

Research Paper

Role of Birth Order in Social Loafing, Internal Attribution and Academic Achievement Birth Order: A Correlational Study

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ABSTRACT

This research explores the intricate relationship between birth order and various dimensions of human behavior and achievement, with a specific focus on social loafing, internal attribution, and academic achievement. Drawing on interdisciplinary perspectives from psychology, sociology, and education, the study investigates how sibling position within the family hierarchy influences individuals' propensity for social loafing in group settings, their attributional styles regarding success and failure, and their academic performance across diverse domains and educational levels. Through a comparative analysis of existing literature and empirical data, the research elucidates the nuanced dynamics of birth order effects within different cultural and socio-economic contexts, shedding light on the mechanisms underlying these phenomena and their implications for individual development and societal outcomes.

Keywords: *Birth Order, Social Loafing, Internal Attribution, Academic Achievement, Sibling Dynamics, Family Environment, Motivation*

For a long time, experts in the fields of sociology and psychology have been fascinated by birth order. They have debated and investigated its possible effects on many parts of a person's development and behavior. According to some theories, a person's birth order greatly influences their attitude and conduct in their family and social environments, which in turn affects their personality characteristics and how they interact with others. Among the many domains that birth order have been investigated, its effects on academic performance, social loafing, and internal attribution have received special emphasis. The complex interplay between birth order & these essential aspects of human conduct and performance is the subject of this dissertation's in-depth investigation. Group dynamics and output are significantly affected by the idea of social loafing, in which people put in less effort while working in groups than when working alone. This research seeks to uncover trends and offer insight into how sibling position in the familial hierarchy may impact collaborative behaviors by evaluating the effect of birth order and social loafing tendencies. (Alexios, 2019)

Moreover, an essential part of human thinking and self-perception is internal attribution, which is the act of attributing causation to internal rather than external variables. Some researchers in the field of birth order theory have postulated that different siblings may be

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Role of Birth Order in Social Loafing, Internal Attribution and Academic Achievement Birth Order: A Correlational Study

more likely to have unique attributional styles due to their unique developmental experiences within the home.

Academic performance is an important indicator of how well a student has done in school and how well they will do in the future. There has been a great deal of research on the correlation between birth order & academic success, with mixed results and heated debates continuing in the academic community. This dissertation explores this intricate link in an effort to shed light on the processes driving any observed relationships and determine whether birth order has a noticeable effect on academic success. (Maatey, 2011)

The purpose of this research is to add to our knowledge of human growth and conduct by comparing different cultural and socioeconomic circumstances in an effort to reveal the complex dynamics underlying birth order effects. This study aims to provide significant insights that may enhance educational practices, relationships within families, by societal knowledge of individual variations and achievement dynamics by synthesising current literature and applying rigorous empirical approaches.

THEORETICAL FRAMEWORK

The idea of birth order effects has long fascinated philosophers and academics, even though rigorous scientific investigation into the topic is a relatively new phenomenon. This reflects humanity's insatiable interest about the factors that influence personal growth and group dynamics.

In ancient writings and philosophical treatises, birth order effects were first noted. For example, according to Confucian beliefs, there should be a clear hierarchy inside the family in ancient China, with children being expected to fulfill certain functions according to their birth order.

Birth Order and Social Loafing

Previous research, influenced by Adlerian ideas of biological psychology, suggested that firstborns, being the oldest siblings, would be more responsible and diligent, resulting in less social loafing than second- or third-borns. This view holds that firstborns are less likely to slack off while working with others because they may have a stronger feeling of responsibility to do a good job in group situations and be more likely to take the lead.

Birth Order and Internal Attribution

Siblings' cognitive development may be impacted by family dynamics & parental socialization procedures, which might explain the variation in outcomes. While parents may show more love and support to firstborns at the beginning of their lives, it's possible that children born later in the year benefit from more independence and freedom, which helps them figure out how to handle challenging situations and form their own theories of blame. Additionally, attributional patterns may be impacted by sibling rivalry and relationships, which in turn affect how people see success and failure.

Birth Order and Academic Achievement

There has been conflicting evidence in the research on the correlation among birth order & academic success; some studies have shown that firstborns do better than second borns, while others have shown no difference or even the opposite. In order to understand the

Role of Birth Order in Social Loafing, Internal Attribution and Academic Achievement Birth Order: A Correlational Study

impact of birth order on academic achievement, it is important to include environmental influences and individual variations, as these discrepancies show.

REVIEW OF LITERATURE

Belmont and Marolla (1973), Ernest and Angst (1983), and Zajonc (1976) found no correlation between birth order and ordinal rank and intellect or accomplishment. To rephrase, IQ is positively correlated with birth order.

Despite the extensive literature on the topic of birth order and its effects on intelligence, personality, and academic performance (Galton, 1874; Belmont and Marolla, 1973; Ernest and Angst, 1983; Zajonc, 1976; Sulloway, 1997), psychologists have argued that emotional intelligence and personality are distinct concepts (Stein & Book, 2003; Corey, 2006, and Salovey, Brackett, and Mayer, 2004), thus it is necessary to assess the emotional intelligence or academic achievement of adult learners according to their birth order.

Using data from four researches, we looked at how birth order influenced personality traits and academic performance. In four separate datasets, first-borns were identified as the most diligent and successful. People who were born later were said to be the most amiable, liberal, and defiant. (Chen, D.; 1999)

Disputes arise in every area of life, and universities are no exception. When students aren't in class, they often clash with various parts of the educational system (Chesler and Lohman, 1971)

According to Michaelaelsen, Knight, and Fink (2002), students engage in team-based learning when they work in groups and get significantly better learning outcomes compared to when they work alone.

