



# A STUDY TO ASSESS THE EFFECTIVENESS OF STRUCTURED TEACHING PROGRAMME ON KNOWLEDGE REGARDING HARMFUL EFFECT OF JUNK FOOD CONSUMPTION AMONG UNDERGRADUATE STUDENTS OF SELECTED COLLEGE AT VADNAGAR

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## ABSTRACT

**Introduction:** Junk food comprises of anything that is quick, tasty, convenient and fashionable. It seems to have engulfed every age, every race and the newest entrance in student. Students are experiencing so much growth they may always feel hungry. He or she may come to the dinner table ready to eat anything. Eating right and being physically active are not just a diet or a program. These are the key to a healthy life style. With the healthful habits we may reduce our risk of many chronic diseases such as heart disease. Many of the junk foods are high on carbohydrates, low on fiber, heavy on fat with little vitamin content. Junk Food includes those food items that do not add any value to a person's diet. Here, value denotes essential nutrients, vitamins & minerals. Street food and fast food are also taken in the same context as junk

**Objective:** To assess the pre-test level of knowledge regarding harmful effects of junk food consumption among undergraduate students, To evaluate the effectiveness of structured teaching programme on knowledge regarding harmful effects of junk food consumption among undergraduate students. To find out association between the post-test level of knowledge Score regarding harmful effects of junk food consumption with selected demographic variables.

**Methodology:** The research design which is used to achieve objectives of this study is non- experimental, Descriptive Design. The population was mothers of under-five children. The sample consists of 60 undergraduate students at selected college at vadnagar. The data was collected from undergraduate students using a structured questionnaire for knowledge. The data obtained was analyzed by using descriptive and inferential statistics.

**Result:** The data presented in the mean post-test knowledge score (22.26±3.95) was higher than the mean pre-test knowledge score (8.41±5.16). The calculated 't' value (21.24) was greater than the table value (1.67) at 0.05 level of significance that shows the structured teaching programme was effective in increasing the knowledge of undergraduate students.

**Conclusion:** This study finding concluded that structured teaching programme on junk food consumption was effective in improving the knowledge among undergraduate students.

**KEY WORDS-** Effectiveness, Structured Teaching Programme, Knowledge, Junk Food And Undergraduate Student

## INTRODUCTION

It's the 21st century and "junk food" has gone global. For worse junk food is now available all over the world. We see it all most everywhere we go in grocery shop and also in convenience stores. Healthy nutritious foods have been replaced by the new food mantra "JUNK FOOD".

Junk food comprises of anything that is quick, tasty, convenient and fashionable. It seems to have engulfed every age, every race and the newest entrance in student. Students are experiencing so much growth they may always feel hungry. He or she may come to the dinner table ready to eat anything.

Junk foods are typically ready-to-eat convenient foods containing high levels of saturated fats, salt, or sugar, and little or no fruit, vegetables, or dietary fiber and are considered to have little or no health benefits. Common junk foods include salted snack foods like chips (crisps), candy, gum, most sweet desserts, fried fast food and carbonated beverages (sodas) as well as alcoholic beverages.

Any food that has poor nutritional value is considered unhealthy and may be called a junk food. A food that is high in fat- especially Trans-fat, sodium and sugar is known as a junk food. Junk foods are these items like lollies, wafers, colas, pizzas and



burgers are suddenly the most important thing. The commonest scenario is a student who returns from college himself in front of the television, faithfully accompanied by a bowl of wafers and a can of cola. Student suddenly seem to have stepped into a world of fast foods and vending machines.

For years, junk food has been taking the world by storm, with their attractive colors, tickling the taste buds, resistible to the young and old, with their wonderful array of varieties and flavor. But, experts blame junk food for rising rates of diabetes, high blood pressure and stroke. Increasing rates of chronic illness affect children who regularly consume junk food.

For student who have less vision of the heart disease, cancer, high blood pressure or diabetes that might befall them decades later, the tentacles of a junk food environment are virtually inescapable. Studies reveal that as early as the age of 30, arteries could begin clogging and lay the groundwork for future heart attacks. student eat from puberty affects their risks of prostate and breast cancer. Osteoporosis and hypertension are other diseases that appear to have their earliest roots in childhood when lifelong eating habits are being formed. students are especially vulnerable. Poor diets can slow growth, decay new teeth, promote obesity and sow the seeds of infirmity and debilitating disease that ultimately lead to incurable disease and death or worse make life insufferable.

## OBJECTIVES

1. To assess the pre-test level of knowledge regarding harmful effects of junk food consumption among undergraduate students.
2. To evaluate the effectiveness of structured teaching programme on knowledge regarding harmful effects of junk food consumption among undergraduate students.
3. To find out association between the post-test level of knowledge Score regarding harmful effects of junk food consumption with selected demographic variables.

## HYPOTHESIS

**H<sub>01</sub>:** There will be significant difference between the pretest and Posttest level of knowledge score on harmful effects of junk foods consumption among undergraduate student.

**H<sub>1</sub>:** There will be significant association between the posttest level of knowledge score with their selected demographic variable.

## RESEARCH METHODOLOGY

### Research Design:

In this study, one group pretest and posttest pre experimental design was used to evaluate the effectiveness of structured teaching programme on knowledge regarding Harmful effect of junk food consumption among undergraduates students.

## VARIABLES UNDER STUDY

- **Independent Variable:** Structured teaching programme is the independent variable.
- **Dependent Variable:** In this study, the dependent variable is knowledge of undergraduates students.

