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EGO-IDENTITY FORMATION AND VALUE ORIENTATIONS IN
COLLEGE STUDENTS AND WORKING YOUTH

by

Gordon Bruce Munro

A thesis submitted in partial fulfillment
of the requirements for the degree

of

MASTER OF SCIENCE

in

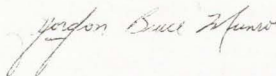
Family and Human Development

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Gordon Bruce Munro

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ABSTRACT

Ego-Identity Formation and Value Orientations

In College Students and Working Youth

by

Gordon B. Munro, Master of Science

Utah State University, 1976

Major Professor: Dr. Gerald R. Adams
Department: Family and Human Development

An extension of James Marcia's research was undertaken to examine the ego identity development of college and working youth. A number of comparisons were made between college and noncollege working youth, males and females ranging in ages from 18-21. A value orientation instrument (measuring instrumental and expressive attitudes) constructed for this study, Marcia's (1964) Ego-Identity Incomplete Sentence Blank (EI-ISB) and Identity Status Interview, LaVoie's (1975) Child Rearing Instrument, Schwartz's (1971) Future Orientation and Independence from Family Authority Scalograms were used in assessing these comparisons.

The results revealed significantly more identity diffusion individuals in college and significantly more identity achievement individuals in a working situation. Males were found more in identity diffusion than foreclosure and moratorium status, while females were more likely to be in moratorium status than diffusion or foreclosure status. In part, this supported the

hypothesis that females tend to be more advanced in identity achievement status than males. There were few significant differences in value orientation with the exception that males tended to be more instrumental than expressive, while females tended to be more expressive. Finally, individuals in foreclosure and identity achievement status perceived their mothers as being more reinforcing (approval and praise) than did identity diffusion or moratorium persons. Further, males perceived their mothers and fathers as giving them more independence than females perception of their mothers and fathers.

(76 pages)

CHAPTER I
INTRODUCTION

In this thesis the researcher is concerned with relationships between ego-identity formation and value orientations. In recent years theorists and researchers have addressed themselves to ego-identity which is how one views oneself. Identity is believed to be related to commitment, occupational choice, personal ideology, aspirations (goal setting), social perceptions, mental health and values. People make commitments, choose an occupation, express values and emotions in terms of identity status.

Problem

A number of studies have examined ego-identity formation. However, few researchers have compared different populations on ego-identity development. Furthermore, little has been done in relating this to value orientations, perception of early social experiences or, a synthesizing of existing literature. This study has attempted to clarify these areas.

Erikson, Freud, Marcia and other researchers have examined the concept of ego-identity formation and found identity changes as one progresses through a number of developmental stages. These stages affect one's self perception, value orientations and perception of early social experiences.

Erikson, the leading exponent in the field of identity formation, has defined ego-identity as the manner in which an individual "maintains himself

as a coherent personality with a sameness and continuity both in his self-experience and in his actuality for others." (Erikson, 1968, p. 73) One needs to recognize that Erikson's definition is rather abstract and the complexity of identity is not totally clear. Furthermore, few theoretical frameworks exist which help in clarifying these concepts. The researcher is aware that ego-identity is a multidimensional phenomenon, yet studying identity formation is crucial in coming to know how we understand ourselves and relate to our social environment.

Because identity formation reflects an evolving process, the understanding of an individual will be further clarified by knowledge of identity formation. Unfortunately, little is known about the etiological factors influencing this process. Therefore, a more complete picture of identity formation and its related value orientations (ranging from expressive to instrumental in nature) requires further research. In particular, the present investigation looked at the relationships between social experience (of a student versus working youth sample) and the development of identity and values that are perceived as covarying with ego-identity formation.

CHAPTER II
REVIEW OF LITERATURE

Theoretical Framework

According to Erikson, the epigenesis of ego-identity progresses through eight stages these being: trust vs. mistrust, autonomy vs. shame and doubt, initiative vs. guilt, industry vs. inferiority, industry vs. role diffusion, intimacy vs. isolation, generativity vs. stagnation and, integrity vs. despair. Marcia (1964), in particular, has expanded on the fifth stage of ego-identity development. Unsuccessful resolution of crisis may effect progression to the next stage. In healthy, normal ego development, one finds a solution to each of these crises thus developing a more adaptive ego with each resolution. Furthermore, problems at any stage will effect one's perceptual framework, thus altering social and personal commitments and value orientations.

Ego-identity status defined by Erikson depends on a "necessary turning point, a crucial moment, when development must move one way or another, marshalling resources of growth, recovery and further differentiation." (Erikson, 1968, p. 16) Identity status alters according to one's dealing with crises and turning points affecting identity. Moving from one stage necessitates a crisis period in which the individual internalizes a different perceptual field:

Each successive step, then, is a potential crisis because of a radical change in perspective. Crisis is used here in a developmental sense to connote not a threat of catastrophe, but a turning point, a crucial period of increased vulnerability and heightened potential, and therefore, the ontogenic source of generational strength and maladjustment. (Erikson, 1968, p. 96)

Measurement of the epigenesis of ego-identity from an Eriksonian model has been defined by James Marcia (1964). A four category developmental sequence in identity status has been described which include stages of identity achievement, moratorium, foreclosure and identity diffusion. Identity achievement individuals have successfully passed through a decision making period or crisis stage and have resolved those issues. Most of these individuals are committed to some occupation and ideology. Characterized as warm enthusiastic people they are relatively conflict free and able to focus on achieving their chosen goals. Moratorium status individuals are involved in a crisis stage. They are searching for commitment to goals, religious and political beliefs. While not reflecting parental values, a process is taking place of developing personal meaningful commitments. Moratorium status persons are characterized as having many questions relating to self concern, sexual identity, occupational plans, and feelings of isolation and anxiety. Those of foreclosure status have made commitments, but have not undergone a crisis period. Most of these individuals have internalized parental values and seem more authoritarian in their attitudes. Individuals in identity diffusion status reflect turmoil, low self-esteem, isolation and are largely uncommitted. There is a tendency for persons in this

status not to come to terms with one's self. These individuals are the least stable of the four categories.

The epigenesis of identity formation implies that individuals move from lower order to higher order stages over time. Recognizing Marcia's four stages, we appear to evolve through a developmental sequence which begins in a confused state of identity diffusion. Given time and social recognition most young people move to a state of psychic struggle in which they attempt to conquer this diffuse state by conscious contemplation of their social status. This period is referred to as the moratorium status. When decisions are finalized and a specific direction is assumed the individual is said to have arrived at identity achievement, the pinnacle of identity formation. One alternate route toward development is that taken by many youth who appear to never experience a sense of crisis. These youth seem to assume the role orientations of their parents without ever really questioning their worth. Hence, the foreclosure status is one of non-crisis through the identification with the fixed values of a former generation. Marcia's (1964) application to college students, Ciaccio's (1971) research of young boys, Constantinople's (1969) study on undergraduates and others reflect this developmental sequence.

Empirical support

Validation of Marcia's developmental stages has been noted with several samples supporting the earlier discussed theoretical framework.

In his early research Marcia (1966) validated his ego-identity status instrument and the proposed stages of identity. Semi-structured interviews and an incomplete-sentences blank were used to determine identity status and ego-identity achievement. Identity achievement subjects performed better than identity diffusion and all other statuses on variables of crisis and commitment relating to religion, occupation and political ideology. The identity achievement subjects were better able to handle crisis situations and successfully make commitments. Those in foreclosure status characterized by adherence to parental ideology tended to be more authoritarian in orientation and set goals which were unrealistically high. This reflects the framework that identity achievement subjects were best able to cope with crisis and choose meaningful alternatives.

A longitudinal study by Waterman and Waterman (1971) involving 92 male college freshmen studied the changes in ego-identity status during a freshman year at college. The study was designed to find information about the epigenesis of identity formation using Marcia's identity status scale. Each subject was assessed for identity status using Marcia's (1966) interview technique. Results showed that identity achievers were high on family independence and cultural sophistication. Those foreclosure status students who evolved to the next stage of moratorium, tended to grow in family independence and attainment of personal ideology. This development would also be expected for individuals who change their status from moratorium to identity achievement. Those persons who remained in a foreclosure status

scored the lowest of all groups on family independence and cultural sophistication. Furthermore, students who changed out of a given identity status reflected traits less consistent with that stage, while those who remained reflected the qualities found in Marcia's framework.

