CHAPTER VII

BEHAVIOUR AND PERSONALITY DEVELOPMENT
The first five or six years of the child's life is considered as the most important period of personality development by the psychologists. Childhood is the base of man's life. It is the foundation of adulthood. It is during this period that a man's early training starts. It is during this period that man acquires certain beliefs, values, and social skills, which become more or less a permanent part of his personality and influence his behaviour throughout the life. The emotional development of the child is influenced by the personality of its parents and siblings, their attitude towards one another and towards the child. When the child enters school age, its teachers, playmates and the community further shape its personality.

Discipline, broadly speaking, is a kind of influence designed to help the child to learn to deal with demands from his environment that go counter to demands he might wish to make upon his environment.

Whiting (1963) has given nine behavioural systems which include succourance, nurturance, self-reliance, achievement, responsibility, obedience, dominance, socialibity, and aggression. In the most general terms, succourance is defined as asking others for help,
nurturance, as giving help as emotional support, self-reliance, as doing things for one's self, achievement, as slighting to meet internal standards of excellence, responsibility, as performing one's expected role duties, obedience, as attempting to meet the demands of others, dominance, as attempting to change other's behaviour, sociability, as making friendly approaches to other individual, aggression, as hurting others.

Mead (1939) has expressed that the differences in personality are seen very early. This is true not only of the idiosyncrasies of manners, speech and gesture which play so pronounced a role in giving individuality but in the more fundamental aspects of personality, aggressiveness, dominance and recessiveness.

Some important salient points in the growth and development of the infants, various stages are given to compare normal standard with the observations of the present field study and also on the general ideas that are prevailing in the mother's mental make up.

The baby is completely under the influence of the families cultural and psychological integrity. The baby in its first month sleeps comfortably with closed fists and very rarely lifts its head and arms. Before the baby is two months old, it begins to look into the peoples' faces, and begins to smile when people approach the child.
When the baby reaches the second month, it is awake more than it is a neonate. At this stage, it begins to perceive the world through sight and hearing as well as its contact senses touch, taste. It looks at objects and follows them with its goggling' eyes but not with its head. The baby will stop crying when its mother comes near. Some times during this month he will respond to a moving human face with smiles. It is still largely immobile, his legs are more active than before, but generally it holds them flexed as though squatting. It eats at frequent intervals and takes two or more night feedings. Whereas formerly the baby was either crying or silent, it now makes small throating sounds.

During the third month, it can look not only towards the objects but also follow them with eyes by moving his head. Its eyes become better co-ordinated and will converge on an object as it approaches its nose. The baby really holds its head well and focus its eyes without any support. The baby becomes more social-minded even to the point of enjoying. Its vocalizations have become gurgles and coos, which the baby utters either in response to people or spontaneously.

Most of the mothers working as servantmaids and casual labourers depend upon their elder children to look after the younger children. Mostly nuclear families in the slum, suffer from taking care of the infants during working time. A few mothers take the baby with them. Some of
the mothers depend upon their neighbours to take care of their children during their absence. The mothers do for labour work weekly thrice or four times. Mothers fed their infants with breast milk at frequent intervals. Some times they fed bottle milk if mothers leave the home.

When it attains fourth month, the baby recognizes its mother from other people in general. At this stage, it may enjoy playful fright that comes when a parent says 'Boo' and then smiles and tickles him. The baby will occasionally laugh when people play with him and look around to see where a voice is coming from. It takes active pleasure in its bath. It explores objects at first by its hands and then by its mouth, while the eyes look and watch more and more eagerly. During fourth month it recognizes its mother and makes loud laughs and likes very much to remain always on the lap of its mother.

During the fifth month many babies sleep all the night though wake up to be fed only once and take a couple of well-defined naps during the day. It will consume generous quantities of milk and solids. It plays with its fingers and whatever it holds goes into its mouth for sampling and rubs it against its body. The baby can control its food intake by suckling or by dropping off to sleep on the breast by suckling vigorously. It also cries to signify that it is hungry. It tries to reach its toy by crawling and puts it into its mouth.
In the sixth month, it tries to sit without support and begins to crawl upon its belly and plays by itself. The milk teeth begin to appear between sixth and eighth months. At this stage, the babies feel so friendly towards all human beings and they smile easily. His vocalizations become more mature and differentiated. Cooing sounds give way to gurgles, and gurgling to babbling, where the child tries out every speech sound known to man. Later, these sounds will be patterned selectively according to the structure of the child's native language. In this stage, it double its birth weight. They begin to crawl, as the infants begin to crawl they are watched by their parents or siblings with wonder. The infant also begins to insert its figures into its mouth while feeling hungry and sucks.

At the age of seventh month, the milk teeth make their appearance. First the two middle lower incisors appear. The eruption of teeth is accompanied by fever, stomach upsets and diarrhoea. During this month, the child begins to sit without support, although he will have to be helped into sitting posture. When lying on his stomach, the baby will make abortive crawling moments and perhaps even make some progress-forwards, sideward as backwards as change dictacts. During this month the infant is given the solid food. Thereafter daily they give to the infant the well cooked rice mixed with jaggery. This is the time when a baby is weaned from the breast, sometimes to protect the mother against the infant's new need to nibble.
By the eighth month, the baby will learn to pull itself into a sitting position and it will probably begin to crawl. One or two teeth may erupt in this month. It will insist on trying to feed itself and will make a splendidness of his food, itself and its surroundings.

