Every schoolroom is a social group and the relationships among the members form patterns similar to those in other groups. The students in such a group have usually a common past, they work together to attain common goals and they share a life together in the school.

The students come from different environments and different family backgrounds. They have a vast range of individual differences among them and yet, as a result of constant interaction with one another different friendship patterns emerge among them. Emotions like love and hate, pity and compassion, jealousy and envy, gaiety and joy, anger and hate and the like are constantly at play among the students in each classroom and it is these emotions that bind or separate them. There are attractions and repulsions among individuals. Attractions and repulsions, however, are not emotions, they are their end products. In each classroom there are leaders, cliques, reciprocal relationships and isolates.

Earlier we have seen that academic achievement is positively related to sociometric status. Apart from academic achievement personality development, which is even more important, is also dependent to a large extent on social acceptability. But how is it
that some students are very much loved and wanted by their peers while others are not? What are the traits the possession of which render some students easily acceptable? How can we make students more acceptable to others in the group? After all everybody is not a Dale Carnegie to know the secrets of 'how to win friends and influence people'. School and home must aid the students in the development of social skills. In this chapter it would be the endeavour of the investigator:

A. to explore into the causes of liking and disliking classmates,

B. to suggest ways and means by which the schools can develop social skills particularly in those who are not easily accepted by their peers, and

C. to sensitize the parents to the need of changing certain conditions and ways of the home circumstances that do, or likely to, act as impediments for the children to being socially accepted by their peers.

A. Causes of liking and disliking:— From psychological literature it is clear that the causes of liking and disliking others may be quite different for people of different age, sex, culture and other such factors. In the present investigation the subjects were young adolescents, both boys and girls, belonging to ninth class.
of uni-sex schools. Mere observation of their activities and preferences for companions are not sufficient to understand adequately how they feel about their classmates and why they like some and dislike others. Therefore, data were collected not through observation alone, but also through written statements of the students, teachers' opinions and extensive visits to the homes of a large number of students where their interests, attitudes and family background could be relatively easily studied. From the interviews with the parents the literacy of the family, parental aspirations for the child and parental interest in education could be assessed.

About 300 students of class IX, boys and girls, spread over six different classrooms in three schools were studied. They were asked to write on a sheet of paper as many causes of liking their classmates as they could think of, and on another sheet the causes of disliking their classmates. They were told that while writing they should bring before their mental eyes the actual classmates that they liked most and disliked most and then to think of the traits in them which they found attractive and/or repulsive. This instruction rendered the job easy for them because the entire task boiled down to writing descriptions of specific persons. Everyone wrote with alacrity, at least the causes of liking. Some of
them, however, were a little bit reluctant to write the causes of disliking, saying that they disliked none. This, however, was not true, because their strong dislikes for some of their classmates were occasionally revealed very clearly, for example, when, during the frequent visits of the investigator to the schools, they were made to work in pairs. Pairs formed with incompatible individuals either secretly requested the investigator for re-pairing or worked with decreased enthusiasm. Nevertheless, with some coaxing and repeated assurance that nobody will ever see their writings, adequate and free responses about the causes of disliking also could ultimately be elicited.

