



ETHNIC IDENTITY AND THE BIG FIVE PERSONALITY TRAITS AS CORRELATES OF
OPENNESS TO DIVERSITY OF GRADUATING STUDENTS AT DEBRE BERHAN
UNIVERSITY, ETHIOPIA

BY

SEBLE MOLA

Collage of social science and humanity

Department of Psychology

Master of developmental psychology

Advisor

Mohammed Demssie (Phd)

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Debre Berhan University, Ethiopia

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SEBLE MOLA

A Thesis Submitted to the Department of Psychology College of Social Science and Humanities
in Partial Fulfillment of the Requirements for the Degree of Master of Arts in Developmental
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THESIS APPROVAL SHEET

The undersigned confirms that we read the thesis, "Ethnic identity and the big five personality traits as correlation to openness to diversity in Debere Berhan University graduating students, Ethiopia."

Approved by the Board of Examiners

_____	_____	_____
Advisor	Signature	Date
_____	_____	_____
Internal Examiner	Signature	Date
_____	_____	_____
External Examiner	Signature	Date

DECLARATION

I, Seble Mola, hereby declare that the thesis entitled "Attitude to ethnic identity and big five personality traits as Correlates of openness to diversity of graduating Students at Debere Berhan University" has been entirely undertaken by me. I have completed the study under the guidance of Mohammed Demisse (Phd) at Debere Berhan University, department of Psychology, Ethiopia. I also declare that this thesis has not been submitted for the award of any degree, or diploma, at this university or any other university.

Seble Mola

Signature _____

Date _____

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ABSTRACT

Personality and ethnic identity play a crucial role in openness to diversity. The objective of this study was to explore the relationship between ethnic identity, Big Five personality traits, and openness to diversity among students at Debre Berhan University. The study employed a correlational research design, and a stratified random sampling method was used to select 321 participants. Data were collected through close-ended questionnaires, and the analysis included frequency, percentage, Pearson correlation, multiple regressions, one-way ANOVA, and independent sample t-test. The study's findings showed that ethnic identity and Big Five personality traits are related to openness to diversity. The multiple regression results showed that ethnic identity explains 83% of the variance in students' openness and significant predicts openness to diversity, personality traits (extraversion and openness) significantly predict openness to diversity whereas agreeableness, conscientiousness, and neuroticism are not significant predictors of openness to diversity. Regarding the strongest predictors, based on beta value, extraversion is the strongest positive predictor of openness to diversity ($B = .429, t = 7.67, p = 0.000$), followed by openness ($B = .223, t = 3.84, p = 0.000$), neuroticism ($B = .098, t = 1.87, p = .061$), Agreeableness ($B = 0.056, t = 0.843, p = 0.400$) whereas conscientiousness is the least negative predictor of openness to diversity ($B = -.002, t = 0.03, p = .976$). Openness to diversity based on Gender and age are no statistically significant differences. According to the study's results, the researcher recommended students showing extraversion, agreeable and openness traits tend to exhibit more openness to diversity. Therefore, the researcher recommended that Debre Berhan University organize seminars or workshops for students and teachers to explore how personality traits and ethnic identity impact openness to diversity.

Keywords; ethnic identity, personality traits, openness to diversity

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ABBREVIATIONS

BFPT: Big Five Personality Traits

D&I: Diversity and Inclusion

EI: Ethnic Identity

FFM: Five-Factor Model

OD: Openness to Diversity

SPSS: Statistical Package for Social Science

UDO: Unintended Digital Overuse

CHAPTER ONE

1. INTRODUCTION

In this chapter started with research background, statement of the problem, research question, objectives of the study, significance of the study, scope of the study, operational definitions of terms were included .

1.1. BACKGROUND OF THE STUDY

This study investigates the relationship between ethnic identity, the big five personality traits, and openness to diversity. In our increasingly globalized and diverse 21st-century society need Openness to diversity, it is a crucial component of cultural competence needed in the increasingly diversified modern society and a necessary condition for benefitting from diversity contacts and interventions (Han & Pistole, 2017). Without openness to diversity, such interactions may lead to defensive reactions or reinforce negative stereotypes (Hemphill & Haines, 1997).

Openness to diversity is an attitude of awareness and acceptance of both similarities and differences that exist among people (Lauring & Selmer, 2012). Starting from an early age, individuals living in super-diverse societies are surrounded by others who are different from themselves regarding how they look, what they believe in, and how they live their social lives (Sevgi Bayram, 2020). Openness to diversity mainly impacted by personality type and Personality is viewed as a key factor in predicting individual's openness to diversity. Desa, Yusooff, Ibrahim, Kadir and Rahman (2014) suggest that personality encompasses a person's physical, emotional, social, mental, and spiritual aspects, making each unique. Kour and Sharma (2013) also propose that personality is shaped by a combination of genetic and environmental factors, with early experiences in the home, neighborhood, and school playing a significant role in laying the groundwork for one's personality traits.

Personality dimensions specifically big five personality affect openness to diversity. For instance, openness positively associated with openness to diversity (Lall-Trail, Salter & Xu, 2023). It can define as is a complex behavioral trait with aspects related to interpersonal, cultural, and personal domains. Research related that a variety of contextual and genetic factors may have

an impact on the inter individual variability in openness as a personality trait (Paiman, Fauzi, Norizan, Abdul, Tan, Wider & Selvam, 2023). Personality describes the unique patterns of thoughts, feelings, and behaviors that distinguish a person from others. A product of both biology and environment, it remains fairly consistent throughout life (Costa & McCrae, 1999).

The third predictor variable is ethnic identity, which encompasses various aspects of how individuals cultivate a connection to their culture. This includes traditions, customs, and emotions tied to one's heritage (Salmon, Doery, Dance, Chapman, Gilbert, Williams & Lovett, 2018). According to Linnehan, Chrobot-Mason and Konrad (2006), individuals with low ethnic identity achievement tend to strongly associate with openness to diversity, while other ethnic identity development is not directly related openness to diversity attitudes (Sandberg, Frisé, Juang, Hwang & Syed, 2024).

Akerlof and Kranton (2000), identity as a person's sense of self or self-image, and his or her identity are bound to social categories; individuals identify with people in some categories and differentiate themselves from those in others, Ethnic identity is a measurement of the feeling of belonging to a particular ethnic group. Understanding one's ethnic identity, fostering positive personality traits, and promoting empathy can collectively enhance openness to diverse cultures and backgrounds (Fowers & Davidov, 2006).

In today's interconnected world marked by globalization and multiculturalism, the dynamics between ethnic identity, personality traits, and openness to diversity have garnered significant attention among researchers and psychologists (Shirayev & Levy, 2020). Understanding how individuals perceive and relate to their ethnic identity, alongside the influence of their personality traits, particularly the Big Five traits, on their openness to diverse cultures, is crucial for promoting harmonious intergroup relations and fostering inclusive societies (Sibley & Duckitt 2008).

A study conducted by Adamu (2022) in Ethiopia focused on managing students' ethnic diversity in higher education. This suggests that addressing issues related to ethnic politics at the national level is an important but long-term goal. Meanwhile, universities should implement various measures to minimize the negative effects of diversity.

The researcher chooses these concepts because of the growing significance in comprehending how individual traits, such as personality and ethnic identity, impact one's perspective on openness to diversity. Additionally, exploring the connections between personality type, ethnic identity, and openness to diversity yields valuable insights for fostering cross-cultural understanding and harmony from a psychological standpoint.

1.2. STATEMENT OF THE PROBLEM

In contemporary multicultural societies, the interplay between individual ethnic identity, the Big Five personality traits (openness, conscientiousness, extraversion, agreeableness, and neuroticism and neuroticism), and openness to diversity is a critical area of study.

Openness to diversity is a crucial component of cultural competence needed in an increasingly diversified modern society and a necessary condition for benefiting from diversity contacts and interventions such as diversity training and cultural courses (Sue, 2001).

However, prior research also suggests that there may be individual differences in how effective exposure to critical diversity narratives would be in facilitating positive intergroup attitudes (Haugen, Rieck, Salter, Mukherjee & Perez, 2018).

Recently, in higher educational institutions in Ethiopia, the manifestation of ethnicity has increased, which leads students almost complete misunderstanding of language, history, society, religion, social treatment, and traditional way of life (Adamu, Feleke, Muche, Yasin, Mekonen, Chane & Fentaw, 2022).

The data mentioned above primarily consists of qualitative information, and some earlier studies focused on staff members. Additionally, since mainly the referenced research was conducted outside Ethiopia (Han & Pistole, 2017; Lall-Trail, Salter & Xu, 2023; Shameem Ejaz & Ara, 2013), it becomes challenging to represent Ethiopian culture and community personality accurately. Notably, Western individualistic cultures differ from Ethiopia's collectivist culture, making it vital to understand openness to diversity within this collectivist context.

