

Summary

The impact of emotional and behavioural problems on school achievement of pupils

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Emotional and behavioural problems are the main causes of low school achievement of pupils. The aim of our research was to determine the proportion and importance of certain predictors in the structure of low school achievement. The research included 427 pupils attending seventh and eighth grades in five primary schools. Their parents and teachers have also participated in this research.

Attention problems, somatic complaints, thought problems, withdrawal, anxiety/depression, aggressive behaviour, internalizing and externalizing problems have the most significant influence on school achievement of girls. School achievement of boys is basically influenced by attention problems, anxiety/depression, withdrawal, delinquent behaviour, externalizing and internalizing problems. Pupils who have multiple emotional and behavioural problems mainly achieve poorer school results.

Teachers have been proven to be the best and the most reliable evaluators of school achievement in relation to other evaluators (parents and pupils) – their estimations have a significant prognostic value.

Keywords: CBCL, TRF, YSR, pupils, teachers, parents, school achievement, adolescence, internalizing problems, externalizing problems.