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Comparative Study

A Comparative Study of Birth- Order and Personality

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ABSTRACT

Birth order is defined as the position of a child among his siblings (comely, 2004), and is considered to be a factor that affects the role of child among his siblings in terms of treatment and care which in turn is reflected in his activities. According to the difference in birth order and the difference between parents in term of raising and treating their children, child can develop different behavioural traits, so, the birth order (oldest, middle, last, or lonely) will definitely pose an impact on the child's behaviour, personality, and academic performance. Personality word comes from the Greek word "persona" and its meaning "mask". According to Weinberg and Gould (1999) "The characteristics or blend of characteristics that makes a person unique." This research study aims to investigate the comparison between birth order and personality trait. The study will compare personality trait of individuals based on their birth order position (i.e., first born, middle born, last born and only born). The sample will consist of 320 participants with 80 participants (40 males and 40 females) in each birth order group. Participants will be required to complete a personality questionnaire that measures the Big Five personality traits (i.e., openness to experience, conscientiousness, extroversion, agreeableness and neuroticism). The study will use a quantitative research design, and data will be analysed using descriptive statistics and analysis of variance (ANOVA). The findings of this study are expected to contribute to the understanding of the role of birth order in shaping personality development.

Keywords: *Birth-Order, Personality*

Humans have distinct personality traits in general. Everyone thinks, acts, and feels differently. Personality refers to how you anticipate someone to behave in the long run. Personality traits are behavioural characteristics that define your personality, such as being outgoing, generous, or impatient. Some researchers, however, believe that, aside from biologically determined maturation, personality is a non-convertible biological entity (McCrae & Costa, 2008).

Over time, these trends have a significant impact on personal expectations, opinions, values, and behaviours. Personality psychology is the study of human personality and how it differentiates between people. Scientists believe that genetic and environmental factors influence personality differences (Beer & Horn,2000; Jang, Livesley & Vernon,1996). The daughter mother relationship psychologist Myers and Briggs attempted to measure how people see the world and make decisions based on their personality types. The Myer-Briggs

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personality test was then developed based on the ideas of Swiss psychologist C.G. Jung, who emphasised that behaviours are somewhat organised and consistent, and that they develop from a young age. The difference is that how people perceive the situation and reach their conclusions may be related to their birth order in sibling position.

Alfred Adler, a psychiatrist (1870-1937), was the first to propose the theory of birth order and personality. Our personality influences our career, cliques, and how we entertain ourselves, as well as how we deal with life's challenges. Because there is no other child to divide attention, firstborn children are more prone to parental involvement, either maternal or paternal (Herrera et al., 2003). According to Adler, the eldest son who was dethroned would be unable to recover.

Our personality traits are strongly influenced by our birth order (Frank, 1999). He writes, for example, that the eldest is more dominant, less open to new ideas, and more thorough than the second born. Smart, obedient, stable, and responsible are some of the firstborn's personality traits (Herrera et al., 2003). Academic achievement is more likely in the first child because they are more organised, perfectionist, and highly motivated.

It is also well known that the younger generation is more rebellious, open, and fun (Paulhus, 1991). The youngest child, on the other hand, faces the challenges of being pampered and develops an extraordinary sense of inferiority (Brink & Matlock, 1982). The birth order theory is popular because the explanations for the differences in personality among siblings with different birth orders are intuitive and reasonable to compute. Furthermore, numerous variations in birth order may give the impression that the birth sequence plays an important role in personality development (Kevin,1988). Everyone is familiar with the stereotypes of the smart, responsible eldest child, the rebellious babies of the family, and the easygoing middle child. Two studies published in the last three years have finally discovered that our position in the family has an effect on our intelligence and personality. Both are observing and experiencing themselves as they repeat the described role, encouraging internal role identity (Stewart et al., 2001). It might be time to reconsider birth order as a true influence on who we grow up to be.

Children in a family are typically treated differently, and this occurs spontaneously without the people around them being aware of their responses. It will have an effect on children's attitudes and behaviour in some way. Some believe that the order of birth has a minor impact on an individual's personality. Siblings differ in terms of personality traits in addition to behaviours (Michalski, R. L., & Shackelfold, T. K., 2002). A child's interaction with their parents has a significant impact on their personality development because it marks the beginning of the development of relationship skills. Parents' fair treatment of all of their children is critical in shaping the child's personality. Parental behaviour differs between first- born parents and later-born parents. (Keller & Zach, 2002)

Mothers are more affectionate with their firstborn children than with their later born children. It has been demonstrated that children born later have lower self-esteem than children born first and only (Wilson, 2002). Some parents differ slightly in how they treat their children. Mothers rated their firstborn child higher than their second born child (Mendelson & Gottlieb, 1994). Because parents and siblings usually place expectations on their children, each family member's role in the family governs the responsibilities. Childhood is the search for a family niche, which eventually becomes the child's identity

(Eckstein, 2000). According to some researchers, parents' expectations contribute to first-born children's superior academic achievement due to a greater need for school success. This study tries to look a link between birth order and personality.

1.2 CONCEPTS
This section of the chapter focuses on the research concepts being studied. There are three of them: birth order, personality, and academic performance.

1.2.1 BIRTH ORDER
1.2.1.1 DEFINE
Birth order is defined as the position of a child among his siblings (Conely, 2004), and it is considered to be a factor that affects the role of a child among his sibling in terms of treatment and care which in turn is reflected on his activities. According to the difference in birth order and the difference between parents in terms of raising and treating their children, child can develop different behavioural traits, so, the birth order (oldest, middle, last, or lonely) will definitely pose an impact on the child's behaviour, personality, and academic performance.

Biological birth order is defined as the placement within the family into which one is born (Adler, 1927).

Psychological birth order is defined as the way in which one perceives one's role in the family within the context of birth order (Adler, 1927; Campbell, White, & Stewart, 1991). Both Adler (Ansbacher & Ansbacher, 1956) and Leman (2009) define birth order as simply the ability to comprehend ones place within ones family of origin.

1.2.1.2 HISTORY
For over a century, the psychological, sociological, and anthropological communities have studied birth order (Sulloway, 1996). While the strength of the effects of birth order appears to be random, numerous studies have found that these effects do exist (Kluger, 2011). First-born children have been found to be overrepresented in professions such as CEOs, presidents, astronauts, elected officials, lawyers, and doctors (Kluger,2011; Leman,2009). Last-born children, on the other hand, have found work as entertainers or entrepreneurs (Kluger, 2011).

Galton (1985) was one of the first scientists to conduct research on birth order (Kluger,2011). While his primary motivation was to perfect the human race by eliminating those he deemed undesirable, he did discover interesting statistical information through the creation of research involving birth order among scientists (Kluger,2011). He discovered that more than half of his sample of 99 scientists were children or first born children, and that as children, these scientists received significantly different attention from their parents than their siblings.

Historically, first-born siblings outperformed their siblings on achievement tests (Cicirelli,1967; Leman,2009). Typically, researchers have discovered that first-born children not only identify with authority figures but also strive to please these authority figures by excelling in academics (Paulhus, Trapnell, & Chen,1999). Furthermore, firstborn children must maintain their work ethics in order to keep up with their siblings (Gfroerer et al,2003). The second born must then find a way to not only distinguish himself or herself from the first born, but also compete for parental attention and favour (Gfroerer et al,2003). These

differences in achievement, as well as other personality traits, have been found to differ between birth orders well into adulthood (Leman,2009; Sulloway, 1999).

Scientists who now accept the birth order effects have developed several theories to explain the impact of birth order on the family. According to Zajonc's (1976) confluence model, there are three key factors in birth order effects: parents with fewer children have more time and attention for those children; firstborn children are exposed to more mature language, allowing them to be more successful academically; and the family's intellectual environment becomes less mature and intelligent with each new addition to the family. According to the resource dilution theory, developed by both Blake (1981) and Downey (1995), parental resources are limited, and as a result, with each new addition to the family, these resources are stretched even thinner. Among other things, these theories have enabled psychologists to approach birth order from a theoretical perspective, thus giving this research more scientific validity.

According to Stewart (2012), case studies were used in the early stages of birth order research. Descriptive statistics methodologies were used as the research area matured (e.g., ANOVA, t-tests, and correlations). However, because biological birth order was easier to determine and quantify, Adler's advice to recognise the child's perception within the family of origin was largely disregarded (Stewart,2012).

1.2.1.3 TYPES
1.2.1.4 CHARACTERISTICS OF FIRST BORN CHILDREN
First-born children are given the option of developing a niche within the family (Paulhus et al.,1999; Sulloway,1997). The first born typically chooses to please parents and other authority figures by taking on responsibility and identifying with authority figures (Leman,2009; Paulhus et al,1999, Sulloway, 1997).

According to Leman (2009), firstborn children are the most dependable and leadership oriented of the siblings. They are also deeply concerned with achievement and are more serious than their siblings (Gugl & Welling,2010; Herrera et al, 2003; Leman,2009). First-born children are also more perfectionistic, critical, and self-reliant (Leman,2009; Paulhus et al.,1999; Sulloway, 1997). Firstborns, according to Leman (2009), can be either compliant or aggressive. Complaint firstborns are typically scholarly and hardworking individuals who require approval (Eckstein, 2000). Firstborns who are aggressive or assertive are more focused on leadership and achievement and are more critical than their complaint counterparts (Leaman, 2009).

Firstborn children play multiple roles in the family. They serve as rough draughts for parents (Leman, 2009; Whitemen, 2003), but they also serve as mentors to younger siblings (Leman,2009; Zajonc,1976). Parents are more anxious and push harder for better performance with this child than with previous siblings (Leman,2009; Whiteman,2003). According to Whiteman (2003), because of the relationships formed with the first born, parents may become more adept at dealing with later born siblings.

1.2.1.5 CHARACTERISTICS OF MIDDLE BORN CHILDREN
Kidwell (1982) highlighted the exclusion of middle-born children from empirical research. This birth order is the most enigmatic of them all (Leman,2009). Both Kidwell (1982)

and Leman (2009) hypothesise that this is due to ambiguity in the definition of middle born. While the terms "first born" and "last born" are fairly straightforward, a child who is the second of eight or the fourth of seventh does not quite fit into one simple category (Kidwell,1982; Leman,2009). Because of this ambiguous role, the middle child may struggle to find his or her place within the family throughout childhood (Kidwell,1982; Leman,2009; Sulloway,1997).

Children born after the firstborn face the challenge of competing with or differing from the firstborn's achievements (Gfroerer et al, 2003). Because older siblings are typically smarter, faster, and stronger, competition is not always the first choice for middle children (Leman,2009). If a firstborn excels academically, the next born sibling will typically compete athletically (Gfroerer et al,2003; Leman,2009). As the middle child, this sibling is constantly racing to keep up with the younger siblings while also competing for parental attention with older siblings (Gfroerer et al,2003; Leman,2009). Many middle children often feel as if they do not belong in their own family and thus feel more isolated.

Middle children have the unique experience of temporarily being the family's baby (Blair,2011). For a set period of time, these children receive all of the benefits normally reserved for the youngest children, until the next sibling arrives. This experience may cause resentment, but researchers note that the middle child is usually the easiest to get along with (Blair,2011; Leman,2009). Unlike first-born children, who may have unrealistic expectations as a result of spending so much time with adults, middle children tend to base their comparisons on their peer groups, resulting in more realistic expectations (Blair,2011). Blair(2011) and Leman(2009) go on to say that the middle child is usually the first of the siblings to leave home and feels more at ease moving away from their parents. Middle children have the unique experience of temporarily being the family's baby (Blair,2011). For a set period of time, these children receive all of the benefits normally reserved for the youngest children, until the next sibling arrives. This experience may cause resentment, but researchers note that the middle child is usually the easiest to get along with (Blair,2011; Leman,2009). Unlike first-born children, who may have unrealistic expectations as a result of spending so much time with adults, middle children tend to base their comparisons on their peer groups, resulting in more realistic expectations (Blair,2011). Blair (2011) and Leman (2009) go on to say that the middle child is usually the first of the siblings to leave home and feels more at ease moving away from their parents.

1.2.1.6 CHARACTERISTICS OF YOUNGEST CHILDREN
The youngest child in the family is usually the family charmer (Leman,2009). In comparison to other birth order ranks, the youngest child is the life of the party, frequently vying for the centre of attention and excelling in interpersonal relationships (Blair,2011; Leman,2009). The youngest child, on the other hand, may be perceived as spoiled, pampered by parents, and undisciplined (Leman,2009). The youngest child does not face the same threat of dethronement as the oldest and middle siblings (Sulloway,1997). Furthermore, the youngest child may be manipulative and rebellious as a result of being ignored or insulted by older siblings (Caceres-Delpiano,2006; Leman,2009). According to Campbell et al. (1991), because this child must overcome the most adversity and work the hardest to find a niche within the family, he or she may be the most successful.

