

**YANGON UNIVERSITY OF ECONOMICS
DEPARTMENT OF APPLIED ECONOMICS
MASTER OF PUBLIC ADMINISTRATION PROGRAMME**

**A STUDY ON THE STATUS OF UNIVERSITY
STUDENTS' PARTICIPATION IN SPORTS
(Case Study: Students from Dagon University)**

**CHO MOE PWINT HAN
MPA - 3 (19th BATCH)**

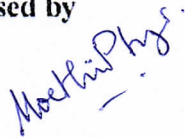
JULY, 2022

**YANGON UNIVERSITY OF ECONOMICS
DEPARTMENT OF APPLIED ECONOMICS
MASTER OF PUBLIC ADMINISTRATION PROGRAMME**

**A STUDY ON THE STATUS OF UNIVERSITY
STUDENTS' PARTICIPATION IN SPORTS
(Case Study: Students from Dagon University)**

A thesis submitted as a partial fulfillment of the requirements for the
degree of Master of Public Administration (MPA)

Supervised by



Daw Moe Hnin Phyu

Lecturer

Department of Applied Economics

Yangon University of Economics

Submitted by



Cho Moe Pwint Han

Roll No: 3

MPA 19th Batch

July, 2022

YANGON UNIVERSITY OF ECONOMICS
DEPARTMENT OF APPLIED ECONOMICS
MASTER OF PUBLIC ADMINISTRATION PROGRAMME

This is to certify that this thesis entitles “**A study on the status of university students’ participation in sports**” submitted as the requirement for the Degree of Maser of Public Administration has been accepted by the Board of Examiners.


Board of Examiners

Dr. Khin Thida Nyein
(Chief Examiner)
Pro-Rector,
Yangon University of Economics

Dr Kyaw Min Htun
(External Examiner)
Pro-Rector (Retired)
Yangon University of Economics

Dr. Su Su Myat
(Examiner)
Professor/ Head
Yangon University of Economics

Daw N Khun Ja Ra
(Exmainer)
Associate Professor
Department of Applied Economics
Yangon University of Economics


Daw Moe Hnin Phyu
(Supervisor)
Lecturer
Department of Applied Economics
Yangon University of Economics

ABSTRACT

Sports can provide positive impacts on physical, mental condition, social skills and also prevent from diseases. It can enhance learning skills and concentration. Therefore, youths and sports cannot be separated. This study analyzed the attitudes and participation of sports among university students. This study was conducted by using both primary and secondary data, both quantitative and qualitative approach to analyze the survey data and face to face interview with respective persons. Target population was 27,367 students and 222 remained as the sample size. This study found that the key reason for not participating in sports is that there are not enough facilities so that the students cannot participate in their favorite's kinds of sports. 50.45% of the students are somewhat difficult to balance between sports and academic responsibilities. Moreover, most of the students suggested more financial support and professional trainers to increase sports participation among students and to improve the skills of athletes.

ACKNOWLEDGEMENTS

Firstly, I would like to express my sincere gratitude to Dr. Tin Tin Htwe, Rector of Yangon University of Economics and Professor Dr. Khin Thida Nyein, Pro-Rector of Yangon University of Economics for their kind permission and giving me an opportunity to undertake this study. And I would like to extend my thanks to Professor Dr. Kyaw Min Htun, Pro Rector (Retired) and all professors from Yangon University of Economics for supporting throughout the entire study.

I would like to specially thank to Professor Dr. Su Su Myat, Programme Director of Master of Public Administration Programme for her constructive advice and encouragement throughout the study.

A very special gratitude goes to my supervisor Daw Moe Hnin Phyu, Lecturer of Public Administration Programme for giving her time, guidance and continuous support during the study.

I also wish to express my thanks to Daw Mon Thet Kyaw, Coach of Department of Sports and Physical Education and Daw Khin Win Aung, Sport Officer of Dagon University for giving the time and useful information.

Moreover, I really appreciate and thank the respondents from Dagon University who actively participated in the survey and also thankful to my classmates for their cooperation and support.

CONTENTS

	Page
ABSTRACT	i
ACKNOWLEDGEMENTS	ii
CONTENTS	iii
LIST OF TABLES	v
LIST OF FIGURES	vi
LIST OF ABBREVIATIONS	vii
CHAPTER I INTRODUCTION	
1.1 Rationale of the Study	1
1.2 Objectives of the Study	3
1.3 Method of Study	3
1.4 Scope and Limitations of the Study	3
1.5 Organization of the Study	3
CHAPTER II LITERATURE REVIEW	
2.1 Sports Participation and Health	4
2.2 Sports Participation, Youth and Higher Education	5
2.3 Self-Efficacy Theory and Sports Performance	7
2.4 Sports and Sustainable Development Goals	8
2.5 Reducing Crime through Organized Sport	9
2.6 Patterns and Trends in Sports Participation	9
CHAPTER III SPORTS IN MYANMAR	
3.1 The History of Myanma Sports	17
3.2 Current Status of Sports in Myanmar	18
3.3 The Role of Sports at University Level/ Higher Education Level	21
3.4 The Role of Sports at Basic Education Level	23
3.5 Organization Structure and Activities of MOHS	23
3.6 Activities of MOHS during COVID-19 Pandemic	24

CHAPTER IV SURVEY ANALYSIS

4.1	Survey Profile	26
4.2	Survey Design	27
4.3	Survey Result	27
4.4	Perception of Key Informants towards Sport Officer in Dagon University	39

CHAPTER V CONCLUSION

5.1	Findings	41
5.2	Recommendations	42

REFERENCES

APPENDICES

LIST OF TABLES

Table No.	Title	Page
3.1	List of Medals won by Myanmar in 30 th South East Asian Games (SEA Games), 2019	20
3.2	List of Dagon University Students who have Won National and International Competitions (2018-2019)	22
3.3	List of Medals in 20 th ASEAN University Games (AUG)	25
4.1	Demographic Information of Respondents	27
4.2	Interest on Participation and Attitude to Sports	30
4.3	Types of Sports of Respondents Participate in Previous High School Life	31
4.4	Reasons for Participating in Sports	33
4.5	Reasons for Not Participating in Sports	34
4.6	Students' Opinion on Difficulties	35
4.7	University's Attention	36
4.8	Students' Satisfaction	37
4.9	Students' Suggestion	37
4.10	Things to be done to Improve the Skills of Athletes	38
4.11	Impact on the Studies	39

LIST OF FIGURES

Figure No.	Title	Page
3.1	Medal Lists of Myanmar University Athletes in AUG 2018	21
3.2	Organization Chart of MOHS 2019	24
4.1	Fields of the Study of the Respondents	28
4.2	Types of Sports that Respondents Participate in Previous High School	31
4.3	Suggestions to Increase Sports Participation	38

LIST OF ABBREVIATIONS

AUG	ASEAN University Games
BBA	Burma Athletic Association
CCSE	Cultural Capital and Social Exclusion
HE	Higher Education
IOC	International Olympic Committee
MOHS	Ministry of Health and Sports
NCD	Non Communicable Disease
NFC	National Fitness Council
PE	Physical Education
SDGs	Sustainable Development Goals
SEA	South East Asian
UN	United Nations
WHO	World Health Organization

CHAPTER I

INTRODUCTION

1.1 Rationale of the Study

In human life, the sport has been located in a unique place for hundreds of years. Children and youths participated in sports well before organized leagues existed. Most games were played informally in parks or on the streets. Sports for youths has become very important as a social development tool and increased participation opportunities as well as expanded competition in a growing number of sports. Youths participate in sport for a variety of reasons which range from enjoyment and physical activity to competition and winning. Promoting good health, and being a deterrent to negative social behaviors are the benefits that youths gain from participating in sports.

Sports can promote good health and students who involve in the sport normally have good stamina and healthier than others. These students are normally active, more confident and cheerful. Sports can promote both the physical and mental conditions of youths. For mental, it can help in absorbing school lessons or everything which needs to memorize. For physical condition, if a student is not in good health he or she cannot perform him/her best to succeed. Sports in itself may not directly gain benefits but, in combination with other factors, can promote healthy lifestyles. Sports can make a substantial contribution to the well-being of the youths as well as all human beings. Exercise, physical activity and sport have long been used in the treatment and rehabilitation of communicable and non-communicable diseases. Physical activity and sports are strong means for the prevention of diseases and improving public health across populations. Sports contribute to individuals: personal, emotional, physical, social, cultural and academic development. It provides opportunities for leadership skills and generally enhances the individual quality of life. Through sports students and youths could enjoy friendship and the social bonding not only created among students but also their parents, supporters of the sports team and audience. This can

strengthen social bonding and promote the sense of belonging among students and other people involved.

According to Brewer, Van Raalte and Linder (1993), sports involvement can prompt high levels of commitment from participants. Athletes invest substantial amounts of time and effort in sports participation and, in return, may become the people from the performance of the athlete role.

Most female university students have goals of going to graduate and starting a professional career outside of athletics. But some female students are similar to men in that they view athletic success as a priority. These women would love to continue the sports professionally but many limitations exist that do not allow occurring.

University students are the backbone of the nation and students can play an important role in the development of society. Sports have the huge potential to empower them. Participation in sports can support them to be healthy in both physical, mental and also to have good social skills, and also sports can promote personal well-being.

Therefore, the 2030 Agenda for Sustainable Development Goals (SDGs) acknowledges sports as an important enabler of sustainable development goals. Students nowadays are exposed to many sports activities and most students could choose the best sport that suits them well. However, there are several barriers that stop students from actively being involved in sports. These also include the current lifestyle whereby more students are interested in playing online games instead of in the real field. By having this habit, sooner or later these students might encounter health problems such as backache, blurry eyes, headache and dizziness. (United Nations, 2016)

Sports can provide positive impacts on their physical, mental condition, social skills and also prevent from diseases. It can enhance their learning skills and their concentration. Therefore, youths and sports cannot be separated. In order to become a successful person, youths need to do some physical activities or sports during their university student lives. By having sports activities, students could reduce boredom and use time effectively. Therefore, this study mainly focuses on the attitudes and participation of sports among university students.

1.2 Objectives of the Study

The objective of the study is to analyze the attitudes and participation of sports among university students.

1.3 Method of Study

The study was conducted using both primary and secondary data. The primary data was collected from the survey of the students from different specializing of Dagon University and face to face interview with the sports officer of Dagon University and the athletes. The secondary data was searched by surfing the internet and using reports from organizations.

1.4 Scope and Limitations of the Study

The study was conducted the students of Dagon University who was attending at different specialization major in 2019-2020 academic year. The respondents, 250 students are randomly selected as sample size from the total population of 27,367 students in 2019-2020 academic year. This research is conducted through face-to-face interviews and questionnaire survey, which mainly focused on the status of university students' participation in sports. The questionnaire was randomly distributed to sample respondents (students) of Dagon University in the survey period of January to February, 2020.

1.5 Organization of the Study

This study is organized into five chapters. Chapter I is an introductory chapter and it is presenting the rationale, objectives, method and scope and limitations of the study. Chapter II presents the literature review on sports participation and health, youths and higher education, patterns and trends in sports participation, social inequalities in sports, sports participation and life transitions, club sports and individualization of participation, sports and sustainable development, self-efficacy theory and sports performance and reducing crime through sports. Chapter 3 mentions the current conditions of Myanmar sports. Chapter 4 describes the survey analysis by using tables, figures and charts. Chapter 5 presents the conclusion with findings and recommendations.

