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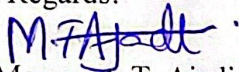
LETTER OF ACCEPTANCE

Dear Dr. Abdulwahab, R.

It's my pleasure to inform you that, after a thorough peer-review of your research article titled **"Relationship between Birth Order and Emotional Intelligence on School Pupils in Ilorin South LGA, Kwara State"** has been **ACCEPTED** to be published in Ilorin Journal of Health, Physical Education and Recreation (IJOHPER) Vol. 18, No. 1, September 2023.

Thank you very much for submitting your article to IJOHPER. I am optimistic to receive more of your research outputs in our subsequent editions.

Best Regards!



Dr. Memunat .T. Ajadi.

Editor-in Chief/H.O.D

**RELATIONSHIP BETWEEN BIRTH ORDER AND EMOTIONAL INTELLIGENCE ON
SCHOOL PUPILS IN ILORIN SOUTH LOCAL GOVERNMENT AREA, KWARA STATE**

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Abstract

The study investigated the relationship between birth order and emotional intelligence on school pupils in Ilorin South Local Government Area, Kwara State. The study adopted a descriptive survey research design where two research questions were raised and two hypotheses were formulated. The population of the study consist of 120 preschoolers randomly selected across the pre-schools in the sampled area. A researcher self-constructed questionnaires titled relationship between birth order and emotional intelligence of school pupils (RBOEMSP) was used for data collection. The validity of the instrument was conducted by two experts in Childhood Education and Psychology, University of Ilorin respectively, while Cronbach Alpha reliability method used yielded an index of 0.69. Mean and standard deviation was used to answer the research questions raised, while ANOVA was used to test the hypotheses. The findings revealed that there was moderate level of emotional competence among primary school pupils, and there was no relationship between birth order and emotional competence among primary school pupils in Ilorin South Local Government Area, Kwara State. Also, it was revealed that there was no significant difference in emotional competence among primary school pupils' in Ilorin South Local Government Area based on gender and birth order. It was recommended that primary school pupils should be equipped with certain activities that boost up their emotional competence level, pupils' birth order should not intervene on their major things that will help them in the development of emotional competence, and gender should not be a barrier in getting the pupils equipped with activities that boost up their emotional competence level.

Key Words: Relationship, birth order, emotional intelligence, school pupils

Introduction

As humans, our emotions are reflected in how we feel, including joyful, depressed, content, driven, etc. "Individuals experience emotions on a daily basis (Levenson, et al., 2010)". We often share these emotions to those we care about, including family members, friends, co-workers, and classmates. The Latin word *emovere*, which means to "move away" or "to stir up," is the source of the English term emotion (Pekrun, et al., 2009). Feeling leads humans to act, people have both positive and negative emotions, and for instance, grief may induce us to weep or brood, while joy may cause us to laugh or dance. Hence, the ability to control our emotions is crucial, and this ability is known as emotional intelligence.

Salovey and Mayer (2014) defined emotional intelligence as the "subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions". Goleman (2008) defines emotional intelligence as involving one's potential for learning practical skills that are based on five elements: self-awareness, motivation, self-regulation, empathy, and social interaction in relationships. Self-Awareness all comes down to knowing oneself which requires a great deal of self-analysis, understanding of oneself, and knowledge of one's own reaction to various situations. Motivation is an intrinsic or driven force that pushes an individual to behave in a certain manner. Also, self-regulation emphasizes how a person should regulate their own actions, as well as how to control their emotions in public. Empathy is the capacity to perceive another's feelings and emotions. Finally, social interaction is about managing interactions, motivating others, and getting the right results from them.

In the family, children have a certain position based on their birth order, which influences the child's further development (Fatima & Ashraf, 2018). Whether a child is the first, middle, or last born, their birth order determines their place in the family. Each family member has a unique personality and conduct, which are known as individual differences (Cherry & Jacob, 2011). Family has a big influence

on a child's emotional intelligence, one of the factors in determining the emotional intelligence possessed by children in a family based on their birth order, which is also known as birth position. This is supported by Wang et al. (2020), while stressing that the position of birth order in a family is also a determining factor in the social, emotional, and intelligence development of the child. Studies have argued that the eldest child has higher emotional intelligence than the youngest child. "This is mostly because the eldest child most times is seen as the younger version of the parents, and therefore is thought all the basic rule of life, discipline, culture, among others" (Ukaegbu, 2016). Furthermore, children who grow up in families where emotions are openly discussed and validated tend to have higher emotional intelligence than those who grow up in families where emotions are suppressed or ignored (Gottman et al., 2016). Usually, the first child usually becomes independent at an early stage, while the youngest child is given more attention and care by the parents.

