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The influence of a structured curricular intervention on the identity development of college students

Hall, Scott Evan, Ph.D.
The Ohio State University, 1994

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THE INFLUENCE OF A STRUCTURED CURRICULAR
INTERVENTION ON THE IDENTITY DEVELOPMENT
OF COLLEGE STUDENTS

DISSertation

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By

Scott Evan Hall, B.S., M.Ed.

* * * * *

The Ohio State University
1994

Dissertation Committee:

S.J. Sears
J.L. Collins
L. Perosa

Approved by

Susan Jones Sears
Adviser
Department of Educational Services and Research
College of Education
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VITA

August 9, 1963  . . . .  Born - Sylva, North Carolina

1986  . . . . . . . . B.S. in Business Administration, Western Carolina University, Cullowhee, North Carolina

1991  . . . . . . . . M.Ed. in Counselor Education and Student Personnel Services, Ohio University, Athens, Ohio

1991-1994  . . . . . Teaching Assistant, Educational Services & Research, The Ohio State University, Columbus, Ohio

1994-Present  . . . . . Home-Based Therapist, Tri-County Mental Health & Counseling Services, Logan, Ohio

FIELDS OF STUDY

Major Field:  Counselor Education

Minor Field:  Interpersonal Communication
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CHAPTER I
INTRODUCTION

Introduction

This chapter will present a rationale for studying the influence of a structured intervention on the identity development of college students. The theoretical basis for the study and implications for collegiate faculty will be discussed. A problem statement is presented, followed by the research questions, significance of the study, and definitions of the terms.

Background and Rationale for the Study

The concept of identity has emerged to be one of the major issues associated with the psychosocial development of young people. Erik Erikson, one of the major theorists of identity development, contributed much to the field of developmental psychology with his theory of psychosocial development (Erikson, 1950, 1968). Erikson postulated eight stages of development with specific tasks to be met at each stage. The
critical task of identity development, however, occurs from puberty until about the age of twenty. During this time, an individual is tasked with finding meaning in his or her life. Erikson (1968) defined identity development as

"the wholeness to be achieved at this stage (adolescence) I have called a sense of inner identity. The young person, in order to experience wholeness, must feel a progressive continuity between that which he has come to be during the long years of childhood and that which he conceives himself to be and that which he perceives others to see in him and to expect from him. Individually speaking, identity includes, but is more than, the sum of all the successive identifications of those earlier years when the child wanted to be, and often was forced to become, like the people he depended on. Identity is a unique product, which now meets a crisis to be solved only in new identifications with age mates and with leader figures outside the family" (p. 87).

James Marcia (1966) expanded and operationalized Erikson’s theory of identity development in adolescence by suggesting that individuals resolve the identity versus identity diffusion task through crisis and commitment. Crisis refers to the exploration of alternatives encompassing occupational, ideological (political, and religious domains) and relationship issues. Commitment refers to making a choice and gaining an identity in the domains.
Marcia (1966) and Rowe and Marcia (1979) suggested persons can be classified in the following different statuses depending on their level of identity development:

1. **Diffused status** - individuals who fit into this category do not have firm commitments and are not actively trying to form them. Diffusion individuals, however, may or may not have experienced a crisis period.

2. **Foreclosed status** - individuals who have never experienced a crisis yet are committed to specific goals, values, or beliefs. Commitments that foreclosures make are usually influenced by their parents or other authorities.

3. **Moratorium status** - individuals who are currently experiencing a crisis and are struggling among alternatives to make a choice and commit.

4. **Achieved status** - individuals who have gone through a period of crisis and have developed relatively firm commitments

Youth have the opportunity to follow several different paths that begin to facilitate their personal and professional development. Rogers (1993), using Levinson's (1978) study as his basis, stated that individuals follow three different tracks upon graduation from high school; college, military, or employment. Rodgers (1993) suggested that the college experience is the path that facilitates the identity development process the quickest.
Continuing, Munro and Adams (1977) stressed that the college environment is designed to create an intellectual challenge that extends the psychosocial moratorium period for students attending colleges and universities. Adams and Fitch (1982) added that the university environment is extremely successful in offering alternatives in viewpoints and perspectives on various issues.

Since a fundamental purpose of higher education is to contribute to the well-rounded development of college students (Rodgers, 1989), it is important to understand the strategies which promote development. Typically, counselors and student affairs personnel focus on using formal theories of individual and group development to design environments appropriate to different learning levels.

However, the college classroom should not be overlooked as a valid platform for advancing student development. Widick and Simpson (1978) agreed that it is just as important for professors/teachers to use developmental perspectives in implementing their programs and services. Even though the college classroom is a logical place for student development, professors/teachers must engage students in applying knowledge to problems that concern them.
Ehman (1980) suggested professors/teachers encourage the expression of controversial opinions in highly participatory classrooms. Adams and Fitch (1983) added that formal classroom activities and informal peer groups also play a role in facilitating identity development. In order for these approaches to work, Widick, Knefelkamp, and Parker (1975), Kolb (1981), Bernard (1981), and Fleming (1981) stated that the classroom environment must build trust and convey a sense of respect for each student if self-disclosure will occur honestly.

Enright (1983) also believed in the importance of a trusting and open environment by designing an identity development program that centered around three assumptions. First, identity formation begins with the understanding of others. Second, when individuals understand what others stand for, they can understand themselves in relation to others. Third, when individuals acknowledge differences and similarities between self and others they develop an appreciation for their own uniqueness.

Grotevant and Adams (1984) believed higher degrees of thinking about an occupation, religion, or political orientation would be positively associated with higher statuses of identity development. Although there are
several approaches in designing the optimal environment for development, Adams (1985) provided a nice summary stating that "open and free discussion allowing for disagreements and the recognition of individual viewpoints in a warm and supportive environment will facilitate positive growth toward a self-defined and mature identity status" (p. 65). Although the college environment offers this opportunity to view different perspectives and cultures, if students do not pursue, engage, or are introduced to various career, religious, or political options or viewpoints, they may remain in a foreclosed or diffused position.

The classroom setting is specifically designed to encourage exploration in all the domains that contribute to the achievement of a total identity according to Erikson (1959b, 1968). This study will therefore explore the influence of a structured curricular intervention on identity development in a setting consistent with Adam's (1985) suggestion of the optimal environment for moratorium to occur. It is the intent of this study to examine the impact of a structured curricular intervention in the classroom on the identity development of college students.
Problem Statement

The purpose of this study is to add to the knowledge base of identity development through providing a better understanding of the intervention methods that facilitate identity development among college students.

Research Questions

The study will address the following research questions:

**Primary**

1. Will a structured curricular intervention facilitate the identity development of college students?

**Secondary**

2. What is the relationship between the demographic variable age on the identity development of college students?

Significance of the Study

First and most important, this study may contribute to the theoretical understanding of the identity development process among college students who have expressed an interest in helping others.

Waterman (1982) stated that the greatest gains in identity formation seem to occur during the college
years. The reason being that college environments provide a diversity of experiences which encourage one to consider alternative resolutions on identity concerns.

Although the college environment offers a fertile ground for exploration, students differ in the degree they understand their own uniqueness, how much they are open to explore options within themselves, and to what extent they allow themselves to be defined by others (Josselson, 1990). Measuring identity change during a ten week period will provide results indicating whether or not identity development can successfully occur in such a short time frame.

Second, this study contributes to the practical implications for facilitating identity development in the classroom. Ehman (1980) and Adams (1985) agreed that a supportive, participatory environment where individual viewpoints are recognized promotes the opportunity for identity development. Based on this guideline, the classroom structure was designed for this study with discussions focusing on the specific areas associated with identity development according to Erikson (1958).

If the classroom environment is found to be a valid platform for identity exploration, instructors will then
be able to contribute to the total development of students according to Erikson (1958) and not just to a student's intellect.

Third, given to the composition of the sample utilized in the study, information is provided about the identity development of students planning to enter the helping professions.

Definitions of Terms

The following is a list of definitions of terms that will be found throughout this composition. These definitions are provided to assist the reader in the review of literature and subsequent chapters.

1. **Achieved** - an identity status which is characterized by having gone through a crisis and made a commitment on identity issues of occupation, ideology, or relationships (Marcia, 1980).
2. **Career** - The chronological sequence of an individual's work-related activities (Isaacson, 1986).
3. **Career Choice** - The process of selecting a particular type of work to pursue (Sears, 1982).
4. **Commitment** - making a choice on identity issues and taking action on that choice (Marcia, 1980).
5. **Crisis** - a process of exploration of alternatives on identity issues of occupation, ideology, and/or relationships (Marcia, 1980).

6. **Diffusion** - an identity status characterized by not actively exploring identity issues and not having made commitments (Marcia, 1980).

7. **First Early Experience Program (FEEP)** - A course in the Department of Educational Services and Research designed to provide an exploratory experience of self and career for students interested in pursuing education majors at The Ohio State University.

8. **Foreclosure** - an identity status which is defined by having made commitments on identity issues without having gone through a crisis (Marcia, 1980).

9. **Identity** - an integration of past, present and future identifications into a whole; a consolidation of social roles; a convergence of physical, social, and cognitive maturity (Erikson, 1959a); "an accrued confidence that one's ability to maintain inner sameness and continuity is matched by the sameness and continuity of one's meaning for others" (p. 90).
10. **Identity Development** - the process of achieving a sense of identity as defined by Erikson (1959a) and measured by Marcia's (1966) identity status categories.

11. **Identity Status** - a mode or style of coping with identity issues, defined by whether or not an individual has gone through a crisis and whether or not a commitment has been made on identity issues (Marcia, 1980).

12. **Identity Subscales** - defined in this study as the two content areas of identity formation ideology (occupation, political, religious) and interpersonal relationships (dating, sex role orientation, friendship, and recreation) which are measured by the identity instrument used in this study (Bennion & Adams, 1986).

13. **Psychosocial Development** - qualitative stages of psychological and social change which occur as a natural unfolding, or epigenesis, across time. Cumulative sequential stages defined by resolution of developmental tasks (Erikson, 1959a, 1968).

Limitations of the Study

Limitations that affect the conclusions of this study include the following:

1) The study utilized a sample of males and females interested in becoming teachers from one university setting. Therefore, the findings of the research cannot be generalized beyond the university from which the sample was selected. Also, the results cannot be generalized beyond the specific group from which the sample was selected (students exploring the helping professions).

2) Seminar leaders for the two FEEP classes (control group 1 and the experimental group) utilized in this study hold Master degrees in Counselor Education and are currently enrolled in doctoral programs at The Ohio State University. Written instructions for the administration of the instrument were prepared and given to seminar leaders by the researcher prior to the distribution and administration of the instrument. Verbal instructions for the completion of the instrument were given to the subjects by each seminar leader. Differences in seminar leaders' presentation of this
information may have influenced subjects' test-taking and motivation to follow instructions completely.

3) As a result of the low number of participants (16) in control group 1, a second control group was assigned with 21 subjects. Although the experimental group and control group 2 had the same seminar leader, control group 2 was not randomized using a numbers table and was associated with a different district (Upper Arlington).

4) Although the instrument was completed in class which controlled testing conditions, accurate and unbiased responses to the instrument depended upon the respondent's ability to read and understand the vocabulary contained in the instrument.

5) Student responses on the instrument may reflect social desirability for the College of Education. Students were, however, told by the seminar leaders that their responses would remain confidential and would not be used for evaluation purposes.

6) Several students in the experimental group were absent during specified intervention days and therefore missed participating in the group processing exercises.
7) There were many antecedent variables not accounted for in this study that may have influenced a change in identity status (i.e. personality, class rank, grade-point average, interaction of field teacher and subject, interaction of seminar leader and subject, family background, and the standard curriculum of the FEEP course). These variables should be considered in future replications of this study.
CHAPTER II

REVIEW OF LITERATURE

Introduction

This chapter reviews theoretical and research literature on Marcia's Identity Statuses. The chapter will start with a summary of the theoretical foundations and assumptions underlying the model to include the specific domains of identity development. Identity research focusing on the college student population with interventions that influence the process will then be discussed. An exploration of gender differences and age will also be reviewed.

Psychosocial Development

Erik Erikson (1959a, 1968) defined psychosocial development as qualitative stages of psychological and social change which occur as a natural unfolding, or epigenesis, across time, as well as cumulative sequential stages defined by resolution of developmental tasks.
As one of the first psychologists to describe stages of psychological development occurring across the lifespan, Erikson (1959b) suggested that human psychosocial growth is a combination of inner psychological conflicts as an individual matures and external demands of society. In addition, psychosocial growth follows a grounded plan (epigenetic principal) where each inner conflict arises at a particular time or stage during the lifespan. As the conflicts at each stage are successfully resolved, the result is an increased sense of inner unity, an increased capacity to do well, an integrated personality, an ability to perceive the self and world correctly, and an active mastery of the environment (Erikson, 1959b).

Psychosocial tasks resulting from this natural unfolding of inner biological and psychological processes with outer expectations define the specific stages of development according to Erikson's theory. Each stage rises at its own time and requires the individual to confront and resolve the issues associated with that specific stage. The resolution of an issue is conceptualized as one of two opposed outcomes. For example, the tasks of childhood development are defined by issues of Trust vs. Mistrust (birth to 2 years), Autonomy vs. Shame/doubt (3 to 6 years), Initiative vs.
Guilt (6 to 10 years), and Industry vs. Inferiority (10 to 14 years). The tasks during adulthood, however, focus on resolving the issues of Intimacy vs. Isolation (20 to 40 years), Generativity vs. Stagnation (40 to 65 years), and Integrity vs. Despair (65 + years) (Erikson, 1968).

The turning point in Erikson's model of development is the formation of a sense of identity which occurs in late adolescence and early adulthood. During the 14 to 20 year age range, the task becomes the resolution of the "Identity vs. Role Confusion" issue. Erikson (1959a, p.90) defined ego identity as

"an accrued confidence that one's ability to maintain inner sameness and continuity is matched by the sameness and continuity of one's meaning for others."

