



A comparative study of single child adolescents and adolescents having siblings in district Sirsa: With reference to interpersonal skills

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Abstract

The present investigation is an attempt to study the interpersonal skills of single adolescents and adolescents having siblings. It is based on the hypothesis that there is no significant difference between the interpersonal skills of single child adolescents and adolescents having siblings as perceived by peer group and teachers. The size of sample is 400, comprising 200 single child adolescents and another 200 adolescents having siblings of district. Sirsa, Haryana. A self constructed and standardized scale consisted 72 items for peer group and 50 items for teachers was designed by the investigator. Ex- post facto research method was used. The data was analyzed using t-test. The findings revealed no significance difference in the level of interpersonal skills of single child adolescents and adolescents having siblings.

Keywords: adolescents; single child; interpersonal skills

Introduction

Generally in India, a family unit is only considered complete when two children are born. A family unit is the carrier of diverse needs of family members. But the prevalence of single child phenomena can be seen in India. India sees rise in one-child families. Close to 10% of Indian households are opting to have one child as they seek to concentrate on their resources to maximize earning opportunities for their offspring in a scramble for jobs (James Lament, 2011). Interpersonal skill consists of the ability to interact effectively with other people. Interpersonal skill help the adolescents relate in positive ways with people they interact with their everyday lives. It promotes the developments of positive self-esteem and teaches anger control. Single children are portrayed as less co-operative, less empathetic and less interactive.

Even they are called maladjusted with adverse social skills. But many researchers debunked this popular belief by saying that only children are able to assimilate in to large group easily. They have good communication skills due to the more interaction with adults. They have a tendency to mature faster. These inconsistent findings inspire the investigator to examine the interpersonal skills of single child adolescents in comparison to adolescents having siblings.

This study attempts to investigate the level of interpersonal skills in single child adolescents and adolescents having siblings. The investigator tried to find the difference regarding the level interpersonal skill in single adolescents and adolescents having siblings as perceived by peer group and teachers.

Statement of the problem

A Comparative Study of Single Child Adolescents and Adolescents having Siblings in District Sirsa: With Reference

to Interpersonal Skills.

Operational definitions of the terms

Single Child

Single child is a person with no sibling either biological or adopted. This term only child is generally applied to those individuals who never have siblings.

Child having sibling

A person who have sibling either biological or adopted. A sibling is a brother or sister and it can be referred to brothers or sisters, or a combination of both.

Interpersonal Skills

Interpersonal skills are the life skills we use every day to communicate and interact with other people both individual and in groups. People who have worked on developing strong interpersonal skills are usually more successful in both their professional and personal lives.

Research Questions

Is there any difference in the interpersonal skills of single child adolescents and adolescents having sibling of Sirsa district?

Objectives of the study

- To study the level of interpersonal skills of the single child adolescents as perceived by peer group and teachers of Sirsa district.
- To study the level of interpersonal skills of the adolescents having siblings as perceived by peer group and teachers of Sirsa district.
- To study the difference between level of interpersonal skills among single child adolescents and adolescents

having siblings as perceived by peer group and teachers of Sirsa district.

Hypotheses of the study

1. There is an average level of interpersonal skills in single child adolescents as perceived by peer group and teachers of Sirsa district.
2. There is an average level of interpersonal skills in adolescents having siblings as perceived by peer group and teachers of Sirsa district.
3. There is no significance difference in the level of interpersonal skills in single child adolescents and adolescents having siblings as perceived by peer group and teachers of Sirsa district.

Methodology

The study has been conducted using Ex-Post-Facto research method.

Sample

For this study purposive sampling method is used and the size of sample is 400 comprising, 200 single child adolescents and another 200 adolescents with siblings. The sample has been selected from the same setting.

Table 1: Profile of Sample taken from Govt., Private/Public Schools

Sr. No.	Category of Schools	No. of Schools	No. of Adolescents students
1.	Govt. Schools	07	89
2.	Public/Private Schools	23	311
	Total	30	400

