

Physical, Cognitive and Social Elements of Self Identity

Bağlanma Stilleri

Department of Educational Sciences
Division of Psychological Counseling and Guidance
Ondokuz Mayıs University (OMU), Atakum 55200, Samsun
Turkey

&

Açısından Ergenlerde

Research Assistant PhD Candidate
Department of Educational Sciences
Division of Psychological Counseling and Guidance
Ondokuz Mayıs University (OMU), Atakum 55200, Samsun
Turkey

ABSTRACT

This article intends to examine self-identity from the physical, cognitive and social point of view. It argues that identity definition in general refers to an existential stance, an internal organization of needs, skills, sense of self and socio-political stance and that since a definition is required to develop a perspective, it defines self-identity as a feeling of subjective integrity, consistency and durability in terms of who we were in the past and whether we are still the same individuals regarding our personality; and our answer to the question ‘who am I’, indicating that we are a unique person different from anybody else. The article concludes by constructing a scale on which self-identity could be built.

Introduction

While the Identity concept was to a high degree studied in the beginning mainly by clinical psychologists, it was also addressed by development psychologists, social psychologists and sociologists afterwards (Morsünbül, 2005, p. 3; Vignoles, Chryssochoou, & Breakwell, 2002, p. 201). The fact that the identity concept includes physical, cognitive and social elements (Marcia, 1980, p. 159), and has a relationship with some of the concepts which are used to describe psychological features makes it difficult to define this concept (Pekşen Süslü, 2002, p. 2) and find a middle ground while defining it (Atak, 2011, p. 164). Another reason for this difficulty is that the identity definition in general refers to an existential stance, an internal organization of needs, skills, sense of self and socio-political stance (Marcia, 1980, p. 159). Despite all these difficulties, a definition is required to develop a perspective, and this is possible to a

certain extent. In this regard, some accepted definitions in the literature were included in this study. Identity is a feeling of subjective integrity, consistency and durability in terms of who we were in the past and whether we are still the same individuals regarding our personality; and our answer to the question “who am I”, indicating that we are a unique person different from anybody else (Şahin, 2009, p. 33).

Marcia (1980, p. 159) defined identity formation as an internal self-structuring, dynamic organization of energy, skills, beliefs an individual experiments; and he defined self-perceived identity as an individual’s having much more awareness and characteristics similar or dissimilar to others, his strong and weak features while deciding on his own lifestyle. Sheppard, Rothman and Klein (2011, p. 281) define identity as a self-opinion that an individual creates and desires to maintain. When we take all these explanations into consideration, self-perceived identity can be defined as self-perception, and the mood of an individual showing integrity, consistency and sustainability, which occurs when the individual perceives the difference of differences of himself from those around him along with his qualifications and inadequacies while forming his philosophy of life in an existential process.

Jung (2005, p.175) expresses his astonishment at people’s negligence regarding the answers to these kind of questions which are for themselves as being the actor, discoverer of all developments, decision maker of plans for future, and states that human is a mystery for himself. In this sense, the individual addresses himself questions about himself such as “what am I?”, “what is my purpose?”, “what can I do?”, “what is right and what is wrong?”, and makes a selection either positively or negatively with the answers given for each question addressed. While looking for responses to these questions the important point is for the individual to evaluate himself not in the way as he desires to be, but rather in the way as he actually is. (Köknal, 1999, p. 64-67). While looking for answers to such questions, the individual is not only under the influence of his family during childhood, he is also affected by the influence and the effect of the attitude and approaches of all the people he interacts with in the following years (Ersanlı, 2012, p. 43). Carried out aiming at the belief and life-sustaining goals of the individual in general, this questioning period is called the “discovery period” (Dunkel & Lavoie, 2005, p. 350).

