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A DESCRIPTIVE STUDY ON LIFE STYLE ASSESSMENT AND JOB SATISFACTION OF PHYSICAL EDUCATION PROFESSIONALS AND NON PHYSICAL EDUCATION PROFESSIONALS DURING COVID-19 PANDEMIC

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ABSTRACT

The COVID-19 pandemic profoundly transformed professional routines and personal lifestyles, influencing job satisfaction and overall well-being across numerous professions. This descriptive study sought to evaluate and contrast the lifestyle habits and job satisfaction levels of Physical Education professionals and Non- Physical Education professionals during this challenging period. Utilizing standardized questionnaires, data were gathered on lifestyle factors and dimensions of job satisfaction, including work environment, role clarity, and professional fulfilment.

The results revealed that Physical Education professionals demonstrated more active lifestyles (Sig. 2-tailed -.000, mean difference - 5.28390), and elevated levels of job satisfaction (Sig. 2-tailed -.000, mean difference - 6.30667), which can be attributed to their capacity to adjust physical activities to remote settings and sustain professional engagement. In contrast, Non- Physical Education professionals encountered more significant lifestyle disruptions and reported diminished job satisfaction, often associated with work-from-home challenges, restricted physical activity, and heightened role ambiguity. Nevertheless, both groups expressed concerns regarding job security and long-term career prospects.

The findings underscore the urgent necessity for customized interventions aimed at improving lifestyle quality and job satisfaction, particularly during global crises. Encouraging adaptive strategies and cultivating supportive professional environments can aid in alleviating the adverse effects of the pandemic on various segments of the workforce.

Keywords: COVID-19, Lifestyle, Job Satisfaction, Physical Education

1. INTRODUCTION

The coronavirus (COVID-19) is a pandemic illness that impacts the educational systems of countries with varying income levels (Wajdi et al., 2020). The United Nations Educational, Scientific, and Cultural Organization (UNESCO) has acknowledged the impact of the coronavirus pandemic outbreak on the global education system (UNESCO, 2020b). Numerous pandemics have transpired throughout the course of human history, significantly impacting various aspects of human life, educational systems, and global economic development (Editors, 2020).

The World Health Organization (WHO) declared on March 11, 2020, that the coronavirus (COVID-19) had reached pandemic status, having spread to 114 countries within a span of three months and affected over 118,000 individuals globally. The initial case of COVID-19 was officially documented by the Wuhan Municipal Health Commission on December 31, 2019, in the province of Hubei, China (WHO, 2020b). The global spread of the coronavirus pandemic is rapidly impacting 213 territories and countries worldwide. In the global context, a total of 30,086,319 cases, 21,833,645

recoveries, and 945,962 deaths were documented as of September 17, 2020, as reported by Worldometer in 2020. As per a report by Medical News Today from 2020, researchers posit that the coronavirus is spreading exponentially.

In response, numerous countries have imposed stringent measures within their education systems. Additionally, they are enforcing strict quarantine protocols on their populations in an effort to mitigate the transmission of this highly contagious disease. The government directs its attention towards the procurement of equipment, establishment of medical facilities and laboratory centers, detection of the virus, training of healthcare professionals, and raising awareness among its populace (Haleem et al., 2020). Education serves as the cornerstone of development in every nation; therefore, it is paramount to the advancement and prosperity of all countries. The education system has encountered various challenges, including modifications in the educational curriculum and the temporary closure of educational institutions in response to widespread outbreaks of pandemic diseases (Owusu-Fordjour et al., 2015).

According to a report by UNESCO (UNESCO, 2020b), 87% of the global student population is impacted by the school closures due to COVID-19. UNESCO is initiating distance learning strategies to cater to students who are particularly vulnerable. As per UNESCO, more than 1. 5 billion students across 195 countries have been impacted by the school closures resulting from the COVID-19 pandemic. In the study conducted by Niranjan (2020), it was found that COVID-19 has had significant repercussions on various aspects, including the economy, daily life, emotional well-being, mental health, and physical health. Additionally, there have been adverse effects on national and international business, market cash flow, restricted national and international travel. Furthermore, the pandemic has resulted in the disruption of cultural and festive events, increased stress among the populace, and the closure of establishments such as hotels, restaurants, religious venues, and entertainment facilities (Evans, 2020). In numerous developing nations, the initial impact has been economic due to government-imposed lockdowns aimed at diminishing the rate of infection. Consequently, developing nations are experiencing significant economic downturns, alongside disruptions to their education and transportation infrastructure (Haleem et al., 2020).

