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Attitude of University-level Students of the Faculty of Education Towards Sports and Physical Activity

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Abstract

This paper tries to investigate the attitudes of university-level students enrolled in the Faculty of Education toward sports and physical activity. In a descriptive quantitative research design, participants' attitudes were gauged through a structured Likert scale comprising 20 statements, both positive and negative, about sports and physical activity. The sample size consisted of 150 students and was divided equally between those enrolled in Health and Physical Education programs and those from other specializations. The results indicated a generally positive attitude towards sports and physical activities for both groups, though the overall mean scores for HPE students were higher compared to non-HPE students. The analysis of attitudes shows significant statistical differences; therefore, these favorable attitudes are made because of greater knowledge and involvement in sports and physical activities. Results emphasize the need for increasing physical activity within educational curricula, since it will increase the engagement of students and improve their lives. Recommendations for policy implementation to integrate sports and physical activities into educational programs are discussed to foster positive health behavior.

Keywords: University students, Faculty of Education, Attitude, Sports, Physical activity



Introduction

An attitude is a combination of emotions, beliefs, and behavior concerning an object, person, thing, or event (Shahi, 2018). It involves how one feels about something, their thoughts and beliefs about it, and how they are likely to behave in relation to it (Cherry, 2024). For example, if you have a positive attitude towards sports and physical activity, it means that you believe it is good for you; you will feel good to be involved in it, and you are likely to participate in it regularly. Having a positive attitude can motivate you to develop an appropriate practice, and a regular practice can reinforce and strengthen your positive attitude.

Attitude is something like an idea or a feeling about something, as the result of past experience or as the result of imaginative likes and dislikes. According to Johnson and Nelson (1988), when conditions or changes of an environment either deteriorate or improve, in most cases, there should be a corresponding change in attitude. These, in physical education, are concerned with the attitudes of students toward sports and the physical education program, as well as their attitudes toward individual activities within the program (Shahi, 2018). An attitude is important to measure what effects different programs, administrative procedures, and methods of teaching/training have upon a student's feelings (Chiluwal, 2023).

Knowledge, attitude, and behavior are three interconnected elements that together shape people's perceptions of and interactions with their environment. These elements are essential in all disciplines where knowledge of human cognition and decision-making.

Knowledge: Mishra (2023) mentions that knowledge is the knowledge and comprehension that people have of a specific subject or problem. Factual knowledge, theories, ideas, and procedural knowledge are all included. Knowledge is the cornerstone on which attitudes and actions are constructed. For instance, in the context of health behavior, people's decisions to engage in certain activities might be influenced by their understanding of the dangers of smoking or the advantages of exercising.

Attitude: The assessment or affective reaction, whether favorable or negative, that people have toward a specific thing, someone, problem, or circumstance is referred to as their attitude (Mishra, 2023). Knowledge shapes attitudes, which in turn affect conduct. Usually, they are expressed in terms of

direction (positive or negative) and strength (how strongly one feels). Attitudes are dynamic and subject to change as a result of fresh encounters, new knowledge, and societal factors.

Behavior: Mishra (2023) mentions that behavior is the term used to describe how people act or behave in response to both internal and external stimuli. It includes both overt and covert behaviors, such as intentions or ideas, as well as verbal and physical displays. Though attitudes have a role, environmental conditions, perceived control, and social norms all have an impact on behavior.

It is crucial to comprehend the relationships among knowledge, attitude, and behavior when creating successful interventions in fields like social change, education, and health promotion. It emphasizes the intricacy of human decision-making and the demand for all-encompassing strategies that take into account the various variables impacting behavior.

Sport is usually a competitive physical activity, through casual or organized participation; aim to use, maintain, or increase physical ability and skills while providing enjoyment to participants, and sometimes, entertainment for spectators. Usually, the contest or game is between two sides or persons, each attempting to exceed the other (Vijaya Lakshmi & Rajendra Kumar, 2015). Sport is generally known as such activities that are based on physical athleticism or physical skill, with the largest major competitions.

Engaging in sports and physical activities plays a significant role in promoting physical fitness among people. Not only does such activity help improve the physical fitness and health of a person, but it is an integral strategy for preventing obesity, a critical health priority for the nation as well as the whole world and it also develops mental, social, emotional, and other aspects of fitness (Miller et al 2016).