Erikson evaluates identity in its context of ego psychoanalytic theory with a psychosocial-oriented epigenetic approach (Marcia, 1980, p. 159). Epigenetic principle is an important principle upon which Erikson based his theory inspired by embryology (Pekşen Süslü, 2002, p. 5). According to Erikson (1963), who basically defines psychosocial development of an individual as a joint product of interactions of psychological, social and cultural parameters; personality development, a life-long process, which comes out as a result of cognitive, biologic and genetic effects, consists of eight different periods in the light of past and future experiences in a hierarchical and untransposable way (Özgüngör & Kapıkıran, 2011, p. 114). He remarked that each of the eight life periods defined states a critical period for the development of the individual (Berman, Schwartz, Kurtines, & Berman, 2001). Therefore, it is a fact that the traits

defined for each period should be acquired; otherwise, it will be impossible or difficult to acquire that trait. (Hakola, 2009).

Erikson describes the adolescence period as a substantial crossroad where most of the energy is spent on issues of self-definition and self-esteem (Balkaya, 2005, p. 22). Besides all these, identity confusion coming to the forefront during the adolescence period could not be wholly resolved in any period of life. It becomes a propulsive force for the identity to acquire new characteristics in the progressive periods according to the changing roles and experiences, new needs coming up and other conditions (Karabekiroğlu, 2009, p. 41). Although Erikson did not feel the need to make the identity formation process operational, the fact that he formulized Marcia's identity statuses brought the theory into force together with extending Erikson's conceptual perspective (Vondracek, Schulenberg, Skorikov, Gillespie, & Wahlheim, 1995, p. 17). Thanks to identity statuses model, Marcia made an effort to convey conceptual information suggested by Erikson onto a ground where experimental research could be carried out (Marcia, 1980).

In this context, Marcia defined Identity Achievement, Dependent (Foreclosure) Identity, Moratorium Identity, and Identity Diffusion statuses considering that each individual cannot evenly succeed in the identity formation process (Ickes, Anna, & Johnson, 2012, p. 531). Marcia defines the individuals in identity achievement status as the ones holding flexible ego power along with the skill of independent judgment and ability to deal with stress. Individuals who achieve a strong self-perceived identity tend to be autonomous, productive and complex in their thoughts, especially after the active search process. Although their general habit is extrovert, their general mood is positive and displays a capacity of much more intimacy. They have a safer sexual identity, a more favorable self-concept and a more mature reasoning ability. Their relations with parents are generally positive. Despite their personal independence, they manage to be a part of the family (Marcia, 1980). Whereas those individuals in the dependent (foreclosure) identity status do not experience apparent stress, they seem as if they made up their minds.

In fact, the decisions they take are the decisions of their parents. As such decisions are adopted without questioning, the depression period is covered. When it comes to the family relations of these individuals, it is seen that they come from families where child-based family relations are intensive, that is; they are the children of families where there are no opportunities (either not allowed or required) to make independent decisions (Marcia, 1980). Those adolescents in the status specified as Moratorium by Marcia are just in the middle of identity crisis, and these adolescents delay making important decisions while the crisis keeps going. Within this time, they discover a wide range of options. Studies revealed that individuals in the moratorium status are more anxious, skeptical than those in the achievement and foreclosure identity statuses, and have certain characteristics such as being light-hearted in their relations and tending to avoid attachment required for close relations (Atak, 2011, p. 187).

Adolescents in the identity diffusion status are those who did not experience the investigation period and could not decide on a specific identity. For this reason, they would like to make use of opportunities illogically. It is known that the self-esteem and autonomy level of these adolescents are low; that they use unsophisticated cognitive methods compared to those of the adolescents in the suspended identity status and achievement identity status. Some adolescents may completely avoid forming identity, remaining in the identity diffusion status. They are not satisfied with their current conditions, but they are not able to develop a recent identity which they find accurate either (Marcia, 1980; Özcan & Durukan, 2011). Besides, extensions in educational life, post graduate educational studies, delays in business establishment or employment, thus delayed marriage and adulthood roles may affect the moratorium process (Kulaksızoğlu, 1997). These explanations by Marcia could be summarized as the following: “Identity Diffusion [low discovery, low attachment] represents not dealing with identity issues; foreclosure identity [low discovery, high attachment] represents strictness in identity formation and compliance with current structure; moratorium (high discovery, low attachment) represents a strong pursuit for ego; identity achievement [high discovery, high attachment] represents forming a consistent identity including different components” (Atak, 2011, p. 207).

