

## **Exploring Parental Discipline in Child Education and Behaviour Maintenance: A Review**

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### **Abstract**

This review abstract delves into the pivotal role of parental disciplining practices in the context of child education and behaviour maintenance. In today's complex educational landscape, the significance of parental involvement cannot be overstated. We examine how various disciplinary approaches, such as positive reinforcement, setting boundaries, and effective communication, contribute to fostering discipline among children. Through a comprehensive analysis of existing literature, this review sheds light on the multifaceted effects of parental discipline on children's academic performance and social development. It also highlights the potential long-term impacts on their character formation. We explore the ethical considerations associated with disciplinary practices, emphasizing the importance of a balanced approach that respects children's autonomy and dignity. This abstract provides a concise overview of the intricate interplay between parental disciplining practices, education, and the maintenance of discipline among children, offering valuable insights for parents, educators, and policymakers alike.

### **Introduction**

Parental discipline plays a pivotal role in shaping a child's educational journey and maintaining desired behavior. The relationship between parental discipline, child education, and behavior maintenance has long been a subject of interest and debate among researchers, educators, and parents. In this review, we embark on an exploration of this intricate connection to provide a comprehensive understanding of how parental disciplinary practices impact a child's development. In an era marked by evolving educational methodologies and diverse family structures, understanding the nuances of parental discipline is of paramount importance. The educational landscape is no longer confined to classrooms; it extends into homes where parents are increasingly recognized as key stakeholders in a child's learning experience. Therefore, it becomes essential to analyze the various dimensions of parental discipline and its implications.

Parental discipline encompasses a spectrum of practices, ranging from setting rules and boundaries to the use of rewards and consequences. These practices are not only essential for instilling discipline but also for fostering a child's self-regulation, responsibility, and moral values. However, it is crucial to strike a balance between discipline and autonomy, respecting a child's individuality and rights. This review aims to synthesize existing research and shed light on how parental discipline influences a child's academic performance, cognitive development, and socio-emotional well-being. Additionally, it will delve into the ethical considerations surrounding discipline, ensuring that disciplinary practices are not only effective but also morally sound. This exploration will provide valuable insights for parents seeking effective disciplinary strategies, educators aiming to optimize the learning environment, and policymakers interested in promoting holistic child development. By examining the role of parental discipline in child education and behaviour maintenance, we hope to contribute to a more informed and nuanced discussion in this vital area of child development.

### **Need of the Study**

The need for studying the role of parental disciplining practices in education and maintaining discipline among children is paramount in today's society. Effective parenting strategies have a profound impact on a child's development, academic success, and overall well-being. Understanding and analyzing the role of parental disciplining practices in these areas is essential for several reasons. Parental disciplining practices significantly influence a child's educational journey. The way parents enforce rules, provide guidance, and handle discipline shapes a child's attitude towards learning, their work ethic, and their academic achievements. A well-structured and supportive

approach to discipline can enhance a child's academic performance, while overly harsh or inconsistent methods may hinder their progress. Maintaining discipline among children is essential for their personal growth and social development. Discipline helps children learn self-control, responsibility, and respect for rules and boundaries. These qualities are vital for their success not only in education but also in various aspects of life, including relationships and future careers.

### **Statement of the problem**

The problem under scrutiny in this study is to comprehensively analyze the role of parental disciplining practices in education and the broader context of maintaining discipline among children. The issue arises from the increasing recognition of the pivotal role parents play in shaping a child's development and the significant impact of discipline on various aspects of a child's life. One facet of the problem relates to the influence of parental disciplining practices on a child's educational journey. This encompasses how parents set rules, enforce boundaries, and provide guidance in the academic sphere. The problem lies in understanding how these practices can either facilitate or impede a child's academic performance and overall learning experience. It necessitates an exploration of effective disciplinary strategies that promote educational success while preserving the child's emotional well-being. Another dimension of the problem pertains to the broader context of maintaining discipline among children in various aspects of life. Beyond the classroom, discipline is essential for character development, social interactions, and the formation of ethical values. The challenge lies in striking a balance between instilling discipline and fostering a child's autonomy and independence.

