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The Relationship between Birth Order and Assertiveness (Courage) 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 courage in adolescents. 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 Karaj city (Iran). The research instrument was the Cambridge and Ritchie Courage Questionnaire. The research hypotheses were tested using analysis of variance test. The results showed that the research hypotheses on the effect of birth order on students' assertiveness or assertiveness were not confirmed.

Keywords: Birth order, Assertiveness, Adolescents.

INTRODUCTION

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 (Fergusson, Horwood, & Boden, 2006; Plomin & Daniels, 1987; 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; Shah & Jadav, 2016).

The component of assertiveness or assertiveness has attracted a lot of attention in recent decades, which in turn indicates its importance in social interactions (Adler, 2019). According to Berg, Lilienfeld, and Sellbom (2017), boldness means the ability to express oneself explicitly, directly and appropriately, to respect one's feelings and thoughts, and to recognize one's strengths and weaknesses. In fact, daring means respecting oneself and others. One of the traits that makes a person prone and ready for stress is a low level of assertiveness, meaning that the person has difficulty expressing personal beliefs, attitudes and feelings and cannot react to the excessive observations of others (Eslami, Rabiei, Afzali, Hamidzadeh, & Masoudi, 2016; Lee & Crockett, 1994). The low level of audacity is often accompanied by a strong perfectionist tendency, ie one wants everything "right and perfect", such a person wants to be in control of

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everything and his work to be liked by everyone and this can lead to high levels of failure. Stress leads(Santangelo, Procter, & Fassett, 2018).

The effects of birth order have been considered as a socially influential factor in childhood that influences a person's personal life style and the way in which courage and determination are formed(Adler, 2019; Blair, 2011; Bleske-Rechek & Kelley, 2014). Although all children in a family have the same parents and live in the same house, they do not experience the same family environment and social conditions because parents do not treat all children the same. Exposure to different parental behaviors can lead to different childhood conditions(Marini & Kurtz, 2011; Sulloway, 2001). It helps to determine personality, so the order in which children are born influences their personality and individual and social behavior, for example, the first children are good leaders and have been called power conservatives, or regular single children. And are conscientious(Dixon, Reyes, Leppert, & Pappas, 2008; Ernst & Angst, 2012).

METHODOLOGY

This research is an applied research in terms of purpose and a correlational research in terms of implementation, and in terms of type, both library method and field method were used. The statistical population of this study is all high school students. 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 instruments used in this study are the Cambridge and Ritchie Assertiveness Questionnaire

Questionnaire or test of courage or assertiveness of Cambridge and Ritchie: This questionnaire is made by Weaver, Tyrer, Ritchie, and Renton (2003). The reason for choosing this scale is its unique ability to determine the degree of discomfort experienced by people in certain situations and the existence of relatively high positive and negative social situations. This questionnaire has several categories of questions: rejecting the request, expressing one's limitations, asking, taking the initiative at the beginning of a social encounter, expressing positive emotions, coping and accepting criticism, accepting being different from others, expressing oneself in certain situations That should help, giving negative feedback. This scale has 22 items with six options that are scored from 1 to 5. The lower score indicates high assertiveness and the higher score indicates lower assertiveness. The subjects' assertiveness was classified into three levels: low 0.75 points up, average 0.25 to 0.75 points and high less than 0.25 points.

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

RESULTS

Table 1. Comparison of the average assertiveness of the assessed students

Birth order	Number	Average	SD	minimum	Maximum
The first child	14	50.39	6.59	26	49
Second child	4	33.25	8.38	26	41
Third child	6	39.66	11.05	29	59
Fourth child	6	40.16	9.72	32	58
Total	30	38.83	8.31	26	59

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Examining the results of Table 2 in relation to the level of determination or courage score of the evaluated students, the average score of determination or courage of the students of the first child of the family is 39.50 with a minimum score of 26 and a maximum of 49. The average determination or courage of the second child students is 33.25 with a minimum score of 26 and a maximum of 41. The average determination or courage of the students of the third child is 39.67 with a minimum score of 29 and a maximum of 59. The average determination or courage of the fourth child students is 40.17 with a minimum score of 32 and a maximum of 58.

Table 2. Results of analysis of variance test to compare the mean of assertiveness (courage) in the evaluated groups

	Sum of squares	Df	Mean squares	F	Sig.
Between groups	21.14	3	7.04	0.342	0.795
Within groups	535.02	26	20.57	F	
Total	556.16	29			

CONCLUSION

The results of the study showed that there is no significant relationship between the order of birth and the assertiveness and courage of the evaluated students. This result is consistent with the results of many researchers and not with many others.

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 feel 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. 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 on 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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