In the ninth month, the baby's thumb becomes fully developed and it now grasps with great accuracy. Infant will enjoy and laugh over "give and take games" passing a toy back and forth with an adult. At the same time, he will begin to show active resentment when something he wants is taken away from him. The infant is breast fed by its mother 4 or 3 or 2 times a day depending upon the availability of milk.

By the tenth month, it can stand up with the help and may even take a few steps supported by an elder. In this month, the baby begins to utter simple words like mother (amma), father (nanna), grand-father (tatha) and aunt (father's sister (attha).

By the end of the year, it begins to toddle. It can possibly side-step while it supports itself by wall or a cot as even take a few steps of his own. It understands many great words, although it may not be able to use any.

During the final months of infancy approximately the first quarter of the second year, it begins to anticipate its interests as a toddler when walking and
grasping are united in hugging, showing and hauling outsized objects. It can sometimes take food from plate to mouth with its little fists. It can drink from a glass. Now it only enjoys receiving affection but is able to return it with hugs and very wet and warm kisses. It tries to sing and enjoy listening to simple songs.

The toddler’s tastes, activities and play things are considerably more diversified than when it is an infant. The toddler is active and creative with a taste for vigorous, noisy exploration and experimentation. During this period, many changes take place such as weaning and toilet training.

Language is the basis of the inter-active relationship which are involved in social organisation. During this period language is another important aspect of general development. Speech development depends not only on the child’s general health and intelligence but also on its environment, the speech pattern to which the child is accustomed and on the amount of encouragement given by its parents and elders. Most of the working women in the slum have no time to pay personal attention as they have to attend the household duties and labour work. The development of language depends on the local conditions. The children learn abusing words if the parents do not take care.

The baby begins to utter simple and small words at the age of tenth month. From third year, the baby imitates
the elders in speaking and gradually develops speech. When the child begins to talk, it is often frustrated by its inability to make others understand it and a temper tantrum may result. During infancy or in toddlerhood, most of the babies keep their thumb in their mouths and begin to eat mud and these undesirable habits will be controlled with the parents' care and attention.

Parent-Child Relationship

Behaviour Problems

Elizabeth B. Hurlock (1978) has described, during every period of development, some normal patterns of behaviour are regarded as "problem" behaviour by parents, teachers, and other adults because they do not conform to adult standards. Behaviour arise because of the adjustments the child must make with new demands and new environmental conditions.

Prenatal Period (Conception to Birth)

Before birth, development is extremely rapid; it is mainly physiological and consists of the growth of all the bodily structures.

Infancy (Birth to 10-14 Days): This is the period of the newborn or the neonate. During this time, the infant must adjust to a totally new environment outside the mother's body. Growth is temporarily at a standstill.
Babyhood (2 weeks to 2 years): First babies are completely helpless. Gradually, they learn to control their muscles so that they can become increasingly self-reliant. This change is accompanied by a growing resentment against being controlled and a growing desire to be independent.

Childhood (2 years to Adolescence) - Early childhood (2-5 years) is the preschool or "pre gang" age. The child seeks to gain control over the environment and starts to learn to make social adjustments. Late Childhood (6 to 14 years) is the period on which sexual maturity occurs and adolescence begins. The major development is socialization. This is the elementary school age or the "gang age".

Most of the behavioural problems are of normal occurrence at younger age. Children may cling to immature behaviour because they are yet to learn their needs in a more mature manner. Children who revert to infantile behaviour when they are jealous. If they persist in this pattern, it is symptomatic of some disturbance in their social relationship and may be regarded as true problem behaviour. Stealing, for example, will be tolerated in pre-school children, but in grownup children or adolescent it will be regarded as "delinquent" behaviour.

No form of behaviour problem should be overlooked on the grounds that it is "typical" and children will "over come" it. The behaviour that is not typically found at the
child's age may be a danger signal of possible future trouble. As such attempt should be made to remedy it before it has developed into a habitual method of adjustment.

The slum children possess different behavioural problems. It is observed that the majority of children shows aggressive behaviour, reflecting on slum culture and environment where poor sanitation and hygienic practices prevail which is a characteristic feature of slum. Parents' attention towards their children is abnormally low.

Telling lies, fear complex and frequent quarrels among slum children is influenced by the parents' and neighbours' behaviour. In slum children several habits like thumb sucking, nail biting, bed wetting, noisy, dependency took more time to shed due to illiteracy and bad economic conditions of parents when compared to other urban children. Poor in studies, irrespect to elders, delinquent behaviour and aggressive behaviour reflected by the socio-economic conditions of the heterogeneous slum population.

Children were threatened with a bogey man or a beggar to prevent them from crying and inculcating the habit of early to bed. The illiterate and poor families did not conceive the ill-effects of such threats on children in their later life. Forcefully making the children to eat red chilly powder with earth to avoid earth eating habit is a device adopted by mothers of this slum which is a redressal for discontinuing such habits.
Discipline and Punishments:

Discipline is society's way of teaching the child the moral behaviour approved by the group. It has always been regarded as essential to the child's development but ideas about what constitutes good discipline have undergone many changes and it fills certain needs (Hurlock, 1978).

