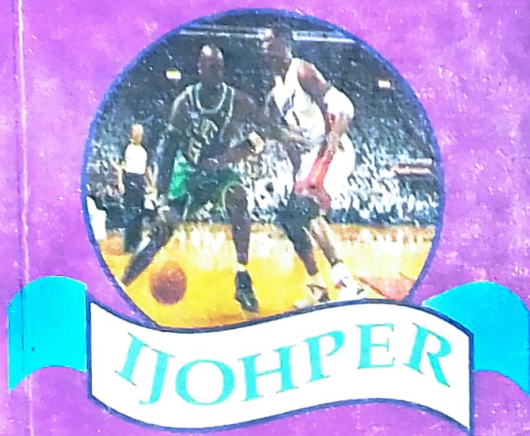




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**ASSESSMENT OF EXCLUSIVE BREAST-FEEDING
AND INFANT FORMULA ON ACADEMIC
PERFORMANCE OF PRE-SCHOOLERS:
UNIVERSITY OF ILORIN NURSERY
SCHOOL, ILORIN**

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Abstract

This study assessed exclusive breastfeeding and infant formula feedings on academic performance of pre-school children (3-5 of age) in University of Ilorin nursery school, Ilorin, Kwara State. The research work was conducted among pre-school children in University of Ilorin nursery school. A sample of one hundred and nine (109) children (50% of 218 which is the total population) was randomly selected across pre-reception and reception classes as a sample subject of the study. Three sets of instruments were designed to collect necessary data for the study. The instrument was administered to the mothers through their children while their school report was collected as well. The data collected was analysed through the use of descriptive statistics of frequencies count, simple percentage, mean and standard deviation while hypothesis was tested at 0.05 level of significant with t-test. The findings of the study revealed that children fed exclusively with breastfeeding perform more academically than those who are fed with infant formulas. Also the mothers' socio-economic characteristics influence their level of compliance to exclusive breastfeeding. Based on the findings, it was recommended that mothers should adhere strictly to exclusive breastfeeding as researches have shown that it contributed positively to pre-schoolers growth and development, also there is need for mothers to be sensitized on the importance of exclusive breastfeeding for the first six months of child birth for them to constantly aware and create awareness to others in an attempt to reduce infant mortality.

Keywords: Assessment, Exclusive Breastfeeding, Infant, Formula, Academic Performance and Pre-schoolers.

Introduction

One of the cultural expectations in our society is that every family should have children after marriage, thus couples normally look forwards to having theirs. The society recognizes that having children will give them a sense of fulfilment and perpetuate ones name after he has died. Anyakoha (2010) explained that pregnancy in marriage is often a thing of joy to the couple, it could also be a source of anxiety for both husband and wife .When the child is born to planet earth, the first assignment a mother will engage in is to breast feed the child. According to Okeke (2009) and Adewumi (2002) breastfeeding is a very special experience a mother can give the child during this period the mother feel good because she has giving the child the very best start . Balogun (2009) also pointed out that mothers find breast feeding helpful and also maintain the sense of attachment that develop during pregnancy.

Sensitive process, breast milk production is adjusted to suit the infant requirement. According to environmental change, breast milk will contain more fat during cold seasons. The current World Health Organization (WHO, 2011) recommendations on breastfeeding stipulate that breastfeeding should start immediately following delivery for the baby to get cholesturm. The infant should thereafter, be exclusively breastfed for up to six months of life day and night on children demand. During this period no fluid including water should be given to the baby. Saad (2010) and Oloyede (2002) stated that optima young children feeding includes six months exclusive breast feeding This start at delivery and continued breast feeding with appropriate complementary food and feeding for two years and beyond, as well as related maternal nutrition and care .

There are benefits in delaying another pregnancy until the child is no longer breast feeding and able to eat independently, in which the mother has to recover her nutrient store Adebisi (2007) explained that exclusive breastfeeding was described by World Health Organization (WHO, 2009) as the practice of feeding infant with only breast milk for the first six month of life .Mothers milk is thus the best food for the infant and young children.

In addition, Yusuf (2010), Haider and Smith (2000) explained further that breast feeding is an activity between a mother and her new born child that tends to bring about a strong closeness between them. The experience of breastfeeding result into joyful bonding with mothers and the baby risk of some health problems, including breast cancer and type 2 diabetes. How that all infant formula marketed in the United States provide the same nutrition for healthy full-term infants, because infant formulas are often the only source of nutrition for infants, Food and Drug Administration (FDA) monitors infant formula manufacturers very closely to assure the product provides the appropriate nutrition for all infants.

