UNIVERSITI TEKNOLOGI MARA

DEVELOPMENT AND VALIDATION OF EDUCATION MODULE ON HEALTHY EATING

MUHAMMAD SAIFUL IDLAN BIN MOHAMAD SAIDI

Bachelor (Hons) of Dietetics

Faculty of Health Science

JULY 2024

ACKNOWLEDGEMENT

In the name of Allah S.W.T., the most gracious and the most merciful. First and foremost, I want to express my gratitude and all the praises to Allah for the strength, knowledge, ability, and His blessing in completing this final year project thesis. Then, I would like to thank my supervisor, Sir Nazrul Hadi bin Ismail for his supervision and constant support. His help invaluable help of constructive suggestion and comments throughout the final year project have contributed to the success of this development of module.

I would also like to thank the panel of expert evaluators for their time, feedback, and constructive comments which greatly improved the quality of the module. I extend my heartfelt thanks to my family and friends for their solid support and understanding during this journey. The constant encouragement and belief in myself have been a source of motivation and strength for me to stay on the correct path.

Special thanks to my fellow friends at UiTM for their assistance and support. The discussion has enhanced my research experience and provided a stimulating environment for academic growth. Lastly, I am grateful to all the people that directly or indirectly contributed to this study.

ABSTRACT

Background: Healthy eating is crucial for preventing chronic diseases and maintaining overall well-being. Despite the availability of dietary guidelines, many adults struggle to adopt and sustain healthy eating habits. Effective educational interventions are needed to bridge this gap. **Aim:** The objective of this thesis is to develop, validate, and evaluate a healthy eating education module for individuals between the ages of 18 and 60. The module should be able to help people comprehend and apply better eating habits. **Methods:** The educational module was developed based on the best practices in dietary education. Three measurements tools were used to assess the module which are Patient Education Materials Assessment Tool for Printable Materials (PEMAT-P) for understandability and actionability, the Suitability Assessment of Materials (SAM) for overall suitability, and the Content Validity Index (CVI) for expert validation. To analyse the information collected by these tools, descriptive statistics were used. **Results:** The PEMAT-P assessment revealed that the module had good understandability (90.2%) and actionability (95.24%) scores, suggesting that it is simple to use and comprehend. The module appears to be appropriate for the intended audience, as indicated by the overall appropriateness score of 83.7% obtained from the SAM assessment. With a high degree of expert agreement and an average I-CVI score of 0.98, the CVI results verified that the module content is relevant and appropriate. **Conclusion:** The developed educational module on healthy eating is appropriate for individuals between the ages of 18 and 60 and is very comprehensible and actionable. The content's accuracy and relevancy are supported by expert validation. To improve public health outcomes, this module can be used in healthcare settings and educational programs. It also has the potential to be a useful tool in encouraging a healthy diet. Further research must be focused on evaluating the module's long-term effects on eating habits and health indicators.

Keywords: Educational module, Healthy eating, PEMAT-P, SAM, CVI

Table of Contents

AUTHOR'S DECLARATION ii

ACKNOWLEDGEMENT iii

LIST OF TABLES vii

LIST OF FIGURES viii

ABBREVIATIONS ix

ABSTRACT x

CHAPTER 1: INTRODUCTION 1

1.1. Research Background 1

1.2. Problem Statement 2

1.3. Research Justification 3

1.4. Research Questions 4

1.5. Research Objectives 4

1.6. Hypothesis 4

1.7. Research Framework 5

CHAPTER 2: LITERATURE REVIEW 6

2.1. Healthy Eating Habits 6

2.1.1. Importance of Healthy Eating 6

2.1.2. Benefits of Healthy Eating on Adults 7

2.1.3. Challenges in Adopting Healthy Eating Habits 8

2.1.4. Psychological Factors Influencing Healthy Eating 9

2.1.5. Socioeconomic Determinants of Healthy Eating 11

2.2. Educational Approaches to promote healthy Eating 12

2.2.1. Nutrition Education Program 12

2.2.2. Behavioural Change Theories in Nutrition Education 14

CHAPTER 1: INTRODUCTION

1.1. Research Background

According to WHO (2023), non-communicable diseases (NCDs) like obesity, diabetes, and cardiovascular disease have become more prevalent globally in recent years, presenting serious challenges to public health systems across the globe. The growing prevalence of unhealthy diets and lifestyles among individuals between the ages of 18 and older is one of the factors contributing to this trend, which has a negative impact on health and places more pressure on healthcare resources (Jayedi et al., 2020). Mamun et al. (2020) conducted a study that examined the factors that influence healthy eating habits in young adults in Malaysia. The study present on the challenges and obstacles that arise while trying to maintain a nutritious diet. Furthermore, Ab Hamida and Mohd Zapilia (2023) created infographics and visual tales to highlight the significance of managing diet and exercise to prevent hypertension.

Despite these attempts, there are still insufficient educational resources specifically designed for those between the ages of 18 and older, particularly when it comes to encouraging long-term, healthful eating practices. The problems that that these demographic faces in adopting and sustaining healthy dietary behaviours are mostly caused by a variety of socioeconomic origins, cultural influences, and information gaps that are frequently overlooked by current teaching approaches (Mozaffarian et al., 2018).

Furthermore, new research suggests that personalized health interventions that are suited to each person's needs are becoming increasingly important to help adults modify their eating patterns (Jinnette et al., 2021). To ensure these interventions' effectiveness and lasting effectiveness in situations in life, still comprehensive validation and actual implementation are still required. In order to close these gaps,