

## ASSOCIATION BETWEEN EXISTENCE SIBLING AND PRAGMATIC ABILITY AMONG PRESCHOOL CHILDREN: PATH ANALYSIS EVIDENCE FROM SURAKARTA

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### ABSTRACT

**Background:** In each phase of development, children do not only grow physically, but also from a psychological to intellectual point of view. Children who don't get enough stimulation may show signs of developmental problems in their language and speech. The presence of siblings can affect the development of personality and the ability to communicate with children. Children who have existence siblings get more language and speech stimulation from their parents and siblings.

**Methods:** This study used a cross sectional study design, which was conducted in Surakarta City. A sample of 200 people was selected using a random sampling technique. Data collection was performed using a questionnaire and analyzed by path analysis.

**Results:** There was a direct relationship between children with siblings having a log odds of good pragmatic skill 4.97 units higher than children without siblings ( $b=4.97$ ; 95% CI= 3.70 to 6.24;  $p < 0.001$ ). Positive parenting styles had a log odds of experiencing good pragmatic skill of 3.42 units higher than children with negative parenting styles ( $b=3.42$ ; 95% CI= 2.10 to 4.69;  $p < 0.001$ ). Children who have existence siblings are indirectly related to pragmatic skill through parenting style. Children with existence siblings had the possibility of having good pragmatics skill by 1.73 units higher than children without siblings ( $b=1.73$ ; 95% CI= 1.07 to 2.3;  $p < 0.001$ ).

**Conclusion:** Good pragmatic skill was directly influenced by the existence sibling and positive parenting style. Pragmatic abilities are indirectly related to existence sibling through positive parenting style.

**Keywords:** *Existence Sibling, Parenting Style, Pragmatics Skill*

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## INTRODUCTION

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Development refers to the increase in body functions that are more complex in a structured and predictable pattern as a result of maturation and learning processes<sup>[1]</sup>. Development is essentially the systematic alteration of bodily and psychological processes. Physical changes emerge from interactions between biological processes, genetics, and the environment, as well as fundamental biological advances brought on by conception (ovum fertilization by sperm). Whereas psychological changes are focused on an individual's general psychological makeup, including their moral, social, emotional, and cognitive development. Development can be understood as a process of quantitative and qualitative change that occurs in people over the course of their lives, from conception through adolescence and adulthood. According to another definition, development is a process of change in the individual or organism, both bodily (physical) and psychic (spiritual) to the level of maturity or maturity that takes place in a systematic, progressive, and sustainable manner<sup>[2]</sup>. From the above understanding, it can be concluded that the process of change that starts at conception and lasts the duration of an individual's life is called development. This process results in a more precise shift in the individual's potential and manifests in new qualities of skills, attributes, and features.

Family is one of the most important things in childcare because children grow and develop in the family. Therefore, parenting is a series of obligations that must be carried out by parents. Family environments are the initial learning environments since every person or child receives education and direction there. The majority of an individual's or child's life is said to be spent in the family, which makes the family the primary environment and the place where the child is most likely to accept education,

as well as the place where the family will hold his foundational understanding of ethics and norms against him. the significance of modern higher education and ever-improving technologies. In reality, parents nowadays are becoming more conscious of how crucial their involvement in their children's education

Several actions taken by parents to support their children's education. Even a small number of parents who set aside a special budget for additional tutoring are not expected to have a significant impact on their children's academic performance despite efforts to create a supportive learning environment at home, implement special learning time for kids, and provide mentoring when kids learn. All effort made has only one goal in mind: to educate kids<sup>[2]</sup>.

Humans largely rely on learning for child growth. We have to acquire numerous social skills as we grow up since we do not naturally know how to behave in society. Most of us begin this learning process at home with our families. There are various ways to learn. Children can occasionally learn best by hearing something out loud. Children typically learn through observing daily life, though. Since a child's family is their main social group, they are most likely to be influenced by them in terms of learning and socialization<sup>[3]</sup>.

The family is regarded as a fundamental socialization setting that significantly affects how a person's personality develops. The importance of parenting style has been the subject of numerous research<sup>[3]</sup>. According to previous research, parents' choices in parenting have a direct impact on their children's future paths, including how they communicate personally<sup>[2]</sup>. There are four primary communication methods that one can use. An assertive communication style combines straightforward language, honesty, and self-advocacy. The opposite of that is Passive; these individuals

frequently apologize, speak informally, and prioritize the needs of others. Passive Aggressive is a medium ground between the two earlier approaches. This form of communication uses oblique references to aggression and collaboration. Aggressive communication is also overly honest and refuses to accept responsibility for acts. How parenting approaches affect a person's communication style is the main concern.

