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RELATIONSHIP BETWEEN SOCIO-ECONOMIC STATUS AND MOTIVATIONS WITH PHYSICAL ACTIVITY RATES AMONG STUDENTS

[1]FATEMEH DORRANI, [2*]DR.VALI NOWZARI, [3]DR.YOUNES MOHAMMADZADEH

1-M.A student of Sports Management, Department of Physical Education and sports sciences, Arsanjan Branch, Islamic Azad University, Arsanjan, Iran

2- Assistant professor, Department of Physical Education and sports sciences, Arsanjan Branch, Islamic Azad University, Arsanjan, Iran

3- Assistant professor, Department of Physical Education and sports sciences, Arsanjan Branch, Islamic Azad University, Arsanjan, Iran

Corresponding Author: Dr. Vali Nowzari*

ABSTRACT

The purpose of this research was to determine the relationship between Socio-economic Status and motivations with physical activity rates among students of Azad university of Darab. This research was in the type of descriptive-survey which carried out in the form of field study. The statistical population of this research included all B.A undergraduate students of Azad university of Darab in the 2014-2015 school year (N=1572) (770 girls, 802 boys). Due to the Morgan table 310 students (152 girls, 158 boys) were identified as samples of this research. Data gathering tool was included Hong Young Lin (2010) Standard questionnaire of motivation for participating in sports and Ghodratnama (2013) Standard questionnaire of (SES). Facial validity of questionnaires was confirmed by 10 professors of physical education. Construct validity of motivation for participating in sport questionnaire was calculated through Kaiser-Meyer-Olkin's test (KMO=0/839) and for (SES) questionnaire was calculated (KMO=0.821). Reliability coefficients of the both questionnaires with using Cronbach's alpha, respectively (0.83) and (0.81) were calculated. In order to describe the findings, descriptive statistics method was used and inferential statistics methods (Pearson correlation coefficient, Kolmogorov-Smirnov, Independent t-test, Variance analysis, Multivariate regression) have been applied. The significance level was determined ($P \leq 0.01$). The results showed that, there is a significant and direct relationship between the Socio-economic status, income, economic class, education level of parents and housing with the physical activity rates of students. Also there is a significant and direct relationship between health obtaining and social interaction motive with the physical activity rates of students. The results showed that, Male and female students just differ in social interaction motive and there is a significant difference between physical activity rates between male and female students. The results of Multivariate regression test showed that economic class and income are the strongest factors for prediction of the rates of physical activity among students. According to the results of the research it is suggested to provide programs and improve sports facilities in universities, considering the motives and socio-economic status of students. So, through this we can be able to improve physical activity rates and health of students who are future builders of the country.

Keyword: Socio-Economic Status (SES), Sport Participation Motivation, Rate of Physical Activity, Students

INTRODUCTION

Current world in recent decades has moved rapidly industrializing and economical. So that human life in many communities, life has become mechanical or Now do it. That is why life in today's world of rapid initiative poor man, and he moved and followed the motor problems of poverty physical, mental and social has created for him (Javadipoor, 2013). The movement of people in poverty shortcomings in aspects of human existence (physical, psychological and intellectual) has been sent. On the other hand, one of the fundamental in explaining the behavior of students to participate in various sports activities, identify their motivations (Velford, 2001). Motivation to participate in sports activities for the company's individual differences, because different sports depending on individual differences and motivation of people accessibility to targets (sports purposes) is important (Gill, 1999, translation Khajvand, 2004). Uncle sports psychologists believe that, just because a behavior or motivation, but different motivations (social interaction, fun and joyful, prevention and treatment, stress reduction, weight management, employment relations and life, health and fitness, etc.) are causing trend sport.

Students are encouraged to maintain a healthy, positive effects of psychosocial, physical strength, enjoy and be involved in these activities along with friends (Tonnevis, 1999). Moreover, improving the intellectual, reduce stress, improve health and education and training activities, other motives of this group form (Zarei, 2001). Since most students, especially students spent more than physical education curriculum studies and less time to be physically active in their leisure time allocated, which in the long run countless physical and psychological problems for them bring, the future of the community are encouraged to exercise was very important so that can help to prevent diseases, skeletal abnormalities and most importantly provide students' progress.