Berzonsky asserted that different social cognitive processes are also involved in identity statuses. According to this model, individuals follow different strategies regarding the issues of problem solving, decision making and identity. These are informative orientation, normative orientation and avoidant/diffuse orientation. While informative oriented individuals actively search for and evaluate information regarding ego while making decisions about the configuration of the self-perceived identity and before shaping internalized investments; normative oriented individuals pay attention to expectations and confirmations of others. They apt to be close to information, they consider new information as a threat for their values and beliefs. As for Avoidant/diffuse orientated individuals, they avoid encountering personal problems and decisions and delay their decisions (Berzonsky & Adams, 1999; Balkaya, 2005; Morsünbül & Çok, 2013). It is seen that much importance is placed theoretically on socio-cultural elements in current studies regarding identity development, and that focus is much on processes in identity formation rather than the approaches dealing with identity development within the context of identity statuses (Morsünbül & Çok, 2013, p. 233).

Based on Erikson’s Psychosocial Development Theory, Marcia’s Identity Statuses Paradigm, Berzonsky’s Identity Styles Model and Waterman’s Statuses Model, Luyckx et al., (2005, 2007) proposed an identity formation model consisting of five dimensions. It can be said that this model is based on Erikson theoretically in terms of identity formation; on Marcia in terms of the dimensions to describe identity formation, on Berzonsky in terms of process and on Waterman about the characteristic of internal investment (Morsünbül, 2011). This model can also be reviewed as a more extended type of Marcia’s model, the process dimension of which is enriched, and it can be said that identity formation in the model is tried to be described by focusing on process (Luyckx,

Goossens, Soenens, Beyers, & Vansteenkiste, 2005). Thanks to the exploration process of different choices (ruminative exploration), regarding identity formation, it is seen that the context is also considered in this model (Morsünbül & Çok, 2013, p. 237). Calling attention to the fact that the context in which identity configurations develop should also be paid attention to in order to assess identity process accurately, Luyckx et al., (2005) defines the exploration period as the level of stuck, which makes it difficult for individuals to reach strong internal investments.

Morsünbül and Çok (2013) set forth that the biggest contribution of the Five Dimensional Model is that it puts forward the process of exploration of stuck choices. Notwithstanding there are some objections to clear claims that an unhealthy sense of identity lies behind many disorders for which effort is made for the solution of these disorders in accordance with psychological services based on some research results, it is also known that it is an undeniable fact that an unhealthy sense of identity is accompanied by many problems either directly or indirectly. When it is especially the source of the problem directly, it is also seen that the helping process is not very effective when it is focused on some reflections of it rather than the self-perceived identity itself which is the source of the problem. In this case, there occurs a need for some measuring devices to put forward whether or not the self-perceived identity is healthy. It catches the attention that there are few studies conducted for the identity development and problems therewith in general in Turkey based on Erikson's Psychological Development Theory.

Although there is an extreme need for studies about the subject, that there are a few studies conducted is attributed by Dereboyet al., (1994) and Özgüngör & Kapıkıran (2011, p. 115) to the fact that there is not a valid and reliable scale to measure the sense of identity. It is thought that the results of this study will contribute to fulfill the need for a measuring instrument the psychometric characteristics of which is on the desired level to measure the self-perceived identity of an individual.

Scope of the study

In this study, it was intended to develop a scale that is able to measure the level of self-perceived identity of an individual.

Method

In this section, information was provided about the statistical methods used in the proceeding and data analysis together with the population and sample.

Population and Sample/ participants

The target population of exploratory factor analysis in the study was composed of students studying at Ondokuz Mayıs University, Faculty of Education in 2013-2014 fall semesters. The sample of the study consisted of 328 students who were randomly selected. As for confirmatory factor analysis, the sample consisted of 253 students studying at Ondokuz Mayıs University, Faculty of Education, Faculty of Science and Literature.

Data Collection Tools

Self-Perceived Identity Scale (SPIS)

The scale was developed by the researchers to measure the self-perceived identity. The scale of self-perceived identity is a two-factor scale; in which the first factor measures the negative perception of identity and the second factor measures the positive perception of identity. Findings of confirmatory factor analysis also indicated that the obtained fit indices confirmed the two-dimensional structure. Results of reliability analysis for the negative perception of identity and positive perception of identity factors were .87 and .86, respectively. As for Cronbach α value of the whole scale, it was found as .88.

