KNOWLEDGE, ATTITUDE AND PRACTICE OF BREAKFAST
OF TEENAGE STUDENTS IN N.MAAFRAU SCHOOL

AMINATH JAUZA

THE MALDIVES NATIONAL UNIVERSITY

NOVEMBER, 2015
IDENTIFY KNOWLEDGE, ATTITUDE AND PRACTICE OF BREAKFAST OF 
TEENAGE STUDENT IN N.MAAFRAU SCHOOL.

AMINATH JAUZA

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

Bachelors in Primary Health Care

Faculty of Health Sciences

The Maldives National University

NOVEMBER, 2015
DECLARATION

Name: AminathJauza

Student Number: 000002019

I have declare that this Project the result of my own work, except for quotations and summaries which have been duly acknowledged.

Signature:                                            Date: 1st NOVEMBER 2015
IDENTIFY KNOWLEDGE, ATTITUDE AND PRACTICE OF BREAKFAST OF
TEENAGE STUDENT IN N.MAAFRAU SCHOOL.

AMINATH JAUZA

NOVEMBER 2015

ABSTRACT

This cross-sectional descriptive study was conducted to identify the knowledge, attitude and practice of breakfast of teenage student in Noonu Maafaru School. 80 students studying in Noonu Maafaru School participated in this study. The students who are agreed to participate in the research by written consent were selected randomly to conduct this study. The data was collected using a self-administrated questionnaire. The result shows most of the students have little knowledge of breakfast, their attitude towards breakfast was not well and it was found that they didn’t have a good practice of breakfast. Based on the result it is recommended to provide information based importance of regular breakfast to the students as well as the parents through the expertise.

Keywords: identify the knowledge, attitude and practice of breakfast of teenage student in Noonu Maafaru School.
ACKNOWLEDGMENTS

I am highly indebted to Allah for giving me knowledge and strength to complete this research paper. I have taken a lot of efforts in this research paper. However, the success and the implementation of this research required a lot of guidance and support from many people. Therefore I would like to extend my sincere gratitude to all of them.

First of all I would like to express my sincere gratitude to my supervisor Mr: Muthaau Shaheem for his guidance and constant supervision and also providing me necessary support and helping me in completing the research. I owe my profound gratitude to my teachers and all the staffs in the department of Public Health for their academic and administrative support during my study period.

I extend my sincere gratitude to the management of the N.Maafaru school for giving me the permission to conduct the survey on that school. I am also grateful to the teachers miss Aishath Ibrahim who volunteered for collecting data and providing me the precious information for implementing the survey.

I would like to express my sincere thanks to the students and their parents those who participated willingly in this project.

My special thanks to my parents and family for their kind co-operation, support and encouragement which help me implementation of this project.
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LIST OF ABBREVIATION

BF (breakfast)

BMI (body mass index)
CHAPTER 1

INTRODUCTION

1.1 Background of the study

'Students going without breakfast cannot be at their best for learning during morning lessons and so can be less attentive and a disruption in class (WHITELOCKS, 2011). During adolescence, hormonal changes lead to faster growth, which is faster than at any other time in postnatal development, except for the first year of life. Meyers study found that up to 50% of all children in US schools arrive at school hungry (M.N. Al-Muammar, 2014)

Eating breakfast every day can boost teens' metabolism, helping them maintain a healthy weight, balance their moods and perform better in school.

Many teenagers rely on junk food or don't eat regularly, balanced meals, despite all of the energy demanded by their rapidly growing bodies. But healthy eating for teenagers doesn't have to mean eating bland, boring foods. Parents trying to help their teens eat a healthy diet should focus on highly nutritious meals and snacks that are quick and easy to prepare. Studies have shown that teenagers are also drinking more soft drinks than
ever before, which could lead to a host of health problems including osteoporosis and hypertension (Rogers, 2011).

1.2 Problem statement
Taking breakfast rate is decreasing among the teenage students. In Maldives, breakfast related study has not been carried out yet. Moreover, we don’t know the status of our society. “Eating breakfast is very important as it is the 1st meal of the day, giving energy to the brain; it helps in concentration during studies. If a person does not eat anything in the morning they are very distracted and unable to answer questions in class” (International Forum, 2014). Breakfast is the most important meal of the day. Eating breakfast can upstart teenagers metabolism, which helps with weight control, mood and school performance. Skipping breakfast is the leading bad food habit for teenagers (Witmer, 2010). “Therefore I tell you, do not worry about your life, what you will eat or drink; or about your body, what you will wear. Is not life more important than food and the body more important than clothes” (Matt 6:25) (Hullquist, 2010). Studies show connections between breakfast eating and various aspects of brain function lowered abdominal fat, and behaviour but not all studies show significant differences (Hullquist, 2010).
1.3 Objective of the study

- To identify the knowledge of breakfast of the teenage students of Noonu Maafaru School.
- To identify the attitude of breakfast of the teenage students of Noonu Maafaru School.
- To identify the practice of breakfast of teenage students of Noonu Maafaru School.

1.4 Research question

What are the knowledge, attitude and practice of breakfast of the teenage students of Noonu Maafaru School?

