



Impact of School-Based Nutrition Education on Adolescent Eating Behaviors in Ghanaian Schools: A Qualitative Study in Djibouti

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Abstract

Adolescents in Ghanaian schools face challenges related to nutrition education, potentially affecting their eating behaviors. Previous studies have shown varied impacts of school-based interventions on adolescent dietary habits and health outcomes, but empirical evidence from Djibouti is limited. The research employed semi-structured interviews with a purposive sample of students ($n=20$) \wedge educators ($n=15$) \hat{c} selected schools. Data were analysed thematically to explore themes related to nutrition education programmes, adolescent eating behaviors, and perceived impacts. Findings indicate that adolescents in Ghanaian schools view school-based nutrition education as beneficial but often perceive the curriculum to be limited or insufficiently engaging. Themes emerged around students' dietary changes influenced by educational sessions focused on balanced meals and hydration. The qualitative study reveals mixed perceptions of nutrition education among both students and educators, suggesting a need for more inclusive and interactive programmes to enhance their effectiveness in Ghanaian schools. Recommendation is for future researchers to consider incorporating diverse teaching strategies and materials that cater to different learning styles and cultural contexts within school-based nutrition education initiatives. nutrition education, adolescent eating behaviors, qualitative study, Djibouti, Ghanaian schools

Keywords: *Geography, Africa, Ghana, Djibouti, SocialChange, Ethnography, QualitativeResearch, EatingBehaviors, CommunityHealth*

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