

Original Research Articles

# The impact assessment of the pandemic on the quality and lifestyle of students

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## Abstract

**Background:** The aim of the research was to present aspects related to the impact of the pandemic on the quality and lifestyle of students majoring in Physical Education at the University of Rzeszów. **Methods:** The study was conducted on a group of 217 students from the University of Rzeszów - first, second, and third-year students majoring in Physical Education. In the surveyed group, there were 52.5% women and 47.5% men, aged between 19 and 25 years. The chosen method to implement the objectives outlined in this study was a survey based on a self-prepared questionnaire, developed according to standard principles of constructing such research tools. **Results:** In the context of the conducted research, it can be stated that the pandemic and its related restrictions have influenced a deterioration in the quality of life of the respondents. A moderate impact of gender on the quality and lifestyle of the respondents was observed both before the pandemic and during the partial lifting of restrictions. Regarding the impact of the pandemic on the quality and lifestyle of the respondents, it cannot be unequivocally stated whether it is inversely proportional to age, meaning it is higher the younger the respondents are. **Conclusions:** The respondents noticed changes in their body weight during the imposition of restrictions. The introduced limitations and the shift to remote learning resulted in a decrease in mood, worsened well-being, difficulties in concentration, and material assimilation for the surveyed students.

**Keywords:** pandemic, COVID-19, students, lifestyle

## Introduction

Since March 2020, Poland and the entire world have found themselves in a completely new and unprecedented situation. On March 11, 2020, the World Health Organization declared the first pandemic of the 21st century, resulting not only in a high mortality rate but, as the perspective of the past year reveals, irreversible social and economic consequences. Due to the implementation of government restrictions, people worldwide were forced to change their previous habits, including those related to physical activity. In addition to understandable health issues directly associated with the infection, there was a justified concern about the deterioration of well-being and mental health, including an increase in depressive and anxiety symptoms. During the third wave of COVID-19, as of March 1, 2021, there were 114 million cases worldwide, 1.7 million in Poland, and the virus caused 2.53 million deaths worldwide and 43,656 in Poland. The pandemic became a shock, a stressor. According to CBOS research, 60% of respondents considered the past year as bad, while 70% perceived it as such for Poland – these were the worst results obtained in the history of CBOS research since 1984 (1).

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The situation related to the spread of the SARS-CoV-2 virus abruptly changed the daily functioning of businesses and institutions worldwide. Higher education institutions in Poland were not exempt from this. Public entities and decision-makers introduced regulations aimed at limiting the scale of the epidemic in our country. These measures caused the academic community, like many others, to change its methods of achieving goals overnight. Direct relationships were necessarily replaced by online interactions. In the context of the topic of this work, it is crucial to present research related to the changes that occurred in the lifestyle of students after the introduction of restrictions related to the COVID-19 epidemic.

In 2020, international and multicenter research was conducted as part of the "IRG on COVID and exercise" group, led by the University of Potsdam. The project aimed to assess the impact of social isolation on the habits related to physical activity and the well-being of the surveyed individuals. The research was carried out using an original questionnaire, translated into 18 languages, and distributed online from March 29 to May 7, 2020. Among the respondents, nearly 60% were students. The participants declared engaging in various forms of physical activity even before the epidemic. The most popular physical activities were running and walking, both at 25% among respondents, strength exercises (23%), and cycling (almost 8% of respondents). The research did not show a correlation between the type of physical activity undertaken before the epidemic and well-being ( $p=0.87$ ). However, during the epidemic, the most popular activities among the respondents were walking (about 22%), running (almost 19%), strength training (18%), cycling (12%), and fitness (11%) (2).

In connection with the World Health Organization's declaration of a coronavirus pandemic in March 2020, most countries worldwide introduced restrictions and limitations in the form of social isolation. In 2020, an online survey was conducted on a group of 13,696 respondents from 18 countries to study the effects of pandemic-related government restrictions and their impact on lifestyle, subjective well-being, and the frequency and forms of physical activity. The results of the conducted research unequivocally indicated a tendency to maintain physical activity among individuals who exhibited such tendencies before the introduction of restrictions, and low or minimal physical activity among those who were physically inactive before the pandemic (3).

In 2020, a study was conducted on the lifestyle and physical activity of students from California universities during the pandemic. In a group of almost 2000 surveyed students, over 81% did not follow an appropriate diet during the pandemic and remote education, and more than half of them (55.2%) significantly reduced physical activity (4).

Another interesting example of a survey examining the impact of isolation and restrictions related to COVID-19 on lifestyle was the ECLB-COVID19 survey. The study was conducted using an electronic form from April 1-6, 2020. The questionnaire included 64 questions about health, mental well-being, mood, life satisfaction, and multidimensional lifestyle-related behaviors (physical activity, diet, social participation, sleep, technology use, need for psychosocial support). All questions referred to conditions "before" and "during" isolation. The research revealed that COVID-19 home isolation had a negative impact on all levels of physical activity and extended daily sitting time by over 28% (5).

Social distancing and restrictions largely changed the lifestyle of students. In 2020, a review of research conducted by various scientific and commercial centers worldwide on the impact of the pandemic and associated restrictions on the physical activity of students was carried out. Physical activity studies during quarantine were conducted in Spain (6), Croatia, and Mexico (7). In Spain, 213 students participated in the study. The main dependent variables were physical activity and sitting time, measured using the International Physical Activity Questionnaire – short form (IPAQ-SF). The analysis of responses indicated an increase in both physical activity and relaxation time. Differences were

observed depending on gender, year of study, BMI, alcohol consumption, smoking, anxiety/depression symptoms, Mediterranean diet, living situation, and stage of change.

Regarding research conducted among Polish respondents, it's worth mentioning a study from 2020 conducted by Kantar on behalf of Benefit System, examining the impact of physical activity on the personal and professional lives of Poles during the COVID-19 pandemic. The study took place in January, April, and September 2020, with a sample of 1200 adult Poles, utilizing computer-assisted telephone interviews. The study found that Poles are not only aware of the need for physical activity but also recognize numerous health benefits in this regard. The majority of respondents in this study were young people living in large cities, students, or university graduates. Before the pandemic, 65% of respondents were physically active, with those aged 15-24 accounting for 89%. During the first wave of the pandemic, the number of physically active individuals decreased by 4%, and during the second wave, it decreased by 2% compared to the pre-pandemic period and increased by 2% compared to the first wave (8).