1.5 Significance and Scope of the study

In Maldives, no research has been done for the topic “knowledge, attitude and practice of the teenage students”. This is very important research for the future programs based on knowledge, attitude and practice of the teenage students. This research will be useful for making planes and future programs for teenagers. Ministry of health and other NGO does can get an idea from this research to conduct their new research. This research was conducted only in N.Maafaru School. The participants were teenagers from N.Maafaru school.
1.7 Definition of terms:

**Teenage students:** (age from 13 to 19 years students).

**Breakfast:** taking healthy nutritional food with main important parts (carbohydrates, protein, fats, vitamins and minerals) during 2 hours after wake up or going for work or school.

**Knowledge:** any ideas about breast self-examination.

**Attitude:** Feeling and beliefs about breast self-examination.

**Practice:** the procedure or activity related to breast self-examination and usually carry out by the study participants.
2.1 Theoretical framework

HEALTH BELIEF MODEL

The Health Belief Model (HBM) was among the first models that adapted theory from the behavioural sciences directly to health problems; it remains one of the most widely recognized conceptual frameworks of health behaviour (Glanz&Rimer, 1997). The Health Belief Model was developed initially in the 1950s by a group of social psychologists in the U.S. Public Health Service to explain the widespread failure of people to participate in programs to prevent and detect disease (Hochbaum, 1958; Rosenstock, 1974). Later, the model was extended to include people’s responses to symptoms (Kirscht, 1974), and to their behaviors in response to diagnosed illness, particularly related to adherence to medical regimens (Becker, 1974).

The Health Belief Model consists of five constructs. Perceived Susceptibility relates to a person’s perception of contracting an illness. Related to a medically established illness, this dimension includes one’s
acceptance of the diagnosis, personal estimates of getting a disease again, and susceptibility to illness in general. Perceived Severity is one’s belief of how serious a condition and its sequelae are; it specifies consequences of the risk and the conditions. Individuals inherently weigh their susceptibility to disease in combination with their perception of its severity to arrive at Perceived Threat. A person’s acceptance of personal risk and susceptibility is an important factor leading to health-promoting behaviour. Nonetheless, an individual’s course of action often depends on that person’s perceptions of the benefits and barriers related to health behaviour. Perceived Benefits are one’s beliefs in the efficacy of a particular action to reduce the risk or seriousness of disease; such perceptions often define the action to be taken and clarify the positive effects that may be expected. Perceived Barriers are one’s beliefs about the tangible and psychological costs of a particular action (e.g., expense, danger and pain). A non-conscious cost-benefit analysis occurs; individuals weigh the benefits minus the barriers to action. Combined levels of susceptibility and severity provide the impetus to act, and the perceptions of benefits (fewer barriers) provide a clear path of action (Rosenstock, 1974).

Cues to Action are strategies that activate one’s readiness; they provide how-to information, promote awareness, and employ a system of reminders for those interested in changing behaviour. A diverse set of demographic,
socio-psychological, and structural variables may affect a person’s perceptions, thereby potentially influencing health-related behaviour. Modified versions of the Health Belief Model contain additional measures (Steers, Elliott, Nemiro, Ditman, & Oskamp, 1996). A recent addition is the concept of Self-Efficacy, or one’s personal confidence in his/her ability to successfully perform an action. Added by Rosenstock and others in 1988, self-efficacy as a construct allows the HBM to better fit the challenges of changing habitual unhealthy behaviors, such as being sedentary, smoking, or overeating (Glanz, Rimer, & Lewis, 2002) (Anderson, 2006).

2.2 Previous studies

2.2.1 Reasons are Skipping breakfast

The study of 4,326 children, aged 10-16, in England was reported in the European Journal of Clinical Nutrition and found that 26.6% of boys and 38.6% of girls skipped breakfast some or all of the time. Boys often blame the lack of time, while many girls missed breakfast because they believe doing so would help them lose weight (Campbell, 2010). According to a survey of 10,000 parents across the UK around one in six secondary school pupils aged 11 to 16 don't have a morning meal. 'Students going without breakfast cannot be at their best for learning during morning lessons and so can be less attentive and a disruption in class.' Overall results showed that
15 present of secondary school pupils are going to school without breakfast (WHITELOCKS S. , 2011) According to the American Dietetic Association, more than half of male teens and more than two-thirds of female teens do not eat breakfast on a regular basis (Witmer, 2010). Meyers study found that up to 50% of all children in US schools arrive at school hungry (Dairy Council of California, 2009). Because of this, more schools are providing breakfast at school. The problem tends to increase with age. Another study of (Meyers 1989) showed that only 10% of elementary school, but 25% of middle school, and 30% of high school students start their day without breakfast (Hullquist, 2010).

2.2.2 Four primary reasons they often offered most for not eating breakfast.

1. No appetite, not hungry in the morning because they had a big supper the night.
2. No access to food (low socioeconomic status)
3. Diet strategy to lose weight
4. No time.

In Norway, 7343 students were interviewed from grade 10 (ages 15-16), about breakfast eating habits. Reported rate of girls were 27% students skip their breakfast, whereas only 19% of the boys missed the first meal of the
day. However, reported that boys were “mentally distressed” when skipping breakfast twice as often as girls. The study concluded that “Implications of skipping breakfast on mental distress and academic performance are stronger in boys than girls” (Lien, 2002) (Kellogg, 2011).

