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Lifestyles of university students from a nutrition and dietetics program

Estilos de vida de estudiantes universitarios de un programa de nutrición y dietética

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ABSTRACT

Introduction: A cross-sectional study was carried out. **Objective:** To determine the lifestyles of university students from a nutrition and dietetics program. Observational, descriptive, prospective, cross-sectional study. **Methods:** The participants were 245 students between the ages of 18 and 32 who were studying between the first and tenth semester for the second academic period of 2019, evaluated through the Lifestyles Questionnaire in Young University Students. **Results:** The results indicate that 87.5% of the practices referred by the students for each of the dimensions of the lifestyle evaluated (8), 87.5% were healthy, except for that corresponding to exercise and physical activity. 62.4% said that the main reason for not doing or stop exercising and physical activity was laziness. Although the practices for the feeding dimension were healthy, 61.2% of the students expressed the consumption of fast, fried, or sweet foods and 58% of soft drinks or artificial drinks. **Conclusion:** It is concluded that the students carry out healthy practices for the different dimensions of life style, except that related to exercise and physical activity, however, they referred resources and motivations that allow them to make decisions and adopt fundamental behaviors for health.

Keywords: Healthy lifestyle; Students; Cross-sectional studies.

RESUMEN

Introducción: se realizó un estudio transversal. **Objetivo:** determinar los estilos de vida de estudiantes universitarios de un programa de nutrición y dietética. **Método:** los participantes fueron 245 estudiantes entre 18 a 32 años que se encontraban cursando entre primero y décimo semestre para el segundo periodo académico de 2019, evaluados a través del Cuestionario de Estilos de Vida en Jóvenes Universitarios. **Resultados:** los resultados indican que el 87,5% de las prác-

ticas referidas por los estudiantes para cada una de las dimensiones del estilo de vida evaluadas (8), fueron saludables, excepto la correspondiente a ejercicio y actividad física. El 62,4% manifestó que el principal motivo para no hacer o dejar de hacer ejercicio y actividad física era la pereza. A pesar de que las prácticas para la dimensión de alimentación fueron saludables, el 61,2% de los estudiantes manifestó el consumo algunos días de comidas rápidas, fritos, o dulces y el 58% de gaseosas o bebidas artificiales. **Conclusión:** se concluye que los estudiantes realizan prácticas saludables para las diversas dimensiones del estilo de vida, excepto la relacionada con ejercicio y actividad física, sin embargo, refirieron recursos y motivaciones que les permiten tomar decisiones y adoptar comportamientos fundamentales para la salud.

Palabras clave: Estilo de vida saludable; estudiantes; estudios transversales.

INTRODUCTION

Personal skills are a fundamental part of the lifestyle, which corresponds to the way of living and the behaviors influenced by cultural, social, and particular factors, which may or may not favorably interfere with health¹. In the university context, young adults are potentially vulnerable to the impact generated by the determinants of lifestyles².

The university environment for adolescents and young people can represent an exciting or overwhelming experience; because, in most cases, they enter at 18 years of age, facing the various situations that characterize academic, social life, and interpersonal relationships, among other aspects, which together with the new responsibilities they assume, can determine greater decision-making capacity and control over their lifestyles². In this sense, it can be established that this group does not measure the effects of current lifestyles concerning the probability of developing some disease later, giving more importance to being part of a social group and adopting behaviors related to their sexual life, the consumption of alcoholic beverages, smoking, which allow them to exercise their independence and act like adults without being one³.

University students are in a moment in which they can strengthen the eating habits acquired from childhood and adolescence or include modifications that will remain in the other stages of the life course. These habits can be changed by personal decisions related to current fashion trends, the perception of their body image, and self-worth⁴. As part of the aspects that intervene in the eating practices of young people and adolescents, it is possible to highlight the influence of society in terms of an acceptable body image, the lack of interest in doing some physical activity, the con-

sumption of food outside the home, the access to nutritionally less healthy foods at a lower cost, the administration of economic resources due to the independence they acquire and the ways of life of the companions with whom they relate³. The preceding generates as a consequence the presence of malnutrition, which is reflected, of course, in the health status of this group, since frequently the lifestyles and eating habits are inadequate, which in turn can interfere with the academic performance of the students².

