

## Teachers' Attitudes towards Incorporating Martial Arts in Physical Education and its Influence in Students' Cultural Awareness



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**ABSTRACT:** It is vital to promote Chinese culture and values through martial arts education, and the curriculum should reflect this cultural history. With this in mind, the research will seek to investigate perception of Physical Education teachers on Martial Arts Education and its cultural awareness of the students, taking into consideration diverse sociocultural backgrounds and beliefs. This study used a quantitative-comparative-correlational research design, which combined quantitative research, comparative research, and correlational research to examine the attitudes of Physical Education teachers (PE) towards Martial Arts Education and the cultural awareness of students. 70 PE teachers were selected to participate at a renowned university in Beijing, China. Physical education teachers generally have positive attitudes towards martial arts education, focusing on beliefs, engagement, and social norms. However, some teachers express less confidence, suggesting opportunities for professional development. Cultural awareness among martial arts students is high, with teachers encouraging understanding and respect. A weak negative correlation exists between attitudes and socio-cultural awareness.

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### 1. INTRODUCTION

Martial arts schools are commonly perceived as cultural establishments that uphold traditional concepts, customs, and traditions. Because learning martial arts can transform how people experience and think about the world, it can have a profound effect on global consciousness. Furthermore, the provision of martial arts education can impact an individual's perspectives on matters pertaining to social constructs such as gender, race, and ethnicity.

Lima and Pereira (2023) emphasize that martial arts contribute to the development of various skills, including motor skills, social interaction, and physiological improvements. Therefore, it is important to mention that in order to improve the quality and effectiveness of martial arts programs, a greater awareness of the viewpoints and attitude that Chinese PE teachers have regarding the topic on its impact of cultural awareness is required.

Martial arts is part of a nation's cultural heritage. They are often seen as a way to improve physical fitness, self-defense, discipline, and concentration, while also promoting social and moral values. However, concerns about safety and lack of experience may arise. Martial arts can foster patriotism and cultural tolerance, benefiting children's emotional, physical, and social health. Chinese university students generally have a positive attitude towards martial arts education, but there may be differences between men and women due to societal and cultural factors. (Pereira, 2022; Stamenković et al. 2019; Bagdasarian, 2020)

Similarly, Origua et al. (2020) found that adults who practiced martial arts had more positive attitudes toward those with disabilities and adults. On the other hand, have found negative sentiments about martial arts education, particularly among those who view it as fostering violence and hostility. However, teachers encounter obstacles related to initial training in martial arts techniques and a lack of policies supporting continuing education in this area (Lima & Pereira, 2023).

Borges et al. (2021) assert the necessity of teacher training to equip educators with the knowledge and skills required to incorporate martial arts into physical education effectively. They advocate for prioritizing martial arts within the school physical education curriculum, emphasizing the need for a structured approach to teacher development in this aspect.

At the same time, the importance of the attitudes that teachers have towards the teaching of martial arts in terms of creating cultural awareness cannot be stressed enough. They ought to be knowledgeable about and respectful of various martial arts cultures and traditions. This gracious disposition will support students in deciphering how Martial Arts Education may bring new perspectives to their culture.

The objective of this research is to assess the perspectives of Physical Education instructors regarding the incorporation of Martial Arts Education into their curriculum and its potential impact on the cultural awareness of their students. Considering a

## Teachers' Attitudes towards Incorporating Martial Arts in Physical Education and its Influence in Students' Cultural Awareness

variety of sociocultural backgrounds and beliefs. The promotion of Chinese culture and values through martial arts education is of utmost importance, and the curriculum ought to be reflective of this rich cultural heritage.

### Research Objectives

It is vital to promote Chinese culture and values through martial arts education, and the curriculum should reflect this cultural history. With this in mind, the research will seek to investigate perception of Physical Education teachers on Martial Arts Education and its cultural awareness of the students, taking into consideration diverse sociocultural backgrounds and beliefs. Specifically, the following questions were answered

1. What is the attitude of physical education teachers towards martial arts education?
  - 2.1. Beliefs and perceptions;
  - 2.2. Engagement and participation;
  - 2.3. Social and cultural norms;
  - 2.4. Perceived benefits;
  - 2.5. Pedagogical approaches and teaching styles?
2. What is the assessment of teachers towards cultural awareness of the students enrolled in Martial Arts in terms of:
  - 3.1. Cultural appreciation;
  - 3.2. Cultural Identity;
  - 3.3. Cultural empathy;
  - 3.4. Cultural openness;
  - 3.5. Cultural respect;
  - 3.6. Cultural knowledge?
3. What is the correlation between attitudes towards martial arts education and assessment of teachers towards socio-cultural awareness of students?