2.2.3 Breakfast Benefits

According to the Dairy Council of California report of 2009, students eating breakfast had

• Improved attention in late morning task performance
• Quicker, more accurate retrieval of information (better memory performance)
• Fewer errors in problem-solving
• Better concentration and ability to perform complex tasks.

Performance

According to Kellogg (2011) shows randomized control trial, Vaisman and colleagues measured the effect of breakfast timing on cognitive function in school children (n=569, 11-13yr). In a test, children were classified as breakfast eaters or skippers and underwent learning, memory and retention testing two hours after school arrival. Results showed that breakfast eaters scored significantly higher on immediate recall tests than breakfast
skippers. The other test of Wesnes and colleagues tested 29 children (9-16yr) on four successive mornings of different breakfast treatments (cereal A with milk, cereal B with milk, glucose drink or no breakfast). Computerized testing of attention and memory, as well as mood and satiety scores was conducted immediately before breakfast and four times afterward at hourly intervals. Results showed that attention and episodic memory were significantly improved in the cereal groups, and cereal intake had the strongest effect on immediate word recall (Kellogg, 2011).

Breakfast has long been shown to be an important part of a healthy lifestyle. But recent changes in society find ever larger numbers of individuals choosing not to eat in the morning (Kleinman et al., 2002). In 2002 study of 97 inner city children at nutritional risk were shown to have poorer attendance and grades than a similar group of well-nourished students. Testing 6 months after the start of a free school breakfast program demonstrated significantly greater improvements in attendance and math grades (Kleinman et al., 2002). Another study of 1259 college students which took place over an 11-year period measured students’ grades on a General Biology exam. Of the students who took the exam, 65% had eaten breakfast. A higher percentage of breakfast eaters passed the exam than those who had skipped (Phillips, 2005). And also the study of 569 students ages 11 to 13 year’s old measured performance of tests taken 30 minutes
after a school-administered breakfast. The recall was improved even if the students had eaten breakfast at home earlier (Vaisman et al., 1996).

International forum (2014) Studies show that kids who eat breakfast on a regular basis perform better academically, In fact, research reflects that students who eat breakfast each day, on average, score more than 17 present higher on math tests and are 20 present more likely to graduate than students who don’t eat breakfast at all (International Forum, 2014).

2.2.4 Advantages of taking breakfast

According to Dr. ANN Consuming breakfast with a nice dose of protein may be a powerful strategy to help us eat less, especially later in the day. In a novel study conducted in a group of overweight young adults who regularly skipped breakfast, researchers found that including a protein-rich breakfast reduced appetite throughout the day and decreased evening snacking. For the evaluation, the study subjects either skipped breakfast or consumed one of two different breakfasts equal in all aspects except protein content. One breakfast was high in protein either from lean meat or eggs and the other had typical protein content from a ready-to-eat cereal (DR.ANN, 2014).
2.2.5 Disadvantages of skipping breakfast

**Sleep Issues**

One problem with skipping breakfast is that it could indicate underlying sleep issues with your teen, according to Healthy Children.org. Some teens bypass breakfast in favour of extra sleeping time. Sleep issues sometimes surface during the teen years because the teenage body naturally wants to stay up later and sleep in longer – but this doesn’t match the traditional school day schedule (Morgan Rush, 2015).

**Weight Gain**

Regularly skipping breakfast can lead to weight gain in teens, as reported by Bloomberg.com. Skipping breakfast has connections to making less healthful food choices throughout the day and exercising less frequently. Teens who skip breakfast can weigh five pounds more than teens those who eat this meal. If your teen is intentionally skipping breakfast in order to reduce calorie intake, let her know that under-eating at breakfast leads to overeating later in the day (Morgan Rush, 2015).

**Poor School Performance**

Another problem with skipping breakfast is that it leads to poor performance at school, according to Healthy Children.org. Teenagers those
who don’t eat breakfast won’t have as much energy at school, possibly leading to lethargy, light-headedness, or other side effects associated with skipping meals (Morgan Rush, 2015).

**Less Bone-Building**

Teenagers build their bones during this developmental period, and eating breakfast can contribute key bone-building vitamins such as calcium and vitamin D, according to Healthy Children.org. Bone-building continues into a person’s twenties, so the teen years should include sufficient amounts of these vitamins. Eggs, fortified breakfast cereal, and yogurt can all contribute to bone-building. Skipping breakfast denies teens the opportunity to build strong bones (Morgan Rush, 2015).

**Digestion Issues**

Skipping breakfast could mask underlying digestive issues, as described by High School Illustrated. For example, your teen might be skipping breakfast because his stomach makes embarrassing noises during class on days when he eats breakfast. He could be eating too fast, or he might have an undiagnosed sensitivity to dairy or gluten (Morgan Rush, 2015).
2.3 Methodological issues

**Data collection:**
I faced many difficulties at the time of data collection. I got very limited time for data collection. The students are busy studying for their exam. The volunteers were also busy, because they were also working as full time teacher.

**Data analysis:**
I used SPSS and Excel analyzing data in the research. Making result I have to face difficulties making tables and charts.
Chapter 3

Methodology

Introduction
This chapter will cover the information about the study design, population and sampling procedures used in the study in order to assess the knowledge, attitude and practice of breakfast in Noonu Atoll Maafaru.

