



# INTERNATIONAL JOURNAL OF ADVANCE RESEARCH, IDEAS AND INNOVATIONS IN TECHNOLOGY

ISSN: 2454-132X

Impact Factor: 6.078

(Volume 7, Issue 6 - V7I6-1315)

Available online at: <https://www.ijariit.com>

## Effects of Birth Order on an Individual's Self-Efficacy and Life-Satisfaction

*Sachi Saraf*

[saraf.sachi20@gmail.com](mailto:saraf.sachi20@gmail.com)

*NMIMS, Jyoti Dalal School of Liberal Arts, Mumbai,  
Maharashtra*

*Adwait Kapileshwari*

[adwait.k@nmims.edu.in](mailto:adwait.k@nmims.edu.in)

*NMIMS, Jyoti Dalal School of Liberal Arts, Mumbai,  
Maharashtra*

INDEPENDENT RESEARCH PROJECT

Effects of Birth Order on an Individual's Self-Efficacy and Life-Satisfaction

Sachi M. Saraf

Second Year Liberal Arts - B013

Jyoti Dalal School of Liberal Arts, NMIMS

Faculty Mentor: Prof. Adwait Kapileshwari

Industry Mentor: Shreya Jain

### **Acknowledgement**

I would like to thank all the participants who took the time and effort to fill out the questionnaires and made this research paper possible. I would also like to thank my mentor, Prof. Adwait Kapileshwari who provided constant guidance at every step of the way. My industry mentor, Shreya Jain also provided her valuable insights, for which I am extremely grateful. I would also like to express my gratitude to the JDSOLA. Lastly, I would like to pay thanks to my family and friends, without whom this paper would not have been possible.

**Abstract**

This research paper aimed to study the effects of birth order on an individual's self-efficacy and life-satisfaction, within the age group of 16-30 years. Sherer's Self-Efficacy scale was used to measure self-efficacy levels in participants and the Satisfaction with Life Scale was used to measure the levels of life-satisfaction. The purpose of this paper was to study the difference in scores on these two scales with respect to the four birth order positions considered, namely – firstborn, middle-born, last-born and only child. It was found that first borns show a slightly higher level of self-efficacy, when compared with the other birth order positions. In terms of lifesatisfaction, last-borns were found to score higher than the other birth order positions.

**Table of Contents**

<i>Acknowledgement</i> .....	2
<i>Abstract</i> .....	3
<i>Introduction</i> .....	6
Background .....	6
Need for The Study .....	6
<i>Review of Literature</i> .....	8
Research Gap .....	12
<i>Methodology</i> .....	13
Objective .....	13
Sampling Procedure .....	13
Hypothesis .....	14
Hypothesis 1: .....	14
Hypothesis 2: .....	14
Measurement Tools .....	14
Satisfaction with Life Scale .....	14
Sherer's Self-Efficacy Scale .....	14
Data Collection Approach .....	15
Data Analysis Procedure .....	15
<i>Expected outcome</i> .....	<i>Error! Bookmark not defined.</i>

*Results* ..... 16

*Discussion* ..... 20

*Limitations* ..... 21

*Conclusion* ..... 22

*References* ..... 24

## **Introduction**

### **Background**

Birth order is an important component of family constellations. It is a concept defined by Alfred Adler in his Birth Order Theory. It refers to the basic ordinal positions that have recognizable characteristics later on in one's life. The personality traits and social status of siblings from these birth orders often portray a great deal of variation. The frequently noticed higher scores of IQ tests, development of language skills, academic excellence etc. Are some of the many indicative factors that point towards higher levels of achievements in first-borns. Self-efficacy is one of the constructs which is often impacted by birth order. It was developed by Albert Bandura. It refers to one's belief about their own ability to formulate and plan out activities and targets and to execute them in order to attain a certain desire or goal. A person's self-efficacy is largely related to their self-confidence, motivation levels and self-esteem. Another construct affected by the birth order is life satisfaction it "is the degree to which a person positively evaluates the overall quality of his/her life as-a-whole" (Veenhoven, 1996). It is often used synonymously with the word 'happiness'. However, life satisfaction refers to a more subjective idea of how one's life is or should be, whereas the term 'happiness' is used in an objective manner

### **Need for The Study**

To study the factors related to birth order that have an impact in shaping the personality of the individual; specifically, in terms of confidence and contentment about one's achievements. The larger objective of this study is to analyze the effects of the ordinal position of an individual, in order to aid the possible improvements and changes in parenting behaviors. Additionally, the

research can be used further to find therapy-related solutions and other measures to avoid the adverse effects that birth order has on self-efficacy and life satisfaction of an individual.



