

**DIETARY HABITS, NUTRITIONAL STATUS AND
ACADEMIC PERFORMANCE OF THIRD-YEAR
PARAMEDICAL STUDENTS**

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**DIETARY HABITS, NUTRITIONAL STATUS AND
ACADEMIC PERFORMANCE OF THIRD-YEAR
PARAMEDICAL STUDENTS**

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**Presented to the Faculty of the College of Nursing,
Midwifery, and Radiologic Technology
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**In Partial Fulfillment of the
Requirement for the Degree
Bachelor of Science in Nursing**

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June 2023

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DECLARATION PAGE

We hereby declare that this research output is our original work and has been written by us in its entirety. We have duly acknowledged all the sources of information that have been used in this output.

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In partial fulfillment of the requirements for the degree of Bachelor of Science in Nursing, this thesis entitled **“Dietary Habits, Nutritional Status and Academic Performance of Third-Year Paramedical Students,”** has been examined and is recommended for acceptance and approval.

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ABSTRACT

Students benefit from having healthy dietary habits and strong nutritional status since it promotes growth and development, improves overall cognitive performance, and provides a well-balanced healthy living. The study examined the impact of food habits and nutritional status on paramedical students' academic performance. The study used a quantitative technique with a descriptive correlational design and was done at a university in the Philippines. Purposive and stratified random sampling were used to choose one hundred forty-seven (147) paramedic students. The study utilized a modified researcher-made questionnaire as means to acquire data and information from respondents. The data was analyzed using Mean and Standard Deviation, Frequency and Percentage, and Pearson's R Correlation Coefficient. The study yielded the results of having most students being categorized within the normal weight range, but there were still significant portions of students that were classified as underweight and overweight. A considerable proportion of third-year paramedical students demonstrated commendable academic performance. In addition, the study also rendered a result of having a significant positive relationship between dietary habits and academic performance, whereas there was no significant relationship between the students' BMI and academic performance. It is recommended for students to pay more attention to improving dietary choices and maintaining healthy, well-balanced eating habits to help them improve and provide satisfactory academic performance.

Keywords: academic performance, *dietary habits*, *nutritional status*, *paramedical student*

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The Researchers

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Chapter 1

INTRODUCTION

Rationale of the Study

Proper nutrition is crucial for optimal physical and cognitive functioning because it refers to the process of providing the body with the necessary nutrients to sustain life and promote growth and development (Green & Shallal, 2020). On the other hand, healthy dietary habits and good nutritional status are vital components for healthy cognitive and physiologic development throughout the lifespan of an individual (Asmare, 2018). In connection to that, various factors that establish the human beings' dietary habits are cultural and social influences, personal preferences, and nutritional knowledge (Sack et al., 2017). These habits, in turn, influence individuals' nutritional status, which refers to the overall intake of nutrients and the state of balance or imbalance in the body (Gibson, 2019). Understanding the general patterns of dietary habits and their impact on nutritional status is essential for promoting healthy eating practices.

Students may be particularly vulnerable to suboptimal dietary habits and poor nutritional status due to various factors. The transition to university or college life often brings changes in dietary patterns, with increased reliance on convenience foods, irregular eating habits, and limited access to nutritious meals (Moilanen, Autio, Tolvanen, Sevón, & Rönkä, 2020). Additionally, academic stress, time constraints, and limited knowledge about proper nutrition may contribute to unhealthy dietary choices among students (Peltzer, Pengpid, Sodi, & Toloza, 2021). Understanding students' food patterns and nutritional health is critical for establishing focused treatments that focus on the impact of nutrition on their academic performance.

Academic performance encompasses various measures of achievement, including grades, test scores, and extracurricular activities. Emerging research suggests that dietary patterns and nutritional status can influence students' cognitive abilities, attention span, and information processing (Burrows et al., 2017; Haapala et al., 2017).

Furthermore, there are studies that encompass the relationship between dietary habits, nutritional status, and academic performance in paramedical students. A study by Al-Shookri, Al-Shukaili, Hassan, Al-Abri, and Al-Mawali (2017) investigated the eating habits and nutritional status of Omani healthcare students and discovered that a large proportion of the kids had poor eating habits and were at danger of malnutrition, which could have an impact on their academic performance. Another study, conducted by Bani-Issa, Elayyan, and Hamadneh (2019), determined the correlation between dietary habits and academic performance in Jordanian paramedical students and found that students with better dietary habits, including a higher intake of fruits and vegetables, had higher academic achievement scores. Finally, Eslami et al. (2018) investigated the link between nutritional status and academic performance among Iranian nursing students. The study employed BMI and dietary consumption to determine nutritional status and discovered that kids with better nutritional condition performed better academically after controlling for variables like age and gender. These studies suggest that there is a correlation between dietary habits, nutritional status, and academic performance in paramedical students. However, further study is necessary to validate findings and investigate the potential significant data underlying this relationship.

Paramedical students, being future healthcare professionals, need to maintain a high level of physical and mental fitness to excel in their studies and future careers.

Therefore, it is imperative to investigate the dietary habits, nutritional status, and its possible impact on academic performance among third-year paramedical students, specifically nursing and medical technology students. Third-year nursing and paramedical students were specified because many professionals who graduated from these courses have said that this year is the most complex and challenging part of their college life. Despite the growing concern over unhealthy dietary habits, limited research has specifically focused on the dietary habits, nutritional status, and academic performance of paramedical students. Paramedical students must possess adequate nutrition knowledge and practice healthy eating habits to ensure their well-being and effectively educate and guide patients. In addition, this study has utilized a conceptual research gap. The researchers were able to retort this gap and impart to the existing system of knowledge. By progressing from the general aspects of dietary habits and nutritional status to the specific focus on academic performance, this research has provided insights that can inform interventions and strategies to enhance students' dietary habits, improve nutritional status, and support their academic success.

This study determined the significance of third-year paramedical students' dietary habits and nutritional status on their academic performance. This study is beneficial to parents since it helps determine if the nutritional status and dietary habits of their children can impact their academic performance and teach their children to improve and maintain their dietary habits and nutritional status. Second are the clinical instructors, as this study determined if the nutritional status and dietary habits of their students can impact their academic performance and determine ways to improve their academic performance. Third are the students; this study helped determine if the nutritional status and dietary

habits of the students can impact their academic performance. Fourth is the university since this study can help the school determine whether the schedule for classes and food served in the university canteen has a significant impact on the student's academic performance. Lastly, for future researchers, this study is beneficial to use as a basis and comparison for their study.

Theoretical Framework

Dorothea Orem's (1950) theory of self-care deficiency and Nola Pender's (1982) health promotion model serve as the foundations for this study. These theories offer a comprehensive framework for understanding and improving the food habits, nutritional condition, and academic performance of third-year paramedical students. This study used Orem's theory of self-care deficit as well as Pender's health promotion model to gain a thorough understanding of the elements that influence third-year paramedical students' food habits, nutritional status, and academic performance.

Orem's theory of self-care deficit contends that individuals have the potential and obligation to engage in self-care activities in order to maintain their health and well-being. The idea of self-care deficiency identifies which aspects of individual care should be prioritized and stresses how a person maintains autonomy while executing self-care duties. Orem's approach stresses identifying the source of health deficits, developing acceptable tools to remedy the shortfalls, implementing planned appropriate self-care practices in daily life, and becoming acclimated to doing self-care duties that lead to independence (Bowerman, 2023). As such, it aids in the verification and measurement of students' food habits by demonstrating their ability to accomplish and deliver self-sustaining tasks, recognize and repair deficits, and foster independence in

determining their nutritional status.

