Also, because two reasons, out of the 50 total, were examined at a time, the likelihood of reaching statistical significance (i.e., $p < .05$) was increased. Therefore, the threshold for statistical significance for the belt rank groups was changed to $p < .001$. When statistically significant results were found, Scheffé post hoc tests were examined.

Exploratory analyses. Participants included similar numbers of Asians ($n = 99$) and Caucasians ($n = 106$). Hence, although not part of the main study, a series of t -tests were conducted between Asians and Caucasians to examine potential ethnic differences. As with the gender analyses, because multiple t -tests were run, the likelihood of reaching statistical significance (i.e., $p < .05$) was increased. Therefore, the threshold for statistical significance for the t -tests was changed to $p < .001$.

Because an overlap was noticed between reasons for participation and STV, an effort was made to organize that overlap. Hence, relevant reasons for participation were

categorized by type of value (i.e., attainment value, intrinsic value, and utility value) based on any existing overlap.

Results

Results from Study 2 included reasons for participation for the whole sample, comparisons by sex, and comparisons by belt level. An exploratory comparison by ethnicity was included next. Tables indicating reasons for participation categorized by types of value (i.e., attainment value reasons, intrinsic value, and utility value reasons) are included at the end of the chapter. Finally, reasons for participation by competition status are included in Appendix J. They are not included in the main text because no hypotheses were forwarded and they were not part of the proposed study.

Changes to the Participation Questionnaire

Data from Study 1 were used to modify the pre-existing participation motives questionnaire. Specifically, six items were deleted: (a) to please my parents; (b) to compete in international tournaments (like the Olympics); (c) to learn from a Korean instructor; (d) to increase flexibility; (e) to increase physical balance; and (f) to increase coordination. The last three deleted items were consolidated into one item, namely, to improve myself physically (e.g., balance, flexibility, coordination, strength). The following reasons were altered from the original as follows: (a) from “For the challenge of competition” to “For the opportunity to compete/For the challenge of competition”; (b) from “I heard it was a good class” to “I heard it was a good club/studio”; (c) from “Want to be like ____ (Jackie Chan, Michelle Yeoh, Bruce Lee, etc.)” to “To imitate TV/movie martial arts performers (e.g., Jackie Chan, Michelle Yeoh, Teenage Mutant Ninja Turtles)”; (d) from “It looks cool (for the art form)” to “It looks cool (i.e., appreciation of

the art form)”; (e) from “A friend is taking the class” to “A friend recommended it”; and (f) from “To balance mental and physical health” to “To improve and integrate mental and physical health.” Fourteen items were added: (a) To increase perseverance; (b) To increase patience; (c) To increase self-awareness; (d) I am good at it; (e) I have had success/am successful competing in tournaments; (f) For the opportunity to give back to other students and/or Taekwondo; (g) To increase communication skills through teaching; (h) It combines physical and artistic aspects of activity; (i) To be part of a team/supportive community; (j) The benefits I gain from it transfer to other areas of my life (e.g., school, job, relationships); (k) For the opportunity to spar/fight in a safe environment; (l) Adopting its philosophy has a positive influence in my life; (m) For specific aspects of it (e.g., emphasis on kicking, dynamic motion, elegance of movement); and (n) To be involved in a unique activity. The reasons that were added were generated from specific reasons cited by participants in the interviews. Further, to keep the options of reasons as broad as possible for participants, reasons were generated from data on what participants value (e.g., increase perseverance) combined with the investigator’s experiential knowledge. Also, “Other” was changed to “Other(s)” as the final item of the survey, and the line “Please continue with additional reasons on the back of the page, if necessary” was added to the bottom of the survey. The instructions on the demographic sheet were changed from “In general, please rate yourself on the following” to “Please rate yourself on the following characteristics, in general (i.e., not only in Taekwondo).”

What are the 20 highest rated reasons for participating in Taekwondo?

Means and standard deviations for the reasons for participation were calculated for the total sample ($N = 250$) and the 20 reasons with the highest means are listed in descending order (see Table 12). The full list of all reasons can be found in Appendix K. Further, the minimum and maximum rating for each reason is listed. For all but two reasons the whole scale, one through five, was utilized.

Table 12

Mean Importance Ratings in Descending Order for Top 20 Participation Motives—Total Sample

Reasons for participation	Mean	Standard Deviation	Min.	Max.
For exercise	4.51	.71	2	5
To improve myself physically (e.g., balance, flexibility, coordination, strength)	4.48	.66	1	5
To improve skills	4.44	.68	1	5
To have fun	4.38	.75	1	5
To learn new skills	4.28	.70	2	5
To integrate and improve both mental and physical health	4.26	.79	1	5
To learn from a knowledgeable instructor	4.14	.96	1	5
To increase perseverance	4.00	1.02	1	5
To maintain skills	3.99	1.02	1	5
For stress relief	3.92	1.07	1	5
To become a better person	3.88	1.10	1	5
To increase self-confidence	3.85	1.07	1	5
To learn self-defense	3.84	1.08	1	5
To increase positive attitude	3.83	1.17	1	5
To try something new/different	3.82	1.08	1	5
To increase self-discipline	3.79	1.06	1	5
I've always wanted to take martial arts/Taekwondo	3.79	1.17	1	5
To increase focus	3.78	1.12	1	5
To increase self-respect	3.60	1.21	1	5
To increase self-awareness	3.59	1.06	1	5

Are there gender differences in the top 10 reasons for participating in Taekwondo?

To determine if gender differences exist in the top 10 reasons for participation in Taekwondo, a series of *t*-tests (2-tailed) were conducted with sex as the independent variable and each of the 50 reasons for participation as the dependent variable (see Appendix L). No significant differences were found. The top 10 reasons are listed in Table 13. Results supported the hypothesis that no significant sex differences would exist in the top 10 reasons. Further, because none of the fifty reasons were significantly different by gender, data were collapsed for subsequent analyses.

Table 13
Means, Standard Deviations, and *T*-tests between Genders on Reasons for Participation

Reasons for Participation	Males (<i>n</i> = 152)		Females (<i>n</i> = 98)		Sig.
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	
For exercise	4.51	.73	4.51	.69	.98
To improve myself physically (e.g., balance, flexibility, coordination, strength)	4.45	.69	4.53	.61	.33
To improve skills	4.43	.72	4.46	.61	.74
To have fun	4.40	.75	4.34	.75	.51
To learn new skills	4.32	.72	4.23	.67	.37
To integrate and improve both mental and physical health	4.24	.81	4.28	.76	.76
To learn from a knowledgeable instructor	4.13	1.01	4.15	.88	.83
To increase perseverance	3.99	.97	4.01	1.09	.86
To maintain skills	3.93	1.04	4.07	.99	.30
For stress relief	3.78	1.12	4.13	.96	.01

Are There Differences between Belt Rank Groups in the Top 10 Reasons for Participating in Taekwondo?

Statistical differences between the belt ranks were examined by conducting five MANOVAs with belt rank as the independent variable and two reasons for participation at a time as the dependent variables. Contrary to the hypothesis, results showed that significant differences exist in the ninth reason, "To maintain skills," $F(5,244) = 5.16, p < .001$. Post hoc Scheffé tests indicated that black belts ($m = 4.39$) are significantly higher ($p < .01$) than white belts ($m = 3.45$). No other differences were found.

In addition to statistical differences, practical differences were examined. Table 14 shows means and standard deviations of all of the belt rank groups for the top 20 reasons for participation. Statistical examination of the means across belt rank groups revealed one significant difference. Visual examination of the means across the belt ranks suggests two apparent trends as the groups move from white to black belt: an linear increase in the means for the reason, to learn from a knowledgeable instructor; and a linear decrease in the means for the reason, to try something new/different.

Exploratory Analyses

Ethnic differences. Two ethnic groups were large enough to examine potential differences, Asians ($n = 99$) and Caucasians ($n = 106$). A series of t -tests were conducted on the reasons for participation, comparing the Asian participants to the Caucasian participants (see Appendix M). The top 10 reasons (i.e., for the total sample) are summarized in Table 15. Results indicated that there are no significant differences between Asian and Caucasian groups with regard to participation motives.

Table 14

Means and Standard Deviations for All Belt Rank Groups: Reasons for Participation

Reasons for Participation	White	Yellow	Green	Blue	Red	Black
For exercise	4.29 (.77)	4.70 (.67)	4.41 (.66)	4.37 (.69)	4.56 (.65)	4.58 (.74)
To improve myself physically (e.g., balance, flexibility, coordination, strength)	4.36 (.76)	4.50 (.68)	4.44 (.66)	4.48 (.51)	4.52 (.71)	4.55 (.62)
To improve skills	4.36 (.79)	4.42 (.67)	4.35 (.77)	4.59 (.50)	4.44 (.65)	4.51 (.62)
To have fun	4.33 (.75)	4.42 (.67)	4.44 (.70)	4.26 (.76)	4.16 (1.11)	4.47 (.65)
To learn new skills	4.43 (.67)	4.32 (.70)	4.38 (.70)	4.37 (.69)	4.00 (.71)	4.18 (.71)
To integrate and improve both mental and physical health	4.26 (.83)	4.27 (.78)	4.18 (.94)	4.22 (.75)	4.20 (.82)	4.32 (.72)
To learn from a knowledgeable instructor	3.90 (1.03)	4.07 (1.10)	4.15 (.78)	4.15 (.60)	4.16 (1.18)	4.34 (.85)
To increase perseverance	3.62 (1.10)	3.98 (1.16)	4.24 (.79)	4.04 (.59)	4.00 (1.19)	4.11 (.96)
To maintain skills	3.45 (1.13)	3.88 (1.15)	4.21 (.73)	4.00 (.88)	3.84 (1.14)	4.39 (.75)
For stress relief	3.45 (1.25)	3.95 (1.10)	4.12 (.91)	3.59 (1.22)	4.20 (.76)	4.11 (.93)
To become a better person	3.50 (1.19)	3.78 (1.20)	4.12 (.98)	4.15 (.66)	3.68 (1.18)	4.08 (1.05)
To increase self-confidence	3.64 (1.30)	3.88 (1.08)	3.88 (1.04)	4.07 (.87)	3.52 (1.09)	3.97 (.98)
To learn self-defense	3.86 (1.22)	3.88 (1.04)	4.09 (.83)	4.04 (1.02)	3.56 (1.16)	3.66 (1.12)
To increase positive attitude	3.48 (1.35)	3.75 (1.17)	4.18 (.95)	4.00 (.88)	3.48 (1.42)	4.03 (1.07)
To try something new/different	4.21 (.87)	3.95 (.83)	4.00 (1.16)	4.00 (.88)	3.40 (1.41)	3.39 (1.17)
To increase self-discipline	3.64 (1.30)	3.63 (1.06)	3.88 (1.04)	3.93 (.73)	3.80 (1.04)	3.92 (1.05)
I've always wanted to take martial arts/ Taekwondo	3.86 (1.14)	3.67 (1.26)	4.12 (1.04)	3.67 (1.11)	3.68 (1.07)	3.77 (1.24)
To increase focus	3.62 (1.27)	3.80 (1.27)	3.88 (.98)	3.81 (.68)	3.44 (1.16)	3.95 (1.05)
To increase self-respect	3.38 (1.32)	3.42 (1.29)	3.97 (1.03)	3.56 (1.10)	3.24 (1.23)	3.90 (1.13)
To increase self-awareness	3.48 (1.07)	3.37 (1.15)	3.94 (.89)	3.52 (.98)	3.48 (1.05)	3.75 (1.06)

Note: Standard deviations are reported within parentheses.

Table 15

Means, Standard Deviations, and *T*-test between Asians and Caucasians on Reasons for Participation

Reasons for Participation	Asians (<i>n</i> = 99)		Caucasians (<i>n</i> = 106)		Sig.
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	
For exercise	4.59	.69	4.40	.76	.06
To improve myself physically (e.g., balance, flexibility, coordination, strength)	4.55	.59	4.40	.74	.11
To improve skills	4.43	.75	4.44	.59	.92
To have fun	4.40	.71	4.35	.73	.59
To learn new skills	4.24	.74	4.29	.66	.61
To integrate and improve both mental and physical health	4.30	.68	4.22	.93	.45
To learn from a knowledgeable instructor	4.11	.98	4.14	.92	.82
To increase perseverance	4.00	1.08	3.90	1.03	.49
To maintain skills	4.18	.86	3.81	1.09	.01
For stress relief	3.96	1.15	3.84	1.03	.43

Categorization of participant motives by type of value. In an effort to organize the apparent overlap with reasons for participation and STV, relevant reasons were categorized by type of value (i.e., attainment value, intrinsic value, and utility value) (see Tables 16, 17, and 18). For example, self-defense emerged as a lower order theme within utility value. Therefore, to learn self-defense, was categorized as a utility value reason. Because some themes emerged in multiple types of value (e.g., self-defense is a theme in attainment value and utility value), some reasons were categorized in more than one value category. Also, because not all motives also emerged as themes, not all participant motives were categorized.

Table 16

Reasons for Participation Identified as Attainment Value

To improve skills
To increase in rank
To improve myself physically
For exercise
To learn self-defense

The benefits I gain from it transfer to other areas of my life
To increase self-discipline
For the opportunity to compete/For the challenge of competition
For the opportunity to give back to other students and/or Taekwondo

Table 17

Reasons for Participation Identified as Intrinsic Value

For the opportunity to compete/For the challenge of competition
To learn new skills
To improve skills
To increase self-discipline
To improve myself physically

For exercise
For stress relief
To increase focus
To increase perseverance
To be involved in a unique activity

For specific aspects of it (e.g., emphasis on kicking, dynamic motion, elegance of movement)
To hit and/or kick something
Adopting its philosophy has a positive influence in my life
To meet people
To be part of a team/supportive community
For the opportunity to give back to other students and/or Taekwondo

Table 18**Reasons for Participation Identified as Utility Value**

To increase self-discipline

For stress relief

To increase self-confidence

To increase self-awareness

To increase focus

To increase perseverance

To improve skills

Healthy lifestyle

To improve myself physically

For exercise

To integrate and improve both mental and physical health

It combines physical and artistic aspects of activity

The benefits I gain from it transfer to other areas of my life

To have fun

To increase self-respect

Adopting its philosophy has a positive influence in my life

To learn self-defense

To be part of a team/supportive community

To meet people

For the opportunity to give back to other students and/or Taekwondo

To be involved in a unique activity

Summary

Results from Study 2, like Study 1, suggest that people participate in Taekwondo for reasons that are both similar to and different from traditional sports. That is, physical fitness, skill development, and fun are rated as consistently important for both activities. An examination of the top 10 most important reasons in Taekwondo suggests differences also exist. Specifically, a mental or psychological aspect is suggested with the inclusion of the reasons of integrating and improving both mental and physical health, to increase perseverance, and for stress relief. Further, if reasons 11 through 20 are examined, the inclusion of to become a better person, to increase self-confidence, to increase positive

attitude, to increase self-discipline, to increase focus, to increase self-respect, and to increase self-awareness add to the suggestion of a psychological component in Taekwondo that may not be as evident in traditional sports.

Similar to traditional sports, and in support of the hypothesis, gender differences in reasons for participation in Taekwondo are not significant. Regarding belt rank differences, significant differences were found in one reason out of the top 10, contrary to the hypothesis. Exploratory analyses into ethnic differences suggested no significant differences between Asian and Caucasian Taekwondo participants on reasons for participation. The overlap with reasons for participation and lower order themes in types of value allowed for a categorization of relevant reasons into types of value. Interestingly, some of the reasons were categorized (i.e., valued) in more than one way (i.e., self-defense is categorized in attainment value and utility value).

CHAPTER FIVE

Discussion

Motives for participation in Taekwondo tend to be similar to motives for participation in traditional sports, with a couple of notable exceptions. Similarities include an emphasis on physical exercise, skill building, and fun. Missing from the top motives in Taekwondo that are usually seen in traditional sports are social aspects. The motive to be part of a team/supportive community is the 28th most important reason and the motive to meet people is the 33rd most important reason for the total sample. One possible explanation for the lack of importance of social reasons is the age of the participants. That is, most of the participation motivation research has been done on young athletes. It may be that social reasons are not as relevant to college-age participants as they are to younger participants. Another possible explanation is that the social reasons on the existing questionnaire are not tapping into the motives of the participants. For example, perhaps to be with friends would elicit a higher importance rating. Also, the nature of the practice of Taekwondo may have influenced the lack of importance of social motives. That is, some participants valued the ability to practice on their own. This ability is not found, for example, in Judo, in which a partner is necessary for practice.

Also of note are the motives in Taekwondo that have not been found in traditional sport. Specifically, to integrate and improve both mental and physical health, to increase perseverance, and for stress relief are within the top 10 most important reasons for participation in Taekwondo. These reasons suggest that there exists a mental or psychological component to Taekwondo that may not be found in traditional sport.

Anecdotes and martial arts advertising have long professed that the practice of martial arts include mental as well as physical benefits. Participants in this study reported that these mental benefits were important in their own Taekwondo training.

Further, there appears to be, for some participants, a philosophical or spiritual aspect to Taekwondo that is not a typical part of traditional sport. The 24th most important reason for participants was the view that the philosophy of Taekwondo has a positive influence in their life. Further, to become a better person, to increase positive attitude, to increase self-respect are the 11th, 14th, and 19th most important reasons, respectively. Those reasons could be interpreted as supporting the philosophical or spiritual benefits of Taekwondo, the roots of which are found in Buddhism, Taoism, and Confucianism.

Similar to traditional sport, and consistent with the hypothesis, no significant gender differences were found. This lack of significant differences suggests that, although the participants in Taekwondo reported reasons for participation that are different from traditional sport, those unique reasons are similarly important to both genders. When a valid and reliable measure of STV becomes available, it would be interesting to examine potential gender differences in STV in Taekwondo.

Although a significant difference was found between belt groups, contrary to the hypothesis, that difference was not found until examining the ninth most important reason (i.e., to maintain skills). Also, the difference was between the lowest (i.e., white) and the highest (i.e., black) belt rank groups. In other words, the belt rank difference that exists is low in the top 10 reasons and between the belt groups that are farthest apart with regard to rank. Hence, with regard to belt rank groups, there are more similarities than

differences in the top 10 reasons for participation in Taekwondo. One possible explanation for the lack of differences is the relatively low numbers of participants in some of the belt groups (e.g., red belt group $n = 25$) compared to other belt groups (e.g., black belt group $n = 62$).

Examination of the means across belt ranks suggests two linear trends. Specifically, data suggest a positive linear trend for the reason, to learn from a knowledgeable instructor, and a negative linear trend for the reason, to try something new/different. The first trend suggests that as students increase in rank, the knowledge base of the instructor is increasingly important. In other words, as Taekwondo students increase in knowledge (i.e., in rank), they would like their instructor to be increasingly knowledgeable. The second trend suggests that, as students increase in rank, the uniqueness of Taekwondo decreases. Considering that most experiences, with time, lose their newness, the decrease makes intuitive sense.

No significant differences were found in the exploratory analyses on ethnicity differences. The lack of differences may be because the Asians in the study were culturally more American than Asian. In that case, although the ethnicities of the groups were different (i.e., Asians and Caucasians), the cultural background of the two groups may have been very similar.

Taekwondo participants value a variety of aspects in Taekwondo. Participants value the physical aspects, the mental or psychological aspects, and the philosophical and spiritual aspects. The improvement and integration of these three main aspects (i.e., body, mind, and spirit) are common to claims by martial arts studios. These claims have some truth in the experience of the participants in this study. Given the martial skills that

students learn, it is critical that those students experience the improvement and integration of those three aspects of themselves. Without that improvement and integration students may be more likely to abuse their skills and to dominate others. With that improvement and integration, students are more likely to feel secure in themselves and, with that security, help others. Indeed, helping others emerged as a theme that Taekwondo participants value.

Dr. Ken Min, ninth degree black belt in Taekwondo and the primary researcher's Taekwondo instructor for more than 20 years, teaches that the progression of Taekwondo students is summarized in the five S's: self-training, self-discipline, self-confidence, self-defense, and self-respect. All students engage in self-training in that they choose whether or not to go to practice and how hard to push themselves when they practice. From this self-training comes self-discipline. Students who train often and with high effort see that they have the discipline to go to practice, or perhaps practice on their own, and they see that the more effort they put in, the more results they experience. As students experience this discipline, they develop confidence in themselves. They have worked hard in Taekwondo and have seen the results of their effort and they start to develop confidence in their ability to improve. As confidence grows in students, their ability to defend themselves begins to develop. The type of self-defense referred to is not necessarily physical; it is more psychological. Students, with increased self-confidence, are less likely to be intimidated by others or influenced against their will. As this form of self-defense grows, students begin to develop a greater sense of self and to respect that self. According to this instructor, the self-respect that develops then can be turned outwards to a respect of others.

Support for the five S's can be found in the aspects of Taekwondo that participants value. For example, self-discipline is a recurring theme throughout the interviews, as is self-confidence. Although most of the statements regarding self-defense refer to the ability to physically defend, one participant talked about how the confidence that she gained through practicing Taekwondo helped her to withstand the pressure (i.e., psychological self-defense) of medical school interviews. Finally, the theme of respect occurs frequently in the interviews. Participants valued respect in general as well as for its utility. Further, participants predicted that respect would be important, enjoyable, or useful to them in the future.

In addition to respect, apparently unique aspects of Taekwondo that were valued include humility and pro-social behavior. As one participant said, he valued being part of an activity that promoted him becoming a better person. Several participants mentioned that the structure of Taekwondo, which includes the expectation that high-ranking students will help low-ranking students, was a valued aspect. Further, the memory that others helped them served to motivate the participants to want to help others.

Two especially interesting themes emerged from the attainment value data. They are interesting because participants appeared to bring expectancy aspects in to their statements. Specifically, the consequences of not doing well and the benefits of doing well occurred as themes. These themes suggest that participants, when asked about the importance of doing well, cognitively jumped to what it meant to succeed or fail.

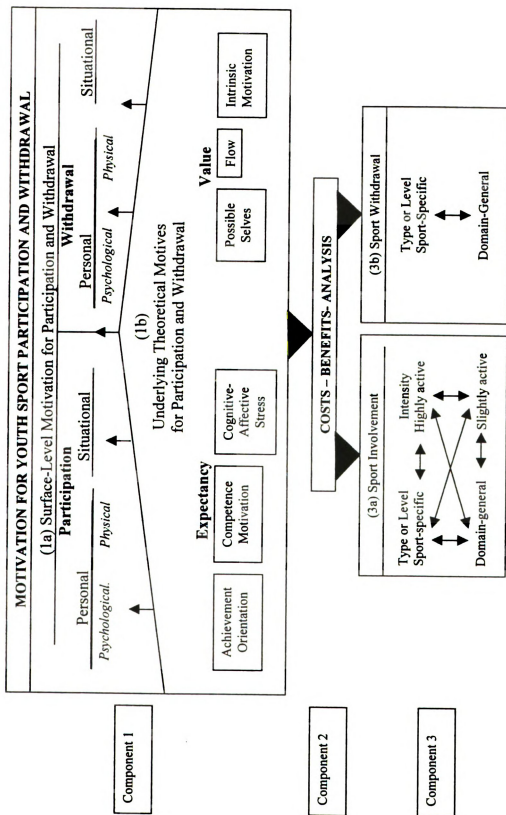
Social benefits/interactions recur as themes in all types of value (i.e., STV, attainment value, intrinsic value, utility value, and predicted value) and social influence/aspects occur as themes in reasons for participation (i.e., initial and continuing).

This recurrence supports the idea mentioned earlier that the social reasons on the existing questionnaire do not reflect the social benefits that Taekwondo participants experience. Further, social reasons have not been emphasized in the expectancy-oriented participation motivation research previously completed, perhaps because social reasons are based more in value than expectancy. Social interactions with peers is included in the expectancy-value model as the child's perceptions of socializer's beliefs, expectations, and attitudes (see Figure 2, page 8). According to the model, these perceptions should influence interpretations of experience, affective memories, and eventually STV. Following another link in the model, the perceptions impact goals and self-schemata, then STV. Just as academic students may value and choose certain courses because of their peers, it appears that some Taekwondo students value, begin, and continue their involvement for social reasons.

The expectancy-value model predicts that the value of a task (along with expectancy) influences choice and persistence of that task. Support for that prediction is found in the data and the overlap between value and motives for participation. For example, Tables 16, 17, and 18, indicate value-related reasons for participation. These value reasons for participation support Brophy's (1999) assertion that value, more so than expectancy, is especially relevant for participants in voluntary activities. Further, the value reasons for participation found in this study support the addition to the Gould and Petlichkoff (1988) model of underlying theoretical motives that focus on value.

A revised model for participation and withdrawal in sport is depicted in Figure 3. Categories for expectancy theories and value theories were added to the Gould and Petlichkoff (1988) model (see Figure 1, page 4), illustrating the use of the expectancy-

Figure 3. Revised Motivation for Youth Sport Participation and Withdrawal Model



value theory as a framework for organizing theoretical approaches to participation motivation research. The previously existing underlying theoretical motives are categorized as expectancy theories. Value theories include possible selves, flow, and intrinsic motivation. It is unknown whether or not these theories are the most appropriate to explain STV. Future research may be able to confirm or refute their inclusion in the model and/or propose additional theories that will help explain STV.

For all the value or benefits that participants stated, their participation had costs as well. Most of the costs could be attributed to almost any club sport or activity. The notable exception is the cost of the Taekwondo hierarchy. Although for some participants the structure was of value, for others it was either foreign or “authoritarian.” This cost could be considered part of the dark side of martial arts. That is, with the rank structure, participants with higher rank—especially black belt participants—tend to be afforded greater respect (i.e., participants with lower rank may be expected to greet black belt participants with a bow and address those participants by sir or ma’am). Ideally, the respect is returned in kind. However, some participants view respect as a one-way endeavor: from low-ranking participants to high-ranking participants. The saying about power corrupting unfortunately describes this situation. One participant, however, stated that she associated no costs with her participation in Taekwondo. Although she recognized that there were aspects of Taekwondo that others might consider costs, she viewed those aspects not only as being necessary, but also as contributing to a better experience. Other participants, when answering the question about costs, mentioned that the costs were minimal compared to the benefits.

One theme that developed in intrinsic value supports the idea that STV, possible selves, and motivation are linked. Specifically, participants found intrinsic value in seeing others and envisioning themselves as being able to do what those others were doing. That is, there was value to envisioning a possible self in Taekwondo.

Data suggest that most participants, as they looked into the future, predicted some value to their involvement in Taekwondo before they started. Participants who started Taekwondo by chance (e.g., received a month of lessons free) did not see such value. All participants saw some value to Taekwondo as they looked into their future. These results suggest that participants are envisioning a possible self that includes aspects of Taekwondo that are valued. Further study is required to ascertain the role that the envisioning plays in participants' motivation to continue their involvement.

Implications

For instructors, this study provides a rich source of aspects of Taekwondo that are valued by collegiate participants. With few exceptions, collegiate Taekwondo programs tend to be relatively small with a high turnover rate. Part of that turnover is likely due to the situation in which college students exist. For example, many students need to work, their schedule may not fit the limited schedule of the club, and they are typically in college for only four or five years. Another part of that turnover could be that instructors are not providing what students value.

Further, what students learn in Taekwondo has the potential to influence their lives. This potential puts a responsibility on instructors to teach positive aspects of Taekwondo and martial arts. An instructor from the movie *The Karate Kid* comes to mind. Rather than teaching compassion for others, he teaches that domination over others

is the goal and that 'might makes right.' The martial skills learned in Taekwondo should be balanced by respect in order to avoid the 'dark side' described above. The philosophy of Taekwondo is akin to the code of chivalry for medieval knights. Without that philosophy and that code, the physical skills learned could do more harm (i.e., intimidating others) than good (i.e., protecting others).

Additional information can be found for instructors in the costs aspect of value. Especially relevant to instructors are those factors that the instructors could control. Specifically, helping students turn their negative self-talk to positive self-talk would be useful. Considering that one of the costs is punishment from the instructor, it may be that instructors are promoting, rather than decreasing, students' negative self-talk. Because a key part of martial arts is increasing self-awareness, costs such as these may serve to increase instructors' self-awareness of their own behavior. Also, as mentioned earlier, Taekwondo hierarchy was a cost to some participants. This theme may serve as an additional self-check for instructors.

The structure of Taekwondo may be valuable for youths with Attention Deficit Disorder/Attention Deficit Hyperactive Disorder (AD/HD). When teaching youths with AD/HD, it is recommended that a consistent structure be provided and the system of Taekwondo has the potential to provide such structure (Kim & Sarran, 2000). Also, focus is a recurring theme in the interviews. Because lack of focus is a common issue for youths with AD/HD, Taekwondo and other martial arts may increase the capability to focus for such youths.

Although not a new idea, the themes in this study suggest that Taekwondo may provide an intervention for at-risk youths. If those youths are receiving training that

improves and balances their body, mind, and spirit, they are likely to feel healthy and secure. When people, especially young people, are provided with a safe outlet for their stress, and taught healthy ways to manage their stress, that stress is less likely to become a problem (i.e., acted out in aggressive ways).

Future Research Directions

Data suggest that further study is necessary to understand the relationship between the value aspects of motivation and the concept of possible selves. Further, it may be useful to identify and examine additional theories that address value and that may be relevant to participation motivation. With that understanding, identification, and examination, additional theories that explain value may be considered for potential addition to the Gould and Petlichkoff (1988) model.

Because the value side of motivation is less well-known than the expectancy side, it would be interesting to replicate this study in a variety of settings, including an investigation into other martial arts. For example, Judo, another martial sport, is one that requires a partner for practice. As such, participant motives and task value may change. Also, other martial arts that have no organized sport aspect (e.g., Aikido and Hankido) may be interesting to investigate. A replication of the study with different ages (e.g., youth) in Taekwondo and other martial arts may result in different motives and different valued aspects. Finally, a similar investigation in private studios, rather than collegiate clubs, may provide different motives for participation and aspects of value. For example, as mentioned by one participant, the monetary cost of a private studio is large compared to a collegiate club (i.e., one semester in a collegiate club typically costs less than one month at a private studio).

Because no study has been done that explores what is valued in traditional sport, it would be interesting to see the similarities and differences of what is valued by participants. Specifically, an investigation into different levels of traditional sport (e.g., youth, adult, recreational, competitive) may add light to the value side of motivation. Especially because themes specific to Taekwondo and the martial arts occurred, it would be interesting to see if other sports have aspects that are valued that are specific to that sport.

Also, because Taekwondo is a combination of sport and art aspects, it may be useful to replicate the study with other artistic endeavors (e.g., music, dance). It is possible that some of the participant motives found in Taekwondo that have not been found in traditional sport (e.g., increase perseverance, stress relief) would be found also in these artistic activities. Additionally, with investigations into value in different contexts, it would be interesting to see what similarities and differences exist among martial arts, traditional sport, and artistic activities.

Of additional interest would be a study that included sufficient numbers of ethnic groups in addition to Asians and Caucasians. Further, it is unknown whether or not the Asians included in the study were Asian nationals (i.e., international students) or Asian-Americans. Hence, a more strict identification of ethnicity, or data collection in the relative country of origin, would be of benefit to further study. Especially considering that the martial arts originated from Asia, an Asian sample would be important to include.

The sample included in this study was biased—all of the participants were currently involved in Taekwondo. A study exploring the task value, including costs, of participants who dropped out of Taekwondo would provide additional valuable

information. That is, perhaps dropouts did not find the same value that the participants in this study found. Another possibility is that the costs to those dropouts were too great in comparison to the value that they found. Especially coming from the collegiate club environment, participants may drop out due to lack of opportunity (i.e., they moved away from college) or the cost of a private studio is prohibitive to their continued involvement.

The expectancy-value theory predicts that choice of and persistence with a task will occur when that task is perceived to be valued and doable. The participants included in this study valued Taekwondo and were participating in it, in support of the theory. The question remains, however, of how to predict what participants will value and, hence, in what activities they will choose and continue their participation. As Brophy (1999) contends, not much is known about theories that explain STV and why people choose certain activities over others (i.e., other than they believe that they can do the activities). An exploration of participation motivation and STV among students who have dropped out of Taekwondo may increase the ability to predict participation and the understanding of theories that have the potential to explain STV.

