

Lifestyle: A Study of Pregnant Women's Involvement in Tapovan Center, Children's University, Gandhinagar

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Abstract

Main object of this study is to compare the lifestyle among Pregnant women so researcher preferred two groups, one group was pregnant women were involved in Tapovan center's activity which is operated by children's university, Gandhinagar and other was pregnant women were not involved in such kind of activities, 120 pregnant women taken as a sample. The sample were selected from Tapovan center's of children's university and other areas of Gandhinagar city. individual datasheet and Lifestyle scale was urbanized by S. K. Bawa and S. Kaur (2012) used in this study, 2x2 factorial design was used and ANOVA test used for data analysis. Result show that, the lifestyle of pregnant women who involved in Tapovan center's activity is better than the pregnant women who not involved in Tapovan centers activity. The lifestyle of high educated pregnant women is better than the low educated pregnant women.

Keywords: Tapovan center's activity, pregnant women, Lifestyle

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Introduction

It's important to remember that a person's way of life is a kind of self-expression and a manner of creating cultural symbols that link to one's sense of personal identity. Not everything about a person's way of life is up for grabs. Some of a person's choices for a life-style and the image he or she may present may be limited by social and technical systems around him or her. Sunil Jadav, (2013).

Barron's marketing lexicon

"In general, a lifestyle is a pattern of an individual's practise and personal behaviour choices that are associated to heightened or decreased health risk."

Gale's Public Health Encyclopedia

"A 'lifestyle' is defined as a combination of attitudes, habits, or vocations associated with a certain individual or group."

The Collins English Dictionary

While pregnant, the mother's lifestyle may have an effect on the health of her unborn baby. Because changing one's lifestyle during pregnancy is a social act that cannot be quantified, it was necessary to conduct a comprehensive investigation of the topic from all angles. As a result, the current study sought to categorise "mothers' opinions and experiences of lifestyle patterns during and after pregnancy, as well as the motivations for choosing different lifestyles."

About Tapovan

Concept of Tapovan Centre

- A centre of Garb0068-sanskar and Garbh-vignana
- Centre for educating pregnant women; it has a beautiful facility.
- Unique Centre for nurturing best progeny for transforming the society
- Mesmerizing Place for the harmony of family and the expecting mothers
- A centre for studying the expecting mother's physiological, psychological and affective development and developmental progresses of a child in the womb Prajapati, A. N., (2015).

Activities of Tapovana Center

1. Pranayam/Yoga
2. Showing Film/ Video
3. Prayer
4. Prakrtivihar
5. Meditation
6. Sanskrit Reading
7. Garbhasamvad
8. Personal Counseling
9. Art skills/ Paintings
10. Group Counseling
11. Games–Intellectual/
12. Mathematical Physical Puzzles
13. Music
14. Development of Elocution
15. Reading/Discussion
16. Storytelling (A. N. Prajapati, 2015)

Research Objective

1. Study of lifestyle among pregnant women who involved in Tapovan center's activity and not-involved in Tapovan center's activity.
2. Study of lifestyle among the high and low educated pregnant women.
3. Study the effect of interaction between the involvement in Tapovan center and education on lifestyle.

Hypothesis

1. There will be no dissimilarity between the lifestyle of the pregnant women who involved in Tapovan center's activity and not-involved in Tapovan center's activity.
2. There will be no dissimilarity between the lifestyle of high and low educated pregnant women.
3. There will be no interaction effect of the lifestyle among the involvement in Tapovan center and education.

Method of study

Sample:

120 pregnant women selected as a sample. The samples were selected from Tapovan centers of children’s university and other areas of Gandhinagar city. The pregnant women were selected by simple random system. Among them 60 pregnant women were involved in Tapovan center’s activity which is operated by children’s university Gandhinagar and other 60 pregnant women were not involved in such kind of activities. From each group 30 high educated and 30 low educated pregnant women were selected for the study.

Tools:

All the information and data were collected by create online Google form

1) Data sheet (Personal):

A researcher created personal data sheet was used to collect information about involvement in Tapovan center’s activity and level of education.

2) Lifestyle Scale:

S. Kaur and S. K. Bawa created the lifestyle scale (2012). This questionnaire has 60 questions divided into six dimensions. Each item has five answer options: strappingly Agree, Agree, unsympathetic, Disagree, and strappingly Disagree. The responder must choose one of five options from a list of 17 negative and 43 positive replies. The test's reliability is 0.96, and the author reports that the questionnaire's validity is good.