## **Review of Literature**

Birth order can be best understood by Alfred Adler's birth order theory, published in 1964. It is one of the most actively discussed and debated upon works. In this study, Adler points out the importance of social context in understanding child development. The birth order theory focuses on the influence that an individual's parents as well as siblings and family have on the process of formation of their personality traits. He used the birth order of the individual to place him in relation to his siblings as well the other adults in his family, to understand this influence clearly. Birth order, as defined by Adler, comprises of five ordinal positions namely – first-born, second, middle, youngest and only.

The basic underlying reason behind birth order affecting an individual's personality is that children in the same family are born into different environments based on their ordinal positions. The psychological state of the family, especially parents, is different when they have a first child and different when they have a second child. Thus, it is not birth order itself that influences personality traits, but the psychological situation they are born in. This creates different environments for the two kids to develop in. Here, it is also important to note the different psychological positions formed by the virtue of birth order. A firstborn lives as an only child for years and is suddenly faced with the need of giving up a share of their parent's attention and care to their sibling. It is this change in the psychological position of the child that determines and influences the recognizable characteristics in one's life.

The age difference between siblings is another important feature considered while studying the influence of birth order. In cases of a significant age gap existing between siblings, the

competition tends to reduce. One also needs to remember that birth order is only one of the many determinants involved in the development of one's personality. It only influences a part of it, which is linked to the child-parent relationship.

The five positions listed by Adler in this theory, each have their own sets of strengths and weaknesses based on the unique experiences of the positions. In a normal family structure, the theory suggests, that an only child is likely to face difficulty in sharing. He often feels entitled as the result of being pampered by his parents. He is not very competitive in nature and views his peers more as curiosities. A firstborn struggle with the loss of his status as the only child is likely to feel entitled to a rank, causing him to achieve greater success as compared to his siblings. A second child is constantly trying to catch up on the time she missed. She tends to be comparing herself to a standard bearer. A middle child finds himself between a standard bearer to look up to and a pursuer looking up to him. This makes it difficult for him to establish his significance in the family. The youngest child lives with the security of never being dethroned.

Thus, these varied psychological states and traits are often studied as a function of birth order. This paper will focus on two parameters to study the effect of birth order, namely – self-efficacy and life satisfaction.

Self-efficacy was a construct defined by Albert Bandura. He proposed the self-efficacy theory in 1977. It suggests that one's understanding and judgement of their own personal mastery or efficacy drives all their behavioral and psychological changes. This theory defines two types of expectancies about mastery and coping namely – outcome expectancy and self-efficacy expectancy. The former refers to the belief about whether or not a particular behavior will lead to

a particular outcome; and the latter refers to the person's belief about their ability to execute the behavior/s at hand. In situations where one is frustrated or is failing at in performing a particular desired behavior, it is their self-efficacy expectancy that influences the initiation as well as persistence of that behavior, and thus it is used as a predictor of the same.

There are four sources of self-efficacy expectancy – performance/enactment experiences, vicarious experiences, verbal persuasion and emotional/physiological arousal. The intensity of influence of these sources on self-efficacy varies, with performance experiences having the strongest influence. Additionally, this theory provides three main dimensions around which the self-efficacy expectancy varies. First is generality, which explains whether the success or failure of an event will influence the self-efficacy behavior in a limited and behaviorally specific manner or the influence will be more general. Second dimension is the strength, which is the conviction with which one can perform the behavior in question successfully. Lastly, magnitude of self-efficacy refers to the number of step-wise behavioral progressions, that an individual believes they can make.

