Measuring Personality Disorder Traits in the Philippines with the PID-5

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ABSTRACT

The full version of the Personality Inventory for the DSM-5 was administered in its original and translated Filipino versions to two separate college samples, each with N of nearly 300, from the Philippine national state university. Reliabilities were adequate for both versions (Means of .82 and .81), and Principal Component Analysis of the fifteen marker scales showed the expected five-factor structure for both versions, perfectly for the English version, and clearly but with some cross-loading for the Filipino version. However, results of a Joint Factor Analysis with the *Mapa ng Loob*, a well-validated measure of the five-factor model using twenty Filipino trait constructs, diverged for the two versions. While the 6-factor results for the English version were similar those found in other studies (Al-dajani, et al., 2015), the 6-factor results for the Filipino version, administered very close to the end of the semester, had a large first factor that seemed to measure negative self-views engendered by the stresses of an ending semester.

Because of American occupation during the first half of the twentieth century, English-language tests continue to be used for applied and research purposes in the Philippines, alongside a few tests in the Filipino language. The aim of the studies reported here was to validate the Personality Inventory for the DSM-5 (PID-5), in both its original English and translated Filipino versions, against the *Mapa ng Loob* (Map of the Inner Self, Del Pilar, 2017), a twenty-scale inventory of Filipino trait constructs based on the Five-Factor Model.

Facet scale reliabilities of the Mapa, based on the normative sample, range from .62 - .81. More than 20 validation studies on its scales have been undertaken to date.

METHODOLOGY

Study 1: **N=293** Introductory Psychology students   **Sex: 63% f**
Mean Age = 19.76 (*1.96*)   Reading ability equal in English and Filipino

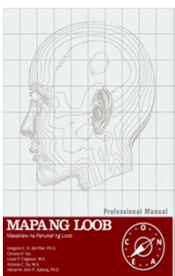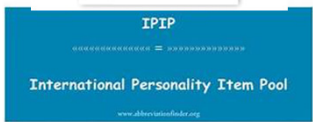PROCEDURE: Mapa and **PID-5** counter-balanced, administered **middle of the semester**

Study 2: **N=286** Introductory Psychology students   **Sex: 59% f**
Mean Age = 19.95 (*1.64*)   Reading ability equal in English and Filipino

PROCEDURE: Mapa administered first, then **Filipino translation of PID-5**, administered **towards the end of the semester**

RESULTS

Reliability of the PID-5 versions

Version	Range	Mean
Original	.65-.93	0.82
Filipino	.62-.93	0.81

PCA of the PID-5

MARKER SCALE	Component 1	2	3	4	5
Anxiety				.76	
Emotional Lability				.72	
Sep. Insecurity				.73	
Anhedonia					.73
Intimacy Avoidance					.55
Withdrawal					.86
Eccentricity			.70		
Perceptual_Dysreg			.76		
Unusual Bel Ex			.86		
Deceitfulness		.80			
Grandiosity		.78			
Manipulativeness		.83			
Distractibility	.81				
Impulsivity	.77				
Irresponsibility	.72				

PCA of the Filipino PID-5

MARKER SCALE	Component 1	2	3	4	5
Anxiety				.82	
Emotional Lability				.69	
Sep. Insecurity				.80	
Anhedonia		.67		.43	
Intimacy Avoidance		.81			
Withdrawal		.81			
Eccentricity			.45		.67
Perceptual_Dysreg		.40			.64
Unusual Bel Ex	.52				.72
Deceitfulness	.86				
Grandiosity	.74				
Manipulativeness	.89				
Distractibility			.72		
Impulsivity			.80		
Irresponsibility			.68		