Modern technologies, serving as the basis for communication among young people, have excluded many forms of their physical activity and led to a decrease in motivation for activities outside the home. According to CBOS research on the physical activity of Poles, 34% of respondents do not engage in any form of physical activity (6). Among physically active individuals, 40% exercised regularly, while 26% did so sporadically. In this context, Poles fare worse than the European Union average. Eurobarometer studies indicate that 25% of Europeans do not engage in any physical exercises or sports (9).

One of the groups whose lifestyle is subject to numerous studies and analyses is the student community. They believe that a healthy lifestyle is primarily associated with physical activity and healthy eating, rather than focusing on relaxation or avoiding substances (10). According to conducted research, university students tend to reduce the intensity of sports activities compared to high school. Significant changes also occur in dietary habits, and there is an increase in the proportion of people using various substances (11).

### **Material and Methods**

The main objective of the research was to conduct an analysis of the impact of the pandemic on the health and lifestyle of students majoring in Physical Education at the University of Rzeszów, as well as to assess this impact. The study was conducted on a group of 214 students from the University of Rzeszów - first, second, and third-year students majoring in Physical Education. In the surveyed group, 52.5% were women and 47.5% were men, aged between 19 and 25 years. The majority of students had a normal BMI, constituting 49% of the respondents. Underweight was observed in 12.55% of students (27% men), while 9.45% of students were classified as obese based on BMI calculations (93% of whom were men).

The chosen method for implementing the adopted assumptions was a survey based on a self-prepared questionnaire, developed according to standard principles of constructing such research tools. The survey is one of the methods belonging to the group known as diagnostic survey methods. Other techniques included in this category are interviews and discussions. Diagnostic survey methods are considered fundamental research techniques.

The developed questionnaire was introduced into the "Google Forms" tool and then distributed among first to third-year students. The study was conducted in April 2022. The collected responses form the basic database in a spreadsheet format. Some basic data, after aggregation, were available in the form of charts directly from Google Forms.

The survey questionnaire was quite complex, consisting of numerous closed and partially open-ended questions, allowing respondents to provide answers beyond those selected by the researchers. To facilitate the analysis of research results, a response database

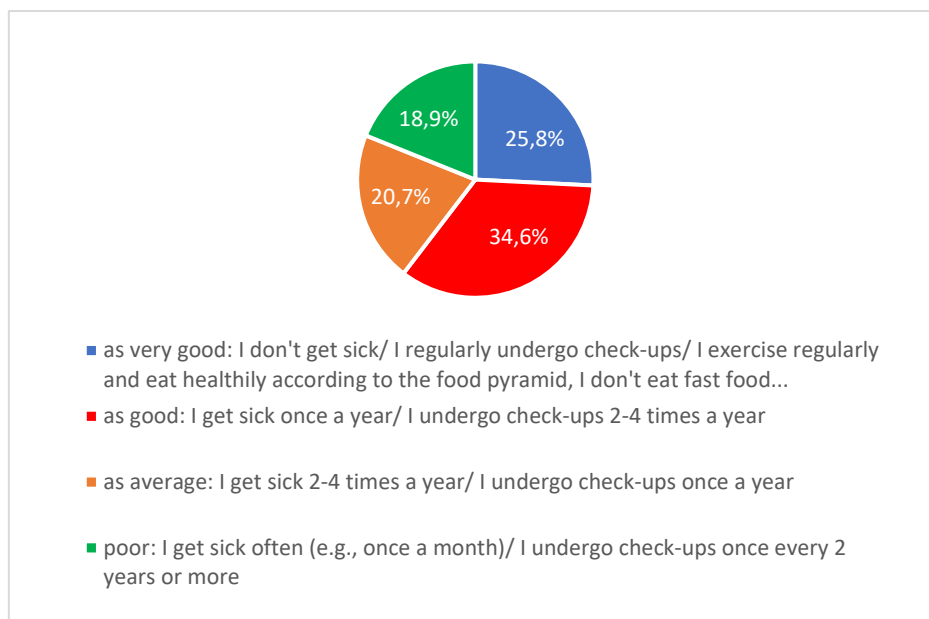
was prepared using MS Excel, enabling basic descriptive statistics and the creation of more detailed charts. In the conducted research, the variables were the gender and age of the students.

The following research hypotheses were formulated:

1. The pandemic and its associated restrictions have led to a deterioration in the quality of life of the respondents.
2. The impact of the pandemic on the quality and lifestyle of the respondents is gender-dependent, with a greater impact on men than women.
3. The impact of the pandemic on the quality and lifestyle of the respondents is inversely proportional to age, with a higher degree of impact at a younger age.

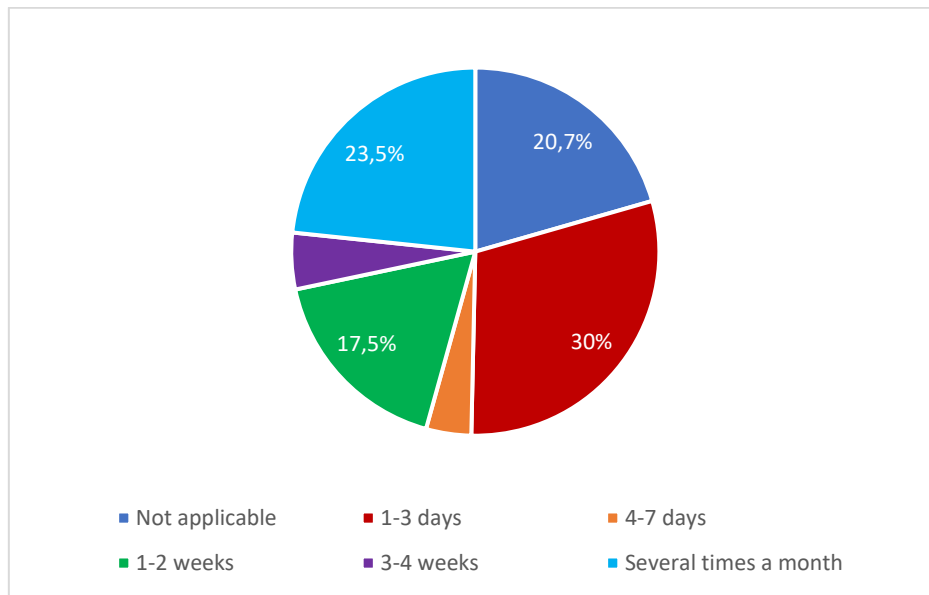
### Results

Students mostly assess their health as good (25.8%, including 43% of men), reporting an annual illness occurrence and undergoing medical examinations 2-4 times a year. A very good health status was reported by 36.6%, including 52% of men, indicating not experiencing illnesses, regular check-ups, regular exercise, and a healthy diet following the food pyramid, while avoiding fast food (Figure 1).