Joanne Lynam performed a study on a sample population of 101 adults. The purpose of the study was to study the influence that birth order has on the individual's life satisfaction. By using the data collected by the responses to the Satisfaction with Life Scale (SWLS), as well as the additional data collected in the interviews of the participants, it was found that each birth position had its own set of strengths and weaknesses that subsequently impacted the overall lifestyle of the individual, thus affecting the life satisfaction levels. The first borns reported having greater power and a stronger drive than their siblings, while also being challenged by stricter parents and higher

pressure. The middleborn individuals of the population suggested that they had the luxury of learning from their elder siblings by the virtue of their birth position. However, they also complained about feeling neglected by parents and being too dependent. Last born children come into an environment which is much more supportive and groomed for a child, because of experience. This exposes them to patience and higher tolerance, but it will make them immature and spoilt. Lastly, an only child grows up to be independent and socially skillful but he is also highly likely to be spoilt as a result of getting undivided attention and pampering from parents. Statistically speaking, the difference in life satisfaction was small. However, the levels of life satisfaction were slightly higher for an only as compared to first, middle and last-born children.

Birth order, as studies by Bangu (2021), generated differences in attitudes, treatments, parenting techniques, availability etc. In the parents with respect to their only child, first child, middle child or last. This subsequently has an effect on the subject wellbeing of the individual. The study conducted by Bangu (2021) found that while differences in life satisfaction levels between the youngest and oldest and between the firstborn and the middle child were not significant, it was found that that between the middle child and youngest child was considerably huge. Owing to the undivided pressure of parental expectations on the first child, they get more prone to depression, and show a lower score for life satisfaction. On the other hand, a middle child faces a much milder form of this pressure and is able live more freely, according to their own will.

This freedom results in a higher subject well-being. The youngest child ends up being dependent and irresponsible because of the constant pampering and protection provided to him by his family. They feel inferior to their siblings in several contexts are thus lower on life satisfaction.

Birth order also has an impact on the personality type of an individual. The effects of birth order on one's personality are inflicted over a long period of time, starting from early childhood. In a study conducted by Mendelson and Gottlieb (1994), that considered 76 two children (of age group 5-23 months) families, it was found that the firstborns were rated than the second child in nurturance, protection and helpfulness by the mother. The second-borns were found be rated higher in terms of amicability and companionship. These factors contribute in shaping one's personality, even later in life. The birth order also shapes the way one sibling views the other. Firstborns are usually seen as the most conscientious, successful and efficient by their siblings. In terms of financial achievements and overall quality of life, it is seen that the proportion of achievers to nonachievers in firstborns is 2.28 times more than that in a group of second children (Paulhus, Trapnell & Chen, 1999).

### **Research Gap**

While there exists considerable amount of research studies that examine the effect of birth order on personality traits, self-efficacy, life satisfaction, confidence etc. Individually, they do not compare these effects with each other. The effects birth order has on self-efficacy and the effects it has on life satisfaction are both born out of different domains of birth order. More research needs to be done, not only to study the influence of birth order on traits like self-efficacy and life satisfaction separately, but also to study them in relation with each other in order to better understand the overall impact that birth order has on one's life and personality.

### **Methodology**

## **Objective**

To study the factors related to birth order that have an impact in shaping the personality of the individual; specifically, in terms of confidence and contentment about one's achievements. The larger objective of this study is to analyze the effects of the ordinal position of an individual, in order to aid the possible improvements and changes in parenting behaviors. Additionally, the research can be used further to find therapy-related solutions and other measures to avoid the adverse effects that birth order has on self-efficacy and life satisfaction of an individual.

## **Sampling Procedure**

The sample population for this study includes 176 individuals of age group 16-30 years. The age group considered for this study is starting from 16 years of age because abstract thinking capabilities are fairly developed by this stage. The study requires the participants to have a somewhat developed abstract thinking for them to be able to get a better judgement and understanding of their own thoughts and feelings and efficiently answer the questions in the psychometric scales. The considered age group allows for different life circumstances and stages to be included – school, college, job, marriage, starting a family etc.

