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Innovation of nutritional education programmers to the mother of pre-school female children in Ayodhya (Faizabad) district (U.P.)

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Abstract

The paper deals with a nutritional education programme to the mothers of pre-school female children with the help of innovation for this purpose simple random sampling procedure was adopted for Faizabad district. Taking both rural and urban proper location, the question were scheduled was prepared earlier finally the selected women were trained with the help of teaching aids and their knowledge was assessed in the phase namely initial, intermediate and final phase and finally their scores were obtained the scores thus obtained were converted in to percentage. The mean and standard error was worked out, there statistical significance was tested with the help of student t test and the inference was drawn according to the socio economic status.

Keywords: Innovation, nutritional and education programme

Introduction

The traditional way of child rearing practices and low knowledge status of the mother's regarding nutrition education are very much responsible for the inadequate growth and development of the pre-school children^[1, 2, 3]

Apart from this, the sex negligence i.e. deprivation of female baby has led her to suffer from various grades of protein energy malnutrition and related diseases. In this perspective, a nutrition education programme was initiated to the rural and urban mothers of pre-school children in Faizabad district (U.P.) in the month of December 1997.

Material and Methods

Forty mothers each from rural and urban areas of Faizabad district were purposely selected for the nutrition education programme. Various types of training material/audio visual aid, such as poster, chart and tape recorder were used in addition to didactic lecture provided to the trainees. The material was prepared in the form of story and conversation. The knowledge status of the mothers was assessed at three phases on the basis of pre-designed and pre-tested questionnaire related to feeding practices, nutritive diet, and role of nutrients for the growth, food fads and immunization of the children. The phases of knowledge assessment were; (1) Initial Phase: Before start of the education programme (2) Intermediate Phase: Just after the completion of education programme and (3) Final Phase: 20 days after the programme. Each question on the basis of mother's responses were scored and finally summated to know the total score obtained.

There after these aggregate scores were converted into percentage, considering the maximum score as one hundred. Finally the frequency distribution was prepared as suggested by Mutatkar (1947)^[4]. The mean and standard error (SE) of the mean were also worked out. In addition, statistical significance was accounted by using student test and the inference was drawn accordingly. The socio-economic status was determined according to Prasad's Social Classification^[5, 6, 7].

Results and Discussion

It was observed that 27.50% mothers had knowledge status, whereas 36.75% good and 12.5% very good before initiation of the education programme.

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Table 1: Assessment of education training programme of three phases of examination

S.N.	Result of Assessment		Phases of Assessment					
	Status secured	Score (%) Obtained	Before training 'A'		Just after training 'B'		20 days after Training 'C'	
			No.	%	No.	%	No.	%
1.	Poor	0-20	22	27.50	-	-	-	-
	Fair	20-40	29	36.25	-	-	4	5.00
	Good	40-60	19	23.75	15	18.75	18	22.50
	Very good	60-80	10	12.50	34	42.50	37	46.25
	Excellent	80-100	-	-	31	38.75	21	26.25
	Total		80	100	80	100	80	100
	Mean -I- SE (%)		34.25 ± 2.21		74.00 ± 1.646		68.75 ± 1.86	

Statistical significance

- 1. ABC: t= 14.425, p<0.001***
- 2. ABC: t= 11.944, p<0.001***
- 3. BBC: t= 2.114, p<0.05*

These after imparting the training programme, the knowledge status of the mothers were stepped up. Consequently more than two, fifth mothers acquired very good knowledge status, followed by excellent (38.75) and good (18.75%) while a slight deterioration in knowledge status was observed after a few day (20 days) of the education Programme. It was observed that four mothers acquiring good status at the time of education lagged behind and pushed back to the “fair” status. in addition 10 mothers belonging to ‘excellent’ status at the time of education returned back to ‘very good’ status followed by ‘excellent’ (26.25%), good (22.50%) and fair (5.0%) (Table 1).