Conclusion

Data suggest that participation motives for Taekwondo are similar to those motives found in traditional sport. Those differences that occur appear to be related to the multi-dimensional approach to martial arts training (i.e., body, mind, and spirit). Further, no differences exist when examining gender and ethnic (i.e., between Asians and Caucasians) groups, and belt rank group differences were minimal. There appears to be an overlap between participation motives and what participants value in Taekwondo.

A connection between what participants value and possible selves is apparent. Precisely what that connection is, and what role, if any, that connection plays in participation motivation remain issues for another study. For example, after explaining what possible selves are, asking participants directly what impact possible selves had on their choice to initiate participation in Taekwondo may provide insight into any connection. Also, if possible selves did impact their choice, exploring the role that STV played in their decision may prove enlightening. Potential questions include, does the existence of a possible self that includes being involved in Taekwondo lead people to value Taekwondo? If so, what types of value (i.e., attainment value, intrinsic value, and utility value) are pertinent? Also, what role do costs play with regard to possible selves and STV?

Somewhat frustratingly, the data on value appear to introduce more questions than they answer. For example, although data provide a plethora of information on what participants value, a theoretical explanation of the value aspects of motivation is missing. Because STV includes different aspects (i.e., attainment value, intrinsic value, utility value, and costs) more than one theory may be necessary to adequately explain the construct. That is, theories that explain intrinsic motivation (e.g., self-determination theory, flow) have the potential to explain intrinsic value. Additional theories that explain attainment value, utility value, and cost would be necessary to include in order to completely explain STV.

APPENDIX A

Demographic Survey for Study 1

Demographic information for Taekwondo survey

Age: _____ Gender: ____ Male ____ Female

Race/Ethnicity: ____ African-American ____ Hispanic ____ American Indian ____

Asian ____ Caucasian ____ Multi-racial (please identify): _____

____ Other (please identify): _____

Rank in Taekwondo: _____

For how long have you been at this rank? _____

How many years and/or months have you been involved in Taekwondo? _____

Please indicate the type(s) and duration of Taekwondo training in which you have been involved (check all that apply):

____ collegiate club (for how long? _____)

____ college class (for how long? _____)

____ private studio (for how long? _____)

____ other (please describe: _____)

Average hours of training per week: _____

Please check one of the following that best describes you:

__ competitor (compete every chance you get)

__ semi-competitor (compete when you have the time and desire)

__ non-competitor (compete only when required for your next rank)

What experience in other martial arts have you had? (please indicate which art, for how long, and rank, if applicable): _____

APPENDIX B

Interview Script for Study 1

Interview script for participation in Taekwondo

Explanation of the study:

Thank you for agreeing to be a part of this research. I'm interested in why people begin and continue participating in activities, particularly Taekwondo. So, I'll be asking you about the reasons why you decided to start and continue participating in your practice. In particular, you'll be asked to talk about what you value about your experiences in Taekwondo. Do you have any questions?

Introduction/rapport building

For what reasons did you start taking Taekwondo?

For what reasons do you continue?

(if the reasons have changed) Do you recall when the reason(s) changed? Please tell me about that.

For how long do you think you'll continue?

What belt/rank would you like to achieve? Why?

For what reasons did you choose to practice martial arts, rather than, or in addition to, other activities?

For what reasons did you choose to practice Taekwondo, rather than, or in addition to, other martial arts?

Expectancy

What is your view of success in Taekwondo?

Do you believe that you can achieve success in Taekwondo?

How confident are you that you will be successful?

Subjective task value (in general)

What characteristics of Taekwondo do you value?

What benefits do you expect to obtain by engaging in Taekwondo?

Attainment value

In what aspects of Taekwondo is it important for you to do well?

What is important about achieving understanding or mastery of the skills and techniques in Taekwondo?

Intrinsic value

What do you enjoy about Taekwondo?

What do you appreciate about the aesthetics of Taekwondo?

Utility value

In what way do you think that your knowledge of Taekwondo will be useful to you in the future?

In what way does your participation in Taekwondo improve your quality of life?

In what way does your participation in Taekwondo help to make you a better person?

Costs

What are the negative aspects, or costs associated with your practice of Taekwondo?

Possible selves

Before you started Taekwondo, what aspects of it did you see as being important, enjoyable, or useful to you?

As you look into your future, what aspects of Taekwondo do you see as being important or enjoyable to you?

Is there anything else you would like to add that I have not asked you about?

Thank you very much for you time and input.

APPENDIX C

UCRIHS Approval Letter

**MICHIGAN STATE
UNIVERSITY**

September 15, 2003

TO: Martha E. EWING
138 IM Sports Circle
MSU

RE: IRB # 03-581 CATEGORY: 2-6, 2-7 EXPEDITED

APPROVAL DATE: August 11, 2003

EXPIRATION DATE: July 11, 2004

TITLE: AN EXPLORATION OF PARTICIPATION MOTIVATION AND TASK VALUE AMONG
TAEKWONDO PARTICIPANTS

The University Committee on Research Involving Human Subjects' (UCRIHS) review of this project is complete and I am pleased to advise that the rights and welfare of the human subjects appear to be adequately protected and methods to obtain informed consent are appropriate. Therefore, the **UCRIHS APPROVED THIS PROJECT'S REVISION.**

REVISION REQUESTED: September 9, 2003

REVISION APPROVAL DATE: September 15, 2003

Change to the study title.

REVISIONS: UCRIHS must review any changes in procedures involving human subjects, prior to initiation of the change. If this is done at the time of renewal, please use the green renewal form. To revise an approved protocol at any other time during the year, send your written request to the UCRIHS Chair, requesting revised approval and referencing the project's IRB# and title. Include in your request a description of the change and any revised instruments, consent forms or advertisements that are applicable.



**OFFICE OF
RESEARCH
ETHICS AND
STANDARDS**

University Committee on
Research Involving
Human Subjects

Michigan State University
202 Olds Hall
East Lansing, MI
48824

517/355-2180
FAX: 517/432-4503

Web: www.msu.edu/user/ucrihs
E-Mail: ucrihs@msu.edu

PROBLEMS/CHANGES: Should either of the following arise during the course of the work, notify UCRIHS promptly: 1) problems (unexpected side effects, complaints, etc.) involving human subjects or 2) changes in the research environment or new information indicating greater risk to the human subjects than existed when the protocol was previously reviewed and approved. If we can be of further assistance, please contact us at (517) 355-2180 or via email: UCRIHS@msu.edu.

Sincerely,

A handwritten signature in dark ink, appearing to read "Peter Vasilenko III", is written over the name and title of the sender.

Peter Vasilenko III, Ph.D.
UCRIHS Chair
PV: jm

cc: Kevin Stefanek
207 IM Sports Circle
MSU

APPENDIX D

Consent Forms for Study 1

**AN EXPLORATION OF PARTICIPATION MOTIVATION AND TASK VALUE
AMONG TAEKWONDO PARTICIPANTS.**

Participant Consent Form—Participant's copy

The purpose of this study is to examine the reasons why students participate in taekwondo. It is hoped that this research project will provide researchers, instructors, and practitioners with a greater understanding about the participation process. As part of this study, a tape-recorded interview will take place at your convenience that will take approximately 45-60minutes.

Please note that your participation is voluntary. Further, you may refuse to answer certain questions or discontinue your participation at any time without penalty, including no impact on your grade, if applicable. Minimal risks are anticipated with respect to responding to the interview questions.

Your responses to the questionnaire will remain confidential to the maximum extent allowable by law. Participants will not be identifiable in any report of research findings. Group-based findings will be made available to all those participants who are interested. Interview tapes, transcribed information, and consent forms will remain in a locked box that is only accessible to the researchers. Per University regulations, tapes will be kept for at least three years and stored in a locked office. After that time, they will be destroyed. If you decide to withdraw before the completion of the interview, the incomplete interview data may be used in the study unless you request otherwise.

If you have any questions about this study, please contact one of the investigators [either Kevin Stefanek at 205 IM Sports Circle, (517) 353-9196, stefane3@msu.edu or Dr. Martha Ewing at 201 IM Sports Circle, (517) 353-4652, mewing@msu.edu]. If you have questions or concerns regarding your rights as a study participant, or are dissatisfied at any time with any aspect of this study, you may contact – anonymously, if you wish – Peter Vasilenko, Ph.D., Chair of the University Committee on Research Involving Human Subjects (UCRIHS) by phone: (517) 355-2180, fax: (517) 432-4503, e-mail: ucrihs@msu.edu, or regular mail: 202 Olds Hall, East Lansing, MI 48824.

I voluntarily agree to participate in this study. **(Please keep this copy and return the investigator's copy—the next page.)**

Your signature

Today's date

Your printed name

I agree to be tape-recorded during the interview.

Your signature

**AN EXPLORATION OF PARTICIPATION MOTIVATION AND TASK VALUE
AMONG TAEKWONDO PARTICIPANTS.**

Participant Consent Form—Investigator's copy

The purpose of this study is to examine the reasons why students participate in taekwondo. It is hoped that this research project will provide researchers, instructors, and practitioners with a greater understanding about the participation process. As part of this study, a tape-recorded interview will take place at your convenience that will take approximately 45-60minutes.

Please note that your participation is voluntary. Further, you may refuse to answer certain questions or discontinue your participation at any time without penalty, including no impact on your grade, if applicable. Minimal risks are anticipated with respect to responding to the interview questions.

Your responses to the questionnaire will remain confidential to the maximum extent allowable by law. Participants will not be identifiable in any report of research findings. Group-based findings will be made available to all those participants who are interested. Interview tapes, transcribed information, and consent forms will remain in a locked box that is only accessible to the researchers. Per University regulations, tapes will be kept for at least three years and stored in a locked office. If you decide to withdraw before the completion of the interview, the incomplete interview data may be used in the study unless you request otherwise.

If you have any questions about this study, please contact one of the investigators [either Kevin Stefanek at 205 IM Sports Circle, (517) 353-9196, stefane3@msu.edu or Dr. Martha Ewing at 201 IM Sports Circle, (517) 353-4652, mewing@msu.edu]. If you have questions or concerns regarding your rights as a study participant, or are dissatisfied at any time with any aspect of this study, you may contact – anonymously, if you wish – Peter Vasilenko, Ph.D., Chair of the University Committee on Research Involving Human Subjects (UCRIHS) by phone: (517) 355-2180, fax: (517) 432-4503, e-mail: ucrihs@msu.edu, or regular mail: 202 Olds Hall, East Lansing, MI 48824.

I voluntarily agree to participate in this study. (Please sign this copy and return it to the investigator.)

Your signature

Today's date

Your printed name

I agree to be tape-recorded during the interview.

Your signature

APPENDIX E

Reasons for Participation in Taekwondo Questionnaire

Reasons for participating in Taekwondo

Please indicate how important each of these reasons are to your participation in Taekwondo:

	Not at all Important	A little bit Important	Somewhat Important	Very Important	Very Important
To learn new skills	1	2	3	4	5
To improve skills	1	2	3	4	5
To increase self-confidence	1	2	3	4	5
For the opportunity to compete/ For the challenge of competition	1	2	3	4	5
To get a black belt	1	2	3	4	5
To try something new/different	1	2	3	4	5
To have fun	1	2	3	4	5
To learn self-defense	1	2	3	4	5
I heard it was a good club/studio	1	2	3	4	5
I heard it was a good instructor	1	2	3	4	5
I heard it was a good art form	1	2	3	4	5
To imitate TV/movie martial arts performers (e.g., Jackie Chan, Michelle Yeoh, Teenage Mutant Ninja Turtles)	1	2	3	4	5
It looks cool (i.e., appreciation of the art form)	1	2	3	4	5
To compete at higher levels	1	2	3	4	5
To increase self-discipline	1	2	3	4	5
A friend recommended it	1	2	3	4	5
I am interested in Asian/eastern philosophy/culture	1	2	3	4	5
To become a better fighter	1	2	3	4	5
To increase in rank	1	2	3	4	5
To learn from a knowledgeable instructor	1	2	3	4	5
To maintain skills	1	2	3	4	5
To become a better person	1	2	3	4	5
To increase positive attitude	1	2	3	4	5
To increase perseverance	1	2	3	4	5
For exercise	1	2	3	4	5

	Not at all Important	A little bit Important	Somewhat Important	Very Important	
For stress relief	1	2	3	4	5
To increase patience	1	2	3	4	5
To increase self-respect	1	2	3	4	5
To increase focus	1	2	3	4	5
To meet people	1	2	3	4	5
To integrate and improve both mental and physical health	1	2	3	4	5
To improve myself physically (e.g., balance, flexibility, coordination, strength)	1	2	3	4	5
I've always wanted to take martial arts/Taekwondo	1	2	3	4	5
To increase self-awareness	1	2	3	4	5
I am good at it	1	2	3	4	5
To hit and/or kick something	1	2	3	4	5
I have had success/am successful competing in tournaments	1	2	3	4	5
For the opportunity to give back to other students and/or Taekwondo	1	2	3	4	5
To learn from the highest ranking instructor available	1	2	3	4	5
It is relatively low cost	1	2	3	4	5
A relative of mine also practices	1	2	3	4	5
To increase communication skills through teaching	1	2	3	4	5
To learn from a well-known instructor	1	2	3	4	5
It combines physical and artistic aspects of activity	1	2	3	4	5
To be part of a team/supportive community	1	2	3	4	5
The benefits I gain from it transfer to other areas of my life (e.g., school, job, relationships)	1	2	3	4	5
For the opportunity to spar/fight in a safe environment	1	2	3	4	5
Adopting its philosophy has a positive influence in my life	1	2	3	4	5

	Not at all Important	A little bit Important	Somewhat Important	Very Important	Very Important
For specific aspects of it (e.g., emphasis on kicking, dynamic motion, elegance of movement)	1	2	3	4	5
To be involved in a unique activity	1	2	3	4	5
Other(s)	1	2	3	4	5

(please describe):

Please continue with additional reasons on the back of the page, if necessary.

THANK YOU VERY MUCH FOR YOUR TIME AND INPUT!

APPENDIX F

Tables of Qualitative Themes Including Lower Order Themes

Table 19

Number of Statements in All Themes for Initial Reasons for Participation: Total Sample, Sex, and Belt Rank Groups

Themes	Sample	F	M	W-Y	G-B	R	B
Total for all themes	65	33	32	20	16	10	19
Socialization	21	13	8	6	3	6	6
Social influence	16	10	6	3	3	6	4
Peers	6	4	2	1	1	3	1
Siblings	5	3	2	1	2	1	1
Parents	3	2	1	1	0	1	1
Instructor	1	0	1	0	0	0	1
Aversive parental influence	1	1	0	0	0	1	0
Cultural influence	5	3	2	3	0	0	2
TV/movie influence	4	2	2	2	0	0	2
Asian culture	1	1	0	1	0	0	0
Personal	17	8	9	8	4	1	4
Physical aspects	13	6	7	4	4	1	4
Self-defense	8	4	4	3	2	1	2
Physical condition/exercise	3	2	1	1	2	0	0
Physical challenge	2	0	2	0	0	0	2
Fun	2	1	1	2	0	0	0
Confidence	2	1	1	2	0	0	0
Situational	14	8	6	3	6	0	5
Unintentional involvement	9	5	4	2	3	0	4
Convenience/availability	4	4	0	0	3	0	1
Chance opportunity	3	0	3	1	0	0	2
Try something new	2	1	1	1	0	0	1
Non-martial arts aspects	5	3	2	1	3	0	1
Relative size/popularity of taekwondo	3	2	1	1	2	0	0
Monetary cost	2	1	1	0	1	0	1
Martial arts interest	13	4	9	3	3	3	4
Taekwondo interest	7	2	5	1	3	1	2
General martial arts interest	5	2	3	1	0	2	2
Philosophy	1	0	1	1	0	0	0

Table 20

Number of Statements in All Themes for Continuing Reasons for Participation: Total Sample, Sex, and Belt Rank Groups

Themes	Sample	F	M	W-Y	G-B	R	B
Total for all themes	91	48	43	27	10	32	22
Personal	55	32	23	17	5	18	15
Psychological skills	18	10	8	8	1	5	4
Confidence	4	2	2	3	0	1	0
Discipline	4	2	2	1	0	1	2
Perseverance	3	1	2	1	0	1	1
Motivation	2	1	1	1	1	0	0
Focus	2	2	0	1	0	1	0
Stress relief	1	1	0	0	0	1	0
Organizational skills	1	0	1	1	0	0	0
Time management skills	1	1	0	0	0	0	1
Skill development	14	9	5	3	0	7	4
Learning new skills	5	3	2	2	0	2	1
Improving skills	3	3	0	1	0	2	0
Persevering to learn	2	1	1	0	0	1	1
Teaching	2	1	1	0	0	0	2
Instructor	2	1	1	0	0	2	0
Physical aspects	13	6	7	2	3	4	4
Exercise/health	7	3	4	2	2	2	1
Ability	3	2	1	0	0	1	2
Structured exercise/workout	2	1	1	0	1	0	1
Dynamic aspects of Taekwondo	1	0	1	0	0	1	0
Fun/enjoyment	10	7	3	4	1	2	3
Situational	19	9	10	6	3	6	4
Social aspects	19	9	10	6	3	6	4
Friendships	7	4	3	2	1	3	1
Meet people	4	0	4	2	0	0	2
Support	3	2	1	0	0	2	1
Club environment/ atmosphere	3	3	0	1	2	0	0
College/University involvement	2	0	2	1	0	1	0
Martial arts	17	7	10	4	2	8	3
Competition aspects	8	5	3	0	2	3	3
Competition	5	3	2	0	2	1	2
Fighting/sparring aspect	2	2	0	0	0	2	0
Competing at higher levels	1	0	1	0	0	0	1
Philosophical aspects	4	1	3	1	0	3	0
Self-awareness	2	0	2	1	0	1	0
Spiritual/philosophical underpinnings	1	0	1	0	0	1	0
Respect	1	1	0	0	0	1	0
Application/transfer of Taekwondo benefits	3	0	3	3	0	0	0
Action-philosophy aspect	2	1	1	0	0	2	0

Table 21

Number of Statements in All Themes for Subjective Task Value: Total Sample, Sex, and Belt

Rank Groups

Themes	Sample	F	M	W-Y	G-B	R	B
Total for all themes	131	76	55	30	33	35	33
Personal	77	42	35	18	15	27	17
Psychological skills	18	12	6	2	3	10	3
Confidence/worth	5	4	1	1	1	3	0
Awareness	4	2	2	0	0	4	0
Stress relief	3	2	1	1	0	1	1
Focus	2	1	1	0	1	1	0
Time management skills	2	2	0	0	1	0	1
Perseverance	2	1	1	0	0	1	1
Physical and mental health	17	8	9	4	4	6	3
Physical fitness	11	4	7	3	3	4	1
Health	3	3	0	0	0	2	1
Physical activity	2	1	1	0	1	0	1
Psychological well-being	1	0	1	1	0	0	0
Self-improvement	13	4	9	3	4	3	3
Physical self-improvement	4	1	3	0	2	1	1
Psychological self-improvement	4	0	4	0	1	2	1
Achievement	3	2	1	2	1	0	0
Learning	2	1	1	1	0	0	1
Self-control	12	7	5	3	2	3	4
Discipline	8	4	4	3	1	2	2
Physical discipline	3	2	1	0	0	1	2
Technical precision	1	1	0	0	1	0	0
Life impact	7	5	2	2	0	4	1
Application to life	6	4	2	2	0	3	1
Life balance	1	1	0	0	0	1	0
Enjoyment/fun	7	5	2	2	2	1	2
Leadership development	3	1	2	2	0	0	1
Leadership	2	1	1	1	0	0	1
Organizational skills	1	0	1	1	0	0	0
Martial arts	40	24	16	9	13	5	13
Martial arts benefits	34	21	13	8	11	5	10
Respect	10	6	4	1	4	1	4
Martial arts culture/tradition	5	4	1	0	2	0	3
Taekwondo structure	5	5	0	2	1	1	1
Philosophical aspect	3	2	1	0	0	2	1
Self-defense skills	3	1	2	1	1	1	0
Body and mind benefits	2	1	1	1	1	0	0
Violence avoidance	2	0	2	1	1	0	0
Humility	2	1	1	0	1	0	1
Overall experience	2	1	1	2	0	0	0
Sport benefits	6	3	3	1	2	0	3
Competition	5	2	3	1	1	0	3
Sport conduct	1	1	0	0	1	0	0

Table 21 (cont.)

Situational	14	10	4	3	5	3	3
Social interactions	11	8	3	2	5	2	2
Club atmosphere	3	2	1	1	0	1	1
Camaraderie	1	1	0	1	0	0	0
Enjoyable	1	0	1	0	0	0	1
Team unity	1	1	0	0	0	1	0

Table 22

Number of Statements in All Themes for Attainment Value: Total Sample, Sex, and Belt Rank

Groups

Themes	Sample	F	M	W-Y	G-B	R	B
Total for all themes	81	38	43	25	10	28	18
Personal	40	20	20	18	4	12	6
Personal achievement	31	18	13	15	4	9	3
Correct technique	7	2	5	4	1	1	1
Reaching a goal	6	5	1	2	1	3	0
Addressing perceived weaknesses	6	4	2	4	1	1	0
Benefits of doing well	3	1	2	1	0	1	1
Consequences of not doing well	3	2	1	3	0	0	0
Achievement via hard work	2	2	0	0	0	1	1
Belt advancement	2	1	1	1	0	1	0
Doing your best	1	1	0	0	0	1	0
Giving 100 percent	1	0	1	0	1	0	0
Skill development	9	2	7	3	0	3	3
Physical fitness	5	1	4	2	0	2	1
Self-defense	2	1	1	1	0	1	0
Skill transfer	2	0	2	0	0	0	2
Martial arts	30	11	19	5	6	11	8
Path of taekwondo	15	3	12	2	3	4	6
Spirit of martial arts	7	0	7	1	1	1	4
All of taekwondo	5	2	3	1	0	2	2
Discipline	2	1	1	0	2	0	0
The process/journey	1	0	1	0	0	1	0
Taekwondo art and sport	15	8	7	3	3	7	2
Forms	4	1	3	2	0	2	0
Competition	4	4	0	0	2	1	1
Not competition	3	0	3	0	0	2	1
Sparring	2	2	0	1	1	0	0
Both forms and sparring	2	1	1	0	0	2	0
Situational	11	7	4	2	0	5	4
Giving back	9	6	3	1	0	5	3
Teaching/helping	8	5	3	0	0	5	3
Club responsibilities	1	1	0	1	0	0	0
Social benefits	2	1	1	1	0	0	1

Table 23

Number of Statements in All Themes for Intrinsic Value: Total Sample, Sex, and Belt Rank Groups

Themes	Sample	F	M	W-Y	G-B	R	B
Total for all themes	96	50	46	28	20	28	20
Personal	43	22	21	12	8	11	12
Achievement benefits	12	6	6	4	3	1	4
Competition	8	4	4	2	2	1	3
Physical difficulty	2	1	1	0	1	0	1
Accomplishment	1	0	1	1	0	0	0
Positive attention	1	1	0	1	0	0	0
Competence	11	7	4	4	1	3	3
Physical competence	4	3	1	2	0	1	1
Self-improvement	3	1	2	1	0	1	1
Learning	2	1	1	0	0	1	1
Discipline	2	2	0	1	1	0	0
Physical and physiological benefits	11	5	6	2	3	3	3
Physical/exercise	10	5	5	2	3	3	2
Adrenaline rush	1	0	1	0	0	0	1
Psychological skills	7	2	5	1	1	3	2
Sparring strategy	4	2	2	0	1	2	1
Stress relief	1	0	1	1	0	0	0
Focus	1	0	1	0	0	1	0
Overcoming adversity	1	0	1	0	0	0	1
Envisioning a possible self	2	2	0	1	0	1	0
Martial arts	32	17	15	10	5	13	4
Taekwondo benefits	32	17	15	10	5	13	4
Technical characteristics	15	7	8	7	2	4	2
Kicking	4	2	2	1	1	2	0
Everything	3	1	2	0	1	1	1
Sparring	2	2	0	1	0	1	0
Structure/organization	2	2	0	0	0	1	1
Practicing alone	2	2	0	1	0	1	0
Doing taekwondo	1	0	1	0	0	1	0
Philosophy	1	0	1	0	0	1	0
Ceremony	1	1	0	0	0	1	0
Kihap	1	0	1	0	1	0	0
Situational	21	11	10	6	7	4	4
Social benefits	21	11	10	6	7	4	4
Social/people	11	5	6	3	5	2	1
Club environment	6	4	2	1	2	2	1
Teaching/helping	4	2	2	2	0	0	2

Table 24

Number of Statements in All Themes for Utility Value: Total Sample, Sex, and Belt Rank Groups

Themes	Sample	F	M	W-Y	G-B	R	B
Total for all themes	125	67	58	39	19	38	29
Personal	78	43	35	26	12	25	15
Psychological skills	42	21	21	14	4	16	8
Discipline	9	2	7	3	1	4	1
Stress management	8	7	1	1	1	2	4
Confidence/worth	8	6	2	5	0	2	1
Awareness	4	1	3	1	0	3	0
Focus	4	1	3	0	1	3	0
Perseverance	3	1	2	0	0	1	2
Self-control	2	1	1	1	1	0	0
Self-improvement	2	1	1	2	0	0	0
Motivation	2	1	1	1	0	1	0
Healthy lifestyle	20	11	9	7	4	4	5
Physical fitness/activity	9	4	5	2	2	2	3
Health	5	3	2	1	1	1	2
Well-rounded person/life balance	4	2	2	2	1	1	0
Routine	2	2	0	2	0	0	0
Preparation for independent living	8	6	2	2	2	3	1
Career preparation	5	4	1	2	1	1	1
Responsibility	2	1	1	0	1	1	0
Taking charge of one's life	1	1	0	0	0	1	0
Enjoyment	5	3	2	2	1	1	1
Don't know if better person	3	2	1	1	1	1	0
Martial arts	25	11	14	9	3	8	5
Martial arts benefits	25	11	14	9	3	8	5
Respect	12	4	8	4	0	4	4
Applying taekwondo philosophy	8	4	4	3	1	3	1
Self-defense	5	3	2	2	2	1	0
Situational	22	13	9	4	4	5	9
Social benefits	22	13	9	4	4	5	9
Teaching skills	6	4	2	0	0	1	5
Interpersonal relationships	5	4	1	0	1	2	2
Social interactions	5	2	3	1	2	0	2
Helping people	4	2	2	1	1	2	0
Admiration from others	2	1	1	2	0	0	0

Table 25

Number of Statements in All Themes for Predicted Value of Taekwondo Prior to Participation: Total Sample, Sex, and Belt Rank Groups

Themes	Sample	F	M	W-Y	G-B	R	B
Total for all themes	41	21	20	12	12	11	6
Personal	20	9	11	6	5	5	4
Physical benefits	12	6	6	6	3	2	1
Self-defense	6	3	3	2	1	2	1
Physical activity	4	2	2	2	2	0	0
Ability to "kick butt"	2	1	1	2	0	0	0
Didn't know/doesn't apply	5	1	4	0	2	1	2
Enjoyment	3	2	1	0	0	2	1
Martial arts	12	7	5	3	5	2	2
Taekwondo benefits	12	7	5	3	5	2	2
Coolness factor	5	2	3	2	2	0	1
Kicking	3	2	1	1	1	0	1
Discipline	2	2	0	0	1	1	0
Technical benefits	2	1	1	0	1	1	0
Socialization	9	5	4	3	2	4	0
Social benefits	5	2	3	1	1	3	0
Peer influence	2	1	1	1	0	1	0
Martial arts family	1	0	1	0	0	1	0
Family influence	1	0	1	0	0	1	0
Social interactions	1	1	0	0	1	0	0
Media portrayal	4	3	1	2	1	1	0

Table 26**Number of Statements in All Themes for Predicted Value of Taekwondo in the Future: Total****Sample, Sex, and Belt Rank Groups**

Themes	Sample	F	M	W-Y	G-B	R	B
Total for all themes	89	47	42	30	16	30	13
Personal	57	32	25	23	10	16	8
Psychological skills	27	10	17	10	5	11	1
Confidence	7	2	5	4	2	1	0
Discipline	5	1	4	1	2	2	0
Self-improvement	5	3	2	3	0	2	0
Discipline	5	1	4	1	2	2	0
Focus	2	1	1	0	1	1	0
Awareness	2	0	2	0	0	2	0
Perseverance	2	1	1	0	0	1	1
Motivation	2	1	1	1	0	1	0
Leadership opportunities	1	0	1	1	0	0	0
Healthy lifestyle	18	11	7	9	4	2	3
Physical activity/stay in shape	11	6	5	3	3	2	3
Routine	3	3	0	3	0	0	0
Health	2	1	1	1	1	0	0
Balance	2	1	1	2	0	0	0
Professional benefits	8	7	1	1	1	3	3
Career	4	4	0	0	0	1	3
Skills for work	4	3	1	1	1	2	0
Enjoyment	2	2	0	1	0	0	1
Achievement	2	2	0	2	0	0	0
Martial arts	21	10	11	5	2	12	2
Martial arts benefits	21	10	11	5	2	12	2
Respect	6	3	3	1	0	4	1
Applying philosophy	5	2	3	2	0	2	1
Self-defense	5	2	3	2	2	1	0
All of taekwondo	3	1	2	0	0	3	0
Humility	1	1	0	0	0	1	0
Competition	1	1	0	0	0	1	0
Situational	11	5	6	2	4	2	3
Social benefits	8	4	4	2	3	1	2
Social interactions	5	2	3	2	2	0	1
Interpersonal relationships	3	2	1	0	1	1	1
Pro-social behavior	3	1	2	0	1	1	1
Teaching skills	2	1	1	0	0	1	1
Helping others	1	0	1	0	1	0	0

APPENDIX G

Lower Order Themes and Participant Statements

After each statement, the characters within the parentheses indicate the participant from whom, and the location within the interview from where the statement originated. Specifically, the first letter indicates M for male or F for female. The second letter or two specify the belt rank group (i.e., W-Y = white-yellow, G-B = green-blue, R = red, and B = black belt groups). The numbers immediately following the belt rank group letters denote the order in which that participant was interviewed. The next number identifies the page number in the interview transcript from where the statement came and the number(s) after that indicate the line number(s) where the statement can be found.

