

**SOCIO-ECONOMIC DETERMINANTS OF FEEDING HABITS OF UNIVERSITY  
STUDENTS: A case of Uganda Christian University Mukono District**

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**UGANDA CHRISTIAN  
UNIVERSITY**

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DECLARATION

I, Itta Fhidwin, affirm that this research report is my original work and has not been submitted to any other University or Institution of Higher Learning for academic credit other than Uganda Christian University.

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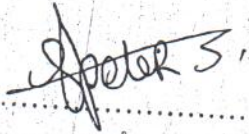
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## APPROVAL

This is to certify that the research report on the topic "Socio-economic determinants of feeding habits of university students in the case of Uganda Christian University in Mukono District" by Itta Fhidwin has been done under my supervision and is now ready for submission with my due approval.

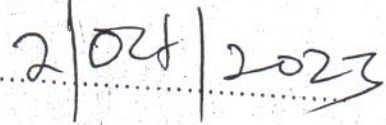
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The almighty God deserves full gratitude for having guided me too this far. It wouldn't have been to my making but it's very possible that I am still moving forward because the Almighty is still protecting me.

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## **ABSTRACT**

This study was about “socio- economic determinants of feeding habits of university students in the case of Uganda Christian University Mukono District.” The objectives of the study were to find out feeding habits of university students, to Identify barriers related to the feeding habits of university students, to find out the enablers of feeding habits of university students. A case study design was used to select a sample size of 40 respondents. Purposive and simple random sampling procedures were used. Data was collected using questionnaires and interviews; it was later analyzed and presented using tables.

The findings indicate that, as regards to feeding habits of university students most respondents (80%) were the students an indication that Uganda Christian University in Mukono District has intelligent students. The study further established various factors that influence the feeding habits of university students.

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## **ABBREVIATIONS**

UCU..... Uganda Christian University

## CHAPTER ONE

### 1.0. Introduction.

This chapter covers the background of the study, problem statement, the purpose of the study, objectives, research questions, the scope, justification, significance.

### 1.1. Background of the Study

Investigating the socio-economic factors influencing the dietary choices of university students in Uganda Christian university is a critical aspect of understanding and addressing the complex interplay between economic status and nutritional well-being among this demographic. College and university life often represent a period of transition for young adults, where they gain increasing autonomy over their dietary decisions. However, these choices are not made in a vacuum but are shaped by a range of social and economic factors.

The feeding habits of university students in Uganda Christian university were influenced by their financial resources, access to affordable and nutritious food options, and socio-cultural backgrounds. Economic disparities among students can significantly impact their ability to maintain a balanced and healthy diet. Students from lower-income backgrounds may face financial constraints that limit their choices to cheaper, less nutritious foods, while those from more affluent backgrounds may have greater access to a variety of healthy options.

Furthermore, the campus environment, including the availability of on-campus dining facilities, food affordability, and the presence of food deserts in the surrounding community, plays a pivotal role in shaping students' dietary choices. Additionally, cultural norms and peer influences can contribute to the adoption of certain eating patterns, which may or may not align with optimal nutrition.

Understanding these social-economic determinants is vital for social work practitioners, as it informs the development of interventions and support systems aimed at promoting healthier eating habits and addressing food insecurity among university students. By addressing these socio-economic factors, social workers can contribute to the overall well-being and academic success of this vulnerable population.

## **1.2. Statement of the problem**

In the context of Uganda Christian University in Mukono District, this study delves into the intricate issue of university students struggling to maintain nutritious diets due to a multitude of socioeconomic challenges. The primary aim is to explore the intricate interplay between socioeconomic determinants and the dietary choices of these students, with the ultimate goal of pinpointing the key factors that significantly shape their food preferences and nutritional intake. By gaining a comprehensive understanding of these determinants, this research paves the way for the development of targeted interventions and support programs geared towards fostering healthier eating behaviors among university students. The envisioned outcome is an enhancement in their overall well-being and academic performance, highlighting the critical role that socioeconomic factors play in shaping the feeding habits of university students.

## **1.3. The purpose of the study:**

The purpose of the study was to understand the socio-economic determinants of feeding habits of university students in the case of UCU.

## **1.4. Specific objectives of the study:**

1. To find out feeding habits of university students.
2. To identify barriers related on the feeding habits of university students.
3. To find out the enabler of feeding habits of university students.

## **1.5. Research question:**

1. What are the ways to enhance the feeding habitsof university students.
2. What are the social determinantes of feeding habits of university students.
3. Examine the economicfactors that affect the feeding habits of university students.

## **1.6. The scope of the study:**

The scope of this research looked at the content scope, geographical and time frame. The study focused on the social economical determinants feeding habits of university students in the case of

UCU in Buguju village, Mukono District. It was for a duration of three years from 2021 to 2023 and it was specifically socio-economic ways enhancing the feeding habits of university students.

### **1.7. Justification of the study**

The study was conducted to evaluate the Student Welfare Emphasis where Prioritizing the well-being of university students is at the heart of social work practice. This study investigates how socio-economic factors affect the dietary choices of students, providing essential insights into the challenges they encounter in maintaining a healthy diet. This understanding can guide the development of interventions aimed at enhancing overall student welfare.

