

Sibling Rivalry Reloaded: The Role of Smartphones in Conflict and Resolution

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ABSTRACT

Aims of the Study: This research study aimed to examine the extent of smartphone usage among siblings within a specific age group and the nature of conflicts that arise between siblings due to smartphone usage. Furthermore, it explored overall impact of smartphones and the factors which play potential in resolving conflicts among siblings.

Methodology: The study employed the focus group to investigate the utilization of smartphones during family time and its impact on sibling relationships. The participants chosen for this study were children of employed parents residing in Lahore, Pakistan. Children aged between 4 to 16 years were chosen through convenience sampling procedure.

Findings: Findings showed that smartphones resolve 4-8-year-old sibling disagreements. According to the results, it found that in the 8-12 age group smartphones can cause and resolve sibling conflicts as well. Children use smartphones to confront, reject, criticize, establish authority, and supervise ("Eagle's eye"), producing issues. Findings about 13-16-year-olds revealed smartphones have caused conflicts as well as resolve. Smartphones used by 13-16-year-olds found exacerbate sibling conflicts due to poor interactions.

Conclusion: Study concluded that smartphones among kids aged 4-8 years smartphones are more effective in resolving conflicts and smartphones among kids in the age group of 8-12 years create and resolve conflicts between siblings, whereas among aged 13-16 years smartphones more contribute to conflicts rather than resolution.

Keywords: Smartphones Usage, Siblings' Rivalry, Conflict Resolution.

Introduction

Siblings play a crucial role in society by providing companionship and emotional support, fostering resilience, empathy, and a sense of belonging throughout life's stages. They are crucial in shaping social skills, communication abilities, and conflict resolution strategies, acting as a training ground for social interactions. Siblings also significantly influence personal identity and self-esteem, offering validation and continuity while promoting personal growth. They extend beyond individual benefits to impact the

Article History

Received:
September 11, 2023

Revised:
December 14, 2023

Accepted:
December 22, 2023

Published:
December 30, 2023

societal fabric positively, enhancing relationships within families and communities and forming the foundation of extended family networks. Siblings, with their enduring bonds built on mutual understanding, shared experiences, and unconditional love, provide lifelong, steadfast connections that withstand time and distance. This enduring bond fosters continuity, a profound sense of belonging, and a lifelong source of support and love.

Smartphone usage is causing a decline in social relationships and promoting superficial interactions, particularly among young people. This is reshaping their identities in ways that seem to isolate them from their families and weaken familial bonds (Lorente, 2002).

Certainly, technology aids children in learning with great effectiveness. However, it's crucial to remember that a child's success is also highly dependent on peer-to-peer interaction and learning, which can't be fully achieved through technology alone. While tech opens new avenues of connection, it also brings forth new challenges. Studies indicate that adults are becoming increasingly dependent on technology, to the point where they feel uneasy without it (Rainie & Keeter 2006).

Research further suggests that the beliefs and attitudes of parents significantly affect whether their children's use of these devices is beneficial or detrimental. Parents who are themselves addicted to technology often end up buying their children smart gadgets out of fear that they might otherwise be left behind in this increasingly automated world (Malo et al., 2018).

Therefore, it is important to remain cognizant of how technology can impact various aspects of our children's lives, such as their physical, intellectual, and social development.

It is important to recognize the effects of technology on our child's physical, intellectual, social, and physiological well-being and development. Tablets and smartphones are the preferred devices for children when it comes to entertainment. According to reports from Ofcom in 2014, it was found that between 4 and 10 children under the age of eight in the United States had tablets.

Children are drawn to smartphones from a young age. According to a study conducted by Holloway et al. in 2013, children under the age of two should have a daily screen time of 1 to 2 hours, while children between the ages of 2 and 5 should have a daily screen time of 3 to 5.6 hours. Rideout et al. (2014) reported that the amount of time that 3 to 4-year-old children spent using smartphones increased from 39% in 2011 to 80% in 2013 in the USA. Carbonell et al. (2012) conducted a study that examined the usage of smartphones by 4-year-olds for playing movies and games in families that had at least one mobile device.

According to Ofcom (2014), smartphones and tablets have become the preferred devices for children aged 6-15 in the UK, surpassing television in popularity. In 2015, a survey of children aged 8-12 revealed that 53% of them possess cellphones and have been using high-frequency Internet for 8-11 years. Dias et al. conducted a study in 2016. Children between the ages of 8 and 11 showed a preference for keeping their smartphones turned on and receiving text messages or other forms of communication. Adolescents aged 11-14 exhibit more smartphone usage compared to children aged 8-11. Children between the ages of 8 and 11 slept with iPhones placed on their mattresses. Fowler and Noyes published a paper in 2017.

Adolescents are the most prolific consumers of social media, with 95% possessing a smartphone, representing a 25% increase from 2014 to 2015. Anderson and Jiang published a paper in 2018. According to a study conducted by Ahmed and Qazi (2011) on university students in Pakistan, the majority of them began using cellphones between the ages of 10 and 18, with the devices being given to them as gifts by their fathers. A study conducted in Korea by Seo et al. (2016) has established a clear correlation between sadness, anxiety, and violence, and addiction to smartphones among teenagers. According to one study by Strickland (2014), teenagers spend an average of 3.2 hours per day using their smartphones. Another study by Asano (2017) claims that teenagers spend 9 hours per day on their smartphones, with a significant portion of that time being dedicated to watching YouTube. Twelfth

graders spend an average of 6 hours utilizing the Internet and social media, according to Twenge et al. (2017). This exceeds the cumulative duration of everyday activities (Kennedy, 2019).

The study conducted by Twenge et al. (2017) found a significant correlation between the rise in smartphone usage and a 33% surge in depression symptoms among teenagers from 2010 to 2015. Both Western and Eastern research on adults and teenagers has identified a correlation between the tendency to escape from reality and the excessive usage of smartphones. The study conducted by Wang et al. in 2011.

Research Objectives

- 1) To examine the extent of smartphone usage among siblings within a specific age group.
- 2) To investigate the nature of conflicts that arise between siblings due to smartphone usage.
- 3) To explore the potential role of smartphones in resolving conflicts between siblings.
- 4) To identify the factors that contribute to conflicts or conflict resolution involving smartphones among siblings.
- 5) To understand the overall impact of smartphone usage on sibling relationships.

Research Questions

- 1) What is the prevalence and pattern of smartphone usage among siblings within a specific age group?
- 2) What are the common sources of conflicts that arise between siblings due to smartphone usage?
- 3) How do siblings perceive the role of smartphones in creating conflicts within their relationship?
- 4) In what ways do smartphones contribute to conflict resolution between siblings?
- 5) What factors influence the ability of smartphones to resolve conflicts between siblings?
- 6) How do siblings perceive the overall impact of smartphone usage on their relationship?
- 7) Are there any differences in the perception and impact of smartphone usage on sibling relationships across different age groups?
- 8) What strategies or interventions can be implemented to mitigate conflicts arising from smartphone usage and enhance sibling relationship.

