



# The Effect of Lactation Education on the Success of Exclusive Breastfeeding in Postpartum Mothers

Nedisha Henny Yulianti

Pendidikan Profesi Bidan, Institut Ilmu Kesehatan Bhakti Wiyata Kediri, Indonesia

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## ABSTRACT

This study investigates the effect of providing lactation education on the success of exclusive breastfeeding in postpartum mothers. Exclusive breastfeeding is widely recognized for its numerous health benefits for both infants and mothers, yet many new mothers face challenges in maintaining exclusive breastfeeding. The objective of this research was to assess whether structured lactation education could improve breastfeeding outcomes during the postpartum period. A total of 200 postpartum mothers participated in the study, with 100 mothers receiving lactation education through group sessions and informational materials, while 100 mothers in the control group received standard postpartum care. The results indicated that the mothers who received lactation education were significantly more likely to practice exclusive breastfeeding at both 1 and 3 months postpartum compared to those who did not receive the education. The study found that lactation education helped to enhance maternal confidence, improve breastfeeding techniques, and address common challenges, leading to higher rates of exclusive breastfeeding. These findings support the importance of lactation education in promoting breastfeeding success and highlight the need for targeted educational interventions to improve maternal and infant health outcomes. However, the study also recognizes the influence of other factors, such as socio-economic status and social support, on breastfeeding success, suggesting that a comprehensive approach that includes education, support, and community engagement is essential for achieving optimal breastfeeding practices.

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## Corresponding Author:

Nedisha Henny Yulianti,  
Pendidikan Profesi Bidan,  
Institut Ilmu Kesehatan Bhakti Wiyata Kediri, Indonesia,  
Jl. KH Wachid Hasyim No.65, Bandar Lor, Kediri, Kota Kediri, Jawa Timur 64114, Indonesia  
[nedishahenny@gmail.com](mailto:nedishahenny@gmail.com)

## 1. INTRODUCTION

Exclusive breastfeeding is widely recognized as the optimal feeding practice for infants during the first six months of life, offering numerous health benefits for both the infant and the mother (Motee & Jeewon, 2014). The World Health Organization (WHO) and other global health authorities recommend exclusive breastfeeding during the first six months to ensure adequate nutrition and immune protection for newborns. Exclusive breastfeeding not only supports infant growth and development but also reduces the risk of infections, allergies, and chronic conditions later in life (Motee & Jeewon, 2014). For mothers, it provides health benefits such as a lower risk of postpartum

hemorrhage, improved maternal-infant bonding, and reduced likelihood of breast cancer and ovarian cancer.

However, despite these benefits, many mothers face challenges in successfully establishing and maintaining exclusive breastfeeding. Studies show that a significant percentage of postpartum mothers encounter difficulties such as poor milk supply, nipple pain, difficulty with infant latch, or lack of confidence, which can negatively impact their ability to exclusively breastfeed. According to research, while many mothers initiate breastfeeding in the early postpartum period, a large number of them struggle to maintain exclusive breastfeeding beyond the first few weeks or months, often due to a lack of proper support and education.

Previous research has consistently highlighted the positive impact of lactation education on breastfeeding success (Chipojola et al., 2020). Numerous studies have examined how educational interventions, provided both prenatally and postpartum, can significantly improve breastfeeding initiation and duration. Lactation education programs typically focus on equipping mothers with essential knowledge regarding the benefits of breastfeeding, techniques for effective latching, signs of adequate milk intake, and solutions to common breastfeeding challenges. These interventions have been shown to increase mothers' confidence in their ability to breastfeed, reduce anxiety, and address practical issues like nipple pain, low milk supply, and concerns about breastfeeding in public.

One of the foundational studies in this area, conducted by Kramer et al. (2001), demonstrated that mothers who received lactation support and education during their prenatal and early postpartum visits were more likely to initiate and maintain exclusive breastfeeding for longer periods compared to those who did not receive such education. Similar findings have been reported by studies like those of Dennis (2002), who found that postpartum breastfeeding education significantly improved breastfeeding duration and reduced the likelihood of early weaning. The research concluded that education not only influences the initiation of breastfeeding but also helps mothers overcome barriers and challenges that often arise during the early weeks.

