

# “Birth order as a Catalyst in the Mental health of Academicians”

Prof. Abhishek Venkateshwar, Assistant Professor and Course Facilitator, Jain (Deemed-to-be University)- CMS , Bangalore -India, abhishekv@cms.ac.in

Prof. Asha S, Assistant Professor and Course Facilitator, Jain (Deemed-to-be University)- CMS , Bangalore -India, asha\_s2015@cms.ac.in

Dr. Kiran L Maney, Assistant Professor and Course Facilitator, Jain (Deemed-to-be University)- CMS , Bangalore -India, kiran@cms.ac.in

Abstract Research in the field of ‘Mental health’ has been a dynamic study area over the years and is likely to become even more so as the importance of mental wellness has been gaining momentum. Birth order is one of the main factors affecting mental health of an individual. Academicians have to be mentally and physically fit to mold the future of the nation. Therefore, understanding the role of birth-order on the mental health of academicians is extremely important.

*Keywords —Academicians, Birth order, First born, last born, Mental health, Society*

## I. INTRODUCTION

### Mental health

In the sciences, a theory is more than a simple guess. It is a “coherent group of propositions formulated to explain a group of facts or phenomena in the natural world and repeatedly confirmed through experiment or observation” (David, 2018)

One could create theories about almost anything, but it is rigorous testing that distinguishes simple theories from scientific ones (Borsboom, 2017). According to Dasgupta (2013), Not all theories will survive this type of testing. In fact, the acceptance or rejection of parts of theories is not unusual.

Theories developed 50-100 years ago fall into six broad categories (McLeod, 2016.). They still influence us today. You might recognize them as:

- Analytical/developmental (Freud, Jung, Erickson, Kohlberg)
- Behavioral (Watson, Skinner, Pavlov)
- Cognitive (Tolman, Piaget, Chomsky)
- Social (Bandura, Lewin, Festinger)
- Humanistic (Rogers and Maslow)
- Personality (Erickson’s psychosocial development theory)

From these, many contemporary theories followed. Some are specific to a domain like development. Others make use of neuroimaging to explain why we do the things we do.(Stringer, 2013)

According to Seligman (2011), Mental health theories strive to explain human development behaviorally,

psychologically, and socially. For many years, researchers focused on alleviating pain or suffering. The approach centered on what was wrong with a person and how to fix it. There was no assumption that a person could strengthen their well-being

There are several mental health theories, but they all come from one of five schools of thought. They are behaviorism, biological, psychodynamic, cognitive, and humanistic.(McLeod, 2016.)

In recent years, there has been a move toward studying how people flourish. This is positive psychology (Stringer, 2013). Unlike previous years, this field of research explores what humans already do well. Doing this type of research helps others to increase their opportunities to thrive.(Borsboom, 2017).

If you seek the help of a therapist or counselor, it is important to know the basis for their approach. You do not want to see a behavioral psychologist to flesh out how you can find meaning in your life. They are better suited for helping you change, develop, or extinguish a habit.(David, 2018)

The continued study of mental health, including the more positive aspects, is critical to each person’s well-being.

### Model of Mental health

According to Leeuwen (2018), the Three-dimensional theoretical framework of health is assessed by multiple health indicators which is depicted below

- Physical Health
- Social Health
- Mental health

## II. REVIEW OF LITERATURE

Berrocal, Cabello, Castillo & Extremera (2012) examined the influence of differences in gender on mental health and the moderating effect of age in determining the relationship amid gender & mental health amongst Academicians. The results showed that age acted as a moderator between gender & mental health of the academicians.

Bii, Lucas, Mwengi et al. (2012) studied the moderating effect of gender & managerial experience on age & mental health of managers in the educational institutions which included primary institutions, secondary institutions & tertiary institutions. The results showed significant positive relationship of age on mental health and it was observed that gender & managerial experience did not moderate the relationship.

Kumar & Muniandy (2012) conducted a study to understand the the mental health of academicians in Malaysia. The study also wanted to analyse the influence of work experience, gender, occupational grade & age on the mental health. The results stated that occupational grade, age & education showed a positive influence on mental health but prior work experience & gender did not have any influence on the level of health of academicians.

