IJNRD.ORG ISSN : 2456-4184
INTERNATIONAL JOURNAL OF NOVEL RESEARCH AND DEVELOPMENT (IJNRD) | IJNRD.ORG
An International Open Access, Peer-reviewed, Refereed Journal

College Students Knowledge, Attitudes, And Practices About Their Dietary Habits And Physical Activity

Authors:

[1]Anchal, [2]Dr. Vandana Verma, [3]Sudiksha

[1.] M.Sc. Student , Department of Foods and Nutrition, I.C. College of Community Science, Chaudhary Charan Singh Haryana Agricultural University Hisar, Haryana, India

[2.] Assistant Professor, Department of Extension Education and Communication Management, I.C. College of Community Science, Chaudhary Charan Singh Haryana Agricultural University Hisar, Haryana, India

[3.] M.Sc. Scholar, Department of Human Development and Family Studies, I.C. College of Community Science, Chaudhary Charan Singh Haryana Agricultural University Hisar, Haryana, India

Abstract:

Background: Interest in the complex relationship between diet and health is growing again, which is indicative of the growing cost of lifestyle disorders to the healthcare system. Given their critical position as future health promotion advocates, it is vital that students model a healthy lifestyle.

Aims & Objectives: This study aims to assess the knowledge, attitude, and Practices regarding dietary habits and physical activity among students of College of Community science, CCSHAU. **Material and Method:** A Online survey was carried out using Google Forms and 31students were recruited using the purposive sampling method. All the 2nd ,3rd,4th year students who had volunteer participate were included in the study. **Results:** Approximately half of the participants were able to identify healthy foods, Results indicated that while a significant portion of students possessed adequate knowledge about healthy dietary practices, this knowledge did not consistently translate into healthy eating behaviour's. Factors such as convenience, taste preferences, and time constraints were major barriers to adopting healthier diets. Additionally, attitudes towards physical activity were generally positive, with most students recognizing its importance for overall health. However, a notable percentage reported insufficient physical activity, citing academic workload and lack of motivation as primary reasons. The majority Exhibited positive attitudes, such as the importance of daily water consumption (85.7%), awareness that tea or

coffee could be detrimental to health, and the acknowledgment that fast foods have adverse effects on health. **Conclusion:** The findings suggest a disconnect between knowledge and practice, highlighting the need for targeted interventions that address the specific barriers faced by college students. Recommendations include integrating nutritional education into the curriculum, providing more accessible healthy food options on campus, and creating programs to promote regular physical activity.

KEYWORDS:

Students; Dietary Habits; Physical Activity; Knowledge; Attitude; Practice.

Introduction:

A country's health is intimately related to its overall well-being. Investing in college students' health is an investment in the country's overall health. Adopting a nutritious diet can have a lasting effect on the emotional and physical well-being of young adults. Young people (18 to 25 years old) are often neglected in favor of children and adults when it comes to health and nutrition education. Future health issues in India will be caused by a variety of illnesses that are made worse by inadequate diet. Human health is greatly influenced by diet, and eating the right foods at the right times is essential to keeping one's body and mind in good condition.

Understanding their knowledge, attitudes, and practices towards food is crucial for promoting healthy eating habits during this critical life stage (1). Dietary practices among college students encompass a diverse range of behaviour's, beliefs, and habits that significantly influence their health and well-being. This demographic is particularly susceptible to shifts in dietary patterns due to lifestyle changes associated with transitioning to higher education (2,3).

Knowledge:

College students' knowledge of nutrition can vary widely, depending on a number of factors including education, financial situation, and cultural background. Some people might comprehend balanced diet quite well, while others might rely on myths or current events that are shared by peers or on social media.

Views:

College students' attitudes about food can be influenced by stress from their studies, society pressures, and ideas about their bodies. A preference for healthful foods can be a sign of positive attitudes, but disordered eating patterns or a dependence on quick but unhealthy options might be signs of negative views.

Practices:

Knowledge and attitudes come together to form actual dietary practices. These activities are greatly influenced by social forces, time limits, and resource availability. Due to busy schedules, some people may prioritize eating mindfully and at home, while others may choose to eat fast food or skip meals entirely.

They are more likely to become addicted, to become inactive, and to have irregular eating patterns, according to research by Vibhute NA, Baad R, et al.(4). According to Anuradha R. et al.'s research, this may be the result of contemporary dietary patterns, which are marked by an increase in high-fat, sugary, and salty meals and a decrease in fruits, vegetables, and dietary fibers (5).

According to Musaiger AO, et al., Sedentary Activities like watching television, accessing Internet, and playing video games have Become common among these students(6). Regular physical activity is recommended by the World Health Organization, which states that at least 150 minutes a week of moderate to strenuous activity is necessary to preserve health(7). It also reduces the risk of chronic disease and enhances mental health (8,9,10) .

