



EATING HABITS QUALITY AMONG COLLEGE OF TEACHER EDUCATION STUDENTS: BASIS FOR INTERVENTION PROGRAM

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Abstract:

The purpose of this quantitative research study is to determine the eating habits quality among College of Teacher Education students in a particular University in the Davao region as a basis for the proposed intervention program. The researchers use the descriptive survey research design to develop accurate results. The study is limited only to the College of Teacher Education students, where a sample population of 338 respondents was selected through quota sampling. Furthermore, the researchers utilize frequency and percentage to interpret data to determine the respondents' demographic profile and eating habits quality. Hence, the study results revealed that the eating habits and quality of the respondents need monitoring and improvement, where the frequency of skipping meals among the respondents is high, and they are at risk of acquiring health-related problems. The researchers proposed an intervention program to monitor and improve the students' eating habits. It involves the conduction of a monthly webinar seminar and the provision of a health help desk for all the CTE students to ensure the monitoring of their eating habits and food choices.

Keywords: eating habits quality, food choices, and intervention program

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1. Introduction and Related Literature

Scientific research increasingly confirms that what we eat may affect our health, longevity, and quality of life. Healthy eating promotes an overall sense of well-being. The consequences of dietary changes were associated with undesirable health outcomes such as increased blood glucose levels, weight gain, and mental problems. It also stated that several factors contribute to these changes, including campus environment, individual preferences and interests, and food environment (Alakaam *et al.*, 2015).

The Social Cognitive Theory (SCT) developed by Albert Bandura is the basis of this existing study. He postulated that human behavior explains in a three-way; personal factors, behavior, and environmental factors continually interact. Moreover, since eating is a social act, there are a lot of external factors that can affect their food choices. Also, globalization offers more food choices and availability that influence their eating patterns (Bargiota *et al.*, 2013).

It is common in Western culture that daily food intake must be into three square meals: breakfast, lunch, and dinner. Breakfast refers to us as an essential meal throughout the day. However, skipping meals and not consuming enough food during the day can make their head spin. Skipping meals can happen occasionally, but consistently doing so will negatively impact health and lead to nutritional deficiencies (Shulman, Wicks, 2020). People engaged in skipping meals as a weight control method. The concerns about skipping meals existed because meals are essential for ensuring an adequate nutrient intake, and avoiding hunger can lead to binge-eating episodes (Neumark-Sztainer and Sherwood N., 2001).

People argue that breakfast and good health are considered a marketing strategy by most breakfast companies and revealed that not eating for an extended time impacts the food choices and preferences they make (Muhiuddin A. K., 2018, Barness & Todd, 2020). Skipping breakfast is a part of engaging in unhealthy behavior patterns (Pengpid and Peltzer, 2020). They also stated that skipping meals is associated with depression, loneliness, sleep problems, stress disorders, and poor academic performance. Lunch is considered the main family meal in Greece. Almost 99% of participants ate lunch daily with their families. Approximately two-thirds of them had their daily breakfast and dinner at home.

The study by Webb (2013) revealed that Americans are snacking more than ever. Snacking contributes close to one-third of daily energy intake in society, with many energy-dense snacks and nutrient-poor foods. Numerous studies have explored the relationship between snack foods and satiety. Traditional food has particular characteristics in raw ingredients, differentiating it from other convenience and processed foods (Trichopoulou, Soukara, & Vasilopoulou, 2007). A way to achieve healthy eating is by engaging in a diet rich in vegetables and fruits (VF), which improves our health, primarily because it reduces our chances of acquiring several eating-related diseases (Bazzano *et al.*, 2002, and Liu *et al.*, 2000). Another study also stressed that

whatever reasons people have in determining their food choices can have long-lasting effects on their health and well-being (Menza and Probart, 2013).

Another study highlighted the impact of unhealthy eating behaviors and inadequate nutrient intake among university students, concluding that we need to promote healthy eating habits among young adults to achieve a healthy nutritional status (Gan, Mohd, Zalilah, and Hazizi, 2011). College transition causes a change in eating options. It states that undergraduate students eat at college dining facilities with limited healthy food options. If students do not attain adequate nutrition daily, a decrease in academic and physical performance can result (Brown, O'Connor, and Savaiano, 2017). It states that the majority of the students tended to select food according to convenience, taste, time, and price rather than nutritional value.

