

FAMILY RELATIONSHIP AND SOCIAL BEHAVIOR IN CHILDREN RELATION TO THEIR BIRTH ORDER

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ABSTRACT

The aim purpose of this research was to find out a family relationship and social behavior in children relation to their birth order. The total sample consisted of 60 children (30 first born and 30 second born). The research tool for family relationship was measured by **Dr. (Smt.) Alka Devid** Translated into Gujarat by **Dr. Yogesh A. Jogsan**. While the tool for social behavior **Merrell, K. W.** translated into Gujarati by **Dr. Yogesh A. Jogsan**. Here t-test applied to check the significance of family relationship and social behavior in children relation to their birth order and check the correlation method is used. Result revealed that there is no significant difference in family relationship among first born and second born children. There is no significant difference in social behavior among first born and second born children. While the correlation between family relationship and social behavior reveals **0.18** positive correlations.

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Introduction

An ordinary family consists of two parents and a child of several kids. Meantime, there are many incomplete families with only one parent who combines work with the household chores and upbringing of children and has little time for himself or herself. In spite of this it is a good opportunity for children to learn something about life and keep themselves from making the same mistakes in future. According to statistical data. Families with children are happier than to couples who don't hurry to have posterity. In big families elder kids assist their parents in bringing up of their Younger brother and sister which helps to develop responsibility, kindness, tolerance, sympathy, ability to understand other people's needs, respectful attitude to others.

Family environment where the children learned to use their faculties and understand and cope with the physical world. It is a time when they don't bother with trivial things, such as the family relationship, because they know they are the kingpin of their family. They enjoy meeting them on family vacations and family reunions and exchanging family reunion gifts with them. Healthy family relationship, Home coziness, love of the dearest people understanding and care. Everybody needs in this life.

Social behavior is a term used to describe the general conduct exhibited by individuals within a society, which essentially in response to what is deemed acceptable by a person's peer group or avoiding behavior that is characterized as unacceptable. This type of human behavior primarily determines how individuals interact with one another within a group or society. While social conduct is often modeled to create a comfortable social environment, anti-social behavior such as aggression, scapegoating and group bullying may also be

defined as negative social behavior, particularly in instances where other individuals within a peer group all behave accordingly.

Societal trends that have impacted education include growing numbers of women entering the work force, decreasing nuclear and extended family size and increased family mobility (Oleman, 1987). Such changes have contributed to and from times past in children's informal access to children of differing ages. In contrast to a historical pattern of children developing within an age-varied social system, many children today spend a majority of their time in age-segregated milieu (Bronfenbrenner, 1970; Katz Evangeloy & Hartman, 1990; Mc Clellan, 1994). The result of this pattern of segregation is thought to contribute to a declining social support system and compromised development of children's social skills.

Coleman (1987) suggests the need for a significant institutional and societal response to support functions traditionally filled by the family, such as the development of feeling of belonging and community, emotional and social bonding and nurturance. Increasingly, the school has been viewed as one of the most effective and efficient contexts to address children's academic effective and social need before these needs reach crisis proportions (Bronfrnbnrner, 1970; Coleman, 1987; Parker and Asher, 1987).

Lama Majed Al-Qaisy, Jihad Turky (2011). The result of the study reveals that, a high cohesion and less conflict is found among the families of children with no behaviour problems and low cohesion and conflict in the families of children with sexier behavior problems.

Kirsten, E. Delambo et.al. (2004). Older children and adolescents who come from families experiencing unhappy and conflicted relationship may be greater risk for poor adherence to treatments; thus, family relationship are appropriate targets for intervention aimed at improving adherence.

Research by Bloom (Goodlad & Anderson, 1987) suggests that the quality of young children's social competence accurately predicts academic as well as social competence in

later grads. Social rejection in childhood decreases children's opportunities to achieve social competence (**Parker & Asher, 1987**) and is increasingly considered a serious problem that adults often fail to acknowledge or correct (**Olweus, 1989**). A study by **Asher, Hymel & Renshw (1984)** Revealed that unpopular children are significantly more likely to report episodes of loneliness than popular children. Additional research suggests that children experience greater social isolation (**Adams, 1953; Zerby, 1961**) in same-age than in mixed-age classrooms.

Pro social behaviors include helping, sharing, cooperating and caring for or taking responsibility of another (**Radke-Yarow, Zahan-Waxler & Chapman, 1983**). The Capacity for pro social behavior has been show to increase with age in cultures when children are given opportunities and expected to help in the care of younger children (**Whiting & Whiting, 1975**).

OBJECTIVES

The main objectives of study were as under:

1. To measure the family relationship among first born and second born children.
2. To measure the social behavior among first born and second born children.
3. To measure the correlation between family relationship and social behavior.

NULL-HYPOTHESIS

To related objectives of this study null-hypothesis were as under:

1. There is no significant difference in family relationship among first born and second born children.
2. There is no significant difference in social behavior among first born and second born children.
3. There is no significant correlation between family relationship and social behavior.

METHOD

TOOLS

For this purpose the following test tools were considered with their reliability, Validity and objectivity mention in their respective manuals. In present study two inventory used in research.

