

Khushi

by Khushi Shah

Submission date: 27-Jul-2023 09:52PM (UTC+0100)

Submission ID: 210766946

File name: 44907_Khushi_Shah_Khushi_504338_679857281.docx (61.76K)

Word count: 4444

Character count: 27779



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Student Name: Khushi Shah

Student ID: 2225601

Course ¹Name: Practice Based Research

Course ID: LCHS7001

Lecturer's Name: Dr. Ogochukwu Agunenyé

¹Title: Exploring the factors that influence eating behaviour among postgraduate students in a public university

Table of Contents

Introduction	3
Background	3
Rationale	4
Research aim	5
Objective	5
Research methodology	5
Research design	5
Recruitment, sampling and study participants	5
Resources for data collection	6
Data collection procedure	6
Data analysis technique	7
Ethical considerations	8
Results	8
Discussions	10
Conclusion	11
Appendices (Questionnaire)	12
Reference list	15

List of figures

Figure 1 Data collection procedure	7
--	---

Introduction

Understanding the determinants of eating behavior in postgraduate students at a public university is essential for promoting overall well-being and academic success. Various factors influence their eating habits, including stress levels, time constraints, financial constraints, access to healthy food options, social environment, and cultural influences (Domingues and Carmo, 2019). Identifying these factors can help develop targeted interventions and support systems to encourage healthier eating habits and improve the students' overall quality of life during their demanding academic pursuits.

Background

Researchers and lecturers are becoming more interested in the eating habits of public university graduate students. Several studies have highlighted the various factors that influence these children's dietary choices, revealing fresh insights into the intricacies of their eating habits (Lombardo et al., 2020). A detailed understanding of these features may aid in developing tailored treatments and support systems to foster healthy eating habits within this group.

Graduate students' eating habits have been proven to be considerably influenced by stress, as stated by the National Center for Biotechnology Information. Students may experience more anxiety due to coursework, research, and thesis writing. Many students gravitate to sweet and fatty comfort meals to help them cope with their mental pain (Perdana, Putrawan and Sunyono, 2021). Studies indicating a significant association between stress and unhealthy eating patterns have emphasized the need for stress management strategies as part of therapies to improve postgraduate students' dietary habits.

As per the article of Bio med central, time constraints have ⁶ been demonstrated to have a substantial impact on postsecondary students' eating habits. Students may acquire unhealthy eating behaviours such as missing meals or overeating due to time restrictions involved with combining school, work, and personal activities (Ramón-Arbués et al., 2020). According to research, many graduate students have harmful eating habits, such as skipping meals or eating at odd hours. As a consequence, their health and nutrition may deteriorate.

It has been shown that graduate students' eating habits are heavily influenced by their financial position. Many students may struggle to manage the expenditures of higher education, such as tuition, housing, and food (Telman, 2023). As a result, people may choose cheaper, less healthful, and more processed meals. This emphasizes the need to provide low-cost, nutritional food alternatives on campus.

According to the department of education (2019), the campus food scene has a significant impact on graduate students' eating habits (Whatnall et al., 2019). It has been shown that the availability of nutritional food choices on campus encourages better eating habits. There is a link between the availability of healthy food alternatives on campus and the proclivity of students to pick such options. The presence of fast-food restaurants and snack vending machines may also impact students' dinner choices.

The research has highlighted stress, time constraints, financial constraints, food availability, and cultural influences as determinants influencing the eating habits of graduate students at public institutions (Cheng and Mohd Kamil, 2020). By examining and grasping these challenges in light of current research, universities may encourage healthy eating habits and improve the well-being of their postgraduate student populations.

Rationale

Researchers must examine what influences eating habits among graduate students at a public institution for several reasons. Graduate and postgraduate students are a distinctive cohort with specific needs and concerns (Baceviciene and Jankauskiene, 2021). It is important to identify the elements that influence their food choices to enhance their health and academic performance.

Negative physical and mental health consequences have been linked to poor eating habits among graduate students. Poor dietary choices may raise the risk of malnutrition, obesity, and other health problems. Furthermore, unhealthy eating habits may increase anxiety, making it harder to focus on schoolwork. The results of this research may be used to develop campus-wide initiatives and resources that encourage students to make better eating choices (Harrison et al., 2019). Universities may improve the campus food environment by providing more nutritional alternatives and discouraging unhealthy eating patterns by understanding the variables impacting eating behaviour.

