Research Paper

Sibling Relationship in Connection with Social and Emotional Competence

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ABSTRACT

Social and emotional competence is vital for an individual's development. Sibling relationships can aid in the development of these competencies by providing opportunities for socialization, communication, and emotional regulation. This research study explores the impact of sibling relationships on the social competence and emotional competence of individuals. The importance of social competence and emotional competence in an individual's life has been established in the literature, and the study aims to understand how sibling relationships can influence these competencies in an Indian context. The researchers collected data from 200 young adults in the age range of 20 to 30, both male and female, using three scales - Emotional Competence Scale, Social Competence Scale, and The Sibling Relationship Questionnaire. The exclusion criteria for the study were individuals who did not fall within the age range or were single children. The results of the study showed a significant correlation between sibling relationships, social competence, and emotional competence. The data indicated a strong relationship between sibling relationships and social competence ($r = -0.203$) as well as emotional competence ($r = 0.210$). Sibling relationships provide individuals with opportunities to develop social norms, communication, cooperation, and conflict-resolution skills. Moreover, it helps in developing empathy and emotion regulation techniques. The study has significant implications for future research. The impact of sibling relationships on social and emotional competence can be studied based on gender, economic status, and birth order. Furthermore, sibling relationships can be explored in the virtual world as people are frequently engaged on social media.

Keywords: *Sibling Relationship, Social and Emotional Competence*

The research study is to study the impact of sibling relationships on the social competence and emotional competence of individuals. This study examines the effects of negative and positive sibling relationships. The sample is based on the age group of 20-30. Let us study variables in more detail.

Emotional Competence refers to the capacity of an individual to understand, interpret and stabilize their emotions and that of others too. It includes the way one reflects and expresses emotions and values. Emotional competence is a part of emotional intelligence and comes

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under this phenomenon. It includes manipulation to control instant gratification. Emotionally competent people are good at controlling their negative emotions that might harm others or are not acceptable in society. It gives a clear idea about the person's strengths and weaknesses. Emotional competence as a trait gives an individual the ability to perform well and make the best use of their surroundings. They develop a positive outlook for every situation and hence are so stable and do not drown in emotions. Emotionally Competent people are more stable and have better understanding of their own self. They know how and what to react in a situation, so they become competent enough to gain social and personal success. People who are more competent emotionally are more likely to achieve their present goals and become more goal oriented with a practical approach.

Social Competence is a connection between friendly skill and an assortment of positive results, for example, progress in school, has been irrefutable. Social Competence engages children to connect with peers in a variety of ways and settings and to stay aware of positive relationships with partners and adults, the two of which are essential for results in school to say the very least. A lot of investigation into social skills in little youngsters has distinguished adverse results related to social capability shortfalls. Youngsters who have positive associations with peers in comprehensive homerooms become acclimated with play with offspring of differing capacity levels and may convey their comprehensive encounters and points of view as they push ahead into K-12 schooling, which addresses a significant, dependable effect on our field and the kids and families served inside in. Preschool gives key chances to comprehend and impact the social ability framework on which numerous parts of future advancement are based.

Importance of Emotional Competence
Emotional competence helps an individual to develop a positive outlook to life. Emotionally competent people tend to have a positive outlook that directly or indirectly leads to better mental health. Emotional competence helps in developing more patience and makes people remain calm in difficult situations. Emotionally non-stable people usually couldn't handle criticism and take it negatively. Emotional intelligence helps make a great leader. People who have more understanding and stability in their opinions are more confident. Those individuals who are clear in their directions and aspirations are good at leading others too. Leadership skills include assertiveness and emotional stability that can handle a team and are able to make the best out of anything. Emotionally competent people are good at understanding their own emotions and expressing them appropriately. Better understanding of oneself gains insight into an individual which makes the person more aware about self.