Nutrition and dietetics students are prepared to develop actions framed in the promotion of healthy lifestyles; however, during university education, they face various situations that can lead to changes in access, consumption, and eating habits, as well as practices of risk to health, among which stands out a significant frequency of cases that do not practice physical activity or do it infrequently and for a short duration and considerable consumption of soft drinks and fast foods⁵. In a study carried out on nutrition and dietetics students, low consumption of fruits and vegetables was evidenced, as consumption of soft drinks and fast food two to three times a week; in addition, 72% of the population presented a level of activity mild physical, 30.7% smoked and 46.6% consumed alcohol on weekends; Therefore, it is still imperative to make students aware of the importance of putting into practice the knowledge acquired during their training to strengthen healthy lifestyles⁶.

The present study aims to contribute to the generation of alternatives and changes that guide the improvement of students' lifestyles since there is no previous study specifically of this academic program at the university, for which the results will be fundamental for the establishment of actions based on the real needs of the said population, which stands as an essential reference for the strategic planning of different programs directed

by the university wellness center, such as the promotion of policies that allow guiding the planning and execution of educational interventions, which from the formation of healthy habits can favor the development of significant changes in lifestyles and the improvement of the quality of life of this group. Likewise, derived from the training process that students go through the university, from which they acquire knowledge in food, nutrition, and health, their performance is expected as agents promoting healthy behaviors for themselves, their families, and their future work environments and society in general⁷.

Therefore, based on this research, the lifestyles of university students in a nutrition and dietetics program were determined, identifying demographic and socioeconomic aspects and the practices, motivations, and characteristic resources of the subjects evaluated.

METHOD

Kind of investigation

A cross-sectional study was conducted, considering that all the measurements were carried out on a single occasion, at a specific time to identify the event of interest⁸.

Population and sample

The population consisted of 676 students from a nutrition and dietetics undergraduate program at a public university who were academically active for the second academic period of 2019. The Epi-dat 3.19 software was used to calculate the sample size, with based on a confidence level of 95%, a margin of error of 5%, and a theoretical proportion of 50%, obtaining a sample of 245 students, which was representative of determining the event of interest in the investigation.

A simple random stratified sampling was applied with proportional allocation according to the location of the students from the first to the tenth semester. For selecting the students who were the object of study, inclusion and exclusion criteria were considered: students belonging to the undergraduate program, aged 18 years or older,

and who were studying between the first and tenth semester for the second academic period of 2019. Pregnant students with some physical disability and those who did not sign the informed consent were excluded.

Instrument

Demographic and socioeconomic data were collected to characterize the population under study, such as sex, age, origin, marital status, socioeconomic stratum, and location, every six months. The instrument used to collect information corresponds to the Lifestyle Questionnaire for Young University Students (CEVJU-R2), designed by Salazar *et al.*; the version was validated by a group of researchers from a Colombian university. All the dimensions presented a Cronbach's alpha greater than 0.55, which indicated adequate internal consistency¹⁰. This questionnaire included 68 items regarding lifestyles in eight dimensions: (1) Physical activity, (2) leisure time, (3) diet, (4) alcohol consumption, (5) smoking and illegal drugs, (6) sleep, (7) interpersonal relationships, (8) coping and emotional state. In addition, it included the practices, motivations, and personal and external resources that facilitated or affected the practices. Only the practices were evaluated for the dimension corresponding to the emotional state. The questions comprised response forms: A Likert-type scale for practice questions, multiple-choice for resource questions, and motivational questions with a single response option.

For the qualification of the questionnaire, the scores for the practices in each of the eight (8) dimensions were calculated, adding the values obtained in the questions that made up the dimension. Subsequently, the score obtained was compared with the midpoint, assumed as the cut-off point to define whether the practices in each dimension were healthy or not: Physical activity (7.5); leisure time (7.5); feeding (17.5); consumption of alcohol, cigarettes, and illegal drugs (14); sleep (7.5); interpersonal relationships (12.5); coping (20); perceived emotional state (15). If the score obtained was higher than the midpoint, it indicated unhealthy practices, while a score below this indicated healthy practices¹⁰.

The collection of information from the students was carried out in a group and directed way; each of them filled out the informed consent and answered

the questionnaire based on the leisurely and oriented reading carried out by the researchers for the uniform and adequate interpretation of each one of the questions.

Statistic analysis

Univariate analysis was performed using frequency distributions and calculating average and standard deviation. The Chi-square statistical test was used for the bivariate analysis, which established the association of categorical variables. The magnitude of the association was evaluated using the Odds Ratio (OR) and 95% confidence intervals. The statistical program SPSS Version 24 was used to process the information.

