**Original Article**

# A Study to Assess the Effectiveness of a Self-Instructional Module on Knowledge Regarding Baby Bottle Syndrome among B.Sc. Nursing 3rd Year Students and Post Basic Nursing 1st Year Students in Selected Nursing Colleges of District Faridkot, Punjab

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**Abstract**

**Introduction:** One of the most common dental disorders that may harm an infant or young child's teeth is Baby Bottle Syndrome. The top front teeth, which have such an impact on your child's smile, are the most at risk of decay, but the Baby Bottle Syndrome puts other teeth at risk as well. It is mostly brought on by a child's teeth being exposed to sugary drinks for extended periods of time during meals and snacks. Sweetened liquids, such as milk, formula, fruit juice, and the like An early childhood caries (ECC) and Baby Bottle Tooth Decay condition that affects infants and toddlers. This illness has a large and country-wide incidence rate, according to social status, ethnicity, and eating habits. Although it is only 1 to 12% in economically advanced countries, it may reach up to 70% in underdeveloped countries, making it critical for children to have a thorough understanding of the Baby Bottle Syndrome in order to avoid any issues or complications that may arise as a result.

**Aim of the Study:** The Aim of The Study is "to assess the Knowledge of B.Sc. Nursing 3rd Year students and PostBasic Nursing 1st Year students regarding Baby Bottle Syndrome Using Self-Instructional Module."

**Material & Methods:** A pre-experimental study design with one group pre-test and post-test was adopted. 200 B.Sc. Nursing 3rd year students and Post Basic Nursing 1st Year students from Nursing colleges in the district of Faridkot, Punjab, were chosen using the purposive sampling technique, after administering the self-instructional module on Baby Bottle Syndrome. On the seventh day, a post-test was administered to measure the knowledge of the students. "J.W. Kenny's System Open System Model was used as a conceptual framework for the study."

**Results:** This result revealed that there is a significant improvement in the knowledge of B.Sc. Nursing 3rd Year students and PostBasic Nursing 1st Year students regarding Baby Bottle Syndrome Using Self-Instructional Module. When compared to the pre-test mean i.e., $12.23 \pm 3.221$, the post-test mean was $18.01 \pm 2.818$. and Mean difference was (5.785). After applied the paired t test; results showed that $t199=24.985$, $p=0.001$ which is very significant at the 0.01 level of significance. As a result, the null hypothesis is rejected in favor of the alternative. The research found that "Self-Instructional Module on Baby Bottle Syndrome (BBS) may help nursing students better understand the condition."

**Conclusion:** The "Baby Bottle Syndrome Self-Instructional Module is beneficial in enhancing the Baby Bottle Syndrome knowledge of B.Sc. Nursing 3rd Year and Post Basic Nursing 1st Year students."

**Keywords:** Baby Bottle Syndrome, Early Childhood Caries, Baby Bottle Tooth decay, Self-Instructional Module, Effectiveness, Knowledge, B.Sc. Nursing 3rd Year students, PostBasic Nursing 1st Year students.

## INTRODUCTION

*"Children are the greatest gift of God to mankind. Our love and care for them is ourgreatest gift to God who gave them to us".*

*- Godwin Orovwiroro*

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Babies that utilize a Baby Bottle as a sleep aid are sometimes referred to as having "Baby Bottle Syndrome" or "Baby Bottle Tooth Syndrome," respectively. Liquid from the Bottle pools behind the kid's teeth when the youngster falls asleep with a full bottle in his or her mouth. The enamel on those little teeth becomes ruined because the germs that cause cavities have the time and sugar they require. The nipple end of the bottle prevents saliva from washing out carbohydrates from the top incisors, which is the most common site of early childhood cavities. The bottom front teeth may also be impacted, despite the fact that saliva and the tongue are better able to protect them.

