The Utrecht-Management of Identity Commitments Scale (U-MICS) Italian Validation and Cross-National Comparisons

The three-factor process identity model helps to study identity formation as a developmental process. Commitment is strongly and positively related to in-depth exploration; in-depth exploration is positively associated with reconsideration of commitment.

* Commitment is positively associated with extroversion and emotional stability. Commitment is negatively related to depression and anxiety.
* In-Depth exploration is positively associated with agreeableness, conscientiousness, and openness to experience.
* Reconsideration is negatively associated with agreeableness, conscientiousness, and openness to experience.

The study showed that the 3-factor model of U-MICS provided the best fit to the data and applied equally well to boys and girls and early and middle adolescents.

Personality Traits and Educational Identity Formation in Late Adolescents: Longitudinal Associations and Academic Progress

Identity changes as the personality traits changes throughout adolescents and young adulthood. Adolescents with higher levels on the personality trait of conscientiousness faced fewer study delays.

* Identification with commitment is positively predicted by conscientiousness,
* Neuroticism, Extraversion, and Conscientiousness positively predict exploration in depth.
* Identification with commitment predicted Neuroticism negatively and Conscientiousness positively
* Higher scores on Neuroticism and lower scores on Conscientiousness were associated with less career exploration and less commitment.
* Educational commitment predicts academic achievement. Conscientiousness **is also consistently related to academic progress.** The less conscientiousness adolescents were, the more likely they were to face study delays.

The personality trait of Conscientiousness was the only significant predictor of academic progress with unique predictive power beyond four other personality traits and both education identity dimensions.

On the interplay between academic achievement and education identity: A longitudinal study.

Identity development is rooted in Erikson’s theory of identity. Marcia’s status model focuses on identity as an outcome that individuals should achieve by late adolescence when identity conflicts are supposed to be solved and firm commitments assumed. Meeus and Crocetti developed the identity status model which assumes achieving a sense of identity in adolescence includes having strong commitments preceded by an intense exploration of various alternatives. Adolescent identity development implies maintaining or revising commitments that adolescents already possess when they enter this developmental period.

* The present study investigates the patterns of stability and change in educational identity development and academic achievement among adolescents; Reciprocal associations between identity processes and academic achievement.
* The result indicates high GPA leads to high levels of educational commitment.