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**LIFESTYLE AND DIETARY HABITS OF HIGH SCHOOL GOING
STUDENT IN SOUTHWESTERN PART OF BANGLADESH**

A Project Report

By

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Submitted to the Department of Nutrition and Food Engineering in the
partial fulfilment of B.Sc. in Nutrition and Food Engineering

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APPROVAL

This Project titled “**Lifestyle and Dietary Habits of High School Going Student in Southwestern Part of Bangladesh**”, submitted by Sabikun Nahar to the Department of Nutrition and Food Engineering, Daffodil International University, has been accepted as satisfactory for the partial fulfillment of the requirements for the degree of B.Sc. in Nutrition and Food Engineering and approved as to its style and contents. The presentation has been held on __/__/____.

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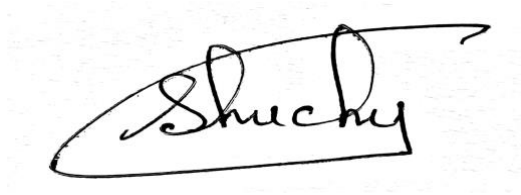
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DECLARATION

This project report has been completed by the undersigned individuals under the guidance of **Somaiya Islam Shuchy**, a faculty member in the Department of Nutrition and Food Engineering at Daffodil International University. We also declare that neither this thesis report nor any part of this internship report has been submitted elsewhere for the award of any degree or diploma.



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DEDICATION

I dedicate this thesis report to my beloved my Husband

ABSTRACT

Background: Bangladesh now faces a severe school going student health hazard due to the prevalence of malnutrition of high school going student. Study focused on lifestyle and dietary habits of 2-10 classes school going student in southwestern part of Bangladesh who are enrolled in an Chowgacha Shahadat Pilot Secondary School are a demographically significant but nutritionally vulnerable population.

Method: The study followed cross-sectional process on dietary variety questionnaire (DVQ) was distributed to collect information on food frequency, gender and living arrangements.

Results: According to the findings of a study that was conducted on the dietary habits of consume sugary snacks (46.36%) in 2-3 times in per week in the Chowgacha Shahadat Pilot Secondary School, only one in ten girls (10%) consumed green leafy vegetables on a daily basis. Almost the same percentage of girls consumed fruits on a "regular basis," and it was discovered that the consumption of fast food was high. School children in the age bracket of 10-19 years were asked about their fruits and vegetables consumption in the (39.09%) in 3-4 times per week, as well as their preferred foods.

Conclusion: School going students have improved their dietary habits, over half of them regularly indulged in chocolate and soft drinks, and over a third regularly ate other fast food or went without food. Most children know the difference between healthy and unhealthy diets. Even though they knew fast food could be bad for them, they nevertheless ate it frequently when they were with their pals.

TABLE OF CONTENTS

Approval.....	i
Declaration	ii
Acknowledgement.....	iii
Dedication	iv
Abstract	v
Table of Contents	vi
List of Figures	viii
List of Tables.....	ix
CHAPTER 1 : INTRODUCTION	1
1.1 Introduction.....	3
1.3 Objective of the Study	3
1.3.1 General Objective	3
1.3.2 Specific Objectives.....	3
1.4 Limitations.....	3
CHAPTER 2 : LITERATURE REVIEW	5
School Nutrition Guidelines of Bangladesh	5
School Nutrition Policy Drives Food Practices	6
Determinants of Children’s Healthy Food Choices.....	7
Influencing Children's Eating Behavior.....	8
Food preference.....	8
Dietary of Bangladeshi High School Students during COVID-19 Pandemic.....	9
CHAPTER 3 : METHODOLOGY	10
3.1 Conceptual Framework.....	10
3.2 Study Design.....	10
3.3 Study Area	10
3.4 Sample Size	11
3.4.1 Sample Approach.....	11
3.5 Measures	11
3.5.1 Inclusion Criteria.....	11
3.5.2 Exclusion Criteria	11

3.6	Data Collection Method.....	12
3.6.1	Questionnaire and Setup	12
3.7	Data Analysis Plan.....	12
3.8	Ethical Consideration.....	12
3.9	Data Analysis Technique.....	13
CHAPTER 4 : RESULTS AND DISCUSSION.....		14
4.1	Survey Company Overview.....	14
4.2	Demographic Characteristic of School.....	14
4.3	Lifestyle behavior of the student	17
4.4	Perceptions of the School Going Children Food Habit	19
4.5	School Authority Nutritional Food Guidelines Prepared for Children.....	19
4.6	Current Dietary Habit Practices of Village School Student's in Southwestern part of Bangladesh	21
4.7	Malnutrition Factors of School-going Students in their Dietary Food Practice	25
4.8	Suggestion Beneficiary's Food Choices for Going Children and Change their Eating Habits.....	26
4.9	Weekly eating habits of the Rural School Children in Southeastern Area of Bangladesh	27
4.10	Peason Correlation.....	28
4.11	Discussion.....	29
CHAPTER 5 : CONCLUSION AND RECOMMENDATIONS.....		31
5.1	Conclusion	31
5.2	Recommendation	32
References (APA 7 th Edition).....		33
Appendix I: Survey Questionnaire		36
Appendix II: Survey Photograph.....		44

LIST OF FIGURES

Figure 2.1: Children’s healthy food choices	7
Figure 3.1: Conceptual framework base variable determination.....	10
Figure 3.2: Study area map	10
Figure 3.3: Data collection method.....	12
Figure 4.1: Ages by respondent.....	14
Figure 4.2: Education period in Chowgacha Shadat Pilot Secondary School.....	15
Figure 4.3: Monthly family income	16
Figure 4.4: Student living condition.....	17
Figure 4.5: Hours of the free time given a day.....	18
Figure 4.6: Nutritional food guidelines provided by school authorities.....	20
Figure 4.7: Nutritional food guidelines influence the food choices made by children at school	21
Figure 4.8: Student are preferred choice for breakfast before school	22
Figure 4.9: Student bring homemade lunch to school.....	23
Figure 4.10: Typically decides what student eat for meals at home	24
Figure 4.11: School child are vitamin and minerals related food consumption.....	25
Figure 4.12: Recommending food choices for growing children.....	26
Figure 4.13: Recommend limiting the consumption of sugary snacks and beverages for growing children	26

LIST OF TABLES

Table 2.1: Discussions of nutritious food and cooking in Bangladeshi School.....	6
Table 2.2: Comparison of boys' and girls' breakfast consumption habits (in percentage)	9
Table 3.1: Description of study area	11
Table 4.1: Sex distribution of respondent	14
Table 4.2: Respondent religion	15
Table 4.3: Family income sources.....	16
Table 4.4: Time spends on social media (like Facebook or Instagram) in a week	17
Table 4.5: Lifestyle behavior of the student (multiple responses)	18
Table 4.6: Food frequency (multiple responses).....	19
Table 4.7: Student aware of the nutritional food guidelines prepared by school authorities.....	19
Table 4.8: Promotional materials or educational resources related to nutrition and healthy eating in school.....	20
Table 4.9: Student consumed fruits and vegetables in a typical week.....	21
Table 4.10: Student consume sugary snacks or drinks during school hours.....	22
Table 4.11: Servings of water student's typically drink during school hours.....	23
Table 4.12: School student skip meals during the day	24
Table 4.13: Fascinated source of local food for school children.....	25
Table 4.14: Resources or support would helpful in recommending beneficiary food choices and changing children's eating habits.....	27
Table 4.15: Intake's food habit of children (multiple responses).....	27
Table 4.16: Dependent variable sex, ages associated with lifestyle and dietary habits factors.....	28

CHAPTER 1: INTRODUCTION

1.1 Introduction

Adolescents and adults who consume a greater quantity of fast food and other low-quality foods and have irregular meal patterns, particularly those who skip breakfast, have an increased propensity to experience weight gain. Bangladesh presently confronts a significant public health menace as a result of the high incidence of overweight and obese adolescents. Enrolled adolescents in local schools in Bangladesh constitute a demographically significant yet nutritionally vulnerable group. It is possible to reduce adolescent malnutrition through the application of reliable nutritional information and sources. The extent to which Khan et al. (2019) comprehend nutrition is determined by their participation in discussions and exposure to information regarding the origins and consumption of food. The sources of information most frequently consulted by adolescents who are presently registered in an academic institution are academic texts, immediate family members, acquaintances, the media (especially television and the internet), and healthcare professionals. Research conducted by Karmakar et al., (2016) has revealed that adolescents hold ambivalent attitudes regarding the credibility and utility of online resources. In a study conducted in Bangladesh, healthcare practitioners were regarded as the most reliable sources of dietary information, 86.5% of the participants, despite the prevalence of online resources (Razzak et al., 2020). With a comprehensive understanding of nutrition, it becomes easier to identify dietary requirements and make well-informed choices regarding food consumption. In addition, precise nutritional information, exemplified by the facts panel, promotes the development of health-conscious dietary practices. The information-seeking behavior of adolescents concerning nutrition lays the groundwork for community-based interventions that have the potential to enhance dietary habits and overall health results. Nevertheless, a comprehensive investigation into the precise correlation between these sources of nutrition information and their impact on the level of nutrition awareness among in-school adolescents has yet to be conducted in Bangladesh. To sum up, the food habits formed during adolescence have a considerable effect on future health results. Schools and parents have important roles in influencing these habits, and it is vital for them to be involved in encouraging balanced and health eating habits. Educating individuals on the benefits of choosing healthier food options and making those options more easily available can reduce the likelihood of potential health

problem in the future. By creating settings that emphasize the importance of nutritional education and access to healthy food, we can assist teenagers in forming lasting habits that promote their overall health. To sum up, the types of food we eat during our teenage years have a lasting effect on our overall health in the future.

A sufficient and suitable nutritional regimen is essential during this period to foster sound eating practices and supply essential nutrients that support not only immediate physical development, academic performance, and progress but also long-term well-being. Adequate nutrition is vital for the health, development, growth, and academic achievement of students. In addition to socioeconomic status and seasonal availability, dietary norms and dietary practices all influence how individuals consume. Due to their brief attention span, memory issues, and cognitive abilities for self-reporting, children may not be able to provide accurate responses during dietary evaluations at school. As a consequence, researchers are frequently compelled to depend on data supplied by parents or caregivers. Although this approach may suffice when the target population comprises younger children, parents may occasionally be uninformed regarding the outside consumption habits of their older children. Qualitative diet surveys, according to Akhter et al. (2004), Can be utilized to acquire a greater understanding of an individual's eating habits and preferences. Extensive research has been carried out on meal patterns, dietary habits, preferences, avoidances, weaning practices, and neonatal feeding practices through the use of this variable. Comprehending these patterns can assist in customizing interventions that are suitable to the cultural and contextual environment, ultimately enhancing their efficacy. The aim of this study was to enhance the comprehension of the dietary behaviors displayed by students enrolled in schools within the Jashore district of Bangladesh.