### **NATURE OF PARENTING**

Parenting is said to involve a mix of biological and social processes (Lerner, et al. 1995; Tobach and Schneirla, 1968). Parenting is a word that describes a series of behaviours that occur throughout life in relationships between organisms that are usually co-specifics and belong to distinct generations or, at the very least, birth cohorts. Parenting interactions give resources across generations and serve in the domains of survival, reproduction, nourishment, and socialisation. As a result, parenting is a multifaceted process that entails much more than simply giving food, shelter, and protection to an infant or child. Because it is a synthesis of social and biological processes.

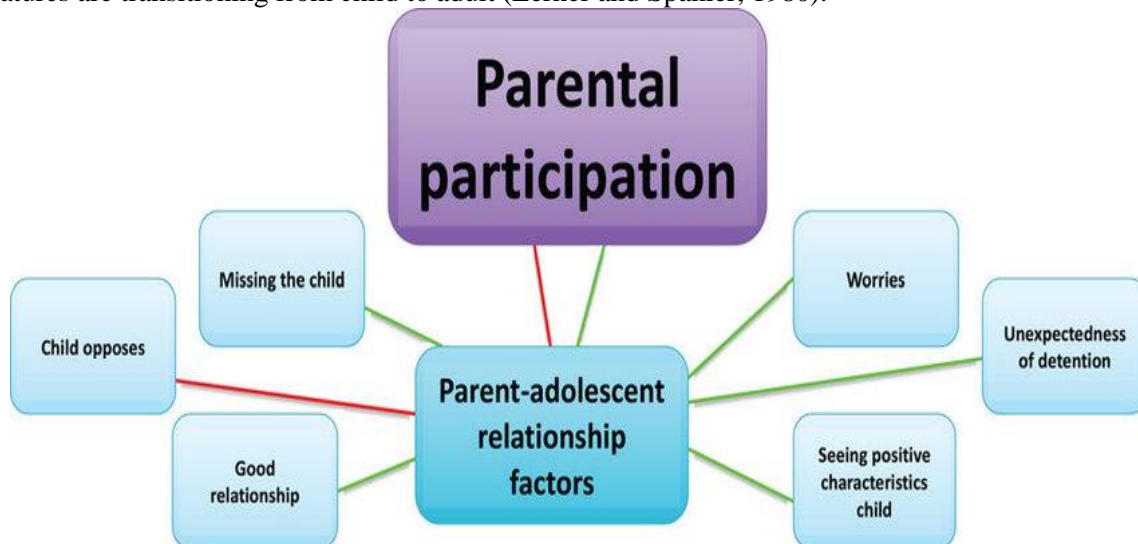


Because the youngster has been in regular contact with his parents, siblings, peer group, neighbours, and relatives since birth, he is social. This has a significant impact on the child's behaviour. Biological in the sense that his offspring are the outcome of his parents' genetic mixture and intergenerational transmission. As a result, his parents and their relatives are responsible for most of his behaviour.

### **PARENTING THE CHILDREN OF ADOLESCENCE AGE: SOME DETERMINANTS**

Adolescents are children who are between the ages of childhood and adulthood. Adolescence is defined as a period of life that begins in biology and ends in society (Petersen, 1988). It is the biological time of sexual maturation and growth completion. Adolescence is a psychosocial transition from childhood reliance to functioning as a functionally independent autonomous adult. Adolescence

has been viewed by theorists in various ways. Adolescence, according to Freud, is a phase of recapitulation of the childhood oedipal complex, but Erickson argued that the adolescent stage of development is characterised by the conflict between identity and role uncertainty. The World Health Organization (WHO) defines adolescence as the time between the onset of puberty and reaching the legal age of majority, which falls between the ages of 10 and 19. Adolescence can be defined as the time in a person's life when the majority of their biological, cognitive, psychological, and social features are transitioning from child to adult (Lerner and Spanier, 1980).

