

The Reliability of the Engagement with Beauty Scale with Greek Cypriots

Timothy Richel

A. Avgousti Institute of Language, Larnaka, Cyprus

Rhett Diessner

Lewis Clark State College

The Engagement with Beauty Scale (EBS; Diessner, Solom, Frost, Parsons, & Davidson, 2006; Diessner, Rust, Solom, Frost, & Parsons, 2006) provides a total scale score for level of engagement with beauty, and also has three subscales designed to assess an individual's engagement with natural, artistic and moral beauty. A study of the EBS utilizing an American sample ( $N = 206$ ) from a liberal arts college yielded a total scale internal consistency value of  $\alpha = .90$  and subscale alphas of  $.80$  for the Natural Beauty subscale;  $.87$  for the Artistic Beauty subscale; and  $.85$  for the Moral Beauty subscale (Diessner et al., 2006).

The study presented here sought to examine the preconditions of the cross-cultural validity of the EBS scale by examining the internal consistency of the scale with a non-American sample. The EBS was translated into Modern Greek and administered to a convenience sample of  $N = 30$  Greek Cypriot adults drawn from English as a Second Language (ESL) classes. To insure translation validity two bi-lingual Greek Cypriot ESL teachers<sup>1</sup> were asked to translate the scale and then compare their translations and come to a consensus for any nuances. The participants responded to the EBS's 14 item using its 7 point Likert scale ranging from "very unlike me" to "very much like me".

The participants were 50% female, 43% male and 7% no response, aged from 21 to 60 ( $M = 34.1$ ,  $SD = 9.9$ ). The sample was homogeneously Greek Orthodox in religion; ethnicity was 86.7% Greek Cypriot, 10% Greek, and 3.3% Greek speaking other.

The participant's responses yielded a Cronbach's alpha for EBS total score of  $\alpha = .85$ ; with subscales alphas of Natural Beauty  $\alpha = .72$ , Artistic Beauty  $\alpha = .73$ , and Moral Beauty  $\alpha = .85$ . The Greek Cypriot's had an average score of 76.0 ( $SD = 12.0$ ) on the EBS, which was

---

<sup>1</sup> We thank Avgousta Avgousti and Loukia Charilou for their generosity and excellence in translating the EBS from English to Greek.

significantly higher than the American sample's mean score of 68.7 (SD = 15.5;  $t(234) = -2.48$ ,  $p = .01$ , two tailed; effect size small,  $\eta^2 = .03$ ). There was no significant difference between the Greek Cypriots (M = 21.6, SD = 4.3) and Americans (M = 20.7, SD = 5.1) on the Natural Beauty subscale, but there were on the Artistic Beauty subscale, with a Greek Cypriot mean of 19.2 (SD = 5.1), and American of 16.7 (SD = 5.9) ( $t(234) = -2.20$ ,  $p = .029$ , two tailed; effect size small,  $\eta^2 = .02$ ); and on the Moral Beauty subscale, with a Greek Cypriot mean of 35.3 (SD = 5.8) and an American of 31.4 (SD = 7.4) ( $t(234) = -3.26$ ,  $p = .002$ , two tailed; effect size medium-small,  $\eta^2 = .04$ ).

The EBS appears to have translated well into Greek. The items are consistently measuring one construct, with alpha being moderately high at .85, and subscale alphas within acceptable limits, ranging from .72 to .85. The difference in engagement with moral beauty, between Cypriot and American samples, may be attributable to a culture of honor in Cyprus (Bryant, 2001; Bryant, 1999).

## References

- Bryant, R. (2001). An aesthetic of self: moral remaking and Cypriot education. *Society for Comparative Study of Society and History*, 43, 583-614.
- Bryant, R. (1999). An education in honor: Patriotism and rebellion in Greek Cypriot Schools. In V. Calotychos (Ed.), *Cyprus and its People: Nation, identity, and experience in an unimaginable community, 1955-1997*, pp. 53-67. New York: Westview Press.
- Diessner, R., Parsons, L., Solom, R., Frost, N., & Davidson, J. (2006). *Engagement with beauty scale: Validation of measures of natural, artistic and moral beauty*. Manuscript submitted for publication.
- Diessner, R., Rust, T., Solom, R., Frost, N., & Parsons, L. (2006). Beauty and hope: A moral beauty intervention. *Journal of Moral Education*, 35 (3), 301-317.