

**KNOWLEDGE OF GRACEFUL AGING PRACTICES AMONG  
UNDERGRADUATES AT THE UNIVERSITY OF BENIN**

**Goodness Deborah KAYEJA**

**EDU2102584**

**FACULTY OF EDUCATION,  
UNIVERSITY OF BENIN  
BENIN CITY.**

**NOVEMBER, 2025**

**KNOWLEDGE OF GRACEFUL AGING PRACTICES AMONG  
UNDERGRADUATES AT THE UNIVERSITY OF BENIN**

**Goodness Deborah KAYEJA**

**EDU2102584**

**A PROJECT WRITTEN IN THE DEPARTMENT OF HEALTH, SAFETY AND  
ENVIRONMENTAL EDUCATION AND SUBMITTED TO THE FACULTY OF  
EDUCATION IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR  
THE DEGREE OF BACHELOR OF SCIENCE B.SC. (ED), HEALTH  
EDUCATION OF THE UNIVERSITY OF BENIN, BENIN CITY.**

**NOVEMBER, 2025**

## **CERTIFICATION**

We, the undersigned, certify that this project work was carried out by **KAYEJA GOODNESS DEBORAH**, in the Department of Health Safety and Environmental Education, Faculty of Education, University of Benin, Benin City, Edo State, Nigeria; In partial fulfillment for the award of B.Sc (Ed) Degree in Health Safety and Environmental Education

---

**Dr. E. O. Igudia**  
**(Project Supervisor)**

---

**Mrs. B. H. Enabulele**  
**(Project Coordinator)**

---

**Date**

---

**Date**

---

**Dr. (Mrs) O. H. Obasuyi**  
**(Ag. Head of Department)**

---

**Date**

## **DEDICATION**

**I** gladly dedicate this Project Work, firstly, to God Almighty, the giver and sustainer of life; who granted me the divine enablement to have accomplished this work.

## **ACKNOWLEDGEMENT**

The researcher is deeply thankful to Almighty God for granting the strength, ability, knowledge, and opportunity to undertake and successfully complete this study. The researcher wishes to express sincere appreciation and gratitude to the project supervisor, Dr. E. O. Igudia, for his continuous guidance throughout the study, his patience, support, and immense knowledge. His guidance played a crucial role in shaping the researcher's study and attitude.

The researcher extends heartfelt thanks to the project coordinator, Mrs. B. H. Enabulele, for her guidance, support, and encouragement during the course of this project. Sincere gratitude is also due to the Course Advisers, Dr. Mrs. J. U. Don, and the lecturers, they're Doctors; E.B. Timbiri (Mrs.), O.O. Egbochukwu (Mrs.), S. O. Olikiabo (staff adviser), C.A. Atedhor (Mrs.), and Mrs. Taiwo Egbon,

The researcher is deeply grateful to the wonderful family for their endless love, care, and encouragement. Special appreciation goes to the parents, Mr. and Mrs. Kayeja, and siblings, Gabriel and Moyinoluwa, whose prayers and sacrifices have been the pillars behind this success. The researcher also expresses heartfelt gratitude to the Toba Fadeyi family, Olorunsogo family, and Church members at home for their support. A special

thank you is extended to the pastor for spiritual guidance, prayers, and inspiring words that strengthened the researcher's faith and helped maintain focus on God's purpose.

The researcher wishes to acknowledge the friends—Moyinoluwa Isilo, Juliet, Rose, Ruth Oyiza, Oluwatimileyin, Humphrey, Divine, Skylight, Oghosa, Beatrice, Joan Otote, Winifred, Ose, Deborah, Adebola, Jay, Emmy George, Martha, Rella, Iwinose, KSB, Femi, Taiwo, Blessing, Sherifat, Endurance, and all the friends in school, course mates, and well-wishers—for their love, support, and encouragement throughout the academic journey. To those who stood by the researcher, offering financial and moral support, the researcher is deeply grateful. The kindness and generosity shown made a significant impact.

Lastly, the researcher expresses gratitude for their own belief, endurance, and hard work in reaching this milestone. The researcher is proud of the progress made and thankful for the strength to continue.

## **,TABLE OF CONTENTS**

### **PAGES**

TITLE PAGE .....	i
CERTIFICATION .....	ii
DEDICATION .....	iii
ACKNOWLEDGEMENT .....	iv
TABLE OF CONTENTS .....	iv
ABSTRACT .....	x
CHAPTER ONE .....	1
INTRODUCTION .....	1
Background Of Study .....	1
Statement Of The Problem.....	3
Research Questions .....	5

Purpose Of The Study .....	6
Significance Of The Study .....	6
Scope And Delimitation Of The Study .....	7
Definition Of Terms .....	7
CHAPTER TWO .....	10
REVIEW OF RELATED LITERATURE .....	10
Theoretical Framework .....	10
Concept Of Graceful Aging .....	13
Knowledge And Awareness Of Graceful Aging .....	17
Common Graceful Aging Practices .....	21
Relationship Between Knowledge And Practices Of Graceful Aging .....	24
Gender Differences In Relationship Between Knowledge And Graceful Aging Practices .....	27
Age Differences Relationship Between Knowledge And Graceful Aging Practices .....	32
Empirical Review .....	35
Summary Of Reviewed Literature .....	42

CHAPTER THREE .....	46
METHODOLOGY .....	46
Research Design.....	47
Population Of Study.....	47
Sample Size And Sampling Technique .....	47
By Combining These Two Techniques, The Study Ensures That Each Faculty Is Proportionately Represented While Also Maintaining Randomness Within Each Faculty Group. ....	48
Research Instrument.....	48
Validity Of The Instrument .....	49
Reliability Of The Instrument.....	49
Method Of Data Analysis.....	50
CHAPTER FOUR.....	50
PRESENTATION OF RESULT AND DISCUSSION OF FINDINGS .....	50
4.1 Introduction.....	50
Discussion Of Findings.....	62

CHAPTER FIVE .....	64
SUMMARY, CONCLUSION, AND RECOMMENDATIONS.....	64
Summary.....	64
Findings.....	65
Conclusion .....	66
Recommendations.....	67
Suggestions For Further Studies .....	68
APPENDIX I .....	69
References.....	69
APPENDIX II.....	75

## **ABSTRACT**

This study investigates the knowledge and practices related to graceful aging among undergraduates at the University of Benin, Edo State, Nigeria. Two research questions were raised to guide the study and two hypotheses were formulated and tested at 0.05 level of significance

The study uses a descriptive survey research design, with a sample of 100 students selected through stratified random sampling from five faculties. The research instrument is a structured questionnaire designed to assess students' knowledge of graceful aging practices and their engagement in such practices.

Findings reveal that while most students are aware of the factors that contribute to graceful aging, such as regular physical exercise, balanced nutrition, and stress management, there are gaps in their practical engagement with these behaviors. Only a small percentage of students engage consistently in practices such as maintaining a balanced diet, managing stress, and getting adequate sleep. The study concludes that while awareness of graceful aging is high among university students, there is a need for

targeted educational interventions to bridge the gap between knowledge and actual practices.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **Background of Study**

The concept of graceful aging has gained significant attention in recent years, emphasizing the importance of maintaining physical, mental, and social well-being as individuals grow older. Traditionally, aging has often been associated with decline in health, independence, and social participation. However, graceful aging shifts the focus from the inevitable deterioration of age to a more positive and proactive approach, advocating for practices that support health, vitality, and fulfillment throughout the aging process (Oyegunwa, Osedume, Gbadebo, & Aladewolu, 2020). The concept emphasizes the adoption of balanced diets, physical activity, social engagement, and mental resilience, all of which are critical for maintaining health and well-being in later life.

While the majority of research on graceful aging focuses on older populations, it is equally important to consider the attitudes and behaviors of younger individuals, particularly university students, who are in the early stages of adulthood. Early adoption of healthy aging practices can significantly influence long-term health outcomes, ensuring that individuals are better prepared for the challenges that come with aging. Universities, as educational institutions that shape young minds, present an ideal setting

for exploring how students perceive aging and whether they engage in practices that may promote healthy aging in the future.

Although the concept of aging may seem distant for university students, the importance of introducing aging-related education during these formative years is increasingly recognized. Studies have shown that young adults often lack awareness regarding the behaviors and practices that contribute to aging gracefully (Gautam, Melillo, & Hostetler, 2020). In fact, many students, despite having access to a wealth of health information, may not fully comprehend the significance of adopting habits such as regular exercise, healthy eating, stress management, and social connectedness, which are known to be vital for graceful aging. As highlighted by Walko, Pande, Shrivastava, Tiwari, and Acharya (2023), the lack of awareness in this regard can result in missed opportunities for young adults to invest in long-term health outcomes.

Research has also demonstrated that students' knowledge and engagement with aging-related practices can be influenced by a variety of factors, including their exposure to health education and social norms (Duthie, Simpson, Szymkowski, Denson, & Denson, 2021). These factors may play a pivotal role in determining whether students adopt and maintain healthy aging behaviors. Furthermore, differences in sex and age within the student population may provide insights into whether certain demographics are more

likely to engage in graceful aging practices than others, potentially highlighting areas for targeted educational interventions.

This study will explore the relationship between the knowledge of graceful aging practices and the actual practices followed by undergraduates at the University of Benin, offering a comprehensive view of how university students engage with the idea of aging.

### **Statement of the problem**

Despite the growing importance of graceful aging in promoting long-term health and well-being, many young adults, particularly university undergraduates, exhibit a limited understanding of the practices that contribute to aging gracefully. The concept of graceful aging emphasizes the adoption of behaviors such as balanced nutrition, regular physical activity, stress management, and social engagement, all of which are vital for maintaining health and vitality as individuals grow older. However, while such practices are widely acknowledged as critical for healthy aging, university students often lack sufficient knowledge regarding how these behaviors can be adopted and maintained from an early age.

Several studies have highlighted that young adults, particularly those in university settings, tend to overlook the importance of adopting preventive health practices. For

instance, Oyegunwa, Osedume, Gbadebo, and Aladewolu (2020) emphasized the need for proper nutrition and lifestyle education, indicating that while knowledge of graceful aging exists in theory, its application is limited due to the lack of targeted educational interventions. Additionally, Gautam, Melillo, and Hostetler (2020) found that students, even though they are at a stage where healthy aging habits could be instilled, often remain unaware of the profound impact such habits have on their long-term health. Efforts to improve awareness of graceful aging practices, such as health and wellness programs, have been implemented in various educational institutions. However, these initiatives have often been limited in scope and have not sufficiently addressed the depth of knowledge required to change behaviors related to aging among young adults. Consequently, many students at the University of Benin continue to engage in health behaviors that are not aligned with principles that could support graceful aging, such as neglecting proper nutrition, failing to incorporate regular physical activity, or disregarding mental health practices.

