

**ATTITUDE OF STUDENTS TOWARDS ROLE OF SPORTS
TEACHER IN PHYSICAL DEVELOPMENT
OF STUDENTS**

A Thesis

Submitted to Sports Science Department in
Partial Fulfilment of the Requirements for Master Degree of Arts
(Sports Science)

By

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JUNE, 2021**

DECLARATION

I declare that the thesis entitled ‘**Attitude of Students Role of Sports Teacher in Physical Development of Students**’ is my own work. It has not been submitted for any other purposes and also, the sources that used and quoted in the research are indicated and acknowledged by complete references.

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Sonam Buddha Lama

ABSTRACT

Physical development is coordination and control of large and small muscles of the body. It provides children with the ability they need to explore and interact with the world around them. Various factors like genetics, gender, exercise, health, weight, nutrition, etc. can affect the physical development of the child. When a child is allowed to engage in physical activities that affect their movement that will lead to physical development. To engage children in physical activities, the school should focus on sports activities. Moreover, qualified and experienced sports teachers should be there for smooth and effective sports sessions in schools.

With the increase of awareness that children should be given practical knowledge besides academics, many schools focus on extra-curricular activities that include sports as well. However, the effectiveness of extra-curricular activities is only in plans. This is not seen implemented properly in practical life. Thus, the researcher seeks to find the role of sports teacher for effective sports sessions while observing the physical development of students as a basis. This researcher entitled “Attitude of Students Towards Role of Sports Teacher in Physical Development of Students” may help in observing the importance of sports teachers through students’ positive attitudes.

To meet the objectives of the research, the required tools and methods were applied. The questionnaires for students and sports teachers were used for data collection. The students and teachers, selected with purposive sampling method, were asked to fill the questionnaire. The total 41 students and 9 sports teachers was sample size. Likert-scale was used to determine the attitude scale of students. The collected data were coded in epiData and further tabulation was done with SPSS software. From the study, it was found that 53.7 percent students were from nuclear family and half of them belong to lower-middle class family. Parents were not found to have good educational background. As the role model of 39 percent students were from sports field, it is certain that students have positive attitude towards sports. But, as they had to give more time in studies, they had very less chance to play inside and outside school. It was also observed that 65.9 percent students had found physical development due to sports. Schools were found positive with sports. Many schools have built facilities for sports and there were one or many sports teachers in a school. Most sports teachers, 66.7

percent, were from football background. They were educated and 55.5 percent had experience as national and international players. There were 55.6 percent local level coaches, 33.3 percent district level and 11.1 percent national level coaches among total 9 respondent sports teachers. Only 22.2 percent sports teachers had above 25 thousand salaries per month so, 66.7 percent were not satisfied with salary. Even 33.3 percent were engaged in other occupations. Though sports teachers are supported by schools, 44.4 reported that it is difficult to get the job of sports teacher. In agreement to positive statements related to family, friends and society, students were agreeing. Study was found that students have negative attitudes towards school in case of sports facilities and sessions. They are not seen positive with their sports teachers as well. Students suggest that there should be proper plan and programs of sports in schools. They also wish for good sports teacher with experience. In the findings of the research, we observed that sports teachers should be provided with training and refresher courses. Also, it is seen that government's role is vital in detecting problems of sports and sports teachers in schools and should have effective plan and policies regarding sports and sports teachers in schools.

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CHAPTER I

INTRODUCTION

1.1 General Background

We all have the same life cycle. We are born, we grow up and gradually come to our death bed, the ending of life. During this cycle, an individual has to pass through different phases of life. While doing so, they have to be physically and mentally able. Physical development is the basis of growth. It provides children with the ability they need to explore and interact with the world around them. Various factors like genetics, gender, exercise, health, weight, nutrition, etc. can affect the physical development of the child. Similarly, in the context of Nepal, the physical development of children varies from place to place because of the factors mentioned above. Due to poverty and illiteracy in developing countries like our country Nepal, actual physical development does not take place.

As we know, motor or physical development is coordination and control of large and small muscles of the body. When a child is allowed to engage in physical activities that affect their movement that will lead to physical development. Children like to play and move freely without any disturbance but as the world is changing, children are locked up in houses and are forced to stay in front of TVs or other gadgets. Moreover, junk food consumption is the reason for a rapid rise in children's obesity and inactivity. The consumption of calorie is higher than the reduction of it. So, children seem to be more inactive than they seem to be active. According to WHO (2013), physical inactivity is now identified as the fourth leading risk factor for global mortality. Regular physical activity participation throughout childhood provides immediate health benefits, by positively affecting body composition and musculoskeletal development (Malina and Bouchard, 1991), and reducing the presence of coronary heart disease risk factors (Gutin *et al.*, 1994). Motor or physical development must be put into proper perspective in the education of children, for it plays an integral part in their total growth and development (David and Gbenga, 2013). The movement experiences in a standard elementary school programme will have a profound and significant effect on every aspect of children's development. A well planned and well taught physical activity programme gears towards the need, interest and developmental level of the children

which will make an important contribution to their total development (Bamitale, 2003). Physical activity in school is a remedy for that too. Physical activity produces endorphins (chemicals in the brain) that regulate mood, pleasure, and pain. A positive mood can contribute to an “I can do it” attitude which goes a long way as student approach new tasks as challenges, not obstacles. It helps to prepare smarter children.

Children spend most of their time in school. For students, school becomes a spot to practice physical activity. A common justification for physical education placed in the school curriculum contributes to children's health and fitness (Physical Education Association of the United Kingdom, 2004; Zeigler, 1994). Thus, the school should make a compulsory physical activity class in their daily routine. A sports teacher or physical trainer is responsible for introducing physical activity/sports, organizing training camps, practicing physical activities, regular training, guiding athletes, teaching them different skills, strategies, and tactics. Simply, it can be said that sports teacher or physical trainer of school is the promoter of physical activities that are going to take place in school. Keeping the role of sports teacher in mind, many schools have been found recruiting sports teacher. The presence of sports teachers has shown satisfying results in sports, in their physical development or making them champions.

In the present context, it is found that present sports teachers are a homogeneous group of students, players or practitioners with similar backgrounds, experiences and perceptions of sports teachers and their future as a sports teacher. Many youngsters are fond of sports. They grow in a sports environment and give their time in sports to become a good player. But, some wants to continue the sports field being a sports teacher. In such cases, along with being a player, they try to complete the basic requirements for sports teacher. In this way, they enroll themselves as a sports teacher. According to the US Bureau of Labour Statistics, one should have Bachelor's degree in Physical Education (B.Ed.) and a teaching license. They are supposed to get \$60,940 (for all elementary school teachers); \$60,810 (for all middle school teachers); \$62,870 (for all high school teachers) salary annually. Also, the statistics show that the projected job growth for 2019-2029 is 4% (for all elementary school teachers); 4% (for all middle school teachers); 4% (for all high school teachers). Sports teacher throughout the globe has respect and good payment.

There are many sports teachers in Nepal. Sports teachers in Nepal are mostly players. From the research of Diwakar Amatya, it is seen that only 20.40 percent male and 25.28

percent female international athletes who participated in SAG 2019 are bachelors and master's degree holder. In such case, players are not able to get good jobs and so have to engage themselves as player, coaches or sports teachers. It is seen that they choose their occupation for their livelihood. But, in case of Nepal, the payment and facilities provided to sports teachers are less compared to other teachers. Also, many sports teachers don't get bachelor's degree in sports courses and do not receive proper coaching license, the effect is seen poor in schools. However, Sports Science Academy of Nepal (SSAN) has been providing many courses to prepare sports teachers. The courses SSAN provides are Assistant Coach Training Course, Assistant Coach Refresher Course, Volunteer Coach Training Course, Advanced Sports Science Elite Course and School Sports Teachers Course. Many sports associations are also providing coaches course. With the coaches training certificates, many sports teachers are eligible to take sports classes in schools of Nepal.

Throughout the world, the priority for academic performance is more compared to participation in physical activity. Nevertheless, with the changing world and the researches on physical activity, it has been found that physical activity can also boost in healthier mind. So, for the better practice of physical activity, the involvement of a professional physical instructor is a must. It applies to modern Nepal as well. These days many schools have been recruiting physical trainers in their schools. A well-qualified physical trainer could be using effective physical activities in schools. Preschool and kindergarten teachers should implement developmentally appropriate activities for the exercise of gross motor skills. In early childhood, these include exercises that involve fundamental movement, daily fitness, and perceptual-motor activities (Poest et al., 1990). Children, who are most likely to move freely and get involved in physical activities are excited about the presence of a physical trainer or sports teacher in their schools. However, not all students are lucky enough to have physical trainers provided in their schools. Added to it, lack of sports facilities, lack of qualified and experienced teachers, less priority to sports classes, wrong concept of sports as recreational and time-wasting activity, etc. are some problems that we are facing.