Constantinople's study (1969) of 952 college students examined the personality development of students between freshman to senior years. A ten-point rating was used to measure happiness during the academic year, a 28-item instrument measured attitudes towards college and a 60-item questionnaire to assess personality development. A significant development of maturity and movement from identity diffusion to identity achievement occurred over the four years. Both males and females tended to rate high on identity diffusion in the first two years of college. Evidence showed seniors scored higher on successful resolution of identity and lower on the unsuccessful resolving of inferiority. However, females scored as more mature in all areas and were lower on identity diffusion and isolation. As the males progressed they tended to mature in the expected developmental pattern, whereas, females did not. Females tended to be more mature when entering college, yet males showed greater gains in moving from identity diffusion to identity achievement over the college years. Indications are that college is more conducive for growth among males than females. Certainly more comparison is needed to clarify this finding. Integratively the results of this study reflected the trend of Marcia's developmental stages.

Using a Self-descriptive Questionnaire, Boyd and Koskela (1970) tested Erikson's theory of critical stages. By arranging ego stages using variables of physical, societal, people, familial and personal fields, he found a relationship existed between one's chronological age and one's ability to overcome various crises. From 89 subjects, results showed that the older one is the greater likelihood one has solved more advanced social-psychological crises. Through this study, further support was given for Erikson's age-stages and epigenesis of ego-stage development.

Ciaccio's study (1971) using Boyd's (1964) instrument based on a content item analysis of Erikson's writing, examined ego-stage development of 5, 8, and 11-year-olds. Ciaccio tested Erikson's theory of ego epigenesis and found consistent results of ego-stage progression with increasing chronological age. The five-year-olds were primarily concerned with stage two, autonomy vs. shame and doubt, and stage three, initiative vs. guilt. The 8 and 11-year olds interest was in stage three, initiative vs. guilt, and, stage four, industry vs. inferiority. Erikson's theoretical framework of ego stage progression and the developmental sequence of ego-identity was supported.

Stark and Traxler (1974) found further empirical validation for Erikson's theory of identity crisis using adolescents and young adults. The Dignon Ego Identity Scale based on Erikson's description of ego-identity, the Institute for Personality and Ability Testing (IPAT) Anxiety Scale, testing anxiety and a Self-Report Inventory were used in part, to assess identity

status. Using subjects ranging in age from 17-24 years old, a significant ego-identity process was revealed. Those subjects of 17-20 years were more often found in identity diffusion categories. Those subjects of 21-24 years reflected greater identity achievement status. Freshman between the ages of 17-20 were greatest in number in identity diffusion. Seniors in this age category were higher than the freshmen in identity status yet still rated lower when compared to either freshman or seniors of the 21-24 year range. Females in all categories reported less identity diffusion than males, yet were still found to follow the ego-identity process, and progression in late adolescence.

Identity and other personality and social characteristics

Ego-identity status appears to effect various personality and social behaviors. Past studies indicate commitment to religion, politics, sexual values and daily habits reflect our identity status. Decisions on occupation, education and the values we assimilate to these orientations also appear directed, in part, by ego-identity status.

A recent study (Donovan, 1975) examined one's identity status in relation to personality performance and one's daily life patterns. Administered to 22 liberal arts undergraduates, Marcia's Identity Status Interview and three projective tests indicated significant results in one's identity status and daily life pattern and performance. Identity diffusion persons tended to have few plan or personal commitments. Identity foreclosure subjects

saw themselves as similar in religion, politics and ideas on sexuality to their parents. Moratoriums were indecisive in occupational choice and how one fits into the world. Identity achievement individuals reflected settled occupational choice and were close to evolving permanent, personal values and positions not accepted simply through parental or social norms.

LaVoie's work (1975) on high school students, ages 15-18 years, examined identity formation during "adolescence proper" through the use of interview techniques. Those adolescents of identity achievement were more self-accepting, integrated, better adjusted and more adaptive to various crises, and received less parental control. Those in identity diffusion were unable to come to grips with themselves, in terms of sexual self, and occupational choice and ideological preferences. Males tended to be more concerned with vocational choices and need for autonomy while females reflected higher intimacy and affiliative needs. Further research is necessary to clarify and expand this difference in terms of occupational choice, education and ideological preference.

An additional study using college males (Oshman and Manosevitz, 1974) related ego-identity status to the Minnesota Multiphasic Personality Inventory. Most students in the sample were found to be in a moratorium category. The majority were struggling with identity issues and psychological turmoil. Furthermore, a longitudinal study (Waterman, Geary and Waterman, 1974) has been completed using 53 college males. These subjects had participated in a previous study during their freshman year in 1970. Results

showed that despite this time period a substantial number of seniors were in the identity diffusion category in terms of occupation and ideological identity. Though some resolved conflicts and progressed to identity achievement categories, a significant proportion (33 percent) did not. This occurrence may be qualified if one compares those of noncollege working status and college status. Perhaps those in the identity diffusion category tend to go to college. A number of significant findings may emerge as a result of comparing these categories, as well as male-female differences.

A further study (Andrews, 1973) using 61 college undergraduates based on Simmons Identity Achievement Status and Marcia's (1966) Identity Incomplete Sentence Blank, related value orientation to identity achievement. Items tapped feelings of politics, religion and vocation. Identity diffuse individuals scored lowest in value assessment and ego-identity status. Those of identity achievement scored highest on the value scale reflecting independence, happiness, love, open mindedness, and logic. One may see a trend developing. Those of identity achievement might be expected to rate higher on value orientation as their internal identity has largely been formulated. If one has a low sense of identity it may be expressed socially as a rejection of roles, and commitments resulting in value uncertainty.

Ego-identity and interpersonal behavior

If one knows an individual's identity status, it may be possible to predict certain social behavior arising from that status.

A study by Toder and Marcia (1973) involving 64 college women, tested ego-identity status and response to conformity. The results demonstrated that those in identity achievement and foreclosure statuses conformed less than those in statuses of moratorium and identity diffusion. Furthermore, identity achievement women tended to choose more difficult majors than identity diffusion females. It would be expected that those in identity achievement would conform least, for autonomy and self direction would be regarded as important in their value system. It would also be expected that identity diffusion subjects would conform most since they have probably not resolved any crisis relating to isolation, autonomy, or social desirability. Furthermore, having the least self esteem and unstable personal ideology one might tend to be swayed easily by peer pressure. Foreclosure subjects would also be expected to conform less than moratorium and identity diffusion people as they have made definite commitments despite having no crisis period. These individuals have committed themselves to a value system which, to these individuals, has stabilized since childhood. Finally, the data also supported Marcia's (1966) conclusions that foreclosure subjects are the most authoritarian in their attitudes.

Orlofsky, Marcia and Lesser (1973) tested the relationship between ego-identity status and level of intimacy by comparing identity status and style of dealing with Erikson's intimacy versus isolation crisis. Identity achievement status persons appeared to have the greatest capacity for intimate relationships, most likely because they have successfully resolved

internal issues relating to goals, shifts in environment, and personal ideology. Foreclosure and identity diffusion subjects tended to stereotype and have superficial relationships. These subjects are not committed to goals (diffusion), ideology, resolved or involved in, crisis situations (foreclosure and diffusion). Therefore, they seem aloof, confused, and dissatisfied. They seem unable to commit themselves and are therefore less willing to be intimate since their personal identity has not been adequately formulated. It would appear then, that one's identity status plays a part in the ability to successfully form meaningful relationships, differ from other people, and adapt to new stimuli.

Early social experiences

Kilpatrick (1974) indicates the need for a sense of continuity for the individual to develop long-term meaningful relationships which give meaning to one's self identity. A large discrepancy exists in the requirements of identity formation as Erikson describes and the temporary, changing pace of modern society. There must exist a form of durable structure or continuity for one to successfully develop a stable ego-identity. The researcher feels one's parental upbringing, if stable, may give the individual this feeling of continuity and motivate identity achievement. If one has nothing to identify with, it seems one's identity will be interpreted in that past light.