Waterman, A.S. (1985) summarized Erikson's (1968) definition by referring to identity as having a

"clearly delineated self-definition, a self-definition comprised of those goals, values, and beliefs which the person finds personally expressive, and to which he or she is unequivocally committed. Such commitments evolve over time and are made because the chosen goals, values, and beliefs are deemed worthy of giving a direction, purpose, and meaning to life.

Actually forming an identity includes an increase in self-esteem, social role consolidation, and a gradual
integration of one's past identifications, present lifestyle, and sense of future (Erikson, 1959a, 1959b).

Marcia (1980) agreed that although the process of identity development occurs throughout life, it is most critical in adolescence, when the physical, social, and cognitive factors merge together. Erikson (1959b) stated that there exists a sense of "dire urgency" forcing individuals into choices which define the self, set role patterns, and develop commitments for life.

As adolescents teeter on the verge of becoming adults, the task of resolving the "identity achieved vs. identity diffused" issue becomes paramount.

Erikson (1959a) noted three key issues to be resolved in order to successfully move through the Identity vs. Role Confusion stage: issues of occupation, ideology (political and religious), and relationships.

**Occupation Domain**

Raskin (1985) stated that "what one does for a living is a primary source of information about social class, education, and values. One's occupation is a public statement of one's identity, even when one's job is not necessarily a well-thought-out step on a career ladder" (p. 26). Erikson (1968) and other identity
theorists give little weight to occupational behavior since choice is an aspect of identity formation. In other words, the interest lies in the process and commitment to an occupation.

As vocational theorists, however, Holland and Holland (1977) stated that the failure to make an occupational choice is the outcome of an "...unclear and shifting identity..." (p. 412). Raskin (1985) concluded that vocational theorists are less concerned with the intrapsychic struggle than they are with the actual choice of occupation.

In relating the occupation domain to Marcia's (1966) identity statuses, Raskin (1985) found that identity achievers are clear about their occupational choices and realistic about the steps necessary to reach their goals. These individuals are also able to discuss the occupational choices they decided against and the reasons why.

Persons who fit the occupational moratorium category are often seeking the perfect job and are frequently apprehensive about making the wrong choice through the reliance on personal opinions. Seeking the right answers through vocational testing is very common for this group (Raskin, 1985).
Committing to an occupation without the consideration of choices is synonymous with the foreclosure status. In addition, Raskin (1985) stated that the need for approval and acceptance from others, typically parents, is also a trademark of this status. Although knowledge of the "committed-to" occupation is usually high, information of alternative careers is not.

Persons fitting the diffused status for occupations are frequently seduced by glamour careers and are unrealistic about the steps required to reach the goal as well as their own abilities, interests, etc. that led to their decision. Instant gratification is viewed as more important than the possibility of achievement (Raskin, 1985).

Although Erikson (1968) stressed how occupation seems to be a major component for overall identity, Douvan and Adelson (1966) concluded that adolescent girls are less interested in occupation than are males.

**Political Domain**

Adams (1985) noted that political content has been a main part of ideological identity in Erikson's developmental framework. Kett (1977) added that political thought and identity formation is caused by social events. As a result, living in a democratic
society has encouraged individuals to integrate a political ideology or focus into their overall personal identity.

Erikson (1968) felt that democracies have important social obligations for youth:

"The democracies are faced with the job of winning youths by convincingly demonstrating to them - by living it - that a democratic identity can be strong yet tolerant, judicious and still determined. But industrial democracy poses special problems in that it insists on self-made identities ready to grasp many changes and ready to adjust to the changing necessities of booms and busts, of peace and war, of migration and defined sedentary life. Democracy, therefore must present its adolescents with ideals which can be shared by young people of many backgrounds, and which emphasize autonomy in the form of independence and initiative in the form of constructive work" (p. 133).

Adams (1985) noted that during adolescence, the emergence of political idealism or political alienation is likely to occur. Youth who are idealistic in their focus hope for a better world and adopt universal
principles that support such a vision. However, when an individual becomes dissatisfied with the system and angry at the presenting view of the future, alienation takes place.

Based on the political socialization research by Dawson, Prewitt, and Dawson (1977), Gallatin (1980), Jennings and Niemi (1974), and Langton (1969), Adams (1985) concluded that political ideology stems from three principal areas; 1) socialization, 2) increased political knowledge, and 3) attitudinal, personality, and behavioral correlates.

The process of political socialization occurs in the school and family setting. For instance, student activism results from informal peer influences within a school environment encouraging political and social awareness (Craig, 1984). In the family setting, however, parents who continually express political viewpoints are providing a model of comparison for their youth to follow when considering this ideology (Adams, 1985).

Gaining political knowledge and integrating political thinking into one's philosophies is reflected by a relatively complex psychological self that is accompanied by formal operations in cognitive development (Adams, 1985). In other words, Damon and
Hart (1982) demonstrated the more one understands his/her self, comprehension of political knowledge, issues, and problems will increase.

Gallatin (1980) found that individuals with a higher sense of efficacy, self-esteem, and internal locus of control were likely to develop a self-achieved, mature political identity. These characteristics of one’s self are often facilitated through political socialization activities within a system perceived as just.

The political system begins to take a personal dimension when adolescents become aware of how political action impacts their life role. Erikson’s (1968) inclusion of this domain in his original theory is evident of its relative importance in identity development.

**Religion Domain**

The concept of integrating the development of religious orientations into the formation of an overall personal identity has been a longstanding belief that can be traced to the Bible. Through an exposure to and intercession of God, people became aware of reality and were able to adequately deal with the world. Parker (1985) also stated that in order to achieve a religious
identity, a person must actively seek to resolve inner conflicts. Developing an understanding of religious concepts is a process of intellectual growth that Piaget and Inhelder (1969) insisted requires a confrontation with inconsistencies if growth is to occur.

Erikson (1958) also viewed religion as a major domain in identity development and that adolescents are driven by a conflicting need for both devotion and repudiation. Parker (1985) added that religious ideologies provide answers that arise during identity conflict. Religion can meet an adolescent’s need of freedom, discipline, adventure, and tradition.

In an effort to grasp religious maturation, Fowler (1981, 1983) developed stages of faith maturation that evolves as a result of intellectual growth, social interactions, and experience. “A stage begins to break down when, because of cognitive maturation and exposure to dissonant experiences, our existing systems of meaning are no longer adequate to deal with the reality of our lives” (1983, p. 59).

The idea of conversion, which Parker (1985, p.48) defined as “a process of attitude change that entails an active and unqualified commitment to a religion that was previously unknown, unacceptable, or inadequately understood,” has been viewed as a normal process.
occurring most frequently during the teenage years (Argyle, 1959). Some theorists, such as Carl Jung (1938) stated that the average age of conversion was the mid to late thirties.

Following Erikson's (1958) belief in the importance of religious identity, Marcia (1966) included this domain in his status theory and research. Being "religious" or not, however, is not considered to be the determining factor of a person's religious identity status. For instance, achieved adolescents have reevaluated their faith through religious doubt and developed a clear point of view on religion. Individuals in the moratorium status are simply dealing with basic questions.

Like other domains, however, the foreclosed person has typically adopted the beliefs of parents without question while the diffused person lacks interest in religious matters with no particular commitment to faith.

Although Marcia (1966) presented the idea of religious orientation fitting one of four statuses, Parker (1985) suggested that persons professing to have reflected, prior to conversion and new-found commitment, may actually be foreclosed as opposed to achieved. The
rationale being that the person’s commitment reflects a total submission to authority, human or divine.

"The decision to surrender one’s will is generally freely made but the belief system eventually adopted is imposed from above. At least initially, the dicta of the faith are not internalized but are adhered to out of fear of love of the authority figure. With time, study, and reflection, many such converts may eventually internalize the values they at first superficially profess" (p. 54).

Conversion and religious adoption is often influenced by social pressures such as friendship in religious organizations. Parker (1985) also reported circumstantial factors (i.e. having positive religious role models) as influencing a person's propensity to convert.

Although the identity achieved versus role confusion is an internal struggle, the outcome is influenced by the society and environment which the individual associates. Erikson (1968) stated that "societies offer, as individuals require, more or less sanctioned intermediary periods between childhood and adulthood, institutionalized psychosocial moratoria, during which a lasting pattern of 'inner identity' is
scheduled for relative completion (p. 66). In other words, if an individual is in an environment that exposes multiple possibilities to explore, than the task of identity formation is greatest. The college setting offers this type of moratorium (exploration) opportunity where persons can develop identity issues before accepting adult roles and responsibilities.

Developing an identity on ideological issues was believed to be the best indicator of resolving the total identity crisis. However, Erikson (1959a) observed that most young people are concerned with establishing an occupational identity.

Since this entire model of psychosocial development is progressive with different tasks associated with each stage, it is important for an individual to adequately explore and resolve the polar outcomes at each level. Erikson (1968) stressed that if the identity issues are not resolved, identity confusion results which prevents normal development through the later adult stages.

Marcia’s Identity Statuses

Based on the constructs in Erikson’s theory, Marcia (1964,1966,1980) designed a model of identity development consisting of four types of identity statuses. The different identity statuses are defined
by whether or not an individual has experienced a crisis and/or made a commitment on identity issues. A crisis simply means an exploration of alternatives associated with identity questions of occupation, ideology, and relationships. A commitment refers to making choices on identity issues and taking action based on those choices.

As discussed earlier, the four types of identity statuses are foreclosed, diffused, moratorium, and achieved. Individuals who fit the foreclosed status have not experienced a crises yet are committed to certain beliefs, attitudes, and/or occupation pursuits. Commitments are frequently based on the values of parents or another authority figure (Bourne, 1978; Marcia, 1964, 1966, 1980; Waterman, A.S., 1982, 1985). For example, a foreclosed person may be committed to a specific career because of parental expectations without ever having explored career options. Cote and Levine (1988) stated that although foreclosure is considered to be one of the lower statuses in terms of development, it may represent the norm when alternatives are not available to explore.

Diffusion, also considered a developmentally lower identity status, represents individuals who are not currently in crisis and have not made a commitment.
However, they may or may not have experienced a previous crisis. The two types of diffusion are pre-crisis diffusions and post-crisis diffusions. An individual labeled as a pre-crisis diffusion is unaware of alternatives or needs to define themselves and have not explored options. Furthermore, he/she is not concerned about identity issues and allows external circumstances to determine courses of action. Marcia (1980) believed this status to most likely represent young adolescents and is equivalent to Erikson's identity confusion and opposite of the identity achieved status.

A person in the post-crisis diffusion category, however, has already experienced a crisis on identity issues, is aware of options, but has temporarily discontinued the exploration process due to anxiety or lack of urgency (Cote & Levine, 1988a, 1988b; and Marcia, 1980).

Being in moratorium means to be actively exploring alternatives (in crisis) without having made a specific commitment on identity issues (Marcia, 1964, 1966, 1980; Waterman, A.S., 1982, 1985). For example, a person who is in moratorium on career ideology may talk with several people in various occupations in an effort to gain necessary information to make a commitment. Although moratorium is included as one of the four
statuses in identity development, Mattson (1972) suggested that the moratorium status actually represents a process while the other statuses (diffused, foreclosed, and achieved) reflect outcomes.

Regardless if viewed as process or outcome, identity scholars seem to agree that passage through the moratorium status is an active negotiation of the crisis and a turning point in development (Cote & Levine, 1988a, 1988b; Marcia, 1980; Waterman, A.S., 1982, 1985, 1988).

The identity achieved status is considered to be the most advanced developmental statuses and is defined as having made a commitment on one or more identity issues after experiencing a crisis. For example, suppose the person who was exploring career options decided to make a choice and commit to a specific occupation. He or she would then advance to the identity achieved status for occupation identity. However, once an individual reaches the achieved status on a particular issue, it does not mean that he/she has arrived at a permanent level of development. Marcia (1976) found that the achieved status was not necessarily stable over time. Cote and Levine (1988a), and Waterman, A.S. (1988) added that individuals can indeed recycle through identity issues.
Since the development of one's identity is a process that is facilitated through exploration of alternatives, it is important to note that persons may be in various statuses depending on the identity issues confronted (Grotevant, Thorbecke, & Meyer, 1982; Marcia, 1980). For example, a person may be "achieved" on issues of occupational choice yet, at the same time, he or she may be in a state of "foreclosure" concerning a religious ideology.

Marcia (1980) concluded that the identity statuses are more inclusive of the changes in identity development than Erikson's theoretical constructs present. The statuses describe a wider variety of styles of coping with identity issues than the basic dichotomy described in Erikson's theory.

Also, the statuses can be placed on a developmental continuum. For instance, foreclosure and diffusion would be considered lower levels of development while the moratorium and achieved statuses reflect higher levels of identity development. This notion is supported by empirical research comparing the statuses to measures of self-esteem, locus of control, authoritarianism, and cognitive complexity to name a few (Marcia, 1964, 1966, 1967; Marcia & Friedman, 1970;
Identity Statuses as a Developmental Model

Although Marcia (1980) stressed that theorists should pay more attention to the developmental processes that underlie identity formation, most research uses a typological model when investigating identity statuses. Typological studies often correlate the identity statuses with various cognitive/personality characteristics and college performance.

There have been many researchers and studies, however, that do support the assumption of a developmental continuum for the statuses (Marcia, 1976; Waterman, A.S. & Goldman, 1976; Waterman, A.S. 1982, 1985). For instance, in a three year longitudinal study, Adams and Montemayor (cited in Adams, Bennion, & Huh, 1989) demonstrated three major developmental pathways associated with the identity development process.

One, an individual may "progress," in status. A progressive move is characterized by an advancement from foreclosure to moratorium, movement from diffusion to either foreclosure or moratorium, or change from moratorium to achievement. "Regression" is another
path that is basically the opposite of progress in terms of status movement. Although progression and regression represent an actual change in status, the third pathway does not. "Stability" reflects no change in identity status over a period of time.

By using this three-path model of identity measure, Adams and Montemayor (1987) stated that researchers would be able to track intra-individual change and specific group patterns over time.

Probably the most comprehensive identity development model depicting the possible pathways between statuses (Figure 1) was developed by Waterman, A.S. (1982).

