

Effectiveness of Structured Teaching Program on Knowledge Regarding Home-Based Postnatal Care Among Primi Postnatal Mothers in Selected Maternity Health Centers at Bangalore

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Abstract: Background: Postnatal care is one of the most vital aspects of maternal health services aimed at reducing morbidity and mortality among mothers and newborns. This study assessed the effectiveness of a Structured Teaching Program (STP) on knowledge regarding home-based postnatal care among primi postnatal mothers. Method: A quasi-experimental one-group pre-test post-test design was adopted with 60 primi postnatal mothers selected through non-probability convenience sampling. Structured questionnaires assessed pre- and post-test knowledge levels. Results: Pre-test results revealed that 76.7% of respondents had inadequate knowledge, while post-test results showed 83.3% had adequate knowledge. The mean percentage increased from 35.6% to 90.4%, with a paired t-test value of 45.16, indicating statistical significance ($p < 0.05$). Conclusion: The STP effectively enhanced the mothers' knowledge regarding home-based postnatal care. **Keywords:** Home-based postnatal care, Structured Teaching Program, Knowledge, Primi postnatal mothers.

Keywords: home-based postnatal care, maternal education, structured teaching program, primi mothers, knowledge improvement

1. Introduction

Postnatal care is crucial in preventing complications and promoting the health and well-being of both mother and child. The postnatal period, defined as the first six weeks after delivery, is recognized by the World Health Organization (WHO) as the most critical and yet neglected phase of maternal health. Home-based postnatal care ensures that new mothers receive continuous care, guidance, and support while adjusting to the physical and emotional demands of motherhood. Despite its importance, awareness and adherence to proper postnatal care practices remain inadequate, especially among primi postnatal mothers. This study was conducted to assess the effectiveness of a structured teaching program in improving knowledge related to postnatal diet, breastfeeding, hygiene, exercises, family planning, and newborn care.

2. Methodology

A quasi-experimental one-group pre-test post-test design was utilized. The study was conducted among 60 primi postnatal mothers at selected maternity health centers in Bangalore. Participants were selected using non-probability convenience sampling. A structured questionnaire consisting of 30 items was used to evaluate knowledge levels before and after the Structured Teaching Program (STP). The STP was developed based on literature review and expert validation, covering components of home-based postnatal care such as diet, breastfeeding, hygiene, exercises, family planning, and newborn care. Data were collected over a one-month period and analyzed using descriptive and inferential

statistics including mean, standard deviation, paired t-test, and chi-square test.

3. Results

The findings of the study indicated a significant improvement in knowledge levels following the Structured Teaching Program (STP). In the pre-test, 76.7% of respondents had inadequate knowledge, 23.3% had moderate knowledge, and none had adequate knowledge. After the intervention, 83.3% of respondents showed adequate knowledge, 16.7% had moderate knowledge, and none remained in the inadequate category. The mean percentage score increased from 35.6% in the pre-test to 90.4% in the post-test, with a paired t-test value of 45.16, indicating statistical significance at $p < 0.05$. This improvement confirms that the structured educational intervention effectively enhanced awareness and understanding of essential postnatal care practices.

Table 1: Distribution of Knowledge Levels among Primi Postnatal Mothers

Knowledge Level	Pre-test (%)	Post-test (%)
Inadequate	76.7	0
Moderate	23.3	16.7
Adequate	0	83.3

Table 2: Mean Percentage, t-value and Significance of Knowledge Scores

Test	Mean (%)	t-value	p-value
Pre-test	35.6	45.16	<0.05
Post-test	90.4	-	-

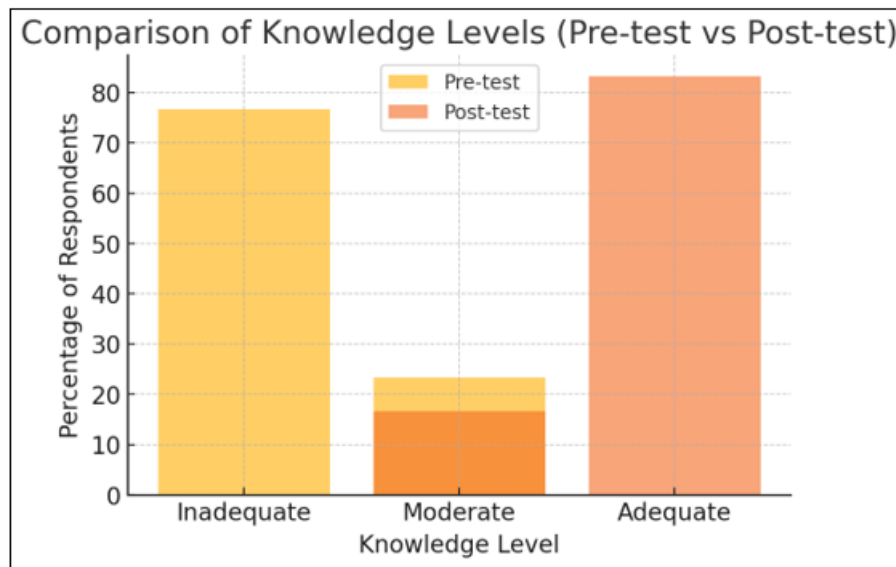


Figure 1: Comparison of Knowledge Levels (Pre-test vs Post-test)

4. Discussion

The study demonstrates that structured educational interventions significantly enhance knowledge among primi postnatal mothers regarding home-based postnatal care. Findings align with similar studies emphasizing the role of health education in empowering mothers to adopt appropriate postnatal practices. Improved knowledge on aspects such as diet, breastfeeding, and hygiene translates into better maternal and neonatal outcomes. The positive association of demographic variables such as age and residence with knowledge improvement suggests that educational programs should be tailored to address specific community needs. The findings reaffirm that structured teaching programs are effective, feasible, and should be integrated into routine maternal health services to reduce complications during the postnatal period.

5. Conclusion

The study concluded that the Structured Teaching Program (STP) was highly effective in improving the knowledge of primi postnatal mothers regarding home-based postnatal care. There was a significant increase in post-test knowledge scores, indicating that structured education plays a vital role in promoting maternal health awareness. Healthcare institutions should adopt such teaching programs as part of routine postnatal counseling to enhance self-care practices among new mothers. Ongoing community-based interventions and regular reinforcement of knowledge are recommended to sustain the improvements achieved through educational initiatives.

6. Recommendations

- 1) Conduct regular structured teaching programs on home-based postnatal care for new mothers.
- 2) Include postnatal education in antenatal classes to prepare mothers beforehand.
- 3) Encourage health workers to conduct follow-up visits for continued guidance.

- 4) Develop visual and digital educational materials in local languages for wider outreach.
- 5) Implement community-level awareness campaigns to promote evidence-based postnatal practices.

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