

# The Effect of WhatsApp Training in “Daily Water Consuming Habits” of University Students

By

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## Abstract

*In this research a study was planned for undergraduate students in the department of Information and Document Management in Çankırı Karatekin University. The study was about daily water consuming habits of students and it was carried out with 141 students. Prior to the study, water consuming habits of the students were identified. As a second stage, students underwent a Mobile training for 30 days via WhatsApp application and their new habits formed after using this application was compared with the previous ones. Prior to the training, daily amount of water consumed by the students was 1207mL and after the training this amount increased to 1504 mL. Besides, students had a very limited information about the water they consumed but the study group gained a scientific awareness about the significance of water to the body. In terms of gender analysis, it was seen that there was not any difference in awareness levels of male and female students. As a result of the demographic characteristics of the students in Information and Document Management, it was observed that water consuming habits of the candidates did not differ in accordance with gender, age and the places they live.*

**Keywords:** *water, potable water, consciousness of drinking water, training, disseminating information, mobile applications, Whats app*

## 1. Introduction

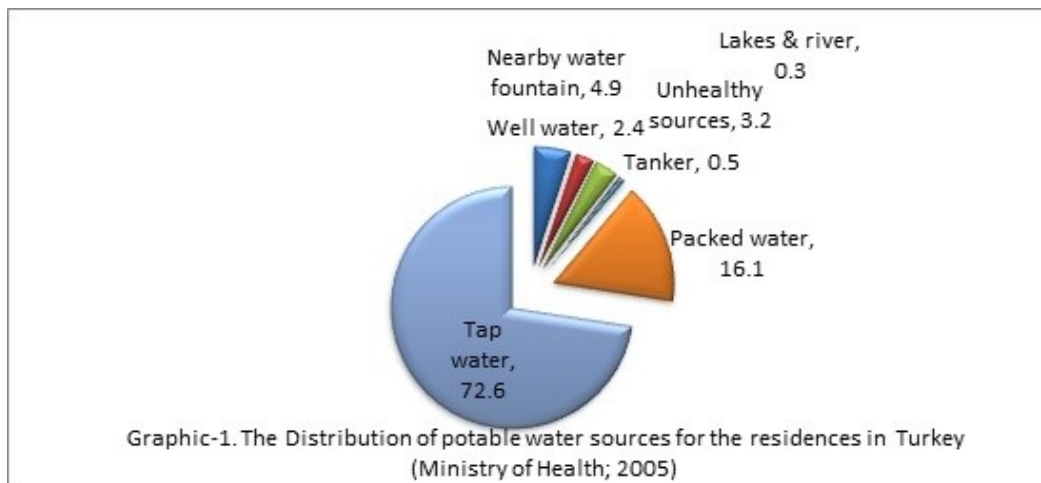
From the smallest living beings to the largest organisms, water is an essential element for the energy that is needed and for this reason it is vital for all living creatures. Water has a continuous movement in the world. Water goes through different forms like liquid, solid and vapor and thus a water cycle is formed. This continuous movement is essential for the continuity of life. Water is one of the most common compounds in the world and it has a molecular structure which consists of two hydrogen and one oxygen. Water can also be defined as the basic compound for life and it exists in seas, in glaciers at the poles, in the masses of ices on the high mountains, in lakes, rivers, in under water sources and in the clouds at the sky. In addition it forms a great portion of our bodies. The water content in the bodies varies in accordance with age, gender, height, weight and the physical activities but it is known that in the new born babies this amount is 90%, in average adult it is 60% and it is 50% in elders. Therefore water should be consumed more as people get older (Diatek, 2016). Besides, it is known that the amount of potable water consumed per person is directly in proportional with the awareness levels of the societies and in this regard it can be assumed that formal education plays an important role in the water consuming habits of the individuals. Training about water is

