

Food Habits and Preferences of Senior High School Students of Zone II, Division of Zambales

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Abstract — The study aimed to determine and identify the food habits and food preferences of the senior high students of Zone II, Division of Zambales.

The researcher utilized the descriptive research design with questionnaire as the main instrument in gathering data supplemented by unstructured interview from 361 respondents who were randomly selected. It determined the profile of the respondents as to their age, sex, grade level, daily allowance, food allowance, highest educational attainment, occupation of parents, and religion. It also included to determine the food preference of students during breakfast, lunch and snacks.

Majority of the female Grade 12 respondents were Roman Catholics, whose parents were high school graduate with meager income and the students have small amount of daily and food allowances. The student-respondents assessed that they eat their meals regularly on time, prefer frying as the way of cooking the food and they prefer to dine at home. There is significant difference on the assessment of the respondents towards their food preference for breakfast and morning and afternoon snacks. There is significant difference on the assessment of the respondents towards foods preferences for their lunch.

Based on the summary of the investigations conducted and the conclusions arrived at, the researcher have offered the following recommendations as the school canteen should provide cheap and affordable but nutritious viand especially for the students; canteen operators are encouraged to prepare a balance menu that are preferred by the students; school policy on canteen management must be strictly implemented; parents who prepare the foods for their children are encouraged to complete in food nutrients for balance food. Prepare fruit juices for their children rather than buying soft drinks and other cola drinks; parents should monitor, check and ensure their children will not skip breakfast and lunch to avoid severe health problems; the family members are encouraged to learn healthy life style and refrain from cooking using too much oil that may cause high cholesterol level in their system and future researchers may conduct a follow-up and similar study that is more in-depth in other schools in order to validate the findings obtained in the study.

Keywords — *Viable Canteen Management, Value for Money, Perspective, Food Preferences, Food habits, Menu frequency, Cooking preparation, Food portion or Size, Food presentation, Food Characteristics*

I. Introduction

All public elementary and secondary schools in the Philippines were ordered to put up a canteen through a DepEd Memorandum Department Order 8 s. 2019-Revised Implementing Guidelines on the Operation and Management of School canteen. There were guidelines to be

followed according to the memorandum such as; the school canteen should be managed by TLE teachers in high school and by EPP teachers in elementary; junk foods and soft drinks are prohibited, vendors are not allowed inside the school premises, there should be a hand wash area, the canteen must get sanitary permit from the local government and many others.

There are two types of school canteen management in the Philippine public elementary and secondary schools, the first is the cooperative type and the second is the school manage type. For some schools, they prefer the manage type.

Eating is an intentional act according to Yannakoulia, Panagiotakos, Pitsayos, Skoumas, Stefanadis (2021). Each day, people choose from the available foods, prepares the foods, decides where to eat, which customs to follow, with whom to dine are many factors that influence food related choices.

People make decisions about food several times a day: where to eat, what to eat and how much. Whether the act of eating is a meal or a snack, the decisions are complex and the influences are many. Hence, the researcher in her study assessed the food preferences among senior high school students of Zone II, Division of Zambales.

Literature Review

Food Preferences

Acilo, Cabal (2019) posted a blog on food topic in earthday.org, while teachers feed their students' minds schools also need to feed students' bellies. Over 30 million children eat at least one meal a day at school, that is one-tenth of the population of the country. Even if you have been out of school for years, you probably still remember the typical school lunch of greasy pizzas and burgers, potato fries and soda. Throw in the occasional unhealthy snack from the vending machine, and this is the picture of the common food experience of millions of school children daily.

Food Preferences and sensory attributes guide food choice. Other factors involved in food choice include cost, availability, convenience, cognitive restraint, and cultural familiarity. In Addition, environmental cues and increased portion sizes play a role in the choice and amount of foods consumed (Science Alert, 2022).

Demographic Profile

According to Academia.edu (2022) students have pocket money below 20 Renminbi (RMB) all take meal in canteen at least for three days per week. Those who seldom eat in canteen commonly have relatively higher pocket money. Income and level of education influence food choice via the availability of the resources to purchase a higher quality food and awareness of nutritious alternatives. Diet may vary depending on the availability of income to purchase healthier, nutrient-rich foods. For a low-income family, pricing plays a larger role than taste and quality in whether the food will be purchased.

