"The best way to make children good is to make them happy"... WILDE

DISCUSSION

A. Critical Consideration of the method incorporated in the study

1.0. Interview method (with a questionnaire form) is easy to administer and it is a direct method, so it is considered valid method to analyse the behaviour pattern. I could have done it by other methods like photography, videography, but it is expensive and time consuming.

2.0. Interview has been done without the presence of parents. Dr. D. Baumrind has also adopted the interview method.

A.L. Koch has studied 350 children of the age group of 5-6 years and adopted the same method.

B. Analysis of Data

1.0. Early schooling facilitates their ability to communicate better.

2.0. The parents alone cannot do this type of interaction. For this interaction the necessity of teachers and other children is imperative.
3.0. "Role playing" which is the characteristic of this age group (Nursery period) is an aid for mental development which is also another form of interaction with the environment.

4.0. Type of family (either joint or nuclear) is one of the factors for the mental development of the child.

5.0. Sex of the child is one of the constituent factors towards the attitudes of punishment.

6.0. Occupation of the parents is one of the factors for the choice of play methods.

7.0. Religion has no influence on the selection of friends, liking of teacher or in socializing process.

8.0. Even from Nursery period the interest to the outside world has been exhibited by the boys more than that by the girls.

9.0. The person who escorts the child to the school has an important role in the child's mind.

10.0. Impact of delivery type (normal/caesarian or forcep) has been observed conspicuously on their behaviour.
pattern (normal or problematic), in the formation of normal habits of daily life, communication with other children and sibling relation.

11.0. Role of family type has a direct influence on his emotional development as for example in his 'temper-tantrum'.

12.0. Sense of security is not so markedly noticeable among the early nursery children but is more noticeable when they are growing up.

13.0. Birth order is an important factor. Only child in the family poses a problem more in nuclear family than in joint family. 20% of my data are of only child but furthermore their urge for companionship for other sibling is keenly felt from their views exhibited in their desire for other sibling.

14.0. That the moral sense develops even in very early age of preschool children has been noticed by their views towards punishment.

15.0. There are many points such as the parental happiness or parents' attitudes towards their children either aggressive or gentle, indifferent or affectionate could not be assessed as parents wanted to avoid such
questions intentionally but some of the parent's dominating attitudes as well as more reactive to the punishment have been expressed by the answer to the particular Question Number 13 of Parent's Schedule.

C. So it is evident from the above findings and statistical analyses that:

1.1. According to the development of age among pre-school children their choice of conveyance also changes. Some children wish to go by car, some prefer going to school by school bus,

1.2. With the increase in age playing media among children change viz. they like to prefer swings and playgrounds to dolls etc., of previous years owing to their environmental factors and these facilitate also children's proper onward development (Fig.1)

1.3. As the age increases, their interest towards study decreases e.g. children in the beginning of nursery age like to study but as they grow up they do not feel like studying and try to run away from studies.
Children engaged themselves other than studies.

(Picture-1)
Children engaged themselves other than studies.

(Picture-2)
Dramatic Play
Dramatic Play

Make-belief
1.4. Children are interested in play. They like to play outdoor as well as indoor games, creative and dramatic plays (Table No 20, Fig. 1,2,; Pic No 2 & Pic.3)

1.5. Sex of the child influences on the choice of play-way methods, for example, girls like to play with dolls, kitchen equipment, etc (Pic No 4), while boys like to play with mechanical toys, guns etc. My work resembles Saracho's (1994) research. According to his study boys inclined to play physical play and girls played more dramatic play.

In the opinion of Hurlock in "The preschool years, children become aware of the fact that certain kinds of play and certain kind of toys are considered more appropriate for one sex than for the other."