1.2 Background of the Study

Their nutritional status substantially influences schoolchildren's educational performance, physical development, and health. Dietary decisions made by kids and their families impact their health and can lead to malnutrition and "overnutrition." Individuals, families, and communities have diverse dietary practices due to socioeconomic status, regional traditions and customs, the seasonal availability of food items, and other influences. Although qualitative and quantitative diet surveys employ a variety of methodologies, determining the most appropriate one to evaluate the dietary intake of the target population can present several challenges.

1.3 Objective of the Study

1.3.1 General Objective

To study about the Dietary Habits of High School Children in Chowgacha Thana of Jashore District, Bangladesh.

1.3.2 Specific Objectives

- To evaluate lifestyle pattern and food habit of school going children of Bangladesh.
- To analyze the malnutrition factors of school-going students in their dietary food practice.
- To recommend dietary food guidelines based on the findings for school children of Bangladesh.

1.4 Limitations

Study limitation are sample size and the method of data collection, this study can only be considered representative of Chowgacha Shahadat Pilot Secondary School children (9-17 years old). Furthermore, since the parents filled out the questionnaire on their own time, it is probable that their answers might not be accurately depicted their children's true eating routines and preferences.

1. Size and Representation of the Sample:

Limitation: One potential limitation of the study is the potential impact of the small sample size on the extent to which the results can be applied to the entire high school pupil population.

Recommendation: It is advisable to augment the size and diversity of future research samples in order to achieve a more comprehensive representation and more precise findings.

2. Sampling Procedure:

Limitation: The sampling technique employed, such as convenience sampling, may have introduced bias into the study.

Recommendation: Future research should utilize random or stratified sampling techniques to increase the study's validity and decrease sampling bias.

3. Method of Data Collection:

Limitation: One potential limitation is that the use of self-reported data could introduce inaccuracies attributable to recall bias or social desirability bias.

Recommendation: It is suggested that, whenever feasible, objective measures (e.g., physical activity monitors, dietary records) be integrated with self-reported data to augment the dependability of the results.

4. Geographic Restrictions:

Limitation: The scope of this research is restricted to high school students residing in the southwestern region of Bangladesh, which restricts the applicability of the results to alternative areas or demographic cohorts.

Recommendation: It is advisable to expand the scope of the research to encompass additional regions of Bangladesh or diversify the demographic composition of the participants in order to obtain a more comprehensive understanding of the dietary and lifestyle patterns of high school students.

Further investigations can yield more comprehensive understandings of the dietary and lifestyle patterns of high school students residing in the southwestern region of Bangladesh by acknowledging and rectifying these constraints. Such advancements would enable the development of more informed policies and interventions that aim to encourage healthier behaviors among this demographic.

CHAPTER 2: LITERATURE REVIEW

Books, papers, and articles on the lifestyle and dietary habits of high school going student in Southwestern Part of Bangladesh in particular have been written by academics in the fields of food and health as well as authors and columnists who write about these topics. In this chapter, I would like to conduct a literature determination on the nutrition habit in Bangladesh as well as the relationship practice on going school student with a particular emphasis on dietary habit.

School Nutrition Guidelines of Bangladesh

The policies of SHED and DPE have integrated health school into the classroom. Healthy food rules and guidelines (Digital, 2010), as well as chances for students to practice healthy eating, are necessary for building healthy eating habits among students. All school boards in Saskatchewan are required by law to adopt food policies that are consistent with the recommendations made in a document titled "Nourishing Minds," which was written by the province's Ministry of Education. The official announcement from the Bangladesh Ministry of Education is as follows:

"Food safety begins in the kitchen. Having a clean cooking environment is a major factor in preventing foodborne illness. Kitchens have more bacteria than any other room in the house or school. Therefore, the physical facility for cooking should be clean and should be maintained in good repair and in an orderly condition, involving a set cleaning and disinfection schedule. After completion of cooking and consumption of the food, the utensils and cooking areas will be properly washed and cleaned by using hot water and appropriate detergents (soap, bleach etc.)", DPE, 2020. p. 18.

The tenets of the Comprehensive School Community Health, the Bangladesh Education Curricula, and the Food and Nutrition Guidelines for Children are all incorporated within Nourishing Minds (UNICEF, 2010). Nourishing Minds aims to improve students' health and academic performance by promoting a healthy eating culture in classrooms across the province. Saskatchewan's Health Education Curriculum and Nourishing Minds' shared values and goals make for natural synergies that can be used to reinforce lessons learned in the classroom and inspire students to

put those learnings into practice outside of school. The guidelines additionally feature a meal rating system to aid in the decision-making process. The curriculum's overarching goal is to help students become lifelong learners who are able to make informed decisions about their own health and the health of those around them (WFP, 2020). School children in Saskatchewan have access to a solid educational foundation for promoting good eating habits through the province's Health Education program. The table 2.1 below shows the topics taught in Health Education classes 1-10.

Table 2.1: Discussions of nutritious food and cooking in Bangladeshi School

Class	Topics Enclosed in the Curriculum
Class-1	Choosing Healthy food and drink
Class-2	Following Bangladesh Food Guide
Class-3	Choosing What We Eat: Reading labels
Class-4	Aids to Good Digestion
Class-5	Good Nourishment in Children
Class-6	Body Image and Nutrition
Class-7	Healthy Food Habit
Class-8	Eating Disorders
Class-9	Supporting a Healthy Food School Policy

Source: WFP, (2020)

School Nutrition Policy Drives Food Practices

Saskatchewan's school boards create and regulate nutrition policy in the province's schools. These requirements are crucial for conformity with the Edexcel, Cambridge, and Bangladesh Food Guide curricula, as well as the Saskatchewan Health Education Curriculum. There are numerous school divisions within the Secondary and Intermediate Education Board of Bangladesh. Some school divisions have created nutrition policies of their own (UNICEF, 2010).

The objective of nutrition policies is to encourage healthy eating by encouraging healthy food and beverage selections and by establishing standards for all food offered or sold in school settings. All thirteen DPE schools included in this study adhere to the nutrition requirements of the Ministry of Education. These rules direct the food practices and menu planning for the SHED and provide the framework to guarantee

that children have access to nutritional, high-quality meals. In addition, schools are obligated to adhere to these criteria for food-related fundraisers and other food-related school events, such as developing country culinary events.

Determinants of Children's Healthy Food Choices

Hasan et al. (2021) found that Child nutrition is influenced by a number of factors, including but not limited to gender, age, socioeconomic status, preferences, food availability and accessibility at home and at school, and parental modeling, eg.: a study of children in class 3-12 indicated that males eat more meat and fish products and females eat more fruits and vegetables. In addition, research has shown that a family's socioeconomic status (SES), which includes factors like parental education and money, is related to and predictive of their children's dietary habits (Alam et al., 2010). Therefore, these and other aspects should be considered while designing a school food program.

							
Meals	MON	TUES	WED	THURS	FRI	SAT	SUN
Dinner	- Turkey-Veggie Guacamole Burgers - Potato Smashers - Fruit Salad	- Hawaiian Chicken - Wild Rice - Mesclun Salad - Sourdough Rolls	- Broccoli Pesto Pasta - Parmesan Chicken Tenders - Garden Salad	- Spaghetti w/Crockpot Meatballs - Mesclun Salad	- Grilled Shrimp & Veggie Kebobs - Saffron Rice	- Sweet-n-Spicy Grilled Chicken - Potato Salad - Dessert: Grilled Peaches w/Frozen Yogurt	- Grilled Steak & Veggie Fajitas - Homemade Tortillas, Guac, Salsa & Sour Cream
Lunch	- Greek Hummus Dip - Raw Veggie Kabobs - Crackers - Apple Slices	- Mini Turkey Veggie Burgers - Fruit Salad - Tortilla Chips w/Guacamole	- Hawaiian Chicken Subs - Raw Veggies w/Ranch Dip - Grapes	- Parmesan Chicken Dunkers - Homemade "Lunchable"	- Meatball Subs - Carrots w/Ranch Dip - Cultured Pickles	- Carrot-Cheddar Sandwiches - Pineapple Slices	- Greek Salad Wrap - Potato Salad
Breakfast	- Toad-in-the-Hole - Strawberries w/Vanilla Yogurt	- Soaked Oatmeal w/Fresh Diced Peaches - Poached Eggs	- Cinnamon Streusel Muffins - EggsOverEasy - Fruit Smoothie	Homemade Granola with Fresh Berries & Almond Milk	- Fruit & Yogurt Parfaits - Boiled Eggs	- Peach Pancakes - Homemade Sausage Patties - Fruit Salad	- Huevos a la Mexicana - Buttermilk Biscuits w/Raw Honey & Butter - Fruit Smoothie
Do Ahead	MON	TUES	WED	THURS	FRI	SAT	SUN
Tasks to do to "prep" for next day	- Grilled extra mini-size burgers and save extra fruit and guac for tomorrow's lunch - Soak oats for breakfast	Save leftover Hawaiian chicken for tomorrow's lunch	Make double batch of Parmesan chicken tenders, save some for chicken dunkers and freeze rest for future use	- Save extra meatballs for tomorrow's lunch - Defrost shrimp in frig overnight	- Defrost split chicken breasts in frig overnight - Make meal plan for next week - Go to market	Save leftover chicken and potato salad for tomorrow's lunch	Freeze extra biscuits for next week's breakfasts

Figure 2.1: Children's healthy food choices

Source: <https://thenourishinghome.com/2012/08/1st-week-back-to-school-meal-plan/>

Hossain et al. (2022) studying the social and cultural significance of foods, as well as the causes and structural conditions that determine what people eat, is crucial because dietary preferences vary among demographic groups. Public health initiatives should

consider the fact that as children become older, their dietary preferences expand beyond the items they have access to at home. Other factors, such as the influence of friends and the school environment, also become crucial in shaping what children eat. Because of the growing importance of schools as a site for public health interventions aimed at shaping children's eating habits, many educational institutions have adopted policies based on sound nutritional principles in an effort to encourage more healthful diet choices among their student bodies.