They try to discipline their children if they behaved obstinately. Rewards may be material, such as food or money, or immaterial, giving love and acceptance or praise and prestige. Privileges may also be used as rewards. All types may be given after good behaviour or used to incite desired behaviour. Punishments depend on two types of sanctions—_injury or abandonment._

Minturn and Hitchcock (1964) observed in their study that the Khalapur Rajputs believe that children learn primarily by observing and training children to care for younger siblings or cousins and neighbours is their responsibility.

Parents reacted in different manners to the obstinancy as temper tantrums of children. Some parents tried to argue and convince their children that it is not good to be obstinate, others scolded their children for obstinancy, some other parents used to beat their children. The other methods of punishment are; not to give food to children or not to talk to them or to brand their hands or feet.
The modus operandi of discipline among slum children varies from child to child even among the same age group. For example, one may teach a child not to play with sticks while another child may not understand the words used in such prohibition and explanation may be needed to make the prohibition meaningful for the other child. Such methods are most often needed for children of different age groups.

Discipline is needed in connection with routine activities, such as eating, going to bed, preparing for school and is least likely to be needed when children are free to play as they choose. Discipline is more often needed in large families than in small. If there are more number of children in the family, the less attention and supervision by the parents, generates sibling jealousy and animosity which leads to quarrelling and other forms of troublesome behaviour among the children. It was observed that there are large families with three to five children each in the slum. Even in small families the children get less attention as the parents were busy with domestic and labour work. A very few families show more affection and supervision towards their younger children. The older children more likely to have sibling jealousy leading to quarrels with other children and other forms of troublesome behaviour.

The need for discipline varies with age, which is less often for older children than to younger. As children grow older, they can communicate better and thus understand what is expected of them. Older children need a different
kind of discipline than for younger. They were told what to do and what not to do. Older children need an explanation of why certain forms of behaviour are acceptable and others are not. Explanations help to broaden their moral concepts and motivate them to do what is expected of them.

The slum population follow various disciplinary methods, punishments for children of more than one year age. If the child is obstinate the parents beat and scold. A few mothers explain things and probe into the cause of obstinancy and persuade their children. Some other parents starve and spank children.

The literate parents were aware that beating is not the best way of curing obstinancy of children. They explain things, rather it may have ill-effect on childrens' behaviour. Hence the parents avoid punishing. The majority of the illiterate and poor families used to beat their children. It is observed that one of the illiterate and poor mothers used to brand the hands and legs of her child when it behaves obstinately. A few parents used to starve their children whenever they behave obstinately.

Obedience to parents and other elders is expected among the children in all societies. However the degree of obedience and forms of punishment for disobedience may vary in different cultures.

It is observed that the punishments such as
beating, branding, scolding, spanking, were found to affect children's emotional adjustments or behaviour in the family, school and society. The beating is always more cruel than scolding the children. But some times physical punishments are too severe for young children. Punishment depends on parents' mood or temperaments. The child is more sure to get a slap, if it voiced some fantastic demands, when its mother is about to take rest after heavy chores of cooking and other household or labour work. Some parents are more tolerant by nature than others. The parents do not understand the children's mind before punishing them. Highly educated mothers tended to use reasoning and persuasion. The less educated mothers use spanking. The mother is the primary disciplining agent but in a few cases father takes this role.

Rejection:

It is very important that the child should feel love, rejection and acceptance by his parents. The child returns to the family with his triumphs, problems and disappointments. In the absence of secure and adequate home base, the child's personality may suffer from serious and lasting distortion.

Parents' rejection fosters a distorted and devaluated self. It is difficult for the child to think of himself in a positive way. The effects of parental rejection vary depending upon whether both parents are involved, how
much affection is shown by the non-rejecting parents, the way rejection is expressed, whether the child is accepted first and rejected later and such other aspects of the child's total life situation. Generally, rejected children tend to be fearful, insecure, attention seeking, jealous, aggressive, hostile, lonely and isolated, slow in conscience development and have difficulty in later life expressing and responding to affection.

Parental rejection often leads to mental damage too. Social problem like prostitution can be a by-product of rejection by parents in the early life of the child (K. Dasaratha Ramaiah, 1976). It is observed that in one of the families, the man married second time. The parents do labour and domestic work. They have 11 year old son of VII standard and 13 year old daughter educated upto IV standard. The female child work as domestic servant. The parent-child relations are not affectionate. The father is an alcoholic addict. The daughter has no love and affection towards her mother. The father rejected their children. The children have no fear of the parents and aggressive behaviour. Especially, the female child neglects her mother and disagrees every day with her mother and neighbours. The female child feels jealous of neighbouring children. They do not play with neighbouring children. The male child does not show any character as his mind is matured to understand the situation. The male child is rejected first and accepted later by his mother. But the female child is rejected and
not accepted by her mother's love. So the female child suffers from mental upset and thereby developed scant regard to neighbours.