Preventing dental caries in young children is still a major issue in developed and developing nations alike, even though the frequency of dental caries in Western children has declined significantly. Variations in the prevalence of (ECC) Early Dental Caries may be seen not just among countries and regions but also across racial/ethnic groups, socioeconomic position, way of life, dietary habits, and dental hygiene practices. According to a survey of the literature, the incidence of Early dental caries ranges from 1 to 12% in fully developed nations. It has been estimated that 70% of the population in developing nations and the most vulnerable segments in affluent countries are affected. Low-income families are more likely to have children with early dental caries. From 11.4% in Sweden to 7 to 19.0% in Italy, the frequency was found in a wide variety of countries. Few Middle Eastern nations, such as Palestine (76%) and the United Arab Emirates, have recorded a significant frequency of early dental caries (83%). In Europe, epidemiological studies have shown that considerable percentages of preschoolers have Early Dental caries, indicating the widespread prevalence. Early dental caries affects a large percentage of the population, with the poorest households bearing the brunt of the condition.

Because infant feeding is essential to meet the nutritional and immunological stages of the baby, and the Baby Bottle Syndrome mainly consider one specific cause of tooth decay and early dental caries as it mostly occurs due to the prolonged exposure to milk or sugary liquids that are mainly milk or sugary liquids. Baby Bottle Syndrome may occur in children who drink milk or juice during nap and sleep, as well as those who ignore their oral hygiene. This has a significant effect on the dental health of Children, as well. In addition, I worked in a pediatric ward during my "B.Sc. Nursing 3rd year and M.Sc. Nursing degree." Many of the women feed their children with bottles, even if they use unsanitary methods to feed their children. Children who rely heavily on Bottle feeding have dental difficulties, dental caries, delayed tooth development, discoloration of teeth, oral thrush, and early tooth decay because of their dependence on bottle feeding. As a researcher, I worked in the NICU and OPD of a children's hospital and an immunization clinic. Researchers often saw that graduate students were unaware of the Baby Bottle syndrome. He thought it was sad. Despite the fact that they didn't teach women to avoid bottle feeding, surgery, liquids and dental appointments because they are aspiring nurses, they still need to know enough about the topics mentioned to be effective in the future. As a result, researchers believe that nursing students have enough understanding about Baby Bottle Syndrome to serve as effective educators of their patients' families. Students may learn more about this subject by using the "Self-Instructional Module."

## PROBLEM STATEMENT
A study to assess the effectiveness of the Self-Instructional Module on Knowledge regarding Baby Bottle Syndrome among B.Sc. Nursing 3rd Year students and Post Basic Nursing 1st Year students in selected Nursing Colleges of the district Faridkot, Punjab.

## AIM OF THE STUDY
The aim of the study is to assess the Knowledge of B.Sc. Nursing 3rd Year students and Post Basic Nursing 1st Year students regarding Baby Bottle Syndrome Using Self-Instructional Module.

### Objectives of the Study
- To assess the Knowledge regarding Baby Bottle Syndrome among B.Sc. Nursing 3rd year students and Post Basic Nursing 1st year students in selected Colleges of the district Faridkot, Punjab.
- To evaluate the effectiveness of the self-instructional module on knowledge regarding Baby Bottle Syndrome in terms of gain in post-test Knowledge among B.Sc. Nursing 3rd year students and Post Basic Nursing 1st year students in selected Nursing Colleges of the district Faridkot, Punjab.
- To find out the association between pre- and post-test regarding Baby Bottle Syndrome Knowledge score with socio-demographic variables.

## RESEARCH METHODOLOGY
A clear research technique was developed and put into practice in order to accomplish the study's declared goals. The present study's approach is explained below.

### Selection and Description of Research Setting
Investigator selected this College and easy to cooperation of students studying in these Colleges.

All five selected 5 nursing colleges were included in the study (one for the pilot study and 04 for the main study).

