

## **The Symbolic self-completion and its relationship to identity ranks in adolescents**

**By**

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### **Abstract**

The two researchers sought to identify the correlation between symbolic self-completion and identity ranks among adolescents through a set of objectives represented by identifying:

- 1 The symbolic self-completion of adolescents.
- 2 Rank identity among adolescents.
- 3 Correlational relationship between symbolic self-completion and identity ranks among adolescents.

To achieve the objectives of the research, the researchers built the symbolic self-completion scale, which in its final form consisted of (26) items, and built the identity ranks scale, which in its final form consisted of (36) items, and after verifying their validity and stability and analyzing their paragraphs statistically on the research sample of (400) of Fifth-grade students in the preparatory study in the center of Al-Diwaniyah Governorate, and they were selected by stratified random method and in a proportional manner. The research reached the following results:

- 1 Adolescents from middle school students have symbolic self-completion.
- 2 There is a difference between adolescents in achieving identity according to the variable of gender (males, females) and in favor of males, and there is a difference between adolescents in the dispersal of identity according to the variable of specialization (scientific, literary) and in favor of literary specialization.
- 3 There is a correlative relationship between the symbolic self-completion and each of the two levels of identity (realization and suspension), while no such relationship appears between the symbolic self-completion and each of the two levels of identity (closure and dispersal).

**Keywords:** symbolic self-completion, identity ranks, adolescents.

### **The Research problem**

Considering that people in general, and adolescents in particular, try to create an integrated, socially acceptable picture of themselves when the indicators of their self-efficacy and self-efficacy are incomplete or confused; Therefore, some individuals seek alternative symbols for self-identification to satisfy their real needs represented by the need to be known by others, and the need to prove and confirm their self-perception by defining their actions or

traits (Wicklund & Gollwitzer, 1981: 138).

In this regard, psychologists Wicklund & Gollwitzer (1981) conducted a set of experiments on this concept, one of which aimed to find out whether the amount of self-confidence of the individual affects the amount of his feeling of the need to influence others, in which he asked the participating students to name a specific activity they have a special competence in, for example For example, practicing a sport or excelling in a study subject after that, then the participants were asked to write an article about this activity, and to present it to different groups of their fellow students. The results showed that the students with the lowest efficiency sought to present their articles to the largest number of their colleagues in their desire to introduce themselves to others and influence them (Naous, 2017: 2). On the other hand, adolescents try to answer several questions that contribute to determining their self-identity, including Who am I? And who am I to this society in which I live? What work do I want to do in the future, and what are the values and beliefs that organize and direct my life? (Abu Jadu, 2010: 81), and here the teenager is at a crossroads. Either he is able to reach specific answers and adhere to them, and thus he has achieved identity or fails to answer these questions, so his identity is dispersed and confused (Al-Abadi, 2013: 9).

In addition, the state of adolescents' shortcomings in understanding what is happening around them and their weak ability to deal with reality may generate a state of conflict for them due to the contradiction in what is required of them, whether in endurance (Abd al-Rahman, 2001: 188) or what is more dangerous than dispersal, as the adolescent may adopt an identity Negativity is associated with a higher degree of sense of internal disintegration. Its effect is not limited to the inability to set fixed goals, but rather leads to a more negative role that may push the adolescent to practice socially unacceptable roles, including delinquency and drug abuse (Jassem, 2015: 109).

Based on what was mentioned above, the current research came as a serious scientific attempt to answer a main question determined by: What is the strength and direction of the correlation between symbolic self-completion and identity ranks among adolescents?

## **The research importance**

Given the importance of the concept of symbolic self-completion in personality psychology as a concept related to how the individual seeks to create an integrated image of himself to achieve a state of self-satisfaction that makes him more compatible in a socially acceptable way. Therefore, the current research deals with this concept because it did not receive much attention from researchers. The importance of the concept of symbolic self-completion appears through the increasing interest of researchers in knowing the factors affecting it. In a study conducted by Finney & Barry (2009) that aimed to know the impact of self-efficacy on motivational structures for self-completion. Symbolic such as persistence, goal setting, use of self-learning strategies, and personal adjustment. The results of this study showed that individuals with higher levels of self-efficacy tend to be more motivated in achieving symbolic self-completion and less anxiety than those with low self-efficacy. The importance of self-efficacy in symbolic self-completion (197: 2009, Finney & Barry). In the same regard, the results of the Matthew (2015) study, which aimed to know the effect of each of self-esteem, academic commitment and high self-efficacy in being a competent student and avoiding asking for help, the results of this study showed that after presenting an academic threat (an independent variable), the experimental group exaggerated ( i.e. an increase)

responses in academic commitment, self-esteem, and self-efficacy (symbolic self-completion) to avoid seeking help and confront this threat (Lange, 2015:1).

