

FAMILY RELATIONSHIP AND INTEREST IN ONLY CHILD AND CHILD WITH SIBLING

Rinku Mathews*

INTRODUCTION:-

Family relationship:-

What do you mean by family?

- A group consisting of parents and their children living together as a unit.
- A group of people related by blood or marriage.

Family relationship:-

Each family is different. They are made up of different people, with different needs, ideas and ways of behaving. This can make a family a special group, can also mean that getting on together is not always easy. Young people often talk to Child Like about their families - it can be how much they enjoy their family but also can be about feeling left out or that they don't get on with them.

Young children are likely to experience great psychological damage from poor family relationship. The harm will be worse for them than for any other family member because their life is centered in the home. It is the child one and only means of stability and security, the child has nowhere else to turn for them.

There are three common forms of psychological damage to young children that poor family relationships cause. First, a parents and likely to develop an unfavorable attitude toward parents. The feeling of unloved and unwanted in the family, may lay the foundation for inferiority as martyr complex. Unfavourable family relationships make children unhappy. Such children can and often do develop the habit of being unhappy.

Parents always find fault with whatever children do and how they do. Praise is rarely given and children feel unloved and unwanted by the parents, they become unhappy and their whole outlook on life may show this unhappiness. Many-a-time, children are upset by any breakdown in parent-child relationship, as they want care and attention.

*M.A, Dept. of Psychology, SP University, V.V.Nagar

Parents should have friendly feelings towards their family, have friendly terms with all the members. Children should have friendly feeling with sibilings.

What kinds of thing can affect families?

Families are supposed to be caring and loving towards one another. They are the people you should feel most safe and secure with. It can be normal for families not to get along with each other sometimes. Every family has problems from time to time, even if they are usually happy and don't often argue.

The Importance of Family Relationships

Family relationships are important as they help us interact with the wider social world. The family is where we first see how relationships work by observing our parents, our grandparents, siblings and other family members relate to each other. The quality of our family relationships impact upon the person we become. Supportive and nurturing family relationships contribute to our well being while abusive and tense family relationships are detrimental to our stability. The family is dynamic and affected by outside influence. Things that happen at work or school affect our actions in the home. Sometimes after a hard day at work parents are tired and uninvolved with the rest of the family. Similarly children and teens may find themselves fighting with family members after a challenging day at school.

Fights can become more intense where children do not learn to respect the rights of others. Some level of competition between siblings is unavoidable and if this does not escalate, the competition can even be healthy. A moderate level of rivalry can show that each child is assertive enough to express his or her differences with other siblings.

There are positive ways to get your parents attention without belittling your sibling or comparing yourself to them. You can express your personality, your merits and your talents without using measuring stick against the achievements of your brother or sister. You are unique and your talents are equally worthy as those your sibling may possess.

It is important to respect the needs and wishes of your sibling. Respect also plays an important role in the parent- child relationship. It is important to maintain close parent-child relationships. The achievements of your brother or sister. You are unique and your talents are equally worthy as those your sibling may possess. It is important to respect the needs and wishes of your sibling. Respect an important role in the parent- child relationship.

Parent-child relationships

- Two aspects of parent-child relationships are examined in the study – parents’ reports of parent-child conflict and the children’s reports of the parenting style of their parents. Neither shows strong direct associations with family structure – when a range of other factors are controlled for, there is little by way of consistent differences in levels of parent-child conflict or parenting style between two-parent and one-parent families, between sub-types within Conclusions and Policy Implications 84 these categories, or between large and small families. Neither do major SES indicators such as mother’s education nor current household poverty has witnessed conflict between the parents, though the causal patterns underlying these linkages are likely to be complex and possibly circular (e.g. in that mother’s depression could be both a cause and a consequence of conflict with the child).
- The limited links between SES indicators and the quality of parent-child relationships implies that personality traits of parents and their children which are not measured in the GUI data exert a more dominant influence in this aspect of family relationships they do in other aspects of family life and that social-structural factors play a correspondingly lesser role.