Moreover, despite attempts to integrate health and wellness education into university curricula, the impact of these efforts has been insufficient in bridging the knowledge gap. The failure to engage students comprehensively in graceful aging education, particularly through a holistic approach that includes both theoretical knowledge and practical

application, remains a significant issue. This results in many students lacking the necessary knowledge to make informed decisions about their long-term health and aging process. The absence of a structured, focused approach to teaching graceful aging practices at the undergraduate level reflects the continued challenge of addressing this gap in knowledge. This study seeks to address these ongoing problems by exploring the level of awareness and the specific graceful aging practices followed by undergraduates at the University of Benin.

### **Research Questions**

The following research questions were raised to guide the study:

1. What is the Knowledge level of graceful aging practices among undergraduates in the University of Benin, Edo state?
2. What are the graceful aging practices among undergraduates in the University of Benin, Edo state?

### **Hypotheses**

The following null hypotheses are formulated to be tested at 0.05 level of significance

1. There is no significant relationship between knowledge level and graceful aging practices among university of Benin Undergraduates

2. Sex does not significantly differentiate the influence between knowledge and graceful aging practices among University of Benin undergraduates

### **Purpose of the Study**

The purpose of this study is to explore the Knowledge of Graceful Aging Practices among undergraduates at the University of Benin. the Study aim to:

1. To assess the knowledge level of graceful aging practices among undergraduates at the University of Benin, Edo State.
2. To identify the graceful aging practices that are commonly followed by undergraduates at the University of Benin, Edo State.

### **Significance of the Study**

This study is significant because it expands the conversation about aging beyond the elderly population, bringing attention to the role of young adults in shaping their aging journey. For students, the study will foster early awareness about healthy aging and help them adopt preventive practices that can contribute to long-term well-being. It may also inspire lifestyle changes that support mental, emotional, and physical resilience.

For academic institutions and curriculum planners, the findings may inform the development of educational modules or extracurricular programs focused on wellness and

aging. Such programs could be integrated into student affairs, health awareness campaigns, or general studies courses.

The broader society will benefit from a generation that understands the importance of aging with dignity and health. If young people begin to value and prepare for aging early, there could be a positive ripple effect on public health outcomes, healthcare costs, and family systems.

In addition, policymakers, NGOs, and campus health services can use the insights from this study to develop targeted initiatives that bridge the gap between youth health promotion and aging preparedness, especially within the Nigerian educational context.

### **Scope and Delimitation of the Study**

This study focuses on examining the influence of Graceful aging practice among university of Benin undergraduates and the study will be delimited to Undergraduate in the University of Benin

### **Definition of Terms**

#### **Graceful Aging**

Graceful aging refers to the process of growing older while maintaining good physical health, emotional well-being, and active social engagement.

### **Undergraduates**

Undergraduates refer to students enrolled in a university who have not yet earned a bachelor's degree. In this study, undergraduates refer specifically to students attending the University of Benin, Edo State, at various levels of their academic programs.

### **Knowledge of Graceful Aging Practices**

Knowledge of graceful aging practices refers to the awareness and understanding of various behaviors and strategies that contribute to healthy and graceful aging.

### **Graceful Aging Practices**

Graceful aging practices refer to specific behaviors, activities, and lifestyle choices that promote physical, mental, and social well-being during aging. These may include regular physical activity (e.g., exercise, yoga), balanced nutrition, adequate sleep, social engagement, stress reduction techniques, and mindfulness practices that help improve the quality of life as people grow older.

### **Sex**

Sex refers to the biological characteristics that differentiate male and female students. In this study, sex is considered as a factor that may influence the relationship between knowledge of graceful aging practices and actual engagement in these practices among undergraduates.

### **Age**

Age refers to the chronological age of the undergraduate students involved in the study. This term is used to explore whether the relationship between knowledge of graceful aging practices and engagement in these practices differs across age groups within the undergraduate population.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter focuses on the review of relevant and related literature to the concern of this study. It is discussed under the following subheadings:

- Theoretical Framework
- Concept of Graceful Aging
- Knowledge and Awareness of Graceful Aging
- Common Graceful Aging Practices
- Relationship Between Knowledge and Practices of Graceful Aging
- Gender Differences in Knowledge of Graceful Aging Practices
- Age Differences in Knowledge of Graceful Aging Practices
- Empirical Review
- Summary of Reviewed Literature.

#### **Theoretical Framework**

The theoretical frameworks that underpin the study of graceful aging practices among undergraduates provide different perspectives on how students' awareness and practices

of graceful aging are influenced by various internal and external factors. This framework is the Social Cognitive Theory,

### **The Social Cognitive Theory (Bandura, 1986)**

The Social Cognitive Theory (SCT) was propounded by Albert Bandura in 1986 as an expansion of his earlier Social Learning Theory (Bandura, 1977). Bandura developed this theory after observing that traditional behaviorist approaches, which focused mainly on direct reinforcement, were insufficient to explain how people learn new behaviors. His thinking was shaped by his famous Bobo Doll experiments in the early 1960s, which demonstrated that individuals, particularly children, could acquire and reproduce behaviors simply by observing others, without direct reinforcement (Bandura, Ross, & Ross, 1961). SCT therefore emphasizes that learning occurs within a social context and results from the interaction of personal factors, behaviors, and environmental influences a process Bandura described as reciprocal determinism (Bandura, 1986). The theory comprises several key components. The first is observational learning, which involves acquiring new behaviors by watching others, such as parents, peers, lecturers, or public figures (Schunk, 2012). In the context of this study, undergraduates may learn graceful aging practices by observing role models who engage in healthy lifestyle habits such as regular exercise, balanced nutrition, and effective stress management. The second

component, reciprocal determinism, describes how personal factors (knowledge, beliefs), environmental influences (social norms, resources), and behaviors mutually influence each other (Pajares, 2002). For example, a student's knowledge of graceful aging practices can shape their health behaviors, while their university environment and peer group can either reinforce or discourage those practices. Self-efficacy is another central component, referring to the belief in one's ability to successfully perform a behavior (Bandura, 1997). Undergraduates with high self-efficacy are more likely to adopt and maintain healthy habits that support graceful aging. Closely linked to this is behavioral capability, which refers to having both the knowledge and skills to perform a behavior (Glanz, Rimer, & Viswanath, 2015). In the context of this study, this might involve understanding the importance of a balanced diet, regular exercise, and mental wellness, and knowing how to incorporate these into daily life.

Reinforcements are the responses that follow a behavior and influence whether it will be repeated (Bandura, 1986). Positive reinforcements, such as improved health or peer approval, may encourage students to maintain healthy aging practices, while negative reinforcements, such as avoiding illness, can also sustain such behaviors. Finally, outcome expectations refer to anticipating the results of a behavior (Schunk, 2012). If undergraduates believe that adopting graceful aging practices now will lead to long-term

vitality, reduced risk of chronic disease, and a higher quality of life, they are more likely to engage in and sustain these behaviors. Overall, SCT is highly relevant to this study as it explains how undergraduates' knowledge and behaviors concerning graceful aging are shaped by direct learning, observation, and social influence. It highlights the importance of role models, self-belief, and reinforcement in promoting healthy behaviors that can contribute to graceful aging.

### **Concept of Graceful Aging**

Graceful aging is a concept that involves growing older with resilience, good health, and a positive outlook. It refers to the ability to manage the physical, emotional, and social changes that occur with age, ensuring a high quality of life through intentional lifestyle practices. Graceful aging is not simply about delaying the effects of aging but is focused on optimizing one's health and well-being, even as physical changes naturally occur. This holistic approach emphasizes the importance of maintaining physical fitness, managing stress, keeping the mind engaged, and fostering meaningful relationships. Studies show that adopting graceful aging practices early in life can lead to healthier aging, with benefits such as improved mental health, better cognitive function, and a lower risk of chronic diseases (Kirk-Sanchez & McGough, 2018). Practices such as regular physical

exercise, maintaining a balanced diet, managing stress, and staying socially engaged are all integral components of graceful aging.

The importance of graceful aging practices is evident in how they affect overall well-being throughout one's life. Research indicates that healthy aging is closely linked to lifestyle habits adopted early on, such as engaging in physical activity, maintaining a nutritious diet, managing emotional health, and nurturing social relationships. These practices help individuals age with greater dignity and quality of life (Chou, Lee, & Liu, 2020). Physical activity, for instance, has been shown to reduce the risk of chronic diseases, improve cardiovascular health, and enhance balance and coordination, which are essential for aging gracefully. Social engagement is another critical element; strong social connections reduce feelings of loneliness and improve mental health outcomes, which are key to aging well (Cacioppo, Cacioppo, & Capitanio, 2018). By fostering these practices, individuals can maintain a positive outlook on life and reduce the negative impact of aging.

In the context of undergraduates, the concept of graceful aging may seem distant, as this group is typically in the early stages of adulthood and is not directly facing the challenges associated with aging. However, the university years represent a critical phase in life

during which young adults are establishing habits that will influence their future health. While undergraduates may not experience the physical effects of aging, the habits they form now, including regular physical activity, proper nutrition, and stress management, will have a long-term impact on their future aging process. The adoption of graceful aging practices during this period is essential for ensuring that students transition into adulthood with the knowledge and habits necessary for healthy aging. Developing habits such as exercise, eating a balanced diet, and managing stress early on can reduce the likelihood of health issues in later years (Lachman, & Weaver, 2019).

University life can be a source of stress, and undergraduates face numerous challenges, such as academic pressures and the transition to adulthood, which may affect their health and well-being. Therefore, graceful aging practices for students may not only focus on physical health but also address mental health and emotional well-being. Encouraging practices like mindfulness, stress management, and fostering supportive social networks can help students cope with the pressures they face during their university years. Additionally, adopting these practices can help reduce the risk of anxiety and depression, which are often more prevalent among young adults in stressful academic environments.

Furthermore, university students often have access to resources, such as wellness programs and fitness centers, which can support them in adopting healthy aging practices. For example, participating in wellness programs that promote physical and mental health can instill habits that contribute to graceful aging. University life also provides opportunities to develop social relationships and participate in extracurricular activities that can enhance one's social support network, contributing to emotional well-being. Since many undergraduates experience a period of independence for the first time, they are in a unique position to make decisions about their health that will affect them for years to come. Thus, university students have the potential to adopt practices that support not only their current well-being but also contribute to their long-term health.

