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NURSING STUDENT'S LIFESTYLE IN THE AREAS OF BEHAVIORAL WHEEL

Janet E. Lacsa

RN, MAN, Pamantasan ng Lungsod ng Maynila, Manila, Philippines
jelacsa@plm.edu.ph

Lady Anne O. de Jesus

RM, RN, MAN, EdD, Pamantasan ng Lungsod ng Maynila, Manila, Philippines
laodejesus@plm.edu.ph

Ma. Cecilia O. Martinez

RM, RN, MAN, EdD, Pamantasan ng Lungsod ng Maynila, Manila, Philippines
mcomartinez@plm.edu.ph

Abstract

This study was conducted to determine the nursing student's lifestyle in the areas of the behavioral wheel (Mental Health, Family and Social Health, Nutritional Health, Physical Fitness / Health, Disease and Disorder, Control of Substance Abuse, Growth and Development, Safety and First Aid, Consumer and Personal Health, Community and Environmental Health) using an adopted and modified survey-questionnaire. Results showed that: most of the nursing students were level 1, female, with average income, and good academic standing; they have a very high manifestation of healthy lifestyles in the areas of Family and Social Health, Control of Substance Abuse, and Consumer and Personal Health; high manifestation of healthy lifestyles in the areas Mental Health,

Growth and development, Safety and First Aid, Community and Environmental Health, and Disease and Disorder; moderate manifestation of healthy lifestyles in the areas: Nutritional health and Physical Health. Results also showed that the nursing students have significant differences in their manifestation of healthy lifestyles for areas Growth and Development, Nutritional Health, Safety, and First Aid, and Community and Environmental Health when they were grouped according to gender; have significant differences in their manifestation of healthy lifestyles for all areas of the behavioral wheel when grouped according to economic status - income; have significant differences in their manifestation of healthy lifestyles for areas Mental Health, Nutritional Health, Disease and Disorders, and Safety and First Aid when grouped according to year level; and lastly have significant differences in their manifestation of healthy lifestyles for areas in the areas: Mental Health, Nutritional Health, Safety, and First Aid, and Disease and Disorders when grouped according to academic standing.

Keywords

Lifestyle, Nursing Student's Lifestyle, Behavioral Wheel

1. Introduction

Nursing education nowadays is very much different nowadays, especially that the pandemic has affected a great part of the nursing activities. No more face-to-face classes for the meantime and the presence of nursing students in the community health centers were also suspended. This was mandated by the Commission on Higher Education Department of the Philippines as they issued CHED Advisory 6 and 7 mandating all Higher Education Institutions (HEIs) with degree programs that require internships and clinical duties, such as nursing, to be given the flexibility to extend classes / clinical duties and prepare a catch-up plan for their students for a maximum of one (1) month after lifting the extended community quarantine (ECQ). They also mandated that the HEIs are allowed flexibility in modifying or reducing program requirements (e.g., number of clinical/surgical procedures assisted/done, reports submitted, bedside procedures assisted /done, among others) to meet the requirements for graduation/promotion during this interim period; and that HEIs may use the extension of classes or summer/midterm to comply with requirements of laws covering specific profession. However, as the situation with Covid -19 continues, the Commission on Higher Education (CHED) issued another advisory 7 to all HEIs in connection to the resolutions issued by the Inter-Agency Task Force for the Management of

Emerging Infectious Diseases (IATF) (Resolutions Nos. 35A and 36 issued on 13 May 2020, IATF Resolution No. 37 issued on 15 May 2020, and IATF Resolution No. 38 issued on 22 May 2020). It was stipulated in this new advisory that in areas under ECQ, MECQ and GCQ, HEIs are advised to observe the following guidelines: a) suspension of face-to-face or in-person classes until further directives from the IATF or issuance by the proper government authority that the province or city will be under MGCQ; b) for HEIs which intend to offer summer classes, midterm and /or midyear intercessions shall only be the following students (1) graduating students who need to complete for academic requirements, (2) students whose subjects are scheduled in the summer under their degree program, and (3) students taking graduate studies; c) only HEIs with capability for full online learning will be allowed to conduct summer classes; d) On-the-job Training (OJT) and internship program (foreign and local) remain suspended until quarantine has been lifted; d) the following classes for AY 2020-2021 shall be based on the HEIs delivery mode, subject to compliance with minimum health standards. Because of all these changes, decisions on how to continue the education of future nurses have been put into question. From traditional learning, it will be now based on distance learning or online classes. As FitzGerald (2015) said the students will have to become obligated with e-learning; that they must freely and voluntarily be involved in their learning.