Problem statement

Global developments in the field of contemporary life, physical education and sport as a key made it inevitable that seems far away. Physical education and sport purposes with experience and interest in connected and determines the purpose and direction of the program are So the role of sport and physical activity as a strategy that aims to assist potential health, social and economic, is very important (SM Ameri, 2012). Due to the turnout in the different sports, sports fields and identify different dimensions and investigation of how socio - economic status of participants in sports activities a are important to different groups of people, whether poor, rich, employed and unemployed, literate and illiterate examined. So the role of sport and physical activity as a strategy that aims to assist potential health, social and economic, is very important (Seyyed Ameri, 2012). Due to the turnout in the different sports, sports fields and identify different dimensions and investigation of how socio - economic status of participants in sports activities is an important factor and should be different groups of people, whether poor, rich, employed and unemployed, literate and illiterate examined. On the other hand every discipline and physical activity as well as economic, social and cultural rights of its own needs and trends in the different regions are specific to each discipline. Today, financial status, place of residence, family size, age, occupation, level of education and socio-economic situation in general (regardless of physiological factors) are involved in the participation rate (Javan, 1997). Research has shown, behavior and attitude towards health issues in adulthood, childhood is influenced by socio-economic status. In other words, people who belong to the upper classes, generally of information and knowledge are more and why decisions for their own life style, based on the awareness and knowledge on issues of health and wellbeing , but people who have low socioeconomic status, attitudes and behavior favorable to their health and are prized for their health (Suano & Baker, 2006). To be clear orientation and the orientation of students to exercise what is, understanding the motivation of the students participating in these activities is needed to give priority to incentives based on the identification of targets and, to step on the way attract students to participate in sports programs impression. Because the priority of each of the goals and motivations of the students show that the benefits of exercise and physical activity aspect of their views considered.

Research Methodology

The research method is descriptive - survey and the purpose for which the data has been gathered.

Community sample

The population study included all undergraduate students (continuous and discontinuous) Darab branch Islamic Azad University in the academic year 2014-2015 to (770 girls and 802 boys) (N=1572) is. It should be noted that due to the nature of the students' physical education majors were excluded from the study population. The study sample included 310 undergraduate students of Darab branch Islamic Azad University (152 girls and 158 boys) have formed. Based on population size, the number of sample using Morgan table class was determined randomly.

Table 1: Size of the sample

Boy	Girl	Total	N / n
802	707	1572	**Society**
158	152	310	**Sample**

Variables:

Criterion variables:

The amount of physical activity per week, dependent variable or variables also form the basis of this research.

Predicting variables:

Socioeconomic status and motivation to participate in sports activities as well as mills or independent predictor variables considered in this study.

Measuring tool

In order to collect data in this study, two standard questionnaires were used as follows.

1. To assess the incentive to engage in sporting activities of standard questionnaires to measure sports participation motivation Hong Yong Lin (2010) in four subscales vitality and joy, health, weight control and social interaction were used. Eslami et al (2012) face and content validity of the questionnaire with the point of view of 12 university professors have confirmed its reliability using the Cronbach's alpha for the questionnaire have reported 0.79.

1. The standard questionnaire to assess socioeconomic status socioeconomic status (SES) Ghodratnama (2012) was used. Eslami et al (2012) face and content validity of the questionnaire with the point of view of 12 university professors have confirmed its reliability using the Cronbach's alpha for the questionnaire have reported 0.83.

2. To develop indicators of socio-economic base, this variable to the four subscales of income, social class, parental education and housing status were evaluated. All four variables necessary to calculate the index for the same weight and the same was graded from 1 to 5 and then for a combined incremental equation:

Economic situation- Socio = Parental education, family income + class + economic + housing

Reliability and Validity

In order to obtain the psychometric properties of the questionnaire consistency using Cronbach's alpha is the most relevant results to each of the following have been reported.