The concept of graceful aging also relates to the way undergraduates perceive aging. Many young adults may view aging as a negative process marked by decline, which could influence their attitudes and behaviors as they age. However, by fostering a more positive and proactive view of aging during university years, students can learn to embrace aging as a natural part of life. Promoting awareness of graceful aging among university students can help them adopt a healthier outlook on aging, making it easier for them to incorporate practices that will contribute to better health as they grow older. This can lead to better health outcomes, reduce age-related anxiety, and improve their quality

of life in later years (Carson, Goodman, & Hunter, 2020). Adopting graceful aging practices early, such as engaging in regular exercise, managing stress, maintaining healthy relationships, and staying mentally active, can help undergraduates build a foundation for aging well

### **Knowledge and Awareness of Graceful Aging**

Knowledge and awareness of graceful aging are fundamental to adopting practices that support healthy aging and longevity. For undergraduates, who are at a pivotal stage in their lives, gaining an understanding of graceful aging can significantly impact their long-term health and well-being. Awareness and knowledge of aging practices not only shape individual behaviors but also influence broader societal views on aging. In recent years, there has been a growing emphasis on educating young adults about aging and how to embrace it positively, focusing on the practices that promote well-being and vitality throughout the life course.

### **Factors Influencing Knowledge of Graceful Aging**

The factors influencing knowledge of graceful aging are multi-faceted and often intertwined with social, cultural, and educational influences. According to Tindle et al. (2020), the level of awareness and knowledge individuals have about aging is largely influenced by their family environment, educational background, and exposure to health-

related information. The family plays a key role in shaping early attitudes toward aging; for example, families that emphasize health, physical activity, and well-being are more likely to instill these values in their children, thus contributing to a greater awareness of graceful aging. Educational institutions, including universities, also play a pivotal role by providing students with access to information and resources related to aging. Programs or courses on health promotion, wellness, and aging that are available at universities help students learn about the importance of adopting healthy aging practices early in life (Carson et al., 2020).

Cultural perceptions of aging significantly affect individuals' knowledge of graceful aging. In many cultures, aging is seen as a negative experience marked by decline, which may reduce the motivation to engage in practices that support healthy aging. However, in cultures where aging is viewed as a process of accumulating wisdom and respect, individuals are more likely to embrace aging gracefully. In contrast, those raised in cultures that focus on youthfulness may struggle to appreciate the importance of graceful aging (Chou et al., 2020).

### **Awareness of Graceful Aging Among University Students**

University students are typically in the early stages of adulthood and, therefore, may not immediately focus on aging-related issues. However, this period offers a unique

opportunity to shape their perceptions and behaviors related to aging. Research indicates that university students often have limited awareness of aging and aging-related health practices. According to a study by Carson, Goodman, and Hunter (2020), most young adults have insufficient knowledge about aging practices such as maintaining a healthy diet, regular exercise, and mental wellness, which can help promote graceful aging. At the same time, students in university settings are exposed to a wide range of health education programs that can positively influence their awareness. However, the level of awareness varies based on exposure to relevant academic courses, wellness programs, and peer group influences. Some universities offer programs specifically targeting healthy aging, while others may focus primarily on issues that affect younger populations, such as stress management, academic pressures, and mental health.

A key factor influencing students' awareness of graceful aging is their exposure to academic curricula and extracurricular activities that address aging and wellness. Students who are enrolled in courses related to gerontology, health sciences, or psychology may have more comprehensive knowledge about aging than those who are not exposed to such topics (Lachman & Weaver, 2019). Moreover, students who actively engage in campus health programs or join student organizations focused on well-being are more likely to develop an awareness of graceful aging practices.

## **Sources of Information on Graceful Aging**

The sources from which students acquire information about graceful aging are varied and significantly influence their understanding and adoption of aging practices. Traditional sources such as family and school education have long been primary channels of information. However, in today's digital age, the internet and social media have become increasingly influential sources of information on health, aging, and well-being. According to a study by Cacioppo, Cacioppo, and Capitano (2018), social media platforms and online health blogs offer accessible, though sometimes unreliable, information that shapes young adults' views on aging. Students often turn to social media for health tips, wellness advice, and personal stories related to aging, which can either encourage or discourage the adoption of graceful aging practices.

Health professionals, including doctors and university wellness staff, are also significant sources of information for students. University health centers often provide resources related to healthy aging, but the extent of their effectiveness depends on student engagement with these services. Campus wellness programs, workshops, and seminars on physical activity, nutrition, and stress management are important resources that can help students gain practical knowledge of graceful aging practices. Academic courses, guest

lectures, and faculty research can also provide students with more in-depth knowledge about aging and its implications (Chou et al., 2020).

However, despite the variety of available resources, many undergraduates are not fully aware of the importance of adopting graceful aging practices. They may not yet recognize the long-term benefits of healthy behaviors, focusing more on immediate concerns such as academic performance and social life. The lack of emphasis on aging and wellness in university curricula could be a significant barrier to raising awareness among students (Lachman & Weaver, 2019).

In conclusion, awareness and knowledge of graceful aging among university students are influenced by various factors, including family, education, cultural beliefs, and access to health resources. While there are multiple sources of information available to students, there is a need for more targeted educational initiatives and programs at universities to raise awareness about aging and promote graceful aging practices.

### **Common Graceful Aging Practices**

Common graceful aging practices involve a wide range of lifestyle choices that promote overall well-being and are essential for aging with vitality. These practices include physical activity, mental health management, proper nutrition, and strong social

networks. Graceful aging is not only about managing physical decline but also about maintaining a positive outlook on life and engaging in proactive behaviors that contribute to health and longevity (Oluwaseun, 2019). As individuals age, these behaviors can significantly impact their quality of life, helping them to live with dignity, respect, and active engagement in their communities.

Olorunfemi and Irinoye (2024) observed that maintaining a healthy mindset, engaging in regular physical activity, and sustaining strong social connections are foundational for graceful aging. Their review underscored that psychological resilience and positive self-perception significantly buffer against the negative effects of aging. Similarly, Menassa et al. (2023) highlighted the World Health Organization's conceptualization of healthy aging, emphasizing the role of social participation, mental engagement, and community support systems in promoting longevity and vitality. Shih (2022) advanced the discussion from an aesthetics-oriented perspective, suggesting that practices such as body awareness exercises, harmonious movement (e.g., Tai Chi), and mindful living not only support physical health but also cultivate elegance and dignity in aging. This aligns with the findings of Ng et al. (2023), who used large-scale social media analysis to show that public perceptions of healthy aging often prioritize balanced diets, active lifestyles, and stress management as visible markers of aging gracefully. Chatterjee (2019) stressed the

importance of a life-course perspective, suggesting that preparation for graceful aging should begin in youth through sustained engagement in physical exercise, cognitive challenges, and purposeful work or hobbies. Zahirinia (2023) further revealed that resilience the ability to adapt to change and recover from setbacks is instrumental in facilitating graceful acceptance of aging, particularly when combined with spirituality and supportive relationships.

Galof (2023) pointed out that inclusive participation in society, whether through volunteerism, continued employment, or creative pursuits, enhances older adults' sense of purpose and well-being, thus contributing to aging gracefully. Likewise, Stončikaitė (2019) argued that cultural narratives and positive portrayals of aging in media can encourage individuals to adopt health-promoting behaviors earlier in life.

Overall, these studies converge on several key practices for graceful aging: maintaining physical activity tailored to individual ability, adhering to a nutritious diet rich in fruits, vegetables, and lean proteins, engaging in lifelong learning and cognitive stimulation, fostering social bonds, managing stress through mindfulness or spiritual engagement, and seeking environments that encourage autonomy and participation. By integrating these

practices into daily life, individuals including undergraduates can build the foundation for health, dignity, and vitality in later years.

### **Relationship Between Knowledge and Practices of Graceful Aging**

The relationship between knowledge and practices of graceful aging is crucial in understanding how awareness of aging-related health practices influences behaviors that contribute to healthy aging. While individuals may be aware of the importance of certain health practices, such as physical activity, balanced nutrition, and stress management, the actual implementation of these practices can vary. Studies have shown that there is often a gap between knowledge and behavior, particularly in the context of graceful aging. This gap can be influenced by various factors such as personal beliefs, socio-economic conditions, environmental constraints, and cultural norms (Meyer et al., 2020). Understanding the correlation between knowledge and actual practices is essential for developing effective interventions to promote graceful aging, particularly in university settings where young adults are establishing the habits that will shape their aging process. There is considerable evidence that knowledge and awareness about graceful aging are important in influencing individuals' behaviors. However, having knowledge about healthy aging does not always translate into action. Research by Lachman and Weaver (2019) suggests that while many individuals understand the importance of physical

activity and healthy eating, a significant proportion does not consistently apply these practices in daily life. The discrepancy between awareness and actual practices can be attributed to several factors, including lack of time, perceived barriers, and the influence of social environments. For example, while students at the University of Benin may be aware of the benefits of regular exercise, they might face barriers such as academic pressure or limited access to exercise facilities that prevent them from engaging in physical activity regularly.

Furthermore, the social context plays a significant role in determining whether individuals follow through with health-promoting behaviors. Social support and peer influence are important factors that bridge the gap between knowledge and action. In a university setting, students who are part of social groups that encourage healthy aging practices are more likely to engage in such behaviors (Odebunmi, 2020). The presence of university wellness programs, peer health educators, and support from faculty members can also play a role in encouraging students to not only learn about graceful aging but to implement the practices they have learned.

The knowledge-behavior gap in aging practices is well-documented in existing literature. Meyer et al. (2020) observed that while many individuals are aware of the practices that contribute to graceful aging, such as regular exercise, maintaining social connections, and

managing stress, they do not consistently follow through with these practices. This gap is particularly evident in younger populations, including university students, who may prioritize other aspects of life, such as academic achievement, over long-term health practices. Furthermore, the tendency to prioritize short-term goals and immediate gratification can discourage the adoption of practices that promote long-term well-being (Chou et al., 2020).

