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A COMPARATIVE STUDY TO ASSESS THE LEVEL OF SOCIAL SKILLS AMONG HOMOGENOUS SIBLINGS OF NURSING STUDENTS IN GANGA COLLEGE OF NURSING, COIMBATORE, TAMILNADU

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ABSTRACT

This cross-sectional comparative study aims to assess and compare the levels of social skills among homogenous siblings of nursing students at Ganga College of Nursing, the study employed a non-probability purposive sampling technique after obtaining institutional permission and securing informed consent from all participants. **Aim and Objectives:** The primary objectives were to assess social skills within sibling groups, analyse differences between elder and younger siblings of the same sex, and investigate disparities between male and female siblings. Demographic profiles of the participants, including age, gender, family type, were collected to provide contextual background for the study. Data collection utilized a structured Google Form questionnaire designed to comprehensively evaluate various aspects of social skills among homogenous sibling pairs. Statistical analyses, including descriptive statistics was utilized to interpret the data and draw meaningful comparisons across different groups. **Results:** Demographic profiles revealed a youthful majority (38.33% aged 18-19, 28.33% aged 20-21), balanced gender distribution (50% male, 50% female) and predominant single-family households (68%). Elder siblings showed significantly higher social skills scores (mean = 78.83) than younger siblings (mean = 68.53), with females (mean = 84.25) significantly outperforming males (mean = 54.25) in social skills proficiency. **Conclusion:** Elder siblings exhibited significantly higher social skills scores compared to younger siblings. Both male and female siblings generally demonstrated good to excellent social skills, with females showing slightly higher proficiency. These findings emphasize the importance of familial and developmental factors in shaping social competencies among siblings.

KEYWORDS

Homogenous sibling, Social skills and Nursing students.

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INTRODUCTION

Social skills are essential for effective communication, interaction, and relationships in various social contexts. They encompass a range of behaviours, including verbal and non-verbal communication, active listening, empathy, and

conflict resolution. Developing strong social skills is crucial for personal and professional success, particularly in fields that require frequent interaction with others, such as nursing.

Nursing students undergo rigorous academic and clinical training that not only equips them with technical skills but also emphasizes the development of interpersonal skills. The demands of nursing education, including the need for effective patient communication and teamwork, may influence the social skills of nursing students differently compared to their siblings who are not exposed to the same environment¹.

This comparative study aims to assess and compare the level of social skills between nursing students and their homogeneous siblings. Homogeneous siblings, in this context, refer to those who share similar age, socio-economic status, and family environment, providing a controlled comparison group. Understanding the differences in social skills between nursing students and their siblings can offer insights into how specific educational and professional environments influence social development. It can also highlight areas where nursing education might contribute positively or negatively to students' social skills, informing potential interventions or curriculum adjustments¹.

Background of the study

Social skills are a critical component of nursing practice, as they facilitate effective communication with patients, families, and healthcare teams. Social skills are a part of emotional intelligence, which is vital for managing relationships and navigating social complexities. Nursing students, through their education and clinical experiences, are expected to develop and refine these skills².

A study by Whelan *et al*, (2021) highlights the significant role of social skills in nursing, emphasizing that effective communication and empathy are linked to better patient satisfaction and clinical outcomes. Another study by Lee and Park (2020) found that nursing students showed considerable improvement in their social skills, including empathy and teamwork, throughout their education.

However, there is limited research comparing the social skills of nursing students with those of their homogeneous siblings who are not exposed to the same educational environment. This study seeks to fill this gap by providing a comparative analysis that can shed light on the unique social skill development trajectories of nursing students.

Review of literature

Sharov *et 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 Sibling Relationship in Connection with Social and Emotional Competence³. 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 events³.

