



A Study to Assess the Effectiveness of a Structured Teaching Programme on Knowledge Regarding the Impact of Skipping Breakfast Among Adolescents at a Selected College in Kannur

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Abstract

The present study was undertaken to assess the effectiveness of structured teaching program regarding the impact of skipping breakfast among adolescents aged between 18 and 21 years. Many adolescents experience various problems due to skipping breakfast showing negative effects on their physical, emotional, behavioural patterns and academic performance. So, the aim of the study was to assess the level of knowledge regarding the impact of skipping breakfast among adolescents and to evaluate the effectiveness of structured teaching program, and to find out the association between the knowledge scores with the selected variables. The study was carried out in AKG cooperative Institute of health sciences, mavelayi, kannur. The sample comprised 40 students of 1st year BPT students, selected by convenience sampling technique. Data was collected by using a semi structured questionnaire, then a structured teaching program was given regarding the impact of skipping breakfast. After 5 days, the post-test was conducted using the same semi structured questionnaire. The data was analyzed by using descriptive and inferential statistics. The study findings show that the majority of the students had moderate knowledge; after the structured teaching program on the impact of skipping breakfast, the knowledge level of students had improved.

Keywords: Skipping breakfast; Structured teaching program; Adolescent health; Knowledge assessment; Academic performance

INTRODUCTION

Skipping breakfast has emerged as a growing health-related behavioural concern among adolescents, largely due to academic pressure, irregular schedules, lifestyle changes, and poor dietary habits associated with the transition to adulthood. Although breakfast is considered the most important meal of the day, many students

frequently neglect it, which may adversely affect their physical health, cognitive functioning, and overall well-being. Breakfast skipping is commonly associated with time constraints, lack of appetite in the morning, weight-control practices, and inadequate nutritional awareness. Several studies have demonstrated that regular omission of breakfast is linked to a range of negative health outcomes, including fatigue, reduced energy levels, gastrointestinal disturbances such as acidity and constipation, nutritional deficiencies, and impaired growth and metabolism. From a cognitive perspective, skipping breakfast has been shown to negatively influence attention, concentration, memory, and academic performance, as the brain relies on a continuous supply of glucose after overnight fasting. Additionally, breakfast skipping may contribute to psychological issues such as irritability, mood swings, anxiety, and difficulty in social interactions due to fluctuations in blood glucose levels and hormonal imbalance. Despite the well-documented health consequences, there is a lack of structured awareness and educational programs within college settings that address the importance of regular breakfast consumption and healthy eating practices. There is an increasing need for early preventive interventions and nutrition education programs that promote positive dietary behaviours among adolescents. Educational strategies that are engaging and student-centered, such as structured teaching programs, interactive sessions, and multimedia-assisted learning may be effective in improving knowledge, attitudes, and practices related to breakfast consumption. In response to this concern, the present study aims to assess the knowledge regarding skipping breakfast among adolescents and to evaluate the effectiveness of a structured teaching program in improving awareness and promoting healthy dietary habits.

STATEMENT OF THE PROBLEM

A study to assess the effectiveness of a structured teaching programme on knowledge regarding the impact of skipping breakfast among adolescents at a selected college in Kannur.

OBJECTIVES OF THE STUDY

1. To assess the pre-test and post-test knowledge regarding impact of skipping breakfast among adolescents in selected college at Kannur.
2. To evaluate the effectiveness of structured teaching program regarding skipping breakfast among adolescents in selected college at Kannur.
3. To find out association between selected variables(age, gender ,type of family ,place of residence ,religion, monthly family income ,parental education ,parental occupation, consumption of breakfast, time of eating breakfast, type of breakfast consuming, skipping of breakfast in a week, reason for skipping breakfast, effect on academic performance, number of meals consumed per day and eating snacks instead of breakfast.) among adolescents with their knowledge regarding impact of skipping breakfast.

HYPOTHESES

H₁: There will be a significant difference in the pre-test and post-test level of knowledge scores after receiving a structured teaching programme on impact of skipping breakfast among adolescents at a selected college in Kannur.

H₂: There will be a significant association between selected variables and the knowledge scores regarding

the impact of skipping breakfast among adolescents at a selected college in Kannur.

METHODOLOGY

A quantitative experimental research design was used to assess the effectiveness of a structured teaching programme on knowledge regarding the impact of skipping breakfast among adolescents. The study was conducted among 40 adolescents at a selected college in Kannur by using convenient sampling technique. The tools used for data collection were a self-administered Semi- Structured questionnaire through google form and a structured teaching program for the duration of 30 minutes. The questionnaire consisting of personal profile and

30 multiple choice questions to assess the knowledge regarding the impact of skipping breakfast among adolescents. Data was collected between 21/01/26 to 24/01/26 through Google form and analysed by using descriptive and inferential statistics.

RESULTS AND DISCUSSION

The results of the study based on the objectives and hypothesis.

