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Effect of Sports on the Student: A Study on the Students of Bangladesh

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Abstract- The study explores the co-relation of sports participation and academic achievement in University students. Current and dated literature on the topic is reviewed. The method in which the research was conducted is detailed, as well as the reasoning for the research. This research shows also the importance of sports participation and also the effect of sports on the body and mind of the students. There is the use of proper tools to collect data. The research examines the findings and explains their importance. Finally, this study discusses suggestions for future research, how the findings can be utilized in counseling and closes with a summary of his findings. Main objective of the research is to know the sports participants academic achievement, effect of sports on their body and mind. Survay method is mainly used here. The findings of the research show that sports have positive impact on the participants body and mind.

Keywords: *effect, sports, students, mental health, physical health.*

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Effect of Sports on the Student: A Study on the Students of Bangladesh

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Abstract- The study explores the co-relation of sports participation and academic achievement in University students. Current and dated literature on the topic is reviewed. The method in which the research was conducted is detailed, as well as the reasoning for the research. This research shows also the importance of sports participation and also the effect of sports on the body and mind of the students. There is the use of proper tools to collect data. The research examines the findings and explains their importance. Finally, this study discusses suggestions for future research, how the findings can be utilized in counseling and closes with a summary of his findings. Main objective of the research is to know the sports participants academic achievement, effect of sports on their body and mind. Survay method is mainly used here. The findings of the research show that sports have positive impact on the participants body and mind.

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I. Introduction

The history of sports goes back at least 3,000 years. In the beginning, sports often involved the preparation for war or training as a hunter, which explains why so many early games involved the throwing of spears, stakes, and rocks, and sparring one-on-one with opponents. With the first Olympic Games in 776 BC—which included events such as foot and chariot races, wrestling, jumping, and discus and javelin throwing—the Ancient Greeks introduced formal sports to the world. The following by no means exhaustive list takes a look at the beginnings and evolution of some of today's most popular sporting pastimes.

The relations between sports participation and academic achievement have various theoretical underpinnings. On an informal level, there are many individuals who claim to have achieved various successes related to academic achievement as a result of formative sports experiences. From a research perspective, there is considerable evidence that sports participation positively relates to academic achievement among youth (Gerber, 1996; Stegman & Stephens, 2000; Stephens & Schaban, 2002).The sports context is an important setting in the lives of youth. Over 47 million youth participate in organized sports (Ewing & Seedfelt, 2002). Since sports are a meaningful context in which many young people participate, youth sports teams may be available way in which to promote optimal development. Research exists suggesting the value of consciously designed sports programs for positive youth development (Fraser Thomas, Cote, & Deakin, 2007). Positive Youth Development refers to the acquisition of competencies and skills needed for optimal youth development that continues into adulthood. These assets include cognitive, social, emotional, and intellectual competencies, such as confidence, character, or perseverance. Sports teams provide various advantages for optimal development, including a high level of enjoyment and challenge, ample opportunities to develop positive relationships, and fulfilling a need to belong (Heilman, 2011). The relations between sports participation and academic achievement may be by product of this phenomenon.

Every public University of Bangladesh has a special sport team that is not different in Rajshahi University. Almost every department has their sport team. Inter department Football, cricket, volleyball, swimming, indoor games, race, athletics are held here. There is a big stadium in the University and also a department as named-Physical Education and Sports Science.

a) Literature Review

Lyras, A., & Welty Peachey, J. (2011) in book "Integrating sport-for-development theory and praxis. Sport Management Review", p(311). as

"The use of sport to exert a positive influence on public health, the socialization of children, youths and adults, the social inclusion of the disadvantaged, the economic development of regions and states, and on fostering intercultural exchange and conflict resolution. "This study shows the effect basically positive effects but there need to show both negative and positive effect of sports. We can discuss both the negative and positive effects. Sports participants mentally towards sports are not here in this study. The study of the role of education and specifically entrepreneurial education on the entrepreneurial venturing process, e.g. the ability of sport course to improve entrepreneurial intention. As shown through the analysis of our clusters, sport entrepreneurship is an excellent context to study specific policies or environmental conditions that foster entrepreneurship and this is also thanks to the involvement of local