Furthermore, the study's attention to the many influences on graduate students' food choices might be used to meet the requirements of students from different cultural backgrounds. Having all students have access to appropriate and nutritious food options depends on establishing culturally sensitive nutritional interventions and support services, which may be facilitated by recognizing the effect of cultural norms and dietary traditions (Aparicio-Martinez et al., 2019). This study will add to the literature on college students' eating habits and nutrition. While there is a wealth of literature on what college students consume, more studies should focus on graduate students' diets. This research has the potential to fill that void and provide important new information on eating habits among college students.

The results of this research may be used to advocate for changes in postgraduate students' diets at public institutions. It may help get the word out about how eating healthily affects one's health and productivity in university (Harrison et al., 2019). Universities may improve the health and success of their postgraduate student communities by addressing the highlighted variables and creating a supportive atmosphere that fosters good food choices.

12

Research aim

The aim of the research is to analyze the factors that influence the eating behavior of the post graduate students among in a public university.

Objective

- To analyze the key factors that influence postgraduate students' eating habits.
- To identify the obstacles postgraduate students, face in maintaining healthy eating habits in the university setting.
- To provide strategies for encouraging healthy eating habits among postgraduate students.

1

Research methodology

Research design

This study will use a qualitative methodology based on focus group discussions (FGD) as its research design. This method investigates the determinants of eating habits among graduate students at a state institution. Participants in FGDs are encouraged to speak freely and openly about their experiences and viewpoints to generate new and insightful ideas (Mello Rodrigues et al., 2019). The conversations will follow a semi-structured approach, providing some leeway but requiring attention to the stated research topics.

Recruitment, sampling and study participants

Recruitment: To recruit participants for FGD of a public university, it will be necessary to contact the postgraduate affairs office or other relevant departments to request authorization and cooperation (Sanyaolu et al., 2019). As soon as ethics clearance is granted, potential participants will be notified about the study through email, notice boards, and campus activities. Information on the study's goals, the parameters of participation, and the opt-in nature of the invitation will all be included.

Sampling: The sample will be stratified and conducted with criteria. The criteria will include:

- Admission to a public university as a postgraduate student.
- Group of people aged 20-22.
- Willingness to engage in an FGD on eating habits (Trübswasser et al., 2020).

- Vegetarian, non-vegetarian, vegan, and other dietary habits.

Study Participants: Focus group members will be selected based on their interests and availability for the discussion. To keep group sizes modest and foster candid dialogue, 8-10 participants will be invited for focus group discussion (Yousif, Kaddam and Humeda, 2019). Diversity in terms of gender, cultural background, and eating habits will be actively pursued so that a wide variety of opinions on dietary practices may be captured. Before participating in the focus group, participants will be asked to offer their informed permission.

Resources for data collection

Following resources will be used to collect data:

Focus Group Discussion Guide:

A semi-structured discussion guide will be created to make the focus groups more productive. The questionnaire will consist of free-form questions on what influences graduate students' diet choices (Whatnall et al., 2019). Dietary preferences, eating patterns, food availability, time limits, and social effects will all be discussed.

Audio/Video Recording Equipment:

To guarantee precise data collection and transcription, the focus group conversations will be videotaped (with participants' permission).

1

Data collection procedure

The focus groups will meet in a quiet, conducive space on the college campus. The meetings will take place in a reserved area for study or a conference room.

The following stages constitute the data-collecting procedure:

Step 1: Informed Consent: Participants will be given a written informed consent form before the focus group discussion begins (Pickett et al., 2020). This document will explain the research's goals, ensure participants' anonymity and confidentiality, and detail their right to withdraw from the study at any time. Before signing, participants will have enough opportunity to read the form and ask any questions they may have.



Step 2: Focus Group Discussions: The optimal number of participants for an engaging and productive focus group discussion is between six and eight people. A knowledgeable moderator will lead the talks and encourage free dialogue among all attendees (Maillet and Grouzet, 2021). The moderator will utilize the discussion guide in a semi-structured format to steer the debate while yet allowing for impromptu exchanges.



Step 3: Audio/Video Recording: With the participants' permission, the focus group conversations will be captured on audio or video for later transcription and analysis (Pocol et al., 2020).



Step 4: Transcription: Verbatim transcription of the audio or video recordings will be done to ensure a complete dataset for analysis, including all verbal and nonverbal signals (Scott et al., 2020).