When examining the characteristics of each of these birth order positions, Blair (2011) emphasised parenting behaviours. Parents delight in each new development of their last-born

child just as much as they do in those of their first born, because they may realise that this is the last time they will experience those milestones (Blair, 2011).

1.2.1.7 CHARACTERISTICS OF ONLY CHILDREN

Having only one child was once considered nearly unacceptable; however, as times have changed, this birth order position has become increasingly common (Blair, 2011). Only children, according to Leman (2009), are super firstborns, exhibiting many of the same characteristics as firstborns but to a much greater extent. Only children do not face sibling rivalry or competition for parental attention, affection, and resources, but they do miss out on socialisation opportunities that children in larger families do (Leman, 2009). In comparison to other birth orders, the only child may be considered more cautious, arrogant, mature, and, in many cases, more articulate (Blair,2011; Leman, 2009). Only children excel academically and interact most effectively with adults (Blair, 2011). Only children can entertain themselves and do not require supervision.

1.2.1.8 BIOLOGICAL VERSUS PSYCHOLOGICAL BIRTHORDER

Sulloway (1997) distinguished various terms used in the literature on birth order. The term birth order is frequently used to distinguish placement within the family (i.e., first born, second born, and last born). The total number of children in the family is referred to as sibship size. He continued by saying that birth order can be biological or functional (also known as psychological). Birth order researchers are typically divided into two camps: those who believe, like Adler, that psychological birth order has far more power and influence over an individual's development, and those who believe, like the conservatives, that biological birth order is the only birth order that can be scientifically proven.

The biological birth order is simply the order of birth (Sulloway,1997). The firstborn child of a family is the child who is born first. Psychological birth order, on the other hand, is an individual's perception of their birth order (Ansbacher & Ansbacher,1956). Adler believed that the biological effects of birth had little bearing on the environment in which one is born (Ansbacher & Ansbacher,1956). This means that one's psychological birth order may be significantly different from one's biological birth order. Family roles perceptions are thought to be long lasting and have a significant impact on career choices and leadership styles (Whitbourne, 2013).

Leman (2009) defined firstborn children in several ways: the first child born to a family is typically considered a firstborn child unless there are intervening variables; the first child of a specific gender born to a family can be considered a firstborn child, regardless of biological placement; and a child born more than 5 years after the sibling closest in age to him or her can also be considered a firstborn child. Leman (2009) went on to discuss child spacing, gender, multiple births, and adoptions, as well as how each of these variables affects perception and development.

Sulloway (1997) and Adler (1927, 1946; Ansbacher & Ansbacher,1956) proposed that divorce, remarriage, adoption, the death of parents and siblings, and a variety of other circumstances that can have a significant impact on the familial environment all have an impact on how one views his or her role within the family. Families in the United States have changed dramatically since the 1960s as a result of divorce, changes in adoption and gay marriage laws, and fertility (Carlson & Corcoran,2001). In his initial research on birth order, Adler (1927-1946) hypothesised that if an older sibling became disabled or died, the responsibilities previously placed on that sibling would then fall on the next in line, thus

changing the family environment (Ansbacher & Ansbacher,1956). Sulloway (1997) went on to say that while many siblings may not have these experiences these life changing events, even issues as simple as child spacing may impact their perception of roles- for instance, a great span of years between children can in fact create two separate families (Leman,2009; Sulloway,1997). Leman (2009) specifically identified a span of 5 to 6 years as causing new familial roles; he believes this span creates a family containing two first born children. This familial environment is vital as it provides a continuous foundation in every aspect of a child's development (Stewart, Stewart, & Campbell,2011).

1.2.1.9 ALFRED ADLER THEORIES OF BIRTH ORDER

Alfred Adler was one of the first theorists to propose that birth order has an impact on personality. He contended that birth order has an indelible impact on an individual's lifestyle, which is an inveterate way of dealing with the tasks of love, friendship, and work. Middle and last birth order factors to consider include the age gap between siblings, the total number of children, and the parents' changing health over time.

First-born children are perceived to be sober, conscientious, goal-oriented, serious, aggressive, rule-conscious, directive exacting, conservative, organised, responsible, high in self-esteem, jealous, fearful, competitive, and anxious. They may instil the concept of power in children at a young age, and this can be seen in their desire to help, secure, and lead others. The firstborn child may also feel the need to reclaim parental praise that they accepted before their siblings were born. The firstborn child may feel unloved as a result of the mother's perceived loss of love for the new born baby. This was referred to as being "dethroned" by the younger sibling by Adler. In the future, the firstborn child may become a dictator or a strict person. A first-born child's natural fear of losing the top position may make them more risk- averse, and thus less likely to embark on a new adventure.

The first born child is affected by several aspects of the family body structure. First time parents are normally highly nervous and "lather all the details". They record every milestone, fret if it arrives later than expected, and rejoice in every small victory. The firstborn child is usually the most attractive and athletic. They put a lot of pressure on the firstborn child to succeed. In addition to parental behaviour, the introduction of a challenger into the family often shocks the firstborn child. This could lead to sibling rivalry. On the other hand, younger siblings frequently revere or idolise the first born child, implying that the first born child is the family's leader.

Children born in the middle have a wide range of personalities. The fact that many middle-class people have never been truly in the spotlight motivates their habits. The middle born child frequently feels as if they are not being held. They struggle to accept attention from parents and others because they believe they are frequently neglected or dismissed as being the same as another sibling. A child born in the middle can feel insecure. This will have an impact on their relationships for the rest of their lives. In some cases, the middle-born child will see life through a desperate lens, becoming unfrequented, depressed, and lonely. Middle-born children are frequently thought to be natural mediators who avoid conflict. They may also be extremely loyal to their peer group and have a large number of friends.

The family's last born child is regarded as the entertainer, the party animal who is unafraid to try their luck. They also play the role of the family's baby. While this is not true of all children of that type, supporters of this theory claim that the youngest member of the family is an adorable, lovely, and delicious friend.

Only children, according to Adler, have no rivals for their parents' warmth; they may be pampered and spoiled by their parents, particularly the mother. Only children teach how to be children on their own, how to rely on themselves, and how to be loners.

1.2.1.10 IMPORTANCE OF BIRTH ORDER
According to Leman (2009), the family has the greatest influence on children's development. Alfred Adler (1927-1946); Ansbacher & Ansbacher (1956) agreed and strongly refused the notion that children from the same family will be similar. Birth order was defined by both Adler (1927-1946) and Leman (2009) as simply the ability to understands ones place within ones family of origin. Sulloway (1997) defined these familial places as miches, which are extremely important in the development of children. Each member of a family has a unique perception of his or her role within the family, which may or may not correspond to biological placement (Campbell et al., 1991). This perception of ones familial role is far more important than ones biological role. (Adler, 1927).

According to research, siblings raised in the same home often have fewer similarities than complete strangers (Buss,1999; Kruger,2011; Leman,2009). While first-born children tend to identify more with their parents and authority figures, last-born children are more likely to rebel against authority figure (Buss,1999; Leman,2009). Only children and first born children have higher self-esteem and have closer relationships with their parents (Kidwell,1982; Leman,2009). First born children are also more likely to be jealous and seek mental health services as they grow (Eckstein et al.,2010), (Leman,2009). Last born children, on the other hand, are much more sociable than first born children, as well as more empathetic and laid-back (Eckstein et al.,2010). Middle born children are the least understood of all birth order (Kidwell,1982; Leman,2009), frequently believing that their parents have a negative attitude towards them and struggling to develop their identities (Kidwell,1982). Middle born children are often referred to as the diplomats or peace makers of the family, but they can also be aggressive competitors, according to Leman (2009), who also started that these children are often the first to move out of the house and are typically the child who moves far from the family origin.

Individual's lives are forever changed by their relationships with their parents and siblings (Ansbacher & Ansbacher,1956; Kluger,2011; Leman,2009). Individuals form specific lifestyles and behaviours as a result of these relationships, as well as their perception of the relationship, which then shape their cognitive and social development (Gfroerer et al,2003). Leman (2009) went on to hypothesise than the most intimate relationships most people have are with their family of origin. Indeed, according to Leman (2009), siblings relationship and bonds can be stronger than married relationships. Children's homes can provide them with a wealth of resources for both academic and social development (Carlson & Corcoran,2001)

1.2.2   PERSONALITY 1.2.2.1DEFINE
Personality word comes from the Greek word "persona", and its meaning "mask". Exact definition of personality is as under given by some psychologist.

"According to Robert Park and Earnest Burgess Personality is the sum and organisation of those traits which determine the role of the individual in the group."

"Personality is the dynamic organization within the individual of those psychophysical systems that determine his characteristics behaviour and though."- Allport.

"The characteristics or blend of characteristics that make a person unique" (Weinberg & Gould,1999).

"According to Linton personality embraces the total organized aggregate of psychological processes and status pertaining to the individual."

"Personality says MacIver is all that an individual is and has experienced so far as this all can be comprehended as unity."

"According to Lundberg the term personality refers to the habits, attitudes and other social traits that are characteristics of a given individual's behaviour."

"By personality Ogburn means the integration of the socio- psychological behaviour of the human being, represented by habits of action and feeling, attitudes and opinions."

"Davis regards personality a psychic phenomenon which is neither organic nor social but an emergent from a combination of the two."

"According to Young personality is the totality of behaviour of an individual with a given tendency system interacting with a sequence of situation."

On the basis of these definitions, it may be said there are two main approaches to the study of personality:
1. The Psychological
2. The Sociological

The psychological approach regards personality as a distinct style peculiar to the individual. The characteristic organisation of mental trends, emotion complexes, and sentiments determines this style. The psychological approach allows us to interpret the fantastic of personality disarray and the role of mental conflict, wishes, sublimation, and repression in personality development. The sociological approach considers personality in terms of the individual's position in the group, specifically his creation of his role within the group of which he is a member. What others think of us has a greater influence on our personality development.

Thus, personality is the sum of a person's attitudes, ideas, and values, which determine his roles in society and form an integral part of his character.

We must also consider the impact and interaction of nature (genetics, biology, etc.) and nurture (environment, upbringing) on personality development.

1.2.2.2 HISTORY

Personality has been studied for over 2000 years, dating back to Hippocrates in 370 BCE (Fazeli,2012). Hippocrates proposed that personality traits and human behaviours are based on four distinct temperaments associated with four different bodily fluids ("Humors"): choleric temperament (yellow bile from the liver), melancholic temperament (black bile from the kidneys), sanguine temperament (red blood from the heart), and phlegmatic temperament (white phlegm from the lungs) (Clark & Watson,2008; Eysenck & Eysenck, 1985; Lecci & Magnavita,2013; Noga,2007). According to this viewpoint, personality arises from within and is influenced by biological factors. Centuries later, Hippocrates' theory was

expanded upon by the influential Greek physician and philosopher Galen, who proposed that both diseases and personality differences could be explained by humoral imbalances and that each person possesses one of the four temperaments. The choleric person, for example, is passionate, ambitious, and daring; the melancholic person is reserved, anxious, and unhappy; the sanguine person is joyful, eager, and optimistic; and the phlegmatic person is calm, dependable, and thoughtful (Clark & Waston,2008; Stelmack & Stalikas,1991). Galen's theory was popular for over 1000 years and remained so until the Middle Ages.

Franz Gall, a German physician, proposed in 1780 that the distance between bumps on a person's skull reveals personality traits, character, and mental abilities. Measurement of these distances, according to Gall, revealed the sizes of the brain areas beneath, providing information that could be used to determine whether a person was friendly, proud, murderous, kind, good with languages, and so on. Phrenology was once very popular; however, it was quickly discredited due to a lack of empirical support and has since been relegated to the status of pseudoscience (Fancher,1979).

Other researchers, most notably Immanuel Kant (in the 18th century) and psychologist Wilhelm Wundt (in the 19th century), contributed to the development of Galen's four primary temperament types in the centuries following his (Eysenck,2009; Stelmack & Stalikas,1991; Wundt,1874-1886). Kant agreed with Galen that everyone could be classified into one of the four temperaments and that the four categories did not overlap (Eysenck,2009). He created a list of traits that could be used to describe a person's personality from each of the four temperaments. Wundt, on the other hand, proposed that a better description of personality could be obtained by using two major axes: emotional / non emotional and changeable/unchangeable. The first axis distinguished between strong and weak emotions (the melancholic and choleric temperaments from the phlegmatic and sanguine). The second axis distinguished between changeable temperaments (choleric and sanguine) and unchangeable temperaments (melancholic and phlegmatic) (Eysenck, 2009).