There is a clear deficiency in medical students' nutritional education, as evidenced by the critical interaction between knowledge, attitudes, and actions in health management (11,12,13). Previous studies show that the information available is insufficient to significantly alter preventive behavior, necessitating further knowledge; yet, the influence on health-related behaviours can be strengthened by utilizing attitudes, beliefs, self-efficacy, and an effective call to action (14,15).

This study attempts to assess students' knowledge, attitudes, and practices regarding dietary habits and physical activity. It focuses on an important but frequently overlooked part of students' lifestyles.

Aim & Objectives :

1. To assess the knowledge and attitude Regarding dietary habits and physical Activity among Students .
2. To assess the practices regarding dietary Habits and physical activity among students .

Materials And Methods :

Students of I. C College of community science, CCSHAU were given a self-administered, predesigned questionnaire. The questionnaire consisted demographic information was included to assess the socioeconomic status of the participants and also contained questions about diet, exercise, and sleeping habits. The questionnaire was distributed online using Google Forms (questionnaire available on request). None of the identifications were taken from the participants.

Results and Discussion:

1 **Age: [Fig.1]**

The following pie chart representing different age groups .Most of students were ranging from 21-28years (74.2%) and rest (22.6%) were ranging from equal or less than 21years.There were peoples in the age group

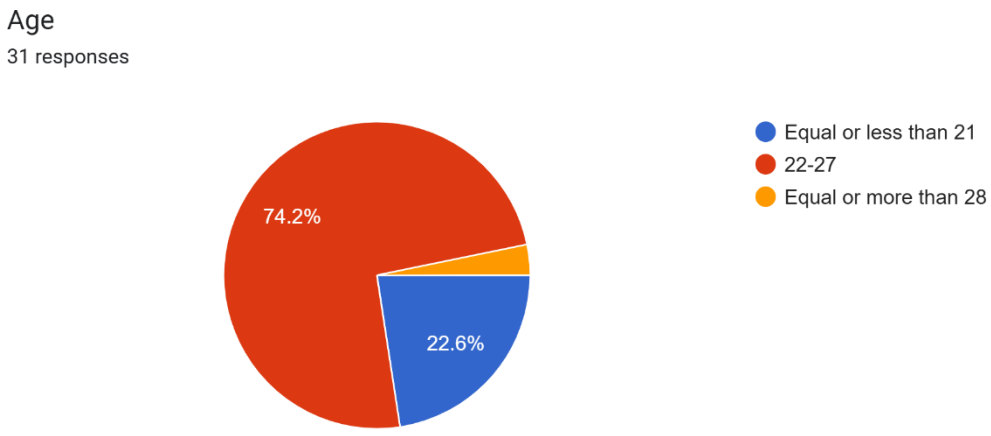

Fig.1

2. BMI (Body Mass Index)

The majority of students were normal BMI (77.4 %) and only (12.9 %) were overweight, (9.7 %) were underweight as showed in Fig.2.

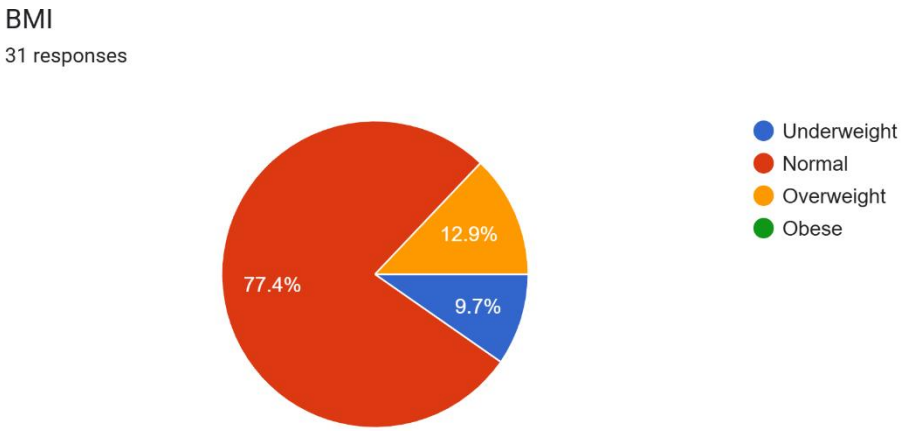

Fig.2

3. Marital Status:

The following pie chart showed that out of 31students (9.7%) of students were married and (90.3%) were single as showed in Fig.3 .