In terms of quantitative assessment, the mean ±SE of the knowledge score of mother was ascertained 34.25 ±2.21 present at the initial phase, i.e. before start of the education programme after the innovation of education programme,, there was mean increase of 39.75 present score in comparison to initial phase and the mean ±SE score was assessed 74.00± 1.464 present, while at the third phase it reached to 38.75±

1.86(%). The statistical analysis evidenced that the training programme has significantly enhanced knowledge score of the mothers at the school phase, e.g. Just after the initiation of education programme (t=14.425, P<0.001***) as well as the third phase i.e.20 days after the education programme (t= 11.944, p<.001).*** It is also evident that the lapse of time after the knowledge score of the trainees (t=2.114, p<0.05).* still the mean level remains at a higher level in comparison to initial phase.

During the training session, it was felt that various socio-economic and demographic characteristics had significantly influenced the knowledge status of the trainees. Among these characteristics, the place of residence, present age of the trainees, literacy status and socio economic status were most accountable.

Table 2 Shows that the mean ±SE scores of rural mothers were 26.00±2.50: 67.00±1.97 and 61.50±2.47 present respectively at the initial phase; just after training and 20 day after training programme.

Table 2: Effect of various categories of the mothers on their education programme

S. N.	Result of assessment	Category of mothers and phases of education programme						Remarks
		Before Training (Phase-I)		Just after Training (Phase-II)		20 days after training (Final phase)		
		Category A	Category B	Category A	Category B	Category A	Category B	
1	Residence: Mean+SE (%)	26.00 ±2.50	42.50 ±3.18	67.00 ±1.97	81.00 ±2.14	61.50 ±2.47	76.00 ±2.29	Category A: Rural Category B: Urban
	Significance	t=4.079, p<0.001***		t=4.813, p<0.001***		t=4.305, p<0.001***		
	Age: Mean+SE (%)	41.37 ±2.58	21.72 ±2.90	80.59 ±2.13	62.41 ±2.31	77.60 ±1.66	54.14 ±2.30	Category A: <30years category B: 230 year
	Significance	t=5.062, p<0.001***		t=5.786, p<0.001***		t=8.080, p<0.001***		
	Literacy: Mean+SE (%)	12.40 ±1.33	44.18 ±2.05	58.00 ±2.00	81.27 ±1.35	49.20 ±2.15	77.64 ±1.32	Category A: Illiterate Category B: Literate
	Significance	t=13.005, p<0.001***		t=9.644, p<0.001***		t=11.273 p<0.001***		
	SES: Mean+SE (%)	20.00 ±2.01	43.75 ±2.67	62.50 ±1.96	81.67 ±1.67	54.38 ±2.33	78.33 ±1.56	Category A: Low SES Category B: Other SES
	Significance	t=7.107, p<0.001***		t=7.445, p<0.001***		t=8.541, p<0.001***		

On the other hand urban mothers acquired 42.50±3.18; 81.00±2.14; and 76.00±2.29 present scores at the similar training phases. The statistical analysis suggested that the mean scores obtained by the urban mothers were significantly higher than their rural counterparts at all education phases. These results confirm that the knowledge status of the urban mother was significantly better than rural mothers. It was further proved the mothers belonging to less than 30 year age had significantly higher knowledge score than the elderly trainees.

Further again, it was observed that the mean knowledge scores obtained by illiterate mothers were significantly lower than literate mothers at all the education phases. Similarly the data related to socioeconomic status of the mothers delineates that the trainees in low SEG obtained 20.00±2.01 score (%) at the initial phase’s 62.50±1.96 score (%) at the second phase and 54.38 ±2.33 score (%) at the final phase.

On the other hand other trainees related to middle and high SEG scored 43.75 ±2.67 (%); 81.67 ±1.67(%) and 78.33± 1.56 (%) at the similar training phases. the statistical analysis

witnessed that the knowledge scores obtained by the low SEG mothers were significantly lower than their counterparts at every training phase of assessment. The results of the present study are in utmost consonance with the similar studies conducted in the country^[28, 9] and abroad.

Conclusion and suggestion

The knowledge status of the mothers regarding child health care and nutrition education was not satisfactory before initiation of the training programme. The training programme given to the mothers with the help of audio-visual aids, posters, chart, flannel graphs, song, group dance, story and conversation helped them to ameliorate their knowledge status. It was also established that the residential status, age, education & socio-economic status of the mothers significantly influenced there.

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