The systemic method in family studies emphasizes that we cannot fully understand the behavior of the family system without involving siblings, despite the fact that sibling interactions receive significantly less scientific attention<sup>[4]</sup>. Similar to this, it is impossible to analyze sibling relationships without taking into account how they interact with their parents. Consequently, the purpose of our study was to investigate the interactions between the traits of sibling relationships and parenting practices. We came to understand that family relationships are dynamic and that the research only focuses on a specific stage of their development. We purposefully dealt with these linkages when we were young adults because they offer a chance to examine how social contexts affect people over the long term<sup>[5]</sup>.

Sibling relationships are between the longest lasting and most influential relationships in a person's life. The choices and actions of siblings are significantly influenced by one another. The shared and independent life experiences of each sibling influence personal growth, which in turn affects the sibling relationship. Young children frequently perceive their sibling as a source of support and companionship due to their daily interactions. Consistent contact with siblings during childhood provides opportunities to develop negotiation strategies and skills, as well as a buffer against stress<sup>[6]</sup>.

The presence of siblings can affect a child's personality development and social communication (pragmatics) skills<sup>[7]</sup>. A good relationship with a sibling

was thought to improve social adjustment by reinforcing good internalized working models of oneself and others. The effects of sibling relationships have also been highlighted by other hypotheses. The pattern of interpersonal relationships started to emerge early in life<sup>[8]</sup>.

The early development of preschoolers is the golden age, which consists of egocentric, opposing and imitation<sup>[8]</sup>. Social communication (pragmatics) skills are acquired during childhood. The development of social skills includes the capacity to work with others on cooperative projects and with common objectives<sup>[7]</sup>. The pragmatic ability of pre-school children is influenced by the existence sibling, especially if they have sisters. When children have older siblings they can increase social-communicative skills, ability to understand conversations, and several developmental aspects in the use of pronouns<sup>[9]</sup>.

Pragmatics language is the ability to use social communication, both verbally and nonverbally<sup>[10]</sup>. Children's personal development is significantly impacted by parenting style. The behavior of adults serving as role models for children in terms of daily decisions, dispute resolution, expectation management, and rulemaking is known as parenting style. This will influence the kids' actions and feelings for the rest of their life. At the individual level, these styles (authoritative, democratic, permissive, and neglectful) can be linked to social communication (pragmatics) skill<sup>[11]</sup>.

Parenting styles are characterized as the methods parents frequently employ to raise their children. A combination of a parent's warmth and responsiveness and an examination of the demands placed on a developing child leads to the four primary parenting styles<sup>[12]</sup>. It is believed that authoritative parenting methods produce the best results for children's behavior and psychological well-being. With this approach, the youngster is subjected to

expectations while simultaneously being treated with warmth. Even if they place demands on their children, an authoritarian parent lacks warmth. Warmth is there among permissive parents, but they do not place demands on their children. Last but not least, the absent parent is a neglectful one that shows their child neither affection nor expectations<sup>[13]</sup>.

Open displays of parental affection, explanations, showing concern for the children's needs, encouraging positive behaviors, defending reprimands, and open communication are traits of the positive parenting style. The negative parenting style is characterized by a lack of concern for the children's behavior, whether it be positive or negative, passiveness, the tendency for misbehavior to go unpunished, tolerating all of the children's impulses, an insufficient assertion of authority, the imposition of no restrictions, and the ease with which children's requests are granted<sup>[14]</sup>.

Speech and language disorders are developmental disorders that are often found in children aged 3-16 years. It is estimated that the incidence ranges from 1% to 32% in the normal population <sup>[15]</sup>. Children who don't get enough stimulation may show signs of developmental problems in their language and speech. Children who have existence siblings get more language and speech stimulation from their parents and siblings.

**METHODS**

This was a cross sectional study conducted in 5 Surakarta Kindergartens. The study population was preschool children. A sample of 200 children aged 4-6 years was selected by simple random sampling. Data collection was performed using a questionnaire and analyzed by path analysis.

**RESULT**

**Table 3** Result of chi-square test between variables

**Sample Characteristics**

Sample characteristics of continuous data were described in Table 1. Sample characteristics of categorical data were described in Table 2.

**Table 1.** Sample Characteristics (Continous Data)

Variables	N	Mean	SD	Min	Maks
Existence Siblings	200	0.64	0.47	0	1
Parenting Style	200	0.68	0.46	0	1
Pragmatics Skill	200	24.08	4.35	17	32

**Table 2.** Sample Characteristics (categorical data)

Variables	Category	N	Percentage (%)
Existence Siblings	Yes	126	63.00
	No	74	37.00
Parenting Style	Positive	159	79.50
	Negative	41	20.50
Pragmatic Skill	Good	120	60.00
	Poor	80	40.00

Table 2 showed that children who have existence sibling were 126 (63.00%). Children who get positive parenting style were 159 (79.50%). Children with good pragmatics skill skills were 120 (60.00%).