Emotional competence is very important for increasing awareness in the individual by bringing awareness about society and self. Emotional competence helps in developing better listening skills. As an individual understands the importance of other person's emotions very well due to which they listen to others with care. These are some of the important factors that emotionally competent people have in them and that make them more acceptable in society.

Importance of Social Competence
Progressively with age, peers instead of guardians become favoured companions. With regards to peer collaborations, small kids participate in dream play that permits them to expect various jobs, figure out how to take someone else's point of view, and foster a comprehension of the social principles and shows of their way of life. Likewise, associations

with peers normally include more compromise than associations with grown-ups, and hence give an open door to the improvement of social abilities like participation and discussion.

During youthfulness, peer relations become especially significant for youngsters. A vital formative assignment of youthfulness is the arrangement of a character — a feeling of the sort of individual you are and the sort of individual you need to be. At the point when children experience certifiable difficulties in the space of buddy relations, the improvement of social capacities may be subverted. Dismissal by colleagues could transform into a wellspring of gigantic strain to young people, adding to vibes of sorrow and low certainty. Moreover, peer excusal can uplift in a negative developmental contorting. That is, when messes around with appalling intuitive capacities become excused, they are regularly banished from positive participations with peers — affiliations that are fundamental for the obtaining of intelligent capacities.

Excused youths consistently have less options to the extent that play assistants and sidekicks than do recognized kids. Across these advancement stages, prosocial capacities (heartfelt, pleasant, strong approaches to acting) and prudence capacities (shock the leaders, conversation capacities, decisive abilities to reason) are key highlights of social capacity. Also, anyway, developmental changes occur in the plan and nature of friend joint efforts which impact the complexity of capacities adding to social ability. That is, as youths create, their tendencies for play change, and the abilities to think and language capacities that give a foundation to interactive ability similarly change. Consequently, such coordinated efforts that adolescents have with peers change emotionally and quantitatively with progress. The expanded degree of SC and consciousness that goes with the high-level social thinking of youthfulness and the expanded significance that teenagers put on peer acknowledgment might fortify the effect of seen peer dismissal on passionate change and self-idea. Social segregation or wilful separation may likewise turn into a more significant determinant of a companion rejection during immaturity than at more youthful ages.

Sibling relationships
Connections between siblings are essential. While companionships show up and go, your kin are steady. Quite possibly of the most grounded organization in an individual's life is regularly this one. At the point when you're with kin, you barely at any point pull off somebody being false or counterfeit. You share a similar environmental factor as you grow up, so same guardians, and equivalent recollections and encounters. Because of this common past, you are what your identity is, and that makes the relationship extraordinary and beyond value.

What mental impacts does the introduction of a cousin have on a youngster?
At the point when a subsequent child is conceived, don't be shocked if a youngster's direct relapses. This can include immature way of behaving including crying, kicking, shouting, beating, or in any event, peeing the bed. Forlornness is normal. Who couldn't encounter that? Your entire spotlight is presently on the new-conceived. As per analysts, you ought to incorporate your more established kid however much you can and permit them to help with childcare. Normally, the help they offer depends on their age in addition to limit.

REVIEW OF LITERATURE
Sharov, at al. (2021) reviewed and dissects the capability of virtual informal organizations for the advancement of social competence (SC) among youthful people. The consequences of the perceptions and polls affirmed the idea that how much time youngsters spend

imparting on the web and it is expanding to ride the Internet. The aftereffects of the review showed that 107 understudies from the first to the fourth year of studies at an instructor preparing College (Ukraine) frequently stay on virtual interpersonal organizations by perusing them two to four times each day (51.4%). Almost 33% of understudies stay continually on social circles.

Hygen, et al. (2020) conducted research to give a multi-witness appraisal of social competence (SC) in 8-16-year-olds treated for a cerebrum cancer (BT) and afterward to contrast these evaluation results with peers. Compared to controls, the BT bunch was accounted for to experience issues in friendly change, connections, and data handling, on both social capability survey measures by guardians and educators, however not self-report. SC scores for the BT bunch were extensively conveyed inside the typical extreme clinical reach, with 40 % of BT survivors scoring in the clinical reach for social ability challenges on the SRS.

