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ADOLESCENT IDENTITY STATUS AND CURRENT  
FAMILIAL RELATIONSHIPS DURING  
SEPARATION

by

Eugene E. Campbell

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

of

DOCTOR OF PHILOSOPHY

in

Psychology

Approved:

UTAH STATE UNIVERSITY  
Logan, Utah

1984

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Eugene E. Campbell

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## ABSTRACT

Adolescent Identity Status in Current Familial  
Relationships During Separation

by

Eugene E. Campbell, Doctor of Philosophy

Utah State University, 1984

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

College students were assessed as to ego identity status and perceptions of their relationships with parents during their first year away from home. Each parent was also asked to rate the relationship. There was general agreement between parents and adolescents although the data indicate that mothers and adolescents share a more similar view of their relationship than did the fathers and adolescents.

The hypothesis that females would report more affection and communication with their parents than would males was partially supported. Daughters were more communicative with their mothers and were more affectionate toward both parents than were sons.

Several proposed hypotheses were not supported at all. Males were not more independent nor more satisfied with their independence than the female subjects. Foreclosed youths did not visit home more frequently than the other youths, and individuals who frequently visited home were not less independent nor less affective than those who visited home infrequently.

It was also hypothesized that foreclosed and identity achieved youths would report higher levels of affection, communication, and satisfaction with independence in their relationships with parents than would diffused or moratorium youths. One significant result was that foreclosed youths rated themselves as more affectionate than diffused youths toward their mothers.

Another significant finding was in the area of independence. It was hypothesized that the identity achieved and moratorium youths would be more independent from their parents than would the diffused and foreclosed youths. This hypothesis was supported by the adolescents' self-ratings and partially supported by the fathers' ratings.

Overall, several sex and identity status differences were found. Only one identity status difference was found among the female subjects, while several identity status differences were found among the male subjects. Although no cause-and-effect relationships can be concluded, the results do indicate that differences in the relationships with parents do occur at the same time as identity status differences.

(123 pages)

## CHAPTER I

### INTRODUCTION

Personality and developmental theorists have written extensively concerning the "self", or self-identity. Much of this writing has focused on the similar experience of "self" that all humans experience as well as explanations for how differences can occur. Within the concept of the "self-identity", similarity exists because all individuals develop an identity, and uniqueness exists since each individual is different. The uniqueness of each individual can also be considered the essential part of the individual that others may like or dislike. By getting to know another person's "self", one comes to know and understand the very core or essence of that person's personality. "Finding oneself" and "finding one's identity" have become popular phrases in the last two decades, indicating a sweeping search for core personality variables (personal identity) among adolescents. Therefore, any search for personal identity becomes a quest for unique, identifying characteristics that others as well as the individual can distinguish.

One aspect about the self (or self-identity) that has been the focus of much theoretical writing is identity development. By understanding identity and how it is formulated, the process of identity development may be enhanced. While some individuals need to "search for their identity", others do not apparently go through such a process. Given wide variation in individual differences, this search

for identity may take place at different ages and under differing circumstances, or it may not occur at all. The consequences of the search for identity upon interpersonal and familial relationships may also vary. While a considerable degree of research attention has been directed at the study of the "identity process", much less is known about the implications of identity formation for interpersonal or family relations. Therefore, the purpose of the present study will be to explore the adolescent's identity and the effect identity may have upon relations with his or her parents.

#### Definition of Terms

To assist the reader and enhance comprehension of this report, several terms will be defined at the onset. These terms and definitions include:

- 1) Identity - Characteristics of an individual that include self-reported commitment and absence or presence of personal exploration in deriving commitment.
- 2) Self - Can be thought of in many different ways. One view is of the self as the core essence of the individual's personality which is shown to the world through the individual's identity.
- 3) Identity Development - The process whereby an individual reaches and defines his/her own personal identity.
- 4) Intimacy - The process of sharing one's self with another person in a manner that eliminates mistrust and makes one vulnerable to be hurt by that individual.

Erikson (1968) defines intimacy as "the capacity to commit (oneself) to concrete affiliations and partnerships and to develop the ethical strength to abide by such commitments even though they may call for significant sacrifices and compromises." (p. 263)

### Theoretical Perspectives

Identity is generally considered to be a set of ideological values which define the individual within a social context. It is best considered to be a small but significant portion of the total self configuration. Therefore, various theoretical orientations to the study of the self will be discussed here with a presentation of contrasting alternatives to the theoretical orientation around which the present study is based.

The study of the self can focus on many different aspects of the self. Some of these aspects include the self-concept, the process of self-actualization, and social versus personal identity. There are also several ways to study such aspects of the self, including phenomenological, developmental (past), social, or interpersonal growth (future).

One approach to studying the self is to look at the phenomenological self, or the self-concept. Self theory (Rogers, 1951, 1961) maintains a theoretical perspective that focuses on the phenomenological self. In this theory, the view or perception a person has of oneself is of utmost importance and is central to how an individual acts. All behavior is thought to be meaningful and needs to

be understood within the context of a self-perceived phenomenal world (which includes perceptions of self). Thus, one pathway to understanding another person's world is to understand the individual's self-concept.

Self theorists believe that the self-concept is a powerful influence on human behavior. Fitts (1971) describes the self-concept as ideas about one's self and how the self is seen, perceived, and experienced by the individual. He also proposes that the self-concept is learned by each person through a lifetime of experiences with other people and with the realities of the external or social world. The self tends to be the most stable and prominent feature of the individual's phenomenal world according to self theory. Therefore, the self-concept is important because it is a relatively fixed and stable perception of the self. Self theory also holds that the self-concept is the frame of reference through which the individual interacts with his world. Thus, the self concept is the central aspect of importance to the study of phenomenological self.

A second way to study the self is through the process of growth toward "self-actualization". Maslow (1954, 1959) has been most influential in popularizing this term within the field of psychology. Self-actualization refers to the process of putting into action or motion the potential resources of an individual. Maslow proposes that everyone has the need for self-actualization, a drive to become what one is capable of being, and that this basic need influences and motivates much of human behavior.

Theorists such as Maslow and Rogers have elaborated on the need for self-actualization, defining it as the realization and development of the human potential. Their focus is on the upper ranges of good adjustment while they discuss the conditions essential for self-actualization. Study of the self within this theoretical perspective focuses on the conditions conducive to self-actualization with the aim of finding ways to improve or optimize growth. Self improvement is measured by such things as ratings of happiness, productivity, and efficiency (Fitts, 1971). Major emphasis is placed upon the whole individual and the development of all unique potentialities. Thus, the self is viewed as changing and moving toward self-actualization, while the study of the self is focused on the amount of measurable change and the level of self-actualization that a person has attained.

A third way to study the self is through the social context of interpersonal environments. Learning theorists take the view that each individual comes into the world as a "tabula rasa", a clean slate upon which the world writes its message. The message the world writes on the individual consists of associations, a set of connections between events that occur together in time and space (Stone & Church, 1973). Skinner (1948), as a major advocate of this philosophy, states that all human behavior is shaped by forces outside the organism. Notions of self-control, self-actualization, will, and purpose are delusions with which people needlessly torment themselves. The organism learns which acts work in which circumstances to achieve what is reinforcing.

Therefore, the individual, or self, cannot be viewed outside of his social environment. To completely understand the self, one needs to know the past history of an individual along with what is presently reinforcing from the environment. The self could be characterized as consisting of learned responses to punishment and reinforcement that are dispensed by the environment.

The study of the self within the context of interpersonal environment is further delineated by Kurt Lewin (1938). His point of view is called topological field theory, and emphasizes the concept of life space. Behavior is thought to be determined by the person's psychological life space--by the events that exist in his total psychological situation at the moment--rather than by past events or enduring situation-free dispositions. Lewin defined "life space" as the totality of facts that determine the behavior (B) of an individual at a certain moment. The life space includes the person (P) and the psychological environment (E). Thus, behavior is a function of the person and his environment, as expressed in the formula  $B = f(P, E)$ . Since no permanent attributes can be assigned to the person, the person is viewed as an empty circle. This results in descriptions of the environment, or the person's life space, rather than descriptions of the person's capacities or personality. Understanding the self is meaningful only in relation to one's environment.

A fourth way theorists conceptualize the self is in developmental terms. One such influential theorist is Carl Jung (1971). His concept of the self involves a process of discovery of the self through the



interpretation of dreams. The self reveals itself through the unconscious mechanism of the dreams in symbolic messages. The ego (or present identity) must acknowledge the presence of the self and learn what the self is by translating the messages it sends through dreams. In this way, a person learns about his/her true self and is motivated to behave accordingly. In the process, the individual gives up one's old identity through listening to the "self" through dreams.

Another influential developmental theorist is Sigmund Freud (1933). His developmental views form the base of the psychoanalytic orientation. Freud proposes that the source of all motives and energies within an individual originate in the "id". The "id", as a seething mass of passions, eventually collides with an only partially yielding reality. Out of this collision develops the "ego", which is the rational, reality-oriented portion of an individual's personality. Finally, in early childhood, a portion of the ego becomes further differentiated as the "superego", imparting an ethical-moral, socially responsible control to the search for gratification of the impulses of the id. In Freud's conception, the id, ego, and superego are often in conflict over how to express the biological motivations, or self-realizations, of the organism. The expression of these motivations becomes the social identity of the person. A resulting contrast between the social identity and the personal identity of an individual occurs with the mass of instincts in the id (personal identity, or self) conflicting with the ego and superego (social identity). Freud believes that self-realization, or the drive of

instincts, is opposed by social and environmental forces (Tabachnick, 1965). Hartmann (1950) disagrees with this view and believes that "identity formation need not be thought of as conflict between self-realization and social definition" (Tabachnick, 1965, p. 473). Rather, the ego is an organizer and synthesizer and can integrate the biological and social pressures into one identity. Thus, identity can also be understood as "resulting from the interplay" of social definition and self-realization (Tabachnick, 1967, p. 71).

The aforementioned theories are a few of the many theoretical perspectives delineating the concept of the self. While providing meaningful theoretical perspectives, these theories fail to look at self-identity as a major developmental task of adolescence.

### Operationalization of Identity Development

#### Theoretical Perspective

Within the framework of psychoanalytic theory, Erikson (1950, 1956, 1968) has written extensively on the psychosocial process of identity development. Erikson proposes there are several universal psychosocial stages of development with each stage consisting of opposing forces. Within each stage, there exists a component of the healthy personality (e.g., basic trust) that is opposed by a component of the unhealthy personality (e.g., basic mistrust). Through the progression of time, each stage, with its resulting conflict, comes to its ascendance, meets its crisis, and finds its solution. The stage associated with adolescence is the stage of identity versus identity diffusion.

Even though Erikson believes that the crisis and solution phase of identity occurs in adolescence, he proposes that the beginnings of identity occur at birth. Early identifications are important to the development of identity, but are of limited usefulness (Erikson, 1968). Furthermore, identity formation finally begins where the usefulness of the defense mechanism of identification ends. The final identity is superordinate to any identifications and results from the resolution of perceived crises along with the integration of early childhood identifications and psychological aspects of the socialization process. Aspects of the socialization process may include racial adjustment, community pressures, expectations from others, and parental influences.

Erikson (1980) also recognizes both the personal and the social nature of identity formation. He states that the personal identity is based on "two simultaneous observations: the immediate perception of one's self-sameness and continuity in time; and the simultaneous perceptions of the fact that others recognize one's sameness and continuity" (p. 22). During adolescence, it becomes necessary for the individual to make commitments and "orient himself toward a complete 'life plan'" (p. 123). The commitments the adolescent makes thus become his personal identity, and while they are based on personal motives there is the sense of sameness within the individual that all can see.

### Methods of Operationalization

Several attempts to operationalize the assessment of identity have been historically undertaken. For example, Bronson (1959) defined what he presumed to be four subdimensions of identity. Subjects were categorized using a semi-structured interview. The four subdimensions were (1) the degree of certainty about the relation between past and current notions of the self, (2) certainty about dominant personal characteristics, (3) fluctuations in feelings about the self, and (4) level of internal tension or anxiety. One difficulty with these four dimensions is that they do not adequately encompass Erikson's concept. The level of commitment and the resolution of crisis is not directly assessed. There is also no clear reason to expect the four subdimensions to measure identity rather than other personal characteristics such as social desirability or stability of self-perceptions.

In another attempt to operationalize an aspect of ego identity, Block (1961) explored "role variability" which he defined to be on a continuum from "role diffusion" to "role rigidity". Variability was measured by having the subjects rank a set of 20 self-descriptive adjectives as they described the subject's behavior in eight different relationships with eight "relevant others". It was proposed that the amount of variability in these eight different interpersonal relationships may be curvilinearly related to maladjustment, with individuals on the extreme ends of the continuum exhibiting maladjustment. Block found that greater role stability was associated

with lower neuroticism. Further, he proposed that the sample used was too small and homogeneous to find "role rigid" subjects. However, an alternate proposal is that the technique lacks effectiveness given its inability to identify "rigid" types.

Gruen (1960) also employed a self-descriptive measure to operationalize ego identity. A real-ideal Q-sort discrepancy score (Butler & Haigh, 1954) was used on the assumption that it would test Erikson's (1950) definition of ego identity by measuring the discrepancies between idealistic and realistic attributes. A significant positive correlation was obtained between the subjects' discrepancy scores and their tendencies to accept a false personality sketch as an accurate description of themselves. Gruen reached the conclusion that the self-ideal discrepancy is a good and valid measure of the dimension from ego diffusion to ego identity.

One other method used to assess ego identity is the use of self-report questionnaires (Dignan, 1965; Hershenson, 1967; Rasmussen, 1964; Simmons, 1970). Each of the developed questionnaires has shown some validity in measuring elements of ego identity (Bourne, 1978). The most researched of the self-report questionnaires is the Inventory of Psychosocial Development constructed by Constantinople (1969). She proposed the instrument as a measure of six of Erikson's psychosocial stages, including an assessment of identity versus identity diffusion. The instrument was originally developed for an exclusively male population with the possible result of remaining inapplicable to a female population. Specifically within the stage involving identity,

clear bipolar factors were not found. This means that although a decrease in identity diffusion was expected to accompany an increase in identity achievement, this was not clearly established.