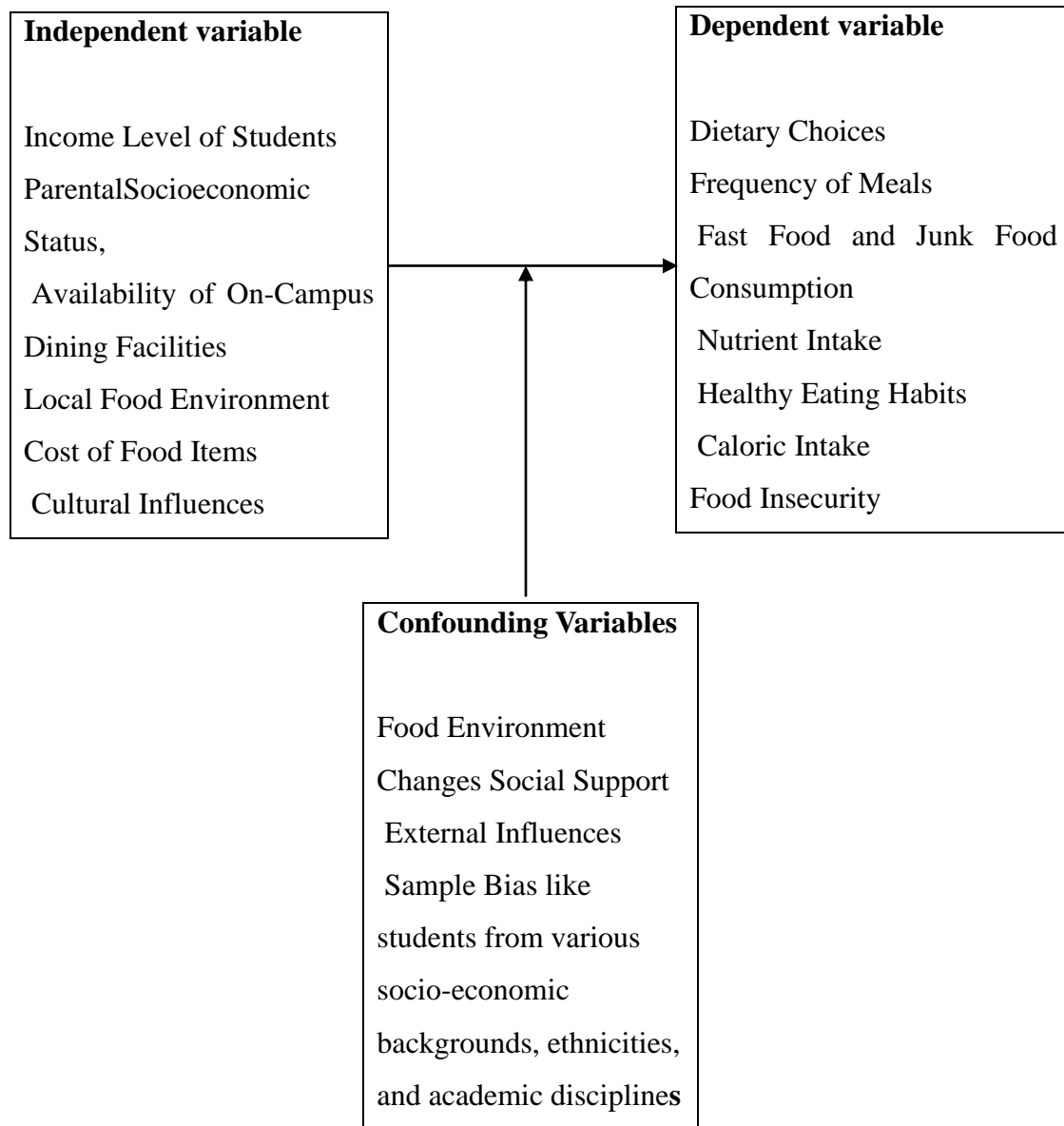
### **1.8. Significance of the study**

The aim of this research was to evaluate the socio-economic determinants of feeding habits among university students in Uganda Christian University in Mukono District.

The research study helped the students, the university administrators, parents and service providers in the University canteens in Uganda Christian University in Mukono to understand the different students' eating habits, the university administrators, parents and service providers in the University canteens.

As a student of Bachelor's degree of social work and Social Administration, I am hopeful that the research findings, to a larger extent, enhance my career in research and enable me to have the practical approach to handling and analyzing issues as the course requires.

## 1.9. Conceptual framework



How the Independent Variables Affect the Dependent Variables:

Income Level of Students and Parental Socioeconomic Status may influence dietary choices and nutrient intake, with higher income students typically having better access to healthier options.

Availability of On-Campus Dining Facilities can impact the frequency of meals, especially for students who rely on campus dining.

Local Food Environment may affect fast food consumption, as students living in areas with more fast-food outlets might be more tempted to eat fast food.

Cost of Food Items can directly impact dietary choices, as students on a tight budget may opt for cheaper but less nutritious options.

Cultural Influences can strongly influence dietary choices, as students may prefer foods that are culturally familiar.

How the above variables influence Confounding Variables

Food Environment Changes like the opening of a new fast-food restaurant can confound the relationship between local food environment and fast-food consumption.

Social Support from peers or family can confound the influence of income and parental socioeconomic status on healthy eating habits.

External Influences like health education campaigns can confound the impact of cultural influences on dietary choices.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Introduction

The aim of this study was to discover the various ways in which the social economical determinants of feeding habits of university students in the case of UCU.

Social learning theory suggests that individuals acquire knowledge, attitudes, and behaviors through observational learning and modeling of others in their social environment. When examining the social-economic determinants of feeding habits among university students, social learning theory can provide valuable insights.

**Observational Learning:** According to social learning theory, individuals learn by observing others and imitating their behaviors. In the context of feeding habits, university students may observe and model their peers, family members, or even influential figures in media or society. For example, if students observe their peers engaging in unhealthy eating habits, such as consuming fast food regularly, they may be more likely to adopt similar behaviors.

**Modeling:** Social learning theory emphasizes the importance of role models in shaping behavior.

University students may have role models, such as parents, older siblings, or respected professors, who influence their feeding habits. If these role models prioritize healthy eating habits, students are more likely to adopt similar behaviors. Conversely, if the role models have poor eating habits, students may be more inclined to imitate those behaviors.

**Reinforcement:** Social learning theory suggests that reinforcement plays a crucial role in shaping behavior. Positive reinforcement, such as praise or rewards, can reinforce healthy feeding habits, while negative reinforcement, such as criticism or social disapproval, can discourage unhealthy habits. In the university setting, positive reinforcement may occur through campus wellness programs, nutritional education initiatives, or supportive social networks that encourage healthy eating choices.

**Social Norms:** Social learning theory emphasizes the influence of social norms on individual behavior. University students are often part of a peer group or community that establishes norms

around feeding habits. If the prevailing norm supports healthy eating choices, students may conform to these standards. Conversely, if the social norm prioritizes convenience and unhealthy food options, students may be more likely to adopt similar behaviors.

**Media and Marketing:** Social learning theory recognizes the impact of media and marketing on individual behavior. University students are exposed to various media messages and advertisements that promote certain food products or eating behaviors. These influences can shape their perceptions and choices regarding feeding habits. For example, exposure to advertisements for fast food or sugary beverages may increase the likelihood of unhealthy food consumption.

In summary, social learning theory provides a framework to understand how the social-economic determinants influence the feeding habits of university students. By considering observational learning, modeling, reinforcement, social norms, and media influences, we can gain insights into the factors that shape their dietary choices.

## **2.2 Feeding habits of university students.**

Feeding habits of university students. Feeding habits refer to the dietary behaviors and patterns of an organism, including what, when, where, and how it obtains and consumes food. Feeding habits vary greatly across different species and can be influenced by a variety of factors, including the organism's biology, environment, and evolutionary history. In research carried out at University Brunei Darussalam (2018), data was collected and they found out that the majority ate regular daily meals, but more than half skipped breakfast. Frequent snacking, fried food consumption at least three times per week and low intake of daily fruits and vegetables were common. The frequency of visits to fast food restaurants was significantly higher in the overweight/obese. This finding reveals several concerning trends in feeding habits among the study population. The majority of participants skipped breakfast, indicating a potential need for breakfast promotion programs. Frequent snacking and high consumption of fried foods, along with a low intake of fruits and vegetables, suggest a lack of balanced nutrition. Additionally, the link between higher fast-food restaurant visits and overweight/obesity highlights the importance of addressing unhealthy eating patterns as part of social work efforts to improve overall well-being and health outcomes in the community. According to Tom Deliens in Department of

Human Biometry and Biomechanics (2014) conducted a study on the determinants of eating behavior in university students that; After the transition from secondary school to university, when independency increases, students are continuously challenged to make healthful food choices. Students reported to be influenced by individual factors for example (taste preferences, self-discipline, time and convenience), their social networks for example (lack of parental control, friends and peers), physical environment for example (availability and accessibility, appeal and prices of food products), and macro environment for example(media and advertising).