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communities (Bjärsholm 2017), along with obvious social outcomes. It also includes that sport can be used as a method to break down boundaries and stereotypes and unite groups and cultures. This study shows that, Sports can improve-social and personal competence, direction of change and social profit improvement, physical activity competent, educational improvement, constructionist pedagogy and problem based learning, integrating collective peak experience efficacy and actualization, the cultural efficacy enrichment competent etc. There is the use of mixed methodology in there. But there are have some limitations also. Here observational limitation, replication, interaction limitations, count and measurement limitations are found. Besides sports with the negative effects are not found here. Besides the relation between the sports and smoking are not found here.

Zainab Ajoke Olayiwola,Sarah Ngozi Agwasim, Mofe Erorun, Adaobi Ogochukwu Ugwu, Olawale Oluwaseun Ajibua and Ezekiel Ayodeji Faluyi (2024) "Effect of Sport on academic performance on student-athletes of Obafemi Awolowo University Ile–Ife Osun State in 2011 and 2014 Nuga games". World Journal of Advanced Research and Reviews, 2024, 24(02), 1477–1485 Publication history: Received on 29 September 2024; revised on 13 November 2024; accepted on 16 November 2024 Article DOI: https://doi.org/10.30574/wjarr.2024.24.2.3416

This study examines how participation in sports affects students' academic performance in Obafemi Awolowo University between 2011 and 2014. The study used a mixed-methods approach, analyzing both qualitative information from of student involvements in sports and quantitative data from academic records and questionnaires. The results show a positive relationship between participation in sports and academic success, indicating that students who regularly engage in physical activity have better time management, increased focus, and less stress. The study also looks at how athletics can help develop leadership and teamwork abilities, both of which are advantageous in educational environments. The findings pointed out how crucial it is to involve sports into university life in order to support students' overall development. These observations can help modify university policies around student participation and support systems, advocating for a balanced approach to academic and extra-curricular activities. Main purpose of the research is about-Student-athletes performance, Effect of student-athletes sport participation on their academic performance, Differences in student-athlete academic performance between 2011, 2012, and 2013, Paired sample t-test to compare NUGA and Non-NUGA period academic performance and their participation. Method that has performed with descriptive way and the population of the study comprised all the student athletes of Obafemi Awolowo University Ile-Ife Osun Stat and sample is 5o that is purposive sampling. We can take part in Bangladesh area and performs with special sector.

Muhammad, O. (2023). Effect of Sports Participation on Academic Performance in High School Student. International Journal of Physical Education, Recreation and Sports, 1(1), 26–36. Retrieved from https://www.iprjb.org/journals/index.php/IJPERS/article/view/2145

The aim of the study was to investigate the effect of sports participation on academic performance in high school students in Uk. This study adopted a desk methodology. A desk study research design is commonly known as secondary data collection. This is basically collecting data from existing resources preferably because of its low cost advantage as compared to a field research. Our current study looked into already published studies and reports as the data was easily accessed through online journals and libraries. The impact of sports participation on the academic performance of high school students is a subject of substantial interest. While research suggests a positive association between sports involvement and academic success, there is a notable gap in understanding the underlying mechanisms and contextual factors that either mediate or moderate this relationship. Additionally, the influence of sports specialization and the duration of sports engagement on academic outcomes require further exploration. Furthermore, cross-cultural studies beyond specific geographical contexts are limited, leaving questions about the universality or context-specific nature of this phenomenon.

Coalter, F. (2010). The politics of sport-for-development: Limited focus programmes and broad gauge problems? International Review for the Sociology of Sport, 45(3), 295-314.

"As a consequence of growing political and institutional support, the number of sport-based projects aimed at contributing to positive development in these areas has been constantly increasing. Here the main objectives are-

*Sports and sports based project to develop the capacity

*Sports participation and academic and political achievement of the athletes.

*Sports and institutional discussion of the students.

There is the lack to show about the sports physical and mental achievement. We can discuss about the sports participation and academical achievement. Besides the attitudes of the sportsmen towards anything can be discussed here also.

