A COMPARATIVE STUDY OF SOCIAL INTELLIGENCE OF SINGLE CHILD AND CHILD WITH SIBLING

Dr. Manisha Goel*

Preeti Aggarwal*

ABSTRACT:

Education is a purposeful and organized activity which deliberately endeavors to modify the behavior of the educated, with a specific goal in view. Home/ Family play an inevitable part in the various aspects of development of child, personality. In today's complex society, the family, therefore, plays a vital role in the development social intelligence in Child. The concept of Social Intelligence enjoys important position in the theories of human behavior and personality and is regarded as a basic condition of human existence in modern day world by many thinkers.

Key Words: Child with sibling, Single Child, Social Intelligence, SIS.

* Associate Professor, Department of Management Studies, YMCA University of Science & Technology, Faridabad, Haryana (India).

** Assistant Professor, Tusthi Global Academy, Ghaziabad.

1. INTRODUCTION:

Education of a child begins at home. Family is prime agency for learning. The child, in a family learns to co-operate with others and sacrifice his interests for the benefits of others. It depends upon the behavior of the parents in the family. If they have the attitude of confidence, sacrifice, love, maturity, the same will be developed in the child. Family has a great responsibility in promoting social skills, providing fundamental knowledge, modifying behavior, developing language etc. It has been established by all studies on child development that one of the major dimension of family life is general moral pattern including good relationship and satisfactions with each other. The role of family changes with the growth of child. Adolescent age is a period of immense progress in power of observing, perceiving, thinking and reasoning, imagining, communicating etc. a family, which provides ample opportunities for self-expression to their child, can witness all these developmental tasks at the appropriate time.

The emergence of women as workforce set in many number of changes in family structure. Sociologists and Psychologists have developed several lines of researches to study job satisfaction, her interaction with her family members, change in her family members, change in her status and her attitudes towards work and family. One of such important issues, which attracted the attention of psychologists, is effect of change of family structure on children. The question whether to have single child or more is getting many disputes between the generations. The young generation is not ready to take responsibility of more than one child as it not only demands time but also a lot of money and other efforts are required to take care of children in nuclear family. Modern parents take children as a hindrance in their career growth and independence, irrespective of the emotional and psychological needs of the child.

2. LITERATURE REVIEW:

Many studies have been conducted in the area of child development. Some of the studies has been mentioned here.

Feldman (2006), in his article, 'Discovering the life span', writes that, during middle childhood, children spend less time with their parents. Sibling becomes an important influencing force, for good and for bad. Although brothers and sister can provide support, companionship, and

security, they can also be a source of strife. Sibling rivalry can occur, especially when the siblings are the same sex and similar in age. He further in his article views with disproving the stereotype that only-children are spoiled and self-centred, they are as well adjusted as children with brothers and sisters. In fact, in some ways, only-children are better adjusted, with higher self-esteem and stronger motivation to achieve. The time alone also gives children a chance to focus on homework and school or personal projects.

Linda L.Dunlap (2004), in her paper, 'What all children need: theory and application' provides that sibling relationships typically are children's first social network and form the basis for relationships with others. Siblings are usually children's first playmates, intimate friends, protectors, enemies, competitors, confidantes and the role models. They are an important source of support school-age children, in particular. During this time siblings are not only companions but also help with difficult tasks and provide comfort during emotional stress.The bond formed between siblings is one of the most complex, long-lasting, and important connections in life. Typically, no other relationship lasts as long or has such a great impact.Siblings who are close in age often argue more but also develop closer bonds. Children who have siblings tend to work very well with peers.

Saini, Sarita, (2005), in their article "Family environment and academic achievement of adolescents" explored that family environment of adolescents children of working and non working mothers were significantly different. In respect of academic achievement also adolescents of working mothers were better than the adolescents children of non working mothers.

Santrock John W., in his book, **"**A Topical Approach to Life-Span Development- 3E" writes, about only child saying, "The only child is a self centred 'spoiled brat' with such undesirable characteristics as dependency and lack of self contol. On the other a more positive portrayal of the only child is achievement oriented and displays a desirable personality especially in comparison with later born and children from large families." On the contrary his view is that sibling relationships also have many pleasant, caring moments: Children's sibling relationships include helping, sharing, teaching, fighting and playing. Sibling can act as emotional supports, rivals and communication partners. Also positive sibling relationships in adolescence contributed to a sense of emotional and school related support.

