

A STUDY TO ASSESS THE EFFECTIVENESS OF STRUCTURED TEACHING PROGRAMME ON KNOWLEDGE REGARDING PROTEIN ENERGY MALNUTRITION AMONG MOTHERS OF UNDER-FIVE CHILDREN IN RURAL NASHIK DISTRICT

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ABSTRACT

Background: Malnutrition remains one of the leading causes of under-five mortality in India. Protein-energy malnutrition (PEM) is preventable through awareness and early interventions. This study assessed the effectiveness of a structured teaching programme on mothers' knowledge regarding PEM in rural Nashik. Methods: A pre-experimental one-group pre-test and post-test design was used among 30 mothers of under-five children selected through purposive sampling. A structured questionnaire was administered before and after a structured teaching intervention. Data were analyzed using descriptive statistics, paired t-test, and chi-square tests. Results: Pre-test results revealed that 43.3% of mothers had poor knowledge, 40% had average knowledge, and only 3.3% had excellent knowledge. After the intervention, 56.6% demonstrated excellent knowledge and 33.3% had good knowledge. The mean knowledge score improved from 5.43 (27.1%) in pre-test to 11.26 (56.3%) in post-test ($p < 0.05$).

Conclusion: The structured teaching programme significantly improved knowledge regarding PEM among mothers. Educational interventions should be integrated into community health programs to reduce malnutrition-related morbidity and mortality.

Keywords: Protein Energy Malnutrition, Mothers, Under-Five Children, Structured Teaching Programme, Rural Health

INTRODUCTION

Protein-energy malnutrition (PEM) remains a major public health issue in India, particularly in rural communities where limited awareness, cultural practices, and poverty exacerbate childhood malnutrition. According to UNICEF (2019), nearly 69% of deaths among under-five children are attributed to malnutrition. Mothers play a vital role in ensuring children's nutritional well-being, making them the key target for health education. This study was conducted to assess the effectiveness of a structured teaching programme on mothers' knowledge regarding PEM prevention in rural Nashik.

METHODS

Design: Pre-experimental one-group pre-test and post-test.

Setting: Kawadadara Primary Health Center, Nashik.

Sample: 30 mothers of under-five children selected through purposive sampling.

Tool: Structured questionnaire (20 items) assessing knowledge on PEM.

Intervention: A structured teaching programme delivered in the local language.

Analysis: Descriptive statistics, paired t-test, chi-square test.

Ethical Approval: Permission obtained from institutional ethics committee and local health authorities.

RESULTS

Table 1: Demographic Characteristics of Participants

Variable	Frequency (n=30)	Percentage (%)
Age 22–24	9	30
Age 24–26	15	50
Age 26–28	6	20
Education: Primary	14	46.6
Education: Secondary	11	36.6
Education: Graduate	2	6.6
Children: 1	8	26.6
Children: 2	12	40
Children: 3	6	20
Children: >3	4	13.4
Type of Delivery: Vaginal	17	56.6
Type of Delivery: C-section	13	43.4
Religion: Hindu	27	90
Religion: Christian	1	3.4
Type of Family: Joint	19	63.3
Type of Family: Nuclear	9	30
Occupation: Farmer	21	70

