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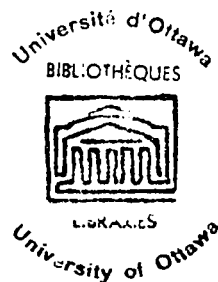
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A Relationship between Adolescent Identity
Resolution and Vocational Maturity

by Frank Hawes

Thesis presented to the School of Graduate
Studies of the University of Ottawa in
partial fulfillment of the requirements for
the degree of Master of Arts



University of Ottawa

Ottawa, Canada, 1978

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CURRICULUM STUDIORUM

Frank Hawes was born in Selkirk, Manitoba on November 15, 1940. He received a Bachelor of Arts degree from the University of Alberta in Edmonton in 1963.

ABSTRACT

In this study the research problem focused on adolescent vocational maturity and its antecedent dynamics. It was argued that vocational maturity, a construct used to assess degree of readiness for career behavior, lacked a conceptual framework to compare individual dynamics. It was proposed that Erikson's theory of psychosocial identity development would serve to explain certain antecedent conditions which facilitate or impede vocational maturity. The research hypothesis, that vocational maturity is a function of degree of identity resolution, was put forth.

To study this problem, ninety-six senior high school boys from two Ottawa schools were interviewed and classified into identity status as a measure of identity resolution, and administered the Career Development Inventory as a measure of vocational maturity. Vocational maturity scores were compared across the four identity status groups using a univariate analysis of variance technique.

The research hypothesis was supported. Post hoc procedures and multivariate analysis of the three subscales of the Career Development Inventory were applied. These results also supported the theoretical rationale. Vocational maturity mean scores were significantly different between the majority of pairs of identity status groups; only two non-predicted discrepancies were found. Subsequently, the subscales accounting for the discrepancies were identified. Recommendations were made regarding high school career guidance appropriate to differing degrees of identity resolution.

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INTRODUCTION

It is alleged that when Sigmund Freud was once asked his thoughts on the purpose of life, he replied laconically, "to love and to work!" The work cycle, which occupies much of the life of the average person, likely begins in adolescence or even earlier, in the form of early vocational coping behaviors, skills and attitudes. Understanding these patterns as they develop in adolescence is important to counsellors and educators who hope to further the process and help those in whom career planning is somehow arrested.

Some vocational theorists have argued that vocational coping behaviors evolve by the same principles as in other areas of human development and that vocational theories should be integrated within global development theories. Certain theorists observe that Erik Erikson's (1963, 1968) psychosocial identity development theory, although not explicitly proposed as vocational theory, has specific vocational implications (Galinsky and Fast, 1966; Harris, 1974; Havighurst, 1964; Munley, 1977; Tiedman and O'hara, 1963; Zaccaria, 1965). Research supporting this contention has been limited.

It is the purpose of this study to investigate a possible relationship between psychosocial identity resolution and vocational maturity, in order to better understand the development of vocational behaviors and attitudes in adolescence. The construct of vocational maturity, first made explicit by Donald Super (1955), permits the

assessment of an adolescent's readiness for career planning, compared to peers. What is lacking in the construct is a focus on the underlying individual dynamics of this vocational readiness, such as the developmental conditions under which it proceeds more favorably. Erikson's identity theory, which traces identity development to origins in childhood, may serve to conceptualize the underlying dynamics.

In Chapter 1, the Theoretical Framework and Review of the Literature, Erikson's theory is first presented, along with related research; this is followed by a presentation of the theory of vocational maturity, and supporting empirical research; the two theories are then linked conceptually, and the chapter is concluded with a statement of the research hypothesis. In Chapter 2, the design of the study is outlined. In Chapter 3, results are presented and discussed.

CHAPTER 1

THEORETICAL FRAMEWORK AND REVIEW OF THE LITERATURE

Erikson's Theory of Identity

In this section of the chapter, Erikson's theory of identity is critically presented under three headings: the central concept of the theory, "identity", is defined; Erikson's construct of the epigenesis of identity is presented in order to clarify how he views the inter-relationship of life stages; finally, identity development in adolescence is discussed with the purpose of tracing the identity process from its origins in childhood to its resolution in adolescence.

