Thus, this small analysis of the socio-economic indicators of Nigeria shows the promising directions of growth of the country's economy.

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Ким Игорь

ABSTRACT

Looking back at history, order of birth among siblings in families of various cultures and race forms an important concept, which can cast light on how siblings in pursuits of academic success are thriving compared to one another. It comes only naturally that individual child grows differently as one progresses throughout his/her life. We can thus assume that those who are born first can deliver the results significantly or otherwise different from those were born later on. More specifically, their academic triumphs can be of various magnitudes based on their nurture experience form parents. It is also not surprising that their temperaments are largely dependent on their first group experience.

As said by Adler, temperament features and personal behaviors are directly influenced by how one progresses throughout one's life, which, in turn, is contingent with birth order. This research was done with a purpose to examine the correlation between birth order and academic accomplishments, which furthermore gives way to understand the aforementioned correlation more deeply.

Our research is done with a purpose to examine whether the order of birth is somehow associated with academic accomplishments of Level 2 CPFS students of Westminster International University in Tashkent. We used a descriptive approach in our studies here and its locale is Westminster International University in Tashkent, with a total population of 170 CPFS Level 2 students registered in 2019-2020. We used Sloven's Sampling approach with an error margin of 5 percent and the size of population of 140 respondents. We tailored questionnaires to use them in collecting data among respondents.

As per problems statement, results were a larger number of respondents with middle children with superior academic achievements. Similarly, a p value of 0.586 was found and as it surpasses a 0.05 threshold it unveils no significant correlation between the respondent's order of birth and their corresponding academic hachements. Thus, we accept the null hypothesis.

Main Text

1. Introduction

Order of birth among siblings in families of various cultures and race forms an important concept. Children tend to act contrarily to one another regardless the same upbringing environment, which they were raised in, such as neighboring communities, and the fact that they inherited identical genetic pools from both of their parents. There are some ideas that postulates firstborns tend to exhaust better part of 'uterine environment', thus progressing healthier and stronger unlike their sibling, who were born later on. (Adams, B. N. 1972). Similarly, the idea expands to how those who were born first are explained as being more responsible, with evident drive for success and perfectionism, while those who were born later on and

are the only children are mostly explained as overindulged kids.

Their academic triumphs can similarly be impacted by to their parents' high or otherwise expectations. It is commonly understood that elders are perceived as intellectual source to the younger offspring, which, in turn, positively impacts intellectual development of older ones. Those who were born the earliest and/or the only children are never perceived as mentors to their older siblings, which suggests that they might not do as successfully as first born in their academic pursuits.

The lead researcher on this topic by far, Alfred Adler, posits that each age stage exhibits specific temperament characteristics and demonstrates varying academic achievements. Consistent with Adler, personality and behavior characteristics come primarily from developmental problems, which include order of birth. According to his ideas, for instance, the child who was born the youngest is inclined to having perfectionistic traits and necessity for affirmation and reassurance in one's character, which makes one grow into being more intellectual, assiduous, and assertive in society. Adler explains the second born children as those who tend to exhibit a great deal of leadership traits in their character. Such kids have greater chances of growing into more competition oriented, disobedient and rebellious, while thriving to be the best at everything. Those who fall into the category of middle children, tend to have certain difficulties in understanding their purpose and role in their family setting and further in life. They are desperate for parents' attention and praise and hence, are seen to develop certain talents in their academic pursuits and in the arts as well, all in order to accomplish their former desire for praise. Moreover, children in this category tend to exhibit a great deal of flexibility and diplomacy as they progress throughout their life. According to Adler, those who were born the latest, may exhibit a great deal of egocentrism and dependency in their character due to their understanding that there is always someone out there to give a hand in the face of difficulties, just like it was for them while they were young. On the other hand, kids from this category do also demonstrate self-confidence and natural aptitude for enjoying life, as well as joy from entertaining others. Those who are the only child are growing without the need to share parents' attention with others. They might find themselves in quite a difficulty and uncomfortable setting when are told do otherwise, as, for example, the whole school experience can be quite difficult as they are certainly not the only focus of the teacher's attention, which, especially at first, is an unfamiliar feeling. Adler believes that those born the earliest, demonstrates more maturity in their character, adapt more flawlessly in the new social settings and sometimes demonstrates greater achievement in both intellectual and creative endeavors.