CHAPTER II

LITERATURE REVIEW

2.1 Sports Participation and Health

The author, Malcolm (2014) argued that there is a link between sports and health promotion. The World Health Organization, WHO (2010) noted that the fourth leading risk factor of global mortality (6% of deaths globally) is because of physical inactivity. According to WHO (2010) data, overweight and obesity account for 5% of global mortality. Physical inactivity can lead to the prevalence of NCD (Non-Communicable Disease) such as cardiovascular disease, diabetes, cancer and raised blood pressure, raised blood sugar and overweight. WHO (2010) also stated that NCDs account for nearly half of the overall global burden of disease and estimated that currently that of every ten deaths, six are attributable to NCD. The Public Health England (2014) has argued that Physical inactivity directly contributes to one in six deaths in the UK as the same number of as smoking and only one in ten adults are active enough to be healthy.

Low level of sports participation in many sectors of the population can lead to cause NCDs. Vice versa, doing sports can contribute to the prevention and reduction of NCDs. The incidence of mental illnesses such as depression and anxiety, can assist in the control of body weight, and help prevent osteoporosis via improvements in bone health, bone strength and balance. (Public Health England, 2014)

The Sport England (2014a) stated that it is to reduce the number of people who drop out of the sport, particularly young people whilst retaining and increasing the small proportion of adults who remain active throughout their lives.

2.1.1 The Impact of Physical Education and Sports

Riva (2010) demonstrated that an increase in the time spent on physical education does not reduce academic achievement. The European Parliament (2007) stated that the only school subject which seeks to prepare children for a healthy

lifestyle and focuses on their physical and mental development, as well as imparting important social values such as fairness, self-discipline, unity, tolerance and fairness.

Haiyong (2014) stated that the Chinese Ministry of Education has developed standards for physical education in schools as following.

- i. Physical activity participation
- ii. Mastery of knowledge, skill and safe exercise methods
- iii. Developing physical health
- iv. Developing mental health

Strong, Malina, Blimkie and Pediatr (2005) stated that participating in physical activity and sports has a positive effect on classroom behavior. Tremblay Inman and Willms (2000) demonstrated that youths who undertake additional physical activities or sports during the school days generally increased brain function, improved self-esteem and other better behavior. Fourestier l'Homme and Shephard (1996) demonstrated by three longitudinal intervention studies that when the amount of time dedicated to physical activity was increased, better behavior and higher motivation towards their academic work.

2.2 Sports Participation, Youth and Higher Education (HE)

Many parents believe that participating in youth sports is important to a child's development. After-school programs offered as an effective way to help young people participate in constructive and meaningful activities, like sports. Simpkins, Ripke, Huston and Eccles (2005) demonstrated that adolescents who participate in these activities have lower school absenteeism, less likely to drop out and more likely to attend college than who do not participate in sports. Harrison and Naryan (2003) argued that students involved in other activities which combine with sports were less likely to involve in alcohol consumption and tobacco use. Team sports are beneficial to youths in other areas of life not just physical aspects.

Sport England (2014a) claimed that a high proportion of young people regularly take part in sport, and remain a need to raise the percentage of 14-25 year olds playing sports once a week to benefit health and help achieve other social policy goals. Coalter (2013) demonstrated that the rate of sports participation among the general population including young people, in Britain since the late 1980s have remained relatively unchanged.

Haase, Steptoe, Sallis and Wardle (2004) has indicated that students with higher education (HE) qualifications are more likely to participate in sports than those who do not have such qualifications. Warde (2006) indicated that student who attend HE was more likely to be present-day participants and remain sports-active into later life than those who leave education once they reach the minimum school-leaving age. Rowe (2015) demonstrated that since 1970s, youths and adult sports participation rates remain relatively static which was supported by a sustained period of government investment in local authority sports facilities and other policy initiatives.

Coalter (2013) stated that young people who remain in HE are more likely to participate in sports into their late teenage years and early twenties. It is unclear that the process has not been associated with increased participation among adults and youth in Britain. It is particularly significant that the university students are more likely to become present-day sports participants and remain sports-active into later life, and then one might have expected to observe increases in participation by youths over the last three decades. Since this has not happened, definitive conclusions about whether there is a HE effect on sports participation and what these effects cannot yet be drawn.

Irwin (2014) has argued that the assumed relationship between sports participation and attending HE has been investigated previously in several countries because participation has been shown to decrease significantly between the age range of university students. Gidlow, Johnston, Crone, Ellis and James (2006) has demonstrated that a central finding of these investigations has been that those most likely to participate in sports are from the higher socio-economic groups and have stayed in education after the minimum school-leaving age. Van Tuyckom and Scheerder (2010a, 2010b) noted that 69% of those who completed their education after the age of 21 in the European Member States were currently sports-active compared to 39% of those who did so before age 15. Breivik and Hellevik (2014) have demonstrated that other studies of European sports participation have confirmed the observation that those with higher levels of education are more likely to be sports-active, including in Norway and Denmark. Lunn, Kelly and Fitzpatrick (2013) have demonstrated that the sporting advantage associated with staying on longer in full-time education.

Although levels of sports participation are typically higher amongst students of HE, they do however vary according to gender. For example, as Haase et al. (2004)

concluded from their questionnaire study of leisure-time physical activity amongst 19,298 students (aged 17-30-years-old) attending a non-representative sample of universities in 23 countries, males were statistically more likely to be active sports participants and females as currently inactive in 16 of the countries surveyed. However, inactivity and active participation varied widely between countries: 'ranging from 11% (Belgium) to 41% (Portugal and South Africa) among men, and from 15% (USA) to 65% (Portugal) among women' (Haase et al., 2004).

Warde (2006) stated that the more advanced the educational qualification, the more likely they are to participate in sport. Coalter (2013) has demonstrated that it is clear from the findings of several studies, the longer they stay in full-time education, the more likely they are to participate in sport and the less likely they are to drop out in the future. Warde (2006) has argued that some HE institutions often develop a taste for sport among their students because of their particular sporting histories, reputations and traditions which are locally accorded prestige.

Downward, Lera-López and Rasciute (2014) have noted that satisfaction with university sports facilities might be important for female students. Burke, Carron and Eys (2006) have demonstrated that the presence of mutually supportive friends makes a meaningful impact on students' propensity for sports participation.

2.3 Self-Efficacy Theory and Sports Performance

Bandura (1977) demonstrated that self-efficacy as the belief in one's ability to achieve a specific outcome and it is the individual's confidence in their ability to complete a task or achieve a goal. This theory plays a significant role for athletes and athletic performance. Biddle (1992) demonstrated that there is an inverse relationship between self-efficacy and drop out from sports programs that is, when a person has high self-efficacy, that person has a low chance of dropping out from sports programs. According to Bandura (1977) self-efficacy is influenced by four main sources of information, including (i) Past Performance accomplishment, (ii) Vicarious Experience (modeling), (iii) Verbal/Social Persuasion and (iv) Emotional Arousal.

"Past performance accomplishments are considered to be the most influential source of efficacy information because they are based on one's own previous experiences. That success raises efficacy beliefs and failures lower them. For example, football players practice playing football over and over. This can build a sense of mastery and muscle memory and enhances self-efficacy." (Bandura, 1977)

Feltz, Landers & Raeder (1979) and McAuley (1985) demonstrated that vicarious experience is a kind of seeing someone successful and it can raise the others' self-efficacy. It can also enhance the self-efficacy and lead to enhanced performance.

Redmond (2010) stated that verbal/social persuasion is a form of influence by encouragement and discouragement pertaining to individual's performance or ability to perform. It is a kind of encouraging and motivating the athletes through positive talk.

“A positive mood will enhance the performance and negative mood will weaken it. An athlete's positive mood can lead to achieve success. One's emotional, physical and psychological well-being can influence their situation of self-efficacy.” (Bandura, 1977)

2.4 Sports and Sustainable Development Goals (SDGs)

The United Nations (UN) has recognized and supported the important contributions of sports to development and peace. The processes and milestones led to the historic adoption of the 2030 Agenda for Sustainable Development and its 17 Sustainable Development Goals (SDGs) in 2015 which were followed by the Sports for Development and Peace community. And it has strong interest and a commitment to continue using sports as a unique tool to support this new global plan of action. Maximizing the contribution of sport for a better and peaceful world, sport will continue to advance development as a powerful enabler of the SDGs. Sport's potential should therefore be revisited for sustainable development in order to promote synergy, coherence and harmonization of programmes for the implementation of the SDGs. (United Nations, 2016)

The 2030 Agenda for SDGs stated that sport is also an important enabler of sustainable development. Recognize the growing contribution of sports to the realization of development and peace in its promotion of tolerance and respect and the contributions. It makes to the empowerment of women and youths as well as to health, education and social inclusion objectives.

United Nations Office on Sports for Development and Peace demonstrated that sports values fairness and respect which can build on fair competitions and support an equal sharing of resources. Sports can also promote personal well-being and encourage social inclusion. It encourages not only youths but also the elderly, to

adopt active lifestyle. Sports can encourage the equal participation of women and people with disabilities because it is a powerful awareness for gender equality. It can promote better gender relations and cooperation. It can also offer opportunities for economic growth, decent employment and can help to promote participation in society and community engagement. (United Nations, 2016)

2.5 Reducing Crime through Organized Sport

Jamieson and Ross (2007) demonstrated that sports activities could reduce crime by giving them a positive identity, feelings of empowerment, teamwork and self-governance skills. Segrave and Hastad (1982) also demonstrated that there is an inverse relationship between sports and delinquency in college students. Increases in sports activity were associated with lower levels of delinquency.

According to Kirkcaldy, Shephard and Siefen (2002), the adolescents who involved in sports or physical activities normally use less cigarettes compared to those who are not. In this case, parents should encourage their children to involve in sports. Omelas (2007) said that parental engagement and parent - child communication have a good response towards their children's physical activities. "The government also needs to provide the facilities and space at neighborhood such as public parks, fields, and bicycle lanes and if the children and youths have such facilities nearby them, they can use their leisure time wisely." (Omelas, 2007)

2.6 Patterns and Trends in Sports Participation

Sport England, (2014a) stated that there have been substantial policy and financial investments made by governments in many countries which are intended to enhance sports participation among youths. Indeed, increasing mass sports participation has become the main objective of much sports policy internationally. Downward and Rasciute (2011) has demonstrated that the promotion of sports participation has also become a prominent feature of social and health policy internationally. Malcolm (2014) has argued that the main reason why citizens are urged to take part in physical activity is to improve health and reduce morbidity and mortality rates has increased at an exponential rate. A study of Norwegian adult sports participation between 1985 and 2011, Breivik and Hellevik, (2014) demonstrated that there has been a clear shift in the population toward more activity during leisure time and especially among females since 2005. Fridberg (2010) has been argued that adult

participation in sports and exercises has continuously increased on leisure time activities have been carried out. In relation to Finland, Hardman and Stensel (2009) have also noted that the proportion of both men and women engaging in high levels of leisure time physical activity has increased since 1972, as the proportion of women participating at a moderate level. Hardman and Stensel (2009) demonstrated that participation in sports or physical activity has increased over the past two decades among youths, working-age and elderly people. Downward and Rasciute, (2011) demonstrated that sports participation reached a point of stagnation in many countries throughout Europe, where the proportion of the population who engage in sport participation also varies quite substantially. For example, in a review of participation in the 27 European Union Member States in 2005, Van Tuyckom and Scheerder (2010a, 2010b) reported that, on average, (61%) of Europeans were actively participated in physical activities in leisure time during the previous seven days. The top five countries which are the highest proportion of sports active citizens were Finland, Netherlands, Austria, Lithuania and Germany. This compared to just under six-in-ten respondents from the UK (57%), while those countries with the fewest participants were Hungary, Greece, Malta, Romania and Portugal (vanTuyckom and Scheerder, 2010a, 2010b). Van Tuyckom and Scheerder (2010b) noted that East Europeans generally score less well with respect to leisure-time physical activity than West Europeans.