Students, as instructed, wrote the causes in their own language using short sentences. Most of their writing was simple, clear and unambiguous. Sometimes, the same causes were recorded by many in different forms containing the same essence though. All their writings were read and carefully sorted out. Table 6.1 shows the various causes of liking classmates as mentioned by the students and against each cause the number of students who mentioned that cause is shown.
<table>
<thead>
<tr>
<th>Causes</th>
<th>Weightage</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>%</td>
<td>Total</td>
</tr>
<tr>
<td>Good at academic work</td>
<td>95</td>
<td>15.94</td>
<td>73</td>
</tr>
<tr>
<td>Proficient in co-curricular activities</td>
<td>50</td>
<td>8.39</td>
<td>29</td>
</tr>
<tr>
<td>Interested in co-curricular activities</td>
<td>19</td>
<td>3.19</td>
<td>14</td>
</tr>
<tr>
<td>Good behaviour and moral character</td>
<td>94</td>
<td>15.77</td>
<td>71</td>
</tr>
<tr>
<td>Sobre and simple/without pride and vanity</td>
<td>81</td>
<td>13.59</td>
<td>50</td>
</tr>
<tr>
<td>Obedient and disciplined</td>
<td>41</td>
<td>6.88</td>
<td>30</td>
</tr>
<tr>
<td>Respectful towards elders</td>
<td>17</td>
<td>2.85</td>
<td>9</td>
</tr>
<tr>
<td>Helping nature</td>
<td>65</td>
<td>10.91</td>
<td>49</td>
</tr>
<tr>
<td>Friendly attitude towards classmates</td>
<td>65</td>
<td>10.91</td>
<td>49</td>
</tr>
<tr>
<td>Possessing Common interests</td>
<td>36</td>
<td>6.04</td>
<td>53</td>
</tr>
<tr>
<td>Possessing a good sense of humour</td>
<td>4</td>
<td>0.67</td>
<td>16</td>
</tr>
<tr>
<td>Courageous</td>
<td>4</td>
<td>0.67</td>
<td>4</td>
</tr>
<tr>
<td>Having good health</td>
<td>3</td>
<td>0.50</td>
<td>2</td>
</tr>
<tr>
<td>Having good looks</td>
<td>0</td>
<td>0</td>
<td>23</td>
</tr>
<tr>
<td>Smart and ebullient</td>
<td>5</td>
<td>0.84</td>
<td>19</td>
</tr>
<tr>
<td>Neat and clean</td>
<td>9</td>
<td>1.51</td>
<td>21</td>
</tr>
<tr>
<td>Belonging to the same neighbourhood</td>
<td>8</td>
<td>1.34</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>596</td>
<td>100%</td>
<td>517</td>
</tr>
<tr>
<td><strong>Girls</strong></td>
<td>517</td>
<td>100%</td>
<td>517</td>
</tr>
</tbody>
</table>

**TABLE 6.1**

RELATIVE WEIGHTAGE OF THE CAUSES OF LIKING CLASSMATES
Examination of the writings showed that the students mentioned altogether seventeen different causes. The frequencies with which these causes were mentioned were determined separately for boys and girls and they are shown in table 6.1. In the following, some of these causes are discussed in some detail.

**Academic achievement:** Most students realise that academic attainment is the main purpose of their being in school and that is why, except for the notorious delinquents, most others put in varying degrees of effort to attain as much as their natural endowments permit. Often the students have a peculiar mixed feeling of love, respect and some sort of awe towards those classmates who are very proficient in academic matters. Perhaps this accounts for the highest frequency against this item. From personal interviews it became clear to the investigator that by academic achievement the students meant both achievement as well as intelligence.

It is unfortunate that due to lack of intelligence tests in regional language it is not possible to screen out the students of I.Q. low enough to render them incapable of being benefited by general classroom instruction. In every classroom there are quite a few boys and girls of low I.Q. on whom the schools' effort is being continually wasted. Not only they can never attain as much as is expected of the general run of students but additionally there is always the risk of their personality development being seriously handicapped by the constant embarrassment and ridicule that they have to face everyday at school due to their marked academic inferiority.
The parents by sheer observation of the daily activities of their children can make some objective assessment of their basic intelligence and it is advisable for the parents not to demand or expect a level of achievement which is far beyond what their intelligence warrants. Low I.Q. children should be diverted to other vocational channels whereby they will be saved from failure and frustration which are unavoidable if they are compulsorily put in the more difficult academic lines. The following two case studies will throw some light on the achievement-popularity and intelligence-popularity relationships.

