

ORIGINAL ARTICLE

An Experimental study to assess the Effectiveness of Structured Teaching Programme on Knowledge Regarding Complementary Feeding among Mothers of Children aged 6 Month to 2 Years in Selected Community Area at Kaniyambadi, Vellore

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ABSTRACT

Introduction: Complementary feeding is a crucial aspect of newborn and young child nutrition that profoundly influences child health, growth, and development.

Aim of the study: To assess the effectiveness of Structured Teaching Programme on knowledge regarding complementary feeding among mothers of children aged 6 month to 2 years in selected community.

Research design: Pre experimental with one group pre-test post-test designs was adopted.

Methodology: Non probability Purposive sampling technique was used to select 30 mothers of children aged 6 month to 2 years. A structured questionnaire was used to assess the level of knowledge regarding complementary Feeding. After the pretest, the samples were administered structured teaching programme for a period of 20-25 minutes. After 7 days the post-test was conducted by using same structure questionnaire. The data was analyzed and interpreted using descriptive and inferential statistics.

Results: In experimental group the mean pre-test score was 11.3 with standard deviation 3.44 and the mean post-test score was 23.7 with the standard deviation 2.2 The mean difference was 12.43. The obtained 't' value 19.3 was highly significant at $p < 0.05$ level. There is a significant difference between the level of knowledge among mothers. Also there is a significant association was found between post-test level of knowledge with demographic variables like occupation of mothers of children's.

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Conclusion: The study clearly indicate that the STP is effective method in improving in knowledge regarding complementary feeding among mothers children aged 6 month to 2 years.

KEYWORDS

• Complimentary Feeding • Knowledge • Structure Teaching Programme

INTRODUCTION

Malnutrition in children aged 6–24 months primarily arises from insufficient supplemental feeding habits during this crucial 1,000-day period. Worldwide, fewer than 20% of children obtain a minimally sufficient diet, resulting in elevated incidences of stunting, wasting, and micronutrient deficiencies. Critical concerns encompass the postponed initiation of solid foods, inadequate dietary diversity, and insufficient meal frequency.¹

Complementary feeding refers to the process initiated when breast milk alone fails to satisfy infants' nutritional needs, necessitating the introduction of additional foods and liquids alongside breast milk.² The nutrition provided to children during weaning is critical, as an insufficient complementary diet will markedly impede the child's optimal growth, health, and cognitive development in the future.³ Some women introduce alternative diets to their children from birth, while others postpone supplementary feeding until beyond nine months, leading to either over nutrition or under nutrition.⁴ Therefore, there is an urgent need to assess whether structured teaching programs can effectively enhance maternal knowledge in this domain. The findings can contribute to community health promotion and help to reduce malnutrition rates through informed parental practices.

OBJECTIVES

1. To Assess the level of knowledge regarding Complementary Feeding among mothers before and after the implementation of structured teaching programme.
2. To Assess the Effectiveness of Structured Teaching Programme on knowledge regarding complementary Feeding among Mothers of Children Aged 6 months to 2 years.
3. To find out the association between the post-test level of knowledge regarding Complementary Feeding among Mothers with their selected demographic variables.

RESEARCH METHODOLOGY

Research approach and design: Quantitative approach with Pre experimental with one group pre-test post-test designs was used in the present study.

Research setting: The study was carried out in kaniyambadi village of vellore district.

Population: All the mothers of children aged 6 month to 2 years residing in the selected community area.

Sample Size: Sample size of the present study was 30.

Sampling Technique: Non-probability purposive sampling technique was used to select the samples.

RESULTS

Table 1: Comparison between pretest and post-test level of knowledge regarding complementary Feeding among mothers of children N=30

Level of knowledge	Pre-test		Post-test	
	F	%	F	%
Inadequate	26	86.67	0	0
Moderately adequate	4	13.33	8	26.7
Adequate	0	0	22	73.33

The above table reveal that during Pre-test majority (0%) of the mothers had Adequate knowledge, 13.3% of mothers had moderately adequate knowledge and 86.6% of mothers had inadequate knowledge.

Whereas in Post-test none of them had Inadequate level of Knowledge, 8 (26.7%) had moderately adequate level of Knowledge and majority 23 (73.33%) had adequate level of Knowledge regarding complementary Feeding among mothers of children.

Table 2: Comparison between mean, SD value of pretest and post-test level of knowledge regarding complementary Feeding among mothers of children. N=30

Experimental group	Mean	SD	Mean Difference	t value	p value
Pre-test	11.3	3.44	12.4	19.3**	0.0001***
Post-test	23.7	2.2			

***p<0.0001

Table 2: shows comparison of level of knowledge within the study group, it reveals the mean score mean pre-test score was 11.3 with standard deviation 3.44 and the mean post-test score was 23.7 with the standard deviation 2.2 The mean difference was 12.43. The obtained 't' value 19.3 was highly significant at $p < 0.05$ level.

Hence the structure teaching programme was effective in improving the level of knowledge regarding complementary Feeding among mothers of children.

Chi square test was used to find out the association between the variables. It shows that there is a significant association was found between post-test assessment of knowledge with demographic variables like occupation of mothers of children's.

DISCUSSIONS

The results were also backed up by a study by **Yadav A *et al.* (2025)** that looked at how well video-assisted planned teaching interventions helped moms learn about weaning. Seventy percent of the mothers of babies who took the pre-test had average knowledge about weaning, while only 26.66 percent had good knowledge. The mean knowledge score was 17.33 ± 4.95 . On the post-test, 83.33% of mothers of babies had great knowledge, while none of the other participants had poor knowledge. The knowledge score went up to 33.0 ± 4.76 after the video Teaching Intervention method was put into place, which was significant ($P < 0.001$).⁵

Additionally, **Dhanani L *et al.* (2021)**, who looked at how well a planned teaching program affected the moms' knowledge about weaning, came to the same conclusions. The study found that the average knowledge score before the test was 10.883 and after the test it was 14.75. The difference on average was 3.867. The norm for the pre-test score was 3.412, and the norm for the post-test score was 2.53. The 't' value that was found was 7.03, which was statistically very important at the $p < 0.001$ level (df = 59 table value was 3.46). It can be concluded that the planned program for teaching about weaning worked very well.

CONCLUSION

Statistical significance was identified between pre-test and post-test scores for

knowledge regarding complementary Feeding among mothers of children. A significant association identified between pretest knowledge and the demographic variables of mothers of children's. Findings of this study clearly indicate that the Structured teaching programme is effective method in improving in knowledge regarding complementary feeding among mothers children aged 6 month to 2 years. The study can create awareness among mothers regarding complementary feeding and the management of malnutrition.

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Ethical Declaration: No ethical Numbers involved.

Conflicts of interest: The author declares no conflict of interest.

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