Figure 1 Data collection procedure

Source- Self created

Data analysis technique

Thematic analysis: Focus group discussion (FGD) data will be analyzed using a qualitative technique called thematic analysis, which seeks to extract recurring themes from the raw data (Pickett et al., 2020). Thematic analysis will be used to gain insight into the participants' perspectives and experiences to understand better the elements influencing eating behavior among graduate students.

To thoroughly immerse themselves in the FGDs, the audio recordings and transcripts will be thoroughly studied. The focus group may better appreciate the participants' points of view by engaging in this familiarization process, which helps them grasp the full scope, subtlety, and complexity of the talks (Kosiba et al., 2019). Participants will get acquainted with a topic before beginning the data coding procedure. Factors impacting eating behavior among graduate students were coded by recognizing significant pieces of information, often words, phrases, or paragraphs. Codes, which are meaningful units allocated to certain parts of the data, will make it much easier to organize and categorize the data.

The following phase, after coding, will be to look for connections and patterns within the codes. The researchers will begin to build broad categories by clustering similar codes together. These recurring ideas or concepts will be the big takeaways from the focus group discussions.

To guarantee accuracy and consistency in interpretation, the participants will regularly compare and revise the themes (Cheng and Mohd Kamil, 2020). By going through this cycle, the participants can zero in on and clarify the primary themes that best reflect the many aspects that play into graduate students' eating habits. Peer pressure, emotional eating, lack of time, cultural conventions, and personal beliefs are all possible examples of such underlying themes.

The participants will give illustrative statements from the FGDs to back up each identified theme, bolstering the reliability and transparency of the results. These citations will prove that the topics are based on the genuine experiences and viewpoints of the participants.

The participant's ability to methodically investigate the vast and varied material acquired from the focus group discussions makes thematic analysis a viable methodology for this study about the eating behavior among postgraduate students (El Zein et al., 2019). The research may provide valuable insights into the complex elements affecting eating behavior among postgraduate students by finding and analyzing the patterns and themes within the data.

Ethical considerations

It is critical to perform ethical research when researching what factors impact eating habits among graduate students (Keyte, Egan and Mantzios, 2019). After a detailed description of the study's aims, methods, risks, and benefits, all participants will express informed consent. Participants can ²withdraw from the study at any time and for any reason.

To protect the participants' privacy, all data will be anonymized throughout analysis and reporting. The participants' privacy will be respected at all times, and the data will be accessible only to the study team. The focus will be on individuals joining willingly, and those who choose not to participate will face no consequences (Harrison et al., 2019). To promote openness and understanding, focus group participants can ask questions and hear a debriefing on the study's goals and results following each session. The research protocol will be evaluated and approved by the university's IRB before any data is gathered to ensure that it adheres to all relevant ethical standards and norms.

By conforming to these ethical problems, the study's aims of participant security, confidentiality, and ethical research are best met.

Results

Thematic Analysis of Focus Group Discussions: Key Factors Influencing Eating Behavior Among Postgraduate Students

Academic Stress:

The thematic analysis uncovered a common thread that academic pressure significantly affects graduate students' eating habits. Students report feeling overwhelmed by their studies due to a heavy course load, tight deadlines, and high expectations for academic success (Liao, Lai and Chang, 2019). Consequently, some students use food to deal with their emotions when they are under a lot of pressure. Comfort foods are often heavy in calories, sugar, and fat, which is why this may lead to unhealthy eating patterns.

Peer Influence:

Peer pressure to conform to unhealthy dietary standards is another vital trend among graduate students. Participants explore how eating out with friends may greatly influence one's dietary habits (Lombardo et al., 2020). Children who see their classmates making good food choices and preparing meals together may be more likely to do the same. On the other hand, negative peer pressure may cause people to overeat unhealthy meals, particularly during parties and other social activities.

Availability of Healthy Food Options:

The thematic analysis consistently returns to the importance of having access to nutritious dining alternatives on campus. Students discuss the importance of the campus food situation in determining their dietary habits (Mello Rodrigues et al., 2019). A student's ability to maintain a healthy diet may be compromised by a lack of good food options or by fast food restaurants and vending machines stocked with harmful foods. However, if plenty of nutritious options are available on campus, students are more likely to choose better meal selections.

