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SR. NO.	CONTENT	PAGE NO.
1.	Editorial Note	01
2.	Nursing Excellence in Education, Evidence, Ethics, and Empowerment.	02
3.	Actions needed for EBP in day-to-day practice to achieve Nursing Excellence.	11
4.	Effectiveness of structured teaching programme on knowledge regarding malnutrition and nutritional practices among mothers of under 0–5-years old children in selected urban areas.	17
5.	The effectiveness of prevention of home accident information booklet on the knowledge and attitude among mothers of under five years old children in selected urban community of Pune city.	22
6.	Effectiveness of video-assisted learning on knowledge regarding sexual health and sexual assault among adolescent girls in selected schools.	28
7.	A study to assess the effectiveness of a planned teaching programme on knowledge regarding burns and their management among nursing students in selected nursing college in Pune city.	33
8.	Care of a client with tracheal reconstruction- Tracheoplasty: A case Study.	43
9.	Comparison of Jigsaw Versus Lecture Method as Teaching Strategy on Nursing Students' Knowledge of Ulcerative Colitis.	49
10.	Impact of Simulation Scenario on Nursing Students for Future Performance in Clinical Settings.	56
11.	A study to assess the correlation between screen time and sleep quality among students at selected nursing institute of Pune city.	68
12.	Current global and India's challenges and need for caregiver trainings for elderly care to meet the future gap: a literature review.	74

Aim of NIJ

To publish high-quality original research articles in the field of nursing that are novel and innovative in their findings that make substantial theoretical and practical advances in the nursing profession.

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The Nursing Innovators Journal (NIJ) publishes authors' views, which do not necessarily reflect the editorial board's or affiliated institutions' official stance.

From the Editorial's desk: "Need for innovations in nursing research approach for holistic health outcomes."

It is with great pleasure to present the current issue of the Nursing Innovators Journal (NIJ), an open-access, double-blinded, peer-reviewed international journal. NIJ brings together a diverse collection of scholarly research work from nursing that reflects the contemporary development, emerging evidence, and evidence-based practices within the fields of community health nursing, mental health nursing, obstetrical gynecological nursing, pediatric nursing, and medical surgical nursing in health sciences.

The present issue of the journal is unified by a central theme on innovations in nursing research, its interventions for holistic health outcomes, emphasizing the critical role of innovative educational strategies, evidence-based interventions, and holistic nursing care in addressing contemporary health challenges across the lifespan. The articles in this issue explore diverse dimensions of nursing practices, ranging from child and adolescent health, maternal and family care, clinical and surgical nursing, to elderly care from various nursing specialties. This issue highlights the impact of structured teaching programs, simulation-based learning, and evidence-based practice in achieving nursing excellence. Overall, these contributions pointed out the importance of preparing a competent, ethical, and empowered nursing workforce capable of responding to evolving healthcare needs at both national and global levels.

Recently, around the world, rapid changes are happening, from rising incidence of non-communicable diseases to unprecedented rises in mental health issues to the increased global life expectancy up to 74.5 years for males and 79.1 years for females in 2050, as projected by the United Nations. And from war-conflict-ridden countries, humanitarian crises, and greying populations to the latest developments in artificial intelligence and research advancements around the world, the scope for the caring science of nursing is huge. Conducting relevant nursing research that addresses such societal changes and issues through innovative research with a strong ethical background is a glaring need. Finding such articles has become an essential step in the dissemination of nursing research in today's academic journal world.

The concern rises when the nursing research is done for the sake of doing it, while innovation and methodological rigor are given a miss. With the threat for plagiarize content, and AI content mixed with it, the originality in research articles needs to be under strict scrutiny nowadays. As a nurse innovator, novelty must stay humane and use digital technology ethically and appropriately. The nursing researchers must be wary and alert to the lure of unethical research conduct in any form. The world is changing, with ever-evolving health care demand. Let's us put-up a discerning bird-eye view, and act to match the evolving researchable gaps beat by beat with humane innovations of caring that are culturally inclusive and sustainable ways. The need for conducting good, honest, need-based, innovative nursing research is a nonnegotiable and palpable fact.

NIJ and its editorial board are committed to providing genuine content for the readers that is based on authentic and original research and academic expertise. We ensure this commitment through our double-blinded peer-reviewed process and stringent SOP editorial process to bring out the issue of high-quality academic research based on methodology rigor and its findings for the profession and public at large.