2.6.1 Social Inequalities in Sport Participation

Van Bottenburg Rijnen and Sterkenburg (2005) has suggested that while social inequalities such as gender, age, and ethnicity do not impact on participation uniformly, the social skewing in sport participation throughout Europe, North America, Africa, Asia, and Oceania are indeed closely related to socially structured sorts of inequality. Van Tuyckom & Scheerder, (2010a, 2010b) demonstrated that in Europe, the most likely sports participants are young men those with higher socio-economic status, levels of education and income, and people living in large towns. Dorling (2014) has argued that in the UK, where levels of income inequality are especially wide and Coalter (2007) has also argued that sports participation has also been described as becoming increasingly unequally distributed.

Delaney and Keaney (2005) summarized in Time Use Survey 2000 that the major social differences in sports participation within the UK, which are said to be characterized by

- A steep age effect with older people being substantially less likely to participate than younger people.
- Gender effect with women being substantially less likely to participate than men.
- Regional effects with those in high unemployment areas being less likely to participate.
- Income effects, with those on higher incomes being significantly more likely to participate.
- Ethnicity effects, with those from ethnic minorities being significantly less likely to participate.
- Education effects, with those with Degree being significantly more likely to participate than those with less education. (Delaney & Keaney 2005)

Widdop and Cutts (2013) demonstrated that gender and social class have persistently been identified as being among the most important sources of social division that impact on sports participation by youths. Fridberg (2010) has argued that women participate more than men in Norway. Widdop and Cutts (2013) demonstrated that in Britain, fewer women than men have historically participated in sports and women typically engage in a narrower range of sports. Sport England (2014b) has stated that between April 2013 and April 2014, (35.5%) of the adult population (aged 16 and above) participated at least once in 30 minutes of moderate intensity sports, but more males (41%) did so compared to females (30%). Adults aged 16-25 (55%) and who reported no life-limiting disability (39%) were also more likely to participate than those 26-years-old and above (18%) and disabled people (18%) respectively. Reporting on the findings of the 2005 Cultural Capital and Social Exclusion (CCSE) survey, Warde (2006) has also claimed that, in Britain, gender is the most powerful discriminating variable. Warde (2006) demonstrated that men were also over-represented in sports such as football and golf and were more likely to do a wider range of activities than females.

Coalter (2013) also noted that sports participation might be regarded as epiphenomenal, a secondary set of social practices dependent on and reflecting more fundamental structures, values and processes' associated with social inequalities in

the wider society. More particularly, in contrast to conventional analyses of participation data, which often fail to consider the implications of understanding the relationships between forms of social inequality and leisure-sport participation, and various aspects of inequality typically precede such participation. Wilkinson and Pickett (2010) demonstrated that many of the roots of inequalities in sport participation undertaken in leisure contexts are most likely to be found within the structure of the wider society, where the scale of material inequalities and cultural differences are formed.

2.6.2 Sport Participation and Life Transitions

Engberg, Alen, Kukkonen-Harjula, Peltomen, Tikkanen and Pekkarinen (2012) demonstrated that the impact of various social inequalities is compounded to a greater or lesser degree, by major life events and socially structured life-transitions that characterized the life-course and which have consistently been shown to impact on participation in sports and leisure activities. Roberts and Brodie (1992) noted that drop-out from sports participation occurs in all age groups, but the heaviest drop-out is among youths and young adults. Roberts and Brodie, (1992) demonstrated that the changing nature of participation and the activities undertaken during the transition from youths to young adults were strongly related to the individualization of people's lifestyles and to their current life-stages. Team games were popular until the end of statutory schooling when participation in these activities became no longer organizationally convenient.

“Adults who remained in sports instead began to undertake more flexible and individually-orientated sports (e.g. badminton) and lifestyle activities (e.g. swimming and gym) that could be accommodated within broader changes in their leisure lifestyles and were more likely to survive the transition into young adulthood.” (Roberts & Brodie,1992). Roberts and Brodie, (1992) also stated that those whose participation lapsed altogether in conjunction with an increasing engagement in home-based and health-threatening leisure, adults who experienced undisrupted leisure-sports careers did so largely as a result of experiences in the sports during childhood and youths.

More specifically, Roberts and Brodie (1992) also noted the main characteristic that distinguished adults' early sports socialization and continued participation was the number of different sports that they had played regularly and in

which they became proficient during childhood and youth that is, adults who engaged in one or more sports during every year from age 16 to 30 and continued to play regularly up to at least age 35. The entire leisure sport careers were less vulnerable to disruption. Roberts and Brodie (1992) stated that childhood and youth were strongly related to gender, males being more likely to engage in leisure sports and continue participating at a later age, and have more continuous leisure sports careers than women. Roberts and Brodie (1992) also observed that social class makes the most decisive impact on sports participation during the critical life stages of childhood, youth and young adulthood, and more likely to continue participating during adulthood. "Unless leisure-sports had been adopted during and survived the major life phases preceding adulthood, then adults were unlikely to restructure their leisure to accommodate, their participation and the greater the number of life events that individuals experienced the greater their likelihood of increasing their participation in non-sporting leisure."(Roberts & Brodie, 1992)

In a more recent study of 3,080 adults (aged above 18) in Ireland, Lunn (2010) argued that life course changes in sports participation can be represented by the 'sports hill', where there is an identifiable kink in participation at age 11 that reaches a peak at age 15, before falling off sharply during the late teenage years, followed by a 'decline throughout adulthood which is steeper in earlier adulthood and shallower in middle age' (Lunn, 2010). In this regard, Lunn (2010) suggested that participation as a child and as a young adult appears to be strongly related to transitions into and out of educational institutions, with transitions into and out of participation in sports, occurring more steadily after age 20. And also suggested that the changes in adults' participation also varied according to the kinds of sports undertaken, with team sports accounting for the peak in participation and then the steep decline observed at age 15, while engagement in individual activities did not peak until age 20 and declined far more gradually. Lunn (2010) also stated that sex-related differences in adults' leisure-sport careers were also evident, with females being more likely than males to take up team sports later, towards the beginning of secondary school, before quickly dropping out again by the end of compulsory schooling. These differences in participation was much narrower for individual activities, which were undertaken by substantial numbers of males and females who were much less likely to drop out of these activities than more team-oriented sports. These sex-related inequalities in participation varied over the life course;" The

impact of social class (as measured by educational attainment separately, and when combined with income) was also significant; those who had higher educational attainment and income reported much higher participation rates during late adolescence, especially for individual activities, and were more likely to be active during adulthood than those lower down the social ladder (Lunn, 2010). In other words, as Lunn (2013) have noted that the overall level of participation in sports and physical exercise among the population of Ireland is not determined by how active our children are, important though that is, but by what happens to them as they progress through life.

2.6.3 Club Sport and the Individualization of Participation

Haudenhuyse, Theeboom, Nols and Coussée (2014) demonstrated that in many countries (especially in Europe) much youth sports is organized by sports clubs which are frequently regarded in public policy as important mechanisms for promoting sport participation and Coalter (2013) demonstrated that for developing forms of social capital whether bonding, bridging or linking social capital, sports clubs are important mechanisms. Coalter (2013) has argued that sports clubs vary including in the sports and participants represented with those in Germany, Netherlands and Scandinavia being more likely to be multi-sports in nature and attract a diverse range of participants. Delaney and Keaney, (2005) demonstrated that the membership of sports clubs has also been shown to be higher in Britain compared to other European countries, and Coalter (2007) has also demonstrated that many are often biased towards the professional and managerial groups who are drawn disproportionately from the higher social classes. Club-based sports are undertaken by a minority of committed participants who may benefit from the degree to which clubs facilitate or limit the development of forms of social capital.

Nichols and Collins (2005) have noted that being a member of an arts group or sports team club is not of itself evidence of producing social capital indeed, sports clubs are very often seen as being mutual self-help entities, autonomous and substantially consuming what they have themselves produced. In this regard, Nichols and Collins (2005) have suggested that sports clubs are often regarded as being better able to develop bonding capital, rather than other forms of capital, because their subcultures are strong and attract likeminded and sometimes similar people. It is also the case that the people who constitute sports clubs may bring in friends but

make few via the club, and have little interest in wider issues. Tonts (2005) also demonstrated that participation in sports provides access to social networks and helps provide a sense of connectivity amongst residents. Students could learn to respect each other, help each other, think of other people, encourage each group members and learn good values through strong social bonding among team members.

2.6.4 Sports and Women

WHO (2007c) stated that participation in sports and physical activity can also facilitate good physical and mental health for women of all ages. Oglesby and Carole (2006) stated that the Egyptian Government established 37 sports centers for women over 35 years of age to promote older women's participation in sports and physical activity. And many old women visit local parks to participate in group exercise. Through these activities, they can improve their fitness and build social networks.

According to the United Nations (UN) Inter-Agency Task Force on Sport for Development and Peace (2003), the relationship between gender equality and sports is not only about achieving equality in women's participation but also about promoting sports for gender equality or harnessing the potential of sports for social empowerment of women. Oglesby and Carole (2006) stated that participation in sports enables them to enjoy freedom and increase self-esteem and self-confidence. "Sport can also serve as a vehicle to improve women's leadership roles, decision making skills, management skills and negotiation skills." (Sabo, Miller, Farrell, Barnes & Melnick 1998).

Sport is a kind of fundamental human rights and all the people can feel free to participate in it. Sport has a huge potential to empower women and participation in sports can help women's self-esteem, contribute to the development of leadership skills, motivation, teamwork and responsibility. Participation in sports can prevent women from diseases. In Human Resource Development, not only the role of men but also the role woman is important too. So, to enhance the empowerment of women, it is very about their mental skills and in this case, sports can support both physical and mental skills. (United Nations, 2007)

Women, Gender Equality and Sport, 2007 stated that women's participation in sports has a long history and marked by discrimination and important advances for gender equality and empowerment of women and girls. "The health benefits of

women's participation in physical activity and sports are well established. Participation in sport and physical activity can prevent from non-communicable diseases.” (United Nations, 2007)

The International Olympic Committee (IOC) (2021) stated that in 1995, IOC established a Working Group on Women and Sport and it also held its first World conference on Women and Sport. The objectives of these conferences were to (i) create awareness about women's role in sport, (ii) assess the progress made in the area of gender equality in sport and, (iii) define future priority actions to promote women in sport. The very first Olympic Games that was participated by women was held in Paris in 1900. “Nowadays, the number of women participating in sports has increased mainly due to (i) awareness of health issues, (ii) awareness of the positive impact of sports, (iii) a chance to get out of the house, (iv) a chance to socialize, (v) a sense of equality with men.” (IOC, 2021)

CHAPTER III

SPORTS IN MYANMAR

3.1 The History of Myanmar Sports

The History of Myanmar Sports is going to be explained in six parts. Burma Athletic Association (BBA) was formed in 1941. BBA in Yangon and Upper Burma Athletic Association in Mandalay were taken part in the sports at that time. Since 1946, Burma Olympic Association has organized in Myanmar which was governed by General Aung San and Sir Hubert Rance as chairperson after that Myanmar participated in 1948, 14th London Olympic.

The National Fitness Council, (NFC) was officially founded in 1950. The purpose of NFC is “to pay special attention to the health of the whole nation and the physical fitness of youths.” Under the leadership of NFC, the state and division football games have been held in 1952. As the International Competitions, Southeast Asia boxing (1957) and 2nd Southeast Asia Sports (1961) were held in Myanmar.

Myanmar Sports and Physical Education Committee was established in 1964 and Minister of Sports took the role of chairman. Department of Sports and Physical Education was established in 1972 under the Ministry of Health. Starting from 1993, the Department of Sport and Physical Education has been transferred under the Ministry of Prime Minister Office. In 1996, Ministry of Sports was organized for the country’s sports affairs. President Htin Kyaw dissolved the Ministry of Sports (Myanmar) in April, 2016 and organized it under the Ministry of Health. After that, in May, 2016, it was renamed to Ministry of Health and Sports, regrouping both ministries in one governing body.

