



KNOWLEDGE AND ATTITUDE TOWARDS MOTHERHOOD AMONG COLLEGE STUDENTS IN SELECTED COLLEGES OF NELAMANGALA

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ABSTRACT

Motherhood is an important social, psychological, and biological transition in a woman's life. Adequate knowledge and a positive attitude towards motherhood among young women are essential for promoting maternal and child health. The present descriptive study aimed to assess the knowledge and attitude of college students towards motherhood in selected colleges of Nelamangala and to develop an information booklet based on the findings. A quantitative research approach with a descriptive design was adopted. The study was conducted among 100 college students selected through a structured questionnaire and attitude scale. Data were analysed using descriptive and inferential statistics.

The results revealed that 66% of the students had moderate knowledge, 30% had inadequate knowledge, and only 4% had adequate knowledge regarding motherhood. Regarding attitude, 55% of the students exhibited a negative attitude, 35% showed a moderately positive attitude, and 10% demonstrated a positive attitude towards motherhood. The mean knowledge score was 46.61%, while the mean attitude score was 47.7%, indicating moderate knowledge but relatively unfavourable attitudes among students. A moderate positive correlation ($r = 0.481$) was observed between knowledge and attitude scores. Significant associations were found between knowledge levels and selected demographic variables such as age, type of family, history of pregnancy in the family, and source of information.

The findings highlight the need for educational interventions to improve awareness and perceptions regarding motherhood among young adults. The development of an informational booklet may serve as an effective strategy to enhance knowledge and promote positive attitudes toward motherhood among college students.

Keywords: Motherhood, Knowledge, Attitude, College Students, Reproductive Health Education, Maternal Awareness, Health Education, Nursing Education.

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INTRODUCTION

Motherhood is a stage of being a mother. It is the state or experience of having or raising a child. Giving birth to and raising a child is an example of motherhood. Motherhood is defined as the kinship relation between an offspring and the mother¹. Motherhood is the state of condition of being a mother². Motherhood is a spiritual transformation of wifehood. The wife may and does demand and take; but the mother feels it her privilege to give. If a woman as a wife is socially significant, woman as mother is spiritually glorious³.

Motherhood is a complex role, an experience full of responsibilities and varying emotions. A married life where the wife enjoys the respect of her husband and authority over her household, holds as much dignity as the most esteemed of careers, because it gives her the opportunity to create, preserve and protect the most precious possessions of her country, namely, the children of the nations⁴.

Having a baby is a transformational event that irrevocably alters the course of a woman's life. Whether a child is biological or adopted, a first child's arrival marks a major life transition for a woman. If the process of becoming a mother goes well, a woman develops an intimate knowledge on her infant that kindles a sense of confidence in her mothering activities, love for her infant, and acceptance of a new person as a mother⁵.

There is no shelter like mother. There is no defense like mother. There is no one so dear as mother, for having borne him in her womb the mother is the son's Dhatri; for having been the chief cause of his birth, she is his Janani; for having nursed his young limbs, she is called amva (amma); and for nursing and looking after the son she is called „sura.“ The mother is one's own body².

Mothers are one of the first indications of the sovereignty of God in our lives. Mothers teach us to have confidence and belief in ourselves. Mothers knew from experience how important for people to believe in themselves in order for children to be whole, strong and grow with a healthy estimation of oneself⁶.

As national marriage projects analysis of census bureau data shows, women are now entering their active childbearing at older age than in the past. According to the census in 1970, 73.61% of women aged 25-29 entered their child bearing; in 2000 it was only 48.75%. on 2018 may 13 , mother's day it found that it was only 45%⁷.

The number of women having their first babies after thirty has been rising. Some early study seemed to show that as women grow older, they run a higher risk of developing miscarriage, premature birth, etc. But later research suggests that the risk of delaying pregnancy until late in the reproductive years (after thirty-five) are not related to age at all but to pre-existing disorders such as high blood pressure or diabetes that may worsen with the age. However the risk of miscarriage and of congenital abnormalities increases with age, and rises very dramatically after 35 years of age, while fertility declines⁸.

The general public shows increasing acceptance of caesarean section as the safest method of delivery for the newborn child, without being aware of its adverse consequences¹¹. Modernisation has resulted in social, cultural and economic changes that have produced decreased breastfeeding practices. Among the most common changes we have observed is the loss of support for the breastfeeding mother. At present, young mothers frequently do not know where to go for advice, encouragement and support for breastfeeding. Breastfeeding promotion should be designed to reach both women and their partners⁹.

Increasing numbers of women in the US and other countries are choosing to have families later in life. Many are focused on finishing school, pursuing careers and establishing solid relationship before beginning their families. A new study indicated women over age 35 have more pregnancy related risks rather than their younger counterparts¹⁰.

The increase of a women's time invested in education on career building paths has taken its toll on the time available for childbearing. A survey performed among 193 female academics brought to light that among childless women many merely postpone motherhood until their career prospects are established⁹.

Two descriptive studies were conducted to assess the attitudes towards a childless lifestyle. One study uses an unstructured response style to determine motivation for and effects of the decision attributed to the person intending to be childless. The second study assessed the relationship between self-reported attitude measures. The studies suggest that persons selecting a childless lifestyle may be viewed by others as less well-adjusted or misguided in their choice¹¹.