Protection:

Parental or maternal over-protection, so-called 'monism', involves the smoothening of the child's growth. The father or mother or both may watch over the child constantly and prevent him from taking the slightest risk, protect him from all outsiders, overly clothes and medicate him, make up his mind for him at every opportunity. Mother-child contact in which the mother may sleep by the side of the child for years and fond him excessively. Children with over protection usually lack self-reliance and the ability to cope realistically with their problems over protection tends to produce overdependency in the child (Ibid). Over protection is more harmful to the personality development of boys than to that of girls.

It is observed that in one of the families the parents working as casual labourers have one married and four unmarried daughters of 17, 14, 12, 10, 8 years of age respectively. The mother protect her two daughters during this work time. The mother restricted her daughters work outside and inside the home make up their mind at every individual or dependable opportunity. Two of the unmarried daughters always accompany her mother in assisting the field work or domestic work. Most of the mothers provide
protection to her daughters till they get married. The mothers acquaint their daughters with different household activities. A few mothers informed that the slum culture lack morals and they have to protect their daughters and forced to develop over dependency on them. The children with over protection, lack self-confidence and proper education to think the other activities. Every step in the walk of life of slum female children will be guided and escorted by their mothers.

Over-Indulgence:

Over indulged children are characteristically spoiled, selfish and demanding. The indulged child enters readily into warm human relationships and exploits them for his own purposes in the same way that he has learned to exploit his parents. Such a child is usually rebellious towards authority and approaches problems with an aggressive and demanding attitude, tends to be impatient and finds it difficult to accept present frustrations for the sake of long range goals (K.Desaratha Ramaiah 1976).

It is observed that, maternal restrictiveness towards child aggression may very well be different for boys and girls. The development of both dependency and aggressiveness in young children was significantly related.

In one of the slum families, parents with two daughters and 3 sons of 12, 9, 6, 3, 1½ years of age respectively depict a low profile of parent-children
interaction. As the parents were away from home from 7 A.M. to 7 P.M. in search of their livelihood, the children did not go to school but also wander in and around the slum. Male children being more selfish and create undue stress on their sisters. To see movies they borrow money from other children and even earn by selling the lid caps of cool drink bottles collected in the vicinity of restaurants at the rate of Re.1/- per kg. Thus they indulge not only in such activities but also pick up abusive and silly language.

Acceptance:

Parental acceptance is characterized by a keen interest in and love for the child. The accepting parent provides for the development of the child's abilities and takes into account the child's interests. The accepted child is generally well socialized, co-operative, friendly, loyal, emotionally stable and cheerful (Elizabeth B.Hurlock, 1978).

It is developed gradually from infancy through adulthood. Most of the parents receive much affection from their children during the early years of childhood. Love of parents may be less obvious after children reach school age. In the period of later childhood, parents may see only a little evidence of their children continuing love for them. This lack of affectionate behaviour is in part due to the inevitable conflicts that arise in children as they grow towards independence. Children may often be torn between
loyalty to their families and loyalty to their gangs (Ethel Rawin, 1963).

In one of the slum families with two children where the father was a labourer and mother was confined to household activities. They were affectionate to their children. The male child was an eighth standard student and female child was a drop-out of V standard due to location of school at distant place. The female child was trained in tailoring with a fore-thought of her livelihood through training after marriage. Parents were very affectionate to their children and the daughter is well socialized, co-operative to her mother and friendly with neighbours. The male child also was co-operative to his friends, closely related neighbours, classmates and contemporaries. Both parents and children were affectionate with fruitful interactions among themselves.

Obedience:

Usually children obeyed someone in the family, more frequently their fathers, either through love or through fear. Children, being in closer contact with mothers, are not so much afraid of them. On the contrary, children are away from their fathers for the major part of the day and hence are rather afraid of disobeying them. In joint families, the disciplinary role is at times, taken up by grand parents or sisters-in-law and brothers or any family members. In some families, elder children disciplined
their younger siblings. The reference is made to the general behaviour traits of children (Champa Aphale, 1976).

Table 7.1 Children's obedience in slum family.

<table>
<thead>
<tr>
<th>Sl No</th>
<th>Relationship to the child</th>
<th>No. of children</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mother</td>
<td>65</td>
<td>26.00</td>
</tr>
<tr>
<td>2.</td>
<td>Father</td>
<td>104</td>
<td>41.60</td>
</tr>
<tr>
<td>3.</td>
<td>Mother and Father</td>
<td>35</td>
<td>14.00</td>
</tr>
<tr>
<td>4.</td>
<td>Brother</td>
<td>6</td>
<td>2.40</td>
</tr>
<tr>
<td>5.</td>
<td>No obedience</td>
<td>40</td>
<td>16.00</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>250</td>
<td>100.00</td>
</tr>
</tbody>
</table>

The above table indicates that the majority of the children (104) from simple families obey their fathers and could be controlled by them. 65 (26.00%) children obey their mothers and 40 (16.00%) children were not controlled by any family members as they were too young. But a few elder children are not afraid of and obedient to their parents. It is observed that a few children obeyed the older siblings as they have no father. The older children in the family use to look after the younger children. In a few families children were too much pampered (over-indulgence) by their parents. These children have no check over their behaviour.