The present study was conducted among "B.Sc. Nursing 3rd year students and Post Basic Nursing 1st year students in selected Nursing Colleges of the district Faridkot, Punjab

### Selection and Development of The Tool
On the basis of a developed framework to achieve the objectives of the study. The self -structured questionnaire was planned for the "knowledge assessment of B.Sc. Nursing

**STUDY POPULATION**

B.Sc. Nursing 3rd year students and Post Basic Nursing 1st year students in selected Nursing Colleges of district Faridkot, Punjab.

**SAMPLE SIZE**: "200 B.Sc. Nursing 3rd year students and Post Basic Nursing 1st year students in selected Nursing Colleges of district Faridkot, Punjab".

**SAMPLING TECHNIQUE**

Purposive Sampling Technique

**VARIABLE UNDER STUDY**

"INDEPENDENT VARIABLES: Self-Instructional Module regarding Baby Bottle Syndrome

DEPENDENT VARIABLES: Knowledge of B.Sc.Nursing 3rd year students and Post Basic Nursing 1st year students."

**TOOL**

"**PART A:** A Socio-Demographic profile.

**Pre-Test:** Conducted on 1st day

**Self-Instructional Module:** Administered on 1st day

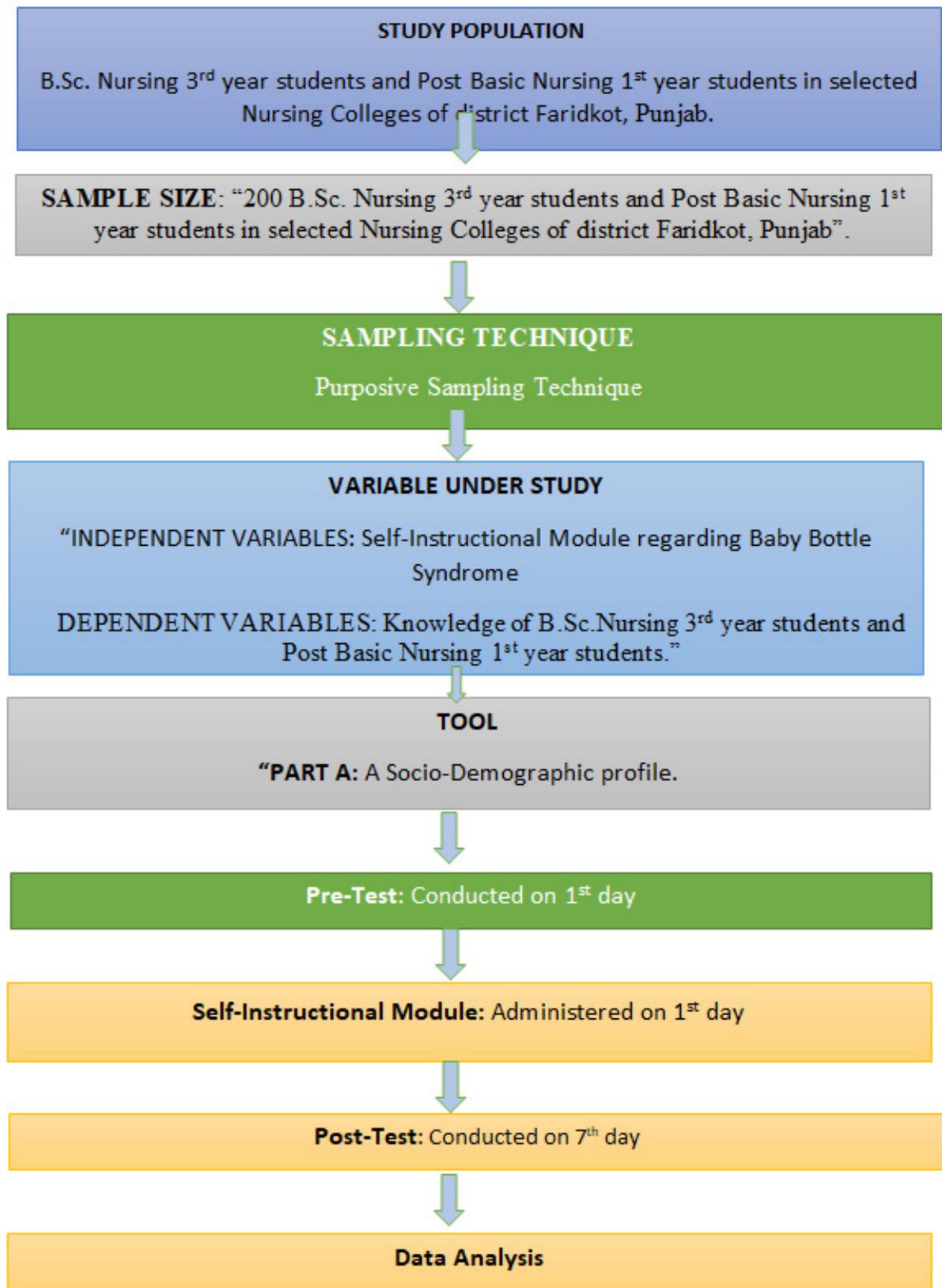**Post-Test:** Conducted on 7th day

**Data Analysis**

**Figure 1:** Schematic representation of methodology

**Table 1:** Distribution of First-Year Post-Basic Nursing Students and Third-Year B.Sc. Nursing Students by Selected Nursing Colleges in District Faridkot, Punjab

| S. No. | Nursing colleges |
|--------|------------------|
| 1. | Baba Banda Bahadur College of Nursing, Faridkot |
| 2. | Baba Farid College of Nursing, Faridkot |
| 3. | Dashmesh College of Nursing, Faridkot |
| 4. | Malwa College of Nursing, Faridkot |
| 5. | University College of Nursing, Faridkot. |

**Table 2:** Criterion measure

| Maximum Score=25 | | Minimum Score=0 | |
|------------------|----|----|----|
| Level of knowledge | Scoring (%) | Scoring | Coding |
