

Focus Group Research Report

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Is a Lack of Campus Facilities the Key Contributor to Unhealthy Eating Habits among Postgraduate Students at a Public University?

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Practice-Based Research

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Assessment Component 2 - Written Research Report

Topic: Exploring the factors that influence eating behaviour among postgraduate students in a public university: a focus group discussion.

1 Table of Contents

Introduction/Literature-Based Background.....	3
Rationale	5
Research Question	5
Aims	5
Hypothesis.....	5
Research Methodology.....	5
Research design	5
Recruitment, Sampling and Study Participants	5
Data collection and Procedure	6
Reliability and Validity.....	7
Sample of the Extract, Code, and Theme Table for Focus Interview: Exploring the Factors that Influence Eating Behaviour among Postgraduate Students in a Public University.....	8
Ethical Considerations.....	8
Results.....	10
Discussion.....	11
Future Implications	11
Strengths and Limitations of the Research	12
Conclusion.....	13
Reference List.....	14
Appendix A – A Blank Participant Questionnaire.....	17
Appendix B - Transcription of Focus interview: Exploring the Factors that Influence Eating Behaviour among Postgraduate Students in a Public University: A Focus Group Discussion	21
Appendix C– A List of Focus Group Extracts and Their Relevant Codes and Themes.....	26

Introduction/Literature-Based Background

University is considered a pivotal, life learning experience that provides a broad range of employability and essential life-long skills such as resilience, confidence, motivation and leadership (Montacute, Holt-White and Gent, 2021). In the recent years, universities have attempted to become more accessible to a wider demographic, especially those from low socio-economic backgrounds, urging them to pursue greater horizons, and broaden their aspirations (GOV UK, 2019).

However, with a more significant number of students attending university, comes a greater responsibility to ensure that universities consider their student's overall health and well-being, alongside their academic achievements. The question can be posed, are universities taking enough responsibility for the healthy eating habits of their students?

The NHS (2022) describes healthy eating as the consumption of the appropriate amounts of a wide variety of food and drink. Our health plays a vital role in our mental abilities, concentration, and self-efficacy, and the current food choice trends seen by students, comprising of processed, high saturated fat meals are contributing to the growing global epidemic of depression and anxiety disorders (Grajek et al., 2022).

An article titled 'Encouraging healthy eating in schools to establish lifelong habits' by Sodexo (2021) revealed that the appropriate food and drink choices made at school benefit students' bodies and brains while also forming lifetime eating habits. The same theory can be applied to the higher education environment and defines the importance that healthy eating habits play for a student's quality of life.

Evidence shows that when attending university 'students drink more alcohol, eat more sugar and eat fewer fruit and vegetables' (British Nutrition Foundation, 2023). Furthermore, a study by Reuter, Forster, and Brister (2020) revealed that eating fast food has a detrimental impact on students academic performance. The data compared students who had fast food less than four times or never, with students who reported eating it at least seven times in the previous week. The results showed that those eating it at least seven times in the previous week had considerably lower current Grade Point Averages.

Our health is our responsibility as an individual, however, with increased academic and social pressures accompanying university life (Lawton, 2019), universities and the facilities they provide can help to shape the eating choices students make, leading to greater health and academic outcomes.

The following report aims to explore, whether a public university's campus facilities are focused enough on the health choices of their students, and secondly, whether this lack of focus is the main contributor for a lack of healthy eating habits of post-graduate students.

A nominal group technique Study by Wongprawmas et al., (2022) determined the following possible strategies to encourage students to choose healthier food options:

- More variety of food products being sold at campus canteens
- Designated spaces whereby meals from home can be warmed up
- Communal eating areas
- Student discount at supermarkets that offer healthier choices
- Providing information on nutrition

Similarly, other studies confirmed these strategies, and stated that the largest barriers were an unsupported university environment. However, other barriers were identified such as social peer pressure, the financial cost, and a nutritional knowledge deficit (Amore, Buchthal and Banna, 2019).