Time Constraints:

It has been shown that postgraduate students' eating habits are significantly affected by time restrictions. Students may need more time to prepare and eat nutritious meals because of the time-consuming nature of their academics and other duties (Sanyaolu et al., 2019). Consequently, individuals may choose fast food or processed snacks since they are easy to prepare and consume quickly.

Financial Constraints:

One other significant element that emerges impacting how people eat is financial restrictions. Some respondents note that financial constraints may force them to prioritize inexpensive but nutritionally questionable meals (Caso et al., 2020). Because of this, college students may choose less expensive but less nutritious meal selections to save money.

Cultural Factors:

Cultural norms may also influence graduate students' eating habits. Participants' cultural norms and dietary customs shape their approach to eating. Students' general eating habits at university are likely affected by cultural norms and practices promoting or inhibiting specific food options.

Implications and Recommendations:

Significant implications for encouraging healthy eating habits among graduate students will be found in the results of the theme analysis. Institutions of higher learning will utilize this information to create tailored programs for promoting health among postgraduates (Rachmi et al., 2020). Providing reasonably priced and nutritious meals on campus, introducing stress management programs, and fostering a healthy lifestyle community are all potential interventions. Addressing this nuanced relationship can help graduate students improve their health and academic performance via dietary changes.

Discussions

The discussion aspect of the research will play an essential role in providing a better understanding of the factors influencing eating behaviour among postgraduate students by putting the findings in the context of the existing literature on eating behaviour, particularly among university students (Soldavini, Berner and Da Silva, 2019). This will enable the discussion to connect the themes uncovered in the focus groups to the more significant body of literature on the subject.

Any changes or new insights that emerged throughout the FGDs will also be explored. These varied points of view ¹³ have the potential to contribute to the understanding of graduate students' eating habits (Whatnall et al., 2019). Researchers will dig deep into these distinct viewpoints to determine why specific factors affect this demography differently than other college students or age groups.

⁸ The influence of the observed factors on the eating habits of graduate students will be investigated. Graduate school expectations may induce stress, leading to emotional eating as a coping mechanism (Kabakuş Aykut and Bilici, 2021). This is consistent with the understanding of the relationship between stress and overeating. Furthermore, it is widely considered that social customs and a desire to fit in influence the influence of peers on eating habits among university students.

The research will theoretically ground the discovered connections between variables and eating habits in the debate by linking them to well-established theories and conceptual frameworks from the literature. For example, postgraduate students' eating habits may be impacted by their friends and cultural standards, and social cognition theory may provide

insight into this phenomenon (Yousif, Kaddam and Humeda, 2019). Possible limitations, such as the limited sample size, diversified participant pool, and one-of-a-kind academic institution, will also be explored. Recognizing these limitations is critical for maintaining the study's credibility and directing future research.

The findings' applicability in the actual world will also be examined. It will assist institutions in determining what they can do to encourage graduate students to adopt healthy eating habits. Stress management and time management regimens, as well as establishing targeted health initiatives, are all options.

The discussion will situate the study's contributions and justify its relevance within the more significant body of research on college students' eating habits. The debate will broaden the understanding of the factors that influence eating habits among graduate students by analyzing potential explanations and novel discoveries (Lim et al., 2020). Limitations and practical implications will also be explored, providing a more complete picture of the study's findings and assisting in future research and activities.

Conclusion

In summary, this research effectively used focus group talks to investigate the variables impacting eating behaviour among graduate students at a public institution. Based on this thematic analysis, we know that academic pressure, peer pressure, the availability of healthy food alternatives, time restrictions, financial constraints, and cultural variables all play significant roles in shaping students' eating habits. The results have a significant bearing on health education programs on campus. To improve the health and academic performance of graduate students, colleges should take steps to encourage healthy eating habits by addressing the highlighted variables. The study recognizes its limitations, such as its small sample size and unique environment, but it nonetheless lays a solid groundwork for further investigation.

This study expands the understanding of the variables that affect graduate students' food choices and provides actionable suggestions for improving the campus food environment. Educators have a unique opportunity to influence students' long-term health and academic success by prioritizing their dietary requirements and addressing their obstacles.

