

Chapter 6

SUMMARY AND CONCLUSION

Child labour would mean children prematurely leading adults lives, working for long hours, low wages under damaging conditions which affects and hampers their growth, physically and mentally. (Report of Director General of ILO, 1983).

Job carried out by children are highly exploited and it is right to be concerned about those circumstances in which their vulnerability is manipulated to their lasting disadvantage.

The ILO (International Labour Organisation) estimates (at the time of writing) that in the whole world 52 million children age less than 15 years are working, and majority of these are unpaid family workers. The children may work for their family or third party in field or other family task.

The job that they do, call for greater physical and mental resources because they are monotonous, strenuous, harmful, prolonged and they result in lack of relaxation and well-being of the concerned child. Because of the utter poverty of over fifty percent of the Indian people, child is deprived of its childhood. All the basic instincts of the child are suppressed by this situation ruthlessly. Exploitation of child is not only economic but it is multidimensional. What the child demands from the adult is more time, more space and concern.

In India, due to poor economic conditions of the large segment of the population and high dependency ratio in families necessitate, for the sole reason of survival, that each member starts contributing to the family income from a very early age.

For last few decades, it has been seen that as the organised sector was brought under protective and prohibitive regulations, more children were pushed towards the unorganised sector. Children have really not benefited from these regulations and acts. Instead child labour is increasing with alarming magnitude and it should be a matter of concern for the children who are working, the parents, society and the country as a whole.

The children who take up any job generally have weak family support (poverty and child labour, breeding in unhealthy symbiosis, reinforces themselves in families and communities). In such circumstances the suppression of child wage labour opportunities is unlikely to increase the welfare of the children concerned unless substitute income sources and alternative possibilities for personal development are developed at the same time. Work under the protective mechanism does not deprive a child of his physical and mental growth, rather it inculcates in him a positive self image by preparing him to assume adult role in future.

Work is described as a direct fulfilment of child's creative potential which is conducive to his natural growth. But, when work is taken up as a means of survival, it enslaves the child and dwarfs the spirit. It stunts his growth and curbs his development. Work in order to be healthy, ought to be purposeful, imaginatively structured and sustaining. When the business of earning or being harnessed to self or family support conflicts with the business of growth and education, the result is child labour.

Our purpose is to investigate the psychological impact on the development of child in the process of the need of labour to meet such insecurity in working conditions. What happens to the child who works for 12 to 16 hours a day, he is psychologically, emotionally and physically stressed and given proper opportunity and circumstances, i.e., social and

emotional security, they could atleast enjoy a normal childhood.

As a child passes through various developmental phases during childhood or from adolescence to adulthood, he experiences various changes. It is seen that there is a consistent pattern of integration that takes place among the child's various characteristics. Looking at it holistically, it is the child's overall pattern of physical, mental, and emotional qualities at all stages of maturation, which is regarded as his personality.

Personality :

A relatively consistent pattern of integration takes place among the child's various characteristics as he passes through the many aspects of developmental changes that he experiences from the prenatal period through childhood and adolescence to adulthood. His all-over pattern of physical, mental, and emotional qualities at any stage of maturation is regarded generally as his personality.

The human personality is almost certainly the most complex phenomenon studied by science. Each of the several different aspects of behaviour is important as one of the components of personality. It is also of great importance in understanding the how's and why's of behaviour. When we begin to study personality, there is also the important fact of individual differences.

It would be impossible to conceive the environment so perfectly adjusted to human motivation that in it no frustration occurs. The emotional experience that we call frustration is an essential part of life. It appears in the consciousness as a state of unfulfillment, discomfort and lack of satisfaction. A person's reaction to frustration is a highly individualized behaviour pattern projecting an inherent part of his unique personality and his adequate or inadequate modes of adjustment to stress.

Frustration :

Frustration is considered to occur when a behaviour pattern is blocked, i) whether by a physical obstacle or by the action of some other persons, ii) by conflicting pattern within the person , iii) or by the absence of environmental objects which were anticipated for the fulfilment of the pattern of behaviour.

The term frustration has been used in a many ways. The term refers to the barriers of the conditions that prevent successful response. A need exists and there are circumstances that interfere with the satisfaction of need. These thwarting condition are called frustrating situations. It should be noted that man's physical, biological, psychological and social environment contributes a lot.