However, research from the BBC determined that students are drinking less alcohol than they did 10 years ago (Bradley, 2022). Not drinking alcohol results in healthier outcomes, not only due to the harm alcohol can cause, but to peoples eating habits after consuming alcohol, as studies confirm that alcohol can activate appetite-stimulating nerve cells in the hypothalamus of the brain. These neurons are excited by dehydration, which results in severe hunger and uncontrolled urges for unhealthy food (Rachdaoui and Sarkar, 2013).

The surmised theoretical framework for this study is that there are a range of social, physical, and environmental determinants contributing to the poor food choices made by university students. However, a lack of campus facilities plays a fundamental role in students unhealthy food choices.

Rationale

1

Topic: Exploring the factors that influence eating behaviour among postgraduate students in a public university: a focus group discussion.

Research Question

The question posed in this research report: **Is a Lack of Campus Facilities the Key Contributor to Unhealthy Eating Habits among Postgraduate Students at a Public University?**

Aims: To determine whether the lack of affordable, multicultural healthy eating facilities such as canteens, healthy vending machines, or communal eating areas to warm pre-made food are the leading reason as to why postgraduate students choose healthier food options.

Hypothesis: Postgraduate students choose healthier options to eat whilst on campus as there are not enough affordable healthy food options made available to them.

Research Methodology

14

Research design

The research design is a qualitative descriptive case study approach to understand subjective experiences, beliefs, and concepts of the participants and the determinants related to their eating patterns as a postgraduate university student. The use of a qualitative descriptive case study allows the researchers to gain in-depth knowledge of specific contexts or student life culture that can be contributing to their food choices (Mills, Durepos and Wiebe, 2010).

Due to previous research revealing a wide range of determinants, this approach allows deeper investigation into barriers and enablers with a deductive approach which attempts to infer reliable conclusions from the predetermined premises (University of Warwick, 2014).

Recruitment, Sampling and Study Participants

The population sampling frame for this research is post-graduate students at a public university, with no specific demographic, region, or background required, as the study is

researching the post-graduate population as a whole. A non-probability sampling approach was taken, due to practicality reasons relating to the availability of students to partake in the focus group interview. These limitations resulted in a sample of three female students for the study. The research team however are aware of the limitations this poses, due to a possibility of misrepresentation or bias, and will consider this in their results, discussion, and recommendations.

Ideally, a probability sampling method would have been adopted such as simple random sampling, or stratified sampling, whereby a sample of the population of postgraduate students were interviewed randomly, either using random number generators, or assigning a number to each student and choosing systematically from there. These techniques present more valid results that are representative of the population (McCombes, 2022).

Data collection and Procedure

An interpretative focus group was conducted providing the opportunity for the moderator to ask open questions. ¹⁵ The use of open questions allows researchers ²¹ to gain a rich understanding of the topic. Furthermore, it allows the researcher to collect data regarding the student's opinions, behaviours, or experiences that impact their unhealthy eating habits (University of Nottingham, 2023).

The interview duration was 10 minutes and a set of pre-determined questions were asked to the group, with all participants given the opportunity to share their thoughts and ideas. An access barrier was experienced due to a lack of students present to partake in the study. The group interview was recorded, which would then be later transcribed for data analysis.

A survey questionnaire was provided to the participants ¹⁸ prior to the focus group, to gauge the demographic of the students, and consider whether factors such as their age, ethnicity, or educational background were variables to be considered. Please see a copy of the questionnaire in appendix A.

A closed questionnaire was not used during this study as this method entails respondents reading through various possibilities, and choosing the response that best captures their beliefs or actions. This means the research is unable to offer fresh insight, or in-depth discussions to determine the root cause of the topic (Hyman and Sierra, 2016).

Reliability and Validity

The chosen questions for the focus group study were determined based upon the research question, and through adaptation of standardised questionnaires relating to eating habits where reliability and validity have been established such as General Nutrition Knowledge Questionnaire (GNKQ) (UCL, 2019). The questionnaire correlates with the questions posed in the GNKQ and tests all aspects of the concepts posed in the research question, with all students asked the same questions to ensure reliability and validity. However, further validity could be achieved by first running a pilot focus group to determine any limitations in advance of the questionnaire, as the questionnaire is newly developed (Taherdoost, 2016). The reliability of the study could further be improved through a larger group number of all gender participants, and by sampling students taking part in a range of postgraduate courses, and not limited to the MSc in Public Health.

