



Girl Students' Attitude towards Yoga in the Public Campuses of Kathmandu and Rautahat Districts in Nepal

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Abstract

This article aims to find out and compare the attitude towards yoga among girl students in the public campuses of Kathmandu and Rautahat districts. A comparative descriptive study including multistage (convenient, census and simple random) sampling methods was done among the total 60 respondent students from two campuses of Kathmandu and one campus from Rautahat. An interview schedule including ten statements (five positive and five negative statements) in a five-point Likert scale format was used as the tool. The attitudes' score of the students of Kathmandu was found better in all aspects than Rautahat. Total respondents of both districts had shown favorable scores i.e. obtained score > neutral score (1286 and 1065 > 900) or had positive attitude towards yoga. There was a significant difference on attitude towards yoga between the girls of both districts. The supporting variables in Kathmandu, i.e. positive gender feeling, leisure time, information, teachers' factor, yoga proficiency, social belief, home and campus environment than in Rautahat, are indicated as role player in creating the difference in the attitudes of the girls.

Introduction

Yoga is important and widely accepted natural therapies based on systematic and moderate practical activities. It is an essential aspect of health and physical education. The yogasanas practice aims to achieve truth

where the individual identifies himself with the supreme soul or God (Shahi, 2017). Government of Nepal has included yoga exercises in HPE curriculum for lower and secondary schools (Shahi, 2014).

The Yogasanas have the two poses of asana which are Meditative and Cultural. Padmasana, vajrasana and sukhasana are in the meditative poses of asana. Savasana, halasana, bhujangasana, sarvangasana, salabhasana, dhanurasana and chakrasana all are the cultural poses of asana (Singh, Bains, Gill & Brar, 2012).

The person should practice with concentration that it is extra powerful to practice each day for ten to twenty minutes than to do much longer session only once or twice a week (Swami, 1998). Every person should manage their yoga practice in time, home, holy space and phone call, as well as practice focusing on the inhalation and exhalation of each breathe. Teachers/Guru can give their yoga types and styles in their own decision (Joshi, 1999).

The self-treatment system is known as therapeutic Yoga. According to yogic view, disease, disorders and ailments are the result of faulty ways of living, bad habits, lack of proper knowledge of things related to individual's life, and improper food (Sinha, 1976). The disease are thus the resultant state of a short our prolonged malfunctioning of the body system. This can be healed to many extent by yoga activities. Similar to this, Lama & Aryal (2022) also found that the Vipassana (a type of meditation similar to dhyana in Yoga) also shows its positive impact upon physical, mental, and psychological dimensions.

Aryal (2020) also suggests that "schools should support them to follow healthy lifestyle by involving them in some school based health promotion interventions like weight reduction, yoga, meditation, sports, health clubs, aerobics, etc." (p. 13). The individual always deliberated the requirements and principles of therapeutic yoga practice e.g.

time, place, silence, rest, dress, bath, method of practice, female problems, how much yoga, proper diet and balanced diet (Shahi, 2017).

Attitude is an idea or feeling about something as a result of past experience or as a result of imaginative likes and dislikes. Johnson and Nelson (1988) clarify that conditions or changes of the environment occur, either for better or worse, we can usually expect to see a change in attitudes. In physical education, these are concerned with the attitudes of students toward sports and physical education program, as well as toward individual activities within the program. An attitude is important to measure what effects different programs, administrative procedures, and methods of teaching/training have upon a student's feelings.

Vygotsky's Social Cultural Learning theory suggests that social interaction leads to continuous systematic changes in children's thought and behavior that can vary greatly from culture to culture (Woolfolk, 1998, as cited in Zhou & Brown, 2014). Dewey's Experiential Learning Theory informs that the individual attitudes towards learning activities, yoga and sports, as well as physical education are depending on experience. Similarly, "if people believe that they can take action to solve a problem instrumentally, they become more inclined to do so and feel more committed to the decision" (Aryal, 2022, p. 19). Therefore, this study attempts to explore whether there is variation in the attitudes' scores towards yoga between the girl students of Kathmandu and Rautahat district towards positive and negative statements because attitudes determine the behavior.