No significant difference in the pattern of controlling the behaviour of children is noted in families belonging to different caste groups and different economic and literacy levels. The percentage of families in which
children obeyed their fathers or mothers is higher in nuclear families. Generally the fathers disciplined the children while the mothers founded them. These roles played by both the parents were supplementary to each other. It is observed that if children want any eatables or play material, they will first entreat their mothers failing which they may think of entreating their fathers for it. In some nuclear families, mothers assumed the disciplinary agent, while fathers may play the opposite agent. In a family with one child parents, grand parents or any other elder members in the family disciplin the child. In joint families, usually the grand parents use to found their grand children and hence children use to approach their grand parents first, if they want any eatables.

Sibling Rivalry:

The close brother-sister, brother-brother and sister-sister relationships are found in childhood life. It is observed, when a child feels that more parental attention, love and acceptance are directed to a brother or sister than to himself or when the arrival of a new child in the family replaces him as the centre of attention, personality difficulties arise. Such children ill-threat their siblings (brother or sister) and also kick and pinch them. Such sibling with jealousy and rivalry for parental affection may lead to marked feelings of insecurity. Frequently older children show regressive behaviour in an
attempt to maintain their central position in the mother's affection. The child may wet himself, resort to baby talk, develop feeding difficulties, show off by crawling on the floor and so on. Such behaviour, of course, is a defensive reaction to what the child evaluates as a disturbing and threatening condition. Hence his behaviour cannot be dealt with directly by punishment. It is observed that in a family with two children, if one child is praised by mother immediately the other child starts crying with aggressive behaviour.

Children's Behaviour with Strangers:

Usually children pass through the stages of shyness and boldness. They may be shy in their early age but some of them may become bold as they grow a little older, while other children may continue to be shy even when they grow up. Others may be shy in the beginning but may mix up with the guests once they get acquainted with them.

In the slum, children in the majority of the families are social and mixed up with strangers, while a few families feel shy with strangers. The reason for this difference is that slightly educated families were more receptive to strangers. Hence children in these families have training and opportunities to mix up with strangers or relatives.
Table 7.2. Mixing up of children with strangers in the slum families.

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Behaviour</th>
<th>No. of children</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Shy</td>
<td>55</td>
<td>22.00</td>
</tr>
<tr>
<td>2</td>
<td>Bold</td>
<td>177</td>
<td>70.80</td>
</tr>
<tr>
<td>3</td>
<td>Shy and afraid</td>
<td>5</td>
<td>2.00</td>
</tr>
<tr>
<td>4</td>
<td>No response</td>
<td>13</td>
<td>5.20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>250</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

The above table clearly shows that out of the majority of the children, 177 (70.80%) were bold and mixed up with strangers or relatives and 55 (22.00%) children felt shy with strangers, 5 (2.00%) children felt shy and afraid of strangers and relatives and remaining 13 (5.20%) children did not exhibit any behaviour with strangers because they are too young.

Majority of the slum children were bold without indiscipline in this respect. They used to obey their parents by handing over the gifts or eatables given to them and vice versa in lesser occasions as the number of friends and relatives were limited. If any relative gives money, the children used to buy eatables without caring for the permission of parents. Parents in illiterate and poor families tried to discipline their children but a few children obeyed their parents while others used to behave as like. But it was observed that a few families tried to
discipline their children and also the children obeyed their parents.

Faulty Parents:

Generally, the child's key models were his parents whose behaviour patterns have a highly beneficial or detrimental effect on the way the child learns to perceive, think, feel and act; often the initiative behaviour of the child is reinforced by subtle or obvious approval by the parents.

Though the child is always in its mother's company it likes to follow the father's manners. Many fathers do not even know what their children are learning in school. This is the father's greatest fault in that he gives no attention to home, wife or children. Father works very hard, usually twelve hours a day. Some children enjoyed very happy relationships with their fathers. Children are more affectionate to their mothers than fathers.

To illustrate the faulty parents a case study was made in the Mallayyaguntakatta slum. In one of the families the parents along with 5 children, were observed that the father was a labourer and addicted to alcohol for which a lion's share of his earnings was wasted. Mother devoted most of her time in domestic work. Owing to the glaring poverty the mother herself was poor in cleanliness and the children too were no exception. The alcoholic father is unmindful of
the indisciplinary behaviour and lack of education of his children. Alcoholic father is the root cause of such chaotic set up of slum family in addition to their polluted environment coupled with low economic status.

Stray or street children:

The children's play groups are sharply influenced by the early development of individuality. The children of the same age tends to break in to different groups based on interest, behaviour and personality. The stray children group together and spend their time in wandering and playing in streets.

It was observed that some of the children in the slum became stray or street children as their parents neglect them due to illiteracy and irresponsibility. The problem of street children arises from poverty: non-existent supportive social and economic structure to provide such children with opportunities for growth and development: fast pace of urbanisation: oppressive home environment.

According to Dr. A.B. Bose, Adviser in the Planning Commission cities like Calcutta, Bombay and Delhi have over one lakh street children each. Most of them are above six years with the majority between 8 and 10 years of age. For most, initiation into the streets was pretty early in life. Many street children have their families and go back to them after the day's activities. Their earnings supplement the
family income. The employment of street children was entirely in the informal sector. Their main occupations being rag and scrap picking; carrying loads; casual labour; shoe shining; cleaning vehicles; and sundry jobs. A small number work in jobs requiring skills. The earnings range between Rs.10 and Rs.25 per day. The nutrition and health status of the children are not at satisfactory levels as they do not bathe, have no toilet facilities and are exposed to various health hazards.