The notion of self-care deficiencies is divided into three parts: self-care prerequisites, self-care agency, and self-care deficiency. To begin, self-care requisites, also known as therapeutic self-care demand, are the behaviors that a person starts and executes on their behalf in order to preserve their life, health, and wellbeing. A study by Vella-Zarb et al. (2021) found that maintaining healthy dietary habits positively influences self-care behaviors among undergraduate students, including physical activity, sleep patterns, and stress management. This component helps with determining if the students have adequate nutritional intake through their diet by ascertaining that it includes essential nutrients if they can make and plan meals, where the source of their meals is, and choices of their meals. Gopalan et al. (2020) explored how eating habits affect college students' nutritional status and academic performance. They emphasized the need of adopting appropriate eating habits in order to maintain optimal nutritional status, which in turn improves academic performance. Given this, establishing the therapeutic self-care demand in terms of particular dietary behaviors required for third-year paramedical students can help to improve their general well-being and academic performance.

Second, self-care agency is a human capacity defined as "the ability to engage in self-care." It is influenced by age, developmental stage, life experience, sociocultural orientation, health, and available resources. Kabrita et al. (2020) investigated the link between self-care agencies and academic achievement in university students. They discovered that higher levels of self-care agency were connected with improved academic performance, implying that students who have more self-care agency are more likely to

engage in healthy behaviors, such as maintaining appropriate eating habits. This component assesses students' knowledge and understanding of nutrition, dietary standards, and the importance of eating a balanced diet in their capacity to engage in self-care behaviors. It also aids in judging students' time management abilities and resource availability by requiring adequate time for meal planning, preparation, and consumption, as well as access to kitchen facilities and financial resources. Finally, a self-care deficiency is an individual's incapacity to meet self-care needs (Petiprin, 2020). This aids in identifying how students' bad dietary habits, such as missing meals, relying on fast food, and consuming excessive caffeine or sugary items, influence their weight changes. Specifically, their score on the Body Mass Index (BMI) and cognitive ability to function well. This component helps with pointing out the factors that contribute to the nutritional status of the students and if there are nutritional deficiencies among the students, such as inadequate intake of essential nutrients, and whether they are experiencing or have experienced health consequences such as compromised immune function, decreased cognitive performance, and fatigue.

In addition to Orem's notion of self-care deficit, Nola Pender's health promotion model (1982) provides useful information about the factors that influence people's health habits. This paradigm stresses health promotion and sickness prevention by taking into account individual features, experiences, as well as behavior-specific cognitions and outcomes. It emphasizes the importance of self-efficacy, perceived rewards, and barriers, as well as interpersonal and situational factors influencing health-related behaviors.

Several factors influence people's food patterns in the context of Pender's health promotion model. These include self-efficacy beliefs, perceived benefits of healthy

eating, perceived challenges to sticking to a healthy diet, and interpersonal and situational influences.

Self-care among paramedical students is important in allowing them to study and perform designated tasks since their ability to perform may be compromised if the nutritional status of their body is not given priority or concern and if dietary habits are considered unhealthy. As such, determining deficits in the nutritional status and dietary habits of students early on can prevent problems associated with learning and promote attentiveness to their health, which can impact how students can understand and focus solely on learning their respective subjects. Using the health promotion paradigm in this study, it is expected that students with higher self-efficacy views in their abilities to adopt and maintain healthy dietary habits will have better nutritional status and academic performance. Moreover, perceived benefits of healthy eating, such as enhanced energy levels and cognitive functioning, may positively influence students' motivation to uphold good dietary habits. Conversely, perceived barriers like time constraints or limited access to healthy food options might hinder students' ability to maintain a healthy diet.

Conceptual Framework

For further understanding of the study, the researchers used references from other research and web articles that provide information that is closely related to the study. This guided the researchers by giving them some ideas and concepts to achieve their main objective. In this study, dietary habits refer to a person's eating preferences, such as the meals eaten per day and their particular eating habits. Eating preferences are the specific choices that a person makes regarding the types of foods they like to eat. On the other hand, meals eaten per day refers to how many meals a person typically consumes in a

day. For example, some people may have three square meals (breakfast, lunch, and dinner), while others might prefer smaller or more than three times per day. While eating habits relate to the specific behaviors a person follows when eating, it can include things like the times of day they prefer to eat and how they approach meal preparation. Dietary habits are an important part of general health and well-being, hence bad eating habits may have an impact on kids' academic performance. In contrast, poor academic performance may stress students out, encouraging them to adopt unhealthy food patterns as a means of overcoming their displeasure (Zaidi, Al Johani, Salam, Bani Mustafa, Almutairi, & Al Sheef, 2019). Dietary habits are essential for maintaining overall health and well-being; a balanced and healthy diet can provide the necessary nutrients to support physical and mental function.

On the other hand, meals eaten per day refer to the number of times an individual consumes food in a day. This can vary widely depending on cultural, social, and individual factors (Morris et al., 2015). The most common meal pattern is three meals per day (breakfast, lunch, and dinner) with occasional snacks in between. However, some people may eat more or less frequently than this, depending on their personal preferences, lifestyle, and dietary goals. Rampersaud, Pereira, Girard, et al. (2005) discovered that students who eat breakfast on a regular basis outperform their peers on cognitive tests, have greater attendance rates, and are less likely to be delinquent. Students who ate a healthy diet were more likely to have superior academic results, including higher grades and test scores (Taras & Potts-Datema, 2005). Similarly, Singh, Puri, and Eapan (2020) discovered that college students who ate a well-balanced diet and practiced appropriate eating habits, such as eating meals on a regular basis, performed better academically than

those who did not. In parallel, Burrows, Goldman, Olson, and Bryne (2017) found that a balanced diet rich in foods from all food groups can aid to improve cognitive function, memory, attention, and concentration, all of which are important components of scholastic achievement. It concluded that students' cognitive function and academic performance benefit from proper diet.

In contrast, while there is evidence that food habits can affect academic performance, other studies have shown no significant association. For example, a study conducted among college students in the United States found no significant association between dietary habits and academic performance indicators such as grade point average (GPA) and test scores. Nonetheless, it is generally recommended that individuals maintain a healthy and balanced diet to support overall health and well-being (Wengreen, Neilson, & Johnson, 2009). Similarly, Adolphus, Lawton, and Dye (2018) discovered that excessive consumption of energy-dense, nutrient-poor meals, such as fast food and sugary beverages, was linked to inferior academic results, such as lower grades and impaired cognitive function. Nutritional status in this study is classified into severely underweight, underweight, normal, overweight, obese 1, and obese 2, which was identified by getting the body weight and height to compute the body mass index. A BMI below 16.5 kg/m² is considered severely underweight, BMI below 18.5 kg/m² is considered underweight, BMI between 18.5 kg/m² and 24.9 kg/m² is considered normal, BMI between kg/m² and 29.9 kg/m² is considered overweight, BMI between 30 kg/m² to 34.9 kg/m² is considered obese I. BMI of 35 kg/m² to 39.9 kg/m² is considered obese II (World Health Organization, 2020). Nutritional status is a must to consider about how a person should maintain a healthy lifestyle and regulate how the body can be affected if

not properly given focus since time management can be an obstacle for a healthy diet (Stosovic et al., 2021).