Actually in a symbolic way (Wafra, 2021: 5), and individuals use symbols to determine the social reality and to ensure that their behavior is commensurate with this reality in the different stages of life, and it often helps in the process of moving individuals from one stage to another and also helps in Bringing back memories of previous life stages (Ozanne, 1992: 396 - 397). Hence the need to study an important psychological variable, which is the identity-ranking variable that has attracted the attention of many scientists and researchers. It is represented in the realization of identity, and the Marcia model is one of the most important developments that were presented based on (Ericson) thought in the field of identity, which indicated that there are four levels of identity, each of which depends on the presence or absence of two main factors: adversity and commitment (Alawneh, 2014: 64). ) . The study of Al-Ahmad (2021) that he conducted to find out the nature of the relationship between the degrees of identity and psychological compatibility among middle school students, the results of which concluded that there is a statistically significant correlation between the degrees of social identity and psychological compatibility among students (Al-Ahmad, 2021: 11). As for the relationship of identity ranks (realized, suspended, closed, dispersed) to the development of self-monitoring behavior among adolescents, the results of the study of Ismail (2010) found statistically significant differences in the level of development of self-monitoring behavior due to the variable gender, age and identity ranks in favor of males and the oldest ages (Al-Atiq et al., 2017: 230). As for the relationship of ego identity with both intimacy and sexual role orientation, the results of the study (Schiedel & Marcia, 1995) concluded that there is a correlation between the status of identity and masculinity, while the status of intimacy with femininity was associated with higher degrees than the male group, where most of the females obtained high degrees in the status of Familiarity versus low scores on identity status (Najib et al., 2016: 168). In the same regard, the results of the study (Adams, 2003) concluded that the social and economic barriers experienced by adolescents act as influencing factors in modifying their behavior, especially those who suffer from behavioral problems (Al-Saqiah et al., 2019: 200).

## **The Research Objectives**

The current research aims to identify:

- 3-1 The symbolic self-completion of adolescents.
- 3-2 Rank identity among adolescents.
- 3-3 Correlational relationship between symbolic self-completion and identity ranks among adolescents.

## **Define terms**

### **The Symbolic Self Completion**

It was defined by (Wicklund & Gollwitzer (1981): the tendency of individuals to define themselves in terms of the symbols (indicators) of achievement in the cognitive, mathematical, study, social, and cultural fields for their expression of competence in them (Wicklund & Gollwitzer, 1981:89). The researchers adopted a definition (1981) Wicklund & Gollwitzer a theoretical definition, in order to adopt their theoretical model in

constructing the symbolic self-completion scale, and interpreting the results. The researchers define it procedurally as the total degree that the (teenager) gets when answering the paragraphs of the symbolic self-completion scale that was built for the purposes of the current research.

### **secondly. Identity Statures**

Marcia (1980): “The ego identity states that are formed in individuals through their sense of the presence or absence of two factors, the first is conflict, doubt and research related to their ideas, values, beliefs and roles in life and the extent of the success of their social relationships, while the second is represented in commitment to the role or goal that they want to reach. (Marcia, 1980: 159. The two researchers adopted the definition of 1980) Marcia, a theoretical definition of their research, in order to adopt his theoretical model in building the identity ranks scale, and interpreting the results, in addition to being the only and comprehensive theoretical definition for the owner of this model. The researchers defined it procedurally as the total score obtained by the (teenager) when answering the paragraphs of the identity rank scale that was built for the purposes of the current research.

The Adolescents: They are intended in the research: middle school students in the fifth grades who are continuing in the school year 2021/2022, and they are the ones whose age stage corresponds to the middle adolescence stage.