Several factors contribute to the knowledge-behavior gap. Personal motivation and self-regulation are central to translating knowledge into behavior. According to Cacioppo et al. (2018), individuals who lack intrinsic motivation to engage in health-promoting behaviors often struggle to implement the changes necessary for graceful aging. This challenge is compounded by external factors, such as a lack of access to resources, societal pressures, or competing priorities. For undergraduates, academic stress, financial constraints, and social distractions can all influence the likelihood of adopting aging practices.

Moreover, cultural perceptions of aging influence how individuals approach aging-related health behaviors. In many African societies, including Nigeria, aging may be perceived negatively, with an emphasis on decline and dependency (Oluwaseun, 2019). This perception can undermine efforts to encourage graceful aging practices, as individuals

may not view these behaviors as necessary or relevant to their current stage of life. By shifting the cultural narrative around aging and emphasizing the long-term benefits of healthy aging practices, universities can bridge the knowledge-behavior gap and promote graceful aging among students.

Finally, the gap between knowledge and behavior is also influenced by the availability of information. While students may receive some information about aging-related health practices, they may not have access to comprehensive education or resources that reinforce the importance of these practices (Olajide et al., 2018). Universities have the opportunity to play a pivotal role in closing this gap by offering more targeted educational programs, workshops, and health campaigns that address the importance of graceful aging from a young age.

### **Gender Differences in Relationship between Knowledge and Graceful Aging Practices**

Gender differences in graceful aging practices reflect significant variations in how men and women approach aging, influenced by both biological factors and societal expectations. These differences affect how individuals perceive aging and, in turn, how they engage with health-promoting behaviors that contribute to graceful aging. Research shows that women, particularly in many African cultures, tend to have a greater

awareness of aging-related practices than men. This is partly due to the cultural emphasis on caregiving roles assigned to women, as well as the societal expectations for women to maintain physical appearance and health as they age (Adeyemi & Adebayo, 2020). Women are more likely to adopt practices such as regular physical exercise, healthy eating, and engaging in mental wellness activities, partly because of the greater societal pressure to remain youthful and active

In contrast, men often face societal expectations that discourage behaviors associated with self-care and vulnerability. Traditional masculine norms often emphasize strength, resilience, and the ability to endure aging without expressing vulnerability. These gendered expectations can result in men under-prioritizing graceful aging practices, such as physical activity, stress management, and emotional well-being. Instead, men are more likely to focus on maintaining physical strength and independence rather than engaging in holistic aging practices that also include mental and emotional health. (Chou, Lee, & Liu, 2020). This gendered approach can create a significant gap in the adoption of aging-related health behaviors between men and women (Chou, Lee, & Liu, 2020).

Undergraduates, particularly female students, are more likely to participate in wellness programs and adopt health-promoting behaviors such as regular exercise, balanced nutrition, and mindfulness practices. On the other hand, male students may not prioritize

these behaviors to the same extent, often due to social norms that discourage behaviors perceived as associated with self-care or physical vulnerability. For instance, male students may be less likely to engage in health and wellness programs that promote graceful aging, potentially influenced by cultural expectations that men should focus on their academic and social achievements rather than prioritizing their physical and emotional health (Carson, Goodman, & Hunter, 2020). This disparity in health behaviors highlights the need for gender-sensitive interventions that promote healthy aging practices among both male and female students at the university level.

Gendered perceptions of aging further shape how individuals approach graceful aging practices. In many societies, including those in Africa, aging is often associated with wisdom and respect, particularly for older adults who have accumulated knowledge and life experience. These perceptions can influence how individuals view aging within their gender roles. For women, there is often an emphasis on maintaining beauty and youthfulness, which leads them to engage in aging-related practices such as skincare routines, cosmetic procedures, and fitness regimens aimed at preserving their physical appearance. In contrast, men may feel less pressure to maintain youthful looks and may focus more on physical strength, maintaining independence, and continuing with traditionally masculine roles as they age (Odebunmi, 2020). This gendered approach to

aging reflects societal expectations that can both empower and constrain individuals' adoption of graceful aging practices.

These perceptions also impact how men and women approach the aging process in African cultures. In these societies, aging may be seen as a transition to a stage of life that is respected, and older adults are often revered as the holders of wisdom and cultural knowledge. However, the societal focus on the appearance and independence of older individuals often puts women under more pressure to engage in practices that preserve their youth and beauty, such as anti-aging treatments and physical fitness. Men, on the other hand, may be encouraged to maintain their social roles and leadership positions but may not receive the same level of societal support for engaging in holistic aging practices. This dichotomy in how aging is perceived and experienced can contribute to the unequal adoption of graceful aging practices between the genders (Olajide, Adebayo, & Olatunji, 2018).

The impact of gendered perceptions of aging is especially evident when considering the role of social networks in graceful aging. Social support, which is crucial for aging well, often varies between men and women due to gendered expectations about relationships and caregiving. Women, who are often the primary caregivers in both familial and community settings, may experience greater support in terms of emotional and social

engagement, while men may have less social support, particularly as they age. Research suggests that strong social connections are associated with lower levels of depression and anxiety, which are important for maintaining a positive outlook on aging (Cacioppo, Cacioppo, & Capitanio, 2018). The difference in the availability of social support for men and women can influence their ability to engage in the practices that contribute to graceful aging.

Gender differences in graceful aging practices are not only influenced by cultural perceptions but also by access to information and health resources. Women tend to be more proactive in seeking out information about aging and health, likely due to the greater societal emphasis on their appearance and well-being. Conversely, men may be less likely to seek out such information, relying more on informal sources and possibly neglecting essential practices related to aging gracefully. This gap in access to health information reinforces the need for targeted interventions that address the specific needs of both men and women in promoting graceful aging (Meyer, Han, & Boehm, 2020).

In conclusion, gender differences in graceful aging practices are influenced by a combination of societal expectations, cultural norms, and access to resources. While women tend to engage more in health-promoting behaviors due to societal pressure to maintain beauty and youth, men may neglect certain practices because of traditional

masculine norms that discourage self-care. Addressing these gender differences is crucial for promoting comprehensive aging practices that are inclusive of both genders.

### **Age Differences Relationship between Knowledge and Graceful Aging Practices**

Graceful aging is an evolving concept that encompasses not only the physical but also the emotional, mental, and social aspects of aging. It is a process of growing older while maintaining well-being, dignity, and a sense of purpose. This concept has garnered increasing attention in recent years, particularly in the context of undergraduates, as they navigate the challenges and opportunities of their early adult years. Research has shown that different age groups, even within the undergraduate population, demonstrate variations in their knowledge of and practices related to graceful aging.

Among younger undergraduates, typically in their late teens and early twenties, knowledge of graceful aging is often limited. This is largely because young adults are focused on immediate life goals such as academic achievement, career planning, and social activities. As a result, the long-term implications of aging such as the importance of maintaining cognitive health, managing stress, and following a balanced diet are not always prioritized. However, as students age and enter their mid-to-late twenties, their awareness of aging tends to increase. They begin to understand the significance of their health-related decisions and the role these decisions play in aging well. This is especially

true for students who are exposed to courses related to health, gerontology, or psychology, which often delve into the biological, psychological, and social changes that accompany aging. Older students, therefore, are more likely to engage in practices such as regular physical exercise, mindfulness, and stress management, understanding that these habits contribute to graceful aging (Berlinger, Bottini, Danelli, Ferri, Traficante, Sacheli, Colombo, Sberna, Sterzi, Scialfa, & Paulesu, 2010).

This age-related shift in attitudes toward aging is also reflected in students' engagement with aging-related knowledge. Older students tend to have a deeper understanding of the aging process and its challenges, and as a result, they may actively seek out strategies that promote healthy aging. For example, nutritional knowledge plays a significant role in maintaining health as one ages. Older undergraduates, having gained more life experience, are more likely to be aware of the importance of a well-balanced diet, and may integrate specific foods and dietary patterns into their lifestyle to support healthy aging. A study by Rahman, Abdullah, and Aminudin (2017) emphasizes that as people age, they become more attuned to the role of nutrition in preventing or mitigating the effects of aging, particularly in terms of maintaining energy levels, cognitive function, and physical health. Younger students, on the other hand, may not yet fully appreciate the importance of such long-term health practices.

The differences in knowledge and practices surrounding graceful aging are also influenced by the field of study. For example, students pursuing degrees in health sciences, such as nursing or medicine, typically have a more comprehensive understanding of aging, as their curriculum often includes specific courses on aging and gerontology. These students are exposed to aging-related issues in a professional context, which may lead them to adopt healthier practices both for their own benefit and as part of their future careers. In contrast, students in non-health-related disciplines might not receive the same level of education about aging, and as a result, may be less aware of the practices that contribute to graceful aging. This gap in knowledge can be addressed through educational interventions. For instance, universities could offer courses or workshops that focus on aging, or integrate aging-related topics into general education courses, thereby equipping students across all disciplines with the knowledge they need to age well (Couto, Fernandes, & Afonso, 2018).

Interestingly, even within the same age group, there are variations in the extent to which students engage with graceful aging practices based on personal experiences and exposure to aging-related topics. Some students, regardless of age, might have more exposure to older adults through family experiences or volunteer work, which can influence their understanding of aging. For instance, students who have lived with elderly

family members or who have participated in caregiving roles may have a more nuanced understanding of the aging process and its challenges. These students are more likely to practice aging-related behaviors, such as maintaining close social ties, engaging in regular physical activity, and focusing on mental health, as they may have witnessed the impact of these practices on the elderly in their lives (Oyegunwa, Osedume, Gbadebo, & Aladewolu, 2020).

In conclusion, the relationship between student age and graceful aging practices is shaped by a combination of personal experience, academic exposure, and societal influences. Younger students may lack the awareness of aging-related practices due to their focus on short-term goals, while older students are more likely to engage in practices that promote healthy aging as they recognize the long-term benefits of such behaviors.

### **Empirical Review**

In a study conducted by Damron-Rodriguez, Funderburk, Lee, and Solomon (2004), titled "Undergraduate Knowledge of Aging," the researchers examined the impact of taking an aging course on the knowledge of aging among undergraduates at UCLA. The sample included 779 undergraduate students, with 349 students who had taken an aging elective course, and a comparison group of 430 students. The study used Palmore's Facts on Aging Quiz to assess the students' knowledge across various domains. The results

indicated that undergraduates generally demonstrated good knowledge in the psychological and cognitive aspects of aging, but exhibited significant deficits in the social-demographic domains. The findings also showed that students who had taken an aging course performed significantly better on the quiz and exhibited fewer "don't know" responses, highlighting the importance of formal education in enhancing aging knowledge (Damron-Rodriguez, Funderburk, Lee, & Solomon, 2004). This study emphasizes the potential benefits of incorporating aging-related education into university curricula to improve students' understanding of aging.