given effectively in formal training institutions (2009, Alaş, Tunç, Kışođlu, Gurbüz; Brody, 1995). Students are taught about water saving and water pollution (MEB, 2008) but the necessity of potable water for the metabolisms should also be taught in formal education institutions. Within this content there is a requirement for a comprehensive training about water consumption. In order to have healthy future generations this awareness is quite important for the society. When the curriculum in the formal education is analysed, subjects about water are mainly around three main headings. The first one is water as a substance form (MEB, 2013b); the second one is water as a daily environmental problem (MEB, 2013a)(informing students about ways of saving water and regarding water as a limited source) and the third one is the importance of consumption of potable water. In formal education institutions, the first two subjects are taught in different levels but consuming potable water is taught only in Nutrition and Physical Education course as an objective. Chemistry, Biology, and Social Sciences courses handle the subject indirectly. When the curriculum of MNE is studied, in the 11th grade of Sports High Schools, Sports and Nutrition course indicates that “water is important for the body”. Moreover the importance of water in nutrition is also taken into consideration. It is not possible to find a detailed objective about drinking water in the curriculum of Social Sciences course. However, the objective “chooses healthy food and beverages” is seen and the suggestion of the course plan is as follows and guides the teacher: “essential nutrients to be consumed for a healthy living are emphasized and students should be informed about unhealthy food and beverages origins of which are not known and should be informed about unhealthy food sold in the streets and carbonated beverages.” In the curriculum of the Chemistry course in 2013, the given objective by the MNE “interprets the daily life qualities of the liquids” guides the teacher as follows: “for the dehydrated individuals the significance of drip feeding (life saving serums) instead of water is associated with osmotic pressure.” In the curriculum of the Biology course in 2013 the given objective by the MNE “learns and classifies the basic chemicals that form the artifact of living organisms” guides the teacher as follows: Water, minerals, acids, alkalies and salts will be taught in detail in the Chemistry course so only their importance for the living organisms will be mentioned. In the curriculums of formal education, Sports and Nutrition Course in the 11th grade, is in line with our study in terms of content and directly informs the students.

Being aware of the importance of water is an important opportunity for the teachers to introduce it as a beverage. This is also a very significant approach in guiding the individuals to acquire awareness. Considering this as a starting point, the purpose of our study is to determine the awareness levels of the students and then to increase their awareness by disseminating knowledge with appropriate communication channels and measure the difference in daily water consuming habits of the students.

Safe potable water is described as a kind of water which does not have any risks for the health when consumed during the life time (WHO, 2006). Therefore everyone has the right to consume safe and healthy potable water. The amount of soft water in the world for the basic requirements of living organisms is limited (Yuce, Hasenpusch, Erdođan, 2012). It is foreseen that when the access to safe and healthy water sources becomes easy, the number of ailments related to water will decrease by 9,1% and death toll that stems from not consuming safe and healthy water will decrease by 6,3% (Tugay, 2015). As regards potable water, it is suggested that an average individual has to consume at least 3 litres of safe and healthy water in a day. This is the amount

that has to be standart water intake of the individuals and water obtained from the food, tea and coffee is not counted. Moreover the water to be consumed has to be at ambient temperature.



The distribution of potable water sources for the residences in Turkey is shown in the graphics. In accordance with the chart, 72,6% of the potable water is supplied by tap water, 16,1% is from the packed water (glass, plastic bottle, dispenser size bottled water) and 4,9% of the water is taken from a nearby water fountain (Ministry of Health, 2005). It is seen that the main water supply for the individuals is the tap water supplied by the municipalities. According to the final report of a survey which was carried out by Ministry of Education in 2014, dietary habits of the individuals in Turkey were evaluated and the amount of water consumed by the males between the ages of 19-30 was 1055,51 mL and this amount was 913,62 mL in females. The amount of water consumed in Turkey was found by the Ministry of Health. Çankırı Karatekin University is taken as a sample and the potable water consuming habits of the university students forms the problem status of the survey. After identifying this status, changes in behaviours and potable water consuming habits of the students after the mobile training is researched.

## 2. Material and Method

Descriptive research method which is a qualitative research approach is used in the study. Conscious water consuming habits of the individuals were identified by scanning method which is a descriptive research method. Analysis like weighted average, correlation, grouping and crossing are made and the results were presented as tables.

