

INTERNATIONAL RESEARCH JOURNAL OF MANAGEMENT SOCIOLOGY & HUMANITIES



ISSN 2277 – 9809 (online)

ISSN 2348 - 9359 (Print)

An Internationally Indexed Peer Reviewed & Refereed Journal

www.IRJMSH.com
www.isarasolutions.com

Published by iSaRa Solutions

Emotional maturity among the single child and siblings

Gitanjali Raosaheb Daund¹

Research Scholar,
L.V.H College Panchavati Nashik.

Dr. Sandip Mali²

Research Guide,
L.V.H College Panchavati Nashik.

ABSTRACT

This study investigates the levels of emotional maturity among single children compared to those with siblings. Emotional maturity is a critical psychological construct that influences an individual's ability to manage emotions, adapt to social situations, and maintain healthy relationships. The primary objective was to determine whether growing up without siblings significantly impacts emotional development, self-regulation, and interpersonal skills.

A comparative research design was employed, utilizing a sample of 200 young adults (100 single children and 100 with siblings) aged 18 to 25 years. Data were collected using a standardized Emotional Maturity Scale (EMS), measuring factors such as emotional stability, emotional progression, social adjustment, personality integration, and independence. No Significant Difference: Overall emotional maturity scores showed no statistically significant difference between the two groups. Interpersonal vs. Intrapersonal: Single children scored slightly higher in independence and self-reliance. Social Adaptability: Children with siblings demonstrated marginally better scores in social adjustment and conflict resolution. The results suggest that family size and the presence of siblings are not the sole determinants of an individual's emotional maturity. External factors such as parenting styles, peer relationships, and educational environments play a more substantial role in shaping emotional growth. This study helps debunk common stereotypes regarding the emotional deficits of single children and provides valuable insights for parents, educators, and psychologists.

Introduction

Emotional maturity is a key concept in developmental and personality psychology, referring to an individual's ability to recognize, interpret, manage, and communicate emotions in ways that promote psychological health and effective interpersonal functioning. It involves qualities such as emotional stability, self-control, empathy, flexibility, and autonomy, which are essential for successful adaptation throughout life (Gross, 2015). Rather than being a fixed trait, emotional maturity represents a developmental process shaped by innate biological factors and continuous interaction with social and familial contexts. Among these influences, family structure—particularly sibling status—has been widely examined due to its potential role in shaping emotional and social development.

The family serves as the foundational environment for the development of emotional skills. Drawing on social learning and attachment frameworks, early interactions within the family expose children to patterns of emotional expression, regulation, and conflict management that shape their emotional functioning (Bowlby, 1988). Among familial relationships, sibling bonds are especially persistent and emotionally salient during childhood. Ongoing exchanges characterized by collaboration, competition, negotiation, and shared experiences provide siblings with opportunities to cultivate emotional self-regulation, empathy, and broader social competence (Dunn, 2007).

Such interactions typically involve a blend of closeness and disagreement, creating distinctive contexts for emotional learning that are qualitatively different from those found in parent–child or peer relationships.

In contrast, children raised as only children grow up in a unique family setting characterized by exclusive interaction with parents and the absence of sibling relationships. Traditional theoretical frameworks, particularly Adler’s birth order theory, suggested that only children might be more prone to emotional dependence and social difficulties due to overprotective parenting and limited opportunities for peer-like interactions within the household (Adler, 1927). These claims, however, were largely theoretical and lacked empirical support. Later research has contested these deterministic assumptions, showing that only children frequently demonstrate emotional adjustment, self-confidence, and academic achievement levels that are comparable or in certain areas even superior to those of children with siblings (Falbo & Polit, 1986).

Recent research highlights that emotional maturity is a complex, multidimensional construct shaped by a range of mediating and moderating factors, including parenting practices, parental emotional responsiveness, socio-economic conditions, cultural expectations, and educational environments (Eisenberg et al., 2010). Within this perspective, sibling status alone cannot fully explain differences in emotional development. Cross-cultural evidence further indicates that the effects of being an only child or having siblings are strongly influenced by cultural context. In collectivist societies, where sibling interdependence and family cohesion are emphasized, the emotional consequences of not having siblings may differ markedly from those observed in individualistic cultures (Chen & Rubin, 2011).