METHODOLOGY

Objectives

- To examine the relationship between academic achievement among various birth orders.
- To investigate the relationship between social loafing among various birth orders.
- To explore the relationship between internal attribution among various birth orders.

Hypothesis

- There will be no significant relationship between academic achievement among various birth orders.
- There will be no significant relationship between social loafing among various birth orders.
- There will be no significant relationship between internal attribution among various birth orders.

Tools

- **Achievement Goal Questionnaire:** On a 5-point Likert scale, the success Goal Questionnaire (AGQ) has 12 questions that measure four different kinds of success goals. The tool has been shown to be very reliable on its own and has strong

**Role of Birth Order in Social Loafing, Internal Attribution and Academic Achievement Birth Order:
A Correlational Study**

construct and parallel validity. There is also an accepted level of internal consistency (reliability) for the scales, which is 0.7.

- **Social Loafing Scale:** The measure for assessing a team's performance is the social loafing scale. It has five parts that can be scored to see how well a team is doing. A five-point Likert scale that measures social loafing is used to score the Social Loafing Scale (SLS).
- **Locus of Control of Behavior Scale:** The Locus of Control of Behaviour Scale (LCBS) is a 17-item 5 pointer Likert scale that asks people how much they think their actions decide their life's successes and mistakes. The split half reliability of the scale is between 0.65 and 0.79.

Sample

The sample consists of 100 individuals, 50 of whom will be each of the oldest and youngest child, chosen through the use of purposeful sampling. Majority of the sample's participants are between the ages of 18 and 30.

Research Design

This study uses a correlational design, which aims to examine the relationship between social loafing, internal attribution and academic achievement in relation to birth order among young adults.

Data Analysis

Table 1: Descriptive statistics of all variables among oldest child

	Academic Achievement	Social Loafing	Internal Attribution
Mean	45.92	22.18	45.84
Standard Deviation	8.058055	3.068537	6.707778
N	50	50	50

Table 2: Descriptive statistics of all variables among youngest child

	Academic Achievement	Social Loafing	Internal Attribution
Mean	45.14	21.82	47.32
Standard Deviation	8.692032	3.293097	8.39932
N	50	50	50

Table 3: Pearson correlation analysis of relationship between Academic Achievement Social Loafing and Internal Attribution among oldest children

	Academic Achievement	Social Loafing	Internal Attribution
Academic Achievement	1		
Social Loafing	0.037735	1	
Internal Attribution	-0.05046	-0.07988	1

****.** Correlation is significant at the 0.01 level (2-tailed)

**Role of Birth Order in Social Loafing, Internal Attribution and Academic Achievement Birth Order:
A Correlational Study**

Table 4: Pearson correlation analysis of relationship between Academic Achievement Social Loafing and Internal Attribution among youngest children

	Academic Achievement	Social Loafing	Internal Attribution
Academic Achievement	1		
Social Loafing	-0.0155	1	
Internal Attribution	0.271642	-0.22513	1

***.* Correlation is significant at the 0.01 level (2-tailed)

RESULTS AND DISCUSSION

The eldest and youngest children's descriptive statistics are provided in Tables 1 and 2, respectively. While there are some small differences, the academic success of the oldest as well as youngest children seems to be about the same. This suggests that birth order may not have a big effect on total academic success in this group.

Tables 3 and 4 show association studies that show how academic success is linked to social loafing as well as internal attribution for people of both birth groups. There doesn't seem to be much of a link between academic success and the other factors and the oldest children. This suggests that social loafing or internal attribution views may not have a big effect on academic success in this group.

In both tables, there is a trend for the youngest kids to be a little less social loafing than the oldest kids. This shows a possible pattern of growth in families where younger peers may behave less like social loafers. But the differences among both birth orders aren't very big, which suggests that birth order might not be the only thing that determines a person's tendency to social loaf.

In terms of internal attribution, Table 2 illustrates that the youngest children exhibit higher levels of variability in comparison to the oldest. This means that younger brothers may have a broader spectrum of opinions about how internal factors affect their achievement or failure. It's important to keep in mind, though, that the two birth orders show average amounts of internal attribution.

For both birth orders, the association studies in Tables 3 and 4 show more information about the connections between doing well in school, social loafing, as well as internal attribution. There doesn't seem to be much of a linear link between these factors for the oldest children. This means that for the oldest kids in this group, academic success, social loafing, and the tendency to make assumptions about others may not all affect each other as much as one might think.

However, relationships between these factors between the youngest children show stronger connections. In particular, there is a relatively positive link between academic performance and internal attribution. This means that younger kids who think their success is more due to things inside themselves tend to do better in school. Additionally, there is a somewhat negative link between social loafing as well as internal attribution. This means that younger kids who think more about why they succeed or fail are less likely to participate within social loafing behavior.

Role of Birth Order in Social Loafing, Internal Attribution and Academic Achievement Birth Order: A Correlational Study

These findings are significant for educators, parents, or lawmakers who want to comprehend and meet the various needs of children living with their families. Stakeholders may better fulfill the needs of children across varied birth orders by customizing support and intervention systems by understanding the complex consequences of birth order upon personality, behavior, or academic results. These results also add to larger discussions about psychological development, academic success, as well as familial connections, showing how different people are in their relationships with siblings in many ways.

However, it's important to note that this study has some flaws, such as the fact that self-report measures were used and the sample group was limited in terms of demographics. In the future, researchers should try to find similar results in a wider range of groups and use longitudinal methods to learn more about how birth order effects change over time. We can learn more about how birth order affects people's lives and how they interact with their siblings by using qualitative research methods that dig deeper into people's emotional experiences and thoughts in these relationships.

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**Role of Birth Order in Social Loafing, Internal Attribution and Academic Achievement Birth Order:
A Correlational Study**

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Conflict of Interest

The author(s) declared no conflict of interest.

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