

Chapter 5

DISCUSSION

The present research was done on working and non-working children. The results obtained shows the trend that the working children, contrary to general assumption held by many people, are actually not frustrated or aggressive in their behaviour. They were found to be equally well adjusted as non-working children and also have a better self-concept. We will be discussing each dimension with their sub- dimension in detail in the following pages.

While discussing frustration dimension in totality, from the Table - 19, the t-values shows that no significant difference was obtained between the working and the non-working children. But, from the mean values, which were found higher for the non-working children, (high scores) were indicative of high high frustration level (a poor adjustment). Thus, it can be inferred that the working children were not frustrated as compared to the non-working children. The 1st hypothesis was rejected on the basis of the above results. The hypothesis predicted that the working children would be high on frustration as compared to the non-working children. Since, the results did not yield any significant difference between the two groups, the conclusion drawn was that there was no difference in the frustration level of these two groups of children. That is, the working children would react in a similar manner as the non-working children in most frustrating situation. Since there were no sub-factors found, the results, will be discussed item-wise in order to get a fair idea as to why this type of result was obtained. It would give some insight about the views and the reactions of the children.

From Table - 20, Out of 15 t values, only five were significant. It was found that the

means were high on four items (1, 4, 6 and 14) for the non-working children and higher mean value was found on item (no 11) for the working children. From this, we may conclude that on four items, working groups showed no frustration but only in case of item no.11 (father being unemployed) they showed some feature of frustrating behaviour. In case of item no 1 related with (Not allowed to go out), the result signify that the working children are not frustrated about not going out of their homes and spend time with their friends. This could be due to two possible reasons :

- i) most of the day they are out of their home and after coming back from their work in the evening they have no inclination to spend any more time out of their homes, or
- ii) may be, they feel greater pleasure at home rather than out of home. In case of item no.4, which asks about being disliked by anyone, there was no evidence of frustration amongst the working children.

This could be due to the very fact that they don't have time for socialising and being with friends, so if any one says that he/she does not like them, it may not have much effect on these children. On the other hand, the non-working children have ample of time to socialise and be with peers, but if, one is disliked by others, they may feel left out and dejected or let down. In case of item no.6 (About lack of time spent with friends), the children who are working, show no sign of frustration. May be that, they hardly have time to experience such feelings due to their busy schedule. They cannot afford to go out and play like other children. In case of item no 14 (Complain to parents about your behaviour), the non-working children would feel very frustrated and hence they may feel threatened. And at times, in order to save their skin they would be rude to the person who complained about their behaviour to their parents.

In case of item no 11 (Father being unemployed), the working group have shown frustration. Anyone would certainly feel bad or insulted if his father did nothing. And because of this reason a certain kind of resentment may also grows towards their father. Since they know that they are working to earn a living and support their family, which normally their father should have being doing, they may tend to develop a kind of disrespect for their fathers. They might hold their father responsible for making them work at very young age So, on the basis of the above mentioned details, one can say that working children are better equipped to handle their frustration and problems than the non-working group.

It has been proposed earlier that if there is going to be frustration in a person there is also going to be some amount of aggression in the his/her behaviour. This may be manifested in different ways, some times verbal, direct, physical, or indirect. Here, in the following paragraphs, we are going to discuss about the results related to the aggression. The aggression dimension entails five factors, viz., factor1, factor2, factor3, factor4 and factor 5 The t- values were found to be significant in case of factor1 (Parental defiance, blaming and manipulation), factor3 (Sulking), factor4 (Retaliation), and factor5 (Aggression and non-co-operation). The mean values were greater for the non-working children as compared to the working children in all cases. From Table no.26, the high scores on this scale (Aggression) denotes high aggression level. From these results, one may suggest that the working group were less aggressive as compared to the non-working group. On the basis of the above findings, the second hypothesis is also rejected. The 2nd hypothesis envisaged that working children would be high on aggression.