This article explores the almost evangelical policy rhetoric of the sports-for-development 'movement' and the wide diversity of programme and organizations

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included under this vague and weakly theorized banner. It is suggested that, although the rhetoric of sport as a human right has provided some rhetorical and symbolic legitimization for sport-for-development initiatives, the recent dramatic increase in interest reflects broader changes in the aid paradigm, reflecting perceived failures of top-down economic aid and an increased concern with issues of human and social capital, as well as the strengthening of civil society organizations. Here Survey method is used. Most of the students are engaged in sports and people are very much allure in sports. Here the social policy make and sports relation is discussed. But the relation of the students with sports is not here and the argument about sports methodology and discussion about the sorts relation to education is not discussed here. Students study and survive of sports on their health is not discussed.

Shata A R, Shata A R, Bogari D F, et al. (November 18, 2024) The Impact of Sports Injuries on the Academic Performance and Mental Health of High School Students in Jeddah. Cureus 16(11): e73912. DOI 10.7759/cureus. 73912

This study aimed to investigate the effects of sports injuries on the academic performance and mental health of high school students in Jeddah. This cross-sectional study utilized a closed-ended electronic questionnaire (e-questionnaire) sent to students from four international high schools in Jeddah. The e-questionnaire included questions assessing the level of academic courses, the frequency and types of sports injuries encountered, and the impact of these injuries on both academic performance and mental health. The chi-square test was used to establish relationships between categorical variables, with a p-value threshold of <0.05 determining statistical significance. This study revealed a significant gap in the school support system for students, which requires urgent attention. High school students are highly active and often experience sports-related injuries, particularly during school activities. These injuries can profoundly affect students' academic performance and mental health. Therefore, the findings of our study are essential for raising awareness among students, parents, and teachers about sports injury management. Additionally, although our study focused solely on private international schools, it is crucial for stakeholders in both government and private education sectors to address this issue at a broader level, ensuring adequate support for students facing such injuries. This will help protect the well-being and safety of future student.

Fejgin, N., (1994). Participation in High School Competitive Sports: A Subversion of School Mission or Contribution to Academic Goals? Sociology of Sport Journal, 11, 211-230.

Results of numerous studies show that sport participation contributes to better academic achievement and educational aspirations. The main objective of this study are about the sports participation and also with the social and mental development of the participants. In a summary we see that are-

*Promoting social and physical development of the participants.

*Promoting healthy life style

*Sports for peace among the youth through the world.

*Strengthening human and cultural contacts across nation borders through sports.

We can also promote the effect of sports over numerous departments on Rajshahi University and also how sports can promote the relationship of the people in a peace condition.

The purpose of this essay is to describe how people experience their sport activities and to study these 'sport meanings' in light of the contexts of the activities. In this section, I will discuss the seven meanings of sport introduced above in light of a larger social setting and delineate the questions and hypotheses guiding the empirical analyses. Two approaches are central. First, I assume that social background – age, gender and social class – influences experiences of sport activities. Second, it seems reasonable that people experience their sport activity distinctively because of differences in the activities themselves: individual sports versus team sports and competitive level. For social background there is, with respect to age, a strong normative view and an explicit policy that youth sport should not be too competitive and that the fun element and social relations should be in focus. If these aims really are prioritized, one could assume that competitive reasons are less common among young athletes and that fun and social relations are more important in this group. There is also the possibility of non-linear (inverted-u-shape) correlations with respect to age, where the eldest part of the athletes together with the younger part perhaps is less competitive than the middle-aged. Moreover, it also seems reasonable to assume that some of the.

K Hemalatha and Mokshika (2024) "The impact of sports participation on academic performance" ISSN: 2456-4419 Impact Factor: (RJIF): 5.18 Yoga 2024; 9(2): 46-49 www.theyogicjournal.com

This research paper investigated the impact of sports participation on academic performance among school-aged children and adolescents, employing a mixed-methods approach that integrated a systematic literature review with original quantitative analysis. The systematic literature review synthesized findings from 50 relevant studies published in peer-reviewed journals within the last decade, revealing a generally positive association between sports involvement and academic achievement. Effect sizes ranged from small to moderate, reflecting variations in methodology, sample

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characteristics, and measures of academic performance across studies. Overall, the results of this study contributed to a deeper understanding of the complex interplay between sports participation and academic achievement. By elucidating the mechanisms underlying this activity and academic success among youth. Future research should continue to explore potential moderators and mediators to optimize interventions and policies aimed at enhancing the well-being and development of young individuals.