Ikavalko, et al. (2020) reviewed (EC) Emotional competence at work, distinguishing three areas: individual EC, EC inside associations, and EC in the working environment practices. Emotional competence at work was investigated through meetings, reviews, and perceptions. The review was led more than one year, during which a feeling preparing mediation was led inside a medium-sized organization, working in the medical services area. Organizational designers are prescribed to carry out exercises like training interventions to construct emotional competence (EC); this applies at the individual level as well as to accomplish communication among individuals from the association inside working environment practices.

Hukkelberg, et al. (2019) conducted a meta-examination analysed the connection be tween's various kinds of conduct/behavioural issues and social competence (SC) among youngsters matured 3-13 and researched potential arbitrators in this relation. The concentrates on included reports from guardians and instructors, or both as a dyad. The survey included information from 54 autonomous investigations and an aggregate of 46,828 members. Control examinations demonstrated no tremendous contrasts for various sorts of conduct issues or SC. Nonetheless, a tremendous contrast was found as to sort of respondent; the relationship was essentially higher when the two measures were accounted for by a similar respondent (educator or parent) contrasted with when measures were accounted for by parent-instructor as a dyad.

Akhtar, et al. (2017) analysed the directing impact of emotional/passionate closeness to grandparents on the connection between nurturing styles of guardians and social competence (SC) of children. An all-out of 297 people (99 moms, 99 dads and 99 youths) living in joint family framework including three ages (grandparents, guardians, and grandkids), with something like one kid matured 13-18 years, partook in the review. emotional closeness to grandparents directed the connection between mother legitimacy and pomposity of youngsters ($\beta = -.30$, $p < .05$; $\Delta R\ 2 = .09$), recommending a positive connection between authoritative mother and carelessness of kids when kids are falling short on enthusiastic closeness to grandparents and a pessimistic relationship when kids are high on emotional closeness to grandparents.

Benavides-Nieto, et al. (2017) conducted research to comprehend the connection between chief capacities and social competence (SC) in kids matured 5 years without related pathologies. The review included 119 understudies (60 young men and 59 young ladies)

from 5 years old, signed up for the last year of kindergarten, in two private however freely subsidized schools in Granada. The outcomes show that there is a positive connection between interactive abilities and chief capacities. In any case, this positive connect of intercession programs in friendly capability seldom incorporate SC as a critical component to be dealt with.

Camras and Halberstadt (2017) reviewed the understanding of three cycles associated with full of feeling social competence (SC): first, encountering feelings, second, imparting one's feelings, and third, grasping others' feelings. Encountering feeling is progressively perceived to incorporate becoming mindful of, tolerating, and dealing with one's feelings. Successful correspondence of feeling often includes multimodal flagging as opposed to dependence on a solitary methodology like looks. Feeling understanding incorporates both remembering others' inclination flags and deducing likely explanations and results of the feelings of the individuals. Guardians assume a significant part in displaying and showing kids each of the three of these abilities, and intercessions are accessible to support their turn of events.

Joy (2016) conducted research to review and means to expand the comprehension of social competence (SC) by integrating the elements related with the advancement of social capability and the results related with SC. Data brought about a well-fitting model in general. Critical pathways were found between Child's Self-Regulation and Positive SC and between Positive SC and the two other endogenous factors in the model (i.e., factors made sense of by different factors in the model), to be specific Social School Readiness and Self-Concept/Esteem.

Sholikhati (2016) conducted research that intends to decide the capacity of the computerized media education of understudies in Jakarta, in especially of the use of virtual entertainment. - The exploration utilized the instrument of Social Competence (SC) Framework in view of European Commission (2009) to decide the degree of advanced media proficiency of understudies. The outcomes showed that the media education of understudies in Jakarta including medium level considering their SC.

