

Summary

Validity and Reliability of the Dimensions of Identity Development Scale into out of School Young Women

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There are many definitions in the various fields related to the concept of identity. Erikson's Theory of Identity is obviously the most influential theory of identity development. According to Erikson (1994), identity is the continuity of one's feelings of uniqueness. Much of the work on identity development is based on Erikson's theory. Researches which are In addition to Erikson's Theory of Psychosocial Development, Marcia's Identity State Model, Berzonsky's Identity Style Model, and Waterman's Identity State Model have taken attention (Luyckx, Goossens, Soenens, and Beyers, 2006). In recent years, the three dimensional Identity Development Model (Crocetti, Rubini, Luyckx and Meeus, 2008) and the Five Dimensional Identity Development Model (Luyckx et al., 2008a) have attracted attention.

Five Dimensional Identity Development Model.

This model is based on Marcia's Theory of identity status as well as the theories of Meeus and Bosma (Cok, Morsunbul ve Atak, 2018). Luyckx et al. (2006) in the first model they created in the exploration in breadth, commitment making, exploration in depth, and identification with commitment mentioned four dimensions. However, Luyckx et al. (2008a) increased the number of dimensions to five by adding ruminative exploration in their later studies. From these dimensions, commitment making means the degree of elections on issues related to identity; identification with commitment is the extent to which internal investments are assimilated; exploration in breadth, explores different options in line with value, purpose and beliefs before making an internal investment; exploration in depth means detailed research to determine the extent to which internal investments fit into values, goals and beliefs; ruminative exploration represents the difficulty in gaining sense of identity, as well as the lack of commitment.

In the studies on identity, it is seen that Five-Dimensional Identity Formation Model is studied quite frequently (Luyckx et al., 2008c). In Turkey, these models adapted to Turkish individuals was conducted on adolescent models for the scale (Morsunbul, 2011). Considering that identity development is shaped during the youth (Ruth, 2013) and that identity development differs among women (Erikson, 1994), it is important to introduce new measurement tools related to the process models of identity into Turkish. As a result of Erikson's observation about gender differences, he mentioned that the order of the psychosocial developmental stage in women may change. Women experience intimacy and identity at the same time due to they consider their identities in the context of their relationships with others, In other words, women can put their identity senses on hold in order to be in close relation with the opposite sex, which would distract them from their sense of loneliness (Erikson, 1994; Gilligan, 2017). Erikson has limited explanations of women despite he has various observations about them and continued to shape his theory in the male context (Gilligan, 2017). For this reason, Erikson's theory has been criticized for being insufficient in explaining identity development in women. Therefore it has been argued that women and men have taken a different path in the process of identity development (Bosma and Kunnen, 2001). In addition, when the effects of women's education and career experiences on the identity development process are examined, the identities of women who followed education pathway and career experiences and who did not differed (Sweet, Sarkisian, Matz Costa ve Pitt Catsouphes, 2016). In this context, the aim of this study was to adapt the Dimensions of Identity Development Scale which measures processes in identity development into out of school young women.

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Method

Study Group

The Dimensions of Identity Development Scale was administered to 215 female participants in total, aged between 18-24.

Data Collection Tools

The Dimensions of Identity Development Scale (DIDS). This scale is a 25-item self-report questionnaire developed by Luyckx et al. (2008a). The scale was adapted to Turkish by Morsünbül (2011). Each of the five dimensions is measured by 5 items, assessed on a 5-point Likert scale. The Cronbach Alpha internal consistency coefficient of the original scale was .81 for exploration in breadth, .79 for exploration in depth, for ruminative exploration .86, for commitment making .86, and for identification with commitment .86. The DFA results of the original scale were $df = 265$, RMSEA = .07, CFI = .94.

