The Development of an Indigenous Identity Pattern Scale (IPS) for University Students

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Identity development is an important and critical stage in the development of any individual. It has now been highlighted that formation of identity is strongly influenced by the cultural and religious orientation of any individual (Aldashev & Platteau, 2014). Due to this reason, the current study was designed to develop an indigenous identity patterns scale to tap this phenomenon among university students. In current study, the phenomenology of identity was explored through focus groups. Then, the list of 51 items was derived and transformed in the form of scale. This identity pattern scale was then given to a sample of 200 university students to establish the psychometric properties. Results of factor analysis revealed significant value (p<.01) of KMO (.75) and Bartlett's test of sphericity (3451.57) which shows the relatedness of variables in different factors that ensures the suitability of factor analysis. 3 factors were retained through principle component analysis varimax rotation and then named as self-reliant and clear identity, passive and confused identity, and ambitious identity. The values of Alpha Coefficient (.78), Split-half reliability (.58), and Spearman-Brown Coefficient (.74) of IPS showed that IPS is a highly reliable tool(p<.01). Moreover, the concurrent validity of indigenous identity scale with Identity style inventory (ISI) (Berzonsky et al., 2013) also found to be moderately high(r=.51, p<.01).The psychometric properties of the scale are discussed with special focus on the cultural and contextual variations of identity.

Keywords: Identity development, university students, identity pattern cultural orientation.

Psychology is based on individual differences as every person is unique and different from others. Everyone has a need as well as desire to be different from others because it provides distinctiveness that helps in shaping the identity of a person (Snyder, 1992).

Literature describes identity as a form of self-description of an individual that makes him distinctive or unique from others. Basically, identity is a unique configuration of those constructs in which an individual sees oneself. Identity is a construct that has been used interchangeably with self-concept, self-esteem, and self-meaning but conceptually this construct is different from all of them. In order to make a distinction between identity and self-concept, Richardson (1982) explains self-concept as an outcome of social interaction. A person derived the meaning of his self-concept from others' reactions towards him and this concept constantly changes according to new significant events. These constant changes in self-concept distinguish it from identity because identity reveals sameness and continuity- that is the central core of the self. It remains constant and self-concept is the evaluative part of this constant structure. Self-evaluation is an evaluative aspect of self-concept in social psychology, better known as self-esteem (Rosenberg, 1979).

The theoretical history of identity revealed that identity has been widely discussed in different ways but two major areas of identity were reported in literature i.e. personal identity theory and social identity theory. History of identity revealed mainly three historical and philosophical perspectives on personal identity which were given by Rene Descartes, John Locke, and David Hume. They have a great influence on modern concept of personal identity. The first perspective of "The Cartesian Mind-Body Problem" by Descartes is created a mind- body problem which explains the concept of personal identity. His main focus was on thoughts created by mind that becomes the representation of human's personal existence and presented as "I" in his own world. An individual's question about himself such as who am I? What is the purpose of my life define his personal identity (Cottingham, Stoothoff, & Murdoch, 1995)

John Locke takes personal identity as a "self" that is a psychological continuity of a human being and it is rooted in person's consciousness and his identification about himself (Nimbalker, 2011). David Hume rejected the concept of continuity and constancy regarding self or identity of a person. According to him nothing is consistent except impressions of things and humans that exist for a long time. A human being derives his self-meanings from impressions of his personalities as we have impressions of different things as they are cold, hot or chilled and they are not consistent in their nature (Noonan, 2007).Moreover, Stets and burke (2000) attempted to merge personal identity theory and social identity theory into one to get a precise and unique explanation of identity which covers all components of both theories. There is another popular theory of psycho-social development which provided a significant importance to identity. It also highlighted the developmental process of identity which provides a base to modern research work on this phenomenon. This theory depicted that identity starts developing in adolescence. During this phase, an individual struggles to achieve his identity through different sources of his life such as parents, family, peers, academic institutions, culture and so on. An individual's failure in achieving identity causes negative effects in future such as diffused identity, low identity statuses which precipitate mental health problems(Erikson, 1968). Identity plays a role as an anchor of human's personality and helps him in cognitive processing through which one can make sense out of his world (Mohanty, 2010). It also helps a person in shaping his cultural perspective about himself. Identity is a tool for a person to think about conflicts and continuity of his life (Hermans & Dimaggio, 2007).