In India, the government has declared a lockdown and the closure of educational institutions as a rational measure to ensure social distancing among communities. In their press release dated March 21, 2020, the Ministry of Human Resource Development provided backing for their decision by showcasing a range of complimentary digital e-learning platforms, including the National Programme on Technology Enhanced Learning (NPTEL), Study Web for Active Young Expiring Minds (SWAYAM), e-Pathshala, DIKSHA portal, SWAYAM Prabha, and the National Repository of Open Educational Resource (NROER)s. For students to capitalize and continue their learning during lockdown, as stated in the document from the Ministry of Human Resource Development (MHRD, 2020a). The ministry has additionally released an advisory directing Higher Education Institutions (HEIs) to persist in delivering instruction via online platforms, and has urged educators to conduct their teaching duties remotely from their residences. The COVID-19 pandemic altered the conventional instructional framework to the educational technology (EdTech) model, introducing novel educational methodologies to teachers and students.

Many higher education institutions (HEIs) began to deploy technology to promote online, distant, and remote learning during the COVID-19 epidemic, in accordance with the government's decision. Online courses are available to students at prestigious HEIs including IITs, IIMs, Various Reputated Central, State and private.

The COVID-19 pandemic has led to unparalleled difficulties, especially within professional settings. The disturbance of work schedules, increased levels of stress, and the transition to remote work have impacted diverse professional groups in varied ways. Physical Education (PE) professionals, whose responsibilities typically necessitate physical presence and engagement, are among those significantly affected. Non-Physical Education professionals, whose job duties may be less physically strenuous but are equally prone to the pressures brought on by the pandemic, are also notably impacted.

During the research conducted on mental health and well-being, lifestyle, and occupational stress. Amidst the COVID-19 pandemic, significant attention has been directed towards students, yet there exists a noticeable absence of acknowledgment and recognition regarding the well-being, experiences, and requirements of teachers in the context of their professional duties (Lee, 2020). While studies have been conducted on teachers, there is a lack of specific research focusing on the mental health and well-being of teachers during extraordinary occurrences such as the COVID-19 pandemic. In an ideal scenario, the promotion of teacher well-being would entail guaranteeing sufficient salaries and benefits, reasonable workloads, opportunities for professional growth, and backing from both employers and governmental bodies (Wu and Lu, 2022). The challenges have been further exacerbated by the impact of the COVID-19 pandemic.

Education professionals, such as teachers, coaches, and trainers, encounter distinctive challenges as a result of the specific characteristics of their occupation. In contrast to various other industries, the nature of their job roles

necessitates inherent involvement in physical tasks and direct engagements with individuals, thereby posing challenges to shift towards remote work. Physical Education professionals may have encountered lesser disruption in terms of physical activity. However, non-Physical Education professionals have been equally affected in terms of well-being and job satisfaction due to uncertainties and demands of remote work, along with changes in daily routines. The objective of this study is to investigate the variances in lifestyle, job satisfaction, and occupational stress experienced by the two specified groups amidst the pandemic. The study aims to recognize pivotal factors that have impacted their work experiences and overall well-being.

2. STATEMENT OF PROBLEM

The purpose of the study was to analyze Life Style assessment, and Job Satisfaction of Physical Education Professionals and Non-Physical Education Professionals during COVID-19 Pandemic

3. OBJECTIVES OF THE STUDY

1. The objective of the study was to assess the lifestyle patterns of physical education professionals and non-physical education professionals during the COVID-19 pandemic.
2. To assess the lifestyle patterns of physical education professionals during the COVID-19 pandemic.
3. To assess the lifestyle patterns of non-physical education professionals during the COVID-19 pandemic.
4. To evaluate the level of job satisfaction among physical education professionals and non-physical education professionals during the COVID-19 pandemic.
5. To assess the job satisfaction of physical education professionals during the COVID-19 pandemic.
6. To assess the job satisfaction of non-physical education professionals during the COVID-19 pandemic.
7. To compare the differences in lifestyle, and job satisfaction between physical education professionals and non-physical education professionals during the COVID-19 pandemic, identifying any patterns or disparities.
8. To analyze the impact of remote working or restricted activity on the professional roles and lifestyle behaviors of physical education professionals and non-physical education professionals during the pandemic.

