

## Effectiveness of Planned Teaching Programme Regarding Knowledge and Effectiveness of Junk Food among Adolescents Studying in Selected High Schools at Bagalkot

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### Abstract

### Original Research Article

Eat healthy and living healthy are essential requirements for a long life. Unfortunately, today's world has been adapted to a system of consumption of foods that has several adverse effects on health. Globalization and urbanization significantly impacted eating habits and forced many people to consume fancy and high-calorie fast foods, popularly known as Junk foods. Healthy, nutritious foods have been replaced by the new food mantra – junk food. This global problem of consuming junk food can be prevented by health education, which can greatly contribute to its limited consumption and switching over to healthy eating habits for better living. This study was carried out to assess the effectiveness of a planned teaching program through a structured knowledge questionnaire. A quantitative research approach and pre-experimental one group pretest post-test research design were adopted to conduct the study. A structured knowledge questionnaire was used to assess the knowledge of adolescents regarding the harmful effects of junk food. Pre-test was taken on first day, followed by the planned teaching programme to the group, and then the post-test was taken after seven days. In pre-test majority of adolescents (65%) had an average level of knowledge, but in post-test majority of adolescents (55%) had a good level of knowledge. There was a significant difference between the mean pre-test and post-test knowledge score ( $t = 9.590$ ,  $p = 0.0001$ ) at  $p < 0.05$  level. There were significant association of the selected socio-demographic variables, age, and educational status. The planned teaching program was highly effective in enhancing the knowledge of adolescents regarding the harmful effects of junk food. **Aims:** The study aimed to determine the effectiveness of the planned teaching programme regarding knowledge and the effectiveness of Junk food. **Methodology: Materials and Methods:** A Pre-experimental study was conducted using one group pre-test, post-test design to assess the level of knowledge regarding effects of junk foods on health. The study was conducted in 2 selected schools of Bagalkot. The sample was selected by stratified simple random sampling. The sample size was 50 structured questionnaire was used to assess the knowledge of adolescents. **Results:** Students' knowledge about Junk food, pre-test scores showed that 34% of the sample had moderate knowledge, 46% had poor knowledge about urinary tract infections and 20% percent had good knowledge. About Junk food, when test scores are passed About Junk food, when test scores are passed, all have good knowledge about 54% about Junk food. **Conclusion:** The results of the study concluded that the knowledge and practice of adolescents could be improved by providing planned teaching programme. **Keywords:** Adolescent, information, Knowledge, planned teaching program, Junk food.

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## INTRODUCTION

Eat healthy stay healthy', The term fast food/Junk food is something which is prepared and served quickly, these types of food available in our restaurants or stores like chips, pizzas, pavbaji, Gobi Manchurian, panipuri, noodles, soups etc. which has of low-quality preparation and served to customers in a package to carry away.

Food is an important part of a balanced diet. It is something everyone needs, every day. Life can be sustained only with adequate nourishment. Food is an important part of a balanced diet. It is something everyone needs, every day. Life can be sustained only with adequate nourishment. Man needs food for growth, development and to lead an active and healthy life.

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According to WHO (2020), 340 million children and adolescents aged 5-19 years were overweight and obese. Childhood obesity is associated with a higher chance of obesity, premature death and disability in adulthood. But in addition to increased future risks, obese children experience breathing difficulties, increased risk of fracture, hypertension, early markers of cardiovascular disease, insulin resistance and psychological effects.

#### Objective:

1. To assess the Level of knowledge regarding effects of Junk Foods among adolescence.
2. To evaluate the effectiveness of PTP on knowledge regarding effects of Junk foods among adolescence
3. To find out the association between pre-test knowledge scores with their selected socio-demographic variables

## MATERIALS AND METHODS

#### Research Design:

A preliminary non experimental small group pre-test and post-test design to determine the effectiveness of the planned teaching method. Knowledge & Effectiveness of Junk food among the adolescents of BVVS English medium high school at Bagalkot.

#### Hypothesis:

**H1:** There is an significant difference in the health effects of Junk Food among Adolescence.

**H2:** There is an significant association between Health effects of junk food among adolescence and their socio-demographic variables.

**Location of the Study:** The study was conducted at BVVS English medium high school at Bagalkot.

**Participants:** The sample consisted of 50 adolescents from BVVS English medium high school at Bagalkot.

**Sampling Technique:** Simple random sampling technique is used to select the sample.

#### Part 1: Data Collection Instructions

Demographic performance includes the student age, gender, religion, Education status, Family income, residence background Junk food related information.

#### Part 2:

Scoring is done by counting correct answers as the total points earned. The maximum score is 30 points, arbitrarily divided into four levels: 50 questions in the Junk food Knowledge Survey. Subjects were instructed to check the signs (0-10(poor)], [11-20 (Average)], [21-30 (good)].

#### VARIABLES IN THIS STUDY

**Variables:** Dependent variable, it refers to the level of knowledge about Junk food of adolescents in BVVS English medium high school at Bagalkot.

**Independent Variable:** Planned teaching programme.

#### Data Collection:

Data collected for the year 2025-09-24 Actual till 2025-10-03 Time and data for the year up to are prepared with the school authorities and communicated to the participants.

#### ETHICAL APPROVAL

Permission obtained from principal BIONS; Ethical approval obtained from Ethics Committee of BVVS institute of nursing college, Bagalkot.

## RESEARCH METHODOLOGY

Information was collected through surveys regarding demographic information and information samples, containing a total of 30 questions. The reliability of the question knowledge model was determined by a test conducted on 5 selected adolescents by Karl Pearson ( $\alpha = 0.05$ ). The main study was conducted by 50 adolescents studying BVVS English medium school at Bagalkot.