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According to an evaluative analysis of Eriksonian's theory, this process is not restricted to adolescence rather continues throughout the life (Sokol, 2009).People want to maintain a moderate level of self-distinctiveness because extreme distinctiveness or similarity with others creates feelings of discomfort in people. Most of the times, the sense of uniqueness becomes a source of emotional satisfaction for individuals that prevents later conflicts in life and also enhance psychological welfare of a person (Snyder & Fromkin, 1980).

Chen et al.(2005), conceptualized identity through the clarity, firmness and perception of a person regarding his commitments as well as his belief on fulfilling these commitments of his life by using his own strength. Identity is not only a desire or a status rather it is considered a very important milestone of a person's psychosocial development that further determines the direction of one's life. It provides a conceptual framework to understand an individual's interpretation of his experiences through which he achieved or lost his identity. In the phase of transition identity becomes a yard stick for a person through which he construes and then deal with his life accordingly and it also plays an important role in his personality development (Erikson, 1968). A strong and clear identity structure enables a person to take clear decisions about his life and provides a meaningful continuity in his life that strengthens his self-meaning (Berzonsky, 2005).

A few researches were conducted on identity in Pakistan. A research was conducted on patterns of gender identity during childhood and a positive relationship was found out between these patterns and adulthood role behaviors (Najam & Munir, 1985). This research finding highlights the importance of development of gender identity during childhood. Pakistani culture, usually consider that gender discrimination influences the social identities of individuals but a research conducted on different universities and madrassas of Pakistani culture indicated that gender discrimination in identity was not found out among educated community (Delavande & Zafar, 2013).

Another research indicated a relationship between relational identity orientations and marital satisfaction. A person who develops his relational identity in a healthy way, he tends to make a satisfied relationship in his marital life (Nasreen & Fatima, 2011). A study conducted by Batool and Gillani (2008) contributed in this area by providing a differential pattern of identity that helps in understanding of cross-cultural manifestation of this concept because researches found out that people living in collectivistic cultures have their unique collectivistic identity orientations as their cultural and family values play an important role in developing their identities. Another study on identity was conducted in relation with attachment. According to them attachment prevents individuals from any kind of confusion in their life. People with strong and secure attachment are less likely to experience diffused identity in their life (Naqvi & Imtiaz, 2012).

Assessment of identity is a challenging task as its manifestation is different in every individual. Every individual has a unique expression of his identity (Snyder, 1992). In the past, different approaches have been used to assess this construct. Most of the researches used nomothetic approaches while studying this concept as different researches have been conducted for developing scales for measuring identity such as ego identity questionnaire which was developed to overcome the shortcomings of previous scales. It provides objective and separate scoring of exploration and commitment which are important distinct dimensions of identity (Balistreri et al., 1995), identity style Inventory which is very useful in defining different identity styles (Berzonsky, 1997), ego identity status which clearly described late adolescent identity crisis (Marcia, 1966), and Extended Objective Measure of Ego Identity Status-Revised (Bennion & Adams, 1986) etc.

All of them are very useful scales for research but lack our cultural relevance. Although world has become global village and people share so many common ideas across cultures even though self-definitions of identity varies from culture to culture(Barth, 2002) that restricts the researcher to use identity parameters of one culture to another.

Most of the work on identity has been carried out in the western culture according to their parameters of identity. A few researches were conducted in Pakistan which studied the concept of identity theoretically or view this concept in relation with other variables. In Pakistan, research work on identity is also based on western measures of identity and lacks in providing our cultural presentation of identity. So, it's very important to develop an indigenous identity scale. In current study, university population was selected for exploration and evaluation of this concept because university environment is the most favorable environment to inculcate identity among individuals (Arnett, 2000).

Although there are different models of identity developed previously but for the current study Jones and McEwen's Model of identity (2000) was used to develop this scale. According to this model, identity has different dimensions such as personal, social, cultural, gender, religious and so on. This model was selected due to its multiple dimensions that cover all the areas through which an individual can derive his identity. Secondly, this model was developed and studied on college students which ensure the relevance of this model to the current study. In current study the concept of identity was explored through using these different domains of identity.

Method

This research was conducted in three phases.