Central Concept

Central to Erikson's writings, and for which he is best known, is the concept of identity. He first used the term "identity crisis" while working as a psychoanalyst with psychiatric casualty war veterans. These soldiers had somehow lost a sense of personal sameness and

historical continuity. Erikson worked subsequently with young people and came to ascribe the identity problem as especially crucial to adolescence (Erikson, 1968, p.17).

Identity is defined as a "subjective sense of personal sameness and continuity", the sense of "the real me" (Erikson, 1968, p.19). It includes a feeling of being at home in one's body, knowing where one is going, and being recognized by others (Erikson, 1959, p.118).

In more complex terms, identity may be summarized as follows:

1. It is a developmental process of increasing differentiation and integration, which spans the entire human life cycle, beginning with the first mutual affirmation of mother and child (Erikson, 1968, p.23).
2. Its crisis or "critical turning point" normally occurs at a specific life stage, adolescence. Before this, the necessary somatic, cognitive and social preconditions do not yet exist. It cannot be unduly delayed beyond adolescence, as subsequent developments depend on it (Erikson, 1968, p.16; 1975, p.19)
3. It is a psychosocial process, occurring in the core of the individual and in the core of his communal culture simultaneously, implying a shared sense of roles, values, relationships and occupational possibilities. However, it must not be confused with mere roles or self conscious postures (Erikson, 1968, p.23; 1975, p.18-19).
4. It is psychodynamically complex, being both conscious and unconscious (Erikson, 1975, p.19).

5. As a psychosocial process, it is dependent on the past, in the sense of strong identifications with parental figures from childhood; it relies on new models encountered in youth; and it depends for its conclusion on workable roles in young adulthood (Erikson, 1975, p.19).

The Life Cycle: Epigenesis of Identity

According to Erikson (1968, chap. 3) identity development takes place during a series of eight psychosocial stages through which the individual evolves from birth to old age. Each stage is associated with a specific psychosocial crisis which the person must successfully negotiate in order to continue developing a healthy personality. For a definition of "healthy personality", Erikson uses Jahoda's (1950) terms, namely the individual who actively masters the environment, shows a certain unity of personality, and is able to perceive the world and himself accurately. The epigenetic principle which Erikson has borrowed from biology, states that:

anything that grows has a ground plan, that out of this ground plan the parts arise, each part having its time of special ascendancy, until all parts have arisen to form a functioning whole (Erikson, 1968, p.92).

In this context, the principle signifies that each stage crisis is systematically related to all others and that each depends on its proper sequence of development. Each crisis occurs towards the end

of the stage in question.

The epigenetic chart (Table 1) is used to portray each of the eight stage crises in the context of the epigenetic principle. In the chart, stage 1 (Trust vs. Mistrust) is located in the bottom left-hand corner, followed by the subsequent stages diagonally across the chart to the top right-hand corner. Each stage crisis is labeled according to the two polar outcomes peculiar to that stage. For example, the sixth stage crisis (Intimacy vs. Isolation) means that successful crisis resolution results in a capacity for psychosocial intimacy and that unsuccessful resolution results in isolation from others. The first four stage crises are built on Freud's childhood psychosexual stages, adapted to a psychosocial context. The final three stages are typical of adult life. Associated with the adolescent stage 5 (Identity vs. Identity Confusion) are a series of conflicts listed in the row horizontal to the stage. These conflicts refer to struggles of previous and subsequent stages as they emerge during adolescence. The series of conflicts listed in the column below stage 5 refer to struggles specific to each of the four childhood stages.

Stage five, and the adolescent conflicts associated with it, is the central focus of this thesis, and is presented in detail in the next section.