Cillessen and Bellmore (2014) analysed the section to extend the conceptualization of social competence (SC) by expressly recognizing two structures. Correlation connections between the two aspects show that they are not indistinguishable. Acting in manners that lead to peer acknowledgment as opposed to taking the necessary steps to meet one's objectives are two unique approaches to finding actual success or skilled in the friend system. The writing surveyed affirms the legitimacy of this differentiation. It would be feasible to examine whether SC is even more properly characterized in one of the two ways, however remembering them both as novel structures and aspects of SC might be more productive.

Rationale of the Study
The social competence scale (SCS) and the Emotional competence scale (SEC) and sibling relationship scale will be used to collect the data. The sample was taken of 100 individuals. The association between sibling relationships, social intelligence and emotional competence of individuals will be studied on Indian perspective. Because of the cultural difference between siblings' relationship in India and abroad, the research is anticipated to produce results based on the same. All three variables will be studied at the same time unlike the research done earlier, where variables are studied in parts and pieces.

METHODOLOGY

Aim

To study Sibling Relationship in connection with Social and Emotional Competence of individuals.

Objectives
- To understand the association between sibling relationship and emotional competence of individuals.
- To study the significant relationship between sibling relationship and social competence of individuals.

Hypothesis
- **H1:** There will be a significant relationship between emotional competence and sibling relationships in individuals.
- **H2:** There will be a significant relationship between social competence and sibling relationships in individuals.

Sample

The sample consists of 200 adults and convenient sampling design is used. Both male and female participants have been considered.

Inclusion/Exclusion criteria

Young adults who have siblings and fall in the age range of 20 to 30 are included. The exclusion are adults who do not fall into the taken age range and who are single children.

Variables

IV - Sibling Relationship
DV - Emotional competence, Social Competence

Tools
- **Emotional Competence Scale –** The test is developed by H.C Sharma and R.L Bharadwaj. It measures five emotional competencies (identification, understanding, expression, regulation, and use of emotions) with six items for each dimension. It consists of a total of 30 questions. It has test-retest reliability from 0.59 to 0.86. Construct validity was provided for exploratory factor analysis.
- **Social Competence Scale –** The test is developed by V.P Sharma, Dr. Kiran Shukla, and Dr. Prabha Shukla. It measures social competence with five responses for each statement. It consists of a total of 50 questions and scoring is done on 5 pointers Likert scale. SCS factors have good convergent validity (r=0.29 to 0.41).
- **The Sibling Relationship Questionnaire -** It is a self-report 48-thing poll used to evaluate how kin feel around each other and has been approved within the objective populace's age range 8-12. The poll was questioned to every single one of the kin separately. The things were then scored on a 5-point-Likert scale. The reaction choices range from "scarcely by any means" to "incredibly much." Warmth/Closeness is the biggest scale inside the survey containing seven things. This is trailed by relative status/power (4 things), struggle (3 things), finally competition that contains 2 things. The specialists approved the SRQ by estimating the nature of relationship with the guardians; assimilating and externalizing conduct to show satisfactory build legitimacy.

Procedure

Adults were reached out for the purpose of collecting data. 200 young adults (male and female) were given the questionnaire and then the scoring is done. Nobody was forced to participate in the research and the candidates were instructed properly before filling the questionnaire. The surveys had no time restrictions, and there was no correct response to any of the questions. Data was gathered once the participants received the instructions. Responses were gathered through forms, face to face. The privacy of each participant's identity and information was guaranteed. The subjects gave their agreement and participated willingly in the study project.

Statistical Analysis

For the data analysis and interpretation, the initial scoring is done using Microsoft Excel and after attaining the raw scores, SPSS 23 is employed.

Research Gap

The size and diversity of the sample are two study gaps. The generalizability of the results could be constrained if the study used a small, homogeneous sample. To guarantee that the results are reflective of the greater population, it is crucial to choose a diverse sample. The study needs to consider any potential confounding factors that could change how sibling relationships and social & emotional competence are related. The research is conducted to study which variable among social and emotional competence is more affected by sibling relationships. The social competence scale (SCS) and the Emotional competence scale (SEC) and sibling relationship scale will be used to collect the data.

