

Study of Life Style Education with Respect to Economic Status of Students: A Micro Evidence

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Abstract:

Aims/Purpose: An attempt has been made by the researcher to evaluate the attitude of students on life skill education in relation to economic status of households. **Methodology:** Quantitative survey method has been applied for the collection data from 200 students from Paschim Medinipur district in West Bengal. Student's *t*-test has been used for analysis of data. **Findings:** Attitudinal differences exist towards the impact of education on life skill education between the APL and BPL type of households. APL type of households have the higher level education than the BPL type of households which shows the higher impact on life style education and healthy life of APL type than BPL type of households. **Comments:** Life style education tends to promote healthy way of living by protecting human rights which again manifest in coping with their physical, psychological, social, and economic environments. Finally, education has a significant role in this respect.

Keywords: Life skill education, Healthy life, Economic status, Attitude, Student's *t*-test.

Introduction:

The lifestyle has become a major topic of growing research interest globally and is recognized as a key factor influencing an individual's health status, as people differ in their lifestyle choices. The World Health Organization (WHO) characterizes health as a "state of complete physical, mental, and social well-being and not just the absence of illness." Furthermore, it indicates that 60% of a person's quality of life is linked to their behaviors and lifestyle, recommending that adopting a Healthy Lifestyle can help decrease the likelihood of preventable health issues and enhance a person's quality of life. Studies published in support of the WHO's views have demonstrated that healthy lifestyle habits lower the incidence of diseases and reduce mortality rates. Individuals who engage in healthy lifestyle practices are better equipped to mitigate the health risks linked to disability and illness in later stages of life. A person may adopt beneficial health behaviors that require intentional efforts to enhance their own well-being while also safeguarding the health of those around them. Conversely, a person who engages in health-risk behaviors negatively impacts their

ARTICLE INFO

Article history:

Received: 10 November 2024

Received in revised form
25 November 2024

Accepted 31 November 2024

Citation: Khamrai. M. & Paul. Dr. P. K., (2024) "Study of Life Style Education with Respect to Economic Status of Students: A Micro Evidence", *Pen and Prosperity*, Vol. 1, Issue. 2, December 2024.

health due to detrimental habits and practices stemming from misinformation and an unhealthy environment. Those who embrace positive health behaviors should strive to make informed choices that promote healthy practices and avoid engaging in health-risk behaviors.

Emergence of the Problem:

A lifestyle generally embodies an individual's beliefs, habits, values, and perspective on the world. Consequently, it serves as a mechanism for establishing a personal identity and generating cultural symbols that resonate with one's sense of self. Not all elements of a lifestyle are chosen freely. It can be understood as the manner in which individuals, families, and communities navigate their physical, psychological, social, and economic circumstances on a daily basis. Lifestyle is manifested through patterns of behavior in both professional and recreational contexts, as well as through individual activities, attitudes, interests, opinions, values, and financial decisions. Additionally, it mirrors individuals' self-perception and how they believe others perceive them. A lifestyle is an amalgamation of motivations, needs, and desires, shaped by influences such as culture, family dynamics, social circles, and socioeconomic status.

Statement of the Problem:

Various researchers have conducted extensive studies; however, the majority of these studies lack comprehensiveness. In light of this context, the current study has been chosen for investigation as, **"Study of Life Style Education with Respect to Economic Status of Students: A Micro Evidence"**.

Delimitation of the Study:

1. Only one district is selected for the present study.
2. This study will be conducted into a limited number of students as sample of population (N = 200).
3. Self prepared questionnaire is used to collect information from different schools.

Review of the Related Study:

Park et al. (2005) conducted a study on the cognitive styles of gifted students in Korea, focusing on whether these styles, as defined by the theory of mental self-government, could serve as predictors of scientific giftedness in relation to the implicit concepts held by the Korean populace. The study involved 179 students from two specialized science high schools and 176 students from general high schools across Korea. The researchers utilized the Thinking Styles Inventory (Sternberg and Wagnor, 1992) and the Scientific Giftedness Inventory (Shim and Kim, 2003) for data collection. The findings revealed that Korean gifted students exhibited a preference for legislative, judicial, anarchic, global, external, and liberal thinking styles, while their non-gifted counterparts leaned towards executive, oligarchic, and conservative styles. Additionally, the study established that thinking styles significantly predicted scientific giftedness.

Albaili (2007) investigated the variations in thinking styles among college students in the United Arab Emirates categorized as low, average, and high achievers. The Thinking Styles Inventory was employed to evaluate the students' thinking styles. The findings demonstrated that low-achieving students had significantly lower scores in executive, hierarchic, anarchic, local, conservative, and internal thinking styles. Conversely, these students exhibited significantly higher scores in legislative, oligarchic, and liberal styles. A discriminate analysis indicated that the executive and conservative styles were the most distinguishing factors that differentiated low-achieving students from their high-achieving counterparts.

Vance et al. (2007) undertook a study aimed at comprehending and assessing linear and nonlinear thinking styles to improve management education and professional practice. The findings indicated that individuals generally gravitate towards one of the two extremes of linear or nonlinear thinking. Additionally, it was

observed that individuals who predominantly utilize one of these thinking styles gain advantages from engaging with those who possess the contrasting style.