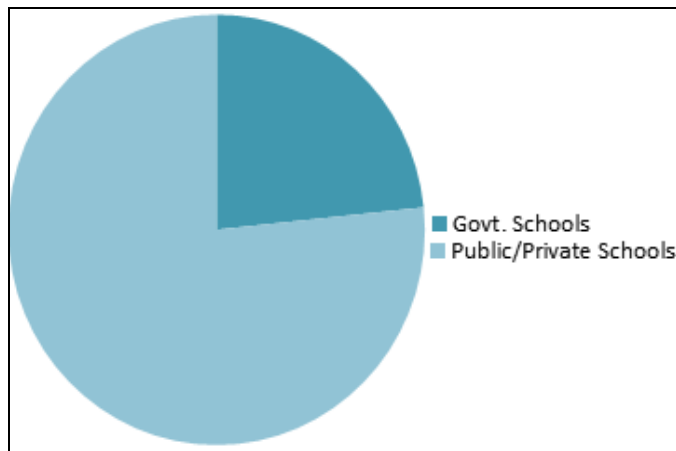


Fig 1: Profile of Sample taken from Govt., Private/Public Schools

Information presented in the table 1: shows that out of the 89 adolescent students are studying in Govt. Schools and 311 adolescent students are studying in public/private schools of the district. It shows that maximum students are studying in the public/private schools of the district.

Tools

An interpersonal skills scale consisting of 72 items for peer group and 50 items for teachers has been used to collect the data. The tool was self constructed and also standardized.

Statistical Technique

t - test was used by the Investigator to find the level of difference in the single child adolescents and adolescents with sibling with regard to self-control.

Analysis and Interpretation

H-1: There is an average level of interpersonal skills in single child adolescents as perceived by peer group and teachers of Sirsa District.

Table 2: Level of Interpersonal Skills in Single Child Adolescents as Perceived by Peer Group of Sirsa District

Class Intervals	Frequency	Level
0-120	0% 0	Low
120-240	52% 52	Average
240-360	48% 48	High

Table 2: depicts the level of interpersonal skills in single child adolescents as perceived by peer group. No single child adolescents have shown low level of interpersonal skills. In other words 0% adolescents (single child students) have shown low level of interpersonal skills whereas 52% single child adolescent students have shown average level of interpersonal skills while 48% single child adolescents have shown high level of interpersonal skills. It can be said that near about 50% single child adolescents have shown average level of interpersonal skills and near about 50% students have shown high level of interpersonal skills. Hence, the hypothesis that there is an average level of interpersonal skills in single child adolescents as perceived by peer group is accepted. Interpersonal skills enable a person to interact positively and work effectively with others. Therefore there is a need to develop the level of strong interpersonal skills in the adolescent students so that they can be successful in both their personal and professional lives.

Table 3: Level of Interpersonal Skills in Single Child Adolescents as Perceived by Teacher of Sirsa District

Class Intervals	Frequency	Level
1-84	0% 0	Low
85-168	30% 30	Average
169-250	70% 70	High

Table 3: illustrates the level of interpersonal skills in single child adolescents as perceived by their teachers. The table shows that no adolescent have shown low level of interpersonal skills. 30% adolescent students have shown average level of interpersonal skill while 70% single child adolescents students have shown high level of interpersonal skills. Hence, the hypothesis that there is an average level of interpersonal skills in single child adolescents as perceived by peer group is rejected. In other words one third single child adolescent students have shown an average level of interpersonal skills and two-third single child adolescents students have shown a high level of interpersonal skills in the view of their teachers.

H-2: There is an average level of interpersonal skills in adolescents having siblings as perceived by peer group and

teachers of Sirsa District.

Table 4: Level of Interpersonal Skills in the Adolescents having siblings as Perceived by Peer Group of Sirsa District

Class Intervals	Frequency	Level
0-120	0% 0	Low
120-240	40% 40	Average
240-360	60% 60	High

Table 4: shows the level of interpersonal skills in the adolescents having siblings as perceived by peer group. It shows that no adolescents having sibling have shown low level of interpersonal skills. 40% adolescents having siblings students have shown an average level of interpersonal skills while 60% adolescents having siblings students have shown a high level of interpersonal skills in the opinions of their peer group. Hence, the hypothesis that there is an average level of interpersonal skills in adolescents having siblings as perceived by peer group is rejected. In other words 60% students have high level of interpersonal skills and 40% students need to develop their interpersonal skills from average to high level.

Table 5: Level of Interpersonal Skills in the Adolescents having siblings as Perceived by Teachers of Sirsa District

Class Intervals	Frequency	Level
1-84	0% 0	Low
85-168	33% 33	Average
169-250	67% 67	High

Table 5: depicts the level of interpersonal skills in the adolescents having siblings as perceived by their teachers. It shows that none of the adolescents having siblings have possessed low level of interpersonal skills. 33% adolescents having siblings students have shown average level of interpersonal skills while 67% adolescents students with siblings have shown a high level of interpersonal skills from the stand point of their teachers. Hence, the hypothesis that there is an average level of interpersonal skills in adolescents having siblings as perceived by peer group is rejected. One third students have shown an average level of interpersonal skills while remaining two third students have possessed high level of interpersonal skills.