Review of the Existing Literature

Smartphone Usage among Children

Smartphone usage is responsible for the decline in social interactions and the prevalence of superficiality. Smartphones are reshaping the identities of young people, causing them to become more distant from their families and hurting their connections (Lorente, 2002). Undoubtedly, technology greatly enhances children's learning capabilities. However, it is crucial to prioritise peer-to-peer connection and learning in order to assure a child's success, as technology alone cannot accomplish this. Despite the benefits of increased connectivity, recent research indicates that individuals have become dependent on technology and experience discomfort in its absence (Rainie & Keeter, 2006). Studies indicate that parental ideas and attitudes exert a significant impact on the constructive or detrimental use of electronic gadgets by young children. Parents who are excessively reliant on technology purchase smart devices for their children out of concern about falling behind in this automated society (Malo et al., 2018). It is important for us to recognise the effects of technology on our child's physical, intellectual, social, and physiological well-being and development. Children predominantly utilise tablets and smartphones for entertainment purposes, surpassing their usage of other gadgets. According to a report by Ofcom in 2014, it was found that between 4 and 10 children under the age of eight in the United States had tablets.

Duration: 4-8 Years

Children are drawn to smartphones from a young age. According to a study conducted by Holloway et al. in 2013, children under the age of two should have a maximum daily screen time of 1 to 2 hours, while children between the ages of 2 and 5 should have a maximum daily screen time of 3 to 5.6 hours. Rideout et al. (2014) reported that the amount of time 3 to 4-year-old children spent using smartphones

increased from 39% in 2011 to 80% in 2013 in the USA. Carbonell et al. (2012) investigated the usage of smartphones by 4-year-olds for playing movies and games in families that have at least one mobile device.

Age Range: 9-12 Years

Following television, smartphones and tablets have emerged as the predominant gadgets among youngsters aged 6-15 in the UK (Ofcom, 2014). In 2015, a survey of children aged 8-12 revealed that 53% of them own their own smartphones and had been using high-frequency internet for 8-11 years. Dias and Colleagues (2016) Children between the ages of 8 and 11 showed a preference for keeping their smartphones turned on and engaging in texting or receiving communication. Adolescents aged 11-14 exhibit greater utilization of smartphones compared to children aged 8-11. Children between the ages of 8 and 11 slept with iPhones placed on their mattresses.

Age Range of Thirteen to Sixteen Years

Adolescents are the most prolific consumers of social media, with 95% possessing a smartphone, representing a 25% increase from 2014 to 2015. Anderson and Jiang published a paper in 2018. According to a study conducted by Ahmed and Qazi (2011) on university students in Pakistan, the majority of them began using smartphones between the ages of 10 and 18, which were given to them as gifts by their fathers. A Korean study conducted by Seo et al. (2016) has established a clear correlation between smartphone addiction in teenagers and the presence of despair, anxiety, and violence. According to one survey, teenagers spend an average of 3.2 hours per day on their smartphones (Strickland, 2014). Another study found that teenagers spend 9 hours per day on their smartphones, with most of that time being spent on YouTube (Asano, 2017). Twelfth graders spend an average of 6 hours utilizing the Internet and social media, according to Twenge et al. (2017). This exceeds the cumulative duration of everyday tasks (Kennedy, 2019).

The study conducted by Twenge et al. (2017) found a significant correlation between the rise in smartphone usage and a 33% surge in depression symptoms among teenagers from 2010 to 2015. Both Western and Eastern research on adults and teenagers has identified a correlation between the tendency to escape from reality and the excessive usage of smartphones. The study conducted by Wang et al. in 2011.



Figure 1: Study model (Existing Literature)

Methodology & Data Collection

Focus Group (Qualitative Research Design)

The purpose of a focus group is to gather qualitative data and insights from a selected group of individuals to gain a deeper understanding of their opinions, attitudes, and experiences related to a specific topic or product.

The present study employed a qualitative methodology to investigate the utilization of smartphones during familial interactions and its impact on sibling relationships. The researcher employed the qualitative methodology due to the children's limited comprehension of the survey's intricate terms. Children typically experience unease when engaging in conversations with unfamiliar individuals. An optimal strategy for engaging with them involves employing straightforward language and facilitating dialogue through the use of questions. The researcher fostered an amicable rapport to provide prompt responses from the children to the necessary inquiries.

Similarly, parents harbor apprehensions regarding the welfare of their offspring. Parents remained in a lounge area and assisted as long as the children were engaged in the focus group.

Demographic and Location

The participants chosen for this study were children of employed parents residing in Lahore, Pakistan. The purpose of selecting working parents is to examine their management of mobile device usage and children's phone use, as well as the impact it has on their relationship. The rationale for choosing working professionals is their limited availability to spend quality time with their family members due to work commitments. Working parents strive to remain connected to work-related information, ensuring their devices are within reach even during moments of family time (Odour et al., 2016). An examination of the interplay between work and family life is crucial, particularly in Pakistan, to comprehend familial dynamics and facilitate optimal child development, given the dual obligations faced by working parents.

The children's ages ranged from 4 to 16 years, and they were categorized into three age groups to enhance comprehension. The justification for choosing children as subjects is based on a thorough examination of existing literature, which reveals limited research on how children interact with each other in the presence of their smart devices and their sentiments towards their parents when they are engrossed in their phones. The current study aims to investigate the impact of smartphones on their interpersonal relationships. Children of varying age groups experience distinct emotions, and it is necessary to conduct independent studies for each age group in order to readily identify their specific issues.

Group Selection

The respondents for this study were chosen via nonprobability convenience sampling. The parents were employed in professional occupations, whereas the children, aged between 4 and 16 years, expressed their willingness to take part.

Qualifications for Moderators in a Professional Setting

The present study collects data via technological gadgets and handwritten notes. Assessing electronic recordings is straightforward, but any errors that emerge cannot be rectified in the file. The data gathering technology utilized for the current investigation was N-Vivo. Recordings were made of the audio discussions during each group session. The participants were provided with a comprehensive overview of the research. Children were presented with presents, while parents were provided with complimentary Wi-Fi coupons as a gesture of appreciation for their involvement in the programme.

Sample Size

The group comprised 8-10 children. The youngsters were divided into three groups based on their age. The researcher performed three focus groups in order to enhance the accuracy of the findings.

Methodology for selecting a representative subset of a population for data collection purposes. The current qualitative study employed a non-probability sample technique, specifically random and convenience sampling, to mitigate selection bias. Contact was made with the participants, and a selection was made of those who expressed their willingness to participate. Prior to conducting the research, the researcher provided a concise explanation of its objective, emphasizing that the gathered information would solely be utilized for academic investigation.

Facilitate the Research Discussion

The discussion process entails a group-led conversation, initiated by the group leader. The group leader stimulates conversation by posing thought-provoking questions. The group leader actively intervenes, directs, and guides the debate, ensuring that it remains closely aligned with the study objectives. In the current study, a collection of questions with a semi-structured format was employed to initiate a discussion focused on achieving specific objectives, led by the group leader. The leader provided the participants with a concise explanation of the study, including its methodology and its importance. A survey was conducted to inquire about children's mobile usage and the typical activities they engage in when using their phones. The amount of time individuals dedicate to mobile devices and the dynamics of competition and sibling relationships were discussed.

Each focus group, lasting for 30-40 min, was audio-recorded, and consisted of the participants based on age cohort, a moderator (i.e., primary researcher), and a technical assistant (i.e., a trained graduate or undergraduate student; responsible for recording and taking notes). Moderators' consistency was considered, and the primary researcher moderated all focus groups. In addition, it was emphasized that the role of the moderator was to generate discussion and keep the group focused and on track while not influencing conversation with their own opinions (Krueger1998). The focus groups are categorized as drawn below.

