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A pre experimental study to evaluate the effectiveness of structured teaching program on prevention of junk food among the nursing students of Shimla nursing college Annandale, Shimla. (H.P.)

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Abstract

Fast food is a name for food that is made and presented to costumers in short time. It is usually made with preheated or precooked ingredients, prepared in bulk and sold in packages for take-away. Junk food is term for food that has little nutritional value. Invention of the term is attributed to Michael Jacobson, director of the Center for Science in the Public Interest, who used it 1st in 1972. 85% students consume fast food and 54% eat junk food once a week between the age group 18 to 22 years. Junk food are the foods that are perceived to have little or no nutritional value [i.e. containing empty calories] to products with nutritional value, but also have ingredients consider unhealthy when regularly eaten, or those considered unhealthy to consume *et al.* A pre-experimental study was done in the campus of Shimla nursing college Annandale, Shimla H.P. on selected 60 nursing students of college to assess the effectiveness of a structured teaching program regarding junk food. The main objective was to generate and improve knowledge regarding junk food. The subjects were prone to get obesity according to their demographic variable study. The research approach adopted for the study was experimental research approach the variable under the study were structured teaching Programme (independent variable) knowledge and attitude (Dependent variable) the tool developed and used for data collection were structured knowledge questionnaires. The structured knowledge questionnaires comprised of 60 items to assess the knowledge of nursing students regarding junk food and maximum score for the structured knowledge questionnaires was 20 and minimum score was 10. The reliability of the tool was found to be significant = .951, by the means of Split Half Method. The study was conducted in the college premises starting with a pretest which gave a mean score of 11.7 and to check to effectiveness of STP a post was conducted by researchers which gave a mean score of 16.4, "t" value ($t_{59}=14.3$) which was highly significant at $p<=0.005$ level. Mean posttest fluency score 25.3 is higher than mean pretest fluency score 22.6. Calculated mean difference was 2.7 Thus there is a significant effectiveness in structured teaching program for improvement of fluency in students, so there was improvement in knowledge among selected nursing students about junk food.

Keywords: Junk food, structured teaching program

Introduction

Junk food is term for food that has little nutritional value. This kind of food often has high amounts of fat, sugar, salt, and calories. Invention of the term is attributed to Michael Jacobson, director of the Center for Science in the Public Interest, who used it 1st in 1972. Although we eat unhealthy food for centuries most types of junk food appeared in 20th century as a result of mechanization, electricity and labor-saving devices that were used for preparation of food. It was a time when a processed food appeared and manufacturers started making food with cheaper ingredients with less nutritional value and using fast preparation methods that further lessened healthiness of food. Snack food, gum, candy, and sweet desserts are even older and none healthier. But the term "junk food" is not strictly defined and depends on personal tastes and social status. A study performed on rats in 2008 by Paul Johnson and Paul Kenny from the Scripps Research Institute suggests that junk food affects the brain in the similar matter as addictive drugs do. Some countries try to curb down consumption of junk food by introducing junk food taxes. Junk food is an informal term applied to some foods that are perceived to have little or no nutritional value [i.e. containing empty calories] to products with nutritional value, but also have ingredients consider

unhealthy when regularly eaten, or those considered unhealthy to consume *et al.* After conducting multivariate panel data analyses of 25 high income countries between the years 1999 and 2008, the WHO found that high-income countries with market-liberal welfare regimes had higher rates of obesity and easier access to fast food. Junk foods are typically ready to eat convenience foods containing high levels of saturated fats, salts, or sugar, and little or no fruit, vegetables, or dietary fiber, and are considered to have little or no health benefits. It has become an addiction for many people. According to survey 85% students consume fast food and eat 54% junk food once a week in between the age of 18 to 22. There is immense need for implementation of strategies for reducing the intake of junk food in adolescent girls. Therefore, this study was undertaken to evaluate the effectiveness of structured teaching programme on junk food in terms of knowledge among nursing students of Shimla nursing college, Annandale, Shimla (H.P).

Objectives

- To assess the knowledge of students.
- Teaching regarding junk food and preventive measures regarding avoiding of junk food to selected students.