Influencing Children's Eating Behavior

Children learn about food in a variety of ways, including through direct instruction, observation, and experimentation. Parents are among the most powerful and trustworthy sources of knowledge regarding food and parents' eating behaviors significantly influence those of their children (Saqib et al., 2016). Parents use a variety of feeding methods, including as pressure, restriction, modeling, rewards, encouragement, and repeated taste exposure, to encourage their children to consume nutritious foods like fruits and vegetables and discourage them from snacking on unhealthy sweets and fatty foods (Sultana et al., 2019). Positive role models who eat healthily and lead by example are crucial for the growth and development of children.

Food preference

Das et al. (2022) found that school student's junk food is defined by being unhealthy (due to its high sugar, fat, and calorie content) and unsatisfactory (since it lacks nutritious value). Chocolate, potato chips, soft drinks, cookies, cake, brownies, pizza, ice cream, and French fries were all named as examples of junk foods. Most seventh graders at my rural language school were chocolate fans who generously shared their treats with their classmates.

Table 2.2: Comparison of boys' and girls' breakfast consumption habits (in percentage)

Gender	Daily	3-4 days a week	1-2 day(s) a week	Never
Boys	59.1	14.5	16.0	10.4
Girls	57.4	11.8	16.2	14.7
Total	58.2	13.1	16.1	12.6

Source: Porter *et al.* (2017)

Table 2.1 shows that over 60% of adolescent regularly consume breakfast, whereas 13% consume it just 3-4 times weekly, 16% consume it once or twice weekly, and 12% never consume breakfast.

Dietary of Bangladeshi High School Students during COVID-19 Pandemic

Kundu et al. (2020) studies on adolescence, the most formative time of a person's life, occurs between childhood and adulthood, and is thus represented by the population of high school students. Despite this age group's reputation for health, 2.6 million teens worldwide die annually. Adolescents often exhibit risky behaviors (such as cigarette and drug use) and bad habits (such as inadequate dietary intake, rest, and exercise) that can lead to an unhealthy condition, but those who pursue a healthy lifestyle can change behavior and maintain their well-being.

CHAPTER 3: METHODOLOGY

3.1 Conceptual Framework

The proposed dependent variables are children's dietary habits, and the independent variables are socio-demographic, socioeconomic has been influenced.

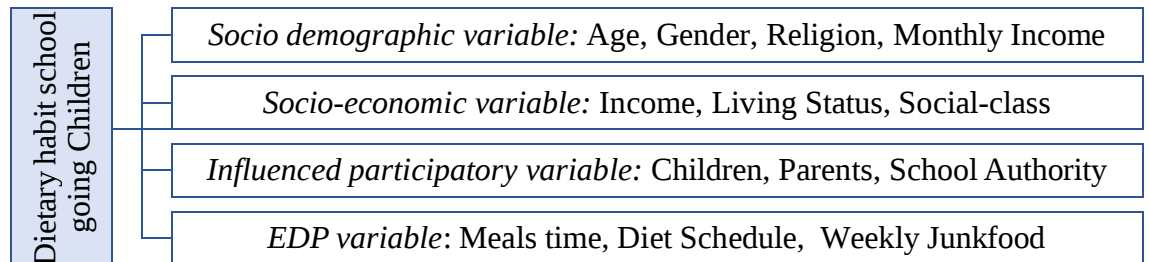


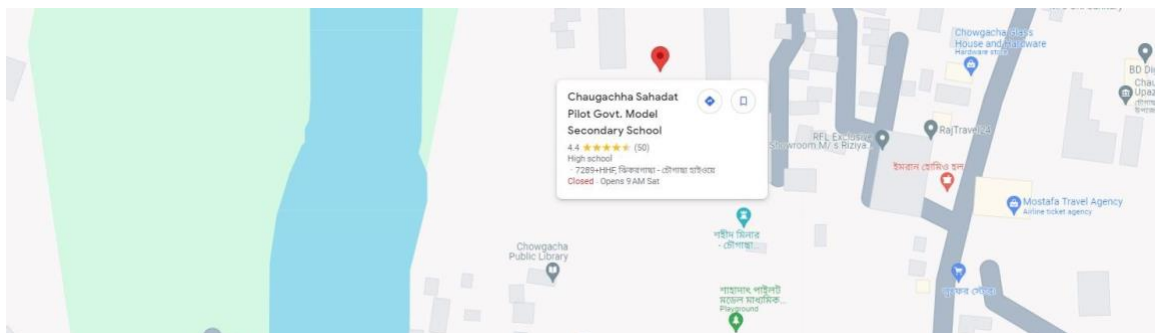
Figure 3.1: Conceptual framework base variable determination

3.2 Study Design

The study has a descriptive analysis based cross-sectional Study (Wen et al., 2022).

3.3 Study Area

Chowgacha Shadat Pilot Secondary School is an educational institution located in Chowgacha Chowgacha Chougachha, Jessore. The Educational Institute Identification Number, or EIIN, is 115655. It went into operation for the first time on January 1, 1929. The college offers courses in Humanities, Business Studies, and Science.



Source: (Google, 2024)

Figure 3.2: Study area map

Table 3.1: Description of study area

Identity	Details	Since
Chowgacha Shahadat Pilot Secondary School	115655 (Secondary)	01-01-1929 Recognized (11-01-1945)
MPO (5503051301)	MPO number	Secondary (Co-education)
Area	Jessore District (Shift: day)	Pouro area
Geographic Coordinator	23.2665202, 89.0190251	19.75z

Source: Ministry of Education, (2024)

3.4 Sample Size

In the study used a purposive sampling method (Das et al. (2016) base field survey. The population size defined in Chowgacha Shahadat Pilot Secondary School is estimated to be 700 students, and samples were taken at 220.

3.4.1 Sample Approach

The surveying portion started in February 2024. The questionnaire is group-wise and will be distributed to the various parental professions and classes of Chowgacha Shadat Pilot Secondary School students.

3.5 Measures

3.5.1 Inclusion Criteria

- Bangla Medium School is taking students of VI-IX classes.
- Students who consented willingly were included in the study.

3.5.2 Exclusion Criteria

- I excluded English medium school children except Bangla students with high school co-education.

3.6 Data Collection Method

Data was collected from primary and secondary sources (books, article, newspaper). Quantitatively, the survey has carried out using an oral questionnaire (M. S. Hosen, 2022). The questionnaires were distributed to all parents after obtaining their consent and explaining the purpose of the study. Secondary sources of data will be collected from books, articles, newspapers, and government reports of Bangladesh.

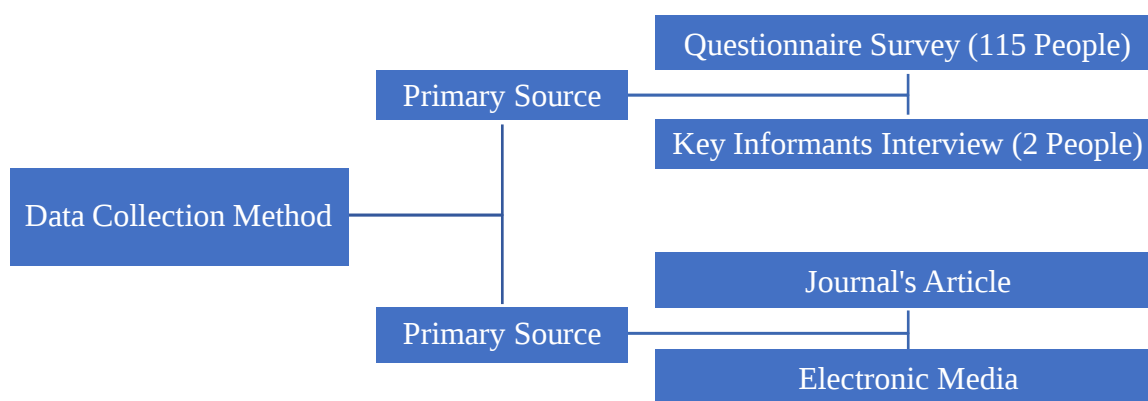


Figure 3.3: Data collection method

3.6.1 Questionnaire and Setup

According to a questionnaire for a school children food survey, class 3-10 student perspectives on socio-demographic factors such as food habits, food pattern and economic conditions are sought for. Respondents were tasked with illustrating and spelling out their thoughts on the quarry under consideration in a series of survey questions. It's in Appendix-A. Students group discussion including their food habits and dietary practices effect on local school at Chowgacha thana.

3.7 Data Analysis Plan

Metadata analysis with entered and implemented in Statistical Package for Social Science (SPSS) and data visualization in Excel 2007. Data analysis followed by statistically processed using descriptive statistics (M. Hosen et al., 2024) and the frequency distribution of all questionnaire factors.

3.8 Ethical Consideration

All responses were kept confidential. Moreover, the Data Protection Act of 2009 and the Digital Security Act of 2018 were followed to guarantee the data's security.

3.9 Data Analysis Technique

Data analysis by the statistical package for social sciences (SPSS) and Microsoft Excel based graphical presentation used to evaluate field survey data and present effective findings. Graphs, charts, pie charts, and doughnut charts are the most common visual representations of statistical data. Other methods are shown in the section that follows:

- Require data collection from primary source and secondary source.
- Systematically process data collection method
- Data collection tool are used in the research like as Microsoft Excel-2007

CHAPTER 4: RESULTS AND DISCUSSION

4.1 Survey Company Overview

Sample size and response rate total 220, frequency system analysis entire part and results distribution by percentages measurement 100 percent of all survey data, results analysis by Statistical package for social sciences SPSS Microsoft Excel 2007.

4.2 Demographic Characteristic of School

A school children demographics are easily discernible. To mention a few, these characteristics include things like one's age, gender, family situation, education, earnings, and race.

Table 4.1: Gender distribution of respondent

Category	Frequency	Percent	Cum. Percent
Girls	93	42.27	42.27
Boys	127	57.73	100
Total	220	100	

Table 4.1 reveals that (42.27%) data collected from girls and (57.73%) questionnaire filling by boys of Chowgacha Shadat Pilot Secondary School in Jashore district of Bangladesh at the surveyed respectively.