Furthermore, the relationships between determinants and university students' eating behavior seemed to be moderated by university characteristics, such as residency, student societies, university lifestyle and exams. This research highlights that university students face numerous challenges in making healthy food choices during their transition to independence. Their eating behavior is influenced by individual factors like taste preferences and self-discipline, as well as by social networks, physical environments, and macro-environmental factors such as media and advertising. Moreover, university-specific characteristics like residency, student societies, lifestyle, and exam pressures play a significant role in shaping students' eating habits. As a social work student, this research underscores the importance of considering these multifaceted determinants when designing interventions to promote healthy eating behaviors among university students,

According to Feitosa, E. P. S.et al(2010),carried out a study that was to evaluate the food habits of university students, and found out that of gender differences on food habits revealed that women had inadequate consumption of fries, sausage, confectioneries, and meal replacement by snacks bar. Men had less concern of external fat removal from steaks and higher frequency of alcoholic beverage intake. This finding suggests that there are distinct gender differences in the food habits of university students. Women tend to have inadequate consumption of certain less nutritious foods like fries, sausage, confectioneries, and meal replacement with snack bars, indicating a potential need for dietary guidance and education. In contrast, men showed a lower concern for removing external fat from steaks and a higher frequency of alcoholic beverage intake, emphasizing the importance of promoting healthier dietary choices among both genders, particularly in the context of social work and health promotion.

According to Francisco Entrena-Duran and Henar Baldan Lozano (2021) carried out an investigation revealed and that women tend to have the best chances of assuming healthy eating habits. Male students living outside the family home or without female partners exhibited greater feeding problems, while females living under similar conditions tended to display healthier eating habits. This finding reveals that women generally have a better likelihood of adopting healthy eating habits. Moreover, the study highlights that male students living independently or without female partners are more prone to facing feeding issues, while female students in similar circumstances tend to maintain healthier eating behaviors. This underscores the influence of social and environmental factors on feeding habits, which is crucial knowledge for social work students concerned with promoting well-being and healthy lifestyles.

The following sections examine key studies that have explored the feeding habits of university students. By analyzing the findings, discussing their implications, and recognizing potential barriers, this review highlights the complex and multifaceted nature of university students' feeding habits, influenced by individual, social, environmental, and gender-specific factors. Addressing these factors is essential for promoting healthier eating behaviors and improving overall well-being among university students (Smith et al.2017)

When examining the feeding habits of university students, several studies have shed light on this relationship. One study conducted by According to Tom Deliens in Department of Human Biometry and Biomechanics (2014). This research highlights that university students face numerous challenges in making healthy food choices during their transition to independence. Their eating behavior is influenced by individual factors like taste preferences and self-discipline, as well as by social networks, physical environments, and macro-environmental factors such as media and advertising. Moreover, university-specific characteristics like residency, student societies, lifestyle, and exam pressures play a significant role in shaping students' eating habits. As a social work student, this research underscores the importance of considering these multifaceted determinants when designing interventions to promote healthy eating behaviors among university students

Similarly, in a study by, According to Feitosa, E. P. S. and Dantas, C. A. de O.; et al (2010). This finding suggests that there are distinct gender differences in the food habits of university students. Women tend to have inadequate consumption of certain less nutritious foods like fries,

sausage, confectioneries, and meal replacement with snack bars, indicating a potential need for dietary guidance and education. In contrast, men showed a lower concern for removing external fat from steaks and a higher frequency of alcoholic beverage intake, emphasizing the importance of promoting healthier dietary choices among both genders, particularly in the context of social work and health promotion.

Moreover, another investigation conducted by Francisco Entrena-Duran and Henar Baldan Lozano (2021)., the study highlights that male students living independently or without female partners are more prone to facing feeding issues, while female students in similar circumstances tend to maintain healthier eating behaviors. This underscores the influence of social and environmental factors on feeding habits, which is crucial knowledge for social work students concerned with promoting well-being and healthy lifestyles.

In summary, the literature review highlights the feeding habits of university students and these studies collectively highlight the complex and multifaceted nature of university students' feeding habits, influenced by individual, social, environmental, and gender-specific factors. Addressing these factors is essential for promoting healthier eating behaviors and improving overall well-being among university students.

### **2.3. Barriers related to the feeding habits of university students.**

As university students navigate the transition to independence and face the challenges of academic life, their feeding habits become a critical component of their overall well-being. However, a myriad of barriers can hinder these young adults from making healthy dietary choices. From limited access to nutritious foods and tight schedules to the influence of social networks and financial constraints, university students encounter unique obstacles that impact their feeding habits. Understanding these barriers is essential for devising targeted interventions that promote healthier eating behaviors among this demographic. In this examination, we explore the common barriers that university students face in developing and maintaining healthy feeding habits, shedding light on the factors that shape their nutritional choices during this pivotal life stage.

According Amal Ismael of King Faisal University (2020) conducted a study where the highest reported barriers were the easy availability of fast foods, high cost of healthy foods, limited time,

and being too lazy to prepare a healthy diet. On the other hand, the lowest barrier was pressure from peers to engage in unhealthy eating. This finding reveals that the easy accessibility of fast foods, the financial burden of healthy options, time constraints, and a lack of motivation for meal preparation are among the primary hurdles. Interestingly, peer pressure seems to be a less prominent factor. For social work students, this research highlights the need for targeted interventions addressing these specific barriers to foster healthier dietary choices among university students.

According to Jarrar et al., (2015), Kabiret al., (2018); Sogari et al., (2018) conducted a study on the factors influencing university students' healthy eating habits. Firstly, individual factors influencing healthy eating habits of university students were discussed: eating 9 habits, income, time, taste of food, university stress, body image, meal patterns, nutritional knowledge and gender norms and differences. Social factors will follow which include: family members and background, friends and peers, social media, societal and cultural norms and values. Cost of food, food insecurity, higher institutions, convenience stores, vending machines and government policies will be discussed under environmental factors. The findings reveal barriers encompass a wide array of individual factors, including income, time constraints, taste preferences, and the pressures of university life. Social influences from family, friends, peers, and societal norms play a significant role. Environmental factors, such as the cost of food, accessibility, and government policies, also contribute to these challenges. As a social work student, this research underscores the complexity of addressing these multifaceted barriers and the importance of holistic interventions to promote healthier eating behaviors among university students.

A study was conducted by Ashraful Kabir and Shahjahan Miah of Shahjalal University of Science and Technology, Sylhet, Bangladesh (2018) Student eating behavior and dietary intake are influenced by a variety of factors. Individual factors (cooking skills, food taste, food taboos, and knowledge and perceptions), societal factors (influence of peers and social norms), factors related to university (campus culture and frequency of examination), and environmental factors (availability of cooking resources and facilities and food prices) emerged as the key aspects that determine students' eating behavior and dietary intake. This finding underscores that individual factors like cooking skills, taste preferences, and knowledge, along with societal influences from peers and social norms, significantly affect students' eating behaviors. University-related factors

such as campus culture and exam pressures, as well as environmental factors like cooking resources and food prices, collectively contribute to the complexities of fostering healthy dietary habits among university students. As a social work student, this research underscores the importance of addressing these diverse factors in comprehensive interventions aimed at promoting healthier eating habits within the student population.

Diez, et al., 2009; Johansen, et al., 2006; Deliens, et al., (2014) conducted that there are several factors like university characteristics, physical environment, social environment, individual characteristics and living away from home are responsible for adoption of unhealthy outside food among university students. Present study also reveals that eating outside unhealthy food behavior has increased among a large number of the students after admission in university. These findings emphasize the need for social work interventions addressing these diverse factors to promote healthier dietary choices among university students, especially as the prevalence of unhealthy outside food consumption tends to increase during their academic journey.

