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Comparative Study of Nutritional Awareness of Students in Different Departments of Specific Education College and its Effect on their Nutritional Status

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Abstract: This study is about nutritional status and nutritional awareness for a group of students in the specific education Faculty,Minufiya University its various departments (Home Economics - Art Education - Musical Education - Technology Education and Education media) in Ashmoon - Menoufia Governorate. The sample consisted of 125 students (25 students from each department) their ages range between 18-22 years and selected at random,collecting information used special forms include information about the economic and social factors and information to measure the nutritional awareness, nutritional habits and anthropometric measurements. Data were collected through personal interview of the students.The results showed that social and economic factors had an impact in the selection of students for some foods. Also, found that students of Home Economic Department had nutritional awareness higher than the rest of the students of other departments then students of Technology Education Department then Musical Education and the students of Art Education and Educational Media Departments were the lowest in nutritional awareness.

The results showed that students of different departments have a shortage of zinc, calcium and calories with an increased rate of intake of total protein compared to the nutritional needs. Also, a relationship was found between anthropometric measurements, consumption of some foods, family income, nutritional awareness and nutritional habits the results also showed that the majority of students eat fast food, soft drinks and there are some wrong nutritional habits that results demonstrated.

The study recommends increasing nutritional awareness for the students in all department.
Key words: Nutritional Awareness - Nutritional status- Nutritional Habites

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Introduction

Many teens are not aware of the importance of good nutrition or how to achieve it. Snaking on high fat and sugar foods many become habit such snakes often take the place of nutrition food like fruits and vegetables such poor habits can be create health problems ***(Kowtaluk, 1986).***

Nutrition awareness is consider important role in today's world, as well as assessment of nutritional status is of utmost importance in particular for university students because they are still in the growing stage ***(El-Naggar, 1997)***.

Early adult hood : for the most part, individuals have stopped growing the time they reach their twenties some males grow slightly after age 20, men and women continue to develop bone density until roughly age 30, and muscle mass continues to grow as long muscles are used. The primary tasks of early adult hood include personal and career development and potentially reproduction nutritional habits developed now are investments in future health ***(Mokdad ,2004)*** .

This study aims to:study the effect of nutritional status and nutritional awareness of girls students at college of specific education (Menoufia Governorate).

Materials and Methods

1- Materials:

1-1- Samples:

One hundred and twenty five a dult fmale students from specific eduction of college, in the age group between 18-22 years, were chosen using the sample random technique. The sample was selected randomly from five different departments of Specific eduction college Minoufia university (Ashmoun city).

1-2- Demographic data:

The data were obtained by using an interview questionnaire, which consisted of the following points:

1- Socio-economic levels of the family, including age, parent's education, parent's occupation, family's size ,family income and Food expenditure.

2- Nutritional study, the variables of nutritional status and habits were the quantitative, quality and frequency of foods eaten by the students in the three meals per day.

Estimates of the adequacy of nutrient intake were based on data on individual dietary intake component of the survey consisted of a 24 hours recall method. The format of the form used to record food intake of specific foods and dietary supplements. The students were asked to recall everything that they at within the last 24 hours, or the previous day. Descriptions of all foods and beverages consumed, including food obtained away from home, quantities, eaten sources and from which they were ingested.

1-3- Anthropometric measurements:

Nutritional assessments were used anthropometric measurements according to ***Jellife (1996)*** as the following**.**

1-3-1-Body height:

Height was taken to the nearest 0.5 cm using the vertical measuring rod for adults. The subjects stood on a flat floor of the scale with feed parallel and with heels, butlocks, shoulders and back of head touching board. the head had been hold comfortably create, withe the lower border of the orbit in the same horizontal plane. the arms were hanging at the side in natural manner.

1-3-2- Body weight:

Weight was measured using a spring type scale to the merest 1.0 kg with minimum of the under clothing without shoes.