There are different types of reactions to frustration. In infants and young children, the most probable response to frustration seems to be attacking behaviour, which is an effort to remove the obstacle. Thus assaulted with the experience of anger. Most psychologists believe that anger is always a product of some frustration, which may lead to aggression.

Aggression :

Aggression is any form of behaviour directed towards the goal of harming or injuring another living being who is motivated to avoid such treatment. Most of the social psychologists presented aggression as a negative form of behaviour, which should be reduced. Buss (1961) suggested that aggression can be dichotomised along three dimensions, physical-verbal, active -passive, and direct-indirect form of behaviour. Three major theories have been proposed to explain human aggression. Sigmund Freud (1920), said that aggression is the result of inborn motives to aggress that needs to be released.

Lorenz (1966), said that there is a reservoir of pent-up aggressive energy that, unless is drained will manifest itself in aggressive behaviour. The frustration-aggression theory (Dollard, Miller, Doob, Mowrer, and Sears, 1939) suggests that aggression is an inborn reaction to frustration and pain. It proposes that aggression always stems from frustration and that frustration always produces aggression. It is far too sweeping in scope because aggression often stems from causes other than frustration. According to social learning theory, the most basic mechanism for learning aggressive behaviour, through reinforcement and punishment. Albert Bandura suggests that a primary means of learning aggressive behaviour is through modelling and media. There are some environmental factors that may increase the intensity of aggression. It has been found in many studies that there is a negative relationship found between Aggression and Adjustment i.e. if a person is found to be aggressive, it is likely that he / she will be mal-adjusted

Adjustment :

Adjustment and adaptation represents a functional perspective for viewing and understanding human behaviour. The term "healthy" implies that the response is wholesome, i.e., suited to man's nature, to his relation, with others, and to his responsibilities. Adjustment may represent either constructive and satisfying behaviour, or a behaviour that is not satisfying. Good adjustment begins in childhood and continues, throughout life. A child's behaviour tends towards the attainment of a series of more or less individually sought and socially accepted goals. The developing individual constantly is attempting to make use of those forms of behaviour that satisfy his impulses to achieve. Thus, he changes or adjusts his behaviour until he achieves the goal or until he loses interest in it.

A child's personality is the result of the impact on him of all conscious and

unconscious expression of parents personalities as well as their conscious attitudes towards children and their up bringing. A child who is under-loved goes from his home with misgiving doubt and gives an impression of immaturity and of inadequacy with new experience that makes him unwelcome in the society of adult or children.

Rejected children show much emotional instability, and excess of activity and restlessness and generally antagonistic towards society and its institution and show apathy and indifference. Children coming from maladjusted background, the behaviour patterns they develop will invariably be different from those cared in a normal home. All the behaviours of such children speak for it reflects something, which he/she lacked in his\her life.

All the problem may not have the same psychological significance, but one thing is very true that many of the problems of the children originates from an emotional disability from a feeling of unwantedness or neglect. And this feeling of unwantedness may give rise to poor self-evaluation by himself / herself.

Self-concept :

Our self-concept is our subjective perception of who we are and what we are like. Of all our subjective views of life, our view of ourselves is important to our personalities. The concept of self is learned from our interaction with others. The study of self-concept was not given much importance even after the 18th century. According to William James, the empirical self comprises of four components, the spiritual self, and social self, material self and body self. Behaviourists emphasised on the scientific study of measurable and observable behavior in terms of stimulus-response relationship. According to Freud emphasising the nature of the self-concept- Id, Ego, and Super ego and the development

arises from the interplay between these. Adler spoke about life style which influence the self, Jung (1960) said that the ego is the conscious part of the personality. Neo-Freudians emphasised on the socio- cultural situation and interpersonal relationships.