Declaration on ethical aspects

Research based on the provisions of the Declaration of Helsinki of 1975 and Resolution No. 8430 of October 4, 1993, of the Colombian Ministry of Health for research with human beings was considered without risk. The university students voluntarily accepted participation in the study and signed informed consent. Institutional consent was obtained from an ethics committee on June 12, 2019.

RESULTS

All the invited students agreed to participate in the research; Of which, the most significant proportion were women (80%), aged between 18 and 24 years and a mean of 21.1 years (SD 2.5), single marital status (89.8%) and belonging to primarily to socioeconomic stratum one and two respectively (86.5%). The students come in a more significant proportion from the Andean region (40.4%), specifically from the departments of Norte de Santander and Santander del Sur (69.7%). For the 2019-2 academic period, more than half of the students were studying between the first and fifth semesters (65.7%), and they reported that they were not carrying out any type of work activity (89.4%).

Regarding the practices reported by the students for each of the lifestyle dimensions evaluated (8), 87.5% were healthy, except for the one corresponding to exercise and physical activity, for which 71% of the students performed unhealthy practices, identifying significant differences by sex, in which case the probability of presenting unhealthy practices in this dimension was 3.99 times higher in women than in men (95%CI 2.06-7.70) (Table 1).

Tabla 1. Calificación de las prácticas para cada dimensión del estilo de vida de los estudiantes universitarios.

Dimensión	Punto medio	Puntuación obtenida
Ejercicio y actividad física	7,5	8,5 (DE 2,0)
Tiempo de ocio	7,5	7,2 (DE 1,5)
Alimentación	17,5	12,03 (DE 2,5)
Consumo de alcohol, cigarrillo y drogas ilegales	14	8,2 (DE 1,1)
Sueño	7,5	6,3 (DE 1,7)
Relaciones interpersonales	12,5	10,6 (DE 2,2)
Afrontamiento	20	15,8 (DE 2,9)
Estado emocional percibido	15	13,3 (DE 2,5)

68.2% of the students reported that in the last six months, they had not practiced any sport for competitive purposes, only 38.4% reported walking or cycling frequently if they had to go to a nearby site, and 35.9% rarely did any exercise or body practice for at least 30 minutes three times a week. Although 58.4% highlighted that the main reason for doing some exercise or physical activity was because it represented a health benefit, 62.4% stated that laziness was the main reason for not doing or stopping exercising or physical activity. The possibility of unhealthy physical activity practices was 2.16 times higher in students who considered laziness the main reason for not doing or stopping exercising (95%CI 1.23-3.80). In addition, significant differences by sex were identified, in which case laziness was 1.89 times more likely in women than men (95%CI 1.00-3.58).

Regarding their exercise and physical activity practices, they considered that they could change them but did not know if they would, although the possibility of unhealthy physical activity practices was 4.4 times higher in students who considered changing them even though they were not sure to do it (95%CI 2.11-9.17). In this aspect, significant differences were also identified by marital status, in which case said consideration was 2.94 times more possible in single people (95%CI 0.97-8.87). They had a greater proportion of resources such as good health (74.7%) and sports equipment (57.6%), for which it was identified that the possibility of having said equipment was 2.42 times greater in the students of socioeconomic stratum three (CI95% 0.99-5.94); company (56.7%), abilities and physical qualities (48.6%) such as strength, resistance, and flexibility, identifying for this resource significant differences by gender ($p=0.0133$), in which case the possibility of having said abilities and physical qualities was 2.25 times higher in men than in women (95%CI 1.17-4.34).

For the leisure time dimension, the practices were healthy; 41.2% in a regular week every day did some activity to rest and relax, such as watching television, sleeping, listening to music, or meditating, although 44.1% reported that they only some days I shared time or activities with family, friends or partner. In a typical month, 69% of the students stated that some weeks they carried out some fun or entertainment, cultural or artistic activity, considering in a greater proportion that

the main reason for doing them was to change the academic and work routine (56.3%) and the main reason for not doing them or not doing them was because they did not know how to spend their free time (38.4%). Regarding the time they dedicated to these activities, they considered that it could improve, but they were curious if they would do it, although they had people with whom to do them in case they wanted company (81.2%).