3.1 Research design
A cross-sectional descriptive study design will be used to identify the knowledge, attitude and practice of eating habits of teenage students of Noonu Maafaru School.

3.2 Population and sample
Noonu Maafaru School is studying grade 1 to 10. About 400 students were studying. It is studying in one session school. School starting time is 6.15am. The target population of this study is 80 students from the teenage group in N.Maafaru School. I am going to select the sample of 80 students. There are total 5 classes in the school, among them 13 students are select
from grade 7, 19 students from grade 8, 19 students from grade 9 and 29 students from grade 10. There are 35 females and 45 females. The sample size selects using software called “Raosoft”. While selecting the sample, 95% confidence interval and 5% margin errors are considered. According to “Raosoft”, the ideal sample size is 65 students. But due to fewer students I have taken total population.

3.3 Instrument

For the collection of data for this survey, I used a self-administered questionnaire. The questionnaire will be established according to the objectives. It is divided into four parts.

The first part is socio-demographic factors. It includes age, parental education level, family size and average school starting time. The second part is based on knowledge of the participants based on breakfast. The third part is based on the attitude of the breakfast and the last part is based on the practice of breakfast.

3.4 Data collection procedure

Data collected from 80 students from N.Maafaru School using self-administrative questioner. 90% students participated.
The questioner will be distributed after agree to participate in this survey and fill the written consent form, parents, and students. They will have only one week to complete it. The questioner will be collect back after they fill it completely. The questionnaire is originally in English language, but it is translated to Dhivehi language to understand it easily for the participants.

3.5 Framework of Data Analysis

Data is going to be analysed using SPSS statistical software. I am going to use 21.0 versions. I will use charts, and tables to analyse. It will take two more weeks.

I used a self-administrated questionnaire to conducting a survey. The questions were close-ended because it can easy to move my direction. Before collecting data find out the mistakes and make correct it. After collect data finalized data is it filled correctly or not. At last analysed data and make a report.
FIGUER 1: FRAM WORK OF DATA ANALYSIS

Self-Administrate questionnaire → Close ended questions → Find mistakes and did correction

Analysis data ← Finalized data set ← Collect data
CHAPTER 4

DATA ANALYSIS AND RESULTS

Introduction

In this chapter will include table of socio demographic factors, table of knowledge, attitude and practice of breakfast and details of the all tables.

TABLE 4.1: Part 1: socio demographic factors

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n = 80</td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12-13 years</td>
<td>27</td>
<td>33.8</td>
</tr>
<tr>
<td>15-16 years</td>
<td>45</td>
<td>56.3</td>
</tr>
<tr>
<td>Above 16 years</td>
<td>08</td>
<td>10</td>
</tr>
<tr>
<td>sex</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>35</td>
<td>43.8</td>
</tr>
<tr>
<td>Female</td>
<td>45</td>
<td>56.3</td>
</tr>
<tr>
<td>Mother’s Education level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than grade 7</td>
<td>70</td>
<td>87.5</td>
</tr>
<tr>
<td>Grade 8-10</td>
<td>10</td>
<td>12.5</td>
</tr>
<tr>
<td>Diploma and high</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Father’s Education level
<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n = 80</td>
<td></td>
</tr>
<tr>
<td><strong>Regular breakfast can increase academic performance</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>17</td>
<td>21.3</td>
</tr>
<tr>
<td>No</td>
<td>28</td>
<td>35</td>
</tr>
<tr>
<td>Don’t know</td>
<td>35</td>
<td>43.8</td>
</tr>
<tr>
<td><strong>Regular nutritional breakfast can make your memory strong</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>25</td>
<td>31.3</td>
</tr>
<tr>
<td>No</td>
<td>29</td>
<td>36.3</td>
</tr>
<tr>
<td>Don’t know</td>
<td>26</td>
<td>32.5</td>
</tr>
<tr>
<td><strong>Regular breakfast can increase your body</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TABLE 4.2: Part 2: knowledge important of healthy breakfast**
<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n = 80</td>
<td></td>
</tr>
<tr>
<td>Weight</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>21</td>
<td>26.2</td>
</tr>
<tr>
<td>No</td>
<td>35</td>
<td>43.8</td>
</tr>
<tr>
<td>Don’t know</td>
<td>24</td>
<td>30</td>
</tr>
<tr>
<td>What is the most important meal of the day?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Breakfast</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td>Lunch</td>
<td>48</td>
<td>60</td>
</tr>
<tr>
<td>Dinner</td>
<td>20</td>
<td>25</td>
</tr>
<tr>
<td>Regular breakfast can ease to digestion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>6</td>
<td>7.5</td>
</tr>
<tr>
<td>No</td>
<td>49</td>
<td>61.3</td>
</tr>
<tr>
<td>Don’t know</td>
<td>25</td>
<td>31.3</td>
</tr>
</tbody>
</table>