Methods

The 60 girl students of B.Ed. level who were studying HPE subject were the primary source of this data. The girl students who involved in practical examination were the main respondents. They were taken from

the two public campuses - NR College and Bagmati Community College in Kathmandu district and another GSYR Campus in Rautahat district. This sampling was based on multistage (convenient, census and simple random) method.

Table 1.
Description of Sample Design of Respondent Students

SN	District	Campus	Education		Research Sample
			Level	Subject	
1	Kathmandu	NR	B.Ed.-I	HPE	20
2	Kathmandu	Bagmati	B.Ed.-I	HPE	10
3	Rautahat	GSYR	B.Ed.-I	HPE	10
4	Rautahat	GSYR	B.Ed.-II	HPE	20
Total	2	3	2	1	60

The five-point Likert scale with a total of 10 statements was used for survey in this study. The readymade statements and its alternatives of positive and negative statements were given to the students afterwards they have responded among one alternative for a statement (Johnson & Nelson, 1988). There were 10 statements were used as tool of this study whereas including 5 positive and 5 negative statements. In the positive statements, the scores were given in descending orders 5, 4, 3, 2 and 1 for SA, A, U, D and SD respectively. In negative statements, the scores were given in ascending orders 1, 2, 3, 4 and 5 for SA, A, U, D and SD respectively.

The collected data were edited with checking and rechecking to remove possible errors and inconsistencies for data management. The data were coded and entered in data sheet created by Statistical Package for Social Science (SPSS). The analyzed mean, standard deviation, standard error, maximum, minimum, range, coefficient of variation, p-value of t-test have been managed in table.

Results and Discussion

Comparison of the Attitude towards Yoga in the Positive Statements

It was tried to obtain the attitudes of the girl students in the positive statements towards yoga. The following five statements were made: Yoga does more good than harm; Yogic activities develop good character; Yogic activities help to learn socialization of people; Yoga helps people to get long life; and Yoga encourages the friendship among peer group and others.

The table 2 shows the attitude scores of groups of girl students in Kathmandu and Rautahat district in the positive statements. The Kathmandu group obtained 673 attitude scores whereas 567 attitude scores were obtained from Rautahat group.

Table 2.
Attitude Analysis by Five-Point Likert Scale in the Positive Statements

Respondents	Positive Statements	Purposed Attitude Scores					Obtained Scores	Decisions	Remarks
		SA	A	U	D	SD			
Kathmandu (30)	5	750	600	450	300	150	673	673>450	Positive Attitude
Rautahat (30)	5	750	600	450	300	150	567	567>450	Positive Attitude
Total Score (60)	5	1500	1200	900	600	300	1240	1240>900	Positive Attitude

SA: Strongly Agree; **A:** Agree; **U:** Undecided; **D:** Disagree; **SD:** Strongly Disagree

According to the Likert opinionative rating scale, if there were 750, 600, 450 and 300, 150 or less scores, then it would prove the most favorable, favorable, neutral (neither positive nor negative), unfavorable and most unfavorable attitude respectively. Likewise, if there were 1500, 1200, 900, 600 and 300 or less scores then it would confirm the most favorable, favorable, neutral, unfavorable and most unfavorable attitude respectively.

Shahi (2018) explained the five-point Likert scale, if the scores of attitude seen greater than neutral score or tended to negative (-ve) direction in scale, this means result is known as favorable or positive tendency. Furthermore, if the scores of attitude are seen less than neutral score or tended to positive (+ve) direction in scale, this means result is known as unfavorable or negative tendency, this case in positive statements only.

From the Table 2, it is vigilant that 673 attitudes' score was from 30 Kathmandu students and 567 score from 30 Rautahat students which seem to be higher than 450. Hence, these scores show the favorable scores or positive attitude. This means, both groups

of respondents had shown positive attitude towards yoga. In other words, the attitudes' score of Kathmandu students had higher than Rautahat students (673 > 567) towards yoga. It was obtained 1240 score from total 60 respondents involving 5 positive statements upon them, which seems to be higher than 900.

