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**THE FACTOR THAT INFLUENCE THE DAILY DIET
AMONG WELLNESS STUDENT IN UNIVERSITI
MALAYSIA KELANTAN, KAMPUS KOTA**

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Bachelor of Entrepreneurship (Wellness) With Honours

A report submitted in partial fulfilment of the requirements for the degree of

Bachelor of Entrepreneurship (Wellness) With Honours

Faculty of Hospitality, Tourism and Wellness

UNIVERSITI MALAYSIA KELANTAN

2022

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ACKNOWLEDGEMENT

In the name of Allah, the Most Gracious and the Most Merciful. Praise be to Allah and His bounty for being able to complete this study smoothly and successfully. Thanks be to the Divine Majesty for providing us with the opportunity, challenges, and resources we needed to write this study effectively. Throughout the process of finishing this task, we faced numerous difficulties, both intellectual and psychological.

We would like to express our sincere gratitude to Mr. Mohd Hafzal bin Abdul Halim, who supervised our research project, for granting us permission to perform the study and for his invaluable and superb advice throughout it. We have been motivated to complete this work as a result of his dynamism, vision, sincerity, and motivation. He has taught us how to conduct research and how to present the results in the most understandable way. Working and studying under his direction is a wonderful honour and privilege. His generosity to us is greatly appreciated.

We thank Universiti Malaysia Kelantan for giving us the opportunity to do this project. It increased our knowledge and skills and also built a strong relationship among us by having good communication skills during this project. Not forgetting those who contributed to the success of our study, offered their support, and were prepared to spend time with us while it was being conducted. We want to express our gratitude to everyone who is involved.

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LIST OF SYMBOL AND ABBREVIATION

Abbreviations

ORs	Odds ratios
CI	Corresponding confidence Intervals
HCC	Hepatocellular Carcinoma
DALYs	Disability-Adjusted Life-Years
UMK	Universiti Malaysia Kelantan
FHPK	Fakulti Hospitaliti, Pelancongan dan Kesejahteraan
SPSS	Statistical Package Social Science
FFQ	Food Frequency Questionnaire
FKP	Fakulti Keusahawanan & Perniagaan

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ABSTRACT

Daily diet is a way to reduce the obesity problem that is happening now. Those who practise a daily diet should take their food according to the correct portion. A balanced diet can be referred to through the food pyramid. For example, bread, meat, milk and so on. This study took about 2 months, from November 2022 until January 2023. This study was conducted to identify factors that influence daily diet among Wellness students at the Universiti Malaysia Kelantan, Kampus Kota. A pilot study conducted on Wellness students totalling 124 people as a respondent at Universiti Malaysia Kelantan, Kampus Kota. This data was collected through the distribution of survey forms which showed a good response rate. The results of this study were done to give awareness to students, especially Wellness students, about the factors that affect their daily nutrition. The results of this study can also be used as a reference to health centres or nutritionists.

Keywords: Daily Diet, Individual Factors, Social Factors, Environment Factors



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ABSTRAK

Diet harian adalah satu cara untuk mengurangkan masalah obesiti yang berlaku sekarang. Mereka yang mengamalkan diet harian haruslah mengambil makanan mengikut hidangan yang betul. Makanan yang seimbang boleh dirujuk melalui piramid makanan. Contohnya, roti, daging, susu dan sebagainya. Kajian ini mengambil masa kira-kira 2 bulan iaitu dari bulan November 2022 sehingga bulan Januari 2023. Kajian ini dilakukan untuk mengenal pasti Faktor yang Mempengaruhi Pemakanan Harian Dalam Kalangan Pelajar Kesihatan di Universiti Malaysia Kelantan, Kampus Kota. Kajian rintis yang dilakukan terhadap pelajar Kesihatan seramai 124 orang di Universiti Malaysia Kelantan, Kampus Kota. Data ini dikumpul melalui edaran borang kaji selidik yang menunjukkan kadar tindak balas yang baik. Hasil kajian ini dilakukan untuk memberikan kesedaran kepada para pelajar terutamanya pelajar Kesihatan tentang faktor yang mempengaruhi pemakanan harian mereka. Hasil kajian ini juga boleh dijadikan sebagai rujukan kepada Pusat Kesihatan ataupun Pakar Pemakanan.

Kata kunci: Diet Harian, Faktor Individu, Faktor Sosial, Faktor Persekitaran

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CHAPTER 1

INTRODUCTION

1.1 INTRODUCTION

Studying at a higher level after finishing high school have to face many changes for teenagers. Now, the personality attitude of a person's increasing workload causes students to be stressed and have to face various changes. In particular, migration occurs to families for those who study outside the area. With the occurrence of separation from the family, the students do not choose food to eat and eat whatever is served. This change occurs so that the attitude among teenagers who practice physical activity and food consumption in healthy eating habits can prevent obesity from occurring. Although, there are some habits that exist in a person that are associated with a person's attitude to face the possibility of change.

The body will receive the nutrients it needs to operate properly from a balanced diet (Krans, 2020). These young adults are at a critical juncture in their development and maintenance of numerous behaviours that affect their health. A study center that has a variety of newly learned patterns to replace the old or existing ones (Suliga, 2020).

Many factors, such as personal ones such as a unable to control himself or too busy), social ones such as peer pressure or parental oversight, local such as easy to find or application and cost to particular products, larger ones such as advertising, can have an impact on how university students eat (Velex-Toral et al., 2020). Social factors can also be related to university students such as living alone (Bárbara et al, 2020) gender,

academic performance satisfaction (Whatnall et al., 2019), information adequacy (El Hajj et al., 2021) as well as anxiety and depression (Wattick et al., 2018).

There is a dietary pattern used which is the use of a type of primary Hepatocellular Carcinoma (HCC) and hepatitis B virus and hepatitis C virus infection. The eating pattern is reversed and based on vegetables. It is also associated with a high Hepatocellular Carcinoma (HCC) which is 0.66, 95% CI 0.46–0.94) compared to tertiles. There are potential findings as to the role of diet to control HCC and clinical management.

1.2 BACKGROUND OF STUDY

There are many research findings obtained from previous journals related to the research topic.

According to Sievert et al (2019), it stated that in countries that have low- to middle-income, the eating habits especially young adults, have changed immediately to unhealthy diets (consisting of processed foods, eating out and increased consumption of edible oils and sugary drinks) along with changes in global nutrition. Many students experience weight gain and negative behaviours in health-related habits as they transition to higher education. Studies have been conducted among university students in developing countries revealing a significant prevalence of obesity (Boukrim et al., 2021). In addition, studies have shown that university is an important period for weight gain among university students, and then a complete failure among these students to adapt to the new environment will negatively affect their life behaviour (Olatona et al., 2018),

According to a Nankabirwa (2017), it stated that due to this transition to university life, where they are more prone to stress and time constraints, the main problem related to public health is unhealthy eating habits among university students. Furthermore, university students are usually the most affected by the current dietary transition and adoption of healthy habits. College students who live away from home experience many health-related changes in life, including adopting unhealthy eating habits (Aceijas et al., 2017). An environment that is exposed to unhealthy food sources such as eating habits of snacks, fast food, even the consumption of fruits and vegetables is reduced, replacing the consumption of nutrient-dense foods with less nutrient-dense foods. All are the main sources of this behaviour among students (Rachel, 2017).

According to Luo et al (2018), females have been observed to have worse eating habits when compared to males. The most common nutritional errors made by university students are skipping breakfast and eating meals infrequently (Błaszczuk et al., 2019). Not only that, numerous experts point out that the younger generation lacks awareness about leading a healthy lifestyle and making appropriate food decisions (Buyuktuncer et al., 2018). Most students eat an unbalanced diet, and consume a lot of highly processed foods and sugary beverages (Rodrigues et al., 2017). For students living away from home and even for students with a nation of origin, students' eating habits are shifting away from the Mediterranean Diet (MD) recommendations toward unhealthy eating patterns (Antonopoulou et al., 2020).

According to Kabir et al (2018), there are several factors that affect a person's eating habits and food intake, namely a person's ability to cook, the attitude of prioritising food and the perception of friends' culture and so on. In addition, the environmental factors of food supplies that are easy to find and cheap prices. Due to scheduling issues, such as extracurricular activities or part-time employment, several university students skip meals on a daily basis because they feel that they are not getting enough vitamins and minerals from their food, which may be one reason why they turn to Dietary Supplement (DS) to improve their health (Kobayashi, 2017).

In conclusion, based on the previous research, there are various factors of daily diet practices that influence the behaviour and intake of diet among university students. Therefore, consuming a bad diet will have a harmful effect on students and affect their health if they do not change a healthier lifestyle.

1.3 PROBLEM STATEMENT

Daily diet problems nowadays are decreasing. From day to day this problem causes the increase in the level of obesity in various groups. There are many benefits if the daily diet is done correctly. For example, it can prevent the onset of various types of diseases, especially diabetes, can increase the body's good level of immunity, and so on. Selection of suitable and nutritious food for those who want to practise a daily diet is to take fruits that contain vitamin E as well as food based on vegetables.