CHILDREN INTEREST :-

Writers have defined interests as preoccupations, objectives, likes, dislikes and motives. William James described interest as a form of selective awareness or attention that produced meaning out of mass of mass of one’s experiences. Strong speaks of interests as “likes” and labels “dislikes” as “aversion”. From the operational view point it is sufficient to look upon interest as organism conditions that result in a desire for further stimulation from a particular type of objects, ideas or activities. In a normal course of events, every child develops likes and dislike for things and activities within his field of experiences, and these likes and dislikes have a definite effect on his behavior. He tends to avoid anything that he dislikes and to seek whatever he likes. For this reason, why he comes to like or dislike is of considerable practical importance in determining his behavior, Guilford (1964) says that interest is a tendency to give attention, to be attracted by, to like and find satisfaction in an activity, object or person. Kitson (1965) says that to have interest in something means to get oneself assimilated with that thing or activity. Kitson say (1965) further says that interest is such a mental selective and active process in which all mental energy is centered on one stimulus or activity for fulfilling some purpose. Shane (1967) “an interest is something with which the child identifies his personal well being”. Interest is important because they serve as a source of strong motivation to learn or to do an activity with full concentration. Interests add enjoy to every one’s life. If one is interested in carrying out a required activity, the experiences will be for more enjoyable than if he is forced to carry it out in spite of lack of interest. If interests are developed, children are bound to master

the activity. Thus they can enjoy pleasure as well skill in the activity they are interested. All the interests and abilities are not closely

Related, although they are positively correlated. Children often think they are interested in one activity but when they learn more about it or have experience more of it, they may find that it is not they thought of it was. On the other hand experience with a subject may result in the development of permanent interest. Mental activity is dominated by interests. A child concentrates on the activities in which he is interested; therefore success is closely related to degree of concentration and level of interest. Different studies reveal that interests are related to social and economic status, parent-child relationship, peer influence, intelligences, environmental factors and early experience of success. Interest play an important role in every one's life because it determines what one will do and how well one will do in a particular field. It is because, what a person is interested in, will influence much of what he does, thus, a person's interested affect his immediate goals as well as his more remote one's. a boy who is interested in sports and who has discovered the prestige associated with success in sports competition will have stronger and more clearly defined aspiration in athletics than academic work where success bring little acclaim. Some interests are closely related to ability while others derive from social pressure or the desire for prestige. Studies show that interests related to abilities are the most satisfying. If a student has an aptitude for mathematics, his interest in the subject will be stronger and more persistent than if it were forced upon him by social pressure. Interest is also related with certain personality traits. Boys and girls interested in games and sports or social activities are more extroverts and social, while children who are interested in fine art, science, and literary activity are introverts. Interests change according to time, age, need and so on. For example, the boy whose interest during school and college centered on athletic success while, in adulthood shift for success to business and community affairs. Skinner (1955) observed that boys and girls interested in some activities are better adjusted by themselves as well in the society. Boynton made a study of the interest of elementary school children and found that they liked such thing as bicycle and automobiles. There was some sex difference in that, boys were more interested in ponies riding, hiking and outdoor games. While girls were more interested in good clothes and indoor games. Hocket and Forry, on the basis of a study of interests of pupils from grade three to seven, reported that boys are much interested in games, sports, hobbies and handicrafts but girls are more interested in jumping, rope, playing house affairs, collecting dolls, dolls- costumes caring for a baby and organizing marriage of dolls. Sand in study of faith and sixth grade levels found that boys are interested in physical creative activities such as modeling, drawing, painting, imitating, dramatic activities, reading adventurous book and seeing adventurous movies and plays. Bell (1950) studies the interests of fifth and six grade level and found that pupils are interested in nature, physical world, science, machines, animals, social life others, vocations and adventurous activities. Tyler (1956) found four major interests among kindergarten children 1. playing with toys indoors, 2. active play outdoors, 3. paper pencil activities, 4. helping adults with work and, arranging things in order.

Tyler (1960) in his another study found a little deviation in the interest of adolescent boys and girls from children. Adolescent boys and girls were found interested in (1) outdoor games, competitive- horse riding, motors car driving, motor cycle race, rowing, swimming (2) science and mechanical activities like repairing models of motors car, airplane, ships and working in laboratories (3) artistries activities like drama dancing, painting, photography (4) social activities like serving others, helping sick and poor people.