| Excellent | >80 | >20 | 1 |
| Good | 50-80 | 13-20 | 2 |
| Average | <50 | <13 | 3 |

3$^{rd}$ year students and Post Basic Nursing 1$^{st}$ year students regarding Baby Bottle Syndrome."

"After an extensive review of literature and discussion with the guide and co-guide and other experts, tool was prepared to assess the socio-demographic data and level of knowledge regarding Baby Bottle Syndrome."

"SECTION A: Socio-demographic profile. It consists of 09 items.

SECTION B: Self- Structured questionnaire, it consists of 25 items to assess the knowledge of B.Sc. Nursing 3$^{rd}$ year students and Post Basic Nursing 1$^{st}$ year students regarding Baby Bottle Syndrome."

## Development and Description of Self-Instructional Module

A self-Instructional Module (SIM) was created in accordance with the intended goals. The researcher followed many processes in building a Self-Instructional Module, including the selection and arrangement of information, the design of the format and the creation of a content blueprint, the creation of a first draft, and validation.

## Preparation of Self-Instructional Module

The self-Instructional module was developed after a review of literature, seeking the opinion of experts, internet books, journals and from personal experiences. The main factors considered for the preparation of a self-instructional module are convenience, self-pacing and independent study. Appropriate and colorful illustrations were incorporated to enhance understanding. It is envisaged that self-pacing would give learning opportunities to both slow and fast learners. The final draft of the self-instructional module was prepared after suggestions given by the experts.

The self-instructional module consisted of an introduction, and definition, incidence, causes, signs and symptoms, diagnosis, effects, management, prevention, and conclusion regarding Baby Bottle Syndrome.