Obesity is one of the causes that can cause daily diet problems among teenagers, especially at Universiti Malaysia Kelantan (UMK) which is difficult to do so that it can cause almost 3.4 billion deaths, which is 3.9% and 3.8% for those who cannot afford it or their health level is getting weaker from year on year expressed in (DALY) worldwide.

Some of the Wellness students do not practise daily diet regularly due to several factors. If this continues, it can cause various bad effects on oneself. On social factors some of them practise eating together. Some also make it a culture that makes it difficult to control the daily diet. And not only that, it's easy to get caught up in viral food. Therefore, the daily diet problem among Wellness students at UMK is the main factor in them failing to carry out the daily diet correctly. In addition, environmental factors also make it difficult for students to practise a daily diet. Students who are exposed to an urban environment that has various facilities to find food such as UMK surrounded by restaurants and also Mcdonald (MCD). This makes it easy for students to get food supplies and also make it a meal at night before going to bed.

1.4 RESEARCH OBJECTIVES

The following are the objectives of the study made in relation to the Factor that Influence the Daily Diet among Wellness students at Universiti Malaysia Kelantan, Kampus Kota.

1. To investigate the relationship between individual factors and daily diet among Wellness students in Universiti Malaysia Kelantan, Kampus Kota.
2. To investigate the relationship between social culture factors and daily diet among Wellness students in Universiti Malaysia Kelantan, Kampus Kota.
3. To investigate the relationship between environment factors and daily diet among Wellness students in Universiti Malaysia Kelantan, Kampus Kota.

1.5 RESEARCH QUESTION

This study will be carried out to determine the variables that affect daily diet among Wellness students at Universiti Malaysia Kelantan, Kampus Kota.

- What is the relationship between individual factors and daily diet among Wellness students in Universiti Malaysia Kelantan, Kampus Kota?
- What is the relationship between social cultural factors and daily diet among Wellness students in Universiti Malaysia Kelantan, Kampus Kota?
- What is the relationship between environmental factors and daily diet among Wellness students in Universiti Malaysia Kelantan, Kampus Kota?

1.6 SIGNIFICANCE OF STUDY

In the research, can helps the researchers to understand how to manage a diet properly. The researchers have found out the issues and reveal in more detail also reduce the influencing factors daily diet among Wellness students. Lecturers should play a role of providing information about the benefits of practising a proper daily diet.

In addition, it can help the Ministry of Health Malaysia to provide exposure to students about the benefits of practising a daily diet. With that, various methods that researchers will do to students, especially wellness students at Universiti Malaysia Kelantan at Kampus Kota, are to hold campaigns or lectures. Therefore, it will facilitate the work of the Ministry of Health Malaysia due to the existence of studies that provide benefits.

And not only that, it can also help the counselling unit of Universiti Malaysia Kelantan Kota Campus. For example, through learning and teaching in the subject of nutrition. Through the subject students can do the daily diet correctly because there are correct ways to implement the daily diet and also the actual food intake. Some of the health students who want to practice a proper daily diet will meet face to face to get suggestions or views from them. With that, the researcher will conduct an online interview with the health student to reveal details related to the daily diet. Therefore, the researcher can help the counselling to solve this problem.

Parents should take responsibility in attracting children's interest in nutrition. Parents should set an example for their children so that they are more influenced by their parents' nutritional practices from birth to adulthood. Through this study, it is hoped that students will gain knowledge about healthy eating practices so that their health and personal development are perfect.

1.7 DEFINITION OF STUDY

The definitions of the study's essential terminology are provided in this crucial section in the research. It use of internal terms of a research will be outlined in detail on the specific meaning to avoid confusion and misunderstanding of the reader. This study defines the daily diet, individual factor, social culture factor, environment factor as follows:

1.7.1 DAILY DIET

Changes daily diet in environmental factors have an unfavourable impact on diet quality and eating habits, which can raise rates of overweight and obesity as well as metabolic risk factors in people of all ages (Hwalla et al., 2017). Intervention from psychology to support a healthy diet is part of the definition of that diet which reduces the problem of obesity as well as chronic diseases (De Ridder et al., 2017). Operationally, several factors that affect a person's daily diet, namely individual factors, social factors or environmental factors that are measured by Food Frequency Questionnaire (FFQ).

1.7.2 INDIVIDUAL FACTOR

This interpersonal factor can be divided into a person's behaviour, beliefs and also based on the person's self-concept and ability. Individual eating habits are divided into two either positive or negative due to behaviour from parents or pressure from people around (Giovanni et al., 2018). The attitude of individuals that it is difficult to practise a daily diet is the main factor. Their attitude is to practise and always take it easy in all

matters. In addition, individuals who have an attitude of not caring about food selection become difficult for them to do a daily diet. For example, individual factors such as liking to cook, eating fast food, not keeping dietary taboos, and lack of knowledge related to balanced nutrition. Operationally, individual factors are components that are measured by the Food Frequency Questionnaire (FFQ) and affect the daily diet among Wellness students in Universiti Malaysia Kelantan Kampus Kota.

1.7.3 SOCIAL CULTURE FACTOR

Social factors are phenomena or processes that cause social change that affect different activities from economics to health. Health outcomes can be influenced by the social support provided through relationships and interactions with individuals and community members. Besides that, health outcomes also can be negatively affected by a lack of supporting social. The existence of this social support can improve overall health. In general, social support networks have an influence on physical health care (Schuh, 2021). In recent years, there have been several perspectives on the relationship related to diet, where the benefits of practicing a diet, metabolic health and can also be due to the intake of calories in their daily diet (Sarah, 2019). Operationally, social culture factors are components that are measured by the Food Frequency Questionnaire (FFQ) and affect the daily diet among Wellness students in Universiti Malaysia Kelantan Kampus Kota.

1.7.4 ENVIRONMENT FACTOR

Environment is anything that is directly influencing an object and is immediately around it (Gisbert, 2018). Environment is an outside force that has an impact on us. It

refers to the environment that a person lives in (Ross, 2018). Environment refers to the situation where a person is in a certain place. The environment is also based on physical, biological and other systems that are interconnected with each other either at the individual or community level (Josh, 2016). Operationally, environment factors are components that are measured by the Food Frequency Questionnaire (FFQ) and affect the daily diet among Wellness students in Universiti Malaysia Kelantan Kampus Kota.



1.8 SUMMARY

In conclusion, this chapter explains the background of the study, problem statement, research question, purpose of the study, importance of the study, and definition of the term. This study's chapter focuses on the variables influencing daily diet among Wellness students at Universiti Malaysia Kelantan, Kampus Kota.

As university students, they need enough energy and nutrients to live an active life. The rapid growth of places to prepare food, including fast food restaurants, greatly affects a student's food intake pattern. There are some students who prefer to eat out with friends, either at a restaurant or fast food restaurant, rather than at home. Therefore, they tend to consume non-nutritious food because it is outside the family's control. Poor eating behaviour will expose students to a variety of unforeseen ailments.

Significance of study is providing a clearer picture to get the real situation of the level of factors that affect daily diet among Wellness students. The use of internal terms of this study also explained in detail about the specific meaning to avoid confusion and misunderstanding of the reader. The findings of this study can be used by other researchers or for upcoming requirements.

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CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

Based on nutrition, a diet is a person or organism that consumes a certain amount of food. In addition, the term "diet" also indicates the intake of certain nutrients for medical purposes or weight control. Each individual and culture has preferences in eating and there are also taboos because humans are categorized as omnivores.

The above study first year students find that their nutrition is not maintained because they gain weight during their first year on campus. It was found that students who are overweight consume less fruits and vegetables, eat more fatty foods and sleep less than those who are not.

However, when choosing to continue their studies at university, students must live alone, which may make it difficult for them to make decisions about their regular eating habits (Pace et al., 2018). A balanced diet is vital for the survival function of the health. The factors have adverse body effects on weight status in younghood is an unhealthy dietary habits.

Therefore, this person's eating affects several factors that lead to changes that cause weight gain and failure to practice a daily diet as well as the addition of all age levels to metabolic risk factors (Hwalla et al., 2017). Most women practice a daily diet to get an ideal body weight through lean body weight (AlKazemi et al., 2018).

University students should have the nutrition knowledge into their life. University students did not consume enough of the majority of macronutrients and micronutrients in

the recommended amounts (Medina et al., 2020). To keep the body healthy and maintain a quality of living, it is crucial to consume a balanced diet (Gorski et al., 2016).

In conclusion, Wellness students in Universiti Malaysia Kelantan must learn about their daily diet to prevent infections and maintain good health.



2.2 LITERATURE REVIEW

There are various dietary factors that occur among university students. Among them are:

2.2.1 INDIVIDUAL FACTOR

Individual factors are the main cause of a student's eating habits. The attitude of students who are skilled in cooking either heavy or light food makes it difficult for students to practice a balanced diet. In addition, some students who have problems or have stress can also result in students taking excessive food without following the time (Kabir et al., 2018). Although adopting good lifestyle habits is important for people at all stages of life, youth is the most important time. Behavioral development in adulthood is important and can be linked to various chronic disease risks that are increasing.