The psychodynamic perspective of personality developed by Sigmund Freud was the first comprehensive theory of personality, explaining a wide range of both normal and abnormal behaviour. Freud was influenced by Charles Darwin's idea and incorporated the concept of a sex drive into every aspect of his personality theory. Unconscious drives influenced by sex and aggression, as well as our childhood experiences, are the forces that shape our personality, according to Freud. Many followers of Freud modified his ideas to create new theories about personality. These neo-Freudians generally agreed with Freud that childhood experiences mattered, but they reduced the emphasis on sex by adopting the concept of psychic energy and focusing more on the social environment and the effects of culture on personality. For the first half of the twentieth century, the personality perspective proposed by Freud and his followers was the dominant theory of personality.

Other perspectives then emerged in reaction to the psychodynamic perspective, including the learning, humanistic, biological, trait, and cultural perspective.

1.2.2.3 SOME GLARING FACTS ABOUT PERSONALITY
- To begin with, personality is something distinct and distinct. Each of us is a distinct pattern within ourselves. No two people, not even identical twins, behave exactly the same way over time. Everyone has unique characteristics for making changes.
- The second most important personality trait is self-consciousness. When the concept of' self' enters the man's consciousness, he is described as a person or as having a

personality. H.R. Bhatia (1968) writes in this regard, "We do not attribute personality to a dog, and even a child cannot be described as a personality because it has only a hazy sense of personal identity."

- Personality encompasses all aspects of a person. It is all a person knows about himself. It is all a person knows about himself. It encompasses all behavioural patterns, i.e. conative, cognitive, and affective, and extends beyond conscious activities to semi-conscious and unconscious levels.

- Personality is more than just a collection of traits or characteristics. How can we describe a house wall, for example, by counting the bricks? It requires more, and personality is more than this: It is an organisation of some psycho-physical systems or some behavioural characteristics that function as a unified whole. When describing an elephant, we cannot say that it is similar to a pillar solely by looking at its legs. Similarly, we cannot judge someone's personality based on their physical appearance or sociability. It is only after careful examination of all biological and social aspects. We can get a sense of his personality from this.

- Personality is not static; it is dynamic and constantly changing and modifying. As previously stated, a person's personality is all that is known about him. It provides him with everything he requires for his unique adjustment in his environment. The process of adjusting to the environment is ongoing. Throughout one's life, one must contend with both external and internal forces. As a result, one must make modifications and changes to one's personality patterns, which makes the nature of one's personality dynamic rather than static.

- Every individual's personality is the result of both heredity and environment. Both have a significant impact on the development of the child's personality.

- Learning and gaining experiences both contribute to one's personal growth and development. Every personality is the culmination of this learning and acquisition process.

- Everyone's personality has one more distinguishing feature: they all want to achieve something. In his book "Individual Psychology," Adler opined that a man's personality can be judged by studying and interpreting the goals he has set for himself to achieve, as well as the approaches he takes to problems in his life. In this way, he gives a very concise meaning to an individual's personality by calling it "lifestyle of an individual."

1.2.2.4 STRUCTURE OF PERSONALITY

If we do not mention some important theories about the nature of personality, our search will be rather incomplete. This assists us in categorising people based on their personality traits and provides a foundation for assessing their personality. According to their modes of approach, personality theories can be divided into four broad categories.

1.2.2.4.1 THEORIES WHICH ADOPT TYPE-APPROACH

This category includes Hippocrates', Kretschmer's, Sheldon's, and Jung's perspectives. They believe that human personalities can be classified into a few clearly defined types, and that each person can be assigned to one of these types based on his or her personality traits.

1.2.2.4.2 THEORIES WHICH ADOPT TRAIT- APPROACH

Cattel's personality theory is noteworthy in this category. This approach is based on the mathematical analysis and qualification of personality constituents, and it aids in the prediction of human behaviour in a given situation.

1.2.2.4.3 THEORIES WHICH ADOPT TYPE AS WELL AS TRAIT-APPROACH

This category includes Eysenck's personality theory. He takes a step forward from Cattell's approach. He not only mentions personality traits for assessing one's personality, but he also attempts to provide a specific personality type.

1.2.2.4.4 THEORIES WHICH ADOPT DEVELOPMENT APPROACH

These are theories that attempt to explain how people grow and develop. This category includes Freud's psychoanalytic theory and Adler's theory of Individual Psychology.

Let us discuss some of these approaches and theories in detail.

1.2.2.4.5 TYPE APPROACH

The psychologists who use the Type Approach believe that human personalities can be classified into a few clearly defined types, and that each person can be assigned to one of them based on his or her behavioural characteristics, somatic structure, blood type, bodily fluids, or personality traits. Based on this approach, ancient Indian physicians broadly classified all humans into three types. This classification was based on the three basic body elements, namely pitt (bile), bate (wind), and Kuff (mucus). Greek physicians such as Hippocrates, a disciple of the great philosopher Aristotle, took a similar approach. Many more scholars and psychologists attempted to categorise people in subsequent years based on their specific criterion. Let us look at a few of these approaches.

1.2.2.4.5.1 HIPPOCRATES CLASSIFICATION

The human body, according to Hippocrates, is made up of four types of fluids: blood, yellow bile, phlegm (mucus), and black bile. The predominance of one of these four types of fluids in one's body results in distinct temperamental characteristics and a specific type of personality.

Dominance of fluid type in the body	Personality type	Temperamental characteristics
Blood	Sanguine	Light hearted, Optimistic, Happy, Hopeful and Accommodating.
Yellow Bile	Choleric	Irritable, Angry but Passionate and Strong with Active Imagination.
Phlegm	Phlegmatic	Cold, Calm, Slow or Sluggish, indifferent.
Black Bile	Melancholic	Bad tempered, Dejected, Sad, Depressed, Pessimistic, Deplorable and self-involved.

1.2.2.4.5.2 KRETSCHMER'S CLASSIFICATION

Kretschmer classified all human beings into biological types based on their physical structure and assigned distinct personality traits to each physical make-up.

Personality Type	Personality Characteristics
Pykinc (having fat body)	Sociable, Jolly, Easy going, Good natured.
Athletic (balanced body)	Energetic, Optimistic, Adjustable.
Leptosomatic (lean and thin)	Unsociable, Reserved, Shy, Sensitive, Pessimistic.

1.2.2.4.5.3 SHELDON'S CLASSIFICATION

He, like Kretschmer, classified humans into types based on their physical structures and assigned temperamental traits to them.

Personality Type	Somatic or body structure description	Personality Characteristics
Endomorphic	Person having highly developed viscera but weak somatic structure.	Easy going, Sociable and Affectionate.
Mesomorphic	Balanced development of viscera and somatic structure.	Craving for muscular activity, Self-assertive, Loves risk and Adventure.
Ectomorphic	Weak somatic structure as well as underdeveloped viscera.	Pessimistic, unsociable and Reserved.

The above psychologist's approach to classifying on the basis of correlation between body structure and personality characteristics is lopsided. It's a little deceptive. There is no such thing as perfect body-mind or body-heart correlation, as proponents of these approaches claim.

1.2.2.4.5.4 JUNG'S CLASSIFICATION

He classified all humans into two distinct types based on their social participation and interest in social activities: introverts and extroverts. Later, he refined his two-fold division by introducing sub-types. He considered the four psychological functions-thinking, feeling, sensation, and intuition-in relation to his previous extrovert and introvert types during this process.

1.2.2.4.5.5 FRIEDMAN AND ROSENMAN'S CLASSIFICATION

Meyer Friedman and Ray Rosenman developed this personality type classification. It divides people into two personality types, Type A and Type B, based on their personality traits, and then indicates which type of people are more prone to heart problems, specifically coronary heart disease.

Coronary heart disease causes the heart to malfunction due to a lack of blood supply and circulation through arteries and veins. For a long time, it was assumed that cholesterol deposits in the arteries and veins obstruct the free flow of blood, thereby contributing to a lack of supply and circulation of blood to the heart. Friedman and Rosenman attempted to establish, with the active assistance of some medical experts, that stress is an important causative factor for coronary heart disease through their research. They also discovered that people who have a specific set of personality traits known as Type A are more prone to stress-producing behaviour than people who have Type B personality traits. They went on to describe the typical personality traits associated with these personality types 'A' and 'B' as follows.

1.2.2.4.5.6 A Type Personality

Emotionally unstable, Tense, Worried, Irritating, Competitive, High achieving motive, Moody, Indifferent, Active and restless, Aggressive, Crazy, Perfectionist, Idealist, Rigid, Hasty, Jealous, Suspicious, sensitive.

1.2.2.4.5.7 B Type Personality

Emotionally stable, Tension-free, Happy, Jolly, Average achieving motive, Insensitive, Patient, Self-Satisfied, Calm and quite flexible, Tolerant, Realist, Optimist.

1.2.2.4.6 TRAIT APPROACH

The trait approach refers to the method of identifying and describing an individual's personality that makes use of a personality trait. The famous psychologists Gordon Allport and R.B. Cattel are the main proponents of this approach. Let us know about their attempts in this direction.

1.2.2.4.6.1 ALLPORT'S Trait Approach

G.B. Allport (1897-1967) was the first personality theorist to use the trait approach in developing a personality theory. Personality traits, according to Allport, are the fundamental unit of our personality structure. Allport attempted to locate these fundamental units of human behaviour. The task at hand was to determine the number of personality traits that represented human behaviour in its entirety. He and one of his colleagues listed 17,953 words in the English language for the description of human personality or behaviour using available dictionaries. After analysing and rejecting words based on synonyms and inappropriateness, he arrived at 4,541 words for categorising into three main types: cardinal trait, central trait, and secondary trait.

Cardinal traits are the most active and dominant personality traits. Although only one or two are present, they are sufficient to colour the personality according to their characteristics. As an example, a sense of humour is a fundamental personality trait. This trait can colour a person's personality in such a way that he can be identified or known through behaviour that is almost entirely dominated by a sense of humour at all times and on all occasions.

Central traits are those that are frequently used to identify and describe one's personality, such as honesty, kindness, timidity, shyness, rigidity, cruelty, and so on. Typically, seven or eight such central traits are sufficient for understanding and describing an individual's personality.

Secondary traits are those aspects of a person's personality that play a secondary or dominant and significant role in distinguishing oneself from others. As a result, they can provide specialisation and distinct identification to different individuals.

The remainder of the central trait, along with a few secondary traits, can then be combined to form a group of common traits shared by the majority of people. As a result, when identifying, naming, and describing individuals based on their personality characteristics or traits, we should focus on the cardinal and central traits that are present in their behaviour.

1.2.2.4.6.2 CATTELL'S TRAIT APPROACH

R.B. Cattell, a British-born American researcher, attempted to advance Allport's trait approach. He used the same 17,953 dictionary words identified by Allport (capable of describing human behaviour and personality) to arrive at some fundamental dimensions or factors for measuring one's personality through the following simple non-technical description.

- He began his task in 1956 with approximately 4,000 of Allport's 17,953 terms and reduced the list to 171 by eliminating duplicates and synonyms. In this manner, he arrived at the final list of 171 words (dictionary words) associated with personality, which he referred to as trait elements.
- The next step was to figure out how they were connected. He discovered that each trait element had a high correlation with some and a low correlation with others. In this way, he was able to form some distinct groups, which he dubbed surface traits. There were 35 surface traits that were identified.
- He then examined these surface traits in terms of their interrelationships once more.
- There was some overlap. The elimination of such overlapping provided him with the desired basic dimension, which he referred to as the source trait, i.e., the real structure influence underlying personality.
- He eventually concluded that the 16 factors or basic dimensions of personality listed below are adequate for describing one's personality. Each of these factors is associated with a set of opposing personality traits, such as relaxed vs. tense, practical vs. imaginative, and so on.

Cattell used his 16 personality factors or basic dimensions in the development of a personality inventory known as Cattell's Sixteen Personality Factor or Sixteen P.F. Inventory. This personality inventory is widely used for personality assessment. R.B. Cattell's efforts to understand and measure one's personality using the trait approach are thus commendable.