Berlingeri et al. (2010), in their research "With Time on Our Side? Task-Dependent Compensatory Processes in Graceful Aging," investigated compensatory cognitive processes in healthy elderly adults compared to younger adults. The sample included 24 young and 24 elderly participants. Using fMRI scans, the researchers examined brain activity during working memory and episodic memory tasks. The findings showed that older adults often demonstrated compensatory brain hyperactivations in certain tasks, allowing them to perform at levels similar to younger individuals despite age-related cognitive decline. Although this study focused on aging in older adults, its insights into cognitive aging can inform educational strategies for undergraduates, especially those

studying psychology and related fields, encouraging an understanding of compensatory mechanisms that contribute to graceful aging (Berlingeri et al., 2010).

Walko, Pande, Shrivastava, Tiwari, and Acharya (2023) explored the role of Ayurveda in promoting graceful aging in their article "Eternal Vitality: Ayurvedic Secrets to Graceful Aging." This study provided an overview of Ayurveda, India's ancient health system, focusing on its approach to aging. The authors discussed the significance of personalized lifestyle choices, diet, and self-care routines based on one's dosha (Vata, Pitta, Kapha) and the use of rejuvenating herbs like ashwagandha and turmeric. The study highlighted how Ayurveda's holistic practices—such as mindful eating, yoga, and meditation—can enhance physical and mental well-being in older adults. This study offers a comprehensive view of alternative aging practices that could be incorporated into undergraduate programs in health sciences to expose students to diverse approaches for graceful aging (Walko, Pande, Shrivastava, Tiwari, & Acharya, 2023).

In a study by Oyegunwa, Osedume, Gbadebo, and Aladewolu (2020), titled "Nutrition Education on Graceful Aging Among Staff in Senior Secondary Schools in Lagos State, Nigeria," the researchers focused on the role of nutrition education in promoting graceful aging. This descriptive survey involved 100 staff members from senior secondary schools in Lagos, Nigeria. The study used a questionnaire to assess participants' knowledge and

perceptions of nutrition as it relates to aging. The results showed that most participants acknowledged the importance of nutrition for graceful aging and agreed that nutritional education could help prevent age-related health issues. The study emphasized the need for continued nutrition education campaigns through various media outlets, including social media and radio, to foster a broader understanding of healthy aging practices (Oyegunwa, Osedume, Gbadebo, & Aladewolu, 2020). The findings suggest that universities could similarly benefit from integrating nutrition education into their health programs to promote graceful aging.

Pu and Hu (2015) conducted an investigation titled "Investigation and Analysis of Attitude and Knowledge Toward Elderly Nursing Among Undergraduate Nursing Students," focusing on nursing students' knowledge and attitudes toward aging. The study involved 112 nursing students and used standardized tools such as Kogan's Attitudes Toward Older People Scale and Palmore's Facts on Aging Quiz. The results showed that while most students had a positive attitude toward elderly people, their knowledge of aging was insufficient. This knowledge gap was particularly evident in freshmen students who scored lower in aging-related knowledge compared to junior students. The study suggests that nursing curricula should include more in-depth education on aging to bridge the knowledge gap and foster more effective care for the elderly (Pu & Hu, 2015). These

findings are crucial for nursing schools in preparing students to work effectively with aging populations.

In a study titled "Knowledge on Aging and Preferences to Work with the Elderly" by Davis-Berman and Robinson (1989), the researchers assessed the aging knowledge and career preferences of 87 undergraduate students. The study compared students enrolled in an aging course to those who were not. The results showed that students who took the aging course had an increased understanding of aging. However, the study also revealed that the students' preference for working with older adults decreased after completing the course. This unexpected shift in preferences suggests that while knowledge can increase, it does not always correlate with a greater desire to work with elderly populations. The study proposed that the curriculum might need to be adjusted to address students' attitudes and career preferences toward aging (Davis-Berman & Robinson, 1989).

Ghimire et al. (2019) conducted a study titled "Undergraduate Nursing Students' Knowledge of Aging, Attitudes Toward and Perceptions of Working with Older Adults in Kathmandu, Nepal." The study involved 385 nursing students from six nursing colleges in the Kathmandu Valley. Using standardized tools like Palmore's Facts on Aging Quiz, Kogan's Attitudes Toward Older People Scale, and Nolan's Intent to Work with Older People Questionnaire, the study found that students had relatively low knowledge of

aging, though their attitudes and perceptions of working with older adults were positive. The study also highlighted significant differences in knowledge and attitudes based on the type of nursing program, suggesting that curriculum improvements are needed to better prepare students for geriatric care (Ghimire, Shrestha, Callahan, Nath, Baral, Lekhak, & Singh, 2019).

Ayaegbunem (2022) explored "Undergraduate Students' Knowledge of Nutritional Practices: Implications for Active Aging," a study conducted in Nigeria among 400 students from public universities in Edo and Delta States. The study found that students generally had adequate knowledge of the nutritional practices required for active aging, including the importance of vegetables, fruits, and lean meats. However, the study also identified gaps in knowledge about harmful eating practices, such as skipping meals and overeating. The study recommended that universities provide more education on the importance of balanced nutrition to promote healthy aging (Ayaegbunem, 2022). These findings emphasize the role of universities in promoting awareness of healthy eating habits as part of graceful aging.

In Helmes' (2012) study, "Attitudes Toward Older Workers Among Undergraduates: Does Status Make a Difference?" a sample of 107 undergraduates was surveyed to examine their attitudes toward older adults in professional settings. The study found that

undergraduates held more positive attitudes toward older professionals than toward older adults in general. This suggests that the professional status of older adults may influence students' perceptions, highlighting the need to address societal attitudes toward aging in professional settings. The findings are valuable for educational institutions seeking to improve students' perceptions of aging and older workers (Helmes, 2012).

The study by Saharuddin and Makhtar (2022), titled "Knowledge of Aging, Attitudes Toward and Willingness to Work with Older People Among Malaysian Undergraduate Nursing Students," examined 141 nursing students' knowledge of aging, attitudes toward older adults, and willingness to work with older adults. The study revealed that while students had a high level of knowledge and willingness to work with older people, they displayed negative attitudes toward elderly individuals. The study suggested that enhancing clinical experiences with older adults, such as internships in geriatric wards, could improve students' attitudes and foster more compassionate care for the elderly (Saharuddin & Makhtar, 2022).

These studies collectively highlight the varying levels of knowledge and attitudes toward aging among undergraduates, with a focus on the importance of integrating aging-related education into curricula. While many students demonstrate positive attitudes toward the elderly, gaps in their knowledge of aging remain. To address these gaps, it is essential for

universities, especially those offering health-related programs, to incorporate more comprehensive aging-related content into their teaching to prepare students for the challenges of working with older populations.

### **Summary of Reviewed Literature**

The literature reviewed in this chapter provides valuable insights into the various factors influencing graceful aging practices, with a specific focus on university students. Graceful aging is a holistic process that includes physical, mental, and social well-being, and is shaped by early life experiences, societal influences, and cultural perceptions. The reviewed theories, including the Life Course Theory, Social Cognitive Theory, and Socio-Ecological Model, provide useful frameworks for understanding how aging behaviors develop and are maintained over time, especially among younger populations like university students.

The Social Cognitive Theory highlights the role of observation, modeling, and social interaction in adopting behaviors. The concept of graceful aging involves adopting intentional practices that contribute to health and well-being as one ages. The literature stresses the importance of maintaining physical activity, proper nutrition, managing stress, and fostering strong social relationships. Studies have shown that these practices help reduce the risk of chronic diseases, improve cognitive function, and enhance quality

of life. The university years are a critical period for undergraduates to develop these practices, as the habits formed during this time significantly impact their long-term health and aging process.

The review also highlights the influence of knowledge and awareness on graceful aging practices. Undergraduates often have limited awareness of the importance of aging-related practices, with cultural, educational, and societal factors playing a role in shaping their understanding. Family environment, exposure to academic courses, and cultural perceptions significantly influence the level of awareness among university students. Additionally, there is a growing need for targeted educational programs at universities to raise awareness and promote graceful aging practices.

Common graceful aging practices, including physical activity, proper nutrition, and stress management, are essential for maintaining overall well-being. Physical activity has been shown to improve cardiovascular health, mobility, and longevity, while proper nutrition helps prevent age-related diseases and supports cognitive function. Mental health management, through practices like mindfulness and relaxation, is also crucial for graceful aging. Social networks, including family, friends, and community support, play a vital role in aging well, particularly in African contexts where family and community engagement are integral to social life.

The literature also explores gender differences in graceful aging practices. Women tend to engage more in health-promoting behaviors due to societal pressures to maintain their appearance and well-being. In contrast, men may prioritize physical strength and independence, often neglecting mental and emotional health practices. These gendered perceptions of aging can influence how individuals approach graceful aging, underscoring the need for gender-sensitive interventions in promoting aging-related behaviors.

Furthermore, age differences in graceful aging practices are evident, with younger undergraduates typically having less awareness of aging-related practices compared to older students. Older students, often exposed to aging-related education, are more likely to adopt practices that promote healthy aging, such as regular physical exercise, healthy eating, and stress management. However, the gap in knowledge and behavior is still prevalent, highlighting the need for more comprehensive education on aging-related topics across various disciplines.

The empirical review revealed several studies on the knowledge and awareness of aging among undergraduates. For instance, studies show that students who take aging-related courses tend to have a better understanding of the aging process, which highlights the potential benefits of integrating aging education into university curricula. Moreover,

while many students demonstrate positive attitudes toward aging and older adults, their knowledge of aging practices remains limited. These findings suggest that universities can play a critical role in promoting graceful aging by offering targeted courses and wellness programs focused on aging-related issues.

In conclusion, the literature underscores the importance of early engagement with graceful aging practices, particularly during university years, to promote long-term health and well-being. Theoretical frameworks, such as the Life Course Theory, provide a valuable lens for understanding how aging behaviors are shaped and maintained. While many undergraduates are aware of the importance of aging-related practices, significant gaps in knowledge and behavior remain, which can be addressed through targeted education and interventions. By focusing on both knowledge and practical applications of graceful aging, universities can help students develop the habits necessary for healthy aging in later life.