Data Collection

Four years-Eight years of Siblings

The siblings discussed the ramifications of smartphone utilization. They clarified that they encounter numerous difficulties when utilizing their devices. Nevertheless, they must handle the situation by providing each other with a smartphone in order to alleviate the tension. Additionally, they clarified that in certain occasions, they must make concessions in order to reach a resolution, thereby defining conflict formation through their problem-solving approaches. They assert the causes of the conflict and describe their approach to addressing and resolving it, such as resolving clashes through compromise, addressing rivalries with a combination of efforts, settling disputes through pairing, resolving quarrels through settlement, supporting instead of aggravating, and promoting adjustment in situations of rudeness and disagreement.

Table 1: *Siblings Relationship 4 to 8 Years Themes*

Sibling relationship (parent – node)		Conflict		
Age group	Create	Themes	Resolve	Themes
4-8	Siblings fight over a mobile device with each other.	Clash	The elder sibling gives the phone to make the younger stop crying.	Compromise
	Siblings argue if the elder sibling deletes or removes a game.	Rivalry	An elder sibling shares interesting games with younger kids.	Compound
	Sibling fight if game score is replaced or deleted.	Dispute	Take selfies together.	Pair

Siblings fight over the time slot of mobile usage.	Quarrel	Elder sibling allows to play or download games	Settle
Elder siblings tease or irritate while using a smartphone.	Irritate	Elder siblings help in scoring higher scores in games	Support
Elder siblings behave with younger siblings rudely if they are busy on the phone and their time is over.	Rude	Elder siblings help to unlock new items in games	Adjustment
Siblings do not watch YouTube together because of different choices according to their age.	Disagree		

Eight years-Twelve Years of Siblings

The siblings, aged between eight and twelve years old, categorized the conflict situations based on their household. They present the factual information and numerical data regarding the challenges they encounter and make efforts to address them using their wisdom and insight. They engage in discussions to overcome the conflicts arising from their respective conditions. After the conflict emerged, they attempted to address it using their available means, but certain siblings discussed the difficulties associated with their proposed solutions, such as struggle, objection, disapproval, authority, scrutiny, and filtering, in contrast to the ideas of composing, sharing, benefiting, promoting, cooperating, and favoring.

Table 2: *Siblings Relationship 9 to 12 Years Themes*

	Sibling relationship (parent – node)	Conflict		
		Create	Themes	Resolve
9-12	Younger siblings cry, and their parents give them the phone.	Struggle	Elder sibling helps in making TikTok videos.	Compose
	Elder siblings do not like sharing a phone.	Object	Elder siblings share new interesting games	Share
	Elder siblings are not allowed to sit together while on the phone.	Disapprove	Elder siblings share new songs	to benefit
	Elder siblings fight and take our phones even if it is not their turn.	Authority	Elder siblings share new exciting videos	Promote
	Elder siblings keep watch on phone activities	Eagle’s eye	Elder siblings allow them to use devices extra time	Cooperate
	Elder siblings argue about activities on the phone.	Screen	Elders help in using app features.	Favor

Thirteen Years-Sixteen Years of Siblings

The younger siblings having 13years-16years report the usage of smartphones by each other. They complain about smartphone usage by/her brothers/sisters. They face trouble in using smartphones and inquire about the questions necessary to make precautions to tackle the conflict among the siblings. They talked about the thematic figures of the conflicts like the report, disrupt, condemn, participate, invade, and fuss with solutions such as accommodating, associate, help, pair, cheer up, and endorse.

Table 3: *Siblings Relationship 13 to 16 Years Themes*

Sibling relationship (parent – node)	Conflict			
	Create	Themes	Resolve	Themes
13-16	Younger siblings report mobile activities to parents.	Report	Share song videos with siblings	Accommodate
	Younger sibling tries to interfere in WhatsApp and video apps	Disrupt	Take and share pics.	Associate
	Younger siblings should not be allowed to use the phone.	Condemn	Install games and apps to make younger siblings happy.	Help
	Younger siblings change the game score.	Participate	Share common interests	Pair
	Younger siblings install games without permission.	Invade	Share memes to lighten the mood.	Cheer up
	Younger siblings fight if the smartphone is not given to them.	Fuss	An elder sibling shares funny videos.	Endorse

(Thematic and Contextual) Findings Using NVIVO

The present study followed a rigorous procedure of NVIVO data analysis under diverse circumstances. This involved transcribing audio interviews into written documents, organizing chaotic transcripts into structured manuscripts, encoding data, establishing "themes" and constructing "Nodes," as well as generating "Tree Maps" and "charts." Additionally, contextual searches were utilized, including a text search query for the term "Tree," a word frequency query for "tag clouds," and coding queries for "textual data codes within each theme." The coding for both the Source (S) and Reference (R) in relation to each theme's construction is provided in Table 4.15. The Source (S) represents the number of participants who provide information on a specific subject, whereas Reference (R) represents the total number of themes coded for a single participant. The total number of References (R) is often more than the total number of Sources (S) because a single participant may mention a theme multiple times. In addition, the study considers sibling relationships, examining factors that contribute to and resolve disagreements. Table 4.15 provides comprehensive data on the nodes associated with the content of the qualitative study. The information is organized into sibling relationships for several age categories, specifically 4-8 years, 8-12 years, and 13-16 years.

Sibling Relationships

Table 4: *Siblings' 4-8years old*

Age group 4-8year		
Create Conflict		
Clash	5	5
Rivalry	4	6
Dispute	5	7
Quarrel	7	7
Irritate	8	8
Rude	5	5
Disagree	6	6
Resolve conflict		
Compromise	5	11
Compound	6	15
Pair	7	19
Settle	5	10
Support	6	19
Adjustment	7	10

Hierarchy Chart

Previous research has neglected to investigate how siblings' digital habits affect their relationships with one another. Their connection in terms of mobile use has never been highlighted. Different topics are discussed for each of the three age groups, which range from 4 to 8 years old, 8 to 12 years old, and 13 to 16 years old, respectively. The siblings started by talking about the tensions that arise when trying to create and solve issues. They talk about their strategies for settling sibling disputes.

“I do not like giving a smartphone to my brother when it is not his turn. When our iPad got damaged, I had to share my mobile with him because he started irritating my mother. She then asked me to give it to him so he would stop crying.”

“I use my father’s phone, but I do not like when my elder sister asks for it. I want to play games, but she takes it from me to make TikTok videos. “

A boy responded:

I teased my sister so she could give me a phone whenever needed. Boys need phones more than girls, so I need to spend 2-3 hours on the smartphone daily.

A 6-year boy replied:

My brother teases me and calls me names when he needs a phone. I do not like when he calls me dumb. I would not say I liked it and ask my mother to shut him up.

Another girl answered:

My sister starts playing cooking videos, and she knows I do not like them. So I gave her a smartphone because I would not say I liked it when she did that.

An eight-year-old kid responded: My older brother engages in conflicts with me on the use of the iPad. If both of us desire to use the iPad at the same time, we engage in physical contact with each other. Additionally, our mother typically conceals our iPad from our sight. Although she reprimands us frequently, my brother attempts to seize it from me, leading to a physical altercation.

Another individual responded by stating that their sister engages in the act of pulling their hair whenever she requests their mother's phone, and they refuse to comply with her request. She experiences anger, leading to occasional conflicts between us. Often, one of us surrenders without resistance, and we employ it jointly.

