



The Relationship between Birth Order and Excitement in Third Grade Adolescents

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A B S T R A C T

The aim of this study was to investigate the relationship between birth order and excitement in Quds high school adolescents in District 7. The research design is post-event and the research method is comparative and through available sampling, 30 high school students in Karaj were selected from in District 7 of Karaj (Iran). The research instruments were Zuckerman Emotion Test Questionnaire and Cambridge and Ritchie Questionnaire or Assertiveness Questionnaire. The research hypotheses were tested using the analysis of variance test method. The results of the study showed that the hypotheses of the study about the effect of birth order on the level of assertiveness or excitement of students were not confirmed.

Keywords: Birth order, Excitement, Adolescents.

INTRODUCTION

According to the titles of the first child, the middle child and the last child, we arrive at personality psychology as the order of birth. This concept was first introduced by the well-known personality psychologist Adler. He considered the order of birth as one of the most important factors in childhood, based on which a person creates his lifestyle, which is the same dimension of personality according to Adler (Ha & Tam, 2011; Shah & Jadav, 2016). According to Adler, although people think that the children of a family are in the same situation, the order of birth causes them to be in different situations (Adler, 2013; Sulloway, 2001). Adler refers to the order of birth, the order in which a person can be born. The child can be the first child, the middle child, the last child or the only child. According to Adler, being in any of these birth ranks can lead to the development of certain characteristics in the child. More specifically, the order of birth can have a significant impact on the formation of a child's personality in adulthood. Some of the characteristics that Adler has described for children with different birth rates are as follows (Härkönen, 2014).

According to Adler, the first child is usually very fond of parents until the second child is born, but as soon as the second child is born, he feels dismissed and shows problematic behaviors. He is often retrospective and has a pessimistic view of the future. Because he once experienced power, he has a strong desire to maintain power and superiority. According to

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Adler, Adler will be the first child in the future to be a good manager, conscientious and obsessive about details and with an authoritarian and conservative attitude(Adler, 1982, 2019).

The second child, because it is always competing with the first child, will usually grow faster in terms of movement and language. He does not pay much attention to power because he has never experienced it. He is more optimistic about the future and will probably be very competitive and ambitious. The last child, who will never experience dismissal, is usually highly regarded by parents and older children. His growth is very impressive because he always wants to surpass his older children. Most of the last children in adulthood will succeed in the work they undertake, but if they become dependent because of being overly concerned, they will not be able to cope with problems in society and will remain in need of others. Single children, because they never experience the feeling of isolation and are always the special focus of parents, often grow up very quickly and achieve great behaviors and attitudes more quickly. They are more likely to suffer severe trauma when they grow up and move to social environments such as school because they are no longer the focus of attention(Adler, 2019; Schultz & Schultz, 2016).

Excitement can be defined as the need for different, new, complex, and challenging feelings and experiences in the physical (social), social, legal, and economic (financial) contexts due to such experiences(Zuckerman, 1994). Excited people are people who have characteristics such as extraversion, autonomy, boldness and disharmony. In religious and political attitudes, they are more inclined to think freely, more tolerant of vague successes. In sexual attitudes, they have a weaker dominance and their physiological responses to new stimuli are more intense than other groups. Zuckerman and his colleagues found that arousal changes with age. Younger people are more likely than older people to seek out new accidents, risks, and experiences. Test scores of adolescent subjects up to the age of 60 shows that arousal decreases with age and begins around the age of 20.

METHODOLOGY

The statistical population of this study is all high school students of Ghods High School, District 7 of Tehran Municipality. The statistical sample of this study includes 600 students who were studying in Ghods Girls' High School in District 7 of Tehran Municipality who were selected using random sampling method.

The tools used in this study are: 1- Zuckerman emotion test

Zuckerman Excitement Test: Scoring method: After the subject completes the answer, we use the test key. Each test material consists of two components that the subject must answer one of these two components. If his answer matches the scoring key, he will receive a score for each answer that matches the scoring key. After counting the subjects' scores, which can range from zero to 40, the person's excitement score is determined.

After this score can be explained based on the mean and standard deviation of the scale, For example, the subject will have average excitement, below average, low and very low, above average, high and very high. The total variance of the questions is 8.5772, the total variance of

the test is 38.93, the mean of the test is 21.02, the standard deviation of the scale is 6.24, the total validity of the test is 0.781 and the total standard error of the test is 2.92.

In this study, descriptive statistics (mean, standard deviation) were used to describe data and information, and inferential statistics (Pearson correlation test) were used for information and relationship between variables. SPSS computer software was used to analyze the data obtained from the research.

RESULTS

Table 1. Birth order of students evaluated

Birth order	Number	Abundance	Frequency
The first child	14	46.7	46.7
Second child	4	13.3	60
Third child	6	20	80
Fourth child	6	20	100
Total	30	100	

Examination of the results of Table 1 and Figure 1 shows that 46.7% stated that they are the first child of the family, 13.3% stated that they are the second child of the family, 20% stated that they are the third child of the family, and 20% stated that they are the fourth child in the family.