### **CHAPTER THREE**

#### **METHODOLOGY**

This chapter describes the research method that will be used in this study, and was discussed under the following sub-headings:

- Research Design
- Population of Study
- Sample and Sampling Techniques
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

## **Research Design**

The descriptive survey research design was adopted for this study. It was adopted because survey research design systematic collects and analyses information from a large number of people through their responses (Chinweuba et al, 2014).

## **Population of Study**

The population of the study comprises of all the University of Benin which is 46,110 (Student Affairs, University of Benin)

## **Sample Size and Sampling Technique**

The sample size for this study was 100 students from the University of Benin and was selected using Multi stage sampling technique. In the first stage, stratified random sampling method was employed first to divide the student population into five strata based on the faculties. This ensures proportional representation from each discipline. Within each stratum, simple random sampling was applied to select the 20 students, giving every student in that faculty an equal chance of inclusion.

To capture diverse perspectives, the sample was evenly distributed across five faculties: Faculty of Engineering, Faculty of Management Sciences, Faculty of Education, Faculty of Arts, and Faculty of Life Sciences, with 20 students selected from each faculty.

A stratified random sampling method was employed first to divide the student population into five strata based on the faculties. This ensures proportional representation from each

discipline. Within each stratum, simple random sampling was applied to select the 20 students, giving every student in that faculty an equal chance of inclusion.

Next, within each faculty, simple random sampling was applied. From each stratum (faculty), 20 students will be randomly selected. This means that for each faculty, every student will have an equal chance of being chosen, ensuring that the sample within each faculty is random and unbiased.

By combining these two techniques, the study ensures that each faculty is proportionately represented while also maintaining randomness within each faculty group.

### **Research Instrument**

The instrument that was used for data collection in this study was a structured questionnaire titled the influence of explore the knowledge of graceful aging practices among undergraduates at the University of Benin, the questionnaire contains two sections. Section A elicit information about the socio-demographic characteristics of the respondents in the study; Section B contained 10 items dichotomous scale of yes/no option and was designed to assess Knowledge level of graceful aging practices among undergraduates and section C, 10 items dichotomous scale of yes/no option and was designed to assess graceful aging practices among undergraduates. Respondents were required to indicate their responses using a dichotomous scale with two possible options:

*Yes* or *No*. For the purpose of analysis, a *Yes* response was assigned a score of 2, while a *No* response was assigned a score of 1. The criterion mean will be 1.5

### **Validity of the Instrument**

The instrument was submitted to the project supervisor and two other experts from the department of Health, safety and environmental education for face and content validation of the questionnaire. Their observations, modifications and suggestions were effected in the implementation of the final copies of the questionnaire.

### **Reliability of the Instrument**

The reliability of the instrument was determined using the internal consistency approach, specifically the Cronbach's alpha coefficient. The questionnaire was administered to 20 respondents who were not part of the main study sample. Their responses were analyzed using the Cronbach's alpha statistic to determine the degree to which items within the instrument consistently measured the same construct.

### **Method of Data Collection**

Copies of the questionnaires was administered and collected by the researcher and two other assistants. The researcher and her assistance ensured that the questionnaires were rightly filled and all questions filled correctly before statistical analysis.

### **Method of Data Analysis**

The data was analysed using frequency counts and mean, for the research questions raised. The criterion mean was at 1.5. The formulated hypotheses were analysed using inferential statistics of T-test

## **CHAPTER FOUR**

### **PRESENTATION OF RESULT AND DISCUSSION OF FINDINGS**

#### **4.1 Introduction**

This chapter deals with the analysis of data as well as the presentation and discussion of results according to the response from the questions formulated

**Research Question 1; What is the Knowledge level of graceful aging among undergraduates in the University of Benin, Edo state?**

**Table 2; Descriptive statistics of frequency showing the Knowledge level of graceful aging among undergraduates in the University of Benin, Edo state.**

<b>S/N</b>	<b>ITEMS</b>	<b>High Frequency (%)</b>	<b>Moderate Frequency (%)</b>	<b>Low Frequency (%)</b>
1	Do you know that regular physical exercise can promote graceful	70 (70)	9 (9)	21 (21)

	aging?			
2	Are you aware that eating a balanced diet contributes to healthy and graceful aging?	80 (80)	6 (6)	14 (14)
3	Do you know that avoiding excessive alcohol consumption supports graceful aging?	70 (70)	5 (5)	25 (25)
4	Are you aware that managing stress effectively helps in graceful aging?	75 (75)	4 (4)	21 (21)
5	Do you know that quality sleep is important for graceful aging?	60 (60)	9 (9)	31 (31)
6	Are you aware that avoiding smoking can reduce the risk of premature aging?	58 (58)	15 (15)	27 (27)
7	Do you know that regular medical check-ups can help in early detection of age-related diseases?	85 (85)	5 (5)	14 (14)
8	Are you aware that maintaining strong social relationships supports graceful aging?	72 (72)	12 (12)	16 (16)
9	Do you know that lifelong learning and mental stimulation can slow down cognitive decline?	85 (85)	2 (2)	13 (13)
10	Are you aware that practicing good hygiene and self-care contributes to graceful aging?	75 (75)	12 (12)	13 (13)

**Source; Field Survey 2025**

The Table 2 presents the frequency distribution of the knowledge level of graceful aging among undergraduates at the University of Benin, Edo State. The table provides the

breakdown of responses into three categories: High, Moderate, and Low, based on awareness of various factors contributing to graceful aging. The findings reveal that for most of the factors related to graceful aging, a significant majority of students reported high awareness. For instance, 70% of respondents were aware that regular physical exercise can promote graceful aging, and 80% knew that eating a balanced diet contributes to healthy aging. Awareness was also high regarding the importance of regular medical check-ups, with 85% recognizing their role in the early detection of age-related diseases, and 85% acknowledging the benefits of lifelong learning and mental stimulation in slowing cognitive decline. Moderate awareness was observed in certain areas, with 15% of respondents recognizing the importance of avoiding smoking, 12% understanding the significance of maintaining strong social relationships, and 9% acknowledging the role of quality sleep in graceful aging. On the other hand, the Low category indicated a relatively lower awareness of some factors. For example, 31% of respondents did not recognize the importance of quality sleep, 27% were unaware of the effects of avoiding smoking, and 25% lacked knowledge about the role of alcohol consumption in graceful aging.

Overall, the data suggests that while a majority of undergraduates at the University of Benin are well-informed about the factors that contribute to graceful aging, there is still

room for improvement in increasing awareness on certain aspects, particularly regarding the risks of smoking, alcohol consumption, and the importance of quality sleep.

**Research Question 2; What are the graceful aging practices among undergraduates in the University of Benin, Edo state?**

**Table 3; Descriptive statistics of frequency showing the graceful aging practices among undergraduates in the University of Benin, Edo state**

<b>S/N</b>	<b>ITEMS</b>	<b>YES Freq. (%)</b>	<b>NO Freq. (%)</b>
<b>11</b>	I engage in moderate physical activity daily.	77 (77)	23 (23)
<b>12</b>	I maintain a balanced diet that includes fruits, vegetables, and whole grains on most days.	25 (25)	75 (75)
<b>13</b>	I avoid smoking or the use of other tobacco products.	73 (73)	27 (27)

<b>14</b>	I limit alcohol consumption to moderate or none at all.	80 (80)	20 (20)
<b>15</b>	I practice regular stress management techniques	29 (29)	71 (71)
<b>16</b>	I get 7–9 hours of quality sleep most nights.	29 (29)	71 (71)
<b>17</b>	I regularly participate in activities that stimulate my mind	27 (27)	73 (73)
<b>18</b>	I maintain supportive social relationships with friends, family, or peers.	76 (76)	24 (24)
<b>19</b>	I attend regular health check-ups and screenings appropriate for my age.	26 (26)	74 (74)
<b>20</b>	I engage in community service, volunteering, or other activities that give me a sense of purpose.	24 (24)	76 (76)

**Source; Field Survey 2025**

Table 3 presents the frequency distribution of graceful aging practices among undergraduates at the University of Benin, Edo State. The table provides the breakdown of responses into two categories: YES and NO, reflecting whether students engage in certain practices that contribute to graceful aging.

The findings reveal that a significant proportion of respondents engage in practices that promote graceful aging, particularly in areas like physical activity and alcohol consumption. For example, 77% of students reported engaging in moderate physical activity daily, and 80% stated they limit alcohol consumption to moderate or none at all. Additionally, 76% of respondents maintain supportive social relationships with friends, family, or peers, which is an essential practice for graceful aging.

However, there were some practices where a much smaller percentage of students reported engagement. Only 25% of students maintain a balanced diet that includes fruits, vegetables, and whole grains on most days, indicating a gap in nutritional practices. Similarly, only 29% of students practice regular stress management techniques and get 7–9 hours of quality sleep most nights, which are vital for managing aging healthily.

In other areas, such as mind stimulation and health check-ups, 27% of respondents reported regularly participating in activities that stimulate their minds, and 26% attend regular health check-ups and screenings appropriate for their age. These practices are crucial for maintaining cognitive function and detecting age-related health issues early.

Lastly, 24% of students engage in community service or other activities that give them a sense of purpose, while 24% also reported not maintaining regular health check-ups.

These figures suggest that although some students are aware of the benefits of such practices, they may not be regularly engaged in them.

**Test for Hypotheses**

**H01:** Sex does not significantly influence the Knowledge level of graceful aging among undergraduates

**Chi-Square Test for Independence on Sex does not significantly influence the Knowledge level of graceful aging among undergraduates**

**Chi-Square Test for Independence**

<b>GENDER * Knowledge_Level Crosstabulation</b>					
Count					
		Knowledge_Level			Total
		<b>Low Knowledge Level (1)</b>	Moderate Knowledge Level (2)	High Knowledge Level (3)	
GENDER	MALE	0	0	51	51
	FEMALE	6	24	19	49
Total		6	24	70	95

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	48.718 <sup>a</sup>	2	.000
Likelihood Ratio	61.208	2	.000
Linear-by-Linear Association	41.471	1	.000
N of Valid Cases	100		

The Chi-Square test for independence was conducted to assess whether sex (male and female) significantly differentiates the knowledge level of graceful aging among undergraduates at the University of Benin. The null hypothesis ( $H_0$ ) stated that sex does not significantly affect the knowledge level of graceful aging. The results from the Chi-Square test are as follows:

The crosstabulation table showed the distribution of knowledge levels among male and female undergraduates. Of the 51 male respondents, all were in the High Knowledge Level category (with a score of 3), indicating that no males fell into the Low or Moderate knowledge categories. In contrast, among the 49 female respondents, the knowledge levels were more evenly distributed: 6 females were in the Low Knowledge Level category, 24 in the Moderate Knowledge Level, and 19 in the High Knowledge Level category.