Table 2: Shows the coefficient of reliability (Cronbach's alpha)

Cronbach's alpha	Questionnaire
0/81	Inventory socioeconomic status
0/83	Inventory motivation for participating in sports

Table 3: Test Kaiser - Meyer – Alkin

KMO	Questionnaire
0/821	Inventory socioeconomic status
0/839	Inventory motivation for participating in sports

Statistical methods for data analysis are:

In the present study to analyze the data, descriptive and inferential statistics were used. Descriptive statistics, including indices of abundance, mean, standard deviation, and charts to express descriptive information related to the investigation were Kolmogorov-Smirnov test for normality of statistics and data and independent t-test and ANOVA to determine differences between study groups, Pearson and Spearman correlation was used to determine the correlation between variables. Research hypotheses were tested at a significance level P≤ 0.01and data analysis was performed using SPSS version 21. As well as to test the construct validity of the test Kaiser - Meyer - Alkin (KMO) and the statistical method for calculating Cronbach's alpha reliability coefficient was used.

RESULTS

Table 4: Distribution of subjects according to age (years)

Percent	Abundance	Age subjects
15/0	45	18-20
31/2	94	21-23
23/6	71	24-26
11/6	35	27-29
18/6	56	**Above 30**
100	301	**Total**

Table 5: The physical activity of male students

Percent	Abundance	Physical activity in minutes
43	64	0-100
21/5	32	101-200
14/1	21	201-300
8/1	12	301-400
13/4	20	401<
100	149	**Total**

Table 6: Amount of physical activity students

Percent	Abundance	Physical activity in minutes
52	79	0-100
24/3	37	101-200
17/1	26	201-300
3/9	6	301-400
2/6	4	401<
100	152	**Total**

Describes the socio-economic status (SES) on each indicator

Table 7: Socioeconomic status

Percent	Abundance	Dimension	Index
10/6	32	**Very poor**	**Income**
26/2	79	**Inadequate**	
44/2	133	**Partly enough**	
16/6	50	**Enough**	
2/3	7	**Very good**	
4/3	13	**Very low**	**Economic class**
22/9	69	**Down**	
66/8	201	**Average**	
5/0	15	**Top**	
1/0	3	**Very high**	
55/8	168	**High school diploma**	**The father's education**
21/9	66	**Diploma**	
10/0	30	**Associate Degree**	
10/6	32	**BS**	
1/7	5	**master degree**	

63/5	191	**High school diploma**	**Maternal education**
19/3	58	**Diploma**	
8/3	25	**Associate Degree**	
7/6	23	**BS**	
1/3	4	**master degree**	
5/6	17	**Very low**	**Housing**
26/9	81	**Down**	
57/5	173	**Average**	
8/0	24	**Top**	
2/0	6	**Very high**	

Table 8: Distribution of the socio-economic situation

Percent	Abundance	Type of status
10/6	32	**Weak**
54/8	165	**Down**
31/2	94	**Average**
3/3	10	**Top**
00/0	0	**Excellent**
100	301	**Total**

Table 9: ANOVA test results in relation to the amount of physical activity and education

Significance level	F	Mean square	Degree of freedom	sum of squares	
0/352	1/110	1/765	4	7/059	**Intergroup**
		1/589	296	470/463	**Intergroup**
			300	477/522	**Total**

Table 10: Kolmogorov-Smirnov test results

Significance level	Z	Components
0/098	1/665	**Socioeconomic status**
0/340	0/493	**The amount of physical activity students**
0/280	0/970	**Motive Health**
0/220	0/495	**Motivation Weight Management**
0/390	0/902	**Motivation, happiness and joy**
0/140	0/812	**Social interaction incentives**

Check hypotheses

Table 11: The results of the correlation coefficient with the first main hypothesis

Significance level	Correlation	Variables
0/001	0/487	**Socio-economic status and amount of physical activity students**