## **Theoretical framework**

First. Symbolic Self-Completion: Symbolic self-completion is a concept that does not have a long history, but the beginnings of interest and research in this concept go back to the work of both psychologists Wicklund & Gollwitzer (1982) when they conducted a series of experiments on symbolic self-completion based on the work of a scientist The self, Kurt Levin and his collaborators, who postulated that once an individual commits to a goal, psychological tension remains with him until this goal is achieved (Naous, 2017: 1). Symbols are either physical or non-physical, including everything ranging from speech, behavior, and societal hallmarks such as physical possessions and social status, defined as any aspect of an individual that has the ability to refer to others because it is through these symbols that individuals construct and communicate their self-identifications. to society (Wicklund & Gollwitzer, 1989:161). In their first research, Wicklund & Gollwitzer (1981) distinguished between three different aspects of the self, namely:

### **The Self-awareness**

It refers to the cognitive ability of the individual to distinguish significantly the physical and social self and the environment. On the other hand, this distinction allows to engage in a form of self-regulation and the perception and interpretation of the environment. It only refers to a differentiation between the individual and the environment and this differentiation makes survival possible alongside self-regulation and response to environmental stimuli, implicitly or unconsciously (Lewis et al., 1992:124).

### **The Objective self-awareness**

A primitive cognitive representation of the self called the objective self in which objective self-awareness allows for self-referential behavior; That is, it allows the use of one's current knowledge to model the knowledge of other organisms and this reflexive ability occurs at a more visible or conscious level of self-awareness, (Wicklund & Gollwitzer, 1981:93).

### **The Symbolic self-awareness**

Symbolic self-awareness refers to the ability of adults to form an abstract cognitive representation of themselves through language, a representation we call the symbolic self. To communicate the symbolic self and negotiate the content of the symbolic self with others in an attempt to establish personal and social relationships. Defining social goals and Symbolic self-driven achievement goals in the distant future (Sedikides, 1997: 81-83 & Skowronski.)

The theory that explains the concept of symbolic self-completion: The theory of symbolic self-completion is a psychological theory presented by Wicklund & Gollwitzer (1982) in an attempt to explain that individuals seek to gain and display symbols closely related to what they consider the ideal self, where individuals try to identify themselves with different symbols, This identity or identification is sometimes threatened or questioned (Brunstein, 1996: 396 & Gollwitzer). Therefore, they engage in some behaviors that clarify this definition, such as refining their musical skills, or they may use some physical symbols, called symbols of completeness, all aimed at establishing the identities that individuals use to identify themselves, (Moss, 2016: 1). Some researchers point out that this theory is one of the theories of the symbolic interactional school of thought expressed by George Mead in his book (*Mind, Self and Society*), since symbolic interactionism assumes that the self is defined through the society's response to the individual, and that the symbolic self-completion theory sees individuals tend to define themselves. By using the symbols of achievement and that they use these symbols to communicate their self-definitions to society, and thus it is based on the theoretical perspective of symbolic interaction in which the self (i.e. identity) is a social structure, as this perspective indicates that the individual, including his identity, cannot be understood Except that it is the product of a social experiment (Gollwitzer, 114, 1986). However, despite what the researchers indicated - that it is generally based on the perspective of symbolic interaction - the theorists of this theory specifically described their theory as an extension of Kurt Levin (1926) theory in which he asserted that all goals use a tension system that stimulates behavior towards achievement and works This internal tension system is based on motivating behavior and is only eliminated by achieving or abandoning the original goal (Lange, 2015:24). Only through action intentions, and thus can include not only the individual's intention to complete a specific task and this is also what the symbolic self-completion theory sees in the quasi-specific need of being an intention or obligation to achieve a certain self-definition (Brunstein: 2000, 342).

secondly . Identity Statuses: The concept of identity in general has received increasing attention by scholars and researchers in various fields, which made it the main topics in psychology, sociology, forensic science, cultural anthropology, politics and journalism, but it has known a qualitative development in the field of psychology as a result of The work of psychologist Eric Ericson when he dealt with the growth of the ego identity and the formation of the personality in a pattern that makes its growth proceed according to a developmental scheme, where its components grow in succession and stages from childhood to old age (Mishri et al., 2016: 58). Erikson believes that the individual experiences, at the beginning of adolescence, a psychological crisis (Identity Crisis) related to his identity, which he called the identity crisis, which may continue into early adulthood. The self is a state of emotional imbalance and a process of evaluating several possible alternatives to his current self-understanding. As a result of the exploration and evaluation of different alternatives, the adolescent integrates new values, beliefs, and goals into his new understanding of himself and becomes committed to this new understanding (Al-Badarin and Ghaith, 2013: 68). Then the psychologist James Marcia (1966) presented a study on the identity of the ego as an attempt to

