METHODOLOGY

Research methodology is a way of systematically searching or solving the research problem. It is considered as a science of studying how research is to be carried out. It gives a proper and meaningful direction to the researcher to proceed with his or her study. It is necessary to the researcher to design a methodology for the problem chosen. In other words, the methodology is the general research strategy that outlines the way in which research is to be undertaken and, among other things, identifies the methods to be used in it. (Wikipedia, the free encyclopaedia)

It is the way to find out the result of a given problem on a specific matter or problem that is also referred as the research problem. In simple terms, it gives the researcher a clear cut idea about the methods or process the researcher is going to use in his or her research to achieve objectives. In order to plan for the whole research process at a right point of time and to advance the research work in the right direction, carefully chosen research methodology is very critical.

In research methodology, researcher always tries to search the given question systematically in his or her own way and find out the all answers till conclusion. If the researcher does not work systematically on the problem, there would be less possibility to find out the final result. For finding or exploring research questions and hypotheses, a researcher faces a lot of problems that can be effectively resolved with using correct research methodology. (Industrial research institute 2010) In short, we may considered research methodology as the nerve centre of the research study because the entire investigation is bounded by it and the researcher has to follow the right methodology to reach its destination.

For the present study, the investigator planned a line of actions to carry out the study as follows-

1) Method of the study.

2) Variables of the study

3) Population of the study.

4) Selection of sample.

5) Selection and preparation of tools.

6) Data collection.

7) Statistical techniques.

3:01: METHOD OF THE STUDY:

The investigator has applied the descriptive survey method to obtain pertinent and precise information or to draw a valid general conclusion from the facts discovered regarding the problem. The descriptive survey method is of more value in solving problems about children, school organisation, supervision and administration, curriculum, teaching methods and evaluation.

Descriptive studies are more than just a collection of data; they involve measurement, classification analysis, comparison and interpretation. The descriptive research method has undoubtedly been the most popular and the most widely used research method in education. It helps to explain educational phenomena in terms of the conditions or relationships that exist, opinion that held by the students, teachers, parents and experts, processes that are going on, effects that are evident, or trends that are developing. Because of the apparent ease and directness of this method, a researcher can gather information in terms of individual's opinion about some issue, by a simple

questionnaire. At times, descriptive survey is the only means through which opinions, attitudes, suggestions for improvement of educational practice and instruction and other data can be obtained.(koul,L.1984 ,433).Survey method of descriptive research is conducted to collect detailed data on the existing phenomena with the intent of employing data to justify current conditions and practices or to make more intelligent plans for improving them. Descriptive researchers are oriented towards the description of the present status of a given phenomenon, institutions, group, problem or a particular area of human life and society in a systematic, planned and an organized way.

The present investigation falls under descriptive survey method due its nature and characteristics. For the present study, surveys are conducted to study the different behavioural problems, their underlying environmental factors and its influence on the academic achievement of the primary school children. Information about children, their parents, teachers and schools can be can be collected by using this method. The main purpose of the present study was not to develop a body of organized knowledge but to focus on different behavioural problems of primary school children, their underlying causes and what is the relation between academic achievement and behavioural problem. Both the qualitative and quantitative analysis of data as per objectives constituted the prime effort of the researcher. The investigative, evaluative or status survey which serves primarily to evaluate existing conditions can be done by the survey method.

3:02: VARIABLES OF THE STUDY:

The present study involves two kinds of variables entitled as

i) Dependent variable: Academic achievement.

ii) Independent variable: Behavioural problem children.

3:03: KAMRUP DISTRICT: (A PROFILE)

There are all total 27 Districts in the state of Assam. Among them,Kamrup district is the administrative district in the state of Assam in India.

It is located between 25.46 and 26.49 North latitude and between 90.48 and 91.50 East longitudes. The then old Kamrup district was bifurcated and created Kamrup Metropolitan District and Kamrup Rural District on 3rd February 2003. Again, recently the existing Kamrup Metro District was bifurcated and created East Kamrup District and South Kamrup District in 2016. The undivided Kamrup District is bounded by Udalgudi and Baksa District on the North, Meghalaya District on the South, Darrang District on the East, Goalpara District and Nalbari District on the West.

The total geographical area of Kamrup District is 4,345 sq.km. As per census in 2011, Kamrup District had a population of 1,517,542 of which male and female populations were 778,461 and 739,081 respectively.
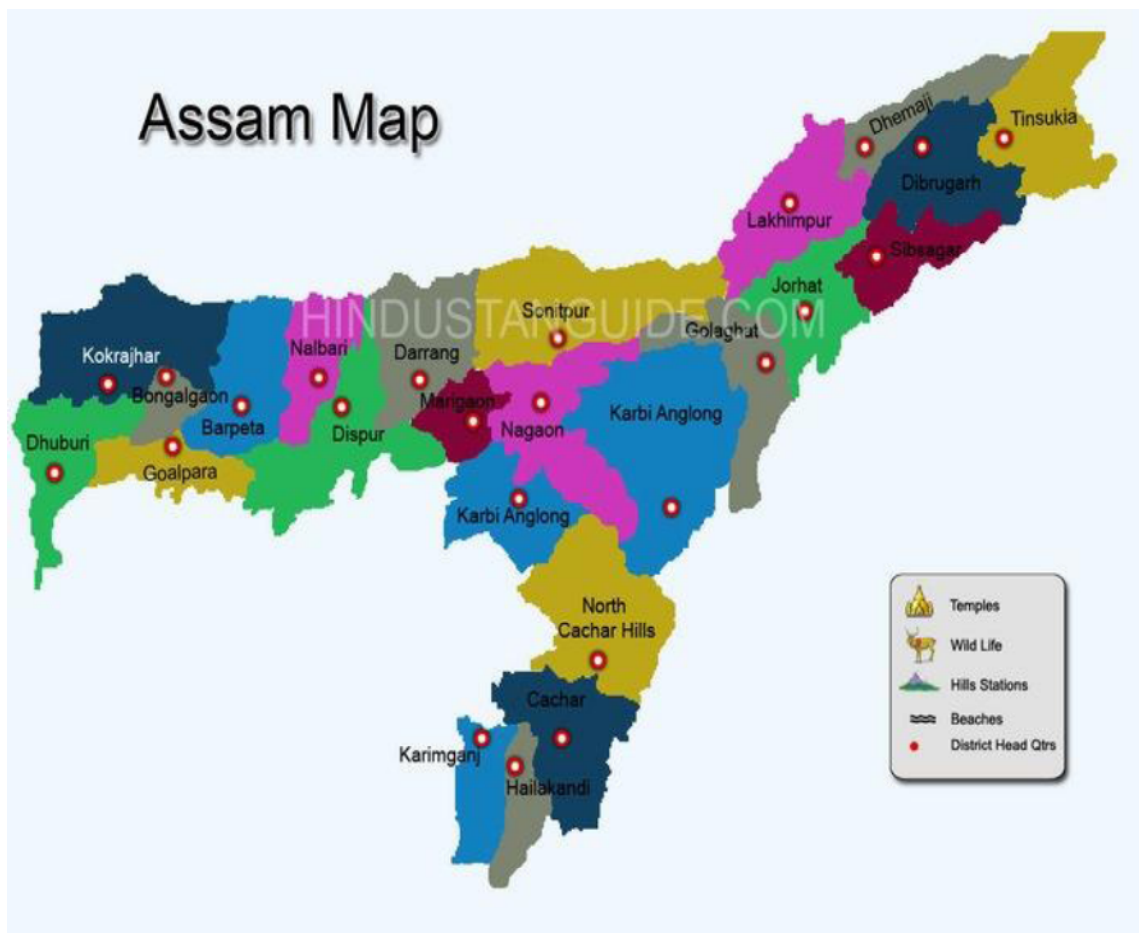
Figure 3.1 showing the map of Assam

