



ISSN: 2395-7476
IJHS 2024; 10(1): 340-344
© 2024 IJHS
www.homesciencejournal.com
Received: 13-01-2024
Accepted: 14-02-2024

Thacker S
Assistant Professor, Department
of Human Development
L.A.D. & Smt. R.P. College for
Women, Nagpur, Maharashtra,
India

A study of problem behaviour in social skills among children with and without siblings

Thacker S

DOI: <https://doi.org/10.22271/23957476.2024.v10.i1e.1588>

Abstract

Social skills are those skills that allow appropriate social interaction with others. They are based on a set of verbal and non-verbal behavior, standards, derived from once specific society or culture. Social skills and the ability to assert are essential for children and adolescents. They are confronted daily with situations that call for social interaction. When children do not function competently in interactive situations they are noticed, singled out, or suffer social ostracism and humiliation. Behaviour which interferes with one's adjustment to life and makes one happy now and later can be called problem behaviour. Playmates and friends play a significant role in children's development, but so too can brothers and sisters. Siblings play a distinct role in socialization, different from those with parents or peers. Thus, the main aim of the present study was to investigate the problem behaviour in social skills with or without siblings of age 8 – 12 years. The effective sample of the study comprised of 150 children which included 75 with siblings and 75 without siblings in the age group of 8-12 years by using stratified random sampling. The educational level was from 3rd to 6th standard. The children were from middle socio-economic status. Data was collected using Social Skills Problem Behaviour Checklist by Madhu Mathur and Saroj Aurora. The data was analyzed using descriptive and inferential statistics. The findings of the study revealed that children with siblings are superior in attitude towards other children as well as towards adults as compared to children without siblings.

Keywords: Problem behaviour, school children, sibling, social skills

Introduction

Now-a-days children don't spare time to play outside with peer group or classmates and attend social groupings with their parents rather they spend most of their time in completing their academic work and with media like watching television, you-tube or playing online games. In the case of children with siblings, these children play with their siblings; learn how to be social with someone and have no problem in interaction with people in social groups. From childhood they are exposed to an environment where they are exposed to learn basic social skills and develop them in their whole life. In children without siblings, the scenario is that they don't have anyone of their age group with them to spend time and play. Play is a big door to be opened to learn social skills; it is a pathway towards socialization. Children without siblings spend most of their time at home alone which makes them feel lonely, shy to talk to strangers thereby affecting their social development.

Social development means acquisition of the ability to behave in accordance with social expectations. It is the process by which children develop habits, skills, values, and motives that make them responsible and productive members of the society. It is the lifelong process involving social interactions and acquiring personal identity and social skills.

Social skills of an individual are the collection of behaviour that are remarkably effective for attracting and keeping the attention (and attachment) of adults. Social skills are those skills that allow appropriate social interaction with others. They are based on a set of verbal and nonverbal behavior standards, derived from one's specific society or culture. Social skill development begins at birth with the first parent-child interactions. As children grow, they learn to socialize through experiences with others in addition to their parents. Some skills include the knowledge of appropriate behaviour in different situations, the formation of reciprocal relationships, the regulation of one's emotions and initiating and maintenance of play.

Corresponding Author:
Thacker S
Assistant Professor, Department
of Human Development
L.A.D. & Smt. R.P. College for
Women, Nagpur, Maharashtra,
India

Brody in 1998 emphasized that social interactions allow the children to learn about themselves and others as well helps in their cognitive and emotional development. They play a critical role in a child's development and continue throughout life, facilitating acceptance and successful personal relationships considered the following two important social skills:

Self-awareness skills: awareness of one's own feeling states and how they affect one's behaviour and to recognize one's strengths and weaknesses

Interpersonal skills: include communication skills (ability to identify and respond appropriately to verbal and nonverbal clues of others), role-taking skills (ability to express empathy and recognizing how situations affect other's behaviour) and problem-solving skills (generating alternative solutions to the problem and ability to manage conflicts amicably).

Problem behaviour: When children do not function competently in interactive situations, they are noticed, singled out, or suffer social ostracism and humiliation. The greater the demand and the greater the changes in the environment the more adjustment problem the child will encounter. Behaviour, which interferes with the child's adjustment to life and makes him unhappy now and later, can be called problem behaviour. This refers to some normal pattern of behaviour during every period of development which is regarded as "problem behaviour" by parents, teachers and other adults, as they don't conform to the adult standards.

Such behaviours for example: are taking things that belong to others, telling lies, becoming rebellious, etc. These so-called problem behaviours arise because of the adjustment the child must make to new demands and new environment conditions. Such behaviours interfere with physical well-being, efficiency, social adjustment and personality of the child. It fluctuates with age, social setting and cultural background.

