School Teachers' Perspectives on National Iron Plus Initiative Implementation: A Qualitative Study

Original Article

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ABSTRACT

OBJECTIVES

To explore the school teachers' perspectives on factors affecting the implementation of National Iron Plus Initiative (NIPI).

METHODS

A qualitative participatory study was conducted in six schools in rural areas of Telangana, involving free listing, pile sorting, and force fi eld analysis. Analysis included frequency calculations, multidimensional scaling, hierarchical cluster analysis, and thematic analysis.

RESULTS

Fifty four teachers participated; 25 barriers and 14 enablers were identified. Key barriers included lack of education and health literacy, negative attitudes, lack of faith in public services, and unhygienic practices. Major enablers were school-based anemiarelated activities, government awareness programs, and programmatic interventions. Force fi eld analysis revealed attitudes and awareness gaps as significant barriers, while school-based activities emerged as the primary enabler.

CONCLUSION

School-based interventions, addressing attitudinal and educational barriers, and adopting a holistic approach are crucial for effective anemia prevention in rural settings.

Keywords: Anemia · Iron-deficiency · Health education · NIPI · Rural

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