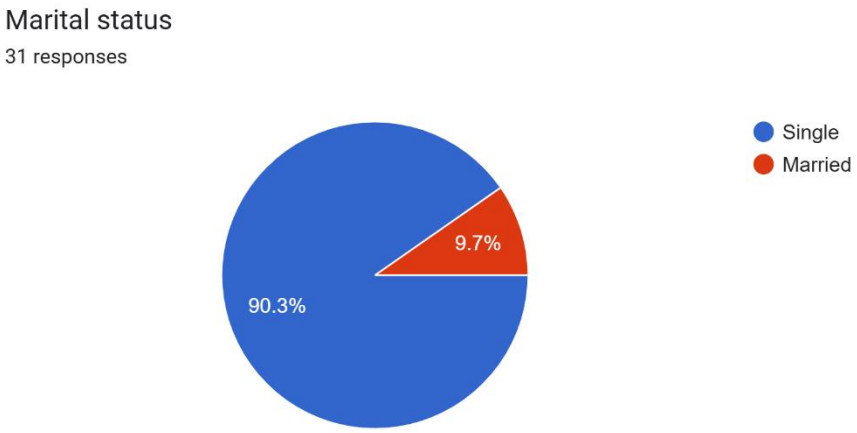

Fig.3

4. Academic Year

There were (80.6%) students in second year, (16.1%) in third year and (3.3%) in fourth year was showed in Fig.4.

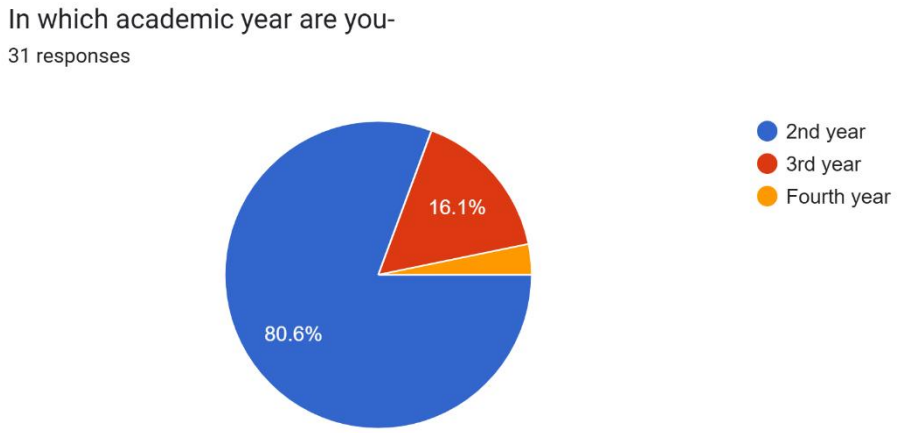

Fig.4

5. Resident

Out of 31students (71%) Students was day scholars and rest (29%) we're hostelers .

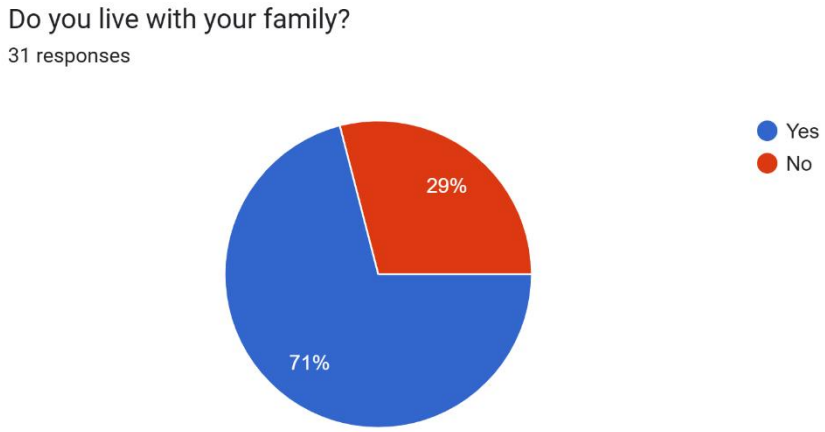

Fig.5

6. Diet

The following pie chart (Fig.6) was presented that (64.5%) students contained 3meals in their daily diet and (19.4%) students were taken 2 meals in their diet, (9.7%) students were taken more than 3 meals in their daily diet.

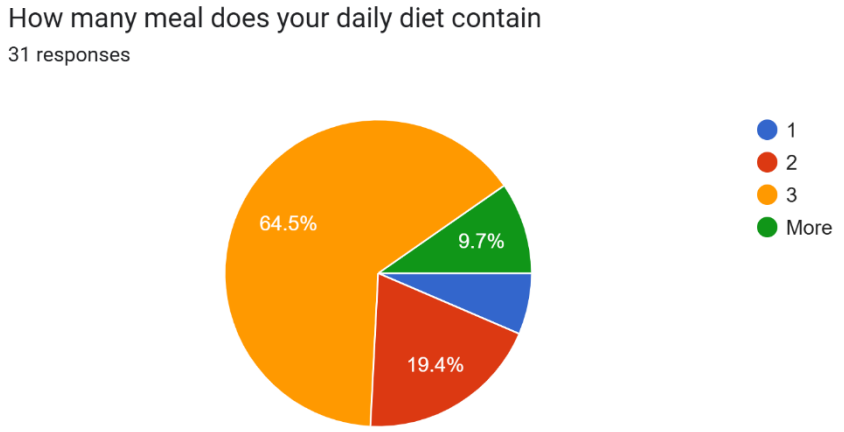

Fig.6

7. Breakfast

The Fig.7 was shown that majority of students (90.3%) were known about breakfast and its importance in our diet and (9.7%) students were not known about breakfast was an important component .