Phenomenological approach put forth that behaviour is influenced by the personal meaning that an individual attaches to such experiences through his own experiences. Roger, distinguished between two self-concepts. There is the self- the person thinks he is and the ideal self-the person wishes he were. The implication of the term 'self', that which we call 'self' is a person's conception of who and what he is. It is a compromise of all that goes into person's experience of his own existence. An inaccurate self-concept can also cause problems. If our view of our "selves" is not reasonably congruent then we will develop an absurd view of ourselves. Rogers believed that lack of awareness is always harmful. Symond (1947) has traced the origin of the distinction between the 'I' and 'Me' between the subjective and objective meaning of the self

Methodology :

This chapter on methodology focuses on the aims and objectives of the study, the research design including the variable under consideration, hypotheses and the instruments used for the study. It describes the various phases under which the research was carried out including the construction and standardisation of the instruments to measure personality dimensions of working children.

Aim of the study :

The aim of the study was to examine frustration - aggression response, adjustment patterns and self-concept in the working and non-working children below the age of 16.

Objectives of the study :

The present study had the following basic objectives.

1. To study differences in frustration - aggression responses between the sample of working and non-working children below the age of 16.
2. To examine the differences in the adjustment pattern of the working and non - working children.
3. To study the difference in the self - concept of the non- - working and working children below the age of 16.
4. To examine the relationship between frustration - aggression and adjustment patterns of the two groups of children (working and non-working).
5. To examine the relationship between frustration - aggression and self - concept of the working and non-working.
6. To study the relationship between adjustment and self-concept of working and non-working children.

Hypotheses :

1. It was presumed that the working children would be high on frustration as compared to the non - working children.
2. It was also assumed that the working children would be high on aggression as compared to the non-working children .
3. Working children would be low in adjustment as compared to non-working children.

This assumption is based on the possibility that due to the feeling of insecurity and

complexes arising out of economic instability necessitating them to work may adversely effect their adjustment level, at home and in other areas of adjustment.

4. Working children would have a better self - concept as compared to the non -working children.
5. It may be said that if a child is not adjusted properly there is going to be a certain amount of frustration, which may lead to aggressive responses That is, there will be positive correlation between frustration level and aggressive behaviour.
6. Following the above hypotheses (5) it was also assumed that frustration would be positively correlated with adjustment levels in all areas.
7. It was also assumed that aggression would also be positively correlated with adjustment levels in all the areas.
8. There would be a negative relationship between frustration and self-concept. It may be said that if a child is highly frustrated he may show low self- concept
9. The same will hold true with aggression dimensions. That is, there will be negative correlation between aggression and self-concept.
10. Adjustment level and self-concept would be positively correlated It may be said that if a child is well adjusted, his self-concept would be high i.e. he would think about himself in a positive manner.

Variables under study :

The following four dimensions were identified for the present study. These entire variables have been separately defined. This research program set out to test the difference between working children and non-working children on four psychological

parameters.

Frustration scale : (F. S.)

Frustration condition is a condition of being thwarted in the satisfaction of a motive. This schedule which was designed to measure frustration level yielded one composite dimension. No sub-factors emerged in factor analysis.

Aggression scale : (A. S.)

Aggression is a behaviour which may have a positive or a negative outcome. In this dimension, following five factors emerged after the factor analysis

- [1] Parental defiance, blaming and manipulation : Individual's tendency to blame elders, showing revolting behaviour and also manipulate the situation as and when required.
- [2] Obstructing behaviour : Deriving pleasure by creating hurdles for the other person
- [3] Sulking : Throwing tantrum when one's need / wants are not fulfilled.
- [4] Retaliation : Individual's tendency to get even with those who have caused humiliation / pain.
- [5] Aggression and non- co-operation : Showing temper / anger by not cooperating when things don't go according to one's wish

Adjustment inventory : (A.I.)

Adjustment may be defined as the process of interaction between the individual and his environment for the sake of bringing harmony between them

- [1] Home adjustment : It is expressed in terms of satisfaction or dissatisfaction with home life
- [2] Health adjustment : It is expressed in terms of illness
- [3] Social adjustment : It is expressed in terms of shyness, submissiveness, introversion
- [4] Emotional adjustment : It is expressed in terms of depression, nervousness etc

Self-concept questionnaire:(S.C.Q)

The individual's evaluation of himself; the appraisal of the self by the individual himself. This variable has four dimension related to

- [1] Physical self-concept : Individual's view of his / her body, health, physical appearance and strength.
- [2] Social self-concept : Individual's sense of worth in social interactions
- [3] Temperamental self-concept : Individual's view of their prevailing emotional state or predominance of a particular kind of emotional reaction.
- [4] Moral self-concept : Individual's estimation of their moral worth, right and wrong activities

SAMPLE :

The total sample size taken were 150 children (75 working and 75 non-working) hailing from lower socio-economic strata falling between the age group of 13 to 16 years of age. Out of 150 children 140 were boys and 10 were girls. The mean age of the

sample was 14.5 years. Most of the non-working children were not going to school. The working children were working as hawkers and few were self-employed. The sample was taken from the slum areas of Baroda.