Most teenagers like university students are good at making decisions in choosing food and also the preparation of eating interesting food causes them to feel challenged. The behaviour and attitude of students vary according to where they live, student conditions and so on. and not only that, factors such as complete facilities, free time, social networks and social media that are becoming more and more prevalent with viral foods that cause students to be influenced. Therefore, responsible superiors such as administrators need to provide advice or information to students to reduce the problem of obesity. In addition, social media that displays healthy food preparation menus should be encouraged to increase discipline in students and be wise to control themselves and be wise to manage time properly. University life may encourage students to relax and overeat low-quality food (Ramón et al., 2021).

2.2.2 SOCIAL CULTURE FACTOR

Food habits are impacted by socio-cultural background, religious beliefs and conventions, and personal preference in general. However, there may be some more reasons for teenagers and youth to embrace fast food culture. As a result, the current investigation was done with the aims in mind. To investigate the eating patterns of teenagers and young people in relation to fast food intake. To investigate the sociocultural, demographic, and other features of fast food customers. To evaluate the nutritional characteristics of fast food consumers (Lolokote, 2017).

Food selection is a process where students think, taste, and eat the food before buying it. Therefore, there are various negative effects on their health and well-being even up to the global level. The purpose of this qualitative investigation is to study the opinions of the residents of Tehran and their life experiences related to the psychological, social and cultural variables of food choices (Haghighian, 2017).

Sociocultural variables, which include ethnicity and religion such as age, gender, and education are mediated by individuals' attitudes and beliefs, contribute to food selection and eating practises, influencing purchasing behaviours. There are several studies on variables related to food choices that have shown the main effect of socio-cultural determinants in choosing various cuisines around the world. (Islam, 2019).

2.2.3 ENVIRONMENT FACTOR

Existing environmental elements have influenced students' daily diets, particularly food selection, food pricing, and the conditions of establishments that sell food, as well as transportation gaps. Climate change disrupts food supplies, raises food

prices, and ultimately limits some people' access to nutrient-dense and nutritious meals (Willett, 2019).

Furthermore, the location of a restaurant or cafe is important to students. The lack of access to transportation also has an impact on students' daily nutrition. This is because if the restaurant is a long distance away, they may hire Grabcar, which has a hefty delivery cost. Most students will be hesitant and lethargic to travel to locations that are too far away (Irwan, 2017). Kiara (2017) deduced from the present phenomenon how adaptable or diverse today's youth's food preferences are. As a result, a restaurant or cafe must grasp the desires or expectations of visiting consumers in order for restaurants or cafes that target youth to match the demand of the target market.

Students frequently claimed that food cost was a major factor in deciding their dietary intake (Sogari, 2018). Most students skipped breakfast in favour of lunch to save money (Fazal, 2019). Pocket money is only provided in small amounts by families because the majority of students in public colleges are from the lower middle socioeconomic class in order to help them get on with their lives. Thus, their expenses are reduced so that not having breakfast is a strategy to continue survival (Kabir et al., 2018).

2.3 HYPOTHESIS

The hypothesis for this research is to see any significant differences between the independent variable and dependent variable.

2.3.1 Hypothesis 1: There is a significant relationship between individual factors and daily diet among Wellness students in Universiti Malaysia Kelantan.

2.3.2 Hypothesis 2: There is a significant relationship between social culture factors and daily diet among Wellness students in Universiti Malaysia Kelantan.

2.3.3 Hypothesis 3: There is a significant relationship between environment factors and daily diet among Wellness students in Universiti Malaysia Kelantan.



2.4 CONCEPTUAL FRAMEWORK

By reference to the literature review, a conceptual framework had been created to explore the variables affecting daily diet among wellness students.

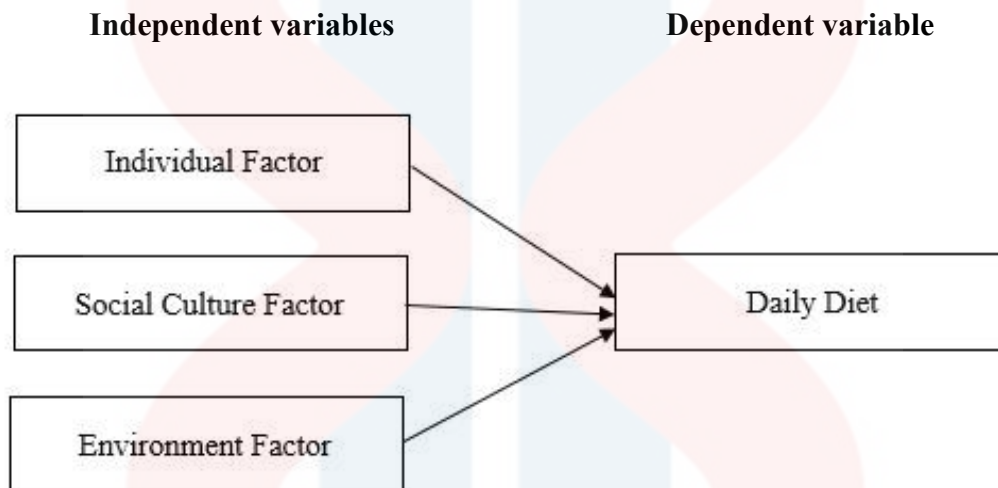


Figure 2.4: Conceptual Framework

Figure 2.4 shows a conceptual framework that has independent variables and dependent variables. In the conceptual framework, individual factors, socio-cultural factors and environmental factors are independent variables and are also influenced by the dependent variable which is daily diet.

2.5 SUMMARY

In this chapter, the researcher states that matters related to the literature review, hypothesis, and conceptual framework have all been discussed. The individual aspects comprise many elements that have an effect on students' food intake and eating habits. The main factors of students' diet and nutrition were found to be individual factors which are factors related to the university (campus culture). Although maintaining a healthy diet is important for individuals of all ages, adolescence is an important time for this. Next, environmental factors are the important thing because most students especially regarding food availability, food prices, restaurant conditions, and transportation access issues. This situation makes students care less about their daily nutrition, then it will affect the student's health and may reveal dangerous diseases. This chapter shows how important it would be to know the study's hypothesis to carry on. So, the readers can understand more about this study by using our conceptual framework.

CHAPTER 3

METHODOLOGY

3.1 INTRODUCTION

In this chapter, this part will explain more and carefully related to the methods and instruments that need to be used in this study. The following information will be presented by the researcher in this chapter: an introduction, the research design, the population, the sample size, the sampling method, the data collection process, the research instrument, the data analysis, the pilot study, and a summary.

3.2 RESEARCH DESIGN

As the master plan will outline more specifically in this phase of the research, the strategy and process for gathering and analysing the necessary data will be discussed. This study's research methodology focuses on the variables influencing daily diet among Wellness students at Universiti Malaysia Kelantan. This will be used in this study to collect all information about the research. This research will be classified as descriptive research in this study. This section for collecting and analysing information among Wellness students.

The questionnaire will be used in this survey research to gather data for this study's analysis. All respondents at Universiti Malaysia Kelantan of Wellness student will receive the questionnaire. The key piece of information used in this study will be the questionnaire results. For this research study, 700 responders from Wellness students at Universiti Malaysia Kelantan will be chosen.

3.3 POPULATION

In research, a population is not always the same as an individual. It can be used to describe a compilation of whatever the researcher wants to study, including individuals, locations, historical occurrences, groups, nations, animals, and other living things. Additionally, populations are used when the research topic needs or uses information from the entire population. Therefore, students involved in the participation of study are 700 Wellness students from Fakulti Hospitaliti, Pelancongan dan Kesejahteraan (FHPK) of respondents at Universiti Malaysia Kelantan. According to sources obtained from the FHPK office, the total number of students for the wellness course is 700 with a total of 575 female students and 123 male students. The Wellness student is chosen because they also learn about the importance of nutritional diet in their subject. The respondent chooses randomly from Wellness student to completing the questionnaire. The respondents have a lot of knowledge about eating a more balanced diet and can give a good response to this research.

3.4 SAMPLE SIZE

Researchers use Krejcie and Morgan Table 1970 to get the sample size of 700 respondents as the population. This sample size is calculated based on the number of the population which is 700 respondents. The sample size for a population of 700 is 248 (N=700,S=248).

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

Figure 3.4: Sample Size of Known Population

3.5 SAMPLING METHOD

Researchers will use convenience sampling for this study. A non-high probability sampling method called convenience sampling involves choosing the units that will be a part of the sample. This is said to be so because it is the easiest method for researchers to do which can also be due to geographical location, availability at a certain time and so on. This sampling is convincing and makes it easier for researchers to get respondents. The selected respondents are Wellness students at Universiti Malaysia Kelantan at the Kampus Kota which has 700 people as respondents. In addition, the researcher also chose well-being students because they are more vulnerable in relation to health and also have in-depth knowledge about health compared to other people.



3.6 DATA COLLECTION PROCEDURE

Data collection is a process of collecting, measuring and interpreting accurately research-related information using accepted, established methods. The demographic profile, dependent variable, and three independent variables are included in the three sections of the questionnaire.

The researchers also choose google form because it makes it easier to distribute the questionnaire more quickly when the researcher shares the google form link with the questions on it to the respondents. The question displayed on the google form can be read by anyone who gets the link, but the answer marked by the respondent will be secret because only the researcher can know it. This questionnaire is distributed specifically to Wellness students.

