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LIFESTYLE DISEASES AFFECTING THE WORK PERFORMANCE OF TEACHING AND NON - TEACHING PERSONNEL OF PANIQUI SOUTH DISTRICT OF SCHOOLS DIVISION OF TARLAC PROVINCE: AN ASSESSMENT

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Abstract: The study determined the lifestyle diseases affecting the work performance of teaching and non-teaching personnel of Paniqui South District of the Department of Education - Tarlac Province – SY 2015-2016.

The descriptive method was used in the study. The questionnaire, documentary analysis, interview and observation were used in the data gathering. Documents that were available such as records and data from the Tarlac Provincial Health Office and Health and Nutrition Unit of the Department of Education – Tarlac Province were used as sources of data.

The study found out that the majority of lifestyle diseases that affect the work performance of teaching and non-teaching personnel were hypercholesterolemia, arthritis, hypertension, diabetes, obesity, chronic obstructive pulmonary diseases (COPD), heart diseases and stroke while the possible factors that contribute to the development of such diseases were stress, diet and nutrition, excessive weight, lack of information on the lifestyle diseases, failure to undergo annual check-up, physical inactivity, poor work habits, vices and drug addiction.

The study further revealed that to promote healthy lifestyle and prevent teaching and non-teaching personnel from developing lifestyle diseases, the following must be observed: management of stress, healthy diet, submission to regular annual check-up, maintains ideal weight, information dissemination on the prevention of lifestyle diseases, regular physical exercise, improve work habits and avoidance of vices.

A proposed action plan and adoption of **Project: PRECAUTIONS ON HEALTH** (Hypertension, Elevated blood sugar (DM), Arthritis, Lipidemia, Tuberculosis and Heart Diseases) for Teachers to promote a healthy lifestyle and prevent the teaching and non-teaching from developing the lifestyle diseases.

Keywords: Lifestyle Diseases; Work Performance, Healthy Lifestyle

Introduction

“Lifestyle diseases are diseases associated with the way a person or group of people lives. It includes atherosclerosis, heart disease, and stroke; obesity and type 2 diabetes; and diseases associated with smoking, alcohol and drug abuse. Regular physical activity helps prevent obesity, heart diseases, hypertension, diabetes, colon cancer and premature mortality” (www.medicinet.com).

Due to industrialization of countries, lifestyle diseases become more widespread and alarming. It is potentially preventable and can be modified through changes in diet, lifestyle and environment.

According to Department of Health (DOH) the leading causes of death are diseases of the heart, diseases of the vascular system, pneumonias, malignant neoplasms/cancers, all forms of tuberculosis, accidents, COPD and allied conditions, diabetes

mellitus, nephritis/nephritic syndrome and other diseases of respiratory system. Among these diseases, six are non-communicable and four are the major NCDs such as CVD, cancers, COPD and diabetes mellitus.

Throughout the year, the government, through the Department of Health, has actively promoted the practice of living a healthy lifestyle among Filipinos. Of the top ten causes of death in the country, eight are diseases that could have been prevented with a healthy lifestyle.

According to the Tarlac Provincial Health Office- 2015 Annual Report, the ten most leading causes of death in the province were the heart diseases, tuberculosis, diabetes mellitus and hypertension which ranked, 1, 6, 7 and 10 respectively.

The Department of Education- Tarlac Province – Health and Nutrition Unit's Report for CY 2014 for the ten common diseases of the teaching and non-teaching personnel in the division are

hypercholesterolemia, hypertension, ischemic heart disease, arthritis, urinary tract infection (UTI), cancer, acute upper respiratory infection, diabetes mellitus heart enlargement, iron deficiency anemia (IDA). From the ten common diseases of teaching and non-teaching, seven (7) are lifestyle diseases such as hypercholesterolemia, hypertension, arthritis, diabetes mellitus, heart enlargement, cancer and ischemic heart disease. The said diseases believed to have an impact in the classroom performance of teachers in the promotion of academic excellence among pupils. For a teacher to perform his duties and responsibilities to learners successfully, he must be equipped with sufficient knowledge and good health. The former can be achieved through continuing education and knowledge enhancement provided by the department and the latter can be achieved through health awareness and a healthy lifestyle.