In evaluating each of these methods of operationalizing ego identity, Bourne (1978) was generally negative. He questioned the construct validity of Bronson's method, the theoretical assumptions of the Q-sort discrepancy scores, and the accuracy of self-report questionnaires. In conclusion, Bourne has questioned whether any of these methods really measures "anything pertinent to Erikson's construct" (p. 233).

#### Identity Status Paradigm

In an attempt to more accurately assess ego identity, Marcia (1966) developed the Identity Status Interview which he stated was based on the psychosocial criteria for determining the degree of ego identity. According to Marcia, these psychosocial criteria include: (1) the experiencing of a preliminary "crisis," a period of searching and questioning of roles and beliefs, and (2) the establishment of relatively enduring commitments which complete a self-definition and provide a sense of stability in one's community. Using these criteria Marcia has attempted to more directly and accurately assess the concept of identity as Erikson (1968) described it.

Based on his assumptions about Erikson's concept of identity, Marcia (1966) operationally defined four identity statuses--identity achievement, moratorium, foreclosure, and identity diffusion.

According to Marcia's definition, an individual in the identity achievement category has made some commitments in the occupational and ideological realms after a crisis period of questioning and searching. An individual currently in the process of questioning and searching is considered to be in the moratorium category. A foreclosed individual is believed to have accepted parental or societal values and advice without going through a period of questioning or searching for alternatives. Those persons who show no signs of commitment to any philosophy, nor express a need or desire to begin the period of questioning and searching are defined as identity diffused.

The identity status interview structures questions pertaining to commitment and crisis in the areas of occupational, religious, and political beliefs. Further, Schenkel and Marcia (1972) expanded the interview to the realm of sexual ideology in an attempt to include areas that women were likely to be "achieved" in. Based on the answers provided in these questions the subject is categorized into one of the four identity statuses.

The present study is based on Erikson's theoretical framework and Marcia's method of operationalization of identity during adolescence. While identity formation is seen as a crucial task during adolescence, there are many other pressures associated with this period of life. For example, peer relationships become increasingly important (Freud, 1946, 1969), which often result in conflicts with parents (Hansburg, 1972) and the questioning of parental values (Matteson, 1975). At the age of 18, many adolescents leave home, whether they wish to or not.

This might lead to conflicts with parents but also might ease the tension and result in a happier relationship. As the adolescent leaves home and continues the process of identity development, the effects this might have upon the adolescent's relationships with his/her parents could be important to identity development itself.



## CHAPTER II

## REVIEW OF THE LITERATURE

Considerable attention has been given to the measurement of identity development. Specifically, there have been numerous attempts to measure possible personality and behavioral differences among the identity status groups identified by Marcia (1966). The research has focused on many issues including child rearing practices of parents, interpersonal styles, intimacy, social intelligence, levels of moral development, cooperation, and competition. The two areas of importance to the present study are child rearing practices of parents and intimacy in heterosexual relationships. An additional area of importance in which no research has been found is the concept of "regressive pull" (Blos, 1967), which may hinder the process of separation of the adolescent from home and his/her development of an identity. This reviewer, therefore, focuses on identity development as it correlates with child-rearing practices and intimacy development, and how it might be prohibited from developing.

Child Rearing Practices of Parents

It is generally agreed that parents have a strong impact on their children during the early years. Parental use of authority has been related to a child's self-concept (Flynn, 1979) while parents can also influence their children to make changes in both attitudes and behavior toward a higher level of moral development (Stanley, 1978). In the area of identity, several theorists (Erikson, 1968, Blos, 1967;

Schaffer, 1968) have proposed that identification with parents has a major impact on identity formation.

In an examination of parental influence on identity formation, numerous researchers (LaVoie, 1976; Josselson, 1973; Conger, 1973) have concluded that different child-rearing styles may positively or negatively effect the ego identity process. Furthermore, advanced identity development has been correlated with a style involving a warm and positive relationship between parents and the female adolescent (Conger, 1973; Douvan & Adelson, 1966). LaVoie (1976) found that a minimally restrictive style by the mother is correlated with advanced identity development, while Enright, Lapsley, Drivas and Fehr (1980) have found that only the father has a clear influence on identity development. Enright et al. (1980) concluded that identity development is mediated by differing parental styles of fathers with a "democratic" style being the most effective with seventh graders and a "permissive" style resulting in a higher identity score for eleventh graders. However, all of these studies utilized an identity status measure that does not differentiate between identity statuses. Rather, the identity score is on a continuum with a higher score indicating more advanced molar identity achievement. A problem with the use of a continuous measurement of identity is that advanced identity development may refer to foreclosure, moratorium, or identity achievement statuses. Further, the measure does not determine movement from one status to another. Finally, the score is also vague as to commitment level or crises that an individual has gone through.

Further exploration of parental influence on identity formation was undertaken by Enright et al. (1980). Their study, which explored sex differences in identity development in response to parental styles, produced inconsistent results so that no conclusions could be drawn from their studies. No other published research has been undertaken which explores the differences between sexes in identity formation in response to parents or the relationship with parents.

Another study examining the influence parents have on identity development was reported by Jordan (1970). In her study, primarily freshman and sophomore college students were required to answer the 192-item Children's Report of Parental Behavior Inventory (CR-PBI) recounting child-rearing practices of their parents. Eighteen subscales were obtained with attached adjectives such as hostile or detached. These adjectives were correlated with the subjects' identity status as determined by Marcia's Identity Status Interview. Jordan found that foreclosed youths view their parents as more child-centered than did the subjects in the other statuses. The overall view foreclosed youths have of their parents is also more positive than the view held by subjects in the other statuses, especially in the area of parents' time spent with children. Moratorium subjects also viewed their parents positively, although foreclosed youths held the most positive view of their parents. Identity achieved subjects emerged as the most distinct group. They tended to be relatively negative in their evaluations of their parents. This is theoretically consistent since identity achieved youths have established ideas independent of

their parents' beliefs which may or may not conflict with the ideas of their parents. Having reached their own conclusions about their life could result in a negative evaluation of their parents because they have rejected their parents' beliefs. Identity diffused subjects were also negative and reported the greatest amount of parental indifference to them when they were children.

This study, done primarily with freshman and sophomore college students, suggests that the identity statuses can be differentiated by the child-rearing practices of the parents. However, methodological flaws in the study (i.e., small sample size and no verification of the subjects' perceptions of their parents' behavior) prohibit accurate interpretation of the results.

A study by Cross and Allen (1971) is similar to Jordan's (1971) research but produced discrepant results. They also used the CR-PBI with predominately freshmen and sophomore male college students. All significant results described father factors only. Identity achievement and moratorium subjects reported their fathers as less psychologically controlling than did identity diffusion subjects. Fathers of moratorium youths were characterized as "more lax" than were the fathers of either foreclosure or identity diffusion subjects.

Jordan (1971) completed another study on child-rearing practices and identity. She corrected her earlier methodological flaws by increasing the number of subjects, by using predominately junior and senior college males, and by sending a modified CR-PBI to each parent to complete. The following descriptions of the identity statuses'

parents and their child-rearing practices are the result of this study.

Foreclosure subjects have close relationships with their parents, who are seen as child-centered. Overall, their families are generally accepting and encouraging. Moratorium youths have a somewhat ambivalent relationship with their parents. Their parents were seen as both accepting and rejecting. Also, there was little agreement between sons and their mothers about parental characteristics. Parents were described as possessive, controlling, inconsistent, and intrusive. Identity achieved subjects viewed their parents somewhat negatively, though not with the same level of anxiety as the moratorium subjects viewed their parents. Characteristics of parents by identity achieved youths were ambivalent, with descriptions of hostile detachment and positive involvement. Mothers were seen as possessive and moderately accepting and rejecting. Fathers were perceived as low in acceptance and high in rejection. The parents of identity diffusion youths primarily showed rejection and detachment. Perceptions of fathers included hostile detachment by fathers while they granted extreme autonomy that was interpreted as disinterest and lack of involvement.

In an attempt to better understand the development of identity in middle adolescent females, Adams and Jones (1983) examined four age groups (15- to 18-year-olds). In their cross-sectional study of females, they measured identity status and perceived child-rearing practices of parents. Significant results included lesser perceived control or regulation by mothers among identity achievement or

moratorium status females. These two groups also viewed mothers as being more "encouraging of free and independent behavior" while fathers were judged as "being fair in their punishment" yet making only minimal positive remarks toward their daughters. Conversely, diffusion status females viewed their mothers as controlling and regulating, while encouraging independent behavior to an extreme degree.

Several studies have looked at parental characteristics and have inferred relationship qualities from their results. Kendis and Tan (1978) examined perceptions of parents among female college students. They found that identity achievement was negatively correlated with the females' evaluation of mother and with their perception of mothers as democratic. The females with a higher identity score also felt more positive toward their fathers than their mothers. They concluded from their results that females "may find it necessary to break away from the same sex parent in order to learn the appropriate female sex role" (p. 1202).

Among other studies exploring the parental characteristics of females, Morse (1973) reported a lack of acceptance from fathers toward identity achieved college women while mothers lacked possessiveness. Foreclosed females viewed their fathers as accepting, child-centered, and positively involved while both parents were seen as less hostilely detached than were the parents of the other identity statuses. The parents of identity diffused females were perceived as less child-centered and exhibiting less positive involvement.

Allen (1976) also studied the perceptions of college women toward their mothers. She found that while identity achieved females were aware of the differences between themselves and their mothers, they established ties to their mothers anyway. On the other hand, moratorium women were critical of their mothers and viewed themselves as unlike their mothers. Foreclosed females were least aware of any differences between themselves and their mothers while identity diffused women perceived a sense of distance from their mothers with no perceived expectation of closeness being achieved.

A composite picture of the child-rearing practices of parents and parental characteristics can be drawn from these studies. The parents of foreclosed youths were viewed by adolescents as child-centered while also being accepting and encouraging. They also spent more time with their children. Moratorium subjects appeared ambivalent about their parents, who were described as both accepting and rejecting. Fathers were seen as less "controlling" than other fathers, while mothers were perceived as having many dissimilar characteristics from the youths. Furthermore, conflict occurred more often in the homes of these adolescents. Identity achieved subjects were generally moderate in their view of their parents, who were seen as positively involved, yet hostile and detached. Fathers were high in rejection, while mothers were possessive. Also, differences with the parents were more readily accepted without interference in the relationship. Parents of identity diffusion status subjects granted extreme autonomy and were seen as being indifferent to their children along with being rejecting and distant.

From these studies, it appears that identity status differences are associated with child-rearing practices and parental characteristics. However, since adolescents usually become more identity achieved over time, the association between identity status and child-rearing practices has not yet been clearly established. Also, it is unknown if parents have influenced identity status based on child-rearing practices or if they changed their relationships with their children due to changes in the adolescent's identity status. The proposed correlation may also be spurious.

As of yet, there are few studies which examine the present or current relationships between individuals in different identity statuses and their parents. Furthermore, there are none which compare relationships with parents among the identity statuses during the first year away from home. All studies reported have or are subject to flaws in perceptions and distance in time. Furthermore, the only study that explored sex differences in identity development in response to parental styles was theoretically inconsistent (Enright, et al., 1980).

### Intimacy

An important aspect of the current relationship between individuals and their parents is intimacy. One of the more consistent findings utilizing the identity status paradigm is that subjects in the identity achievement and moratorium statuses appear to attain more satisfactory interpersonal relationships (Bourne, 1978). Identity



achievement and moratorium status subjects develop more intimate relationships as suggested by Erikson's (1968) contention that the development of intimacy is the next psychosocial task faced by the individual after the resolution of a sense of commitment in ego identity formation. Erikson (1968) defines intimacy as "the capacity to commit (oneself) to concrete affiliations and partnerships and to develop the ethical strength to abide by such commitments even though they may call for significant sacrifices and compromises" (p. 263).

In an attempt to study Erikson's concept of intimacy, Orlofsky, Marcia, and Lesser (1973) delineated five levels of intimacy. They labelled these levels as intimate, preintimate, stereotyped, pseudointimate, and isolated. The intimacy level of each subject in their study was determined by an "intimacy interview" and then compared to each subject's identity status. Identity achievement and moratorium status youths were most often in the intimate and preintimate statuses, whereas, more foreclosure and diffusion status subjects were in the stereotyped and pseudointimate statuses. Moreover, nearly a third of the diffused youths were in the isolate status while no diffused youths appeared in the intimate status.

More important findings were demonstrated by Marcia (1976) when he provided longitudinal data on changes in identity status. He additionally administered the intimacy interview and compared the results to the initial study six years before. High identity status (achievement or moratorium) was generally correlated with high intimacy status. Another important finding was that over the six-year period,

those who had moved into a high identity status were significantly higher in intimacy than those who had moved into low identity status. This provides some evidence for the connection between the achievement of identity and interpersonal intimacy.

Another longitudinal study (Fitch & Adams, 1982) found that 92% of the youth that advanced over a year's time in identity status also reported higher levels of intimacy. At the same time, 67% of the subjects that regressed in identity status experienced lower intimacy levels. There was also a significant relationship between advanced identity status and advanced intimacy along the continuum from diffusion to identity achievement. Other important findings in this study concern sex differences. Fitch and Adams divided the identity status into occupational, religious, and political subscales of commitment. Analysis of these identity subscales indicated that occupational identity was the best predictor of intimacy for males, while religious identity was the best predictor of intimacy for females. Another sex difference was that moratorium is the most stable status for females, while achievement status was the most stable status for males. This finding appears to be connected to less identity achievement for females in the occupational and political subscales than in the religious (Fitch & Adams, 1982) or sex ideologies (Hodgson & Fischer, 1979).

