



## **A pre-experimental study to assess the effectiveness of structured teaching program on knowledge regarding breakfast skipping and its impact on academics among students of selected department of Rayat Bahra University Mohali**

**<sup>1</sup>Harsirat Kaur, <sup>2</sup>Irshad Ahmad Malik, <sup>3</sup>Joel Sandhu, <sup>4</sup>Kajal, <sup>5</sup>Kiranjeet Kaur, <sup>6</sup>Navjot Kaur and <sup>7</sup>Dr. Deepika R Kumar**

<sup>1, 2, 3, 4, 5</sup>B.Sc. Nursing 4<sup>th</sup> year, Rayat Bahra College of Nursing, Mohali, Punjab, India

<sup>6</sup>Associate Professor, Rayat Bahra College of Nursing, Mohali, Punjab, India

<sup>7</sup>Director Principal, Rayat Bahra College of Nursing, Mohali, Punjab, India

**Corresponding Author:** Harsirat Kaur

**DOI:** <https://doi.org/10.33545/nursing.2024.v7.i1.C.386>

### **Abstract**

**Background:** Breakfast is widely acknowledged to be the most important meal of the day. Breakfast also makes a large contribution to daily micronutrient intake. Iron, B vitamins (folate, thiamine, riboflavin, niacin, vitamin B<sub>6</sub>, and vitamin B<sub>12</sub>) and Vitamin D are approximately 20-60% higher in children who regularly eat breakfast compared with breakfast skippers. Breakfast is suggested as part of a balanced diet because eating breakfast linked with the healthier macro and micronutrient intakes, BMI, and lifestyle. Furthermore, children's attendance and absenteeism may be connected to daily breakfast eating.

**Aim of Study:** The aim of the study is to improve the knowledge regarding breakfast skipping and its impact on academics among students of selected department of Rayat Bahra University Mohali.

**Design and Methods:** A Quantitative approach and pre-experimental design, one group pre-test post-test research design was adopted to conduct the study. Purposive sampling technique was used to select 150 sample to assess the effectiveness of structured teaching programme on knowledge regarding breakfast skipping and its impact on academics. In this study the population consists of students of Rayat Bahra College of Nursing and University School of Engineering and Technology, Mohali. Data was collected by questionnaire and rating scale. Structure teaching programme was given after pre-test through lecture-cum-discussion method with the use of power-point presentation, charts, flashcards and blackboard. On the third day, post-test was conducted using same knowledge using questionnaire and rating scale. Data analysis was done by using descriptive and inferential statistics.

**Result:** The findings of the study showed that there was significant difference between pre-test and post-test knowledge and impact score among students. The post-test mean knowledge score (15.33) was higher than the pre-test mean knowledge score (11.10) regarding breakfast skipping. The post-test mean impact score (67.13) was higher than the pre-test mean knowledge score (67.12) regarding breakfast skipping. This revealed that structured teaching programme was effective in improving the knowledge regarding breakfast skipping. There was no significant association between pre-test intervention knowledge score and impact score with socio demographic variables are age, gender, domicile, educational status of father, educational status of mother, family income per month, type of family, numbers of siblings, dietary status and any previous knowledge about topic.

**Conclusion:** The conclusions were drawn on the basis of findings of the study. The findings showed that post-test knowledge and impact scores was greater than the pre-test knowledge and impact score regarding breakfast skipping among selected students. It revealed that structure teaching programme was effective.

Our findings highlight the need for more intensive efforts to prevent breakfast skipping to decrease the risk of heart diseases, diabetes, high blood pressure and helps in influencing body functioning physically and mentally.

**Keywords:** Effectiveness, knowledge, breakfast skipping, structured teaching programme

### **Introduction**

Breakfast is like the ultimate power-up meal to start your day strong. Children who habitually consume breakfast are more likely to have favourable amounts of nutrients including higher intake of dietary fibre, carbohydrates, fats and cholesterol. Having breakfast is a major boost for getting all these important nutrients each day such as Iron, B vitamins (folate, thiamine, riboflavin, niacin, vitamin B<sub>6</sub>, and vitamin B<sub>12</sub>) and Vitamin D are approximately 20-60%

higher in children who regularly eat breakfast as compared with breakfast skippers <sup>[1]</sup>.

However, the Department of Agriculture in the United States of America has stated that the breakfast meal should contribute to at least 10% of the RDA for energy and should provide foods from at least two of the following food groups; grains, low fat dairy products, fruits, vegetables, lean meats, finally nuts, seeds, and legumes <sup>[2]</sup>.