There are several good interest inventories available that may be used at the junior and senior high school level and above. However, interests change with age and education and experience. Consequently the younger the individual the less predictive value of such interest inventories are some children have definite objective of their live, hence they are interested in those activities which fulfill their objectives.

REVIEW OF LITERATURE:-

2. Past studies related to family relationship and children interest

2.1 family relationships

- **. Problem:** THE BRIEF FAMILY RELATIONSHIP SCALE: A BRIEF MEASURE OF THE RELATIONSHIP DIMENSION IN FAMILY FUNCTIONING.

Researcher: Fok cc, Allen j., Herry D,

Source: university of Alaska Fairbanks, Fairbanks, AK, U.S.A

STUDY DETAIL:

The Relationship dimension of the Family Environment Scale, which consists of the Cohesion, Expressiveness, and Conflict subscales, measures a person's perception of the quality of his or her family relationship functioning. This study investigates an adaptation of the Relationship dimension of the Family Environment Scale for Alaska Native youth. The authors tested the adapted measure, the Brief Family Relationship Scale, for psychometric properties and internal structure with 284 12- to 18-year-old predominately Yup'ik Eskimo Alaska Native adolescents from rural, remote communities. This non-Western cultural group is hypothesized to display higher levels of collectivism traditionally organized around an extended kinship family structure. Results demonstrate a subset of the adapted items function satisfactorily, a three-response alternative format provided meaningful information, and the subscale's underlying structure is best described through three distinct first-order factors, organized under one higher order factor. Convergent and discriminant validity of the Brief Family Relationship Scale was assessed through correlation analysis

- **Problem:** The Relationship Assessment Scale

Researcher: Susan .s. Hedrick- Texas techuniversity; Amy Dicke-Texas Tech University.

Source: journal of social and personal relationship.

Study detail:

This paper offers new information on the reliability and validity of the Relationship Assessment Scale (RAS; Hendrick, 1988), a seven-item generic measure of relationship satisfaction. The RAS shows moderate to high

correlations with measures of marital satisfaction, good test-retest reliability and consistent measurement properties across samples of ethnically diverse and age-diverse couples, as well as partners seeking marital and family therapy. The RAS is an appropriate, useful and brief measure for partnered love relationships in a wide variety of research settings.

- **Problem:** THE SENSE OF ENTITLEMENT IN ROMANTIC RELATIONSHIP SCALE CONSTRUCTION, FACTOR STRUCTURE CONSTRUCTS VALIDITY AND ITS ASSOCIATIONS WITH ATTACHMENT ORIENTATIONS.

Researcher: Rami Tolmacz, Bar-Ilan University, Mario Mikulincer.

Source: *Psychoanalytic Psychology* 2011, vol28, No1, 75-94; 2011 American Psychological Association; 0736-9735/11/200; DOI. 10.1037/a0021479.

Study Detail: Based on clinical evidence and theoretical writings that pointed to the importance and uniqueness of the sense of entitlement in couple relationships, two studies were designed to develop and validate the Sense of Relational Entitlement (SRE) scale. A factor analysis performed on the scale's items yielded five factors that identified three basic entitlement-related attitudes toward a romantic partner. Findings indicated that both exaggerated and restricted forms of relational entitlement seem to be maladaptive and put people at risk for emotional problems. Findings also indicated that excessive and restricted forms of relational entitlement were significantly associated with attachment insecurities. In addition, the SRE scale was found to tap a unique psychological construct that moderately overlapped with constructs of narcissism and global entitlement. The discussion focuses on the developmental and psychodynamic sources of the sense of relational entitlement.

Problem: Dyadic relationship scale: a measure of the impact of the provision and receipt of family care.

Researcher: Sebern MD, Whitlatch©; College of Nursing, Marquette University

Source: Clark Hall, room 351, P.O. Box 1881, Milwaukee, WI 53201.

Study Details: This study evaluated the psychometric properties of the Dyadic Relationship Scale (DRS), which measures negative and positive dyadic interactions from the perspective of both the patient and the family caregiver. An important aspect of evaluating the DRS was that it be statistically sound and meaningful for both members of the dyad.

Problem: Family Relationships and Parental Monitoring During Middle School as Predictors of Early Adolescent Problem Behavior

Researcher: [Gregory M. Fosco](#), [Elizabeth A. Stormshak](#), [Thomas J. Dishion](#), and [Charlotte Winter](#).

