

# Strategies Used by the Parents of Preschoolers to Develop Sharing and Conflict Resolution

**Geetika Sharma**  
*Research Scholar*  
Department of Home Science  
Banasthali University

**Dr. Charu Vyas**  
*Associate Professor*  
Department of Home Science  
Banasthali University

## Abstract

The present study was conducted on “strategies used by the parents of preschoolers to develop sharing and conflict resolution”. With the aim to assess the type of sharing and conflict of preschooler and to know the role of parents in conflict resolution. The self-constructed questionnaire was used in the present study. For analyzing the data following statistical measures were used such as chi- square, frequencies. The result of the study revealed that they show good sharing simultaneously the level of conflict is higher and it was also found that an age difference of sibling does effect sharing between them and the majority of parents playing constructive role for resolving the conflict.

**Keywords: Conflict Resolution, Parents, Preschooler, Sharing**

## I. INTRODUCTION

Socialization and care of the child is considered the prime function of parents. Socialization begins very early in a child’s life. Although the parents have an upper hand in shaping the behaviour of children- parents and children both influence each other behaviour. Parents child relationship is very important for the all-round development of the child. A child’s physical, mental, intellectual, social and moral development is dependent on good parent child relationship. Parent’s interaction with their child, should be meaningful and understanding, because due to unsatisfactory parent child relationship, psychopathological deviation may occur in childhood.

The relationship shared by siblings is a unique one. It is generally filled with irony. At one moment siblings might be tearing each other’s hair out and sometimes they would be fighting with their parents in support of their brother or sister. In fact, having a sibling impacts the very personalities of children. When one sees two children, even if one does not know their order of birth, one can know it by observing them. The elder one generally tends to be more responsible, sacrificing and the younger ones comparatively more demanding. The general consensus is that having a sibling to share one’s childhood always scores over being a single child. It gives them a companion who has always been there in every important point of their lives.

### A. Sharing

Sharing is the process of dividing and distributing. It plays a very important role in early years of life. In early childhood children are not aware about the sharing they don’t want to share with anyone. Parents are the first teacher who introduces the word sharing to the child. When there is no more sibling in the family then children do not aware about sharing. When a child is more pampered then there is a less possibility of the sharing.

#### 1) Basic skills for enhancing the sharing

Siblings need four basic skills to get along with each other. Interestingly enough, it is these same skills which children need to develop in order to get along with others. Children learn these skills at different rates. Some seem to be born knowing how to get along well, others learn by trial and error on their own and some need help to learn. Parents are instrumental in teaching these skills to their children, and there is no better place to do this then within the security and forgiving atmosphere of the home.

- Achieving Belonging. Everyone needs to belong and children are no different. For children, attention and recognition are signs of belonging. If they do not get these things, they do not feel as if they belong. Consequently, children will do whatever it takes to be recognized, even if it means testing the limits and infuriating their parents, Strange as it may seem, children will prefer negative attention (being yelled at or punished) to no attention at all.
- Setting and Respecting Boundaries. As children begin to grow and develop, they realize there are some things they have control over and some things they do not. Parents need to teach their children that there are different kinds of boundaries (personal, those relating to possessions, space, thoughts and time) and that they may change over time.
- Dealing with Feelings. Children need to understand their feelings, because unless they do they will be unable to cope with them in appropriate ways. Children also need to know that other people have feelings too. Siblings naturally present many ways for children to learn how to respond to the feelings of others. The skills they learn within their own family will be invaluable over the course of their lifetime as adults.

- Problem Solving. Children are not always being able to control every situation in life, but they can control how they respond to them. Children need to be taught a sense of power and parents can help them to develop this by modelling negotiation and cooperation with their partner as well as in their own interactions with their children.

### **B. Conflict**

Conflict is an ever-present process in human relations. Conflict implies a desire for violence and revenge. In childhood, conflict is very common because of the same age and at this period they are not mature about the things. In childhood all the children want the same things and all of them are egocentrism. It is a process of seeking to obtain rewards by eliminating or weakening the competitors.

### **C. Conflict Resolution**

Conflict resolution is the process of resolving a dispute or a conflict by meeting at least some of each side's needs and addressing their interests. Knowing how to manage and resolve conflict is essential for having a productive work life, and it is important for community and family life as well. Parents have a very important role in resolving the conflict between the children. If parents are not there then level of conflict are very high. Parents should tell the children whose mistakes are there and then resolve the conflict.

