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PSYCHOSOCIAL DETERMINATION OF EMOTIONAL INTELLIGENCE AMONG ADOLESCENT

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Abstract

This correlational study investigated the relationships between birth order, personality traits, self-esteem, and emotional intelligence among 150 adolescents (75 males, 75 females; age 16–20 years) in Punjab, Pakistan. Participants were stratified into firstborn (n = 50), second-born (n = 50), and last-born (n = 50) subgroups. Pearson correlations revealed significant positive relationships between self-esteem and emotional intelligence ($r = .77$, $p < .01$), self-esteem and personality traits ($r = .51$, $p < .05$), and emotional intelligence and personality traits ($r = .22$, $p < .01$). Hierarchical regression analysis indicated birth order, self-esteem, and personality traits did not significantly predict emotional intelligence ($R^2 = .037$, $p > .05$). Independent t-tests showed males scored higher than females on self-esteem ($t = 3.12$, $p < .01$), personality traits ($t = 2.89$, $p < .05$), and emotional intelligence ($t = 2.45$, $p < .05$). ANOVA revealed significant birth-order differences in self-esteem ($F = 4.32$, $p < .01$). Findings suggest cultural and familial dynamics in Lahore may mediate birth order effects, contrasting with Adlerian theories. Limitations include a small, region-specific sample.

Keywords: *Birth Order, Self-Esteem, Big Five Personality Traits, Emotional Intelligence, Adolescents.*

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1. Introduction

The aim of present study is to find out the effect of birth order on personality traits, self-esteem and emotional intelligence among adolescents.

The place a person has in their family shapes how they interact and their personality also influences these interactions. Early development among children occurs in the family environment where they learn values and compete for roles in the family and consequently the issues of their personality came off (Tomlinson et al., 2005). The first to propose that birth order makes a big difference to personality was Austrian psychiatrist Alfred Adler. Generally, firstborns are leaders, ambitious, conscientious, second born try to be seen but get left out and last born or only children are spoiled as they are the 'star' of the family (Sulloway, 2001). Sulloway also discovered that firstborns are less agreeable and more conscientious than their later born siblings.

Due to these factors, people frequently undergo quick changes in their bodies, thoughts, emotions, and social lives during adolescence (ages 11 to 21), which can occasionally result in harmful behaviors including drug and alcohol abuse, smoking, and criminal activity (Schacter et al., 2009). This requires resilience in order to cope with these challenges and moving into adulthood. Although emotional intelligence (EI) is impossible to measure, it is a debatable issue. But some say it is valid for being a form of intelligence that provides right and wrong answers, and others dispute it claiming that it has too much similarity with personality (Goleman, 2009). General intelligence is measured by IQ tests as explained by Mayer and Salovey (2000) and they may only explain 10–20% of a person's intelligence.

Life paths are influenced by personality styles which are stable over time while stage theories suggest developmental phases of an individual (Oldham & Morris, 2012; Erikson et al., 2005). The idea of personality develops in Aristotle when he delineates the difference in moral behaviors (Revelle & Oehlberg, 2008). The Gordon Allport and Raymond Cattell led the way with the trait approach to explore the personality of the healthy people and granted role of genetics (Pervin, 2008). Maddux (1995) noted that social comparison and performance

accomplishments are essential for shaping the concept of self-efficacy as done by Bandura.

There have been studies linking personality traits to learning. David (2007) revealed that conscientiousness and agreeableness had no primary impact on GPA, whereas effort regulation accounted for the main effect of intellect on GPA. Likewise, adolescents with high perceived emotional intelligence (PEI) by Natalio et al., (2007) were found to have greater life satisfaction, self-esteem and lower stress. Hope was found by

Joseph and Heaven (2007) to predict academic success while self-esteem to increase emotional wellbeing.