![Figure 1](attachment:image.png)

D = Diffused  
F = Foreclosed  
M = Moratorium  
A = Achieved

Figure 1  
Pathways of Identity Status Change
Based on this model, individuals begin the identity development process in the diffusion (pre-crisis) status during early adolescence, prior to salient identity issues. A person who is in the identity diffusion status has two pathways for change. First, he or she may move into the moratorium status by beginning to seriously investigate a variety of alternatives. Second, if a person commits to the first real option that is presented without exploring other possibilities, he/she would proceed to the foreclosure status. The individual could, however, remain in the diffused status by avoiding the effort to explore identity issues.

A person who is in foreclosure may continue in that status by remaining committed to the goals and values that were developed at an earlier time without exploring options. However, if the established commitments are challenged against possible choices, the person would move into moratorium. It is also possible for the individual to regress into diffusion if the initial commitments slowly become less important and no effort is made to improve or replace them (Waterman, A.S. 1982).

Progression into moratorium could mean that earlier commitments were unsatisfactory and a process of exploration is initiated. Waterman, A.S. (1982) also
noted that people who enter the moratorium status do not remain in this category very long. As a result of the crisis phase of moratorium, a person may become an identity achiever by developing solid, purposeful goals to commit that were chosen among alternatives. A crisis period not only allows for exploration, but may cause great anxiety and frustration to the person in search of identity. The individual may therefore become too discouraged to continue the "search," thus becoming Diffused (post-crisis) without interest or commitment.

Once an individual becomes achieved, he/she need only to maintain the commitments established during the crisis phase of moratorium to remain in the achieved status. However, if the commitments become insufficient and disappointing, the person would fall back into the moratorium category to search other alternatives. It is also possible for the person to go directly into the diffusion status if there becomes no desire to explore new choices once the established commitments begin to lose their importance (Waterman, A.S., 1982).

Changes in identity statuses are considered to be progressively developmental if the changes are in the direction of the achievement status. Consequently, a shift which places the individual in the identity
diffusion category is considered developmentally regressive (Waterman, A.S., 1982, 1985).

**Research on Identity Statuses**

Over the past twenty-five years there has been extensive research to validate the identity statuses and further define the characteristics of each status. Studies have ranged from longitudinal research verifying development during the college years to correlations of the identity statuses with various personality characteristics, cognitive characteristics, interpersonal styles, and family antecedents. Comprehensive reviews are available which summarize the extensive literature bases (Adams, et al., 1987, Bernard, 1981; Bourne, 1978; Marcia, 1980; and Waterman, A.S., 1982, 1985).

The literature which is most important to this study, however, is that which describes the developmental processes of identity formation during the college years with respect to gender, age, and the effects of interventions on the identity development process.

In terms of usefulness for research purposes, Marcia (1980) stressed the objectivity of the statuses since they are based on crisis and commitment constructs
and are easily measured and quantified. Many researchers have conducted longitudinal studies to validate progressive developmental shifts through the identity statuses during the college years. The most extensive longitudinal studies have been conducted by Waterman, A.S. and his colleagues. One longitudinal study of college freshmen showed positive development on occupational issues and regressive development on political and religious ideologies (Waterman, A.S. & Waterman, C.K., 1971).

Several studies have indicated that during the college years, there is an increase in students who become achieved on occupational and political issues, but shift from the foreclosure to diffusion status on religious issues (Waterman, A.S., 1982; Waterman, A.S., Geary, & Waterman, C.K., 1974; Waterman, A.S. & Goldman, 1976; Waterman, A.S. & Waterman, C.K., 1971).

Based on those studies, Waterman, A.S. (1982) concluded that the college environment promotes the resolution of the identity crisis on occupational and political issues, yet promotes crisis and not commitment on religious issues. Parker (1985) countered, however, by stating that diffusion of religious beliefs is common in early adolescence yet achievement of religious ideology is prominent in late adolescence.
Josselson (1990) stated that the height of the identity-crisis stage occurs, at least among college students, from the ages 18 to 22. This is a time when individuals are offered the opportunity to explore, test, and rework identity possibilities; in essence, a moratorium.

Although many studies with the college population have demonstrated progression in occupational identity, there exists conflicting reports on the development of ideology and interpersonal issues. Meilman (1977) found that occupational and political crisis and commitment increased with age. Also, as the age of students increased so did the number of individuals in the identity achieved category. However, the same study showed increases in crisis, but not commitment, on religious and sexual issues. Prager's (1985) study on college women also resulted in an increase in occupational and political identity status with age and college experience. Religious and sexual identity statuses, however, did not hold the same correlation.

Progressive shifts in identity development during the college years has also been a focus of longitudinal research. Although Meilman's (1979) study concluded that the greatest change in identity was between the ages of
18 and 21, there is some debate concerning the degree of commitment that occurs during this age range. Erikson’s belief of a moratorium during the college years is supported by a study suggesting that the subjects, aged 19-20 had not yet achieved a sense of identity (Offer, Marcus, & Offer, 1970). Also, Meilman (1977) showed that most subjects at age 21 are still in the moratorium status. Waterman, A.S. and Goldman (1976) concluded, however, that if students entered a crisis on any issue during the college years, there existed a high probability of a successful resolution.

In an effort to clarify the question of stability concerning the identity statuses, Waterman, A.S., et al. (1974) conducted a study which found the identity achieved status to be the most stable with the moratorium status being relatively unstable from the freshman to the senior year. Results also presented the foreclosure status to be relatively stable on occupation, but not on ideological issues. This may reflect an increased social pressure to resolve occupational issues during the college years. The diffused status was also considered to be stable as 13% of the seniors were diffuse on both occupation and ideology and 33% were diffuse in one of the areas.
However, when studying just women, Josselson (1987) found stability on ideology and relationships but not on occupation. Similarly, she found foreclosure, moratorium, and identity achieved statuses to be stable after the senior year in college with the diffusion status being stable for some women.

Adams and Montemayor (1987) added to the literature with their three-year longitudinal study of movement among the identity statuses. They reported three patterns that were progressive changes, three that were regressive, one stable, and two unstable patterns. The observations concluded 50% progressive growth, 11% regressive movement, 14% remaining stable, and 25% representing unstable patterns. The majority of the growth (80%) occurred in freshmen moratoriums. Unstable development represented most diffused youth while achieved and foreclosed were typically stable. However, some foreclosed students who shifted into diffusion were considered unstable.

In 1976, Marcia found that the high identity statuses (achieved and moratorium) were more likely to change than the low statuses (foreclosure and diffusion). Cote & Levine (1988a) stated that commitments were actually temporary choices during the moratorium status. Overall, however, the agreement
seems to be that the moratorium status is the least stable with foreclosure and achieved being the most stable statuses. Waterman, A.S. et al (1974) also noted that since the college environment is supportive of the diffusion status, this category is relatively stable.

Munro and Adams (1977b) conducted a study to compare the identity statuses of college students and non-college youth. College students were often found to be in moratorium while the non-college youth were significantly more achieved. The authors attributed the commitment to ideological rather than occupational identity. The results, however, do suggest that the college environment does facilitate and encourage an extended moratorium on identity issues.

**Interventions**

In addition to the total college experience, many researchers have discovered several environments and interventions that facilitate the identity development process among college students. For instance, Adams and Fitch (1983) discovered that specific departments within the university setting attracted different identity statuses.

Also, cultural climates to include formal classroom activities and informal peer groups play a role in
identity development. Ehman (1980) added that the influence of highly participatory classrooms where teachers encourage the expression of controversial opinions sparks moratorium. In other words, issues focusing on social awareness with critical analysis encourages the exploration of differing perspectives, thereby facilitating ego identity growth and maturation. This view is consistent with Erikson (1968) and Loevinger (1976).

In addition to group facilitation on social issues, introspection on personal issues has been noted as an effective method of encouraging exploration. Waterman, A.S. and Archer (1979), and Waterman, A.S., et al. (1977) found that expressive writing, such as poetry writing and keeping a journal, in high school and college also promotes identity development.

Although identity development is grounded in many stage theories (i.e. Erikson, 1968; Levinson, 1978; Valliant, 1977; Gould, 1978), the common theme is the importance for an individual to meet the tasks for a given stage prior to advancing. Erikson (1968) stressed that if tasks are not addressed there will be cumulative effects on the outcomes of succeeding stages. For example, if an individual does not explore the domains of his/her identity and begin to fully understand
oneself, it will be difficult to develop healthy intimacy with others, which is characteristic of the next stage in Erikson's model. Josselson (1990) supported this view in her longitudinal study of identity development among women.

Therefore, if faculty and staff can help facilitate this critical process during a time and within an environment that is conducive to exploration, a smoother transition in later stages will hopefully result.

Gender

The study and consideration of gender differences in identity development has received mixed results by researchers. Erikson (1959b, 1968) originally professed that female's identity was related to "filling the inner space" suggesting a need to develop interpersonal relationships as a main priority. Delworth (1989) agreed by suggesting that women's identity is formed through connected relationships but may precede or even be fused with the developmental task of intimacy. Stein and Bailey (1973) added that the domain of social and interpersonal skills was an area in which females express the need to achieve which condemned the notion that occupational or power/mastery situations were inclusive of identity concerns for females.
Josselson, R., Greenberger, E., and McConochie, D. (1977) stated that women attempt to discover who they are and who they want to be in relation to the significant others in their lives. As a result, Marcia (1980) indicated that identity achievement may be a longer process for young women than for young men.

Erikson (1959b, 1968) stated that a male's identity development, however, was related to moving toward "outer space." In other words, the interest in achieving an occupational and ideological identity becomes a prominent concern during adolescence (Hopkins, 1980). Gould (1978), Levinson (1978), and Vaillant (1977), concluded through their research that men form a sense of identity through a process of separation. This seems to support the notion that interpersonal relationships for men are a low priority, at least in the early stages of identity development.

The theory that women did not follow the same patterns as men on occupational and ideological issues (political and religious orientations) was further supported through studies conducted with Marcia's original interview assessment (Marcia, 1980). For instance, Hodgson and Fischer (1979) and Marcia (1980) found that males were similar on lower statuses
(foreclosure and diffusion) and compatible on higher statuses (moratorium and achieved).

Women, however, were discovered to share characteristics between the low and high statuses of foreclosure and achieved. Specifically, foreclosed and achieved women conformed least to peer pressure (Toder & Marcia, 1973) and were field-independent, which may be related to their ability to make commitments (Schenkel, 1975). Although foreclosed women scored high on self esteem and low on anxiety, achieved women were low on self esteem and high on anxiety, which is the opposite of what would be predicted (Marcia & Friedman, 1970; Schenkel & Marcia, 1972). These findings were interpreted to mean that foreclosure is an adaptive status in women because of societal norms which discourage female exploration. Also, it has been suggested that the gender differences could be attributed to cultural expectations at a particular time in history and the differences could disappear, as women break out of traditional female roles and more role opportunities are available (Marcia, 1980; Morgan & Farber, 1982; Peck, 1986; Whitbourne & Waterman, A.S., 1979).

Evidence has also been found which shows an opposite pattern for identity development in women.
Josselson (1982), and Orlofsky and Frank (1986) discovered higher levels of ego development in moratorium and identity achieved women by tapping early memories to view personality. Ginsburg and Orlofsky (1981) also demonstrated advanced ego development for women in the higher identity statuses. These results suggest that traditional measures of identity status may not be adequate for assessing underlying ego strength.

Read, Adams, and Dobson (1984) conducted a study to investigate the potential relationships between identity formation and the interpersonal social actions of women. The authors used Johnson’s (1976) description of social influence as being an interpersonal influence or power enabling one to get another individual to do or believe in something he or she would not necessarily have done or believed spontaneously. The results showed a significant difference in ego development between the lower statuses and higher statuses. Females in the lower statuses were least able to integrate and analyze ideas and were manipulative in interpersonal relationships compared with the higher status women who were able to synthesize large volumes of information and were cooperative and compromising.
Intimacy.

The issue of intimacy added to the focus of research in determining its association with both genders. Erikson (1968) theorized that males develop an identity prior to establishing intimacy. Females, however, were found to develop identity and intimacy simultaneously. Hodgson and Fischer (1979) supported this belief with research showing that intimacy was more closely related to identity in females than in males. Schiedel and Marcia (1985) agreed that females deal with intimacy prior to identity. This conclusion was based on a study of 78 college students which represented a larger number of women than men in the high intimacy-low identity group.

Kacerguis and Adams (1980), however, determined there to be an association between occupational identity development and intimacy for both men and women. Although many of the studies conflict in terms of exact timing and association of intimacy for males and females, it is apparent the intimacy is a valid component to the process.

Conformity.

Another social behavior that is associated with identity development is conformity. Toder and Marcia (1973) have demonstrated that identity-achievement and
foreclosure women were the least likely of the four identity-status groups to conform to peer pressure, however, no comparisons were made with male subjects.

In an effort to replicate Toder and Marcia's (1973) study and to clarify the association between gender, identity statuses, and conformity, Adams, Ryan, Hoffman, Dobson, and Nielsen (1984) studied 87 students from a variety of academic disciplines. Results revealed that adolescents in the identity achievement category appear to use conformity behavior as a means of gaining their achievement goals. However, late adolescents who had not at least initiated the identity formation process were more vulnerable to peer pressure influence. The study also demonstrated males and females to be similar in social behavior as related to identity statuses.

Interpersonal Subscale

As studies began to show that males and females differed in many variables relating to identity development, it was recognized that the limited focus of Marcia's interview format was biased against women due to the domains and choices of variables studied. Therefore, Marcia's interview was expanded to include questions that integrated the interpersonal relationship domain to accurately study female development.
Three specific domains were the foundation for the interpersonal subscale; friendships, dating, and sex roles. The importance of friendships in gaining a sense of identity was shown and supported by Douvan and Adelson (1966) and Josselson et al. (1977a, 1977b). A focus on dating was included because it is the earliest institutionalized way of exploring intimate relationships with the opposite sex (Grotevant et al., 1982). Sex role issues and their salience during adolescents have been clearly shown by Mattson (1974, 1977) and Hodgson and Fischer (1979). Erikson (1968) originally stated that clarifying one’s expression of maleness or femaleness is an important aspect of establishing one’s identity.