Nutrients and energy during the day are beneficial and

breakfast plays a significant dietary source for energy. For students, the consumption of breakfast is proportional to many positive outcomes including regular attendance and maintenance of healthy weight. Additionally, all types of positive effects like enthusiasm, interest, energy level, mental alertness, joy and will power during the morning to noon period and it is more prominent in regular breakfast eaters. Breakfast can also improve focus and reduces failures in attention and cognitive lapses during the day [3]. Breakfast is suggested as a part of balanced diet because eating breakfast is linked with the healthier macro and micronutrients intake, BMI, and lifestyle. Furthermore, children's attendance and absenteeism may be connected to daily breakfast eating. However, in developing nations, the impacts of such supply on academic performance remains unknown. The World Health Organization recognizes that young people who develop healthy eating habits early in life are more likely to maintain maturity and to have reduced risk of chronic diseases [4].

### Need of Study

#### 'A Good Breakfast Is a Motivation for the Day'

Multiple studies found that people of different age groups tend to skip breakfast more frequent than lunch and dinner. Among the sample of Americans from different ages, the rate of breakfast skipping was nearly 11% comparing with lunch skipping around 10% and dinner skipping more than 5%. Another study among college students at the University of North Carolina, Charlotte reported that almost half (44.2%) of the students never take their breakfast comparing with lunch (3.5%) and dinner (2.3%). Australian young adults reported eating breakfast less than 5 days per week, compared with 10% of children and 33% of all adults (>18 years) [5].

According to same surveys about 18-25% students and 36% of adolescents skip breakfast. Skipping breakfast is more common among young adult than older adult. Many undergraduate universities Medical and Nursing students have the habits of skipping meals, particularly breakfast [3]. For instance, a study conducted on 5316 American young adults showed that those who regularly eat breakfast were less likely to have elevated low-density lipoprotein cholesterol (LDL-C) levels, high blood pressure, and reduced serum high-density lipoprotein cholesterol (HDL-C) levels. However, a separate study on 415 Korean adults found that regular breakfast intake was linked with elevated triglyceride (TG) levels. As a result, studies on the association between breakfast skipping and metabolic syndrome remain conflicting, indicating the need for more research on this subject [6].

### Problem statement

A pre-experimental study to assess the effectiveness of structured teaching program on knowledge regarding Breakfast skipping and its impact on academics among students of selected department of Rayat Bahra University Mohali.

### Aim of the study

The aim of the study is to improve the knowledge regarding breakfast skipping and its impact on academics among students of selected department of Rayat Bahra University

Mohali.

### Objectives of the study

- To develop tool to assess the knowledge regarding breakfast skipping.
- To develop tool to assess the impact on academic performance.
- To develop and implement structured teaching programme.
- To compare pre-test and post-test knowledge and impact score of breakfast skipping on academic performance.
- To determine the association of pre-test mean knowledge and impact score of Breakfast skipping with socio demographic variables.
- To disseminate the finding.

### Operational definitions

**Effectiveness:** It refers to extent to which structured teaching programme will achieve the desired effect in terms of gain in mean post-test knowledge and impact score among students.

**Knowledge:** In this study it refers to awareness or understanding regarding benefits and side effects about breakfast skipping.

**Breakfast Skipping:** It is defined as missing first meal of the day usually eaten in the early part of morning.

**Structured teaching programme:** It refers to a structured set of information for 15-20 minutes by using chart and flash cards to create awareness and spread knowledge to students regarding breakfast skipping.

### Hypothesis

The hypothesis was tested at 0.05 level of significance.

- **H<sub>1</sub>:** There was a significant difference between the pre-test and post-test knowledge score regarding Breakfast skipping among students of Rayat Bahra University, Mohali.
- **H<sub>2</sub>:** There was a significant difference between pre-test and post-test impact score of skipping breakfast on academic performance among students of Ryat Bahra University, Mohali.
- **H<sub>3</sub>:** There was no significant association between pre-test knowledge and impact score of breakfast skipping on academic performance with selected socio demographic variables.

### Delimitation

#### The study was delimited to

- Students at selected department of Rayat Bahra University.
- Students who were present at the time of data collection.
- Students who were willing to participate.

### Methodology

**Research approach:** The quantitative approach was used to assess the effectiveness of structured teaching program on knowledge regarding breakfast skipping and its impact on

academics among students of selected department of Rayat Bahra University Mohali.