Indeed, the pronounced methodology gap has been observed in earlier studies. Most existing studies have centered on non-Ethiopian, leading to a population gap. For instance, Ackermann

(2015) studied immigrants, while only a few explored openness to diversity among students (Civitci, 2020).

Furthermore, the current study includes demographic variables in the analysis. This decision stems from contradictory findings in earlier research regarding the impact of demographic variables on openness to diversity. Some researchers found an effect of demographic variables on openness to diversity (deep-level dissimilarity) (Lauring, Selmer & Jonsen, 2019), while others reported that female adolescents had more positive views on diversity compared to males (Bayram Özdemir, Özdemir & Boersma, 2021). Addressing this contradictory evidence gap is essential for clarity and warrants further studies. In Ethiopia, specifically at Debre Berhan University, none of study conducted on the effect of personality on openness to diversity. Therefore this study can solve a knowledge gap by examining this association between ethnic identity, personality type and openness to diversity using the following research questions

1.3. BASIC RESEARCH QUESTIONS

- ✚ Is there a relationship between ethnic identity, the big five personality traits, and openness to diversity among graduating students of Debre Berhan University?
- ✚ Does students ethnic identity had impact on their openness to diversity?
- ✚ Does a student's big five personality traits had impact their openness to diversity?
- ✚ Is there a significant gender and age difference in openness to diversity based on demographic variable?

1.4. Objective of the study

1.4.1 General objective

The main objective of this study is to examine ethnic identity and the big five personality traits as correlates of openness to diversity among graduating students of Debre Berhan University.

1.4.2 Specific objective

The specific objective of this study is:

- ✚ To assess the relationship between ethnic identity , the big five personality traits, and openness to diversity in Debre Berhan University graduating students
- ✚ To assess student’s ethnic identity had impact on their openness to diversity.
- ✚ To assess if big 5 personality traits predict student’s openness to diversity.
- ✚ To examine if there is a statistical significant gender, age difference in openness to diversity based on demographic characteristics of respondents

1.3. Significance of the study

This study aims to benefit students, teachers, parents, and the community by examining the correlation between ethnic identity, personality traits, and openness to diversity among graduating students at Debre Berhan University. The researcher gained valuable experience, and the study's findings were provided as a reference source for future researchers. The study was designed to acquire knowledge by investigating the most significant variables that affect openness to diversity in the study area.

1.6 Scope of the study

This study focused on specific students from Debre Berhan University to maintain cultural consistency and relevance. The study was conducted between October 2023 to June 2024, using quantitative research methods with correlational and cross-sectional designs. The investigation aimed to explore the connection between ethnic identity and the Big Five personality traits as a measure of openness to diversity.

1.7. Operational definitions of terms

Openness to diversity in this study, openness to diversity means understanding and accepting differences, regardless of whether people come from different ethnicities or have any identity.

Ethnic identity is one’s identity, or sense of self, as a member of an ethnic group and the feelings that accompany such membership.

Personality refers to the set of traits and patterns of thought, behavior, and feelings that make you and Personality traits are characteristic patterns in how you think, feel, and act.

Extraversion: refers to individuals who are assertive, sociable, talkative, and optimistic, being upbeat and energetic and the comfort level of individuals with the relationships.

Agreeableness: indicates an individual who takes care of people, is more co-operative and has good social relationships; generally an individual's ability to get along with others.

Neuroticism: refers to individuals who experience a variety of distressing emotions, including fear, anger, dejection, and shame which disturb interpersonal functioning.

Openness to experience: refers to individuals who love to explore new things, creative, and not conservative, broad-minded, brave, have a tendency to listen to their heart, sensitive, imaginative and unconventional.

Conscientiousness: is being responsible, careful or diligent, it implies a desire to do a task well and to take obligations to others seriously.

CHAPTER TWO

2. REVIEW LITERATURE

This chapter delves into exploring the existing research on Ethnic identity, the big five personality traits, and openness to diversity, along with the applicable theoretical and conceptual frameworks for the study.

2.1 Concepts of openness to diversity

People living in diverse societies are surrounded by people who are different from them in terms of how they look, what they believe in, and how they live their social lives. Being open to diversity is defined as being aware of and potentially accepting of both similarities and differences in others. This can be expressed through people's beliefs, feelings, and behaviors (Sevgibayram, 2020).

According to social identity theory (Turner, Brown & Tajfel, 1979), based on shared characteristics, leading to in-group favoritism and out-group bias, individuals categorize themselves into social groups. Openness to diversity is important in challenging these biases by promoting positive intergroup relations and fostering a sense of belonging among diverse groups (Dovidio, Gaertner & Saguy, 2009). Particular collective identity profiles that is "receptive" to the beneficial effects of being included in a diversity intervention. Identification was traditionally treated as a one-dimensional construct when measuring collective forms of identification in research (Haugen, et al., 2018). According to Hobman, Bodia, and Gallois (2004), an organizational climate that is open to diversity is one in which people respect the opinions of those who hold different ideas and where activities are not planned based on demographic similarities among group members.

Openness to diversity associated with positive outcomes at individual organizational and societal levels. Curiosity about others and acceptance of race, cultural and ethnic differences is a pivotal issue in our societies. Research indicates that diverse teams and organizations are more creative, innovative and adaptable, as they benefit from a wider range of perspectives and ideas (Hong & page, 2004). A time when Diversity and Inclusion (D&I) is ruling companies and the world,

openness to diversity is a requirement for professionals from all industries worldwide. To reflect such evolution in mindsets and practices, universities should ensure students' preparation to take positions in a multicultural world (Eliane, 2020).

2.2 Concept of Ethnic Identity

Despite its relative novelty, ethnicity is a slippery term that has multiple and contested definitions, and, as Hale opined, in the beginning phase of understanding this phenomenon (Kaliyev & Ventsel, 2021). The literature that is currently in publication approaches ethnicity differently, highlighting its cultural, social, biological, and other characteristics. Ethnic groupings are described by some writers as complex, multifaceted, organic, and emotionally charged entities. Some characterize them as comparatively stable family units bound by symbols. Previous statement, ethnic groups are cultural and social constructs that can be altered both internally and outside (Kaliyev & Ventsel, 2021).

An ethnicity is a collective that has a shared common name, a shared myth of common descent, shared historical memories, one or more differentiating elements of a common culture, an association with a specific "homeland," and a sense of solidarity for significant sectors of the population. A subjective sense of being a group—that is, subjective identification with the group by its members—is essential. There will be some degree of development in these essential and adequate indicators of ethnicity for different groups, but they will all exist. Although ethnicity is a construct rather than an innate phenomenon, individuals who identify as belonging to a certain ethnic group perceive ethnicity as an objective reality (Zagefka, 2009). Ethnicity is a concept used in sociology to describe a shared culture and way of life. Language, religion, material culture—such as clothes and food—and cultural goods—such as music and art—can all be seen as reflections of this (Spencer, 2014).

Ethnic group/ ethnicity as a human collectivist within a larger society, having a real or supposed common ancestry, mostly speaking the same language, with similar culture as reflected by social values and child-rearing practices, and with the association to specific territory (Habtamu, 1998).

Psychologists are becoming increasingly interested in topics related to race and ethnicity in our increasingly diverse society. A person's social identity in a broader sense which is founded on belonging to a particular cultural or social group is referred to as their ethnic identity. According

to current conceptualizations in psychological research, ethnic identity is a multifaceted, complicated construct, and the feeling of ethnic identity that individuals within different ethnic groups have may differ greatly from one another, An individual's ethnic identity can shift and become more or less salient depending on the setting throughout their lifespan as they interact with various people and situations (Bernal & cota, 1993).

Ethnic identity includes ethnic self-identification, or an individual's self-label as a member of an ethnic group. The affective aspects of ethnic identification include preferences for ethnic behaviors and customs, feelings of belonging, and assessments of one's ethnic group. Cognitive components of ethnic identity refer to an individual's knowledge about his or her ethnic group, such as cultural traditions and history (Cross & Daly, 1971).

Numerous hypotheses have been put up to explain the process by which people develop their ethnic identity. (Cross & Daly 1971) proposed one of the first theories of racial/ethnic identity to explain the formation of African American identity; this model has now been extended to other ethnic groups as well. According to this theory, the process of developing a racial identity includes. The psychological theory of development proposed by Erikson and Marica serves as the foundation for Jean Phinney's (1991) ethnic identity model. According to this stage model, which has been investigated in adolescents, a person's self-concept will grow as they progress from having no identity to searching for one to achieving their identity. Therefore, as an adolescent or young adult, investigating the meaning of one's ethnicity frequently results in a stable ethnic identity.