In addition, this questionnaire contains a nominal scale which is for Part A which focuses on the demographic profile of the respondents. These measurements are usually only relevant to non-numeric variables or when numbers have no value. The researcher also used a Likert scale for Part B which is the dependent variable, and Part C consists of three independent variables for this study.

3.7 RESEARCH INSTRUMENT

The research instrument is the collection of data and to obtain all the information needed to solve the questions in the questionnaire that has been given to the respondents. Researchers get questionnaires from the Food Frequency Questionnaire (FFQ). This is a type of instrument used in research to make a dietary assessment that asks how often the respondent consumes foods from a provided list. Food frequency questionnaires (FFQs) need to be adapted and validated for use in different contexts. The Food Frequency Questionnaire (FFQ) is also a dietary survey widely used in nutritional epidemiology studies because it is simple, structured and obtains complete information about food consumption for an extended length of time. The FFQ should be tailored to the specific group of researchers because diet might be altered by individual factors, social factors and environmental factors.

The questionnaire is divided into three different parts. In section A, researchers asked questions about respondents' racial and gender identity, as well as their age, education level, religion and marital status. In section B, the researcher asked the dependent variable which is the daily diet question. In section C, there are 3 factors in this part. The first independent variable, which is an individual factor, is shown in section C (i). The social cultural factor, the second independent variable, will be considered in the questionnaire's section C (ii). The third independent factor, the environment factor, is presented in section C (iii). Next, the majority of the questions are aimed at determining the respondents' knowledge and familiarity with the research project and data is collected through Google forms. For the questionnaire we used a Likert scale to measure what was given to the respondents like 1 for strongly disagree, 2 for disagree, 3 for not at all, 4 for agree and 5 for strongly agree.

3.8 DATA ANALYSIS

Data analysis is the process of collecting and analyzing data to find out what it means. It is also the technique used by researchers to break down and interpret data to derive insights, offer suggestions, and support decision making. The information collected by the researchers was processed and used in the study. There are various sources that have been used to gather all the data. SPSS or also known as The Statistical Package for Social Science will be used to analyse the data that researchers collect in this study. Therefore, researchers from a variety of fields utilise the IBM SPSS Version 25 software for quantitative analysis of complex data. These statistical tools can be used in processing statistical data and it also can be used to provide the answer for the purpose of this study.

3.8.1 DESCRIPTIVE ANALYSIS

Descriptive analysis also known as descriptive statistics. Data are attempted to be explained or summarised with descriptive analysis. It makes data utilisation simpler, which can facilitate action by analysts and aid in the weeding out of useless data. Frequency, central tendency, dispersion or variation, and position are the four components of descriptive analysis. Depending on what researchers are trying to find, descriptive analysis can be done in a variety of ways, but often entails gathering, cleaning, and then analysing data.

3.8.2 RELIABILITY ANALYSIS

Reliability analysis is a technique for determining how well a measuring approach was used to gather data for a research project. Consistency, or the extent to which survey questions are asking respondents the same kinds of questions repeatedly, is what reliability is all about. In this study, the reliability scale are measured using Cronbach's Alpha.

Table 3.8.2: Cronbach's Alpha Coefficient Range

Cronbach's Alpha Range	Level of Reliability
$\alpha > 0.9$	Excellent
$\alpha > 0.8$	Good
$\alpha > 0.7$	Acceptable
$\alpha > 0.6$	Questionable
$\alpha > 0.5$	Poor
$\alpha > 0.4$	Unacceptable

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3.8.3 PEARSON CORRELATION ANALYSIS

Pearson's correlation coefficient is a statistic that determines the relationship between two continuous variables. The statistic using concept of covariance, which is recognized as the best technique for studying the relationship between variables. It shows how many links exist between two variables, as well as the direction of the relationship. It is strength that used to assess a link between two numerical variables (at least interval scale). Correlation strength can be determined within positive (+) and negative (-). Using this formula researchers can determine the strength of a relationship. Correlation numbers range from 0-1. The strength of the correlation relationship:

Table 3.8.3: Pearson Correlation Strength

Correlation Coefficient	Strength Relationship
±0.90 to ±1.00	Very Strong
±0.70 to ±0.89	Strong
±0.40 to ±0.69	Moderate
±0.20 to ±0.39	Weak
±0.001 to ±0.19	Very Weak
0	No correlation

3.9 PILOT STUDY

A feasibility study or pilot study is a small-scale study to see if a larger project can be done. The purpose is to control a large investigation. The advantage of pilot studies is to make the quality and efficiency of results. The pilot tests are carried out on a small scale to focus on the development of a more extensive project (Joy Fraser et al., 2018). This pilot test also has the importance of improving the quality and efficiency in the study (Junyong In, 2017). According to Junyong In (2017), stated that the pilot test has several objectives to be achieved in the pilot test, namely the feasibility of the study protocol, recruitment and consent and acceptance of the intervention.

This pilot study has been conducted by 124 respondents which is fifty percent of the total 248 sample size in this study. They are from the Fakulti Keusahawanan & Perniagaan (FKP) students from Universiti Malaysia Kelantan, Kampus Kota. The researcher used the respondents because the student's closely related traits matched those of the population used in this study. Respondents will complete the entire questionnaire to test the instrument's reliability for this survey. The researchers have given the questionnaires to the respondents by using Google form. This is because the researcher thinks this method is the fastest method that can be used where respondents do not need to meet face to face to collect all information from respondents. The researcher has also forwarded the questionnaire by using Whatsapp group. Table 3.9 show the pilot study.

Table 3.9: Pilot Test Report

Variable	No. of item	Cronbach Alpha	Explanation
Daily Diet	10	0.863	Good
Individual Factor	10	0.891	Good
Social Culture Factor	10	0.876	Good
Environment Factor	10	0.773	Acceptable

From table 3.9 above, it states that the reliability in terms of Cronbach Alpha for daily diet is good, which is on a scale of 0.863. For individual factors also was good which is on a scale of 0.891. Not only that, the reliability for the social culture factor was good, which is on a scale of 0.876. While the environment factor was acceptable which is on a scale of 0.773. All of the results were highly correlation.

3.10 SUMMARY

All information will be covered in more detail in this chapter. The descriptive approach was employed in this study's cross-sectional analysis to gather all the necessary data. The population of the Wellness students is 700 and the sample size is 248. The questionnaire that is given to the respondent using google form in bilingual language and makes our respondent easy to answer. In this questionnaire, likert -scale will be applied. The Statistical Package for Social Science (SPSS) programme, version 2018, was used to analyse the outcome.



CHAPTER 4

DATA ANALYSIS

4.1 INTRODUCTION

Each respondent filled out one of the 248 questionnaires provided to the Wellness students at the Universiti Malaysia Kelantan, Kampus Kota. Analysis was carried out on all the information gathered from the respondents. There are four key sections in which the analysis' findings are presented. The parts provide the findings of a reliability testing, descriptive analysis, and inferential analysis.

4.2 RESULT OF DESCRIPTIVE ANALYSIS

The demographic data of gender, age, marital status, race, religion, and educational attainment were listed in Section A of the questionnaire. The results of the respondent's sociodemographic traits that were displayed are based on the 4.1 table.

Table 4.1: Characteristics of the Socio-Demographic

No	Socio Demographic Characteristic		Frequency (n)	Percentage (%)
1	Gender	Male	61	24.6
		Female	187	75.4
2	Age	18-21 years	26	10.48
		22-25 years	207	83.47
		26-29 years	15	6.05
		30 years above	0	0
3	Marital Status	Single	227	91.53
		Married	21	8.47
		Divorced	0	0
		Others	0	0

4	Race	Malay	221	89.11
		Chinese	12	4.84
		Indian	12	4.84
		Others	3	1.21
5	Religion	Muslim	222	89.52
		Buddha	20	8.06
		Christian	5	2.02
		Others	1	0.40
6	Educational Level	Master & PhD	0	0
		Degree	240	96.77
		Diploma	8	3.23
		Others	0	0

A total of 187 female respondents (75.40%) and 61 male respondents (26.60%) participated in the study that focuses on Wellness students. Based on the age of respondents that were shown 26 respondents (10.48%) between 18-21 years old, 207 respondents of 22-25 years old (83.47%) and 15 respondents (6.05%) of 26-29 years old. the majority of respondents are single based on marital status 227 (91.53%) and 21 (8.47%) of the respondents are married. For the respondents background of races, the

total of Malay are 221 (89.11%). The total of Chinese and Indian are 12 (4.84%) and the other races, Iban, are 3 of the respondents (1.21%). Based on the analysis of the religion, the total of the Muslim respondents are 222 (89.52%), 20 respondents (8.06%) of Buddha, 5 respondents of Christian (2.02%) and the other religion of respondents are Hindu only 1 (0.40%). Lastly, the respondents of educational level. The level of Degree is 240 (96.77%) and the Diploma is 8 of respondents (3.23%).



