

THE RELATIONSHIP OF PERSONALITY TRAITS AND COMMUNAL ORIENTATION AMONG AFGHAN AND INDIAN STUDENTS STUDYING AT INDIAN UNIVERSITIES IN PUNJAB

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Abstract. This study was conducted to find out the correlation between the personality traits (Extraversion, Agreeableness, Conscientiousness, Emotional Stability, Openness to Experiences) and Communal Orientation among Afghan and Indian students. The results of the study found out that there is a significant positive correlation between emotional stability, agreeableness with communal orientation among Afghan and Indian students. The results also showed that there is a significant negative correlation between communal orientation and openness to experience among Afghan and Indian students. The result further presented that there is a significant negative correlation between communal orientations and extraversion among Afghan students. However, there is no significant correlation between communal orientation and extraversion among Indian students. The results also showed that there is no significant correlation between communal orientation and conscientiousness among Afghan students. However, there is significant positive correlations between communal orientation and conscientiousness among Indian students.

Keywords: Personality Traits, Communal Orientation, Afghan and Indian Students.

INTRODUCTION

Personality Traits

Each individual has different personality traits that make him or her different from other individuals (Roberts, Wood, & Caspi, 2008). Every individual Personality traits can be explained by the differences of their behavior (Costa & McCrae, 1992). In order to explore the individual behavior, we need to study and use the differences of their behavior characteristics in various aspect of their study. Conscientiousness and neuroticism are the best personality traits for predicting work-related achievements and motivation (Salgado, 1997). Learners with high conscientiousness and readiness to new experience are more eager towards learning and upgrading their knowledge (Ross, Rausch, and Canada, 2003; Payne, Youngcourt, & Beaubien, 2007) yet learners with high neuroticism and low level of extraversion personality traits are weakly motivated students towards learning (Komarraju et al., 2009). Most scholars believe that neuroticism has a negative relationship with academic motivation, but readiness and conscientiousness have positive relation-

ship with motivation in academia (Komarraju & Karau, 2005). Hsieh, et al. (2011) found out that three traits extraversion, agreeableness, and conscientiousness are significantly positively related to technological innovation while conscientiousness, openness to experience, extraversion, emotional stability are positively related to the innovative performance among employees.

Communal Orientation

Clark, Quелlette, Powell & Milberg (1987) define communal orientation as a characteristic that refer to each individual desire towards giving and receiving achievements in response to the desires and needs of others regardless of concerning for them. Communal orientation according to Truchot & Deregard, (2001) refers to a desire of giving benefits towards the perceived necessity of others. Clark, Quелlette, Powell & Milberg (1987) agreed to the suggestion that individuals vary in the level to which they desire a communal relationship. They also agreed that communal orientation refers to the general arising of sensitivity towards the needs and problems of individuals which basically help them in re-

sponse to their well-being based on their needs and concerns.

A research was carried out by Bonnie M. Le, Emily A. Impett, Aleksandr Kogan, Gregory D. Webster & Cecilia Cheng, (2012) which found out high level communal oriented characteristic people have high level sense of self-worth when compared with those low in communal orientation. Moreover, it also presented that communally oriented people experiencing greater positive emotion in daily life, which in turn contributes to experience rewards in personal and interpersonal well-being. Furthermore, the finding showed that greater personal well-being or satisfaction with one's social bonds prompts communally oriented people to feel positive emotion; communal orientation significantly predicted experiencing lower levels of daily negative emotion. Finally, the finding of this study also showed that individual with high level of motivation towards communal care for the desire and needs of other individuals have high level of positive emotion and low level of negative emotion in their daily life. Furthermore, another characteristic of these individuals is love for the humanity, poorness, and homelessness.

There was a lack of literature on variables of personality traits and communal orientation among Afghan and Indian students studying at Indian universities in Punjab. Henceforth, this study was designed to find out the correlation between personality traits and communal orientation among Afghan and Indian students. This study hypothesizes that it is expected that there is a positive/negative correlation between personality traits (Extraversion, Agreeableness, Conscientiousness, Emotional Stability, Openness to Experiences) and Communal Orientation among Afghan Students and Indian Students.