O'Boyle Jr., et al. (2011) conducted meta-analysis of empirical research concerning relation among mental health, Five Factor Model (FFM), cognitive ability and job performance. The study focused on identifying the association of three streams of mental health (ability based models adopting objective test items, self-report measures based on four-branch model of mental health and mixed models of emotional competencies) with FFM, cognitive ability and job performance. The results confirmed a positive correlation (approximately same level) between mental health measured by three streams and job performance. mental health and cognitive ability and four FFM were positively associated and neuroticism (one of the FFM factors) was negatively associated with mental health.

Gryn (2010) studied the relationship between mental health traits of 268 call center leaders and the mental health job performance in a medical aid administration organization in Johannesburg, South Africa. The study found no significant association between overall mental health and job performance of the call center leaders.

Mishra & Mohapatra (2010) researched the relationship between mental health and job performance of 90 executives employed in different organizations in Delhi NCR. The results found a significant positive relationship between mental health and job performance.

Vijay Viegas, Joslyn Henriques (2014)The study was conducted on a sample of 60 adolescents (that is adolescents in the age group of 12-21 years) from dual-parent homes. The tools used for data collection comprised of the Schutte

Mental health Scale and a Personal Data Sheet. The tools used for statistical analysis were t-test and ANOVA (One Way Analysis of Variance). The findings of the study revealed that significant differences existing Mental health with regard to birth order.

### Conclusion Drawn From Literature

Inconclusive Research in determining the relationship between birth order and Mental health of the reviews state that birth order affects emotional intelligence, while some review states that Mental health is not affected by birth order

## III. RESEARCH METHODOLOGY

### Research Gap

There is hardly any information between birth order and Mental health of university Academicians in India.

This research aims at filling this gap by understanding how birth order impacts Mental health in Academicians.

### Objectives of the study

To examine the differences in Mental health of Academicians across birth order.

### Hypothesis

H1= There is a significant difference in the Mental health of Academicians across birth order.

### Sample Design

There are 10 Universities in Bangalore, which is a combination of Central/State and Private Universities offering Bachelors of Business Administration and Bachelors of Commerce. For the purpose of this study 3 Universities have been considered, which is Bangalore University(State University), Christ University (Private University) and Jain University (Private University).5 different colleges under these universities have been considered.

252 Academicians sample was drawn from the above mentioned colleges as they seemed to be a perfect blend of both state and private university. The questionnaire was administered for these Academicians.

### Inclusion Criteria

Undergraduate- Management and Commerce Academicians of 5 different colleges.

### Sampling Technique

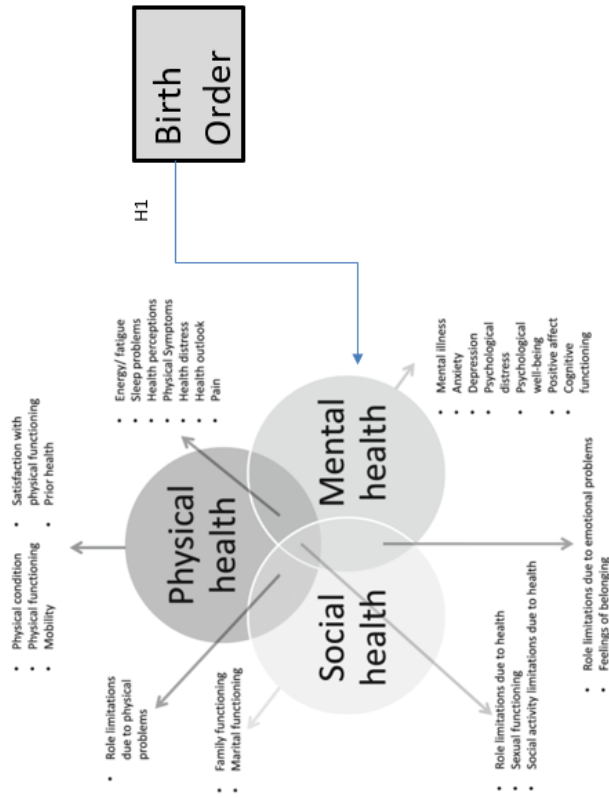
Convenient sampling was used to administer the questionnaire for the sample.

### Tool Adapted For Data Collection

The tool used for this study is "The Warwick-Edinburgh Mental Well-being Scale (WEMWBS)". It consists of 14 Mental health Questions on a 5 point likert scale. With 1=None of the time, 2= Rarely, 3=Some of the time.