4. DELIMITATIONS

1) The study was delimited to the following Psychological Variables:
a) Life Style
b) Job Satisfaction
2) The study also delimited to three hundred (300) subjects out of which one hundred fifty (150) male Physical Education Professionals and one hundred fifty male (150) Non-Physical Education professionals.
3) The study was delimited to Physical Education Professionals and Non-Physical Education Professionals of Uttar Pradesh (UP) state only.
4) The age of the subjects was ranged from 25 to 55 years.
5) Focus only on professionals actively employed during the pandemic.

5. LIMITATIONS

The following listed factors were carried as limitations for the present study: -

1) The environment/surrounding of the Physical Education Professionals and Non-Physical Education Professionals were beyond the control of the researcher.
2) Daily routine activities, training, and food habits of the person were beyond the control of the investigator.
3) The psychological tools have their own limitation.
4) The response of the subject to the questionnaire may not be honest in all cases and this will be recognized as another limitation.
5) Personal habits of subjects and their state of mind as well as emotional stresses and strains that might affect could not be controlled.
6) Self-reported data might lead to response bias.

6. METHODOLOGY

SELECTION OF SUBJECTS

For the purpose of the study, three hundred (300) subjects were selected. Where one hundred fifty (150) male Physical Education Professionals and one hundred fifty (150) males Non-Physical Education Professionals from Uttar Pradesh were selected for this study.

Table-1

Criterion Measures

	Sl. No.	Variables	Inventory by
Psychological Variables		**Life Style**	Life Style Assessment Inventory by Anspangh Davids, Michael, H. Hamrich and Frank D. Rosato (1994) will be used.
		Job Satisfaction	Job Satisfaction Inventory by T.R. Sharma & Amar Singh (1986) will be used.

STATISTICAL TOOL

The Statistical Program for the Social Sciences (SPSS 27.0) will used for the study. Descriptive statistics are presented as arithmetic mean, standard deviation and minimum & maximum values, "t" test was applied. A level of significance of 0.05 was chosen and considered sufficient for the study to test the obtained results on variables. To find out intragroup correlation Pearson Correlation was applied.

Table-2

Descriptive statistics of Lifestyle for Physical Education professionals and Non Physical Education Professionals

	Group	N	Mean	Std. Deviation	Std. Error Mean
Lifestyle	**Physical Education**	150	72.7458	10.17920	.83113
	Non Physical Education	150	67.4619	11.86332	.96864

Descriptive statistics show significant lifestyle score differences between Physical Education (PE) professionals (mean = 72.75, SD = 10.18) and non-PE professionals (mean = 67.46, SD = 11.86). PE professionals tend to have more consistent lifestyle habits, indicated by a lower standard deviation (10.18 vs. 11.86), while non-PE professionals show greater variability. This may reflect broader diversity in lifestyle factors such as physical activity and diet. The lower standard error for PE professionals (0.83 vs. 0.97) suggests a more reliable estimate of their average lifestyle. These findings highlight potential differences in lifestyle behaviors based on professional background.

Table-3

Independent Samples Test result of Lifestyle for Physical Education professionals and Non Physical Education Professionals

		t-test for Equality of Means						
		t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
Lifestyle	Equal variances assumed	4.140	298	.000	5.28390	1.27633	2.77213	7.79567
	Equal variances not assumed	4.140	291.277	.000	5.28390	1.27633	2.77189	7.79591

The Independent Samples t-test revealed a significant difference in lifestyle scores between Physical Education (PE) professionals and non-PE professionals (t = 4.140, p = 0.000). In both cases, whether equal variances were assumed or not, the mean difference was 5.28, with a 95% confidence interval ranging from 2.77 to 7.80, confirming the disparity. PE professionals demonstrated higher lifestyle scores on average, suggesting that their profession influences healthier lifestyle behaviors. These findings emphasize the role of professional background in shaping lifestyle choices and highlight the importance of further research in this area.