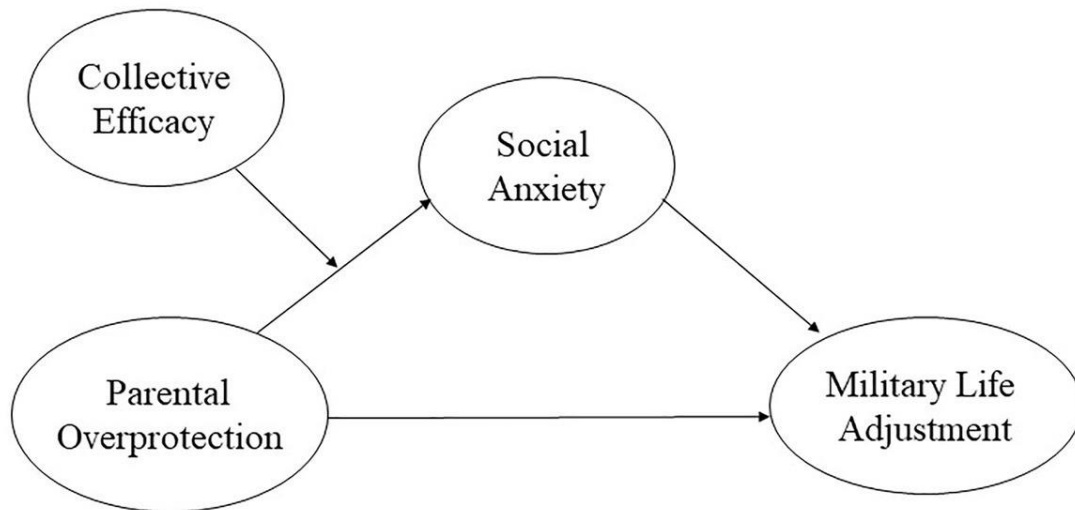


The name conjures up images of storm and stress, upheaval, and other terms that imply that this is a tough time for both the teenager and the parents and other people who try to lead boys and girls through these pivotal years. Adolescence is a time when one can sit down with a single guy or girl and discuss with him, in a nice manner, "what type of person do I want to be?" These are the years when thinking young men and women begin to ponder and wonder about life's big concerns, such as "whence, whither, and wherefore?" What is our origin? What are our options? What brings us here? As the teenager searches for himself and his place in the world, a firm understanding of his or her own personal, social, ethical, and spiritual values becomes critical. This period is a significant struggle for the adolescent, requiring adjustment to changes in the self, family, and peer group. Adolescence is a time of excitement and concern for both teenagers and their parents, of happiness and sorrows, of discovery and perplexity, of breaks with the past and yet of links with the future. This intricate fight to discover one's own position in the world is a primary cause of the adolescent years' turmoil and stress. The way a teenager sees himself is intricately linked to how he sees others and his perceptions of how others see him. It is a moment in life when an individual does not fit into either the adult or child age groups, resulting in an identity crisis that can only be resolved by understanding one.

#### **PARENTING AND SOCIAL ADJUSTMENT: EXAMINING THE RELATIONSHIP**

Social adjustment is a type of pro-social behaviour that occurs between a human being and his surroundings. English & English (1958) define adjustment as a state of harmonious relationship with one's environment in which one may meet most of one's requirements and meet the demands of physical and social nature fairly effectively. The parents are the oldest and most significant of all the institutions that man has created to regulate and integrate his behaviour as he seeks to meet his basic requirements. The socialisation of the child is thought to be one of the most essential duties of parents. As the most powerful source of influence, socialisation is a complicated, multidirectional process involving the entire family. The child looks up to his parents for guidance in adjusting to life. Many other elements influence a child's social environment once he or she enters puberty. Between developing adolescents and their social settings, a pattern of dynamic interaction exists, which incorporates influential components from several levels of ecological study at the biological, physical, psychological, and sociocultural levels (Bronfenbrenner, 1979, 1994; Lerner, 2002). The assumption that children must be influenced by their parents and other family members to internalise and become

responsive to societal expectations dominates traditional conceptions of socialisation within the family bond (Inkeles, 1968).



### Significance of Education

The education system in India produces millions of graduates each year, many skilled in Information Technology and engineering. This progress that has been implemented regarding human resources reinforces the economic advancements of the country, on the other hand, produces problems within the education system. While the demographics in India are generally perceived to provide it an edge over the economies of the other countries. With 35 percent of the population under the age of 15 years, India's education system experiences numerous challenges. Successive governments have pledged to increase the spending on education to six percent of the GDP, but the actual spending was around four percent. The top business schools, Indian Institutes of Technology (IITs), Indian Institutes of Management (IIMs) and universities experience scarcity of staff and personnel (Lall, 2005).

Education has been observed as the crucial development tool. The system of education in India has become a great movement, both in terms of resources allocated and the number of persons involved, these include, teachers, students and the administrators. During the post-independence period, there was expansion in education in India at all levels.