4=Often and 5= All of the time. The tool was developed to measure the Mental health of an individual. The tool has been standardized and the Cronbach's alpha for the tool was reported at .89.

Figure 1-Model for Hypothesis testing



Source: Researcher created

IV. DATA ANALYSIS AND DISCUSSION

An ANOVA test is conducted to compare Mental health across birth order

Table 1. Indicating ANOVA for testing the relationship between Birth order and Emotional Intelligence

	Sum of Squares	df	Mean Square
Between Groups	1.014	3	.338
Within Groups	64.393	248	.260
Total	65.407	251	

Source : Survey

Discussion

A one-way between subjects ANOVA is conducted to compare the Mental health across the birth order. ANOVA indicated no significant differences  $p=0.287 > .05$  (in other words the significance value is more than 0.05). across birth order. The null hypothesis is supported: There is no significant difference in Mental health across birth order. The

birth order of an individual first born, middle, last born or only child does not affect the emotional intelligence. This study contradicts with the study conducted by Vijay Viegas, Joslyn Henriques (2014) who states that birth order does affect emotional intelligence.

Findings of The Study

No significant differences were found between birth order (First born, middle, last born, only child) and emotional intelligence. It was found that the birth order of a person whether first born, middle, last born or only child does not affect his/her emotional intelligence.

V. CONCLUSION

Mental Health is an issue that has attracted the interest of researchers, educationists and the leaders of the education world. Managing one's mental health has become a major challenge in today's day and age. This study confirms that birth order does not play a significant role in mental health of academicians. However it becomes necessary for institutions to spread awareness about mental health. Individuals also need to work on improving their mental health as that will improve their quality of lives.

REFERENCES

- [1]. Abhishek Venkateshwar (2016). The Relationship between Mental health and Academic performance of Academicians, M.Phil Dissertation – Jain University
- [2]. Abhishek Venkateshwar and Dr Uma Warriar, The Effect of Birth order in the Mental health of Academicians. International Journal of Management, 8 (6), 2017, pp. 69–75. <http://www.iaeme.com/IJM/issues.asp?JType=IJM&VType=8&IType=6>
- [3]. Ahmad, M, Pervaiz, K & Muhammad, A. (2010). Factors Affecting the Academicians' Academic Performance. Journal of Educational Research, 13(1), 252
- [4]. Alexander B. Siegling, Adrian Furnham, and K. V. Petrides (2015). Trait Mental health and Personality: Gender-Invariant Linkages Across Different Measures of the Big Five. Journal of Psychoeducational Assessment 2015, Vol. 33(1) 57–67
- [5]. Donald, et al.. (2007). Personality, Mental health and Exercise. Journal of health Psychology, 12 (6), 937-948
- [6]. Downey, L. (2014). Fluid Intelligence, Personality, and Emotional Intelligence. Canadian Journal of School Psychology, 29(1), 40-53.
- [7]. Ferrando M., Prieto M. D., Almmmental health da L. S. (2010). Trait Mental health and academic performance: Controlling for the effects of IQ, personality, and self-concept. Journal of Psychoeducational Assessment, 29, 150-159. 10.1177/0734282910374707