The steps involved in the development of the self -Instructional Module were

- Preparation of the first draft of the SIM (Self-Instructional Module) regarding Baby Bottle Syndrome
- Selection of the content of the self-instructional module
- Organization of the content
- Content validity of the self-instructional module
- Editing of self-instructional module
- Preparation of the final draft of the self-instructional module
- Given the self -instructional module for the B.Sc. Nursing 3$^{rd}$ year students and Post Basic Nursing 1$^{st}$ year students in selected Nursing Colleges of the district Faridkot, Punjab."

## Description of the Final Tool

- The tool for data collection consists of two sections.

## Section A: Socio-demographic Profile

- It consists of 09 items: Age, Sex, Residence, class, types of college, Marital status, Source of information previous Knowledge, and attended any additional workshop/ Seminar related to Baby Bottle Syndrome.

## Section B: Self- Structured questionnaire.

It consists of 25 items to assess the knowledge of B.Sc. Nursing 3$^{rd}$ year students and Post Basic Nursing 1$^{st}$ year students regarding Baby Bottle Syndrome

## ANALYSIS AND INTERPRETATION OF DATA

### Section-I

Finding related to Socio-demographic Profile of B.Sc. Nursing 3$^{rd}$ Year Students & Post Basic Nursing 1$^{st}$ Year Students.

### Section II

Findings related to Information of Baby Bottle Syndrome (BBS) among B.Sc. Nursing 3$^{rd}$ Year Students & Post Basic Nursing 1$^{st}$ Year students.

### Section III

Findings related to the pre-test level of Knowledge regarding Baby Bottle Syndrome (BBS) among B.Sc. Nursing 3$^{rd}$ Year students & Post Basic Nursing 1$^{st}$ Year students.

### Section IV

Findings related to Post-test Level of Knowledge regarding Baby Bottle Syndrome among B.Sc. Nursing 3$^{rd}$ Year students & Post Basic Nursing 1$^{st}$ Year students.

### Section V

Findings related to the effectiveness of the Self-Instructional Module on knowledge regarding Baby Bottle Syndrome (BBS) among B.Sc. Nursing 3rd year Students & Post Basic Nursing Year Students.

Table 8 shows the effectiveness of the self-instructional module on knowledge regarding Baby Bottle Syndrome (BBS) among B.Sc. Nursing 3$^{rd}$ year Students & Post Basic Nursing Year Students.

**Table 3:** Socio-demographic Profile of Nursing Students of B.Sc. Nursing 3rd Year Students & Post Basic Nursing 1st Year Students N=200

| S. No. | Variables | F | % |
|---|---|---|---|
| 1. | Age (years) | | |
| | 18–20 | 63 | 31.5 |
| | 21–23 | 119 | 59.5 |
| | Above 23 | 18 | 9.0 |
| 2. | Gender | | |
| | Male | 43 | 21.5 |
| | Female | 157 | 78.5 |
| 3. | Residence | | |
| | Rural | 110 | 55.0 |
| | Urban | 90 | 45.0 |
| 4. | Marital Status | | |
| | Single | 180 | 90.0 |
| | Married | 20 | 10.0 |
| 5. | Type of Colleges | | |
| | Government | 98 | 49.0 |
| | Private | 102 | 51.0 |
| 6. | Class | | |
| | B.Sc.(N) 3rd Year | 139 | 69.5 |
| | Post Basic Nursing 1st Year | 61 | 30.5 |

**Table 4:** Information on Baby Bottle Syndrome (BBS) among Nursing Students of B.Sc. Nursing 3rd Year Students & Post Basic Nursing 1st Year students.