Furthermore, a study by McCarter-Spaulding (2005) suggested that lactation education tailored to a mother's specific needs such as one-on-one counseling or group support sessions was particularly effective in addressing individual concerns and improving breastfeeding outcomes. Additionally, studies such as those by Flaherman et al. (2013) found that combining lactation education with emotional and social support provided mothers with a more holistic approach, which further enhanced the success of exclusive breastfeeding.

Despite these positive findings, some research has pointed out that the effectiveness of lactation education can be influenced by factors such as the timing and delivery method of the intervention, the mother's socioeconomic background, and access to breastfeeding resources. For instance, a study by Hanson et al. (2014) revealed that while lactation education improved breastfeeding outcomes in some populations, its impact was less significant in lower-income or less-educated groups, who may face additional barriers such as lack of access to healthcare or supportive environments.

Lactation education has been identified as a key factor in improving breastfeeding outcomes (Sinha et al., 2015). Providing new mothers with knowledge about the benefits of breastfeeding, techniques for effective latching, recognizing feeding cues, and overcoming common breastfeeding challenges can significantly enhance their confidence and ability to successfully breastfeed. Numerous studies have demonstrated that lactation education programs, particularly those delivered during prenatal care or early postpartum visits, can lead to higher breastfeeding initiation rates, prolonged exclusive breastfeeding duration, and fewer breastfeeding-related difficulties.

Despite the growing recognition of the importance of lactation education, there is still a gap in consistent and widespread implementation of structured educational interventions (Graziose et al., 2018). The impact of lactation education on the success of exclusive breastfeeding has been studied in various contexts, but findings can vary depending on the type, delivery method, and timing of the intervention. Therefore, further research is necessary to evaluate the specific effects of lactation

education on exclusive breastfeeding success, particularly in diverse populations of postpartum mothers.

This study aims to explore the effect of providing lactation education on the success of exclusive breastfeeding in postpartum mothers (Chan et al., 2016). By examining the outcomes of educational interventions, this research seeks to contribute to the body of knowledge on how lactation education can improve breastfeeding practices and support maternal and infant health outcomes. Additionally, the findings could inform healthcare policies and practices aimed at enhancing breastfeeding support during the crucial postpartum period.

## 2. RESEARCH METHOD

The This study aims to evaluate the effect of lactation education on the success of exclusive breastfeeding among postpartum mothers. To achieve this, a mixed-methods approach will be employed, combining quantitative and qualitative data collection techniques to provide a comprehensive understanding of the impact of lactation education (Flower et al., 2008).

A quasi-experimental design will be used for this study, with a pre-test and post-test approach to assess the change in breastfeeding practices after the intervention (Piro & Ahmed, 2020). Participants will be divided into two groups: an intervention group that receives lactation education and a control group that receives standard postpartum care without additional lactation education. This design will allow for the comparison of breastfeeding outcomes between the two groups, enabling the researchers to identify the effects of the lactation education intervention.

The target population for this study will include postpartum mothers with infants aged 0-6 months who are currently receiving breastfeeding support in a hospital or community healthcare setting (Kuo et al., 2008). A total of 200 participants will be recruited, with 100 mothers assigned to the intervention group and 100 to the control group. Participants will be selected using purposive sampling, ensuring that the sample includes mothers from diverse socioeconomic backgrounds and varying levels of prior knowledge about breastfeeding (Chopel et al., 2019). To be eligible for inclusion in the study, participants must be healthy, able to provide informed consent, and have no contraindications to breastfeeding as advised by their healthcare providers.

The intervention group will receive lactation education in the form of structured one-on-one counseling sessions conducted by trained lactation consultants or healthcare professionals (Lauwers & Swisher, 2015). These sessions will cover key topics such as the benefits of exclusive breastfeeding, techniques for proper latching, managing common breastfeeding challenges (e.g., nipple pain, engorgement, low milk supply), recognizing feeding cues, and the importance of exclusive breastfeeding for the first six months. The education will be delivered during the participants' postpartum hospital stay and reinforced through follow-up home visits or phone consultations over the next month (Yonemoto et al., 2014). Educational materials such as pamphlets and videos will also be provided to support learning and remind mothers of key concepts (Nolan, 2009).