Figure-1

Simple Histogram mean of Lifestyle for Physical Education and Non Physical Education Professionals During COVID 19 Period

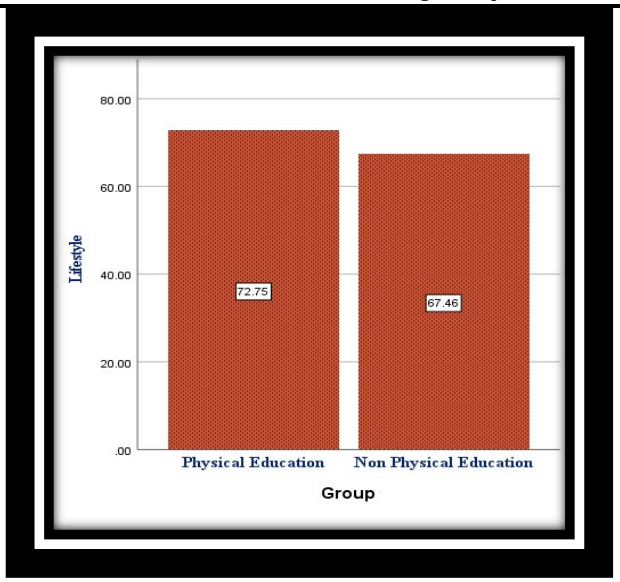

Figure 4 the bar chart compares the lifestyle scores between two groups: Physical Education (PE) students and Non-Physical Education (Non-PE) students. The results indicate that Physical Education students have a higher lifestyle score (72.75) compared to their Non-Physical Education counterparts, who have a lifestyle score of 67.46. The difference in scores suggests that Physical Education students may lead a slightly more active or health-conscious lifestyle, possibly due to the nature of their academic program, which might emphasize physical activity and wellness.

Table-4

Descriptive statistics of Job Satisfaction for Physical Education professionals and Non Physical Education Professionals

	Group	N	Mean	Std. Deviation	Std. Error Mean
Job Satisfaction	**Physical Education**	150	77.5733	15.48558	1.26439
	Non Physical Education	150	71.2667	10.86690	.88728

Descriptive statistics show that Physical Education (PE) professionals report higher job satisfaction (mean = 77.57) compared to Non-PE professionals (mean = 71.27). PE professionals also exhibit greater variability in job satisfaction (SD = 15.49), suggesting a broader range of satisfaction levels, while Non-PE professionals show more consistency (SD = 10.87). The standard error is lower for Non-PE professionals (0.89 vs. 1.26), indicating more precise mean estimates for this group. These findings highlight significant differences in job satisfaction, suggesting potential areas for further research to understand and improve satisfaction in both sectors.

Table-5

Independent Samples Test result of Job Satisfaction for Physical Education professionals and Non Physical Education Professionals

		t-test for Equality of Means						
		T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
Job Satisfaction	Equal variances assumed	4.083	298	.000	6.30667	1.54465	3.26686	9.34648
	Equal variances not assumed	4.083	267.107	.000	6.30667	1.54465	3.26542	9.34791

The Independent Samples t-test revealed a significant difference in job satisfaction between Physical Education (PE) and non-PE professionals, with a t-value of 4.083, 298 degrees of freedom, and a p-value of 0.000 ($p < 0.05$). The mean difference in job satisfaction was 6.31, with a standard error of 1.54465, and a 95% confidence interval ranging from 3.27 to 9.35. These findings indicate that PE professionals experience higher job satisfaction than their non-PE counterparts. The results were consistent regardless of the assumption of equal variances, highlighting the importance of this disparity for future research and policy development.

Figure-2

Simple Histogram mean of Job Satisfaction for Physical Education and Non Physical Education Professionals During COVID 19 Period