Tianyue Liu, Sahar Taresh (2024) "The Impact of Sports Participation on College Students' Learning Outcomes: A Mixed Methods Study Based on Multiple Campuses". Journal of Ecohumanism https://doi.org/10.62754/joe.v3i7.4492

Modern neuroscience research shows that sports can have beneficial effects on brain structure and function, epigenetic regulation of brain tissue, cerebral cortex activity patterns and learning-related psychological factors, thereby improving students' cognitive abilities and academic performance. This study aims to explore the multifaceted effects of sports participation on college students' learning outcomes. A mixed research method was used to collect data in three different types of universities, including a questionnaire survey of 500 students and in-depth interviews with 20 students and 10 faculty members. Quantitative analysis showed that moderate sports participation was significantly related to better academic performance, higher mental health and stronger time management skills. However, excessive participation in physical activities may have a negative impact on study time. Qualitative data further revealed how sport participation enhanced students' self-confidence, teamwork and stress management skills. The study also found that the impact of sports participation varies depending on students' personal backgrounds and the characteristics of their universities. Based on the research results, this article puts forward practical suggestions to promote the balanced development of college students, providing a basis for higher education institutions to formulate relevant policies.

Mac Donald, D.J., King, J., Côte, J., Abernethy, B. (2009). Birthplace effects on the development of female athletic talent. Journal of Sciences and Medicine in Sport -12(234-237).

Studies on male and female athletes have shown that they receive different treatment in sport socialization; however research into the birth place effect for both genders have shown to be favourable to smaller cities and town. This study also show the participation of sports how effect on male and female students differently and also the barriers for sports participation of female students. Besides there are some cases in this research about the socialization and sports participation relationship. We can strengthen some points over the male and female students about sports and their opinion to go forward to promote the participation of female in sports and effect off sports in their academic life.

This study examined the extent to which an athlete's place of birth can influence the likelihood of playing professional sport. Information regarding the birthplace of all American female athletes in the Ladies Professional Golf Association and Women's United Soccer Association was gathered from official league websites. Monte Carlo simulations were used to determine if the birthplace of these professional athletes differed in any systematic way from official census population distributions. Odds-ratios were determined for cities within specific population ranges to ascertain if the likelihood of playing professional sport was influenced in any systematic way by city size. The analyses revealed that female professional soccer players born in cities of less than 1,000,000 were over-represented, as were female professional golfers born in cities of less than 250,000. Results are consistent with those of male professional athletes in suggesting that areas of lower population provide conditions more conducive to the development of expertise than do larger city environments.

Here the environment for male and female athletes is described and how sports can make develop social bondage of all the students is described. Besides hoe body health can develop female athletes family bondage is known here. But the limitations of the study is the nature of sports that can develop body health and other things is not known from here. Social survey method is used here and the effect of sports over the among students can be measured through the mathematical reasoning. So far this is the situation and annexation that include sports and athletes and the body improvement including their family, groups etc.

Larson, R. W. (2000). Toward a psychology of positive youth development. American Psychologist, p-55.

Sports teams and other structured voluntary activities may contribute to positive youth development by increasing the capacity for initiative among youth. Initiative is necessary for adolescents to motivate themselves and take action in their daily lives, but is not easy to obtain through schoolwork or by spending time with friend."

This study shows some main features on the sports and youth development. Main points are-

*Sports participation how control the behaviour of students.
*Main philosophy of sports to contribute in voluntary work for well being of people.
*Sports participation and relation of it with psychological development.
*Sports participation and the social value development relationships of the participants.