Statement of the Problem

A comparative study to assess the level of social skills among homogenous siblings of nursing students in Ganga College of Nursing, Coimbatore, Tamilnadu

Objectives

To assess the social skills among the homogenous siblings of nursing students

To compare the social skills among the elder and younger siblings of nursing students with same sex

To compare the social skills on male and female siblings

Hypothesis

RH1: There is a significant difference in the level of social skills between elder and younger siblings of nursing students with same sex

RH2: There is a significant difference in the level of social skills between male and female siblings

MATERIAL AND METHODS

Data for this study was collected through a well-structured Google Form. The researcher conducted the main study over a period of ten days to meet the formulated objectives. Prior to data collection, written permission was obtained from the head of the institute. The objectives of the study were clearly explained to the subjects, and informed consent was obtained from each participant.

A purposive sampling technique was used to identify and contact a sample size of 30 homogenous siblings of nursing students. The researcher introduced themselves to the samples through phone calls, explaining the purpose and significance of the study. The Google Form, which included demographic data and the social skills assessment questionnaire, was then distributed to the participants.

Data Collection Tool

The tool used for data collection consisted of two parts:

Part A: Demographic Data

This section collected demographic information about the subjects, including age, gender, educational level, socio-economic status, and family type.

Part B: Structured Questionnaire

This section included 20 structured questions divided into four components:

Communication: Assessed the participants' communication skills.

Basic Interaction: Evaluated the ability to interact on a basic social level.

Team Building: Focused on the participants' skills in collaborative work within a team.

Conflict: Measured the participants' ability to handle and resolve conflicts.

Participants' social skills were evaluated using a rating system that categorized the results into four levels: Excellent, Good, Average and Poor. This

categorization allowed for a clear and concise understanding of the social skills levels among the siblings of nursing students, facilitating the analysis and interpretation of the collected data.

Ethical Considerations

Ensure voluntary participation with the right to withdraw at any time.

Maintain confidentiality and data protection.

Obtain approval from relevant ethical committees.

RESULTS

Section A

Frequency Distribution of Demographic variables

The study revealed that the distribution of participants' ages varied significantly. The age group 16-17 had a frequency of 14 participants, constituting 23.33% of the total sample, indicating a notable presence of younger siblings of nursing students. The age group 18-19 had the highest frequency with 23 participants, representing 38.33% of the sample, showing that a substantial portion of the siblings are in their late teenage years. The age group 20-21 included 17 participants, making up 28.33% of the sample, suggesting a significant number of siblings are in their early twenties. The age group 22-23 had a smaller frequency of 5 participants, representing 8.33% of the sample, indicating fewer siblings fall into this older age bracket. Finally, the age group 24-25 had only 1 participant, making up 2.63% of the sample, showing that very few siblings of nursing students are in their mid-twenties. Overall, the majority of the siblings are concentrated in the 18-19 and 20-21 age groups, with fewer participants in the older age ranges, highlighting the youthful demographic of the siblings which may impact their social skills and developmental stages.

Regarding the gender, male and female participants each constituted 50% of the total sample, with equal frequency. This balanced representation ensures that the findings of the study are not biased towards one gender, allowing for a more comprehensive analysis of social skills among the homogenous siblings of nursing students.

Regarding the type of family, the study revealed that the majority of participants, 68%, came from single-

family households, while 32% were from joint families. None of the participants were from extended families

Section B:

Comparison of Social skills among elder and younger siblings of Nursing Students

The bar diagram above illustrates the comparison of mean social skills scores between elder and younger siblings of nursing students. Elder siblings have a mean score of 78.83, while younger siblings have a mean score of 68.53. This significant difference indicates that elder siblings generally exhibit higher social skills levels compared to their younger counterparts. This visualization highlights the impact of birth order on the development of social skills among the siblings of nursing students.

Comparison of Male and Female siblings of nursing students

The frequency and percentage distribution of social skills among male and female siblings of nursing students at Ganga College of Nursing, Coimbatore-22, reveal notable trends. Among males, 23.33% were graded as excellent, 33.33% as Good, and 10% as Average. In contrast, among females, 40% achieved an excellent rating, 56.6% were rated as Good, and 3.33% as Average. Notably, no participants fell into the Poor category.