Figure 1: Pre-test Knowledge Distribution

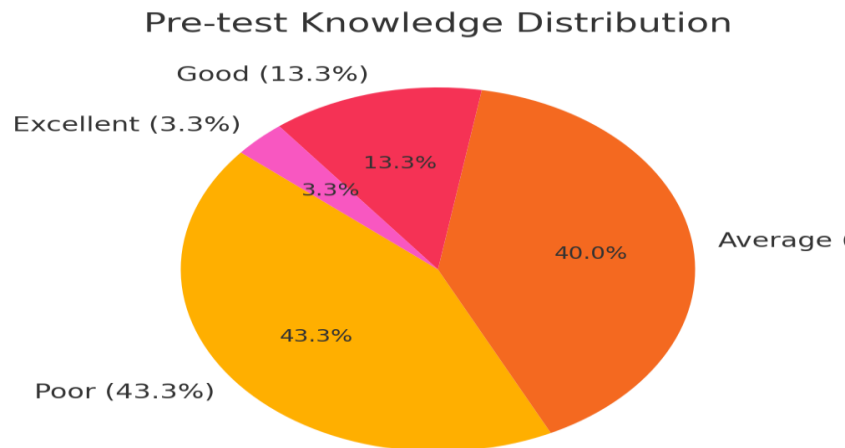


Figure 2: Post-test Knowledge Distribution

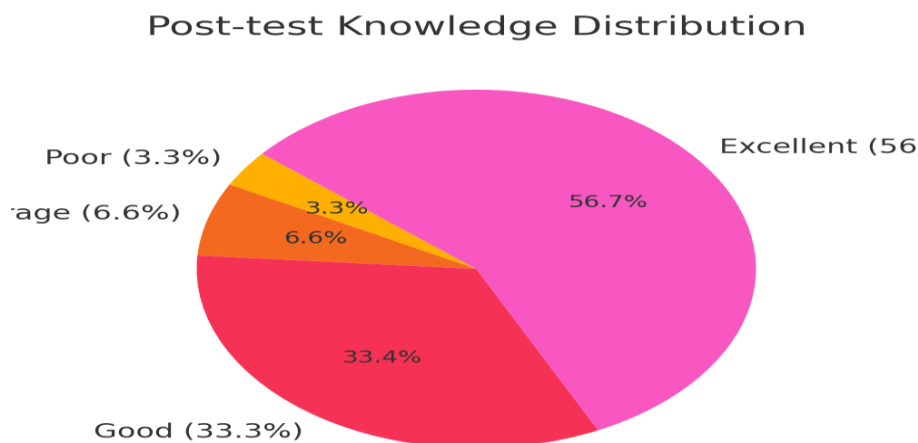
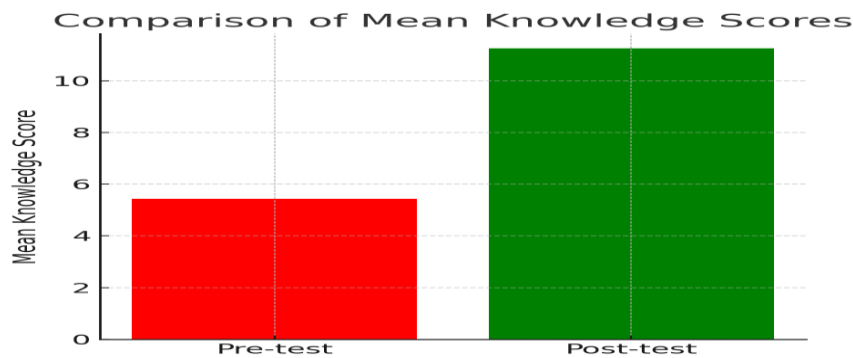


Table 2: Pre-test vs Post-test Knowledge Levels

Knowledge Level	Pre-test (%)	Post-test (%)
Poor	43.3	3.3
Average	40	6.6
Good	13.3	33.3
Excellent	3.3	56.6

The mean pre-test knowledge score was 5.43 (27.1%) compared to 11.26 (56.3%) post-test. The difference was statistically significant ($p < 0.05$), indicating the effectiveness of the structured teaching programme.

Figure 3: Comparison of Mean Knowledge Scores



DISCUSSION

The findings demonstrated a significant improvement in mothers' knowledge following the structured teaching programme. Similar results were observed in studies conducted by Sharma (2019), Singh et al. (2022), and Kale (2023), which reported that structured health education interventions improved maternal knowledge regarding PEM prevention. These findings underscore the critical role of community-based nursing interventions in reducing childhood malnutrition.

CONCLUSION

The study concludes that structured teaching programmes are effective in enhancing mothers' knowledge regarding protein energy malnutrition. Integrating such interventions into routine community health services can significantly reduce malnutrition-related morbidity and mortality.

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