

Exploring the Live Experiences of Selected Mothers Who Give Birth in Clinica Antipolo: Their Adjustments and Recovery

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ABSTRACT

The purpose of this qualitative study was to explore how nurse-led postnatal education impacts maternal confidence, evidence-based practices, and the emotional transition of ten postpartum mothers. Semi-structured interview questions were used in this study. A one-on-one interview was conducted, and the study results were interpreted through thematic analysis, revealing that comprehensive nurse instruction is a critical catalyst for maternal empowerment. It significantly increases readiness and replaces unscientific practices with safe, evidence-based care, such as exclusive breastfeeding and proper cord care. However, since the experience of the participants on the transition into motherhood involves severe physical and emotional exhaustion, clinical teaching must be paired with genuine nurse reassurance to alleviate maternal anxiety. Participants strongly preferred interactive learning, like hands-on demonstrations, over dense verbal lectures. They recommended restructuring educational delivery to avoid post-childbirth information overload by introducing family-centered inclusion, post-discharge follow-ups, and topics like maternal mental health. The study's limitations include a small, localized sample of 10 mothers. Since the study used a qualitative research design rather than a quantitative one, it precludes statistical generalization, introduces potential recall bias due to postpartum fatigue, and adopts a single-perspective focus that excludes healthcare staff. In practice, a spaced-learning clinical pathway of short, sequential modules should replace single discharge-day lectures. Staff nurses should shift to mandatory return demonstrations and actively include fathers or primary caretakers to realize true family-centered care. Furthermore, hospitals can bridge post-discharge gaps using digital tools such as QR codes linking to video libraries and automated telehealth check-ins. Ultimately, this paper bridges clinical standards and real-world maternal experiences, helping administrators align operations with national mandates such as the Philippine Nursing Act (RA 9173).

Keywords: *nurse-led postnatal education, postpartum mothers, maternal confidence, transition to motherhood, evidence-based care, family-centered care qualitative research*

INTRODUCTION

As a medical health provider, the researcher is interested in studying the extent of mothers' knowledge about newborn care, whether nurse assistance or nurse-led education can help these mothers, and the extent to which. UNICEF (2023) stated that newborn mortality is twice as high among mothers with no education compared to those with secondary or higher education.

STATEMENT OF THE PROBLEM

Central Problem: What Are the Mothers' Experiences with Nurse-Led Education Provided During the Postnatal Period?

The outcome was derived from the participants' responses to the following interview questions:

This study aimed to explore mothers' experiences, perceptions, and understanding of nursing education and its influence on their knowledge and practices in newborn care. Specifically, this study sought to answer the following questions:

1. What are the mothers' experiences with nursing education provided during the postnatal period?
2. How mothers perceive the relevance and effectiveness of nursing education in newborn care.
3. What are the challenges and difficulties mothers encounter in applying the knowledge and skills learned from nursing education at home?
4. What are the mothers' insights and recommendations to improving nurse-led educational programs for postnatal mothers?

SCOPE AND DELIMITATIONS

This phenomenological study examines the lived experiences of mothers who gave birth at Clinica Antipolo. Data collection was conducted in May and June to capture the phenomenon within the designated study period. The study focuses on the participants' feelings, perceptions, and experiences regarding the delivery of nurse-led education, particularly in areas such as breastfeeding, umbilical cord care, thermoregulation, and newborn hygiene.

REVIEW OF RELATED LITERATURE

Nurse-led education equips mothers with knowledge and skills related to infant feeding, newborn care, maternal self-care, and the recognition of warning signs, thereby promoting maternal confidence and positive health outcomes. McCarter et al. (2022) conducted a scoping review on postpartum discharge education provided by nurses and found that nurses are key providers of information before mothers leave healthcare facilities. The review highlighted that effective postpartum education prepares women to identify complications, perform physical and emotional self-care, establish infant feeding practices, and assume parenting responsibilities. However, the authors emphasized the need for individualized and comprehensive educational approaches to address the varying needs of postpartum mothers. Similarly, Madray et al. (2022) explored the unmet needs of postpartum mothers through qualitative interviews and discovered that many women felt inadequately prepared for the realities of motherhood despite receiving routine discharge instructions. Mothers expressed the need for anticipatory guidance, practical demonstrations, and opportunities to ask questions about newborn care and postpartum recovery.

THEORETICAL FRAMEWORK

Nurse-led education for mothers on newborn care can be strongly supported through the integration of Knowles' Adult Learning Theory, Bandura's Self-Efficacy Theory, and the Health Belief Model (HBM). Together, these theories provide a comprehensive framework for

understanding how mothers acquire knowledge, what influences their health-related behaviors, and how they develop confidence in providing appropriate care for their newborns.