An eight-year-old boy, among laughter, confessed: I engage in mischievous acts with both my older and younger brothers. I surreptitiously added a substance to their drink and occasionally falsely claim that our paternal figure is summoning them. Under these circumstances, they abandon the phone, and I seize it. I am pursued and occasionally subjected to physical assault, but I typically manage to evade capture.

The experiences of older siblings are as follows: According to my elder brother, I should not exceed his usage of the phone. Consequently, he occasionally confiscates my phone, even when it is not his designated turn.

An eight-year-old boy stated that everyone of us has a designated time for using the phone. I allocate 2 hours in the morning for my sister and another 2 hours in the evening for myself. Occasionally, she requests a telephone in the evening if she requires it for educational purposes. I bestowed it onto her, and she reciprocates if I inquire during a time that is not designated for me.

Another reply:

It is so hard to live with three elder brothers. We all use our mother's phones and iPad. They sometimes ask for an iPad when I play games, and I would not say I like giving it to them, so we play together.

I am younger, and I like playing games. My big brother usually deletes my games from our iPad. I do not know why he does that, but I complain to my parents, and they scold him. He takes his anger out by sometimes removing my username from the game.

Another replied:

My sister does not like dress-up games. Our phone storage does not allow more games, so she deletes mine to install new ones she likes. I cry a lot after that, and she tells our mom that dress-up games are not good, and Mama takes the phone from both of us.

A boy answered:

Elder siblings love to torment me. Whenever we fight, he deletes my games and scores, and I do not know how to download games, and I fight with him after this.

A boy answered:

My sister usually does not play games. She sometimes takes my iPad and starts playing over it. She does not make a separate account and continues mine, and she loses, which decreases my score. I argue and sometimes pull her hair in anger over it.

Another replied:

My big brother loves to tease me, and he replaces my game score with his. He usually scores high, so I do not mind, but he does not tell me how to play well, so I get angry with him.

I like watching gaming videos, but my sister likes watching prank videos and 5-minute crafts. We fight over what to watch when sitting together, and our mother scolds me because she does not like gaming videos. I do not talk to both of them after that.

Another responded:

We are all siblings who watch YouTube together on our smart TV. My older siblings like to watch prank videos and comedy skits, which I sometimes do not understand. I like gaming hacks, and they do not allow me to watch them.

Another replied:

I love Barbie movies. My older brother does not like them, and we do not use YouTube together because he likes action movies, and I hate them. He laughs at me when I watch Barbie and kicks him after that.

My older sister fights a lot with me. She sometimes helps me play my favorite games, and I forgive her for it. When she scolds me without reason, I do not talk to her.

Another replied:

My brother sometimes helps me with games, and it makes me happy. We play games together, and it creates a good bond.

Another replied:

My brother usually gets angry if I download a game without his permission on our shared iPad. However, when I am angry or crying over something, he lets me download any game I want and helps me play it.

A girl answered:

Sometimes when I score high numbers on my school tests. My sister downloads so many games I like and allows me to play nonstop for two days as a reward. I like this and work hard in my studies.

The majority responded that they take pictures together all the time. They like making Tiktok videos and Snapchat photos.

My sisters and I love making Tiktok videos and Snapchat stories. We dress up and record funny videos, which is so much fun. Our mother loves our banter and funny dresses.

Another replied:

My elder brother takes cool pictures. He tells me how to pose; whenever we go out, we take a lot of selfies and pictures together. We do not fight over pics.

Another answered:

My sister is a selfies freak. She asks me to take pics with her at different places, and I enjoy making weird poses with her.

Table 5: Siblings' 8-12 years old

Name	Sources	References
<i>Sibling relationship</i>		
<i>Age group 8-12year</i>		
<i>Create conflict</i>		
Struggle	7	10
Object	6	8
Disapprove	5	8
Authority	8	7
Eagle's eye	7	10
Screen	5	5
<i>Resolve conflict</i>		
Compose	9	12

Share	7	7
Benefit	10	15
Promote	8	12
Cooperate	12	20
Favor	12	19

The siblings of 8-12 years old shared the experiences below:

“I do not like giving a smartphone to my brother when it is not his turn. When our iPad got damaged, I had to share my mobile with him because he started irritating my mother. She then asked me to give it to him so he would stop crying.”

“I am older at home, so my parents expect me to hand over the phone to my younger siblings when they start throwing tantrums.”

“Young siblings are kids, so they cry when you take their phone. I have to give them mine, but I get irritated by this.”

“My parents prefer my younger brother over me and give him more access to mobile devices.”

“I hate it when it is not my sibling's turn, and they ask for the phone. Because they are young, I have to give it to them so they will not throw a fit.”

Elder siblings do not like sharing a phone.

“My brother and I used our mother’s phone a few years ago. He used to irritate me a lot, but now he has his device, so he does not bother me anymore.”

“My older brother has a password on his phone, and he does not allow me to use it.”

“We used to share a device, but my elder sister does not like sharing a phone now.”

“Elder siblings have a separate phone and do not like sharing it with my young sister and me.”

“Sharing mobile has become a problem for us. My older brother dislikes sharing a phone, so he asks for a new separate device.”

“My elder sister does not give me a phone when I ask, and we usually fight over it.”

“When my sister is on phone calling her friends, she asks me to get out of the room.”

“My brother usually does not use a mobile device when we sit together, and sometimes, he asks me to move aside so he can watch whatever he is watching.”

“My elder sibling does not let me share a mobile device when he is using WhatsApp or Tiktok.”

“My sister says I should not peek into her phone when watching YouTube, so she moves away while using it.”

“Sometimes my brother gets angry if he talks to his friend and I sit beside him.”

When my brother watches movies and seasons, he does not allow me to sit with him.”

The siblings shared their experiences of getting online. They play games and conduct other activities on smartphones.

“Sometimes, my brother asks me what I am doing on the phone, so I tell him my activities.”

“I use my mother’s phone, so my elder sister usually checks to whom I am talking on the phone.”

“My sister hates PBUG videos and constantly checks with whom I am communicating online.”

“My elder sibling asks me to give them my friend’s number, and they sometimes sit with me when I am talking to my friends.”

“My sister has my Facebook password, and she does not allow me to make online friends.”

“Sometimes, I feel my brother checks the phone after I stop using it. I do not like his behavior.”

The siblings shared the experiences of playing games like PBUG.

“My brother scolds me when I use PBUG and other games where strangers communicate while playing. He does not like talking to strangers.”

“My sister complains about me to our parents that I watch too many Tiktok videos on my phone. We fought after that.”

“I hate it when my elder brother asks me whom I am talking to on the phone.”

“My sister argues with me if I spend more time on the phone than on my studies.”

“Elder siblings behave like parents and check our phones like they have the authority. They were young once.”

“My older sister sometimes talks negatively about gaming videos, and I fight with her because I love them.”

“My elder siblings do not allow me to watch movies, and they watch them themselves. I hate this discrimination.”

The siblings shared the experiences of watching the cartoons e.g.

“My brother and I watch cartoons together on the phone. Sometimes he does not like watching Barbie movies with me, and I do not particularly appreciate it when he watches PUBG gaming videos. We watch and make Tik Tok together because we both like it. We, siblings, love Tiktok videos, and we try making a new one after a few days at home, and it is fun.”

The siblings shared the experiences of listening to and watching songs e.g.

“My sister makes mixtapes and shares her all-new collections with me first.”

“My sister and I listen to songs together, and sometimes we dedicate songs to each other.”