## **Hypothesis**

*Hypothesis 1: First child and only child have higher levels of self-efficacy as compared to other birth order positions.*

*Hypothesis 2: Later borns show a higher level of life satisfaction as compared to their older siblings, and only child.*

## **Measurement Tools**

### *Satisfaction with Life Scale*

In order to measure life satisfaction, the Satisfaction with Life Scale (SWLS), developed by Ed Diener, will be used. It focuses on measuring the judgmental component of one's subject well-being, called life satisfaction. Life satisfaction has several domains that help in measuring it, but the SWLS only assess the overall idea of satisfaction with one's life. The items included in this scale are not domain specific, which prevents the subjective prioritizing of these domains to become a challenge in measuring life satisfaction. The test is comprised of five items. These are statements that the responder may agree or disagree with. The responses to each of these statements are given using a 1-7 scoring scale, where a score of 1 means 'strongly disagree' and 7 means 'strongly agree'. The total score on SWLS ranges between 5-35.

### *Sherer's Self-Efficacy Scale*

The psychometric scale to be used for measuring self-efficacy is Sherer's Self-Efficacy Scale (SSES). It was developed by Mark Sherer based on Albert Bandura's Self-efficacy theory. The items of the SSES do not measure characteristics that are synonymous to self-efficacy, but measure those characteristics of one's personality that are related to personal efficacy. Thus, it measures generalized self-efficacy expectations which depend on past experiences. Some people attribute their success to their own skillfulness whereas others believe that the success was only achieved by luck; this is also one of the indicators of self-efficacy. Such attitudes are reflected in an individual's behavior. The test is comprised of 23 items, each of which is a statement. The test taker might agree or disagree with these statements. Based on their degree of agreeing, the

responders give scores ranging from 1-7 with a score of 1 meaning ‘strongly disagree’ and 7 means ‘strongly agree’. The total score on SSES ranges from 23-161.

### **Data Collection Approach**

In order to collect the required data from the sample population, the two measurement scales mentioned above, Sherer’s Self-Efficacy Scale and Satisfaction With Life Scale, were converted into a Google Form. This form was circulated on multiple platforms, till 30 responses in each of the four birth order positions mentioned in the form, namely first born, middle born, last born and only child, were received.

### **Data Analysis Procedure**

Originally, a total of 176 responses were recorded. However, the representation of each birth order position in this sample was quite unequal. A total of 63 first-born responses, 30 middleborn responses, 50 last-born responses and 33 only child responses were recorded. In order to have equal representation of each group, the additional first-born, last-born and only child responses were omitted. This gave a total 120 participants, 30 of each birth order position. The mean scores on SSES and SWLS were calculated for each of the 4 groups, along with the standard deviation for the same.

### **Results**

Self-Efficacy The final scores for SSES showed some variations across the four birth order positions, not very evident or stark in nature. The mean self-efficacy score (Table 1) was highest for the first-born responders, and lowest for the middle born, with a deviation of 23. However, the



difference between the average self-efficacy for only child and that of middle born was of less than 1 whole point. While this partially supports the first hypothesis, in the sense that it confirms the claim of first borns having higher levels of self-efficacy as compared to later borns; the second claim of the hypothesis which claims that an only child will also show higher scores in self-efficacy as compared to later borns is proven wrong.

Birth Order Position	First Born	Middle Born	Last Born	Only Child
Mean	111.1	103.7	109.7	104.1
Standard Deviation	17.4	23	19.4	16.9

*Table 1: Mean SSES scores*

The following table (Table 2) shows trends in scores of SSES observed in different groups. The variation of the data collected around the mean values of scores was recorded to be quite high, which suggested that the scores were highly varied. However, the results have been grouped as low, moderate and high scores, to better understand and analyze the data. Here, scores between 23-65 are considered to be low, 66-120 are considered moderate, and 121-161 are considered high scores.