Susan Newman, in her book "Parenting an Only Child" explored that only children often develop better verbal skills and excel in school because they are read to more often than children with siblings. She also pointed out that only children also tend to have higher IQs, which researchers say may be because their parents have higher expectations for them and more time and money to give. On the other hand talking about sibling advantages, she writes, children from larger families also enjoy some advantages, which include having playmates and tormenters, team-mates and rivals. Siblings define each other and teach each other conflict resolution, which is a skill people bring to their workplaces, marriages and other relationships. She pointed out that no doubt having two children triples the work load because parents have to spend time with both children and with each child individually. She suggested that if a couple decides to have only one child, they should make sure the child has sibling substitutes from whom to learn sharing, empathy and conflict resolution.

Susan Newman (2011 May31) "A Lonely Child? Not in Today's World"   Singletons 'The world of only children' Magazine , explores the reason why only children are not lonely children. **Technology's Role**Today's advanced technologies allow only children to be more connected to other children than ever before, and that connection gives them a social life that extends beyond school hours and after school too.

3 RESEARCH METHODOLOGY:

Due to changing society, financial needs, increasing cost of living and social status, both the parents are working, joint family concept has turned into nuclear family culture, parents are opting to have single child instead of two children. This is becoming more common in metropolitan cities. The present study is an attempt to study the social intelligence in single child and child with sibling. It is a comparative study of the social-intelligence of single child and child with sibling. The study is based on the hypothesis that there is no significant difference between social intelligence of single child and child with sibling. For the purpose of study 80 children were being selected on random sampling basis out of cluster of students of class IX and X. in the area of NCR. Out of which 40 students were single child and 40 students were children with siblings. For the purpose of study Social Intelligence Scale (SIS) by Dr. N.K.Chadda and Ms. Usha Ganesan was administered to the sample. In this scale, the initial selection of the

dimensions that measure social intelligence were determined on the basis of the judgement of 25 experts in the field of behavioural sciences. After two level of filtrations by more experts of the field, the following list of 8 dimensions was finally selected and retained for final inclusion in the scale:

1. **Patience** - Calm endurance under stressful situations.

2. **Cooperativeness** – Ability to interact with others in a pleasant way to be able to view matters from all angles.

3. **Confidence Level** – Firm trust in oneself and ones chances.

4. **Sensitivity** – To be acutely aware of and responsive to human behaviour.

5. **Recognition of Social Environment** – Ability to perceive the nature and atmosphere of the existing situation.

6. **Tactfulness –** Delicate perception of the right thing to say or do.

7. **Sense of Humour** – Capacity to feel and cause amusement; to be able to see the lighter side of life.

8. **Memory** – Ability to remember all relevant issues; names and faces of people.

The other statistical techniques of such as mean, standard deviation, t-test have been applied for analysis of data. In this study two level of significance have been considered viz.0.05 and 0.01 levels.

4 ANALYSES AND INTERPRETATION OF RESULT:

4.1 Comparison of social intelligence of single child and child with sibling:

Social intelligence has been calculated on the basis of SIS. The comparative view between single child and child with sibling has been presented in table 1 and graph 1:

TABLE 1

Social Intelligence of Single Child and Child with sibling

Category	N	MEAN	S.D.	t-value
Single Child	40	103.5	7.44	
Child with Sibling	40	110	5.22	4.51

The results show that the mean score of the social intelligence level of single children is 103.5 and S.D. is 7.44 as compare to child with sibling whose mean score is 110 and S.D. is 5.22. It further shows that mean of social intelligence of child with sibling is quite high in comparison to that of single children and the calculated t-value is 4.51 which is higher than both the table values at 0.05(1.99)and 0.01 (2.64)levels at 80 degree of freedom. Therefore, the **hypothesis** of the Study that **there is no significant difference in social intelligence of single child and child with sibling** is **rejected** and it can be concluded that there is significant difference between social intelligence of single child and child with sibling.