“My older brother shares songs on his status, and he also sends me new latest Punjabi songs, and we play them together.”

“When my brother drives, he gives me his phone, and we listen to songs together, and he also shares his favorite ones with me.”

“My older brother tags me in funny videos, and we pull those pranks together on friends and family.”

The siblings use smartphones with no purpose e.g.

“Elder siblings are not that bad. They sometimes allow me to use my smartphone even if it is not my turn.”

“When my parents scold me, my older sister gives me her phone for playing games so that I do not feel sad.”

“When I ask my elder brother for some extra time on the phone, he allows it, making me happy.”

“Sharing mobile is not easy, but my elder sister gives me some extra time on the phone after a little please.”

Table 6: Siblings 13-16 Years Old

Age group 13-16years		
Create conflict		
Reports	8	11
Disrupt	8	8
Condemn	9	9
Participate	12	17
Invade	10	21
Fuss	12	23
Resolve conflict		
Accommodate	9	18
Associate	11	24
Help	12	20
Pair	10	17
Cheer up	12	26
Endorse	7	7

The siblings of 13-16years old shared their views about the usage of smartphones. They ultimately focused on using smartphones for whatever they like.

Younger using phones and their activities

“Everyone is entitled to privacy; I do not like when I am using my phone, and my little sister goes and tells my parents about my activities.”

“My younger brother sometimes comes and sees which movies I am watching, and then he tells my parents about it.”

“It is embarrassing when I talk to my friends, and my sister shouts what I say in front of my parents.”

Younger sibling tries to check WhatsApp and video apps e.g.

“Phone is a private affair. I sometimes use my mother's phone, and I do not like when my sister starts scrolling through my chats with friends.”

“My brother used to check my phone, especially WhatsApp, without my permission. I do not allow this kind of behavior.”

“My little sister checks my Instagram and friends' profiles, and I do not like it sometimes.”

Your Younger siblings should not be allowed to use phones e.g.

“When my sister and I were kids, we had no privilege to use computer or mobile. Our parents never allowed us to use their smartphones. However, my younger siblings never faced this situation, which is unjustified. I think they should not be allowed to use smartphones like we were not allowed in childhood.”

“Social media apps are dangerous in the hands of young minds. I think kids below 12 should not be allowed phones because of its harmful effects.”

“When we were kids, our siblings made our life hell, and we were not allowed to use our phone much, but they have more opportunities than us.”

Does it irritate when younger siblings change the game score?

“Every time I leave my level in the middle, my little brother would change the game score, and I lose all my progress. It is frustrating.”

“My sister and I play games together, but she sometimes uses my account and changes my score, which I do not like.”

Younger siblings fight when they install games without permission

“My siblings do not care about phone memory and install any kind of game they want, and it usually creates a fight between us.”

*“I do not like when my little **brother** installs a game without permission on my phone.”*

“My younger install time-wasting dress-up games without permission, which is annoying.”

“We have a mutual iPad, and I am old, so my younger siblings should ask me first before installing a new game.”

Younger siblings fight if the smartphone is not given to them

My younger sibling starts complaining to my parents if I do not give the phone.

I have to give the phone to my sister because she starts crying and my mother asks me to do it.

My little brother physically fights with me if I do not give him a phone.

I am not too fond of it when my sister screams and pulls my hair when I do not give her the iPad.

Youngers Share song videos with siblings

Our siblings watch new video songs together, and sometimes my younger siblings share them with me.

I prefer watching YouTube and new songs with my siblings.

My younger brother shares newly released songs with me, and we make TikTok together.

Youngers Take and share pics

My siblings and I take pics together on Snapchat and other apps with funny poses.

We take so many pics and share them with family members whenever we go outside.

I like spending time with my siblings; we share pics on WhatsApp.

Youngers Install games and apps to make younger siblings happy

“I like playing games with my little sisters, so I install new games now and then for them.”

“When my brother is angry, I install new action games for him and instruct him how to play to make him happy.”

“Whenever my sister gets high grades as a reward, I allow her to play and install games as much as possible.”

Youngers Share memes to lighten the mood

My brother shared a meme with me, and we laughed at them all day.

Whenever a new meme trend starts, my siblings share each new one with me on the WhatsApp group.

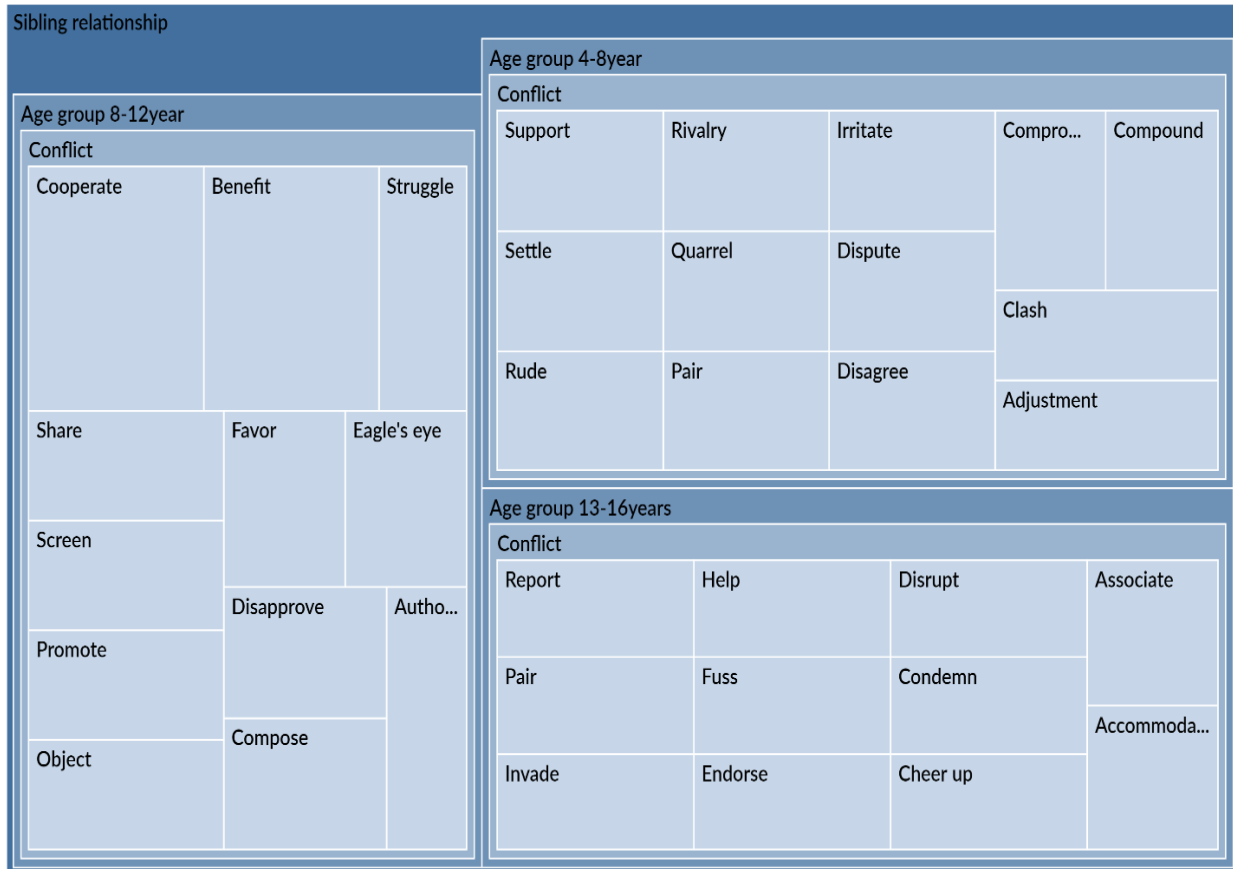


Figure 2: Hierarchy Chart

Tree Map

The diagram illustrates a hierarchical structure represented by nested rectangles of varying values and sizes. The reader can utilize the rectangular dimensions to comprehend the coding number of each node. The left side of the figure displays larger areas, while the right side showcases smaller rectangular sections (Figure 4.18). A tree map is utilized to validate the most well-defined region in a rectangle format and establish connections between the factors. The term 'siblings' was frequently reiterated during the focus groups conducted by the siblings, which encompassed a substantial tree map. Furthermore, the term 'older' occupied a significant portion of the tree map, symbolizing the word that appeared most

frequently in the focus groups of the siblings. Furthermore, the remaining words are reiterated in a consecutive manner.

