

girls with RHB. Social support can be important to increase awareness of RHB between deprived groups.

Key messages:

- The prevalence of RHB of girls in deprived areas is higher than community levels.
- Primary health care services need to monitorize school health problems more closely.

Prevalence of Risky Health Behaviors of High School Girls Living in Low Socioeconomic Areas

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Background:

A cross sectional study was conducted to determine the prevalence of risky health behaviors (RHB) of girls and to investigate effect of social environment and peers on developing RHB in a deprived county.

Methods:

Health Risk Behaviors Scale (RHBS) and Parenting Attitudes Scale (PAS), sociodemographics and anthropometric measurements were collected from 1007 high school students. Headtohead interviews were carried out with school teachers, parents and family health physicians. SPSS 23.0 was used in analysis. Approval was taken from Hacettepe University Ethical Committee.

Results:

Mean age was 17.15(0.4). Mean RHBS score was 43.75 (7.62) and PAS scores were higher at students with at least one RHB ($p < 0,001$). According to the scale 41.6% of girls had RHB. The linear model showed that, having a concerned family ($\beta = 0,608; p < 0,001$), friends with RHB ($\beta = 1,621; p = 0,019$), low school success ($\beta = 1,348; p < 0,001$), school health check-ups ($\beta = 0,608; p < 0,001$) and having unaware teachers ($\beta = 1,114; p = 0,004$) were determiners of RHB. Low kappa scores were determined between teachers, physicians and families on RHB of students in deprived areas. High consistency was found between peers ($p < 0.05$).

Conclusions:

Firstly, this study was important to show the higher prevalence of RHB of girls in deprived community. Program developers must increase their interest on women living in disadvantaged communities. Secondly, it was seen that peers have the highest effect on developing RHB in women. Peer based programs may be more successful to identify and decrease RHB prevalence. Thirdly, new interventions to improve relation between parents, teachers and physicians must be developed to detect