

To Analyze the Personality Traits and Communal Orientation among Afghan and Indian Students Studying in Indian Universities

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ABSTRACT

This study was conducted to measure the personality traits (Extraversion, Agreeableness, Conscientiousness, Emotional Stability, Openness to Experiences) and communal orientation among Afghan and Indian students. For this study, 100 students were contacted studying in Indian Universities. The sample was divided into 50 Afghan and 50 Indian students. To measure communal orientation, Communal Orientation - (Clark *et al.*, 1987) scale was used and to measure personality traits, Ten-Item Personality Inventory - (Gosling *et al.*, 2003) scale was used. The research found significant differences on different variables of personality and communal orientation among Afghan and Indian students. The outcome of the study helps to make international programs for individuals who are staying away from home.

Key Words: Communal Orientation, Personality traits, Afghan and Indian students

INTRODUCTION

Receiving care is good for the self. On the other hand, giving care to others can be rewarding for the person who provides care (Canevello & Crocker, 2010; Crocker & Canevello, 2008; Crocker, Olivier & Nuer, 2009; Kogan *et al.*, 2010; Piferi & Lawler, 2006; Williamson & Clark, 1992). Individuals with a communal orientation are tending to give care to people ranging from those within their close relationships to strangers (Bryan, Hammer & Fisher, 2000; Clark, Oullette, Powell & Milberg, 1987;

Williamson & Schulz, 1990). There are many examples in which communally oriented people give communal care without expecting to receive anything in return. Communally motivated people actually avoid tracking the given and received inputs in their relationships (Clark, 1984).

People with high communal orientation become less distressed when they perceive inequity in the relationships with the recipients of their help (Medvene *et al.*, 1997), several studies among nurses have shown that unbalanced relationships with the recipients of their care, those high in communal orientation experience less burnout than those low in communal orientation (Truchot and Deregard, 2001; Van Yperen, 1996).

Communal orientation appears to play an important role in personal relationships and tends to instil a more altruistic and 'giving' attitude towards the partner. Communal orientation tends to be one of the most important predictors of satisfaction in the friendships of older adults (Jones, & Vaughan, 1990), and friends who are similar in communal orientation tend to allocate resources equally and to reach more integrative solutions in bargaining tasks (Thompson & Deharrport, 1998). Communal relationships promote the experience of positive emotion. People who are to desire a communal relationship with a new interaction partner experience elevated positive emotion when helping the partner,

regardless of whether this help was given as a result of personal motivation or out of feelings of obligation (Williamson & Clark, 1992).

According to the broaden-and-build theory of positive emotions, positive emotions give rise to beneficial resources by broadening cognitive and behavioral repertoires (Fredrickson, 2001). For instance, the experience of positive emotions results in greater social support and purpose in life (Fredrickson, et al., 2008).

Personality includes the behavior patterns; a person shows across situations or the psychological characteristics of the person that lead to those behavior patterns. Personality traits are stable patterns in each individual and distinguish him or her from other individuals (Roberts, Wood & Caspi, 2008). All people born in the world with their own unique traits and, in spite of all the differences there might be between all these people, they share some common traits and behaviors.

To fulfill the objectives of the study, numbers of researches have been reviewed; however, there are dearths of studies pertaining to Communal orientation and personality traits among National and International students studying in Universities.

Objectives

1. To assess the differences between personality traits of Afghan students and Indian students.
2. To assess the differences between communal orientation among Afghan students and Indian students.

Hypothesis

- It is expected that there would be individual differences for the personality traits Viz. Extraversion, Agreeableness, Conscientiousness, Emotional Stability, Openness to Experiences among Afghan students and Indian students.
- It is expected that there would be individual differences for communal orientation among Afghan students and Indian students.

METHODOLOGY

Design:

The aim of this study was to assess the difference between personality traits (Extraversion, Agreeableness, Conscientiousness, Emotional Stability, Openness to Experiences) and communal orientation among Afghan and Indian students. For this study, a total of Hundred Students (age: 18 -26 years) were selected (50 Afghan students and 50 Indian students) who are studying in Indian universities. The data was collected through distributing the standard questionnaires among Afghan and Indian male students. The samples were provided with proper instructions and their consent was considered to answer the questionnaires.