To summarize, Erikson maintains that identity development is a complex psychosocial process leading towards an integrated sense of

Table 1

The Epigenetic Chart: The Eight Psychosocial Life Stages and Their Interrelationship with Identity in Erikson's Psychosocial Identity Theory^a

VIII							INTEGRITY vs. DESPAIR	
VII							GENERA- TIVITY vs. STAGNATION	
VI						INTIMACY vs. ISOLATION		
V	Temporal Perspec- tive vs. Time Confusion	Self- Certainty vs. Self Conscious- ness	Role Ex- perimen- tation vs. Role Fixation	Appren- ticeship vs. Work Paralysis	IDENTITY vs. IDENTITY CONFUSION	Sexual Polariza- tion vs. Bisexual Confusion	Leader and Follower- ship vs. Authority Confusion	Ideological Commitment vs. Confusion of Values
IV				INDUSTRY vs. INFER- IORITY	Task Identi- fication vs. Sense of Futility			
III			INITIATIVE vs. GUILT	Anticipa- tion of Roles vs. Role Inhibition				
II		AUTONOMY vs. SHAME, DOUBT	Will to Be Oneself vs. Self- Doubt					
I	TRUST vs. MISTRUST	Mutual Recogni- tion vs. Autistic Isolation						
	1	2	3	4	5	6	7	8

^aErikson, 1968, p.94

personal sameness and continuity, a feeling of being at home in one's body and knowing where one is going. The identity process spans the human life cycle, but has its focal point during adolescence. As a psychosocial interactive process, it is affected by relationships from the past, modified by present relationships, and subsequently affects future outcomes. The process of identity development may be conceptualized by comparing it to other developmental theories. Whereas Erikson has used the principal of sequential increasing differentiation and integration in the context of identity, other theorists have used this same epigenetic principle with different subject matter. For example, Piaget (1926) and Flavell (1972) have focused on cognitive development, McNeill (1970) on language development, and Werner (1957) on motor development, using the epigenetic principle as a basic foundation.

Identity Development in Adolescence

Here identity is examined in relation to anticipated outcomes, the dynamics of the process, and resolution of the identity crisis.

Erikson portrays adolescence as "the last stage of childhood" (Erikson, 1968, p.155). The outcome of these few years must be an identity which is a unique Gestalt, more than the sum of the parts.

In other words, identity is more than childhood identifications with parental figures, and identifications alone cannot result in a functioning personality (Erikson, 1968, p.158). A firm sense of integrated inner identity is needed for the tasks, roles and responsibilities of adult life, as well as being a condition for further individual maturation. Erikson maintains that at the completion of youth three developmental necessities must be achieved: a sexuality bound to a style of intimacy; the anticipation of responsibility for the next generation; and an identity tied to some form of competence (Erikson, 1975, p.220). Elsewhere he notes that "in general it is the inability to settle on an occupational identity that most disturbs young people" (Erikson, 1968, p.132).

The identity process in adolescence is described by Erikson as turbulent but normal. As a result of turbulence stemming from new sources of genital, cognitive and physical energy as well as from fluid experimentation with roles, the adolescent may have to reintegrate the crises of earlier stages (Erikson, 1968, p.128, p.242). Each of the four preceding stage crises may re-emerge to help or hinder identity resolution. The effect of the four earlier stages on identity in adolescence is now examined in detail.

Trust vs. Mistrust. During the trust crisis in infancy, the child's first sense of identity emerges from the encounter with his mother, trusting that his basic needs will be met. In adolescence,

trust becomes the capacity for faith and hope, belonging to a community, having faith in oneself, one's tasks and religion. Mistrust, a negative outcome in the infancy stage, affects identity in adolescence as a mistrust of time, or time confusion. The young person seems unconvinced that he will receive enough reward and satisfaction in the future to make wanting and working worth the trouble (Erikson, 1968, p.105-107, p.180-181).

Autonomy vs. Shame and Doubt. The young child begins to experience the autonomy of free choice, holding on and letting go, as he develops motorically and learns to control his bodily wastes. Free will is a sense of self-control without loss of self-esteem. In adolescence, the corresponding attitude is that of the courage to be an independent individual who can guide his own future. A negative outcome of the feeling of parental overcontrol and lack of self-control is a sense of shame and doubt, which emerges in adolescence as self-consciousness (Erikson, 1968, p.107-114, p.183).

Initiative vs. Guilt. Once the child is motorically active he becomes involved and intrusive in his behavior, gaining insight into roles with parents and siblings, learning to share obligation and performance and developing a sense of moral responsibility. In adolescence, this becomes the ability to imagine, anticipate, and experiment with roles. A negative outcome, immobilization through guilt or role inhibition may affect the adolescent in the form of

a complete denial of ambition as the only way of avoiding guilt (Erikson, 1968, p.115-133, p.129, p.184).

