

# “Birth order as a Catalyst in the Emotional Intelligence of Students”

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**Abstract:**

**Purpose:** Research in the field of Emotional Intelligence have become a dynamic study area over the past few decades and is likely to become even more so as the importance of human resource management is rapidly gaining momentum. Therefore understanding Emotional Intelligence will be viewed as increasingly important. Research in the field of family type and birth are slowly gaining momentum. Understanding birth order will be viewed as increasingly important. Birth order is one of the most neglected component in the Indian education system due to the complexity in its computation. Birth order shapes an individual's personality, measured by big 5 personality traits of an individual (Openness to experience, Conscientiousness, Extraversion, Agreeableness and Neuroticism) and controls the behavior of the person which has a strong relationship with the academic performance. This article aims at examining the relationship between Emotional Intelligence and birth order of net generation students.

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**Keywords:** Birth order, Emotional intelligence and Net generation students

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**Introduction****Emotional Intelligence**

Daniel Goleman's Definition: "Emotional Intelligence refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and our relationships." (Goleman 2004) Salovey and Mayer's Definition: "Emotional Intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth." (Salovey and Mayer 2007) Salovey, Brackett and Mayer (2007) state that "emotional intelligence (EI) refers to the processes involved in the recognition, use, understanding and management of one's own and other emotional states to solve emotion-laden problems and to regulate behavior (Salovey, Brackett and Mayer 2007)

Emotional Intelligence (EQ or EI) is a term created by two researchers – Peter Salavoy and John Mayer – and popularized by Dan Goleman in his 1996 book of the same name. Emotional intelligence is the ability to identify and manage your own emotions and the emotions of others.

There are 5 components of Emotional Intelligence (Goleman 2004), which has been discussed below.

1. Self-awareness: It is all about understanding one's own self. This involves a lot of Self analysis and understanding themselves and knowing how one's own reaction at different situations.
2. Self-Regulation: This involves controlling the behavior of one's own self. It also focuses on how a person should keep a tab on his or her emotions in public.
3. Motivation: Motivation is the driving force that makes a person behave in a certain manner.
4. Empathy: The ability to understand the emotions and feeling of others.
5. Social Skills: The ability to socialize and interact with others in the society

**Literature review****STUDIES ON EMOTIONAL INTELLIGENCE**

Berrocal, Cabello, Castillo & Extremera (2012) investigated the role of gender

differences in EI and whether age acted as a mediator in the relationship between gender and EI among university students and adults in the community. They observed that age completely mediated the relationship between gender and EI. Therefore, the role of age is more pronounced.

#### **Bii, Lucas, Mwengi et al.**

(2012) investigated the relationship between age and EI of managers and whether the relationship is moderated by gender and managerial experience in educational institutions including primary, secondary and tertiary institutions. They observed that age had a positive and significant influence on EI and moderating effects of gender and managerial experience were mild and non-significant.

#### **Kumar & Muniandy**

(2012) studied the EI of lecturers in a polytechnic in Malaysia and examined the impact of demographic factors like age, gender, occupational grade, work experience in the present as well as in the past job in industry. They concluded that age, experience, occupational grade and education had a significant positive influence on EI but gender and previous work experience had no impact on level of EI of lecturers.

#### **O'Boyle Jr., et al. (2011)**

conducted meta-analysis of empirical research concerning relation among EI, Five Factor Model (FFM), cognitive ability and job performance. The study focused on identifying the association of three streams of EI (ability based models adopting objective test items, self-report measures based on four-branch model of EI and mixed models of emotional competencies) with FFM, cognitive ability and job performance. The results confirmed a positive correlation (approximately same level) between EI measured by three streams and job performance. EI and cognitive ability and four FFM were positively associated and neuroticism (one of the FFM factors) was negatively associated with EI.

**Gryn (2010)** studied the relationship between EI traits of 268 call center leaders and their job performance in a medical aid administration organization in Johannesburg, South Africa. The study found no significant association

between overall EI and job performance of the call center leaders.

#### **Mishra & Mohapatra**

(2010) researched the relationship between EI and job performance of 90 executives employed in different organizations in Delhi NCR. The results found a significant positive relationship between EI and job performance. The study also confirmed the concurrent validity of EI scale (EI test by Chadha and Singh, 2001). Also, out of various demographic variables, only work experience was found to be positively correlated with EI.