1-3-3- Body mass index (BMI):

Quatelet index was calcalated by dividing weight (in kilogram)/ hight (in meters). The grades of body mass index were classified according to Quetelet's index (QI) by **Garrow (1988).**

2- methods:

2-1- Presentation of data:

Data of body measurments were compared with ideal measures given by **Jelliff (1996).**

2-2- Nutritive value of foods:

The nutrient values of consumed analysis for ready to Eat Egyptain Foods, original 1: copy right 1995; Faculty of Home Economics, Menoufia University.

2-3- Statistical analysis:

The data were analyzed statistically with SPSScompatible Computer Program ***by the center of Disease Control, Georgia, USA and WHO Geneva, Switzerland in may (1994)*** to calculate the parameters as follow:

1- The mean and percentage to compare the differences of the data with in each samples and between different of five department of collage.

2- A simple correlation coefficients were computered to study the possible relationship among all the variables.

3- Arrange (Max degree - Min degree)

4- ANOVAs test.

Results and discussion

1- Distribution of Specific Education Students According to Physical Measurements and Soci-Economic Factors:

Table(1): Frequency Distribution of Studied Subjects Between Five Departments of Specific Education College According to Father's Education Levels.

Father's Education levels.	Education Technology		Home Economic		Educational Media		Art Education		Musical Education		Total	
	No	%.	No	%	No	%	No	%.	No	%	No	%
Illiterate	2	8	--	--	2	8	3	12	3	12	10	8
Read and write	8	32	15	60	7	28	9	36	9	36	48	38.4
Secondary	1	4	1	4	1	4	2	8	3	12	8	6.4
Intermediate degree	8	32	5	20	9	36	4	16	3	12	29	23.2
University	6	24	2	8	6	24	7	28	7	28	28	22.4
Post graduate degree	--	---	2	8	--	--	---	---	---	---	2	1.6
Total	25	100	25	100	25	100	25	100	25	100	125	100

The results in Table (1) revealed that, the father's education for the majority of specific education was read and write education in department of Home Economic and all departments with percents (60% and 38.4 respectively). The lowest distributions for specific education according to father's education were secondary in department of

education technology, home economic, educational media and Higher Ed. in all departments.The more size of family and the lower the father's education than lower the children's total fat intake and intake of energy from fat *Martinchik et al., (1996)*.A positive relationship between parent's education and monthly income, parent's education correlated significantly positive with caloric intake, vitamin C, iron, weight and height as shown by*(Bendary 1997).Joshi et al., (2005)*indicated that education was a more important factor affecting the height of the adolescents via improved food habits even under adverse economic conditions.

Table(2): Frequency Distribution of Studied Subjects Between Five Departments of Specific Education College According to Father's Occupation.

Father's Occupation	Education Technology		Home Economic		Educational Media		Art Education		Musical Education		Total	
	No	%.	No	%	No	%	No	%.	No	%	No	%
Head master	----	---	--	----	---	---	2	8	2	8	4	3.2
Teacher	1	4	4	16	1	4	4	16	3	12	13	10.4
Farmer	5	20	5	20	5	20	4	16	3	12	22	17.6
Retirement	8	32	1	4	10	40	2	8	3	12	24	19.2
Engineer	6	24	1	4	5	20	3	12	4	16	19	15.2
Employer	2	8	10	40	2	8	2	8	2	8	18	14.4
Carpenter	1	4	----	-----	2	8	2	8	2	8	7	5.6
Driver	--	---	3	12	---	---	3	12	4	16	10	8
Security	--	---	---	----	---	---	2	8	1	4	3	2.4
Tailor	----	----	---	----	---	---	1	4	1	4	2	1.6
Agricultural engineer	-----	-----	1	4	---	----	---	----	-----	----	1	0.8
Businessman	2	8	---	-----	-----	----	----	-----	-----	-----	2	1.6
Total	15	100	25	100	25	100	25	100	25	100	125	100

The results in Table (2) revealed that, the father's occupation for the majority of specific education were Employer, Retirement in department of Home Economic and Educational Media with percents 40% and Retirement in all departments with percent 19.2%. The lowest distributions for specific education according to father's occupation were Agricultural engineer in total.

there was an inverse relationship between the level of stunting arid income of family ***(Engstrom and Anjos 1999)***.