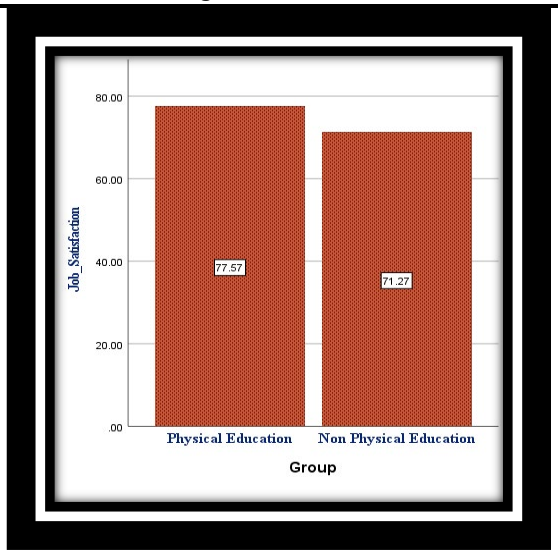

Figure 2 presents a simple histogram comparing the mean job satisfaction scores of Physical Education and Non-Physical Education professionals during the COVID-19 period. The histogram reveals that PE professionals report higher mean job satisfaction (72.75) compared to Non- Physical Education professionals, who have a mean score of 67.46. This disparity may reflect differences in the nature of their work environments, adaptability to remote or constrained working conditions, or perceived value of their roles during the pandemic. The results highlight the potential impact of professional roles on job satisfaction during challenging periods like COVID-19.

COMPUTATION OF LEVENE'S TEST FOR EQUALITY OF VARIANCES

Below tables will illustrate the statistical results of levene's test for equality of variances.

Table-6

Levene's Test for Equality of Variances result of Lifestyle for Physical Education professionals and Non Physical Education Professionals

Levene's Test for Equality of Variances		
	F	**Sig.**
Lifestyle	**.839**	**.360**

Levene's Test (F = 0.839, p = 0.360) found no significant variance difference in lifestyle scores between Physical Education (PE) professionals and non-PE professionals, as the p-value exceeds 0.05. This indicates that the variances in lifestyle behaviors are comparable across both groups. Consequently, statistical tests assuming equal variances, such as the independent samples t-test, are valid. These results suggest that the variations in lifestyle patterns between the groups may not stem from differing levels of variability but could be influenced by other factors, providing insight into the consistency of lifestyle behaviors across professions.

Table-7

Levene's Test for Equality of Variances result of Job Satisfaction for Physical Education professionals and Non Physical Education Professionals

Levene's Test for Equality of Variances		
	F	**Sig.**
Job Satisfaction	**16.842**	**.000**

Levene's Test (F = 16.842, p = 0.000) revealed significant variance differences in job satisfaction between Physical Education (PE) and Non-Physical Education professionals. The p-value (< 0.05) indicates that the assumption of equal variances is violated. This suggests greater variability in job satisfaction scores for one group. For further analysis, methods like Welch's t-test, which account for unequal variances, are recommended. These findings highlight the importance of validating variance assumptions to ensure accurate and reliable statistical conclusions.

7. CONCLUSION

LIFESTYLE DIFFERENCES

Physical Education professionals demonstrated significantly healthier lifestyle behaviors compared to Non-Physical Education professionals. This distinction highlights the impact of professional training, physical activity, and an inherent focus on health among Physical Education professionals, especially during the pandemic. This finding suggests that the nature of the occupation, especially the physical demands associated with Physical Education roles, may encourage healthier lifestyle choices, possibly driven by greater physical activity, health awareness, and engagement with wellness practices. This is consistent with studies that have shown that professional backgrounds, especially those involving physical activity, significantly shape individuals' lifestyle behaviors (Kumari & Purohit, 2021).

JOB SATISFACTION

Physical Education professionals reported higher levels of job satisfaction than Non- Physical Education professionals during the pandemic. This difference underscores how occupational roles emphasizing physical engagement and well-being may contribute positively to job satisfaction. This finding could be explained by the intrinsic motivation and job fulfilment often associated with physically demanding professions, where professionals may find greater satisfaction in their direct impact on health and wellness. These findings are in line with research by Rees et al. (2021), who highlighted that physical education and sports professionals, due to their direct involvement in physical activity promotion, tend to report higher levels of job satisfaction compared to other professions.

The study's findings are rooted in the unique circumstances of the COVID-19 pandemic, which posed unprecedented challenges globally. The pandemic's influence on stress, satisfaction, and lifestyle may not wholly represent typical working conditions, limiting the generalizability of the results. Future research should replicate these analyses in post-pandemic settings to validate the findings.

This study underscores the profound interplay among lifestyle and job satisfaction during challenging times such as the COVID-19 pandemic. While Physical Education professionals demonstrated healthier lifestyles and greater job satisfaction. The findings emphasize the importance of age-specific and occupation-sensitive interventions to foster well-being and enhance professional productivity. By addressing these factors holistically, organizations can create supportive environments that prioritize both physical and mental health, ensuring sustained success and satisfaction for their workforce.

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CONFLICT OF INTERESTS

None.

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