Playing sports contributes to muscle development, coordination, cardiovascular health, and numerous other benefits associated with disease prevention; physical activity can help ward off chronic diseases, including cardiovascular disease, diabetes, cancer, hypertension, obesity, depression, and osteoporosis (Johnson, Ravikumar & Rambabu, 2017). Playing sports can help people achieve fitness goals related to weight loss, muscle development, and fat reduction because of the physical activity involved (WHO, 2021).

Playing sports helps much more than in the physical aspects. It builds character, teaches strategic thinking, analytical thinking, leadership skills, goal setting, and risk taking, to name a few. And those are just the non-physical aspects. In fact, playing games and sports helps in developing physical, mental, social, and emotional, as well as many other aspects of fitness, to live a full and balanced life (Eather et al 2023).

A healthy mind can be found only in a healthy body. In a weak body, there cannot be a healthy and active mind. And for a healthy body, physical exercise is a must. Without physical exercise, games, and sports, our bodies will grow weak, lazy, and dull, which results in us being less physically and mentally fit. Playing sports contributes to mental health, helping to prevent depression and increase self-esteem and body image. Children can learn positive mental health skills, including accountability, leadership, and dedication as well as playing sports is a key strategy for reducing stress, because your body releases feel-good endorphins while exercising (Biddle et al, 2015).

According to Vygotsky's Social Cultural learning, change in a child's thought and behaviour is caused by social interaction, as well as it is different in different cultures and also according to Dewey's Experiential Learning Theory, an individual's attitudes towards something are greatly affected by learning activities based on experience (as cited in Chiluwal, 2023). Thus, this study will try to explore the attitude of college students towards sports and physical activity.

A study by Fredriksson et al (2018) found that individuals who were well-informed about these benefits were more likely to engage in regular exercise. Rhodes & Dickau (2013) found that individuals with more positive attitudes towards exercise were more likely to maintain consistent physical activity levels. Brown et al (2024) highlighted that individuals who possess sufficient knowledge about physical activity benefits and hold positive attitudes towards exercise are more likely to engage in regular physical activity. Bauman et al (2012) emphasized the need for multi-level interventions that address individual beliefs and environmental factors to promote sustained physical activity.

Health and Physical Education (HPE) is a specialization subject under the Faculty of Education. This subject consists of two different but interrelated disciplines, i.e., health education and physical education. Both subjects aim at improving the health and well-being of an individual. Physical activities, games,

and sports are an integral part of physical education. A student studying HPE must be involved in such activities as they are included in their course of study. His/ her attitude towards sports and physical activities directly impacts his/ her participation.

The attitudes toward sport and physical activity in students at the university level are very important in shaping their engagement and overall well-being. While the many benefits of regular physical activity are well-documented on physical health, mental well-being, and academic performance, many students are inadequately active (Brown, 2024). The aim of this study, therefore, is to identify and compare the attitudes of students toward sports and physical activity among students enrolled in Health and Physical Education programs and other specialization subjects in the Faculty of Education.

Methodology

The study was a descriptive type of research method based on quantitative analysis. The attitude scale with five scaled Likert Scale was used as the tool for the collection of the required data in this research. There are a total of 20 statements, among them 10 statements are positive, and the remaining 10 are negative statements. Statements were developed by the researcher to get related data about the attitude of students towards sports and physical activity. The population of the study was the students studying under the Faculty of Education, Far Western University, Mahendranagar, Kanchanpur. To select a sample, a probability sampling method was used. At first, the cluster sampling method was used to select the campus randomly, and the simple random sampling method was used to select respondents. The selected campuses were Central Campus, Mahendranagar, Kanchanpur, and Triveni Multiple Campus, Dadeldhura. Both campuses were constituent campuses of Far Western University. The total sample size determined for the study was 150. Among 150 students, 75 had HPE backgrounds, and 75 had non-HPE backgrounds.

Results and Discussions

Demographic Description of the Respondents

Table 1 shows the demographic status of the respondents.