Iskra AN et al. (2010), in their article examining the differences in dietary and lifestyle habits among sixth-year medical students from Zagreb, concluded that certain adolescents exhibit unhealthy lifestyle choices, such as skipping breakfast, irregular food intake, and excessive consumption of high-calorie foods. Furthermore, a significant correlation was identified between the year of study and lifestyle habits.

Objectives of the Study:

The present study entails the following objectives:

1. To find out the level in attitude of APL & BPL students towards the effect of education on life style development.
2. To find out the difference in attitude between APL & BPL students towards the effect of education on life style development.

Variables of the Study:

The present study included the following variables:

1. Economic status (APL and BPL)

Hypothesis:

We have used null hypotheses for the present study. The following hypotheses are

H_1 : No significant difference in attitude exists towards life style education according to economic status of Students.

Population:

The size of population of the present study is 650.

Sampling

Multistage purposive sampling method has been used in the present study. The sample size of the study has been selected as 200 students as respondents.

Table – 1: Sample Profile of the Study

District	Block	Name of School	No. of Students
Paschim Medinipur	Salbani	Godapiasal M.G.M.High School	50
		Godapiasal Charubala Balika Vidyalaya	50
		Salbani N.M.Girls High School	50
		Bhadutala Vivekananda High School	50

Source: Field Survey, 2023-24

Description of tools:

A self made standardized questionnaire has been used for collection of primary data. Qualitative information is also used to enriched the present study.

Collection of data:

The primary data has been collected from two hundred (200) students in Paschim Medinipur district of West Bengal covering four schools in Salabani block in 2023-24.

Testing of hypothesis:

Student 't' test has been used to test the hypothesis.

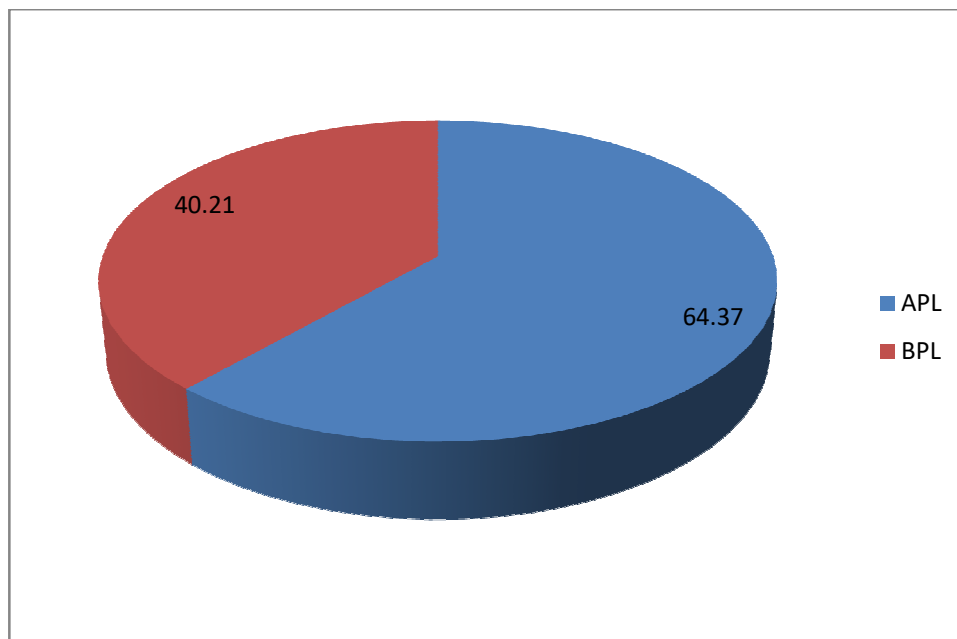
⁰H₁: No significant difference exists between APL & BPL family status towards Life skill development in the study area

Table -2: showing the particulars about mean, SD and t-value according to Economic status of the respondents.

Economic status	N	Mean	SD	SED	t	Level of significance
APL	130	64.37	6.27	1.63	7.81	Significant at 0.01 level
BPL	70	40.21	5.12			

Source: Author's calculation based on field survey 2023-2024

From the above table it is clear that the mean scores and S.D of APL and BPL group are different. The t value of the above table is 7.81 which is larger than the table value. So the null hypothesis is rejected at 0.01 level. That means that there exists significance difference between APL and BPL group of Students towards life skill development.



Implication of the Study

Life style education is the interests, opinions, behaviours, and behavioural orientations of an individual, group, or culture. The term was introduced by Austrian psychologist [Alfred Adler](#) with the meaning of “a person’s basic character as established early in childhood”, for example in his 1929 book “The Case of Miss R.”. The broader sense of lifestyle as a “way or style of living” has been documented since 1961. Lifestyle is a combination of determining intangible or tangible factors. Tangible factors relate specifically to demographic variables, i.e. an individual’s demographic profile, whereas intangible factors concern the psychological aspects of an individual such as personal values, preferences, and outlooks.

Suggestion for Further Studies:

The following recommendations can be made to take further research-

- Broad areas of this district and others districts can be considered for descriptive work
- The time periods can be enlarged.
- Samples size can be increased.
- The other area of West Bengal can be taken into consideration.

Conclusion:

Therefore, a lifestyle education reflects of forging a sense of self and to create cultural symbols that resonate with personal identity. Not all aspects of a lifestyle are voluntary. It tends to promote healthy way of living by protecting human rights which again manifest in coping with their physical, psychological, social, and economic environments. Finally, education has a significant role in this respect.

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