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An association between socioeconomic status and lifestyle of sedentary male students

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Abstract
Objective: The objective of the study was to find out relationship between socioeconomic status (SES) and lifestyle (LS) of male students.
Methodology: The study was conducted on 50 sedentary male students, age ranged from 20 to 25 years who were randomly selected from the different Departments of Guru Ghasidas University, Bilaspur (C.G). Selected variables for the study were socioeconomic status (SES) and Lifestyle (LS). Kuppuswamy's socioeconomic scale questionnaire (Shankar Reddy Dudala, 2012) and Life Style Assessment Inventory by Anspangh Davids, Michael, H. Hamrich and Frank D. Rosato were adopted to collect data for Socioeconomic Status and Life Style Assessment. The statistical techniques employed for this study were descriptive statistics and the Pearson's Product Moment Correlation, at 0.05 level of significance.
Result: The study depicted that there is significant relationship between the socioeconomic status and lifestyle ($r=0.712$, $p < 0.05$).
Conclusion: On the basis of the result of the study, it can be concluded that there is positive relationship between the socioeconomic status (SES) and lifestyle (LS).

Keywords: Lifestyle, Socioeconomic Status, Questionnaire

1. Introduction
Healthy lifestyle is important in the prevention of cardiovascular diseases, especially for people with elevated risk due to hypertension. The general practitioner (GP) can play an important role in health promotion. Several studies have shown that lifestyle advice given by the general practitioner can be effective in changing lifestyle. However, well known barriers for performing behavioral counseling are poor compliance by patients, lack of time, and insufficient knowledge about the topics. Especially with regard to losing weight and increasing physical activity evidence exists that the quality of counseling is not optimal, and opportunities are missed. Some of the established quality criteria for lifestyle counseling are that it consist of goal setting, is individually targeted, and includes an assessment of the patients motivation and potential barriers and supporting factors. However, data about the incorporation of these counseling elements in daily family practice are not available.
The lifestyle topics included were weight management, nutrition, physical activity, and smoking. We coded whether the general practitioner or the patient initiated the discussion about lifestyle. The content of lifestyle counseling was classified as assessment of lifestyle or giving specific advice. Assessment of lifestyle was defined as information gathering on weight, or weight change, dietary pattern, physical activity, or smoking status, or (recent) changes in these behaviors. It also included the measurements of body weight or waist circumference. Discussion of alcohol use was regarded as a discussion of 'nutrition', unless the focus was on problems related to alcohol addiction. Giving lifestyle advice was defined as giving a specific advice or information on these topics, referring the patient to other information sources, handing out written materials, or referring the patient to a dietitian, practice assistant or stop-smoking course. Furthermore, the 'quality' of lifestyle counseling was assessed by observing whether certain elements of lifestyle counseling were used by the general practitioner. The elements included in the protocol were: assessment of the patient's motivation for the behaviour change; assessment of the patient's confidence to perform the behaviour change; assessment of perceived barriers or supporting factors; setting of specific

behaviour change goals; and planning a follow-up appointment for the evaluation of the behavior change (Milder, I. et. al., 2008). [12]

Socioeconomic status (SES) is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position in relation to others, based on income, education, and occupation. When analyzing a family's SES, the household income, earners' education, and occupation are examined, as well as combined income, versus with an individual, when their own attributes are assessed.

1.1 Objective of the study

To find out relationship between socioeconomic status (SES) and lifestyle (LS) of sedentary male students.

2. Methodology

2.1 Selection of Subjects

The subjects for this study were selected from different departments of G.G.V Bilaspur. A total of 50 sedentary male students were selected, age ranged between 20 to 25 years.

2.2 Selection of Variables

Life style and Socio-economic status were selected as variables for the preset study.

2.3 Selection of Questionnaire

Kuppuswamy's socioeconomic scale questionnaire and Life Style Assessment Inventory by Anspangh Davids, Michael, H. Hamrich and Frank D. Rosato were adopted to collect data for Socioeconomic Status and Life Style Assessment.

