

Attitude of School Students Towards Their Sports Teacher: A Case of Kageshwori Manohara Municipality, Nepal

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Abstract

Purpose: Sports can also have an impact on physical development, which includes muscular coordination and body growth. Students get motivated in school towards sports, mainly with the help of certified physical education (PE) teachers, but information on attitude of such teachers from students' perspectives are largely not known. The main objective of this research was to learn what the students think of sports teacher in terms of their attitudinal reflection.

Methods: This research analysed students' attitudes in Kageshwori Manohara Municipality, Nepal, using a quantitative method. Data were collected using randomly identified 324 students of grade 9 from 9 secondary private schools across 38 schools at the Municipality. The attitude of students towards their sports teacher was analysed through dependent variables such as cultural background, sports facilities in schools and facilities for sports teachers to keep them motivated. Six statements to each variable were provided and the scoring was based on the Likert scale with five intensity categories. EpiData software and SPSS version 25 tools were used data analysis, transcription and interpretation. The correlation regression model, using the Karl Pearson Correlation Coefficient, was used for analysis of the relevant information.

Results: From the study, we found that sports like ball games, athletics and martial arts are popular among students of secondary level. For attitude of students towards their sports teacher, the total weighted score from six statements was 19.46 . A moderate positive correlation between students' cultural setting and their attitude toward sports teachers was seen in this study. Conversely, both school infrastructure/facilities and facilities expected for sports teachers showed a moderate negative correlation with the attitude towards sports teachers. Facilities provided to sports teacher was identified as the most influential predictor. However, the model may require refinement due to only one predictor demonstrating marginal significance.

Conclusion: This study emphasized the importance of students' participation in physical activities for motor development, recommending schools hire qualified sports teachers, prioritise sports facilities, and create positive cultures. Schools were recommended to provide sports like athletics, ball games and martial arts. Further research needs to be conducted to analyse the attitudes of students using various other variables. Policy, standards and practice of sports teachers are also suggested.

Keywords: Physical development; School; Sports; Sports teachers; Students

1 Introduction

Children's involvement in physical activity has a direct impact on their physical development (Bretz et al., 2024) and must be appropriately considered within the framework of education (David & Gbenga, 2014). This offers other advantages, such as increased brain health, cognitive function, and physical fitness (Kohl III & Cook, 2013). Only well-designed and executed physical education programs with presence of qualified sports teachers may offer these advantages, for example, at the schools. To become a teacher of school sports, one must have coaching education and competitive sports experience (Ferry, 2016). Teachers that teach physical education, or

sports also record and grade student performance, instruct students in sports, and interact with parents (Backman & Barker, 2020; Jeremić et al., 2018; Shiver et al., 2020; Zhou et al., 2021). For this purpose, there are numerous schools that hire sports teachers.

The qualification of sports teachers has not been well defined yet in Nepal (Government, 2023). But, the US Bureau of Labour Statistics states that a teaching licence and a bachelor's degree in physical education (B. Ed.) are qualifications for becoming a physical educator, or sports teacher (bestaccreditedcolleges, 2021). The majority of Nepali athletes competing in the 13th South Asian Games in 2019 had degrees below or equal to the 12th grade, indicating their poor academic achievements (NOC, 2019). These athletes are possible coaches of the future which is academically poor human resources. However, to produce qualified coaches and sports instructors, various courses for sports teachers have been offered by the Sports Science Academy of Nepal (SSAN), such as the School Sports Teachers Course (Neupane, 2018). Different levels of coaching and referee courses are also offered by numerous sports associations like ANFA (ANFA: All Nepal Football Association, n.d.).

Students who would like to participate in sports activities should have positive attitudes towards sports and obviously towards their sports teacher. According to Allport (1933), an attitude is a mental and brain state shaped by experience, influencing a person's reactions to all relevant situations and circumstances. A person's attitude is influenced by a variety of elements, including social factors, family, preconceptions, personal experience, media, educational and religious institutions, physical factors, economic position, and occupations (iEduNote, 2022). Social psychologists believe that understanding attitudes is crucial as they have a significant impact on how people behave (Srivastava & Rojhe, 2021). According to the published literature, secondary (Atan & Imamoglu, 2016), higher secondary (Singh & Devi, 2013) and even university level (Zaman et al., 2018) students have positive attitudes about sports and physical activities. Some studies, like the one by Ryan et al. (2003) demonstrated the positive impacts of sports teachers on their students. Although research has been done to look at how students feel about sports and physical activity, research reports are largely lacking on how students feel about sports teachers, in terms of their attitude. Thus, this research was done with the main objective to analyse the attitude of students towards the role of their sports teacher at Municipality level. The other objectives included students' attitudes formed due to their cultural background, the availability of sports facilities at school, and the quality of facilities provided to their sports teachers as attitude formation in students was found to be influenced by cultural values, availability of sports facilities and facilities received by sports teacher (Rosete et al., 2022; Sharma, 2015; Xing & Jin, 2023). This research would help form a positive attitude in students toward their sports teachers, creating a good environment for sports activities.

