Chapter - 3
Research Methodology

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3.1. Introduction:

Every field of the knowledge develops gradually and the role of research is important in its development. Temperamentally man has been curious and he felt the necessity of defining and explaining the events, problems and facts happening around him. He has been always trying to discover truth and to realise it. As his curiosity is increasing he finds the gap between the truth and his understanding about the truth. In the past he constantly attempted to fill up this gap till he found the whole truth. He continued his attempts of discovering the truth. The part of this attempt amounts to research.

The entire work of any research mainly depends upon the method adopted by him. The validity of the results depends upon the appropriateness of the method adopted in the research. The success of any research depends upon the method applied in research. In the present era, development is not possible without proper planning. The planning may be economical, social or educational. The present era is known as the era of knowledge. Man has been active to establish the new truths and truthfulness of certain facts. So it can be said that any planning of research should be systematic and should be done in less time and with less energy. It must save time & energy. Through proper planning the researcher gets complete clarity about research work.

In to-day's progressive age, research is an important instrument for development, not only in the development of knowledge but also in the different fields of the society. As we know the research has been a very powerful medium for progress and development. All are familiar with research but mostly people believe that the research is a discovery of new facts, new elements. It is not the whole truth. One must know that
through research many facts are co-ordinated. The broad meaning is derived after analysis of the data. And the basis of research is curiosity. In short research means.

(i) Discovery of truth.

(ii) To re-establish the truthfullness of the old facts.

(iii) To establish new relations between the variables.

We all know that the development of our society is depend upon the research so we must have very clear understanding regarding the importance of the research.

Right from the beginning of life man has observed regularity in many events of his experience. He has attempted to discover rules & theories from it. All these regularities are defined and explained systematically. Many committed persons have worked in this direction, & opened new truth.

According to Radman and Morina the research is a systematic attempt to obtain new knowledge. As per the opinion of C.C. Croford (1973), the research is systematic & orderly thinking obtained through specific tools, mechanisms & techniques. It is done with a view to solve some problem.

On the basis of above discussion, it can be said that the research is a systematic study of any event through Scientific method. It is done with planned design through scientific tools. In research the mutual relations between related variables are clarified and its examination is carried out through specific methods. In this way collected data are analysed and on the basis of analysis generalisation is made. The solution of any problem becomes possible through research Only. In this respect Jesper(1950) tells as under.
“Where an ancient science had the appearance of something completed to which the motion of progress was not essential, modern science progresses into the infinite.

Thus social research gives birth to new problems or reestablishes the relations between the variables or facts. Generally the researchers are motivated to contribute something new in the ocean of knowledge by their active and intellectual abilities.

In short, it can be said that the research is carried out with three objectives.

(i) To understand any problem specifically, to find and to verify the facts
(ii) To develop theory.
(iii) To examine the present theories.

3.2. The importance of research :-

Research in Psychology & Social Sciences is carried out with following aims.

(i) Development of knowledge through research.
(ii) Development of new tools and techniques
(iii) Social research expands the horizons of knowledge and it removes the delusions of society and life. It removes man’s incomplete thoughts and satisfies the hunger of knowledge.

The aim of present research is to examine the level & development of emotional Intelligence, Social Maturity and self concept in relation to street children and Non-Street children. The above variables of street children and Non-street children are compared in this research and an attempt has been made to find out the relations between different variables.
3.3. Title of the present research :-

A comparative study of street children and Non-Street children with reference to their Emotional Intelligence, Social - Maturity and self- concept.

3.4. Statement of Problem :-

The research problem of present research is as under. Is there any difference between the street children and non-street children in respect of Emotional intelligence, Social Maturity and Self- Concept? The Study is Carried out to find out the answer to this question.

3.5. Aims & objectives of the study :-

Millions of Street children who live alone, and are undernourished since birth, denied education, civil rights and other needed help. In a way not only that they are also street children are those who are deprived of many facilities and they still carry on their life on the earth.

Children who are used unscrupulously by others maltreated imprisoned even eliminated, rejected & dejected by the society not only that.....

Children whom the world tries to forget or ignore.

Children Who are highly deprived off, not only that nobody Smiles, nobody cuddles, nobody protects them. The problems of street children are very serious in our society.

