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Strategies behavioural and interpersonal cognitive problem solving skills of children

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Abstract
The present study was carried out in Hisar district of Haryana state. An inventory was prepared to assess the overall behavioural adjustment of children based on their overt classroom behaviour. Interpersonal Problem Solving by Shure and Spivack (l974a) were used to measured children's interpersonal cognitive problem-solving skills for avoiding the anger of their mothers. Clearly shows that impatience ($r = -0.33^{***}$), emotionality, ($r = -0.32^{***}$), and aggression($r = -0.41^{***}$), were marginally to moderately negatively correlated with proportions of "non-forceful" strategies. Table further shows that impatience ($r = 0.30^{***}$), and aggression ($r = 0.52^{***}$) were marginally to strongly positively correlated with proportions of "forceful" strategies. Further results show that strategies in Mother Problem tasks, "Apology-truth" alternatives were marginally negatively correlated with ($r = -0.35^{***}$) aggression. "Blame other, hide, and hide object" strategies were marginally to moderately positively correlated with impatience ($r = 0.29^{***}$), emotionality ($r = 0.35^{***}$) and aggression ($r = 0.50^{***}$), components of behaviour.

Keywords: Children, interpersonal cognitive problem solving, behavioural and social problem solving

Introduction
Vygotsky emphasizes on social interactions as the sources of development (Karpov, 2003) [6]. Children from an early age face a range of interpersonal dilemmas in their interactions with peers and adults. These include obtaining access to an object in another child's possession, initiating interaction with an unfamiliar child, seeking help, and if they have done something wrong, avoiding adult's anger. Children use different strategies to solve these interpersonal problems. For instance, in order to obtain access to an object child may use a number of strategies including waiting, using physical force, or requesting a turn. Children who are good at social problem-solving are able to achieve their social goals effectively. Poor interpersonal problem-solving skills affect the way children deal with their social problems encountered with peers and adults. The development of cognitive interpersonal problem-solving skills is a function, not only of cognitive development, but of many other factors as well, including children's socialisation experiences with peers and adults, the nature of the parent-child relationship, and children's characteristics (Rubin & Rose-Krasnor, 1992) [9]. Children who are good at social problem-solving are able to achieve their social goals effectively. Poor interpersonal problem-solving skills affect the way children deal with their social problems encountered with peers and adults.

Children who are good at social problem-solving are able to achieve their social goals effectively. Poor interpersonal problem-solving skills affect the way children deal with their social problems encountered with peers and adults. Rubin and Rose-Krasnor (1992) [9] define interpersonal cognitive problem solving (ICPS) as the ability to achieve personal goals in social interaction while simultaneously maintaining positive relationships with others over time and across situations. A number of theories describe the information processing by which children come to develop socially competent behaviour and thinking. The teaching of processes and strategies related to social cognition in children is part of the endeavour to reduce the adverse impact that their difficulties in the socio-cognitive domain have on their social development and inclusion (Siperstein, 1992) [12].

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.

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A sample of constituted of 240 children from rural areas.

Tools
An inventory was prepared to assess the overall behavioural adjustment of children based on their overt classroom behaviour. Interpersonal Problem Solving by Shure and Spivack (l974a) [11] 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. An inventory was prepared to assess the overall behavioural adjustment of children based on their overt classroom behaviour. Inventory consisted of 15 behavioural items on a Likert-type scale. Interpersonal Problem Solving by Shure and Spivack (l974a) [11] 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 behavioural variables and interpersonal cognitive problem solving (ICPS) skills.

Result
Correlations between Behavioural Variables and Quantitative ICPS Scores of Children
Table clearly depicts that impatience, emotionality and aggression were marginally significantly negatively correlated with total number of categories produced, total number of different categories suggested, total relevancy score and flexibility scores obtained, and total number of different consequences suggested for interpersonal cognitive problem skills tasks. It can be interpreted from these correlations that children who were perceived by their teachers as impatient, emotional and aggressive were likely to suggest fewer number of categories and fewer number of different categories. These children were less likely to obtain greater relevancy and flexibility scores. Finally, these children were less able to

suggest greater number of different consequences.