The 8th National Nutrition Survey (2013) in the Philippines reported on the increasing trend in overweight and obesity problems from 1993 to 2013 by 3.23%. Adolescents covered 14.5% (aged 10-19 years old) and young adults (aged 20 and above). The result is alarming since overweight and obesity persist in adulthood and might contribute to several health concerns, including heart disease, diabetes, cancer, and hypertension. However, researchers have not come across any study conducted on the quality of eating habits among College of Teacher Education students as a basis for the intervention program. It only emphasized that the current research shall contribute to creating new knowledge and context about the students' eating habits in designing intervention programs.

This research provides insights and ideas about the respondent's eating habits and improves them. The study benefits the school's administration as a basis for designing intervention programs and implementation of different guidelines regarding health and wellness. It will help them monitor the eating habits of every student within their school premises. Through this study, the teachers may understand the different behaviors that their students might have at school and how they would address them. Then, the study helps parents know how well their children are regarding their eating habits, food choices, and interests and helps them cope with such problems. Moreover, this research significantly benefits future researchers who wish to conduct related studies to create structures for their chosen careers, especially quantitative approaches.

The primary intent of this existing study was to determine the quality of the eating habits of the students under the College of Teacher Education as the basis for the intervention program. Specifically, this study sought to determine the quality eating habits of CTE students in terms of the number of meals a day, frequency of skipping meals, reasons for skipping meals, changes in eating habits due to feelings, consumption of snacks between meals, preferred foods per meal; and preferred foods in school. Then, the study also aims to propose an intervention program based on the result to address and monitor problems with eating habits.

2. Material and Methods

2.1 Research Respondents

The research study respondents were the students of the College of Teacher Education. Based on the Universities Portal data, the total population of CTE students enrolled in the University of Mindanao, SY 2021-2022, is 2776. However, out of all CTE students, it was suggested through Raosoft that the sample size must be 338. The only criteria for choosing the actual respondents are that they must be enrolled under the College of Teacher Education, where no limitations are required in terms of gender, age, employment status, and year level. According to Bullen, most statisticians agreed that 100 participants are the minimum requirement in conducting a study, and a good maximum sample size is usually 10% of the total population, which gives evidence that 338 total sample population is acceptable.

Then, the questionnaires were distributed to all CTE students, and responses were gathered until the target quota of 338 respondents was achieved. According to Simkus (2020), quota sampling is a non-probability sampling technique where researchers will create a sample of respondents representing the total population. In this study, the mentioned sampling technique was appropriate in getting the target total sample population. She also stressed that quota sampling saves data collection time and involves quick, straightforward, and convenient ways to sample collected data.

2.2 Research Instrument

The researchers administered a modified questionnaire taken from the study of Kristo, Gultekin, Oztag, and Sikalidis 2020 about "The Effect of Eating Habits' Quality on Scholastic Performance in Turkish Adolescents." It involves 13 items frequency type questions about the respondents' eating habits. The research instrument was subjected to content validation by three seasoned Physical Education teachers, resulting in a mean average rating score of 6.6, indicating that the instrument is acceptable. Also, pilot testing was conducted to determine the reliability index of the questionnaire, yielding an alpha value of .777, which means that the questionnaire is deemed reliable and acceptable to use in the study.

2.3 Design and Procedure

The researchers use the descriptive survey method to develop the study's accurate result. The descriptive survey uses a univariate type of questionnaire, which means there will only be a set of questions under a single variable. Hence, McCombes (2020) pointed out that using a descriptive survey design is perfect when the study's objective is to seek a specific feature of the population regarding social and economic characteristics, opinions, behavior, and knowledge towards certain phenomena. Correspondingly, the purpose of this study is to merely describe the eating habits and quality of College of Teacher Education students, so a descriptive survey method would be most suitable to utilize.

Before conducting the study, researchers seek permission to conduct the study. Upon approval, the researchers distributed the questionnaires electronically using Google Forms. Also, researchers acknowledged different ethical considerations to ensure that all collected information should be kept confidential under every respondent's Data Privacy Act. After the respondents answered the questionnaire, the researchers retrieved the respondents' mentioned questionnaire and saw that all answers were valid. The data were tallied, tabulated, and subjected to statistical interpretation and analysis. The researchers utilize frequency and percentage as statistical tools in the interpretation of data.