Education is a movement that is considered crucial for the development of human resources. The various kinds of developments, such as, cognitive, intellectual, social, personal are enhanced through education. In the system of education, higher education incorporates management, engineering, medicine, technology, science etc. these fields contribute a major role in the impartment of knowledge, information, values and skills amongst the individuals. It also plays a vital role in increasing the growth and productivity of the nation. The development of the society, community and the nation is an imperative concern; human resources can work towards the development of the community and nation, when they possess the knowledge, awareness and the skills, hence, the generation of knowledge, awareness and the development of skills will be applicable only through education.

Besides, management, engineering, medicine, technology, science, there are number of other fields in education such as, mathematics, English, Hindi, arts, education, political science, history, geography, hotel management, business administration and so forth that contributes in enriching the aptitude, capabilities and proficiency amongst the individuals, so that they are able to accomplish their desired goals and objectives. In educational institutions, the subject that people select are usually on the basis of their interest, hence, in order to understand the subject in an efficient manner and to make use of it in employment opportunities, a person should be diligent, resourceful, creative and ingenious. It entirely depends upon the individual how he understands his field and works towards it. Teachers and instructors can guide the learners towards the right direction, but the learners themselves have to follow the right path through dedication and hard work.

### **RATIONALE FOR THE STUDY**

The researcher has worked as a social worker and a child counsellor for over two decades. She's given workshops for both parents and teachers. As middle childhood was regarded a calm latency era, parents and professionals working with children seemed to focus on discipline and behaviour problems among preschool and adolescent children. According to the researcher's experience, a big proportion of youngsters referred for counselling because they were "undisciplined" and difficult to deal with were between the ages of six and eleven. Discipline practises alter as a child grows older. According to developmental specialists, there are various developmental phases/stages of childhood, with middle childhood (ages six to eleven) including several critical developmental milestones for the kid.

As a result of observation and experience, the practitioner researcher decided to conduct an in-depth study of parental practises of disciplining children in a complicated metropolitan environment throughout middle childhood, a critical period in the development of children.

### **Literature Review**

**Sharma and Dube (2015)** investigated many aspects of the parent-child connection among high school adolescent girls in Jaipur, Rajasthan. A total of 60 adolescent girls were included in the study. The sample was chosen using a multistage random sampling process. The findings revealed that fathers were closer to their children than moms. Furthermore, fathers and mothers were found to be nearly comparable in terms of child protection, demand, and symbolic and object rewards. Mothers, on the other hand, were more rejecting, neglectful, and disinterested, and used more object punishment than fathers. The father also had the highest marks on the dimension of love and care, according to the study.

**Khan (2020)** looked into the interaction between parents and children in terms of social maturity and self-confidence, as well as the impact of the parent-child relationship. Gender, location, and their interplay on social maturity and self-confidence of students (mother-child relationship, father-child connection, and total parent-child relationship individually). Stratified random sampling was used to pick 223 male and 231 female students from the rural area and 154 male and 145 female students from the urban area. The data was analysed using Pearson product moment correlation, 2x2x2 factorial design, and ANOVA. Protecting, object punishment, demanding, symbolic reward, loving, and object reward behaviour of mothers were found to be negatively related to students' social maturity, whereas rejecting, indifferent, and neglectful behaviour of mothers were found to be positively related to students' social maturity. Furthermore, fathers' rejecting, indifferent, and neglectful behaviour was favourably connected to students' social maturity, whereas fathers' protecting, object punishment, demanding, symbolic reward, loving, and object reward behaviour was adversely related to students' social maturity.

**Shanahan S. (2007)**. The social maturity of pupils was not significantly related to any of the characteristics of the parent-child interaction. Furthermore, pupils with a positive father-child relationship, a positive mother-child relationship, and an overall positive parent-child relationship scored higher on social maturity than those with a negative relationship. In terms of self-confidence, the study discovered that pupils with an unfavourable father-child relationship, a mother-child relationship, or an overall parent-child relationship had stronger self-confidence than those with a favourable relationship. The study also found that male students had more social maturity than female students, and that the father-child connection, mother-child relationship, and total parent-child relationship had a substantial impact on the students' social maturity and self-confidence.

Using a quasi-experimental methodology, **Dash and Patra (2020)** investigated the impact of parental neglect on high school children's emotional, social, and educational adjustment. Top and bottom 25 kids from a total of 94 students in grades VIII, IX, and X in a Bhubaneswar-based high school were selected as high and low maternal neglect groups, respectively, based on their scores on the Neglect subscale of Nalini Rao's Parent-Child Relationship Scale. The pupils' emotional, social, and educational adjustments were examined using the Sinha and Sing Adjustment Inventory. The data was analysed using the statistical approach t-test. There were no significant differences in emotional, social, or educational adjustment between students who thought their moms ignored them severely and those who did not.