According to Hutch (2004), the most common infant formulas consumed by infants are made from modified cow's milk with added carbohydrate (usually lactose), vegetable oils, and vitamins and minerals. Casein is the predominant protein in cow's milk. He explained further that the protein in infant formula is significantly different from that in breast milk because of their different amino acid and protein composition. In milk-based infant formula, about nine per cent of the kilocalories are provided by protein, 48%-50% by fat, and 45% by carbohydrate. These infant formulas are lower in fat and higher in carbohydrate, protein, and minerals than breast milk.

Around the world today, people wants to live healthy life, raise well-nourished children, provide them with quality education and more better opportunities for the future .The food intake of an individual also has influence on the academic performance (Jackson and Nazar 2006). It is on this premise that assessment of exclusive breastfeeding and infant formula on academic performance of pre-schoolers in University of Ilorin Nursery School was based.

Objectives of the Study

The broad objective of this study is to assess the influence of exclusive breastfeeding and infant formula feeding on academic performance of preschool children (3-5 years) in University of Ilorin Nursery School, Ilorin, Kwara State.

Specific objectives are to:

1. identify socio-economic characteristics of the mother of Pre-School Children in University of Ilorin Nursery School, Ilorin.
2. investigate respondents' mode of feeding infants.
3. assess influence of exclusive breastfeeding of pre-schoolers in University of Ilorin Nursery School, Ilorin on Academic Performance.
4. Assess influence of Formula Feeding of pre-schoolers in University of Ilorin nursery school, Ilorin on their Academic Performance.
5. Assess Academic Performance of the pre-schoolers based on their cognitive, affective, and psychomotor domain.

Research Questions

1. What are the socio economic characteristics of mothers of Pre-schoolers in University Nursery School, Ilorin?
2. What are the respondents' modes of feeding infants?
3. What is the influence of Exclusive Breast Feeding on Children of University of Ilorin Nursery School on their Academic Performance?
4. What is the influence of Infant Formula Feeding of Children in University of Ilorin Nursery School on their Academic Performance?
5. What are the academic performances of the children based on cognitive, affective and psychomotor domain?

Research Hypothesis: The only null hypothesis was formulated and tested at 0.05 level of significance

Ho: There is no significant difference between the academic performances of children fed on exclusive breast feeding and those fed with infant formula.

Methodology

Research Design: This study adopted descriptive survey design to assess the difference in the variables.

Population for the Study: The total population for the study comprised of pre-reception class (kindergarten one) and reception class (kindergarten two) with 117 and 101 respectively to make a total number of 218 in University of Ilorin Nursery School, Kwara State.

Sample Size: The population sample was 50% (109) that was randomly selected from the two classes.

Research Instrument: The instrument used for data collection is questionnaire and pupil's report booklet sheets. The questionnaire was developed on the research questions of the study and the research hypothesis.

Procedure for Data Collection: The Questionnaire was distributed to 109 parents who have their children in pre-reception and reception classes of University of Ilorin Nursery School and was collected immediately after it has been answered to avoid mutilation and misplacement.

Method of Data Analysis: Data collected was analysed with descriptive statistics such as frequency, mean and standard deviation. Inferential statistics of t - test was used at 0.05 level of significance.

Results and Discussion

Research Question 1: What are the socio economic characteristics of mothers of Pre-school Children in University Nursery School, Ilorin?

Table 1: Percentage Analysis of Respondents on Socio-economic Characteristics

Variables	Frequency(No)	N=109
		Percentage (%)
Age: 15-20	8	7.3
21-25	16	14.7
26-30	30	27.5
31-35	22	20.2
36-40	23	21.1
41 and above	10	9.2
Occupation: Farmer	22	20.2
Public servant	69	63.3
Trader	18	16.5
Marital Status: Married	89	81.7
Divorce	16	14.7
Widow	4	3.6
Educational Status: Tertiary	62	56.9
Secondary	43	39.4
Nursery	4	3.6
Religious type: Christianity	48	40.0
Islam/Muslim	72	60.0

Source: Field Survey (2015)

From the Table 1, the data indicated socio-economic characteristics of the respondents. It showed that (7.3%) of the respondents falls between 15-20years, 16(14.3%) were between 21-25years, 30(27.5%) of the respondents were between 26-30years, 22(20.2%) falls between 31-35years, 23(21.1%) falls between 36-40years while the 10 (9.2%) of the respondents were between 41 years and above. Also from the table, 22 representing 20.2% of the sample children mother were farmer 69(63.3%) were public servant, while the remaining 18(16.5%) were traders.