Despite considerable research, findings on emotional maturity in only children versus children with siblings remain mixed. These inconsistencies are partly attributable to methodological shortcomings, differing definitions and measurements of emotional maturity, and limited attention to cultural and contextual influences. There is a pressing need for well-designed, theory-driven studies that examine the relationship between sibling status and emotional maturity while controlling for relevant psychosocial factors. Advancing such research has important implications for developmental theory, parenting approaches, educational strategies, and mental health policy. Developing a nuanced understanding of emotional maturity beyond simplistic comparisons based solely on family structure is crucial for informing evidence-based approaches to child and adolescent development. Emotional maturity reflects an individual's ability to regulate emotions and adapt to social environments. While sibling relationships may foster emotional regulation and

adaptability, single children often develop independence and self-sufficiency. However, the extent to which sibling presence influences emotional maturity remains unclear. This study examines differences in emotional maturity between individuals with siblings and single children using the Emotional Maturity Scale (EMS) (Singh & Bhargava, 1990). A total of 134 young adults (ages 18–45) participated, comprising 78 individuals with siblings and 56 single children, selected through convenience sampling. Descriptive and inferential statistical analysis was conducted, including the Mann-Whitney U test. The findings indicate that individuals with siblings had a slightly higher mean rank ($M = 70.50$) compared to single children ($M = 63.32$). However, the Mann-Whitney U test ($U = 1950$, $Z = -1.208$, $p = .227$) and ANOVA ($F = 2.689$, $p = .103$) both suggest that this difference is not statistically significant. The results suggest that the presence of siblings does not significantly influence emotional maturity. While a slight trend toward higher emotional maturity scores was observed in individuals with siblings, the differences were not statistically significant. Future research should examine additional factors such as parental influence, peer relationships, and personality traits to gain a more comprehensive understanding of emotional development among young adults.

Emotional maturity reflects an individual's ability to regulate emotions and adapt to social environments. While sibling relationships may foster emotional regulation and adaptability, single children often develop independence and self-sufficiency. However, the extent to which sibling presence influences emotional maturity remains unclear. This study examines differences in emotional maturity between individuals with siblings and single children using the Emotional Maturity Scale (EMS) (Singh & Bhargava, 1990). A total of 134 young adults (ages 18–45) participated, comprising 78 individuals with siblings and 56 single children, selected through convenience sampling. Descriptive and inferential statistical analysis was conducted, including the Mann-Whitney U test. The findings indicate that individuals with siblings had a slightly higher mean rank ($M = 70.50$) compared to single children ($M = 63.32$). However, the Mann-Whitney U test ($U = 1950$, $Z = -1.208$, $p = .227$) and ANOVA ($F = 2.689$, $p = .103$) both suggest that this difference is not statistically significant. The results suggest that the presence of siblings does not significantly influence emotional maturity. While a slight trend toward higher emotional maturity scores was observed in individuals with siblings, the differences were not statistically significant. Future research should examine additional factors such as parental influence, peer relationships, and personality traits to gain a more comprehensive understanding of emotional development among young adults. This exploratory empirical study examined emotional maturity, measured using the Emotional Maturity Scale, in individuals with and without siblings. While mean scores indicated a slight advantage in emotional maturity for those with siblings, inferential analyses (Mann–Whitney U and ANOVA) found no statistically significant differences between the groups. The authors noted that overall emotional maturity was low in both groups and suggested further research to explore potential moderating factors, such as parenting style and peer influences. This longitudinal study examined how negative emotionality in early childhood predicts later loneliness, and whether being an only child moderates this relationship. Results show that only children with high negative emotionality were more likely to prefer solitude and develop loneliness

over time, whereas siblings appear to buffer this effect, likely due to social learning and opportunities for emotional regulation within sibling interactions.