Furthermore, Kilpatrick (1974) argues we need a solid society to test ourselves, or we may expect more alienated individuals within identity diffusion. Thus, one would be in a psycho-social moratorium reflecting

alienation and confusion. There is a need for balance of community and individualism if a continuous ego-identity formation is to take place. Here, the family appears to have a central role in the social conditioning of an individual as well as influencing self concept. At the same time, we must consider how one's identity status may affect perception of social conditioning and progression of ego-identity. Both social conditioning, and, perception of early experiences are part of ego-identity formation.

Value orientations

Several observers of social change have noted what Adams and Looft (1976) have described as the "new emerging man." Two value orientations exist which express the difference in this emergence. A patristic or instrumental value orientation reflects what might be viewed as a conservative orientation. A patristic or instrumental individual is goal directed, rational, and believes autonomy and individual responsibility are important. We assume what one does is closely related to one's sense of personal value. Occupation, academic performance, competence and goal achievement are considered significant; Artistic expression is not an end in itself, but is more important as it relates to end products rather than feeling and process.

Secondly, there exists a matristic or expressive value orientation which some feel is a more contemporary shift of man's perception of himself and the world. Those individuals who are matristic or expressive in orientation, value feelings, intimacy and processes. They find personal meaning in terms of "being" rather than occupation or what one does. They

value the process of expression, group activities, and focus on experience as opposed to autonomy and task orientation. Lack of commitment to occupations, social responsibility and status requirements reflect the feelings of this group. Although these value orientations may overlap, it has been suggested that individuals will typically reflect primarily one of these two alternatives.

This new man is complex, yet, reflects the expressive value orientation and thus warrants further research in terms of personal direction and commitments to work, education, family, and societal adaptation. Haan and Stroud's (1973) research on "hippies" focused on moral and ego stages in relation to ego-identity processes. As early studies show, adolescence is a transitional state where identity is defined and one's relationship to society is formulated. Through interviewing these individuals a transitional state was evident in terms of value orientation of self and society. The results demonstrated that the "hippy" movement was certainly expressive in its value orientation. These persons rejected the traditional occupational standards of moral economic type of thinking. They held expression, feelings, and living for the moment as important ideals. It would be expected that these individuals would reflect identity diffusion or moratorium. Most "hippies" were in a state of crisis, many not knowing where they were going, unsure of ego-identity and value orientations. This notion of a cultural shift from an instrumental value orientation to an expressive one may alter many

functions of societal institutions in relating to the developing ego-identity of an individual.

Candee's research (1974) indicates instrumental and expressive value orientation in terms of one's level of political thinking. He indicates that one's political reasoning reflects one's ego-identity development. Those individuals in identity diffusion categories perceived politics in terms of emotional effects and personality characteristics while individuals in identity achievement stages tend to see politics in terms of its' complexity, principles and explanations. Candee used Loevinger's (1969) ego scale which differentiates impulsive, self protected frames of reference from autonomous and integrated states. A significant development was shown to exist in one's identity status and level of political sophistication and understanding. This may suggest that those guided by feelings, emotion and expressive value orientation perceive not only political functions, but many parts of life from this frame of reference. Identity achievement individuals reflect instrumental value orientations related to objective, goal directed complex issues. These issues may be significant in understanding how identity status effects and interacts with value orientations.

Up to this point we know there is a development of ego-identity through a number of stages. An individual's status seems to influence one's level of sophistication in understanding people, politics, occupational choice and ideological preferences. One's ego-identity appears to effect the intimacy to which one may relate to others and the level of commitment one

makes to interpersonal relationships. Furthermore, ego-identity status partially determines how individuals perceive and relate to social conditioning and social experience.

Purpose

The present study focused on the integration of ego-identity development and value orientations for individuals found in two different social settings (college individuals and their peers who have joined the work force). Prior research has collectively shown there is a developmental trend in ego-identity but we know little about the social factors facilitating this development. Hence the present study examined the relationship between social experience and identity development.

Hypotheses

It is believed that individuals involved in an occupation will reflect qualities of instrumental orientation and will be relatively free to pursue their chosen field. It is felt those attending college in the first few years tend to reflect characteristics of noncommitment and uncertainty of goals.

Hypothesis I

Individuals in the noncollege working populations were predicted to reflect characteristics of identity achievement and moratorium on the ego-identity classification scale, while individuals of college status were

expected to be characterized as reflecting foreclosure and identity diffusion statuses.

From the existing data, freshman and sophomore students have tended to be found in the identity diffusion and foreclosure categories. Females at this age have been found to be more mature and to score significantly lower in these categories than males. However, for working youth both sexes would be expected to score higher in the categories of identity achievement and moratorium, yet females should score higher than males in these categories as previous studies indicate.

Hypothesis II

Females were expected to score higher on ego maturity than males across both college and working samples. In addition, it was predicted that females would score higher than males on ego maturity in the working but not college sample.

It is felt that those individuals of expressive value orientation will probably be more involved in some identity crisis. Those of instrumental value orientation are thought to reflect solid goal aspirations, levels of commitment to personal ideologies and achievement tasks.

Hypothesis III

Individuals in an expressive value orientation were predicted to reflect those characteristics of identity diffusion and moratorium. Those of instrumental value orientation were expected to reflect those characteristics

of identity achievement and foreclosure status.

The purpose of hypothesis four was to explore the relationship of one's perceptions of parental child rearing practices and ego-identity and value orientations.

Hypothesis IV

From an exploratory perspective, it was predicted that progression in ego-identity status would be correlated with positive perceptions of past family experiences.

CHAPTER III
METHODS AND PROCEDURES

Instrument Construction

Two initial pilot studies were undertaken in order to construct scales which are believed to measure instrumental and expressive value orientations. Using a preconceived definition of instrumental and expressive orientations (Adams, 1976) numerous items were constructed that were believed to reflect instrumental and expressive attitudes. Instrumental items were construed to reflect a strong emphasis on competence, achievement, autonomy and independence. Expressive items reflected feelings, intimacy, immediate gratification and the importance of interpersonal relationships. It was assumed in the construction of the two proposed scales that both instrumental and expressive orientations could be held simultaneously, but that most individuals would tend to score higher on one than the other.

Pilot Study I

Based upon the above definitions 16 expressive and 16 instrumental value orientation items were conceived. In the first pilot study these items were administered to 201 undergraduate students at the Utah State University. Each item was responded to by the use of a Likert type scale which required the respondent to choose one of the following four alternatives: "very much like me, somewhat like me, not much like me, and, definitely not me."

The initial analyses consisted of two factor analyses. Items were factor analyzed using a Principle Component factor analysis procedure consisting of an orthogonal and oblique rotation solution. Table 1 contains a summary of the results of these two procedures. A comparison of the two factor analysis solutions revealed three factor structures. The first factor has been defined as an instrumental value orientation in that these items appear to be measuring such things as responsibility, goal directedness and effortful striving. Factor two appears to be measuring expressiveness within a sensory motif. These items measure such things as smelling and touching, sensory worth, fulfillment in nature and introspection. Factor three emerged as an additional form of expressiveness which includes an individuality-expressiveness orientation. These items measured openness and uniqueness in expression.

Further evidence for construct validity has been presented in Table 2. As the reader can see inter-item correlations within each of the three factors are significant at the .05 level or better. In addition each item within each factor correlated positively with total factor score. In contrast, item by item analysis across factors result in few significant correlations. Correlations between items across factors that do emerge are likely to be spurious relationships. One note of caution; it appears that items in factor II and III share some overlap in common variance as well as containing some uniqueness. This can be seen in that eight out of 15 correlations between items in factor

Table 1. A comparison of orthogonal and oblique solutions

	Orthogonal Solution		Oblique Solution	
	Factor loading	h^2	Factor loading	h^2
Factor I: Instrumental -- Individual Success Items				
1. Individuals are responsible for what they do.	.74	.59	.73	.59
2. It takes effort to make it in this world.	.55	.43	.59	.43
3. My education or work is one step in becoming the person I want to be.	.54	.33	.55	.33
4. The purpose of a task is to reach the final goal.	.59	.47	.58	.47
Factor II: Expressive - Sensory modality				
1. Getting back to nature is one step to fulfillment	.48	.39	.51	.39
2. When I smell a flower or touch the grass it gives me a lift.	.57	.60	.63	.60
3. Meditation for its' own sake helps me grow.	.69	.58	.70	.58
4. A new sensory experience is worth more than most working goals.	.68	.55	.68	.55
Factor III: Expressive - individuality				
1. I like to be unique, yet usually express myself with other people.	.40	.38	.44	.38
2. Frank openness is the best policy when dealing with others.	.56	.38	.58	.38

Note: Significance was set at the traditional .30 level or better. Total variance contributed in the orthogonal solution for Factor I was 17.9 percent, Factor II was 6.6 percent, and Factor III was 5.6 percent.

