

# Impact of Birth Order on Emotional Intelligence

## Abstract

The aim of this study was to find out the impact of birth order on emotional intelligence. The sample consisted of 300 college students studying at Kumaun University Campus Almora. The personal data schedule (designed by the investigator) and emotional intelligence scale (Tewari and Joshi, 1996) was administered on them. Data was analyzed by using t-test. It was found that the birth order wise four groups of the sample students do not differ significantly from each other with regard to the variables self awareness, motivating oneself, recognizing emotions in others, handling relationship and emotional intelligence total scores. It means the birth order not impact in students emotional intelligence. In addition, it was also found that the significant difference seen in only variable managing emotions, the third borns have out classed the second borns. Considerate the maturity level these results are up to the mark.

**Key Words** Birth Order, Emotional Intelligence (EI), Emotional Quotient (EQ), Intelligence Quotient (IQ), Emotional Intelligence Scale (EIS).

## Introduction

The term 'emotional intelligence' involves two words namely emotion and intelligence. In its most literal sense, the oxford English dictionary defines emotion as "any agitation or disturbance of mind, feeling, passion, any vehement or excited mental state" Goleman (1995) refers emotion to a feeling and its distinctive thoughts, psychological and biological states, and range of propensities to act. There are hundreds of emotion along with their blends, variations, mutations and nuances. He further argues that in the mechanics of emotions, each feeling has its own distinct repertoire of thoughts, reactions, even memories.

Thorndike (1920) was one of the first to identify the aspect of emotional intelligence and he called it "social intelligence". He said that individuals possess varying amount of different intelligences and social intelligence is the ability to understand and manage people and to act wisely in human relations. Bar-On (1988) used the term emotional quotient (EQ) long before it gained widespread popularity. Goleman (1998) asserts that emotional competence is a learned capability based on emotional intelligence that results in outstanding at work. Gardner (1983) had a major hand in discussing the emotional intelligence theory in Psychology. The multiple intelligence model included two varieties of personal intelligence: the intrapersonal and interpersonal. Intrapersonal intelligence is the capacity to access one's feeling, affects or emotions. Interpersonal intelligence is the ability to read the moods, intentions and desires of others and potentially to act his knowledge.

Higgs and Dulewicz (1999) define "emotional intelligence as a concept that involves achieving one's goals through the ability to manage one's own feeling and emotions, to be sensitive to, and influence other key people and to balance one's motive and drive with conscientious and ethical behaviour". Emotional intelligence is a set of skills, attitudes, abilities and competencies that determine the individual's behaviour, reactions, state of mind coping style and communication style. These factors directly affect the level of success, satisfaction, ability to connect to other people as well as self esteem, perception of control and overall level of mental and emotional well being. Emotional intelligence is ability. It allows us to think more creatively and to use our emotions to solve problems. Emotional



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intelligence probably overlaps to some extent with general intelligence. The four components of emotional intelligence are as follows:

#### **Identifying Emotions**

The first and perhaps most basic, part of emotional intelligence, is the ability to recognize how you and those around you are feeling. That is why identifying emotions in people, music and art is part of emotional intelligence.

#### **Using Emotions**

Emotions can help us with our thinking. This part of emotional intelligence includes the ability of generate emotions and then reason with this emotion. Being emotional and being able to use your emotions may also help you to understand how someone else feels, or to take emotional sides. Considering multiple perspectives is another part of emotional intelligence.

#### **Understanding Emotions:**

Understanding emotions refers to knowing what happens, as emotions get stronger or how people react to different emotions. Some emotions are more complex than others, formed through the combination of simpler emotions. The ability to understand complex emotion is part of emotional intelligence. This component also understands emotional "chains", how emotions transfer from one stage to another.

#### **Regulating Emotions:**

Regulating emotions means that you feel the feeling rather than repressing it and than use the feeling to make a better decision. Reacting out of anger can be effective in the short run, but anger which is channeled and directed may be more effective in the long run. Regulating emotion is an ability, which allows you to manage emotions in your self and in others.