Table 2. Comparison of the average excitement of the evaluated students

Birth order	Number	Average	Std. Deviation	At least	Maximum
The first child	14	60.71	4.10	50	67
Second child	4	59	2.94	56	63
Third child	6	58.83	6.30	47	65
Fourth child	6	59.33	4.27	53	63
Total	30	59.83	4.37	47	67

Examining the results of Table 2 in relation to the level of excitement score of the evaluated students, the average score of excitement of the students of the first child of the family is 60.71 with a minimum score of 50 and a maximum of 67. The average excitement of the second child students is 59.00 with a minimum score of 56 and a maximum of 63. The average excitement of third child students is 58.83 with a minimum score of 47 and a maximum of 65. The average excitement of the fourth child students is 59.33 with a minimum score of 53 and a maximum of 63.

Table 3. Results of analysis of variance test to compare the mean of excitement in the evaluated groups

	sum of squares	Degrees of freedom	average of squares	F	The significance level
Between groups	145.75	3	48.58	0.679	0.573
Within groups	1860.41	26	71.55		
Total	2006.16	29			

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Examination of the results of analysis of variance to compare the level of excitement among students based on the order of birth showed that the order of birth does not affect the amount of excitement and the amount of excitement of students of the first, second, third and fourth child in this study. It does not make sense.

CONCLUSION

One of the researchers who has studied the effect of birth order is Salovey and Mayer (1990), whose research supports Adler's theory of the effect of birth order, and in most studies on the subject of birth order and its effect on personality, his research has been mentioned. Salovey and Mayer (1990), in his research mentions characteristics for the first children and the children after him, which is very similar to Adler in this regard. For example, he concluded that the first children are more successful, more competitive, more anxious, more managerial, more compliant, more extroverted, and more timid, cowardly, parental, and bold. They are more organized and organized. , Are more responsible, confident and more traditional than other siblings. They are also more vulnerable to stress and more likely to take on leadership roles. In contrast, the next children are risk-taking, altruistic, collectivist, easy-going, indoctrinated, open to experience, rebellious and non-traditional society.

Since the early 1970s, Harvin Zuckerman, a psychologist at the University of Delaware, has done extensive research on a limited aspect of personality that you would call thrilling (Schultz & Schultz, 2016). An adjective with a broad hereditary component originally described by Hans Eisenhower, Zuckerman defines excitement as the need for different, new, complex, and emotionally challenging feelings and experiences in the physical, social, legal, and economic (financial) contexts for such experiences (Zuckerman, 1994).

Zuckerman's focus on excitement has led to much research. Research on emotion suggests that there is a need for humans to receive new and changing sensory data. In fact, excitement is related to a wide range of behavioral-cognitive, personality, and physiological variables. Zuckerman's emphasis on the hereditary ability of emotion to place his work in a different classification of behavioral and social learning approaches to personality.

Zuckerman created scales to measure excitement. Research using the Emotion Scale has shown that there are many differences between humans in terms of the amount of emotion. In addition, excitement seems to be a trait that is similar in different situations. People who say they enjoy new experiences in one area of life often describe themselves as adventurous in other areas of life. High scores on the excitement scale have been found to be associated with a number of behavioral characteristics For example engaging in dangerous sports occupations or hobbies (such as parachuting, motorcycling, horseback riding, firefighting, and diving). Diversity in sexual experiences and drugs not being afraid in situations that is usually scary. (Heights, darkness and snakes) risk-taking in gambling and preference for unusual foods (Wells, 2002).

At the beginning of the introduction of excitement by Zuckerman et al In 1964, they thought that excitement was a one-dimensional property, and based on this, a one-dimensional scale was created at the beginning. To measure the need to take risks. Over time, factor analysis

studies have elucidated the construction of several factors of this feature.

Examination of the research results showed that there is no significant relationship between the order of birth and the excitement of the evaluated students.

Undoubtedly, the structure of the family and the position that the child occupies in the family play an important role in the development of his personality. The effect that multiple siblings have on a child depends on the order in which he or she is born. In his research, Adler stated that the first child has characteristics such as leader, purposeful, perfectionist, determined, serious, responsible, alert and masterful. Most scientists and successful people in the world were the first child. Because parents are usually happy with the birth of their first child and spend a lot of time and attention with him; the good thing about this is that it gives him confidence, and the bad thing is that it can make him a little more dominant .

Adler believed that the first child often played the role of teacher and leader; because his parents expect him to take care of his younger siblings. These experiences usually help the first child to become more intellectually mature than the other children. The first children are very interested in maintaining order and authority. They are good organizers, people of conscience and conscientiousness, and they are conservative in attitude. On the other hand, as mentioned, the excitement of the middle and last children is usually higher than the first child, because the last children never lose their superior position in the family, and remain the center of attention and have no competitors, only children. Because they spend more time with their parents, they cook quickly. When they realize they have problems in areas outside the family, such as school, they learn that they have neither division nor competition. If his abilities are not taken into account, he will probably feel frustrated.

They are conscientious, orderly, conscientious, conscientious and very reliable, they are not afraid to accept various responsibilities. According to research, they have more self-confidence like their first children and are more likely to use their imagination than other children. They are ambitious, uncritical, inflexible and perfectionist.

One of their negative traits is that they are a bit vindictive and expectant and usually do not admit their mistakes. Thus, with his views on birth order, Adler did not believe that there was a firm and consistent law of child development; Adler believed that the place of birth order of children, along with early social interactions, may shape a particular lifestyle in individuals. Lack of significant relationship and inconsistency of results with the results of some researchers are the differences in the current development of society that perhaps the view of families with the past in the field of child development has changed significantly. On the other hand, the small number of samples we evaluate is a factor that we cannot get a true and telling result of the current society.

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