Myanmar first participated in London Olympic which was held after World War II in 1948. The London Olympic was participated by 59 countries, 4104 athletes and altogether 19 types of sports included. It was the very first step that Myanmar participated in international competition. (MOHS, 2017)

3.1.1 The Objectives and Strategies of Ministry of Health and Sports

To develop Myanmar Health and Sports sector, the Ministry of Health and Sport sets the following objectives and strategies

Objectives

- a. To enable every citizen to attain full life expectancy and enjoy longevity of life.
- b. To ensure that every citizen is free from diseases. (MOHS, 2017)

Strategies

1. Widespread dissemination of health information and education to reach the rural areas.
2. Enhancing disease prevention activities.
3. Providing effective treatment of prevailing diseases. (MOHS,2017)

3.2 Current Status of Sports in Myanmar

The Director-General of sports and physical education department reported that sport is like gardening a flower. It needs time, risk, loss and sacrifice.

Tun Zaw (2020) stated that the Chinese athletes are trained for eight years to become a good athlete. In this case, to be a good athlete, high schools are very fundamental. The high school students cannot be good athletes right now but in the future, they can be. So, high school teachers have responsibility to let students to participate in Physical Education time and teachers should attract them to participate in school activities.

In Myanmar, only a few athletes are trained since in high school. Most of the students have to learn school lessons in PE time instead of physical education. This can have some negative impacts on the students. Without doing any physical education, the students' bodies will not be developed well and the students will not have the awareness in sports. But nowadays high schools are more active in sports compare to the previous years. (Tun Zaw, 2020)

Sports can make to improve students' quality. By participating in sports, they can be active without boring, they can focus on their school lessons and can escape from depression. The positive impacts of physical activities and sports are not only to improve their physical skills but also to improve their mental skills. There are many

benefits that students receive from high school education. Physical Education and sports activities can make students to become responsible adults who are aware of the importance of a healthy lifestyle.

The National Sports Management Program (2020) defined that a country's sports status can describe its living condition. Participation in sports can reduce delinquency. Health can improve not only the physical conditions but also the social skills.

Myanmar Selected Veteran Athletes Association (2020) stated that the very first step to raise the national flag with sports is to develop the sports in basic education schools. These students may not become outstanding athletes right now but they might be in the future. So, the basic education schools should focus on sports in PE time.

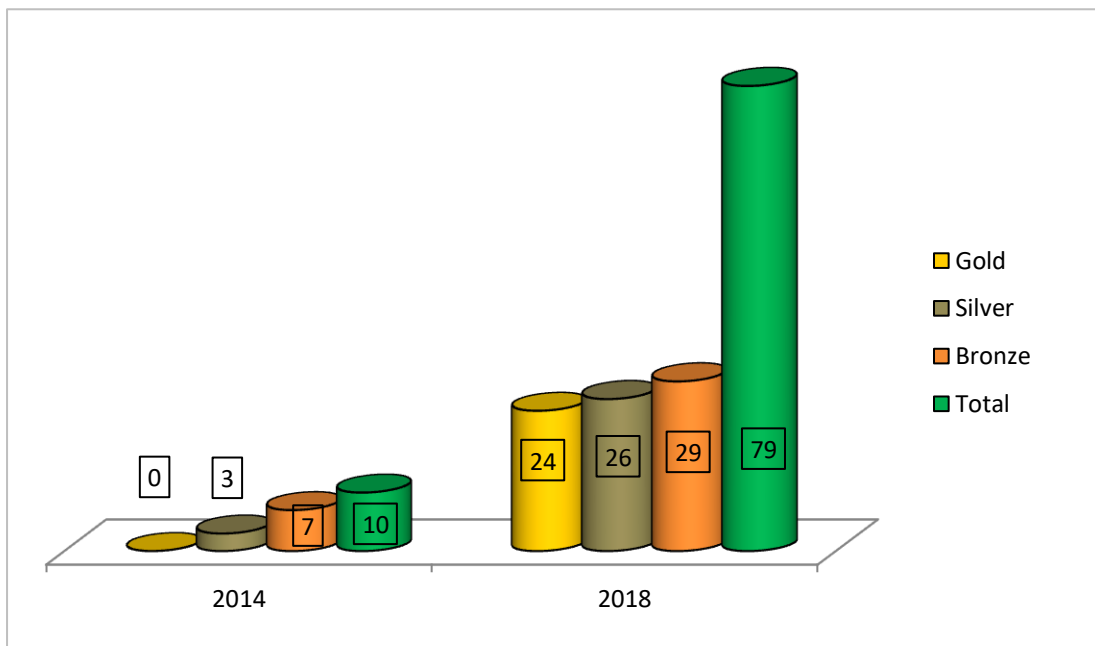
Myanmar Selected Veteran Athletes Association (2020) also demonstrated that female are more interested to participate in sports events compare to the past days and the most advancement award of 2018 was won by female Badminton Athlete Ma Thet Htar Thuzar.

Table (3.1) List of Medals won by Myanmar in 30th South East Asian Games (SEA Games), 2019

Medals by Sports					
Sr	Sport	Gold	Silver	Bronze	Total
1	Archery	0	3	2	5
2	Arnis	1	4	15	20
3	Athletics	0	1	2	3
4	Billiard and Snooker	2	1	3	6
5	Boxing	0	1	2	3
6	Canoeing	0	2	0	2
7	Chess	0	0	1	1
8	Football	0	0	2	2
9	Indoor Hockey	0	0	1	1
10	Judo	0	2	3	5
11	Karate	0	0	1	1
12	Kurash	0	0	1	1
13	Pe'tanque	0	0	1	1
14	Rowing	0	0	2	2
15	Sailing	0	0	1	1
16	Sepak Takraw	0	1	2	3
17	Taekwondo	0	0	4	4
18	Traditional Boat Race	1	1	2	4
19	Weightlifting	0	1	0	1
20	Wrestling	0	0	3	3
21	Wushu	0	1	3	4
Total		4	18	51	73

Source: https://stringfixer.com/nl/2019_Southeast_Asian_Games

Figure (3.1) Medal Lists of Myanmar University Athletes in AUG 2018



Source: https://en.wikipedia.org/wiki/ASEAN_University_Games#2014

3.3 The Role of Sports at University Level / Higher Education Level

The sport officer of Hinthada University argued that the main reasons for the university sports are to become a good friendship between university students, participate in sports with a good sport spirit, to become the new generation of athletes from the university sports and to be formed university selection team. If a student do the training regularly, he can not only participate in ASEAN University Game but also he can be a good athlete in the future.

The university sports competitions are needed to be held systematically. The government needs to support the sports facilities, should reward the outstanding athletes and let the outstanding athletes to participate international competition. The universities need more skillful sports officers and coaches.

The sport officer of Dagon University argued that the students are very active in sport and not only they participate in training but also they compete in the competitions. About 75% of the sports are actively participating in various types of sports. The stadium needs to be extended because about 100-150 students use the stadium per day.

Table (3.2) List of Dagon University Students who have Won National and International Competitions (2018-2019)

Sr	Name	University Name	Prize	Types of Sports
1.	Mg Aung Min Khant	Dagon University	Third (Team)	Chess
2.	Ma Su Yati	Dagon University	Second (Team) Second (Single)	Tennis
3.	Mg Win Ko	Dagon University	Third (Team)	Sepak takraw
4.	Mg Pyae Sone Aung	Dagon University	Third (Team)	Sepak takraw
5.	Ma Ei Yadanar Phyo	Dagon University	Third (Team)	Table Tennis
6.	Mg Arkar Linn Myat	Dagon University	Third (Team)	Football
7.	Mg Hlwan Moe Oo	Dagon University	Third (Team)	Football
8.	Mg Htet Zaw Phone	Dagon University	Third (Team)	Chess
9.	Ma Hnin Wuttye Hlaing	Dagon University	First (Team) Third (Single)	Table Tennis
10.	Ma Thazin Myint	Dagon University	Third (Team)	Sepak takraw
11.	Ma Thet Hmuu Kyal Zin	Dagon University	First, Second	Chess
12.	Ma Hnin Aye Wai	Dagon University	Second (2)	Shooting
13.	Ma Aye Aye Khin	Dagon University	Third (2)	Karate
14.	Ma Seint Yadanar	Dagon University	Second, Third	Golf
15.	Mg Soe Yarzar Htet	Dagon University	First	Judo
16.	Mg Thuya Soe Kyaw	Dagon University	Third	Judo
17.	Ma Hlaing Hlaing Tun	Dagon University	Second	Athletics
18.	Ma Hnin Ei	Dagon University	Third	Athletics
19.	Mg Nway Moe Aung	Dagon University	First	Basketball
20.	Ma Nan Khin Sandar Linn	Dagon University	Third	Basketball
21.	Ma Phyu Phyu Mar	Dagon University	Third	Gun Shooting
22.	Mg Phyo Mg Mg	Dagon University	First, Third	Karate

Source: Dagon University (2019)

3.4 The Role of Sports at Basic Education Level

Kyaw Khin (2019) argued that the reasons for declining the role of university sports and the following statements are needed to be support. As the high school sports is a kind of grass roots level, to develop the high school sports is the foundation of university sports. If high school sports are not developed, the university sports will never be developed. (Myanmar Selected Veteran Athletes Association, 2019)

The reason for the importance of sports at basic education level is that physical education improves the quality of children. The sports can contribute to students to become responsible adults who are aware of the importance of a healthy lifestyle. Children who play sports are better able to concentrate and maintain focus, which has a positive impact on their academic life. Sports can also help the children to make wise decisions concerning their safety, health, and wellbeing. (Myanmar Selected Veteran Athletes Association, 2020)

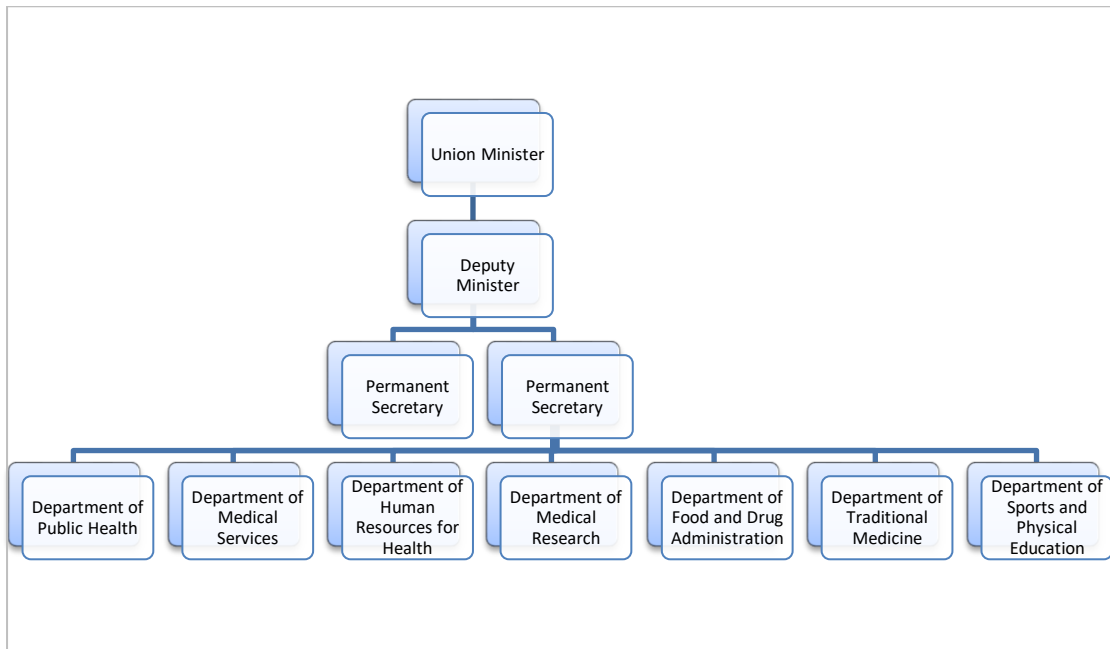
Tun Zaw (2020) stated that children can get the following benefits from physical education. (i) improve physical fitness, (ii) Skill and Biomotor skills development, (iii) provides regular, healthful physical activity, (iv) teaches self-discipline, (v) facilitates development of student responsibility for health and fitness. (Myanmar Selected Veteran Athletes Association, 2020)

3.5 Organization Structure and Activities of MOHS

The Ministry of Health and Sports has seven departments. Department of Public Health, Department of Medical Services, Department of Human Resources for Health, Department of Medical Research, Department of Food and Drug Administration, Department of Traditional Medicine and Department of Sports and Physical Education.

