

A Study on Food Habits and Academic Achievement among Class IX and XI Students in Kancheepuram District

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Abstract: *This study on finding food habit and academic achievement among class IX and XI students in Kancheepuram district. Though there are many other causes, this research focuses on food habit and its impacts on academic achievement. The methodology which will be used is random sampling. Sample size is 101, sample taken from government and private schools at Kancheepuram district. Investigator try to study whether gender has effect on food habit and academic achievement and compare the relationship between food habit and academic achievement. The study is expected to create a better understanding on the impact of food habits and academic achievement.*

Keywords: Food habit, academic achievement and class

1. Introduction

Food that is consumed to provide energy and keep the body healthy. The term eating habits refers to why and how people eat, which foods they eat and with whom they eat, as well as the ways people obtain, store, use, and discard food. Diet is not just about losing weight, it is also about keeping your body fit and healthy.

All humans eat to survive. They also eat to express appreciation, for a sense of belonging, as part of family customs, and for self-realization. For example, someone who is not hungry may eat a piece of cake that has been baked in his or her honor.

People eat per **learned behaviours** regarding etiquette, meal, snack patterns, acceptable foods, food combinations, and portion sizes. *Etiquette* refers to acceptable behaviours. For example, for some groups it is acceptable to lick one's fingers while eating, while for other groups this is rude behaviour. Etiquette and eating **rituals** also vary depending on whether the meal is formal, informal, or special (such as a meal on a birthday or religious holiday).

A meal is usually defined as consumption of two or more foods in a structured setting at a set time. Snacks consist of a small amount of food or beverage consumed between meals. A common eating pattern is three meals (breakfast, lunch, and dinner) per day, with snacks between meals. The components of a meal vary across cultures, but generally include grains, such as rice or noodles; meat or a meat substitute, such as fish, beans, or **tofu**; and accompaniments, such as vegetables. Various food guides provide suggestions on foods to eat, portion sizes and daily intake. However, personal preferences, habits, family customs, and social setting largely determine what a person consumes.

What and how people eat is determined by a variety of factors, including economic circumstances, cultural norms, and religious restrictions.

In each culture, there are both acceptable and unacceptable foods, though this is not determined by whether something is edible. For example, alligators exist in many parts of the world, but they are unacceptable as food by many persons. Likewise, horses, turtles, and dogs are eaten (and even considered a delicacy) in some cultures, though they are unacceptable food sources in other cultures. There are also rules concerning with whom it is appropriate to eat. For example, doctors in a health facility may eat in areas separate from patients or clients.

There are many factors that determine what foods a person eats. In addition to personal preferences, there are cultural, social, religious, economic, environmental and even political factors. www.diet.com/g/eating-habits

Academic achievement refers to a **student's success** in meeting short or long-term goals in education. In a larger picture, **academic achievement** means completing high school or earning a college degree. In each semester, high **academic achievement** may mean a **student** is on the honor roll. en.wikipedia.org/wiki/Academic_achievement

2. Objectives of the Study

- To find out whether there is any significant difference in their food habits and academic achievement with respect to gender
- To find out whether there is any significant relationship between food habits and academic achievement

3. Hypotheses of the Study

- H1 There is no significant difference in their food habits and academic achievement with respect to gender
- H2 There is no significant relationship between food habits and academic achievement

4. Methods

The Investigator constructed a questionnaire for food habits which consists of 20 items using 4 rating scales namely strongly agree, agree, disagree, and strongly disagree with positive and negative statement.

The instrument administered to 100 students of class IX and XI at private and government schools.

5. Analysis and Interpretation of the Study

H1a. There is no significant difference in their food habits with respect to gender

Table 1.1

Gender	N	Mean	S.D	CR value	Result at 0.05 level
Male	29	70.21	7.188	2.649	S
Female	72	73.78	5.657		

From the above table (1.1) it is observed that the calculated value of critical ratio (2.649) is greater than the table value (1.96) at 0.05 level of significance. Hence, there is a significant difference in the mean score of gender with respect to Food habits. Thus, the null hypothesis is rejected.

H1b. There is no significant difference in their academic achievement with respect to gender

Table 1.2

Gender	N	Mean	S.D	CR value	Result at 0.05 level
Male	29	69.17	7.517	2.304	S
Female	72	72.69	6.713		

From the above table (1.1) it is observed that the calculated value of critical ratio (2.304) is greater than the table value (1.96) at 0.05 level of significance. Hence, there is a significant difference in the mean score of gender with respect to Food habits. Thus, the null hypothesis is rejected.

H2 There is no significant relationship between food habits and academic achievement

Variable	N	df	R value	Result at 0.05 level
Food habits and academic achievement	101	99	0.178	S

From the above table 1.3 it is observed that the calculated r value (0.178) is greater than the table value (0.172) for the degree of freedom 99 at 0.05 level of significance. Hence there is a significant relation between food habits and academic achievements. Hence the above framed null hypothesis is rejected

6. Discussion of the Result

From the above analysis, there is a significant difference in the mean score of gender with respect to Food habits and academic achievement. 71.28% Girls are more conscious on their food habits when compared to 28.7% boys. This may

be boys go out with friends and eat outside compared to girls. Achievement normally is high for girls due to they are more attached to home and, they have less distraction compare to boys. A food habit has positive correlation with academic achievement. Which means if food habit is good, academic achievement is high. So as students should have awareness about food habit

7. Recommendations

- The school should arrange health programme
- Schools should create awareness among students and provide health tips, pamphlets and special classes

8. Conclusion

This study explains the impact of food habit on academic achievement. This study reveals that teachers and parents have vital role to play on creating awareness about food habits among students.

References

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