choose the fifth stage of psychosocial development that Eric Erikson brought and corresponding to the stage of adolescence, where Marcia was interested in this stage alone as it is a transitional stage in human life that mediates the two stages of childhood and adulthood, which is full of conflicts and anxiety, and it is a stage of rapid transformations and sudden changes, and motives grow towards criticism, analysis and the search for identity (Ma'aliqi, 2002: 11), and based on Erikson's views, Marcia (1966) relied on two aspects of identity formation, namely: crisis or exploration and commitment, and commitment refers to devoting oneself to an act, a goal, an ideal, a value, or a belief. This crisis/commitment occurs in the areas of religion, personal relationships, and politics. Based on the absence or presence of a crisis/commitment, Marcia (1966) suggested four ranks of identity, which are (the realization of identity). Suspension of identity, closure of identity, dispersal of identity).

Marcia's Model of Identity Ranks (The Adopted Model): Erickson's concept of identity and confusion was expanded by James Marcia. However, it later became more descriptive and categorical as it identified certain formations to explore and adhere to identity (Morrilli, 2012:1). Marcia built his theory of ego-identity ranks by adopting two areas in the formation of these ranks, namely:

### **The ideological ego**

which is determined through the ideologies and beliefs that the individual defines for himself and includes four areas: religious, political, professional beliefs, and life philosophy.

Social ego: which is determined by the individual's choices in the field of social life, and includes four areas: friendship, relationship with the opposite sex, sexual role, and enjoyment of life, with the need to note here that Marcia indicates that the intersection of biological and social factors makes the identity either in a state Achievement, suspension, closure or distraction (Al-Saqiah, 2019: 209).

According to Marcia, as with Erikson, teens ask questions about their exploration of and commitment to issues related to politics, religion, and sexual behavior. Although most teens have succeeded by the end of adolescence in developing a stable identity, the path to it is not always easy. There are many paths to follow. Some adolescents adopt their parents' beliefs or the role they are presented with, and other adolescents may spend years trying to discover different identities before finally choosing one of them (Asiri, 2003:20). Accordingly, Marcia sees that adolescents are classified into four categories based on the ranks of identity, and they are:

#### **Distracted Identity**

Adolescents who have not gone through a crisis and have not yet formed an identity, do not realize the need to explore options or alternatives between contradictions and may fail to adhere to a fixed ideology. Adolescents are working to explore different identities but without reaching definitive conclusions about who they are and what they would like to do in their lives (Al-Rimawi, 2003: 80).

#### **Closed Identity**

Adolescents who did not go through a crisis but adopted beliefs acquired by others that

they took ready from their parents and others in the environment and accept these beliefs without examination, insight or criticism of them. This process is similar to the process of autism in early childhood (Mishal, 2009: 28).

### Identity suspense

It is a severe case of identity discovery crisis, in which the period of discovering alternatives before undertaking commitments, and it is a period of continuous crises, and Marcia considers it a basic requirement for the completed identity.

### Identity seekers

Adolescents are going through a crisis of examining some choices regarding possible identities, choosing the image they want and the values they should imbibe - meaning - that they end up forming a clear and definite identity through conducting alternative explorations to define their personalities and adherence to a fixed ideology. The rank of identity verification represents the ideal rank. The identity of the ego (Mahmoud, 2011: 9).

## The Research Procedures

### The Research community

The current research community is determined by adolescents from the fifth grades in preparatory schools / Al-Diwaniyah governorate center / for the academic year (2021-2022), the morning study, which numbered (4316) students, distributed according to the variables of gender and academic specialization, at a rate of (1661) Males and (2655) females, including (3796) in the scientific specialization and (520) in the literary specialization.

