

**NUTRITIONAL STATUS, FOOD HABITS, ATTITUDE
AND THEIR IMPACT ON ACADEMIC PERFORMANCE
OF GRADE V PUPILS IN SELECTED SCHOOLS
IN THE DISTRICT OF TAGAYTAY CITY**

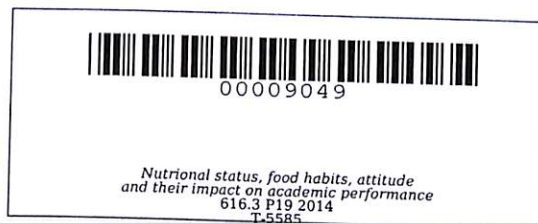
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April 2014

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Master's Thesis
Submitted to the Faculty
of the Graduate School
Cavite State University
Indang, Cavite

In partial fulfillment
of the requirements for the degree
Master of Arts in Education



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April 2014

ABSTRACT

PANGANIBAN, LOVELA M. Nutritional Status, Food Habits, Attitude and their Impact on Academic Performance of Grade V Pupils in Selected Schools in the District of Tagaytay City. Graduate Thesis. Master of Arts in Education. Cavite State University, Indang, Cavite. April 2014. Adviser: Dr. Ma. Agnes P. Nuestro.

A total of 214 Grade V pupils from 5 schools at the district of Tagaytay City composed the respondents of this study.

The study was conducted to determine the impact of nutritional status, food habits and attitude of the Grade V pupils in Tagaytay City. Specifically, it aimed to (1) describe the respondents' personal characteristics in terms of sex, birth order, parents' educational attainment, and occupation; (2) describe the nutritional status of respondents in terms of body mass index (BMI); (3) describe the respondents' food habits; (4) describe the attitude of the respondents towards their parents, teachers, classmates/friends, and schooling; (5) describe the academic performance of the respondents in terms of their general average grade in all learning areas for the first grading period; (6) determine if there is a significant difference on the academic performance of Grade V pupils when grouped according to their personal characteristics; (7) determine if there is a significant difference on the academic performance of Grade V pupils when grouped according to their nutritional status; (8) determine if there is a significant difference on the academic performance of Grade V pupils when grouped according to their food habits; and (9) determine if there is a significant difference on the academic performance of Grade V pupils when grouped according to their attitude.

The instrument used in this study was patterned after the questionnaires of M. L. Davidson and V. T. Khmelkov in the CEEA Student Survey (2010). Content validation

was done to determine the validity of the instrument. The modified instrument was validated statistically using Cronbach Alpha Coefficient. Pre and post tests using the modified instrument were done to test its reliability. Fifteen Grade V pupils from the district of Tagaytay City were the respondents during the pre and post tests.

The study showed that majority of the respondents were female, middle child, with normal nutritional status and food habits. Majority of their parents were high school graduate, majority of their fathers were non professional while majority of their mothers were not working. The attitude of the respondents towards their parents, teachers and classmates/friends is high, whereas attitude towards schooling is very high. A high attitude of the respondents was obtained based on results of the study. The academic performance of the respondents was good with a grade point average of 80.14.

Results revealed that the respondents' academic performance differs when grouped according to sex and birth order. However, parents' educational attainment and occupation does not affect the respondents' academic performance. The academic performance of Grade V pupils when grouped according to their nutritional status differ. The respondents' academic performance when grouped according to their food habit does not differ. The academic performance of Grade V pupils when grouped according to their nutritional status differ. The respondents' academic performance when grouped according to their food habit does not differ. Finally, the academic performance of the respondents when grouped according to their attitude towards their parents, teachers, classmates/friends and schooling does not differ.

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A master's thesis submitted to the faculty of the Graduate School, Cavite State University, Indang, Cavite in partial fulfillment of the requirements for the degree Master of Arts in Education. Prepared under the supervision of Dr. Ma. Agnes P. Nuestro.

INTRODUCTION

Every child has the right to education. Education is a basic need for children to learn, develop and grow as a better and productive individual in the society. It is a complicated process, wherein students, parents, teachers, school administrators, and educational policy makers are involved. Each part of the process has its unique contribution to the outcome, that is, student academic achievement. At school, students learn from and interact with teachers and peers while after school, students spend most of their time with their family. Therefore, personal characteristics along with parents and family's characteristics are closely connected with students' attitude towards school.

At home, children interact with parents, siblings, relatives, and neighbors. Once in a school setting, they need to interact, relate and socialize with other students and people within the community. Children's social skills are important for early school success and later adjustment. Research has documented that children without adequate social skills