INITIAL REASONS FOR PARTICIPATION

TV/movie influence

1. *I originally started in middle school, when I entered 6th grade, and it was like Power Rangers and Turtles and I wanted to do what they did, pretty much. (FW-Y01, 1, 5-6)*
2. *Well, I thought it was going to be all macho, like kicking peoples' butts, all this Hollywood kind of hype thing that you see on the martial arts movie. But it's like... it's more of like a fun, competitive sport, or it's like, all team oriented. It's not about bustin' peoples' heads or anything. It's more about, like, discipline and training and having a good time and learning. It's more like a learning experience, rather than a 'beat people up' kind of thing. (MW-Y05, 1, 20-24)*
3. *Well, I know I have always been fascinated by it. Just from growing up and watching the movies, and seeing kung fu movies and all that. (MB09, 2, 8-9)*
4. *To be honest, I loved the Ninja Turtles when I was little; it was so rad. (FB16, 1, 10)*

Asian culture

1. *...it kind of follows, like I have this obsession with Japan as well. I love everything about Japan, the whole culture...the food is kind of questionable because I'm not one for seafood, but like the language, the culture, the people, their history, just fascinates me. And like China and Asia fascinate me. But...and those are kind of where martial arts originated from and I guess it kind of helps me tie in with my interest and that's kind of a hobby of mine is Japan and anime and all that other stuff. And it ties in with that, I don't know, it makes me like it better I guess. Because this one's from Korea and I don't know a lot about Korea. And Korea is one of those countries I, like, I'm interested in. Like I know Japan, and I love it. But I didn't really know about Korea, and this is helping me learn, like, the language a little bit in class and it ties in with that whole thing. (FW-Y01, 3, 8-17)*

Parents

1. *Would you believe that was the one mom signed me up for? Because I didn't really know there were different ones, but she signed me up and I found out that it was Taekwondo. (FW-Y01, 3, 23)*
2. *... my mom told me I needed to learn self-defense. (FB15, 1, 5-6) ...that's what my mom told me I should do is martial arts. (FB15, 2, 16)*
3. *At the very beginning—I took it when I was probably between 8 and 12—my father was in taekwondo and he wanted me to be in taekwondo as well: take classes and so forth. (MR04, 1, 5-6) I think one reason was I was exposed to it as a child. My dad was in taekwondo, and as a child I went to quite a few of his practices instead of going to a babysitter. I went to the studio and watched him and watched the others and I think that's really kind of what drew me toward it. (MR04, 2, 21-23)*

Siblings

1. *And then my little brother is into it, so I kind of wanted to get into it a little bit to compete with him— sibling rivalry. (MW-Y05, 1, 7-8) And then my little brother had done taekwondo. (MW-Y05, 3, 40-41)*
2. *... I knew my sister was also in karate, so there was a little bit of interest, but it was fairly new. (FG-B06, 1, 7-9)*
3. *That kind of goes back to what I was saying about how I did karate. And the only reason I did karate when I was younger is that my brother did it. And that was justification enough when I was 11. (FR07, 2, 11-13)*
4. *...I chose taekwondo over other ones because my sister recommended it; she thought I would like it. (FG-B08, 1, 9-10)*
5. *It was just something that my brother and I chose to do on our own, and have been doing so ever since. (MB09, 2, 11-12)*

Peers

1. *But I really liked having a team and having a group to train with, and I had done karate in the past, and I know somebody who teaches some of the classes for the club and he said "you should try out taekwondo, and it's a good team," all that. So, I really liked karate while I did it, so I thought I'd do taekwondo, try it out. (FR07, 1, 6-9) It was the recommendation of my friend. He told me that we have a really good taekwondo program here, so that was an important factor. (FR07, 2, 18-19)*
2. *Then I re-met a friend of mine from high school who is a black belt in the club here and she was like, "oh, you should join the club," so I joined the club. (FG-B08, 1, 24-26)*
3. *But what happened here at this school was, I once received an e-mail about, I think it was a Thai kick boxing class, and it sounded interesting to me. I forwarded it to a friend of mine, to let him know if he wanted the two of us to go there together, and he got back to me saying, "Why don't you go to taekwondo?" Because he had tried the taekwondo club here and I said "Sure." (MR11, 1, 8-11)*
4. *But my high school friend was a black belt and I always wanted to do it with her. She'd show me some stuff, and she just taught me a few things and I always wanted to do it, but I never had the chance to. (FR12, 1, 12-14) Yeah, it was my friend in high school, I loved what she taught me. I also had another friend in college who was a black belt who taught me stuff also, outside of class. (FR12, 3, 9-10)*
5. *And I had some friends that were doing it, so I thought I'd go ahead and give it a shot. (MW-Y13, 1, 6-7)*
6. *I had a friend that was in it and she was really good... (FB16, 1, 5-6) And my friend's older brother was in karate, and I thought he was so cool. (FB16, 1, 10-11)*

Instructor

1. *After seeing the school, and stopping there the first time, and seeing how the instructor worked with students... (MB09, 2, 17-18)*

Aversive familial influence

1. *I had always really wanted to do a martial art, and as an Asian-American woman, my mom didn't think it was very feminine, and so she told me not to do it. Actually she forbade me. In Chinese school we were supposed to be able to take one extra-curricular and I picked kung fu and she wouldn't let me do it, so she signed me up for rhythm dance instead. And so I actually became an instructor in that. But, I mean the thing is that I really always wanted to. (FR12, 1, 5-9)*

Self-defense

1. *All right, you're going to laugh. I was beat up on the bus when I was in middle school and my mom told me I needed to learn self-defense. (FB15, 1, 5-6)*
2. *Just because I was beat up and that's what my mom told me I should do is martial arts. For self-defense. (FB15, 2, 16-17)*
3. *So I basically started so I could, like, learn to fight. (MG-B02, 1, 12-13)*
4. *Some of the self-defense part of it. It's completely different than what I thought it would be like. But, you know, mainly probably the self-defense more than anything. You know, learn how to defend myself. (MW-Y05, 1, 13-15)*
5. *Um, like, learning the kicks and the punches and, like, being able to, um, defend myself. Well, better than I would have been able to if I hadn't taken it. So, like, the self-defense aspect of it as well. (FW-Y03, 1, 17)*
6. *What I wanted is to be able to fight, I wanted to be able to defend myself if it came down to it, I wanted to practice situations where I'd be up against a person I didn't know anything about. (FR12, 2, 14-16) I just like the whole idea that I can defend myself. (FR12, 2, 39)*
7. *Well, for one thing, I find the notion of self defense, while I don't particularly believe in or condone violence necessarily as a means of issue resolution, certainly I do find martial arts appealing in the sense that they give you... they give one the self-confidence to be able to do that, and the means to. (MW-Y13, 2, 19-22)*
8. *Self-defense. Yeah, it was basically...I thought it would be a good skill to have, and it was almost entirely for that reason. (MG-B14, 1, 5-6)*

Physical condition/exercise

1. *So, I want to get my physical condition better. (MG-B02, 2, 35)*
2. *Probably just exercise. (FG-B08, 1, 5)*
3. *I wanted to take Taekwondo because I wanted to, um, take an athletic activity class, just to be active while I was doing school at the same time. (FW-Y03, 1, 5-6) Um, I wanted to work out and get in shape; better shape. (FW-Y03, 1, 12)*

Physical challenge

1. *And it would be a new avenue to test my physical capabilities, and coordination, and everything else involved with it. (MB09, 2, 29-30)*
2. *I would rate myself as a very athletic person, and a lot of sports come pretty naturally to me. However, martial arts don't so much. I'm not exceptionally flexible, so it's harder for me, and so I saw that as a challenge. (MB10, 1, 28-30)*

Fun

1. *Originally, I thought it would be a fun sport. (MW-Y05, 1, 5)*
2. *And I thought it would be fun. (FW-Y03, 1, 12)*

Confidence

1. *Well, for one thing, I find the notion of self defense, while I don't particularly believe in or condone violence necessarily as a means of issue resolution, certainly I do find martial arts appealing in the sense that they give you... they give one the self-confidence to be able to do that, and the means to. (MW-Y13, 2, 19-22)*
2. *And, just the whole idea of, like, being a female and being in something like martial arts which is, I think, probably more male-dominated. So, and just being like, strong. And just developing... having confidence in myself. (FW-Y03, 2, 26-28)*

Convenience/availability

1. *Well, because I was home-schooled, I didn't have any outlet for sports activities. And so they had a taekwondo club at the local community college and because I could join that, I joined it, because it was the only sport available. So it was something convenient ... (FG-B06, 1, 5-7)*
2. *With sports, I didn't have an option; it was the only option available to me, because there was nothing else at my school. (FG-B06, 2, 1-2)*
3. *And it was convenient to do something on-campus... (FG-B08, 2, 22-23)*
4. *And this was just a taekwondo school that I knew in the area, that my other friend went to. (FB16, 2, 31-32)*

Chance opportunity

1. *It was actually all by chance. My brother and I were looking to do kendo, and we found it was a little too expensive, and we couldn't make the times with the club, and we didn't know of any other schools. Then we were driving by and saw a taekwondo studio. We dropped in, and the instructor invited us in to a first class, and after that we pretty much joined in and went from there. So it was really just by chance. (MB09, 1, 5-9)*
2. *At my high school grad night I won a month free taekwondo training and a uniform, and so I decided to try it out. (MB10, 1, 5-6)*
3. *Well, when I first started, basically there was somebody who was going to be offering some free classes at my school and I thought that kind of sounded like fun. (MW-Y13, 1, 5-6) Well, the reason that I chose taekwondo really was a matter of circumstance. (MW-Y13, 2, 34)*

Try something new

1. *And I decided to choose Taekwondo because I haven't done anything like it in the past. So I wanted to learn a new skill. (FW-Y03, 1, 7-8) Well, martial arts has always been foreign to me, like not something that I had ever had experience with in the past. And so, I just wanted to try something just totally new. (FW-Y03, 2, 25-26)*
2. *Other than the reasons that I've given, it was just something new for me to try. I hadn't done it before and I was interested. (MB10, 2, 14-15)*

Relative size/popularity of taekwondo

1. *And those are the only two I really looked at because they are the two biggest clubs here. (FG-B08, 2, 22-23)*

2. *Because I saw Taekwondo in the course schedule and I didn't know about any of the other ones that we have here. I knew there was a Judo club, but I didn't know as much about Judo. I didn't know a lot about Taekwondo, but I heard the name more often than Judo.* (FW-Y03, 2, 34-36)
3. *And, I took a look at the programs, visited the classes, and mainly I chose taekwondo because it seemed to be, well, first, a larger program, which attracted me; more students, more activity, more instructors.* (MG-B14, 1, 46-2,2)

Monetary cost

1. *My brother and I were looking to do kendo, and we found it was a little too expensive, and we couldn't make the times with the club, and we didn't know of any other schools.* (MB09, 1, 5-6)
2. *...and it was cheaper than going to one of the studios in my area.* (FG-B08, 2, 23-24)

General martial arts interest

1. *But I think mostly, I was just interested in martial arts, kind of curious about it, wanted to check it out, see what it was about.* (MW-Y05, 1, 8-9)
2. *And there's always been a fascination with it.* (MB09, 2, 9)
3. *So I had this general interest in martial arts, not specifically taekwondo. I had started with karate and I had given up, but there was this thing going on in the back of my mind that one day I'd like to re-start martial arts again.* (MR11, 1, 5-7)
4. *I had always really wanted to do a martial art... But, I mean the thing is that I really always wanted to.* (FR12, 1, 5-9) *I wanted to find something that was very long-term, and I wanted to be a master at something. I wanted to master a martial arts form.* (FR12, 2, 12-14)
5. *It had always been kind of an interest of mine.* (FB16, 1, 6)

Taekwondo interest

1. *Just like all the kicking and the yelling and it was just exciting. Like I went to the Karate studio and it was really boring. I know I shouldn't be saying that but, yeah. And then, Shotokan, they were using, like, weapons and stuff and I was just like, "ah, that's not me."* (FB15, 2, 33-36)
2. *And then, I'd seen some of the judo guys and stuff, but I just liked the idea of taekwondo as like, a kicking sport. I just thought I'd like to try it out, see what it was like.* (MW-Y05, 3, 41-42)
3. *The second would be the nature of taekwondo itself. And what I mean by that is, it's... there's a lot less contact, compared to judo and hankido. Which means, well that appeals to me because it seems to be more of an elegant sport.* (MG-B14, 2, 2-4)
4. *Well, for one reason for sure is that Taekwondo is a very nice...it's like, their style of fighting. It's very...what I like about it is, like, they have so many kicking techniques that I really like. Like for jumping kicking techniques, I really like that. I think it's kind of cool, so, I love it.* (MG-B02, 2, 40-42)
5. *I think it's probably the techniques themselves. Yeah, I'd say so.* (MR04, 2, 35) *I think physically I fit in taekwondo better because of my size and, I don't know, yeah, just taekwondo appealed to me just physically and mentally. Just... it's hard to explain.* (MR04, 2, 39-40)
6. *I liked a lot of the stuff that I read about it that talked a lot about kicking techniques, and I think I'm better at that than I am at the hand techniques.* (FG-B08, 2, 19-20)

7. *...and also seeing the different dynamics of this martial art, really just kind of intrigued us. We were lucky that the first class that we stopped in on a sparring class and after that we went in to the first class that we could, just to see what it was like and get a feel for it. And from that point on it was... it's to where it is now. (MB09, 2, 18-20)*

Philosophy

1. *But also, I think there's something a little more subtle, more appealing about certain aspects of the philosophy behind it. (MW-Y13, 2, 22-23)*

CONTINUING REASONS FOR PARTICIPATION

Confidence

1. *Yeah, and it gives me self-confidence. (FW-Y01, 1, 21) And the confidence boost. It's just, it keeps me focused, I guess, and that's my main thing is focus and confidence, and that keeps it up. (FW-Y01, 2, 26-27)*
2. *Like confidence, probably mostly self-confidence. Because, you know, that oh sure, I could get in a fight and I might potentially win, but it's just not worth it. So just move on and be the bigger man, kind of thing. (MW-Y05, 1, 32-34)*
3. *And I also like how I'm getting stronger and I feel very confident in my body now. And I feel like 'well, if I ever got attacked, I'd know what to do.' If I couldn't run away, at least I feel confident that my body's strong enough to do something about it. (FR12, 1, 40-43)*
4. *And also a lot of people will talk about how it builds self-confidence, and things of that nature... Again, I really like the feeling of self-confidence that it gave me. (MW-Y13, 1, 15-19)*

Discipline

1. *It gives me discipline to get things done. (FW-Y01, 1, 21)*
2. *I like the workout and the discipline and it gives you... (FB15, 1, 16)*
3. *...I like the self-discipline. (MR04, 1, 16)*
4. *...and it's a great way to discipline and push yourself constantly, both physically and mentally. (MB09, 1, 16-17)*

Motivation

1. *It helps motivate me to just get it done and not complain about it or procrastinate about it. It's like, just do it and you got it done and you don't have to worry about it. (FW-Y01, 1, 21-23)*
2. *...let's say we're doing sparring. And we both know, like, for the other guy who spars with me, we both know that this is only sparring. This is not the real action fighting, like in the street. So we want to give, like, you know, 100 percent on what we got, so there is, like, two different situations, and that's what I like about sparring. So we just give 100 percent, our best to fight the others. And then, let's say if I'm better than the other guy. On that way, if I give 100 percent and he gives 100 percent to me...in the other way I'm giving him some kind of motivation to do better, so next time, he realize that "Oh, he's better than me, so I have to do better than him." And the other way, if he is better than me, and I lost in that spar, it motivates me "Oh, he is better than me, so I have to do better than him next time." (MG-B02, 1, 36-44)*

Perseverance

1. *...learning not only different kicks and different aspects, but also learning how you can... just how much you can push your body to. And what you're capable of doing and pushing through, like frustrations and persevering through it... It's great way of continually to learn a lot of different things about yourself, learn a lot about how you're able to push through frustrations, really, and push yourself to always try and be better. (MB09, 1, 22-27)*
2. *And everything takes time. That's what I've learned from martial arts, if anything, is that, sure my kick sucks right now, but you know what? Over time, I'm going to work at it. Everything just takes time. (FR12, 2, 45-3,1)*
3. *It taught me perseverance, which I thought was really important. (MW-Y13, 1, 19-20)*

Focus

1. *It's just, it keeps me focused, I guess, and that's my main thing is focus... and that keeps it up. (FW-Y01, 2, 26-27)*
2. *Like the poomsae (Korean: forms), it helps you to think about self-awareness: it's all inside me, I have to do this. And especially when you're competing, you can't be distracted by crowds or things like that. (FR12, 2, 2-4)*

Time management skills

1. *Like we're doing the tournament right now, so it shows you how to manage your time and everything and you don't really learn that anywhere else. (FB15, 1, 17-18)*

Organizational skills

1. *And there's other aspects, not from just the exercise, but running the club, because it's a club sport and we organize everything ourselves. I've been the Secretary, I've been the Web master, now for a while, and just the skills that I've learned in that help me like, get organized. And you know we organize a yearly tournament, and in doing that, I've learned some valuable skills: organizing things for work and personal. And it's helped me become more organized and more on top of things and more on the ball now. (MW-Y05, 1, 43-2,2)*

Stress relief

1. *And so it allows me to get my aggressions out. When I'm at work it's stressful, and sometimes I feel like I need to get my frustrations out and it's a really good stress relief for me. (FR12, 1, 27-29)*

Exercise/health

1. *I like the workout and the discipline it gives you... (FB15, 1, 16)*
2. *And it's pretty good exercise; especially right before a tournament, you kind of step it up a couple tiers. (MW-Y05, 1, 42-43)*
3. *... it's a sport and I can progressively get in shape while I gain more experience. (MW-Y05, 3, 31-33)*
4. *I like the physical activity... (FG-B06, 1, 15)*
5. *There are two parts: all the workout and staying in shape and making the best out of the body that I have; (MR11, 1, 25-27)*

6. *I hope to do this until I'm like 95 or older. It just promotes a healthy lifestyle, I think. (FR12, 2, 1-2)
Also, as a result of it, I've eaten more healthy, I've stopped junk food. It's probably because of watching weight for tournaments, I've just become very health conscious. It's been a very good feeling; I have never felt better, in my life. Seriously. (FR12, 2, 42-45)*
7. *... and the second is... stay healthy. (MG-B14, 1, 22)*

Structured exercise/workout

1. *It is a really, really good workout. And I'm the kind of person that I need someone to tell me what to do in a workout, so they yell at you and tell you to do it. (FG-B08, 1, 16-17)*
2. *I enjoyed the regular work out, just having a regimented work out. (MB10, 1, 15)*

Dynamic aspects of taekwondo

1. *But now that I have been doing it for a while, for example, the dynamic aspects of taekwondo are very interesting to me. And the fact that we have a lot of kicks, I think, is something that I like specifically about taekwondo. But really more the dynamic aspects. Other martial arts can be quite static. Here we are really moving all the time, trying to get out of the way and such. (MR11, 2, 42-46)*

Ability

1. *So, I just started, and I tried it out, found that I was pretty good at it. (MB10, 1, 28)*
2. *Oh, another thing that I think probably contributed is that I have a lot of lower body strength naturally. And I think that's really useful in taekwondo. In terms of kicking, it's always been easy for me. (FR12, 3, 2-4)*
3. *Because I stood out in the martial arts. I was a little bit better than average softball player, but in everything else I was just kind of mediocre. It was just because that was my thing, and I'm like, "I want to be really good at this." (FB16, 2, 22-24)*

Fun/enjoyment

1. *It's...I just find it fun... It's so much fun... It's just, I guess, a lot of fun. (FW-Y01, 2, 21-32)*
2. *I have fun doing it now. At first it was not fun. But when you go up in rank, and you start understanding the whole aspect of everything, then you figure out why you continue doing it. It's not like you have to, [it's] because you want to. (FB15, 1, 29-31)*
3. *I think it's a lot of fun; I really enjoy it. (MW-Y05, 1, 40)*
4. *Because I really enjoy it. (FG-B06, 1, 15)*
5. *Now I love doing it, I enjoy going to practice, I like what I'm learning, how I can see myself improve what I'm doing. I really like competing; I love fighting... or sparring. (FR07, 1, 15-16)*
6. *Um, I continue because I enjoy it, in the first place. (FW-Y03, 1, 23)*
7. *And so I had already done taekwondo for a few months, and really enjoyed it, and decided to stick with it. (MB10, 1, 8-9)*
8. *It's a terrific sport, I can't tell you how much I love it, really. It's exciting, and fun. (FR12, 2, 18-19)*
9. *For one thing, the activities are a lot of fun... (MW-Y13, 1, 14)*

10. *It's just fun, you know, it's something I really enjoy doing.* (FB16, 1, 18)

Learning new skills

1. *And, like, continue to learn new skills and improve on the ones that...the basic ones.* (FW-Y03, 1, 25-26)
2. *...I like what I'm learning...* (FR07, 1, 15)
3. *Because of how demanding it can be, and how much you want to learn, that you can always constantly learn; learning not only different kicks and different aspects, but also learning how you can... just how much you can push your body to. And what you're capable of doing and pushing through, like frustrations and persevering through it... It's great way of continually to learn a lot of different things about yourself, learn a lot about how you're able to push through frustrations, really, and push yourself to always try and be better.* (MB09, 1, 21-27)
4. *That's what I've learned from martial arts, if anything, is that, sure my kick sucks right now, but you know what? Over time, I'm going to work at it. Everything just takes time.* (FR12, 2, 45-3,1)
5. *It taught me perseverance, which I thought was really important.* (MW-Y13, 1, 19-20)

Improving skills

1. *...how I can see myself improve what I'm doing.* (FR07, 1, 15-16)
2. *And I also want to get better, because I see that, like, I'm improving and so I want to keep doing that. And, like, continue to learn new skills and improve on the the basic ones.* (FW-Y03, 1, 24-26)
3. *I like seeing my improvement in the belt rank system. It lets me see that 'OK, I've gotten to this level, I need to work on these kicks for the next level.'* (FR12, 1, 34-35)

Persevering to learn

1. *...learning not only different kicks and different aspects, but also learning how you can... just how much you can push your body to. And what you're capable of doing and pushing through, like frustrations and persevering through it... It's great way of continually to learn a lot of different things about yourself, learn a lot about how you're able to push through frustrations, really, and push yourself to always try and be better.* (MB09, 1, 22-27)
2. *And everything takes time. That's what I've learned from martial arts, if anything, is that, sure my kick sucks right now, but you know what? Over time, I'm going to work at it. Everything just takes time.* (FR12, 2, 45-3,1)

Teaching

1. *It's a great way to learn to teach, learn to communicate with people.* (MB09, 1, 15)
2. *It makes me feel good to take information that I've learned and be able to pass it on to other people.* (FB16, 1, 31-32) *It's like when you're sitting in the coaching chair, and you've been working with the kid for, like, a month on this one thing. And he comes to your chair in between rounds, and you're just like, "OK, I want you to do this: you motion, he's going to come in, and 'bang'—I want you to hit him off the line." Then you're sitting in the chair and they do exactly what you say. You just want to like, jump out of your chair. It's so exciting.* (FB16, 1, 36-40) *I tell people its kind of like playing video games with little kids. It's exciting because they've worked so hard... you worked so hard with them, and its nice to see your coaching pay off. It's also nice to be like, "yeah, see that kid, he's from my*

school, you know, I train him." (FB16, 1, 44-46)

Instructor

1. *And I think the one thing that really kept me in this class was the instructor himself, because he's just an incredible instructor and a very humble person, very nice. And, you know, all the qualities of a great martial artist, I think, are together in him. And that's something I don't think you can find everywhere, it's hard.* (MR11, 1, 13-17) *And, as I said, more importantly, the instructor himself. Because he explains everything very well and he's also such a nice person.* (MR11, 1, 33-34)
2. *For one thing, our instructor is an awesome person. I guess I sort of see him as a father role. I didn't really have a dad growing up, and so it sort of made me feel like this was home and a place that I belonged to.* (FR12, 1, 23-25) *I saw that the instructor is a really good delegator. I mean he knew how to bring out the best in people, as it were, from organizational talents to kicking to competing to... everything.* (FR12, 3, 18-20)

Meet people

1. *There's some great people in the club, and it mixes up a bit. Some people leave, we get new people in. So we do some social events.* (MW-Y05, 1, 40-41)
2. *It's a great opportunity to meet people...* (MB09, 1, 16)
3. *And I enjoyed the camaraderie, meeting people. It's a good way to make friends outside of my normal scene.* (MB10, 1, 16-17)
4. *...but just the amount of people in the taekwondo class, there were a lot of people. ...and there's just a lot of people and it's a pretty social group.* (MW-Y05, 3, 29-34)

Friendships

1. *...and then the people. The people are a big part of it. I love the people here. Um, I just, it's more like the same thing, like I fit in. I just feel like I fit in and I want to come. It just gives me a good feeling. I guess, that I want to be here and I'm accepted. I mean, all my life that's kind of what I've wanted to be, because I really didn't have friends until high school, so that makes me feel really good... And I've always wanted to be in a club and now I'm loving it. It's so much fun. I don't care about being the equipment manager—I like that, it gives me a good feeling. It's like, the people want me to come, like I've said, that's a major part, and I'm accepted. It's like, I guess, the feeling of being accepted.* (FW-Y01, 2, 22-31)
2. *It's just a good group of people, the people I train with, the other people in the club.* (FR07, 1, 16-17)
3. *So there are a lot of people who are like me, students in different areas, who share a common interest, and that's a martial art, aside from their normal everyday work. And that's something very interesting to me. I've made very good friends in this club.* (MR11, 1, 30-33)
4. *And also, I've developed tons of great friends here and stuff like that, and we do stuff outside of taekwondo.* (FR12, 1, 25-26)
5. *But also, I think you build a certain bond with your fellow students, which is really nice.* (MW-Y13, 1, 14-15)
6. *Now is friendship.* (MG-B14, 1, 18) *So mainly friendship...* (MG-B14, 1, 22)
7. *I love the atmosphere that develops, like the relationships you develop with the people.* (FB16, 1, 17-18)

Support

1. *It's very comfortable being in this club. Everybody helps each other; it's an environment of mutual respect. It's not like people want to get better from the other ones. I don't know how to explain it. It's like, everybody wants to improve, but at the same time helping others improve as well, it's a really friendly environment. Of course we spar each other, we get injuries from each other, but the spirit behind it is to do something that's best for everyone else. And I think that is in everyone, in every single person in the club. Everyone is very friendly and respectful of each other... But these other aspects, of having a nice club and a good instructor, are things that help me stay in it. Because as you get to higher levels, it gets a little harder, so you really need support. It's really like these aspects make it possible for me to do it. It's not that they have become the reason I go to this club, but they have made it possible for me to stay in it. (MR11, 1, 34-2, 1)*
2. *It's a huge part of my life. I absolutely love it. And if I had a choice to go anywhere for medical school, it would be here, just because this club is here. I mean, I'm not going to tell the admissions committee that... I feel like this is my family; I feel like I have a home here, my friends are great. (FR12, 1, 44-2, 1) I guess once I got into the taekwondo program here, I just liked it a lot. I just saw that people here made good friendships... And then I also liked how the upper belts in our group, they would watch over us. I even went to another club on campus and it wasn't the same. I didn't get the same sense of community and togetherness that I felt with this club, so I guess that's why I stayed. I suppose that if I felt the same in another club, I probably would have stayed there too. (FR12, 3, 17-24)*
3. *My coach at home always called it a taekwondo family. Like, you know you have your family at home, but you have your taekwondo family too. Like, there's a small group of pretty serious competitors at my old school and we're very close, I consider them my brothers and sisters. It's more than just like 'hey, I know that kid from taekwondo,' it's like, 'yeah, I know that kid, I like him as a person, I would be there for him if he was in a tight spot.' I've had people from taekwondo help me out in tight spots and vice versa. (FB16, 1, 22-27)*

Club environment/atmosphere

1. *I guess it's the environment is what it is. I just like it a lot. (FW-Y01, 2, 32)*
2. *...I like the atmosphere of the clubs that I've been to... (FG-B06, 1, 15-16)*
3. *And then I like the community of the club. (FG-B08, 1, 17-18)*

College/University involvement

1. *It's a great way to get involved with the University. (MW-Y05, 1, 41-42)*
2. *I think, for one thing, it has to do with being a collegiate club. (MR11, 1, 29-30)*

Competition

1. *I love the sport—the competitive aspect. (MG-B02, 1, 32)*
2. *I like the...competition aspect. (FG-B06, 1, 16)*
3. *I really like competing; (FR07, 1, 16)*
4. *But I think that I continued with it because, at least our club has very much of a sport aspect to it. Our instructor teaches it as a martial sport, and I enjoy that aspect, enjoy the competition. (MB10, 2, 22-24)*

5. *I love the competition.* (FB16, 1, 17)

Competing at higher levels

1. *Now I am very excited about competing at the collegiate level. I've finally gotten to a high enough rank where I can compete at the national level—I 'm actually going to go to collegiate nationals in a week and a half.* (MB10, 1, 21-23)

Fighting/sparring aspect

1. *I love fighting... or sparring.* (FR07, 1, 16)
2. *Not just that, but I like the fighting part of it.* (FR12, 1, 29)

Self-awareness

1. *The reason why I continue taekwondo, I like the self-discipline. I'm not a religious person, so that's...I think that's one kind of big reason why I'm in taekwondo. It gives me kind of a goal in life. I don't see myself as a spiritual person in taekwondo in that aspect. But just more the self-awareness, self-discipline, kind of philosophy of it.* (MR04, 1, 16-19) ... *I think it's kind of a spiritual thing for me in the aspects of self-discipline. I don't know how to explain... self control, self-discipline, kind of finding peace within yourself, and so forth. I don't know if you would say that was kind of religious or not. I don't know, my own philosophy, my own religion, that's kind of how I see it.* (MR04, 1, 33-36)
2. *Also, one thing that I like about it, it's really kind of the question of, for lack of a better term, becoming familiar with one's own body, how it works, how the energy flows. And again, it's that sort of thing, both in terms of philosophy, utilizing your energy, or your opponent's energy, whichever the case may be.* (MW-Y13, 2, 23-26)

Spiritual/philosophical underpinnings

1. *There are two parts: ... and also, on the other side, the spiritual and kind of discipline aspect of it. There are other sports, boxing for example, that involves heavy workout, or just going to gym and body building, but the philosophy behind martial arts is something that interests me very much.* (MR11, 1, 25-29)

Respect

1. *I guess you can say it's also a philosophy for life: of respect for yourself, respect for your opponent, respect for the people who have earned so much knowledge above you, as represented by the belts and the different black belt levels.* (FR12, 2, 40-42)

Application/Transfer of taekwondo benefits

1. *It teaches respect for other people, your fellow students, and your instructor. And that, of course, carries outside of the dojang (Korean: martial arts training area). I thought that was pretty nifty... It taught me perseverance, which I thought was really important. In fact, I found that that was really important in my academic career as well.* (MW-Y13, 1, 16-19)
2. *But also, I find it appealing from a physical standpoint. Although it may be irrelevant to your research, I'm actually a physics major and so those sorts of things tend to interest me quite a bit. Thinking in terms of balance, momentum and energy conservation, center of mass... all that good stuff.* (MW-Y13, 2, 27-29)

3. *So, it's kind of helped in my education as well, not just the athletics, so it's kind of like a nice little rounded experience there. It's not just the sport and fitness; you're getting some benefits on the education as well, so that's pretty nice. (MW-Y05, 2, 2-5)*

Action-philosophy aspect

1. *There are two parts: all the workout and staying in shape and making the best out of the body that I have; and also, on the other side, the spiritual and kind of discipline aspect of it. There are other sports, boxing for example, that involves heavy workout, or just going to gym and body building, but the philosophy behind martial arts is something that interests me very much. (MR11, 1, 25-29)*
2. *It's not just meditative and it's not just all fighting; it's a combination of both and I think it's really well balanced. (FR12, 1, 38-39)*

SUBJECTIVE TASK VALUE

Discipline

1. *Hm, discipline to get things done. (FW-Y01, 4, 36)*
2. *Um, I value that it takes discipline to, um, to improve and get better. (FW-Y03, 3, 27)*
3. *Like I said again, the self-discipline. That's pretty much what I value. (MR04, 3, 25)*
4. *I value the discipline of it. (MW-Y05, 4, 39) ...but a lot of the discipline and the training... Like, I had somebody attack me this summer and I tried to avoid a fight. And before I started taekwondo, I probably would have just jumped right in there, broken stuff. Like, it could have accelerated into a full-on fight, but I restrained myself. So the physical thing is one thing, but the mental aspect and the discipline of it... (MW-Y05, 5, 12-20)*
5. *I like the discipline. Mostly I like the discipline... (FG-B08, 3, 2)*
6. *And discipline, of course, because you have to be very disciplined to constantly learn; learn the kicks, but also learn the etiquette of it. (MB09, 3, 26-27)*
7. *Or being able to have discipline and work hard towards a goal that you want to achieve. (MR11, 3, 41-42)*
8. *Oh, gosh, like the discipline. Well, some clubs are different than others, but, the general discipline... How you can learn to control your body and your mind to do things that you never thought you could do before. (FB15, 3, 11-14)*

Physical discipline

1. *Just like the level of discipline and control over my body. (FR07, 3, 10)*
2. *... control over my body, like hand-eye coordination, foot-eye coordination, that sort of thing...balance. (MB10, 3, 24-25)*
3. *Oh, gosh, like the discipline. Well, some clubs are different than others, but, the general discipline... How you can learn to control your body and your mind to do things that you never thought you could do before. (FB15, 3, 11-14)*