This result shows the favorable score for positive attitude. This means, total respondents had shown positive attitude towards the yoga. Comparatively the total opinion raw score of Kathmandu students was found slightly greater than Rautahat students. This result was favored through gender biasness, teachers' factor, proficiency, yoga environment of campus and family support.

Comparison of the Attitude towards Yoga in the Negative Statements

The five-point Likert scales for attitude, when the statement is negative then scoring are indicated in ascending order: 1, 2, 3, 4, and 5 for SA, A, U, D and SD respectively. There were given 5 negative statements to put their own opinion upon the students. The statements were: I don't like yogasanas and yogic activities; Yoga program is an

undesirable waste of leisure time; Yogic activities would not better without support the home, college and social environments; Yoga value is decreasing in the campus and its' teacher and society; and Yoga is the most hateful subject and non-useful for girl students.

statements with result and discussion are as described. Table 3 shows the attitude scores of groups of Kathmandu and Rautahat district in negative statements. The girl students of Kathmandu group obtained the 613 attitude scores whereas 498 attitude scores were from Rautahat group. The attitude score of the total students was obtained as 1111 scores.

Then the students selected the mentioned options which carry different levels of the attitudinal scores. The negative opinionative

Table 3.

Attitude Analysis by Five-Point Likert Scale in the Negative Statements

Respondents	Negative Statements	Purposed Attitude Scores					Obtained Scores	Decision	Remarks
		SA	A	U	D	SD			
Kathmandu (30)	5	150	300	450	600	750	613	613>450	Positive Attitude
Rautahat (30)	5	150	300	450	600	750	498	498>450	Positive Attitude
Total Score (60)	5	300	600	900	1200	1500	1111	1111>900	Positive Attitude

According to the Likert opinionative rating scale, if there were 150 or less, 300, 450, 600 and 750 scores then it would prove the most unfavorable, unfavorable, neutral (neither positive nor negative), favorable and most favorable attitude respectively. Likewise, if there were 300 or less, 600, 900, 900 and 1200 and 1500 scores then it would confirm most unfavorable, unfavorable, neutral (neither positive nor negative), favorable and most favorable attitude respectively.

direction in scale, this means result is known as unfavorable or negative tendency, this case in negative statements only.

Shahi (2018) explained that if the scores of attitude seen greater than neutral score or tended to positive (+ve) direction in scale (figure 3), this means result is known as favorable or positive tendency. Furthermore, if the scores of attitude are seen less than neutral score or tended to negative (-ve)

From the Table 3, it is identified that 613 attitudes' score was from 30 Kathmandu students and 498 score from 30 Rautahat students which seem to be higher than 450. Hence, these scores show the favorable scores or positive attitude. This means, both groups of respondents had shown positive attitude towards yoga. In other words, the attitudes' score of Kathmandu students had higher than Rautahat students (613 > 498) towards yoga. It was obtained 1111 score from all 60 respondents involving 5 negative statements upon them which seem to be higher than 900. Hence, this score shows the favorable score for positive attitude. This means, total respondents had

shown positive attitude towards the yoga. Comparatively the total opinion raw score of Kathmandu students was found slightly greater than Rautahat students. The gender biasness, teachers' factor, proficiency, campus and family environments have supported these results.

Comparison of the Overall Respondents and Statements' Scores towards Yoga

The obtained scores of all statements were carried out from table 2 and 3 through a five-point Likert scale. The respondents had put their own opinion upon 10 statements. These all respondents' attitude scores of all statements were compared through positive scale of measurement. These scores are described in table 4.

Table 4.

Comparison of the Attitude Scores in All Statements towards Yoga

Statements	Score of Kathmandu	Score of Rautahat	Total
A	142	126	268
B	131	115	246
C	129	111	240
D	137	112	249
E	134	103	237
F	124	105	229
G	131	94	225
H	121	98	219
I	125	99	224
J	112	102	214
Grand Total	1286	1065	2351

Table 4 shows the grouping attitudes' scores and overall attitudes' score from all 10 statements with both positive and negative statements. The girl students of Kathmandu group obtained the 1286 attitudes' scores whereas 1065 attitudes' scores were from Rautahat group. Furthermore' the attitude score of total students have obtained 2351 scores. These scores of table 4 were further analyzed in table 5 through the five-point Likert scale.