Table 1*Demographic Description of the Respondents*

S.N.	Description	Major Subject of the respondent				Total	
		HPE		Non-HPE			
		Count	Percentage	Count	Percentage		
1.	Sex of the Male respondents	12	16.00	6	8.00	18	
	Female	63	84.00	69	92.00	132	
2.	Caste of the Brahmin respondents	24	32.00	9	12.00	33	
	Chhetri	36	48.00	54	72.00	90	
	Janjati	0	0	3	4.00	3	
	Dalit	15	20.00	9	12.00	24	
3.	Studying Semester of the student	B.Ed. 2nd	0	0	18	24.00	18
	B.Ed. 5th	9	12.00	9	12.00	18	
	B.Ed. 7th	66	88.00	48	64.00	114	
4.	Birthplace of the respondents	Dadeldhura	33	44.00	39	52.00	72
	Kanchanpur	15	20.00	15	20.00	30	
	Darchula	12	16.00	6	8.00	18	
	Baitadi	12	16.00	12	16.00	24	
	Bajura	0	0	3	4.00	3	
	India	3	4.00	0	0	3	
5.	District of School Education	Dadeldhura	33	44.00	39	52.00	72
	Kanchanpur	24	32.00	15	20.00	39	
	Darchula	9	12.00	6	8.00	15	
	Baitadi	9	12.00	12	16.00	21	
	Bajura	0	0	3	4.00	3	
6.	Age of the respondents	< 20 Years	0	0	18	24.00	18
	21-24 Years	72	96.00	57	76.00	129	
	>25 Years	3	4.00	0	0	3	

Altogether, there were 150 respondents (75 HPE and 75 non-HPE). Among HPE respondents, only 16.00 percent were male, and the majority of the respondents (84.00 percent) were female. Likewise, among non-HPE respondents, only 8.00 percent were male, and the remaining 92.00 percent were female.

While dividing the respondents' caste-wise, 32.00 percent were Brahmin, 48.00 percent were Chhetri, and 20.00 percent were Dalit in the HPE group, and in the non-HPE group, 12.00 percent were Brahmin, 72.00 percent were Chhetri, 4.00 percent were Janjati, and 12.00 percent were Dalit, which shows that majority of the respondents belong to Brahmin and Chhetri community in both groups.

Similarly, semester-wise distribution of respondents was also done. In this distribution, 12.00 percent of respondents were studying in the fifth semester, and 88.00 percent were studying in the seventh semester in the HPE group, and in the non-HPE group, 24.00 percent were in the second semester, 12.00 percent were in the fifth semester, and 64.00 percent were studying in the seventh semester. The majority of respondents selected were studying in the mid (fifth) and later (seventh) semester of Bachelor's degree in both groups.

In the case of birth place of the respondents, 44.00 percent's birth place is Dadeldhura, 20.00 percent's birth place is Kanchanpur, 16.00 percent's birth place is Darchula, 16.00 percent's birth place is Baitadi, and 4.00 percent's birth place is India in the HPE group, and in the non-HPE group, 52.00 percent's birth place is Dadeldhura, 20.00 percent's birth place is Kanchanpur, 8.00 percent's birth place is Darchula, 16.00 percent's birth place is Baitadi and 4.00 percent's birth place is Bajura. It shows that the majority of students' birthplace of both groups is the hilly region of the Sudurpaschim Province, Nepal.

Similarly, the foundation of education, i.e. place of school education's district, is also studied in the study. It was found that, 44.00 percent's district of school education was Dadeldhura, 32.00 percent's district of school education was Kanchanpur, 12.00 percent's district of school education was Darchula and 12.00 percent's district of school education was Baitadi in HPE group and in non-HPE group 52.00 percent's district of school education was Dadeldhura, 20.00 percent's district of school education was Kanchanpur, 8.00 percent's district of school education was Darchula, 16.00 percent's district of school education was Baitadi and 4.00 percent's district of school education was Bajura. It was revealed that the majority of the respondents of both groups had studied in the hilly district of Sudurpaschim Province, Nepal.

Age-wise categorization of the respondents was also done. In this categorization, 96.00 percent of respondents were between 21 and 24 years of age, and only 4.00 percent of respondents were more than 25 years of age. In the HPE group and in the non-HPE group, 24.00 percent were below 20 years of age, and 76.00 percent were between 21 and 24 years of age. In both groups, it was found that the majority of the respondents were between 21 and 24 years.

Comparison of the attitude towards sports and physical activity in the positive statements

An attempt was made to obtain the attitudes of the students of the faculty of education towards positive statements about sports and physical activity. The following ten statements were made: Sport & PA can build an ideal character; Sport & PA can develop good character; Sport & PA give satisfaction in life; Sport & PA activities should be a main part of education; People who likes sport & PA are mostly good to know; Like subjects related to Sports & PA; Sports & PA are important in the community; Sport & PA make the life joyful; Sport & PA are good for society; and Sport & PA are important for all.

Table 2 shows the attitude scores of HPE and non-HPE students in the positive statements. The students of HPE obtained 3282 attitude scores, whereas 3003 attitude score was obtained by non-HPE students.