Attitudes are an important topic of study within the field of social psychology. In psychology, an attitude means a set of emotions, beliefs, and behaviours toward a particular object, person, thing, or event. Various factors like experience, social roles

and norms, learning, observation, etc. affect attitude. Attitude characterizes a persons' behaviour. For students to participate in sports activities, they should have positive attitudes towards sports and obviously towards their sports teacher. Sports activities directly affect the physical development of students. Thus, in this research, the researcher is trying to find the status of the attitude of students towards the role of their sports teacher, who is responsible for the physical development of students.

1.2 Statement of the Problem

A sports teacher instructs students about sports, physical development, health, exercise and nutrition. A sports teacher knows sports and the health sciences. Sports teachers encourage students to engage in sports and teach them various benefits of sports in physical and overall development. Sports teachers also plan activities that help make exercise-based learning more engaging for students. Sports teacher is the key to unlock the successful future of students in physical development and eventually in sports performance. Their proper guidance, training, motivation can keep students physically and mentally fit. However, in the context of Nepal, still, in many schools, there are no sports teachers appointed. Our parents, teachers, schools focus only on studies. Their only goal is to engage students in studies and to achieve the best results among others in academics. Though some schools have sports teacher with them, many schools still haven't appointed sports teacher. The number of sports teachers in the different schools of Nepal can be counted at the fingertips.

Also, some sports teachers lack the qualities of a good sports teacher. They lack adequate knowledge of sports. A sports teacher of a single disciple is guiding students in all sports. They also lack proper knowledge in coaching, guidance, child psychology, training methods, training plans, etc. Depending upon the training they got during their player phase, they are working as a sports teacher. Most of the sports teachers are even unaware that they should have coaching certificates and license to be a sports teacher. Some sports teachers are practicing old methods and rules of the game. Thus, the result is the same in most schools even in the presence of sports teacher. So, sports teacher should have professionalism in their field to influence students.

Research is the only way to find out the gaps in various fields. We lack research in the case of sports teachers. To proceed and compete against others in the sports field, this type of research is helpful. This research helps to clarify the role of sports teachers in

developing the physical development of students. This research helps in collecting data and providing evidence in support of sports teachers. This helps policymakers in designing policies related to sports teachers and sports. This research helps parents, children, schools to focus on physical activities along with education. And hence, this research helps in building a positive attitude of everyone towards sports and sports teachers. Thus, schools will have sports teacher soon.

1.3 Objectives of the Study

The general objective of the study is to analyse the attitude of students towards the role of sports teachers in developing the physical development of students in school. However, the following are the specific objectives of the research:

- To find the attitude of students towards sports teacher
- To access quality and activities of sports teacher
- To analyze attitude of students and
- To know status of sports facilities in school.

1.4 Formulation of Research Questions

This research tries to find the answer to the following questions:

- What is the attitude level of students towards their sports teacher?
- Is there availability of sports facility, infrastructure and equipment in school?
- Are sports teacher in schools qualified and experienced?
- How effective is a sports teacher's role?

1.5 Rationale of the Study/Significance of the Study

This research is helpful to promote the good relationship of students with their sports teacher. Moreover, the following are the significance of this research:

- This research will help to understand the importance of sports.
- This research will clarify the role of sports teacher.
- This research will help to build a positive attitude of students towards their sports teacher.

- This research will help the school to plan and create a good sports environment.
- It will be helpful to policymakers to make plans and strategies related to a child's physical development.
- This research helps in promoting the professionalism of sports teacher.
- This research helps policymakers to make policy related to sports teacher.
- This research will be helpful to other researchers working similar to this topic.

1.6 Limitations of the Study

The limitations of the study are as follows:

- This study excludes other factors related of psychology. It focuses only on attitude.
- This study does not consider students of all levels.
- This study does not consider schools throughout the country.

1.7 Delimitations of the Study

The delimitations of the study are as follows:

- The data is collected only from schools of Kageshwori Manohara Municipality of Kathmandu.
- The respondents were only students of class 9 and sports teachers. No others teachers or members of the schools were taken into consideration.

1.8 Organization of the Study

Chapter I described the introduction with general background, statement of problem, objectives, rationale or significance, limitations, delimitations of the study, thesis structure and definition of key terms of the research. Reviewed theoretical and empirical literature related to the research are presented in chapter II. Chapter III outlines the study's methodology and research design. This chapter describes what was done, how it was done, what was needed, what data gathering devices were employed with an evaluation of validity and reliability. Also, the chapter outlines how the sources of data were selected and how data were analyzed to reach conclusions. The results, findings and a discussion of the qualitative data are presented in chapter IV. Chapter V

provides a summary, conclusion and recommendations regarding the findings of the current study.

1.9 Definitions of the Terms

1.9.1 Attitude: An attitude is an individual's disposition to respond favourably or unfavourably to an object, person, institution, or event, or to any other discriminable aspect of the individual's world.

1.9.2 Attitude Scale: An instrument or examination use to measure the mood or inner feeling of an individual towards subject (Best & Khan; 1999).

1.9.3 Students: A person engaged in study; one who is devoted to learning; especially, one who attends a school, or who seeks knowledge from professional teachers or from books.

1.9.4 Sports: Sport (or sports) is all forms of usually competitive physical activity which, through casual or organized participation, aim to use, maintain or improve physical ability and skills while providing entertainment to participants, and in some cases, spectators.

1.9.5 Sports Teacher: Sports teachers, also known as physical education (PE) teachers, teach students how to live healthy lifestyles by encouraging them to take part in daily exercise and activity through various sports.

1.9.6 Physical Development: Physical development is the process that starts in human infancy and continues into late adolescent concentrating on gross and fine motor skills as well as puberty. Physical development involves developing control over the body, particularly muscles and physical coordination.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

2.1 Review of Literature

The introduction and execution of the sports science department in Nepal have just begun. So, researches from the sports science department cannot be found in Nepal. However, the researcher tried to find out the literature related to the research from similar departments like physical education. Also, the references were taken from the central library of Tribhuvan University, various online books, journals, articles, reports, etc.

2.1.1 Review of Theoretical Literature

A literature review is a search and evaluation of the literature of the topic chosen for research. Theoretical literature is related to theories, models, concepts, approaches, beliefs, and practices which are discussed in earlier studies. It relates to the specific objectives as set for this research. It provides an outline for the research. In this review, the researcher focuses on the attitude of students toward their sports teacher. The aspects of the related research topic are discussed accordingly.

Social Cognitive Theory started as the Social Learning Theory (SLT) in the 1960s by Albert Bandura. It developed into the SCT in 1986. According to this theory, learning occurs in a social context and that much of what is learned is done through observation. This means that people learn by observing others. But, the observation may or may not affect the behaviour of an individual; behaviour may change accordingly or people may regulate their learning and behaviours.

Harter's Competence Motivation Theory postulates that perception of perfection of activity can motivate and promote the task of a person. Because the child or group can enjoy a task, a continued effort to increase the level of competence can ensue (Zou & Yang, 2012). The degree of success, the difficulty in performing the task, the kind of feedback received and perception control in a situation affect the enjoyment in the task. The central thesis of the theory is that individuals are attracted to participation in activities at which they feel competent or capable. Many studies have showed the

different result in motivation and behavior change. A study shows that motivation and performance including learning strategies have positive association. Motivation can distinguish into two types: autonomous and controlled motivation. Autonomous motivation is out of controlled that means beyond the interest or necessity whereas controlled motivation is directed by reward and punishment or threat (Maslow, 1943 as cited by Shahi, 2020 p. 3 & 4)

The Stimulus-Response Theory was developed by B. F. Skinner after experiments involving how to make a positive behaviour more frequent and how to make an unwanted behaviour extinct. This means that to have continuous positive behaviour, there should be the practice of positive behaviour only. Also, to reduce negative behaviours, such behaviours should be punished until and unless they are seen again.

Social judgment theory (SJT) is a self-persuasion theory proposed by Carolyn Sherif, Muzafer Sherif, and Carl Hovland, defined by Sherif and Sherif as the perception and evaluation of an idea by comparing it with current attitudes. According to this theory, an individual weighs every new idea, comparing it with the individual's present point of view to determine where it should be placed on the attitude scale in an individual's mind. When our inner systems (beliefs, attitudes, values, etc.) all support one another and when these are also supported by external evidence, then we have a comfortable state of affairs. The discomfort of cognitive dissonance occurs when things fall out of alignment, which leads us to try to a maximum practical level of consistency in our world.