**Research design:** The research design used for the present study was pre-experimental design, one group pre-test and post-test design.

**Research Setting**

The study was conducted in the selected department: - Rayat Bahra college of nursing Mohali, Rayat Bahra school of Engineering and Technology, Mohali.

**Population**

**Target population**

In the present study the population consists of students of selected department age 18-24 years who were studying at Rayat Bahra University Mohali.

**Sample size:**

The total sample of 150 students were selected.

**Sampling technique**

Purposive sampling technique was used.

**Sampling Criteria**

**Inclusion Criteria**

- Students within age group between 18-24 years were selected.
- Students who were willing to participate in the study.

**Exclusion criteria**

- Students who was not present at the time of data collection.
- Students who were not willing to participate in study.

**Development of tool**

**Part 1: Socio Demographic Profile**

This sheet deals with the demographic variables of students of selected department age 18-24 years such as age, gender, domicile, type of family, mother education, father education, family income per month, number of siblings, dietary status and any previous knowledge about the topic.

**Part 2: Questionnaire**

This part consists of the total 20 questions in different areas

such as Breakfast skipping, effects, importance of breakfast, advantages and disadvantages of breakfast. This instrument was used to identify the knowledge regarding breakfast skipping among students of selected department age 18-24 years.

**Part 3: Rating scale**

This part provides the quantitative measurement of attitudes, opinions such as strongly agree, agree, neutral, disagree and strongly disagree.

**Validity of tool**

Content validity the prepared tools along with problems statement and objectives will be sent to experts for the content validity which was from nursing field. All the suggestions of tool validation were incorporated and final tool was prepared after consultation with the research supervisor.

**Reliability of Tool**

Internal consistency of the tool was calculated by Split Half Method and Karl Pearson Method. The reliability of the tool was 1.

**Pilot study**

It was conducted on 10% of total sample size (15) at Rayat Bahra Dental College and Hospital, Mohali.

**Ethical Consideration**

1. Written permission was taken from Principal of department of Rayat Bahra College of Nursing, Mohali, Rayat Bahra Schools of Engineering and Technology, Mohali and Rayat Bahra Dental College and Hospital.
2. Informed consent was taken from each study subject.
3. Confidentiality and anonymity of the subjects was maintained throughout study.

**Plan of Data Analysis**

The analysis was done by using descriptive and inferential statistics. Descriptive statistics was used to analyse the Frequency, Percentage, Mean, Standard deviation.

**Table 1:** Demographic profile of the subjects

Variables	Sub-variable	Frequency	Percentage
Age In Years	18-19 years	69	46.0%
	20-21 years	52	34.7%
	22-23 years	19	12.7%
	Above 23 years	10	6.7%
Gender	Male	54	36.0%
	Female	96	64.0%
Domicile	Urban	80	53.3%
	Rural	70	46.7%
Educational Status of Father	No formal education	2	1.3%
	Primary education	13	8.7%
	Secondary education	34	22.7%
	Senior Secondary education	43	28.7%
	Graduate and above	58	38.7%
Educational Status of Mother	No formal education	7	4.7%
	Primary education	24	16.0%

	Secondary education	31	20.7%
	Senior Secondary education	50	33.3%
	Graduate and above	38	25.3%
Family Income Per Month	Less than Rs.20000	6	4.0%
	Rs.20000-50000	20	13.3%
	Rs.50000-100000	32	21.3%
	Above 100000	92	61.3%
Type of Family	Nuclear	89	59.3%
	Joint	55	36.7%
	Extended	6	4.0%
Number of Siblings	One	61	40.7%
	Two	47	31.3%
	Three	26	17.3%
	Four or more	16	10.7%
Dietary Status	Vegetarian	81	54.0%
	Non vegetarian	11	7.3%
	Eggetarian	58	38.7%
Any Previous Knowledge About Topic	Yes	132	88%
	No	18	12.0%

**Table 2:** Pre-test and post-test knowledge score regarding breakfast skipping among students

Grading	Score	Pre-test Frequency %		Post-test Frequency %	
Poor	1-7	31	20.7%	14	9.3%
Good	8-14	86	57.3%	23	15.3%
Excellent	15-20	33	22%	113	75.3%

The provided data presents the pre-test and post-test results for a sample of 150 individuals based on a knowledge score criteria. The knowledge scores are categorized into three

levels: Poor (1-7), Good (8-14), and Excellent (15-20). The overall result indicates that the post-test knowledge score was higher than the pre-test knowledge score.