3. Results and Discussion

Table 1 presents the respondents' eating habits and quality regarding the number of meals they eat a day. It shows that the respondents generally have three meals a day, answered by 208 out of 338 or 61.4% of the respondents. Also, 76 (22.8%) of the respondents have two meals a day, 42 (12.4%) of the respondents have four meals a day, 9 (2.7%) of the respondents have five meals a day, and only 3 (.9%) out of 338 respondents have taken one meal a day.

Table 1: Eating Habits Quality in Terms of Number of Meals a Day

Number of Meals	f	%
1	3	.9
2	76	22.5
3	208	61.5
4	42	12.4
5	9	2.7

The results correspond to the study conducted by Shulman and Wicks (2020), stating that it is common in Western culture that daily food intake must be divided into three square meals: breakfast, lunch, and dinner. Additionally, reducing meal frequency may affect dietary habits (Paoli *et al.*, 2019). They also stressed that consuming only one meal per day may develop a positive effect of lower meal frequency. So, eating two to three meals per day is the best option. However, Stote *et al.* (2007) affirm that eating only one meal per day compared to three meals per day has a significantly more significant increase in hunger. It also stated a significantly greater feeling of satiety over 24 hours if the person is consuming the same amount of energy content spread over three meals instead of two (breakfast and dinner) meals per day. In contrast, Cameron *et al.* (2010) stated that no significant differences were reported in feelings of hunger and fullness if an individual consumed either three meals per day or three meals and three snacks as an energy-restricted diet.

Table 2 presents the respondents eating habits quality in terms of the frequency of skipping meals. Based on the results, breakfast 236 (69.8%) is the primary skipped meal, and dinner 172 (50.9%) is the least skipped meal. For breakfast, most of the respondents

skipped it 1-2 times a week, 71 (21%), and 10 (3%) skipped it once in 15 days. Additionally, the majority of the respondents skipped lunch both 1-2 times a week 65 (19.2%) or skipping it seldomly 65 (19.2%), and 12 (3.6%) of the respondents skipped lunch once in 15 days. Dinner, most of the respondents skipped seldomly 76 (22.5%), and 15 (4.4%) of the respondents skipped dinner once in 15 days.

On the contrary, Hill (2021) argued that skipping breakfast is not suitable for health. She stated that breakfast gives her the needed energy to function properly and helps her focus at work or school. Skipping breakfast is a part of engaging in unhealthy behavior patterns (Pengpid and Peltzer, 2020).

Table 2: Eating Habits Quality in terms of Frequency in Skipping Meals

Skipped Meals	f	%
Breakfast	236	69.8
Everyday	59	17.5
3-5 times a week	48	14.2
1-2 times a week	71	21.0
Once in 15 days	10	3.0
Seldom	48	14.2
Lunch	207	61.2
Everyday	25	7.4
3-5 times a week	40	11.8
1-2 times a week	65	19.2
Once in 15 days	12	3.6
Seldom	65	19.2
Dinner	172	50.9
Everyday	19	5.6
3-5 times a week	21	6.2
1-2 times a week	41	12.1
Once in 15 days	15	4.4
Seldom	76	22.5

They also stated that skipping meals is associated with depression, loneliness, sleep problem, stress disorder, and poor academic performance. Additionally, the study of Zeballos and Todd (2020) revealed that skipping meals, specifically during dinner, reduces daily energy consumption. However, the reduction in daily diet, particularly in skipping breakfast, may impact health negatively.

Furthermore, Goodkind (2021) also stressed that skipping meals puts one's body into survival mode. Students who skip meals from their daily eating habits can negatively affect their health, leading to negative academic performance and a decline in cognitive aspects. In support, Andreoli (2020) stated that skipping meals can have various mental health effects. It can develop mood swings and result in more extensive emotional responses, stress, low concentration, and a poor overall sense of well-being. He also recommended that individuals who practiced skipping meals change their eating habits and incorporate full-eating meals, including snacks, in an average amount throughout the day.