A good nutritional status refers to the state of being well-nourished and having an adequate intake nutrients that are necessary for optimum health and well-being; it is achieved when an individual maintains a healthy weight and has a healthy body composition (Ferro-Luzzi & Sette, 2007). In contrast, a body weight that falls below or above the healthy range can be an indicator of poor nutritional status (Gibson, 2005). Underweight individuals may not be consuming enough essential nutrients, while overweight and obese individuals may be consuming excessive amounts of calories from unhealthy foods. According to Quick et.al. (2014), adolescent girls who were overweight or obese were more likely to engage in dangerous weight-control practices, such as skipping meals or using laxatives, than girls of normal weight. Underweight girls were likewise more likely to exhibit these behaviors. Their findings suggest that adolescent females who are underweight, overweight, or obese are more likely to engage in disordered eating behaviors, which can have significant consequences for their health, including poor academic performance.

Furthermore, changes in BMI can have a major impact on students' academic performance, with lower BMI leading to improvements and higher BMI leading to lower academic accomplishment (Jansen et al, 2021). Maintaining a healthy weight through good nutrition and physical activity may help students improve their academic performance. After controlling for demographic variables, BMI was not found to be a significant predictor of academic achievement, implying that initiatives meant to bridge the academic achievement gap may need to focus on other factors. (Taras &

Potts-Datema, 2005).

In this study, academic performance refers to the student's lecture midterm grades for a major subject in their paramedical education. According to Sothan (2019), education is a powerful agent of change that improves health and livelihoods while also contributing to social stability; however, acquiring knowledge, attitudes, values, and skills through education is not a quick and easy process, but rather a long and difficult journey through life.

Students who perform well academically may be more likely to adopt positive habits such as regular mealtimes and healthy snacking, which can lead to a better overall dietary pattern (Deliens, Clarys, & Deforche, 2017). Furthermore, students who perform well academically may have a better knowledge of the value of a healthy diet and are more likely to make educated decisions regarding their food intake (Story, Kaphingst, & Glanz, 2008). As opposed to that, students who are under high levels of stress may turn to unhealthy foods as a coping mechanism, leading to a poor diet and weight gain. Students who are short on time due to academic demands may rely on fast food or processed snacks instead of preparing healthy meals. According to research, college students who experience high levels of stress and academic pressure are more prone to engage in unhealthy eating behaviors such as binge eating and emotional eating (Nguyen-Rodriguez, Unger, & Schuster, 2009). Moreover, students who are sleep-deprived due to academic demands may be more likely to consume sugary and high-fat foods to compensate for their lack of energy (Chapman et al., 2013). These unhealthy dietary habits can lead to nutritional imbalances.

Furthermore, students who perform well academically may have better access to

resources and knowledge about nutrition, which can enable them to make informed food choices and maintain a healthy diet (Larson, Story, & Eisenberg, 2011). Good academic performance can improve a student's capacity to make good eating choices and eat a balanced diet. On the other hand, a study discovered that college students who reported higher levels of stress and lower academic performance were more likely to participate in disordered eating behaviors such as skipping meals or binge eating (Quick et al., 2014). Disordered eating patterns can result in nutritional imbalances and poor health outcomes.

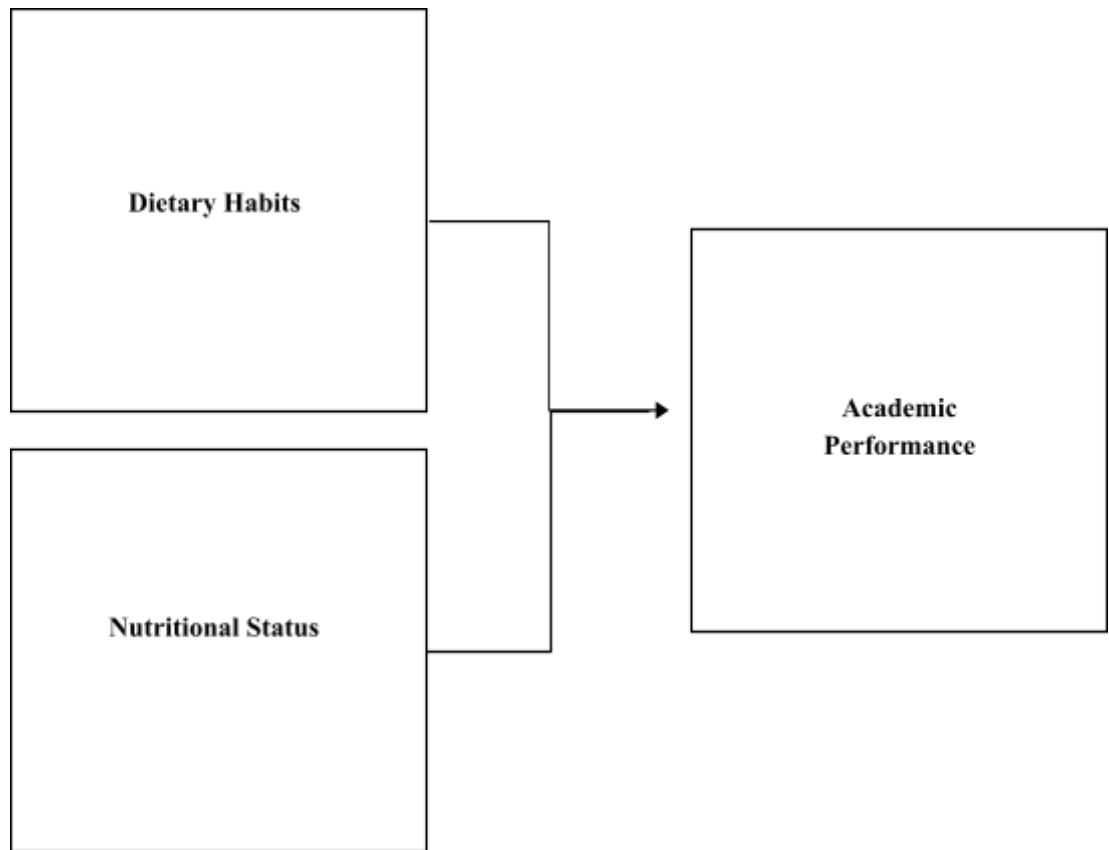


Figure 1. *Schematic Diagram of the Study*

Statement of the Problem

This study identifies the dietary habits, nutritional status, and academic performance of third-year paramedical students. Specifically, the study answers the following questions.

1. What are the respondents' dietary habits?
2. What is the respondents' nutritional status?
3. What is the respondents' academic performance?
4. Is there a significant relationship between the respondents' dietary habits and academic performance?
5. Is there a significant relationship between the respondents' nutritional status and academic performance?

Hypothesis

H₀₁: There is no significant relationship between dietary habits and academic performance among third-year paramedical students.

H₀₂: There is no significant relationship between nutritional status and academic performance of third-year paramedical student.

Chapter 2

RESEARCH METHODOLOGY

This chapter describes the research technique utilized in the study to determine the impact of food habits and nutritional status on third-year paramedical students' academic performance. This covers the research design, research location or geographical area in which the study was conducted, respondents, research instruments, techniques for maintaining the instrument's reliability and validity, data collection procedure, ethical considerations, and data analysis technique.

Design

This study took a quantitative approach, focusing on descriptive-correlational research methodologies. Quantitative research approaches emphasize objective measurements, statistical analysis, and numerical data collection (Creswell, 2008). This method focuses on collecting generic statistical data from large groups of people in order to provide information about a specific occurrence (Babbie, 2010). A descriptive-correlational approach is mainly focused on describing the relationship among variables without establishing a causal connection and allowing a prediction of possible events from pre-existing knowledge, as well as providing a current state of structure among the variables in the present (Simon, 2011).