This research aimed to look into the lifestyle diseases that affect the work performance of teaching and non-teaching personnel in Paniqui South District of Schools Division of Tarlac Province for the SY 2015-2016. Specifically, this study also determined the possible factors that contribute to the development of lifestyle diseases, ways to promote a healthy lifestyle and a proposed plan of action to promote a healthy lifestyle and prevent the teaching and non-teaching personnel from developing the lifestyle diseases.

Statement of the Problem

The study aimed to determine the lifestyle diseases that affect the work performance of teaching and non-teaching personnel in Paniqui South District, Schools Division of Tarlac Province.

Specifically, the study sought to answer the following questions:

1. How are the respondents described demographically in terms of:
 - 1.1. Personal Factor
 - 1.1.1 Age
 - 1.1.2 Sex
 - 1.1.3 Civil status
 - 1.1.4 No. of children
 - 1.2 Work-related Factor
 - 1.2.1 Designation
 - 1.2.2 Basic Salary
 - 1.2.3 No. of yrs in the service
2. What are the lifestyle diseases that affect the work performance of teaching and non-teaching personnel?
3. What are the factors that contributed to the development of the lifestyle diseases?
4. What are ways to promote a healthy lifestyle to the teaching and non-teaching personnel and prevent them from developing the lifestyle diseases?
5. What plan of action could be proposed to promote a healthy lifestyle to the teaching and non-teaching personnel?

Significance of the Study

The health of the teaching and non-teaching personnel is important in the Department of Education to assure continuity in the provision of quality education to the pupils. Programs such as Enhancement Welfare Program and Annual Physical Examination were implemented to monitor their health status.

For the Department of Education – Tarlac Province, the findings of this study will provide a framework of reference, guide and bases in all aspects of the program implementation in the aspect of health of the teaching and non-teaching personnel. This can be used to further improve the provision of health programs for the teaching and non-teaching personnel in the division.

For the teaching and non-teaching personnel, being the provider of learning to the pupils, a more comprehensive health program will be provided to them focusing on the lifestyle diseases that would affect their work performance in the school. A better scheme for the prevention of the lifestyle diseases will be provided to them and be able to use it in their daily living.

For the community, this study provides information, deeper understanding, appreciation and recognition of the efforts exerted by the teaching and non-teaching personnel in providing quality education to their children which sometimes give stress that leads to having lifestyle diseases.

For the learners, being the recipients of the quality education, a healthier and performing teaching and non-teaching personnel will be expected, where maximum use of potentials and sense of responsibility will be showcased in the education populace.

For the school health personnel, the outcome of this study would provide a better perspective of the lifestyle diseases that can be developed and experienced by the teaching and non-teaching personnel in the division that could affect their work performance. Furthermore, a development of a health program solely for the teaching and non-teaching personnel will be facilitated to aid them in maintaining a healthy lifestyle, a way to combat lifestyle diseases.

The findings and conclusions, as well as the suggestions and recommendations, would provide learning that could be useful in the conduct of a similar undertaking and promotes application in other government agencies, thus enriching the public health management and its concern.

Type of Study

This study used the descriptive method of research using the questionnaire as an instrument for gathering the data needed. The study also used documentary analysis and personal interviews with the respondents to validate the accuracy and reliability of the data gathered.

The study was delimited to School Year 2015 - 2016.

Participants

The respondents of the study were the permanent teaching and non-teaching personnel of Paniqui South District, Schools Division of Tarlac Province. The non-teaching personnel are the

school heads, janitors and utility workers while the teaching personnel are the kindergarten to Grade VI teachers.

Teaching Personnel

Male	Female	Total
19	123	152

Non-Teaching Personnel

Male	Female	Total
5	7	12

The total enumeration was done in the study.

Data Analysis

Data collected in this study were analyzed using the following statistical techniques: frequency and percentage.

1. The use of **percentage (%)** – to find a basis for comparison.

$$P = \frac{F}{N} \times 100$$

Where P = percentage

F = frequency of responses

N = total number of respondents

2. The use of **ranking** – to classify the weight of the responses. It is the placement of an order above or below the other to reveal its category or rank value.