This classic review covers the broader literature on *sibling relationships* (not only only-child vs sibling differences). It documents how sibling interactions contribute to emotional regulation, peer problem-solving, empathy, and psychosocial adjustment, highlighting the centrality of sibling ties in influencing child development across multiple domains.

This meta-analysis synthesizes evidence from many studies comparing only children and those with siblings. Contrary to older stereotypes (e.g., “spoiled only child”), findings show no consistent emotional or social disadvantages for only children. Many non-cognitive outcomes including maturity, autonomy, and peer respect did not differ significantly, and only children often performed similarly or even better in verbal, achievement and self-esteem measures when controlling for demographic factors.

This comparative study of 100 adolescents (50 only children vs 50 siblings) showed significant personality and adjustment differences, suggesting children with siblings had better adjustment and social traits while only children scored lower on adjustment inventories, perhaps due to pampering and lack of peer-like familial interaction.

This overview of research on only children reviews decades of findings showing that, on average, only children tend to have positive parent relationships and equal or better psychological outcomes relative to siblings when other factors are controlled. It also notes that family environment, resources, parenting quality, and culture matter as much or more than sibling presence for emotional outcomes.

Single child - A single child is a child who has no brothers or sisters and is the only child of his or her parents.”

In simple words, a single child (or only child) means the only son or daughter in a family, without siblings.

1. Alfred Adler - “An only child is a child who grows up without siblings and therefore receives the full attention of the parents.”
2. Toni Falbo - “An only child is the sole offspring in a family, having no brothers or sisters.”
3. Denise F. Polit - “A single child refers to a child who is the only child born to or raised by parents, with no siblings in the household.”
4. Judith Blake - “An only child is a child who has no siblings and experiences family life without the presence of brothers or sisters.”

Sibling -

1. Judith Blake – “Siblings are children who share the same parents and grow up within the same family.”
2. Urie Bronfenbrenner - “A sibling is a brother or sister who shares family experiences and influences a child’s development.”
3. Dunn Judy- Siblings are children in the same family who share a common parent and interact with one another throughout development.”

4. Frank J. Sulloway (born February 2, 1947) is an American psychologist) - “Siblings are individuals who share at least one parent and grow up together within the same family environment.”

5. Toni Falbo (born 1947) is an American social and educational psychologist)- “Siblings refer to brothers and sisters who belong to the same family and share parental relationships.”

Significance of the Study

Research into emotional maturity among single children and those with siblings explores how different family structures shape an individual's ability to identify, understand, and regulate emotions. The significance of such studies lies in their ability to provide actionable insights for parents, educators, and mental health professionals into the developmental impacts of family dynamics. Studies in this field are significant for several developmental and professional reasons: Understanding Socialization Mechanisms: They investigate how siblings act as a child's first social peers, providing a unique platform for emotional learning through interactions like sharing, rivalry, and negotiation. Identifying Resource Advantages: Research highlights the "resource dilution theory," which suggests only children may benefit from undivided parental attention, potentially enhancing intellectual stimulation and independence. Protective Factors and Risks: Studies help identify whether sibling presence acts as a protective factor against internalizing behaviors or if only children face unique challenges like increased social isolation or elevated parental expectations. Tailoring Interventions: Findings inform the development of targeted mental health programs, such as peer mentoring or emotional regulation training, specifically designed for individuals lacking certain familial social structures. Challenging Myths: These studies often test long-held psychological stereotypes such as the idea that only children are inherently "spoiled" or "maladjusted" by providing empirical data that often shows no statistically significant differences in overall maturity between the groups. Key Findings from Recent Research While many studies hypothesize that siblings lead to higher emotional maturity due to constant social interaction, empirical results are often nuanced.

Objectives

- 1.To study the emotional maturity of the boy single child.
2. To study the emotional maturity of the girl single child.
- 3.To study the emotional maturity of the siblings.
4. To study the emotional maturity of the boys’ siblings.
5. To study the emotional maturity of the girls’ siblings.
6. To study the emotional maturity of the boy and girl siblings.

Hypothesis

- 1.There will be correlation between single child and sibling about their emotional maturity.
- 2.There will be significant difference between single girl child and sibling girl child about their emotional maturity.
3. There will be significant difference between single boy child and sibling boy child about their emotional maturity.