According to the Youth Risk Behaviour Survey (2019) age does not affect the health fair factor and service learning factors. There is no correlation between age and any health fair or service learning. That is why there is a correlation between experiential learning and contemplation or preparation phrase for volunteerism, and action phrase and values integration. There is also a correlation between developing deeper understanding and higher order skills and action phase and values integration, service learning factors, are good predictors of experiential learning, a health fair factor.

Food Characteristics

Relevantly, food characteristics are defined in this study as to food portion/serving size, cooking preparation, food presentation and value for money.

There was not much room for presenting the wide variety of options in the canteen. Although equipment and space must be available, presentation of food is very important. Taking into account that pupils indicate that they want to see the food before they buy it, a nice presentation might encourage them to buy the healthy foods. When the set meals or favourite, healthier foods are presented in the front and the unhealthier foods in the back, they may decide to buy these foods.

Portion Size

According to Paz & De Guzman (2021), Portion sizes in the United States have increased markedly in the past several decades. For example, from 1997 to 1996, portion sizes increased by 60 percent for salty snacks and 52 percent for soft drinks. Importantly, larger product portion sizes and larger servings in restaurants and kitchens consistently increase food intake.

Menu Frequency or Food Variety

As a given food is increasingly consumed, the hedonic pleasantness of the food's taste, smell, appearance, and texture declines, an effect commonly referred to as sensory-specific satiety. Consequently, increasing the variety of foods available can increase overall food intake. This effect has been observed across both genders and across multiple age groups, although there is some evidence that it may be most pronounced in adolescence and diminished among older adults. Furthermore, simply making a food assortment appear more disorganized versus organized can increase intake. It has been suggested that this variety effect may be evolutionarily adaptive, as complete nutrition cannot be found in a single food, and increased dietary variety increases the likelihood of meeting nutritional requirements for various vitamins and minerals (Bunn & Viljoen, 2022)

The School canteen or lunch order plays a vital role in providing children with a variety of healthier food which can be cost effective. In general a menu should offer your customers several items that remain the same, with variety provided by specials that are for sale only at certain times

or on certain days of the week. It will also make it easier for your staff to order and buy the food needed (Fulkerson, Larson, Horning, & Neumark-Sztainer, 2021).

Influences on Children's Food Selection

Canteen guidelines developed in most Australian states and territories apply to all situations where food and beverages are supplied in the school environment. The aims of the guidelines are to provide a framework to support the implementation of sale of healthy food in school canteens. Currently, canteen guidelines refer only to the school canteens in the state or territory in which they were developed; however, National canteen guidelines have been written which harmonize existing State and Territory school canteen guidelines. Canteen guidelines for schools in South Australia were not applicable at the time of this research; however, the position paper explaining the guidelines was available to schools. A few school canteen managers who had seen the position paper were concerned that the guidelines would prevent the sale of the canteens 'profitable' foods, such as pies and hot dogs'. These comments concur with research indicating a reliance on profits from canteens, vending machines and 'junk food is fundraising' makes it difficult for schools, particularly secondary schools, to model healthy eating. Currently, many Australian government schools are slowly adopting the state guidelines that support healthy food implementation in school canteens although there is limited evidence showing how effective these food policies are. The recent removal of the healthy food policy in New Zealand schools due to concerns regarding issues such as canteen staffing resources and pressure of maintaining a profit indicates that schools are not receiving the support required from the surrounding system to assist with long-term implementation of a healthy menu (Academia.edu, 2023).

Importance of Healthy Food in Schools

For many students who use the canteen regularly, the food purchased there makes a significant contribution to their total food intake and nutrition. For those students who do not use the school canteen or food service regularly, the canteen still plays an important educational and modelling role for healthy eating habits (Youth Risk Behavior Survey, 2019).