Table 5.

Respondents' Attitude Scores Measured through Positive Scale in All the Statements

All Respondents	All Statements	Purposed Attitude Scores					Obtained Scores	Decision	Remarks
		SA	A	U	D	SD			
Kathmandu (30)	10	1500	1200	900	600	300	1286	1286>900	Positive Attitude
Rautahat (30)	10	1500	1200	900	600	300	1065	1065>900	Positive Attitude
Total Respondents (60)	10	3000	2400	1800	1200	600	2351	2351>1800	Positive Attitude

According to the Likert opinionative rating scale, if there were 1500, 1200, 900, 600 and 300 or less scores then it would prove the most favorable, favorable, neutral (neither positive nor negative), unfavorable and most unfavorable attitude respectively. This means these results were belonging to Kathmandu and Rautahat groups. Likewise, if there were 3000, 2400, 1800, 1200 and 600 or less scores then it would confirm the most favorable, favorable, neutral, unfavorable and most unfavorable attitude respectively. These result were belongs to total 60 respondents.

Shahi (2018) clarifies that the scores of attitude seen greater than neutral score or tended to negative (-ve) direction in scale (figure 3), this means result is known as favorable or positive tendency. Furthermore, if the scores of attitude are seen less than neutral score or tended to positive (+ve) direction in scale, this means result is known as unfavorable or negative tendency, this case in positively measurement only.

From the Table 5, it is vivid that 1286 and 1065 attitudes' score was from 30 Kathmandu and Rautahat groups respectively. These attitudes' scores were found higher than neutral score (900). Hence, both groups have shown the favorable scores or positive attitude towards 10 statements. This means, both groups of respondents had shown positive attitude towards yoga. In other words, the attitudes' score of Kathmandu students had higher than Rautahat students (1286 > 1065) towards yoga. It was obtained 2351 score from total 60 respondents involving 10 statements upon them which seem to be higher than 1800. Hence, this score show the favorable score for positive attitude. This means, total respondents of both districts had shown positive attitude towards the yoga. Comparatively the total opinion raw score of

Kathmandu group was found meaningfully greater than Rautahat group.

In Nepal, the teachers show a poor level of practice of physical activity than he recommended level (Aryal, 2022) and it is reflected in the students as well. This becomes more problematic in case of girl students in socio-economically poor situations. Although many studies in Nepal show remarkably good level of attitude towards yoga and physical activity, the practice is not as per that. Basnyat (2018) also studied on the attitude of students and their guardians towards sports and physical fitness in community schools and found that the attitude score of both students and guardians were favorable (+ve) in all 10 positive and all 10 negative statements. Likewise, the raw score of students was greater than guardians score. In this regard, Bista (2017) also revealed that the yoga activities in Bajhang district were satisfactory because the levels of attitude scores are favorable in both statements.

Similarly, Chand (2015) found that the level of attitude of the Thami and Sherpa Communities in Sindhupalchok district towards the positive statements remained positive and towards negative statements remained negative regarding the games and sports. A next study shows that the attitude score in Magar community was better than Thakuri community in both positive and negative statements about the sports (Shah, 2016). Some other studies showed that the HPE teachers were more positive on different statements than non HPE teachers towards sports (for example, Gaire, 2014). Many other studies in previous times showed the similar results the attitude towards sports (for example, Shrestha, 2006; Sedai, 2005; Rai, 2005; Budhathoki 2003; and Pahari, 2002).

Here the difference is visible and the reason behind it was indicative to the situation where the students of Kathmandu were more involved in yogic and sporting activities. Also, that the girl students of Kathmandu had more supportive variables like society, family, gender, leisure time, information, campus, yogic and sports environments than of Rautahat.