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This research also discuss about sports and relationship of sports with people in social, cultural, economical and psychological gaining. This can accelerate to develop the method of sports and control deviant behaviour from our society. The claim that structured youth activities promote positive developmental outcomes is more adequately tested by longitudinal studies. These, however, are few and many of them suffer the same possibility of confounding self-selection variables as the cross-sectional research. A number of studies analyzing data over long time periods suggest impressive long-term effects. They have found associations between high school and adult participation in political organizations (DeMartini, 1983), the arts (Bloom, 1985) and sports (Howell & McKenzie, 1987) but do not adequately control for the possibility that prior, unmeasured third variables were driving these relationships. Studies that control for some of the variables that affect high school participation, such as SES, grade point average (GPA), and academic ability, still find effects, though modest in size. Hanks and Eckland (1978) found that youth who participated in extracurricular activities in high school were more likely to be involved in voluntary associations at age 30,even with controls for initial SES and academic aptitude. Glancy, Willits, and Farrell (1986) found participation in extracurricular activities to be associated with occupational attainment 24 years later, with controls for parents' SES and high-school GPA. The most rigorous test of the thesis is provided by shorter term longitudinal studies in which dependent variables are measured on multiple occasions. This design allows investigators to assess whether participation in youth activities is related to within-person change for these dependent variables.

b) Study Gap

Sports are important for the students to fit their body. Besides, sports help to build up body and mind. It enables students to do their duty on time. The main purpose of the study is to know about the effect of sports on the students of Rajshahi University.

Sports are also important for building up positive attitude, socialization, building up capacity, future leadership build on. I will try to know about how sports effect on such situation in Rajshahi University students. Besides how students react both sport engaged and out of sports in their answer towards positive and negative impacts of sports. Because this study can measure the effect of sports on body and mind and also the educational achievement of the students.

II. Objectives of the Study

Every phenomenon has some special objectives in our society. A social researcher is interested in the discovery and interpretation of social processes, pattern of behaviour, similarities and dissimilarities that apply to typical social phenomenon and social system generally. We work through following the objectives. This research has some special objectives. Sports are very much important for every student because this can help to promote our physical structure, strong our mind, create protective elements in blood and give us a refresh mind. Sports can make enthusiasm among the students and also the aged persons. People can enjoy their life through the proper sports process and can strengthen their mind and body. Sports make proper bodily improvement through the students.

Specific:

a. To explore the effect of sports over the students.
b. To know the relations between sports participation and educational achievement.
c. To know about the nature and types of sports that students are involved with.
d. To know the impact of sports over the student's health.

III. Methodology

a) Study Area

There are 58 public universities in Bangladesh. Rajshahi University is one of the biggest and best public universities in Bangladesh where about 38000 students read. Almost every department of the university has a particular sports team. Beside there are many sports section also. Athletics, indoor, outdoor, swimming, cricket, football, hockey, badminton, basketball, tennis and various games are played here. There is a department named as Department of Physical Education and Sports Sciences. They arrange different occasions for sports.

b) Sampling Technique

Sampling is a process used in statistical analysis in which a predetermined number of observations are taken from a larger population. The methodology used to sample from a larger population depends on the type of analysis being performed, but it may include simple random sampling or systematic sampling. Sampling is an important task for having a social research. Because the population with what a researcher deals is very large in numbers. It is tough to handle such number smoothly; so selecting a short number of respondents, from the population, we may generalize. It will minimize the required time. So it has become an important part.

I have selected purposive sampling method. A purposive sample is a non-probability sample that is selected based on characteristics of a population and the objective of the study. Purposive sampling is different from convenience sampling and is also known as judgmental, selective, or subjective sampling.

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c) Respondents

Every department has some students who are involved in sports. So I have selected 50 students (Sportsmen) as sample from all the departments of Rajshahi University. Basically the sports participants are selected here.

d) Data Collection Procedure and Analysis Method

Data collection is an important task for social research, so the method of collecting data should be selected deliberately. I have taken data from the respondents through questionnaire because every respondent is educated here. I make questionnaire regarding to my research. I spent much time for collecting data. I included about forty questions regarding the research for collecting data. It is related to the sports and education life of the respondents. It also includes the duration of sports participation and their educational achievement relationship. For data analysis data I use IBM SPSS 20 software. I use questionnaire method for collecting data where respondents are primary source of data and journals, books, research and newspaper are secondary source of data.

