

A Comparative Study between Child without Sibling and Child with Sibling on the Dimensions: Emotional Intelligence, Self Confidence & Social Intelligence

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ABSTRACT

According to the population division of the U.N. Department Of Economic and Social Affairs (2019) India is projected to surpass China as the most populous country in the world by 2027. Therefore we believe that the implementation of one child policy in India is the need of the hour. The pilot study conducted clearly showed people have negative notion towards having one child because they feel that single child can have low level of social and emotional growth. Infact according to Fenton(1928), "Being a single child is a disease in itself". Therefore the present research is a comparative study between a child without sibling staying in a nuclear family and a child with sibling(s) on the dimensions of Emotional Intelligence(EI) , Self Confidence(SC) and Social Intelligence(SI). The null hypothesis were formed in the study that there will be no significant differences between both the groups on the their EI , SC and SI. The sample consisted 80 undergraduate participants (40 child without sibling and 40 child with sibling/s) falling in the age range of 18-21 years , based in Delhi-NCR were drawn using purposive sampling. Relevant standardized questionnaires were used to assess participants on aforementioned dimensions. Further, collected data were analysed using appropriate statistical methods. The research findings failed to reject null hypothesis which shows that there is no significant difference between both the samples in terms of their EI, SC and SI. This study revealed the facts that both the groups do not have huge difference in their social and emotional growth.

Keywords: Child with siblings, Child without siblings, Emotional Intelligence , Self Confidence , Social Intelligence.

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INTRODUCTION

Every corner in India represents its rapidly increasing population and demonstrates the depression of its limited and Scattered resources which itself possess a challenge in maintaining peace , harmony and integrity among its diverse population. As per the reports every minute 34 births take place in India. " The World Population prospects 2019 : Highlights" published by the population division of the UN Department of Economics and Social Affairs states that India is projected to surpass China as the most populous country in the world by 2027. The effects of its expanding population could be seen in the spectrum of crisis that India is facing at presently

whether its growing unemployment or increased in unplanned settlements devoid of supply of basic necessities, endangering human lives and becoming safe heavens for crimes. Therefore , time and again the concern for implementation one child policy has been raised and discarded because of the negative assumptions that people hold about a single child. To ensure the welfare of the of children numerous studies have been conducted to compare the child with siblings and child without siblings(Falbo & Poston, 1993; Riggo , 1999, Rodrigues & Abhyankar, 2012 , Goel and Aggarwal , 2012). These scientific enquiries had led to emergence of two views on the on the development of child with siblings and child without siblings. One view the presence of siblings make the child with siblings much more advantaged than child without siblings as siblings provide a necessary social environment for the normal development of child and thus have higher perspective taking ability , better relations with peers , high self confidence and social intelligence(Brody,199 ; Perner , Rauffman & leekman , 1994 ; Baydar ,Greek & Brooks-Gunn, 1997; Goel & Aggarwal , 2012). In This view sees only child as problematic and disadvantaged(Brill,1922 ; Falbo,1982 ; Fablo,1987; Mancillas,2006) and perceived single child to be overindulged. They believe that extensive and attention care from parents and immediate giving into the demands of their single child will result in turning of single child much more egocentric , dependent, temperament and maladjusted(Brill , 1922; Fablo, 1982; Mancillas, 2006, ; Roberts & Balton, 2001) .The study Conducted by the Goel and Aggarwal(2012) on school children in Delhi- NCR revealed that child with siblings have higher level of confidence and higher level of social intelligence than child with siblings. In fact Fenton(1928) stated that “ Being a single child is a disease in itself ”.

