Constructing and validating personality measurement on the basis of Saadi's Golestan

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Abstract

The current study is a descriptive and correlational study, it is aimed to construct and validate personality measurement on the basis of Saadi's Golestan. The number of 276 students Allame Tabatabayi University (137 girls and 139 boys) participated in this research. The 108-item questionnaire based on content analysis of personality traits which Saadi posed on the first chapter. Factor analysis was used by SPSS11.5 software to determine the number of factors of the questionnaire. The findings of the research was in line to answering research questions, it showed that cronbach's alpha coefficient of the questionnaire denotes reliability and internal consistency of this questionnaire is high. Validity of the questionnaire in the area of construct validity was suitable. Furthermore, the 63-item questionnaire with 5 subscales including social ripeness, affiliation seeking, time-saving, giving affection, generosity was gained finally through the exploratory factor analysis by varimax. In addition to, the results of research indicated that the questionnaire has an acceptable differential validity (diagnostic power) and it could distinguish the group referring counseling centers from healthy group. At one hand, regarding to independent-T-test, it was determined that there are no significant difference between girl and boy students' scores on all subscales and total score except time-saving subscale. T and Z standardization and normalization tables were separately gained for time-saving subscale and generally for other subscales of researcher-made questionnaire with the factors of five factor questionnaire NEO-PI-R is relatively acceptable. Taking into account the confidence range for total score and each of subscales of the test, the cut point was gained.

1. Introduction

A test is an instrument to reach a model of behavior of an individual. Tests are designated to achieve various purposes. They could be applied for selecting. For example, when we choose new employees out of a voluntary group or some persons out of client for psychological counseling (Alen Vien, 1979, translated by delavar, 2004). Appropriate use of tests in employing especially on high professions implying that the tests should be used along with a skillful interview in order to interpret the results of the test appropriately in the light of other relevant information (Anastasy, 1908, translated by Brahani, 2007). Regarding to the mentioned it seems that it is needed to be an instrument in the frame work of literature and culture of Iran. According to that the current study is called “constructing and validating personality measurement on the basis of saadi’s Golestan “ and any research has done in this area until now, it may be told that this is a relation between psychology and literature in the framework of literature and culture. When one talk about the relation between psychology and literature, it is not intended that we
do not apply literature expression in our papers or apply a poem or statement to explain our writing or make it attractive, but it is intended to know how we could use the literature as a souk, context and especially strategic technique on information processing the brain that are remembering, thinking and decision making and practical performance. Formulation of such effectiveness and in fluencies is one of the most important acts which should be done in psychology of Iran (Greenburger and pedesky, translated by Ghasemzadeh, 2007) in order to utilize the very rich sources of literature in recognizing of the traits and characteristics of person of that culture and literature. Among these, one of the instruments and maybe best source that could make us familiar with the past thoughts and opinions are the literature books, the cause of this is that every author and speaker is usually the expressing tongue of his society more or less, and there is less author who is indifferent to the events and affairs of his around. Saadi’s poems and sayings are affected by the thoughts that he has gained on the basis of studies on horizons and traveling and sociability with different people and observing the historical events on different countries all over his age (Furugihi, 2006). So, we intended to construct and standardize the personality test on the basis of Saadi’s Golestan.

**Methodology**

This research is of descriptive-analytical type.

**Sampling**

The statistical population of this research are all the students of Allame Tabatabai studying on 2008-2009 educational year. In this study, we used available sampling method, the researcher-made personality and NEO 240-item questionnaires filled out by 300 students, finally 276 questionnaires were recognized as suitable ones and were statistically analyzed.

**Instrument**

NEO-OI-R: the revised form of NEO personality questionnaires (long from) measures five major factors of personality and six traits of each factor. Long form of NEO questionnaires is a personality measurement instrument with lickert scale with five points was scored by 0, 1, 2, 3, 4 and some of items are scored inversely (Garusi fashi. 2001). Alpha correlation coefficient in subordinate traits scales on S form was 56%-81%. Reliability coefficients were higher for main factors of O, E, N (86%, 87%, 93%) (McCrey and Costa, 1983, quoted by Garusi, 2001). Computing correlational coefficients of a sample including (502 persons) and doing main elements of varimax rotation well showed that every scale with its indicator has a significant coorelation coefficient, while it has no remarkable relationship with other indicators (Haghshenas, 2006).

