

Thesis Title	Eating Behavior Modification of Pre-School Children through Parent's and Teacher's Participation at Pratamnak Suankulab School
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### Abstract

Improper eating behavior, caused by parent improper feeding behavior and attention is a key factor affecting malnutrition particularly in pre-school children. Both quantity and quality of food can affect child growth. Results of urban community malnutrition survey in 1990 indicated that 13.33 percent of children aged under five years suffered from 1<sup>st</sup> 2<sup>nd</sup> and 3 degree protein energy malnutrition. The main objective of this research was therefore to study the effectiveness of eating behavior modification among pre-school children through parent's and teacher's participation including focused group discussion. Also, some principles of Bandura's Social Learning Theory relating to information providing, motivation and reinforcement were used, The subjects were 47 parents and 47 pre-school children aged 3-5 years attending Pratamnak Suankulab School. This 11 week data collection was conducted from January to March 1992. Parent

questionnaire, pre-school child testing form, child daily food intaking form, eating frequency record form, parent participation form, and focus group discussion record form were used to collect data. Qualitative analysis was applied to analyze the opinions of teachers parents and researcher. Percentage distribution and Paired Samples t-test were used to analyze quantitative data.

Results from this research revealed that after the experimnt, parental knowledge, attitudes and practice were significantly greater than before the experiment. Also, those results were consistent with qualitative analysis. Pre-school children gained singnificant knowledge. Their attitudes toward food selection, eating behavior and number of times having food intake were higher after experiment than before the experiment. Again, these results were supported by data from parents and teachers participating in the focus group discussion. Majority of parents participated in focus group discussion for 3 times and in every activity conducted.

Results from this study suggest that eating behavior modification of pre-school children through parent's and teacher's participation can enhance better eating behavior. This model should be further explored in other school and day care centres.