"Emotional intelligence involves the accurate appraisal and expression of emotions in oneself and others and the regulation of emotion in a way that enhances living. One aspect of emotional intelligence is the ability to recognize the consensually agreed upon emotional qualities of objects in the environment" (Mayer and Salovey, 1990). "Emotional intelligence is the skill that helps people harmonize. In other words, "Knowing what feels good, what feels bad, and how to get from bad to good". "The emotional awareness one emotional management skills which provide the ability to, balance emotion and reason so as to maximize our long term happiness". The abilities involved in emergence of emotional intelligence belong to the following five main domains.

#### **(1) Self awareness**

Recognizing a feeling as it happens is keystone of emotional intelligence. The ability to monitor feelings from moment to moment is crucial to psychological insight and self-understanding.

- 1) Managing emotions: It is the capacity to soothe oneself to take off rampant anxiety, gloom and irritability and the consequences of failure.

- 2) Motivating oneself: Marshaling emotions in the service of goal is essential for paying attention, for self motivation and mastery and for creativity.
- 3) Recognizing emotions in others: Empathy, another ability that builds on emotional self awareness, is the fundamental "people skill". People who are emphatic are more attuned to the subtle social signals that indicate what others need or want.
- 4) Handling relationship: The art of relationship is, in large part, skill in managing emotions in others. These are the ability that under gird popularity, leadership, and interpersonal effectiveness.

A normally healthy individual is expected to have the ability to attain proper control over her feelings and emotions so that he may live a balanced life. "Since the days of Aristotle, philosophers have extolled the virtues of balance. In ancient times however, emotional issues were thought to involve the heart. We now know that our emotional history is stored in our lower brain. For example, the lower brain remembers the times we were scared by someone shouting at us, the times we felt disapproved of by people important to us and the times we were filled with delight. Our upper brain is our rational brain, which conceptualizes, analyzes and judges. It evaluates situations and assesses the risks and rewards. A major principle of EQ theory is that those with high EQ are able to balance the functions of two brains as they communicate with each other".

Hypothesis: There will be significant difference in emotional intelligence on birth order wise four groups of the sample students.

#### **Method**

#### **Sample**

The sample consisted of 300 college students studying at kumaun University Campus Almora. The sample students were divided into four groups of their birth order. The students who were eldest among their sibling were termed as 'first borns' and next ones wear termed 'second borns'. Similarly the 'third borns', 'forth borns' wear identified etc. The distribution of the sample students on the basis of their birth order has been presented in table 1.

**Table 1**

S. No	Birth Order	Number of students	Percent age
1	First born	58	19.3
2	Second born	136	45.3
3	Third born	92	30.7
4	Fourth born	14	4.7
	Total	300	100.0

Tools: following measure was taken in consideration.

**PDS:** A personal data sheet was used employed to get necessary information.

**Emotional intelligence scale (EIS):** The emotional intelligence scale of Tewari and Joshi (1996) was used to collect the data. This is a three points scale and contains 30 items spread over the

five dimensions of emotional intelligence i.e., self awareness, managing emotions, motivating oneself, recognizing emotion in others and handling relationship.

**Procedure**

Data collection was done individually and best attempts were made to avoid external distractions.

**Results and Discussion**

The results based on t-test were recorded and interpreted in table 2.

**Table-2**  
**Value of t-ratio computed to ascertain the significance of differences in the mean EIS score of the birth order wise four groups of the sample students.**