Discussion

This study of social skill among homogenous siblings of nursing students, highlights key insights into their social skills development. The demographic profile skewed towards a youthful cohort aged 18-21, with a balanced gender distribution ensuring unbiased findings. A significant proportion came from single-family households, suggesting the impact of family dynamics on social skill acquisition.

The study revealed higher social skills scores among elder siblings compared to younger ones, indicating potential advantages linked to birth order and caregiving roles within families. Both male and female siblings generally demonstrated good to excellent social skills, with females showing slightly higher proficiency.

These findings underscore the importance of targeted interventions to enhance social competencies among nursing students' siblings, particularly focusing on younger siblings and considering diverse family structures. Future research could develop deeper into factors influencing these social dynamics across different developmental stages and familial contexts.

Limitations

Self-reported data may introduce bias.

The study may not account for all variables influencing social skills (e.g., parental influence, peer relationships).

Table No.1: Scoring and Interpretation of Social skills

S.No	Scores	Levels of Social Skills
1	80-100%	Excellent
2	60-79%	Good
3	40-59%	Average

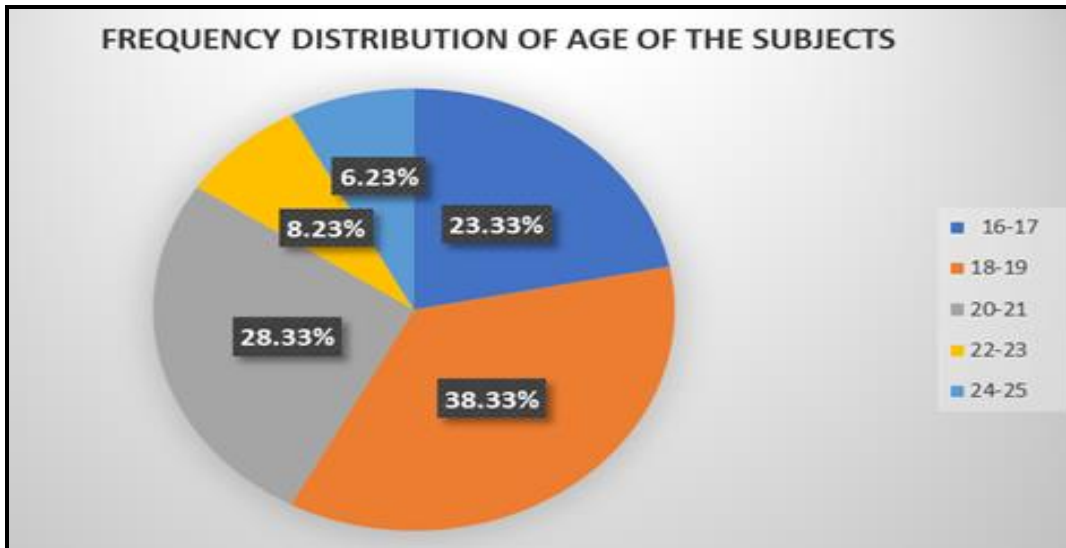


Figure No.1: Frequency distribution of age of the subjects

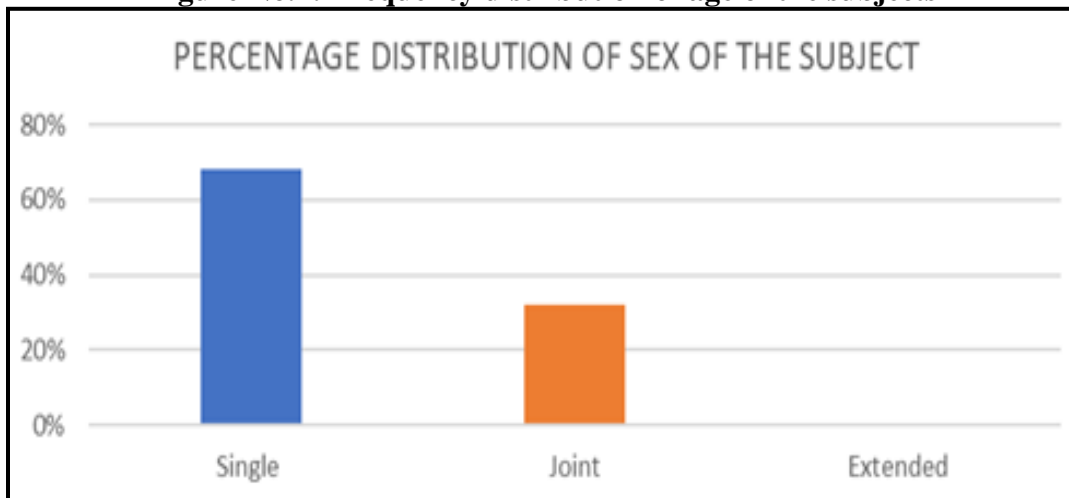


Figure No.2: Frequency of type of family of the subjects

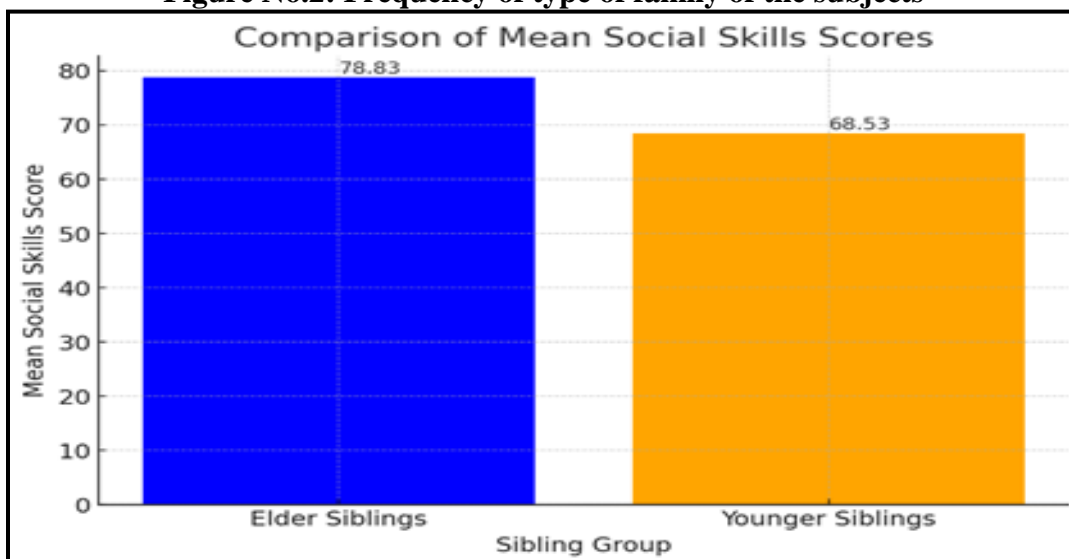


Figure No.3: Comparison of Social skills among elder and younger siblings of Nursing Students