In the present study an attempt is made to examine certain Psychological variables like self- concepts emotional Intelligence and Social maturity prevailing among street children.
Objectives of the study :-

(i) To examine the difference between street children & non street children in relation to their emotional intelligence

(ii) To examine the difference between street children and Non Street children in relation to their self-concept.

(iii) To examine the difference between street children and Non Street children in relation to their Social Maturity.

(iv) To examine the sex difference between street children and Non street children in relation to their emotional Intelligence.

(v) To examine the sex difference between street children and Non street children in relation to their self-concept.

(vi) To examine the sex difference between street children and Non-Street children in relation to their Social Maturity.

3.6. Variables :-

In the present research the Independent variables, dependent Variables, their nature and Name of the level of Variables are as under.
### TABLE NO. 3.6
Name, nature & levels of variables

<table>
<thead>
<tr>
<th>Serial No.</th>
<th>Name of Variable</th>
<th>Nature of Variable</th>
<th>Level of Variable</th>
<th>Name of the level of the variable</th>
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<tbody>
<tr>
<td>1</td>
<td>Children</td>
<td>Independent</td>
<td>2</td>
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<td></td>
<td></td>
<td>(2) Non- Street Children</td>
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<tr>
<td>2</td>
<td>Sex</td>
<td>Independent</td>
<td>2</td>
<td>(1) Boys  (2) girls</td>
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<td>3</td>
<td>Emotional</td>
<td>Dependent Variable</td>
<td>4</td>
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<td>Intelligence</td>
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<td>(2) Self- management</td>
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<td>(3) Social Awareness</td>
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<td>(4) Social Skills</td>
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<td>4</td>
<td>Self- Concept</td>
<td>Dependent Variable</td>
<td>6</td>
<td>(1) Physical Self</td>
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<td></td>
<td>(2) Social Self</td>
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<td>(3) Temperament Self</td>
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<td>(4) Educational Self</td>
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<td>(5) Moral Self</td>
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<td>(6) Intellectual Self</td>
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<td>Social Maturity</td>
<td>Dependent Variable</td>
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<td>(1) Personal Adequacy</td>
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<td>(a) Work orientation</td>
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<td>(b) Self Direction</td>
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<td>(c) Ability to task Stress</td>
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<td></td>
<td>(2) Interpersonal Adequcy</td>
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<td></td>
<td>(a) Communication</td>
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<td>(b) Social- tolerance</td>
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<td>(c) Enlightned trust</td>
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<td>(3) Social Adequacy</td>
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<td>(a) Openness to change</td>
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<td>(b) Co- operation</td>
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<td>(c) Social Commitment</td>
</tr>
</tbody>
</table>
3.7. Working definition of street children and Non-Street Children:

(A) For the purpose of this study “street children” shall mean and include the following.

(i) Children who live on the streets or pavements, inclusive of adolescent.

(ii) Children who live in slums but spend most of their time on the streets engaged in various activities, like collecting rags, begging.

(iii) Children who work in (a) Street and show hining (b) Manual jobs as coolies, helpers, rickshaw pullers and

(iv) Employment in wayside, tea-stalls, restaurants, automobile garej, tyre & tube workshops, Machine shops etc.

(B) Non-Street children are those who live in the joint and nuclear family in the city of Ahmedabad.

(C) Area: For the Present study the sample is selected from the street and Non Street Children rehabilitated and/or residing in Ahmedabad city.

3.8. Hypotheses:

Any scientific study begins with hypothesis and the problem must be such which has the solution. Answer to such problem is presented in the form of statement. Statement must be such which can be examined. That means the researcher would be able to determine whether it is true or false. Such statement is called hypothesis. So the Hypothesis is a statement, validity of which can be verified. In other words hypothesis is a statement the validity of which remains to be examined.

According to Raber (1987) hypothesis is such statement proposal of presuppositions. Which is a tentative explanation of
problem. As per the opinion of Karlinger (1990) hypothesis is an inferential statement, showing relation between two or more variables.

When it is assumed that there is no difference between two variables, it is called null hypothesis.