Results and Discussion

1.The Demographic Profile of the Respondents (Teaching and non-Teaching Personnel) of Paniqui South District

The Paniqui South District was composed of teaching and non-teaching personnel. The school heads, janitors and utility workers comprise the non-teaching personnel while the teaching personnel composed of permanent teachers, teaching Kinder to Grade VI pupils.

The demographic description of the respondents (teaching and non-teaching personnel) was divided into Personal Factors (age, sex, civil status, no. of children) and Work-related factors (designation, basic salary and no. of yrs. In the service).

1.1 Personal Factors

The demographic profile of the respondents pertains to the personal factors such as age, sex, civil status and no. of children.

1.1.1 Age

The age of the respondents ranges from 20- 65 years old. A government agency requires the 60 years old as an optional age for retirement and 65 years old as the compulsory age for retirement.

The majority of the respondents were 41-45 years old which has the frequency of 44 and 26.83%, 46-50 years old was 27 with 16.46%, 36-40 years old bracket was 23 with 14.02%, 31-35 years old bracket was 22 with 13.14%, 51-55 years old bracket with 18 with 10.98%, 26-30 years old bracket was 15 with 9.15%, 20-25 years old bracket was 6 with 3.66% and 61-65 years old bracket was 5 with 3.05% respectively. This connotes a matured and well - experienced teaching and non-teaching personnel which are beneficial to the learners.

The youngest respondents belong to the age bracket of 20-25 years old who are newly hired in the service.

The oldest respondents belong to the age bracket of 60-65 years old. These are respondents nearing to retire and had been in the service for quite a while.

1.1.2 Sex

Sex pertains to male and female respondents for the teaching and non-teaching personnel of Paniqui South District.

Majority of the respondents were female with 131 respondents and 79.88% and the male is 33 with 20.12%.

Paniqui South District personnel were dominated by female teaching and non-teaching personnel.

1.1.3 Civil Status

The civil status of the respondents pertains to single, married and widow/widower.

Married respondents were 134 or 81.71% of teaching and non-teaching personnel of Paniqui South District while single respondents were 28 with 17.07%. single respondents were newly hired from the service,

1.1.4 No. of Children

The number of children of the respondents ranges from 1-2, 3-4, 5-6, and 7-8 children.

Majority or 63 respondents have 1-2 children respondents and 56.76%, 45 respondents have 3-4 children and 40.54%, 2 respondents have 7-8 children and 1.80% and 1 respondent have, 5-6 children with 0.90% respectively.

1.2 Work-related Factor

Work- related factors composed of designation, basic salary and no. of years in the service.

1.2.1 Designation

Designation of the respondents are Teacher 1, Teacher 2, Teacher 3, Master Teacher 1- Master Teacher 3, ESHT II, Principal 1 and Principal 2.

Majority of the respondents were Teacher III with 79 respondents and 48.17%, 44 respondents were Teacher 1 and 26.837%, 16 respondents were Teacher II and 9.76%, 9 respondents was Master Teacher and another 9 respondents was Principal 1 with 5.49%, 4 respondents were Master Teacher II

with 2.43%, 2 respondents were ESHT III with 1.22% and 1 respondent was Principal II with 0.61% respectively

Majority of the respondents were Teacher III while the highest designation of the respondents was Principal 2.

1.2.2 Basic Salary

The basic salary of the respondents depends on their designation and salary grade level.

Ninety seven (97) respondents have a basic salary of 21,000-25,000 with 59.15%, 44 respondents have a basic salary of 15,000-20,000 with 26.83%, 14 respondents have 36,000-40,000 with 8.54% and 9 respondents with 31,000-35,000 with 5.48%.

1.2.3 No. of Years in the Service

No. of years in the service pertains to the years in the service of the respondents.

Forty-six (46) respondents were 1-5 years in the service with 28.05%, 44 respondents were 16-20 years in the service with 26.83%, 41 respondents were 6-10 years in the service with 25.00%, 14 respondents were 21-25 years in the service with 8.54%, 9 respondents were 11-15 years in the service with 5.48%, and 10 respondents were 30 years and above in the service with 6.10%.