In lieu of the conditions above, it is necessary to recognize the experiences and anticipations of the nursing students when faced with this important change/s. Their healthy behaviors which include their lifestyles must be well-managed to be able to adapt to these changes. As explained by the Adaptation Theory of Sister Callista Roy (2011), adaptation occurs when people respond positively to environmental changes (like the nursing students being stimulated by the changes brought about by the Covid 19 pandemic especially in terms of nursing education), and it is the process and outcome of individuals and groups (in this study, the nursing students) who use conscious awareness, self-reflection, and choice to behave accordingly thus create human and environmental integration through their lifestyles.

Lifestyle according to Paudel et al (2017) contains the choices on diet selection, exercise, wellbeing, and the actions that one makes to accomplish those decisions. It enables a person to control his/her own health, to make one's full health potential.

According to a study conducted in California by Nevins the baccalaureate nurses suffered through many disturbances just because of having poor lifestyle practices. Nursing students were

found to be having disturbed sleep and rest hours, irregular food habits, and an inability to cope with stress. Nurses are highly affected by poor lifestyle habits (Nevins et al., 2016).

Using the all-time basis for behavior management, the researcher used the behavioral wheel which comprises Mental Health, Family and Social Health, Growth and Development, Nutritional Health, Physical Health, Control of Substance Abuse, Safety and First Aid, Community and Environmental Health, Disease and Disorder, and Consumer and Personal Health, to determine the current nursing student's lifestyles. The objective of this study was to determine if there are significant differences in the nursing student's lifestyles during this Covid-19 pandemic period when the students were grouped according to their profile. As Mellor et al (2017) said, it is critical for these nursing students to have or form a foundation of healthy lifestyles to become future nurses.

2. Literature Review

A lifestyle that is made of healthy behaviors such as exercise, by young adults play a major role in keeping their well-being while in college; it has been noted to have a potential psychological and physical profit; and it is positively associated to academic achievement (Hacıhasanoğlu et al, 2011; Ulla-Díez and Pérez-Fortis, 2010).

Different studies by Klainin-Yobas et al., 2015; Mearns et al., 2017; and Kara and Iscan, 2016 suggested that weight gain and obesity by student nurses due to poor diet, lack of exercise, stress, hardships in balancing activities of nursing education with their other activities put them at risk. According to Subbarao and Akhilesh (2017), many of these young adults are away from their families while taking up higher education. This had made them develop high-risk sexual behaviors, thus increasing the probability of incurring sexually transmitted diseases (STDs) (Goldsberry et al, 2015). For some, this period is a time for dramatic changes like having late nights studying for exams and abundant amounts of stress. These are the reason why they feel overwhelmed leading them to pick up few unhealthy habits. These risky health behaviors can negatively affect their well-being (Musaiger et al, 2012; Yahia et al, 2016). However, on the other hand, some feel it is their time to become more responsible. The early adoption of healthy lifestyles results in healthy living habits (Landsberg et al, 2010); and according to the study by Ulla-Díez and Pérez-Fortis (2010), healthy lifestyles can be moderated by socio-demographical variables (like gender, age,

socio-economic level, etc.). Therefore, investigating students' lifestyles is vital for developing customized health promotion interventions aimed at improving their quality of life.

According to the American Nurses Association (2017), student nurses must actively focus on a balance of physical, intellectual, emotional, social, spiritual, personal, and professional well-being; that they must practice self-care behaviors in addition to their healthy lifestyles to become a positive role model, teacher, and advocate for their future patients. Thus, it is necessary to raise their awareness about how to live a healthy lifestyle, and how to care for themselves and others.

It is the university environment where these young adults can have an idea and cost-effective health education as a means of developing their healthy lifestyles (Hsiao et al, 2005).

