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AIQ - IV

INSTRUCTIONS: These items describe different aspects of identity. Please read each item carefully and consider how it applies to you. Fill in the blank next to each item by choosing a number from the scale below:

- 1 = Not important to my sense of who I am
- 2 = Slightly important to my sense of who I am
- 3 = Somewhat important to my sense of who I am
- 4 = Very important to my sense of who I am
- 5 = Extremely important to my sense of who I am

- ___ 1. The things I own, my possessions
- ___ 2. My personal values and moral standards
- ___ 3. My popularity with other people
- ___ 4. Being a part of the many generations of my family
- ___ 5. My dreams and imagination
- ___ 6. The ways in which other people react to what I say and do
- ___ 7. My race or ethnic background
- ___ 8. My personal goals and hopes for the future
- ___ 9. My physical appearance: my height, my weight, and the shape of my body
- ___ 10. My religion
- ___ 11. My emotions and feelings
- ___ 12. My reputation, what others think of me
- ___ 13. Places where I live or where I was raised
- ___ 14. My thoughts and ideas
- ___ 15. My attractiveness to other people
- ___ 16. My age, belonging to my age group or being part of my generation
- ___ 17. My gestures and mannerisms, the impression I make on others
- ___ 18. The ways I deal with my fears and anxieties
- ___ 19. My sex, being a male or a female
- ___ 20. My social behavior, such as the way I act when meeting people
- ___ 21. My feeling of being a unique person, being distinct from others

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- 1 = Not important to my sense of who I am
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- 5 = Extremely important to my sense of who I am

- _____ 22. My relationships with the people I feel close to
- _____ 23. My social class, the economic group I belong to whether lower, middle, or upper class
- _____ 24. My feeling of belonging to my community
- _____ 25. Knowing that I continue to be essentially the same inside even though life involves many external changes
- _____ 26. Being a good friend to those I really care about
- _____ 27. My self-knowledge, my ideas about what kind of person I really am
- _____ 28. My commitment to being a concerned relationship partner
- _____ 29. My feeling of pride in my country, being proud to be a citizen
- _____ 30. My physical abilities, being coordinated and good at athletic activities
- _____ 31. Sharing significant experiences with my close friends
- _____ 32. My personal self-evaluation, the private opinion I have of myself
- _____ 33. Being a sports fan, identifying with a sports team
- _____ 34. Having mutually satisfying personal relationships
- _____ 35. Connecting on an intimate level with another person
- _____ 36. My occupational choice and career plans
- _____ 37. Developing caring relationships with others
- _____ 38. My commitments on political issues or my political activities
- _____ 39. My desire to understand the true thoughts and feelings of my best friend or romantic partner
- _____ 40. My academic ability and performance, such as the grades I earn and comments I get from teachers
- _____ 41. Having close bonds with other people
- _____ 42. My language, such as my regional accent or dialect or a second language that I know
- _____ 43. My feeling of connectedness with those I am close to
- _____ 44. My role of being a student in college
- _____ 45. My sexual orientation, whether heterosexual, homosexual, or bisexual

SCORING FOR AIQ-IV

[version 4, which adds RI to AIQ-IIIx, thus adding 10 new RI items and changing sequence = item # s of some old items] (Summer 2001 for 2002 SPSP Poster)
For details of AIQ-IIIx and its History and Bibliography, see [Identity Orientations](#).

PI = Personal Identity Orientation
RI = Relational Identity Orientation
SI = Social Identity Orientation
CI = Collective Identity Orientation
(SP = Special items [not scored on scales])

Each of the scale scores is the sum of the answers (1-5) given to those items.
For AIQ-IV 45 items, the scoring numbering is:

PI = 2 5 8 11 14 18 21 25 27 32 [sum of answers to 10 items]
RI = 22 26 28 31 34 35 37 39 41 43 ["" 10 items]
SI = 3 6 9 12 15 17 20 ["" 7 items]
CI = 4 7 10 13 24 29 38 42 ["" 8 items]
[SP = 1 16 19 23 30 33 36 40 44 45 (10 items not scored on scales)]**

**Dollinger et al. (1996) created a new AIQ -IIIx scale named "Superficial Identity" by summing 5 items [AIQ-IIIx SP's # 1, 16, & 18 plus SI's # 9 & 15] as "a measure of an emphasis on surface qualities of self immediately visible to others" (M = 17.46, SD = 3.39). Superficial identity orientation correlated .19 with PI, .75 corrected to .61 with the partly overlapping SI, and .36 with CI. (Dollinger, S. J., Preston, L. A., O'Brien, S. P., & DiLalla, D. L. (1996). Individuality and relatedness of the self: An autophotographic study. *Journal of Personality and Social Psychology*, 71, 1268-1278.) ("Superficial" on AIQ-IV = 1 9 15 16 19)

***Additional use of an ad hoc "scale" of SP items and single items: In a set of analyses of additional data from the sample described above, Dollinger created a new AIQ-IIIx scale named "Academic Identity" by summing 3 SP items pertaining to the importance of career plans, academic performance, and the student role [AIQ-IIIx SP's # 30, 32, & 34; M = 11.9, SD = 2.0] to relate to Achievement coding of the autophotography essays (obtained $r = .27$). In addition, the AIQ religion item [CI # 10] correlated .16 with the Religion photo code, and the AIQ-IIIx physical abilities item [AIQ-IIIx SP # 27] correlated .23 with the Athletics code for the autobiographical photo essays. (Dollinger, S. J. (1996). Autophotographic identities of young adults: With special reference to alcohol, athletics, achievement, religion and work. *Journal of Personality Assessment*, 67, 384-398.) ("Academic/college" on AIQ-IV = 36 40 44)

**Note: AIQ-IV #23 ('social class') loaded on both SI and CI in college students (especially on SI at Dartmouth) but we expect it should probably load as a CI item among non-college adults.

In general, the SP items are intended to provide at least single item assessment of the subjective importance of dimensions that have been included in various theories and measurement models of multidimensional self-esteem (e.g., Briggs, S. R. & Cheek, J. M. (1986). The role of factor analysis in the development and evaluation of personality scales. *Journal of Personality*, 54, 106-148.)