Even though the practices for the eating dimension were healthy, 61.2% of the students stated that they consumed fast food, fried foods, 'mecato,' or sweets on some days, and 58% of soft drinks or artificial drinks. 46.5% omitted some of the main meals, and only 39.2% of them had breakfast, lunch, and dinner at regular times on some days. They indicated in a greater proportion that the main reason for properly eating was to maintain health (61.2%) and for not eating correctly or stopping doing so because they did not like restricting themselves in what they ate (36.3%). Regarding their eating practices, 41.2% considered that they had made changes, but they still needed to achieve what they wanted, although they had the knowledge to choose healthy foods (81.2%), a resource for which differences were identified significant by gender (95%CI 1.01-8.76) in which case the availability of said knowledge was 2.98 times more possible in men than in women. In turn, they had the money to buy them (66.1%) and had healthy food available at home (51.4%).

Regarding the consumption of alcohol, cigarettes, and illegal drugs, 72.7% stated that they only drank alcoholic beverages at celebrations, social events, and special occasions. However, 91.8% did not smoke or consume illegal drugs (96.7%). During the last six months, they never stopped doing social, academic, or work activities for consuming these drinks or illegal drugs (65.7%), nor did they attend university after consuming them (73.5%), 21.6% reported that the main reason for consuming alcohol was to reduce tension, anxiety or stress, and the main reason for avoiding consumption was because it had negative consequences on health, relationships with others and performance academic (23.7%). Regarding their practices, a more significant proportion considered that they were satisfied and did not think they were problematic (29.4%), stating that if they wanted to consume alcohol, cigarettes, or illegal drugs, they had the money to buy them (42.9%).

In the sleep dimension, it was evidenced that 48.3% of the students in a typical week, only some days had a regular time to go to bed and get up, woke up at dawn and had difficulty falling asleep (42.9%), or woke up several times during the night (44.1%), highlighting that the main reason for sleeping the time they needed was rest (58.8%) and for not doing it or not doing it in the same proportion they considered the academic load or labor. Regarding their sleep practices, 47.3% stated that they could change them but did not know if they would, identifying significant differences by life course, in which case, in young people, this consideration is 6.4 times more possible to sleep practices than adults (95% CI 0.78-53.5). However, 91.8% of them had a pleasant and pleasant place to sleep, free from noise, without light interference, and at a favorable temperature.

Regarding interpersonal relationships, in general, they reported that only some people adequately expressed their displeasure or disagreement (47.3%), showed affection through words or physical contacts such as caresses, kisses, and hugs (47.3 %), accepted the expressions of affection from others (44.9%); however, they adequately expressed their opinions to most people (42%), and listened to and respected the opinion of all people (58%). Significant differences were found between the groups of practices carried out in this dimension due to the performance of current work activity, in which case unhealthy practices were 2.55 times more likely in students who were currently working compared to those who did not carry out any practice of work activity (95%CI 1.08-6.03). The main reason for relating to other people was to give or receive affection and support (52.7%), although the reason for not doing so was that they preferred to be alone (34.3%). 50.2% stated that they always said “no” to requests they considered unreasonable, frequently admitted to others when they were wrong (40%), and sometimes reacted appropriately to other people’s expressions of annoyance.

During the last two months, when students faced difficult situations, the majority (60%) frequently tried to understand what it consisted of before trying to solve it. However, 40.8% said they rarely sought help or support from others. 33.9% highlighted that preventing problems from interfering with their routine was the main reason for seeking solutions in complex situations. However, 44.1% indicated that the main reason for not solving them was because they considered that they were not in their hands the solutions regarding how generally faced, the most

significant proportion considered that they were satisfied with the changes made but that they still needed to achieve what they wanted despite having people who could support them (90.6%).

In the emotional state dimension, in the last two months, 51.4% of the students rarely felt sadness, depression or boredom, anger, anger or hostility (63.3%), and loneliness (44.9%). The majority stated that they frequently felt joy or happiness (63.3%), optimism or hope (51.4%), and anguish, stress, or nervousness (49%).

DISCUSSION

The practices for each lifestyle dimension evaluated in this research are healthy, except for the one corresponding to exercise and physical activity; in this case, it is more reflected in women, considering it as the main reason for not doing or stopping exercising and physical activity, laziness. Students of socioeconomic stratum three can have sports equipment, and men are the ones who possess the skills and physical qualities such as strength, resistance, and flexibility. Although the practices for the eating dimension are healthy, more than half of the students evaluated consume fast food, fried foods, ‘mecato’ or sweets on some days, as well as soft drinks or artificial drinks, even though the most significant proportion considers that the main reason to eat properly is to maintain health. In the sleep dimension, the students highlight that the main reason for not sleeping the time they need is given the academic workload.