The sampling group of the research was formed by the students in Çankırı Karatekin University. The students were in the third grade of Information and Document Management Department and the research was carried out in the fall term of 2015-2016 Academic year. In total 141 students formed the sampling group and 97 of them were female and 44 of them were male. The process of the study followed the steps given below.

- 1- A survey to find out the potable water consuming habits of the individuals
- 2- Form the group
- 3- Implementation process
  - a) Morning (time:10.00): Informing message
  - b) Afternoon (time: 14.00 -18.00): Reminder message

#### 4- Conducting a questionnaire

A questionnaire which has three sections was prepared to measure and find out the conscious water consuming habits of the university students. A personal information form was used in the first section of the questionnaire to gather personal information of the students. Questions about gender, age department and where they live were asked in this form. Dietary habits were asked for in the second part of the questionnaire and in the last part there were some short answer questions about the daily water consuming habits of the students. Moreover after the questionnaire, students were informed about the study and those who would attend to the study group were asked to write their phone numbers in the relevant space. A list was formed with these phone numbers. A new phone number (line) was provided for this study and a group was formed on WhatsApp application named as “water and life”.

The administrator of the group sent messages to the group in this 30 day period. In each day one in the morning at 10:00 and one in the afternoon between 14:00-18:00, two messages were sent. These messages were grouped as informing messages and reminder messages. The ones sent in the morning were informing the group and the ones in the afternoons were reminding them to drink water. Messages sent to the group were not repetitive and a different informing and reminder message was sent each time (the messages are respectively given within the content of the study). In Table I, informing and reminder messages sent to the group during ten days are given as an example. The informing messages were prepared in relation with the date gathered from scientific sources. The reminder messages were rather like infotainment, catchy, and motivating the students to drink water. The reminder messages of a firm selling packed water were used by getting permission from the firm and it was included in the study. The name of the firm was used as “packed water firm” in accordance with the demand of the relevant law Office. Thus it was not mentioned in the works cited.

**Table 1. Informing and reminder messages sent to the group during ten days**

Day	Type of Message	Date	Time	Reminder and Informing Messages
10	Information		10.00	The basic fluid in joint spaces is formed by water. It prevents the formation of arthritis and back pains.
11	Reminder	January, 15	16.00	We are not counting your sips but we have to ask something. How many glasses of water did you drink today? Add one more to the number right now.
	Information		10.00	For a healthy immune system, the body should not be dehydrated and should have the necessary amount of water for the cells.
12	Reminder	January, 16	19.00	If today was also hard for you, drink a glass of water right now for refreshment.
	Information		10.00	Drinking a glass of water half an hour before the meals limits the calorie intake.
13	Reminder	January, 17	11.00	Let's make a surprise for you. Stand up to drink a glass of water whenever you are too busy.
	Information		10.00	If the color of the urine has become darker, and if you

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				experience skin rash and still feel hungry after the meals and if you have muscle and joint pain whenever you are tired, then your body needs water.
14	Reminder	January, 18	17.00	They say that a glass of water that is served to you will be remembered for forty years. Ohh ok it is not water but coffee which will be remembered so long. Please don't take this mistake as an excuse and drink a glass of water.
	Information		10.00	85% of the brain, 90% of the blood, 75% of the muscles, 82% of the kidneys 22% of the bones consist of water.
15	Reminder	January, 19	18.00	Have you not drunk water so far? Let's drink a glass of water now and be close friends which can not be jeopardised even by the fastest flowing streams.
	Information		10.00	Cells can carry out their vital activities and perform body functions only if the water balance of the body preserved.
16	Reminder	January, 20	12.00	If you are late to an event, enter into the room with holding a bottle of water in your hand. You will look so cool that no one will expect an excuse.
	Information		10.00	Beverages like tea, coffee, coke and other soft drinks can never replace water and these will never decrease the amount of water to be consumed in a day.
17	Reminder	January, 21	12,00	Quit whatever you are doing now, drink a glass of water and have deep breath for relaxation.
	Information		10.00	Drinking water helps detoxicating our bodies.
18	Reminder	January, 22	11,30	Relax and put the cup of coffee/tea on the table. Right now you have to drink water.
	Information		10.00	Lack of water may cause chronic constipation.
19	Reminder	January, 23	21,00	The best way to clear away the radiation of the screens is drinking water. Drink now and be radiation free.
	Information		10.00	Drinking water 15 or 30 minutes before the meals will fasten the metabolism.
20	Reminder	January, 24		Drinking water is at least as important as having a regular diet and sleep. Drink a glass of water and have an orderly life.
	Information		10.00	Our bodies need far more water than the one which is disposed with urine.