In addition to the provision of nutritious food, the canteen has an important role within the broader school environment in complementing the knowledge, skills and behaviours about healthy eating and lifestyles that are taught in the classroom. The food provided within the school environment has a considerable influence on the development of children's long-term eating habits, food preferences and attitudes towards food.

The school canteen can play an important role in promoting healthy foods and creating a school culture of healthy eating. This can extend beyond the school environment and influence food choices within the family and community and enhance the social and multicultural aspects of food and eating.

The Healthy School canteen Programme: A promising Intervention to make the School Food Environment Healthier

According to O’Dea, & Wilson (2021) in order to facilitate students to make more healthy food choices and to develop healthy eating habits, it is important that the school food environment is healthy. The Healthy School Canteen programme of the Netherlands Nutrition Centre is an intervention that helps schools to make their cafeteria’s offering healthier. A descriptive study was conducted by an independent research agency to survey the perceptions, experiences, and opinions of users of the programme (school directors, parents, students, and health professionals). Results show that directors and students of participating schools perceive their cafeteria’s offering to be healthier after implementing the programme than prior to implementation. Next, further important results of the study are highlighted and relations with other projects, caveats, and practical recommendations are discussed. It is concluded that the Healthy School Canteen programme is a promising intervention to change the school food environment but that further research is needed to ultimately establish its effectiveness. Also, it will be a challenge to motivate all schools to enrol in the programme in order to achieve the goal of the Dutch Government of all Dutch school cafeterias being healthy by 2019.

II. Methodology

Research Design

The study used the descriptive survey method of research. Bunn & Viljoen (2022) define descriptive survey as an approach in research that describes the characteristics or behaviour of a particular population in a systematic and accurate fashion. Both qualitative and quantitative approaches were used.

O’Dea and Wilson (2021) postulated that survey is the most appropriate design in the behavioural sciences as it seeks to find out factors associated with occurrences of certain events and conditions of behaviour. It will enable the researchers to collect in-depth information including sensitive and personalized experiences concerning the issue being investigated. The descriptive survey designed allow the researcher to study variables, as they exist.

Respondents and Location

The study was conducted at Zone II, Division of Zambales. It covers the Senior Public Secondary High Schools namely: Zambales National High School, Beneg National High School, Amungan National High School, Locloc National High School and Panan National High School

The number of respondents was determined thru the use of stratified random-progressive sampling.

Table 1
Frequency and Percentage Distribution of the Respondents according to School

School	Frequency (f)	Percentage (%)
Zambales National High School	219	60.66
Beneg High School	30	8.31
Amungan High School	32	8.86
Locloc High School	30	8.31
Panan High School	50	13.85
Total	361	100.00

Figure 2
A Map Showing the Location of the Study

Instruments

The researcher made use of constructed questionnaire which was utilized as a primary source of data for the study. The questionnaire was divided into three (3) parts pertaining to the demographic profile of the respondents, second was food habits and food preferences of the respondents. A Likert Scale type of questionnaire designed to determine the respondent's extent of agreement is as follows:

4- Always

3 – Often

2 – Seldom

1 – Never

In order to validate the locally made instrument, the researcher sought the assistance of her adviser who was knowledgeable in formulating research questionnaires.

The researcher sought the permissions of the Director of the Graduate School, the School Division Superintendent and the School Principal to administer the instruments to the senior high school of Zone II Division of Zambales. A preliminary survey were made to determine the food items available in the canteen in order to identify the frequency of menu offered.

To improve further the questionnaire, some modifications was made. It was validated through a dry-run to the selected twenty (20) Grade 10 Senior High School students of the Zambales National High School who were not included in the final conduct of data gathering.

Data Collection

All the data in this study were gathered by giving questionnaire to the respondents of selected secondary high school in Zone II, Division of Zambales. The questionnaire checklist used the diet recall of the students was also considered.

The questionnaires were immediately retrieved by the researcher for tabulation; analysis and interpretation. The researcher asked permission from the school principals concerned in the conduct of the study.

Data Analysis

After the retrieval of questionnaires, the researcher tabulated and processed the data both the current and proposed system.

