**Howard Becker** (1951, 1963). In a study involving some 60 teachers about their views on the ideal pupils, most relate this concept to hard work, good conduct and appearance. And it was found that the pupils' behaviours were influenced by the way teachers interact with them. If the teacher labels a student in a particular way, he/she will interact according to this definition with the pupil and this interaction will influence the pupil's behaviour and self image. The pupil will then come to see him/herself as predicted by the teacher and will act as such. Consequently, the label leads to the self-fulfilling prophecy of the teacher.

**David Hargreaves** (1967) related the emergence of subcultures to labeling and streaming. He found that those labeled as troublemakers were found to be placed in lower streams and those with more acceptable behaviours in higher streams. Consequently, to protect their sense of worth, those labeled as trouble makers seek out company with those in the same situation and are awarded a high status among those who break school rules. Thus, to miss classes, cheek to teachers, plying truant and being termed as trouble makers bring them prestige in the eyes of their group. This is what Hargreaves termed as the **non-conformist delinquents**.

**Peter Woods** (1979, 1983) using Merton's typology of adaptations pointed out that the way pupils deal with their school life depends on whether they accept or reject the aim of academic success and its norms to achieve them. In his study, he identified eight different modes of adaptation to the school and they are as followed:

• **Ingratiation**: the most positive adaptation, pupils try to get the favors of teachers and they may be regarded by their classmates as the teachers' pet.

• **Compliance**: this is typical to those pupils who are new in a school, these students they comply to their new setting and aim to succeed

• **Opportunism**: Pupils develop a stable attitude to school and at this level students might fluctuate between trying to gain teachers' approval and that of their peer group.

• **Ritualism**: they reject the goals of education but are not difficult to control, they usually do not break the school rules but are not concerned to achieve academic success or to gain teachers' approval.

• **Retreatism**: pupils who develop more deviant adaptations and who reject both the goals and means lay down by the school, but without outright rebellion. They pass time by daydreaming in lessons but do not consciously try to oppose the values of the school.

• **Colonisation**: this is characterised by indifference to goals with ambivalence about means. This type of pupils attaches no important significance to academic success but do not want to fail either. They want to avoid trouble and can even cheat if they think they have little chance to succeed.

• **Intransigence**: these pupils are indifferent to school rules, academic success and reject accepted standards of behaviour. They are less afraid to hide their deviance.

• **Rebellion**: rejection of both goals and means and their replacement by alternatives. The school life of those pupils has other objectives than its very purpose. For instance, girls might be more interested in their personal appearance and boys while boys being interested in entering the world of work as soon as possible and show disapproval to school rules by their deviant behaviours.

This attitude also affects interaction within streaming classroom systems. **Keddie** (1973) found that teachers' expectations in different streams also determine interactions and teaching methods and materials used. For instance, pupils I stream C were given lesser attention, knowledge and were seen by teachers as trouble makers, failures and uninterested in school while those in stream A were termed as the ideal pupil since they were more willing to work hard, accept teachers' authorities and become successful.

**Rosenthal and Jacobsen (1968)** found that when teachers were told that some pupils whom they had randomly chosen were ‘intellectual bloomers’ (i.e bright) this caused the teachers to treat them differently, and they performed better at the end of the year. This study received a great deal of criticism, mainly about the methods used as they had no actually observed changes in expectations and behaviours.