

# Nutritional Knowledge and Practices of Pre-School Teachers in Homa Bay County, Kenya

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**Abstract:** The main objective of this study was to investigate nutrition relationship between pre-school teachers' nutritional knowledge and practices in Homa Bay County. The study investigated the following aspects of nutrition: knowledge, nutritional status, source of nutrients, food preparation, food storage and preservation. The specific objectives were to assess the nutritional knowledge and practices between pre-school teachers; Aronson Brunner's (1978) theories on knowledge representation guided the study; his three modes on nutritional knowledge in the teachers and learners basically on cognitive development. The three models are enactive, iconic and symbolic. The study adopted a descriptive design to investigate the relationship between pre-school teachers' nutritional knowledge and practices. Questionnaire, interview schedule and observation checklist were used as instruments of data collection. Data analysis was done qualitatively and quantitatively methods. Findings showed that nutritional knowledge and practices among preschool teachers is very low in Homa Bay County. Most of the respondents knew about only three food groups type, a significant number of them were unable to categorize different food types in their respective groups. Proper nutrition was found to be positively correlated with preschool children academic performance. The study also established that the relationship between pre-school teachers' nutritional knowledge and practices was not significant. The study recommends that strategies need to be put in place to improve nutritional knowledge and practices of preschool teachers in Homa Bay County and country at large, this will be through cooperation of Ministry of Education, Kenya Institute of Curriculum Development and other policy makers in the education sector.

**Keywords:** Nutrition knowledge, Nutrition practices Nutritional status.

## 1. INTRODUCTION

Nutrition is fundamental for growth and development from conception to adulthood. It is essential for the health and quality of life at every stage in a living organism. A normal healthy child grows at a genetically predetermined rate that can be compromised or accelerated by under nutrition, imbalance intake of nutrients and over nutrition (Pipes, 1989). Globally, a lot of attention is given to child nutritional status for better health and growth for the child. Throughout the world, about two hundred and twenty six million children are stunted while sixty seven million are wasted (UNICEF, 1998). One hundred and eighty three million are estimated to be under weight and two to eight times are more likely to die within the following year than children of normal weight for their age (Young & Jaspars, 1997). Malnutrition is a worldwide problem that needs to be addressed urgently. Furthermore, an analysis done by Peltz (1990) on various studies carried out among school children and nutritional status worldwide including countries like Kenya concluded that growth retardation observed among school age children is striking. It suggests that nutritional status of school children is at risk, although virtually every region in the world will experience a reduction in the absolute numbers of underweight preschool children by the year 2025 (Garcia, 1994).

In the tropics, the common childhood diseases during pre-school period are; Protein Energy Malnutrition (PEM) especially kwashiorkor, diarrhea, pneumonia, malaria, diseases related to intestinal worms and whopping cough. Frequently pre-school children suffer from several of these conditions simultaneously. This can seriously affect the growth and development of children (Peltz, 1992). Death rate in this group is at least 20 times as great in the tropics as it is in Europe and North America. This is worsened by poverty which is also pertinent in much of the third world countries. Malnutrition is widespread in Sub-Saharan Africa. Poor maternal health and malnutrition tend to lead to poor growth in infancy and childhood (UNICEF, 1997). According to UNICEF (1989), about 40% of children under five years suffer from PEM in Kenya. It is estimated that five hundred thousand children under five years lose their right every year

# Healing With Food Two Hundred Eighty One Nutritional Plans For Fifty Common Ailments

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