A comparative study to assess the Level of knowledge and attitude regarding dietary habits among hosteller students and day scholars in the selected college of Delhi.

1. **Ms. Dilpreet Kaur Sohi** (Assistant Professor) (Desh Bhagat University, School of Nursing)
2. **Ms. Arshdeep** (Nursing Tutor) (Desh Bhagat University, School of Nursing)

ABSTRACT

College students often face significant changes in their dietary habits upon entering university life. This thesis aims to compare the knowledge and attitude regarding dietary habits between hostel residents and day scholars aged 18–25 in selected college of Delhi, India.

A secondary research methodology was adopted, compiling data from scholarly articles, government/NGO reports, and surveys. Key findings indicate notable differences: hostel residents generally exhibit poorer dietary practices – such as higher rates of meal skipping and greater reliance on fast foods – whereas day scholars benefit from home-cooked meals and slightly better dietary diversity.

Knowledge about balanced diets was suboptimal in both groups, though day scholars showed marginally better awareness in some studies. Attitudinal factors like convenience, taste, and peer influence strongly impacted hostel students' food choices, while day scholars' choices were more influenced by family and routine.

Methodology:
Data from previous quantitative studies were pooled and compared, and statistical observations (percentages, mean differences, significance levels) were synthesized to highlight contrasts.

Conclusion
The results showed that hosteller students had a better knowledge of dietary habits than day scholar students. When it came to evaluating attitude, however, hosteller students primarily showed a neutral position, reflecting a moderately positive view on dietary habits. Conversely, although the majority of day scholar students exhibited a neutral to positive attitude, a small segment was identified as having a low level of attitude, indicating a reduced concern or awareness regarding healthy dietary practices.

Key Wards: - Day Scholar, Hosteler, Attitude, Knowledge

"Let food be thy medicine and medicine be thy food." — Hippocrates

Background of the Study

College students frequently establish unhealthy dietary habits, including greater reliance on fast food, inconsistent meal schedules, and insufficient consumption of fruits and vegetables. These habits raise concern as the quality of young people's diets affects their short-term health and long-term health

outcomes, including the likelihood of obesity and malnutrition. For college students, the type of living arrangement has a significant impact on their everyday diet**. (Deliens, T 2014)**

The introduction will provide an overview of the significance of dietary habits in student life, highlight the factors influencing food choices, and establish the need for comparative research in this domain. Additionally, it will outline the objectives of the study, the research questions, and the expected impact of the findings on nutritional awareness programs within educational institutions.

Dietary habits play a crucial role in maintaining overall health and well-being, particularly among young adults. College students, due to their transition into independent living and academic pressures, often experience significant changes in their eating behaviours. These changes are influenced by various factors, including accessibility to food, financial constraints, social influences, and personal preferences. Among college students, two distinct groups—hostellers (students residing in college hostels) and day scholars (students commuting from home)—exhibit different dietary patterns due to their living arrangements**. (Mishra, A 2020)**

Nutrition and diet are crucial aspects of health, especially during the teenage years and early adulthood, when students undergo swift physical, mental, and emotional growth. College students, who frequently start to independently manage their diet for the first time, often develop eating habits shaped by their academic schedules, social surroundings, budget limitations, food availability, and individual preferences. **(Ganasegeran, K., Al-Dubai 2012)**

Students in academic institutions can be classified according to their living arrangements: hosteller students, who live in college-provided accommodations or hostels, and day scholars, who travel from home each day. Students' overall lifestyle and eating behaviors are significantly influenced by this difference in living arrangement. **(Mishra, A 2020)**

Students living in hostels usually rely on hostel mess food or inexpensive nearby restaurants. Their dietary intake may often lack nutritional adequacy due to time constraints, a scarcity of home-cooked options, and limited control over meal planning. Hostellers more frequently report skipping meals, irregular eating times, increased consumption of fast food, processed snacks, sugary drinks, and late-night eating. Additionally, emotional eating, peer influence, and academic stress can contribute to unhealthy dietary habits. **(Zafar, M. I., Saeed et al 2021)**

In contrast, day scholars typically eat home-cooked meals and are more inclined to adhere to regular meal times. Family members may provide guidance on food choices and nutritional needs. The home environment often provides balanced diets, fresh ingredients, and culturally appropriate meals, promoting healthier eating habits. Nonetheless, when they are out socializing, they might also partake in snacks or junk food. **(Gupta, S., & Ray, T. G. (2018)**

There is increasing worry about the rising incidence of lifestyle-related disorders among young adults, including obesity, type 2 diabetes, and micronutrient deficiencies. To foster healthier eating habits, evaluating college students' dietary knowledge and attitudes is becoming more crucial. Grasping the disparity in dietary behaviours of hostellers versus day scholars can aid in recognizing knowledge and practice deficiencies, thus facilitating focused nutritional education and intervention approaches. **(Yadav, R. J., & Singh, P. (2022)**

According to the World Health Organization (WHO) two of the primary global health risk factors are unhealthy diets and lack of physical activity. In India, the move towards Western dietary habits, along with

academic pressures and changes in lifestyle, has had a significant effect on students. Numerous studies have underscored the growing concern regarding college students' dietary practices, driven by an uptick in processed food consumption, high-fat diets, and insufficient fruit and vegetable intake.

The situation is further worsened by inadequate understanding of balanced diets, the functions of macronutrients and micronutrients, and the significance of regular meals. Furthermore, students' attitudes toward nutrition—like their views on healthy eating, willingness to alter their diets, and grasp of long-term health effects—are vital in determining their behaviour. **(Ganasegeran, K., Al-Dubai 2012)**

It is becoming increasingly important to investigate the impact of living conditions on students' dietary knowledge and attitudes. Hosteller and day scholar students constitute two separate subgroups, each influenced by different environmental and social factors. By conducting a comparative evaluation of these groups, it is possible to pinpoint the knowledge gaps, differences in attitudes, and particular challenges that each group encounters. **(Mishra, A 2020)**

In recent decades, dietary habits among young adults, particularly college students, have garnered increasing attention due to their significant impact on health and academic performance. College life is a crucial period marked by lifestyle transitions, including dietary behaviour. Students who reside in hostels (hostellers) and those who commute from home (day scholars) often experience different environmental, social, and economic influences that shape their eating habits. While hostellers may rely more on mess food or outside meals, day scholars typically have greater access to home-cooked food. Understanding these differences is essential in promoting healthy eating behaviours and preventing nutrition-related health issues such as obesity, malnutrition, and gastrointestinal disorders. **(Gupta, S., & Ray, T. G. (2018)**

The purpose of this study is to evaluate and compare the knowledge and attitudes toward dietary habits among hosteller students and day scholars at a selected college. This study's findings are anticipated to yield valuable insights useful for designing targeted nutrition awareness initiatives, enhancing hostel food services, and steering students toward healthier lifestyle choices.

Nandhana K R et al. (2024) conducted a comparative study on late-night eating habits among hostler students and day scholars. A total sample of 186 college students was selected using a survey-based sampling technique. The study revealed that hostlers were more likely to engage in late-night eating due to hunger and academic workload, primarily consuming packaged and fast foods. In contrast, day scholars exhibited more balanced eating patterns, including a higher intake of home-cooked meals. The study emphasized the need for nutrition education and structured interventions to promote healthier eating behaviours among students.

Dr. Rachna Pathak (2016) conducted a study on the differences in study habits between hostler and day scholar students. A sample of 60 students was selected from graduate and postgraduate colleges using random sampling. The study found that hostlers and day scholars did not differ significantly in study habits except in reading ability**,** which indirectly influences dietary habits. The findings suggest that lifestyle differences, including time management and academic stress, may impact students' food choices.

Need for the Study

Nutrition plays a crucial role in preserving health, preventing illness, and promoting overall well-being, a fact that has been acknowledged broadly—especially in the case of adolescents and young adults. College life signifies a time of change, self-reliance, and development of one's identity. In this phase, students frequently transition from environments supervised by parents to self-managed lifestyles in which they

start making independent decisions regarding food, sleep, academics, and health. Among these, dietary habits are particularly susceptible to influence from environmental, social, economic, and psychological factors**. (Deliens et al. (2014)**

Young adults, particularly those in college, often adopt unhealthy eating habits like skipping meals, consuming too many processed foods, not eating enough fruits and vegetables, eating late at night, and relying on fast food. According to Deliens et al. (2014), these behaviours are influenced not only by personal preferences and financial restrictions but also by factors such as academic pressure, peer influence, time constraints, and the availability of food options.

Living arrangement is a crucial element affecting dietary behaviour. College students can be categorized into two groups based on their living arrangements: hosteller students, who reside in institutional accommodations or private hostels, and day scholars, who live at home and travel to college. The social and environmental conditions faced by these two groups differ greatly, which have a significant impact on their food choices, meal access, and overall nutrition **(Mishra & Mukherjee, 2020).**

It is a serious concern that lifestyle-related diseases such as obesity, hypertension, type 2 diabetes, and gastrointestinal disorders are becoming increasingly common among young people. A lot of these health problems are strongly associated with unhealthy eating habits that start in college. The World Health Organization (2021) states that unhealthy diets and lack of physical activity are among the leading risk factors contributing to global mortality. In India, the risks among college students have increased due to the rising adoption of Westernized diets, sedentary habits, and diminished understanding of nutritional values.

Although there is a growing awareness of student health, limited research has concentrated on comparing the dietary knowledge and attitudes of hosteller and day scholar students. It is crucial to make this comparison in order to determine the group that is at risk, comprehend their particular difficulties, and create strategies that are tailored to them and that will be feasible and culturally acceptable within a college context.

The findings may help provide post-graduate students with opportunities and exposure to develop healthy competitive feelings. This area has seen little research. The study aimed to investigate the impact of different stress levels on students' daily lives. It will assist teachers, parents, and guidance workers in directing and motivating students according to their needs.