**TABLE 4.3: Part 3, Attitude of taking breakfast**

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n = 80</td>
<td></td>
</tr>
<tr>
<td>Without breakfast we can’t perform well in the school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>32</td>
<td>40</td>
</tr>
<tr>
<td>No</td>
<td>48</td>
<td>60</td>
</tr>
<tr>
<td>Do you think physical activities are important for everyone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>14</td>
<td>17.5</td>
</tr>
<tr>
<td>No</td>
<td>41</td>
<td>51.3</td>
</tr>
<tr>
<td>Don’t know</td>
<td>25</td>
<td>31.3</td>
</tr>
</tbody>
</table>

I am not taking regular meals because I want reduce my body weight

| Yes | 45 | 65.2 |
| No | 35 | 43.8 |

In your opinion, what is ‘a balanced diet’?

| A diet rich in protein | 17 | 21.3 |
| A diet poor fat | 24 | 30 |
| A diet without carbohydrates | 23 | 28.8 |
| A diet containing all nutrients in proper quantities | 16 | 20 |

---

**TABLE 4.4 Part 4: Practice about breakfast**

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many meals you are taking every day</td>
<td>n = 80</td>
<td></td>
</tr>
<tr>
<td>3 meals</td>
<td>6</td>
<td>7.5</td>
</tr>
<tr>
<td>2 meals</td>
<td>43</td>
<td>53.8</td>
</tr>
<tr>
<td>1 meal</td>
<td>31</td>
<td>38.8</td>
</tr>
<tr>
<td>Do you take breakfast regularly?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>No</td>
<td>29</td>
<td>36.3</td>
</tr>
<tr>
<td>Sometimes</td>
<td>43</td>
<td>53.8</td>
</tr>
</tbody>
</table>

If No, what is the reason
<table>
<thead>
<tr>
<th>Reason</th>
<th>Percentage</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No time</td>
<td>39</td>
<td>48.8</td>
</tr>
<tr>
<td>No hungry</td>
<td>13</td>
<td>16.3</td>
</tr>
<tr>
<td>Want to be slim</td>
<td>10</td>
<td>12.5</td>
</tr>
<tr>
<td>Breakfast is not prepared early</td>
<td>10</td>
<td>12.5</td>
</tr>
<tr>
<td>Nothing is there for breakfast</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Are you taking anything before going to school?**

<table>
<thead>
<tr>
<th>Answer</th>
<th>Percentage</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>25</td>
<td>31.3</td>
</tr>
<tr>
<td>No</td>
<td>55</td>
<td>68.8</td>
</tr>
</tbody>
</table>

**From where do you take breakfast? (those who are taking)**

<table>
<thead>
<tr>
<th>Source</th>
<th>Percentage</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>School canteen</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Home</td>
<td>80</td>
<td>100</td>
</tr>
</tbody>
</table>

**Which one you are choosing for interval (break time)**

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Milk with biscuit</td>
<td>34</td>
<td>42.5</td>
</tr>
<tr>
<td>Roshi with curry</td>
<td>22</td>
<td>27.5</td>
</tr>
<tr>
<td>Milk or juice only</td>
<td>10</td>
<td>12.5</td>
</tr>
<tr>
<td>Bread with omelette</td>
<td>6</td>
<td>7.5</td>
</tr>
<tr>
<td>Nothing</td>
<td>8</td>
<td>10</td>
</tr>
</tbody>
</table>

**Your breakfast: (those who are taking)**

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Different everyday</td>
<td>5</td>
<td>5.3</td>
</tr>
<tr>
<td>Different sometimes</td>
<td>43</td>
<td>53.8</td>
</tr>
<tr>
<td>Different only weekend</td>
<td>32</td>
<td>40</td>
</tr>
</tbody>
</table>

**Do your family members are take breakfast every day?**

<table>
<thead>
<tr>
<th>Answer</th>
<th>Percentage</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>21</td>
<td>26.3</td>
</tr>
<tr>
<td>No</td>
<td>35</td>
<td>43.8</td>
</tr>
<tr>
<td>--------------------------</td>
<td>----</td>
<td>------</td>
</tr>
<tr>
<td>Sometimes</td>
<td>24</td>
<td>30</td>
</tr>
</tbody>
</table>

**Your family members encourage you to take breakfast?**

<table>
<thead>
<tr>
<th>Yes</th>
<th>40</th>
<th>50</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>40</td>
<td>50</td>
</tr>
</tbody>
</table>

**Do you eat fruit and vegetable regularly?**

<table>
<thead>
<tr>
<th>Yes</th>
<th>6</th>
<th>7.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>74</td>
<td>92.5</td>
</tr>
</tbody>
</table>

**How many glasses of water do you taking every day?**

<table>
<thead>
<tr>
<th>Less than 6 glasses</th>
<th>43</th>
<th>53.8</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-8 glasses</td>
<td>30</td>
<td>37.5</td>
</tr>
<tr>
<td>More than 8 glasses</td>
<td>7</td>
<td>8.8</td>
</tr>
</tbody>
</table>

**When I do exercise?**

<table>
<thead>
<tr>
<th>My weight looses too much</th>
<th>27</th>
<th>33.8</th>
</tr>
</thead>
<tbody>
<tr>
<td>No any change</td>
<td>38</td>
<td>47.5</td>
</tr>
<tr>
<td>I feel more healthy</td>
<td>15</td>
<td>18.8</td>
</tr>
</tbody>
</table>