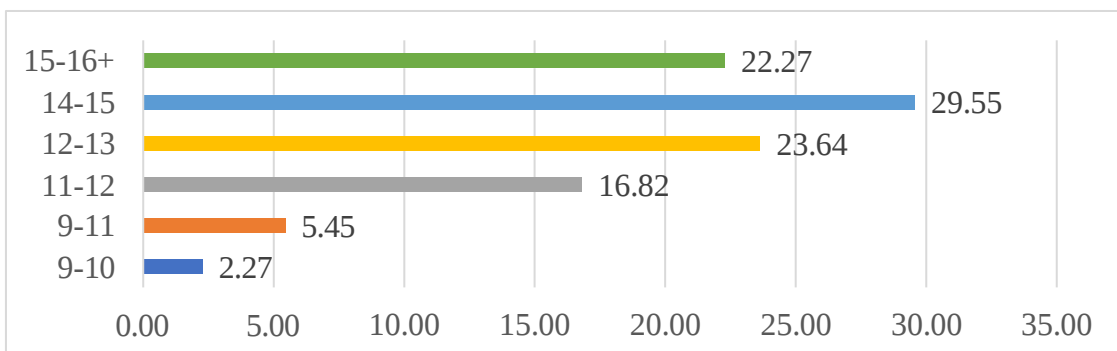


Figure 4.1: Ages by respondent

According to figure 4.1, it is found that just (22.27%) of the respondents are 15-16+ ages, 14-15 ages group are (29.55%), 12-13 ages group student (23.64%), 11-12 ages group respondent (16.82%) student, 9-11 years older ages (5.45%) and younger school children are (2.27%) ages has been found filed survey 2024.

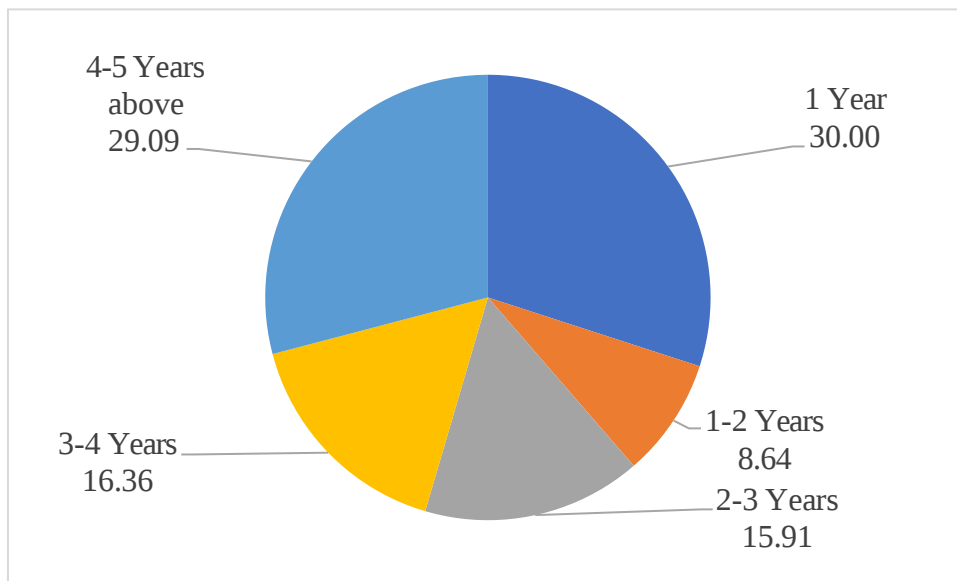


Figure 4.2: Education period in Chowgacha Shadat Pilot Secondary School

Figure 4.2 discloses that (29.09%) are 4-5 years education period school children has found, (30%) are only 1 years studied in selected school, (16.36%) student are 3-4 years has been studies in the same school and (15.91%) student are 1-3 years studied at the institutes and only (8.64%) student are 1-2 years has studied in Chowgacha Shadat Pilot Secondary School of Jashore district it's Southwestern area of Bangladesh in surveyed respectively.

Table 4.2: Respondent religion

Category	Frequency	Percent
Muslim	207	94.09
Hindu	13	5.91
Total	220	100

Table 4.2 reveals that (94.09%) belonged in Muslim family and (5.91%) child religious believed in Hinduism in found that field respectively.

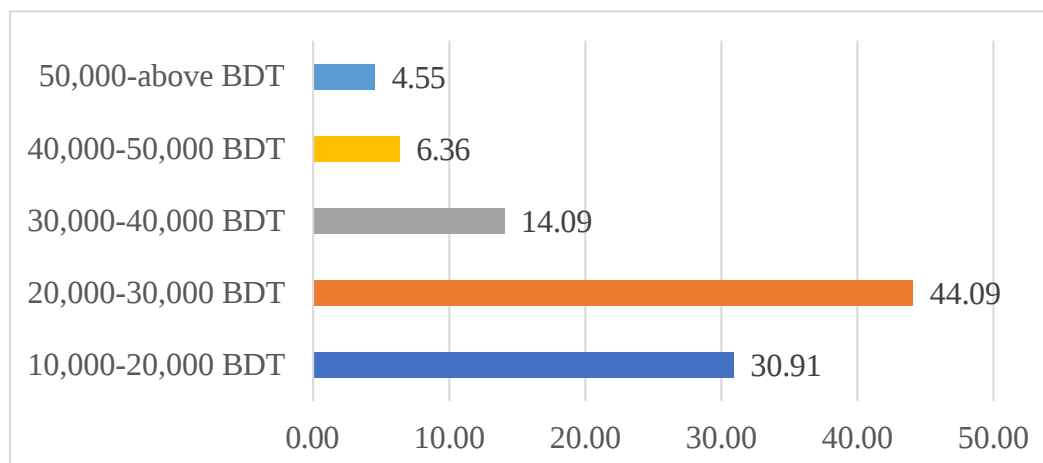


Figure 4.3: Monthly family income

Figure 4.3 shows that (4.55%) school's students family income 50,000 taka ranges above, (6.36%) are middle family income 40,000-50,000-taka ranges, (14.09%) student family income are 30,000-40,000 taka ranges, (44.09%) student are family income within 20,000-30,000 taka and only (30.91%) student there family income within 10,000-20,000 taka in average monthly.

Table 4.3: Family income sources

Category	Frequency	Percent
Private Service	35	15.91
Govt. Service	31	14.09
Business	64	29.09
Day-laboring	38	17.27
Agribusiness	51	23.18
Rickshaw Polling	1	0.45
Total	220	100

Table 4.3 exposes that (15.91%) school's students family income from private service, (14.09%) are family income from government service, (29.09%) student family income from business, (17.27.%) student family earned from day-labored, (23.18%) school student's family income from agribusiness or firm and (0.45%) student their family income source from Rikshaw polling in found field survey respectively.

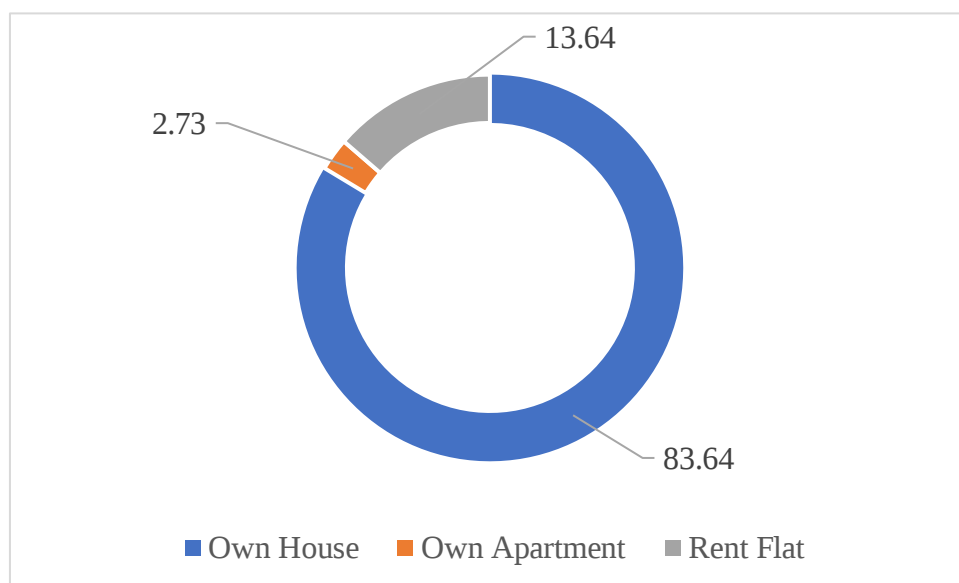


Figure 4.4: Student living condition

Most of the respondent (83.64%) living their own home, (2.73%) are school student's family living houses type of own apartment or flat and (13.64%) student family living condition by rent home or apartment in shown figure 4.4.

4.3 Lifestyle behavior of the student

Table 4.4: Time spends on social media (like Facebook or Instagram) in a week

Category	Number	Percentage
No Use	77	35.00
1 hours	53	24.09
2-3 hours	60	27.27
4-5 hours	11	5.00
More than 6 hours	16	7.27
Total	217	98.64
No answers	3	1.36
	220	100

Table 4.4 expose that currently students engaged day per 1 hour in social media (27.27%), No used social media application (35%), 4-5 hours school student are

engaged (5%) and more than 6 hours student engaged with games and social sites are (7.27%) in found field survey respectively.

Figure 4.5: Hours of the free time given a day

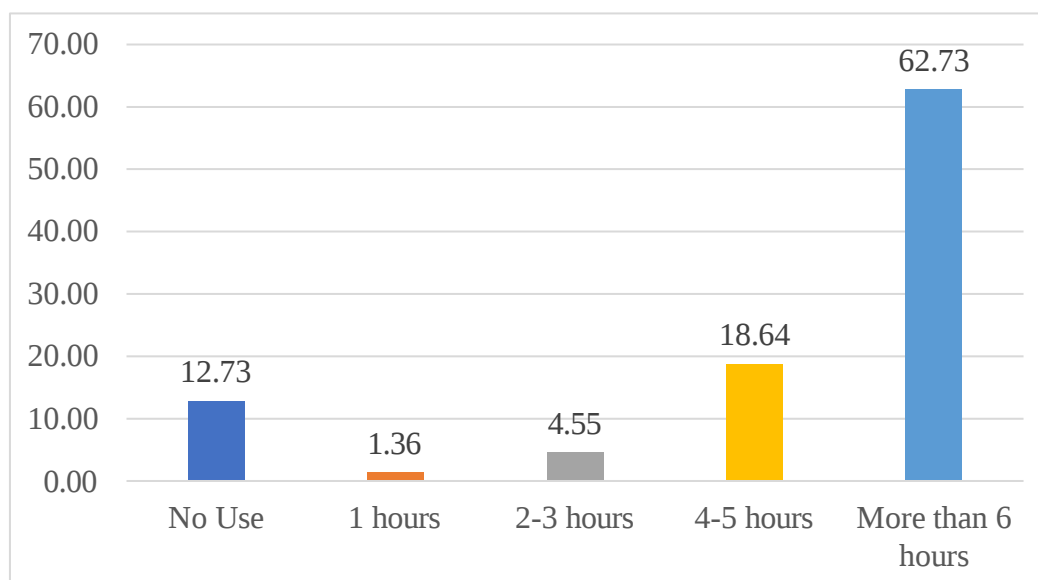


Figure 4.5 shows that (12.73%) students are no have free time after school academics, (1.36%) have spent free time only 1 hour, (4.55%) daily have enjoy free time within 2-3 hours, (18.64) daily spent free time at 4-5 hours and (62.73%) school students have playing time more than 6 hours in found field survey respectively.