Table(3): Frequency Distribution of Studied Subjects Between Five Departments of Specific Education College According to Mother's Education Levels.

Mother's Education levels	Education Technology		Home Economic		Educational Media		Art Education		Musical Education		Total	
	No	%.	No	%	No	%	No	%.	No	%	No	%
Illiterate	11	٤٤	11	44	9	36	11	44	11	44	53	42.2
Read and write	2	8	5	20	5	20	3	12	3	12	18	14.4
Secondary	4	16	---	--	4	16	6	24	4	16	18	14.4
Intermediate degree	5	20	6	24	4	16	1	4	2	8	18	14.4
University	3	12	3	12	3	12	4	16	5	20	18	14.4
Total	25	100	25	100	25	100	25	100	25	100	125	100

The results in Table(3) revealed that, the mother's education for the majority of specific education was Illiterate in department of Education Technology, Home Economic, Art Education, Musical Education with percent 44% and all departments with percent 42.4%. The lowest distributions for specific education according to mother's education were higher mean in department of Art Education.*Engstrom and Anjos (1999)*found that there was an inverse relationship between the level of stunting and maternal education, children of illiterate mothers showed more stunting than children whose mothers had at least 9 years of formal education.*Joshi et al., (2005)*indicated that the education was a more important factor affecting the height of the adolescents via improved food habits even under adverse economic conditions.

Table(4): Frequency Distribution of Studied Subjects Between Five Departments of Specific Education College According to Mother's Occupation.

Mother's Occupation	Education Technology		Home Economic		Educational Media		Art Education		Musical Education		Total	
	No	%.	No	%	No	%	No	%.	No	%	No	%
Non	6	24	---	---	2	8	20	80	20	80	48	38.4
Head Master	14	56	---	---	16	64	2	8	2	8	34	27.2
Teacher	1	4	1	4	1	4	--	---	---	---	3	2.4
Retirement	2	8	---	---	1	4	---	--	--	--	3	2.4
Employer	2	8	3	12	3	12	3	12	3	12	14	11.2
Housewife	--	---	21	84	2	8	--	---	--	---	23	18.4
Total	25	100	25	100	25	100	25	100	25	100	125	100

The results in Table (4) revealed that, the mother's occupation for the majority of specific education student were Housewife in department of Home Economic with percent 84% and Non work in all departments with percent 38.4%. The lowest distributions for specific education student according to mother's occupation were teacher and retirement in total. *Ahmed (2000)*demonstrated that the awareness of osteoporosis and daily intake of calcium increased with an increased preference to calcium-containing foods and a higher educational level of parents.

Table(5): Frequency Distribution of Studied Subjects between Five Departments of Specific Education College According to Family Income Levels.

Family Income Levels L.E	Education Technology		Home Economic		Educational Media		Art Education		Musical Education		Total	
	No	%.	No	%	No	%	No	%.	No	%	No	%
Non	3	12	5	20	3	12	5	20	5	20	21	16.8
< 400	1	4	1	4	1	4	--	---	-----	---	3	2.4
400:800	10	40	6	24	9	36	7	28	8	32	40	32
800:1200	2	8	5	20	1	4	6	24	5	20	19	15.2
1200:1600	7	28	5	20	8	32	1	4	1	4	22	17.6
1600:1800	---	-----	---	---	----	---	---	----	---	--	--	---
1800:2200	1	4	--	--	2	8	5	20	5	20	13	10.4
> 2200	1	4	3	12	1	4	1	4	1	4	7	5.6
Total	25	100	25	100	25	100	25	100	25	100	125	100

The results in table (5) indicated that the dominant proportion of studied subjects (40%) with mean income family (400:800 LE) in department of Education Technology and (32%) with mean income family (400:800 LE) in all departments. While the lowest proportion of studied subjects (2.4%) with low income family (< 400 LE) in total.