2.3. Concept Personality Traits

The big five personality traits theory was originally developed in the year 1949 and it was established by Fiske. In the latter time it was expanded by many authors such as Norman (1967), Smith (1967), Goldberg (1981), and McCrae & Costa (1987). A personality trait is indicates that a characteristic pattern of thinking, feeling, or behaving that tends to be consistent over time and across relevant situations (Soto, Smith., Griner, Domenech, Rodríguez, & Bernal, 2018).

The trait theory within personality psychology, where individuals and their unique qualities are distinguished based on descriptions of different universal traits, is a common perspective on

human personality (Costa & McCrae, 1992). Generally, a trait is understood as “a particular quality in your personality” (Oxford Learner’s Dictionaries, 2014).

2.3.1 The Big Five Personality Theory

The five-factor model (FFM) Digman, (1990), or the “Big Five” (Goldberg, 1993), consists of five broad trait dimensions of personality. These personality traits represent the stable individual difference. This means individuals might be characterized by high or low on a trait as compared to others in the thoughts people have, the feelings they experience, and their behaviors. The FFM includes Neuroticism, Extraversion, Openness, Agreeableness, and Conscientiousness.

The act, mood, or habit of focusing primarily on and deriving satisfaction from things outside of oneself is known as extroversion. According to Kour and Sharma (2013), this suggests that extroverts are more inclined to value social interactions and find less fulfillment in alone time. This domain evaluates two fundamental traits: energy and interpersonal involvement. The traits of extraverts are simple to represent, while those of introverts are more difficult. In other respects, introversion is seen as the absence of extraversion (Kour & Sharma, 2013).

Conscientiousness is the other tendency to show self-discipline, act dutifully, and aim for achievement against measures or outside expectations(Costa & McCrae ,1992).This meaning shows it is related to how people control, regulate, and direct their impulses. High scores on conscientiousness indicate a preference for planned rather than spontaneous behavior (Costa and McCrae, 1992). Having this trait the individual is purposeful, determined, and strong willed and few become athletes or musicians. Individual high in this trait is associated with high academic achievement while low in this trait leads the individual low achiever academically.

Agreeableness: It represents the attitudes of an individual towards other people. These attitudes may be trusting, forgiving nature, cynical, compassionate and ruthless as Cited in (Ghazi, Shahzada & Ullah, 2013). It is a primarily a dimension of interpersonal tendencies. Those people characterized by sympathetic, eager to help, fundamentally altruistic and behaves that others behaviors. Compared to antagonistic individuals, Agreeable people are more popular.

Neuroticism those people who have negative emotions, such as anger, anxiety, or depression. It also known as emotional instability, or is reversed is referred to as emotional stability (Costa &

McCrae, 1992). Individual high end in these dimension tends to psychological distress, maladaptive and unrealistic ideas, while low end in these dimension do not indicate the presence of any clinical disorder and at risk of receiving a psychiatric diagnosis cited in (Ghazi , Shahzada & ullah 2013). Individuals with low score in neuroticism are emotionally stable, usually calm behavior, even tempered and related and better able to face stressful situations without becoming upset or rattled (Costa & McCrae, 1992).

Openness to Experience it refers to the degree to which a person is imaginative and curious as instead of concrete minded and narrow thinking. It means that Individuals willing to entertain novel ideas and unconventional values (Kumari, 2014). Closed people commonly have a narrower scope and intensity of interest, and such behavior lead them to be socially and politically conservative, closed people should not be viewed as authoritarians. Closeness does not imply authoritarian aggression or hostility in tolerance (McCrae & Costa, 1992).

From the psychological factors, one is the personality trait dimension of individuals which has an impact on ethnic identity. Personality it is a pattern of thinking which aimed to differentiate one person from other (McCrae & John (1992).

2.4. Theoretical framework

Openness to diversity is a crucial component of cultural competence needed in the increasingly diversified modern society and a necessary condition for benefiting from diversity contacts and interventions (e.g., diversity training, cultural courses). Personality and its relation to diversity outcomes, researchers examined the associations between Big Five personality (i.e., openness to experience, agreeableness, extraversion, neuroticism, and conscientiousness) and (i.e., open attitude of appreciating human universality and diversity (Miville, Gelso, Pannu, Liu, Touradji, Holloway & Fuertes, 1999).

Attitudes toward ethnic identity refer to an individual's feelings, beliefs, and evaluations related to their own ethnic or cultural background (Epstein & Heizler, 2015).

Social Identity Theory: Developed by Henri Tajfel, this theory posits that individuals categorize themselves into social groups (such as ethnic or cultural groups) to enhance their self-esteem. Ethnic identity is a component of social identity.

Ethnic Socialization Theory

This theory was developed by Henri and John. It emphasizes how individuals acquire and develop their ethnic identity through socialization processes, including family, peers, media, and educational institutions.

Intersectionality Theory

Recognizing that ethnic identity intersects with other social identities (such as gender, class, and sexuality), this theory highlights the complex interplay of multiple identities and their impact on attitude Empirical evidence.

2.5. The Relationship between personality type and openness to diversity

Study was conducted in Pakistan entitled with the role of personality traits in the adjustment to diversity. The finding showed that personality trait plays a great role for success or failure in the adjustment to diverse (Shameem Ejaz & Ara, 2013). Another study was also conducted on the big five personality factors and facets as predictors of openness to diversity, and they found that the big five factors, openness to experience and agreeableness, were significantly associated with universal-diverse orientation (Han & Pistole, 2017). Other research findings in Turkey among counseling students and the study's findings suggest that openness to experience plays a moderating role in the relationship between UDO (unintended digital overuse) and conscientiousness and extraversion. Specifically, openness to experience appears to mitigate the negative effects of conscientiousness and extraversion on UDO (Çivitci, 2020).

2.6. The effect of ethnic identity on openness to diversity

The study by Linnehan, Chrobot-Mason, and Konrad (2006) found that people of color with high ethnic identity achievement tend to strongly associate understanding others and treating them with respect, compared to those with low ethnic identity achievement. This highlights the importance of ethnic identity in shaping interpersonal interactions and behaviors. A study conducted on students revealed that experiencing an ethnically diverse campus community fosters a sense of belonging and inclusion within the institution. This positive environment is associated with an enriched sense of ethnic identity and better adjustment to college life. Additionally, an ethnically diverse learning community plays a crucial role in developing multicultural competence among students (Santos, Ortiz, Morales & Rosales, 2007).

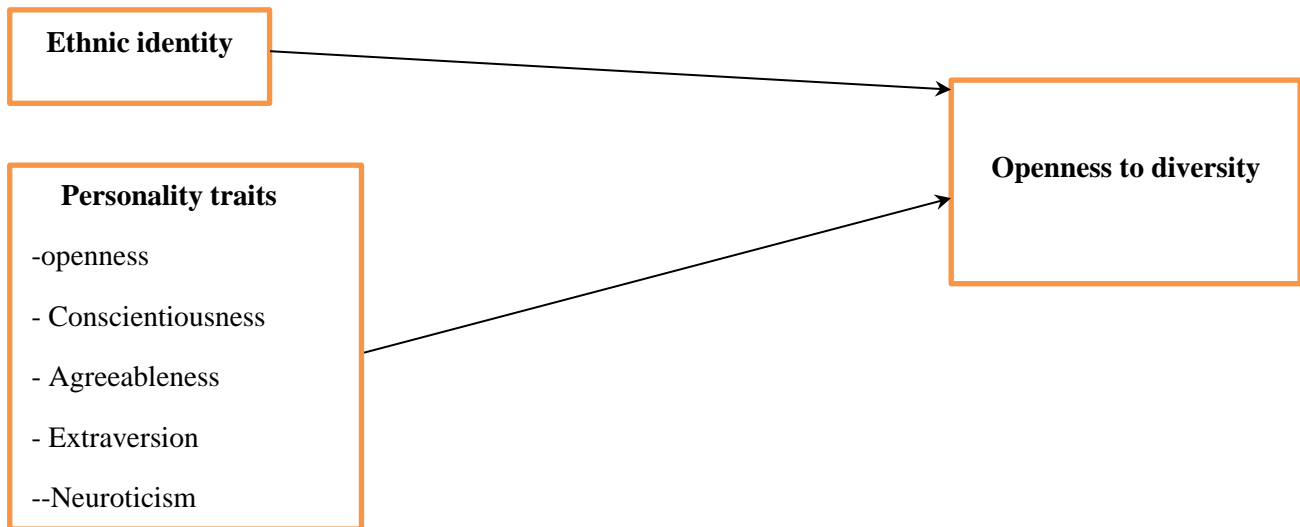
2.7. Differences in openness to diversity based on demographic variables

Some earlier studies were conducted on differences in openness to diversity based on demographic variables. Demographic variable as an important variable, some earlier researchers found that there is an effect of demographic variable on openness to diversity (deep-level) dissimilarity (Lauring, Selmer & Jonsen, 2019). Other research findings revealed that female adolescents reported having more positive views on diversity than males (Bayram Özdemir, Özdemir & Boersma, 2021). Whereas ,age and gender unrelated associated with positive diversity attitudes (Lauring & Selmer, 2013).