Deputy Minister of Health and Sports was a Burmese physician and former badminton player. She culminated in 15 years of International representation in badminton for Myanmar team. She was a student from Yangon Institute of Medicine (1) and graduate since 1882. She serves as the vice president of Myanmar Badminton Federation.

Figure (3.2) Organization Chart of MOHS (2019)



Source: Ministry of Health and Sports (2019)

3.6 Activities of MOHS during Covid-19 Pandemic

Ministry of Health and Sport organized the physical fitness dance virtual competition under the community sporting programme. The objective of this competition is to encourage physical activity for health and well-being in the community and to promote public health during the Covid-19 crisis. The competition has taken place between 11 November 2020 and 19 February 2021. The participants can learn the dance steps through the video uploaded by sports officers. The person who wins the first prize will be awarded Kyats 2 Million; the second prize winner will be awarded Kyats 1.7 Million, Kyats 1.5 Million for the third prize and the Kyats 1 Million as consolation prizes to 15 participants. (Global New Light of Myanmar, 2020)

Department of Sports and Physical Education is currently participating in 20th ASEAN University Games (AUG), 2022 which is held in Ubon Ratchathani, Thailand from 26th July to 6th August. Thirty-three university athletes from Myanmar competes four kinds of sports Football, Wushu, Archery and Sepak Takraw which have chances to win. (Pyone Play sports, 2020)

Table (3.3) List of Medals in 20th ASEAN University Games (AUG)

Country	Medals			Total
	Gold	Silver	Bronze	
Myanmar	2	2	2	6

Source: <https://aug20th2022report.ubru.ac.th/report>

According to Table (3.2) Myanmar athletes won six medals in 20th AUG. Myanmar University Wushu Sports Team won two gold medals, two silver medals and one bronze medal. Myanmar University Football Team won Bronze medal in 20th AUG.

CHAPTER IV

SURVEY ANALYSIS

4.1 Survey Profile

Dagon University is located in Dagon Myothit (East) which is located in the easternmost part of Yangon, Myanmar. The township comprises 54 wards and three village tracts. It shares borders with Hlegu Township in the north, North Dagon Township in the west and South Dagon Township in the south and west. The area of Dagon Myothit (East) is 91.03km². It is one of the new satellite towns founded in 1989 by the military government that came to power in 1988. It is still largely underdeveloped and lacks basic municipal services. The township has 19 primary schools, four middle schools, two high schools and one university called Dagon University.

There are altogether 26 Universities in Yangon. Among Universities, this study was conducted at Dagon University from Dagon Myothit (East) because it has a large amount of students and their students usually achieve awards in Universities Games.

Dagon University is situated on Min Ye Kyaw Swar Road, Ward No. (133), Dagon Myothit (East). The University campus is about 6.4km² in the outskirts of Yangon and it is one of the largest campuses in the country.

Dagon University was established in 1993 and it has now a capacity of twenty thousand (day students). It is an Arts and Sciences University. There are altogether 19 majors and it offers both Bachelor's and Master's degree programs.

The mission of Dagon University is to produce outstanding graduate students who are well-integrated with intellectual growth, emotional growth and good citizenship, and enable to build a modern and developed a democratic nation with prosperity and tranquility. The vision is to be the University which can create a good academic atmosphere that is relied and valued by society and that can shape to build a modern and developed democratic nation.

4.2 Survey Design

In this study, it was used simple random sampling method to collect the survey data. The respondents were the students who were attending at different major specialization of Dagon University in 2019-2020 academic year. The sample size was about 250 students which was collected from the total population of 27,367 students in Dagon University at 2019-2020 academic year.

Then, the survey questionnaires were randomly distributed to sample respondents (students) during the survey period in January to February, 2020. Before data collection, study purpose was explained and students were asked to complete the questionnaire. From the survey, there was remained only 222 questionnaires as the sample size and 28 questionnaires were rejected because some questions are skipped and did not answer.

The survey questionnaire consisted of three sections: the first is focused on demographic information of the students, the second is focused on interests on participation and attitude to sports and the third section focused on the students' opinions on difficulties to participate in sports. Likert scale was applied with referring to the number of respondents and evaluation ranging from "strongly disagree, disagree, neutral, agree and strongly agree. The questionnaire is presented in Appendices.

4.3 Survey Result

4.3.1 Demographic Information of the Respondents

According to the questionnaires, demographic characteristics of students are presented by gender, age, fields of study, academic year and residing on hostels. The detailed information is illustrated in table (4.1).

Table (4.1) Demographic Information of Respondents

Attribute	Category	No of Respondents	Percentage (%)
Gender	Male	63	28.38
	Female	159	71.62
	Total	222	100

Table (4.1) Demographic Information of Respondents (Continued)

Attribute	Category	No of Respondents	Percentage (%)
Age	17-19	126	56.76
	20-22	68	30.63
	23 and above	28	12.61
	Total	222	100
Academic Year of the Study	1 st Year	61	27.48
	2 nd Year	54	24.32
	3 rd Year	26	11.71
	4 th Year	45	20.27
	Others	36	16.22
	Total	222	100
Residing on Hostels	Yes	6	2.8
	No	216	97.3
	Total	222	100

Source: Survey Data (2020)

According to the table (4.1), the demographic information data expressed the background of the respondents in terms of gender, age, academic year of the study and residing on hostels.

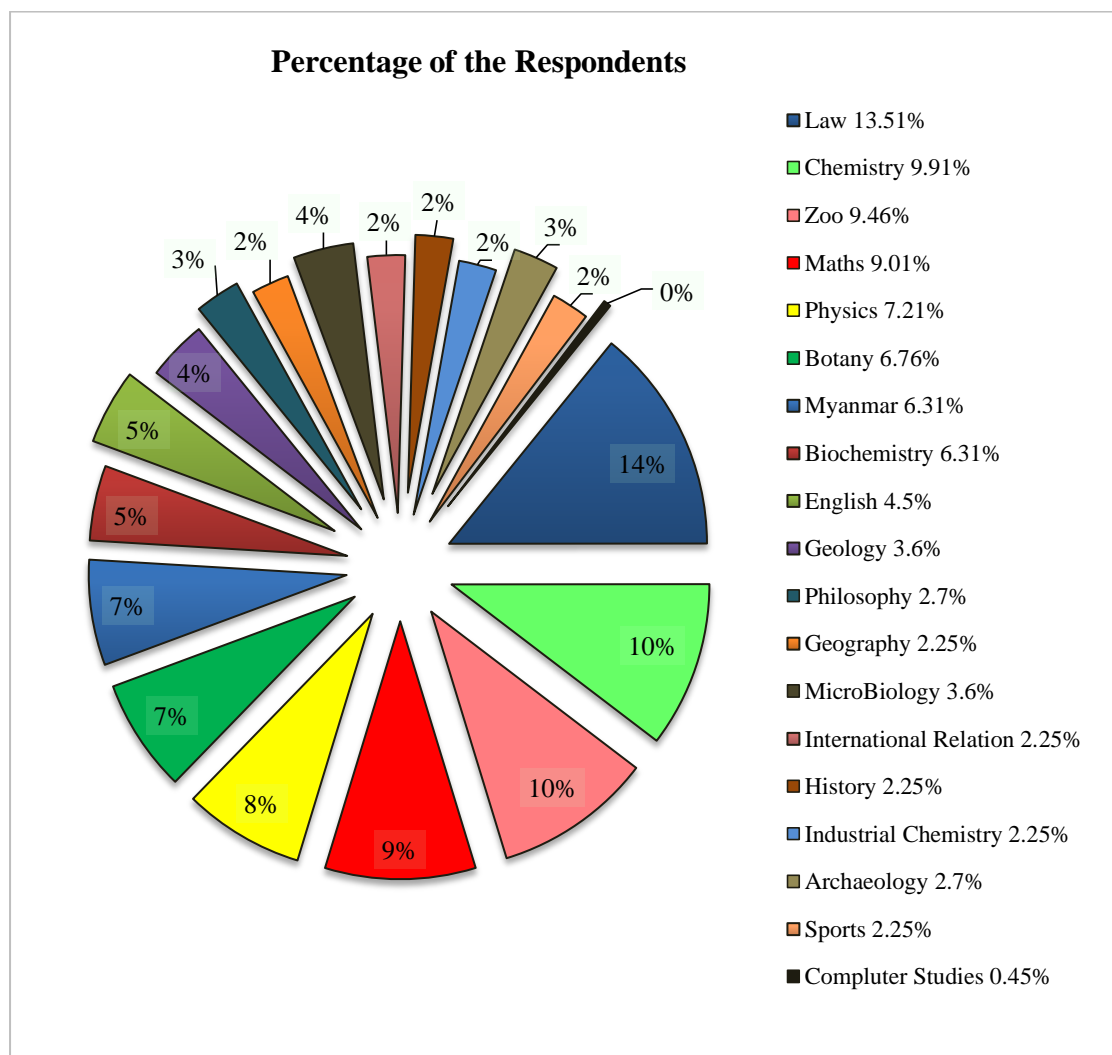
In terms of gender, most of the respondents 71.62% were female and the rest respondents 28.38% were male.

In the case of respondents' age, 17-19 years old were 56.76% and 126 respondents in number. The age of 20-22 years was 30.63% and 68 respondents in number. The age 23 and above were 12.61% and it represents 28 respondents.

There are altogether 61 respondents from the first year and it was about 27.48%, 54 respondents from the second year and it was about 24.32%, 26 respondents from the third year and it was about 11.71%, 45 respondents were from the fourth year and it was about 20.27% and the others were 36 respondents and it was about 16.22%.

And then, looking at whether the respondents are residing on hostels or not. There were 6 respondents residing on hostels and it was about 2.8% and 216 respondents were not residing on hostels and it was about 97.3%.

Figure (4.1) Fields of the Study of the Respondents



Source: Survey Data (2020)

According to the figure (4.1) most of the respondents are from Law as a result of 13.51% of the respondents. The second one is Chemistry as a result of 9.91% of the respondents. And then, the third one is Zoology with a result of 9.46%. Only 0.45% of the respondents are from Computer Studies.

4.3.2 Interest on Participation and Attitude to Sports

Table (4.2) Interest on Participation and Attitude to Sports

Attribute	Category	Number of Respondents	Percentage of Sample Students (%)
Participate in sports (currently)	Yes	66	29.73
	No	156	70.27
	Total	222	100
Participate in sports (high school)	Yes	137	61.71
	No	85	38.29
	Total	222	100

Source: Survey Data (2020)

Overall students, only 29.73% of sample students are currently participating in sports and 70.27% were not currently participate in sports.

Overall students, about 61.71% of students participated in sports in the previous high school and 38.29% of students did not participate in the previous high school.