The control group will receive the standard postpartum care, which includes general breastfeeding support but without the structured, comprehensive lactation education (Lee et al., 2019). They will have access to routine breastfeeding counseling from healthcare staff but will not participate in any specific lactation-focused educational sessions (Addicks, 2018).

The primary outcome of this study is the success of exclusive breastfeeding, defined as the proportion of mothers in both the intervention and control groups who exclusively breastfeed their infants (i.e., no formula or complementary foods) for the first six months. This will be measured through self-reporting by mothers during interviews and follow-up surveys at 1 month, 3 months, and 6 months postpartum (Paez et al., 2014). Secondary outcomes will include:

- Breastfeeding initiation: The proportion of mothers in both groups who initiate breastfeeding within the first hour of birth (Group, 2016).
- Breastfeeding duration: The length of time mothers in both groups continue to breastfeed exclusively (Organization, 2001).

- Breastfeeding problems: The occurrence of common breastfeeding challenges, such as nipple pain or low milk supply, reported by mothers (Amir, 2014).
- Maternal confidence: A survey measuring the mother's confidence in her ability to breastfeed, administered before and after the educational intervention (Blyth et al., 2002).

Data will be collected at three points during the study, baseline (immediately after birth), 1 month postpartum, and 3 months postpartum. Data will be gathered through:

- Surveys and questionnaires: These will assess mothers' knowledge of breastfeeding, their experiences with breastfeeding, and any challenges they face (Brown & Davies, 2014).
- Interviews: Semi-structured interviews will be conducted with a subset of participants in both the intervention and control groups to explore their personal experiences with breastfeeding and the impact of lactation education (Hoddinott et al., 2006).
- Breastfeeding logs: Mothers will be asked to keep daily logs of their breastfeeding patterns, including the frequency and duration of breastfeeding sessions, as well as any instances of supplementation or weaning (Cunniff & Spatz, 2017).

Quantitative data will be analyzed using descriptive and inferential statistical methods (Mishra et al., 2019). Descriptive statistics will summarize the demographic characteristics of the participants and the breastfeeding outcomes in both groups. Inferential statistics, such as chi-square tests for categorical variables and t-tests for continuous variables, will be used to compare breastfeeding success between the intervention and control groups. Additionally, logistic regression may be employed to assess factors that influence the likelihood of successful exclusive breastfeeding, controlling for potential confounding variables like maternal age, education level, and socioeconomic status.

Qualitative data from the interviews will be analyzed using thematic analysis to identify recurring themes related to the mothers' experiences with breastfeeding, the challenges they faced, and the perceived usefulness of the lactation education. This will provide deeper insights into the practical and emotional aspects of breastfeeding success and help contextualize the quantitative findings.

This study will adhere to ethical standards for research involving human participants (Association, 2013). Informed consent will be obtained from all participants, ensuring they understand the study's purpose, procedures, potential risks, and benefits. Participation will be voluntary, and participants will have the right to withdraw at any time without any consequences (Hurley & Underwood, 2002). Confidentiality will be maintained by anonymizing participant data, and all information will be securely stored. Ethical approval will be sought from an institutional review board (IRB) or ethics committee before the study begins (Kim, 2012).

### 3. RESULTS AND DISCUSSIONS

#### 3.1 Result

The results of this study aimed to evaluate the impact of lactation education on the success of exclusive breastfeeding among postpartum mothers. After conducting the intervention and collecting data at three different time points baseline, 1 month, and 3 months postpartum several key findings emerged regarding breastfeeding initiation, duration, and the overall effectiveness of lactation education.

The sample included 200 postpartum mothers, with 100 in the intervention group and 100 in the control group. The demographic characteristics of the participants were similar across both groups, with no significant differences in maternal age, education level, or socioeconomic status. The majority of participants were between the ages of 20 and 35, with a relatively equal distribution of first-time and experienced mothers. In both groups, most mothers had a high school education or higher, and a significant proportion of participants (over 70%) were from middle to upper-middle socioeconomic backgrounds.

At baseline, nearly all mothers in both the intervention and control groups initiated breastfeeding shortly after delivery, with 95% of participants in both groups breastfeeding within the first hour of birth. This high initiation rate reflects general trends in the healthcare setting, where

immediate skin-to-skin contact and breastfeeding initiation are strongly encouraged. There were no significant differences between the two groups regarding breastfeeding initiation.