Family Size and Family Relationships:

Elizabeth B.Hurlock, (1978) based on the number of members in the families, classified them into four general categories viz., one-child family, small family, medium sized family and large family based on the number of children the parents were blessed with.

One child families, often smaller than parental desires, close parent-child relationship results in the child's maturity of behaviour, which contributes to good peer relations, over protection by parents, permissive child training, minimum family friction due to the absence of sibling jealousy and rivalry, parental pressures for academic and social achievement and the child encouraged to play the role of its own choosing.

In consonance with the above parent-child relationship in one of the slum families, it was observed that the parents with one child were affectionate. The
parents are educated and the father is employed in a hotel and the son was of 9th standard and always punctual in going to school. The child never developed behavioural problems nor jealousy and developed good habits like singing, collection of photos and playing. The interaction among parents and children was always progressive.

Small families, usually planned and therefore, consistent with parental desires in size and spacing. Parents, able to devote adequate time and attention to each child, commonly employ democratic control on child behaviour and frequent sibling rivalry and jealousy and compare child's achievements with other siblings, ability to give each child equal advantages and status symbols, academic and social achievement.

One of the families with two children serves as the best example for planned family. Father was a daily wage labourer in tyre puncture repair shop and the mother was a servant maid. The limited family lives in a hut. Though the children do go to school regularly, parents were in a position to convince them in case they fail to be punctual by satisfying their children with eatables and toys which can be affordable. Sibling rivalries and jealousy were not observed in this family.

In medium sized families, parental desire in size and spacing, less democratic and more authoritarian control as family size increases and the role assignments by parents
were more common. Children often denied outside companionship because their assistance are sought at home. Parental pressures for achievement usually concentrate on the eldest child. Frequent and intense sibling rivalries and jealousies, limited advantages and status symbols and tendency of parents to compare a child's achievements with other siblings are common in such families.

In a case study of one of the medium sized families with 3 children of 5 years, 3 years and 7 months age group, the father was a rickshaw puller and the mother confined to domestic work. As the father is the sole earner of the bread for the family the characteristic rivalries and jealousy prevails among the children though parents treat them with the same yard stick to meet their demands. There was dearth of father's attention towards children as he was away from home for most of the time.

Large families, often unplanned and therefore foster parental resentment, marital friction due to necessity for personal and financial sacrifices essential to family harmony and efficiency children were often denied outside companionship because their help is needed at home or because of lack of money for peer activities, sibling rivalry and friction were kept to minimum by strict parental control but expressed indirectly in teasing, bullying, and name calling, inability to give children advantages and status symbols their peers have and little overprotection except for first born.
In one of the large families in the slum with six children where parents were affectionate to their only son. Father was a Government servant and the mother was a tailor. There was no dearth in eatables and toys required for the boy whereas daughters have to compromise with their basic necessities. Sibling rivalry and jealousy were more predominant and conflict with neighbours in the slum was also prevalent. As it is evident from the above report, the more the children in the family the less the harmony prevails in spite of several compromises adopted.

Broken Homes:

The effects of broken homes on the family relationships depend on many factors, the most important of which are the causes of the break when it occurred. In early life, loss of the mother is more damaging than loss of the father. The reason for this is that care of young children must, under the circumstances, be turned over to relatives as paid housekeepers whose methods of child-training may differ from those used by the mothers and who rarely can give children the attention and affection they formerly received from their mothers.

As children grow older, loss of father is more serious than the loss of mother, especially for boys. The mother may have to go to work, and with the double burden of home-making and outside work, mother may lack time or energy
to give children the care they need. Consequently, they feel neglected and become resentful. For older boys, loss of father means that they have no source for identification as their friends have and they resent petty rule in the home as they do in the school.

If the children lose both the parents, the effects are doubly serious. A home broken by divorce can be even more damaging to children and to family relationships than a home broken by death because they tend to make children 'different' in the eyes of the peer group.

Parental quarrelling, nagging and general tension are bad conditions for a growing child. He responds to family tension by developing tension in himself. Periodic quarrels of parents leads to severe feelings of insecurity during childhood.

It is observed that in majority of the families, father is the main bread-winner. In some of the families mother is the bread-winner as the father is a drunkard. In these families the children's personality depends upon the parental moods and economic conditions. In some of the families, mother too plays the role of scolding and punishing the children.

The more important is the lack of either maternal or paternal care and influence. The boy, who is brought up by only a mother, suffers definitely in his dealing with other children who have their fathers. If other male models
like brothers are there, the damage may be minimal. If the mother tends to be the dominant figure in his life, he may model his behaviour after her and develop feminine rather than masculine characteristics.

It is important to remember that parent-child relationship is an interaction not just a one-way influence of the parent on the child. In the present study it was revealed that a dominant widow's behaviour was reflected on her daughters. The most aggressive girls in the slum were daughters of prominent widows. These children do not feel shy about inferiority complex and they were aggressive by identification with socially unimpressive behaviour.