Setting

The research study was conducted at a Higher Education Institutions (HEIs) university in Mindanao, Philippines. This university is granted Autonomous and Deregulated Status in the Philippines by the Commission on Higher Education. In

addition, the university offers numerous paramedical courses, namely nursing, medical technology, radiologic technology, midwifery, and dentistry, as a testament to being deeply dedicated to teaching students to become actively engaged learners and globally competent.

Respondents of the Study

The study's respondents were 147 third-year paramedical students selected using a purposive and stratified random selection technique. The student sample size was calculated using a Raosoft sample size calculator. The features of a population with the following criteria were used to select respondents: (1) students enrolled in a paramedical course; (2) students in their third year of a paramedical course; and (3) students who granted complete agreement to participate in the study.

Instruments

The researchers utilized a modified researcher-made questionnaire based on Van Horn's Nutrition Questionnaires (2007) to gather information from the study's respondents. The questionnaire consists of three parts.

Part 1 of the questionnaire utilized a five-point Likert Scale to identify the dietary habits of the respondents in terms of meals and snacks eaten per day, time patterns for eating breakfast, lunch, and dinner, type of foods eaten (energy giving, the body regulating and bodybuilding foods), preferred vegetables and fruits, frequency of eating fast food or takeout meals, frequency of eating processed foods, glasses of water drank per day, frequency of consumption for sugary beverages, consumption of alcohol per week, and reading nutrition labels when buying packaged foods. Below is the continuum used in the study.

Continuum	Responses	Interpretation
4.20 - 5.00	Always	Very Good (VG)
3.40 – 4.19	Often	Good (G)
2.60 – 3.39	Sometimes	Fair (F)
1.80 – 2.59	Rarely	Poor (P)
1.00 – 1.79	Never	Very Poor (VP)

Part 2 determined the nutritional status of the respondents in terms of their height and weight using the BMI formula from Centers of Diseases Control and Prevention (CDCP), as obtained they were categorized into obese, malnourished, underweight and overweight based on the CDCPs indicated BMI Classification.

BMI	Classification
Severely Underweight	BMI less than 16.5 kg/m ²
Underweight	BMI less than 18.5 kg/m ²
Normal Weight 24.9 kg/m	BMI greater than or equal to 18.5 to
Overweight 29.9 kg/m ²	BMI greater than or equal to 25 to
Obese I	BMI 30 to 34.9 kg/m ²
Obese II	BMI 35 to 39.9 kg/m ²

Part 3 categorized the academic performance of each respondent utilizing this continuum. Once obtained, grades were inputted in the column for each point system

corresponding to their respective percentage equivalent.

Grades	Interpretation
90-100	Very Good (VG)
85-89	Good (G)
80-84	Fair (F)
75-79	Poor (P)
Below 75	Very Poor (VP)

Before distributing the research instrument, a pilot test was done in which the questionnaire was tested on twenty paramedical students who were not included as respondents in the main study to validate the instrument. The purpose of this was to determine the validity of the data collection instrument. Then a copy of the final draft of the questionnaire was given to the research adviser for changes and suggestions, which were implemented.

Data Gathering Procedure

The researcher produced a letter of approval to be delivered to the Dean of Colleges, allowing the researchers to administer the modified researcher-created questionnaire. Another letter was sent to the respondents' respective professors, requesting permission to conduct the study and deliver the questionnaire to the identified respondents who acted as participants in the study.

Following the approval of the letter request, the questionnaire was reproduced and given to the designated responders. During the individual distribution of the questionnaire, the researcher ensured the respondents of their complete secrecy and anonymity. The information was tallied and provided to the statistician for statistical

analysis. The computational results were examined and interpreted in accordance with the problem statement.

Ethical Considerations

Ethical considerations were taken into consideration in all the processes that were involved in the study. Before conducting the data-gathering procedure, the researchers were able to obtain consent from the department's dean to conduct the study. As such, the ethical principles of autonomy and confidentiality were observed throughout the study. Prior to the start of data gathering, the researchers were able to explain the following to the respondents: a. purpose and aim of the study, b. foreseeable risk of participation, c. potential benefits to themselves or others, d. confidentiality or protection of their answers, e. researchers' contact information for any questions related to the study, and f. conditions of participation, including the right to refuse or withdraw at any time.

Respondents were given full legal capacity for permission to exercise their rights or power of free choice without the intervention of fraud, deception, violence, or other ulterior forms of constraints to maintain autonomy. The researchers ensured not to force potential respondents to participate in the study. Respondents were informed prior to conducting the study about their right to discontinue the study and will not be penalized for their refusal or withdrawal to participate.

Researchers discussed the purpose, implications, and benefits of the study, including the scope of the study, what respondents should expect to find in the study, and any issues that may arise from the study. Researchers had also placed emphasis on gaining consent from respondents to participate in the study. Each respondent was informed of their rights to access their information and their right to withdraw at any

point. The respondents have been provided with a clear explanation of who the researchers are, the intent of the research, what data has been collected from participants, how data is collected, the level of commitment needed by respondents to participate in the study, how data is used and reported, and the potential risks of participating in the study. On the aspect of asking for consent from each respondent, it included information on the right to withdraw at any time without reason, identity is kept confidential, clarity of ownership of data, right to access data, right to ask for more information, and information about contact details of researchers, research advisers, and deans should there be complaints.

Each respondent was given the freedom to answer each question on the questionnaire with equal treatment regardless of course, gender, or age, as well as full confidentiality of their answers. The full consent of each respondent was asked prior to the distribution of the link for the questionnaires, which were answered during the students' free time. Only respondents who signed the informed consent form were selected for this study. Respondents' names were given full confidentiality to the public and ensured by the researchers to never get leaked under any circumstances. For any sort of report that is published, no information is included that make it possible to identify a participant.

Data Analysis Technique

The study utilized the following tools in analyzing the data gathered with the use of Minitab Software.

Mean and Standard Deviation was used in determining dietary habits, nutritional status and academic performances of third-year paramedical students.

Frequency and Percentage was used in determining the distribution of students based on their nutritional status in relation to their academic performance.

Pearson Correlation Coefficient was used in determining the significant relationship between the paramedical students' dietary habits and nutritional status in relation to their academic performance to provide a summary of the dataset's properties.

Chapter 3

RESULTS AND DISCUSSION

This chapter discusses how to understand the outcomes of the acquired data. The findings are presented using the questionnaire results, followed by a discussion based on the data collected.

Respondents' Level of Dietary Habits

Table 1 indicates that the level of dietary habits of the respondents has a weighted mean of 3.7102 and a standard deviation of 0.4752, which is interpreted as “Good,” which stipulates that students have a strong desire to eat well. Students are conscious and mindful of the importance of having a balanced diet to maintain and strengthen their body’s ability to function properly, as it provides sustenance for improving learning by providing fuel for the body to perform work (Vibhute et al., 2018). Additionally, students are well aware of the significance of the contents of their meals. They are mindful of what they eat since the quality of food consumed is just as essential as the appropriate portions and amount, which are the pillars of the nutritional quality of the meals each person eats (Marty et al., 2021).

The results provide evidence that dietary habits of the students are ideal and well-maintained, such as eating their meals on time, eating snacks between meals, being mindful about the content of their meals, reading nutrition labels when purchasing packaged foods, ability to cook their meals, the likelihood of eating processed foods, fast food or takeout meals, amount of water consumed a day, and consuming sugars or alcoholic beverages.

