

# Emotional Intelligence and Type a Behavioural Pattern of Single Child and Child with Siblings Among College Students

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## Abstract

The present study explores the emotional intelligence and Type A behavioural patterns of single children and children with siblings among college students. Through a comprehensive analysis, the research aims to identify key factors influencing emotional intelligence and Type A behavioural patterns among college students. This study employed a quantitative methodology using 100 samples which consist of 50 single-child students and 50 children with siblings. The data of this study was collected by using scales of the Wong and Law emotional intelligence scale and A/B behavioural pattern. It was found that there is a relationship between emotional intelligence and the Type A behavioural pattern of a single child and a child with siblings among college students. Also found that there are differences in emotional intelligence and Type A behavioural pattern in the two variables, which are single child and child with siblings among college students' population.

**Keywords:** Emotional intelligence, Type A behavioural pattern, Single child, Child with siblings

## 1. INTRODUCTION

Emotional intelligence refers to the ability to perceive, understand, manage, and use emotions effectively in oneself and others (Salovey & Mayer, 1990). A widely recognized framework by Goleman (1995) identifies five core components: self-awareness, self-regulation, motivation, empathy, and social skills. These facilitate effective communication, conflict resolution, trust-building, and success in personal and professional relationships.

Behavioural patterns are habitual responses influenced by personality. The classic distinction between Type A and Type B personalities was proposed by Friedman and Rosenman (1959). Type A individuals exhibit competitiveness, achievement orientation, impatience, and time urgency, while Type B individuals are more relaxed, patient, and easy-going. Initial studies associated Type A patterns with elevated risk of coronary heart disease. Subsequent research has distinguished two components: Achievement Striving (AS), linked to positive outcomes such as motivation and performance, and Impatience/Irritability (II), associated with stress, interpersonal conflict, and health risks (Day & Jreige, 2002).

Comparisons between only children (singletons) and those with siblings highlight family dynamics' role in emotional and social development. Persistent stereotypes depict only children as selfish, lonely, spoiled,

or socially deficient, but meta-analyses and large-scale studies largely refute these claims (Falbo & Polit, 1986; Polit & Falbo, 1987). Only children show no meaningful differences from siblings in most personality traits, sociability, adjustment, or emotional intelligence. They often demonstrate advantages in achievement, independence, and cognitive abilities due to concentrated parental resources.

Children with siblings may acquire early experience in negotiation, empathy, conflict resolution, and emotional regulation via sibling interactions, potentially strengthening interpersonal skills. However, effect sizes are small, and factors like parenting quality, socioeconomic status, and peer relationships exert greater influence than sibling presence alone. Only children typically develop robust friendships and adult relationships, exhibiting comparable or reduced loneliness. Robust evidence does not indicate inherent deficits in emotional intelligence or adjustment among only children (Stronge et al., 2019).

The A/B Behavioural Pattern Scale (ABBPS), developed by Dhar and Jain (1983), assesses Type A/B traits (e.g., impatience, achievement orientation) but has limited widespread validation and no established specific linkage to sibling status. Overall personality variations by family structure remain minimal.

The present study aims to empirically examine these constructs among college students, contributing to understanding how family dynamics shape emotional and behavioural outcomes in a contemporary Indian higher education context. By comparing EI and Type A patterns, this research seeks to inform educational interventions, parenting strategies, and student support programs for holistic development across diverse family structures.

## 2. METHODOLOGY

The method of a research work includes the methods and procedures used in a research Study or experiment. This provides the information by which a study's validity is judged. Therefore, a clear and precise description of how experiment was done and the rationale for why Specific experimental procedures were chosen was required. This chapter describes, what was done to answer the research question, how it was done, justifies the experimental design and how the results were analysed. Therefore, the method section describes the materials used in the Study, how the materials were prepared for the study, how measurements were made and what Calculations were performed, and state which statistical tests were done to analyze the data. The Major focus of the present study is to compare relationship between the emotional intelligence and certain behavioural pattern of single child and child with siblings.

### 2.1 Research Design

This study used a quantitative Approach. The study examining the relationship between the variables by utilizing the correlational research design. A correlational research design Investigates relationship between variable without researcher controlling or manipulating any of them. A correlation reflects the strength or direction of the relationship between two or more Variables. The direction of a correlation can be either positive or negative.

### 2.2 Population and Sample

The sample consists of 100 students which included 50 single child students and 50 Child with siblings students. The data was collected by using a non-probability sampling methods such as convenient and purposive sampling method. Students who were pursuing graduation in UG and PG level were included and the students other than from school students were excluded from the study.