Statement of the Problem

A comparative study to assess the Level of knowledge and attitude regarding dietary habits among hosteller students and day scholars in the selected college of Delhi.

Objectives of the Study

- To assess the level of knowledge regarding dietary habits among hosteller students and day scholars.
- To assess the attitude regarding dietary habits among hostellers and day scholar’s students.
- To compare the level of knowledge and attitudes among hosteller students and day scholars.
- To determine the association between level of knowledge and attitude among hosteller and day scholar students in selected socio demographic variables.

1.5 Operational Definitions

In this study, the following key terms are defined operationally to ensure clarity and consistency in measurement:

Assess: Refers to the systematic process of evaluating the knowledge and attitude regarding dietary habits among hostler students and day scholars in the selected college of Delhi.

Knowledge: Refers to the awareness and understanding of nutrition, healthy eating practices, food groups, and the impact of diet on health. It is measured using a structured questionnaire assessing students' familiarity with dietary guidelines, nutrient requirements, and food safety.

Attitude: Refers to students' perceptions, beliefs, and willingness to adopt healthy eating behaviours. It includes their motivation to follow a nutritious diet, concerns about food quality, and openness to dietary modifications. Attitude is assessed through a Likert-scale questionnaire evaluating positive and negative perspectives on nutrition.

Dietary Habits: Refers to the food choices, eating patterns, meal frequency, and nutritional intake of students. It includes factors such as preference for home-cooked meals, reliance on hostel mess food, consumption of fast food, and adherence to a balanced diet.

Hostler Students: Refers to students residing in college hostels, relying primarily on hostel mess food or external food sources for their daily meals.

Day Scholars: Refers to students commuting from home to college daily, having access to home-cooked meals and greater control over their food choices.

Hypotheses and Assumptions

H1: There is a statistically significant difference between the level of knowledge and attitude on dietary habits among hosteller students and day scholars at $p < 0.05$.

H2: There is a statistically significant difference the level of knowledge and attitude on dietary habits among hosteller students and day scholars in selected demographic variables at $p<0.05$.

Assumptions

- Hosteller students may have less healthy dietary habits compared to day scholars.
- Awareness and attitude towards nutrition may vary based on living conditions.

Delimitations of the study

- The study is limited to students of one selected college.

- Only undergraduate students are inc

RESEARCH METHODOLOGY

RESEARCH APPROACH

A researcher approach tells the researcher as to what data to collect and how to analyze it. It is the overall plan or blue print chosen to carry out the study. **(S.K. Sharma, 2011)**

To organize the study, researcher used a quantitative research approach to compare the Level of knowledge and attitude regarding dietary habits among hosteller students and day scholars in the selected college of Delhi.

RESEARCH DESIGN

Polit and Beck (2011) state that a design is the overall plan for obtaining answers to research questions or for testing research hypothesis.

In present study researcher opted a comparative study to assess the Level of knowledge and attitude regarding dietary habits among hosteller students and day scholars in the selected college of Delhi.

RESEARCH SETTING OF THE STUDY

Polit and Beck (2011) refers to the specific places where information is gathering either in one or more sites or that the physical location and conditions in which data collection takes place in a study is setting of study is called the research setting of the study.

In present study the research study was conducted in selected colleges of Delhi.

VARIABLES

Polit and Beck (2011) state that a variable is a quality of an organization group or situation that takes different values (i.e., varies from one person to another).

Socio – demographic variable

In this study, the independent variable refers to assess the Level of knowledge and attitude, Age, Gender, Year of study and residential area.

POPULATION

A target population consist of total number of people or objects which are meeting the designated set of criteria **(S.K. Sharma, 2011)**

The population under the study was the subjects with a comparative study to assess the Level of knowledge and attitude regarding dietary habits among hosteller students and day scholars in the selected college of Delhi. Once the eligibility of sample was established, written informed consent was obtained by.

TARGET POPULATION

A target population consists of the total number of people or objects which are meeting the designated set of criteria. In other words, it is the aggregate of all the cases with a certain phenomenon about which the researcher would like to make a generalization. **(S.K. Sharma, 2011)**

In present study the target population was a hosteller students and day scholars in the selected college of Delhi.

SAMPLE AND SAMPLING TECHNIQUE

SAMPLE

Polit and Beck (2011) state that sample is a subset of population elements, which are most basic units about which data are collected. A representative sample is one whose key characteristics closely approximate those of the population.

The sample of the study comprised of 200 subjects with assess the Level of knowledge and attitude regarding dietary habits among hosteller students and day scholars in the selected college of Delhi

SAMPLING TECHNIQUE

Polit and Beck (2011) state that sampling is the process of selecting cases to represents an entire population so that inferences about the population can be made. In convenient sampling elements selection of participants who are easily available is done.

Convenience sampling technique was used to select the subject with assess the Level of knowledge and attitude regarding dietary habits among hosteller students and day scholars in the selected college of Delhi.

DEVELOPMENT OF THE TOOL

Data collection tools are the devices that a researcher uses to collect data. A search for literature was made for the purpose of locating appropriate tool. A valid and reliable data collection instrument is considered important to yield high quality data.

According to the objectives of the study tool is prepared. The socio-demographic variable was used to collect the baseline information of students whereas Knowledge questionnaire and modified Attitude scale will assess the Level of knowledge and attitude regarding dietary habits among hosteller students and day scholars in the selected college of Delhi.

Based on the research objectives of study, the following steps were followed for development of the data collection.

❖ In depth publication/literature review: Books, journals, articles, thesis, published, unpublished research studies and internet search used to develop the tool for present study.

❖ Tool validated by experts

❖ Reliability of tool was assessed by test Karl Pearson and Split Half method

❖ Demographic data profile sheet

DESCRIPTION OF THE TOOLS

The present study aimed to assess the Level of knowledge and attitude regarding dietary habits among hosteller students and day scholars in the selected college of Delhi

The tool comprised of two sections:

PART I: Demographic data profile sheet: This section will obtain the personal and general information of participants of the study such as: Age, Gender, Year of study and residential area.

PART II:- Structured Knowledge Questionnaire and Modified Attitude scale .

CONTENT VALIDITY OF THE RESEARCH TOOL

Polit and Beck (2008) state that validity is the degree to which an instrument measures what it is supposed to measure.

Content validity of tool was checked by:

❖ Consultation with the guide and co guide regarding the validity of content and language of tool.

❖ Relevant modifications were made as per suggestions given by experts and discussion with Nursing guide and Co guide. Changes were incorporated in the tool accordingly.

PILOT STUDY

A pilot study is also called trial study done before the main study. It is the small-scale version of the major study. The function of pilot study is to obtain information for improving the research or assessing its feasibility. Pilot study is also called the pre research activity to refine research methodology and plan for appropriate use of resources. Pilot study carried out at the end of the planning phrase of the research, in order to explore and test the research elements.

Pilot study is a small-scale rehearsal study, the participant who participated in pilot study does not allow participating in the main study.

The purpose of the pilot study is to test as many elements of the research proposals as possible in order to correct any part that does not work well to detect problem that must be eradicated before the major study is attempted to make improvement in the research to study feasibility and practicability of research study, to assess availability of study subjects, to assess validity and reliability of the research tools and pretesting of the tool.

Pilot study was conducted by giving tools to 20 subjects. The findings suggested that the study tools are feasible to continue the study.

PROCEDURE OF DATA COLLECTION

The formal administrative permission was taken for conduction of research.

Researcher introduced himself to the participants and took informed consent after explaining the purpose of study.

❖ The main study was conducted on 200 subjects with Perceived stress in selected institutions.

❖ The demographic Performa sheet was given to the subjects to assess their socio- economic status.

❖ The raw data of research had been presented in master sheet

❖ Collect data were tabulated and analyzed.

PLAN OF DATA ANALYSIS

Data analysis is a systematic of research data and testing of research hypothesis using those data.

The data obtained were analyzed in terms of the objectives of the study using descriptive and inferential statistics. Experts in the field of nursing and statistics directed the development of data analysis plan. The plan of data analysis was as following:

❖ Organize data in master data sheet.

❖ Tabulation of the data

❖ Descriptive and inferential statistics will be used for analysis of data

❖ Demographic variables were analyzed by using frequency and percentage.

❖ Frequency and percentage distribution of the assess the Level of knowledge and attitude regarding dietary habits among hosteller students and day scholars in the selected college of Delhi

❖ Mean, standard deviation was used assess the Level of knowledge and attitude regarding dietary habits among hosteller students and day scholars in the selected college of Delhi

❖ Chi square test was used to find out association between the level of Knowledge and attitude with their selected demographic variables.

❖ The level of significance would be set at $p<0.05$ level of significance. This level is often used as a standard for testing the difference.

EXPECTED OUTCOME

The study will determine the assess the Level of knowledge and attitude regarding dietary habits among hosteller students and day scholars in the selected college of Delhi

The study will help other researchers to fill the gap or update their knowledge.

POLICY RELEVANCE

❖ The ethical clearance was obtained from institute ethic committee of the university.

❖ The study subjects were explained about objectives activities and duration of their involvement.

❖ The subjects had full autonomy to participate in research and withdraw from the research at any time.

❖ Anonymity and confidentiality of subjects was maintained.

RESULTS

Data analysis enables the researcher to reduce, summarize, organize, evaluate and communicate numerical. This chapter deals with analysis and interpretation of data collected from a sample of 200 subjects. Analysis of data was done according to objectives of study.

S.K Sharma (2011) define analysis as a process of systematically, applying statistical and logical techniques to describe, summarize and compare data.

ORGANIZATION OF STUDY FINDINGS

The analysis of data organized according to objectives and presented under following sections.

Section-A: This section includes description of demographic data.

Section-B: This section includes description of all the objectives of this study.

