



A Study To Assess The Knowledge And Attitude Regarding Happy Hormone Foods Among School Teachers At Coimbatore District.

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ABSTRACT

Aim and objectives: The study aim was to assess the knowledge and attitude regarding happy hormone foods among selected school teachers at Coimbatore District. **Methodology:** Descriptive research design was adopted in order to assess the knowledge and attitude towards happy hormone foods among selected school teachers. The target population of the study was working teachers in selected school. The independent variable of this study was spectacle of happy hormone foods and sensory evaluation conducted among school teachers.. The dependent variable of the study is the knowledge, attitude and sensory evaluation scores of school teachers regarding happy hormone foods. The sample size was 50 school teachers who fulfill inclusion and exclusion criteria were selected by convenient sampling technique. Sensory evaluation of displayed happy hormone foods was done by the school teachers by using five point hedonic scale, Knowledge was assessed by self structure questionnaire and attitude by four point likert scale regarding happy hormone foods. **Results and Discussion:** The overall result of this study stated that 70% of the selected samples were having knowledge and 30% of the selected samples were with the inadequate knowledge regarding happy hormone foods. 54% of the selected samples had favorable attitude and 28% of them had unfavorable level of attitude towards the happy hormones foods. Descriptive statistics: Frequency, percentage, mean, and standard deviation for knowledge, attitude, and sensory evaluation scores.

Keywords: knowledge, Attitude, Happy hormone foods, School teachers

Introduction:

Hormones play a crucial role in regulating mood, energy levels, and overall well-being. The connection between nutrition and mental well-being has gained increasing attention in recent years, particularly with the growing understanding of how certain foods can influence hormonal balance. Hormones such as serotonin, dopamine, oxytocin, and endorphins—commonly referred to as "happy hormones"—are crucial in regulating mood, stress levels, motivation, and overall emotional health. These neurochemicals can be positively influenced through the consumption of specific nutrients found in various foods, often labeled as happy

hormone foods. Such foods include bananas, dark chocolate, nuts, seeds, fermented foods, and foods rich in tryptophan, omega-3 fatty acids, and antioxidants.

Incorporating these foods into the daily diet can promote natural hormone production, reduce anxiety, improve focus, and enhance general well-being. However, the awareness and practical knowledge about these foods remain limited among the general population, including educators, who are instrumental in promoting health knowledge and lifestyle choices within the school environment.

School teachers, as role models and daily motivator in a student's life, play a vital role in shaping health-related behaviors and attitudes. Their understanding and perception of the impact of food on mental health can greatly influence the dietary habits of school children. Therefore, assessing the knowledge and attitude of school teachers towards happy hormone foods becomes essential, not only for their own well-being but also for promoting a supportive and mentally healthy school culture.

This study aims to assess the current level of knowledge and attitude regarding happy hormone foods among school teachers in a selected government girls' higher secondary school in Coimbatore District. The findings may serve as a basis for designing targeted nutritional education programs, which can further enhance the teachers' ability to incorporate and advocate healthy eating practices that support hormonal balance and mental wellness among school communities.

Statement of the problem:

To assess the knowledge and attitude regarding happy hormone foods among selected school teachers at Coimbatore district.

Objectives:

1. To determine the level of knowledge regarding happy hormone foods among selected school teachers.
2. To assess the attitude of selected school teachers towards happy hormone foods.
3. To organize and display the spectacle harmony of happy hormone foods to the selected school teachers.
4. To conduct sensory evaluation of the displayed happy hormone foods by the selected school teachers.

Methods and Materials:

Descriptive cross-sectional study was adopted in order to assess the knowledge and attitude regarding happy hormone foods among school teachers in selected school. The study was carried out in selected school at Coimbatore district, TamilNadu. The school was choosing based on convenient sampling. The target population of the study was working teachers in selected school. The independent variable of this study was spectacle of happy hormone foods and sensory evaluation conducted among school teachers.. The dependent variable of the study is the knowledge, attitude and sensory evaluation scores of school teachers regarding happy hormone foods. The study was conducted at government girls higher secondary school, Ashokapuram, Coimbatore. The sample size consists of 50 school teachers who fulfill inclusion and exclusion criteria selected by convenient sampling technique. Knowledge, attitude and sensory evaluation scores of selected school teachers were done by using self structured knowledge questionnaire, 4point likert scale and 5 - point hedonic scale.