### The research sample

The research sample was chosen in a stratified random manner with a proportional method, which amounted to (400) male and female students from the fifth grades in preparatory schools in the city center of Al-Diwaniyah for the morning study, and by (155) males, (245) females, and (351) of the scientific specialization and (49) of the literary specialization, and the sample constitutes (9.267%) of the research community, while the percentage of males was (38.75%) and the percentage of females was (61.25%), while the percentage of scientific specialization was (87.75%) and the percentage of specialization Literary (12.25%) of the research sample, and table (1) shows this.

**Table (1)** The research sample is distributed according to gender variables (males, females) and academic specialization (scientific, literary)

The male schools	Specialization		The female schools	Specialization		Total
	scientific	literary		scientific	scientific	
Al-Jamhuriya	6	2	Sana'a	19	5	32
Al-Karama	3	3	Oroba	20	-	26
Koutaiba	42	-	Damascus	26	-	68
Ibn al-Nafis	9	-	Al-Talyaah	12	5	26
Al-Markaziya	24	-	Maysaloon	20	-	44
Diwaniyah	9	-	Rabab	11	4	24
Abi Torab matawra	6	-	Al-Fardos	10	1	17
Al-Jawhiri	7	5	Diwaniyah	8	3	23
Al-Sadrian	14	-	Amir Al-Mumnain	14	4	32
Al-Thaqalian	2	3	Al-Hawraa	19	4	28
Al-Zaytoon	10	-	Al-Noor	19	5	34
Al-Ghadir	10	-	Al-Saroor	11	2	23
-	-	-	Al Kawthar	9	-	9
-	-	-	Al-Fodhlaa	11	3	14
Total	142	13	the total	209	36	400

The two search tools: in order to measure the research variables; The appropriate procedures were determined to build appropriate measures by making use of the theoretical framework and previous relevant studies in addition to the ideas and opinions of some specialized professors in the field of psychology. In order to verify and reassure the suitability of this scale to measure the symbolic self-completion of adolescents, the researchers performed a number of procedures. They are: Defining concepts theoretically: The theoretical definition of the concept of symbolic self-completion was determined by adopting (Wicklund & Gollwitzer, 1981) definition, and adopting (Marcia, 1980) definition of identity ranks.

The opinions of the arbitrators in the paragraphs of the two standards and their instructions: The two standards in their initial form were presented to (15) arbitrators specialized in the field of psychology and the approved theoretical definition of each concept, instructions and alternatives to answering the paragraphs for the purpose of expressing their opinions and after taking the opinions and observations of the arbitrators and with the adoption of (80%) or more for the purpose of acceptance Clause or rejection: (27) items were retained for the symbolic self-completion scale and (36) items for the identity rank scale.

Statistical analysis of the scale items: two methods (the two extreme groups, and the relationship of the item's degree with the total score) are considered two appropriate methods in statistical analysis:

The two extreme groups (external consistency): this method is intended to know the extent to which the two scales are able to distinguish between individuals in the measured trait. Junior high ; After correcting the items of the two scales by giving the students a score from (4-1) to the items of the scale, the total score for each questionnaire was extracted, and then arranged in descending order from the highest score to the lowest score, then a percentage of (27%) was selected using the T-test for two independent samples to test the significance of the differences between the two groups. The highest and lowest value for each paragraph, it appeared that the calculated T-value when compared with the tabular value (1.96) was distinct at the level of significance (0.05) and the degree of freedom (214). Also, finding the relationship of the paragraph's degree with the total degree of the scale is another method for analyzing paragraphs. This method assumes that the total degree of individuals It is an indicator of the validity of the scale and therefore the item is deleted when its correlation coefficient with the total score is not statistically significant because the item does not measure the phenomenon measured by the entire scale (Anastasi, 1976) that the total score of the scale is the best internal test when the external test is not available (Anastasi, 1976: 206 ), and to extract the relationship of the paragraph's degree with the total degree of the scale, Pearson's correlation coefficient was applied, and Table (2,3)



shows that.