❖ To assess the level of knowledge regarding dietary habits among hosteller students and day scholars.

❖ To assess the attitude regarding dietary habits among hostellers and day scholar's students.

❖ To compare the level of knowledge and attitudes among hosteller students and day scholars.

❖ To determine the association between level of knowledge and attitude among hosteller and day scholar students in selected socio demographic variables.

Section- C: Association between level of knowledge and attitude among hosteller and day scholar students in selected socio demographic variables.

H1: There is a statistically significant difference between the level of knowledge and attitude on dietary habits among hosteller students and day scholars at $p < 0.05$.

H2: There is a statistically significant difference the level of knowledge and attitude on dietary habits among hosteller students and day scholars in selected demographic variables at $p<0.05$.**SECTION-A FREQUENCY AND PERCENTAGE DISTRIBUTION OF DEMOGRAPHIC VARIABLES**

TABLE: -1

SECTION-1 SOCIO DEMOGRAPHIC PROFORMA		**HOSTELLER (%)**	**HOSTELLER (f)**	**DAY SCHOLAR (f)**	**DAY SCHOLAR (%)**
Age	17-18 years	6.0%	6	16	16.0%
	19-20 years	56.0%	56	65	65.0%
	21-22 years	37.0%	37	17	17.0%
	23-24 years	1.0%	1	2	2.0%
Gender	Male	49.0%	49	55	55.0%
	Female	51.0%	51	45	45.0%
	Other	0.0%	0	0	0.0%
Year of Study	1st Year	27.0%	27	45	45.0%
	2nd Year	33.0%	33	47	47.0%
	3rd Year	26.0%	26	8	8.0%
	4th Year	14.0%	14	0	0.0%
Residential Status	Hosteller	100.0%	100	0	0.0%
	Day Scholar	0.0%	0	100	100.0%

f- frequency
%- percentage

Table 1 depicted that Age: In the 17-18 years age group, 6% of hostellers and 16% of day scholars are represented. This shows a higher proportion of day scholars in this age group. The 19-20 years age group has the highest percentage of participants, with 56% of hostellers and 65% of day scholars falling in this category, indicating that both groups are predominantly composed of individuals in this age range. The 21-22 years group includes 37% of hostellers and 17% of day scholars, suggesting that a larger portion of hostellers is in this group. The 23-24 years group has the lowest representation, with only 1% of hostellers and 2% of day scholars.

In Gender Male participants comprise 49% of hostellers and 55% of day scholars, indicating a higher percentage of males in the day scholar group. Female participants make up 51% of hostellers and 45% of day scholars, showing a slightly higher proportion of females among hostellers. No participants identified as Other in either group. In both subject the Year of Study The 1st year students comprise 27% of hostellers and 45% of day scholars, indicating a significantly larger proportion of day scholars in the first year. 2nd-year students make up 33% of hostellers and 47% of day scholars, continuing the trend of more day scholars in the lower years. 3rd-year students account for 26% of hostellers and 8% of day scholars, showing that hostellers are more represented in this group. 4th-year students comprise 14% of hostellers but 0% of day scholars, indicating that there are no day scholars in the final year. Residential Status Hostellers make up 100% of the hosteller group, while day scholars represent 100% of the day scholar group, as expected based on their residential status.

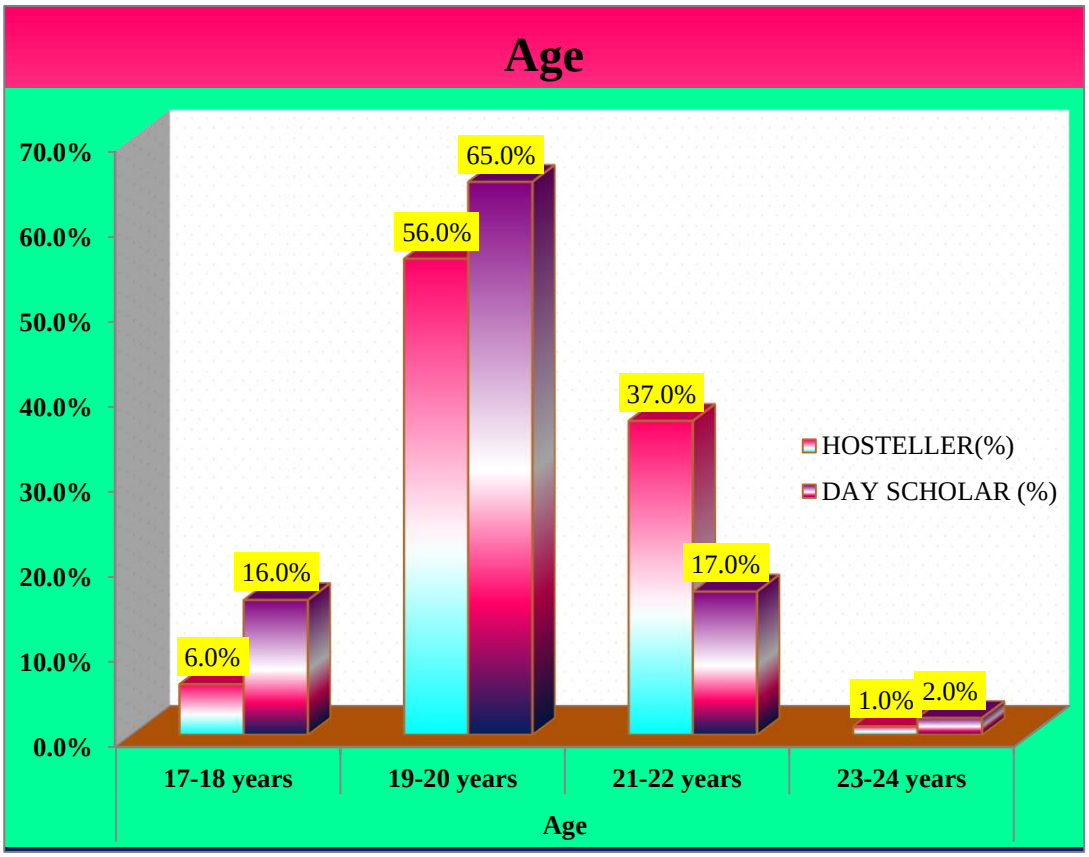

Figure 3: Bar Diagram representing frequency distribution of students as per age.

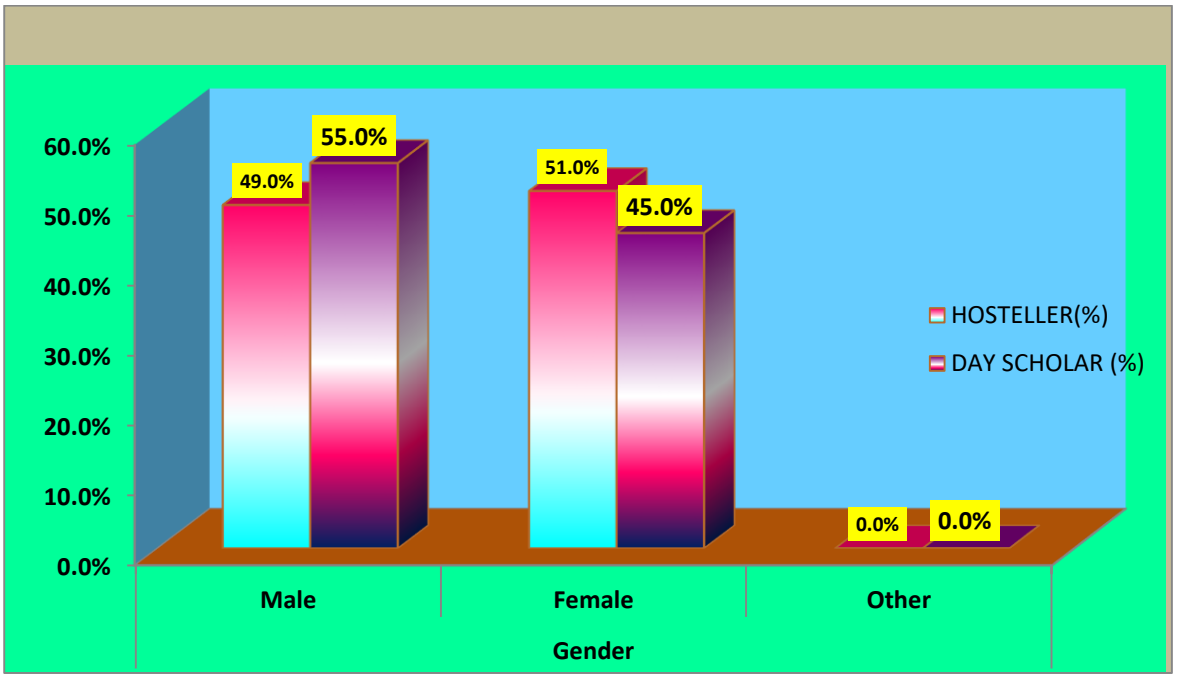

Figure 4: Bar Diagram representing frequency distribution of students as per Gender.