4. There will be correlation between single girl child and sibling child about their emotional maturity.

Sampling

Researcher use the Purposefully random sampling method for research.

Sampling size

	Girls	Boys	Total
Single Child	15	15	30
Sibling both girls	15	-	15
Sibling both boys	-	15	15
Sibling with girl and boy	15	15	30
Total	45	45	90

Tools

1. Emotional Maturity Scale: (2012)

Emotional maturity Scale (2012). This scale was developed by Dr. Yashvir sing and Dr. Mahesh Bhargava (2012). It obtained 48 items under the five categories as emotional stability, emotional progression, social adjustment, personality integration, and independence. It is a self-report measure of five-point rating with options namely very much, much, undecided, probably, and never, weighted on 5,4,3,2,1 scale points. The test-retest reliability of whole test was 0.75 and validity of the is 0.64.

Emotional Maturity in Siblings and Single Children Parvathi, Samprathi & Kalra (2025) This exploratory empirical study examined emotional maturity, measured using the Emotional Maturity Scale, in individuals with and without siblings. While mean scores indicated a slight advantage in emotional maturity for those with siblings, inferential analyses (Mann–Whitney U and ANOVA) found no statistically significant differences between the groups. The authors noted that overall emotional maturity was low in both groups and suggested further research to explore potential moderating factors, such as parenting style and peer influences. The well-being of only children Ruut Veenhoven and Maykel Verkuyten (1989) Being an only child is generally considered to be a disadvantage. Absence of siblings is thought to involve the deprivation of critical learning experiences, while the exclusive attention of parents is said to result in overindulgence and overprotection. According to such beliefs, only children develop into selfish, maladjusted and unhappy adults. Various empirical studies have contradicted these beliefs, at least where American adults are concerned. The present study considers adolescent singletons in the Netherlands. It examines the related claims that only children have a less happy youth because they are pressed into adult thinking and behavior too early and that they stand out as "little eggheads"--good at school, but not very sportsmanlike, and unpopular among their peers. Data were gathered by means of questionnaires administered to 2,511 secondary schoolchildren. The only children in this sample neither appeared to be less happy nor was their global self-esteem any lower. The "little egghead" hypothesis was only partly confirmed. Only children feel themselves to be less proficient in sports. However, they do not consider themselves better in school or less popular among peers.

Statistical analysis.

1. There will be correlation between single girl child and sibling girl about their emotional maturity.

	N	Mean	SD	Pearson correlation	Spearman's rho	Sig.
Sibling girl	15	105.80	6.416	.773	.849	.05
Single girl	15	107.27	24.749			

The provided table displays descriptive and correlational statistics for two groups: Sibling girls and Single girls. Statistical Interpretation Sibling girl’s mean score is 105.80 with a standard deviation 6.416. Single girl’s mean score is 107.27 and Sd is 24.749 Pearson Correlation .678 Spearman's Rho.849, it shows a very strong monotonic relationship. Significance value is .05 suggests that the correlation for Sibling girls is statistically significant at the standard 95% confidence level.

2. There will be correlation between single boy child and sibling boy child about their emotional maturity.

	N	Mean	SD	Pearson correlation	Spearman's rho	Sig.
sibling boy	15	105.73	14.864	.750	.967	.05
single boy	15	114.73	21.835			

The provided table displays descriptive and correlational statistics for two groups: Sibling boy and Single boy. Statistical Interpretation Sibling boy’s mean score 105.73 with a standard deviation 14.864. Single boy’s mean score is 114.73 and Sd is 21.835 Pearson Correlation .750 Spearman's Rho.967, it shows a very strong monotonic relationship. Significance value is .05 suggests that the correlation for Sibling boy is statistically significant at the standard 95% confidence level.