**Table (2)** The discriminatory power of the items of the symbolic self-completion scale in the two extreme groups methods, the correlation coefficient of the degree of each item and the total score

No.	senior group		lower group		Calculated T-value	correlation coefficient	Indication level (0.05)
	the middle Arithmetic	Deviation standards	the middle Arithmetic	Deviation standards			
1	3.778	0.480	3.111	0.857	7.050	0.395	Statistical Function
2	3.481	0.716	2.861	0.766	6.142	0.354	Statistical Function
3	3.361	0.754	2.490	0.971	7.353	0.433	Statistical Function
4	3.629	0.620	2.796	0.904	7.896	0.428	Statistical Function
5	3.296	0.764	2.370	0.902	8.135	0.406	Statistical Function
6	3.518	0.690	2.463	0.911	9.596	0.476	Statistical Function
7	3.379	0.757	2.194	0.911	10.39	0.428	Statistical Function
8	3.398	0.772	2.388	0.935	8.644	0.420	Statistical Function
9	3.500	0.703	2.268	0.943	10.874	0.485	Statistical Function
10	3.342	0.810	2.111	0.960	10.184	0.466	Statistical Function
11	3.287	0.774	2.213	0.865	9.615	0.444	Statistical Function
12	3.351	0.800	2.194	0.941	9.729	0.463	Statistical Function
13	3.759	0.544	2.916	0.977	7.825	0.473	Statistical Function
14	3.796	0.507	2.675	0.974	10.597	0.538	Statistical Function
15	3.731	0.589	2.629	1.064	9.411	0.485	Statistical Function
16	3.620	0.693	2.500	0.922	10.092	0.470	Statistical Function
17	2.731	1.272	2.555	1.061	1.103	0.112	Non Statistical Function
18	3.638	0.703	2.657	1.006	8.309	0.415	Statistical Function
19	3.222	0.979	2.388	1.092	5.903	0.406	Statistical Function
20	3.916	0.338	3.055	0.905	9.261	0.394	Statistical Function
21	3.851	0.449	3.064	0.949	7.783	0.529	Statistical Function
22	3.768	0.485	2.657	0.908	11.210	0.451	Statistical Function
23	3.750	0.495	2.666	0.966	10.365	0.348	Statistical Function
24	3.713	0.627	2.9167	0.9184	7.441	0.396	Statistical Function
25	3.824	0.428	2.972	0.941	8.555	0.522	Statistical Function
26	3.629	0.620	2.398	0.916	11.563	0.453	Statistical Function
27	3.805	0.501	2.833	0.981	9.169	0.390	Statistical Function
28	3.231	0.923	2.398	0.936	6.585	0.333	Statistical Function

**Table (3)** The discriminatory power of the items of the identity rank scale using the two extreme groups method and the correlation coefficients of the degree of each item with the total score of its domain

No.	senior group		lower group		Calculated T-value	correlation coefficient	Indication level (0.05)
	the middle Arithmetic	Deviation standards	the middle Arithmetic	Deviation standards			
1	3.851	0.469	3.379	0.893	4.861	0.546	Statistical Function
2	3.638	0.689	3.203	0.851	4.128	0.564	Statistical Function
3	3.694	0.633	3.213	0.886	4.593	0.643	Statistical Function
4	3.583	0.671	3.092	0.962	4.346	0.652	Statistical Function
5	3.703	0.673	3.296	0.909	3.741	0.684	Statistical Function
6	3.713	0.612	3.296	0.978	3.751	0.479	Statistical Function
7	3.601	0.668	3.009	0.870	5.612	0.544	Statistical Function
8	3.768	0.5041	3.148	0.964	5.921	0.651	Statistical Function
9	3.555	0.714	2.907	0.981	5.548	0.511	Statistical Function
10	3.268	0.943	1.879	0.828	11.497	0.665	Statistical Function
11	3.685	0.606	2.333	0.976	12.226	0.582	Statistical Function
12	3.601	0.709	2.388	1.066	9.841	0.493	Statistical Function
13	3.463	0.847	2.435	1.016	8.071	0.561	Statistical Function
14	3.064	1.112	1.879	1.029	8.123	0.606	Statistical Function
15	3.4722	0.814	2.518	1.009	7.644	0.451	Statistical Function
16	3.222	0.979	1.675	0.884	12.178	0.687	Statistical Function
17	3.296	0.867	1.981	0.896	10.954	0.623	Non Statistical Function
18	3.416	0.887	1.981	0.985	11.246	0.627	Statistical Function
19	3.527	0.742	2.425	0.898	9.826	0.509	Statistical Function
20	3.694	0.618	3.194	0.931	4.646	0.418	Statistical Function
21	3.574	0.81118	2.713	1.059	6.707	0.509	Statistical Function
22	3.333	0.896	2.185	1.077	8.511	0.578	Statistical Function
23	3.5833	0.798	2.435	1.043	9.079	0.538	Statistical Function
24	3.527	0.847	2.157	0.918	11.391	0.584	Statistical Function
25	3.250	0.967	2.166	1.000	8.089	0.502	Statistical Function
26	3.416	0.821	2.870	0.986	4.421	0.389	Statistical Function
27	3.3889	0.851	2.148	0.873	10.568	0.673	Statistical Function
28	3.574	0.699	2.490	0.990	9.283	0.504	Statistical Function
29	3.055	1.100	1.833	0.990	8.577	0.641	Statistical Function
30	3.361	0.901	2.138	0.951	9.69	0.622	Statistical Function
31	3.370	0.923	2.463	0.980	7.003	0.506	Statistical Function
32	3.546	0.765	2.490	1.027	8.559	0.611	Statistical Function
33	3.509	0.791	2.703	0.969	6.691	0.430	Statistical Function
34	2.842	1.290	1.518	0.880	8.806	0.704	Statistical Function
35	3.314	0.963	1.981	0.947	10.257	0.685	Statistical Function
36	2.824	1.266	1.685	0.963	7.438	0.634	Statistical Function