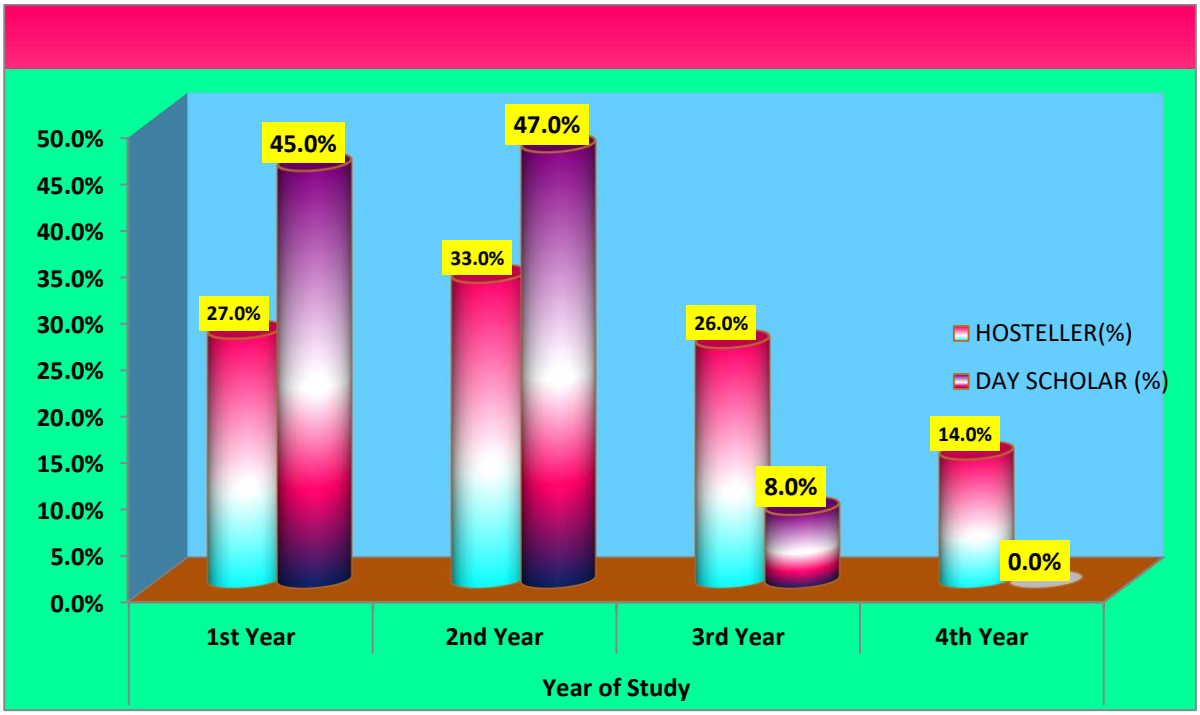

Figure No. 5: Cylindrical Shaped diagram showing the percentage distribution according to their Year of Study.

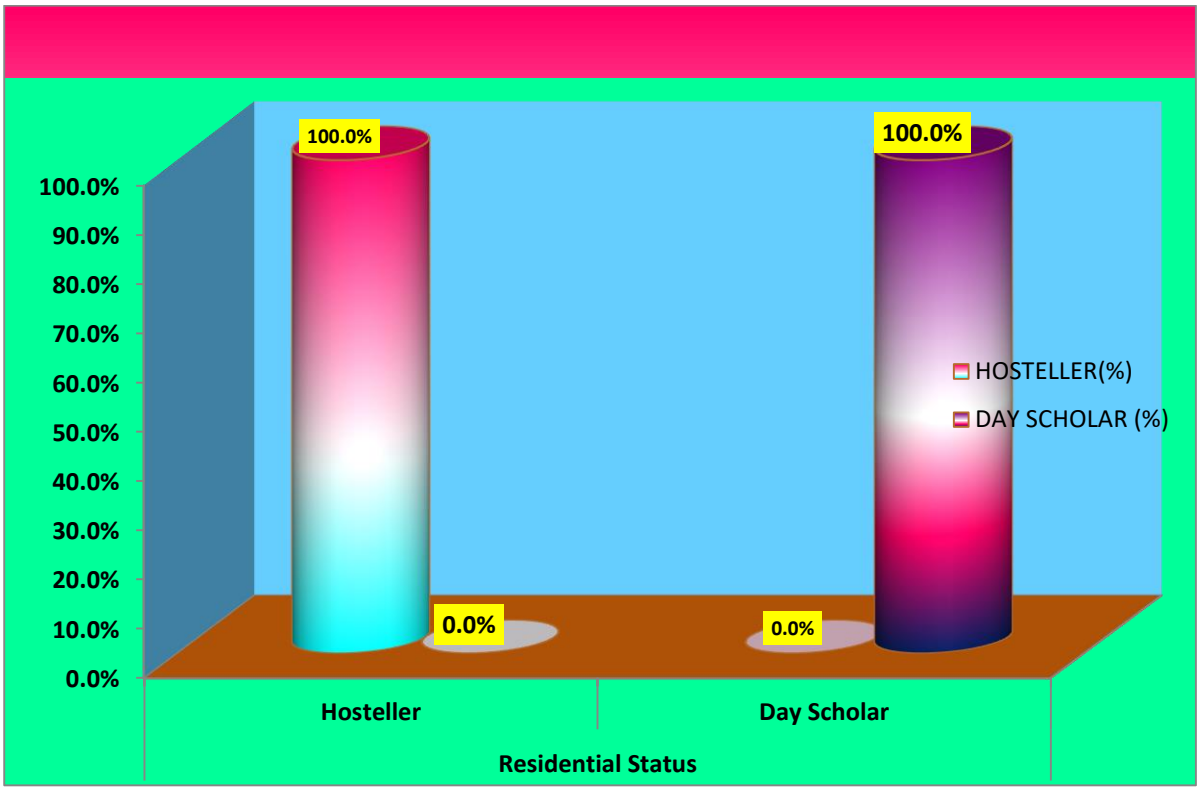

Figure No. 6: Cylindrical Shaped diagram showing the percentage distribution according to their Residential Status.

SECTION -B
ASSESS THE LEVEL OF KNOLEDGE AMONG HOSTLER STUDENTS

OBJECTIVE:- 1 To assess the level of knowledge regarding dietary habits among hosteller students and day scholars.

Table –: 2
Frequency & Percentage distribution level of Knowledge among

CRITERIA MEASURE OF KNOWLEDGE SCORES N=100	
CATEGORY SCORE	**HOSTELLER f (%)**
GOOD (4-5)	82(82%)
AVERAGE (2-3)	18(18%)
POOR (0-1)	0(0%)

Maximum = 5 Minimum = 0

Table 2 Presented table that among hostler students the overall results of Knowledge were divulged that maximum number of students (82%) found under good than 18 % found with Average and remaining 0% found under Poor.
Hence it was concluded that majority the Knowledge had a good.

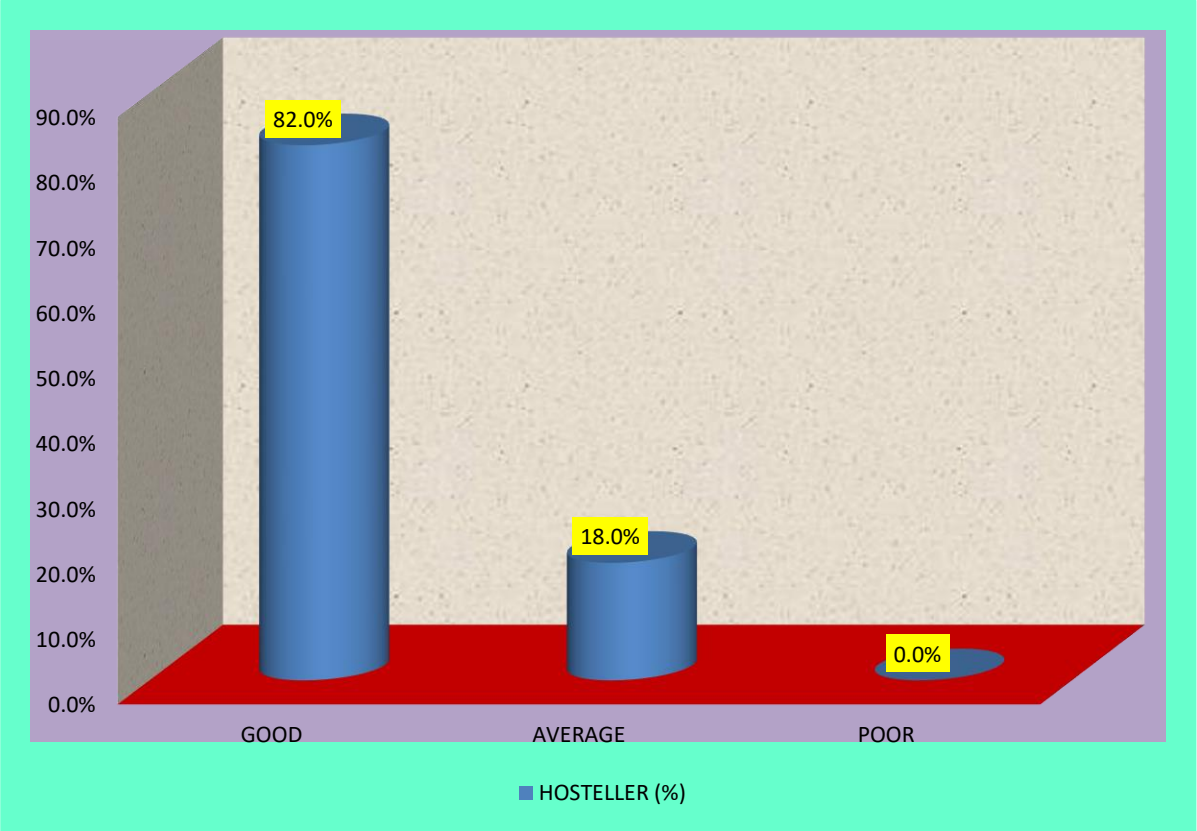

Figure 7:- Cylindrical Shaped diagram showing the level of Hosteller Group of knowledge scores

Table –: 3
Frequency & Percentage distribution level of Knowledge among Day Scholars

CRITERIA MEASURE OF KNOWLEDGE SCORES N=100	
CATEGORY SCORE	**DAY SCHOLAR f(%)**
GOOD (4-5)	59(59%)
AVERAGE (2-3)	40(40%)
POOR (0-1)	1(1%)