Functions of Identity Scale

The scale was developed by Serafini and Adams (2002). While the first form of the scale consisted of 22 articles (Serafini & Adams, 2002), Serafini et al., (2006) proposed a five dimensional structure each of which consisted of three articles in the later studies. Demir (2011) adapted this form of the scale into Turkish, and the internal coefficient of consistence of FIS in this study were calculated to be .70 for the structure dimension, .76 for the compliance dimension, .80 for the purpose dimension, .75 for the future dimension and .77 for the control dimension.

Proceeding

Developing Self-Perceived Identity Scale (SPIS)

Within the process of scale development, primarily an extensive literature review was carried out regarding the psychological structure desired to be measured, and a definition was created reviewing applicable publications that were available from dissertations and academic data bases. Support was received from 13 field experts holding office in the department of Psychological Counseling and Guidance. In accordance with the literature review carried out and expert opinions, a 76-article item pool was created making use of scales considered to be relevant. The studies carried out to ensure content validity of the scale are as follows: In order to ensure content validity, an item pool including 66 items was created in the first step. Prepared in order to ask expert opinion as one of the rational ways used to test content validity (Büyüköztürk, 2011), Expert Opinion Form (EOF), including the draft items, was submitted to the opinion of 13 field experts from the department of Psychological Counseling and Guidance in the Faculty of Education.

In accordance with their opinions, 18 items were eliminated. Transformed into 5-point likert-type scale, the remaining 48 items were applied to 345 students studying at the Faculty of Education. However, determining that data collection tool was completed deficiently or erroneously by 17 students, the scale development study was carried out on the data obtained from 328 participants. The items in the scale were ranged between 1-5 points. After the data collection procedure, the data file was checked for any mistake during data entry, and minimum and maximum values of the items ranging between 1,00 and 5,00 were observed in the table of Descriptive Statistics. SPSS 20 packaged software was utilized for data analysis.

Findings

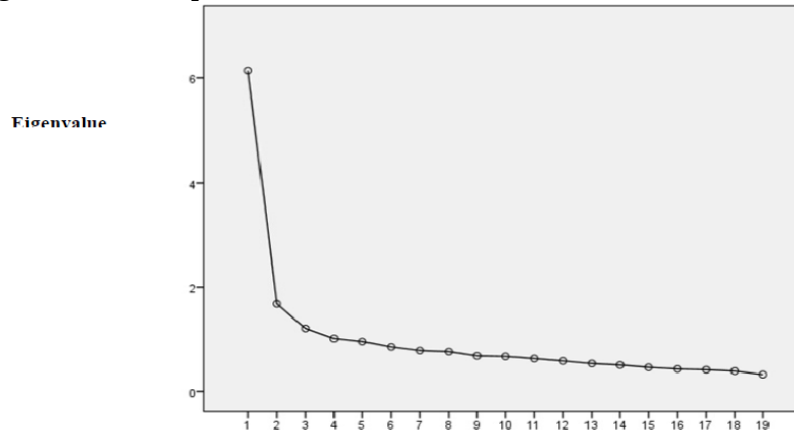
Factor analysis is a statistical technique aiming to describe questions or statements measuring the same structure or characteristics with limited number of factors gathering them under a group. Factor analysis is divided into two as exploratory factor analysis and confirmatory factor analysis. With reference to relationships (correlations) between the items, exploratory factor analysis is a process to find factors, whereas confirmatory factor analysis is a statistical technique where a hypothesis or theory with respect to the relationship between the items is tested (Büyüköztürk, 2011, p. 123).

Findings on Exploratory Factor Analysis

The item-total point correlation method is a method applied in reliability calculations. This method reveals the relationship between the points taken from test items and the total point. It can be said that the items whose item total point correlation is .30 and higher distinguish individuals very well, and the items whose item-total point correlation is between .20-.30 had better be omitted from the test although they can be included in the test thereby correcting such non-compulsory cases, and that the those with an item-total point correlation lower than .20 should not be included in the test (Büyüköztürk, 2011, s. 171). In this study, 14 items whose item-total point correlation seemed to be under .30 were omitted from the test. Thus, there remained 34 items in the test. For the validity study of the scale, structure validity of 34-item form was checked, and a factor analysis was carried out to that end. Data collected from 328 students in total were used for the exploratory factor analysis of the scale.