4.2 Comparison of Different Dimensions of Social Intelligence of Single Child and Child with sibling on the basis of Mean

The mean of different dimensions of social intelligence has been calculated on the basis of SIS. The comparative view between single child and child with sibling has been presented in table 2 and graph 1:

TABLE 2

Mean Analysis of Different Dimensions of Social Intelligence

AREA	Patience	Cooperativeness	Confidence	Sensitivity	Recognition of social environment	Tactfulness	Sense of humour	Memory
Single Child	18.65	25.825	19.25	20.05	1.3	3.825	4.125	10.475

A Monthly Double-Blind Peer Reviewed Refereed Open Access International e-Journal - Included in the International Serial Directories
Indexed & Listed at: Ulrich's Periodicals Directory ©, U.S.A., Open J-Gage, India as well as in Cabell's Directories of Publishing Opportunities, U.S.A.

International Journal of Physical and Social Sciences
http://www.ijmra.us

281

Child with Sibling	18.9	25.075	18.65	22.5	1.675	4.225	4.225	10.75

GRAPH 1

Mean Analysis of Different Dimensions of Social Intelligence
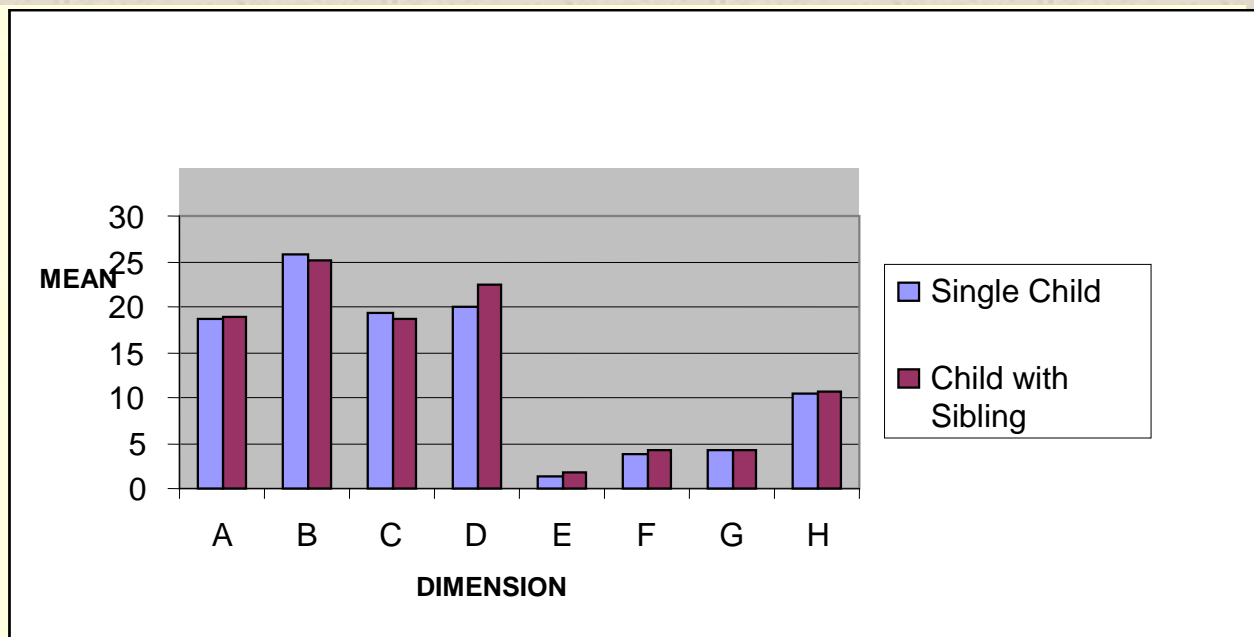
A. Patience		**E.** Recognition of Social Environment
B. Cooperativeness		**F.** Tactfulness
C. Confidence Level		**G.** Sense of Humour
D. Sensitivity		**H.** Memory

The results of the study show that according to the mean value of Social Intelligence:

1. **Patience** level of child with sibling is more than single child.

2. **Cooperativeness** level of child with sibling is less than single child.

3. **Confidence** level of child with sibling is less than single child.

4. **Sensitivity** level of child with sibling is more than single child.

5. **Recognition of social environment** of child with sibling is more than single child.

6. **Tactfulness** level of child with sibling is more than single child.

7. **Sense of humor** of child with sibling is slightly higher than single child**.**

8. **Memory level** of child with sibling is more than single child.