Data gathered from the survey questionnaire were collected, tallied, tabulated, analyzed and interpreted accordingly.

To interpret the data effectively, the researcher will employ the following statistical treatment using the SPSS Version 20.

III. Results and Discussion

Summary of Findings

1. Profile of the Respondents

1.1. Age. Out of three hundred sixty one (361) student-respondents, 246 or 68.1% from age group of 16-17 years old; 106 or 29.4%, from 18-19 years old; 7 or 1.9%, 20-21 years old and 0.6 from 22 years old and above. The computed mean age of the respondents was 17.19 years old. Clearly gleaned from the data that the respondents were considered relatively young in their teenage hood and high school students.

1.2. Sex. Out of three hundred sixty one (361) student-respondents, 214 or 59.3% are females and 147 or 40.7% are males.

1.3. Grade Level. Out of three hundred sixty one (361) student-respondents, 202 or 56.0% are from Grade 12 and 159 or 44.0% from Grades 11.

1.4. Daily Allowance. Out of three hundred sixty one (361) student-respondents, 243 or 67.3% with daily allowance of 60.00-100.00; 69 or 19.1%, 101.00-150.00; 22 or 6.1%, 151.00-200.00; 9 or 2.5%, from 201.00-250.00; and 18 or 5.0% with daily allowance of 250.00 and above.

1.5. Daily Budget for Food. Out of three hundred sixty one (361) student-respondents, 277 or 76.7% with daily food budget of 60.00-100.00; 31 or 8.6%, from 101.00-150.00 and 250.00 and above respectively while 11 or 3.0% with food budget of 151.00-200.00 and 201.00-250.00 respectively. The computed mean daily food budget was

1.6.Family Monthly Income. Out of three hundred sixty one (361) student-respondents, 95 or 26.3%, with daily family income of Php 10,000-15,000; 41 or 11.4%, 16,000-20,000; 35 or 9.7%, 21,000-25,000; 25 or 6.9%, 26,000-30,000; 24 or 6.6%, from 31,000-40,000 and 20 or 5.5%, 50,000 and above.

1.7.Educational Attainment of Parents. Out of three hundred sixty one (361) student-respondents, 95 or 53.2% has parents who have attained high school graduate; 15 or 4.2%, doctoral degree holder; 3 or 0.8%, masteral with doctoral units; 20 or 5.50%, masteral degree holders; 24 or 6.6%, BS degree with masteral units; 89 or 24.7%, BS degree holders and 18 or 5.0% are elementary graduate.

1.8.Occupation of Parents. Out of three hundred sixty one (361) student-respondents, 182 or 50.2% has parents who work as farmers, fisherman, and construction workers; 45 or 12.5% are teachers; 5 or 1.4%, lawyers; 29 or 8.0%, government employees; 34 or 9.4%, businessman; 33 or 9.1% are tricycle drivers and market vendors respectively.

1.9.Religion. Out of three hundred sixty one (361) student-respondents, 246 or 68.1% are Roman Catholics; 36 or 10.0%, Iglesia ni Cristo; 12 or 3.30%, Baptist; 40 or 11.1%, Born Again; 3 or 0.8% are Protestants; 6 or 1.7%, Mormons; 10 or 2.8%, 7th Day Adventist; and 8 or 2.2% are members of Jesus is Lord movement, and Jehovah Witness.

2. Food Habit

2.1. Time/Schedule of Taking Meals. The computed overall weighted mean on the assessment towards time/schedule of taking the meals was 2.29 with descriptive equivalent of “seldom”. Taking meals regularly on time was assessed “always” with mean of 3.20 and ranked 1st; skip meals, 2.35 with descriptive equivalent of “seldom” and ranked 2nd; skip lunch, 2.08, ranked 3rd; skip dinner, 2.00 and ranked 4th; take 1 meal a day, with mean of 1.82 and ranked 5th.