In an attempt to examine the relationship between intimacy and identity, Kacergius and Adams (1980) assessed intimacy and ego identity statuses in 88 college men and women. Overall, they found that

identity achievement students reported higher levels of intimacy than the other identity status groups. However, no significant sex differences were found. For both males and females, the occupational dimension of identity achievement was associated with advanced intimacy status while neither the religious nor political statuses were predictive of advanced intimacy status.

Correlating intimacy status and identity development in both males and females, Hodgson and Fischer (1979) found significant sex differences. Almost all women who were identity achieved in some area (i.e., occupational, religious/political, or sex ideology) were also high in intimacy. Men were most often high in intimacy only if they were identity achieved in sex ideology plus one or both of the other areas. Hodgson and Fischer concluded that "a certain level of identity development must precede a readiness for intimacy among males, whereas such 'readiness' in females either precedes or coexists with the first groping toward identity" (p. 48). The results seem to support Douvan and Adelson's (1966) assertion that the order of Erikson's psychosocial tasks of identity and intimacy may be reversed for women.

Presently, no research exists that examines interpersonal intimacy between adolescents and their parents. Intimacy is an important aspect of relationships and the behaviors which indicate intimacy needs to be examined when exploring current relationships. All research indicates differing levels of intimacy based on identity status. This may indicate that adolescents in differing identity statuses will have different relationships with their parents.

### Regressive Pull Versus Individuation

The process of separating from one's parents is an important step in achieving a sense of personal identity. Physical separation, as well as emotional and ideological separation, contributes to the adolescent's sense of identity. Blos (1967) hypothesize that the greatest threat to identity in adolescence comes from "regressive pull". He believes that the desire of an adolescent to return to the physical and emotional safety and security of the home results from the intensity of his infantile attachments and threatens identity development.

Another theorist who has written extensively on separation-individuation is Margaret Mahler (1974). Although the emphasis of her writing is on the individuation process as it applies to infancy and early childhood, she believes that problems in the individuation process may be manifested at any later age if resolution of the stages is not completed. The mother's role is central in the separation-individuation process, according to Mahler, although the father's role is also important. Edwards (1976) states that there is a multiplicity of factors which impede the process of individuation. She implied that the two most important factors are the parents' unwillingness to encourage individuation because of their desire to protect the child/adolescent and the child/adolescent's desire to be protected when he finds the world to be potentially harmful.

Colette Dowling discusses these two important factors as they apply to women in The Cinderella Complex (1981). She concludes from

the research on child rearing that women are trained away from independence and individual identity into dependency, while men are trained out of dependency. In adolescence and young adulthood, dependency in women transfers from the parents to the security provided by a husband. Thus, identity becomes tied into the husband's identity rather than an individual identity for the woman. Thus, "regressive pull" is influenced not only by the parents in child rearing, but also by the individual's desire for security and fear of leaving the parents both physically and emotionally. There is reason to speculate that "regressive pull" may be manifested in women more often than in men because of child-rearing practices.

The separation of the individual from the parents is thought to be a gradual process. From an initial concept of fusion between self and object (other), gradual self-representations are separated from object representations (Blos, 1967; Schaffer, 1968). A major change occurs during adolescence as children spend more and more time away from home and transfer ties from parents to peers (Freud, 1946, 1969). Blos (1967) stated that physical separateness from the parent may represent the only means by which an adolescent can maintain a sense of psychological integrity during some critical portions of the individuation process. However, Hansburg (1972) reported data that demonstrated the necessity of availability of adult contact in order to maintain self-identity. Thus, it seems logical to agree with Sullivan and Sullivan (1980) when they maintain that, "the goal of adolescence

involves the almost paradoxical task of increasing one's independence from parents while maintaining affection and communication with them" (p. 93).

The influence of physical separation from parents upon males during adolescence was explored by Sullivan and Sullivan (1980). These researchers focused upon the adolescent's perception and his parent's perceptions of changes in their youth's relationship with the parent during the initial year of college. Changes in subjects undergoing physical separation from parents (leaving home) were compared with changes in subjects remaining at home and commuting to college. The results showed that the adolescents who moved away from home reported increases in the total affection expressed in the relationships with their parents, improved communication with their parents, while increasingly gaining more independence and satisfaction with the degree of independence experienced. Commuters reported no difference in affection, no improvement in communication, no more independence, and no increase in satisfaction. Another interesting finding was that fathers whose sons had moved over 200 miles away from home perceived their sons as becoming increasingly more dependent on them.

Their findings led Sullivan and Sullivan to conclude that the period of adolescence involves the problem of developing one's individuality while maintaining relationships (Hansburg, 1972). Further, they stated that the initial separation facilitates an adolescent boy's growth toward becoming "independent of his parents while strengthening emotional ties to them" (p. 95). This study was

designed to examine all levels of identity development without a differentiation among the four identity statuses. Based on other research there is reason to speculate that each identity status group may react differently to physical separation; for example, moratorium and identity achieved youths may report decreased affection while foreclosed subjects may increase affection for their parents.

Also, Sullivan and Sullivan did not address the issue of sex differences. Considering Dowling's (1981) proposition and Hodgson and Fischer's (1979) findings, there is reasonable support for the idea that there are differences between males and females in their attempt to maintain relationships with their parents.

Generally, Sullivan and Sullivan's findings lend support to the idea that "changes in attachment behavior" occur as a result of separation. Most of these changes are considered positive in nature, i.e., the relationships could be termed more intimate. This would follow from the theoretical and clinical literature which suggests that separation leads to more individuation, which, in turn, is correlated with higher levels of intimacy.

However, dependency needs and "regressive pull" would tend to hinder individuation, and hence, hinder intimacy during separation. If adolescents are "not ready" to move to higher levels of identity, it might be expected that these adolescents may make negative changes in their relationships with their parents, such as becoming more dependent.

Research has illustrated the difficulty of separating from one's parents and the effects it has on the relationship. Donovan (1970) demonstrated that moratorium subjects engaged in more conflict with their parents. Two of the five moratorium subjects, who were involved in his research, had been expelled from the home because of great disagreement with parents. This may result in diminished affection and less communication between parents and the adolescent as well as inhibition of independent strivings (Berman, 1970; Glick & Kessler, 1974; Hansburg, 1972; Levi, Stierlin & Savard, 1972). These results indicate that the present relationship between the adolescent and the parents may be important to the adolescent's struggle for identity.

At the present time, there is only limited empirical evidence supporting the notion that maintaining relationships with parents may hinder or enhance the individuation process. Although past child-rearing practices and emotional involvement of parents appear to be important, studying the past is subject to gross misperception, and the past may not relate to the adolescent's present identity status.

The period of actual physical separation from parents appears to be important to the adolescent's identity formation. Perceptions of changes during this time has been the focus of only one study (Sullivan & Sullivan, 1980). Only minimal study has been completed on identity status perceptions of present parental characteristics. How an adolescent's relationship with parents might be effected by identity formation has not been studied. A more comprehensive study of family relations, "regressive pull", and sex differences needs to be



undertaken to further explore the process of identity formation during the first extended period of adolescent separation from parents.

### Hypotheses

Based on previous research, there is reason to suspect the existence of a relationship between child-rearing practices and identity status in late adolescence. The research suggests that changes occur in those adolescents who leave home to go to college. However, no research has explored the relationship between adolescent-parent interactions upon departure from home and adolescent identity status. Further, there is reason to expect sex differences in this relationship.

Dowling (1981) has proposed sex differences in attachment behavior to parents based on available child-rearing socialization literature. Also, females seem to develop intimacy earlier than males (Hodgson & Fischer, 1979) without necessarily achieving identity. Speculation based on this literature yields the following hypotheses when the data are collapsed across identity status:

1. Females will report significantly more affection and communication with their parents than will males.
2. Males will express significantly more independence and more satisfaction with their independence than will females.

The findings of Orlofsky, et al. (1973), Marcia (1976), and Fitch and Adams (1982) indicate that individuals with higher identity

achievement (moratorium and identity achievement statuses) also achieve a higher level of intimacy than individuals in the lower identity statuses (foreclosure and diffusion). Donovan (1970) found that moratorium status youths had experienced more conflict with their parents than had subjects in the other identity statuses. Furthermore, Jordan (1971) stated that foreclosed subjects were involved in a "love relationship" with their parents. These findings yield the following hypotheses:

3. Foreclosed and identity achieved youths will have significantly more affection and communication with their parents and will have more satisfaction with the degree of independence than will moratorium and diffusion subjects.

4. Identity achieved and moratorium youths will have significantly more independence than foreclosed and diffused youth.

Foreclosed youths are in a "love relationship" with their parents and moratorium status youths engage in more familial conflict. Therefore, it was hypothesized that:

5. Foreclosed youths will have a significantly higher frequency of home visits than will the other subjects, while moratorium status youths will have significantly lower frequency of home visits than the other identity status subjects.

The following hypothesis is based on the concept of "regressive pull" versus individuation. It is mostly speculative although some support can be found in the results of the Sullivan and Sullivan study (1980).

6. Individuals who go home frequently will have less independence and less affection than those who go home infrequently.

## CHAPTER III

## METHODOLOGY

Population

The population of this study consisted of male and female students from the campus of Utah State University whose parents live within distance to allow frequent home visits (150 miles). Another condition was that the freshman year was the first extended period of time away from home (more than three months).

The sample population consisted of 286 late adolescents who were interviewed during the months of May and June of 1982. A breakdown of the sample in Table 1 indicates the subjects consisted of 83 males

Table 1  
Subject Frequencies by Sex

Sex	Frequency	Percentage
Males	83	29
Females	203	71
Total	286	100

(29%) and 203 females (71%). This disproportionate female to male population was potentially due to the common practice of 18 and 19 year-old males on this campus to complete religious obligations instead

of remaining in school.<sup>1</sup> The age range of the sample was from 17 to 22; however, Table 2 shows that the majority of subjects were either 18 or 19 years of age. Indeed, there were only two 17-year-olds and 15 subjects in the 20-22 year-old category.

Table 2  
Subject Frequencies by Age

Age	Frequency	Percentage
17	2	0.6
18	107	37.6
19	161	56.3
20-22	15	5.4
Totals	285 <sup>a</sup>	99.7

<sup>a</sup>One subject did not indicate age.

Another variable of importance in this study was distance from home. This variable was necessary in attempting to assess the relationship between home visits and parent-child relations. It seemed reasonable, after some interviewing, to include youths up to 150

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<sup>1</sup> The Church of Jesus Christ of Latter-Day Saints requests that young men and women of the church serve an 18-month mission. The mission involves full-time service usually in another country. Many more males than females participate in this religious obligation.

miles from home, since it is physically feasible for any of these subjects to visit home once or more weekly. A median split on these data (see Table 3) shows that one-half of the sample lived within 88 miles of home, while the remaining half lived between 90 and 150 miles.

Table 3  
Subject Frequency by Distance from Home

Distance from home	Frequency	Percentage
1-88 miles	142	49.5
90-150 miles	144	50.5
Total	286	100.0

After determining distance from home it was necessary to find out the average number of home visits that each subject made. Table 4

Table 4  
Subject Frequencies of Home Visits per Four Weeks

Home visits	Frequency	Percentage
0-1	81	28.6
2	98	34.6
3-15	104	36.7
Totals	283	99.9

indicates that the majority of youths visited home twice or more per month, with a smaller number visiting less frequently. In later analyses that assess the distance and visitation variables, groups are computed according to the breakdowns found in Tables 3 and 4.

Some potentially confounding variables were also assessed. It was found that the overwhelming majority of youths came from intact families (87.1%) while most youths reported a religious preference as a Latter-Day-Saint (71.3%). Furthermore, a total of 130 parents (mother and father) responded for a 45% of parents to youth responses. Including families where only one parent provided data resulted in a total of 309 individual parents responding to the mailed questionnaire (or a total response percentage of 54). This response difference suggests a possible selection bias on the parents' reports. Thus, caution is called for in interpreting these data.

#### Design and Procedure

Freshman students were recruited by going door-to-door in various dormitories and apartment complexes. Also, those students who had a current phone number listed with the Utah State University's registrar's office were contacted at random. Everyone who met the requirements for the study was used. All individuals who filled out the information sheets but did not meet the necessary requirements were eliminated. Everyone who was contacted was asked to participate in an experiment lasting approximately 20-25 minutes, requiring only that they fill out several questionnaires. If they agreed to participate, they were asked if they lived within 150 miles, if they lived apart

from their parents, and if they had ever spent a large period of time away from their parents. This procedure continued for five weeks until a total of 339 forms had been completed. Of these, 41 were eliminated due to not meeting the requirements or because identifying information was filled out incorrectly so that it was not understandable. Another 10 were eliminated because no clear identity status was obtained on the Objective Measure of Ego Identity Status (OM-EIS) (Adams, Shea, & Fitch, 1979). The continuum consisting of the frequency of home visits was divided by thirds and categorized as frequent (four visits per month), moderately frequent (2-3 visits), and non-frequent (one visit). The form filled out by each participant consisted of one sheet of demographic data, the OM-EIS and the Parent-Adolescent Relationship Questionnaire (PARQ) (Sullivan & Sullivan, 1980) (see Appendix A). The PARQ was also sent to each parent to be completed with an accompanying informative letter (see Appendix B). Approximately 75% of the returned forms were received within the first four weeks. The remaining returned forms were received four weeks after a follow-up letter was sent (see Appendix C).