The Set of Personality Traits Existing in Cattell's Sixteen Personality Factor

Name of the factor	Trait	Opposite Trait
A	Reserved	Outgoing
B	Less Intelligent	More Intelligent
C	Affected by Feelings	Emotionally Stable
E	Submissive	Dominant
F	Serious	Happy-go-Lucky
G	Expedient	Conscientious
H	Timid	Venturesome
I	Tough-minded	Sensitive
L	Trusting	Suspicious
M	Practical	Imaginative
N	Forthright	Shrewd
O	Self-assured	Apprehensive
Q1	Conservative	Experimenting
Q2	Group-dependent	Self-sufficient
Q3	Uncontrolled	Controlled
Q4	Relaxed	Tense

1.2.2.5 DIMENSIONS OF PERSONALITY
For many years, scientists have developed theories to explain and categorise the complex subject of human personality, motivation, and behaviour. Some examples include Gordon Allport's Trait Theory of Personality, Raymond Cattell's 16 Personality Factor Model, and Carl Jung Personality Theories.

A Comparative Study of Birth- Order and Personality

According to researchers and psychologists, most personality tests have recurring themes/dimensions known as "The Big Five." Robert McCrae and Paul Costa's Big Five Personality Dimensions were based on Lewis Goldberg's five primary personality factors. They classified traits into five broad dimensions in their study: openness, conscientiousness, extraversion, agreeableness, and neuroticism. It can also be remembered using the acronyms OCEAN OR CANOE.

Openness - describes a person's openness to new experiences. A high score for this trait is ideal in a fast-growing company with lots of changes and ambiguity. Mid-scorers are also excellent because they are usually open-minded but also practical and level-headed. Pay close attention to the very low end of the spectrum, as people who scored low may be resistant to change, stifling innovation and progress.

- High- inquisitive, creative, curious, unconventional, imaginative, enjoys new challenges, and is daring.
- Medium- adaptable, but appreciates tried-and-true methods.
- Low- straightforward, prefers familiarity, may not express emotions openly, practical.

Conscientiousness – the extent to which a person is distinguished by dependability, efficiency, and purposeful action. This dimension is a good predictor of successful individual workplace performance.

- High- A compulsive perfectionist can be organised, as in routines and plans, disciplined, goal- oriented, thorough, methodical, and detail-oriented.
- Medium- prefers structure but is adaptable; cares about details and accuracy if the situation is important.
- Low- spontaneous, flexible, more relaxed, multitasker, careless, and may procrastinate.

Extraversion - refers to a person's level of comfort in his or her surroundings. A person with a high level of extraversion is usually at ease when meeting new people. He or she is a successful influencer who enjoys looking at the big picture. This characteristic is common in many CEOs and entrepreneurs.

- High- action-oriented, daring, energetic, assertive, and outgoing.
- Medium- can easily transition from working in a team to working on their own.
- Low- task-oriented, reserved, relaxed pace, prefers to be alone, quiet, and private, task- oriented, reserved, relaxed pace, prefers to be alone, quiet, and private.

Agreeableness- measures a person's ability to get along with others, competitiveness, and cooperation. People who scored high on this scale are compassionate and work well in groups. Highly agreeable people may thrive in roles involving counselling, social work, and leadership. On the negative side, a person who is highly agreeable may conform to groups in order to avoid disagreements and/or to fit in. A mid-scorer will likely bring up difficult topics and be more assertive in decision-making situations.

- High- dislikes conflict, but is compassionate, helpful, considerate, tolerant, and selfless.
- Medium- looks out for himself/herself as well as others, is strategic, and can be assertive if he/she strongly believes in a cause.
- Low- guarded, make objective judgement, direct communication style, may be self-focused, persistent, doubtful, uncooperative, may be combative.

Neuroticism- assesses a person's emotional stability. High neuroticism can cause problems at work. However, just because a person scored high on neuroticism does not mean they should be completely ignored. The main concern is the type of work he or she will be doing. A person with a high level of neuroticism, for example, may struggle as a server in a busy restaurant but thrive in a quieter, slower-paced setting, such as a library. Some people who are easily stressed manage their stress well and use it as a motivator to complete their tasks.

- High- emotionally reactive, temperamental, insecure, easily stressed, self-conscious, and perfectionist.
- Medium- Generally capable of handling and controlling emotions under normal stress.
- Low- Can handle a stressful situation while remaining calm, poised, and relaxed.

1.2.2.6 TYPE-CUM-TRAIT APPROACH

This method attempts to combine the type and trait approaches. Starting with the trait approach, it produces distinct personality types. Such an approach is reflected in the Eysenck theory of personality.

1.2.2.7 EYSENCK'S THEORY OF PERSONALITY

While Cattell attempted to give personality dimensions through traits, Eysenck provided more specificity by grouping traits into definite types.

The figure shows how individual behaviour is organised and takes on the shape of a specific type.
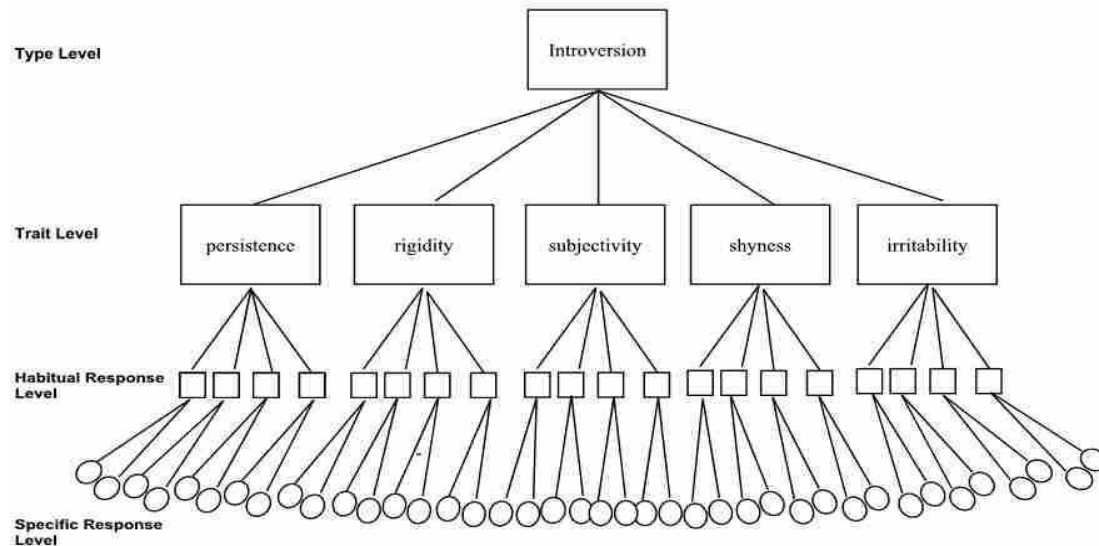

FIGURE- Organised of Individual behaviour.

We have four levels of behaviour management.

- We have specific responses at the most basic level. They develop as a result of specific reactions to a single act. 'Blushing,' for example, is a specific reaction.
- We have habitual responses at the second level. When the same situation reoccurs and an individual reacts in the same way, we get habitual responses. Examples of such habitual responses include: (a) difficulty making friends; (b) hesitating to talk to strangers, and so on.

- At the third level, habitual acts are organised into traits. Similar acts of behaviour are said to belong to a single group known as a trait. In the preceding example, the habitual responses (a) and (b) give rise to a group of traits known as 'shyness.'
- At the fourth level, these traits are organised into a general type. A type is a collection of correlated traits. Natural traits that are similar give rise to a distinct type. As illustrated in the figure, traits such as persistence, rigidity, shyness, and so on have been classified as 'introversion.'

Finally, at this stage, we obtain a definite type. A person is now classified as an introvert if he possesses the traits described at level 3, has the habits and habit systems described at level 2, and responds specifically as described at level 1.

Eysenck distinguished the following types:
- Introversion
- Extroversion
- Neuroticism
- Psychoticism

He has also attempted to associate various traits and characteristics with each of these types.

1.2.2.8 PSYCHO-ANALYTIC APPROACH OF FREUD
This method for comprehending and comprehending personality belongs to the school of psychoanalysis. This school of thought is said to have been founded by the famous psychologist Sigmund Freud. Let us examine the ideas and thoughts spread by Freud through his psychoanalytic approach.
- The basic guiding factors of human behaviour are instincts. Two of these instincts are particularly useful in this regard. These are referred to as the Life and Death instincts. While the life instincts provide a burning desire and positive urge to stay alive and live a satisfying life, the death instincts develop a negative attitude toward life and guides one's behaviour toward destruction, revolt, aggression or detachment, and suicidal tendencies.
- Human behaviour is unquestionably centred on sex needs. The degree of gratification of one's sex needs determines the degree of adjustment or maladjustment in one's life.
- The mind, or psyche, is very important in directing one's behaviour. According to Freud, the human mind or psyche is divided into three compartments: conscious, semi- conscious, and unconscious. These three divisions of the human mind are in charge of three types of human behaviour: conscious, semi-conscious, and unconscious. The unconscious behaviour, which accounts for 9/10 of total behaviour, always dominates an individual's total behavioural aspects and personality make-up.
- Freud proposed that the anatomy of our personality is built around three unified and interconnected systems, which occupy the positions shown in the figure.
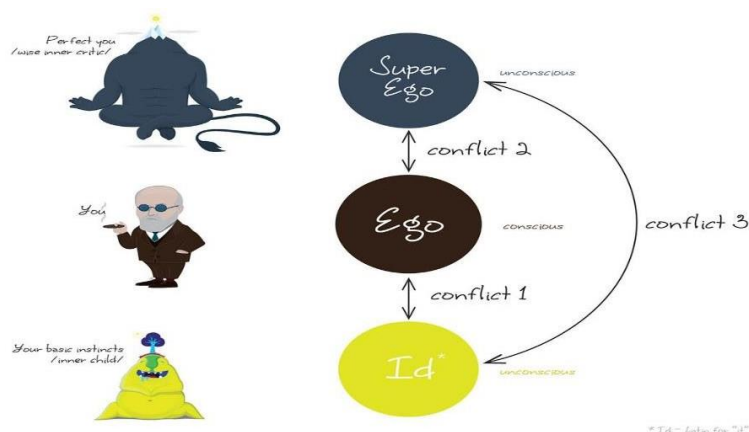
The Id is the raw, savage, and immoral basic stuff of a man's personality that lies deep within the unconscious mind. It consists of an individual's ambitions, desires, tendencies, and appetites as guided by the pleasure-seeking principle. It has no value, knows no laws, follows no rules, does not distinguish between right and wrong, and is only concerned with satisfying its needs and appetites.

Obviously, the Id cannot be allowed to discharge its energy recklessly and irresponsibly, and so a second system, the ego, functions as a policeman to check the illegal Id activities. Veto authority is held by the executive. It follows the reality principle and acts intelligently in controlling, selecting, and deciding what appetites must be satisfied and how they must be satisfied.

The super ego is the third personality system. It is the personality's ethical moral arm. It is idealistic and unconcerned with reality. Its goal is perfection rather than pleasure. It is a decision-making body that determines what is bad or good, virtue or vice, according to the societal standards that it accepts.

The above-mentioned personality constituents all play an important role in determining an individual's personality. Let's take a look at how.

- Individuals with a strong or powerful ego are said to have a strong or balanced personality because the ego is capable of maintaining proper balance between the super ego and the Id.
- If a person possesses a week ago, he is bound to have a misaligned personality. There are two possibilities here. In some cases, the super ego may be more powerful than the ego. It would not provide a desirable outlet for repressed desires and impulses in such a case as a result, it may result in the development of a neurotic personality. In another case, Id may be more powerful than ego. As a result, the individual may engage in illegal or immoral activities, leading to the development of a delinquent personality.

Freud attempted to explain the gradual development of the human personality using his well-known concept of psycho-sexual development, which is described in detail below.

Sex is the life urge or fundamental motive in life, according to Freud. All physical pleasures derived from any organ or function are ultimately sexual in nature. Sexuality is not only a characteristic of adults. Children have sexual desires from the beginning. He referred to this

as infantile sexuality. In terms of psycho-sexual development, a child goes through the five stages listed below:

- The Oral Stage: According to Freud, the mouth is the child's first sex organ for providing pleasure. The pleasure received from the mother's nipple or the bottle serves as the starting point. Following that, it is used to get pleasure by putting anything in his mouth, such as candy, a stick, his own thumb, and so on.
- The Anal Stage: At this point, the child's focus shifts from the mouth (as the erotogenic zone) to the elimination organs, such as the anus or the urethra. He gets pleasure from holding back or releasing waste material from the body via the anus or urethra. This stage typically lasts two to three years.
- The Genital Stage: The duration of this stage in a child's development ranges from 4 to 6 years. At this point, the child's focus shifts from eliminating organs to genitals. The children are now aware of the biological differences between the sexes and enjoy playing with and manipulating the genital organs. According to Freud, this type of awareness about sex organs can give rise to a variety of complexes.
- The Latency Stage: This period starts from six years in the case of girls and seven to eight years in the case of boys and extends till the onset of puberty. At this stage, boys and girls prefer to be in the company of their own sex and even neglect or hate members of the opposite sex.
- The Phallic Stage: Puberty marks the beginning of the phallic stage. The adolescent boy or girl now experiences a strange sensation of strong sensation in the genitals as well as attraction to members of the opposite sex. At this stage, they seek pleasure through self- stimulation of the genitals, may fall in love with themselves by beautifying and adorning their own body organs, and may seek sexual relations with members of the opposite sex. As a result, their behaviour is now centred on satisfying their sexual needs, whether through homosexual or heterosexual relationships.

