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## Impact of nutrient education on nutritonal status using KAP among SPMVV hostel inmates in Tirupati

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### Abstract

Nutrition education of the people has been recognized since long is an important factor for nutrition promotion in the country. Realizing the importance of an integrated approach for the control and prevention of malnutrition, it has become important that educational activities of various sectors such as agriculture, food, health and family welfare, women & child development and education are made comprehensive in nature by imparting education on all these aspects in an integrated manner. The objective is to equip the community with simple knowledge on various factors which determine the health status of an individual. In order to provide education on both food and non-food factors and services to the community simultaneously an integrated nutrition education approach is to be developed to impart and training to the beneficiaries and field functionaries on various aspects of food and nutrition, health care, hygiene, environmental sanitation, food storage (Roy *et al.*, 1985). Present Study Impact of Nutrient Education on Nutritional status using K.A.P. among S.P.M.V.V hostel inmates reveals that difference between pre and post test scores of Knowledge was 4.82 which indicates that the scores were significant at 0.01 level. The difference between pre test and post test of Attitude was 2.135. The results are significant at 0.01 levels. There is slight increase in score that showed positive results on changing of attitude. The difference between pre test and post test of the practice was 3.2 and is significant at 0.01 levels. There is a slight increase or decrease in scores was showed positive results and changing of practice.

**Keywords:** nutrient education, nutritional status, KAP, SPMVV

### Introduction

Nutrition plays an important role in all aspects of life, from infancy to old age. Each life stage presents an opportunity to improve the quality of life. Nutrition may be defined as the science of food and its relationship to health. It is concerned primarily with the part played by nutrients in body growth, development and maintenance. The word nutrient (or) "food factor" is used for specific dietary constituents such as proteins, vitamins and minerals. (Srilakshmi (1998) [3] "Micronutrient malnutrition" also known as "hidden hunger" is a global public health problem of our planet and affects the quality of human resources development and productivity of any country. The most micronutrients of public health significance are iodine, iron and vitamin A. Zinc is the fourth vital micronutrient recognized for human growth development and body functions. More than 2 billion people of world at the risk of one or more micronutrient deficiency disorder. The important strategies for prevention and control of micronutrient malnutrition are supplementation, food fortification and dietary diversification (Tiwari *et al.*, 2003) [5].

Nutrition education is an integral part of all nutrition intervention programmes. For the success of nutrition education it is necessary to make it pragmatic by studying the food habits and modifying them according to the local availability of food items and dietary pattern.

The present study was carried out to see the impact of nutrition education of the selected women in order to improve their nutritional status by using Knowledge, Attitude and Practice (KAP) Test (Doyle. *et al*)

### Objectives

- ❖ To enumerate the hostel inmates for nutritional deficiency.
- ❖ To develop nutrition education programme using woman-to-woman approach.
- ❖ To assess dietary patterns of the selected subjects.
- ❖ To evaluate the Knowledge, Attitude and Practice before and after implementation of nutrition education programme.

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**Methodology**

In nutrition education, the ultimate aim is to equip the people with nutrition knowledge. So, that they develop a critical intervention by themselves to transform their own health status. One best choice could be women, with their high potential in acquiring the new knowledge and spreading it to those in need women who are active socially and have an innate desire to learn new things, act as key persons. They show interest in spreading and sharing the information known to them to others. This kind of woman-to-woman sharing can be aptly utilized in the process of nutrition education. (Laura, S.G. *et al* 2003) [2]

**Woman to Woman Approach**

"Woman to woman" strategy is evident from the name, sharing of knowledge, skill and confidence amongst woman (in 1:1 ratio) is the woman to woman strategy. The strategy is formulated based on the following assumptions

**Principles of Woman-to-Woman Strategy**

Woman-to-woman strategy is based on the following aspects:

- ❖ Essentially the communication is individualized i.e., between one woman-to-another woman.
- ❖ Sharing of information, skill and confidence takes place but not teaching / instruction.
- ❖ Home-based learning
- ❖ Learning by doing
- ❖ Finding local answer (feasible indigenous solution to the problem)

Present study was undertaken in the SPMVV hostel Tirupathi, A.P 75 respondents were selected total sample, depending on their interest, enthusing and communication skills. 15 women were taken as key persons and 60 women as needy women or associated women respectively.

**Results and Discussion**

Woman to woman sharing technique is used for the intervention programme. It is a strategy of understanding, identifying and satisfying the needs and wants of the target audience by playing the target group at the centre of the programme. This woman to woman approach convinces the community need for linking knowledge with action. It is a participatory approach where people are made to involve in the community strategy, through action changes the Knowledge, Attitude and Practices. (KAP)

Present study was carried out on nutrition education, through woman to woman sharing. This intervention showed that positive impact on KAP among the individuals. The survey KAP was conducted before and after intervention.