Table 2. Further evidence for construct validity.

	Factor I					Factor II					Factor III		
	Item 1	Item 2	Item 3	Item 4	Total I	Item 1	Item 2	Item 3	Item 4	Total II	Item 1	Item 2	Total
Factor I													
Item 1	1.00	.19*	.17*	.26*	.60*								
Item 2		1.00	.19*	.10*	.46*								
Item 3			1.00	.13*	.49*								
Item 4				1.00	.56*								
Factor I Total Score					1.00								
Factor II													
Item 1	.09	.07	.01	.08	.09	1.00	.24*	.25*	.16*	.56*			
Item 2	-.02	.17*	.09	.05	.22*		1.00	.35*	.19*	.59*			
Item 3	.00	.07	-.02	.05	.12			1.00	.27*	.69*			
Item 4	-.16*	-.01	-.10	.07	-.06				1.00	.59*			
Factor II Total Score	.01	.13*	.00	.18*	.21					1.00			
Factor III													
Item 1	.04	-.02	.08	.07	.11*	.21*	.02	.16*	.05	.17*	1.00	.09	.11*
Item 2	.15*	.05	.08	.05	.13*	.15*	.17*	.15*	.16*	.21*		1.00	.22*
Factor III Total Score	.08	.05	.01	.03	.11*	.06	.05	.05	.10	.09			1.00

Note: *Implies a significant relationship at the .05 level or better.

II and III were significant, however this should not be too surprising in that both factors are measuring aspects of expressiveness.

Integratively, the analyses presented in Table 1 and 2 suggest that there is relatively strong evidence for the assumption that the factors which emerge from the initial item pool are unique value orientations. However, these data also suggests that instrumental and expressive attitudes are not necessarily mutually exclusive.

Turning from construct validity to predictive validity, all three factors were administered to criterion groups which were believed to be representative of either an expressive or instrumental value orientation. Given that there is some evidence available that clothing style is correlated with value orientations (Wieder and Zimmerman, 1976) two groups of students were identified at the Utah State University. One criterion group which was believed to reflect an expressive orientation was identified by long hair, frequently sandal clad and "hippy" or "beatnik" clothing style. A second criterion representing the instrumental orientation was identified by short hair and neat conservative clothing style. The expressive group consisted primarily of art, drama and social science students, while the instrumental group were primarily business majors. Hence, it would seem reasonable to assume that the former group would represent an expressive value orientation given their corresponding majors while the latter would reflect an instrumental orientation given the nature of business and marketing.

Table 3 summarizes the comparison of mean differences of these two criterion groups for the three previously described factors. Three separate t-tests were computed for the two criterion groups which included 15 subjects in the expressive and 25 subjects in the instrumental groups. No significant difference was found for the criterion groups comparison on Factor I ($t(38) = 1.03, p < .30$). However, the predicted mean differences for the two criterion groups were observed for Factor II ($t(38) = 3.51, p < .001$) and Factor III ($t(38) = 3.24, p < .002$). Therefore, predictive validity was established for expressive but not instrumental scale items. This required a second pilot study wherein several new instrumental items were constructed to reflect a stronger instrumental in comparison to expressive value orientation. It was felt that the initial item pool used in pilot I, in reality, taps a cultural ideal while the new items were constructed to measure a stronger internalized instrumental self perception. In summary, construct validity for the two expressive factors was established along with some evidence for predictive validity, however, the initial pilot study did not satisfactorily meet the same research objectives for the construction of an instrumental scale.

Pilot Study II

Pilot II followed the same general strategy as pilot I. A series of new instrumental items along with the expressive items from pilot I (see Table 1) were administered to 91 undergraduate students at the Utah State University. Table 4 contains a summary of the two factor analysis procedures that were completed on these items. Two factors emerged from these analyses.

Table 3. A comparison of mean differences for criterion groups for instrumental and expressive values.

	Instrumental Criterion Group (Business Majors)		Expressive Criterion Group (Art, Drama, Social Science Majors)	
	<u>Mean</u>	<u>Standard Deviation</u>	<u>Mean</u>	<u>Standard Deviation</u>
Factor I Instrumental	35.40	4.36	34.13	2.50
Factor II Expressive-Sensory	26.44 ^a	6.33	32.93 ^a	4.30
Factor III Expressive-Individual	31.08 ^b	5.24	36.00 ^b	3.38

Note: Means which share a common subscript are significant at the .01 level or better.

Table 4. Factor analysis of new instrumental items and expressive items from pilot I -- factor I.

Items	Orthogonal		Oblique	
	Factor Loading	h^2	Factor Loading	h^2
Factor I: Instrumental Values				
1. If I were working on a satisfying job and collective bargaining was about to begin, I would probably be more concerned about a "raise" than "working conditions" with my fellow employees.	.55	.37	.57	.37
2. I'm inclined to judge people on how successful they are rather than how spontaneous and frank they are.	.55	.37	.56	.36
3. Business and science offer more for the good of mankind than arts and theatre.	.34	.53	.40	.53
4. It is more important to teach the young work skills than interpersonal competencies.	.65	.63	.66	.63
5. Schooling is more important for assisting the student in getting a good job than for enriching the student's life.	.57	.45	.55	.45
6. I think I might be inclined to be more concerned about my future employability than my present capability to make good friends.	.48	.40	.48	.40
7. I'm more inclined to go to school for a better future than a better understanding of myself.	.60	.50	.63	.50

Table 4. Continued.

Items	Orthogonal		Oblique	
	Factor Loading	h^2	Factor Loading	h^2
Factor II: Expressive Values				
1. When I smell a flower or touch the grass it gives me a lift	.60	.54	.62	.54
2. A new sensory experience is worth more than most working goals.	-.03	.38	.04	.38
3. Getting back to nature is one step to fulfillment.	.65	.46	.65	.46
4. Meditation for its own sake helps me grow.	.49	.49	.50	.49
5. Frank openness is the best policy when dealing with others.	.35	.49	.35	.49
6. I like to be unique, yet usually express myself with other people.	.67	.59	.64	.59

Note: Factor I accounts for 12.7 percent of the total variance and Factor II accounts for 9 percent in the orthogonal solution, while Factor I accounted for 12.7 percent and Factor II 9 percent in the oblique solution.

Factor I represents the new items measuring instrumental value orientations. Factor II consists of items originally defined in pilot I as expressive value orientations. This factor structure represents a successful replication of the expressive pattern found in the first sample. However, this replication revealed that Factors II and III from pilot I emerged as one factor structure in pilot II.

Additional evidence for internal construct validity of the new instrumental items can be found in Table 4. Inter-item and item-by-total correlations show consistent positive loading. Seventeen of the 21 inter-item correlations reached significance at the .05 level or better. All item by total correlations were significant at the .001 level or better.

Further evidence for the uniqueness of the instrumental and expressive factors can be found in Table 6. Correlations between individual items from Factor I (instrumental) and Factor II (expressive) show a consistent negative relationship. (To be consistent with the first pilot study the expressive items were divided into two subfactors according to the factor structure of pilot I. This division is an arbitrary one given that the expressive items actually loaded on a single factor structure in pilot II.)

An additional check on inter-item consistency of the expressive items from pilot I was completed. As can be seen in Table 7 inter-item correlations were consistently positively related. Nine out of 16 correlations were significant at the .05 level or better while 4 of the nonsignificant correlations were significant at the .10 level or better. Item by total correlations were

Table 5. Inter-item correlations for the new instrumental items - pilot II.

	11	12	13	14	15	16	17	Total
11	1.00	.28*	.19*	.18*	.20*	.16	.20*	.44*
12		1.00	.19*	.24*	.14	.38*	.26*	.48*
13			1.00	.21*	.11	.24*	.24*	.50*
14				1.00	.39*	.20*	.25*	.46*
15					1.00	.06	.24*	.46*
16						1.00	.32*	.48*
17							1.00	.53*
Total								1.00

*Significance was at the .05 level or better.