### **D. Parent Guide to Helping Children Manage Conflict, Aggression**

Parents face many challenges in raising their children to be safe, happy, well-adjusted and able to deal with conflict and frustrations in non-violent and effective ways. Many parents are concerned about the amount of violence children are exposed to –at school, on the television, in video games, and in their communities. There is a risk that certain types and amounts of aggression have come to be accepted and expected as the solution to a problem. A common concern for parents is how to help their children deal with violence, and how to prevent their children from resorting to aggression or being involved in violence themselves.

This Tip Sheet covers a range of ages and developmental stages up to early adolescence. While most of the underlying principles are relevant across the ages, parents will need to find age appropriate ways of explaining, teaching and reinforcing these principles.

- 1) Parenting and disciplining children
- 2) Dealing with children who fight
- 3) battle between siblings
- 4) Aggressive behaviour in children
- 5) Teaching children about conflict resolution

### **E. Need/ Importance of the study**

Family is the place where child learn many social behavior such as sharing, understanding, cooperation etc. sibling are an important part of family life. Siblings are brother and sister in the family. Sibling relationship is the stronger than other family relationship and is often characterized by higher levels of interaction, enjoyment and support. When there is nearness in age and when there is a good degree of involvement in each other's lives, this automatically indicates the strong influence that sibling bonds have on a child's life. Sibling conflict is normal. It is a part of every family when there is more than one child. Not only have that, but also sibling conflict played an important part in molding each child. One of the main benefits that sibling conflict teaches children is conflict resolution.

In early years there is a healthy relationship between siblings. Sibling relationships are emotionally powerful and critically important not only in childhood but over the lifetime. Siblings form a child's first peer group, and children learn basic skills, particularly in managing conflict, from negotiating with brother and sister. If the age difference between two siblings less than there would be a chances of conflict is higher as it indicates in study.

In front of researcher there are some questions is that –

- Which type of sharing and conflict in general children have and how they resolve it.
- What are the parental behaviors in sharing and conflict resolution?

### **F. Statement of the problem**

Strategies used by the parents of preschooler to develop sharing and conflict resolution.

### **G. Objectives**

- To assess type of sharing and conflicts of preschoolers.
- To know the role of parents in conflict resolution.

### **H. Delimitation**

The study was delimited to two preschools of Haldwani city of Uttrakhand.

## II. REVIEW OF LITERATURE

The main objective of reviewing literature is to imbibe understanding of previous work that has been done on the subject and check out a research endeavour with a focus on the unexplored aspect of the problem.

- Lauren g. Wild (1992): Aimed “to compare child and parents reports of interparental conflict in a community sample of British families and to increase understanding of children emotional reaction to this conflict. Finding suggested that greater perceived frequency and intensity of interparental conflict, poorest resolution and more child involvement were association with negative emotional reaction in children. These included report of sadness, threat and self blame”.
- Laurie Kramer, lise A. Baron (1995): investigated “a study in which parental appraisals of the quality of their children’s sibling relationship and their standard for sibling relationship were assessed from 114 parents from 57 intact 2 child families. Whereas parents reported being most concerned about agonism and rivalry/competitions between their children. The largest discrepancies between parental standards and observations were for behaviours reflecting warmth. Results support the development of intervention programmes that facilitates pro-social sibling behaviours as well as the reduction of conflict and rivalry”.
- Marjut kasonen (1996): studied “the emotional support and help that siblings provides and found that when they needed help, children would first seek out their mothers, but then turn to older siblings for support, even before they would go to their fathers. She also found that for isolated children, sibling support is especially crucial. For these children, an older sibling was often their only perceived source of help”.
- Malinda j. Colwell (1996):- Examined “the possible causes and resolution of conflict, gender and age difference in conflict and how instance of conflict association with preschool children’s social competence. Finding suggest that conflict is positively associated with teach rated social competence, showing that conflict may serve a healthy developmental function”.
- Ram and Ross (2001): examined “that young sibling’s conflict of interest negotiations and related strategies and outcomes. For sibling between 4 and 8 years, contentious verbal negotiation was associated with a failure to resolve differences, whereas problem solving tactics were linked to mutually satisfactory resolutions”.
- Howe, fiorentino (2003): determined “whether or not sibling rivalry is affected by working mother. The conclusion of this research is such that they suggest that the relationship between siblings appears to be a multi faceted relationship by various factors”.
- Smith, j and ross (2007): evaluated “that children whose parents had mediated their disputes had more sophisticated conflict-resolution skills at the end of the study than did families in the untrained group. Conflicts that arose at home were resolved more positively in the mediation group, according to the parents' reports, in that children behaved more constructively, the conflicts were resolved more equitably, and the children were more involved in resolving the disputes”.
- Kerem shuval (2009): Founded “that the intervention had little positive impact on participants' violence-related attitudes and behaviour. The intervention reduced hostility scores significantly in School 1 ( $P < 0.01$ ; Cohen's  $d = 0.39$ ) and hopelessness scores in School 3 ( $P = 0.05$ , Cohen's  $d = 0.52$ ); however, the intervention decreased the conflict self-efficacy score in School 2 ( $P = 0.04$ ; Cohen's  $d = 0.23$ ) and was unable to significantly change many outcome measures”.
- Melanie killen and Elliot Turiel (2010):- The aim of this study was to investigate “the types of social issues that produce conflicts, the extent to which children respond positively to protests from others, and how conflicts are resolved. The results showed that even when adults do not intervene, children are often responsive to protests from others and resolve conflicts on their own. These results indicate that children's conflicts are not solely negative or aggressive and that children's social interactions and their social contexts are multi-dimensional”.