In case of factor 1(Parental defiance, blaming and manipulation), the mean value shown from the Table no.26 is low for the working children, this may lead us to conclude

that the working children were less defiant. They have no problem accepting authority figure and are relatively more accepting. This can be said on the basis of the obtained results and the information collected during interview sessions, and it has also been found from a study done by Vnita Kaul (1980) and Kalia (1985), that disadvantaged children were significantly more cooperative than those of the high socio-economic status groups. This could also be due to their working at a very tender age where they may have learned to be more compliant and less assertive. At a very early stage they are taught to learn and understand the relation between the employer and the employee

Sulking behaviour (Factor 3), mean values obtained, (it can be seen in Table no.26) it can be inferred that the working children did not show aggression. The working children would not show aggression by sulking; they would rather act in a manner, which would give positive impression about himself or herself to the other person. Since, they have adopted a more responsible way of behaving and are likely to be better adjusting.

In case of Factor 4 (Retaliation) the results from Table no.26, show similar trend, that the working children were less aggressive. This could be due to the reason, as discussed above, they may perceive themselves as mature and responsible people and hence, may not involve themselves into any kind of trouble. Since they may understand the importance of their job and also, the fact that, they have to support the family.

In case of aggressive non-co-operation (Factor 5) as well, the results (from Table no.26) shows that the working children would be less aggressive. On the basis of these values, it can be concluded that working children would not show behaviour pattern which may be deviant from the normal in any way (indicating their good adjustment). Analysing the overall result and the performance of the working children on aggression dimension,

it can be said that the working children would be less aggressive as compared to the non- working group.

However, to get a clear idea as to why the results are showing a clean sweep in one direction, item-wise discussion with their mean values is given below But, before going any further it would be imperative to discuss the relationship found between the frustration and aggression in the working children. It was found that the working children were less frustrated and showed no particular aggressive behaviour pattern which will be discussed later on.

While discussing the result of aggression scale item-wise, it was seen from Table no.27, that out of 26 t- values, 20 t-values were significant. Looking at the mean values in case of factor 1(Parental defiance, blaming and manipulation, on three items nos 5, 3 and 21), the means were higher for the non-working children indicating high aggression level. To substantiate the above statement further analysis was done by discussing the results item wise on only those items where the t-values were significant. In case of item no.5 (Reply back to elders), the low mean score for the working children suggests that they are likely to be less defiant. Though we cannot generalize and say that the working children are not aggressive in all the situations.

From the obtained value it can be concluded that the working children do not show traits which may indicate any inclination towards aggressive behaviour. And hence they would not do anything that may be socially disapproved. They, perhaps, may like to perceive themselves as responsible and know how to respect their elders. In case of item 3(Being disrespectful to elders), it is a similar type of statement as the above. On this item, the working groups show less defiant aggressive behaviour. This could be due to the fact that they may have learnt to respect the authority figure at home (parents) and

outside (employer), and they would rather act according to the socially conformed norms and not upset it. They may be very conscious about their social image and hence would not do anything to disrupt it. In case of statement no. 21 (Refusing to obey mother) high mean value for the non-working children suggest relatively lesser aggression in the working children. The reason could be that the working children are likely to be more co-operating and helping at home. They may have learned to do this from the very early age when they may have started earning their living and taking up responsibilities. Hence, there are chances that they may continue to behave like a reasonable person in all spheres of their lives. To conclude, it can be inferred from the above discussion that the working children may not show much of defiant behaviour and may be they are less aggressive as compared to the non-working children.

In case of factor 2 (Obstructive behaviour), on its three items (nos.9, 17, and 19) the t-values as can be seen from Table no.28, were significant. The mean value for item no. 17 was higher for the working children and in case of two items (nos.9 and 19) were higher for the non-working children. In case of item no.17 (Setting an obstacle), high mean value reveals that working children may show some streak of aggression by obstructing. This could be due to the pent up emotions, which may be given vent to, at times or may also be due to some feeling of jealousy between friends. The items indicating obstructing friends. In case of item no.9 (Disliking and blaming), the working children do not show aggression. As mentioned earlier also, this may be due to the fact that they have taken up adults' role and may mostly, behave like a mature person. They may also be shy to show their true feelings towards others. The low mean value (on Item no 19, Fighting and non-sharing attitude) for the working children reflects that these children are less aggressive. Instead they may be more protective and caring towards their siblings.

They may even be protective towards their siblings if they were dependent on them emotionally as well as financially. From the above results and explanation, we may conclude that the working children come across as less aggressive more mature and responsible individuals.