Result and discussion

IV. Result and Discussion

Table 1: Personal Information

Variables		Frequency	Percentage(%)
A. Age	18-21	16	32%
	22-24	27	54%
	25+	7	14%
B. Participant Reading Year	2nd Year	13	26%
	3rd Year	16	32%
	4th Year	18	36%
	Masters	3	6%
C. Gender			
	Male	43	43%
	Female	7	7%

TABLE-1 represents the personal information of the respondents. The figure A represents the age of the respondents of sports participation where most of them are of 22-24 aged (54%).In a big number respondents are in the range of 18-21 years of age(32%); But also important percentage of respondents (14%)are in the age level of more than 25 years of age. The figure B represents the reading year of the participants. From above table 1 part B, we see that 13 are second year, 16 are third year, 18 are fourth year and 03 are masters students of the respondents. We want different information from the diversity of the year. This give good sight to the research. Figure C represents the gender of the respondents. From the table, we see that 43 are male (86%) and 07 are female respondents(14%).Male students participate in sports more than male. So, male students are more eager in sports.

Table 2: Sports, Participation, Physical and Mental Situation with Education

Variables and Range		Frequency	Percentage
A. Game they Like	Outdoor	35	70%
	Indoor	15	30%
B. Outdoor Game they Like	Cricket	15	30%
	Football	14	28%
	Tennis	4	8%
	Athletics	17	34%
C. When they Participate Playing	Morning	12	24%
	Afternoon	27	54%
	Other	11	22%
D. Duration of Playing	Below One hour	3	6%
	1-2 hour	26	52%
	2 3 hour	15	30%

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	3 hour+	6	12%
E. Functions after Playing	Reading	19	38%
	Gossiping	13	26%
	Others	18	36%
F. Are you Study Regularly	Yes	31	62%
	No	19	38%
G. Duration of Study Everyday	Below 1 hour	14	28%
	1-2 hour	17	34%
	2-3 hour	11	22%
	3 hour+	8	16%
H. Class Attendence Last Year	Below 60%	0	0%
	60-69%	5	10%
	70-79%	14	28%
	80-89%	27	54%
	90%+	4	8%
I. GPA Last Year	Below 3.00	2	4%
	3-3.25	21	42%
	3.26-3.49	19	38%
	3.50+	8	16%

TABLE 2 represents the game selection, sports, reading and entertainment selection of the participants. From the figure B we see that 35 sportsman like outdoor game that is 70% of the total respondents and 15 like to play outdoor games that is 30% comparatively less than the indoor game. So the respondents have more eagerness in the outdoor games. In the figure B we see that 15 respondents like cricket, 14 like football and 4 like to participate tennis and 17 participants like athletics in outdoor games. So, respondents like to play cricket most. Figure C represents the time of sports participation of the respondents. From the figure C, we see that 12 respondents (24%) like to play games in the morning, 27 in the afternoon (54%) and 11 in the other time (22%). So, sportsmen like to play games in the afternoon than the period of morning and other time. Figure D represents the duration of sports participation. From the above figure D, we see that around 03 respondents play games for below one hour (06%), 26 of the respondents participate for 1-2 hour(52%), 15 respondents for 2-3 hours (30%) and 06 respondents play for above 3 hours (12%). Here the respondents like more to play games for 1-2 hours. Figure E represents the functions that the participant do after their sports participation. From the figure E we find that 19 respondents (38%) respondents study after their sports participation, 13 are gossiping (26%) and 18 respondents (36%) go for their other works after their game participation. So, most of the participants study after their sports participation. Figure F represents the participant's momentum of study where we see from the above table that 31 of the participants (62%) students regularly and 19 participants (38%) are not too much regular in their study. So, participants are aware about their study and concentrate their study regularly. Figure G presents the duration of study of the participants. From the figure G we get that 14 sportsmen study below 1hour (28%), 17 sportsmen study 1-2 hour (34%), 11study for 2-3 hour (22%) and 8 study for above 3 hours (16%) of the participants. So, most of the participants study 1-2 hours everyday. Figure H represents the class attendance of the participants last year. Here from the above figure H we get that none of the participants is below 60%, 5 participants(10%) attendance is from (61%-70%), 14 participants (28%) is from (71%-80%), 27 participants (54%) attendance is from (81%-90%) and 4 participants (8%) attendance is from (91%-100%) in their classes. But most of the participant's attendance is from 81%-90%. So, sportsmen are regular in their classes. Figure I represent the GPA of participants last year. From the figure I we see that 2 participants (4%) CGPS is Below 3. Then 21 participant's (42%) CGPA is from 3-3.25, then 19 participant's (38%) CGPA is from 3.26-3.50 and 8 participant's (16%) CGPA is above 3.50. The half of the sportsmen CGPA is from 3.26-3.50 that is a good sign. So, we think that participants are attentive in their study.