1.6. There is no influence of religion on the preference for teacher (male or female) whether the teacher is a Hindu, Muslim or of other religion whom children love. (Fig.3). Children of this age (from 2 to 6 Years) do not have any knowledge of caste, creed or religion. Religious bias does not come at this age because it is the product of socio-cultural conditioning of the home. Children do not come within these purview of religious prejudices. While making friends also they do not ask
each other's religion. They make friends according to similar habits and likes. (Pic. No. 5)

1.7. No influence of religion was exhibited on the punishment pattern given in the class. (Fig. 4)

1.8. Girls are more scared of punishment compared to boys. (Tables 13, 14; Pic 6).

1.9. Children are fond of these persons who accompany them to school e.g. their father, mother, servant or even driver.

1.10. Children like to copy his/her favourite person e.g. his class teacher, mother, father or a friend. It is the age of choosing an ideal when "role" concept emerges in the formation of personality. Here we observe the similar views have been maintained by Rosenblith (1959) and Gray (1959) where male model influences strongly the behaviour of boys and female model influences the behaviour of girls.

1.11. Children want to be accepted by their friends. I observed them while playing during tiffin (a light refreshment) time and found that children above 3 years want to
"Three friends belong to different religions".

"A boy getting punishment in the class"
share their tiffin with their friends and teachers also. They fight or argue with each other but easily become good friends again. This indicates their social development as well as innocence, simplicity and openness of mind. This corroborates the view of Koch (1960) & Brim (1958) and Baumrind (1980).

1.12. Most of the children hesitated to reveal the truth for liking of either of their parents—mother or father for the fear that teacher might tell their parents. They need love, affection and are attached to their parents but somehow either mother or father becomes more favourite to them (Table 33). Waldrop & Bell (1964) have found also similar results.

1.13. Occupation of the parent motivates children to select the type of play, e.g. children of the parents of "business" or "service" class with high status prefer to play expensive games like video game, cricket, table tennis, etc. So they prefer more indoor games than the children of the parents having service who prefer outdoor games. (Pic 7)

My work corroborates with the research of Piotrkowski et al. (1987) and Whitbeck et al. (1991) who opines that economic condition of the parents also affect their children.
Playing out-door game

Picture -7)

Playing out-door game

Picture-8

Sister fondling her younger brother
According to the opinion of the teacher it can be concluded:

2.1. Regarding socialisation it has been found that there is a high correlation between age and attitude of the pre-school children in their behaviour of mixing with others (fig.6, Table 27 and 8). This work also reminds us of the work of Baumrind & Black (1967) and also work of Sullivan H.S. (1947)

According to Decker, Dr Celia A "Pre-school children are very sociable. Over 30% of child's waking hours are spent in social activities."

2.2. We see that this point has also been corroborated with that of students' views. There is a high correlation between sex and the attitude towards the selection of play items (Table 20).

2.3. Boys are more curious to know about the outer world than the girls (Table 18 & 19, Fig.7). Regarding grasping the lessons boys do more quickly than girls (Fig8).

2.4. There is an inter-relationship between type of family and the attitude of the children in mixing with other
children. This indicates that impact of nuclear family is enormous for the mental and social development of a child even today at the end of 20th century where people are so much self-centered. (figs 9 and 10). My work also corroborates with the study of Bossard and Sanger (1952), Waldrop and Bell (1964) and Symonds (1949). According to them in the small family most issues such as family size, spacing of children, etc. are matters of agreement.

2.5. Regarding punishment the teachers are more lenient and compassionate towards students than parents to their wards (188%). Teachers (199%) prefer other methods for bringing children to the right path than parents (Tables 25 and 26; Figs. 11, 12 and 29). I agree with Baumrind's research (1967, 1980). Prof. Baumrind found that parental style seems to be related to children's behaviour in several ways. (Pic. 6)

3.0. According to the opinion of the parents:

3.1. Children should have free access to mix with their friends to have better self-understanding and proper social development. (Fig. 13 and Table 15 & 16)
3.2. There is a high correlation between the delivery type and the normal habits of the child whether he/she will interact during play. (Fig.14). Regarding sibling relation the type of delivery of the child has great impact (fig.15) even in toilet training also (fig.10).

3.3. Type of family (joint or nuclear) and occupation of the parents foresee the child's aim in life. (fig.17). There is an immense influence of type of family in child's 'Temper Tantrum' or in emotional development. Role of family type has an undeniable influence (Fig.18) because in a large family other members/children act as catharsis. By playing with other children in a family they can get outlet of their suppressed feelings which is unlikely in a nuclear family.