In this paragraph the third factor, i.e., (Sulking behaviour), will be discussed. From Table no.29, it can be seen that the mean values on all 5 items (nos. 2,14, 15, 19 and 21) were found to be low for the working children reflecting low aggression as compared to the non-working children. In case of item no 2 (Loosing and withdrawing from a game), the low score may suggest that they will not resort to sulking or aggressive behaviour. They may have inculcated the habit to face reality by experiencing hard facts of life which may have made them more strong and bold. Secondly, by having to work at a very tender age and after suffering all the deprivation they faced during their growing up phase might have been cruel realities to them. Statement nos.14 (Bad mood and stop talking) and 15 (Angry and refusing to co-operate) show similar types of results. The mean values suggest low aggression for the working children. The working children have responded in a very consistent manner and have shown to act in fashion similar in many situations. They may have learned to keep control over their temper and mood. They might have achieved this quality due to the long experience of working with different kinds of people and try to be polite and co-operating with others. In case of statement no.25 (Stop talking, when angry), the working children show no trace of aggressive trait. This may also indicate that the children who are working may show no feeling of resentment towards anyone. At least overtly, they are likely to control their feelings. This may be their learned behaviour pattern. It may be because of social conformity norms that the working children may have acquired while working with various kinds of people

and may have learned to get along with them. Statement no.26 (Is about ignoring the other person) too, the working children showed the quality of restraint in their behaviour. Again, they might have learned to keep their personal likes and dislikes to themselves.

Similar conclusion may hold true in case of factor 4(Retaliator) as well. Results show from Table no.30 that, on four items the t-values were significant. On all the four items (nos. 6, 16, 22 and 23) the mean values were high for the non-working children indicating that the working children showed less aggression on this dimension as well. This will be discussed below item-wise. In case of item no.6 (If any one tries to dominate you), it may be suggested that the children who are working would not argue with elders and try to be cordial with people. This could also be in job situations where they might feel insecure to lose their job. Also, maybe, because other people in family are dependent on them may make them more submissive. In case of statement no.16 (Fight with a person), working children showed less aggression and, hence, they are less likely to indicate any sign of overt aggression. Though, this may not mean that they would not get hurt but since they may have learned to control their feelings and may have learnt to give socially approved responses. On statement no. 22 (If anyone complained about you), it seems the working children showed less aggressive behaviour. This may be because most of the day they are busy working and so, may not feel the need to be threatened by anything and also since they are working, they may not be reprimanded for such behaviour. In case of item no 23 (Argue when scolded), similar type of results was obtained. Thus, we may say that the working children are likely to be less aggressive on this factor as well.

Looking at the results in Table no.31, it can be said that on factor 5(Aggression and

non-co-operation), t-value for all the items were significant. The mean values were high for the non-working children indicating that the working children were found to be less aggressive as compared to the non-working children. In case of item no1 (Being rude to a person), while working, they may have learned to be polite with people. Also, because they are occupied through the day, they may not be having much time to spend on such activity.

In case of item no.8 (Get angry when not given what you want), the working children are less aggressive in terms of non-co-operation. These children are likely to be reasonable and they would understand the value of money as they are themselves earning and, hence, would not make unnecessary demands to their parents. Item no. 12 (Beat a person if you find him cheating in a game) indicated that since the working children were found to be low on aggression in most areas, it is more unlikely that they would get involved into physical fight with anyone. Another item on non-co-operation is item no18, which explored whether a non-co-operating behaviour may be is a passive way of showing their anger and feelings. It seems that the working children would try to help the other person, and accept the reality. In case of statement - 20 (Humiliated or made fun of), the low scores suggest that they have low tendency for aggression. To conclude from the results obtained, it would be proper to say that the working children were found to be less aggressive in all the dimensions. So, they are likely to be more stable and mature in there out look.

The above results broadly indicated that the working children were found to be less frustrated and have shown less aggression. It has further supported the 5th hypothesis, which assumed that there would be a positive relationship between the levels of frustration and aggression.