2.2.Ways of Cooking the Food. The computed overall weighted mean on the assessment towards ways of cooking the food was 2.55 with descriptive equivalent of “often”. Frying is often the way of cooking food they prefer with mean of 2.90 and ranked 1st; boiling, 2.61 and ranked 2nd; for steaming as way of cooking was 2.48 with descriptive equivalent of “seldom” and ranked 3rd; sautéed, 2.44 and ranked 4th; and cooking with coconut milk with mean of 2.31 and ranked 5th.

2.3.Place where to take Meals. . The computed overall weighted mean on the assessment towards place where they take meals was 2.49 with descriptive equivalent of “seldom”. Home fried as place where they take the meals was assessed “always” with mean of 3.28 and ranked 1st. Assessed “seldom” in the school canteen, with mean of 2.45 and

ranked 2nd; in the carindaria outside the school, 2.22 and ranked 5th; in the fast food chain, 2.25 and ranked 4th; in the restaurants, 2.29 and ranked 3rd

3. Assessment on Food Preference the Student-Respondents

3.1. Breakfast

3.1.1. Beverage. The computed overall weighted mean on the assessment towards food preference on breakfast as to beverage was 2.45 and interpreted as “seldom”. Drinking coffee was often their choice as their beverage for breakfast with mean of 2.67 and ranked 1st; milk with mean of 2.56 and ranked 2nd. Assessed “seldom” on drinking chocolate, with mean of 2.47 and ranked 3rd; tea, 2.17 and ranked 5th while drinking fruit juices with mean of 2.40 and ranked 4th.

3.1.2. Cereal. The computed overall weighted mean on the assessment towards food preference on breakfast as to cereal was 2.68 and interpreted as “often”. Eating boiled rice was often their preferences as cereal for breakfast with mean of 2.95 and ranked 1st; fried rice with mean of 2.85 and ranked 2nd; instant cereals, 2.68 and ranked 3rd, instant noodles, 2.63 and ranked 4th while eating sopas with mean of 2.52 and ranked 5th. Assessed “seldom” on eating arroz caldo with mean of 2.44 and ranked 6th.

3.1.3. Viand

3.1.3.1. Pork. The computed overall weighted mean on the assessment towards food preference on breakfast for viand as pork was 2.44 and interpreted as “seldom”. Eating fried pork chop as viand was assessed “often” with mean of 2.55 and ranked 1st. Assessed “seldom” on eating shanghai rolls with mean of 2.49 and ranked 2nd; pork ham, 2.41 and ranked 3rd; tapa, 2.39 and ranked 4th while eating liver steak with mean of 2.35 and ranked 5th.

3.1.3.2. Beef. The computed overall weighted mean on the assessment food preferences towards food preference on breakfast for viand as beef was 2.32 and interpreted as “seldom”. All indicators were assessed “seldom” particularly in (5) eating batchoy as viand manifested in the weighted mean of 2.38 and ranked 1st while least on indicator (1) eating tapa as viand with weighted mean of 2.28 and ranked 5th.

3.1.3.3. Chicken. The computed overall weighted mean on the assessment towards food preference on breakfast for viand as chicken was 2.68 and interpreted as “Often”. Eating fried egg as viand was assessed

“often” with mean of 2.91 and ranked 1st; scrambled egg, 2.89 and ranked 2nd and eating boiled egg, 2.78 and ranked 3rd. Assessed “seldom” on eating pininyahang manok with mean of 2.44 and ranked 4th while eating chicken rellenito with mean of 2.40 and ranked 5th.

3.1.3.4. Fish. The computed overall weighted mean on the assessment food preferences towards food preference on breakfast for viand as fish was 2.64 and interpreted as “Often”. All indicators were assessed “often” particularly in (2) eating dilis as viand manifested in the weighted mean of 2.68 and ranked 1st while least on indicator (5) eating fish shanghai rolls with weighted mean of 2.60 and ranked 5th.

3.1.3.5. Cold Cuts. The computed overall weighted mean on the assessment towards food preference on breakfast for viand as cold cuts was 2.63 and interpreted as “Often”. Eating hotdog as viand for breakfast was assessed “often” with weighted mean of 2.83 and ranked 1st; tocino, 2.78 and ranked 2nd and eating longganisa with weighted mean of 2.72 and ranked 3rd. Assessed “Sometimes” on eating bacon as viand for breakfast with weighted mean of 2.47 and ranked 4th and eating salami as viand for breakfast with weighted mean of 2.35 and ranked 5th.