Variables:

Independent Variables:

- 1. Involvement in Tapovan center’s activity**
 - Pregnant women who involved in tapovan center’s activity
 - Pregnant women who not-involved in tapovan center’s activity

- 2. Education level:**
 - High educated
 - Low educated

Dependent Variables:

- Score of lifestyle scale

Research design:

N=120

Independent Variables	High educated pregnant women (B ₁)	Low educated pregnant women (B ₂)
Pregnant women who involved in tapovan center’s activity (A ₁)	30	30
Pregnant women who not- involved in tapovan center’s activity (A ₂)	30	30

Statistical Analysis:

F² test was used for statistical analysis for this research

Result and Discussion:

The primary goal of the study was to examine lifestyle with regard to pregnant women's engagement in Tapovan centre activities and educational level. In this regard, three null hypotheses (Ho.1–3) were developed. A factorial design of 2x2

was framed. ANOVA statistical tools were employed to test these null hypotheses in two ways. The collected findings are shown in tables 1–3.

Table no. 1
(N=120)
Mean and SD of lifestyle with reference to involvement of pregnant women in Tapovan center’s activity and Education level

Independent variable		High	Low
Pregnant women who Involve in Tapovan center’s activity	Mean	147.07	141.90
	SD	8.73	13.05
	N	30	30
Pregnant women who not-Involve in Tapovan center’s activity	Mean	143.67	134.60
	SD	13.34	17.46
	N	30	30

Table No-2
(N=120)
Summary of ANOVA with reference to involvement of pregnant women in Tapovan center’s activity and Education level in context of lifestyle

Source of the variance	Sum of the square	Df	Mean sum of the square	F
A (Pregnant women’s involvement in Tapovan center’s activity)	858.68	1	858.68	*4.71
B (Education)	1519.41	1	1519.41	*8.33
AxB	114.08	1	114.08	0.62 (NS)
SSW	21148.43	116	182.31	
SST (cr.total)	23640.59	119		
NS – Not Significant, *-p>0.05				

Table No-3
N=120
Difference of Mean and mean scores and of lifestyle of pregnant women with respect to involvement in Tapovan center’s activity and Education level.

Independent variables of the study	N	Mean	Difference of mean
A1 (Pregnant women who Involve in Tapovan center’s activity)	30	144.48	5.35
A2 (Pregnant women who not-Involve in Tapovan center’s activity)	30	139.13	
B1(High Education)	30	145.37	7.12
B2(Low Education)	30	138.25	

Lifestyle with reference to involvement in Tapovan center’s activity of pregnant women:

The F value of pregnant women's engagement in Tapovan center's activities is 4.71. At 0.05, the current 'F' value is statistically significant. When the researcher compared the lifestyles of pregnant women who participated in Tapovan centre activities to those who did not, a significant F value was discovered.

According to Table No. 3, the mean lifestyle scores of pregnant women participating and non-involved in Tapovan center's activities are 144.48 and 139.13, respectively, with a 5.35 difference between the two groups. As a result, null hypothesis number one is rejected, and it is claimed that there is a substantial difference in the lifestyle of pregnant women

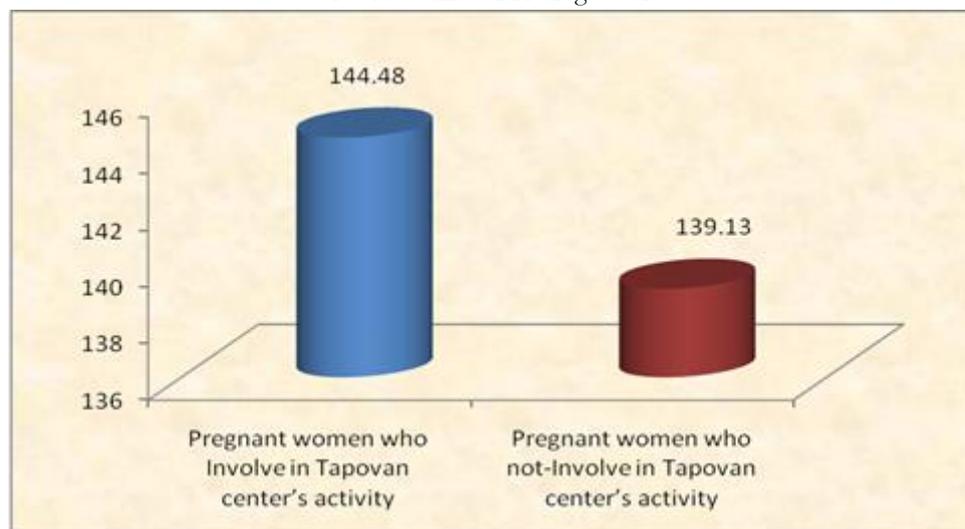
who participate in Tapovan centre activities and those who do not. The lifestyle of pregnant women who participate in Tapovan centre activities is superior to that of pregnant women who do not participate in Tapovan centre activities. The difference is also shown in Graph No. 1, which was created based on the acquired results.