N=200

| S. No. | Variables | f | % |
|---|---|---|---|
| 1. | Previous information regarding BBS | | |
| | Yes | 59 | 29.5 |
| | No | 141 | 70.5 |
| 2. | Sources of Information regarding BBS (n=59) | | |
| | Book/Journals | 20 | 33.9 |
| | Teacher & Friends | 7 | 11.9 |
| | Health Personnel | 23 | 38.9 |
| | Social Media | 9 | 15.3 |
| 3. | Attended Workshop/ Seminar on BBS | | |
| | Yes | 51 | 25.5 |
| | No | 149 | 74.5 |

**Table 6:** Frequency and Percentage distribution of Pre-test Level of Knowledge regarding Baby Bottle Syndrome (BBS) among B.Sc. Nursing 3rd Year students & Post Basic Nursing 1st Year Students. N = 200

| S. No. | Level of Knowledge | f | % |
|---|---|---|---|
| | Good | 86 | 43.0 |
| | Average | 114 | 57.0 |
| | Excellent | 0 | 0 |

The pre-test mean score was $12.23 \pm 3.221$, while the post-test mean score was $18.01 \pm 2.818$. The mean difference was 5.785. So, here Paired t test was applied to find out statistically difference between pre and post-test scores of knowledge regarding Baby Bottle Syndrome (BBS). The result found that $t_{199} = 24.985$, $p = 0.001$, which indicate highly significant result at the 0.01 level. Hence Null hypothesis is rejected and the alternative hypothesis is accepted. The study concluded that the self-instructional module is effective in enhancing the knowledge of baby bottle syndrome (BBS) among nursing students.

Objective 3: To find out the association between pre and post-test regarding Baby Bottle Syndrome Knowledge score with socio-demographic variables.

## Section VI

Findings related to association Between pre-test regarding Baby Bottle Syndrome (BBS) Knowledge Score with Socio-demographic variables among B.Sc. Nursing 3rd Year Students & Post Basic Nursing 1st Year students.

## Section VII

Findings related to association between pre-test on Information regarding Baby Bottle Syndrome (BBS) Knowledge Score with Socio-demographic variables. Among B.Sc. Nursing 3rd Year Students & Post Basic Nursing 1st Year students.

## Section VIII

Findings related to association Between post-test regarding Baby Bottle Syndrome (BBS) Knowledge Score with Socio-demographic variables among B.Sc. Nursing 3rd Year Students & Post Basic Nursing 1st Year students.

## Section IX

Findings related to association between post-test on Information regarding Baby Bottle Syndrome (BBS) Knowledge Score with Socio-demographic variables among B.Sc. Nursing 3rd Year Students & Post Basic Nursing 1st Year students.

**Table 5:** Pre-test Level of Knowledge regarding Baby Bottle Syndrome (BBS) among B.Sc. Nursing 3rd Year Students & Post Basic Nursing 1st Year Students

| S. No. | Aspect of knowledge items | Maximum possible score | Maximum obtained score | Minimum obtained score | Mean score Pre-test | Median Score Pre-test | SD pre-test |
|---|---|---|---|---|---|---|---|
| 1. | 25 questions regarding Baby Bottle Syndrome (BBS) | 25 | 20 | 4 | 12.23 | 12.00 | 3.221 |

**Table 7:** Post-test Level of Knowledge regarding Baby Bottle Syndrome (BBS) among B.Sc. Nursing 3rd Year Students & Post Basic Nursing 1st Year Students. Table: Post-test

| S. No. | Aspect of knowledge items | Maximum possible score | Maximum obtained score | Minimum obtained score | Mean score Post-test | Median Score Post-test | SD Post-test |
|---|---|---|---|---|---|---|---|
| 1. | 25 questions regarding Baby Bottle Syndrome (BBS) | 25 | 24 | 10 | 18.01 | 18.00 | 2.818 |

**Table 8:** Frequency and Percentage distribution of Post-test Level of Knowledge regarding Baby Bottle Syndrome (BBS) among B.Sc. Nursing 3rd Year students & Post Basic Nursing 1st Year Students.