Industry vs. Inferiority. At school the child learns to win approval and recognition from others, as well as a feeling of success by producing things and doing his job well. In adolescence, this is the desire to make something work well. The choice of an occupation becomes more than status or earning money, but of performing with excellence. A negative outcome, the sense of inferiority and inadequacy, may be expressed in adolescence as a sense of futility and work paralysis, an abhorrence of competitiveness and sociability, and refuge in formless fantasy (Erikson, 1968, p.122-129, p.171-172, p.184-185).

Thus the four preceeding childhood stages play a significant role towards identity resolution in adolescence. Identity confusion in adolescence, the inability to take hold of one's life, may be expressed in any of the foregoing negative ways. It usually becomes manifest when the adolescent is faced with physical intimacy, psychosocial self-definition, competition, and occupational choice (Erikson, 1968, p.166). Negative identity is one tied to elements of criminal, pathological or antisocial roles in a community (Erikson, 1968, p.174).

The resolution of the identity crisis in adolescence is dependent on two factors: community support, and individual commitment. These factors are now reviewed.

Community Support. The emerging individual craves recognition from his group and must be acknowledged and given status and viable roles to assume by the community (Erikson, 1968, p.159-161). The community must recognize additionally that, before committing himself, the young person needs time for a "psychosocial moratorium", a delay of adult commitments sanctioned by society (Erikson, 1968, p.157). The delay may take the form of apprenticeship, extended schooling or free role experimentation, and should give the person a chance to find a niche in some section of his society which seems uniquely made for him. The danger of an incomplete moratorium is a "psychosocial foreclosure", in which the individual's role is defined too soon, before he is ready for it (Erikson, 1968, p.158, p.167).

Individual Commitment. The moratorium comes to a close when the person commits himself to a sexual identity, without which intimacy is not possible (Erikson, 1968, p.186), and commits himself to an ideology. The term "ideology" as used by Erikson, has a rather idiosyncratic meaning. Ideology is "a universal psychological need for a system of ideas that provides a convincing world image" (Erikson, 1968, p.31). Elsewhere he notes that ideological thinking, peculiar to adolescence, is a system of ideas held together by categorical, totalistic logic. This may be distinguished from the "ethical orientation" of mature adults, a sense

of values assented to with insight and responsibility (Erikson, 1975, p.206-207).

Ideology implies more than ideas, and serves a developmental function. Through active commitment to some cause the young person learns adult responsibility, whether as a leader or a follower (Erikson, 1968, p.187). Commitment may involve values, discipline, inner reform, or abandon to some form of work or production (Erikson, 1968, p.191). Ideology, then, may mean a vocation. Work, for the adolescent, is an essential way of "working through" the identity crisis towards the future (Erikson, 1975, p.104).

In summary, adolescent identity is seen to be a function of resolution of the four preceeding stage crises. Secondly, identity resolution is dependent partly on community support, in the form of a "psychosocial moratorium", to prevent a "foreclosure" of roles. Finally, resolution depends on individual commitment to an ideology and to a vocation.

Empirical Research on Identity

In this section, research on adolescent identity is analyzed in four areas: the presence of "crisis"; the developmental sequence and related personal characteristics; a specific operationalized approach, the "identity statuses"; and finally, identity and career behavior.

Generally, research on adolescent behavior gives some limited

support to Erikson's contention that adolescence is a turbulent but normal phase. The results of three studies of healthy middle class adolescents purport that the period is not as tumultuous as generally believed (Douvan and Adelson, 1966; Masterson, 1967; Offer, 1969). Offer and Offer (1975) studied intensively a sample of 73 healthy, typical middle class adolescents during an eight year period (ages 14 - 22). They identified three characteristic behavior patterns: tumultuous adolescence, marked by turmoil and behavior problems (20%); surgent growth, cycles of progression and regression (40%); and continuous growth, smooth and unmarked (20%). The remainder of the sample (20%) were of mixed behavior patterns. Applying Erikson's definition of "crisis" as a critical turning point, these results support the argument that at least 60% of healthy middle class adolescents undergo some struggle (tumultuous and surgent patterns). Since all adolescents are not typically middle class, it is expected that the percentage undergoing struggle is likely higher in a global population.