4.3 Comparison of Patience of single child and child with sibling:

Patience of the sample has been calculated on the basis of SIS scale questions. The comparative view between single child and child with sibling has been presented in table3:

TABLE 3

Patience of Single Child and child with sibling

Category	N	MEAN	S.D.	t-value
Single Child	40	18.65	2.55	**2.612**
Child with sibling	40	20.4	3.39	

The results show that patience level of child with sibling is more than single child as mean value is higher in case of Child with sibling. The table values are 1.99 and 2.64 at 0.05 and 0.01 levels respectively. The calculated t value is 2.622. It shows that there is significant difference in patience level of single child and child with brothers and sisters at 0.05 level.

4.4 Comparison of cooperativeness of single child and child with sibling:

Cooperativeness of the sample has been calculated on the basis of SIS scale questions. The comparative view between single child and child with sibling has been presented in table 4:

TABLE 4

Cooperativeness of Single Child and child with sibling

Category	N	MEAN	S.D.	t-value
Single Child	40	25.825	4.1	**1.483**
Child with Sibling	40	27.575	6.24	

The results shows that Cooperativeness level of Child with sibling is more than Single Child as mean value is higher in case of Child with sibling. The table values are 1.99 and 2.64 at 0.05 and 0.01 levels respectively. The calculated t value is 1.483. It shows that there is no significant difference in Cooperativeness level of single child and child with sibling.

4.5 Comparison of Confidence of single child and child with sibling:

Confidence of the sample has been calculated on the basis of SIS scale questions. The comparative view between single child and child with sibling has been presented in table 5:

TABLE 5

Confidence of Single Child and child with sibling

Category	N	MEAN	S.D.	t-value
Single Child	40	19.25	3.92	0.566
Child with sibling	40	18.65	5.43	

The results show that Confidence level of Child with sibling is less than Single Child as mean value is lower in case of sibling. The table values are 1.99 and 2.64 at 0.05 and 0.01 levels respectively. The calculated t value is 0.566. It shows that there is no significant difference in Confidence level of single child and Child with sibling.

4.6 Comparison of Sensitivity of single child and child with sibling:

Sensitivity of the sample has been calculated on the basis of SIS scale questions. The comparative view between single child and child with sibling has been presented in table 6:

TABLE 6

Sensitivity of single child and child with sibling

Category	N	MEAN	S.D.	t-value
Single Child	40	20.05	3.32	2.365
Child with **sibling**	40	22.5	5.65	

A Monthly Double-Blind Peer Reviewed Refereed Open Access International e-Journal - Included in the International Serial Directories
Indexed & Listed at: Ulrich's Periodicals Directory ©, U.S.A., Open J-Gage, India as well as in Cabell's Directories of Publishing Opportunities, U.S.A.
International Journal of Physical and Social Sciences
http://www.ijmra.us

284

The results show that Sensitivity level of Child with sibling is more than Single Child as mean value is higher in case of Child with sibling. The table values are 1.99 and 2.64 at 0.05 and 0.01 levels respectively. The calculated t value is 2.365. It shows that there is significant difference in sensitivity level of single child and child with sibling at 0.05 level of significance

4.7 Comparison of recognition of Social Environment of Single Child and child with sibling:

Recognition of Social Environment of the sample has been calculated on the basis of SIS scale questions. The comparative view between single child and child with sibling has been presented in table 7:

TABLE 7

Recognition of Social Environment of single Child and child with sibling

Category	N	MEAN	S.D.	t-value
Single Child	40	1.3	0.95	
Child with sibling	40	1.675	0.87	**1.838**

The results show that recognition of social environment level of child with sibling is more than single child as mean value is higher in case of child with sibling. The table values are 1.99 and 2.64 at 0.05 and 0.01 levels respectively. The calculated t value is 1.838. It shows that there is no significant difference in recognition of social environment level of single child and child with sibling.

4.8 Comparison of Tactfulness of Single Child and child with sibling:

Tactfulness of the sample has been calculated on the basis of SIS scale questions. The comparative view between single child and child with sibling has been presented in table 8:

TABLE 8

Tactfulness of single child and child with sibling:

Category	N	MEAN	S.D.	t-value

A Monthly Double-Blind Peer Reviewed Refereed Open Access International e-Journal - Included in the International Serial Directories
Indexed & Listed at: Ulrich's Periodicals Directory ©, U.S.A., Open J-Gage, India as well as in Cabell's Directories of Publishing Opportunities, U.S.A.