Moreover, Choi (2016) affirms that one should adjust and reconsider work and study schedules to avoid skipping meals and snacks. He stressed that College students are already prone to malnutrition, nutrient deficiencies, low blood sugar levels, and binge eating. For these four reasons, the students must change their eating habits and not skip their meals throughout the day. However, he concluded that skipping meals is not merely a choice but a result of being financially unstable. In this case, he recommended that there should be a Food Assistance Program to help out when possible. The Peconic Bay Medical Center also postulated five top reasons an individual should avoid skipping meals. It leads to a drop in blood sugar level and metabolism, missing out on needed nutrition, an increased risk of diabetes, and can throw off the whole eating schedule. It states that individuals may skip meals because they are concerned about overeating. However, skipping meals is not the answer. Instead, they should add healthy snacks throughout the day. Eating smaller yet healthier meals is far preferable to skipping meals.

Furthermore, Pearson's study (2012) suggested that educating students on how to interpret and assess their unhealthy eating behaviors might be one of the nutrition promotion strategies to minimize skipping meals. Her study also stated that the involvement of parents is essential. Also, encouraging peer assessment and motivation not to skip meals may substantially promote a nutrition strategy where students can stay healthy through the encouragement of their peers and parents.

Table 3 shows that out of 338 respondents, the primary reason for skipping meals answers by 140 (41.4%) of the respondents is that they did not feel they like it, and the slightest reason answered 16 (4.7%) of the respondents is that they think it is unnecessary.

Table 3: Eating Habits Quality in terms of Reasons for Skipping Meals

	Reasons	f	%
1.	It isn't prepared.	57	16.9
2.	I forgot.	74	21.9
3.	I think it's unnecessary.	16	4.7
4.	I don't feel like it.	140	41.4
5.	I have to catch my class.	74	21.9
6.	I lose weight.	62	18.3

However, these results opposed the study conducted by Taha and Rashed (2017), stating that disliking the food prepared at home (5%) is the least among some other reasons for skipping meals. The study revealed that many students skipped meals due to lack of time (37%) and did not feel hungry (33%). However, the study of Mohiuddin (2018) asserted that lack of time is the main reason people are skipping their meals. However, generally, people engage in meal-skipping because of a lack of appetite, religious belief, inability to cook, and not being hungry.

Presented in Table 4 are the results of the respondents' eating habits quality in terms of changes in eating habits due to feelings. The table shows four classifications of emotions: distressed and unhappy, happy and excited. It illustrates that the primary impact of feelings on eating habits when the respondents are distressed and unhappy is

that they eat less than usual 146 (43.2%). Also, 88 (26%) of the respondents eat more frequently than usual, 69 (20.4%) of the respondents answered that they had no change in eating habits when they are distressed, and 35 (10.4%) of the respondents answered that they do not eat at all when they felt distressed and unhappy.

Table 4: Eating Habits Quality in Terms of Changes in Eating Habits Due to Feelings

Impact of Feelings on Eating Habits	f	%
Distressed and Unhappy		
I don't eat at all.	35	10.4
I eat less than usual.	146	43.2
I eat more and more frequently than usual.	88	26.0
No change.	69	20.4
Happy and Excited		
I don't eat at all.	9	2.7
I eat less than usual.	51	15.1
I eat more and more frequently than usual.	170	50.3
No change.	108	32.0

Moreover, the table also shows the impact of feelings on eating habits when the respondents are happy and excited. It affirms that the majority of the respondents eat more frequently than usual, 170 (50.3%), no change 108 (32%), 51 (15.1%) of the respondents eat less than usual, and 9 (2.7%) of the respondents do not eat at all when they feel happy and excited.

The study conducted by Coyle (2017) affirms that being happy can help promote a healthy lifestyle. It also shows that happier people are more likely to eat more nutritious food and diets. Emotions affect the food choices and the quality of eating habits of people. Sometimes, food cravings hit when someone is at their weakest point when they feel stressed or unhappy. It might turn us to food for comfort. However, consider healthy food choices and amounts during our darkest times.

Additionally, the study conducted by Treleaven (2013) revealed that happiness could also encourage people to overeat. It states that students consumed more calories when watching movies prompted by happy emotions than when tending to negative emotions. The results revealed that the students did not overeat when they felt negative emotions but when they felt positive emotions and feelings. However, Hill *et al.* (2021) asserted that stress and other negative emotions could lead to irregular eating behaviors. The study also revealed that females are more likely to encounter changes in their eating behaviors when stressed than males. Stone and Brownell (2007) supported that men had a slight tendency to eat less as a result of stress than women and hypothesized that there is a gender difference in eating behaviour when the students are either happy or unhappy.