### Measures

The OM-EIS was developed on the assumption that crisis and commitment could be assessed as well by an objective self-report questionnaire as by Marcia's Identity Status Interview (1966). An objective measure would also reduce rater inaccuracies and reduce the time needed to determine one's identity status. The scale consists of



24 items, with each identity status measured by six stage-specific items. Each item is rated by the subject as to how similar it is to his own self-perceptions. This rating occurs on a six-point Likert scale ranging from strongly agree (6 points) to strongly disagree (1 point). The maximum points for the six items of each status is 36 and the minimum is 6 points. While there is usually one dominant status for each subject, there are scores for each of the four identity status scales. A subject's identity status is determined by the subscore which is one standard deviation above the mean on a given scale while the three remaining scores do not exceed the same cutoff point. The following items are examples of stage specific responses for occupational choices:

1. I haven't chosen the occupation I really want to get into, but I'm working toward becoming a \_\_\_\_\_ until something better comes along (diffusion).

2. My parents had it decided a long time ago what I should go into and I'm following their plans (foreclosure).

3. I just can't decide how capable I am as a person and what jobs I'll be right for (moratorium).

4. It took me awhile to figure it out, but now I really know what I want for a career (identity achievement).

Several types of validity and reliability have been assessed and established for the OM-EIS (Adams et al., 1979). Composite reliability (internal consistency) was computed for each of the four identity statuses. The coefficient alphas were significant for each of the

diffusion (0.68), foreclosure (0.76), moratorium (0.67), and identity achievement (0.67) scales. Predictive validity was established by the use of an ANOVA comparing the identity status groups on the Marcia Incomplete Sentence Blank. There was an overall significant difference on the attainment of ego identity achievement ( $p < 0.05$ ) among the four groups. Test-retest reliability was moderate to high (all  $r_s < 0.001$ ) on all four subscales with  $r_s$  of 0.84 (diffusion), 0.93 (foreclosure), 0.71 (moratorium), and 0.84 (identity achievement).

The PARQ assesses the areas of affection, communication, independence, and satisfaction with the degree of independence. Items were chosen to reflect behaviors that would require little interpretation by subjects. The following are examples of the content from each of the respective relationship areas:

1. The degree to which an adolescent perceives that his parents tell their friends about him (affection).
  2. The degree to which an adolescent perceives that his parents tell him their real feelings (communication).
  3. The degree to which an adolescent perceives that his parents take his ideas seriously (independence).
  4. The adolescent's satisfaction with the degree to which his parents feel that they need him (satisfaction with independence).
- Essentially, the same items are used in the measure intended for the parents to fill out. Wording changes occur in order to apply the questions to the parents about their adolescent.

Reliability for the measure was established by testing a group of 46 girls and retesting two weeks later (Sullivan & Sullivan, 1980). The item-by-item correlation for the items retained ranged from .76 to .40 ( $p < .001$ ). The test-retest correlations for the content areas ranged from a high of .92 to a low of .60. Predictive validity was established by determining the scale's ability to differentiate between two groups of adolescents; one staying at home, the other going to college.

### Analysis

The analyses in this investigation were addressed by a multivariate analysis of covariance, using a Sex X Identity Status X Level of Visitation Factorial with age of subject treated as a covariate. All main effects and interactions were further analyzed using Least Squared Difference planned comparisons.

## CHAPTER IV

### RESULTS

The following section will have three main content areas. The results which address the formal hypotheses will be outlined first, followed by a summary of the reliability and validity of the OM-EIS and the PARQ. The final section will conclude with the other exploratory analyses.

#### Hypothesis Testing

In order to better understand the results of the present study, the data will be presented as they relate to each hypothesis. Since parents' as well as adolescents' perceptions were obtained, both mothers' and fathers' ratings will be provided as they relate to each hypothesis. At the end of this section, the analyses will be reviewed as to supporting or refuting the hypotheses of the study.

In all of the analyses to follow, an analysis of variance was computed using a between factors factorial for such variables as sex, identity status, and visitations. Since identity status formation has been shown to be an age related phenomenon, age was treated as a covariate in all analysis of variance (ANOVA) computations.

#### Hypothesis 1

In testing the hypothesis that females would report more affection and communication with their parents than would males, several significant results were found which support portions of this hypothesis.

The ANOVAs assessing adolescent perceptions of their relationship with their parents revealed three significant sex main effects (see Table 5). These three areas of significance are further analyzed in Table 6 and indicate that daughters were more likely than sons to report affectionate relationships with both their parents. It can also be seen in Table 6 that daughters reported a more communicative relationship with their mothers than did sons.

Mothers and fathers also responded to the PARQ. The attempt to validate adolescent's perception proved successful in one area. Mothers' also perceived a stronger communicative relationship with daughters than with sons,  $F(1, 148) = 6.05, p < .01$  (see Table 7).

### Hypothesis 2

The proposed hypothesis that males would report more independence and more satisfaction with their independence than would the female subjects was not supported by the data. No significant differences were found on any data resulting from the Satisfaction with Independence subscale of the PARQ.

### Hypothesis 3

It was hypothesized that foreclosed and identity achieved youths would report higher levels of affection, communication, and satisfaction with independence in their relationships with parents than would the diffused or moratorium youths. One significant finding resulted from the analyses of the data. Foreclosed youths rated themselves as more affectionate than diffused youths towards their mothers, while moratorium and identity achievement status youths

Table 5

F values for Sex, Identity, and Home Visits on Adolescents' Relationship Items

Source of variation	Dependent variables							
	Affection		Communication		Independence		Satisfaction with independence	
	Father	Mother	Father	Mother	Father	Mother	Father	Mother
Main effects								
Sex	3.82*	5.22*	1.0	11.17*	2.95	3.22	3.33	1.0
Identity	1.56	3.69*	1.0	2.11	7.82*	9.52*	1.0	2.27
Visits	1.85	1.0	2.05	2.59	1.50	2.22	1.0	1.0
Interaction effects								
Sex x identity	1.85	4.57*	1.28	1.98	1.0	1.3	1.0	1.0
Sex x visits	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.83
Identity x visits	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Sex x identity x visits	1.0	1.0	1.0	1.0	1.0	1.05	1.0	2.03

\*p<.05

Table 6

## Means on Adolescents' Responses on Relationship Items\*

	Affection		Communication		Independence		Satisfaction with independence	
	Father	Mother	Father	Mother	Father	Mother	Father	Mother
Sex								
Males	31.46a	32.78a	28.40	28.12a	38.57	37.42	13.41	13.28
Females	32.85b	34.39b	27.67	30.84b	37.76	36.67	12.94	13.15
Identity								
Diffusion	32.15	32.81a	27.85	28.78	36.87a	35.55a	12.93	13.03
Foreclosure	34.17	35.13b	28.52	30.77	36.52a	35.10a	12.93	12.87
Moratorium	31.98	34.25ab	27.66	30.66	38.75b	37.87b	13.23	13.48
Identity achievement	33.52	34.76ab	28.34	30.67	39.97b	38.58b	13.10	12.85

\*Different letters indicate statistically different groups.

p<.05

Table 7

Mothers' Means on Relationship Items by  
Sex and Identity of Adolescents

Adolescent variables	PARQ subgroups*			
	Aff	Comm	Ind	Sat/Ind
Sex				
Males	33.92	30.15 a	38.96	13.35 a
Females	34.56	32.14 b	38.25	13.10 a
Identity				
Diffusion	34.10 a	30.69	38.37	13.19 a
Foreclosure	35.76 b	33.05	36.48	13.33 a
Moratorium	33.77 a	31.71	38.87	13.21 a
Identity ach.	35.83 b	31.87	38.96	12.83 a

Note. Aff = Affection; Comm = Communication; Ind = Independence;  
Sat/Ind = Satisfaction with Independence.

\*Different letters indicate statistically different groups.



reported affection levels between the two significantly different identity statuses (see Table 6). Further analysis of this finding in the Sex X Identity Status interaction (see Table 8) revealed that adolescent males in the diffusion, foreclosure and moratorium statuses differ significantly from each other with foreclosed males expressing the most affection toward their mothers. Diffusion males expressed the least affection toward their mothers while moratorium males were in-between. Identity achieved males did not differ significantly from the other identity status groups but were most similar to the moratorium males. This may be due to the small number of males in the identity achieved category. Females in each category did not significantly differ from each other or from any of the male groups except diffusion status males. In summary, there are differences in the Sex X Identity interaction analysis on affection

Table 8  
Means for Sex X Identity Interaction Effects  
in Affection for Mothers

Sex	Identity status			
	Diff	Fore	Mora	Id Ac
Male	30.53a*	37.43b	33.75c	33.38abc
Female	33.97bc	34.43bc	34.46bc	35.20bc

Note. Diff = Diffusion; Fore = Foreclosure; Mora = Moratorium; Id Ac = Identity Achievement.

\*Differing letters indicate statistically different groups.

toward mothers between male identity statuses (except identity achievement) and between male and female diffusion subjects. Some validation of adolescents' perception was once again provided by the mothers' responses. A significant identity status main effect,  $F(3, 148) = 3.06$ ,  $p < .03$  (see Table 7), revealed that moratorium and diffusion status youths were least affective in their relationship with mother, while foreclosure and identity achievement status youths were most affectionate.

#### Hypothesis 4

In response to the literature on identity achievement and independence, it was hypothesized that the identity achieved and moratorium youths would rate themselves more independent from their parents than would the diffusion and foreclosure status youths. This hypothesis was supported by the adolescents' self-ratings and partially supported by the fathers' ratings. Moratorium and identity achievement sons and daughters perceived their relationships with their fathers and mothers as being more independent than diffused or foreclosed youths (see Table 6).

Only one significant finding emerged on the fathers' responses to the PARQ (see Table 9). The Sex X Identity interaction for independence of adolescents,  $F(3, 113) = 3.24$ ,  $p < .025$ , revealed that diffusion and moratorium status males were rated as being significantly different from each other with moratorium status males receiving the higher rating of independence (see Table 10). Foreclosed and identity achieved males were rated between the other two groups with no

Table 9

Fathers' Means on Relationship Items by Sex  
and Identity of Adolescents

Adolescent variables	Fathers' responses*			
	Aff	Comm	Ind	Sat/Ind
Sex				
Males	32.48	28.63	38.86	13.20
Females	33.61	28.69	38.43	13.56
Identity				
Diffusion	32.67	27.91	38.36	13.41
Foreclosure	33.63	29.81	37.25	14.00
Moratorium	33.12	28.57	38.83	13.34
Identity ach.	35.33	30.07	39.33	13.47

Note. Aff = Affection; Comm = Communication; Ind = Independence; Sat/Ind = Satisfaction with Independence.

\*No significance among any groups of means.

Table 10

Fathers' Responses on the Independence Subscale of the PARQ  
with Means by Sex and Identity Status of Adolescents

Sex	Identity status*			
	Diff	Fore	Mora	Id Ac
Male	37.79a	37.50ab	40.93b	37.40ab
Female	38.64ab	37.10a	38.20a	40.30ab

Note. Diff = Diffusion; Fore = Foreclosure; Mora = Moratorium; Id Ac = Identity Achievement.

\*Same letters indicate statistically identical groups.

significant difference attained. Among the female identity status groups, no group differed significantly from any other group. Only one difference was reported between sexes. Again, moratorium status males were rated significantly higher on independence than were moratorium status females.

#### Hypothesis 5

It was proposed that foreclosed youths would go home more frequently than the other subjects, while moratorium youths would have the lowest frequency of home visits among the four identity status groups. Contrary to expectations, there were no main effects or interactions on the frequency of visitation variable (see Table 5).

Frequency of visitation was used as a variable in order to assess whether "regressive pull" was evident in any group. Data presented in Tables 11 and 12 indicate the validity of using this variable by summarizing the correlational relationship between the various

Table 11

Correlation between Distance from Home  
and Visits per Four-week Period

	Distance from home	
	Coefficient	Probability
Visits for an average four-week period	-0.39	0.0001
Visits for the past four-week period	-0.41	0.0001

indicators of home visitation. As Table 11 illustrates, subjects who were further from home were less likely to visit frequently. Further, Table 12 indicates that distance is modestly correlated with length of time at home during a visit. However, distance from home was not associated with length of time spent with parents. Therefore, in the analyses frequency of visitation was the primary factor used in testing the "regressive pull" related hypotheses.

#### Hypothesis 6

Hypothesis six also related to the frequency of visitation variable, stating that individuals who go home frequently would have less independence and less affection than those who go home infrequently. Again, contrary to expectations, there were no main effects or interactions on the frequency of visitation variable (see Table 5).

Table 12

Correlations between Distance from Home  
and Length of Time Spent at Home

	Distance from home	
	Coefficient	Probability
Length of time for the most recent visit	0.22*	0.0001
Length of time for the next most recent visit	0.20*	0.0001
Length of time for the trip before that	0.21*	0.0001
Length of time for the trip before that	0.15*	0.01
Average length of time spent at home	0.26*	0.0001
Percentage of time in parents' presence	-0.03	0.30

\*p<.01

Overall in the testing of the hypotheses, one was supported, others were not, and still more were partially supported. For clarity in understanding the results, Table 13 was provided to give a breakdown of the hypotheses that were supported by the present study.

### Reliability and Validity Indices

#### OM-EIS

Each subject in the study completed the OM-EIS during a personal interview. Subjects were classified into identity status groups according to the categorization rules and specified means (standard deviations) identified by Adams et al. (1979). As Table 14 reveals, the means, standard deviations, and cutoff points generated by the original study are very similar to those that are generated by these data. The primary difference comes in the diffusion subscale. However, this difference is most likely due to the younger population used in the present study. Furthermore, no significant differences were found between the means and standard deviations of the original study and the present data.

