

The influence of birth order on adolescents' subjective well-being

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ABSTRACT. *Objective: Exploring the relationship between the birth order of adolescents and their subjective well-being. Methods: The "Adolescent Subjective Well-being Scale" compiled by Zhang Xinggui was used. 168 junior high school students from 16th Middle School of Xiangtan City and Mashan Middle School of Ningxiang City were surveyed, and the data were analyzed by descriptive analysis, analysis of variance and post hoc test. Results: (1) In the birth order, non-only children accounted for 70.4%, and only children accounted for 29.6%. Among the non-only children, the proportion of the eldest son (female) was 36.2%; the proportion of the middle child (female) was 1%; and the younger son (female) accounted for 33.2%. (2) The overall mean value of subjective well-being was 5.21. There was no significant difference in gender ($p > 0.05$), and the difference was significant at grade ($p < 0.05$). (3) There was no significant difference in the birth order and the subjective well-being of the adolescents. After the analysis, there was a significant difference in the friendship satisfaction factor and the school satisfaction factor ($p < 0.05$). Conclusion: (1) The total score of subjective well-being of adolescents was not significantly different in the birth order. (2) There is a significant difference in the birth order between the friendship satisfaction factor and the school satisfaction factor.*

KEYWORDS: Birth order; Adolescents; Subjective well-being

1. Introduction

Birth order is also known as family ranking. Since the 1920s, Adler proposed that children's birth order will affect their personality and behavior development. Sulloway, an evolutionary psychologist, has also demonstrated the importance of birth order in the personality and mental health of individuals in his 26-year book *Rebel Psychology* [1]. Birth order is an indispensable factor for everyone. Birth order does not directly affect the psychological state of adolescents. Rather, through its role in the role of the brothers and sisters, as well as the evaluation and adjustment of their own behavior, thus affecting the formation of their stable psychological traits. Parents' parenting styles for young people in different birth orders can also cause differences in the development of adolescents' personality. By exploring the relationship between the birth order of adolescents and subjective

well-being, young people can correctly and actively position themselves, enhance their ability to feel happiness, build a good cognitive and healthy psychology, and play and realize their own values. At the same time, it provides a certain theoretical basis for youth education, and provides reference and reference for future related research.

2. Research design

2.1 Research object

In Xiangtan City, 130 questionnaires were distributed to the first grade of the 16th Middle School, and 50 questionnaires were distributed to the first, second and third grades of Mashan Middle School in Ningxiang City. A total of 280 questionnaires were distributed, 197 valid questionnaires were recovered, with an effective rate of 70%.

2.2 Research method

Literature review, questionnaire survey and statistical analysis.

2.3 Research tool

The subjective well-being scale for adolescents compiled by Zhang xinggui was adopted. the scale was designed based on the multidimensional life satisfaction scale for adolescents (MSLSS) compiled by Huebneret. The MSLSS scale consists of five dimensions: family, friendship, environment, self and school satisfaction. However, according to the actual situation of young people in China, Zhang Xinggui and others removed self-satisfaction, added two new dimensions of academics and freedom, and finally became the six dimensions of family, friendship, environment, school, study and freedom [2]. The questionnaire was scored on the 7th level, with 1 point representing “completely non-conformity” and 7 points representing “completely consistent”. The higher the score, the higher the subjective well-being. In Zhang Xinggui's research, the credibility of the cronbach alpha coefficient is tested for adolescents at all stages, and the reliability of this scale is ideal.

2.4 Research steps

(1) Develop a rigorous and effective questionnaire to fill in the rules, communicate with the participants in advance, remind the participants to pay attention to the questions they need to fill out the questionnaire, and ensure the validity of the questionnaire.

(2) Test the test.

(3) After sorting out the data and making statistical analysis, the actual situation of the comprehensive investigation puts forward effective suggestions on how to improve the subjective well-being of teenagers by recognizing the differences in birth order.

3. Research results

3.1 Analysis on the Present Situation of Teenagers' Birth Order

Table.1 Distribution of Birth Order

	Frequency	Percentage
The eldest son (female)	71	36.2
Intermediate child (female)	2	1
Younger son (female)	65	33.2
Only child (female)	58	29.6

As shown in Table 1, on the whole, non-only children account for the majority, accounting for 70.4% and only children for 29.6%. In the survey results, the eldest son (female) was the most, accounting for 36.2%; Second is the youngest son (female), accounting for 33.2%; The number of middle children (women) is the least, accounting for only 1%.