4.2.1 Total Mean Score and Standard Deviation of Daily Diet

Table 4.2: Total Mean Score and Standard Deviation of Daily Diet

Items	N	Mean	Std. Deviation
Daily Diet 1	248	3.40	1.331
Daily Diet 2	248	3.34	1.322
Daily Diet 3	248	3.30	1.371
Daily Diet 4	248	3.69	1.192
Daily Diet 5	248	3.44	1.245
Daily Diet 6	248	3.13	1.320
Daily Diet 7	248	3.59	1.247
Daily Diet 8	248	3.66	1.176
Daily Diet 9	248	3.46	1.216
Daily Diet 10	248	3.83	1.105
Total		3.48	12.53

The Daily Diet was the Dependent Variable, and Table 4.2 showed its Mean and Standard Deviation. Daily Diet 1, which obtain 3.40 as a mean and 1.331 as a standard deviation. Daily Diet 2 that obtained 3.34 as a mean and 1.322 of standard deviation. Daily Diet 3 that obtained 3.30 as a mean and 1.371 of standard deviation. Daily Diet 4 that obtained 3.69 as a mean and 1.192 of standard deviation. Daily Diet 5 that obtained 3.44 as a mean and 1.245 of standard deviation. Daily Diet 6 that obtained 3.13 as a mean and 1.320 of standard deviation. Daily Diet 7 that obtained 3.59 as a mean and 1.247 of standard deviation. Daily Diet 8 that obtained 3.66 as a mean and 1.176 of standard

deviation. Daily Diet 9 that obtained 3.30 as a mean and 1.216 of standard deviation. Lastly, Daily Diet 10 that obtained 3.83 as a mean and standard deviation is 1.105.

4.2.2 Total Mean Score and Standard Deviation of Individual Factors

Table 4.3: Total Mean Score and Standard Deviation of Individual Factors

Items	N	Mean	Std. Deviation
Individual Factors 1	248	3.94	1.024
Individual Factors 2	248	4.04	1.037
Individual Factors 3	248	3.64	1.186
Individual Factors 4	248	3.73	1.139
Individual Factors 5	248	4.06	0.861
Individual Factors 6	248	3.64	1.141
Individual Factors 7	248	3.81	1.124
Individual Factors 8	248	3.97	0.899
Individual Factors 9	248	3.56	1.242
Individual Factors 10	248	3.28	1.397
Total		3.77	11.05

The Independent Variable Mean and Standard Deviation, which are Individual Factors, are shown in Table 4.3. Individual Factor 1 is 3.94 for mean and 1.024 for standard deviation. Individual Factors 2 that obtained 4.04 as a mean and 1.037 of standard deviation. Individual Factors 3 that obtained 3.64 as a mean and 1.186 of standard deviation. Individual Factors 4 that obtained 3.73 as a mean and 1.139 of standard deviation. Individual Factors 5 that obtained 4.06 as a mean and 0.861 of standard deviation. Individual Factors 6 that obtained 3.64 as a mean and 1.141 of

standard deviation. Individual Factors 7 that obtained 3.81 as a mean and 1.124 of standard deviation. Individual Factors 8 yielded 3.97 as a mean and of 0.899 as standard deviation. Individual Factors 9 produced 3.56 of mean and a standard deviation of 1.242. Individual Factors 10 came in last, 3.28 of mean and standard deviation, 1.397.

4.2.3 Total Mean Score and Standard Deviation of Social Culture Factors

Table 4.4: Total Mean Score and Standard Deviation of Social Culture Factors

Items	N	Mean	Std.Deviation
Social Culture Factors 1	248	3.77	1.173
Social Culture Factors 2	248	3.87	0.962
Social Culture Factors 3	248	3.99	0.992
Social Culture Factors 4	248	3.79	1.090
Social Culture Factors 5	248	4.13	0.900
Social Culture Factors 6	248	3.69	1.055
Social Culture Factors 7	248	3.74	1.080
Social Culture Factors 8	248	3.61	1.147
Social Culture Factors 9	248	3.89	1.047
Social Culture Factors 10	248	4.07	0.960
Total		3.86	10.41

Social Culture Factors are the Independent Variable with Mean and Standard Deviation shown in Table 4.4. Social Factors 1 is 3.77 for mean and 1.173 for standard deviation. Social Culture Factors 2, mean is 3.87 and 0.962 for standard deviation. Social Culture Factors 3 that obtained 3.99 as a mean and 0.992 of standard deviation. Social Culture Factors 4 that obtained 3.79 as a mean and 1.090 of standard deviation. Social

Culture Factors 5 that obtained 4.13 as a mean and 0.900 of standard deviation. Social Culture Factors 6 that obtained 3.69 as a mean and 1.055 of standard deviation. Social Culture Factors 7 that obtained 3.74 as a mean and 1.080 of standard deviation. Social Culture Factors 8 that obtained 3.61 as a mean and 1.147 of standard deviation. Social Culture Factors 9 that obtained 3.89 as a mean and 1.047 of standard deviation. Lastly, Culture Social Factors 10 that obtained 4.07 as a mean and 0.960 of standard deviation.

4.2.4 Total Mean Score and Standard Deviation of Environment Factors

Table 4.5: Total Mean Score and Standard Deviation of Environment Factors.

Item	N	Mean	Std. Deviation
Environment Factor 1	248	4.73	0.819
Environment Factor 2	248	4.01	0.856
Environment Factor 3	248	4.10	0.898
Environment Factor 4	248	3.95	0.968
Environment Factor 5	248	3.71	1.137
Environment Factor 6	248	4.17	0.837
Environment Factor 7	248	4.13	0.888
Environment Factor 8	248	4.33	0.776
Environment Factor 9	248	4.02	0.918
Environment Factor 10	248	4.18	0.825
Total		4.13	8.922

Environment Factors are the Independent Variable with Mean and Standard Deviation shown in Table 4.5. Environment Factor 1 was 4.73 as a mean, and the standard deviation was 0.819. Environment Factor 2 was 4.01 as a mean, and the standard deviation was 0.856. Next, the environment factor 3 obtained 4.10 as a mean, and 0.898 of a standard deviation. The mean and standard deviation of environment factors 4 were found to be 3.95 and 0.968, respectively. Additionally, environment factor 5 had 3.71 as a mean and 1.137 as a standard deviation. Other than that, environment factor 6 obtained mean of 4.17 and 0.837 as standard deviation of. In addition, environment factor 7 received a mean and standard deviation of 4.13 and 0.888, respectively. The results of environment factor 8 also produced 4.33 as a mean and 0.776 as a standard deviation. There was obtained 4.02 as a mean and 0.918 as standard deviation for the environment, as a result of factor 9. The environment factor 10 resulted in a final is 4.18 a mean and 0.825 for standard deviation.

4.2.5 Daily Diet

The table shows the respondent's daily diet in percentage interpretation, frequency, mean score and standard deviation (n=248).

Table 4.6: The feedback of respondent's daily diet

Statement	Scale					Mean
	1	2	3	4	5	SD
1. I have a lack of nutrition knowledge	31 12.5%	36 14.5%	46 18.5%	75 30.2%	60 35.1%	3.40 (1.331)
2. I skip meals	36 14.5%	35 14.1%	38 15.3%	91 36.7%	48 19.4%	3.34 (1.322)
3. I eat too much food late at night	39 15.7%	40 16.1%	35 14.1%	82 33.1%	52 21%	3.30 (1.371)
4. There is a lack of healthy food options on campus.	19 7.7%	23 9.3%	45 18.1%	92 37.1%	69 27.8%	3.69 (1.192)
5. I eat too much junk food.	29 11.7%	29 11.7%	45 18.1%	98 39.5%	47 19%	3.44 (1.245)
6. I have no time to eat healthy.	43 17.3%	40 16.1%	51 20.6%	77 31%	37 14.9%	3.13 (1.320)
7. I usually choose my favourite food rather than nutritious one.	25 10.1%	26 10.5%	41 16.5%	94 37.9%	62 25%	3.59 (1.247)

8.	I will try to take the food for health, even though it is not familiar with me.	25 10.1%	18 7.3%	38 15.3%	111 44.8%	56 22.6%	3.66 (1.176)
9.	I think that I do not need to change as far as I am satisfied with present diet.	25 10.1%	28 11.3%	57 23%	89 35.9%	49 19.8%	3.46 (1.216)
10.	I enjoy the food that are known to be good for health.	19 7.7%	12 4.8%	32 12.9%	119 48%	66 26.6%	3.83 (1.105)

The result table 4.6 shows that the daily diet respondent 10 (I enjoy food known to be good for health) had the highest mean score which is ($M = 3.83$, $SD = 1.105$). Meanwhile, respondent daily diet item 6 (I don't have time to eat healthy) had the lowest mean score which is ($M = 3.13$, $SD = 1.320$).

4.2.6 Individual Factor

The table shows the respondent's individual factor in percentage interpretation, frequency, mean score and standard deviation (n=248).

