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A Study on Yogic and Martial arts Training's impact on Students' Focus

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Abstract* - *Overall, martial arts training is beneficial because it promotes self-control, physical and mental health, and respect for others. Incorporating yoga into training may be beneficial for athletes since it helps them focus better, get in the proper mindset for competition, and learn to control their emotions. The goal of this study was to look at how student instructors' memory changed after four weeks of yoga classes. The Multifactorial Memory Questionnaire (MMQ) was used as a demographic questionnaire in this experimental investigation. A total of thirty female student instructors from colleges of education were randomly assigned to one of two groups: the experimental group and the control group. For 30 minutes each day, for 30 days, the experimental group practiced Padmasana and Paschimottanasana as part of their everyday yoga routine. At the end of the one-month trial, both groups were re-evaluated.

Keywords: Martial Arts, Physical Fitness, Yoga, Cultural, Violence.

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INTRODUCTION

In the public and popular imagination, martial arts are frequently associated with spectacular flying kicks, savagery, and superhuman ability. Martial arts are described as combat methods that have developed and continue to exist in various cultural contexts across the globe. [1] Having said that, a significant number of "martial activities" and martial arts in particular are also heavily focused on the enhancement, preservation, and repair of the practitioner's health, from both an academic and an experiential point of view. [2,3]

However, up until this point, the social science literature, particularly studies carried out within the fields of "martial arts and combat sports (MACS)" and "martial arts studies," has contributed to the creation of a picture of martial arts as primarily a terrifying activity that is characterized by aggression, physical conflict, and violence. [] In this area of study, a significant amount of attention has been paid to the origins, development, and applications of a variety of martial arts, as well as their deconstruction. [5] Particular attention has been paid to the pedagogical contexts of the "culture of combats," apprenticeship processes, knowledge transmission, embodiment, sensual involvement, religious and spiritual foundations, and media portrayals of these aspects of martial arts. [6,7]

This body of work is paying more and more attention to theoretical advancements and conceptual clarity, which has led to the introduction of numerous new ideas and perspectives that are aimed at establishing, maintaining, and re-inventing the boundaries of martial arts studies, combat sports, and the disciplinary boundaries of martial arts as distinct fields of study. [8] This is happening concurrently with the growth, specialization, and development of the body of work. [9,10]

Nevertheless, the special issue titled "Martial Arts, Health and Society" brings to light the fact that "[11] martial activities might be health-giving, dangerous or healing, therapeutic, and rehabilitative activities connected to ideas on the body and medicine remain largely unaddressed."[12] This is an important point of emphasis. The lack of research that focuses on health and other related subjects within the realm of martial arts is, in my opinion, due to the widespread perception that martial arts are essentially a combat art. This perception is held by both the general public and academics. [13,14]

However, new terms such as "martial activities" and "martialité" can assist us in comprehending the manner in which particular martial arts and martial activities approach health theory, transmission, and cultivation.[15] These terms bring together the study of martial arts with a wide variety of other physical and non-physical practices that aim to cultivate the practitioner's mind, body, and soul in a disciplined manner. Therefore, the purpose of this study is to provide a contribution to the current body of research that has begun to examine the relationships between martial arts and health in contemporary cultures in an acceptable manner. [16]

METHODOLOGY

The research team wanted to find out if student instructors' memory improved after engaging in yogic practices. Thirty student instructors, ranging in age from 15 to 20, were chosen at random from a selected colleges in Rajasthan, India, to carry out the research.

There were 15 martial arts teachers surveyed and observed: ten from karate, five from aikido. All of the martial arts instructors consented to participate in the study. The teachers had a combined wealth of experience in the martial arts (M=18.80 11.29 years) and in training (M=27.45 10.65 years), with an average age of 47.50 9.31 years.

An experimental group and a control group were established using a randomized design for the yoga practices testing. Group 'A' and Group 'B' were designated by the researchers after randomly assigning fifteen patients to each group. For thirty days, members of Group 'A' practiced the yoga postures Padmasana and Paschimottanasana for thirty minutes each day, whereas members of Group 'B' did nothing unusual and continued with their regular lives. A popular tool for researchers in the social sciences is the Multifactorial Memory Questionnaire (MMQ). We gathered the data. The pairs' ratio was calculated both before and after the four weeks of training. The p-value was determined to be 0.01.