Technical precision

1. *I guess it would be the integrity, in a way. Not in a moral sense, but just in the sense that you're out there working out, and you have to perform things in an exact way, with a lot of precision, and you have to be very focused and committed. And so it's a very clean sport, it seems, and I really like that aspect.* (FG-B06, 2, 37-40)

Awareness

1. *To be more self-aware of my environment.* (MR04, 3, 35)
2. *Your movements, being aware of your body and what it's doing and how you're affecting that. It's obviously really necessary in taekwondo, and that carries over to daily life too. An awareness of your body, basically.* (FR07, 3, 14-16)
3. *Also, at the same time, you can't just go by a pre-determined plan, you have to be aware constantly and that's also something very interesting.* (MR11, 4, 11-13)
4. *It teaches me to be very conscious of myself.* (FR12, 4, 22)

Focus

1. *This one, I don't know if I should put it in the spiritual, or physical aspect, or mental aspect, but, being able to get in better focus, for example, being able to concentrate or something.* (MR11, 3, 40-41)
2. *...and mental skills—the focusing and concentration...* (FG-B06, 3, 40-41)

Confidence/worth

1. *Self-confidence, self-esteem...* (FW-Y01, 4, 36)
2. *Because in taekwondo, you're out there, competing with others, demonstrating your forms in front of others. And once you've done that, it gives you sort of an accomplishment inside of you. I think you want to apply that to the rest of your life, you know, job, school, so forth. I think that helps out a lot.* (MR04, 3, 48-4, 3)
3. *Increased, maybe self-confidence, in my physical abilities...And, you know how when you're in shape and working out a lot, it's easier to be more confident about yourself.* (FG-B08, 3, 13-16)
4. *It teaches me to be confident... Where, like, when one aspect of your life, your confidence gets shaken, you have a bad day, and then you go to taekwondo and you have a good fight, and you're sparring really well and you feel like "Hey, you know what? So what if I'm not good at whatever today, at least I got to kick butt tonight here and I did OK here" and stuff like that.* (FR12, 4, 22-29)
5. *Just the sense of confidence that I regained after being stalked, being physically assaulted and beat up and stuff like that. It just makes me feel like "you know what? I can do something about it." And I'm training my body and pushing it hard so that I can feel that sense of confidence. To walk out with confidence, that I know that if something were to happen, I could do something about it. I mean, it's just a sense of confidence, knowing that your body is strong enough and capable of defending yourself. That's the neat thing about martial arts, I just feel more confidence as a person, I guess. Yeah, just in general.* (FR12, 4, 34-40)

Time management skills

1. *Well, I'm definitely the kind of person, like, the more commitments I have in the day, the more I get done. I need a crowded day to be efficient. So when I have to work out as much as I do with this club, then I schedule my day better. Because I can't goof off or not study, because I want to go work out. So it encourages me to be more disciplined in other stuff, in time management.* (FG-B08, 3, 20-23)

2. *Learning how to manage... the managing of the time.* (FB15, 3, 22)

Stress relief

1. *You come to class and it's like, leave the world behind at the door. You come in and train, have fun and forget about the world, all the stress, all the chaos and stuff, and you can just focus on the sport. So I really value that, because sometimes life can get pretty chaotic and I can just go to class and work out and I don't have to worry about any of it... And there's some stress relief and maybe vent some frustrations. Sometimes I'm having a bad day and go to kick the heavy bag and get a good work out and relieve a lot of stress. And then I feel better the rest of the day; after practice I always feel pretty good. So it's pretty good stress relief...* (MW-Y05, 4, 39-5, 1)
2. *Oh, another great benefit, I think, is if I've had a terrible day, I go to taekwondo that night, and just completely let every thing go. It's just like, "OK, my day was terrible, but you know what? I'm going to give it my best here, and it will be OK." It's just a great relaxing time for me, where I feel like it's a confidence builder.* (FR12, 4, 22-26)

3. *For me, physical activity is a huge stress relief.* (FB16, 3, 37)

Perseverance

1. *To be able to push myself more; not get down at every little thing. Just, you know, keep on going. Keep on trucking, as they say.* (MR04, 3, 35-37)
2. *And then I also value the... how you have to really be able to persevere, and how you're able to push your own limits.* (MB09, 3, 29-30)

Leadership

1. *And just like, some of the leadership skills and opportunities that I get from the club, I value that a lot, it's a lot of fun.* (MW-Y05, 4, 43-44)
2. *Benefits like learning to be a leader.* (FB15, 3, 22)

Organizational skills

1. *And a lot of it, like, the organization skills and stuff like that. I was the most disorganized person, when I started in the advanced class. Then I got a bunch of responsibilities and I had to do them—people were relying on me.* (MW-Y05, 5, 9-11)

Learning

1. *And discipline, of course, because you have to be very disciplined to constantly learn; learn the kicks, but also learn the etiquette of it.* (MB09, 3, 26-27)
2. *And, just learning a new skill is a big part of it.* (FW-Y03, 4, 5)

Physical self-improvement

1. *Being a better man. ... by having better physical condition.* (MG-B02, 3, 45)
2. *Just being willing to be better; practice more, trying to improve myself and my techniques and stuff. I guess that's really all I mean. But, yeah, just trying to get better at what I'm doing.* (MR04, 3, 41-43)
3. *It's just that we're all focused on the same thing, which is improving ourselves through the sport that*

we really enjoy. (FG-B06, 3, 3-4)

4. *And I've learned that I can always push myself even more, in terms of capability-wise. And I've also learned there's a lot more to it than just simply doing different techniques, such as kicks or forms or sparring.* (MB09, 4, 11-13)

Psychological self-improvement

1. *Being a better man. ... [based on] the philosophy that the instructor gave.* (MG-B02, 3, 45)
2. *I just find it interesting, I guess, again the self-discipline and stuff... and that makes me want to keep on doing it.* (MR04, 3, 43-44)
3. *I think that's very important, just for growth, personally.* (MB09, 3, 30-31) *But there's a lot more to it in terms of, if you want to go into the aspect of teaching, and learning the basics correctly, and being able to communicate to other students, both clearly and efficient, how to learn something new.* (MB09, 4, 13-15)
4. *You have to become a better person, in some sense. And I think that's kind of part of the philosophy of martial arts. That's something that to me is a real value. I am practicing something that's part of a system of thought that tells you you have to be a better person, to be more positive to a community, to help others. These are the aspects that I really value a lot, about martial arts in general and taekwondo as well.* (MR11, 3, 32-36)

Achievement

1. *A sense of achievement, if I promote, or if I go to a tournament and get a medal.* (FW-Y03, 4, 3-4)
2. *...like setting the goals and trying to achieve those...* (MW-Y05, 5, 12-13)
3. *...and being able to work progressively towards some kind of goal.* (FG-B06, 3, 41-42)

Physical fitness

1. *And having better physical condition.* (MG-B02, 3, 45)
2. *Physical benefits, such as being stronger and having better endurance.* (FW-Y03, 4, 3)
3. *I value the exercise itself, keeping in shape.* (MR04, 3, 25-26)
4. *So a lot of the physical fitness is great...* (MW-Y05, 5, 12)
5. *I really like the workout. It's a lot of work and that's always a challenge. And I feel that I get a lot out of it because it's a challenge and because I have to push myself.* (FG-B06, 3, 14-15)
6. *Well, the most obvious are the physical benefits. Again, I like working out, I really enjoy being in shape.* (FG-B06, 3, 37-38)
7. *I feel like I've gotten extremely fit from it; like a high fitness level, as far as conditioning and strength.* (FR07, 3, 3-4)
8. *Staying in shape...* (MB10, 3, 24)
9. *But, on the physical aspect of it, the very full-body workout that we get from taekwondo and also the fun of doing all these moves.* (MR11, 4, 1-2)

10. *But also, staying in shape, and just being able to do better taekwondo.* (MR11, 4, 20)
11. *And also, the things that I just talked about, in terms of essentially the positive impact that it has on one's physical as well as psychological well-being i.e., increased strength, flexibility, endurance, technique ...* (MW-Y13, 3, 22-24)

Health

1. *Well, I expect to keep my brain cells and my body healthy. It's taught me to be very conscious of my health, respect my body, what I put into it. Because I am training so hard to make my body healthy, you don't want to just ruin it by eating a Krispy Kream, you know... or not regularly anyway.* (FR12, 4, 19-22)
2. *I expect to stay very healthy.* (FR12, 4, 33)
3. *Just the physical benefits, like when I started taekwondo, I was over-weight and now, I'm just trim and fit.* (FB16, 3, 43-44)

Physical activity

1. *And second, I value the opportunity to basically get out of work, get out of the chair, and do some exercise, aerobics, sweat, feel like I'm about to pass out, and stretch out, get more flexible, just be healthy.* (MG-B14, 3, 1-3)
2. *And just physical activity. Because it's hard to get that in.* (FB15, 3, 22-23)

Psychological well-being

1. *And also, the things that I just talked about, in terms of essentially the positive impact that it has on one's physical as well as psychological well-being i.e., ... improved... or more positive outlook.* (MW-Y13, 3, 22-24)

Enjoyment/fun

1. *Like everything to do with it, I love. I just love going to it and want to go there as much as I can.* (FW-Y01, 4, 19-20)
2. *And just having fun with the other people in Taekwondo.* (FW-Y03, 4, 4-5)
3. *It's just that we're all focused on the same thing, which is improving ourselves through the sport that we really enjoy.* (FG-B06, 3, 3-4)
4. *It's a lot of fun.* (FG-B08, 3, 13)
5. *So the benefit is, I learn something new each time I get to teach, but at the same time, I get to learn a lot about myself as well; that, not only do I feel like I'm OK at this martial art, but that I really enjoy teaching it. And it gives me a good feeling to be able to work with students of lower ranks, or first-time students or beginners, to get them involved with it and hopefully keep them so that they stay in it. And that they see the same love for it that, not only myself, but I think a lot of students do, people that are involved with it.* (MB09, 4, 15-21)
6. *...also the fun of doing all these moves. I like it a lot.* (MR11, 4, 2-3) *Because I enjoy it, I enjoy doing it, it's a very healthy hobby.* (MR11, 4, 20-21)
7. *And I love taekwondo so much. It's not like "Oh god, I have to go to aerobics class," it's like "Oh, yes! It's time for taekwondo."* (FB16, 3, 37-38)

Application to life

1. *Yeah, it just seems to apply itself. I take what I learned from that [Taekwondo] and it just somehow applies to the rest of my life. (FW-Y01, 4, 36-37)*
2. *And it helps me: I'm the good kid, I've always been the good kid. It just helps me with day-to-day things, in getting through the day. I guess it's like, I turn to it for advice, for some reasons. It's just "What would I do in here? What would my instructor say? Or, how would this be solved in here?" and it has a little impact on what I decide during the day. Because I hold so high on a platform, it's so cool to me. It's like this kind of upper belt, kind of older brother, fatherly figure, I guess, that I look to for advice. (FW-Y01, 4, 38-43)*
3. *Because in taekwondo, you're out there, competing with others, demonstrating your forms in front of others. And once you've done that, it gives you sort of an accomplishment inside of you. I think you want to apply that to the rest of your life, you know, job, school, so forth. I think that helps out a lot. So it expands to other areas. (MR04, 3, 48-4, 3)*
4. *Just like the level of discipline and control over my body. ... Your movements, being aware of your body and what it's doing and how you're affecting that. It's obviously really necessary in taekwondo, and that carries over to daily life too. An awareness of your body, basically. ... It's not something you need to focus on on a daily basis. When you're training, then just doing that naturally happens outside of taekwondo as well. You do something on a regular basis, it's going to affect other things in your life too. (FR07, 3, 10-22)*
5. *These are things that we are also taught in taekwondo because you may be very tired, but you still have to really workout hard. And in order to be able to do that, you have to focus on it and kind of forget about how tired you are. And this is something we learn doing taekwondo, but we can also apply to other things in life that we are doing. So this is again, something of high value to me. (MR11, 3, 42-46)*
6. *Taekwondo is more like a lifestyle, like a mentality. Like my coach at home, again, would always say to the little kids, "You know, you wear your black belt all the time. It doesn't matter what color your belt actually is, it's how you act," and things like that. (FB16, 3, 31-33)*

Life balance

1. *It gives you another avenue of your life that you feel like you're a multi-faceted person, and so what if you fail in this one aspect just for today. It just makes you more of an interesting person, I think, and gives you other things to think about besides work, which would drive me crazy, I think, if that was the only thing I could think about. (FR12, 4, 29-33)*

Camaraderie

1. *And there's just, camaraderie between, like, the students, and helping each other improve. Like, between the different belt levels, like the red and blue belts help the younger belts—not necessarily younger, but lower belts—help them with different techniques. (FW-Y03, 3, 30-33)*

Enjoyable

1. *I value the relaxed atmosphere that we have, as opposed to other martial arts. I think that that may be just an artifact of our club, as opposed to other martial arts. But we tend to be fairly relaxed and easy-going, and I enjoy that. (MB10, 3, 14-16)*

Team unity

1. *And also, how important it is to work as a team. When everybody contributes to the same cause, it's really amazing to see how much can be accomplished. For example, pulling together a tournament, or organizing our scrimmages, or things like that. I love the collaboration, I love the team spirit we have, I love the determination. People in our club just don't quit, they don't give up. I like that a lot. (FR12, 4, 10-15)*

Competition

1. *And how it's run, I want to do more. And I want to sit there and play with the computer and do all the scores and judge and watch all these other people spar and everything. (FW-Y01, 4, 12-14)*
2. *Probably the competition, you know, like, kind of like the sparring thing that I already told you. (MG-B02, 3, 37)*
3. *And then I also really enjoy, again, the competition aspects of it, the physical aspect of it. And that I think it's a very dynamic activity, very dynamic sport. Something that not everyone can, or wants to do, necessarily. I love the competition standpoint of it. I think it's great to go to a tournament; tournament atmospheres are great. Stepping into that ring, it's just a whole different feeling, for the six minutes or however long you're in it for. It's a lot of fun for me. I have always loved the aspect of sparring. (MB09, 3, 35-40)*
4. *I also enjoy the sport aspect of it, the competition. (MB10, 3, 20)*
5. *I like the part that it's a sport... (FB16, 3, 13)*

Sport conduct

1. *Like, it's hard to cheat or to do things dishonestly. It's all about you, and how well you perform, and then your interactions with others in competition. (FG-B06, 2, 44-45)*

Social interactions

1. *And just having fun with the other people in Taekwondo. (FW-Y03, 4, 4-5)*
2. *It's all about... your interactions with others in competition. (FG-B06, 2, 44-45)*
3. *It's just that we're all focused on the same thing, which is improving ourselves through the sport that we really enjoy. And that's what brings us together; and in that goal, I guess, there's a lot of good interaction. (FG-B06, 3, 3-5)*
4. *It would just be competing with each other, but still coming out as friends and fellow club members together. (FG-B06, 3, 9-10)*
5. *The second, the friendship involved. I just enjoy working out with other people who love this activity as much as I do, and we really have a lot of common ground. (FG-B06, 3, 38-40)*
6. *I like training with people and working with people, and kind of helping each other and developing that way. (FR07, 3, 4-5)*
7. *I value the friendships that we have inside the club. (MB10, 3, 13-14)*
8. *I expect to have really great friends. (FR12, 4, 33-34)*
9. *Also, although it's in part related, but not directly, it's kind of nice to have that certain common bond with other people, when one trains with other people consistently. It's not so much a matter of getting to know how their body works necessarily; it's more just a sense of common experience. I think that's*

another 'icing on the cake' benefit, as it were. (MW-Y13, 3, 24-28)

10. *So if I'm trying to draw some kind of parallel with that here, what I value in taekwondo, first is the people. The kind of similar minded people, with similar attitudes towards exercise and being successful in taekwondo. I value the people, first and foremost. (MG-B14, 2, 44-3, 1)*
11. *And just developing relationships with people that I normally probably wouldn't talk to... at all. (FB16, 3, 38-39)*

Self-defense skills

1. *I value the...I guess, the defensive techniques as well, learning to protect yourself. You know, self-defense. (MR04, 3, 26-27)*
2. *...that's kind of a nice part of it too, the self-defense. (MW-Y05, 5, 14-15)*
3. *I'm not, like, a really big woman. So, it's nice to have the knowledge that I train, and doing defensive moves. (FG-B08, 3, 14-15)*

Martial arts culture/tradition

1. *One other thing is, I was really drawn into the traditional style of it, with the masters and then the students, and the different ranks of the belts, and all the various levels of respect and forms that you have to do for each. So it's very intriguing how that all works and I think it's a really good type of relationship to have in a sport activity. (FG-B06, 3, 15-19)*
2. *Mostly I like... a lot of the traditions that you see, although I don't see that in every one. (FG-B08, 3, 2-3) The way that some people know the different ways...like when and how people bow, and how you hand things to someone of a higher rank and stuff like that, just interests me. (FG-B08, 3, 8-9)*
3. *And I think the etiquette is a very big part of the martial art, in general, and that everyone should be exposed to it and should try to follow it as legitimately as possible. (MB09, 3, 27-29)*
4. *And the overall learning of a new culture and language that goes along with it. (FB15, 3, 12)*
5. *I like the part that it's a sport, but at the same time, it always retains that art aspect. (FB16, 3, 13)*

Taekwondo structure

1. *Um, I want to say the rank, I guess. Kind of the system of it, and how it all works. Like you go to a tournament, how it, um... how the tournament is run. I mean, you go through poomsae (Korean: forms) and then you go through sparring. (FW-Y01, 4, 8-10) ...the routine. (FW-Y01, 4, 36)*
2. *Having more respect for higher belts, and then a certain type of respect for lower belts, and knowing exactly where you are. It's like a class system; only people aren't degraded by the class. (FG-B06, 3, 23-25)*
3. *I like the way it's structured, as far as the leadership-wise goes. I think it teaches a good deal of respect and I like that part of it; working your way up through it. (FR07, 3, 2)*
4. *There's kind of like a hierarchy level to it. It's also good because the people who are higher belts have put in the time and so they deserve the respect. (FW-Y03, 3, 34-35)*
5. *It's been on one aspect, in one level, developing the junior-senior relationship: showing respect to your seniors, and helping out your juniors, and that whole system, perpetuating that system. (FB16, 3, 22-24)*

Respect

1. *Well, because I'm uh, from a Asian country, I really honor, like, the people, like, you know, who are older than us, who have a higher rank than us. So that's pretty much what I really like, the older people and higher ranking ones. (MG-B02, 3, 31-33)*
2. *And, I value the respect levels that there are. You respect the higher belts and you respect your instructor. And I think that's a very good thing because today those levels of respect are breaking down between youth and older people. (FW-Y03, 3, 27-30)*
3. *One other thing is, I was really drawn into the traditional style of it, with... all the various levels of respect ...(FG-B06, 3, 15-17)*
4. *Having more respect for higher belts, and then a certain type of respect for lower belts, and knowing exactly where you are. (FG-B06, 3, 23-24)*
5. *Sure, it teaches you how to respect others who are higher ranks, or have more knowledge than you do, but still have a lot of respect for those who are learning and growing. Because again, you're all in the same club, you're all focusing on the same thing, and there's a certain element of discipline that's involved, and honorability, and respectability involved in each stage. (FG-B06, 3, 29-33)*
6. *I think it teaches a good deal of respect and I like that part of it; working your way up through it. (FR07, 3, 2-3)*
7. *One, I value the respect that's given to students of all ranks and all abilities. And I like how, when students are brought up, that respect is a big part it. I think that's the great thing involved with this martial art in general. (MB09, 3, 24-26)*
8. *Well, I've learned a lot more about respect. (MB09, 4, 11)*
9. *I value the way that we treat each other with respect when we're sparring, we look out for each other, make sure that we don't hurt each other while training. (MB10, 3, 12-13)*
10. *Like, we train in the morning for team, and it doesn't matter, we always line up and bow in, or we show respect to both of our coaches, and stuff like that. It's that underlying respect, and you can't escape the art part, and that's what I like. (FB16, 3, 16-18)*

Philosophical aspect

1. *The most important part is the spiritual aspect. You have to become a better person, in some sense. And I think that's kind of part of the philosophy of martial arts. That's something that to me is a real value. I am practicing something that's part of a system of thought that tells you you have to be a better person, to be more positive to a community, to help others. These are the aspects that I really value a lot, about martial arts in general and taekwondo as well. (MR11, 3, 32-36)*
2. *It's surprising that a sport would do this, but it actually teaches you about the values for living: honesty, integrity, discipline, hard work, respect for yourself, respect for other people, respect for your teachers, and humility, learning from the lower belts, learning from upper belts. (FR12, 4, 8-10)*
3. *On another level... like, somebody was helping me out with my poomsae (Korean: forms) the other day, and he told me: "Keumgang (Korean: mountain or diamond; strong—the name of the form on which they were working and which is representative of a philosophy associated with the form), it's a mountain." And he got into this whole philosophical thing, and I was like, "oh, I totally forgot about that part." Because I had forgotten about that part, it seriously weakened my poomsae (forms). You*

start thinking about that more and it's like, 'what does this represent?' You know, 'what am I trying to do?' (FB16, 3, 24-30)

Body and mind benefits

1. *And the skills that you get out of it; again the physical skills and mental skills—the focusing and concentration...* (FG-B06, 3, 3-4)
2. *And also, the things that I just talked about, in terms of essentially the positive impact that it has on one's physical as well as psychological well-being i.e., increased strength, flexibility, endurance, technique, improved... or more positive outlook.* (MW-Y13, 3, 22-24)

Violence avoidance

1. *Let's say if there are, like, three, two, five people, you know, who want to fight you. Even though you have the highest ranking in Taekwondo, why you should take the chance. Just run away.* (MG-B02, 4, 4-6)
2. *You're not really looking at getting in confrontations. That's the side of it that people don't realize that I think is just as important as the physical, you know, being able to defend yourself.* (MW-Y05, 5, 20-22)

Overall experience

1. *Yeah, in tournaments and class. Like everything to do with it, I love. I just love going to it and want to go there as much as I can.* (FW-Y01, 4, 19-20)
2. *And a lot of it, like, the organization skills and stuff like that. I was the most disorganized person, when I started in the advanced class. Then I got a bunch of responsibilities and I had to do them—people were relying on me. So a lot of the physical fitness is great, but a lot of the discipline and the training, like setting the goals and trying to achieve those, as well as organizing the events and things like that. All of it together, it's a pretty good experience overall.* (MW-Y05, 5, 9-14)

Humility

1. *Being the highest rank doesn't mean, like, you have the highest heart.* (MG-B02, 4, 10) *Its probably, like, the white rank, the first, you know, like the lower rank, they think that he's all that. And then, probably there's like the highest rank in Taekwondo, probably he's like, uh, you know, like how do you say, like they don't bragging about it, like that, less ego.* (MG-B02, 4, 14-16)
2. *Like, in my personal experience I find high-level competitors... you know, I mean, there's high level competitors that are jerks in every sport, but I find a greater quantity of just really respectful and humble people.* (FB16, 3, 13-16)

ATTAINMENT VALUE

Physical fitness

1. *But, I think it's important for me, like, you know, the physical fitness and trying to lose weight and get more in shape and develop more speed. Because when I first started my kicks were kind of slow. So I think the physical fitness aspect of its pretty important to excel.* (MW-Y05, 5, 29-32)
2. *Just mainly the physical fitness is pretty important right now...* (MW-Y05, 5, 37)
3. *It's important to me because I want to stay in shape and have coordination...* (MB10, 3, 44)

4. *And then comes the physical aspect, of course. (MR11, 4, 31-32)*
5. *I actually wrote them down. I write them down because these are things I want to nail, I want to hit every single one of these, hit my marks and do it ... flexibility, strength, speed...speed, and endurance...cardiovascular endurance. (FR12, 5, 8-10)*

Skill transfer

1. *It's important to me because I want to stay in shape and have coordination, skills that will translate to daily activities, other activities that I participate in, other sports and such. For example, playing soccer or ultimate or going rock climbing or something like that. (MB10, 3, 44-46)*
2. *Hand-eye coordination, aerobic capabilities, anaerobic capabilities. (MB10, 4, 4)*

Self-defense

1. *Also if in any real life situation, if there's a confrontation or something that happens that you really do need to defend yourself, and you achieve those goals and become very proficient at the skills that you need to achieve those, then it'd be more like a reaction and you'd be able to defend yourself in, like, a real life situation. So for self-defense, that would be really important. (MW-Y05, 6, 5-9)*
2. *For me, being able to be a good fighter is very important to me, probably because of the stalking thing. I mean, that was pretty serious. It robbed me of my sense of privacy, and my sense of space, and my sense of safety and security. And taekwondo gave me that back. Being able to fight... to fight a bigger person, you know, in the ring, or out of the ring, sparring, whatever, made me feel like I reclaimed that, and more so. I reclaimed it and then some, you know? And so that was just very, very empowering for me. So it's very important to me to be a good fighter. (FR12, 4, 46-5, 6)*

Correct technique

1. *Also, just, like the physical, and getting the mechanics, and getting it done right. I like it right. (FW-Y01, 5, 10)*
2. *I think being able to do it correctly is pretty important. So you don't do, like, sloppy things. Like, let's say—I'm a blue belt right now—if I keep doing sloppy things until I'm in a black belt level, I mean, what is that black belt level for? I mean, that's what I'm thinking about. So, I just want to make sure, before I achieve, like, you know, the black belt level, I really want to master and understand, like, how these things are going. How this thing works. Because for me it's just such a useless thing to do, like, if I'm in a black belt level, but I still doing a sloppy technique, like that. (MG-B02, 4, 39-44)*
3. *I think that would have to go along with just improving myself and getting techniques down correctly, and then moving on. I mean, it's pretty important to have your roundhouse kick down, 'cause it's a kick you use all the time... So, I want to do things technically correct because that's the way they're supposed to be done. And also other people watch, and if it's not done technically correct, it doesn't look as good. And also I don't want to hurt myself, like pull a muscle or something if I'm not doing it correctly. Because I've already had, like, some pain when I don't kick correctly. (FW-Y03, 4, 24-30)*
4. *Just trying to be sharp and quick; that's what my main focus is right now, trying to just sharpen up all my techniques, doing them correctly, proper mechanics and what not. (MW-Y05, 5, 33-35)*
5. *...be able to demonstrate that my techniques are correct... (MB09, 4, 30)*
6. *It's very important; I'd like my forms to be good, my technique to be as close to good technique as possible. (MR11, 4, 32-33)*

7. *Well, for taekwondo's sake, I'd say probably the most important thing is to improve technique. (MW-Y13, 3, 45) That's really something that's kind of hard to describe, because I think if you're doing a technique well, one can feel that there's a lot of momentum being directed in the right direction, as it were. Essentially, the point is, it's not really something that you realize rationally, it's something that you... basically you feel. You can tell when you're doing a technique right. If you understand why you're doing it, though, and how it's supposed to work, though; I also think that helps. Because if you're just standing there, imitating the instructor, going "OK, now why am I doing this particular block?" Then there's a failure going on. So, I really think both of those are very important. ...essentially, they're both important because I think they're both vital to being able to realize whether or not you're doing the technique correctly. (MW-Y13, 4, 11-20)*

Achievement via hard work

1. *So it means that you put that work in. I guess in the big picture, it doesn't really matter. It's just relevant to what I want to do with it. I mean, if I want to fight well, then achieving those skills will help me to fight well. (FR07, 3, 38-40)*
2. *Well, as far as the sparring thing goes, it's kind of proving to myself... like, I'm not physically talented at all, but somehow I've managed to just train and train and train, and pour my heart into it, and achieve something. So it really shows me that you can do whatever you set your mind to without a problem. (FB16, 4, 10-13)*

Reaching a goal

1. *If I can keep up, and stay right, and manage to keep a smile on my face the entire time, and not try and breath, then that to me is... it means I reached that and I'll look for another goal to do. (FW-Y01, 5, 11-13)*
2. *I think that would have to go along with just improving myself and getting techniques down correctly, and then moving on. (FW-Y03, 4, 24-25)*
3. *Knowing that I can do it. (MR04, 4, 23)*
4. *All those things, those are all goals of mine. I actually wrote them down. I write them down because these are things I want to nail, I want to hit every single one of these, hit my marks and do it... (FR12, 5, 7-9)*
5. *It's just something you decided that you want to be able to do, and then you work toward that. However easy or difficult it may be for you, you set that goal and then you do what you need to do to get there. (FR07, 3, 36-38)*
6. *I guess those are just benchmarks for how well you're doing. (FG-B08, 3, 37)*

Doing your best

1. *I think it's just the idea that I've given it my best, that I've thrown everything of myself into this. What's important to me is that I feel that I have given it my best. At the end of it, I want to be able to say to myself that, "yes, I did give it my best" and it will be so satisfying. Not just that I have committed myself to it, but have actually applied myself and achieved that. I think that to me will be so satisfying. It's the satisfaction of knowing that I gave my best to something that I love very much. In that way, it's no different from a family relationship or a significant other. Because it's something that you've invested so much of yourself in. I guess this really ties back to how one of the main motivations was to reclaim that sense of security, self-confidence, and sense of self, after being attacked like that. And I feel that, to put it succinctly, taekwondo reclaimed that, and then more, you know, and then some, and that's why I love taekwondo so much. (FR12, 5, 17-27)*

Giving 100 percent

1. *Not to give up. If I'm tired...I will always do 100 percent in everything. If I'm tired or if I have something really bad, I don't go to the training. So I always want to give 100 percent on every training, so that's why. (MG-B02, 4, 27-29)*

Addressing perceived weaknesses

1. *But I want to be able to go at least 20 minutes without going [making heavy breathing/panting noises], like I'm having an asthma attack. So I kind of need to work on that. (FW-Y01, 5, 7-9)*
2. *I feel that I do better at poomsae (forms) than sparring, and so it's important for me right now to improve my sparring. (FW-Y03, 4, 11-12)*
3. *Like I've gone by myself to go practice because I feel like I'm behind or I need to improve. (FW-Y03, 4, 26-27)*
4. *I've been working recently on the forms, because originally I didn't really focus on that very much, and I kind of realize that's an important part of it as well. (MW-Y05, 28-29)*
5. *In our club, it's really valued to be good at sparring. And that's actually not my strong point at all. So I guess it is important for me to get better at that. (FG-B08, 3, 29-30)*
6. *...my technique to be as close to good technique as possible. But I think if there's one kick that I can't do very well, that's something that I will have to work on. (MR11, 4, 32-34)*

Belt advancement

1. *And I'm trying to work on the foundations, the little things, so I can increase in rank. And I guess the ultimate goal is to go toward black belt. (MW-Y05, 5, 35-36)*
2. *... and just in general, when I am testing, I want to do well when I test. I want to know all my material, what I need to do, do that well. (FR07, 3, 28-30)*

Consequences of not doing well

1. *If I don't do well, I can't keep up with my peers. And I don't feel good at the end of the day. (FW-Y01, 5, 3)*
2. *And also other people watch, and if it's not done technically correct, it doesn't look as good. And also I don't want to hurt myself, like pull a muscle or something if I'm not doing it correctly. Because I've already had, like, some pain when I don't kick correctly. (FW-Y03, 4, 28-30)*
3. *Because if you can't tell whether you're doing it correctly or not, then it's probably a little dangerous to be practicing it if you're not doing it correctly. Worst case, if it's a particularly tricky technique, well, then, you might wind up hurting yourself. (MW-Y13, 4, 20-22)*

Benefits of doing well

1. *Once I get that, I'll probably get praise, or I'll praise myself, because I'll notice it and I'll probably get complimented on it in the future. (FW-Y01, 5, 13-15) So it keeps me from injuring myself more than I normally would if I wasn't doing it. Because my body is conditioned to be flexible. (FW-Y01, 5, 21-23)*
2. *I guess so I can feel good about myself. Yeah, so I can make myself feel better that I've mastered this technique. (MR04, 4, 18-19)*

3. *I find my confidence, sometimes, is based on how I do in taekwondo. Not just sparring, but, like if I have a good practice, I'm in a great mood, and stuff like that. (FB16, 4, 13-14)*