3:03:i. KAMRUP METROPOLITAN DISTRICT (KAMRUP METRO)

Guwahati is the head quarter of Kamrup Metro District. Kamrup Metro District has one sub-division i.e. Kamrup Metropolitan Sadar sub-division. It is located between 25.43 and 26.51 North Latitude and between 90.36 – 92.12 East Longitude. It has total five revenue circles, such as Sonapur, Guwahati, Azara, Chandrapur and Dispur circle. There are 3 developmental blocks in Kamrup Metro District such as Chandrapur, Dimoria, and Rani.The total geographical area of kamrup Metro is 1,527.84 Square k.m. As per 2011 census, Kamrup Metro District had a total population of 1,260,419out of which 647,585 and 606,353 were male and female population respectively.
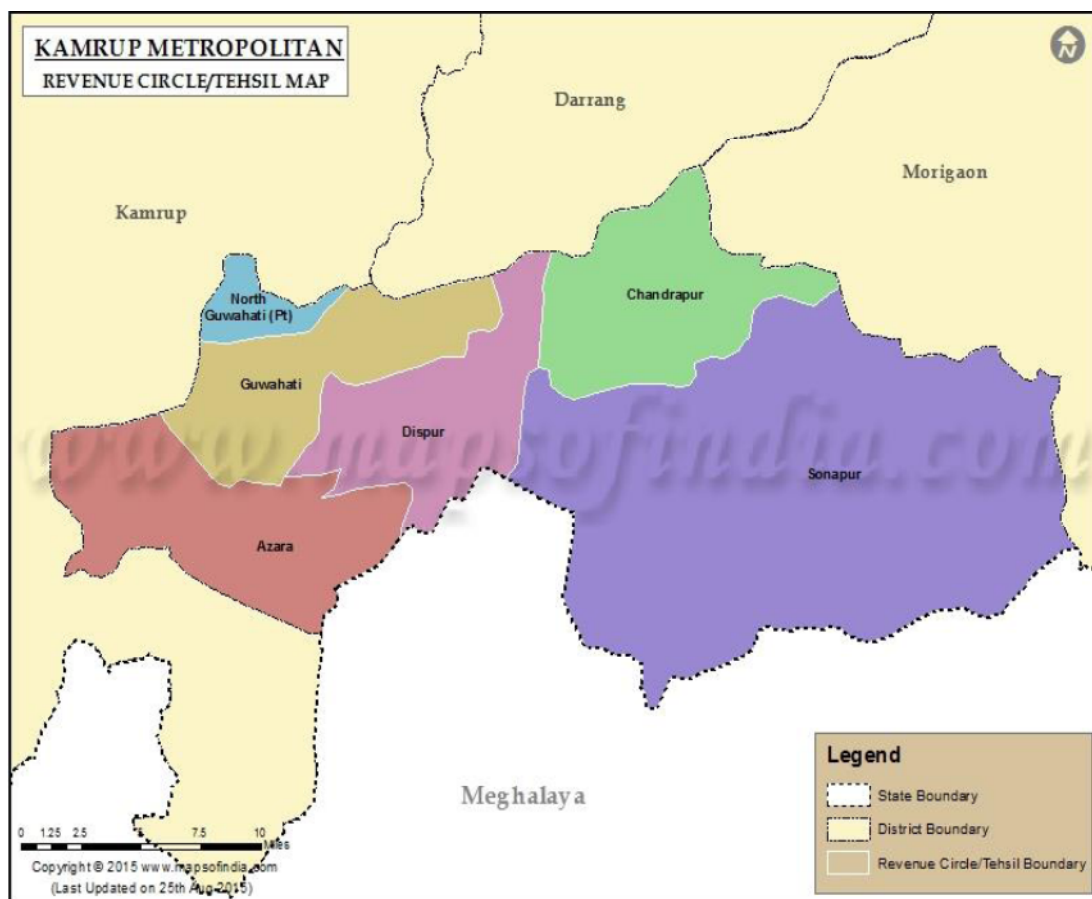
Figure 3.2 showing the map of Kamrup Metro District

3:03:ii KAMRUP RURAL DISTRICT

Kamrup Sadar sub-division and Rangia sub-division are the two civil sub-division of KamrupRural District. It is situated between 25.46 and 26.49 North latitude and between 90.48 and 91.50 East longitude. Under Kamrup Sadar sub-division there are 8 numbers of revenue circles such as Boko, Chamaria, Chaygaon, Hajo, Nagarbera, North Guwahati, Palashbari, and Goroimari. On the other hand, there are 3 numbers of revenue circles under Rangia sub-division such as Rangia, Koya and Kamalpur revenue circle.