“Men, of course, have shared and taken care of some of the concern for which women stand: Each sex can transcend itself to feel and to repress the concerns of the other. For even as real women harbor a legitimate as well as a compensatory masculinity, so real men can partake of motherliness - if permitted to do so by powerful mores (Erikson, 1968, pp. 285-286).

Sex-Role Attitude Domain

Orlofsky (1977) had conducted a study to explore the relationship between sex-role orientation and
identity status. The BEM sex role inventory was used which is designed to measure the extent to which an individual identifies with masculine or feminine characteristics (BEM, 1974). Typical characteristics associated with the female gender include nurturing, warm, and loyal while males were stereotyped as being assertive, independent, and dominant. If an individual scores high in both gender characteristics, he/she is said to be "androgynous." However, low scores in both gender domains would indicate an "undifferentiated" position. As a result of the study, it was determined that sex-typing was most frequently found among foreclosures (i.e., female foreclosures were high female role type and male foreclosures were high male role type).

Cross-sex typing, however, was associated with the moratorium or diffusion status in males and the identity achieved status in females. Schiedel and Marcia (1985) found that identity achievers of both genders were highly represented by the masculine sex role orientation.

This domain entails not only family and career roles but also demonstrates how one's sex role foundation and societal orientation may influence the decision making process. The process and content of
each genders identities in these areas reveal a great deal of information about how and why males and females choose the values, beliefs, and goals they do. Follow-up studies showed that these new areas within the interpersonal domain were more predictive of women's identity, but that they were also predictive of identity formation in men (Marcia, 1980; Schenkel & Marcia, 1972).

Although the process of identity development seems to be similar for males and females, there is evidence that the content area (i.e. occupation and relationships) differ between genders. Early studies established that male development is related to occupation and female development is related to interpersonal issues (Douvan & Adelson, 1966; Alishio & Schilling, 1984; Josselson, Greenberger, & McConchie, 1977; Marcia, 1980; Waterman, A.S., 1982, 1985).

However, several studies have shown gender differences only on relationship issues suggesting occupational and ideology concerns were equal for both genders (Waterman, C.K. & Nevid, 1977; Waterman, A.S., 1982). Females were frequently found to be in moratorium or identity achieved on relationship issues while males fit the foreclosed or diffused category
Not all studies, however, agree that both genders are equal in occupational identity development. For example, Grotevant and Thorbecke (1982) determined that an occupational commitment was associated with an instrumental orientation for males, while females associated occupational identity with working hard and avoiding competition. Blustein, Devenis, and Kidney (1989) paralleled the moratorium and identity achieved statuses with the planning and commitment phases of career decision making respectively.

Additional research on females reveals that women's identity development patterns may be influenced by changing societal norms and values such as the women's liberation movement. For instance, Fannin (1979) was interested in exploring the relations among sex-role attitude, work role salience, atypicality of college major, and self esteem on ego-identity status in college women.

A sample of 147 female undergraduate juniors and seniors attending three suburban metropolitan New York universities were studied. The mean age of the sample was 20.54 with a diverse representation of college majors and cultural backgrounds. The results showed
that identity achieved women were more contemporary in their sex-role attitudes and pursued more atypical majors in college. Orlofsky (1977) reported a direct correlation between women who possessed a higher masculine sex-role orientation, high self-esteem, and identity achieved status.
CHAPTER III
RESEARCH METHODOLOGY

Introduction

This chapter describes the research methodology utilized in the study and includes the following topics: 1) research setting and population, 2) subjects, 3) procedures used in carrying out the study, 4) instrument, and 5) analysis of data.

Research Setting and Population

This study utilized data that were collected during the spring quarter of 1994 at The Ohio State University, Columbus campus. A randomized sample of 52 male and female students enrolled in the First Early Experience Program (FEEP) during spring quarter were included in the study. FEEP is a course offered each quarter (autumn, winter, and spring) by the College of Education, Department of Educational Services and Research in cooperation with six central Ohio school districts. Participating school districts include
Columbus, Hilliard, Southwest, Upper Arlington, Worthington, and Whitehall.

When applying for FEEP, students have the option of requesting assignment in a morning section or afternoon section. Typically, more students apply to the morning sections.

The overall purpose of FEEP is to 1) offer students the opportunity to experience teaching as an occupation and 2) enable students to make a knowledgeable and realistic decision about pursuing a career in teaching. The field experience part of the course is sixteen hours a week (four, half days a week) in which students are assigned to work with a teacher at either the elementary, middle or secondary level. Students learn mainly through observation of and interaction with teachers but are also involved in tutoring or planning and presenting lessons. The objective of the field experience is for students to understand all aspects of the teacher’s role.

In addition to observing, FEEP students are required to complete a weekly writing assignment called the Critical Incident Report (CIR). The CIR is based on the student’s reflection of a significant event that occurred while in the field setting. The format of the CIR encourages the student to discuss the incident, his
or her role in the event, and identify new knowledge or insight gained as a result of the incident. Common critical incident topics revolve around relationships with teachers, peers, and students. For example, a student may reflect on how he/she felt when meeting their assigned class for the first time.

In addition to the field experience, students also attend a two and one-half hour seminar once a week. The seminar section is also a morning or afternoon option yet is consistent with the student's field placement time. For example, if a student registers for morning FEEP, his or her field experience and seminar class will both be morning sections.

The focus of the seminar is on the career and personal development of prospective teachers. Seminar objectives include gaining the knowledge and skills important to the teaching profession. For instance, students learn the importance and dynamics of interpersonal communication and group facilitation skills to effectively communicate with students, teachers, parents, and peers. Learning about current educational issues and exploring the influence of bias in helping settings are also part of the curriculum.

In addition, topics pertaining to the teacher role and the teaching profession are discussed in relation to
participants' self-exploration and understanding of self. Throughout the history of the course, FEEP students are typically administered four instruments which provide insight on personality, sex-role orientation, values, and interests. The results of these instruments serve as the foundation for career decision-making.

Students receive a letter grade (A-E) for the seminar portion of FEEP which is based on exams, written exercises, and attendance/participation.

Subjects

Subjects for this study originally included 52 students enrolled in FEEP during Spring Quarter, 1994. A random selection and assignment was conducted from a total enrollment pool of 153 students who had applied to the morning sections of FEEP. A representative sample was obtained for the control group (N=26) and experimental group (N=26). The typical profile of a FEEP student is white, female, sophomore or junior standing, and interested in teaching at the elementary school level (McDonald, 1991).

Although there are six school districts that accept FEEP students for field experience assignments, two districts were specifically chosen for this study. The
control group students were placed in the Southwest school district while students in the experimental class were assigned to the Whitehall district. The Southwest and Whitehall districts were chosen as they represent an urban setting with more of a balance in terms of school assets and student demographics (i.e. socioeconomic level, race) than the other districts.

As a result of students dropping the course after the randomization and class assignment had been conducted, the control and experimental groups were left with 16 and 23 subjects, respectively. Based on the low number of participants in control group (1) a second control group was assigned with an (N) of 21. Although the control group (2) was not randomized and represented a higher socioeconomic district (Upper Arlington), the instructor was held constant for control group (2) and the experimental group.

The demographics of the three groups based on the independent variables studied consisted of the following:

Control Group (1)

<table>
<thead>
<tr>
<th>Category</th>
<th>N</th>
</tr>
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<tbody>
<tr>
<td>males</td>
<td>5</td>
</tr>
<tr>
<td>females</td>
<td>11</td>
</tr>
<tr>
<td>age 17-21</td>
<td>11</td>
</tr>
<tr>
<td>22 +</td>
<td>5</td>
</tr>
</tbody>
</table>
Control Group (2)

males N= 7
females N= 14
age 17-20 N= 10
21 + N= 11

Experimental Group

males N= 8
females N= 13
age 17-20 N= 17
21 + N= 4

The factor “age category” was presented as a dichotomy to represent the age range of students who were enrolled in the FEEP course as well as being compatible with the age range associated with the “Identity versus Role Confusion” stage of Erikson’s (1950, 1968) model. For example, Erikson (1950, 1968) suggested that individuals struggle with the task of identity development from about puberty to around the age of 20. Therefore, the 20 age served as the cutoff point for the first age category. The second age category (21+) was necessary to include the FEEP students who were over 21 years of age.

The male/female dichotomy was included as a factor (sex) as previous studies have indicated potential
differences in identity development between the two genders (Marcia, 1980; Josselson, 1982; Orlofsky & Frank, 1986).

Procedures

During the course of Spring quarter, 1994, students participating in both the control and experimental groups were provided equal exposure and interaction to the topics and discussions standard for the FEEP seminar and field experience. A copy of the syllabi used for the regular Feep course can be found in Appendix A. This syllabus is also the one used for the control group in this study.

For the purpose of this study the difference between the groups is the addition of specific reading assignments and discussions integrated into the experimental group’s seminar experience. Also, as a part of the intervention associated with the interpersonal domain of the identity model, subjects in the experimental group were administered the BEM Sex-Role Inventory and received an interpretation of this instrument. The BEM Inventory, however was used as an instructional tool and not a measure. A separate syllabus (Appendix B) was therefore utilized by the
experimental group to reflect the additional requirements of this experimental intervention.

In an effort to assess pre and post identity status levels from both groups, the Extended Objective Measure of Ego Identity Status-2 (EOMEIS-2) was administered during the first and the final week of the course.

Following are the procedural steps in collecting the data with a review of the treatment intervention. The actual Instructors Manual describing the intervention in detail can be found in Appendix C.

Data Collection

The procedures for collecting data are as follows:

1) This researcher provided written instructions for administering the Extended Objective Measure of Ego Identity Status-2 (EOMEIS-2) for this study to the two FEEP seminar leaders prior to the distribution and administration of the instrument. In addition, the seminar leaders were given a verbal description of the administration process and procedures.

2) Subjects in the control and experimental groups were administered the instrument during the initial
FEEP orientation session, and again during the tenth week of the quarter.

3) Individual identification numbers were assigned to subjects and were written on the outside of the instrument score sheet in order to preserve confidentiality. Neither subject names nor social security numbers were utilized.

4) In the initial FEEP orientation session seminar leaders verbally gave subjects the following information regarding the completion of the instrument:

   a) Completion of the EOMEIS-2 and other inventories is a requirement for the FEEP seminar and is 10% of the final grade.

   b) Subjects responses are confidential and will not, under any circumstances, be used for evaluation purposes by the seminar leaders or the College of Education.
c) The purpose of administering the EOMEIS-2 is to provide information that will assist in curriculum development for future courses.

d) Answers to the questions are to be recorded on the score sheet. The instrument is not to be marked on.

e) The seminar leader read the following passage (Adams, et. al, 1989) verbatim to the subjects:

"Read each item carefully. Be sure to respond to the total item and not just a certain part of it. Using the range of responses from strongly agree to strongly disagree, indicate to what degree it fits your own impressions about yourself. Remember, we are interested in how these items either reflect or don't reflect how you perceive your own thoughts and feelings at this time."

5) Subjects completed the instruments in class at the specified sessions.

6) Subjects recorded their age and gender in the appropriate space on the instrument score sheet.
This researcher met with the seminar leader weekly to discuss the progress of the intervention including any insights and observances.

Instrument

The Revised Version of the Extended Objective Measure of Ego Identity Status (EOMEIS-2) was used to measure identity statuses instead of Marcia’s interview because it is easily administered and scored in large scale research situations, is free of rater bias and interview effects, gives both total and subscale scores (ideology and interpersonal), gives both transition and typology scores for parametric or non-parametric analysis, and is a reasonable substitute for the interview (Bennion & Adams, 1986).

Marcia originally developed and used a semi-structured interview to determine identity status (Marcia, 1967). The interview included questions on occupation, politics, and religion and was scored based on the presence or absence of crisis and commitment. The interview was later expanded to include questions on attitudes toward premarital sex because of studies that showed females scoring differently from males on the original version (Grotevant, et al., 1982; Marcia & Friedman, 1970). The revised interview operationalizes
the constructs of identity formation, but it is time consuming to administer and requires trained raters for scoring.

Adams and his colleagues have developed and refined an objective measure of the identity statuses (Adams, Bennion, & Huh, 1989; Adams, Shea, & Fitch, 1979; Bennion & Adams, 1986; Grotevant & Adams, 1984). An objective measure was originally developed to classify subjects at less cost than the interview format and to provide a measure that allowed for classification of transition types such as moratorium-achieved, and diffusion-foreclosed. This was based on Rest’s (1975) belief that identity research shouldn’t study one specific status at a time but directional movement of individuals through statuses.

The objective measures have undergone two major revisions with validity and reliability studies conducted at each stage in the process of refining the instrument. The original instrument focused on occupational/ideological identity issues similar to Marcia’s interview and showed good convergent-divergent correlation of items within statuses compared to total scores for statuses (p 0.001), good internal consistency for each status (Cronbach alphas of 0.68, 0.76, and 0.67), and a relatively close parallel between outcomes
on the objective measure and Marcia's interview (Adams, et al., 1979). Another study demonstrated an 80% agreement with the Ego Identity Interview (Adams, et al., 1984).

The instrument was later expanded to include the interpersonal domain (Grotevant & Adams, 1984). In a series of studies, the expanded instrument was shown to have acceptable reliability (internal consistency and test-retest) and validity (content, factorial, discriminant, and concurrent). In addition, the instrument was correlated with Marcia's Ego Identity interview and six of eight correlations were significant for ideology, two of eight were significant for the interpersonal domain, and five of eight were significant for total identity status (Grotevant & Adams, 1984). Another study by Craig-Bray and Adams (1986) revealed low correlations with the extended version of the Ego Identity Interview, especially in the interpersonal domain.

As a result of the lower correlations in the interpersonal subscale, the instrument was revised and tested for reliability and validity (convergent, discriminate, concurrent, and predictive) and the authors concluded that the instrument would adequately
measure identity status (Bennion & Adams, 1986). Since then, over 30 studies have been done which support the reliability and validity of the instrument.