Table 5 provides the results of the respondents' eating habits regarding the consumption of snacks between meals. The table illustrates that the majority of the respondents generally took snacks in average amounts. Among all the snacks choices, soda drinks and coke got the highest frequency taken in average amounts, which 166

(49.1%) respondents answered; fruit eaten in average amounts answered by 147 (43.5%) respondents, and candies and chocolates chosen by 142 (42%) of the respondents.

Table 5: Eating Habits Quality in Terms of Consumption of Snacks Between Meals

Snacks	Normal Amounts		High Amounts	
	f	%	f	%
Sugar-free tea or coffee	119	35.2	15	4.4
Tea or coffee with sugar	129	38.2	15	4.4
Dried fruits & nuts	118	34.9	7	2.1
Coke or soda drinks	166	49.1	32	9.5
Juices	157	46.4	23	6.8
Fruit	147	43.5	43	12.7
Candy & chocolates	142	42.0	23	6.8
Cake & pastries	127	37.6	13	3.8
Ice cream	128	37.9	14	4.1

On average, snack amounts taken, dried fruits, and nuts had the lowest frequency, answered by 118 (34.9%). Also, the table shows that the minority of the respondents have eaten snacks in high amounts. It illustrates that 43 (12.7%) of the respondents consumed fruits in high amounts, 32 (9.5%) of the respondents chose to drink Coke and soda drinks in high amounts, and 23 (6.8%) of the respondents ate candies and chocolates in high amounts. The results also revealed that only 7 (2.1%) respondents chose to eat dried fruits and nuts in high amounts.

Snacking may not suit everyone, but it helps some people temporarily eliminate hunger (Spritzer, 2019). However, making healthy snack choices in average amounts is very important. Additionally, Bastami *et al.* (2019) concluded that students' behaviors, emotions, and perceptions at school are affected by their snack consumption. It also shows that the significant other's behaviors and environmental factors may affect it. They recommended that the school's administration make environmental modifications to enhance the school environment into a friendly eating and pleasant place for healthy snack choices.

Moreover, a cross-sectional conducted by Smith and Rogers (2014) revealed that the consumption of chocolates was associated with depression and emotional eating, while the consumption of fruits was associated with lower chances of developing despair and anxiety. These results give a more precise understanding and an indication that there is a causal effect of different types of snacks on the overall sense of well-being.

Table 6 presents the respondents' eating habits and quality in terms of preferred foods per meal. These include preferred foods for breakfast, lunch, and dinner. For breakfast, most respondents chose eggs 270 (79.9%) as their primary food, and vegetables 138 (40.8%) got the lowest frequency. In lunch, vegetables with meat 251 (74.3%) got the highest frequency, and a minority of the respondents ate vegetables without meat 103 (30.5%) during lunch.

Table 6: Eating Habits Quality in Terms of Preferred Foods per Meal

Preferred Foods per Meal	f	%
Breakfast		
Egg	270	79.9
Bread	203	60.1
Milk	166	49.1
Fish	142	42.0
Vegetables	138	40.8
Lunch		
Vegetable with meat	251	74.3
Fruit	233	68.9
Soup	125	37.0
Toast/Sandwich	117	34.6
Vegetable without meat	103	30.5
Dinner		
Vegetable with meat	252	74.6
Fish	245	72.5
Soup	151	44.7
Fruit	141	41.7
Vegetable without meat	135	39.9

Moreover, the respondents preferred to eat vegetables with meat 252 (74.6%) during dinner, and vegetables without meat 135 (39.9%) got the lowest frequency.

According to Keogh and Clifton (2020), participants who ate eggs for breakfast felt less hungry, more satisfied, and fuller. Bonnema (2016) also stressed that eating eggs for breakfast produced greater satiety than a cereal-based breakfast. Meat is an essential source of nutrients, but excessive protein consumption may trigger unfavorable effects (Devje, 2021). On the contrary, experts recommend fruits and vegetables' health-promoting properties (Slavin and Lloyd, 2012). They also stressed that one should eat fruits and vegetables every day to become healthy.

