

**THE INFLUENCE OF BIRTH ORDER AND PERSONALITY TRAITS ON THE DEVELOPMENT OF EMOTIONAL INTELLIGENCE.****Oymatova Dilorom Ruzimurotovna**Shahrisabz State Pedagogical Institute  
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**Abstract.** This article aims to identify the interrelationship between birth order within the family, personality traits, and emotional intelligence. According to theoretical approaches, birth order is considered an important factor in personality formation and emotional development, influencing an individual's behavior, social relationships, and cognitive processes.

In general, the article highlights the complex relationships between birth order, personality traits, and emotional intelligence, contributing to a deeper understanding of human development and emphasizing the need for broader and long-term future research.

**Keywords:** birth order, personality traits, emotional intelligence, adolescents, family environment, social development

**Introduction.** The study of birth order and its influence on personality traits and emotional intelligence offers a complex perspective on human development, emphasizing the interaction between innate predispositions and external influences within the family environment. As our understanding evolves, deeper insights emerge into the subtle ways in which birth order shapes who we are and how we navigate the complexities of social and emotional interactions throughout life.

**Birth order** is understood as the sequence in which children are born within a family, and it is believed to influence personality and behavior. Research suggests that firstborns often display leadership and responsibility, while last-born children tend to be more rebellious and creative [11]. Middle children are typically seen as mediators who maintain balance between older and younger siblings. However, these generalizations do not always apply in every case. Understanding birth order dynamics provides deeper insight into family relationships and individual development [6]. Overall, birth order remains an important topic in psychological research.

**Personality traits** – One of the commonly used tools for effectively analyzing adolescents' personality characteristics is the MMPI. This test categorizes individuals into 16 personality types and assigns binary values across four dimensions: extraversion/introversion, sensing/intuition, thinking/feeling, and judging/perceiving [5]. It helps to better understand adolescents' behavioral patterns, learning styles, and interpersonal relationships. Studies indicate that the MMPI is useful in identifying an individual's strengths and areas for development, enabling the design of more effective educational and developmental strategies [11].

**Emotional intelligence** – In adolescents, emotional intelligence is generally interpreted as the ability to recognize, understand, and manage one's own and others' emotions. It plays a crucial role in their social relationships, academic achievements, and overall well-being [5]. Individuals with higher emotional intelligence tend to manage stress more effectively, build healthier relationships, and successfully cope with developmental challenges [11]. Developing



emotional intelligence during this stage can enhance mental health and resilience, making it an important focus for educators and parents [5].

**Main Part.** The study of birth order, personality traits, and emotional intelligence is essential for understanding how family dynamics influence individual development. By examining these relationships, researchers can identify patterns between birth order (such as firstborn, middle child, and last-born) and associated personality characteristics as well as emotional competencies.

This line of research helps clarify whether certain birth orders predispose individuals to specific traits, such as leadership qualities in firstborns or greater social adaptability in middle children.

Exploring emotional intelligence in relation to birth order also provides insight into how early family interactions shape an individual's ability to recognize, understand, and manage emotions throughout life. Such knowledge is valuable for psychologists, as it enables them to design tailored support and developmental strategies based on a person's birth order, personality traits, and emotional strengths. Understanding these dynamics contributes to a broader comprehension of human behavior and development within the family context.

**Discussion and Results. Birth Order and Personality Traits.** Several studies have explored the relationship between birth order and personality traits, analyzing how an individual's position in the family—whether firstborn, middle, or youngest—affects personality development.

According to the study by Kaul and Srivastava [3], firstborns tend to demonstrate leadership, responsibility, and a strong drive for achievement, while middle children are typically more adaptable, diplomatic, and socially active. Youngest children, in contrast, often display sociability, charm, and independence.

Similarly, Volkmar et al. [11] examined the impact of birth order on sibling relationships and found that intra-family dynamics such as competition and support can shape traits like agreeableness and emotional stability.

However, Rohrer et al. [9] reported that the influence of birth order on personality traits such as extraversion and emotional stability is relatively small, although it may have a slight effect on intelligence, with firstborns showing somewhat higher results.