Data Analysis Technique

Due to the qualitative research approach, the data is dense, with a multitude of information and opinions. Thematic analysis was conducted, whereby meanings were interpreted, with the aim of identifying patterns, and extracts that the researcher deemed important when answering the research question. This was done through organising the data, coding it, and identifying key themes (Kiger and Varpio, 2020). There are six common stages to thematic analysis which will be discussed below in relation to the research project.

- **Familiarisation** – The focus group audio was recorded and transcribed, with initial notes of related ideas or opinions
- **Coding** – Sections of the text, including phrases or sentences were highlighted, and labelled with a code to describe their content
- **Generating Themes** - The codes were scrutinised, with the aim of identifying patterns, or opinions of interest to the research question. Codes of a similar nature were then grouped into 'themes'
- **Reviewing Themes** – Themes were reviewed against the original transcript in a cyclic process to ensure the themes are an accurate representation of the data retrieved
- **Defining and Naming Themes** – Themes were given eligible names, to be effectively explained in the discussion and recommendations. All extracts, codes and themes were written up into a colour coded table to display each theme clearly, which can be seen below

(Braun and Clarke, 2021)

Sample of the Extract, Code, and Theme Table for Focus Interview: ¹Exploring the Factors that Influence Eating Behaviour among Postgraduate Students in a Public University

Please see the full 'Extract, Code, and Theme' table in Appendix C.

Extract	Code	Theme
"If they're a young person, they're probably engaged in more alcohol drinking and a risky social life"	Nightlife lifestyle	Lack of Healthy Food options on campus
"I've got children as well, and I kind of prioritise my household, and I work, as well as doing my assignments"	Managing responsibilities	Personal Responsibilities
"They face the difficulty of managing responsibilities like work, family, which create time constraints"	Time constraints	Student Lifestyle
"Choosing a quick unhealthy meal is sometimes the best option"	Quickness of unhealthy meals	Universities Focus on Students' Health
"Less sleep then leaves you feeling more hungry and craving sugars"	Sleeping patterns	Societal Constraints
"with the high workload they probably have late nights"	High workload	
"with the high workload they probably have late nights"	Close deadlines	
"stress eating is a thing for me too,"	Stress eating	

Ethical Considerations

The ethical principle of not inflicting harm to those participating in the study was adhered to by ensuring confidentiality was maintained by not using the participants real names. All

participants gave written informed consent to be a part of the study, and integrity was shown when discussing sensitive topics such as stress induced mental health, economic deprivation, or financial difficulty that could affect their eating habits, personal commitments, or lifestyle choices (McMillan, 2011).

The data collection method remained ethical as the research topic, structure, and hypothesis did not plagiarise any previous research, this was ensured by adopting good research habits, correct citing of used sources, and the use of paraphrasing and quotations (Enago Academy, 2016). The conducting of the focus group study was also ethically managed, recorded, and transcribed in a professional and accurate manner to avoid misinterpretation. However as noted, probability sampling would have ensured a greater ethical approach to the research. Finally, approval was obtained from the University's Review Board/ Ethics Committee (Jenn, 2006).

Results

When asked about their eating habits while being a post-graduate student at a public university, the respondents were of a conclusive opinion that the current choice of campus eating options affected their healthy eating choices. Several factors of campus facilities were mentioned including unhealthy options in vending machines such as fizzy drinks and other quick sugar fixes, and no canteen or 'salad bars' serving a varied, multicultural array of food items. Consequently, students agreed that when venturing off campus for food, the surrounding options consist of unhealthy affordable options such as 'fried chicken and chips.' Whereas healthier options were further in distance, and of greater expense.