- [8]. Furnham, A., L. Forde and T. Cotter (1998). Personality and intelligence. *Personality and Individual Differences* 24:2, 187– 192.
- [9]. Gallagher, S.A. (1990). Personality patterns of the gifted. *Understanding our Gifted*, 3, 11–3. [4]. Goldberg, Lewis R., (1990). *Journal of Personality and Social Psychology*, Vol 59(6), 1216-1229
- [10]. Goleman, D. (2008). What makes a leader : Harvard Business Review.
- [11]. Greenberg Jerald & Baron Robert A (2008). *Behavior in Organizations*. Ninth . ed. New Jersey: Pearson Education, Inc.
- [12]. Higson, H. & Andrews, J. (2007) *Education, Employment and Graduate Employability: Project Manual*. Aston Centre for Research into Higher Education, Learning & Management, Aston University.
- [13]. Hijazi, Syed Tahir and Naqvi, S.M.M. Raza. (January 2006). 'Factors Affecting Academicians' Performance: A Case of Private Colleges'. *Bangladesh e-Journal of Sociology: Volume 3, Number 1*.
- [14]. Jain, R., & Venkateshwar, A. The Relationship between Lockdown and Economic Growth in India.
- [15]. Joyce G. Walsh-Portillo(2011), "The Role of Mental healthin College Academicians' Success", 2011 , Florida International University.
- [16]. Kandoi, C. S., Jain, S. V., & Venkateshwar, A. (2019). Crowd Funding in India. *IITM Journal of Management and IT*, 10(2), 53-56.
- [17]. Kothari, S. S., Jain, S. V., & Venkateshwar, A. (2018). The impact of IOT in supply chain management. *International Research Journal of Engineering and Technology*, 5(8), 257-259.
- [18]. Krishna, M. S. S., Rokkam, R. A., & Venkateshwar, A. (2020). The client perception of electric vehicles and its impact on sales. *IJAR*, 6(10), 735-739.
- [19]. Martha , k. (2005). Factors affecting academic performance of undergraduate Academicians at Uganda Christian university . *Educational management of Makerere university*, 1(1), .
- [20]. McCrae, R. R., & Costa, P. T., Jr. (1999). A five-factor theory of personality. In L. A. Pervin & O. P. Johns (Eds.), *Handbook of personality theory and research* (2nd ed., pp. 139-153). New York: Guilford.
- [21]. Michael Harris (1997). *Human Resource Management : A Practical Approach*. First. ed. Florida: Harcourt Brace & Company
- [22]. Mushtaq , I & nawaz khan, S. ( 2012). Factors Affecting Academicians' Academic Performance . *Global Journal of Management and Business Research*, 12(9), .
- [23]. N Ryckman, R. (2004). *Theories of Personality*. Belmont, CA: Thomson/Wadsworth
- [24]. Paul Kline (1966) *Extraversion, Neuroticism and Academic Performance among Ghanaian university Academicians*. *British Journal of educational psychology* volume 36, issue 1, pages 92–94
- [25]. Petrides K. V., Pita R., Kokkinaki F (2007). The location of trait Mental healthin personality factor space. *British Journal of Psychology*, 98(Pt. 2), 273-289
- [26]. Petrides K. V., Vernon P. A., Schermer J. A.,Ligthart L., Boomsma D.I, Veselka L. (2010). Relationships between trait Mental healthand the Big Five in the Netherlands. *Personality and Individual Differences*, 48, 906-910.10.1016/j.paid.2010.02.019
- [27]. Purohit, N., Adesara, D., Kedia, S., & Venkateshwar, P. A. (2019). Effect of Financial Globalization on Developing Countries. *International Journal of Management*, 10(4).
- [28]. Stephen P Robbins (2001) *Organization Behavior*, 9th edition, Pearson Education Asia
- [29]. Tiwari, P., Malik, S. W., Madhogaria, Y., & Venkateshwar, A. (2020). A Study of the Universal Basic Income for Developing Countries. *International Journal of Management*, 11(5).
- [30]. Venkateshwar, A., & Warriar, D. U. (2017). The Effect of Birth order in the Emotional Intelligence of Net Generation Students. *International Journal of Management*, 8(6).
- [31]. Venkateshwar, A., & Warriar, U. (2017). The Relationship between Emotional Intelligence and Academic performance of net generation students. *IJAR*, 3(4), 782-787.
- [32]. Venkateshwar, A., & Warriar, U. (2017). The Relationship between Emotional Intelligence and Academic performance of net generation students. *IJAR*, 3(4), 782-787.
- [33]. Venkateshwar, A., & Warriar, U. (2018). The Impact of Family Type on The Emotional Intelligence of Net Generation Students. *International Journal in Management & Social Science*, 6(7), 247-256.
- [34]. Venkateshwar, A., & Warriar, U. (2019). The Effect Of Family Type On The Academic Performance Of Engineering Students In India. *Journal Homepage: http://ijmr. net. in*, 7(02).
- [35]. Venkateshwar, A., & Warriar, U. The Role of Values, Attitudes and Believes in the Emotional Intelligence of Net Generation Students.
- [36]. Warriar, U., & Venkateshwar, A. (2020). Birth order as a Catalyst in the Emotional Intelligence of Students. *Journal of Engineering Science*, 11, 263-268.