Joint Factor Analysis of the the PID-5 and the Mapa

PID-5/Mapa	COMPONENT 1	2	3	4	5	6
Anxiousness	.79					
Emotionally Lability	.71					
Separation Insecurity	.53					
N1 Vulnerability to Stress	.73					
N2 Oversensitiveness	.77					
N3 Worrying Anxiety	.82					
N4 Moodiness	.75					
Anhedonia			-.64			
Intimacy Avoidance			-.40			
Withdrawal			-.78			
E1 Cheerfulness			.77			
E2 Friendliness			.83			
E3 Energy			.55			
E4 Loquaciousness			.66			
Eccentric					.62	
Perceptual Dysregulation					.77	
Unusual Beliefs & Exps					.87	
O1 Intellectual Curiosity						.66
O2 Aesthetic Sensitivity						.78
O3 Aesthetic Sensitivity						.67
O4 Imaginativeness						.61
Deceitfulness				-.69		
Grandiosity				-.66		
Manipulativeness				-.65		
A1 Modesty				.70		
A2 Cap. for Trust				.59		
A3 Cap. for Understanding				.76		
A4 Obligingess				.80		
Distractibility		.66				
Impulsivity		.63				
Irresponsibility		.65				
C1 Achievement-striving		-.71				
C2 Planfulness		-.78				
C3 Responsibleness		-.77				
C4 Carefulness		-.71				

JFA of the the Filipino PID-5 and the Mapa

PID-5/Mapa	COMPONENT					
	1	2	3	4	5	6
Anxiousness	.62					
Emotionally Lability	.68					
Separation Insecurity	.53					
N1 Vulnerability to Stress		-.79				
N2 Oversensitiveness		-.57		-.46		
N3 Worrying Anxiety		-.78				
N4 Moodiness		-.64		-.42		
Anhedonia	.76					
Intimacy Avoidance	.48					
Withdrawal	.69					
E1 Cheerfulness		.71				
E2 Friendliness		.76				
E3 Energy		.76				
E4 Loquaciousness		.69				
Eccentric	.64		.40			
Perceptual Dysregulation	.77					
Unusual Beliefs & Exps			.74			
O1 Intellectual Curiosity					.58	
O2 Aesthetic Sensitivity					.67	
O3 Aesthetic Sensitivity					.63	
O4 Imaginativeness					.68	
Deceitfulness			.78			
Grandiosity			.82			
Manipulativeness			.84			
A1 Modesty				.63		
A2 Cap. for Trust				.45		
A3 Cap. for Understanding				.77		
A4 Obligingess				.79		
Distractibility	.81					
Impulsivity	.59					
Irresponsibility	.57					
C1 Achievement-striving				.71		
C2 Planfulness				.82		
C3 Responsibleness				.77		
C4 Carefulness				.79		

SUMMARY OF SIMILAR RESULTS

RESULTS	PID-5	Filipino PID-5	CONCLUSION
Facet reliabilities	.65 - .93	.62 - .93	Scales well-understood
PCA of PID-5 facets	All facets load as intended, no cross-loading	All facets load as intended, 3 cross-loadings	Some measure of validation

DIVERGENT FACTOR STRUCTURES

	Original PID-5		Filipino PID-5
1	Neg. Affect.-Neuroticism	1	Disinhibition-Detachment-Psychoticism-Negative Affectivity
2	Disinhibition-Conscientiousness	2	Extraversion-Neuroticism
3	Detachment-Extraversion	3	Antagonism-Psychoticism
4	Antagonism-Agreeablns	4	Conscientiousness
5	Psychoticism	5	Agreeableness
6	Openness to Experience	6	Openness to Experience

DISCUSSION

The divergent JFA results for the Filipino PID-5 are hypothesized to be due to its late administration, coinciding with a much heavier workload consisting usually of final exams and term paper submissions. It could have made the facet scales sensitive to a dimension of "good versus bad" coping with end-of-semester stress, and the associated self-perceptions that such differences in coping abilities likely arouse. Interpreting only the first factor, it suggests that those who coped badly with the stress were those who tended to suffer from negative affect, and who described themselves as detached, disinhibited, and tending to have bizarre ideas. On the other hand, those who coped relatively well did not have these negative self-views.

Tentative conclusions on the Filipino and English PID-5

1. The Filipino PID-5 was well-understood and is not devoid of validity. Better timing of its administration might make its scale correlations accord better with the Five-Factor Model. Research is ongoing to test this hypothesis.

2. The original version of the PID-5 seems ready for use in its present form for those who are similar in background and English-language abilities to students in the national state university, for purposes similar to its current use in other countries.

First factor interpretation in JFA involving the Filipino PID-5: Students coping badly with stress had negative self-views when the FPID-5 was administered at the end of the semester, tending to score higher on the FPID-5 scales.

Semester's end

Exams!

Term papers!

Students coping well did not have such negative self-views, and scored lower on the FPID-5 scales.

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