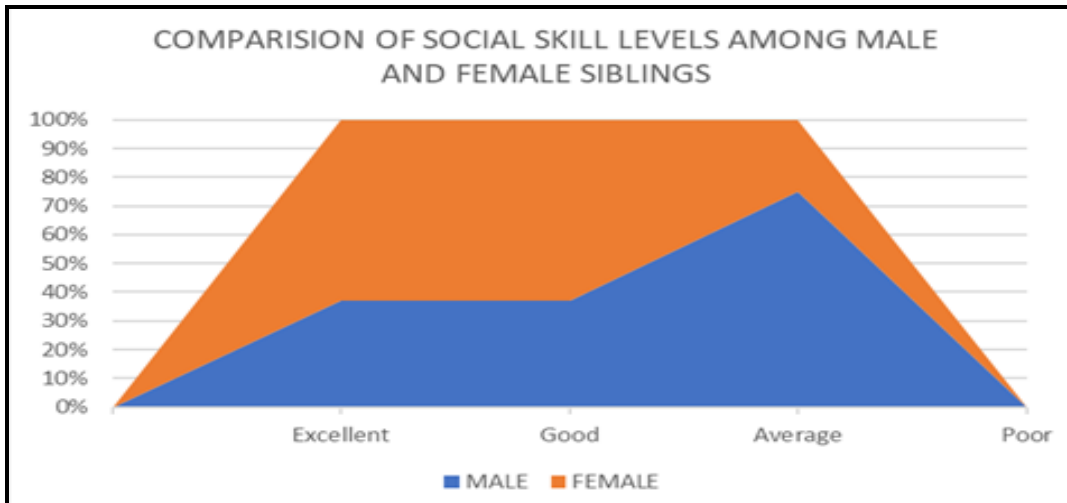


Figure No.4: Comparison of Male and Female siblings of nursing students by frequency distribution

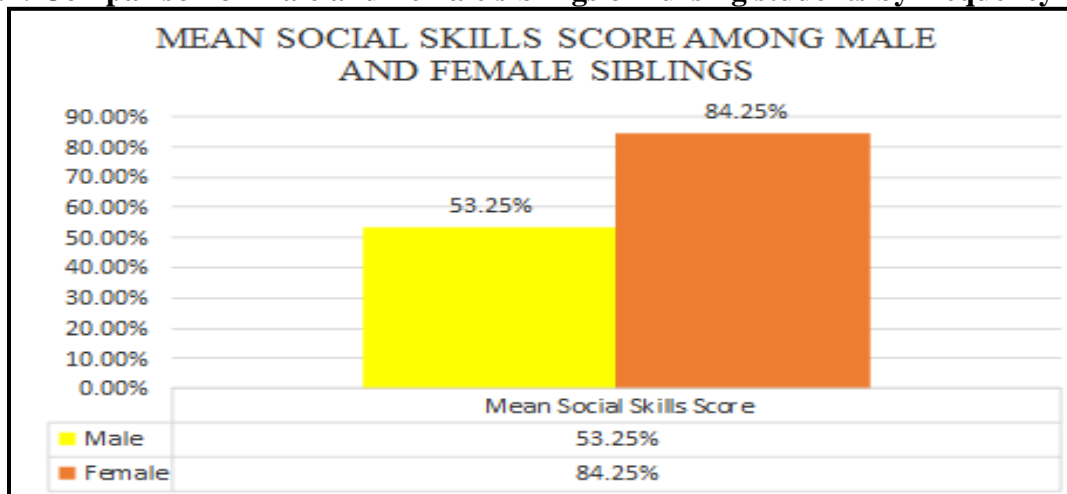


Figure No.5: Comparison of Male and Female siblings of nursing students by Mean Percentage

CONCLUSION

Based on the study assessing social skills among homogenous siblings of nursing students, significant differences were found between male and female siblings as well as between younger and elder siblings. These findings suggest that gender and birth order play influential roles in shaping social development within sibling groups. The observed differences highlight potential variations in socialization experiences, influenced by societal norms, parental dynamics, and peer interactions. Understanding these dynamics can guide targeted interventions aimed at fostering more balanced social skills development across diverse sibling configurations.

CONTRIBUTORS

JS: Made substantial contributions to every phase of this study and conceptualized the study design, meticulously collected, and analysed the data, and was integral to drafting the manuscript. Her expertise extended to editing and critically evaluating the manuscript, ensuring the integrity and clarity of the findings presented. Her multifaceted involvement has been pivotal in shaping this research endeavour into a comprehensive exploration of social skills among homogenous siblings of nursing students': Conceptualized the study design, meticulously collected and analysed the data and was integral to drafting the manuscript.

SOURCE OF SUPPORT

The study would have received institutional approval and support from Ganga College of Nursing, ensuring access to participants and facilities needed for data collection.

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CONFLICT OF INTEREST

None Declared

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