2. Lifestyle Diseases that Affect the Work Performance of Teaching and non-Teaching Personnel

Lifestyle Diseases that were perceived to affect the work performance of teaching and non-teaching personnel were stroke, heart diseases, hypertension, cancer, chronic obstructive pulmonary disease, kidney failure, diabetes, hypercholesterolemia, obesity and arthritis.

Thirty-four (34) teaching personnel have hypercholesterolemia or increase cholesterol level in their blood with 27.64%. According to the teaching personnel, this was a result of their eating excessively with foods high in fats.

Thirty-two (32) teaching personnel have arthritis or increase uric acid in their blood with 26.01%. According to the teaching personnel, this condition was acquired from eating too much of foods high in purines.

Twenty-nine (29) teaching personnel have hypertension or increase blood pressure with 23.58%. According to the teaching personnel, the disease was inherited from their parents and some were due to the unhealthy lifestyle. Furthermore, they stated that hypertension affects their work sometimes.

Twelve (12) teaching personnel have diabetes with 9.76%. According to the teaching personnel, the disease was a hereditary and unhealthy lifestyle of origin.

Seven (7) teaching personnel were obese or 5.69%. According to the teaching personnel, the obesity was a result of uncontrolled eating and unhealthy lifestyle. Furthermore, they stated that regular physical exercise and eating a balanced diet should be done to avoid obesity.

Four (4) teaching personnel or 3.25% have the chronic obstructive pulmonary disease (COPD) particularly asthma. According to the teaching personnel the disease is hereditary in

nature.

Three (3) teaching personnel or 2.44% have heart disease. According to the teaching personnel, the disease was hereditary and acquired in nature.

One (1) teaching personnel have cancer and kidney failure with 0.81%. According to the respondent, the diseases were hereditary and acquired in nature

For non-teaching personnel, the majority of the respondents have hypertension with 3 respondents and 30.00%. arthritis has 2 respondents with 20.00%, chronic obstructive pulmonary disease particularly asthma, kidney failure and diabetes and obesity have 1 respondent and 10.00%

According to the non-teaching personnel, since most of their roles and responsibilities as principal was more on the supervision and administration could sometimes predispose them to lifestyle diseases.

Teaching and non-teaching personnel considered hypertension, arthritis, hypercholesterolemia and diabetes as the major lifestyle diseases that affect their work performance. This is due to eating of excessive foods rich in uric acid for arthritis, foods with high fat and salt content for hypertension and unhealthy lifestyle for diabetes such as excessive weight/obesity, physical inactivity and stress.

3. Factors contributed to the development of the Lifestyle Diseases

Factors contributed to the development of the lifestyle diseases were stress, diet and nutrition, vices (smoking and drinking alcoholic beverages), drug addiction, physical inactivity, poor work habits, failure to undergo annual check-up, excessive weight and lack of information on the development of the lifestyle diseases.

For teaching personnel, stress with 133 respondents and ranked 1 in the factors that contributed to the development of the lifestyle diseases. According to the teaching and non-teaching personnel, stress cannot be avoided in the performance of their roles and responsibilities to the learners. They mentioned that stress is the unseen factor in the development of lifestyle diseases.

Diet and Nutrition with 93 respondents and ranked 2 in the factors that contributed to the development of the lifestyle diseases. According to the teaching personnel, diet and nutrition played an important role in the development of the lifestyle diseases. Diet and nutrition were seldom given attention by them due to multifarious paper works and activities in the school.

Lack of information on the lifestyle diseases with 58 respondents and ranked 3 in the factors that contributed to the development of the lifestyle diseases. According to the teaching personnel, due to insufficient information on the lifestyle diseases and how to prevent it predisposes them to the development of the said disease.

Failure to undergo annual physical check-up with 49 respondents and ranked 3 in the factors that contributed to the development of the lifestyle diseases. According to the teaching personnel due to failure to undergo annual physical check-up, some lifestyle diseases were not identified before it will be worsened. Furthermore, it is a must to undergo annual physical check-up to monitor the body conditions not only on lifestyle diseases but also on other deadly diseases.

