

A Study on Lifestyle among Gender Education and Religions

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ABSTRACT

Aim of the research is to find out the lifestyle among gender, level of education and different religions people. So investigator selected three groups one is gender second is level of education and last one is religions. All groups have 360 peoples. Data were collected from Anand districts and surroundings villages. Scale was use for data collection is personal datasheet and lifestyle scale developed by S. K. Bawa and S. Kaur (2012), 2x2x3 factorial design was used and data were analysis by 'F' test. Result show, Gender had significant impact on the lifestyle of different religions male and female. Male people are better lifestyle than the female of different level education and religions. Education had significant impact on the lifestyle of level of education of male and female. Post graduate people are better lifestyle than the under graduate people. Religions had significant impact on the lifestyle of different religions people. Jain religions people are better lifestyle than the Hindu and Muslim people of different education and religions. The interaction between gender and education had no impact on lifestyle of different religions people. Gender and religions had significant interaction impact on lifestyle of different religions people. Education and religion had significant interaction impact of different religions people. The interaction between gender, education and religions had no impact on lifestyle of different religions people.

Keywords: *Life style, Gender, Education, Religions*

A 'lifestyle' is something located at a junction between 'styles of living' and 'living conditions'. Whereas styles of living are determined through personal choices and tastes, and point up the freedom to take decisions affecting one's daily life, living conditions may be seen more as boundaries, marking out the limits of such freedom. These boundaries are defined both by the social context and by the individuals themselves. The relationship between the impact of the objective determinants of individual behavior and the role played by the subjects as autonomous beings in control of their destiny is a favorite and constant theme of major debate in the social sciences.

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Lifestyle is the term that is given for a mode of living adopted by an individual, a group, a nation or a commonwealth of nations. Lifestyles depend on in turn to create the characteristics of a civilization or a culture within a given space and time. A lifestyle takes shape within the specific interweaving of economic, political, cultural personal and religious frameworks, patterns and discourses. Under the conditions of globalization, it is also greatly influenced by demography and technology. In recent research, the notion of lifestyle is not limited to the synchronic (space-centred) notion of ‘way of life’, but it also includes the diachronic (time-centred) mechanisms of how a “good life” is conceived on the basis of changing convictions, values and imaginations in a given context, and how it is projected as a perspective into the future. That means that lifestyles embody life practices and more precisely individual and collective habits of populations in a given life world that comprise, and are expression of, both the effects of the past and the anticipation of the future.

Definition of lifestyle

“Life style as a set of attitudes habits or professions associates with a particular person or group”

- Collins English Dictionary

“Individuals patterns of living as reflected by interest opinion, spending habits and activities.”

- Barron’s Marketing Dictionary

“Life style generally means a pattern of individuals practice and personal behavior choice that are related to elevated or reduced health risk”.

- Gale encyclopedia of public health

Lifestyle” is related to personal identity, because it tells a special story that a person chooses for his/her own identity against others and requires daily decision making to how to dress, consume, work and spending leisure time. Concept of “Lifestyle” means adaptation of one style approach in life. For instance it is important for the people to be famous like a singer. He even eats Thai food, painting their home with special color or take recreation /to amuse at home, not outside.

Education and mass media have interdependent relationship, because educated people use mass media such as: computer, internet, etc. Therefore, in present study to understanding lifestyle and mass media, researcher has focused on different variables such as; reading magazine and newspaper, watching T.V, cinema, listening to radio and music, use of computer and Internet.

Aims Of The Study

1. To study of the lifestyle among male and female of different religions people
2. To study of the lifestyle among post graduate and under graduate different religions people.
3. To study of the lifestyle among Hindu, Muslim and Jain religions people.
4. To study of the effect of interaction on life style among the gender and education.

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5. To study of the effect of interaction on life style among the gender and religions.
6. To study of the effect of interaction on life style among the education and religions.
7. To study of the effect of interaction on life style among the gender and education and religions.

Hypothesis

1. There is no difference between life style among male and female.
2. There is no difference between life style among (level of education) post graduate and under graduate people.
3. There is no difference between life style among Hindu, Muslim and Jain religions people.
4. There is no interaction effect on life style of types of gender and level of education.
5. There is no interaction effect on life style of types of gender and religions.
6. There is no interaction effect on life style of level of education and religions.
7. There is no interaction effect on life style of types of gender, level of education and religions.