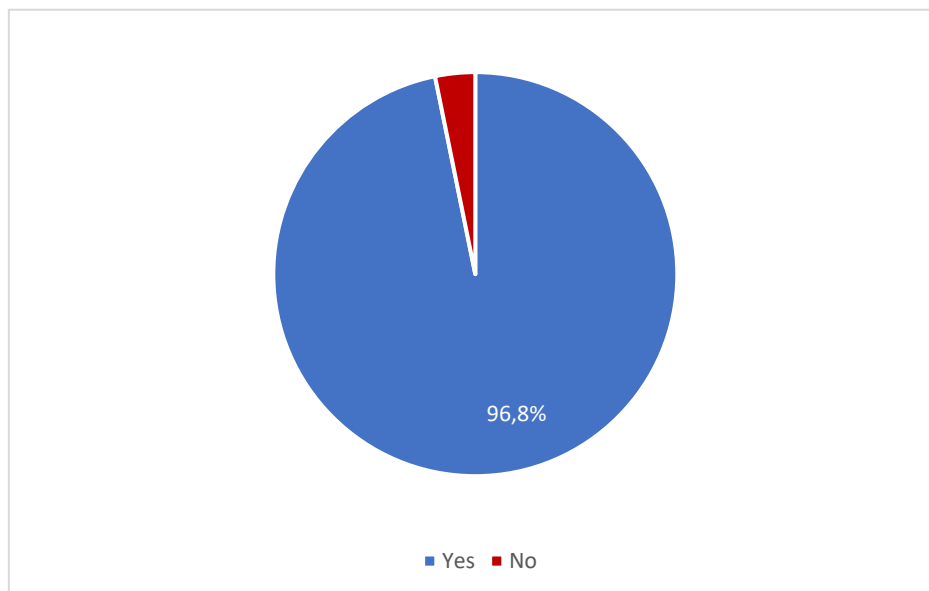
**Figure 1.** Subjective assessment of health by students.

Questions related to physical activity and lifestyle before the pandemic began with inquiries about the use of activity tracking applications. Out of the 217 students surveyed, only 35.9% utilized such technological solutions before the pandemic. Men were more likely to use these applications (61.7%) compared to women (38.3%). It can be concluded that these applications had moderate interest among the student population (Figure 2).



**Figure 2.** Usage of fitness tracking apps.

After the partial lifting of restrictions, among the group of 217 students, 96.8% of respondents declared using technological solutions such as activity tracking applications. Men were more likely to use these applications, with 100%, compared to women at 83.3% (Figure 3).

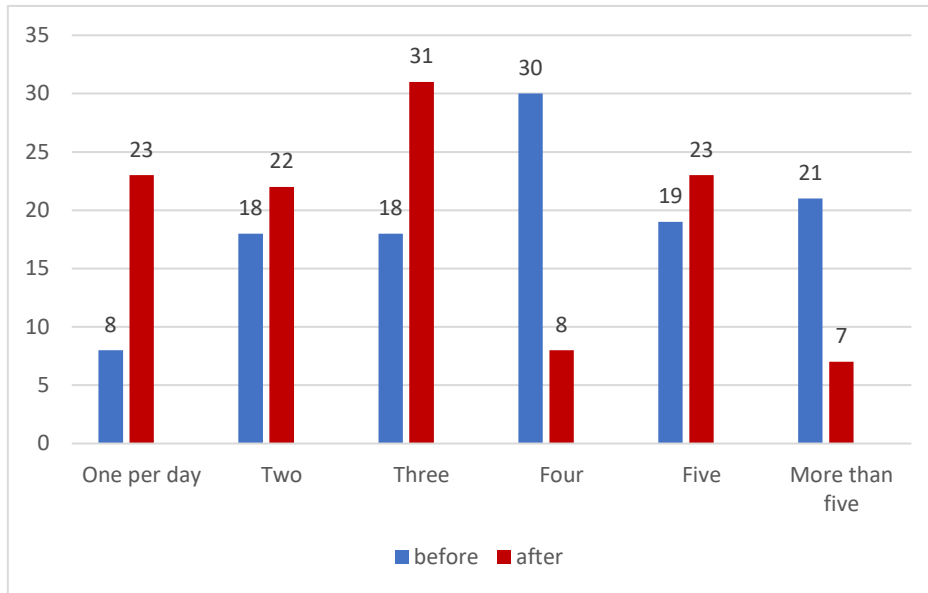


**Figure 3.** Usage of fitness tracking apps after partial lifting of restrictions.

Before the pandemic, individuals aged 19-21 (49% of respondents) were more likely to use the applications than those aged 24-25 (8% of respondents). After the partial lifting of restrictions, 100% of individuals aged 23 reported not using the applications. It can be concluded that post-pandemic, these solutions were used much more frequently among students than before the pandemic.