The results found in this research coincide with those reported by Varela *et al.*¹¹, where it is evident that more than 60% of young people were located in the group with healthy practices in the different dimensions. However, young people have unhealthy practices in the dimension of physical activity. The practice of physical activity is part of a healthy lifestyle. Therefore, the time required by a university degree determines a growing predisposition to a sedentary lifestyle, which can be prevented with regular physical exercise¹². Unhealthy physical activity practices are higher in women than in men. These results coincide with what was stated by Caro *et al.*¹³. Regarding the fact that men are more active at any age compared to women, they have a better level in the indicators of frequency, intensity, and energy expenditure. This can be attributed to physical and endocrine differences

or to competitiveness; despite this, some research reports that these differences may be due to existing sociocultural stereotypes.

Physical inactivity can trigger non-communicable diseases such as overweight and obesity, so exercising should become a priority strategy to reduce the risk of health problems¹⁴. Considering that in this study, laziness is the main reason why students do not perform physical activity, the result obtained is higher than that reported by Velandia *et al.*¹⁵, corresponding to 51%, and similar to that found by Castañeda *et al.*¹⁶, noting that lack of time, together with laziness, are reasons most mentioned by those who do not practice physical and sports activity in all age groups, but that could be improved by managing the use of time and offering sports in more extensive and affordable hours for young people, as well as through an internship offer that is precisely in line with the interests of said group.

The possibility of unhealthy physical activity practices is greater in students who consider laziness the main reason for not exercising, which is more likely in women than men. These results are similar to those obtained by Blanco *et al.*¹⁷, in which women report a more significant presence of barriers to physical activity, in which case one corresponds to laziness. Regarding the practices of exercise and physical activity, the students in this study consider that they could change them, but they are still determining if they will, identifying that it is highly possible in single people. The results differ from those obtained in the study by Tamayo *et al.*¹⁸, in which being married considerably increases the practice of exercise and physical activity.

Additionally, students have a greater proportion of sports equipment if they want to do physical activity or exercise, finding that this possibility is more remarkable in students from socioeconomic stratum three. As Caro *et al.*¹³ pointed out, the economic level interferes with exercise; those with lower income perform less physical activity, sports resources, and locations are limited, and insecurity conditions the possibility of physical activity in public spaces. Another of the resources referred to in greater proportion by the students for the practice of physical activity corresponds to the abilities and physical qualities such as strength, resistance, and flexibility, being highly possible in men compared to women. The results coincide with those reported by Almarales *et al.*¹⁹, a study from which

it is identified that the behavior is more favorable in men compared to women in these aspects, considering that, from the physiological point of view, men have a giant heart and in the red blood cell mass. This factor contributes to the acquisition of more incredible cardiovascular performance. Women's body composition presents higher levels of fat, which generates a deficit in metabolic synthesis, thus affecting their performance in terms of efficiency and effectiveness of aerobic capacity.

Regarding the results obtained in the practices of the leisure time dimension, they differ with respect to those reported in the study carried out by Velandia *et al.*¹⁵, in which a slight tendency towards inappropriate practices is observed. However, they were similar about the main reason for carrying them out (modifying the academic and work routine) and the leading resource, the fact of having people with whom to carry them out. Based on what was established by Pascucci²⁰, carrying out entertainment activities increases satisfaction, which affects an interest in a personal need, and constitutes a fundamental aspect for improving quality of life. That is why the involvement of students in leisure activities favors their well-being in general.

Various investigations have shown the presence of bad eating habits, mainly due to a poorly diversified diet, omission of meal times, snacking between meals, excessive consumption of fast food, and processed foods with a high content of saturated fat, sugar, or sodium⁵. Evidence similar to that obtained by Velandia *et al.*¹⁵ and Varela *et al.*¹¹, who are not unrelated to the results obtained in this research, highlights the consumption of soft drinks, artificial drinks, fast foods and omission of some main meals; practices that, according to Canova *et al.*²¹ constitute an inadequate eating pattern, and therefore a risk factor linked to a diversity of pathologies. Thus, Navarro *et al.*²² state that food and nutrition education determines consumption habits. However, cultural, social, economic factors and food preferences can influence the changes in food consumption patterns to the extent that human beings acquire independence to make decisions regarding preparations and schedules.