Source: [J Clin Child Adolesc Psychol. 2012 March; 41\(2\): 202–213.](#)

doi: [10.1080/15374416.2012.651989.](#)

Abstract: The middle school years are a period of increased risk for youths' engagement in antisocial behaviors, substance use, and affiliation with deviant peers ([Dishion & Patterson, 2006](#)). This study examined the specific role of parental monitoring and of family relationships (mother, father, and sibling) that are all critical to the deterrence of problem behavior in early adolescence. The study sample comprised 179 ethnically diverse 6th grade (46% female) students who were followed through 8th grade. Results indicated that parental monitoring and father–youth connectedness were associated with reductions in problem behavior over time, and conflict with siblings was linked with increases in problem behaviors. No associations were found for mother–youth connectedness. These findings did not differ for boys and for girls, or for families with resident or nonresident fathers.

Past-studies related to children interest:-

Problem: **A review of research on parents and families of gifted children**

Researcher: Colangelo, N., Dettmann, D. F.

Source: *Exceptional Children*
The Council for Exceptional Children
Vol. 50, No. 1, pp. 20-27
1983

Abstract: : This article focuses on research and issues dealing with parents and families of gifted children. Although the importance of parents is seen as a key factor in the development of all children, discussion of the role of parents with their gifted children has been superficially treated. Many articles deal only with general rules of thumb about good parenting. In order to avoid this, the present article begins with an extensive review and synthesis of research in the area of parents and families of gifted youngsters. This information is important in order to make meaningful generalizations. The discussion section includes a synthesis of the most important themes that emerged from the literature review. In a report to Congress, Commissioner of Education Sydney P. Marland (1972) noted that the most neglected minority in American education was that group of youngsters identified as gifted. Thus, parents of gifted children face the probable situation that their child will be in an educational environment not appropriate to his or her needs. It would seem reasonable to assume that parents aware of this possibility would become apprehensive about the kind of education their gifted child will receive.

Problem: Family Instability and Child Well-Being

Researcher: Paula fomby and Adrew j. cherlin

Source:: ^{Am} Social Rev. Author manuscript; available in PMC 2011 September 12. Published in final edited form as:
Am Social Rev. 2007 April; 72(2): 181–204.

Abstract: Past research suggests that children who experience multiple transitions in family structure may face worse developmental outcomes than children raised in stable two-parent families and perhaps even children raised in stable, single-parent families. However, multiple transitions and negative child

outcomes may be associated because of common causal factors such as parents' antecedent behaviors and attributes. Using a nationally-representative, two-generation longitudinal survey that includes detailed information on children's behavioral and cognitive development, family history, and mother's attributes prior to the child's birth, we examine these alternative hypotheses. Our results suggest that, for white children, the association between the number of family structure transitions and cognitive outcomes is largely explained by mother's prior characteristics but that the association between the number of transitions and behavioral outcomes may be causal in part. We find no robust effects of number of transitions for black children.

Problem: Consequences of Interest-Based Learning on the Social-affective behavior of young children with autism

Researcher: Carol M. Trivette¹ & Carl J. Dunst²

Source: Life Span and Disability / XIV, 2 (2011), 101-110

Abstract; The extent to which variations in the interest-based learning opportunities afforded young children with autism were related to changes in the children's social-affective behavior was the focus of an exploratory study. The participants were 17 children and their mothers. Mothers first identified their children's interests and then selected everyday activities that provided opportunities for engagement in interest-based learning. Based on investigator assessments of the children's participation in the activities, children were divided into high and low interest-based learning opportunity groups. Results showed that after 12 weeks of intervention, the high interest-based group demonstrated more positive and less negative social-affective behavior compared to the low interest-based group. Implications for research and practice are described.

Problem: Practices Interest-Based Child Participation in Everyday Learning Activities

Researcher: Melinda Raab

Source: CASE in Point Insights into Early Childhood and Family Support

ABSTRACT: This paper includes a description of the characteristics and consequences of children's interest-based participation in everyday learning activities. A framework illustrating how interest-based participation in everyday family and community activities promotes child learning and development is included. Strategies are described for identifying and using child interests as the basis for promoting learning and development. The benefits of children's interest-based participation in everyday activities also are described

RESEARCH METHODOLOGY:-

3.2 Problem statement:-

- A study of family relationship and interest among school children.