2- Nutritional Status:

Table (6) : Mean Macro Nutrient Compared to RDA Intake by Students.

Nutrients / Department		Energy Calories (kcal)	Protein			Fat			Carbohydrate (gm)
			Protein-A (gm)	Protein-B (gm)	Total Protein (gm)	Fat-A (gm)	Fat-B (gm)	Total Fat (gm)	
Education Technology	Mean ± SD	1683.39 ± 590.76	33.53 ± 17.87	32.51 ± 12.51	66.07 ± 24.66	26.66 ± 14.26	30.38 ± 16.02	56.94 ± 24.54	221.41 ± 88.80
	RDA	2200			46				
	RDA%	76.5			143.6				
Home Economic	Mean ± SD	1903.54 ± 520.48	67.73 ± 123.86	55.64 ± 122.15	75.37 ± 24.93	34.04 ± 18.13	33.16 ± 13.90	64.57 ± 19.16	245.81 ± 76.21
	RDA	2200			46				
	RDA%	86.5			163.8				
Educational Media	Mean ± SD	1461.39 ± 314.71	39.05 ± 18.94	21.15 ± 9.71	60.32 ± 17.16	30.57 ± 15.10	32.20 ± 9.52	61.70 ± 16.62	161.86 ± 66.74
	RDA	2200			46				
	RDA%	66.4			131.1				
Art Education	Mean ± SD	1671.61 ± 653.55	34.58 ± 18.56	30.82 ± 12.73	65.40 ± 26.20	32.51 ± 25.75	27.32 ± 12.59	59.77 ± 32.32	218.10 ± 91.65
	RDA	2200			46				
	RDA%	75.9			142.2				
Musical Education	Mean ± SD	1739.58 ± 526.52	43.00 ± 19.32	28.32 ± 13.29	71.36 ± 21.42	25.63 ± 11.01	40.79 ± 18.51	64.41 ± 21.39	218.02 ± 85.85
	RDA	2200			46				
	RDA%	79.0			155.1				

The results in Table (6) revealed that The highest mean of calories Intake by students was (1903.54) to home economic department. It was lower than RDA representing (86.5%), followed by musical education department with mean (1739.58). It was lower than RDA representing (79.0%), while the lowest mean of calories Intake by students was (1461.39) to educational media. It was lower than RDA representing (66.4%).

The highest mean of total proteins intake by students was (75.37) to home economic department. It was higher than RDA representing (163.8%), followed by musical education department with mean (71.36). It was higher than RDA representing (155.1%), while the lowest mean of total proteins Intake by students was (60.32) to educational media. It was higher than RDA representing (131.1%).

The highest mean of calcium intake by students was (632.63) to home economic department. It was nearly half RDA representing (52.7%), followed by educational media department with mean (596.93). It was nearly half RDA representing (49.7%), while the lowest mean of calcium intake by students was (446.36) to art education. It was lower than RDA representing (37.2%).

The highest mean of phosphorus intake by students was (1319.18) to home economic department. It was higher than RDA representing (109.9%), followed by education technology department with mean (1090.50). It was lower than RDA representing (90.9%), while the lowest mean of phosphorus intake by students was (971.35) to educational media. It was lower than RDA representing (80.9%).

The highest mean of total iron intake by students was (18.90) to home economic department. It was higher than RDA representing (126.0%), followed by musical education department with mean (16.65). It was higher than RDA representing (111.0%), while the lowest mean of total iron intake by students was (14.01) to educational media. It was lower than RDA representing (93.4%).

The highest mean of sodium intake by students was (2917.75) to home economic department. It was higher than RDA representing (583.6%), followed by musical education department with mean (2578.53). It was very higher than RDA representing (515.7.0%), while the lowest mean of sodium intake by students was (2266) to education technology. It was very higher than RDA representing (453.2%).