With these procedures, the symbolic self-completion scale became composed of (26) items, while the identity ranks scale remained composed of (36) items.

## **The Standard characteristics (psychometric) of the two search criteria**

### **The Honesty**

one of the most important concepts in the field of psychological measurement, so its definitions are many, and one of the most important and most common and used is that the scale measures the truth of what was designed to measure (Kafha, 2003: 105), and the validity of two measures of symbolic self-completion, ranks of identity) was achieved through the following indicators:

The method of the two extreme groups, and the method of the relationship of the paragraph's degree to the total score, Table (3).

### **The Stability**

Stability means the extent of the scale's consistency in the information it provides us about the respondents' behavior (Abu Hatab and Sadiq, 1991:101), and knowing it is necessary and essential in the measurement. According to this method, it is the value of the correlation coefficient between the respondents' scores that we get from the first application and re-applying the scale to the respondents themselves with an appropriate interval between the two applications (Anastasi, 1976:115). The reliability coefficient appeared in this way (0.75), and this value was considered a good indicator of the stability of the students' answers on the scale over time, as the reliability coefficient was considered good if its square was (0.50) or more, while the stability coefficient of the identity ranks reached (0.73, 0, 70, 0.73, 070 (for ranks) investigation, closure, suspension, dispersion) respectively, as well as Cronbach's alpha method, which depends on consistency in the respondent's performance from one paragraph to another, and is based on the standard deviation of the scale and the standard deviations of individual items (Thorndike and Higgin, 1989 And the reliability coefficient of the symbolic self-completion scale was (0.78), while the coefficients of the stability coefficients of the alpha-Krumbach method for the identity ranks scale amounted to (0.73, 0.74, 0.72, 0.74) for the ranks (realization, closure, suspension, dispersion) and these values were considered indicators well on the stability of the students' answers on the two scales.

### **The Presentation, interpretation and discussion of the results**

Knowing the symbolic self-completion of adolescents: Statistical treatments indicate that the calculated t-values amounted to (30.937), which is greater than the tabular t-value (1.96) at a significance level (0.05) and a degree of freedom (399), which indicates that adolescents are middle school students who have The symbolic self-completion, and table (4) shows this.

**Table (4)** *T-test for the significance of the difference between the arithmetic mean and the hypothetical mean of the adolescent scores u to the symbolic self-completion scale :?*

Sample volume	Arithmetic mean	standard deviation	hypothetical mean	Calculated T-value	Table T-value	Indication level (0.05)
400	80.730	10.454	65	30.937	1.96	Function

The researchers believe that this result was consistent with the theoretical framework of Gollwitzer and Wicklund (1982) and can be explained by the fact that adolescents, as a

segment of society, may be affected by the transition to this age stage, as the transition process is one of the stressful processes for many of them and Which in turn affects their performance, abilities, trends and goals and is also reflected in their self-definition, which generates a feeling of incompleteness that will push them to employ what they have as important symbols in order to rebuild the self-definition during this stage and they continue to use these symbols until they have a feeling that they have They have a self-definition and are recognized by society, and this finding agrees with the findings of Ozanne (1992) which indicated that adolescents have a symbolic self-completion as a means of establishing their identity and gaining the status they desperately need, especially those who feel an identity crisis.