Social benefits

1. *...and then the social part of it too, having friends in the club. I think that's probably the most important thing over all, to me, because I have friends in the club and it's a lot of fun. It's a great social activity and we all screw up sometimes and have a good laugh. (MW-Y05, 5, 37-40)*
2. *Also I want to do well in the interpersonal relationships part, because I feel that's so important. (FB16, 4, 4-5)*

Teaching/helping

1. *I TA for the intermediate class and I want to be able to be helpful to them, carry on the knowledge that I've learned, what people have taught me, help other people. (FR07, 3, 30-31)*
2. *Well, I mentioned the TAing briefly, but I think that's actually a pretty important part of what I get out of taekwondo, is helping to teach other people too. It's a big way to learn yourself, helping others, and it's a pretty important part of it. It's nice to feel like you're making a difference with what they learned in taekwondo, to facilitate that change as they work on it. (FR07, 5, 8-11)*
3. *I know when people have helped me, when there was some problem I had, or just along the way, that it's meant a lot to me that they were willing to take their time to do that, to help me get better. And I know that meant a lot to me, so I want to be able to do that for other people as well. (FR07, 5, 15-17)*
4. *And then 2) as a black belt, you should always be ready, if you're called upon to teach your junior students the correct techniques. And I think it's very important to have learned it correctly in order to do so, and if you're instructing someone incorrectly, then you need to look at your own basics. (MB09, 5, 2-5)*
5. *I would say the only thing that I would consider important is that people respect me, in that they can talk to me and ask me questions about taekwondo, that I can give them good instruction and pass on my knowledge... So it's important for me to teach others well. (MB10, 3, 35-39)*
6. *But if I'm a red belt taekwondo or black belt taekwondo player, and I don't feel responsible in helping other newcomers in the club to improve, then I think there is a serious difficulty there. So I don't like that to happen to me. Helping others is also important. (MR11, 4, 34-37)*
7. *It's important to me to be a good teacher too. I hope that one day I can be like some of the teachers in our club. The head instructor is really good at it; he never makes me feel stupid, and stuff like that. (FR12, 5, 10-12)*
8. *Since I'm a black belt I have to be good at all of them, or try to at least. So I can show the others. (FB15, 3, 33-34)*

Club responsibilities

1. *Oh, it's also very important for me to fulfill my club duties, as being a part of the Taekwondo club. Because I know college students aren't always very reliable and we've had this problem in the club with people not following through with their duties or just leaving. And so it's very important for me to not let people down. So I want to do my part so that I can't get blamed for anything going wrong. A big part of the Taekwondo experience for me, in the college aspect, is being an officer in the club. And so I just don't want to be one of the flakes, you know, who just don't take it seriously or just blow it off. (FW-Y03, 4, 13-19)*

All of taekwondo

1. *Basically all of it, I guess. I like doing all of it, basically: warming up, learning new kicks, practicing kicks, doing your poomsae (Korean: forms), sparring. I think those are all important and I try to be good at all of them. (MR04, 4, 11-13)*
2. *Well, the importance is building a whole foundation of the entire sport. You know, to be involved with the club, and go to a few tournaments or this or that, and be real involved and gain experience through the training and the competition and just the all-around experience that you get from doing it for a long time. I think, achieving the bigger goals, and all the little stuff that you experience on the way there is just as important as the main goal too. So, more than just the black belt status, it's the experience of getting there. That's like my main thing is having the experience with the club, making it to class, the all-around experience. (MW-Y05, 5, 45-6, 5)*
3. *I would say all of it is important. (MR11, 4, 27)*
4. *Well, all of them. Since I'm a black belt I have to be good at all of them, or try to at least. So I can show the others. (FB15, 3, 33-34)*
5. *Well I have ones that I like better than the others but there's no priority that you can put on them. (FB15, 3, 38)*

Spirit of martial arts

1. *Being a role model and leader as a black belt is the most important thing to me... I guess you could say that everybody looks to the black belts in the club to be able to 1) be able to demonstrate that my techniques are correct, but 2) to carry myself in a way that you're supposed to carry yourself, as both a martial artist and a black belt, is very important to me. (MB09, 4, 27-32)*
2. *I think that in order for lower belts to follow things like respect for your seniors and what not, you have to demonstrate that. I think colored belts follow the lead of the black belts. So I think you have to carry yourself in a way that, this is how you're supposed to act, and this is the correct behavior at whatever activity you're at. (MB09, 4, 36-39)*
3. *So showing respect to not only your senior students and your instructor, but as well as to the martial art in general, by paying attention to all the etiquette that's involved with it. (MB09, 4, 39-41)*
4. *What's important about it is 1) it's a big part about what taekwondo is. If you don't learn it correctly, then you're not necessarily giving true respect to the art itself, to the martial art itself. (MB09, 4, 46-5, 1)*
5. *So I think for me, I'd say, if I want to go by order of priority, the thing that would be more important would be to be able to really live up to the spiritual aspect, or be really the kind of responsible person that a red belt or black belt taekwondo player must be. So I think that would be the primary important thing. (MR11, 4, 28-31)*
6. *Of course, really, more so than any strictly physical aspect, I think... I remember one time last semester, one of my fellow classmates complimented me on my 'martial spirit,' she called it. And I really appreciated that, because I really feel that's one of those things that, if you essentially have a bad attitude about the whole thing, then essentially, if you feel like you're wasting your time you probably are. So one really ought to have a good attitude about the whole thing if they're to make any attempt at it, even if they could do better. Because if they have the attitude that they can do better, odds are they're going to. So I think that's also very important. (MW-Y13, 3, 46-4, 6)*
7. *I think it's more about the spirit of taekwondo, and it's been something that I've, myself, been learning*

about, and I'm still trying to put into words. But, maybe I can say it's similar to, well, it ranges from, for example, honorable personal conduct to respectfulness at the club, to working hard when you're in class, to cheering on your classmates and motivating them, and enjoying the work you put in. ... Well, yes, it's vague. Just be an upright citizen. Being honest, being forthcoming, open, don't hide anything, from your classmates or your instructors, work hard, do your very best, be clean, wash the uniform, and when you fight, when you spar, fight cleanly. (MG-B14, 2, 18-30)]

The process/journey

1. *We talked about things that I value about taekwondo; if I think about mastery of those things, it may not be a point somewhere that you reach and you stop there. But I think the journey towards getting better in those aspects that I value is what's important to me. It's a constant process of growing up towards things that I value. (MR11, 4, 42-45)*

Discipline

1. *So, I guess the skills I am focusing on are to be able to perform the exercises in a disciplined manner. So, the important thing about that would be being able to focus on being disciplined, and being able to continue doing it many, many, many times, until you get it. So discipline, persistence, and patience. (FG-B06, 4, 15-19)*
2. *I feel that it's a great personal challenge. And every time I go to class, I feel that need to challenge myself. And I want to know that I can overcome limitations; I want to know that I can keep running, even though I'm tired; or I can keep kicking or learning new techniques; or do a jumping spin hook kick, even though it takes an immense amount of coordination and discipline. And I think that's what's important to me, the discipline aspect of it. I want to know whether I can... I have the self-control to understand and master the skills. (MG-B14, 3, 24-30)*

Competition

1. *I guess it would be most important for me to do well in the competition aspect: the sparring and the forms competition. Simply because they're more structured, and the purpose of each is very, very clear. So I guess I would place the most importance on the competition, because that's just what I like. (FG-B06, 4, 2-5)*
2. *Simply the challenge. And the energy required to get to the point where you're a good competitor, and you want people to go against you and people want to compete with you. (FG-B06, 4, 9-10)*
3. *Foremost would be competition mostly—sparring. But also doing poomsae (forms)... (FR07, 3, 28)*
4. *The sport aspect definitely. That's huge for me, because I'm a competitor. (FB16, 4, 4)*

Sparring

1. *...so it's important for me right now to improve my sparring. And just, I want to improve, like, get the basics down pat. So when I am sparring, I'll have some foundation, which I can build off of later. (FW-Y03, 4, 11-13)*
2. *In our club, it's really valued to be good at sparring. And that's actually not my strong point at all. So I guess it is important for me to get better at that. It's probably that, because that's how people measure someone's good, like good at what they do. In our club, it's if you're good at sparring, so that's what I work on the most. (FG-B08, 3, 29-32)*

Not competition

1. *I, myself, am not much of a competitor. (MR04, 4, 9)*

2. *I don't feel that it's very important for me to succeed in competition; while I do enjoy competition, I don't feel that in order to be successful that that's necessary. (MB10, 3, 37-38)*
3. *As I said, I am not very much into competition. It's something that I think is definitely interesting, but it's not my primary interest. (MR11, 4, 27-28)*

Both forms and sparring

1. *I think it's important to... I want to say both, you know, sparring and forms. I really don't have one that I place higher than the other. (MR04, 4, 9-11)*
2. *Oh, I can't say one. It'd be both, sparring and poomsae (forms). (FR12, 4, 46)*

Forms

1. *I've been working recently on the forms... (MW-Y05, 5, 28)*
2. *And then, I'm also working on the forms, trying to focus on that, making my technique more crisp and correct. (MW-Y05, 5, 32-33)*
3. *It's very important; I'd like my forms to be good... (MR11, 4, 32)*
4. *It's important to me to have good form, beautiful form, good kicks, and solid stances, precision, nice hands for poomsae (Korean: forms). (FR12, 5, 6-7)*

INTRINSIC VALUE

Stress relief

1. *Well, as a form of exercise I think it's a good stress reliever. (MW-Y13, 4, 29)*

Focus

1. *How when they're doing poomsae (forms) or sparring how they can keep kind of, you know, focus on their opponent or on what they're doing and kind of drown out the outside interference or whatever you might call it. I find that appealing. (MR04, 4, 37-39)*

Sparring strategy

1. *In taekwondo there is also something in addition to that, and that's you probably have to have a lot more control over the kind of movements that you do, because you also have to watch out for an opponent, what they are doing, and try to be very adaptive. Also, at the same time, you can't just go by a pre-determined plan, you have to be aware constantly and that's also something very interesting. So I find sparring very fun. (MR11, 4, 7-13)*
2. *And fighting people of different sizes; I love that. Because you can work on different strategies with them. (FR12, 6, 10-11)*
3. *Well, speed and flexibility, and having good kicks, that's all very good and well but, what appeals to me most is the thinking behind sparring. And the ability to anticipate, and completely avoid attacks, and execute counter-attacks with good timing. You'll always meet someone who is faster, or stronger, or taller, but it seems to me like the mind should also be a big part of this, if not the biggest. (MG-B14, 4, 6-10)*
4. *I love fighting. Because when I fight it's not about... I hate it when you fight somebody and they're just*

a brawler and you can't figure it out. But, I love those good fights that are really just head games: you're trapping, and thinking, and checking, and stuff like that. (FB16, 4, 20-22)

Overcoming adversity

1. *I think it's just pushing yourself in another way. Because when you step in there, not only do you have to use what you learn, but you have to push yourself that you're going to take your shots, you're going to lose, or you're going to get hit hard. And you're going to have to bounce back and say, "hey, OK, next time I'm going to do better." (MB09, 3, 44-4, 1)*

Accomplishment

1. *The events, like the tournament that we organize. It's very stressful, it's a lot of work, but when we're done with it and everything comes together, and we have a good tournament and everybody's happy. I really enjoy that, that's a lot of fun too. So just accomplishing those big chaotic things that take a lot of planning and organization. Being able to work through that and work with people and overcome all these stupid little obstacles, little surprises that you would never think of. Putting on the tournament is pretty hard, but it's pretty rewarding as well. (MW-Y05, 6, 24-29)*

Physical difficulty

1. *Yeah, it's being able to do things that the average person couldn't do, and that you would get a surprised response from. (FG-B06, 4, 43-45)*
2. *I also enjoy watching people do things that most people can't do. (MB10, 4, 25)*

Positive attention

1. *I enjoy, like, doing a good job; and having others notice. (FW-Y03, 5, 6-7)*

Competition

1. *I also like watching the refs or the other Taekwondo instructors, because they take such joy in their students. They're just, like, watching people compete and that's just really fun to see. (FW-Y03, 5, 24-25)*
2. *I kind of enjoy competing, because there's the medals, and when I was a little kid I didn't have many opportunities to do sports or anything like that. It's kind of cool to get a big fat medal at a tournament or something. Even if it's not first place, it's still kind of fun. But I never know what's going to happen, and that's kind of exciting to me. Because in the tournaments, I never know who I'm going to fight. I never know what's going to happen exactly, and it's just like "go on in there and do your best with what you got." (MW-Y05, 2, 38-43)*
3. *I really enjoy... the competition... (FG-B06, 4, 25)*
4. *... the actual competition. (FR07, 4, 3)*
5. *And I just started competing in tournaments and that's kind of interesting. I haven't decided yet if I really like it. I like the idea of it; I don't like the practice so much. (FG-B08, 3, 44-45)*
6. *I still get really nervous before getting in the ring, like I have trouble swallowing, then I just step out there and forget any of that nervousness and you go out there, and play your game, and you have respect for your opponent, but at the same time, you go out there and try and win and give it your best. (MB09, 4, 4-7)*
7. *Well, what I really enjoy, the competition aspect of it, the competitiveness of it, whether its between*

just within your own club, with your own teammates, or at the tournaments, being across from someone that you've never met before, never seen before, and just going at it and having some fun with that. (MB09, 5, 11-14)

8. ... *I enjoy competition. (MB10, 4, 10-11)*

Physical competence

1. *It's just, like, "Look, I did it. Wow, I kicked their butt." because I've, like, always been a shy one and not been able to stand up for myself very much and now I am and it gives me that confidence to stand up for myself and now I am. I'm doing it more now. (FW-Y01, 5, 34-36) Probably because I'm a foreigner, I want to say flashy, I guess, and showy. It can be showy, like breaking bricks and breaking boards. And I'm somewhat of a showoff, and that kind of helps me and I like that too. If I can, I like to show off and show what I can do, and say, "Hey look, it's me, this is what I can do." (FW-Y01, 5, 40-43)*
2. *I love the feeling of when you've done your poomsae and it had taekwondo spirit, it had form, when you know you nailed something, it's just such a great sense of achievement. (FR12, 5, 35-37)*
3. *It also kind of feels nice to have that sense of accomplishment, when one bows out [i.e., at the end of practice], that they've had a really good workout, and that they've perhaps even improved their technique, and will improve it next time. (MW-Y13, 4, 29-32)*
4. *And, just being that I can actually do the kicks and the forms and everything, is fun. (FB15, 4, 12)*

Self-improvement

1. *So if I train really hard I get more out of it and progressively increase in rank. (MW-Y05, 2, 43-44)*
2. *I look forward to going to practices, I have a good time. If I'm doing some kind of skill and I can say "this is wrong, this is right, I need to fix this, work on this" and then see that change, the improvement, just really be self-aware of what I'm doing and what effect that's having on it. (FR07, 3, 46-4, 2)*
3. *Yeah, and then also just learning more about yourself, and how you're able to challenge yourself, and when you don't think you can do something, sticking with it and then when it clicks, and you've realized it, and then you're like, "oh, OK, I went another step above what I thought I couldn't do." And you constantly take that approach towards everything you do, whether it's taekwondo related or not taekwondo related, to always challenge yourself. I feel like, the minute you become complacent with something, and you don't think that you can challenge yourself any more, then you need to look at maybe something different. (MB09, 5, 20-26)*

Learning

1. *I enjoy learning about martial arts or about taekwondo. I don't know, I can't really be specific. I enjoy reading up on martial arts and the forms... the history and stuff, I find that interesting. (MR04, 4, 29-31)*
2. *Because I'm learning something new and doing things that I never thought I could do before. (FB15, 4, 11)*

Discipline

1. *And, also the discipline that you have to have in order to improve. (FW-Y03, 1, 30-31)*
2. *This is going to sound silly, but it looks pretty, it looks cool. And I really don't have a better explanation, other than it looks cool and it takes a certain amount of discipline to look that cool. (FG-*

Adrenaline rush

1. *And then there's just the pure adrenaline of the activity itself. When you're in there and you're mixing it up with your opponent, that is almost like a gladiator match, to a sense. And it's a pretty good adrenaline rush, just to be in that ring and stepping across from your opponent. I still get really nervous before getting in the ring, like I have trouble swallowing...* (MB09, 4, 1-5)

Physical/exercise

1. *Um, I enjoy, like, the physical activity, like the work out.* (FW-Y03, 1, 30)
2. *And the physical fitness is probably the second most [important] thing for me. I really like working at that and trying to stay in shape, it helps me keep fit.* (MW-Y05, 6, 18-20)
3. *I really enjoy the physical aspects...* (FG-B06, 4, 25)
4. *Lately, it's mostly just, I like the chance to get out and work out.* (FG-B08, 3, 43)
5. *Like I said, it is an important thing to be getting a good workout. So that's where I do it, because that's where I get the most push from other people.* (FG-B08, 4, 3-4)
6. *I enjoyed the regular work out, just having a regimented work out.* (MB10, 1, 15)
7. *So for the workout, I enjoy having a regular time set aside to do exercise, and having somebody there to challenge me and make me try new things, so that I'm not simply in a routine that's completely the same. Yet it's enough of a routine that I'm doing it and my body gets accustomed to it and gets in shape.* (MB10, 4, 15-18)
8. *There are two parts: all the workout and staying in shape and making the best out of the body that I have...* (MR11, 1, 25-26)
9. *When you say something is fun, it's hard to describe. It's just that I enjoy it; I like fast movements in general. I like moving, like jumping around...occupying space.* (MR11, 4, 11-13)
10. *I love the drills that we do in the morning, the plyometrics and the speed training and the speed kicks. Oh, I love kicking with those tiger bands, those elastic bands. I love doing poomsae on my own. Some times, if I need to take a break from work, I sneak off and do some.* (FR12, 6, 11-14)

Envisioning a possible self

1. *So to think that I could possibly be looking somewhat like that is kind of encouraging, just kind of something to work towards.* (FW-Y03, 5, 16-18)
2. *Like fighting styles, some people, the way they move is so controlled and quick and it's just awesome to watch it; to think that you could work towards that level.* (FR07, 4, 8-9)

Social/people

1. *The people. It's like, this time I feel like I'm more accepted and more fit in with people here than when I was, like, in middle school and now I'm like, I want to go. Like, if I go, I pray Melanie is there or other people are there because it's so much fun. They just throw their own personalities into it and it just stirs things up from time to time. Like we all have our own variations of what order we do exercises in. It's just weird and...it's just, everybody does their own little take on it. And it's interesting to do it and it's just fun. It makes it more fun, for me, anyway.* (FW-Y01, 1, 43-2, 2) *Um, the people...*

(FW-Y01, 5, 29)

2. *Well, I like doing things together with the people in a Taekwondo group. Like when we're going together on a trip. Like last weekend, we went to a tournament. We went there together and doing stuff together. Probably, that's what I really like most: doing stuff together. (MG-B02, 5, 20-22)*
3. *And I like the social aspect as well, with other people who are learning. And you can kind of encourage each other...and make fun of each other too. (FW-Y03, 1, 34-36) And, we went to a tournament last weekend and it was just fun just driving down there and going and hanging out and just having Taekwondo in common. There's people of all different walks of life, all coming together to participate in Taekwondo and improve their skills. So it's just, interesting to meet different people like that and have Taekwondo in common. (FW-Y03, 4, 39-43)*
4. *I think it's more of a social thing for me. I really enjoy the social activities that we do and all the social events, meet a lot of people. It's a pretty social club and I value that a lot. I really enjoy that aspect of it... But I think the social's probably the biggest thing for me. (MW-Y05, 6, 16-20)*
5. *And then, like again, all the people I'm training with... (FR07, 4, 2-3)*
6. *And hang out with my friends. (FG-B08, 3, 43) And the social aspect is fun because it's a group of people that I don't see in my research. (FG-B08, 4, 4-5)*
7. *And I enjoyed the camaraderie, meeting people. It's a good way to make friends outside of my normal scene. (MB10, 1, 16-17)*
8. *I love working with my friends to get there. I love making mistakes when we do and laugh about it. It's just fun, it's just plain fun; you can't shake that. So what? And we're all making mistakes and we're all cracking up and laughing about it. (FR12, 5, 37-40)*
9. *The camaraderie. (MG-B14, 3, 36)*
10. *Well, I can see a difference between, for example, if I were in class alone, and being in class in the environment we have now. (MG-B14, 3, 40-41)*
11. *The difference lies in my approach to taekwondo, and I believe it's important to have fun. And it's much easier to enjoy this intense, brutal workout when you can, for example, make jokes with your classmates, and encourage each other. (MG-B14, 3, 46-4, 2)*

Club environment

1. *You know, like, let's say when you're surrounded by all these big-headed kind of guys, people who think that they're so cool, they're so good, like that. Sooner or later you get bored with it, and you kind of get "Man, why should I take this class any more? Why shouldn't I just take the other martial arts?" Probably the people affect a bit so these people in the club don't have a big ego. (MG-B02, 5, 22-27)*
2. *Just like, either we have Taekwondo socials or we have to go set up little booths to promote the club. And, like we have club meetings and we talk about things and that's kind of enjoyable. We, like, joke around and there's camaraderie. (FW-Y03, 4, 37-39)*
3. *I really enjoy... the friendships, which is the club environment. (FG-B06, 4, 25-26)*
4. *And I'm fortunate that I am in a club that also has good people, because especially in the spiritual aspect, it's hard to make progress if people around you don't think the same way, don't behave the same way. When I say, as an example, helping others, if you're a red belt, you want to help yellow belts, for example, improve. I would probably not feel this way if I hadn't gotten the same kind of response, or behavior from higher level people than myself. And it's because I see how willing to help*

they are that I'd like to give something back to others. And again, our instructor himself exemplifies all these aspects. He is so much better than anybody else in the club and yet he is so humble, it's really surprising. (MR11, 5, 6-13)

5. *And the sense of community, knowing that we're all aiming for the same goal for ourselves. And I love how people in our club give it their best; they're determined, just as I am, to give it their best. And that kind of energy is... it's very contagious. If somebody else has that kind of excitement for it, you get that kind of excitement for it. It just spurs you on to be your absolute best; even better than you could be on your own. I love the sense of family that I have, that our head instructor's provided. (FR12, 5, 41-46) See people pushing themselves to their limits, and be so kind and friendly at the same time to every body else in the club. Yeah, that's beautiful. It's friendship. (FR12, 6, 27-29)*
6. *I just like the way that the class runs and the people in it, it makes it enjoyable. Everybody gets along and we all are trying to accomplish the same thing—It's kinda cool. (FB15, 4, 16-17)*

Teaching/helping

1. *I enjoy my contribution to the club, like feeling that I'm actually helping run it, or just help things run more smoothly. I also like, um, if I go to beginner's class, I help giving the beginning students little pointers. Just because I've been there and I know what it's like to make a fool of your self in front of everybody. I mean, I still do that all the time, but not as bad as it used to be. So I like to see them learning, like in learning process, and then also be able to encourage them in that. When I was in the beginning class, there wasn't as much encouragement coming down from the other levels. So I can kind of see how it was for me and then try to make that better for other people coming up. (FW-Y03, 4, 47-5, 6)*
2. *I also like helping out with the beginning class, if people are having problems. It's kind of funny because I know, I was there once. So that part of it is fun too, having people look up to you. (MW-Y05, 2, 44-46)*
3. *And then I also enjoy teaching and being able to work with students and be able to pass on what I've learned, as well as help them maybe understand a little bit more clearly what it is that they're learning, whether it be etiquette-wise or whether it be techniques-wise. (MB09, 5, 14-16)*
4. *It's neat how, when you have a class and you're trying to help them at tournaments, and then they win and they come over to you and they're just like "oh, it's because you helped me learn this kick." That's what I like. (FB15, 4, 17-20)*

Sparring

1. *And sparring. It's just, I don't know, it's like a lot of fun. Like when I kick, I always kick high because I have long legs and I can exaggerate on that, and kick people that are taller than me, and just like, I can go up in a sparring match and go to this really tall person and even if this person's bigger than me—if I'm fast enough, I'm not fast enough yet—but, and just kick their butt. (FW-Y01, 5, 29-33)*
2. *I love strapping on my gear, and getting in the ring, and I love feeling, "OK, I don't know anything about this girl, she's probably going to kick my butt," and then going in there, and doing your best, using whatever techniques. It's such a game, there are lots variables you don't know, but you know what? You're just going to give it your best. That's challenging, I love that. It's exciting, even sparring your friends, seeing how much better that they get. And fighting people of different sizes; I love that. because you can work on different strategies with them. (FR12, 6, 5-11)*

Kihap

1. *The kihap (Korean: yell/shout that accompanies a technique). ...Well, first of all, you don't get beat up by the kihap. And it gives me some more power. The harder [louder] I kihap, the less my tiredness will*

be. If I'm hurt, let's say I got hurt and I kick those paddles, it hurts. But when I kihap harder, it doesn't hurt anymore. So, that's what I like about the kihap. I forgot the pain. (MG-B02, 5, 8-11)

Philosophy

1. *There are two parts: all the workout and staying in shape and making the best out of the body that I have; and also, on the other side, the spiritual and kind of discipline aspect of it. There are other sports, boxing for example, that involves heavy workout, or just going to gym and body building, but the philosophy behind martial arts is something that interests me very much. (MR11, 1, 25-29)*

Doing taekwondo

1. *I also find I like doing them; just doing them. I enjoy the history and then I enjoy doing the actual martial art itself. (MR04, 4, 31-32)*

Structure/organization

1. *And sort of like the security of the whole ranking structure. I know that if I can't get this kick, or whatever, I can go to the upper belts and ask for help and I know that they'd love to help me out with it. They'll take time outside of their own schedule to do it, too. Outside our class schedule, they'll do it for me. And I'd absolutely love to do the same thing for lower belts. That kind of generosity, in time and love and spirit, I think that's just really unique. On this kind of scale, I've never seen it. (FR12, 5, 46-6, 5)*
2. *While taekwondo is a sport, you still have to wear a uniform, and your belt, and everything is very neat and organized. I'm one of those people; I hate it when things are all messy and confusing. (FB16, 4, 11-12)*

Ceremony

1. *Oh, you know what was really beautiful? Seeing our head instructor tie his own belt on one of the founding members of our club. He got a job and needed to move away. And before he left, our head instructor took off his own belt and tied it on to this black belt before he left. That was beautiful. It was touching. (FR12, 6, 29-32)*

Everything

1. *It's pretty hard to say because I pretty much like everything in Taekwondo. The training. The people. (MG-B02, 5, 15-16)*
2. *Everything, really. (MR04, 4, 29)*
3. *I enjoy it all. (FB15, 4, 11-12)*

Kicking

1. *And it's fun to kick. I like kicking. ... I like practicing, like, the mechanics of the kick. And how I can get it, and then making my foot snap, or my uniform snap, that's like...makes me feel like "Yeah I got it right. Yes!" And, um, paddles, if, I try and where I work on the mechanics first, and then if I keep hittin' it, then I'll kick it harder, make it, like, smack it real loud and make my uniform snap. That makes me feel even better. Because then everybody else knows I did it. So, I guess, yeah... and then, kicking air is OK to do, but I have a hard time imagining, like, having a competitor in front of me. And the paddles kind of gives me a target, but I like the big old blue things. Those big old pad things, because then I have more of a focus and a target—I have a person, but I have a pad there, and I know where they are, and it gives me a better idea of where to kick. (FW-Y01, 2, 7-15)*

2. *OK, well, let's say like for the jumping kick. What I appreciate is like, the way it's done, first of all. Second, like, the effort of doing that. And then the third probably, actually, thanks for the guy who's inventing it. (MG-B02, 5, 31-33)*
3. *I think the emphasis on kicks, especially very dynamic kicks, with spins and the fast motions specifically, are things I like about it very much. So I'd say high speed and this dynamic element, with emphasis on kicks, I think makes it particularly very beautiful. (MR11, 5, 17-20)*
4. *Oh, I love kicks. I love paddle kicking. I love the pop of the sound of the paddle when you know you've kicked it with just the right... you've used all your momentum into it. When you nail a hard kick and you're in form and you land in fighting stance, ready to go again. (FR12, 5, 33-35)*

Practicing alone

1. *And, um, I really like practicing by myself. If I just go to the gym, or whatever, and just, like, work on my poomsae (Korean: forms) by myself just to get the moves down correctly and make sure it flows. (FW-Y03, 1, 31-34)*
2. *I love doing poomsae on my own. Some times, if I need to take a break from work, I sneak off and do some. (FR12, 6, 13-14)*

Technical characteristics

1. *Probably because I'm a foreigner, I want to say flashy, I guess, and showy. It can be showy, like breaking bricks and breaking boards. (FW-Y01, 5, 40-41)*
2. *The strength, the fluidity...agility—being able to move quickly, that's a big part of it. Yeah, and then like, um, watching people who have done it for longer, I can see, like, where I need to improve. (FW-Y03, 5, 22-23)*
3. *Sparring appeals to me; the forms. I have always liked the strong, quick movements. (MR04, 4, 36-37)*
4. *I think it looks really cool, like when one of the black belts, or even the higher belts, do their poomsae (forms), it looks like really cool if they do it well and everything flows and they're really sharp with their movements and just really, like, strong and defiant and like they know what they're doing. You don't want to mess with them. And then to see someone spar well is really cool to watch. Just because you can see, like, if someone attacks and then they have a counterattack and they totally whack 'em and get points and then they kick 'em in the head. It looks really cool. (FW-Y03, 5, 11-16)*
5. *Visually it's a pretty interesting sport because it's continuous action, it's all go, go, go. And it's pretty impressive to see, like in the second or third round when somebody can still make head shots. That's tough, because I'm usually pretty tired in the later rounds. (MW-Y05, 6, 42-45)*
6. *Well, the guys that are really good, like some of the black belts, it does look pretty cool when they throw a kick and it lands just right and it nails the guy. It's pretty tough to do that sometimes when you're fighting, like being able to kick in a little small target area and just squeeze it in there. (MW-Y05, 6, 33-36)*
7. *Just when somebody is able to kick somebody and they're not able to block it, make the contact. Just, I don't know, the athletics of it, being able to get your leg way up to somebody's head that's like 6' 2" or whatever, it's pretty impressive. (MW-Y05, 6, 40-42)*
8. *Well, I always tell everyone that 'don't join taekwondo if you want to learn how to fight; go join judo or something.' Because taekwondo is more of art, than seriously learning how to street fight. So, I guess I do enjoy that a lot, because I really like how it is more art, and how it is, in some circumstances, more situated toward demonstration. (FG-B06, 4, 30-33)*

9. *Like fighting styles, some people, the way they move is so controlled and quick and it's just awesome to watch it...* (FR07, 4, 8-9)
10. *I guess you could say, I like the line. You can see, on someone that's really talented, the line on their body. When they do really good kicks, it seems very graceful, when there's someone that's really good. It's like this really interesting extension of sort of like dancey [dance-like], but not...because it's obviously much more violent.* (FG-B08, 4, 9-12)
11. *I think when a kick is done correctly, I think it's an unbelievable site. To know that it's a human body doing that, and not a robot or not a computer generated image. But it's an actual person doing something, like the form, that is so graceful, yet so much power behind it is just an incredible site.* (MB09, 5, 30-33)
12. *I really enjoy watching people who can move fast. In terms of other sports that I've done, you don't need to move as quickly as you do in taekwondo. Kicking is very different from other sports that I've played; kicking is fast, it's agile, and it's not something that we do very regularly.* (MB10, 4, 22-24)
13. *I think the emphasis on kicks, especially very dynamic kicks, with spins and the fast motions specifically, are things I like about it very much. So I'd say high speed and this dynamic element, with emphasis on kicks, I think makes it particularly very beautiful.* (MR11, 5, 17-20)
14. *Well, I love seeing perfectly executed poomsae. That's just incredible, for somebody who's got the flexibility and the strength to nail every single kick and to hold it with the crisp movements, the very powerful movements, with lots of spirit. That's beautiful, just right there. When somebody does a side kick, straight up to the ceiling, that's beautiful. Or when you see somebody doing a really difficult kick, or nails a difficult kick so hard. It's beautiful because he catches it so that he maximizes all of his energy. If you break it down, it's because of the energy transfer; you can see that he's maximized everything, and that's what's beautiful.* (FR12, 6, 18-24)
15. *Essentially it's balance, symmetry, that sort of thing.* (MW-Y13, 4, 37-38)

