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EVALUATION OF ADOLESCENT EATING BEHAVIOR AND NUTRITION INFORMATION

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ABSTRACT

The adolescent period is a particular period in which human growth and development are fastest, covering the transition from childhood to adulthood. The World Health Organization (WHO) defines the age group 10-19 as an adolescent, and the age group 15 to 24 as a youth. According to the WHO, 29.1% of the population in Turkey is part of the adolescent period, including the population under the age of 15. During this period, adolescents continue to develop not only physically but also cognitively and psychosocial aspects. Young people seek identity, strive to be independent, to be accepted, and are too

concerned with their appearance. Irregular meals and snack patterns between meals, eating habits outside the home, and fast food form are typical features of eating habits. These habits are often influenced by many factors, including family, peers, and the media (Demirezen, Coşansu 2005). With this study, it is aimed to obtain and evaluate nutritional information on eating behavior in adolescents and to share the results in light of this information.

Key Words: Adolescent, Nutrition, Eating Behavior

INTRODUCTION

Nutrition is mandatory for the maintenance of life and health protection (Demirezen & Coşansu, 2005). The primary element that will provide healthy generations, increase the workforce and economic-social welfare is adequate and balanced nutrition. Although nutrition is essential, nutritional disorders are common. It has been reported that this negative change in nutrition can be caused by increased out-of-home nutrition, portion size, food variety, and consumption of sugar-sweetened beverages (Köksal, 2008). Nutrition is taking the nutrients necessary for human growth and development, living healthy and productive for a long time, and using them in the body. When any of these items are not taken or taken more or less than necessary, it has been scientifically revealed that growth and development are prevented, and health deteriorates (Atılğan, Akan, & Baysal, 2004). Purpose in nutrition; It is the provision of a sufficient amount of energy and nutrients, which are needed by the individual's age, gender, work and a particular situation (Kılıç & Şanlıer, 2007).

The health of society is the main factor that determines the development, peace, and development of society. It is a fact accepted by everyone that adequate and balanced nutrition forms the basis of health (Baysal, 2012). The effect of nutrition on the health of individuals is evaluated by determining nutritional status. While evaluating the nutritional status of the individual, the balance between the need for nutrients and the intake of nutrients is questioned. Nutritional status should be determined continuously and regularly in order to protect health. Only in this way, nutritional support, nutritional education, and counseling services can be planned and executed effectively (Hodul, 2001).

The nutrition of the school-age group aims to ensure average healthy growth and development. Thanks to adequate and balanced nutrition, the expected growth and development of children are ensured, and their resistance to diseases increases. In addition, the importance of dietary habits gained in childhood is also emphasized in the prevention of bone development, cognitive ability, and increase in school performance and some diseases seen in older ages. Nutritional disorder refers to the incompatibility between the nutrients and nutrients the body needs and the amounts the body receives (Bek. 2008).

The purpose of this study; Yozgat Akdagmadeni Anatolian Imam Hatip High School and Kırşehir Yunus Emre Anatolian Imam Hatip High School to examine the eating behavior of the students, to determine their knowledge about nutrition and the educational needs. Also, to obtain data on nutritional habits and to guide the relevant organizations.

MATERYAL AND METOT

This study was carried out to a group of 205 students, who were selected from the students of 9, 10, 11, and 12th grades in total in the Yozgat Akdağmadeni and Imam Hatip High Schools in Kırşehir, by simple random method. The scale prepared to determine the eating behaviors of the students consists of two sub-sections and 84 items in total. In the first part, under the heading “general information,” demographic information was given in 5 questions about the students. In the second part, there were 79 eating behavior expressions under the heading “eating behaviors.”

In the study, the questionnaire form developed in the doctoral dissertation named Scale Development Study (Özdoğan, 2013) aimed at Determining Eating Behaviors and Nutrition Information of Adolescents will be used. SPSS 23 package program will be used in the statistical analysis of the data. The distribution of the data will be evaluated using visual (Histogram, Q-Q Plot) and statistical values-tests (Skewness-Flatness, Shapiro Wilk Test). According to the evaluation feature of the information to be determined, the demographic features, Mann-Whitney U, Kruskal-Wallis tests, and the post-hoc comparison test of Dunn will be applied in Nan parametric results. If the results are parametric, the ANOVA test will be applied.