Objectives:

1. To explore the culture specific manifestation of identity in distinct contexts such as personal, academic, social, religious, gender, cultural and so on.
2. To develop and establish psychometric properties of an indigenous identity scale for Pakistani culture keeping in view different types of identity.

Phase I: Interview schedule.

In this phase, open ended questions were designed on the basis of literature review for conducting focus groups. Psychology professors and campus counselors were also asked to suggest questions to explore identity among university students. Following are some sample questions for the interview:
1- How would you describe yourself?
2- What are the situations/places in which you spend most of your time?
3- How would you describe yourself in above mentioned situations (elicited through 2nd question)?
4- Anything else that you would like to tell about yourself?

Phase II: Focused groups.

BS (Hons) students from three separate universities were selected through purposive sampling to carry out three separate focus groups to generate the item pool for the IPS. Open ended questions designed in the first phase were used in 3 focus groups. Each group consisted of 7 to 8 BS students. Interviews were also conducted with psychology professors and campus counselors to elicit identity related constructs. Researcher herself conducted the focus groups. An informed consent was taken from the participants after explaining the nature of focus groups and confidentiality and right to withdraw was also ensured. Then, participants were asked to tell about their self-representations and they were asked about their self-descriptions. Further, questions related to one's identity formed in first phase with the help of literature review and experts opinion were asked from the participants. Their verbatim were recorded and noted for the final scale of identity.

After the elicitation of verbatim, commonalities were excluded and rest of the items were retained. These verbatim were then evaluated on the basis of face and construct validity by the researcher. Experts' validation was also carried out with these items A league table was made to see experts' opinion about scale items. League tables indicated that each item got more that 50% agreement of experts about its content. At the end, a list of 51 items reflecting the construct of identity was retained which was then transformed in the form of a scale ranges from 1 (not at all like me) to 5 (very much like me).In try out phase, List of items for identity was administered on 20 students of BS (Hons) to evaluate the user friendliness and level of comprehension of this scale. Following are some examples of items which were selected for the final scale.
I am a realistic person.
I am a responsible and hardworking person.
I tend to adapt things easily.
I am curious to know about facts.
I try to meet other's expectations from me.
I am person who readily enjoy things.

Phase III: Establishing the Psychometric Properties of Identity pattern Scale

Sample.

Two hundred university students of BS (Hons) program from two main universities of Lahore were included in the sample. Only students from BS (Hons) were selected and other programs, M.Phil/MS degrees were excluded from the sample. 100 students of BS (Hons) were randomly selected from each university to get 200 of the sample. 25 students from each year of BS (Hons) were selected as every second student in the row was involved from classes.

Instruments.

Following instrument was used to establish the psychometric properties of the identity scale and find out the sample characteristics:
1- Indigenous identity pattern scale devised in first II phases of this study was used to assess the identity of university students.
2- Identity style inventory was used to establish the concurrent validity of the indigenous identity pattern. This inventory has four subscales i.e. Informational Style, Normative Style, Diffuse-Avoidant Style, and strength of commitment. Each sub-scale has 9 items. The internal reliability (coefficient alpha) of the subscales ranges from .74 to .86. Author suggested its high effectiveness in assessing identity styles from a developmental and/or cross-cultural perspective inventory (Berzonsky et al., 2013).
3- Different demographic variables were also selected for this research such as age, gender, qualification, and family system. This demographic form was also used with University students

Procedure

After getting consent from the university authorities, written and verbal informed consent was taken from the university students for the research. They were given the right to withdraw and confidentiality was also ensured. Indigenous identity pattern scale along with identity style inventory and demographic performa were administered on the selected population. The instructions about the process of filling the questionnaires were written on the questionnaires and verbal instructions were also given. The participants took 30 to 40 minutes to fill the questionnaires. They were also asked different questions during this process which were also entertained and their queries were resolved. Debriefing was done after collecting the data from them.

Ethical Considerations

Written and verbal informed consent was taken from higher authorities and university students for the research. Right to withdraw and confidentiality was ensured. Instructions regarding the research protocol were given at both written and verbal levels so that research participants can easily understand the nature of questionnaires. Queries of participants were also entertained to facilitate them in filling the research questionnaires. Debriefing was done after collecting the data from them.