In this way, Freud took a slightly different and unique approach to knowing and understanding the personality mechanism. However, some of his ideas, particularly those concerning the dominance of the sex motive, proved unpalatable to followers of his school of psychoanalysis. As a result, his disciples Alfred Adler and Carl Jung split from him to promote their own theories on personality and human behaviour.

1.2.2.9 INDIVIDUAL APPROACH OF ADLER

While opposing Freud's sex-centred approach, Adler argued that sex is not the source of life energy or the centre of all human activities. Actually, the power motive is the primary urge. The desire to be important or powerful drives human behaviour. We all strive for superiority, but we all strive in different ways. 'Lifestyle of life,' he called it. Thus, the type of personality one possesses can be understood by studying his life style, i.e. the life goals he has set for himself and the way he strives to achieve these goals.

In this way, he gave birth to the individual approach to the study of personality patterns, arguing that there are no distinct personality types or classes. Because everyone has different goals and ways of living, each person is a unique pattern in himself.

1.2.2.10 ANALYTICAL APPROACH OF JUNG

Carl Gustay Jung, another bright disciple of Freud, proposed a different approach to understanding personality and human behaviour, known as the Analytical Approach, almost simultaneously with his Guru. His approach's main concept can be summarised briefly as follows:

Structure of the Psyche: The conscious, personal unconscious, and collective unconscious make up the structure of one's mind. The conscious is where one's ego and conscious behaviour reside. It is buried beneath the personal unconscious, which contains all repressed material related to one's private and personal life. The collective unconscious is located beneath one's personal unconscious. It is common and universal to all individuals and contains the collective experience of the entire race accumulated over millions of years in the form of universal ideas or images known as archetypes. These archetypes can be found in abundance in ancient myths, fairy tales, and folklore, as well as in religious and cultural traditions, as well as in timeless literature and art. Jung identified a number of such archetypes, including the mother and father archetypes, the hero and the persona, the anima and the animus, and the shadow and the self. As an example of these archetypes, consider the mother archetypes: almost everywhere in the world, the image of the mother is pious, warm, loving, protective, and nourishing.

Self-actualization Motive: Jung emphasised in his approach to understanding human behaviour and personality that human behaviour is not directed by the sex motive (as advocated by Freud) or the power motive (as advocated by Adler). Rather, it is motivated and directed by the desire for self-actualization. Each of us tries in our own way to express or actualize our own selves. His ability to do so, as well as his success or failure in doing so, determines his behaviour pattern and personality make-up.

Libido and Personality Development: In contrast to Freud's narrower meaning of sex gratification, Jung attempted to give the term "libido" a much broader meaning. He equated it with the life urge or life energy that drives all human activity, including, of course, sexual gratification. Its normal flow makes a person normal, whereas its repression, blockage, or damming up can cause abnormalities. Individuals' personalities can be shaped as introverts or extroverts in the case of normal flow. Introverts are people whose life energy (libido) flows inward, whereas extroverts are people whose life energy flows outward.

Personality Type: Jung attempted to divide human beings into two distinct types based on their social participation and interests in social activities, Introvert and Extrovert, based on the concept of libidinal flow of human life energy. Later, he refined his two-fold division by introducing sub-types. In this process, he compared his previous extrovert and introvert types to the four psychological functions of thinking, feeling, sensation, and intuition. As shown in the figure, we can represent this division diagrammatically, along with the main characteristics of each sub-type.

The classification has been criticised on the grounds that such diverse classes as suggested by Jung do not exist in general. Most of us, based on the typical characteristics of extroverts and introverts, may fall into both categories. This complicates the classification of humans into two broad classes and their subsequent sub-classes. In response to such criticism, Jung later proposed that, in practise, both introvert and extrovert tendencies are normally present in an individual's personality. This is why, depending on the circumstances and one's psychological state of mind, an extremely extrovert person can be found to dissolve into typical introvert tendencies and vice versa. The presence of both introvert and extrovert

tendencies, in roughly equal proportions, may lead to the individual being renamed ambivert, i.e., a synthesis of introvert and extrovert.

	Thinking	Feeling	Sensation	iNtuition
Extrovert	analytical, strategic, plans, implements, organises others	sociable, sentimental, seeks personal and social success	practical, hands-on, pleasure-seeking, hard-headed	adventurous, innovative, seeks novelty, proposes change
Introvert	contemplative, discovering, theoretical, seeks self-knowledge	inaccessible, enigmatic, self-contained, seeks inner intensity	intense, obsessive, detached, connoisseur, expert	idealistic, visionary, esoteric, mystical, aloof

1.3 PRESENT STUDY
The current study focuses on the significance of the problem, which is how this study will benefit psychology, the self, and the entire world.

1.3.1 SIGNIFICANCE OF THE PROBLEM
The problem's significance includes information about its psychological significance, personal significance, and global significance.

1.3.1 PSYCHOLOGICAL SIGNIFICANCE
The comparison of birth order and personality has significant psychological implications. Research in this area has shown that birth order can influence personality development, shaping individual's characteristics, traits and behaviours. For example, first born children are often seen as more responsible, achievement- oriented, and leadership- oriented, while last- born children maybe outgoing, rebellious and creative. Middle- born children often have a more cooperative and diplomatic personality.

Understanding the psychological significant of birth order and personality can be helpful for individuals and families. For parents, recognizing the influence of birth order can inform parenting strategies, such as recognizing the different needs and traits of their children based on their birth order position. For individuals understanding birth order in shaping the personality can provide insight into their strengths, weakness, and tendencies, and help them to better understand their interpersonal relationship particularly with siblings.

Furthermore, research on birth order and personality can have broader societal implications. For examples, the findings can be used to inform educational and career counselling, help individuals to identify and pursue paths that align with their personality has significant psychological significance, offering insights into human development, personality, and family dynamics.

1.3.2 PERSONAL SIGNIFICANCE
Personality, according to the researcher, varies significantly with ordinal position. The researcher became interested in the role that personality and birth order played. As a result, "A comparative study of birth order and personality" was chosen as the study topic.

1.3.3 GLOBAL SIGNIFICANCE

- Understanding cultural differences: Birth order and personality traits may vary across cultures due to cultural difference in family structure, values, and expectations. Comparative studies can help researchers identity these differences and better understand how birth order affects personality in different parts of the world.
- Advancing psychological research: Comparative studies of birth order and personality can contribute to the broader field of psychology by providing new insights into personality development and the factors that shape it.
- Informing parenting practices: understanding the relationship between birth order and personality can inform parenting practices, as parents can tailor their approach to their child's personality and birth order. This can have positive implications for child development and family dynamics.
- Career and workplace implication: Understanding how birth order influences personality traits can have implication for career development and workplace dynamics. For example, employers may be able to use this information to build more effective teams, and individuals maybe able to use this information to better understand their own strengths and weakness in the workplace.

Overall, comparative studies of birth order and personality have global significance by shedding light on the complex relationship between family dynamics, cultural norms, and individual personality development.

SUMMARY

This chapter begins with a detailed introduction to what will be covered in this chapter. It concentrates on the study's overview. Later, more specific information about the variables was provided. Finally, the study's significance of the problem, which included psychological significance, personal significance, and global significance.

LITERATURE REVIEW

Birth order research is marked by ambiguity and conflict. When considering how a child's birth order can affect personality, there are several factors to consider, including gender, culture, socioeconomic class, and possibly a self-fulfilling prophecy. Various aspects of the family environment have varying effects on various personality traits. The influence of a child's family environment on his or her personality is frequently based on an individual trait to trait basis.

The findings of birth order research tend to make broad generalisations about the family system; however, no family is the same, and each family system copes with adversity and growth in unique ways. One child may grow up in the same house, even in the same room, as their brother or sister, but have very different memories of those who raised them and the situations that the family faced. Fifty-three percent of siblings living in the same room do not recall their father's education in the same way, and 46 percent recall their mother differently. Depending on whether their mother worked for a year or more during their childhood, 21% of siblings differ. Twenty-five percent are even unsure how old their parents are. American siblings clearly remember and experience their families differently (Conley, 2004).

Gender must be considered when assessing a child's personality because some of the behaviours associated with various birth order positions have either feminine or masculine

connotations. For example, younger children are frequently associated with feminine gender roles. Charming, initiating, and expressive are some of these characteristics. Furthermore, as the youngest child, these behaviours may be carried out differently by men and women. Then, depending on how gender roles are perceived in our culture, this can influence their behaviour. For example, the youngest child behaviours in men may receive support from friends and family, whereas these behaviours in women may be viewed as inappropriate (Stewart, et al., 2001). Furthermore, one family may value traditional gender roles, giving males an advantage over females. In other families, girls are expected to achieve as much as boys, which has a significant impact on the child's motivation to succeed. Family role models also have an impact on how a child perceives gender roles. For example, the presence of a working parent frequently influences a daughter's motivation to succeed (Conley, 2004).

The socioeconomic class into which the child is born is another factor that influences personality. A child's maturity and intellect were directly related to their socioeconomic status, but not their extraversion. Furthermore, maternal involvement influenced extraversion and intellect, whereas paternal involvement influenced maturity (Nakao et al.,2000). Individual susceptibility to the influence of family environment varies in general. However, the impact of family environment and structure on introverts and intellects is greater than on extraverts and non-intellects. This could be because introverts and intellects are more easily conditioned because they spend more time at home and are thus more exposed to and influenced by their family environment (Nakao et al.,2000). "Pure influences of family environment" on personality traits may be less powerful than previously thought. There are so many factors both inside and outside the home that can influence a child's personality that it appears impossible to pinpoint a single cause. However, while these are all important factors, it is important to remember that there is not always a causal relationship for every child.). "Pure influences of family environment" on personality traits may be less powerful than previously thought. There are so many factors both inside and outside the home that can influence a child's personality that it appears impossible to pinpoint a single cause. However, while these are all important factors, it is important to remember that there is not always a causal relationship for every child.). "Pure influences of family environment" on personality traits may be less powerful than previously thought. There are so many factors both inside and outside the home that can influence a child's personality that it appears impossible to pinpoint a single cause. However, while these are all important factors, it is important to remember that there is not always a causal relationship for every child.). "Pure influences of family environment" on personality traits may be less powerful than previously thought. There are so many factors both inside and outside the home that can influence a child's personality that it appears impossible to pinpoint a single cause. However, while these are all important factors, it is important to remember that there is not always a causal relationship for every child.

Traditional explanations of birth order have focused on the differential treatment of children and the significant effect this family structure has on their personality. There is evidence, however, that this notion is simply the reverse psychology of a self-fulfilling prophecy. People's beliefs about birth rank differences may cause differences in parents' expectations for their own children and for other people in general. As incidental evidence, they may also induce differences in attribution about their children's abilities and behaviour. As a result, people may react differently to firstborn children than to later born children, potentially reinforcing and shaping child behaviour. These behaviours, almost like a cycle, may

reinforce and shape child behaviour. These behaviours, almost like a cycle, will only serve to reinforce their beliefs.

According to Alfred Adler, birth order is not a direct predictor of a child's personality; rather, it is the child's interpretation of his perceived situation that is the most important factor (Adler, 1932). Researchers have used perceived or psychological birth order in their studies rather than actual order to operationalize the construct of birth order in the most similar way to Adler's conceptualization. Psychological birth order is generally defined as how a person perceives and interprets his family position (Ashby, et al.,2003). Although it is possible for a child's physical birth order to correspond to the child's psychological birth order, this is not always the case. This disagreement could be the source of the child's socialisation into his or her family situation. For example, even if the first child was placed in this position in the family structure, this child may have been pampered and spoiled, and thus may behave as a youngest child is characterised. As a result, it is critical to remember that actual birth order is not the only determinant of personality traits; this cannot always be considered a casual relationship because there are numerous other factors to consider.