3.2 Analysis on the Present Situation of Subjective Well-being of Teenagers

(1) Overall Situation of Subjective Well-being of Adolescents

Table.2 Overall Situation of Subjective Well-being ($M \pm SD$)

N=196	M \pm SD
Friendship Satisfaction	5.21 \pm 0.738
Family Satisfaction	5.66 \pm 1.197
School Satisfaction	5.43 \pm 1.360
Academic Satisfaction	4.31 \pm 1.631
Freedom Satisfaction	4.94 \pm 1.299
Environmental Satisfaction	5.66 \pm 1.456
Subjective Well-being	5.21 \pm 0.835

As shown in Table 2, the average score of subjective well-being is 5.21, which is at a higher level. The average score of academic satisfaction is 4.31, which is at a moderate level. The scores of other factors are at a higher level. This shows that adolescents have a higher degree of subjective well-being.

(2) Differences in demographic variables of adolescents' subjective well-being

1) A comparison of gender differences in adolescents' subjective well-being

Table.3 A comparison of gender differences in adolescents' subjective well-being

	Male (N=95)	Female (N=101)	t	p
Friendship Satisfaction	5.06 ±0.813	5.35 ±0.631	-2.810**	0.006
Family Satisfaction	5.44 ±1.326	5.87 ±1.026	-2.516*	0.013
School Satisfaction	5.41 ±1.278	5.46 ±1.438	-0.258	0.797
Academic Satisfaction	4.32 ±2.107	4.3 ±1.005	0.108	0.914
Freedom Satisfaction	4.69 ±1.464	5.17 ±1.079	-2.576*	0.011
Environmental Satisfaction	5.64 ±1.885	5.67 ±0.891	-0.170	0.866
Subjective Well-being	5.1 ±0.988	5.31 ±0.646	-1.811	0.072

Note: * P < 0.05 ** P < 0.01 *** P < 0.001 (the same below)

As shown in Table 3, there was no significant difference in male and female students in the total score of subjective well-being ($p > 0.05$). There was a significant difference between male and female students in friendship satisfaction, free satisfaction, and family satisfaction factors ($p < 0.01$). Among the other factors, there was no significant difference between boys and girls.

2) Comparison of differences in subjective well-being among teenagers in grades

Table.4 Comparison of differences in subjective well-being among teenagers in

	grades			F	p	Post-comparison
	First day (N=106)	Second day (N=54)	Third grade (N=36)			
Friendship Satisfaction	5.22 ±0.779	5.02 ±0.725	5.48 ±0.535	6.158**	0.003	c>b
Family Satisfaction	5.59 ±1.36	5.59 ±1.051	5.96 ±0.809	2.511	0.086	
School Satisfaction	5.77 ±1.084	4.87 ±1.198	5.27 ±1.937	8.687***	0.000	a>b
Academic Satisfaction	4.26 ±1.555	4.29 ±2.074	4.46 ±1.003	0.202	0.817	
Freedom Satisfaction	4.85 ±1.341	4.98 ±1.348	5.15 ±1.085	0.773	0.463	
Environmental Satisfaction	5.73 ±0.842	5.28 ±1.024	6 ±2.783	4.249*	0.018	a>b
Subjective Well-being	5.24 ±0.824	5.02 ±0.844	5.4 ±0.818	2.517	0.083	

Note: a means Junior One; B means Junior Two; C means Junior Three (the same below).

As shown in Table 4, in the total score of subjective well-being, the third-year students scored the highest average score of 5.4; followed by the first-year students, the average score was 5.24; the lowest score was the second-year students, 5.02, but three Both are at a high level (about 5 points). According to the F test and the after-the-fact comparison, there is no significant difference in the total scores of subjective well-being among the young people of different grades. Among the factors of environmental satisfaction, the score of grade one was higher than that of grade two ($5.73 > 5.28$) and the difference was significant ($p < 0.05$). Among the factors of school satisfaction, the score of grade one was higher than that of grade two ($5.77 > 5.27$), and the difference was significant ($p < 0.001$). Among the factors

of friendship satisfaction, the score of junior grade 3 was higher than that of junior grade 2 (5.48 > 5.02) and the difference was significant ($p < 0.01$).