In addition to researching about the relationship between emotional intelligence and birth order which has both been individually explained and their connections linked above, the study also aims to assess how other factors can influence birth order and emotional intelligence of the school pupils in Ilorin metropolis. The factors include gender, family size, family structure, and age.

It was generally observed that most studies posit that emotional intelligence is as important as intelligence quotient on school pupils' academics. while birth order has been the most constant variable used by many researchers in determining the emotional intelligence of individuals, could it be that the position of a child influences his emotional intelligence? Also, most literatures on this study focused more on adolescents, and undergraduates in other parts of the country, Nigeria leaving very limited research on birth order and emotional intelligence of school pupils specifically in Ilorin south, Kwara State. The study has also highlighted the absence of investigating other related variables that might have an influence in children emotional intelligence. The variables include family structure, gender, and socio-economic factors which this study aims to emphasize on during data collection and analysis.

The study specifically aims to determine whether birth order such as being the firstborn, middle born, or youngest sibling, has any discernible impact on how pupils in these institutions develop their emotional competence. This research intends to address the gap in our understanding of how birth order may relate to emotional intelligence, which may have implications for educational practices aimed at promoting emotional well-being in school children in Ilorin south, Kwara state.

Purpose of the Study

The general objective for this study is to investigate the relationship between birth order and emotional intelligence among school pupils in Ilorin Metropolis. Specifically, this study intends to:

1. Examine the level of emotional competence among primary school pupils in Ilorin South Local Government Area, Kwara State.
2. Find out the relationship between birth order and emotional competence among primary school pupils in Ilorin South Local Government Area, Kwara State.
3. Ascertain whether there is significant difference in primary school pupils' emotional competence based on gender.
4. Ascertain whether there is significant difference in primary school pupils' emotional competence based on birth order.

Research Questions

The research questions that this study aims to answer are listed below:

1. What is the level of emotional competence among primary school pupils in Ilorin South: Local Government Area, Kwara State?
2. What is the relationship between birth order and emotional competence among primary school pupils in Ilorin South Local Government Area, Kwara State?

Research Hypotheses

HO₁: There is no significant difference in primary school pupils' emotional competence based on gender.

HO₂: There is no significant difference in primary school pupils' emotional competence based on birth order.

Methodology

The focus of this study is mainly on investigating the relationship between birth order and emotional intelligence among school pupils in Ilorin Metropolis, Kwara State. It employed a descriptive survey where the opinions of the participants would be sought for the research. The population of the study consists of all registered primary schools in Ilorin Metropolis, while primary school pupils within the research jurisdiction constituted the target population. A sample of 120 pupils was drawn for this study from the target population using simple random sampling technique, and this give a total number of 120 primary school pupils (Primary 5 and 6) as the respondents for the study. In order to elicit valid information from the respondents, a researcher's self-constructed questionnaire titled relationship between birth order and emotional intelligence of school pupils (RBOEMSP) was used with clear information of the respondents.

The questionnaire consist of section A and B: section A gathered data on the personal information of the respondents, while the section B was employed to elicit information on emotional intelligence assessment using the Emotion Awareness Questionnaire for children. The items in the section B was structured on four-likert format of Strongly Agreed, Agreed, Disagreed, and Strongly Disagreed.

To measure the reliability of the tool, the researchers assigned copies of the instrument to some respondents. In this case, twenty-two copies of the instrument was administered on the representative and the scores was tested against the instrument to ensure its reliability using Cronbach Alpha. The data

collected was analyzed using descriptive statistics (Mean and Standard Deviation) while inferential statistics (t-test and ANOVA) were used to test the hypotheses formulated.