Note: Actual items can be found in Table 4 under factor I.

significant at the .05 level or better with the exception of one correlation-- which may be a spurious effect.

Two strategies were used to assess predictive validity of the new instrumental items and the previously defined expressive item. First, undergraduate students were asked to role play an instrumental or expressive person. Instrumentals were defined as business executives, while expressives were defined as counter culture people ("hippie"). Table 8 summarizes the results from this procedure. A total of 15 undergraduates played an

Table 6. Correlation between factor I and factor II items from pilot II.

	Expressive/Sensory					Expressive/Individual		
	E1	E2	E3	E4	Total	E5	E6	Total
Instrumental								
11	-.07	-.02	.05	-.14	-.15	-.10	.14	.03
12	-.05	-.07	-.08	-.03	-.11	-.14	-.05	-.10
13	-.04	-.06	-.07	.03	-.02	-.17*	-.07	.12
14	-.06	-.02	.01	-.28*	-.19*	-.05	-.01	-.01
15	-.05	.02	.12	-.28*	-.11	-.10	.11	.01
16	-.17*	-.02	-.05	-.22*	-.21*	-.09	.00	-.05
17	.12	-.15	.01	-.06	-.10	.14	.13	.06
Total	.05	-.04	.08	-.04	-.05	-.15	.17*	.10

*Significance was at the .05 level or better.

Note: Actual items can be found in Table 4 under Factor I.

Table 7. Inter-item correlation for expressive items from pilot I -- an attempt at replication.

	E1	E2	E3	E4	Total	E5	E6	Total
E1	1.00	.01	.27*	.23*	.53*	.10	.15	.23*
E2		1.00	.08	-.03	.50*	.04	-.20	-.14
E3			1.00	.18*	.62*	.15	.33*	.32*
E4				1.00	.64*	.22*	.22*	.26*
Total					1.00	.18*	.16	.22*
E5						1.00	.22*	.70*
E6							1.00	.82*
Total								1.00

*Significance was at the .05 level or better.

Note: Actual items can be found in Table 4 under Factor II.

Table 8. A comparison of mean differences for assumed criterion groups for instrumental and expressive values.

	Role Playing Instrumentals (Business Executives)		Role Playing Expressives ("Hippie" life style)	
	<u>Mean</u>	<u>Standard Deviation</u>	<u>Mean</u>	<u>Standard Deviation</u>
Factor I: Instrumental	21.07 ^a	4.48	12.12 ^a	3.72
Factor II: Expressive- Sensory modality	9.20 ^b	2.46	14.24 ^b	2.41
Factor III: Expressive- individuality	5.47 ^b	.83	7.00 ^c	.866
Total Expressive	14.73 ^d	2.76	21.24 ^d	2.44

Note: Means which share a common subscript are significant at the .001 level or better.

instrumental role and 17 an expressive role. All t-test comparisons were significant at the .001 level or better ($t_s = 5.09$ to 7.07 , $df = 30$). This technique using two assumed criterion groups, revealed a strong significant finding that business and marketing people are expected to be more instrumental in orientation. While variant lifestyles are seen as being more expressive.

A second strategy which is a more stringent test of the ability of the instrumental and expressive items to differentiate between groups was completed. This strategy is frequently referred to as the known group comparison which moves from an assumed to an actual role comparison. Eighteen business majors and 20 art, drama and social science majors at the Utah State University were administered the instrumental and expressive items. Table 9 summarizes the data from this technique. Three of the four expected mean differences were in the predicted direction ($t_s = 2.75$ to 4.62 , $df = 36$). Business majors were more instrumental than art, drama and social science students. In contrast, art, drama and social science students were more expressive than business majors. One mean comparison did not emerge significantly (Factor III from Pilot I) however, the total for the two expressive factors which emerged as one total factor structure in pilot II was significant. This suggests that the best overall strategy in using the expressive items would be to use a total score for expressive items verses dividing them into two separate subscales.

In summary, a series of strategies have been completed in two pilot investigations. Several factor analyses have provided evidence for construct

Table 9. A comparison of mean differences for known criterion groups for instrumental and expressive values.

	Instrumental Known Criterion Groups (Business Majors)		Expressive Known Criterion Groups (Art, Drama, Social Science)	
	<u>Mean</u>	<u>Standard Deviation</u>	<u>Mean</u>	<u>Standard Deviation</u>
Factor I: Instrumental	18.17 ^a	2.68	13.05 ^a	4.07
Factor II; Expressive- Sensory Modality	10.61 ^b	1.88	12.90 ^b	2.13
Factor III: Expressive- individuality	6.39	1.20	6.45	1.64
Total Expressive	17.00 ^c	2.40	20.30 ^c	2.43

Note: Means sharing a common subscript are significant at the .01 level or better.

validity for instrumental value orientation and expressive value orientation scales. Furthermore, evidence has been provided for the assumption that there is reasonable inter-item and item by total consistency. Finally, a series of small investigations were completed to establish predictive validity for these scales.

Sample

A sample of working and college student males and females were approached and solicited as volunteers in the metropolitan area of Calgary, Alberta, Canada. These young people ranged between the ages of 18-21. All volunteers came from lower or middle class family backgrounds. All subjects were Caucasian with the total of 25 males and 32 females. Of this total 30 were college students and 27 were non-college working youth who had not previously attended university.

Procedures

Volunteers were solicited at the University of Calgary and through friends and acquaintances. Working youth were solicited from five businesses and corporations. Interviews were completed in private settings for both the college and working participants. Appendix A contains a complete description of the interview, questions and items. Each person completed the Marcia (1964) incomplete sentence blank, responded to the instrumental and expressive value orientation scales, and completed several scales which were

previously designed to assess various dimensions of child rearing experiences (LaVoie, 1975; Schwartz, 1971). Finally, Marcia's semi-structured ego-identity status interview was completed to assess identity formation. Interrater reliability on a comparison of 30 subjects for each of the four statuses was found to be at 95 percent agreement.

CHAPTER IV

FINDINGS

Hypothesis I

It was hypothesized that noncollege working youth would be more frequently categorized as either moratorium or identity achievement persons, while the college youth were expected to be primarily diffused or foreclosure in status. Therefore, each volunteer's responses to the Marcia identity status interview were coded according to the four identity status categories. Of the total of 57 scored interviews, 30 interviews were coded and scored by two raters. Reliability of coding was assessed by percentage of agreement which reached 95 percent. Table 10 summarizes the identity status of the two independent samples. Few attempts, however, have been completed to reaffirm Marcia's validation strategy. Marcia (1966) has shown that foreclosure, moratorium and achievement identity are significantly different statuses than diffusion reflected by group scores on the Ego Identity Incomplete Sentence Blank (EI-ISB). As an additional check on the validity of the status categorization for both samples an analysis of variance was computed on the scores for each subjects responses to the Ego Identity Incomplete Sentence Blank using a College/Working x Identity Status factorial. Table 11 summarizes a comparison of the present study's mean responses on the EI-ISB with that of Marcia's original validation data. The main effect on the four ego-identity

Table 10. A summary of ego-identity status for the college and working samples.

	Diffusion Status		Foreclosure Status		Moratorium Status		Identity Achievement Status	
	Number	%	Number	%	Number	%	Number	%
College Sample	12	(40)	6	(20)	10	(33.3)	2	(6.7)
Working Sample	5	(18.5)	3	(11.1)	7	(25.9)	12	(44.5)

Table 11. Difference between identity statuses in EI-ISB scores; a comparison of original and new validation data.

but were significantly less committed than their identity achievement peers. In comparison, for females, identity achievement and foreclosure persons were not significantly different in their commitment, but were more committed toward a sense of identity than the diffusion or moratorium status groups. In regard to the later two groups no differences were observed in their overall identity commitment (refer to Table 12).

Collectively, these data supports the assumption that these ego-identity statuses reflect a developmental trend toward identity achievement. However, the present data questions whether moratorium and foreclosure statuses are significantly different categories as measured by a quantitative assessment of ego-identity commitment--at least for males. Nonetheless, their

Table 11. Differences between identity statuses in EI-ISB scores; a comparison of original and new validation data.