2.8. Conceptual Framework of the Study

The conceptual framework of the study shows the relationship between Ethnic identity, big five personality traits and openness to diversity. The independent variable of this study is ethnic identity, big five personality traits (extraversion, openness, conscientiousness, agreeableness, and neuroticism) and the dependent variable is the openness to diversity. The conceptual framework Source based on theoretical and empirical review.

Figure1. Conceptual framework



CHAPTER THREE

3. RESEARCH METHODOLOGY

In this chapter, research design, study area, target population, sample and sampling techniques, data collection instrument, pilot study, data collection procedure, data analysis techniques, ethical consideration were presented.

3.1 RESEARCH DESIGN

In this study openness to diversity was considered as a dependent variable. The purpose of the study was to examine how these variables are related to ethnic identity and the big five personality traits. Hence to carry out the research quantitative correlational analysis method was used to investigate the relationships among these variables. Cross-sectional studies are used because they are relatively quick and easy to conduct (no long periods of follow-up). Cross-sectional studies are also used for multiple outcomes and exposures can be studied and used to collect data from many students at a single point in time (Levin, 2006).

3.2 Study area

The research was conducted at Debre Berhan University in the Amhara region, specifically in the northern Shewa zone of Ethiopia, approximately 130 km away from Addis Ababa.

3.3 Target population

The targeted population of this study is last year's regular undergraduate students at Debre Berhan University. This makes it convenient for the researcher to access and collect information from the students. According to data from the university register office, there were a total of 1632 last year regular undergraduate students in the 2023 academic year, with 490 females and 1,142 males.

3.4 PARTICIPANT'S SELECTION CRITERIA

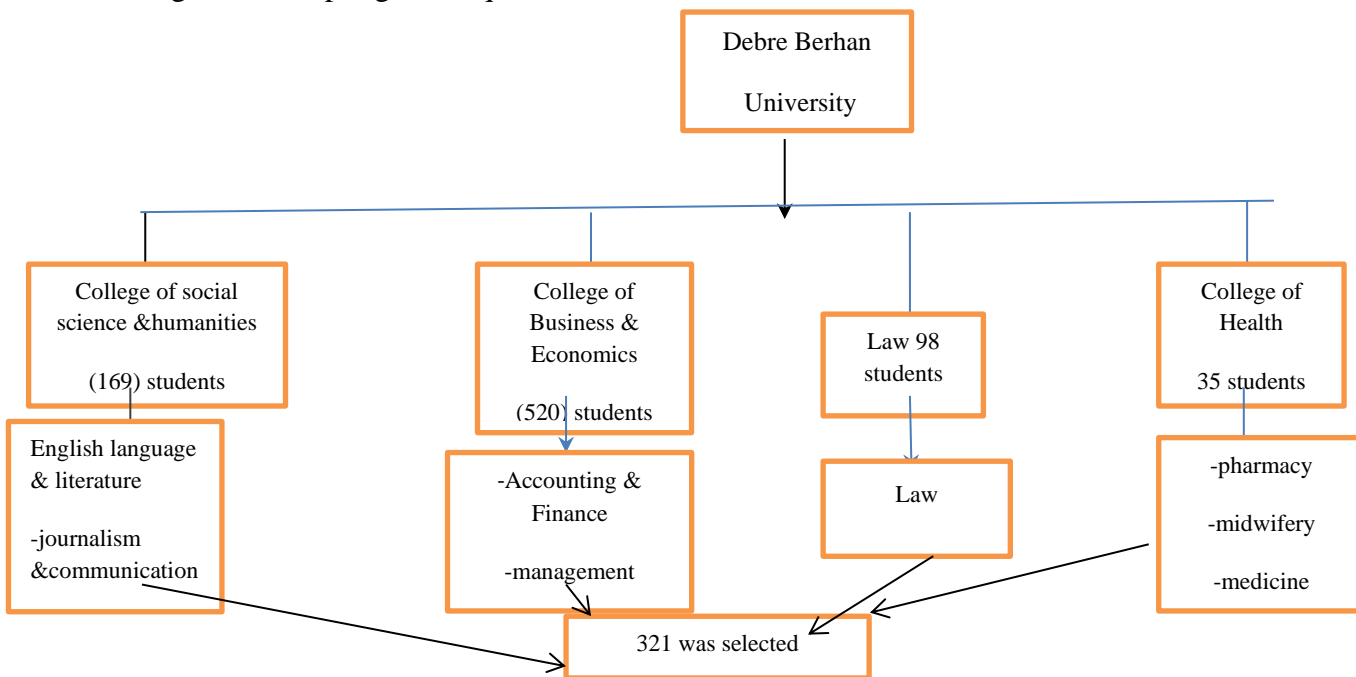
3.4.1 INCLUSION AND EXCLUSION CRITERIA

This study focuses on regular graduating students enrolled at Debre Berhan University and specifically excludes those in weekend, summer and distance programs. The choice of regular students from diverse ethnic groups was made as they are believed to be valuable sources for this research.

3.5 Sample and sampling techniques

A multi-stage sampling method was utilized in the study conducted by (Acharya, Prakash, Saxena, & Nigam, 2013). At Debre Berhan University, there are eight colleges: Law, Social Science and Humanities, Business and Economics, Health, Agriculture and Natural Resource, Computing, Engineering, and Natural and Computational Science. Initially, the colleges of Law, social science, business & economics and Health were chosen using simple random sampling from the University's colleges. Subsequently, departments were chosen from each college using stratified simple sampling, and then the respondents were selected using a proportional stratified random sampling technique.

Figure 2. Sampling technique



3.6 Sample Size Determination

To determine the sample size the study used Glenn, (1967) formula.

The formula is:

$$n = N / 1 + N(e)^2$$

Where: n = required sample size;

e = is the level of precision or sampling error which is $\pm 5\%$

N = the population size

$$n = 1632 / 1 + 1632(0.05)^2 \text{ The sample size is approximately } = 321$$

3.7 Data collection instruments

The data collection instrument of the study was a questionnaire for the data and the questionnaire was well-constructed. The questionnaire was divided into two sections (A and B). Section A was for a collection of information on the personal data of respondents while Section B consisted of five-point Likert scale questions that elicited responses from the respondents with response options: Strongly Agree (1), Agree (2), Neutral (3) Disagree (4) and Strongly Disagree (5). By using this instrument, the researchers gather a large amount of data within a short period. However, the researcher was modifying the questionnaires according to the objective of the study. By using this instrument, the researchers gather a large amount of data within a short period. However, the researcher will modify the questionnaires according to the objective of the study. The ethnic identity item will be adapted from (Abubakar, van de Vijver, etl. 2012) originally developed by [Phinney, 1992], To collect the data on a personality trait the researcher adopted standardized questionnaire with some modifications from (Mayfield, Perdue, & Wooten, 2008; Pak & Mahmood, (2015) and openness to diversity (Ernest T., Pascarella., etl.1996).

3.8 Pilot study

3.8.1 Reliability

Before conducting the pilot survey, the researcher prepared questionnaire in both English and Amharic version to address language barriers. The pilot test aimed to evaluate the reliability and validity of the research instruments, ensuring clarity and understandability of the questionnaire. Feedback from the survey helped in avoiding vague language and restructuring the questionnaire for the final study. The pilot test involved 40 undergraduate students from Birhan College in Debre Berhan Town, with an equal distribution of 20 males and 20 females with the age range between 18 to 30. Most participants were from the Accounting and Marketing Departments. The collected data were coded and analyzed using IBM SPSS version 26 software to assess reliability. The degree of consistency or dependability in a measure of a construct is called reliability. Reliability of a measure is an indication of the stability and consistency with which the instrument measures the concept and helps to assess the goodness of a measure. According to the definition of Hair, Black, Babin & Anderson (2014) reliability is the degree to which the observed variable measures the true value and is error free thus; it is the opposite of measurement error. The coefficient of reliability falls between 0 and 1, with perfect reliability equaling 1, and no reliability equaling 0 (Mohajan, 2017). Additionally Hair, Gabriel, Silva, &

Braga,(2019). lists Alpha Coefficient range with Strength of association in this way; less than 0.6 poor, 0.6-0.7 moderate, 0.7-0.8 good, 0.8- 0.9 very good and above 0.9 excellent. To test reliability, Cronbach’s Alpha test coefficient was used to determine the reliability of data that researchers collected from the questionnaire. As it can be shown in table 3.1below the Cronbach’s alpha test for extraversion, openness to experience, agreeableness, conscientiousness and neuroticism were 0.777, 0.888, 0.887, 0.878, 0.820, and 0.920 respectively.

