

Influence of Cognition Concept of Obesity in Kindergarten Teachers on Their Own Eating Behavior

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Abstract. Objective: To understand whether teachers' perception of obesity has an impact on their eating behavior. Methods: Through reading the corresponding literature and issuing questionnaires, we learned about the eating habits and health status of preschool teachers in our city. Results: Teachers' perception of obesity affects the frequency of teachers' eating midnight snacks, drinking water, and eating miscellaneous grains. 401 teachers from kindergartens in Shapingba District, Nan'an District, Banan District and Jiangbei District of Chongqing were investigated. Twenty-seven percent of preschool teachers are overweight or too thin. Advice: Increase publicity on healthy eating behaviors, and strengthen exercise to form healthy eating habits and behaviors.

1. Introduction

In today's society, many teachers are in a sub-health state, and such a state has a certain impact on young children with the subtle influence. [1-6] Therefore, in order to help preschool teachers establish correct eating behaviors and help children have a healthy development, in March 2019, the kindergarten teachers in Shapingba District, Nan'an District, Banan District and Jiangbei District of Chongqing were investigated to understand Preschool teachers' awareness of obesity and whether their eating behavior is healthy, and to provide a basis for the healthy development of preschool teachers and young children.

In this study, the obesity is a pathological manifestation caused by excessive or abnormal fat content in the body. The World Health Organization distinguishes between overweight and obesity: people with a body mass index (BMI) of at least 30 are defined as obese, while people with a BMI of 25~29 are considered overweight. On the basis of a large number of literature reviews, this study summarizes the effects of preschool teachers' own eating behaviors and their perceptions of childhood obesity on young children through questionnaires, and proposes strategies in a targeted manner.

2. Method

Through random sampling, 600 questionnaires were distributed to kindergartens in Shapingba District, Nan'an District, Banan District and Jiangbei District of Chongqing, and 401 were returned, including 11 invalid questionnaires and 390 final valid questionnaires. This study is mainly summarized by analyzing the valid questionnaire data collected. Analyze the influence of teachers' perceptions of obesity on their eating behavior. Based on the relevant literature, the corresponding experts were designed and invited to demonstrate the questionnaire. The questionnaire included basic information about the respondents, daily eating behaviors, and understanding and attitudes toward

childhood obesity. Questionnaires were distributed to kindergarten teachers in kindergartens in Shapingba District, Nan'an District, Banan District and Jiangbei District of Chongqing, and questionnaires were collected in kindergartens. The relationship between body weight and dietary behavior was analyzed by analyzing the collected data.

3. Research findings

The questionnaire revolves around three dimensions: 1, basic information of teachers; 2, daily eating behavior of teachers; 3, teachers' perception of obesity.

3.1 Basic information

According to the results of this survey, the ratio of male to female teachers is about 18%, and the male-female ratio is seriously unbalanced. Therefore, the survey results are mainly based on the female teachers' perceptions.

The age of teachers in this survey is mainly concentrated around 17 to 31 years old. 78% are young teachers. Therefore, the ideas are still relatively new, but there will also be polarization.

According to the BMI index calculated from the ratio of body weight to height, the BMI index of this survey is not normal. Twenty-seven percent of teachers are too fat or too thin.

The subjects of this survey mainly focus on college. Therefore, the teacher's cultural level is relatively high.

The nature of the kindergarten affects the eating behavior of preschool teachers. The public kindergarten and private kindergarten give different benefits to teachers (Table 1). At the same time, the daily workload and the work pressure of teachers also affect the teacher's diet and the perception of obesity.

Table 1. Distribution of kindergarten attributes.

Kindergarten property	Public	Private
Number	61	323
Ratio (%)	17	83

Most teachers are satisfied with their health status, but by analyzing the data in the teachers who are very satisfied with their health, some of the teachers' diet status is not healthy. This shows that teachers have certain errors in their own eating behavior and obesity cognition and real state.

3.2 Their own situation

The frequency of preschool teachers eating breakfast is relatively high. The vast majority of teachers are able to eat breakfast every day, but one-third of teachers are unable to eat breakfast every day. According to scientific research, not eating breakfast can cause hypoglycemia, gallstones, high blood pressure, high blood sugar and affecting gastrointestinal health.

