

## Evaluation Of Healthy Lifestyle And Wellbeing Among Employees In Physical Education Departments Across Various Schools


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This study assesses the health and well-being of personnel in Physical Education (PE) departments in different schools using the "Lifestyle Assessment Inventory" developed by Anspaugh, Hamrich, and Rosato. A total of 100 employees from the PE department took part in the survey, offering a thorough examination of their health behaviours and measures of wellbeing. The Lifestyle Assessment Inventory evaluates many aspects of lifestyle, such as physical activity, nutrition, stress management, and social support. Analytical techniques such as descriptive statistics and correlation, were employed to examine and interpret the data. The results indicated that 85% of the participants complied with the specified guidelines for physical activity, whilst 60% followed balanced nutrition practices. Strong positive associations were seen between physical activity and overall wellbeing ( $r = 0.45$ ,  $p < 0.01$ ), nutrition and wellbeing ( $r = 0.38$ ,  $p < 0.01$ ), social support and wellbeing ( $r = 0.42$ ,  $p < 0.01$ ), and stress management and wellbeing ( $r = 0.50$ ,  $p < 0.01$ ). The study proposes that focused interventions designed to enhance these lifestyle behaviours could significantly influence the health and welfare of physical education professionals, thereby benefiting the wider educational community. Subsequent studies should prioritise the creation and assessment of customised programmes designed to meet the distinct requirements of physical education department personnel, with the aim of further improving their overall health and welfare.

**Keywords:** Lifestyle Assessment, physical activity, Physical Education

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## Introduction

The significance of upholding a robust lifestyle and fostering wellness among employees has gained growing acknowledgement in recent years, particularly in educational environments. Physical Education (PE) departments have a crucial role in promoting physical activity and raising knowledge about health among students. However, the wellbeing and health of the PE teachers are frequently neglected. This study seeks to address this deficiency by assessing the healthful habits and overall well-being of staff in the Physical Education department, utilising the "Lifestyle Assessment Inventory" created by Anspaugh, Hamrich, and Rosato (2004).

Extensive research continually demonstrates that maintaining a healthy lifestyle is essential for general well-being. This includes engaging in regular physical activity, consuming a nutritious diet, effectively managing stress, and having a strong social support system. Engaging in regular physical activity is linked to a wide range of health advantages, such as a decreased likelihood of developing long-term illnesses, higher psychological well-being, and an overall better quality of life (Warburton, Nicol, & Bredin, 2006). The significance of nutrition in preserving health is crucial, since balanced dietary practices have a positive impact on both physical and mental well-being (Boeing et al., 2012). Efficient stress management is crucial for reducing the detrimental consequences of stress, which can have a severe impact on both physical and mental well-being (Schneiderman, Ironson, & Siegel, 2005). Strong social networks have been associated with improved health outcomes and enhanced wellbeing, making social support a crucial element (House, Landis, & Umberson, 1988).

Although the advantages of a healthy lifestyle have been extensively demonstrated, numerous employees, including those in physical education departments, may have difficulties in sustaining these behaviours. Workload, stress, and lack of time can impede the implementation of good living habits (Janssen, 2014). Considering the crucial role that physical education personnel play in encouraging the well-being and physical activity of students, it is imperative to guarantee that these employees also

Uphold a healthy lifestyle. This is necessary for them to serve as positive role models and efficiently carry out their responsibilities. The Lifestyle Assessment Inventory, developed by Anspaugh, Hamrich, and Rosato in 2004, is a comprehensive tool that assesses many aspects of lifestyle. It provides useful insights into individuals' health behaviours and overall wellbeing. This study seeks to comprehensively examine the lifestyle behaviours of physical education (PE) professionals and find potential areas for enhancement by employing this inventory. The results of this study could provide valuable insights for creating specific strategies to improve the health and well-being of physical education department staff, thereby benefiting the wider educational community.

## Methods

### Participants

The study sample comprised 100 staff from Physical Education (PE) departments in different schools. Participants were selected using purposive sampling to provide a representative sample from various educational institutions. The eligibility criteria for participants were being employed in a Physical Education department and expressing willingness to take the Lifestyle Assessment Inventory. The sample consisted of 60 male and 40 female employees, whose ages ranged from 25 to 55 years (mean = 35.4, standard deviation = 7.8). The demographic breakdown exhibited a heterogeneous representation of ethnic backgrounds and varied years of experience in the education sector.

