

# Parental Perceptions and Attitudes toward Martial Arts

**Mr. Prajay M. Singh<sup>1</sup> and Dr. Sanjeev Kumar Yadav<sup>2</sup>**

Research Scholar, Kalinga University, Raipur, C.G., India<sup>1</sup>

Dept. of Physical Education, Kalinga University, Raipur, C.G., India<sup>2</sup>

**Abstract:** For the purpose of present study ( $n= 100$ ) parents of martial art players were selected as subjects from different C.B.S.E and State board schools of Bhandara District. Samples were selected by using Random sampling method. Study was delimited to parents of players participating in Judo and Taekwondo martial arts only. 50 parents were selected from state board and 50 subjects were selected from C.B.S.E schools of Bhandara district. For the collection of the data structured questionnaire was used and collected responses were present after statistical analysis.

**Keywords:** martial art, Judo, Taekwondo, players

## I. INTRODUCTION

### ATTITUDE:

In psychology, an attitude is an expression of favor or disfavor toward a person, place, thing, or event (the attitude object). Prominent psychologist Gordon Allport once described attitudes "the most distinctive and indispensable concept in contemporary social psychology." Attitude can be formed from a person's past and present. Key topics in the study of attitudes include attitude measurement, attitude change, consumer behavior, and attitude-behavior relationships.

Attitude – Refers to acquired skill or ability that is assumed to underlie, and is conducive to, an individual's capacity to learn and attain a level of achievement in a specific field. Attitude – Refers to predisposition to perceive feel or behave towards specific objects in a particular manner.

## II. METHODOLOGY

The process of selecting subjects and developing a questionnaire to assess the attitudes of school teachers, parents, and students toward martial arts is outlined. Additionally, the use of subject-specific questionnaires and statistical techniques for data analysis is presented.

Administration of the questionnaire:

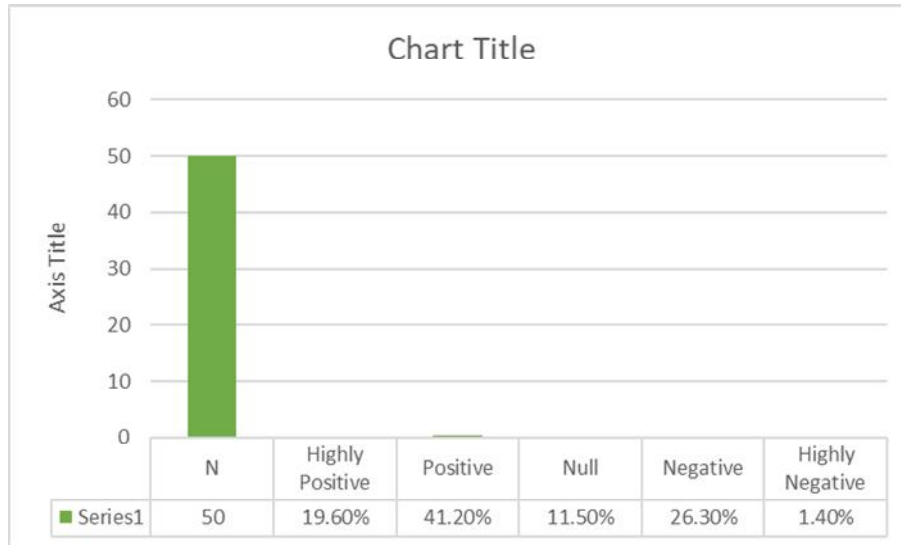
Researcher himself distribute whole the questionnaire to the subjects and explain them thoroughly after that he will collect the questionnaire after the responses of the subjects.

### TOOLS OF DATA COLLECTION

A questionnaire was developed to assess the attitudes of school teachers, parents, and students toward martial arts. Different aspects of martial arts were identified through a review of existing literature, consultations with coaches and sports teachers specializing in the field, and insights gained from a pilot study, which helped refine the final set of questions.