Currently, character emotional intelligence (trait EI) shows association with adaptive coping styles, self-esteem, and depression discontinue, especially in adolescence (Petrides, 2007). Furthermore, it is also incremental to predicting life satisfaction and coping beyond the Big Five personality traits (Petrides, 2007). Khodarahimi and Ogletree (2011) also identified that birth order had substantial impacts on problem solving persistence and joy, and family size had a direct link with lower life satisfaction. According to Feng, Jingjing and Xuqun (2012), self-esteem and social support were the mediators of the relationship between trait EI and life satisfaction.

About research on happiness, extraversion and trait EI were positively related to overall happiness, and religiousness as well (Furnham & Christoforou, 2014). There are gender differences on EI and the latter is more associated with the success in boys than in girls (Furnham & Christoforou, 2014). Emotions are shaped culturally; girls are expected to express emotional expression, and boys are pretty discouraged from doing so.

1.1. Objectives

- To find out relationship between birth order and personality traits, self-esteem, and emotional intelligence.
- To examine birth order, personality traits and self-esteem as predictors of emotional intelligence.
- To find out the gander difference in relationship study variables among adolescent.

1.2. Hypotheses

- There is a significant relationship between scores on personality traits, self-esteem and emotional intelligence among adolescents.
- Birth order, personality traits and self- esteem significantly predict emotional intelligence among adolescents.
- There is significant gender difference in relationship to personality traits self-esteem birth order and emotional intelligence among adolescent.

2. Materials and Methods

2.1. Sample and Sampling Strategy

The sample of present study consisted of students of different private and government colleges from Lahore city (N=150). Both males (n=75) and females (n=75) were selected, which was further divided into three subgroups according to their birth order, first born male and female (n=25), second born male and female (n=25) and last born male and female (n=25). The age ranges of participants were 16-20 years selected with the help of purposive sampling technique.

2.2. Research Design

A purposive sample, a kind of non-probability sampling that is particularly helpful when researching a culture with informed specialists, was added to the data using a cross-sectional research approach.

2.3. Inclusion Criteria

1. Those participants were included whose age ranges from 16 to 20 years.
2. Students from middle social class were included in the study.
3. Sampling population was only college students
4. We took data from those adolescents which are five siblings in which we took first born, third born, last born.

2.4. Exclusion Criteria

1. The participants above 21 and below 16 years of age were excluded from the study.
2. Participants having any psychological or medical illness were excluded.
3. Participants who were twins and only child was excluded from the study.

2.5. Instruments:

Personality traits, self-esteem and emotional intelligence was assessed with the help of the following scales.

2.5.1. Demographic Information

A sheet of demographics was made by the researcher to gather information on participant age, level of education, employment status, marital status, order in which they were born, social class of father, job of father, profession of mother and how much money they earned each month.

2.5.2. Rosenberg Self Esteem Scale

Self-Esteem Scale by Rosenberg (1965), is a popular instrument for assessing an individual's impression of themselves, taking into account both positive and negative self-perceptions. Ten statements make up the measure, which respondents score on a range of 1 (strongly agree) to 4 (strongly disagree). Test-retest reliability values of 0.85 and 0.89 demonstrate the results' long-term dependability, while a Cronbach's Alpha of 0.90 indicates that the results have strong internal consistency. A total score of 40 indicates great self-esteem, whereas a score of 10 indicates poor self-esteem.

2.5.3. Big Five Inventory -2

John and Soto (2017) created the BFI-2, a 60-question test that asks respondents to select a number between 1 (strongly disagree) and 5 (strongly agree), therefore evaluating personality across five major categories and 15 distinct qualities. Each individual is assigned a domain and aspect score; a higher score indicates greater presence of the feature; also, certain questions must be rated in reverse. The BFI-2's scales are generally highly associated, according to respondents, with average Cronbach's alphas ranging from 0.80 to 0.89 for each domain.

2.5.4. The Schutte Self-Report Emotional Intelligence Test

Emotional intelligence was measured using the Schutte Self-Report Emotional Intelligence Test by Nichola and translated into Urdu by Hira (2013). The 33-item self-report exam is divided into four subscales: utilizing emotions, self-related emotion management, emotion management for others, and emotion perception. Respondents can indicate whether they strongly agree, agree, disagree, are neutral, or disagree using a rating system ranging from 1 to 5. Cronbach's alpha for that study is 0.74, internal validity is 0.51, and reliability is 0.90, according to the SSEIT.