Mean, SD and t-value for Knowledge before and after intervention programme, analyzed data is showing that there is a slight increase in the knowledge scores of the total sample. About 30 members out of 75 samples scored full marks and others scored above average marks. Statistical analysis of the data revealed a significant difference between the initial and final mean scores of the nutrition from 21.57 to 25.24 percent knowledge scores of the sample, indicates the positive impact of the training programme. The t-value is 2.62 which are significant at 0.01 levels. The significant results in pre and post test of knowledge, using Z test indicates difference between them is 4.82.

Mean, SD and t-value for Attitude before and after intervention programme. From the data it is evident that there

is a slight increase in attitude scores of the whole sample. About 45 members out of 75 samples scored full marks and others score average marks. Statistical analysis of the data revealed a significant difference between the initial from 18.7 to 20.5 percent and final mean scores regarding nutritional attitudes of the sample, indicating the positive impact of the training programme. The t-test 2.64 shows it is significant at 0.01 levels. Using z-test the difference in pre and post test scores is 2.135.

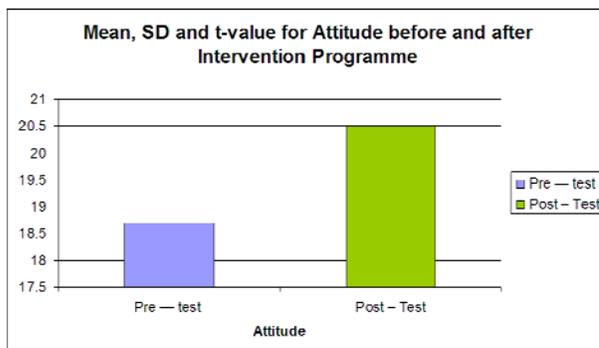
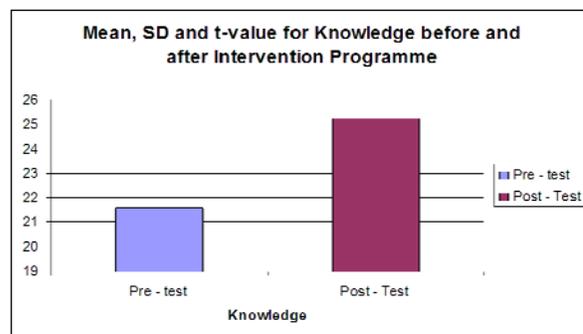
Mean, SD and t-value for practice before and after intervention programme. From the data it is evident that there is an slight increase in practice scores. Statistical analysis of the data revealed a significant difference between the initial from 16.43 to 20.9 percent and final mean scores regarding nutritional practices of the sample, indicating the positive impact of the training programme. The t-test 2.63 shows it is significant at 0.01 levels. Using z-test the difference in pre and post test scores is 4.53.

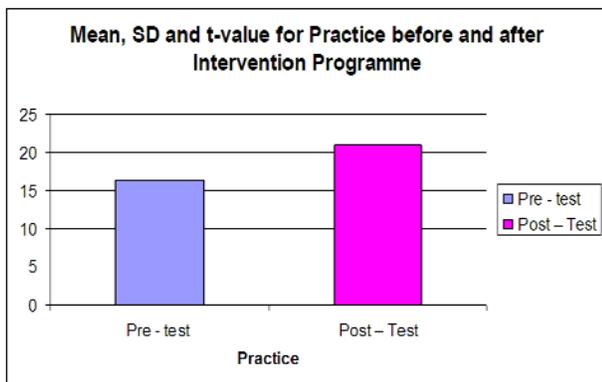
The scores achieved were recorded. The difference between pre and post test scores of Knowledge is 4.82, Attitude 2.135, Practice 3.2 is showing significant at 0.01 level. There is a slight increase or decrease in scores was showed positive results and changing of practice.

**Mean SD and t-value for K.A.P before and after Intervention Programme**

Knowledge	Mean	SD	t-Value
Pre - test	21.57	6.103	2.62*
Post - Test	25.24	9.53	
Attitude			2.64
Pre — test	18.7	5.7	
Post – Test	20.5	4.58	
Practice			2.63
Pre - test	16.43	5.24	
Post – Test	20.9	3.509	

The t-test 2.63 shows it is significant at 0.01 levels Z-test the difference in pre and post test scores is 4.53





### Conclusion

The result shows that there is significant difference between the pre-test and post test. The mean knowledge attitude scores of post-test are more than the pre test where there is a significant difference at 0.01 levels. Whereas the practice scores are not changed.

The findings of the study revealed that the importance of the diet should not be over looked as diet plays a major role in controlling the nutritional health problems and promoting good health. Women should be oriented towards proper dietary habits, which will enable them to make better choices. So intervention given at this stage will help them to control common problem and complications by taking proper additional quality foods.

The study also revealed that lack of proper knowledge about food intake and its importance on health of individual and the future outcome. So there was needed to continue the intervention programme to extent it to all the other items (women) and make them to adopt the health practices and also make them-consume nutritionally rich foods.

The present study has been successful in changing Knowledge, Attitude and Practice of the selected respondents using woman to woman strategy (approach) towards optimal health in order to bring desirable behavioral changes.

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