### **STUDIES ON EMOTIONAL INTELLIGENCE AND BIRTH ORDER**

#### **Vijay Viegas, Joslyn**

**Henriques(2014)** The study was conducted on a sample of 60 adolescents (that is adolescents in the age group of 12-21 years) from dual-parent homes. The tools used for data collection comprised of the Schutte Emotional Intelligence Scale (SEIS), and a Personal Data Sheet. The tools used for statistical analysis were t-test and ANOVA (One Way Analysis of Variance). The findings of the study revealed that significant differences exist in emotional intelligence with regard to birth order.

### **Conclusion Drawn From Literature**

Inconclusive Research in determining the relationship between birth order and emotional intelligence of the reviews state that birth order affects emotional intelligence, while some review states that emotional intelligence is not affected by birth order

#### **Research Gap**

There is hardly any information between birth order and Emotional Intelligence of university students in India.

This research aims at filling this gap by understanding how birth order impacts Emotional Intelligence in Net generation students.

#### **Research Methodology**

#### **Objectives of the study:**

To examine the differences in Emotional Intelligence of Net Generation students across birth order.

### Hypothesis

- $H_0$ = There is no significant difference in the emotional intelligence of net generation students across birth order.
- $H_1$ = There is a significant difference in the emotional intelligence of net generation students across birth order.

### Sample Design

There are 10 Universities in Bangalore, which is a combination of Central/State and Private Universities offering Bachelors of Business Administration and Bachelors of Commerce. For the purpose of this study 3 Universities have

### Sample Profile

Table 1.1 Indicating the College of the respondents in percentage

College	Frequency	Percentage
Christ Institute of Management	48	19.04%
CMR College	39	15.57%
Mount Carmel College	48	19.04%
Centre for Management Studies	75	29.76%
St Anne's College	42	16.66%
Total	252	100%

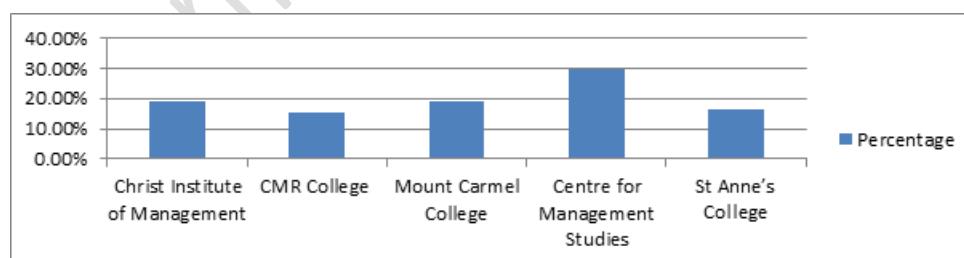


Figure 1.1 : Bar Graph indicating percentage of respondents based on the college

The table and chart show that there are 29.6% of students from CMS, 19.04% of students from Mount Carmel College and Christ institute of Management, 16.66% of students from St Anne's college and 15.57% of students from CMR college have answered the Emotional Intelligence questionnaire.

been considered , which is Bangalore University(State University), Christ University (Private University) and Jain University (Private University).5 different colleges under these universities have been considered .

1. CMR college
2. Mount Carmel College
3. St Anne's College
4. Christ Institute of Management
5. Centre for Management Studies

252 students sample was drawn from the above mentioned colleges as they seemed to be a perfect blend of both state and private university .The questionnaire was administered for these students.