N = 200

| S. No. | Level of Knowledge | f | % |
|---|---|---|---|
| 1 | Excellent | 42 | 21.0 |
| 2 | Good | 150 | 75.0 |
| 3 | Average | 8 | 4.0 |

## Discussion In Reference To Other Related Studies

The result of the present study shows that the Self-Instructional regarding "Baby Bottle Syndrome among B.Sc. Nursing 3rd Year students and Post Basic Nursing 1st year students" was effective in improving the knowledge of the "B.Sc. Nursing 3rd year students and Post Basic Nursing 1st Year students. When conducted on 200 subjects of selected Nursing Colleges of the district Faridkot, Punjab. The Findings of the present study concluded that the pre-test mean score was $12.23 \pm 3.221$ while the post-test mean score was $18.01 \pm 2.818$.

The mean difference was 5.785. So here paired t-test was applied to find out statistically difference between pre- and post-test scores of knowledge regarding "Baby Bottle Syndrome (BBS)". The result found that $t_{199} = 24.985$, $p = 0.001$, which indicate significant at the 0.01 level. Hence Null hypothesis is rejected and the alternative hypothesis is accepted. The study concluded that the self-instructional module is effective in enhancing the knowledge of" baby bottle syndrome (BBS)" among nursing students. Whereas the chi-square test is applied to find the association, Pre-test Gender, types of colleges, previous information regarding baby bottle syndrome are highly significant, whereas age, Residence, Marital status, class, sources of information and additional workshop/seminar on Baby Bottle Syndrome are found non-significant at the 0.05 level.

On the other hand, to find the association post-test, chi-square **is** applied to age, gender, and marital status, which are found Significant whereas residence, type of colleges, class, previous

**Table 10:** Association between pre-test regarding Baby Bottle Syndrome knowledge score with socio-demographic variables.

N = 200

| S. No. | Variables | Knowledge Good | Knowledge Average | $\chi^2$ values | df | p-value |
|---|---|---|---|---|---|---|
| 1. | Age (years) | | | | | |
| | 18–20 | 26 | 37 | | | |
| | 21–23 | 55 | 64 | 2.282 | 2 | .320[NS] |
| | Above 23 | 5 | 13 | | | |
| 2. | Gender | | | | | |
| | Male | 7 | 36 | | | |
| | Female | 79 | 78 | 15.957 | 1 | .001[*] |
| 3. | Residence | | | | | |
| | Rural | 50 | 60 | | | |
| | Urban | 36 | 54 | .601 | 1 | .438[NS] |
| 4. | Marital Status | | | | | |
| | Single | 81 | 99 | | | |
| | Married | 5 | 15 | 2.938 | 1 | .087[NS] |
| 5. | Type of Colleges | | | | | |
| | Government | 53 | 45 | | | |
| | Private | 33 | 69 | 9.628 | 1 | .002[*] |
| 6. | Class | | | | | |
| | B.Sc. Nursing 3rd Year | 60 | 79 | | | |
| | Post Basic Nursing 1st Year | 26 | 35 | .005 | 1 | .943[NS] |

*=significant at 0.05 level

**Table 9:** Effectiveness of the Self-Instructional Module on knowledge regarding Baby Bottle Syndrome (BBS) among B.Sc. Nursing 3rd year Students & Post Basic Nursing year Students.

N=200

| S. No. | Knowledge score | Mean | SD | MD | t value | Df | p value |
|---|---|---|---|---|---|---|---|
| 1 | Pre-test Score | 12.23 | 3.221 | 5.785 | 24.985 | 199 | .001* |
| 2 | Post-test Score | 18.01 | 2.818 | | | | |

NB: SD= Standard deviation, MD=Mean difference, df= degree of freedom, *=significant at 0.01 level