According to self-perception theory, when people are unsure of their own attitudes, one way to infer them is by looking at their behaviors. Daryl Bem proposed self-perception theory in 1967 when he argued that people sometimes analyze their own behavior in the same fashion as they would analyze someone else's behavior. For example, a child follows his/her mother instructions during Sensorimotor stage and Preoperational stage.

Émile Durkheim, another early sociologist, applied Spencer's theory to explain how societies change and survive over time. Durkheim believed that society is a complex system of interrelated and interdependent parts that work together to maintain stability.

Cognitive learning theory is viewed as the change in the behaviour of a person in the areas of problem-solving, concept formation, reasoning and acquisition of knowledge through memory and or understanding. This types of learning predominantly mental or

nature—depends greatly on the brain process which deals with conscious awareness of the external environment and the acquisition of all kind of knowledge. Cognition covers every mental activity that is commonly regarded as "thinking or knowing perceiving, recognizing, learning conceptualizing imagery, problem-solving remembering, reasoning and judging"(Kamlesh 1990).

Piaget's theory of stages of cognitive development and Erikson's stages of psychosocial development are commonly used for educational psychology courses (Borich & Tombari, 1997; LeFrancois, 1997; Slavin, 1997). Piaget described characteristic behaviors, including artistic ones such as drawing, as evidence of how children think and what children do as they progress beyond developmental milestones into and through stages of development.

Chiluwal (2020) has described the book "Educational Learning Theories" whereas they make clear that Vygotsky has established Social Cultural Learning. He is known as educational psychologist with a socio-cultural theory. This theory suggests that social interaction leads to continuous systematic changes in children's thought and behavior that can vary greatly from culture to culture. Vygotsky has cleared that the discussion given among students to the understanding of the relation between the social world and cognitive development. Particular attention has given to the significance of culture, the role of language, and the student's relationship with this social world. His view of the integrated and dynamic social-nature of learning, and the notion of a zone of proximal development, which utilizes such ideas, introduced. Vygotsky's ideas on cognitive development have shown to lead to student-centered and a co-constructivist basis of learning, in which the student potential within the social context has accommodated. The dynamic relationships between culture, history, interpersonal interactions and psychological development have described, and the important role of language as a common and conducting medium discussed. He emphasizes the importance of the social aspect of learning, and particularly the student-centered and co-constructivist basis of learning in which the individual's potential within the social context has addressed. It concluded from this theory, the socio-cultural factors' directed the peoples' attitude towards issues (Zhou and Brown, 2015, as cited by Lohar, 2021, p. 4 & 5)

2.1.2 Review of Empirical Literature

Empirical literature is based on observation or experience rather than theory or pure logic. The empirical literatures related to this research are discussed accordingly.

The research titled “Attitudes and Perceptions of Middle School Students towards Cooperative Activities in Physical Education” was carried out by Damian Canny (2017). This research was guided by two theories- Bandura’s Social Cognitive Theory and Harter’s Competence Motivation Theory. The research used case study approach and data sources were focus group discussion (FGD), observations and teacher interviews. After the analysis of data from all sources, the findings supported the theories. This means students of middle school level are excited for cooperative activities which help them in cooperation among self and that also provides opportunity to them to participate both physically and verbally. The result recommended that cooperative activities should be included in physical education classes.

Another research paper is by Zuhair Abdaladeem Al Salim (2017) entitled “Attitude of Students with and without Disabilities towards Physical Education and their Sports and Activities Preferences in Saudi Arabia.” For the research, the researcher took sample of 11-19 years old students of elementary, middle and high school. There were 205 disabled students out of 400 students. The method used were interview and surveys. The result of the research was mean score of 3.48 on a scale of 1-5, indicating a moderate positive attitude towards physical education. Moreover, the research concluded that disable students love individual sports, competitive activities, cooperative activities and aquatic activities while other enjoy cooperative activities, team sports and fitness activities.

Mehmet Yanik (2018) has carried out a research (published in Journal of Education and Training Studies, Volume 6, No. 5) to find attitude levels of students of Balikesir University towards sports. Taking gender, regularly sports practice, faculty and grade as variables, it was observed that there are different attitude levels for different variables. The research was designed with scanning model. It was found out that the participants’ attitude level regarding sports were at a “high attitude” level, with an average of 3.70 ± 0.58 . SPSS programme was used to analyse the data.

The article of Nermin, Faris, Dzenana and Hana (2019) on analysis of students’ attitudes towards physical education lesson was published in sports science article

collection. The sample was students from seventh and eighth grades from different 10 schools in Sarajevo Canton. The research was done using questionnaire method. Analysis of data showed that there are three significant latent components viz. positive attitude, negative attitude and mathematical artefact inclined towards the students' negative attitude towards physical education lessons. The third latent dimension is negative and has elements of a different sub-groups. So, the study concludes that to fully understand students' attitude towards physical education lessons, there are several research methods following categories of various ages and student's sex.

2.2 Implication of the Literature

After the reviews of literatures, the variables of this research are determined. Also, it made easy to find appropriate research design, to prepare data collection tools, methods to tabulate, analyze and interpret data. Though researches for attitude of students towards sports teachers have not been done, researches related to physical educators and sports are discussed above. So, the reviews of literatures are helpful in conducting this research within the objectives set and to get appropriate results.

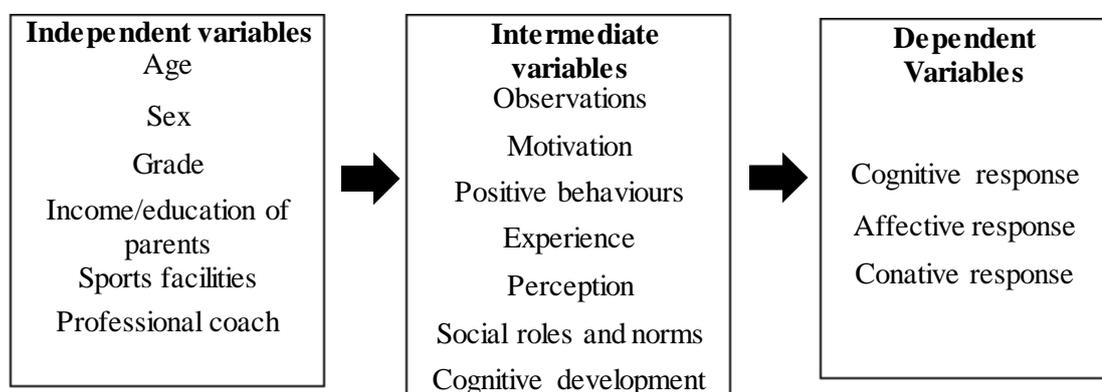
2.3 Identification of Variables

The variables determining the attitude of students are age, sex, grade, support of parents, education/occupation of parents, facilities of physical activities in school, routine for physical activities, training methods, experience and professionalism of coach, etc. The relationship among these variables shall be observed in the research.

2.4 Formation of Conceptual Framework

The process to conduct research is given by conceptual framework. The researcher tries to identify various independent, intermediate and dependent variables. Evaluation on these variables result in conclusion of the research.

Fig1: Formulation of Conceptual Framework



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The research is designed in such a way that it applies both qualitative and quantitative methods. It follows descriptive research method. The tools for the research was questionnaire and attitude levels of students were determined by using attitude scale.

3.2 Sample Design

This research is related to the attitude of students of Kageshwori Manohara Municipality of Kathmandu districts. The students of class 9 are only taken for the research. To assess sports teachers of various schools, questionnaires were filled up from sports teachers as well. Data will be collected from the students unless the saturation will be met.

3.3 Source of Data

The data source is primary source for this research. Primary data were taken from students of class 9 and sports teachers of the selective schools of Kageshwori Manohara Municipality.

3.4 Population of the Study

Students of class 9 and sports teachers are the population of this research.

3.5 Sampling Procedure

Sampling is done by using purposive sampling method.

3.6 Instrumentation

The research uses proper tools for the research. As qualitative method is used, the tools required for such methods will be used.

3.6.1. Qualitative Tools

The tools for the research are questionnaires. The scale used to determine the statements is the **Likert scale** ranging from 1 to 5, from an extremely negative to an extremely positive attitude. 5 categories of intensity were offered in this way: 1-strongly disagree, 2-disagree, 3-undefined, 4-agree, 5-strongly agree. Statements for Likert scale will be constructed consulting the supervisor. They will be trail-tested in students of Gokarneshwor Municipality to validate the tools. The necessary improvements will be made to finalize the tools.

3.7 Standardization of the Tool

The questionnaire was the tool of the data collection. Before the data collection, the questionnaire was checked with the students of some schools of Gokarneshwor Municipality. After the necessary feedbacks and guidelines from the supervisor, the tools were standardized.