This indicated that there is good, very good and excellent consistency of study measurements and it is acceptable.

3.2 Reliability Test

Reliability Statistics

Variables of the study	No of items	Cronbach’s alpha
Ethnic identity	11	0.777
Openness to diversity	7	0.888
Extraversion	5	0.887
Openness	4	0.878
Agreeableness	5	0.92
Conscientiousness	6	0.820
Neuroticism	5	0.920

3.8.2 Validity

Throughout the process of creating the measures, the researcher relied on the literature, research objectives, and research questions. Psychologists and language experts examined the questionnaires and provided feedback, which was incorporated to enhance the content validity. The study ensured that the questionnaires covered all essential topics based on the literature, research objectives, and questions. The contents of the questionnaires were examined, reviewed, and refined by developmental psychologists.

3.9 Data collection procedure

The researcher asked for a letter of ethical permission from the department of psychology, sought consent from participants, explained the study's purpose, and provided guidance on answering the questionnaire, observed respondents while they completed it, allowed ample time for completion, checked for data completeness, and then analyzed the collected information.

3.9.1 Data analysis techniques

This research utilized quantitative data analysis, employing the Statistical Package for Social Science (SPSS) version 26. To summarize the demographic data of respondents, descriptive statistic such as were frequency and percentage .To answer the first specific question or to examine the connection between students' ethnic identity, personality, and their openness to diversity, Pearson correlation was applied. Using multiple linear regressions, the strongest predictor to openness to diversity (the effect of ethnic identity to openness to diversity and the effect of big five personality traits on openness to diversity) was analyzed. To see difference based on respondents age, the researcher use one way ANOVA and to see difference in openness to diversity based on sex, independent sample t test was utilized.

3.9.2 Ethical consideration

After ethical approval was taken from Debre Berhan University, permission from respondents was taken. Therefore this research was done only on the respondents who give their informed consent. Withdrawal right even after they start the questionnaires was applied to them. In addition full explanation about how they respond to the question, and other withdrawal right information and about the detailed to the research aim was given. There should be no penalty to be imposed on them while they withdraw. Response from the respondent was kept confidential. They were told not to write their name to keep the confidentiality of the respondents.

CHAPTER FOUR: RESULTS

4. INTRODUCTION

The general objective of this study was to examine how ethnic identity and the big five personality traits correlate with openness to diversity among graduating students at Debre Berhan University. To achieve this goal, the following research questions were formulated:

Q1: Is there a statistical significant between attitude to ethnic identity, the big five personality traits, and openness to diversity among graduating students of Debre Berhan University?

Q2: Does student's ethnic identity had impact on their openness to diversity?

Q3: Does a student's big five personality traits had impact their openness to diversity?

Q4: Is there a significant gender and age difference in openness to diversity based on demographic variables? Additionally, the study analyzed demographic characteristics using descriptive statistics (such as percentages, means, and frequencies) based on data collected from 321 participants. The results are presented in Table 4.1.

Table 4.1: Demographic characteristics of participants (N=321)

Variables	Characteristics	Frequency	Percent (%)
Sex	Female	62	19.3
	Male	259	80.6
Age	18-20	8	2.5
	21-23	265	82.0
	24-26	48	14.9

The above table show reveals that 19.3% of participants are female, while 80.6% are male. In terms of age distribution, 2.5 % was aged 18-20 years, 82.5% fell within the 21-23 age range,

14.9% were aged and 24-26 years old. Notably, the largest group of respondents belonged to the 21-23 age category, while the smallest group of respondents are in the 18-20 age range.

4.2 The relationship between ethnic identity, big five personality traits and openness to diversity

The first objective of this research was to assess the relationship between ethnic identity, big five personality traits and openness to diversity in Debre Berhan University graduating students.

Table 4.2 the relationship between ethnic identity, big five personality traits and openness to diversity

Variable	Ethnic identity	Openness to diversity	Extraversion	Openness	Agreeableness	Conscientiousness	Neuroticism
Ethnic identity	1						
Openness to diversity	.288**	1					
Extraversion	.190**	.635**	1				
Openness	.185**	.558**	.614**	1			
Agreeableness	.219**	.496**	.582**	.631**	1		
Conscientiousness	.139*	.411**	.493**	.470**	.692**	1	
Neuroticism	.111*	.373**	.381**	.375**	.507**	.589**	1

** . Correlation is significant at the 0.01 level (2-tailed).

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

The above correlation table was conducted to see if there is a significant statistical correlation among ethnic identity, big five personality traits and openness to diversity.

According to Evans (2002), the magnitude of their correlation range from weak to strong. A strong positive correlation between openness to diversity and extraversion ($r=.635^{**}$, $p=000$), and moderate correlation was observed between openness to diversity with openness personality ($r=.558^{**}$, $p=000$) and, agreeableness ($r=.496^{**}$, $p=000$), conscientiousness ($r=.411^{**}$, $p=.000$) and between openness to diversity and neuroticism ($r=.373^{**}$, $p=000$). There is a weak relation between neuroticism and openness to diversity. Additionally the r value 0.288 confirms the weak association between openness to diversity and ethnic identity.

4.3 Regression analysis ethnic identity and openness to diversity

The second objective is does students ethnic identity had impact on their openness to diversity. to analyze this question the researcher used to multiple linear regression method.

Table 4.3 Regression model summary of ethnic identity on openness to diversity

Variable	Beta	R ²	Std. Error	t	F	Sig
Ethnic identity	.288	.083	5.45	5.37	28.834	.000

The regression analysis shows that R-square 83% of the variation in students' openness to diversity is explained by ethnic identity in this study. Additionally, the coefficient for ethnic identity is significant, with a value of (B=.288, $t=5.37$, $p=.000$).

4.4. Regression analysis personality and openness to diversity

The third objective is how student's personality affects their openness to diversity. To analyze it, the researcher utilized multiple linear regressions.

Table 4.4 Regression model summary of personality traits on openness to diversity

Variable	Beta	R ²	Std. Error	F	Sig
Extraversion	.429	.461	4.20708	53.853	.000
Openness	.223				
Agreeableness	.056				
Conscientiousness	-.002				
Neuroticism	.098				

A. Dependent Variable: openness to diversity

In the regression result, the R-squared value of 0.461 indicates that the personality types (including openness, extraversion, neuroticism, agreeableness, and conscientiousness) in this study collectively explain 46.0% of the variance in students' openness to diversity.

The results in Table 4.4 above also display that Agreeableness (B=0.056, t=0.843, p=0.400), conscientiousness (B = -.002, t = 0.03, p =.976) and neuroticism (B =.098, t = 1.87, p =.061) personality dimensions were not significant predictors of openness to diversity. The coefficient table of extraversion also shows that a one-unit increase in extraversion is associated with a 0.43 standard deviation increase in openness to diversity

Table 4.4.1 coefficient result of personality traits on openness to diversity

Model	Unstandardized		Standardized		
	B	Std. Error	Beta	t	Sig.
(Constant)	4.222	1.192		3.543	.000
Extraversion	.582	.076	.429	7.674	.000
Openness	.354	.092	.223	3.843	.000
Agreeableness	.075	.089	.056	.843	.400
conscientiousness	-.002	.078	-.002	-.030	.976
neuroticism	.133	.071	.098	1.879	.061

A. Dependent Variable: openness to diversity

As can be seen in the coefficient table 4.4.1 the coefficient value of extraversion (B =.429, t = 7.67, p = 0.000) is the strongest predictor of openness to diversity; openness (B =.223, t = 3.84, p = 0.000); agreeableness (B =.056, t = 0.843, p =.400); conscientiousness (B = -.002, t = 0.03, p =.976); and neuroticism (B =.098, t = 1.87, p =.061). Specifically, the unstandardized beta (B) represents the slope of the line between personality types and openness to diversity. The results in Table 4.3.1 above also display that Agreeableness (B=0.056,t=0.843,p=0.400), conscientiousness (B = -.002, t = 0.03, p =.976) and neuroticism (B =.098, t = 1.87, p =.061) personality dimensions were not significant predictors of openness to diversity. The coefficient table of extraversion also shows that a one-unit increase in extraversion is associated with a 0.43 standard deviation increase in openness to diversity.

Regarding the strongest predictors, based on beta value, extraversion is the strongest positive predictor of openness to diversity (B =.429, t = 7.67, p = 0.000), followed by openness (B =.223, t = 3.84, p = 0.000), neuroticism (B =.098, t = 1.87, p =.061), and agreeableness (B=0.056,t=0.843,p=0.400)whereas conscientiousness is the least negative predictor of openness to diversity (B = -.002, t = 0.03, p =.976). The direction of beta values shows that, for instance, increasing one unit in extraversion personality was associated with a 0.429 standard deviation increase in openness to diversity; increasing one standard deviation in openness resulted in

increasing 0.223 with a unit of openness to diversity; increasing one standard deviation in neuroticism resulted in increasing 0.098 standard deviation in openness to diversity; whereas the negative beta value of conscientiousness indicates that increasing one standard deviation in conscientiousness resulted in a reduction of 0.002 standard deviation in openness to diversity.