UTILITY VALUE

Career preparation

1. *Just having more things to add to a resume or just me in person.* (FW-Y03, 5, 33-34)
2. *...some of the organizational stuff is pretty valuable, in every aspect of work and play and things like that.* (MW-Y05, 7, 6-7)
3. *But the other, indirect aspects—the discipline, the patience, the persistence, the way to work in a club, and a way to work through classes of relationships—would all be directly useful in any type of job situation.* (FG-B06, 5, 8-11)
4. *Oh, I think it's going to really help me out in medical school, when I'm very stressed out, and I need to assimilate a lot of detailed information and be flexible.* (FR12, 6, 39-40)
5. *Hopefully it'll work because I want to be a police officer. So hopefully it will help in there, in that field. ... Well, the self-defense. And you have to work out, and be in shape, and Taekwondo is helping get me in shape so I'm can be able to perform the job duties.* (FB15, 4, 40-41)

Stress management

1. *I think physical activity is a good outlet to, you know, let out stress.* (FW-Y03, 5, 42)

2. *It provides an outlet for energy, so when I go to class, I'm not bouncing off the walls.* (FG-B06, 5, 38)
3. *It's a good stress release for me, actually... go outside and get to go kick things.* (FR07, 4, 21-22)
4. *For me it's always been my escape. It's always been my own little world, that, regardless of whatever stresses I have going on with outside activities, whether it's work or personal matters or anything, that I know I can go there and I can just solely focus on taekwondo, and forget everything else, and just kind of clear my mind and re-focus it, re-focus myself. It's kind of a re-set for me.* (MB09, 6, 10-14)
5. *It's just made me a happier person because I've been able to relieve stress.* (FR12, 7, 18)
6. *Well if I don't go to Taekwondo I...you just get the anger out when you're kicking bags and stuff. It's just a way to release all the stress. You can leave everything at the door and just be a different person when you go in the dojang [Korean: martial arts training area].* (FB15, 4, 45-5, 1)
7. *Well, you leave everything at the door before you go in. So nothing's on your mind. The only thing on your mind is Taekwondo. So you're not stressing about the paper that's due next week or anything.* (FB15, 5, 5-7)
8. *Because I'm not taking it out on everybody else and I'm taking it out on the bag. It makes me more bearable to be with. Because if I don't go to class, then everybody knows...oh yeah.* (FB15, 5, 11-12)

Self-defense

1. *Um, if I ever get into, like, a dangerous situation, it can probably help me get out of it. Like if I didn't know anything, then I'd like, probably be stuck against a wall and be trapped. But this way I know, like, a little bit. Like, I know if I get trapped by a guy I don't have to kick between his legs. I can kick his chest or the solar plexus and that will knock the wind out of him. Or kick him in the neck. Just like different points on the body that I can hit that he might not know of. And get him away or shocked for long enough so I can get away. That's probably a major point is, like, for self-defense.* (FW-Y01, 6, 4-10)
2. *Self-defense for sure.* (MG-B02, 6, 5)
3. *Well, the whole self-defense aspect comes up. Just being able to defend myself.* (FW-Y03, 5, 32)
4. *Also, it's kind of cool that people know that you can protect yourself, and that's a great feeling. To be able to respond reflexively, it makes me feel so good to know that if something did happen, I'm already conditioned to such a state that I'll be able to do something about it. So what if the guy's 300 pounds? I'll be able to do something about it.* (FR12, 7, 35-39)
5. *OK, we can start from the very low level... having some self-defense knowledge.* (MG-B14, 4, 17-18)

Applying taekwondo philosophy

1. *Um, like the routine and morals and values that it teaches, um, helps me apply to everyday life.* (FW-Y01, 6, 14)
2. *Um, it gives me morals and values to live by. Because I'm not religious. I don't go to church. I don't have a religion. That, like, is a major influence for people. I've had what mom taught me, but to some extent, I like to have my own views and values and Taekwondo applies to that.* (FW-Y01, 6, 29-31)
3. *Um, I guess it just seems to fit with my point of view. Like, the whole religious god and evolution thing, I just don't touch it. And Taekwondo has values and morals and a structure it goes by and lives by. And I feel that that works for me and it works for my point of view and my style of life. And, I guess I've*

adopted it kind of as, I don't know, kind of like a religion, sort of. Because the whole, like, the culture thing, it ties in there. (FW-Y01, 6, 35-39)

4. *With all the teaching that the instructor told me. Why Taekwondo is for self-defense plus protect people too. Because probably, like, the philosophy of my instructor helps me with that. (MG-B02, 6, 14-15)*
5. *Like, people might think they know what the martial arts are about, but they don't truly understand it unless they really become involved with it. It's something you don't see right away, but you will see it the longer you stay with it. Like with the five tenets of taekwondo; everybody knows the word definition, but in taekwondo you get to really apply them.... Courtesy, perseverance, integrity, self-control, and indomitable spirit. (MB09, 6, 35)*
6. *I'm hoping, in my life, to grow into a better person, and taekwondo is one of the things that is helping me in that process... And, as I said, on the spiritual and mental aspects, I'm just hoping that I will grow up better and stronger by doing taekwondo. ...It's a kind of complicated way. It's something that I have to do, ultimately, myself: to do things in a better way. But taekwondo provides a work ground or a context for that. So it's not like by doing taekwondo I necessarily automatically become a better person. But when I'm taught taekwondo in a way that says, 'Here: if you want to become a red belt, for example, it's not just by performing these kicks, but you also have to be more responsible, more helpful towards your community, and think of yourself as a person who has grown up in the process.' These are things that are mentioned to me when I'm taught taekwondo, and I can either take them or not. So ultimately it's me, myself, who has to think about it and see if I really want these things, and really want to work towards them. But as I said, I am being given these lessons in taekwondo, and this is how it helps. Like I've taken other classes and I've never been told any of these things. And I think that's because of the spiritual aspects and philosophical roots behind these martial arts, that these kinds of things are also taught in classes. (MR11, 5, 27-6, 2)*
7. *So that's one thing, and I can again emphasize the spiritual aspect. In a sense that, I think in general, it helps me being more disciplined, and more focused, and that's all I can say. You know, some of these things don't really manifest themselves in a particular event, it's more through the process. But I enjoy being part of a system of trying to be a better person; it has a positive effect, just in general. (MR11, 6, 10-14)*
8. *Every difficult situation in life, I just think back to taekwondo. (FR12, 7, 1-2)*

Respect

1. *Then there's treat your elders with respect—yes sir, no sir—and the higher ranks with respect. And just, it taught me to have respect for everybody, and I'll get respected. Like, for a while when I first started getting used to saying yes sir, yes ma'am, and my mom would tell me to do something, I'd go "Yes ma'am," and after a while she was like "Are you insulting me?" and I'm like, "No it's a sign of respect." (FW-Y01, 6, 44-7, 2)*
2. *Um, it shows respect. Showing respect to elders. Like, I used to do it, but they were, like, people I turned to, they were, like, people who protected me from other people that are mean. Now I'm like, I show them respect. They've gone through this stuff, they know what it's like, I don't, 'cause I haven't done it and they do. So I should respect their opinion and respect their stuff. Especially like, my grandma, she has her own opinion and, like, I used to not really like to listen to her. And now I'm like, I'll go listen to her. Because my grandma in Salt Lake is... she's one of those people that traveled everywhere. And so I go there and I listen to her adventures now. But like, before, when she would get out her album, I'm like "OK can I do something else now, this is boring." It's respecting elders and respecting their opinions and waiting for them to finish. That's like a major thing, is like, I wait for the person to finish speaking before I do it. (FW-Y01, 7, 6-15)*
3. *And I think the respect that taekwondo shows, that's helpful and useful and important on the outside world as well. Respect, listen to others, and so forth. (MR04, 5, 8-9)*

4. *Yeah, learning to appreciate your elders. Because in taekwondo, there's a lot of respect, and so forth, toward higher ranks, and even lower ranks. And I think that helps my quality of life: not to put down people and show them respect. I think that helps me out a lot, that area. (MR04, 5, 30-32)*
5. *I think the respect aspect of it. Learning to respect people. (MR04, 5, 42)*
6. *It just helps me be a better person, be a nice guy, be a little more respectful towards people. Because there's a lot of respect involved in taekwondo too, that's a good part of it. (MW-Y05, 7, 42-43)*
7. *Things that develop in general, as far as ... respect to the martial arts. (FR07, 4, 16-17)*
8. *And then always having respect for yourself, for your competitors, for other people who are involved with it, and then, for of course, your parents and your family members, and your elders. Not only showing respect to all those, but now you understand the idea of respect. (MB09, 6, 4-6)*
9. *I think being disciplined and having respect for, not only yourself, but everyone else around you that is involved in your life makes you a better person. (MB09, 6, 23-24)*
10. *It teaches me to show respect to other people, rather than just being casual, as our culture so often dictates. (MB10, 5, 2-3)*
11. *Well, I'd say in a more subtle sense, I suppose it teaches one to be a little bit more polite as that is, of course, the protocol, to be polite to, of course at the bare minimum, one's instructors, if not one's fellow students, as well. Or at least, one would hope one would be polite to the person who is holding the paddle that I'm going to be kicking and who will soon be kicking the paddle that I will be holding. (MW-Y13, 5, 26-30)*
12. *It just makes me more respectful... at appropriate times. (FB16, 5, 12)*

Helping people

1. *I think with a greater knowledge of Taekwondo in the future I might be able to help people. I think that's pretty common to every martial art people. Like when they're good at it, they help people with all their heart. It's not just because they just want to show up that, oh, I'm from this martial arts, I want to, like, telling every body in this world that I'm studying this martial art and I want to help people just because they just want to, kind of, make the name of this martial art bigger. Being able to help people without thinking about what kind of martial art you're taking. I think that's probably the biggest thing that I would like to do. Helping people without bragging about it. (MG-B02, 5, 40- 6, 1)*
2. *And then just working with other people gives me some pride... But it just helps make me happy and maybe I can share that with somebody else, and maybe get them into the sport, if they like it. I guess it's helped me realize that some sports are great for some people, and as long as you're out there doing something, it's all good. It's kind of like, it's helped me be more acceptable of other people, like everybody's different. Like I do my taekwondo thing, and it gives me confidence and I have a lot of fun doing it, but I might see somebody that is having a hard time at something so I stop and help them out. (MW-Y05, 7, 34-41)*
3. *And also giving back, and responsibility. The more you learn the more held responsible you are for teaching the lower belts. I love that; I think that's awesome. It's a tradition then. Everything that... all the love and all the time that people have put into my training, to make me the fighter that I am, to bring me to the training level that I am, I can do that for someone else, and that's beautiful, it's me. I'm actually in the process of starting a volunteer project to teach...to bring taekwondo to some inner-city kids. If it were up to me, I'd have every kid learning taekwondo, just because it's done so much for me. (FR12, 8, 11-17)*

4. *It heals me a lot, to be able to teach self-defense seminars as part of taekwondo. Because I felt like I was able to do something about it, and to teach other women how to be strong. One of the comments that I got back, one of my feedback comments, meant so much to me. A woman wrote—because she was four foot eleven, and I'm five foot three eighths—she said that it was really awesome to see a relatively small woman be so confident, be so confident in her strength and her body's ability to protect itself. That just meant a lot to me; I saved that. That what's it's all about. (FR12, 7, 28-33)*

Self-control

1. *Then Taekwondo teaches me that you don't have to fight. It's like, wait for them to attack first. Like, they punch you first, then I'll just defend, I won't attack. Attack is more for something else. It teaches me attacking, so I can actually physically hurt someone, but it teaches me the mental to hold back and just let them go and have their fun and just let it slide off me. It doesn't bother me; it doesn't affect me anymore. So I'm just like, OK, that's your opinion. OK, now get on with life. I mean, that's one person's opinion. It doesn't agree with mine, but it's their opinion. (FW-Y01, 7, 15-21)*
2. *Well, again, it helps me keep my head cold, like, you know, I don't get angry too often. You know, like, I don't get angry too easy. (MG-B02, 6, 9-10)*

Well-rounded person/life balance

1. *Just having more things to add to a resume or just me in person. And, I don't know, I think it just makes me a more well-rounded person. Having, like, book smarts—because I do well academically—and then also taking care of the physical aspect of myself. (FW-Y03, 5, 33-36) And just adding to different experiences in life. (FW-Y03, 6, 8)*
2. *I think that participation in taekwondo involves so many different aspects of your person: to run tournaments, you have to be organized; to train hard, you have to be disciplined; to do poomsae (forms), you have to be disciplined; to be a good fighter, you have to practice fighting. All these things; training to interact with many different people, many different ways. And it trains different aspects of your character to make you become a better person. It builds discipline, it builds intuitiveness, like when you're fighting, it builds creativity when you're teaching, it builds interpersonal skills when you're teaching, it builds interpersonal skills when you're learning, how to be humble, how to accept what other people are telling you when you can't see it. So many things. How to laugh, how to laugh at yourself when you totally bite the dust when you're trying to do a jumping spin kick, which you can't do just yet. (FR12, 8, 1-10)*
3. *Well, I think it adds a certain balance to it. And by balance, I mean I'm not so oriented towards academic pursuits all of the time. Essentially, I'd say it has to do, to a certain extent, with a difference between thinking and feeling, although a particular type of feeling. Not so much feeling in terms of exploring one's emotions, but rather a more sensory-oriented feeling. As in you directly observe how the technique works, what it's supposed to do, what you're doing in this particular drill. And the thinking in this case is, of course, going to be more concrete. So I think in that sense it adds much more balance to my life, personally anyway... the feeling. (MW-Y13, 5, 16-22)*
4. *I think it makes it a huge difference. It adds balance to my life. And what I mean by that is, well I work a desk job, I'm an engineer, so I'm at the computers, and that's a very sedentary task. And I've come to realize that, after work you're very exhausted, you go home and sleep. And you come back the next day and do the same thing. Well, you stay exhausted. And what I learned was you go to taekwondo after work, you get really tired, but somehow, the next day or the day after, you're not as exhausted. Maybe it's mental. Maybe it's because you're conditioning yourself physically. So it adds energy to my life. (MG-B14, 4, 28-34)*

Physical fitness/activity

1. *And, even in the future, if I don't take classes, I can still go to the gym and work out on my own. So it's*

going to be something that I can do for the rest of my life, pretty much, and that's kind of cool. (FW-Y03, 5, 36-38)

2. *I guess I'm more fit. (MW-Y05, 7, 26) Being fit, I get more out of, like, going fishing or hiking or whatever. I'm not tired, so I can enjoy it more. (MW-Y05, 7, 26-27)*
3. *Things that develop in general, as far as actual training, workout skills go... (FR07, 4, 16) Being healthy and active is a huge thing. (FR07, 4, 21)*
4. *It's a regular workout, which I really appreciate. (FG-B08, 4, 28)*
5. *And then an obvious reason is it keeps you in shape too. (MB09, 6, 25-26)*
6. *As a way to stay in shape. (MB10, 4, 32)*
7. *And, of course I'm expecting to stay in athletic condition because of doing taekwondo. As I'm getting older and older, it's good to be a sporting and athletic person, and taekwondo is giving me that. (MR11, 5, 29-31) Very directly. The physical aspect has helped me a lot, over these two years. I've noticed significant change, actually. I was in very bad shape when I started, two years ago, and right now I am much better. I can run much longer distances or much faster. And after taekwondo class, even though it's late at night, it's the time of the day that I feel less tired than any other time. I definitely see the very positive impact of healthy physical activity. (MR11, 6, 6-10)*
8. *OK, we can start from the very low level, of having worked out, having trained those muscles... (MG-B14, 4, 17-18)*
9. *Physically, I lost a lot of weight. And now I'm in good shape, I like to exercise, I find it enjoyable. (FB16, 5, 2-3)*

Health

1. *And then it helps improve your body and that improves your mind and you can do better just over all, and be more healthy. (FW-Y03, 5, 42-43)*
2. *It makes me healthier... (MB10, 4, 40) Because I'm exercising. (MB10, 4, 44)*
3. *Also, when I trained really hard, I had to learn how to eat right, how to stay hydrated, because otherwise I wouldn't be able to train for extended periods of time. (FR12, 7, 24-26)*
4. *And finally, the aspect of living longer maybe, being healthy. (MG-B14, 4, 23-24)*
5. *Even the way I eat and nutrition; it's changed that as well. Like, maybe I shouldn't go eat a bunch of ice cream because I have to go to practice. Or, carrots would be better for me because they have vitamins X, Y, and Z, as opposed to something else. (FB16, 5, 4-7)*

Confidence/worth

1. *And, just making me a more confident person over all. (FW-Y03, 5, 32-33)*
2. *And also, if I do well and improve, then I'm going to have a sense of pride to go along with that. And that, in turn, is going to help me be more confident and more determined to do well in other aspects of my life. (FW-Y03, 5, 43-46)*
3. *And just making me more like, stronger and more confident. And just adding to different experiences in life. (FW-Y03, 6, 7-8)*

4. *Probably the main thing would be like, the self-confidence that I gain in taekwondo from getting out there and fighting people. And practice, and the experience of learning in practice, some of the self-confidence and the self-awareness that I get from that. And that kind of carries over into other things and I think over all help me out a lot. (MW-Y05, 7, 7-11)*
5. *...just being in taekwondo, it helps me for confidence... (MW-Y05, 7, 33-34)*
6. *In general, taekwondo has made me a more approachable person, actually. Just because after you get attacked like that, you tend to be withdrawn, and not confident. And people who are not confident tend to withdraw into themselves and try to shut out the outside world. I think taekwondo opened me up again. Taekwondo gave me that back. It gave me my life back, really, and my personality, and helped me even build on it. It has even helped me in my interviews. I walk into my interviews with confidence, knowing that, you know what? If I can fight somebody who's that much bigger than me and face them down, I will have the courage, it's no different. Every difficult situation in life, I just think back to taekwondo. (FR12, 6, 40-7, 2)*
7. *It builds my self-confidence; it recaptured for me...it gave me back my self-confidence and also my sense of security. It heals me a lot, to be able to teach self-defense seminars as part of taekwondo. Because I felt like I was able to do something about it, and to teach other women how to be strong. One of the comments that I got back, one of my feedback comments, meant so much to me. A woman wrote—because she was four foot eleven, and I'm five foot three eighths—she said that it was really awesome to see a relatively small woman be so confident, be so confident in her strength and her body's ability to protect itself. That just meant a lot to me; I saved that. That what's it's all about. That's what taekwondo has given back to me, my sense of dignity, my sense of worth, things that you don't even realize get lost from you when you get attacked like that. (FR12, 7, 26-35)*
8. *Mentally, when I started I had very low self-esteem; I was very quiet and shy. And, as any of my friends will attest, now I'm just loud. (FB16, 5, 1-2)*

Self-improvement

1. *It makes me a better person because I'm improving myself, like teaching myself a new skill, and developing that and not just doing it halfheartedly. Just being serious about it and actually improving the skill that I started to learn. (FW-Y03, 6, 5-7)*
2. *But, I think it's not so much knowledge that I hope will be useful, but rather a more physical and emotional change that it will induce. (MW-Y13, 5, 7-8)*

Discipline

1. *Um, the discipline. And it makes me get my stuff done. Just get it done, and you don't have to worry about it. (FW-Y01, 6, 43-44)*
2. *I feel it makes me want to... if I want to do something, then I decide to do it and I do it. Like, in taekwondo, you can't really say, "Oh, maybe I'll learn this form" or whatever. If you want to be in taekwondo, you've got to learn the form. Do it and just not flake around and put things off, I guess. And I think that helps me decide what I want to do. Like, if I want to get this job, I'm focusing on doing whatever I can to get this job. And it helps with your grades. If you say I'm going to get an A, then I'm going to get an A. I think it helps me in that way. Instead of just flaking off and being lazy, not really trying with my full potential. (MR04, 5, 20-26)*
3. *Because of the self-discipline and stuff like that. (MR04, 5, 36-37)*
4. *Like, I always used to be really late for class, and after taekwondo, I'm more on time and on top of things. It has helped me become more organized and punctual and on top of tasks and things... It's not something I was trying to do consciously; it just carried over and happened. (MW-Y05, 7, 18-22)*

5. *I guess being just involved with the discipline helps me realize goals and things like that. Some of the organizational stuff... just being in taekwondo, it helps me for ... self-discipline. (MW-Y05, 7, 32-34)*
6. *Things that develop in general, as far as... a level of discipline... self-discipline... (FR07, 4, 16-17)*
7. *I think being disciplined... (MB09, 6, 23)*
8. *So that's one thing, and I can again emphasize the spiritual aspect. In a sense that, I think in general, it helps me being more disciplined, and more focused, and that's all I can say. You know, some of these things don't really manifest themselves in a particular event, it's more through the process. (MR11, 6, 10-13)*
9. *Then move on to the self-control and discipline of knowing that you can get up at seven thirty a.m. in the morning and go warm up for class. This one's important to me because I know I can overcome laziness, inefficiency, and do what I believe is helpful to me. (MG-B14, 4, 18-21)*

Awareness

1. *I think also, taekwondo teaches you to be aware of your surroundings and yourself. I think that helps in the outside world: being aware of what you're doing, where you're at, who's around you, and so forth. (MR04, 5, 5-8)*
2. *Well, like in sparring, when you're counterattacking or moving away from an attack, you kind of pay attention to what's behind you, on the side of you, and so forth. And I think that just helps kind of being, when you're outside, walking down the street, you're kind of just aware of who's over here, who's over there. Just being aware of what's around you. (MR04, 5, 13-16)*
3. *And practice, and the experience of learning in practice, some of the self-confidence and the self-awareness that I get from that. And that kind of carries over into other things and I think, over all, helps me out a lot. (MW-Y05, 7, 8-11)*
4. *Also, it helps me to realize my limits, too. Like I'll just push myself and stay up late all night, and try doing that three days in a row, and crash. Like I don't realize my limits. But taekwondo has taught me my limits. And my instructor has helped. It's just enriched my life, in the sense that I've realized that there are limits to my person, to what I can do. It's good to be disciplined and determined, but there are limits too. (FR12, 7, 13-17)*

Social interactions

1. *It's social... it's a pretty social club; I meet a lot of new people. (MW-Y05, 7, 27-28)*
2. *It's like I said before, I got to meet new people. (FG-B08, 4, 28)*
3. *...it means that I have more friends. (MB10, 4, 40)*
4. *And adds a whole group of people with similar interests. (MG-B14, 4, 34-35)*
5. *Emotionally, just the support that you get from your coach and from your co-workers... I mean your training partners. (FB16, 5, 7-8)*

Interpersonal relationships

1. *And in our club, it's so stratified where we have such a huge range of kids and students and people training. It's the kind of respect that you can get, and also the practice in interpersonal relations, where you interact with different kinds of people from all walks of life. (FR12, 7, 3-6)*

2. *It teaches you about friendship. (FR12, 8, 10-11)*
3. *Then there's another level, which is the social interactions. So, clearly, that's going to help later on, with any kind of work place, or family environment, or friendship, where you can put those socializing skills to use. (MG-B14, 4, 21-23)*
4. *Definitely adaptability and problem solving. And learning how to deal with different people, because one problem I have is when I go home, I start treating my little kids like adults; and when I come back I start treating the adults like little kids, and it takes me a day to be like, "whoa, you got to change." (FB16, 4, 35-38)*
5. *Also I feel kind of like it's helped me learn to read people better, like body language and stuff like that, too. (FB16, 5, 13-14)*

Enjoyment

1. *And, just makes me a happier person just knowing that I did well in this. (FW-Y03, 5, 46)*
2. *But it just helps make me happy and maybe I can share that with somebody else, and maybe get them into the sport, if they like it. (MW-Y05, 7, 36-37)*
3. *Well, first of all, it improves my enjoyment of life. Because on the days we have taekwondo club, that's pretty much what I look forward to. All day, it's really silly. And, again the workout, just makes you feel good and makes you want to do other things. Because when you're doing something you enjoy, it helps with all the other aspects that you might not enjoy so much. So, basically fulfillment, enjoyment of life, because it benefits me as a person and also because I enjoy the activity. (FG-B06, 5, 20-25)*
4. *...it makes me happier... (MB10, 4, 40)*
5. *It's just made me a happier person in general. (FR12, 7, 13) I love taekwondo; can't get enough of it. Can you tell? (FR12, 7, 39)*

Routine

1. *Like, I'll keep, like, a routine throughout my life. As long as it fits in my schedule and I can make it fit, I'll do it. And that's probably the way I'll do it when I grow up. Like when I'm raising kids, there will be a schedule...a routine. (FW-Y01, 6, 15-17)*
2. *In Taekwondo, it's like you do the warmups and, like, you have to start running—I don't like running—so you have to start running, and I'm like, just do it, just do it. 'Cause then I'll get to, like, the stretching and then the kicking, and that comes later, and I'm like, the punching, and I'm like, oh, this is so cool. I'll get to the fun stuff after I get through the bad stuff. So I get over the hurdles and, just, then I get to my fun stuff. (FW-Y01, 6, 21-25)*

Admiration from others

1. *And, like, coming back from practice and people are like, "Oh yeah, Taekwondo, that's so cool," that whole thing. (FW-Y03, 5, 46-6, 1)*
2. *And then just working with other people gives me some pride. Like some of my friends know I do it, and they're like "oh, that's pretty cool," they kind of look up to me. (MW-Y05, 7, 34-36)*

Focus

1. *Well, just applying certain aspects like... like I said, focusing on your poomsae (forms) or sparring;*

focusing that on other situations in life. Like at work, instead of letting your mind wander, focus on your job. Or at school, focus on your schoolwork. I think that can help. (MR04, 5, 3-5)

2. *And just being able to focus, and not let myself wander off. (MR04, 5, 42-43)*
3. *And it just helps me get more focused, because you have the physical activity, and then the mental activity, and then any miscellaneous social activities. So it provides an outlet for that area of my life, and being that allows me to be more focused in the other areas. (FG-B06, 5, 39-41)*
4. *So that's one thing, and I can again emphasize the spiritual aspect. In a sense that, I think in general, it helps me being more disciplined, and more focused, and that's all I can say. You know, some of these things don't really manifest themselves in a particular event, it's more through the process. (MR11, 6, 10-13)*

Motivation

1. *I'm a little more motivated too, like at work and just in my other classes and things like that. It's not something I was trying to do consciously; it just carried over and happened. (MW-Y05, 7, 20-22)*
2. *Sometimes it gives me that extra motivation to keep plugging away, even though the results you don't see right away. (FR12, 7, 2-3)*

Perseverance

1. *I think I'll always know that I can challenge myself and I'll always know that I can push through frustrations and never have a 'quit' attitude, because I know I'll never quit with whatever comes my way with taekwondo. I think that's one of the biggest things, that I'll always challenge myself and always try to push myself to be better and do better, in every aspect, no matter what it is that I get going. (MB09, 5, 40-44)*
2. *And then having a 'no-quit' attitude can take you further than if you're willing to give up when something becomes hard. (MB09, 6, 24-25)*
3. *Sometimes it gives me that extra motivation to keep plugging away, even though the results you don't see right away. (FR12, 7, 2-3)*

Teaching skills

1. *I think being able to teach, being able to communicate a knowledge base, will carry on throughout from this as well. Teaching in taekwondo helps teaching of anything outside taekwondo. (MB09, 6, 2-4)*
2. *It teaches me to be a leader, when I instruct classes. (MB10, 5, 2)*
3. *And also, the students that I train in my lab, I use some of the similar teaching techniques that I use... like I learned in taekwondo to explain a kick different ways or even to use the visible, to show and stuff like that. And that's how I teach my students in the lab, just try different things. (FR12, 7, 6-9)*
4. *Well it shows me how to be a leader and, like, how to be in charge. Because of my rank, I have to teach and be in charge and it's just hard sometimes. It's just difficult to be in that role when you haven't before. (FB16, 1, 23-24)*
5. *It has taught me patience... with people. Just, sometimes you're trying to teach something to a person and they just don't get it. (FB16, 5, 3-4)*
6. *Well, like I said, it teaches me patience. (FB16, 5, 12)*

Taking charge of one's life

1. *Then there's that expectation that women are delicate, fragile, or maybe that's more of an Asian thing, I'm not sure, but delicate, fragile, and docile, and very suggestible—well that's the Asian mentality that I've grown up with. So for a woman to take charge of her surroundings, to be aware of what's going on, to take responsibility for her life, for her safety, for her health, those are things that I think I've really learned from taekwondo. Those were sort of amorphous goals I had before, but it really gelled and solidified and it became very concrete once it came to taekwondo. (FR12, 7, 18-24)*

Responsibility

1. *And also giving back, and responsibility. The more you learn the more held responsible you are for teaching the lower belts. (FR12, 8, 11-17)*
2. *I think it makes... well, it has also already begun to make me more responsible. I'm assisting with the white belt class, teaching the white belts, and yeah sometimes you're tired, or sometimes it's been a long day, or my own class, the intermediate green-blue class, was very exhausting, and I want to go home. But then I think of the students, and it is a commitment which I don't mind making. So, I think it's made me more responsible, and will continue to do so. (MG-B14, 4, 39-44)*

Don't know if better person

1. *I don't know if I'm a better person for doing it. (FR07, 4, 26)*
2. *I never really thought about that, I don't know if it does make me a better person. Unless I may be nicer after I've worked out, and I'm tired. But I don't think it makes me a better person. (FG-B08, 4, 32-33)*
3. *Anyway, but how does it make me a better person? I'm not really sure that I can say that it does necessarily make me a significantly better person. I guess it's more so something that I learned when I took it before, but it's not something that's changing a whole heck of a lot now. (MW-Y13, 5, 30-33)*

COSTS/NEGATIVE ASPECTS

Injuries/pain

1. *Well, in the last tournament, I kick somebody in the elbow, so I got bruises and my foot swollen up, so that's a bad thing. (MG-B02, 6, 35-36)*
2. *And just the physical costs. Like if I hurt my foot and pain shoots up to my head. So that's kind of discouraging, like, wanting to work but not being physically able to. (FW-Y03, 6, 28-29)*
3. *Well, there have been a couple of injuries that were difficult to cope with... The injuries are probably the worst thing, because it was hard to get around campus, between classes. Like, one time I injured both feet and that was tough, getting around with only 5 minutes between classes. (MW-Y05, 8, 3-11)*
4. *Bodily injuries. (FR07, 4, 32)*
5. *Sometimes it hurts my knees a lot. (FG-B08, 4, 39)*
6. *Getting injured. It's something that I didn't really have in other sports. I'd have the occasional sprained ankle, but that was the worst of it. It's just a little annoying to have bruises and be walking around during the day and having them hurt. It's not horrible, and actually now that I'm more advanced, I get injured less. It was mostly as a yellow and green belt that I got the most banged up. (MB10, 5, 9-13)*

7. *Injuries, from time to time. (MR11, 6, 20)*
8. *I guess being injured, if you're not careful, or if you're training partner is not too experienced. (FR12, 8, 24-25)*
9. *Pain. But I'm a martial artist; I like pain. But really, I don't see that as necessarily being negative; I guess I just kind of accept it. (MW-Y13, 5, 39-40)*
10. *Injuries, taekwondo is rather high impact, even though there's low contact, you're still kicking each other. And some times, actually all the time, there's some kind of a pull, or over-extension, or stress on the muscles or joints. And so there's a bit of pain involved, in taekwondo. But that's really, I think, part of the training, part of the discipline. (MG-B14, 5, 5-9)*

Club responsibilities/obligations

1. *And then trying to put this tournament on—that's an added stress. (FW-Y03, 6, 22-23)*
2. *Obligations. I haven't really been hit with many, because my rank isn't too high yet. But I've begun to be volunteered for several activities, so there will be some obligations. (MG-B14, 5, 13-15)*
3. *You get overwhelmed very easily. (FB15, 5, 18) Oh, the tournament. Like, running a tournament. It's very overwhelming the first time that you do one. ... Oh, there's so much to do, so much stress. You don't know, like, time management, or when people can meet for the tournament. And you just hope it runs smoothly, and you know there's going to be kinks in it, and you know you're going to get in trouble, but... hopefully... it'll just run. (FB15, 5, 22-30)*