TOOLS :

Four tools were used for the study. Two available instruments were used and two instruments were developed by the present research specially for the purpose of the research. These scales were (i) Frustration scale, and (ii) Aggression scale.

Frustration scale : (F.S.)

This scale was specially designed to test frustration level of an individual. All the steps of test construction beginning with literature survey, to item selection, to item analysis, to working out reliability and validity of the test were carried out taking all the necessary precautions. The scale consisted of 15 items. Each item had five alternative responses and respondents were asked to tick (✓) mark one of the five alternatives, whichever was true to them. The test was subjected to split-half reliability and test re-test reliability. The reliability value for split-half was .67 and test re-test .59. Validity values obtained were .81 and .76 by two methods, mentioned above, respectively.

Aggression scale : (A.S)

As mentioned above the present researcher for the present study developed this scale. This part reports the various stages of test construction. These stages involved item construction, item analysis, factor analysis, reliability and validity of the scale. The scale was designed to study individual's tendency for aggressive behaviour.

- Thus, the main objective of the test was to identify aggressive behaviour in children. The scale consists of 26 items. Each had four alternative responses and respondents were asked to tick (✓) mark one of the four alternatives whichever was true to them. The test was subjected to split-half and test retest reliability. The reliability value for split-half were .79 and for test-retest were .53. The validity value found was .89 and .73, respectively.

Adjustment inventory :

Hindi version of the original inventory by Bell which was developed and standardised by Mohsin and Hussain (1969). This version of Mohsin and Hussain (1969) was revised and readapted for the present use. This Inventory (Mohsin and Hussain, 1969) consists of 135 items. The inventory measures adjustment in four areas, viz,- home, health, social and emotional areas- separately. The present inventory includes 28 items. Its efficacy was initially tested by judge's opinion. The reliability value found in home adjustment by Cronbach's (α) reliability test was .77, in health area was .96, in the area of social adjustment was .84 and for emotional adjustment was .80 and the total reliability obtained was .84. The validity values calculated by Guildford's (1954) square root found were .87, .98, .92, .89 were for the four dimensions, respectively.

Self-concept Questionnaire : (S. C .Q)

The self-concept questionnaire of Saraswat (1989) provides six separate dimensions of self - concept, viz; physical, social, intellectual, moral, educational and temperamental. It also gives a total self -concept score. However, for the purpose of the study, two dimensions viz; intellectual and educational were dropped as they

were considered not relevant for the present sample. The children of the present sample are not educated and are not going to school. Since these two dimensions viz, intellectual and education are related to education and intellectual activities, they were dropped because the children used in this study are not literate and were not expected to indulge in these activities. The total number of items taken were 32 for the present study. The reliability values calculated by Cronbach's (α) reliability test were .61, .84, .87, and .84 respectively, and the total reliability value for the entire test was .79. The validity values found were .78, .92, .93, and .92 respectively, and for the total self-concept score the values obtained were .89.

Statistical Analysis :

Different statistics were used for different purpose. In the initial stage of the development of frustration and aggression scale, different psychometric methods were used, later on t-test, product-moment correlation were used.

MAJOR FINDINGS :

- Working children were not found to be frustrated as compared to the non-working children. The first hypothesis envisaged that working children would have low frustration level than non-working children. This was not substantiated
- Working children were found to be less aggressive, which does not support our second hypotheses. It was predicted (second hypothesis) that working children would be high on aggression, which did not come to be true.
- Working children were found to be socially maladjusted and they showed poor adjustment at home. So from this we can conclude that our third hypothesis which

envisaged that working children would be low in adjustments compared to the non-working children was only partially supported.