**Case study 1:** AP, to whose house the investigator paid visits, is very bright and proficient in his studies. AP is the eldest of three children of enlightened parents. His father is a medical doctor who earns by honest means enough for a decent living. Both parents take great care about health, education and character of the children. AP is short but well-built, much above average in intelligence and is of a polite and amiable disposition. Academically speaking he was the first boy in his class and in this investigation he was found to enjoy the highest sociometric status in the group. Classmates liked him because they could occasionally get some guidance and help from him in academic matters, for his ability to take part in discussion of varied subjects and his vitality and positive attitude towards life.
Case study 2:- SK, on the other hand, is a dull boy. He is big and fat, his obesity makes him look older than his age. He is the only child of quite well educated parents. His poor academic achievement, his inability to appreciate intelligent wit and humour and his poor stock of general knowledge all combine to make him uninteresting and unacceptable to most of his classmates. He moves about with two other boys of his own type and due to this dull company his sharpness, such as he has, is on the wane. From observation it is apparent that SK’s I.Q. will not be more than about 75, and it was obvious that he should not have been in a general school. With modern fashion in dress, hairdo and all that, however, he looks quite smart and capable on the exterior to a casual visitor and it is a great pity that this deception blinds even his parents. They expect quite sincerely that SK will become a doctor or an engineer. However, his mental apparatus is not sufficiently equipped even to take him across the school final examination. Innate realisation of his inability to fulfil the high parental expectation compels SK to move more in a world of fancy rather than reality. He is maladjusted both at school and at home.

Co-curricular activities:- Though sufficient numerical data are not available to prove or disprove, yet the investigator from his personal experience of close contact with a large number of students and teachers, feels that there is not much of a positive relation between academic achievement and proficiency.
in co-curricular activities. However, some of the students who are very good in academic subjects, perhaps, could have been equally good in some co-curricular activities also. But many parents of brilliant students gave this investigator the impression that a lot of interest in co-curricular activities might lower the interest of their offsprings in academic matters which they feel, very correctly, is more important if one is to choose between the two. Such an apprehension and the resulting parental discouragement — explicit or tacit — appears to be the chief cause of not so high a relation between them.

It was found in course of investigation that some boys who are interested in games and sports, music and fine arts, NCC and other adventures etc. form close cliques among them. They often develop a kind of vocabulary which is understandable only to the members of the clique but not to anybody outside it. This acts as a sort of cement that binds very closely the members of the clique. This vocabulary generally consists of coded words, physical signals, different kinds of puckering of faces and winks. A small clique of four boys of class IX is shown in fig 6.1.

Fig 6.1 is a sociogram that indicates the preferences of four boys (A, B, C and D) for sitting together in the same bench. Each student gave three choices in order of preference. They are numbered as 1, 2 and 3 respectively. As it is clear from the sociogram most of the preferences are confined to the four members themselves. Only C and D receive two second preferences from boys outside the clique. Similarly A, B and D give only one preference each to boys not belonging to this clique, the first two the third preference and the last one the second preference.
SOCIOMGRAM SHOWING
THE CHOICE-PATTERNS OF FOUR BOYS
FOR SITTING TOGETHER ON THE SAME BENCH

1 — FIRST CHOICE
2 — SECOND CHOICE
3 — THIRD CHOICE

FIGURE - 6.1
In one or two cases cliques of this type were also found to exist among students coming to the same school from the same neighbourhood.

**TABLE 6.2.**

**RELATIVE WEIGHTAGE OF THE CAUSES OF DISLIKING CLASSMATES**

<table>
<thead>
<tr>
<th>Causes</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disturbing, bullying and teasing nature</td>
<td>57</td>
<td>69</td>
</tr>
<tr>
<td>Bad character, use of profane language</td>
<td>95</td>
<td>68</td>
</tr>
<tr>
<td>Drug addiction</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>Poor at academic work</td>
<td>25</td>
<td>49</td>
</tr>
<tr>
<td>Quarrelsome nature</td>
<td>23</td>
<td>73</td>
</tr>
<tr>
<td>Uncooperative, unfriendly and unsympathetic</td>
<td>64</td>
<td>77</td>
</tr>
<tr>
<td>Destructive nature</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Pride and vanity</td>
<td>33</td>
<td>76</td>
</tr>
<tr>
<td>Telling lies</td>
<td>17</td>
<td>26</td>
</tr>
<tr>
<td>Jealousy</td>
<td>9</td>
<td>24</td>
</tr>
<tr>
<td>Miserly</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Not frank</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>Dirty</td>
<td>10</td>
<td>29</td>
</tr>
<tr>
<td>Disrespectful towards elders</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Truancy</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Lack of interest in Co-curricular activities</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td>Lazy</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Communal feeling</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Theft</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>386</td>
<td>537</td>
</tr>
</tbody>
</table>
Health and appearance:- Some boys and girls had mentioned good health as one of the reasons of liking classmates. Quite a few girls, but none of the boys, mentioned that they liked those who had beautiful appearance. It was found that the girls with beauty generally commanded a position of envy and admiration among the peers of the same sex.