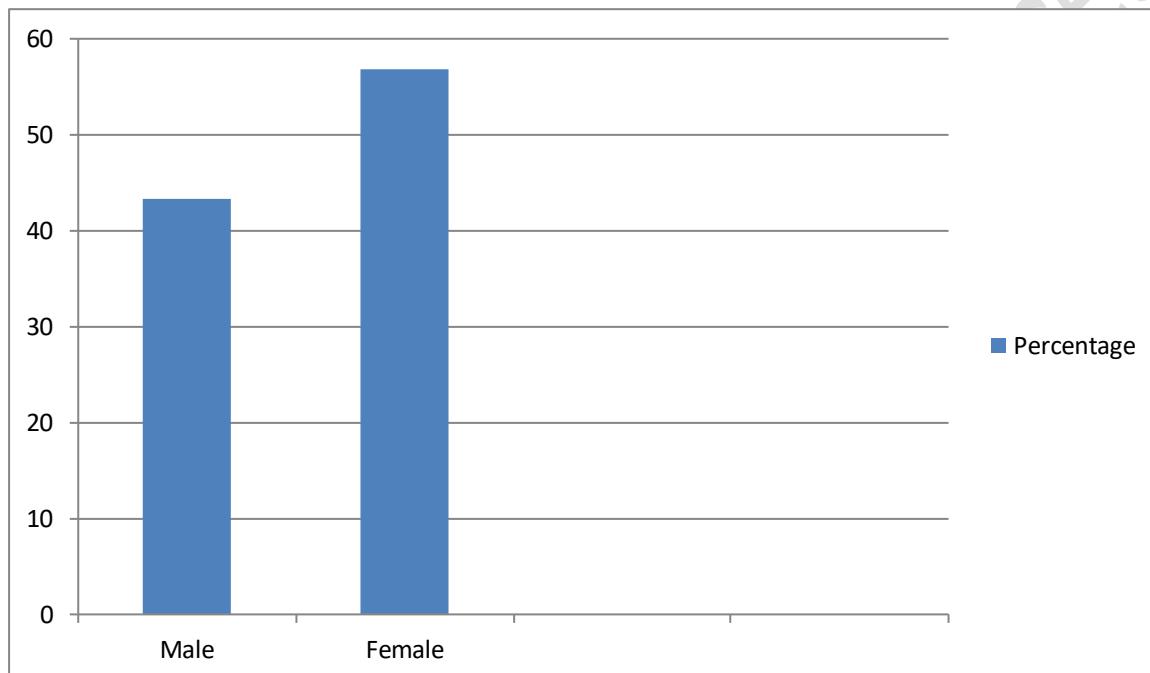
### Inclusion Criteria

Undergraduate- Management and Commerce students of 5 different colleges.

**Table 1.2 Indicating the percentage of respondents based on gender**

Gender	Frequency	Percentage
Male	109	43.25%
Female	143	56.75%

**Figure 1.2:Bar Graph indicating percentage of respondents based on gender**



The table and chart show that 56.75% of female and 43.25% of male have answered the Emotional Intelligence questionnaire.

#### **Sampling Technique**

Convenient sampling was used to administer the questionnaire for the sample.

#### **Tool Adapted For Data Collection**

The tool used for this study is "Warrier's EI Questionnaire". It consists of 14 demographic questions and 80 Emotional Intelligence Quotient Questions with 16 sub categories such as Self awareness ,Self esteem /confidence, Self motivation, Self management, Optimism , Resilience, Tolerance to ambiguity/ Intuition,

Empathy, Stress coping skills, Relationship skills, Influencing others, Nurturing others, Networking skills, Values, Believes and Attitude, Assertiveness and Conflict management skills.

The tool was developed to measure the Emotional intelligence of an individual.

The tools has been standardized and the cronbach's alpha for the tool was reported at .89.The face validity for the tool has also been conducted on 20 counselors and M.Sc Psychology students.

#### **Data Analysis**

An ANOVA test is conducted to compare Emotional intelligence across BIRTHORDER.

**Table 1.3 Indicating ANOVA for testing the relationship between Birth order and Emotional Intelligence**

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.014	3	.338	1.301	.275
Within Groups	64.393	248	.260		
Total	65.407	251			

### Analysis

A one-way between subjects ANOVA is conducted to compare the Emotional intelligence across the birth order. ANOVA indicated no significant differences  $p=0.287>0.05$  (in other words the significance value is more than 0.05). across birth order.

**The null hypothesis is supported: There is no significant difference in Emotional Intelligence across birth order.**

### Interpretation

The birth order of an individual first born, middle, last born or only child does not affect the emotional intelligence. This study contradicts with the study conducted by Vijay Viegas, Joslyn Henriques (2014) who states that birth order does affect emotional intelligence.

### Findings of The Study

No significant differences were found between birth order (First born, middle, last born, only child) and emotional intelligence. It was found that the birth order of a person whether first born, middle , last born or only child does not affect his/her emotional intelligence.

### Conclusion

Emotional Intelligence has attracted the interest of researchers, educationists and the leaders of the education world. This study confirms that Birth order does not play a significant role in the emotional intelligence of students.

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