- Working children were found to have a better self-concept as compared to the non-working children. Our fourth hypothesis which predicted that working children would have a better self-concept was accepted.
- It was found that children who were less frustrated showed less aggression. Thus, it can be said that there was a positive correlation between frustration and aggression level. It confirmed the 5th hypothesis which postulated positive correlation between frustration level and aggressive behaviour.
- It was also found that the working children were better adjusted and showed no frustrating behaviour. On the basis of this finding our sixth hypothesis which envisaged that frustration level would be positively correlated with adjustment was also accepted.
- Working children were found to be equally well adjusted as the non-working children, with no sign of aggression. This is supported by the seventh hypothesis which predicted that there would be negative relationship between aggression and adjustment level.
- Children who had better self-concept were less frustrated than children with low self-concept. The above findings proved the 8th hypothesis which envisaged that there would be negative correlation between frustration level and self-concept.
- The working children with positive self-concept would be low on frustration level. That is, the ninth hypothesis, that there is going to be a negative correlation between

aggression and self-concept was true.

- It was also found that working children had positive self-concept. This finding supports the tenth hypothesis framed, which stated that there would be a positive relationship between adjustment and self-concept.

SOCIAL IMPLICATION :

- This problem of child labour or working children on the street has generally been studied by the Sociologists, Social Workers and Economists. So far, very few psychological studies have been done in this area. And this research is an endeavour to bridge this gap in research.
- This study could be a stepping stone for future research. It is dynamic in its nature and gives a lot of insight in the understanding of street children's personality. In spite of many legislation, various attempts made by different government agencies, social scientists including economists and sociologists, children are still seen working in various set-ups. This indicates that there is something beyond this effort and approaches. Problem may be lying in the minds of these children and their parents. This necessitates deeper probes by psychologists to go into the psyche of this group to explore the barriers resisting the government efforts to abolish or eradicate the practice of child labour. Hence, this attempt by a psychologists using psychological approaches is quite useful for future research.
- This finding could be useful for the government in making policies, laws, rules and regulations specially from the psychological point of view so that the child is protected from being exploited - physically and psychologically.

- It will be of relevance for the law enforcing agencies to ensure that the grant and aids are properly utilised. It can also help the voluntary organisations and social workers to understand the problem in a better perspective and work more effectively for the upliftment of working and non-working children and to deal with them in a manner, which ensures better working relationship.
- It may be of help in creating awareness among the educated people at large in understanding problems of working and non-working children from psychological point of view.

LIMITATIONS OF THE STUDY :

An overview of the study reveals some limitations which the present research suffers, viz.

- The problem of child labour is a new area of exploration in the field of psychology. Since there are very few psychological researches in this area it is expected that the present research will be useful to the psychologists in this country. However, this also means difficulty in locating psychological literature in the field of child labour in this country.
- One of the disadvantages was the difficulty in finding the children and to keep track of them over a period of study. Since they keep moving from one place to another (their mobility depends on the availability of work), it was difficult to meet the same person next time.
- The researcher also had time constraints as she had to complete the interview within their stipulated time.

- ❶ Another major disadvantage was that there were no tools available in Hindi for Aggression and Frustration suitable for the present type of sample keeping in view their capacity to comprehend.
- ❷ Also, there was no instrument available for measurement of Adjustment dimension, since, the Bell's Adjustment Inventory or its adaptation by Mohsin and Hussain was found to be too lengthy and sophisticated for the sample like street children. The researcher had to edit and revise the whole form and check the reliability and validity for the present sample.
- ❸ One of the major disadvantage was that the researcher had to rely totally on the information given by the respondents and there was no way to verify the responses.

SUGGESTIONS FOR FUTURE RESEARCH :

- ❶ In the present research working children have been compared with the non-working children. They can also be compared with school going population to get an in-depth understanding about these children's attitudes and behaviour and their self-perception about themselves.
- ❷ Both working and non-working children could be studied on other relevant psychological dimensions over and above Frustration, Aggression, Adjustment and Self-concept such as their motivation, locus of control and psychological well-being.
- ❸ The same study should be repeated on larger sample in several geographical areas so as to understand generalisability of the findings.
- ❹ The same study should be taken longitudinally for a range of age in order to understand dynamics of the personality development of working and non-working children.