Apart from the fact that some students have specific bodily disabilities like defects of hearing, defects of speech, stunted growth, ricketiness etc., many of them seemed visibly ill-nourished. From long association of the present investigator with the local schools and the home conditions of the students it can be said, almost without any risk of controversy, that about 50% of our students come from families where there is marked food deficiencies both in terms of calories and nutrition. Bodily weakness and ill-health resulting from malnutrition act as great impediments to progress at school.

Helping Nature:- The frequency against this item is pretty high. Personal interviews with students revealed that they generally disliked those who were not of helping nature, particularly in academic matters. Some boys and girls are very selfish and they are always unwilling to give their classmates the benefit of their higher and better academic grasp. In every classroom there are always a few endowed with an acquisitive disposition to a degree unusually high. Selfish nature of such students is often easily traceable to deep-rooted family traditions. Students who share easily their petty possessions like pencils, eatables etc., who take
pleasure in helping their classmates in doing academic assignments and in other personal needs and problems are always loved and wanted by others.

Table 6.2 shows the causes of disliking classmates as mentioned by the students. Altogether nineteen causes were mentioned, some of them are just the opposites of the causes of liking although some are different in nature. As before a few of the causes of dislike are discussed below:

**Bad character :** Behaviour and character of children are factors in the development of which the family traditions play a dominant role. Poverty, defective family relationships, defective discipline and vicious condition at home may often have extremely pernicious effect on the behaviour and character of the children, although behaviour and character are influenced by other factors as well.

The investigator had paid visits to certain poor areas of the town where the living conditions of the people are really terrible. People in these areas live in small huts built one after another with no gaps in between. In each, a large number of persons are huddled together with the inevitable result that the children get acquainted with conjugal relations at a premature age, the parents cannot maintain proper dignity before their children leading to many other concomitant adverse effects. The case study of a boy coming from such a surrounding is described below:

**Case study 3 :** KG is a big lad of average intelligence. He belongs to class IX. His father is an ordinary pedlar. With his
meagre income he has to feed six mouths - himself, his wife and four children of whom KG is the eldest. Poverty, absence of facilities for educational pursuit and recreation make KG uninterested in all family activities. Day after day KG spends his leisure time in the littered lanes of the market area, among the cabbage leaves, torn newspapers and offal of the market. He absorbs all the smutty jokes and obscene language of the market people.

In the classroom he is a big bully and a terror to everybody. He teases his classmates and often disturbs his teachers. Frequently he plays truant. Perhaps, due to absence of proper facilities for the gratification of various natural instincts, KG is driven to take resort to bullying, teasing and speaking profane language.

Very often vicious home conditions and defective discipline in the family produce children of bad character. Here is another case-study:

Case study 4: The parents are educated and enlightened, but their only son, AD, is wicked and unscrupulous. AD is intelligent but not much interested in his studies. His parents are wealthy and he gets enough money to spend on restaurants, cinema, dress and other articles of fashion and luxury. He doesn't play, but nonetheless is interested in listening to the radio running commentary of games like cricket because that is construed as a fashion of the day. His heroes are mostly in the cinemaworld. He dresses in the height of the modern fashion. He wants to show off like a hero before his friends. Too much of emphasis on the lighter and frivolous side of life takes away from him the tenacity,
determination and perseverance which are so very important for academic pursuit.

During his early years, AD was a pampered child in the family and was thoroughly spoiled. Closer investigation revealed that his father is alcoholic and the relation between his father and mother is anything but happy. AD, like his father, has not failed to earn notoriety as a drinker.