Table (4.3) Types of Sports of Respondents Participate in Previous High School Life

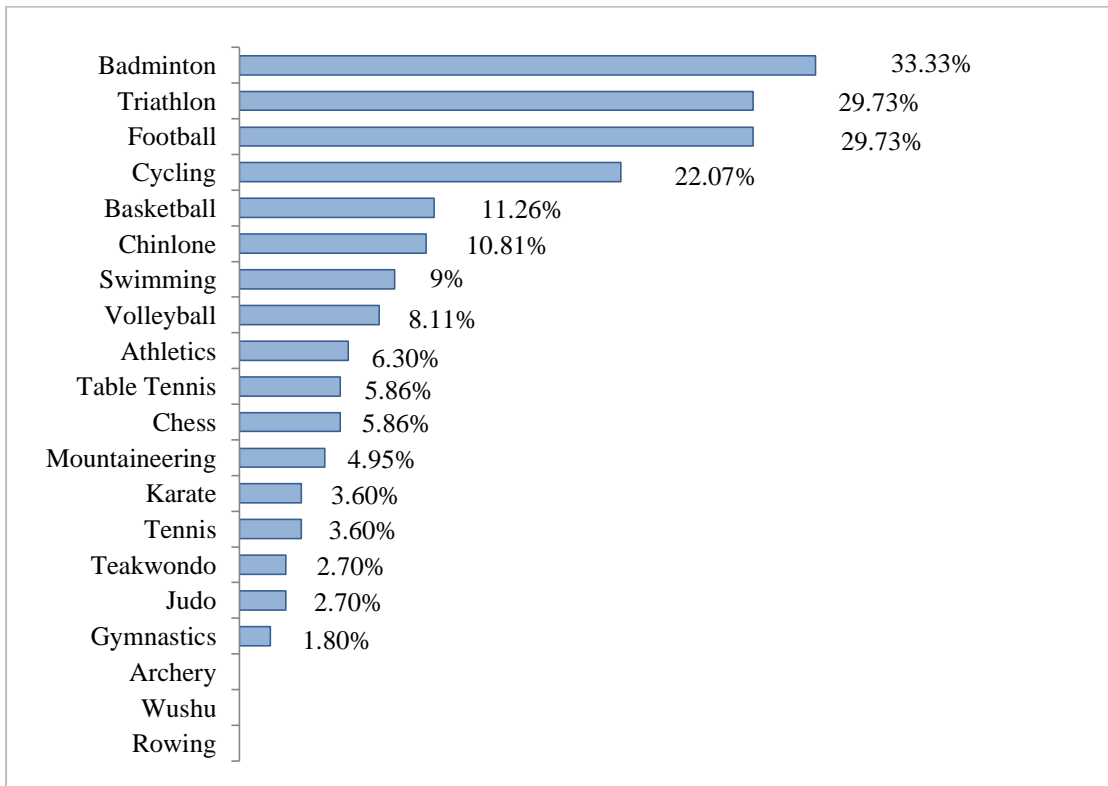
Types of Sports that respondents participate in high school	Number of Respondents	Percentage of Sample Students (%)
Badminton	74	33.33
Football	66	29.73
Triathlon	66	29.73
Cycling	49	22.07
Basketball	25	11.26
Chinlone	24	10.81
Swimming	20	9
Volleyball	18	8.11
Athletics	14	6.3
Table Tennis	13	5.86
Chess	13	5.86
Mountaineering	11	4.95
Tennis	8	3.6
Karate	8	3.6
Judo	6	2.7
Teakwondo	6	2.7
Gymnastics	4	1.8
Archery	0	0
Wushu	0	0
Rowing	0	0

Source: Survey Data (2020)

The types of sports that most of the respondents participate in Badminton and 74 students are participated in it. The second highest participation is Football and Triathlon. The third highest is cycling. And no one participates in Rowing, Wushu and Archery.

Some respondents participate in two or three types of sports.

Figure (4.2) Types of Sports that Respondents Participate in Previous High School



Source: Survey Data (2020)

According to the figure (4.2), 33.33% of the respondents played Badminton in previous high school life. It is the kind of sports that students participated most in the previous high school. 29.73% of respondents participated in Football and Triathlon in the previous high school. It is the second-highest participant. None of the respondents participated in Rowing, Wushu and Archery in their previous high school. 22.07% of respondents participated in cycling in the previous high school life. Only 1.8% of the respondents participated in Gymnastics.

4.3.3 Reasons for Participating in Sports

Table (4.4) Reasons for Participating in Sports

No	Reasons	SD (%)	D (%)	N (%)	A (%)	SA (%)	Mean
1	Feeling of well-being	4.95	5.41	23.42	45.50	20.72	3.72
2	Releases Stress	3.60	6.76	21.17	20.70	22.52	3.77
3	Helps keeping fits	5.41	2.70	14.86	42.34	36.68	1.24
4	Parents' support	10.36	21.17	46.85	8.52	3.60	3.85
5	Increases Physical abilities	9.00	11.26	38.29	29.28	12.16	2.67
6	Friends' participation	6.76	14.86	31.08	36.06	10.81	2.47
7	Can meet new friends	6.76	9.46	22.07	43.24	18.02	1.79
8	Like competition	5.86	7.68	34.68	31.53	19.82	2.40
9	Like prizes	4.05	5.86	37.39	29.73	21.62	2.42
Overall Mean							2.7

(SD: Strongly Disagree, D: Disagree, N: Neutral, A: Agree, SA: Strongly Agree)

Source: Survey Data (2020)

According to the table (4.4), the main reason for participating in sports is because of the parents' support as a result of the mean value is 3.85. The other reason for participating in sports is that it releases stress as a result of mean value of 3.77.

According to the analysis on the above table, the respondents recommended that the next reason for participating in sports is because of the feeling of well-being which is strongly agreed by 22.02% of the respondents with the mean value 3.72.

The respondents answered that reasons for participating in sports are because of can meet new friends with the mean of only 1.79.

According to table (4.4), the reasons for students to participate in sports mainly depended on the parents' support; feeling of well-being and sports reduces stress, because of its high mean scores.

According to table (4.4), the mean score is lowest in helps to keep fits and can meet new friends. It means that most of the students have less awareness about the sports that can make their body fit, as well as, the students have poor knowledge about that they can expand the relationship with new friends by participating in sports.

According to the overall mean value from the above table, it indicates that only three factors of parents' support, feeling of well-being and sports reduces stress are strongly influences on the reasons for participating but most of the factors are moderately influence by respondents' participation in sports.

4.3.4 Reasons for Not Participating in Sports

Table (4.5) Reasons for Not Participating in Sports

No	Reasons	SD (%)	D (%)	N (%)	A (%)	SA (%)	Mean
1	Don't have sporting habits	6.76	19.82	41.89	25.23	6.31	3.05
2	Academic commitments don't give me time to do so	5.41	11.71	35.59	33.78	13.51	3.38
3	Equipment needed is too expensive	5.41	11.26	37.39	33.33	12.61	3.36
4	No facilities	2.70	13.96	33.78	34.23	15.32	3.45
5	Sports are childish	41	38.29	14.86	2.25	3.6	1.89
6	Friends' participation	36.04	39.19	19.37	3.15	2.25	1.96
7	Sports is waste of time	10.36	30.18	41.44	15.32	2.7	2.30
8	Parents don't let to participate	12.16	30.18	38.29	16.67	2.7	2.66
9	Health issues	13.06	32.88	36.94	14.41	2.7	2.61
10	Risk of injuries	13.06	27.03	36.04	19.37	4.5	2.75
11	Sports attire exposes body	13.07	24.32	39.64	16.22	6.76	2.79
Overall Mean							2.78

(SD: Strongly Disagree, D: Disagree, N: Neutral, A: Agree, SA: Strongly Agree)

Source: Survey Data (2020)

According to the data analysis on the above table, the main reason for not participating in sports is because there are no facilities for various sports activities, the equipment needed for sports is too expensive and the academic commitments don't give time to do sports. Their mean score is between 3.3 and 3.5.

The other reasons for not participating in sports are because of the students' health issues, risk injuries and the sports attire exposes the body. Their mean scores are between 2.6 and 2.8.

According to analyzing on the above table, the major reasons for that not participating in sports are because of no facilities, academic commitments and the equipment needed for sports is very expensive. The minor reasons for not participating in sports is that some students thought that sports are childish and because their friends do not participate.

4.3.5 Students' Opinion on Difficulties to Participate in Sports

Table (4.6) Students' Opinion on Difficulties

Attribute	Category	No: of Respondents	Percentage (%)
Balance between sports and academic responsibilities	Extremely difficult	13	5.86
	Very difficult	18	8.11
	Somewhat difficult	112	50.45
	Not so difficult	61	27.48
	Not at all difficult	18	8.11
	Total	222	100
Pressure that parents put on athletes in your student life	Too much	7	3.15
	The right amount	79	35.59
	Neutral	0	0
	Too little	136	61.26
	No pressure	15	6.76
	Total	222	100
Teacher's understanding about your athletic responsibilities	Extremely understanding	20	9.01
	Very understanding	40	18.01
	Somewhat understanding	126	56.76
	Not so understanding	25	11.26
	Not at all understanding	11	4.95
	Total	222	100

Source: Survey Data (2020)

According to the table (4.6), about half of the students, 50.45% of the respondents have somewhat difficulties to balance between sports and academic responsibilities. And about 27.48% of the respondents are not so difficult to balance between sports and academic responsibilities. 8.11% of the respondents are very difficult and not at all difficult to balance between sports and academic responsibilities. And then, only 5.86% of the respondents are extremely difficult to balance between sports and academic responsibilities.

From the data, 61.26% of the respondents' parents give too little pressure on athletes in student life. Then, 35.59% of the respondents' parents give the right amount of the pressure on athletes in student life. 6.76% of the respondents' parents do not give pressure and then, 3.15% of the respondents' parents give too much pressure.

According to the analysis on the table above, 56.76% of the respondents answered that teachers are somewhat understanding about the athletic responsibilities. About 11.26% of the students respond that teachers do not so understand about the athletic responsibilities. And then, 18% of the respondents answered that the teachers are very understand about the athletic responsibilities. And only 4.95% of the students respond that the teachers are not at all understanding about the athletic responsibilities.

Table (4.7) University's Attention

Attribute	Category	No: of Respondents	Percentage (%)
University's attention to its sports programs	Too much	27	12.16
	The right amount	126	57.76
	Neutral	0	0
	Too Little	69	31.08
	No attention	0	0
	Total	222	100

Source: Survey Data (2020)

According to the analysis on the table above, 57.76% of the students respond that the university gives the right amount of the attention of the sports programs and 31% of the students respond that the university gives too little attention to its sports

program. Only 12.16% of the students answered that the university gives too much attention to its sports programs.

Table (4.8) Students' Satisfaction

Attribute	Category	No: of Respondents	Percentage (%)
Satisfaction with athletic experience at university	Strongly satisfied	25	11.26
	Satisfied	70	31.53
	Neutral	99	44.59
	Dissatisfied	24	10.81
	Strongly dissatisfied	5	2.25
	Total	222	100

Source: Survey Data (2020)

According to the table (4.8), 44.59% of the respondents neither satisfied nor dissatisfied with the athletic experience at university and about 31.53% of the respondents are satisfied with the athletic experience at university. And then, about 11.26% of the respondents are very satisfied with the university. 10.81% are dissatisfied and only 2.25% of the respondents are strongly dissatisfied with the athletic experience at university.