3. Research Objectives and Scope of the Study

This study was conducted to determine the lifestyle of 232 nursing students of a very prominent university in Manila, Philippines according to the areas of the behavioral wheel (Mental Health, Family and Social Health, Nutritional Health, Physical Fitness, Disease and Disorder, Control of Substance Abuse, Growth, and Development; and to know if there are significant differences between the nursing student's lifestyle on the areas of the behavioral wheel when grouped according to their demographic profile. The result of this study became the basis for the development of a wellness program that helped the nursing students in promoting healthy living and prevent the development of debilitating diseases.

4. Methodology

This section presents the research design, the locale/setting, the respondents, the data gathering methods, and the statistical treatment used in this present study.

This cross-sectional study utilized the descriptive-correlational design to determine the lifestyles according to the areas of the behavioral wheel of 232 nursing students from a very prominent university in Manila, Philippines. This research design was used because, in Nursing, most studies are non-experimental because a vast number of human characteristics it inherently cannot be experimentally manipulated. In addition, many variables that could technically be manipulated cannot be manipulated ethnically. The age range of the participants was 15 to 22 years old. Data were gathered using email/facebook, and video messenger. Any possible questions were also addressed, and informed consent forms were handed out. A sociodemographic questionnaire

was used to collect personal data about gender, economic status-income, year level, and academic standing. The self-administered questionnaire is anonymous and has direct questions. It consists of items about the lifestyles of the nursing students in the areas of the Behavioral Wheel.

The results were analyzed using Statistical Package for the Social Sciences (SPSS), a program for statistical analysis. The quantitative data are described as frequency (n) and percentages (%). Weighted means were also used. Different variables were related using the t-test for comparing means of two variables and an analysis of variance for comparing means of more than two variables. Values were considered significant if their confidence level was 95% ($p=0.05$).

4. Results

Problem 1: What is the demographic profile of the nursing students?

Table 1: *Demographic Profile of the Nursing Students*

Profile	Frequency	Percentage
Gender		
Male	171	73.7%
Female	61	26.3%
Total	232	100%
Economic Status-Income		
Below Average	30	12.9%
Average	102	44.0%
Above Average	100	43.1%
Total	232	100%
Year Level		
Level I	70	30.2%
Level II	43	18.5%
Level III	51	22.0%
Level IV	68	29.3%
Total	232	100%
Academic Standing		
Good Standing	211	90.9%
Probationary Status	21	9.1%
Total	232	100%

Table 1 presents the demographic profile of the nursing students. It shows that majority of the nursing student-respondents were female with 74% or 171 out of 232; while male was only 26% or 61 out of 232 respondents; with average family income (44.0% or 102 out of 232 respondents);

level 1 (30.2% or 70 out of 232 respondents) meaning more freshmen nursing students as respondents; and with good academic standing (90.0% or 211 out 232 respondents).

Problem 2: To what extent do the nursing students’ manifest healthy lifestyles on the following Areas of Behavioral Wheel?

Table 2: *Extent of Manifestation of Healthy Lifestyle on the following Areas of the Behavioral Wheel*

Areas of Behavioral Wheel	WM	Rank	Interpretation
1. Mental Health	3.89	7	HEM
2. Family and Social Health	4.30	3	VHEM
3. Growth and Development	3.94	6	HEM
4. Nutritional Health	2.79	9	MEM
5. Physical Health	2.85	8	MEM
6. Control of Substance Abuse	4.73	1	VHEM
7. Safety and First Aid	4.15	4	HEM
8. Community and Environmental Health	3.68	10	HEM
9. Disease and Disorder	3.98	5	HEM
10. Consumer and Personal Health	4.49	2	VHEM
Overall Mean Score	3.88		High Extent of Manifestation

LEGEND:

WM – Weighed Mean		
Weighted Mean Range	ABBRV.	Interpretation
4.20 – 5.00	VHEM	Very High Extent of Manifestation
3.40 - 4.19	HEM	High Extent of Manifestation
2.60 - 3.39	MEM	Moderate Extent of Manifestation
1.80 - 2.59	LEM	Low Extent of Manifestation
1.00 - 1.79	VLEM	Very Low Extent of Manifestation