3.1.4. Dessert. The computed overall weighted mean on the assessment towards food preference on breakfast for dessert was 2.61 and interpreted as “Often”. Eating banana as dessert for breakfast was assessed “Often” with weighted mean of 2.86 and ranked 1st; fruit salad, 2.72 and ranked 2nd and eating macaroni salad with weighted mean of 2.59 and ranked 3rd. Assessed “seldom” on eating melon shake as dessert for breakfast with weighted mean of 2.45 and ranked 4th and eating gelatine as dessert for breakfast with weighted mean of 2.44 and ranked 5th.

3.2. Lunch

3.2.1. Beverage. The computed overall weighted mean on the assessment towards food preference on lunch as to beverage was 2.87 and interpreted as “Often”. Drinking water was assessed “always” with mean of 3.30 and ranked 1st and assessed “Seldom” on drinking natural fruit juice with weighted mean of 2.44 and ranked 2nd

3.2.2. Cereals. The computed overall weighted mean on the assessment towards food preference on lunch as to cereal was 3.03 and interpreted as “Often”.

All indicators were assessed “often” particularly in (1) eating boiled rice as cereal on lunch with weighted mean of 3.16 and ranked 1st and indicator (2) eating fried rice as cereal with weighted mean of 2.90 and ranked 2nd.

3.2.3. Viand

3.2.3.1. Pork. The computed overall weighted mean on the assessment towards food preference on lunch for viand as pork was 2.72 and interpreted as “Often”. All indicators were assessed “often” particularly in (1) eating adobo as viand for lunch manifested in the weighted mean of 3.02 and ranked 1st while least on indicator (5) eating steak as viand for lunch with weighted mean of 2.58 and ranked 5th.

3.2.3.2. Beef. The computed overall weighted mean on the assessment towards food preference on lunch for viand as beef was 2.65 and interpreted as “Often”. All indicators were assessed “often” particularly in (1) eating nilaga as viand for lunch manifested in the weighted mean of 2.85 and ranked 1st while least on indicator (3) eating morcon as viand for lunch with weighted mean of 2.52 and ranked 5th.

3.2.3.3. Chicken. The computed overall weighted mean on the assessment towards food preference on lunch for viand as chicken was 2.90 and interpreted as “Often”. All indicators were assessed “often” particularly in (1) eating adobo as viand for lunch manifested in the weighted mean of 3.04 and ranked 1st while least on indicator (1) eating curry as viand for lunch with weighted mean of 2.74 and ranked 5th.

3.2.3.4. Fish. The computed overall weighted mean on the assessment towards food preference on lunch for viand as fish was 2.81 and interpreted as “Often”. All indicators were assessed “often” particularly in (1) eating sinigang as viand during lunch time manifested in the weighted’ mean of 3.06 and ranked 1st while least on indicator (4) eating sweet and sour fish with weighted mean of 2.57 and ranked 5th.

3.2.3.5. Vegetables. The computed overall weighted mean on the assessment towards food preference on lunch for viand as vegetables was 2.76 and interpreted as “Often”. All indicators were assessed “often” particularly in (1) eating vegetables as pinakbet as viand during lunch time manifested in the weighted’ mean of 2.94

and ranked 1st while least on indicator (4) eating buttered vegetables with weighted mean of 2.45 and ranked 5th.

3.2.4. Dessert. The computed overall weighted mean on the assessment towards food preference on lunch for dessert was 2.57 and interpreted as “Often”. All indicators were assessed “often” particularly in (2) taking dessert as banana during lunch time manifested in the weighted’ mean of 2.80 and ranked 1st while least on indicator (3) taking melon shake with weighted mean of 2.45 and ranked 5th.