4.5 Difference in openness to diversity based on Gender

To assess if there is statically significant difference in openness to diversity based on Gender, independent sample t test was applied.

4.5. Independent sample t test table

Variable	N	Mean	Std. Deviation	F	Sig
Male	259	20.7143	5.64068	.555	.989
Female	62	20.7258	5.91239		

The above table 4.5 was conducted to assess if there is difference in openness to diversity based on sex. Therefore the independent t test result revealed that there is no statistically significant mean difference in openness to diversity between male and female students ($t, m, sd, p > 0.05$).

4.6. Difference in openness to diversity based on Respondents age

To examine if there is statically significant difference on openness to diversity based on age, analysis of one way ANOVA was utilized (see table 4.6).

4.5. One way ANOVA table

Variable	N	Mean	Std. Deviation	F	Sig
18-20	8	24.25	6.71	2.123	.121
21-23	265	20.76	5.58		
24-26	48	19.8542	5.92		

The table examined openness to experience based on age using one-way ANOVA. The result indicated no significant difference among respondents in the age groups 18-20 ($M=24.25$, $SD=6.71$), 21-23 ($M=20.76$, $SD=5.58$), and 24-26 ($M=19.8542$, $SD=5.92$).

As indicated in table 4.6 above, one way ANOVA was to see if there is statistically significant age group difference on their openness to diversity .the result of one way ANOVA recommended that there is no statistical difference on openness to diversity among the respondents based on their age ($t=,m=,sd=,p>0.05$).

CHAPTER FIVE: DISCUSSION

This section elaborated on the research findings, examined how the research questions were addressed, and discussed the implications of the results. The major findings of this study are presented about the previously identified research questions in Chapter 1. The findings of these questions are discussed below.

The attitude to ethnic identity and big five personality traits as correlated to openness to diversity has been a topic of increasing interest in various fields, including psychology, sociology, and education. In the context of graduating students, understanding how their ethnic identity and personality traits may shape their openness to diversity is crucial for fostering inclusive and culturally responsive learning environments.

The demographic data indicates that the largest group of respondents fell within the 21–23 age range, while the smallest group was in the 18–20 and 24–26 age range. This is because most under graduating degree programs are designed to be completed in four years, and students typically start college around the age of 18 and graduate by the age of 21–23, depending on various factors such as changing majors or taking on a heavier course load.

5.1.The relationship between Ethnic identity, Big Five personality traits and openness to diversity

The study explored the relationship between Ethnic identity, Big Five personality traits and openness to diversity. The result revealed that Ethnic identity, personality traits such as extraversion, openness to experience, agreeableness, neuroticism, and conscientiousness are significant predictors of openness to diversity. Individuals high in openness to experience tend to demonstrate a greater willingness to engage with diverse perspectives and cultures, while those high in agreeableness exhibit more empathetic and cooperative behaviors towards individuals from different background and Extraversion refers to individuals who are assertive, sociable, talkative, optimism, being upbeat and energetic and the comfort level of individuals with the relationships. In line with the present result, research done on Big Five Personality Factors and Facets big revealed that big 5 is a Predictors of Openness to Diversity (Han, & Pistole , 2017).The consistency might be due to that demographic variable. In the Study web survey on

Big Five factors, Openness to Experience and Agreeableness were associated with universal-diverse orientation significantly. Agreeableness positively predicted universal diverse orientation and pro-diversity belief.

The above result suggests that a slight correlation between openness to diversity and ethnic identity, with a regression Coefficient of 0.288 this means that increases in ethnic identity, openness to diversity increases by 0.288 units, which is considered statistically significant ($P = 0.000$). Students who have a strong positive attitude towards their own ethnic identity are more likely to exhibit higher levels of openness to diversity. It implies that a strong sense of ethnic identity can serve as a foundation for embracing and appreciating cultural differences, leading to greater openness and acceptance of diversity. The research done at Jönköping's University by Hamill-Keays & Bengtsson, (2017) on understanding the role of ethnic identity in a diverse team showed that individuals perceived to belong to an in-group were not aware of their position and that they tended to have a low ethnic identity salience. Furthermore, the individuals indicated to have a high ethnic identity salience tended to belong to an out group within the team.

5.2. The ethnic identity, big five personality traits, on openness to diversity

In the regression result, the R-square value of 0.83 indicates that the ethnic identity, in this study collectively explain 83% of variance in students openness to diversity and significant predictors of openness to diversity.

The R-squared value of 0.461 indicates that the personality types (including openness, extraversion, neuroticism, agreeableness, and conscientiousness) in this study collectively explain 46.0% of the variance in students' openness to diversity. The above table showed that the big five personality traits are significant predictors of openness to diversity.

As can be seen in the coefficient table, the coefficient value of extraversion ($B = .429$, $t = 7.67$, $p = 0.000$) is the strongest predictor of openness to diversity; openness ($B = .223$, $t = 3.84$, $p = 0.000$); agreeableness ($B = .056$, $t = 0.843$, $p = .400$); conscientiousness ($B = -.002$, $t = 0.03$, $p = .976$); and neuroticism ($B = .098$, $t = 1.87$, $p = .061$). Specifically, the unstandardized beta (B) represents the slope of the line between personality types and openness to diversity. The results in Table 4.3.1 above also display that Agreeableness ($B=0.056,t=0.843,p=0.400$), conscientiousness ($B = -.002$, $t = 0.03$, $p = .976$) and neuroticism ($B = .098$, $t = 1.87$, $p = .061$)

personality dimensions were not significant predictors of openness to diversity. The coefficient table of extraversion also shows that a one-unit increase in extraversion is associated with a 0.43 standard deviation increase in openness to diversity.

Regarding the strongest predictors, based on beta value, extraversion is the strongest positive predictor of openness to diversity ($B = .429$, $t = 7.67$, $p = 0.000$), followed by openness ($B = .223$, $t = 3.84$, $p = 0.000$), neuroticism ($B = .098$, $t = 1.87$, $p = .061$), and agreeableness ($B = 0.056$, $t = 0.843$, $p = 0.400$) whereas conscientiousness is the least negative predictor of openness to diversity ($B = -.002$, $t = 0.03$, $p = .976$).

A study done by Lall-Trail, Salter & Xu, (2023). On how personality relates to attitudes toward diversity and workplace diversity initiatives suggested that openness to experience positively predicted universal diverse orientation but not support for workplace diversity initiatives. Agreeableness positively predicted universal diverse orientation and support for both existing and potential workplace diversity initiatives.

It's interesting to see the consistency between this present study and the findings by Han & Pistole, (2017). In their research, they discovered that Big Five personality factors, specifically Openness to Experience and Agreeableness, were significantly associated with openness to diverse orientation. Openness is the significant predictor of openness to diversity. In line with the present study, earlier study found that openness to Experience positively predicted openness to diverse orientation and agreeableness positively predicted universal diverse orientation (Lall Trail et al., 2023).

5.3. Difference in openness to diversity based on demographic variable

Consistent with the present study, Luring and Villesèche (2019) found no significant differences in openness to visual dissimilarities across demographic sub-samples. This suggests that both males and females exhibit an equal tendency toward openness to diversity. Additionally, a longitudinal study involving adolescents from different schools revealed that female adolescents reported more positive views on diversity compared to males (Bayram Özdemir, Özdemir, & Boersma, 2021).

CHAPTER SIX

6. SUMMARY, CONCLUSION AND RECOMMENDATION

6.1 Summary

The main purpose of this study was to examine the attitude toward ethnic identity and the big five personality traits as correlates of openness to diversity among graduating students at Debera Berhan University. To this effect, basic questions address issues related to ethnic identity, personality traits, and openness to diversity. Therefore, specifically the present study was focused on the relationship between ethnic identity attitude, the big five personality traits, and openness to diversity in Debra Brehan University graduate students, the predictive ability of ethnic identity ,personality traits in correlated to openness to diversity in students and effect of personality to student's openness to diversity.

To adequately address the above-mentioned basic questions and purposes of the study, both facts and respondents perspectives were collected through a quantitative approach. In this study, correlation and inferential statistic (ANOVA and multiple linear regression), independent sample t test method was employed. To analysis the first objective person correlation was utilized, To answer the second and third research question, multiple linear regression were utilized (to know the strongest predictor of openness to diversity), and the fourth objective was analyzed by using independent sample t test & ANOVA .To address basic questions, the researcher reviewed relevant literature and prepared questionnaires to collect data from the subjects sampled by Debere Berhan, a graduating university student. The questionnaire was administered among students after it was pilot tested, to avoid irrelevant and unambiguous question items. Based on the comments secured, necessary corrections and modifications were made before distribution. The data gathered through the questionnaire were analyzed quantitatively using descriptive statistical tools such as percentages, mean, standard deviation; Regressions, sample t test and ANOVA were adopted using SPSS version 26 software to examine opinion differences between groups of respondents.