Table 2 shows that there is a high extent of manifestations of healthy lifestyles in the areas of Behavioral Wheel by the nursing students, with 3.88 as its overall mean score. This means that the nursing students have a very dynamic decision about their lifestyles as they have focused their interest on healthy activities that are known to build general physical, emotional, mental, social, and spiritual well-being. This study finding resembles the results of the study by Javed et al (2019) which revealed that nursing students have healthy lifestyle behaviors which lead them to perform good academic performance. As Allah et al (2015) stated in their work, this kind of decision about healthy behaviors on lifestyle conditions supports to change the way of life of a certain individual to move toward a condition of ideal wellbeing. Also, according to Berkowitz (2017) nurses who

think healthy effectively focus themselves on maintaining a balance of physical, intellectual, emotional, social, spiritual, personal, and professional well-being.

In terms of specific results, the nursing students have:

- 1) Very high manifestation of healthy lifestyles in the area Family and Social Health, with 4.30 as its overall mean score. This finding depicts that the nursing student respondents were manifesting great family and social health lifestyles. They can socialize and have great relationships with other people even with this Covid-19 pandemic. As a healthy lifestyle change, they use the luxury of new technology to be able to communicate (via email or Facebook messenger, Twitter, or Instagram). This is because communicating with family and friends is a part of the students' life and they manifest it as part of their lifestyle since they are mostly objective and have quantifiable personality (Younis, 2014); that is, their lifestyle is influenced by their family's culture, race, religion, socioeconomic status, and beliefs. All of which can be caused by having great family and social relationships most of the time. As Ogunshola and Adewale (2012) said, the responsibility of training a child always lies in the hand of the parents. Whatever training the parents did to their children (being loving and caring for family and friends) is what comprises the nursing student's lifestyle too. This finding is supported by the research made by Kalhori et al in 2017, which stated that lifestyle is adopted throughout one's life and is a relatively fixed manner whose foundation is laid in families.
- 2) Very high manifestation of healthy lifestyles in the area Control of Substance Abuse with 4.73 as its overall mean score. This finding means that the nursing student respondents were greatly manifesting careful lifestyles as they are aware of the effects of substance use that they tend to avoid it. This is like the works of Rodriguez – Munoz et al (2020) which stated that nursing students put their health knowledge into practice as they will become future nursing professionals, they knew that in the future they will have to give advice on healthy habits, and, on the other hand, they will treat patients with addiction to tobacco or alcohol. The study recommended that the nursing students promote healthy habits not among themselves but also among other university students and that they must reinforce this knowledge and spread it.
- 3) Very high manifestation of healthy lifestyles in the area Consumer and Personal Health with 4.49 as its overall mean score. This finding suggests that the nursing student respondents were significantly manifesting lifestyle that shows that they are aware of how important it is to know what the consumer's rights in relation to their health. This finding is similar to that of the study

by Deepika and Ratan (2014) which reported that the majority of the students were aware of the various acts about consumer protection and that they get this information from newspapers and journals. The finding is very important as the young population nowadays have diverse eating situations and make complicated food choices. According to Al-Shehri et al (2017), ill habits coming from students eating mostly fast food or no sufficient time for the proper meal are a major threat to their health and wellbeing.