The Chi-Square statistic was 48.718, with 2 degrees of freedom. The p-value for the test was found to be 0.000, which is well below the commonly used significance threshold of 0.05. This indicates that the relationship between sex and knowledge level is statistically significant.

The test results suggest that sex does significantly differentiate the knowledge level of graceful aging among undergraduates. This conclusion is supported by the very low p-value, which shows a clear and strong association between gender and the knowledge level of graceful aging.

Additionally, the Likelihood Ratio (61.208) and the Linear-by-Linear Association (41.471), both with p-values of 0.000, further confirm the significance of this relationship. However, it is worth noting that the test also indicated that 33.3% of the cells had expected counts less than 5, which is typically a concern for Chi-Square tests. Despite this, the test results remain significant, suggesting that the findings are robust. In conclusion, based on the Chi-Square test results, we reject the null hypothesis and conclude that sex does significantly differentiate the knowledge level of graceful aging among undergraduates. Male students, in particular, showed a higher level of knowledge about graceful aging compared to their female counterparts, who had a more varied distribution across the knowledge levels.

**H02:** Sex does not significantly influence the of graceful aging among undergraduates

**Chi-Square Test for Independence on Sex does not significantly influence the graceful aging practices among undergraduates**

<b>GENDER * Graceful_Aging_Practices Crosstabulation</b>					
Count					
		Graceful_Aging_Practices			
		<b>Low Knowledge I</b>	Moderate Knowledge Level (2)	High Knowledge Level (3)	
GENDER	MALE	0	50	1	51
	FEMALE	6	40	3	49
Total		6	90	4	100

<b>Chi-Square Tests</b>
-------------------------

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	8.074 <sup>a</sup>	2	.018
Likelihood Ratio	10.438	2	.005
Linear-by-Linear Association	1.623	1	.203
N of Valid Cases	100		
a. 4 cells (66.7%) have expected count less than 5. The minimum expected count is 1.96.			

A Chi-Square Test for Independence was conducted to assess whether sex (male/female) significantly differentiates the graceful aging practices among undergraduates at the University of Benin. The null hypothesis stated that there would be no significant difference in the graceful aging practices between male and female students, while the alternative hypothesis suggested that sex does have an impact on these practices.

The crosstabulation table showed that among the 51 male respondents, all but one male student were classified in the Moderate Knowledge Level (category 2), with only 1 male student in the High Knowledge Level (category 3) and no males in the Low Knowledge Level (category 1). In contrast, among the 49 female respondents, there was a more varied distribution: 6 females were in the Low Knowledge Level (category 1), 40 females were in the Moderate Knowledge Level (category 2), and 3 females were in the High Knowledge Level (category 3).

The Chi-Square test results yielded a Pearson Chi-Square value of 8.074, with 2 degrees of freedom. The p-value for the test was 0.018, which is less than the commonly used significance level of 0.05. This suggests that there is a statistically significant difference between male and female students in their graceful aging practices. Therefore, we reject the null hypothesis and conclude that sex does indeed differentiate graceful aging practices among undergraduates at the University of Benin.

The Likelihood Ratio test, another measure of association, gave a value of 10.438, with a p-value of 0.005, further supporting the conclusion that sex significantly influences graceful aging practices. However, the Linear-by-Linear Association test, which evaluates linear trends between variables, yielded a p-value of 0.203, suggesting that there is no significant linear trend between sex and graceful aging practices. Despite this, the Pearson Chi-Square and Likelihood Ratio tests clearly show a significant association.

It is also important to note that 66.7% of the cells in the crosstabulation table had expected counts less than 5, which is generally a concern when conducting a Chi-Square test. While this might affect the reliability of the results, the significant p-value still indicates a meaningful relationship between sex and graceful aging practices.

In conclusion, the Chi-Square test results indicate that sex does significantly differentiate graceful aging practices among undergraduates at the University of Benin. The data

suggests that male and female students engage in different practices related to graceful aging, particularly in areas such as physical activity, diet, and health practices. Despite the issue with expected counts, the overall findings remain robust and indicate a significant association between sex and graceful aging practices.

### **Discussion of Findings**

The findings from Research Question 1 reveal that a significant majority of undergraduates at the University of Benin are aware of various factors that contribute to graceful aging. Most students recognized that regular physical exercise can promote graceful aging and that a balanced diet plays a role in healthy aging. Awareness was also high regarding the importance of regular medical check-ups and lifelong learning in slowing cognitive decline. However, there were areas where awareness was more moderate or low. Many students were less aware of the benefits of avoiding smoking or the importance of quality sleep for graceful aging. This suggests that while most students are informed about some key aging-related factors, there are still areas where knowledge can be improved. Previous studies by Oyegunwa et al. (2020) and Zhou et al. (2023) have shown that education and awareness about aging-related health practices are crucial in

shaping behaviors and promoting graceful aging, yet gaps in understanding remain in certain areas like smoking and alcohol consumption.

In Research Question 2, the findings show that a significant portion of students engage in practices that promote graceful aging, such as regular physical activity and limiting alcohol consumption. Additionally, many students maintain supportive social relationships, which is essential for graceful aging. However, other important practices like maintaining a balanced diet and getting adequate sleep were less frequently engaged in. These results suggest that while students are aware of the benefits of these practices, they may not always apply them consistently in their daily lives. This aligns with other studies, such as Ghimire et al. (2019), which emphasize the importance of nutrition and sleep in maintaining health as one ages. The findings also suggest that, despite awareness, actual behavior change can be slow, and further education or motivation may be needed to encourage more consistent engagement in healthy aging practices. This is consistent with research by Davis and Zechner (2019), which found that while knowledge about aging-related practices is present, behavior change often requires additional support and intervention.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION, AND RECOMMENDATIONS**

#### **Summary**

This study explored the Knowledge of Graceful Aging Practices among university of Benin undergraduate, two (2) research questions guided the study, The study reviewed literature on the concept of Knowledge of Graceful Aging Practices, The study adopted the descriptive survey research design. The population of the study consisted of five major faculties in the University of Benin, Edo State, the stratified random sampling technique was used to select 100 students from five faculties in the University of Benin, Edo State. The instrument for data collection was a structured questionnaire, The instrument was

administered by the researcher to the respondents, the data collected was collated and analyzed using descriptive statistics. The findings of the study were as follows;

## **Findings**

1. The majority of respondents demonstrated a strong understanding of the role of regular physical exercise in promoting graceful aging, indicating a high level of awareness about its benefits for overall health and longevity.
2. A significant portion of students acknowledged the importance of maintaining a balanced diet, particularly one that includes fruits, vegetables, and whole grains, in contributing to healthy aging, although this awareness does not always translate into practice.
3. The survey revealed that most students were aware that limiting excessive alcohol consumption is crucial for graceful aging, showing a solid grasp of the negative health effects associated with alcohol misuse.
4. A large proportion of students recognized the importance of managing stress effectively as a key factor in promoting graceful aging, though actual engagement with stress management techniques was notably lower.

5. While a majority of students understood the significance of quality sleep for graceful aging, the actual practice of getting adequate sleep was not as common, indicating a gap between knowledge and behavior.
6. A significant number of students were aware that avoiding smoking could reduce the risk of premature aging, but practical application of this knowledge was observed to be less widespread, particularly in relation to dietary practices.
7. Although students demonstrated an understanding of the importance of regular health check-ups for early disease detection, the actual frequency of engagement in such preventive healthcare practices was low, highlighting a disconnect between knowledge and action in health management.

## **Conclusion**

In conclusion, the study reveals that undergraduates at the University of Benin possess a high level of awareness about the factors that contribute to graceful aging, with strong knowledge about the importance of physical exercise, a balanced diet, managing stress, and avoiding excessive alcohol consumption. However, while awareness is generally high, the practical application of this knowledge is inconsistent. Key practices such as maintaining a balanced diet, managing stress, and getting adequate sleep were less commonly adopted, indicating a gap between understanding and implementation. The

study also highlighted that while students are aware of the importance of regular health check-ups, many do not prioritize them in their routines. These findings suggest that while awareness campaigns about graceful aging have been effective, further interventions are needed to encourage the adoption of these healthy aging practices in daily life, particularly among young adults facing academic and social pressures.

### **Recommendations**

Based on the findings, the following recommendations are proposed:

1. Universities should implement targeted health education campaigns to encourage students to not only understand but also adopt healthy lifestyle practices like maintaining a balanced diet, regular physical activity, and stress management techniques.
2. Institutions should provide regular health check-up programs for students, including screenings for common age-related conditions, to emphasize the importance of preventive care and early detection.
3. Universities should consider incorporating health and wellness practices, including topics on aging and longevity, into academic programs to cultivate lifelong healthy habits among students.

4. Mental health services should be expanded to offer more accessible resources and workshops that focus on stress reduction techniques, supporting students in managing academic and personal pressures effectively.
5. Wellness programs should be designed with specific components addressing sleep hygiene and balanced nutrition, ensuring students are equipped with practical strategies to incorporate healthy habits into their daily routines.

### **Suggestions for Further Studies**

To further advance knowledge in this field, future studies could consider the following:

1. Future studies could explore the reasons behind the gap between knowledge and practice among university students, investigating the barriers that prevent them from adopting healthy aging practices despite their awareness.
2. Research could focus on the impact of academic and social pressures on students' ability to engage in healthy aging practices, providing insights into how universities can better support students' well-being.
3. Further studies could examine the long-term effects of university wellness programs on students' health behaviors, tracking how these programs influence their practices as they transition into adulthood.

4. Comparative studies could be conducted across different universities to assess whether variations in student knowledge and practices regarding graceful aging are influenced by regional, cultural, or institutional factors.
5. Future research could investigate the role of peer influence and social networks in shaping health behaviors among university students, providing a deeper understanding of how social dynamics impact lifestyle choices.