Whether the data are suitable for factor analysis or not was reviewed with the Kaiser-Meyer-Olkin (KMO) coefficient and Barlett Sphericity test. KMO value was .893 and Barlett Sphericity test .000, and it was proved that the data were suitable for factor analysis (Büyüköztürk, 2011; Kalaycı, 2010). In the exploratory factor analysis (EFA) carried out on the answers given by 328 students who took part in the survey (AFA), the factorization “Principal Component Analysis” was carried out through the Direct Oblimin rotation technique. The fact was taken into account that the eigenvalue of each factor is at least 1, and the factor loads of items in each factor have the value of at least .40. When the number of people to whom the scale is applied is at least 200, it is suggested that this value be used (Kim-Yin, 2004; Akt. Şencan, 2005). Following factorization, the Rotated Factor Matrix table was checked and 15 items in total which took a load value under .40 and the difference of whose load values taken in more than one factor were .10 and below were omitted from the scale. As a result of the final analysis, it was seen that the factor loads of 19 items constituting the scale gathered in 2 factors. The distribution of the factor loads as a result of the factor analysis was given in Figure 1.

Figure 1: Eigen-values Graphic on SPIS



Number of factors

As seen in the graphic of eigenvalue, there was a highly accelerated decline after the first factor. It was decided that the scale consist of two factors as there was a decline observed, though it was less compared to the previous one, when it came to the second factor. Factor load values of items gathered in 2 factors as a result of the exploratory factor analysis (EFA) and item-total point correlations were presented below.

Table 1: Factor Loads of the Items and Item Total Point Correlations

Items	Factors		Item Total Point Correlation
	1	2	
K7	.672		.665
K10	.685		.654
K16	.406		.605
K18	.682		.637
K19	.730		.685
K20	.556		.570
K30	.484		.631
K51	.747		.686
K58	.526		.597
K65	.508		.560
K15		.583	.543
K34		.743	.684
K38		.668	.649
K40		.605	.608
K43		.750	.640
K45		.481	.632
K55		.482	.673
K63		.547	.653
K64		.493	.665

The first factor in Table 1 was called as the “Negative Perception of Identity”, and the second factor as the “Positive Perception of Identity”. The contribution of the 1st factor to the total variance explained was 32.313 %and the 2nd factor was 8.830 %. Ten items gathered in the first factor were titled as the “Negative Perception of Identity”, and 9 items gathered in the second factor were titled as the “Positive Perception of Identity”. The total variance explained by the 19-item scale made up of 2 factors was 41.142 %. The distribution of the items to the factors as a result of the exploratory factor analysis and the variances explained by the factors were given inTable2.

Table 2: Distribution of items to the factors as a result of EFA and Variances Explained by Factors

Factor number	Items	Factor Titles	Variances Explained
1	7,10,16,18,19,20,30,51,58,65	Negative Perception of Identity	%32,313
2	15,34,38,40,43,45,55,63,64	Positive Perception of Identity	%8,830
Total	19	2	%41,142

Findings on Confirmatory Factor Analysis

In order to test structural validity, this two-factor structure was tested with the confirmatory factor analysis (CFA) method making use of SPSS Amos 20 program. For the DFA applied for the model testing of the two-factor SIS consisting of nineteen articles, data obtained from second study group on a 267-person group were used. Uncompleted scales were omitted from the scales applied, and the data of 253 scales were included in the analysis. In order to determine to what extent two dimensional models complied with the observed data, whether the model had an acceptable goodness of fit in confirmatory factor analysis conducted with Amos 20 was evaluated with statistics of goodness of fit. Whether the measuring model generated in the survey had an acceptable goodness of fit was evaluated with statistics of goodness of fit. As a result of confirmatory factor analysis carried out on nineteen articles, it was seen that there weren't any articles with high error variances and low statistical significance (t) value. Fit index values with respect to DFA were indicated in the following table.