Table 4.7: The feedback of respondent's individual factor

STATEMENT						MEAN
	1	2	3	4	5	SD
1. I practice a low-salt diet	8 3.2%	13 5.2%	51 20.4%	89 35.6%	87 34.8%	3.94 (1.024)
2. I like to eat vegetables.	9 3.6%	17 6.8%	23 9.2%	104 41.6%	95 38%	4.04 (1.037)
3. I often exercise in the evening.	16 6.4%	30 12%	50 20%	85 34%	67 26.8%	3.64 (1.186)
4. I don't eat fast food.	10 4%	33 13.3%	43 17.2%	88 35.2%	74 29.6%	3.73 (1.139)
5. I make fruits as my side food.	3 1.2%	10 4%	37 14.8%	118 47.2%	80 32%	4.06 (0.861)
6. I always carry out health checks.	16 6.4%	21 8.4%	63 25.2%	85 34%	63 25.2%	3.64 (1.141)
7. I always take supplements.	15 6%	16 6.4%	47 18.8%	94 37.6%	76 30.4%	3.81 (1.124)
8. I always practice a healthy lifestyle.	1 0.4%	18 7.2%	44 18.1%	109 45%	76 30.4%	3.97 (0.899)

9. I always eat foods that are high in sugar.	20 8%	34 13.6%	50 20%	76 30.4%	68 27.2%	3.56 (11.242)
10. I often drink carbonated drinks.	47 18.8%	24 9.6%	47 18.8%	76 30.4%	54 21.6%	3.28 (1.397)

Table 4.7's results reveal that the respondent for individual factor 5 (I make fruits as my side food) had the highest mean score which is (M = 4.06, SD = 0.861). Whereas, respondent individual factor 10 (I often drink carbonated drinks) had the lowest mean score which is (M = 3.28, SD = 1.397).



4.2.7 Social Culture Factor

The table shows the respondent's social culture factor in percentage interpretation, frequency, mean score and standard deviation (n=248).

Table 4.8: The feedback of respondent's social culture

STATEMENT						MEAN
	1	2	3	4	5	SD
1. I usually eat food that is trendy.	14	25	45	83	81	3.77
	5.6%	10.3%	18%	33.2%	32.3%	(1.173)
2. I eat certain foods because other people such as family, friends also eat it	8	15	40	124	61	3.87
	3.2%	6%	15.9%	49.6%	23.4%	(0.962)
3. Eating the way I do gives me a sense of satisfaction.	9	9	42	104	84	3.99
	3.6%	3.6%	16.7%	41.6%	33.6%	(0.992)
4. I like to try new foods which I am not accustomed eat.	10	27	38	104	69	3.79
	4%	10.8%	15.1%	41.6%	27.6%	(1.090)
5. I choose the foods I eat because it fits the reason.	5	10	26	116	92	4.13
	2%	4%	10.4%	46.2%	36.8%	(0.900)
6. It is important to me that the food I eat is similar to the food I ate when I was a child.	10	22	60	96	59	3.69
	4%	8.8%	24.3%	38.4%	23.5%	(1.055)
7. I eat certain foods because I am expected to eat them.	12	19	56	96	65	3.74
	4.8%	7.6%	22.4%	38.4%	25.9%	(1.080)
8. My eating habits are superior to others.	12	36	49	90	61	3.61
	4.8%	14.3%	19.6%	36%	24.3%	(1.147)

9. Unhealthy eating is a source of stress in relationships with people.	13 5.2%	9 3.6%	46 18.4%	105 44%	75 29.9%	3.89 (1.047)
10. I will think about healthy food when engaging in activities with the Malaysian Ministry of Health together with the local community on how to manage a healthy diet.	10 4%	6 2.4%	27 10.8%	118 47.2%	87 34.7%	4.07 (0.960)

Table 4.8 shows the results reveal that the respondent for individual factor 5 (I choose the food I eat because it fits the reason) had the highest mean score which is (M = 4.13, SD = 0.900). While respondents of social culture factor 8 (My eating habits are higher than others) had the lowest mean score which is (M = 3.61, SD = 1.147).



4.2.8 Environment Factor

The table provides an analysis of the participants' percentages, frequencies, means, and standard deviations based on items related to environmental influences (n = 248).

Table 4.9: The feedback of respondent's environment factor

Statement	Scale					Mean SD
	1	2	3	4	5	
1. When I cook, I have in mind the quantities to avoid food waste.	5 2%	1 0.4%	21 8.4%	93 37.1%	128 51.2%	4.73 (0.819)
2. My schedule is overloaded. I look for food I can quickly buy, make and swallow.	6 2.4%	4 1.6%	42 16.7%	126 50.4%	70 27.9%	4.01 (0.856)
3. It is important to me that the food I eat is prepared/packed in an environmental friendly way.	6 2.4%	18 7.2%	25 10%	121 48.4%	87 34.8%	4.10 (0.898)
4. It is important to me that the food I eat comes from my own country.	5 2%	18 7.2%	37 14.8%	111 44.2%	77 30.7%	3.95 (0.968)
5. I do not care about the country of origin when I consume or buy the food.	15 6%	26 10.4%	44 17.6%	97 38.8%	66 26.4%	3.71 (1.137)

6. I choose food that have been produced in countries where human right are not violated.	3	6	33	110	96	4.17
	1.2%	2.4%	13.2%	44%	38.4%	(0.837)
7. I prefer to eat food that has been produced in a way that animal's rights have been respected.	7	4	29	118	90	4.13
	2.8%	1.6%	11.6%	47%	36%	(0.888)
8. I choose the food that has certification from the government.	3	2	23	103	117	4.33
	1.2%	0.8%	9.2%	41.2%	35.9%	(0.776)
9. I more prefer food that can be bought in shops close to where I live.	4	14	36	114	80	4.02
	1.6%	5.6%	14.3%	45.6%	32%	(0.918)
10. I usually cook my own food.	3	6	30	115	94	4.18
	1.2%	2.4%	12%	45.8%	37.6%	(0.825)

The environment factor 8 item (I choose the food that has certification from the government) had the highest mean score, as shown in result table 4.9 ($M = 4.33$, $SD = 0.776$). The item of environment factor 5 with the lowest mean score ($M = 3.71$, $SD = 1.135$) is "I do not care about the country of origin when I consume or buy the food."

4.3 RESULT OF RELIABILITY TEST

Cronbach's Alpha is to assess internal consistency or reliability various items, measures or ratings. It is a useful tool in analyzing the reliability of questionnaire responses and proving the reliability of the instrument. A larger value indicates that the element is measured in the corresponding proportion, while if the element's Cronbach's Alpha value is near to 0, it means that it does not measure the required proportion. Cronbach's Alpha values vary from zero to one.

Table 4.10: Reliability Analysis for Daily Diet

Reliability Statistic	
Cronbach's Alpha	N of Elements
0.925	10

Table 4.10 present the reliability analysis findings for a daily diet. Cronbach's Alpha is 0.925, indicating the reliability of the question. It can be applied to this study.

Table 4.11: Reliability Analysis for Individual Factors

Reliability Statistic	
Cronbach's Alpha	N of Elements
0.903	10

Table 4.11 displays the reliability analysis findings broken down by individual factor. The query makes sense given that this study can use Cronbach's Alpha, which is 0.903.

Table 4.12: Reliability Analysis for Social Factors

Reliability Statistic	
Cronbach's Alpha	N of Elements
0.906	10

Table 4.12 presents the reliability analysis findings for the sections on social culture. The query makes sense given that this study can use Cronbach's Alpha, which is 0.906.

Table 4.13: Reliability Analysis for Environmental Factors

Reliability Statistic	
Cronbach's Alpha	N of Elements
0.857	10

Table 4.13 presents the Data from reliability analyses for environmental components. The question can be used for this research since Cronbach's Alpha is 0.857, making it dependable.

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Table 4.14: Analysis of Reliability for Dependent and Independent Variables

Variable	N	Number of items	Cronbach's Alpha
Daily Diet	248	10	0.925
Individual Factors	248	10	0.903
Social Factors	248	10	0.906
Environmental Factors	248	10	0.857

Table 4.14 shows the reliability dependent variable of daily diet is the highest value which is 0.925. For the independent variable of individual factors with 10 questions is 0.903 the Cronbach's Alpha value. The second independent variable is social factors and the value is 0.906 with 10 questions. The third of the independent variables is environmental factors and the value is 0.857 with 10 questions.

4.4 RESULT OF INFERENTIAL ANALYSIS

Results of Pearson Correlation

Table 4.15 The Results of Pearson Correlation

Pearson Correlation		Daily Diet	Individual Factors	Social Culture Factors	Environment Factors
Daily Diet	Pearson Correlation	1	.004	.218**	-.034
	Sig. (2-tailed)		.950	.001	.599
	N	248	248	248	248
Individual Factor	Pearson Correlation	.004	1	.518**	.517**
	Sig. (2-tailed)	.950		.000	.000
	N	248	248	248	248
Social Culture Factor	Pearson Correlation	.218**	.518**	1	.646**
	Sig. (2-tailed)	.001	.000		.000
	N	248	248	248	248
Environment Factor	Pearson Correlation	-.034	.517**	.646**	1
	Sig. (2-tailed)	.599	.000	.000	
	N	248	248	248	248

**Correlation is significant at the 0.01 level (2-tailed)

Table following displays Pearson test results and correlation between the different factors.

Table 4.16: Pearson's results the variables' correlation.

	Daily Diet	Individual Factor	Social Culture Factor	Environment Factor
Daily Diet	1	0.004	0.218**	-0.034**
Individual Factor	0.004	1	0.518**	0.517**
Social Culture Factor	0.218**	0.518**	1	0.646**
Environment Factor	-.034	0.517**	0.646**	1

**Correlation is significant at the 0.01 level (2-tailed)

4.4.1 H₁: There is a significant relationship between individual factors and daily diet among Wellness students in Universiti Malaysia Kelantan, Kampus Kota.