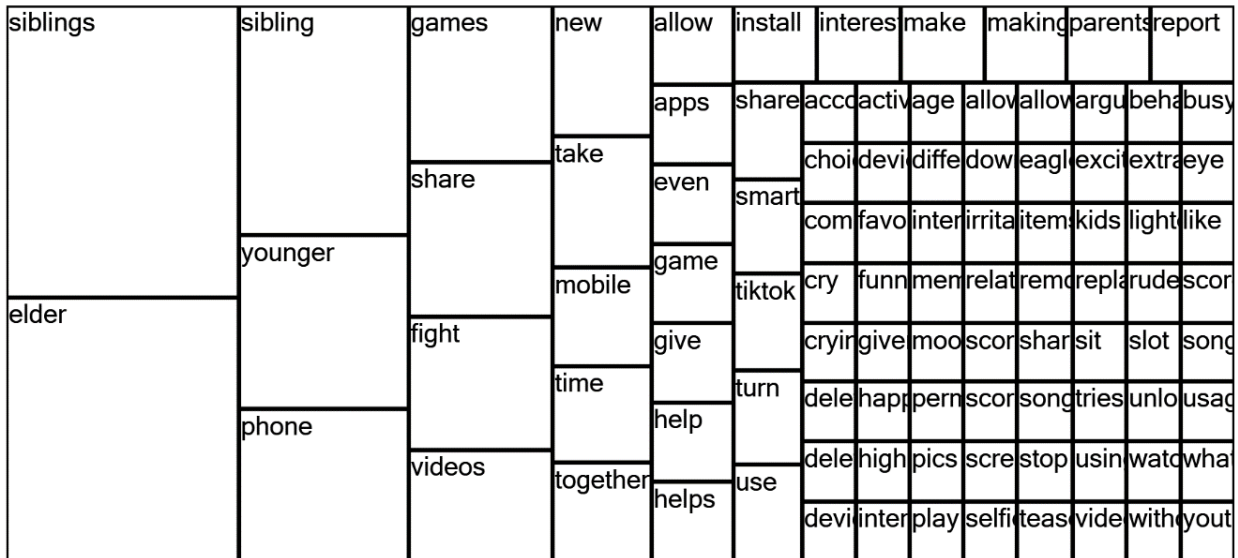


Figure 3: Tree Map

Word Cloud

This study presents the word cloud results by applying the word frequency query technique (figure 4.19). Words cloud signifies the most repeated and used words in the study, mainly used by researchers and social scientists in their studies. It highlights the words ‘younger, siblings, elder, and phone’, mostly uttered while organizing the focus groups from siblings 4-16years of old brothers and sisters. Moreover, the other words were uttered continuously in focus groups.

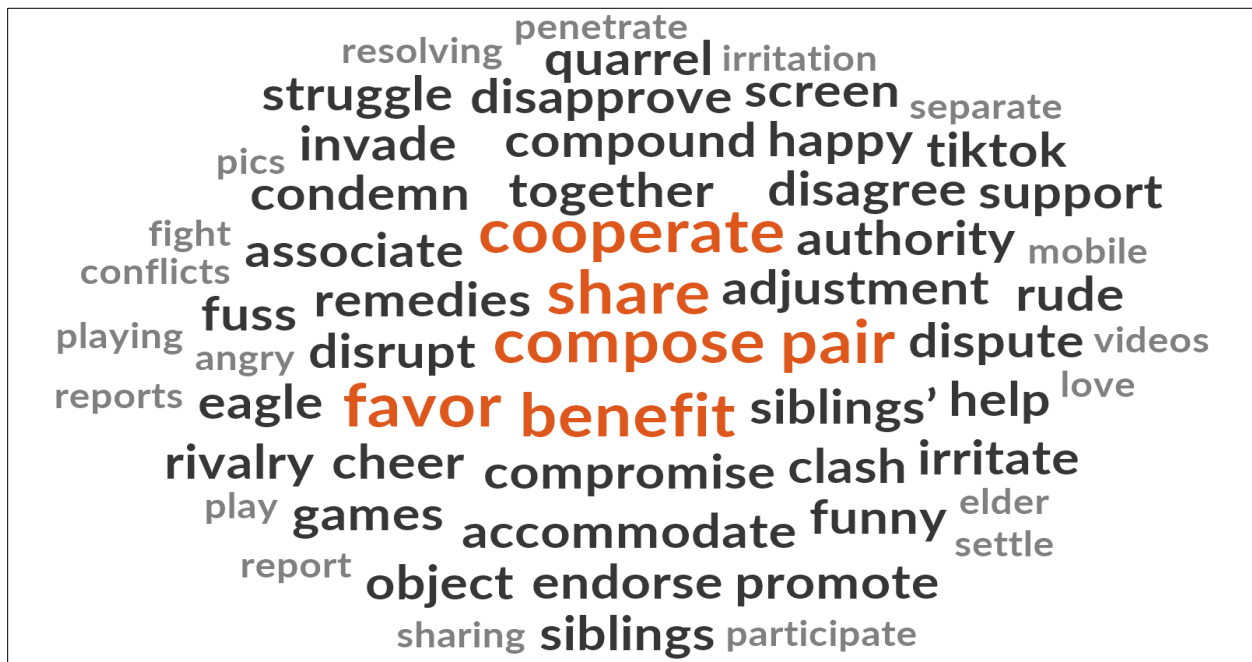


Figure 4: Words Cloud Query

Text Search Query

The primary aim of this study was to find the contextual factors, and the basic theme of the study was the smartphone. The study explored that youngers give the statements according to the relationship with using smartphones (figure 4.20). Second, the study extracted ‘smartphone’ because the siblings used the most repeated word in the focus groups. The most common factors associated with smartphone usage were irritation, inability to do work, attention, and compromise among the siblings.