3.3 objective of the study:-

- To study family relationship and children interest of school children.
- To study family relationship and children interest of only child.
- To study family relationship and children interest of child with sibling.
- To study family relationship and children interest of male only child.
- To study family relationship and children interest of male child with sibling.
- To study family relationship and children interest of female only child.
- To study family relationship and children interest of female child with sibling.

3.4 Variable:-

I. Independent variable:-

A. SEX

A1 Boys

A2 Girls

B. STATUS

B1 Only child

B2 Sibling child

II. Dependent variable:-

1. Family relationship

2. Children interest

III. Control variable:-

School children of Vadodara city.

HYPOTHESIS:-

It is a fact that hypothesis in any research work is very important without hypothesis researches would go astray:-

- There will be no significant difference between boys and girls in relation to interest.
- There will be no significant difference between only child and child with siblings in relation to interest.

- There will be no significant difference between boys and girls in relation to game and sport interest.
- There will be no significant difference between boys and girls in relation to Fine arts and music interest.
- There will be no significant difference between boys and girls in relation to literary work interest.
- There will be no significant difference between boys and girls in relation to social and house interest.
- There will be no significant difference between boys and girls in relation to hold affairs interest.
- There will be no significant difference between only child and child with sibling in relation to game and sport interest.
- There will be no significant different between only child and child with sibling in relation to Fine arts and music interest.
- There will be no significant different between only child and child with sibling in relation to literary work interest.
- There will be no significant different between only child and child with sibling in relation to social and house interest.
- There will be no significant different between only child and child with sibling in relation to hold affairs interest.

3.6 Sample:-

The sample of 50boys and 50 girls' student's total 100 students from different school of vadodara city were taken.

3.7 Research Design:-

This research has adopted 2x2x2x2 factorial designs

Type	Female Gujarati medium	Female English medium	Male Gujarati medium	Male English medium	Grand Total
sibling	20	20	20	20	80
Only child	20	20	20	20	80
total	40	40	40	40	160

3.8 Tools:-

1. Family relationship scale:-

The family relationship of the subject is measured with the help of FAMILY RELATIONSHIP SCALE by DR. ALKA DAVID. The relationship with family members are greatly influenced by the home setting- the pattern of life in the home, economy and status of the family in the community. The poor family relationship leaves psychological scars on young children

development of personality. The effort should be taken by parents to improve good family relationships.

Authors of the present scale prepared a list of 40 questions which contain 3 options out of which 1 option has to be ticked. The reliability of the scale was determined by half-split method and test- retest method was 0.72.

The validity of the scale was found to be 0.52.

2. Child interest test:-

The child interest test was given by DR. ALKA DAVID asset. Professor Govt. Girls college, Katni (M.P).The child interest test contain 40 questions which is divided into 4 parts like Games &Sports, Fine arts &Music, Literary work, Social & House Hold Affairs. For each one mark will be allotted. Rabidity of the test is .79(N=200) and Validity of the test is .62(N= 100).

RESULT

Table no.1 interest

Table 1.1 showing result of ANOVA scores of sport interest

Source	Type III Sum of Squares	df	Mean Square	F
A	218.556	1	218.556	10.381*
B	174.306	1	174.306	8.279*
C	24.806	1	24.806	1.178
Gender * Medium (AXB)	28.056	1	28.056	1.333
Gender * Type (AXC)	47.306	1	47.306	2.247
Medium * Type (BXC)	3.306	1	3.306	.157
Gender * Medium * Type (AXBXC)	237.656	1	237.656	11.288
Bss	3200.250	152	21.054	
Tss	3934.244	159		

*Significant at 0.01 level ** significant at 0.5 level

GENDER

The result of ANOVA on sport interest score table no 1.1 consulted and found that the F- ratio for gender is 10.381 that is significant at.01 level that means male and female differ significantly from one other in sport interest .

Table no 1.1.1 showing the result of mean and standard deviation score of sport interest

Gender	Mean	SD	N
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Male	8.7000	4.14729	80
Female	11.0375	5.46205	80

The result in the table 1.1.1 prove that the difference between the mean score of male and female for sports interest is 2.3375 (11.0375-8.7000)Here, female shows good interest in sports.