Table 3: Fit Indices Obtained Following DFA

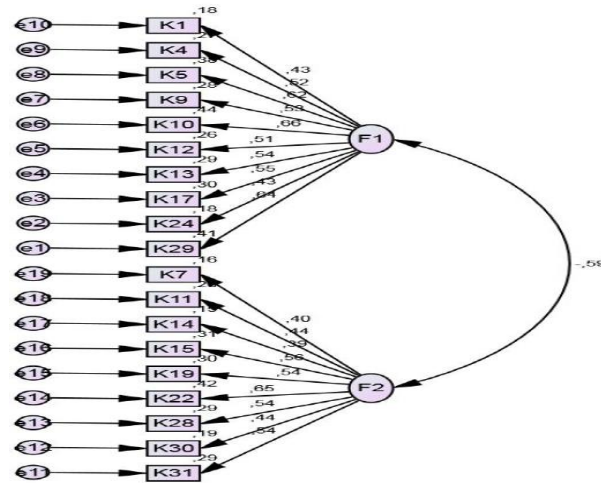
Fit Index	Value	Fit Index	Value
χ^2/ sd	1.559	GFI	.91
RMSEA	.047	SRMR	.056
AGFI	.89	CFI	.91

As seen in Table 3, the rate of $\chi^2=235.467$. $\chi^2/ sd= 1.559$ was below 3. That the rate of χ^2/ sd being below 3 in the large samples corresponded to perfect fit (Kline, 2005: 136, Akt. Çokluk, Şekercioğlu, & Büyüköztürk, 2012). Ideal point for GFI, AGFI and CFI should be higher than .90. The RMR value should be lower than .05; and the value of RMSEA should be lower than 0,08. If the values of RMSEA, RMR, SRMR are lower than 0,05, it corresponds to perfect fit, and if they are between 0,05 and 0,08, it corresponds to good fit, and if they are between 0,08 and 0,10 to weak fit. Whereas GFI, AGFI, NNFI, CFI values correspond to perfect fit if they are 0,95 and higher; and good fit if they are between 0,90 and 0,95 (Çokluk, Şekercioğlu, & Büyüköztürk, 2012).

As seen in Table 3, fit indices obtained were within the desired level. In accordance with the fit indices obtained, it could be said that the two-factor structure obtained for the scale as a result of the exploratory factor analysis was also supported following the confirmatory factor analysis. The way diagram obtained as a result of the confirmatory factor analysis was indicated below. As also seen in the way diagram, the factor loads of all items were greater than 0,3 and showed a high compliance with the three-factor structure. When the relationship of factors with each other following the

DFA analysis was reviewed, it was seen that there was a medium-level ($r = -.59, p < .001$) relationship between the “Negative Perception of Identity” and “Positive Perception of Identity” factors in the negative direction.

Figure 2: Way Diagram for Three-Factor SPIS



Findings on Reliability of Self-Perceived Identity Scale (SPIS)

In order to specify the reliability of SPIS, Cronbach Alpha internal consistency coefficients were calculated. The internal consistency coefficient for the scale was found as $\alpha = .88$. Another way applied within the frame of item analysis was the questioning of the differences between the item average points of the subgroup of 27% and top group of 27% constituted according to the total test points via the unrelated t-test,. The difference between the two groups being significant was an indication of the internal consistency of the test (Büyüköztürk, 2011, p. 171).The total points of 328 forms included in the analysis were sorted in the ascending order accordingly; and the difference between the data of 88 forms which was top 27% and the data of 88 forms which was sub 27% were tested with the unrelated t-test. It was seen significant in the level of $p < .01$ at the end of the analysis In accordance with the values found, it could be said that the scale had a high internal consistency.

Scale Correlated Validity

In order to examine the criteria correlated validity of the scale, developed by Serafini et al., (2006) and adapted into Turkish by Demir (2011), Functions of Identity Scale internal consistency of which is .70 for structure dimension, .76 for compliance dimension, .80 for purpose dimension, .75 for future dimension, and .77 for control dimension was used. It is expected that the sub-dimension of the positive perception of identity be in a positive relationship with the five dimensions of functions of identity and that the sub-dimension of the negative perception of identity be in a negative oriented relationship with the above mentioned dimensions.