### **Disciplining**

**Harris et al. (2017)** Teaching Attribute is in a Low State – In most of the educational institutions and training centres within the country, the quality of teaching is not in a very developed state. The main factors that lead to the deprived teaching methods are, shortage of teachers, the curriculum and the instructional methods are not well developed, the teaching-learning methods are not well organized, lack of appropriate communication between the teachers and the students, lack of modern and innovative techniques and financial problems. Due to these problems, the teaching that takes place in educational institutions is not of improved quality and measures need to get implemented to make it useful

In a meta-analysis, **Ali, Khaleque, and Rohner (2017)** addressed a significant concern derived from the main postulates of Interpersonal Acceptance-Rejection Theory: Is male and female psychological adjustment uniformly linked to children's and adults' views of maternal and paternal acceptance in childhood? The findings revealed that, across all cultures, father and maternal acceptance have a strong relationship with children's and adults' psychological adjustment. There were no gender variations in the association between children's perceptions of parental acceptance and psychological adjustment, according to the findings. Recollections of mother acceptance as a kid, on the other hand, were found to have a substantially stronger relationship with adult boys' current psychological adjustment than adult daughters'. Furthermore, memories of paternal acceptance as a kid showed a much larger relationship with adult daughters' psychological adjustment than memories of maternal acceptance.

**Ali, Khaleque, and Rohner (2017)** discovered that parental (paternal and maternal) and teacher acceptance related strongly with children's psychological adjustment and school behaviour, regardless of gender differences, in a cross-cultural meta-analysis.

With a sample of 976 European American and African American families, **Wang and Kenney (2016)** looked at the reciprocal relationships between harsh discipline by fathers and mothers and teenagers' conduct difficulties and depressive symptoms. The study discovered that harsh verbal discipline by mothers and fathers at the age of 13 predicted an increase in teenage behaviour issues and depressed symptoms between the ages of 13 and 14.

**Bireda (2016)** investigated how adolescents view father-adolescent and mother-adolescent interactions, as well as their relationship with adolescents' adjustment. The parent-adolescent relationship was measured using psychological control, engagement, parental warmth, and communication. Self-esteem, school adjustment, substance use, and depression were also employed as indicators of teenage adjustment. For the investigation, a cross-sectional survey approach was adopted. A total of 809 adolescents (Males =427 and Females =382) were chosen using a stratified random sample technique from four private and government high schools in Addis Ababa, Ethiopia. For data gathering, structured questionnaires were used. The data was analysed using independent t-tests, correlations, and regression analysis.

**Kaur (2018)** investigated the relationship between social competency and emotional maturity in teenagers. A total of 100 students from Mohali's public and private senior secondary schools were included in the study. V. P. Sharma and P. Shukla's Social Competence Scale and Y. Singh and M. Bhargava's Emotional Maturity Scale were used to collect data. Emotionally mature teenagers had better social competence, and vice versa, according to the findings. Furthermore, social competence and emotional maturity among adolescents did not differ by sex or school type.

**Kumari (2017)** compared the social sensitivity, social skill, and social relationships of working women in rural and urban Himachal Pradesh. The Social Competence Scale, developed by V.P. Sharma, P. Shukla, and K. Shukla, was used to collect data for the study. Working women in rural areas were shown to be more socially sensitive, have stronger social skills, and have more successful social relationships, according to the findings.

**Singh (2016)** conducted a comparison study to determine the degree of social competency among Bathinda city students. A total of 200 students were included in the study (100 male students and 100 female students, further 100 hostelers and 100 day- scholars). The Social Competence Scale, established by V.P.Sharma, P. Shukla, and K. Shukla (1998), was used to collect data for the study. There was no significant difference in social competence between hostelers and day-scholars, nor between day-scholar boys and day-scholar girls, but there was a significant difference between

hosteler boys ( $M=174.9$ ) and hosteler girls ( $M=180.5$ ), according to the findings.