Sample size:

The study includes 50 school teachers were selected for the study.

Target population:

Target population for this study comprises school teachers working in secondary school teachers in selected school at Coimbatore district.

Inclusion criteria:

- Teachers who currently employed in selected school.
- Teachers who willing to participate in study.
- Teachers able to read and understand the study tool.
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Exclusion criteria:

- Teachers who are on leave or unavailable during data collection.
- Non - Teaching staffs or administrative personnel.
- Teachers with known food allergies.

Data collection tool:

The data collection tool was self structured questionnaire which consists of multiple choice questions with options, each question had one correct answer and the participants were instructed to select to elicit knowledge regarding happy hormone foods, attitude scores by 4 point likert scale and Spectacle harmony happy hormone foods sensory evaluation

were done by scores towards happy hormone foods.

1. Structured Knowledge Questionnaire – To assess the knowledge regarding happy hormone foods.
2. Likert Scale – To assess the attitude of teachers toward happy hormone foods.
3. Sensory Evaluation Proforma (5-point Hedonic Scale) – to record teachers' evaluation of displayed happy hormone foods based on sensory attributes (taste, aroma, texture, appearance, overall acceptability).

Procedure for Data Collection:

1. Formal permission will be obtained from school authorities.
2. Informed consent will be taken from participants.
3. Datas were collected in **three stages**:

Stage 1: Distribution of structured questionnaire to assess knowledge.

Stage 2: Administration of attitude scale.

Stage 3: Display of “happy hormone foods” (spectacle harmony) followed by sensory evaluation by participants using the hedonic scale.

- I. Data will be collected in a face-to-face setting in the schools at a time convenient for teachers.

Ethical Considerations:

- Approval will be obtained from the Institutional Ethics Committee.
- Permission will be taken from school authorities.
- Informed consent will be obtained from each participant.
- Confidentiality and anonymity of responses will be maintained.
- Participants with food allergies will be excluded from sensory evaluation for safety.

Results and Discussion

Among the 50 school teachers surveyed, the majority were female (96%), aged between 30–50 years (78%), with most holding a graduate or postgraduate degree in education (88%). Most of the participants had more than 5 years of teaching experience (72%).

The assessment of knowledge revealed that 70% (35 teachers) demonstrated an adequate level of knowledge regarding happy hormone foods, recognizing the importance of serotonin, dopamine, oxytocin, and endorphin-boosting foods. However, 30% (15 teachers) had inadequate knowledge, displaying misconceptions or lack of awareness about the role of diet in enhancing mood and emotional wellbeing.

The findings indicate that while a majority are aware of the basic concept of happy hormone foods, significant gaps remain in understanding the specific foods and their mechanisms of action. For example, while most participants correctly identified chocolate and nuts as mood-boosting foods, fewer recognized the benefits of fermented foods and probiotics.

Attitude assessment using a 4-point Likert scale showed that 54% (27 teachers) displayed a favorable attitude towards incorporating happy hormone foods into their diets and teaching practices. They expressed willingness to promote the consumption of such foods among students to support emotional well being.

However, 18% (9 teachers) were had moderately favorable attitude, and 28% (14 teachers) exhibited an unfavorable attitude for citing reasons such as doubts about the effectiveness of dietary interventions for mood regulation, preference for traditional eating habits, or lack of motivation to change dietary practices.

As part of the methodology, sensory evaluation of selected happy hormone foods (e.g., dark chocolate products, banana-based snacks, yogurt-based dishes) was performed. Most participants rated these foods highly in terms of taste, texture, appearance, and overall acceptability, further reinforcing a positive attitude among those who found the foods palatable.

