

Effectiveness Of A Teaching Module On Knowledge Regarding Behavioural Problems Of Children Among Mothers Of School-Going Children In A Rural Area Of Madurai District

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Background: Behavioral problems among school-age children may affect their emotional, social, and academic development. Mothers play an important role in identifying and managing these problems at an early stage.

Objective:

To assess the level of knowledge regarding behavioral problems among mothers of school going children in selected rural area at Madurai.

To evaluate the effectiveness of teaching module on knowledge regarding behavioural problems of children among mothers of school going children.

To determine the association between the prelevel of knowledge among mothers of school going children with their selected demographic variables.

Methods: A quantitative research approach with a pre-experimental one-group pre-test and post-test design was adopted. The study was conducted in Thiruparankundram Panchayat, Madurai District, and Tamil Nadu. Fifty mothers of school-going children aged 6–12 years were selected using a convenient sampling technique. Data were collected using a structured knowledge questionnaire. A teaching module on behavioural problems of children was administered, and a post-test was conducted after seven days. Data were analysed using descriptive statistics and paired t-test.

Results: Before the intervention, 44% of mothers had inadequate knowledge and 56% had moderate knowledge regarding behavioural problems. After the teaching module, 36% had adequate knowledge and 64% had moderate knowledge. The mean pre-test score was 11.88, while the post-test mean score increased to 15.96. The calculated t-value (15.6) was statistically significant at $p < 0.05$.

Conclusion: The teaching module was effective in improving the knowledge of mothers regarding behavioural problems of children. Educational interventions can help parents identify behavioural issues early and promote healthy child development.

Keywords: behavioural problems, teaching module, mothers, school-age children, knowledge.

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I. Introduction

Childhood behavioural problems are increasingly recognized as a major public health concern. Behaviour refers to the observable actions and responses of an individual to internal and external stimuli. When children display persistent disruptive or inappropriate behaviour that interferes with their daily functioning, it is referred to as behavioural problems.

Common behavioural disorders in children include attention deficit hyperactivity disorder (ADHD), conduct disorder, oppositional defiant disorder, anxiety disorders, and emotional disturbances. These problems may affect academic performance, social relationships, and emotional well-being.

Several factors contribute to behavioral problems in children, including family environment, parenting practices, socioeconomic status, and exposure to stress. Early identification and management are essential to prevent long-term psychological and social complications.

Mothers play a crucial role in child upbringing and emotional development. Adequate knowledge among mothers regarding behavioural problems can facilitate early recognition and appropriate management. Educational interventions such as structured teaching modules can significantly improve parental awareness and skills.

II. Methods:

Research Design: A quantitative research approach with a pre-experimental one-group pre-test and post-test design was used.

Setting: The study was conducted in Thiruparankundram Panchayat, Madurai District, Tamil Nadu, India.

Participants: A total of 50 mothers of school-going children aged 6–12 years were selected using a convenient sampling technique.

Instrument: Data were collected using a structured knowledge questionnaire including demographic variables and knowledge questions about behavioural problems.

Intervention: A teaching module covering meaning, types, causes, symptoms, prevention, and management of behavioural problems in children was provided. The teaching session lasted 30 minutes.

Data Collection Procedure: Pre-test assessment, administration of the teaching module, and post-test after 7 days.

Data Analysis: Frequency, percentage, mean, standard deviation, and paired t-test were used for analysis.

III. Results

Demographic findings showed that 52% of mothers were aged 25–30 years, and 44% had completed graduation. Most participants (56%) were from rural areas.

In the pre-test, 44% of mothers had inadequate knowledge and 56% had moderate knowledge. In the post-test, 36% had adequate knowledge and 64% had moderate knowledge.

The mean pre-test knowledge score was 11.88 and the post-test mean score increased to 15.96 with a mean difference of 4.08. The calculated t-value of 15.6 was statistically significant at $p < 0.05$, indicating the effectiveness of the teaching module.

IV. Discussion

The study findings indicate that mothers initially had limited knowledge regarding behavioural problems in children. After the teaching module, a significant improvement in knowledge was observed.

These results support previous studies showing that structured educational programmes improve parental awareness and understanding of behavioural disorders in children. Enhancing parental knowledge helps early identification and management of behavioural issues and supports healthy child development.

V. Conclusion

The teaching module was effective in improving the knowledge of mothers regarding behavioural problems among school-going children. Educational programmes for parents play an important role in early identification and management of behavioural problems, thereby promoting better mental health in children.

Ethical Considerations

Ethical approval was obtained from the concerned institutional authority. Informed consent was obtained from all participants before data collection.