



INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

ASSESS THE EFFECTIVENESS OF PLANNED TEACHING PROGRAMME ON KNOWLEDGE REGARDING BREASTFEEDING AMONG PRIMI MOTHERS IN SELECTED URBAN AREA OF VADODARA CITY

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Abstract:

Background: Breastfeeding is an important component of maternal and child health. Adequate knowledge regarding breastfeeding is essential for primi mothers to initiate and practice breastfeeding appropriately. First-time mothers may require structured education regarding breastfeeding techniques, positioning, attachment and its benefits.

Need of the Study: The need for the present study was identified because inadequate knowledge among mothers may contribute to inappropriate breastfeeding practices. The literature reviewed in the project indicates gaps in mothers' knowledge regarding exclusive breastfeeding, early initiation, positioning, attachment and breastfeeding techniques.

Aim: The present study aimed to assess the effectiveness of a planned teaching programme on knowledge regarding breastfeeding among primi mothers in a selected urban area of Vadodara City.

Materials and Methods: A quantitative evaluative approach with a pre-experimental one-group pre-test and post-test design was adopted. Samples were selected using a non-probability convenience sampling technique. Data were collected using a structured knowledge questionnaire regarding breastfeeding. A planned teaching programme was administered after the pre-test, followed by a post-test to assess the change in knowledge. Descriptive and inferential statistics were used for data analysis.

Results: In the pre-test, 15 (50%) participants had poor knowledge and 15 (50%) had average knowledge, while none had good knowledge. Following the planned teaching programme, 21 (70%) participants had average knowledge and 9 (30%) had good knowledge, The mean pre-test knowledge score was 7.93 ± 2.66 , whereas the mean post-test score increased to 13.43 ± 2.16 , showing a mean difference of 5.5. The reported paired *t* value was 21.79 with 29 degrees of freedom, indicating a statistically significant improvement in knowledge.

Conclusion: The findings indicate that the planned teaching programme was effective in improving knowledge regarding breastfeeding among primi mothers in the selected urban area of Vadodara City.

KEYWORDS : BREASTFEEDING; PRIMI MOTHERS; PLANNED TEACHING PROGRAMME; NURSING EDUCATION

Index Terms - Component, formatting, style, styling, insert.

I. INTRODUCTION

Breastfeeding is an important component of infant nutrition and maternal-child health. The research project describes breast milk as an appropriate source of nutrition for infants and emphasizes its nutritional and immunological benefits. The project also highlights the importance of early initiation of breastfeeding, exclusive breastfeeding, appropriate breastfeeding techniques, positioning and attachment. The study notes that inadequate knowledge and inappropriate breastfeeding practices may affect the establishment and continuation of breastfeeding.

The investigators identified the need to improve knowledge among primi mothers because first-time mothers may require systematic information and support regarding breastfeeding. The project therefore focused on a planned teaching programme covering the introduction and definition of breastfeeding, initiation, preparation, techniques, positioning, attachment and advantages of breastfeeding. The conceptual framework was based on the System Model, in which primi mothers constituted the input, the planned teaching programme and assessment procedures constituted the process, and change in breastfeeding knowledge constituted the output.

II. THE PROBLEM STATEMENT:

“A Study to Assess the Effectiveness of Planned Teaching Programme on Knowledge Regarding Breastfeeding Among Primi Mothers in Selected Urban Area of Vadodara City.” The objectives were to assess pre-test knowledge, assess post-test knowledge, compare pre-test and post-test knowledge scores, and determine the association between post-test knowledge and selected demographic variables.

III. MATERIAL AND METHODS

A quantitative evaluative approach was adopted. The research design was a pre-experimental one-group pre-test and post-test design. The study was conducted among primi mothers in a selected urban area of Vadodara City. The target population consisted of primi mothers, and a sample of 30 primi mothers from Ramdevnagar, Ajwa Road, Vadodara, was selected using a non-probability convenience sampling technique.

The inclusion criteria specified mothers from Ramdevnagar who were willing to participate in the study. Data were collected using a structured knowledge questionnaire. The questionnaire consisted of demographic information and 20 multiple-choice questions related to breastfeeding. Each correct response received one mark and each incorrect response received zero. The knowledge items covered introduction, definition, initiation, techniques, position, attachment and advantages of breastfeeding. The planned teaching programme was developed from relevant literature and expert guidance and was organized into eight units. It was prepared in simple Gujarati with illustrative figures.

The tool was validated by nursing experts. Reliability was assessed using Karl Pearson's correlation coefficient and the reported reliability coefficient was 0.8. Collection included selection of samples, pre-test administration, administration of the planned teaching programme and post-test administration.