Table no 1

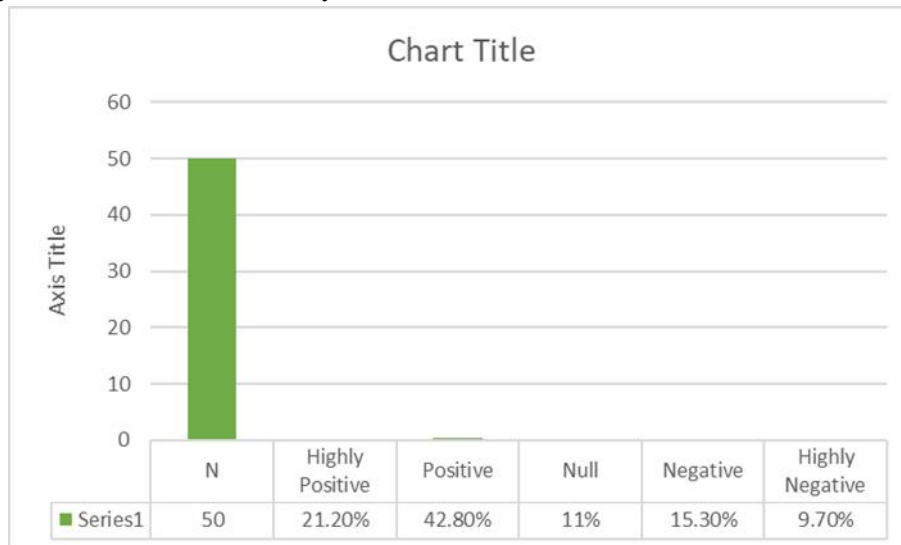
Table showing Attitude of Parents of Judo Players towards Martial Art



Above table showing the Attitude responses of parents of Judo players towards martial arts in which 19.6% found highly positive towards martial art, 41.2% shows positive attitude, 11.5% shows null attitude, 26.3% shows negative attitude and only 1.4% shown highly negative attitude towards martial arts.

Table no 2

Table showing Attitude of Parents of Judo Players towards Martial Art



Above table showing the Attitude responses of parents of taekwondo players towards martial arts in which 21.2% found highly positive towards martial art, 42.8% shows positive attitude, 11% shows null attitude, 15.3% shows negative attitude and only 9.7% shown highly negative attitude towards martial arts.

### III. RESULTS

After the analysis of the data it is found that:

- 20.40% parents found highly positive toward martial art.
- 42.00% parents shown positive attitude toward martial art.
- 11.25% parents shown null attitude toward martial art.

- 20.80% parents shown negative attitude toward martial art.
- 05.55% parents shown highly negative attitude toward martial art.

#### REFERENCES

- [1]. Ajzen I, Fishbein M. 1980. Understanding Attitudes and Predicting Social Behavior. Englewood-Cliffs, NJ: Prentice-Hall
- [2]. Ajzen I. 1991. The theory of planned behaviour. *Organization Behaviour and Human Decision Process*. 50:179–211
- [3]. Ajzen, Icek. 2001. —Nature and Operation of Attitudes. *Annual Review of Psychology* 52: 27–58.
- [4]. Allport, Gordon. (1935). "Attitudes," in *A Handbook of Social Psychology*, ed. C. Murchison. Worcester, MA: Clark University Press, 789–844 Lynn R. Kahle, Pierre Valette-Florence (2012). *Market place Lifestyles in an Age of Social Media*. New York: M.E. Sharpe, Inc. ISBN 978-0-7656-2561-8.
- [5]. Chaiken, Shelly (1999). *Dual-process Theories in Social Psychology*. New York: Guilford Press. pp. 104–110.
- [6]. Eagly, Alice H., and Shelly Chaiken. 1998. —Attitude, Structure and Function. *In Handbook of Social Psychology*, ed. D.T.Gilbert, Susan T. Fisk, and G. Lindsey, 269322. New York: McGowan-Hill.
- [7]. Fazio, R. H. & Olson, M. A., (2003). *Implicit Measures in Social Cognition Research: Their Meaning and Use*. Retrieved from: <http://commonsenseatheism.com/wpcontent/uploads/2011/04/Fazio-Olson-Implicit-measures-in-socialcognition-research-Their-meaning-and-uses.pdf>
- [8]. Petty, R.E. & Cacioppo, J.T. (1984). The effects of involvement on responses to argument quantity and quality: Central and peripheral routes to persuasion. *Journal of Personality and Social Psychology*, 46, 69-81.
- [9]. Sekaquaptewa, D., Espinoza, P., Thompson, M., Vargas, P., & vonHippel, W. (2003). Stereotypic explanatory bias: Implicit stereotyping as a predictor of discrimination. *Journal of Experimental Social Psychology*, 39, 75-82
- [10]. Whitley, B. E. (2010). *The Psychology of Prejudice & Discrimination*. United States: Wadsworth Engage Learning.
- [11]. Wood, W. (2000). "Attitude Change: Persuasion and Social Influence". *Annual Review of Psychology* 51: 539–570. doi:10.1146/annurev.psych.51.1.539. PMID 10751980. Edit