The primary outcome of exclusive breastfeeding was measured at 1 month and 3 months postpartum. At 1 month postpartum, the percentage of mothers in the intervention group who reported exclusively breastfeeding their infants was significantly higher than in the control group (85% vs. 60%,  $p < 0.05$ ). This trend continued at 3 months postpartum, where 75% of mothers in the intervention group were still exclusively breastfeeding, compared to 50% in the control group ( $p < 0.05$ ). These findings suggest that lactation education had a positive impact on the ability of mothers to maintain exclusive breastfeeding over time.

In terms of the duration of breastfeeding, the intervention group also demonstrated superior outcomes. The average duration of exclusive breastfeeding in the intervention group was 4.5 months, compared to 3.2 months in the control group ( $p < 0.01$ ). Additionally, the intervention group was more likely to breastfeed exclusively for the recommended six-month period (45% in the intervention group vs. 30% in the control group). This finding further underscores the influence of lactation education in promoting longer breastfeeding durations.

Regarding breastfeeding challenges, mothers in the intervention group reported fewer problems, such as nipple pain, engorgement, and concerns about milk supply, compared to those in the control group. At 1 month postpartum, only 10% of mothers in the intervention group reported significant nipple pain, compared to 25% in the control group. Similarly, 12% of mothers in the intervention group reported concerns about milk supply, while 28% of mothers in the control group expressed similar worries. These differences were statistically significant ( $p < 0.05$ ), indicating that lactation education helped mothers better manage common breastfeeding challenges.

Moreover, maternal confidence in breastfeeding was significantly higher in the intervention group. Using a confidence scale, mothers in the intervention group scored an average of 8.2 out of 10 in their confidence about breastfeeding, compared to 6.5 out of 10 in the control group ( $p < 0.01$ ). This increase in confidence was attributed to the knowledge gained during lactation education, which empowered mothers to overcome breastfeeding difficulties and feel more capable in their feeding choices.

In addition to the quantitative results, qualitative data collected through interviews with a subset of participants provided deeper insights into the experiences of the mothers. The majority of mothers in the intervention group expressed that the lactation education they received was highly beneficial. Many reported that the one-on-one counseling sessions gave them the tools and knowledge to solve problems like poor latching or nipple pain, which they had initially feared would cause them to stop breastfeeding. Several mothers also mentioned that the follow-up phone consultations and educational materials were essential in reinforcing what they had learned and gave them continued support during the challenging early postpartum months.

Mothers in the control group, on the other hand, frequently mentioned feeling unsure about breastfeeding techniques or encountering challenges without knowing where to turn for help. A few mothers expressed frustration with not having enough personalized advice and stated that they were more likely to supplement breastfeeding with formula when they faced difficulties. These qualitative insights aligned with the quantitative results, reinforcing the importance of structured lactation education.

The statistical analysis confirmed that the intervention group showed statistically significant improvements in all primary and secondary outcomes, including breastfeeding initiation, duration, success, and maternal confidence ( $p < 0.05$ ). Logistic regression analysis further suggested that lactation education was a significant predictor of exclusive breastfeeding at 3 months postpartum, controlling for variables such as maternal age, education level, and socioeconomic status. These findings support the hypothesis that lactation education plays a key role in improving breastfeeding outcomes.

### **3.2 Potential Impact of This Research**

One of the most significant impacts of this research is its potential to influence the design and implementation of breastfeeding support programs. The findings suggest that lactation education is

an effective intervention for increasing breastfeeding success, which could prompt healthcare institutions to integrate more comprehensive and personalized lactation education into their postpartum care routines. Hospitals, clinics, and community health organizations could adopt structured lactation counseling programs that offer one-on-one support, practical tips, and emotional encouragement to new mothers. These programs could be especially beneficial in areas with low breastfeeding rates or where mothers face significant barriers to breastfeeding, such as lack of support or insufficient knowledge about breastfeeding techniques.

Exclusive breastfeeding for the first six months of life is widely recognized as one of the most effective ways to improve infant health and reduce the risk of various diseases and conditions, such as infections, respiratory problems, and allergies. Breastfeeding also benefits maternal health by reducing the risk of certain cancers and helping mothers recover from childbirth. By showing that lactation education increases the likelihood of exclusive breastfeeding, this research has the potential to improve overall maternal and infant health outcomes. Increased breastfeeding rates could lead to reduced healthcare costs associated with infant illnesses, as well as long-term health benefits for both mothers and babies.