Identity Status	Marcia's Data			Significance of comparison	Thesis Data			Significance of comparison
	Number	Mean	SD		Number	Mean	SD	
A. Identity Diffusion	21	43.33	3.52		17	29.63	1.05	
B. Foreclosure	24	46.17	4.62		9	35.86	1.22	
C. Moratorium	23	48.09	4.23		17	33.71	1.01	
D. Identity Achievement	18	48.28	5.10		14	39.82	1.37	
<u>Group Comparisons</u>								
A versus B				not reported				.05
A versus C				.001				.05
A versus D				.001				.05
B versus C				NS				NS
B versus D				NS				.05
C versus D				not reported				.05

statuses for the EI-ISB responses were significant ($F = 12.54$, $df = 3, 49$, $p < .001$). A comparison between the identity achievement and diffusion groups supports Marcia's assumption that identity achievement individuals are more fixed in their commitments than diffusion status persons. Furthermore, support for his original validation was found for the diffusion and moratorium group comparisons. Moratorium status persons were significantly more committed in their progress toward ego maturity than diffusion status subjects. Contrary to the first validation attempt, the present data found additional differences. Although foreclosure and moratorium status groups did not differ significantly, each of these two groups were significantly less committed towards ego-identity than the identity achievement group. Although these data adds additional support to the belief that these four statuses reflect a developmental trend in ego-identity epigenesis, there is some question as to the validity of the differences between moratorium and foreclosure statuses in this study.

Furthermore, few studies have questioned the validity of the ego-identity assessment strategy for males versus females. Therefore, a Sex x Ego-identity Status analysis of variance was computed for the responses to the EI-ISB. A significant Sex x Ego-identity Status interaction ($F = 3.18$, $df = 3, 49$, $p < .05$) revealed different patterns for males and females in their EI-ISB scores across the four identity statuses. For males, diffusion status persons were less committed than all remaining groups. However, foreclosure and moratorium status males were not significantly different from each other,

Table 12. Differences between identity statuses in EI-ISB scores; a comparison of males and females.

Identity Status	Males			Significance of comparison	Females			Significance of comparison
	Number	Mean	SD		Number	Mean	SD	
A. Identity Diffusion	9	28.58	1.19		8	30.72	1.24	
B. Foreclosure	4	32.72	1.63		5	37.87	1.49	
C. Moratorium	5	35.87	1.49		12	32.47	1.08	
D. Identity Achievement	7	39.76	1.31		7	40.04	1.31	
Group Comparison								
A versus B				.05				.05
A versus C				.05				NS
A versus D				.05				.05
B versus C				NS				.05
B versus D				.05				NS
C versus D				.05				.05

are still qualitative differences between these two status categories in the form of experienced crises with foreclosure youth never reporting a period of questioning and moratorium youth reporting constant questioning and searching. For females, however, the present data support the developmental process on the quantitative ego-identity measure. Both diffusion and moratorium females were significantly less committed than the foreclosure and identity achievement statuses.

Returning to Table X, a Chi Square analysis of the four ego-identity statuses ($\chi^2 = 26.2$, $df = 3$, $p < .001$) for college youth revealed that there were significantly more diffusion status persons than identity achievement youth. Further, the number of identity diffusion and moratorium status youth did not appreciably differ. Therefore, there were significantly more diffusion and moratorium youth than foreclosure and identity achievement status persons. This partially supports the expectations in hypothesis I with the exception that there were more moratorium than foreclosure status persons.

An analysis of the working sample on the four ego-identity statuses ($\chi^2 = 24.64$, $df = 3$, $p < .001$) revealed significantly more identity achievement than diffusion status youth. Furthermore, there were significantly more identity achievement than moratorium status youth, however, moratorium status was more frequent than foreclosure but not diffusion statuses. Finally, this sample contained more diffusion than foreclosure identity status persons. These data support the expectation that working youth would be more advanced in their ego-identity development.

Hypothesis II

The second hypothesis predicted more advanced identity achievement statuses for females than males in both the college and working sample. Table 13 compares a combined male and female sample across both populations. An overall chi square analysis ($\chi^2 = 9.4$, $df = 3$, $p < .05$) reached significance. A comparison of the four statuses for males revealed significantly more diffusion than foreclosure and moratorium status persons. In addition, there were significantly more identity achievement than foreclosure status youth, with approximately the same number of moratorium to identity achievement status youth. In comparison, females were significantly more moratorium than diffusion or foreclosure in their status. Furthermore, more females were in a state of moratorium than identity achievement. In part, the hypothesis was supported. Males were more likely to be in the diffusion status category when one compares diffusion, foreclosure, and moratorium statuses. In contrast, females were more likely to be in a moratorium status when comparing these three categories.

In addition, it was predicted that females would score higher than males on ego-identity status in the working but not college sample. Only modest support can be found for this assumption. Referring once again to Table 13, it can be seen that an equivalent number of male to female interview scores were categorized as being in identity achievement status. However, appreciably more females than males were coded as moratorium status youth in the working sample while little difference was found for the proposed

Table 13. A comparison of males and females on ego-identity statuses.

	Diffusion Status		Foreclosure Status		Moratorium Status		Identity Achievement Status	
	Number	%	Number	%	Number	%	Number	%
Males	9	(36)	4	(16)	5	(20)	7	(28)
College	7		3		4		1	
Working	2		1		1		6	
Females	8	(25)	5	(15.6)	12	(37.5)	7	(21.9)
College	5		3		6		1	
Working	3		2		6		6	

sex difference in the same category for college youth. Furthermore, as a total, females were significantly more often rated in the moratorium category than males ($\chi^2 = 17.0$, $df = 1$, $p < .001$).

Hypothesis III

The third hypothesis predicted a significant relationship between ego-identity status and values. Specifically, identity diffusion and moratorium youth were expected to have high expressive value orientations, while foreclosure and identity achievement individuals were expected to maintain high achievement values. Unfortunately, the analysis of variance data on the response to the two new scales measuring instrumental and expressive values offer little support for this assumption. Although there were no significant differences between identity status groups on instrumental values, a marginally significant trend ($F = 2.25$, $df = 3, 49$, $p < .10$) was found on the expressive value measure. Individual comparisons revealed that moratorium status youth were more expressive than diffusion or foreclosure status persons, but not different from identity achievement status individuals. No other differences were found, with the exception that males ($m = 22.10$, $sd = .89$) were more instrumental than females ($m = 19.30$, $sd = .89$) and females ($m = 29.17$, $sd = .84$) more expressive than males ($m = 26.83$, $sd = .83$).

Hypothesis IV

The final hypothesis was an exploratory one in that the relation between

identity status and family experiences have not been extensively examined. However, it seemed reasonable to expect that identity achievement and foreclosure youth would be the most likely to have positive perceptions of past family experiences. The only significant relation ($F = 3.32$, $df = 3, 49$, $p < .05$) between identity status and family experiences had to do with the perception of mother's reinforcing nature (approval and praise). As expected both the foreclosure and identity achievement status youth reported seeing their mother's as being more approving than the diffusion and moratorium status persons. Furthermore, there was no difference between foreclosure and identity achievement persons on this perception. It was also noted that males saw their mothers ($m = 3.69$, $sd = .15$) and fathers ($m = 3.75$, $sd = .17$) as giving them more independence than females perceptions of mothers ($m = 3.12$, $sd = .14$) and fathers ($m = 3.02$, $sd = .16$) behavior.

CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

Discussion

A number of significant findings emerged from this study. Working youth were more likely to have attained identity achievement status, while college youth were found more frequently in diffusion status. This difference has a number of implications relating to one's choice of direction and reasons for those choices. Perhaps those youth who go to college hope to find a stable orientation to which they might build upon. However, by the nature of diffusion status individuals (few commitments, have not had a crisis period) it would seem more realistic to assume that these youth perceive college as providing an atmosphere conducive to their framework. As Waterman, Geary and Waterman (1974) indicated many youth are still in identity diffusion status despite four years at a university. Future research might consider how these individuals can be a functioning part of this system, yet have little alteration in identity. Furthermore, perhaps these college students are using a university career to avoid an identity change which a significant number of working youth have already made. By the nature of many occupations one must make commitments from simple consistency in being present daily to a realization that one is now being paid for one's services. Thus, one may choose college because, at least for the first few years (Constantinople, 1969) a more open

and flexible system allows more freedom and fewer demands on an individuals time and commitment. Because identity achievement individuals are more fixed in their commitment it might be expected that these youth would be more confident and sure of their working status. The college youth in identity diffusion, however, would have little commitment in any area regardless of their choice. Thus, it appears that a university provides an atmosphere more accepting and conducive to identity diffusion individuals. In contrast, a working situation has internal to its structure the necessity of commitment, and may speed the process of ego-identity development to where one must commit oneself to continuing or choosing some alternative. Furthermore, the working situation may evoke a crisis period or moratorium status more quickly as one must make a decision of occupation whereas, the college youth is not pressured in to this decision and may "float" one's occupational decisions.

The college and working sample had as its second largest group the moratorium status. The researcher believes that moratorium status is most conducive to this age group. During late adolescence, it might be expected that these youth would be in a crisis situation. As Adams (1973) has pointed out there appears to be a crisis in each new generation as is expected to be different from the former. Youth are evolving into a new authority concomitant with cultural changes. With the questioning of past values, these adolescents are not yet fully integrated into the system, yet, have little solid ties with more traditional beliefs. As a result we might expect a significant number of these youth in a questioning and crisis period. Furthermore,

Adams (1973) states that identity is achieved rather than ascribed. Thus, for many youth achieving a certain identity will involve struggle. Furthermore, if one views late adolescence as a transitional period whereby one is actively involved in searching for new meaning and questioning former values we might expect this significant number in the moratorium status.

In summary, this study found a greater number of college youth in identity diffusion status and a greater number of working youth within identity achievement status. It was suggested that working youth may be in a situation which necessitates certain decisions and commitments, while the university environment may be more conducive to accommodating identity diffusion youth. It was also found that a significant number of individuals regardless of their college or working environment were in moratorium status. It is felt that this may be a function of the transitional period these youth are in which seems conducive to questioning a system of beliefs and actively searching for new commitments.

A number of sex differences emerged relating to the Ego Identity Incomplete Sentence Blank scores. Females in the diffusion and moratorium status were significantly less committed than those in foreclosure and identity achievement statuses. Males were found to be least committed in diffusion status and most committed in identity achievement. However, there was no significant difference between foreclosure and moratorium statuses. This supports Constantinople's (1969) research who found that females tended to score as being more mature in all areas and were lower on identity diffusion.

Particularly for college youth (although starting at a more diffuse position) males showed greater gains in moving from identity diffusion to identity achievement. Because the present study held age constant to avoid maturational confounding it was expected that one would find a greater number of females in the moratorium status while males were expected to have a more even distribution in the ego identity progression. The present investigation found females were more committed than males supporting past studies (Constantinople, 1969; Waterman and Waterman, 1971; Stark and Traxler, 1974; Schenkel, 1975) while males were less committed and more likely to be in diffusion, foreclosure or moratorium. Adelson (1973) found that moratorium females tended to share a higher degree of guilt, than other states, feeling they had disappointed their parents, while not yet having firm commitments of their own. Adelson points out that women may have crises on what kind of person to be whereas the identity of the male is confirmed by occupation and ideological choices. What appears necessary is understanding this difference as a maturational one (as Constantinople, 1969, suggests for college youth) or, viewing the male and female status differences as a multitude of societal implications. Perhaps more females appear to reflect moratorium status particularly in college and working occupations because of a residue of stigma regarding the female professional. Further, females may find themselves in psycho-social moratorium because their final identities are based, in part, on marriage. In addition, both working and college environments

still encourage the male to progress to identity achievement while many more females have continued crises which must be faced regarding their professional choice and marital plans.

It was hypothesized that a relationship exists between ego identity status and values. Diffusion and moratoriums were expected to have high expressive value orientation while foreclosure and identity achievement persons were expected to have higher achievement and instrumental values. Unfortunately, few significant differences were found. However, moratorium status youth were more expressive than diffusion and foreclosure status persons, but not different from achievement status individuals. It may be moratorium status persons in their searching for commitment might find an expressive value orientation as one avenue wherein to try new experiences and situations. Since identity achievement status persons were found to be no different from moratorium in expressive value orientation it may be that identity achievement persons feel secure in their commitments and goals, therefore being expressive may be one way of growing individually and expressing their autonomy. Another explanation, however, may be a cohort or historical era effect on the sample but this needs further study.

In comparison, foreclosure youth tend to "buy into" their parental framework which is often of a more conservative nature, thus being more expressive may go against their values and commitments. Identity diffusion status individuals however, have made few commitments, have not experienced crises or, are not searching for values or beliefs. Thus, being more

expressive may not be expected as the diffuse person neither finds it necessary, nor has the desire to actively maintain a specific orientation. Finally, males were found to be more instrumental than females and females more expressive than males supporting certain stereotypes which suggest females reflect higher intimacy needs, and males vocational and autonomous needs (LaVoie, 1974).

Briefly, few differences were found between identity status and value orientations. Moratorium individuals tended to be more expressive than foreclosure and diffusion status persons, but no different than those in identity achievement. What is significant is that few were instrumental in value orientation which leads the researcher to suspect that being expressive may be a function of an age specific of cohort group, however, this assumption is open to investigation.

A significant relationship was found between identity status and one's family experience, particularly as it relates to perception of mother's reinforcing nature (approval and praise). Both foreclosure and identity achievement status youth perceived their mothers as being more approving than diffusion and moratorium status persons. As Kilpatrick (1974) suggests the perception of one's past will influence later identity status. We would expect those in identity achievement and foreclosure status who have committed themselves will perceive their background positively, As LaVoie (1974) found in his study of high school students, those in identity achievement were better adjusted, more adaptive and received less parental control. Those in identity diffusion were not able to come to grips with themselves, occupational

or ideological preferences. Thus, persons in identity achievement would be expected to perceive praise, positive regard and a fostering of independence and self motivation. Furthermore, foreclosure status persons would also be expected to perceive their background as highly positive in that they have their parental values. It would also appear that the significant difference in mothers approval suggests that a greater amount of time and openness may be reflected by the mother over the father. However, this is open to discussion. It was also found that males perceived their mother and father as giving them more independence than females perceptions of their mother and father's behavior. Again, this seems to support LaVoie's (1974) finding that females tend to have higher affiliative needs and males more autonomous ones. Furthermore, males may be encouraged to be more independent as many roles of society seem to require independence, rationality and goal orientation. Conversely, females may still be in a more "protected" position both from a parental point of view and the slow emergence of acceptance as equals in the professional fields.

Thus, it appears from this study that individuals who have made a commitment perceive their background, particularly interactions with their mother, as offering more positive praise and approval than individuals in diffusion and moratorium status. It may be that moratorium persons have not yet been able to clearly see their past in the immediacy of search for commitment, while the foreclosure status individuals see little reason to question the significance of a positive and warm home background. However, it may be that the background of those committed individuals (identity achievement

and foreclosure) may be the significant influence in their identity, while those who are less committed may come from backgrounds which do not foster commitment.

A number of important considerations arise relating to theory and research implications. A wide range of samples and sex differences need to be further clarified into age and cohort groupings. Greater consideration must be given to the critical age effects which appear to emerge in adolescence and the cohort groupings which influence these differences. For instance, it may be suggested that employment may foster a rapid progression toward ego identity status where a particular situational specific may be the significant stimulating variable. Conversely, a premature maturation into ego identity status may lead one to early entry into the job market, which can have both positive and negative effects. Further, in a recent study (Waterman and Waterman, 1975) male college students and their fathers were compared, using Marcia's (1964) ego-identity status interview, and it was found that fathers were more likely to be in the foreclosure category and were significantly less likely than their sons to be in the moratorium or diffuse statuses. This study suggests to the researcher that not only may the difference in moratorium and diffusion status be an age confounded effect in this investigation but also suggests that generational and cohort differences need further examination.

In conclusion, a number of implications must be considered as research is applied to new sample groups. Using age and cohort differences as a check both for good methodology and good theory and model construction, we will

make more accurate inferences to a wide population. Furthermore, the necessity of defining our sample accurately will refine the conclusions we draw as they relate to age, cohort and generational differences.