**Table 3:** Comparison between pre and post test knowledge score of breakfast skipping by paired ‘t’ test

Test	Mean	SD	Mean Diff.	Paired ‘t’ Test	Table Value at 0.05
Pre-test knowledge	11.1	3.77	4.230	9.748*sig	1.98
Post-test knowledge	15.33	4.451			

Maximum = 20, Minimum = 1, p value<0.05, \*Non-significant, DF = 49

**Interpretation**

The result showed that post-test mean knowledge score (15.33) was higher than the pre-test mean knowledge score (11.1). The calculated paired t test value is higher than the

p-value at 0.05. Hence, we accept the research hypothesis (H<sub>1</sub>) there was a significant difference between pre-test and post-test knowledge score regarding breakfast skipping among students of Rayat Bahra University.

**Table 4:** Association of pretest knowledge score with selected socio-demographic variables.

Variables	Sub-variables	Adequate knowledge	Moderate knowledge	Inadequate knowledge	Chi Square Test	P Value	df	Table Value	Result
Age In Years	18-19 years	16	37	16	6.330	0.387	6	12.592	Not Significant
	20-21 years	9	35	8					
	22-23 years	5	11	3					
	Above 23 years	3	3	4					
Gender	Male	12	31	11	0.006	0.997	2	5.991	Not Significant
	Female	21	55	20					
Domicile	Urban	15	48	17	1.064	0.587	2	5.991	Not Significant
	Rural	18	38	14					
Educational Status of Father	No formal education	0	1	1	8.051	0.429	8	15.507	Not Significant
	Primary education	4	7	2					
	Secondary education	8	18	8					
	Senior Secondary education	13	20	10					
	Graduate and above	8	40	10					
Educational Status of Mother	No formal education	1	4	2	12.085	0.147	8	15.507	Not Significant
	Primary education	7	13	4					
	Secondary education	6	15	10					
	Senior Secondary education	16	26	8					
	Graduate and above	3	28	7					
Family Income Per Month	Less than Rs.20000	2	3	1	3.478	0.747	6	12.592	Not Significant
	Rs.20000-50000	7	9	4					

	Rs. 50000-100000	6	18	8					
	Above100000	18	56	18					
Type of Family	Nuclear	20	51	18	2.043	0.728	4	9.488	Not Significant
	Joint	11	31	13					
	Extended	2	4	0					
Number of Siblings	One	13	37	11	0.858	0.990	6	12.592	Not Significant
	Two	10	27	10					
	Three	6	14	6					
	Four or more	4	8	4					
Dietary Status	Vegetarian	19	49	13	4.268	0.371	4	9.488	Not Significant
	Non vegetarian	1	8	2					
	Eggetarian	13	29	16					
Previous Knowledge About Topic	Yes	29	76	27	0.827	0.935	4	9.488	Not Significant
	No	4	10	4					

**Interpretation**

The result showed that there was no significant association of pre-test knowledge score with selected socio-demographic variables. Hence, we reject the research

hypothesis (H<sub>3</sub>) there was no significant association between pre-test knowledge and impact score of breakfast skipping on academic performance with selected socio demographic variables.

**Table 5:** Pre-test and post-test impact score regarding breakfast skipping among students

Grading	Score	Pre-test Frequency %		Post-test Frequency %	
Mild impact score	18-42	0	0%	0	0%
Moderate impact score	43-66	73	48.7%	67	44.7%
Severe impact score	67-90	77	51.3%	83	55.3%

The provided data presents the pre-test and post-test results for a sample of 150 individuals based on impact score criteria. The impact scores are categorized into three levels: Mild impact score (18-42), Moderate impact score (43-66),

and Severe impact score (67-90). The overall result indicates that the post-test impact score was higher than the pre-test impact score.

**Table 6:** Comparison between pre and post-test impact score of breakfast skipping on academics among students

Test	Mean	SD	Mean Diff.	Paired 't' Test	Table Value at 0.05
Pre-impact score	67.12	8.366	0.010	0.015 *NSig	1.98
Post-impact score	67.13	8.267			

Maximum = 90, Minimum = 18, p value<0.05, \*Non-significant, df = 149

**Interpretation**

The result showed that post-test mean impact score (67.13) was higher than the pre-test mean impact score (67.12). The calculated t-value is lesser than the p-value. Hence, we reject the research hypothesis (H<sub>2</sub>) that there was no

significant difference between pre-test and post-test impact score regarding breakfast skipping among students of Rayat Bahra University. The paired t-test results demonstrate a statistically non-significant improvement in impact scores.