Table 4.5: Lifestyle behavior of the student (multiple responses)

Variable	Responses (Multiple Responses)	
	N	Percent
Follow Diet	21	2.6
Physical Exercise	89	11.0
Play Sports	201	24.9
Extra – Curricular activities	139	17.2
Social Media	168	20.8
Use Glasses	32	4.0
Electronic device hamper normal education	158	19.6
Total	808	100.0

N = 808

Multiple responses categorical Table 4.5 reveal that maximum school children playing sports (N=201) means (24.90%) there case of (91.8%) and minimum students (N=21) following diet (2.6%) and cases ((9.6%) in lifestyle behavior of the student found in multiple answers in found field survey respectively.

4.4 Perceptions of the School Going Children Food Habit

Table 4.6: Food frequency (multiple responses)

Variable	Responses (multiple responses)	
	N	Percent
Fast food	13	8.9
Bhajapura	9	6.2
Phuska or Panipuri	34	23.3
Junk food	44	30.1
Milk	20	13.7
Tea/Coffee	26	17.8
Total	146	100.0

N = 146

Multiple responses categorical Table 4.6 reveal that maximum school children food frequency on junk food (N=44) means (30.10%) there case of (38.9%) and minimum food frequency found on Bhajapura (N=9) respondent eating in school time (6.2%) there cases (8%) in found field survey respectively.

4.5 School Authority Nutritional Food Guidelines Prepared for Children

Table 4.7: Student aware of the nutritional food guidelines prepared by school authorities

Category	Frequency	Percent
Yes, very aware	101	45.91
Somewhat aware	115	52.27
Not aware at all	4	1.82
Total	220	100

Table 4.7 expose that student aware of the nutritional food guidelines prepared by school authorities (45.91%) very aware, (52.27%) moderately aware and (1.82%) are not awareness on school food guidelines.

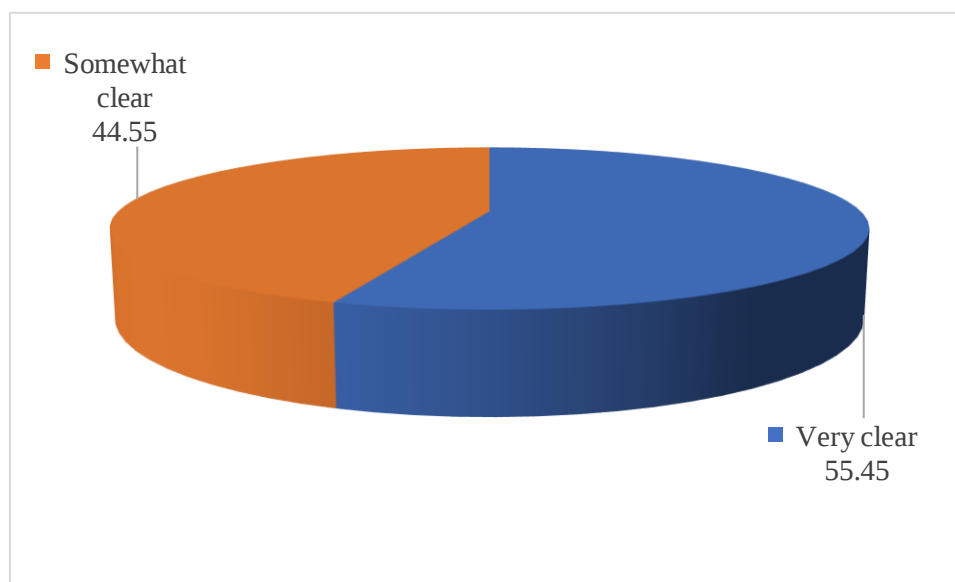


Figure 4.6: Nutritional food guidelines provided by school authorities

Figure 4.6 shows that school students are (44.55%) are not clear and (55.45%) very clear nutritional food guidelines provided by school authorities (N=220) according to field survey, 2024.

Table 4.8: Promotional materials or educational resources related to nutrition and healthy eating in school

Category	Frequency	Percent
Daily	57	25.91
Occasionally	155	70.45
Rarely or never	8	3.64
Total	220	100

Table 4.8 reveals that promotional materials or educational resources related to nutrition and healthy eating in school (25.91%) in daily, (70.45%) in occasionally and (3.64%) are rarely or never in found field survey.

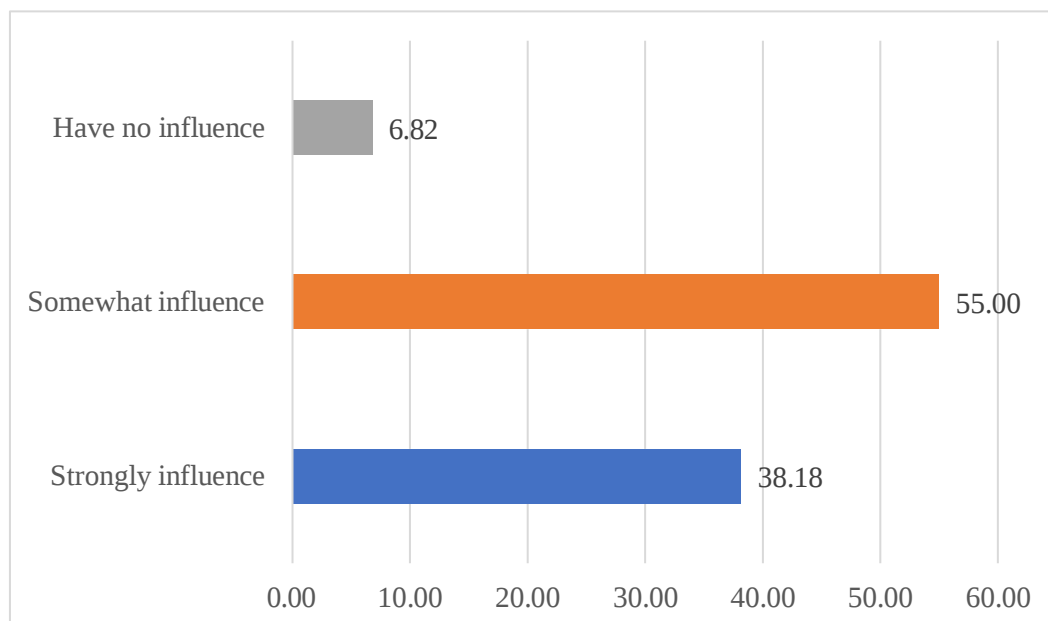


Figure 4.7: Nutritional food guidelines influence the food choices made by children at school

Figure 4.7 presents that school student influenced food are (6.82%) have no influenced, (55%) moderately influenced and (38.18%) are strongly nutritional food guidelines influence the food choices in found field survey.

4.6 Current Dietary Habit Practices of Village School Student's in Southwestern part of Bangladesh

Table 4.9: Student consumed fruits and vegetables in a typical week

Category	Frequency (multiple responses)	Percent
Daily	63	28.64
3-4 times per week	86	39.09
1-2 times per week	65	29.55
Rarely or never	6	2.73
Total	220	100

Table 4.9 data reveals that student consumed fruit (28.64%) are daily, (39.09%) 3-4 times in per week, (29.55%) are eat fruit in 1-2 times per week and (2.73%) are rarely or never no eat fruit accordingly field survey.

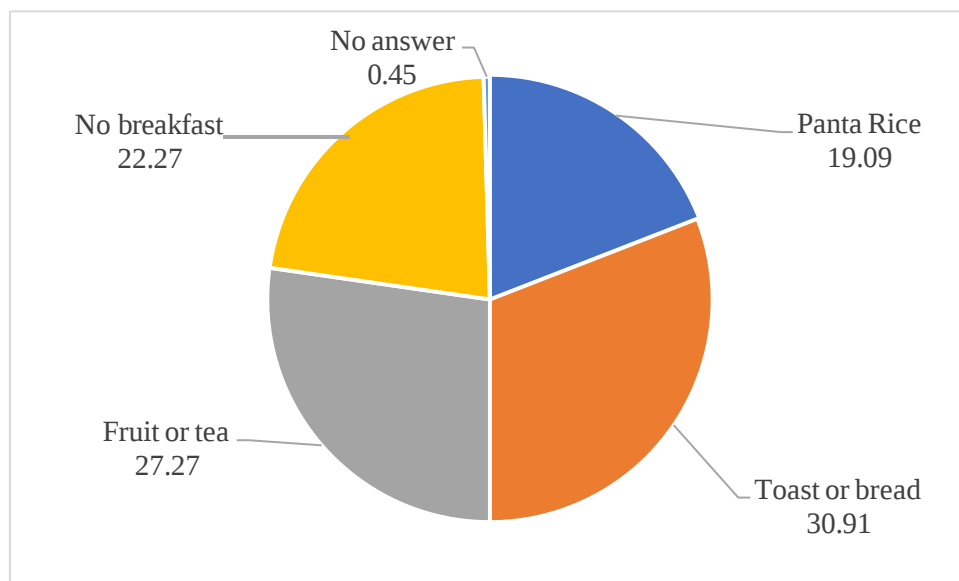


Figure 4.8: Student are preferred choice for breakfast before school

Figure 4.8 presents that student preferred breakfast (27.27%) by fruit with biscuit-tea, (30.91%) are toast or bread by breakfast, (19.09%) are eat panta rice and (22.27) no eat breakfast before going school found in field survey respectively.