3.8 Field Operation

The necessary preparations for the field operation was done. Then with the recommendation letter from Sports Science Department, the researcher went the office of Kageshwori Manohara Municipality. After receiving permit and necessary information of the schools, the researcher visited chosen schools. As far as possible, researcher tried to collect, tabulate and analyse data. However, capable manpower was recruited and trained for the procedure.

3.9 Analysis of Data

All the information will be transcribed and analyzed according to the objective of the research. Interpretation will be made with the help of supporting reviewed documents and experiences. EpiData and SPSS tools were used for analysis purpose.

3.10 Ethical Consideration

The aim of the research was to analyze the attitude of students towards their sports teacher. The information of the respondents is kept hidden. The research was conducted after going through all formalities and the respondents were not forced to provide necessary information. The data used in the research are truth and accurate; no false statements or information is used by the researcher.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

In this chapter, the results of the perceptions and attitudes of learners from ... secondary schools of Kageshwori Manohara Municipality, Kathmandu regarding the attitude status of students are presented and discussed.

4.2 Demographic Profile of Participating Students

As the students of class 9 from different schools of Kageshwori Manohara Municipality, the number of male and female students are shown in the table below. We observed that, the total of 41 students were taken as sample where 16 were females and 25 were males.

Table 1: Demographic profile of participating students

Sex	Frequency	Percent (%)
Female	16	39.0
Male	25	61.0
Total	41	100

4.3 Age Division of Students

Most of the students of class 9 are at 15 years. However, the table shows the age of students. From the table 2, it is seen that most students (80.5%) of the total students are aged 15-16 years old. However, 17.1% students are 13-14 years old and only 2.4% students are above 16 years old.

Table 2: Students' age

Age (in years)	Frequency	Percent (%)
13-14	7	17.1
15-16	33	80.5
Above 16	1	2.4
Total	41	100

4.4 Height of Students

The researcher took data for the height of students as provided by them in questionnaire. Below in the table, 7.3% students are of 4.5-4.8 feet, 19.5% students are of 4.9-5 feet,

41.5% students are of 5.1-5.5 feet, 26.8% students are above 5.5 feet and 4.9% students are below 4.5 feet height.

Table 3: Height of Students

Height (in feet) category	Frequency	Percent (%)
4.5-4.8	3	7.3
4.9-5	8	19.5
5.1-5.5	17	41.5
Above 5.5	11	26.8
Below 4.5	2	4.9
Total	41	100

4.5 Weight of Students

The weight of students as provided in the questionnaire is as follows. 4.9% students are of 30-35 kg, 17.1% students are of 36-40 kg and 78% students are above 40 kg weight.

Table 4: Weight of Students

Weight category	Frequency	Percent (%)
30kg-35kg	2	4.9
36kg-40kg	7	17.1
Above 40kg	32	78.0
Total	41	100

4.6 Ethnicity of Students

During the research, the researcher went through students from different ethnic groups. The following table shows the data of ethnicity of students.

Table 5: Ethnicity of Students

Ethnicity	Frequency	Percent (%)
Brahmin	6	14.6
Chhetri	12	29.3
Magar	1	2.4
Newar	3	7.3
Other	13	31.7
Tamang	6	14.6
Total	41	100

4.7 Family Type of Students

The type of family of students with whom they are living affect their attitude. Thus, the researcher include question asking about their family. Here, in the table below, we can witness the types of family.

Table 6: Family type of Students

Family type	Frequency	Percent (%)
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Joint family	15	36.6
Nuclear family	22	53.7
Others	4	9.8
Total	41	100

4.8 Family Background

Another variable that affects the attitude of a student is their family background. In the following table, are presented family backgrounds of students.

Table 7: Family background of Students

Family background	Frequency	Percent (%)
Lower class	4	9.8
Lower middle class	21	51.2
Upper middle class	16	39.0
Total	41	100

4.9 Parent's Educational Background

One of the important factor is that how educated and understanding are the parent of students. In the following table, educational background of parents of the kids are shown.

Table 8: Educational background of Parents

Education level	Father's Education		Mother's Education	
	Frequency	Percent (%)	Frequency	Percent (%)
General reading/writing	6	14.6	9	22.0
Primary level	10	24.4	7	17.1
+2	5	12.2	5	12.2
Bachelor's level or above	3	7.3	3	7.3
I don't know	17	41.5	17	41.5
Total	41	100	41	100

Here, we observed that most of the students doesn't know the educational background of their parents. Further, most of the parents are less educated, 22% mothers are general reading/writing and 24.4% fathers are primary level educated.

4.10 Role model of students

Following the attitudes of role model, students act in the same way. The researcher tried to find the field from where the role model of the students belongs to. The following table shows the result of the research.

Table 9: Role Model's field of Students

Field of role model	Frequency	Percent (%)
Entertainment industry	10	24.4

Fashion and lifestyle	10	24.4
Literature	1	2.4
Others	4	9.8
Sports	16	39.0
Total	41	100

Most of the role models of students are from sports field. Thus, it is certain that many students would like to participate in sports.

4.11 Students Playing Frequency in School

Students are provided with extracurricular activities in school. Different schools have different schedule and model of sports classes. The students had responded with rarely sports classes for them which have been given in table no. 10.

Table 10: Students Playing frequency in school

Playing frequency	Frequency	Percent (%)
Frequently	8	19.5
Never	1	2.4
Occasionally	12	29.3
Rarely	16	39.0
Very frequently	4	9.8
Total	41	100

Here, students report that they are provided sports classes rarely. This is due to their academic classes. The respondents who are students of class 9 have to prepare for securing good scores in academics. Thus, they are provided with fewer sports session.

4.12 Students Playing Frequency Outside School

Students who are interested in sports play sports or other games other than school time. They manage time or may involve themselves in sports despite scolding or punishment from parents and guardians. The students who responded to this question have been presented in the following table:

Table 11: Students Playing Frequency Outside School

Playing frequency outside school	Frequency	Percent
Frequently	8	19.5
Never	2	4.9
Occasionally	13	31.7
Rarely	13	31.7
Very frequently	5	12.2
Total	41	100.0

Many students responded that they play occasionally and rarely. This shows that they have less participation in sports. This may be due to their loads of assignments from school or they are not interested in sports.

4.13 Playing Places Outside School

When students are out of school, they engage themselves in sports. They manage to play in their houses, community grounds, parks, training academies, etc. The following table represents the result of the response provided by the students.

Table 12: Playing Places Outside School

Places	Frequency	Percent
Community ground	16	39.0
Training academy	0	0
House	24	58.5
Other	1	2.4
Total	41	100.0

From the table, we can say that most students engage themselves in sports whenever they have time. To play, they prefer their house and community grounds.

4.14 Sports of Students' Choice

Every individual has their own choice and interest towards anything. Students are eager to participate in sports activities. But, their choice of type of sports may differ. Table 13 shows the type of sports students like.

Table 13: Type of Sports on Students' choice

Sports	Frequency	Percent
Athletics	2	4.9
Ball games	26	63.4
Martial arts	2	4.9
Others	6	14.6
Racket games	5	12.2
Total	41	100.0

The table shows that most students are attracted to ball games. This can help school and sports teacher to plan sports sessions for students.

4.15 Physical Change Due Sports Practice

Involving in sports certainly brings physical changes in the body. The following table shows the response to the same topic by students.

Table 14: Physical changes due sports practice

Response	Frequency	Percent (%)
Above average	3	7.3
Average	27	65.9
Below average	3	7.3
Excellent	8	19.5
Total	41	100

Most of the students feel that there is an average change in their physical development after involving in sports. Some students also responded with an excellent change in physique.

4.16 Sports Facilities in School

Though schools focus on academics, many schools are building infrastructures required for sports activities. The available sports facilities encourage students to participate in sports. Also, facilities help in the proper practice of sports resulting bringing good results in sports. The sports facilities from nine schools of Kageshwori Manohara Municipality are shown in the table below:

Table 15: Sports facility in School

Facility	Frequency	Percentage
Playing ground	8	88.88
Futsal	4	44.44
Football ground	2	22.22
Volleyball court	3	33.33
Basketball court	5	55.56
Sports hall	3	33.33
Others	3	33.33
Total	9	100

From the table, it is seen that eight out of nine schools have playing ground in their school, four schools have futsal, two schools have a volleyball court, five schools have a basketball court, three schools have a sports hall and three schools have other facilities. It was observed that two schools had a swimming pool on their premises and one had a cricket net to practice cricket.

4.17 Sports Routine in School

Schools these days are curious about organizing sports classes. They have quite an interest in sports. The growing craze of sports due to its various benefits for students and school, has resulted in the inclusion of sports periods along with the regular classes.

Table 16: Sports Routine in School

	Frequency	Percent
Never	20	48.8

Sometimes	20	48.8
Weekly	1	2.4
Total	41	100.0

It is observed that students get a chance to participate in sports rarely. As the respondents are students of class 9, it is painful that sports classes are dominated by academics.