**Table7:** Table Showing Association of Pre-test Impact Scores with Demographic Variables

Association of pretest impact score scores with selected socio-demographic variables									
Variables	Sub variables	More impact score	Moderate impact score	Mild impact score	Chi Square Test	P Value	DF	Table Value	Result
Age In Years	18-19 years	32	37	0	1.940	0.585	3	7.815	Not Significant
	20-21 years	30	22	0					
	22-23 years	9	10	0					
	Above 23 years	6	4	0					
Gender	Male	26	28	0	0.343	0.558	1	3.841	Not Significant
	Female	51	45	0					
Domicile	Urban	42	38	0	0.093	0.760	1	3.841	Not Significant
	Rural	35	35	0					
Educational Status of Father	No formal education	1	1	0	1.308	0.860	4	9.488	Not Significant
	Primary education	6	7	0					
	Secondary education	20	14	0					
	Senior Secondary education	20	23	0					
	Graduate and above	30	28	0					
Educational Status of Mother	No formal education	3	4	0	2.538	0.638	4	9.488	Not Significant
	Primary education	14	10	0					



	Secondary education	18	13	0	0.062	0.996	3	7.815	Not Significant
	Senior Secondary education	26	24	0					
	Graduate and above	16	22	0					
Family Income Per Month	Less than Rs.20000	3	3	0	0.062	0.996	3	7.815	Not Significant
	Rs.20000-50000	10	10	0					
	Rs.50000-100000	17	15	0					
	Above 100000	47	45	0					
Type of Family	Nuclear	44	45	0	0.359	0.836	2	5.991	Not Significant
	Joint	30	25	0					
	Extended	3	3	0					
Number of Siblings	One	25	36	0	5.070	0.167	3	7.815	Not Significant
	Two	29	18	0					
	Three	15	11	0					
	Four or more	8	8	0					
Dietary Status	Vegetarian	47	34	0	3.421	0.181	2	5.991	Not Significant
	Non vegetarian	4	7	0					
	Eggetarian	26	32	0					
Any Previous Knowledge About Topic	Yes	68	64	0	0.047	0.977	2	5.991	Not Significant
	No	9	9	0					

**Interpretation**

The result showed that there was no significant association of pre-test impact score with selected socio-demographic variables. Hence, we reject the research hypothesis (H<sub>3</sub>) there was no significant association between pre-test knowledge and impact score of breakfast skipping on academic performance with selected socio demographic variables.

**Discussion**

The study findings were analyzed and discussed in alignment with the objectives of the research. A pre-experimental study to assess the effectiveness of structured teaching programme on knowledge regarding breakfast skipping and its impact on academics among students of selected departments of Rayat Bahra University, Mohali.

In the present study the findings shows that the structured teaching programme is effective in improving the knowledge. The post-test mean knowledge score (15.33) was higher than the pre-test mean knowledge score (11.10) regarding breakfast skipping. The calculated ‘t’ value (9.748) was found to be significant at 0.05 levels. The findings of the study are similar to the study conducted by Chandrakala V. (2022) to check the effectiveness of power point assisted teaching on knowledge regarding breakfast skipping among school children at selected schools. The main result of the study showed that the average knowledge score of pre-test was 6.86, post-test mean knowledge score was 20.86 and the calculated ‘t’ value was 60.37, which was found to be statistically significant at 0.05 levels. Hence it indicates that the power point assisted teaching was highly effective in improving knowledge regarding breakfast skipping among school children [7].

In present study the findings shows that there was a significant difference between pre-test and post-test mean impact score. The pre-test mean impact score was 67.12 and post-test mean impact score was 67.13. The findings of the study are similar to the study conducted by Handuwala (2022) to assess the impacts of breakfast skipping on academic performance among medical and nursing students. The findings of the study showed that the prevalence of breakfast skipping among students was 36%. There was significant difference between the breakfast skippers and

breakfast consumers in relation to various factors such as memory, concentration, grades obtained and attendance. Breakfast consumption is associated with a range of positive outcomes and skipping breakfast leads to negatively impact in the academic performance [3]. In the present study there was no significant association between pre-test knowledge score regarding breakfast skipping with socio-demographic variables i.e. age, gender, domicile, educational status of father, educational status of mother, family income per month, type of family, number of siblings, dietary status and any previous knowledge regarding topic. The findings of the study are similar to the study conducted by Prasad Amala (2020) to assess the knowledge regarding effects of skipping breakfast among mothers of school children in selected community. According to the findings, among the 30 samples, around 27% of mothers have inadequate knowledge and approximately 46% had moderate knowledge regarding the effect of skipping breakfast in school children. The study was concluded that there was no significant association between knowledge regarding effect of skipping breakfast among mothers of school children and selected demographic variables [8].