- 4) High manifestation of healthy lifestyles in the area Mental Health with 3.89 as its overall mean score. This finding means that nursing student respondents manifest healthy lifestyles pertaining to their Mental Health but not to the greatest that is why it is only high. These downtimes can be attributed to the fact that nursing education is stressful and challenging (Conley et al., 2018) and it can put a toll in the student's mental health. Conley et al (2018) emphasized that the first few months at university are particularly challenging and stressful due to numerous psychosocial adjustments.
- 5) High manifestation of healthy lifestyles in the area Growth and development with 3.94 as its overall mean score. This means that the nursing student respondents' manifest healthy lifestyles in terms of growth and development although not to the greatest extent. This is because each person's pattern of behavior and lifestyle choices was established from childhood to adulthood and that it affects both their current and future health (Telama, 2009). Parents help shape their children while they were still young; that is to have a health-promoting lifestyle. Later, the decision is influenced by others such as friends, teachers, and the school environment. This is supported by the work of Landsberg et al (2010) which reported that healthy lifestyles depend on the early adoption of healthy living habits; unhealthy lifestyles among youths are strongly linked to unhealthy habits in adulthood. For authors, Gall et al (2009) unhealthy habits are difficult to change, especially those that adults have adopted in their youth. These authors added that many effects of health risk factors among adults are avoidable if these behaviors are identified and changed at an early stage.
- 6) High manifestation of healthy lifestyles in the area Safety and First Aid with 4.15 as its overall mean score. This finding implies that the nursing student respondents' manifest healthy lifestyles in terms of safety and first aid but not to a great extent. This attitude can be traced from the fact that they do not have enough opportunities to learn about safety and first aid due to lack of time and plenty of performance tasks to accomplish while on the online classes; and

of course, the effect of the coronavirus pandemic, that they cannot go out to attend trainings. This finding is also discussed in the study by Arasu et al (2020) which revealed that college students lack the opportunity to learn safety and first aid, that they were scared to perform first aid even if they were trained in first aid, and some students wished the college had included it in the curriculum. The students in their study verbalized that when given the option of attending a first aid training program, they would strongly agree that they would like to attend such a program.

- 7) High manifestation of healthy lifestyles in the area Community and Environmental Health with 3.68 as its overall mean score. This finding is like that of Ningrum, and Herdiansyah (2018) which revealed that good environmental awareness and behavior are found in college students. Although the result is high extent, it also means that the nursing student respondents' manifest this behavior but not always. This is because they are too busy attending to their school academic needs and due to the restrictions due to pandemic (20 years old and below cannot go out) that they miss some of the tasks like participating in activities related to the protection of the environment (e.g., volunteer in segregating trash especially recyclable at the campus area). As Ningrum, and Herdiansyah (2018) discussed in their study, there is a need for encouragement by the surrounding condition of the college student/s so that their existing environmental behavior can emerge.
- 8) High manifestation of healthy lifestyles in the area Disease and Disorder with 3.98 as its overall mean score. This finding indicates that the nursing student respondents' manifest this knowledgeable or awareness about disease and disorder as a means of having a healthy lifestyle. This is because they are nursing students, and all these diseases are being discussed in the classroom setting. It was only a high extent because these college student-respondents are still learning and adjusting to college life that they sometimes miss some of the details that need to learn. According to Crede and Niehorster (2012), there is a variety of new challenges for college students. And for Arjanggih (2013) college years are about adjustments to fulfill personal needs like academic and social relations.
- 9) Moderate manifestation of healthy lifestyles in the area Nutritional Health with 2.79 as its overall mean score. The findings on the table depict that in terms of Nutritional Health, the nursing students only manifest an average amount of healthy lifestyle. This kind of behavior can be attributed to college life nowadays wherein there's unlimited food access: access to

plenty of unhealthy choices in the dining halls, unpredictable meal schedules, and patterns, and a stressful lifestyle that may lead to emotional eating. these obstacles can contribute to inadequate nutrients intake. According to LaCaille et al (2011) and Stok et al (2018) after the shift from adolescence to college life, it has been shown that these college students are continuously challenged to decide on healthful food choices as their independence increases. Similarly, the study by Vella-Zarb and Elgar (2009) reported that university is a critical period for young adults regarding food choices.

10) Moderate manifestation of healthy lifestyles in the area Physical Health with 2.85 as its overall mean score. This implies that the college student-respondents have not been giving physical fitness a priority. This can be attributed to the fact that adjusting to college life could be stressful for these students because of the increased pressure to focus on academic accomplishments and having a new social life. In addition, the popularization of computers and the Internet give more choices of entertainment and lessen their interest in performing the exercise. The lack of exercise facilities at home is also a major reason why they do not participate actively in exercise. This finding is like the study by Alkhateeb et al (2018) which found that there was a significant decrease in doing regular exercise when a student is in college as compared to the school years prior to college; that transition to college is categorized by constant changes, vagueness, and adjustments as compared to their past lifestyle practices before college. Also, according to Ogden et al (2014) there is a significant drop-in physical activity as the student goes to college.