**Singh (2015)** looked at the relationship between adolescent social competence, emotional intelligence, and their family environment. The sample consisted of 100 pupils from government schools in Ludhiana, Punjab, in class VIII. For data collection, the researchers employed the Sharma, Shukla, and Shukla (2013, Revised) Social Competence Scale, Singh and Narain (2014) Emotional Intelligence Scale, and Mishra (2012) Home Environment Inventory. The correlations were discovered using Pearson's coefficient of correlation. Adolescents' social competence and emotional intelligence had a substantial positive link, according to the findings. The results also revealed that the home environment's punishment, isolation, deprivation of privileges, and rejection dimensions had a significant negative association with adolescents' social competence, whereas the home environment's control, protectiveness, conformity, reward, nurturance, and permissiveness dimensions had a significant positive association with adolescents' social competence.

**Sing and Kaur (2015)** looked at the connection between academic achievement and social and emotional intelligence in teenagers. A total of 110 children (50 boys and 60 girls) were chosen from Ludhiana's secondary schools. Sharma, Shukla, and Shukla (1992) established the Social Competence Scale, and Hyde, Pethe, and Dhar (2002) developed the Emotional Intelligence Scale. Academic accomplishment and social competency, as well as academic achievement and emotional intelligence, were found to have a low positive association in the overall sample of adolescents, as well as in both adolescent boys and girls.

**Sharma (2015)** looked at the link between a primary caregiver's emotional intelligence and their children's optimistic explaining style and social competency. A total of 301 parent-child dyads were included in the study. For data collection, the researchers employed a self-report Emotional Intelligence Scale, Children Attribution Style Questionnaire, and School Social Behaviour Scale. The findings demonstrated that primary care providers' emotional intelligence has no effect on children's social competence or optimism. Some of the characteristics that form the foundation for optimism and social competency, according to the researcher, are the pattern of parent-child contact, amount of participation, secure attachment, and so on.

**Roma and Bakashi (2015)** conducted research on secondary school students' social competency in relation to study habits and academic accomplishment. A total of 200 kids (90 females and 117 boys) from government and private schools in Jammu were given the Sharma, Shukla, and Shukla Social Competence Scale and the B. V. Patel Study Habits Inventory. For the whole sample of students ( $r = 0.18$ ) and for female students ( $r = 0.15$ ), the results demonstrated a substantial positive connection between social competence and study habits. However, among boy students and students with above average, below average, and average academic achievement, the study found no significant association between social competence and study habits.

**Nayak (2014)** investigated the impact of various demographic characteristics on adolescent social competency, including gender, age, and cultural context. A total of 240 individuals (120 boys and 120 girls) between the ages of 15 and 18 were randomly selected from higher secondary schools in Odisha, India. The researchers employed standardised questionnaires. Descriptive statistics, multifactorial analysis of variance, post hoc test, correlational analysis, and factor analysis were used to analyse the data. Adolescent girls were more socially competent than adolescent boys of the same age group and cultural setting, according to the findings. Age was found to be a good predictor of social competence. Social competence was higher in older adolescents than in younger adolescents. Social competence was also shown to be higher in urban adolescent boys and girls than in rural adolescent males and girls.

**Syiem and Nongrum (2014)** investigated the social competency of Shillong town secondary school pupils in terms of age, gender, community, and school type. The study also aimed to investigate the association between social competence and secondary school students' academic achievement. V.P. Sharma, P. Shukla, and K. Shukla developed the Social Competence Scale, which was administered to 83 children from five Shillong Town schools at random. There were no significant differences in social competence amongst people of different ages, genders, or communities, according to the findings. However, significant differences were discovered between deficit and private school students, as well as private and government school students. Furthermore, there was no evidence of a link between social competence and secondary school pupils' academic achievement.

**Sanwal (2013)** conducted a study to evaluate the social competency of Jaipur's adolescents. A total of 120 teenagers between the ages of 13 and 15 were chosen at random from Sadhu Vaswani Public School in Jaipur, Rajasthan. The Sharma, Shukla, and Shukla Social Competence Scale was employed. To analyse the data, we used frequencies, percentages, and the t-test. The results demonstrated a considerable difference in social competency levels based on gender. Adolescent boys outperformed adolescent girls in terms of social ability.