The subjects for this study were chosen using random sampling methods. The study was conducted by Debre Berhan University students. The subjects of the study were 321 students. In the selected colleges, 321 students were expected to fill out the questionnaires. Out of the total

number of questionnaires dispatched, 100% (321) of respondents filled out the questionnaire. Depending on the result of the analysis, the following major findings were obtained and summarized as follows

- .Out of the total of 321 participants, the majority of respondents (259, or 80.6%) were male. Relatively, the female respondents were low in number, constituting out of 62 (19.3%). Consequently, this study was chiefly influenced by male views. Regarding the age structure, only 8(2.49%) of the respondents were 18–20 years old, 265 (82.5%) of them were between 21 and 23 years old and 48 (14.9%) were 24 and 26 years old category. Among these research participants, the majority (265, or 82.5%) were regular program students.
- A strong positive correlation between openness to diversity and extraversion ($r=.635^{**}$, $p=000$), and moderate correlation was found between openness to diversity with openness personality ($r=.558^{**}$, $p=000$) and, agreeableness ($r=.496^{**}$, $p=000$), conscientiousness ($r=.411^{**}$, $p=.000$) and between openness to diversity and neuroticism ($r=.373^{**}$, $p=000$). There is a weak relation between neuroticism and openness to diversity. Additionally, the r value 0.288^{**} confirms the weak association between openness to diversity and ethnic identity.
- In regression result, the R-square value of 0.83 indicates that ethnic identity in this study collectively explain 83% of the variance in students openness to diversity
- In the regression result, the R-square value of 0.461 indicates that the personality types in this study collectively explain 46.0% of the variance in students' openness to diversity. Big five personality traits are significant predictors of openness to diversity. The coefficient value of extraversion ($B = .429$, $t = 7.67$, $p = 0.000$) is the strongest predictor of openness to diversity; openness ($B = .223$, $t = 3.84$, $p = 0.000$); agreeableness ($B = .056$, $t = 0.843$, $p = .400$); conscientiousness ($B = -.002$, $t = 0.03$, $p = .976$); and neuroticism ($B = .098$, $t = 1.87$, $p = .061$). Specifically, the unstandardized beta (B) represents the slope of the line between personality types and openness to diversity. The results in Table 4.3.1 above also display that Agreeableness ($B=0.056, t=0.843, p=0.400$), conscientiousness ($B = -.002$, $t = 0.03$, $p = .976$) and neuroticism ($B = .098$, $t = 1.87$, $p = .061$) personality dimensions were not significant predictors of openness to diversity.
- Openness to diversity based on sex and age are no statically significant mean difference.

6.2 Conclusion

The main aim of this thesis was to investigate the relationship between ethnic identity, personality traits, and openness to diversity. In this finding, it is shown that there are relationships between ethnic identity, the big five personality traits, and openness to diversity. Ethnic identity predictive of openness to diversity and Extraversion and openness are significantly predictive of openness to diversity; agreeableness, neuroticism and conscientiousness are not significantly predictive of openness to diversity and there are no statically difference between age and sex. Among these personality types, the findings of this study revealed extraversion and openness were the most important predictors of openness to diversity. The findings of this study can also emphasize the necessity of informing curriculum developers of the personality traits and individual differences of learners to help them take such differences into account and be more flexible while developing educational curricula.

6.3. Recommendations

Here are the recommendations based on the study findings:

Debera Berhan University:

Organize seminars or workshops for both students and teachers to explore how personality traits and ethnic identity impact openness to diversity.

Teachers:

Recognize that students showing extraversion, agreeableness, and openness tend to exhibit more openness to diversity. Adjust teaching approaches based on students' personalities and attitudes toward diversity.

Future Researchers:

Explore the effect of personality traits on diversity openness using longitudinal designs.

Include community members in the sample for better generalization of findings. Conduct a broader study across private and government educational institutions.

Involve various ethnic groups and a larger sample size to determine substantial correlations between ethnic identity, personality traits, and openness to diversity.

6.4 Limitation of the study

Limitations:

While this study primarily focuses on examining the relationship between ethnic identity, personality traits, and openness to diversity, it acknowledges that other factors may also influence openness. These additional factors could include cultural differences, traditions, educational backgrounds, and personal experiences.

- ✓ Further research is necessary to fully understand the impact of these additional factors.

Implication of the study

Practical Implications:

Given that better personality traits are positively associated with openness to diversity; this research suggests that training is crucial.

Stakeholders should intervene to improve both Big Five personality traits and ethnic identity.

Theoretical Implications:

This study aligns with existing theories and earlier findings in this field.

Future Researchers:

For future researchers, this study provides valuable insights.

Conducting similar studies can enhance generalizability by considering a broader range of participants, including various ethnic groups and educational institutions.

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APPENDIX

Appendix 1. Questionnaire Attitudes towards ethnic identity and the big five personality traits as correlated to openness to diversity

Debre Berhan University

College of social science and humanities Department of Psychology

MA in developmental psychology

This questionnaire aims to collect information on attitudes towards ethnic identity and the big five personality traits as factors influencing openness to diversity among graduating students at Debre Berhan University. Rest assured that your responses will be kept confidential. Your participation is crucial for the accuracy and trustworthiness of the study's findings, so please provide honest and reliable data for each questionnaire item. I sincerely appreciate your cooperation and thank you in advance.

Attention

Before completing the items, refrain from providing your name and avoid discussing with others. Your responses are subjective, so use a five-point Likert scale to indicate your level of agreement or disagreement.

Strongly agree=1 agree=2 neutral= 3 disagree =4 strongly disagree=5

Part one; Demographic items

Please provide your answers to the questions about the general information of the participants in the study by filling in the blank spaces next to each question.

1. Sex:- female male
2. Age:- 18-20 21-23 24-26

Ethnic identity and personality traits as correlated of openness to diversity

NO	Question	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
	Ethnic identity measures					
1	I understand pretty well what my ethnic group membership means to me.					
2	I am happy that I am a member of the group that I belong to					
3	I feel a strong attachment towards my own ethnic group					
4	I have a strong sense of belonging to my ethnic group					
5	I have a lot of pride in my ethnic group					
6	I feel good about my cultural or ethnic background					
7	I am active in organizations or social groups that include most members of my ethnic group					
8	Participate in the cultural practices of my group such as special food, music, or customs					
9	To learn more about my ethnic background, I have often talked to other people about my ethnic group					
10	I think a lot about how my life will be affected by my ethnic group membership					
11	I have spent time trying to find out more about my ethnic group, such as its history, traditions, and customs					
	OPENNESS TO DIVERSITY					
12	I enjoy having discussions with people whose ideas and values are different from my own.					
13	The real value of a university education lies in being introduced					

Ethnic identity and personality traits as correlated of openness to diversity

	to Different values.					
14	I enjoy talking with people who have values different from mine because it helps me understand myself and my values better.					
15	Learning about people from different cultures is a very important part of my university education.					
16	I enjoy taking courses that challenge my beliefs and values.					
17	The courses I enjoy the most are those that make me think about things from a different perspective.					
18	I enjoy courses that are intellectually challenging.					
	Personality Traits					
19	I am friendly and sociable					
20	I often feel as if I am bursting with energy					
21	I am a cheerful and high-spirited person					
22	I am a very active person					
23	I can make new friends easily and able maintain good relationships with them					
24	I am intrigued by the patterns I find in art and nature.					
25	I like to learn and try new things if they are within my capabilities.					
26	I am creative and enjoy different fields.					
27	I often enjoy playing with theories or abstract ideas.					
28	Seldom get into arguments with my family and coworkers.					
29	Some people think I am not selfish and cheerful.					
30	Some people think of me as generous and kind.					
31	I generally try to be thoughtful and careful.					
32	I am willing to listen to others'					

Ethnic identity and personality traits as correlated of openness to diversity

	advice.					
33	I spend all my time at work					
34	I think I am a hard worker.					
35	I enjoy being organized for different things.					
36	I will be patient until I decide.					
37	I do things effectively					
38	I plan to do things with my friends.					
39	I often feel inferior to others.					
40	I often feel blue					
41	I often feel nervous and sensitive to emotion					
42	Sometimes I feel completely worthless.					
43	I am easy to give up when things go wrong.					