University students face a multitude of barriers that influence their feeding habits during a critical phase of transition and academic stress. These barriers encompass individual factors like taste preferences, limited cooking skills, and time constraints, while societal influences from peers, family, and cultural norms play a pivotal role. Additionally, environmental factors such as food accessibility, cost, and the prevalence of unhealthy options on campuses contribute to these challenges. Understanding the complexity of these barriers is crucial for social work students seeking to design comprehensive interventions that address the diverse factors shaping university students' dietary choices and promote healthier eating behaviors in this population.

#### **2.4 Finding out the enablers of feeding habits of university students.**

The enablers of feeding habits among university students encompass a range of factors that influence their dietary choices. These include taste preferences, the availability of nutritious food options, adherence to dietary guidelines or rules, the development of healthy eating habits, and intrinsic motivation to make nutritious choices. Understanding these enablers is crucial for promoting healthier eating behaviors among university students and addressing their unique nutritional needs and challenges. A. E. Munt, S. R. Partridge,(2017), conducted research on cohort and the key enablers found included: female interest in a healthy diet; healthy diet of

friends and family; support/encouragement of friends and family to eat healthy; desire for improved health; desire for weight management; desire for improved self-esteem; desire for attractiveness to potential partners and others; possessing autonomous motivation to eat healthy and existence and use of self-regulatory skills. This finding highlights several key enablers related to the feeding habits of university students. These enablers include strong social influences, such as the influence of friends and family with healthy diets and their support, as well as personal motivations like the desire for improved health, weight management, self-esteem, and attractiveness to potential partners. Additionally, the presence of autonomous motivation and effective self-regulatory skills play significant roles in fostering healthy eating habits among university students. This insight underscores the importance of both social support and individual motivation in promoting healthy eating behaviors among this demographic.

According to Departme Jennifer R. Walsh and Adrienne A. (2009) of White of Food Science and Human Nutrition, University of Maine. conducted a study because weight maintenance practices and perceptions of body weight have been studied more in young adult women than men; Enablers for eating healthfully included liking the taste, availability of healthful foods, using food rules to guide intake, having a habit of healthful eating, and internal drive/will. This finding highlights several key factors that encourage healthy eating among this demographic, including a preference for the taste of healthy foods, the easy availability of nutritious options, the use of dietary guidelines or rules, the establishment of healthy eating habits, and an internal drive or motivation to eat healthily. This insight underscores the importance of taste preferences, accessibility, and personal motivation in shaping the dietary choices of university students, providing valuable information for social work students working with this population.

Addressing these gaps and understanding the predictors of socioeconomic determinants of feeding habits among university students can help develop targeted interventions and policies to promote healthier eating behaviors on campuses.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the study methodology that was used in the study and provides a study frame work for this research. A detailed presentation of research design, study population, sample and sampling procedures, description of research instruments, validity and reliability of instruments, data analysis techniques and ethical considerations during the study have been presented.

#### **3.2 Research design**

A research design is the conceptual structure within which research is conducted and constitutes the blue print for measurement of the variables, collection and analysis of data (Creswell, 2009).

A descriptive cross-sectional survey design was used to collect data from a representative sample at one point in time to make inferences about the target population (Manion& Morrison 2007). The design also helped in saving time as it is proved easy, quick and cheap to administer (Cohen, Manion and Morrison 2007). Detailed information will be easy to collect from various categories of pre-determined target population in a short time and at a less cost (Neuman 2011). The design facilitates the collection and analysis of data using both quantitative and qualitative methods with the purpose of providing a better understanding of the research problem and question (Creswell 2009).

#### **3.3 Study area**

Uganda Uganda Christian University (UCU) is located in Mukono, Uganda. Mukono is a town situated in the central region of Uganda, approximately 21 kilometers east of the capital city, Kampala. The university is easily accessible from Kampala and is situated on a spacious campus in Mukono. And currently with a total number of approcimently 10,000 students.

### **3.4 Study Population**

A population refers to any group of institutions people or objects that have common characteristics (Creswell 2009). The target population for this study comprised of (10) students and each from each year and (10) administrators so as to know the difference reasons how the socio- economic determinants of feeding habits of university students in the case of UCU.

### **3.5 Determination of sample size**

According to Amin (2005) a sample is defined as a collection of elements of a population. A sample is a smaller group obtained from accessible population. A sample saves a lot of time, cost and personnel required to allocate all the members (Creswell, 2009). The sample size was determined using the tables provided by Krejcie and Morgan (1970). Using Krejcie and Morgan (1970) Table the sample size will be 40.

### **3.6 Sampling Techniques and Procedure**

According to Amin (2005), a sample technique is a plan for obtaining a sample from a given population in such a way that the sample elements selected represent the population. The researcher employed both probability and non-probability sampling technique to select a sample size.

#### **3.6.1 Purposive sampling**

Purposive sampling was used to get views from 40 students and each from all years from year One to year three and 10 administrations so as to know the socio- economic determinants of feeding habits of university students in the case of UCU.

#### **3.6.2 Simple random sampling**

Simple random sampling is probability sampling where every element in the population has a known and equal chance of being selected as a subject (Sekaran 2003). This technique was used to select students randomly according to their three years of being in campus so as to know the socio- economic determinants of feeding habits of university students in the case of UCU.

### **3.7 Data Collection Methods**

Qualitative and quantitative methods was used to collect data for a better understanding of the the social economical determinants of feeding habits of university students in the case of UCU.

#### **3.7.1. Questionnaire case study method**

The case study method was used to collect data on the characteristics of respondents, attitudes, perceptions. The method was found appropriate for collection of information from the large number of respondents who can read, write, and interpret questions. The method was also much more efficient than any other methods because it permitted collection of data from a large number of respondents.

#### **3.7.2 Interview Method**

According to (Kenneth and Bruce 2007) interview is an oral questionnaire where investigator gathers data through direct verbal interaction with participants. The method involved the presentation of oral, verbal stimuli and reply in terms of responses. This method was used to collect data from the student doing the research (interviewer) and the students answering questions (respondent)

### **3.8 Data Collection Instruments**

#### **3.8.1 Questionnaire**

Self-administered questionnaire was used as data collection instruments of getting information from the students and some administrators of UCU. According to Amin (2005), this instrument was appropriate because these categories could easily read, and write. The instrument consisted of pre formulated written set of questions, which was both open and closed, to which respondents shall respond and their answers will be recorded.

#### **3.8.2 Interview Guide**

According to Kahn and Connell (1957), in Marshall (1995), interviews are a conversation with a purpose and therefore data is collected easily. Interview guides was used to enable the

interviewer to remain focused on the needed deeper information during probing time. Face to face, interviews helped the researcher obtain accurate and well-directed information from the respondents. Interviews were held with students and some service providers.

### **3.9 Validity and Reliability of Research Instruments**

#### **3.9.1 Validity**

According to Creswell (2009) validity refers to the degree to which evidence and theory support the interpretation of the test scores entailed by use of tests. The validity of instruments is the extent to which it does measure what is supposed to measure. Validity is the accuracy and meaningfulness of inference, which are based on the research results. It is the degree to which results obtained from analysis of a data validated in terms of content. The content related techniques measures, the degree to which the questions items reflected the specific areas covered.