The majority of the sample respondents were married, 89(81.7), 16(14.7%) divorce and the remaining 4(3.6%) were widow. It also revealed from the table that 62 representing 56.9% the sample children mother had tertiary education

(i.e HND/ND/NCE, Degree etc.), 43(39.4%) had secondary education while the remaining 4(3.6%) had nursery school certificate. In addition, 48 mothers representing 40.0% of the sample respondents were Christians while the remaining 72 or 60.0% were Muslim.

Research Question 2: What are the respondents' modes of feeding infants?

Table II: Percentage analysis of Respondents mode Feeding Infants

S/N	Statement	Frequency	Yes %	Frequency	No %
1.	Did you practice exclusive breastfeeding?	82	75.2	27	24.8
2.	Did you add water during the first six months of child breastfeeding?	27	24.8	82	75.2
3.	Did you practice mixed feeding?	27	24.8	82	75.2
4.	Did you breastfeed your baby 7 to 8 times in a day?	82	75.2	27	24.8
5.	Did you practice in infant formula feeding?	27	24.8	82	75.2
6.	Did you add supplementary feeding?	27	24.8	82	75.2
7.	Did you start infant formula feeding before six month of breastfeeding	27	24.8	82	75.2

Source: Field Survey (2015)

Table II shows respondents mode of feeding infants. 82 (75.2%) of the pupils were fed on exclusive breastfeeding as against 27 (24.8%) who fed their baby with infant formula, also 27 (24.8%) agrees that they add water during the first 6 months of child breastfeeding while 82 (75.2%) said No. on item 3, 27 (24.8%) agrees that they practice mixed feeding, while 82 (75.2%) said no, that they did not. On item 4 (82 Times in a day), said breastfeed they baby 7 to 8 times in a day, while 27 (24.8%) said they did not. 27 (24.8%) agrees that they practice infant formula feeding while 82 (75.2%) said they did not. On item 6, 27 (24.8%) of the mother agrees that they engage in supplementary

feedings while 82 (75.8%) said no, also 27 (24.8%) said that they start formula feeding before 6 month of breastfeeding while 82 (75.2%) said no that they did not since they perform exclusive breastfeeding.

Research Question 3: What are the influences of exclusive breast feeding of children of University of Ilorin nursery school on their academic performance?

Table III: Mean and Standard Deviation on the Influences of Exclusive Breastfeeding

S/N	Description of Items	Mean (x)	SD	Remark
1.	Breastfeeding are considered most appropriate mode of feedings as it promote intellectual development of the child.	3.12	1.39	Great extent
2.	Proper feeding promotes optimum development of the infant which enhance their effective transition to school.	2.22	1.54	Low extent
3.	Compliance to exclusive breastfeeding among nursing mothers enhance early childhood development.	3.34	1.58	Great extent
4.	Compliance to exclusive breastfeeding helps to enhance intellectual development of the infant which could speed up their transition to schools	3.04	1.58	Great extent
5	Exclusive breastfeeding lead to complete development of children intellectual quotient (IQ).	3.68	1.18	Great extent
	Average mean	3.08	1.54	Great extent

Source: Field Survey (2015)

In the table III above, only item 2 which stated that proper feeding promotes optimum development of the infant which enhance their effective transition to school had a mean rating below 2.50. The remaining four items has scores above 2.50, showing that exclusive breastfeeding had positive influence on children academic performance is to a great extent. The average mean for the entire items was 2.97. This indicates that to a great extent, exclusive breastfeeding promote optimal growth of children, brain functioning and academic performance.

Research Question 4: What are the influences of infant formulas of the respondents on their academic performance?