Dirty personal habits:— Those who are dirty and untidy are often disliked. Some students come to the school wearing very dirty clothes and with other dirty habits such as not combing hair properly, spitting here and there, keeping dirty nails and not taking regular bath. Sneezing and coughing without any precautionary covering often annoys the neighbouring benchmates. Very few boys were found to have handkerchiefs; girls in the upper classes generally possess handkerchiefs though very tiny in size. Some students were found to be dirty because of poverty and some others because of their faulty family upbringing.

Lack of interest:— Some, but not many, students were found callous and indifferent about everything. The following is a typical girl student belonging to this group.

Case study 5:— RG is a girl of 15 but she looks barely 12 and her locks are ordinary. She is an isolate in the classroom, nobody takes any interest in her. She comes from a middle-class family of eight — parents and six children, her ordinal position is fourth having an elder sister and two elder brothers. Her father is
an honest man and knows the import of health and education for the children. It is a pity that inspite of having full appreciation of the provision of facilities for the children, her father fails to provide them these due to lack of funds. RG gives the impression of malnutrition, poor body-development and complete lack of interest in anything. She is of a withdrawing nature.

B. Nature of the isolates and what the schools can do about them:- The application of the sociometric technique has revealed that some students receive no preference at all or a very small number of preferences from others. These are technically known as isolates. In the present investigation those students whose sociometric score is below 25 are taken as isolates. The drawing of this line of demarcation is, however, entirely arbitrary. In the investigation about 12 % of the students were found to be isolates.

Isolates are of different types. About the classification of isolates the investigator is in agreement with Mary L.Northway who in her study talks about three types of isolates (she, of course, uses the word 'outsider').

(a) Recessive children
(b) Socially uninterested children, and
(c) Socially ineffective children.

(a) Recessive children:- Those who are mildly recessive generally do not participate actively in events but at least take

a slight interest in what goes on around them. But those who are of a severe type do not take any interest in people, activity or events of the outside world. They seem to exist rather than live. They lack vitality and are listless, usually under par physically, either below normal in intelligence, or ineffective in their use of the ability they have. They seem to have energy sufficient merely to keep them alive and carry them through the day without any drive or thrill. The girl described in the case-study 5 above is a recessive child of not so severe a form.

The school can attempt to develop interest in some activities like games and sports, music and fine arts or some other hobby. Also attempts can perhaps be made to introduce the isolate into the company of a small group of children so selected that they are not likely to ridicule the isolate for his/her lack of interest and vitality. The teacher should adroitly comouflage his concern for the recessive child.

(b) Socially uninterested children:— outwardly, the socially uninterested children look very much like the recessive children. They are also quiet and retiring. They accept the requirements of classroom procedure with passivity and rarely rebel or take any initiative to bring about change. However, exploring into their private lives one can readily discover that they do have interests. For example, there are students who are deeply interested in art, music, reading, hobbies and the like, but they are introverts. Their interests are personal rather than social.

With proper care and sympathy on the part of the teacher it is not so difficult to help the socially uninterested child towards
the establishment of social relationships. His personal interests can be carefully socialised. The isolates with interest in different areas can be given opportunity to use their interest in some form of social participation. A girl interested in music, for example, can be made to sing in ceremonial occasions. Similarly, a boy interested in wild-life can be called to give a popular talk in the school. Such initiations should always be gradual and inconspicuous to begin with. If they are very loud and conspicuous, then, any failure on the part of the isolate may make him a laughing stock of the whole group. Such a situation will aggravate rather than solve the problem of unacceptance and the very interest of the child will lead him/her farther from social contacts and ultimately he/she may lapse into severe recessivism.

(c) Socially ineffective children: Isolates of this third group appear to be diametrically opposite from the recessive children. They have vitality and are keenly interested in social affairs. They are often noisy, rebellious and delinquent in classroom activities. They are a nuisance to the teachers as well as other classmates. They are never liked by others. Like the recessive children they also have a feeling a insecurity arising out of non-acceptance by peers. In fact, their noisy and boisterous behaviour are nothing but naive attempts to overcome the basic social insecurity and isolation. The boy described in case study 4 is an isolate of this type.