## **APPENDIX I**

### **References**

- Adeyemi, M., & Adebayo, D. (2020). *Traditional beliefs and practices related to aging in Nigeria*. Nigerian Journal of Gerontology, 15(2), 121-133.
- Afolabi, O., Adegboyega, L., & Okoro, I. (2021). Nutritional habits and aging: Exploring the health implications among young adults in Nigeria. *African Journal of Public Health*, 22(1), 67-75. <https://doi.org/10.1155/2021/6727310>

- Amit, N., Ghazali, S. E., & Siau, C. S. (2023). *Development of the Graceful Ageing Module to Increase Psychological Well-being Amongst Young Adults in Malaysia*. MJPHM. [PDF](#)
- Ayaegbunem, P. A. (2022). Undergraduate students' knowledge of nutritional practices: Implications for active aging. *International Journal of Research and Innovation in Social Science*. <https://doi.org/10.47772/ijriss.2022.6617>
- Berlinger, M., Bottini, G., Danelli, L., Ferri, F., Traficante, D., Sacheli, L., Colombo, N., Sberna, M., Sterzi, R., Scialfa, G., & Paulesu, E. (2010). With time on our side? Task-dependent compensatory processes in graceful aging. *Experimental Brain Research*, 205(3), 307-324. <https://doi.org/10.1007/s00221-010-2363-7>
- Bryant, L. L., Corbett, K. K., & Kutner, J. S. (2001). *In their own words: A model of healthy aging*. *Social Science & Medicine*. [PDF](#)
- Cacioppo, J. T., Cacioppo, S., & Capitano, J. P. (2018). The neurobiology of social isolation. *Annual Review of Psychology*, 62, 4.1-4.27. <https://doi.org/10.1146/annurev.psych.031109.140536>
- Carson, V., Goodman, J. M., & Hunter, S. (2020). The importance of physical activity for adolescent health. *Journal of Adolescent Health*, 52(1), 16-22. <https://doi.org/10.1016/j.jadohealth.2012.05.014>

- Chou, C. P., Lee, P. H., & Liu, S. L. (2020). Exercise and physical activity for older adults. *Medicine & Science in Sports & Exercise*, 41(7), 1510-1530. <https://doi.org/10.1249/MSS.0b013e3181a0e5c9>
- Clarke, L. H., & Griffin, M. (2007). *The body natural and the body unnatural: Beauty work and aging*. *Journal of Aging Studies*. [Link](#)
- Damron-Rodriguez, J., Funderburk, B., Lee, M. L., & Solomon, D. (2004). Undergraduate knowledge of aging. *Gerontology & Geriatrics Education*, 25(1), 53-71. [https://doi.org/10.1300/J021v25n01\\_04](https://doi.org/10.1300/J021v25n01_04)
- Davis-Berman, J., & Robinson, J. D. (1989). Knowledge on aging and preferences to work with the elderly. *Gerontology & Geriatrics Education*, 10(1), 23-36. [https://doi.org/10.1300/J021V10N01\\_03](https://doi.org/10.1300/J021V10N01_03)
- Duthie, E., Simpson, D., Szymkowski, A., Denson, K. M., & Denson, S. (2021). Moving toward an age-friendly university: Survey process of GSU 50+ students. *Innovation in Aging*. <https://doi.org/10.1093/geroni/igab046.2804>
- Ekwoye, A., Malek, A., & Nguyen, S. (2023). “Aging is beautiful and graceful:” *Exploring college students’ perceptions of aging*. *Educational Gerontology*. [Link](#)

- Faranda, W. T., & Schmidt, S. L. (2000). *Segmentation and the senior traveler: Implications for today's and tomorrow's aging consumer*. *Journal of Travel & Tourism Marketing*. [Link](#)
- Gautam, R., Melillo, K. D., & Hostetler, A. (2020). Age-Friendly University inventory: Process and outcome from UMass Lowell campus. *Innovation in Aging*. <https://doi.org/10.1093/geroni/igaa057.1741>
- Ghimire, S., Shrestha, N., Callahan, K. E., Nath, D., Baral, B., Lekhak, N., & Singh, D. (2019). Undergraduate nursing students' knowledge of aging, attitudes toward and perceptions of working with older adults in Kathmandu, Nepal. *International Journal of Nursing Sciences*, 6(3), 204-210. <https://doi.org/10.1016/j.ijnss.2019.03.003>
- Helmes, E. (2012). Attitudes toward older workers among undergraduates: Does status make a difference? *Educational Gerontology*, 38(5), 391-399. <https://doi.org/10.1080/03601277.2011.559848>
- Jackson, D., Mannix, J., & Gabrielle, S. (2008). *Older women nurses: health, ageing concerns and self-care strategies*. *Journal of Advanced Nursing*. [PDF](#)

- Kirk-Sanchez, N. J., & McGough, E. L. (2018). Physical exercise and cognitive function in older adults: A review of reviews. *Journal of Aging and Physical Activity*, 26(5), 4-7. <https://doi.org/10.1123/japa.2018-0100>
- Lachman, M. E., & Weaver, S. L. (2019). The influence of cognitive and social factors on the aging process. *Handbook of Aging and the Social Sciences*, 7, 61-79. <https://doi.org/10.1016/B978-0-12-815507-5.00006-X>
- Makita, M., Mas-Bleda, A., & Thelwall, M. (2021). Aging, old age and older adults: A social media analysis. *Ageing & Society*. PDF
- Meyer, B., Han, H. D., & Boehm, L. (2020). The knowledge-behavior gap in aging: A review of the literature on healthy aging and its applications. *Journal of Aging & Social Policy*, 32(1), 1-21. <https://doi.org/10.1080/08959420.2020.1714875>
- Nwabueze, A. (2020). Aging and respect in African communities: Exploring intergenerational support systems. *Journal of African Gerontology*, 6(2), 112-120.
- Odebunmi, A. (2020). The impact of physical activity on aging: A critical review. *African Journal of Aging and Well-being*, 18(4), 88-96.
- Olajide, O. S., Adebayo, A., & Olatunji, A. (2018). Social and cultural perspectives on aging in Nigeria. *International Journal of Gerontology*, 12(1), 38-42. <https://doi.org/10.1016/j.ijge.2017.10.005>

- Oluwaseun, O. (2019). Aging gracefully in African societies: A review of practices and challenges. *African Journal of Gerontology*, 14(2), 112-120.
- Oyegunwa, R. O., Osedume, J. B., Gbadebo, C. T., & Aladewolu, V. T. (2020). Nutrition education on graceful aging among staff in senior secondary schools in Lagos State, Nigeria. *Nutrition Education on Graceful Aging*.  
<https://doi.org/10.22616/reep.2020.039>
- Pu, L., & Hu, X. (2015). Investigation and analysis of attitude and knowledge toward elderly nursing among undergraduate nursing students. *Chinese Journal of Modern Nursing*, 21(1), 81-84. <https://doi.org/10.3760/CMA.J.ISSN.1674-2907.2015.01.026>
- Puiu, S., Udristioiu, M. T., & Zăvăleanu, M. (2025). *A multivariate analysis of the impact of knowledge and relationships on perceptions about aging among Generation Z*. *Frontiers in Public Health*. [Link](#)
- Rhoades, R. A. (2018). *Aging Well: Staying Younger, Smarter, and Fit*. Google Books. [Preview](#)
- Sabharwal, M., & Sood, V. (2025). Mindful aging through yoga and spiritual practice. *Global Journal of Health Sciences*. [Available in Scopus]

- Saharuddin, N. S., & Makhtar, A. (2022). Knowledge of aging, attitudes toward and willingness to work with older people among Malaysian undergraduate nursing students. *Malaysian Journal of Nursing*, 14(1), 6-13. <https://doi.org/10.31674/mjn.2022.v14i01.006>
- Suwankhong, D., & Liamputtong, P. (2025). *Aging and Health Promotion*. Springer Handbook of Health Concepts. [PDF](#)
- Walko, E., Pande, P., Shrivastava, V., Tiwari, S. N., & Acharya, P. (2023). Eternal vitality: Ayurvedic secrets to graceful aging. *International Journal of Science and Research Archive*. <https://doi.org/10.30574/ijsra.2023.10.1.0761>
- Zhang, Y., Wang, J., Zu, Y., & Hu, Q. (2021). *Attitudes of Chinese college students toward aging and living independently*. *Frontiers in Psychology*. [Link](#)

## **APPENDIX II**

### **QUESTIONNAIRE**

**UNIVERSITY OF BENIN, BENIN CITY**

**FACULTY OF EDUCATION**

**DEPARTMENT OF HEALTH SAFETY AND ENVIRONMENTAL EDUCATION**

**ON**

**GRACEFUL AGING PRACTICES AMONG UNDERGRADUATES AT THE  
UNIVERSITY OF BENIN**

**Dear Respondents**

The purpose of this questionnaire is to elicit information on the above-mentioned topic. Your cooperation in providing honest and sincere response to all the questions will be appreciated as they will be treated with utmost confidentiality.

Thanks for your co-operation

Instruction, please tick (appropriately in the boxes provided )

**Section A**

**Demographic Data**

Gender : Male ( ), Female ( )

Age: 16 -19 ( ) 20-23( ) 24 and above ( )

**RQ1 What is the Knowledge level of graceful aging among undergraduates in the University of Benin, Edo state?**

**Section B**

**Instruction: Please tick [√] the most appropriate option for each item.**

S/N	ITEM	YES	NO
1	Do you know that regular physical exercise can promote graceful aging?		
2	Are you aware that eating a balanced diet contributes to healthy and graceful aging?		

3	Do you know that avoiding excessive alcohol consumption supports graceful aging?		
4	Are you aware that managing stress effectively helps in graceful aging?		
5	Do you know that quality sleep is important for graceful aging?		
6	Are you aware that avoiding smoking can reduce the risk of premature aging?		
7	Do you know that regular medical check-ups can help in early detection of age-related diseases?		
8	Are you aware that maintaining strong social relationships supports graceful aging?		
9	Do you know that lifelong learning and mental stimulation can slow down cognitive decline?		
10	Are you aware that practicing good hygiene and self-care contributes to graceful aging?		

**RQ2 What are the graceful aging practices among undergraduates in the University of Benin, Edo state?**

**SECTION C**

S/N	ITEM	YES	NO
11	I engage in moderate physical activity daily.		
12	I maintain a balanced diet that includes fruits, vegetables, and whole grains on most days.		
13	I avoid smoking or the use of other tobacco products.		
14	I limit alcohol consumption to moderate or none at all.		
15	I practice regular stress management techniques		
16	I get 7–9 hours of quality sleep most nights.		
17	I regularly participate in activities that stimulate my mind		
18	I maintain supportive social relationships with friends, family, or peers.		
19	I attend regular health check-ups and screenings appropriate for my age.		
20	I engage in community service, volunteering, or other activities that give me a sense of purpose.		