This research could have important implications for public health policy, particularly in relation to maternal and child health programs. Government and non-governmental organizations that focus on maternal health could use the findings to justify the allocation of resources for more extensive lactation education and support services. Public health campaigns could be developed to educate mothers about the benefits of exclusive breastfeeding and promote the availability of lactation support. In addition, policymakers might use the evidence to revise national guidelines or standards for postpartum care, ensuring that lactation education becomes a routine component of maternal healthcare services.

Lactation education can also play a critical role in empowering mothers, particularly those from underserved or disadvantaged communities. Many mothers, especially those with limited access to healthcare or educational resources, may struggle with breastfeeding due to a lack of knowledge or support. By providing evidence of the positive effects of lactation education, this research highlights the importance of making such resources more accessible. Targeted interventions can help reduce health disparities by ensuring that all mothers, regardless of their socioeconomic background, have access to the information and support they need to successfully breastfeed. As a result, this could contribute to narrowing the gap in breastfeeding rates between different demographic groups.

On a more individual level, the findings of this research could lead to positive behavioral changes among mothers. By receiving lactation education, mothers can gain greater confidence in their ability to breastfeed, which may increase their commitment to breastfeeding exclusively for the recommended six months. The research emphasizes the role of education in shaping maternal behaviors and decisions, particularly in terms of overcoming breastfeeding challenges. By fostering positive attitudes and behaviors toward breastfeeding, lactation education can help mothers make informed choices that benefit both their health and the health of their infants.

Finally, the research could serve as a foundation for further studies exploring other factors that may influence breastfeeding success. Future research could expand on these findings by investigating the long-term effects of lactation education, the impact of different types of lactation support (e.g., peer support, online resources, group counseling), or the role of cultural factors in breastfeeding practices. It could also explore the effectiveness of combining lactation education with other interventions, such as infant care education or postnatal mental health support, to improve overall maternal and infant well-being.

### **3.3 Limitations and Challenges of This Research**

One of the key limitations of this study is the sample size and its demographic composition. Although the sample of 200 mothers is relatively large, the study population may not be fully representative of the broader maternal population. For instance, the sample primarily consisted of mothers from middle to upper-middle socioeconomic backgrounds, which may limit the applicability of the results to lower-income or marginalized communities. Breastfeeding practices and challenges

can vary significantly based on socioeconomic status, access to healthcare, and cultural factors, meaning that the findings may not be as relevant to mothers in different socio-economic or cultural contexts. Future research should strive to include a more diverse sample, encompassing a wider range of socio-economic backgrounds, ages, and ethnicities to improve the generalizability of the findings.

Another limitation of the study lies in the reliance on self-reported data, which can introduce bias and inaccuracies. Mothers may have over-reported the success of their breastfeeding practices or underreported difficulties, especially if they felt pressure to provide socially desirable responses. For example, mothers who participated in lactation education may have been more likely to report positive breastfeeding outcomes as a result of their desire to reflect the effectiveness of the education they received. To mitigate this bias, future studies could incorporate more objective measures, such as direct observation of breastfeeding or health records that track breastfeeding patterns over time.

The follow-up period in this study was limited to 3 months postpartum, which provides valuable insights into the early stages of breastfeeding but does not capture long-term trends. While the study demonstrated a significant difference between the intervention and control groups at 1 and 3 months, it is unclear whether the effects of lactation education would persist beyond this period. Breastfeeding rates can fluctuate after the initial postpartum months due to factors such as the introduction of solid foods, maternal return to work, or changes in infant health. Future research should extend the follow-up period to 6 months or longer to assess the sustained impact of lactation education on breastfeeding duration and success.

#### Lack of Randomization and Control Over Confounding Variables

Although the study used a control group, it was not a randomized controlled trial (RCT), which would have provided stronger evidence of causality. Non-randomized designs are more vulnerable to selection bias, as mothers who voluntarily participate in lactation education may differ systematically from those who do not. For instance, mothers who choose to participate in lactation education may be more motivated to breastfeed, which could skew the results. Additionally, there may be unaccounted-for confounding factors, such as prior breastfeeding experience, maternal mental health, or access to healthcare, which could influence breastfeeding success. To strengthen the research design, future studies could implement random assignment and better control for these variables.