**Table 4.1, Part 1: Socio demographic factors**

Total 80 participants have participated in this research. There were 27 (33.8%) students between 12-13 years, 45 (56.3%) students between 14-15 years and 8 (10%) students 16 years and above. 35 (43.8%) males and 45
(56.2%) females are participated. The educational background of mothers is lower than the father. 70 (87.5%) students of the mother were educated less than grade 7 and 10 (12.5%) students of mothers were studied between grade 8-10 level and no students mother educated diploma and high. But 65(81.3%) students of fathers’ were studied less than grade 7, 12 (15%) students fathers’ were studied 8-12 level and 3 (3.8%) students fathers were diploma and high. Total 80 participants participated, 4 (5%) students come from less than 4 members, 66 (82.5%) students came from 5-7 members in family and 10 (12.8%) students come from more than 8 family members.

Table 4.2, Part 2: Knowledge important of healthy breakfast

All the participants, 80 students, were between 12-19 years old. The majority of those surveyed, 46 (57.5%) said that the regular breakfast has no role in increasing the academic performance, but 34 (42.5%) students said that regular breakfast can increase the academic performance. 25 (31.3%) students said regular breakfast can strong your memory, 29 (36.3%) students disagreed. 26 (32.5%) students said they have no idea about it. 32 (40%) students said regular breakfast can increase your weight and 48 (60%) students disagreed. 12 (15%) students agreed most important meal of the day is breakfast, 48 (60%) students agreed the most important meal is lunch and 20 (25%) students agreed dinner is the most important
meal of the day. 6 (7.5%) students agreed regular breakfast can easy to
digest foods, 49 (61.3%) students disagreed for that and 25 (31.3%)
students said they are unaware of it.

Table 4.3, Part 3: Attitude about taking breakfast

32 (40%) students agreed without breakfast they can’t get a better academic
performance and 48 (60%) students disagreed for that. 14 (17.5%) students
agreed physical activities are important for everyone, 41 (51.3%) students
disagreed and 25 (31.3%) students said they have no idea. 45 (56.3%)
students were not taking regular meals because they want to reduce their
weight, but 35 (43.8%) students were skipping their breakfast, not for that
reason. According to the survey, 17 (21.3%) students said balanced diet is a
diet rich in protein, 24 (30%) students said a diet poor fat, 23 (28.8%)
students said a diet without carbohydrates and 16 (20%) students said a diet
containing all nutrients in proper quantities.
Table 4.4, Part 4: How much there is Practice about breakfast

Total participants were 80 students. 6 (7.5%) students said they eat 3 times a day, 43 (53.8%) students said they eat 2 times and 31 (38.8%) students said they eat only one meal per day. 8 (10%) students have regular breakfast, 29 (36.3%) students do not have regular breakfast and 43 (53.8%) students have breakfast only sometimes. Total 72 students have answered the question about not having breakfast due to no time. 39 (48.8%) students agreed, 13 (16.3%) students said they did not feel hungry, 10 (12.5%) students said they want to be slim, 10 (12.5%) students said breakfast was not prepared and 0 students said nothing was prepared at home for breakfast. 25 (31.3%) students eat something before going to school and 55 (68.8%) students do not eat anything before going to school. All the students have their breakfast from home. 34 (42.5%) students said they drink milk with biscuit for breakfast, 22 (27.5%) students have roshi with curry, 10 (12.5%) students drink milk or juice only, 6 (7.5%) students have bread with omelette and 8 (10%) students said they do not take breakfast. 5 (6.3%) students said sometimes they take different breakfast during a week and 32 (40%) students said they have different breakfast during the weekend. 21 (26.3%) students said their family members have their breakfast every day, 35 (43.8%) students said their family members do not have regular breakfast and 24 (30%) students said their family
members have their breakfast only sometimes. Half of the students, 40 (50%), agreed their parents encouraged them to have breakfast and the other half of the students, 40 (50%) said their parents did not encourage them to have breakfast. 6 (7.5%) students eat fruits and vegetables regularly, but 74 (92%) students do not eat fruits and vegetables regularly. 43 (53.8%) students were drinking less than 6 glasses of water per day, 30 (37.5%) students were drinking 6-8 glasses of water and only 7 (8.8%) students were drinking more than 8 glasses of water per day. 27 (33.8%) students said they lose weight if they do exercise, but 38 (47.5%) students said they did not lose their weight and 15 (18.8%) students said they feel healthier when they do exercise.
CHAPTER 5

DISCUS AND CONCLUSSION

Introduction
In this chapter include all the results of the research what I collected from the students.

5.1 Summary of Main Findings
In this research, surveyed 80 students from N.Maafaru school, they were teenage students. The result was obtained focus on four main areas. They were demographic information, knowledge, attitude and practice. The demographic part showed that most of the participant’s age falls on the range between 14-15 years. Most of the participants were female. The average weight was 45 kg and average height was 150 cm. Most of the participant's mothers' and fathers’ studied below grade 7. Fathers' were more educated than the mothers' from all the participants. 66 students out of 80 had 5 to 7 members in their family.
Knowledge important of healthy breakfast

Figure 5.1, Regular breakfast can increase academic performance

![Pie chart showing 21% correct answer and 79% wrong answer for regular breakfast can increase academic performance.]