RESULTS

Table 1.1 – Correlation between Sibling Relationship in connection with Social and Emotional Competence of individuals

Correlations

		SR	EC	SC
SR	Pearson Correlation	1.000	.210*	.203*
	Sig. (2-tailed)	.	.049	.043
	N	200	200	200
EC	Pearson Correlation	.210*	1.000	.079
	Sig. (2-tailed)	.049	.	.433
	N	200	200	200
SC	Pearson Correlation	.203*	.079	1.000
	Sig. (2-tailed)	.043	.433	.
	N	200	200	200

The result from the sample collected displays that the variable one Sibling relationship is significant at 0.05 ($p < 0.05$) level with variable 2 and 3 i.e., emotional competence, r = 0.203 and social competence, r = 0.210. The results are found through Pearson correlation coefficient.

Table 1.2 – Descriptive Statistics for Sibling Relationship, Social Competence and Emotional Competence

Descriptive Statistics

	Mean	**Std. Deviation**	**N**
SR	97.0700	14.50827	200
SC	19.570	12.3748	200
EC	32.790	7.4621	200

The value of standard deviation is lower for variable 1, 2 and 3 i.e., sibling relation, emotional competence, and social competence. A low standard deviation implies that the data are grouped around the mean or that the data points often fall within a small range of the mean.

DISCUSSIONS AND ANALYSIS

The research is conducted to study the association between sibling relationship, social competence, and emotional competence of individuals. According to the results shown in table 1.1 variable one that is sibling relationship is significant with variable 2 i.e., emotional competence at 0.05 level. The value for Pearson correlation for EC is r = 0.203, which shows a strong influence of sibling relation on the emotional competence of individuals. Thus, the hypothesis one (1) is accepted.

Moreover, the data outcome also reveals a higher significant correlation between sibling relation and social competence. The significance is found through Pearson correlation method where the level of significance is at 0.05. The correlation value for emotional competence is r = 0.210. Thus, the hypothesis two (2) is also accepted.

Positive sibling connections were linked to greater emotion management skills in children aged 4 to 8 years old, according to a study by Volling and colleagues (2014). In a similar vein, Dunn, and colleagues' (2016) research discovered that kids with healthy sibling connections were better able to control their emotions in the face of pressures.

According to a study by Brody and colleagues from 1998, the ability to resolve conflicts amicably and the warmth of one's siblings are positively correlated with social competence among African American teenagers. Adolescents who reported good sibling connections also reported greater levels of social competence, according to Buhrmester and Furman's (1987) research.

A person's capacity to engage with people successfully and move through social circumstances in a helpful and constructive way is referred to as social competence. It includes a variety of abilities and actions, including verbal and nonverbal communication, empathy, cooperative problem-solving, assertiveness, self-awareness, and emotional control. Whereas the ability to detect, comprehend, and control one's own emotions as well as the ability to perceive, comprehend, and appropriately react to the emotions of others is referred to as emotional competence.

The number of siblings in the household and its size may be potential predictors of cognitive development. Brody (2004) asserts that sibling connections can influence a child's cognitive, social, and emotional growth. Having siblings allows a child to observe a range of family relationships, which aids in the development of social skills. Children who have several

siblings, for instance, have the advantage of watching how they interact with one another. As per many studies, having kin as an adult can aid with depression and anxiety.

Sibling relationships & social ability are significantly correlated. A child's social development is greatly influenced by their siblings since they offer a comfortable setting in which to practise and learn social skills.

Positive sibling bonds are linked to higher levels of SC, such as improved communication, empathy, conflict resolution, and social problem-solving skills, according to research. Also, siblings can provide mental assistance, which is crucial for fostering resilience and self-worth.