NEO-FFI: personality questionnaires: five factor NEO questionnaires is a 60 item short form called NEO-FFI. This questionnaire constitutes five subscales including Neurotism, extraversion, openness, agreeableness and conscientiousness. Each of these subscales has 12 items that is scored by 0, 1, 2, 3, 4, and some of these items are inversely scored (Haghshenas, 2006). In the research that has done on “the augmented TABLSA Baltimore longitudinal study of Agniy”, the correlation between this test and the long form of it for N, E, O, A, C subscales were gained 92%, 90%, 91%, 77%, 78%, respectively. Reliability coefficients were gained by the cronbach’s Alpha for this sample, 92%, 90%, 95%, 85% and 89% respectively. regarding to the standardization of this test by Haghshenas (2005) in Iran, the correlation coefficient of the short form with long form for N, E, O, A, C subscales were 57%, 47%, 47%, 46%, 52%, respectively. As well as the reliability coefficient by cronbach’s alpha was gained 74%, 63%, 50%, 54%, 60%, respectively (Jalili, 2007).

Personality test on the basis of first chapter of Saadi’s Golestan (researcher made): it is notable that the purpose of this research is the constructing and standardization of personality measurement test on the basis of Saadi’s Gukistan. At first we used content analysis to extract the psychological traits of anecdote and sayings of Saadi in the first chapter of Golestan. Content analysis is the studing and analyzing the systematic, objective and quantitative method to measuring the variables (Kerlinger, 1986, translated by Sharifi and Najafizand, 2003). Therefor this method could convert the qualified data into the quantified ones. In the research-made questionnaire, every statement including 8 points lickert scale, from 0-7 is scored respectively. The participant should choose the option
that shows his personality traits and characteristics, if there is no statement appropriate about him he should choose the zero option.

Results and discussion

In order to consider the validity of Saadi’s personality test firstly its content validity was considered. Regarding to the fact that the items of the questionnaire are on the basis of the first chapter of Saadi’s Golestan and are designated by the content analysis method, this questionnaire was presented to five specialists and experts, they decided to omit the inappropriate items, and replace them with other items, so it could be said that the test content validity and face validity is confirmed. As well as in order to study the construct validity of the test, we used exploratory factor analysis method. To do so, at first the preliminary assumptions were considered in factor analyzing as sample size sufficiency and the significance of correlation matrix by Karis Myer Olkin (KMO) indicator and Krovit Bartlet test. The computed KMO was equal to 915% and Bartlet X^2 test was significant in 0.001 level. Therefore it is possible to do the factor analysis and the test has favorable construct validity. Also the average and significant correlation between the long form of NEO subscales and every 5 constituent of Saadi’s test denotes relatively acceptable correlation criterion validity of Saadi personality test. On the basis of the results of the explanatory factor analysis, 69 were identified, after the rotating on 5 factors having factor load, 6 items out of 69 items because of lack of congruency with subscales content were omitted and finally a 63 item questionnaire was invented by Alpha coefficient of 0.9591. All the subscales have high and significant correlation with the total score of the test, indicating high validity of Saadi’s 63 item personality test. At last after exploratory factor analysis and appearing the items of the subscales of Saadi personality test, these subscales with the discretion of experts and regarding to the contents of the items of each subscales were called social ripeness, affiliation seeking, time saving, giving affection, generosity. Comparing the scores of Saadi’s personality test with short form NEO test (NEO-FFI) of 42 students who refer university counseling centers to be consulted and their cut point was higher than 56 and healthy individuals showed that Saadi’s personality test has an acceptable reorganization power and could differentiate the clients of counseling centers and healthy people. We used independent test in order to compare each of the factors of Saadi’s personality test between girls and boys. The results indicated that there is a significant difference between mean score of scores of two sexes in other subscales and the total score. To provide the standardized scores by t and z tests, the third subscale for girls and boys are separately represented, while other subscales and the total score are generally represented. The cut point of this instrument was computed on the basis of confidence range for total score and each of the subscales.

References