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METHODOLOGY

Design:

The study is aimed to find out the correlation between personality traits (Extraversion, Agreeableness, Conscientiousness, Emotional Stability, Openness to Experiences) and communal orientation among Afghan and Indian students. A total of hundred students comprising 50 Afghan and 50 Indian students who are currently studying in Indian universities in Punjab were selected as the study group of the study. The data was collected through distributing the standard questionnaires among Afghan and Indian students. The respondents were provided with proper instructions to answer to the questionnaires.

Measures:

Communal Orientation

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. In addition, it also measures how much one believes that people should help others and care for one another's welfare.

Ten-Item Personality Inventory

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 to Experiences).

RESULTS

The Inter-correlation analysis was applied to assess the inter-relationship between Communal Orientation and Personality traits (Extraversion, Agreeableness, Conscientiousness, Emotional Stability, Openness to Experiences) among Afghan and Indian students.

Table 1. Inter-correlations for various variables of both groups

Table 1: Inter-correlation of Both Groups on Various Variables		
Groups	Afghan Students	Indian Students
Variables	Communal Orientation	
E	-.18**	0.04
A	.11*	.19*
C	0.03	.19*
ES	.34**	.23**
OE	-.34**	-.22**
p≤0.01** p≤0.05*		

DISCUSSION

The aim of the study was to assess the correlation between personality traits and communal orientation among Afghan and Indian students. Hence, the beneath findings were generated from the data analysis.

The results of the study find out that there is a significant positive correlation between communal orientation and emotional stability among Afghan and Indian students. Based on the findings, the researchers believed that both Afghan and Indian students studying in different universities of India in Punjab are communally oriented and care for each other. Henceforth, they care and help each other's which contribute them to get positive emotion and remain stable and balanced. The findings are in lined with the findings of Markus & Kitayama (1991). They found out that communal-orientated individuals paid more attention to relations between people and harmony, which supposedly decrease levels of anger. Markus & Kitayama (1991) further support this point where they agreed that anger would be less dominant within interdependent societies. Such individuals would feel anger to a lesser extent since they see the importance of relations and care for others which in turn increases happiness in their everyday life.

The results showed that there is a significant positive correlation between communal orientation and agreeableness amongst Afghan and Indian students. The researchers believed that both Afghan and Indian students are building friendly relationships with each other. In addition, personality trait of agreeableness supports more trusting, affectionate, altruistic, as well as other general prosocial behaviors. Diehl et al., 2004; Markus & Kitayama, 1991 found that higher agreeableness among communion-oriented individuals possibly relates to their concern for interpersonal harmony. Costa & McCrae, 1992; Diehl et al., 2004 found that Communion attributes have positive correlations with extraversion, agreeableness, and conscientiousness which means that such individuals are more sympathetic and self-controlled in their behavior toward others.

The result also presented that there is a significant negative correlation between communal orientation and openness to experience among Afghan and Indian students.

The reason behind the results was that students studying in Indian universities are from different communal background where they entered to variety of cultural norms. In addition to that, personality trait of openness to experience also refers to accept new concepts and ideas at academic as well as personal level. Albury (1993), found that African American students' performance on a vocabulary task was better for those who worked in communal groups than for those who worked in learning contexts. She also found out that black students' performance in communal and reward-contingent cooperative conditions did not differ, and group work is more important to African American students than rewards. Albury also found that African American children who studied communally were more positive in their rating of affective variables, including liking for the study and members of their group, sharing ideas, and caring about members of the group.

The result presented that there is a significant negative correlation between communal orientations and extraversion among Afghan students. The reason behind the results was that every Afghan student is so much busy in academics and daily routine. Therefore, Afghan students are not able to give time and help each other. Several researchers also found that people from Non-Euro-Western cultures often did not immediately perform well on western cognitive assessments; they showed evidence of the requisite skills expressed with reference to their own sensibilities of their environments (Rogoff & Wadell, 1982; Scribner, 1977; Serpell, 1979).

Based on the findings, there is no significant correlation between communal orientations and extraversion among Indian students. The researchers believed that due to being so much busyness in their daily-life, Indian students are not able to help and care for each other. Moreover, personality trait of extraversion encompasses involving in social activities, enjoying being with people, and participating in social gathering. Albury (1993), found that European American students who studied in individualistic or competitively structured learning environments performed

better on a vocabulary task than those who studied communally.