Table 4.10: Student consume sugary snacks or drinks during school hours

Category	Frequency	Percent
Daily	51	23.18
2-3 times per week	102	46.36
Once a week	45	20.45
Rarely or never	21	9.55
Total	220	100

Table 4.10 data reveals that student consumed sugary snacks are (23.18%) in daily, (46.36%) in 2-3 4 times per week, (20.45%) are eat snacks with drinks in once a week and (2.73%) are rarely or never no sugary snacks or drinks during school hours in found field survey respectively.

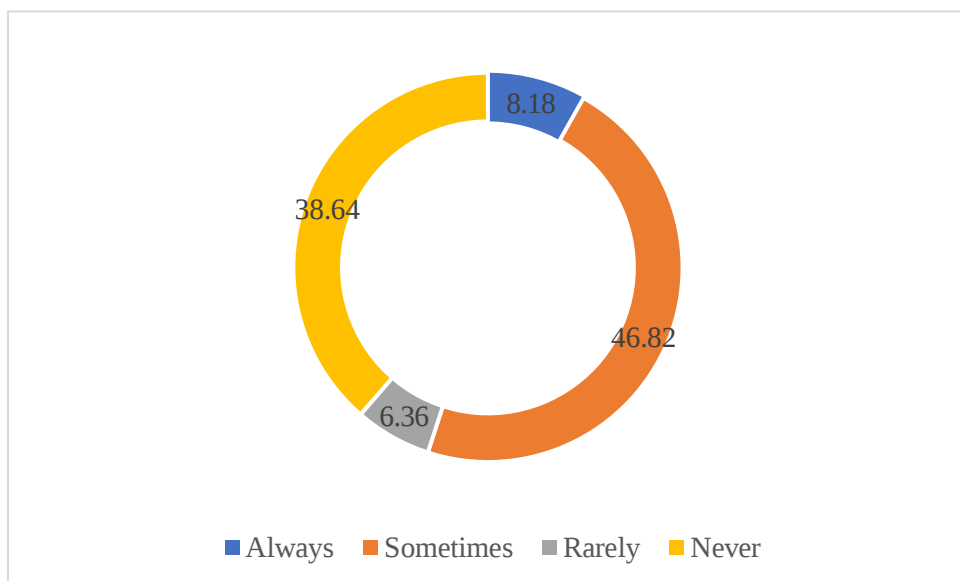


Figure 4.9: Student bring homemade lunch to school

Figure 4.9 present that student bring homemade lunch to school (8.18%) always keep tiffin, (46.82%) are sometimes bring homemade lunch, (6.36%) are rarely bring tiffin box and (38.64%) not bring homemade lunch in school time.

Table 4.11: Servings of water student's typically drink during school hours

Category	Frequency	Percent
None	15	6.82
1-2 servings	151	68.64
3-4 servings	31	14.09
5 or more servings	23	10.45
Total	220	100

Table 4.11 data reveal that student servings pure drink water is (68.64%) in 1-2 servings in class time, (14.09%) are 3-4 servings at the classes and only (10%) are water typically student's drink during school hours in school time.

Figure 4.10: Typically decides what student eat for meals at home

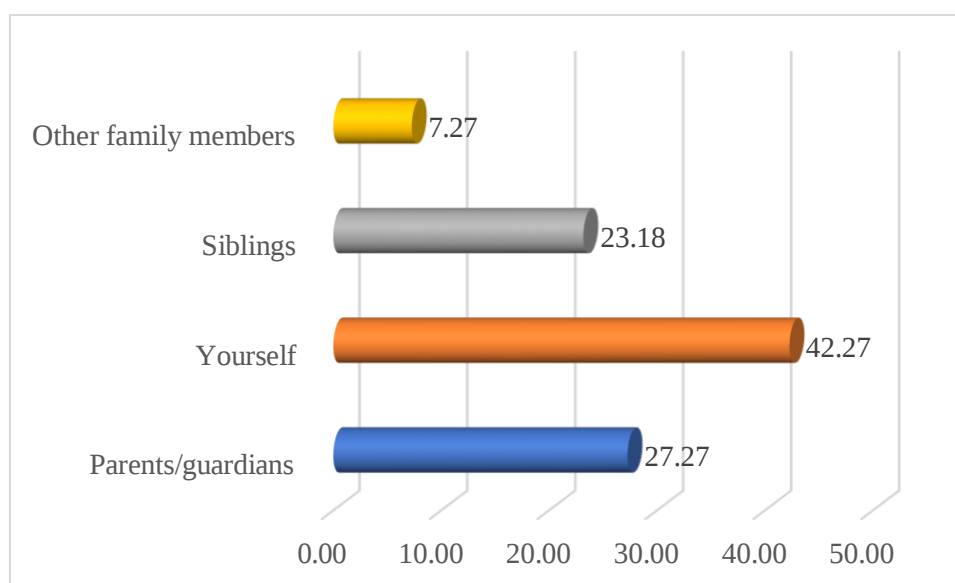


Figure 4.10 present that respondent is (7.27%) student eat for meals at home with other family members, (23.18%) with siblings, (42.27%) on the self and (27.27%) are eat meals with their friend.

Table 4.12: School student skip meals during the day

Category	Frequency	Percent
Daily	166	75.45
Occasionally	25	11.36
Rarely	7	3.18
Never	22	10.00
Total	220	100

Table 4.12 exposes that (75.45%) are daily skip meals during the day in school time, (11.36%) occasionally meal skipped, (3.18%) students rarely meals skipped and (10%) are meals regularly eat in school time it's found field survey respectively.

4.7 Malnutrition Factors of School-going Students in their Dietary Food Practice

Figure 4.11: School child are vitamin and minerals related food consumption

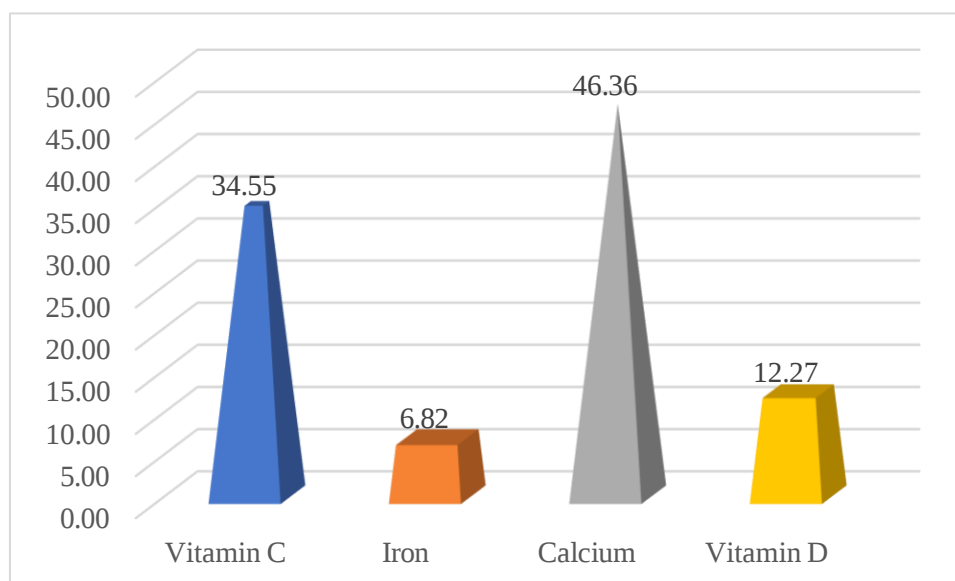


Figure 4.11 shows that (34.55%) school children vitamin C related food consumed, (6.82%) students are iron minerals related food consumed, (46.36%) school child calcium related food regularly consumed and (12.27%) are vitamin D related food consumed found in field respectively.

Category	Frequency	Percent
Candy or Chocolates	104	47.27
Bajapura	88	40.00
Fast-food	16	7.27
Potato chips	12	5.55
Total	220	100

Table 4.13: Fascinated source of local food for school children

Table 4.13 reveal that school children fascinated food choices (47.27%) are candy or chocolates, (40%) fascinated on bajapura foods, (7.27%) are fast food addicted and (5%) are potato chips daily eat found in field respectively.

4.8 Suggestion Beneficiary's Food Choices for Going Children and Change their Eating Habits

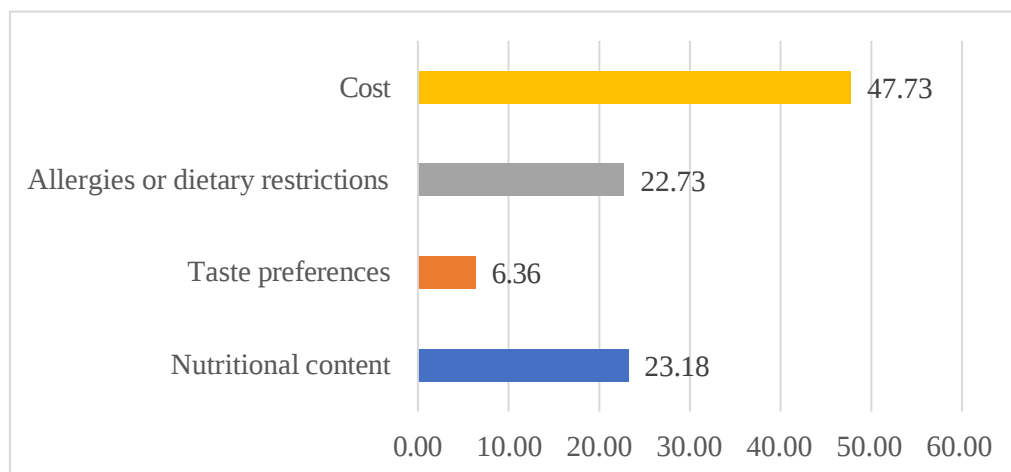


Figure 4.12: Recommending food choices for growing children

Figure 4.12 shows that (47.73%) parents focused on cost for food choices for growing children, (22.73%) are allergies restriction for dietary food, (6.36%) student preferred on tasty food and (23.18%) are nutritional contents related food choices in field respectively.