The highest mean of potassium intake by students was (2854.62) to home economic department. It was higher than RDA representing (142.7%), followed by musical education department with mean (2056.99).It was very higher than RDA representing (102.8%), while the lowest mean of potassium intake by students was (1866.04) to educational media. It was lower than RDA representing (93.2%).

The highest mean of zinc intake by students was (9.19) to home economic department. It was lower than RDA representing (76.6%), followed by education technology department with mean (9.09).It was lower than RDA representing (75.8%), while the lowest mean of zinc

intake by students was (6.51) to educational media. It was nearly half RDA representing (54.3%).

The highest mean of magnesium intake by students was (336.34) to home economic department. It was higher than RDA representing (120.1%), followed by education technology department with mean (302.83).It was higher than RDA representing (108.2%), while the lowest mean of magnesium intake by students was (219.56) to educational media. It was lower than RDA representing (78.4%).

Table (7): Mean Micro Compared to RDA Intake by Students.

Nutrients		Vitamins						Calcium (mg)	Zinc (mg)	Iron		
		Vitamin A (ug)	Vitamin B1 (mg)	Vitamin B2 (mg)	Niacin (mg)	Vitamin B12 (mg)	Vitamin C (mg)			Iron-A (mg)	Iron-B (mg)	Total Iron (mg)
Education Technology	Mean	581.39	3.23	4.28	14.80	8.11	56.36	502.93	9.09	5.55	10.80	16.30
	±	±	±	±	±	±	±	±	±	±	±	±
	SD	1066.84	10.89	9.39	8.39	27.47	55.33	193.76	4.06	2.56	3.15	4.20
	RDA	800	1.10	1.30	15	2	60	1200	12			15
	RDA%	72.7	293.6	329.2	98.7	405.5	93.9	41.9	75.8			108.6
Home Economic	Mean	1072.41	1.17	2.64	15.96	2.87	91.89	632.63	9.19	6.45	12.44	18.90
	±	±	±	±	±	±	±	±	±	±	±	±
	SD	1863.48	0.42	1.67	7.41	2.49	65.19	249.99	3.18	5.46	7.74	8.94
	RDA	800	1.10	1.30	15	2	60	1200	12			15
	RDA%	134.1	106.4	203.1	106.4	143.5	153.2	52.7	76.6			126.0
Educational Media	Mean	499.44	0.67	1.84	10.89	2.53	48.62	596.93	6.51	6.22	7.77	14.01
	±	±	±	±	±	±	±	±	±	±	±	±
	SD	349.15	0.24	1.50	8.08	0.93	49.37	232.29	2.21	2.81	4.90	5.44
	RDA	800	1.10	1.30	15	2	60	1200	12			15
	RDA%	62.4	6.1	141.5	72.6	126.5	81.0	49.7	54.3			93.4
Art Education	Mean	2003.38	0.88	2.83	14.87	2.55	73.81	446.36	8.73	6.21	9.90	16.11
	±	±	±	±	±	±	±	±	±	±	±	±
	SD	2991.74	0.31	1.88	8.09	1.44	64.96	206.94	4.29	3.73	3.31	4.95
	RDA	800	1.10	1.30	15	2	60	1200	12			15
	RDA%	250.4	80.0	217.7	99.1	127.5	123.0	37.2	72.8			107.4
Musical Education	Mean	866.80	0.81	1.85	13.09	3.87	74.14	529.38	8.29	6.86	9.7960	16.65
	±	±	±	±	±	±	±	±	±	±	±	±
	SD	1854.80	0.26	0.93	4.25	1.96	106.70	239.36	2.91	3.67	4.33	4.97
	RDA	800	1.10	1.30	15	2	60	1200	12			15
	RDA%	108.4	73.6	142.3	87.3	193.5	123.6	44.1	69.1			111.0

The results in Table (7) revealed that the highest mean of vitamin A intake by students was (2003.38) to art education department. It was very higher than RDA representing (250.4%), followed by home economic department with mean (1072.41). It was higher than RDA representing (134.1%), while the lowest mean of vitamin A intake by students was (499.44) to educational media department. It was lower than RDA representing (62.4%).