Siblings: The Oxford Dictionary meaning of the word sibling is referred to each of two or more children or offspring which share one or both of the same parents in common. Siblings usually grow up together and spend much of the time together playing, talking or socializing to ensure that their sibling bond grows and flourishes into a healthy relationship.

Role of a sibling on growth of a child

Playmates and friends play a highly significant role in children's development, but so too can brothers and sisters. Sibling relationships are another important type of "horizontal" relationship. It plays a distinct role in socialization, different from those with parents or peers (Vandell, 2000). Researches have shown that siblings play an important role in growth and development of child. Children who spend time with siblings tend to become sociable earlier than those who spend all their time at home alone (without any sibling). Studies have shown that children who have grown up without siblings are not able to show sensitivity to the feelings of others as compared to those children with siblings.

Several studies have emphasized that siblings play a positive role in this development. Schneyer in 1997 revealed that children benefit from siblings in that they allow for early socialization that can begin to prepare them for more successful peer interactions. Study by Parke & Buriel, 1998^[9] have found that as siblings are together most of the time they contribute to the development of social skills and their understanding of relationships among children thereby the same is carried over to peer relationships (MacKinnon, Starnes, Volling, & Johnson, 1997^[5]; McCoy, Brody, &

Stoneman, 1994)^[5]. Furthermore, it has been highlighted by Condron & Downey in 2004 that frequent interactions among siblings lead to make children become proficient in their use of social skills. Kitzman in 2002 suggested that though parents are one of the most important influence in the development of relationship but emphasizes that having siblings contributes to better as well as more satisfying later relationships. Siblings also help in the development of social skills because the child can observe a variety of family interactions. For example, children with multiple siblings have the advantage of observing interactions among each other.

Siblings help to develop problem-solving skills. When siblings work out the issues between each other it helps to develop their problem-solving skills. Parents should only intervene when there could be aggression or violent behaviour from either sibling. Those children who have siblings are often more adjusting and cooperative. Children who have siblings understand the importance of giving people their space. They have been taught to share right from childhood hence values such as sharing and understanding the feelings of others develop in them. Hence the present research entitled "Problem Behaviour in Social Skills" was undertaken.

Objectives

1. To measure the problem behaviour in social skills of children with siblings.
2. To analyze the problem behaviour in social skills of children without siblings.
3. To compare the problem behaviour in social skills among the children with siblings and children without siblings.

Methodology

Sample: The sampling method used for the study was stratified random sampling. The effective sample of the study comprised of 150 children which included 75 with siblings and 75 without siblings in the age group of 8-12 years. The educational level was from III to VI standard. The children were from middle socio-economic status.

Tools: Social Skills Problem Behaviour Checklist (2005)^[7] designed by Madhu Mathur and Saroj Aurora was employed for data collection. This checklist is devised to measure social skills problem behaviour in children of (8 to 15 years). The checklist is to be responded by either parents or by the class teacher. For the present research work respondents were the mother of the 150 effective sample.

Independent Variable: Children with sibling/ without sibling

Dependent Variable: Social skills Problem behaviour

Hypotheses:

4. Children without siblings face significantly more problems in exhibiting presentation skills than children with siblings.
5. Children without siblings experience significantly more problems in exhibiting interaction skills than children with siblings.
6. Significantly children without siblings have more problems in conversation skills than children with siblings.
7. With reference to social integration skills children with siblings are significantly facing less problems than children without siblings.
8. Children without siblings face significantly more problem in exhibiting attitude towards other children than children with siblings.

9. Problems in exhibiting attitude towards adults is more significantly experienced by children without siblings than children with siblings.

Result and Analysis: The mean values of the six dimensions of social skills along with their SD's are presented in table 1:-

Table 1: Mean and SD of six dimensions of Social Skills

Area	Social Skills	Statistical values	With Siblings	Without Siblings
1.	Presentation	M	13.16	12.76
		SD	2.17	2.14
2.	Interaction	M	8.7	9.41
		SD	1.63	1.55
3.	Conversation	M	21.16	22.85
		SD	3.57	3.80
4.	Social Integration	M	17.52	18.81
		SD	3.74	3.72
5.	Attitude towards other children	M	13.41	14.89
		SD	2.67	2.73
6.	Attitude towards adults	M	19.4	21.44
		SD	3.13	3.27

The results are displayed graphically in figure no 1.