However, the school provides sports classes managing academics. In the following table, the frequency of sports classes in school as per sports teacher is shown:

Table 17: Frequency of Sports Class

Frequency of sports class	Frequency	Percent
Daily	4	44.4
Twice or thrice a week	3	33.3
Weekly	2	22.2
Total	9	100.0

As per the table, it is seen that four schools have regular sports classes, three have twice or thrice a week and two schools have weekly sports classes.

4.18 Information Related to Sports Teacher

4.18.1 Educational Qualification

Education is such a factor that helps an individual in any field. In the case of sports teacher, education plays an important role. Sports teachers need to study a lot to understand the rules and regulations of the game, to know training methods, to learn strategies for competition, etc. Only educated sports teacher can be effective to learn and teach students the proper sports. So, the researcher tried to find out the educational background of the sports teacher which is shown in table 18:

Table 18: Educational Qualification of Sports Teacher

Education Level	Frequency	Percent
Secondary level	2	22.2
+2	4	44.4
Bachelor's level or above	3	33.3
Total	9	100.0

As per the table, two sports teachers are SLC passed, four sports teacher are higher secondary level passed and three of them are with bachelor's degree holder.

4.18.2 Sports Background

The sports background plays important role in developing sports in school. It is seen that sports teachers try to teach the sports they are perfect at. They do not want to

introduce other sports. Even when necessary, they do not learn sports and let students play sports themselves. Table 19 shows the sports background of sports teacher:

Table 19: Sports Background of Sports Teachers

Sports	Frequency	Percent
Basketball	1	11.1
Cricket	1	11.1
Football	6	66.7
Taekwondo	1	11.1
Total	9	100

From the table, it is seen that there is one coach with basketball as a sports background, one coach from cricket, six coaches from football and one coach from taekwondo.

4.18.3 Tournament Level Played as a Player

Most sports teachers have played as a player. Their experiences in various levels help them in planning training, strategies, etc. for the players. In the following table, the experiences of sports teachers in various tournament levels are shown:

Table 20: Tournament Level Played as a Player

Level	Frequency	Percent
Local	1	11.1
District	3	33.3
National	3	33.3
International	2	22.2
Total	9	100.0

It is observed that one sports teacher was a local level player, three were district level players, three were national level players and two were international level players. Here, national and international may not be official national and international level.

4.18.4 Level of Coach

The level of a coach is another factor that affects the attitude of students. It is because qualified and experienced coaches can positively guide students. In the table below, level of a coach known to students is shown:

Table 21: Level of Coach as Students Know

	Frequency	Percent
I don't know	27	65.9
International level	2	4.9
Local level	12	29.3
Total	41	100.0

Most schools have provided coaches at the local level. This is the result of comparatively less priority given to sports in school.

The result shown in the table above where many students are unaware of their coach level may have different reasons. However, the actual level of the coach is shown below which was responded by the coaches themselves.

Table 22: Actual Level of Coach

Level	Frequency	Percent
District level	3	33.3
Local level	5	55.6
National level	1	11.1
Total	9	100.0

The coaches of local level are five, district level are three and national level is one as per the table.

4.18.5 Experience as Sports Teacher

By experience, we find out an effective way by a long wandering. So, experience sports teachers would be using effective methods in taking sports classes. They learn through all the bad and good experiences and they remove bad while keeping continuing the good ones. The experience of sports teachers is shown in the table below:

Table 23: Experience of Sports Teachers

Time (in years)	Frequency	Percent
2	1	11.1
3	2	22.2
4	2	22.2
5	1	11.1
6	1	11.1
8	1	11.1
9	1	11.1
Total	9	100

From the table, we can see that five sports teachers have experience of about four years while four sports teachers have experience of about nine years.

4.18.6 Monthly Salary of Sports Teacher

Good payment is a must for satisfaction with the job. Also, a minimum salary is required for livelihood. Though sports teachers are not regular as normal teachers in schools, they find many schools to keep themselves busy throughout the week. In the following table, the monthly salary paid by the school to the sports teacher is shown:

Table 24: Monthly Salary From a School

Amount Range	Frequency	Percent
Above Rs. 25 thousand	2	22.2
Rs. 11 to 15 thousand	2	22.2
Rs. 16 to 20 thousand	2	22.2
Rs. 5 to 10 thousand	3	33.3
Total	9	100.0

It is observed that three sports teachers are paid Rs. 5 to 10 thousand per month, two teachers are paid Rs. 11 to 15 thousand per month, two teachers are paid Rs. 16 to 20 thousand per month and two teachers are paid above Rs. 25 thousand per month.

4.18.7 Satisfaction with Salary

Human beings are greedy by nature. They want more of anything that benefits them. But, in the case of sports teacher's salary, it may differ. It is seen that most sports teachers are paid the minimum salary. It makes the sports teacher survive in this expensive world. So, the answers to the satisfaction of salary by sports teachers are shown below:

Table 25: Satisfaction with Salary

Satisfied	Frequency	Percent
Yes	3	33.3
No	6	66.7
Total	9	100

The result of the sports teachers is that only three of them are satisfied with their payment while six of them are unsatisfied with the salary they get paid.

4.18.8 Occupation other than Sports Teacher

An individual has to do much hard work to get good payment to survive in the expensive world. If they are not paid sufficient in their job, then they have to seek for over time jobs or may have to change their job/profession. As we are known about the payment of sports teacher, they have to work in many schools or offices to get good payment. Here, in the table below, it is shown that whether they are engaged in other occupation or not.

Table 26: Occupation other than Sports Teacher

Other Occupation	Frequency	Percent
Yes	3	33.3
No	6	66.7
Total	9	100.0

It is seen that sports teachers do not work for a single school only. Three of them work while six of them do not work. Among three who work, one works as a normal teacher, one works as a constructor and one work as a shopkeeper. The case of those who do not have another job or profession is either students or busy with household chores.

4.18.9 Chance to Get Job

Sports has no proper impact in Nepal. There is need to create awareness related to importance of sports and sports teacher in Nepal. Due to this, sports teacher job is not easily available in schools. In most schools, sports classes are taken by admins or other teachers. So, it is difficult for sports teachers to get their job. To understand this problem, the researcher tried to find out the answer through this questionnaire. This is shown below:

Table 27: Chance to Get Sports Teacher Job

Chance	Frequency	Percent
Difficult	4	44.4
Easy	3	33.3
Normal	1	11.1
Very easy	1	11.1
Total	9	100

It is observed that four sports teachers have difficulty in getting job, three sports teachers think easy, one thinks normal and one thinks very easy to get job of sports teacher. It is also seen that with their level and experiences they have chances of job offerings.

4.18.10 Other Sports Teachers in School

Many schools in Nepal these days are interested in sports. They are attracted to sports as sports brings them in front of other schools in society helping them in admitting more students. The response of the question related to other sports teacher is in the table below:

Table 28: Other Sports Teachers in School

Other sports teacher	Frequency	Percent
Yes	6	66.7
No	3	33.3
Total	9	100.0

It is seen that in six schools there are more than a single sports teacher. In two schools, it was found that there were about five sports teachers in a school.

4.18.11 Availability of Sports Equipment

Sports sessions can only be effective when required sports equipment are made available. The availability of equipment helps sports teachers in running smooth sports sessions and bringing results. This also motivates sports teachers and help sports teachers in developing a positive attitude towards school and their job. The availability of sports equipment in various schools as responded by sports teachers is shown below:

Table 29: Satisfaction of Sports Teacher on Available Sports Equipment in School

Satisfaction	Frequency	Percent
Normal	4	44.4
Satisfactory	5	55.6
Total	9	100.0

The satisfaction of sports teacher on available sports equipment in school is seen normal and satisfactory. However, it was observed sports equipment available are not sufficient and approved.

4.18.12 Equal Respect as Other Teachers

One should be respected in the area he/she is involved. As the sports environment is not available in Nepal, sports teachers may not be respected as other teachers. The result of the respect to sports teacher is expressed below:

Table 30: Equal Respect as Other Teachers

Agreement	Frequency	Percent
Agree	5	55.6
Strongly agree	4	44.4
Total	9	100.0

Sports teachers agree that they are respected equally as other teachers in school. However, sports teachers are most respected and loved by students of schools.

4.18.13 School's Support to Sports Department

School should support sports department. This helps in effective sports sessions in school. The following table shows the response of sports teachers about the school's support to the sports department:

Table 31: School's Support to Sports Department

Agreement	Frequency	Percent
Agree	8	88.9
Undecided	1	11.1
Total	9	100.0

Eight sports teachers agree with the statement that the school supports the sports department. One sports teacher is seen undecided about the statement.