Table 2

Attitude Status in the Positive Statements

Respondents	Positive Statements	Positive Attitude Scores					Obtained Scores	Decision	Remarks
		SA	A	UD	D	SD			
HPE (75)	10	3750	3000	2250	1500	750	3282	3282>2250	Positive Attitude
Non-HPE (75)	10	3750	3000	2250	1500	750	3003	3003>2250	Positive Attitude
Total Score (150)		7500	6000	4500	3000	1500	6285	6285>4500	Positive Attitude

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

The five-point Likert scale assigns scores of 5, 4, 3, 2, and 1 to the responses Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree, respectively. The participant count each group is 75, with 10 positive comments, resulting in maximum scores of 3750, 3000, 2250, 1500, and 750, corresponding to the specified opinions and scores.

This study employs the Likert opinionnaire rating scale, whereby scores of 3750, 3000, 2250, 1500, and 750 or fewer correspond to the attitudes of SA (strongly agree), A (agree), UD (undecided), D (disagree), and SD (strongly disagree), respectively.

Shahi (2018) explained that if the scores of attitudes are seen as greater than a neutral score, this means the result is known as a favorable or positive tendency/attitude. Furthermore, if the scores of attitudes are seen as less than a neutral score, this means the result is known as unfavorable or negative tendency/attitude.

Table 2 clearly indicates that the attitudes score of 3282 was attributed to HPE students, while the score of 3003 was from non-HPE students, both of which exceed 2250. Consequently, these scores indicate a favorable disposition or positive sentiment. Both sets of respondents had a favorable disposition towards sports and physical activity. The attitude score of HPE students exceeds that of non-HPE pupils (3282 > 3003) regarding sports and physical activities. An average score of 6285 was achieved from 150 responders, encompassing 5 positive remarks, which appears to exceed 4500.

This outcome indicates a favorable assessment of positive attitude. The overall respondents exhibited a positive attitude towards sports and physical activities. The overall opinion score of HPE students was somewhat higher than that of non-HPE pupils. This outcome was preferred due to the increasing awareness among students and individuals regarding sports and physical activities, facilitated by access to information about their benefits through various channels.

Comparison of the attitude towards sports and physical activity in the negative statements

The five-point Likert scales for attitude, when the statement is negative, then scoring is indicated in ascending order: 1, 2, 3, 4, and 5 for SA, A, U, D, and SD, respectively. There were 10 negative statements to form their own opinion about the students. The statements were: Sport & PA are all right but I don't much care for it; Sports & PA is the most hateful for all; Dislike sports & PA program; Not necessary to integrate the sport & PA activities in college; Sport & PA are just waste of time; Value of sport & PA are decreasing in society; Sport & PA program have no role in modern education; Colleges will be better without sport & PA; Sports & PA decrease the students educational achievement; and Sport & PA cannot develop all round personality of students.

The students thereafter chose the specified options, each associated with varying levels of attitudinal ratings. The unfavorable evaluative statements regarding the outcomes and discussion are delineated as follows. Table 3 presents the attitude scores of HPE and non-HPE groups in response to negative remarks. The HPE students achieved attitude scores of 2964, whereas non-HPE pupils attained scores of 2862. The cumulative attitude score of all students was recorded as 5826

Table 3

Attitude Status in the Negative Statements

Respondents	Negative Statements	Negative Attitude Scores					Obtained Scores	Decision	Remarks
		SA	A	UD	D	SD			
HPE (75)	10	750	1500	2250	3000	3750	2964	2964>2250	Positive Attitude
Non-HPE (75)	10	750	1500	2250	3000	3750	2862	2862>2250	Positive Attitude
Total Score (150)		1500	3000	4500	6000	7500	5826	5826>4500	Positive Attitude

According to the Likert scale, scores of 750 or less, 1500, 2250, 3000, and 3750 correspond to the attitudes of SA (most unfavorable), A (unfavorable), UD (neutral), D (favorable), and SD (most favorable), respectively. Similarly, if the total scores were 1500 or fewer, 3000, 4500, 6000, and 7500, it would indicate SA (most unfavorable), A (unfavorable), UD (neutral), D (favorable), and SD (most favorable) attitudes, respectively.