Studies on adolescence using various paper and pencil measures of Eriksonian identity development offer reasonable support to the developmental sequence of identity. In a quasi-longitudinal study, Stark and Traxler (1974) found that 21 - 24 year olds had significantly higher identity than 17 - 20 year olds. Based on the developmental sequence in Erikson's theory, it is expected that a sense of industry

(a positive outcome of the stage preceeding identity) is related to identity resolution. Two studies support this prediction. Gilmore (1970), studying high school boys, found that feelings of competence and exploratory behavior were related to identity. Bauer and Snyder (1972), using a TAT achievement score as a measure of industry found that students high on identity were also high on achievement imagery. Finally, since identity includes integration, it is also expected that overall personality integration is related to identity resolution. A study by Lavoie (1976) of 120 students, aged 15 - 18 years, supports this conclusion. Using two Eriksonian measures, he found that a number of integrative characteristics were associated with high levels of identity, including a more confident sexual identity, a stronger sense of trust and industry, better psychological and social adjustment, higher personal integration, and more adaptive-positive defence systems.

One additional study is presented as support for the identity resolution process in adolescence. Its authors, although working independently of Eriksonian theory and instrumentation, argue in favor of Erikson's identity theory in their conclusion. Josselson, Greenburger, and McConchie (1977) studied the psychosocial maturity of 41 boys, aged 17 years. Psychosocial maturity (PSM) meaning individual, interpersonal, and social adequacy, was measured by

a specially designed self-report questionnaire. In-depth interviews were conducted on high PSM (n=9) and low PSM (n=11) boys. High PSM boys were oriented to personal success and to the future, more self-differentiated, more diversified in their interests and life styles, and more autonomous towards their parents. Low PSM boys were more embedded in family relationships (although ambivalent in their feelings), having a greater need for peer support, feeling a sense of failure towards their parents, somewhat fascinated by girls, and living in an "endless present" with little regard for the future. The authors concluded that high PSM boys were developing on schedule in Eriksonian terms, tackling the intricacies of identity formation, with an eye to the future. The low PSM boys were dealing with identity concerns and the future only when forced to; their main concerns were those of defensively overcoming feelings of inferiority and low self-esteem (the negative outcome of the Industry stage), fixated in other words, on an earlier developmental stage in the epigenetic life cycle (Josselson et al, 1977, p.51).

Based on Erikson's writings on identity, James Marcia (1966, p.551-552) has operationalized four levels of identity development. Since a number of studies using this operationalized form are presented below, the identity statuses are first summarized in detail.

Identity is operationalized in terms of commitment and crisis in two areas of a person's life: occupation and ideology (religious and political). Commitment refers to the extent of personal investment in a given choice and crisis means a critical decision making period. The presence or absence of crisis and commitment are used as criteria to label the four identity statuses, assessed through semi-structured personal interviews. The statuses are:

Identity Achievement. The individual has experienced crisis and is committed to occupational and ideological goals which are self-chosen. He has considered alternatives and made a decision in his own terms (although the choice may be a variation of parental wishes). In general it seems unlikely he would be overwhelmed by sudden environmental shifts or by unexpected responsibilities.

Moratorium. The individual is presently experiencing crisis, but is not yet committed to alternatives. He is presently in an active struggle with adolescent issues, and potential adult roles.

Foreclosure. The individual is committed, but has not experienced a crisis period. His commitments are parentally or socially - rather than self - chosen. He is becoming exactly what others prepared him to become. He may appear similar to the Identity Achievement person on the surface, but is more rigid and inflexible. If faced with a situation in which parental values became inoperable he might feel extremely threatened.

Diffusion. The individual may or may not have experienced crisis in the past, but he is not presently committed, nor is he concerned with these issues. He may be either

totally uninterested, or take a smorgasbord approach in which one outlook is as good as any other and be prepared to sample all positions and alternatives.