Table - 32, displayed correlation values between frustration on the one hand and various dimensions of aggression on the other. All the 5 values related to non-working children were significant at greater than .001 levels of confidence. That means, frustration level was significantly and positively correlated with Parental defiance, blaming and manipulation; Obstructing behaviour; Sulking; Retaliation; and Aggression and non-co-operation dimensions of aggression. The above result confirms the 6th hypothesis postulated that, there would be positive correlation between frustration level and aggression dimension.

It was also observed (Table - 26) that non-working group was higher on almost all dimensions of aggression. That means, (Table - 32) one can conclude that they are high on frustration and also that may mean to confirm the age old assumption that frustration leads to aggression.(Dollard ,Miller, Doob, Mowrer and Sears ,1939). Non-working group was more defiant and was less compliant. Moreover, if anyone misbehaves with them they would certainly retaliate and may give response with the same intensity even if the person is elder to them. This could be due to the way they perceive themselves and at times may suffer from the feeling of inferiority because of the deprivation they may experience in life. And, due to these feelings, they are bound to feel angry and frustrated due to which they would, on some occasions, be disrespectful, hurting and would refuse to obey the elders. This behaviour may be evident in their total personality which may be manifested differently on various situations.

In case of adjustment dimension it can be seen from Table no.37, the t-values obtained were significant for home and social dimension of adjustment. The mean value was high for the working group indicating poor home adjustment. The result showed better home adjustment for the non-working children. Good adjustment on the part of

the non-working children may be due to their being less responsible to their family. May be they are able to spend more time with the family. On the other hand, working children are not able to enjoy being with the family due to their busy schedule. The working children, as compared to the non-working children, indicate that the working children are less likely to be socially well adjusted. This could be due to their long working hours. Most of them leave their houses before 8:30 am, and return by 6 p.m. So, they spend most of their time outside and by the time they reach home these children are so tired that they hardly have any energy left or inclination to go out and meet people (socialise). They may also have to make the preparation for the next day's work and for this they may have to devote some time for it. The above findings supported the 3rd hypothesis. The third hypothesis predicted that the working children would be less adjusted as compared to the non-working group.

In case of home adjustment, from Table - 38, it can be said that, out of 7 t-values 5 were significant. And the means were high on all these 5 items (nos.2, 5, 8,14 and 24) for the working group as compared to the non-working groups. That is, the working group is likely to be more maladjusted in the home dimension. This can further be validated by giving examples of all the items showing significant results. In case of item no.2 (Desire to run away), one may say that the working children may want to get away from all the pressures which they face very early in life. This is the age when they should be playing but due to circumstances or their personal reasons they are working for all the pressures and demands. Moreover, it is very natural for these children to show strong desires to be free. In case of item no.5 (Relationship with father), poor adjustment regarding their relationship with their father one can infer that it may be because most of the day they are out of home and, hence, they may not be close to their parents. They may also show

some resentment towards their father if he is not working, or has a vice or does not treat their mother properly. At lower socio-economic strata, such features are widely prevalent. As a result of these possibilities, the atmosphere at home may not be very conducive and the child may be unhappy at home. On statement no.8 (Parent object to the type of friends), children may be dissatisfied if their parents don't approve of their behaviour. This could be due the age, which they are passing (adolescence). It has been seen that during this age children don't like to be told what to do. They may like to do their own things. About statement no.14 (Parents too strict with you), one can say that the working child may feel that since he/she is earning money they should be given certain amount of freedom to move around with friends they prefer. Item no.24 (Parents getting angry) explored whether their parents get angry with them. The working children, due to lack of time, may not have developed closeness with their parents. May be they may blame their parents who ask them to work and be economically independent. Other reason could be the lack of understanding on the part of their parents. May be the care that the child may need is not there. So, one may conclude by saying that if the environment at home is unhealthy it may be very difficult for the child to sustain along with their work pressures and, hence, they may have problem relating to their parents. Poor home adjustment on part of the working children may be due to less time spent with their family members and also the burden of responsibility shouldered on them may make them perceive themselves as more responsible people.