Scores	Birth Order Position				Total
	First Born	Middle Born	Last Born	Only Child	
Low	1	1	1	0	3

Moderate	21	20	17	22	80
High	8	9	12	8	37

---

*Table 2: Sherer's Self-Efficacy Scale scores*

As the table 2 shows, the highest number of high scorers (12) are last borns, constituting 32.4% of the total high scorers, followed by middle borns. Like the mean scores presented in the table above, this too doesn't support the first hypothesis by showing higher levels of self-efficacy in later borns than in first borns and only child. The highest score scored on the SSES was of 147 points, and the lowest score was of 29. The former was scored by a first-born child of age 17 years, and the latter by a middle born of age 21 years.

The mean values recorded for the scores on the SWLS, for the four birth positions showed very little difference. The highest mean score (Table 3) was found to be of the last-born category. This result is partially in line with the second hypothesis that suggests a higher life satisfaction level for last borns as compared to only child and first borns. Even though the difference between the average life-satisfaction score of middle borns and that of only child is only 0.5, with the latter having a higher score, it does provide enough evidence to prove a part of the second hypothesis wrong, in the sense that it shows higher life-satisfaction levels of only child rather than for middle borns.

Birth Order	First Born	Middle Born	Last Born	Only Child
Position				
Mean	20.6	22.4	23.9	22.9
\Standard Deviation	5.6	7.8	6.9	5.8

*Table*

*3:Mean SWLS scores*

Like in the case of self-efficacy, here too, the standard deviation values are quite large suggesting significant variation in data around the mean values. Thus, in order to take a closer look at the data, five categories of scores are established – 5-8 being considered as exceedingly low, 9-14 being considered as a low score, 15-26 being considered as a moderate score, 27-32 as a high score and 33-35 as an exceedingly high score. Table 4 shows the number of scorers from each birth order position falling in each of these categories.

Scores	Birth Order Position				Total
	First Born	Middle Born	Last Born	Only Child	
Exceedingly low	2	2	0	0	4
Low	1	6	3	2	12
Moderate	23	11	16	20	70
High	4	7	7	7	25
Exceedingly high	0	4	4	1	9

*Table 4: Satisfaction with Life Scale scores*

Table 4 shows first borns show the lowest number of high scorers on the SWLS, and no respondents scoring exceedingly high scores on life satisfaction. The other three categories have equal contributions to the number of high scorers. However, middle-borns and last-borns show the highest numbers of exceedingly high scorers which supports the second hypothesis of the present study. However, middle borns having the highest number of low and exceedingly low scorers also questions the same hypothesis to some extent. The lowest score recorded on the Satisfaction With Life Scale was of 6 points, scored by a 27 years old first born. On the other hand, there were three respondents who scored a full score on the scale. Two of these were last borns of age 18 and 29 years respectively, and the third is a 21 years old middle born.

## **Discussion**

In the given sample population, the levels of life satisfaction and self-efficacy did show some variation across different birth order positions. The first-born responders showed highest levels of self-efficacy. Even though the margin by which it outdid the second highest scoring group, last borns, is quite slim, it does point towards the difference in personality traits that they have by the virtue of their birth order position. This is also confirmed by the results of the study conducted by Phillips and Phillips in 2000, which found that first borns have a higher tendency of attributing their performance to internal factors. While this makes them more independent, it also makes them unwilling to take help, or to consider external factors. In cases of over burdening work, or failed

attempts, these increase their chances of being stressed, thus having a possible impact on their life satisfaction levels. The first borns category did show lower levels of life satisfaction. This birth order had the lowest mean score on the SWLS. They also showed the lowest number of high scorers (n=4), lowest number of exceedingly high scorers (n=0) and highest number of exceedingly low scorers (2) on the SWLS.

Middle borns of the given sample population show lowest levels of self-efficacy amongst the four birth order positions. According a previously conducted study (Phillips and Phillips, 2000), this is because later-borns often attribute their performance on a certain task to external qualities like circumstances, help from those around him, luck etc. They also showed the second lowest life-satisfaction levels. This can be explained by maladaptive perfectionism, a trait middle borns are most likely to possess. It is one's tendency to set goals that demand them to outdo themselves. Environmental factors in one's home, that are a dependent on the levels of parental expectations are largely associated with maladaptive perfectionism (Ashby et. Al, 2003).