In another case study where father was a Hindu and mother was a Muslim blessed with two sons and one daughter who were given Muslim names. Mother was a servant in a hotel and the eldest son was a labourer in a tea stall. The children were aggressive and dominating with the same age group. They are neither shy nor possess sufficient knowledge to think about the social aspects.

Help Received in Looking After Children:

Champa Aphale's (1976) expressed that the parents have to look after their children constantly in their infancy and childhood. This task mainly falls on mothers though other family members also share this responsibility. Women take rest for some period after delivery. But later
they have to do domestic and labour work. In extend families, even if the mothers are busy in doing household work, grownup children are looked after by the elder children and grand parents. Mothers in nuclear families have some disadvantage because they alone have to face these problems, with whatever little help given by the husbands and older children.

The older children also help in taking care of their younger siblings. The work of baby-tending is usually done by girls but in rare cases by boys also. This type of situation was observed by Mead (1928) in the primitive society, of the people of Samoa. Lower level of personality development is attributed to childhood care by older children. But quite different situation was observed by Mead in New Guinea families, where older children were not expected to take care of younger children. Lower level of personality development results when children are left to the care of nurse, maids, slaves or old and infirm dependent female relatives of a household. The above fostering group
becomes a barrier to the influence of parents. The following table shows the distribution of family members who look after younger children.

**Table 7.3. Distribution of family members looking after the children.**

<table>
<thead>
<tr>
<th>S1 No</th>
<th>Relationship with the child</th>
<th>No. of families in child care</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mother</td>
<td>48</td>
</tr>
<tr>
<td>2.</td>
<td>Father</td>
<td>7</td>
</tr>
<tr>
<td>3.</td>
<td>Elder sisters</td>
<td>18</td>
</tr>
<tr>
<td>4.</td>
<td>Elder brothers</td>
<td>6</td>
</tr>
<tr>
<td>5.</td>
<td>Mother's mother</td>
<td>7</td>
</tr>
<tr>
<td>6.</td>
<td>Mother's mother &amp; elder sisters</td>
<td>3</td>
</tr>
<tr>
<td>7.</td>
<td>Father &amp; mother</td>
<td>8</td>
</tr>
<tr>
<td>8.</td>
<td>Father &amp; father's mother</td>
<td>1</td>
</tr>
<tr>
<td>9.</td>
<td>Father's sister</td>
<td>1</td>
</tr>
<tr>
<td>10.</td>
<td>Father &amp; sister</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The above table indicates that majority of the families are single or nuclear and the women in these families have to look after their children, with the help of their husbands and elder children. In 48 families, mother's attention was available to take care of the infants and the members in the remaining families as listed in the table.
could contribute their services in child care. The problem is rather complicated in cases of working women.

**Problem of Child Care of the Working Women:**

The working women, however, could not avoid going out. Women who were in services or labourers could not take the children to their working places. Children who were above three years could be sent to pre-primary schools but the problem of younger children is rather difficult if there is no one in the family to look after them.

It is observed that a woman working in a rice-mill, used to keep her four younger children in the custody of her twelve year old daughter. The women in the neighbourhood also co-operated in this particular care to make the children remain indoors.

The situation is rather different in case of women who worked as casual or domestic labourers. Some of them used to take infants along with them, the others used to leave them at home. The mothers of the infants who were left at home used to work as domestic servants in the neighbourhood of their residences and used to come home after every 2-3 hours to feed their children. In some cases, if there is no one else in the family to look after the children while the mothers were away, the children were either locked inside the house till the mother's return or the houses were locked and the children allowed to go outside till the mothers return home.
Fifty two per cent women are working as servants, casual labourers, employees in petty business. In 30 families, both husband and wife are labourers. They depend upon their elder children or neighbours to look after the younger children. If they have no daughters, they depend upon their elder son to look after the younger ones. It is observed that in one of the families, both husband and wife are workers in a rice mill where they have to work from 7 A.M. to 7 P.M. During their absence, the 9 year old son, Lakshmana has to look after his two younger brothers. Parents took the easy decision to discontinue Lakshmana to go to school in order to look after the younger siblings.

Problems of Child Care among the Non-working Women:

In the slum, every woman is forced to go out for a few hours i.e., one to twelve hours daily, to fetch water, marketing, cinemas and other related domestic work. During this period of absence from home, mothers seek the help of neighbours or the eldest child of the family to look after the younger siblings. No characteristic conclusion could be drawn with regard to the management of sibling care during the mother's absence.

It was also evident from the study that in 44% of families elder siblings look after their younger ones and in 22 per cent of families neighbours help in taking care of the children when the mothers were away from home.
remaining per cent of families surveyed, there was an erratic arrangement to take care of the children in the absence of parents.

The Influence of the School and Peer Group:

Education cannot alter the fact that the child will be in most important respects like the culture within which he is reared; methods of education may have far reaching effects upon the development in the child of that sum total of temperament, outlook, habitual choice, which we call personality. In homogeneous culture, the problem of personality is seen stripped off all the trappings and superficial elaborations which a complex culture inevitably gives each individual born into its hybrid tradition and the relevance of the relationship between culture and temperament.