The highest mean of vitamin C intake by students was (91.89) to home economic department. It was higher than RDA representing (153.2%), followed by musical education department with mean (74.14). It was higher than RDA representing (123.6%), while the lowest mean of vitamin C intake by students was (48.62) to educational media department. It was lower than RDA representing (81.0%).

The highest mean of vitamin D intake by students was (2.81) to home economic department. It was very lower than RDA representing (28.1%), followed by musical education department with mean (1.86). It was very lower than RDA representing (18.6%), while the lowest mean of vitamin D intake by students was (0.79) to educational media department. It was very lower than RDA representing (7.9%).

The highest mean of vitamin E intake by students was (21.89) to education technology department. It was very higher than RDA representing (273.6%), followed by musical education department with mean (21.74). It was very higher than RDA representing (271.8%), while the lowest mean of vitamin E intake by students was (14.12) to home economic department. It was higher than RDA representing (176.5%).

The highest mean of vitamin B1 intake by students was (3.23) to education technology department. It was very higher than RDA representing (293.6%), followed by home economic department with mean (1.17). It was higher than RDA representing (106.4%), while the lowest mean of vitamin B1 intake by students was (0.67) to educational media department. It was very lower than RDA representing (6.1%).

The highest mean of vitamin B2 intake by students was (4.28) to education technology department. It was very higher than RDA representing (293.6%), followed by art education department with mean (2.83). It was very higher than RDA representing (217.7%), while the lowest mean of vitamin B2 intake by students was (1.84) to educational media department. It was higher than RDA representing (141.5%).

The highest mean of niacin intake by students was (15.96) to home economic department. It was higher than RDA representing (106.4%),

followed by art education department with mean (14.87). It was lower than RDA representing (99.1%), while the lowest mean of niacin intake by students was (10.89) to educational media department. It was lower than RDA representing (72.6%).The highest mean of vitamin B6 intake by students was (3.32) to education technology department. It was very higher than RDA representing (207.5%), followed by home economic department with mean (1.77). It was higher than RDA representing (110.6%), while the lowest mean of vitamin B6 intake by students was (1.20) to art education department. It was lower than RDA representing (75.0%).The highest mean of vitamin B12 intake by students was (8.11) to education technology department. It was very higher than RDA representing (405.5%), followed by musical education department with mean (3.87). It was very higher than RDA representing (193.5%), while the lowest mean of vitamin B12 intake by students was (2.53) to educational media department. It was higher than RDA representing (126.5%).The highest mean of folate intake by students was (303.25) to education technology department. It was higher than RDA representing (168.5%), followed by musical education department with mean (290.06). It was higher than RDA representing (161.1%), while the lowest mean of folate intake by students was (179.55) to educational media department. It was lower than RDA representing (99.8%).

3- Nutritional Awareness:

Table (8): Frequency Distribution of Studied Subjects between Five Departments of Specific Education College According to Nutritional awareness levels.

Nutritional awareness	Education Technology		Home Economic		Educational Media		Art Education		Musical Education		Total	
	No	%.	No	%	No	%	No	%.	No	%	No	%
High	6	24	19	76	6	24	9	36	8	32	48	38.4
Medium	19	76	6	24	19	76	14	56	15	60	73	58.4
Low	--	--	--	--	--	---	2	8	2	8	4	3.2
Total	25	100	25	100	25	100	25	100	25	100	125	100

The results in Table (8) revealed that thehabits levels for the majority of specific education students was medium in department of education technology, educational media, art education, musical education and all departments with percents (76%, 76%, 56%, 60% and 73% respectively). The lowest distribution for specific education was low in department of Art Education, Musical Education and all departments with percents (8%, 8% and 3.2% respectively).***Thomas (2006)*** in experimental phase nutrition training was given to women with the help of various teaching aids and to evaluate the degree of awareness in women in post test phase, same questionnaire was given to them. Nutritional awareness was noted in entire five categories. After the training programme but significant improvement was found in the category of food handling and cooking techniques.