International Journal of Physical and Social Sciences
http://www.ijmra.us

285

Single Child	40	3.825	1.38	0.983
Child with sibling	40	4.225	2.17	

The results show that tactfulness level of child with sibling is more than single child as mean value is higher in case of child with sibling. The table values are 1.99 and 2.64 at 0.05 and 0.01 levels respectively. The calculated t value is 0.983. It shows that there is no significant difference in Tactfulness level of single child and child with sibling.

4.9 Comparison of Sense of Humour of Single Child and Child with sibling:

Sense of Humour of the sample has been calculated on the basis of SIS scale questions. The comparative view between single child and child with sibling has been presented in table 9:

TABLE 9

Sense of Humour of single child and child with sibling

Category	N	MEAN	S.D.	t-value
Single Child	40	4.125	1.83	0.118
Child with Brother or Sister	40	4.225	5.024	

The results show that sense of humour level of child with sibling is more than single child as mean value is higher in case of child with sibling. The table values are 1.99 and 2.64 at 0.05 and 0.01 levels respectively. The calculated t value is 0.118. It shows that there is no significant difference in sense of humour level of single child and child with sibling.

4.10 Comparison of Memory of Single Child and Child with sibling:

Memory of the sample has been calculated on the basis of SIS scale questions. The comparative view between single child and child with sibling has been presented in table 10:

TABLE 10

Memory of single child and child with sibling:

Category	N	MEAN	S.D.	t-value

A Monthly Double-Blind Peer Reviewed Refereed Open Access International e-Journal - Included in the International Serial Directories
Indexed & Listed at: Ulrich's Periodicals Directory ©, U.S.A., Open J-Gage, India as well as in Cabell's Directories of Publishing Opportunities, U.S.A.
International Journal of Physical and Social Sciences
http://www.ijmra.us

286

Single Child	40	10.475	1.57	0.952
Child with Brother or Sister	40	10.75	0.94	

The results show that memory level of child with sibling is more than single child as the mean value is higher in case of child with sibling. The table values are 1.99 and 2.64 at 0.05 and 0.01 levels respectively. The calculated t value is 0.952. It shows that there is no significant difference in memory level of single child and child with sibling.

5. CONCLUSION:

Self confidence is a function of perceived maternal child-rearing behaviour. The analysis of data revealed that the children with sibling have more self-confident than single children. There is significant negative relationship between sense of alienation and lack of self-confidence. If the sense of alienation is high, the level of self-confidence is low. Today man is faced with the dangers of war, economic hardships, communal and racial prejudices, ecological imbalance and environmental pollution and above all a fast changing social structure that is becoming more complex day by day. Development of social intelligence from growth year makes an individual mature, confident and responsible citizen.

6. BIBILIOGRAPHY:

- Biswas & Aggarwal, 1971, Encyclopedia Dictionary of Education. (With Special Reference to India) Vol. I The Academic Publisher India, New Delhi-5.

- DoNald R.Cooper and Schindler Pamela S., 2003, "Business Research Method- 8 Ed.", Tata McGraw-Hill, Delhi

- Douglas Downey, 2010, "More siblings means lower grades in school" Ohio State University.Columbus, American Sociological Review, November 2010 issue.

- Heidi Riggio, "Personality and Social Skill Differences Between Adults With and Without Siblings," reported in *The Journal of Psychology* ,California State University, Los Angeles

A Monthly Double-Blind Peer Reviewed Refereed Open Access International e-Journal - Included in the International Serial Directories
Indexed & Listed at: Ulrich's Periodicals Directory ©, U.S.A., Open J-Gage, India as well as in Cabell's Directories of Publishing Opportunities, U.S.A.
International Journal of Physical and Social Sciences
http://www.ijmra.us

287

- Linda L.Dunlap, 2004, 'What all children need: theory and application' ,University press of America

- N.K.Chadha & Usha Ganesan, 2005, Social Intelligence Scale (SIS), National Psychological Corporation,Agra

- Santrock John W., 2007, "A Topical Approach to Life-Span Development-3E" Tata McGraw-Hill.

- Susan Newman, "Parenting an only child: what's better: one child or siblings?" Random House Books, Washington d.c.

- Susan Newman,"A Lonely Child? Not in Today's World", Psychology Today.