Test of Hypothesis and Comparison of Attitude Difference in Both Groups

The researcher compared the groups of Kathmandu and Rautahat girl students' attitude scores from all 10 statements towards yoga. The cases and statistics or as standard scores of both students groups has converted throughout the raw score of table 4. The researcher had formulated the hypotheses.

Null hypothesis (H_0): There was no significant difference in the status an attitude of yoga among girl students between public campuses of Kathmandu and Rautahat districts; and

Alternative hypothesis (H_1): There was significant difference in the status of attitude of yoga among girl students between public campuses of Kathmandu and Rautahat districts.

These groups 'attitude was compared through statistical tests or p-value of t-test. The analysis of stranded scores between girl groups was necessary to prove these above hypotheses. The comparative analyses of cases and statistics or as attitudes' scores of groups are given in the table 6.

Table 6.

Comparison of the Statistical Cases of Both Groups Students' Score

Cases/Statistics	Kathmandu Students	Rautahat Students
Mean	128.6	106.5
Standard Error	2.704728	3.02306
Standard Deviation	8.553102	9.559754
Range	30	32
Minimum	112	94
Maximum	142	126
Coefficient of variation (%)	73.15556	91.38889
p-value of t-test (at $\alpha = 0.05$)	0.036184	
Conclusion	Significant ($p < \alpha$)	

Table 6 shows that the mean score of Kathmandu students' attitude (128.6) is greater than Rautahat students (106.5). Likewise, the mean score and range of score difference between maximum and minimum of Kathmandu students are greater than Rautahat students. The higher score of standard deviation indicate that the individual score is more dispersed from mean and also the higher value of coefficient of variation indicates that there is wider dispersion in

each individual score. If the value of range, standard deviation and coefficient of variation are lower score, we know that the lower score is better than higher score. This means, the group of Kathmandu students was better in attitude than Rautahat.

Furthermore, p-value of t-test score of two types of campuses is 0.036184 which is less than 0.05 ($p < \alpha$) at 95 percent confidence interval (Furthermore, calculated value of

t-test was 6.59 and tabulated/critical value of t-test was 2.12. The calculated value was greater than tabulated/critical value. Hereafter, it was significance difference in attitude between both groups). Therefore, it is enough evidence in the data to reject null hypothesis or as accepted the alternative hypothesis. Therefore, there is significant difference of attitudes towards yoga score between the girls of both districts.

This difference in response between the students can be justified from the fact that the girl students of Kathmandu were more supporting the variables i.e. gender feeling, leisure time, information, teachers' factor, yoga proficiency, social belief, home and campus environment than Rautahat.

Conclusions and Recommendations

The total respondents of both districts had shown positive attitude towards the yoga. Comparatively the total opinion raw score of Kathmandu group was found meaningfully greater than Rautahat group. The attitude scores of both groups or as whole group were seen greater than neutral score. This means, total respondents of both districts had shown favorable scores, i.e. obtain score > neutral score or as positive attitude towards the yoga.

The purpose of test was to find whether there was significant difference in score between the girls of two districts. The t-test score was applied as statistical test at the 0.05 level of significance, p-value of t-test score of both districts was 0.036184 which was less than 0.05 ($p = 0.036184$ & $\alpha = 0.05$ i.e. $p < \alpha$) at 95 percent confidence interval. There was significant difference in the attitude towards yoga between the girls of both districts. Therefore, null hypothesis was rejected and the alternative hypothesis was accepted. The attitude difference reflects a situation of more supporting variables for the girl students in Kathmandu, i.e. gender feeling, leisure

time, information, teachers' factor, yoga proficiency, social belief, home and campus environment than in Rautahat.

Yoga and its activities are essential part of healthy life to all people. The authorities should create a yoga unified policy, increasing this attitude and participating more people in yoga. The government, campus management committees and teachers can make the policies to involve their girl students in different yogic and sporting activities. Nepal government and the Ministry of Youth and Sports should plan and include yoga programs in its national policy. The positive attitude in all areas of Nepal can be increased if the Curriculum Development Center of Nepal includes the yoga as a compulsory subject matter from basic to secondary level education.

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