The frequency of subjects classified into each of the four identity statuses and their transitions are reported in Table 15. All transition scores are collapsed into the lowest identity status as specified by Adams et al. (Study I, 1979). Compared to other data (e.g. Adams, Shea, & Fitch, 1979) more diffusion status subjects were observed per proportion of total sample. Once again, this is most

Table 13

Hypotheses: Supported or not Supported

Hypotheses	Supported			Not supported
	Adolescent	Mother	Father	
<u>Hypothesis 1</u> : Females will report significantly more affection and communication with their parents than will males.	X(aff) X(comm)	X(comm)		
<u>Hypothesis 2</u> : Males will express significantly more independence and more satisfaction with their independence than will females.				X
<u>Hypothesis 3</u> : Foreclosed and identity achieved youths will have significantly more affection and communication with their parents and will have more satisfaction with the degree of independence than will moratorium and diffusion subjects.		X(aff)		X (sat/ind & comm)
<u>Hypothesis 4</u> : Identity achieved and moratorium youths will have significantly more independence than foreclosure and diffusion youths.	X		X*	
<u>Hypothesis 5</u> : Foreclosed youths will have a significantly higher frequency of home visits than will other subjects, while moratorium youths will have a significantly lower frequency of home visits than the other identity statuses.				X
<u>Hypothesis 6</u> : Individuals who go home frequently will have less independence and less affection than those who go home infrequently.				X

\*Moratorium males were rated as more independent than both diffusion males and moratorium females.



Table 14

Means, Standard Deviations and Cutoff Points for  
Identity Status Raw Scores

Identity status	Mean	Standard deviation	Cutoff point
A. Present study (17-22)			
Diffusion	17.22	4.38	21.60
Foreclosure	16.33	4.73	21.06
Moratorium	17.25	4.62	21.87
Identity achievement	25.10	4.08	29.18
B. Original study (17-25)			
Diffusion	15.60	3.29	18.89
Foreclosure	16.25	5.22	21.47
Moratorium	16.94	3.96	20.90
Identity achievement	26.38	4.08	30.46

Table 15  
Identity Status Frequencies

Identity status	Frequency	Percentage
Diffusion	97	32.9
Diffusion	48	16.8
Diffusion-Foreclosure	15	5.2
Diffusion-Moratorium	34	11.9
Foreclosure	30	10.5
Foreclosure	28	9.8
Foreclosure-Moratorium	2	0.7
Moratorium	126	44.1
Identity Achievement	33	11.5
Total	286	100.0

likely due to the age of the sample in the present study. These data are similar to the original validation studies and indicate the present sample is a proportionately broad and accurate reflection of identity statuses for college students.

Since many of the analyses that are to follow utilize a Sex X Identity Status factorial comparison, a further breakdown of the data by sex is provided in Table 16.

Table 16  
Frequency of the Identity Statuses by Sex

Sex	Diff	Fore	Mora	Id Ac	Total
Male					
n	32	7	36	8	83
%	11.2	2.4	12.6	2.8	29.0
Female					
n	65	23	90	25	203
%	22.7	8.0	31.5	8.7	71.0
Total					
n	97	30	126	33	286
%	33.9	10.4	44.1	11.5	100.0

Note. Diff = Diffusion; Fore = Foreclosure; Mora = Moratorium; Id Ac = Identity Achievement.

An acceptable frequency of cases in each cell is present. However, caution is once again noted in the cases of foreclosure and

identity achievement statuses for male subjects. Indeed, any Sex X Identity Status interactions in the present study should be viewed as speculative only--given the low frequency of males in the foreclosure and identity achievement statuses.

To replicate the original validation studies (Adams, et al. 1979) assessing convergent-divergent validity, correlation coefficients between the raw scores of the four identity status subscales were generated (see Table 17).

Table 17  
Correlations between Identity Statuses

	Diffusion	Foreclosure	Moratorium	Identity achievement
Diffusion	1.00	0.23	0.57	-0.39
Foreclosure		1.00	0.21	-0.12
Moratorium			1.00	-0.32
Identity achievement				1.00

The following findings from Table 17 were consistent with the original validation efforts: (a) diffusion scores were negatively correlated with identity achievement scores; (b) diffusion scores were positively correlated with moratorium scores; (c) and foreclosure scores were not correlated (beyond 1% shared variance) with identity achievement scores. Contrary to the original validation study,

moratorium scores were negatively correlated with identity achievement. This finding, once again, is most likely due to the age of the sample in this study. Further, as Table 18 indicates, several appropriate age differences were found between the youngest and oldest age groups. A test of significance between the two age categories across the four subscales indicated that the youngest group of subjects was more diffused and foreclosed than the oldest group, with a trend toward the youngest being more in a state of moratorium. Both groups appeared to have a similar level of identity achievement scores. These findings provide further evidence of predictive validity for the OM-EIS scales.

Table 18  
Mean Identity Status Raw Scores by Age

Age	Diffusion	Foreclosure	Moratorium	Identity achievement
17-18	17.92a*	17.05a	17.81	25.31
19-22	16.86b	15.92b	16.92	25.63

\*Differing letters indicate statistically different groups.

$p < .05$ ,  $df = 1,279$

Collectively, the convergent-divergent validation correlations are similar to the original validation data. Further, the proportion of students in each of the four identity statuses is similar to the corresponding proportions reported by Adams et al. (1979). Finally,

theoretically appropriate mean differences between age groups were found. Thus, the use of the OM-EIS with this sample appears appropriate on convergent-divergent and predictive validity grounds.

### PARQ

Although Sullivan and Sullivan (1980) have reported adequate test-retest reliability of the PARQ scales, internal consistency data have not been provided on each of the subscales. In the present study, Cronbach alphas were computed for each content scale domain, since youths, mothers and fathers responded to the four scales. As Table 19 indicates, the internal consistency for each of the scale domains are moderate to good across the three categories of respondents (adolescent, mother, father).

Table 19  
Cronbach Alphas for each Content Area of the PARQ

Responses	Aff	Comm	Ind	Sat/Ind
Adolescent responses				
For mother	0.73	0.74	0.31	0.64
For father	0.66	0.75	0.40	0.65
Mother responses	0.66	0.68	0.53	0.65
Father responses	0.65	0.69	0.50	0.68

Note. Aff = Affection; Comm = Communication; Ind = Independence; Sat/Ind = Satisfaction with Independence.

Perceived relationship scales such as the PARQ, historically, have maintained a methodological weakness. All too frequently, perceptions are obtained by one individual in the adolescent-parent triad and used as the sole measure of the quality of the relationship. Indeed, many past studies can be criticized for this methodological limitation. It can be argued that perception data can be examined from an idiosyncratic perspective. However, the degree to which such data are shared with other persons in the triad remain unknown. To avoid such a methodological weakness and to establish the degree to which adolescents, mothers and fathers share similar perceptions, the data in this study were examined for the degree of shared perceptual variance on the four content domains.

The degree of shared perceptual variance can be examined in several ways. First, a good index of shared perceptions between youth and parent can be obtained by correlating the adolescent's perceptions with the perceptions obtained from each individual parent. As Table 20 and 21 indicate, in the dyadic relation, adolescents and their parents do share similar perceptions--although these perceptions are far from isomorphic. Perceptions of shared reality on communication and satisfaction with independence are notably low with fathers, however.

Second, the degree to which the adolescent's perceptions of mother and father are similar provide information about the degree of shared perceptual variance for the triad. That is, if the correlations between perceptions for mother and perceptions of father are high, the adolescent is maintaining a similar perceived behavioral pattern for

Table 20  
Correlations between Fathers'  
and Adolescents' Responses

Adolescent responses	Fathers' responses			
	Aff	Comm	Ind	Sat/Ind
Aff	0.39*	0.26*	-0.04	-0.05
Comm	0.19*	0.17*	-0.31*	-0.02
Ind	0.00	0.01	0.31*	-0.07
Sat/Ind	0.16*	0.17*	0.07	0.11

Note. Aff = Affection; Comm = Communication; Ind = Independence; Sat/Ind = Satisfaction with Independence.

\* $p < .05$ ;  $n = 161$

the total group. As Table 22 indicates, there are, indeed, correlations between perceived behaviors which are strongly shared for mothers and fathers. Thus, on the average, good affective, communication or independence relations with one parent are reflected in similar relations with the other.

Finally, the degree of shared perceptual variance can be assessed by correlating the responses of mother and father toward the adolescent. As Table 23 also indicates, parents share a similar system of perception toward their sons and daughters as the adolescents do for their parents.

Collectively, the internal consistency of the various content domains are adequate to good. Thus, combining the items into the



Table 21

Correlation Coefficients between  
Mothers' and Adolescents' Responses

Adolescents' responses	Mothers' responses			
	Aff	Comm	Ind	Sat/Ind
Aff	0.46*	0.38*	-0.04	-0.21
Comm	0.31*	0.39*	-0.06	-0.06
Ind	0.23*	0.23*	0.30*	-0.18*
Sat/Ind	0.11	0.16*	0.06	0.40*

Note. Aff = Affection; Comm = Communicaton; Ind = Independence;  
Sat/Ind = Satisfaction with Independence.

\*p<.05

Table 22  
Correlations between Students' Relationship  
with Father and Mother

n = Relationship with mother	Relationship with father			
	Aff	Comm	Ind	Sat/Ind
Aff	0.56*	0.34*	0.16*	0.16*
Comm	0.47*	0.56*	0.10	0.15*
Ind	0.20*	0.17*	0.75*	0.21*
Sat/Ind	0.15	0.11*	0.14*	0.68*

Note. Aff = Affection; Comm = Communication; Ind = Independence; Sat/Ind = Satisfaction with Independence.

\* $p < .05$   $n = 278$

various subscale content domains seems warranted. Further, the correlational evidence between responses by youths, mothers and fathers indicate that the triad shares similar perceptions of their relations. Thus, consensual validation is provided for a shared perceptual system on the four content areas.

#### Some Exploratory Analyses

It was judged useful to explore the degree to which youths of varying identity statuses shared similar perceptions of their relationships with their mothers and fathers. Tables 24 and 25 summarize the correlations between dyadic responses on the four domains of the PARQ. The first overall impression, is that only six of the

Table 23  
Correlations between Fathers' and  
Mothers' Responses

<u>n</u> = Mothers' responses	Fathers' responses			
	Aff	Comm	Ind	Sat/Ind
Aff	0.43*	0.33*	0.05	0.20*
Comm	0.40*	0.42*	-0.03	0.18*
Ind	0.22*	0.23*	0.42*	0.09
Sat/Ind	0.21*	0.31*	0.09	0.33*

Note. Aff = Affection; Comm = Communication; Ind = Independence; Sat/Ind = Satisfaction with Independence.

\* $p < .05$  n = 130

possible 16 (37.5%) correlations were significant for fathers, while 12 of 16 (75%) were significant for mothers. Such findings suggest adolescents may share more similar perceptions of their relationship with mother than with father. Second, moratorium and identity achievement status youths appear to share a more similar perceptual system of their relationship with their mothers than do diffusion or foreclosure status youths. Finally, there are some potentially interesting congruence for diffusion and foreclosure status youths with their parents responses. Parents and diffused adolescents share similar perceptions of affection for both parents affective relationship style. Foreclosure status youths share a similar perception for mothers and fathers responses on affection and

satisfaction with independence. Collectively, these data provide further evidence that perceptual systems can be shared between adolescents and their parents. However, it would appear to be stronger with mothers than fathers.

In testing the hypotheses, several significant differences were found across identity status and across sex, while no differences were found for level of visitation. Also, the area of satisfaction with independence revealed no significant differences. Most sex differences indicate better relations between parents and daughters than between parents and sons. Most identity status differences were between male identity statuses, with the association between daughters' and parents' perceived relations being largely unaffected by identity status. These findings will be discussed in more detail in the next chapter.

Table 24

Correlations between Adolescents' Responses and Fathers' Responses  
When Divided by Identity Status

	Fathers' responses			Satisfaction with Independence
	Affection	Communication	Independence	
Adolescents' responses				
Diffusion				
Affection	0.49*	0.34*	-0.12	-0.04
Communication	0.28*	0.18	-0.11	0.06
Independence	0.03	-0.05	0.24	-0.06
Satisfaction with Independence	0.24	0.25	-0.01	0.00
Foreclosure				
Affection	0.54*	0.51*	0.09	0.05
Communication	0.23	0.36	-0.45*	-0.08
Independence	-0.16	0.12	0.12	0.12
Satisfaction with Independence	0.34	0.34	0.03	0.43*
Moratorium				
Affection	0.32*	0.15	-0.04	-0.09
Communication	0.07	0.04	-0.16	-0.06
Independence	-0.04	0.00	0.35*	-0.09
Satisfaction with Independence	0.19	0.22*	0.14	0.02
Identity Achievement				
Affection	0.22	0.37	0.27	-0.05
Communication	0.51*	0.37	0.47*	-0.08
Independence	-0.01	0.14	0.27	0.27
Satisfaction with Independence	-0.23	-0.25	-0.05	0.57*

\*p&lt;.05

Table 25

Correlations between Adolescents' Responses and Mothers' Responses  
When Divided by Identity Status

	Mothers' responses			Satisfaction with Independence
	Affection	Communication	Independence	
Adolescents' responses				
Diffusion				
Affection	0.34*	0.39*	-0.06	-0.05
Communication	0.25*	0.46*	-0.09	-0.18
Independence	0.21	0.30*	0.20	0.12
Satisfaction with Independence	-0.23*	0.15	0.19	0.16
Foreclosure				
Affection	0.63*	0.19	-0.03	0.08
Communication	0.45*	0.10	-0.25	-0.16
Independence	0.22	0.26	0.34	-0.19
Satisfaction with Independence	0.32	0.32	0.13	0.46*
Moratorium				
Affection	0.47*	0.41*	0.05	0.45*
Communication	0.27*	0.28*	0.07	0.32*
Independence	0.27*	0.21*	0.27*	0.28*
Satisfaction with Independence	0.31*	0.19*	-0.02	0.48*
Identity Achievement				
Affection	0.52*	0.24	-0.17	0.05
Communication	0.49*	0.43*	-0.15	-0.13
Independence	0.43*	0.14	0.37*	0.33
Satisfaction with Independence	0.31	0.06	-0.05	0.52*

\*p&lt;.05

## CHAPTER V

## DISCUSSION

Previous research has looked at how identity status groups perceive past or present child-rearing practices of parents (or perceived parental characteristics). This line of research has led to speculation as to whether or not child-rearing practices or perceived parental characteristics have influenced the development of identity. However, little research has been undertaken to measure present relationships between parents and adolescents during a most crucial period in the adolescent's identity development--the initial period of separation from parents. The first year of college not only challenges the adolescent with new ideas but changes the relationship between parent and child, at least in the amount of time spent together. The present study adds new information on the parent-child relationship during the first year away from home, which lends itself to speculation concerning the development and effects of identity formation.