- (A) **Individual Datasheet:** According to the aim of the present study, here individual datasheet was prepared in which name, age, gender, school type, birth order were included.
- (B) **Family Relationship Scale:** To check the family relationship of subject, here family relationship scale developed by **Dr. (Smt.) Alka Devid** and translated into Gujarati by **Dr. Yogesh A. Jogsan**. This scale has total 40 sentences which measured in good relation and poor relation. Each part has 20 sentences. This scale good relation and poor relation sentence in which sentence No. 1, 3, 5, 12, 13, 14, 15, 16, 19, 20, 21, 23, 25, 29, 32, 35, 36, 37, 38 and 40 are good relation and other are poor relation. This is 3 point scale. Here in good relation sentences always some times and never options were given scores 2, 1 and 0 and poor relation sentence always, sometimes and never options were given scores 0, 1, and 2 respectively. Reliability of present study is checked by two method in which 0.72 by half-split and test-retest has 0.76. Validity 0.52 established by the **Dr. G. Tiwari**.
- (C) **School Social Behaviour Scale:** To check the social behavior scale was used. It is developed by **Merrell, K. W.** and translated into Gujarati by **Dr Yogesh A. Jogsan**. This scale has two sub-factors which are as under: (a) Social Competence (b) Antisocial behavior. In present study used social competence. The scale consisted of 32 items each was to be related on three pint scale. The social competence scale is composed of the peer relations (14 item) self-management (10 item) and academic behavior (8 item) sub scales. The rest-retest reliability of whole test was 0.83 and validity 0.76 and 0.79 established by author.

PROCEDURE

Data was collected by visiting the schools and meeting each child individually.

They returned in 15 mantis filling out a questionnaire to provide information about them. The forms of questionnaire were filled in the presence of the administrator.

SAMPLES

According to purpose of present study 30 first born children and 30 second born children were taken from different parts of Rajkot City (Gujarat).

RESEACH DESIGN

The aim of present research was to study of family relationship and social behavior in children relation to their birth order for this 30 first born children 30 second born children were taken as sample. To check difference in family relationship and social behavior among first born and second born children t-test and correlation method was used. The result discussion is as under.

RESULT

The main objective of present study was to make a comparative study of family relationship and social behavior among first born and second born children. Statistical method was used and their correlation was measured. Result of the present study is as under:

The result obtained on the basic area of family relationship reveals significant difference of first born and second born children. The first born children received mean score **68.73** as compared to higher second born children **69.96**. The standard deviation score of first born received **6.33** and second born received **5.14**. So we can say that second born children more family relationship to compare to first born children. The 't' value of family relationship is **0.82**. There is no significant difference among first born and second born children. It means hypothesis was accepted. (**Table-1**)

The result obtained on the basic are of social behavior reveal significant difference of first born and second born children. The first born children received mean score **84.83** as compared to higher mean score second born children **84.9**. The standard deviation score of first born children received **5.8** and second born children **3.81**. So we can say that second born children more social behavior to compare to first born children. The 't' value of social behavior is **0.05**. There is no significant difference among first born and second born children. It means hypothesis was accepted. (**Table-2**)

Showing to **Table-3** result obtained that positive correlation between family relationship and social behavior among first born and second born children. The **0.18** Lew positive correlation between family relationship and social behavior. There is no significant correlation between family relationship and social behavior.

DISCUSSION

First born children were compared with second born children on all these dimensions family relationship and social behavior.

First born children then the second born children these findings indicated that the first born children are family relationship compare with second born good family relationship. In this present study. When compare first born and second born child result is not more significant difference. This present study of possible reason that when first born child than parents child care and child develop for not more knowledge therefore when second born child on that time parents experience is one of the reasons. In child for first born child with compare second born child family relationship good.

First born children then the second born children these finding indicated that the first born children are social behavior compare second born children good social behavior in this present study when compare first born and second born child result no significant difference but such low first born children and second born children mean difference.

Social behavior study highlights the importance of taking into children and student personal characteristic when developing interventions to encourage socially appropriate behavior further more it suggests that in order to achieve positive change any intervention must engage children self-beliefs regarding their behavior.

Oden & Ramsey (1993) not that the usefulness of research into children's social competence if often compromised because researchers, in an attempt to design carefully controlled studies that eliminate confounding variables through contrived random assignment situations, lose ecological validity. Such research may prove significant and provide a sizable effect size but provide little information about the variable of interest when it is related to dozens of other variables that are at play in a community family. We have learned a great deal in the last dozen years about individual differences in children's social acceptance by peers, but we know far less about the classroom contexts that effect children's social behavior and acceptance. A large portion of the research that concerns is self with children's social development has focused on the role of the individual child's behavior as a major factor in his or her status as accepted, rejected or neglected by peers. (**Oden & Ramsey, 1993**) .

CONCLUSION

There were no significant differences in family relationship among first born and second born children. There were no significant difference social behaviors among first born and second born children. There were **0.18** correlations are seen between family relationship and social behavior.

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RESULT TABLE

Table-1. Showing the mean, SD and t-value of family relationship among first born and second born children

Sr. No.	Birth Order	N	Mean	SD	t
1	First Born	30	68.73	6.33	0.82 N.S.
2	Second Born	30	69.96	5.14	

*** P < 0.05**

**** P < 0.01**

N.S. = Not Significant

Table-2. Showing the mean, SD and t-value of social behavior among first born and second born children.

Sr. No.	Birth Order	N	Mean	SD	t
1	First Born	30	84.83	5.8	0.05 N.S.
2	Second Born	30	84.9	3.81	

*** P < 0.05**

**** P < 0.01**

N.S. = Not Significant

Table-3. Showing the correlation between family relationship and social behavior among first born and Second Born children.

Scale	N	Correlation
Family Relationship	60	0.18
Social Behavior	60	