Methodology

To accomplish the objectives of study pre-experimental research approach was considered to be most appropriate. In view of the objectives of the present study, a Quantitative approach was adopted. In the present study the investigator has adopted one group pre-test post-test design to assess the effectiveness of knowledge program in increasing knowledge level among nursing students.

Population

The present study was conducted in SHIMLA NURSING COLLEGE ANNANDALE among Nursing students of B.Sc. 1st year and GNM 1ST year aging 17-19 years, criteria for selecting the setting was purposive where availability of subjects, feasibility of conducting a study, economy of time and easy access, familiarity of the investigator with the setting expected cooperation and administrative approval for conducting the study.

Setting

The setting was selected purposively. In the present study target population was nursing students.

Sample and Sample Size

The sample comprised of 60 nursing students studying in SHIMLA NURSING COLLEGE Annandale, H.P who fulfilled the inclusion criteria.

Tools

The tools used in this study were-

Section A- Socio-demographic Performa

Section B- Junk food knowledge rating multiple choice questions

Section C- Likert scale for assessing the attitude regarding junk food.

Content validity was approved by five experts from the field of child health care nursing, medical surgical nursing, psychiatric nursing, community health nursing, obstetrical and gynecological nursing for establishing content validity.

All tools were returned by the experts, with minor additions. A Nonstandardized tool was used to measure the knowledge. The reliability of the tool was found to be significant = .951, by the means of Split Half Method.

Ethical Consideration

Written permission was obtained from the administrative authority of the college prior to the data collection. Ethical approval was taken from samples also.

Procedure of data collection

On day 1, demographic Performa was administered. Efforts were made to establish rapport with these students. All students were explained about the details of the session and instructions were given to solve the questionnaire. A time limit of 30 minutes was given. Students were taught about junk food and preventive measure regarding avoiding junk food through structured teaching programme. Post-test was conducted after lunch to evaluate the effectiveness of the structured teaching program.

Result

Table 1(a): “t” value of pre-test and post-test fluency score

Creativity Score	Mean Score	Mean Difference	Sd	Df	“T” Value
Pre-test	11.7	4.7	3.0	59	14.3
Post-test	16.4		2.5		
P<=0.05		P<=0.01		P<=0.001***	

Table 1(a) shows that mean posttest fluency score 16.4 is higher than mean pre-test fluency score 11.7. Calculated mean difference was 4.7 and SD of pre-test was 3.0 and SD of post-test was 2.5. “t” value (t₅₉=14.3) which was highly significant at p<=0.005level. Thus there is a significant effectiveness in structured teaching program for improvement of fluency in students.

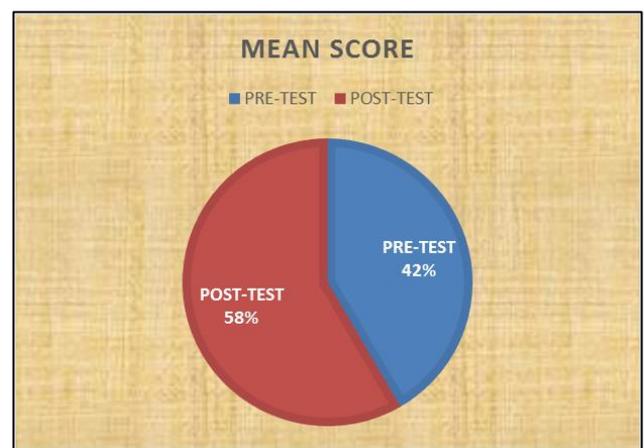


Fig1: Frequency and percentage of student based on level of attitude regarding junk food (likert scale)

Table 2: Pre-Test

Level of attitude	Range of score and percentage	Frequency	Percentage
Agree	26-30(>85%)	2	3%
Uncertain	21-25(65-85%)	49	82%
Disagree	15-20(50-65%)	9	15%
Total		60	100%

Table 3: Showing Pretest range of frequency of Likert Scale Post-Test

Level of attitude	Range of score and percentage	Frequency	Percentage
Agree	26-30(>85%)	32	54%
Uncertain	21-25(65-85%)	28	46%
Disagree	15-20(50-65%)	0	0%
Total		60	100%