Appendices (Questionnaire)

1. How many meals do you eat every day on average?

- a) 1-2 meals
- b) 3 meals
- c) 4 meals
- d) at least 5 meals

2. In a typical week, how frequently do you dine out or order meal delivery?

- a) Infrequently or never
- b) Once or twice
- c) Three or four times
- d) More than four times

3. How frequently do you eat at the university's dining halls or local restaurants?

- a) Daily
- b) Several times each week
- c) On occasion
- d) Infrequently or never

4. Which of the following variables has the most effect on your meal selection when dining on campus?

- a) Preferences for taste and flavor
- b) Nutritional value and healthiness
- c) Convenience and accessibility
- d) Price and affordability

5. How often do academic and study-related stresses influence your eating habits?

- a) Frequently
- b) Occasionally
- c) Infrequently
- d) Never

6. Do you tend to eat more unhealthy snacks or fast food when under much academic pressure?

- a) Significantly more
- b) Slightly more
- c) No, no substantial difference
- d) I do not face academic stress

7. Which of the following things influences your eating selections outside the college grounds?

- a) Peer pressure (friends, coworkers)
- b) Time restrictions
- b) Dietary choices (vegetarian, vegan, and so on).
- d) Cost and budget constraints

8. How often do you miss meals because of time restrictions or other factors?

- a) Frequently
- b) rarely
- c) Infrequently
- d) Never

9. Are you familiar with the many food alternatives on campus that cater to special dietary requirements and restrictions?

a) Yes, quite aware

b) Somewhat aware

c) Neutral

d) Not at all aware

Reference list

- Aparicio-Martinez, P., Perea-Moreno, A.-J., Martinez-Jimenez, M.P., Redel-Macías, M.D., Pagliari, C. and Vaquero-Abellan, M. (2019). Social Media, Thin-Ideal, Body Dissatisfaction and Disordered Eating Attitudes: An Exploratory Analysis. *International Journal of Environmental Research and Public Health*, [online] 16(21), p.4177. doi:<https://doi.org/10.3390/ijerph16214177>.
- Baceviciene, M. and Jankauskiene, R. (2021). Changes in sociocultural attitudes towards appearance, body image, eating attitudes and behaviours, physical activity, and quality of life in students before and during COVID-19 lockdown. *Appetite*, 166, p.105452. doi:<https://doi.org/10.1016/j.appet.2021.105452>.
- Brytek-Matera, A., Onieva-Zafra, M.D., Parra-Fernández, M.L., Staniszewska, A., Modrzejewska, J. and Fernández-Martínez, E. (2020). Evaluation of Orthorexia Nervosa and Symptomatology Associated with Eating Disorders among European University Students: A Multicentre Cross-Sectional Study. *Nutrients*, 12(12), p.3716. doi:<https://doi.org/10.3390/nu12123716>.
- Carrero, I., Vilà, I. and Redondo, R. (2019). What makes implementation intention interventions effective for promoting healthy eating behaviours? A meta-regression. *Appetite*, 140, pp.239–247. doi:<https://doi.org/10.1016/j.appet.2019.05.024>.
- Caso, D., Miriam, C., Rosa, F. and Mark, C. (2020). Unhealthy eating and academic stress: The moderating effect of eating style and BMI. *Health Psychology Open*, [online] 7(2), p.205510292097527. doi:<https://doi.org/10.1177/2055102920975274>.
- Cheng, S.-H. and Mohd Kamil, M.K. (2020). Stress and Food Intake among University Students - Is There a Relationship? *Sains Malaysiana*, [online] 49(1), pp.121–128. doi:<https://doi.org/10.17576/jsm-2020-4901-14>.
- Domingues, R.B. and Carmo, C. (2019). Disordered eating behaviours and correlates in yoga practitioners: a systematic review. *Eating and Weight Disorders - Studies on Anorexia, Bulimia and Obesity*, 24(6), pp.1015–1024. doi:<https://doi.org/10.1007/s40519-019-00692-x>.
- El Zein, A., Shelnutt, K.P., Colby, S., Vilaro, M.J., Zhou, W., Greene, G., Olfert, M.D., Riggsbee, K., Morrell, J.S. and Mathews, A.E. (2019). Prevalence and correlates of food insecurity among U.S. college students: a multi-institutional study. *BMC Public Health*, 19(1). doi:<https://doi.org/10.1186/s12889-019-6943-6>.

Harrison, A.N., James Bateman, C.C.B., Younger-Coleman, N.O.M., Williams, M.C., Rocke, K.D., Clato-Day Scarlett, S.C. and Chang, S.M. (2019). Disordered eating behaviours and attitudes among adolescents in a middle-income country. *Eating and Weight Disorders - Studies on Anorexia, Bulimia and Obesity*. doi:<https://doi.org/10.1007/s40519-019-00814-5>.