The total geographical area of Kamrup rural District is 434500.00(HA).As per 2011 census, Kamrup Rural District had a total population of 15,17,542, out of which 77,84,61 were Male and 73,90,81 were Female population.
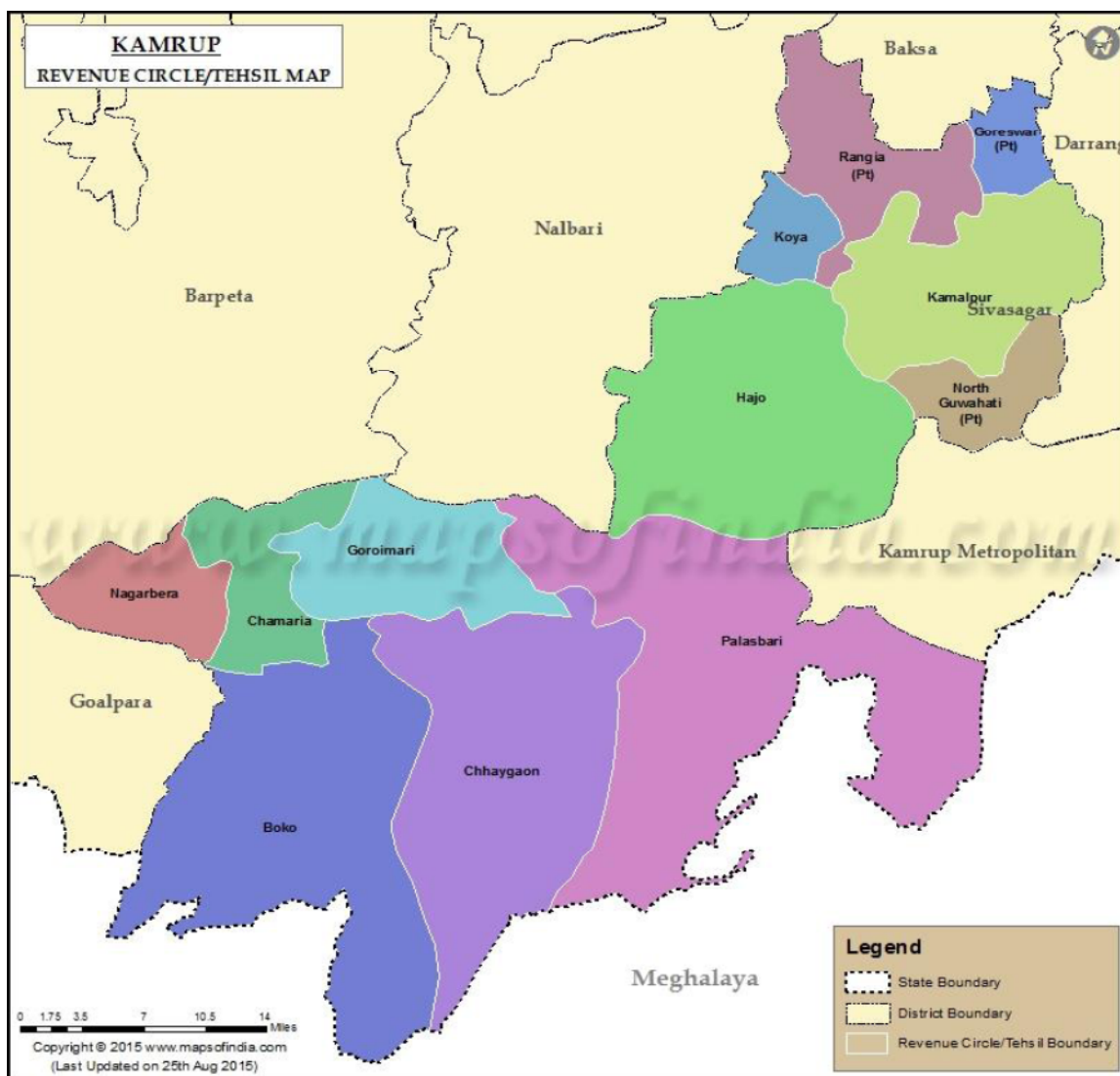
Figure 3.3 showing the map of Kamrup Rural district

As per 2011 population census report, the sex wise literacy rate of Assam in percentage along with the Kamrup Districts (both Metro and Rural) were mention below-

Table No 3.1 Sex wise literacy rate of Assam along with Kamrup Districts

	Persons	Male	Female
Assam	73.18	78.81	67.27
Kamrup Metro	88.66	91.26	85.82
Kamrup Rural	72.81	77.64	67.69

Source- Directorate of census operation, Assam.

3:04: POPULATION OF THE STUDY:

A well-defined collection of individuals or objects with similar characteristics is generally known as a population. Within a certain population, generally all individuals or objects have some common characteristics. So, the population refers to any collection of a specified group of human beings or of non-human entities. It is the entire group of individuals or objects to which the researcher want to find a general conclusion. To avoid the ambiguity of the study, it is necessary to know the total population from which the sample will be drawn for the study. Because, if the population of the study is not conversant with the researcher, then he or she cannot select a required sample for the study.

For the present study, the researcher had taken Kamrup District (both Rural and Metro) of Assam in India as the area of her investigation. There are at present (2014-15) total 2532 (Source: DISE 2014-2015) numbers of primary schools (both government and private) are available in the kamrup district (both Metro and Rural) of Assam.

Hence, all the primary schools (both govt. and Pvt.), all the teachers, all the students (both boys and girls) and their respective parents are the population of the study.

3:05: SAMPLE OF THE STUDY:

Generally, the population is found to be very large and in any research study, it is impossible or unmanageable to study entire population. Moreover, it is very expensive and time consuming to study the entire population. So the selection of the sample from the population is necessary to find the conclusion in a stipulated time. In simple words, the sample is a selected elements (peoples or objects) chosen for the study to find a generalised conclusion. Therefore, sample selected for the investigation should be the true representative of the total population, so that the researcher can collect relevant and required information to achieve its goal.

