



ABSTRACT

The differences of child feeding practices between working mothers and daycare staff in daycare

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Background: Child feeding practices between working mothers and daycare staff play an important role in children's dietary intake. This study aims to compare child-feeding practices between working mothers and daycare staff. Additionally, the study explores the perspectives of working mothers, daycare staff, and management regarding their roles in child feeding practices to the children.

Methods: Mothers of under-five children (n=124) who used daycare facilities in 11 daycares in Ministry/Agencies in Jakarta and the daycare staff (n=47) were invited to complete self-administered Child Feeding Practices Questionnaire (CFPQ). Qualitative research utilized WeValue Insitu and Perspective Exploration (PEX) involving working mothers (n=3), daycare staff (n=5), and daycare management staff (n=5).

Results: The findings indicated higher score amongst working mothers on child control (3.20 vs 2.20, p<0.001) and emotion regulation (2.00 vs 1.67, p<0.001) subscales than daycare staff. On the other hand, daycare staff had higher scores on pressure to eat (3.75 vs 3.50, p<0.05), encourage balance and variety (4.75 vs 4.50, p<0.001), modelling (5.00 vs 4.25, p<0.001), and restriction (4.20 vs 3.40, p<0.001) subscales than the working mothers. The quantitative findings were supported by the qualitative findings regarding the child feeding practices, especially for restriction, encourage balance and variety, and modelling subscales.

Conclusion: Nutrition education is needed to enhance the attitudes of working mothers and daycare staff to enhance the practice, attitudes, and awareness regarding child feeding practices. The key messages for the working mothers and daycare staff should address the subscales which are inadequate in each of these target groups.

Keywords: child feeding practice, daycare, under-five children, working mothers

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