

## *Identity Attitudes Scale: A Scale Development Study*

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### *Summary*

#### **PURPOSE**

One of the frequently used concepts in daily life, identity is among the primary debate topics in politics, education, and social sciences. Two identity categories were defined in the literature of social sciences; social identity and individual identity. These aren't two separate categories; instead, they are related to each other and they sometimes collide with one another. Social identity is a category which involves the corporate identity based on the social roles (Snow, Oselin, & Corrigan-Brown, 2005; Snow, 2001). It may source from the self-definition, or the roles adapted, played and taken seriously over time about a social status (Bilgin, 2007). The profession (doctor, engineer, salesperson, teacher, student, etc.), position in a family (father, mother, child), or wider social categories (gender, ethnicity, nation) determine the social identity. The attachments such as ethnicity, nation, or religion under the category of social identity create a feeling of "us"; therefore, they can be classified in a different category, which is called as collective identity (Snow, Oselin, & Corrigan-Brown). Collective identity refers to people's perceptions about who they are, what they feel about "us", and their belongingness (Ogbu, 2004).

Collective identity and its types are in need of being defined and researched most due to their decisiveness in individual-society and society-society relationships. The most common collective identity types are national identity, ethnic identity, political identity and gender.

The aim of this study makes an explanation for the opposition or relationship between "us" and "the others" within the collective identities making use of statistical analyses. Therefore, the starting point of this study is to develop a scale which is able to reveal the relationship between the individual (participant) and "the others" statistically.

#### **METHOD**

This research was designed as a scale-development study. The factorial structure of the IAS was explored using validity analysis.

#### **Scale Development**

The scale was developed based on the framework of five dimensions for collective identity. Six experts, two of whom are faculty members of the Philosophy of Politics Department, and four of whom are faculty members of the Educational Sciences, gave their opinion. An item pool containing 67 items was generated from the experts' opinions and the related literature. As a result of analyses, the final scale containing 28 items was obtained. The items of the IAS were arranged using a 5-point Likert-type scale where 1= strongly disagree, 2= disagree, 3= undecided, 4= agree and 5= strongly agree.

#### **Participants**

The population of the research study is composed of total 452 students studying in the undergraduate programs of an education faculty in a state university. These students agreed to participate in the study on a voluntary basis. While selecting the samples, stratified purposeful sampling was utilized in the study. Undergraduate programs and class levels were considered in stratification. 302 of participants were female (68%) and 141 of them were male (32%). There were 174 students (38.5%) studying in Classroom Teaching, 136 participants

(30%) in Science Teaching, 51 participants (11.5%) in Social Studies Teaching, and 90 participants (20%) in Visual Art Teaching. 131 participants (29%) were first year students, 130 students (28.5 %) were in their second year, 113 participants (25%) were third year students and there were 78 participants (17.5%) in their fourth year at the university. During the spring semester of the 2015–2016 academic year, data was collected through use of survey forms.

## RESULTS AND CONCLUSIONS

The purpose of this study was to develop a scale that measures attitudes about collective identities. The IAS was applied to 452 teacher candidates and explanatory and confirmatory factor analyses were performed for the construct validity of the scale. According to exploratory factor analysis (EFA) results, the KMO value of was .85 and Bartlett's test  $\chi^2$  value of 3515.96 was found meaningful ( $p < .01$ ). Moreover, it was found that the scale had five dimensions that explained 48.58% of variance related to the feature it measured. The rate of 40% and above is viewed as enough in social sciences (Tavşancıl, 2006). Therefore, the variance rate predicted by IAS in five factors was acceptable.

EFA results showed that all 28 items in the IAS were loaded values ranging between .56-.81 in the gender identity dimension, .52-.78 in the national identity dimension, .57-.67 in the ethnic identity dimension, .39-.68 in the politic identity dimension and .56-.77 in the religious identity dimension. It is required that the factor loading value must be higher than .30 for sample size of 350 or greater (Hair et al. 2016; Büyüköztürk, 2008; Tavşancıl, 2006). Therefore, factor loadings varying between .39 and .81 obtained from a sample of 452 participants are acceptable.

Validity of the five factor structure of the IAS reported as a result of the EFA was also examined using confirmatory factor analysis (CFA). The fit index values were as follows: RMSEA = .044, GFI = .91, CFI = .96, NFI = .91, RFI = .91, AGFI = .89, IFI = .96 and NNFI = .95. The fit indices and minimum Chi-square value ( $\chi^2 = 640.28$ ,  $df = 345$ ,  $p = .00$ ,  $\chi^2/df = 1.85$ ) is meaningful in CFA which is performed to examine to what extent the scale consisting of 28 items and 5 factors are consistent with the collected data. It can be stated that all of the fit indices of this structural model shows a good fit.

The reliability of the IAS was examined with internal consistency method. It was found that Cronbach's alpha coefficient of internal consistency was .85 for the entire scale. All these findings show that the IAS and its dimensions are highly reliable as evidenced by its general reliability acceptance of  $\alpha \geq .70$  (Hair et al., 2016; Büyüköztürk, 2008).

All of the statistical analyses performed in this study showed that IAS is a valid and reliable tool in measuring the attitudes towards different collective identities. IAS has some advantages such as the ability of comparing the attitudes towards different collective identities and revealing the relationship between them due to its holistic approach on collective identities.