

CHAPTER V

DISCUSSION

The present study intended to find out the knowledge, attitude and practice of complementary feeding among mothers having 6-24 months old baby and the relationship with selected demographic variables. A pre-experimental one group pretest posttest study design was adopted and convenient sample technique was used to select the samples. The data was collected from 200 mothers using structured teaching modules. Prior to the study an extensive literature search was done. The data is organized, analyzed and presented in three sections.

SECTION I: Demographic data of mothers in terms of frequency and percentage.

SECTION II: Determine existing knowledge, attitude and practice regarding complementary feeding among mothers.

SECTION III: Association of demographic variables with pretest knowledge score.

The findings of the present study have been discussed in relation with the objectives of the study and the results of other similar studies under the following objectives.

The following are the objectives of the present study:

1. To determine the mean pre-test knowledge, attitude and practice among mothers regarding complementary feeding.
2. To assess the effectiveness of Structured Teaching Programme between the mean pre-test and mean post-test among the mothers regarding complementary feeding.
3. To find the association of knowledge level among the mothers with the selected demographic variables i.e. age, education, occupation, number of children, family income and source of information.

Demographic variables of mothers of babies:

The characteristics of the demographic variables as depicted in Table I, described in terms of their frequency and percentage distribution which showed that 48 % of babies were in the age group of 6-10 months, 48 % of mothers were in the age group of 25-31 years, 31.5 % were educated, 54 % were employed, 56.5 % belonged to the family income above 10,000, 77 % belonged to nuclear family, 44.5 % had only one child and 45.5 % got information regarding complementary feeding through television.

To determine the mean pre-test knowledge, attitude and practice among mothers regarding complementary feeding.

In this study, the effectiveness of structured teaching programme has been analyzed with the help of SPSS version 16.0 differential score between pre and post study have been calculated to check the impact of the study to assess the effectiveness of structured teaching program on knowledge, attitude and practice on complementary feeding among mothers. The outcomes of the study are as follows:

In the present study, the outcome in section II, table II shows the percentage distribution of knowledge of participation about 43% good, 39.5 % average and 17.5% poor in pre-test level of knowledge. The practice of pre-test shows 19.0% highly satisfied, 56.5% moderately satisfied and 24.5% dissatisfied. On the other hand the pre-test attitude depicted 20.5% positive and 79.5% negative.

M Edith.; (2016) revealed in a KAP study on dietary practice of infants that out of 200 mothers, in pretest, 56% good, 22% average and 20% had poor practice knowledge. Attitude regarding dietary practices was 56% of the mothers had positive attitude and 44% of mothers had negative attitude regarding dietary practices and regarding practice, 58% of mothers had highly satisfied, 41% of mothers moderately satisfied and 1% of mothers had dissatisfied dietary practice.

In an evaluative PTP study on knowledge of competencies on complementary feeding among 55 mothers in pretest result revealed that 25.71% had good level of knowledge and 43.63% subjects had average level of concept of knowledge on complementary feeding whereas 18.18% subjects had knowledge of competencies on complementary feeding, when compared to pre test results. **Kulkarni S, *et al.*;(2016)**

The effectiveness of Structured Teaching Programme between the mean pretest and mean posttest knowledge, attitude and practice among mother regarding complementary feeding.

In the present study, statistically in section II of table III shows the difference between pretest and posttest mean, the pretest knowledge shows 2.26 and 2.86 in posttest. The calculated 't' value (11.223) was much higher than the tabulated 't' value (1.972) the 0.05 level of significance. Thus it was statistically interpreted that the structured teaching programme among mothers improves the knowledge on complementary feeding.

Similarly to the present study **Kulkarni S, *et al.*;(2016)** in an evaluative PTP study on knowledge of competencies on complementary feeding among 55 mothers in post test result revealed that 35 subjects had good level of knowledge and 20 subjects had average level of knowledge on complementary feeding whereas 42 subjects had good knowledge of competencies and 13 subjects average knowledge of competencies on complementary feeding, when compared to pre test results. It concluded that planned teaching programme on complementary feeding is scientific, logical, essential and cost effective strategy.

N M El Nour; (1992) assessed the effect of teaching about weaning it showed that 76% of mothers and 54% of fathers were illiterate. The mothers were interviewed at baseline on their weaning knowledge and practice, and then re-interviewed after having been taught relevant information. Mothers' weaning-related to knowledge were significantly improved by the nutrition education intervention.

In a similar study, **More UjwalaRamchandra et al.; (2017)** assessed the Effectiveness of Planned Teaching Program on Knowledge Regarding Intervention of Weaning Diet among Mothers of Infant Admitted in Krishna Hospital Karad. Out of 50 Mothers of infant in pretest 15(30%) having poor knowledge, 35(70%) having average knowledge, 0(0%) having good knowledge. post test shows 0% poor knowledge, 39(78%) having average knowledge, 11(22%) having good knowledge.