Maximum = 5 Minimum = 0

Table 3 Presented table that among hostler students the overall results of Knowledge were divulged that maximum number of students (59%) found under good than (40 %) found with Average and remaining 1% found under Poor.
Hence it was concluded that majority the Knowledge had a good

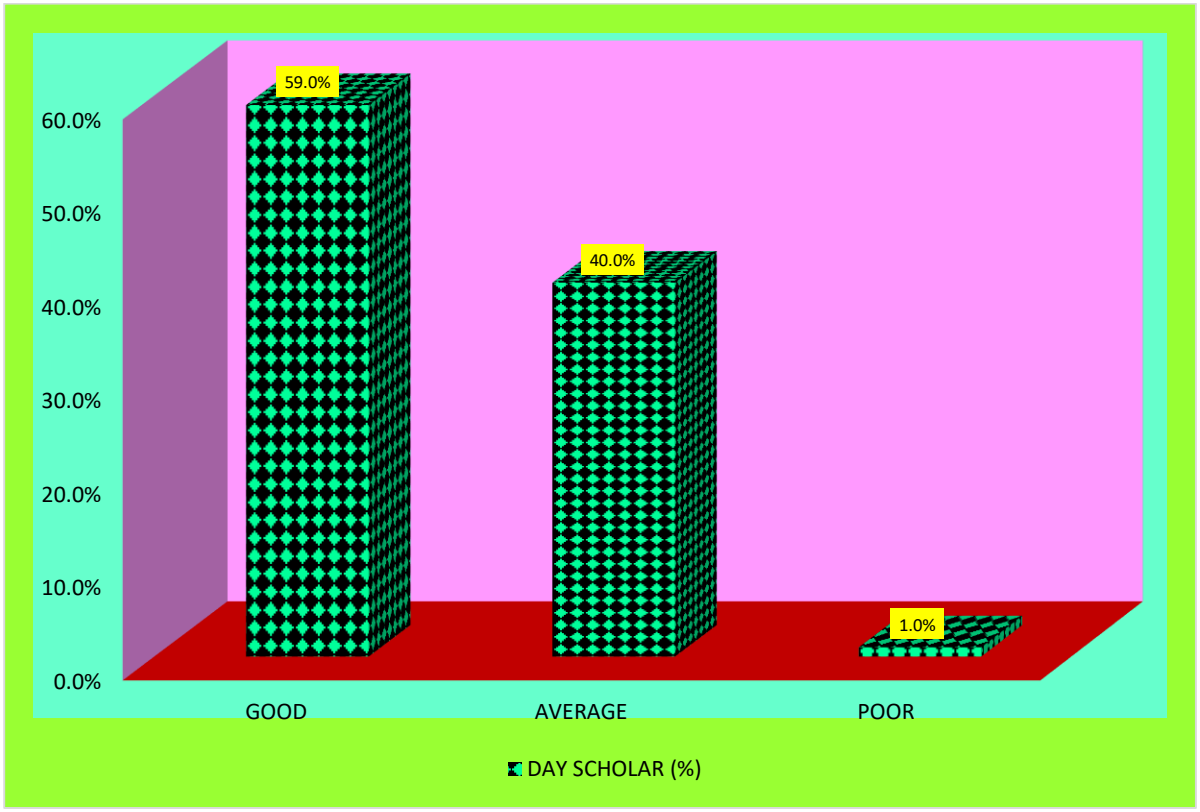

Figure 8:- Bar Diagram showing the level of Hosteller Group of knowledge scores

Table – 4

OBJECTIVE:- 2 To assess the attitude regarding dietary habits among hosteller students and day scholars.

Frequency & Percentage distribution level of Attitude Among Hosteller students

CRITERIA MEASURE OF ATTITUDE SCORES N=100	
CATEGORY SCORE	**HOSTELLER f(%)**
POSITIVE (26-35)	26(26%)
NEUTRAL (17-25)	73(73%)
NEGATIVE (7-16)	1(1%)

Maximum = 35 Minimum = 7

Table 4 Presented table that among medical students the overall results of attitude were divulged that 26% of hostellers scored in the positive category, indicating that a smaller portion exhibited a higher level of positive attitude. The majority, 73%, of hostellers scored in the neutral category, showing that most of them had a moderate attitude. Only **1%** of hostellers scored in the negative category, suggesting a very small portion had a low level of attitude.

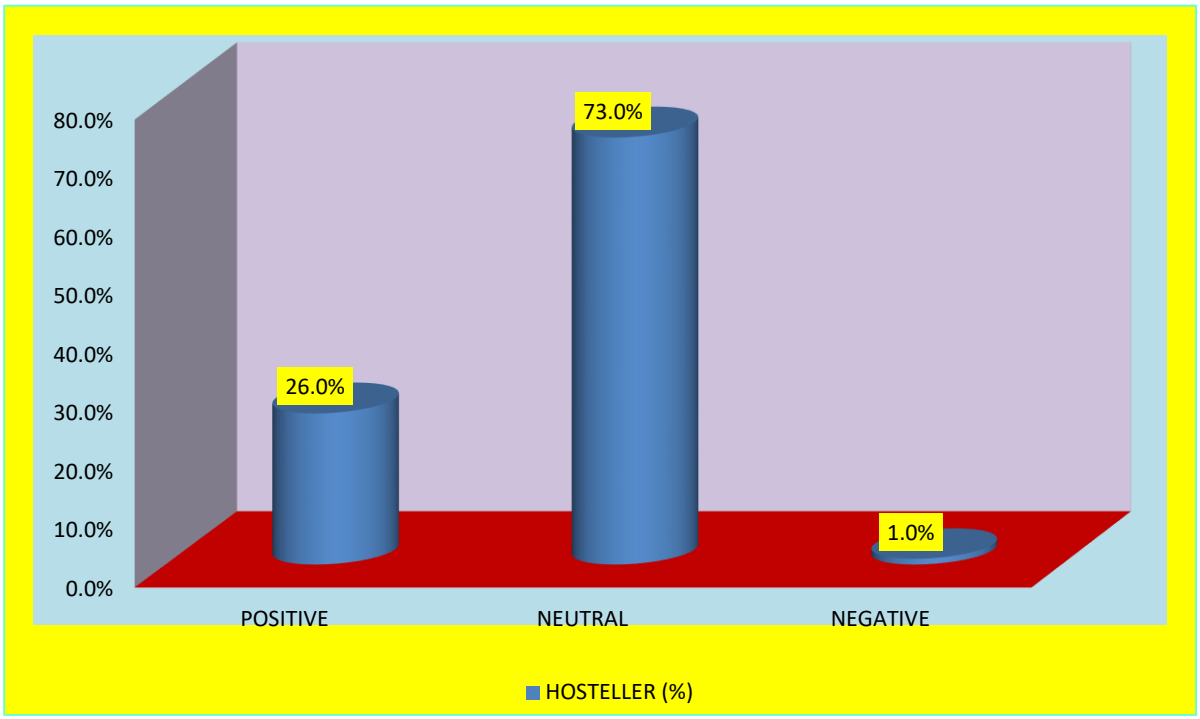

Figure 9:- Cylindrical Shaped diagram showing the Attitude of Hosteller Students

TABLE- 5

Frequency & Percentage distribution level of Attitude among Day Scholar Students

CRITERIA MEASURE OF ATTITUDE SCORES N=100	
CATEGORY SCORE	**DAY SCHOLAR f(%)**
POSITIVE (26-35)	53(53%)
NEUTRAL (17-25)	47(47%)
NEGATIVE (7-16)	0(0%)

Maximum = 35 Minimum = 7

Table 5 Presented table that among medical students the overall results of attitude were divulged that 53% of hostellers scored in the positive category, indicating that a smaller portion exhibited a higher level of positive attitude. The 47%, of hostellers scored in the neutral category, showing that most of them had a moderate attitude. Only **0%** of hostellers scored in the negative category, suggesting a very small portion had a low level of attitude.

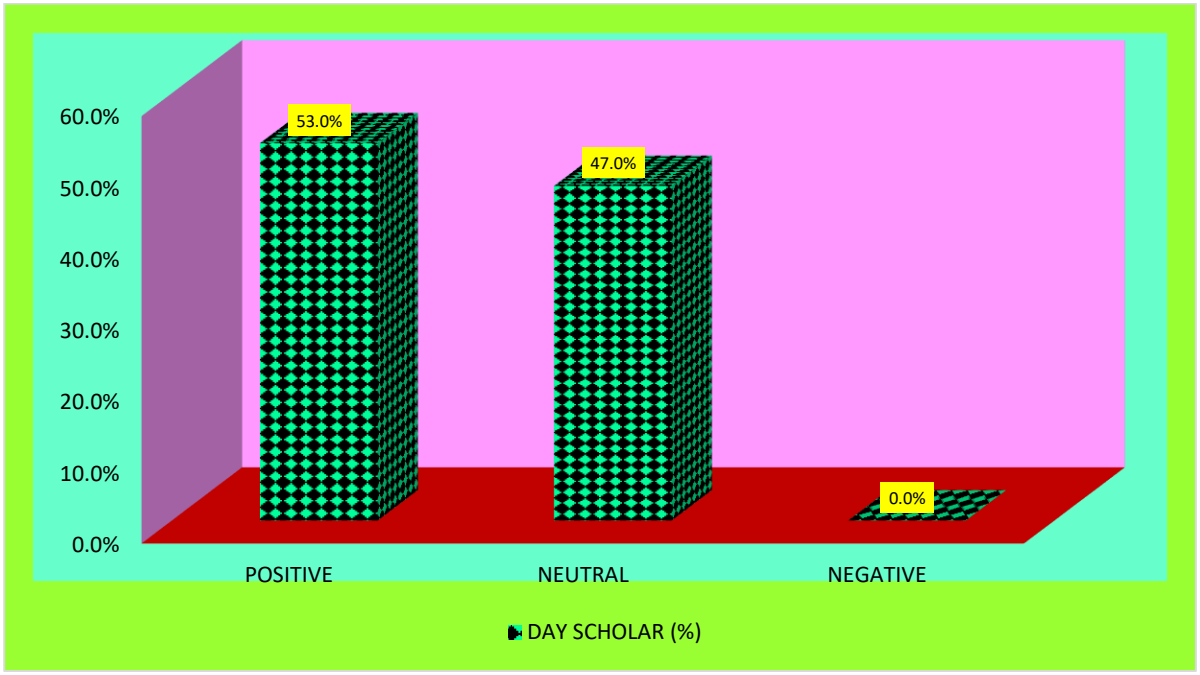

Figure 10:- Bar Diagram showing the level of Hosteller Group of knowledge scores

Table 6

Mean, standard deviation and 't 'value of level of knowledge and attitudes among hosteller students and day scholars.