**Instrument used**

In this study, the latest version, The Revised Version of the Extended Objective Measure of Ego Identity Status (EOMEIS-2) developed by Bennion & Adams (1986) was utilized (Appendix D). The instrument was designed to measure identity status within the two subscales, ideological and interpersonal. The ideology subscale includes the domains of occupation, politics, and religion, which parallel Marcia's interview. Philosophical lifestyle was added because of its perceived influence on identity by Erikson (1950). The second subscale measures four interpersonal domains; friendship, dating, sex roles, and recreation. These were included because of increasing evidence of the importance of interpersonal issues in identity formation and empirical studies which demonstrate gender differences in these domains (Bennion & Adams, 1986).

The instrument is designed so that subjects respond to a 6 point Likert scale of strongly disagree to strongly agree on 64 items, representing the 4 ideology domains (occupation, politics, religion, and
philosophical lifestyle) and the 4 interpersonal domains (friendship, dating, sex roles, and recreation). Each of the four ideology domains and four interpersonal domains is measured by eight items, 2 for each of the four identity statuses described by Marcia. The instruments can be scored by optical scanning and computer. The scoring yields a typology identity score for each of the subscales. In addition, transition scores for the subscale identities are given so the data can be treated as interval data and used in parametric analyses (Bennion & Adams, 1986).

Reliability

Reliability studies have been summarized in the manual for the instrument (Adams, et al., 1989). Internal consistency estimates have ranged from .30 to .89, with a median alpha of .66 for the ideological and interpersonal scales. The internal consistency for the ideological subscales, however, has been higher than for the interpersonal subscales. Test-retest reliability studies have produced correlations of .71 to .93 and split-half correlations ranged from .10 to .68.
Validity

In the manual, the authors also summarized the studies on predictive validity, construct validity, and concurrent validity (Adams, et al, 1989).

Predictive

Predictive validity, which deals with significant behavioral, cognitive, affective, or attitudinal differences in groups, has been studied using measures of cognition, social cognitions, behaviors, family factors, and demographics. In most cases, the results were in the predicted directions. For example, Adams, Ryan, Hoffman, Dobson and Nielsen (1985) found that during an experimental task diffused men and women were more likely to conform to peer pressures than the other statuses. In addition, Weiss (1984) found that achieved and moratorium subjects scored higher on a cognitive development measure than foreclosed and diffused subjects.

However, Weiss (1984) also found no significance between identity statuses and moral development. Likewise, Adams and Fitch (1982) concluded that there are no differences in identity formation for males and females.
Construct

Construct validity is based on the degree to which the instrument is similar to the theoretical expectations of inter-relatedness between the items of the construct being reviewed. In five factor analyses to estimate construct validity, the results were consistent with theory, except that diffusions and moratoriums shared some variance. Correlations between the subscales also supported the construct validity of the instrument showing a convergence between the interpersonal and ideological subscales ranging from .38 to .92. Moderate divergence is also demonstrated with ranges from .27 to .76 and from .19 to .79 between the interpersonal and ideological subscales, respectively.

Construct validity was also determined by correlating the ideological and interpersonal subscales with the total identity score. Jones and Hartmann (1984) found correlations ranging from .91 to .94 with a median to .93 using this method.

Concurrent

Concurrent validity refers to the degree to which an instrument is related to 1) a different assessment measuring the same construct or 2) characteristic behaviors differentiated by the instrument. Concurrent
validity has been measured using various measures of ego strength to determine the similarity in outcomes.

The Marcia Ego Identity Interview has been widely accepted as an accurate and valid measure of ego development (Adams, Bennion, Huh, 1989). Three studies correlating the instrument with Marcia's interview yielded agreement ranging from 30% to 100%. Adams, et al. (1989) provided two possible explanations for the non-identical correlations between the Extended Objective Measure of Ego Identity Status and The Marcia Ego Identity Interview. One, both measures are accurate but assess slightly different aspects of ego identity; and two, one of the methods is more precise in measuring identity development.

In this study, optical scanning was used to load the data onto the mainframe computer at The Ohio State University and the instruments were scored using the SPSS commands provided in the manual.

Description of the Intervention

The curriculum intervention conducted with the experimental group is consistent with the four domains Erikson (1968) and Marcia (1966) believed to be major components associated with identity development (occupational, political, religious, and interpersonal).
The design of the intervention (i.e. group processing, open discussion, critical analysis, etc.) is also consistent with the methods that promote moratorium according to Ehman (1980), Erikson (1968) and Loevinger (1976).

The intent of the intervention is to provide a structured curricular exploration that will facilitate and encourage a progressive identity status change among the participants. The curricular intervention addressed each of the four domains and consisted of 1) specific readings, 2) a specific mini paper addressing questions related to the readings, and 3) specific activities designed to share personal beliefs on the readings. The curricular intervention is described below:

**Occupation Domain**

Achieving an occupational identity is a major task of Erikson's (1968) "Identity versus Role Confusion" stage and a main concern of most college students (Waterman, A.S., 1982). In an effort to address career exploration and facilitate this process in the intervention, subjects were administered the Vocational Preference Inventory (VPI) by Holland (1985).

The VPI is an interest inventory based on Holland's (1973) RIASEC method of classifying positions and
personality types. The six category grouping was devised to correspond with an individual's personal characteristics as well as the work environment. The categories are 1) Realistic (skilled trade occupations with concrete tasks), 2) Investigative (scientific occupations with an intellectual, independent focus), 3) Artistic (occupation using creativity), 4) Social (interpersonal occupations), 5) Enterprising (extroverted, persuasive occupations), and 6) Conventional (practical, conservative occupations).

The VPI consists of 160 occupations in which the respondent marks "Yes" if the occupation appeals or is of interest to him or her or "No" if the occupation is uninteresting or disliked. The results of the VPI will produce a three-letter code corresponding to the RIASEC categories.

Upon interpretation of the VPI results, subjects were required to research two different occupations that are compatible with their three-letter code. Students were instructed to visit the College of Education Career Services Office and reviewed the occupations associated with their code found in Holland's The Occupations Finder. When the optional careers of interest were identified, the subjects researched information about
the careers in the *Occupational Outlook Handbook* and photo copied the information.

Subjects were required to bring these copies to class along with a 1-2 page mini-paper reflecting their responses to the following questions:

1. What do I like about these careers?
2. What do I dislike about these careers?
3. What skills are necessary to succeed in these careers?
4. Do I think I could be successful in these careers?

The seminar leader organized the class into small groups of 4 to 5 students. Each subject shared his or her two chosen careers along with responses to the questions. Other group members were encouraged to provide feedback to the subject sharing. This process continued until all group members had a chance to participate.

Upon completion of the exercise, the seminar leader stressed the importance of career exploration and that there exists several careers in which one may be satisfied. Also, the mini-papers were collected and counted toward the subject's final grade.
Political Domain

Although political ideology is another major domain of Erikson's (1968) theory, the exploration of this construct typically receives little consideration in courses designed for occupational exploration. Adams (1985) stated how critical analysis of political issues in a supportive environment promotes moratorium. In addition, it is important that the political topics be directly related to the subjects who are discussing the issue.

Using these guidelines, this researcher has developed an intervention to facilitate political exploration within the classroom.

During the initial FEEP orientation, students were provided a chapter entitled "Political dimensions of schooling: Federal, state, and local" from A.K. Ellis, J.J. Cogan, & K.R. Howey's (1991) book entitled Introduction to the Foundations of Education. The chapter provided an overview of the federal, state, and local structure of government and explains how the different governing bodies influence the educational system. In addition to the chapter, subjects were given a copy of questions to answer in a 1-2 page written format that reflected the reading. The questions and activities were as follows:
1. What are the major points of the readings?
2. What is your reaction to the readings in relation to your own beliefs?
3. What is the relevancy of the readings to your current experience as a student and person?

Subjects were required to arrive at the designated session prepared to discuss the topic and questions in the small group format used for the occupation intervention. The seminar leader collected the mini-papers at the completion of the activity and gave them to this researcher. The mini-papers were not returned to the students.

**Religion Domain**

The discussion of religious ideology in an environment other than a course on religion can be controversial if not facilitated properly. As the third domain in Erikson's (1968) theory, it is critical to include this ideology in the intervention of this study.

The rationale given to the subjects centered around the concept that teachers are often exposed to many different religions within one class (Travers, P. & Rebore, R., 1990). It is therefore important to gain a basic understanding of many different religions.
During the initial FEEP orientation the seminar leader provided subjects in the experimental class a in-depth readings of the three major religions (Islam, Judaism, and Christianity) from Smith’s (1991) book entitled The World’s Religions. Subjects were given the following questions to be answered in a 1-2 page mini-paper prior to the class section designated for the religious discussion:

1. What are the major points of the readings?
2. What is your reaction to the readings in relation to your own beliefs?
3. What is the relevancy of the readings to your current experience as a student and person?

The small group format was also utilized to facilitate the discussion of these questions. The seminar leader ended the exercise by collecting papers and stating “It is important for teachers to respect and understand the religious ideologies of others.”

Interpersonal Domains

The interpersonal domains of identity development were adopted into the Marcia’s model at a later date even though Erikson (1968) alluded to this construct. Not until gender differences in identity development
were recognized by Josselson, R., Greenberger, E., and McConochie, D. (1977), and Marcia (1980) did the interpersonal substatus receive equal recognition.

As part of the intervention subjects completed the BEM Sex Role inventory which is designed to measure the extent to which an individual identifies with masculine or feminine characteristics (BEM, 1974).

Subjects received an interpretation of this instrument by the seminar leader with a discussion of how the particular orientations influence one's teaching style in terms of gender equity toward students. In addition to the BEM inventory, subjects were engaged in a discussion on sex-equity as part of the required readings found in the *Kaleidoscope* text.

In an effort to explore the relationship aspect of the interpersonal substatus, subjects were required to read "The interpersonal relationship in the facilitation of learning" (Rogers, C.) from R. R. Leeper's (Ed.) *Humanizing Education: The Person in the Process*. Based on the reading, subjects wrote a 1-2 page paper in response to the following questions:

1. What are the major points of the reading?
2. What is your reaction to the reading in relation to your own beliefs?
3. What is the relevancy of the reading to your current experience as a student and a person?

Subjects arrived to class prepared to share their responses in a small group format. During the same seminar session, the *Kaleidoscope* article "Striving for sex equity in schools"*(Keating, 1992)* was discussed. Also, the BEM Sex-Role Inventory results were interpreted and discussed in relation to the readings.

**Analysis of Data**

This study utilized a pretest-posttest control group design to determine the effects of a structured intervention on the identity development process. The initial control group (1) randomized for this study, however, lost 10 of the 26 assigned subjects due to disenrollment. As a result, this researcher was encouraged to assign another control group (2) with an enrollment number comparable to the experimental group. An analysis of variance was performed on raw pretest scores of the two control groups and was determined that no significance existed between the groups. The original control group was then dropped from the study. All further control group discussion in this study will therefore be in reference to control group (2).
All data collected were statistically analyzed with the Statistical Package for the Social Sciences (SPSS) (Nie, et al., 1975). The two stated research questions are discussed independently with an explanation of the statistical procedure used for Research Question 1.

**Research Question 1:**

Will a structured curricular intervention facilitate the identity development of college students?

**Null Hypothesis 1** tested at the .05 level of significance stated:

The variables "group" and "identity status," as measured by the Extended Objective Measure of Ego Identity Status-2 (EOMEIS-2 [Adams, et al, 1989]) are independent.

The responses to EOMEIS-2 instruments were scored to classify subjects into a single identity status category (diffused, foreclosed, moratorium, or achieved) for the ideological subscale and the interpersonal subscale. In other words, each individual was labeled as either diffused, foreclosed, moratorium, or achieved for each of the two subscales.

Adams (et al, 1989) stated this non-parametric approach to data analysis to be the preferred option of researchers studying identity developmental change.
In order to test Hypothesis 1 several chi-square tests of association were conducted between the groups and changes in status scores on pretest and posttest results of the EOMEIS-2. The chi-square test is a statistical procedure used to determine whether observed proportions differ from expected proportions.

Research Question 2:

What is the relationship between the demographic variable age and the identity development of college students?

Because of the low number of subjects representing the identity statuses by age category for pretests and posttests, statistical analyses were not conducted. However, EOMEIS-2 pretest and posttest subject frequency changes by group, age category, and status are illustrated.

Summary

This chapter has discussed the research setting and population, subjects and method of sample selection, procedure and data collection process, an overview of the intervention and instrument, and the methods of analyzing the data. The following chapter will analyze the results of the data with regard to subject
demographics and the research questions. A synopsis of the chapter will also be provided.
CHAPTER IV
PRESENTATION AND ANALYSIS OF DATA

This chapter presents the following: 1) a description of subjects in the sample, first by overall sample, and then separately by experimental and control groups; 2) an analysis of the data, and 3) a report of findings.

Description of Subjects in the Sample

The subjects in this study consisted of 42 undergraduate students enrolled in the First Early Experience Program (FEEP) during Spring Quarter 1994. Of the 42 subjects, 27 (64%) were female and 15 (36%) were male. Ages ranged from 17-29 with the mean age of the overall sample at 21.2. Table 1 illustrates descriptive information of the overall sample in regard to age.
Table 1
Mean Age for the Overall Sample
n = 42

<table>
<thead>
<tr>
<th>Age</th>
<th>M</th>
<th>SD</th>
<th>Min Value</th>
<th>Max Value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>21.2</td>
<td>2.5</td>
<td>17</td>
<td>29</td>
</tr>
</tbody>
</table>

The data for the experimental and control groups were examined separately and sorted by age, sex, and total identity status raw scores.

Table 2 shows each group broken down by age categories. The age categories used for analysis were 1) 17 to 20 years of age, and 2) 21 and older. As illustrated, the majority of students in the experimental group (81%) fell into the 17-20 age category. However, in the control group, 52 percent of the students were in the 21 + age category.