After defining a population and testing all units a researcher selects a sample of units from the sampling frame. The process of such a selection is called sampling.(Koul, L.2005,p112) Sampling is the process of selecting a group of institutions, people, events, behaviours or other elements with which the study to be conducted. If the population under study is homogeneous, a small sample is sufficient.

In the present study, 20 numbers of primary schools (both govt. and Pvt.) were selected with the help of simple random sampling technique from kamrup districts (both Metro and Rural) of Assam.

The purposive random sampling procedure was adopted to sort out the behavioural problem children, their respective parents and class teachers of selected primary schools in kamrup districts (both Metro and Rural) of Assam. From the total

20number of selected primary schools, 300 behavioural problem children (both boys and girls) were selected with their respective parents and 100 numbers of class teachers from class I, II, III, IV and V were selected as a sample of the study. However, the purposive sample was the criterion to select the sample out of the total number of students and teachers sample, due to their relevance in the concerned area of the present study. The purpose of such selection has been thoroughly discussed in the sampling of the schools, students and teachers

Figure 3.4 SAMPLE DISTRIBUTION

```
                    ┌─────────────────────────────┐
                    │  Total No of Sample Schools  │
                    │            (20)              │
                    └─────────────────────────────┘
                 ┌──────────────┴──────────────┐
     ┌───────────────────────┐       ┌───────────────────────┐
     │   Kamrup Metro (10)    │       │   Kamrup Rural (10)    │
     └───────────────────────┘       └───────────────────────┘
                 │                                 │
        ┌─────────────────┐              ┌─────────────────┐
        │  Children (150) │              │  Children (150) │
        └─────────────────┘              └─────────────────┘
          ┌───────┴───────┐                ┌───────┴───────┐
    ┌──────────┐  ┌──────────┐       ┌──────────┐  ┌──────────┐
    │ Parents  │  │ Teachers │       │ Parents  │  │ Teachers │
    │  (150)   │  │   (50)   │       │  (150)   │  │   (50)   │
    └──────────┘  └──────────┘       └──────────┘  └──────────┘
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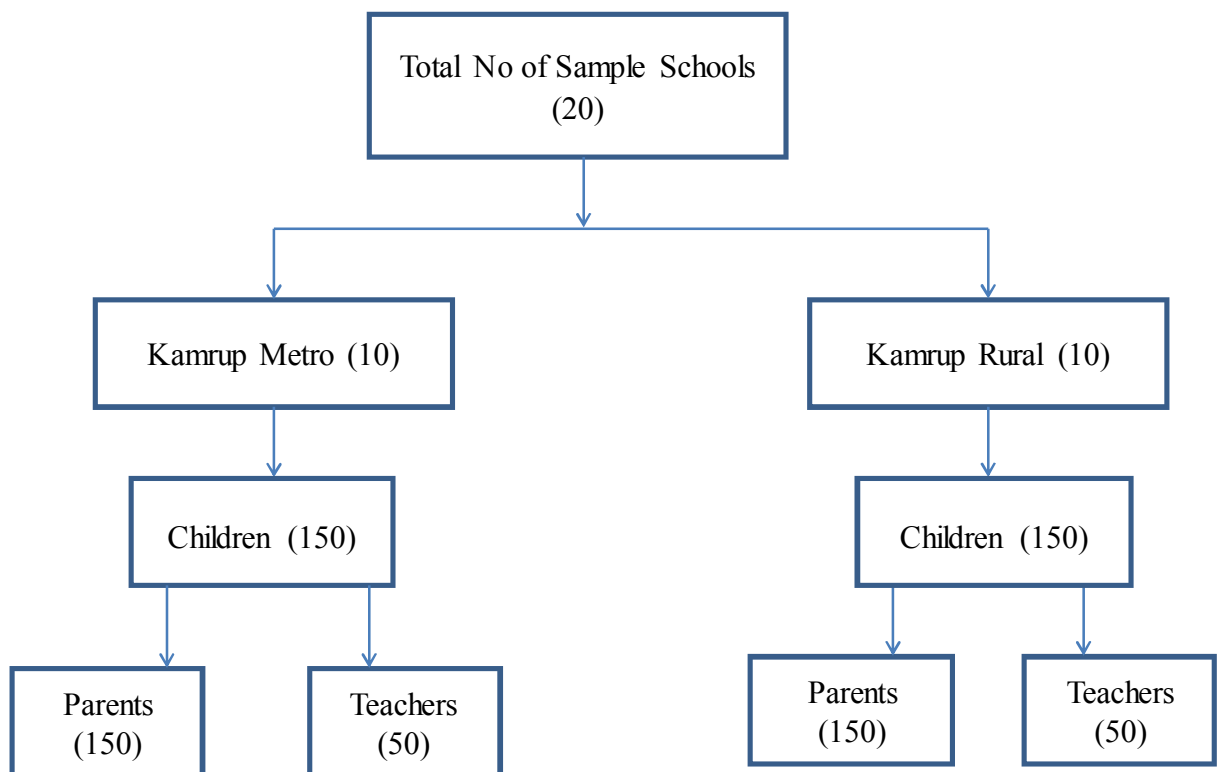
3:05:01 DESCRIPTION OF THE SAMPLE:

The sample of the present study was sorted out as in the following manner.

3:05:01.i Sampling of Schools.

3:05:01. ii sampling of Students.

3:05:01. iii Sampling of Parents.

3:05:01.iv Sampling of Teachers.

3:05:01.i Sampling of Schools:

The simple random technique was used to select 20 Primary Schools (both Government and private) from Kamrup District (both Metro and Rural) of Assam. For selecting these schools, lottery method was used. First the name of the schools which were included in the list of Axom Sarba Siksha Mission was written in separate sheets of papers. After that 20 sheets containing the name of the schools were pulled out and then separated. These 20 schools were selected as sample schools for the study. In the present study Government schools were independent primary schools, but in the private schools, Primary sections i.e. Class I-V were adjacent to the schools. It means in the private school's lower primary sections i.e. I-V were considered as primary schools. So among the selected schools 10 were Government primary schools and 10 were Private primary sections adjacent to the main school.

Table 3.2 LIST OF THE SAMPLE SCHOOLS SELECTED FOR THE PRESENT STUDY

S/N	Name of the Schools	Year of establishment	Category	Type of school	Location	District
1	Latachil L.P School	1849	Govt.	Co-educational	Latachil	M
2	Delhi Public School	2003	Pvt.	Co-educational	Betcuchi	M
3	Jalukbari L.P School	1958	Govt.	Co-educational	Jalukbari	M
4	NPS International School	2005	Pvt.	Co-educational	Betkuchi	M
5	Panbazar L.P school	1921	Govt.	Co-educational	Panbazar	M
6	PragatiJatiyaVidyalaya	2004	Pvt.	Co-educational	Nunmati	M
7	SishuVidyapith, Zoo	1972	Govt.	Co-educational	Dispur	M
8	Premier Academy	1995	Pvt.	Co-educational	Sonapur	M
9	Chenikuthi L.P School	1932	Govt.	Co-educational	Chenikuthi	M
10	South point School	1960	Pvt.	Co-educational	Barshapara	M
11	Elite Academy	2002	Pvt.	Co-educational	Boko	R
12	Sarpara M.V School	1940	Govt.	Co-educational	Mirza	R
13	SankardevJatiyaVidyalaya	1998	Pvt.	Co-educational	Sualkuchi	R
14	Arunadoy English School	1978	Pvt.	Co-educational	Mirza	R
15	62 No. L.P School	1907	Govt.	Co-educational	Amingaon	R
16	Lachit L.P School	1958	Govt.	Co-educational	Chaygaon	R
17	Brahmaputra Valley School	1985	Pvt.	Co-educational	Rangia	R
18	Rampur L.P school	1903	Govt.	Co-educational	Hajo	R
19	St.Joseph School	2003	Pvt.	Co-educational	Karara	R
20	269.Ghagrabari L.P School	1955	Govt.	Co-educational	Rangia	R

3:05:01. ii Sampling of Students:

The total sample of the present study comprises 300 identified Behavioural Problem children of primary schools of Kamrup District (Govt. and Pvt). More specially,

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children were from class I to class V (lower primary) and they represent both male and female category. Here Purposive sampling technique was used to select the children.

Table 3.3. LIST OF AGE-WISE IDENTIFIED BEHAVIOURAL PROBLEM CHILDREN

Schools	6-7	8-9	10-11	Above 12	Total
S1	6	8	1	3	18
S2	5	8	1	1	15
S3	7	1	0	2	10
S4	0	4	3	3	10
S5	5	5	6	1	17
S6	4	7	5	0	16
S7	3	4	3	3	13
S8	3	4	4	3	14
S9	5	4	4	5	18
S10	2	7	4	4	17
S11	3	5	5	3	16
S12	6	5	4	0	15
S13	7	6	3	1	17
S14	5	5	4	0	14
S15	4	4	4	2	14
S16	6	7	2	0	15
S17	2	10	2	1	15
S18	6	3	6	0	15
S19	1	9	3	0	13
S20	5	8	4	1	18
TOTAL	85	114	68	33	300

A Total of 4,149 Children was found to attend in the lower primary section (I-V) in these selected Primary Schools of Kamrup District (Both M & R) of Assam. With the help of Vanderbilt ADHD Diagnostic Teacher Rating Scale 300Children were identified having Behavioural Problems.

3:05:01. iii Sampling of Parents:

There were 300 parents (mother or father) of identified children of primary schools in Kamrup District of Assam. Only one parent had been selected for the interview. Either mother or Father had been selected for the interview.

3:05:01.iv Sampling of Teachers:

The class teachers of the selected schools of each class had been selected for the present study. There were 100 class teachers of 20 schools i.e. 5 class teachers from each of the school (Class I to Class V) 5X20= 100 had been selected. Here also purposive sampling technique was used to select the teachers.

Table 3.4. DISTRIBUTION OF TEACHER SAMPLES SELECTED FOR THE PRESENT STUDY

M -Male   M - Married

F- Female   UM - Unmarried

S/N	Total no of selected teachers	Qualification of the selected teachers				Teaching experience of the selected teachers				Gender		Marital status of the teacher		Psychologist available
		HSLC	HS	GR	PG	0-10	11-20	21-30	31-Above	M	F	M	UM	
S1	5	2	1	2		1	1	2	1		5	5		No
S2	5	1	1	2	1		1	3	1		5	5		No
S3	5	2	3					2	3		5	4	1	No
S4	5		1	3	1		4	1			5	5		No
S5	5	3	1	1			1	4			5	5		No
S6	5		1	4			2	2	1		5	5		No
S7	5			4	1	3	1	1		2	3	2	3	No
S8	5			4	1	3	2				5	4	1	No
S9	5			5		4	1			1	4	3	2	No
S10	5			4	1	4	1				5	5		No
S11	5		2	2	1	3	1	1			5	3	2	No
S12	5		1	2	2	1	2	2		2	3	3	2	No
S13	5		2	1	2	1	1	3		2	3	3	2	No
S14	5	1	3	1		1	2	1	1		5	4	1	No
S15	5		2	1	2	3	1	1			5	2	3	No
S16	5			3	2	3	1	1		1	4	2	3	No
S17	5		2	1	2	3	2			1	4	3	2	No
S18	5	1		3	1	1	2	2		1	4	4	1	Yes
S19	5		2		3	4	1			2	3	2	3	Yes
S20	5			2	3	4	1			1	4	3	2	Yes
% age	100	10	22	45	23	39	30	27	4	13	87	72	28	3 (15%)

3:06: SELECTION AND PREPARATION OF TOOLS:

3:06:01. Vanderbilt ADHD Diagnostic Teacher Rating Scale:

a. Introduction:

The rating scale is most commonly used a tool in research studies to gather information. Rating scale refers to a scale with a set of points which describe varying degrees of the dimension of an attribute being observed. (koul,L. 2005, pg-157). It is used to evaluate the nature of the phenomena. Quantified observations of a study can be recorded by using the rating scale. It is also helpful to record the behaviour of the individuals.

b. Description and Administration of the Vanderbilt ADHD Diagnostic Teacher Rating Scale:

This Scale is popularly known as Vanderbilt Attention Deficit Hyperactive Teacher Rating Scale. It is a standardize four- point rating scale, such as 0- Never, 1- Occasionally, 2- Often and 3- Very often. Though it is by name Attention Deficit Hyper Active Disorder Diagnostic Teacher rating scale, but with the help of this rating scale apart from ADHD, another four different types of behaviour problems of children such as Inattention, Hyperactive, Conduct or Defiant Disorder and Anxiety, Depression Disorder can also be identified. It is administered to identify the behavioural problem children. The teacher is the administrator or user to identify the children. In this scale, there is all total 35 numbers of symptoms related to four different types of behaviour problems of children are available. Question 1-9 represents Inattention problem, question 10- 18 represents Hyperactivity/ Impulsivity problem, question 19- 28 represents oppositional defiant disorder/conduct disorder and question 29-35 represents Anxiety, Depression Disorder symptoms.

First, the investigator introduced herself with the Head of the institution of each sample school and gives a brief idea about the study. After that, take permission to meet the class teachers of class I- V. This scale is given to the five teachers of each school to identify the behavioural problem from their respective classes. The Investigator had informed the class teachers that with the help of this scale, only the problem behaviour of the children would like to observe. No other information will be revealed, not even the name of the children. So they should feel free and co-operative in observing the behaviour of the children. They asked to give only tick mark in the point of each question in which the behaviour of the respective child fall. After one week or according to the convenient time of the class teachers, the Investigator collected the scales from each teacher, duly filled by them.

c. Scoring Procedure of the Vanderbilt ADHD Diagnostic Teacher Rating Scale:

i.   First, those behaviours of the children were counted if they were scored 2(often) or 3(very often) among the children selected by the teachers.

ii.   Behaviours were counted from those children if they were scored 2(often) or 3 (very often) for indication of –

      Inattention: Requires six or more counted behaviours from questions 1-9 for indication of the Inattention behaviour problem.

      Hyperactivity/ Impulsivity: Requires six or more counted behaviours from questions 10-18 for indication of the Hyperactivity/Impulsivity behaviour problem.

      ADHD: Requires six or more counted behaviours each on both the Inattention and Hyperactivity dimension.

Oppositional deviant or conduct disorder: Requires three or more counted behaviours from questions 19-28 for indication of the conduct behaviour problem.

Anxiety or Depression: Requires three or more counted behaviours from question 29-35 for indication of the Anxiety or Depression Disorders.

d. Reliability and Validity of Vanderbilt ADHD Diagnostic Teacher rating scale:

Test- retest reliability is .80. The estimates of co-efficient alpha ranged from .91 to .94 and KR 29 co-efficient of the scale ranged from .88 to .91.

3:06:02 Interview schedule for parents (self-structured):

a. Introduction:

The interview is another popular method of data collection in research studies. It is the process of interaction or communication through which an interviewer can collect required or relevant information from the interviewee in face to face situation. With the help of interview, the investigator can gather data directly from the subject. It is the two-way method, where both the interviewer and interviewee are involved to exchange ideas and information. As a research technique, the interview is a conversation carried out with the definite purpose of obtaining word (Sidhu, SK, 2006, pg- 145). Here the interviewer explains the purpose of the study and gather information related to the study from the person with whom, the interview is conducted. If the concerned person does not understand the question, on the spot the interviewer can able to clarify the doubts. Though it is a time- consuming tool, but with the help of this tool, an investigator can able to collect some unexpected and unknown knowledge related with the study.

b. Description and Administration of the Interview schedule for Parents:

It is a structured type of interview schedule. A structured interview is one in which the content and questions are organised in advance. In this interview schedule, the investigator has prepared the related questions before conducting the interview. Self-structured interview schedule for parents developed by the investigator used to gather information about some home related factors which lead to the development of the behavioural problems among children. For the convenience of the present study, the investigator has prepared the questions beforehand under two main dimensions.Such as-

Section A- Socio-Demographic profile of the Child i.e. Age of the child, gender of the child, number of children in the family, birth order of the child among siblings, Nature, Type and Size of the family, an Educational and occupational background of the parents and monthly income of the family. Educational qualification of the parents are categorised as Illiterate means those parents who did not attend formal school, primary level means those parents who have studied up to class vi, middle school level means those parents who have studied up to class x, higher secondary level means studied class xi and xii, graduate and post graduate or master degree holder. On the other hand occupational background of the parents are categories as Business, Govt. service, Teacher, Private job (working in a private company), Any other job (Mason, House maid, Sweeper, Rickshaw puller, Cobbler, painter etc.)

Section B- Different Parenting Style of the Parents viz. - parental care, parental attitudes (pamper, over protection and over conscious, rejection), disciplinary action and socio-cultural values.

Here, the investigator gives brief introduction about her and purpose of the study to the respective parents. From each behavioural problem child's family, only one parent means either mother or father has been interviewed. The investigator has given assurance to the respective parents that it is an informal type of interview. Whatever the information they will reveal, everything will keep confidential. Moreover, the name of the child will not be revealed. So, no need to feel hesitated and be free and frank. Then the investigator had asked the pre-planned questions to the respective parents and had collected required information from them in face to face situation. The investigator met the parents at selected school premises and at home. In a very simple and formal way, the investigator collected the required information.

c. Scoring Procedure:

After consulting and discussing with the clinical psychologist, Government officials (NIPCCD), and the experts related to the study, the investigator had categorised the different parenting styles in the interview schedule into three main categories on the basis of the intensity of the problems. Such as single, double and multiple behavioural problems. First the investigator had selected the problem score of different dimensions of section B i.e. parenting styles of the behaviour problem children. In Parental care, pampering, over protection/conscious, Social or Cultural value, Rejecting, Disciplinary action dimensions there were total 8,7,10.8,5,7 problem scores respectively.

Each and every question of the interview schedule is related to the problem. So if the respondent's answer related to the problem is positive it scores '1' and if negative then it scores '0'. It means if the score is falls under '0' that means there is no problem. After that, all the problem scores are calculated and consulting with statistical expert total

scores are calculated to make it more convenient for statistical analysis and interpretation.

On the basis of the monthly income of the family, the income group had been categorised as

Table 3.5 Monthly income group of the family

Monthly Income of the family	Category of Income group
Up to 10,000/	Low
10,001-20,000/	Middle
Above 20,000/	High

d. Reliability and validity of the interview schedule for parents:

Section 'A' is related to general information about the behavioural problem child and his/her family and section 'B' is related with the parenting styles of the parents of the behavioural problem children. Both section 'A' and 'B' are included in the interview schedule on the basis of the discussion with some expert, psychologist and counsellor related with guidance and counselling of behavioural problem children. In the initial stage, there were 15 questions in section 'A' and 84 questions in section 'B'. But after discussions with them, the questions stuck to 6 questions in section 'A' and 44 in section 'B'. As they were mostly related to the behavioural problem children, so the investigator had felt that there is no need of standardisation of the interview schedule prepared for parents to know the associated causes of home.

3:06:03 Questionnaire for class Teachers (self-structured)

a. Introduction:

The questionnaire is a very simple and easy data gathering device. It is an inquiry form of data gathering device. It is a very popular means of collecting data in research studies. It is widely used in descriptive survey study to collect relevant and required data or information. It is a data gathering device consisting a series of questions dealing with some research study. It is helpful to obtain information about the problem. Barr,et al. define "questionnaire as a systematic compilation of questions that are administered to a sample of the population from which information is desired"(koul,L 2005,pg-146). A questionnaire consists of a number of questions printed or typed in a definite order on a form and set of forms (Kothari, CR 2008, pg-100). Usually, according to the nature of the questions, the questionnaire can be classified. Such as closed or open form of the questionnaire.

b. Description and Administration of the questionnaire for the class teachers:

It is a structured and close form of questionnaire, which consisted definite, concrete and direct questions. Self-structured questionnaire for teachers consists of six sections. Such as-

Section A: General Information about selected school.

Section B: Information about respective class teachers.

Section C: Teacher's behaviours towards behaviour problem children.

Section D: Teacher- pupil relationship.

Section E: Relationship of the behaviour problem children with their Peers.

Section F: Aggregate marks in an annual evaluation of each identified behavioural problem children.