3.3 The Difference Test of Subjective Well-being of Adolescents in Birth Sequence and Post-event Comparison

Table.5 Comparison of differences in birth order of adolescents' subjective well-being

Factor	Birth order($M \pm SD$)				F	p	Post-comparison
	Non-only child			Only child (N=58)			
	Eldest child (N=71)	Intermediate children (N=2)	Young children (N=65)				
Friendship Satisfaction	5.36±0.58	4.75±0.53	4.98±0.821	5.32±0.762	3.955**	0.009	c<a,d
Family Satisfaction	5.63±1.318	5.57±0.808	5.76±1.024	5.58±1.251	0.257	0.857	
School Satisfaction	5.68±1.038	4.5±0.471	5.01±1.721	5.64±1.147	3.825*	0.011	c<a,d
Academic Satisfaction	4.25±1.111	4.75±0.825	4.04±1.159	4.67±2.414	1.669	0.175	
Freedom Satisfaction	4.97±1.346	4.8±1.131	4.7±1.311	5.16±1.216	1.326	0.267	
Environmental Satisfaction	5.51±1.066	6±0.283	5.57±0.985	5.92±2.158	0.995	0.396	
Subjective Well-being	5.25±0.775	5.04±0.21	5.02±0.743	5.38±0.977	1.987	0.117	

As shown in Table 5, in the total score of subjective well-being, the average score of the only child was the highest (5.38), and the average score of the young child (female) was the lowest (5.02). The overall subjective well-being of all the subjects was at a high level (5 points). about). Through F test, it was found that there was no significant difference in total subjective well-being scores among adolescents of different birth order. There are significant differences in the dimensions of friendship satisfaction and school satisfaction, and after comparison, the scores of young children (girls) are significantly lower than those of eldest children (girls) and only child; there are no significant differences in other dimensions.

4. Analysis and discussion

4.1 Discussion and Analysis of the Birth Order of Adolescents

The survey found that 82% of the students with rural household registration belong to non-only children, compared with junior high school students with urban household registration. Among non-only children, the cumulative proportion of second and third births is 99% and 1% respectively. There are two main reasons for

this: (1) the cost of raising. The cost of raising children in urban households is often higher than that in rural households, and the cost of parents sacrificing their working hours to raise children in urban households is higher than that in rural households. Moreover, urban parents are more in pursuit of high-quality child-rearing, while rural parents are more in accordance with the standard to raise children, the pursuit of basic health can be, so the cost of child-rearing is not high. (2) Endowment insurance system. Most parents in the city enjoy relatively good social welfare benefits, such as five insurance and one gold. However, it is very scarce in rural areas, so rural parents still retain the concept of relative feudalism and raise children to prevent old age. For rural parents, having children is essentially a VC. They don't need all children to succeed, as long as one or two are outstanding. Their economic conditions are limited. Even if they only have one child, they can't do the decent education in the city. Therefore, it is better to have more children and pass the principle of winning by probability. Therefore, the fertility rate of poor countries is higher than that of developed countries, which is the logic.

4.2 Analysis of the subjective well-being of adolescents

On the six dimensions of subjective well-being, there are significant differences in friendship satisfaction, school satisfaction and environmental satisfaction among junior high school students of different grades. After comparison, we find that the scores of friendship satisfaction of junior three students are significantly higher than that of junior two students, and both of them are in a higher level (about 5 points). This may be because junior three students are more stable in peer relationship, after all, they spend more time together. Therefore, the degree of satisfaction with friendship will be greater than that of the second grade of junior high school, and the students of the first grade of junior high school just enter the campus, they are relatively unfamiliar with the campus, and need time to adapt to the campus environment and different social relationships, so the evaluation of friendship satisfaction will have a conservative tendency. In terms of school satisfaction, junior one students scored significantly higher than junior two students, and junior one students' school satisfaction was at a higher level (mean 5.77), junior two students were at a medium level (mean 4.87), which may be because junior one students just entered the campus. There is a greater interest in the fresh campus environment, which is higher than the satisfaction of the second-year students who are already familiar with the year. In terms of environmental satisfaction, the scores of the first-year students are significantly higher than those in the second-grade, and both are at a high level (about 5 points). This may be because the first-year students are interested in the fresh campus environment and the new society. The communicative environment has a lot of curiosity. Therefore, it is more willing to explore and understand, but also reflects the school's efforts in environmental construction.