Table 2
Frequency of Subjects by Age Category and Group

<table>
<thead>
<tr>
<th>Age</th>
<th>Experimental</th>
<th>Control</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>17 - 20</td>
<td>17 (81%)</td>
<td>10 (48%)</td>
<td>27 (64.3%)</td>
</tr>
<tr>
<td>21 +</td>
<td>4 (19%)</td>
<td>11 (52%)</td>
<td>15 (35.7%)</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>21</td>
<td>42</td>
</tr>
</tbody>
</table>
Table 3 illustrates how each group is divided according to sex. Between-group ratios of males to females did not appear to be different with the majority of subjects in each group being female (62%, experimental group; 66.7%, control group).

<table>
<thead>
<tr>
<th></th>
<th>Females</th>
<th></th>
<th>Males</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Percent</td>
<td>N</td>
<td>Percent</td>
</tr>
<tr>
<td>Experimental</td>
<td>13</td>
<td>62.0</td>
<td>8</td>
<td>38.1</td>
</tr>
<tr>
<td>n = 21</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Control</td>
<td>14</td>
<td>66.7</td>
<td>7</td>
<td>33.8</td>
</tr>
<tr>
<td>n = 21</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>27</td>
<td>64.3</td>
<td>15</td>
<td>35.7</td>
</tr>
<tr>
<td>n = 42</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Analysis of Data

In an effort to operationalize Erikson's theories on identity formation, most researchers prefer to note identity change using categorical or status distinction of subjects as opposed to raw scores (Adams, et al, 1989). Since categorical scores were also used in this study, a non-parametric approach was therefore taken to
analyze the data. The chi-square test of association was performed to determine any possible relationship between the groups and changes in status scores on pretest and posttest results of the EOMEIS-2.

**Research Question 1:**
Will a structured curricular intervention facilitate the identity development of college students?

Analysis of data pertaining to Research Question 1 began by examining scores from the Extended Objective Measure of Ego Identity Status - 2 (EOMEIS-2).

**Null Hypothesis 1** tested at the .05 level of significance stated:

The variables "group" and "identity status," as measured by the Extended Objective Measure of Ego Identity Status-2 (EOMEIS-2 [Adams, Bennion, & Huh, 1989]) are independent.

Figure 2 illustrates EOMEIS-2 pretest and posttest subject frequency changes (ideological subscale) by status and group. The non-parametric comparison of identity status changes between groups illustrated notable differences. Pretest to posttest status changes within the ideological domain of the experimental group were more consistent with identity advancement (movement to the moratorium or achieved status) than status
changes within the control group from pretest to posttest.

<table>
<thead>
<tr>
<th>Group 1 (experimental)</th>
<th>Group 2 (control)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>status</strong></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td></td>
</tr>
<tr>
<td>pretest</td>
<td>posttest</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td></td>
</tr>
<tr>
<td>pretest</td>
<td>posttest</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>M</td>
<td></td>
</tr>
<tr>
<td>pretest</td>
<td>posttest</td>
</tr>
<tr>
<td>13</td>
<td>15</td>
</tr>
<tr>
<td>A</td>
<td></td>
</tr>
<tr>
<td>pretest</td>
<td>posttest</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

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= status change

= no status change

Figure 2
EOMEIS-2 Pretest and Posttest Subject Frequency Changes (ideological subscale) by Status and Group
A comparison of the groups on status change in the ideological subscale (Figure 2) showed a pattern of logical movement from pretest to posttest in the experimental group. A chi-square analysis did not indicate a significant relationship ($\phi = .693; df=6$) between status changes (pretest to posttest) within the experimental group. In other words, the status in which subjects rated at pretest was independent of the status they rated at posttest. All status changes except one were consistent with Waterman's (1982) model (Figure 1) of logical identity status movement.

For instance, all 4 subjects who were rated as "achieved" at pretest changed to the moratorium status at posttest. Rodgers (1993) suggested that students who move in this sequence were probably foreclosed and not achieved especially if they are in the 17-20 age category.

Of the 13 subjects who were rated as moratorium at pretest, 8 remained in the moratorium status to continue exploration while 4 subjects advanced to the achieved status reflecting ideology commitment. Although a logical identity path, however, one subject did regress to the diffused status. Waterman (1982) stated that individuals who become "post-crisis" diffused may have become too discouraged to continue the "search."
One of the pretest foreclosed subjects advanced to the moratorium status demonstrating an interest in challenging established commitments with alternative beliefs. The other pretest foreclosed subject advanced to the achieved status which, according to Waterman (1982), is an illogical move since one must first pass through the moratorium status (explore options) before gaining an achieved identity. Finally, both pretest diffused subjects moved to the moratorium status representing a desire to engage in the exploration process.

Status changes in the ideological subscale for the control group, however, did not present a consistent pattern of progressive movements in status between pretest and posttest. Although the chi-square analysis was not significant (\( \phi = .088; \) \( df = 9 \)), it did indicate a stronger relationship between the status subjects rated at pretest and their status rating at posttest when compared with changes in the experimental group. In other words, more subjects in the control group rated the same status at pretest and posttest than experimental group participants.

For example, of the 5 subjects who were rated as "achieved" at pretest, only two moved to the moratorium status while three remained achieved. Also, only 1 of
the 13 subjects who initially rated as moratorium shifted to the achieved status while 7 remained in the moratorium status. Four subjects, however, regressed to the foreclosed status which suggested that they entered the course with flexible ideas concerning their beliefs in the areas of occupation, politics, and religion, but decided to commit to a previous way of knowing without further exploration. This move, however, does not follow Waterman's (1982) model since the foreclosed status represents a commitment without a previous crisis. In addition to the regressive moves into the foreclosed status one pretest moratorium subject regressed into the diffused status.

The subject who rated as pretest foreclosed remained in the foreclosed status. Also, one of the pretest diffused subjects remained diffused while the second pretest diffused subject shifted directly to the achieved status which has no logical explanation according to Waterman (1982).

Figure 3 illustrates EOMEIS-2 pretest and posttest subject frequency changes (interpersonal subscale) by status and group. A comparison of the groups on status change in the interpersonal subscale do not show a consistent pattern of logical progressive movement from pretest to posttest in either group.
<table>
<thead>
<tr>
<th>Status</th>
<th>Group 1 (Experimental)</th>
<th>Group 2 (Control)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>pretest</td>
<td>posttest</td>
</tr>
<tr>
<td>D</td>
<td>$2 \rightarrow \rightarrow \rightarrow \rightarrow 2$</td>
<td>$3 \rightarrow \rightarrow \rightarrow \rightarrow 3$</td>
</tr>
<tr>
<td>F</td>
<td>$3 \rightarrow \rightarrow \rightarrow \rightarrow 3$</td>
<td>$2 \rightarrow \rightarrow \rightarrow \rightarrow 2$</td>
</tr>
<tr>
<td>M</td>
<td>$12 \rightarrow \rightarrow \rightarrow \rightarrow 13$</td>
<td>$11 \rightarrow \rightarrow \rightarrow \rightarrow 13$</td>
</tr>
<tr>
<td>A</td>
<td>$4 \rightarrow \rightarrow \rightarrow \rightarrow 3$</td>
<td>$5 \rightarrow \rightarrow \rightarrow \rightarrow 3$</td>
</tr>
</tbody>
</table>

______ = status change
----- = no status change

Figure 3
EOMEIS-2 Pretest and Posttest Subject Frequency Changes (interpersonal subscale) by Status and Group
In the experimental group for example, 2 of the 4 subjects who rated pretest achieved moved to the moratorium status while 2 remained achieved. Also, 10 of the 12 pretest moratoriums remained moratorium while 2 subjects regressed to the foreclosed status. Of the 3 subjects who rated pretest foreclosed, 1 stayed foreclosed, 1 advanced to moratorium, and 1 made an illogical jump to the achieved status. The 2 pretest diffused subjects remained diffused.

A chi square analysis of status changes (pretest to posttest) for the interpersonal subscale reported a significant association (phi=.0051; df=9). This significance suggests a strong relationship between the status subjects rated at pretest and their status rating at posttest.

The control group presented similar patterns of status shift from pretest to posttest in the interpersonal domain yet did not yield a significant association between pretest and posttest status ratings (phi=.108; df=9). The statistic suggests that the status subjects rated at pretest was independent of their status rating at posttest. For example, of the 5 pretest achieved subjects 2 moved to the moratorium status, 1 subject regressed to the foreclosed status, and 1 subject remained achieved. Also, 9 of the
11 pretest moratoriums remained in that status while 1 advanced to the achieved status and 1 regressed to diffused.

The 2 pretest foreclosed subjects made similar moves as 1 remained foreclosed while the other subjects regressed to diffused. However, of the 3 subjects who rated pretest diffused 2 advanced to the moratorium status while 1 remained diffused.

In addition to performing chi-square analyses on status change within each group, significance was measured on pretests and posttests between groups using a chi-square procedure.
Figure 4, based on pretest scores, illustrates the number and percent of subjects within each status by group for the ideological subscale.

Figure 4
EOMEIS-2 Pretest Subject Frequency Count (ideological subscale) by Status and Group
On pretest ideological subscale frequency counts by status and group, no significant association was determined at the .05 level of significance (phi=.9302; df=3). In other words the experimental and control groups were not significantly different in the number of subjects in each status at pretest (Figure 4). Also, the majority of subjects in each group (61.9%) fell into the moratorium (exploratory) status on pretest scores for the ideological subscale.
Figure 5 displays a visual comparison of posttest results by status and group for the ideological subscale.

An analysis of posttest results between groups on the ideological subscale reported a chi-square.
significance of ($\phi = .077; \text{df}=3$) at the .05 level of significance which clearly suggested a move toward a relationship between group and subject frequency count by status. In addition, the posttest changes in status by group indicate that the experimental group changes are more representative of identity advancement according to Waterman (1982). For instance, the percent of subjects within the moratorium and achieved statuses increased to 71.4% and 23.8%, respectively. Also, the percent of subjects in the foreclosed and diffused status decreased to 0% and 4.8%, respectively.

The control group, however, decreased in the percent of subjects in the moratorium status to 42.9% yet increased in the percent of subjects in the foreclosed status to 23.8%. 
Figure 6 illustrates the percent of subjects by status and group at pretest for the interpersonal subscale.

Figure 6
EOMEIS-2 Pretest Subject Frequency Count (interpersonal subscale) by Status and Group
On pretest interpersonal subscale frequency counts by status and group, no significant association was determined at the .05 level of significance ($\phi=.9067$; df=3). In other words, the experimental and control groups were not significantly different in the number of subjects in each status at pretest. Also, the majority of subjects in each group (57.1%, experimental group; 52.4%, control group) rated in the moratorium status at pretest.
Figure 7 presents a comparison of posttest results by status and group for the interpersonal subscale.

![Figure 7: EOMEIS-2 Posttest Subject Frequency Count (interpersonal subscale) by Status and Group]

- **Group 1 (experimental)**
- **Group 2 (control)**
No significant relationship was determined on posttest results between groups on the interpersonal subscale ($\phi=.9402; \ df=3$) at the .05 level of significance (Figure 7). However, both groups increased in the percent of subjects in the moratorium status to 61.9%. Similarly, both groups decreased in the percent of subjects in the achieved status to 14.3%.

**Research Question 2:**

What is the relationship between the demographic variable age and the identity development of college students?

Chi-square statistical analyses were not utilized to answer this question since there were not enough participants to adequately represent all statuses when using "age category" as an independent variable.

However, in order to illustrate Research Question 2, EOMEIS-2 pretest and posttest subject frequency changes (ideological and interpersonal subscales) by status, age category (17 to 20) and (21+), and group are presented in Figures 8-11.
Experimental Group EOMEIS-2 pretest and posttest subject frequency changes (ideological subscale) by status and age category are presented in Figure 8.

Although chi-square analyses were not performed on status change and group by age category, Figures 8-11 provide visual representation of identity status change for the ideological and interpersonal subscales for each group by age category.

Figure 8 demonstrates logical status changes by all experimental group subjects in both age categories (17-20) and (21+) for the ideological subscale. In addition, the majority of identity status changes in the experimental group for this subscale are progressive according to Waterman (1982).
Group 1 (experimental)
Ideological Subscale

<table>
<thead>
<tr>
<th>Status</th>
<th>Age (17-20)</th>
<th>Age (21+)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>pretest</td>
<td>posttest</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>M</td>
<td>11</td>
<td>-</td>
</tr>
<tr>
<td>A</td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>

_____ = status change
----- = no status change

Figure 8
Experimental Group EOMEIS-2 Pretest and Posttest Subject Frequency Changes (ideological subscale) by Status and Age Category
Figure 9 illustrates subject frequency changes by status and age category for the interpersonal subscale of the experimental group. Figure 9, however, does not present a consistent, logical pattern of progressive change for the experimental group on the interpersonal subscale.

<table>
<thead>
<tr>
<th>Group 1 (experimental)</th>
<th>Interpersonal Subscale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age (17-20)</td>
<td>Age (21 +)</td>
</tr>
<tr>
<td>pretest</td>
<td>posttest</td>
</tr>
<tr>
<td>status</td>
<td></td>
</tr>
<tr>
<td>D 0</td>
<td>0</td>
</tr>
<tr>
<td>F 3</td>
<td>3</td>
</tr>
<tr>
<td>M 11</td>
<td>12</td>
</tr>
<tr>
<td>A 3</td>
<td>2</td>
</tr>
</tbody>
</table>

= status change
----- = no status change

Figure 9
Experimental Group EOMEIS-2 Pretest and Posttest Subject Frequency Changes (interpersonal subscale) by Status and Age Category
Control Group EOMEIS-2 pretest and posttest subject frequency changes (ideological subscale) by status and age category are presented in Figure 10. Likewise, Figure 10 and 11 do not show consistent, logical patterns of progressive moves for the control group on either the ideological or interpersonal subscale.

---

**Group 2 (control)**

**Ideological Subscale**

<table>
<thead>
<tr>
<th>Status</th>
<th>Age (17-20)</th>
<th>Age (21+)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pretest</td>
<td>Posttest</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>M</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>A</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>

---

Figure 10

Control Group EOMEIS-2 Pretest and Posttest Subject Frequency Changes (ideological subscale) by Status and Age Category
Control Group EOMEIS-2 pretest and posttest subject frequency changes (interpersonal subscale) by status and age category are presented in Figure 11.