MEDIUM

The result of ANOVA on sports interest score on table no 1.1 proves that the F-ratio for medium in sports interest is 8.279 that is significant at 0.01 that means male and female differ significantly from each other in sport interest.

Table no 1.1.2 showing results of mean and standard deviation score of sport interest

Medium	mean	SD	N
English	8.8250	4.14729	80
Gujarat	11.0375	5.46205	80

The result in the table no. 1.2.1 obtained by both English medium students and Gujarati medium students shows mean and SD scores for sports interest where English medium students scored 8.8250 and 4.14729 while Gujarati medium students scored 11.0325 and 5.46205, which signifies that Gujarati medium students have more interest in sports.

TYPES

As per score table no. 1.3.1 obtained by the result of ANOVA on sport interest which points out that the F-ratio for type is 1.178 that is non- significant that means only child do not differ significantly from sibling in sport interest.

Table no 1.1.3 showing the result of mean and standard deviation score of sport interest

Types	Mean	SD	N
Only child	9.4750	5.24579	80
Sibling child	10.2625	4.68702	80

The report in the table 1.1.3 reveals the fact that both mean and SD score of only child for sports interest is 5.24579, while the SD score of sibling is 4.68702. Thus, only child SD is more than sibling child SD.

Table no 1.2. showing result of ANOVA scores of music interest

Source variation	Type III Sum of Squares	df	Mean Square	F
Gender	319.225	1	319.225	30.406*
Medium	2.025	1	2.025	.193
Type	7.225	1	7.225	.688
Gender * Medium	14.400	1	14.400	1.372
Gender * Type	36.100	1	36.100	3.439

Medium * Type	12.100	1	12.100	1.153
Gender * Medium * Type	21.025	1	21.025	2.003
Error	1595.800	152	10.499	
Corrected Total	2007.900	159		

*Significant at .01 level ** significant at 0.5 level

GENDER

In table no. 1.2 the score received by the result of ANOVA on music interest shows that the F-ratio for gender is 30.406 which are significant at 0.01 levels. Results prove that there is significant difference between male and female children in music interest.

Table no 1.2.1 showing the result of mean and standard deviation of music interest

Gender	Mean	SD	N
Male	12.1875	3.26893	80
Female	9.3625	3.26951	80

The report in the table no. 1.2.1 it can be observe that difference between SD score of male and female for music interest are 3.26893 and 3.26951 Which signifies that there is not much difference in music interest

MEDIUM

The result on ANOVA shows that the F-ratio for medium is .193 for music interest, which is non-significant that means English medium students do not differ significantly from Gujarati medium students.

Table no 1.2.2 showing the result of mean and standard deviation score of music interest

Medium	Mean	SD	N
English	10.8875	3.71447	80
Gujarati	10.6625	3.40492	80

By looking at the report in table no. 1.2.2 proves that there is slit difference between the mean and SD for English medium students and Gujarati medium students where the mean of English medium student and Gujarati medium students are 10.8875 and 10.6625 while, the SD of English medium students and Gujarati medium students are 3.71447 and 3.40492 which signifies that there is not much difference in music interest.

TYPE.

The result of ANOVA shows that the F-ratio for type is .688 for music interest, which is non-significant that means only child do not differ significantly from sibling child.

Table no1.2.3 showing the result of mean and standard deviation score of music interest

Type	Mean	S,D	N
Only child	10.9875	4.00472	80
Sibling child	10.5625	3.04749	80

In table no. 1.2.3 it was found that SD score of only child and sibling child for music interest are 4.00472 and 3.04749, Which signifies that the only child show higher level of music interest

Table no 1.3. showing result of ANOVA scores of literary interest

Source variation	Type III Sum of Squares	df	Mean Square	F
Gender	1.225	1	1.225	.102
Medium	.100	1	.100	.008
Type	38.025	1	38.025	3.154
Gender * Medium	1.225	1	1.225	.102
Gender * Type	115.600	1	115.600	9.588*
Medium * Type	.625	1	.625	.052
Gender * Medium * Type	108.900	1	108.900	9.032*
Error	1832.700	152	12.057	
Corrected Total	2098.400	159		

*Significant at .01 level ** significant at 0.5 level

GENDER

By looking at this table no. 1.3 it reveals that the F- ratio for gender is.102 that is non-significant that means male do not differ significantly from female in literary interest.