Kabakuş Aykut, M. and Bilici, S. (2021). The relationship between the risk of eating disorder and meal patterns in University students. *Eating and Weight Disorders - Studies on Anorexia, Bulimia and Obesity*. doi:<https://doi.org/10.1007/s40519-021-01179-4>.

Keyte, R., Egan, H. and Mantzios, M. (2019). How does mindful eating without non-judgement, mindfulness and self-compassion relate to motivations to eat palatable foods in a student population? *Nutrition and Health*, 26(1), pp.27–34.
doi:<https://doi.org/10.1177/0260106019888367>.

Kosiba, G., Gacek, M., Wojtowicz, A. and Majer, M. (2019). Level of knowledge regarding health as well as health education and pro-health behaviours among students of physical education and other teaching specialisations. *Baltic Journal of Health and Physical Activity*, 11(1), pp.83–95. doi:<https://doi.org/10.29359/bjhp.11.1.09>.

Liao, L.-L., Lai, I.-Ju. and Chang, L.-C. (2019). Nutrition literacy is associated with healthy-eating behaviour among college students in Taiwan. *Health Education Journal*, [online] 78(7), pp.756–769. doi:<https://doi.org/10.1177/0017896919836132>.

Lim, S.L., Teoh, C., Zhao, X., Umareddy, I., Grillo, V., Singh, S.S. and Khouw, I. (2020). Attitudes & beliefs that influence healthy eating behaviours among mothers of young children in Singapore: A cross-sectional study. *Appetite*, 148, p.104555.
doi:<https://doi.org/10.1016/j.appet.2019.104555>.

Lombardo, C., Ballesio, A., Gasparri, G. and Cerolini, S. (2020). Effects of acute and chronic sleep deprivation on eating behaviour. *Clinical Psychologist*, 24(1), pp.64–72.
doi:<https://doi.org/10.1111/cp.12189>.

Maillet, M.A. and Grouzet, F.M.E. (2021). Understanding changes in eating behavior during the transition to university from a self-determination theory perspective: a systematic review. *Journal of American College Health*, pp.1–18.
doi:<https://doi.org/10.1080/07448481.2021.1891922>.

Mello Rodrigues, V., Bray, J., Fernandes, A.C., Luci Bernardo, G., Hartwell, H., Secchi Martinelli, S., Lazzarin Uggioni, P., Barletto Cavalli, S. and Proença, R.P. da C. (2019). Vegetable Consumption and Factors Associated with Increased Intake among College

Students: A Scoping Review of the Last 10 Years. *Nutrients*, [online] 11(7), p.1634.
doi:<https://doi.org/10.3390/nu11071634>.

Perdana, R., Putrawan, G.E. and Sunyono (2021). *ICOPE 2020: Proceedings of the 2nd International Conference on Progressive Education, ICOPE 2020, 16-17 October 2020, Universitas Lampung, Bandar Lampung, Indonesia*. [online] Google Books. European Alliance for Innovation. Available at:
https://books.google.com/books?hl=en&lr=lang_en&id=6Hg6EAAAQBAJ&oi=fnd&pg=PA226&dq=focus+group+discussion+guide&ots=-dwbm-BRnv&sig=CZ62cG-YPxhdBHWWSXScO8nYBg.

Pickett, S., Burchenal, C.A., Haber, L., Batten, K. and Phillips, E. (2020). Understanding and effectively addressing disparities in obesity: A systematic review of the psychological determinants of emotional eating behaviours among Black women. *Obesity Reviews*.
doi:<https://doi.org/10.1111/obr.13010>.

Pocol, C.B., Marinescu, V., Amuza, A., Cadar, R.-L. and Rodideal, A.A. (2020). Sustainable vs. Unsustainable Food Consumption Behaviour: A Study among Students from Romania, Bulgaria, and Moldova. *Sustainability*, 12(11), p.4699.
doi:<https://doi.org/10.3390/su12114699>.

Rachmi, C.N., Jusril, H., Ariawan, I., Beal, T. and Sutrisna, A. (2020). Eating behaviour of Indonesian adolescents: a systematic review of the literature. *Public Health Nutrition*, 24(S2), pp.s84–s97. doi:<https://doi.org/10.1017/s1368980020002876>.