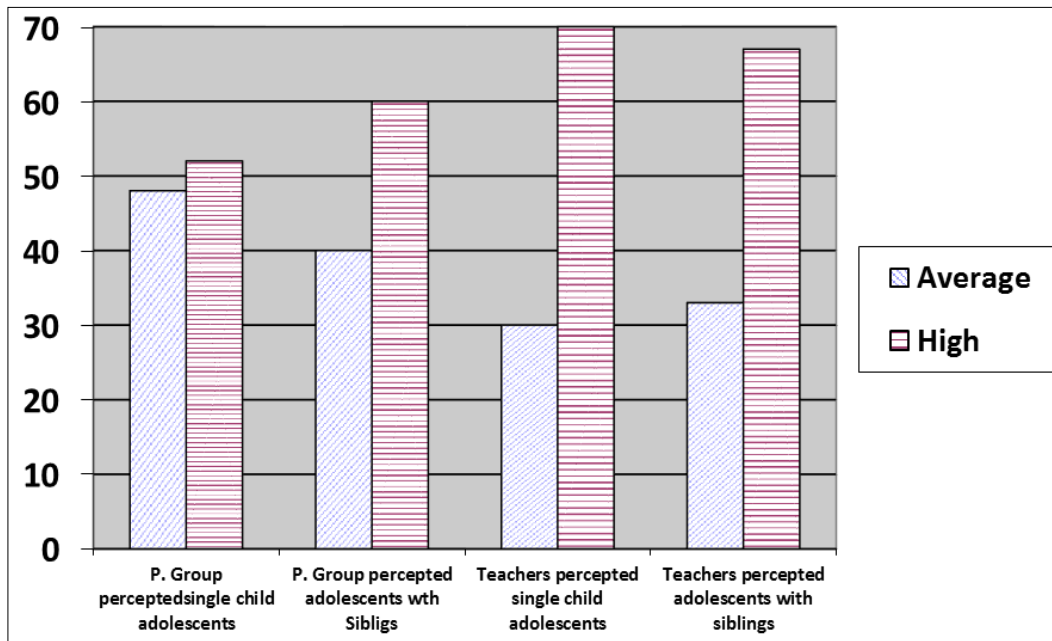


Fig 2: Level of interpersonal skills of Adolescents

Peer Group of adolescents has found a large of adolescents with high level of interpersonal skills within both the groups’ i.e. single child adolescents and adolescents having siblings. Peer group’s perception shows variation between both the groups while the teachers have found more number of adolescents of the two groups having high level of interpersonal skills. Teacher’s perception about the interpersonal skills of single child adolescents and adolescents having siblings do not show variation.

H-3 There is no significant difference in the level of interpersonal skills in single child adolescents and adolescents having siblings as perceived by peer group and teachers of Sirsa District.

Table 6: Difference in the Level of Interpersonal Skills in Single Child Adolescents and Child having Siblings as Perceived by Peer Group of Sirsa District

Group	No.	Mean	S.D.	t-Value
Single child (Adolescents)	100	240.98	29.95	1.893 Not
Child having siblings (Adolescents)	100	248.72	26.20	Significant

Table 6: outlines the difference in the level of interpersonal skills in single child adolescents and adolescents having siblings as perceived by peer group of Sirsa. The mean value of interpersonal skills of single child adolescents and adolescents having siblings is 240.98 and 248.72 respectively. The standard deviation for single child adolescents is 29.95 and for adolescents having siblings is 26.20. The calculated t-

value 1.893 is less than the table value of 1.972 at 0.05 level of significant at 198 degree of freedom. Hence, the null hypothesis that there is no significant difference in the level of interpersonal skills among single child adolescents and adolescents having siblings as perceived by peer group is accepted. In other words the adolescents as single child do not differ from the adolescents having siblings with regard to interpersonal skills in the eyes of their peer group members. Fenton (1928) found in his research that only children were in fact, quite normal. 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 ready to more often than children with siblings. Her study substantiates the findings of present study because better verbal skills lead to develop good interpersonal skills. Susan Newman (2011) "A Lonely Child? Not in Today's world" explored today's advanced technologies allow only children to be more connected to other children than even before and that connection gives them a social life that extends beyond school hours and after school too.