Table 1. *Respondents' Level of Dietary Habits*

Variable	WM	SD	Interpretation
Level of Dietary Habits	3.7102	0.4752	Good

Legend: 4.20-5.00 (Very Good); 3.40-4.19 (Good); 2.60-3.39 (Fair); 1.80-2.59 (Poor); 1.00-1.79 Very Poor)

Respondents' Level of Nutritional Status

Results in Table 2 summarize that ninety-eight (98 = 66.67%) respondents have normal BMI, eighteen (18 = 12.24%) respondents each fall under underweight and overweight, seven (7 = 4.76%) respondents are obese type 1, four (4 = 2.72%) respondents are severely underweight, and two (2 = 1.36%) respondents are obese type 2. According to the findings, most of the respondents have a normal weight, which indicates that most third-year paramedical students are within the normal weight range of their height. According to the World Health Organization (WHO), a BMI that falls within the normal range indicates that the risk of acquiring diseases is low. However, those who do not fall into the normal category have increased risk of acquiring diseases if their lifestyle is not corrected (Cordero, 2023).

The findings indicate that most paramedical students have sustained proper nutrition to their bodies as to their height and weight. Maintaining the body includes being mindful of what to eat, performing physical activities to reduce the risk of acquiring diseases, and optimizing the body to function to the fullest (Mamurov, 2020).

Table 2. Respondents' Level of Nutritional Status

BMI Result	Frequency	Percentage
BMI less than 16.5kg/m ²	Severely Underweight	2.72
BMI under 18.5 kg/m ²	Underweight	12.24
BMI greater than or equal to 18.5 to 24.9 kg/m ²	Normal	66.67
BMI greater than or equal to 25 to 29.9 kg/m ²	Overweight	12.24
BMI 30 to 34.9 kg/m ²	Obese 1	4.76
BMI 35 to 39.9 kg/m ²	Obese 2	1.36

Legend: BMI less than 16.5kg/m² (Severely Underweight); BMI under 18.5 kg/m² (Underweight); BMI greater than or equal to 18.5 to 24.9 kg/m² (Normal Weight); BMI greater than or equal to 25 to 29.9 kg/m² (Overweight); BMI 30 to 34.9 kg/m² (Obese I); BMI 35 to 39.9 kg/m² (Obese II)

Respondents' Academic Performance

Table 3 presents the findings for the distribution of surveyed students based on their level of academic performance according to theory. It shows that there are fifty-six (56 = 38.10 %) respondents categorized as good, thirty-nine (39 = 26.53 %) categorized as fair, twenty (20 = 13.61 %) categorized as poor, nineteen (19 = 12.93 %) categorized as very poor, and thirteen (13 = 8.84 %) respondents categorized as very good in terms of academic performance. It was distinguished that most respondents were categorized as "Good" which indicates that a significant number of third-year paramedical students demonstrate exemplary academic performance in theory. The overall mean of academic performance score falls within the "Fair" category. This suggests that the third-year paramedical student's academic performance falls in the middle range between very poor

and very good. These data indicate a beneficial relationship between surveyed students' food habits, nutritional status, and academic achievement. It is possible that these pupils' present dietary habits and nutritional status have an impact on their academic performance. Previous research has shown that appropriate nutrition and a well-balanced diet are linked to better cognitive function and scholastic accomplishment (Taras and Potts-Datema, 2005). While more research is needed, the evidence suggests that dietary choices and nutritional factors may have an impact on students' academic achievements.

Table 3. *Respondents' Academic Performance as to Theory*

Academic Performance	Frequency	Percentage
Very Good (VG)	13	8.84
Good (G)	56	38.10
Fair (F)	39	26.53
Poor (P)	20	13.61
Very Poor (VP)	19	12.93
Overall Mean		82.803 Fair

Legend: 90-100 (Very Good); 85-89 (Good); 80-84 (Fair); 75-79 (Poor); 70-74 (Very Poor)

Significant Relationship between the Respondents' Dietary Habits and Academic Performance

Table 4 reveals an important finding regarding the relationship between dietary habits and academic performance among third-year paramedical students, specifically in relation to their grades. The analysis yielded results of having a positive correlation between dietary habits and academic performance ($r = 0.550$, $p = 0.011$). These findings imply that paramedical students' food habits can influence their academic performance.

The study's findings confirmed the importance of students' food habits while maintaining a focus on their health and academic success. According to the Virginia Commonwealth Center on Society and Health, poor health can contribute to reduced educational attainment, difficulties understanding lectures, and interference with academic performance (Chimere, 2015). A study on the impact of education on health demonstrates how intertwined education and health status may be, with countries with higher educational levels having a larger likelihood of having better national health conditions (Raghupathi, V. and Raghupathi, W., 2020).

A study from Ontario's Ministry of Education heavily supports providing learning environments that enhance and develop the well-being of each student. Students need to prioritize their health to maintain focus and gain sufficient energy appropriate for studying and performing tasks needed for their course curriculum. The well-being of each student should be given focus to provide positive results for academic performance, such as being able to make healthy lifestyle choices that enhance the immune system and body function. Thus, students need to establish a pattern and resilience to make healthy lifestyle choices. According to a study from Kuwaiti College, food intake can influence academic performance rather than energy expenditure (Umar, 2023).

Table 4. *Significant Relationship between the dietary habits and academic performance among third year paramedical students as to grade*

Construct	Test Statistics <i>r-value</i>	<i>p-value</i>	Decision	Remarks
Grade	0.550	0.011	Reject	Significant

Ho1: There is a significant relationship between the dietary habits and academic performance among third year paramedical students as to grade.

*Legend: ** $p < 0.00-0.01$ (Highly Significant); * $p < 0.02-0.05$ (Significant); $p > 0.05$ (Not Significant)*

Significant Relationship between the Respondents' Nutritional Status and Academic Performance

Table 5 indicates a p-value of 0.866, which does not fall beneath the standard significance level (α) of <0.05 , indicating no meaningful link between respondents' nutritional state and academic achievement. Consequently, the null hypothesis (H_0) is not rejected. The findings show that any observed correlation between BMI and academic achievement is not a meaningful association.

The results are supported by a study about body mass index and academic performance in Nigeria, it supports the notion that academic performance is not affected by body mass index, wherein students categorized as overweight and obese have better academic excellence (Umar, 2023). However, a study about the heavy burden of obesity had an opposite result with the previous aforementioned studies with normal weight students having a slightly higher academic grade compared to obese and underweight students. But the study also mentioned most obese students were not thoroughly educated and inclined to academics compared to normal weight students (Vuik, M., Devaux, &

Vuik, S., 2019). As a result, third-year paramedical students' academic performance is not primarily influenced by their nutritional status, because greater access to health-related information and improved ability to handle such information are dependent on education, a clearer perception of the risks associated with lifestyle choices, and improved self-control and consistency of preferences over time (Barros et al., 2022).

Table 5. *Significant Relationship between the nutritional status and academic performance among third year paramedical students as to Body Mass Index (BMI)*

Construct	Test <i>r-value</i>	Statistics <i>p-value</i>	Decision	Remarks
BMI	0.014	0.866	Do not reject	Not Significant

H₀₂: There is no significant relationship between the nutritional status and academic performance among third year paramedical students as to BMI

*Legend: ** $p < 0.00-0.01$ (Highly Significant);*

*$p < 0.02-0.05$ * Significant; $p > 0.05$ Not Significant*

CHAPTER 4

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter includes a summary of the findings, conclusions, and suggestions related to the issue researched. First, the findings were summarized using the questionnaire responses. Next, inferences were drawn based on the data collected. Finally, recommendations were made to maximize the study's outcomes.