METHOD

Selection of Sample

Present research work for simple random sampling method used and carried out of 360 Hindu, Muslim and Jain religions male and female respondents. All respondent shall take from Anand districts and surroundings villages. Out of which 120 would be Hindu religions male and female respondents, 120 Muslim religions male and female respondents and 120 Jain religions male and female respondents were taken. If 90 respondents of male are post graduate level education of Hindu, Muslim and Jain religions and 90 respondents of male are undergraduate level education of Hindu, Muslim and Jain religions. As well as 90 respondents of female are post graduate level education of Hindu, Muslim and Jain religions and 90 respondents of female are undergraduate level education of Hindu, Muslim and Jain religions. Therefore 120 Hindu religions respondents are 60 male is a selected for graduate and post-graduate level education as well as 60 female respondents is a selected for graduate and post-graduate level education. Thereby 120 Muslim religions respondents are 60 male is a selected for graduate and post-graduate level education as well as 60 female respondents is a selected for graduate and post-graduate level education and 120 Jain religions respondents are 60 male is a selected for graduate and post-graduate level education as well as 60 female respondents is a selected for graduate and post-graduate level education. So further study each cell 30 male and 30 female selected for each group.

Tools used

The following tools were used in the present study:

1. Personal Data sheet

Certain personal information about respondents included in the sample of research is useful and important for research. Here also, for collecting such important information, personal data sheet

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was prepared. With the help of this personal data sheet, the information about types of gender, level of education and religions was collected.

In this research following tools are used:

2. Lifestyle scale

This scale is developed by S.K.Bawa and S.Kaur (2012). This scale consist 60 items into 6 dimensions like. Health conclusion life style, Academic Oriented life style, Career Oriented life style, Socially Oriented life style, Trend seeking life style, Family oriented life style. This scale used before the research it is standardized by Makvana and Rohit (2016) and find out reliability is 0.90 and validity of the scale is 0.92 to 100 adult ages married men and women of gujarati people

Statistical Analysis

In this study 't' test was used for statistical analysis.

RESULT AND DISCUSSION

Lifestyle with reference to Gender, Education and Religions

Table No. 1 Means and SDs of overall Lifestyle with reference to Gender, Education and Religions (N=360)

Independent variable →			Hindu	Muslim	Jain
Male	Post Graduate (above)	Mean	141.10	142.83	148.13
		SD	28.58	26.91	15.88
		N	30	30	30
	Under Graduate (below)	Mean	146.67	135.57	144.03
		SD	18.48	30.02	15.25
		N	30	30	30
Female	Post Graduate (above)	Mean	137.87	140.17	148.50
		SD	12.72	10.57	13.89
		N	30	30	30
	Under Graduate (below)	Mean	131.60	120.07	149.93
		SD	20.51	13.46	11.52
		N	30	30	30

Table No.2 ANOVA summary of Lifestyle with reference to Gender, Education and Religions (N=360)

Source of Variance	Sum of Squares	df	Mean Sum of Squares	F	Sign. Level
Gender (A)	2280.100	1	2280.100	6.122	*
Education (B)	2361.344	1	2361.344	6.340	*
Religion (C)	10399.572	2	5199.786	13.96	**

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Source of Variance	Sum of Squares	df	Mean Sum of Squares	F	Sign. Level
(A x B)	915.211	1	915.211	2.457	NS
(A x C)	3001.317	2	1500.658	4.029	*
(B x C)	3312.672	2	1656.336	4.447	*
(A x B x C)	1599.839	2	799.919	2.148	NS
SSW (Error)	129605.400	348	372.429		
SST	153475.456	359			
<i>Level of Significance P>0.01**, P>0.05*, NS= Not Significant</i>					

Table No. 3 Difference between mean score of Lifestyle with reference to Gender, Education and Religions (N=360)

Independent Variable	N	Mean	Difference Between Mean
Male (A1)	180	143.06	5.04
Female (A2)	180	138.02	
Post graduate (B1)	180	143.10	5.12
Under graduate (B2)	180	137.98	
Hindu (C1)	120	139.30	6.64 (C1-C2)
Muslim (C2)	120	134.66	8.35 (C1-C3)
Jain (C3)	120	147.65	12.99 (C2-C3)