The teacher who takes charge of helping socially ineffective
isolates must first of all win their confidence. Reprimand and punishment often prove ineffective. Expression of obvious concern about their undesirable form of behaviour is also to be avoided. Such a child has got an inward craving for social acceptance which he covers on the exterior by boastfulness and arrogance. The teacher, by gradually bringing him to social relations with other classmates, should try to infuse in him a sense of belonging and a sense of participation. More and more social responsibility should be given to the isolates of this type so that they can have a sense of status.

Any society needs its artists, its thinkers, and its quietly effective citizens, and at the same time its flamboyant speakers and its successful salesmen. Therefore, the school need not be unduly worried about those students who are not specially popular but otherwise quite adjusted with people and events around them. It is only the isolates of severe form who are dangerous to themselves in terms of their future development since they are potential misfits. They are also potential danger to society in terms of their drive for social domination by anti-social means to compensate for their lack of social acceptance.

C. Family as a major agent of socialization:- To a large extent a student's capacity to interact effectively with his/her classmates, teachers and others in the school is traceable to the quality of training he/she receives in the family, the first institution to which the young ones are exposed. Not only the influences of the family are the first to exercise their effects
on the young mind but these influences are also very long-lasting besides being most profound.

During visits to some of the families the investigator asked the parents about their guidance with regard to some common situations and routine practices involving the children, such as, eating, sleeping, toilet, dressing, general hygiene, quarreling, anger at parents etc. The parents were asked whether they set strict rules about such matters and insist on the sincere adherence to them or leave their children to go about their own way. Specifically, the parents were invited to give their comments on questions like:

(a) Should the parents make the child do as he is told?
(b) Should the child be allowed to do as he pleases, his parents quietly hoping he will do the correct things and make the correct decisions?

Most parents extended their full cooperation to the investigator, answering specific queries in a free and frank manner, while others appeared to consider some of the questions as being too personal and were, therefore, hesitant to articulate with clarity. Nevertheless, the information obtained did provide good basis to conclude that the parents could be divided into three categories for the purpose in view:

(a) those who are permissive letting children do as they like,
(b) those who set clear-cut standards and enforce strict obedience, and
(c) those belonging to the intermediate position who are
sometimes strict and sometimes lenient.

A large number of studies are available which reveal the influence of the strict and the lenient parents on different facets of personality of their children. The important findings of many such empirical studies are broadly identical.

Goodwin Watson made an interesting study by asking 200 graduate students to rate their home discipline during childhood along a continuum from the most strict to the most lenient. Watson observed that those who came from the strictest quartile of homes were found to have:

(a) more hatred for and constraint in relation with parents;
(b) poor relation with classmates, more quarrels, and shyness;
(c) more broken engagements and unsatisfactory love affairs;
(d) more worry, anxiety and guilt feeling,
(e) more unhappiness and crying;
(f) more dependence on parents; but
(g) better school grades and stronger ambition.

In another study Ayer and Bernreuter reported on the


personality traits of nursery school children in relation to their home discipline. Significant correlations appeared between physical punishment at home and a tendency of children not to face reality \((r = .35)\) and between permissiveness of parents (letting children learn from the natural consequences of their acts) and a more attractive personality in the child \((r = .33)\).

Symonds\(^4\) in his study matched 26 dominant parents who treated their children in an authoritarian way with another set of 26 parents who permitted their children much freedom usually according to their wishes. He found the children from stricter homes more courteous, obedient, and neat, but also more shy, timid, withdrawn, docile and troubled. The more permissive parents, on the other hand, had brought up children who were more aggressive, more disobedient and who had more eating-problems, but who also were more self-confident, better at self-expression, freer and more independent.

Raelke\(^5\) in her study found that children from more restrictive and autocratic home discipline showed less aggressiveness, less rivalry, were more passive, more colourless, and less popular. They did not get along so well with other children. The children from homes with freer discipline were more active, showed more rivalry, and were more popular. Raelke found that parents who were democratic in their disciplinary methods, giving more respect to the youngsters, fostered in their children similar consideration for others.