The researcher herself came across many women who did not have children at the late 30s. Most of the women had postponed their pregnancy because of their education, career, concern of their body image and the like. This prompted the researcher to undertake the study to determine the knowledge and attitude of college students towards motherhood.



Below is your polished section with tables inserted wherever appropriate. The narrative is kept concise and the data are presented in academic table format, which is suitable for dissertations or journal papers.

Objectives of the Study

1. To assess the knowledge of college students regarding motherhood using a structured knowledge questionnaire.
2. To assess the attitude of college students towards motherhood using an attitude scale.
3. To determine the correlation between the knowledge and attitude of college students regarding motherhood.
4. To determine the association between knowledge and attitude regarding motherhood with selected demographic variables.

HYPOTHESES

H1: The mean knowledge and attitude scores regarding motherhood among college students will be significantly low.

H2: There will be a significant association between knowledge regarding motherhood and selected demographic variables among college students.

H3: There will be a significant association between attitude towards motherhood and selected demographic variables among college students.

Delimitation of the Study

The study was limited to final-year female graduate students from selected colleges of Nelamangala in a specified geographical area.

RESULTS

Organization of Findings

The findings are presented in the following sections:

- **Section I:** Demographic characteristics of respondents
- **Section II:** Knowledge and attitude of college students regarding motherhood
- **Section III:** Correlation between knowledge and attitude
- **Section IV:** Association between knowledge, attitude, and demographic variables

Section I

Demographic Profile of College Students

Table 1: Distribution of Students by Age

Age Group	Frequency	Percentage
18–25 years	74	74%
26–30 years	25	25%
Above 30 years	1	1%
Total	100	100%

The majority of respondents (74%) were aged **18–25 years**.

Table 2: Distribution of Students by Religion

Religion	Frequency	Percentage
Hindu	64	64%
Muslim	18	18%
Christian	18	18%
Others	0	0%
Total	100	100%

Most respondents (64%) were **Hindus**, while **18% each** were **Muslims and Christians**.

Table 3: Distribution by Monthly Family Income

Monthly Income	Frequency	Percentage
Less than ₹5000	16	16%
₹5001–10000	40	40%
₹10001–15000	28	28%
Above ₹15000	16	16%
Total	100	100%



Most respondents (40%) had a family income between ₹5001–10000.

Table 4: Distribution by Type of Family

Family Type	Frequency	Percentage
Nuclear Family	61	61%
Joint Family	33	33%
Extended Family	6	6%
Total	100	100%

The majority (61%) belonged to nuclear families.

Table 5: History of Pregnancy in the Family

History of Pregnancy	Frequency	Percentage
Yes	65	65%
No	35	35%
Total	100	100%

Most respondents (65%) reported a history of pregnancy in their family.

Table 6: Source of Information Regarding Motherhood

Source of Information	Frequency	Percentage
Family Members	31	31%
Friends	21	21%
Mass Media	25	25%
Health Workers	23	23%
Total	100	100%

Family members were the primary source of information (31%).

Section II: Knowledge and Attitude of College Students Regarding Motherhood

Table 7: Knowledge Level of College Students

Knowledge Level	Frequency	Percentage
Inadequate	30	30%
Moderate	66	66%
Adequate	4	4%
Total	100	100%

Most respondents (66%) had moderate knowledge regarding motherhood.

Table 8: Attitude Towards Motherhood

Attitude Level	Frequency	Percentage
Negative	55	55%
Moderately Positive	35	35%
Positive	10	10%
Total	100	100%

The majority of respondents (55%) exhibited a negative attitude towards motherhood.

Table 9: Mean Knowledge and Attitude Scores

Variable	No. of Items	Maximum Score	Mean	Mean %	Standard Deviation
Knowledge regarding motherhood	50	50	23.30	46.61%	1.367
Attitude towards motherhood	15	60	28.62	47.7%	2.894

The findings indicate moderate knowledge but relatively unfavorable attitudes towards motherhood.



Section III Correlation Between Knowledge and Attitude

Table 10: Correlation Between Knowledge and Attitude Scores

Correlation Test	Value	Interpretation
Pearson Correlation	0.481	Moderate positive correlation
Spearman Correlation	0.590	Moderate positive correlation

A moderate positive correlation exists between knowledge and attitude regarding motherhood.

Section IV: Association Between Knowledge and Demographic Variables

Chi-square analysis revealed significant associations between knowledge levels and the following variables:

- Age
- Type of family
- History of pregnancy in the family
- Source of information

However, religion and monthly income showed no significant association.

Association Between Attitude and Demographic Variables

Significant associations were observed between attitude towards motherhood and the following variables:

- Age
- Religion
- Monthly family income
- Type of family
- History of pregnancy in the family
- Source of information

Thus, the hypotheses regarding associations between demographic variables and knowledge and attitude were accepted.

Recommendations

1. Similar studies should be conducted on a larger sample size.
2. Future studies may include additional variables affecting motherhood awareness.
3. Experimental studies with control and intervention groups can be conducted.
4. Comparative studies may be conducted among different educational groups.

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