The results also presented that there is no significant correlation between communal orientation and conscientiousness among Afghan students. The researchers believed that Afghan students confronted with lots of social norms and challenges in their studies. In addition, individuals with conscientiousness personality traits are high level of self-discipline, organized, adhere to norms and rules, and attention oriented people. A study by Dill & Boykin (2000), examined the performance of African American fifth graders on a text-learning task. Participants studied the text in learning contexts that did or did not include elements of the communalism Afro cultural theme. After studying in one of three learning conditions described as communal, peer tutoring, or individual learning, participants individually completed a recall task. The authors reported that participants who studied in the communal learning context recalled significantly more text than those assigned to the peer tutoring or individual contexts. Albury (1993), found that European American students who studied in individualistic or competitively structured learning environments performed better on a vocabulary task than did those who studied communally.

The findings of the study also presented that there is a significant positive correlation between communal orientations and conscientiousness among Indian students. Researchers believed that Indian students are not confronted with many difficult challenges in their studies so they can easily organize and plan their daily activities. Communal-orientation is related to an increased level of ability that build friendly relationships among the students. Communion attributes have positive correlations with extraversion, agreeableness, and conscientiousness which mean that such individuals are more sympathetic toward others, and they are more self-controlled in their behavior (Costa & McCrae, 1992; Diehl et

al., 2004). Communal orientation has been proven to help establish satisfying relationships which are important to individuals' mental health, personality, identity development, and psychological stability (Diehl, Owen & Youngblade 2004), and it has been also found to positively correlate with extraversion, agreeableness, and conscientiousness (Costa & McCrae 1992).

CONCLUSION

The aim of the study was to find out the correlation between personality traits and communal orientation among Afghan and Indian students. A total of hundred 50 Afghan and 50 Indian students who are currently studying in Indian universities in Punjab were selected for the study. The results of this study found out that there is a significant positive correlation between emotional stability, agreeableness with communal orientation among Afghan and Indian students. The results also presented that there is a significant negative correlation between communal orientation and openness to experience among Afghan and Indian students. The results further indicated that there is a significant negative correlation between communal orientations and extraversion among Afghan students. Conversely, there is no significant correlation between communal orientation and extraversion among Indian students. The results also showed that there is no significant correlation between communal orientation and conscientiousness among Afghan students. However, there is a significant positive correlation between communal orientation and conscientiousness among Indian students.

The outcome of the study helps teachers, universities, education systems, stakeholders, and counsellors to design appropriate interventions, incorporate effective strategies into teaching practices, upgrade service programs for learning development, and to make collaborative learning environment for their students.

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**ВЗАИМОСВЯЗЬ ЛИЧНОСТНЫХ ЧЕРТ И ОБЩЕЙ ОРИЕНТАЦИИ У
АФГАНСКИХ И ИНДИЙСКИХ СТУДЕНТОВ, ОБУЧАЮЩИХСЯ В ИНДИЙСКИХ
УНИВЕРСИТЕТАХ ПЕНДЖАБА**

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***Аннотация.** Это исследование было проведено, чтобы выяснить корреляцию между личностными чертами (Экстраверсия, Уступчивость, Добросовестность, Эмоциональная стабильность, Открытость опыту) и Ориентацией на общество среди афганских и индийских студентов. Результаты исследования показали, что существует значительная положительная корреляция между эмоциональной стабильностью, приятностью и социальной ориентацией среди афганских и индийских студентов. Результаты также показали, что существует значительная отрицательная корреляция между ориентацией на общество и открытостью к опыту среди афганских и индийских студентов. Результат также показал, что существует значительная отрицательная корреляция между ориентацией на общество и экстраверсией среди афганских студентов. Однако нет существенной корреляции между ориентацией на общество и экстраверсией среди индийских студентов. Результаты также показали, что среди афганских студентов нет существенной корреляции между ориентацией на общество и добросовестностью. Тем не менее, существует значительная положительная корреляция между ориентацией на общество и добросовестностью среди индийских студентов.*

***Ключевые слова:** личностные качества, общественная ориентация, афганские и индийские студенты.*