Table (9) Comparison of the Mean Level of Nutritional awareness and Habitsb Five Departments of Specific Education College.

		Sum of Squares	df	Mean Square	F	Sig.
All Nutritional Awareness	Between Groups	985.152	4	246.288	6.822***	0.001
	Within Groups	4332.240	120	36.102		
	Total	5317.392	124			
All Nutritional Habits	Between Groups	26.960	4	6.740	0.913	NS
	Within Groups	885.840	120	7.382		
	Total	912.800	124			

One way ANOVA between five departments of specific education college
NS: non significant ***P< 0.001

Data in table (9) showed that there are statistically high significant differences between five departments of specific education college in All Nutritional Awareness at level 0.001. There are no statistically significant differences between five departments of specific education college in All Nutritional habits.LSD is calculated between five departments of specific education college (education technology, home economic, educational media, art education). We find that there are statistically highsignificant differences between five departments of specific education college at level 0.001 to Home Economic.***Shimizu et al., (2007)***these findings suggest that in order to nurture professional

pharmacists, it is necessary to first implement practical nutrition education and consumer education to promote healthier dietary habits among the students themse

Recommendation

From the results Obtained ,it is recommended to:

Recommended to increase the intake of Vitamin A, B1, B2, B 12, niacin folate and Vitamin C for students of Educational Media Department and for the rest of departments compared to RDA. Increase nutritional awareness for students of Specific Education Faculty through programs of nutritional education.

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المستخلص العربى

تمت دراسة الحالة الغذائية وكذلك الوعى الغذائى لمجموعة من طالبات كلية التربية النوعية بأقسامها المختلفة (الاقتصاد المنزلى- التربية الفنية- التربية الموسيقية- تكنولوجيا التعليم- الاعلام التربوى) بمركز أشمون - محافظة المنوفية ، وكان حجم العينة ١٢٥ طالبة (٢٥ طالبة من كل قسم) تتراوح أعمارهن مابين ١٨-٢٢ عاما وقد تم اختيارهن عشوائيا وتم جمع المعلومات باستخدام استمارات خاصة تتضمن معلومات عن العوامل الاقتصادية والاجتماعية وكذلك معلومات لقياس مدى الوعى الغذائى والعادات الغذائية لدى الطالبات وقد اشتملت المعلومات أيضا على المقاييس الجسمية لهن وقد تم جمع البيانات عن طريق المقابلة الشخصية.

أظهرت النتائج أن العوامل الاجتماعية والاقتصادية كان لها تأثير فى اختيار الطالبات لبعض الأطعمة كما وجد أن طالبات قسم الاقتصاد المنزلى كان لديهن وعى غذائى أعلى من باقى طالبات الأقسام الآخرى يليهن طالبات قسم تكنولوجيا التعليم وطالبات قسم التربية الموسيقية وكانت طالبات قسم التربية الفنية والاعلام التربوى أقل نسبة فى الوعى الغذائى , كماأظهرت النتائج أن طالبات الأقسام المختلفة لديهن نقص فى عنصر الزنك والكالسيوم وكذلك السعرات مع زيادة نسبة المتناول من البروتين الكلى بالمقارنة بالإحتياجات الغذائية كما وجد علاقة بين المقاييس الجسمية واستهلاك بعض الأطعمة ودخل الأسرة والوعى الغذائى والعادات الغذائية وأيضا أظهرت النتائج أن أغلبية الطالبات يتناولن الوجبات السريعة والمشروبات الغازية كما يوجد بعض العادات الغذائية الخاطئة والتى أظهرتها النتائج.

وبناءا على ذلك

توصى الدراسة بزيادة الوعى الغذائى لطالبات الأقسام المختلف