Responses also suggest that the university establishment should be greater invested in the health of its students, as university is a phase of life responsible for lifelong learning, and not merely academic achievements. The suggestion of healthy eating or meal preparation workshops was made, and one respondent (Laura, 38) suggested that a focus on promoting the benefits of healthy eating should be trialled, as well as incentives such as food vouchers for supermarkets.

An additional recurring point of agreement was that the student lifestyle, consisting of poor sleeping patterns, stress due to assignment deadlines, living by yourself, or alternatively juggling work and family commitments alongside studying resulted in quick meals or takeaways being chosen for convenience whilst studying. With one respondent (Kira, 26) disclosing that 'I've got children as well, and I kind of prioritise my household, and my work, as well as doing my assignments.'

Finally, financial or societal constraints including maintenance loans not reflecting the inflated cost of living was suggested and agreed by all participants.

Discussion

Relation to Hypothesis and Previous Studies

The opinions, behaviours and overall determinants relating to participants choice of healthy eating habits, reveal that campus facilities were a significant factor, which directly correlates with the research hypothesis that a lack of campus healthy eating facilities leads to students making unhealthier choices.

Furthermore, the data showed similar findings relating to the recommendations of changes to specific elements of on campus facilities such as the implementation of a canteen serving healthy affordable food choices, student discount at supermarkets that offer healthier choices, and workshops promoting healthy behaviours, which were also referred to in the literature background study, derived from a study by Wongprawmas et al., (2022) titled 'Strategies to Promote Healthy Eating Among University Students'.

The research provides a new insight into the relationship between postgraduate students and their personal commitments, which are affecting their eating habits. These insights included how parental responsibilities, and employment affected the time, enthusiasm, and financial means that students had to prepare healthy meals. When considering this, it is also of interest to consider potential differences in lifestyles adopted by postgraduate students, compared to undergraduate students.

There is an increase in mature students choosing to study a masters once established in their profession (Polfe, 2016), and GOV UK's 'Mature higher education students in England' report states that 37% of all undergraduate entrants were mature students, whereas 50% of postgraduate entrants were classed as mature students (Hubble and Bolton, 2021).

Therefore, determinants of unhealthy eating experienced by undergraduate students, may not be the same for the postgraduate population, and is an area of future research to be considered.

Future Implications

According to a recent report in the New Food Magazine (2023), a researcher from the University of British Columbia Okanagan Campus has issued a warning about the long-term consequences of poor eating habits amongst university students. These unhealthy habits can

lead to various health issues, such as obesity, respiratory illnesses, and even depression. As a result, it becomes crucial to prioritise further research on the health and quality of life of students to ensure better long-term health outcomes.

Gaining a deeper understanding of the factors driving these eating choices is essential to instigate positive changes in healthy eating behaviours. This research will serve as a strong foundation for advocating for physical and cultural transformations in campus facilities, that aim to promote a wider availability of diverse, healthy food options that are affordable for students.

Moreover, the outcomes of this research could potentially contribute to increased engagement and academic success among students. By prioritising the students' overall health and lifelong learning skills, rather than solely focusing on their academic achievements, universities can create an environment where students feel supported and valued. This, in turn, enhances the success and longevity of the institution.

Strengths and Limitations of the Research

Further research on a larger scale, utilising effective probability sampling across various Postgraduate courses, is essential to ascertain the primary factors influencing the healthy eating habits of postgraduates, particularly concerning access to on-campus facilities such as canteens, healthy vending machines, and communal eating areas. Future studies should also consider participants' age and their living arrangements, whether they reside alone, with family, or have parental/caring responsibilities.

Additionally, it is crucial to explore the distinctions in eating habits between undergraduate and postgraduate students. The literature referenced in this study only mentioned 'university students' but investigating possible lifestyle differences between young and mature students may uncover unique determinants of healthy eating behaviours.

Once these future large-scale studies are completed and analysed, the accumulated data can be used to propose actionable recommendations for enhancing eating facilities within universities. By presenting sufficient evidence, universities can be encouraged to make improvements that will positively impact the health and well-being of their student population.