As a result of the adaptation of the scale into Turkish by Morsünbül (2011), the Cronbach Alpha internal consistency coefficient was .87 for exploration in breadth, .89 for exploration in depth, .90 for ruminative exploration, .90 for commitment making, and identification with commitment .89. According to the confirmatory factor analysis results, RMSEA value was .077, RMR value was .072, GFI value was .96, CFI value was 0.97, NFI value was .95 and NNFI value was .96. In addition, the adaptation of the Dimensions of Identity Development Scale was started after the approval of the authors (Koen Luyckx).

Personal information form. This form was developed by the researcher to assess demographic information such as age, education, city, marriage status and personal information.

Analysis of The Data

Confirmatory factor analysis was used to test construct validity and internal consistency coefficient was calculated to test reliability. Confirmatory factor analysis (CFA) is a technique based on testing theories of implicit variables (Tabachnick and Fidell, 2014). In this study, maximum probability factor analysis was used. Maximum probability factor analysis is a factorization technique that determines the ways of better factor analysis in order to reorganize the relationships in the data set indicators and enables statistical evaluations (Cokluk, Sekercioglu and Buyukozturk, 2014). In addition In this study, it was determined whether there were outliers in the existing data before DFA was performed. In this respect, z scores were examined and univariate deviant values were examined as an alternative to z scores. For

normality analyzes, skewness and kurtosis values were examined. In this study, confirmatory factor analysis was carried out by using Lisrel 8.70 software and reliability analyzes were performed by using SPSS 21.00 package program. In addition, percentage and frequency analyzes were conducted on the demographic characteristics of the participants.

Results

Investigation of Factor Structure. The χ^2 / sd value determined by confirmatory factor analysis is 2.22 and this value is consistent with the data of the proposed model. GFI is .88, IFI is .95, CFI is .95, AGFI is .85, NFI is .92, RMR is .06, and RMSEA is .07. Since CFI, NFI, RFI, IFI indices have an acceptable fit value of 0.90 and an excellent fit value of 0.95 (Bentler and Bonett, 1980; Marsh, Hau, Artelt, Baumert and Peschar, 2006) and GFI, AGFI values .85 and up (Meydan and Şeşen, 2011). Therefore, it shows that the 5-factor structure of the scale was confirmed as a result of CFA in this study.

Reliability. The Cronbach Alpha internal consistency coefficient of the scale was .79 for exploration in breadth, .68 for exploration in depth, .75 for ruminative exploration, .80 for commitment making, and identification with commitment .77. In addition, the structural reliability values were .79 for exploration in breadth, .71 for exploration in depth, .75 for ruminative exploration, .80 for commitment making, and .78 for identification with commitment. Generally, reliability coefficient of .70 or higher is considered sufficient (Field, 2013). However, .60 and higher values are considered to give reliable results (Kalayci, 2009; Sencan, 2005). Accordingly, it can be said that the internal consistency of the scale is within acceptable limits.

Discussion

The Dimensions of Identity Development Scale is a valid and reliable instrument for the assessment of out of school young women's identity development. While in the original study of the Dimensions of Identity Development Scale, internal consistency coefficients were between 0.79 and 0.86, in this study these numbers were between 0.68 and 0.80. These results showed similarity with the study in which Dimensions of Identity Development Scale was administered into adolescence (Morsunbul and Cok, 2014). In addition, in other studies similar reliability coefficients were observed (Luyckx, Schwartz, Goossens and Pollock, 2008b).

The Turkish version of the Dimensions of Identity Development Scale was conducted on adolescents (Morsunbul, 2011). However, since it is thought that

identity development continues to take shape in the emerging adulthood (Ruth, 2013) and it is suggested that identity development may be different in women (Erikson, 1994; Gilligan, 2017), it is considered appropriate to repeat the psychometric analysis of the scale on young women. This study is important in terms of providing a measurement tool for both women and out-of-school participants in order for researchers to reach out to different people in the region and examine their identity functions. In addition, since the application and scoring time of the scale is short and practical, it increases the usefulness of the scale and can be used especially in the process of identity development research.