Figure 5.2, Regular nutritional breakfast can make your memory strong

![Pie chart showing 31% correct answer and 69% wrong answer for regular nutritional breakfast can make your memory strong.]


Figure 5.3: Regular breakfast can increase your body weight

Regular breakfast can increase your body weight

correct answer 26%
wrong answer 74%

Figure 5.4: What is the most important meal of the day?

What is the most important meal of the day?

correct answer 15%
wrong answer 85%
The knowledge of the participants was very poor about the importance of taking breakfast. Figure 5.1 shows only 21% participants gave the correct answer for the question about increasing academic performance. Figure 5.2 shows 65% students didn’t know that the regular breakfast can make your memory stronger. Figure 5.3 shows most of the students thought if they take a regular breakfast their body weight will increase. Figure 5.4 shows 85% students thought the most important meal of the day isn’t the breakfast. Only 15% students knew the most important meal of the day is breakfast. Figure 5.5 shows only 7% students said regular breakfast can ease to digestion.
Attitude about taking breakfast

Figure 5.6: Do you think physical activities are important for everyone

![Pie chart showing good attitude and not good attitude percentages.]

**Do you think physical activities are important for everyone**

- Good attitude: 17%
- Not Good Attitude: 83%

Figure 5.7: Without breakfast we can't perform well in the school

![Pie chart showing good attitude and not good attitude percentages.]

**Without breakfast we can’t perform well in the school**

- Not Good Attitude: 60%
- Good attitude: 40%
Figure 5.8: I am not taking regular meals because I want to reduce my body weight

![Pie chart showing attitude towards eating meals]

I am not taking regular meals because I want reduce my body weight

- Good attitude: 35%
- Not Good Attitude: 65%

Figure 5.9: In your opinion, what is balanced diet?

![Pie chart showing opinion on balanced diet]

In your opinion, what is balanced diet?

- Good attitude: 20%
- Not Good Attitude: 80%
Figure 5.6 shows only 17% of the students know that physical activities are important for everyone. Figure 5.7 shows 60% of the students were telling breakfast is not important for well in school. Figure 5.8 shows 65% of the students were not taking because they want to reduce their body weight. Figure 5.9 shows only 20% of the students were telling correct opinion about the balance diet.
How much there are practicing a good way about breakfast

Figure 5.10: How many meals you are taking every day

![Pie chart showing the percentage of good and not good practice for meal taking.]

Figure 5.11: Do you take breakfast regularly?

![Pie chart showing the percentage of good and not good practice for breakfast taking.]
Figure 5.12: Are you taking anything before going to school?

Are you taking anything before going to school?

- Good practice: 31%
- Not Good practice: 69%

Figure 5.13: Do your family members are take breakfast every day?

Do your family members are take breakfast every day?

- Good practice: 26%
- Not Good practice: 74%
Figure 5.14: Your family members encourage you to take breakfast?

![Pie chart showing 50% good practice and 50% not good practice.]

Figure 5.15: Do you eat fruit and vegetable regularly?

![Pie chart showing 93% not good practice and 7% good practice.]

38
Figure 5.10 shows only 7% students have 3 meals daily. Figure 5.11 shows 10% of the students have breakfast regularly. Figure 5.12 shows 31% of the students have something before going to school. The other 69% of the students were going school with an empty stomach. Figure 5.13 shows 26% of the family members of the participants' were taking regular breakfast. Figure 5.14 shows 50% of the parents were encouraging their children to take breakfast. Figure 5.15 shows 7% of the students were taking fruits and vegetables regularly. Figure 5.16 shows 46% of the students were taking more than 6 glasses of water per day. 19% of the students were telling they feel better when they do exercise.
5.2 Discussion

Knowledge about breakfast

Overall most of the students don’t have good knowledge, attitude and practice about breakfast. Students were thinking if they take breakfast regularly, will increase their body weight. They don’t know the correct BMI (body mass index). Most of the students were falling in the range of underweight, but still they skip breakfast afraid of obeys. Most of them do not know if they take regular breakfast, the academic performance will be better and also they don’t know it will increase their memory power. They are thinking more about their figure, but they don’t know how to improve their texture. Due to lack of knowledge, academic performance may not be good enough and their figure shape also lost. Not taking regular breakfast face many problems in teenagers and adults. The girl students are having menstruation problem due to skipping breakfast and meals.

Attitude about breakfast

Most of the student’s attitude is a bad attitude. They are thinking physical activities are important for some people only. They are thinking breakfast has no relationship between academic performances. They are not taking regular meals because they want to reduce their weight. According to them, a balanced diet does not contain all the nutrients in proper quantities.
Practice about breakfast

Most of the students take one proper meal for a day. Most of the students do not take regular breakfast. The reason was not having enough time to take breakfast. Most of the students do not take anything before going to school. All the students take breakfast from home because they don’t have a canteen in the school. Every student goes to the home for breakfast in the break time. Most of the students take milk with a biscuit in interval time. Most of the students take different Breakfast during the week days and their family members do not take regular breakfast, but half of the students’ parents encourage them to take breakfast. But due to the irregular taking of breakfast in family members they are skipping breakfast. Most of the students don’t know how much water they should take daily. Most of the students are taking less than 6 glasses of water. They are thinking if they are doing exercise, they only lose their body weight.