Before the pandemic, students consumed either 5 meals (20.7%) or 4 meals (20.7%) a day. More than five meals were consumed by 16.1% of respondents. Only 14.7% had meals

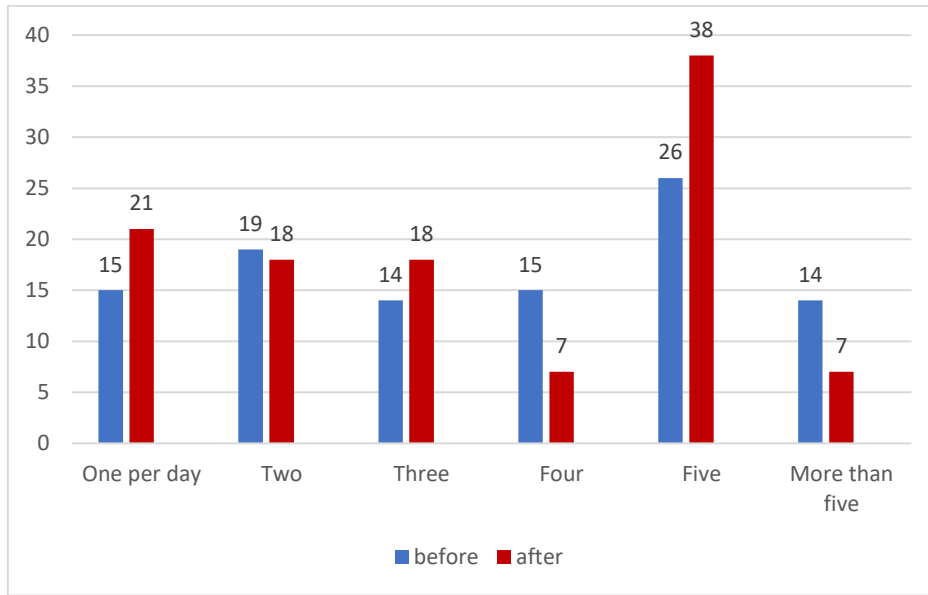
three times a day, 17.1% twice a day, and 10.6% once a day. The majority of women attached more importance to eating a greater number of meals. Before the pandemic, in the group of people eating from 4 to above 5 meals a day, women constituted 64.7%. Men most commonly had one or three meals a day, accounting for 56.7% of respondents, respectively (Figure 4).



**Figure 4.** Number of meals consumed by female students.

As evident from the above data, the number of meals consumed by female respondents has undergone changes. Before the pandemic, there was a prevalence of individuals consuming 4 meals a day, as well as those consuming 5 or more than 5 meals a day. However, after the partial lifting of restrictions, a significantly higher number of individuals declared consuming 1, 2, or 3 meals a day, while fewer reported consuming 4 or more than 5 meals.

In the group of individuals consuming four meals a day before the pandemic, those aged 22 (31%) and 20 (27%) predominated. As much as 29% of 23-year-old students declared consuming 5 meals a day. Individuals aged 19 consumed two meals a day (100%). After the partial lifting of restrictions, the number of individuals aged 25 (32% from 18%) and 24 (19% from 15%) consuming three meals a day increased (Figure 5).



**Figure 5.** The number of meals consumed by male students.

For the respondents, the changes in the number of meals consumed daily were not as significant. The number of individuals consuming from one to three meals a day remained at a similar level. After the partial lifting of restrictions, the number of respondents consuming 4 meals a day and more than 5 meals a day decreased by over half. However, there was an increase in the number of respondents consuming 5 meals a day (from 12% to 18%).

Before the pandemic, more than half of the students (52.1%) did not pay attention to the calorie content of meals. A significant portion (47.9%) of respondents attached importance to this, with women predominating in this group (64%).

The most frequently consumed products before the pandemic included fast food (17.5%), raw vegetables (24%), hot dogs (25.8%), rice (23%), cream (19.4%), butter (30%), oil (24%), deli products (23.5%). Rarely found in their diet were products such as nuts (4.6%), olive oil (2.8%), coconut oil (0.5%), lard (0.9%), peanut butter (1.8%), margarine (1.8%), processed cheese (3.7%), yellow cheese (7.4%), natural yogurts and kefir (4.6%), fruit yogurts (3.7%), curd (6%), legumes (1.4%), wheat products (3.2%), oat flakes and grains (4.1%), canned goods (0.9%), red meat (6%), seafood (1.4%), fish (4.1%), cooked vegetables (7.4%), sweets (7.4%). Occasionally consumed were milk (10.1%), eggs (9.7%), potatoes (12%), cold cuts (8.3%), lean meat (11.1%), fruits (11.1%). Students preferred carbonated drinks (32.7%), 100% fruit juices (25.3%), and coffee (24.4%) in their diet. Relatively rarely chosen were mineral water (10.1%), tea (9.2%), and fruit juices (6%). The least consumed were isotonic drinks (2.3%) and energy drinks (3.2%).

After the partial lifting of restrictions, more than half of the students (51.2%) still did not pay attention to the caloric content of their meals. Only 48.8% of respondents considered it, with a majority being women (63.8%).

The most commonly consumed products before the pandemic by students included fast food (27.2%), sausages (25.8%), salty snacks (18.9%), powdered products (19.8%), wheat products (20.7%), cold cuts (25.8%), red meat (24.9%), oil (14%), convenience products (12.9%), margarine (16.6%), and oats (19.8%). These results clearly indicate changes in the types of consumed products towards those with increased caloric content.

Less frequently included in their diet were products such as nuts (5.5%), olive oil (3.2%), coconut oil (0.9%), lard (0.9%), peanut butter (1.4%), processed cheese (2.3%), yellow cheese (7.4%), natural yogurts and kefir (4.1%), fruit yogurts (4.1%), curd (6%), sour cream (3.2%), eggs (10.6%), legumes (3.2%), cereals (5.5%), canned goods (2.3%), sausages

(4.1%), seafood (1.8%), fish (5.1%), cooked vegetables (7.8%), raw vegetables (6%), and sweets (7.8%). In terms of beverages, students preferred carbonated drinks (14.3%)—despite a decrease compared to the pre-pandemic period—100% fruit juices (25.3%), coffee (22.6%), and tea (25.8%)—showing an increase in tea consumption compared to the pre-pandemic period. They rarely opted for mineral water (10.1%), isotonic drinks (2.8%), and energy drinks (3.2%).

In relation to the period before the pandemic, among 19-year-old students, the consumption of processed and fast food products was negligible. The pandemic caused the largest increase in the consumption of processed and fast food products, as well as proteins. Beverage and carbohydrate consumption decreased. In the group of twenty-year-olds, changes in the structure of consumed meals were as follows: a decrease in the consumption of carbohydrates and processed and fast food products, while the consumption of proteins, fats, and beverages increased. For 21-year-old students, the most significant changes were observed in the consumption of fats and beverages, where they reported an increase in the consumption of these products after the partial lifting of restrictions. However, the consumption of proteins, processed and fast food products decreased compared to the period before the pandemic.