The results of the findings are shown below:

Demographic Description of Respondents

This section describes demographic characteristics of the respondents using frequency counts and percentage as illustrated below:

Table 1: Frequency and Percentage Distribution of respondents

Gender	Frequency	Percentage (%)
Male	62	51.7
Female	58	48.3
Total	120	100
Birth Position		
1 st	22	18.3
2 nd	16	13.3
3 rd	35	29.2
4 th	21	20.5
5 th	24	17.0
Others	2	1.7
Total	120	100

Table 1 showed that out of 120 respondents that participated in this study, 62 (51.7%) were male, while 58 (48.3%) were female. From this, it can be deduced that majority of the respondents are male pupils. Also, it was revealed in this study that, 22 (18.3%) were first born, 16 (13.3%) were second born, 35 (29.2%) were third born, 21 (20.5%) were fourth born, 24 (17.0%) were fifth born, while 2 (1.7%) fell in the category of others. From this, it can be deduced that majority of the respondents fell in the category of third position according to their birth order.

Research Question 1: *What is the level of emotional competence among primary school pupils in Ilorin South Local Government Area, Kwara State?*

In order to determine the level of emotional competence among primary school pupils, the total response of each of the respondents which was in continuous data were converted to discrete data and were summed up, having a total minimum of 15, maximum of 45 and the range of 30. This was categorized into three categorical forms, which are (low, moderate and high) level and the cut-off was 10. Scores between 15 – 25, 26 – 35, and 36 – 45 were categorized as low, moderate and high the level of emotional competence among primary school pupils. The result is presented in the table below;

Table 2: Summary of the level of emotional competence among primary school pupils.

Range	f	%	Remark
15 – 25	19	15.8%	Low
26 – 35	68	56.7%	Moderate
36 – 45	33	27.5%	High

The above table revealed that 19 (15.8%) of the total responses showed low level of emotional competence, 68 (56.7%) of the total responses showed moderate level of emotional competence, while 33 (27.5%) of the total responses showed high level of emotional competence. This revealed that majority (56.7%) of the total responses showed moderate level of pupils' emotional competence. This can therefore be concluded that, there is average moderate level of emotional competence among primary school pupils in Ilorin South Local Government Area, Kwara State.

Research Question 2: *What is the relationship between birth order and emotional competence among primary school pupils in Ilorin South Local Government Area, Kwara State?*

Table 3: Summary table of PPMC showing the relationship between birth order and emotional competence

Variable		Birth Order	Emotional Competence
Birth Order	Pearson Correlation	1	.70
	Sig. (2-tailed)		.45
	N	120	120
Emotional Competence	Pearson Correlation	.70	1
	Sig. (2-tailed)	.45	
	N	120	120

Table 3 above showed the relationship between birth order and emotional competence among primary school pupils in Ilorin South Local Government Area, Kwara State. The table above revealed that there is positively high relationship between birth order and emotional competence among primary school pupils. This is as a result of the correctional value of 0.70 which is positive and on high level. This result above also revealed that, there is no significant relationship between pupils' birth order and their level of emotional competence. This was evident by the Sig value of .45 obtained which is greater than Alpha value of .05. This implies that, pupils' birth order has no relationship with their emotional competence. It can therefore be affirmed that there is no relationship between birth order and emotional competence among primary school pupils in Ilorin South Local Government Area, Kwara State.

Testing the Hypotheses

Two research hypotheses were formulated to guide the study and were tested using t-test and Analysis of Variance (ANOVA).

HO₁: *There is no significant difference in primary school pupils' emotional competence based on gender.*

Table 4: Summary table of t-test showing the significant difference in primary school pupils' emotional competence based on gender

Gender	N	X	SD	df	Cal. value	Sig.	Decision
Male	62	29.94	3.19	118	1.60	0.21	Not Significant
Female	58	30.05	2.69				

From table 4 above, result shows cal. value = 1.60, degree of freedom (118). The null hypothesis is accepted since the significant value of 0.21 is greater than 0.05 of Alpha level. This means that, gender does influence pupils' emotional competence. That is, the emotional competence of male pupils is not different from their female counterparts. Therefore, the null hypothesis above which stated that there is no significant difference in primary school pupils' emotional competence based on gender is thereby accepted.