## II. RESEARCH METHODOLOGY

This study used a quantitative-comparative-correlational research design, which combined quantitative research, comparative research, and correlational research to examine the attitudes of Physical Education teachers (PE) towards Martial Arts Education and the cultural awareness of students. 70 PE teachers were selected to participate at a renowned university in Beijing, China. The study used a researcher-made questionnaire to gather data on the demographic profile, perceptions of Martial Arts Education, and cultural awareness of students. The questionnaire was validated by experts in Physical Education and Martial Arts to ensure consistency and reliability. The study aimed to provide valuable insights into the impact of the pandemic on the field and potential solutions for improving teaching and learning in the future.

The research gathered data through a series of steps, including obtaining authorization from authorities, obtaining consent from participants, and disseminating the survey. The data was examined using descriptive statistics, and Pearson-R, to test hypotheses about the differences in responses and the relationships between attitude of teachers towards Martial Arts education and cultural awareness of students. The results were presented in tables for interpretation. Ethical considerations were followed to protect the rights and interests of the respondents.

## III. RESULTS AND DISCUSSION

1. The majority of teachers agree that martial arts can improve students' self-esteem and physical image, indicating their recognition of the potential benefits. However, the lowest mean score is 2.14 for the indicator "I am confident in my adaptability, ensuring that I can cater to the different learning needs and abilities of my students during martial arts classes." This indicates that some teachers may feel less equipped to effectively tailor their teaching methods to suit the varying learning styles and capabilities of their students. Table 3 presents the attitudes of physical education teachers towards martial arts education in terms of engagement and participation.

The highest mean score is 3.40 for the indicator "Martial arts can improve learners' self-esteem and physical image." This indicates that most teachers are generally receptive to incorporating martial arts into their teaching practices and believe in the benefits it can bring to their students' physical, psychological, and social development. However, the lower mean score in adaptability highlights an area that may require attention and professional development to ensure all students can fully benefit from martial arts education in an inclusive learning environment. Table 4 illustrates the attitudes of physical education teachers towards martial arts education in terms of social and cultural norms. The highest mean score is 3.29 for the indicator "I encourage students to discuss their martial arts experiences and traditions in a respectful and culturally aware setting." This indicates that the teachers actively encourage a culturally inclusive learning environment, fostering an atmosphere where students can share their diverse martial arts backgrounds and enhancing mutual understanding and appreciation among their peers.

## Teachers' Attitudes towards Incorporating Martial Arts in Physical Education and its Influence in Students' Cultural Awareness

On the other hand, the lowest mean score is 2.43 for the indicator "I teach respect for diverse cultures and martial arts history." This indicates that some teachers might be less inclined to emphasize the respect for diverse cultures and the historical significance of martial arts in their instruction, suggesting opportunities to enhance the incorporation of cultural awareness and historical context within martial arts education.

Thus, the majority of physical education teachers are positive about employing pedagogical approaches and teaching styles that promote effective learning experiences in martial arts education. They actively adapt their teaching styles to accommodate students' diverse learning needs, foster peer learning, constructive criticism, encourage self-assessment and reflection, and integrate real-life applications of martial arts ideas. However, the lower mean score in incorporating a variety of instructional strategies indicates a potential area for professional development or further exploration to enhance teachers' ability to engage students through a wider range of teaching approaches in martial arts education.

2. Teachers evaluated their students' cultural appreciation in martial arts and found several noteworthy patterns. The overall mean score for this category was 2.88, falling within the "Agree-High" range. This indicates that the majority of teachers observed a high level of cultural appreciation among their students regarding the cultural value of martial arts beyond its physical techniques. The highest mean scores were 3.01 for "My students value martial arts culture" and 2.94 for "Martial arts culture enriches my students' appreciation." These scores suggest that teachers believe their students highly value and appreciate martial arts culture, recognizing its significance beyond physical skills. However, the lowest mean score was 2.43 for "Martial arts culture enriches my students' appreciation," indicating that some teachers may perceive room for improvement in enhancing students' appreciation of the enriching aspects of martial arts culture. Overall, teachers recognize their students' appreciation for martial arts culture but acknowledge the potential for further development in this area.