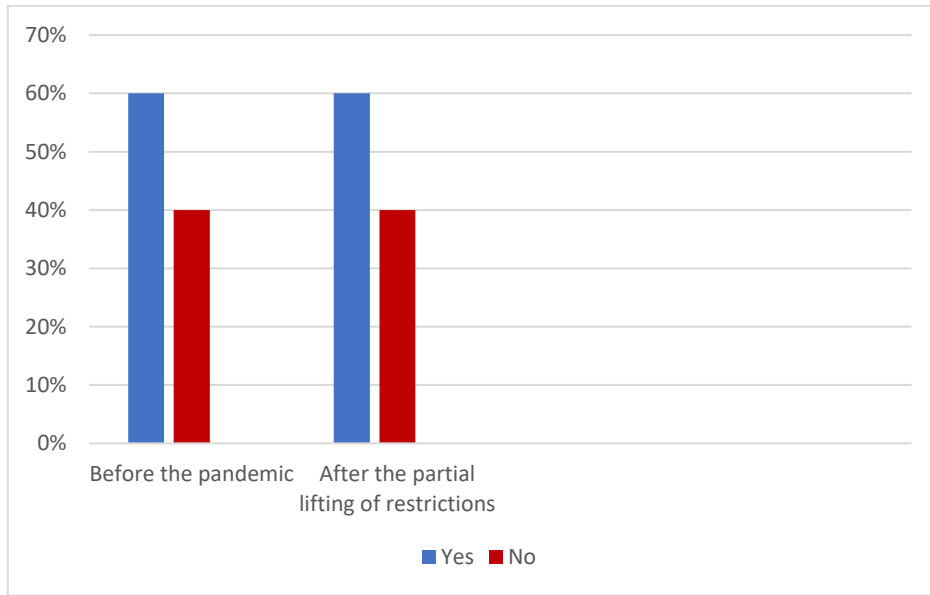
Students at the age of 22 stated that they consumed highly processed products and fast food much more often than before the pandemic. However, the consumption of carbohydrates and proteins decreased. Students at the age of 23 mentioned that as a result of the pandemic, they started consuming more protein-containing products and fats. Additionally, they increased their intake of beverages. They significantly reduced carbohydrates and processed products, including fast food.

For this group of respondents, changes were minimal and mainly related to an increase in beverage consumption after the partial lifting of restrictions. In the 25-year-old age group, the pandemic led to changes in the consumption of fats, carbohydrates, and processed/fast food products, with a slight increase observed. Individuals in this age group also reported an increased intake of beverages in their daily diet after the partial lifting of restrictions.

Before the pandemic, more than half of the students engaged in physical activity (60.4%), with women dominating this group (64.5%). As much as 36.6% of students did not engage in physical activity, including 54.37% of men. Physical activity was most commonly undertaken once a week (30.9%), with men being the majority in this group (91.3%), or seven times a week (26.3%—this response was chosen by 56% of women and 44% of men).

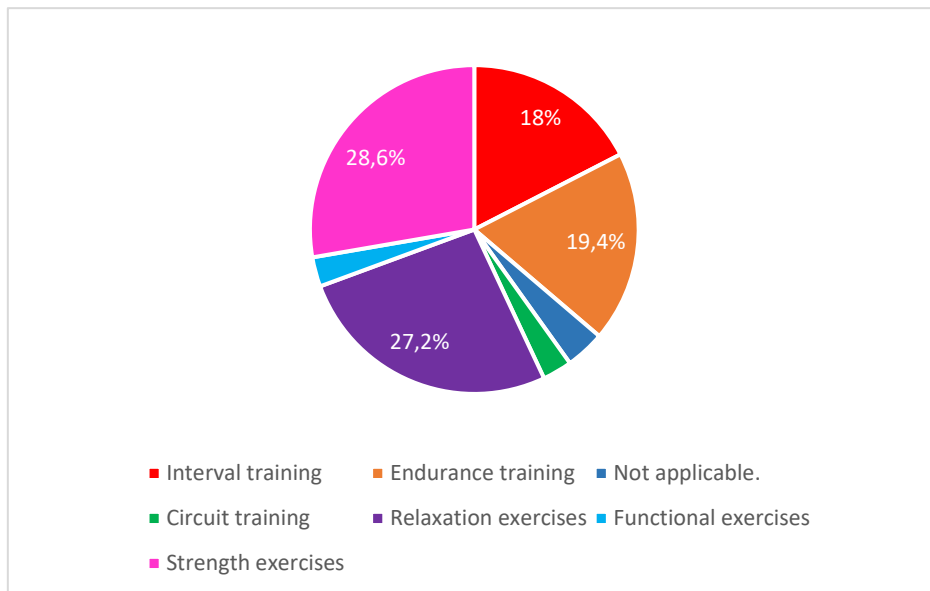
For women, the dominant forms of activity were fitness exercises (78.6%) and aerobic exercises (65.3%). Men more frequently chose strength training (72.3%) and strength-endurance exercises (95.1%) (Figure 6).





**Figure 6.** Engaging in physical activity by respondents.

After the partial lifting of restrictions, over half of the students engaged in physical activity (59.9%), with women dominating in this group (63.5%). A significant 40.1% of students did not participate in physical activities, including 59.7% of men. There is a noticeable increase in the number of individuals declaring a lack of physical activity during this period. Prior to the pandemic, among the entire group of students, strength training was the most popular (28.6%), followed by relaxation exercises (27.2%), endurance training (19.4%), and interval training (18%) (Figure 7).