2.6. Procedure

Participants were recruited for this study from both public and private institutions in Lahore, and 150 people in total were selected using the purposive sampling technique (N = 150). Every participant in the research was in the 16–20 age range. Before enrolling, the participants received information regarding the purpose of the study and the potential benefits. The questionnaire began with a brief explanation on how to answer the questions. The participants received assurances that their information would be kept private and not disclosed to third parties. When filling out the survey, all study participants were accompanied by researchers who could provide assistance to those with low literacy levels by explaining or interpreting challenging items. The participants were also requested to provide their age, gender, level of education, and occupation.

2.6.1. Statistical Analysis

The current study's data analysis was conducted using SPSS software. To investigate the connections between the research variables, Pearson Product-Moment Correlation was used. The predictive significance of personality, self-esteem, and birth order on emotional intelligence was evaluated using hierarchical regression analysis. To find gender differences across the research variables, an independent samples t-test was employed. Additionally, based on the individuals' birth order, differences in personality, self-esteem, and emotional intelligence were examined using Analysis of Variance (ANOVA).

3. Results and Discussion

Table 1: ***Demographic characteristics of participants: (N=150)***

Variable	n	%
Gender Female	75	50
Male	75	50
Age (years) 16-20	150	100
Socioeconomic Status Low	26	22
Middle	85	71
High	09	07
Education Intermediate	36	30
Bachelors	84	70

Table 2: Descriptive Statistics for Self-esteem (SE), Emotional Intelligence (EI) and Big Five Inventory (BFI)

Variable	N	M	SD	Min	Max
SE	150	17.67	2.96	5.0	32.00
EI	150	115.04	15.89	47.0	148.00
BFI	150	42.46	11.79	22.0	78.00
Extraversion	150	37.52	6.09	17.0	52.00
Agreeableness	150	40.63	7.09	12.0	59.00
Conscientiousness	150	39.35	6.68	22.0	56.00
Negative Emotionality	150	33.77	7.01	16.0	50.00
Open-Mindedness	150	38.38	6.88	20.0	60.00

Table 3: Correlation between Self-esteem (SE), Emotional Intelligence (EI) and Big Five Inventory (BFI)

Variable	*N*	*M*	*SD*	1	2	3
Self-esteem	150	17.67	2.96	-	.77*	.51*
Emotional Intelligence	150	115.04	15.89		-	.22**
Big Five Inventory	150	42.46	11.79			-

** p < .01, * p < .05

Self-esteem has significantly positive correlation with emotional intelligence (r= .77) and big five inventory of personality traits (r= .51). Emotional intelligence has also significantly positive correlation with big five inventory of personality traits (r= .224), results are significant at level of 0.01 and 0.05 respectively.

Table 4: Linear Regression Analysis Predicting Emotional Intelligence from Self Esteem, Birth order and Personality traits (E, A, C, N, O)

Predictors	Emotional Intelligence		
		ΔR2	B
Step 1:		-.010	
Self Esteem Birth order Extraversion Agreeableness Conscientiousness Neuroticism Openness			.080 .020 .026 -.057 .063 -.097 .102
Total R2	.037		
N	153		

*p< .05

Result of linear regression analysis showed that in first step main variables of interest were added which explained 10% variance to and all variables *Self Esteem, Birth order and Personality traits* i.e. E, A, C, N, O are not unique predictors of Emotional intelligence at β= .080, 020, .026, -.057, .063, -.097, .102 with p>.05respectively.

4. Discussion

This aligns with the current study's objective which was to find the link between birth order, self-esteem, personality traits, and emotionally intelligent adolescents. The study also looked at self-esteem, personality traits, and emotional intelligence across various family types and their differing socio-economic statuses. A convenience sampling technique was used, and a total sample of 150 participants (75 males and 75 females) was selected from several government and private colleges in Lahore, Pakistan. The participants were divided into three subgroups according to their birth order: first-born

males and females (n=25), second-born males and females (n=25), and last-born males and females (n=25). The selected age range for adolescents was 16-20 years. Informed consent was sought in accordance with research ethics after explaining the objectives of the study to ensure participants and parents about the confidentiality and anonymity of their answers.