**The result of bivariate analysis**

Table 3 shows the results of the bivariate analysis. Children who have existence sibling (OR= 11.3; p <0.001) and positive parenting (OR= 18.09; p <0.001) increased pragmatics skill.

Variable	Pragmatics Skill				OR	P
	good		poor			
	n	%	n	%		
<b>Existence Siblings</b>						
Yes	97	85.84	16	14.16	11.3	<0.001
No	5	5.75	82	94.25		
<b>Parenting Style</b>						
Positive	95	69.34	42	30.66	18.09	<0.001
Negative	7	11.11	56	88.89		

Model specifications describe the relationship between the variables studied.

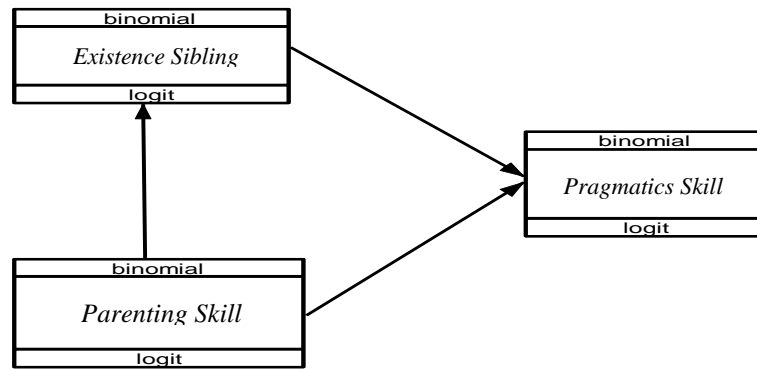


Figure 1. path analysis diagram

This study has 3 measurable research variables, parenting style, existence siblings, and pragmatic abilities.

Table 4 The Result of Path Analysis

Dependent Variable	Independent Variable	Path Coefficient (b)	CI 95%		p
			Lower Limit	Upper Limit	
<b>Direct Effect</b>					
Pragmatics Skill	← Existence Sibling	4.97	3.70	6.24	< 0.001
Pragmatics Skill	← Parenting Skill	3.42	2.10	4.69	<0.001
<b>Indirect Effect</b>					
Parenting Style	← Existence Sibling	1.73	1.07	2.30	< 0.001
Log likelihood	=	-169.27			
N observation	=	200			

Table 4 shows the relationship of existence sibling and parenting style with direct

pragmatics skills. Children who have existence sibling had the possibility of

having good pragmatics skill by 4.97 units higher than children who don't have existence sibling ( $b= 4.97$ ; 95% CI= 3.70 to 6.24;  $p= 0.001$ ). Positive parenting styles had a log odds of experiencing good pragmatic skill of 3.42 units higher than children with negative parenting styles ( $b=3.42$ ; 95% CI= 2.10 to 4.69;  $p<0.001$ ). Children who have existence siblings are indirectly related to pragmatic skill through parenting style. Children with existence siblings had the possibility of having good pragmatics skill by 1.73 units higher than children without siblings ( $b=1.73$ ; 95% CI= 1.07 to 2.30;  $p<0.001$ ).

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## DISCUSSION

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### **The relationship between existence sibling and pragmatics skill**

The results showed a direct relationship between existence sibling and pragmatics skills. These results of this study are in line with previous study which show that pragmatic skill of preschool children are influenced by the existence sibling<sup>[16]</sup>. Sibling connections are important to people since they tend to be their longest relationships. Siblings can act as playmates, attachment figures, protectors, and socializers for emotional support, but they can also be adversaries in disputes<sup>[17]</sup>.

The results of other studies indicate that pragmatic skill is influenced by the existence sibling, especially if they have sisters. When children have older siblings they can increase pragmatics (social-communicative) skills, ability to understand conversations, and several

developmental aspects in the use of pronouns<sup>[9]</sup>. The sisters' relationships seem to be more affectionate but also more contentious when taking into account the gender peculiarities in the siblings' constellation. The element of more

empathic caring is also seen in sister relationships<sup>[18]</sup>. Girls evaluate their relationships with sisters substantially better than those with brothers. despite the fact that mixed-gender siblings are typically less contentious than same-sex partnerships. Same-sex sibling preferences were analogical but unimportant for boys<sup>[19]</sup>.

Developmentally aged children who have existence sibling, promotes the development of social skills (pragmatics). The results of other studies, children who have existence sibling was associated with better social communication (pragmatics) skill in children. Children learn social and emotional (pragmatics) skills from their siblings in a special and significant way. Child who have existence sibling may offer opportunities to experience social communication and to acquire communication skill<sup>[8]</sup>.