Table IV: Mean and standard deviation of respondents on the influence of infant formulas

S/N	Description of Items	(x)	SD	Remark
6.	Infant formulas are considered most appropriate mode of feedings.	2.19	1.94	Low extent
7.	Proper feeding of children with infant formulas promotes optimum development of the infant.	2.84	1.12	Great extent
8.	Infant formulas enhance growth and development of the children than exclusive breastfeeding.	2.05	1.96	Low extent
9.	Infant formulas help to enhance intellectual development of the infant.	2.26	1.22	Low extent
10.	Infants' formulas along with exclusive breastfeeding lead to complete development of children intellectual quotient (IQ).	3.11	0.98	Great extent
	Average mean	2.49	1.41	Low extent

Source: Field Survey 2015

Table 3 indicates respondents on the influence of infant formula. Only item 7 & 10 which stated that proper feeding promotes optimum development of the infant which enhance their effective transition to school had a mean rating above 2.50. The remaining four items has scores below 2.50, showing that infant formulas does not positively influence on children academic performance is to a great extent. The average mean for the entire items was 2.43. This indicates that to a great extent, an infant formula does not promote optimal growth of children, brain functioning and academic performance

Research Question 5: What are the Academic performances of the children based on their cognitive, affective and psychomotor domain?

Table 5: Percentage Analysis of children Academic Performance Based on Cognitive, Affective and Psychomotor Domain

Variable	Exclusive Breast Feeding						Infant Formula Feeding					
	EX (%)	VG (%)	G (%)	F (%)	P (%)	Total	EX (%)	VG (%)	G (%)	F (%)	P (%)	Total
A .Basic skill	20 (24.4)	36 (43.9)	13 (75.9)	8 (9.8)	5 (6.1)	82	8 (29.6)	6 (22.2)	6 (22.2)	7 (31.8)	1 (3.7)	27
B.Language	16 (19.5)	30 (36.6)	20 (24.4)	10 (12.2)	6 (7.3)	82	4 (14.5)	6 (22.2)	10 (37.1)	5 (18.5)	2 (11.1)	27
C Number Counting	22 (26.8)	33 (40.2)	16 (19.2)	8 (9.8)	6 (5.5)	82	2 (11.1)	4 (14.8)	13 (48.2)	6 (22.2)	2 (11.1)	27
D. Writing and creative activities	33 (40.2)	19 (23.2)	15 (18.3)	10 (12.2)	5 (6.1)	82	4 (14.8)	4 (14.8)	6 (22.2)	10 (37.1)	3 (11.1)	27
Total	91	118	74	36	19		18	20	35	28	8	

Source: Field Survey (2015)

Table V indicates analysis of children academic performance based on cognitive, affective and psychomotor domain. The data in performance of pupils exclusively breastfed and those fed with infant formula, based on cognitive affective and psychomotor domain. On basic skill 20(24.4%) out of 82 performed excellently compared to 8 (29.6%) out of 27 who performed excellently based on exclusive breastfeeding and infant formula respectively. Number of pupils who performed excellently is higher based on exclusive breast feeding than those of infant formulas. Also, least number of pupils who fed on exclusive breast feeding performed poorly while that of infant formula is very high.

Based on language testing, pupils who fed on excusive breast feeding, 16(19.5%) perform excellently, 30(36.6%) has very good, 20(24.4%) good, 10(12.2%), fair while 6(7.3%) were poor in the test. While the performance of pupils who was fed with infant formula goes as follows, 4(14.8%) excellent, 6(22.2%) very good 10(37.1%) good 5(18.5%) fair and 2(7.4%) were poor in language test.

On item C, number counting 22(26.8%) of the pupils who was fed on exclusive breast feeding performed excellently, while 11(11.1%) of the pupils fed on infant formula performed excellently. 33(40.2%) of the pupils who was fed on exclusive breast feeding performed Very good, 16(19.5%) good, 8(9.8%) were rated as fair while 3(3.7%) were rated as poor performance. Based on infant formula, 4(14.8%) performed very well, 13(48.2%) good, 6(22.2%) fair while 2(7.4%) performance were rated as poor.

Item D writing and creative activities 33(40.2%) of the pupils who was fed on exclusive breast feeding performed excellently, while 4(14.8%) of the pupils fed on infant formula performed excellently. 19(23.2%) of the pupils fed on exclusive breast feeding performed Very good, 15(18.3%) good, 10(12.2%) were rated as fair while 5(6.1%) rated as poor performance. Based on infant formula, 4(14.8%) performed very well, 6(22.2%) good, 10(37.1%) fair while 3(11.1%) performance were rated as poor. Based on the analysis done above it can be concluded that on averagely, pupils fed on exclusive breast feeding performance was considered very good compare to those fed on infant formula. This implies that exclusive breast feeding promote optimal brain functioning, aid child development and enhance pupils intellectual development.