<table>
<thead>
<tr>
<th></th>
<th>Age (17-20)</th>
<th></th>
<th>Age (21+)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>pretest</td>
<td>posttest</td>
<td>pretest</td>
</tr>
<tr>
<td>status</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
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<td>1</td>
<td>3</td>
</tr>
<tr>
<td>F</td>
<td>2</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>M</td>
<td>5</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>A</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

—— = status change
----- = no status change

Figure 11
Control Group EOMEIS-2 Pretest and Posttest Subject Frequency Changes (interpersonal subscale) by Status and Age Category
Summary

Chapter IV reviewed descriptive and inferential data which described the subjects and addressed Research Questions 1 and 2. The chi-square test for association was the non-parametric technique for analyzing the categorical data.

The following chapter will provide a summary of the study and recommendations for further research.
CHAPTER V
SUMMARY AND RECOMMENDATIONS

This chapter contains a summary of the study, conclusions, and recommendations. The chapter is divided into the following sections: 1) summary, 2) discussion, and 3) recommendations.

Summary

The process of identity development is considered a major task in becoming one's "own" person. Acknowledging personal values, beliefs, interests, and uniqueness is a challenge which is heavily influenced by the environment and associations to which a person is exposed (Rogers, 1993). Gaining an "achieved" identity is an individual accomplishment (Marcia, 1964). Erikson (1958) stressed the importance of meeting this challenge through identity exploration during adolescence and young adulthood (ages 14-20) if further "developmental" changes are to occur successfully. Pursuing a college education is a typical path for young adults to follow.
The "college experience" has also been targeted as a path which facilitates the identity development process (Rogers, 1993).

A college experience (outside of the classroom) is typically viewed as a setting which promotes a student's exploration of identity. The academic classroom itself is also a legitimate arena for identity exploration. Several studies have suggested that a suitable classroom for identity exploration would be supportive of differing viewpoints while facilitating discussion of differences without judgment (Ehman, 1980) and (Adams, 1985).

The purpose of this study, therefore, was to add to the knowledge base of identity development through providing a better understanding of the intervention methods that facilitate identity development among college students.

The specific research questions addressed in this study were:

Research Question #1

Will a structured curricular intervention influence the identity development of college students?
Research Question #2

What is the relationship between the demographic variable age and the identity development of college students?

The study was conducted with Ohio State University students enrolled in a ten week academic course (FEEP). The course (comprised of a seminar and field experience) is designed to offer students the opportunity to explore teaching as an occupation and to make a knowledgeable decision about pursuing a career in teaching. Students in the experimental and control groups were randomly selected and assigned from a total enrollment pool of 153 students who had applied to the morning sections of FEEP. The experimental and control groups each had 21 subjects.

The curricular intervention used with the experimental group consisted of specific readings, written assignments and specific activities designed to encourage exploration and a progressive identity status change. These readings and activities were chosen after careful review of the literature on methods which facilitate progressive identity change. The intervention activities required subjects to engage in specific weekly in-class conversations centering on each of the four identity domains (occupation, religion,
political, and sex-role attitude). Such discussion gave subjects the opportunity to defend their personal viewpoints while considering the views of their classmates.

The experimental group received the traditional FEEP curriculum as well as the intervention designed for this study. The control group simply received the traditional FEEP curriculum. All students participated in a weekly seminar and were placed four half-days per week in the Whitehall and Upper Arlington school districts, respectively.

In an effort to determine pre and post identity status change among groups, The Extended Objective Measure of Ego Identity Status-2 (Bennion & Adams, 1986) was administered to both groups during the initial FEEP orientation session and during the tenth week of the course. Subjects recorded their age and gender in the appropriate space on the instrument score sheet.

Non-parametric chi-square statistical procedures were used to address research question 1 and test the hypothesis. Also, graphic illustrations are presented to show the association between age and identity status change.

To answer the first research question in this study a chi square analysis was conducted on posttest scores.
Posttest status changes within the ideological subscale of the experimental group were more consistent with identity advancement (movement to the moratorium or achieved status) than changes within the control group. The chi square for the ideological subscale between groups (phi=.077; df=3) at the .05 level of significance demonstrates a move toward a significant relationship between group and subject frequency count by status. This is important to note when realizing that the chi square at pretest (phi=.9302; df=3) indicated no significant difference between groups on the number of subjects in each status. Within the interpersonal subscale, however, there was not a significant difference in the number of subjects in statuses between groups at pretest (phi=.9067; df=3) or posttest (phi=.9402; df=3).

Chi square analyses were also performed to explore pretest to posttest status changes within each group. For instance, the ideological subscale of the experimental group demonstrated an independence between pretest and posttest status ratings (phi=.693; df=6). However, a relationship was indicated between pretest and posttest status ratings within the ideological subscale of the control group (phi=.088; df=9).
A chi square analysis of the interpersonal subscale within the experimental group reflected a significant relationship ($\phi=.00051$; $df=9$) between pretest and posttest status ratings. A similar analysis within the control group, however, did not show a relationship between pretest and posttest status ratings ($\phi=.108$; $df=9$).

The second research question was addressed through a graphic illustration depicting pretest and posttest status changes by age and group. There did not appear to be noticeable status change differences between age categories (17-20) and (21+) within the respective groups and identity subscales.

**Discussion**

The intervention emphasized a set of concepts measured by the ideological subscale which may have contributed to the noticeable progressive status changes within this subscale. For instance, the ideological subscale was addressed through activities and readings associated with occupation, religion, and political orientations. The intervention created a situation where the students were encouraged to explore the topics.
Similar posttest results between groups on the interpersonal subscale suggest that the lesser emphasis placed on concepts measured by this subscale in the intervention may not have been adequate enough to influence a logical, progressive, identity change, according to Waterman (1982), within the interpersonal subscale. As presented in chapter 3, this researcher realized that the concepts were not discussed equally. The concept emphasized most in the interpersonal subscale was the sex-role attitude domain.

Erikson (1968) stated that clarifying one's idea and expression of maleness or femaleness is an important step in establishing one's identity. In addition to the importance of this concept, this researcher felt that the sex-role attitude domain would be easily integrated into the intervention and relevant to the established core curriculum. The domains "dating," "friendship," and "leisure," however, were not felt as important to address in the intervention. Also, omitting these domains in the intervention was influenced by the limited number of class sessions within this study.

Another possibility for the lack of significance between groups on posttest ratings for the ideological and interpersonal subscales may be a reflection of the basic FEEP curriculum each group received. FEEP is
designed to encourage students to explore and discuss issues related to the teaching profession which include political, religious, and interpersonal styles to name a few. The degree to which the FEEP curriculum paralleled the intervention made it difficult to determine the true influence of the intervention on identity development.

There were no logical, progressive status change patterns for the age category (17-20) or (21+) within the experimental group. Likewise, there were no logical, progressive status change patterns for the age category (17-20) or (21+) within the control group.

This finding contradicts the writings of Erikson (1950), Meilman (1977), and Josselson (1990). These writers believe the cutoff age for identity exploration is either 20 (Erikson, 1950), 21 (Meilman, 1977), or 22 (Josselson, 1990). Perhaps a specific cutoff age does not allow for individual uniqueness. It is important to note, however, that Erikson (1950), Meilman (1977), and Josselson (1990) did not agree on specific cutoff ages but did agree that ideology crisis and commitment increases with age.
Recommendations for Further Research

Recommendations for further research include:

1. This study should be replicated within courses which do not address the domains of identity development (i.e. occupation, political, religion, and interpersonal relations) as a part of the standard curriculum.

   By keeping the focus of the intervention and curriculum separate, the influence of the intervention on status changes would be easier to determine.

2. This study should be replicated in a classroom setting for at least a 15 week (academic semester) duration.

   The time frame of the intervention in this study was 10 weeks (1 academic quarter). This is also the shortest length of time researched to determine if identity status change has occurred among participants who receive a pretest and posttest of the EOMEIS-2.

   A 15 week period would have allowed this researcher time to include additional constructs addressing the interpersonal subscale.
3. This study should be replicated using Marcia's Ego Identity Interview.

Determining a person's degree of identity development seems to be an often abstract concept that may be difficult to assess with an objective measure and overall identity rating. Objective measures, such as the EOMEIS-2, do not allow the test interpreter to determine or clarify the rationale as to "why" a subject responded the way he/she did. Grotevant, Thorbecke, and Meyer (1981) agreed and did not recommend the use of "overall" identity ratings. Their rationale was that adolescents do not deal with all identity issues simultaneously and overall ratings may mask, rather than clarify one's identity. In addition, overall ratings are thought to become increasingly meaningless as the number of domains investigated increases. Considering identity as a profile of statuses, rather than a comprehensive trait, should also acknowledge unresolved issues concerning the identity formation process. For example, "Is identity status in one area a better predictor of adolescent adjustment than in another area?" (p. 41).

The use of the interview format, however, allows for further exploration of an individual's subjective
experiences leading to a more accurate assessment of identity.

4. This study should be replicated using a larger pool of participants to allow for an accurate categorical analysis.

The advantage of a categorical analysis enables the researcher to determine an individual's identity status change separately for both the ideological domain the interpersonal domain.
LIST OF REFERENCES


APPENDIX A

COURSE SYLLABUS (CONTROL GROUP)
COURSE SYLLABUS

Ed. Services & Research 271

3 Credit Hours

FEEP Director: Dr. Susan J. Sears

Course Title: Seminar in Exploring Helping Relationships

Course Description: A seminar to focus on the career and personal development of prospective helpers

Course Objectives: In Educational Service & Research 271, students will:

Knowledge Objectives:
1. Describe and participate in a personal and professional growth model that can be used in directing their own personal and career development.
2. Describe interpersonal communication skills which can be used to effectively communicate with students, teachers, and parents.
3. Learn group facilitation skills.
4. Explore ways in which bias, i.e., race, political affiliation, religion, age, sex, socioeconomic status, or exceptionality is manifested in helping setting.
5. Learn about current educational issues (through readings).

Skill Objectives:
7. Demonstrate effective communication skills.
8. Demonstrate skills necessary for discussion of current educational issues.
9. Participate in small group activities as a group member.

Attitude/Value:
10. Value the acquisition of effective communication skills.
11. Appreciate the challenges facing teachers and students in today's schools.

Topical Outline:
1. Introduction to FEED
2. Self as Teacher
   - Learning to See the Classroom (from the other side of the desk)
   - Learning Basic Communication Skills
   - Using Group Facilitation Skills
3. Students as Individual
   - Learning About Socioemotional Development of Students
4. Exploring the Challenges Facing Teachers
   - Role Conflicts
   - Beginning Teachers
   - Effective Teachers
5. Individuals as Students
   - Corporal Punishment
   - Child Abuse
6. Exploring Schools
   - National Reports/National Studies
7. Exploring What Schools Teach
8. Exploring Methods of Instruction
   - Successful Teaching Strategies
   - Disciplinary Strategies

-over-
9. Diversity in the Classroom
   - Multicultural Education
   - Gender Issues
   - Mainstreaming

10. Setting Career and Personal Goals

Texts:

"FEED Field and Seminar Manual" (which must be purchased at Cop-Ez at the Ohio Union)

Evaluative Criteria:
Students receive a letter grade (A-E) based on the following criteria:

1. Participation and Attendance: 30%
   A successful seminar requires active, high quality oral participation by each student. You are expected to have read and be ready to discuss assignments in class. Communicating effectively is an important skill in teaching and the class is your opportunity to both practice and demonstrate your communication skills. In determining your participation grade, your seminar leader will consider attendance, frequency and quality of your oral participation, in-class written exercises, and contributions to the class in general. In addition, your seminar leader will rate you (via a written evaluation) on the following qualities/skills related to your performance in seminar: Initiative, growth, preparation, responsibility, consideration, insight, enthusiasm, and communication skills. Also, students are expected to complete several inventories and questionnaires designed to help them assess their potential to become a teacher.

A NOTE ON ATTENDANCE: To avoid possible confusion, the following rules have been established. The only instances in which you will be able to make up written work missed due to absence are (1) personal illness documented with a note from a doctor or a health clinic, and (2) emergencies, i.e., death in the family (also documented). You must notify your seminar leader within 24 hours of the missed class for an absence to be excused. If excused, you may make-up written work you have missed if you contact the seminar instructor within 24 hours. Unexcused absences will result in work not made up and a lowered participation grade. Of course, oral participation cannot be made up. Perpetual tardiness or leaving class early will be treated as an attendance problem and will result in a lowered participation grade.

2. Autobiography: 5%

3. Paper: 15%
   Specific directions will be provided by your seminar leader. The written work is intended to help you think through and express your views as a prospective teacher.

4. Exams: 50%
   There will be two examinations to assess your comprehension of the readings.

FINAL GRADING SCALE: A = 94-100, A- = 90-93, B+ = 86-89, B = 83-85, B- = 80-82,
C+ = 76-79, C = 73-75, C- = 70-72, D+ = 66-69, D = 63-65, E = Below 63.

STUDENTS MUST PICK UP ALL PAPERS AND EVALUATION FORMS FROM THEIR INSTRUCTORS AT THE END OF THE QUARTER IN WHICH THEY ARE ENROLLED. FEED PAPERS AND EVALUATIONS ARE KEPT FOR ONE QUARTER ONLY.
FEEP ASSIGNMENT SHEET

Note to Students: It is important for you to read your text assignments regularly. Do not let yourself fall behind.