Physical inactivity and obesity with 42 respondents and ranked 5 in the factors that contributed to the development of

the lifestyle diseases. According to the teaching personnel, physical inactivity was due to their busy schedule in the school and this could predispose them to obesity, eating too much with less physical activity.

Vices (smoking and alcoholic drinking) with 29 respondents and ranked 6 in the factors that contributed to the development of the lifestyle diseases. According to the teaching personnel, vices are not good for the health. As a teacher, they should be a model to their learners, one of those good values and traits is to avoid vices.

Drug Addiction with 7 respondents and ranked 6 in the factors that contributed to the development of the lifestyle diseases. According to the teaching personnel, drug addiction is not good for the health. As a teacher, they should be a model to their learners, one of those good values and traits is to avoid being a drug addict.

For non-teaching personnel, stress with 8 respondents and 66.67, ranked 1st in the factors that contributed to the development of the lifestyle diseases. According to the respondents who are majority are school administrators, in their nature of work everyday in school predisposes them to stress.

Diet and nutrition with 7 responses and 58.33 %, physical inactivity with 6 and 50.00%, excessive weight and lack of information on the lifestyle diseases both with 3 responses and 25.00%, poor work habits was 1 and 16.67%, vices, failure to undergo annual check-up were 1 and 8.33%

Both the teaching and non-teaching personnel considered stress, diet and nutrition, excessive weight, lack of information on the lifestyle diseases and physical inactivity as the major factors for the development of lifestyle diseases.

According to the respondents, teaching as a profession takes a lot of patience and hard work. It starts with the making of the lesson plan and delivering it to learners. The teaching of learners causes stress to teachers especially those unruly and misbehave and due to multifarious paper works. Teachers weren't able to observe a healthy diet, unable to do regular exercise that would result to physical inactivity. Furthermore, lack of information on the lifestyle diseases was due to limited seminar/ training conducted on the lifestyle diseases at the school and district level.

4. Ways to Promote Healthy Lifestyle

There are ways to promote a healthy lifestyle and prevent the lifestyle diseases namely management of stress, healthy diet, avoidance of vices, regular physical exercise, improve work habits, submit to regular annual physical check-up, maintain ideal weight and information dissemination of the lifestyle diseases.

Management of stress with 125 respondents and ranked 1 in ways to promote a healthy lifestyle and prevent lifestyle diseases. According to the teaching personnel, since they were dealing with stress in their daily work, it is a must for them to manage their stress successfully.

Diet and nutrition with 124 respondent and ranked 2 in ways to promote a healthy lifestyle and prevent lifestyle diseases. According to the teaching personnel, a healthy diet is a must to boost up their body's immune system thereby making them healthy and lifestyle diseases free.

Submission to Annual Physical Check-up with 89 respondents and ranked 3 in ways to promote a healthy lifestyle and prevent lifestyle diseases. According to the teaching

personnel, submission to annual physical check-up is a must to monitor their health and prevent the diseases especially lifestyle from developing.

Maintenance of ideal weight with 84 respondents and ranked 4 in the in ways to promote healthy lifestyle and prevent lifestyle diseases. According to the teaching personnel, it is a must to maintain their ideal weight to prevent lifestyle diseases.

A nutritional status assessment should also be conducted in the teaching and non-teaching personnel to determine their nutritional status. This could serve as an information on the health and nutritional status and warning on health-related diseases

Information on the lifestyle disease with 81 respondents and ranked 5 in the ways to promote a healthy lifestyle and prevent lifestyle diseases. According to the teaching Personnel, information on the lifestyle diseases will give them an idea as to the development of the diseases, its effects and how can it be prevented.

Regular Physical Exercise with 54 respondents and ranked 6 in the ways to promote a healthy lifestyle and prevent lifestyle diseases. According to the teaching personnel, regular physical exercise is a must to prevent the development of lifestyle diseases. Furthermore, no matter how busy they are in school, allotment of time on physical exercise should be done.