The study by Rongen *et al.* (2019) revealed that the most consumed lunch products among primary students were bread, sugar-sweetened beverages, and dairy products. The results also show that fruit and vegetable consumption was deficient. It simply means that the results do not coincide with the results of the current study, where vegetables with meat are the most consumed products. Pem and Jeewon (2015) affirm that a sufficient intake of vegetables and fruits is associated with a reduced risk of developing a chronic disease. The study also recommended that school institutions have a nutrition intervention program to monitor students' eating behavior and patterns.

Table 7 presents the eating habits and quality of preferred foods in school taken by the respondents. It shows that most of the respondents, 223 (66%), used to eat toast, hamburgers, and sandwiches at school. Also, 192 (56.8%) of the respondents used to eat fatty foods; 142 (42%) of the respondents preferred sugared food/drink, and milk/yoghurt answered 33 (9.8%) of the respondents got the lowest frequency.

Moreover, the study by Alexander (2015) affirms that school food nutrition initially offered chocolates, hamburgers, milk, sandwiches, hot dogs, and cookies. With

these food choices, parents became more aware of the possible adverse effects on their children and began to file complaints. School altered the menus, including healthier options such as fresh fruits, salads, and no-sugared drinks in school. However, kids enjoyed foods that satisfied their cravings and chose to eat “finger foods” out of convenience.

Table 7: Eating Habits Quality in Terms of Preferred Foods in School

Foods	f	%
Milk/yogurt	33	9.8
Dried fruits & nuts	44	13.0
Toast/hamburger/sandwich	223	66.0
Tea/coffee	65	19.2
Fatty foods	192	56.8
Sugared food/drink	142	42.0
Fruits/vegetables/salads	115	34.0

The study of Conti *et al.* (2018) revealed that pizza and pasta are the most consumed foods in school, followed by fruits and vegetables. The study also shows a gender difference when it comes to food preferences in school. Males have a higher preference for any protein than females. Caine-Bish and Scheule (2009) also supported the idea that food preferences in school differ between genders. For this reason, school institutions must consider gender preferences when providing food choices to both men and women of all ages on school premises.

4. Intervention Program

The results show different reasons for implementing an intervention program that aims to address such issues and concerns regarding eating habits quality. Thus, the researchers recommend that the school administration conduct a monthly webinar seminar to monitor the respondents’ eating habits and give them essential and proper knowledge on improving their food choices and eating patterns.

I. Title: “Conduction of Monthly Webinar Seminar among College of Teacher Education Students: An Online Intervention to Monitors Student’s Eating Habits”

II. Rationale

The results determined that the eating habits quality among College of Teacher Education students needs monitoring and improvement. This intervention program involves conducting a monthly webinar seminar for all CTE students to ensure that their eating habits can be monitored. In the new education model, the use of social media platforms is relevant. The proposed intervention program will be a massive help to the school’s administration in maintaining students’ engagement in academics and health.

III. Intervention Scheme Description

Context: The school intends to conduct a monthly webinar seminar for all CTE students to monitor their eating habits quality by utilizing a particular social media platform in delivering information.

- 1) The school will conduct a monthly webinar seminar for all CTE students to monitor the students' eating habits. Thus, monitoring the status of the students' eating habits would be a great help so that students can change or improve their eating habits if needed.
- 2) The school will teach students about proper eating habits in every seminar session, which is limited only to utilizing a particular social media platform since a face-to-face setting is discouraged.
- 3) The school will provide various audio-visual presentations and activities to address students' eating habits and food choices. It will attempt to let students interact actively in academics while staying healthy.

IV. Objectives

This intervention scheme will seek to fulfill the following objectives:

- 1) To conduct a monthly webinar seminar where students can learn about their eating habits during virtual seminar sessions.
- 2) To conduct a monthly webinar seminar; where students can acquire different strategies and knowledge on how to improve their eating habits and food choices.
- 3) To conduct a monthly webinar seminar, students can actively interact in different educational activities during the seminar to participate in academics and health.

V. Target Beneficiaries

The target beneficiaries of this proposed intervention scheme are the following:

- 1) Students,
- 2) Teachers,
- 3) School administration.