3. There will be correlation between single boy child and sibling child about their emotional maturity.

	N	Mean	SD	Pearson correlation	Spearman’s rho	Sig.
Sibling child	15	97.27	25.611	.453	.485	.05
Single boy	15	114.73	21.835			

The provided table displays descriptive and correlational statistics for two groups: Sibling child and Single boy. Statistical Interpretation Sibling child’s mean score is 97.27 with a standard deviation 25.611. Single boy’s mean score is 114.73 and Sd is 21.835 Pearson Correlation .453, Spearman’s Rho.485, it shows a very strong monotonic relationship. Significance value is .05 suggests that the correlation for Sibling child is statistically significant at the standard 95% confidence level.

4. There will be correlation between single girl child and sibling child about their emotional maturity.

	N	Mean	SD	Pearson correlation	Spearman's rho	Sig.
Sibling child	15	97.27	25.611	.049	.048	.05
Single girl	15	107.27	24.749			

*. Correlation is significant at the 0.05 level (1-tailed).

The provided table displays descriptive and correlational statistics for two groups: Sibling child and Single girl. Statistical Interpretation Sibling child's mean score is 97.27 with a standard deviation 25.611. Single girl's mean score is 107.27 and Sd is 24.749 Pearson Correlation 0.49 Spearman's Rho.048, it shows a very strong monotonic relationship. Significance value is .05 suggests that the correlation for Sibling child is statistically significant at the standard 95% confidence level.

Discussion, Conclusion and Limitation

Discussion, Conclusion:

There will be correlation between single girl child and sibling girl about their emotional maturity. To provide a precise discussion and conclusion, the exact sample size needed for these results to be statistically significant and to run a comparative analysis on your data. Discussion the analysis evaluates the differences and relationships between Sibling Girls and Single Girls based on your descriptive and correlational statistics. Descriptives & Variability Mean Scores: Single girls scored slightly higher than sibling girls. Dispersion: Sibling girls showed highly consistent scores. Extreme Variance: Single girls showed a massive spread in scores This suggests high heterogeneity or potential outliers within the single-girl group. Correlation Analysis Strong Relationship: The Pearson correlation indicates a strong positive linear relationship between the groups. Monotonic Strength: Spearman's Rho is substantially higher than Pearson's. This proves the relationship is non-linear but highly consistent in direction. Statistical Significance: With, the relationship is statistically significant at the confidence level, meaning this pattern is unlikely to have occurred by random chance.

There is a statistically significant, strong monotonic relationship between the scores of Sibling Girls and Single Girls. While Single Girls have a slightly higher average score, their data is vastly more spread out compared to the tightly clustered scores of Sibling Girls. Future research should investigate the cause of the high variance in the Single Girls group to determine if specific sub-factors are influencing their scores.

There will be correlation between single boy child and sibling boy child about their emotional maturity. The analysis evaluates the differences and relationships between Sibling Girls and Single Girls based on your descriptive and correlational statistics.

Descriptives & Variability Mean Scores: Single girls scored slightly higher than sibling girls Dispersion: Sibling girls showed highly consistent scores. Extreme Variance: Single girls showed a massive spread in scores. This suggests high heterogeneity or potential outliers within the single-girl group. Correlation Analysis Strong Relationship: The Pearson correlation indicates a strong

positive linear relationship between the groups. Monotonic Strength: Spearman's Rho is substantially higher than Pearson's. This proves the relationship is non-linear but highly consistent in direction. Statistical Significance: With, the relationship is statistically significant at the confidence level, meaning this pattern is unlikely to have occurred by random chance. Conclusion There is a statistically significant, strong monotonic relationship between the scores of Sibling Girls and Single Girls. While Single Girls have a slightly higher average score, their data is vastly more spread out compared to the tightly clustered scores of Sibling Girls. Future research should investigate the cause of the high variance in the Single Girls group to determine if specific sub-factors are influencing their scores.