Kids who are born the latest tend to demonstrated stronger affection to their parents and demonstrates greater appreciation and joy spending time with parents compared to other groups. What is also important to mention is that genetic inheritance happens in various qualities for later born kids are born form older mothers, which are likely to give poorer quality genetic inheritance to their later born kids. This is an important idea as it may partly explain this group's poorer academic performance compared to other groups. Furthermore, based on the parental experience with their first born offspring, their further decision on having more babies is directly affected and has its undenied consequences. There are many ideas suggested on the matter of genetic affiliation to the stability of family experience as well as to the academic achievements and their further success. Pantano and Hotz (2015) suggest another viewpoint, which states that it is a pivotal factor how strict parents are when disciplining their kids. Reputation is of paramount importance for many professions, such as politicians, academic, psychologists and many more. Less apparent, but nonetheless important, is the parents' reputation for their offspring. However, there's not always direct evidence for correlation between different born groups and parents' nurture styles for latter might sometimes discipline their kids regardless their order of birth. There is a famous Filipino predicament that suggests that if parents refrain from disciplining their early born kids' poor behavior other kids tend to pick up on that very quickly and as the result tent to exhibit same behavior. Thus, later born kids by witnessing the consequences of bad behavior will most likely behave well to avoid being punished as their siblings.

It is a commonly cited fact that firstborns tend to be superior to their later born siblings in many areas, however the aim of this particular research is to establish or reject direct correlation between the order of birth of Level 1 CPFS students of Westminster International University in Tashkent and their respective academic achievements.

Literature review

Many studies suggest that birth order is a significant factor when defining a child's characteristics. In particular, it has been claimed that it does affect both the personality type and the educational achievement. Dr. Salah Sakka et al. (2018) have found that middle-born males in Riyadh dental college had the greatest advantage in academic performance compared to other birth order groups. On the other hand, they were not able to support this theory when studying females, who tended to achieve high results regardless of their birth order and family size. J. Hotz and J. Pantano (2013) found no various performance misperception by birth order. Their findings, though, demonstrate a robust correlation between the family type and structure, which could have an influence on the success of a child. A.J. Combs-Draughn (2016) proved the psychological effect of the birth order on the predicted student motivation, claiming that both teachers and administrators can effectively use the indicated patterns to understand the basics of student motivation and adjust the strategies to boost the performance.

Numerous papers, however, have similar findings with regard to the birth order effects in education. Behrmand and Taubman (1986); Black et al. (2005)

and later Booth and Kee (2009) concluded that there are definitely effects which connect the upbringing and academic achievements. They rely on the side effects of a limited parents' time, saying that the first-born children never share this with other siblings, while any further-born child is subjected to increased limitation in parental input, as the parents are faced with the increased "demand", normally having the same stock.

The aforementioned findings, were on contrary criticized by many Psychological papers. Rodgers et al. (2000, 2001) as well as Zajonc (2007), Whichman, McCallum (2007) who argued that there is no effect of the birth order. They insisted that the studies supporting the theory are biased, due to cross-family difference, whereas within-family differences patterns may appear because of the former ones.

Overall, all the studies come up with different reasons underlying the variation between the academic successes of children within a family. Some believe that earlier-born siblings face strict rules about TV and other entertaining activities, while at the same time having more intense parental control over the studies. Another idea is that parents may have higher expectations for the first child, later decreasing the ledge for others. However, the majority would agree that first and only children tend to show more effort in education, thus performing better being subjected to pressure from parents and facing consequences for poor performance.

Objectives of the study

The research is aimed to test the impact of the birth order of an individual student studying at the second level CPFS WIUT on his/her academic performance and evaluate the potential links between the indicated variables. It is undeniable that both factors are different for each student and this has become the main reason for the given research.

Materials and Methods

We employed a descriptive approach research for this study, which is mainly aimed to discuss the phenomenon. It also tends to describe the underlying logic of the case as it exists at the time of the study and we also try to find the course of a potential relation. We find this the most suitable method since the main objective is to identify the relationship between the birth order and academic success of the students.

A questionnaire was made in such a way to find out if the respondent is the only child in the family, and if the answer was negative, a respondent was supposed to indicate the birth order in his/her family. Next, we allocated the year-end mark to each of the respondents by comparing the ID numbers. It should be noted, however, that the marking system implies 100 marks total, with the pass result of 40. Distinction starts at 70, whereas 50 is satisfactory and 60 is good. A mark of 30 is subject to condoned credit and whatever result is lower than 30 is considered as failed.