1. First born N=58
2. Second born N=136
3. Third born N=92
4. Fourth born N=14

S.No	Variable compared	Group	M	SD	t-ratio	df
1	E1	1/First born	10.967	2.661	t 1,2= -0.350	192
		2/Second born	11.125	3.039	t 1,3= -0.031	148
		3/Third born	10.978	2.363	t 1,4= -1.247	70
		4/Fourth born	11.929	2.730	t 2,3= 0.390	226
					t 2,4= -0.950	148
				t 3,4= -1.374	104	
2	E2	1/First born	12.379	2.239	t 1,2= 2.055	192
		2/Second born	11.801	1.567	t 1,3= 0.215	148
		3/Third born	12.315	1.413	t 1,4= 0.707	70
		4/Fourth born	11.929	1.639	t 2,3= -2.525*	226
					t 2,4= -0.288	148
				t 3,4= 0.934	104	
3	E3	1/First born	12.707	2.309	t 1,2= -0.039	192
		2/Second born	12.720	2.243	t 1,3= -0.596	148
		3/Third born	12.935	2.262	t 1,4= 0.204	70
		4/Fourth born	12.571	1.828	t 2,3= -0.705	226
					t 2,4= -0.240	148
				t 3,4= 0.573	104	
4	E4	1/First born	13.103	2.936	t 1,2= 1.391	192
		2/Second born	12.507	2.641	t 1,3= 0.540	148
		3/Third born	12.848	2.753	t 1,4= 1.441	70
		4/Fourth born	11.786	3.599	t 2,3= -0.939	226
					t 2,4= -0.939	148
				t 3,4= 1.289	104	
5	E5	1/First born	13.620	3.669	t 1,2= -1.265	192
		2/Second born	14.352	3.698	t 1,3= 0.220	148
		3/Third born	13.489	3.490	t 1,4= 0.105	70
		4/Fourth born	13.500	4.536	t 2,3= 1.769	226
					t 2,4= 0.804	148
				t 3,4= -0.009	104	
6	ET	1/First born	62.776	5.679	t 1,2= 0.323	192
		2/Second born	62.507	4.291	t 1,3= 0.236	148
		3/Third born	62.565	5.012	t 1,4= 0.665	70
		4/Fourth born	61.714	3.647	t 2,3= -0.093	226
					t 2,4= 0.667	148
				t 3,4= 0.610	104	

**Foot note**

E1-Self awareness

E2- Managing emotions

E3- Motivating oneself

E4- Recognizing emotion in others

E5- Handling relationship

ET- Emotional intelligence total

Table 2 indicate that the birth order wise four groups of the sample students do not differ significantly from each other with regard to the variables self awareness, motivating oneself, recognizing emotions in others, handling relationship and emotional intelligence total scores. Only one t-ratio was found to be significant at 0.05 level of significance. As regard the significant difference seen in variable managing emotions, the third borns higher mean managing emotions as compared to second borns.

Emotional intelligence (EI) refers to an individual difference in the perception, processing, regulation and utilization of emotional information. It's a construct that captures emotional competencies. These individual differences have been conceived of as knowledge, abilities and traits. EI includes, what we know about emotions (our own and others), what we can do with this knowledge (e.g., strategies for managing emotions), and how typical it is for us to act in an emotionally intelligent fashion. Harrington-Lueke found in her research that being emotionally intelligent is just as important to success in life as good grades. Essentially, people with high levels of emotional intelligence experience more career success, build stronger personal relationships, lead more effectively, and enjoy better health than those with low levels of emotional intelligence. Dawda & Hart (2000) found no difference between males and females as regards the total EQ scores.

A survey of American psychologist in the late 1980's revealed that roughly half believed, there was some genetic explanation for the differences in IQs of various races. The controversy reached a new peak with the publication of an article entitled "how much can we boost IQ and scholastic achievement?" by Arthur R. Jensen, an educational psychologist at the Berkeley campus of the university of California. Jensen's principle argument is that although environmental factors may contribute to socio economic and racial differences in IQ, a significant portion of these differences is likely to be due to genetic influences and therefore the chances for boosting IQ or scholastic achievement are rather limited.

**Conclusion**

From the above results it can be concluded that the birth order wise four groups of the sample students do not differ significantly from each other with regard to the variables E1, E3, E4, E5 and ET. It means the birth order not impact in students emotional intelligence. The significant difference seen in only variable E2, the third borns have out classed the second borns. Considerate the maturity level these results are up to the mark.

Emotional intelligence can motivate the individual to achieve great success (Goleman, 1998). The most important thing about EI no matter how it's construed is that it is related to a variety of measures of well-being, quality of life, occupational success, health and relationship quality. Emotional intelligence is an essential ingredient of life success and happiness.

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