Graph Number- 1

Graph Showing Mean Scores of lifestyles with reference to involvement in Tapovan center’s activity of pregnant women

X = Types of Pregnant women (involved in Tapovan center A₁ and not-involved in Tapovan center A₂)

Y= 1.00 c.m. = 2 Average Score



Lifestyle of the high and low educated pregnant women:

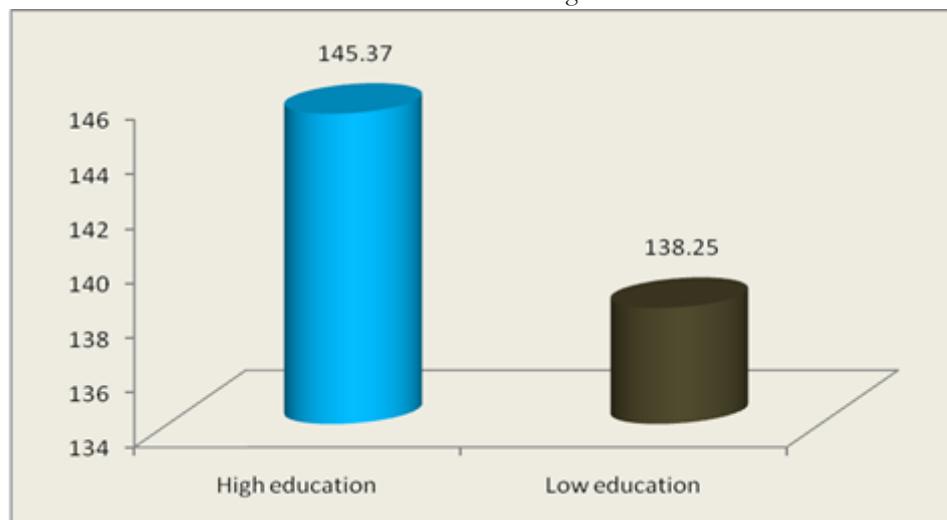
Table 2 shows that the 'F' value of lifestyle of high and low educated pregnant women is 8.33, indicating a significant difference at a level of 0.01, indicating that the hypothesis is rejected. The findings revealed a considerable difference. According to Table 3, the mean lifestyle score of high and low educated pregnant women is 145.37 and 138.25, respectively. The difference is 7.12, which is significant and not negligible, allowing the researcher to conclude that there is an effective difference in lifestyle between high and low educated pregnant women. The null hypothesis no. 2 is rejected as a consequence of the results. The difference is also seen in Graph No.2.

Graph No-2

Graph Showing Mean Scores of lifestyles with reference to education level of pregnant women

X = Education level (High B₁ and Low education B₂)

Y= 1.00 c.m. = 2 Average Score



Interaction effect of the pregnant women's involvement in Tapovan center's activity and education with reference to Lifestyle

The F value of the interaction between different kinds of pregnant women's engagement in Tapovan centre activities and education is 0.62, which is not statistically significant. The interaction impact of different kinds of pregnant women participating in Tapovan Center's exercise and education (AXB) on lifestyle was not determined to be significant. The null hypothesis No. 3 is maintained as a consequence of the findings, and it is accepted that there is no significant interaction impact of kinds of pregnant women's engagement in Tapovan center's activities and education on lifestyle.

Conclusion

1. The lifestyle of pregnant women who involved in Tapovan center's activity is better than the pregnant women who not involved in Tapovan centers activity.
2. The lifestyle of high educated pregnant women is better than the low educated pregnant women.
3. The result shown that there is no significant interaction effect of types of pregnant women's involvement in Tapovan center's activity and education on lifestyle.

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