Anderson in his investigation identified a group of junior high school pupils who had been brought up with warm affection but little adult dominance. He found these children marked by a high degree of maturity, poise, cheerfulness, cooperation, obedience and responsibility.

From several studies including those mentioned above, it is seen that where the parents are lenient towards their children in matters of discipline, the children acquire a set of desirable values while failing to acquire some other values which are equally, if not more, desirable in the eyes of many. These studies further reveal that strictness on the part of parents tends to promote a set of desirable values in their children while at the same time it tends to inhibit the development of certain other traits which many people might uphold as absolutely necessary. If certain sets of traits or values are mutually exclusive and if the achievement of one necessarily precludes the possibility of attaining the other, then one has to choose very carefully between possible alternatives.

In view of such incompatibility of goals, determining proper guidelines for parents to adopt for the development of socially desirable qualities in their children is difficult. Every conscientious parent is confronted with the conflict whether to be strict or to be lenient. In the minds of most parents such

questions often arise:

(a) does early indulgence spoil children or does it give them a foundation of security to meet the stress and strain of life afterwards?

(b) does firm and consistent discipline by the parents produce in children inner hostilities, anxieties, and self-rejection or does it relieve anxiety and foster more successful self-discipline?

Despite the existence of a large number of studies in this area, some of which are quoted earlier, the controversies over parental discipline of children cannot be said to have been satisfactorily resolved. Reflecting this, the arguments advanced for more permissiveness on the one hand and for stricter adult control on the other yet seem to counterbalance each other.

When confronted with conflicting situations most people are apt to accept a middle course, if and when a middle course exists. In many issues the intelligent selection of what may be considered as the middle course may really earn for the person golden rewards, while in many others the adoption of a so-called middle course may only signify a person's inability to judge the relative merits of the two warring courses of action and his tendency to escape in an admittedly difficult situation as may be surmised from the evidence of the studies quoted. Hence pursuit of a middle course might prove to be unrewarding, unless it is one undergoing modifications according to one's intelligent judgement.
From the observation of families in general and case-studies in particular, it may be concluded that the adoption of a mean course appears quite acceptable in the present situation also, but then it must be made clear as to what 'mean' means. 'Mean' in this context does not imply adoption of strictness at one time and leniency at other over the same issue. This would be inconsistency, and not mean, and such inconsistency is likely to create confusion in the child's mind. He wouldn't know as to what kind of behaviour is expected of him. Here 'mean' signifies a moderately strict and moderately lenient, but always consistent, attitude on the part of the parents.

The new-born baby does not have any conscience, or in the language of psychology, the baby is without a super-ego. This means that the baby does not know the code of society that includes concepts of right and wrong, the value system and the ideals. Super-ego, a very important element of personality structure, is developed under the training and influence of the environment. As the child's urges and behaviour bring him into conflict with his parents, it is his need to continue receiving their love and approval which causes him to accept their judgements and disciplinary actions thereby forming his own super-ego.

Difficulty arises when parents do not have sufficient conviction about the values they present to their child, or when for other reasons they fail to take action sufficiently early. It is also seen, rather frequently, that parents readily voice their approval and disapproval, but they have difficulty in backing up these attitudes with convincing firmness and consistency.
When a child persistently shows a kind of behaviour which the parents feel he should not, the parents have to be a little aggressive. But many parents seem to feel that love and aggression are mutually exclusive and fear that the consequence of aggression toward their child will result in the loss of his love. Firmness on the part of the parents does not alienate the child from the parents; after his temporary negative response to frustration the child tends to identify with the parents, gaining a feeling of confidence and strength from the experience of having his drives controlled. Actually, love requires that the parents do what is best for the child; only by setting and holding limits on the child's behaviour will the child develop into a reasonably controlled and social human being.

Nature of the problem of discipline being what it is, nothing specific can be prescribed for the parents to adopt; only broad hints, as have been discussed above, can be thrown. If the parents remain adequately sensitive, if they are sincerely concerned about the welfare of their children and if they are capable of judicious use of approval and disapproval in various situations in a consistent manner, there is no reason why the children should not grow into healthy social adults.