Tests and Tools:

Communal Orientation - (Clark et al. ,1987)

Communal Orientation Scale developed by Clark et al. (1987). This scale measures how much an individual believes that others' needs and feelings are important in social relationships, as well as how much one believes that people should help others and care for one another's welfare. The scale consists of 14 items. All questions were followed by a seven-point Likert scale, ranging from 1 = "Extremely Uncharacteristic of Me" to 7= "Extremely Characteristic of Me".

Ten-Item Personality Inventory-(TIPI) – (Gosling et al.,2003)

Ten Item Personality Inventory (TIPI) developed by Gosling et al. (2003). TIPI is a short instrument measuring the Big-Five dimensions (Extraversion, Agreeableness, Conscientiousness, Emotional Stability, and Openness) consists of ten items, each of them being a pair of adjectives. Participants respond to the items on a 7-point scale, from 1 (strongly disagree) to 7 (strongly agree).

RESULTS

The aim of study was to assess the differences between personality traits (Extraversion, Agreeableness, Conscientiousness, Emotional Stability, Openness to Experiences) and communal orientation among Afghan and Indian students. A total of hundred

students were selected for the study (50 Afghan students and 50 Indian students) who are studying in Indian Universities.

The t-test was applied to find out the significant differences of personality traits and communal orientation among Afghan and Indian students.

Table 1: Means, Standard Deviations and t-ratios of all the variables on both groups

Variables	Afghan Students		Indian Students		t-value
	Mean	SD	Mean	SD	
E	5.14	1.5	4.21	3.5	2.99**
A	5.43	1.32	4.85	1.9	3.02**
C	4.25	1.75	5.38	1.5	6.09**
ES	3.93	1.91	4.96	1.9	4.69**
OE	5.43	1.47	4.97	1.6	2.64**
COE	5.93	1.77	7.5	4.4	4.074**

p≤0.01** p≤0.05*

The t- test analysis between Afghan and Indian student show that significant differences were found on Extraversion (t= 2.99, p≤0.01), Agreeableness (t = 3.02, p≤0.01), Conscientiousness (t = 6.09, p≤0.01), Emotional Stability (t = 4.69, p≤0.01), Openness to Experiences (t = 2.64, p≤0.01) and communal orientation (t = 4.074, p≤0.01).

DISCUSSION

The aim of this study was to assess the differences between personality traits (Extraversion, Agreeableness, Conscientiousness, Emotional Stability, and Openness to Experiences) and communal orientation among Afghan and Indian students. For this study, a total of Hundred Students were selected (50 Afghan students and 50 Indian students) who are studying in Indian universities. The data was collected through distributing the standard questionnaires among Afghan and Indian male students.

Extraversion

Our study results show a significant difference on the personality trait of extraversion among Afghan and Indian students who are studying in Indian universities. The mean score extraversion trait of Afghan students are 5.14 and Indian students are 4.21. It indicates that Afghan students are more sociable, talkative, assertive, active, ambitious and expressive. They have a

stronger desire for praise, social recognition, status and power than Indian students. The difference was found because; Afghan students are more likely to spend their time on social and extra-curricular activities in comparison to Indian students. Turner, et al. (2014) explored the relationships of the personality trait of extraversion to cross-cultural friendships, intergroup anxiety, and outgroup attitudes among British undergraduate students. Their results showed that extraversion positively predicted cross-cultural friendships. From an educational perspective, students that have high extraversion traits are more motivated to learn (Ross, Rausch, & Canada, 2003; Payne, Youngcourt, & Beaubien, 2007) whereas, the students with low extraversion traits are less motivated (Komarraju et al., 2009). Most scholars believe that extraversion has a positive association with academic motivation (Komarraju & Karau, 2005).