### 2.3 Measures

The data of this study was collected by using scales of Wong and Law Emotional Intelligence Scale, WLIES (Wong & Law, 2002), and A/B behavioural pattern scale (Dhar & Jain, 2001) and a Demographic

information form. A Demographic Information Form was filled by the participants, which included the Information about the subject's Name (optional), age, gender, single child/child with siblings.

Wong and Law Emotional Intelligence Scale, WLIES (Wong & Law, 2002). The scale aimed to measure quantitatively the emotional intelligence as perceived by the participant. It consists of 16 items which are rated on five-point scale ranging from always to never and the scores Ranges from 1 to 5. i.e., strongly agree, slightly agree, neither agree nor disagree, disagree, strongly disagree with scores 5, 4, 3, 2, 1 respectively. Thus, the total weighted score of emotional intelligence scale ranges from 60 to 80. If high score reveals greater amount of emotional intelligence, whereas lower scores indicate the lower degree of emotional intelligence. Two indices of reliability of the scale were found out, internal consistency reliability for the four factors (self-emotional appraisal, regulation of emotions, use of emotions, others-emotion appraisal) ranged from .83 to .90. . The scale can be administered individually as well as in the group. There is no fixed time limit for the response.

A/B behavioural patterns scale (Dhar & Jain, 2001). The scale was aimed to assess the Type A&B behavioural patterns. Here chosen Type A personality behavioural pattern scale for easiness of the study. The scale consists of 17 items which are includes the personality traits such as tenseness, impatience, restlessness, achievement, domineering and workaholic. Scale rated on five-point scale ranging from always to never and the scores ranges from 1 to 5. i.e., strongly agree, agree, uncertain, disagree, strongly disagree with scores 5, 4, 3, 2, 1 respectively. Thus, the total weighted score of behavioural pattern scale ranges from 60 to 80. If high score reveals greater amount of Type A personality, whereas lower scores indicate the lower degree of Type A personality. The test had a good internal consistency reliability and validity as 0.54 and 0.73.

## 2.4 Procedure

The questionnaire sent through mobile. The individuals willing to participate in this study were identified and requested to fill the questionnaire. A consent was taken from the participants and they were ensured about the confidentiality of the information. The data was collected on 19th January 2024. Correlation and t-test were the statistical tests used in this study. IBM SPSS Statistic version 26 was used in this study.

## 3. DATA ANALYSIS

Preliminary statistics such as mean and standard deviation are conducted. Pearson Correlation at 0.01 level of significance is used to analyses the relationship between variables. Karl Pearson's correlation coefficient is a linear correlation coefficient that falls in value Range of -1 to +1. Value of -1 signifies strong negative correlation while +1 indicates strong Positive correlation. Difference between emotional intelligence and Type A behavioural pattern of single child and child with siblings among college students were conducted using t-test. T-test is an inferential statistic used to determine if there is a significant difference between the means of two groups and how they are related.

### 3.1 Ethical Consideration

Ethical consideration which is followed in this study is the respect towards the Participants. It is because participants in the study form a foundation for different ethical Principles. Another ethical consideration followed is the free will to participate in this study and Informed consent. Complete freedom is assigned to them regarding their participation in this Process. Another important ethical consideration involves privacy, confidentiality, and Anonymity. The confidentiality and privacy are focused more by the researcher. The information provided by the respondent will be kept private and used solely for research

purposes. The Participant can withdraw from the study at any time, if they want to. And, I didn't do any Physiological or psychological harm to the participants.

#### 4. RESULTS AND DISCUSSION

In this section, the collected data is transformed into credible evidence about the correlation between the variables and its differences. Results and discussion in research are assigning meaning to the collected information and determining the conclusion, significance and implications of findings. The collected data was analysed using SPSS. Here different methods of statistics were used to find out the relationship between the variables involve Emotional intelligence and Type A behavioural pattern. Results of this statistical analysis are given below.

**Table 1 Correlation Coefficient between Emotional Intelligence and Type A Behavioural Pattern**

Variables	Pearson Correlation (r)	Sig. (2-tailed)	N
Emotional Intelligence & Type A Behavioural Pattern	-0.341	0.001	100

*Note: Correlation is significant at the 0.05 level (2-tailed).*

From table 1, it can be inferred that the correlation coefficient between emotional intelligence and Type A behavioural pattern is -.341 ( $P < 0.05$ ), which shows that there is a significant correlation between the variables studied. Hence the hypothesis 'there is no significant relationship between emotional intelligence and Type A behavioural pattern' is rejected. The results found that emotional intelligence and Type A behavioural pattern are dependent to each other.