2 Materials and methods

In order to fulfil the objectives of the research, we proposed the following hypothesis:

H1: Students' cultural background influences how they think about their sports teacher.

H2: The students' attitude towards their sports teacher is affected by the school's sports facilities.

H3: Teachers who are satisfied with facilities are motivated and receive positive attitudes from students.

Considering these hypotheses, we used a quantitative method to analyse the attitudes of students in Kageshwori Manohara Municipality, Nepal. The data was collected from randomly identified 324 out of 2025 grade 9 students from 9 secondary private schools across 38 secondary schools using purposive and stratified sampling methods. The Likert scale ranging from 1 to 5 determined extremely negative to an extremely positive attitude. 5 categories of intensity were offered in the way: 1-5, strongly disagree to strongly agree. A set of questionnaires was prepared considering these variables attitude of students, cultural background, sports facilities in school and quality of facility provided to sports teacher; six related statements for each variable was included. This questionnaire was then pre-tested among the students studying in Gokarneshwor Municipality and was finalized after making necessary correction and adjustments as and when needed. We had visited the sampled schools after obtaining permission and information from

the Kageshwori Manohara Municipality office. Transcription, and interpretation of data were done using SPSS version 25.

Further, the total scores obtained through responses for each variable was calculated using weighted mean. Then, correlation regression model was used with Karl Pearson Correlation Coefficient as the data was normally distributed. Similarly, Multiple Linear Regression Model was applied because of normal distribution of data. The Regression equation for analysis was:

$$AST = \beta_0 + \beta_1 CS + \beta_2 IS + \beta_3 FS + \epsilon$$

where,

AST = Attitude of students towards sports teacher

β_0 = Constant

CS = Cultural setting of student

IS = Infrastructure/facilities in school

FS = Facilities that should be provided to sports teacher

$\beta_1 - \beta_3$ = Intercepts of independent variables

ϵ = Standard error term

Finally, respondents were allowed to participate with honest communication and consent, with no threats or false assurances. Priority was given to dignity, privacy, anonymity, confidentiality, deception, exaggeration, and misleading information.

3 Results

3.1 Students' sports choice with respect to their age group

Status of students having various ages and their interest for different sports are presented in Figure 1. Accordingly, 38.2 percent of students aged 13-14 preferred ball games, 76.5% of those aged 15-16 preferred martial arts and 80% of those over 16 preferred racket games. Ball games are football, volleyball, basketball like games while racket games are badminton, table tennis, etc. Likewise, martial arts include karate, taekwondo, wushu, etc.

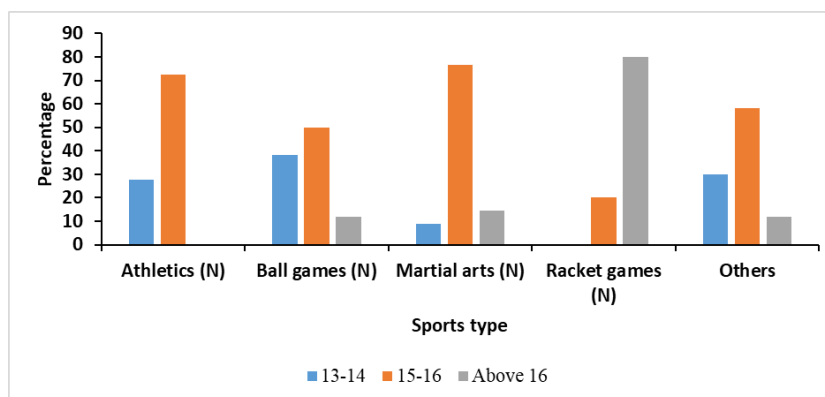


Figure 1: Sports of students' choice with respect to their age group in grade 9, of selected schools in Kageshwori Manohara Municipality, Kathmandu, Bagmati Province, Nepal, 2020. Source: Field survey, 2020

This data suggests that while design sports activities within Kageshwori Manohara Municipality, it has to be athletics, ball games, martial arts and racket games for secondary level students.

3.2 Mean of respondents' response on key variables

The questionnaire was designed to get the attitude of students in regards to culture of student, infrastructure/facilities in school and facilities that should be provided to sports teacher. For this purpose, six statements for each variable were provided. The scores for each variable obtained through weighted mean is presented in the Table 1.

Table 1: Weighted score of respondents' response (from those studying in grade Nine) against important statements with the selected variables in Kageshwori Manohara Municipality, Kathmandu, Bagmati Province, Nepal, 2020.