On the flip hand, tense and competitive sibling relationships have been associated with lower levels of social competence, which include issues with interacting with others, less empathy, and a greater propensity for violent behaviour.

The ability to form strong networks, establish credibility and trust with others, and accomplish shared objectives in a respectful and collaborative manner are all made possible by social competence, which is a crucial factor of both personal and professional success. It is also a key indicator of psychological and emotional health because those who are socially adept report lower levels of stress, anxiety, and loneliness as well as higher degrees of self-worth and life satisfaction.

It is crucial to remember that there can be a large range in the quality of sibling relationships, and that this might have an impact on social competence depending on things like birth order, sexuality, age gap, and family dynamics. Generally, though, having healthy sibling connections can be a great starting point for building solid peer relationships and social skills throughout youth and into adulthood.

Furthermore, Sibling relationships have a substantial impact on people's emotional competence, according to a growing body of studies. Sibling relationships frequently offer a special and ongoing chance for social connection, which can aid in the development of critical emotional and social skills.

Positive sibling relationships have related to higher levels of social competence in kids and teenagers. For instance, a study conducted by Brody and colleagues in 1998 discovered that sibling warmth and dispute resolution abilities were positively associated with social competence among African American adolescents. Positive sibling connections were linked to better levels of peer acceptance and fewer instances of peer rejection in youngsters, according to another study by McHale and colleagues (2002). Furthermore, a study by Feinberg and coworkers (2012) discovered that siblings who had friendly and encouraging interactions were more likely to act prosocial towards one another.

Being emotionally intelligent is crucial for both personal and professional success because it activates people to form lasting bonds with others, communicate clearly, and handle challenging social circumstances with ease. Although people who maximize the benefits typically experience less stress, worry, and depression and have a greater sense of self-worth and life satisfaction, it is also a significant predictor of their emotional and mental well-being.

With growing research, it is observed that emotionally competent siblings typically score higher than siblings with strained or troubled relationships in this area. The qualities of warmth, moral support, cooperation, & empathy define healthy sibling relationships. These kinds of partnerships can offer people a secure and encouraging setting in which to hone their emotional control and communication abilities.

It is crucial to keep in mind, though, that the relationship between sibling relationships and EC is complicated and can be influenced by a wide range of variables, such as family dynamics, cultural background, and personal temperament. When sibling relationships are marked by conflict, rivalry, or neglect, emotional competence may suffer as a result.

CONCLUSION

The study explored the impact of sibling relationship on social competence, and emotional competence of individuals.

According to the data collected the value for **Pearson correlation** for SC is r = -0.203 which is significant at **0.05** level with sibling relationships which also states a strong relationship between both the variables. Thus, the **hypothesis one (1) is accepted**. Siblings frequently give one another socialisation and engagement chances, which can aid in the development of social norms and abilities. Individuals develop their communication, cooperation, negotiating, and conflict-resolution skills through their connections with their siblings. Cooperative activities & shared goals give people the chance to practise problem-solving, cooperation, and teamwork—all crucial social competency skills.

Furthermore, the value for **Pearson correlation** for EC is r = 0.210 which is significant at **0.05** level with sibling relationships indicated a strong relationship between both the variables. Thus, the **hypothesis two (2) is also accepted**. Possibilities for perspective-taking, a crucial aspect of empathy & emotional competence, can be found in sibling relationships. Sibling relationships offer a secure and comfortable setting for people to practise controlling their emotions. It is a good opportunity to learn and put emotion regulation techniques into practise.

Limitations
- The study was carried out on small population sample.
- There is an absence of previous studies carried out in Indian context for the chosen three variables together.
- There is a lack of research based on the difference between birth order of children using the same variables.

Suggestions for Future Research
- The future researchers can consider the relationship parameters in the research for doing further research studies on social relationship based on social media and technology.
- Using the same variables, a comparative study can be conducted based on the genders, male and female; based on the economic status of the family; and considering the demography within India.
- Difference in birth order can also be taken into consideration.

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