Problem 3: Is there a significant difference between the nursing student’s lifestyle on the areas of behavioral wheel when grouped according to their demographic profile?

3.1. Gender

Table 3: *Significant Difference between the Nursing Student’s Lifestyle on the Areas of Behavioral Wheel When Grouped According to Gender*

Nursing Student’s Lifestyle on the Areas of Behavioral Wheel	Levene's Test for Equality of Variances		t-test for Equality of Means		t-test for Equality of Means			Interpretation	Decision
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference		

Mental Health	4.121	.044	-1.86	230	.064	-.165	.0887	No Significant Difference	<i>Accept Ho</i>
Family and Social Health	3.418	.066	1.71	91.16	.090	.0978	.0570	No Significant Difference	<i>Accept Ho</i>
Growth and Development	9.387	.002	-4.06	230	.000	-.263	.0644	Significant Difference	<i>Reject Ho</i>
Nutritional Health	1.972	.162	-4.11	95.70	.000	-.130	.0316	Significant Difference	<i>Reject Ho</i>
Physical Fitness / Health	.135	.713	-1.13	105.9	.261	-.032	.0284	No Significant Difference	<i>Accept Ho</i>
Control of Substance Abuse	4.252	.040	1.84	230	.067	.085	.0460	No Significant Difference	<i>Accept Ho</i>
Safety and First Aid	5.457	.020	-3.30	230	.001	-.138	.0417	Significant Difference	<i>Reject Ho</i>
Community and Environmental Health	.151	.698	-2.74	105.4	.007	-.158	.0576	Significant Difference	<i>Reject Ho</i>
Disease and Disorder	.795	.373	-.16	103.6	.875	-.011	.0682	No Significant Difference	<i>Accept Ho</i>
Consumer and Personal Health	1.230	.269	-1.59	228.4	.112	-.124	.0779	No Significant Difference	<i>Accept Ho</i>

Table 3 displays that when grouped according to gender, there are statistically significant differences between the nursing student's lifestyle in the areas of behavioral wheel Growth and Development, Nutritional Health, Safety, and First Aid, and Community and Environmental Health, as determined by sig. 0.000, 0.000, 0.001, 0.007 respectively which were all lesser than p-value of 0.05. This means that for these 4 areas of the Behavioral Wheel, the gender of the nursing students influences the differences in their manifestations of lifestyles. Male students exercise more frequently and manage their stress better than female students but more likely to take a health risk behavior than female students. This result shows similarity with those obtained from the study of Ulla Diez and Perez-Fortis (2010) conducted with university students. This is also congruent with the study by Al-Kandari and Vidal (2007) which found out that there are significant differences between health-promoting lifestyles when students are grouped according to gender; that male had more gear towards physical activity, social dealings, and tension management than females. Same also as the study by Wright et al (2006) which stated that men and women differ in many ways in their perception between health and lifestyle; that for male students, they connect

health with fitness and fitness with the ability to do physical work; while for female students, they look at health as being a much more difficult and complex task associated with maintaining their diet and exercise routines to obtain an ideal body shape.

For Growth and Development, males and females are usually raised by parents differently. More physical exertion tasks for males and more on domestic chores for females. Therefore, their lifestyle can be a bit different. This is affirmed by the study of Ulla Díez and Pérez-Fortis (2010) and Hacıhasanoğlu et al (2011) which have shown that the health behavior is modulated by the socio-demographical variables, such as gender, age, socio-economic level, ethics, examination level at admission, and educational level of their parents. According to this study, regular and nutritional behavior, health responsibility was shown mostly by female students. Another support for this finding is the works of Benjamin and Donnelly (2013) which stated that there are several reasons for gender differences that is: men and women differ in their feeling of fatigue and tiredness, and the stereotyped gender role for women that they are expected to stay home more than men.