Analyzing TAMA Scores A total TAMA score was assigned to each martial arts teacher who was questioned. Table 3 shows that the subjects were graded on a scale from 0 to 100 and then classified as either "conventional" teachers, "educational sports" instructors, or "efficient" instructors. “The majority of Karate teachers belonged to the efficiency group, whereas all aikido instructors were found in the traditional group.

RESULTS

By comparing the means of the two groups, the paired 't' ratio aimed to highlight any significant differences between the Control and Experimental groups of female student teachers.

Table 1: Comparing the Control and Experimental Groups on the Mean Yogic Memory Practices of Student Teachers

Memory	N	Mean	SD	t- Value	Significant/NS Level
Control Group	15	52.16	9.42	6.50	S (0.01)
Experimental Group	15	64.56	6.21		

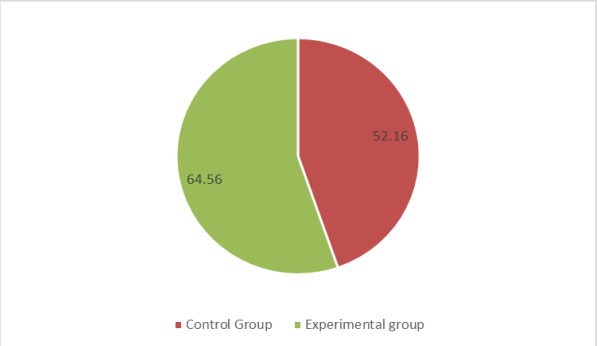

Figure 1: Memory

Based on the data in the table, it is clear that yoga practice significantly improves memory levels compared to the control group. The experimental group had a mean value of 64.56 and the control group 52.16. The obtained 't' ratio for memory was 6.50, according to the table. With 1 degree of freedom and a 0.01% significance level, the calculated 't' ratio was determined to be higher than the required table value of 2.58. Therefore, its significance was determined.
Since they were not applicable to all types of martial arts, four items were determined to be removed: kata, competition, dress code, and addressing the teacher. Just to be on the safe side, we changed one little thing. It was the duration, not the seriousness, of the opening and closing ceremonies that was taken into account. Using the video as a baseline, we timed the ceremony to determine how long this product took. In its seven-part final structure.

Table 2: The TAMA framework is a method for teaching martial arts..

	Teaching Approach					
Dissensions	Traditional					Efficient
1. Goal of teaching	Aiming at harmony between within (spiritual and mental) and outward (physical) components while pursuing educational goals	I	2	3	4	5 Physically demanding athletic pursuits
2. Duration opening and Closing	More than a minute	I	2	3	4	5 No ceremony is observed
3. Ability Groups	There is no distinct hierarchy among martial artists based on skill level.	I	2	3	4	5 Groups based on ability make up the martial arts community.
4. Teaching techniques	Methods of instruction in many domains (analytical)	I	2	3	4	5 Global teaching methods

5. Sparring	Only one player may attack at a time, and they must coordinate their efforts.	I	2	3	4	5	Each side is aggressive because it wants to win.
6. Use of traditional or efficient techniques	Remain committed to time-honored methods		12	3	4	5	Allow for changes if a method may provide better results.
7. Response to Inappropriate	Discipline that is both psychologically and intrinsically focused (e.g., encourage vocally)	I 2		3	4	5	Physical penalties are one kind of extrinsically and physically oriented punishment. (push UPS,.....) - 5 = Suspend someone

Table 3: Summative Results on the Martial Arts Instructors' Tama

	Subject'	Total Score Tama (Min. =7, Max. = 35
Group 1: Traditional (Total Score = 7-16)	A 1	7
	A 3	9
	A 4	11
	A 2	12
	K 2*	12
	K3*	13
	A 5	14
	K 7*	16
Group 2: Educational Sporting (Total Score = 17-25)	K 5*	18
	K 10**	20
	K 6**	21
	K 9**	22
	KTB 3	24
Group 3: Efficiency (Total Score = 26-35)	K 4*	26
	K1*	27
	KTB 2	29
	K 8**	30
	KTB 4	31
	KTB 1	34
	KTB 5	35

Our ability to concentrate and focus, as well as our general intelligence, are both enhanced by these findings. practices from yoga that influence the neurological system and brain to enhance focus and memory. Both forward-bending and backward-bending postures, which extend the spine, engage the spinal column and the neurological system. By bringing more oxygen and blood to the brain, inverted positions are beneficial. Yoga asanas and meditation are potent methods of mental and neurological enhancement." When it comes to doing routine things, the brain is really crucial. When the brain is healthy, it can react, understand, perceive, and operate properly.