The findings align with previous research suggesting that knowledge and attitude towards health-related dietary practices are influenced by educational background and exposure to nutrition information. The majority having adequate knowledge indicates positive trends in awareness; however, the presence of misconceptions and unfavorable attitudes among a notable minority highlights the need for targeted educational interventions. Incorporating workshops, seminars, and simple nutrition education modules focused on mood-enhancing foods could improve both knowledge and attitudes among teachers, who in turn

can influence the dietary habits of students. Furthermore, favorable sensory evaluation results suggest that acceptance of happy hormone foods is feasible if taste and presentations are appropriately managed.

TABLE: 1 : SCORING AND INTERPRETATION OF KNOWLEDGE REGARDING HAPPY HORMONE FOODS

SCORES	Level of knowledge
75-100%	Adequate knowledge
50-71%	Moderately adequate knowledge
≤50	Inadequate knowledge

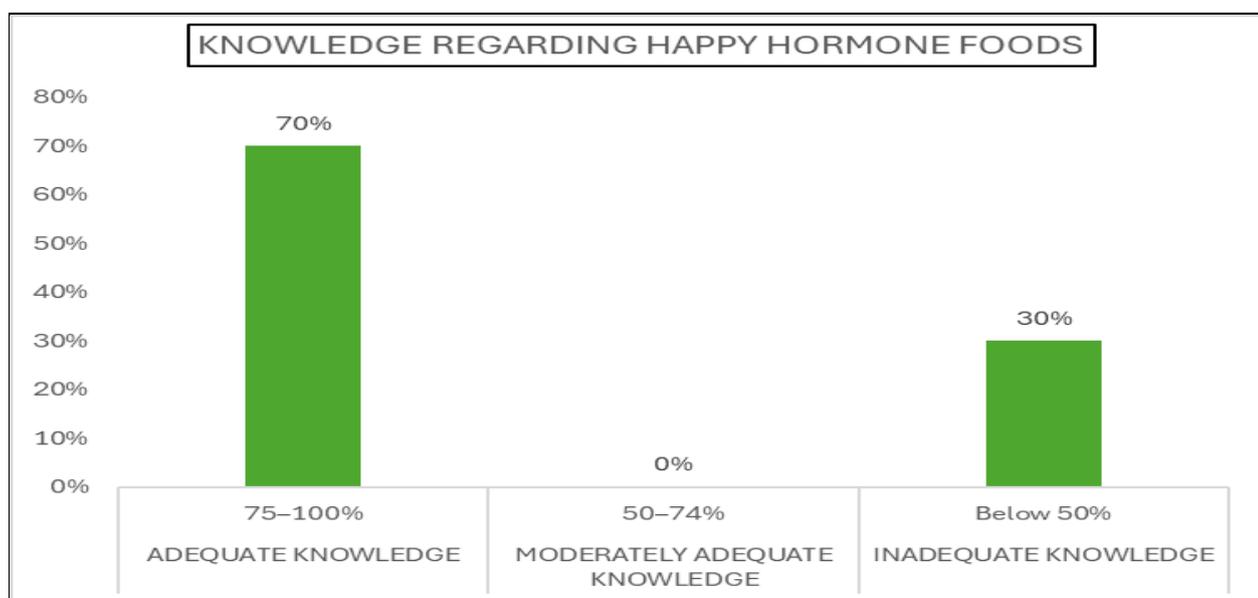


TABLE: 2: SCORING AND INTERPRETATION OF ATTITUDE REGARDING HAPPY HORMONE FOODS

Section – Assessment of attitude (4-Point Likert Scale)

- Response options: Strongly Agree (4) – Agree (3) – Disagree (2) – Strongly Disagree (1)

	Strongly agree	Agree	Disagree	Strongly disagree
Positive statement	4	3	2	1
Negative statement	1	2	3	4

The raw score had been converted into% to interpret the level of attitude

SCORES	Level of Attitude
75-100%	Favorable attitude
60--74%	Moderately unfavorable attitude
≤50	Unfavorable attitude