Also, in the following table, the response by sports teacher related to support in new programs is shown:

Table 32: School's Support to Initiate New Program From Sports Department

Response	Frequency	Percent
Yes	7	77.8
No	1	11.1
Don't want to answer	1	11.1
Total	9	100

Seven schools are seen positive about the statement that schools support new programs from the sports department. Though the school supports the sports department, the school does not want to disturb academics and does not want to spend more on sports.

4.18.14 Suggestions from Sports Teachers

Sports teachers have been suffering from various problems. Their problems and suggestions have to be noted in order to see effective sports teacher's role and their survival. Below are some suggestions from sports teachers:

Table 33: Suggestions from Sports Teachers

Suggestions	Frequency	Percentage
Awareness regarding importance of sports and sports teacher.	7	77.78
Interaction programs to convince parents.	9	100
Handsome salary to sports teacher.	6	66.67
Regular sports classes for effectiveness.	6	66.67
Sports and academics to treat equally.	8	88.89
Facilities and equipment of sports to increase in school.	9	100
Programs from municipality for sports teachers.	3	33.33

From the table above, seven sports teachers were found to be said to conduct awareness programs, all sports teachers said to conduct interaction programs with parents, six sports teachers said to pay a good salary, six sports teachers said to have regular sports classes, eight sports teachers said to give equal priority to sports as academics, all sports teachers said to increase facilities and equipment for sports and three sports teaches said that there should be some programs from the municipality for sports teachers.

4.19 Knowledge on Factors Affecting Physical Development

Various factors affect the physical development of children. Genetics, Gender and hormones are the main factors. Also, due to proper nutrition, exercise and health and other factors like economic background play a vital role in physical development.

Table 34: Factors Affecting Physical Development

Factors							
	Nutrition	Exercise and Health	Genetics	Gender	Hormones	Economic background	Others
Response	46.3%	68.3%	48.8%	51.2%	51.2%	24.4%	17.1%

The response shows that students are less aware of the factors that affect the physical development of students (excluding sports teacher's role).

4.20 Student's Overall Attitudes towards Different Statements Related to Sports

Attitude depends upon various factors. So, the attitude of an individual varies with the other. However, it is good if positive attitudes are observed in students.

The students were provided with different statements to test their attitude level towards their sports teacher. The attitudes observed in the responses are discussed in the following paragraphs:

4.20.1 Family, Friends and Society of Students

The attitude of an individual is affected by observation, learning and experience. So, the type of family, friends and society affects the attitude of the student.

Here, in the table below, various statements related to the family, friends and society of the student is tested.

Table 35: Statement related to Family, Friends and Society

Statements	SA	A	U	DA	SDA
Family's culture and tradition affect attitude of student.	19.5	39	19.5	14.6	7.3
Type of friends and colleague affect attitude of student.	26.8	48.8	12.2	9.8	2.4
Culture and tradition of society affect attitude of student.	9.8	58.5	19.5	12.2	0

From the table, it is seen that the students have positive attitudes toward the statements presented.

4.20.2 Sports facilities in/by School

Creating a sports environment is vital for developing positive attitudes in students towards sports. Good sports facilities help in continuous and entertaining sports session. Thus, schools should focus on developing infrastructures for sports.

Table 36: Statements related to Sports Facilities in School

Statements	SA	A	U	DA	SDA
Required ground and courts facility for sports activities.	2.4	12.2	14.6	34.1	36.6
Have appropriate/sufficient sports materials.	0	7.3	14.6	39	39
Upgraded and standard sports equipment.	0	2.4	12.2	31.7	53.7
Sports hall and ground are maintained to the optimum standard.	0	4.9	14.6	39	41.5
Sports hall has sufficient lightening arrangements.	0	2.4	14.6	29.3	53.7
Sports hall and ground are open for students.	2.4	9.8	12.2	34.1	41.5
School hosts every sports events in its infrastructure.	0	34.1	9.8	29.3	26.8
School hosts sports events outside school when necessary.	26.8	51.2	7.3	2.4	12.2
School provides jersey, shoes like gears to sports team members.	12.2	34.1	9.8	14.6	29.3
School facilitates or honors the deserved sports person.	34.1	29.3	22	0	14.6
School has separate coaches for different sports.	2.4	9.8	12.2	12.2	63.4
School has medical facilities.	7.3	29.3	22	17.1	24.4
School has medical personnel.	0	7.3	19.5	17.1	56.1
School covers insurance to its sports persons.	0	14.6	41.5	4.9	39

From the table above, it is observed that schools do not have the proper facilities required for sports sessions. In such a case, preparing good athletes for the nation from the foundation level will be disturbed. This also brings negative effects on sports participation. But, it is also observed that schools host their sports events even by booking spots available outside. This indicates that even though schools lack sports infrastructures, they are willing to conduct their events. It is a positive attitude of the school. Also, schools provide gears essential for sports participation. Not only this, schools honour deserving players and members of sports whenever felt necessary. So, it concludes that schools are showing interest in sports.

4.20.3 Sports Teacher

Qualified and experienced sports instructor or coaches can make sports sessions interesting. This helps in creating good sports environment helping production of good

players and results. In the following table, the agreement of students about statements related to sports teachers is shown:

Table 37: Statements Related to Sports Teacher

Statements	SA	A	U	DA	SDA
The sports teacher is punctual.	14.6	17.1	26.8	7.3	34.1
The sports teacher is regular.	2.4	24.4	14.6	22	36.6
The sports teacher is friendly.	9.8	22	14.6	26.8	26.8
Sports teacher is result-oriented.	14.6	9.8	31.7	17.1	26.8
The sports teacher has a lesson plan.	7.3	26.8	24.4	14.6	26.8
Sports teacher supervises individually and suggests for sports performance.	14.6	17.1	26.8	9.8	31.7
The sports teacher is professional.	2.4	22	26.8	22	26.8
Sports teacher is effective.	22	9.8	31.7	14.6	22
Sports teacher motivates students to participate in sports.	9.8	41.5	26.8	12.2	9.8
Sports teacher teaches other sports where s/he is not good at.	4.9	22	43.9	4.9	24.4
Sports teacher plays a vital role in the physical development of students.	31.7	31.7	22	7.3	7.3

The response from students shows a negative attitude towards the regularity of sports teacher. So, are for punctuality, friendly behaviour and effectiveness. Also, was observed that sports teachers are not professional and result-oriented. However, in the case of statements about motivation in sports participation and their vital role in physical development, positive attitudes are seen.

4.20.4 Suggestions from Students

To have positive attitude of students towards their sports teacher, it is necessary that they get proper classes from their sports teacher. The regularity and punctuality of sports teacher may help in developing friendliness and need of sports teacher to students. But, qualified and experienced teacher can only be effective.

At last, statements related to suggestion from students were included. These statements were analyzed to get the following result as shown in the table below:

Table 38: Statements Related Suggestions From Students

Statements	SA	A	U	DA	SDA
Family support plays vital role in developing positive attitude.	73.17	19.51	2.43	4.87	0
Good friends gives you company in sports participation.	68.29	24.39	0	4.87	2.43
Society should focus on creating sports environment in their locality.	24.39	63.41	12.19	0	0
School should give priority to sports sessions.	92.68	2.43	0	4.87	0

Statements	SA	A	U	DA	SDA
There should be regular sports classes without disturbing academics.	82.92	4.87	0	4.87	7.31
There should be sports infrastructures in school.	75.60	9.75	2.43	4.87	7.31
School should possess standard and sufficient sports materials.	68.29	14.63	4.87	9.75	2.43
School should provide required gears for sports persons.	90.24	7.31	0	2.43	0
Students should be allowed to play during recess and leisure.	85.36	4.87	0	2.43	7.31
School should conduct regular sports tournaments.	36.58	41.46	2.43	12.19	7.31
In case of need, events should be conducted even outside school.	12.19	51.21	4.87	21.95	9.75
School should motivate deserved sports persons.	26.82	56.09	0	14.63	2.43
School should provide medical facility with qualified medical person.	21.95	63.41	4.87	7.31	2.43
Qualified coaches should only be allowed to take sports sessions.	31.70	68.29	0	0	0
Separate coaches should be there for different sports.	51.21	43.90	4.87	0	0
Sports in school is as important as academics in school.	9.75	53.65	2.43	29.26	4.87
Sports help students to be disciplined.	26.82	58.53	4.87	7.31	2.43
Sports help to make our mind healthy.	51.21	43.90	2.43	2.43	0
Sports plays vital role in physical development of students.	63.41	34.15	2.43	0	0
School should have proper plans for sports.	43.90	51.21	2.43	2.43	0
School should focus on payment and facilities given to sports teachers.	29.26	41.46	9.75	14.63	7.31
Training and courses should be provided to sports teacher.	12.19	39.02	4.87	36.58	7.31
Government should be aware of problems of sports teachers.	19.51	51.21	9.75	14.63	4.87
Government should focus on policy regarding sports teacher.	2.43	41.46	19.51	21.95	14.63

As shown by the data in the table above, there are positive attitudes shown for all the positive statements related to sports facilities, equipment, sports instructor or teachers and role of responsible authority. Government discussed in questions refer to local level government, sports associations, National Sports Council and Ministry of Youth and Sports. Thus, qualified sports teachers should be produced, maintained and directed for better physical development of students resulting development of various aspects of students and sports.

