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Abstract[*]

The present paper reports the development of the Myanmar version of the Identity Scale (EOMEIS - 2) based on a translation of the Bennion and Adams (1986) original instrument. To examine the reliability of the Myanmar version of the Identity Scale, a questionnaire survey of 300 high school students from No. (1), No. (8) and No.(26) BEHS in Mandalay was conducted. According to the item analysis results, all of the items on each subscale were significant at either .01 or .001. The reliability coefficients were found to be .56 for Diffusion Status, .75 for Foreclosure, .46 for Moratorium and .69 for Achievement, according to the result of reliability analysis (Coefficient alpha). These resulted items on all subscales were organized as a single test named "Myanmar version of the Identity Scale". The results show that the Myanmar version of the Identity Scale is a reliable test.
Keywords: Identity Scale, Achievement, Moratorium, Foreclosure, Diffusion.

Introduction

We intended to present the construct a psychological instrument designed to measure adolescent's level of explanation and commitment in identity statuses.

The concept of identity is abstract and malleable in nature. How one's identity develops over time and what makes one person distinctly different from another person is complex to say the least; therefore, it makes sense that the psychological study of identity is monumental and evolving. For the purpose of this study, the subject of identity is based on Erikson's (1950) foundation of identity development and Marcia's (1966) empirical assessment of identity development theory. Erikson's theory of identity described a complex pattern of dimensions on a spectrum ranging from identity synthesis to identity confusion. Identity synthesis describes consistency between what one shares with the outside world and what one shows oneself across the various aspects of identity. Identity confusion describes partial or disorderly pattern across dimensions and between the identity shared with self and others. Furthermore, Erikson described the ideal location on the spectrum of identity development as showing a continuity of character with the awareness of continued growth or evolution   identity, in Erikson's (1968) words "a present with an anticipated future". Each person's identity development may range between synthesis and confusion or a feeling of purpose or indifference, while to others there can be a sense of predictability or unpredictability depending on where they are on the

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spectrum of development. In other words, the more synthesized the identity, the more predictable the person should be.

Marcia (1966) used Erikson's theory of Identity Development as the foundation for the work on the levels at which one has explored or committed to domains of identity such as a career choice. Exploration has been defined as a process of sorting through information about one's self and the environment, while commitment is defined as choosing goals, values or beliefs. Given varied levels of exploration and commitment, four general identity statuses were developed: foreclosure describes high commitment with little exploration, moratorium is characterized by low commitment and high exploration, diffusion describes low levels of commitment and exploration, and finally achievement represents high level of exploration followed by a high level of commitment.

The four identity statuses have been associated with many cognitive, emotional, and social differences (Pastrorino, Dunham, Kidwell, Bacho, and Lamborn, 1997; Schwartz, 2001; Marcia, 2001; van Hoof, 2001; Levine, 2001). Specifically, identity diffusion has been associated with general apathy, academic and drug problems, poor interpersonal skills, and those more affected by one's environment. Those who are in the stale of identity diffusion have a weaker social support network, are at risk for depression, and Often do not take advantage of opportunities that could be helpful to them. In other words, the diffused individual is lacking the foundation of inner strength and environmental support to explore and make choices.

The identity status of foreclosure has been associated with low conflict and idealized relationships with their parents, closed-mindedness, smug self-satisfactions, authoritarianism, and rigidity (Pastronino, Dunham, Kidwell, Bacho and Lomborn, 1997; Skorikov and Vonderacek, 1998, Schwartz, 2001). In other words, foreclosed individuals tend to be much more attached to their secure life and those who have contributed to their security; they resist change and are attached to known norms, rules and what is familiar to them. At the core of the foreclosed individual is a person who has adopted someone else's beliefs, standards and at times choices without critically exploring them first.

Identity moratorium has been associated with open-mindedness, and critical thinking (Pastrorino, et. al.1997; "Skorikov and Vonderacek, 1998, Schwartz, 2001). Interestingly, it has been found that because of the stress associated with high level of

exploration and low commitment of the moratorium status, individuals tend to spend less time in this state. Identity achievement is associated with effective decision making, deep interpersonal relationships, and balanced thinking.

While identity as a whole can be described by the four statuses, Marcia and later researchers investigated the various domains of identity. A domain of identity, such as a career identity versus a religious or social identity, describes the different dimensions of one's life that may contribute to an overall sense of identity or serve as separate units of identity for that domain (Skorikov and Vonderacek, 1998). The various domains of identity have been found to develop at somewhat independent rates, and the career identities have been found to be at the forefront of maturation of identity domains (Skorikov and Vonderacek, 1998). . The finding that identity domains mature at different rates may be a result of varying priorities during different points in development. Developing one's identity may require a focused process by which one domain, such as a career, may trump other domains until achievement is reached for that period of time. Furthermore, it may be that one goes through a cycle of the various domains of identity achieving a sense of identity, then returning to exploration in order to achieve a new identity, to provide more depth to the present identity, or simply to reaffirm that the present identity still fits.