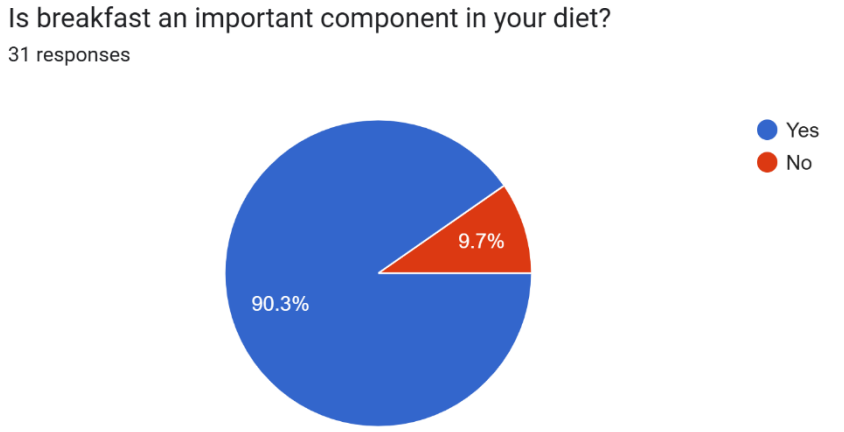

Fig.7

8. Snacks

The following pie chart (Fig.8) was shown that (29%) students contained snacks sometimes in their diet, (22.6%) students contained snacks occasionally and often in their diet and (9.7%) students were taken snacks always in their meals, (16.1%) students were never taken snacks in their diet .

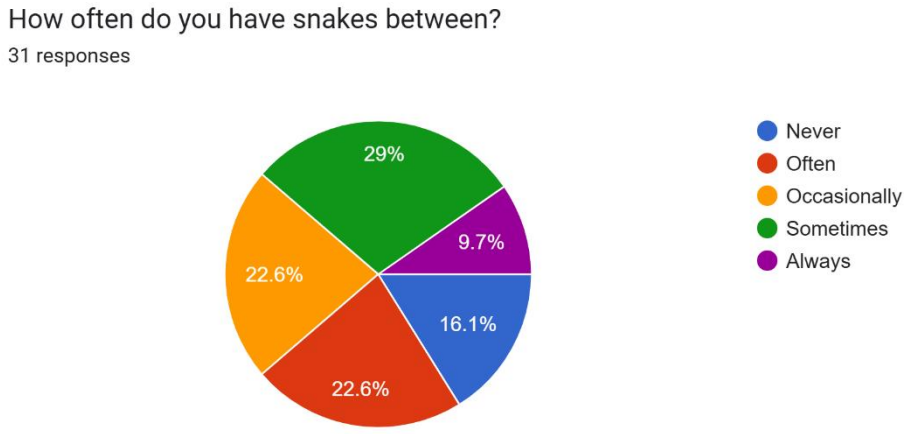

Fig.8

9. Tea or Coffee

The following pie chart (Fig.9) was shown that (19.4%) students contained tea or coffee sometimes in their diet, (22.6%) students contained snacks occasionally in their diet and (32.3%) students were taken tea or coffee always in their meals, (19.4%) students were never taken tea or coffee in their diet .

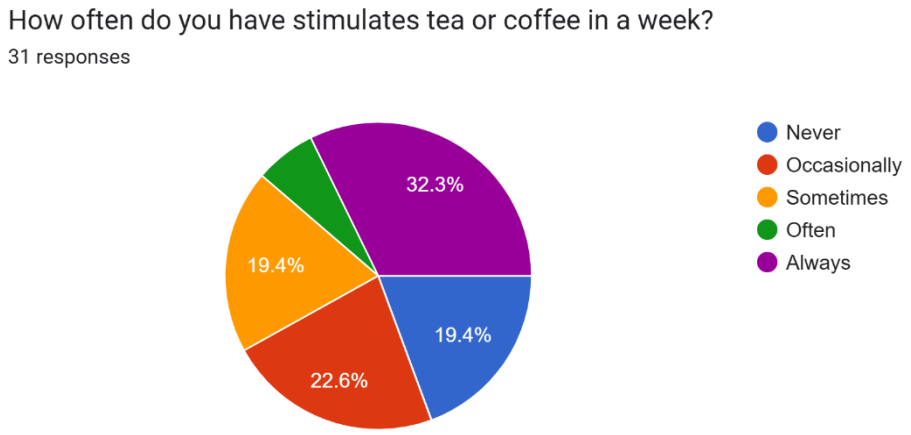

Fig.9

10. Vegetables

The following pie chart (Fig.10) was represented that (9.7%) students included vegetables sometimes in their diet and (80.6%) students were taken vegetables always in their meals .