3.2. Socio-Economic Status – Income

Table 4: *Significant Difference between the Nursing Student’s Lifestyle on the Areas of Behavioral Wheel When Grouped According to Socio-Economic Status – Income*

Nursing Student’s Lifestyle on the Areas of Behavioral Wheel	f	Sig.	Interpretation	Decision
Mental Health	46.645	.000	<i>Significant Difference</i>	<i>Reject Ho</i>
Family and Social Health	4.477	.012	<i>Significant Difference</i>	<i>Reject Ho</i>
Growth and Development	6.002	.003	<i>Significant Difference</i>	<i>Reject Ho</i>
Nutritional Health	67.248	.000	<i>Significant Difference</i>	<i>Reject Ho</i>
Physical Fitness / Health	9.065	.000	<i>Significant Difference</i>	<i>Reject Ho</i>
Control of Substance Abuse	6.819	.001	<i>Significant Difference</i>	<i>Reject Ho</i>
Safety and First Aid	89.535	.000	<i>Significant Difference</i>	<i>Reject Ho</i>
Community and Environmental Health	3.281	.039	<i>Significant Difference</i>	<i>Reject Ho</i>

Disease and Disorder	58.737	.000	<i>Significant Difference</i>	<i>Reject Ho</i>
Consumer and Personal Health	3.375	.036	<i>Significant Difference</i>	<i>Reject Ho</i>

Table 4 presents that there were statistically significant differences between the nursing student’s lifestyle in all areas of behavioral wheel when grouped according to socio-economic factor income, as determined by sig. 0.000 for all areas respectively which were all lesser than 0.05. This depicts that income is a very influential factor that can change a student's lifestyle; that when there is less of it, the student would be compelled to also lessen their consumption of nutritious food; wherein they just buy any food that suits their budget. This is supported by the study by Skardal et al (2014) which showed that parents with higher socio-economic status have reported a significantly better knowledge of dietary guidelines compared to those with lower socio-economic status. Therefore, when this happens, all the areas of the behavioral wheel are also affected, such that food is important to nourish the brain of the students. This finding is congruent to that of Ogunshola and Adewale (2012) where they presented that parents’ socio-economic status influence children’s health which in turn affects their nutrition, memory, and academic performance. Another support for the finding is that in many poor households, parental education is inadequate, time of parents for children is short, and warm emotions are at a premium, all factors put the attunement process at risk (Feldman and Eidelman, 2009).

3.3. Year Level

Table 5 shows that there were significant differences between the nursing student’s lifestyle in the areas of behavioral wheel in terms of Mental Health, Nutritional Health, Safety and First Aid and Disease and Disorder when groped according to year level, as determined by sig. 0.000 for all the three areas. This finding is linked to the learning of the college-student respondents per level; that on their level 1, they were taught only basics like safety and first aid; on their level 2, nutrition health, level 3 mental health and for all levels with varying degree about disease and disorders. This is affirmed by the study of Yeh et al (2005) which reported that healthy lifestyle of students varies or increases after education. The finding is also supported by the works of Ulla Diez and Perez-Fortis (2010) which reported that students health promoting behaviors have a direct association with their grade levels.

Table 5: *Significant Difference between the Nursing Student’s Lifestyle on the Areas of Behavioral Wheel When Grouped According to Year Level*

Nursing Student’s Lifestyle on the Areas of Behavioral Wheel	f	Sig.	Interpretation	Decision
Mental Health	76.017	.000	<i>Significant Difference</i>	<i>Reject Ho</i>
Family and Social Health	.799	.495	<i>No Significant Difference</i>	<i>Accept Ho</i>
Growth and Development	1.619	.186	<i>No Significant Difference</i>	<i>Accept Ho</i>
Nutritional Health	6.785	.000	<i>Significant Difference</i>	<i>Reject Ho</i>
Physical Fitness / Health	.061	.980	<i>No Significant Difference</i>	<i>Accept Ho</i>
Control of Substance Abuse	.374	.772	<i>No Significant Difference</i>	<i>Accept Ho</i>
Safety and First Aid	43.369	.000	<i>Significant Difference</i>	<i>Reject Ho</i>
Community and Environmental Health	.096	.962	<i>No Significant Difference</i>	<i>Accept Ho</i>
Disease and Disorder	48.539	.000	<i>Significant Difference</i>	<i>Reject Ho</i>
Consumer and Personal Health	1.430	.235	<i>No Significant Difference</i>	<i>Accept Ho</i>