In contrast to this view ,another view reflects much more positively on status of single child and found them as either normal or more advantageous than children with siblings (Falbo& Polit,1986; Feldman,2006 & Polit and Falbo,1987). It has been found out that child without siblings do not differ in social skills as compared to child with siblings (Riggio,1999). The studies have suggested that only child have desirable personality , especially in comparison with later born or children from large families (Falbo & Poston, 1993; Jiao, Ji,& Jing,1996).The studies have shown that only children scored significantly better in achievement motivation , in personal adjustment and have high self esteem as compared to child with siblings (Polit & Falbo,1987; Feldman , 2006). Emotions have a profound influence in our day to day behaviour and direct our decision making processes. The ability to express, understand, interpret, control and respond to other’s emotion is really important. When emotions are acknowledged and guided properly they enhance performance of an individual (Schutte, Schuettpelez & Malouff , 2001). Therefore, the concept of emotional intelligence become highly important for psychological well being. Emotional intelligence is defined as the ability to engage in sophisticated information processing about one’s emotion and other’s emotions and ability to use this information as a guide to thinking and behaviour (Mayer, Salovey & Caruso, 2008). The nature of siblings relationships is determined, in part, on how well they regulate their emotions (Kennedy & Kramer, 2008). A significant influence of emotional intelligence have been found on self-concept (Ferrer, 2012). The recent research have shown that there is no difference between child without siblings and child with siblings in terms of their emotional intelligence and anger (Rodrigues & Abhyankar, 2012).Susan Newman in her book “Parenting an Only child : The Joys and Challenges of Raising Your One And Only” (2001) pointed out that only children have higher IQ because of the parents having more money and time to spend on them. The greater

Family resource and economic resources available to only child often leads to better overall adjustment (Fablo & Poli,1986).

OBJECTIVE

- To compare the emotional intelligence in children with siblings and children without sibling using Emotional Intelligence Scale by Anukool Hyde , Sanjyot Pethe and Upinder Dhar (2002).
- To compare the self confidence in children with siblings and children without sibling using Self Confidence Inventory by M. Basavanna.
- To compare the social intelligence in children with siblings and children without sibling using Social Intelligence Scale by Gain Luca Gini (2002).

HYPOTHESIS

- Null Hypothesis – There will be no significant difference in emotional intelligence, Self confidence and Social intelligence between children with siblings and children without sibling.
- Alternate Hypothesis- There will be significant difference in emotional intelligence, Self confidence and Social intelligence between children with siblings and children without sibling.

METHODS

Sample

Eighty undergraduates students (40 children with Siblings and 40 children without sibling) staying in nuclear family were drawn using purposive sampling falling within the age norm of 18-21 , based in Delhi-NCR. Both the groups were matched on demographic variables because of the possibility that such characteristics might confound the interpretations of the findings.

PEROCEDURE

The present study is comparative study between two groups: children with siblings and children without sibling. For the purpose of study an eight pages booklets were prepared containing 80 questions related to Emotional intelligence, Self confidence and Social intelligence. In the beginning of administration, the participants were asked to keep their mobile phone on silent. The participants were informed that this is a study to understand the unique experiences of adults with and without siblings. Following which informed consent and demographic details were taken. Once it was clear that the participants are ready , the booklets were handed over to them.

For the purpose of measuring Emotional Intelligence, Emotional Intelligence Scale (EIS -HPD) English version by Anukool Hyde, Sanjyot Pethe and Upinder Dhar (2002) was used. The scale consists of 34 items measuring ten factors namely self awareness, empathy, self motivation, emotional stability, managing relations, integrity, self development, value orientation, commitment and altruistic behaviour. Each statement has five alternative responses: Strongly agree, agree, Uncertain , disagree and strongly disagree.

Self Confidence Inventory by M. Basavanna , Professor , Dept. of psychology, S.V. University , Tirupati , was used for measuring self confidence. The scale consists of 25 items in which 15 are positive and 10 are negative true-false statements. The scale has also been used in various studies including for doctoral research of M. NEE. IMA , Acharya Nagarjuna University – Nagarjuna Nagar .

Social Intelligence Scale (SIS) by Gain Luca Gini (2002) was used for measuring social intelligence. This scale consists of 21 questions with three main dimensions namely ,social information processing (SIP) , Social skills (SS) and Social awareness (SA). Each dimension has 7 items. The SIS consists of 12 positive items and 10 negative items , each with three possible alternative responses: Never , Sometimes and Always.The total duration of administration was 25-30 minutes. Once the administration was completed , debriefing of the participants was done. In the end the participants were thanked for their valuable contribution.

DATA ANALYSIS

Individual scores on each scale was calculated using the scoring key. The compiled data for both the groups (children with siblings and children without siblings) were analysed using independent sample t-test which were calculated by SPSSv22. The results were deduced in the form of tables.