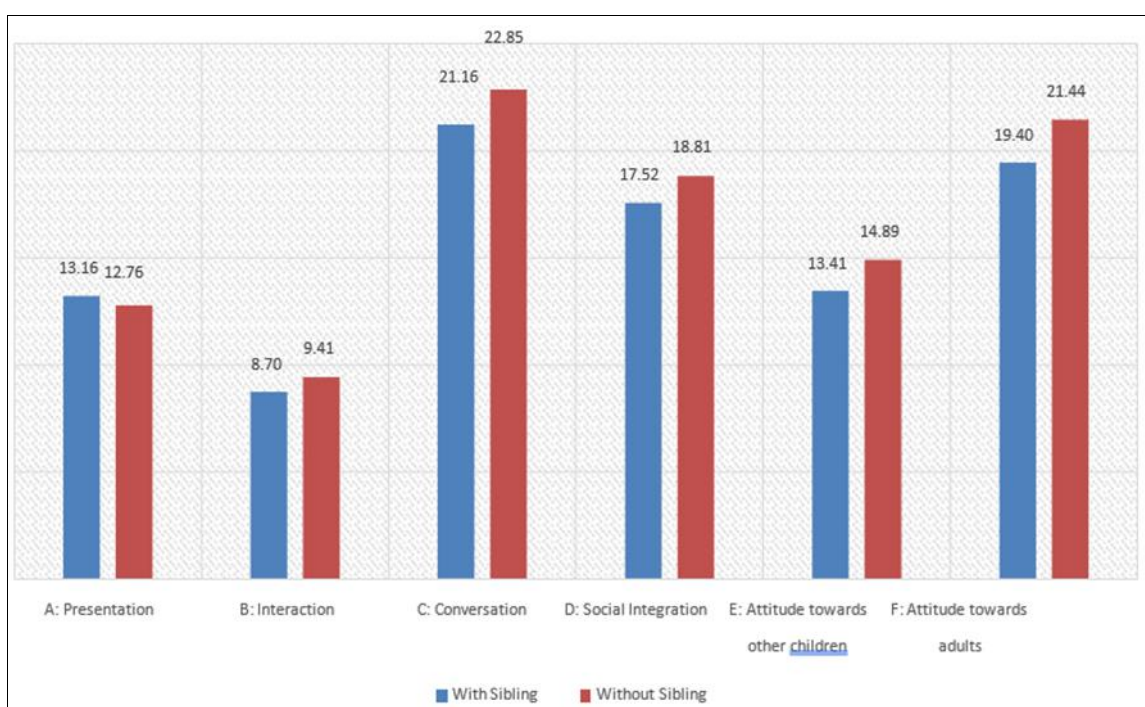


Fig 1: Mean value dimension wise

A study of the graph reveals that the children without siblings have higher mean value than children with siblings. It indicates that higher the value higher is social skill problem behaviour. This means children with siblings are better in social skills than children without siblings.

However, to infer confidently whether there is significant difference amongst two classified groups, the data was subjected to student's t-test. The results of Mean, SD and t-value of social skills problem behaviour of children with and without siblings of six areas are displayed as follows:

Table 2: Mean, SD and t-value of the Presentation Skills

Area A		With Siblings	Without siblings	t-value
Presentation Skills	Mean	13.16	12.76	1.14
	SD	2.17	2.14	

Examination of the above table depicts that the children without siblings have higher mean value than children with siblings. The t-value for presentation skills is came out to be

1.14 which is non-significant at 0.05 level. In this area, the two variables do not differ significantly which means children with and without siblings have no variation in presentation skills. So, it can be stated that the difference seen is just by chance. Presentation skill is a skill which is more of a personal skill. The individual plans out a presentation based on his/her concept of the matter. Therefore, the absence or presence of siblings may not have influenced the presentation skills.

Table 3: Mean, SD and t-value of the Interaction Skills

Area B		With Siblings	Without Siblings	t-value
Interaction Skills	Mean	8.7	9.41	2.7*
	SD	1.63	1.55	

*level of significance-0.05

Observation of the table 3 reveals the significant difference between the mean values of both the groups at 0.05 level of significance. Interaction skills refer to difficulties children

have in making social contact with others. By observing one’s siblings, children can learn a lot. Hence, the assumed hypothesis that children without siblings experience significantly more problems in exhibiting interaction skills than children with siblings has been supported by the findings of the study.

Table 4: Mean, SD and t-value of the Conversation Skills

Area C		With Siblings	Without Siblings	t-value
Conversation Skills	Mean	21.16	22.85	2.8*
	SD	3.57	3.8	

*level of significance-0.05

The next variable assessed was conversation skills. Conversation skills refer to child’s difficulties in making and sustaining conversation. The t-value for the dimension C came out to be 2.8 which is significant at 0.05 level. Hence, it can be stated that the variable of sibling i.e. presence or absence significantly influenced the conversation skills of the children. Siblings are of co-age: they are companions, combatants, friends and confidants, etc. Hence conversation takes place at home and thereupon continues in general.