4.3. A Probe into the Influence of the Birth Order of Teenagers on Their Subjective Well-being

According to the results of data analysis, it is found that the birth order does not

fully predict the subjective well-being of adolescents. However, in the dimension of school satisfaction and friendship satisfaction, there are significant differences between the young child (female) and the eldest son (female) and the only child.

Younger (female) friendship satisfaction is moderate (about 4 points), and the score is significantly smaller than the eldest son (female), the only child. The reason may be that they are often sheltered and loved by their parents and brothers and sisters. Everything can often be done according to the requirements of parents, and it is easy to form a personality, such as dependence, poor independence and childishness. In the process of dealing with friends, often self-centered and cause interpersonal confusion and even obstacles. In terms of school satisfaction, we found that the scores of young children (girls) were significantly lower than those of eldest children (girls) and only children, but the scores of young children (girls), eldest children (girls) and only children were all at a higher level (about 5 points). This may be that young children (girls) are always spoiled at home, and their dominant position is often irreplaceable. After entering the school, there will be a certain psychological gap because of the difference between the school environment and the home environment, and some young children (girls) will attribute the school adaptation to the school problems, thus the satisfaction of the school is not high.

Overall, the data show that both the eldest and only children have higher subjective well-being scores. The reason may be that the only-child time experienced by the eldest son (female) before the birth of the second child has a unique impact on their life style. The situation of eldest sons (daughters) tends to favour some positive developments, such as the opportunity to take care of younger siblings with their parents. The eldest son (female) will transition from the original only follower to a small guardian in a certain sense, which allows them to discover their strengths at a very young age, including taking care of others. When you are an adult, the eldest son (female) will be more able to take care of and help others. This will be more beneficial to adapt to the social environment. The only child has never lost its position in the family. They have always been the focus of attention. Most of the time they get along with adults, so they are precocious and show adult attitudes. When they are out of the family environment, they will better adapt to the outside environment.

5. Conclusion and suggestion

Overall, the birth order had little effect on subjective well-being, but there were still significant differences between the two factors. The difference is mainly in the comparison between the young child and the eldest son, and the degree of subjective well-being of the only child and the eldest son is not significantly different. This is consistent with Adler's view that in the birth order, Adler did not propose clear rules for the development of childhood. What he's trying to show is that a child doesn't develop a certain trait just by his position in the family. He believes that birth order and the early social interaction that it combines provide the possibility for an individual to develop a certain style of life, that is to say, in self-building style of life, it will be affected by the interaction between birth order and early society.

Therefore, the recommendations are as follows:

(1) Parents should adopt positive and appropriate parenting styles for children of different birth orders.

Different birth orders mean that the parenting style may be different. Therefore, it is very important for parents to adopt positive and appropriate parenting styles for children with different birth orders during the child's growth. Specifically, for the eldest son, it is necessary to cultivate its independent ability to form a psychological protection mechanism in the face of the impact of the love of the parents and the deprivation of the younger siblings, so as to smoothly cross the youth. For young children, it is particularly important to teach them how to correctly view competition. Young children often unconsciously compare with their eldest son, but often suffer setbacks. At this time, it is necessary to provide timely psychological counseling to young children and let them realize individual differences, so as to form a perfect personality. For only-child children, we can adopt more democratic upbringing methods, while cultivating their independence, we can give them full care and accompany them through adolescence with great changes in body and mind.

(2) In practice, teachers can continuously summarize the behaviors of young people in different birth orders, conduct targeted education and guidance, and lay the foundation for improving the subjective well-being of young people.

(3) Young people themselves should pay more attention to the development and improvement of self-awareness.

For non-only children, it is more important to form a correct self-awareness. Because of the different birth order, the perception of self will not be the same. Teenagers form a complete self-awareness through interaction with others and constant reflection on themselves. When we truly recognize ourselves and their advantages and disadvantages, we can learn from each other, that is, to effectively control ourselves, improve ourselves and improve ourselves, and ultimately achieve self-realization and enhance the sense of happiness.

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