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Relationship between aspects of interpersonal cognitive and social problem among children

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Abstract
The present study was carried out in Hisar district of Haryana state. Social problem-solving test- revised developed by Rubin (1988) was used to assessed interpersonal cognitive problem-solving skills of children. Result showed that prosocial strategies were negatively correlated with all aspects of social problem solving. Authority strategies were positively correlated trade bribe (r= 0.18*) and apart from all aspects were negatively correlated with authority. Further reveals that trade bribe strategies were positively correlated with affect manipulated (r= 0.18*) and negatively correlated with physical attack" (r= -0.56***),"command"(r= -0.77***), and "grab" (r= -0.62***) strategies. Affect manipulated were negatively correlated with physical attack" (r= -0.46***),"command"(r= -0.52***), and "grab" (r= -0.66***) strategies. Physical attack strategies were strongly and positively correlated with "command"(r= 0.92***), and "grab" (r= 0.82***) strategies. Further aspect of command strategies were positively correlated with "grab" (r= 0.80***) strategies.

Keywords: Children, interpersonal cognitive problem solving, social problem solving, strategies

Introduction
Social competence is acquired over time and is influenced by developmental and experiential factors. The strategies that children use are linked to their linguistic and cognitive abilities, their opportunities for practice and their experience in social interactions (Kostelnick, Stein, Whiren, & Soderman, 1993) [6]. Individual differences among children in their social skills and competence can be the outcome of many factors including opportunities for peer interactions and exposure to the behaviour of family members and the peer group. Parenting style and disciplinary techniques used in the home also affect children's social behaviour and social competence. (Hartup, 1992; Ladd, 1992; Rubin & Coplan, 1992: Rubin & Rose-Krasnor, 1992) [4, 7, 10, 13]. Healthy relationships with peers are impOt1ant for the social adjustment in life. According to Shaffer (1994), peer relationships are important because they are equal status contacts. Children learn to understand and appreciate the perspectives of other children who are of a similar age. Experience with peers contributes to the development of social competence that might otherwise be difficult to acquire with adults who hold more power than the child within adult-child relationships. Children's relationships with their parents are complementary in nature and serve as a basis for peer relationships outside the family. The adult role involves provision of suggestions, guidance, warmth and nurturance. When children interact with their parents and other adults they may find it difficult to challenge adult opinions. On the other hand, peer relationships have qualities which do not exist in adult-child relationships (Hartup, 1983; Hartup & Moore, 1990) [3, 5].

Material Methods
The present study was conducted in six schools from rural areas of Block I and Block 2 of district Hisar. The two villages from Hisar city schools were selected randomly. Thus multi-stage procedure was used for the selection of sample. A sample of constituted of 240 children from rural areas.

Used of Tools
Social problem-solving test- revised developed by Rubin (1988) [11] was used to assessed interpersonal cognitive problem-solving skills of children. Interpersonal Problem Solving by Shure and Spivack (1974a) [15] were used to measured children's interpersonal cognitive problem-solving skills for avoiding the anger of their mothers.

Procedure
The present study was conducted in six schools from rural areas of Block I and Block 2 of district Hisar.

The two villages from Hisar city schools were selected randomly. Thus multi-stage procedure was used for the selection of sample. A sample of constituted of 240 children from rural areas. The boys and girls were included in the sample. Social problem-solving test- revised developed by Rubin (1988) [11] was used to assessed interpersonal cognitive problem-solving skills of children. Interpersonal Problem Solving by Shure and Spivack (1974a) [15] were used to measured children's interpersonal cognitive problem-solving skills for avoiding the anger of their mothers.

Statistical Analysis

Pearson correlation coefficients were computed to examine relationship between interpersonal cognitive problem solving (ICPS) skills and social problem solving.

Result

Correlations among ICPS Strategies of Peer Problem Tasks

As presented in Table 1, Result showed that prosocial strategies were moderately and negatively correlated with authority aid (r= -0.44***), trade bribe (r= -0.37**), affect manipulated(r= -0.20**), and also prosocial strategies were strongly and negatively correlated with "physical attack" (r= -0.91***),"command" (r= -0.97***), and "grab" (r= -0.93***) strategies. Authority strategies were positively correlated trade bribe (r= 0.18*), and negatively correlated with physical attack" (r= -0.45***),"command"(r= -0.51***), and "grab" (r= -0.76***) strategies. Further reveals that trade bribe strategies were positively correlated with affect manipulated (r= 0.18*) and negatively correlated with physical attack" (r= -0.56***),"command"(r= -0.77***), and "grab" (r= -0.62***) strategies. Affect manipulated were negatively correlated with physical attack" (r= -0.46***),"command"(r= -0.52***), and "grab" (r= -0.66***) strategies. Physical attack strategies were strongly and positively correlated with "command"(r= 0.92***), and "grab" (r= 0.82***) strategies. Further aspect of command strategies were positively correlated with "grab" (r= 0.80***) strategies.

