

Ten Item Personality Inventory: A Validation Study on Croatian Adult Sample

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Introduction

- Considering the fact that the use of short measurement instruments is much more practical and cheaper, it is of utmost importance to create and validate them
Within the limited time, researchers may need to apply a very brief measure
- One of them is very brief measure of the Big-Five personality dimensions - Ten-Item Personality Inventory (Gosling, Rentfrow & Swann, 2003)

Methodology

Subjects: a total sample of N=432 teachers (4 males) self-estimated their personality on TIPI. This sample consisted of three subsamples (N=220; N=202; N=10) from the studies that were run for the purposes of three students' master thesis. All teachers within these three subsamples participated at the same time from randomly chosen 24 kindergartens and 11 primary schools in Croatia

Measure & Procedure: Ten Item Personality Inventory (TIPI; Gosling, Rentfrow & Swann, 2003) was applied in this study. Due to its adaptation on Croatian language, the back-translation was done in cooperation with psychologists and experts of Croatian and English languages. Faculty of Teacher Education approved data collecting in collaboration with participated kindergartens and primary schools. Data anonymity and confidentiality are guaranteed, and teachers participated voluntarily.

Results – Factor validity & reliability

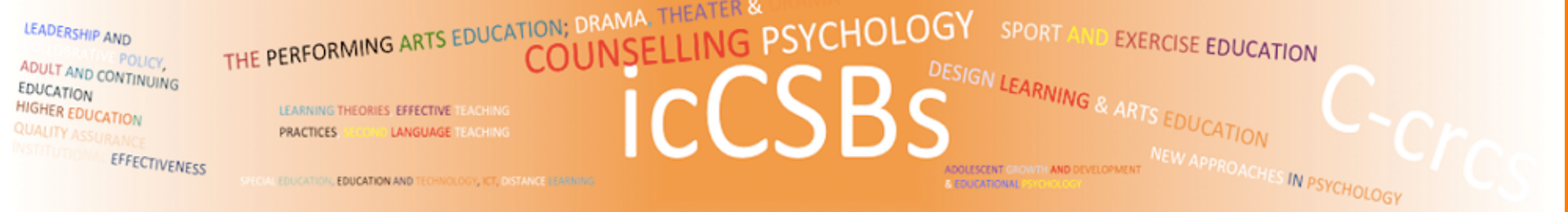
Items	Dimensions	Communalities	Principal axis factors					Descriptives	
			1) Openness to experience	2) Emotional stability	3) Extraversion	4) Conscientiousness	5) Agreeableness	M	SD
I see myself as:									
5. Open to new experiences, complex.	1	.37	.72	.17		.19	.25	5.74	1.22
1. Extraverted, enthusiastic.	3	.34	.67		.36		.20	5.43	1.41
9. Calm, emotionally stable.	2	.37	.62	.33	-.31	.17	.36	5.68	1.25
7. Sympathetic, warm.	5	.38	.59			.41	.32	5.71	1.16
4. Anxious, easily upset.	2	.23	.23	.94			.36	2.79	1.69
2. Critical, quarrelsome.	5	.23		.32	-.53		.28	2.44	1.59
6. Reserved, quiet.	3	.13			.46			3.64	1.76
3. Dependable, self-disciplined.	4	.26	.34			.95	.22	5.78	1.35
8. Disorganized, careless.	4	.25	.20	.22		.18	.72	1.68	1.28
10. Conventional, uncreative.	1	.27	.35	.30			.60	1.92	1.42
Eigenvalues			2.88	1.48	1.28	1.00	.78	74.38 %	
Percentage of explained variance			28.85	14.80	12.85	10.04	7.84		

Results – Descriptives of TIPI

TIPI-subcales	Descriptives		Cronbach alpha	TIPI-subcales' correlations			
	M	SD		2	3	4	5
1. Extraversion	4.87	1.26	.36	-.03	.09	.20**	.34**
2. Agreeableness	5.64	1.02	.13	1.00	.35**	.40**	.33**
3. Conscientiousness	6.06	1.03	.38		1.00	.33**	.35**
4. Emotional stability	5.44	1.20	.46			1.00	.38**
5. Openness to experience	5.91	1.05	.41				1.00

Conclusion

1. It was clearly demonstrated that the idea about having two descriptors for each personality dimensions of which one is negatively oriented is not sustainable in the psychometrically point of view. Therefore, the TIPI-adaptation should be done with all items positively oriented
2. The quality of back-translation should be checked
3. Psychometric properties of the brief personality measures should be tested using measures of convergent and discriminant validity and test-retest reliability
4. Future studies should use a bigger and much more heterogenous sample



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