The views and opinions expressed in the published articles are solely those of the authors and do not necessarily reflect the views of the editor, editorial board, publisher, or affiliated institutions. The journal assumes no responsibility for any consequences arising from the use of the published content. On behalf of the editorial team, I extend our sincere appreciation to all contributors and readers for their continued support.

Warm regards.

Prof. Laishangbam Bijayalakshmi Devi

Editor, Nursing Innovators Journal, MKSSSBTINE, Pune

“Effectiveness of structured teaching program on knowledge regarding malnutrition and nutritional practices among mother of under 0–5-year old children in selected urban areas.”

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Abstract: Malnutrition among children remains a major public health concern, particularly in urban communities where inadequate knowledge and poor nutritional practices among mothers contribute significantly to its prevalence. This study was conducted to evaluate the effectiveness of a structured teaching program on maternal knowledge of malnutrition and nutritional practices among mothers of children aged 0–5 years in selected urban areas of the city. A quantitative research approach was adopted using a one-group pre-test post-test design. The study sample consisted of 80 mothers of children under five, selected through a purposive sampling technique. Data were collected using a structured knowledge questionnaire on malnutrition. The pre-test was conducted prior to the implementation of the structured teaching program, followed by a post-test after the intervention. Descriptive and inferential statistics were used for data analysis. The findings revealed that before the intervention, the majority of mothers (55%) had average knowledge, while only 15% demonstrated good knowledge regarding malnutrition. The mean pre-test knowledge score was 9.75. After the structured teaching program, there was a significant improvement in maternal knowledge, with 60% of mothers achieving good knowledge levels in the post-test. The mean post-test score increased to 14.85. A paired t-test showed a highly significant difference between pre-test and post-test scores ($t = 12.87, p < 0.0001$). The study concluded that the structured teaching program was highly effective in improving maternal knowledge regarding malnutrition among children aged 0–5 years. Such educational interventions are essential for promoting better nutritional practices and preventing malnutrition in early childhood.

Keywords: Structured teaching program, Malnutrition, nutritional practices, mother, 0-5 years old children,

I. Introduction:

“Children are the hands by which we take hold of heaven.” – Henry Ward Beecher¹

Malnutrition remains a major global public health concern and is a leading cause of morbidity, mortality, and developmental impairment among children under five, particularly in developing nations. In India alone, more than 80 million children are undernourished, with 5–10% suffering from severe forms such as marasmus and kwashiorkor. According to WHO (2020), 150 million children under five worldwide are stunted and 50 million are wasted, with a high burden in low-income urban settings. Maternal knowledge and feeding practices during the first 1,000 days of life play a critical role in shaping child nutritional outcomes. However, many mothers in low-resource urban areas lack awareness regarding optimal breastfeeding, complementary feeding, and early recognition of malnutrition. Structured educational interventions are therefore necessary to improve maternal knowledge and promote better nutritional outcomes. The present study evaluates the effectiveness of a structured teaching program on maternal knowledge regarding malnutrition among under-five children in selected urban areas.²

II. Background of the study:

Despite being largely preventable, malnutrition accounts for significant childhood mortality and lifelong consequences including impaired immunity, developmental delays, and reduced educational and economic potential. In India, approximately 75% of preschool children are undernourished and nearly half a million deaths annually are attributable to

nutritional deficiencies. Higher prevalence in urban slums is associated with poverty, poor dietary quality, food insecurity, inadequate sanitation, and limited maternal awareness. Although health services exist, many mothers lack adequate information to make informed feeding decisions. Strengthening maternal knowledge is therefore essential in addressing malnutrition at the community level.³

III. Need for the study:

Mothers are key decision-makers in infant and child feeding. Their knowledge directly influences nutritional status, growth patterns, and vulnerability to disease. In resource-constrained settings, lack of nutrition literacy contributes significantly to underweight, stunting, and wasting. Structured teaching programs offering practical, culturally suitable information have demonstrated effectiveness in improving maternal behavior and child health outcomes. This study investigates the impact of a structured teaching intervention with the intention of supporting its integration into community-based maternal and child health services.⁴