Money

1. *Um, the money. Money is a big issue. This is cheaper, like, this is a lot cheaper than a private studio, but in college, everybody is pushed for money. (FW-Y01, 7, 27-28)*
2. *Money, to buy equipment and to pay for the tournaments. That's also a big thing, being a poor college student. (FW-Y03, 6, 27-28)*
3. *I guess monetarily. It's not that expensive, here anyways. If I were to do it at a private club, yeah, it would be financially difficult. (FR12, 8, 23-24)*
4. *Money would be one of them. But I can say it's negligible, compared to the benefits. (MG-B14, 5, 4)*
5. *Well, the money for equipment and everything. But you know you'll get over that eventually. Because I've had the same equipment for 11 years. (FB15, 5, 34-35)*

Negative self-talk

1. *Um, if I do something wrong, then I beat myself up. (FW-Y01, 7, 32)*
2. *One thing that does tend to bother me some: sometimes I personally get a little bit discouraged when, if there's a technique that I'm having a really hard time with, or like if we're doing relay drills or something, in particular stuff that's associated with speed, I'm a rather large person and I'm not the fastest person or the most flexible in the world, so when you take something that's oriented toward those certain physical characteristics and then make it a competitive endeavor, that can be a little discouraging. (MW-Y13, 5, 40-6, 1)*
3. *Even when I'm really getting down on myself, where I just feel like I'm not getting any better or I'm not progressing, it's hard for me to get down on myself because I look at the grand picture, and the*

general trend is up. (FB16, 5, 22-24)

Punishment from the instructor

1. *And getting yelled at by my instructor. (FW-Y01, 7, 32)*
2. *The negative aspects are when the instructor makes people cry, and that's just really discouraging. To me, I feel I need encouragement to improve, instead of being yelled at. (FW-Y03, 6, 14-15)*
3. *Of course, I don't mind being made to do pushups, it makes me stronger, and that's cool. But, so, if there is a negative aspect, I find that I don't tend to think upon that favorably. Although when I do undergo it, I do so with the mind that I will improve, and be faster, or stronger, or both. Not necessarily faster than everybody else, but faster than I was, which is really what's important. (MW-Y13, 6, 1-3)*

Others' attitudes

1. *So, and then it's also negative when the other people in the class don't take it seriously. And that just causes problems because there's a high expectation for discipline in Taekwondo. And if they don't take it seriously, then that kind of lets the rest of the members down. And if they're not working up to their potential, um, I mean that is their personal choice, but then it affects the whole club. (FW-Y03, 6, 15-19)*
2. *Some people come to class and don't try real hard, like think they can be an expert in six months or something. So that's kind of like a negative view that people have from the out side. I don't know if that's negative or not, but it's a lot harder than people think. (MW-Y05, 8, 6-9)*

Time

1. *Negative aspects would also be, well, doing Taekwondo on top of all my classes and it takes some time out of homework, for example. So there's the whole time aspect and having that taken away from other aspects that are important to me, such as school and then work that I have to do. (FW-Y03, 6, 19-22)*
2. *Not being able to spend as much time with family; I could be doing schoolwork instead. Just time is one of the biggest things, the biggest issues, you know. You never have enough time to do everything you want to do. So, gotta kind of decide what we want to do, and I decided to do taekwondo, and it takes away from school, studying, and then from family time as well. Those are some of the sacrifices I've had to make. Sometimes you've got to do what you've got to do. (MR04, 6, 1-5)*
3. *No time to do homework. (FR07, 4, 32)*
4. *And it is a lot, a lot, a lot of time, if you want to get to be really good. (FG-B08, 4, 39-40)*
5. *I think sometimes there's never enough time, but that's just the way that goes. So for me it would just be time, that's the only cost I've run into. (MB09, 6, 43-44)*
6. *Time. Well, about time: again, I think it's a good investment. Although, yes, it takes time; it takes 7, 8 hours for me a week. Where it's just the opportunity cost of, maybe I could be reading a book. But I can still justify that with the benefits. (MG-B14, 5, 9-12)*
7. *Sometimes I have a tournament and I'll be gone for a weekend, which can kind of get in the way of school, but you learn to balance. (FB16, 5, 27-28)*

Taekwondo hierarchy

1. *It's a little weird to come to a sport like taekwondo after already doing a lot of things, like after*

already graduating college, and having been involved in a lot of other things, because it's so hierarchical. It's the one place where anything else that you've done in your life academically, or working, or what ever, doesn't mean anything because it's really belt rank oriented. And then you wear them, so every one knows. I had a really unique experience because I took the P.E. class for my white belt and then I joined the club. But in the interim, before I joined the club, I helped out at the tournament, that was like, a week long. But we didn't wear outfits, so people didn't know what belt rank I was. And I was friends with that girl who's a black belt, people just assumed that I was a black belt with her. And it was definitely different treatment. And it was really funny because afterwards, I started the club and had my yellow belt on, and some of them came up and congratulated me on being so impressive for a yellow belt. And I was like, it was doing paperwork, anyone can do that. And it's different now, because I've been in the club for a year, so I think I understand it a little bit better. But when I started, I was a little bit irritated. (FG-B08, 4, 44-5, 10)

2. *The hierarchical nature of it sometimes is a good thing, but not necessarily, particularly all the time. I mean, respect for other people, of course, is all fine and good, but sometimes it almost seems as though it feels a little, for lack of a better word, 'authoritarian.' Not that I have any problems with any of my instructors or anything, they're all cool. But, I don't know, sometimes it's just kind of the way that I feel about it. (MW-Y13, 6, 3-9)*

None

1. *Well, they're few and far between, if there are any. I have not had any really bad experiences with any clubs or anyone I've met in taekwondo. I really carefully considered the cost of joining taekwondo a year ago, and keep considering it. I know it's a time commitment and a financial commitment, and some people might see those as costs or negative consequences. But weighed out, I don't see them like that. I see them as worth it, and contributing to a better taekwondo experience, because I don't see them as negative, because you have to have those elements to participate in taekwondo. And because the benefits of taekwondo really outweigh those, then they're not negative consequences to me. (FG-B06, 6, 1-9)*

Scheduling

1. *Sometimes it's the schedule, it's kind of hard to work my work schedule and school and everything with the club because the club always has the same schedule. So it's not very flexible there, it interferes a little bit some times with my schedule. (MW-Y05, 8, 3-6)*

Social

1. *I skipped my senior prom. I don't do other activities at school because I want to excel. (FB16, 5, 20-21)*
2. *I've had to sacrifice things like, I can't stay up really late at night with my friends sometimes because I have practice at seven in the morning. Friday nights, I have to take it kind of easy because I have practice the next morning. (FB16, 5, 24-27)*

PREDICTED VALUE OF TAEKWONDO PRIOR TO PARTICIPATION

Enjoyment

1. *And watching them spar and do poomsae (forms), I thought that would be kind of fun to do. (MR04, 6, 16-17)*
2. *In karate I had enjoyed doing forms and sparring...those two main things. (FR07, 4, 39-40)*
3. *I don't know, I just thought it looked really fun. (FB16, 5, 35)*

Self-defense

1. *And I was always picked on, I never had many friends in elementary school, and I wanted to be able to defend myself, in case I got into a situation to where boys ganged up on me, I wanted to be able to get out of it. (FW-Y01, 7, 43-46)*
2. *... learning to defend yourself, I thought that was real useful. (MR04, 6, 16-17)*
3. *Before I started, probably the self-defense, that was probably the most important thing. Because I was picked on a little bit... But I was mainly focused on probably the self-defense. (MW-Y05, 8, 18-20)*
4. *I just thought it was so useful, to be able to defend yourself. (FR12, 8, 33-34)*
5. *It was just, the desire to want to learn how to fight, and protect myself, maybe people around me, if that situation ever came up. (MG-B14, 5, 23-24)*
6. *The self-defense aspects. (FB15, 5, 43)*

Ability to "kick butt"

1. *Like, being able to kick someone's butt. I was like a normal American, I guess, you don't know much about it, and you want to be able to kick someone's butt. That's kind of how I was. (FW-Y01, 7, 40-41)*
2. *Although, you know, when you're a little kid, it's like "oh cool, they teach you to kick other people's butt," that's always nice. (MW-Y13, 6, 19-21)*

Physical activity

1. *Um, the workout and becoming, like, more strong and more fit was a big factor in wanting to do Taekwondo. (FW-Y03, 6, 36-37)*
2. *I also thought it would be good to get more flexible, so a little bit of the fitness of it. (MW-Y05, 8, 19-20)*
3. *Well, I didn't have much of a knowledge of taekwondo before I started. My master actually taught a sort of a taebo class before I joined his taekwondo class. And the only things I knew from that were that, 1) it was a good workout... (FG-B06, 6, 16-18)*
4. *You are jumping in the air. Great flexibility, extension. (MG-B14, 5, 36-37)*

Coolness factor

1. *And also I thought the dobok (uniform) looked really cool. Like I wanted to wear the white dobok and run around in it. (FW-Y03, 6, 17-18)*
2. *Although, you know, when you're a little kid, it's like "oh cool, they teach you to kick other people's butt," that's always nice. (MW-Y13, 6, 19-21)*
3. *I just thought it was cool. (MG-B14, 5, 22)*
4. *And, yeah, the kicking looked cool. I remember those thoughts. (MG-B14, 5, 31-32)*
5. *I wasn't like "oh yeah, I should learn self-defense because I'm a girl, and that's good for me to learn." It was just like "that looks pretty cool" (FB16, 5, 35-36)*

Media portrayal

1. *And I watched, like, Teenage Mutant Ninja Turtles and Power Rangers, I just loved what they did, like "smack, smack" or something. It was like, they'd beat up five guys at once. (FW-Y01, 7, 41-43)*
2. *And, I don't know, you see, like, martial arts on TV and it just looks really cool. And now that I look back and I'm like, that's a sidekick or a back kick. I don't know, just the whole media aspect of martial arts kind of contributed to the interest. I'd seen it on TV or movies and stuff. But before then I didn't really know much about it. And so it was just kind of a leap of faith getting into it. Like I don't know exactly what I'm in for, but I'll just try it out and see how I do in it. (FW-Y03, 6, 38-43)*
3. *I loved how, in the movies, they'd always portrayed that sense of discipline, on being in control of yourself mentally, physically, emotionally. I just like that; I thought that was just the neatest thing and that was something I wanted for myself. (FR12, 8, 34-36)*
4. *Well, taekwondo... and maybe this was another reason for joining taekwondo instead of another martial art, is that, at least to me, I thought it was the biggest martial art, if not around here, then in America, or in the world. There's a lot of exposure to it, it's in the Olympics, you see the posters, the kicking, and so the popularity of it appealed to me at the time. (MG-B14, 5, 28-31)*

Martial arts family

1. *I guess when I was watching my dad, learning to defend yourself, I thought that was real useful. And watching them spar and do poomsae (forms), I thought that would be kind of fun to do. And it was kind of a family thing, I guess. You're kind of a family in that group, in that class, or whatever. It seems like just kind of a family structure, and so forth. And now it seems the same, kind of like a family structure. You kind of watch out for all of your peers and stuff; you don't take advantage of them. (MR04, 6, 16-21)*

Social interactions

1. *Well, I didn't have much of a knowledge of taekwondo before I started. My master actually taught a sort of a taebo class before I joined his taekwondo class. And the only things I knew from that were that... 2) I really liked his instruction, and 3) I really liked the people in the club. So I didn't know much about the structure of taekwondo itself, but I knew about the people involved. And since they were great people and I really liked them, I figured the activity must be great too. (FG-B06, 6, 16-21)*

Kicking

1. *And plus, I like kicking. Kicking—I just like to kick. I kick more than punch. (FW-Y01, 7, 46)*
2. *And, yeah, the kicking looked cool. I remember those thoughts. (MG-B14, 5, 31-32)*
3. *I think mostly the kicking. Now that I look back on it, I'm very glad that I did taekwondo instead of karate, because taekwondo is more what I was thinking of, when I was thinking of martial arts, just as far as how it looks and things. (FB16, 5, 41-43)*

Family influence

1. *I guess when I was watching my dad... (MR04, 6, 16)*

Discipline

1. *I think that I had abstractly thought martial arts are good for discipline, and sort of like self-control, and stuff like that. (FG-B08, 5, 18-19)*
2. *I loved how, in the movies, they'd always portrayed that sense of discipline, on being in control of yourself mentally, physically, emotionally. I just like that; I thought that was just the neatest thing and*

that was something I wanted for myself. (FR12, 8, 34-36)

Technical benefits

1. *Well, you are hitting a target without being hit... The head shots, those are always... yeah, those are always good. (MG-B14, 5, 36-37)*
2. *When I saw any of my friends who were able to do it, I just thought that was just the neatest thing, being able to move your body that way. (FR12, 8, 32-33)*

Peer influence

1. *When I saw any of my friends who were able to do it, I just thought that was just the neatest thing, being able to move your body that way. (FR12, 8, 32-33)*
2. *Well, it was that and I thought it'd be kind of neat because, of course as I said, I had friends that were also doing it, and they seemed to like it. So I thought "Oh, OK, cool, sounds like fun." (MW-Y13, 6, 21-23)*

Didn't know/doesn't apply

1. *Honestly, I don't know. Before I took this Taekwondo lessons, I had no idea whether it's fun or it's going to be miserable sports for me to do. (MG-B02, 7, 9-10)*
2. *I don't think I knew any thing about it until I started looking at martial arts and my friend recommended it to me. I didn't even know it was an Olympic sport. I think that I had abstractly thought martial arts are good for discipline, and sort of like self-control, and stuff like that. But I never really experienced that or thought about that, really. (FG-B08, 5, 17-20)*
3. *Before I started it, I can't say anything, because I didn't really know it until I first saw it. I kind of went into it blind; not really knowing much about it at all. (MB09, 7, 5-6)*
4. *I don't think that really applies to me, since I just joined it blindly. (MB10, 5, 24)*
5. *As I said, I didn't know very much specifically about taekwondo, as opposed to other martial arts, so I probably don't have much to say about this question. (MR11, 6, 27-28)*

PREDICTED VALUE OF TAEKWONDO IN THE FUTURE

Enjoyment

1. *I mean, it's enjoyable. (FW-Y03, 7, 12)*
2. *It's always going to be enjoyable because I enjoy going to class. The day that I don't enjoy going, then I won't go anymore. (FB15, 6, 8-9)*

Career

1. *I think it might even influence what I want to practice, actually. I'm really interested in the aspects of sports medicine now. And that's something that, before, I'd never consider, before doing taekwondo. I never had considered it. (FR12, 9, 1-4)*
2. *Hopefully it'll work because I want to be a police officer. So hopefully it will help in there, in that field. (FB15, 4, 35-36)*
3. *Well, the self-defense. And you have to work out, and be in shape, and Taekwondo is helping get me in*

shape so I'm can be able to perform the job duties. (FB15, 4, 40-41)

4. *It's going to be important for my career. (FB15, 6, 17)*

Respect

1. *Um, respect. Because I will teach that to my kids. You respect the person and they will give you respect. And you will have a lot better life. It'll be a lot easier: do what you're told and, you know, life will be a lot easier. But it's like, I'm taking these morals and values and I'll apply them to raising my own kids. Like some of the stuff mom taught me, but mainly like, the stuff I've learned here, I will apply to my life in raising kids and how they should be brought up. They can have their own opinion, do whatever they want. But as long as you respect people... (FW-Y01, 8, 9-14)*
2. *And I think the respect that taekwondo shows, that's helpful and useful and important on the outside world as well. Respect, listen to others, and so forth. (MR04, 5, 8-9)*
3. *I think you should still always keep that self-discipline and respect for others, that should always stay. (MR04, 6, 28-29)*
4. *Things that develop in general, as far as ... respect to the martial arts. (FR07, 4, 16-17)*
5. *And then always having respect for yourself, for your competitors, for other people who are involved with it, and then, for of course, your parents and your family members, and your elders. Not only showing respect to all those, but now you understand the idea of respect. (MB09, 6, 4-6)*
6. *And respect for other people... (FR12, 9, 6)*

Social interactions

1. *I want to see more people in this Taekwondo club. It's going to be more fun, so that's what I'm looking for. (MG-B02, 7, 14-15)*
2. *You have fun with other members in the class. (FW-Y03, 7, 12)*
3. *...just the social aspects of the club. (MW-Y05, 8, 27-28)*
4. *Well, I hope to keep this continuous circle of friends... and training partners, and stuff like that. (FG-B08, 5, 27-28)*
5. *...and making friends, or keeping friends, what ever. (MB10, 5, 32)*

Competition

1. *I'd like to keep competing, for some time in the future, for a couple of years at least. (FR07, 5, 1-2)*

Leadership opportunities

1. *I think maybe the leadership opportunities... (MW-Y05, 8, 27)*

Physical activity/stay in shape

1. *The athletic, to keep me in shape. It's like, 'cause if I don't have a class I won't go to the gym by myself. I have to have a class that I'm required to go to. Or I, like, want to have to go to, in order to do it. Like it has to give me a little push and then I'll do the rest. (FW-Y01, 8, 21-23)*
2. *And, even in the future, if I don't take classes, I can still go to the gym and work out on my own. So it's*

going to be something that I can do for the rest of my life, pretty much, and that's kind of cool. (FW-Y03, 5, 36-38)

3. *Well, the most obvious answer would be staying in shape... It's just physical activity, and the entire purpose is to exert energy and focus on what you're doing. (FG-B06, 29-33)*
4. *Things that develop in general, as far as actual training, workout skills go... (FR07, 4, 16) And then, after that, whatever I end up doing, even if I could just do taekwondo a couple times a week, I think it'd be a really good way just to stay active, stay in shape... (FR07, 5, 2-4)*
5. *Well, I hope to keep this... really good workout schedule... (FG-B08, 5, 27-28)*
6. *I think the physical aspect of it, I love just being able to kick. Just the physical aspect of it and what's involved with that, with the coordination and strength and all that. (MB09, 7, 13-14)*
7. *As a way to stay in shape. (MB10, 4, 32) I see it as a regular activity for me, something that I can do for many years. And the benefit of that is staying in shape... (MB10, 5, 31-32)*
8. *And, of course I'm expecting to stay in athletic condition because of doing taekwondo. As I'm getting older and older, it's good to be a sporting and athletic person, and taekwondo is giving me that. (MR11, 5, 29-31)*
9. *This again consists mostly of things that I'd already mentioned, like improved physical conditioning... (MW-Y13, 6, 30-31)*
10. *OK, we can start from the very low level, of having worked out, having trained those muscles... (MG-B14, 4, 17-18)*
11. *It's a life-long activity. At my school at home, I think we had a man that was like, 60 get his black belt. Because of the training I've done, and training I will continue to do, I feel like I will probably always be in better shape than the average person, which I think is great. And I have a lifestyle that encourages... if I go a couple days without exercise, I start...if I go two days, I start to get fidgety, and it's not a good feeling. So exercise will always be a valuable component of my life. And I'll pass that on to whomever... my kids, or my friends. And not because I'm forcing it upon them; just because that's how I am, that's part of my personality. (FB16, 6, 4-10)*

Balance

1. *Just having more things to add to a resume or just me in person. And, I don't know, I think it just makes me a more well-rounded person. Having, like, book smarts—because I do well academically—and then also taking care of the physical aspect of myself. (FW-Y03, 5, 33-36)*
2. *This again consists mostly of things that I'd already mentioned, like... improved balance between physical and mental activities, and even among the mental activity. Balance between what I was referring to as, for lack of a better term, thinking vs. feeling. In academic pursuits you think a lot, but not a whole lot of feeling going on, necessarily. (MW-Y13, 30-34)*

Stress management

1. *In medical school I can imagine that I'll be very stressed out. And doing taekwondo, getting out paddles and just kicking like crazy for an hour, or even just half an hour, is enough to get me centered and back into studying mode. So that's going to be really useful to me. And as a physician, I don't imagine that the stress will get any less. (FR12, 8, 44-9, 1)*

Confidence

1. *Well, when you do a good kicking technique, or when you're doing a great poomsae (Korean: forms) techniques, you feel good about yourself, of course, and it helps your confidence up. (MG-B02, 7, 9-10)*
2. *And, just making me a more confident person over all. (FW-Y03, 5, 32-33)*
3. *Probably the main thing would be like, the self-confidence that I gain in taekwondo from getting out there and fighting people. And practice, and the experience of learning in practice, some of the self-confidence and the self-awareness that I get from that. And that kind of carries over into other things and I think over all helps me out a lot. (MW-Y05, 7, 7-11)*
4. *It's not something that I consciously try to do. It's just something that I realize that's happening because of taekwondo class. (MW-Y05, 7, 17-18)*
5. *...the confidence that I get from it... (MW-Y05, 8, 27)*
6. *In general, taekwondo has made me a more approachable person, actually. Just because after you get attacked like that, you tend to be withdrawn, and not confident. And people who are not confident tend to withdraw into themselves and try to shut out the outside world. I think taekwondo opened me up again. Taekwondo gave me that back. It gave me my life back, really, and my personality, and helped me even build on it. It has even helped me in my interviews. I walk into my interviews with confidence, knowing that, you know what? If I can fight somebody who's that much bigger than me and face them down, I will have the courage, it's no different. Every difficult situation in life, I just think back to taekwondo. (FR12, 6, 40-7, 2)*
7. *There's confidence... in knowing my abilities and being able to execute them. (MG-B14, 6, 5-6)*

Self-improvement

1. *And then just improving. (FW-Y03, 7, 5-6)*
2. *And just the whole experience of doing something you've never done before, and trying to do it well. And succeeding in parts and then seeing where you can improve—that's a big part of it too. Like at the tournament, we video recorded it and I got to see it and I looked really bad. I mean, I beat her, which was good, but then I see myself and I'm like just throwing my leg up, not really kicking. So then I was like, "Oh, I have a lot to improve on." So, yeah, that's going to be a whole challenge in itself. (FW-Y03, 7, 12-18)*
3. *... continue learning new skills. (FR07, 5, 4)*
4. *I'm hoping, in my life, to grow into a better person, and taekwondo is one of the things that is helping me in that process... And, as I said, on the spiritual and mental aspects, I'm just hoping that I will grow up better and stronger by doing taekwondo. (MR11, 5, 27-32)*
5. *But, I think it's not so much knowledge that I hope will be useful, but rather a more physical and emotional change that it will induce. (MW-Y13, 5, 7-8)*

Discipline

1. *I think you should still always keep that self-discipline and respect for others, that should always stay. (MR04, 6, 28-29)*
2. *It's not something that I consciously try to do. It's just something that I realize that's happening because of taekwondo class. Like, I always used to be really late for class, and after taekwondo, I'm more on time and on top of things. It has helped me become more organized and punctual and on top of tasks and things. (MW-Y05, 7, 17-20)*

3. *Things that develop in general, as far as... a level of discipline... self-discipline... (FR07, 4, 16-17)*
4. *Then move on to the self-control and discipline of knowing that you can get up at seven thirty a.m. in the morning and go warm up for class. This one's important to me because I know I can overcome laziness, inefficiency, and do what I believe is helpful to me. (MG-B14, 4, 18-21)*
5. *I think the most important one is self-control and discipline. And it seems to be a big part of martial arts, anyway. But, this is highest on my list because there's no doubt. (MG-B14, 6, 4-6)*

Applying philosophy

1. *Um, like the routine and morals and values that it teaches, um, helps me apply to everyday life. (FW-Y01, 6, 14)*
2. *And at the same time, all the aspects that are involved with the tenets that you'll always have as part of your life, that you're always going to want to carry with you. (MB09, 7, 14-16)*
3. *But I think the spiritual aspect is the more lasting one. So even if there's a period of time that, for example, I can't practice, or workout, I'm hoping that the taekwondo spirit will still be there. (MR11, 6, 35-37)*
4. *And of course, I really think some of the values that it tends to teach one, like the discipline, self-confidence, the perseverance, those types of things... self control. (MW-Y13, 34-36)*
5. *Every difficult situation in life, I just think back to taekwondo. (FR12, 7, 1-2)*

All of taekwondo

1. *There I go again, but I think all of it's really important: sparring is important, competition—that's important, forms is important... you're focusing on what you're doing and I find it all pretty important. I just like it over all, I can't really be specific. (MR04, 6, 29-32)*
2. *I'm hoping that all of it will stay important and enjoyable. (MR11, 6, 35)*
3. *I think the training, fighting, and poomsae aspects of it... every part of it. I'm going to continue doing this until I'm 90. (FR12, 8, 43-44)*

Routine

1. *Like, I'll keep, like, a routine throughout my life. As long as it fits in my schedule and I can make it fit, I'll do it. And that's probably the way I'll do it when I grow up. Like when I'm raising kids, there will be a schedule...a routine. (FW-Y01, 6, 15-17)*
2. *In Taekwondo, it's like you do the warmups and, like, you have to start running—I don't like running—so you have to start running, and I'm like, just do it, just do it. 'Cause then I'll get to, like, the stretching and then the kicking, and that comes later, and I'm like, the punching, and I'm like, oh, this is so cool. I'll get to the fun stuff after I get through the bad stuff. So I get over the hurdles and, just, then I get to my fun stuff. (FW-Y01, 6, 21-25)*
3. *...as long as you do your stuff, just get it done, don't complain, you have more free time. The more you complain, the longer it's going to take you. It's just, um, like the routine, I'll get into a routine, and get them into routine, so it'll get into their blood, too. (FW-Y01, 8, 14-17)*

Self-defense

1. *Um, if I ever get into, like, a dangerous situation, it can probably help me get out of it. Like if I didn't know anything, then I'd like, probably be stuck against a wall and be trapped. But this way I know, like, a little bit. Like, I know if I get trapped by guy I don't have to kick between his legs. I can kick his chest or the solar plexus and that will knock the wind out of him. Or kick him in the neck. Just like different points on the body that I can hit that he might not know of. And get him away or shocked for long enough so I can get away. That's probably a major point is, like, for self-defense. (FW-Y01, 6, 4-10)*
2. *Self-defense for sure. (MG-B02, 6, 5)*
3. *Well, the whole self-defense aspect comes up. Just being able to defend myself. (FW-Y03, 5, 32)*
4. *And learning to defend yourself is important. (MR04, 6, 29)*
5. *OK, we can start from the very low level... having some self-defense knowledge. (MG-B14, 4, 17-18)*

Achievement

1. *I think I'll find it enjoyable when I'm just practicing by myself. Just because it feels good to do a move and then look in the mirror and see how to improve that. So, just having an overall sense of achievement with the whole Taekwondo experience is what's going to be beneficial for me. (FW-Y03, 7, 3-5)*
2. *And, you get to move up in rank, which is an achievement in itself. (FW-Y03, 7, 12-13)*

Focus

1. *Well, just applying certain aspects like... focusing on your poomsae (forms) or sparring; focusing that on other situations in life. Like at work, instead of letting your mind wander, focus on your job. Or at school, focus on your schoolwork. I think that can help. (MR04, 5, 3-5)*
2. *...and the second would probably be much like one of my previous answers: it just provides an area for an energy release for intense activity that you can't really get in other areas of your life—in work situations, or my school situations, or in family situations. It's just physical activity, and the entire purpose is to exert energy and focus on what you're doing. (FG-B06, 29-33)*

Health

1. *It's also going to be important in the future just to keep me healthy physically. And mentally too, because it takes drive to actually continue with it and get ready for a tournament or other things like that. (FW-Y03, 7, 6)*
2. *And finally, the aspect of living longer maybe, being healthy. (MG-B14, 4, 23-24)*

Awareness

1. *I think also, taekwondo teaches you to be aware of your surroundings and yourself. I think that helps in the outside world: being aware of what you're doing, where you're at, who's around you, and so forth. (MR04, 5, 5-8)*
2. *Well, like in sparring, when you're counterattacking or moving away from an attack, you kind of pay attention to what's behind you, on the side of you, and so forth. And I think that just helps kind of being, when you're outside, walking down the street, you're kind of just aware of who's over here, who's over there. Just being aware of what's around you. (MR04, 5, 13-16)*

Teaching skills

1. *And also, the students that I train in my lab, I use some of the similar teaching techniques that I use... like I learned in taekwondo to explain a kick different ways or even to use the visible, to show and stuff like that. And that's how I teach my students in the lab, just try different things. (FR12, 7, 6-9)*
2. *I think being able to teach, being able to communicate a knowledge base, will carry on throughout from this as well. Teaching in taekwondo helps teaching of anything outside taekwondo. (MB09, 6, 2-4)*

Humility

1. *...learning from other people, humility. I've worked in a hospital long enough, or in the medical environment long enough to see that the doctors who are the most hated are the ones who are arrogant, and it's the same thing. If you're nice to people and you're respectful to people at all levels, and it doesn't matter who, you respect them just for the fact that they're a human being and you're working with them, then everything works out fine. Not that that wasn't obvious to me before taekwondo, but just more so. It reinforces it, I think. (FR12, 9, 6-11)*

Skills for work

1. *...some of the organizational stuff is pretty valuable, in every aspect of work and play and things like that. (MW-Y05, 7, 6-7)*
2. *But the other, indirect aspects—the discipline, the patience, the persistence, the way to work in a club, and a way to work through classes of relationships—would all be directly useful in any type of job situation. (FG-B06, 5, 8-11)*
3. *Oh, I think it's going to really help me out in medical school, when I'm very stressed out, and I need to assimilate a lot of detailed information and be flexible. (FR12, 6, 39-40)*
4. *And just the aspects of discipline, sticking with something, persevering, or asking for help, or finding other sources; those are things that are definitely applicable to medical school. (FR12, 9, 4-6) It teaches me good working skills. (FR12, 9, 11-12)*

Interpersonal relationships

1. *And in our club, it's so stratified where we have such a huge range of kids and students and people training. It's the kind of respect that you can get, and also the practice in interpersonal relations, where you interact with different kinds of people from all walks of life. (FR12, 7, 3-6)*
2. *Then there's another level, which is the social interactions. So, clearly, that's going to help later on, with any kind of work place, or family environment, or friendship, where you can put those socializing skills to use. (MG-B14, 4, 21-23)*
3. *Definitely adaptability and problem solving. And learning how to deal with different people, because one problem I have is when I go home, I start treating my little kids like adults; and when I come back I start treating the adults like little kids, and it takes me a day to be like, "whoa, you got to change." (FB16, 4, 35-38)*

Perseverance

1. *Sometimes it gives me that extra motivation to keep plugging away, even though the results you don't see right away. (FR12, 7, 2-3)*
2. *I think I'll always know that I can challenge myself and I'll always know that I can push through frustrations and never have a 'quit' attitude, because I know I'll never quit with whatever comes my*

way with taekwondo. I think that's one of the biggest things, that I'll always challenge myself and always try to push myself to be better and do better, in every aspect, no matter what it is that I get going. (MB09, 5, 40-44)

Motivation

1. *Sometimes it gives me that extra motivation to keep plugging away, even though the results you don't see right away. (FR12, 7, 2-3)*
2. *I'm a little more motivated too, like at work and just in my other classes and things like that. (MW-Y05, 7, 20-21)*

Helping others

1. *I think with a greater knowledge of Taekwondo in the future I might be able to help people. I think that's pretty common to all martial art people. Like when they're good at it, they help people with all their heart. It's not just because they just want to show up that, oh, I'm from this martial art, I want to, like, tell every body in this world that I'm studying this martial art and I want to help people just because they just want to, kind of, make the name of this martial art bigger. Being able to help people without thinking about what kind of martial art you're taking. I think that's probably the biggest thing that I would like to do. Helping people without bragging about it. (MG-B02, 5, 40- 6, 1)*

APPENDIX H

Demographic Survey for Study 2

Demographic information for Taekwondo survey

Age: _____ Gender: ____ Male ____ Female
 Race/Ethnicity: ____ African-American ____ Hispanic ____ American Indian
 ____ Asian ____ Caucasian ____ Multi-racial (please identify): _____
 ____ Other (please identify): _____

Rank in Taekwondo: _____

For how long have you been at this rank? _____

How many years and/or months have you been involved in Taekwondo? _____

Please indicate the type(s) of Taekwondo training in which you have been involved
 (check all that apply):

____ collegiate club ____ college class ____ private studio
 ____ other (please describe: _____)

Average hours of training per week: _____

Please check one of the following that best describes you:

- __ competitor (compete every chance you get)
 __ semi-competitor (compete when you have the time and desire)
 __ non-competitor (compete only when required for your next rank)

What experience in other martial arts have you had? (please indicate which art, for how long, and rank, if applicable): _____

Please rate yourself on the following characteristics, in general (i.e., not only in Taekwondo).