Research on identity status as a developmental sequence supports Erikson's identity theory. Marcia (1977) in a review of quasi-longitudinal studies, reported that identity increased from age 12 until late adolescence (age 18 - 21), with a predominance of Foreclosure and Diffusion individuals at earlier ages, many of whom changed to Moratorium and Identity Achievement at around age 18, and with the majority in Identity Achievement by age 21.

Regarding personal and interpersonal characteristics, researchers have found that certain characteristics are associated with each of the preceeding statuses. Self-esteem is expected to be an outcome of previous stage crisis resolution (Trust, Autonomy, Initiative and Industry vs. Mistrust, Shame, Guilt and Inferiority). Indeed, self-esteem has been found to be stronger and less vulnerable to change in Identity Achievement and Moratorium statuses (Brewer, 1973; Marcia, 1967). Authoritarianism has been found to be higher in Foreclosure subjects, thereby supporting the contention that they are parentally identified, i.e., authority directed (Brewer, 1973; Marcia, 1966; Marcia and Friedman, 1970; Podd, 1972; Schenkel and Marcia, 1972). On measures of autonomy, Foreclosure subjects tend to be lowest, with highest needs for peer and parental support (Orlofsky,

Marcia and Lesser, 1973; Waterman and Goldman, 1977; Waterman and Waterman, 1971). In one study external locus of control was associated with Foreclosure and Diffusion subjects, and internal locus of control with Achievement and Moratorium subjects (Waterman, Buebel, and Waterman, 1970). On interpersonal intimacy measures, Diffusion subjects tend to score the lowest (Donovan, 1975; Kinsler, 1972), and Identity Achievement and Moratorium subjects tend to score higher than Foreclosure or Diffusion subjects (Orlofsky, Marcia and Lesser, 1973). These results suggest that identity resolution preceeds the capacity to deal with a later stage - i.e., intimacy.

Using various paper and pencil measures of identity, a few authors have attempted to link identity development to career behavior. Bell (1969) found that adolescents who had expressed a vocational choice demonstrated higher levels of identity development. Davis (1964) found that making a vocational choice involving a long term commitment was a function of identity. Both Hershenson (1967) and Rosenfield (1972) explored the relationship between identity and occupational role concepts. Hershenson found that identity was related to occupational role concept, but that both might be a function of enculturation. Rosenfield found that identity was related to similarity of self and occupational role concepts. Gregoire (1976) found that adolescents in a delinquent treatment centre who increased identity level during their stay also increased in specificity of occupational choice, ideology and self-concept.

In summary, research on identity in adolescence offers favorable support to the identity concept generally, and more specifically in terms of the presence of crisis, the epigenetic developmental sequence, and the expected personal and interpersonal characteristics related to degree of identity crisis resolution. There is also limited evidence to support a relationship between identity resolution and overall career behavior.

In the next section, Super's theory of vocational maturity is presented.

Super's Construct of Vocational Maturity

The construct of vocational maturity was developed by Professor Donald Super and his associates at Columbia University during the 1950's. In this section the basic theoretical background is briefly sketched, along with related concepts, followed by a detailed analysis of the longitudinal Career Patterns Study, on which the empirical foundation of the construct is based.

Super has labeled his approach to vocational psychology a "differential-developmental-social-phenomenological psychology" (Super, 1969, p.9). There are three central influences: differential,

or trait and factor models (Super, 1942, 1969); self-concept theory, mainly the work of Bordin (1943), Carter (1940), and Rogers (1951) (Super, 1963a, 1963b); and developmental psychology, principally that of Buehler's (1933) life stages theory (Super and Overstreet, 1960).

According to Super (1969, p.2), vocational guidance before 1950 was that of matching people to given jobs, drawing on trait and factor theory. The focus was on the job rather than on the person. Beginning in 1951, Super altered that focus in theorizing that:

In expressing a vocational preference a person puts into occupational terminology his idea of the kind of person he is; that in entering an occupation he seeks to implement a concept of himself; that in getting established in an occupation he achieves self actualization (Super, 1951;1963a, p.1).

By self-concept, Super meant the picture or pictures of oneself in various roles or situations. Vocational self-concept referred to the self-concept which was relevant to vocational preference and choice (Super, 1963b, p.18-19). Super then discussed some of the presumed dynamics of self-concept formation in childhood, and self-concept translation and implementation into occupational terms in adolescence (Super, 1963a, p.11-14).