First two sections of the questions i.e. section A and B are related with the general information about the school and the class teachers of each class (class I-V). Section C, D and E consist of series of questions related with the heading of the each section. The teachers are asked to respond the questions in these sections either in 'Yes' or 'No'. But for the response of the section 'F' i.e. aggregate marks in the Annual evaluation obtained by the each identified behavioural problem children, the teachers are asked to attach separate sheet mentioning the marks of each child along with the questionnaire given to them. First, the investigator gives a brief idea about the purpose of the study to the respective teachers and also assured them that nothing will be disclosed. Everything will be kept confidential even their name and school's name. So they are requested to respond freely without any hesitation either in 'Yes' or 'No' mode only so that the investigator can achieve its objectives.

c. Scoring Procedure:

First the investigator had collected the questionnaire duly filled by the respective class teachers. After consulting and discussing with the clinical psychologist, Government officials (NIPCCD), and the experts related to the study, the investigator had select the problem score of each section. In section C, D and E, there were total 18, 9 and 8 problem scores respectively.

To make the analysis and interpretation of raw data more meaningful and to bring clarity the academic achievement of the behavioural problem children were categorised as-

Table no 3.6 Category of academic achievement of behavioural problem children

Marks in % age	Category
Below 40	Low achiever
41-70	Average achiever
71-100	High achiever

First, the questions were given to the respective class teachers to know the behaviours of the teachers towards behavioural problem children, teacher-pupil relationship and peer group relationship. Accordingly, problem scores of teachers' behaviours towards behavioural problem children, their relationship with their students and peer group relationship scores were calculated and each teacher's score was applicable for each student having the behavioural problem identified by the investigator. So teachers' respondent scores calculated in each category for each teacher is applicable to each student identified by that respective or particular teacher.

Each and every question of the questionnaire is related with the problem. So if the respondent's answer related to the problem is positive it score '1' and if negative then it score '0'. It means if the score is falls under '0' that means there is no problem. After that, all the problem scores are calculated and consulting with statistical expert total scores are calculated to make it more convenient for statistical analysis and interpretation.

d. Reliability and validity of the questionnaire for the class teacher:

Section 'A' is related with general information about the selected schools and section 'B' is related to the general information about respective class teachers. First, two sections of the questions i.e. section A and B are related with the general information

about the school and the class teachers of each class (class I-V). These questions are excluded on the basis of the objective of the study related with the school environment. Buton the basis of the discussions with some expert, psychologist related with guidance and counselling of behavioural problem children, the questions of section C, D and E are included to achieve the objective. In the initial stage, there were 31 questions in section 'C' and 12 questions in section 'D'. But after discussions with them, the questions stuck to 19 questions in section 'C' and 9 in section 'D'. As they were mostly related to the behavioural problem children, so the investigator had felt that there is no need of standardisation of the questionnaire prepared for class teachers to know the associated school factors.

3:07: DATA COLLECTION:

Data collection is another important phase or step of the present investigation. Collecting relevant or required data related to the study help the investigator to proceed with the further study. Without the collection of data, an investigator cannot reach its goal. To achieve its destination, the collection of data also plays a vital role.

In the process of the present investigation, the investigator had collected both the primary as well as secondary data to complete the study. With the help of secondary data, the investigator had gathered preliminary information and make conversant with the study. It also helps the investigator to get the clear and vivid idea about the study. Some relevant and related secondary data about the research topic were collected from the following source.

I. Records from Axom Sarba Siksha Abhijan Misson. Assam, Kahilipara, Guwahati- 19 office (name of the list of primary (both government and private) schools and the map of kamrup metro district of Assam).

II. Records from the office of the District Elementary Education Officer cum District Mission Co-ordinator, SSA, Kamrup, Amingaon, Guwahati. (Educational block, Number of Primary Schools, Geographical profile and the map of Kamrup Rural district of Assam).

III. Records from Directorate of Economics and Statistics, Assam. Jawaharnagar , Tripura road. Beltola, Guwahati -28 (statistical data about the Kamrup District (both Metro and Rural) of Assam.

IV. Enrolment Register books of each selected school (both Government and Private) of Kamrup District (both Metro and Rural) of Assam (collecting name, home address and phone numbers of the parents of the identified children).

V. Official record of the each selected school of Kamrup District of Assam.(collecting the marks of annual examination of identified behavioural problem children)

VI. Different libraries of Assam and Kolkata to gain in depth knowledge and related literature about the topic. Such as Library of K.K.H.S.O.U. Guwahati, K.K.Handique Library, Gauhati University, Guwahati Assam. SCERT library, Kahilipara, Guwahati Assam. Omeo Kumar Das Institute of Social Change and Development Guwahati, Assam. Guwahati Medical College Hospital Library, Guwahati, Assam. Indian Institute of Technology, Guwahati, Assam.LaxminathBezbaroa Central Library, Dibrugarh University, Assam. Library of the National Institute of Public Cooperation and Child Development

(NIPCCD), Regional centre, Guwahati, Assam. National Library, Kolkata and Kolkata University Library.

To get the relevant and required information about the selected sample, the investigator had collected the primary data with the help of –

i. Vanderbilt ADHD Diagnostic Teacher Rating Scale. (To identify and to know the prevalence rate of behavioural problem children of primary schools in Kamrup District (both Metro and Rural) of Assam.