1. To assess the pre-test and post-test knowledge regarding impact of skipping breakfast among adolescents in selected college at Kannur.

The results of the present study describe the selected variables of the subjects using frequency and percentage distribution. Majority of the subjects 21 (52.5%) were in the age group of 18-19 years, followed by 14 (35%) in the age group of 19-20 years. About 5 (12.5%) subjects belonged to the 20-21 years age group, and none of the subjects were in the 17-18 years age group. Majority of the subjects were females 37 (92.5%), while only 3 (7.5%) were males. None of the subjects belonged to the other gender category. Most of the subjects 32 (80%) belonged to nuclear families, whereas 8 (20%) were from joint families. None of the subjects belonged to extended families. Majority of the subjects 24 (60%) were residing in hostels, followed by 12 (30%) living at home, and 4 (10%) staying in paying guest (PG) accommodations. Most of the subjects 21 (52.5%) belonged to Muslim religion, followed by 16 (40%) Hindus, and 3 (7.5%) Christians. None of the subjects belonged to other religions. Majority of the subjects 23 (57.5%) had a monthly family income between ₹30,000-50,000, followed by 16 (40%) with income between ₹15,000-30,000. Only 1 (2.5%) subject had income above ₹50,000, and none had income below ₹15,000. With regard to parental education, majority of parents 20 (50%) had secondary education, followed by 16 (40%) who were graduates, and 4 (10%) who had primary education. None of the parents were postgraduates. Majority of the parents 18 (45%) were private employees, followed by 12 (30%) engaged in business, 6 (15%) doing daily wage work, and 4 (10%) were government employees. The majority of the participants belong to the daily breakfast consumption group 24(60%), followed by those who consume breakfast occasionally 12(30%), while a smaller proportion of participants consume breakfast rarely 4(10%). The majority of the participants consume breakfast between 7-9 am 29(72%), followed by those who take breakfast before 7 am 6(15%), while a smaller proportion of participants consume breakfast after 9 am 5(13%). The majority of the participants consume breakfast from the hostel 24(60%), followed by those who consume homemade breakfast 12(30%), while a smaller proportion of participants consume breakfast from outside sources 4(10%). The majority of the participants never skip breakfast in a week 26(68%), and those who skip breakfast for 1-2 days in a week 14(32%). The majority participants consume more than three meals per day 24(60%), followed by those who consume three meals per day 12(30%). A smaller proportion of participants consume only two meals per day 4(10%). The majority of the participants do not eat snacks

instead of breakfast 32(80%), while a smaller proportion of participants reported eating snacks instead of breakfast 8(20%). The majority of the participants reported lack of time as the main reason for skipping breakfast 19(47.5%), followed by late waking up 17(42.5%). Smaller proportion of participants skipped breakfast due to not feeling hungry 2(5%) and dislike of food 2(5%). The majority of the participants reported that skipping breakfast does not affect their academics 34(85%), followed by those who reported that it affects their academics 5(12%). A small proportion of participants were not sure about the effect of skipping breakfast on academics 1(3%).

2. To evaluate the effectiveness of structured teaching programs regarding skipping breakfast among adolescents in selected college at Kannur.

Majority had moderately adequate knowledge 27 (67.5%) Before Structured teaching program.

1 (2.5%) had inadequate knowledge and 12 (30%) had adequate knowledge. After

administering Structured teaching program 29 (72.5%) got adequate knowledge, 11 (27.5%) got moderately adequate knowledge