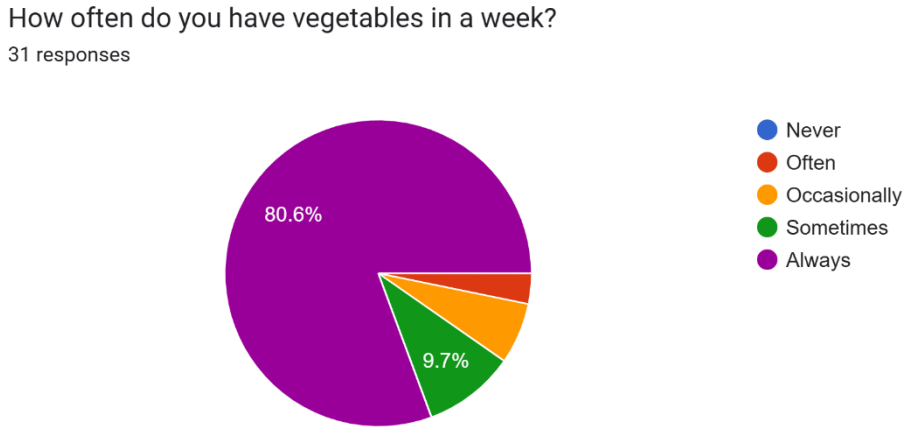

Fig.10

11. Eggs

Out of 31 students (48.4%) students were never consumed eggs and (25.8%) students were occasionally consumed eggs & sometimes (12.9%) students were consumed eggs as showed in Fig.11.

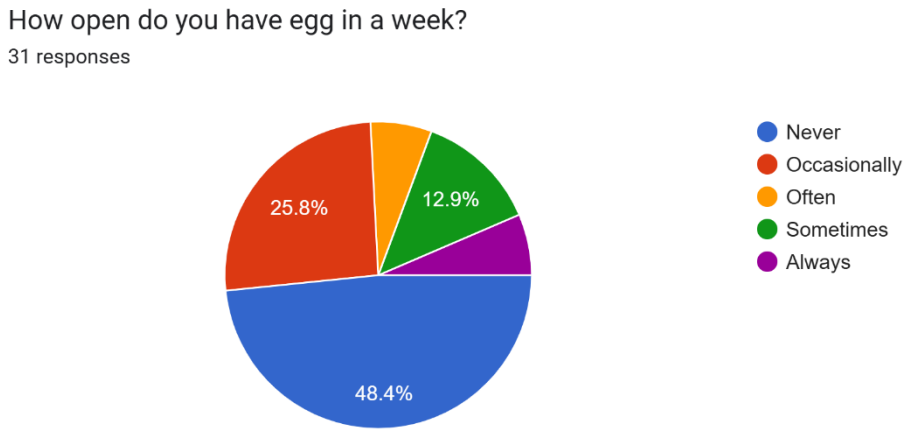

Fig.11

12. Fast Food

The following pie chart (Fig.12) was represented that (41.9%) students were consumed Fast food sometimes in a week and (29%) students were taken Fast food occasionally and (16.1%) students were consumed Fast food often .

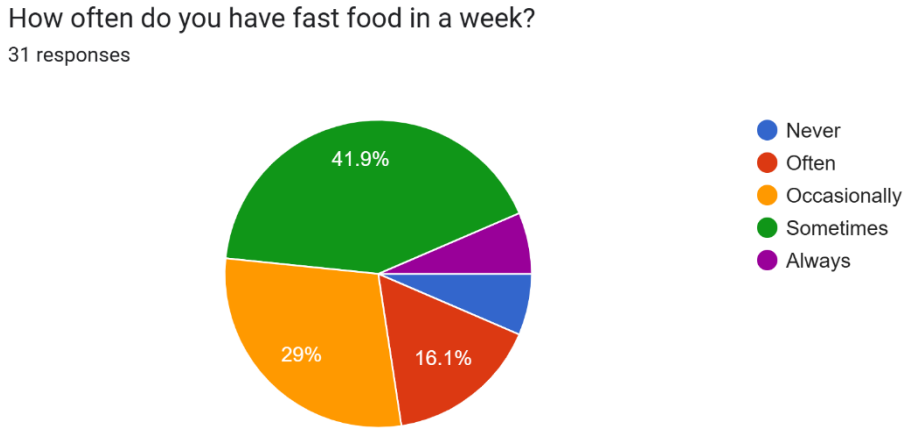

Fig.12

13. Exercise

Out of 31 students (32.3%) students were not doing any exercise and (29%) students were may be doing exercise & about (38.7%) students were doing exercise as shown in Fig.13.