Last borns showed the second highest mean score for self-efficacy and the highest number of high scorers on SSES. In terms of life-satisfaction last borns presented the highest mean score with no exceedingly low scorers and highest number of exceedingly high scorers. Here again, parental expectations play a very important role in defining these parameters. Last borns experience significantly lesser pressure from their parents, and are generally given a lot more lenient and flexible environment to grow in. Only child on the other hand, showed second lowest mean scores for self-efficacy and second highest mean scores for life satisfaction.

## **Limitations**

The present study was carried out during a global pandemic which did limit its scope in the sense of restricted physical interactions with the participants. The questionnaires had to be circulated online, which made physical administration very difficult, and thus made observer-data unavailable.

Significant difficulties were faced in finding middle borns, because the more popular family structure in present times is comprised of 1-2 children. Additionally, the age group considered for the study is limited to 16-30 years of age which neglects the effects that birth order has on people in later stages of their lives. However, the age bracket considered does include different typical stages in one's life, the study does not capture the variations in factors affecting the self-efficacy and life satisfaction by the virtue of the stages. For example, for school-going individuals, the academic performance, grades etc. Could be studied to find out which of them have an impact on the personality of the individual and how. Lastly, the small sample size of the present study makes it difficult to extend the conclusions drawn by it to a larger population.

## **Conclusion**

The results gathered during this study did not show any significant difference in self-efficacy levels and in levels of life-satisfaction as a function of varied birth order positions. Furthermore, the standard deviation values found for both the variable across the four birth order groups were quite large, which suggested that the scores varied to a great extent. This means that there are no SSES or SWLS scores typical to a particular birth order.

The first hypothesis claimed that first-borns and only child will have higher levels of self-efficacy as compared to other birth order positions. However, Table 1 and Table 2 clearly show that this is only partially true. While first-borns did produce the highest mean score on the Sherer's Self-Efficacy Scale, only child did not. The last borns of the sample population scored higher scores than the only child category, which proves the second part of the hypothesis wrong, as here later-borns show higher levels of self-efficacy as compared to only child.

The second hypothesis is regards to the levels of life-satisfaction. It suggests that later borns will show a higher level of life satisfaction as compared to their older siblings, and only child. This essentially means that later-borns and middle-borns will show higher levels of life-satisfaction as compared to first-borns and only child. This hypothesis too, was only partially confirmed by the data collected. Last borns did show the highest levels of life-satisfaction among the four birth order positions considered, as Table 3 and Table 4 show. However, the scores of only child were found to be higher than those of middle-borns.

References

- AC07860179, A. (Ed.). (1954). *The journal of genetic psychology: research and theory on human development*. Routledge.
- Bandura, A. (2010). Self-efficacy. *The Corsini encyclopedia of psychology*, 1-3.
- Bangu, M. A. B., Anakaka, D. L., & Kiling, I. Y. (2021). Differences in the Subjective WellBeing of Undergraduate Students Based on Birth Order. *Journal of Health and Behavioral Science*, 3(1), 107-117.
- Diener, E. D., Emmons, R. A., Larsen, R. J., & Griffin, S. (1985). The satisfaction with life scale. *Journal of personality assessment*, 49(1), 71-75.
- Eckstein, D., & Kaufman, J. A. (2012). The role of birth order in personality: An enduring intellectual legacy of Alfred Adler. *Journal of individual Psychology*, 68(1), 60-74.
- Ellis, L., Hoskin, A. W., & Ratnasingam, M. (2018). *Handbook of Social Status Correlates*. Academic Press.
- Gustafson, C. (2010). The effects of birth order on personality. *Unpublished Master Thesis*. The Faculty of the Alfred Adler Graduate School, Minneapolis, ABD.
- Johson, S. (2014). Investigating the effects birth order has on personality, self-esteem, satisfaction with life and age.
- Lynam, J. (2018). Examining the impact birth order and age has on personality and satisfaction with life.
- Maddux, J. E. (1995). Self-efficacy theory. In *Self-efficacy, adaptation, and adjustment* (pp. 3-33). Springer, Boston, MA.
- Sherer, M., Maddux, J. E., Mercandante, B., Prentice-Dunn, S., Jacobs, B., & Rogers, R. W. (1982). The self-efficacy scale: Construction and validation. *Psychological reports*, 51(2), 663-671.