S. No.	Statements	SA	A	U	DA	SDA
AST1	The sports teacher is punctual.	0	0.44	1.33	0.76	0.06
AST2	Sports teacher is result-oriented.	0	0	0.68	1.54	0
AST3	Sports teacher motivates students to participate in sports.	0	2.09	1.32	0.07	0
AST4	Sports class is interesting.	0.06	2	0.03	0.57	0.19
AST5	Sports teacher teaches other sports where s/he is not good at.	0	3.96	0.03	0	0
AST6	Sports teacher plays a vital role in the physical development of students.	2.24	1.91	0.1	0.08	0
	Total	2.3	10.41	3.49	3.03	0.26
CS1	Family's culture and tradition affect attitude of student.	1.1	3	0.09	0	0
CS2	Type of friends and colleague affect attitude of student.	1.11	3.11	0	0	0
CS3	Culture and tradition of society affect attitude of student.	1.1	2.96	0.12	0	0
CS4	People of all ages are respected in your society.	1.25	2.98	0.02	0	0
CS5	There is no gender discrimination in your society.	1.27	2.99	0	0	0
CS6	Your society supports sports and other entertainments.	1.27	2.99	0	0	0
	Total	7.08	18.02	0.23	0	0
IS1	Separate coaches should be there for different sports.	1.1	3.11	0	0.01	0
IS2	Required ground and hall facility for sports activities in school.	0	2.56	0.04	0.7	0
IS3	Have appropriate/sufficient sports materials.	0	0.88	1.51	0.53	0.01
IS4	School provides jersey, shoes like gears to sports team members.	0	3.77	0.09	0.06	0
IS5	School facilitates or honours the deserved sports person.	0.06	3.64	0.1	0.09	0
IS6	School has medical facilities.	0	1.99	0.13	0.47	0.23
	Total	1.16	15.94	1.87	1.85	0.24
FS1	School should focus on payment and facilities given to sports teachers.	2.22	2.22	0	0	0
FS2	School should give priority to sports sessions.	4.85	0.12	0	0	0
FS3	Training and courses should be provided to sports teacher.	1.11	3.09	0.02	0	0
FS4	Society should focus on creating sports environment in their locality.	4.69	0.23	0.01	0	0
FS5	Government should be aware of problems of sports teachers.	1.11	2.98	0.1	0	0

Continued on next page

Table 1: Weighted score of respondents' response (from those studying in grade Nine) against important statements with the selected variables in Kageshwori Manohara Municipality, Kathmandu, Bagmati Province, Nepal, 2020. (Continued)

FS6	Government should focus on policy regarding sports teacher.	1.11	2.09	0.77	0	0
	Total	15.09	10.73	0.9	0	0

Note: SA = Strongly Agree, A = Agree, U = Undetermined, DA = Disagree, SDA = Strongly Disagree, AST = Attitude of students towards sports teacher; CS = Cultural setting of student; IS = Infrastructure/facilities in school, and FS = Facilities that should be provided to sports teacher.

The table 2 present data showing the sum of the scores for each statement of the variable. The total score thus obtained through respondents in presented in table 2, for all six statements of each variable.

Table 2: Mean of respondents' response (from those studying in grade Nine) against important statements with the selected variables in Kageshwori Manohara Municipality, Kathmandu, Bagmati Province, Nepal, 2020.

Sn	AST	CS	IS	FS
1	2.6	4.19	4.21	4.44
2	2.22	4.22	3.29	4.97
3	3.48	4.18	2.93	4.22
4	2.85	4.24	3.91	4.94
5	3.99	4.25	3.89	4.19
6	4.33	4.25	2.81	3.97
Total	19.46	25.33	21.04	26.73

Source: Field survey, 2020

Note: AST = Attitude of students towards sports teacher; CS = Cultural setting of student; IS = Infrastructure/facilities in school, and FS = Facilities that should be provided to sports teacher

The AST value for statement 1 is 2.59 which is total weighted score obtained through Likert scale scoring. Similarly, all data are presented for other statements and variables.

3.3 Model Summary

3.3.1 Correlation

Table 3 shows the relationship between dependent variable with each individual independent variable. Those variables include students' cultural setting, school infrastructure, facilities for sports teachers, and their attitudes towards sports teachers, with the attitude of students being the only independent variable. The student's culture was analysed through culture of family/society, peer groups, respect nature, gender discrimination and support of society to sports. Similarly, to observe infrastructure in schools, availability of sports facilities including sports teachers and medical facilities was analysed. To check facilities to sports teachers, plan, policy of both government and schools, and adequate payment provision for sports teachers were studied. At last, to measure attitude of students towards their sports teacher, the motivation and leading role of sports teachers such as punctuality, motivation, expertism, effective classes, etc. were asked.

Table 3: Relationship between dependent and independent variables used in the study.