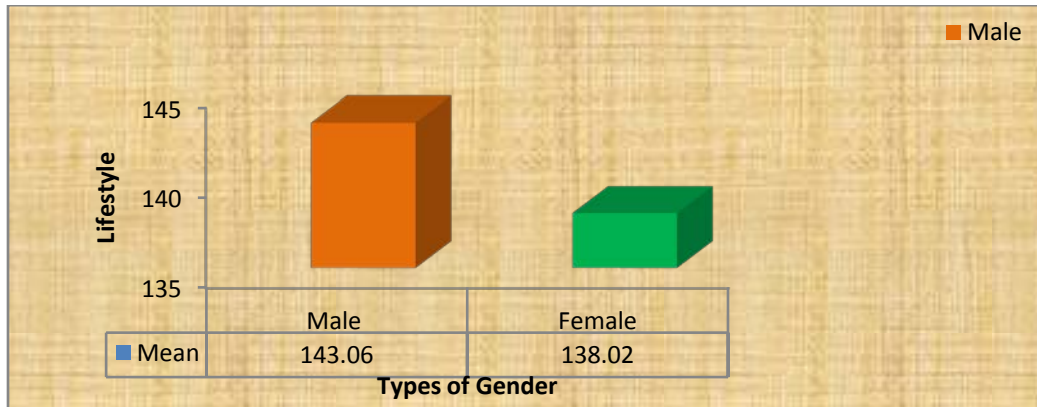
Lifestyle with reference to Gender regarding level of education and different religions:

When F test was applied to check the difference between the life style of different religions male and female, significant F value was found. The F value (Table No.2) is 6.12 and which is statistically significant at 0.05 levels. Table No. 3 reveals that the mean scores of life style of male and female are 143.06 and 138.02 respectively and the difference between two is 5.04 which is high and not negligible. Hence the null hypothesis No.8 is rejected and it is conclude that, there is significant difference between the life style of male and female of different religions people. The different religions male are better lifestyle than the females of different religions. This difference can also be seen from graph No.1.designed on the basis of obtained result.

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Graph No.01 Showing Mean Scores of lifestyle with reference to gender of different religions people.

X = Gender (MaleA₁ and FemaleA₂)
Y= 1.00 Sem. = 01 Average Score

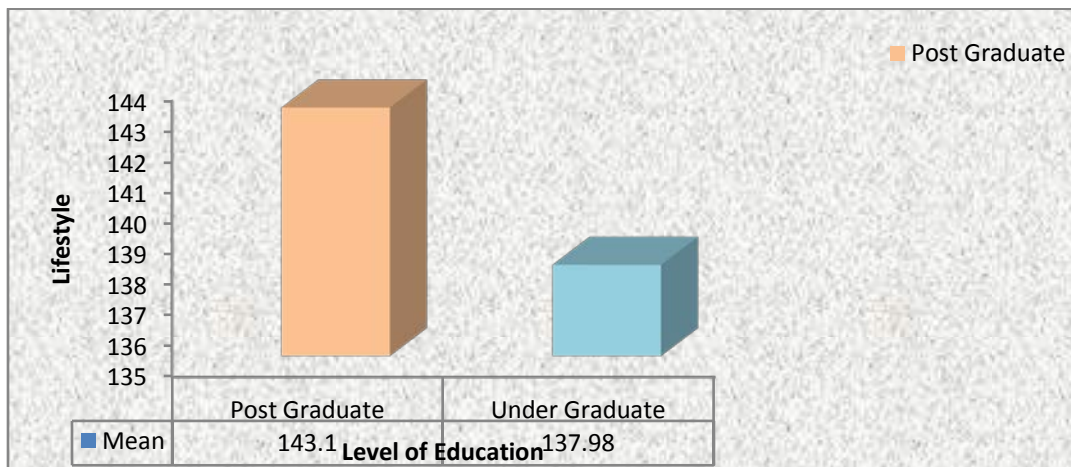


Life style with reference to Level of education regarding different religions male and female:-

When F test was applied to check the difference between the lifestyle of post graduate and under graduate different religions male and female, significant F value was found. The F value (Table No.2) is 6.34 and which is statistically significant at 0.05 levels. Table No. 3 reveals that the mean scores of life style of post graduate and under graduate people are 143.10 and 137.98 respectively and the difference between two is 5.12 which is high and not negligible. Hence the null hypothesis No.9 is rejected and it is conclude that, there is significant difference between the life style of post graduate and under graduate different religions people. The post graduate different religions people are better lifestyle than the under graduate different religions people. This difference can also be seen from graph No.04 designed on the basis of obtained result.

Graph No.2 Showing Mean Scores of lifestyle with reference to level of education of different religions people.