Table IV depicts the percentage of distribution of participants level of practice. It shows 56.5% moderately satisfied, 24.5% dissatisfied and 19.0% poor in pre-test level of practice while in post test 70.5% highly satisfied, 28.5% moderately satisfied and 1.0% dissatisfied. Table V shows the difference between pretest and posttest mean, the pretest practice shows 1.94 and 2.70 in posttest. The calculated 't' value (13.922) was much higher than the tabulated 't' value (1.972) at the 0.05 level of significance. Thus it was statistically interpreted that the planned teaching programme among mothers improves the practice on complementary feeding.

Similarly, **Rathi S, Salunkhe; (2003)** done a study on infant feeding practices in Belgaum result showed that gain in practice score was 6% to 90% in related to complementary feeding. Indicates that in the pre test only one subject had good level of knowledge of competencies on complementary feeding but in post test 42 subjects had good level of knowledge on complementary feeding. It is crystal clear that improvement in level of knowledge and knowledge of competencies definitely due to implementation of PTP on complementary feeding.

Nita B et al., (2004) revealed the effect was greater in the subgroup of male infants. Energy intakes from complementary foods overall were significantly higher in the intervention group children at 9 months ($P < 0.001$). It shows that improving complementary feeding practices through existing services is feasible.

Similar findings were reported in a study conducted by **Ladzani R, Steyn N, Nel J. (2006)** on nutritional education intervention programme. Result of the study was

that there was improvement in practices of the caregivers of infants on complementary feeding.

In table VI, the percentage of distribution of participant's level of attitude, it shows 79.5% negative in pretest and 27.0% negative in posttest whereas 20.5% positive in pretest and 73.0% positive in posttest after the intervention of teaching programme. Table VII shows the difference between pretest and posttest mean, the pretest attitude shows 1.20 and 1.73 in posttest. The calculated 't' value (12.713) was much higher than the tabulated 't' value (1.972) at the 0.05 level of significance. Thus it was statistically interpreted that the planned teaching programme enhanced the knowledge of mothers which was effective in changing the attitude of mothers among mothers on complementary feeding.

B.O. Ogunba, (2006) in a study regarding breast-feeding, complementary feeding and attitude towards child feeding of 384 women with children between the ages of 0-24 months in Nigeria revealed: only 24% of the women practiced exclusive breast feeding and majority (48.8%) terminate breast feeding at age 12 months. 81.3% of the women have indifferent attitude towards the feeding of their children. Mothers with favourable attitude were only 20% and 3.5% had unfavourable attitude.

(After extensive search on the study related to attitude, it was found that the literature was very limited)

Thus it was statistically interpreted that the planned teaching programme enhanced the knowledge of mothers which was effective in changing the attitude and practice of mothers on complementary feeding.

To find the association of knowledge level among the mothers with demographic variables.

In the present study, statistically in Section III of table VIII shows the association between pretest knowledge score and selected demographic variables. Chi-square was used to determine the association between the pre-test knowledge score and

selected demographic variable. It reveals that the variable age, education, occupation, family income, number of children and source of information status of mother are independent of each other. The chi-square calculated value is less than chi-square tabulated value.

In a similar study in Pakistan, **Perveen Liaqat, et al.; (2006)** highlighted that maternal education and complementary feeding, the study showed positive relationship was found between the nutritional status of infants and educational status of mothers ($P < 0.001$). Similar relationship was observed between the educational status of respondents and the introduction of complementary foods at an appropriate age (six months) of infants ($P < 0.001$)

Further **Merita Berisha et al.; (2017)** in a cross sectional study in all regions of Kosovo assessed knowledge, attitudes and practices regarding complementary feeding among 492 mothers with children between 6-24 months at the national level with a confidence level of 95%, Overall, 88.4% of respondents had good knowledge of complementary feeding, while only 38.4% of mothers had good practices regarding time for starting complementary feeding. There was association between maternal knowledge and level of education for complementary feeding.

In another study, **Aggarwal A, et al.; (2008)** revealed that Knowledge regarding appropriate timing and consistency varied significantly with maternal education and paternal education (Chi-square $P < 0.05$). On multiple logistic regression only maternal education of graduate level correlated with knowledge of timing of CF ($P = 0.089$. OR- 3.5, CI 0.826–15.2).

From the above discussion it can be concluded that the knowledge level of mothers regarding complementary feeding is significantly high. It was discussed that there is a partial association between the selected variables and the level of knowledge on complementary feeding.