		CS	IS	FS
	Pearson Correlation	0.451	-0.418	-0.869
AST	Sig. (2-tailed)	0.370	0.410	0.025

Note: *. Correlation is significant at the 0.05 level (2-tailed); AST = Attitude of students towards sports teacher; CS = Cultural setting of student; IS = Infrastructure/facilities in school; FS = Facilities that should be provided to sports teacher.

It is well revealed from the table 3 that there is a moderate positive correlation between CS and AST. The p-value is greater than 0.05, indicating that the correlation is not statistically significant ($p > 0.05$). Similarly, there is a moderate negative correlation of both IS and FS with AST. Also, it was observed that relationship among IS and AST was again statistically similar ($p > 0.05$) while FS is the only variable in this analysis that has a statistically significant relationship with AST.

The value of Adjusted R square is obtained to be 0.84 which means approximately 84% of the variance in the dependent variable is explained by the regression model.

3.3.2 Multiple Regression analysis of the selected variables used in the study

Table 4 shows detail of Multiple Regression analysis of the selected variables used in the study.

Table 4: Model summary of the variables used in the study based on respondents studying in grade 9, from those selected schools in Kageshwori Manohara Municipality, Kathmandu, Bagmati Province, Nepal, 2020

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.	Collinearity Statistics	
	B	Std. Error				Tolerance	VIF
(Constant)	-36.198	20.535		-1.763	.220		
1 CS	11.176	4.833	.414	2.312	.147	.997	1.003
IS	-.175	.275	-.122	-.634	.591	.861	1.161
FS	-1.600	.384	-.804	-4.168	.053	.860	1.163

Note: a. Dependent Variable: AST

From the above table, the relationship among independent and dependent variables can be explained. The t-value of CS is 2.312 and p-value is 0.147 which is greater than 0.05 indicating that there is statistically non-significant relationship between culture of students with their attitude towards sports teacher so, hypothesis 1 is rejected. Likewise, the t-value of IS is -0.634 and p-value is 0.591 which is greater than 0.05 indicating that there is statistically non-significant relationship between culture of students with their attitude towards sports teacher so, hypothesis 2 is rejected. Also, the t-value of FS is -4.168 and p-value is 0.053 which is greater than 0.05 indicating that there is statistically non-significant relationship between culture of students with their attitude towards sports teacher so, hypothesis 3 is rejected.

In the table above, FS is the most influential predictor of the model, having a strong negative relationship with the dependent variable. However, this model may need refinement, as only one predictor (FS) shows marginal significance.

4 Discussion

An individual's attitude is a reflection of their evaluations, sentiments, or preferences regarding a person, and other circumstances (Nja et al., 2022). An individual's attitude is influenced by a number of factors such as economic conditions, psychological factors, social, and cultural factors (Šostar & Ristanović, 2023). The findings of this study demonstrated that students' attitudes towards sports teachers are largely unaffected by culture, or sports facilities in schools. The teacher's professional qualities and personality traits influence the development of students' attitude (Marinov, 2025). But the study revealed that attitude of students was not impacted by facilities provided to sports teachers as attitude formation also depends upon other variables such as demographics (Younis et al., 2021). Similarly, it is not common practice to formally recruit sports teachers using different selection techniques. Also, the purpose of sports sessions is to keep students occupied during playtime and free time; the job of sports teachers is not particular. These things are important to consider while managing sports teachers at school level.

The role of sports teachers in schools is crucial. They support students' mental, emotional, and

social growth in addition to develop physical health. Sports teachers help children succeed in and out of the classroom by cultivating abilities such as discipline, teamwork, and resilience. Their presence in schools is essential to the development of balanced, self-assured, and healthy people. So, it is important to consider that the sports teachers are developed through vigorous sporting activities and are educated with sports classes such as sports management theory classes, so their role is crucial. Also, there should be norms for the categorization of sports teachers by the help of which they are paid and given facilities. These types of norms and standards are not found in sports act and regulations (Parliament, 2020). For this purpose, the research similar to these efforts related to sports teachers, and their overall contribution relating to the development of students at school level is worthy to consider.

5 Conclusion

The active participation of students in physical activities is necessary for improved motor development. Schools should hire a qualified sports teacher, and prioritise sports facilities and create a student-friendly environment so that sports and physical activities function smoothly. It is also important to prioritise sports teachers and provide them with good pay and employment stability. Sports regulatory organisations, communities, schools, and sports associations should all continue to prioritise this.

It can be argued that this kind of study seeks to improve the relationship between students and sports instructors as well as to comprehend the importance of sports that will support schools in establishing a favourable sports environment, support policymakers in formulating sports development plans, and advance the professionalism of sports teachers.

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Author's contribution

The author is solely responsible for the research's conceptualization, design, data collection, analysis, interpretation, and article writing.

Conflict of interest

The author declares that there is no conflict of interest.

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