Testing of Hypothesis

Ho: There is no significant difference between the academic performance of children fed with exclusive breast feeding and those that was fed with infant formulas.

Table VI: T-test analysis on children fed with exclusive breastfeeding and infant formula

Variable(Academic performance)	N	$\bar{X}$	SD	df	t-cal	t-tab	Decision
Exclusive breastfeeding	109	36.11	12.18	107	6.03	1.96	NS
Children formulas	109	35.02	10.09				

Source: Field Survey (2015)

$P=0.05$ =level of significance, df =degree of freedom 107 NS = Not Significant
The results in Table VI showed, the calculate t-value of 6.03 is greater than the critical t-test value of 1.96 at the degree of freedom of 107 and alpha level of significance of 0.05.

Since the cal. t-value is greater than the Crit. t-value (i.e $6.03 > 1.96$) the hypothesis (H_{01}) is rejected an indication that there is significant difference between the academic performance of children fed with exclusive breastfeeding and children who was fed with infant formulas.

Discussion of Findings

Research Hypothesis (H_0): was rejected, this is an indication that there is significant difference between the academic performance of children fed with exclusive breastfeeding and that of those children that was fed with infant formulas. This shows that exclusive breastfeeding promote optimal brain functioning, aid development and enhance pupils intellectual development. This finding is line with that of Anyakoha (2010) and Balogun (2010) that exclusive breastfeeding is associated with enhanced performance on test of cognitive development.

The findings also correlates with that of Derek (2002) who explained that higher compliance with exclusive breastfeeding enhance proper development of the child and affect smooth transition to school. Exclusive breastfeeding than their illiterate counterparts and could positively influence their growth level and development functioning organs within the body.

Also from research question one, it was revealed that there is significant difference between the mother socio-economic characteristic and level of compliance to exclusive breast feeding. . In such study conducted by Yahaya (2008) 65% of the parents/ mother sampled strongly agreed that educated parents/mother pay proper attention to exclusive breastfeeding of their baby. this finding is also in line with the view of World Health Organization (WHO;2012) that mothers were different in the mode of feeding their babies based on age the number of children, nursing experience and the social economic status of such family.

Moreover, the finding is supported by that of Oloyede (2002) that mothers' commitment to work and nature of her job determine her compliance level to exclusive breastfeeding, which further influence the development of the children's brain functioning. The analysis also revealed that other mothers' socio-economic characteristics such as level of education, age of the mother, religion and mother occupation significantly influence their level of compliance to exclusive breast feeding. This finding shows that strict adherence to exclusive breastfeeding enhances child development as shown from the analysis. Exclusive breast feeding creates a special bond between mothers and child, which has a positive effect on life as indicated by the various parents and nursing mothers' opinions.

Conclusion

Culturally, expectations of the society are that every family should have their children. This will give them a sense of fulfilment. Therefore, all mothers must feed their children very adequately, that can promote sound health and brilliant performance in their academics.

Recommendations

Based on the findings and the conclusion drawn in this research work, the following recommendations were made;

1. Parents, mothers should be sensitized on the importance of exclusive breastfeeding for the first six months of child birth for them to be constantly aware and create awareness to others in an attempt to reduce infant mortality.
2. There is need for exclusive breastfeeding education programme for nursing mothers as it helps to promote and enhance child development and effect smooth transition of child to schools.
3. High compliance rate with exclusive breastfeeding among nursing mothers was considered an essential ingredient through which the child Intellectual Quotient (IQ) is developed, thus there should be an orientation programme organized by the Joint Nurse and midwifery to the nursing mothers and expectant mothers on exclusive breastfeeding.

4. Government through its agencies should organized public awareness campaign to enlighten parents/Nursing mothers to comply with exclusive breastfeeding for complete six months of child birth as researches shows to have appreciable influence on children academic performance.
5. Provision of more awareness through mass media houses, Television programmes, Radio, Newspapers, and handbills.
6. Finally, Government should provide health services at subsidized rate to nursing mother, free health cares and free material distribution to provide the needed support to the nursing mothers and support their quest to promote exclusive breastfeeding.

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