2.1 Personality characteristics and Birth order:
2.1.1 First Born:
Popular belief holds that first-born children are more likely to become leaders. Because they interacted with adults the most, these children are extremely adult oriented. Children who are the first or oldest child are frequently described as having a strong tendency to infiltrate the parents and take responsibility for younger siblings (Brink & Matlock,1982). As a position of power, the oldest child frequently "parents" their younger siblings.

Firstborn children have an advantage over their siblings in that they have first choice in finding their specific niche within the family. The oldest child defines their role as attempting to please their parents in a traditional way through academic success and responsible behaviour. These children are regarded as more conscientious and successful (Paulhus et al,1999).

Socially, first-born children are less argumentative and more open to new experiences than later-born children. These children's adult personalities are very conservative and stiff (Paulhus et al,1999). Firstborn children are also thought to be shyer and more likely to withdraw from peers, possibly because their interactions at home have primarily been with adults and peer interaction is unfamiliar to them. This familial position, however, does not tend to be more assertive than younger siblings, which can be a positive trait that will help them in many social situations, particularly as they grow older (Snow et al.,1981).

2.1.1.2 Middle Born:
Children in the middle role frequently feel "squeezed" out of their family because they lack the primacy of the first child and the often narcissistic and recent youngest child. Middle children are thought to have less interaction and receive significantly less attention than first and last born children. They invariably suffer negative self-esteem issues as a result, and almost always experience jealousy because they were once the middle child (Tashakkori et al,1990). Children who react negatively to this position frequently do not feel special in comparison to their siblings and, as a result, do not feel worthy of their family's attention. These middle children may experience discouragement and rejection. Middle children who react and assimilate well to their position, on the other hand, often develop excellent interpersonal skills and enjoy spending time with others. Because they learn valuable skills

like how to get along with different groups of people, these children can become very personable and popular.

2.1.1.3 Last Born:

The youngest child in a family is thought to be the most outgoing and secure, but also the least academic (Herrera,2003). Because the youngest child is perceived as the least capable or experienced of the siblings, he or she may be provided for, indulged, or even spoiled. Sensitive to these possibilities, some young children may take advantage of them and learn how to manipulate others to do or provide things for them (Herrera, 2003).

However, some children may become discouraged by the pressure and expectations placed on them by older siblings and discover that their failures are not acknowledged in their families. However, the youngest child can identify as the "saviours" of the family, surpassing their siblings' accomplishments and elevating them to a position of esteem and significance (Stewart et al.,2001) Because of the extra attention given by parents, particularly the maternal figure in the child's life, the youngest child tends to be immature. The youngest child receives an extra dose of maternal participation, which feeds the extraverted ego and stimulates the intellect, which is probably why the youngest child is regarded as the most creative (Nakao, et al., 2000).

The youngest child also has natural abilities that the other siblings do not. These children have strong interpersonal skills and a caring, outgoing, thoughtful, and empathic personality. The youngest child frequently has a strong desire for passion in their lives. They aspire to a different kind of success than their siblings by being exposed to new and innovative ideas. In peer situations, later born children are perceived as being more sociable than first and only born children. These later-born children have gained invaluable experiences with their siblings and have had more opportunities to develop social skills through peer interaction within the home (Snow et al,1981).

2.1.1.4 Oldest Born:

Only children are associated with being the most academically successful and diligent, as well as the most spoiled and least likeable of their peers (Heeera, 2003). Only children are in a unique situation because they frequently spend the majority of their time in the presence of adults, which has both positive and negative consequences for the child. In comparison to other children, the only child is rarely ignored and is usually given adequate time and support. Only children, on the other hand, "are generally more autonomous in terms of personal control, have higher levels of initiative or personal aspiration or motivation, are more diligent in terms of educational or occupational achievement, and have stronger identities" (Mellor, 1989, p.229).

Only children are also predisposed to many negative connotations as a result of images of overly protective and overly involved parents who seek to live vicariously through their child, which may have an impact on their development. Only children frequently feel that their families are watching and controlling their lives. They lack the autonomy and independence that children in other positions have (Mellor, 1989).

Summary:

In this chapter, past studies and review of literature have been stated that helped in the formulation of the hypotheses of the present study.

METHODOLOGY

The Independent and Dependent variables of the study, as well as the Control variable, have been operationally defined in this chapter. The hypotheses were created. In depth information about the tools used to collect the data, as well as the procedure used, has been provided. Finally, the experimental design and statistical analysis have been described.

3.1 PROBLEM STATEMENT

To compare Birth Order and personality trait.

3.2 OBJECTIVES

- To compare various dimensions of personality like openness to experience, conscientiousness, extroversion, agreeableness, neuroticism among first born, middle born, last born, only born.

3.3 VARIABLES

The following are the operational definitions of the independent variable and dependent variable.

3.3.1. VARIABLES AND DEFINITIONS

The study's variables include birth order and personality.

3.3.1.1. INDEPENDENT VARIABLE

The independent variable in the study is birth order.

3.3.1.1.1 BIRTH ORDER

Birth order is defined as a child's position among his siblings (Conely, 2004), and it is thought to be a factor that influences a child's role among his siblings in terms of treatment and care, which is reflected in his activities. The birth order (oldest, middle, last, or lonely) will definitely pose and impact on the child's behaviour, personality, and academic performance, depending on the difference in birth order and the difference between parents in terms of raising and treating their children.

Birth order, defined as an individual's rank by age among siblings, has long piqued the interest of psychologists and laypeople alike. Much interest has centred on the potential role of birth order in shaping personality and behaviour.

In the twentieth century, Alfred Adler, a researcher, developed birth order theory. According to the theory, the order in which a child is born influences their development and personality. Adler also asserted that family, community, and social factors all play a significant role in shaping a child's personality.

3.3.1.2. DEPENDENT VARIABLE

The dependent variable in the study is Personality.

3.3.1.2.2 PERSONALITY

Personality is the sum of activities that can be observed over a long enough period of time to provide reliable information. (Mangal, S.K. 1930)

Personality is the sum of an individual's biological innate dispositions, impulses, tendencies, appetites, and instincts, as well as the dispositions and tendencies acquired through experience. (Mangal,S.K , 1929, p.532)

Personality is a dynamic organisation within an individual of the psycho-physical systems that determine his unique adaptation to his environment. (Mangal, S.K., 1948, p.28)

Personality, according to R. B. Cattell, is that which allows one to predict what a person will do in a given situation. (Mangal, S.K., 1970, p.386)

Personality, according to Eysenck, is the more or less stable and enduring organisation of a person's character, temperament, intellect, and physique that determines his unique adjustment to the environment. (Mangal, S.K., 1971, p.2)

3.3.1.3. CONTROL VARIABLE
The control variable in the study are as follows.
- College going Students of Surat city only will be considered.
- Age range of the students will be (19-25 years).
- People aware with English speaking, writing and reading will be considered.
- People with physically and mentally fit will be taken into consideration.

3.4 HYPOTHESIS
- **H1:** There will be statistically significant difference between first born, middle born, last born, only born on openness to experience.
- **H0:** There will be statistically no significant difference between first born, middle born, last born, only born on openness to experience.
- **H1:** There will be statistically significant difference between first born, middle born, last born, only born on conscientiousness.
- **H0:** There will be statistically no significant differences between first born, middle born, last born, only born on conscientiousness.
- **H1:** There will be statistically significant difference between first born, middle born, last born, only born on extroversion.
- **H0:** There will be statistically no significant difference between first born, middle born, last born, only born on extroversion.
- **H1:** There will be statistically significant difference between first born, middle born, last born, only born on agreeableness.
- **H0:** There will be no statistically significant difference between first born, middle born, last born, only born on agreeableness.
- **H1:** There will be statistically significant difference between first born, middle born, last born, only born on neuroticism.
- **H0:** There will be no statistically significant difference between first born, middle born, last born, only born on neuroticism.

3.5 RESEARCH DESIGN
This section of the chapter focuses on the sample, inclusion and exclusion criteria.

3.5.1 SAMPLE
The current study consists of 320 participants. Forty first born children, forty middle born children, forty last born children and forty only born children participated from Surat city. Mean age of the participants range from 19-25 years were considered. Google questionnaire were filled by the participants. Convenience sampling technique was used to collect the sample.

Gender	First born children	Middle born children	Last born children	Only born children	Total
Male	40	40	40	40	160
Female	40	40	40	40	160
Total	80	80	80	80	320

3.5.1.1. INCLUSION CRITERIA
- Students were included in the study.
- Students from Surat city were taken into consideration.
- Participants who had fluency in English speaking were taken into consideration.
- Participant who had knowledge about understanding the questions were taken into consideration.

3.5.1.2. EXCLUSION CRITERIA
- Participants who were physically and mentally challenged were excluded from the study.
- Participants outside Surat city were not taken into consideration.
- Participants below the age of 19 years and above 25 years were excluded.

3.5.2. Ethics
This section focuses on the ethical consideration for this research.
- Confidentiality was maintained.
- Informed consent from potential research participants was taken.
- Detailed debriefing was given to the participants of the study.
- Anonymity was maintained.
- Participants had all the rights to withdraw themselves from the study whenever they wish to.
- No harm was done to the participants while conducting the research.
- Transparency was maintained during the research.
- No discrimination was done among the participants during research.

3.5.3. TOOLS
Big Five Inventory have been used in this study and explained in detail.

3.5.3.1 BIG FIVE INVENTORY
The Big Five Inventory (BFI) is a self-report inventory that is widely used to assess the five personality factors of extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience. BFI was created in 1991 by well-known psychologists John O.P., Donahue, and Kentle. The 44-item English BFI was developed to allow quick and flexible assessment of the five personality dimensions when more detailed measurement of individual facets is not required. The influential Big Five Model of Personality, which had been in use for some time, served as the foundation for BFI's development.

The Five-Factor Model, also known as the Big Five Model, is the most widely accepted personality theory among psychologists today. According to the theory, personality can be reduced to five core factors, denoted by the acronym CANOE OR OCEAN. Many independent researchers contributed to the development of the Big Five model. In 1936, Gordon Allport and Henry Odbert compiled a list of 4,500 terms relating to personality

traits. Their work laid the groundwork for other psychologists to start determining the fundamental dimensions of personality.

Raymond Cattell and his colleagues used factor analysis (a statistical method) in the 1940s to reduce Allport's list to sixteen traits. Many psychologists examined Cattell's list and discovered that it could be further reduced to five traits. Donald Fiske, Norman, Smith, Goldberg, and McCrae & Costa were among these psychologists (Cherry, 2019).

Lewis Goldberg, in particular, was a strong supporter of the five primary personality factors. McCrae and Costa expanded on his work, confirming the model's validity and providing the model used today: conscientiousness, agreeableness, neuroticism, openness to experience, and extraversion.

Several researchers agree that there are five basic personality traits. For many years, evidence of this theory has been growing in psychology, beginning with the research of D.W.Fiske(1949), and later expanded upon by others such as Norman(1949), Smith(1967), Goldberg(1981), and McCrae & Costa (1987).

It's worth noting that each of the five primary personality traits represents a middle ground between two extremes. Extraversion, for example, represents a continuum between extreme extraversion and extreme introversion. In reality, most people fall somewhere in the middle. While there is a substantial body of research supporting these primary personality traits, researchers do not always agree on the precise labels for each dimension. However, these five characteristics are typically described as follows.

The "Big Five" model gained popularity and recognition. After being studied in a variety of nations and cultures, it remains the most widely accepted theory of personality in use today. Another important aspect of the Big Five Model is its method of assessing personality. Understanding qualities as a continuum rather than as binary oppositions is emphasised. It recognises that the majority of people fail somewhere in the middle of the spectrum rather than at either end.

The BFI does not use single trait adjectives as items; rather, one or two prototypical trait adjectives served as the core of the item, to which elaborative, clarifying, or contextual information was added. This is due to the fact that single trait adjectives are less consistently answered than when they are accompanied by definitions or elaborations. The BFI items are brief and avoid complex sentence patterns in order to retain the benefits of adjectival items (brevity and simplicity) while avoiding some of their drawbacks (ambiguous or multiple meanings and salient desirability Participants rate each BFI item on a 5-point scale, with 1 representing a strong disagreement and 5 representing a strong agreement. The participants' mean item answers are used to calculate scale scores (i.e., adding all items scored on a scale and divided by the number of items on the scale).