METHODOLOGY

This study employed a qualitative exploratory research design to gain an in-depth understanding of mothers' experiences, perceptions, and knowledge regarding nurse-led education on newborn care. The qualitative approach was considered appropriate for this study because it focuses on exploring the meanings, beliefs, and experiences that individuals attribute to social and health-related phenomena.

RESEARCH STEPS

This study involves identifying and selecting appropriate participants through purposive sampling, developing and validating the research instrument, conducting semi-structured interviews, gathering data from mothers who received nurse-led newborn care education, organizing and transcribing the collected information, and analyzing the data through coding and theme development. These systematic steps ensure that the study effectively explores the influence of nurse-led education on mothers' knowledge, perceptions, and practices regarding newborn care.

DATA COLLECTION AND SAMPLE SELECTION

The research instrument used in this study was a semi-structured interview designed to explore how nurse-led education influences mothers' knowledge, perceptions, and practices regarding newborn care. A qualitative approach was selected to gain a deeper understanding of the participants lived experiences as they described how nurse-led education affects their roles and experiences as mothers. The interview questionnaire consisted of open-ended questions, allowing the 10 participants to freely share their insights, perceptions, and thoughts. This approach provided flexibility while enabling the researchers to gather relevant information and maintain consistency throughout the data collection process.

DATA ANALYSIS METHODS

The data analysis method used in this study was **thematic analysis**. This method was used to identify, analyze, and report recurring patterns, codes, and core themes in the qualitative interview transcripts, enabling the researchers to organize the mothers' first-hand experiences and recommendations systematically.

RESEARCH HYPOTHESIS AND VALIDATION

The study was guided by open-ended exploration questions designed to investigate how nurse-led education influences maternal confidence, caregiving behaviors, and the postpartum transition since the study is a qualitative in nature.

STUDY LIMITATIONS AND ETHICAL CONSIDERATIONS

This study strictly adheres to established ethical standards in conducting qualitative research involving human participants. Prior to data collection, informed consent will be obtained from all participants, ensuring that they are fully aware of the purpose, procedures,

and the voluntary nature of their involvement in the study. Participants will be clearly informed that they have the right to withdraw from the study at any time without penalty or consequence. To protect their privacy, all personal information will be treated with utmost confidentiality, and pseudonyms or codes will be used in place of real names in transcripts and reports

RESULTS AND DISCUSSION

The study found that nurse-led postnatal education significantly improved first-time mothers' knowledge, confidence, and preparedness for caring for themselves and their newborns. Comprehensive instruction on breastfeeding, newborn care, postpartum recovery, and evidence-based practices promoted safe caregiving while reducing reliance on harmful traditional practices. Mothers valued nurses' emotional support, which eased anxiety during the transition to motherhood. However, they experienced information overload after childbirth and recommended more structured, practical, and continuous education using demonstrations, videos, and simple language. Participants also suggested expanding topics to include maternal mental health, newborn sleep, infant behavior, and post-discharge follow-up with greater family involvement.

SUMMARY OF FINDINGS:

The study found that comprehensive nurse-led postnatal education improved mothers' knowledge, confidence, and readiness for newborn care while promoting evidence-based practices and reducing unsafe traditional beliefs. However, effective education should also provide emotional support, use gradual and practical teaching methods to prevent information overload, involve family members, and include post-discharge follow-up through digital resources and continuous guidance.

CONCLUSION:

Nurse-led postnatal education is highly effective in establishing safe home care and building maternal confidence. However, to maximize its institutional value, healthcare programs must transition from a one-size-fits-all, discharge-day lecture into a practical, family-inclusive, and continuously reinforced continuum of care.

RECOMMENDATION:

Based on the study findings, hospitals should strengthen postnatal education by expanding topics to include maternal mental health, newborn sleep, and coping strategies, while delivering information gradually and providing structured post-discharge follow-up. Staff nurses should use patient-centered, family-focused, and interactive teaching methods with clear communication and reinforced learning through printed and digital resources. Nursing education should emphasize health literacy, communication skills, emotional support, and adherence to the Philippine Nursing Act of 2002 (RA 9173) and the Department of Health Essential Intrapartum and Newborn Care (EINC) Protocol. Future studies should evaluate the long-term impact of nurse-led education and digital learning tools on maternal and newborn outcomes.

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AI DECLARATION STATEMENT

AI-supported tools helped with grammar and structure in creating this article. No AI tools were used to collect, analyze, or interpret data; all authors are credited for their academic contributions.

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