Table (4.9) Students' Suggestion (More than one answer is possible)

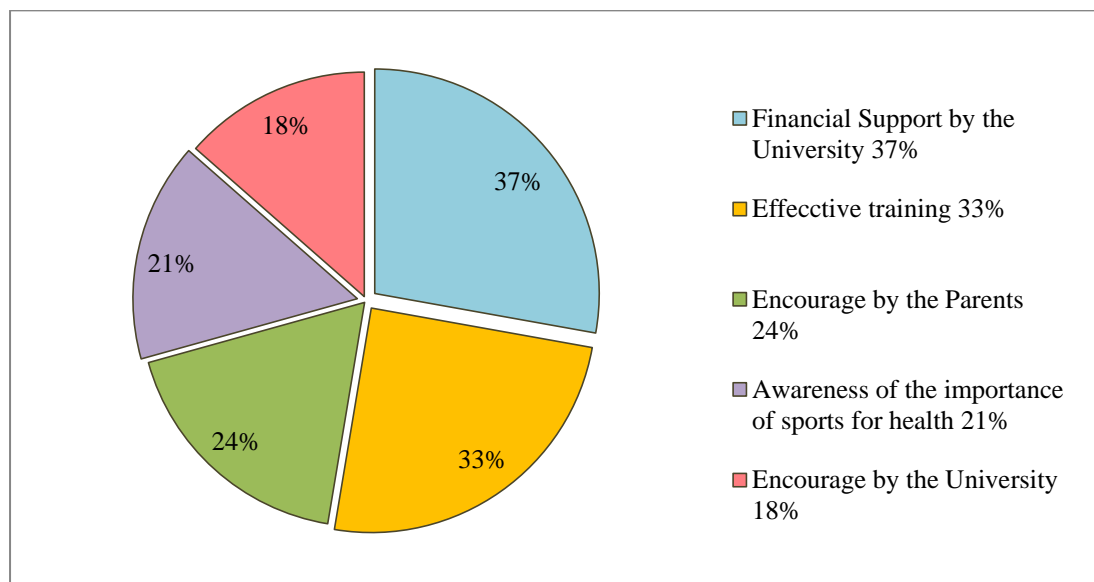
Attribute	Category	No: of Respondents	Percentage (%)
Suggestion to increase sports participation	Financial Support	82	37.94
	Encourage by university	89	18.06
	Encourage by parents	53	23.87
	Effective training	73	32.88
	Awareness of the importance of sports for health	47	21.17

Source: Survey Data (2020)

According to the analysis on the above table, 36.94% of the students suggest that the university needs more financial support to increase sports participation. 32.88% of the respondents recommend that the university need more effective

training and then university needs encourage by the parents to increase sports participation that was suggested by the 23.87% of the respondents. Only 18.06% of the students recommend that encourage by the university is needed to increase sports participation. Some of the respondents recommended more than one suggestion.

Figure (4.3) Suggestion to Increase Sports Participation



Source: Survey Data (2020)

In this study, the majority of the respondents (37%) suggest that the financial support by the university needs to increase participation in sports. 33% of the respondents recommend that the university need more effective training and then the university needs encourage by the parents to increase sports participation that was suggested by 24% of the respondents. Only a minority of 18% of the students recommend that encourage by the university is needed to increase sports participation.

Table (4.10) Things to be done to Improve the Skills of Athletes (More than one answer is possible)

Attribute	Category	No: of Respondents	Percentage (%)
Things to be done to improve the skills of athletes	Need more training	80	36.04
	Need the professional trainers	87	39.19
	Encourage the athletes	76	34.23
	Need better equipment and facilities	72	32.43

Source: Survey Data (2020)

According to the analysis on the above table, 39.19% of the respondents recommend that more professional trainers are needed to improve the skills of athletes. 36.04% recommend that the athletes need more training and 34.23% recommend that the university needs to encourage the athletes. Only 32.43% of the students respond that the athletes need better equipment and facilities to improve the skills of athletes. Some of the respondents recommended more than one suggestion.

Table (4.11) Impact on the Studies

Attribute	Category	No: of Respondents	Percentage (%)
Impact on your studies for taking part in sports	Yes	57	26.68
	No	54	24.32
	To some extent	111	55
	Total	222	100

Source: Survey Data (2020)

According to the analysis on the above table, about 55% of the respondents have some extent impact on the studies for taking part in sports and about 26.68% of the respondents have impacts on the studies for taking part in sports. Only 24.32% of the respondents do not have impact on the studies for taking part in sports.

4.4 Face to Face Interview towards Sport Officer in Dagon University

Based on the interview with the sports officer of Dagon University, the students are very active to participate in sports. About 75% of the students are actively participating in various types of sports. The number of students that use the sports stadium is 100 to 150 students per day. About 18 to 20 teams participate in sports competitions. Sports, Chemistry, Geology and History are the most awards achieved within five years. Dagon University students are outstanding in sports and got many prizes in ASEAN University Games and National Competitions. Twenty Nine students got prizes in the 19th ASEAN University Games. Twenty-Two students got prizes in National Competition.

The sport officer of Dagon University stated that the students are very active in sport and not only they participate in training but also they compete in competitions. The stadium needs to be extended because about 100-150 students use the stadium per day. Students can gain many opportunities by participating in sports during student life such as teamwork, leadership skills, self-confidence, fitness and strengthens social bond.

CHAPTER V

CONCLUSION

5.1 Findings

This academic paper explores the attitude in sports among university students and also highlights that participation in sports can improve the students to be healthy in physical, mental, and social skills. The core objective of this paper is to analyze the interest and participation of sports among university students.

According to the survey, only 29.73% of the respondents are currently participating in sports. It means that the number of students who actually take part in the sports currently is too little. 61% of the respondents participated in sports in their previous high school life but no longer participate in sports in their current university life. It means the students have some difficulties or problems or maybe they no longer interested to take part in sports.

Most of the respondents participate in badminton because it does not take too much space and the equipment is easy to buy. None of the respondents participate in Rowing, Wushu and Archery because these kinds of sports need wide space and need to be taught by professional trainers.

Based on survey findings, the main reason for participation in sports is due to parents' support with the mean value of (3.85). It means that parents support to participate in sports more in university life than high school life. The key reason for not participating in sports is because of the facilities. There aren't enough facilities for various kinds of sports, and the students can't participate in their favorite kinds of sports.

According to the survey, 50.45% of the students responded that it was somewhat difficult to balance between sports and academic responsibilities. If the students take part in sports, the students have to skip some of their academic lecture time. Only 10.81% of the students are dissatisfied with their athletic experience at university. It means that most of the students satisfied with the athletic experience at university.

According to the survey, the university pays the right amount of attention to its sports programs (56.76% of the respondents). Dagon University pays attention to sports more than any other universities and the students are also extremely active to participate in sports.

According to the study, the majority of the students responded that they had some extent of the impact on the studies for taking part in sports. It means that the students have not too many impacts on studies and do not have many barriers to take part in sports.

5.2 Recommendations

Based on the survey collected and interview, the following are the key recommendations to improve the interest and participation of sports.

The balance between sports and academic responsibilities is somewhat difficult for 50.45% of the respondents. It means the students want all the universities should be balanced between sports and academic education to take part in sports. The university should not pressure only for academic education and the physical education must be properly included in the timetable of all the academies.

Typically based on the survey findings, 61.26% of the parents put too little pressure on the students to take part in sports. In this case, parents are unaware of the benefits and positive effects of the sports and the parents are only interested to pay attention to academic education.

Only 18.01% of the students responded that their teachers are very understanding about athletic responsibilities. In this case, to be a good athletic, the teacher's understanding is crucially important. An athletic may be skipped the academic lecture time to go for training. All the teachers should be aware of sports and should need to balance athletic responsibilities and academic responsibilities.

Most of the students suggested that they need more financial support to increase sports participation. Athletes need financial support to buy the equipment required for the sports. When a student has to participate in sports competitions, he needs financial support to buy the proper things needed and to eat healthy foods. The outstanding athletes who have to participate in competitions need nutrient and healthy foods. So, the university should also support nourishing foods and medicines for those selections of athletes.

According to the majority of the respondents, the students need more professional trainers to improve the skills of athletes. The university should hire professional trainers or should send the students to appropriate training courses. On the other hand, the government should also have plans for the student-athletes to improve their skills and to be professional athletes.

By interviewing the sports officer of Dagon University, 75% of their students are very actively participate in sports. And about 100-150 of students use the sports stadium per day so that the stadium needs to be extended.

REFERENCES

- Bandura, A. (1977). Self-efficacy: Toward a Unifying Theory of Behavioral Change. *Psychological Review*, 84 (2): 191–215.
- Bandura, A., & Walters, R. H. (1977). *Social Learning Theory* (Vol. 1). Prentice Hall: Englewood cliffs.
- Biddle, S. J. H. (1997). Current Trends in Sport and Exercise Psychology Research. *The Psychologist: Bulletin of the British Psychological Society*, 10(2), 63-69
- Breivik, G., & Hellevik, O. (2014). More Active and Less Fit: Changes in Physical Activity in the Adult Norwegian Population from 1985-2011. *Sport in Society*, 17, 157-75.
- Brewer BW, Van Raalte JL & Linder DE. (1993) Athletic Identity: Hercules' Muscles or Achilles heel? *International Journal of Sport Psychology*.; 24: 237-254.
- Burke, S., Carron, A., & Eys, M. (2006). Physical activity context: preferences of university students. *Psychology of Sport and Exercise*, 7, 1-13.
- Coalter, F. (2007). A wider social role for sport: Who's keeping score?, *Sport Management Review*, London, 12(4), 273-274
- Coalter, F. (2013). Game plan and the Spirit Level: the class ceiling and the limits of sports policy? *International Journal of Sport Policy and Politics*, 5, 3-19.
- Delaney, L., & Keaney, E. (2005). Sport and Social Capital in the United Kingdom, *Statistical evidence from national and international survey data*, London, United Kingdom, 1-42
- Dorling, D. (2014). Inequality and the 1%. *Economic Affairs*, London, 35(1) 163-165
- Downward, P., & Rasciute, S. (2011). An analysis of the well-being derived from sports participation. *International Review of Applied Economics*, 25, 331-48.
- Downward, P., Lera-López, F. & Rasciute, S. (2014). The correlates of sports participation in Europe. *European Journal of Sport Science*, 14, 592-602.
- Engberg, E., Alen, M., Kukkonen-Harjula, K., Peltomen, J., Tikkanen, H., & Pekkarinen, H. (2012). Life events and change in leisure time physical activity. *Sports Medicine*, 42, 433-47.
- Engeln, R., Sladek, M., & Waldron, H. (2013). Body talk among college men: content, correlates, and effects. *Body Image*, 10, 300-8.

- European Parliament Resolution (2007). *The Role of Sport in Education: Culture and Education*
- Feltz, Landers & Raeder, (1979) and McAuley, (1985) *Enhancing Self-efficacy in High-avoidance Motor Task: A Comparison of Modeling Techniques*
- Fourestier, M. Sport. La Santi de l'Homme, Shephard RJ. (1996) Curricular physical activity and academic performance. *Pediatric Exercise Science*, 113-126.
- Fridberg, T. (2010). Sport and exercise in Denmark, Scandinavia and Europe. *Sport in Society*, 13, 583-92..
- Gidlow, C., Johnston, L., Crone, D., Ellis, N., & James, D. (2006). A systematic review of the relationship between socio-economic position and physical activity. *Health Education Journal*, 65, 338-67.
- Haase, A., Steptoe, A., Sallis, J., & Wardle, J. (2004). Leisure-time physical activity in university students from 23 countries: associations with health beliefs, risk awareness, and national economic development. *Preventive Medicine*, 39, 182-90.
- Haiyong, D., (2014). A Review of Scholarly and Research Work in Physical Education in China During the First Decade of the 21st Century. *Quest*, 66(1) 117-133
- Hardman, A., & Stensel, D. (2009). *Physical activity and health: the evidence explained*. (2nd ed). London, United Kingdom.
- Harrison, P. A., & Narayan, G. (2003). Differences in behavior, psychological factors, and environmental factors associated with participation in school sports and other activities in adolescence. *Journal of School Health*. 73, 113-120
- Haudenhuyse, R., Theeboom, M., Nols, Z., & Coussée, F. (2014). Socially vulnerable young people in Flemish sports clubs: investigating youth experiences. *European Physical Education Review*, 20, 179-98.
- Houlihan, B. (2011). In M. Nicholson, R. Hoye and B. Houlihan (Eds.), *International Journal of Sport Policy and Politics, Participation in sport: international policy perspectives*. London, United Kingdom
- International Olympic Committee (2021). *Women in the Olympic Movement. IOC Women in Sport Commission*
- Irwin, J. (2004). Prevalence of university students' sufficient physical activity. *Perceptual and Motor Skills*. 98, 927-43.