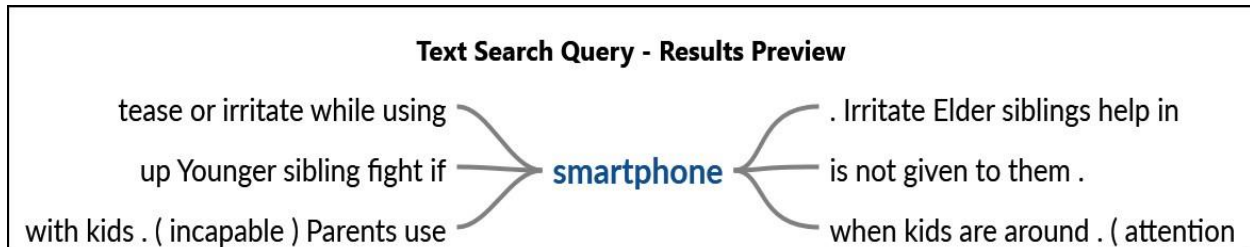


Figure 5: Text Search Query

Mind Map

The mind map is used to brainstorm the researchers' ideas defined in the studies. The mind map depicts the thinking level from the single theme and is casually presented immediately and spontaneously. You can use the Mind map to explore the related linkages between smartphone usage and a set of outcome variables such as conflict. Therefore, there are the main thematic bases; (1) siblings’ 4-8years of old smartphone relationship including the factors that created conflicts, e.g., Clash Rivalry, Dispute, Quarrel, Irritate, Rude, and Disagree and remedies compromise, compound, pair, settle, support, and adjustment (figure 4.21), (2) 8-12years of old smartphone usage relationship including the factors creating conflict, e.g., struggle, object, disapprove, authority, eagle’s eye, and screen and remedies, e.g., compose, share, benefit, promote, cooperate, and favor (figure 4.22) and (3) siblings’ 13-16years of old smartphone usage relationship with the factors creating conflict, e.g., report, disrupt, condemn, penetrate, invade, and fuss and their remedies, e.g., accommodate, associate, help, pair, cheer up, and endorse (figure 4.23). All factors were significantly associated with siblings’ experiences of using smartphones.