Table 1: Correlations between Behavioural Variables and lCPS Scores

Total ICPS Scores		Impatience	Emotionality	Aggression
TNC	Boys	-.30**	-.23*	-.22*
	Girls	-.29**	-.21 *	-.22*
				—
	Total	-.30***	-.22**	-.23**
TNDC	Boys	-.25*	-.29**	-.22*
	Girls	-.22*	-.20*	-.23**
	Total	-.')'''''**-	-.24**	-.23**
REL	Boys	-.26*	-.26**	.12
	Girls	-.23*	-.20*	.14
	Total	-.25**	-.23**	.13
FLEX	Boys	-.35***	-.34***	-.22*
	Girls	-.35***	-.30**	-.27**
	Total	-.35***	-.32***	-.25**
CONSE	Boys	-.34***	-.30***	-.35***
	Girls	-.32***	-.32***	-.36***
	Total	-.30**	-.31 **	-.35***

Note: Significant at *$p < .05$, **$p < .01$, ***$p < .001$; TNC: =: Total number of categories; TNDC = Total number of different categories; REL = Relevancy score; FLEX = Flexibility score; CONSE = Number of different consequences.

Correlations between Behavioural Variables and ICPS Strategies
Peer Problem Task Strategies: Table 1. Clearly shows that impatience (r = -0.33***), emotionality, (r = -0.32***), and aggression (r = -0.41***), were marginally to moderately negatively correlated with proportions of "non-forceful" strategies. Table further shows that impatience (r = 0.30***), and aggression (r = 0.52***) were marginally to strongly positively correlated with proportions of "forceful" strategies.

Mother Problem Task Strategies: For Mother Problem tasks, sporadic significant correlations were obtained. "Apology-truth" alternatives were marginally negatively correlated with (r = -0.35***) aggression. "Blame other, hide, and hide object" strategies were marginally to moderately positively correlated with impatience (r = 0.29***), emotionality (r = 0.35***) and aggression (r = 0.50***), components of behaviour.

Table 2: Correlations between Behavioural Variables and ICPS Strategies

I ICPS Strategies		Impatience	Emotionality	Aggression
Peer Problem Task Strategies				
Non-Forceful	Boys	-.30**	-.33**	-.40***
	Girls	-.36***	-.32**	-.42***
	Total	-.33***	-.32***	-.41***
Forceful	Boys	.31 **	.15	.52***
	Girls	.28**	.12	.54***
	Total	.30***	.14	.52***
Mother Problem Task Strategies				
Apology-Truth	Boys	-.13	.12	-.38***
	Girls	.05	.16	-.30***
	Total	.07	.14	-.35***
Affect-Manipulate	Boys	-.13	-.11	-.10
	Girls	-.16	-.12	-.07
	Total	-.15	-.11	-.09
Replace-Repair	Boys	-.15	-.08	.06
	Girls	-.10	-.12	.07
	Total	-.12	-.10	.07
Blame	Boys	.30**	.36**	.52***

| other-hide- | Girls | .2S** | .34*** | .48*** |
| hide object | Total | .29** | .35*** | .50*** |

Note: Significant at *$p < .05$; **$p < .01$; ***$p < .001$.

Discussion

Inter correlations among quantitative scores and between scores of Peer and Mother Problem tasks suggest that children who produced greater number of categories and different categories were more likely to suggest relevant solutions and also were more flexible in strategy selection within the task area and between different problem solving tasks. These results of the rural study are similar to those of urban study discussed in the previous chapter and the findings of the research conducted by Balda (1997) [1] in Australia and India. Correlations among strategies of Peer Problem Tasks revealed that children who non-forceful strategies were less likely to suggest "forceful" strategies. For Mother Problem tasks, children who suggested "apology-truth" alternatives were less likely to suggest other alternatives. These findings support the results discussed in previous chapter. Balda (1997) [1] also reported similar findings in a cross-cultural study conducted in Australia and India.

These results suggest that, aggressive children were less likely to suggest "apology-truth" strategies, instead, they were more likely to suggest "blame other, hide, and hide object" strategies to avoid maternal anger. 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) [1] 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 hypothetical problem-solving tasks. Children who are weak in finding alternative solutions and who show impulsive and aggressive behaviours implement only one strategy to attain what they desire and to solve the problems that they face, and thus, they show the tendency to use force when they fail (Erwin *et al.*, 2005) [4]. Kargi (2009) [5] tested the effectiveness of the Interpersonal Problem Solving Program (ICPS) in developing problem solving skills and reducing problem behaviours of 4 year old children who attend preschool. The role of social in influencing affective, cognitive and behavioral processes and experiences such as the ability to concentrate, problem solves and engages in relationships (Blair *et al.*, 2004) [3].

Finding

Results of the rural study clearly indicated that for Peer Problem tasks, impatience, emotionality and aggression components of behaviour were correlated negatively with "non-forceful" strategies and positively with "forceful" strategies. For Mother Problem tasks, aggressive children were less likely to suggest "apology-truth" strategies, instead, they were more likely to suggest "blame other, hide, and hide object" strategies to avoid maternal anger. Impatient and emotional children were also more likely to suggest "blame other, hide, and hide object" strategies in Mother Problem tasks.

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