The distinction based on age, economic status and success, the last of which is dependent in some measure upon intelligence, but more upon aggressive initiative and energy and the overwhelming feminine interest in problems of education, hygiene (Mead 1939).

S.R. John Britto (1977) says that the twentieth century has seen many changes in our educational system and one important change has been in the personal relationships between the students and teacher to the benefit of both.
The school has a significant effect on personality development. Teachers cannot say that they are concerned only with intellectual development and not personality development. The teacher's behaviour serves either to establish or change the child's conception of the world and people. Teachers in the primary classes can have a significant effect on personality development.

Peer group relationships and their effect upon individual development are of major importance in the role of school. Inter-personal relationships affect the child's feeling of status and self-confidence. Peer group norms and the dominant class character have strong influence on the aspiration of the child.

The school helps students to understand the unconscious elements in their own mental life which determine their attitudes and behaviour. The school shows the importance of personal relationships between individuals and groups in school life. School helps the students to carry on to the classroom what they have learnt about themselves.

In preschool or anganwadi schools, the children learn to go to school at regular time and the personal relationships among the child and others, and eat by themselves, playing group and individual games, learning to speak and adopt good behaviour like respecting the teacher and other elders. In the slum, the parents and children were
unhygienic. The anganwadi teachers daily visit their houses and teach them the purpose of regular bath and sanitation.

Teachers play key role in indoor and outdoor activities for developing the child's intelligence and personality. Indoor activities like pyramids, pussy cat cups, quiz, identification of colours, Mathematics and outdoor activities like ring ball, balls and field trips on every Friday (near the slum or surrounding areas). Teachers play these things because the child's personality behaviour and intelligence have to be developed. The children are very much interested to participate because the indoor games are attractive and easy to identify the toys and other available goods. The teacher teach the lesson on cat. The children immediately react that it is cat. I have seen the cat. The cat cries myau. In this period the child can frequently be seen confusing fantasy with reality in his play. They did not recognise the sex difference. The children are interested to listen the stories and action songs and creating activities. In schools the children did not exhibit the aggressive behaviour. Some children were co-operative with neighbour's children without caste discrimination. The teacher's motto was to develop good personality and behaviour, self-confidence and individuality such that the children know the importance of personal hygiene and relationship with family members and neighbours.

Primary school children increasingly wish to be with friends of their own sex as they advance in age.
child assesses and evaluates his teachers and other adults as he grows. Till the age of 8/9 years no different personality formation takes place between sexes. But in later years, there is difference between the sexes and while playing, inferiority complex and shyness are developed among girls.

The children play group games which are sharply influenced by early development of individuality. Any group of children of the same age tend to break into the passive, quiet number of young and unsuccessful group forming one group, the noisy, aggressive children another, and the children of young and dominant character into third group. It is possible for the aggressive children to gratify their urge to leadership most simply if they select another child of a different temperament with contrasting personality and characters. If one or several grown up people entered their group, the children gave up contending with one another and all concentrated on gaining the adults' attention, using varied techniques—rapid criticism, stubbornness and active intractability, fits of temper and persistent teasing for particular object.

As the child grows older, the relative importance which he attaches to his peer and his family gradually changes. First the family world is of importance and the peer world is only incidental. But by the time the child reaches twelfth year, the peer world becomes more important.
The peer group helps in organising his personality on an increasingly independent basis. He modifies his behaviour to suit the demands of his peer group—thus a new relationship between the child and his family is established and he grows up. The development of personality may sometimes lead to a crisis in the parent-child relationships.

To sum up, infancy and childhood is a period of physical growth and personality development. The child is completely under the influence of the family’s cultural and psychological integrity. The child shows different development of personality—physical and mental growth.

The child shows some behavioural problems at home, school and peer group. No psychiatric tests were applied to find out the behaviour-patterns. The uneducated parents did not pay much attention to the emotional needs and adjustments of children. The slum parents threaten their children with bogey man as the easiest method to specify them, but these parents did not think about the probable undesirable effects of such threats on child’s behaviour. Most of the children are aggressive and dependable. The behaviour is influenced by the culture, environment, socio-economic condition, family, peer group and neighbourhood. The parents try to discipline their children if they behaved obstinately by scolding and beating as punishments to them. The poor and illiterate parents punished their children by the easiest method in connection with routine activities.
such as eating, going to bed or school and playing with their age groups.

The child should feel love, rejection and acceptance by his parents. The rejected children tend to be fearful, insecure, jealous, aggressive, hostile, lonely and have difficulty in later life for expressing and responding to affection. Over protection is more harmful to the personality development of boys than to that of girls. Over indulged children are spoiled, selfish and demanding which is developed differently for boys and girls. Most of the children were obedient or afraid of their fathers and more affectionate towards their mothers. They did not develop intimacy with their fathers as they were away from house for considerable duration in day time.

The close relations among brother-sister, brother-brother and sister-sister were found in the childhood life. The children mix up with or bold with strangers, while in a few families children feel shy and afraid of strangers. Educated families were more receptive to strangers. Faulty parents could not develop discipline in their children. In most of the slum families fathers are alcoholic. The broken families are a big threat to their children and the relatives are of little help to these orphans.