CHAPTER V

**SUMMARY, FINDINGS, CONCLUSIONS AND
RECOMMENDATIONS**

5.1 Summary

There should be sports classes in schools. It is because school is the foundation of sports. Schools prepare good players for the nation. To run sports classes smoothly, qualified sports teachers should be there in school. In the context of Nepal, the practice of managing good sports teacher has not seen yet. There may be various reasons for not having sports teachers in schools. But, the importance of sports teacher in sports need no explanation. So, sports teachers should be appointed in school for regular effective sports classes. The present study entitled “Attitude of Students Towards Role of Sports Teacher in Physical Development of Students” was initiated with four main objectives: to find the attitude of students towards sports teacher, to access quality and activities of sports teacher, to analyze attitude of students and to know status of sports facilities in school.

The research process was done with the help of questionnaire created. The questions were so designed that they could meet the objectives of the research. The primary data were taken from schools of Kageshwori Manohara Municipality as required samples.

The total ...students andsports teachers were respondents of the research. The study was based on qualitative design. The attitude levels of students were determined using Likert Scale. After data collection and going through tabulation and interpretation, the researcher found that the respondentsattitude.

5.2 Findings

The findings of the research on the basis analysis of the data are listed below:

- 5.2.1 The students were found to have good physical development after observing their height and weight.
- 5.2.2 Most students (53.7%) were from nuclear family.
- 5.2.3 Half of the students were from Lower-middle class family.

- 5.2.4 The educational background of parents is not satisfactory.
- 5.2.5 The role model of about 39 percent students is from sports field.
- 5.2.6 Students get less chance to play in school and they play less outside school too.
- 5.2.7 Most of the students (63.4%) students like to play ball games.
- 5.2.8 65.9 percent students think that there was average physical change in their body after involving in sports.
- 5.2.9 There are sports facilities and equipment in schools. Futsal, volleyball court, basketball court, playing ground and even swimming and lawn tennis courts were found in some schools. Further, 66.7 percent schools have more than one sports teacher in school.
- 5.2.10 All sports teachers were educated. About 33.3% of teachers were with bachelor's degree.
- 5.2.11 About 66.7 percent sports teachers were from football background while 11.1 percent each from basketball, cricket and taekwondo.
- 5.2.12 It was found that 55.5 percent teachers have played as national and international player.
- 5.2.13 65.9 percent students report that they are unaware of the level of coach they have in their school. While according to the response from sports teacher, it was observed that 55.6 percent coaches are local level coaches, 33.3 percent coaches are district level and 11.1 percent coaches are national level coach.
- 5.2.14 Most of the sports teachers are experienced, at least with 2 years of experience in sports teacher field.
- 5.2.15 The study showed that only 22.2 percent teachers have salary above 25 thousand per month. Also, it was seen that 66.7 percent sports teachers are unsatisfied with the salary paid. It was also observed that 33.3 percent sports teachers have other occupation than sports.
- 5.2.16 The research showed that it is difficult to get sports teacher's job. 44.4 percent teachers reported that it is difficult to get a job.
- 5.2.17 It was found that all sports teachers agree that they are equally respected as other teachers in school.

- 5.2.18 The research showed that 55.6 percent teachers are satisfied with the sports equipment available, 88.9 percent sports teachers agree that school support sports department and 77.8 percent sports teachers agree that school support new programs from sports department.
- 5.2.19 Students do not have adequate knowledge on the factors affecting physical development.
- 5.2.20 The study showed that students agree with the statements that their attitude is affected by family's culture and traditions, by the types of friendship and culture and tradition of society.
- 5.2.21 The research shows that there are no good facilities for sports in their schools. But, they agree that school organizes events even outside school when necessary.
- 5.2.22 The research reveals that students are not satisfied with their sports teacher. However, they agree that sports teacher motivates them to engage in sports and have important role in physical development of students.
- 5.2.23 The students agree the suggestions that family, friends and society help them build positive attitude.
- 5.2.24 The study shows that students agree the suggestions for proper sports classes with good sports infrastructures and standard materials.
- 5.2.25 The study shows that students agree the suggestions that school should allow students to play in school and school should support providing them necessary gears and medical facilities.
- 5.2.26 The study shows that students agree the suggestion that there should be qualified and experienced coach in school. Also, there should be separate coaches for separate sports.
- 5.2.27 The study shows that students agree the suggestions that sports help student to be disciplined and makes their mind healthy. They also agree that sports play vital role in their physical development.
- 5.2.28 The study shows that students agree the suggestions that schools should have proper plans and programs for sports including qualified sports teachers.

5.2.29 The study shows that students agree the suggestion that sports teachers should be provided with handsome salary and given facilities.

5.2.30 The study shows that students agree the statement that sports teacher should be provided with training and refresher courses.

5.2.31 The study shows that students agree the statements that government should be aware of the problems being faced by sports teachers and also should focus on plans and policies regarding sports teachers.

5.3 Conclusion

There is facility of sports teacher in many schools of Kageshwori Manohara Municipality. Schools are positive towards sports activities and sports teacher but, still there is not proper management of sports. Schools provide sports classes at least once a week. In some schools, twice or thrice a week. In case of senior classes, sports activities are lessening due to academic burdens. Schools also have infrastructures and materials for sports activities depending upon the importance given to sports. Schools and group of schools conducts different sports events in school or at other venues. However, students and sports teachers want proper infrastructures and other materials for sports.

Sports teacher are not effective for student. There are few sports classes. Students does not think that their sports teachers are professional. They think sports teacher are not qualified enough. But, students think that sports teacher plays vital role in their physical development and overall sports development. They also suggest that effective sports teacher can motivate them in sports participation and may help them achieve good results in sports.

Most sports teachers are qualified and have minimum experience of two years. They are all educated. However, most of the sports teachers are not satisfied with the salary paid to them by school. One of the reason of their dissatisfaction is that with that salary, it is really hard to survive this era. But if there is provision of norms for selection and payment to sports teachers by their level, then it wouldn't be problem. Also, sports teachers think that the facilities and equipment for sports is not sufficient. They believe that facilities and equipment should be kept in priority to have effective sports sessions. Though schools seem to have given importance to sports, it is not equally prioritized as academics. In this case, sports teachers suggested that Nepal government should pay

special attention in bringing importance of sports in our society. If government prioritize sports, then it would be easier in the local levels and schools too. Obviously there should be equal respect to sports teacher and sports department as given to other departments in school.

5.4 Recommendation

As per the responses and findings, following recommendations for policy implications and future area of research are done:

5.4.1 Recommendation for Policy Implication

- a. Policies should be made that manages the facility of sports teachers in schools.
- b. Policies should be made for sports infrastructures, materials and activities in schools.
- c. Policies should be on act which helps development of sports in schools.
- d. As per necessity, policies should be revised.
- e. There should be norms for level and salary of sports teachers. Sports teacher should be paid according to their levels.
- f. Management of proper trainings and courses for sports teachers so that the effectiveness of them is seen.
- g. Development of infrastructures and management of materials and facilities of required for sports should be done.
- h. Problems of students and sports teachers should be noted and necessary actions should be carried out to minimize them.
- i. Awareness programs should be conducted so that students, teachers, parents, founders and administrations are aware of importance of sports and sports teachers.

5.4.2 Recommendation for Future Area of Research

- a. Researches should be conducted to know the status of physical facilities that school provides for sports.

- b. Researches should be conducted to know the organization and management of sports activities in school.
- c. Researches should be conducted to know the qualification and standard of sports teachers.
- d. Researches should be conducted to check the attitude status of students and schools toward sports activities in school.
- e. Researches should be conducted to understand development of other factors by the presence of sports teachers.
- f. Researches should be conducted to find out the gaps in school sports development.
- g. Researches in any topic should be done in broad sampling.

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APPENDICES

Appendix-A

Questionnaire to study student's attitude towards their sports teacher

This is a research project entitled "Attitude of Students Towards Role of Sports Teacher in Physical Developing of Students" being conducted by Sonam Buddha Lama at the Tribhuvan University. The researcher wants you to participate in this research project because you could provide us with meaningful information regarding the role of sports teachers in your physical development. The purpose of this research is to document the role of sports teachers in schools of Kageshwori Manohara Municipality, contribute to the existing status of the subject in the country generally.