In the present study following null hypotheses are framed
(1) It is expected that there is no significant difference in mean score of Emotional intelligence between street & Non Street Children.
(2) It is expected that there is no significant difference in Mean score of Emotional intelligence between boys & girls. (Combined)
(3) It is expected that there is no significant difference in Mean Score of Emotional Intelligence between Street & Non Street Male children.
(4) It is expected that there is no significant difference in Mean score of Emotional Intelligence between street & Non Street female children.
(5) It is expected that there is no significant difference in Mean score of Emotional Intelligence between Male & Female street Children.
(6) It is expected that there is no significant difference in mean score of Emotional Intelligence between Male & Female Non Street children.
(7) It is expected that there is no significant difference in mean score of self-concept between street & Non street children.
(8) It is expected that there is no significant difference in mean score of self-concept between boys & girls. (Combined)
(9) It is expected that there is no significant difference in mean score of self-concept between street & Non Street Male children.
(10) It is expected that there is no significant difference in mean score of self concept between street & Non Street Female children.

(11) It is expected that there is no significant difference in mean score of self concept between Male & Female street children.

(12) It is expected that there is no significant difference in mean score of self concept between male & female Non street children.

(13) It is expected that there is no significant difference in mean score of personal adequacy in social Maturity between street & Non street children.

(14) It is expected that there is no significant difference in mean score of personal adequacy in social maturity between boys & girls.

(15) It is expected that there is no significant difference in Mean score of personal adequacy in Social Maturity between street & Non Street Male children.

(16) It is expected that there is no significant difference in Mean Score of personal Adequacy in Social Maturity between Street & Non street female children.

(17) It is expected that there is no significant difference in mean score of personal adequacy in social Maturity between Male and female Street Children.

(18) It is expected that there is no significant difference in Mean score of personal adequacy in Social Maturity between Male & Female Non Street children.

(19) It is expected that there is no significant difference in mean score of Interpersonal adequacy in Social Maturity between street and Non Street children.
(20) It is expected that there is no significant difference in mean score of Interpersonal adequacy in social Maturity between boys & girls.

(Combined)

(21) It is expected that there is no significant difference in mean score of Interpersonal adequacy in social Maturity between street and Non Street male Children.

(22) It is expected that there is no significant difference in mean score of Interpersonal adequacy in social maturity between Street and Non Street Male children.

(23) It is expected that there is no significant difference in mean score of Interpersonal adequacy in social Maturity between street Male and Female children.

(24) It is expected that there is no significant difference in mean score of Interpersonal adequacy in social Maturity between Non Street Male & Female children.

(25) It is expected that there is no significant difference in Mean score of social adequacy in social Maturity between Street & Non Street Children.

(26) It is expected that there is no significant difference in mean score of social adequacy in social Maturity between boys & girls.

(Combined)

(27) It is expected that there is no significant difference in Mean score of Social adequacy in Social Maturity between Street & Non Street male children.

(28) It is expected that there is no significant difference in mean score of social adequacy in Social Maturity between street and Non Street Female Children.
(29) It is expected that there is no significant difference in Mean score of social Adequacy in social Maturity between street male & Female Children.

(30) It is expected that there is no significant difference in mean score of social adequacy in social Maturity between Non Street Male & Female children.

(31) It is expected that there is no significant difference in Mean score of social Maturity between street and Non Street children.

(32) It is expected that there is no significant difference in Mean score of social Maturity between boys & girls.(Combined)

(33) It is expected that there is no significant difference in Mean score of social Maturity between street and Non Street Male children.

(34) It is expected that there is no significant difference in mean score of social maturity between street and Non Street female children.

(35) It is expected that there is no significant difference in Mean scores of social Maturity between street Male & female children.

(36) It is expected that there is no significant difference in mean score of social maturity between Non street Male & Female children.

3.9. Sample :-

In real social life, it is difficult to contact all the units or subjects of the universe under study. It is a waste of time, energy and money in such task. In such circumstances, researcher or Psychologist selects some representative units as a sample and carry out research on selected sample. The results derived from sample are applied to the population from which the sample is selected.

Subjects or units selected from the larger field or population is called sample and the Method of selecting a sample is known
as sampling.

According to Good and Hutt sample is a small sub-population representing the large population. As per the opinion of Bogardus sample is a selection of certain number of subjects from the large population.

Sample is a part of certain units from population but it is such a part which indicates common characteristics of population. In short sample is a small edition of population. It is a small picture of population. It must be representative of population and must possess sufficient size.

3.9.1. Selection of Sample and experimental design :-

Looking to the aim of the present study 12 slum areas of Ahmedabad city were selected. Sample was selected from Ahmedabad city. Children residing on footpath and in the slum area are selected. Students of ten secondary schools of Ahmedabad city of Gujrat State were selected, as non-street children.