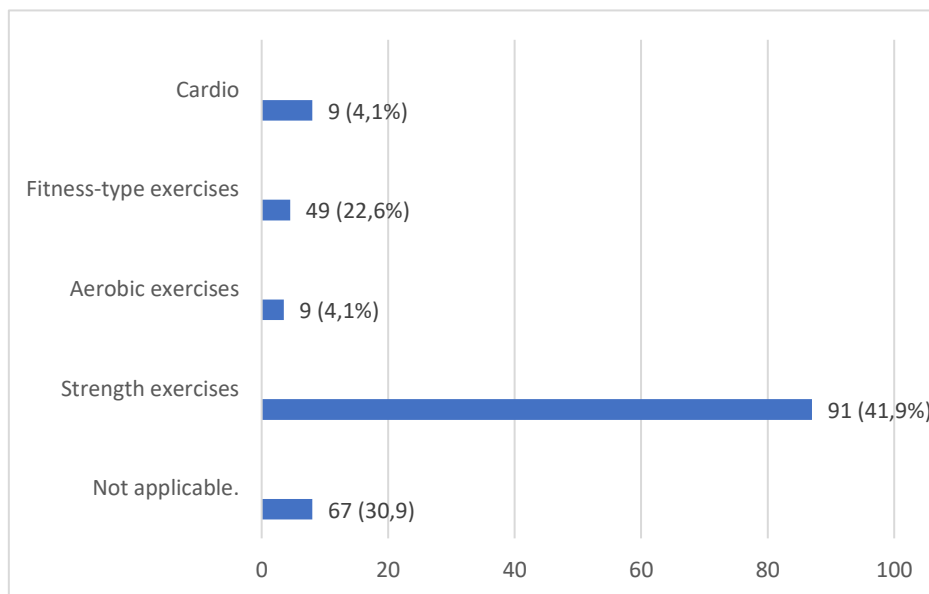


**Figure 7.** Types of training undertaken by respondents before the pandemic.

The prevailing exercises after the partial easing of restrictions were fitness activities (40.6%), aerobic exercises (24.4%), and strength training (32.7%). The most commonly chosen exercises before the pandemic included fitness classes (44%), dance (17%), weightlifting (17%), running (33%), team sports (68%), table tennis (27%), swimming (47%), and cycling (53%). Students engaged in these activities 2-3 times a week for 30 to 60 minutes.

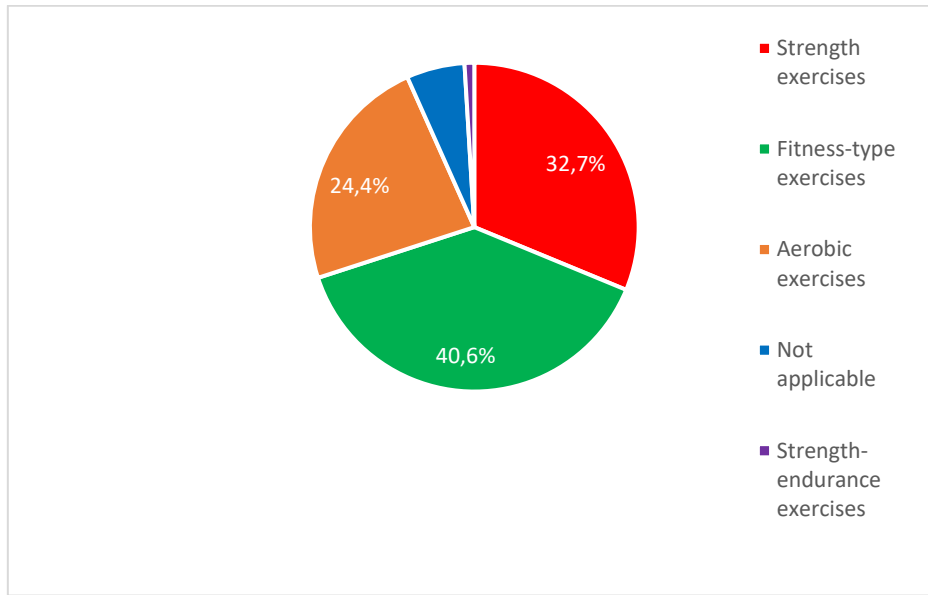
The least commonly used forms of exercise, as reported by the respondents, were home workouts (39%), walking (30%), CrossFit (16%), rollerblading (44%), table tennis (10%), and badminton (19%). Most respondents allocated 30 minutes daily for these activities. The impact of physical activity in on-campus sessions before the pandemic had a motivating effect on 49.8% of respondents, with 81.3% of men being influenced to engage in physical activity outside the university setting.

Respondents most frequently engaged in physical activity five times a week (19.4%, with men constituting 71.3% in this group) or seven times a week (23.5%, chosen by 58.2% of women). After the partial easing of restrictions, the dominant forms of activity for women were fitness exercises (79.2%) and aerobic exercises (67.4%), while men more frequently opted for strength training (71.8%) and strength-endurance exercises (94.6%). Across the entire group of students, the most popular activities were strength training (22.6%), aerobic exercises (41.9%), and fitness (30.9%) (Figure 8).



**Figure 8.** Dominant forms of activity after partial lifting of restrictions.

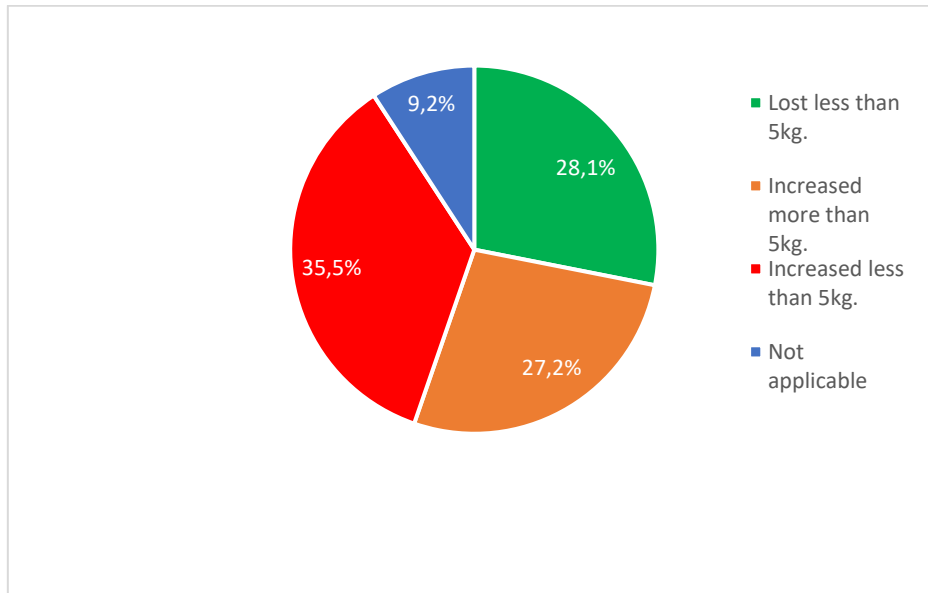
However, endurance exercises prevailed (29.5%), followed by interval training (28.6%) and strength training (26.8%). A noticeable shift is evident compared to the pre-pandemic period when students favored strength training (28.6%), relaxation exercises (27.2%), endurance training (19.4%), and interval training (18%) (Figure 9).