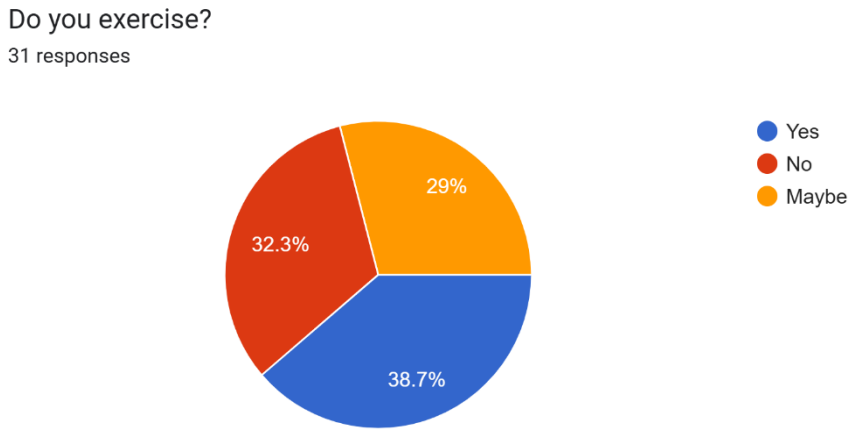

Fig.13

14 .Timing

The following pie chart (Fig.14) was represented that (32.3%) students were find time for doing exercise sometimes and always respectively in a day and (25.8%) students were rarely doing exercise and (9.7%) students were never doing exercise in Their life.

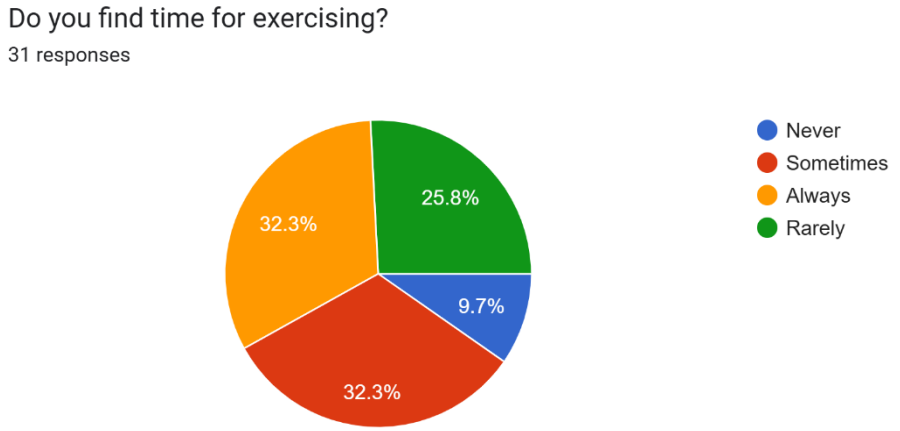

Fig.14

15. Time Spent in Exercise

Out of 31 students (48.4%) students were doing exercise for 10-30 min. daily and (22.6%) students were doing 30-60 min. in a day time and about (9.7%) students were doing exercise more than 60 min. & (19.4%) students were not doing exercise daily as showed in Fig.15.

Fig.15

16. Relationship between sleep duration and energy

The following pie chart (Fig.16) was represented that (61.3%) students were find out the relationship between sleep duration and their energy and (16.1%) students were not known about the relationship between sleep duration and energy, (22.6%) students were may be find out the relationship between sleep duration and energy.

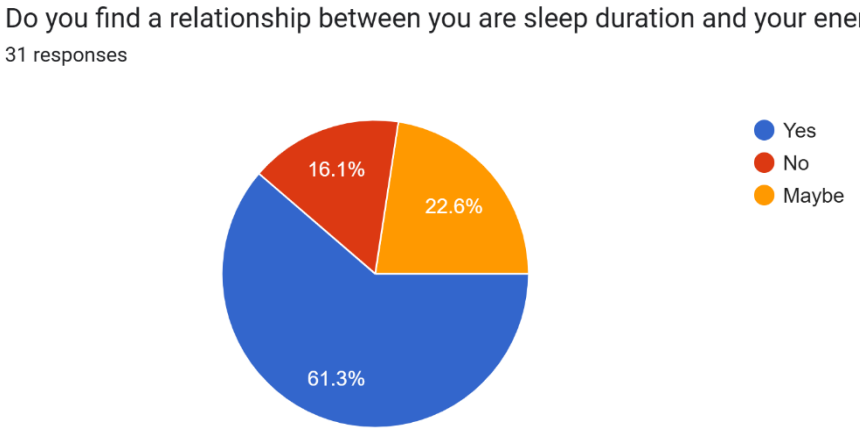

Fig.16

17. Taking Nap

Out of 31 students (77.4%)students were taken a nap in day time and (22.6%) students were not taken a nap in day time as showed in Fig.17.