Research from Nigeria (Ayodeji et al., 2025) showed more than 90% of mothers had good awareness, while rural Indian studies (Priyanka Devi, 2024) reported inadequate knowledge among 76% of participants. Maternal knowledge was consistently associated with education, socioeconomic status, occupation, parity, and access to health information. Systematic reviews confirm that maternal education strongly predicts child nutritional outcomes and highlight an ongoing need for targeted nutrition education initiatives. Several studies from 2017–2025 using pre-test/post-test designs demonstrated significant improvement in maternal knowledge after structured educational interventions. Post-intervention gains were statistically significant across demographic groups (Pujari et al., 2025; Gupta, 2024; Upadhyay et al., 2023). Systematic reviews affirm that community-based and facility-based teaching programs improve awareness and promote recommended feeding practices, ultimately reducing the risk of protein-energy malnutrition.⁵⁻⁸

As the above literature indicated Effectiveness of structured teaching program on knowledge regarding malnutrition and nutritional practices among mother of under 0–5-year children The research statement was “A study to assess "Effectiveness of structured teaching program on knowledge regarding malnutrition and nutritional practices among mother of under 0–5-year children in selected urban areas of the city". The objectives of the study were: 1. To assess the pretest knowledge level of malnutrition among mother of 0–5-year-old children. 2.To assess the post-test knowledge level of malnutrition among mother of 0–5-year-old children. 3.To compare pretest and post-test knowledge level of malnutrition among mother of 0–5-year-old children.

IV. Research methodology:

A one-group pre-test post-test research design was employed to evaluate the effectiveness of a structured teaching program on improving mothers' knowledge regarding malnutrition among children aged 0–5 years in selected urban areas of the city. The study was conducted in community settings, and the target population comprised mothers with children below five years of age. A non-probability purposive sampling technique was used to select 80 participants meeting the inclusion criteria. Data were collected using a demographic data sheet and a structured self-reported knowledge questionnaire. Following the pre-test assessment, the structured teaching program was administered, and a post-test was conducted to measure the change in knowledge levels after the intervention. The collected data were analyzed appropriately, and the study findings were communicated through standard academic channels.^{9 - 11}

V. Result findings:

A total of 80 mothers of children aged 0–5 years participated in the study. Most mothers (53.75%) were between 20–25 years of age, and 40% were aged 26–30 years, indicating a predominantly young maternal population. More than half of the children (55%) were male. Family structure analysis showed that 53.75% of participants lived in joint families, while 38.75% lived in nuclear families. Most mothers (60%) had two children, while 26.25% had one child. With respect to education, 48.75% had primary education, 33.75% had secondary education, and 6.25% were graduates, while 11.25% were illiterate, reflecting a low level of higher educational attainment among mothers. Pre-test Knowledge Level Before the intervention, 55% of mothers demonstrated average knowledge regarding malnutrition, 30% had poor knowledge, and only 15% had good knowledge. The mean pre-test score was 9.75 (SD = 3.20), indicating limited baseline understanding and wide variation in awareness among participants. Post-test Knowledge Levels After administration of the structured teaching programme, knowledge scores improved substantially. A total of 60% of participants achieved good knowledge, 35% demonstrated average knowledge, and only 5% had poor knowledge. The mean post-test score increased to 14.85 (SD

= 2.85), reflecting improved understanding across the population. Effectiveness of the Intervention Comparison of pre- and post-test scores using a paired t-test revealed a statistically significant improvement in maternal knowledge ($t = 12.87$, $p < 0.0001$). This demonstrates that the structured teaching programme was effective in enhancing awareness about malnutrition among mothers of children aged 0–5 years.

Table 1. Frequency and Percentage Distribution of Pre-test Knowledge Scores (N = 80)

Knowledge Level	Score Range	Frequency (f)	Percentage (%)
Poor Knowledge	0 – 6	24	30%
Average Knowledge	7 – 13	44	55%
Good Knowledge	14 – 20	12	15%
Total		80	100%

Table 2. Frequency and Percentage Distribution of Post-test Knowledge Scores (N = 80)

Knowledge Level	Score Range	Frequency (f)	Percentage (%)
Poor Knowledge	0 – 6	4	5%
Average Knowledge	7 – 13	28	35%
Good Knowledge	14 – 20	48	60%
Total		80	100%

Table 3. Comparison of the Pre-test and Post-test Knowledge Level of Malnutrition Among Mothers of 0–5-Year-Old Children (N = 80)

Test	Mean Score	Standard Deviation (SD)	t-value	p-value	Interpretation
Pre-test	9.75	3.20			
Post-test	14.85	2.85	12.87	< 0.0001	Significant improvement