Table 4.17: The relationship between the Individual Factors and Daily Diet

Variable	Individual Factor	
Daily Diet	Pearson Correlation	.004
	Sig. (2-tailed)	.950
	N	248

**Correlation is significant at the 0.05 level (2-tailed)

The association between an individual factors and daily diet is seen in Table 4.17. The significant value for each individual factor is over 0.05 based on the results, while the p value is below 0.05. The alternative hypothesis is disproved and the null hypothesis is accepted. It reveals that there is no causal connection between individual factor and daily diet among Wellness students at Kampus Kota, Universiti Malaysia Kelantan. The individual factor and daily diet only have a very weak link, as seen by the Pearson correlation value of 0.004 for this relationship.

4.4.2 H₂: There is a significant relationship between social culture factors and daily diet among Wellness students in Universiti Malaysia Kelantan, Kampus Kota.

Table 4.18: The relationship between the social culture factor and daily diet

Variable	Social Culture Factor	
Daily Diet	Pearson Correlation	.218**
	Sig. (2-tailed)	.001
	N	248

**Correlation is significant at the 0.05 level (2-tailed)

Table 4.18 shows the link between the social culture factor and daily diet. For p-value is greater than 0.05, whereas the social culture factor' significant value is less than 0.05. The alternative hypothesis is also accepted, despite the null hypothesis being rejected. The daily diet of Wellness students at Universiti Malaysia Kelantan, Kampus Kota, is significantly influenced by social cultural aspects. A weak link exists between social culture and daily diet as shown by the Pearson correlation value of 0.218.

4.4.3 H₃: There is a significant relationship between environment factors and daily diet among Wellness students in Universiti Malaysia Kelantan, Kampus Kota.

Table 4.19: The relationship between the environment factor and daily diet

Variable		Environment Factor
Daily Diet	Pearson Correlation	-.034
	Sig. (2-tailed)	.599
	N	248

**Correlation is significant at the 0.05 level (2-tailed)

The relationship between environmental factors and daily diet is shown in Table 4.19. The results show the significant level of the the p-value is lower than 0.05, and values for each individual factor are more than 0.05. The alternative hypothesis is disproved and the null hypothesis is accepted. This table demonstrates that no significant between environmental factors and daily diet. It proved that is no correlation between environmental influences and daily diet, according to the Pearson correlation coefficient of -0.034.

4.5 DISCUSSION BASED ON RESEARCH OBJECTIVES

The probability value, or P-value, in this test, an alternate hypothesis is either accepted or rejected. Since each alternative hypothesis has been examined at a 95% level, it will be determined that it is true and that this test is significant. In the event that the null hypothesis is disproved if the significance level is under the threshold of 0.05 or not significant at all. But whenever the p-value exceeds 0.05, the alternative hypothesis will be proven false. Because the dependent variables were not significantly different from one another, this test did not find any significance.

4.6 DISCUSSION

This part is to explain the related between daily diet, individuals, social cultural factors, and environmental factors among Wellness students. The significant relationship between daily diet and social and cultural characteristics has shown that the data analysis made is accurate. There is no correlative validation between individuals and environments of daily diet. But previous studies have shown a relationship between daily diet and individual, social culture and environmental variables. Next, Pearson correlation values show the individual factors which are very weak and environment factors have no correlation ($0.218 > 0.004 > -0.034$).

4.7 SUMMARY

The information gathered for this study reveals the elements that affect the Wellness students at University Malaysia Kelantan Kampus Kota's daily diet.

In this survey, 248 people participated. The respondent is a Wellness student of Universiti Malaysia Kelantan, Kampus Kota. Participants' ages range from 22 to 26 years old and older. The findings show that most responders are Malay, and the majority of participants are female.

According to the hypothesis investigated, daily diet, individual, social culture, and environmental traits are significantly correlated among Wellness students at Universiti Malaysia Kelantan, Kampus Kota. No factor has been found that does not also have significant social, cultural, personal, and environmental components.

CHAPTER 5

CONCLUSION

5.1 INTRODUCTION

Research objective is to identify the individual, social, and environmental factors among Wellness students at Universiti Malaysia Kelantan's Kampus Kota's daily dietary habits. A survey with three (3) factors: individual, social cultural and environment was to collect data for this study. In addition, each factor has 10 questions to be answered by the respondent,

Statistics for the Social Sciences (SPSS) version 25 was then used to evaluate the data. The study hypothesis was developed using the descriptive statistics and the Pearson correlation analysis. Discussion of the study's results was covered in the chapter before. Recapitulating the findings, restrictions, and suggestions from this study will end this section.

5.2 RECAPITULATION OF THE FINDINGS

According to the findings, there is no significant between daily diet and individual factors among Wellness students at Kampus Kota, Universiti Malaysia Kelantan. The results is only a very weak association with a p value of 0.950 and a correlation coefficient of 0.004. H1 was therefore disregarded.

Each person approaches nutrition differently and with their own perspective. Using Pearson correlation, the results of individual factor and daily diet revealed a very weak link. University students are in serious danger due to their dangerous eating practises (Sayuti et al., 2020). It showed that how students' bodies' nutrient levels will be affected by their lack of food understanding. Food safety was crucial to ensuring that each student would receive enough nutrition for a healthy diet on a daily basis. The majority of students said they simply had to provide for themselves, they would rather spend their downtime than cooking (Karunanayake et al., 2020). This is due to their mentality that they can accomplish many tasks on campus rather than cooking, that preparing food is simpler than cooking, and that students typically eat quickly when exams are in session. The performance of the students will suffer as a result of this unhealthy mindset. Having healthy meals that they cook themselves is one of the finest options for a balanced diet. This is because kids are knowledgeable about the best ingredients, meal hygiene, and food quality.

According to the findings, it show a significant between daily diet and social culture factors among Wellness students at Kampus Kota, Universiti Malaysia Kelantan. The results is weak with a p value of 0.001 and correlation coefficient of 0.218. H2 was therefore approved.

Weak results from social culture variables and daily diet are caused by different backgrounds and a lack of advice for leading a healthy lifestyle. The everyday diet is perceived differently by students. To encourage participant adherence and the success of health interventions, it is essential to create and carry out health education programmes that include dietary strategies. (Saghafi-Asl et al., 2020). It demonstrated the critical role that health education plays in helping students understand the close connection between social cultural factors and everyday nutrition (Huang et al., 2020). In particular for a student, a healthy lifestyle requires both supplements and exercise. Prior to developing any health programmes, the gender-specific programme has to be prioritised. Not only that, women admitted that when salad was presented elegantly, they planned to consume a limited amount of it because they believed it to be more feminine (Higgs & Ruddock, 2020).

According to the findings, there is no significant between daily diet and environmental factors among Wellness students at Kampus Kota, Universiti Malaysia Kelantan. The results is no link, as indicated by p value of 0.599 and correlation coefficient of -0.034. H3 was therefore disregarded.

One of the factors contributing to students' poor eating habits is where fast food businesses are located. Although they reside in the same collegiate environment, students perceive environmental constraints differently, which is associated with body mass gain. The campus environment should be improved to promote healthy behaviour, and specialists in health promotion and education should assist students in overcoming barriers to a nutritious diet and regular exercise (Yan & Harrington, 2019). The best precautions must be taken, especially in the university area, to prevent a toxic atmosphere. Students with easy access to food establishments seem to be more susceptible to persuasion. Prices of food and goods as well as personal finances also have an impact on students' dietary decisions (Karunanayake et al., 2020). As a result of the university's accessibility to a fast food restaurant, the students are forced to miss breakfast, eat poorly throughout the day, and consume excessive amounts of fat and sugar. Access to wholesome foods-related factors are currently receiving increased focus. The likelihood of having a healthy diet was lower among residents in communities without supermarkets than among those who did.

5.3 LIMITATIONS

Throughout the research, we have carried out various processes to complete this questionnaire. There were some problems among the respondents throughout the survey. The first limitation is that some respondents do not understand the question and the purpose of this research. Not only that, some respondents also did not want to answer the questionnaire because they had to fill in a lot of information and it took several minutes to complete. Respondents not interested in answering this questionnaire that has been shared on social media such as Whatapps or Telegram Respondents to answer the survey in Google Form. Because of this, it is challenging for researchers to collect accurate survey data from Wellness students at Universiti Malaysia Kelantan, Kampus Kota.

To sum up, it's difficult to do this poll perfectly. Students from the Wellness programme at Universiti Malaysia Kelantan, Kampus Kota must commit to the group as a whole. To make this survey easier to conduct, group members must be responsible for completing this task.

5.4 RECOMMENDATIONS

The following suggestions for additional study include:

1. The first suggestion is that in order to get the best results, the target audience should be expanded to include Fakulti Keusahawanan dan Perniagaan (FKP). This is due to the fact that the students should be better knowledgeable about diet, nutrition, and contemporary nutritional issues that may be relevant to their research. In order to get better outcomes from their future studies, it can also be helpful.
2. The researcher can utilise a variety of survey methods to respond to the questionnaire, which is the second piece of advice. To receive the quickest answer from the respondents, for instance, the researcher can employ a telephone survey or a personal interview that takes place face to face. The respondents will find it simple to ask the specified questions during personal interviews and telephone surveys, and both methods also allow for the provision of additional explanation if necessary. Additionally, it can broaden respondents' understanding and make them aware of the need of a healthy diet. The results will be more precise and useful if several survey methodologies are used.
3. Finally, the questionnaire can be created in multiple languages, such as Mandarin and Tamil. Only English and Malay were used as the languages for the majority of the questionnaire. The respondents from different races can utilise their own languages to comprehend the questionnaire effectively and to make it easier for them to respond. As a result, the outcome will be more dependable and efficient.