Table no 1.3.1 showing the result of mean and standard deviation score of literary interest

Gender	Mean	S.D	N
Male	9.6875	3.87329	80
Female	9.5125	3.39767	80

The report shown in the table no. 1.3.1 Observed by the fact that the mean and SD score of male for literary interest are 9.6875 and 3.87329, while the mean and SD score of female are 9.5125 and 3.39767. This shows that male is unnoticeable higher in literary interest than female.

MEDIUM

When looking at table no.1.3.2 it reveal the F- ratio for medium is .008 on the bases of ANOVA. That is non-significant that means English medium students do not differ significantly from Gujarati medium students in literary interest.

Table no 1.3.2 showing the result of mean and standard deviation score of literary interest

Medium	Mean	SD	N
English	9.5750	3.07203	80
Gujarati	9.6250	4.13805	80

The result in the table no.1.3.2 prove that the mean score of English medium students and Gujarati medium students for literary interest are 9.5750 and 9.6250, which signifies that Gujarati medium students show higher level of literary interest.

TYPE

The result of ANOVA on table no.1.3.3 found that the F-ratio for type is 3.154 that are non-significant which means only child do not differ significantly from sibling child in literary interest.

Table no1.3.3 showing the result of mean and standard deviation score of literary interest

Type	Mean	SD	N
Only child	9.1125	3.93939	80
Sibling child	10.0875	3.24990	80

According to the report in the table no. 3.1.3 reveal the fact that there is difference between types of mean score of only child and sibling child for literary interest are 0.975 while the SD score of only child and sibling child do not show much difference.

Table no 1.4.showing result of ANOVA scores of social work and house hold interest

Source variation	Type III Sum of Squares	df	Mean Square	F
Gender	7075.600	1	7075.600	.865
Medium	10112.400	1	10112.400	1.237
Type	7371.225	1	7371.225	.901
Gender * Medium	7784.100	1	7784.100	.952
Gender * Type	8673.025	1	8673.025	1.061
Medium * Type	7868.025	1	7868.025	.962
Gender * Medium * Type	6579.225	1	6579.225	.805
Error	1242850.400	152	8176.647	
Corrected Total	1298314.000	159		

*Significant at 0 .01 level ** significant at 0.5 level

GENDER

Looking at the score table no.1.4 where the result of ANOVA on social work and household interest was found to be .865 has F-ratio for gender. That is non-significant means male do not differ significantly from female in social work and household interest.

Table no 1.4.1 showing the result of mean and standard deviation score of social work and household

Gender	Mean	SD	N
Male	23.4500	127.74184	80
Female	9.8500	5.17809	80

As per the report shown in the table no. 1.4.1 reflect the fact that the mean score of male for social work and house hold interest is 23.4500 ,while the mean score of female for social work and household is 9.8500.while comparing male and female with the mean score there is a

significant difference in interest between male and female, where the male shows high level in social work and household interest than female.

MEDIUM

The result of ANOVA on the score table no. 1.4.2 reveal the social works and household interest was proved to be 1.237 as F-ratio for medium. That is non-significant that means English medium students do not differ significantly from Gujarati medium students in social work and household interest.

Table no 1.4.2 showing the result of mean and standard deviation score of social work and household

Medium	Mean	SD	N
English	24.4500	127.62940	80
Gujarati	8.5500	4.13353	80

According to the report shown in the table no. 1.4.2 proves that the mean and SD score of English medium students for social work and house hold interest are 24.4500 and 127.62940, while the mean and SD score of Gujarati medium students for social work and household interest are 8.550 and 4.13353. There is a significant difference in interest between English and Gujarati medium students where the English medium students have higher level of social work and household interest.

TYPE

As per the score on table no.1.4.3 which was obtained by the result of ANOVA on social works and household interest which points out that the F-ratio for type is .901 gives that there is non-significant that means only child do not differ significantly from sibling child in social work and household .