On health adjustment, it can be inferred from Table no.39, out of 7 t-values, only 2 t-value were significant for item nos.19 and 22. In cases of both of these items, the mean values were high for the non-working children, indicating that on health area the non-

working children are likely to show more health problems in comparison to working children. In case of item nos.19 (Health problems), and 22 (Often falling sick), the results show that the non-working children are likely to show more sign of ill health and complain about physical ailments more often than working children. This could be due to the unclean surrounding, unclean drinking water, bad sanitation facilities etc, in their surroundings. In totality, these children may be living in unhealthy conditions beyond our imagination, and in such areas, children are more prone to develop diseases. This could also happen because these children hail from very poor socio-economic background. They may not be getting proper nutrition and diet for the normal growth and, hence, may face some physical problems.

From Table no. 40, it can be seen that in case of the social adjustment area, out of 7 t-values only 4 were significant. On three items (nos.17, 23 and 27) the mean values were high for the working children while in case of item no.19, the mean was high for the non-working children. These mean values suggest that the working children are likely to have problems interacting with people, i.e., they would not be very social and out going.

In case of item nos.17 (Do you enjoy dancing) and 23 (Can you easily make friends), they show similar types of responses as on item no.27 (Like participating in festive occasions), on all the above mentioned items the responses of working children have shown similar trend. The working children are likely to be less social. They may be more shy and reserved. Moreover, it may be that they get completely drenched out after a hard day's work so they may not like participating in social activities. Also, being tired after the whole day's work they might lack stamina or energy to socialise or be with friends. That is, they have a difficulty making friends. They may be keeping aloof because of paucity of time also. In brief, their social interaction is found to be very limited. Where

as the non-working children scored high mean value only on one item no 9 (Initiating to talk). This could be due to lack of confidence or hesitation on part of the non-working children. Only on this item, the children who are not working have shown some problems; otherwise they are likely to be more participating on other social occasions. Non-working children also likely to have more free time and energy to devote time on such things as socialising.

On emotional adjustment, from Table no.41, it can be inferred that, out of 7 t-values only 3 values were significant. In case of items (no.3) the mean was higher for the working while on item nos.15 and 25 the mean values were high for the non-working children. This may reflect that the non-working children may be emotionally low and would show some sign of stress and anxiety in their behaviour. In case of item no.3 (Easily get dejected), the working children have shown some sign of dejection. This could be due to many problems and tensions they may have to face at work. At times they may be humiliated or scolded by their employer. In case of item no.15 (Easily get angry), the responses of the non-working children shows that they are likely to get upset and would show anger in their behaviour. This could be due to culmination of many factors as, for example; unhealthy learned behaviour due to wrong role models. If they were given some basic education or vocational guidance, may be they could channelize their energy doing something worthwhile. From item no.25 (Disturbed on hearing criticism about oneself), it is very obvious that no one likes criticism and, hence, in this case the findings are no exception. This may be because of their inferiority complex, as they do understand that they are really not doing anything and whiling away their time and, hence, at times they may feel under-confident. Hence, in the emotional area, working children were better adjusted as compared to the non-working children, where as the non-working children

are likely to be more unstable and at times may be unprepared to handle difficult situations.

The over all analysis of the results shows that the working children were more likely to be maladjusted in home and health adjustment. The shows the similar picture. Out of 28 t-values, 14 were significant, and for most of the items the mean were found to be higher for the working groups. The conclusion drawn from these findings reflect that the working children are likely to have poor adjustment in all the spheres.

From Table - 42, showing correlation values on various dimensions of adjustment and frustration, it is seen that only one correlation value, i.e., in case of non-working group's home adjustment, was positively correlated with frustration. It may be noted that in case of adjustment score though the correlation values may be positive but their interpretation would be in reverse, meaning that the positive r-values would mean negative conclusions and vice-versa. It is because the high score on this (Adjustment) inventory means low adjustment level in all area where as high score on frustration would indicate high level of frustration. That means, non-working children who were well adjusted in home may have low frustration level or vice-versa.

Basically, it may mean that if a child is not having a problem at home and if he/she is very happy and comfortable at home, there is no reason for him/her to go out or show their frustration. It appears that when the child gets good environment at home he is contented. May be the warmth, which is required for the healthy growth is missing in an uncomfortable home. The above findings confirms the 6th hypothesis wherein it was envisaged there would be negative relationship between frustration and adjustment.

Since there is a positive relationship found between frustration and aggression level, going by this explanation it is likely that children who are not frustrated will show low

aggression and would also be better adjusted.