Recommendations

It is recommended that further research is needed on a larger scale, with effective use of probability sampling across a range of Postgraduate courses, to establish whether access to

suitable on campus facilities such as canteens, healthy vending machines, communal eating areas is the most significant factor affecting postgraduates healthy eating habits. Future studies should take into account the age of participants and whether they are living alone, with family, or have parental/caring responsibilities of their own.

Further avenues for future research include the differentiation of eating habits of undergraduate and post-graduate students, as literature referred to in this study only stated 'university student' whereas possible lifestyle differences between young and mature students may reveal differing determinants of healthy eating. Following the completion and write up of future large-scale studies, recommendations of change can be presented to universities with sufficient data to endorse improvement to eating facilities.

Conclusion

In conclusion, the findings of this research paper provide substantial evidence supporting the hypothesis that a lack of campus facilities is a significant contributor to unhealthy eating habits among postgraduate students at a public university. The study identified several critical factors that influence the dietary choices of these students, including the absence of a healthy canteen offering affordable multicultural options and the university's limited focus on promoting student health through initiatives such as meal prep workshops and supermarket vouchers. Additionally, the stress associated with the demanding student lifestyle emerged as a prominent factor affecting their eating habits.

The results define the urgent need for universities to prioritise and invest in improved campus facilities that promote healthy eating habits among students. However, it is essential to acknowledge the limitations of this study. The research was conducted on a relatively small scale at a specific public university, which may limit the generalisability of the results to other institutions or student populations. To strengthen the reliability and validity of the findings, further research on a larger and more diverse scale is required.

In summary, this research sheds light on an important issue affecting the well-being of postgraduate students and emphasises the widely agreed significance of campus facilities in shaping their dietary choices. By addressing the identified barriers and investing in interventions that promote healthy eating habits, universities can play a crucial role in fostering the overall health and academic success of their students. Further studies building upon this

foundation will aid in developing evidence-based strategies to address the challenges associated with unhealthy eating habits among postgraduate students, ultimately contributing to the enhancement of student well-being and overall campus environment.

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Appendix A – A Blank Participant Questionnaire

A Brief Questionnaire

c

Age (years)

15-20

20-25

25-30

30-35

35-40

3
Sex

Male

Female

Educational background

Primary School

Secondary School

University Degree

Graduate Degree

Other

Please specify:

.....

19

Body Mass Index (BMI) (kg/m²)

Height

Weight

BMI

3

Ethnic background

White British

Black British

Black African

Black Caribbean

Indian

Pakistani

Bangladeshi

Chinese

Asian Other

Please specify:

.....

Any other Ethnic group

Please specify:

.....

Residency

Campus

Off/campus

Programme of Study

Please specify:

.....

Appendix B - Transcription of Focus interview: ¹Exploring the Factors that Influence Eating Behaviour among Postgraduate Students in a Public University: A Focus Group Discussion

Moderator:

Hello, and welcome to our focus group. So, you are all here today, and you have been randomly selected to take part in a focus group discussion, where we will be exploring the factors that influence eating behaviours among post amongst postgraduate students in a public university. You have all given consent to be recorded and to be here having the discussion with us today. I'll start off with an introduction. So, can you tell me who you are and where you are from, and then we'll start with the questions.

Hi, I'm Kira from Coventry.

Hi, I'm Laura from Birmingham.

I'm Janet from Coventry.

Moderator:

Okay, so the first question that I'd like to know from you is can you describe a healthy person?

Kira:

Overall, a healthy person is someone that eats a well balanced diet. Takes part in regular exercise, and doesn't have a sedentary lifestyle

Janet:

Yeah, for me to be a healthy person, it to be physically healthy as in a person that has a strong immune system, free from disease and recommended weight, no blood pressure issues.

Laura:

The healthy person for me is a person who doesn't have a disease, a normal person who exercises and eats healthy.

Moderator:

Okay thank you, and ¹ what comes to your mind when you think of the health of a university student?

