



EFFECTIVENESS OF HEALTH EDUCATION ON HEALTHYLIFE STYLE PRACTICES AMONG SCHOOL CHILDREN AT SELECTED SCHOOLS IN INDORE

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1. INTRODUCTION

Many countries place a high priority on children's health and well-being in their research and policy agendas. There is a wealth of epidemiological research that connects childhood circumstances and health practises to adult health. However, echoing a broader picture in child health research in which children have typically been viewed as objects rather than subjects of inquiry, we know very little about how children make sense of health-relevant information in their daily lives.

WHO (2009) stated that every nation should strive for health for all. The proper health care of schoolchildren, who account for 15% of the total population, is one method for achieving health. Governments, national organisations, and international organisations such as UNICEF are focusing their efforts on ensuring access to basic hygienic practises. Make an effort to develop the knowledge, attitudes, values, and life skills required to make appropriate decisions and act on them. According to Arno Halberger (2010), the school-going period is a relatively safe period in terms of health. However, it is critical to monitor the health of schoolchildren. Sound health and the care he received during these years will have a long-term impact on him, his family, and the community.

National Wide Survey of School Children's Health (2011) The primary goal of the study was to assess schoolchildren's knowledge and practise of healthy habits at a selected government primary school in Indore, Madhya Pradesh, by delivering a game-based teaching programme based on the snake and ladder game about hygienic practises.

2. METHODOLOGY

One group was pre-experimental. In this study, a pre-test/post-test experimental design was used. Children enrolled in the Government Primary School in Indore, Madhya Pradesh, were considered for the study sample size population. The sample size was determined using a simple random sampling technique.

The data was gathered through the use of a questionnaire, which included demographic information as well as a closed-ended questionnaire to assess knowledge and practise of healthy habits. The frequency, mean, and standard deviation of demographic variables, knowledge, and practise were all examined using descriptive statistics. To determine comparison and association, inferential statistics were used.

3. MAJOR FINDINGS OF THE STUDY WERE AS FOLLOWS

The pre-test score for knowledge and practise of healthy habits among schoolchildren was lower. A game-based teaching programme based on the snake and ladder game about the importance of healthy habits. The study's findings revealed that there is an improvement in post-test knowledge and practise scores.

The pretest mean knowledge value was 13.83, and the post test mean knowledge value was 18.63.

The pretest mean value of practise was 19.30, the posttest mean value of practise was 25.96, and the obtained "t" value for comparison of knowledge score was 21.24 at 59 degrees of freedom, which was significant at the 0.05 level.

The obtained "t" value for practise score comparison was 18.40 at 59 degrees of freedom and was significant at the 0.05 level.

There was no relationship between pretest knowledge score and selected demographic variables. There was no correlation between pretest practise score and any of the demographic variables studied.

The paired t test was used to compare knowledge and practise pre-test and post-test scores to assess the effectiveness of the snake and ladder game. The "t" value was found to be statistically significant at the $p = 0.05$ level. The study's findings revealed a significant difference between pretest and posttest knowledge and practise scores. The Chi Square test was used to evaluate the significant association between the selected demographic variables and the knowledge and practise score in the pretest.

4. CONCLUSION

After administering the snake and ladder game about healthy habits, the pretest score was lower in knowledge and practise of healthy habits among schoolchildren. The study's findings revealed that there is an improvement in post-test knowledge and practise scores.

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