2.4 Administration of Questionnaire

All the subjects were distributed Kuppuswamy's socioeconomic scale questionnaire and Life Style Assessment Inventory, and asked to answer without undue delay. In the Kuppuswamy's socioeconomic scale questionnaire there were three questions related to family's income, occupation and qualification of the head. Each question has maximum 10 marks. On the basis of that questionnaire socioeconomic status of male students were assessed. The Life Style Assessment Inventory contained 78 items, these question statements were evenly divided in eight Life Style contents namely physical assessment, alcohol and drug assessment, nutritional assessment, social wellness assessment, spiritual wellness assessment, emotional wellness assessment, stress control assessment and intellectual wellness assessment. There were ten questions statements for each, except social wellness assessment and emotional wellness assessment. The subjects were responding using five point ordinal scale, hence the maximum response score from the total inventory was 97.5 and minimum 9.75 and in case of each content the response score ranged between 10 to 100, except social wellness assessment and emotional wellness assessment where the response score ranged between 10 to 90.

2.5 Statistical Technique

For determining the relationships of selected variables, descriptive statistics and the Pearson's Product Moment Correlation was used, the data analyzed with the help of SPSS (16.0 version) software and the level of significance was set at 0.05 level of confidence.

3. Result and Findings of the Study

Table: 1 Descriptive Statistics & Correlation coefficient of socioeconomic status with Lifestyle of male students

Variables	N	Mean	Std. Deviation	Correlation coefficient (r)	Sig. value
Lifestyle	50	68.0875	4.56956	.712*	0.000
Socioeconomic status	50	20.6500	5.31555		

*P <0.05, Statistically Significant.

Table-1 indicates the descriptive statistics i.e Mean and SD of selected variables. The Mean and SD of selected variables are i.e. SES (20.6500±5.31555), and LS (68.0875±4.56956). Table 1 also indicates that there exists a significant relationship of socioeconomic status with Lifestyle (r= 0.712), as the p-values were less than 0.05.

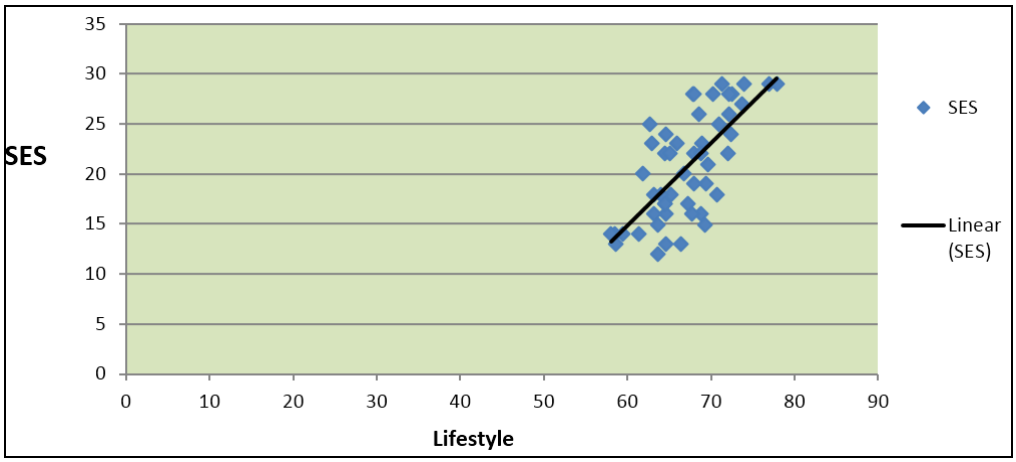

Fig 1: Graphical representation of Correlation between socioeconomic status and Lifestyle of male students

4. Discussion of the findings

Prior research by Wardle and Steptoe (2003) [14] has suggested that education, health consciousness, health locus of control, future salience, expectations of longevity, self-rated health, and stress might play a role in mediating the relationship between SES and health behaviors. They found that low SES participants were less likely than high SES participants to about the future and more likely to believe that good health. Hawkes and Holms (1993) [16] found that lower levels of education were associated with less participation in physical activity and with poorer overall health. Gundala & Chava (2010) [10] concluded that there is a strong association life style, education level and socioeconomic status.

Some other similar studies conducted by Allen Cheadle *et.al.* (1994); Hamidreza Roohafza *et.al.* (2009); Jenn Risch & Ashley Papoy, Dobias *et al*. (2001), and Cartwright *et al*. (2003) [19, 18, 15, 17] are supporting the results of the present study, they also found the significant relationship between socioeconomic status (SES) and lifestyle (LS). [17]

5. Conclusion

On the basis of the result of the study, it can be concluded that there is significant relationship between the socioeconomic status (SES) and lifestyle (LS). Result of the study shows that the positive relationship between socioeconomic status (SES) and lifestyle (LS) it means those students have higher socioeconomic status, their lifestyle is greater. On the basis of the result it also can conclude that the selected male students fall in average category of lifestyle.

6. References

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