### Identify ranks of identity among adolescents

The researchers used the t-test for one sample after extracting the arithmetic mean, hypothetical mean, standard deviation, calculated t-value and tabular t-value amounting to (1.96) at the significance level (0.05) and at a degree of freedom (399) for each rank of identity. The four, and Table (5) shows this.

**Table (5)** T-test for the significance of the difference between the arithmetic mean and the hypothetical mean of adolescent scores on the identity rank scale :

identity rank	Sample	arithmetic mean	hypothetical mean	standard deviation	Calculated T-value	Table T-value	Indication level (0.05)
identity verification		30.277	22.5	4.380	35.511		Function
Identity closing		22.882	22.5	4.235	1.806		Non function
Identity Suspension	400	30.725	25	4.292	26.677	1.96	Function
Identity dispersion		22.567	20	3.985	12.884		Function

It is evident from the above table (5) that the prevalence of identity ranks among adolescents was (identity suspension, identity verification, then dispersal rank) according to the relative weights of each rank, which are (28,863), (28,442) and (21.734), respectively. The results indicate that many adolescents in these (fifth) grades, although they have experienced the crisis, did not specify a commitment between the experiences available to them and therefore their identities are suspended, and the social, cultural and economic changes witnessed by Iraqi society, those changes that had repercussions on Methods of social upbringing in general and family upbringing in particular.

Knowing the correlation between the symbolic self-completion and identity ranks among adolescents: In order to identify the correlation between the research variables, the researchers used the Pearson correlation coefficient and compared its value with the critical value of the significance of the correlation coefficient of (0.089), as well as the t-test for the significance of the Pearson correlation coefficient, and table (6) ) shows the correlation coefficients and their statistical significance at the significance level (0.05) and the degree of freedom (398).

**Table (6)** Correlation coefficients and computed and tabular T-values of the correlational relationships between the research variables

Variables	Correlation coefficient	Calculated T-value	Table T-value	Indication level (0.05)
Symbolic Self Completion - Identity Realization	0.561	13.520	1.96	Function
Symbolic Self Completion - Identity Closure	0.022	0.439	1.96	Non function
Symbolic Self Completion - Identity Suspension	0.132	2.657	1.96	Function
Symbolic Self Completion - Identity Dispersal	0.072	1.440	1.96	Non function

It is clear from the above table (6) that there are correlations and statistical significance between the symbolic self-completion and each of the two levels of identity (realization and suspension), while no such relationship appeared between the symbolic self-completion and each of the two levels of identity (closure and dispersal). Such a result is a logical result, as the adolescent's feeling and his quest for symbolic self-fulfillment helps him to conform to life situations and then directs his behavior towards achieving the desired goals, which generates a state of satisfaction and enjoyment of mental health, as the need for self-completion is one of the necessary needs, such as the needs It is essential for adolescents, but it appears at different times and according to the nature of the situations they may go through.

## **The Recommendations**

Based on the research findings, the researchers recommend the following:

- 11-1 Conducting specialized scientific seminars in order to urge adolescents to invest their positive symbols in completing themselves, in order to develop themselves and achieve a high sense of self-confidence.
- 11-2 Urging the concerned authorities in the Ministry of Education to cooperate with the departments of psychology to set up courses for the teaching staff in them to introduce the role played by the symbolic self-completion in addressing the various problems that adolescents may face in schools.
- 11-3 Educating parents about the importance of providing opportunities for their teenage children to take what would contribute to determining their future goals and working to achieve them.

## **The Suggestions**

The two researchers suggest conducting the following research, which he studied during the completion of their research, in order to benefit from them:

- 12-1 Conducting a similar research aimed at identifying the relationship between the variables of the current research among different groups, such as university students and distinguished school students.
- 12-2 Knowing the symbolic self-completion of different groups, such as university professors and graduate students.
- 12-3 The relationship of symbolic self-completion with other variables that the current research did not address, such as decision-making, parenting methods and quality of life.
- 12-4 The relationship of self-disability to identity ranks among university students.
- 12-5 The effect of an educational program on reducing identity dispersal among adolescents.

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