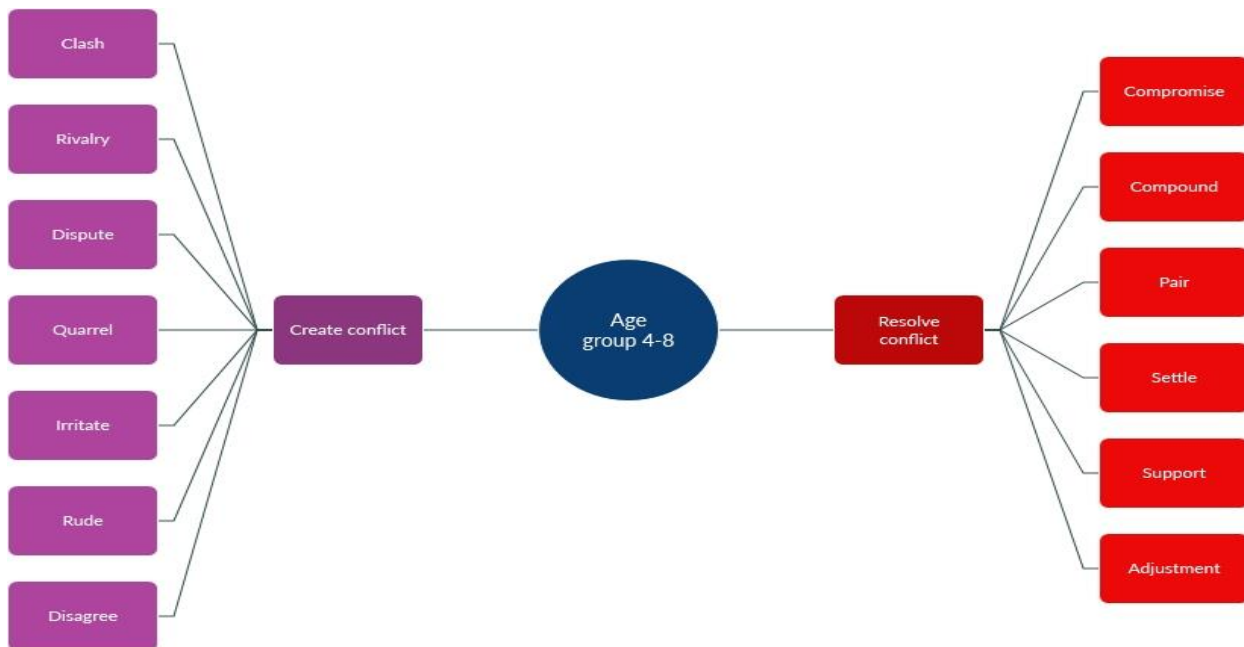


Figure 6: Sibling relationship and Smartphone usage age group 4-8

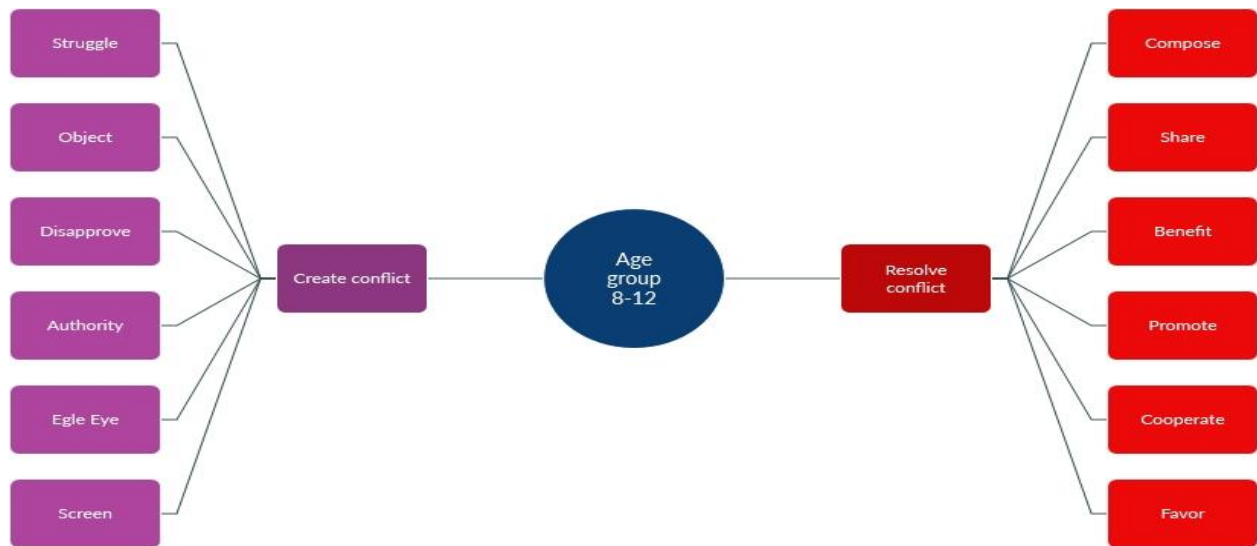


Figure 7: Sibling relationship and Smartphone usage age group 8-12

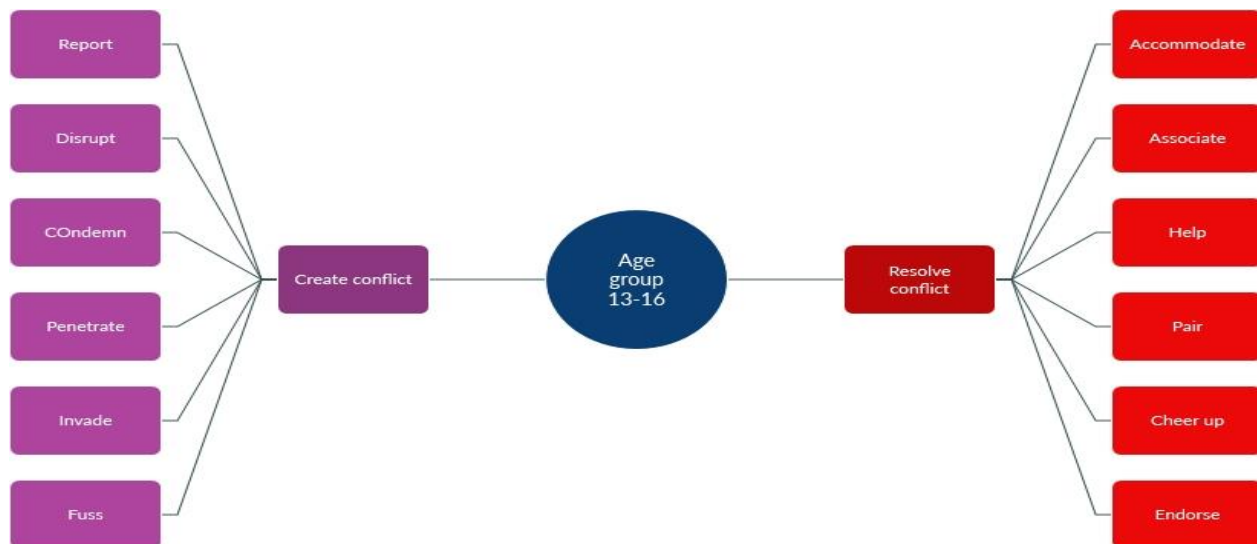


Figure 8: Sibling relationship and Smartphone usage age group 13-16

Conclusion

a. Siblings who have a gap in age ranging from four to eight years.

During this phase, there were a total of five kids who participated in talks regarding conflict situations, specifically confrontations, and offered a total of five comments pertaining to those discussions. There were a total of four different debates on the topic of competition, and six different remarks were made. There were a total of five kids who took part in the conversation about the argument in the family, and between them, they offered seven different perspectives. Seven persons discussed the conflicts, and seven people offered their thoughts. There were eight kids who discussed their irritation, and there were eight people who provided responses. There were a total of five participants who had a conversation about being impolite, and there were five comments and six people who voiced their displeasure with the concept of giving smartphones to siblings.

In addition, there were five persons who stated that they would prefer to achieve a compromise, and these individuals offered a total of eleven comments. Compounding was chosen as the method of choice by six of the participants, who offered a total of fifteen comments. There were a total of 7 people who spoke out in favour of the concept of creating pairs, and between them, they offered 19 different observations on the subject. Five of the participants voiced their preference for the establishment of a schedule for the usage of smartphones, and 10 comments were made. There were a total of 19 comments made by the six individuals that took part in the discussion and supported the siblings. In addition, there were seven people who supported changing the time, and these individuals offered a total of ten remarks on the topic.

Based on the given data for the Age group 4-8 years, it can be concluded that smartphones have a greater tendency to resolve conflicts between siblings rather than creating conflicts. This conclusion is drawn by comparing the numbers of instances where smartphones create conflict versus where they resolve conflict.

The data shows that in the category of creating conflict, the total count across all types of conflicts is 40, while in the category of resolving conflict, the total count is 84. This indicates that smartphones are more likely to be associated with resolving conflicts (84 instances) than creating conflicts (40 instances) among siblings in the 4-8 age group.

Therefore, the conclusion is that smartphones are more effective in resolving conflicts between siblings in this age group rather than creating conflicts.

Siblings ranging in age from 8 to 12 years old.

A survey was given to a group of siblings ranging in age from 8 to 12 years, and 7 of the participants reported having problems acquiring smartphones. These participants offered a total of ten comments. A total of six different people participated in a conversation over an item, which resulted in the contribution of eight different remarks. There were a total of eight comments posted, and there were five participants who voiced their disagreement. There were a total of seven comments made on the topic of authority, which was discussed by eight persons. A total of 10 observations and seven different perspectives were provided on the topic of the significance of maintaining a tight watch on one's sister. In addition, there were five people who commented on the subject of screen usage, and they did so in a total of five different ways. In addition, there were 9 persons who made an effort to address the issues with composing, and they offered a total of 12 comments on the subject. Seven different people said that they would like to share the smartphones, and their responses contained seven different comments. There were ten people that took part in the discussion, and they offered a total of fifteen comments. During the course of the conversation on promotions, there were a total of eight participants, and they offered a combined total of twelve comments. Discussions surrounding cooperation were engaged in by a total of twelve individuals, who collectively offered a total of twenty comments. There were a total of twelve participants who took part in discussions regarding their preference, and there were eight people who particularly addressed the topic and provided a total of 19 remarks.

Based on the given data, it can be concluded that smartphones among kids in the age group of 8-12 years can both create and resolve conflicts between siblings.

- When it comes to creating conflicts, the data shows that kids use smartphones for various negative activities such as struggling, objecting, disapproving, asserting authority, and monitoring ("Eagle's eye").
- On the other hand, smartphones are also used to resolve conflicts between siblings by promoting positive behaviors like composing, sharing, benefiting, promoting, cooperating, and showing favoritism.

Therefore, it can be inferred that while smartphones can sometimes contribute to conflicts among siblings through negative interactions, they are also utilized for positive interactions that help in resolving conflicts and fostering cooperation and mutual understanding.

The ages of the children in this family range from 13 to 16.

The replies to the questions were provided by a group of siblings ranging in age from 13 to 16 years old. There were a total of 8 people who informed their parents about the conflict, which resulted in a total of 11 responses being received from the individuals' parents. The topic of disruption was discussed by eight individuals, who each contributed a comment. The topic of expressing displeasure was brought up by nine different people, and nine different people offered their comments. There were a total of twelve people that took part in the talks regarding penetration, which resulted in a total of seventeen comments being contributed collectively. There were a total of 21 comments made pertaining to the topic of invading, which was discussed by ten different persons. In addition, there were 12 people who discussed the situation of fuss, and together they provided a total of 23 remarks. In addition, nine individuals stated their opinion for how the problem should be resolved, made activities to accommodate the siblings, and provided a total of eighteen comments regarding the issue. There were a total of eleven people who offered their perspectives on the partnership, which resulted in a total of 24 comments being made. There were a total of twelve persons who participated in conversations about helping their siblings, and they offered a total of twenty different perspectives on the subject. Ten of the participants offered a total of seventeen comments and indicated that they preferred to divide the categories in a certain way. A total of twelve individuals participated in a conversation regarding elevating one's mood, which resulted in a total of 26 comments being made. In addition, seven other people talked about boosting smartphone use and offered a total of seven different comments on the topic.

Based on the given data for the age group of 13-16-year-old kids, smartphones play a significant role in both creating and resolving conflicts between siblings.

- When it comes to creating conflicts, the data indicates that kids in this age group use smartphones for activities such as reporting, disrupting, condemning, participating, invading, and causing a fuss.

- On the other hand, smartphones are also utilized to resolve conflicts between siblings through positive interactions like accommodating, associating, helping, pairing, cheering up, and endorsing.

Therefore, it can be concluded that smartphones among kids aged 13-16 years can both contribute to conflicts between siblings through various negative interactions and help in resolving conflicts by promoting positive behaviors and fostering understanding and support among siblings.

Acknowledgement

None.


Conflict of Interest


Authors declared NO conflict of interest.

Funding Source

The authors received NO funding to conduct this study.

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