	Very low	Low	Average	High	Very high
Self-confidence	1	2	3	4	5
Focus	1	2	3	4	5
Coordination	1	2	3	4	5
Self-respect	1	2	3	4	5
Self-discipline	1	2	3	4	5
Flexibility	1	2	3	4	5
Physical Balance	1	2	3	4	5
Stress	1	2	3	4	5

APPENDIX I

Consent Forms for Study 2

**AN EXPLORATION OF PARTICIPATION MOTIVATION AND TASK VALUE
AMONG TAEKWONDO PARTICIPANTS.**

Participant Consent Form—participant's copy

The purpose of this study is to examine the reasons why students participate in taekwondo. It is hoped that this research project will provide researchers, instructors, and practitioners with a greater understanding about the participation process. You are being asked to complete a demographic questionnaire and a questionnaire of reasons for participating in taekwondo. Completion of the questionnaires should take approximately 10 to 15 minutes.

Please note that your participation is voluntary. Further, you may refuse to answer certain questions or discontinue your participation at any time without penalty, including no impact on your grade, if applicable. Minimal risks are anticipated with respect to completing the questionnaires.

Your responses to the questionnaires will remain confidential to the maximum extent allowable by law. Participants will not be identifiable in any report of research findings. Group-based findings will be made available to all those participants who are interested. All questionnaires and consent forms will remain in a locked box that is only accessible to the researchers. If you decide to withdraw before the completion of the questionnaires, the incomplete questionnaires may be used in the study unless you request otherwise.

If you have any questions about this study, please contact one of the investigators [either Kevin Stefanek at 205 IM Sports Circle, (517) 353-9196, stefane3@msu.edu or Dr. Martha Ewing at 201 IM Sports Circle, (517) 353-4652, mewing@msu.edu]. If you have questions or concerns regarding your rights as a study participant, or are dissatisfied at any time with any aspect of this study, you may contact – anonymously, if you wish – Peter Vasilenko, Ph.D., Chair of the University Committee on Research Involving Human Subjects (UCRIHS) by phone: (517) 355-2180, fax: (517) 432-4503, e-mail: ucrihs@msu.edu, or regular mail: 202 Olds Hall, East Lansing, MI 48824.

I voluntarily agree to participate in this study. **(Please keep this copy and return the investigator's copy—the next page.)**

Your signature

Today's date

Your printed name

**AN EXPLORATION OF PARTICIPATION MOTIVATION AND TASK VALUE
AMONG TAEKWONDO PARTICIPANTS.**

Participant Consent Form—investigator's copy

The purpose of this study is to examine the reasons why students participate in taekwondo. It is hoped that this research project will provide researchers, instructors, and practitioners with a greater understanding about the participation process. You are being asked to complete a demographic questionnaire and a questionnaire of reasons for participating in taekwondo. Completion of the questionnaires should take approximately 10 to 15 minutes.

Please note that your participation is voluntary. Further, you may refuse to answer certain questions or discontinue your participation at any time without penalty, including no impact on your grade, if applicable. Minimal risks are anticipated with respect to completing the questionnaires.

Your responses to the questionnaires will remain confidential to the maximum extent allowable by law. Participants will not be identifiable in any report of research findings. Group-based findings will be made available to all those participants who are interested. All questionnaires and consent forms will remain in a locked box that is only accessible to the researchers. If you decide to withdraw before the completion of the questionnaires, the incomplete questionnaires may be used in the study unless you request otherwise.

If you have any questions about this study, please contact one of the investigators [either Kevin Stefanek at 205 IM Sports Circle, (517) 353-9196, stefane3@msu.edu or Dr. Martha Ewing at 201 IM Sports Circle, (517) 353-4652, mewing@msu.edu]. If you have questions or concerns regarding your rights as a study participant, or are dissatisfied at any time with any aspect of this study, you may contact – anonymously, if you wish – Peter Vasilenko, Ph.D., Chair of the University Committee on Research Involving Human Subjects (UCRIHS) by phone: (517) 355-2180, fax: (517) 432-4503, e-mail: ucrihs@msu.edu, or regular mail: 202 Olds Hall, East Lansing, MI 48824.

I voluntarily agree to participate in this study. **(Please sign this copy and return it to the investigator.)**

Your signature

Today's date

Your printed name

APPENDIX J

Tables of Top 10 Reasons for Participation by Competitor Status

Table 27

**Mean Importance Ratings in Descending Order for Participation Motives—Competitors
(*n* = 37)**

Reasons for participation	Mean	Standard Deviation	Min.	Max.
For exercise	4.76	.50	3	5
To improve skills	4.68	.63	3	5
To learn from a knowledgeable instructor	4.59	.73	2	5
To have fun	4.59	.73	2	5
To improve myself physically (e.g., balance, flexibility, coordination, strength)	4.57	.60	3	5
To learn new skills	4.51	.61	3	5
To integrate and improve both mental and physical health	4.49	.65	3	5
To increase focus	4.43	.80	2	5
For stress relief	4.32	.75	3	5
To maintain skills	4.32	.97	1	5

Table 28

**Mean Importance Ratings in Descending Order for Participation Motives—Semi-
Competitors (*n* = 122)**

Reasons for participation	Mean	Standard Deviation	Min.	Max.
To improve myself physically (e.g., balance, flexibility, coordination, strength)	4.52	.59	3	5
To improve skills	4.51	.61	3	5
For exercise	4.50	.71	2	5
To have fun	4.39	.73	2	5
To integrate and improve both mental and physical health	4.28	.81	1	5
To learn new skills	4.23	.76	2	5
To learn from a knowledgeable instructor	4.17	.90	1	5
To maintain skills	4.12	.79	1	5
To increase perseverance	4.02	1.02	1	5
To become a better person	4.02	1.02	1	5

Table 29**Mean Importance Ratings in Descending Order for Participation Motives—Non-Competitors ($n = 91$)**

Reasons for participation	Mean	Standard Deviation	Min.	Max.
For exercise	4.43	.78	2	5
To improve myself physically (e.g., balance, flexibility, coordination, strength)	4.38	.76	1	5
To have fun	4.27	.76	1	5
To learn new skills	4.26	.65	3	5
To improve skills	4.26	.74	1	5
To integrate and improve both mental and physical health	4.13	.81	1	5
To learn from a knowledgeable instructor	3.91	1.05	1	5
To increase perseverance	3.86	1.04	1	5
For stress relief	3.82	1.11	1	5
To try something new/different	3.78	1.09	1	5

APPENDIX K

Complete List of Reasons for Participation—Total Sample

Table 30

Mean Importance Ratings in Descending Order for All Participation Motives—Total Sample ($N = 250$)

Reasons for participation	Mean	Standard Deviation	Min.	Max.
For exercise	4.51	.71	2	5
To improve myself physically (e.g., balance, flexibility, coordination, strength)	4.48	.66	1	5
To improve skills	4.44	.68	1	5
To have fun	4.38	.75	1	5
To learn new skills	4.28	.70	2	5
To integrate and improve both mental and physical health	4.26	.79	1	5
To learn from a knowledgeable instructor	4.14	.96	1	5
To increase perseverance	4.00	1.02	1	5
To maintain skills	3.99	1.02	1	5
For stress relief	3.92	1.07	1	5
To become a better person	3.88	1.10	1	5
To increase self-confidence	3.85	1.07	1	5
To learn self-defense	3.84	1.08	1	5
To increase positive attitude	3.83	1.17	1	5
To try something new/different	3.82	1.08	1	5
To increase self-discipline	3.79	1.06	1	5
I've always wanted to take martial arts/Taekwondo	3.79	1.17	1	5
To increase focus	3.78	1.12	1	5
To increase self-respect	3.60	1.21	1	5
To increase self-awareness	3.59	1.06	1	5
The benefits I gain from it transfer to other areas of my life (e.g., school, job, relationships)	3.55	1.13	1	5
I heard it was a good instructor	3.54	1.32	1	5
To be involved in a unique activity	3.49	1.12	1	5
Adopting its philosophy has a positive influence in my life	3.46	1.18	1	5
To increase patience	3.44	1.21	1	5
For specific aspects of it (e.g., emphasis on kicking, dynamic motion, elegance of movement)	3.38	1.12	1	5
It combines physical and artistic aspects of activity	3.37	1.22	1	5
To be part of a team/supportive community	3.36	1.18	1	5
To become a better fighter	3.29	1.30	1	5
To get a black belt	3.27	1.28	1	5

I heard it was a good club/studio	3.25	1.28	1	5
To increase in rank	3.24	1.26	1	5
To meet people	3.20	1.15	1	5
For the opportunity to spar/fight in a safe environment	3.11	1.25	1	5
I heard it was a good art form	3.09	1.20	1	5
For the opportunity to compete/For the challenge of competition	3.04	1.23	1	5
To compete at higher levels	3.00	1.25	1	5
For the opportunity to give back to other students and/or Taekwondo	2.96	1.31	1	5
It is relatively low cost	2.93	1.29	1	5
To hit and/or kick something	2.81	1.29	1	5
I am good at it	2.81	1.17	1	5
I am interested in Asian/eastern philosophy/culture	2.79	1.32	1	5
It looks cool (i.e., appreciation of the art form)	2.78	1.25	1	5
To learn from the highest ranking instructor available	2.73	1.27	1	5
To learn from a well-known instructor	2.56	1.37	1	5
To increase communication skills through teaching	2.53	1.26	1	5
A friend recommended it	2.37	1.30	1	5
I have had success/am successful competing in tournaments	2.21	1.25	1	5
A relative of mine also practices	1.77	1.20	1	5
To imitate TV/movie martial arts performers (e.g., Jackie Chan, Michelle Yeoh, Teenage Mutant Ninja Turtles)	1.67	1.07	1	5

APPENDIX L

***T*-test Results for Gender—All Reasons for Participation**

Table 31

Means, Standard Deviations, and *T*-tests between Genders for All Reasons for Participation

Reasons for Participation	Males (<i>n</i> = 152)		Females (<i>n</i> = 98)		Sig.
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	
For exercise	4.51	.73	4.51	.69	.98
To improve myself physically (e.g., balance, flexibility, coordination, strength)	4.45	.69	4.53	.61	.33
To improve skills	4.43	.72	4.46	.61	.74
To have fun	4.40	.75	4.34	.75	.51
To learn new skills	4.32	.72	4.23	.67	.37
To integrate and improve both mental and physical health	4.24	.81	4.28	.76	.76
To learn from a knowledgeable instructor	4.13	1.01	4.15	.88	.83
To increase perseverance	3.99	.97	4.01	1.09	.86
To maintain skills	3.93	1.04	4.07	.99	.30
For stress relief	3.78	1.12	4.13	.96	.01
To become a better person	3.91	1.10	3.84	1.10	.59
To increase self-confidence	3.80	1.08	3.92	1.06	.41
To learn self-defense	3.89	1.06	3.76	1.10	.34
To increase positive attitude	3.83	1.14	3.84	1.22	.95
To try something new/different	3.75	1.15	3.92	.97	.21
To increase self-discipline	3.79	1.08	3.79	1.04	.98
I've always wanted to take martial arts/Taekwondo	3.79	1.20	3.79	1.13	1.00
To increase focus	3.74	1.11	3.86	1.13	.41
To increase self-respect	3.53	1.23	3.71	1.18	.25
To increase self-awareness	3.60	1.08	3.57	1.03	.86
The benefits I gain from it transfer to other areas of my life (e.g., school, job, relationships)	3.57	1.13	3.53	1.14	.75
I heard it was a good instructor	3.49	1.37	3.61	1.26	.49
To be involved in a unique activity	3.46	1.11	3.54	1.12	.56
Adopting its philosophy has a positive influence in my life	3.49	1.20	3.40	1.16	.53
To increase patience	3.37	1.23	3.54	1.16	.27
For specific aspects of it (e.g., emphasis on kicking, dynamic motion, elegance of movement)	3.37	1.11	3.40	1.15	.85
It combines physical and artistic aspects of activity	3.26	1.24	3.55	1.17	.07
To be part of a team/supportive community	3.25	1.15	3.54	1.22	.06
To become a better fighter	3.30	1.32	3.27	1.27	.85
To get a black belt	3.28	1.37	3.24	1.13	.80
I heard it was a good club/studio	3.23	1.32	3.28	1.23	.80

To increase in rank	3.31	1.26	3.12	1.25	.25
To meet people	3.20	1.16	3.20	1.13	1.00
For the opportunity to spar/fight in a safe environment	3.24	1.21	2.91	1.29	.04
I heard it was a good art form	3.04	1.25	3.15	1.11	.46
For the opportunity to compete/For the challenge of competition	3.16	1.18	2.86	1.30	.06
To compete at higher levels	3.16	1.20	2.76	1.29	.01
For the opportunity to give back to other students and/or Taekwondo	3.14	1.29	2.69	1.30	.01
It is relatively low cost	2.93	1.31	2.94	1.26	.95
To hit and/or kick something	2.76	1.30	2.88	1.28	.49
I am good at it	2.79	1.21	2.83	1.09	.83
I am interested in Asian/eastern philosophy/culture	2.78	1.34	2.81	1.29	.89
It looks cool (i.e., appreciation of the art form)	2.82	1.22	2.71	1.28	.50
To learn from the highest ranking instructor available	2.77	1.27	2.66	1.27	.51
To learn from a well-known instructor	2.53	1.43	2.61	1.28	.67
To increase communication skills through teaching	2.59	1.27	2.44	1.24	.36
A friend recommended it	2.34	1.31	2.41	1.27	.71
I have had success/am successful competing in tournaments	2.29	1.23	2.08	1.28	.21
A relative of mine also practices	1.76	1.17	1.78	1.24	.88
To imitate TV/movie martial arts performers (e.g., Jackie Chan, Michelle Yeoh, Teenage Mutant Ninja Turtles)	1.72	1.09	1.58	1.03	.29

APPENDIX M

T-test Results for Asians and Caucasians—All Reasons for Participation

Table 32
Means, Standard Deviations, and *T*-tests between Asians and Caucasians on All Reasons for Participation

Reasons for Participation	Asians (<i>n</i> = 99)		Caucasians (<i>n</i> = 106)		Sig.
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	
For exercise	4.59	.69	4.40	.76	.06
To improve myself physically (e.g., balance, flexibility, coordination, strength)	4.55	.59	4.40	.74	.11
To improve skills	4.43	.75	4.44	.59	.92
To have fun	4.40	.71	4.35	.73	.59
To learn new skills	4.24	.74	4.29	.66	.61
To integrate and improve both mental and physical health	4.30	.68	4.22	.93	.45
To learn from a knowledgeable instructor	4.11	.98	4.14	.92	.82
To increase perseverance	4.00	1.08	3.90	1.03	.49
To maintain skills	4.18	.86	3.81	1.09	.01
For stress relief	3.96	1.15	3.84	1.03	.43
To become a better person	3.88	1.16	3.82	1.12	.72
To increase self-confidence	3.80	1.13	3.74	1.07	.69
To learn self-defense	3.88	1.06	3.73	1.13	.32
To increase positive attitude	3.79	1.20	3.70	1.23	.61
To try something new/different	3.82	1.14	3.75	1.06	.64
To increase self-discipline	3.65	1.14	3.77	1.04	.40
I've always wanted to take martial arts/Taekwondo	3.87	1.15	3.63	1.27	.17
To increase focus	3.71	1.19	3.72	1.10	.95
To increase self-respect	3.48	1.29	3.57	1.21	.64
To increase self-awareness	3.63	1.12	3.49	1.04	.37
The benefits I gain from it transfer to other areas of my life (e.g., school, job, relationships)	3.49	1.21	3.50	1.15	1.00
I heard it was a good instructor	3.72	1.23	3.33	1.36	.04
To be involved in a unique activity	3.58	1.06	3.39	1.21	.24
Adopting its philosophy has a positive influence in my life	3.49	1.25	3.29	1.15	.23
To increase patience	3.38	1.24	3.32	1.20	.71
For specific aspects of it (e.g., emphasis on kicking, dynamic motion, elegance of movement)	3.48	1.13	3.27	1.13	.18
It combines physical and artistic aspects of activity	3.23	1.34	3.42	1.18	.29
To be part of a team/supportive community	3.40	1.22	3.28	1.15	.44
To become a better fighter	3.42	1.31	3.16	1.27	.15
To get a black belt	3.29	1.31	3.14	1.24	.41
I heard it was a good club/studio	3.51	1.28	3.01	1.21	.01
To increase in rank	3.37	1.23	3.10	1.29	.13

To meet people	3.36	1.21	3.08	1.11	.08
For the opportunity to spar/fight in a safe environment	3.15	1.27	3.02	1.19	.44
I heard it was a good art form	3.16	1.24	2.97	1.12	.25
For the opportunity to compete/For the challenge of competition	3.12	1.19	2.83	1.25	.09
To compete at higher levels	3.12	1.24	2.88	1.28	.17
For the opportunity to give back to other students and/or Taekwondo	3.02	1.23	2.83	1.33	.28
It is relatively low cost	2.82	1.22	3.05	1.32	.20
To hit and/or kick something	2.96	1.36	2.76	1.21	.28
I am good at it	3.07	1.23	2.58	1.07	.01
I am interested in Asian/eastern philosophy/culture	2.90	1.43	2.75	1.22	.44
It looks cool (i.e., appreciation of the art form)	2.79	1.29	2.89	1.21	.57
To learn from the highest ranking instructor available	2.91	1.32	2.61	1.23	.09
To learn from a well-known instructor	2.85	1.37	2.19	1.29	.01
To increase communication skills through teaching	2.49	1.29	2.41	1.20	.62
A friend recommended it	2.51	1.30	2.25	1.25	.15
I have had success/am successful competing in tournaments	2.47	1.27	1.97	1.16	.01
A relative of mine also practices	1.92	1.12	1.67	1.25	.14
To imitate TV/movie martial arts performers (e.g., Jackie Chan, Michelle Yeoh, Teenage Mutant Ninja Turtles)	1.82	1.09	1.51	1.00	.04

REFERENCES

- Anthony, J. (1991). Psychologic aspects of exercise. *Clinics in Sports Medicine*, 10, (1), 171-180.
- Bandura, A. (1997). *Self-efficacy: the exercise of control*. New York: Freeman.
- Brophy, J. (1998). *Motivating Students to Learn*. Boston: McGraw Hill.
- Brophy, J. (1999). Toward a model of the value aspects of motivation in education: Developing appreciation for particular learning domains and activities. *Educational Psychologist*, 34, 75-85.
- Columbus, P.S., & Rice, D. (1998). Phenomenological meanings of martial arts participation. *Journal of Sport Behavior*, 12, 16-29.
- Cox, A. E., & Whaley, D. E. (2004). The influence of task value, expectancies for success, and identity on athletes' achievement behaviors. *Journal of Applied Sport Psychology*, 16, 103-117.
- Csikszentmihalyi, M. (1990). *Flow: the psychology of optimal experience*. New York: Harper & Row.
- Csikszentmihalyi, M. (1993). *The evolving self: a psychology for the third millennium*. New York: HarperCollins.
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic Motivation and Self-Determination in Human Behavior*. New York: Plenum.
- Deci, E. L., & Ryan, R. M. (1991). A motivational approach to the self: Integration in personality. In R. Dientsbier (Ed.), *Nebraska symposium on Motivation: Vol. 38. Perspectives on motivation* (pp. 237-288). Lincoln: University of Nebraska Press.
- Deeter, T. E., (1989). Development of a model of achievement behavior for physical activity. *Journal of Sport and Exercise Psychology*, 11, 13-25.
- Deeter, T. E., (1990). Remodeling expectancy and value in physical activity. *Journal of Sport and Exercise Psychology*, 12, 86-91.
- Duda, J. L. (1985). Goals and achievement orientations of Anglo and Mexican-American adolescents in sport and the classroom. *International Journal of Intercultural Relations*, 9, 131-155.

- Duda, J. L. (1986). A cross-cultural analysis of achievement motivation in sport and the classroom. In L. VanderVelden & J. Humphrey (Eds.), *Current selected research in the psychology of sociology of sport*. New York: AMS Press.
- Duda, J. L. (1989). Goal perspectives, participation and persistence in sport. *International Journal of Sport Psychology*, 20, 42-56.
- Duda, J. L., & Nicholls, J. C. (1992). Dimensions of achievement motivation in schoolwork and sport. *Journal of Educational Psychology*, 84, 290-299.
- Duthie, R. B., Hope, L., & Barker, D. G. (1978). Selected personality traits of martial artists as measured by the adjective checklist. *Perceptual and Motor Skills*, 47, 71-76.
- Eccles, J. S. (1987). Gender roles and women's achievement related decisions. *Psychology of Women Quarterly*, 9, 15-19.
- Eccles, J. S., Adler, T. F., Futterman, R., Goff, S. B., Kaczala, C. M., Meece, J. L., & Midgley, C. (1983). Expectancies, values, and academic behaviors. *Achievement and Achievement Motives: Psychological and Sociological Approaches* (pp. 75-146). San Francisco, CA: W. H. Freeman and Company.
- Eccles, J. S., Adler, T. F., & Meece, J. L. (1984). Sex differences in achievement: a test of alternate theories. *Journal of Personality and Social Psychology*, 46, 26-43.
- Eccles, J. S., & Harold, R. D. (1991). Gender differences in sport involvement: applying the Eccles' expectancy-value model. *Journal of Applied Sport Psychology*, 3, 7-35.
- Eccles, J. S., & Wigfield, A. (1985). Teacher expectations and student motivation. In J. B. Dusek (Ed.), *Teacher Expectancies* (pp. 185-226). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Eccles, J. S., & Wigfield, A. (1995). In the mind of the actor: The structure of adolescents' achievement task values and expectancy-related beliefs. *Personality and Social Psychology Bulletin*, 21, 215-225.
- Eccles, J. S., & Wigfield, A. (2002). Motivational beliefs, values, and goals. *Annual Review of Psychology*, 53, 109-132.
- Ewing, M. E. (1981). *Achievement orientations and sport behavior of males and females*. Unpublished doctoral dissertation, University of Illinois, Urbana.
- Ewing, M. E., & Seefeldt, V. (1989). Participation and attrition patterns in American agency-sponsored and interscholastic sports—an executive summary. North Palm Beach, FL: American Footwear Council.

- Feltz, D. L. & Petlichkoff, L. M. (1983). Perceived competence among interscholastic sport participants and dropouts. *Canadian Journal of Applied Sport Science*, 8, 231-235.
- Finkenberg, M. E. (1990). Effect of participation in Taekwondo on college women's self-concept. *Perceptual and Motor Skills*, 71, 891-894.
- Fuller, J. R. (1988). Martial arts and psychological health. *British Journal of Medical Psychology*, 61, 317-328.
- Gill, D. L., & Deeter, T. E. (1988). Development of the Sport Orientation Questionnaire. *Research Quarterly for Exercise and Sport*, 59, 191-202.
- Gill, D. L., Gross, J. B., & Huddleston, S. (1983). Participation motivation in youth sports. *International Journal of Sport Psychology*, 14, 1-14.
- Gould, D. (1987). Understanding attrition in children's sport. In D. Gould & M. Weiss (Eds.), *Advances in Pediatric Sport Sciences—Behavioral Issues* (pp. 61-85). Champaign, IL: Human Kinetics.
- Gould, D., Feltz, D., Horn, T., & Weiss, M. (1982). Reasons for attrition in competitive youth swimming. *Journal of Sport Behavior*, 5, 155-165.
- Gould, D., & Petlichkoff, L. M. (1988). Participation motivation and attrition in young athletes. In F. Smoll, R. Magill, & M. Ash (Eds.), *Children in Sport* (3rd ed., pp. 161-178). Champaign, IL: Human Kinetics.
- Gruger, C. E. (1981). *Measuring commitment to physical activity*. Unpublished master's thesis, Kansas State University.
- Harter, S. (1978). Effectance motivation reconsidered: Toward a developmental model. *Human Development*, 21, 34-64.
- Harter, S. (1985). *Manual for the Self-Perception Profile for children*. Denver, CO: University of Denver.
- Hoeger, W. K., & Hoeger, S. A. (1999). *Principles and labs for fitness and wellness*. Englewood, CO: Morton.
- Jackson, S. A. (1996). Toward a conceptual understanding of the flow experience in elite athletes. *Research Quarterly for Exercise and Sport*, 67, 76-106.
- Jackson, S. S., Kimiecik, J. C., Ford, S., & Marsh, H. W. (1998). Psychological correlates of flow in sport. *Journal of Sport and Exercise Psychology*, 20, 358-378.

- Kim, U. Y. (2003). *Welcome message*. Retrieved August 8, 2003, from <http://www.wtf.org/main.htm>.
- Kim, K. H., & Saran, S. (2000). *Taekwondo students with Attention Deficit Disorder or Attention Deficit Hyperactivity Disorder*. Paper presented at the 25th National Collegiate Championships, Ames, IA.
- Klint, K. A., & Weiss, M. R. (1986). Dropping in and dropping out: Participation motives of current and former youth gymnasts. *Canadian Journal of Applied Sport Sciences*, 11, (2), 106-114.
- Klint, K. A., & Weiss, M. R. (1987). Perceived competence and motives for participating in youth sports: a test of Harter's Competence Motivation Theory. *Journal of Sport Psychology*, 9, 55-65.
- Konzak, B., & Boudreau, F. (1984). Martial arts training and mental health: an exercise in self-help. *Canada's Mental Health*, 32, 2-8.
- Kurian, M., Verdi, M. P., Caterino, L. C., & Kulhavy, R. W. (1994). Relating scales on the children's personality questionnaire to training time and belt rank in ATA Taekwondo. *Perceptual and Motor Skills*, 79, 904-906.
- Maehr, M. L., & Nicholls, J. G. (1980). Culture and achievement motivation: a second look. In N. Warren (Ed.), *Studies in cross-cultural psychology* (pp. 221-267). New York: Academic Press.
- Markus, H. & Nurius, P. (1986). Possible Selves. *American Psychologist*, 41, 954-969.
- McCullagh, P., Matzkanin, K. T., Shaw, S. D., & Maldonado, M. (1993). Motivation for participation in physical activity: a comparison of parent-child perceived competencies and participant motives. *Pediatric Exercise Science*, 5, 224-233.
- Nielsen, A. B., & Corbin, C. B. (1986). *Physical activity commitment*. Paper presented at the North American Society for the Psychology of Sport and Physical Activity Conference, Scottsdale, AZ.
- Nosanchuk, T. A. (1981). The way of the warrior: The effects of traditional martial arts training on aggressiveness. *Human Relations*, 34, 435-444.
- Nosanchuk, T. A., & McNeil, M. L. (1989). Examination of the effects of traditional and modern martial arts training on aggressiveness. *Aggressive Behavior*, 15, 153-159.
- Orlick, T. D. (1973, January/February). Children's sport—A revolution is coming. *Canadian Association for Health, Physical Education and Recreation Journal*, 12-14.

- Orlick, T. D. (1974, November/December). The athletic dropout—A high price of inefficiency. *Canadian Association for Health, Physical Education and Recreation Journal*, 21-27.
- Patton, M.Q. (1987). *How to use qualitative methods in evaluation*. Newbury Park, CA: Sage.
- Richman, C. L., & Rehberg, H. (1986). The development of self-esteem through the martial arts. *International Journal of Sport Psychology*, 17, 234-239.
- Roberts, G. C., Kleiber, D. A., & Duda, J. L. (1981). An analysis of motivation in children's sport: The role of perceived competence in participation. *Journal of Sport Psychology*, 3, 206-216.
- Robinson, T., & Carron, A. (1982). Personal and situational factors associated with dropping out versus maintaining participation in competitive sport. *Journal of Sport Psychology*, 4, 364-378.
- Russell, W. D. (2001). An examination of flow state occurrence in college athletes. *Journal of Sport Behavior*, 24, 83-107.
- Sapp, M., & Haubenstricker, J. (1978). *Motivation for joining and reasons for not continuing in youth sport programs in Michigan*. Paper presented at the meeting of the American Association of Health, Physical Education and Recreation, Kansas City, MO.
- Scanlan, T. K., Stein, G. L., & Ravizza, K. (1989). An In-depth study of former elite figure skaters: II. Sources of enjoyment. *Journal of Sport and Exercise Psychology*, 11, 65-83.
- Seefeldt, V., Ewing, M., & Walk, S. (1992). *An overview of youth sport programs in the United States*. Paper commissioned by the Carnegie Council on Adolescent Development.
- Smith, R. E. (1986). Toward a cognitive-affective model of athletic burnout. *Journal of Sport Psychology*, 8, 36-50.
- Sonstroem, R. J. (1982). Exercise and self-esteem: Recommendations for expository research. *Quest*, 33, 124-139.
- Sonstroem, R. J. (1984). Exercise and self-esteem. In R. Terjung (Ed.), *Exercise and sport sciences reviews*, Vol. 12 (pp. 123-155). Philadelphia, PA: Franklin Institute.
- State of Michigan, (1976). *Joint Legislative Study on Youth Sports Programs—Phase I*. East Lansing: Youth Sport Institute.

- State of Michigan, (1978a). *Joint Legislative Study on Youth Sports Programs—Phase II*. East Lansing: Youth Sport Institute.
- State of Michigan, (1978b). *Joint Legislative Study on Youth Sports Programs—Phase III*. East Lansing: Youth Sport Institute.
- Stefanek, K. A., & Ewing, M. E. (2003). *Participation motives in Taekwondo*. Unpublished manuscript.
- Stefanek, K. A. & Petlichkoff, L. M. (1999). The relationship of belt rank to self-esteem and ego in Taekwondo. In K. K. H. Min (Ed.), *Journal of Martial Arts Studies Volume 4* (pp. 201-225). Berkeley, CA: University of California, Berkeley Martial Arts Program.
- Strauss, A., & Corbin, J. (1990). *Basics of qualitative research: Grounded theory procedures and techniques*. Newbury Park, CA: Sage.
- Thibaut, J. W., & Kelley, H. H. (1959). *The social psychology of groups*. New York: Wiley.
- Trulson, M. E. (1986). Martial arts training: A novel "cure" for juvenile delinquency. *Human Relations*, 39, 1131-1140.
- Weiss, M. R. (1987). Self-esteem and achievement motivation in children's sport and physical activity. In D. Gould & M. Weiss (Eds.), *Advances in pediatric sport sciences: Vol. 2. Behavioral issues* (pp. 87-119). Champaign, IL: Human Kinetics.
- Weiss, M. R. (1993). Psychological effects of intensive sport participation on children and youth: Self-esteem and motivation. In B. R. Cahill & A. J. Pearl (Eds.), *Intensive participation in children's sport* (pp. 39-69). Champaign, IL: Human Kinetics.
- Weiss, M. R. & Petlichkoff, L. M. (1989). Children's motivation for participation in and withdrawal from sport: identifying the missing links. *Pediatric Exercise Science*, 1, 195-211.
- White, R. W. (1959). Motivation considered: The concept of competence. *Psychological Review*, 66, 297-333.
- White, S. A., & Duda, J. L. (1994). The relationship of gender, level of sport involvement, and participation motivation to task and ego orientation. *International Journal of Sport Psychology*, 25, 4-18.
- Wigfield, A., & Eccles, J. S. (2000). Expectancy-value theory of achievement motivation. *Contemporary Educational Psychology*, 25, 68-81.

MICHIGAN STATE UNIVERSITY LIBRARIES



3 1293 02504 0977