RESULTS

Table 1.1: Emotional Intelligence of Child with siblings and Child without Sibling

Groups	N	Mean (M)	Standard Deviation (SD)	df	't' score
Child with siblings	40	131.40	14.71	78	0.72
Child without sibling	40	131.17	13.21		

* $p < 0.05$, ** $p < 0.01$

The results on the emotional intelligence scale shows that the mean score of emotional intelligence of child with siblings (M= 131.40 & S.D.= 14.71) and child without sibling (M=131.175 & S.D. =13.21) falls in high range and hence no major difference in the level of emotional intelligence between child with siblings and child without siblings have been found. The t statistics computed and it has been summarised in above table 1.1, the results indicate no difference between the groups on the dimension of emotional intelligence as $t=0.72$, $p > 0.05$. Therefore we failed to reject the null hypothesis that there is no significant difference in the emotional intelligence of child with siblings and child without sibling and can be concluded that there is no difference in the emotional intelligence of children with and without siblings.

Table 1.2: Self Confidence of Child With siblings and Child without Sibling

Groups	N	Mean (M)	Standard Deviation (SD)	df	't' score
Child with siblings	40	10.87	4.27	78	0.23
Child without sibling	40	10.65	4.27		

*p<0.05, ** p<0.01

The mean score of self confidence of child with siblings (M= 10.87 & S.D. = 4.27) and child without sibling (M= 10.65 & S.D. =4.27) indicates no major difference in the level of self confidence between both the groups. The t statistics computed and it has been summarised in above table 1.2, the results indicate no difference between the groups on the dimension of self confidence as $t = 0.23$, $p>0.05$. Therefore we failed to reject the null hypothesis that there is no significant difference in the self confidence level of child with siblings and child without sibling and can be concluded that there is no difference in the self confidence of child with and without siblings.

Table 1.3: Social Intelligence Child with siblings and Child without Sibling

Groups	N	Mean (M)	Standard Deviation (SD)	df	't' score
Child with siblings	40	46.0	5.0	78	1.43
Child without sibling	40	44.27	5.72		

*p<0.05, ** p<0.01

The mean score of self social intelligence of child with siblings (M= 46 & S.D. = 5)and child without sibling (M= 44.27 &S.D. =5.72) indicates no major difference in the level of social intelligence between both the groups. The t statistics computed and it has been summarised in above table 1.3, the results indicate no difference between the groups on the dimension of social intelligence as $t = 1.43$, $p>0.05$. Therefore we failed to reject the null hypothesis that there is no significant difference in the social intelligence of child with siblings and child without sibling and can be concluded that there is no difference in the social intelligence of child with and without siblings.

DISCUSSION

This study extends a vast literature review by comparing child with siblings and child without siblings on the dimensions of emotional intelligence, self confidence and social intelligence which are perceived as important factors for an individual's development. It is a common belief that siblings provide a necessary social environment for child's normal development and that child learn a lot about themselves and others , with implications for children's cognitive and emotional development , general psychosocial competence and ability to interact with others effectively through sibling interaction(Brody,1998).Child without siblings are considered to be problematic and disadvantaged according to some psychologist and psychiatrist (Brill,1922 ; Falbo,1982 ; Fabio,1987; Mancillas,2006). To test this assumption, this study utilizes the data collected from the undergraduates students falling within the age range of 18-21 years residing in Delhi-NCR region on the dimensions of Emotional intelligence (EI) , Self confidence(SC) and Social intelligence(SI). It has been assumed that there will be no significant difference between Child with siblings and child without sibling on the dimensions of EI, SC & SI. The overall results indicates no difference between child with siblings and child without sibling on the dimension of emotional intelligence , self confidence and social intelligence, therefore we failed to reject the null hypothesis. No significant difference has been observed in the emotional intelligence of child with sibling and child without sibling which is consistent with the research finding of the study conducted by Rodrigues & Abhyankar (2012). Furthermore, no significant difference has been observed in between child with siblings and child without sibling in terms of their self confidence and social intelligence. These results are in support of attachment theory. It has been found that status of being only child , lead parents to give greater attention to these children. The higher level of responsiveness and attention from parents help the individual to develop a sense of security which is essential for the psychological well being and behaviour adjustment (Schachter,1959; Falbo,1987). High emotional intelligence level in both the groups could be attributed to the fact that both the groups share a warm relationship with parents consistent with various research findings.(Sethi & Ajawani , 2008; Lekaviciene & Antiniene ,2016). It has been found that child's secured attachment with either one of the parents or with both the parents serve as a foundation that arises positive models of others which support empathy and these individuals can more readily accept other's people needs for closeness , sympathy and support(Shaver , Mikulincer, Gross, Stern & Cassidy,2016). A recent study revealed that warmth , advice giving and a provision of mother and father linked to children's social competence (high prosocial behaviour and low aggression) and subsequently social acceptance (Mcdowell & Parke, 2009) which ultimately results in boosting of an individual's self confidence (leary et al.,1995). The results are often consistent with resource dilution theory. The greater family and economic resources available to only child is often lead to better overall adjustment (Fabio & Polith, 1986). This greater availability of parent's attention , time and energy leads to better parental guidance, management and supervision of children which facilitate a greater emotional , physical , mental well being and high self confidence(Schachter,1959; Falbo,1987; Hartup, 2009; Raboteg & Sakic ,2014). It has been also been found out that children learn social skills from other including parents (Mcoy et.al.1994). Researches have shown that only children are achievement oriented and have desirable personality (Falbo & Poston , 1993; Jiao , Ji , & Jing , 1996). The only child do not differ in social skills , including ability to express feelings , interpret verbal and nonverbal communication , to control emotions and social sensitivity as compared to their child with siblings counterpart (Riggio,1999).One another explanation for no difference between both the