Results

Item Analysis

Item analysis was carried out through item total correlation. Results indicated that each item is strongly correlated (p<.01) with the total score of the scale that showed the high internal consistency of the scale.
Kaiser-Meyer-Olkin Measure of Sampling Adequacy and Bartlett's test of Sphericity for IPS (N=20)
The significant value (p<.01) of KMO (.75) indicates the optimal proportion of variance in variables that might be caused by underlying factors. A high value is also indicating that factor analysis for this data is useful to determine the factor structure. The significant value (p<.01) of Bartlett's test of sphericity (3451.57) is showing the relatedness of variables in different factors that ensures the suitability of factor analysis.

Factor Analysis

Principle component analysis with varimax rotation was used to determine the factor structure of IPS.

Table 1
Factor Loadings, Eigen values, Cumulative Percentages, and variance of Items of IPS on three Factors (N= 200)

Item no		F1 Clear & self-reliant identity	F2 Passive & Confused Identity	F3 Ambitious identity
2	I am a realistic person.	**.47**	-.24	-.009
4	I am a responsible and hardworking person.	**.43**	-.15	.21
8	I tend to adapt things easily.	**.43**	.009	-.008
9	I am curious to know about facts.	**.48**	.009	.107
10	I try to meet other's expectations from me.	**.63**	.03	-.001
11	I am person who readily enjoy things.	**.40**	-.03	.001
13	I have the ability to express my emotion easily in front of others.	**.31**	.29	-.14
14	I am a straight forward person.	**.40**	-.02	.35
15	I am an organized person.	**.51**	-.10	.34
20	I have a positive approach towards life.	**.52**	-.39	.17
21	I try to maintain friendly relationships with others.	**.57**	-.01	.29
22	I am a person who helps others when there is a need.	**.51**	-.13	.14
23	I am a person who easily makes compromise.	**.48**	.14	-.23
24	Whenever I face a problem, I think about multiple solutions to resolve it.	**.46**	.12	.27
26	I have the courage to face difficulties.	**.47**	.12	.27
27	Independent life style has made me more confident.	**.53**	-.01	.06
28	I am a trust worthy person for others.	**.51**	-.06	.30
39	I am a humble person.	**.48**	-.04	.12
40	I give my best in everything.	**.54**	-.20	.13
45	I try to bring a positive change in my personality with time.	**.54**	-.04	.17
47	I have strong beliefs.	**.50**	-.10	.22
5	I look at things emotionally.	-.03	**.41**	.13
7	I hastily make decisions.	-.08	**.36**	.11
12	I am an inconsistent person	-.17	**.37**	-.20
16	Its really hard for me to resolve my problems	-.12	**.62**	-.14
17	I feel uncertain about future.	-.03	**.60**	.06
18	I feel confused due to others expectation from me.	.15	**.62**	.02
25	I feel trapped in traditions and beliefs.	.12	**.39**	.06
30	Basically, I am a lazy person.	-.17	**.46**	.05
32	I face difficulty in making my decisions.	-.11	**.61**	.08
43	I easily get influenced by others.	.06	**.57**	-.15
44	I adopt the role given by the society.	.17	**.44**	-.34
48	I feel very confused about religion.	-.15	**.46**	-.12
49	I easily get afraid.	-.15	**.63**	.01
51	I am trying to form new beliefs after giving up my parents' beliefs.	-.11	**.34**	-.25
6	I believe on spirituality	.04	.05	**.37**
19	I will be known by my profession in future.	.11	.03	**.50**
33	I want to prove myself in every task.	.19	.10	**.51**
34	I want to bring change in society.	.20	-.01	**.61**
35	I have the courage to make a difference between right and wrong.	.20	-.01	**.48**
36	I have ability to analyze situations accurately.	.35	-.17	**.38**
37	I have ability to judge right and wrong for me.	.30	-.10	**.39**
38	I keep thinking about my future	.19	.21	**.58**
42	I do not like to leave my work incomplete	.26	-.14	**.33**
Eigenvalues		8.15	4.35	2.28
Variance		15.9	8.5	4.4
Cumulative percentage		15.98	24.53	29

Note: Factor loadings of only selected items on respective scales are given.

As a result of exploratory factor analysis, 44 items out of 51 converged into three factors. Only those items were selected which have .30 or above loadings. These factors were then named on the basis of their content. Items in factor I (21 items) showed realistic approach, responsibility, adaptability, determination, and independence hence named as self-reliant and clear identity. The second factor was named as passive and confused identity includes 14 items indicated emotional reactivity, in consistency, uncertainty,

poor problem solving and indecisiveness. Third factor titled as ambitious identity contained 9 items that depict future orientation, need for change, courageous and ambitious for future.