Ramón-Arbués, E., Gea-Caballero, V., Granada-López, J.M., Juárez-Vela, R., Pellicer-García, B. and Antón-Solanas, I. (2020). The Prevalence of Depression, Anxiety and Stress and Their Associated Factors in College Students. *International Journal of Environmental Research and Public Health*, 17(19), p.7001. doi:<https://doi.org/10.3390/ijerph17197001>.

Sanyaolu, A., Okorie, C., Qi, X., Locke, J. and Rehman, S. (2019). Childhood and Adolescent Obesity in the United States: A Public Health Concern. *Global Pediatric Health*, [online] 6(6). doi:<https://doi.org/10.1177/2333794x19891305>.

Scott, S., Muir, C., Stead, M., Fitzgerald, N., Kaner, E., Bradley, J., Wrieden, W., Power, C. and Adamson, A. (2020). Exploring the links between unhealthy eating behaviour and heavy alcohol use in the social, emotional and cultural lives of young adults (aged 18–25): A qualitative research study. *Appetite*, [online] 144, p.104449.
doi:<https://doi.org/10.1016/j.appet.2019.104449>.

Şengör, G. and Gezer, C. (2019). Food addiction and its relationship with disordered eating behaviours and obesity. *Eating and Weight Disorders - Studies on Anorexia, Bulimia and Obesity*. doi:<https://doi.org/10.1007/s40519-019-00662-3>.

Soldavini, J., Berner, M. and Da Silva, J. (2019). Rates of and characteristics associated with food insecurity differ among undergraduate and graduate students at a large public university in the Southeast United States. *Preventive Medicine Reports*, 14, p.100836. doi:<https://doi.org/10.1016/j.pmedr.2019.100836>.

Spillebout, A., Dechelotte, P., Ladner, J. and Tavalacci, M.P. (2019). Mental health among university students with eating disorders and irritable bowel syndrome in France. *Revue d'Épidémiologie et de Santé Publique*, 67(5), pp.295–301. doi:<https://doi.org/10.1016/j.respe.2019.04.056>.

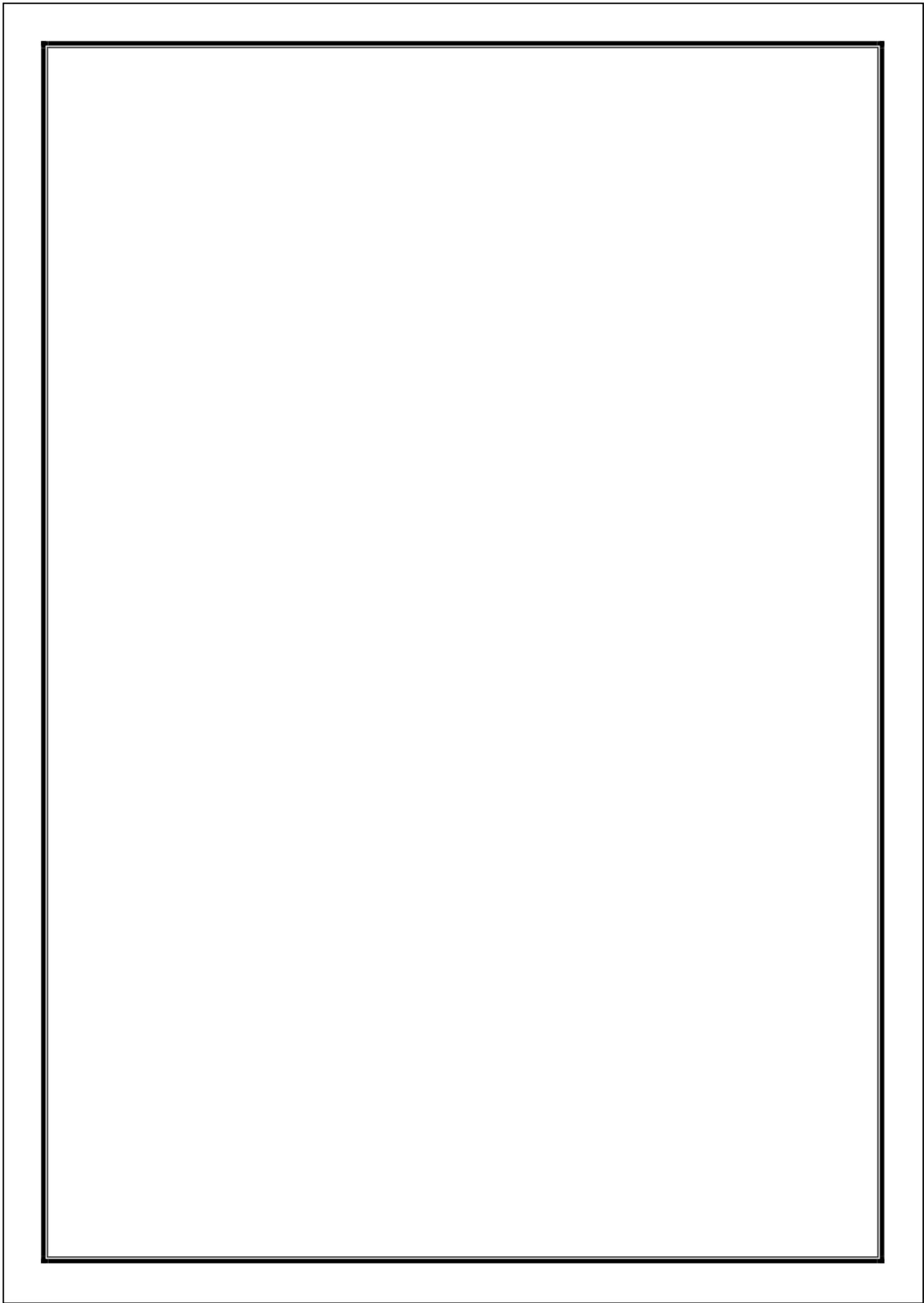
Sze, K.Y.P., Lee, E.K.P., Chan, R.H.W. and Kim, J.H. (2021). Prevalence of negative emotional eating and its associated psychosocial factors among urban Chinese undergraduates in Hong Kong: a cross-sectional study. *BMC Public Health*, 21(1). doi:<https://doi.org/10.1186/s12889-021-10531-3>.