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PART-3

In order to analyze the data a 5- point Likert weighted scale has been used. The scale has been shown below:

Table: Criteria Dimension

Customer Opinion	Weighted
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

Source: Naresh k. Malhotra marketing Research (page 272)

5	4	3	2	1
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Fig: Attitude Measurement Scale

A 1-5 rating scale has been used analyze the data where 5 stands strongly agreed respondents, 4 stands for only agreed respondents, 3 stands for the neutral respondents, 2 stands for disagreed respondents and 1 stands for strongly disagreed respondents.

Measurement Formula:

*Total point = No. of respondent * Respective point assigned.*

*Attitude level (%) = Respective point*100/Total point or outcome.*

Average weighted value= Total outcome/Total assigned point.

Table 3: Measurement of Participants Attitude

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Average Weighted Value
A. Sport put negative impact on my study	0	2	8	17	23	1.78
B. Sports help in building up values	31	11	8	0	0	4.46
C. Sports help to Solve Value decadence	26	13	7	4	0	4.22
D. Sports help to build Up Leadership	29	12	7	2	0	4.36
E. Sports help to build Up Leadership	10	19	11	7	3	3.52
F. Sports make people mentally Positive	17	13	12	8	0	3.86
G. Sports make me to abide by all rules and regulations	7	17	20	5	1	3.48
H. Sports help me to concentrate in my study	13	23	11	3	0	3.92
I. Sports help to Control rough and rude behaviour	10	19	12	7	2	3.56
J. Sports is a medium of Recreation	32	10	8	0	0	4.48