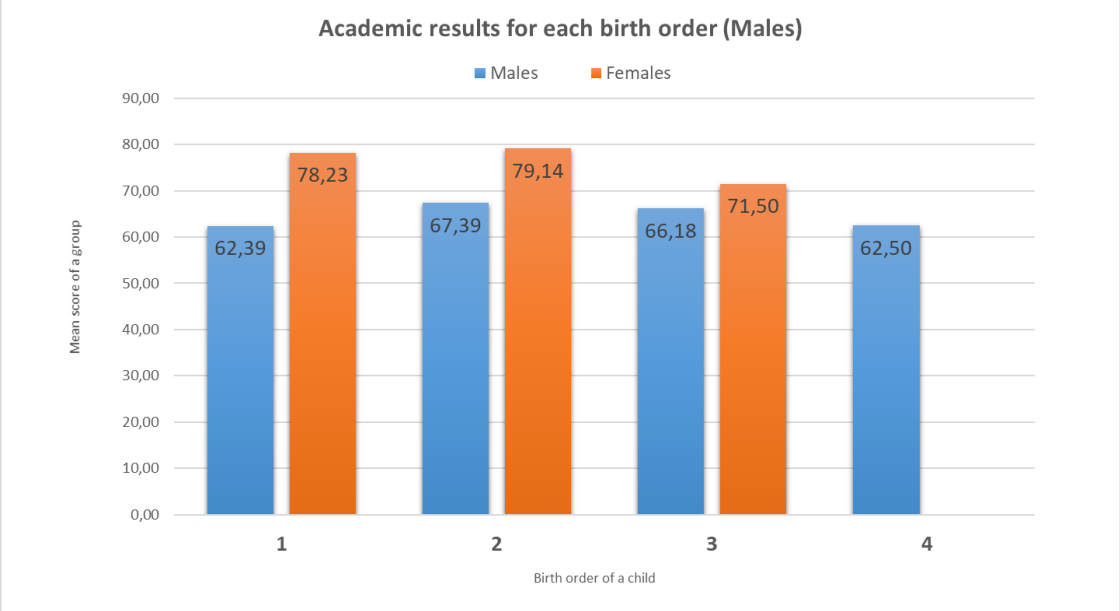
The sample size of the cohort was simply random distribution of questionnaires. Out of 170 students of different groups of the second level of CPFS we were able to collect the data from 140 people.

Data analysis

The study was conducted as follows: frequency to determine the number of responses; mean to describe the birth order and the assessment results; percentage to describe the proportion of the respondents' birth order and the success. We ran the Chi-square test to identify the significance of the relationship between the order of the birth and the academic achievement.

Results and discussion

The research was conducted to find out if there is a significant relationship between the birth order and the academic achievement of level two CPFS students of Westminster International University in Tashkent.



The chart demonstrates the mean results for the academic achievement of the respondents divided by their birth order. It can be noted that females on average perform better than male students, which we believe is related to the difference in attitude towards studies in general. Surprisingly, even though first-borns are expected to demonstrate a better academic performance, our findings reveal that the mean mark of

second (and even later children for males) were comparatively higher than those of the first-born kids. Out of all the students with top results 74% were not the first children in their families. Some of the second-born children were interviewed to identify their motivational factors due to the findings. They say that the expectations of their parents were higher after the first child and they felt some sort of competition in both academic and social life. They elaborated that parents tend to present the eldest child as a role model, which motivated them to over perform the elder sibling and to get better results. In addition, when students were divided into groups to study the birth order with respect to the performance, no evidence for strong relation was found either. We believe that psychological factors here mean more than anything else and elder siblings may sometimes show better results, but normally due to some other factors than the order of birth.

5. Conclusion and Recommendation

As per outcomes of this research the following was identified:

- There are quite a lot of respondents whose academic performance was deemed to be categorized as "Good", which includes both the earliest and the middle born children;
- There was found no meaningful correlation between the respondents' order of birth and their respective academic accomplishments; hence, we conclude that there is either a little or no bearing altogether when it comes to the respondents' academic accomplishments.

Given the aforementioned results, we suggest the following:

- Integration of innovations and interactivity in a more intensive ways, which will greatly contribute to students' better academic performance in the future. A more effective teaching techniques as well as deeper students' integration onto social life to make their university experience richer and more beneficial. This all will have immense benefits for students to naturally compete more effectively when having a better sense of belonging to the students' community.
- Further research can be done taking other variables into account, which will require alterations to be made with regards to research design.
- Further research can be perfumed exploiting bigger sample size and date acquired from various universities with students of various levels.

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