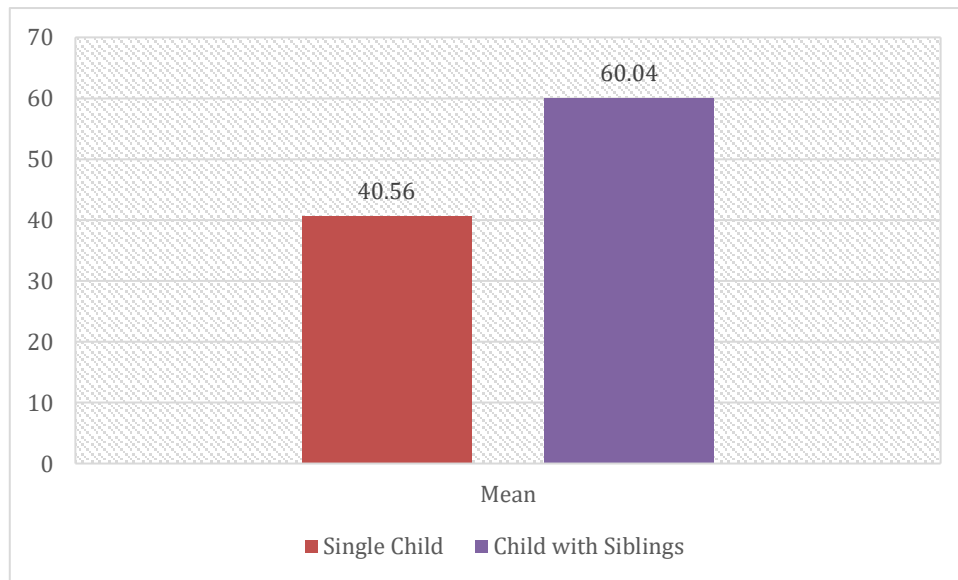
Single children may exhibit greater self-awareness and independence due to receiving more individualized attention from parents, potentially leading to higher emotional intelligence. Conversely, children with siblings often develop stronger interpersonal skills, conflict resolution abilities, and empathy through constant interaction and negotiation within the family dynamics. Here found that there is immense difference in siblings and with siblings have greater difference in emotional intelligence and Type A behavioural pattern.

**Table 2 Mean, Standard Deviation, and t-value of Behavioural Pattern of Single Child and Child with Siblings among College Students**

Students	N	Mean	Std. Deviation	t	Sig.
Single Child	50	40.56	10.508	-4.897	0.001*
Child with Siblings	50	60.04	9.058		

*Note: The difference is significant at the 0.05 level (2-tailed).*

From table 2, it can be inferred that the t-value for Type A behavioural pattern is -4.897 and less than the significant value 0.01, Which is lesser than 0.01. Hence the hypothesis 'there is no significant difference in Type A behavioural pattern of single child and child with siblings among college students is rejected. The result found that single child and child with siblings among college students were difference in Type A behavioural pattern.



**Figure 1 Behavioural Pattern of Single Child and Child with Siblings among College Students**

Research by Susan and Kimberly (2014) found that the presence of a brother or sister can contribute to developing a solid support system within the family. Positive sibling relationship characterized by warmth, Trust, and emotional support can lead to favorable outcomes in various areas of life, such as mental health and overall life satisfaction. Sibling interactions provide valuable opportunities for conflict resolution, empathy, and cooperation, all contributing to personal growth.