Level of Visitation

The level of visitation of subjects was proposed as one indication of the quality of relationships with parents. It was also considered as one behavioral index of "regressive pull." "Regressive pull" is the phenomenon which threatens to pull an adolescent back into the safe, protective home environment thereby inhibiting and delaying the individuation process. In the analysis of data no significant

differences were found in level of visitation between any of the identity status groups. The hypotheses that all foreclosure status subjects (males and females) and all female subjects would evidence more "regressive pull" than the other groups were not substantiated. The demographic data for the present population provide one possible explanation as to why visitation is not an adequate measure of "regressive pull". Most of the subjects were strongly religious and attended religious services regularly. Since identification and dependence are not necessarily associated with parents but can also apply to involvement in church or with significant others, the present population might have been evidencing "regressive pull" by their continued involvement with church and thus transfer dependence from parent to church or church leaders. However, this is merely speculative and would require further research to substantiate such a hypothesis.

### Identity

Generally, the present study reveals that adolescents report differences in their relationships with parents. Some of these differences are further supported by parental perceptions, indicating a fairly similar perception of the triadic relationship between parents and adolescents.

Specifically, individuals in differing identity statuses report several differences. Clearly divided across the "crisis" dimension of identity status categories is the important finding that moratorium and



identity achieved sons and daughters perceived the existence of more independence from both father and mother than did foreclosed or diffused youths. Thus, an important factor in the determination of level of independence from parents may well be whether or not the adolescent has questioned parental beliefs.

The notion that questioning parental beliefs leads to more independence from parents finds support in the theoretical literature on the separation-individuation process. Theorists (Hansburg, 1972; Mahler, 1968, 1974) have speculated that the separation-individuation process is the key in the development of identity while emotional as well as physical independence from parental control is necessary. The present study partially supports this idea, in that independence from parents is significantly greater in moratorium and identity achieved youths, who are considered to have a higher degree of identity development. Although one cannot conclude a causation effect from these results, one may conclude that independence from parents does coincide with a greater sense of identity.

Adolescents' perceptions of their level of independence is partially supported by their fathers' responses. A significant result occurred in the Sex X Identity interaction analysis of fathers' responses on the independence subscale of the PARQ. Fathers rated moratorium status males as being the most independent and significantly different from diffusion status males, with foreclosed and identity achieved males being rated between the former two groups. Although this result is not equivalent to how the adolescent males viewed

themselves, there is little difference between each set of perceptions. However, fathers did not differentiate foreclosed males from moratorium males nor identity achieved males from diffused males. The fathers' responses may be indicative of a greater importance placed on "searching" as evidence of independence among males. Moratorium males, who are presently in the process of questioning and searching, received the highest rating of independence while diffusion status males, who are not searching nor are they committed received the lowest rating of independence. While it seems reasonable that moratorium status youths would be rated as most independent, it is unclear as to why identity achieved males also were not rated as distinct from foreclosed or diffused males. However, many youths may have questioned and searched but eventually returned to previously held beliefs so that fathers do not see them as distinct from the lower achieved males. So, identity achieved males are thus perceived as not being significantly more independent than foreclosed youths although they perceive themselves as being more independent than do their foreclosed peers.

Looking at the adolescent-parental relationship from the viewpoint of parental influence on level of independence, researchers have arrived at several conclusions concerning the effects of child-rearing practices on identity. Newman and Newman (1978) theorize that a parenting style encouraging independence is best for higher levels of identity achievement. The only study (Enright et al., 1980) directly testing this theory supports the concept. The 11th grade students tested had a higher identity score under a permissive parenting style

by fathers. A permissive style, which allows adolescents to make their own decisions, promotes independence, and thus, higher identity. LaVoie (1976) also found that less parental control (for males) and less restrictiveness (for females) contributed to a higher identity score in high school students. This finding supports the idea found in the present study that independence from parental control leads to higher levels of identity development. However, various conclusions are possible since Sullivan and Sullivan (1980) demonstrated that relationships between parents and adolescents change during the first year away from home, with increasing independence from, and increasing emotional ties to the parents.

An assessment of emotional ties to parents was provided in the area of affection toward parents. A significant finding in the present study is that foreclosed males are more affectionate than diffused males toward their mothers. The moratorium and identity achieved males reported scores between the former two categories and were not significantly different from them. Although this finding is similar to the "love affair" of foreclosed youths toward their parents (Jordan, 1971), there are differences. First, the present study results from the perceptions of current relationships while Jordan (1970, 1971) examined perceptions of parents and then made conclusions concerning the relationship. Also, the present finding supports the idea of a "love affair" existing only between foreclosed males and their mothers instead of between all foreclosed youths and their parents. One explanation of the current finding is provided by Matteson (1974). He

suggests that there is considerable pressure for adolescent conformity with the result that males respond positively in those families of foreclosed youths. Foreclosed males may be responding positively to their home environment and show their positive attitude with more affection. They may maintain this higher level of affection since they also maintain the beliefs of their parents. Again, there is no evidence that proves whether or not the commitment to parental beliefs maintains the love relationship with parents. However, it seems reasonable to conclude that if youths begin the process of questioning beliefs that some affection for those who hold those beliefs would also decrease.

One explanation as to why the position of moratorium and identity achieved youths is somewhat similar in levels of affection and between the foreclosed and diffused males, can be found in the process of questioning parental beliefs. This questioning often leads to a greater acceptance of individual differences and less unquestioned acceptance of those who hold the beliefs, especially parents. This would also be theoretically consistent with the intimacy literature. Given that greater identity achievement leads to greater levels of intimacy (Orlofsky et al., 1973), it seems reasonable to conclude that there is more differential choosing of whom one may become more intimate with. There may also be the accompanying realization that one does not necessarily enjoy, or desire, the company of one's parents. Diffused youths, on the other hand, have little skill in achieving intimacy with others and thus, it can be extrapolated that they would

be less affectionate, as the present study indicates (at least toward mothers). The affectionate relationship with mother appears to be the most important bond in the parent-adolescent triad that influences the development/hindrance of the adolescent establishing a separate identity. It might also be concluded that a highly affectionate relationship is harmful to identity development (foreclosed status) as well as a lesser affectionate relationship (diffusion status). These findings seem to contradict earlier research that has found paternal factors to have a significant impact on the development of identity (Enright et al., 1980). However, during the first year of separation from parents the most important variable for males may be affection for mothers.

In the area of affection, mothers' responses provided a finding that is clearly divided across the "commitment" dimension of identity status. Foreclosed and identity achieved youths were rated as more affectionate than were moratorium and diffusion status youths. This is a finding which is different from the adolescents' ratings of themselves, although it is not necessarily contradictory. Mothers' may look at and rate behaviors which they consider to be affectionate. So, while moratorium and diffusion status youths are displaying less affectionate behaviors, foreclosed and identity achieved youths display more affection, from a mother's point of view. Moratoriums, who did not see themselves as being different from any other group in level of affection, may think they are as affectionate as the other groups but are not, simply because they are in a state of conflict and are

attempting to separate from the beliefs of their parents. It makes sense that this process would lead to a lower level of affection, which mothers can identify, while the adolescent is unaware of the change and is attempting to maintain the same relationship. A similar but contrasting phenomenon may occur with identity achieved adolescents. While they see themselves as giving the same level of affection as the other groups, they may still be maintaining a high rate of affectionate behaviors with mothers, thus mothers rate them as very affectionate. Again, mothers as well as fathers may see little difference between foreclosed and identity achieved youths while they see diffusion and moratorium status youths as similar due to the youths' own ambivalence.

The findings on both the independence and affection aspects of relationships seems to support Sullivan and Sullivan's (1980) proposition. They have speculated that the period of adolescence contains "the almost paradoxical task of increasing one's independence from parents while maintaining affection and communication with them" (p. 93). Some evidence of this confusing task seems to be present in moratorium status males, which is the only status defined as actively searching for an identity. While the youths rate themselves as high in affection towards their mothers, their mothers perceive a lesser rate of affectionate behaviors. The youths are caught in the conflict between breaking away from others while still being attached, which quite possibly could result in ambivalent feelings and behaviors. Hansburg (1972) has also found that the development of an identity

while attempting to maintain relationships can often lead to conflict. Thus, moratorium status males may be engaging in a denial process while their mothers can determine accurately the level of affection received.

Also, support of Sullivan and Sullivan's (1980) proposition is found in the foreclosure status, where individuals are rated as low in independence but high in affection. Therefore, it seems easier to maintain a high level of affection if one does not attempt to break away from parents. It also seems reasonable to conclude that females are much better at breaking away from parents while maintaining good relations with them. This is sharply demonstrated by the moratorium and identity achieved females who are able to have increased independence without any significant changes in affection or communication. One possible explanation might be that emphasis is placed on females in our culture to develop relationships while males are encouraged to develop a career (Constantinople, 1969; Douvan & Kaye, 1962; Josselson, 1973; LaVoie, 1976; Toder and Marcia, 1973).

### Sex

In the area of sex differences, several findings are noteworthy. While sons had several identity status differences, daughters had few significant differences among the four groups. Overall, however, daughters rated themselves higher than did sons when evaluating their relations with parents.

One significant difference between the sexes is that females report a higher level of affection with both mothers and fathers, with males reporting a slightly lower level of affection. While emphasis is placed on relationships for females (Maccoby & Jacklin, 1974), it seems that females must then learn to achieve an identity while remaining more passive and dependent than their male counterparts. With an emphasis placed on dependence, females may learn social skills more adequately than males, while males are expected to learn for themselves through independence and autonomy. The converse of this conclusion would be that since females are taught to be dependent, one survival skill they would need is to be affectionate so that another person provides for their needs.

The higher rate of affection for parents among the female subjects also lends support for Douvan and Adelson's (1965) proposal that females first learn to be intimate before they obtain identity achievement, while intimacy develops later for males. This is further illustrated in the area of affection with mothers. Here, daughters showed no differences among the identity statuses in level of affection. In other words, the level of identity development is unrelated to affection toward mothers for the daughters. This was not the case for the sons, however, who showed significant differences among the diffusion, foreclosure, and moratorium status groups. This suggests that level of affection for mothers is strongly influenced by identity status in males while identity status has no similar influence in females. It also indirectly supports the "intimacy first" proposition for females made by Douvan and Adelson.



A difference between males and females on affection for mothers also suggests that adolescents may not be influenced as much by parental behaviors as they are by their own separation process. If parental attempts to influence adolescents toward individuation were most important, it seems reasonable to conclude that both males and females would have the same identity statuses based on relationships with parents. This is not the case, however, in the present study. Further support for this concept can be found in the differences between diffusion females and males. Diffusion status females were significantly more affective in their relationships with mothers than were the diffusion status males. Since Orlofsky, et al. (1973) found that diffusion status subjects were most often in stereotyped or isolate categories of intimacy, one would expect that diffusion status females would be significantly different in affective levels from the identity achieved females. This was not the case since diffusion status females were as affective toward their mothers as the higher identity statuses while being significantly more affectionate than diffusion status males. In other words, they were more similar to other females than to their identity status counterparts (diffused males). Thus, results suggest that adolescents are more influenced by their own attempts to individuate rather than parental attempts to force separation.

The findings on communication with mothers provides another noteworthy sex difference. Again, daughters perceived a stronger communication relationship with mothers than did sons. Mothers also perceived a stronger communication relationship with their daughters

than with their sons. Communication is probably influenced a great deal by socialization. Daughters are expected to communicate more openly with mothers, while sons are expected to find out things through experience. There is the sense of protecting daughters while allowing sons to explore and discover themselves. There is also a high "maternal" identification between mother and daughter (Dignan, 1965) which may not occur between mother and son, son and father, or father and daughter.

A part of being intimate with another is being able to communicate feelings and to care for another. Both communication and affection in a relationship were expected to be divided along identity statuses similar to that of intimacy. Since this was not the case, either affection and communication as presently measured, are not parts of intimacy, or females develop higher levels of intimacy before attaining higher levels of identity.

As to independence, fathers' responses revealed a Sex X Identity status interaction. Males were rated as being significantly different from each other based on identity status while females were rated as having no differences. Moratorium males were rated the highest on independence and were rated significantly higher than were moratorium females. Again, this finding seems to support Douvan and Adelson's (1965) proposition that intimacy and identity are reversed for females. One can speculate that while males are effected in their relationships by their identity status, females are not. Females maintain the same affection, communication, and independence (perceived by parents) with

their parents despite differences in identity development, while males have several differences based on identity status.

The increased self ratings on independence for higher identity status females tends to support the findings of Kendis and Tan (1978) who found that female identity achievers were more likely to break away from their mothers. However, there is no indication in the present study that high identity achievers view their mothers negatively or with detachment as in the Kendis and Tan study. An increased independence for higher identity status females supports Josselson's (1973) finding that identity achieved females display greater autonomy than those females with lower identity scores. The results also indicate that women (physically and intellectually) withdraw from their parents without withdrawing emotionally. They may achieve independence from parental control (e.g., suggestions about college classes) without reducing affection or communication.

While parental styles may be important for the early development of identity, it seems reasonable to conclude from the present study that adolescents begin effecting the relationship with their parents at some point. This change is influenced by the adolescent's identity status and his/her sex. While females develop equally close relationships despite identity status, males are influenced greatly by their identity status.

Maybe early in the development of their child's identity, parents have an important role in shaping their child's separate identity. However, it seems likely that by age 18 most adolescents begin to take charge of their own development and may be largely unaffected by

parents. Adolescents begin shifting identifications from parents to peers early in their teens and by the age of 18 during their initial year of separation from parents have probably done so to a large extent. There is no evidence in the present study to suggest that "regressive pull" to the safety of the home is a factor, or has any influence whatsoever, in the development of identity. Nor is there any indication that "regressive pull" is evident in this population during the first year of college.