Agreeableness

In this study results show a significant difference on the personality trait of agreeableness among Afghan and Indian students who are studying in Indian Universities. The mean score agreeableness trait of afghan students are 5.43 and Indian students are 4.85. It indicates that Afghan students are more cooperative, sympathetic, helpful, flexible, forgiving, and tolerant as compared to Indian students. Colquitt, et al. (2009) conducted a study in the US and results reveal that agreeable participants were significantly less likely to be at home and are likely to stay away from home and conveyed personal rapport during conversations. Burke, Watkins, & Guzman (2009) focused on international students in Latin America and identified openness and agreeableness as positive predictors of adjustment to the multi-cultural contexts. Even Geramian, et al. (2012) identified the personality profile of the International postgraduate students at Malaysia and the relationship of this profile with CGPA. The findings of the data analysis revealed that most of the international postgraduate students rate high in agreeableness.

Conscientiousness

This study results shows significant difference on personality trait of Conscientiousness among Afghan and Indian students who are studying in Indian Universities. The mean score Conscientiousness trait of Afghan students are 4.25 and Indian students are 5.38. It indicates that Indian students are more as hardworking, careful, thorough, responsible, organized, persevering dependable, reliable, ambitious. Stupar et al (2014) found a negative relationship between conscientiousness and multi culturalism among Dutch majority members and immigrants. From an educational perspective, students that have high conscientiousness trait are more motivated to learn (Ross, Rausch, & Canada, 2003; Payne, Youngcourt, & Beaubien, 2007). Most scholars believe conscientiousness; have a positive association with academic motivation (Komarraju & Karau, 2005). MacIntyre & Charos (1996) found that conscientiousness was indirectly and positively related to second language fluency through attitudes towards learning situations among a group of Anglophone students.

Emotional Stability

In our study results shows significant difference on personality trait of Emotional stability among Afghan and Indian students who are studying in Indian Universities. The mean score emotional stability traits of Afghan students are 3.93 and Indian students are 4.96. It indicates that Indian students are more emotionally stable than Afghan students. Neurotic students, characterized by emotional instability and lack of control in day-to-day situations, often achieve lower academic performance due to their high anxiety associated with exams and academic pressures, and their less dedication to achievement (Kappe & van der Flier, 2010; Komarraju et al., 2011). Those lower in emotional stability tend to be unsure about their ability to perform the job (Judge & Ilies, 2002). Low levels of emotional stability have been linked to giving up on stress-inducing goals (Judge & Ilies, 2002) and career indecision (Colquitt, Le-Pine & Wesson 2009).

Openness to Experiences

This study results shows significant difference on personality trait of Openness to Experiences among Afghan and Indian students who are studying in Indian Universities. The mean score openness to experiences trait of afghan students are 5.43 and Indian students are 4.97. It indicates that afghan students are more imaginative, cultured, curious, original, broad-minded, intelligent and artistically sensitive creative, complex, refined, sophisticated than Indian students. Individuals low in openness may view as threatening and intimidating, while those high in openness may view such experiences as interesting and exciting (Van der Zee & van Oudenhoven.,2013).

Communal orientation

In our study results shows significant difference on communal orientation among Afghan and Indian students who are studying in Indian Universities. The mean score communal orientations of Afghan students are 5.93 and Indian students are 7.5. It indicates that the Indian students are experiencing greater positive emotion in daily life, felt a greater sense of self-worth, feel love for humanity as a whole and communally show care for strangers, such as the homeless as compare to afghan students. Bonnie et al, (2012), conducted a study and results reveal that communal orientation was positively associated with daily self- esteem, and highly communally oriented people felt a greater sense of self-worth when compared with those low in communal orientation; communally oriented people experience greater positive emotion in daily life, which in turn contribute to experiencing rewards in personal and interpersonal well-being and experiencing greater personal well-being or satisfaction with one's social bonds.

CONCLUSION

This research is focused on Communal orientation as well as personality traits of students studying in different Universities. Moreover, results have been emphasized on the experiences shared by

Afghan and Indian students pertaining to their personal and social well-being. It is essential to provide counselling services and supportive group therapies for both categories of students for better academic as well as social performance. Furthermore, students who are inclined towards co-curricular activities should be promoted by Universities and felicitated with rewards and recognition.

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