The objective of this study was to investigate the relationship between nutritional self-efficacy and motivation to learn about growing and preparing food in adolescents.

METHODS

Data were collected cross-sectionally at four high schools in Florida in two waves (spring and fall 2021). Nutritional self-efficacy was assessed using 2-items from a health-efficacy assessment, where respondents rated scenarios on a Likert scale ranging from “not at all capable” to “very capable.” Motivation to learn about growing and preparing food was assessed using a 7-item scale via the semantic differential method. In total, 382 high school students participated in this study.

CONCLUSIONS

Further research is needed to understand students’ motivation to learn about growing and preparing food and nutritional self-efficacy to improve diet quality.

REFERENCES


Students with higher nutrition self-efficacy are more motivated to learn about growing and preparing food.

Motivation to learn about growing and preparing food may be related to multiple variables.

Further research is needed to understand students’ motivation to learn about growing and preparing food and nutritional self-efficacy to improve diet quality.