#### **3.9.2 Reliability**

Reliability is the ability of a research instrument to consistently measure characteristics of interest over time. It is the degree to which a research instrument yields consistent results or data after repeated trails. If a researcher administers a test to a subject twice and gets the same score on the second administration at the first test then, there is reliability of instrument (Mugenda and Mugenda 2005). Consequently, reliability test for the questionnaire was run in SPSS to establish whether the instruments used was stable and consistence in measuring particular concepts that were to be measured.

### **3.10 Data Collection Procedures**

The researcher obtained a letter of introduction from the Uganda Christian University (UCU). The researcher fixed appointments with the respondents prior to data collection. There searcher then proceeded to respondents to administer the questionnaires and conducting interviews.

#### **3.11 Data Analysis**

Both quantitative and qualitative approaches were used for data analysis. The coding of the quantitative data from the questionnaires was done. This was then entered into the computer for

computation of descriptive statistics. The Statistical Package for Social Scientists (SPSS Version 21) was used to run descriptive statistics such as frequencies and percentages.

### **3.12 Ethical Considerations**

Creswell (2009) asserts that ethical issues arise in discussions about codes of professional conduct for a researcher. Ethical approval for this study was obtained from the head of and Uganda Christian Research Ethics Committee. Therefore, individual consent the students selected, were informed of the purpose of the study and allowed to voluntarily choose to participate or not.

The students selected had the right to withdraw from the study at any time without incurring any penalty.

The right of the participants to anonymity was protected, and the data that was collected will be kept confidential.

The researcher obtained informed consent from all respondents before their enrolment in the study.

## CHAPTER FOUR

### DATA ANALYSIS AND INTERPRETATION OF FINDINGS

#### 4.1 Introduction

This chapter deals with data analysis, presentation and interpretation of the findings collected from the field in an attempt to examine the socio-economic determinants of eating habits among university students in Uganda Christian University in Mukono District. The findings are presented according to research questions. The findings are presented within the research questions and are presented in frequency tables. The findings are coined to the purpose of the study and are analyzed within the theoretical framework. The chapter presents the collected data in a more organized and summarized way, guided by the study objectives and research questions. The biographic characteristics of the respondents are presented first.

#### 4.2 Bio Data of the Respondents:

This section presents the demographic characteristics of the respondents which includes the Gender, age, education and marital status of the respondents.

**Table 1: Gender of respondents**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	16	40.0	40.0	40
Female	24	60.0	60.0	60
Total	40	100.0	100.0	

*Source: Primary data*

The provided data represents the gender distribution of respondents in a survey. It is presented in a tabular format, breaking down the frequencies and percentages of male and female respondents. There were 16 male respondents, which accounts for 40.0% of the total respondents and there were 24 female respondents, constituting 60.0% of the total respondents.

Therefore, from the study, the data reveals a gender distribution imbalance among the respondents, with a higher number of male participants (40.0%) compared to female participants (60.0%).

**Table 2: Age of the respondents**

	Frequency	Percent	Valid Percent	Cumulative Percent
21-30	23	57.5	57.5	57.5
31-40	9	22.5	22.5	22.5
41-50	8	20.0	20.0	20.0
Total	40	100.0	100.0	

*Source: Primary data*

The provided data represents the age distribution of respondents in a study. It is presented in a tabular format, displaying the frequencies and percentages of respondents falling into different age categories. There were 40 respondents (100.0% of the total), falling within the age range of 21 to 30 years, 23 respondents (57.5% of the total) fell within the age range of 31 to 40 years, another 9 respondents (22.5% of the total) fell within the age range of 41 to 50 years and lastly a smaller number of 8 respondents, (20.0% of the total). This shows that the majority of respondents (57.5%) were in the age group of 21 to 30 years, a significant proportion of respondents (22.5%) were in both the 31-40 and 41-50 age groups and a smaller proportion of respondents (20.0%). This points at a fact that the biggest number of respondents were of a young age category who are key in the findings out of the socio-economic determinants of feeding habits of university students in Uganda Christian University.

**Table 3: Education of Respondents**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Secondary	6	15.0	15.0	42.5
University	34	85.0	85.0	100.0
Total	40	100.0	100.0	

*Source: Primary data*

The data above shows the education level of respondents in the study and it is presented in a tabular format, showing the frequencies and percentages of respondents falling into different education categories. There were 6 respondents (15.0% of the total) who reported to have completed secondary education, while the majority of respondents, 34 were (85.0% of the total), reported having a university-level education. Since the Majority of the respondents 85.0% have university education, it gives much confidence to the findings since the respondents were learnt.

**Table 4: Marital status of the Respondents**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Single	27	67.5	67.5	67.5
Married	13	32.5	32.5	32.5
Total	40	100.0	100.0	

*Source: Primary data*

The above data represents the marital status of respondents in the study. It is presented in a tabular format, showing the frequencies and percentages of respondents falling into different marital status categories. There were 27 respondents (67.5% of the total) who reported being single, indicating that they are not currently married. The minority of respondents, 13 individuals (32.5% of the total), reported being married, signifying that they are currently in a marital union. This shows stability of the respondents and therefore giving us must confidence in the study findings.

**SECTION B: Finding out the feeding habits of university students.**

**Table 5:Feeding habits of university students.**

	Strongly Agree		Agree		Not Sure		Disagree		Strongly Disagree	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
THE FEEDING HABITS OF UNIVERSITY STUDENTS IN THE CASE OF UGANDA CHRISTIAN UNIVERSITY										
Does your lifestyle affect your nutrition and healthy eating.	34	85.0%	6	15.0%	0	0.00%	0	0.00%	0	0.00%
How often do you eat with friends or classmates	9	22.5%	17	42.5%	15	37.5%	8	20.0%	0	0.00%
How often do you make food choices based on advertisements	2	5.0%	5	12.5%	0	0.00%	33	82.5%	0	0.00%

*Source: Primary data*

The above data is related to the study objective the feeding habits of university students in the case of Uganda Christian University. The data includes responses to statements, categorized by the level of agreement among respondents. On Statement 1, Does your lifestyle affect your nutrition and healthy eating., those who Strongly Agreed were 34 respondents (85.0%) those who Agree were 6 respondents (15.0%) and the other response category received zero response. This statement received predominantly positive responses, with a majority of respondents either strongly agreeing or agreeing about being knowledgeable about nutrition and healthy eating. Statement 2 about "How often do you eat with friends or classmates." Those who Strongly Agreed were 9 respondents (22.5%), those who Agreed were 17 respondents (42.5%), not Sure were 15 respondents (37.5%) and only 8 respondents disagreed with (20.0%). This statement received mixed responses. While a significant number of respondents agreed of being aware of any on campus nutritional support services or programs, a notable percentage was unsure, and a smaller percentage disagreed. Statement 3:” How often do you make food choices based on advertisements”, those Strongly Agreed were 2 respondents (5.0%), Agreed were 5 respondents (12.5%), and Not Sure were not respondents, disagreed were only 33 respondents (82.5%). This statement also received few positive responses, with a majority disagreeing that they have you ever utilized these services.

Overall, the data suggests what respondents generally perceive about the feeding habits of university students, that they, were acquiring the knowledge of friends who are doing courses about food nutrition and family members advising some them while coming to campus above about values of eating foods rich in a balanced diet.