Table 5: Mean, SD and t-value of the Area D (Social Integration)

Area D		With Siblings	Without Siblings	t-value
Social Integration	Mean	17.52	18.81	2.1*
	SD	3.74	3.72	

*level of significance-0.05

Dimension Social Integration, the t-value was found to be 2.1 suggesting that the two variables differ significantly at 0.05 level. Social integration refers to the degree the child is part of a peer group. It is the process of creating unity, inclusion and participation at all levels of society within the diversity of personal attributes so that every person is free to be the person they want to be. Social integration skills include active listening, communication, empathy, cooperation, language skills, etc. Children reared with a sibling get many opportunities to develop these skills. Sibling relationship provides with opportunities to develop empathy, cooperation, conflict resolution, communication, etc. Botelho A. (2020) [1] too supported similar findings revealing the positive association among quality of sibling relationship and quality relationship with friends and also highlighted the positive association of nurturance, reassurance of worth, social integration and guidance among those with siblings.

Table 6: Mean, SD and t-value Attitude towards other children

Area E		With Siblings	Without siblings	t-value
Attitude towards other children	Mean	13.41	14.89	3.35**
	SD	2.87	2.73	

** level of significance-0.01

Observation of table 6 suggests that for Attitude towards other children the children with siblings have a mean value 13.14 with an associated SD of 2.87 and the mean value of children without children is 14.89 with an associated SD of 2.73. This shows that the two groups differ significantly and thereby supporting the hypothesis. Children with siblings are happy in the company of other children as they have identified the pattern of behaviour with other children. As they are better able to form friendships and maintain them. So, they are better accepted by the peer group than children without sibling. Children without siblings have to try to improve their

participation with other children and develop a healthy attitude towards them.

Table 7: Mean, SD and t-value Attitude towards adult

Area F		With Siblings	Without siblings	t-value
Attitude towards adults	Mean	19.40	21.44	3.9**
	SD	3.13	3.27	

** level of significance-0.01

The last area studied was attitude towards adults. In this area, the t-value is 3.9 suggesting that the two variables differ significantly at 0.01 level. This skill is concerned with the ability of the child to deal with authority figures. Children with siblings behave as per the social group norms. These children act appropriately with the adults with respect to their age. From childhood, these children are trained to be socialized with adults and communicate properly with them.

Conclusion

- With respect to the factor of Presentation skills, children with siblings and children without siblings failed to reveal significant difference.
- With respect to the factor of interaction, conversation and social integration skills children with siblings have shown less problem behaviour.
- Children without siblings have shown more problems with respect to attitude towards other children and attitude towards adults.

Recommendations

- Children without siblings have to be given ample opportunities to develop better social skills by enrolling them in crèche, baby class, etc.
- Parent counselling, for developing good parenting skills can be taken up.

Suggestions

- A larger size sample would have given interesting results.
- Other variables like social competence, social maturity, parent child relationship and interpersonal relationship could also have been studied.

References

1. Botelho A. The Role of Sibling Relationships in College Friendships [Internet]. c2020. Honors Theses [cited 2024 Apr 23]. Available from: <https://digitalcommons.assumption.edu/honorstheses/75>
2. Condron DJ, Downey DB. Playing well with others in kindergarten: The benefit of siblings at home. *J Marriage Fam.* 2004;66:333-350.
3. Hurlock EB. *Developmental Psychology: A life-span approach.* New York: McGraw-Hill; c1980.
4. Kitzmann KM, Cohen C, Lockwood RL. Are only children missing out? Comparison of the peer-related social competence of only children and siblings. *J Soc Personal Relat.* 2002;19:299-316.
5. MacKinnon LC, Starnes R, Volling B, Johnson S. Perceptions of parting as predictors of boys’ sibling and peer relations. *Dev Psychol.* 1997;33:1024-1031.
6. McCoy JK, Brody GH, Stoneman Z. A longitudinal analysis of sibling relationships as mediators of the link between family processes and youths’ best friendships. *Fam Relat.* 1994;43:400-408.
7. Mathur M, Arora S. *Social Skills Problem Behaviour*

- Checklist Manual. Agra: National Psychological Corporation; c2005.
8. Meadow KP, Trybus RJ. Behavioral and emotional problems of deaf children: An overview. In: Bradford LJ, Hardy WG, editors. Hearing and Hearing Impairment. New York: Grune & Stratton; c1979.
 9. Parke RD, Buriel R. Socialization in the family: Ethnic and ecological perspectives. In: Damon W, Eisenberg N, editors. Handbook of child psychology: Social, emotional, and personality development. 5th ed. New York: Wiley. 1998;3:463-552.
 10. Schneyer J. The role of sibling relationships in the development of social abilities. Community Undergrad J Online. Retrieved; c2008 Sep 22 from: http://cujo.clemson.edu/manuscript.php?manuscript_ID=185