Summary

This research examined the dietary habits, nutritional status, and academic performance of third-year paramedical students. Employing a rigorous and systematic methodology, the study delved into the interrelationships among these variables without implying causation. Utilizing a quantitative approach with descriptive-correlational methods, the research aimed to offer insights into the connections between dietary habits, nutritional status, and academic performance among third-year paramedical students. The sample of 147 respondents was selected using a purposive and stratified random sampling technique, ensuring representation of the student population. The research instrument, a modified questionnaire based on Van Horn's Nutrition Questionnaires and CDCP guidelines for BMI classification, underwent meticulous validation through a pilot test. Ethical considerations were paramount, with participants providing informed consent, confidentiality strictly maintained, and autonomy respected. Data analysis was conducted using robust statistical techniques, including mean, standard deviation, frequency, percentage, and Pearson correlation coefficient, facilitated by Minitab Software. By adhering meticulously to this methodology, the study aimed to contribute to the existing system of knowledge regarding the influence of dietary habits and nutritional status on

academic performance among third-year paramedical students.

Findings

The following are the significant findings of the study prepared by the researchers on the analyzed and interpreted data.

1. Students demonstrate positive dietary habits and are conscious of meal contents.
2. Most students fall within the normal weight range, but there are significant numbers of underweight and overweight students.
3. A significant number of third-year paramedical students demonstrate commendable academic performance in theory.
4. There is a significant positive relationship between dietary habits and academic performance.
5. There is no significant relationship between BMI and academic performance.

Conclusions

Based on the findings the following are the conclusion:

1. The dietary habits of third-year paramedical students were generally positive, with students exhibiting a strong desire to eat well, being conscious of the importance of balanced meals, and making informed choices about their food consumption. However, there is a need to encourage students to prioritize eating vegetables and fruits over fast food and processed meals.
2. Most third-year paramedical students have a normal weight, indicating a low risk of acquiring diseases. However, a large proportion of students are classed as underweight, overweight, or obese, emphasizing the importance of lifestyle changes and greater physical activity in lowering the risk of linked health problems.

3. The academic performance of third-year paramedical students, particularly in theory, is commendable for a significant number of students, indicating a positive correlation between academic performance and positive dietary habits. However, there is room for improvement, as some students fall into the "Poor" and "Very Poor" categories, suggesting the need for targeted interventions to support these individuals.
4. There is a significant positive relationship between dietary habits and academic performance among third-year paramedical students. This suggests that students' food choices have an impact on their academic outcomes, highlighting the significance of maintaining healthy eating habits for optimum performance.
5. There is no significant relationship between the nutritional status, as measured by BMI, and academic performance among third-year paramedical students. According to the data, BMI has no substantial impact on academic achievement, which contradicts earlier research. Education level, access to health-related knowledge, and self-control may all have a greater impact on academic success than diet alone.

Recommendations

Based on the conclusion drawn from the study, the researchers offer the following recommendations:

1. Students may pay more attention to their dietary choices, including increased consumption of vegetables and fruits, while reducing their intake of fast food and processed meals.
2. The admin may implement comprehensive educational interventions that emphasize the importance of healthy eating habits. These interventions can include nutrition education programs, workshops, and initiatives aimed at

increasing students' awareness of the link between nutrition and academic performance. The administration may ensure that the canteen staff are well-diverse of the importance of good dietary habits and nutritional contents of the dishes served in students' academic performance so that they would be aware and strive to provide students with nutritious and well-balanced meals. Furthermore, steps should be taken to restrict the availability of unhealthy snacks and beverages in the campus canteen.

3. Parents must be prioritized in promoting healthy eating habits at home. Educational materials and resources can be provided to parents to help them understand the impact of nutrition on academic performance.
4. Although this study establishes a significant positive relationship between dietary habits and academic performance, further research is recommended to explore the underlying mechanisms and potential confounding factors. Longitudinal studies looking into the causal relationship and influence of varied dietary patterns on academic performance would add significant information to the existing literature.

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APPENDICES

Appendix A₁: Transmittal Letter- Dean of CNMRT



MISAMIS UNIVERSITY
Ozamiz City 7200, Philippines
College of Nursing, Midwifery and Radiologic Technology
Tel No. +63 88 521-0367 / Telefax No. +63 88 521-2917
E-mail Address: mu@mu.edu.ph



CERTIFIED: ISO 9001:2015 Quality Management System – DNV
ACCREDITED: Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA)
GRANTED: AUTONOMOUS STATUS by the Commission on Higher Education (CHED)

April 19, 2023

DR. SAMMY B. TAGHOY

Dean, College of Nursing, Midwifery and Radiologic Technology
Misamis University

Dear Dr. Taghoy:

Good day!

The undersigned are 3rd year students of Misamis University, Ozamiz City taking up Bachelor of Science in Nursing and are currently working on research study entitled "DIETARY HABITS, NUTRITIONAL STATUS, AND ACADEMIC PERFORMANCE OF THIRD-YEAR PARAMEDICAL STUDENTS". This study will attempt to discern how dietary habits and nutritional status will impact the academic performance of third-year paramedical students. With this, they would like to ask approval from your good office to allow them to conduct the study. It will be conducted in Misamis University, Ozamiz City from January to May 2023.

Rest assured that all information derived herein will be treated with utmost confidentiality.

Thank you very much and God bless!

Sincerely yours,

ERIKA S. PADILLA

REMBRANDT ANTHONY B. RECTO

CARMI MARIE D. REGIDOR

MARVIE P. SERINO

DONA GRACE P. VILLANTES
Researchers

Noted by:

MS. LEAH T. PEPITO
Research Adviser

Approved by:

DR. SAMMY B. TAGHOY
College Dean



MISAMIS UNIVERSITY
Ozamiz City 7200, Philippines
College of Nursing, Midwifery and Radiologic Technology
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June 15, 2023

Dr Jesus G. Ocapan Jr.
OIC Dean, College of Nursing, Midwifery and Radiologic Technology
Misamis University

Subject: **Request on the Data of the Midterm Grades of BS Nursing enrollees third year level.**

Dear Dr. Ocapan Jr.,

This letter is in regards to **request on the data of the midterm grades of BS Nursing enrollees third year level.** We, **Erika S. Padilla, Rembrandt Anthony R. Recto, Carmi Marie D. Regidor, Marvie P. Serino, and Dona Grace P. Villantes**, are enrolled in the College of Nursing, Midwifery and Radiologic Technology taking up Bachelor of Science in Nursing. We are currently on our nursing research 2 course NCM 115 under the supervision of one of the advisers Ma'am Leah T. Pepito, MAN, RN and we are formally requesting permission to access the midterm grade of BS Nursing enrollees third year level. Affixed below is the signature of Ma'am Leah T. Pepito as proof of prior knowledge in relation to this letter of request.

We intend to use the data collected to assist in creating a sample size for our research paper. We will be treating these data with utmost confidentiality and in accordance with your organization's protocols.

We heartily express our gratitude in examining our request for data. We assure you that all protocols will be followed, and privacy regulations adhered to.