## III. METHODOLOGY

The chapter contains relevant information pertaining to research design. It includes the methodological aspect such as selection of tool, techniques of statistical analysis in order to achieve the objectives.

### A. Hypothesis

H1: The sharing is dependent of age differences between two siblings.

- Locale of the study: The study was conducted in Haldwani city situated in Uttrakhand.
- Size and selection of sample: The sample of the study consists of 45 parents of preschooler who have at least one sibling in the family. The sample was decided to be taken from 2 preschools. The selection procedure for the data collection was purposive sampling.
- Tool used for data collection: Self constructed questionnaire was used for data collection. Tool consist questions regarding three aspects respectively-
  - 1) Sharing
  - 2) Conflict
  - 3) Role of parents in resolving the conflict

- Description of tool: With the aim of identifying the strategies used by the parents of preschooler to develop sharing and conflict resolution. The self-constructed questionnaire was used for data collection. The questionnaire comprised of 36 questions, out of which 7 were open ended and 29 were close ended. Every close ended question had three options.

**B. Scoring**

Scoring was simple and straight forward. Responses were scored from 1 to 3. Option A show the positive relationship among siblings and assigned a score of 3, while option B shows neutral relationship among sibling and was assigned a score of 2, on the other hand option C shows negative relationship among sibling and was assigned a score of 1.

The highest score for sharing is 18 on the basis of score the range of sharing was divided into 3 levels-

- Good -18 to 13
- Average - 12 to 7
- Below average - 6 and below

The highest score for conflict is 18 on the basis of score the range of conflict was divided into 3 levels -

- Extreme -18 to 13
- Moderate - 12 to 7
- Low - 6 and below

The highest score for parent’s role is 9 on the basis of score the range of parent role was divided into 2 levels-

- Yes - 9 to 4
- No -3 and below.

**C. Statistical Analysis**

The chi square and frequencies used for the analysis of data regarding the present investigation.

**IV. RESULTS AND DISCUSSIONS**

The result and discussion is divided into four phase. Phase one involve the frequencies of level of sharing and areas of sharing in preschooler whereas phase two involve the frequencies of level of conflict and areas of conflict in preschooler whereas third phase include the parent role as a mediator in resolving the conflict whereas fourth phase include level of sharing in reference to age gap.

Table - 1  
Frequencies of level of sharing in preschoolers

<i>Good</i>	<i>Average</i>	<i>Below Average</i>
34	11	-

It was found that 34 preschooler show good type of sharing and 11 preschooler show average type of sharing and there is no fall in below average sharing category. That indicates preschooler showed good sharing behaviour.

Table – 2  
Areas of sharing in play activities.

<i>Statement</i>	<i>Frequencies</i>
<i>Prefer to play all type of games together.</i>	18
<i>Prefer to play only at home together.</i>	20
<i>Prefer to play only outdoor games together.</i>	02
<i>Do not like to play any type of game together.</i>	05

The table indicate that majority of sibling prefer to play each other. Only 5 children show that they do not play with each other.

Table -3  
Frequencies of level of conflict in preschoolers

<i>Extreme</i>	<i>Moderate</i>	<i>Low</i>
22	23	-

It was found that 22 preschoolers show extreme level of conflict and 23 preschoolers show moderate level of conflict.

Table - 4  
Areas of conflict

<i>Statement</i>	<i>Frequencies</i>
<i>Conflict related to playing material</i>	15
<i>On T.V programmes</i>	13
<i>Conflict related to food items.</i>	05
<i>When parents show biased behavior</i>	07
<i>Conflict due to clothing</i>	05

Table show that the major cause of conflict was play material and then TV programmes

Table - 5  
Parents role as a mediator in resolving the conflict done by the parents.