5.5 SUMMARY

This study examines the variables affecting daily eating among Wellness students at Kampus Kota, Universiti Malaysia Kelantan. Independent variables are created from personal, social, cultural, and environmental aspects. The daily diet is the dependent variable that is impacted by this variable. This research has shown that only one is significant and two are not significant.

According to the results of recapitulation, the social component is the weakest, followed by a very weak individual factor and uncorrelated environmental elements ($0.218 > 0.004 > -0.034$). Additionally, it demonstrates that the three independent variables' p values are 0.950 for the individual factor, 0.001 for the social culture element, and 0.599 for the environment factor. The results are stronger and more reliable thanks to the numerous study publications in this part. In this study, H2 was accepted whereas H1 and H3 were denied. It was discovered that Wellness students at Universiti Malaysia Kelantan's Kampus Kota had difficulty comprehending the surveys and showing interest in them. The target audience should be widened, additional survey methods should be used, and more languages should be used, according to the study's suggestions. This will produce highly valuable studies that will be very helpful in the future.

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APPENDICES

SECTION A: DEMOGRAPHIC DETAILS

Tick the relevant/ Tanda yang berkaitan.

1. Gender/*Jantina*

Male/*Lelaki*

Female/*Perempuan*

2. Age/*Umur*

18-21 years / *18-21 Tahun*

22-25 years / *22-25 Tahun*

26-29 years / *26-29 Tahun*

30 years and above / *30 Tahun dan ke atas*

3. Marital Status / *Status Perkahwinan*

Single/*Bujang*

Married/*Berkahwin*

Divorced/ *Bercerai*

Others (Please State.....) / *Lain-lain (Sila Nyatakan.....)*

4. Race / *Bangsa*

Malay / *Melayu*

Chinese / *Cina*

Indian / *India*

Others (Please State.....) / *Lain-lain (Sila Nyatakan.....)*

5. Religion/Agama

Muslim / *Muslim*

Buddha / *Buddha*

Christian/*Kristian*

Others (Please State.....) / *Lain-lain (Sila Nyatakan.....)*

6. Educational level / Tahap pendidikan

Master & PhD / *Master & PhD*

Degree / *Ijazah*

Diploma / *Diploma*

Others (Please State.....) / *Lain-lain (Sila Nyatakan.....)*



SECTION B: DAILY DIET

Question	Strongly disagree (1)	Disagree (2)	Not at all (3)	Agree (4)	Strongly Agree (5)
1. I have a lack of nutrition knowledge. <i>(Saya kurang pengetahuan pemakanan)</i>					
2. I skip meals <i>(Saya skip makan)</i>					
3. I eat too much food late at night. <i>(Saya makan terlalu banyak makanan pada lewat malam)</i>					
4. There is a lack of healthy food options on campus <i>(Terdapat kekurangan pilihan makanan sihat di kampus)</i>					
5. I eat too much junk food <i>(Saya makan terlalu banyak makanan ringan)</i>					
6. I have no time to eat healthy <i>(Saya tiada masa untuk makan sihat)</i>					
7. I usually choose my favourite food rather than nutritious one <i>(Saya biasanya memilih makanan kegemaran saya daripada yang berkhasiat)</i>					
8. I will try to take the food for health, even though it is not familiar with me. <i>(Saya akan cuba mengambil makanan tersebut untuk kesihatan, walaupun tidak biasa dengan saya)</i>					
9. I think that I do not need to change as far as I am satisfied with present diet. <i>(Saya fikir saya tidak perlu mengubah setakat saya)</i>					

berpuas hati dengan diet sekarang.)					
10. I enjoy the food that are known to be good for health. <i>(Saya menikmati makanan yang diketahui baik untuk kesihatan)</i>					

SECTION C: INDIVIDUAL FACTORS

Question	Strongly disagree (1)	Disagree (2)	Not at all (3)	Agree (4)	Strongly Agree (5)
1. I practice a low-salt diet (<i>Saya mengamalkan diet yang rendah garam</i>)					
2. I like to eat vegetables (<i>Saya gemar makan sayur</i>)					
3. I often exercise in the evening (<i>Saya kerap melakukan senaman pada waktu petang</i>)					
4. I don't eat fast food (<i>Saya kurang makan makanan segera</i>)					
5. I make fruits as my side food (<i>Saya jadikan buah-buahan sebagai makanan sampingan saya</i>)					
6. I always carry out health checks (<i>Saya sentiasa menjalankan pemeriksaan kesihatan</i>)					
7. I always take supplements (<i>Saya selalu mengambil makanan tambahan</i>)					
8. I always practice a healthy lifestyle (<i>Saya sentiasa mengamalkan gaya hidup yang sihat</i>)					
9. I always eat foods that are high in sugar (<i>Saya sentiasa mengambil makanan yang tinggi gula</i>)					
10. I often drink carbonated drinks (<i>Saya kerap minum minuman yang berkarbonat</i>)					

SOCIAL CULTURE FACTORS

Question	Strongly Disagree (1)	Disagree (2)	Not at all (3)	Agree (4)	Strongly Agree (5)
1. I usually eat food that is trendy. <i>(Saya biasanya makan makanan yang bergaya dan terkini)</i>					
2. I eat certain foods because other people such as family, friends also eat it <i>(Saya makan makanan tertentu kerana orang lain seperti keluarga, rakan juga memakannya)</i>					
3. Eating the way I do gives me a sense of satisfaction <i>(Makan dengan cara saya lakukan memberi kepuasan)</i>					
4. I like to try new foods which I am not accustomed eat <i>(Saya suka mencuba makanan baharu yang saya tidak biasa makan)</i>					
5. I choose the foods I eat because it fits the reason <i>(Saya memilih makanan yang saya makan kerana ia sesuai dengan muslim)</i>					
6. It important to me that the food I eat is similar to the food I ate when I was a child <i>(Penting bagi saya bahawa makanan yang saya makan)</i>					

<i>sama dengan makanan yang saya makan Ketika saya kecil)</i>					
7. I eat certain foods because I am expected to eat them <i>(Saya makan makanan tertentu kerana saya dijangka akan memakannya)</i>					
8. My eating habits are superior to others. <i>(Tabiat makan saya lebih tinggi daripada yang lain)</i>					
9. Unhealthy eating is a source of stress in relationships with people <i>(Pemakanan yang tidak sihat adalah punca tekanan dalam hubungan dengan orang ramai)</i>					
10. I will think about healthy food when engaging in dengan activities with the Malaysian Ministry of Health together with the local community on how to manage a healthy diet <i>(Saya akan berfikir tentang makanan yang sihat apabila terlibat dalam aktiviti dengan Kementerian Kesihatan Malaysia bersama komuniti setempat mengenai cara menguruskan pemakanan yang sihat)</i>					

ENVIRONMENT FACTORS

Question	Strongly disagree (1)	Disagree (2)	Not at all (3)	Agree (4)	Strongly Agree (5)
1. When I cook, I have in mind the quantities to avoid food waste. <i>(Semasa saya memasak, saya perlu peka dengan kuantiti untuk mengelakkan pembaziran)</i>					
2. My schedule is overloaded. I look for food I can quickly buy, make and swallow. <i>(Jadual saya terlalu padat. Saya mencari makanan yang boleh saya beli, buat dan telan dengan cepat)</i>					
3. It is important to me that the food I eat is prepared/packed in an environmental friendly way. <i>(Penting bagi saya bahawa makanan yang saya makan disediakan/dibungkus dalam cara mesra alam)</i>					
4. It is important to me that the food I eat comes from my own country. <i>(Adalah penting bagi saya bahawa makanan yang saya makan berasal dari negara saya sendiri)</i>					
5. I do not care about the country of origin when I consume or buy the food. <i>(Saya tidak peduli dengan negara asal semasa saya mengambil atau membeli makanan)</i>					
6. I choose food that have been produced in countries where human right are not violated. <i>(Saya memilih makanan yang telah dihasilkan di negara-</i>					

<i>negara di mana hak asasi manusia tidak dilanggar)</i>					
7. I prefer to eat food that has been produced in a way that animal's rights have been respected. <i>(Saya lebih suka makan makanan yang dihasilkan dengan cara yang hak haiwan telah dipelihara)</i>					
8. I choose the food that has certification from the government. <i>(Saya memilih makanan yang mempunyai pensijilan daripada kerajaan)</i>					
9. I more prefer food that can be bought in shops close to where I live. <i>(Saya lebih suka makanan yang boleh dibeli di kedai berhampiran dengan tempat tinggal saya)</i>					
10. I usually cook my own food. <i>(Saya biasanya memasak makanan saya sendiri)</i>					

Thank you/ *Terima kasih*

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