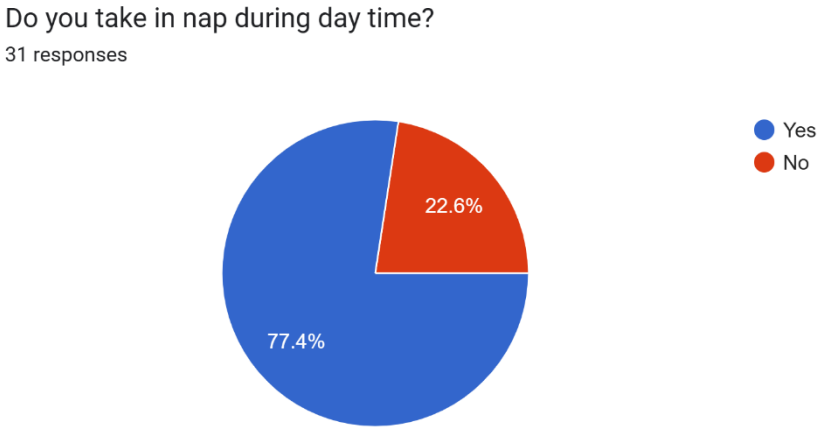

Fig.17

18. Time to go to bed

The following pie chart (Fig.18) was shown that (67.7%) students were gone to bed at 11-12pm and (19.4%) students were gone to bed at 8-10 pm & (12.9%) students were gone to bed at 1-3 pm.

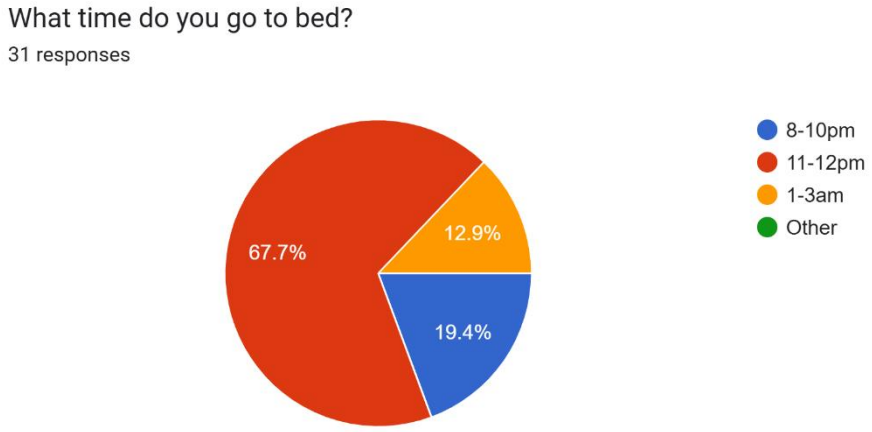

Fig.18

19. Sleep time duration

Out of 31 students (58.1%)students were taken 7-8 hours sleep daily and (22.6%) students were taken 4-6 hours sleep daily & (19.4%) students were taken more than 8 hours sleep daily as showed in Fig.19.

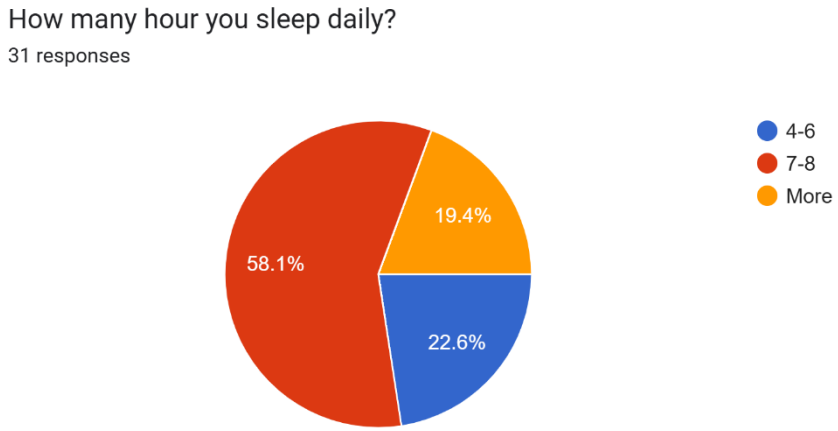

Fig.19

20. Sleep duration was enough

Out of 31 students (71%) students were satisfied that sleep duration was enough and (19.4%) students were not satisfied & (9.7%) students were may be satisfied about sleep duration was enough as showed in Fig.20.