**Table 11:** Association between pre-test on Information Regarding Baby Bottle Syndrome (BBS) Knowledge Score with Socio-demographic variables N=200

| S. No. | Variables | Knowledge | | $\chi^2$ value | df | p-value |
|--------|-----------|-----------|---------|---------|----|----|
| | | Good | Average | | | |
| 7. | Previous information regarding Baby Bottle Syndrome | | | | | |
| | Yes | 19 | 40 | 3.980 | 1 | .046* |
| | No | 67 | 74 | | | |
| 8. | Source of Information regarding Baby Bottle Syndrome (n=59) | | | | | |
| | Book/journals | 12 | 8 | | | |
| | Teacher& friends | 5 | 2 | .101 | 4 | .101 NS |
| | Health personal | 7 | 16 | | | |
| | Social Media | 2 | 7 | | | |
| 9. | Have you attended any additional Workshop/ Seminar on Baby Bottle Syndrome | | | | | |
| | Yes | 22 | 29 | .001 | 1 | .982 NS |
| | No | 64 | 85 | | | |

*=significant at 0.05 level

**Table 12:** Association between post-test regarding Baby Bottle Syndrome knowledge score with socio-demographic variables. N=200

| S. No. | Variables | Knowledge | | | $\chi^2$ values | df | p-value |
|--------|-----------|-----------|------|---------|---------|----|----|
| | | Excellent | Good | Average | | | |
| 1. | Age (years) | | | | | | |
| | 18–20 | 11 | 51 | 1 | 18.888 | 4 | .014* |
| | 21–23 | 29 | 87 | 3 | | | |
| | Above 23 | 2 | 12 | 4 | | | |
| 2. | Gender | | | | | | |
| | Male | 4 | 35 | 4 | 7.718 | 2 | .018* |
| | Female | 38 | 115 | 4 | | | |
| 3. | Residence | | | | | | |
| | Rural | 25 | 82 | 3 | 1.344 | 2 | .497 NS |
| | Urban | 17 | 68 | 5 | | | |
| 4. | Marital Status | | | | | | |
| | Single | 37 | 139 | 4 | 15.577 | 2 | .003* |
| | Married | 5 | 11 | 4 | | | |
| 5. | Type of Colleges | | | | | | |
| | Government | 24 | 69 | 5 | 2.238 | 2 | .350 NS |
| | Private | 18 | 81 | 3 | | | |
| 6. | Class | | | | | | |
| | B.Sc. 3RD Year | 27 | 107 | 5 | .961 | 2 | .605 NS |
| | Post Basic Nursing 1st Year | 15 | 43 | 3 | | | |

*=significant at 0.05 level

**Table 13:** Association between post-test on Information Regarding Baby Bottle Syndrome (BBS) Knowledge Score with Socio-demographic variables

| S. No. | Variables | Knowledge | | | $\chi^2$ values | df | p-value |
|---|---|---|---|---|---|---|---|
| | | Excellent | Good | Average | | | |
| 1. | Previous Information regarding Baby Bottle Syndrome | | | | | | |
| | Yes | 9 | 48 | 2 | 1.844 | 2 | .398[NS] |
| | No | 33 | 102 | 6 | | | |
| 2. | Sources of Information regarding Baby Bottle Syndrome | | | | | | |
| | Book/journals | 6 | 13 | 1 | 11.899 | 8 | .156[NS] |
| | Teacher& Friends | 2 | 4 | 1 | | | |
| | Health Personal | 1 | 22 | 0 | | | |
| | Social Media | 4 | 5 | 0 | | | |
| 3. | Have You Attended any additional Workshop/Seminar on Baby Bottle Syndrome | | | | | | |
| | Yes | 11 | 37 | 3 | .672 | 2 | .715[NS] |
| | No | 31 | 113 | 5 | | | |

*\*=significant at 0.05 level*

information, sources of information, and additional workshop/seminar on Baby Bottle Syndrome are found non-significant at the 0.05 level.

## LIMITATION

- The sample consisted of just 200 "B.Sc. Nursing 3rd Year and Post Basic Nursing 1st Year students"; hence, it was difficult to generalise.
- A purposive Sampling approach was employed for data collection, limiting the generalizability of the study to a specific setting.
- The research instrument was not standardized. Therefore, all constraints associated with the use of the created tools were applied to this study.

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