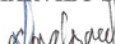
Respectfully Yours,


ERIKA S. PADILLA


REMBRANDT ANTHONY B. RECTO

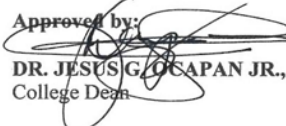

CARMI MARE D. REGIDOR


MARVIE P. SERINO


DONA GRACE P. VILLANTES
Researchers

Noted by:

LEAH T. PEPITO, MAN, RN
Research Adviser

Approved by:

DR. JESUS G. OCAPAN JR., PhD, MAN, RN
College Dean

Appendix A₂: Transmittal Letter- Dean of Medical Technology



MISAMIS UNIVERSITY

Ozamiz City 7200, Philippines

College of Nursing, Midwifery and Radiologic Technology

Tel No. +63 88 521-0367 / Telefax No. +63 88 521-2917

E-mail Address: mu@mu.edu.ph



CERTIFIED: ISO 9001:2015 Quality Management System – DNV
ACCREDITED: Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA)
GRANTED: AUTONOMOUS STATUS by the Commission on Higher Education (CHED)

May 9,, 2023

MS. EVANGELINE M. SAÑEDO, RMT, MA/TRS

Dean, College of Medical Technology
Misamis University

Dear Ma'am:

Good day!

The undersigned are 3rd year students of Misamis University, Ozamiz City taking up Bachelor of Science in Nursing and are currently working on research study entitled "DIETARY HABITS, NUTRITIONAL STATUS, AND ACADEMIC PERFORMANCE OF THIRD-YEAR PARAMEDICAL STUDENTS". This study will attempt to discern how dietary habits and nutritional status will impact the academic performance of third-year paramedical students. With this, they would like to ask approval from your good office to allow them to conduct the study. It will be conducted in Misamis University, Ozamiz City from January to May 2023.

Rest assured that all information derived herein will be treated with utmost confidentiality.

Thank you very much and God bless!

Sincerely yours,

ERIKA S. PADILLA

REMBRANDT ANTHONY B. RECTO

CARMI MARIE D. REGIDOR

MARVIE P. SERINO

DONA GRACE P. VILLANTES
Researchers

Noted by:

MS. LEAH T. PEPITO
Research Adviser

Approved by:

MS. EVANGELINE M. SEÑEDO
College Dean



MISAMIS UNIVERSITY
Ozamiz City 7200, Philippines
College of Nursing, Midwifery and Radiologic Technology
Tel No. +63 88 521-0367 / Telefax No. +63 88 521-2917
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CERTIFIED: ISO 9001:2015 Quality Management System – DNV
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GRANTED: AUTONOMOUS STATUS by the Commission on Higher Education (CHED)

June 15, 2023

MS. EVANGELINE M. SEÑEDO
Dean, College of Medical Technology
Misamis University

Subject: **Request on the Data of the Midterm Grades of BS Medical Technology enrollees third year level.**

Dear Dr. Ocapan Jr.,

This letter is in regards to **request on the data of the midterm grades of BS Medical Technology enrollees third year level**. We, **Erika S. Padilla, Rembrandt Anthony R. Recto, Carmi Marie D. Regidor, Marvie P. Serino, and Dona Grace P. Villantes**, are enrolled in the College of Nursing, Midwifery and Radiologic Technology taking up Bachelor of Science in Nursing. We are currently on our nursing research 2 course NCM 115 under the supervision of one of the advisers Ma'am Leah T. Pepito, MAN, RN and we are formally requesting permission to access the midterm grade of BS Medical Technology enrollees third year level. Affixed below is the signature of Ma'am Leah T. Pepito as proof of prior knowledge in relation to this letter of request.

We intend to use the data collected to assist in creating a sample size for our research paper. We will be treating these data with utmost confidentiality and in accordance with your organization's protocols.

We heartily express our gratitude in examining our request for data. We assure you that all protocols will be followed, and privacy regulations adhered to.

Respectfully Yours,

Erika S. Padilla
ERIKA S. PADILLA

Rembrandt Anthony B. Recto
REMBRANDT ANTHONY B. RECTO

Carmi Marie D. Regidor
CARMI MARE D. REGIDOR

Marvie P. Serino
MARVIE P. SERINO

Dona Grace P. Villantes
DONA GRACE P. VILLANTES
Researchers

Noted by:

Leah T. Pepito
LEAH T. PEPITO, MAN, RN
Research Adviser

Approved by:

Ms. Evangeline M. Senedo
MS. EVANGELINE M. SENEDO
College Dean

Appendix A3: Transmittal Letter- Dean of Dentistry



MISAMIS UNIVERSITY
Ozamiz City 7200, Philippines
College of Nursing, Midwifery and Radiologic Technology
Tel No. +63 88 521-0367 / Telefax No. +63 88 521-2917
E-mail Address: mu@mu.edu.ph



CERTIFIED: ISO 9001:2015 Quality Management System – DNV
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GRANTED: AUTONOMOUS STATUS by the Commission on Higher Education (CHED)

May 9, 2023

DR. MARLO ENGELBERTO C. LASUTAZ
Dean, College of Dentistry
Misamis University

Dear Dr. Lasutaz:

Good day!

The undersigned are 3rd year students of Misamis University, Ozamiz City taking up Bachelor of Science in Nursing and are currently working on research study entitled "DIETARY HABITS, NUTRITIONAL STATUS, AND ACADEMIC PERFORMANCE OF THIRD-YEAR PARAMEDICAL STUDENTS". This study will attempt to discern how dietary habits and nutritional status will impact the academic performance of third-year paramedical students. With this, they would like to ask approval from your good office to allow them to conduct the study. It will be conducted in Misamis University, Ozamiz City from January to May 2023.

Rest assured that all information derived herein will be treated with utmost confidentiality.

Thank you very much and God bless!

Sincerely yours,

ERIKA S. PADILLA

REMBRANDT ANTHONY B. RECTO

CARMIE MARIE D. REGIDOR

MARVIE P. SERINO

DONA GRACE P. VILLANTES
Researchers

Noted by:

MS. LEAH T. PEPITO
Research Adviser

Approved by:

DR. MARLO ENGELBERTO C. LASUTAZ
College Dean

Appendix B: **Research Informed Consent**

Research Informed Consent Form

Title

This study is titled “Dietary Habits, Nutritional Status, and Academic Performance of Third-Year Paramedical Students” in partial fulfillment of the requirements for the degree of Bachelor of Science in Nursing.

Researcher

This study is to be conducted by Erika S. Padilla, Rembrandt Anthony B. Recto, Carmi Marie D. Regidor, Marvie P Serino and Dona Grace P. Villantes who is pursuing the degree in Bachelor of Science in Nursing at Misamis University College of Nursing, with Leah M. Pepito as the adviser. The researcher can be contacted through this mobile number 09998618570 or email address serinomarvie@gmail.com.

Purpose of the Research

This study will attempt to discern how dietary habits and nutritional status will impact the academic performance of third-year paramedical students.

Description of the Research

This study is a descriptive–correlational type of research, and the data will be gathered through a modified researcher-made questionnaire based on Van Horn’s Nutrition Questionnaires (2007) within 4 to 5 months.

Potential Benefits

This study will be beneficial to the parents, since it will help determine if the nutritional status and dietary habits of their children can have a significant impact on their academic performance. Second will be the clinical instructors, as this study will determine if the nutritional status and dietary habits of their students can have a significant impact on their academic performance. Third will be the students, for this study will help determine if the nutritional status and dietary habits of the students can have a significant impact on their academic performance. Fourth will be the university, since this study can help the school determine whether the schedule for classes and food served in the university canteen have a significant impact on the students' academic performance. Lastly will be the future researchers, this study will be beneficial to use as a basis and comparison for their study.