Avoidance of vices (smoking and alcoholic Drinking) with 50 respondents and ranked 7 in the ways to a promote healthy lifestyle and prevent lifestyle diseases. According to the teaching personnel, as a professional teacher, vices should not have placed in their lives. Furthermore, they stated that aside from the fact that they should act as a model for their students, avoidance of vices is a prerequisite to a healthy lifestyle thereby prevention of the development of lifestyle diseases is within their reach.

For non-teaching personnel, majority of them agreed that management of stress and healthy diet with 9 respondents and 75.00% were the major ways to promote healthy lifestyle and prevention of lifestyle diseases while regular physical exercise was 8 and 66.67%, improve work habits, submit to regular annual check-up and maintain ideal weight were 7 and 58.33%, avoidance of vices was 5 and 41.67% and information dissemination on the prevention of the lifestyle diseases was 3 and 25.00.

Both the teaching and non-teaching personnel considered the management of stress, healthy diet, submission to regular annual check up, maintain ideal weight and information dissemination on the prevention of lifestyle diseases are the major ways to promote healthy lifestyle and prevent the teaching and non-teaching personnel from developing lifestyle diseases.

According to the respondents, the management of stress is very important to maintain the balance of equilibrium of our body thus avoiding the development of the diseases especially the lifestyle diseases. Since teaching is a very stressful work, teachers must know how to control their emotions and practice stress management at all times. Furthermore, teachers must find time to do regular exercise, eat a healthy diet to maintain ideal weight and be informed on the prevention of lifestyle diseases through attending seminars and reading books and similar mediums to prevent the development of lifestyle diseases.

Conclusions

The study revealed that the majority of the age of the respondents were under the age bracket of 41-45 years old while for the sex, the majority was female. As to the civil status, the majority of the respondents were married and for the number of children, the majority was 1-2 children.

The study further revealed that for the designation, the majority of the respondents were Teacher III while for the basic salary of the respondents were 21,000-25,000. For the number of years in the service, the majority was 1-5 years in the service.

The study also found out that majority of the lifestyle diseases that affect the work performance of teaching personnel were hypercholesterolemia, arthritis, hypertension, diabetes, chronic obstructive pulmonary disease, obesity, heart diseases and cancer, while for non-teaching personnel were hypertension, arthritis, obesity, chronic obstructive pulmonary disease, kidney failure and diabetes.

The study further revealed that the majority of possible factors that contribute to the development of the lifestyle diseases of the teaching personnel are stress, diet and nutrition, lack of information on the lifestyle diseases, failure to undergo annual check-up, excessive weight, physical inactivity, poor work habits and vices and for non-teaching personnel are stress, diet and nutrition, physical inactivity, excessive weight lack of information on the lifestyle diseases and poor work habits.

The study also found out that the majority of ways to promote healthy lifestyle and prevent the teaching and non-teaching personnel from developing the lifestyle diseases are managing the stress, healthy diet, submission to regular annual check-up, maintain ideal weight, information dissemination on the prevention of lifestyle diseases, improve work habits, regular physical exercise and avoidance of vices while for the non-teaching personnel were management of stress and healthy diet, regular physical exercise, submission to regular annual check-up, avoidance of vices and information dissemination on the prevention of lifestyle diseases.

Furthermore, an action plan was developed to promote healthy lifestyle and prevention of lifestyle diseases.

Recommendations

Based on the findings of the study, the following recommendations were offered:

To address the majority of the lifestyle diseases that affect the work performance of teaching and non-teaching personnel such as arthritis, hypertension and diabetes, a modification of lifestyle must be practiced. Modification of lifestyle starts with eating a healthy diet, regular exercise and avoidance of stress.

The teaching and non-teaching must avoid the possible factors that contribute to the development of the lifestyle diseases such as stress, diet and nutrition and lack of information and excessive weight by practicing the healthy lifestyle.

The teaching and non-teaching personnel must practice the avoidance of stress through stress management, eating a healthy diet, regular physical exercise and maintain the ideal weight to promote and maintain a healthy lifestyle.

To promote healthy lifestyle and prevent teaching and non-teaching personnel from developing lifestyle diseases, a **Project: Precautions on "HEALTH" for Teachers** was developed and for adoption in the district upon approval of the Schools Division Superintendent.

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