From amongst the groups of street children and Non Street Children total number of 672 Children were selected as a sample. Among them there were 192 street children & 480 non-street children. From amongst street children 105 boys and 87 girls were selected. From amongst Non Street children 280 boys and 200 girls were selected. The sample was selected by random sampling technique. For administering questionnaire to the street children in all 60 boys and 58 girls were selected. While in the group of non street children 56 boys and 52 girls were selected. Because of insufficient information few forms were rejected. Thus in the final sample 50 boys and 50 girls were selected from street children and
from Non-Street Children. Equal number of respondents were selected from both the groups. Thus finally 100 children from street children & 100 children from non-street area were selected. So in all 200 children were selected for present study.

The research design of this present research is known as "Ex-post Facto design" and accordingly the control was kept only in the selection of sample. The study was carried out on the selected sample, measuring their Emotional Intelligence, self concept and social maturity. In the present study the children of both the categories, were matched adequately on the basis of age, experience and sex. Thus the sample was quite comparable and also representative of the population.
Chart: A:
Nature & sex-wise distribution of the sample.

Total Children (672)

- Street children (192)
  - Boys (105)
  - Girls (87)

- Non-Street Children (480)
  - Boys (280)
  - Girls (200)

At Randomly Selected:
- Street children: (60)
- Non-Street children: (58)

Number of questionnaire were rejected due to insufficient information:
- Street children: (10)
- Non-Street children: (8)

Final Selection:
- Boys: (50)
- Girls: (50)
Chart : B

Area-wise distribution of the sample.

Total Children (672)

Street children (192) in Ahmedabad city.
- Khokhara (16)
- Bodakdev (16)
- Sardarnagar (17)
- Bapunagar (15)
- Sabarmati (16)
- Naranpura (18)
- Rakhial (16)
- Kankaria (14)
- Saraspur (16)
- Juhapura (18)
- Vasna (13)
- Nava Vdaj (17)

Non- Street Children (480) in Ahmedabad city.
- Saurabh High School (52)
- N.M. Patle High School (51)
- Sheth C.N. Vidyalay (50)
- Girdharnagar High School (48)
- Alfa High School (48)
- C.U.Shah High School (46)
- Navchetan Vidyalaya (45)
- Swastic High School (46)
- Ankur vidyalaya (44)
- Nutan High School (50)
The chart showing the distribution of types of children, their sex.

### Male Street Children (105)

<table>
<thead>
<tr>
<th>Khokhara Center</th>
<th>Bodakdev Center</th>
<th>Sardarnagar Center</th>
<th>Bapunagar Center</th>
<th>Sabarmati Center</th>
<th>Narumpura Center</th>
<th>Rakhiyal Center</th>
<th>Kankuria Center</th>
<th>Saraspur Center</th>
<th>Juhapura Center</th>
<th>Vasna Center</th>
<th>Vdajl Center</th>
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### Chart: D

The chart showing the distribution of types of children, their Sex.

**Female Street Children (87)**

<table>
<thead>
<tr>
<th>Khokhura Center (7)</th>
<th>Bodakdev Center (8)</th>
<th>Sardarnagar Center (9)</th>
<th>Bapunagar Center (6)</th>
<th>Sabarmati Center (6)</th>
<th>Naranpur Center (9)</th>
<th>Rakhlal Center (6)</th>
<th>Kankaria Center (6)</th>
<th>Saraspur Center (6)</th>
<th>Juhapura Center (9)</th>
<th>Vasa Center (6)</th>
<th>Vdajl Center (7)</th>
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**Female  Street Children (87) **
### Chart: E

The chart showing the distribution of types of Children, their Sex.

#### Male Non Street Children (280)

<table>
<thead>
<tr>
<th>School Name</th>
<th>Male</th>
<th>Female</th>
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</thead>
<tbody>
<tr>
<td>Saurabh High School</td>
<td>60</td>
<td>20</td>
</tr>
<tr>
<td>N.M. Patel High School</td>
<td>27</td>
<td>3</td>
</tr>
<tr>
<td>Sheth C.N. Vidyalaya (Vadaj)</td>
<td>26</td>
<td>3</td>
</tr>
<tr>
<td>Giridhar High School</td>
<td>26</td>
<td>4</td>
</tr>
<tr>
<td>Alta High School (Sabarmati)</td>
<td>28</td>
<td>4</td>
</tr>
<tr>
<td>C.U. Shah High School</td>
<td>24</td>
<td>5</td>
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<td>Navchetan Vidyalaya (Paldi) School</td>
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<td>5</td>
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<td>Swastic High School</td>
<td>26</td>
<td>6</td>
</tr>
<tr>
<td>Ankur School</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>Nutan High School</td>
<td>30</td>
<td>6</td>
</tr>
</tbody>
</table>