Confidentiality

Respondents’ names will be given full confidentiality to the public and ensured by the researchers to never get leaked under any circumstances. If any sort of report that might be published, no information will be included that will make it possible to identify a participant.

Publication

The findings of this study may be published in any form for public and academic consumption or applied to classroom training to enrich learning and generate more knowledge for future research.

Participation

Your participation in this study must be voluntary and you have the right to withdraw if you feel uncomfortable in the process of gathering information from you.

Informed Consent

Given the information above, I confirm that the potential harms, benefits, and alternatives have been explained to me. I have read and understood this consent form, and I understand that I am free to withdraw from my involvement in the study any time I deem it to be necessary or to seek clarifications for any unclear steps in the research process. My signature indicates my willingness to participate in the study.

Printed Name and Signature of the Research Respondent

Date

Appendix C: **Research Instrument**

Respondent's Profile

Name: _____
Female ☐

Sex: Male ☐

Course:

- ☐ Bachelor of Science in Dentistry
- ☐ Bachelor of Science in Medical Technology
- ☐ Bachelor of Science in Nursing
- ☐ Bachelor of Science in Radiologic Technology

Major Subject:

- ☐ Op Dent 1 Theory (Lecture)
- ☐ Cl Chem 2 Theory (Lecture)
- ☐ NCM116 Theory (Lecture)
- ☐ Radio 2 Theory (Lecture)

Dietary Habits, Nutritional Status, and Academic Performance of Third-year

Paramedical Students

Directions: Please read each statement carefully. Using the table below, check the box that corresponds to the questions. Please answer all items truthfully and to the best of your knowledge.

5 – Always

3 – Sometimes

1 – Never

4 – Often

2 – Rare

Part I. Dietary Habits

Statement	RESPONSE				
	5	4	3	2	1
1. I eat snacks between meals.					
2. I always eat meals on time.					
3. I eat go foods (e.g., rice, bread, and pasta).					
4. I eat grow foods (e.g., meat, eggs, milk, chicken, and fish)					
5. I eat glow foods (e.g., fruits and vegetables)					
6. I read nutrition labels when buying packaged foods.					
7. I cook most of my meals at home/ boarding house/ apartment or dorm.					
8. I eat processed food/ fast food/ take out meals.					
9. I drink at least 8 glasses of water everyday.					
10. I drink sugary beverages/ alcoholic drinks (e.g., soda & beer).					

Part II. Nutritional Status

Height (e.g.: 5'7"): ft	Weight: kg
-------------------------	------------

Part III. Academic Performance

Midterm Major Subject Grade
Lecture:

CURRICULUM VITAE

Erika S. Padilla

Purok 5, Napo, Malaubang, Ozamiz City,
Misamis Occidental, District II, Region
X erika.padz0129@gmail.com
09158947443



I. PERSONAL PROFILE

Date of Birth:	April 29,2001
Place of Birth:	Ozamiz City, Misamis Occidental
Sex:	Female
Age:	22
Religion:	Christian
Father's Name:	Federico V. Padilla Jr.
Mother's Name:	Sheila Mae. S. Padilla

II. EDUCATIONAL BACKGROUND

Tertiary Level	Misamis University H.T. Feliciano St, Ozamiz City, Misamis Occidental 2020 - Present
Senior High School Level	Misamis University H.T. Feliciano St, Ozamiz City, Misamis Occidental 2018 - 2020
Junior High School Level	Lighthouse Christian Academy Bañadero, Ozamiz City, Misamis Occidental 2014 - 2018
Elementary Level	Lighthouse Christian Academy Bañadero, Ozamiz City, Misamis Occidental 2008 - 2014

Rembrandt Anthony R. Recto
Green Valley, Tinago, Ozamiz City
brandyrecto31@gmail.com
09171293711



I. PERSONAL PROFILE

Date of Birth:	March 31, 2001
Place of Birth:	
Sex:	Male
Age:	22
Religion:	Roman Catholic
Father's Name:	Roy S.Recto
Mother's Name:	Joy B. Recto

II. EDUCATIONAL BACKGROUND

Tertiary Level	Misamis University H.T. Feliciano St, Ozamiz City, Misamis Occidental 2020 - Present
Senior High School Level	Misamis University H.T. Feliciano St, Ozamiz City, Misamis Occidental 2018 - 2020
Junior High School Level	Misamis University H.T. Feliciano St, Ozamiz City, Misamis Occidental 2014 - 2018
Elementary Level	Misamis University H.T. Feliciano St, Ozamiz City, Misamis Occidental 2008 - 2014

Carmi Marie D. Regidor

Purok-5, RCIS, Poblacion, Tubod, Lanao del Norte
regidorcarmina@gmail.com
09363734116



I. PERSONAL PROFILE

Date of Birth:	December 19, 2000
Place of Birth:	Tubod, Lanao del Norte
Sex:	Female
Age:	22
Religion:	Roman Catholic
Father's Name:	Peter T. Regidor
Mother's Name:	Maridith D. Regidor

II. EDUCATIONAL BACKGROUND

Tertiary Level	Misamis University H.T. Feliciano St, Ozamiz City, Misamis Occidental 2019 - Present
Senior High School Level	Mercy Junior College Poblacion, Tubod, Lanao del Norte 2017-2019
Junior High School Level	Mercy Junior College Poblacion, Tubod, Lanao del Norte 2013-2017
Elementary Level	Rufo Dela Cruz Memorial School Poblacion, Tubod, Lanao del Norte 2007-2013

Marvie P. Serino
Taraka, Jimenez, Misamis Occidental
serinomarvie@gmail.com
09998618570



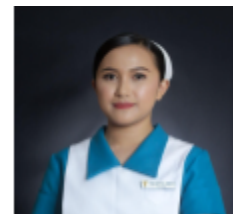
I. PERSONAL PROFILE

Date of Birth:	August 27,2001
Place of Birth: Occidental	Jimenez, Misamis
Sex:	Female
Age:	21
Religion:	Roman Catholic
Father's Name:	Avelino G. Serino
Mother's Name:	Marianes P. Serino

II. EDUCATIONAL BACKGROUND

Tertiary Level	Misamis University H.T. Feliciano St, Ozamiz City, Misamis Occidental 2020 - Present
Senior High School Level	La Salle University Aguada, Ozamiz City, Misamis Occidental 2018 - 2020
Junior High School Level	School of Saint John the Baptist Nacional, Jimenez, Misamis Occidental 2014 - 2018
Elementary Level	Tabo-o Integrated School Tabo-o, Jimenez, Misamis Occidental 2008 - 2014

Dona Grace P. Villantes
Kinuman Sur, Ozamiz City, Misamis Occidental
donagraceyvillantes@gmail.com
09056485956



I. PERSONAL PROFILE

Date of Birth:	April 13, 2002
Place of Birth:	Ozamiz City, Misamis
Occidental	
Sex:	Female
Age:	21
Religion:	Roman Catholic
Father's Name:	Dominador E. Villantes
Mother's Name:	Gloria P. Villantes

II. EDUCATIONAL BACKGROUND

Tertiary Level	Misamis University H.T. Feliciano St, Ozamiz City, Misamis Occidental 2020 - Present
Senior High School Level	Misamis University H.T. Feliciano St, Ozamiz City, Misamis Occidental 2020 - Present
Junior High School Level:	Ozamiz City National High School Lam-an, Ozamiz City 2014 -2018
Elementary Level:	Juan A. Acapulco Elem. School Kinuman Sur, Ozamiz City 2008 - 2014