From the above discussion, it may be noted that if a person is not aggressive he / she may be well-adjusted individual. The 7th hypothesis assumed that aggressive behaviour would be positively correlated with adjustment level in all areas. It may be noted that in case of adjustment score though the correlation values may be positive but their interpretation would be in reverse, meaning that the positive r-values would mean negative conclusions and vice-versa. It is because the high score on this (Adjustment) inventory means low adjustment level in all the areas whereas high score on aggression would indicate high level of aggression.

The results are discussed below Table no.43, shows r-values between various dimensions of adjustment and aggression scales. Out of 40 t-values, only 13 t-values were significant. In case of non-working children, it was found that home adjustment was significantly and positively correlated with Factor 1 (Parental defiance, blaming and manipulation), Factor 2 (Obstructing behaviour), Factor 3 (Sulking), Factor 4 (Retaliation) and Factor 5 (Aggression and non-co-operation). From the correlation Table no. 43, one can infer that children who are maladjusted in home are likely to show high level of aggressive behaviour, i.e., children who show poor home adjustment are likely to be more defiant and manipulative and would show all signs of obstructing and sulking behaviour.

In case of working children, it was found that Adjustment level was significantly and positively correlated with Factor 1 (Parental defiance, blaming and manipulation), Factor 2 (Obstructing behaviour), and Factor 4 (Retaliation) dimensions of aggression. This indicated that children who are not properly adjusted in home may show more defiant and obstructive behaviour. It is very natural that a person who is having problem adjusting

at home will show aggression outside his home. In case of working children, health adjustment was found to be significantly and positively correlated with factor 1 (Parental defiance, blaming and manipulation) and Factor 2 (Obstructing behaviour).

From this it can be inferred that if a child suffers from ill health he / she is likely to show some sign of aggressive behaviour pattern. In case of non-working children, social adjustment was found to be significantly and positively correlated with factor 4 (Retaliation) dimension of aggression. That means, if a child is socially well adjusted and has no problem interacting with other people they may not show any sign of aggressive behaviour in the manner of retaliation. This again is the very obvious conclusion one may draw and which enhances our results, that is, if a person is socially well-adjusted with his peers and employer there is no reason for him / her to feel aggressive. In case of working children, emotional adjustment was significantly and positively correlated with Factor 1 (Parental defiance, blaming and manipulation) and Factor 2 (Obstructing behaviour) dimension of aggression. It indicates that children who are emotionally well-adjusted may show no aggressive tendency. Hence, working children who are well adjusted in the area of home, health, social and emotional, will not show aggressive behaviour. It means that if they are dissatisfied in any area of adjustment it may show in the behaviour in some form of aggression. Though this has not been the case in the present study.

Self-concept, if discussed in a very global manner, would mean the individual's perception of himself and of how others view him. It may be a positive or negative evaluation of the self. Their view about themselves may be depending on their experiences and their interactions with people. This dimension covers four areas of self-concept, viz., as physical self-concept, social self-concept, temperamental self-concept, and moral self-concept. We will be discussing each area in detail.

From the Table no.48, t-value were found significant on physical, social and temperamental dimension of self-concept and the mean scores were high for the working children as compared to the non-working children, showing a trend that the working children have positive global self-concept. And, hence, on the basis of these findings, the fourth hypothesis was accepted. The hypothesis 4th predicted that the working children were likely to have a better self-concept as compared to the non- working group.

In case of physical self-concept, the mean value reflects the positive connotation they give to their over all personality. They will perceive themselves as smart, and attractive people. This could be because of the confidence they may have acquired while doing their job. Socially, they may perceive themselves as fulfilling all their responsibilities and doing their duties well. In case of temperamental self-concept, the high score on this scale is indicative of better self-concept. As stated earlier also, the working children would not show mood swings. However, this may not mean that they don't have problems but certainly they may have learned to handle their problems and may not get perturbed by small thing. This may be because they may have faced many adverse situations early in life and may have adjusted themselves accordingly over a period of time.