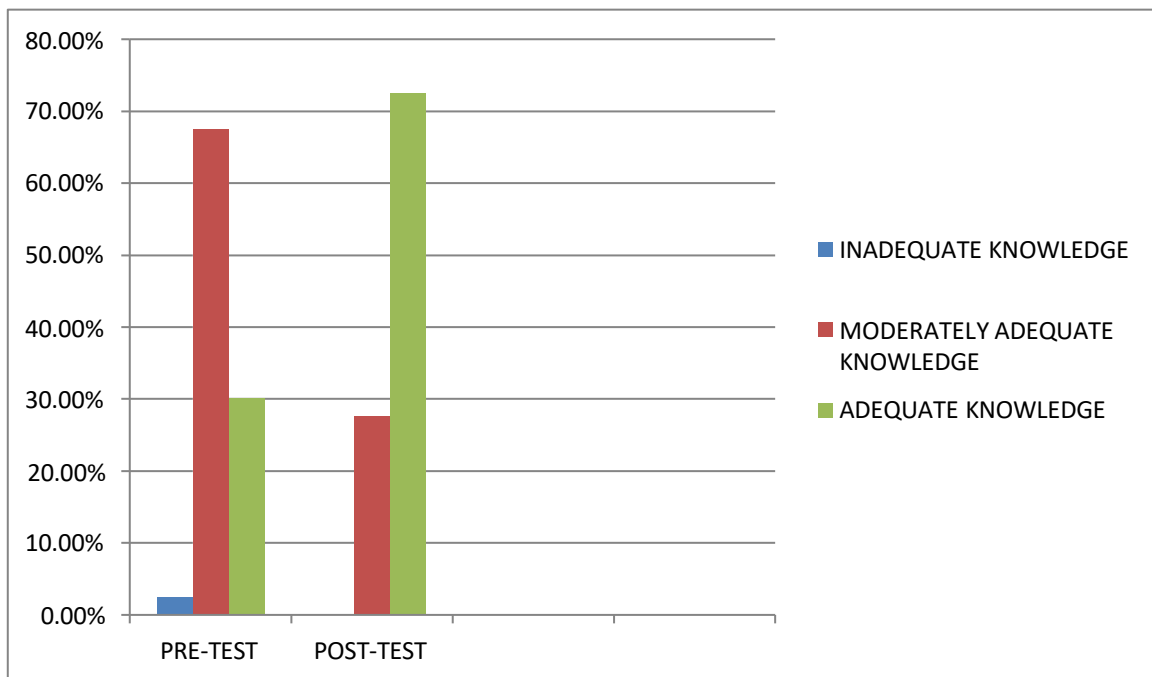


Fig 1: Diagram showing comparison of pre-test and post-test knowledge score of adolescents regarding the impact of skipping breakfast.

3. To find out association between selected variables (age, gender ,type of family, place of residence ,religion, monthly family income ,parental education ,parental occupation, consumption of breakfast, time of eating breakfast, type of breakfast consuming, skipping of breakfast in a week, reason for skipping breakfast, effect on academic performance, number of meals consumed per day and eating snacks instead of breakfast.) among adolescents with their knowledge score regarding impact of skipping breakfast.

- There is a significant association between knowledge score and gender, the calculated p value is 0.017
- There is a significant association between knowledge score and academic performance, the calculated p value is < 0.0001

- There is a significant association between knowledge score and meals consumed per day, the calculated p value is 0.040
- There is a significant association between knowledge score and eating snacks instead of breakfast, the calculated p value is < 0.0001
- There was no significant association between level of knowledge and variables such as age, type of family, place of residence, religion, family income, parental education, parental occupation, breakfast consumption, time of eating breakfast, type of breakfast consumed, frequency of skipping breakfast in a week, and reasons for skipping breakfast.

CONCLUSION

The study concluded that the structured teaching program was effective in significantly improving the knowledge of adolescents regarding the impact of skipping breakfast. A marked increase in post-test knowledge scores compared to pre test scores indicates that planned educational interventions play a vital role in enhancing awareness and promoting healthy dietary habits among adolescents. The findings also highlighted that there is statistically significant association with level of knowledge and selected variables such as gender, academic performance, number of meals consumed per day and eating snacks instead of breakfast. However, there was no significant association between level of knowledge and variables such as age, type of family, place of residence, religion, family income, parental education, parental occupation, breakfast consumption, time of eating breakfast, type of breakfast consumed, frequency of skipping breakfast in a week, and reasons for skipping breakfast. Over-all, the study emphasizes the importance of incorporating structured nutrition education programs in educational institutions to prevent unhealthy practices such as skipping breakfast and to promote better health among adolescents.

LIMITATIONS OF THE STUDY

- The study was limited to a small sample size of 40 adolescents, which may restrict the generalization of the findings to a larger population.
- The study was conducted in only one selected college in Kannur district, hence the results may not represent adolescents from other colleges or regions.
- A convenient sampling technique was used, which may have introduced sampling bias.
- The study assessed knowledge using a self-reported semi-structured questionnaire, which may be influenced by respondents' honesty, recall ability, and understanding.
- The post-test was conducted only five days after the structured teaching program, which did not allow assessment of long-term retention of knowledge.
- The study focused only on knowledge improvement and did not assess actual changes in 62 breakfast consumption practices or nutritional status.
- External factors such as peer influence, cultural food habits, and time constraints were not controlled during the study.

RECOMMENDATIONS FOR THE STUDY

- Similar studies can be conducted with a larger sample size to enhance the generalizability of the findings.
- The study can be replicated in different settings such as schools, colleges, and community areas to compare knowledge levels among various groups of adolescents. Future studies may adopt a true experimental or quasi-experimental design with a control group to strengthen the evidence on effectiveness.
- Long-term follow-up studies are recommended to assess the retention of knowledge and sustainability of healthy breakfast practices.
- Further research can include the assessment of actual dietary practices and nutritional status, in addition to knowledge.
- Educational interventions may be expanded to include parents, teachers, and caregivers to reinforce healthy eating habits among adolescents.
- Comparative studies can be conducted between urban and rural adolescents to identify differences in breakfast habits and influencing factors.

Declaration of Conflicting Interests

The authors declare no potential conflicts of interest with respect to the research, authorship and publication of this article.

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