Introduction

Personal identity refers to the choices and decisions one makes regarding their personal goals and plans, preferences etc, in different life domains. It is considered one of the main developmental tasks of adolescence (Erikson, 1968). Different empirical approaches have been developed regarding how identity can better be operationalized.

Crocetti, Rubini, and Meeus (2008) developed a three stage model, where adolescents form initial commitments, which they then further explore, to result in reconsideration and further commitments. The Utrecht Management of Identity Commitments Scale (U-MICS) is a self-report instrument designed to capture these three processes.

The U-MICS has been shown to have good psychometric properties in different contexts and different populations (e.g. Italian, Crocetti, Schwartz, Fermani, & Meeus, 2010; Turkish, Morsunbul, Crocetti, Cok, & Meeus, 2014)

Aims of Study

- To check the measurement invariance of the U-MICS between Greek and immigrant students in Greek schools.
- To test the psychometric properties of the scale by means of internal consistency and convergent validity.

Method

Sample
- 711 adolescents
- 54.1% male
- 12.57 years (SD=0.49)
- 328 adolescents (46.1%) from Albania
- 383 Greek students.
- 7th Grade students.
- Parental Consent: Only 2 parents (0.3%) declined.
- Item-level missingness: 1.5% to 4.0%.
- Full-Information Maximum Likelihood.

Measures

- Utrecht-Management of Identity Commitments Scale

- Self-Efficacy Scale
  - (Bandura, Barbaranelli, Caprara, & Pastorelli, 1996), a = .90/.89

- Strengths and Difficulties Questionnaire
  - (Goodman, 1997), a’s: Emotional Symptoms: .72/.71, Total Score: .76/.70.

- The Depression Scale
  - (Salokangas, Poutanen, & Stengård, 1995), α’s: .83/.79.

- Big Five

- Grade Point Average (mean of 5 main courses).

Analyses

- Parcelling: Educational and Relational Identity 26 total items together. Three parcels per factor. Commitment (10 items), Exploration (10 items), Reconsideration of Commitments (6 items).
- Bivariate Correlations.
- Regressions controlling for age and gender.

Results

- Following the Multiple Testing Procedure we located two parameters that were not invariant: intercepts of parcels 6 (loading on In Depth Exploration) and 8 (loading on Reconsideration of Commitments) were left free to vary.
- This way the partial scalar model showed good fit and insignificant fit changes compared to previous models (see Table 1).
- Bivariate correlations and standardized beta coefficients were in theoretically predictable directions (see Table 2).

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  - (Crocetti, Rubini, & Meeus, 2008), a’s: (Greek/Albanian): Commitment: .83/.83, In Depth Exploration: .79/.78, Reconsideration of Commitment: .66/.63

- Self-Efficacy Scale
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Table 1: Measurement Invariance of the U-MICS in Greek and immigrant students.

<table>
<thead>
<tr>
<th>Model 1: Configural</th>
<th>Model 2: Metric</th>
<th>Model 3: Partial Scalar</th>
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<tr>
<td>χ²</td>
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<td>p</td>
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</table>

Conclusion

1. The U-MICS is a reliable and valid instrument to be used in Greek school context.
2. Metric invariance means the construct has the same meaning across groups.
3. Partial scalar invariance means that mean-scores can be compared only taking into account certain items that don’t have equal intercepts.
4. Commitment showed an adaptive outline, whereas In Depth Exploration and Reconsideration seem to be rather maladaptive, at this early adolescent sample.

References