Yes	No
45	-

It was found that all parents play a role of mediator in resolving the conflict between children.

Table - 6  
Activities related with resolving the conflict

Statement	Frequencies
Parents are try to resolve the conflict through proper communication.	14
Explain the child separately.	07
Give punishment/scold the child who ever make mistake.	04
Try to explain fault of each sibling.	30

Parents worked as a mediator in which majority of the parents using constructive strategies for resolving conflict i.e. 14 parents try to do proper communication, 7 parents explain the child separately, 30 parents try to explain the fault of each child, only 4 parents was not using constructive resolution techniques.

- H1:- the sharing is dependent on age difference between two siblings.
- Scores:
- A1:- Good (13-18)
- B1:- 1 to 3 years
- A2:-average (7-12)
- B2:- 4 to 6 years
- B3:- 7 years onwards

Table - 7  
Level of sharing in reference to age difference

	A1	A2	Total
B1	12	4	16
B2	11	4	15
B3	7	2	09
	30	10	40

Value for 2 df is 5.99 at 0.05 level of significance.

$$X^2 = 0.20591$$

Obtained value of chi- square is smaller than the table value. The alternate hypothesis was accepted. It helps to concluded that age difference of sibling does effect sharing between them.

It may be because there is age difference between siblings ranged 1 to 8 years so they all belongs to different stage so their emotional characteristic are different.

## V. CONCLUSION

The good sharing and other hand higher level of conflict may be present at this level due to characteristic emotions of preschooler that their emotions are transitory and intense. On other hand the cognitive development of logics not up to the mark at this stage so children do not attain cognitive maturity due to that level of conflict may be higher that it stage.

## ACKNOWLEDGMENT

It is my pleasure to express my profound sense of respect and indebtedness to my esteemed supervisor Dr Charu vyas associate professor, human development, faculty of home science, Banasthali university, Rajasthan to enlighten my path by her guidance and encouragement for not only developing my skills and endeavours in my present research but even fostering deeper insight for future commitment in the subjects.

## REFERENCES

### Books

- [1] Abramovitch, R., Pepler, D., Carter, C., (1982), "Sibling relationship: their nature and significance across the life span." Hillsdale, NJ Erlbaum.
- [2] Ahuja, R., (2001), "Research methods." Rawat Publications, Jaipur.
- [3] Bee, H., (1994), "The development child." Singapore Pearson Education Pvt Ltd.
- [4] Banclaka, P.C. and Wilkinson, T.S., (2000), "Methodology and techniques of social research." Himalaya Publishing House Mumbai.
- [5] Brophy, J., (1977), "Child development and socialization." Science Research Associates, Inc. Chicago.
- [6] Dehart, G.B., (1999), "Conflict and averted conflict in preschooler's interactions with siblings and friends." Mahwah. NJ Erlbaum. pp 281-304.
- [7] Gupta, S. P., (2005), "Statistical Methods." New Delhi. Sultan Chand and Sons.
- [8] Schafer, C. E. (1981), "How to help children with common problems." HOWard L Million, New York.

### Journal

- [9] Brody, H.G. (1992), "Associations of Maternal And Paternal Direct And differential behavior with sibling relationship, Contemporaneous and longitudinal analysis," Journal of society for research in child development, vol.63, No 1, pp.82-92.

- [10] Buhrmester, D and Furman, W.(1990),“Perception of sibling relationships during middle childhood and adolescence,” *Child development*, pp 1387-1398.
- [11] Killen,M.(1991),“Conflict resolution in preschool social interaction,” *journal of society for research in child development*, Vol. 2, No.3, pp.240-255.
- [12] Koch, H.L. (1956), “Attitudes of children towards their peers related to certain characteristic of their siblings,” *Psychological Monographs*, vol.70, pp.1-41.
- [13] Koch, H.L.(1956), “Some emotional attitudes of the young child in relation to characteristics on his siblings,” *Child Development*, vol.27, pp.393-426.
- [14] Kramer,L and Baron,A.L. (1995), “Parental perceptions of children’s sibling relationship,” *Journal of National Council on family relations*, vol.44, No.1,pp. 95-103.
- [15] Ram,A and Ross ,H.S.(2001), “Problem- Solving, Contention, and struggle :How siblings resolve a conflict of interest,” *Child Development*, vol.72, pp.1710-1722.
- [16] Siddiqui, A .A, and Ross,M.S. (1991), “How do sibling conflict end?,” *Early Education And Development*,vol.10,pp. 315-332.