#### Limitations

An important limitation to this study is the population used. Almost all of the adolescents were members of the Church of Jesus Christ of Latter-Day-Saints (Mormons) who have a greater emphasis on familial ties and less emphasis on individuality. There also seems to be less emphasis placed on female equality than the population at large. There is thus less generalization of the results to adolescents in general due to these factors.

This study is also limited by the small number of male subjects in the foreclosed and identity achieved identity statuses. All interpretations of male results must have this caution in mind. The fact that this occurred in this study is probably an artifact of the religious population of Utah. Many youth who have committed themselves to religious beliefs (as foreclosed and identity achieved youths are more likely to have done) often fulfill religious obligations during the 18th and 19th years of their lives and hence were not available for this study.

There is also the limitation of using self-report inventories, which are subject to misrepresentation due to misperception. This limitation is countered to some extent by gaining parental perceptions that are adequately correlated to the adolescents' perceptions.

There is also a selection bias which occurred when students refused to participate. Accurate analysis was also hampered by the failure of approximately 46% of the parents to return the questionnaires mailed to them. This further compounds the problem created by the small numbers of male respondents in the foreclosed and identity achieved statuses.

The generalizability of the findings of this study are limited to college freshman in Utah who have left home for the first time. The generalization of these findings to other populations must be made with caution. Indeed, the findings cannot be generalized to include non-college attending adolescents nor college freshman who remain at home.

#### Future Research

Although the present study has provided information on some important questions, there is much to be studied in the areas of adolescent identity development and resulting relationships. Specifically, the areas of sex differences and identity status differences provide a wide range of possibilities for more research.

An area that may provide some interesting results is the study of "regressive pull". Although the present study was designed to measure

this phenomenon, it failed to produce any significant results. Other indices (i.e., telephone calls home, financial dependence) of "regressive pull" may need to be developed or studied in order to effectively measure the retreat from life back to the security of the family environment. There might be some evidences of "regressive pull" in those college freshman who chose to remain at home instead of leaving home to attend school.

In the area of sex differences, research needs to be extended into relationships with peers and members of the opposite sex to better understand how the development of identity and intimacy may be different for males and females. This might also look at how an adolescent handles new situations and new relationships based on his/her identity status. Parental relationships might have too much history to be largely influenced by identity status.

With the establishment of differences among identity statuses, future research may expand into the area of influence or cause-and-effect. One possibility is to study the changes over time in familial relationships in comparison to the changes in identity.

Since the present study selected those individuals who left home, an area yet to be studied is the differences between those who remain at home and those who leave home to go to college. Future research might also focus on differences in relationships with parents between those who attend college and those who do not attend college.

Another area to explore concerns parenting styles, identity status, and current relationships. If indeed parenting styles

influence identity status, how might the adolescent react to the parenting style which does not suit him/her? It seems reasonable to assume that adolescents influence their identity development as much as parenting styles do. An interaction between parenting style and the relationship might also have an effect over time on identity development.

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APPENDICES

Appendix A

Familial Relationship Questionnaire



### Informed Consent

The research project for which I am requesting your participation is directed at the study of personal perceptions about individual values and relationships. This research project requires that you fill out two questionnaires which will be matched with a similar questionnaire filled out by your parents. This project is not mandatory and you are free to withdraw from participation at any time. As the principal investigator, I will attempt to answer any questions you may have.

All precautions will be taken to insure that no one except the researcher will see your answers to these questionnaires, and all identifying information will be destroyed as soon as your parents' questionnaires are matched with your response. In participating in this project, I am asking you to complete some survey information and provide me with your parents' names and address(es). They too will have the right to refuse participation in this project.

---

Subject's Signature

---

Researcher's Signature  
Phone: 753-6644

## Student Information

Name \_\_\_\_\_

Male \_\_\_\_\_ Female \_\_\_\_\_ Age \_\_\_\_\_

Year in college \_\_\_\_\_

Living with your parents? \_\_\_\_\_ Living away from your parents? \_\_\_\_\_

State the distance from home. \_\_\_\_\_ miles

Have you ever lived away from home for more than three months, before this year? \_\_\_\_\_. Explain any yes answer.

## Family Situation:

Is your father living \_\_\_\_\_ deceased \_\_\_\_\_

Is your mother living \_\_\_\_\_ deceased \_\_\_\_\_

If your parents are both living are they living together \_\_\_\_\_  
separated \_\_\_\_\_ divorced \_\_\_\_\_.

Parents' names and address(es):

_____	_____
_____	_____
_____	_____

In an average month during a school quarter, how many times do you go home for a visit?

In the last 4 weeks how many separate times did you go home for a visit?

For each separate home visit, please estimate the length of time you spent at home.

<u>Trip</u>	<u>Time in hours</u>
Most recent trip	_____
Next most recent trip	_____
The trip before that	_____
The trip before that	_____

Estimate the percentage of time actually spent in the presence of your parents. \_\_\_\_\_%

Sex: Male \_\_\_\_\_ Female \_\_\_\_\_ Religious Preference \_\_\_\_\_

Instructions: Read each item and indicate to what degree it fits your own impressions as to how it best reflects your thoughts and feelings.

1. I haven't really considered politics. They just don't excite me much.

Strongly Agree	Moderately Agree	Agree	Disagree	Moderately Disagree	Strongly Disagree
-------------------	---------------------	-------	----------	------------------------	----------------------

2. I might have thought about a lot of different things but there's never really been a decision since my parents said what they wanted.

Strongly Agree	Moderately Agree	Agree	Disagree	Moderately Disagree	Strongly Disagree
-------------------	---------------------	-------	----------	------------------------	----------------------

3. When it comes to religion I just haven't found any that I'm really into myself.

Strongly Agree	Moderately Agree	Agree	Disagree	Moderately Disagree	Strongly Disagree
-------------------	---------------------	-------	----------	------------------------	----------------------

4. My parents had it decided a long time ago what I should go into and I'm following their plans.

Strongly Agree	Moderately Agree	Agree	Disagree	Moderately Disagree	Strongly Disagree
-------------------	---------------------	-------	----------	------------------------	----------------------

5. There are so many different political parties and ideals. I can't decide which to follow until I figure it all out.

Strongly Agree	Moderately Agree	Agree	Disagree	Moderately Disagree	Strongly Disagree
-------------------	---------------------	-------	----------	------------------------	----------------------

6. I don't give religion much thought and it doesn't bother me one way or the other.

Strongly Agree	Moderately Agree	Agree	Disagree	Moderately Disagree	Strongly Disagree
-------------------	---------------------	-------	----------	------------------------	----------------------

7. I guess I'm pretty much like my folks when it comes to politics. I follow what they do in terms of voting and such.

Strongly Agree	Moderately Agree	Agree	Disagree	Moderately Disagree	Strongly Disagree
-------------------	---------------------	-------	----------	------------------------	----------------------

8. I haven't chosen the occupation I really want to get into, but I'm working toward becoming a \_\_\_\_\_ until something better comes along.
- |                |                  |       |          |                     |                   |
|----------------|------------------|-------|----------|---------------------|-------------------|
| Strongly Agree | Moderately Agree | Agree | Disagree | Moderately Disagree | Strongly Disagree |
|----------------|------------------|-------|----------|---------------------|-------------------|
9. A person's faith is unique to each individual. I've considered and reconsidered it myself and know what I can believe.
- |                |                  |       |          |                     |                   |
|----------------|------------------|-------|----------|---------------------|-------------------|
| Strongly Agree | Moderately Agree | Agree | Disagree | Moderately Disagree | Strongly Disagree |
|----------------|------------------|-------|----------|---------------------|-------------------|
10. It took me a long time to decide but now I know for sure what direction to move in for a career.
- |                |                  |       |          |                     |                   |
|----------------|------------------|-------|----------|---------------------|-------------------|
| Strongly Agree | Moderately Agree | Agree | Disagree | Moderately Disagree | Strongly Disagree |
|----------------|------------------|-------|----------|---------------------|-------------------|
11. I really never was involved in politics enough to have to make a firm stand one way or the other.
- |                |                  |       |          |                     |                   |
|----------------|------------------|-------|----------|---------------------|-------------------|
| Strongly Agree | Moderately Agree | Agree | Disagree | Moderately Disagree | Strongly Disagree |
|----------------|------------------|-------|----------|---------------------|-------------------|
12. I'm not so sure what religion means to me. I'd like to make up my mind but I'm not done looking yet.
- |                |                  |       |          |                     |                   |
|----------------|------------------|-------|----------|---------------------|-------------------|
| Strongly Agree | Moderately Agree | Agree | Disagree | Moderately Disagree | Strongly Disagree |
|----------------|------------------|-------|----------|---------------------|-------------------|
13. I've thought my political beliefs through and realize I may or may not agree with many of my parent's beliefs.
- |                |                  |       |          |                     |                   |
|----------------|------------------|-------|----------|---------------------|-------------------|
| Strongly Agree | Moderately Agree | Agree | Disagree | Moderately Disagree | Strongly Disagree |
|----------------|------------------|-------|----------|---------------------|-------------------|
14. It took me awhile to figure it out, but now I really know what I want for a career.
- |                |                  |       |          |                     |                   |
|----------------|------------------|-------|----------|---------------------|-------------------|
| Strongly Agree | Moderately Agree | Agree | Disagree | Moderately Disagree | Strongly Disagree |
|----------------|------------------|-------|----------|---------------------|-------------------|
15. Religion is confusing to me right now. I keep changing my views on what is right and wrong to me.
- |                |                  |       |          |                     |                   |
|----------------|------------------|-------|----------|---------------------|-------------------|
| Strongly Agree | Moderately Agree | Agree | Disagree | Moderately Disagree | Strongly Disagree |
|----------------|------------------|-------|----------|---------------------|-------------------|

16. I'm sure it will be pretty easy for me to change my occupational goals when something better comes along.
- |                |                  |       |          |                     |                   |
|----------------|------------------|-------|----------|---------------------|-------------------|
| Strongly Agree | Moderately Agree | Agree | Disagree | Moderately Disagree | Strongly Disagree |
|----------------|------------------|-------|----------|---------------------|-------------------|
17. My folks have always had their own political and moral beliefs about issues like abortion and mercy killing and I've always gone along accepting what they have.
- |                |                  |       |          |                     |                   |
|----------------|------------------|-------|----------|---------------------|-------------------|
| Strongly Agree | Moderately Agree | Agree | Disagree | Moderately Disagree | Strongly Disagree |
|----------------|------------------|-------|----------|---------------------|-------------------|
18. I've gone through a period of serious questioning about faith and can now say I understand what I believe in as an individual.
- |                |                  |       |          |                     |                   |
|----------------|------------------|-------|----------|---------------------|-------------------|
| Strongly Agree | Moderately Agree | Agree | Disagree | Moderately Disagree | Strongly Disagree |
|----------------|------------------|-------|----------|---------------------|-------------------|
19. I'm not sure about my political beliefs, but I'm trying to figure out what I can truly believe in.
- |                |                  |       |          |                     |                   |
|----------------|------------------|-------|----------|---------------------|-------------------|
| Strongly Agree | Moderately Agree | Agree | Disagree | Moderately Disagree | Strongly Disagree |
|----------------|------------------|-------|----------|---------------------|-------------------|
20. I just can't decide how capable I am as a person and what jobs I'll be right for.
- |                |                  |       |          |                     |                   |
|----------------|------------------|-------|----------|---------------------|-------------------|
| Strongly Agree | Moderately Agree | Agree | Disagree | Moderately Disagree | Strongly Disagree |
|----------------|------------------|-------|----------|---------------------|-------------------|
21. I attend the same church as my family has always attended. I've never really questioned why.
- |                |                  |       |          |                     |                   |
|----------------|------------------|-------|----------|---------------------|-------------------|
| Strongly Agree | Moderately Agree | Agree | Disagree | Moderately Disagree | Strongly Disagree |
|----------------|------------------|-------|----------|---------------------|-------------------|
22. I just can't decide what to do for an occupation. There are so many possibilities.
- |                |                  |       |          |                     |                   |
|----------------|------------------|-------|----------|---------------------|-------------------|
| Strongly Agree | Moderately Agree | Agree | Disagree | Moderately Disagree | Strongly Disagree |
|----------------|------------------|-------|----------|---------------------|-------------------|
23. I've never really questioned my religion. If it's right for my parents it must be right for me.
- |                |                  |       |          |                     |                   |
|----------------|------------------|-------|----------|---------------------|-------------------|
| Strongly Agree | Moderately Agree | Agree | Disagree | Moderately Disagree | Strongly Disagree |
|----------------|------------------|-------|----------|---------------------|-------------------|

24. Politics are something that I can never be too sure about because things change so fast. But I do think it's important to know what I believe in.

Strongly  
Agree

Moderately  
Agree

Agree

Disagree

Moderately  
Disagree

Strongly  
Disagree

Name \_\_\_\_\_

## Familial Relationship Questionnaire

Following each of the statements below are two sets of five numbers. These numbers rate the degree to which the statement applies to the relationship you have with either your father or your mother. The first set applies to the relationship with your father while the second applies to the relationship with your mother. Pick whichever one best describes your feelings and circle the corresponding number.