Table 4: Scale Correlated Validity-Correlation Results

Factors	Structure	Compliance	Purpose	Future	Control
Positive Perception of Identity	.64**	.56**	.57**	.46**	.52**
Negative Perception of Identity	-.43**	-.29**	-.28**	-.36**	-.37**

Consistent with the expectations, according to the analysis result in Table 4, it was seen that the sub-dimension of the positive perception of identity was in a positive relation and the sub-dimension of the negative perception of identity was in a negative-oriented relationship with the five dimensions of functions of the identity scale.

Results and Recommendations

The scope of this study was to review the psychometric features of the Self-Perceived Identity Scale to determine the perception of identity levels of individuals in the adolescent-late adolescent period. Analysis results provided psychometric support in that the 19-item Perception of Identity consisting of 2 factors in 5 point likert-type could be used as 2 dimensional. The first factor was called as the “Negative Perception of Identity”, whereas the second factor was called as the “Positive Perception of Identity”. The contribution of the 1st factor to the total variance explained was 32.313 % and the 2nd factor was 8.830 %. Ten items gathered in the first factor were titled as the “Negative Perception of Identity”, and 9 items gathered in the second factor were titled as the “Positive Perception of Identity”. The total variance explained by the 19-item scale made up of 2 factors was 41.142 %. Reliability value for the two-factor SPIS was found as $\alpha=.88$.

It is assessed with the confirmatory factor analysis whether the two-factor scale structure showed similar results in different samples as well. In accordance with the fit indices obtained, it was observed that the structure of the two-factor scale as a result of the confirmatory factor analysis gave acceptable and valid results. On account of the fact that the values were statistically significant and error variations were low and factor load values were high, it was concluded that the scale had construct validity. In the Self-Perceived Identity Scale obtained as a result of the required validity and reliability analysis, the highest and lowest points to be obtained from the sub-dimensions of the positive and negative perception of identity are 10-50 and 9-45. There are no reverse scored items in the scale. High scores obtained from the sub-dimension of the negative perception of identity referred to a highly negative perception of identity and identity crisis, whereas the high score obtained from the sub-dimension of the positive perception of identity referred to a highly positive perception of identity. A general total point could not be obtained from the scale. The results also indicated that the scale had an internal consistency which could be considered high. Separation of factors was also supported with the literature just as it was supported statistically. The items in the first factor were collected under the “Negative Perception of Identity” title.

The negative perception of identity is an expression for adolescent’s not being able to cope with the difficulties of the crisis. The fact that the perception of identity is

unhealthy gives rise to the individual's unhealthy perception of himself and the environment, and it gives cause for developing unhealthy attitudes in connection with unhealthy perceptions (Balkaya, 2005; Demir, Dereboy, & Dereboy, 2009). The general portrait of individual experiencing identity confusion is disturbing. This adolescent could not reach psychosocial self-definition and sees decision-making as threatening and conflictual. Failure in decision-making increases the feeling of loneliness (Balkaya, 2005, p. 26). Therefore, it could be said that the statistical results of the items in the factor were in parallel with the literature. The second factor was the "Positive Perception of Identity". Marcia (1980, s. 159) defines a better developed perception of identity as an individual's having much more awareness about his aspects similar or dissimilar to others, strong and weak areas while determining his own way of life. When the items in the second factor were reviewed, it was thought that the items were in parallel with the literature. In the light of all these results, the Perception of Identity Scale to be used to determine the perception of identity levels of individuals in adolescent-late adolescent period was a valid and reliable scale.

Recommendations

The studies on the development of the Perception of Identity Scale were performed on university students who could be considered as late adolescent periods. It could be recommended that validity and reliability studies for the scale be also made for periods such as adolescence, middle adolescence and adulthood.