In the opinion of Crow and Crow. "The temper tantrum represents a display of emotional behaviour on the part of an individual of any age for the purpose of gaining what he wants. In the child it takes the form of striking, tearing, crying, kicking, and holding the breath".

3.4. Sense of security comes among the children as he/she grows up (Fig.19; tables 36,37,38,39).
3.5. Children feel jealous of the birth of their brother/sister more in joint family than in nuclear family (Fig. 20). Psychologically we see that in nuclear family the whole attention of the parents is riveted to the child which is unlikely to be found in joint family. Therefore, the child does not like to share the love and affection of the parents and other siblings.

According to George G. Thompson, "Jealous children often regress to more infantile levels of adjustment in their toilet, sleep and dressing routines which may lead parents to believe that something is amiss in the mental development of their children. Jealousy between two children over the love and attention of parents, teachers and playmates can endanger the wholesome personality development of boys and girls".

3.6. Only child in the family is pampered in nuclear family but in joint family as there are lot of children (cousins etc) this pampering is not seen. The child is not given much attention individually in joint family but in nuclear family he is centre of attraction, so he gets spoiled. School performance is better in joint family than nuclear family as there is a spirit of competition among many children in a family (Fig. 21, 22); Twenty (20%) of the children from
my study were "only" child. They get bored at home and long to have a sibling. 'I want a brother/sister' was the common talk amongst them. (Pic 8) Prof. Blanton's\textsuperscript{15} views substantiated my work. He writes "The onlychild is greatly handicapped".

3.7. Pre-school children are not so ambitious as this is a very innocent and tender age when the child is not aware of the professions. (Figs. 23, 24). Most of the children want to become like their father i.e if the father goes to office, the boy too wants to go to office when he grows up. Girls want to become teacher, mother or doctor. Psychologically they want to imitate either mother or father according to her/his sex (Pic. 4). In Freud's\textsuperscript{74} phallic stage (3 to 6 years) there is Oedipus complex in boys and the Electra complex in girls. The child falls in love with the parent of the other sex. In Erikson's\textsuperscript{74} initiative versus guilt stage (3-5 years) which enables children to plan and carry out activities and guilt over what they want to do everything through all these stages in which every child has to pass the developmental stages.

3.8. (a) Sense of rightness and moral sense develop from the very earlychildhood. (Tables 13 & 14; Fig. 11, 12).
(b) To commit mistake should not be spared. My work corroborates with Prof. Baumrind's\textsuperscript{9,10} work (1967, 1980).
3.9. Social awareness develops among the children mainly from age groups 4-5 years and onwards (Figs. 13 & 25). This work somewhat reminds us of the report of Cambell\textsuperscript{22}(1933), who felt that there is more amount of loneliness among girls than among boys.

3.10 Answers of Q.28 in Parents' Schedule and those of Q.20 of Teacher's Schedule, corroborate approximately the overall performance of the students by parents and teachers (Tables 21 & 22).

3.11 Child's unsocial attitude has been covered up by the parents by avoiding to give positive answer i.e. (No answer 44%) which is sharply contrasted by the teacher's answers of 'Yes' or 'No'.(Tables No 27,28).

3.12 During nursery period the problematic behaviours of the children are observed less among those who have been born normal in comparison with those born caesarean and forceps (fig.26).

3.13 Communication was also easy among children of normal birth than those of caesarean and forceps birth (Fig. 14).
3.14. Sibling relation is also better among children of normal delivery than that of children born of forceps or caesarean. (Fig. 15).

3.15. Regarding toilet training it was more easy to establish among the children born by normal delivery of ages between 1-2½ years than 2.5 to 4 years; whereas the children of the ages between 1 and 2½ years and 2.5 to 4 years born by forceps or by caesarean took the same time.

3.16. Older children are more responsive to understanding; by love and understanding the child make them feel secured (Figs 27; Tables 38 & 39).