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After the one month period is over a second questionnaire was given to students in order to measure their awareness levels and to observe the change in the amounts of water consumed. Messages which were sent by the students as a reply to the ones sent by the administrator of the “WhatsApp” group were also presented in the study.

### 3. Findings and Discussion

141 students who participated to the questionnaire are students in the department of Information and Document Management under the faculty of Letters. 97 of the students in the study group are female and 44 of them are male. The distribution of our students in terms of where they live in their hometowns is as follows: %14 of them are living in villages; 16,5% of them are living in districts; 69,5% of them are living in city centers. As for their age range, it is seen that 85% of them are 23 or younger than 23, 15% of them are 23 or older than 23.

Findings about the demographic information of the students who participated in the survey is summarised in Table 2.

**Table 2. Demographic features of the university students**

Demographic Features		n	%
Gender	Female	97	69
	Male	44	31
Age	23 and younger	119	85
	23 and older	22	15
Residing Unit	Village	20	14
	District	23	16,5
	City Center	98	69,5

It is seen that 34,3% of the students participated in the survey are smokers, 6,84% of them are drinking alcohol and 5,85% of them are having other addictions; 53,11% of them do not mention any addictions. When we asked about the places they live as a student in the university, the answers we get is as follows: 30% of them live in a dormitory, 50,28% of them live in a flat with other students, 14,72% of them live with their families and 5% of them live with their relatives.

Replies to the question “Do you like drinking water?” in the questionnaire: 77,32% of females and 82% of males answered as “Yes”.

On average, 78,72% of the students like drinking water and the distribution is shown on Table 3.

**Table 3. The distribution of the answers to the question “Do you like drinking water?”**

Question: Do you like drinking water?				
Gender	Yes		No	
	n	%	N	%
Female	75	77,32	22	22,68
Male	36	82	8	18
Total	111	78,72	30	21,27

When the reason of not being fond of drinking water is asked, the answers of the students were analysed and grouped under four categories. Distribution of the answers about the reasons for not drinking water is shown in Table 4. According to this table 30% of the students do not like drinking water because of its taste, 23,30% of the students do not like drinking water because of transportation problems, 22,72% of the students do not like drinking water because of urinary frequency, 20,21% of the students do not like drinking water because of being lazy and 3,33% of the students do not like drinking water because of the cost of packed water.

**Table 4. The reasons of students for not being fond of drinking water and the related ratios and distribution**

Question: Why do you not like drinking water?										
Gender	Tastes awful		Transportation problem		Urinary frequency		Laziness		Cost	
	N	%	n	%	N	%	N	%	N	%
Female	6	27	1	4,54	5	22,72	2	9	8	36,36
Male	3	37,5	6	75	0	0	4	50	2	25
Total	9	30	7	23,30	5	16,66	6	20,21	10	33,33

The amount of water that students specify and consume throughout the day is asked and answers are as follows: 83,7% of the students mentioned that they do not consume a specified amount of water during the day but just have an irregular drinking habit. This manifestates that most of the students consume water in an irregular way and don't have any awareness about the significance of water. Table 5 shows the answers given by the students to the question “Do you drink water regularly? (Do you set a daily target for yourself about the amount of water you drink?)”