RELIABILITY
According to a Malaysian study, the Cronbach's Alpha reliability coefficient for each personality trait factor was 0.779 (openness to experience), 0.727 (conscientiousness), 0.725 (extraversion), and 0.716 (extraversion) (neuroticism). Because all of the reliability coefficients exceeded the 0.7 threshold, the measures were deemed consistent and reliable throughout the study.
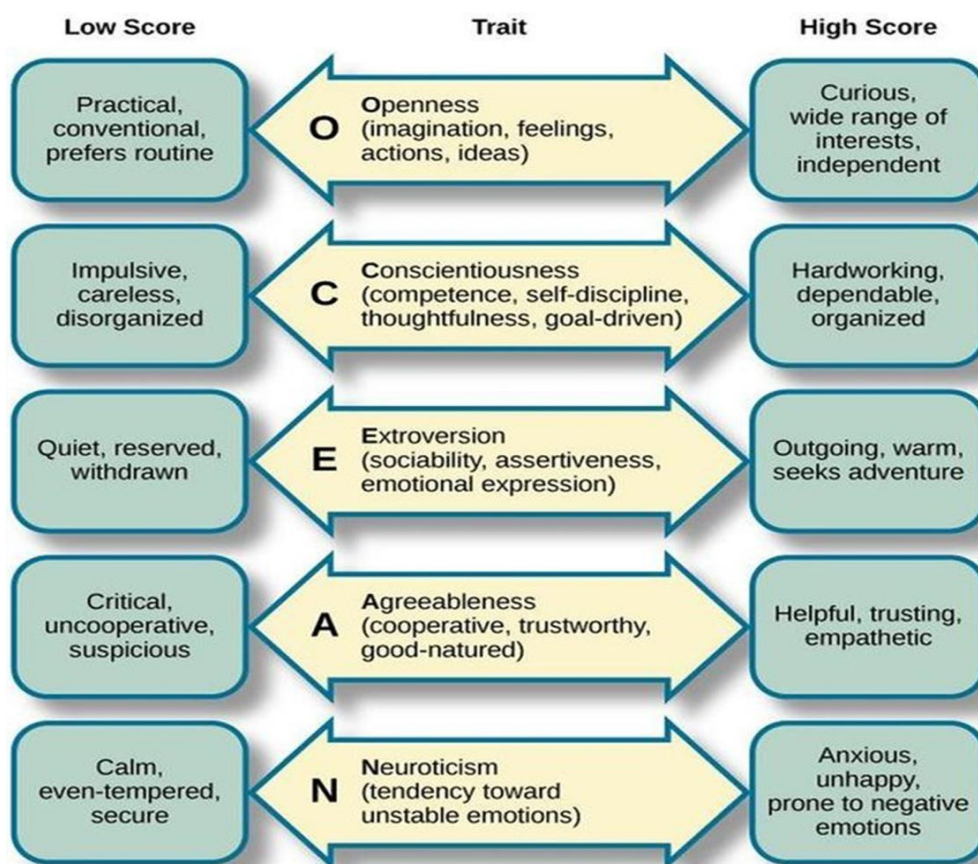
Cronbach's alpha reliability analysis was conducted to examine internal consistency of the instrument. The results for each factor were 687 for openness to experience, 846 for extraversion, .690 for agreeableness, .787 for conscientiousness, and .816 for neuroticism.

VALIDITY
In Malaysia, one study was conducted to determine the reliability and validity of the Big Five Inventory. A factor analysis was performed, and the results concluded that all of the dimensions are measuring what they are supposed to measure, implying that the BFI has good construct validity.

SCORING AND INTERPRETATION
Scoring for the BFI is quite easy. For certain questions reverse scoring is supposed to be done. After that the score of each five dimension can be obtained by following a simple scoring key. Scoring key is under as,
- Extraversion: 1, 6R, 11, 16, 21R, 26, 31R, 36
- Agreeableness: 2R, 7, 12R, 17, 22, 27R, 32, 37R, 42
- Conscientiousness: 3, 8R, 13, 18R, 23R, 28, 33, 38, 43R
- Neuroticism: 4, 9R, 14, 19, 24R, 29, 34R, 39
- Openness: 5, 10,15,20,25,30, 35R, 40, 41R, 44
- *R in the scoring key indicates the reverse scoring.*
- Highest score of Extraversion will be 40, highest score of Agreeableness will be 45, highest score of Conscientiousness will be 45, Highest score of Neuroticism will be 40 and highes score of Openness will be 50.
- Operational Definition: The researcher operationally define personality as the scores participants have obtained using the scale called Big Five Inventory.

3.5.4   RESEARCH DESIGN

This study employs a research design known as a quasi experimental design. The primary goal of the study is to look comparison between birth order and personality.

The prefix quasi means "similar to". Thus, quasi-experimental research is research that resembles but is not true experimental research. Despite the fact that the independent variable is manipulated, participants are not assigned to conditions or the order of conditions at random (Cook & Campbell, 1979). The directionality problem is eliminated in quasi-experimental research because the independent variable is manipulated before the dependent variable is measured. However, because participants are not assigned at random, other differences between conditions are likely the problem of confounding variables is not eliminated by quasi experimental design research. Therefore, in terms of internal validity, quasi experiments fall somewhere between correlational studies and true experiments. Quasi-experiments are most likely to be carried out in situations where random assignment is difficult or impossible.

The quasi experimental design was used in this study because the independent variable (birth order) is manipulated before the dependent variable (personality) is measured. Participants in this study were also not assigned at random, which is impossible because they must be arranged in their birth order position.

3.5.5   PROCEDURE

In order to collect the data, a google form was created and circulated among 320 participants. Eighty firstborns i.e. (40 males and 40 females), eighty middle borns, eighty youngest borns and eighty only borns from Surat city were considered. The form consisted of 4 parts: Informed consent, Demographic details, Questionnaire, Debrifieng section. Basic information about the study was already mentioned in the form and email address of the researcher was provided in case the participants has questions regarding the study before they decide to make an informed choice or if they wanted to withdraw from the study due to any reason. Demographic information include name, age, gender, birth order, education qualification, city, socio economic status was collected. The main body of the form was section 3rd i.e. it measures personality of the person . A validate psychological test was used in upper part. There were separate instruction and were provided prior to the starting of the test. The respondent were asked to answer based on their feelings. It was made sure that the participants information was kept confidential. The aim of the study and information about the psychological assessment used were provided under the column of the debrifing at the end of the questionnaire. It was made sure that all the ethics were followed while conducting the research. After the data was collected and analysis was done using SPSS software.

3.5.6   STATISTICAL ANALYSIS

The statistical analysis used in this study was one way anova. It was used, as this study has one independent variable with difference in categories and using this statistical procedure enabled the researcher to study the each personality trait and the each categories of birth order.

SUMMARY

This chapter begins with a detailed introduction to what will be covered in this chapter. It focuses on the problem of the study, the study's objectives, and the variables used in the study. The study's hypothesis was formed. There was information provided about the sample, inclusion, and exclusion criteria. The study's tools were thoroughly explained.

Finally, which type of experimental design was used was discussed, as well as the procedure for data collection and which statistical analysis was used.

RESULTS AND DISCUSSION

This chapter contains the findings from the statistical analysis of the data. Various tools and methods are used to organise and explain the results. This chapter will begin with descriptive statistics and then move on to a discussion of accepted and rejected hypotheses.

4.1 RESULTS:

The following are the outcomes.

4.1.1 DESCRIPTIVE STATISTICS:

Descriptive statistics were used to help understand the data better. The mean and standard deviation were calculated for this purpose because they serve as the foundation for further data analysis. Descriptive statistics are shown in Table 4.1.

Table 4.1: Descriptive statistics for Birth Order and the Big Five Personality Factors are displayed.

Descriptive Statistics

	N	Mean	Std. Deviation
Birth order	320	1.5000	1.11979
Extraversion	320	26.2969	4.46751
Agreeableness	320	31.1469	4.85530
Conscientiousness	320	27.8625	4.48681
Neuroticism	320	23.7688	4.60233
Openness	320	34.1688	4.89734
Valid N (listwise)	320		

Statistical package for Social Sciences was used to analyse the descriptive data (SPSS). Table 4.1 shows the descriptive statistics for N, mean, and Standard Deviation. The calculated mean score for Birth-Order was 1.5000, Extraversion was 26.2969, Agreeableness was 31.1469, Conscientiousness was 27.8625, Neuroticism was 23.7688, and openness to experience was 34.1688.

The calculated Standard Deviation for Birth-Order was 1.11979, Extraversion was 4.46751, Agreeableness was 4.85530, Conscientiousness was 4.48681, Neuroticism was 4.60233, and Openness to Experience was 4.89734.

4.1.2 INFRENTIAL STATISTICS:

To test the hypotheses, the current study used Analysis of Variance (ANOVA) on Inferential Statistics.

4.1.2.1 Comparison of Birth Order and Personality:

This section displays the ANOVA results for the variables Birth-Order and Personality.

Table 4.2 Showing ANOVA for Birth-Order and Personality.

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Extraversion	Between Groups	432.484	3	144.161	7.677	.000
	Within Groups	5934.313	316	18.779		
	Total	6366.797	319			
Agreeableness	Between Groups	618.034	3	206.011	9.432	.000
	Within Groups	6902.062	316	21.842		
	Total	7520.097	319			
Conscientiousness	Between Groups	166.800	3	55.600	2.809	.040
	Within Groups	6255.150	316	19.795		
	Total	6421.950	319			
Neuroticism	Between Groups	28.438	3	9.479	.445	.721
	Within Groups	6728.450	316	21.293		
	Total	6756.887	319			
Openness	Between Groups	770.862	3	256.954	11.802	.000
	Within Groups	6880.025	316	21.772		
	Total	7650.888	319			

The table shows the results for each personality traits separately, with three columns: Between group, Within group, and Total.

- Between group: This column represents the sum of square, degrees of freedom, and mean square for the variation between the groups(i.e., personality traits) or the systematic variance.
- Within group: This column represents the sum of square, degrees of freedom, and mean square for the variation within the group or the error variance.
- Total: This column represents the sum of squares and degree of freedom for the total variation or the total variance. In addition, there are two additional columns: F and Sig.
- F: This column represents the F statistic, which is the ratio of the between group variance to the within group variance. It tests whether the mean difference between groups are significant or not.
- Sig: This column represents the significance level (p-value) of the F- statistics. It indicates the probability of obtaining the observed results by chance when there is no true difference between groups.
- Based on the results provided, it seems like extraversion, agreeableness, and openness have a significant difference on birth-order, whereas Conscientiousness and neuroticism do not show any significant difference on birth-order. The F-values for extraversion, agreeableness, and openness are relatively high, and the p-values are below the significance level of .05, indicating that the difference groups are significant. However, the F- value for conscientiousness is relatively low, and the p-value is barely below the significance level of .05, suggesting a no significant difference of conscientiousness on the birth-order. Finally, the F-value for neuroticism is very low, and the p-value is above the significance level of .05, indicating that there is no significant difference of neuroticism on the birth-order.

DISCUSSION

The results are discussed in detail below, with support from previous research studies.

4.2.1 Birth-Order and Openness to experience:

In order to understand the comparison between the two variables under the study that is Birth-Order and Personality traits hypotheses was formulated "There will be significantly difference between first born, middle born, last born, only born on openness to experience."

The statistical analysis of the data collected was done and the results found was stated in the table 4.2 which showed the ANOVA analysis, in this table the level of significance achieved was 0.000 which is smaller than 0.05.

Thus, the result obtained that there was a significant difference between first born, middle born, last born, only born on openness to experience.

The above finding was supported by the following research study support.
Research on the birth order and personality suggests that there may be some difference in openness to experience between first born, middle born, last born, and only born individuals. First born are often seen as more conscientious and rule following, which may limit their openness to new experience. A study by Sullowy(1997) found that first born were more likely to be traditional and conservative, whereas later born was more likely to be liberal and unconventional. Similarly, a study by Zhang et al. (2013) found that first born people scored lower on openness to experience than later born.

Middle born, on the other hand, may be more adaptable and flexible, which could lead to greater openness to experience. A study by Eckstein et al. (2017) found that middle born scored higher on openness to experience than first born, last born, and only born children.

Last born, are often seen as more risk-taking and spontaneous, which may make them more open to experiences. A study by Sulloway (1997) found that later born were more likely to be rebellious and unconventional, whereas first born were more likely to be conformist and traditional.

Only born may have a unique combination of traits related to openness to experience. A study by Zhang et al. (2013) found that only children scored higher on openness to experience than first born, but lower than later born. The authors suggested that this may be because only children do not have the same opportunities to learn from siblings, but also do not have to compete for the parental attention in the same way as later born.

Thus, we may say that Birth-order will have a significant difference on openness to experience.