Randomly Selected:
- Saurabh High School: 5
- N.M. Patel High School: 6
- Sheth C.N. Vidyalaya (Vasna): 7
- Giridhar High School: 4
- Alta High School (Sabarmati): 5
- C.U. Shah High School: 8
- Navchetan Vidyalaya (Paldi): 3
- Swastic High School: 6
- Ankur School: 6
- Nutan High School: 5

Rejected due to insufficient information Questionnaire:
- Saurabh High School: 1
- N.M. Patel High School: 1
- Sheth C.N. Vidyalaya (Vasna): 1
- Giridhar High School: 0
- Alta High School (Sabarmati): 0
- C.U. Shah High School: 0
- Navchetan Vidyalaya (Paldi): 0
- Swastic High School: 0
- Ankur School: 0
- Nutan High School: 0

Final Selection of Girls:
- Saurabh High School: 4
- N.M. Patel High School: 3
- Sheth C.N. Vidyalaya (Vasna): 5
- Giridhar High School: 5
- Alta High School (Sabarmati): 5
- C.U. Shah High School: 7
- Navchetan Vidyalaya (Paldi): 3
- Swastic High School: 6
- Ankur School: 6
- Nutan High School: 5
Chart: F

The chart showing the distribution of types of children, their sex.

**Female Non Street Children (200)**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Randomly Selected</td>
<td></td>
<td>Randomly Selected</td>
<td>Randomly Selected</td>
<td>Randomly Selected</td>
<td>Randomly Selected</td>
<td>Randomly Selected</td>
<td>Randomly Selected</td>
<td>Randomly Selected</td>
</tr>
<tr>
<td>(6)</td>
<td></td>
<td>(7)</td>
<td>(8)</td>
<td>(3)</td>
<td>(4)</td>
<td>(3)</td>
<td>(5)</td>
<td>(6)</td>
</tr>
<tr>
<td>Rejected due to insufficient information Questionnaire</td>
<td></td>
<td>Rejected due to insufficient information Questionnaire</td>
<td>Rejected due to insufficient information Questionnaire</td>
<td>Rejected due to insufficient information Questionnaire</td>
<td>Rejected due to insufficient information Questionnaire</td>
<td>Rejected due to insufficient information Questionnaire</td>
<td>Rejected due to insufficient information Questionnaire</td>
<td>Rejected due to insufficient information Questionnaire</td>
</tr>
<tr>
<td>(0)</td>
<td>(1)</td>
<td>(1)</td>
<td>(0)</td>
<td>(0)</td>
<td>(0)</td>
<td>(0)</td>
<td>(0)</td>
<td>(0)</td>
</tr>
</tbody>
</table>
### Chart: G

The chart showing the research paradigm of 2 x 2 variables

**Experimental Design:** 2 x 2 Factorial design

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$A_1$</td>
<td>$A_2$</td>
<td>Total</td>
</tr>
<tr>
<td>$B_1$</td>
<td>50</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>$B_2$</td>
<td>50</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
<td>200</td>
</tr>
</tbody>
</table>

$A = \text{type of Children.}$

$A_1 = \text{Street Children}$

$A_2 = \text{Non-Street Children}$

$B = \text{Sex.}$

$B_1 = \text{Boys.}$

$B_2 = \text{Girls.}$
3.10. Tools :-

(A) To obtain information from the sample, Information sheet was given in which the name of area in which he/she is residing their age, sex, religion, father’s name, father’s occupation, monthly family income etc. details were incorporated.

(B) Tools were used to measure the following variables under study. :

(A) EMOTIONAL INTELLIGENCE SCALE :-

(i) For the measurement of emotional intelligence “Emotional Intelligence scale developed by Dr. Pallaviben Patel and Dr. Hitesh P. Patel was used.

(ii) Details of measurement :- The above scale measures four fields of emotional intelligence (i) self awareness (ii) Self management (iii) Social awareness (iv) Social skills.