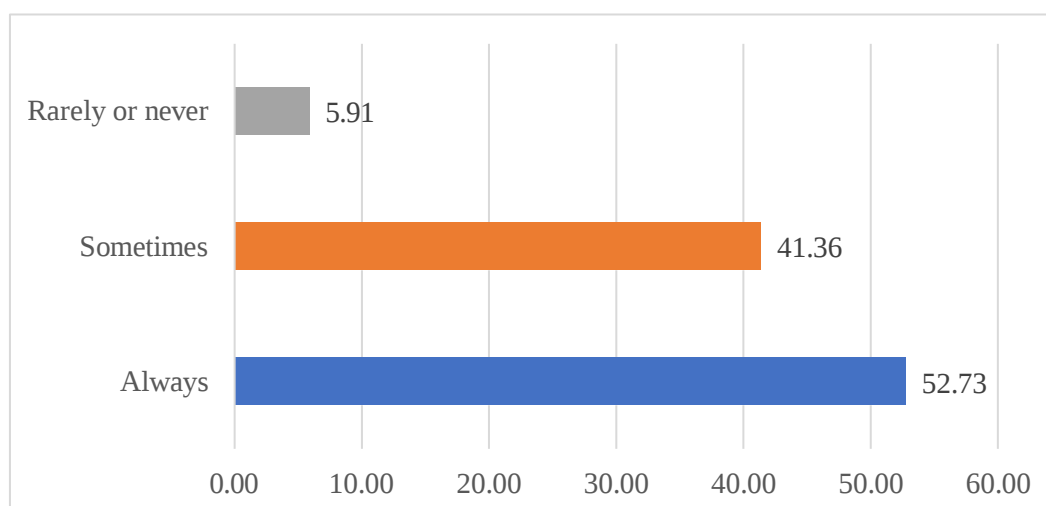


Figure 4.13: Recommend limiting the consumption of sugary snacks and beverages for growing children

Figure 4.13 shows that (52.73%) parents focused limiting consumed sugary snacks in always, (41.36%) student's or parents are sometimes limiting sugary snacks and students (5.91%) no limited on sugary snacks food in field respectively.

Table 4.14: Resources or support would helpful in recommending beneficiary food choices and changing children's eating habits

Category	Frequency	Percent
Access to nutritionists or dietitians	46	20.91
Educational materials on healthy eating	157	71.36
Cooking classes or demonstrations	17	7.73
Total	220	100

Figure 4.14 exposes that student recommended access to nutritionists or dietitians (20.91%), educational materials on healthy eating (71.36%) and cooking classes or demonstrations (7.73%) on beneficiary food choices and changing children's eating habits in field respectively.

4.9 Weekly eating habits of the Rural School Children in Southeastern Area of Bangladesh

Table 4.15: Intake's food habit of children (multiple responses)

Category	Multiple Responses	
	N	Percent
Soft drink	162	27.6
Homemade drink	111	18.9
Sugary snack	96	16.3
Local food	47	8.0
Home food	74	12.6
Fish	15	2.6
Meat	32	5.4
Process food	12	2.0
Dairy food	18	3.1
Breakfast	21	3.6
Total	588	100.0

Multiple responses categorical Table 4.15 reveal that maximum Intake's food habit of children on Soft drink (N=162) means (27.6%) there case of (77.1%) and minimum habits on Process food (N=12) respondent eating in school time (2%) there cases (5.7%) in found field survey respectively.

4.10 Peason Correlation

Table 4.16: Dependent variable sex, ages associated with lifestyle and dietary habits factors

Variable/Factor(s)		Sex	Ages
Student aware of the nutritional food guidelines prepared by school authorities	Corr.	0.052	-0.112
	<i>P-value</i>	0.444	0.098
Nutritional food guidelines influence the food choices made by children at school	Corr.	0.013	0.020
	<i>P-value</i>	0.849	0.770
Student consumed fruits and vegetables in a typical week	Corr.	0.032	-0.007
	<i>P-value</i>	0.633	0.922
Student are preferred choice for breakfast before school	Corr.	0.078	-.278**
	<i>P-value</i>	0.252	0.000
Student bring homemade lunch to school	Corr.	0.002	-0.012
	<i>P-value</i>	0.982	0.856
Servings of water do you typically drink during school hours	Corr.	-.159*	0.113
	<i>P-value</i>	0.018	0.094
Typically decides what student eat for meals at home	Corr.	.257**	-.141*
	<i>P-value</i>	0.000	0.036
School student skip meals during the day	Corr.	0.023	0.047
	<i>P-value</i>	0.735	0.492
Healthy source of protein for school children	Corr.	-.148*	-0.042
	<i>P-value</i>	0.028	0.537
Recommending food choices for growing children	Corr.	.147*	-0.028
	<i>P-value</i>	0.029	0.675
*. Correlation is significant at the 0.05 level (2-tailed).			
**. Correlation is significant at the 0.01 level (2-tailed).			

N = 220, Source: Statistical Package for Social Sciences, V. 28

Table 4.16 reveal that Pearson correlation strongly significance found that student aware of the nutritional food guidelines prepared by school authorities are associated with age 98% ($p \geq 0.098$) in the local school of Bangladesh. Independent variable are student consumed fruits and vegetables in a typical week 32% standard correlated with school student sex ($p \geq 0.032$). Student are preferred their breakfast before school

99% strongly correlated with student ages ($p \geq 0.05$). Student are preferred their breakfast before school 99% strongly correlated with student ages ($p \geq 0.05$). Servings of water do you typically drink during school hours moderately correlated with student gender 18% it's $p \geq 0.018$ and strongly associated factor influenced 94% of student ages ($p \geq 0.094$). Typically decides student eat for meals at home 99% with variant by sex ($p \geq 0.05$) and another dependent variable ages standard correlated 36% it's $p \geq 0.036$. Schol student's healthy source of protein are 28% influenced by their gender ($p \geq 0.028$) and food choices recommended for growing student are 29% moderately associated with their sex at the found Pearson correlation.

4.11 Discussion

There hasn't been any other study done on the eating habits of Bangladeshi students who are enrolled in high school, as far as we know.

Mohammad et al. (2021) first study that we are aware of that investigates the dietary habits of rural school going students in Bangladesh, if our understanding serves us correctly.

Majid et al. (2019) result found that 6% of the children in this survey identified as vegetarians, whereas 55% of the youngsters did not follow a vegetarian diet. According to the results of an analysis of the preferences about food, the vast majority of children had the strongest aversion to milk, followed by green leafy vegetables.

According to the findings of a study that was carried out in Bangladesh, consumption of milk and dairy products was noticed in 50% of the children, while consumption of fruits and vegetables was observed in 25% of the school children.

In some other investigations that were conducted out in Dhaka, Bangladesh, and rural Kenya, it was discovered that school-aged children did not consume any milk in their daily meals.

According UNICEF (2010) findings of a study that was conducted in Taiwan on schoolchildren aged 6-9 and 10-12 years, the average daily intake of fruits, vegetables, cereals/grains, and dairy products was found to be low, whereas the average daily intake of foods high in protein, sauces, and fats was found to be high. In a study that was

conducted on adolescents in Ghana, but Southwestern area of Bangladesh, and that (30.91%) breakfast with toast or bread in field survey found.

According to the findings of a study that was conducted on the dietary habits of consume sugary snacks (46.36%) in 2-3 times in per week in the Chowgacha Shahadat Pilot Secondary School, only one in ten girls (10%) consumed green leafy vegetables on a daily basis. Almost the same percentage of girls consumed fruits on a "regular basis," and it was discovered that the consumption of fast food was high.

In a study that was conducted in the Jeshore district of Bangladesh, school children in the age bracket of 10-19 years were asked about their fruits and vegetables consumption in the (39.09%) in 3-4 times per week, as well as their preferred foods.

According to the findings of our research, the educational level of the mother was not shown to be significantly connected with the amount of any particular food item that was consumed on a regular basis. This is presumably due to the fact that the children were evenly dispersed in terms of the educational level of their mothers.

There is a belief that children choose foods on the basis of preference rather than their perceptions of healthfulness and that this can create a nutritional gap between the 'favorite' choice and the 'healthy' choice. The results of this study are not entirely consistent with this assertion.

The majority of the children involved in this study responded to questions about their food choice with answers, such as 'because it's healthy' and 'it is good for you', indicating their preferences for healthy choices instead of, 'because I like it', which represent their favorite choices. This could be due to the research context, which may have influenced them to answer in ways that they thought were socially desirable rather than true. On the other hand, the strong focus on healthy food choices within the Chowgacha Shahadat Pilot Secondary School food program as a whole may indeed have influenced these children's beliefs about food.

CHAPTER 5: CONCLUSION AND RECOMMENDATIONS

This chapter constitutes a recommendation of the results of previous chapters, some limitation on the basis of cross-sectional analysis dietary High School Going Student in Southwestern Part of Bangladesh.

5.1 Conclusion

Adolescent in poor nations often have to make do with a restricted selection of foods at school. Based on our findings, kids who are old enough to go to school have a clear preference for processed "snack" food items over dairy products, particularly milk and green leafy vegetables. This is significant because it suggests that parents can influence their children to eat foods that they consider to be good for them. Children's diets have become increasingly reliant on calorie-dense processed foods and less on whole grains, fruits, vegetables, and meats. Lack of certain micronutrients is a common result. Adopted eating patterns as a youngster serve as the cornerstone of future health or illness. Therefore, educating parents, especially those in the middle and upper socioeconomic groups, on proper dietary habits for children is necessary to ensure that they can lead healthy, productive lives as adults. It's difficult for these teenagers to gain access to and make use of the internet in order to research nutrition topics.

Adolescents in formal education settings can benefit from exposure to topics like reading and comprehending nutrition information panels and developing healthy daily dietary and lifestyle habits before entering the age bracket where they have greater leeway to make decisions for themselves. Many school children ate well and stuck to their regular diets. Nonetheless, over half of them regularly indulged in chocolate and soft drinks, and over a third regularly ate other fast food or went without food. Most children know the difference between healthy and unhealthy diets. Even though they knew fast food could be bad for them, they nevertheless ate it frequently when they were with their pals.

5.2 Recommendation

Based on the findings of the present study, following recommendations emerge:

- i. The pattern indicates that the frequency of intake of fast food is higher than wanted and needs to be reduced, despite the fact that the food consumption comprises the majority of the items that are desired to be consumed.
- ii. The importance of maintaining a regular eating schedule cannot be overstated; according to our research, school children skipped breakfast of their regular meals at least once per week. This tendency was observed more frequently in girls than in boys.

The gap between theoretical understanding and actual application of nutrition principles calls for the provision of nutrition counseling services. The adolescents were aware of what constitutes regular and high-quality food, but their actual eating habits demonstrated that they did not strictly adhere to the dietary pattern that they regarded as healthy. This was due, in part, to the influence of social factors, and, in part, to a less-than-concerning perception of the significance of eating regularly and well.