Table 3 reveals that the attitudes score of 2964 was derived from 75 HPE students, while 2862 scores were obtained from 75 non-HPE students, both of which appear to exceed the threshold of 2250 or the undecided/neutral scores. Consequently, these scores indicate a good disposition or positive attitude towards negative statements. Both sets of respondents had a favorable disposition towards sports and physical activity. The attitude score of HPE students exceeded that of non-HPE students (2964 > 2862) regarding sports and physical activities. An average score of 5826 was achieved from 150 responders, encompassing 10 negative remarks, which appears to exceed the neutral score of 2250. Consequently, this score indicates a good assessment of an optimistic mindset. The overall respondents exhibited a favorable disposition towards sports and physical activities. The aggregate opinion raw score of HPE students was somewhat higher than that of non-HPE pupils. This outcome was preferred as

individuals are becoming cognizant of sports and physical activities, gaining insights about their advantages through various channels.

Comparison of the overall respondents' and statements' scores towards sports and physical activity

The obtained scores of all positive and negative statements were presented on table 2 and 3 through a five-point Likert scale. The respondents had given their own opinion on 20 statements. These respondents' attitude scores of all statements were compared through a positive scale of measurement. These scores of each statement separately are presented in Table 4.

Table 4

Statement-wise attitude towards sports and physical activity

Statement No.	Score of HPE students	Score of non-HPE students	Total
1.	255	270	525
2.	237	243	480
3.	321	309	630
4.	336	330	666
5.	312	303	615
6.	327	288	615
7.	276	207	483
8.	327	273	600
9.	333	282	615
10.	327	339	666
11.	324	333	657
12.	186	153	339
13.	333	336	669
14.	315	318	633
15.	336	312	648
16.	339	348	687
17.	336	306	642
18.	318	279	597
19.	348	324	672
20.	360	312	672
Grand Total	6246	5865	12111

Table 4 presents the attitude scores of the groups with the aggregate attitude score derived from all 20 statements, encompassing both positive and negative beliefs. The HPE group achieved 6246 attitude scores, while the non-HPE group

attained 5865 attitude scores. The cumulative attitude score of all students is 12,111. The scores from Table 4 were further evaluated in Table 5 using the five-point Likert scale.

Table 5

Attitude Scores in Total Statements

Respondents	Total Statements	Total Attitude Scores					Obtained Scores	Decision	Remarks
		SA	A	UD	D	SD			
HPE (75)	20	7500	6000	4500	3000	1500	6246	6246>4500	Positive Attitude
Non-HPE (75)	20	7500	6000	4500	3000	1500	5865	5865>4500	Positive Attitude
Total (150)	Score	15000	12000	9000	6000	3000	12111	12111>9000	Positive Attitude

The Likert scale indicates that values of 7500, 6000, 4500, 3000, and 1500 or fewer correspond to the attitudes of SA (strongly agree), A (agree), UD (undecided), D (disagree), and SD (strongly disagree), respectively. This indicates that the results pertained to HPE and non-HPE students individually. Similarly, if there were 15,000, 12,000, 9,000, 6,000, and 3,000 or fewer scores, it would validate the SA (most favorable), A (favorable), UD (neutral), D (unfavorable), and SD (most unfavorable) attitudes, respectively, for a total of 150 respondents.

Table 5 clearly indicates that the scores for the 6246 and 5865 attitudes were derived from 75 HPE and 75 non-HPE pupils, respectively. The ratings for these attitudes were determined to exceed the neutral value of 4500. Consequently, both groups have demonstrated favorable scores or a good disposition towards a total of 20 propositions. Both sets of respondents had a favorable disposition towards sports and physical activity. The attitude score of HPE students surpassed that of non-HPE pupils (6246 > 5865) regarding sports and physical activity. The cumulative score reached 12111 from a total of 150 responders over 20 statements, which appears to exceed the neutral level of 9000. Consequently, this score indicates a favorable disposition towards an optimistic attitude. The total responders from both HPE and non-HPE exhibited a favorable disposition towards sports and physical activity. The aggregate opinion raw score of HPE students was significantly higher than that of the non-HPE group.

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 the Magar community was better than that of the 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 (Gaire, 2014). Basnyat (2018) also studied 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 was favorable (positive) in all 10 positive and all 10 negative statements. Likewise, the raw score of students was greater than the guardians' score. Chiluwal (2023) also found a significant difference between the attitudes of girls towards yoga from the campuses of Kathmandu and Rautahat district. Many other studies in previous times showed similar results, the attitude towards sports (for example, Shrestha, 2006; Sedai, 2005; Rai, 2005; Budhathoki, 2003; and Pahari, 2002).