This questionnaire contains 77 items This scale has four point rating.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always true</td>
<td>Mostly true</td>
<td>Rarely true</td>
<td>Never true</td>
</tr>
</tbody>
</table>

(iii) Administration of test and Normas :-

This test can be given individually or in a group to the adolescent children of the age group from 12 to 18 years.

(iv) Reliability

\[ R = 0.74 \text{ (Test- retest)} \]

\[ N = 100 \]

(v) Validity :- Item Index Validity

(vi) Instruction to be given at the time of administering test :-

Every child was instructed to read the statement carefully to give answer on above mentioned four point scale wise; Always
true, mostly true, Rarely true, never true.” They have to determine Which response is true for them according to their temperament and behaviour. They were asked to tick mark (✓) against one alternative of their choice.

(vi) Scoring: Four alternatives are given against each item of the test out of four alternatives, the child has to select any one alternative in a test, For every field positive and negative Statements are given in the test.

If the child has given positive response, the first two alternatives should be considered positive and the next two alternative should be taken as negative. The first two should be scored 4,3 and the next two should be scored as 2,1.

Similarly for negative responses, the first two should be taken as negative and the next two should be considered as positive. 1,2 scores should be given for first two and 3,4 scores should be given for the next two. Thus the sum of all fields should be counted as the total Emotional Intelligence of a child. The high score indicates high Emotional Intelligence and the low score indicates low emotional Intelligence. The score range of emotional intelligent scale is from 77-308.

(B) Self-Concept Questionnaire:-(i) For the measurement of self concept “Self concept Questionnaire developed by Dr. R.K. Sarsvat (1981), was administered.
(ii) Details of measurements: In this inventory following dimensions are measured (i) Physical (ii) Social (iii) Intellectual (iv) moral (v) Educational (vi) Temperamental.
(iii) Administration of test and its Norms:
This test can be given individually or in a group to the adolescent children aging 12 to 18 years.

(iv) Reliability: The reliability was found by test retest Method and it was found to be for the total self-concept measure. Reliability Coefficients of its various dimensions ranges from .67 to .91. The following table shows the test retest reliability for each dimensions.

<table>
<thead>
<tr>
<th>Code No.</th>
<th>Self-Concept Dimension</th>
<th>No. of items</th>
<th>Reliability Co-efficients</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Physical</td>
<td>8</td>
<td>.77</td>
</tr>
<tr>
<td>B</td>
<td>Social</td>
<td>8</td>
<td>.83</td>
</tr>
<tr>
<td>C</td>
<td>Temperamental</td>
<td>8</td>
<td>.79</td>
</tr>
<tr>
<td>D</td>
<td>Educational</td>
<td>8</td>
<td>.88</td>
</tr>
<tr>
<td>E</td>
<td>Moral</td>
<td>8</td>
<td>.67</td>
</tr>
<tr>
<td>F</td>
<td>Intellectual</td>
<td>8</td>
<td>.79</td>
</tr>
<tr>
<td></td>
<td>Total Self-Concept</td>
<td>48</td>
<td>.91</td>
</tr>
</tbody>
</table>

(v) Validity: Experts opinion were obtained to establish the validity of the inventory, 100 items were given to 25 Psychologists to classify the items to the category to which it belongs. Items of highest agreement and not less than 80% of agreement were selected. Thus the content and construct validity were established.

(vi) Instructions to be given at the time of administering test:

Every child should read the statement carefully and give one of the response from the following five alternatives: Always, mostly, sometimes, Not mostly, Never. Thus for every statement the child has to give different response. No statement should be left. The subject has to show '✓' sign against the alternative which is proper for him. The response should be given after selecting one
alternative.

(vii) Scoring: There are forty-eight statements in this inventory, five alternatives are given against each item. It contains the most acceptable alternatives and the most unacceptable alternatives of self-concept. The items may be positive or negative but the scoring for all items remains the same. The alternatives are arranged in this way 5, 4, 3, 2, 1. If the subject selects the first alternative of any item, this score for the test would be five and for the second alternative, it would be four. In this way, scoring would be done according to the choice of alternatives. The sum total of all 48 statements would be counted as the total score of self-concept of the child. The high score indicates high self-concept and the low score indicates low self-concept. The score range of self-concept questionnaire is from 48-240.

(C) Social Maturity Scale:

(i) For the measurement of Social Maturity, “Social maturity Scale developed by Nalini Rao (1976), National Psychology Corporation, Agra, was used.