3.4. Academic Standing

Table 6 illustrates that there were significant differences between the nursing student’s lifestyle in the areas of the behavioral wheel in terms of Mental Health, Nutritional Health, Safety, and First Aid and Disease and Disorder when grouped according to academic standing, as determined by sig. 0.000 for all three areas. This can be traced by the fact that the overall performance of the college students is affected by their health problems either in mental health, nutritional health, safety, and first aid, and lastly disease and disorder. This result is like that of the works of West and Sadoski (2015) which demonstrated that various factors including lifestyle take part in educational performance level. In addition, according to Eide et al (2010) those students with a decline in academic performance are more likely to have a tendency for negative behaviors.

Table 6: *Significant Difference between the Nursing Student’s Lifestyle on the Areas of Behavioral Wheel When Grouped According to Academic Standing*

Nursing Student’s Lifestyle on the Areas of Behavioral Wheel	f	Sig.	Interpretation	Decision
Mental Health	.391	.000	Significant Difference	<i>Reject Ho</i>
Family and Social Health	1.705	.807	No Significant Difference	<i>Accept Ho</i>
Growth and Development	1.406	.726	No Significant Difference	<i>Accept Ho</i>
Nutritional Health	.700	.018	Significant Difference	<i>Reject Ho</i>
Physical Fitness / Health	.246	.393	No Significant Difference	<i>Accept Ho</i>
Control of Substance Abuse	.246	.773	No Significant Difference	<i>Accept Ho</i>
Safety and First Aid	.871	.000	Significant Difference	<i>Reject Ho</i>
Community and Environmental Health	3.556	.134	No Significant Difference	<i>Accept Ho</i>
Disease and Disorder	1.760	.000	Significant Difference	<i>Reject Ho</i>
Consumer and Personal Health	2.120	.637	No Significant Difference	<i>Accept Ho</i>

6. Conclusion

It was concluded that the nursing students had reasonably high manifestations of healthy lifestyles. There were significant differences in the areas of Behavioral Wheel in terms of Growth and Development, Nutritional Health, Safety and First Aid, and Community and Environmental Health when respondents were grouped according to gender; significant differences in all areas of the behavioral wheel when respondents were grouped according to economic status - income; significant differences in the areas Mental Health, Nutritional Health, Disease and Disorders, and Safety and First Aid when respondents were grouped according to year level; and lastly there was a significant difference in the areas: Mental Health, Nutritional Health, Safety, and First Aid, and Disease and Disorders when respondents were grouped according to academic standing

The nursing students have good orientations towards healthy behaviors that lead them to healthier choices. It follows that the healthy lifestyles of the nursing students are greatly affected

by the gender and socio-economic income of their parents. In some cases, year level and academic standing also affect it too. Plans to promote healthier activities for the nursing students is advised specifically focusing on physical fitness and nutritional health.

6.1. Limitation and Future Research

The findings of this study must be treated with caution and may vary in other areas of the Philippines. This study only included one population of nursing students at one university setting in Manila. Additionally, most participants were in level 1 (30.72%). These freshmen students in their first year of college may not be confronting the same level of academic stress as the level 2, 3, 4 students, where the nursing curriculum becomes more intense with thorough learning of nursing knowledge, clinical procedures, and skills. Although the data collected were anonymous, this study was based on self-report from students. Students had the option of not completing the online survey but given that they were asked by their faculty member and given time to complete the survey in class, some may have felt uncomfortable leaving class without completing the survey.

7. Recommendation

It was recommended that: nursing students must prevent negative conditions that could affect their healthy lifestyles. They should be involved also in the implementation of a wellness program to be developed by their school/university based on the results of this study. It will help in the promotion of healthy living and the prevention of the development of debilitating diseases. The nursing faculty must supervise closely their nursing students; that they should be more energetic, attentive, observant either in the classroom or in the clinical area. It will help them determine the strengths and weaknesses of the students which is an important aspect in setting expectations. The nursing administrators to develop a wellness program using the result of this study as baseline data and encourage all students to join.

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