The Rosenberg Self-Esteem Scale, Big Five Inventory-2, and the Schutte Self-Report Emotional Intelligence Test were administered alongside a demographic information sheet that captured age, gender, education level, socio-economic status, and family system. The researchers took measures to control as much as possible the extraneous variables that may affect the results of the study.

Hypothesis 1 assumed that there would be a notable correlation between the combination of personality traits and self-esteem with emotional intelligence in adolescents. That is, the self-esteem, personality traits, and emotional intelligence were intertwined. It has been proven in table 3. Indeed, the findings support the hypothesis. These results are consistent with those reported by Chamorro-Premuzic et al. (2007) whereby four out of the big five traits: Emotional Stability, Extraversion, Consciousness, and Agreeableness were found to be positively correlated with self-esteem and trait emotional intelligence. They found that trait emotional intelligence explained 18% of the unique variance in self-esteem above the factors of age and personality traits, while other factors of emotional intelligence mediated the relation between personality traits like agreeableness, and conscientiousness, and self-esteem.

According to Hypothesis 2, combination of birth order, personality traits, and self-esteem variables should be sufficient to predict emotional intelligence among adolescents. Yet, as has been shown in Table 4, these variables do not significantly predict emotional intelligence. These results confirm Richard and Michalski (2002) research, which demonstrated that birth order does shape some personality traits but does not have an impact on emotional intelligence. They argued that firstborn children develop traits of dominance and conscientiousness because of parental bias towards them, while later-born children adopt other traits in order to vie for notice. They found that firstborns tend to score lower on agreeableness and higher on openness, which contradicts Sulloway's findings. The authors did find some evidence about birth order and personality, but the influence of those factors on emotional intelligence was not found.

Also, some support for Sulloway's niche theory of personality development within families was discovered in an analysis based on family internal methodologies, which claims that firstborns display elevated achievement and conscientiousness, while Sandborns tend to be more open and rebellious. These trends were replicated across

various samples of siblings, biological and mixed (step, half, or adoptive), but none of these personality differences were associated with emotional intelligence.

Daniel (2006) study conducted on 50 biological and 98 adoptive sibling pairs, posited that the differences in social environments and interactions among siblings explained as much as 26% of the personality differences in siblings. This is in contradiction with current findings, as it uses peer interactions and social environments of children as a differentiating factor. It also used SIDE methodology within the study and demonstrated that social environments, instead of genetic factors, have a greater influence on personality development. These findings suggest that siblings who are socially high functioning also enjoy close familial relations which underlines the notion that personality development is profoundly influenced by environmental factors. While these insights add to explanations of variation in personality, the relationship between these aspects and emotional intelligence remains unclear, thus reinforcing the current study's rationale.

5. Conclusion

Results from the statistical analysis discovered that self-esteem, personality and emotional intelligence are linked in adolescents. But birth order, how people are wired and how they perceive their self-worth did not strongly influence emotional intelligence. Male adolescents had higher scores than female adolescents in self-esteem, personality traits and emotional intelligence. It was also found that there are important differences between first, second and last-born teenagers. Self-esteem, personality traits and emotional intelligence were traits where second-born males scored higher than second-born females. This was also seen with last-born males having higher scores in these same areas than their female counterparts.

5.1. Suggestions

- Expanding the sample is advised, as it would allow findings to be used for more adolescents in Pakistan by including respondents from various regions.
- Studies that follow should look to include a larger and more varied group of adolescents to improve on and validate the initial findings.

5.2. Implications

- One goal of this study was to examine the ways in which birth order, self-esteem, personality traits and emotional intelligence impact adolescents.
- By studying these topics, it explains how these factors can affect adolescent minds and how they develop.

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