

ASSESS THE EFFECTIVENESS OF STRUCTURED TEACHING PROGRAMME ON KNOWLEDGE REGARDING WEANING AMONG MOTHERS OF INFANTS AT PEDIATRIC OUTPATIENT DEPARTMENT OF A SELECTED HOSPITAL AT KOLLAM DISTRICT

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ABSTRACT

The aim of the study is to evaluate the effectiveness of structured teaching programme on knowledge regarding weaning among mothers of infants in a selected hospital at Kollam district. The objectives of the study were to assess the knowledge regarding weaning among mothers of infants, to evaluate the effectiveness of structured teaching programme on knowledge regarding weaning among mothers of infants, to find out the association between pretest knowledge scores with the socio demographic variables. The study was undertaken with 20 samples. Convenience sampling was used. The research design was one group pre-test post-test design. Structured knowledge questionnaire was used for collecting the data. Pretest was administered followed by structured teaching programme and posttest was done. The data was analyzed using descriptive and inferential statistics. The study findings shows that in the pretest 0% of mothers are having poor level of knowledge, 55% of mothers are having average level of knowledge and 45% are having good level of knowledge and 0% has excellent knowledge regarding weaning among mothers of infants. After the structured teaching programme, in the posttest 0% of mothers have poor level of knowledge, 0% having average level of knowledge, 60 % having good level of knowledge and 40% having excellent level knowledge regarding weaning. The calculated t value (18.420) is higher than tabulated t value (2.86) at 0.01 level of significance. So the hypothesis (H1) was accepted. Hence it can be concluded that there is statistically significant difference in the knowledge level of mothers regarding weaning among mothers of infants. It is inferred that structured teaching programme was effective in increasing the knowledge score of mothers regarding weaning among mothers of infants. It was concluded that there was a significant improvement in posttest score when compare to the pretest score, so the structured teaching was effective. There was no significant association found between the pretest knowledge scores with the selected socio demographic variables.

Key words: Effectiveness, Structured Teaching Programme, Weaning

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INTRODUCTION

In the first year of life, infants undergo periods of rapid growth when good nutrition is crucial. In fact, nutrition in the early years of life is a major determinant of healthy growth and development throughout childhood and of good health in adulthood. When a baby is born, he remains on her mother’s milk for the first few months of life. As he starts growing, his appetite also starts

increasing and requires increasing and requires the introduction of solid foods step by step. This gradual transition from breast milk to solid food is known as weaning.

Weaning a baby from the breast is a big change for mothers as well as for babies. Besides affecting you physically, it may also affect you emotionally. Some mothers feel a little sad to lose some of the closeness that breast feeding provides. When baby start weaning, they



are given different types of foods to develop the taste for new foods.

Weaning is the most important transitional phase for a baby as he starts tasting and eating foods that add nutrients to his body. The need to wean babies generally starts from the age of 6 months and can go on till that of 12 months to 2 years depending on the babies' intake, and the type of weaning food and portions.

OBJECTIVES OF THE STUDY

1. To assess the knowledge regarding weaning among mothers of infants.
2. To evaluate the effectiveness of a structured teaching programme on knowledge regarding weaning among mothers of infants.
3. To find out the association between the pretest knowledge scores with selected socio demographic variables.

HYPOTHESIS

- There will be statistically significant difference in the pretest and posttest knowledge score regarding weaning.
- There will be statistically significant association between the Pretest knowledge scores regarding weaning with selected socio demographic variables.

METHODOLOGY

Research Approach: Quantitative approach

Research Design: One group pretest posttest design

Research Setting: The present study was conducted in a pediatric outpatient department of selected hospital.

Population: Mothers of infants.

Sample: Mothers of infants in the pediatric outpatient department.

Sample size: 20

Sampling technique: Convenience sampling

Tools: Baseline proforma and self-administering questionnaire

Part 1: Baseline Performa of the mothers of age, religion, education of parents, occupation, previous knowledge regarding weaning foods.

Part 2: It is named "structured knowledge questionnaire on weaning foods "It consists of 20 multiple choice questions.

Method of data collection

1. Selected the mothers as per the sampling criteria. Investigator self-introduction given. The tool was given to the mothers and thus pretest was conducted.
2. Immediately after the pretest structured teaching programme was administered.
3. After 5 days post test was conducted.
4. The data thus collected was set to statistical analysis.