3.3. Snack

3.3.1. Morning. The computed overall weighted mean on the assessment towards food preference on morning snack was 2.73 and interpreted as “Often”. All indicators were assessed “often” particularly in (8) of drinking water in the morning snack manifested in the weighted’ mean of 3.13 and ranked 1st while least on indicator (2) taking melon shake with weighted mean of 2.45 and ranked 5th.

3.3.2. Afternoon. The computed overall weighted mean on the assessment towards food preference on afternoon snack was 2.67 and interpreted as “Often”. Indicators were assessed “often” particularly in (8) of drinking water in the afternoon snack manifested in the weighted’ mean of 3.13 and ranked 1st while least on indicator (2) taking native delicacies with weighted mean of 2.50 and ranked 5th.

4. Test of Differences on Food habit. There is no significant difference on the assessment towards food habit as to time /schedule of taking meals, ways of cooking the food ad place to take meals manifested in the computed P-value of 0.609628 which is higher than ($>$) 0.05 Alpha Level of Significance, hence the null hypothesis is accepted.

5. Test of differences on the assessment towards food preferences when grouped according to profile variables

5.1. Breakfast. There is no significant difference on the assessment of the respondents towards food preferences as to breakfast when grouped according to age, grade level, food budget, family monthly income, and religion profile variables respectively manifested in the computed P-values of 0.609, 0.061, 0.161, 0.160 and 0.592 which are higher than ($>$) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is accepted. On the other hand, the computed P-values of 0.028, 0.037, 0.000, 0.000 which are lower than ($<$) 0.05 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected, hence there is significant difference towards food preference

during breakfast when grouped according to sex, daily allowance, educational attainment of parents and occupation of parents profile variables respectively.

5.2. Lunch Time. There is no significant difference on the assessment of the respondents towards food preferences as to lunch time when grouped according to age, sex, grade level, daily allowance, food budget, family monthly income, and religion profile variables respectively manifested in the computed P-values of 0.683, 0.144, 0.143, 0.083, 0.271, 0.340 which are higher than ($>$) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is accepted. On the other hand, the computed P-values of 0.001 and 0.000 which are lower than ($<$) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected, hence there is significant difference towards food preference during lunch time when grouped according to educational attainment of parents and occupation of parents profile variables respectively.

5.3. Snack Time. There is no significant difference on the assessment of the respondents towards food preferences as to snack time when grouped according to age, sex, grade level, daily allowance, food budget, family monthly income, religion, educational attainment of parents, occupation of parents and religion profile variables respectively manifested in the computed P-values of 0.990, 0.133, 0.178, 0.099, 0.206, 0.344, 0.057, 0.079 and 0.248 which all are higher than ($>$) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is accepted.

6. Test of Differences on food preferences

6.1. During Breakfast. There is significant difference on the assessment towards food preference during breakfast manifested on the computed F-value of 3.347822 which is greater than the computed F critical value of 2.302982, therefore the Null Hypothesis is Rejected.

6.2. During Lunch. There is significant difference on the assessment of food preferences during lunch time manifested on the computed F-value of 5.37214 which is greater than the computed F critical value of 2.86608, therefore the Null Hypothesis is Rejected.

6.3. Snacks Time. There is significant difference on the assessment of food preferences for morning and afternoon snacks manifested on the computed F-value of 0.294848 which is lower than ($<$) the computed F critical value of 4.6001, therefore the Null Hypothesis is accepted.

IV. Conclusion

Based on the summary of the investigations conducted, the researcher have concluded that:

1. The student-respondent is a typical female, Grade 12, Roman Catholic, whose parents are high school graduate with meager income and have small amount of daily and food allowance.
2. The student-respondents assessed eating their meals regularly on time, prefer frying as the way of cooking the food and they prefer to dine at home.
3. There is significant difference on food preference as for breakfast when grouped according to sex, daily allowance, educational attainment and occupation of parents. There is no significant difference on food preference for lunch when grouped according to educational and occupation of parents. There is no significant different towards their food preference for snack when grouped according to all profile variables.
4. There is significant difference on the assessment of the respondents towards their food preferences for breakfast and lunch.
5. There is no significant difference on the assessment of the respondents towards the food preferences for the morning and afternoon snacks.

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