1 = Seldom  
 2 = Infrequently  
 3 = Sometimes  
 4 = Often  
 5 = Almost Always

- |  | <u>Father</u> | <u>Mother</u> |
|--|---------------|---------------|
| 1. I enjoy talking to my _____ . . . .   | 1 2 3 4 5     | 1 2 3 4 5     |
| 2. My _____ takes my ideas seriously . . . .   | 1 2 3 4 5     | 1 2 3 4 5     |
| 3. I get on my _____'s nerves . . . . .  | 1 2 3 4 5     | 1 2 3 4 5     |
| 4. My _____ gives me advice about my<br>clothes and hairstyle . . . . .                      | 1 2 3 4 5     | 1 2 3 4 5     |
| 5. My _____ tells me his/her real feelings.  | 1 2 3 4 5     | 1 2 3 4 5     |
| 6. My _____ urges me to make my own<br>decisions . . . . .                                   | 1 2 3 4 5     | 1 2 3 4 5     |
| 7. My _____ enjoys talking to me . . . . .   | 1 2 3 4 5     | 1 2 3 4 5     |
| 8. I give up when I meet obstacles . . . . .   | 1 2 3 4 5     | 1 2 3 4 5     |
| 9. My _____ and I argue over little things.  | 1 2 3 4 5     | 1 2 3 4 5     |
| 10. I feel uncomfortable being along with my<br>_____ . . . . .                              | 1 2 3 4 5     | 1 2 3 4 5     |
| 11. My _____ ends arguments with me by walk-<br>ing away or hanging up the telephone . . . . | 1 2 3 4 5     | 1 2 3 4 5     |
| 12. My _____ enjoys telling his/her friends<br>about me . . . . .                            | 1 2 3 4 5     | 1 2 3 4 5     |
| 13. I feel free to discuss sexual matters with<br>my _____ . . . . .                         | 1 2 3 4 5     | 1 2 3 4 5     |
| 14. I make decision without my _____'s help .  | 1 2 3 4 5     | 1 2 3 4 5     |

- 15. My \_\_\_\_\_ is a source of embarrassment to me . . . . . 1 2 3 4 5 1 2 3 4 5
- 16. My \_\_\_\_\_ finds fault with me . . . . . 1 2 3 4 5 1 2 3 4 5
- 17. My \_\_\_\_\_ feels free to discuss sexual matters with me . . . . . 1 2 3 4 5 1 2 3 4 5
- 18. I end arguments with my \_\_\_\_\_ by walking away . . . . . 1 2 3 4 5 1 2 3 4 5
- 19. I initiate conversations with others . . . 1 2 3 4 5 1 2 3 4 5
- 20. I tell my \_\_\_\_\_ my real feelings . . . . 1 2 3 4 5 1 2 3 4 5
- 21. My \_\_\_\_\_ hugs or kisses me . . . . . 1 2 3 4 5 1 2 3 4 5
- 22. My \_\_\_\_\_ encourages me to solve problems without his/her help . . . . . 1 2 3 4 5 1 2 3 4 5
- 23. My \_\_\_\_\_ gets on my nerves . . . . . 1 2 3 4 5 1 2 3 4 5
- 24. I ask my \_\_\_\_\_'s advice about what courses to take . . . . . 1 2 3 4 5 1 2 3 4 5
- 25. I want to solve my problems without my \_\_\_\_\_'s help . . . . . 1 2 3 4 5 1 2 3 4 5
- 26. My \_\_\_\_\_ understands my problems and worries . . . . . 1 2 3 4 5 1 2 3 4 5

If you could change the following activities of your father or mother merely by checking them below which of the following activities would you like to have them do more or less and which would you like them to do as they do now? Please check an answer for each activity.

<u>I wish my father would:</u>	Much Less	A Little Less	As He Does Now	A Little More	Much More
Help me with money . . . . .	_____	_____	_____	_____	_____
Feel that he needs me . . . .	_____	_____	_____	_____	_____
Let me help him solve problems	_____	_____	_____	_____	_____
Ask me to help him with money	_____	_____	_____	_____	_____
Let me help him make decisions	_____	_____	_____	_____	_____
<u>I wish my mother would:</u>					
Help me with money . . . . .	_____	_____	_____	_____	_____



Feel that she needs me . . .	_____	_____	_____	_____	_____
Let me help her solve problems	_____	_____	_____	_____	_____
Ask me to help her with money	_____	_____	_____	_____	_____
Let me help her make decisions	_____	_____	_____	_____	_____

Appendix B

Parent-Adolescent Relationship Questionnaire

June 16, 1982

Dear

I am presently conducting a research project on the campus of Utah State University. This project examines how individual values (e.g., politics, religion, and occupation) may influence relationships. Specifically, I am interested in the influence of parents on their child's beliefs and the resulting relationships between the parents and the child.

Your child, \_\_\_\_\_, has agreed to participate in this study and your participation would also be helpful. If you agree to participate, all that is necessary is for you to take 5-10 minutes to fill out the form which has accompanied this letter. On the form, please give your name and your child's name. Then return what you have completed to me in the self-addressed envelope which is also enclosed. Your participation is not required but would be much appreciated.

All possible efforts to maintain confidentiality and privacy will be taken. The information will be seen only by the principal researcher and will be destroyed as soon as your form is correlated with your child's form. Thank you for your participation.

Sincerely,

Eugene E. Campbell

Your Name \_\_\_\_\_ Child's Name \_\_\_\_\_

## Parent-Adolescent Relationship Questionnaire

Following each of the statements below are five numbers. These numbers rate the degree to which the statement applies to the relationship you have with your son/daughter. Pick whichever one best describes your feelings. Then circle the number. "Son or "daughter" refers to your child who is a freshman in college.

1 = Seldom      2 = Infrequently      3 = Sometimes  
4 = Often      5 = Almost Always

1. My son/daughter enjoys talking to me. . . . . 1 2 3 4 5
2. I take my son/daughter's ideas seriously . . . . . 1 2 3 4 5
3. My son/daughter understands my problems and worries . . 1 2 3 4 5
4. My son/daughter gets on my nerves . . . . . 1 2 3 4 5
5. I give my son/daughter advice about his/her clothes and  
hairstyles. . . . . 1 2 3 4 5
6. I tell my son/daughter my real feelings . . . . . 1 2 3 4 5
7. My son/daughter hugs or kisses me . . . . . 1 2 3 4 5
8. I urge my son/daughter to make his/her own decisions . 1 2 3 4 5
9. I enjoy talking to my son/daughter . . . . . 1 2 3 4 5
10. My son/daughter and I argue over little things . . . . 1 2 3 4 5
11. My son/daughter gives up when he/she meets obstacles . 1 2 3 4 5
12. I end arguments with my son/daughter by walking away  
or hanging up the telephone . . . . . 1 2 3 4 5
13. I enjoy telling my friends about my son/daughter . . . 1 2 3 4 5
14. My son/daughter feels free to discuss sexual matters  
with me . . . . . 1 2 3 4 5
15. My son/daughter makes decisions without my help . . . . 1 2 3 4 5
16. I am a source of embarrassment to my son/daughter . . . 1 2 3 4 5
17. I find fault with my son/daughter . . . . . 1 2 3 4 5

- 18. I feel uncomfortable being alone with my son/daughter . 1 2 3 4 5
- 19. I feel free to discuss sexual matters with my son/  
daughter . . . . . 1 2 3 4 5
- 20. My son/daughter ends arguments with me by walking away. 1 2 3 4 5
- 21. My son/daughter initiates conversations with others . . 1 2 3 4 5
- 22. My son/daughter tells me his/her real feelings . . . . 1 2 3 4 5
- 23. I encourage my son/daughter to solve his/her own  
problems without my help . . . . . 1 2 3 4 5
- 24. I get on my son/daughter's nerves . . . . . 1 2 3 4 5
- 25. My son/daughter asks my advice about what courses to  
take . . . . . 1 2 3 4 5
- 26. My son/daughter wants my help to solve his/her problems 1 2 3 4 5

If your son/daughter were to answer the following five items, how do you think they would respond? Please answer them as you think they would. Check an answer for each activity.

<u>I wish my parents would:</u>	Much Less	A Little Less	As He Does Now	A Little More	Much More
Help me with money . . . . .	_____	_____	_____	_____	_____
Feel that they need me . . . .	_____	_____	_____	_____	_____
Let me help them solve their problems . . . . .	_____	_____	_____	_____	_____
Ask me to help them with money	_____	_____	_____	_____	_____
Let me help them make decisions . . . . .	_____	_____	_____	_____	_____

Appendix C  
Reminder Letter

July 15, 1982

Dear Parent:

Four weeks ago, I mailed a questionnaire to you for you to complete and return to me. The questionnaire concerned your relationship to your son or daughter who is a freshman at Utah State University.

I am writing to you as a reminder for you to complete the form and return it to me as soon as possible. If you have returned the form already, I wish to thank you. If you have not returned the form, but have been planning on doing so, I would appreciate your hasty response. If you have decided not to participate I would appreciate your reconsideration.

Thanks again for your help.

Sincerely,

Eugene E. Campbell

VITA



## VITA

EUGENE CAMPBELL

BUSINESS

Christian Counseling Services  
 P.O. Box 60383  
 Nashville, TN 37206  
 (615) 254-8341

RESIDENCE

560 Neelys Bend Road  
 Madison, TN 37115  
 (615) 868-1856

EDUCATION

Present	Ph.D. Candidate, APA approved, Combined Professional-Scientific Program/ Psychology, Utah State University, Logan, Utah.
1981	M.S. Combined Professional-Scientific Program/Psychology, Utah State University, Logan, Utah. Cumulative GPA: 3.9.
1977	B.A. History/Secondary Education. Minor: Psychology Wheaton College, Wheaton, IL. Cumulative GPA: 3.62. Graduated with High Honors. While playing football, earned Academic All-American honors 1975 & 1976, 1st team NCAA Division III.
1973	Audubon Community High School. Audubon, IA. Graduated second in class. Various honors: 1st team All-American, football. All-State trumpet player. National Honor Society President, Student Body President.

PROFESSIONAL EXPERIENCE

Sept. 1982 to Sept. 1983	APA approved internship at North Chicago Veterans Administration. 600 hours on Acute Psychiatry: Intake evaluations, testing, data bases, therapy, diagnostic interviews. 600 hours on Alcohol Rehab- ilitation Unit: Intake interview, screening, data bases, testing, group and
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- individual therapy, diagnostic interviews.  
700 hours Counseling Psychology: Intake group and individual therapy, career and job counseling. Workshops and training included Sexual Dysfunction, Hypnosis, Pain Management, MMPI Interpretation, Projective Testing, Biofeedback, Behavioral Medicine, Neuropsychological Testing.
- July 1979 to July 1982  
MAPPS Staff Psychologist. Half-time Assistantship. Duties included presentations at workshops, writing training manuals, testing pre-school children, identifying handicapped children, organizing workshops, report writing, and consultation on behavior management, data collection, and academic programming for rural Head Starts.
- March 1981 to Oct. 1981  
Practicum placement at Bear River Mental Health Center (JCAH-approved). Included 10-12 hours per week of therapy, supervision, case reviews, and case staffings.
- September 1980  
Consultation for Greasewood Boarding School, Greasewood, Arizona. Involved extensive testing and report writing on Navajo High School students.
- Jan. 1979 to Aug. 1982  
Utah State University Psychology Department Community Clinic. Included 5 to 15 hours per week of individual and group therapy, tape review, supervision, and case presentations.
- Jan. 1980 to June 1980  
Practicum placement at Clinical Services, Exceptional Child Center. Involved 7 hours per week of case staffings, observation, testing, case consultation, report writing, and therapy.
- April 1980 to May 1980  
Psychological Consultant for Head Start (River Heights, Utah). Duties included writing behavioral programs, managing behavioral problems, testing, and working with parents and teachers for 10 hours per week.

- November 1979 Wyoming State Hospital. Evanston, Wyoming. Psychological evaluations on three inpatients.
- November 1979 Utah State Penitentiary. Psychological evaluations on two inmates.
- November 1979 St. Anthony School District, St. Anthony, Idaho. Consultation involved testing, report writing, and recommendations for handicapped high school students.
- Sept. 1978 to July 1979 Assistant Behavioral Specialist. Duties included writing behavioral programs, managing behavioral problems, testing, running behavioral programs, writing test reports, and classroom management.

#### OTHER PROFESSIONAL ACTIVITIES

- Workshop Presentations:
- Advanced Assessment. MAPPS Workshop, Logan, Utah, September, 1981.
- Data Collection. MAPPS Workshop, Logan, Utah, February, 1981.
- Data Collection. MAPPS Workshop, Alta, Utah, September, 1980.
- Assessment. Nevada Community Day Care Center, Fallon, Nevada, March, 1980.
- Identification of Handicapping Conditions. Nevada Community Day Care Center, Fallon, Nevada, March, 1980.
- Assessment. Therapeutic Day Care Centers of Flagstaff, Arizona, Logan, Utah, October, 1979.
- Teaching Experiences:
- Two Parent Training groups. Head Start - Fall 1981; Head Start, Winter 1981.
- Five Assertiveness Training groups. Utah State University, 1980.
- Guest lecturer on administration and scoring of the Stanford-Binet. Individual Intelligence Testing class. Utah State University, October 1979.

Substitute Teaching. Hobart Community School District, Hobart, Indiana, February 1978 to April 1978.

Writing:

Training Manual for workshop presentation. Working with Parents. November, 1980.

Training Manual. Vocational Training for the Handicapped. October, 1980.

Training Manual. Assessment/Monitoring Progress. March, 1980.

Training Manual. Recreation for the Handicapped. March, 1980.

Testing:

Numerous projective batteries involving TAT, Rorschach, MMPI, Incomplete Sentence Blank, DAP.

Evaluation of the performance of 35 graduate students on the Stanford-Binet, WAIS, and the WISC-R for Individual Intelligence Testing class. November to December 1979, 1980, and 1981.

Intelligence and Academic tests administered: 100 Bailey, 100 Stanford-Binet, 70 WISC-R, 40 WAIS, 20 McCarthy, 15 LEITER, 15 Woodcock-Johnson. Numerous Slosson, Beohm, VMI, PPVT, and DAM. Various other diagnostic tests.

Certifications:

Utah School Psychologist, 1981.

Teaching Certification. Illinois 1977.

Professional  
Affiliations:

American Psychological Association  
Student Affiliate