Objective 3: To compare the level of knowledge and attitudes among hosteller students and day scholars.

H_1: There is a statistically significant difference between the level of knowledge and attitude on dietary habits among hosteller students and day scholars at $p < 0.05$.

N= 100+100= 200									
Unpaired T Test		**Mean**	**S.D.**	**N**	**Mean %**	**Unpaired Test**	**P value**	**Table Value at 0.05**	**Result**
KNOWLEDGE SCORESS	HOSTELLER	4.02	0.619	100	80.40	4.168	<0.001	1.972	Significant
	DAY SCHOLAR	3.58	0.855	100	71.60				
ATTITUDE SCORESS	HOSTELLER	23.32	3.110	100	66.63	5.561	<0.001	1.972	Significant
	DAY SCHOLAR	25.45	2.236	100	72.71				

Hence research null hypothesis (H1) was accepted concluding that there is a significant difference between the level of knowledge and attitude on dietary habits among hosteller students and day scholars.

SECTION – C

Association between level of knowledge and attitude among hosteller and day scholar students in selected socio demographic variables

Objective 4:- To determine the association between level of knowledge and attitude among hosteller and day scholar students in selected socio demographic variables.

Table: - 7

Association between level of knowledge among Hosteler Scores and Demographic Variables

DEMOGRAPHIC DATA		**LEVELS**			**ASSOCIATION WITH HOSTELLER SCORES**				
Variables	Opts	GOOD	AVERAGE	POOR	Chi Test	P Value	df	Table Value	Result
Age	17-18 years	4	2	0	2.917	0.405	3	7.815	Not Significant
	19-20 years	44	12	0					
	21-22 years	33	4	0					
	23-24 years	1	0	0					
Gender	Male	39	10	0	0.377	0.539	1	3.841	Not Significant
	Female	43	8	0					
	Other	0	0	0					
Year of Study	1st Year	20	7	0	5.010	0.171	3	7.815	Not Significant
	2nd Year	25	8	0					
	3rd Year	24	2	0					
	4th Year	13	1	0					
Residential Status	Hosteller	82	18	0		N.A		N.A	
	Day Scholar	0	0	0					

Table 7 presented table revealed about association between the score levels and selected sociodemographic variables. Analysed data mentioned that age groups, 17-18 years had 4 good and 2 average responses, while the 19-20 years group had 44 good and 12 average responses. The 21-22 years group had 33 good and 4 average responses, and the 23-24 years group had 1 good response. The Chi-square test result (p-value = 0.405) is greater than 0.05, indicating no significant association between age and hosteller scores. For gender, Male hostellers had 39 good and 10 average responses, while Female hostellers had 43 good and 8 average responses.

The Chi-square test result (p-value = 0.539) is greater than 0.05, indicating no significant association between gender and hosteller scores. Year of Study In the 1st year, there were 20 good and 7 average responses. The 2nd year had 25 good and 8 average, the 3rd year had 24 good and 2 average, and the 4th year had 13 good and 1 average.

The Chi-square test result (p-value = 0.171) is greater than 0.05, suggesting no significant association between the year of study and hosteller scores. Residential Status The entire hosteller group (100%) scored

good or average, with no day scholars in the data for comparison. Therefore, no statistical test could be performed for day scholars.

Table: - 8
Association between level of knowledge among Day Scholar Scores and Demographic Variables

DEMOGRAPHIC DATA		Levels			ASSOCIATION WITH DAY SCHOLAR SCORES				
Variables	Opts	GOOD	AVERAGE	POOR	Chi Test	P Value	df	Table Value	Result
Age	17-18 years	15	1	0	16.713	0.010	6	12.592	Significant
	19-20 years	35	30	0					
	21-22 years	9	7	1					
	23-24 years	0	2	0					
Gender	Male	34	21	0	1.488	0.475	2	5.991	Not Significant
	Female	25	19	1					
	Other	0	0	0					
Year of Study	1st Year	34	11	0	11.703	0.020	4	9.488	Significant
	2nd Year	23	23	1					
	3rd Year	2	6	0					
	4th Year	0	0	0					
Residential Status	Hosteller	0	0	0		N.A		N.A	
	Day Scholar	59	40	1					

Table 8 presented table revealed about association between the score levels and selected sociodemographic variables. Analysed data mentioned that For the 17-18 years age group, 15 participants scored in the Good category, with 1 in the Average category and none in the Poor category. The 19-20 years group had 35 good and 30 average responses, with no participants in the Poor category. The 21-22 years group had 9 good, 7 average, and 1 poor response, and the 23-24 years group had 0 good, 2 average, and no Poor responses. The Chi-square test result (p-value = 0.010) is less than 0.05, indicating that age is significantly associated with day scholar scores, meaning the age of students significantly influences their scores. Among the males, 34 scored Good, 21 scored Average, and none scored Poor. For females, 25 scored Good, 19 scored Average, and 1 scored Poor.

The Chi-square test result (p-value = 0.475) is greater than 0.05, indicating that gender does not have a significant impact on day scholar scores. Thus, gender is not associated with differences in scores. Year of Study For 1st-year students, 34 scored Good, 11 scored Average, and none scored Poor. In the 2nd-year group, 23 scored Good, 23 scored Average, and 1 scored Poor. The 3rd-year students had 2 good, 6 average, and none in the Poor category, while 4th-year students had no data.

The Chi-square test result (p-value = 0.020) is less than 0.05, indicating that the year of study is significantly associated with day scholar scores. This suggests that the year of study plays a role in determining the attitude and performance of day scholars. Residential Status: The day scholar group had 59 good, 40 average, and 1 poor response. There was no data for hostellers, so the association with residential status could not be analyzed for hostellers.

Table: - 9
Association between the attitude among Hosteler Scores and Demographic Variables

DEMOGRAPHIC DATA		**LEVELS**			**ASSOCIATION WITH HOSTELLER SCORES**				
Variables	Opts	POSITIVE	NEUTRAL	NEGATIVE	Chi Test	P Value	df	Table Value	Result
Age	17-18 years	3	3	0	6.015	0.421	6	12.592	Not Significant
	19-20 years	17	39	0					
	21-22 years	6	30	1					
	23-24 years	0	1	0					
Gender	Male	15	34	0	1.919	0.383	2	5.991	Not Significant
	Female	11	39	1					
	Other	0	0	0					
Year of Study	1st Year	7	20	0	9.631	0.141	6	12.592	Not Significant
	2nd Year	12	21	0					
	3rd Year	4	22	0					
	4th Year	3	10	1					
Residential Status	Hosteller	26	73	1		N.A		N.A	
	Day Scholar	0	0	0					

Table 9 presented table revealed about association between the score levels and selected sociodemographic variables. Analysed data mentioned that For the age groups, 17-18 years had 3 positive and 3 neutral responses. The 19-20 years group had 17 positive and 39 neutral responses, while the 21-22 years group had 6 positive, 30 neutral, and 1 negative response. The 23-24 years group had 0 positive and 1 neutral response.

The Chi-square test result (p-value = 0.421) is greater than 0.05, indicating that age does not significantly affect hosteller scores. The Male group had 15 positive and 34 neutral responses, while the Female group had 11 positive, 39 neutral, and 1 negative response. The Chi-square test result (p-value = 0.383) is greater than 0.05, indicating that gender does not significantly affect hosteller scores. For year of study, 1st-year students had 7 positive and 20 neutral responses, 2nd-year students had 12 positive and 21 neutral responses, 3rd-year students had 4 positive and 22 neutral responses, and 4th-year students had 3 positive, 10 neutral, and 1 negative response.

The Chi-square test result (p-value = 0.141) is greater than 0.05, indicating that year of study does not significantly affect hosteller scores. Residential Status The Hosteller group had 26 positive, 73 neutral, and

1 negative response, while Day Scholars did not have any responses in this group. Since there is no data available for Day Scholars, only hostellers' responses are considered.

Table: - 10
Association between the attitude among Day Scholar Scores and Demographic Variables

DEMOGRAPHIC DATA		Levels			ASSOCIATION WITH DAY SCHOLAR SCORES				
Variables	Opts	POSITIVE	NEUTRAL	NEGATIVE	Chi Test	P Value	df	Table Value	Result
Age	17-18 years	11	5	0	4.821	0.185	3	7.815	Not Significant
	19-20 years	30	35	0					
	21-22 years	10	7	0					
	23-24 years	2	0	0					
Gender	Male	27	28	0	0.750	0.387	1	3.841	Not Significant
	Female	26	19	0					
	Other	0	0	0					
Year of Study	1st Year	25	20	0	0.719	0.698	2	5.991	Not Significant
	2nd Year	23	24	0					
	3rd Year	5	3	0					
	4th Year	0	0	0					
Residential Status	Hosteller	0	0	0		N.A		N.A	
	Day Scholar	53	47	0					

Table 9 presented table revealed about association between the score levels and selected sociodemographic variables. Analysed data mentioned that For the age groups, the 17-18 years group had 11 positive and 5 neutral responses, while the 19-20 years group had 30 positive and 35 neutral responses. The 21-22 years group had 10 positive and 7 neutral responses, while the 23-24 years group had 2 positive responses.