The frequency of eating midnight snacks. Midnight snacks refers to the meal after dinner. Preschool teachers have a higher frequency of eating midnight snacks. And eating midnight snacks often affects the health of preschool teachers.

The analysis of the daily drinking water data of the kindergarten teachers is relatively normal, 49% two to three bottles in one to two bottles. This amount of drinking is relatively normal for teachers (Table 2). However, 23% of teachers showed a situation where the amount of drinking water was less than one bottle. The special nature of the teacher's occupation can lead to the occurrence of occupational diseases such as pharyngitis. Therefore, teachers who drink less than one bottle of water should increase the amount of water appropriately.

The number of times a week eating crude food products and the type of meal (Table 3). Teachers have a lower proportion of eating coarse grains. 20% are once or twice a week or two or three times or even not eating. At the same time, the types of diet for preschool teachers are relatively simple, and there are fewer cereals and soybean nuts. If there are fewer kinds of food, the nutrients that people consume are easily uneven. Therefore, preschool teachers should also achieve a balanced diet.

Table 2. Distribution of drinking water.

Drinking water (500 ml bottled water as an example)	<1	1-2	3-4	5-6	>7
Number of times	91	192	85	18	3
Proportion (%)	23	49	22	5	1

Table 3. Distribution of coarse grains and dietary status.

Number of times to eat coarse grains/type of diet	People number	Frequency (%)
No eating	50	13
Every 1-2 days	32	8
Every 3-4 days	86	22
Every 5-6 days	135	34
Everyday	91	23
Valley potato	127	32
Fruits and vegetables	361	91
Livestock and poultry meat	211	53
Fish, eggs, milk	215	54
Soy Nuts	118	30

3.3 Childhood dimension

Does the kindergarten teacher allow children to bring snacks to the kindergarten? 50% of preschool teachers do not allow children to bring snacks to kindergarten (Table 4). However, 23% of teachers still occasionally or often let children bring snacks to kindergarten. Snacks are basically high in sugar or high in oil, which increases the energy intake and oil intake in one day. Other snacks are still high in sodium, and eating snacks can affect the intake of three meals.

Table 4. Distribution of frequency with snacks.

Frequency of snacks	Always	Often	Occasionally	Very seldom	Never
People number	4	7	80	103	196
Frequency (%)	1	2	21	26	50

Do preschool teachers believe that early childhood obesity needs to be prevented in advance? 85% of teachers believe that obesity in young children needs to be prevented in advance (Table 5). This kind of cognition is correct. However, 15% of teachers still believe that obesity in young children needn't to be prevented in advance.

Table 5. Obesity factors and prevention.

Long fat factor/whether you need to prevent	People number	Frequency (%)
Excessive fat intake	275	69
Too much sugar	253	63
Eating speed	97	24
Excessive exercise	268	68
Genetics	163	55
Unclear	8	2
Now need to prevent	311	85
Need to prevent it now too early	48	13
No need to prevent	7	2

4. Summary

In this survey, 27% of the 401 preschool teachers in the Shapingba District, Nan'an District, Banan District and Jiangbei District of Chongqing were overweight or too thin, and 45% of teachers like eating snacks in the night, 50% of teachers had higher tolerance for eating snacks, while 23% of teachers had lower water consumption. One third of teachers could not eat breakfast every day, and the daily diet type was also biased toward a single one. These behaviors promote the development of obesity, so preschool teachers should raise awareness of healthy eating behaviors and balance nutrition.

According to WHO's research, 60% of personal health depends on lifestyle, 15% depends on heredity, and 10% is related to society. Therefore, it is very important and urgent to strengthen the promotion of basic health knowledge and enhance the individual's health awareness. Kindergartens and society can provide more physical examination opportunities for kindergarten teachers, so that kindergarten teachers have more opportunities to understand their physical health. Organizing sports activities in a collective form through kindergartens can enhance the enthusiasm of teachers and the physical fitness of preschool teachers. Although many kindergartens provide meals for preschool teachers, the food provided does not meet the teachers' daily teaching needs due to cost considerations. Therefore, kindergartens can consider providing teachers with more health food. Improving the salary level of kindergarten teachers or providing a corresponding subsidy system can provide a better material base for preschool teachers.

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