HO₂: *There is no significant difference in primary school pupils' emotional competence based on gender based on birth order.*

Table 5: Summary of Analysis of Variance showing significant difference in primary school pupils' emotional competence based on gender based on birth order

	Sum of Squares	DF	Mean Square	F	Sig.	Decision
Between Groups	7.29	5	1.46	0.16	.98	Not Significant
Within Groups	1027.70	114	9.02			
Total	1034.70	119				

From table 5 above, result shows degree of freedom (119) and f value yielded 0.16. The null hypothesis is accepted since the significant value of 0.98 is greater than 0.05 of Alpha level. This means

that, pupils' birth order does not affect their emotional competence. Therefore, the null hypothesis above which stated that there is no significant difference in primary school pupils' emotional competence based on gender based on birth order is accepted.

Summary of Findings

Findings from this study revealed that:

1. There is moderate level of emotional competence among primary school pupils in Ilorin South Local Government Area, Kwara State.
2. There is no relationship between birth order and emotional competence among primary school pupils in Ilorin South Local Government Area, Kwara State.
3. There is no significant difference in emotional competence among primary school pupils' in Ilorin South Local Government Area based on gender.
4. There is no significant difference in emotional competence among primary school pupils' in Ilorin South Local Government Area based on birth order.

Discussion of the Findings

It was revealed from the findings that there is average moderate level of emotional competence among primary school pupils in Ilorin South Local Government Area, Kwara State. This was seen from the pupils' responses to all the items on the list where it was clearly revealed that the emotional competence of primary school pupils in Ilorin South Local Government is on moderate/average level. This was as a result of their exposure, the environment to which they found themselves, and their educational background. This goes in line with the submission of Shivakumarak and Mamatha (2022) who stated that emotional intelligence as the "subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions. They further submitted that child has high mean scores

on the components intra-personal management and inter-personal management thus the only children are not only able to manage their emotions but also are able to manage other emotions too.

More so, it was also revealed from the findings above that There is no relationship between birth order and emotional competence among primary school pupils in Ilorin South Local Government Area, Kwara State. This was seen from the pupils' responses to all the items on the list where it was affirmed that pupils' birth order has no relationship with their level of emotional competence. This was seen as a result of the Pearson's significant value of 0.45 from the correctional result which is higher than the alpha value of 0.05. This shows that irrespective of a child's birth position, it does not stand as a determinant of his/her emotional competence level. This negates the opinion of Groose (2012) who opined that the position of a child in his family is a powerful predictor of personality and academic achievement, and it is a factor that parents and teachers need to consider as they look for ways to raise happy and well-adjusted children.

Furthermore, the findings made it known clearly that there is no significant difference in emotional competence among primary school pupils' in Ilorin South Local Government Area based on gender in Ilorin South Local Government Area, Kwara State based on gender. This was revealed by the significant value of 0.21 obtained from the response which is greater than the alpha value of 0.05. This shows that pupils' gender has no influence on their emotional competence level. This confirm that, the emotional competence level of the male pupils is not different from their female counterparts. Therefore, it can be affirmed that emotional competence level of primary pupils in Ilorin South Local Government Area, Kwara State is not differed by their gender.

In addition, it was also revealed from the findings above that there is no significant difference in emotional competence among primary school pupils' in Ilorin South Local Government Area based on birth order. This was revealed by the significant value of 0.98 obtained from the response which is greater than the alpha value of 0.05. This shows that pupils' birth position has no effect on their emotional

competence level. This affirmed that, the emotional competence level of primary school pupils is the same without any intervention from their birth position. It can therefore be affirmed that emotional competence level of primary pupils in Ilorin South Local Government Area, Kwara State is not differed by their birth order.

Conclusion

From the findings, it was concluded that there is a moderate level of emotional competence among primary school pupils, and pupils' birth order has no relationship with their emotional competence level. Also, it was concluded from the findings that there is no significant difference in emotional competence among primary school pupils in Ilorin South Local Government Area, Kwara State based on gender and their birth order.

Recommendations

Base on the results of the findings, the following recommendations are proffered;

1. Primary school pupils should be equipped with certain activities that boost up their emotional competence level.
2. Pupils' birth order should not intervene on their major things that will help them in the development of emotional competence.
3. Gender should not be a barrier in getting the pupils equipped with activities that boost up their emotional competence level.
4. Irrespective of pupils' birth order, knowledge that will guide their emotional competence development should be instilled in them both at home and in school.

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