## SETTING OF THE STUDY

The study was conducted in Arts and Commerce College at vadnagar.

### Population and Sample

In this study population selected for the present study comprised 60 undergraduates students respectively from whom are study at Arts and commerce college at vadnagar.

### Criteria for Selecting the Sample

**Inclusive Criteria:** Undergraduate students in selected Arts and commerce college at vadnagar, Undergraduate students who are willing to participate, Undergraduate students who can read and understand English & Gujarati.

**Exclusive Criteria:** Undergraduate students who are on leave or absent at the time of data collection, Undergraduate students who have already undergone teaching programme on junk food consumption.

### Development of the Tool

A structured knowledge questionnaire was prepared to assess knowledge of harmful effect of junk food consumption on health it consisting of two **sections: A** Demographic variables and **sections B:** knowledge questionnaire regarding harmful effect of junk food consumption on health.

### Data Collection Procedure

A formal permission was obtained from the principal of arts and Commerce College at Vadnagar. The final study was conducted and commerce college at Vadnagar . Actual data collection was done on 60 undergraduates students. The investigator introduced self and informed the sample about the nature of the study so as to ensure better co-operation during the data collection.

The investigator approached the undergraduates students of met the inclusive criteria. Then the researcher approached the participants explains the purpose of the study and how will be beneficial for them. The researcher required the purpose of the study and how it will be beneficial for them. The research required their willingness to participate in the study and obtain their written co-sample participating in the unsent. Further, the researcher gave questionnaire for pre-test to the study accompanied with necessary instruction regarding answering 7th day. After data gathering process, the researcher thanked all participants as well as the authorities for their co-operation.

### Data Analysis Plan

The data obtained was analyzed in terms of achieving the objectives of the study using descriptive and inferential statistics.



### Ethical Considerations

As per ethical committee of Hemchandracharya North Gujarat University (HNGU) Research proposal was conducted after approval of dissertation committee. The written permission was obtained from selected arts and Commerce College at vadnagar. Details of the study informed to the authority and the students. The data was collected after obtaining consent from the participants.

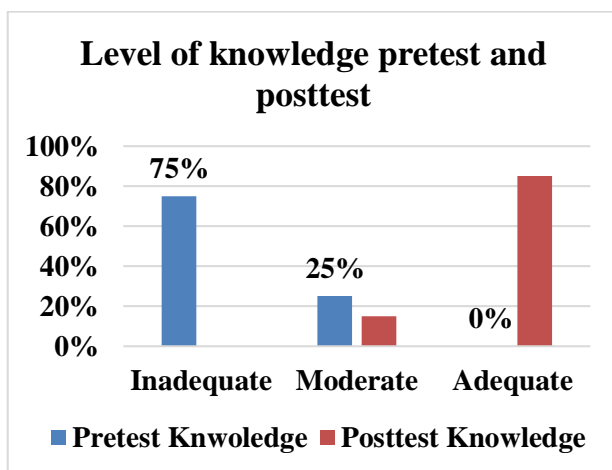
### RESULT

The data presented in the mean post-test knowledge score ( $22.26 \pm 3.95$ ) was higher than the mean pre-test knowledge score ( $8.41 \pm 5.16$ ). The calculated 't' value (21.24) was greater than the table value (1.67) at 0.05 level of significance that shows the structured teaching programme was effective in increasing the knowledge of undergraduate students.

**Table: 1 Frequency and percentage distribution of pre-test and post- test knowledge of undergraduate students regarding harmful effect of junk food consumption**

Level of Knowledge	Pretest		Posttest	
	F	%	F	%
Inadequate knowledge	45	75	00	00
Moderately Adequately knowledge	15	25	09	15
Adequate knowledge	00	00	51	85

Table 1 shows that prior to the administration of structured teaching programme, in pre-test (75%) of the all are sample had poor knowledge In the post-test there was marked improvement in the knowledge of the sample with (15%) gained average knowledge and (85%) gained good knowledge. Here, see the significant difference between pre-test knowledge score and post-test knowledge score of undergraduate students regarding harmful effect of junk food consumption, so accept hypothesis 1 (H1).



**Figure-1 Column diagram depicting percentage distribution of the sample according to their level of knowledge**

**Table: 2 Mean, S.D, Mean difference and 't' value of pre-test and post-test level of knowledge scores of effectiveness of structured teaching programme.**

Parameter	Mean	Sd	t-test value	Sig. value	Table value
Pretest	8.41	5.16	21.54	S	1.67
Posttest	22.56	3.95			

The data presented in Table 2 shows that the mean post-test knowledge score ( $22.56 \pm 3.95$ ) was higher than the mean pre-test knowledge score ( $8.41 \pm 5.16$ ). The calculated 't' value (21.54) was greater than the table value (1.67) at 0.05 level of significance that shows the structured teaching programme was effective in increasing the knowledge of undergraduate students .

### DISCUSSION

Pre-experimental research design was used to determine the effectiveness of structured teaching programme among undergraduate students. The tool used in this study consisted of two sections. Section A was demographic variables and Section B was structured knowledge questionnaire. Convenience sampling technique was used select sample and data was collected from 60 undergraduate students from arts and Commerce College at vadnagar. The data were collected and analysed using descriptive and inferential statistics. To test the hypothesis, t-test and chi square test were used. The level of significant was assessed by p 0.05 to test the hypothesis.

### CONCLUSIONS

From the result of the study it was concluded that the level of knowledge is poor among undergraduate students. They require some interventions to improve the knowledge. Structured teaching programme was effective improving knowledge among undergraduate students

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