Table no 1.4.3 showing the result of mean and standard deviation score of social work and household

Type	Mean	SD	N
Only child	9.7125	4.73926	80
Sibling child	23.2875	127.4423	80

As per the result observed in the table no. 1.4.3 observe that the mean score of only child for social work and house hold interest are 9.7125 4, while the mean score of sibling child for social work and household are 23.2875 .Where the sibling child show high level of social work and household interest.

Table no 2.1.showing result of ANOVA scores of FRS

Source	Type III Sum of Squares	df	Mean Square	F
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Gender	223.256	1	223.256	9.767*
Medium	1.406	1	1.406	.062
Type	252.506	1	252.506	11.046*
Gender * Medium	262.656	1	262.656	11.490*
Gender * Type	.306	1	.306	.013
Medium * Type	26.406	1	26.406	1.155
Gender * Medium * Type	237.656	1	237.656	10.397*
Error	3474.550	152	22.859	
Corrected Total	4478.744	159		

GENDER

While looking at table no. 2.1.1 the score obtained in the result of ANOVA on FRS shows that the F-ratio for gender is 9.767 which show that there is a significant at 0.01 levels. Result proves that there is significant difference between male and female children in FRS interest.

Table no 2.1.1 showing the result of mean and standard deviation score of FRS

Gender	Mean	SD	N
Male	475000	532251	80
Female	451375	505350	80

The report shown in the table no. 2.1.1 prove that the mean score of male and female for FRS interest are 475000 and 451375, while the SD score of male and female for FRS interest are 532251 and 505350. This signifies that male shows high level of FRS interest than female.

MEDIUM

While looking at table no.2.12 the score obtained by the result of ANOVA on FRS shows that the F-ratio for medium is .062 that there is non- significant that means English medium students do not differ significantly from Gujarati medium students in FRS interest.

Table no 2.1.2 showing the result of mean and standard deviation score of FRS

Medium	Mean	SD	N
English	46.4125	5.98457	80
Gujarati	46.2250	4.56729	80

The result in the table no. 2.1.2 Found the fact that the mean score of English medium students and Gujarati medium students are 46.4125 and 46.2250, while the SD score of Gujarati medium student are 5.98457 and 4.56729 respectively. Here the mean of English medium students and Gujarati medium students do not show much difference. There are significant differences in the SD of English medium students than Gujarati medium students. Thus, the FRS is higher in English medium students

TYPE

The result of ANOVA in table no.2.1.3 is all about FRS where the F-ratio for types is 11.046.that there is non-significant that means Only child do not differ significantly from sibling child in FRS interest.

Table no 2.1.3 showing the result of mean and standard deviation score of FRS

Type	Mean	SD	N
Only child	45.0625	4.97931	80
Sibling child	47.5750	5.35753	80

The result in table no. 2.1.3 Prove that the difference between the mean score of only child and sibling child for FRS interest is 2.5125 i.e.(47.5750-45.0625) , while the difference between the SD score of sibling children and only child is 0.37822 i.e.(5.35753-4.97931) . This signifies that the mean and SD sibling child is high compared to that of only child.

CONCLUSION AND SUGRESSIONS:-

- The male child and female child differ significantly from one other in sport interest. Female shows good interest in sport.
- Gujarati medium and English medium children significantly from each other in sport interest. Gujarati medium students have more interest in sport.
- Only child do not differ significantly from child with sibling in sport interest.
- There is a significant difference between male and female children in music interest. Male are higher in music interest.
- English medium students do not differ significantly from Gujarati medium students in Music interest.
- Only child do not differ significantly from child with sibling in music interest.
- Male child do not differ significantly from female child in literary interest.
- English medium students do not differ significantly from Gujarati medium students in literary interest.
- Only child do not differ significantly from child with sibling in literary interest.
- There is no significant difference between male and female child female in social work and household interest.
- English medium students do not differ significantly from Gujarati medium students in social work and household interest.
- Only child do not differ significantly from child with sibling in social work and household interest.
- There is significantly difference between male and female children in family relationship.

- English medium students do not differ significantly from Gujarati medium students in family relationship.
- Only child do not differ significantly from sibling child in family relationship.

LIMITATIONS:-

- Community differences have not investigation in the present study.
- Socio-economic status was not considered in the study.
- The sample was taken from very small area, it would be wider.
- The sample size of each sub group or cell was small so that finding of this study cannot be generalized on a large population group.

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