Shulman, B. H., & Mosak, H. H. (1977). Birth order and ordinal position: Two Adlerian views.

*Journal of Individual Psychology*, 33(1), 114-121.

Veenhoven, R. (1996). The study of life-satisfaction.

## **Appendix**

### **Section 1**

Name: \_\_\_\_\_

Age: \_\_\_\_\_

Birth order position

Only child \_\_\_\_\_

First born child \_\_\_\_\_

Middle born child \_\_\_\_\_

Last born child \_\_\_\_\_

Do you have nay siblings? If yes, how many and of what age?

### **Section 2**

#### **Sherer's Self-Efficacy Scale**

INSTRUCTIONS: Below are 23 statements that you may agree or disagree with. Using the 1-7 scale below, indicate your agreement with each item by choosing the appropriate number on the scale below it. Please be open and honest in your responding. •

7 - Strongly agree

- 6 - Agree
- 5 - Slightly agree
- 4 - Neither agree nor disagree
- 3 - Slightly disagree
- 2 - Disagree
- 1 - Strongly disagree

1. When I make plans, I am certain I can make them work\_\_\_\_\_
2. One of my problems is that I cannot get down to work when I should\_\_\_\_\_
3. If I can't do a job the first time, I keep trying until I can\_\_\_\_\_
4. It is difficult for me to make new friends\_\_\_\_\_
5. When I set important goals for myself, I rarely achieve them\_\_\_\_\_
6. I give up on things before completing them\_\_\_\_\_
7. I avoid facing difficulties. \_\_\_\_\_
8. If I see someone I would like to meet, I go to that person instead of waiting for him or her to come to me. \_\_\_\_\_
9. If something looks too complicated, I will not even bother to try it. \_\_\_\_\_
10. If I meet someone interesting who is very hard to make friends with, I will soon stop trying to make friends with that person. \_\_\_\_\_
11. When I have something unpleasant to do, I stick with it until I finish it. \_\_\_\_\_
12. When I decide to do something, I go right to work on it. \_\_\_\_\_
13. When trying to learn something new, I soon give up if I am not initially successful. \_\_\_\_\_
14. When I am trying to become friends with someone who seems uninterested at first, I don't give up very easily. \_\_\_\_\_
15. When unexpected problems occur, I don't handle them well. \_\_\_\_\_
16. I avoid trying to learn new things when they look too difficult for me. \_\_\_\_\_
17. Failure just makes me try harder. \_\_\_\_\_
18. I do not handle myself well in social gatherings. \_\_\_\_\_
19. I feel insecure about my ability to do things. \_\_\_\_\_

20. I am a self-reliant person. \_\_\_\_\_
21. I have acquired my friends through my personal abilities at making friends. \_\_\_\_\_
22. I give up easily. \_\_\_\_\_
23. I do not seem capable of dealing with most problems that come up in my life. \_\_\_\_\_

## **Section 2**

### **Satisfaction with Life Scale**

INSTRUCTIONS: Below are 23 statements that you may agree or disagree with. Using the 1-7 scale below, indicate your agreement with each item by choosing the appropriate number on the scale below it. Please be open and honest in your responding. •

7 - Strongly agree

- 6 - Agree
- 5 - Slightly agree
- 4 - Neither agree nor disagree
- 3 - Slightly disagree
- 2 - Disagree
- 1 - Strongly disagree

1. In most ways my life is close to my ideal. \_\_\_\_\_
2. The conditions of my life are excellent. \_\_\_\_\_
3. I am satisfied with my life. \_\_\_\_\_
4. So far I have gotten the important things I want in life. \_\_\_\_\_
5. If I could live my life over, I would change almost nothing. \_\_\_\_\_