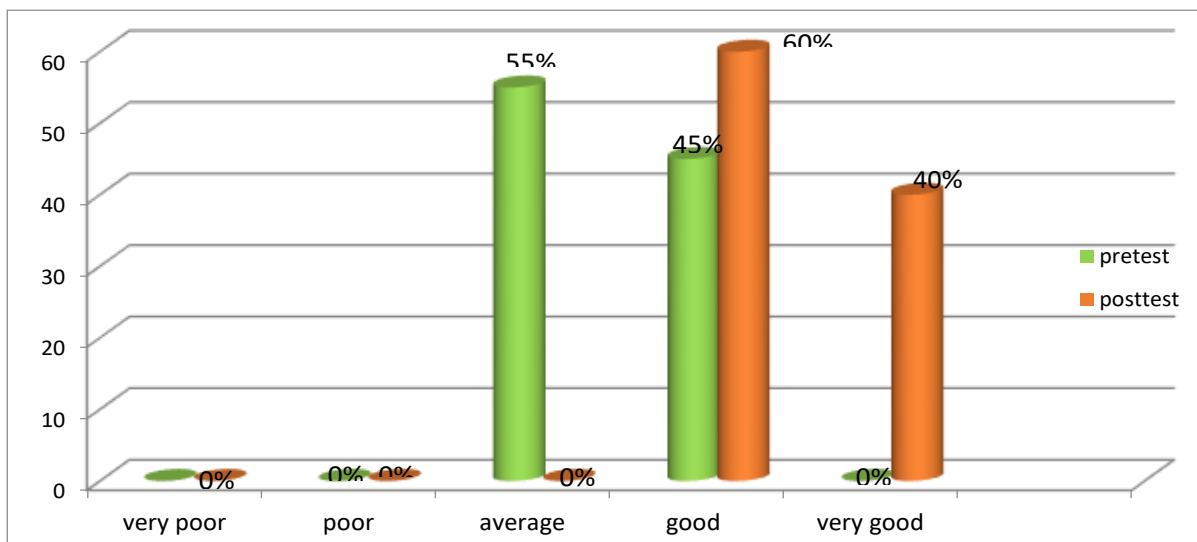
Data analysis

- Descriptive: frequency, percentage, mean and standard deviation
- Inferential: Paired t test and chi square.

Table 1: shows the effectiveness of structured teaching programme

Aspects	Mean	SD	t value	P value
Pretest	8.95	2.01		
posttest	13.95	1.78	18.4	0.00*

Figure 1: shows the pretest and posttest level of knowledge score



Results

Data collected were tabulated, analyzed and interpreted. Paired t test was used to test the effect of structured teaching programme, and the t value 18.4 was found to be significant at 0.01 levels (19 degree of freedom). The mean percentage of posttest knowledge scores (13.95%) was significantly higher than the mean percentage of pretest knowledge scores (8.95%). In the pretest children had average level knowledge, which was changed to very good level in the post test. Hence the structured teaching programme was effective. There was significant increase in the knowledge among mothers of infants.

DISCUSSION

In the present study the first hypothesis (H1) was accepted, because the t value was 18.4, and that was significant at $p < 0.01$. Also the mean percentage of posttest knowledge scores (13.95%) was significantly higher than the mean percentage of pretest knowledge scores (8.95%) of the mothers of infants. Thus it was interpreted that the intervention was effective in improving the knowledge level of the mothers of infants.

NURSING IMPLICATIONS

Nursing service

Nurse can take classes to the mothers; Public health nurse can conduct the awareness programme regarding the weaning in the community settings.

Nursing Education

Nurse educators can prepare the nursing students to educate the mothers regarding weaning. Nursing students can be motivated to conduct the awareness programme on improving knowledge and attitude towards weaning.

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Nursing administration

Nurse administrators have added opportunities in providing continuing education programme for pediatric nurses regarding weaning. Workshops should be planned for pediatric nurses, parents, and student nurses.

Nursing Research

Further research on assessing the knowledge and practice of mothers. Further research on comparison of mothers between the urban and rural areas.

LIMITATIONS

1. The study was limited to one hospital.
2. Generalization of the findings was difficult because of small sample size.
3. The tool used was not a standardized one. The investigator prepared the tool.

RECOMMENDATIONS

A similar study can be conducted using different sampling technique with a larger sample size and different age groups. Study can be conducted in the community settings with the parents of children.

CONCLUSION

The present study aimed to assess knowledge regarding weaning. Provide structured teaching programme regarding the weaning. So that the mothers can follow proper weaning practices in future. In order to test the effect of structured teaching programme, paired t test was used and the value was statistically significant at 0.01 levels. The mean post test score was much higher than the mean pretest score, and so the structured teaching programme regarding weaning was effective.