Physical self-concept would also mean a physical evaluation of ones own personality. From Table no.49 it can be seen that, out of 8 t-values, 5 t-values were significant. The mean values obtained for all the five items (nos.2, 3, 7, 12 and 17) were found to be high for the working groups. From these results, one may suggest that the working group have a better physical concept about their appearances. In case of item no.2 (About own looks), they may see themselves as good looking and smart individuals. For item no.3 (Physical stamina), they may view themselves as strong and not weak persons. On item no 7 (Liking ones face) as well, their response are similar to other items on this sub-

dimension. The working child may not suffer from any complexes. They may appreciate themselves

In case of social self-concept, looking at Table no.50, it was found that, out of 8 t-values, only three were significant. The differences in means between the working and the non-working were significant on item nos.6, 23 and 32. The means were higher for the working children indicating their positive social perception about themselves. In case of item no.6 (To be able to put ones thought clearly in front of others or clarity of thought), it may be difficult for the children below a certain age to express themselves as to how they feel about a particular thing and also about their wants and desires. This problem they might have experienced when they were very young and could not convey their feeling properly. Since, the age group of the present sample is adolescence one can infer that by this time they may have learnt to convey to others their inner feelings. In case of item no.23 (Participate in organising outings), the high mean for the working children would mean that they may be more out going and may be they would come forward to help in such situations. This could be due to the fact that since these children start working at a very tender age they may learn to adjust with peers and adjust themselves in different situations. In case of item no.32 (Being considerate), the high scores on this item as well would indicate that the working children would be more considerate and care for other people's feelings.

The very fact that a child is working to help his family financially may lead one to assume that these children are responsible and they are fulfilling their duties in a mature manner. Even if they may not be socially very active due to their long working hours, they may be very satisfied people for they are doing something for the family, i.e., earning their own living and for their family support. And, the feeling that they are not burden on

their parents may give them lot of confidence.

In case of temperamental self-concept, from the Table - 51, it can be seen that out of 8 t-values, only 7 were significant. The mean values were high for the working as compared to the non-working children, showing that the working children were temperamentally balanced people and could handle any situation without getting perturbed. In case of item no.4 (Ones own nature) data are similar to the items nos. 8 (Keeps in good humour) and 9 (Consider one self as cool person). These items ask about child's nature and the way he/she may handle a situation. In case of statement nos.11 (Getting irritated) and 15 (To get irritated by a problem), 16 (Get afraid easily), and 18 (Curiosity to know the end of the movie). On all above-mentioned items, the working children have shown high mean values which show that the working children may not show any erratic behaviour pattern and may have learnt to be calm in all situations. This could be due to the many adverse situation they may have faced very early in their lives which might have made them bold and strong to withstand any crisis in life. And so, they would be willing to correct themselves and take healthy criticism. This may be because of the reason that they are not skilled people and have learnt every thing on the job. Since they have not gone to any school (technical or otherwise) they must have been corrected by others on several occasions. That is, they have become used to corrections, criticism and comments. Since they have seen poverty and unrest in their family due to which they were forced to work for a very small amount they may not have too many complains in life and also have come to accept the adverse circumstances as away of life. Their work pressure and demands that have made them used to such problematic situations have also, probably, enabled them to successfully maintain their cool at all adverse times.

It has been revealed that person high in self-esteem are generally happier, healthier and more successful at any task than person lower in self-esteem. They also have more consistent and well developed self-concept.

In case of moral self-concept, looking at the Table no.52, one finds that out of 8 t-values, only 4 values were significant. On all four of these significant values the means were greater for the working children as compared to the non-working children indicating that the working children are high on moral self-concept. In case of item no.5 (Do you believe in religious ceremonies), the working children scores may indicate that they may believe in such rituals. But again, this is very subjective matter. It may depend upon the kind of family one comes from, and also, on parental upbringing. Moreover, if a child may has seen his parent performing daily prayer, he/she may see them as their role model and imitate the rituals. In case of items nos.21 (Talking about honesty), 26 (Views on caste distinction) and 31(Honesty), the results are similar. The high mean values on all the above items indicate that the working children may perceive themselves as being honest. A word of appreciation must have reinforced their behaviour by their employer. They may gain a broader mental outlook towards everything, they may mix with all sorts of people and such matters do not hamper them or their working in any way.