**Figure 9.** Most frequently performed exercises and workouts after the lifting of restrictions.

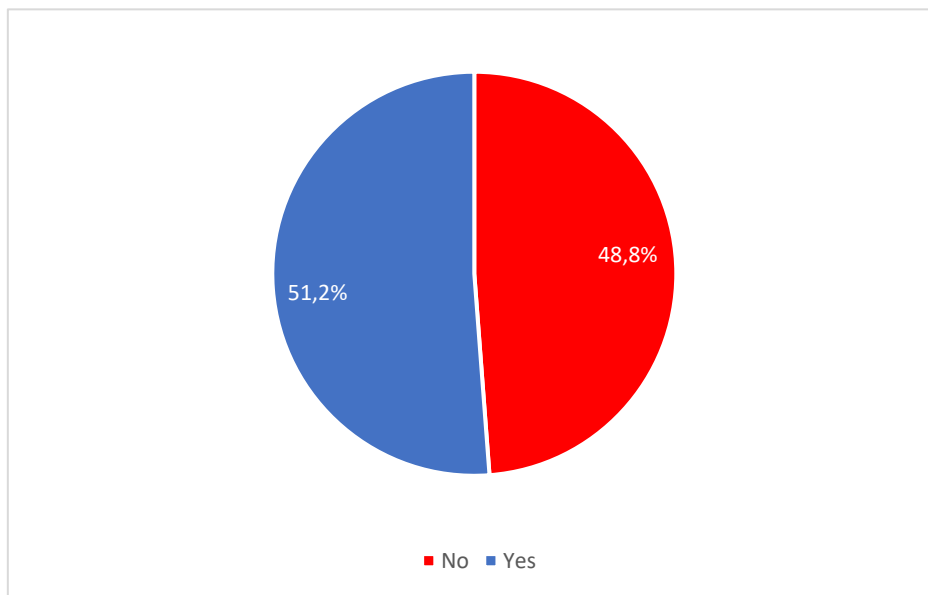
The most frequently chosen exercises post-pandemic included fitness classes (63%, an increase compared to the pre-pandemic period), running (72%, an increase from the pre-pandemic period), table tennis (54%, an increase from the pre-pandemic period), swimming (68%), cycling (44%), and home workouts (46%). Students engaged in these activities three to four times a week for 30 to 60 minutes.

The least commonly used forms of exercise, as reported by the respondents, were rollerblading (94%), team sports (86%), CrossFit (16%), roller skating (44%), table tennis (46%), and badminton (47%). Participants allocated 30 minutes daily for these activities, and engagement in this regard occurred less than twice a week or not at all. Clear changes are visible compared to the pre-pandemic period, where team sports were significantly more popular among students. A change in body weight for 35.5% of students was less than 5 kg. Meanwhile, 28.1% of students reported a decrease in body weight of less than 5 kg. On the other hand, 27.2% of students observed an increase in body weight of more than 5 kg (Figure 10).



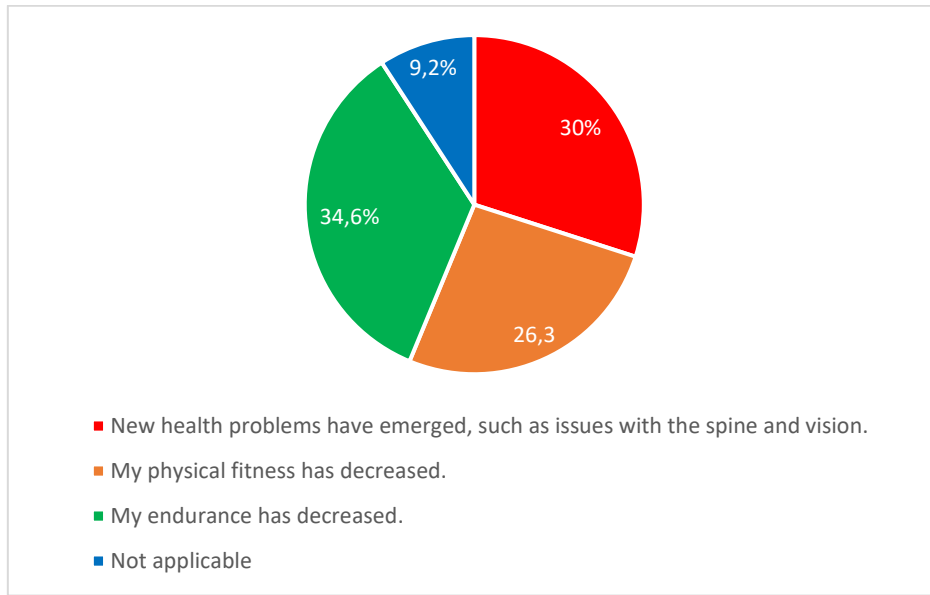
**Figure 10.** Change in body weight.

According to 48.8% of students, the pandemic period and reduced opportunities for physical activity did not impact their health. On the other hand, 51.2% of students believe that the pandemic has affected their health (Figure 11).



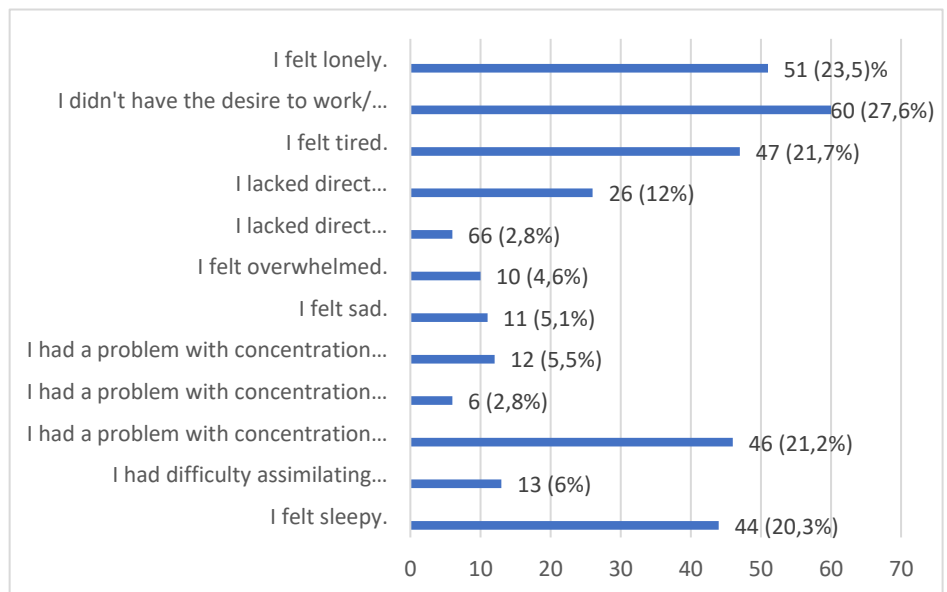
**Figure 11.** Impact of the pandemic on health.