Sibling relationships, particularly in early infancy, offer many opportunities for the application and extension of social communication (pragmatics) skills acquired in intervention and educational environments. The possibility for sibling relationships to be strong and the potential for sibling engagement to lead to improved social communication (pragmatics) skill. The potential strength of sibling connections and the chances for social communication growth that can emerge from regular sibling engagement are demonstrated in a talk with her sibling. Supporting young children and enhancing the quality of life for the family may be greatly improved by siblings actively participating in communication<sup>[6]</sup>.

Multiple developmental outcomes have been demonstrated to depend significantly on pragmatic language abilities. Recent studies, for instance, have emphasized the significance of pragmatic language abilities in the growth of peer relationships and have connected pragmatic language issues to both internalizing and externalizing behavior

issues. Consequently, evaluating early pragmatic language deficiencies may be a crucial way to spot kids who are more likely to have bad outcomes<sup>[20]</sup>.

### **The relationship between parenting style and pragmatics skill**

The results showed a direct relationship between parenting style and pragmatics skill. These results of this study are in line with previous study that there is a correlation between parenting styles and children's abilities<sup>[21]</sup>. The growth of children is greatly influenced by parenting style. Parents cannot avoid their responsibility to participate in this activity because it determines a child's personality, character, and competency. Especially after acquiring language for up to six (6) years, communication skills development makes up a significant portion of a child's competency. Throughout the child's formative years, the parenting style is vital.

Authoritarian parenting style by providing explanations, understanding, desires, goals and knowledge will make children have the motivation to learn and increase their abilities. Intelligence in children can be influenced by parenting style<sup>[22]</sup>. The four main dimensions of parenting style that are relevant to intelligence in children: parental response, positive parental demands, negative parental demands and coaching related to parental emotions. Referring to the social aspect of communication, parenting style influences pragmatic skills in children<sup>[23]</sup>.

Different parenting styles, such as authoritative, authoritarian, permissive, and neglectful, had a positive relationship with pragmatics skills of children with autism spectrum disorder, but the relation was not significant<sup>[24]</sup>. The results of other studies indicate that positive parental styles are predictors of altruism, while negative parental styles are predictors of assertiveness, conversation, and social confidence<sup>[25]</sup>. Regarding general social skills, variables that offered the best

probable model were positive monitoring, lax discipline, moral behavior, and physical abuse (the higher the general social skill, the lesser the abusive parenting styles).

Experts have claimed that an authoritative parenting style is linked to good outcomes for children<sup>[26]</sup>. When compared to other people, those who had authoritarian parents have higher levels of self-esteem, good academic performance, fewer externalized, internalized problem behaviors, and better prosocial abilities. Those who grew up with authoritarian parents are reportedly dependent on them, usually introverted, and unfriendly. They also exhibit significant physical and interpersonal violence. Individuals whose parents are lenient encounter difficulties in controlling their actions and emotions. These people perform poorly in school because their parents lack control, but they have a positive view of themselves and exhibit just a little amount of depression symptoms. The lowest levels of development, behavior, emotion, and social functioning are found in people who had neglectful parents as children. The highest rates of depression are often found in those who have a sense of emotional detachment. Physical and cognitive development issues may affect some people.

### **The relationship between existence sibling and pragmatics skill, through parenting style**

The results showed an indirect relationship between existence sibling and parenting style through parenting style. The development of pragmatic abilities in children is about how to use language, communicate and understand other people appropriately and effectively in various social contexts and activities that assume complex social roles<sup>[27]</sup>.

Family is very important in the early development of habits, abilities, and behaviors<sup>[11]</sup>. Children need someone to

educate them, both in their homes and at school. Also directly influencing educational processes are individual and environmental factors. According to the Interactional View Theory, one person's behavior inside a family or group might change how others behave within that group. The results of other studies<sup>[26]</sup> discusses the importance of nonverbal cues and how they might affect someone else.

Children with good parenting style are typically content, spontaneous, dependable, committed (altruism, solidarity), sociable, inclined to succeed, and unlikely to cause parent-child conflicts. They also tend to develop good social skills, self-control, initiative, motivation, self-esteem, good morale, and realistic self-concepts<sup>[14]</sup>.

Children's pragmatic skill are influenced by the social and linguistic environment<sup>[28]</sup>. The social environment refers to things that stimulate children to learn about their world, while the linguistic environment is about how children interact with others using language. In this case, the presence of siblings is one of the supporting factors for children's pragmatic abilities, supported by good parenting skills<sup>[29]</sup>. These results of this study are in line with previous study that the child's social environment influences the child's ability to speak. Stimulation from the right environment (existence siblings and good parenting style) can provide increased ability<sup>[30]</sup>.

Children with parents that use democratic and permissive styles have a good social communication (pragmatics) skills, which challenges the notion that democratic styles are the best parenting styles in terms of socialization of children<sup>[10]</sup>.

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## CONCLUSION

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Good pragmatic skill was directly influenced by the existence sibling and positive parenting style. Pragmatic abilities

are indirectly related to existence sibling through positive parenting style.

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