Table 7: Difference in the Level of Interpersonal Skills in Single Child Adolescents and Adolescents having siblings as Perceived by Teachers of Sirsa District

Group	No.	Mean	S.D.	t-Value
Single child (Adolescents)	100	182.85	37.39	.866 Not
Child having siblings (Adolescents)	100	179.01	24.27	Significant

Table 7: characterizes the difference in the level of interpersonal skills in single child adolescents and adolescents having siblings as perceived by their teachers of Sirsa districts. The mean value of interpersonal skills for single child adolescents is 182.85 and for adolescents having siblings is 179.01. The standard deviation for interpersonal skills for single child adolescents is 37.79 and for adolescents having siblings is 24.27. The calculated t-value is .866 is less than the table value of 1.972 at 0.05 level of Significance at 198 degree of freedom. Hence, the null hypothesis there is no significant difference in the level of interpersonal skills among single child adolescents and child having siblings as perceived by teachers is accepted. In other words the adolescents as single child do not differ from the adolescents having siblings with regard to interpersonal skills in the eyes of their teachers. Heidi Riggio (1999), "Personality and social skills differences between adults with and without siblings" tried to put an end to some of the only child misconceptions and negatives in her work on the importance of family structure for personality development. She explained and found that adult only children are quite the opposite of the lonely stereotype. They did not differ in social skills from children with sibling. Her study also substantiate the finding of the present study that single child do not differ from the adolescents having siblings with regards to interpersonal skills because social skills are ultimately related to interpersonal skills.

Major Findings

1. Single child adolescents have average level of interpersonal skills.

Peer group opined 52% single child adolescents have average level of interpersonal skills and 48% single child adolescents

have high level of interpersonal skills. On the other side 30% single child adolescents have demonstrated average level of interpersonal skills and 70% single child adolescents have demonstrated high level of interpersonal skills in the opinions of their teachers.

2. Adolescents having siblings have high level of interpersonal skills.

According to the perceptions given by peer group of adolescents having siblings 40% adolescents have shown average level of interpersonal skills while 60% adolescents have shown high level of interpersonal skills. Moreover according to the perception given by teachers, 33% adolescents having siblings have shown average level of interpersonal skills and 67% adolescents having siblings have shown high level of interpersonal skills.

3. No significance difference in the level of interpersonal skills as perceived by peer group and teachers.

The study reveals that there is no significance difference in the level of interpersonal skills of single child adolescents and adolescents having siblings in the opinion of peer group. The mean value of interpersonal skills of single child adolescents and adolescents having siblings is 240.98 and 248.72 respectively. The standard deviation for single child adolescents is 29.95 and for adolescents having siblings is 26.20. The calculated t-value 1.893 is less than the table value 1.972, at 0.05 level of significance at 198 degree of freedom. Besides this as per the opinions of teachers the mean value of interpersonal skills for single child adolescents and adolescents having siblings is 182.85 and 179.01 respectively. The standard deviation for interpersonal skills of single child adolescents is 37.39 and for adolescents having siblings is 24.27. The calculated t-value .866 is also less than the table value 1.972, which is not significant. Hence it is proved that there is no significant difference in the level of interpersonal skills among single child adolescents and adolescents having siblings of Sirsa district.

Educational Implications

- The results reveal that approximately one third adolescents whether they are single child or child having siblings have demonstrated average level of interpersonal skills. There is a need to develop social skills, soft skills and interpersonal skills in today's adolescents. Teachers need to motivate them to interact positively and work effectively with peers so that they can be successful in their professional as well as personal life. Teachers need to develop interpersonal skills in these students by enhancing the area of communication and by giving them leadership tasks. In other words, teachers need to work with these adolescents.
- The study reveal that single child adolescents do not differ from adolescents who have siblings with regard to interpersonal skills. Adolescents need to be taught these skills because these skills have long been recognized as important for success in school and workplace. It is only a myth that due to the absence of sibling, single child adolescent's communication and interactive skills can not develop properly. Parents at home and the teachers at

school need to take efforts to bring a higher level of interpersonal skills of adolescents of Sirsa district.

Conclusion

Interpersonal skills have been defined as the abilities for adaptive and positive behaviour that enables individuals to be effectively with the demands of everyday lives. These skills are important for students and teachers for many reasons. It has been found that adolescents whether they are single child or child having siblings do not differ with regards to interpersonal skills because every individual has his /her own behavioural characteristics. Parents and teachers need develop interpersonal skills of the adolescents by enhancing the area of communication by giving them leadership tasks.

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