ii. Self-structured Interview schedule for parents. (To know the socio-demographic information of the behavioural problem children and parenting styles of the behavioural problem children)

iii. Self-structured Questionnaire for teachers (to know about the associated school related factors of behavioural problem children)

The Researcher had taken utmost care in the application of primary data collection tools and techniques and it had been applied effectively without bias. The investigator had visited selected primary schools of Kamrup Districts (both Metro and Rural) of Assam. On the outset of the primary data collection, the investigator had introduced herself to the head of the institutions of each selected schoolsand gave a brief idea about the topic to the principal and teachers of the sample schools. First of all the investigator took appointment, then the investigator had distributed the Vanderbilt ADHD diagnostic Teacher Rating Scale among the class teachers of the selected schools of Kamrup District (both Metro and Rural) of Assam. After one week or according to the convenient of the teachers, the investigator had collected the scale from the teachers and scrutinised and identified the behaviour problem children with the help of the scoring

instruction of the scale. After that, the investigator had informed the respective teachers of the identified behavioural problem children of each school for the fixation of the interview with their parents. The respective parents were met by the investigator at the school premises specially. But in some schools, the investigator had collected the phone numbers along with their home address of identified children whose parents could not come to school for the interview. For such parents, interview was conducted at home. Interview was conducted in a very simple way and data were collected by using the interview schedule. Some vital or general information were collected over telephonic conversation also. During the data collection through interview schedule, the parents were found very co-operative and encouraging. Moreover, data were gathered from the teachers of selected schools also to know about the associated school related factors of the behaviour problems children by using the self-structured questionnaire for teachers. The questionnaires were distributed among the class teachers (class I-V) of each selected schools. After one week, duly filled questionnaires were collected from them.

During the primary data collection period, the investigator had got tremendous support and co-operation from parents as well as teachers. All the data collected from above-mentioned sources, helped the investigator to successful completion of her study within stipulated time without any duplication and biases. For the whole process of primary data collection, the investigator had spent more than 10 months.

2:08: STATISTICAL TECHNIQUES:

In all branch of human knowledge, statistics plays a vital and important role. The role of the statistics is considered as innumerable and indispensable in the research study. It is very much essential and necessary to analyse and interpret data expressed in numerical

terms. It gives a meaning to the numerical figures for their analysis and interpretation. Without using the statistical techniques, the investigator cannot achieve the objectives of any kind of inquiry. Statistical methods and techniques are used in those studies where investigation and inquiry are essential to derive its conclusion and formulation of generalisation. Usually, there are two major areas of statistics such as descriptive statistics and inferential statistics. According to Seligman "statistics is the science which deals with the method of collecting, classifying, presenting, comparing and interpreting numerical data collected to throw some light in any sphere of inquiry". In the present investigation, the descriptive types of statistics were used for quantitative as well as the qualitative description of the collected data. The collected data were systematically tabulated and analysed with the help of the following statistical techniques-

- Frequency Distribution

- Simple percentage

- Mean Score

- Chi-square

- t- test

- Graphical Representation (Column, Bar and Pie diagram)

(Statistical analysis of data were done with the help of SPSS package)

3:09 PILOT STUDY:

During 21st April 2014 to 27th April 2015, a pilot study had been undertaken by the investigator to gather a preliminary knowledge or information about the prevalence rate of behavioural problems of primary school children and its associated environmental causes in kamrup metro district of Assam. On the basis of the pilot study, a report was

presented in a seminar conducted by K.K.H.S.O.U. for final registration. In the presence of the supervisor, the Dean (Academic), Deputy Registrar (Academic), faculty members, Research scholars and different readers, the seminar was presented on 28th May 2015. The final registration seminar helped the investigator to modify or improve the objectives, sample or tools. Moreover, valuable suggestions, healthy or positive criticisms and comments of the persons present in the seminar also helped the investigator to proceed in a right way to the further study.

For the pilot study, 10 schools were randomly selected from different locations of Kamrup Metro District of Assam (both govt. and Pvt.). From those schools 150 behavioural problem children were identified with the help of purposive sampling technique from class I to class V. After identification of the children the investigator personally approached each and every parent of the identified behaviour problem children and 50 class teachers of class I, II, III, IV and V of 10 different selected schools in Kamrup Metro District of Assam were selected to collect relevant information. So sample comprises of 150 identified behavioural problem children and their respective parents/ guardians i.e. 150 to find out the underlying family factor. Class teachers of 10 different schools (class I to V) were also selected i. e. 50 to find out school as an underlying environmental factor leading to the development of behavioural problems among primary school children. The data had been collected with the help of Vanderbilt ADHD diagnostic Teacher Rating Scale, Self-structured interview schedule for parents and Self-structured Questionnaire for Teachers.