References

- American Psychiatric Association (2005). Diagnostic and Statistical Manual of Mental Disorders: DSM-4. ManMag.
- Anthis, K. S., Dunkel, C. S., & Anderson, B. (2004). Gender and Identity Status Differences in Late Adolescents' Possible Selves. *Journal of Adolescence*, 27, 147–152.
- Berman, A. M., Schwartz, S. J., Kurtines, W. K., & Berman, S. L. (2001). The Process of Exploration Identity Formation: the Role of Style and Competence. *Journal of Adolescence*, 24, 513–528.
- Berzonsky, M. D., & Adams, G. R. (1999). Reevaluating the Identity Status Paradigm: Still Useful after 35 years. *Developmental Review*, 19, 557–590.
- Crocetti, E., Jahromi, P., & Meeus, W. (2000). Identity and Civic Engagement in Adolescence. *Journal of Adolescence*, 23, 521–532.
- Çelen, N., & Kuşdil, E. (2009). Parental Control Mechanisms and Their Reflection to Identity Styles of Turkish Adolescents. *Paideia*, 19(42), 7-16.
- Hakola, R. (2009). Erik H. Erikson's Identity Theory and the Formation of Early Christianity. *Journal of Beliefs & Values*, 30(1), 5-15.

- Ickes, W., A. P., & Johnson, A. (2012). Linking Identity Status to Strength of Sense of Self: Theory and Validation. *Self and Identity*, 11, 531-544.
- Keybollahi, T., Mansoobifar, M., & Mujembari, A. K. (2012). The Relationship between Identity Statuses and Attitudes toward Intimately Relations Considering the Gender Factor. *Social and Behavioral Sciences*, 46, 899 – 903.
- Kroger, J. (1988). A Longitudinal Study of Ego Identity Status Interview Domains. *Journal of Adolescence*, 11(1), 49-64.
- Kroger, J., Martinussen, M., & Marcia, J. E. (2010). Identity Status Change During Adolescence and Young Adulthood: A meta-Analysis. *Journal of Adolescence*, 33, 683–698.
- Luyckx, K., Goossens, L., Soenens, B., Beyers, W., & Vansteenkiste, M. (2005). Identity Statuses Based on 4 Rather Than 2 Identity Dimensions: Extending and Refining Marcia's Paradigm. *Journal of Youth and Adolescence*, 34(6), 605–618.
- Luyckx, K., Soenens, B., Goossens, L., & Vansteenkiste, M. (2007). Parenting, Identity Formation, and College Adjustment: A Mediation Model with Longitudinal Data. *Identity: An International*, 7(4), 309-330.
- Mansoobifar, M., Mujembari, A. K., & Keybollahi, T. (2012). The Correlation between Identity Status and Loving Elements (Intimacy, Commitment, Passion). *Social and Behavioral Sciences*, 46, 1167 – 1170.
- Marcia, J. E. (1980). Identity in Adolescence. J. Adelsoniçinde, *Handbook of Adolescent Psychology* (s. 159-187). New York: Wiley.
- Meesus, W., Oosterwegel, A., & Vollebergh, W. (2002). Parental and Peer Attachment and Identity Development in Adolescence. *Journal of Adolescence*, 25, 93–106.
- Pulkkinen, L., & Kokko, K. (2000). Identity Development in Adulthood: A Longitudinal Study. *Journal of Research in Personality*, 34, 445–470.
- Serafini, T. E., & Adams, G. R. (2002). Functions of identity: Scale construction and validation. *Identity. An International Journal of Theory and Research*, 2(4), 361-389.
- Serafini, T. E., B. Maitland, S., & Adams, G. R. (2006). The functions of identity scale: Revisions, validation and model testing. Poster session presented at the Biennial Meeting of the. San Francisco, California.
- Shepperd, J. A., Rothman, A. J., & Klein, W. M. (2011). Self-regulation, Identity-regulation and Health. *Self and Identity*, 10(3), 281-283.
- Taylor, R., & Oskay, G. (1995). Identity Formation in Turkish and American Late Adolescents. *J Cross Cult Psychol*(26), 8-22.

- Vignoles, V. L., Chryssochoou, X., & Breakwell, G. M. (2002). Evaluating Models of Identity Motivation: Self-Esteem is Not the Whole Story. *Self and Identity*, 1, 201-218.
- Vondracek, F. W., Schulenberg, J., Skorikov, V., Gillespie, L. K., & Wahlheim, C. (1995). The Relationship of Identity Status to Career Indecision During Adolescence. *Journal of Adolescence*, 18, 17-29.