FINDINGS

Descriptive statistics of the students in the study group are given in table 1.

Table 1. Descriptive statistical findings

Descriptive statistics	x	median	mode	Std dev	max	minimum
	427,97	427,00	540	73,49	632,00	239,00

According to the descriptive statistics of the students in the study group, it is seen that the average of the students is 427.97, the median is 427.00, the mod 540 standard deviations are 73.49, the maximum score from the scale is 632, and the minimum score is 239.00.

In analyzing the research data, IBM-SPSS 22.0 package program was used. Normal distribution tests of the data were performed before analyzing the data set. In this process, Kolmogrov-Smirnov test was used because there were more than 50 students in the study group. Normality distribution test results are given in Table 2.

Normality distribution test results

Table 2. Normality distribution test results of data set

Kolmogorov-smirnov		Shapiro-Wilk	
Normal	p	Standard deviation	
Parameters		p	
Total	,003		,004

When Table 2 is analyzed, it is seen that the results obtained from Kolmogorov-Smirnov Z normal distribution test belonging to the data set are significant because the significance of the p-value is 0.003 across the scale. These significant values mean that the data set does not show normal distribution.

Table 3. Mann-Whitney U test results regarding students' responses to eating behavior scale according to gender variable

Gender	n	Row total	Row mean	Z	p
Female	125	120,84	1510,5	-5,383	,000
Male	80	75,13	6010,0		

In Table 3, it is seen that the average of the men (1510.5) is higher than the average of the women (6010.0) in the average ranks of the groups in the scores obtained from the students' eating behavior scale. In the totals of the rows, it is seen that the totals of the women are higher than the totals of the men. These results show that the gender variable ($p = 000$; $p < 0.05$) is active in the eating behavior of individuals.

Table 4. Mann-Whitney U test results regarding students' responses to eating behavior scale according to school variable

High School	n	Row total	Row Mean	Z	p
Akdağ Madeni	100	97,38	9737,50	-1,325	,185
Yunus Emre	105	108,36	11377,50		

In Table 4, when the eating behaviors of the students are examined according to the school variable, it shows that the school status variable is not an effective variable in the eating behavior of the students ($p = ,185$; $p < 0.05$).

Table 5. Kruskal Wallis test results related to the answers given by students to the eating behavior scale according to the grade level variable.

	Class	N	Kruskal-Wallis Ki-kare	P
	9	55		
Total	10	38	17,416	,001
	11	53		
	12	59		

In Table 5, when the eating behaviors of the students are examined according to the grade level variable, it shows that the grade level variable is a useful variable in the eating behavior of the students ($p = ,001$; $p < 0.05$). According to the class level variable of the students, the average of the 9th grades ($SO = 120.37$) and 10th grades ($SO = 120.03$) are observed, besides the average of the 11th grades ($SO = 99.02$) and 12 The grade ($SO = 79,42$) are seen. These results show that students with grade levels 9 and 10 have more eating behavior than students with grade levels 11 and 12.

DISCUSSION AND CONCLUSION

According to the results of the study, gender is an effective variable in the eating behavior of students. Özmen (2007) found that gender is effective in individuals' eating behaviors in their study on high school students. Usta et al. (2015) found that gender variable was active on individuals' eating attitudes in their study on university students. Erol et al. (2000) found in their study that gender is not useful in the eating behavior of individuals.

According to the results of the study, grade level is a valid variable on the eating behavior of students. Usta et al. (2015), in their study on university students, determined that the grade level variable is useful in the eating attitudes of individuals. He found that this effect was in favor of 1st and 2nd grades. Çetin and Sarper (2013) showed that the level of the classroom did not affect eating behaviors in the study applied to the first and 6th grade students of the medical faculty.

According to the results of the study, the school variable is not an effective variable on the eating behavior of the students. Büyük and Duman (2014), in his study with high school students, reveals that eating behaviors show a significant relationship according to the school variable. This relationship is against students studying in health vocational high school.

As a result, it was seen that the knowledge levels of the students in the study were not sufficient. It is recommended that there are courses on this subject that include nutrition issues in primary and secondary education, and experts teach these courses or that the Ministry of Health conducts seminars on nutrition in schools.

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