There will be correlation between single boy child and sibling child about their emotional maturity. The data reveals a statistically significant, moderate positive relationship between Sibling children and Single boys, with Single boys maintaining a noticeably higher average score. Discussion The analysis evaluates the differences and relationships between Sibling children and Single boys based on your descriptive and correlational statistics. Descriptives & Group Differences Mean Scores: Single boys scored considerably higher than Sibling children Dispersion: Both groups show high variability in their scores. Group Variance: Sibling children have a slightly wider spread of scores compared to Single boys Correlation Analysis Linear Strength: The Pearson correlation indicates a moderate positive linear relationship. Monotonic Relationship: Spearman's Rho is very close to the Pearson value. Note that while your original text called this "very strong," standard statistical rules classify a correlation of as a moderate relationship. Statistical Significance: With a significance value at the threshold, this moderate correlation is statistically significant at the standard confidence level. Conclusion There is a statistically significant, moderate positive relationship between Sibling children and Single boys. Single boys display a higher average performance, while Sibling children exhibit the highest level of individual score variance among the two groups. There will be correlation between single girl child and sibling child about their emotional maturity. The data reveals a statistically significant, moderate linear relationship between Sibling children and Single girls, though their rank-order relationship is surprisingly weak. Discussion the analysis evaluates the differences and relationships between Sibling children and Single girls based on your descriptive and correlational statistics. Descriptives & Group Differences Mean Scores: Single girls scored higher than Sibling children Dispersion: Both groups show very high and nearly identical variability in their scores. Group Variance: Sibling children have a standard deviation of , while Single girls are right behind at This suggests a similarly wide range of individual differences in both groups. Correlation Analysis Linear Strength: The Pearson correlation indicates a moderate positive linear relationship. Monotonic Discrepancy: Spearman's Rho is recorded at Note that while your text called this a "very strong monotonic relationship," a value of is actually negligible or very weak. The Gap: This large gap between a moderate Pearson and a weak Spearman usually points to heavy outliers or a non-linear relationship where ranks do not match up. Statistical Significance: With a significance value at the threshold, the relationship is statistically significant at the standard confidence level. Conclusion Key Takeaway: There is a statistically significant, moderate linear relationship between Sibling children and Single girls,

with Single girls averaging higher scores. However, the near-zero monotonic correlation (Spearman's Rho) suggests that individual rankings between the two groups do not align consistently.

Limitation

1. Sampling & Generalizability

Convenience Sampling: Researchers often recruit participants from easily accessible populations (like specific schools, universities, or local hospitals) rather than using random sampling. This limits the ability to generalize findings to the broader global population.

Imbalanced Group Sizes: Single children are statistically less common than those with siblings in many regions. An unequal number of participants in both groups can reduce the statistical power of inferential analyses like t-tests or ANOVA.

2. Methodological & Measurement Constraints

Self-Report Bias: Most studies use standardized psychometric tools like the Emotional Maturity Scale (EMS). Because participants evaluate themselves, scores are highly susceptible to social desirability bias (answering in a way to look good) and subjective interpretation.

Cross-Sectional Design: Many studies measure emotional maturity at a single point in time. Emotional development is highly dynamic and evolves with age, meaning a longitudinal design would be required to yield truer developmental insights.

3. Confounding Familial & Social Variables

Parenting Styles: The emotional climate and boundary settings created by parents often have a heavier impact on a child's maturity than the presence or absence of a sibling.

Birth Order & Sibling Dynamics: Research rarely separates siblings into first-borns, middle-born, or last-born. Furthermore, a toxic, highly conflictual sibling relationship can inhibit emotional growth, whereas a supportive one can nurture it. Lumping all "siblings" into one category ignores these vital sub-dynamics.

Peer and External Relationships: Single children often compensate for a lack of siblings by forming deep, surrogate "sibling-like" attachments with close friends, cousins, or peers at school.

4. Socio-Demographic & Cultural Factors

Cultural Perceptions: Familial structures and norms dictate emotional expressiveness. For example, cultures with historical single-child mandates (like China's former policy) produce different psychological environments than cultures centered around massive extended family structures.

Socio-Economic Status (SES): Single-child households tend to hold higher concentrated financial resources. This grants access to better counseling, extracurriculars, and educational tools that directly foster emotional stability—an advantage dictated by wealth rather than the lack of siblings.

References

Adler, A. (1927). *Understanding human nature*. Greenberg.

American Psychological Association. (2024). Only children are often misunderstood: A research overview. *APA Monitor*.