**Aman and Basanti (2013)** investigated tribal adolescents' social competency in connection to gender, family, fathers' occupation, and cognitive level. The Sharma, Shukla, and Shukla Social Competence Scale was employed. The sample consisted of 200 students (100 boys and 100 girls) from Kinnaur, Himachal Pradesh, who were in class X at high and higher secondary schools. The findings demonstrated that tribal adolescents' social competency was unaffected by gender, household type, or the work of their dads. However, in terms of social competency, they differed in terms of IQ. Tribal teenagers with high intellect levels were shown to be more socially adept than those with lower intelligence levels.

**Yadav and Singh (2011)** compared the social competence of undergraduate male and female students, as well as undergraduate students from urban and rural areas, in a study. The research method used in this study was descriptive. The sample consisted of 320 undergraduate students (160 males and 160 females) from Kanpur, Uttarpradesh, from both rural and urban areas (180 urban and 140 rural). Sharma, Shukla, and Shukla established the Social Competence Scale for this study. There was a substantial difference in social competence between college male and female students, as well as between undergraduate urban and rural students, according to the findings. The results showed that undergraduate male students ( $M=194.41$ ) had better social competence than undergraduate female students ( $M=186.50$ ), and that urban undergraduate students ( $M=192.90$ ) had higher social competence than rural undergraduate students ( $M=186.28$ ).

**Lawrence and Jesudoss (2011)** looked into the link between social maturity and academic achievement in high school pupils, as well as gender differences in social maturity. The researchers discovered a link between social maturity and intellectual achievement. Girls were also shown to be more socially mature than boys.

**Anita (2011)** evaluated the impact of residential background, gender, academic stream, internet access frequency, and their interactions on social competence, emotional maturity, and overall well-being of internet user teenagers in Delhi and Bahadurgarh in a study. The method used was descriptive survey research with a factorial design. A total of 496 adolescent internet users were included in the study. The sample was chosen using a stratified multistage sampling procedure. Sharma, Shukla, and Shukla (1992) employed the Social Competence Scale, Singh and Bhargava (1990) used the Emotional Maturity Scale, the self-constructed scale of general well-being, and the internet use questionnaire. Residential background, gender, academic stream, and frequency of online access had no significant impact on social competence of internet user teenagers, according to the findings. The study did, however, uncover a substantial interacting effect between residential background and academic stream on the social competence of internet-using teenagers.

**Agarwal, Kusum (2014)** The Manual for Parental Encouragement is a comprehensive guide designed to empower parents with effective strategies for nurturing their child's growth and development. This invaluable resource encapsulates essential principles and practical advice to foster a positive and supportive environment within the family. The manual emphasizes the importance of open communication, active listening, and constructive feedback as fundamental tools for encouraging children's self-esteem and confidence. It provides insights into age-appropriate ways to motivate and inspire children, whether through praise, recognition, or setting achievable goals. Furthermore, the manual offers guidance on nurturing resilience and a growth mindset in children, helping them navigate challenges and setbacks with determination and adaptability. It also addresses the significance of a balanced approach to discipline, emphasizing the role of positive reinforcement over punitive measures. The Manual for Parental Encouragement equips parents with the knowledge and skills to create a supportive, loving, and growth-oriented atmosphere that enables their children to thrive emotionally, socially, and academically. It serves as a compass for parents seeking to inspire and empower their children on their lifelong journey of self-discovery and achievement.



### Conclusion

Child education and behavior maintenance, parental discipline plays a crucial role in shaping a child's development. A comprehensive review of existing research on this topic yields several significant conclusions. Firstly, discipline should be viewed not merely as a means of punishment but as a multifaceted approach that includes guidance, setting boundaries, and teaching responsibility. Effective discipline strategies involve open communication between parents and children, where expectations are clear, and consequences are understood. research consistently underscores the importance of consistency in discipline. Children thrive when rules and consequences remain consistent, allowing them to understand the boundaries and expectations placed upon them. Inconsistency in discipline can lead to confusion and frustration for children, hindering their ability to learn and adapt. Moreover, positive discipline techniques, such as reinforcement of desired behaviors and using time-outs as a means of reflection rather than punishment, have been found to be more effective than punitive measures. These approaches foster a healthy parent-child relationship based on trust and respect. parental discipline is an essential element in child education and behavior maintenance. It should be characterized by consistency, clear communication, and a focus on positive reinforcement rather than punitive measures. A well-balanced approach to discipline not only shapes a child's behavior but also contributes to their overall development and the establishment of a healthy parent-child bond. Further research in this area should continue to explore the nuanced aspects of parental discipline to optimize its effectiveness in raising well-adjusted and responsible individuals.

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