Part A (Personal Information):

1. What is your sex?

Male Female Other

2. What is your age group (in years)?

10-12 13-14 15-16 Above 16

3. What is your height?

Below 4'5" 4'5"-4'8" 4'9"-5' 5'1"-5'5"
 Above 5'5"

4. What is your weight category?

Below 30kg 30kg-35kg 36kg-40kg Above 40kg

5. Do you have any physical disabilities?

Yes No

6. What is your ethnic group?

- Brahmin Chhettri Magar Tamang Newar
 Others

7. What is your family type?

- Nuclear Family Joint Family Others.....

8. Which economic background do you belong to?

- Lower class Lower Middle class Upper middle class
 Upper class

9. What is your father's educational qualification?

- General Reading/Writing Primary Level +2
 Bachelor's Level or above I don't know

10. What is your mother's educational qualification?

- General Reading/Writing Primary Level +2
 Bachelor's Level or above I don't know

11. How often are you engaged in media?

- Very frequently Frequently Occasionally Rarely
 Never

12. What field does your role-model belong to?

- Sports Fashion and lifestyle Entertainment industry

- Literature Others -.....

Part B:

1. How often do you play in school?

- Very frequently Frequently Occasionally
 Rarely Never

2. How often do you play outside the school?

- Very frequently Frequently Occasionally
 Rarely Never

3. Where do you play sports besides school?

- House Training Academy Community ground
 Other.....

4. Which type of sports do you like?

- Athletics Ball games Martial Arts
 Racket games Others-.....

5. How do find your physical changes in your body after getting involved in sports?

- Extremely poor Below average Average
 Above average Excellent

6. What sports facilities do you have in your school?

Playing ground	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> I don't know
Futsal ground	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> I don't know
Football ground	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> I don't know
Volley ball court	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> I don't know
Basketball court	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> I don't know
Sports hall	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> I don't know
Others.....	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> I don't know

7. What is your sports routine in your school?

- Daily Twice or thrice a week Weekly Monthly
 Sometimes Never

8. Which level of sports teacher do you have in your school?

- Local Level District level National Level
 International Level I don't know

9. What do you think is the factor that is affecting your physical development, other than your sports teacher's role?

Nutrition	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> I don't know
Exercise and health	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> I don't know
Genetics	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> I don't know
Gender	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> I don't know
Hormones	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> I don't know
Economic background	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> I don't know
Others.....	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> I don't know

Statement to present agreement level

Note: SA-Strongly Agree, A-Agree, U-Undefined, DA-Disagree and SDA-Strongly Disagree

Particular	Scale				
	SA	A	U	DA	SD A
Family's culture and tradition affect our attitude.					
Type of friends and colleague affect our attitude.					
Culture and tradition of society affect our attitude.					
You have good physical development.					
You have required ground and courts for sports activities.					
You have appropriate/sufficient sports materials in your school.					
Your school possesses upgraded or standard sports equipment.					
Sports hall and ground facility are maintained to the optimum standard.					

Particular	Scale				
	SA	A	U	DA	SD A
Your sports hall has sufficient lighting arrangements.					
Sports hall and ground facility are opened to students whenever needed and applicable.					
Your sports hall and ground facility are available during recess time and leisure periods.					
Your school hosts every sports events in the ground and sports hall.					
Your school hosts sports events outside school premises.					
Your college provides sports dresses, shoes and gears to sports team members.					
Your school facilitate or honor the deserved sports person.					
Your school has separate coaches for different sports.					
Your school has medical facilities.					
Your school has medical personnel.					
Your school covers insurance to its sports persons.					
You find your sports class interesting.					
Your sports teacher is punctual.					
Your sports teacher is regular.					
Your sports teacher is friendly.					
Your sports teacher is result oriented (expecting).					
Your sports teacher has sport lesson plan.					
Your sports teacher supervises individually and suggests for your sports performance.					
Your sports teacher is a professional person.					
Your sports teacher is effective.					
Your sports teacher motivates you to participate in sports.					

Particular	Scale				
	SA	A	U	DA	SD A
Do the sports teacher teach other sports where he or she is not good at					
Sports teacher plays vital role in physical development of students.					
Sports plays a vital role in physical development of students.					
Family support plays vital role in developing positive attitude.					
Good friends gives you company in sports participation.					
Society should focus on creating sports environment in their locality.					
School should give priority to sports sessions.					
There should be regular sports classes without disturbing academics.					
There should be sports infrastructures in school.					
School should possess standard and sufficient sports materials.					
School should provide required gears for sports persons.					
Students should be allowed to play during recess and leisure.					
School should conduct regular sports tournaments.					
In case of need, events should be conducted even outside school.					
School should motivate deserved sports persons.					
School should provide medical facility with qualified medical person.					
Qualified coaches should only be allowed to take sports sessions.					
Separate coaches should be there for different sports.					
Sports in school is as important as academics in school.					
Sports help students to be disciplined.					

Particular	Scale				
	SA	A	U	DA	SD A
Sports help to make our mind healthy.					
Sports plays vital role in physical development of students.					
School should have proper plans for sports.					
School should focus on payment and facilities given to sports teachers.					
Training and courses should be provided to sports teacher.					
Government should be aware of problems of sports teachers.					
Government should focus on policy regarding sports teacher.					

Thank you for your valuable answers!

Appendix-B

Questionnaire to Study About Sports Teacher

Dear sir,

This is a research project entitled "Attitude of Students Towards Role of Sports Teacher in Physical Developing of Students" being conducted by Sonam Buddha Lama at the Tribhuvan University. The researcher wants you to participate in this research project because you could provide us with meaningful information regarding the current status of sports teachers in schools. The purpose of this research is to document the information of sports teachers of schools of Kageshwori Manohara Municipality, contribute to the existing status of the subject in the country generally.

Part A (Personal Information):

1. What is your sex?

- Male Female Other

2. What is your age group (in years)?

- 20-30 30-40 40-50 50+

3. What is your height?

- Below 5' 5'-5'3" 5'4"-5'6" 5'7"-5'10"
 Above 5'11"

4. What is your weight category?

- Below 60kg 60kg-70kg 71kg-80kg
 Above 80kg

5. Do you have any physical disabilities?

- Yes No

6. What is your ethnic group?

- Brahmin Chhettri Magar Tamang Newar
 Others.....

7. What is your marital status?

- Married Unmarried Single(married before)
 Don't want to answer Others.....

8. What is your educational qualification?

- General Reading/Writing Primary Level Secondary Level
 +2 Bachelor's Level or above

9. Which economic background do you belong to?

- Lower class Lower Middle class Upper middle class
 Upper class

10. What is your sports background?

.....

11. Up to which level have you played sports?

- Local District Provincial National
 International Others.....

12. Which level of sports coach are you?

- Local Level District level National Level
 International Level Others.....

13. For how long, have you been as sports teacher?

..... years

14. What sports facilities do you have in your school?

Playing ground	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> I don't know
Futsal ground	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> I don't know
Football ground	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> I don't know
Volley ball court	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> I don't know
Basketball court	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> I don't know
Sports hall	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> I don't know
Others.....	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> I don't know

15. What is the availability of sports equipment in your school?

- Not satisfactory Satisfactory Normal
 unsatisfactory Very unsatisfactory

16. How many students do you have in your class?

.....

17. What is sports routine?

- Daily Twice or thrice a week Weekly Monthly
 Randomly Never

18. How easy it is to get job?

- Very easy Easy Normal Difficult
 Very difficult

19. How much is your monthly salary?

- Rs. 5 to 10 thousand Rs. 11 to 15 thousand Rs. 16 to 20 thousand
 Rs. 20 to 25 thousand Above Rs. 25 thousand

20. Are you satisfied with your salary?

- Yes No Don't want to answer

21. Are there other coaches in your school?

- Yes No
If yes, which?

22. Are you engaged in any other occupation other than sports?

- Yes No
If yes, which?

23. Do you agree that you get equal respect like the other teachers?

- Strongly Agree Agree Undecided Disagree
 Strongly Disagree

24. Do you agree that your school supports sports department?

- Strongly Agree Agree Undecided Disagree
 Strongly Disagree

25. Does your school encourage you to initiate new programs?

- Yes No Don't want to answer

26. What are your suggestions regarding students' participation in sports?

.....
.....
.....

27. What are your suggestions to improve sports environment in school? Also, suggestions for proper facilities from school to sports teacher?

.....
.....
.....

28. What are your suggestions regarding role of local government in supporting sports and sports teacher?

.....
.....
.....

29. How do you suggest in effective policies regarding sports teacher?

.....
.....
.....

Thank you so much for your time and valuable answers!!!