



THE EFFECT OF VIDEO-ASSISTED MODULE ON KNOWLEDGE AND PRACTICE REGARDING EXPRESSION AND STORAGE OF BREAST MILK AMONG EMPLOYED POSTNATAL MOTHERS

Nursing

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ABSTRACT

Breastfeeding is a complex process influenced by social, psychological, and physiological factors. Employed postnatal mothers often face challenges in continuing breastfeeding due to work-related constraints and lack of knowledge regarding expression and storage of breast milk. This study aimed to assess the effectiveness of a video-assisted educational module on improving knowledge and practice related to breast milk expression and storage among employed postnatal mothers. A pre-experimental one-group pre-test and post-test design was used. The study was conducted in residential areas of the metropolitan city. Sixty employed postnatal mothers who met inclusion criteria were selected using systematic sampling. Baseline knowledge and attitudes were assessed, followed by administration of a structured video-assisted teaching module. Post-test evaluation was conducted after seven days using the same tool. Data were analyzed using paired t-tests and correlation analyses. The mean knowledge score significantly increased from 10.08 ± 1.89 (pre-test) to 19.63 ± 2.16 (post-test) ($t=51.6$, $p<0.001$). Attitude scores improved from 13.03 ± 1.84 to 22.93 ± 1.92 ($t=34.7$, $p<0.001$). A positive correlation was observed between knowledge and attitude scores post-intervention. The video-assisted module significantly enhanced knowledge and attitudes regarding expression and storage of breast milk among employed postnatal mothers, suggesting that such educational interventions can support breastfeeding continuation among working mother

KEYWORDS

Breast feeding, Employed Mothers, Video assisted module

INTRODUCTION

Breastfeeding represents a critical biological and social interaction between mother and infant, offering numerous health benefits. However, various psychological, environmental, and social factors—including maternal education, occupation, and family support—can influence breastfeeding initiation and continuation. The first feed holds cultural and physiological significance, often celebrated as an important ritual in many societies. In 1992, UNICEF and WHO launched the Baby Friendly Hospital Initiative (BFHI) to promote breastfeeding through standardized practices and education among healthcare workers and parents. Despite these efforts, employed mothers often wean earlier than non-employed counterparts due to workplace challenges, lack of support, and inadequate knowledge of breast milk expression and storage. This leads to increased infant morbidity due to premature cessation of breastfeeding. With the increasing participation of women in the workforce (up to 82-86% in recent surveys), addressing breastfeeding barriers in employed mothers has become imperative. Teaching breast milk expression and storage skills before returning to work may support mothers in maintaining breastfeeding, thus protecting infant health. This study aimed to evaluate the effectiveness of a video-assisted teaching module designed to improve knowledge and practice related to breast milk expression and storage among employed postnatal mothers residing in the metropolitan city.

Methodology

A pre-experimental, one-group pre-test, post-test design was employed to assess the intervention's effectiveness. The study was conducted in residential areas of the metropolitan city, targeting employed postnatal mothers residing there. Sixty employed postnatal mothers who met inclusion criteria were selected via systematic sampling. Inclusion criteria was employed postnatal mothers (primipara) A structured questionnaire assessing knowledge and attitudes regarding expression and storage of breast milk was developed and validated by nursing experts. Reliability was confirmed using the split-half method ($r=0.71$). A pilot study tested the tool's practicability. Following the pre-test, participants received a structured video-assisted teaching module on expression and storage of breast milk. After seven days, a post-test was conducted using the same questionnaire. Data were analyzed using descriptive statistics, paired t-tests to compare pre- and post-test scores, and Pearson correlation to examine relationships between knowledge and attitudes.

RESULTS

Demographic Profile

Among 60 mothers, age distribution was as follows: 25% aged 22-26 years, 40% aged 27-30 years. Education levels varied: 10% illiterate, 43.3% collegiate, and 11.67% professional graduates. Occupational status included government employees (13.33%), private employees (45%), and daily wagers (41.67%). Majority (65%) lived in joint

families.

Comparison between mean and standard deviation of pre test and post test score

The mean improvement in knowledge was 9.5 ($SD=1.4$), and attitude improved by 9.9 ($SD=2.2$). The paired t-test indicated statistically significant improvement in both knowledge ($t=51.6$, $p<0.001$) and attitude ($t=34.7$, $p<0.001$).

VARIABLES	PRE TEST		POST TEST	
	Mean	SD	Mean	SD
Knowledge	10.08	1.89	19.63	2.16
Attitude	13.03	1.84	22.93	1.92

Correlation

POST TEST KNOWLEDGE SCORE	POST TEST ATTITUDE SCORE				TOTAL		CORRELATION
	GOOD		FAIR		N	%	
MODERATE	8	13.03	12	20	20	33.03	0.134*
ADEQUATE	16	26.07	24	40	40	66.07	

Correlation between knowledge and attitude on expression and storage of breast milk

A positive correlation was observed between knowledge and attitude scores post-intervention, indicating that increased knowledge was associated with improved attitudes towards breast milk expression and storage.

DISCUSSION

This study demonstrates that a video-assisted teaching module effectively enhances knowledge and attitudes among employed postnatal mothers regarding breast milk expression and storage. These findings align with previous research showing educational interventions improve breastfeeding practices and maternal confidence, particularly in employed mothers facing work-related challenges.

The positive correlation between knowledge and attitude suggests that comprehensive education may foster more favourable attitudes, potentially increasing breastfeeding duration despite employment demands. Given the rising workforce participation of women, integrating such interventions into postnatal care may support

successful breastfeeding continuation.

Limitations include the pre-experimental design without a control group, limiting causal inference. Future studies should consider randomized controlled trials and long-term follow-up to assess sustained impact on breastfeeding outcomes.

CONCLUSION

The video-assisted module significantly improved knowledge and attitudes related to breast milk expression and storage among employed postnatal mothers. Incorporating structured educational tools into postpartum care may empower working mothers to sustain breastfeeding, contributing to infant health and nutrition.

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