**SECTION C: Identifying barriers related to the feeding habits of university students.**

**Table 6: barriers related to the feeding habits of university students**

	Strongly Agree		Agree		Not Sure		Disagree		Strongly Disagree	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
THE BARRIERS RELATED TO THE FEEDING HABITS OF UNIVERSITY STUDENTS										
Are there any culture or religious factors that influence your diet.	21	52.5%	12	30.0%	3	7.5%	4	10.0%	0	0.00%
Have you ever experienced a period where you didn't have enough to eat or access to nutritious food.	20	50.0%	14	35.0%	0	0.00%	4	10.0%	2	5.0%
Have you ever had to skip meals due to financial constraints	24	60.0%	12	30.0%	0	0.00%	2	5.5%	2	5.5%
Do you budget for food separately from other expenses	26	65.0%	6	15.0%	3	7.5%	0	0.00%	5	12.5%

The data above is related to a study objective investigating the barriers related to the feeding habits of university students in the case Uganda Christian University in Mukono District.

The data includes responses to statements, categorized by the level of agreement among respondents. Statement 1: " Are there any culture or religious factors that influence your diet", Strongly Agree were 21 respondents (52.5%), agree were 12 respondents (30.0%), Not Sure 3 respondents (7.5%), and disagree were 4 respondents and non-strongly disagreed. A majority of respondents either strongly agreed or agreed that culture or religious factors that influence your diet. A smaller percentage was unsure. Statement 2: "Have you ever experienced a period where you didn't have enough to eat or access to nutritious food". Those who Strongly Agreed were 20 respondents (50.0%), Agree were 14 respondents (35.0%), 0 Not Sure respondents, disagree were 4 respondents (10.0%) and strongly disagree were 2 respondents (9.10%). The responses to this statement were more varied. While a significant number of respondents agreed that they have ever experienced a period where you didn't have enough to eat or access to nutritious food and a smaller percentage disagreed. Statement 3: "Have you ever had to skip meals due to financial constraints", those who Strongly Agreed was 24 respondents (50.0%), agree 12 respondents (30.0%), Disagree 2 respondents (5.5%) and Strongly Disagree 2 respondents (5.5%). Responses to this statement were mixed. While a significant number agreed that they have ever had to skip meals due to financial constraints, there were a substantial proportion of respondents who were strongly disagreed, and some disagreed. Statement 4: " Do you budget for food separately from other expenses), those who Strongly Agreed were 26 respondents (65.0%), Agreed 6 respondents (15.0%), not sure 3 respondents (7.5%), Strongly Disagree 5 respondents (12.5%). The majority of respondents strongly agreed that they budget for food separately from other expenses. However, a small percentage disagreed.

Overall, the data suggests that respondents generally recognize the barriers related to the feeding habits of university students in the case Uganda Christian University in Mukono District. However, there is variability in the level of agreement, with some respondents expressing uncertainty or disagreement on certain aspects, particularly on if they have you ever had to skip meals due to financial constraints and if they budget for food separately from other expenses hence some students from lower socio-economic backgrounds reported facing budgetary limitations that often led them to opt for lower-cost, calorie-dense foods with lower nutritional

value and balance with transport for the some of the students commuting. This included frequent consumption of fast food and processed snacks.

Some of the respondents' perceptions regarding food affordability emerged among the participants while other students believed that healthy eating was expensive and, therefore, unattainable, while others, particularly those receiving financial aid or scholarships, were more optimistic about their ability to maintain a balanced diet.

**SECTION D: Finding the enablers of feeding habits of university students.**

**Table 7: The enablers of feeding habits of university students.**

THE ENABLERS OF FEEDING HABITS OF UNIVERSITY STUDENTS	Strongly Agree		Agree		Not Sure		Disagree		Strongly Disagree	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Do you have friends that influence your food choices.	21	52.5%	12	30.0%	3	7.5%	4	10.0%	0	0.00%
Are there any social events or gatherings that impact you're eating habits.	20	50.0%	14	35.0%	0	0.00%	4	10.0%	2	5.0%
Do you usually eat all meals	14	35.0%	12	30.0%	0	0.00%	7	17.5%	7	17.5%
Do you have access to cooking facilities	26	65.0%	6	15.0%	3	7.5%	0	0.00%	5	12.5%
Does your living arrangement affect your food choices	10	25.0%	10	25.0%	5	12.5%	8	20.0%	7	17.5%

The data above is related to study objective on the enablers of feeding habits of university students in the case of Uganda Christian University in Mukono District. The data includes responses to statements, categorized by the level of agreement among respondents. Here's an analysis of the data: Statement 1: " Do you have friends that influence your food choices" Those who Strongly Agreed were 21 respondents (52.5%), agree were 12 respondents (30.0%), 3 Not Sure respondents (7.5%), disagree 4 respondents (10.0%) and non were Strongly Disagreeing. A majority of respondents either strongly agreed or agreed that their friends that influence your food choices. However, a smaller percentage was unsure, and a very small percentage disagreed or strongly disagreed. Statement 2: " Are there any social events or gatherings that impact you're eating habits. Strongly Agreed were 20 respondents (50.0%), Agree 14 respondents (35.0%),

Disagree 4 respondents (10.0%) and Strongly Disagree 2 respondents (5.0%). This statement received mixed responses. While a significant number of respondents agreed or strongly agreed that there are social events or gatherings that impact their eating habits, a notable percentage were unsure, and some disagreed. Statement 3: "Do you usually eat all meals". Strongly Agree 14 respondents (35.0%), Agree 12 respondents (30.0%), there were no respondents who were not 7 disagree respondents (17.5%) and Strongly Disagree 7 respondents (17.5%). The majority of respondents agreed or strongly agreed that they do usually eat all meals, no percentage were unsure, and an even and smaller percentage disagreed and strongly. Statement 4: "Do you have access to cooking facilities" strongly Agreed 26 respondents (65.0%), there 6 agreed respondents (15.0%), 3 respondents were not Sure (7.5%), they were no disagree respondents and Strongly Disagreed 5 respondents (12.5%). The majority of respondents agreed that they Do you have access to cooking facilities with a significant percentage strongly agreeing or agreeing, and a small percentage disagreed. Statement 5: "Does your living arrangement affect your food choices "strongly Agreed 10 respondents (25.0%), there 10 agreed respondents (25.0%), 5 respondents were not Sure (12.5%), they were 8 disagree respondents (20.0%) and Strongly Disagreed 7 respondents (17.5%). The majority of respondents agreed and strongly agreed that there living arrangement affect your food choices, and a small percentage disagreed.

Overall, the data suggests that respondents generally recognize the enablers of feeding habits of university students in the case of Uganda Christian University in Mukono District hence highlighting the significance of the campus food environment. Some participants who commute

from home to school and with low socio-economic backgrounds end up foregoing eating lunch due to having to balance the little money provided with getting snacks to eat and transport hence finding it challenging.

## **CHAPTER FIVE**

### **SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 Introduction.**

In this chapter, the research discusses the findings, draws conclusions, gives recommendations, limitations of the study and suggests areas for further research. The summary of the findings are based on the research objectives and research questions as in chapter one. The discussion is based on the results presented in chapter four of this dissertation as given by the respondents.