The Chi-square test result (p-value = 0.185) is greater than the significance level (0.05), indicating that age does not significantly affect day scholar scores. The Male group had 27 positive and 28 neutral responses, while the Female group had 26 positive and 19 neutral responses. No responses were recorded for the Other category.

The Chi-square test result (p-value = 0.387) is greater than 0.05, indicating that gender does not significantly affect day scholar scores. For year of study, 1st-year students had 25 positive and 20 neutral responses, while 2nd-year students had 23 positive and 24 neutral responses. 3rd-year students had 5 positive and 3 neutral responses. There were no responses from 4th-year students.

The Chi-square test result (p-value = 0.698) is greater than 0.05, indicating that the year of study does not significantly affect day scholar scores. Residential Status The Day Scholar group had 53 positive and 47 neutral responses, with no responses from Hostellers. Since no data is available for Hostellers, the association is only analyzed for Day Scholars.

Hence research hypothesis (H_1, H_2) both are accepted to showing the statistically significant association between level of knowledge and attitude among hosteller and day scholar students in selected socio demographic variables. The calculated chi-square values were less than the table value at the 0.05 level of significance.

CHAPTER-V DISCUSSION

This chapter presents the major findings of the study and discuss them in relation to similar studies conducted by the other researchers. The aim of study to opted a comparative study to assess the Level of knowledge and attitude regarding dietary habits among hosteller students and day scholars in the selected college of Delhi.

The findings of the study discussed under the as following headings:

Section-A: This section includes description of demographic data.

Section-B: This section includes description of all the objectives of this study.

Section- C: Association between level of knowledge and attitude among hosteller and day scholar students in selected socio demographic variables.

OBJECTIVES: -

❖ To assess the level of knowledge regarding dietary habits among hosteller students and day scholars.

❖ To assess the attitude regarding dietary habits among hostellers and day scholar's students.

❖ To compare the level of knowledge and attitudes among hosteller students and day scholars.

❖ To determine the association between level of knowledge and attitude among hosteller and day scholar students in selected socio demographic variables.

Section-A: This section includes description of demographic data.

Age: In the 17-18 years age group, 6% of hostellers and 16% of day scholars are represented. This shows a higher proportion of day scholars in this age group. The 19-20 years age group has the highest percentage of participants, with 56% of hostellers and 65% of day scholars falling in this category, indicating that both groups are predominantly composed of individuals in this age range. The 21-22 years group includes 37% of hostellers and 17% of day scholars, suggesting that a larger portion of hostellers is in this group.
The 23-24 years group has the lowest representation, with only 1% of hostellers and 2% of day scholars. In Gender Male participants comprise 49% of hostellers and 55% of day scholars, indicating a higher percentage of males in the day scholar group. Female participants make up 51% of hostellers and 45% of day scholars, showing a slightly higher proportion of females among hostellers. No participants identified as Other in either group.

In both subject the Year of Study The 1st year students comprise 27% of hostellers and 45% of day scholars, indicating a significantly larger proportion of day scholars in the first year. 2nd-year students make up 33% of hostellers and 47% of day scholars, continuing the trend of more day scholars in the lower years. 3rd-year students account for 26% of hostellers and 8% of day scholars, showing that hostellers are more represented in this group. 4th-year students comprise 14% of hostellers but 0% of day scholars, indicating that there are no day scholars in the final year. Residential Status Hostellers make up 100% of the hosteller

group, while day scholars represent 100% of the day scholar group, as expected based on their residential status.

Objective: - 1 To assess the level of knowledge regarding dietary habits among hosteller students and day scholars.

Finding: - 1 That among hosteler students the overall results of Knowledge were divulged that maximum number of students (82%) found under good than 18 % found with Average and remaining 0% found under Poor.

Objective :- 2 To assess the attitude regarding dietary habits among hosteller students and day scholars.

Finding: - 2 That among medical students the overall results of attitude were divulged that 26% of hostellers scored in the positive category, indicating that a smaller portion exhibited a higher level of positive attitude. The majority, 73%, of hostellers scored in the neutral category, showing that most of them had a moderate attitude. Only 1% of hostellers scored in the negative category, suggesting a very small portion had a low level of attitude.

Objective 3: To compare the level of knowledge and attitudes among hosteller students and day scholars.

Finding:- 3 Hence research null hypothesis (H1) was accepted concluding that there is a significant difference between the level of knowledge and attitude on dietary habits among hosteller students and day scholars.

Objective 4:- To determine the association between level of knowledge and attitude among hosteller and day scholar students in selected socio demographic variables.

Finding:- 4 revealed about association between the score levels and selected sociodemographic variables. Analysed data mentioned that age groups, 17-18 years had 4 good and 2 average responses, while the 19-20 years group had 44 good and 12 average responses. The 21-22 years group had 33 good and 4 average responses, and the 23-24 years group had 1 good response. The Chi-square test result (p-value = 0.405) is greater than 0.05, indicating no significant association between age and hosteller scores. For gender, Male hostellers had 39 good and 10 average responses, while Female hostellers had 43 good and 8 average responses.

The Chi-square test result (p-value = 0.539) is greater than 0.05, indicating no significant association between gender and hosteller scores. Year of Study In the 1st year, there were 20 good and 7 average responses. The 2nd year had 25 good and 8 average, the 3rd year had 24 good and 2 average, and the 4th year had 13 good and 1 average.

The Chi-square test result (p-value = 0.171) is greater than 0.05, suggesting no significant association between the year of study and hosteller scores. Residential Status The entire hosteller group (100%) scored good or average, with no day scholars in the data for comparison. Therefore, no statistical test could be performed for day scholars.

Finding: - 5 revealed about association between the score levels and selected sociodemographic variables. Analysed data mentioned that For the 17-18 years age group, 15 participants scored in the Good category, with 1 in the Average category and none in the Poor category. The 19-20 years group had 35 good and 30 average responses, with no participants in the Poor category. The 21-22 years group had 9 good, 7 average, and 1 poor response, and the 23-24 years group had 0 good, 2 average, and no Poor responses. The Chi-

square test result (p-value = 0.010) is less than 0.05, indicating that age is significantly associated with day scholar scores, meaning the age of students significantly influences their scores. Among the males, 34 scored Good, 21 scored Average, and none scored Poor. For females, 25 scored Good, 19 scored Average, and 1 scored Poor.

The Chi-square test result (p-value = 0.475) is greater than 0.05, indicating that gender does not have a significant impact on day scholar scores. Thus, gender is not associated with differences in scores. Year of Study For 1st-year students, 34 scored Good, 11 scored Average, and none scored Poor. In the 2nd-year group, 23 scored Good, 23 scored Average, and 1 scored Poor. The 3rd-year students had 2 good, 6 average, and none in the Poor category, while 4th-year students had no data.

The Chi-square test result (p-value = 0.020) is less than 0.05, indicating that the year of study is significantly associated with day scholar scores. This suggests that the year of study plays a role in determining the attitude and performance of day scholars. Residential Status: The day scholar group had 59 good, 40 average, and 1 poor response. There was no data for hostellers, so the association with residential status could not be analyzed for hostellers.

Finding: - 6 revealed about association between the score levels and selected sociodemographic variables. Analysed data mentioned that For the age groups, 17-18 years had 3 positive and 3 neutral responses. The 19-20 years group had 17 positive and 39 neutral responses, while the 21-22 years group had 6 positive, 30 neutral, and 1 negative response. The 23-24 years group had 0 positive and 1 neutral response.

The Chi-square test result (p-value = 0.421) is greater than 0.05, indicating that age does not significantly affect hosteller scores. The Male group had 15 positive and 34 neutral responses, while the Female group had 11 positive, 39 neutral, and 1 negative response. The Chi-square test result (p-value = 0.383) is greater than 0.05, indicating that gender does not significantly affect hosteller scores. For year of study, 1st-year students had 7 positive and 20 neutral responses, 2nd-year students had 12 positive and 21 neutral responses, 3rd-year students had 4 positive and 22 neutral responses, and 4th-year students had 3 positive, 10 neutral, and 1 negative response.

The Chi-square test result (p-value = 0.141) is greater than 0.05, indicating that year of study does not significantly affect hosteller scores. Residential Status The Hosteller group had 26 positive, 73 neutral, and 1 negative response, while Day Scholars did not have any responses in this group. Since there is no data available for Day Scholars, only hostellers' responses are considered.

Finding:- 7 revealed about association between the score levels and selected sociodemographic variables. Analysed data mentioned that For the age groups, the 17-18 years group had 11 positive and 5 neutral responses, while the 19-20 years group had 30 positive and 35 neutral responses. The 21-22 years group had 10 positive and 7 neutral responses, while the 23-24 years group had 2 positive responses.

The Chi-square test result (p-value = 0.185) is greater than the significance level (0.05), indicating that age does not significantly affect day scholar scores. The Male group had 27 positive and 28 neutral responses, while the Female group had 26 positive and 19 neutral responses. No responses were recorded for the Other category.

The Chi-square test result (p-value = 0.387) is greater than 0.05, indicating that gender does not significantly affect day scholar scores. For year of study, 1st-year students had 25 positive and 20 neutral responses, while 2nd-year students had 23 positive and 24 neutral responses. 3rd-year students had 5 positive and 3 neutral responses. There were no responses from 4th-year students.

The Chi-square test result (p-value = 0.698) is greater than 0.05, indicating that the year of study does not significantly affect day scholar scores. Residential Status The Day Scholar group had 53 positive and 47 neutral responses, with no responses from Hostellers. Since no data is available for Hostellers, the association is only analyzed for Day Scholars.