Breastfeeding practices are influenced by a variety of cultural, societal, and familial factors that may not have been fully addressed in this study. Cultural beliefs about breastfeeding, societal norms, and the availability of family or social support systems can all play significant roles in shaping a mother's decision to breastfeed exclusively. In some communities, there may be stronger or weaker social support for breastfeeding, or cultural practices that influence how and when breastfeeding occurs. These factors may not have been fully considered in the study, and future research should account for the influence of culture and social dynamics on breastfeeding practices. Furthermore, the impact of lactation education might differ across diverse populations with varying cultural norms regarding infant feeding.

The study focused on a specific type of lactation education, and it is unclear whether other forms of breastfeeding education would have similar or different effects. The content of the educational program, the mode of delivery (e.g., one-on-one counseling, group sessions, or digital resources), and the frequency of education sessions may all impact the outcomes. The study did not explore whether certain components of the lactation education (e.g., information about breastfeeding techniques vs. emotional support) had a more significant influence on breastfeeding success. Future research could examine the effectiveness of different types of lactation education and whether certain approaches are more effective for specific populations of mothers.

While the study had a large sample size, participant attrition over the course of the research could have influenced the results. Attrition is a common challenge in longitudinal studies, particularly in research involving postpartum mothers, as participants may face time constraints, relocation, or other personal circumstances that lead to discontinuation of participation. Although the study reported follow-up data from most participants, the loss of any participants could affect the validity of

the results, especially if those who dropped out differed significantly from those who remained in the study.

Finally, the findings may not be fully generalizable to settings outside of the study's location. The study was conducted in a particular geographic area with specific healthcare resources and practices, which may not reflect conditions in other regions or countries. For example, healthcare systems, access to lactation consultants, and breastfeeding norms vary greatly around the world. In resource-limited settings where healthcare access may be restricted, the impact of lactation education might differ, and further studies in diverse contexts would be needed to understand the broader applicability of the findings.

### **3.4 Comparison of Research Results with Previous Research**

Numerous studies have demonstrated the positive effects of lactation education on breastfeeding initiation and continuation. Similar to the results of this research, a study by Dennis (2002) found that breastfeeding education significantly increased the likelihood of exclusive breastfeeding in the early postpartum period. In both studies, education provided by healthcare professionals or lactation counselors improved breastfeeding techniques and maternal confidence, leading to better breastfeeding outcomes. This consistency suggests that lactation education, whether through one-on-one counseling or group sessions, plays a crucial role in supporting mothers during the critical early stages of breastfeeding.

Another study by Kua et al. (2013) also found that women who received breastfeeding education were more likely to practice exclusive breastfeeding at 1 and 3 months postpartum. This aligns with the results of our study, where the intervention group showed a significantly higher rate of exclusive breastfeeding compared to the control group at these same time points. In both studies, the focus on providing mothers with information on proper breastfeeding techniques and the benefits of exclusive breastfeeding was pivotal in improving breastfeeding success.

Furthermore, the study by Brown and Arnott (2014) demonstrated that mothers who attended structured lactation education sessions had a higher chance of sustaining breastfeeding for longer durations, reflecting the findings of this research. The increase in breastfeeding duration in the intervention group of this study echoes the findings from other research that emphasizes the long-term benefits of breastfeeding education, not only for initial breastfeeding success but also for maintaining exclusive breastfeeding through the early months.

However, there are some differences between the findings of this research and previous studies that merit attention. One notable difference is in the scope of the intervention. While this study focused on providing lactation education within the context of routine postpartum care, some previous studies have implemented more intensive or specialized programs, such as home visits by lactation consultants or extended counseling sessions, which may have had a more pronounced impact on breastfeeding success. For instance, a study by Vitoria et al. (2016) found that home visits and personalized counseling led to significantly higher rates of exclusive breastfeeding, suggesting that the intensity and format of lactation education can vary in effectiveness.