The approaches used by aikido and karate teachers were examined and contrasted in this study. Three separate educational perspectives emerged from the sample of martial arts teachers when administered an evaluation tool the researchers developed themselves: the "Teaching Approach in Martial Arts" framework (TAMA). The research questions posed in this study were addressed by placing all aikido instructors in the traditional group and practically all karate instructors in the efficiency group, with the exception of one who was found in the educational sporting group. That means different schools of martial arts teach their students in different ways. Karate teachers can be found in all three groups, whereas instructors of aikido in one. This might be the reason for this. From this vantage point, it's reasonable to assume that karate teachers who specialize in a given sub-style would follow a standard set of practices while teaching their pupils the art. The results of the present research, however, indicated differently, placing shotokan karate instructors were spread out among the educational, sports, and sporting groups. According to the results of this research, teachers who use the three different approaches try to achieve different goals in the classroom. Students of martial arts instructors who stick to more traditional methods often say that such methods are very important to them. Furthermore, educating the public is one of their key objectives. While maintaining a respect for tradition and pedagogy, a martial arts teacher with an instructional sports perspective views their subject matter through a more competitive lens. The advantages of martial arts training for health and athletic performance were their primary emphasis.

CONCLUSION

The outcomes of this research reveal that students who engage in yoga and martial arts education have a significant increase in their ability to concentrate on the task at hand. Individuals have the capacity to increase their general brain function and feel an instant boost in their own cognitive capacities by doing certain yoga asanas that are designed to stimulate memory and cognitive function. These asanas are found in yoga. In addition, this method is helpful in reducing the amount of stress that one could be experiencing. Furthermore, the introduction of mindfulness methods into yoga helps to calm emotions, which in turn creates an atmosphere that is beneficial to the preservation of concentration and attention when practicing yoga. Students have the option to train their attention via the practice of martial arts, which places a priority on discipline, concentration, and control. In a similar vein, students have the opportunity to improve their focusing skills. Professionals in the field have been able to become specialists in the art of focused attention as a result of years of training and a dedication to following protocols to the letter.

There is a possibility that the training in deep concentration and attention that may be obtained via an understanding of the intricacies of martial arts and yogic practices might be useful to both the teachers and the pupils. It is possible for individuals to gain and maintain attention via the practice of a wide variety of disciplines, ranging from the tranquil flow of yoga to the strenuous training of martial arts. As a result, this ultimately improves their cognitive capabilities and makes it possible for them to develop into mature humans. Because of this, the use of these strategies in the classroom has the potential to aid children in developing more

competence, self-direction, and resilience of character. Yoga postures that are designed to improve our memory are called asanas. In a flash, it can enhance one's mental capacity. Better brain function may be achieved by lowering stress levels. We are mostly concerned with finding a means by which we may enhance our flexibility and power while also preserving a balanced body. Memory training has the potential to change the structure of the brain.

It's possible that we might better balance our emotional well-being if we learn to monitor our thoughts and emotions without reacting to them. In contexts that are related to the development of young people, martial arts have been used for a very long time. On the other hand, in order to make educational opportunities available, it is necessary to address a great number of significant aspects, such as the kind of supervision that is provided. Since there has been relatively little research done on the issue, this study was an early effort to address a gap in our understanding on the features of martial arts training. This gap has been a problem for quite some time. The objective of the researchers was to create a taxonomy for martial arts instructors that would be based on the various methods of training that they use. Nevertheless, since TAMA is a "work in progress" that is still in progress, further study is necessary to investigate (a) the many forms of martial arts instruction and (b) the various methodologies that are used by these instructors within the field.

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