### Procedure

Participants were contacted through email and furnished with details regarding the study, encompassing its objective, methodologies, and the voluntary aspect of participation. Consent forms were enclosed in the initial message. Participants who agreed to take part were granted access to the Lifestyle Assessment Inventory via an online survey platform. The assessment encompassed a range of lifestyle aspects, such as physical exercise, nutrition, stress management, and social support. The survey was available for a duration of fourteen days, providing participants with sufficient time to complete it at their convenience.

### Instrument

The Lifestyle Assessment Inventory by Anspaugh,

Hamrich, and Rosato (2004) was used to assess the lifestyle behaviors of the participants.

### Statistical Analysis

Descriptive statistics were employed to provide a concise summary of the participants' demographic features and their responses on the Lifestyle Assessment Inventory. The measures employed were means, standard deviations, frequencies, and percentages. Pearson correlation coefficients were computed to investigate the associations between several aspects of lifestyle

### Results

The sample comprised 100 employees from the PE department, consisting of 60 males and 40 females. The age range was from 25 to 55 years, with an average age of 35.4 years (standard deviation = 7.8). Table 1 presents the descriptive statistics for the important variables, which include Physical Assessment, Alcohol and Drug Assessment, Nutrition Assessment, Social Wellness Assessment, Spiritual Wellness Assessment, Emotional Wellness Assessment, Stress Control Assessment, and Intellectual Wellness Assessment.

Table 1: Descriptive Statistics of Key Variables

Variable	Mean	Standard Deviation
Physical Assessment (PA),	4.2	0.8
Alcohol and Drug Assessment (ADA),	3.8	0.7
Nutrition Assessment (NA),	3.7	0.9
Social Wellness Assessment (SWA),	4.0	0.7
Spiritual Wellness Assessment (SPWA),	3.5	0.8
Emotional Wellness Assessment (EWA),	3.9	0.7
Stress control Assessment (STA),	3.6	1.0
Intellectual Wellness Assessment (IWA),	3.8	0.8

The Physical Assessment (PA) is positively correlated with the Alcohol and Drug Assessment (ADA) ( $r = 0.35$ ), Nutrition Assessment (NA) ( $r = 0.45$ ), Social Wellness Assessment (SWA) ( $r = 0.30$ ), Spiritual Wellness Assessment (SPWA) ( $r = 0.25$ ), Emotional Wellness Assessment (EWA) ( $r = 0.40$ ), Stress Control Assessment (STA) ( $r = 0.50$ ), and Intellectual Wellness Assessment (IWA) ( $r = 0.40$ ). The highest association was observed with the Stress Control Assessment, with a correlation coefficient of 0.50. The Alcohol and Drug Assessment (ADA) exhibits modest positive relationships with all other variables, with the highest association observed with the Physical Assessment ( $r = 0.35$ ) and Intellectual Wellness

Assessment ( $r = 0.33$ ). The Nutrition Assessment (NA) is strongly linked with both the Physical Assessment ( $r = 0.45$ ) and the Emotional Wellness Assessment ( $r = 0.42$ ).

The Social Wellness Assessment (SWA) has a strong positive correlation with the Emotional Wellness Assessment ( $r = 0.50$ ) and the Spiritual Wellness Assessment ( $r = 0.42$ ).

The Spiritual Wellness Assessment (SPWA) shows a moderate association with all other factors, with the highest correlation being with the Emotional Wellness Assessment ( $r = 0.45$ ). The Emotional Wellness Assessment (EWA) is highly associated with the Social Wellness Assessment ( $r = 0.50$ ) and the Stress Control Assessment ( $r = 0.48$ ). The Stress Control Assessment (STA) is strongly linked with the Physical Assessment ( $r = 0.50$ ) and the Emotional Wellness Assessment ( $r = 0.48$ ). The Intellectual Wellness Assessment (IWA) is somewhat connected with all other factors, with the highest connection being with the Stress Control Assessment ( $r = 0.42$ ).

### Conclusion

The findings of this study shed light on the considerable association that exists between a variety of lifestyle behaviours and overall well-being among personnel working in the Physical Education (PE) department. The substantial positive relationships that exist between physical activity, diet, stress management, social support, and overall well-being highlight the significance of maintaining good lifestyle practices for those who work in the field of physical education. Based on these findings, it appears that focused interventions that are aimed at improving these important areas could have a significant influence on the health and well-being of physical education professionals, which could potentially lead to greater work performance and better health outcomes. For the purpose of building a healthier and more supportive work environment in educational institutions, future research should concentrate on the development and evaluation of individualised programs that are designed to satisfy the specific needs of personnel working in physical education departments.

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