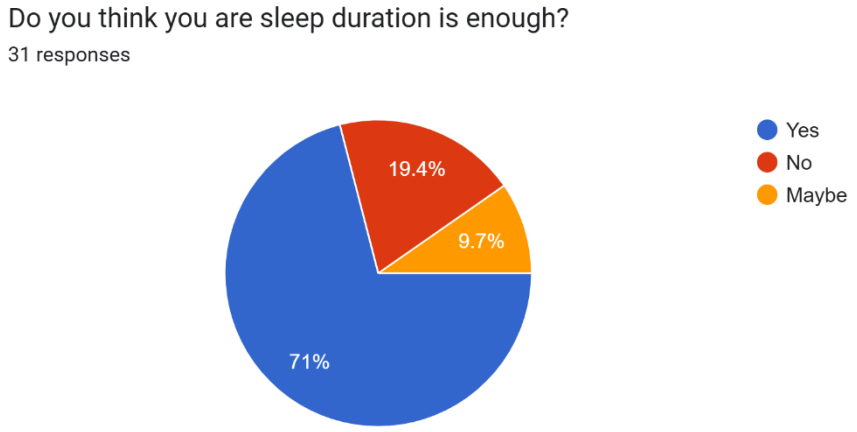

Fig.20

Conclusion:

Although a significant proportion of students demonstrated awareness of the importance of maintaining a healthy diet and engaging in regular exercise, there is still room for improvement in terms of how this knowledge is used in regular practices. The study reveals a significant gap between college students' knowledge of healthy dietary habits and physical activity and their actual practices. Despite a reasonable understanding of nutritional principles and a positive attitude towards physical activity, many students struggle to implement these behaviours due to barriers such as convenience, taste preferences, time constraints, academic workload, and lack of motivation. To bridge this gap, universities should consider integrating nutritional education into the curriculum, improving access to healthy food options, and developing programs that encourage regular physical activity. Addressing these barriers is crucial for promoting healthier lifestyles and improving long-term health outcomes among college students.

References:

1. Smith A, Smith B. "Nutritional knowledge, attitudes, and practices of college students." *J Am Coll Health.* 2019;67(2):113-120. Doi:10.1080/07448481.2018.1427874.
2. Brown L, Smith C. "Eating habits and beliefs, physical activity, dietary quality and nutritional knowledge among college students." *J Am Coll Nutr.* 2005;24(1):36-45. Doi:10.1080/07315724.2005.10719472.
3. Larson N, Neumark-Sztainer D, Laska MN, Story M. "Young adults and eating away from home: associations with dietary intake patterns and weight status differ by choice of restaurant." *J Am Diet Assoc.* 2011;111(11):1696-1703. Doi:10.1016/j.jada.2011.08.
4. Vibhute NA, Baad R, Belgaumi U, Kadashetti V, Bommanavar S, Kamate W. Dietary habits amongst Medical students: An institution-based study. *Journal of family medicine and primary care.*2018;7(6):1464.
5. Anuradha R, Priyadharshini S, Patil A.Lifestyle Behaviour among Undergraduate Medical Students In Tamil Nadu: A Cross-sectional Study.*J Clin of Diagn Res.*2021; 15(10):LC01-LC04.
6. Musaiger AO, Awadhalla MS, Al-Mannai M, AlSawad M, Asokan GV. Dietary habits and sedentary Behaviors among health science university students In Bahrain. *International journal of adolescent Medicine and health.* 2017 Apr 1;29(2).

7. Likus W, Milka D, Bajor G, Jachacz-Lopata M, Dorzak B. Dietary habits and physical activity in students From the Medical University of Silesia in Poland. Roczniki Państwowego Zakładu Higieny. 2013;64(4).
8. Kraus WE, Bittner V, Appel L, Blair SN, Church T, Després JP, Franklin BA, Miller TD, Pate RR, Taylor-Piliae RE, Vafiadis DK. The National Physical Activity Plan: a call to action from the American Heart Association: a science advisory from the American Heart Association. Circulation. 2015;131(21):1932-40.
9. Blumenthal JA, Babyak MA, Doraiswamy PM, Watkins L, Hoffman BM, Barbour KA, Herman S, Craighead WE, Brosse AL, Waugh R, Hinderliter A. Exercise and pharmacotherapy in the treatment of Major depressive disorder. Psychosomatic medicine. 2007;69(7):587.
10. World Health Organization Fact Sheet https://www.who.int/news-room/fact-sheets/detail/physical-activity accessed on 25/02/2024
11. Green L, Kreuter M. The precede–proceed model. Health promotion planning: an educational Approach. 3rd ed. Mountain View (CA): Mayfield Publishing Company. 1999:32-43.
12. Bano R, AlShammari E, Fatima SB, Al-Shammari NA. A comparative study of knowledge, attitude, Practice of nutrition and non-nutrition student Towards a balanced diet in Hail University. *Journal of Nursing and Health Science*. 2013;2(3):29-36.
13. O'Dea JA, Abraham S. Knowledge, beliefs, attitudes, And behaviors related to weight control, eating Disorders, and body image in Australian trainee Home economics and physical education teachers. *Journal of Nutrition Education.* 2001;33(6):332-40.
14. Wardle J, Parmenter K and Waller J. Nutrition Knowledge and food intake. Appetite 2000;34(3): 269-275.
15. Janz NK, Becker MH. The health belief model: A Decade later. Health education quarterly.1984;11(1):1-47.

International Research Journal
IJNRD
Research Through Innovation