<table>
<thead>
<tr>
<th>Week</th>
<th>Reading/Other Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>Buy your FEEP Field and Seminar Workbook at Cop-Ez in the Ohio Union and read the sections on goal setting, observation, motivation, and communication including group skills. Be prepared to discuss the readings in the next seminar. Complete an autobiography and bring to the next seminar also.</td>
</tr>
<tr>
<td>Two</td>
<td>Seminar Session will focus on Communication, Motivation, and Goal-Setting.</td>
</tr>
<tr>
<td>Three</td>
<td>Kaleidoscope: Readings #3, 4, 6, 8. Take PRF</td>
</tr>
<tr>
<td>Four</td>
<td>Kaleidoscope: Readings #11, 12, 14. Take VPI, Bem Values Inventory</td>
</tr>
<tr>
<td>Five</td>
<td>Kaleidoscope: Readings #16, 20, 32.</td>
</tr>
<tr>
<td>Six</td>
<td>Finish Discussion of Readings and take Exam #1</td>
</tr>
<tr>
<td>Seven</td>
<td>Kaleidoscope: Readings #37, 41, 44.</td>
</tr>
<tr>
<td>Eight</td>
<td>Kaleidoscope: Readings #66, 69, 70.</td>
</tr>
<tr>
<td>Nine</td>
<td>Kaleidoscope: Readings #71 and #50. Paper Due</td>
</tr>
<tr>
<td>Ten</td>
<td>Complete evaluations. Take Exam #2</td>
</tr>
</tbody>
</table>

Paper

Using your field experiences in FEEP, the information you have learned about yourself through inventories and questionnaires, your readings, and class discussions to substantiate your decision, write a paper indicating whether or not you have decided to become a teacher. You must include some reference to the test data. The paper must be typed and double-spaced, and must be at least two pages in length.

Your seminar leader will have office hours. See him/her if you need help!

RESERVE FINALS WEEK FOR INDIVIDUAL CONFERENCES WITH YOUR SEMINAR LEADER
APPENDIX B

COURSE SYLLABUS (EXPERIMENTAL GROUP)
Course Syllabus (experimental group)

Ed. Services & Research 271  
Feep Director: Dr. Susan Sears  
3 Credit Hours

Course Title: Seminar in Exploring Helping Relationships  
Course Description: A seminar to focus on the career and personal development of prospective helpers.  
Course Objectives: In Ed. Services & Research 271, students will:

Knowledge Objectives:
1. Describe and participate in a personal and professional growth model that can be used in directing their own personal and career development.
2. Describe interpersonal communication skills which can be used to effectively communicate with students, teachers, and parents.
3. Learn group facilitation skills.
4. Explore ways in which bias, i.e. race, political affiliation, religion, age, sex, socioeconomic status, or exceptionality is manifested in helping settings.
5. Learn about current educational issues (through readings).

Skill Objectives:
7. Demonstrate effective communication skills.
8. Demonstrate skills necessary for discussion of current educational issues.
9. Participate in small group activities as a group member.

Attitude/Value:
10. Value the acquisition of effective communication skills.
11. Appreciate the challenges facing teachers and students in today's schools.

Topical Outline:
1. Introduction to Feep
2. Self As Teacher  
   - Learning to see the classroom (from the other side of the desk)  
   - Learning basic communication skills  
   - Using group facilitation skills
3. Students as Individuals  
   - Learning about socioemotional development of students
4. Exploring the challenges facing teachers  
   - Role conflicts  
   - Religious differences  
   - Beginning teachers  
   - Effective teachers
5. Individuals as students  
   - Corporal punishment  
   - Child abuse
6. Exploring schools  
   - National reports/National studies  
   - Gender Equity
7. Exploring what schools teach  
   - Curriculum  
   - Governmental influence
8. Exploring methods of instruction  
   - Successful teaching strategies
9. Diversity in the classroom
   - Multicultural education
   - Mainstreaming

10. Setting career and personal goals

Texts:
* "Feep Field and Seminar Manual" (must be purchased at Cop-Ez)
* Handout Readings
  1) Political dimensions of schooling: Federal, state, and local
  2) Christianity, Islam, and Judaism
  3) The interpersonal relationship in the facilitation of learning

Evaluative Criteria:
Students receive a letter grade (A-E) based on the following criteria:

1. Participation and Attendance: 20%
   A successful seminar requires active, high quality oral participation by each student. You are expected to have read and be ready to discuss assignments in class. Communicating effectively is an important skill in teaching and the class is your opportunity to both practice and demonstrate your communication skills. In determining your participation grade, your seminar leader will consider attendance, frequency and quality of your oral participation, in-class written exercises, and contributions to the class in general. In addition, your seminar leader will rate you on the following qualities/skills related to your performance in seminar: initiative, growth, preparation, responsibility, consideration, insight, enthusiasm, and communication skills. Also, students are expected to complete several inventories and questionnaires designed to help them assess their potential to become a teacher.
   
   **A NOTE ON ATTENDANCE:** To avoid possible confusion, the following rules have been established. The only instances in which you will be able to make up work missed due to absence are (1) personal illness documented with a note from a doctor or a health clinic, and (2) emergencies, i.e., death in the family (also documented). You must notify your seminar leader within 24 hours of the missed class for an absence to be excused. If excused, you may make-up work you have missed if you contact the seminar instructor within 24 hours. Unexcused absences will result in work not made up and a lowered participation grade. Perpetual tardiness or leaving class early will be treated as an attendance problem and will result in a lowered participation grade.

2. Mini papers: 20%
   Total of four (4) mini papers worth 5% each
   Specific instructions will be provided by your seminar leader. The written work is intended to help you develop insight and opinions on topics relevant to your own personal and professional development

3. Final paper: 20%
   Specific instructions will be provided by your seminar leader. The purpose of this assignment is to help you think through and express your views as a prospective teacher.

4. Exams: 40%
   (Over the Kaleidoscope and communication readings)

**FINAL GRADING SCALE:**
A = 94-100, A- = 90-93, B+ = 86-89, B = 83-85, B- = 80-82, C+ = 76-79, C = 73-75, C- = 70-72, D+ = 66-89, D = 63-65, E = Below 63
FEEP ASSIGNMENT SHEET

Note to Students: It is important for you to read your text and handout assignments regularly. Do not let yourself fall behind.

WEEK READING/OTHER ASSIGNMENTS

One Buy your Feep Field and Seminar Workbook at Cop-Ez and read the sections on goal setting, observation, motivation, and communication including group skills. Be prepared to discuss the readings in the next seminar. Complete an autobiography and bring to the next seminar also.

Two Seminar session will focus on Communication, Motivation, and Goal-setting

Three Kaleidoscope: Readings #3,4,6,8

Four Kaleidoscope: Readings #11,12,14
Mini-paper 1 due (see attached outline)

Five Kaleidoscope: Readings #16,20,32

Six Exam #1
Mini-paper 2 due (see attached outline)
Kaleidoscope: Reading #69

Seven Kaleidoscope: Readings #37,41,44
Mini-paper 3 due (see attached outline)

Eight Kaleidoscope: Readings #66 and #70
Mini-paper 4 due (see attached outline)

Nine Kaleidoscope: Readings #71 and #50
Final Paper due *

Ten Exam #2

* Final Paper
Using your field experiences in Feep, the information you have learned about yourself through inventories and questionnaires, your readings, and class discussion to substantiate your decision, write a paper indicating whether or not you have decided to become a teacher.

Your seminar leader will have office hours. See them if you need help!
RESERVE FINALS WEEK FOR INDIVIDUAL CONFERENCES WITH YOUR INSTRUCTOR
Week 4
Religion Exploration

READINGS & REFLECTION

Objectives

* to learn about the main religions to which teachers are often exposed
* to encourage students to explore and develop opinions about religious ideologies different from their personal orientation

Activities


2) Write a 1-2 page paper responding to the following questions:
   1. What are the major points of the readings?
   2. What is your reaction to the readings in relation to your own beliefs?
   3. What is the relevancy of the readings to your current experience as a student and person?

Time

* Completed prior to arriving to class Week 4
Week 6

Interpersonal Exploration

READINGS & REFLECTION

Objectives

* to explore the dynamics of building interpersonal relationships
* to encourage personal reflection on the importance of relationships and how we attain them

Activities


2) Write a 1-2 page paper responding to the following questions:

1. What are the major points of the readings?
2. What is your reaction to the readings in relation to your own beliefs?
3. What is the relevancy of the readings to your current experience as a student and person?

Time

* Completed prior to arriving to class Week 6
Week 7

Political Exploration

READINGS & REFLECTION

Objectives

* to learn about the federal, state, and local structure of government and how they influence the educational system.

* to encourage students to develop personal opinions about government

Activities


2) Write a 1-2 page paper responding to the following questions:

1. What are the major points of the readings?
2. What is your reaction to the readings in relation to your own beliefs?
3. What is the relevancy of the readings to your current experience as a student and person?

Time

* completed prior to arriving to class Week 7
Week 8
Occupation Exploration

CAREER SEARCH

Objectives
* to explore optional careers choices based on students Vocational Preference Inventory 3-letter code
* to introduce career exploration materials and their use

Activities
1) Visit the College of Education Career Services Office and review the occupations associated with their code found in Holland's The Occupations Finder
2) Identify two (2) different occupations of interest related to your code
3) Research information about the two careers in the Occupational Outlook Handbook and photo copy the information
4) Write a 1-2 page paper responding to the following questions:
   1. What do I like about these careers?
   2. What do I dislike about these careers?
   3. What skills are necessary to succeed in these careers?
   4. Do I think I could be successful in these careers?

Time

Completed prior to arriving to class Week 8
APPENDIX C

INSTRUCTOR'S INTERVENTION MANUAL
STRUCTURED CURRICULAR INTERVENTION OF
IDENTITY DOMAINS:

A Supplement to the First Early Experience Program
(FEEP) Curriculum
The Ohio State University

Instructor’s Manual

1994
Notes to Instructor:

1. The activities, exercises, and discussions in this guide should be required in addition to the standard FEEP course assignments.

2. All readings associated with this intervention should be handed out to each enrolled student during the initial FEEP orientation session.

3. Each written paper assignment is worth five (5) points toward the final grade.

3. Comments, suggestions, and/or concerns should be directed to:

   Scott E. Hall
   1139-B Sells Ave.
   Columbus, OH  43212
   614.487.9810
Week 4
Religion Domain

READINGS & REFLECTION

Objectives

* to learn about the main religions in which teachers are often exposed

* to encourage subjects to explore and develop opinions about religious ideologies different from their personal orientation

Activities


* subjects will write a 1-2 page pager responding to the following questions:

1. What are the major points of the readings?
2. What is your reaction to the readings in relation to your own beliefs?
3. What is the relevancy of the readings to your current experience as a student and person?

Time

* completed prior to arriving to class Week 7
Week 4

Religion Domain cont.

GROUP PROCESS

Objectives

* to initiate an interactive format where subjects are encouraged to share their opinions on different religions

Activities

* subjects will be organized into small groups of 4 to 5 members

* each subject will share his or her responses to the questions. Other group members are encouraged to provide feedback and dialogue

Time

in-class Week 4 (approximately 30 minutes)

SUMMARY

The seminar leader will end the exercise by stating how important it is for teachers to respect and understand the religious ideologies of others.
Week 6
Interpersonal Domain

READINGS & REFLECTION

Objectives

* to explore the dynamics of building interpersonal relationships

* to encourage personal reflection on the importance of relations and how we attain them

Activities


* subjects will write a 1-2 page paper responding to the following questions:

  1. What are the major points of the readings?
  2. What is your reaction to the readings in relation to your own beliefs?
  3. What is the relevancy of the readings to your current experience as a student and person?

Time

* completed prior to arriving to class Week 6
Week 6

Interpersonal Domain cont.

GROUP PROCESS

Objectives

* to initiate an interactive format where subjects are encouraged to share their opinions on building relationships

* subjects identify their own sex-role orientation through the results of the BEM Sex-Role Inventory

Activities

* subjects will be organized into small groups of 4 to 5 members

* each subject will share his or her responses to the questions. Other group members are encouraged to provide feedback and dialogue

* subjects will also discuss the Kaleidoscope article "Striving for sex equity in schools" (Keating, 1992).

* the BEM Sex-Role Inventory results will be returned and interpreted.

Time

in-class Week 6 (approximately 30 minutes)
Week 7

Political Domain

READINGS & REFLECTION

Objectives

* to learn about the federal, state, and local structure of government and how they influence the educational system.
* to encourage subjects to develop personal opinions about government

Activities


* subjects will write a 1-2 page paper responding to the following questions:

1. What are the major points of the readings?
2. What is your reaction to the readings in relation to your own beliefs?
3. What is the relevancy of the readings to your current experience as a student and person?

Time

* completed prior to arriving to class Week 7
Week 7

Political Domain cont.

GROUP PROCESS

Objectives

* to initiate an interactive format where subjects are encouraged to share their opinions on government and its influence on the education system

* to encourage personal reflection and interest toward the legislative process

Activities

* subjects will be organized into small groups of 4 to 5 members

* each subject will share his or her responses to the questions. Other group members are encouraged to provide feedback and dialogue

Time

in-class Week 7 (approximately 30 minutes)
CAREER SEARCH

Objectives

* to permit the subjects to explore optional careers choices based on their Vocational Preference Inventory 3-letter code

* to introduce career exploration materials and their use

Activities

* subjects will visit the College of Education Career Services Office and review the occupations associated with their code found in Holland's *The Occupations Finder*

* subjects will identify two (2) different occupations of interest related to their code

* subjects will research information about the two careers in the *Occupational Outlook Handbook* and photo copy the information

* subjects will write a 1-2 page paper responding to the following questions:

1. What do I like about these careers?
2. What do I dislike about these careers?
3. What skills are necessary to succeed in these careers?
4. Do I think I could be successful in these careers?

Time

Completed prior to arriving to class Week 8
Week 8

Occupation Domain, cont.

GROUP PROCESS

Objectives

* to initiate an interactive format where subjects are encouraged to share their optional careers of interest
* to encourage personal reflection on career options previously not considered

Activities

* subjects will be organized into small groups of 4 to 5 members
* each subject will share his or her two chosen careers along with responses to the questions. Other group members are encouraged to provide feedback

Time

in-class Week 8 (approximately 30 minutes)

SUMMARY

Upon completion of the exercise, the seminar leader will stress the importance of career exploration and that there exists several careers in which one may be compatible
APPENDIX D

EXTENDED OBJECTIVE MEASURE OF EGO IDENTITY STATUS - 2
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