#### **5.1 Summary of Findings.**

##### **5.1.1 The feeding habits of university students in the case of Uganda Christian University in Mukono District.**

The study examined the background characteristics of the respondents in Chapter 4, revealing that the majority were female (60%) in statement 1, Does your lifestyle affect your nutrition and healthy eating, many strongly agreed to this especially the female respondents as they eat the way they eat because they want campus figure, others because they are balancing their money with money to get clothes, some because they give their money to their girlfriends (the male respondents). In statement 2, How often do you eat with friends or classmates, here 26 respondents agreed and, in the findings, they are affected due to peer pressure through eating what they also eat for example junk foods. In statement 3, how often do you make food choices based on advertisements. Here 7 respondents agreed to this and all of them being female due to consistent advertising of foods, while others said looking at the menus in restaurants makes them divert their choices to junk foods and also attractive adverts for examples offers like buy one box of pizza and get an additional box. In summary, here are the solutions to the above, Promoting Healthy Eating and Nutrition through Implement nutrition education programs on campus, targeting both male and female students. These programs can provide information on the importance of balanced diets, portion control, and the long-term health benefits of healthy eating, through Offering counseling services that address the underlying reasons for unhealthy eating habits. This could include addressing body image concerns, financial constraints, or peer pressure through promoting a healthy campus culture by offering healthier food options in

campus cafeterias and vending machines. Encourage and facilitate physical activity programs and spaces on campus, through addressing Peer Pressure by peer education programs that focus on making informed food choices and resisting peer pressure. These programs can be led by students who have successfully overcome peer pressure related to food, by promoting social activities that don't revolve around unhealthy eating, such as group fitness classes, sports, or healthy cooking workshops, by mitigating the Influence of Advertisements, and finally by Alternative Marketing through encouraging businesses on or near campus to promote healthier options through discounts, loyalty programs, or appealing advertising.

The Literature review; the literature review highlights the feeding habits of university students and these studies collectively highlight the complex and multifaceted nature of university students' feeding habits, influenced by individual, social, environmental, and gender-specific factors. Addressing these factors is essential for promoting healthier eating behaviors and improving overall well-being among university students.

### **5.1.2 Barriers related to the feeding habits of university students in Mukono in the case of Uganda Christian University.**

The findings of the study reveal the barriers related to the feeding habits of university students in Mukono in the case of UCU. I received mixed responses with the majority agreeing that their diet is being affected by culture and region for examples during religious Fasting, Students who adhere to certain religious beliefs, such as Islam or Christianity, may observe fasting periods where they abstain from specific foods or meals. For example, during Ramadan, Muslim students fast from sunrise to sunset, affecting their meal schedule and food choices, Income Disparities: Students from different regions faced economic disparities, affecting their diet. For instance, students from wealthier families may have access to a wider variety of foods, including imported items, while those from lower-income families may have a more restricted diet. Food Taboos was also a barrier that has affected the respondents due to beliefs about the negative consequences of consuming certain animals, which can limit the dietary choices of students, on the statement Have you ever utilized these services and if so, what was your experience, this statement also received few positive responses, with a majority disagreeing that they have you ever utilized these services.

Overall, the data suggests what respondents generally perceive about the feeding habits of university students, that they, were acquiring the knowledge of friends who are doing courses about food nutrition and family members advising some them while coming to campus above about values of eating foods rich in a balanced diet.

The literature review consistently emphasizes on the cites of various studies that demonstrate the significant of the barriers related to the feeding habits of university students in Mukono. It also highlights specific aspects that University students face a multitude of barriers that influence their feeding habits during a critical phase of transition and academic stress. These barriers encompass individual factors like taste preferences, limited cooking skills, and time constraints, while societal influences from peers, family, and cultural norms play a pivotal role. Additionally, environmental factors such as food accessibility, cost, and the prevalence of unhealthy options on campuses contribute to these challenges. Understanding the complexity of these barriers is crucial for social work students seeking to design comprehensive interventions that address the diverse factors shaping university students' dietary choices and promote healthier eating behaviors in this population.

In conclusion, based on the findings and challenges related to the feeding habits of university students in Mukono, in the case of UCU, here are some potential solutions, nutrition Education and Awareness should be done through Organizing regular workshops or seminars on campus to educate students about the importance of a balanced diet, the impact of cultural and religious practices on nutrition, and ways to overcome dietary challenges. Cultural and Religious Sensitivity should be done through ensuring that campus dining facilities offer a variety of culturally diverse food options to accommodate different dietary needs and preferences during religious fasting periods or cultural celebrations. Food Accessibility by setting up on-campus markets or food co-ops that offer affordable, fresh, and healthy food options. This can make it easier for students to access nutritious foods. Providing Dietary Counseling through establishing a nutrition counseling service on campus where students can seek personalized advice on maintaining a healthy diet, especially if they have dietary restrictions or concerns. Peer Nutrition Groups through creating peer support groups focused on nutrition and healthy eating. Students can share tips, recipes, and experiences, providing social support to overcome dietary challenges.

By conducting community Engagement through engaging with local communities to understand their dietary practices and incorporate cultural diversity into the campus food offerings.

### **5.1.3 The enablers of feeding habits of university students**

The findings of the study reveal the enablers of the feeding habits of university students in Mukono in the case of UCU. I received majority of respondents either strongly agreed or agreed that their friends that influence your food choices through adapting to their choices of food for example one respondent said they started eating junk foods because her friend she used to hung out with used to over eat it. 10 respondents claim to have being affected religion like the Muslims who don't pork hence missing proteins as a food value in the body, while some respondents' food and preference like the way they prepared. In statement4, the majority of respondents agreed that they do you have access to cooking facilities and a lesser extent, some respondents disagreed like some male respondents said they didn't have cooking facilities hence leading them to eat street food like Rolex. In statement 5, The majority of respondents agreed and strongly agreed that there living arrangement affect your food choices in a way how they have balance rent with buy food hence leading them to eat junk foods like Rolexes, chapattis because it's cheap.

Therefore, here are the solutions to the above context, through provision of Nutritional Education by conducting workshops and seminars that focus on the impact of peer influence on food choices. Educate students about making informed decisions and resisting peer pressure to adopt unhealthy eating habits, Healthy Social Activities should be encouraged for the development of social activities that revolve around healthy eating, such as cooking classes, potluck dinners with nutritious dishes, or fitness challenges with friends, Cultural and Religious Sensitivity should to ensure that campus dining facilities accommodate students with religious dietary restrictions by offering a range of suitable food options during fasting periods. By collaborating with student religious groups to provide guidance on appropriate meal choices.

In Living Arrangements and Economic Factors, Financial Literacy Programs should offer financial literacy workshops to help students budget for both rent and food expenses. Teach them how to make cost-effective meal plans and shop for affordable yet nutritious ingredients, by providing affordable Housing Options so as to advocate for affordable student housing options

that consider the financial constraints of students, allowing them to allocate more of their budget to healthy food choices. By providing nutrition Awareness Programs through Launch awareness campaigns highlighting the importance of a balanced diet. Promote the value of consuming a variety of food groups for overall health and well-being.

The literature review highlights several key factors that encourage healthy eating among this demographic, including a preference for the taste of healthy foods, the easy availability of nutritious options, the use of dietary guidelines or rules, the establishment of healthy eating habits, and an internal drive or motivation to eat healthily. This insight underscores the importance of taste preferences, accessibility, and personal motivation in shaping the dietary choices of university students, providing valuable information for social work students working with this population.