At about the time he formulated the self-concept theory of vocational behavior, Super (1951, 1953, 1955) published the theory of vocational development, erected on the work of Ginzberg, Ginsburg, Axelrod and Herma (1951). Certain basic concepts of that theory are presented here since they constitute part of the framework of the

vocational maturity construct.

Vocational development, according to Super (1955, p.152), is a more appropriate term in vocational theory than is vocational choice; the latter inaccurately conveys the idea of a neat precise action at a point in time, whereas vocational behavior is really a developmental process spanning many years, involving vocational preference, choice, entry, and adjustment.

Vocational behavior is defined as:

any interaction between an individual and his environment which is significantly related to preparation for, participation in, or retirement from work (Super, Crites, Hummel, Moser, Overstreet & Warnath, 1957, p.131).

The developmental frame of reference to vocational behavior is built on the concepts of life stages, vocational development tasks, and vocational maturity.

According to Buehler's life stages theory, the individual evolves through five main life stages throughout his life, those of growth, exploration, establishment, maintenance, and decline (Super et al, 1957, chap. 3). At each stage, society makes certain demands and expectations of the individual; these expectations change and increase as the individual grows older. The individual in turn in his development as a socialized member of his community must meet these behavioral demands and expectations. The developmental task concept, borrowed from the work of Havighurst, denotes those behavior expectations appropriate to a given life stage (Super & Overstreet, 1960, p.2-3).

Vocational development tasks are those tasks :

encountered at or about a certain period in the life of an individual and deriving from the expectation that the members of a social group manifest a relatively orderly behavioral sequence in preparing for and participating in the activity of work (Super et al, 1957, p.131).

Included in the development task concept, is the theme, recurrent in development theory, that success with later tasks is dependent on success with earlier tasks. One can predict achievement on later tasks based on the degree of mastery of earlier tasks (Super & Overstreet, 1960, p.3-4).

The hypothesized vocational development tasks of the adolescent exploratory stage and the behaviors and attitudes associated with those tasks are presented in Table 2. It can be observed from the table that the Exploratory Stage incorporates vocational development between the ages of 14 and 24, of which the Transition Substage (age 18 - 21) is particularly relevant to late adolescence.

The construct of vocational maturity is a natural sequel to the development task concept, through which a person's actual vocational behavior in a specific stage may be normatively compared to his expected behavior. Super and his associates have defined vocational maturity in two ways. In the first, the person's behavior is compared to his own expected behavior, given his age. Vocational Maturity I (VMI) is:

the life stage in which the individual actually is, as evidenced by the development tasks with

Table 2^a

Behaviors and Attitudes Associated with the Vocational Development
Tasks of the Exploratory Stage in Super's Vocational Development Theory

Vocational Development Tasks of the Exploratory Stage	Behaviors and Attitudes Associated with Vocational Development Tasks
1. <u>TENTATIVE SUBSTAGE</u> (age 14 - 18)	<u>CRYSTALLIZATION</u> 1. Awareness of the need to crystallize 2. Use of resources 3. Awareness of factors to consider 4. Awareness of contingencies which may affect goals 5. Differentiation of interests and values 6. Awareness of present-future relationships 7. Formation of a generalized preference 8. Consistency of preference 9. Possession of information concerning the preferred occupation 10. Planning for the preferred occupation 11. Wisdom of the vocational preference
Crystallization	
2. <u>TRANSITION SUBSTAGE</u> (age 18 - 21)	<u>SPECIFICATION</u> 1. Awareness of the need to specify 2. Use of resources in specification 3. Awareness of factors to consider 4. Awareness of contingencies which may affect goals 5. Differentiation of interests and values 6. Awareness of present-future relationships 7. Specification of a vocational preference 8. Consistency of preference 9. Possession of information concerning the preferred occupation 10. Planning for the preferred occupation 11. Wisdom of the vocational preference 12. Confidence in a specific preference
Specification	
Implementation	
3. <u>TRIAL SUBSTAGE</u> (age 21 - 24)	<u>IMPLEMENTATION</u> 1. Awareness of the need to implement preference 2. Planning to implement preference 3. Executing plans to qualify for entry 4. Obtaining an entry job
Implementation	

^aSummarized from Super, 1963(c), p.84-89.

which he is dealing, in relation to the life stage in which he is expected to be, in terms of his own age (Super et al, 1957, p.57, p.132).