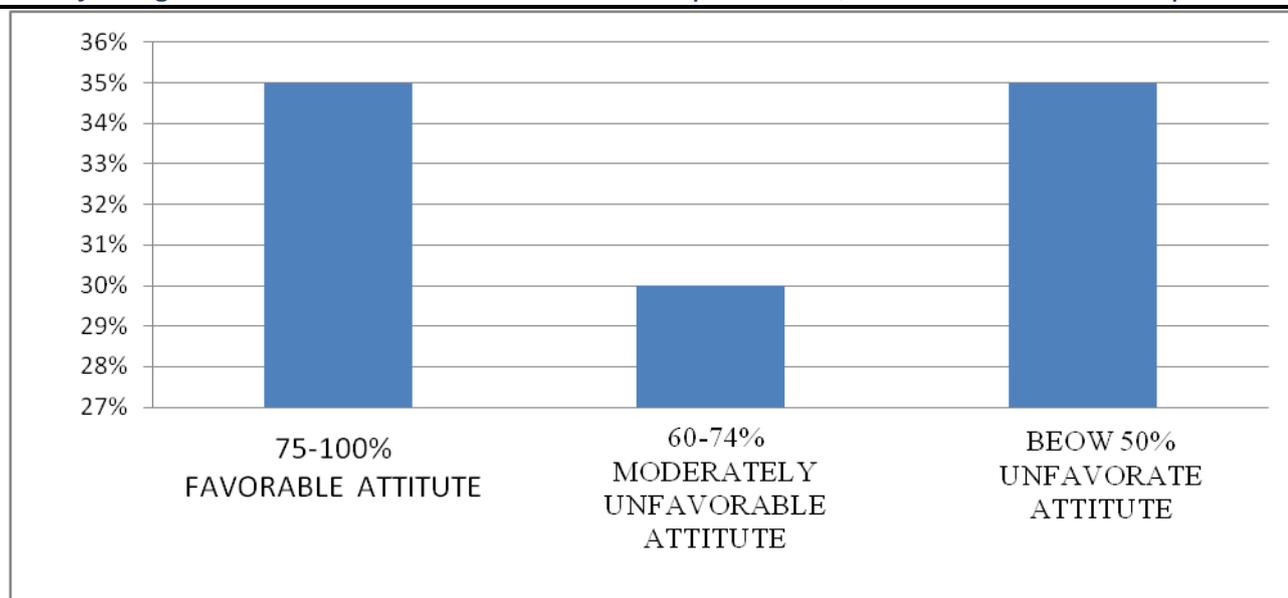


TABLE: 3: SENSORY EVALUATION REGARDING HAPPY HORMONE FOODS

S/ No	Sensory evaluation	Appearance/ colour		Taste / flavor		Smell / Odor		Texture / Mouthfeel		Overall Acceptability	
		F	%	F	%	F	%	F	%	F	%
1.	Likely extremely (Point 5)	25	50%	15	30%	20	40%	25	50%	25	50%
2.	Like moderately (Point 4)	15	30%	20	40%	20	40%	18	36%	15	30%
3.	Neither like nor dislike (Point 3)	10	20%	15	30%	10	20%	7	14%	10	20%
4.	Dislike moderately (Point 2)	-	-	-	-	-	-	-	-	-	-
5.	Dislike extremely (Point 1)	-	-	-	-	-	-	-	-	-	-

The sensory evaluation results show that most participants rated the product positively across all attributes. **50%** "liked extremely" the **appearance, texture, and overall acceptability**, while **40%** rated **taste and smell** at the same level. Additionally, **30–40%** gave a moderate liking score. Very few participants were neutral, and **none reported any level of dislike**, indicating a generally favorable response.

Conclusion

The present study was assessed the knowledge and attitude of school teachers regarding happy hormone foods in selected school at Coimbatore District. The findings revealed that a majority (70%) of the participants had adequate knowledge and 54% displayed a favourable attitude towards happy hormone foods. However, a notable proportion still exhibited inadequate knowledge (30%) and an unfavourable attitude (28%). The sensory evaluation indicated good acceptance of foods associated with boosting happy hormones. The study highlights the need for further educational initiatives to enhance teachers awareness and positive attitudes regarding the role of nutrition in emotional well being. Strengthening knowledge among school teachers can ultimately promote healthier dietary practices among both teachers and students, contributing to improved mental health outcomes within the school environment.