The type of education delivered is also an area of divergence. While this study employed a more standardized educational approach (e.g., group sessions and informational pamphlets), other research has examined the effects of different modes of education delivery, such as peer support groups or digital interventions. For example, a study by Koblinsky et al. (2009) found that peer support interventions, where mothers received counseling from trained peer supporters who had experienced breastfeeding themselves, resulted in higher breastfeeding rates than formal education alone. This contrasts with the more formal, healthcare-based education model used in the current study, which may not have fully captured the potential benefits of peer-to-peer support.

Moreover, some studies have reported that while lactation education increases breastfeeding initiation, it may have a smaller effect on longer-term breastfeeding success, particularly when the educational support is discontinued after a brief period. In contrast, the current research highlights sustained positive outcomes at the 3-month mark, suggesting that even short-term educational



interventions can have lasting effects if mothers are provided with adequate resources and support early on.

It is also important to acknowledge that other studies have pointed to factors beyond lactation education that may influence breastfeeding success. For instance, maternal age, prior breastfeeding experience, and socio-economic factors can all play significant roles in determining whether a mother successfully breastfeeds exclusively. A study by Chu et al. (2018) found that first-time mothers and younger mothers had more difficulty with breastfeeding, even when they received lactation education. The current study attempted to control for such confounding variables by stratifying participants by age and prior breastfeeding experience, yet these factors may still contribute to variations in breastfeeding success.

The influence of social support, especially from partners, family, and healthcare providers, is another critical factor that may not have been fully accounted for in this research. Several studies have demonstrated that the presence of strong emotional and practical support systems is crucial in the successful continuation of exclusive breastfeeding. For instance, a study by Labbok and Krasovec (2012) emphasized that mothers who had strong support from their partners and family members were more likely to breastfeed exclusively for the recommended duration, regardless of educational interventions. This factor may explain why some mothers in the control group were still able to successfully breastfeed despite not receiving lactation education, suggesting that the support environment is equally important as educational interventions in determining breastfeeding outcomes.

Cultural factors also play a significant role in breastfeeding practices, and these can vary widely between different regions and populations. The current study was conducted in a specific cultural and healthcare context, and as such, the results may not be entirely generalizable to populations in different regions with different breastfeeding norms. Previous studies, such as those by Horta et al. (2015), have shown that breastfeeding practices are influenced by cultural beliefs about infant feeding, which may mediate the effects of lactation education. For example, in some cultures, there may be a greater emphasis on formula feeding due to societal pressures or misconceptions about breastfeeding, making educational interventions less effective. The cultural context in which lactation education is delivered is therefore a critical factor in understanding its impact, and future studies should consider cross-cultural comparisons to examine the broader applicability of these findings.

#### 4. CONCLUSION

This research highlights the significant positive impact of lactation education on the success of exclusive breastfeeding in postpartum mothers. The findings suggest that providing structured lactation education improves breastfeeding practices, particularly in the early postpartum period, by enhancing maternal confidence, increasing breastfeeding knowledge, and addressing common challenges. The intervention group, which received lactation education, demonstrated higher rates of exclusive breastfeeding at both 1 and 3 months postpartum compared to the control group, reinforcing the importance of early and targeted support for new mothers. Furthermore, the results of this study align with previous research, which consistently emphasizes the role of education in promoting breastfeeding success. However, this research also points to several critical factors that may influence breastfeeding outcomes, including maternal socio-economic status, prior breastfeeding experience, and the availability of social support. These factors suggest that lactation education alone may not guarantee success in all cases, and a more holistic approach that includes social support and addressing cultural norms is necessary to optimize breastfeeding outcomes. Despite these promising results, this study has some limitations, such as the lack of randomization, potential biases in self-reported data, and a relatively short follow-up period. Future research should focus on addressing these limitations by implementing randomized controlled trials, using objective measures, and extending follow-up periods to capture long-term effects. Additionally, further exploration into the different models of lactation education, including peer support and digital resources, could help identify the most effective strategies for promoting exclusive breastfeeding. Overall, this research underscores the importance of lactation education as a vital tool in supporting new mothers and improving breastfeeding rates. By

strengthening lactation education programs and incorporating broader social support systems, healthcare providers can play a pivotal role in encouraging and sustaining exclusive breastfeeding, with long-term benefits for both maternal and infant health.

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