This has been supported by results in Table no.53, which showed correlation (r) values between frustration and self-concept's dimensions. Out of 8 r-values, only two were significant. In case of both the working and non-working groups, frustration level was significantly and negatively correlated with moral dimension of self-concept. Which means that children who are high on frustration will show low moral self-concept. The results seem quite natural. Anybody who is frustrated in life will obviously have low image of himself / herself. Frustration in life is a soul breaking experience. It often happens that

as a person goes about accumulating frustration, he / she may lose self-confidence and gradually becomes unsure of the self - a sure sign of low self- image.

For the present study, it was hypothesised 8th that, there would be negative relationship between frustration level with self-concept. Which is accepted. It may also be said that if a child is highly frustrated he may show low self-concept

The 9th hypothesis envisaged that there would be negative correlation between aggression and self-concept. This hypothesis is accepted. The result validating the hypothesis is shown in Table no.54. It was found that out of 40 correlation values, only 5 values were significant between the various dimensions of self-concept and aggression. All of the correlations were negatively correlated. In case of working group, the temperamental variable was found to be significantly and negatively correlated with sulking and aggressive non-cooperation dimension of aggression. It signifies that the working children were high on temperamental self-concept while they were low on sulking and aggressive non-cooperation behaviour. This could be due to their attitude that shows that while behaving with others and in different situations the way they perceive themselves is always positive. They would certainly not get irritated or angry without a genuine reason. They would not get upset easily and, hence, because they may take things coolly they have less opportunity to sit and sulk.

This may be because they are working and are too occupied to bother if things go against their wishes. In case of non-working group, moral dimension of self-concept was also significantly but negatively correlated with parental defiance, blaming and manipulation, obstructing behaviour, and aggressive non-cooperation. That may mean that if the non-working children were having high moral self-concept, they would be low on aggression.

Thus they might have learnt to work and co-ordinate with people of all caste and religion. It can also be seen from Table no.55, out of 32 correlation values, only 2 values, between physical self-concept and emotional adjustment were significant for the non-working group. That is, the results showed that the non-working children who are emotionally not well adjusted would have low physical self-concept and may perceive themselves as physically inadequate. They are likely to underestimate their looks and general health or vice-versa. Again, in their case (non-working children), the results showed significant and positive correlation between emotional adjustment and moral self-concept. It may be noted that in case of adjustment score though the correlation values may be positive but their interpretation would be in reverse, meaning that the positive r-values would mean negative conclusions and vice-versa. It is because the high score on this (Adjustment) inventory means low adjustment level in all the areas where as high score on self-concept would indicate high level of self-concept.

That means, emotionally well-adjusted children are likely to have high moral self-concept. From the above findings, it can be concluded that children who perceive themselves as physically healthy and nice looking and having high moral self-concept are likely to be emotionally very stable and well adjusted individuals. The above result confirms the 10th hypothesis, which envisaged that there would be positive correlation between adjustment and self-concept.

To sum up, the working children were found to be better adjusted in health and emotional areas. As hinted earlier, this could be due to the fact that they may have faced lot of adverse situations in life and may have learnt to handle them in a better way. On the other hand, the working children show poor adjustment in home and social areas. This could be due to their long working hours as well as the feeling of compulsion to

work and earn their living. The results in the earlier section show that the overall adjustment of the working children seems to be low as compared to the non-working children, but these children were found to be high in self-concept and low on frustration and aggression. Which has been substantiated by the results. They would not be defiant with their parents and would not blame others for their mistakes. The working children were found to be morally high, i.e., they may have high moral values and they would be more compliant as well as caring about others' feeling and be co-operative in most situations. Since the moral self-concept denotes the sense of right and wrong, if the child has good moral values he would certainly not like to hurt anyone. Hence, to conclude, it may be added that the working children have shown a very consistent behaviour in all sphere of self-concept covered.

As a footnote, it may be added that some of the results have raised some interesting philosophical questions. For example, contrary to common expectations and beliefs and several charters, the present sample of working children seem to be a satisfied and contented lot. They are better adjusted and have higher self-image. A very vital question (may also be highly controversial!) raised by the present data could be: Are the general concern and sympathy for the working children misplaced? They do not seem to be in need of our sympathy and concern. After, they have proved themselves in life by being contented, mature, less frustrated and aggressive and are having higher self-concept. Future researches should address this issue in more intensive and broader research design. Amen!