X = Level of Education (Post graduateB₁ and under graduateB₂)
Y= 1.00 Sem. = 01 Average Score



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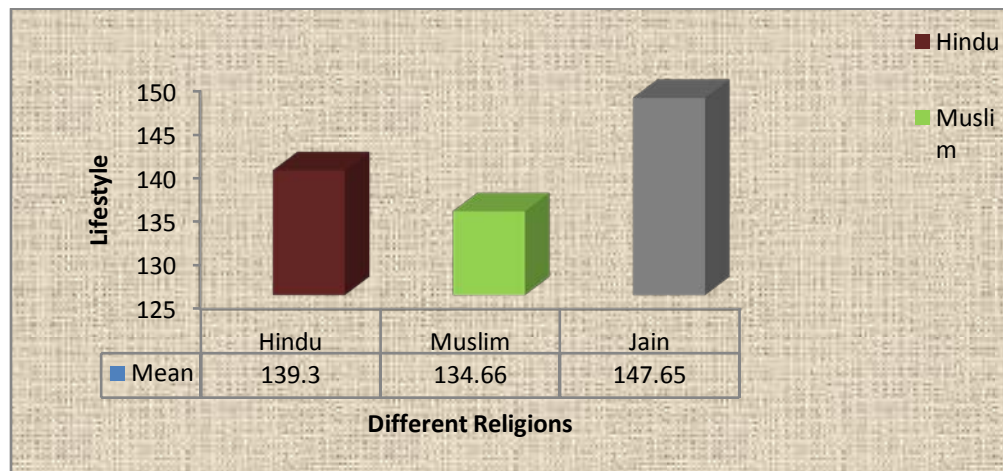
Lifestyle with reference to different religions people:-

The F value of different religions (Table No.2) is 13.96. The present value is statistically significant at 0.01level. When check the difference between the lifestyle of Hindu, Muslim and Jain religions people by F test, significant F value was found. Table No. 3 reveals that the mean scores of lifestyle of Hindu, Muslim and Jain religions are respectively 139.30, 134.66 and 147.65 and the difference between Hindu and Muslim is 6.64, difference between Hindu and Jain 8.35 and difference between Muslim and Jain is 12.99 which is high and not negligible. Hence the null hypothesis No.10 is rejected and it is conclude that, there is significant difference between the lifestyle of Hindu, Muslim and Jain religions people. The Jain religions people are better lifestyle than the Hindu and Muslim religions people regarding family planning and birth control attitude.

Graph No.03 Showing Mean Scores of lifestyle with reference to different religions people.

X = Different Religions (Hindu_{C1}, Muslim_{C2} and Jain_{C3})

Y= 1.00 Sem. = 02 Average Score



Lifestyle with reference to interaction effect of types of gender and level of education.

To show the table No 4.5 the F value of interaction between types of gender and level of education is 2.46 which is statistically not significant because it is not significant at 0.05level. When check the interaction effect types of gender and level of education (AXB) on lifestyle, no significant effect found. Hence the null hypothesis No. 11 was maintained and it is conclude that there is no significant interaction effect of types of gender and level of education on life style of the different gender, level education and religions.

Lifestyle with reference to interaction effect of types of gender and different religions.

According to table No.4.5 the F value 4.03 shows significant interaction effect of types of gender and different religions on lifestyle. The F value is statistically significant at 0.05level so the null hypothesis No.12 is rejected and it is conclude that there is significant interaction effect of types of gender and different religions on lifestyle.

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Lifestyle with reference to interaction effect of level of education and different religions.

According to table No.4.5 the F value 4.45 shows significant interaction effect of level of education and different religions on lifestyle. The F value is statistically significant at 0.05level so the null hypothesis No.13 is rejected and it is conclude that there is significant interaction effect of level of education and different religions on lifestyle.

Lifestyle with reference to interaction effect of types of gender, level of education and different religions.

To show the table No 4.5 the F value of interaction between types of gender, level of education and different religions is 2.15 which is statistically not significant because it is not significant at 0.05level. When check the interaction effect types of gender, level of education and different religions (AXBXC) on lifestyle no significant effect found. Hence the null hypothesis No.14 was maintained and it is conclude that there is no significant interaction effect of types of gender, level of education and different religions on lifestyle of the different gender, level education and religions.

CONCLUSION

1. Gender had significant impact on the lifestyle of different religions male and female. Male people are better lifestyle than the female of different level education and religions.
2. Education had significant impact on the lifestyle of level of education of male and female. Post graduate people are better lifestyle than the under graduate people.
3. Religions had significant impact on the lifestyle of different religions people. Jain religions people are better lifestyle than the Hindu and Muslim people of different education and religions.
4. The interaction between gender and education had no impact on lifestyle of different religions people.
5. Gender and religions had significant interaction impact on lifestyle of different religions people.
6. Education and religion had significant interaction impact of different religions people.
7. The interaction between gender, education and religions had no impact on lifestyle of different religions people.

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Conflict of Interests

The author declared no conflict of interests.

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