Other studies, such as Malik and Zamir [11], have investigated how personality types—particularly those identified through the MMPI—relate to emotional intelligence. Their findings indicate that individuals with the INFJ type tend to have higher emotional intelligence compared to those with the ESTP type.

Further research by Eckstein and Kaufman [7] expands on the legacy of Alfred Adler's theories of birth order and personality, emphasizing how birth position can influence traits such as leadership and self-esteem. Khodarahimi and Ogletree [9] studied Iranian youth and found that birth order and family size affect positive psychological traits such as self-esteem and optimism. Meanwhile, Marini and Kurtz [11] focused on personality traits and attempted to understand the influence of birth order through both self-evaluations and peer assessments, considering perspectives from within the family as well as external observers.

Feinberg and Burchard [11] critically evaluated existing methodologies in birth order research, emphasizing the need for future studies to account for family dynamics and intervening variables. Al-Khayat and Al-Adwan [2] analyzed the impact of birth order on personality traits and academic performance in Jordanian families, highlighting the importance of cultural factors.

Taken together, these studies suggest that while birth order may influence personality traits, its effects are often subtle and shaped by various familial, cultural, and social factors.

Thus, research on birth order and personality traits indicates that an individual's position in the family—whether firstborn, middle, or youngest—can contribute to the development of certain characteristics such as leadership, sociability, and adaptability. Some studies [3] support



the idea that birth order affects traits like responsibility and social skills, whereas others [9] find its influence to be minimal.

Research also underscores the role of sibling relationships, emotional intelligence, and cultural environment in personality development. Moreover, the influence of birth order on academic outcomes and psychological characteristics, particularly across different cultural contexts, further demonstrates the complexity of these relationships.

Overall, the findings suggest that birth order may contribute to personality development, but its impact is multifaceted and shaped by broader familial, cultural, and social influences.

**Birth Order and Emotional Intelligence.** Several studies across different populations have examined the relationship between birth order, personality traits, and emotional intelligence (EI), providing important insights into how these factors interact. A study by O. J. Edobor and O. I. Joseph [11], conducted among 750 secondary school students in Delta State, found that birth order has a significant effect on emotional intelligence. Additionally, the five major personality traits—extraversion, agreeableness, conscientiousness, openness, and neuroticism—were found to have a positive correlation with EI.

Similarly, Fitnivilis et al. [8] compared the emotional intelligence of firstborn and later-born high school students in a sample of 231 participants and found significant differences in emotional maturity, suggesting that birth order may influence emotional development. Mischenko [3] proposed the “BOTH™ model,” which integrates birth order theory with habit formation, emphasizing that emotional intelligence can be enhanced by managing and developing habits associated with one’s birth position.

Research conducted by A. Venkateshwar and D. U. Varrier [1] also explored the complex relationships between emotional intelligence, birth order, and academic performance, highlighting that birth order plays an important role in shaping behavior and intellectual development.

Other studies have examined the impact of birth order on emotional intelligence in more specific contexts. For instance, Vasavi et al. [11] found a positive relationship between emotional intelligence and academic performance among engineering students, with firstborns demonstrating higher levels of emotional intelligence compared to later-born individuals.

K. Rauf [9], in a study of adolescents, investigated the effects of birth order and gender on emotional intelligence and found that although there is some interaction between these factors, the main effect is not highly significant.

Additionally, R. I. Damian and B. W. Roberts [11], based on a large representative sample of U.S. high school students, reported that the association between birth order and personality traits or intelligence is very small.

These studies indicate that birth order may influence emotional intelligence and related traits; however, such effects are often subtle and shaped by various individual and contextual factors.

Thus, research on birth order, personality traits, and emotional intelligence reveals complex relationships that contribute to individual development. Findings consistently suggest that birth order can affect emotional intelligence, with firstborns often demonstrating higher levels compared to later-born individuals, and certain personality traits showing positive correlations with EI.

However, the strength of these effects varies across studies. Some researchers, such as O. J. Edobor and O. I. Joseph [7], confirm the significant role of birth order in the development of emotional intelligence, while others, such as R. I. Damian and B. W. Roberts [11], report that its association with personality traits and intelligence is minimal.