**Table 5. Rates and distribution of students about drinking water regularly**

Do you drink water regularly? (Do you set a daily target for yourself about the amount of water you drink?)						
Gender	Regular		Irregular		Total	
	N	%	n	%	N	%
Female	14	14,43	83	85,56	97	100
Male	9	20,45	35	79,54	44	100
Total	23	16,31	118	83,7	141	100

The type of water they prefer drinking is asked to the students and the answers we get are classified under 5 categories. Students mentioned that they supply the water they drink from markets, school cafeteria and from some water supplying firms in a bottled form. Moreover some of them drink tap water, some of them get water from an underground source and some of them distill water with a treatment apparatus. 36,88% of the students buy drinkable water from the supermarket, 19,15% of them buy it from the school cafeteria, 15,60% of them drink tap water, 4,25% of them distill the tap water with a treatment apparatus, 5,67% of them get their water from an underground source and 18,44% of them buy from packed water selling firms. Answers about the preferences of students about the water type the consume is shown in Table 6.

**Table 6. Rates and distribution about how the students supply their drinkable water**

How do you supply your drinkable water?												
Gender	Supermarket		School cafeteria		Tap water		Treatment apparatus		Underground source		Packed water	
	n	%	n	%	n	%	n	%	n	%	n	%
Female	39	40,20	19	19,59	10	10,31	6	6,18	3	3,09	20	20,62
Male	13	29,54	8	18,18	12	27,27	0	0	5	11,36	6	13,64
Total	52	36,88	27	19,15	22	15,60	6	4,25	8	5,67	26	18,44

As for the question which is asked to identify the water drinking habits of students in the meals, it is seen that both females and males consume water in the lunch. When we look at the answers we see that 36,88% of the students prefer drinking water at noon, 34,12% of them prefer drinking water before they go to sleep, 21,28% of them prefer drinking water in the evening, 12,76% of them prefer drinking water between the meals and 4,96% of them prefer drinking water in the morning. In general, it is identified that students consume varied amounts of water in every hour of the day. The answers given to the question about the water drinking times of the students are demonstrated in **Table 7**.

**Table 7. Rates and distribution about water consuming times of the students in a day**

In which time of the day do you drink more water?												
Gender	Morning		Noon		Evening		Between the meals		Before sleeping		Total	
	n	%	n	%	n	%	n	%	n	%	n	%
Female	5	5,15	33	34,03	20	20,6	15	15,5	24	24,72	97	100
Male	2	4,54	19	43,18	10	22,73	3	6,82	10	22,73	44	100
Total	7	4,96	52	36,88	30	21,28	18	12,76	34	24,12	141	100

Answers to the question “Why do you drink water?” are given in **Table.8**. It is seen that university students know the importance of drinking water but they can not justify this situation scientifically and with natural language. When the answers given by the students are analysed, it is seen that following statements are given importance and these answers are categorized as: “Water is a requirement (The answer, “Because I feel thirsty”, is also evaluated under this category). I drink water without any reason. As I have a bottle of water in my hand I drink it because it has become a habit for me. I drink water because I feel ill. It is stated in the media that it should be consumed, therefore I drink it. I don’t know”. 47,51% of the students indicated that water is a necessity for the body and 18% of them mentioned they drink water without any reason. What they know about water is that it consists of hydrogen and oxygen, it is a transparent liquid, it is essential for life and substances in water keeps the body in balance.



**Table 8. Distribution of the answers given by the students to the question “Why do you drink water?”**

Why do you drink water?														
Gender	Necessity (I feel thirsty)		Without any reason		Habit		I feel ill		Media		I don't know			
	N	%	n	%	n	%	N	%	n	%	N	%		
F	44	45,36	19	19,58	8	8,24	5	5,15	18	18,55	3	3,09	97	100
M	23	52,27	7	15,90	4	9,09	3	6,84	5	11,36	2	4,54	44	100
T	67	47,51	26	18,44	12	8,51	8	5,67	23	16,31	5	3,54	141	100

Answers to the question, “How many litres of water do you drink in a day?” are given in Table 9. 25,53% of the students drink less than a litre of water in a day, 39% of them drink between 1 and 1,25 litres of water, 6,38% of them drink between 2,5 and 3 litres of water in a day. The average amount of water consumed by the students in a day is 1257 mL.