In addition to personal priorities possibly affecting the development of identity domains, external factors such as social expectations may also b an influence. Pastronino and collegues (1997) review of identity domain development describes how over the decades of research on identity, the understanding about domain specific gender differences has changed. For example, Grotevant and Thornbecke (as cited in Pastronino, et al. 1997) describe the relationship between men's occupational identity achievement and the desire for material gains and being competitive about work itself, while women's occupational identity achievement has been related to a desire for approval and acceptance from others In general, men's identity development has been related to ideological issues and women's identity development had been linked more strongly to interpersonal issues.

In contrast to other countries, research on the investigation of Identity status in Myanmar is still in its initial stages. So, this Identity scale (EOMEIS-2), which is applicable to Myanmar cultural milieu, was constructed.

Scale Development

Writing the items

First, the original test, the Objective Measure of Identity Status Second Version (EOMEIS - 2) developed by Bennion & Adams (1986) was taken and translated the test items into Myanmar were organized as a 6-point scale that measure adolescent's level of exploration and commitment in identity statuses of achievement, moratorium, foreclosure and diffusion. Response is to a six point likert scale ranging from (1) strongly disagree, (2) moderately disagree, (3) disagree, (4) agree, (5) moderately agree to (6) strongly agree.

Then, the description were translated into Myanmar by the researcher and checked by supervisor against the original to ensure the corseptual equivalence of the Myanmar version to the original version.

Item Analysis

In general, it is expected that each item will be answered more correctly by high-scoring individuals than by low-scoring individuals. When this does not occur it alerts us to the possibility that something may be wrong with the item. To check the relation of item response to total scores the performance of a group of high-scoring respondents can be compared with that of a group of low-scoring individuals chosen on the basic of total test score. In a normal distribution sample, it has been shown that optimum groups for the purpose consist of the upper 27 percent and the lower 27 percent of the case (Anastasi, 1982). The present study followed the above method to carry out an item analysis.

Participants

A group of 300 subjects used for the item analysis under study included students from BEHS No. 1, 8 and 26 in Mandalay. This subject group consists of 150 male and 150 female students.

Procedure

To conduct an item analysis, Identity Scale (EOMEIS-2) was administered to the subjects. The responses of the subject were scored by using the scoring key for each subject. The total scores of each subscale were obtained and arranged by descending order. Out of these, the 27 percent of high- scoring individuals and 27

percent of low- scoring individuals were used in this analysis. Then the Chi-Square method was used to find out whether or not these were any significant differences between two groups on each item.

Results and Discussion

        Table 1,2, 3 and 4 present the result of an item analysis conducted for the 32-item Identity Scale (total) and each subscale. It consists of four statuses, namely diffusion, foreclosure, moratorium, and achievement. For the total Identity Scale, it was found that all of the items on the scale were significant at either .05 or .01 or .001 level, expect for item 10. As shown in Table 1, 2, 3, 4 and 5, all of items on each subscale were significant at either .05 or .01 or .001 level.

Table 1 Showing significant differences between high-scoring group and low-scoring group (item analysis for Diffusion Status)

Scale Item	Statement	χ^2 Value	Significance Level
1	I haven't chosen the career I really want to get into, and I will just work at what is available until something better comes along.	75.18	.001
2	There's no specific "life style" which appeals to me more than another.	46.35	.001
4	I sometimes join in recreational activities when asked, but I rarely try anything on my own.	27.59	.001
13	I'm not really interested in finding the right job, any job will do. I think I will just flow with what is available.	82.62	.001
15	I don't have any real close friends, and I don't think I'm looking for one right now.	65.45	.001
16	Sometimes I join in recreational activities, but I really don't see a need to look for a particular activity to do regularly.	53.03	.001
26	I guess I just kind of enjoy life in general, and I don't see myself living by any particular viewpoint to life.	44.40	.001
27	I don't have any close friends, I just like to hang around with the crowd.	89.14	.001

Table 2 Showing significant differences between high-scoring group and low-scoring group (item analysis for Foreclosure Status)