## RESULT

The study began with the selection of 50 adolescents who were presented at the BVVS English medium high school at Bagalkot.

**Section I: Comparison of pre- and post-tests knowledge levels of students. N=50**

**Table 2: Comparison of pre-test and post-tests knowledge levels of students**

Level of knowledge	Pre-test		Post-test	
	Number of respondents	Percentage (%)	Number of respondents	Percentage (%)
Good	10	20%	27	54%
Average	17	34%	18	36%
Poor	23	46%	5	10%
Total	50	100%	50	100%

Comparison of knowledge in pre-test showed that majority of 50 students (34%) had average knowledge, 46% had poor knowledge and 20% had good knowledge. However, after following the teaching

model, it turned out that 54% of the students had good knowledge, 36% had average knowledge, and 10% students had poor knowledge.

### Part III: Regional effectiveness of Junk food teaching methods. N=50

Information Area	Max. score	Pre-Test (O <sub>1</sub> )		Post-Test (O <sub>2</sub> )		Effectiveness (O <sub>2</sub> - O <sub>1</sub> )	
		Mean $\pm$ SD	Mean %	Mean $\pm$ SD	Mean%	Mean $\pm$ SD	Mean%
Effectiveness of educational module on effectiveness of Junk food	30	15.06 $\pm$ 5.17	12.55%	21.66 $\pm$ 6.21	18.05%	6.6 $\pm$ 1.04	5.5%

The overall results show that the post-knowledge test score (21.66 $\pm$  6.21) accounts for 18.05% of the total score; this is higher than the prior knowledge test score (15.06 $\pm$  5.17), which accounted for 12.55% of the total score. The effectiveness of teaching methods in

this area was measured with a knowledge score of 6.6 and SD  $\pm$  1.04, accounting for 5.5 of the total score. Hence, it indicates that the structure of the teaching program was effective in enhancing the knowledge level of students.

**Table 3: A Significant difference between the pre-post knowledge scores of students**

Test (Knowledge)	Mean	Mean Diff	SD Diff	Paired t-value	Table value
Pre-test (O <sub>1</sub> )	15.06	6.6	1.04	11.49	1.66
Post-test (O <sub>2</sub> )	21.66				

The calculated “t” value (11.49) was higher than the table value (1.66) for degree of freedom (46) and 5% level of significance. There was a significant positive

difference (11.49) between pre-post knowledge scores; hence, null hypothesis H<sub>1</sub> is accepted.

**Table 4: A research hypothesis was developed to investigate the relationship between knowledge and socio-demographic variables. N=50**

Sl. No	Socio demographic variables	df	Chi-square-value	Table value	P-value
1	Age	4	2.4	3.84	0.66
2	Gender	2	3.29	3.84	0.19
3	Religion	6	1.8	3.84	0.93
4	Education status	6	0.94	3.84	0.98
5	Family monthly income	4	3.53	3.84	0.47
6	Area of residence	4	1.92	3.84	0.75
7	Do you consume junk food	2	4.93	3.84	0.085
8	Does your family members consume junk food	2	3.29	3.84	0.19
9	Consumption of junk food	6	5.66	3.84	0.46
10	Do you think junk food is addictive	2	0.77	3.84	0.68
11	Do you believe junk food is addictive	2	11.29	3.84	0.003

**LIMITATIONS:** Adolescents under the age of 13 were included in this study. Only the questionnaire was used to measure the effectiveness of PTP. The intervention was used for 15 days only.

## DISCUSSION

Similar to other studies, the findings of the study revealed that the knowledge level.

The knowledge regarding the effects of junk foods is inadequate, and there is a great need to improve this knowledge. In pre- test knowledge scores, 47(59%), had inadequate knowledge, 33(41%) had moderately adequate knowledge, and no one was reported to have

highly adequate knowledge about the effects of junk foods on health. This reveals that the majority of adolescents had inadequate knowledge, so it was imperative to impart education to them regarding the effects of junk foods on health. The above results are consistent with the findings of the study conducted by Sharma V, in 3 selected schools of District Jalandhar (2013), among 60 teenage students regarding knowledge of harmful effects of junk foods. The results revealed that 81.67% had below average knowledge regarding the harmful effects of junk foods, followed by 18.33% adolescents who had average knowledge, and no adolescent had good knowledge about the harmful

effects of junk foods [5]. The findings in the post-test revealed that 34(42.5%) had highly adequate knowledge, 40(50%) had moderately adequate & 6(7.5%) had inadequate knowledge regarding the effects of junk foods on health after implementation of planned teaching

## PROGRAMME

### Limitation:

**Pre-Test Knowledge Assessment** The pre-test knowledge assessment showed that a significant proportion of students had limited awareness of the health hazards of junk food. Only 15% of students demonstrated good knowledge (score >70%), while 35% had moderate knowledge (score between 50-70%), and 50% had poor knowledge.

## CONCLUSION

The researcher felt a deep sense of satisfaction and fulfilment at having undertaken the study. The study provided deeper insight and empathy towards the needs of the expert guidance from the guide, and the cooperation of teachers has made the study a fruitful and pleasant experience. Most research on Junk food has focused on adults, with limited research on adolescents. This study specifically addresses the knowledge and practices of adolescents regarding Junk food, a population that is particularly vulnerable to Junk food. The use of a planned teaching program to improve knowledge regarding effectiveness of Junk food is a relatively new approach.

### Recommendations

This study evaluates the effectiveness of a planned and comprehensive teaching program in improving effectiveness of knowledge regarding Junk food. Higher level of knowledge and better perception

were among adolescents. Continuous education through online, health education sessions at the schools may play a crucial role in improving the adolescents knowledge regarding Junk food.

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