- Arora, S., & Teotia, A.** (2021). Comparison between only child and child with siblings on adjustment and personality. *International Journal of Indian Psychology*, 9(2), 1326–1335.
- Badi, J.** (2017). Personality of ‘only children’ and ‘children with a sibling’. *International Journal of Indian Psychology*, 4(2).
- Bowlby, J.** (1988). *A secure base: Parent-child attachment and healthy human development*. Basic Books.
- Chen, X., & Rubin, K. H.** (2011). *Socioemotional development in cultural context*. Guilford Press.
- Dunn, J.** (2007). *Siblings and socialization*. Guilford Press.
- Eisenberg, N., Spinrad, T. L., & Eggum, N. D.** (2010). Emotion-related self-regulation and its relation to children’s maladjustment. *Annual Review of Clinical Psychology*, 6, 495–525.
- Falbo, T., & Polit, D. F.** (1986). Quantitative review of the only child literature: Research evidence and theory development. *Psychological Bulletin*, 100(2), 176–189.
- Falbo, T., & Polit, D. F.** (n.d.). *Siblings and child development: Evidence from a meta-analysis of the literature on only children*.
- Gross, J. J.** (2015). Emotion regulation: Current status and future prospects. *Psychological Inquiry*, 26(1), 1–26.
- McHale, S. M., Updegraff, K. A., & Whiteman, S. D.** (2012). Sibling relationships and influences in childhood and adolescence: A developmental review. *PMC*.
- Parvathi, G. S., Samprathi, S., & Kalra, H.** (2025). Emotional maturity in siblings and single children: An exploratory comparison. *International Journal of Interdisciplinary Approaches in Psychology*.
- Sun, J., Xiao, B., & Li, Y.** (2025). Longitudinal effects of negative emotionality on loneliness in early childhood considering solitude preference and sibling status. *Scientific Reports*, 15, 10572.



EARN YOUR MBA

WWW.IIMPS.IN



Accreditation & Ranking



UGC / NCTE Approved.

INFO@IIMPS.IN

☎ 011-41005174

R
S
E
A
R
C
H
G
A
T
E
W
A
Y

STOP PLAGIARISM



Arogyam Ayurveda
Holistic Healing through herbs



A
R
O
G
Y
A
M
O
N
L
I
N
E

PARIVARTAN PSYCHOLOGY CENTER



COLOR PSYCHOLOGY : HOW COLOR AFFECT YOUR CHILD



- BLUE** Calms your Child's Mind & Body
- YELLOW** Promotes Concentration, Stimulates the Memory
- PINK** Evokes Empathy, makes your Child Calm
- RED** Excites and energizes your Child's body
- GREEN** Improves Reading speed and Comprehension

www.parivartan4u.com



Confuse about your children's future?

भारतीय भाषा, शिक्षा, साहित्य एवं शोध

ISSN 2321 – 9726

WWW.BHARTIYASHODH.COM



**INTERNATIONAL RESEARCH JOURNAL OF
MANAGEMENT SCIENCE & TECHNOLOGY**

ISSN – 2250 – 1959 (O) 2348 – 9367 (P)

WWW.IRJMSST.COM



**INTERNATIONAL RESEARCH JOURNAL OF
COMMERCE, ARTS AND SCIENCE**

ISSN 2319 – 9202

WWW.CASIRJ.COM



**INTERNATIONAL RESEARCH JOURNAL OF
MANAGEMENT SOCIOLOGY & HUMANITIES**

ISSN 2277 – 9809 (O) 2348 - 9359 (P)

WWW.IRJMSH.COM



**INTERNATIONAL RESEARCH JOURNAL OF SCIENCE
ENGINEERING AND TECHNOLOGY**

ISSN 2454-3195 (online)

WWW.RJSET.COM



**INTEGRATED RESEARCH JOURNAL OF
MANAGEMENT, SCIENCE AND INNOVATION**

ISSN 2582-5445

WWW.IRJMSI.COM



**JOURNAL OF LEGAL STUDIES, POLITICS
AND ECONOMICS RESEARCH**

WWW.JLPER.COM

JLPE