



REVIEWER'S REPORT

Manuscript No.: IJAR-50398

Date: 26-02-2025

Title: Effectiveness of Game-Based Education on Nutritional Knowledge and Self- Efficacy among School Children

Recommendation:

- Accept as it is.....**YES**.....
- Accept after minor revision.....
- Accept after major revision
- Do not accept (*Reasons below*)

Rating	Excel.	Good	Fair	Poor
Originality	√			
Techn. Quality		√		
Clarity		√		
Significance			√	

Reviewer's Name: Mir Tanveer

Reviewer's Decision about Paper: **Recommended for Publication.**

Comments (*Use additional pages, if required*)

Reviewer's Comment / Report

Abstract Review: The abstract provides a clear and concise summary of the study, highlighting the background, objectives, methods, results, and conclusion. The study effectively demonstrates the role of game-based education in improving nutritional knowledge among school children. The statistical analysis supports the findings, with a significant improvement in nutritional knowledge but a non-significant change in self-efficacy. The use of a pre-experimental research design is appropriate for the study objectives.

Introduction Review: The introduction effectively establishes the importance of nutrition in child health and development. It provides relevant statistics on obesity and highlights the significance of self-efficacy in promoting healthy eating habits. The discussion on game-based education is well-articulated, emphasizing its potential in enhancing learning and behavior change. The inclusion of a historical quote adds value by reinforcing the importance of nutrition.

Statement of the Problem and Objectives Review: The problem statement is well-defined, indicating the need for evaluating game-based education's effectiveness in improving nutritional knowledge and self-efficacy. The objectives are clearly stated and align with the research problem, ensuring that the study remains focused on measurable outcomes.

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Hypotheses Review: The hypotheses are logically structured and align with the study objectives. The null hypotheses (NH1 and NH2) clearly state the expected lack of significant differences, setting a solid foundation for statistical testing.

Methodology Review: The methodology is well-detailed, outlining the research design, sample selection, data collection tools, and analysis methods. The use of a quantitative approach and a pre-experimental one-group pretest-posttest design is appropriate for assessing intervention effectiveness. The sample size of 53 is justified, and the data collection instruments (semi-structured questionnaire and modified self-efficacy scale) are relevant to the study objectives.

Results Review: The results are well-presented, with clear statistical analysis. The improvement in nutritional knowledge is statistically significant, demonstrating the effectiveness of game-based education. However, the change in self-efficacy is non-significant, suggesting that other factors may influence self-efficacy beyond knowledge acquisition. The paired t-test results are appropriately reported, reinforcing the validity of the findings.

Conclusion Review: The conclusion effectively summarizes the study's key findings, emphasizing the positive impact of game-based education on nutritional knowledge. The study successfully demonstrates the intervention's role in improving knowledge while acknowledging the limited impact on self-efficacy.

Overall Review: The study is well-structured and provides a comprehensive analysis of the effectiveness of game-based education on nutritional knowledge and self-efficacy among school children. The research is well-supported by statistical evidence, and the discussion is relevant to contemporary educational and nutritional interventions. The study contributes valuable insights into the role of game-based learning in nutrition education and offers a solid foundation for further research in this area.