VI. Implementation

The implementation guidelines for the proposed intervention scheme are to present the findings to the school's administration for recommendation and to be approved by the head. The approved recommendation is then utilized in the preparation of the program at work. Moreover, various learning and educational materials for the intervention will be allocated to the university. As a result, the following success indicators will be included in the implementation guidelines:

- 1) Students can assess and monitor their eating habits.
- 2) Students' interaction in various educational activities every session will be acknowledged to help them improve their eating patterns if needed.
- 3) Fewer students become unhealthy as they can learn different strategies and have proper knowledge of proper eating habits and food choices.

VII. Monitoring and Evaluation

Monitoring and evaluation are the last steps in this intervention scheme. It ensures the quality of the output after executing all available strategies and educational techniques for the betterment of the program. An evaluation survey will be utilized to improve and implement the program. The school’s administration will hold the monitoring and evaluation for corrections and improvement if there is a need to do so. It ensures that the intervention program still gives the students aid for their concerns and further knowledge acquisition.

VIII. Intervention Evaluation Form

Name: _____ Date: _____
 Year & Course: _____ Seminar’s session: _____
 Please rate the following based on your evaluation.

Seminar’s Topic	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The topic is timely and relevant.					
I was academically aware about the discussion.					
The seminar increased my knowledge about the topic.					
Materials	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The utilization of the materials is clearly organized.					
The textbooks and other learning materials were relevant and useful.					
Discussion	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The instructors are well diverse about the topic.					
The discussion is cache and interesting.					
The discussion follows the sequence and is time-bounded.					
Scale: 1 - Strongly disagree; 2 - Disagree; 3 - Neutral; 4 - Agree, 5 - Strongly agree.					

Comments:

Moreover, this study's scope is limited to a proposal of monthly webinar seminars for all College of Teacher Education students. In any case, future researchers may improve the structures of information gathered in this study to make an in-depth analysis of the implementation of the proposed intervention program.

5. Recommendations

Based on the findings, the following recommendations are forwarded. The students should monitor and develop self-awareness regarding their eating habits and should avoid skipping their meals so they can choose healthy foods and snacks for better health and wellness. Also, the teachers should incorporate lessons about having healthy eating habits and understand the different behaviour of their students that might relate to having a problem with their eating habits. That could also help students understand how vital their eating habits are.

Moreover, the school administration should develop healthy canteen eating choices for their students within their school premises. In any case, future researchers should foresee possible improvements in this study for better conduction of similar studies in the future. They can utilize the findings of this study for their references.

6. Conclusion

Based on the study's findings, the researchers found that the eating habits quality among College of Teacher Education students needs monitoring and improvement. The results show that the majority of the respondents are females. It implies that female respondents participated more in the completion of the study. Most of the respondents are aged 16-25 years old and are unemployed. It signifies that the student's employment status may have a more significant impact on their eating habits. Third-year students from the College of Teacher Education also participated more in the study. It asserts that their year level and age interval have to do with having an interest in the study where they could give their honest answer and full participation in the completion of the study.

Additionally, the researchers found that most of the respondents have three meals a day, which is common in Asian countries, but the frequency of skipping meals every day is very high. Therefore, the researcher concluded that the quality of the respondents' eating habits is at risk of acquiring health-related problems. Also, most of the respondents' reason for skipping meals is invalid since they missed their meals because they did not feel they liked it. However, this reason is prevalent, and the researchers cannot deny that this is one of the significant reasons for skipping meals. So, the researchers pointed out that the student's interest in their meals must be enhanced so that their eating habits are maintained and they stay healthy.

Moreover, the respondents' feelings have a significant impact on the quality of their eating habits. These feelings can change the way they eat. Therefore, the researchers concluded that emotions and feelings play a significant role in the quality of the respondents' eating habits. The respondents must control these emotions, whether they are happy and excited or unhappy and distressed. Furthermore, it is expected to have a snack in every meal in our country. However, the respondents must change the quality, amounts, and list of snacks they consumed. The researchers asserted that the school administration must consider selling quality and healthy foods within their premises,

and so the respondents. Also, the researchers found out that the respondents' interests and preferences in choosing what foods they eat every meal, whether at home or in school, must be considered. The respondents' choices must be limited to selecting healthy foods only, and if not met, the school must implement intervention programs.

Conflict of Interest Statement

The authors declare no conflicts of interest.

About the Author(s)

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