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Appendix I: Survey Questionnaire

I invite you to participate in this research study. Please ask any question(s) you may have about this study and the information given below, and your questions will be answered.

I am Sabikun Nahar (ID: 201-34-263), Department of Nutrition and food engineering, Faculty of Health Life and Sciences, Daffodil International University. I going to conduct this study on *"Lifestyle and dietary habits of high school going student in southwestern part of Bangladesh"* In order to do that there is a necessity to collect some information. I am requesting you to join and cooperate with us so that we are able to understand the present situation better and that will lead to an effective recommendation for the educational policy makers. If you agree to participate in this study, I will take about 30 minutes of your time today. I will ask you a few questions about this Health facility.

SET- A: Respondent Information

1. Name of the Respondent: _____
2. Class: _____ Section: _____
3. Duration Attend in School: _____
4. Present Address: _____

SET- B: Demographic Information

Question	Code: option by tick (✓) mark
1. Sex	☐ Male ☐ Female
2. Age (Years)	☐ 9-10 ☐ 9-11 ☐ 11-12 ☐ 12-13 ☐ 14-15 ☐ 15-16 ⁺
3. Present BMI Records	Height: _____ Weight: _____ BMI: _____
4. Education Period in Chowgacha Shadat Pilot Secondary School	☐ 1 Year ☐ 1-2 Years ☐ 2-3 Years ☐ 3-4 Years ☐ 4-5 Years above
5. Religion	☐ Muslim ☐ Hindu ☐ Buddhist ☐ Christian

Question	Code: option by tick (✓) mark
6. Monthly Family Income	☐ 10,000-20,000 BDT ☐ 20,000-30,000 BDT ☐ 30,000-40,000 BDT ☐ 40,000-50,000 BDT ☐ 50,000-above BDT
7. Family Income Source	☐ Private Service ☐ Govt. Service ☐ Business ☐ Day-laboring ☐ Agribusiness ☐ Ricksha Polling
8. Where do you live?	☐ Own House ☐ Own Apartment ☐ Rent Flat ☐ Residential Mess

SET- C: Lifestyle behavior of the student

Question	Code: option by tick (✓) mark
9. Follow Diet	☐ Yes ☐ No
10. Physical Exercise	☐ Yes ☐ No
11. Play Sports	☐ Yes ☐ No
12. Extra – Curricular activities	☐ Yes ☐ No
13. Social Media	☐ Yes ☐ No
14. Use Glasses	☐ Yes ☐ No
15. Electronic device hamper normal education	☐ Yes ☐ No
16. Time spend on Facebook in a week ⁽ⁿ²⁵⁵⁾	☐ No Use ☐ 1 hours ☐ 2-3 hours ☐ 4-5 hours ☐ more than 6 hours

17. Hours of the free time given a day ^(n 255)	☐ No Use ☐ 1 hours ☐ 2-3 hours ☐ 4-5 hours ☐ more than 6 hours
18. What do on the internet	☐ Music ☐ Messenger ☐ Gaming ☐ Scosi - site ☐ web browsing ☐ video Watching

SET- D: Perceptions of the School Going Children Food Habit

10. How often do you do the followings?						
Question Unit	N ever	1-3 times a month	1-2 times a week	3-4 times a week	5-6 times a week	E very day
19. Fastfood	☐	☐	☐	☐	☐	☐
20) Bhajapura	☐	☐	☐	☐	☐	☐
21Puska or Panipuri	☐	☐	☐	☐	☐	☐
22) Junkfood	☐	☐	☐	☐	☐	☐
23) Milk	☐	☐	☐	☐	☐	☐
24) Tea/Coffe	☐	☐	☐	☐	☐	☐
25) Cooking Oill	☐	☐	☐	☐	☐	☐

SET- E: School Authority Nutritional Food Guidelines Prepared for Children

Question	Code: option by tick (✓) mark
26. Are you aware of the nutritional food guidelines prepared by your school authorities for children?	☐ Yes, very aware ☐ Somewhat aware ☐ Not aware at all
27. How would you rate the clarity of the nutritional food guidelines provided by your school authorities?	☐ Very clear ☐ Somewhat clear ☐ Unclear
28..Have you observed any changes in the food offerings at your school	☐ Yes, significant changes ☐ Some changes

Question	Code: option by tick (✓) mark
following the implementation of the nutritional food guidelines?	☐ No noticeable changes
29.Do you feel satisfied with the variety of healthy food options available at your school cafeteria or food service area?	☐ Yes, very satisfied ☐ Somewhat satisfied ☐ Not satisfied
30.How often do you see promotional materials or educational resources related to nutrition and healthy eating in your school?	☐ Daily ☐ Occasionally ☐ Rarely or never
31.To what extent do you think the nutritional food guidelines influence the food choices made by children at school?	☐ Strongly influence ☐ Somewhat influence ☐ Have no influence

SET- F: Current Dietary Habit Practices of Village School Student's in Southwestern part of Bangladesh

Question	Code: option by tick (✓) mark
32.How often do you consume fruits and vegetables in a typical week?	☐ Daily ☐ 3-4 times per week ☐ 1-2 times per week ☐ Rarely or never
33.On average, how many servings of dairy products do you consume per day?	☐ None ☐ 1 serving ☐ 2 servings ☐ 3 or more servings
34.What is your preferred choice for breakfast before school?	☐ Cereal and milk ☐ Toast or bread ☐ Fruit ☐ No breakfast
35..How often do you consume sugary snacks or drinks during school hours?	☐ Daily ☐ 2-3 times per week ☐ Once a week ☐ Rarely or never

Question	Code: option by tick (✓) mark
36.How often do you bring homemade lunch to school?	☐ Always ☐ Sometimes ☐ Rarely ☐ Never
37.How many servings of water do you typically drink during school hours?	☐ None ☐ 1-2 servings ☐ 3-4 servings ☐ 5 or more servings
38.How often do you read food labels before purchasing snacks or drinks?	☐ Always ☐ Sometimes ☐ Rarely ☐ Never
39.Who typically decides what you eat for meals at home?	☐ Parents/guardians ☐ Yourself ☐ Siblings ☐ Other family members
40.How often do you skip meals during the day?	☐ Daily ☐ Occasionally ☐ Rarely ☐ Never
41. How often do you eat fast food or takeout meals during the week?	☐ Daily ☐ 2-3 times per week ☐ Once a week ☐ Rarely or never
42.How often do you eat bread during the week?	☐ Daily ☐ 2-3 times per week

SET- G: Malnutrition Factors of School-going Students in their Dietary Food Practice

Question	Code: option by tick (✓) mark
43.Which of the following nutrients is essential for healthy bone development in children?	☐ Vitamin C ☐ Iron ☐ Calcium ☐ Vitamin D
44.How many servings of dairy products are recommended for school children daily?	☐ 1-2 servings ☐ 3-4 servings ☐ 5-6 servings ☐ 7-8 servings
45.Which of the following is a healthy source of protein for school children?	☐ Candy or Chocolates ☐ Bajapura ☐ Fast-food ☐ Potato chips

SET- H: Suggestion Beneficiary's Food Choices for Going Children and Change their Eating Habits

Question	Code: option by tick (✓) mark
46.In your opinion, what are the most important factors to consider when recommending food choices for growing children? (Select all that apply)	☐ Nutritional content ☐ Taste preferences ☐ Allergies or dietary restrictions ☐ Cost ☐ Cultural considerations
47.How likely are you to recommend incorporating more fruits and vegetables into the diets of growing children?	☐ Very likely ☐ Somewhat likely ☐ Not likely at all
48.How often do you recommend limiting the consumption of sugary snacks and beverages for growing children?	☐ Always ☐ Sometimes ☐ Rarely or never
49.How important do you think it is to involve parents/guardians in efforts to change children's eating habits?	☐ Very important ☐ Somewhat important ☐ Not important at all
50.What role do you believe schools should play in promoting healthy eating habits for children?	☐ Providing nutritious meals at school ☐ Offering nutrition education programs ☐ Implementing policies to restrict unhealthy food options ☐ All of the above
51.What additional resources or support would you find helpful in recommending beneficiary food choices and changing children's eating habits?	☐ Access to nutritionists or dietitians ☐ Educatioal materials on healthy eating ☐ Cooking classes or demonstrations

Question	Code: option by tick (✓) mark
	☐ Support groups for parents/guardians

SET:- I Weekly eating habits of the rural and urban children ⁽ⁿ²¹⁴⁾

Question Unite	Code: option by tick (✓) mark
52.How many days of the week did you drink at least one soft drink?	☐ 0 day ☐ 1-3 days ☐ 4-7 days
53.How many days of the week did you drink at least one DIET fizzy drink?	☐ 0 day ☐ 1-3 days ☐ 4-7 days
54.How many days of the week did you eat least one sugary snack?	☐ 0 day ☐ 1-3 days ☐ 4-7 days
55.How many days of the week did you eat take away foods	☐ 0 day ☐ 1-3 days ☐ 4-7 days
56.How many days of the week did you eat food prepared away from home?	☐ 0 day ☐ 1-3 days ☐ 4-7 days
57.How many days of the week did you eat fish?	☐ 0 day ☐ 1-3 days ☐ 4-7 days
58.How many days of the week did you eat meat?	☐ 0 day ☐ 1-3 days ☐ 4-7 days
59.How many days of the week did you eat processed meat?	☐ 0 day ☐ 1-3 days ☐ 4-7 days
60.How many days of the week do you eat dairy	☐ 0 day ☐ 1-3 days ☐ 4-7 days
61.How many meals do you usually eat per day over the last week?	☐ 0 day ☐ 1-3 days ☐ 4-7 days
62.How many days of the week do you eat breakfast?	☐ 0 day ☐ 1-3 days ☐ 4-7 days

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Respondent's//Gurdian's Signature

Appendix II: Survey Photograph





LIFESTYLE AND DIETARY HABITS OF HIGH SCHOOL GOING STUDENT IN SOUTHWESTERN PART OF BANGLADESH

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PAGE 1

PAGE 2

PAGE 3

PAGE 4

PAGE 5

PAGE 6

PAGE 7

PAGE 8

PAGE 9

PAGE 10

PAGE 11

PAGE 12

PAGE 13

PAGE 14

PAGE 15

PAGE 16

PAGE 17

PAGE 18

PAGE 19

PAGE 20