Descriptive statistics including frequency, percentage, mean and standard deviation were used. A paired t-test was used to compare pre-test and post-test knowledge scores, and chi-square testing was used to examine associations between post-test knowledge and selected demographic variables.

IV. RESULTS

A total of 30 primi mothers participated in the study. Half of the participants (15; 50%) were 18–23 years old, 11 (36.7%) were 24–29 years, 3 (10%) were 30–35 years and 1 (3.3%) was above 35 years. Regarding education, 1 (3.3%) was illiterate, 12 (40%) had primary education, 13 (43.3%) had secondary education, 2 (6.7%) had higher secondary education and 2 (6.7%) were postgraduates. All 30 participants (100%) were Hindu. Most participants were housewives (27; 90%), while 3 (10%) were working mothers. Ten participants (33.3%) reported previous knowledge regarding breastfeeding, whereas 20 (66.7%) did not. Among the reported sources of information, 14 (46.7%) identified another health team member, 12 (40%) another source, 3 (10%) workshop/seminar/conference and 1 (3.3%) mass media.

Table 1: comparison of pre-test and post-test knowledge levels among study participants

Knowledge level	Pre-test n (%)	Post-test n (%)	Pre-test mean $\pm$ SD	Post-test mean $\pm$ SD
Good	0 (0%)	9 (30%)	7.93 $\pm$ 2.66*	13.43 $\pm$ 2.16*
Average	15 (50%)	21 (70%)		
Poor	15 (50%)	0 (0%)		
Total	30 (100%)	30 (100%)		

The pre-test showed that 15 (50%) mothers had average knowledge and 15 (50%) had poor knowledge; none had good knowledge. After the planned teaching programme, 21 (70%) had average knowledge and 9 (30%) had good knowledge, while no participant remained in the poor-knowledge category.

The mean pre-test knowledge score was 7.93 $\pm$ 2.66 and the mean post-test score was 13.43 $\pm$ 2.16, giving a mean difference of 5.5. The reported paired t-test value was 21.79 with 29 degrees of freedom, and the project reports the difference as statistically significant.

For association with post-test knowledge, the project reports chi-square values of 2.42 for age and 2.40 for education, with 1 degree of freedom and a reported critical/reference value of 3.84. The narrative in the project states that age and education were significantly associated with post-test knowledge, while previous knowledge and source of information were not significantly associated.

V. DISCUSSION

The present study demonstrated an improvement in breastfeeding knowledge following the planned teaching programme. Before the intervention, half of the primi mothers had poor knowledge and the remaining half had average knowledge, with no participant classified as having good knowledge. After the intervention, the poor-knowledge category was reduced to zero, while 30% of participants attained good knowledge and 70% had average knowledge. This pattern indicates a favourable change in the distribution of knowledge after exposure to the planned teaching programme.

The increase in the mean knowledge score from 7.93 to 13.43, with a mean gain of 5.5 marks, further supports the effectiveness of the intervention. The original project also reports a paired t-test value of 21.79 and concludes that the improvement was statistically significant. Thus, the findings are consistent with the primary objective of comparing knowledge before and after the planned teaching programme.

The intervention was designed to address several practical components of breastfeeding, including preparation, techniques, maternal and infant positioning, commonly used positions, attachment and the advantages of breastfeeding. The teaching programme included lecture-cum-discussion and audiovisual materials such as posters and flashcards. These components provided structured information relevant to the needs of first-time mothers.

The project further reports an association between post-test knowledge and selected demographic variables. Its narrative identifies age and education as significant factors, whereas previous knowledge and source of information were reported as non-significant. However, the numerical chi-square values shown in the table (2.42 and 2.40) are lower than the displayed reference value of 3.84. Therefore, the statistical interpretation in the original project should be rechecked against the intended chi-square decision rule before publication. This manuscript preserves the study's reported findings rather than changing the original statistical results.

VI. CONCLUSION

The study identified a knowledge deficit regarding breastfeeding among primi mothers in the selected urban area of Vadodara City. The planned teaching programme was associated with a clear improvement in breastfeeding knowledge: the mean score increased from 7.93 $\pm$ 2.66 in the pre-test to 13.43 $\pm$ 2.16 in the post-test, with a mean difference of 5.5. The post-test distribution also showed that no mother remained in the poor-knowledge category and 30% achieved good knowledge.

Based on the findings reported in the project, the planned teaching programme was effective in enhancing knowledge regarding breastfeeding among primi mothers. The study supports the use of structured, systematic health education as an approach to improve breastfeeding-related knowledge among first-time mothers in community settings. The original study similarly concludes that knowledge deficit existed and that the planned teaching programme was effective in enhancing knowledge.

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