Here, the difference is visible. This difference in response between the students can be justified by the fact that in the HPE major subject, students study games and sports as well as participate in them and have better knowledge about sports and physical activity.

Test of Hypothesis and Comparison of Attitude Difference in Both Groups

The attitude scores of HPE and non-HPE students from a total of 20 statements towards sports and physical activities were also compared. The cases and statistics, or as standard scores of both students' groups has been converted throughout the raw score of table 4. The researcher had formulated the hypotheses.

Null hypothesis (H0): There is no significant difference in the attitude of HPE and non-HPE students towards sports and physical activity.

Alternative hypothesis (H1): There is a significant difference in the attitude of HPE and non-HPE students towards sports and physical activity.

The attitudes of these groups were compared using statistical tests, specifically the p-value of the t-test. The examination of stranded scores between HPE and non-HPE students was essential to validate the aforementioned hypotheses. The comparative analyses of cases and data, as well as the attitude scores of groups, are presented in Table 6.

Table 6*Comparison of the Attitude of Both Groups*

Cases/ Statistics	HPE Students	Non-HPE Students
Mean	83.28	78.20
Standard Error of Mean	0.80	0.82
Standard Deviation	6.96	7.08
Range	24	26
Minimum	71	66
Maximum	95	92
Coefficient of Variation (%)	8.36	9.05
p-value of t-test (at $\alpha=0.05$)	0.000018	
<i>Conclusion: Significant difference between the means ($p < \alpha$)</i>		

According to Table 6, the average attitude score of HPE students is higher than that of non-HPE students, coming in at 83.28 compared to 78.20. Students who participate in HPE also tend to have higher mean scores and wider ranges of scores between the maximum and minimum compared to students who do not. Scores that are more separated from the mean have larger standard deviations, while scores that are more dispersed from the mean have wider coefficients of variation. Generally speaking, a lower score for range, standard deviation, and coefficient of variation indicates that the lower score is superior to the higher score. Compared to the non-HPE group, the HPE students exhibited a superior attitude.

Furthermore, the p-value of the t-test score of HPE and non-HPE students is 0.000018, which is less than 0.05 ($p < \alpha$) at a 95 percent confidence interval. Hereafter, it was found that there is a significant difference in attitude between the two groups. Therefore, it is enough evidence in the data to reject the null hypothesis and accept the alternative hypothesis. Therefore, there is a significant difference in attitudes towards sports and physical activity scores between the HPE and non-HPE students.

The attitude difference reflects a situation of more support for the HPE students, i.e., in the HPE major subject, students study games and sports in their courses, as well as are involved in them and have better knowledge about sports and physical activity.

Conclusions and Recommendations

The aggregate number of respondents from both HPE and non-HPE groups exhibited a favorable disposition towards sports and physical activity. The overall opinion raw score of HPE students was much higher than that of non-HPE pupils. The collective attitude scores of both groups were perceived as exceeding a neutral value. The aggregate number of responses from both groups exhibited favorable scores, indicating that the acquired scores surpassed neutral scores, reflecting a positive disposition towards sports and physical exercise.

The objective of the test was to determine if a major disparity exists in scores between HPE and non-HPE students. The t-test was utilized as a statistical analysis method. The P-value of the t-test score for both groups was 0.000018, which is less than 0.05 ($p = 0.000018$ & $\alpha = 0.05$, hence $p < \alpha$). A notable disparity existed in the attitudes toward physical exercise and sports between HPE and non-HPE students. Consequently, the null hypothesis was dismissed, and the alternative hypothesis was embraced. The rationale for this is that in HPE, significant academic subjects such as games and sports constitute a fundamental component of their curriculum. They possess both theoretical and practical expertise in games and sports. Consequently, they possess superior knowledge, and their influence is evident in their demeanor towards games and physical exercise.

Sports and physical activities are essential components of a healthy lifestyle for all individuals. Educational institutions should have a policy and curriculum that promotes sports and physical activity within the faculty of education for all students, so enhancing their attitudes and subsequently increasing their involvement. The government, universities, and campuses should formulate policies to encourage student participation in various sports and physical activities. The Government of Nepal, along with the Ministry of Education and the Ministry of Youth and Sports, should strategize and incorporate physical exercise across all educational tiers, from primary school to university. The good disposition across all sectors of Nepal can be enhanced by incorporating sports and physical activities as a mandatory component from primary through secondary and higher school.

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