Hence research hypothesis (H_1, H_2) both are accepted to showing the statistically significant association between level of knowledge and attitude among hosteller and day scholar students in selected socio demographic variables. The calculated chi-square values were less than the table value at the 0.05 level of significance.

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter deals with the findings and conclusions of the study. The implications for nursing practice, nursing education, nursing administration and nursing research have been stated. This chapter ends with suggestions and recommendations for research in future.

PROBLEM STATEMENT

A comparative study to assess the Level of knowledge and attitude regarding dietary habits among hosteller students and day scholars in the selected college of Delhi.

OBJECTIVES: -

❖ To assess the level of knowledge regarding dietary habits among hosteller students and day scholars.
❖ To assess the attitude regarding dietary habits among hostellers and day scholar's students.
❖ To compare the level of knowledge and attitudes among hosteller students and day scholars.
❖ To determine the association between level of knowledge and attitude among hosteller and day scholar students in selected socio demographic variables.

Delimitations of the study

- The study is limited to students of one selected college.
- Only undergraduate students are included.

NURSING IMPLICATIONS

The findings of this study can be utilized in all domains of nursing i.e., nursing practice, nursing research, nursing education, nursing administration. The nursing implications are:

Nursing Practice :-

- The results can aid nurses in the planning and execution of health education initiatives that are customized to the dietary needs of students.
- Health promotion methods like dietary advice, workshops, and nutritional screenings can be implemented in college environments.
- Community health nurses can collaborate with college health services to promote healthy eating habits among youth, particularly for hostellers who may lack familial guidance on food choices.

Nursing Education:-

- The findings can guide the development of nursing education curricula by highlighting the significance of nutrition and lifestyle for young adults.

- It is possible to teach nursing students how to evaluate and make sense of dietary habits, which will allow them to create successful interventions during clinical postings.
- Teaching methods should incorporate role-playing and case discussions focused on dietary assessment and behavior modification.

Nursing Administration

- The results of the study can be used by nursing administrators to back policies that promote balanced and nutritious meals in college and hostel canteens.
- Workshops and training programs can be created for staff nurses and educators to raise their awareness of how environmental and social factors affect student diets.
- Nursing administrators can organize regular health check-up camps and nutritional surveillance on college campuses.

Nursing Research

- The study provides a foundation for additional exploration into the long-term health consequences of unhealthy eating behaviors in college students.
- To improve the generalizability of findings, comparative studies can be broadened to include additional geographical regions and populations.
- Future studies might concentrate on assessing how effective nutritional interventions are for students in hostels compared to those residing at home.

RECOMMENDATION

On the basis of the present study, the following recommendations are formed for future study: -

- The study can be replicated on the larger sample to generalize the findings.
- External validity threats could be minimizing to have larger generalizing.
- A longitudinal approach can be used for data collection rather than a single point of data collection.
- A descriptive approach can be used for data collection.

REFERENCES

1. Deliens, T., Clarys, P., De Bourdeaudhuij, I., & Deforche, B. (2014). **Determinants of eating behaviour in university students: A qualitative study using focus group discussions**. *BMC Public Health*, *14*(1), 53. https://doi.org/10.1186/1471-2458-14-53.

2. Mishra, A., & Mukherjee, R. (2020). Comparative study of dietary habits and lifestyle in hostellers and day scholars among undergraduate students in a medical college in West Bengal. *Indian Journal of Community Health*, *32*(2), 292–297.

3. Ganasegeran, K., Al-Dubai, S. A. R., Qureshi, A. M., Al-Abed, A. A. A., & Aljunid, S. M. (2012). Social and psychological factors affecting eating habits among university students in a Malaysian medical school: A cross-sectional study. *Nutrition Journal*, *11*(1), 48. https://doi.org/10.1186/1475-2891-11-48

4. Zafar, M. I., Saeed, M. I., & Bashir, M. A. (2021). The impact of fast food consumption on dietary behavior and health status among university students. *BMC Nutrition*, *7*(1), 56. https://doi.org/10.1186/s40795-021-00442-z

5. Gupta, S., & Ray, T. G. (2018). A study on the dietary habits and nutritional knowledge among medical students of a private medical college in West Bengal. *International Journal of Community Medicine and Public Health, 5*(3), 970–974. https://doi.org/10.18203/2394-6040.ijcmph20180739.

6. Yadav, R. J., & Singh, P. (2022). Nutritional status and dietary pattern among hostellers and day scholars in Delhi University: A comparative study. *International Journal of Health Sciences and Research, 12*(4), 62–70.

7. World Health Organization. (2021). *Healthy diet: Fact sheet*. https://www.who.int/news-room/fact-sheets/detail/healthy-diet

8. Ansari, W. E., Stock, C., & Mikolajczyk, R. T. (2012). Relationships between food consumption and living arrangements among university students in four European countries: A cross-sectional study. *Nutrition Journal, 11(1), 28. https://doi.org/10.1186/1475-2891-11-28*

9. Birru, R. N., Kurde, B. D., & Enyew, B. B. (2020). Knowledge and attitude towards healthy eating among college students in Ethiopia: A cross-sectional study. *Journal of Nutrition and Health Sciences, 7(1), 1–9.*

10. Das, R., & Sarkar, A. (2016). Assessment of dietary habits and nutritional knowledge among medical students in a teaching hospital of eastern India. *National Journal of Physiology, Pharmacy and Pharmacology, 6(1), 1–5. https://doi.org/10.5455/njppp.2015.5.1706201525*

11. Deliens, T., Clarys, P., De Bourdeaudhuij, I., & Deforche, B. (2014). Determinants of eating behaviour in university students: A qualitative study using focus group discussions. *BMC Public Health, 14(1), 53. https://doi.org/10.1186/1471-2458-14-53*

12. Jain, M., & Singh, A. (2018). A study to assess dietary practices and health-seeking behavior among college students. *International Journal of Research and Review, 5(5), 124–128.*

13. Joshi, A., & Sharma, R. (2020). A comparative study of eating habits among day scholars and hostellers in undergraduate students. *International Journal of Science and Healthcare Research, 5(1), 105–109.*

14. Kumari, S., & Sharma, R. (2017). A study on dietary pattern and body mass index among college students in Punjab. *Indian Journal of Health and Wellbeing, 8(8), 914–917.*

15. Maheshwari, A., & Thakur, A. (2021). Dietary pattern and nutritional status of students living in hostel and with family: A comparative study. *Journal of Advanced Scientific Research, 12(1), 30–35.*

16. Rao, K. M., Balakrishna, N., Arlappa, N., Laxmaiah, A., & Brahmam, G. N. V. (2010). Diet and nutritional status of adolescents: A study from the National Nutrition Monitoring Bureau. *Indian Journal of Pediatrics, 77(9), 1088–1093. https://doi.org/10.1007/s12098-010-0156-9*

17. *Shalini, R., & Arvind, M. (2015).* Impact of peer pressure and stress on unhealthy eating habits among college students in India. *Indian Journal* of Youth and Adolescent Health, 2(3), 18–23.

18. Peltzer, K., & Pengpid, S. (2015). *Dietary behaviors and physical activity in university students from 26 low, middle and high income countries*. International Journal of Environmental Research and Public Health, 12(7), 7406–7427. https://doi.org/10.3390/ijerph120707406

19. Rani, V., & Kumari, A. (2016). *A study to assess the knowledge and practices related to dietary habits among college students in Haryana, India*. International Journal of Nursing and Medical Investigation, 1(1), 1–5.

20. Singh, H., & Kaur, M. (2020). *Comparison of eating habits among hostelers and day scholars: A cross-sectional study*. International Journal of Community Medicine and Public Health, 7(4), 1352–1356. https://doi.org/10.18203/2394-6040.ijcmph20201313

21. World Health Organization. (2021). *Healthy diet*. https://www.who.int/news-room/fact-sheets/detail/healthy-diet

22. Arora, T., & Sharma, S. (2019). *Lifestyle and dietary patterns among college students in Delhi: A cross-sectional study*. International Journal of Contemporary Medical Research, 6(4), 1–5.
23. Goyal, L., & Singh, R. (2019). *Dietary habits and lifestyle behaviors among students living in hostel: A cross-sectional study*. International Journal of Applied Research, 5(1), 123–126.
24. Priya, P., & Prabhavathi, R. (2018). *A comparative study of nutritional awareness among day scholars and hostellers in a selected nursing college*. International Journal of Nursing Research, 4(3), 79–84.
25. Dube, K. A., & Rathod, S. S. (2020). *Assessment of knowledge, attitude and practices regarding nutrition among adolescents in Mumbai*. Indian Journal of Community Health, 32(1), 89–94.
26. Asif, M., & Rani, S. (2020). *Fast food consumption and its impact on health: A study among college students*. International Journal of Health Sciences and Research, 10(3), 74–78.
27. Rawat, M., & Singh, P. (2019). *Study of nutritional status and dietary habits among college going students in rural area of Uttarakhand*. International Journal of Community Medicine and Public Health, 6(7), 3040–3044. https://doi.org/10.18203/2394-6040.ijcmph20192801
28. Kaur, R., & Walia, I. (2009). *Knowledge, attitude and practices regarding dietary habits among nursing students of a selected university in Punjab*. Nursing and Midwifery Research Journal, 5(3), 112–119.
29. Thirunavukkarasu, P., & Tharani, R. (2018). *A cross-sectional study to assess the knowledge and attitude on healthy food habits among adolescents*. International Journal of Community Medicine and Public Health, 5(10), 4463–4467.
30. Verma, A., & Goyal, P. (2016). *Nutritional behavior of adolescents: A comparative study of students residing in hostels and with parents*. Asian Journal of Home Science, 11(2), 420–423.