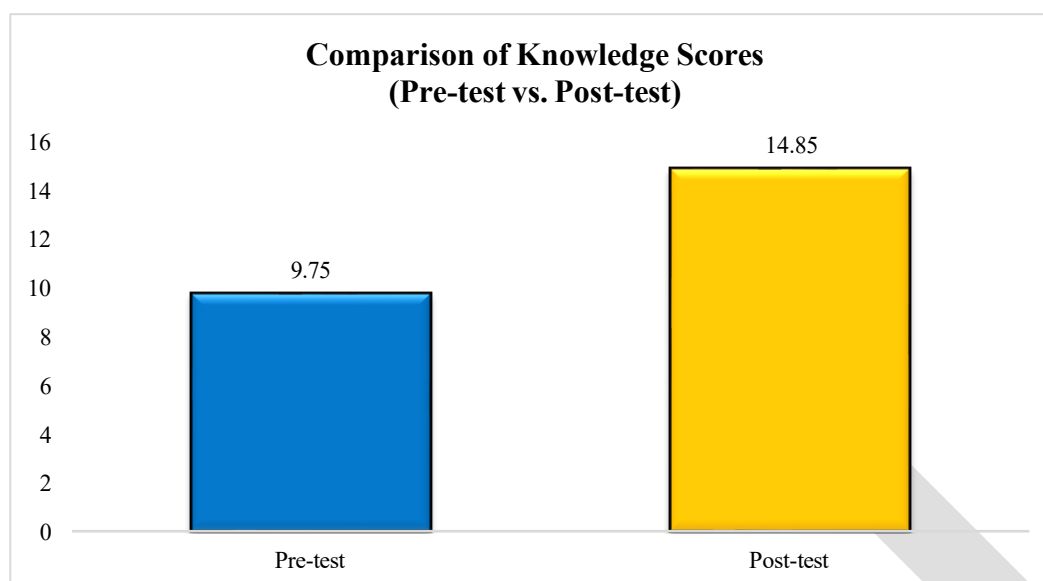


Fig. 1: Bar diagram showing Comparison of Knowledge Scores (Pre-test vs. Post-test)

IV. Discussion

The study evaluated the effectiveness of a structured teaching programme on improving maternal knowledge regarding malnutrition among mothers of 0–5-year-old children in an urban community. The findings demonstrated that most mothers had inadequate awareness before the intervention. In the pre-test, 55% of mothers had average knowledge, 30% had poor knowledge, and only 15% demonstrated good understanding. Similar baseline findings were reported by Pawar and Mendagudli (2019) and Singh et al. (2022), who also observed predominantly poor to average knowledge among mothers of under-five children.¹²

There was a significant improvement after the intervention in knowledge, with 60% of mothers achieving good knowledge, 35% average, and only 5% remaining in the poor category. This improvement is consistent with studies by Saharan (2022) and Frank et al. (2022), which also showed substantial knowledge gain after structured educational programmes.¹³⁻¹⁴

Statistical analysis confirmed the effectiveness of the intervention, with mean knowledge scores increasing from 9.75 to 14.85, and the observed t-value (12.87; $p < 0.0001$) indicating a highly significant difference. Similar statistically significant improvements were reported by Chaturvedi (2020), who also noted that demographic factors such as age, education, income, and prior awareness influenced baseline knowledge. Overall, the study concludes that structured teaching is an effective strategy for enhancing maternal knowledge on childhood malnutrition and can be a valuable component of community health education initiatives.¹⁵⁻¹⁶

V. Summary and conclusion:

The study found that inadequate maternal knowledge is a major cause of malnutrition among children aged 0–5 years in urban areas. Pre-test results showed that most mothers had only average or poor understanding of malnutrition, reflecting a clear gap in health awareness. After the structured teaching programme, a significant improvement in knowledge was recorded, proving the effectiveness of targeted education. Since mothers directly influence childcare, feeding practices, and early detection of nutritional problems, enhancing their knowledge is essential for preventing malnutrition.

The findings emphasize the need for continuous community-based health education, especially for mothers with lower education or socioeconomic status. Strengthening maternal awareness can support early prevention, improve child health outcomes, and help reduce malnutrition rates. Policies should promote regular teaching programmes, better access to nutrition services, and family support systems. Further research should examine social, economic, and cultural factors affecting maternal knowledge to strengthen public health strategies.

Ethical consideration: The research was conducted after the ethical committee approval, and informed consent was taken before data collection from the participants.

Funding: Nil

Conflict of Interest: There is no conflict of interest to declare.

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