Janet:

I think the most important thing is that the university students needs to be engaged more in physical activity, as they tend not to. The university needs to promote more healthy foods for students

Kira:

unhealthy habits are dependent, I think on their age as well. If they're a young person, they're probably engaged in more alcohol drinking and a risky social life. And as an older person that's probably got more structure and maturity, they're probably a bit more healthier. However, they face the difficulty of manging responsibilities like work, family, which create time constraints, and then choosing a quick unhealthy meal is sometimes the best option for them

Moderator:

OK thank you, is there anything else that ¹ comes to mind when you think of the health of the university student?

Laura:

I think of their sleeping pattern, and the choice of food they eat, and how much they exercise.

Moderator:

Okay. So can you tell me a bit more about their sleep and how that affects their health?

Laura:

Well, with the high workload they probably have late nights juggling work and their personal life, less sleep then leaves you feeling more hungry and craving sugars

Moderator:

¹ And since you became a university student has your body weight or your body composition changed?

Kira:

¹³ Mine? Yes. I think I have ups and downs, periods when I'm stressed, I tend to either eat quite a lot, or I can lose my appetite. That is not very healthy.

Janet:

I agree with Kira, stress eating is a thing for me too, and my weight goes up and down. It's never balanced. I am also like an emotional stress eater, so when assignment deadlines are due and my emotions are heightened, I am not focusing on what food I am eating, it is more for convenience and what tastes good to me in that moment.

Laura:

Yes for me, I think not having time to cook a healthy meal, because of the workload and it not being a priority for me, I just won't go into the kitchen and make a healthy meal.

Moderator:

Okay. And since you entered university, has your eating behaviour changed compared to before?

Janet:

Yeah, because I now live by myself as well, I don't have my mom to cook for me like before. She would always make sure I ate home cooked meals with vegetables.

Kira:

Yes mine has changed too, I've got children as well, and I kind of prioritise my household, and I work, as well as doing my assignments.

Laura:

I agree. And for me, I think I drink more sugary stuff when I'm at uni than when I'm at home. Because at home, I've got the choice of not even buying it, but at uni, when I feel a bit stressed, I just go to the vending machine and get what I want.

Moderator:

Okay, so do you think the facilities then, like having vending machines impacts your eating habits?

Kira:

Yes I think at uni, the shops and stuff around me, some of them do not have healthy choices. So I tend to be going for the unhealthy options, because that's what's readily available for me.

Laura:

I agree with you on that, because I'm more prone to go to a fast food place to get food, if it is there, I will have it, rather than travelling a bit further at lunch time to get a healthier option. Any of the places closer to uni that are healthy are just too expensive, where as the fried chicken and fries up the road is only a couple of pounds.

Moderator

And do you think your University could help you eat healthier?

Janet:

I would say, a salad bar on campus, jacket potatoes, vegan, halal options are important, and reasonably priced of course,

Kira:

Yes that would help me to make healthier choices, I financially can not afford to spend £10 on a lunch. Whereas a £3/£4 meal deal is doable.

Moderator:

So is having healthier, more affordable options the more important factor in eating healthier as a postgraduate university student?

Laura:

Yes If the canteen offers more healthier food, that lower price. But also, I think maintenance loan should be more. Cost of living is more expensive and it should reflect that, but it doesn't.

Janet:

My thing is the access. That is my biggest, greatest thing. Having that access to get better healthy food,

Kira:

Yes the vending machines all have unhealthy options – quick sugar fixes, or cravings, which don't really help you to concentrate better. Or a sandwich lady come round or do something where there was fresh produce to eat.

Moderator

Yeah. And do you have any other suggestions, things that could be changed?

Janet:

I think they need to do more promoting healthy eating on campus, email communications or workshops about planning or meal preparation would be useful. University do have a food bank now with essentials like pasta etc for people that are struggling.

Kira:

I think they could open a proper canteen; Our university is very diverse so it should sell multicultural food so everybody has choice. I think we pay enough university fees to be given appropriate options for food.

Moderator:¹

Okay, and can you give us some advice on how to promote healthy eating behaviours? So you mentioned a couple of things.