4.2.2 Birth-Order and Conscientiousness:

In order to understand the comparison between the two variables under the study that is Birth-Order and Personality traits hypotheses was formulated "There will be significantly no difference between first born, middle born, last born, only born on Conscientiousness."

The statistical analysis of the data collected was done and the results found was stated in the table 4.2 which showed the ANOVA analysis, in this table the level of significance achieved was 0.040 which is greater than 0.05.

Thus, the result obtained that there was no significant difference between first born, middle born, last born, only born on conscientiousness.

The above finding was supported by the following research study support.
Research on birth order and personality suggest that there may be limited difference in conscientiousness between individuals based on their birth order.

Conscientiousness is a personality trait characterized by being responsible, organised, and diligent. It is often considered a desirable trait for success in academics, careers, and personal relationship.

One meta analysis of 503 studies on birth order and personality found that birth order had a small, but significantly effect on conscientiousness (Robert et al., 2007). However, this effect was relatively weak, and only explained about 1% of the variation in conscientiousness.

Another study by Sulloway (1997) found that first born tended to be more conscientiousness and rule- following than later born, which could suggest that birth order does have an impact on conscientiousness. However, other studies have failed to find a significant relationship between birth order and conscientiousness (Eckstein et al., 2017).

Overall, while there will be some small difference in conscientiousness between individuals based on their birth order, the evidence suggest that these differences are not significant enough to make broad generalizations about the personalities of first-borns, middle borns, last borns, or only borns.

4.2.3 Birth Order and Extraversion
In order to understand the comparison between the two variables under the study that is Birth-Order and Personality traits hypotheses was formulated "There will be significantly difference between first born, middle born, last born, only born on Extroversion ."

The statistical analysis of the data collected was done and the results found was stated in the table 4.2 which showed the ANOVA analysis, in this table the level of significance achieved was 0.000 which is smaller than 0.05.

Thus, the result obtained that there was a significant difference between first born, middle born, last born, only born on Extroversion.

The above finding was supported by the following research study support.
Research on birth order and personality suggest that there may be some differences in extroversion between first born, middle born, last born, and only-born individuals.

Extroversion is a personality trait characterised by being outgoing, talkative, and assertive. It is often associated with sociability and enjoyment of social interactions.

Several studies have found that first born tends to score higher on measure of extroversion than later born. For example, a study by Sulloway (1997) found that first borns were more likely to be extraverted and sociable than later borns. Similarly, a meta -analysis by Roberts et al. (2007) found that first born tended to be more extraverted than later borns, although the effect size was relatively small.

On the other hand, middle born have been found to be more agreeable and less neurotic than first born, which could suggest lower levels of extroversion (Eckstein et al.,2017). However, other studies have found no significant difference in extroversion between middle borns and other birth order(Sulloway,1997).

Last born, like first born, have been found to score higher on measure of extroversion compared to middle born. A study by Sulloway (1997) found that later borns were more likely to be outgoing and sociable, which could be related to their desire to stand out in the family and gain attention.

Finally, some studies have found that only borns score higher on measure of extroversion than first borns and later borns (Zhang et al., 2013). One explanation for this is that only born may receive more attention from their parents, which could lead to greater confidence and sociability.

Additionally, individual differences within each birth order category may be greater than differences between categories. Other factors, such as genetics, parenting, and culture, may also play a role in shaping personality.

4.2.4 Birth Order and Agreeableness:

In order to understand the comparison between the two variables under the study that is Birth-Order and Personality traits hypotheses was formulated "There will be significantly difference between first born, middle born, last born, only born on Agreeableness."

The statistical analysis of the data collected was done and the results found was stated in the table 4.2 which showed the ANOVA analysis, in this table the level of significance achieved was 0.000 which is smaller than 0.05.

Thus, the result obtained that there was a significant difference between first born, middle born, last born, only born on Agreeableness.

The above finding was supported by the following research study support.
Birth order is an interesting and frequent studied aspect of human development. According to research, there may be significant differences in agreeableness among first borns, middle borns, last borns, and only borns children.

First borns tend to score higher in agreeableness than their last born siblings. They are more likely to be responsible, conscientious, and rule-abiding. This may be due to their role as the first child in the family, where they are expected to set an example for their younger siblings and take on leadership roles. They may also receive more attention and praise from their parents, which can boost their self-esteem and reinforce their agreeable behaviour. (SULLOWAY, F.J. 1996)

Middle born children may score lower in agreeableness than their older and younger siblings. They may feel overlooked or neglected in comparison to their older siblings and may resent their younger siblings for receiving more attention. This can lead to a more competitive and less cooperative nature, which can decrease their agreeableness. (Rodgers, J.L., Cleveland, H.H., Van den Oord, E., & Rowe, D.C. (2000))

Last born children tend to be more agreeable than their older siblings, perhaps because they are more likely to receive indulgent and permissive parenting. They may also feel less pressure to compete with their older siblings and may be more willing to go along with others to avoid conflict.

Only born children may score higher in agreeableness than other birth order. They tend to be more mature and responsible than their peers, possibly due to the fact that they have no siblings to rely on for support. They may also receive more attention and resources from their parents, which can boost their self-esteem and foster their agreeable behaviour. (Harris, J.R. (2006))

It is important to note that birth order is just one of many factors that can influence personality traits likes agreeableness.

4.2.5   Birth Order and Neuroticism:

In order to understand the comparison between the two variables under the study that is Birth-Order and Personality traits hypotheses was formulated "There will be significantly no difference between first born, middle born, last born, only born on Neuroticism."

The statistical analysis of the data collected was done and the results found was stated in the table 4.2 which showed the ANOVA analysis, in this table the level of significance achieved was 0.721 which is greater than 0.05.

Thus, the result obtained that there was no significant difference between first born, middle born, last born, only born on Agreeableness.

The above finding was supported by the following research study support.
Research suggests that there may be some difference in neuroticism among first born, middle born, last born, only born children, although the evidence is mixed and the effect size is typically small.

Some studies have found that first born children may be more neurotic than later born siblings. This may be due to the fact that first born are more likely to experience high parental expectations and pressure to succeed, which can lead to anxiety and stress. They may also feel more pressure to maintain their position as the oldest and most responsible child in the family. (Harris, J.R. (2006))

Other studies have found no significant differences in neuroticism between birth orders, suggesting that other factors, such as genetics and life experiences, may be more important in shaping an individual's level of neuroticism. (Sulloway, F. J. (1996))
It is worth noting that neuroticism is a complex personality trait that can

 be influenced by a wide range of factors, including childhood experiences, social support, and culture factors. Therefore, it is difficult to draw firm conclusions about the relationship between birth order and neuroticism. (Rohrer, J.M., Egloff,B., & Schmukle, S.C. 2015)

SUMMARY

This chapter consisted of Tables, Analysis and Discussion about the hypotheses of the study that were accepted and rejected along with their study and theory support.

CONCLUSIONS, SUGGESTIONS, AND LIMITATIONS

SUMMARY

A sample of 150 college students from Surat City was taken as part of this research study. This sample drawn from the English-speaking population and ranged from 19-25 years. The Big Five Inventory developed by John, O.P., and Srivastava, S. (1999) to measure The Big Five Personality Factors was administered to the sample. The Perceived stress scale was used to measure stress. It was developed by Cohen et al. The data was collected scored and analysed using Regression.

The hypotheses formulated on the basis of previous studies and theories mentioned below:
- H0: Extraversion will not be a statistically significant predictor on perceived stress.
- H1: Extraversion will be a statistically significant predictor on perceived stress.
- H0: Agreeableness will not be a statistically significant predictor on perceived stress.
- H1: Agreeableness will be a statistically significant predictor on perceived stress.
- H0: Conscientiousness will not be a statistically significant predictor on perceived stress.
- H1: Conscientiousness will be a statistically significant predictor on perceived stress.
- H0: Neuroticism will not be a statistically significant predictor on perceived stress.
- H1: Neuroticism will be a statistically significant predictor on perceived stress.
- H0: Openness will not be a statistically significant predictor on perceived stress.
- H1: Openness will be a statistically significant predictor on perceived stress.

CONCLUSION

- Extroversion was not a statistically significant predictor on perceived stress. Thus, the hypotheses stating that "Extroversion will not be a statistically significant predictor on perceived stress" was accepted.
- Agreeableness was not a statistically significant predictor on perceived stress. Thus, the hypotheses stating that "Agreeableness will not be a statistically significant predictor on perceived stress" was accepted.
- Conscientiousness was not a statistically significant predictor on perceived stress. Thus, the hypotheses stating that "Conscientiousness will not be a statistically significant predictor on perceived stress" was accepted.
- Neuroticism was a statistically significant predictor on perceived stress. Thus, the hypotheses stating that "Neuroticism will be a statistically significant predictor on perceived stress" was accepted.
- Openness was not a statistically significant predictor on perceived stress. Thus, the hypotheses stating that "Openness will not be a statistically significant predictor on perceived stress" was accepted.

5.3 IMPLICATIONS OF THE STUDY:

The implication of the study can be summarized as follows:
- Mental health: A perceived stress can lead to a range of mental health problems, including anxiety and depression. People with certain personality trait high neuroticism, may be more prone to experience stress and its negative effects on mental health.
- Physical health: Perceived stress has been linked to a variety of physical health problems, including cardiovascular diseases and immune system dysfunction. People with certain personality traits, such as high conscientiousness, may be better equipped to manage stress and maintain good physical health.

- Work performance: Perceives stress can have a negative impact on work performance, leading to decreased productivity and job satisfaction. People with certain personality traits, such as high openness to experience, may be better able to adapt to and cope with stress in the workplace.
- Interpersonal relationships: Perceived stress can strain interpersonal relationship, leading to conflict and poor communication. People with certain personality traits, such as high agreeableness, may be better able to navigate stressful situations and maintain positive relationships with others.
- Public health: Perceived stress is a public health issue that can have a significant impact on society as a whole. Addressing the factors that contribute to stress, such as personality traits and environmental stressors, can help promote better health outcomes and improve quality of life for individuals and communities.

5.4 LIMITATIONS OF THE STUDY
- The Big Five Personality Inventory (BFI) (John & Srivastava, 1999) and the Perceived Stress Scale (Cohen et al) were both self-report inventories. Participants may end up providing socially desirable answers to look, creating the effect of social desirability. This social desirability may conflict with the study's findings. This may have caused bias in the data, which may have influenced the current research study's findings.
- Because, when it comes to self-report inventories, many subjects who take the questionnaire may develop a pattern and then simply follow that pattern to answer the remaining items without thoroughly reading them. For example, answering "Strongly agree" to all items even if one of them is reverse scored.
- The sampling technique used to collect the data was convenient sampling. Because it is considered a non- probability technique, using it may have harmed the data representation.
- Because the two self-report inventories were administered concurrently. The sample had to attempt a total of 54 items at once, which may have made the sample susceptible to boredom, which may have influenced the study's results.
- The Google form used for data collection had five sections, two of which were the questionnaire, the other being demographic information and a debriefing section. Participants were asked to answer 54 questions in total. The length of the questionnaire may have also become an extraneous variable, inferring fatigue.
- The sample's generalizability was also limited due to controlled variables. The results of this study could not be generalised to the population of other age groups because the age of the sample was controlled and only the sample aged 18 to 23 years was considered. Similarly, because the geographical location was also limited to the urban sector. Similarly, because the sample was limited to Surat, the results could not be generalised to other cities. Furthermore, because the sample was limited to English speakers and English proficiency was required, the findings of this study could not be generalised to the non-English speaking population.

5.5 FUTURE SUGGESTION
- Longitudinal studies: Conducting longitudinal studies that track individuals over time can provide valuable insights into the long-term effects of personality traits and perceived stress on mental and physical health outcomes.

- Cross-cultural studies: Exploring the effects of personality traits and perceived stress in different cultural contexts can help to identify cultural factors that may influence these relationships and inform culturally sensitive interventions.
- Intervention studies: Conducting intervention studies that target personality traits and stress management techniques can provide valuable information on how to promote resilience and improve mental health and physical health outcomes.
- Use of technology: Utilizing technology, such as wearable devices and mobile apps, to track stress and personality traits in real time can provide valuable data for researchers and clinicians to develop personalised interventions.
- Inclusions of biological measures: Integrating biological measures, such as neuroimaging and biomarkers, into studies of personality traits and perceived stress can provide a more comprehensive understanding of the underlying mechanisms that contribute to the relationship between these factors and health outcomes.

SUMMARY

This section contained the study's conclusion as well as the implications derived from it. This was followed by the study's limitations, and the final section included a suggestion for future research.

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