groups could be the absence of doesnot limit the social interaction of only child. Cousins, friends and playmates provide only child with numerous opportunities to interact and serve as learning ground and could develop practice of perspective taking and consideration's other feelings. Psychologist have recognised that peer as a powerful socialization agent that may contribute to children's social , emotional and cognitive functioning beyond the influence of family and siblings (Hartup,1992; Rubin, Bukowski & Parker 1998; Wentzel & Asher,1995). Numerous studies have suggested that social benefits of having sibling may be more apparent in childhood than adulthood as once the child enters the adolescence , there is a greater emphasis on peer relations(Brown, 1990). Another reason for the no significant difference could be the role of technology , which provides opportunity to children to connect withother people thus extending their social world beyond the confined boundaries of Family structure(Susan, 2011). Cultural factors may also contribute for this no significant differences between both groups on the afore mentioned dimensions as Indian society is a collectivistic society where intelligence is termed as integral intelligence which has four major competencies namely Cognitive competence(sensitivity to context , reflection, communication , decision making , learning from past experiences , planning), Social competence(helping the needy, service to elders, obedience, recognising other's perspectives, Friendliness, Carrying family responsibility), Emotional Competence (Self regulation and self monitoring of emotions, empathy , honesty , confidence, sensitivity , politeness, adjustment , good conduct) and Entrepreneurial competence (commitment , persistence , patience , hard work , vigilance and goal directed behaviour)all these are essential for every individual to foster in themselves (Srivastava & Misra, 2007). The reason for no difference in self confidence among both the groups could be attributed to the facts the participants were from highly competitive academic institutions and mostly were from economically well sounded family.

CONCLUSION

The objectives of our study were to compare the emotional intelligence, the self confidence and the social intelligence in child with siblings and child without sibling. The analysis of the data indicates no significant differences between child with siblings and child without sibling in their emotional intelligence , self confidence and social intelligence. Therefore, it can be suggested there is no difference in the level of emotional intelligence, self confidence and social intelligence in children with siblings and children without sibling.

LIMITATIONS AND FUTURE IMPLICATIONS

Our findings are expected to approach with cautions as our study and research design have some limitations. The data is collected from the sample based in Delhi-NCR coming from economically sound family and enrolled in highly competitive academic institutions, therefore the results and implication could be limited to the sample of same status and to this area. The purposive sampling was used to draw sample, random sampling might have gave the study more representative character. Qualitative research design could have been used to supplement the research findings.

Despite these limitations, this study contributes to the existing literature. This study has attempted to explore the aspects of adolescence development where most of the psychological and behavioural problems are expected to occur which has been neglected by prior studies. In a country where the population is increasing day by day more than its capacity to support them, it

is the negative assumptions of the people regarding one child that has been acting as an albatross in the front of the administration to implement one child policy in India just like it's neighbour China where the policy has been found effective in controlling population growth. The findings of the research has tried to break one of the most widely hold beliefs by people about child without sibling having hampered socio-emotional development due to lack of siblings which are commonly perceived to provide proper social environment for normal development. The results of the research indicates that this belief of people has no strength as no significant difference has been found in the level emotional intelligence , self confidence and social intelligence between child with siblings and child without sibling. Thus , on the basis of the result it can be concluded that Child without sibling have normal socio-emotional development as par the child with sibling. The findings of the research could be taken into consideration while deliberating upon the proceedings of implementing one child policy in India which is the need of the hour.

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