Scale Item	Statement	χ^2 Value	Significance Level
9	I might have thought about a lot of different jobs, but there's never really been any question about the job I would do since my parents said what they wanted for me.	88.26	.001
11	My parents known what's best for me in terms of how to choose my friends.	78.3	.001
14	My own views on a desirable life style have come right from my parents and family. I haven't seen any need to look further.	65.84	.001
19	I only pick friends my parents would approve of.	57.62	.001
20	I've always liked doing the same recreational activities my parents do and haven't ever seriously considered anything else.	80.01	.001
21	My parents decided a long time ago what I should go into for employment and I'm following through with their plans.	93.53	.001
22	My parent's views on life are good enough for me, I don't need anything else.	75.32	.001
32	All of my recreational preferences I got from my parents and I haven't really tried anything else.	69.54	.001

Table 3 Showing significant differences between high-scoring group and low-scoring group (item analysis for Moratorium Status)

Scale Item	Statement	χ^2 Value	Significance Level
3	There are a lot of different kinds of people. I'm still exploring the many possibilities to find the right kinds of friends for me.	45.56	.001
5	I'm still trying to decide how capable I am as a person and what jobs will be right for me.	55.3	.001
6	I'm looking for an acceptable perspective for my own "life style" view, but haven't really found it yet.	58.31	.001

Table 3 ~ *Continued*

Scale Item	Statement	χ^2 Value	Significance Level
8	While I don't have one recreational activity I'm really committed to, I'm experiencing numerous activities to identify one I can truly enjoy.	28.87	.001
18	In finding an acceptable viewpoint to life itself, I find myself engaging in a lot of discussions with others and some self-exploration.	19.7	.001
28	I've been experiencing a variety of recreational activities in hopes of finding one or more I can really enjoy for some time to come.	55.18	.001
29	I just can't decide what to do for an occupation. There are so many possibilities.	60.39	.001
31	I really don't know what kind of friend is best for me. I'm trying to figure out exactly what friendship means to me.	51.74	.001

Table 4 Showing significant differences between high-scoring group and low-scoring group (item analysis for Achievement Status)

Scale Item	Statement	χ^2 Value	Significance Level
7	There are many reasons for friendship, but I choose my close friends on the basis of certain values and similarities that I've personally decided on.	58.91	.001
10	After considerable thought I've developed my own individual viewpoint of what is for me an ideal "life style" and don't believe anyone will be likely to change my perspective.	69.92	.001
12	I've chosen one or more recreational activities to engage in regularly from lots of things and I'm satisfied with those choices.	53.34	.001
17	It tool me a while to figures it out, but now I really know what I want for a career.	95.69	.001
23	I've had many different friendships and now I have a clear idea of what I look for in a friend.	89.66	.001
24	After trying a lot of different recreational activities I've found one or more I really enjoy doing by myself or with friends.	76.02	.001

Table 4 ~ *Continued*

Scale Item	Statement	χ^2 Value	Significance Level
25	It took me a long time to decide but now I know for sure what direction to move in for a career.	96.23	.001
30	After a lot of self-examination I have established a very definite view on what my own life style will be.	72.73	.001

Reliability Evaluation

Reliability, as it is applied to tests, has two distinct meaning. One refers to stability over time, the second to internal consistency. Most psychometric test constructors aim to make their psychological test as internally consistent as possible. There is a sensible rationale for this demand for internal consistency since if one part of a test is measuring that variable. Thus if a test is to be valid, i.e measure what it is intended to measure, then internal consistency must be high. This is the argument used by the vast majority of test constructors who write that high internal consistency is a prerequisite of high validity. Many test constructors use increasing internal consistency as a criterion for retaining items in a test.

Participants

Survey booklets were distributed to a sample of 300 high school students from No. 1, 8 and 26 BEHS in Mandalay. This subject groups consist of 150 male and 150 female students.

Procedure

In order to examine internal consistency reliability to the Identity Scale (EOMEIS-2), was enter onto a database in the Statistical Package for Social Science (SPSS). Then coefficient alpha available in SPSS was used to calculate the internal consistency reliability of this scale.

Result and Discussion

It was found that the internal consistency reliability of four statuses of the identity scale. It was found as mentioned below.

Table 5 Internal consistency reliability coefficient (Cronbach's alpha) for the Identity Scale

No	Test	Alpha
1	Diffusion Statuses	.56
2	Foreclosure Statuses	.75
3	Moratorium Statuses	.46
4	Achievement Statuses	.69

Conclusion

The present research examined the development of the Myanmar version of Identity Scale (EOMEIS-2) based on a translation of the Bennion and Adams' original instrument. To procedure the final version of the Identity Scale, the data was analyzed using item analysis program. For each test item, the chi square was used to find out the significant level. The reliability of the Identity Scale is high enough to warrant a safe application.

Acknowledgements

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