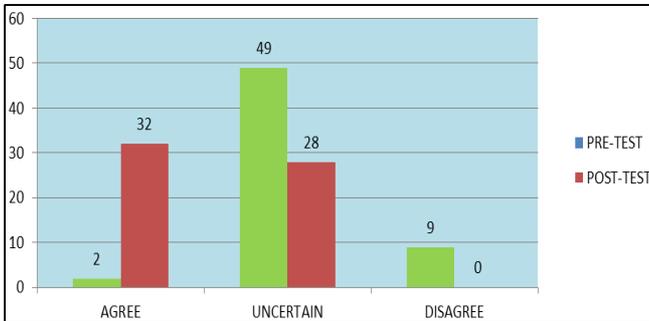


Fig 2: Showing Posttest range of frequency of Likert Scale

Table 4: “t” value of pretest and post-test fluency score (likert scale)

Creativity score	Mean score	Mean difference	SD df	“t”value
Pre test	22.6	2.7	1.7 59	13.5
Post test	25.3		1.3	

This table shows that mean post-test fluency score 25.3 is higher than mean pre-test fluency score 22.6. Calculated mean difference was 2.7 and SD of pre-test was 1.7 and SD of post-test was 1.3, “t” value ($t_{59}=13.5$) which was highly significant at $P < 0.001$ level. Thus there is a significant effectiveness in STRUCTURED TEACHING PROGRAM for improvement of fluency in students. There is change in the attitude of student regarding junk food thus leading to reduction in eating pattern of junk food among the students.

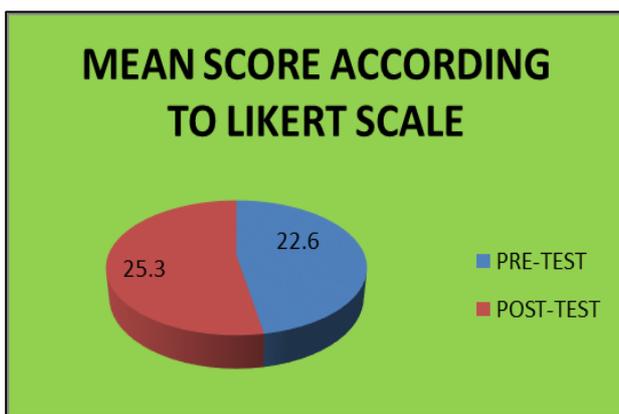


Fig 3

Discussion

The present study results revealed that there were improvement of all variables of knowledge and there was highly statistical significant difference between pre and post educational sessions. So, the research hypothesis is accepted. So it indicates that educational sessions were effective. Similar study regarding to the effectiveness of structured teaching program Regarding prevention on junk food among adolescents revealed that before program, more

than two third of respondents had poor knowledge scores and less than one third of them had moderate knowledge scores, while none of them had adequate knowledge. The majority of students have inadequate knowledge and around one tenth of them have moderate knowledge. The study concluded that after program about 66.7% of respondents had adequate knowledge, 33.3% had moderate knowledge and none of them had poor knowledge.

Conclusion

The following conclusions are drawn from the findings of the study;

- Selected group of nursing students had deficit knowledge on junk food.
- The nursing students have significant enhancing the knowledge and attitude regarding junk food.
- STP was an effective method in enhancing the knowledge and changing the attitude of nursing students regarding junk food.

Thus, the STP was effective in enhancing the knowledge and changing the attitude of nursing students regarding junk food.

Recommendations

Based on the experiences gained during the study and the result obtained, the following recommendations are made:

- A study may be replicated using a larger sample of students selected from different colleges for wider generalization of the findings.
- A study can be conducted to assess the actual practices of students pertaining for preventive measures regarding junk food.
- A study can be conducted to develop and evaluate instructional strategies to change behavior involving peer teaching, team projects and out of classroom experiences.
- An experimental study can be conducted to evaluate the effectiveness of programmed instructional module on students regarding preventive measures related to junk food.
- A study should be conducted to evaluate the effectiveness of mass awareness program on students in terms of knowledge, attitude and practices regarding preventive measures related to junk food.

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