(ii) Reliability: The test retest reliability of this scale has been examined on the sample of 180 students. The correlation of reliability worked out from the mean scores is 0.63 (Enlightened trust), and 0.91 for work orientation. Both these correlations are significant at 0.01 level. Overall correlation of this maturity scale comes to 0.79, which shows high reliability.

(iii) Validity: On the basis of data from 288 students the dimensions of this scale are compared with the assessment done by teachers. The validity score derived from this work is acceptable.
(iv) The Details of Scale: This scale measures social maturity of children aging 12 to 18 years. This scale contains three dimensions (i) Personal adequacy (ii) Interpersonal adequacy. (iii) Social adequacy. There are three factors in each dimension and thus this test measures nine factors in all. The high score in the test indicates high social maturity and the low score indicates low social maturity.

(v) Administration of test and its norms: 

There are 90 statements in this scale. It measures the social maturity of the adolescent aging from 12 to 18 years. This test can be given individually and in a group.

(vi) Instructions to be given at the time of administering test: 

The instructions are given on the first page of the test. It is given in easy language. The subject has to draw a circle against the answer selected by him. Writing answers to the whole scale requires 45 to 60 minutes.

Every child should read the statement carefully and give one of the four responses, which is properly applicable to him. Totally agree, agree, disagree, totally disagree. No statement should be left unanswered. The subject should tick mark (✓) against the alternative selected by him.

(vii) Scoring: In this scale four responses are given against each item. It contains the description of the most acceptable to the most unacceptable from social maturity point of view. If the detail or item is positive the scoring should be 4,3,2,1 according to the scoring system of the scale. If the detail or item is negative, the scoring should be 1,2,3,4. According to three dimensions of the test in personal adequacy item No. 52 in the second dimension. (Interper-
sonal adequacy) item Nos. 56, 74, 80, 86, 41, 50, 59, 77, 83, 17, 26. and in the third dimension (Social adequacy) item Nos: 21, 39, 57, 87, 90, 24, 42, 51, 36, 54, 63 are positive items. In all there are 23 positive items. The remaining items are negative. The higher score indicates high social maturity, while the low score indicates that the child has low social maturity. In this scale the range of score is 30-120 and the total test scoring range is 90-360.

3.11. Data Collection: -

The data were collected from different areas of Ahmedabad city. From the different institutions run by N.G.O. and under the Supervision of Social Justice and Empowerment of Central government. The attempt has been made to collect the data from the street children of different areas with the permission of officials of these institutions. The subjects were given full understanding of the task to be done. After administering the questionnaire, explanation was given as to how to answer the questions. The personal data sheet was given to each subject and necessary information was obtained. The data were obtained from the children studying in 8 to 12 standard from ten schools of different areas of Ahmedabad city run by various trusts. In both the categories the children were matched on the whole the sample was homogenous and representative.

3.12. Research Procedure: -

Keeping in view the aim of the research, proper tests were selected to obtain the data from street children and non-street children. Before getting data Permission was obtained from NGO’S of different areas and officials of the schools. The sample was se-
lected randomly. Total 330 children were selected in The sample from the different areas of Ahmedabad city. In this sample 192 children were selected from street and 480 from non-street is from residential area of the Ahmedabad city. Thus the children were selectd randomly from both the cadre. The incomplete forms were rejected and the final selection of the sample was done that consisted of 200 children, 100 boys and 100 girls from both the category- street and non-street children(combined).

Before administering test the subjects were given instructions and complete information about how to answer the items of the test. The subject were assured about the secrecy of data and the data were collected from each subject for each test. After getting data the scoring was done according to manual of the test. The data were analysed & put in to the tabular form for interpretation. Finally conclusions were drawn based on data.

3.13. Statistical analysis of the data:-

The student’s test was applied to test the significant difference between two groups viz, street children and non-street children on different variables and dimensions of the study. Appropriate conclusions were drawn based on the same data.

3.14. Summary :-

In the present study, a homogenous sample was selected for obtaining data. Emotional Intelligence, Self-concept and social Maturity, tests were administered to get the data as per the design of the research.

After getting the data, scoring was done according to the
manual of the test. Appropriate statistical techniques were applied to analyse the data.

After analysis, of data the same was arranged in a tabular form for drawing conclusions. The results and discussion are incorporated in the next chapter No-4.