**Conclusion**

The conclusions were drawn on the basis of findings of the study. The findings showed that post-test knowledge and impact scores was greater than the pre-test knowledge and impact score regarding breakfast skipping among selected students. It revealed that structure teaching programme was effective. Our findings highlight the need for more intensive efforts to prevent breakfast skipping to decrease the risk of heart diseases, diabetes, high blood pressure and helps in influencing body functioning physically and mentally.

**Recommendations**

On the basis of the findings of the study it is offered that:

- The study can be replicated with large sample to generalize the findings.
- The study can be done in different settings.
- Studies can be conducted by using different health educational methods such as lectures.
- The same study can be done with an experiment research approach having a control group.

- The same study can be done on different sample.

### Acknowledgement

First and foremost, we would like to thank Lord Almighty for this abundant blessing that he shows on us for accomplishing this task.

We want our sincere heartiest gratitude to, Rayat Bahra College of Nursing, Mohali. It is a great privilege to have benefited from her excellent teaching Prof. (Dr.) Deepika R. Kumar, Director Principal skills, sagacious guidance, help, Keen interest and encouragement all through our research period. We would like to thank our guide Ms. Navjot Kaur, Associate Professor, Rayat Bahra College of Nursing, Mohali for her guidance, critical suggestions, and support from the beginning till the end for completion of the work.

We own our deepest affection to our parents for their boundless prayers, moral support, and constant and encouragement during the course of study.

We would like to conclude with lots of appreciation for all those who have directly or indirectly help in successful completion of this thesis.

### References

1. Adolphus K, *et al.* The effects of breakfast on behaviour and academic performance in children and adolescents. Published online 2013 Aug 8. Prepublished online 2013 Jun 25. DOI: 10.3389
2. Taha Z, *et al.* The Effect of Breakfast on Academic Performance among High School Students in Abu Dhabi. DOI: 10.18502/ajne.v2i1.1243
3. Handuwala *et al.* Impacts of Skipping Breakfast on Academic Performance among Medical and Nursing Students of Eastern University Sri Lanka. Month: October 2021 - March 2022.
4. Abebe L, *et al.* Breakfast skipping and its relationship with academic performance in Ethiopian school-aged children; c2019. Published: 01 June 2022.
5. <https://www.betterhealth.vic.gov.au/health/healthyliving/breakfast#>
6. Mohiuddin AK. Skipping Breakfast Everyday Keeps Well-being Away, DOI: 10.26502/jfsnr.2642-1100003
7. Heo J, *et al.* Association between breakfast skipping and metabolic outcomes by sex, age, and work status stratification. Published online 2021 Jan 7. DOI: 10.1186/s12986-020-00526-z.
8. Chandrakala V. Effectiveness of Power Point Assisted Teaching on Knowledge regarding Breakfast Skipping among School Children at Selected School, Hyderabad, Telangana, 2022, 10(3). DOI: 10.52711/2454-2660.2022.00053.
9. Prasad PA, *et al.* A Descriptive Study to assess the knowledge regarding effects of skipping breakfast among mothers of school children in selected community areas at Kollam, 2020, 8(2). DOI: 10.5958/2454-2660.2020.00042.3

#### How to Cite This Article

Kaur H, Malik IA, Sandhu J, Kajal, Kaur K, Kaur N, *et al.* A Pre-experimental study to assess the effectiveness of structured teaching program on knowledge regarding breakfast skipping and its impact on academics among students of selected department of Rayat Bahra University Mohali. International Journal of Advance Research in Nursing. 2024;7(1):169-175.

#### Creative Commons (CC) License

This is an open-access journal, and articles are distributed under the terms of the Creative Commons Attribution-Non Commercial-Share Alike 4.0 International (CC BY-NC-SA 4.0) License, which allows others to remix, tweak, and build upon the work non-commercially, as long as appropriate credit is given and the new creations are licensed under the identical terms.