Approaches like Mischenko’s “BOTH™ model” integrate birth order theory with habit formation, offering a new perspective on developing emotional intelligence. Overall, these findings highlight the complexity of the relationship between birth order and emotional



intelligence, where factors such as gender, cultural environment, and educational conditions also play an important role.

**Personality Traits and Emotional Intelligence.** Several studies have examined the relationship between personality traits, emotional intelligence (EI), and academic or professional outcomes, demonstrating the important role these factors play in individual success. Dong et al. [11] investigated the impact of personality traits and emotional intelligence on academic performance and found that extraversion is a significant predictor of academic success, particularly in virtual learning environments. They recommended incorporating personality assessment and emotional intelligence training into educational strategies.

Petrides et al. [11] emphasized the importance of trait emotional intelligence, especially in educational settings, noting that emotional self-efficacy influences academic outcomes across different stages of education. Similarly, P. M. Grehan and R. Flanagan [11] found that emotional intelligence is positively associated with academic achievement among graduate students, while personality traits—particularly conscientiousness—are linked to performance during practical training.

A. Di Fabio and L. Palazzeschi [6] also highlighted the role of emotional intelligence in reducing career decision-making difficulties, underlining its importance in professional contexts.

Other studies have explored the genetic basis of emotional intelligence and its discriminant validity. Vernon et al. [11] examined the heritability of emotional intelligence and found that it has a genetic foundation similar to other personality traits, supporting the view of EI as a personality-related construct.

Caruso et al. [5] investigated whether emotional intelligence is distinct from personality traits, analyzing its relationship with personality and vocational interests. Their findings suggest that EI is relatively independent from traditional personality traits, confirming its uniqueness as a psychological construct.

Overall, these studies demonstrate the significant role of emotional intelligence in academic and professional success, highlighting its relationship with personality traits and its potential to improve outcomes across various contexts.

Thus, research on emotional intelligence (EI) and personality traits shows that they have a substantial impact on academic and professional outcomes. Findings consistently indicate that EI enhances academic achievement, while certain personality traits, such as extraversion and conscientiousness, contribute to success in different educational and professional settings.

Emotional intelligence, as a distinct construct separate from traditional personality traits, is associated with better academic and professional performance, emphasizing the importance of developing EI. Studies also highlight that EI has a genetic basis and plays a crucial role in career decision-making, further reinforcing its importance in both personal and professional development.

These findings suggest the need to integrate emotional intelligence development and personality assessment systems into educational and professional development programs to improve overall outcomes.

**Conclusion.** In conclusion, the study of birth order, personality traits, and emotional intelligence provides important insights into the complex interaction between family dynamics and individual development. Extensive research indicates that birth order can significantly influence various aspects of personality, contributing to the development of traits such as leadership, social skills, and emotional regulation.

Firstborn children often demonstrate characteristics such as responsibility, determination, and achievement orientation, which may be linked to their early experiences as the eldest child in the family. Middle children, on the other hand, tend to develop negotiation skills, empathy, and adaptability, as they often balance relationships between dominant older siblings and attention-seeking younger ones.



Youngest children frequently exhibit traits such as creativity, openness, and risk-taking, which can be explained by their position in the family, where they typically experience more freedom and less strict control. Only children may show higher levels of maturity, independence, and achievement motivation, as they receive full parental attention and resources without sibling competition.

In addition, examining emotional intelligence in relation to birth order reveals how early family interactions shape an individual's ability to perceive, understand, and regulate emotions. For instance, firstborns may develop stronger emotional regulation skills due to early exposure to parental expectations, while last-born children may develop stronger social intelligence through constant interaction with siblings.

Understanding these dynamics is important not only for theoretical psychology but also for applied fields such as counseling, education, and family therapy. By recognizing how birth order influences personality and emotional development, psychologists can design more effective and individualized intervention strategies that align with a person's unique family context.

This knowledge contributes to a deeper understanding of human behavior and highlights the long-term impact of early family experiences on emotional and interpersonal development throughout life.

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