- Jamieson, L., & Ross, C. (2007). Using Recreation to Curb Extremism. *Sports and recreation have been proven to be effective means of addressing peace-building in the Middle East.*
- Kirkcaldy, B. D., Shephard, R. J., & Siefen, R. G. (2002). The Relationship Between Physical Activities and Self-Image and Problem Behaviour Among Adolescents. *Social Psychiatry Epidemiol.* 544-550.
- Kyaw Khin.(2019). National Selection of Students Athletes. *Myanmar Selected Veteran Athletes Association*, p. 118.
- Lunn, P. (2010). The sports and exercise life-course: a survival analysis of recall data from Ireland. *Social Science & Medicine*, 70, 711-19.
- Lunn, P., Kelly, E., & Fitzpatrick, N. (2013). *Keeping them in the game: taking up and dropping out of sport and exercise in Ireland.* Dublin, Ireland: Economic and Social Research Institute.
- Malcolm, D. (2014). Sport, Health and Medicine: A Sociological Agenda. *Asia Pacific Journal of Sport and Social Science*, 3, 51-63.
- Myint Oo Chel .(2020). Best Athlete Award. *Myanmar Selected Veteran Athletes Association*, p. 157.
- National Sports Management Program, (2020). *Myanmar Selected Veteran Athletes Association*, p. 158
- Nichols, G. and Collins, M. (2005). Sports clubs and social capital. *Volunteers in Sports Clubs.* United Kingdom.
- Oglesby, Carole A, (2006), Positive Embodiment: Contributions of Sports, Exercise and Physical Recreation to the Life-long development of Girls and Women. *International Association of Physical Education for Women and girls and the International Council of Sport Science and Physical Education.*
- Ornelas J, (2007). Parental influences on adolescents physical Activities: Longitudinal Study. *International Journal of Behavioral Nutrition and Physical Activity*, 4(3).
- Public Health England (2014) Everybody Active, Every Day. *An Evidence-Based Approach to Physical Activity.* London, United Kingdom.
- Redmond, B. F. (2010). Self-Efficacy Theory: *Work Attitudes and Motivation.* The Pennsylvania: State University, World Campus.
- Riva L. Rahl. (2010). Physical Activity and Health Guidelines: *Recommendations for Various Ages, Fitness Levels, and Conditions*

- Roberts, K., & Brodie, D. (1992). *Inner-city sport: who plays, and what are the benefits?* Culemborg: Giordano Bruno.
- Rowe, N. (2009). The Active People Survey: a catalyst for transforming evidence-based sport policy in England. *International Journal of Sport Policy*, 1, 89-98.
- Rowe, N. (2015). Sporting capital: a theoretical and empirical analysis of sport participation determinants and its application to sports development policy and practice, *International Journal of Sport Policy and Politics*, 7, 43-61.
- Sabo, Don, K. Miller, M. Farrell, G. Barnes, and M. Melnick (1998). *The Women's Sports Foundation report: Sport and Teen pregnancy*. East Meadow, N.Y.: Women's Sports Foundation.
- Segrave J. & Hastad D.N (1982) Delinquent Behaviour and Interscholastic athletic Participation. *Journal of Sport Behaviour*, 5,96-111
- Simpkins, S. D., Ripke, M., Huston, A. C., & Eccles, J. S. (2005). Predicting participation and outcomes in out-of-school activities: Similarities and differences across social ecologies. *Participation in youth programs*. 51-70.
- Slater, A., & Tiggemann, M. (2011). Gender differences in adolescent sport participation, teasing, self-objectification and body image concerns. *Journal of Adolescence*, 34, 455-63.
- Social ecologies. *New Directions for Youth Development*, 2005(105), 51-69.
- Sport England (2013). *Active universities 18 month report*. London, United Kingdom: Sport England.
- Sport England (2014a). The challenge of growing youth participation in sport. *Youth Insights Pack*. London, United Kingdom.
- Sport England (2014b). *University students to get more active thanks £10 million of Sport England funding*. Retrieved from <http://www.sportengland.org/media-centre/news/2014/june/23/university-students-to-get-more-active-thanks-%C2%A310-million-of-sport-england-funding/>
- Strelan, P., & Hargreaves, D. (2005). Reasons for exercise and body esteem: men's responses to self-objectification. *Sex Roles*, 7/8, 495-503.
- Strong WB, Malina RM, Blimkie CJR, J Pediatr, (2005). *Evidence Based Physical Activity for School-Age Youth.*; 146: 732-7.
- Tonts, M. (2005). Competitive Sport and Social Capital in Rural Australia. *Journal of Rural Studies*, 21, pp.137-149.

- Tremblay MS, Inman JW, Willms JD. (2000) The Relationship Between Physical Activity, Self-Esteem, and Academic Achievement in 12-Year-Old Children. *Pediatric Exercise Science*, 12: 312-323.
- Tun Zaw. (2020). From High School to National Myanmar Selected Veteran Athletes Association, pg 51.
- United Nations (2003) Inter-Agency Task Force on Sport for Development and Peace (IAGSDP). *Department of Economic and Social Affairs*
- United Nations (2007). Women, Gender Equality and Sport. *Division for the Advancement of Women Department of Economic and Social Affairs*, p. 2
- United Nations (2016). Sport and the Sustainable Development. *An overview outlining the Contribution of Sports to the SDGs 2-17*
- Van Bottenburg, M., Rijnen, B., & van Sterkenburg, J. (2005). Sports Participation in the European Union.
- Van Tuyckom, C., & Scheerder, J. (2010a). Insight into Stratification and Compensation Mechanisms of Sporting Activity in the EU-27. *Sport, Education and Society*, 15, 495-513.
- Van Tuyckom, C., & Scheerder, J. (2010b). A multilevel analysis of social stratification patterns of leisure-time physical activity among Europeans. *Science & Sports*, 25, 304-11.
- Waardenburg, M., & van Bottenburg, M. (2013). Sport policy in the Netherlands. *International Journal of Sport Policy and Politics*, 5, 465-75.
- Waddington, I. (2000). *Sport, health and drugs: a critical sociological perspective*. London, United Kingdom: E. & F. N. Spon.
- Warde, A. (2006). Cultural capital and the place of sport. *Cultural Trends*, 15, 107-22.
- Widdop, P., & Cutts, P. (2013). Social stratification and sports' participation in England. *Leisure Sciences*, 35, 107-28.
- Wilkinson, R., & Pickett, K. (2010). *The spirit level*. London, United Kingdom: Penguin.
- World Health Organization (WHO) (2007c) Physical Activity and Older People. *For People of all ages, Physical Activity improves the quality of life in many ways*. 2-3
- World Health Organization (WHO) (2010). *Global recommendations on physical activity for health*. Geneva, Switzerland.

WEBSITES

<https://aug20th2022report.ubru.ac.th/report>

<https://www.gnlm.com.mm/mohs-physical-fitness-dances-competition-starts-online/>

<https://mohs.gov.mm/>

<http://www.neurosurgery.medsch.ucla.edu/whatsnew/societyforneuroscience>

<https://www.pyoneplay.com/channel/e27561aa9a334449817aa79b60f77a03>

<https://www.sportanddev.org/en/learn-more/health/health-benefits-sport-and-physical-activity>

www.spedmyanmar.com

https://stringfixer.com/nl/2019_Southeast_Asian_Games

APPENDIX A

A Study on the Status of University Students' Participation in Sports

I am Cho Moe Pwint Han and I am currently doing Master of Public Administration (MPA) at Yangon University of Economics. I am writing my thesis about "A Study on the Status of University Students' Participation in Sports". I would be very grateful if you would answer the questionnaire by taking 10 to 15 minutes to complete my thesis. I will keep completely confidential all information arising from survey concerning individual respondents and will be used only for my thesis.

Section I , Biographical Information of the Students

1. Gender

- Male
- Female

2. Age

- 17-19
- 20-22
- 23-25

3. Fields of study

4. What is your academic year of the study?

- 1st Year
- 2nd Year
- 3rd Year
- 4th Year
- Other (specify)

5. Are you residing on Hostels provided by University?

- Yes
- No

Section II , Interests on Participation and Attitudes to Sports

6. Do you currently participate in sports?
- Yes
 - No
7. Have you participated in sports at your previous student life? (High School)
- Yes
 - No
8. If YES, what sports have you played in your previous student life?

Types of Sports	Yes	Sometimes	NO
Football			
Rowing			
Swimming			
Badminton			
Chess			
Tennis			
Table Tennis			
Judo			
Teakwondo			
Karate			
Wushu			
Volleyball			
Basketball			
Chinlone			
Triathlon			
Athletics			
Gymnastics			
Archery			
Mountaineering			
Cycling			
Others -----			

9. Indicate your level of agree or disagree with the following statements.

Reasons for participating in sports

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Feeling of well being					
Releases Stress					
Helps keeping fit					
Parents' support					
Increases physical abilities					
Friends participation					
Can meet new friends					
Like competition					
Like prizes					

10. Indicate your level of agree or disagree with the following statements.

Reasons for not participating in sports

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I don't have sporting habits from my former school					
My academic commitments don't give me time to do so					
The equipment needed is too expensive					
There are no facilities for learning new sport which I would like to take up					
Sports are childish					
My friends don't like me to do sports					
Sports is waste of time					
My friends don't do sports					
My parents don't let to participate					
I have some health problems					
There is risk of injuries					
Sports attire exposes body					

Section III, Students' opinion on Difficulties to participate in Sports

11. How do you think that it is balance your participation in sports and academic responsibilities?

- Extremely difficult
- Very difficult
- Somewhat difficult
- Not so difficult
- Not at all difficult

12. How much pressure do parents put on athletes in your student life?

- Too much
- The right amount
- Too little

13. How understanding are your teachers about your athletic responsibilities?

- Extremely understanding
- Very understanding
- Somewhat understanding
- Not so understanding
- Not at all understanding

14. Does your university give too much attention to its sports programs, too little attention or about the right amount of attention?

- Too much
- The right amount
- Too little

15. Overall, are you satisfied or dissatisfied with your athletic experience at your university?

- Very satisfied
- Satisfied
- Neither satisfied nor dissatisfied
- Dissatisfied
- Very dissatisfied

16. What changes would you suggest to increase sports participation among university students? (more than one answer possible)

- Financial support by the university
- Encourage by the university
- Encourage by the parents
- Effective training
- An awareness of the importance of sports for health

17. What could be done to improve the skills of athletes at your university? (more than one answer possible)

- Need more training
- Need the professional trainer or coach
- Encourage the athletes
- Need better equipment and facilities

18. Taking part in sports has any impact on your studies?

- Yes
- No
- To some extent

Thank You for Your Participation in This Study

APPENDIX B

Face to Face Interview Questions to Sport Officer

1. How many students are actively participating in sports?
2. How many students use the sports stadium per day?
3. Does the sports stadium of the university enough for the students?
4. Which majors achieve the most awards within five years?
5. Does the students interested to participate in AUG?
6. How many students got prizes in 19th AUG?
7. Are the students interested to participate in competitions?
8. What is your opinion on students of Dagon University?
9. What do you see as the opportunities for participating in sports during student life?