Telman, R.L.M. (2023). *The influence of perfectionism on the relationship between self-regulation of eating behaviour and well-being*. [online] essay.utwente.nl. Available at: <http://essay.utwente.nl/94264/>.

Trübswasser, U., Baye, K., Holdsworth, M., Loeffen, M., Feskens, E.J. and Talsma, E.F. (2020). Assessing factors influencing adolescents' dietary behaviours in urban Ethiopia using participatory photography. *Public Health Nutrition*, pp.1–9. doi:<https://doi.org/10.1017/s1368980020002487>.

Whatnall, M.C., Patterson, A.J., Chiu, S., Oldmeadow, C. and Hutchesson, M.J. (2019). Determinants of eating behaviours in Australian university students: A cross-sectional analysis. *Nutrition & Dietetics*, 77(3). doi:<https://doi.org/10.1111/1747-0080.12584>.

Yousif, M.M., Kaddam, L.A. and Humeda, H.S. (2019). Correlation between physical activity, eating behavior and obesity among Sudanese medical students Sudan. *BMC Nutrition*, [online] 5(1). doi:<https://doi.org/10.1186/s40795-019-0271-1>.



ORIGINALITY REPORT

7%

SIMILARITY INDEX

3%

INTERNET SOURCES

1%

PUBLICATIONS

4%

STUDENT PAPERS

PRIMARY SOURCES

1

Submitted to University of Wales, Lampeter

Student Paper

2%

2

mro.massey.ac.nz

Internet Source

1%

3

scholarsbank.uoregon.edu

Internet Source

<1%

4

Submitted to Wilmington University

Student Paper

<1%

5

honors.libraries.psu.edu

Internet Source

<1%

6

Submitted to Dundalk Institute of Technology

Student Paper

<1%

7

ir.haramaya.edu.et

Internet Source

<1%

8

psasir.upm.edu.my

Internet Source

<1%

9

sahris.sahra.org.za

Internet Source

<1%

10 www.thepharmajournal.com <1 %
Internet Source

11 ejournal.kemensos.go.id <1 %
Internet Source

12 pure.coventry.ac.uk <1 %
Internet Source

13 www.alies.pt <1 %
Internet Source

14 www.mdpi.com <1 %
Internet Source

Exclude quotes Off

Exclude matches Off

Exclude bibliography On