5.3 Implications

Based on findings and results they need special health education program about the importance of breakfast and healthy meals. They know a little bit of the importance of breakfast. Instead of that the parents also need to know well about breakfast and relationship between academic performance and breakfast. Most of the students were not taking anything before going
to school. The reason is they don’t have enough time to take breakfast. The session starts at 6.15am. This time is not suitable to take breakfast. So this is also one of the main reason they are skipping breakfast.

**5.4 Limitation of the study**

Limitation of this study was not having enough time, the budget also very limited. Samples were collected from the school. Before collecting a sample we took consent from the parents as well as students. In this research we used -only teenage students from one school.

**5.5 Direction for Future Research**

Future research will be a focus on different schools of teenage students. It should be different atolls student are selecting for the research subjective. We will see the different picture of the same topic.
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APPENDICES 1: QUESTNINIER (ENGLISH FORMET)

Introduction

This is an instrument to identify the knowledge, attitude and practice of breakfast, those who are participated in this research. This is a self-administrated questionnaire. The participant age group is 13-19 years old students, those who are studying in Noon Maafaru School.

Questionnaire for identify the knowledge, attitude and practice of breakfast of teen age students of NoonuMaafaru School.

Part 1: Socio demographic factors:
1) Age: (years)
   a) 12-13
   b) 14-15
   c) Above 16.

2) Sex:
   a) Male
   b) Female

3) Weight ------------------------ kg

4) Height:------------------------ cm

5) Mother’s Educational level:
   a) < grade 7
   b) Grade 7-10
   c) Diploma and high

6) Father’s Educational level:
   a) < grade 7
   b) Grade 7-10
   c) Diploma and high
7) No. of members in the family:
   a) <4
   b) 5-7
   c) More than 8

Part 2: Knowledge about healthy foods:

8) Regular breakfast can increase academic performance
   a) Yes
   b) No
   c) Don’t know

9) Regular nutritional breakfast can make your memory strong (do maths easy)
   a) Yes
   b) No
   c) Don’t know
   d) 

10) Regular breakfast can increase your body weight
    a) Yes
    b) No
    c) Don’t know

11) What is the most important meal of the day?
    a) Breakfast
    b) Lunch
    c) Dinner

12) Regular breakfast can ease to digestion
    a) Yes
    b) No
    c) Don’t know

Part 3: Attitude about healthy diet:

13) Without breakfast we can’t perform well in the school
    a) Yes
    b) No

14) Do you think physical activities are important for everyone
a) Yes  
b) No  
c) Don’t know

15) I am not taking regular meals because I want reduce my body weight?  
a) Yes  
b) No

16) In your opinion, what is 'a balanced diet'?  
a) a diet rich in protein  
b) a diet poor in fat  
c) a diet without carbohydrates  
d) a diet containing all nutrients in proper quantities

Part 4: Practice about healthy breakfast:
17) How many meals you are taking every day  
a) 3 meals  
b) 2 meals  
c) 1 meal

18) Do you take breakfast regularly?  
a) Yes  
b) No  
c) sometimes

19) If No, what is the reason  
a) No time  
b) Not hungry  
c) Want to be slim  
d) Breakfast is not prepared early  
e) Nothing is prepared in the home for the breakfast

20) Are you taking anything before going to school?  
a) Yes  
b) No  
c)
21) I am taking interval (breakfast) from: (if you are taking)
   a) School canteen
   b) Home

22) Which one you are choosing for interval (break time)
   a) Milk with biscuit
   b) Roshi with curry
   c) Milk/juice only
   d) Bread with omelette
   e) Nothing

23) Your breakfast: (if you are taking)
   a) is different every day
   b) is different sometimes during a week
   c) is different only during the weekend

24) Your family members encourage you to take breakfast?
   a) Yes
   b) No

25) Do your family members are take breakfast every day?
   a) Yes
   b) No
   c) Sometimes

26) Do you eat fruit and vegetable regularly?
   a) Yes
   b) No

27) How many glasses/cups of water do you consume every day?
   a) Less than 6 glasses
   b) 6-8 glasses
   c) More than 8 glasses
28) When I do exercise?
   a) Weight loss too much
   b) No any change
   c) More healthy
APPENDICES 2: QUESTINNIER (DHIVEHI FORMET)

1.  13-12  
2.  
3.  
4.  
5.  7  
6.  7  
7.  10  
8.  
9.  
10.  

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-------------------------

------------------------
7. 7

8. 4

9. 7-5

10. 8
11.

12.

13.

14.

15.
25. فراغت کردن سر جزئی‌ها در فرآیند رسوب‌رسوب

26. فراغت کردن سر جزئی‌ها در فرآیند رسوب‌رسوب

27. فراغت کردن سر جزئی‌ها در فرآیند رسوب‌رسوب

28. فراغت کردن سر جزئی‌ها در فرآیند رسوب‌رسوب
APPENDIX 3: CONCENT FORM

(00002019)

19 13 2015

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APPENDIX: 4 (LETTER TO SCHOOL)

[Letter content]

jauzee_9090@hotmail.com

2015-02-20

[Signature]

[Contact information]