Within the group, 30% of students experienced issues with their spine and eyesight. In the case of 26.3%, there was a decrease in physical fitness. Additionally, 34.6% of students noticed a reduction in their overall endurance (Figure 12).



**Figure 12.** Health problems of students.

According to 55.8% of respondents, remote classes conducted at the university had an impact on their mental well-being. These individuals experienced a high degree of feelings of depression and loneliness (18%) and reported feeling mildly overwhelmed (26.6%). Additionally, 26.3% of students stated that they did not feel any difference in this regard, and 27.2% did not pay attention to their mental well-being. The main consequences of poor mental well-being during remote classes included a lack of motivation to work (27.6%), fatigue (21.7%), and a sense of isolation (23%). In 12% of cases, students missed direct contact with lecturers. Furthermore, students noticed issues with concentration (21.2%) and material assimilation (20.3%) (Figure 13).



**Figure 13.** Student well-being.

## Discussion

In the surveyed group, 44.2% maintained or increased their previous level of physical activity, while only 23.7% reported a decrease. A significant correlation was observed between the frequency of physical activity and well-being. Those who exercised both before the pandemic and during the lockdown restrictions experienced an improvement in mood. In contrast, individuals who started or increased physical activity during the pandemic showed positive effects (3).

In 2020, research was conducted on the lifestyle and physical activity of California university students during the pandemic. Among nearly 2000 surveyed students, over 81% did not follow a proper diet during the pandemic and remote education, and more than half of them (55.2%) significantly reduced their physical activity. The results of the study indicated a considerable impact of COVID-19-related restrictions on the lifestyle and physical activity of students. Additionally, it was observed that women engaged in physical activity more frequently than men (4).

On the other hand, the ECLB-COVID19 study revealed that the home isolation during COVID-19 had a negative impact on all levels of physical activity, leading to an increase in daily sitting time by over 28%. Furthermore, the isolation influenced the intensification or manifestation of negative eating habits, such as uncontrolled eating, snacking between meals, and an increased number of main meals. However, there was a positive aspect as well, as the isolation led to a reduction in alcohol consumption. During the pandemic and associated restrictions, there was a decrease in all levels of physical activity among respondents. Restrictions reduced the number of days and hours of physical activity, and they also adversely affected access to gyms and fitness classes. Despite an increased availability of counseling on the importance of physical activity and various online workouts on social media, the majority of respondents were unable to maintain their physical activity at pre-pandemic levels. Survey results indicate that individuals struggled to uphold their physical activity habits during home isolation. One of the conclusions and recommendations from the conducted research highlighted the need for interventions to support an active and healthy lifestyle during closure (AHCL), utilizing solutions such as home workout games and fitness apps (5). Similar changes were noticed by students majoring in tourism and recreation at the University of Pedagogy in Krakow. The lack of access to sports facilities resulted in more people starting to exercise regularly at home (an increase of 12%) or at publicly accessible outdoor gyms (an increase of 17%). Those who exercised regularly once a week for the most part did not change their habits. Only in the case of swimming, martial arts, and gym workouts was a slight decrease in activity noted, which is, of course, attributed to the lack of access to organized activities in clubs or swimming pools. The number of respondents engaging in weekly recreational activities at home decreased by 10% (12).

Cross-sectional data collected within 2 weeks from the start of the lockdown in Germany indicated that as many as 31% of Germans reduced their leisure-time physical activity during the pandemic. The number of steps recorded by them through phone applications decreased by 6% within 10 days and by 27% within 30 days. It is a fact that students often have to share a room with other family members or use spaces not intended for work, which adds additional psychological burden, hinders concentration, and disrupts fulfilling duties. Insufficient physical activity, lack of motivation for physical activity, and, above all, the lack of a habit of active relaxation further intensify the frustration and poor well-being of students (13).

In the context of the conducted research, it can be concluded that the pandemic and its associated restrictions have led to a deterioration in the quality of life of the respondents. Although they did not declare significant changes, detailed questions allowed for formulating conclusions confirming this hypothesis. A moderate impact of gender on the quality and lifestyle of the respondents was observed both before the pandemic and

during the partial lifting of restrictions. In the same context, one should consider the impact of the pandemic on the quality and lifestyle of the respondents. It cannot be unequivocally stated whether it is inversely proportional to age, meaning it is higher the younger the age of the respondents.

### Conclusions

The pandemic has triggered negative changes in the habits and lifestyles of the surveyed individuals. It resulted in adverse alterations in the dietary patterns, leading to weight gain and BMI changes in over half of the examined students, including both females and males. Considering the obtained results, it is advisable to reduce the consumption of fast food, processed products, and red meat, and instead, prioritize vegetables, fruits, fish, while limiting the intake of stimulants such as coffee, tea, alcohol, and energy drinks. Additionally, an increase in mineral water consumption is recommended.

The pandemic has also influenced a shift in the structure of physical activities, training, and exercises. Students have abandoned some types of workouts or replaced them with those requiring less effort and involvement. Actions should be taken to encourage students to engage in more frequent physical activity, with a particular emphasis on aerobic and endurance exercises. The body weight of the respondents increased during the enforcement of restrictions for over half of them. Educational or preventive measures targeting students regarding maintaining a healthy body weight should be implemented.

The introduced restrictions and the shift to remote learning have resulted in a decrease in mood, worsened well-being, and difficulties in concentration and material assimilation among the respondents. Future considerations should involve limiting remote forms of teaching or conducting them in a more engaging manner to encourage students to participate actively.

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**Data Availability:** The data presented in this study are available upon request from the corresponding author.

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