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Table 3 represents the attitude of the participants on sports and study. In the above findings we see that in the argument ' sports put negative impact on my study "- nobody strongly agree; about 8.98% respondents agree; 26.97% respondents is neutral; 38.20% disagree and 25.85% respondents strongly disagree from 50 respondents. The average weighted value is 1.78 that is nearest to Disagree. So it shows that sports do not put negative impact on study. From 50 respondents (69.5%) Strongly Agree, (19.74%) agree, (10.76%) neutral and none strongly disagree or disagree on the question 'Sport help in building up values'. Average weighted value is 4.46 that is nearest to Agree. So sports help to build up social values and norms for the respondents. From the above findings we see that in the argument C. *'Sports help to Solve Value decadence'* we see that, from 50 respondents (61.61%) strongly agree that sports help to solve value decadence; (24.65%) agree that sports help to solve value decadence. About (9.95%) neutral; a very little (3.79%) respondents disagree and none of them strongly disagree on the decision. Average weighted value is 4.22 that is nearest to agree. So we say that sports help to solve value decadence. From the above findings we see that in the argument D. *Sports help to build Up Leadership'* we see that, from 50 respondents (66.52%) strongly disagree; (22.02%) agree; About (9.63%) respondents neutral; (1.83%) disagree and none of the respondents strongly disagree that sports help to build up leadership. Average weighted value is about 4.36 that is nearest to agree. So it shows that sports help to build up leadership. From the above findings we see that in the argument E. *Sports help to build Up Leadership'* we see that, from 50 respondents (28.41%) strongly agree; (43.18%) agree; (18.75%) neutral; (7.95%) disagree and a very little (1.71%) respondents strongly disagree about- "sports keep the body free from diseases. Average weighted value is about 3.52 that is nearest to Agree. So, sports help to keep the body free from diseases. From the above findings we see that in the argument F. *'Sports make people mentally Positive'* we see that, from 50 respondents (44.04%) strongly agree; (29.02%) agree; (18.65%) neutral; (8.29%) disagree and none of the respondents strongly disagree about- "sports make me mentally positive". Average weighted value is about 3.86 that is nearest to agree. So in a general sense sports make the respondents mentally positive. From the above findings we see that in the argument 'G. *Sports make me to abide by all rules and regulations'* we see that, from 50 respondents (20.11%) strongly agree; (39.10%) agree; (34.47%) neutral; (5.75%) disagree and a very little (0.57%) respondents strongly disagree about- "sports make me abide by all rules and responsibilities". Average weighted value is about 3.48 that is nearest to neutral. So in a general sense the respondents do not in a same point. From the above findings we see that in the argument H *'Sports help me to concentrate in my study'* we see that, from 50 respondents (33.16%) strongly agree; (46.94%) agree; (16.84%) neutral; (3.06%) disagree and none of the respondents strongly disagree about- "sports help me to concentrate my study". Average weighted value is about 3.92 that is nearest to agree. So in a general sense sports help the respondents to concentrate in their study. From the above findings we see that in the argument I we see that, from 50 respondents (28.10%) strongly agree; (42.7%) agree; (20.22%) neutral; (7.86%) disagree and very little of the respondents (1.12%) strongly disagree about- "sports participation can control rough and rude behavior". Average weighted value is about 3.5 that is nearest to agree. So in a general sense sports participation can control rough and rude behavior of the respondents. From the above findings we see that in the argument J e see that, from 50 respondents (71.43%) strongly agree; (17.86%) agree; (10.71%) neutral; none of the respondents disagree and strongly disagree about- "sport is a medium of recreation". Average weighted value is about 4.48 that is nearest to agree. So sport is a medium of recreation.

IV. Conclusion with Recommendations

Sport is very important to the students to keep the body. Monotonous in study is not expected in student life. Sports help to keep the body from diseases and can also make a bondage with their fellows.

Sport is as old as humanity itself. It's kept societies fit and healthy while building strong communities and boosting morale. In this modern world of iPhones and laptops, the importance of sports is more relevant than ever. Competitive physical exercise doesn't only motivate children and adults to get outside and keep fit but it also instills important values. For many people, sport is taken for granted. It's something that exists in the background but isn't considered particularly valuable. Maybe it's seen as a bit of fun on the weekend but ultimately, not all that important. This couldn't be further from the truth. Sport matters and the importance of sports need to be more widely discussed. Without it, many aspects of modern society will crumble. From health and happiness to education and society, sport matters. Promoting sports, inspiring young athletes, and increasing healthy competition will help individuals and communities to flourish. Here's a complete guide outlining the benefits and importance of sports.

Recommendations

1. Facilities for sports need to be increased. There is a need to increase fields for the students so that they should participate in the sports.
2. There is the need to make consciousness among the students to join in sports.

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3. There must be included a sports time for the students in the curriculum.
4. There is a need of ensure enough budget for conducting research and thereby.
5. There must need to create consciousness among the parents of the students about the need to participate in sports and not to involve child in video games with phone and laptops. Rather they should encourage child to involve in sports and physical exercise that can reduce obesity and diseases.

V. Declearation

a) Study Limitations

Every research or study has existed some limitations. Generally, a person when want to do research on some topic, he/she might be faced some problems. I think the researcher should inform readers about this. The readers will be enabling to aware of it. The various problems or limitations that I have faced during the study and making the report are as follows:

1. Sample size is small and selection procedure is also complex.
2. Limitation related with lack of necessary practical knowledge.
3. Limitation related with secondary data.
4. Unwillingness to response of respondents.
5. Women less participations and lack communition with them.

b) Acknowledgments

None

c) Funding Source

None

d) Competing Interests

There is no competing interest about this-work.

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