

A Comparative Study on Quality of Life Among Physical Education Teachers and Other Subject Teachers in Punjab (Province)

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Abstract

The primary purpose of the study is to compare the quality of life between Physical Education teachers and other subject teachers in different Punjab Universities (public and private sector). The study was 300 students from different private and public universities. The study was based on survey research, along with a self-made questionnaire consisting of twenty statements used as an instrument for data collection from the respondents. The data was analyzed using the Statistics Packages for Social Sciences (SPSS 20) and a simple random sampling procedure. The Chi-square test was utilized for comparison and T-test was applied to compare male and female students (private and public sector). Additionally, Analysis of Variance (ANOVA) was further implemented in different age groups. Overall results showed that Physical education teachers lived better in terms of health & diseases as compared with other subject teachers.

Keywords: physical education; sampling; analysis of variance (anova)

Introduction

Expert enthusiasm for sexual orientation segregation in physical education (PE) is industriously derided and needs authenticity among huge numbers of my instructor teacher partners. In spite of the proof that numerous young ladies and a few young men are routinely exposed to disparities inside school PE in Norway today and global research indicating how physical education teaching education (PETE) courses frequently build inconsistent learning open doors for their understudies based on sex, I accept couple of instructor teachers' 'instructional talks' mirror these discoveries about sexual orientation relations (Avildsen et al., 2015). Specifically, I need to look at the connection between the way PE instructor teachers develop their expert characters and how sex is built in Norwegian PETE (in relations with partners, with understudies and in authentic educational program talks), in light of the fact that a more prominent comprehension of the duality of structure in PETE may give a chance to changing this unfair culture. There has been significant concentration upon the social development of sexual orientation relations in schools by PE understudy instructors and in-administration preparing for PE instructors, however almost no consideration has been paid to examine about sex and instructor teachers. For sure, learning about PE instructor teachers by and large is rare. In the mid-1990s, specialists recognized a need to do examines on 'PE educators' since we thought minimal about their socialization, which was a supposition resounded by Stroot and Williamson in 1993. Until this point, in any case,

few have responded to the call to research unequivocally the expert existences of workforce, regardless of whether it be teachers or different individuals (Kou Stelios and Twigils, 2005). In an uncommon release about proceeding with proficient improvement, it appears to be appropriate in this way to investigate what expert advancement and long lasting learning mean for these key on-screen characters inside PETE structures. This study sought to discover what effect different educational, interpersonal and intellectual experiences had on twelve professors' attitudes toward mathematics and their career choice (Tailor, 1990). The quality of life of Physical Education Teacher is considered as substandard in comparison to other subject teachers in country like Pakistan. So, this study will explore the perception of students about quality of Physical Education teacher.

Methodology

The study consisted on universities athletes which were the population of this research work and its sample size was 300. The sample was collected from 10 public and 10 private universities as taken 15 at-least from each university. The information was collected from 300 students through a self-made questionnaire's statements. The close ended questions were introduced along with five-point Likert scale utilized. The data was collected through self-filled questionnaires and online data collection questionnaires form.

3.1 Results and Data Analysis

Mean Variation in different age groups

Age			
Age (Years)	Observed N	Expected N	Residual
6 to 19	52	100.0	-48.0
19 to 22	136	100.0	36.0
Above 22	112	100.0	12.0
Total	300	300	

This table shows that the demographical data of research participants. Total numbers of participants were 300 including male and female. The age of 16 to 19 years were 52 participants; the age of 19 to 22 years were 136 participants the age of above 22 years were 112.

ANOVA Analysis for different age groups

ANOVA					
Mean	Sum of squares	df	Mean square	F	Sig
Between groups	.86	2	.433	2.499	.084
Within groups	51.450	297	.173		
Total	52.316	299			

Where $\alpha = .05$ significance

Table 4.2: shows that there is no significant difference among the opinion of the sample population regarding comparison of physical education teachers with other subject teachers for quality of their life.

Independent t test for male and female regarding their opinion about comparison of physical education teachers with other subject teachers for quality of their life

Group statistics					
Gender	N	Mean	Std. Deviation	f	Sig
Male	150	1.6598	.40531	.200	.655
Female	150	1.6801	.42101		

Table 4.3: shows that there is no significant difference among male and female regarding their opinion of the sample population about comparison of physical education teachers with other subject teachers for quality of their life.

Independent t test for private and government sector colleges regarding their opinion about comparison of physical education teachers with other subject teachers for quality of their life

Group statistics					
Gender	N	Mean	Std. Deviation	f	Sig
Private Sector	150	2.4849	.58321	.174	.297
Public Sector	150	2.5859	.49421		

Table 4.4: shows that there is no significant difference among private and public sector colleges regarding their opinion of the sample population about comparison of physical education teachers with other subject teachers for quality of their life.

Discussion

As this study is an eye opener for researchers that quality of life of Physical Education Teachers is better in comparison to other subject teachers so such types of measures should be taken that quality of life can be increased for other subject teachers and they should be guided that what type measures they can take for better life.

Conclusion

This research was about the comparison of Physical Education teachers and their comparison with other subject teachers and it was concluded that Physical Education teachers have better health in comparison to other subject

teachers (Sig. .000), Physical Education Teachers can manage stress in better way in comparison to other subject teachers (Sig. .000), Physical Education Teachers have more tendency to cope up any critical situation perfectly in comparison to other subject teachers (Sig. .000), Physical Education Teachers have less time for their family in comparison to other subject teachers (Sig. .000), Physical Education Teachers have more earning in comparison to other subject teachers (Sig. .000), Physical Education Teachers can take care of themselves in a better way in comparison to other subject teachers (Sig. .000), Physical Education Teachers face less diseases in comparison to other subject teachers (Sig. .000), Physical Education Teachers have good tendency to store and consume their reserve of energy in comparison to other subject teachers, Physical Education Teachers are less

prone to any disease in comparison to other subject teachers (Sig. .000), Physical Education Teachers have good managerial skills in comparison to other subject teachers (Sig. .000), Physical Education Teachers have good and quality social circle in comparison to other subject teachers (Sig. .000), Physical Education Teachers are more confident in their general life in comparison to other subject teachers (Sig. .000), Physical Education Teachers have more economic and physical security in comparison to other subject teachers (Sig. .000), Physical Education Teachers have more productivity in comparison to other subject teachers (Sig. .000), Physical Education Teachers feel good quality of life as to enjoy their time in leisure (Sig. .000), Physical Education Teachers have better communication tendencies in comparison to other subject teachers (Sig. .000), Physical Education Teachers are financially stronger in comparison to other subject teachers (Sig. .000), Physical Education Teachers have high self-esteem in comparison to other subject teachers (Sig. .000), Physical Education Teachers are less educated in comparison to other subject teachers (Sig. .000), Physical Education Teachers are more resistant to transmittable diseases due to their good health in comparison to other subject teachers (Sig. .000).

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