In assessing their students' cultural identity in martial arts, teachers observed consistent patterns of high cultural awareness. The overall mean score for this category was 3.066, indicating a strong cultural identity among students. The highest mean score was 3.29 for "Martial arts has given my students purpose and focus in their work," reflecting that teachers see martial arts as a source of personal growth and identity for their students. Students also strongly identified themselves as martial artists above all else, with a mean score of 2.93 for "My students consider themselves martial artists above all else." These findings demonstrate that students view martial arts as a core part of their identity and personal development, aligning with the philosophy of martial arts as a lifelong journey of self-discovery and progress.

Teachers evaluated their students' cultural empathy in martial arts and found consistent evidence of high cultural awareness. The overall mean score for this category was 3.04107, indicating that students demonstrate a strong sense of empathy and cultural understanding in their martial arts practice. The highest mean score was 3.26 for "My students use martial arts as a platform to promote cultural understanding and respect," highlighting their active efforts to foster cultural empathy. Teachers also observed that students encourage their peers to explore the historical and cultural context of different martial arts styles, with a mean score of 3.47 for "My students encourage their peers to explore the historical and cultural context of different martial arts styles." These findings suggest that students are not only culturally empathetic but also proactive in promoting cultural understanding within the martial arts community.

Teachers assessed their students' cultural openness in martial arts and identified consistent patterns of high cultural awareness. The overall mean score for this category was 2.97143, indicating that students exhibit a high level of openness to diverse cultures and their significance in martial arts. The highest mean score was 3.36 for "My students promote cultural diversity in martial arts by creating a welcoming learning atmosphere," underscoring their commitment to fostering an inclusive environment. Students also find learning about different cultures, including martial arts, exciting, as reflected in the mean score of 2.91 for "Learning about different cultures, including martial arts, is exciting to my students." These findings demonstrate that students are enthusiastic about cultural diversity in martial arts and actively contribute to creating a welcoming and open-minded martial arts community.

Teachers assessed their students' cultural respect in martial arts and observed consistent patterns of high cultural awareness. The overall mean score for this category was 2.92321, indicating that students display a strong sense of respect for martial arts culture and traditions. The highest mean score was 3.37 for "My students' martial arts lessons are welcoming and respectful of their peers' varied origins and viewpoints," indicating their commitment to inclusivity. Teachers also noted that students actively seek resources and materials highlighting diverse cultural contributions to martial arts, with a mean score of 3.49 for "My students actively seek resources and materials that highlight the diverse contributions of various cultures to martial arts." These findings illustrate that students value and promote cultural respect within the martial arts community, emphasizing the importance of cultural inclusivity and understanding.

Teachers assessed their students' knowledge of martial arts culture and history and identified consistent patterns of high cultural awareness. The overall mean score for this category was 2.97321, indicating that students possess a strong understanding of martial arts culture and its significance. The highest mean score was 3.49 for "My students actively seek resources and materials that highlight the diverse contributions of various cultures to martial arts," highlighting their proactive approach to expanding their knowledge. Students also value martial arts culture as much as skill, as reflected in the mean score of 3.21 for "My students value

## Teachers' Attitudes towards Incorporating Martial Arts in Physical Education and its Influence in Students' Cultural Awareness

martial arts culture as much as skill." These findings demonstrate that students are not only knowledgeable about martial arts but also actively seek to deepen their understanding of its cultural dimensions and contributions from diverse cultures.

3. The correlation coefficient of -0.034 indicates a very weak negative correlation between attitudes towards martial arts education and socio-cultural awareness of students among the teachers. However, the p-value (Sig.) of 0.777 is well above the conventional significance level of 0.05, leading to the acceptance of the null hypothesis (H<sub>0</sub>). This implies that the observed correlation is not statistically significant, suggesting that there is no meaningful relationship between attitudes towards martial arts education and socio-cultural awareness of students among the teachers.

### IV. CONCLUSION

The attitudes of physical education teachers towards martial arts education in terms of beliefs and perceptions, engagement and participation, and social and cultural norms were generally positive and consistent. However, there were areas where some teachers expressed less confidence or adaptability, suggesting potential opportunities for professional development to enhance their teaching practices. The teachers' assessment of cultural awareness among students enrolled in martial arts indicated a high level of cultural appreciation and identity. Teachers actively encouraged cultural understanding and respect in their instruction, although some areas showed potential for further exploration and emphasis on cultural aspects within martial arts education. The weak negative correlation between attitudes towards martial arts education and socio-cultural awareness of students among suggests that teachers' attitudes towards martial arts education do not significantly impact their perceptions of students' socio-cultural awareness.

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