Table 1: Correlations among ICPS Strategies of Peer Problem Tasks

Peer Problem Task Strategies		Prosocial	Authority aid	Trade-Bribe	Affect-manipulate	Physical attack	Command
Prosocial	Boys	1.0					
	Girls	1.0					
	Total	1.0					
Authority	Boys	-.45***	1.0				
aid	Girls	-.43***	1.0				
	Total	-.44***	1.0				
Trade-	Boys	-.36***	.16	1.0			
bribe	Girls	-.40***	.19*	1.0			
	Total	-.37***	.18*	1.0			
Affect-	Boys	-.20*	.12	.17	1.0		
manipulate	Girls	-.19*	.16	.18	1.0		
	Total	-.20**	.14	.18*	1.0		
Physical	Boys	-.88***	-.46***	-.59***	-.48***	1.0	
attack	Girls	-.95***	-.42***	-.54***	-.44***	1.0	
	Total	-.91 ***	-.45***	-.56***	-.46** *	1.0	
Command	Boys	-.97***	-.48***	-.78**	-.55***	.92***	1.0
	Girls	-.98***	-.53***	-.74***	-.49***	.96***	1.0
	Total	-.97***	-.51***	-.77***	-.52***	.92***	1.0
Grab	Boys	-.93***	-.53***	-.72***	-.70***	.76***	.71 ***
	Girls	-.94***	-.94***	-.58***	-.60***	.84***	.89***
	Total	-.93***	-.76***	-.62***	-.66***	.82***	.80***
Note: Significant at *p<.05; **p<.01; ***p<.001.							

Correlations among Strategies of Mother Problem Tasks

As presented in Table 2, Result showed that apology truth strategies were negatively correlated with replace repair (r= -0.60***), affect manipulated (r= - 0.62***), hide (r= -0.51***), blame other (r= - 0.52***) and hide project (r= -0.70***). Replace repair strategies were negatively correlated with affect manipulate (r= - 0.62*) and hide (r = -0. 39). Further result reveals that hide strategies were positively correlated with blame (r= 0.32***) and hide project (r= 0.41***). Blame other were positively correlated with hide object (r = 0.48***).

Table 2: Correlations among ICPS Strategies of Mother Problem Tasks

Mother Problem Task Strategies		Apology -truth	Replace -repair	Affect- manipulate	Hide	Blame other
Apology-	Boys	1.0				
Truth	Girls	1.0				
	Total	1.0				
Replace-	Boys	-.65***	1.0			
Repair	Girls	-.57***	1.0			
	Total	-.60***	1.0			
Affect-	Boys	-.60***	-.43***	1.0		
Manipulate	Girls	-.66***	-.35***	1.0		
	Total	-.62***	-.40***	1.0		
Hide	Boys	-.48***	-.37***	.11	1.0	
	Girls	-.55***	-.41***	.09	l.0	
	Total	-.51***	-.39***	.11	1.0	
Blame other	Boys	-.57**	.13	-.12	.28**	1.0
	Girls	-.49***	.16	-.10	. 33***	1.0
	Total	-.52***	.14	-.10	.32***	1.0
Hide object	Boys	-.69***	-.13	-.09	.36***	.52***
	Girls	-.72***	-.09	-.07	.44***	.46***
	Total	-.70***	-.10	-.07	.41***	.48***
Note: Significant at ** p<.01; *** p<.001						

Discussion

For Peer Problem Tasks, findings of the present study showed that children who suggested "pro social" strategies were less likely to suggest other non-forceful strategies such as "authority aid", "trade-bribe", and "affect-manipulate". Also, children who suggested "non-forceful" strategies were less likely to suggest "forceful" strategies including "physical attack, "command", and "grab". These results are also in line with previous research. Balda (1997) [1] also found that children who produce "prosocial" strategies were less likely to produce other non-forceful strategies such as "authority aid", "trade-bribe", and "affect-manipulate", as well as were less likely to suggest "agonistic and forceful" strategies.

With regard to Mother Problem tasks, results of the present study indicated that children who suggested "apology-truth" alternatives were less likely to suggest other alternatives, the is."replace-repair", "affect-manipulate", "hide", "blame other", and "hide object" alternatives. These finding get support from the research conducted by Balda (1997) [1] She also observed that in avoiding maternal anger, pre-school children who used "apology-truth" strategies were less likely to use "replace-repair", "affect- manipulate", "hide". "blame other", and "hide object" alternatives. Impatient and emotional children were also more likely to suggest "blame other, hide, and hide object" strategies in Mother Problem tasks (Balda *et al.* 2000) [2] also reported that there were relations between temperament dimensions and social competence. Highly active and distractible children were more likely to suggest less number of strategies in object acquisition, friendship initiated and avoiding anger problem-solving tasks. They were less flexible in providing alternate solutions and suggested irrelevant solutions 111 hypothetical problem-solving tasks.

Finding

With regard to correlations between quantitative scores of Peer and Mother Problem tasks, results showed that these scores were highly correlated indicating that children who were good in one task area were also good in another task area.

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