

DIETITIAN KNOWLEDGE AND ATTITUDE
RELATION TO DIETARY INTAKE OF COLLEGE
STUDENTS AT CAVITE STATE UNIVERSITY
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NUTRITIONAL KNOWLEDGE AND ATTITUDES IN RELATION
TO DIETARY INTAKE OF COLLEGE STUDENTS AT
MOUNTAIN STATE AGRICULTURAL COLLEGE

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ABSTRACT

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Major Professor: Dr. Luz U. Oñate

This study attempted to determine the dietary adequacy of MSAC students who took Nutrition Education in the college and the factors that underlie this.

Findings of the study showed that many respondents were 21 years old (31%). Almost all of them were single. Most of them were of normal weight (62%) but there were more overweight (27%) than underweight (11%). Their ratings in Nutrition Education ranged from 1.5 (very good) to 3.5 (conditional). Majority stayed in boarding houses and cooked their own meals.

The mean score of respondents on the nutrition knowledge test was 22.17 out of 40. Sixty-four percent of respondents got scores below the mean. Large concentration of respondents fell under medium knowledge category (53%). Ninety-eight percent of respondents possessed

favorable attitude. Regarding food beliefs 85% of them had favorable food beliefs.

There was a homogeneity of mixture among the respondents as reflected by the standard deviation analysis of nutrition knowledge (SD = 5.36); nutrition attitude (SD = 5.81); and food beliefs (SD = 5.82), respectively.

Examination of the nutrient intake of the respondents: niacin, calcium and protein exceeded RDA. Vitamin C was the least adequate met nutrient. Among the food groups, most of the body-building foods met more than 100% adequacy as compared to RDA. Cereal and cereal products group was sufficiently met (99.5%). Other fruits and vegetables group exceeded intake as compared RDA. Vitamin C-rich foods were the most inadequately met.

Significant relationship was found between nutrition knowledge and attitude and diet rating and nutrition knowledge. However, no relationship was found between nutrition attitude and diet rating and food beliefs and diet rating of respondents.

Among the variables tested, nutrition knowledge, allowance for food and recency of training were the only factors found to influence diet rating of students.

Only 45.45% of the total error on diet rating had been explained by the variables tested. The remaining 54.55% remained unexplained.

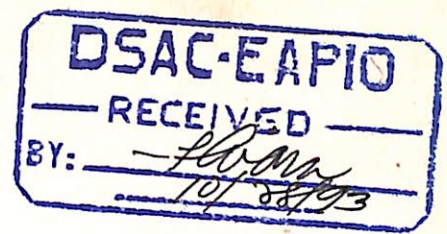


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CHAPTER I

INTRODUCTION

The improvement of the nutritional status of a population requires various types of intervention and among these, nutrition education is assumed to play a major role. Alan Berg (1973) defined nutrition education as the process of acquainting people with the value of resources already available to them and persuading them to change existing practices. WHO (1979) defined it as a planned effort to improve nutritional status by promoting modifications in behavior. The object of nutrition education is to change dietary behavior, and persuasion into changes behavior requires three stages - knowledge, attitude and behavior (Yudkin, 1964).

In the Philippines, the drive to fight malnutrition is evident. One of the strategies being used now to spread the gospel of Nutrition is through formal education in schools. Aside from having a captive clientele, students are assumed to be effective channels to bring nutritional change in their own families. With the multiplier effect, more individuals are expected to be reached in a shorter time. Having in mind that these students will become the