Concurrent Validity

Identity style inventory was used to establish the concurrent validity of IPS.

Table 2
Concurrent Validity of IPS (N=200)

Scales	Items	Identity style inventory	Identity patterns Scale(IPS)
Identity PatternsScale(IPS)	44	.51	-
Identity style Inventory (ISI)	36	-	.51

A significant positive correlation (r=.51, p<.01) between ISI and IPS computed through pearson product moment correlation shows that IPS measures the same construct of identity as Identity Style inventory.

Reliability Analysis

Alpha coefficient was computed to establish the reliability of IPS so that it can be ensured that IPS has reasonable consistency of its score and predicts reliable results.

Table 3
Alpha Coefficient, Split-half reliability, and Spearman-Brown Coefficient of Identity Patterns Scale (IPS) (N=200)

Scales	Items	M	SD	Alpha Coefficient	Split-half reliability	Spearman Brown Coefficient
IIS	44	146.16	17.04	.78	.58	.74
Half I	22	-	-		.68	
Half II	22	-	-		.63	
F1	21	78.91	12.45	.86		
F2	14	35.93	9.80	.79		
F3	19	39.19	6.21	.73		

Table 3 is showing the values of Alpha Coefficient (.78), Split-half reliability(.58), and Spearman-Brown Coefficient (.74) of IPS that are highly significant (p<.01). Findings showed that IPS is a highly reliable tool. Spearman Brown's significant value (.74) predicts the scale reliability even after changing the length of the scale.

Percentile Ranks

Percentiles ranks are defined so that an individual's high and low level of each type of identity can be assessed. Below 50th percentile will predict low level of a particular identity and above 50th will indicate high level and strength of an identity type.

Table 4
Percentile Ranks for Three Factors of IPS

Percentile	F1 Self-reliant and clear identity	F2 Passive and confused identity	F3 Ambitious identity	Percentile
Mean	78.91	35.93	39.19	Mean
SD	12.45	9.80	6.21	SD
95+	96	52	49	95+
90	94	49	47	90
80	90	45	45	80
70	86	42	43	70
60	83	38	41	60
50	80	36	40	50
40	76	32	38	40
30	74	30	36	30
20	69	27	35	20
10	64	23	31	10

Table 4 is showing means and standard deviations of IPS and its three factors and also indicating their percentiles. The mean of IPS 146.16 and standard deviation is 17.04. The mean of Factor I is 78.91 and standard deviation is 12.45 while mean of Factor II is 35.93 and standard deviation is 9.80. The mean of Factor III is 39.19andstandarddeviation is 6.21. Ranking on percentiles will show the prominence of one's unique identity.

Discussion

Current study focused on bachelor's students of universities to assess their identity patterns. University students were selected because the varied age range can be tapped easily in this group. Research findings also revealed that process of identity starts from teens and then it's an ongoing process till adulthood (Koepke & Denissen, 2012).The need of assessment in this age is therefore important because an individual is on the verge of leaving his immature childhood and starts preparing to enter into the new world of maturity where he explores self-meaning to shape his identity (Sokol, 2009). The successful identity achievement has very positive implications for one's life as it helps a person to maintain his high self-esteem and self-integrity that is a positive predictor of individual's mental health (Tsou, 2002).

Further, adolescents and adults both were included in the sample because identity is not an adolescence specific phenomena; it starts from adolescence and sometimes not even completed in adulthood. Researches provide the reason of socio-cultural changes that delay this process and prolong it till adulthood (Arnett, 20004). Therefore, students from adolescence to early adulthood were included in the sample to develop an indigenous identity scale.

The current study was an attempt to develop an indigenous identity pattern scale (IPS) and establish its psychometric properties. The psychometric properties of the scale indicated that this scale is a reliable and valid tool to assess identity patterns as its values of Alpha Coefficient (.78), Split-half reliability(.58), and Spearman-Brown Coefficient (.74) are highly significant (p<.01). Spearman Brown's significant value (.74) predicts the scale reliability even after changing the length of the scale.