**Table 9. Amount of water consumed by the students in a day**

How many litres of water do you drink in a day?											
Less than 1 L		1-1,25 L		1,25-1,5 L		1,5-2 L		2-2,5		2,5-3	
N	%	n	%	n	%	N	%	n	%	N	%
36	25,53	55	39	21	14,89	18	12,76	9	6,38	2	1,42

Following the first questionnaire, information and reminder messages were sent to the students for 30 days then a second questionnaire is given and the changes in water drinking habits of the students are identified. Furthermore another questionnaire is conducted after WhatsApp application training and the question “Do you consume water regularly?” is asked again. The distribution of the answers given by the students are given in Table 10. It is seen that the answers before and after the training has a variety. 78,01% if the students mentioned that they try drinking water regularly. Drinking water regularly is thought to be being aware of the amount the body needs and try to consume it throughout the day.

**Table 10. Rates and distribution of students’regular water drinking habits**

Do you drink water regularly? (Do you set an amount of water as a daily target?)						
Gender	Regular		Irregular		Total	
	N	%	n	%	N	%
Female	79	81,44	18	18,55	97	100
Male	31	70,45	13	29,54	44	100
Total	110	78,01	31	21,98	141	100

After the mobile training, the distribution of the answers to the question identifying the water drinking habits of the students in the meals are shown in Table 11. There has not been a meaningful difference between female and male students after the education. Both males and females benefited from the education evenly. Drinking water in the morning increased in both groups. When the situations are compared before and after the study, it is seen that there has been an increase in the amount consumed in the mornings. Before the training, the amount of

water consumed in the morning was 4,96% but this amount increased to 78,01% after the education. Informing messages were sent in the morning during the study and the reminder messages were sent in the afternoons. When we look at the results, it can be inferred that the increase in the amount is due to the informing messages and these created awareness in students.

**Table 11. Distribution and rates of the answers given to the question “In which time of the day do you drink more water?” after the mobile training.**

In which time of the day do you drink more water?												
Gender	Morning		Noon		Evening		Between the meals		Before sleeping		Total	
	n	%	n	%	n	%	n	%	n	%	n	%
Female	15	15,46	26	26,80	20	20,61	15	15,46	21	21,65	97	100
Male	8	18,18	11	25,0	10	22,72	6	13,64	9	20,45	44	100
Total	23	16,32	37	26,24	30	21,28	21	14,9	30	21,27	141	100

After the mobile training the reasons for drinking water is asked again to the students in the second questionnaire. After the training, university students explained that water consumption is important and they stated the requirement of the body on a written form. As it is categorised in a general manner, they used the following statements for the reasons of drinking water. The answers of the students are analysed and shown in Table 12. Statements below were emphasized as “necessity” in the first questionnaire but after the mobile training it is seen that students are now describing the water requirement of the body in detail.

**Table.12 The distribution of the answers about the reasons of drinking water after the mobile training.**

Category	Written statements of the university students to the question “Why do you drink water?”		%
Digestion	<ol style="list-style-type: none"> <li>Helps for digestion. Water is the basic solvent of all food. Therefore helps for digestion.( Jéquier E, Constant F. ;2010)</li> <li>Provides kidneys to function regularly. (Hughes,J.&amp;Norman, R.W.,1992).</li> <li>I can explain the necessity of water with the color of my urine.</li> <li>Drinking water prevents bowel laziness.</li> </ol>	37	26,24
Balance	<ol style="list-style-type: none"> <li>Starting the day with a glass of water will keep the body energetic.</li> <li>Water clears away the toxins in the body.</li> <li>Water is necessary to prevent the aging of the skin.</li> <li>Dehydrated bodies may have high blood pressure.</li> <li>Exercising increases the need for water.</li> <li>Water is efficient in the functions of the brain and thus I have to drink it in the morning. (Grandjean A.C.and Grandjean N.R.,2007)</li> <li>Water accelerates the metabolism.( Boschmann vd.,2003)</li> </ol>	42	29,78

Health	<ol style="list-style-type: none"> <li>1. Water consists of some minerals like calcium, magnesium and sodium which are necessary for the body.</li> <li>2. Water intake is important in having healthy joints.</li> <li>3. Water boosts the immune system.</li> <li>4. Water consumption is important for breastfeeding mothers.</li> <li>5. Lack of water in the body may cause changes in blood pressure.(Jéquier E, Constant F. 2010)</li> </ol>	38	26,95
Water Preference	<ol style="list-style-type: none"> <li>1. Water treatment apparatus at homes may cause mineral deficiency in the body, I have to drink healthy water. Water I drink is important.</li> <li>2. Substances in the water are important. Under source waters may be contaminated with heavy metal. It should be analysed before drinking.</li> <li>3. Tags on packed water bottles are important. I have to know where they come from.</li> </ol>	24	17,02