Scoring:

Extraversion: 19-23

Openness 24-27

Agreeableness: 28-32

Conscientiousness: 33-38

Neuroticism: 39-43

ደብረ ብርሃን ዩኒቨርሲቲ
የማህበራዊ ሳይንስ እና የስነ-ሰብ ኮሌጅ
የስነ-ልቦና ትምህርት ክፍል
ዲቪዥን/ኮሌጅ ሳይኮሎጂ

ተጨማሪ መረጃ 1. በደብረ ብርሃን ዩኒቨርሲቲ ተመራቂ ተማሪዎች መካከል ያለውን ልዩነት ግልጽነት ላይ ተጽዕኖ በሚያሳድሩ ጉዳዮች ላይ ስለ ብሔር ማንነት ያላቸውን አመለካከቶች እና የአምስቱ ትልልቅ ስብዕና ባህሪያት መረጃ መጠይቅ።

መግቢያ

ይህ መጠይቅ በደብረ ብርሃን ዩኒቨርሲቲ ተመራቂ ተማሪዎች መካከል ያለውን ልዩነት ግልጽነት ላይ ተጽዕኖ በሚያሳድሩ ጉዳዮች ላይ ስለ ብሔር ማንነት ያላቸውን አመለካከቶች እና የአምስቱ ትልልቅ ስብዕና ባህሪያት መረጃ ለመሰብሰብ ያለመ ነው። ምላሾችዎ በሚስጥር እንደሚጠበቁ እርግጠኛ ይሁኑ። ለጥናቱ ግኝቶች ትክክለኛነት እና ታማኝነት የእርስዎ ተሳትፎ ወሳኝ ነው። ስለዚህ እባክዎ ለእያንዳንዱ መጠይቅ ንጥል ነገር ታማኝ እና አስተማማኝ መረጃ ያቅርቡ። ትብብርህን/ሽን ከልብ አደንቃለሁ እና አስቀድሜ አመሰግናለሁ።

ትኩረት

ጥያቄዎቹን ከማጠናቀቅዎ በፊት ስምዎን ከማቅረብ ይቆጠቡ እና ከሌሎች ጋር ከመወያየት ይቆጠቡ. የእርስዎ ምላሾች ግላዊ ናቸው። ስለዚህ የእርስዎን ስምምነት ወይም አለመግባባት ደረጃ ለማመልከት ባለ አምስት ነጥብ ሊከረት ሚዛን ይጠቀሙ።

በጣም እስማማለሁ=1 እስማማለሁ=2 ገለልተኛ= 3 አልስማማም =4 በጣም አልስማማም=5

ክፍል አንድ; የግል መረጃ መጠይቆች

እባክዎን በጥናቱ ውስጥ ስለ ተሳታፊዎች አጠቃላይ መረጃ ከእያንዳንዱ ጥያቄ ቀጥሎ ያሉትን ባዶ ቦታዎች በመሙላት ለጥያቄዎች መልስ ይስጡ።

1. ጾታ: - ሴት ወንድ

2. ዕድሜ:- 18-20 21-23 24-26

ቁጥር	ጥያቄ	በጠም እስማማላሁ	እስማማላሁ	ገለልተኛ	አልስማማም	በጠም አልስማማም
	የብሔራዊ ማንነት መለኪያዎች					
1.	ብሄራዊ ለእኔ ምን ማለት እንደሆነ በሚገባ ተረድቻለሁ።					
2.	የምገኝበት ብሄር አባል በመሆኔ ደስተኛ ነኝ					
3.	ከራሴ ብሄር አባል ጋር ጠንካራ ግንኙነት እንዳለኝ ይሰማኛል።					
4.	እኔ የራሴ ብሔር የመሆን ጠንካራ ስሜት አለኝ					
5.	ለራሴ ብሔር አባል ትልቅ አድናቆት አለኝ					
6.	ስለ ባህሌ እና ብሔራዊ ጥሩ ስሜት ይሰማኛል.					
7.	ብዙ የራሴን ብሄረሰብ አባላት ባካተቱ ድርጅቶች ወይም ማህበራዊ ቡድኖች ውስጥ ተሳታፊ ነኝ።					
8	እንደ ልዩ ምግብ፣ ሙዚቃ ባሉ የራሴ ብሄር ባህላዊ ልምዶች ውስጥ እሳተፋለሁ።					
9	ስለ ብሔራዊ የበለጠ ለማወቅ ከሌሎች ሰዎች ጋር ብዙ ጊዜ ስለ ብሄራዊ እውቀት እወያያለሁ።					
10.	በኔ ብሔር አባልነቴ ሕይወቴ እንዴት እንደሚነካ ብዙ አስባለሁ።					
11.	ስለ ብሔራዊ ታሪክ፣ ወጎች እና ልማዶች የበለጠ በመማር ጊዜ አሳልፋለሁ።					

	የብዝሃነት መለኪያ					
12.	ሃሳቦቻቸው እና እሴቶቻቸው ከራሴ የተለየ ከሆኑ ሰዎች ጋር መወያየት ያስደስተኛል።					
13.	የዩኒቨርሲቲ ትምህርት እውነተኛ ጥቅም የተለያዩ ብሄሮች እሴቶችን ማወቅ ነው።					
14.	ከእኔ የተለየ ብሔር ካላቸው ሰዎች ጋር ማውራት ያስደስተኛል ምክንያቱም ራሴን እና እሴቶቼን በደንብ እንድንገነዘብ ይረዳኛል።					
15.	ከተለያዩ ባህሎች ስለመጡ ሰዎች መማር የዩኒቨርሲቲ ትምህርት በጣም አስፈላጊ አካል ነው።					
16.	እምነቴንና እሴቶቼን እንድመራመር የሚያግዙ ኮርሶችን መውሰድ ያስደስተኛል።					
17.	በጣም የምደሰትባቸው ኮርሶች ስለነገሮች በተለየ እይታ እንዳሰብ የሚያደርጉኝ ናቸው።					
18.	አእምሮአዊ ፈታኝ ኮርሶችን እወዳለሁ።					
	የስብዕና ባህሪያት መለኪያዎች					
19.	እኔ ተግባር ነኝ					
20.	ብዙ ጊዜ በጉልበት የምጎለብት ያህል ይሰማኛል።					
21.	እኔ ደስተኛ እና ከፍተኛ መንፈስ ያለኝ ሰው ነኝ					

22	እኔ በጣም ንቁ ሰው ነኝ					
23	በቀላሉ አዳዲስ ጓደኞችን ማፍራት እና ከእነሱ ጋር ጥሩ ግንኙነት መፍጠር እችላለሁ					
24.	በሥነ ጥበብ እና በተፈጥሮ ውስጥ የማገኛቸው ነገሮች ይማርኩኛል					
25	አዳዲስ ነገሮችን በአቅማ ውስጥ ከሆኑ መማር እና መሞከር እወዳለሁ።					
26	እኔ አዳዲስ ነገሮችን ፈጣሪ ነኝ እና በተለያዩ መስኮች እደሰታለሁ።					
27.	ብዙ ጊዜ በንድፈ ሃሳቦች ወይም ረቂቅ ሃሳቦች መመራመር ያስደስተኛል።					
28.	ከቤተሰቤ ወይም ከስራ ባልደረቦቼ ጋር ብዙም አልጨቃጨቅም።					
29.	አንዳንድ ሰዎች እኔ ራስወዳድ እንዳልሆንኩ እና ደስተኛ እንደሆንኩ ያስባሉ።					
30.	አንዳንድ ሰዎች እኔን ለጋስ እና ደግ አድርገው ይመለከቱኛል።					
31.	በአጠቃላይ ለማሰብ እና ለመጠንቀቅ እሞክራለሁ።					
32.	የሌሎችን ምክር ለማዳመጥ ፈቃደኛ ነኝ።					
33	ሙሉ ጊዜዬ ን በስራ አሳልፋለሁ					
34.	እኔ ታታሪ ሠራተኛ ነኝ ብዬ አስባለሁ።					
35.	ለተለያዩ ነገሮች መደራጀት ደስ ይለኛል።					

Ethnic identity and personality traits as correlated of openness to diversity

36	እኔ እስክወስን ድረስ እታገሃለሁ።					
37	ነገሮችን ውጤታማ በሆነ መንገድ አደርጋለሁ					
38	በእቅድ ስራዎችን ከጓደኞቼ ጋር እሰራለሁ።					
39.	ብዙ ጊዜ ከሌሎች የበታች እንደሆንኩ ይሰማኛል።					
40.	ብዙ ጊዜ የትካዚ ስሜት ይሰማኛል					
41.	ብዙ ጊዜ ብስጭነት ይሰማኛል እናም ስሜታዊ ነኝ።					
42.	አንዳንድ ጊዜ ሙሉ በሙሉ ዋጋ እንደሌለኝ ይሰማኛል።					
43.	ነገሮች ሲበላሹ ስራዎችን ለማቁአረጥ ቶሎ እወስናለሁ።					