

PREFACE

During the journey of our life we come in contact with many children who may be physically quite normal and healthy but face different behavioural problems such as inattentiveness, making noise in the classroom, temper tantrums, restlessness, disobedience, stealing, lying, teasing classmates, talkativeness, abusive, shyness, timidity, deliberate mutism etc. Generally, it is observed that parents are more concerned when the child is physically ill and usually take him to the doctor and if he does not show improvement they consult another doctor. But in the case of children who suffer from some behavioural problems or difficulty, they are not only less concerned but consider themselves quite competent to deal with them. They sometime feel ashamed of mentioning to others that their child is having some behavioural problems. Even when children are identified with these problems then also the attendance rates of parents' in clinical services, including preventive efforts remain low. Lack of awareness among parents and educators may tend to make these problems more severe. As a result, these problems become the nature of their children and in the later period of the child establish serious problem to the parents, teachers as well as to the society. The problems of behaviour disorder in children basically arise from conditions within the child i.e. biological or from external influence i.e. environmental effects of which are often not noticed or understood by others (Buddabathuni, Par 2007). In short, we may mention here that uncongenial family; school or neighbourhood environment along with the biological condition may be the causes of the development of behavioural problems among the child as no children are born a 'problem children. Parents, teachers or guardians do not aware about the needs, hopes and aspirations of the child and quite often they themselves are the victims of their own personal

problems, emotional difficulties, and frustrations. So all concerned with the upbringing and wellbeing of children should understand the etiology and psychodynamics of behavioural problem children. (Shankar,u 1978)

Behavioural problems are quite common among the primary school children. So these problems are needed to be identified and solved at the early stages of life. In this context present study is such an attempt to identify the common behavioural problems of primary school children and their different environmental causes and its influence on their academic achievement. During the field study, the investigator has gathered different experiences about behavioural problem children. So some cases relevant to the topic mentioned here for the better understanding of different behavioural problems and its associated causes. It is hoped that these cases will help the readers to get a clear picture about the topic.

This study consists of 5 chapters to get a through introspect of the problem. In the first chapter the investigator discuss about the behavioural problems of primary school children, the different types, theories, their associated environmental factors and academic achievement. Need and significance of the study, statement of the problem, operational definition of the study, objectives, research questions and hypotheses of the study and delimitations of the study also mentioned in this chapter.

The second chapter deals with the compilation of reviewed studies related to the present study. Studies conducted abroad and in India (both national and regional) related to the present problem have been mentioned chronologically.

The methodology of the study which includes what method is used for the study, the sampling of the study, tools used for data collection, the procedure of data collection

and statistical techniques are used in this study have been discussed very vividly in the third chapter of the study. The report of the pilot study has been also mentioned in this chapter.

The fourth chapter is devoted to the statistical analysis and interpretation of the study.

Findings of the study, discussion on findings, suggestions and conclusion of the study are mention clearly in the fifth chapter. In addition, in this section the investigator also gives some suggestions in the light of the present study for carrying out some further research in this problem.

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