After the mobile training, the amount of water consumed in a day, is asked to the university students. The answers are shown in **Table.13**. Before the training 25,33% of the students mentioned that they drink less than a litre of water but after the training 5,67% of them mentioned that they drink less than a litre of water in a day. This shows that the amount of water consumed by the students increased. The average water consumed by the students in a day after training is 1504 mL. There has been a 250 mL increase when compared with the results gathered from the first questionnaire. The group which was drinking less than a litre of water before the training benefited the most from the training. This clearly indicates that awareness of the students increased.

**Table 13. Daily amount of water consumed by the students after the mobile training.**

How many litres of water do you drink in a day?											
Less than a 1 L		1-1,25 L		1,25-1,5 L		1,5-2 L		2-2,5		2,5-3	
N	%	n	%	n	%	N	%	n	%	N	%
8	5,67	38	26,95	42	29,78	27	19,14	14	9,93	12	8,51

#### 4. Conclusions

At the end of the study which aims to find out the conscious water consuming habits of the students, it is seen that the levels of water consuming habits is low. This is thought to be due to lack of “Awareness about body requirement”. It is seen that after the mobile training there has been a positive change in conscious water consuming habits of the students.

As a result of the demographic analysis of the students in Information and Document Management, the water consuming habits of the students did not differ in accordance with their gender, age and the places where they live.

At the end of the study, a positive change in awareness levels of the students is observed and thus this increased the amount of water consumed by the students. Specifically in the open-ended questions asked in the second questionnaire, they mentioned the effect of water in our lives by using a scientific language in their answers and this is remarkable. Moreover, in the gender analysis done at the end of the study, it is seen that there is not a difference in the awareness levels of females and males.

Forming either a positive or a negative change in the habits is only triggered by increasing the awareness levels of the individuals. For this reason, increasing the awareness levels in the sample group was given priority. WhatsApp mobile application tool which is commonly used by the students is also used in informing the students. Therefore students got both the informing and reminder messages via WhatsApp and they had the chance to join to a chat with their friends. Being a part of a conversation had a positive effect in the group and at the same time they were motivated to research about the subject matter and share their findings with the rest of the group. When compared with other students, after the study the amount of water consumed increased and the students have become more conscious about the effects of water to the healthy functioning of the body. If appropriate tools among mass communication channels are chosen and if informing the individuals through these tools are done, there will be a positive contribution in drinking habits.

As it is indicated in the information report of a survey about the *Evaluation of Nutrition and Dietary Habits of individuals in Turkey*, carried out by the Ministry of Health and Hacettepe University, the daily amount of water consumed by the individuals (age range 19-30) participated in the survey is as follows:

Male: 1055,51 mL, Female: 913,62 mL

When it is evaluated in terms of residing areas, daily amount of water in males living in urban areas is 1059,01 mL and this amount in males living in rural areas is 1042,25 mL. As for this amount is 924,96 mL and 868,96 respectively (Ministry of Health, 2014). When these figures are compared with the university students figures, it is seen that before the training the amount consumed by the students was 1257 mL and after the training this amount has increased to 1500 mL. This shows that the amount consumed by the university students is higher than the average amount of water consumed by Turkey in general. This also shows that training has changed the water drinking habits of the students in a positive way. In the result section of a publication of Ministry of Health in 2007, *Turkey with 21 Objectives: Future in Health*, there is a statement which mentions that “Studies to inform the public and to raise their awareness levels should be done”. Within this context, the related study should be disseminated for a healthy future by reaching more individuals. This result should also be included in the curriculums of the Ministry of Education and the conscious which indicates the water as the best beverage for individuals should be given to students. As teachers are considered as role models they will have a significant role in habit formation about drinking water.

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