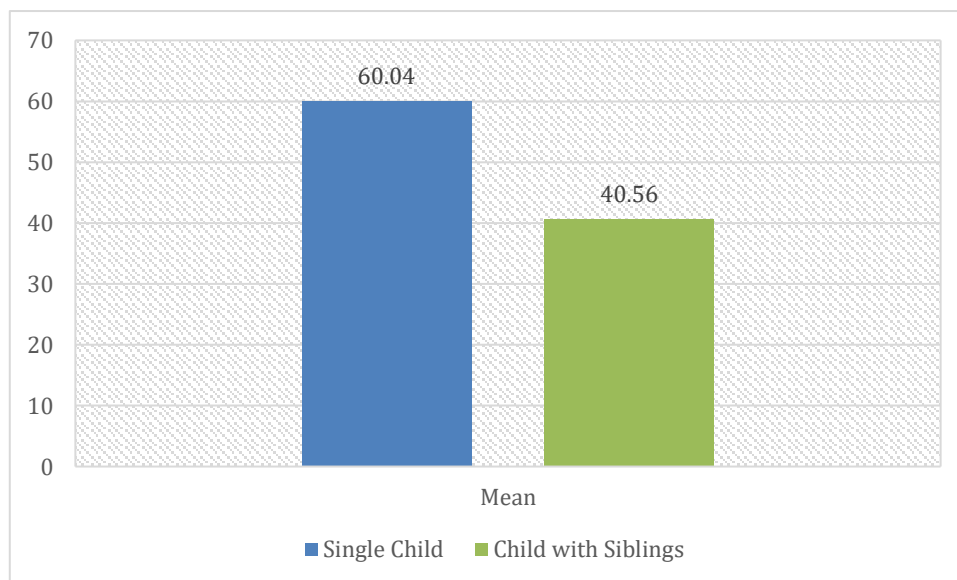
Individual attention is a standout perk for only children. Research by Falbo and Polit (1986) suggests that this individual attention can lead to higher achievement and self-confidence. Parents have more energy to dedicate to their child's growth, development, and academic pursuits. Single child often learns to rely on themselves from an early age. They become accustomed to taking charge of responsibility of their own decisions and responsibilities. This self-reliance is nurtured by the need to navigate life independently without the fallback of siblings.

**Table 3: Mean, Standard Deviation, and t-value of Emotional Intelligence of Single Child and Child with Siblings among College Students**

Students	N	Mean	Std. Deviation	t	Sig.
Single Child	50	60.04	9.058	9.929	0.001*
Child with Siblings	50	40.56	10.508		

*Note: The difference is significant at the 0.01 level (2-tailed).*

From table 3, it can be inferred that the t-value for Emotional intelligence is 9.929 and less than the significant value 0.01. It shows that there is significant difference in Emotional intelligence among college students. Hence the hypothesis 'there is no significant difference in Emotional Intelligence of single child and child with siblings among college students' is rejected. The result found that single child and child with siblings among college students were difference in Emotional Intelligence.



**Figure 2 Emotional Intelligence of Single Child and Child with Siblings among College Students**

Report by Gitnux (2023) suggest that 67% of only children showed better emotional intelligence and adjustment compared to children with siblings. Drawing from this statistic, it can be inferred that the exclusivity of parental attention might lead to well-adjusted emotional development in single child.

## 5. DISCUSSION ON FINDINGS

The study found that emotional intelligence and Type A behaviour are strongly connected. People with higher emotional intelligence, which includes being aware of and managing feelings well, tend to have fewer Type A traits like being overly competitive, impatient, or easily hostile. This makes sense, as being good at handling emotions is the opposite of reacting with stress and frustration. Essentially, strong emotional skills may help reduce the negative parts of a Type A personality.

The research also shows a more detailed effect of having brothers or sisters. Interestingly, children with siblings scored higher in both emotional intelligence *and* Type A behaviour compared to only children. This might seem contradictory at first, but it highlights the sibling relationship's unique role. Growing up with siblings is like a full-time social training ground. It provides constant practice in understanding others and resolving conflicts, which builds emotional intelligence. At the same time, competing for attention and resources within the family can also encourage more competitive and time-pressured behaviours. Therefore, family structure helps shape different strengths and tendencies in a person's character.

## 6. CONCLUSION

The emotional intelligence and Type A behavioural pattern of single child and child with siblings among college students was conducted to study. The study found that there is a relationship between emotional intelligence and Type A behavioural pattern of single child and child with siblings among college students. It also found that there is immense difference in siblings and with siblings have greater difference in emotional intelligence and Type A behavioural pattern. Both single child and child with siblings have difference in behavioural pattern and emotional intelligence. Single child acquires more emotional intelligence and Type A behavioural pattern in their life span.

## 7. IMPLICATIONS OF THE STUDY

1. The study revealed important information regarding the emotional intelligence and Type A behavioural pattern of single child and child with siblings among college students.
2. The study helps to understand how single child and child with sibling's different environment mould their behaviour.
3. To know what kind of sibling relationship or parenting support helps the development of child.
4. The study helps to inform educators and siblings about effective strategies to support student to bring personal growth and decision making independent.

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