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APPENDIX

Thank you for taking time to fill out this instrument. I would like to get your honest reactions to the following statements. I am interested in attitudes and how individuals look at the world, thus your answers will greatly assist me.

Please respond to each statement using the following code:

Strongly Agree: SA

Mildly Disagree: MD

Mildly Agree: MA

Strongly Disagree: SD

- | | | | | |
|--|----|----|----|----|
| 1. I am more inclined to go to school for a better future than a better understanding of myself. | SA | MA | MD | SD |
| 2. I think I might be inclined to be more concerned about my future employability than my present capability to make good friends. | SA | MA | MD | SD |
| 3. Meditation for its own sake helps me grow. | SA | MA | MD | SD |
| 4. Getting back to nature is one step to fulfillment. | SA | MA | MD | SD |
| 5. Schooling is more important for assisting the student in getting a good job than for enriching the student's life. | SA | MA | MD | SD |
| 6. A new sensory experience is worth more than most working goals. | SA | MA | MD | SD |
| 7. It is more important to teach the young work skills than interpersonal competencies. | SA | MA | MD | SD |
| 8. When I smell a flower or touch the grass it gives me a lift. | SA | MA | MD | SD |
| 9. Business and science offer more for the good of mankind than arts and theatre. | SA | MA | MD | SD |
| 10. I like to be unique, yet usually express myself with other people. | SA | MA | MD | SD |
| 11. I am inclined to judge people on how successful they are rather than how spontaneous and frank they are. | SA | MA | MD | SD |
| 12. If I were working on a satisfying job and collective bargaining was about to begin, I would probably be more concerned about a "raise" than "working conditions" with my fellow employees. | SA | MA | MD | SD |
| 13. Frank openness is the best policy when dealing with others. | SA | MA | MD | SD |

Child Rearing Instrument (LaVoie, 1975)

Please respond to this questionnaire by marking the blank which most represents the feelings you had for your home as a child.

1. How fair was the punishment you received from your

Mother

1. not at all fair
 2. somewhat fair
 3. about average
 4. better than average
 5. extremely fair

Father

1. not at all fair
 2. somewhat fair
 3. about average
 4. better than average
 5. extremely fair

2. How well did you get along with your

Mother

1. very poorly
 2. not too well
 3. about average
 4. better than average
 5. extremely well

Father

1. very poorly
 2. not too well
 3. about average
 4. better than average
 5. extremely well

3. How often did your mother and father disagree about goals or plans for you?

1. never
 2. seldom
 3. about half the time
 4. frequently
 5. always

4. How strict is your

Mother

1. not at all strict
 2. somewhat strict
 3. about average
 4. very strict
 5. extremely strict

Father

1. not at all strict
 2. somewhat strict
 3. about average
 4. very strict
 5. extremely strict

5. How often did your (mother/father) try to control or regulate your life?

Mother

1. never
 2. seldom
 3. about half the time
 4. frequently
 5. always

Father

1. never
 2. seldom
 3. about half the time
 4. frequently
 5. always

6. How free and independent did you (mother/father) allow you to be?

Mother

1. not at all free
 2. very little freedom
 3. about average
 4. quite independent
 5. extremely independent

Father

1. not at all free
 2. very little freedom
 3. about average
 4. quite independent
 5. extremely independent

7. How often did your (mother/father) compare your behavior with your brother's or sister's?

Mother

1. I have no brothers or sisters
 2. never
 3. seldom
 4. about half the time
 5. frequently
 6. always

Father

1. I have no brothers or sisters
 2. never
 3. seldom
 4. about half the time
 5. frequently
 6. always

8. How often were you punished by your

Mother

1. never
 2. seldom
 3. about half the time
 4. frequently
 5. always

Father

1. never
 2. seldom
 3. about half the time
 4. frequently
 5. always

9. How often did your (mother/father) express approval or praise toward you?

Mother

1. never
 2. seldom
 3. about average
 4. frequently
 5. always

Father

1. never
 2. seldom
 3. about average
 4. frequently
 5. always

10. How often did your (mother/father) express a feeling of warmth, love, or affection toward you?

Mother

1. never
 2. seldom
 3. about average
 4. frequently
 5. always

Father

1. never
 2. seldom
 3. about average
 4. frequently
 5. always

11. What type of punishment was used by your

Mother

- 1. spanking, whipping
- 2. taking away something
- 3. staying in your room
- 4. lecturing, talking to
- 5. other (please explain
- 6. I was not punished by
this parent

Father

- 1. spanking, whipping
- 2. taking away something
- 3. staying in your room
- 4. lecturing, talking to
- 5. other (please explain)
- 6. I was not punished by
this parent

Future Orientation Scalogram (Schwartz, 1971)

Please respond to these statements using the following code:

Strongly Agree: SA

Mildly Disagree: MD

Mildly Agree: MA

Strongly Disagree: SD

- | | |
|---|-------------|
| 1. People should not expect too much out of life so they won't be disappointed. | SA MA MD SD |
| 2. Planning only makes a person unhappy since your plans hardly ever work out anyhow. | SA MA MD SD |
| 3. The wise person lives for today and lets tomorrow take care of itself. | SA MA MD SD |

Independence from Family Authority Scalogram (Schwartz, 1971)

Please respond to these statements using the following code:

Strongly Agree: SA

Mildly Disagree: MD

Mildly Agree: MA

Strongly Disagree: SD

Undecided: U

- | | |
|--|---------------|
| 1. We should obey all the rules our parents make for us. | SA MA U MD SD |
| 2. We should never date a person against our parents wishes. | SA MA U MD SD |
| 3. Individuals should make their own decisions instead of their parents telling them what to do. | SA MA U MD SD |
| 4. Even if our parents disapprove, they should not stop their children from seeing their friends | SA MA U MD SD |

Thank you for taking time to fill out this questionnaire.

Identity Status Interview (Marcia, 1964)

Introduction:

- What year are you in? (or, how long have you worked?)
 Where are you from? Living at home?
 How did you happen to come to (name of school or job)?
 Did your father go to college? Where? What does he do now?
 Did your mother go to college? Where? What does she do now?

Occupation:

- You said you were majoring in (or working at) _____.
 What do you plan to do with it?
 When did you come to decide on _____?
 Did you ever consider anything else?
 What seems attractive about _____?
 Most parents have plans for their children, things they'd like them
 to go into or do - did yours have any plans like that for you?
 How do your folks feel about your plans now?
 How willing do you think you'd be to change this if something better
 came along? (If subject responds: "What do you mean by better?")
 Well, what might be better in your terms?

Religion:

- Do you have any particular religious affiliation or preference?
 How about your folks?
 Ever very active in church? How about now?
 How do your parents feel about your beliefs now?
 Are yours any different from theirs?
 Was there any time you came to doubt any of your religious beliefs?
 When? How did it happen?
 How did you resolve your questions?
 How are things for you now?

Politics:

- Do you have any particular political preference?
 How about your parents?
 Ever take any kind of political action - join groups, write letters,
 participate in demonstrations - anything at all like that?
 Any issues you feel pretty strongly about?
 Any particular time when you decided on your political beliefs?
 What did you think of the past election?

Ego-Identity Incomplete Sentence Blank (EI-ISB, Marcia, 1964)

Please respond to the following partially completed sentences. Again I would like your feelings and thoughts.

1. For me, success would be
2. When I consider my goals in the light of my family's goals
3. I'm at my best when
4. Sticking to one occupational choice
5. When I let myself go I
6. I chose to come to this college (or work) after
7. I know that I can always depend on
8. (choose one of the following) a. I am
b. I am not
9. It seems I've always
10. I wish I could make up my mind about
11. Getting involved in political activity
12. What happens to me depends on
13. As compared with four years ago, I
14. I belong to
15. To change my mind about my feelings toward my faith or religion
16. If one commits oneself
17. Ten years from now, I
18. It makes me feel good when

Ego-Identity Status - Interview Rating Sheet Subject # _____

Occupation _____

Religion _____

-----Ideology _____

Politics _____

IDENTITY STATUS: _____

comments:

VITA

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environments. Cohort effects on value orientations, social
experiences and identity. Analysis of current counseling trends
and effectiveness over time. Research in fostering successful
ego-identity formation through counseling.