The content of IPS is based on identity so it was important to check its validity against a scale which is well known for the assessment of identity. Identity style inventory (Berzonsky,

Soenens, Luyckx, Smits, Papini, & Goossens, 2013) was used to establish the concurrent validity of IPS.

A significant positive correlation (r=.51, p<.01) between ISI and IPS indicated the respectable concurrent validity of IPS which ensures the authenticity of the scale (Furr, 2011).These findings may arise a question that researcher might use ISI instead of developing a new scale of identity. The differences between cultural expressions may provide the answer to this question. Individual forms his own unique identity through his social interactions and personal unique experiences (Cote & Levine, 2002). Cultural differences change meanings of identity for an individual (Gillani, 2005). Moreover, the concept of identity over the time period has been changed due to new trends and cultural changes (Santrock, 2007).

So, it is important to explore indigenous expressions of identity which purely rooted in our culture because there is no indigenous scale on identity is available in Pakistan. And, a positive relationship between ISI and IPS does not undermine the significance of an indigenous scale development. It must be noted that there are certain expressions of identity in IPS which not only depict our cultural presentation of identity but also indicated how youth express his identity in our culture. The items of IPS are simple and less philosophical as compared to other western scales such as, I am a realistic person, I tend to adapt with things easily, I'll be known by my profession in future, I want to bring change in society, I feel very confused about religion, I feel confused due to others expectations from me.

Items in western scales are quite difficult and philosophical as compared to these items of IPS and lack cultural relevance like, I only go out with the type of people my parents expect me to date. (Dating/Foreclosure), I don't give religion much thought and it doesn't bother me one way or the other. (Religion/Diffusion), I've never really seriously considered men's and women's roles in marriage. It just doesn't seem to concern me. (Sex Role/Diffusion), I don't think about dating much. I just kind of take it as it comes. (Dating/Diffusion), I guess I'm pretty much like my folks when it comes to politics. I follow what they do in terms of voting and such. (Politics/Foreclosure) (Layen, Bennion & Gerald, 1986).

Furthermore, factor analysis was also carried out on IPS to establish its factor structure. Varimax rotation was carried out in factor analysis of IPS because it is considered as the simplest solution from the infinity of rotation during the process of scale development and measurement of an independent variable. It also has its own significance as it predicts the precision and clear interpretation of scale factors (Kaiser as cited in Kline, 1994).

Through factor analysis, three factors of IPS. First factor labeled as self-reliant and clear identity included items such as realistic approach, responsibility, adaptability, determination, and independence. The second factor named as passive and confused identity includes 14 items indicated emotional reactivity, in consistency, uncertainty, poor problem solving and indecisiveness. Third factor titled as ambitious identity contains 9 items that depict future orientation, need for change, courageous and ambitious for future.

The findings of factor analysis describe identity in terms of clear, confused and ambitious identity. According to the theory clarity and confusion are two components are major trademarks of identity. An individual starts searching his identity in a certain age and gets clarity about himself and in other case when fails to achieve his clear identity; he gets passive and confused about his identity. And, this is the most crucial and alarming time when a person experiences identity diffusion that further leads to different psychological problems (Erikson, 1968).Moreover, three factors of IPS also share some theoretical features with previously developed measures of identity. For example, first factor of IPS i.e. Clear and self-reliant identity relates to informational style of ISI which also indicated features of self-discipline, clear sense of commitment, and self-reflection (Berzonskey, 2013).Second factor which revealed passive confused identity shares its content with diffused identity style of IPS which indicated signs of procrastination, problem in making decisions and difficulty while dealing with identity conflicts. Similarly, these characteristics are also common in Extended Version of the Objective Measure of Ego-identity Status (Bennion & Adams, 1986).So, they are very much alike but the expression of identity styles is different in all the scales due to different cultural norms.

Further, establishing the psychometric properties of IPS a profile analysis was also established according to percentiles on this scale so that a clear picture of one's identity pattern can be assessed.

Limitations and Recommendations

The data of this study was collected from one city (Lahore) that may restrict the generalizability of this scale. In future, the scale can be administered on different sections and subcultures of the country to see the similarities and differences in identity styles of adolescents. The study focused only on the existing identity patterns of the students. Future researches can be designed to identify various factors that can influence the development of identity in this population.

Conclusion

Present study provided an indigenously developed identity pattern scale that can be used to assess identity patterns among adolescents and adults.

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