Janet:

They could give out vouchers for healthier places, that would entice people. Also, maybe some advertising of some lunch options that can be made at home and bought to uni. And some stats about how much money you can save by bringing your own lunch.

Moderator:¹²

And are there any other social or environmental factors then that influence your healthy eating habits?

Janet:

The stressful nature of the work is still really important. Assignments deadlines could be spread out better, lecturers could be more supportive to ease that burden, so we don't stress eat.

Laura:

Yea

Moderator:

Is there anything else anybody else would like to add

Kira:

Overall, I think University should consider their students needs in a better way, not the fact that they've got a building and they've got lectures and we're here to study, but the fact that when we eat better, our mind will work better. So we'd be able to focus and manage certain assignments a lot better when we are healthier. Your mind won't get as sluggish

Kira:

Showing interest in our health is one of the main things, so that you want us to do all of these assignments, also we are learning life skills at uni, making a culture of healthy eating will shape our eating habits for the future and our families too. Yeah, I know we could bring things into eats. But, you know, I think there should be a balance really.

Moderator:

Thank you to you all for your answers and giving up your times to take part in the focus group today. The interview is officially over and I have stopped recording. This information will be used to research the factors that influence eating behaviour among postgraduate students in a public university, and hopefully bring about changes that will benefit you all.

Appendix C– A List of Focus Group Extracts and Their Relevant Codes and Themes

Extract	Code	Theme
"If they're a young person, they're probably engaged in more alcohol drinking and a risky social life"	Nightlife lifestyle	Lack of Healthy Food options on campus
"I've got children as well, and I kind of prioritise my household, and I work, as well as doing my assignments"	Managing responsibilities	Personal Responsibilities
"They face the difficulty of managing responsibilities like work, family, which create time constraints"	Time constraints	Student Lifestyle
"Choosing a quick unhealthy meal is sometimes the best option"	Quickness of unhealthy meals	Universities Focus on Students' Health
"Less sleep then leaves you feeling more hungry and craving sugars"	Sleeping patterns	Societal Constraints
"with the high workload they probably have late nights"	High workload	
"with the high workload they probably have late nights"	Close deadlines	
"stress eating is a thing for me too,"	Stress eating	
"it is more for convenience"	Convenience of unhealthy food whilst studying at home	
"Yes for me, I think not having time to cook a healthy meal"	No time to cook	

"I now live by myself as well , I don't have my mom to cook for me"	Living by yourself	
"I now live by myself as well , I don't have my mom to cook for me"	Children and household duties	
"I feed my kids earlier on, I will eat later on,"	Eating late at night	
"I think I drink more sugary stuff when I'm at uni"	Choice of sugary drinks on campus	
"vending machines all have unhealthy options – quick sugar fixes,"	Vending machine have unhealthy options on campus	
"vending machines all have unhealthy options – quick sugar fixes"	Expense of healthy foods on/near campus	
"the fried chicken and fries up the road is only a couple of pound"	Nearby shops are unhealthy	
"the fried chicken and fries up the road is only a couple of pound"	Nearby shops are expensive	
"the fried chicken and fries up the road is only a couple of pound"	Lack of multicultural available food on campus	
"But also, I think maintenance loan should be more"	Maintenance loan not sufficient	
"Cost of living is more expensive, and it should reflect that, but it doesn't"	Cost of living crisis	
"Cost of living is more expensive, and it should reflect that, but it doesn't"	Introduce salad bars	
"The university needs to promote more healthy foods for students"	University to promote healthy choices	
"Workshops about planning or meal preparation would be useful."	University to conduct workshops on meal prep	
"They could give out vouchers for healthier places, that would entice people."	Give out vouchers for healthy food options	

"Lecturers could be more supportive to ease that burden, so we don't stress eat."	More support from lecturers	
"I think University should consider their students' needs in a better way"	University to show interest in students health	
" Also we are learning life skills at uni, making a culture of healthy eating will shape our eating habits"	University focus on learning life skills	
"The university needs to promote more healthy foods for students"	Promote healthy foods	

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