## **5.2 Conclusion**

In conclusion, the study delves into the intricate web of factors influencing the feeding habits of university students in Mukono, with a specific focus on Uganda Christian University (UCU). It is evident from the findings that these habits are shaped by a myriad of challenges, including cultural and religious influences, income disparities, and food taboos, all of which impact students' dietary choices. Furthermore, peer pressure, living arrangements, and economic factors play significant roles in guiding what and how students eat. However, amidst these challenges lie potential solutions. Education and awareness initiatives, cultural sensitivity in dining options, improved food accessibility, and financial literacy programs can collectively address these issues. Additionally, fostering healthy social activities and peer support groups can empower students to make informed and healthier food choices. Understanding the enablers of feeding habits, such as taste preferences and accessibility to nutritious options, further underscores the importance of creating an environment that promotes and facilitates healthier eating behaviors among university students. In sum, this study underscores the complexity of factors affecting the dietary choices of university students in Mukono and offers a comprehensive set of strategies to promote healthier eating habits and overall well-being in this critical phase of their lives.

### **5.3 Recommendations:**

According to the first objective which is finding out the feeding habits of university students, the following are the recommendations. To Enhanced Campus Food Options

Campus dining services should expand their offerings to include more affordable and nutritious meal choices. Collaborations with local food vendors and farmers' markets could help achieve this.

Nutrition Education Programs:

Implement nutrition education programs that consider cultural diversity and emphasize affordable and nutritious meal planning. These programs can be integrated into orientation activities and coursework.

According to the second objective, to identify barriers related on the feeding habits of university. The following are the recommendations.

To Enhanced Campus Food Options

Campus dining services should expand their offerings to include more affordable and nutritious meal choices. Collaborations with local food vendors and farmers' markets could help achieve this.

Financial Education and Support

Universities should provide financial literacy education and resources to help students, particularly those from lower-income backgrounds, manage their budgets effectively while making healthier food choices.

According to the third objective, which is to find out enabler of feeding habit to university students, recommendation Nutrition Education Programs.

Implement nutrition education programs that consider cultural diversity and emphasize affordable and nutritious meal planning. These programs can be integrated into orientation activities and coursework

To the future researchers:

**Longitudinal Studies:** Future researchers should consider conducting longitudinal studies to assess the long-term effects of the socio-economic determinants of feeding habits on university students in the case of Uganda Christian University in Mukono. By following participants over an extended period, researchers can track their progress, identify factors influencing sustained success, and evaluate the program's effectiveness in creating lasting economic improvements. Longitudinal studies will provide valuable insights into the long-term outcomes and inform future program design and implementation.

**Mixed-Methods Approach:** Researchers should employ a mixed-methods approach to gather comprehensive and nuanced data on the socio- determinants of feeding habits of university students of UCU in Mukono. Combining quantitative data, such as surveys and statistical analysis, with qualitative methods like interviews and focus groups, will offer a more holistic understanding of the university

To the Social Work Practitioners:

**Implement Targeted Financial Support Programs:**

Research findings suggest that financial constraints are a significant stressor for university students. Social work practitioners can collaborate with educational institutions and community organizations to develop and promote financial assistance programs tailored to the specific needs of students.

Advocate for the expansion of scholarships, grants, and emergency funds for low-income students to alleviate financial burdens that can negatively impact their academic success and mental health.

**Promote Access to Affordable Housing:**

Secure and stable housing is fundamental to a student's success. Social workers should advocate for affordable housing options for students, both on and off-campus. Partner with local housing authorities and nonprofits to create housing solutions that cater to students' unique needs, especially for those who are homeless or at risk of becoming homeless.

#### Mental Health Support Services:

Recognize that socio-economic stressors can contribute to mental health challenges among students. Encourage the integration of mental health services within university campuses.

Provide training for university staff and faculty on recognizing signs of distress and referring students to appropriate mental health resources.

#### Career Counseling and Employment Opportunities:

Collaborate with universities to offer career counseling services that help students explore potential career paths, job opportunities, and internships.

Establish partnerships with local businesses and organizations to create employment opportunities for students, especially those from low-income backgrounds, to support their financial independence.

### **5.4 Suggestions for Further Research**

**Mixed-Methods Approach:** Researchers should employ a mixed-methods approach to gather comprehensive and nuanced data on the socio-economic determinants of feeding habits of university students of UCU in Mukono. Combining quantitative data, such as surveys and statistical analysis, with qualitative methods like interviews and focus groups, will offer a more holistic understanding of the university

**Comparative Studies.** Conduct comparative studies across different educational facilities or regions to assess whether the findings from Uganda university students are consistent across diverse settings. Comparing urban and rural contexts or educational facilities with varying resources could provide valuable insights.

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**APPENDIX I**  
**QUESTIONNAIRE**

Dear Respondent,

Dear sir/madam, I am ITTA FHIDWIN a student of Uganda Christian University doing Bachelors of Social Work and Social Administration doing research on the social economical determinants of feeding habits of university students in the case of Uganda Christian University in Mukono District.

You have been selected to participate in this study which is being done as part of educational research in partial fulfillment of the requirements for the award of Bachelor of Social Work and Social Administration of Uganda Christian University. Your cooperation in answering this instrument will contribute to success of this study. Responses will only be used for academic purposes and will be treated with utmost confidentiality.

Thank you.

Please tick what best suit you

**SECTION A: Bio-data.**

**Demographic Information:**

What is your age?

18-25  26-30  36-40

What is your gender?

Female  Male

What's your marital status?

Single

Married

What is your current academic year or level of study?

.....

Are you an international student or a domestic student?

.....

**SECTION B: Finding out the feeding habits of university students.**

**Awareness of Nutrition:**

Does your lifestyle affect your nutrition and healthy eating?

.....

How often do you eat with friends or classmates?

.....

How often do you make food choices based on advertisements?

.....

**SECTION C: Identifying barriers related to the feeding habits of university students.**

**Dietary Choices**

What factors influence your food choices on a daily basis?

.....

Are there any cultural or religious factors that influence your diet?

.....

**Food Security:**

Have you ever experienced a period where you didn't have enough to eat or access to nutritious food?

.....

What strategies do you employ to address food insecurity?

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**Financial Constraints:**

How does your financial situation affect your food choices?

.....

Have you ever had to skip meals due to financial constraints?

.....

Do you budget for food separately from other expenses?

.....

**SECTION D: Finding the enablers of feeding habits of university students.**

**Dietary Choices:**

Describe your typical daily eating habits.

.....

What factors influence your food choices on a daily basis?

.....

Are there any cultural or religious factors that influence your diet?

.....

**Peer and Social Influence:**

Do your friends influence your food choices? How?

.....

Are there any social events or gatherings that impact you're eating habits?

.....

**Eating Environment:**

Where do you usually eat your meals (e.g., dining hall, home, cafeteria, fast food)?

.....

Do you have access to cooking facilities?

.....

How do your living arrangements affect your food choices?

.....

**Suggestions for Improvement:**

In your opinion, what could the university do to improve the food options and access for students from diverse socioeconomic backgrounds?

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Do you have any suggestions for peer support or educational initiatives related to nutrition and feeding habits?

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