Table 12: Correlation of test results with H1

Significance level	Correlation	Variables
0/001	0/358	**Family income and the amount of physical activity students**

CONCLUSION

The findings of the study showed that students' socioeconomic status and physical activity level that there is a significant relationship. As a result of this research hypothesis was confirmed. This finding is consistent with results Irie and colleagues (2014), Kantrz and colleagues (2013), Stalberg and Peterson (2010), Hashemi et al (2013), Eslami et al. (2012), Ghodratnama and colleagues (2012) , vanden Driesch and colleagues (2012) and the results Razavi and

Taheri (2010) all that there is a positive relationship between socioeconomic status and health with physical activity, is consistent. The findings also showed that the relationship between education level of parents with students there is a significant amount of physical activity. Hypothesis 1 was confirmed as a result of this research. The findings of the Eslami and co-workers (2012), Ghodratnama and colleagues (2012), Razavi and Taheri (2010), Pico and curiosities (2008), serine and Leslie (2008), Pico and Fitzpatrick (2007) and Kantvma et al (2007) is consistent. The results also showed that the housing situation there is a significant amount of physical activity of students. The results also showed a significant relationship between motivation and amount of physical activity students there. Hypothesis 2 was confirmed as a result of this research. This finding is consistent with results Ghodratnama and colleagues (2012) that there is a positive relationship between students' motivation in physical activity, as well as with the results of Li Yu et al. (2011), Jafari et al (2010), both based on motivation and positive relationship with the intensity and duration of physical activity is consonant students. Both of positive incentive intensity and duration of physical activity is consonant students. But Pifer and Pat (2007) on the lack of relationship between sports participation motivation and level of physical activity and girl students Segar et al (2006) that the negative relationship between motivation and fitness middle-aged women, is the inconsistent. Because both the research community on gender is female, this discrepancy is likely due to lower levels of physical activity for girls and women to physical activity is a strong incentive to participate in them. One of the fundamental aspects of explaining the behavior of students to participate in various sports activities, identify their motives (Velford, 2001). Depending on individual differences and different sports disciplines depending on the individual and the type of motivation in achieving the objectives (goals Sport) and participation in sport activities is important (Khajvand, 2004). The results showed that incentives motivate health and social interaction with physical activity, there is a significant relationship. The results showed that the amount of physical activity male and female students in sports there is a significant difference. As a result of this study confirmed the hypothesis 4. In other words, more male students participated in sports activities. This finding is consistent with results of Ghodratnama and colleagues (2012), Pico and curiosities (2008), that there is a difference in the amount of physical activity for girls and boys high school, Syabra and colleagues (2008), Disi et al. (2008), Christensen et al. (2008), Cindy and Kovarand (2006), Sirared and colleagues (2006), all based on differences in physical activity in both sexes, in line with is. But the results Bordydhazh et al. (2011) and Johnston (2007), both of no difference in the amount of physical activity is inconsistent male and female students. Perhaps because of the discrepancy is that in some foreign countries, particular importance is given to women's sport and women like men to exercise without any restrictions can be anywhere. That is why the difference between the amount of physical activity for men and women It is not seen. Without a doubt one of the reasons why fewer girls than boys physical activity, cultural constraints of the society, because the girls easily and everywhere to exercise freedom of the sons of no significance. Another reason could be due to the lack of sports facilities are suitable for women. The results of multivariate regression analysis show that among the components of socio-economic status, economic class component and then the amount of income, a significant linear correlation with the criterion variable and amount of physical activity students eligible Forecast are. The findings Eslami and co-workers (2012), Razavi and Taheri (2010), serine and Leslie (2008) and Kantoma et al (2007) are all based on the relationship of various factors such as socioeconomic status, economic class, income and education level with the tendency to exercise, be consistent. But the results Jafari (1996) that there is no relationship between the level of parental income students with motor abilities, are inconsistent. This discrepancy is likely due to differences in study population is above the current study.

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