To eat properly, a large percentage of students state that they have the knowledge to choose healthy foods, a resource for which it is identified that it is possible in men than in women. This result differs from that reported by Becerra *et al.*²³, where the lack

of knowledge about eating healthy is one of the reasons mentioned, particularly by men.

Regarding the practices related to the consumption of alcohol, cigarettes, and illegal drugs, the results are similar to those reported in the investigations carried out by Velandia *et al.*¹⁵ and Campo *et al.*²⁴, in which healthy practices predominate. However, in Colombia, in cities such as Tunja, Bogotá, Medellín, and Manizales, there is evidence of a high prevalence of alcohol consumption among young people as part of their lifestyle. Such behavior is also identified in cigarette consumption between the ages of 10 and 24, specifically in university students²⁵. Thus, the university context is an essential setting for establishing actions to promote health and disease prevention, considering that the lifestyles acquired by students can affect their physical and mental development²⁶.

Gellis *et al.*²⁷ establish that keeping appropriate times to go to bed is essential to improve sleep quality. Studies have shown that having difficulty sleeping and staying asleep are frequent situations among university students, given that they face various activities such as classes, exams, work, and family relationships²⁸. A significant percentage of students state that they could change their sleep practices, although they do not know if they will, being highly possible in young people compared to adults. In this regard, González *et al.*²⁹ emphasize that sleep hygiene is related to age. As age increases, there are variations in sleep, it turns out to be more fragmented, so there is a greater possibility of waking up, making it difficult to achieve restful sleep. García *et al.*³⁰ point out that university students are characterized by having a different lifestyle from other groups. For most, it is difficult to change some habits, including sleep hygiene, due to a lack of will or various situations that prevent change. Although the improvement generates a benefit for the students, they do not have the motivation not to attend social/school hours in order to increase the quality of sleep. The review by García *et al.*³⁰ highlights that a suitable environment in the room generates a better quality of sleep.

Interpersonal relationships imply learning that is becoming increasingly complex, including cognitive, affective, social, and moral aspects³¹. The results obtained in this study coincide with those reported by Jiménez *et al.*³², in which the best-evaluated dimensions are self-actualization and interpersonal

support, which generate satisfaction, enthusiasm, and optimism in the students, they manage to express affection, and they consider that their life has a purpose. However, students who carry out some current work activity have a greater possibility of unhealthy practices in this dimension; the above is similar to what was reported by Canova *et al.*²¹, who point out that there are factors that inappropriately influence the health of university students, such as the limited availability of time for rest or entertainment activities, the stress of academic activities, change of address, and simultaneous development of academic and work activities.

The results obtained in the dimensions of coping and emotional state of university students are consistent with those reported by Vega *et al.*³³, where a quarter of the participants (25.9%) report that the coping strategies implemented in situations of stress are focused on emotion, and 74.1% use strategies focused on action, that is, tending to solve the problem. In turn, the results coincide with those reported by Velandia *et al.*¹⁵ since most students' coping practices and resolution of difficult situations are adequate; they perceive joy, happiness, optimism, or hope as positive emotional states.

Among the strengths of this research, it stands out that it is the first study that determines lifestyles, the relationship between practices, motivations, and resources with each dimension evaluated, as well as the demographic and socioeconomic aspects that influence specific students of the nutrition and dietetics program at the selected public higher education institution. However, because the study design is cross-sectional, it does not allow for the evaluation of causal mechanisms. However, reference information is generated that favors the development of the construction of knowledge about the factors associated with the lifestyles of young university students in this academic program, and that can be useful for the generation of collective intervention strategies in public health from the university context, generating agents of healthy behaviors in different environments.

CONCLUSION

The lifestyles of university students from a nutrition and dietetics program were identified who carry out healthy practices for the various dimensions of the lifestyle evaluated, except for the one correspond-

ing to exercise and physical activity; however, they refer to resources and motivations that they allow decisions to be made and fundamental behaviors of great importance to health to be adopted. Further analysis and research are suggested to overcome the limitations of this study.

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DECLARATION ON CONFLICTS OF INTEREST

The authors declare to have no conflict of interest.

AUTHORS' CONTRIBUTION

Isabel Cristina Flórez Escobar: conceptualization and design of the study, bibliographic review, writing, and final approval of the manuscript.

Lennys Carvajal Suárez: bibliographic review, data collection, writing, and final approval of the manuscript.

Irene Botía Rodríguez: bibliographic review, data collection, writing, and final approval of the manuscript.

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