In the second definition, the person's behavior is compared with the behavior of others. Vocational Maturity II (VMII) is defined as:

maturity of behavior in the actual life stage...as evidenced by the behavior shown in dealing with the development tasks of the actual life stage compared with the behavior of others who are dealing with the same development tasks (Super et al, 1957, p.57, p.132).

It has been suggested more recently by Super that VMII is a more refined and usable definition (Super, 1963c, p.80), and is retained here.

In summary, the construct of vocational maturity has been discussed within the framework of developmental theory, stressing life stages and development tasks concepts. Generally, vocational maturity can be described as "vocational readiness"; the concept helps counsellors and educators determine the degree of readiness of an adolescent for vocationally-related behavior (Super & Overstreet, 1960, p.10-11). Even in early adolescence, educational decisions bear significant consequences on later occupational history and it is important to know how well an individual is coping with these tasks. Vocational maturity, however, is based on normative comparison, and this requires familiarity with the developmental sequence of vocational behavior and its determinants in our culture. With these objectives in mind, Super and his associates designed and undertook the Career Patterns Study (CPS), a 20 year longitudinal study of the vocational behavior of boys, beginning in 1951. In the next section, the study is reviewed in detail, since much that is understood about vocational maturity is

based on this work.

The Career Patterns Study

It was the intention of Super and his research team to study the vocational behavior of 270 boys in a small typically representative town in New York State over a 20 year period, beginning when the boys were in grade 8 or 9. Reviewed in this section are the original theoretical postulates of vocational maturity, the theoretical and empirical indices of vocational maturity, and the various results of the study over a 20 year period.

The original postulates of the study were that:

1. Vocational behavior, like other behaviors, develops over time through a process of growth and learning;
2. Vocational behavior develops from less complex and effective to more complex and effective behavior;
3. Each life stage makes characteristic demands on the individual, which must be met effectively as a prerequisite to handling the behavioral demands of the next stage;
4. Vocational development may be evaluated through the maturity of vocational behavior;
5. The more developed the behavior, the more effective it will be;
6. Vocational behavior is the result of a variety of determinants;
7. Vocational behavior is not entirely subsumed by the vocational development task concept (Super & Overstreet, 1960, p.7-8).

As a first step, the research team developed a list of hypothetical indices of vocational maturity. Some 20 characteristics and behaviors which presumably represented vocational maturity in adolescence were drawn up and these indices were categorized into five major dimensions (Super & Overstreet, 1960, p.32-33).

Most of the indices were measured through content analysis and interviewer ratings of lengthy in-depth interviews. It was reasoned by Super and his colleagues that in order for the indices to be valid measures of the higher order construct, vocational maturity, they should be significantly intercorrelated (Super & Overstreet, 1960, p.49).

After initial data analysis, it was found that of the proposed 20 indices only six correlated with each other. Many of the indices did not seem related to vocational maturity, at least in grade 9. Of the six indices that were intercorrelated, five could be clustered into an overall dimension of Orientation to Vocational Choice Tasks (Super & Overstreet, 1960, p.60). The index Use of Resources, correlated with three of the other five indices (Super & Overstreet, 1960, p.60). It was concluded that vocational maturity in grade 9 consisted of behavior related to preparation for vocational choice, but not readiness for vocational choice (Super & Overstreet, 1960, p.63).

Some 28 variables were investigated as correlates of vocational maturity (Super & Overstreet, 1960, p.76). Vocational maturity in grade 9 was found to be related to intelligence, environmental

stimulation (cultural and intellectual), aspirations to higher occupational levels, and to achievement in various adolescent activities (Super & Overstreet, 1960, p.147).

Up to this point, the CPS had been limited to the structural analysis of vocational maturity at grade 9 level. Subsequent research was undertaken on the same boys in grade 12 and at age 25 (Super, 1969). Some of the indices were found to have greater relevance as the subjects grew older indicating a developmental sequence. For example, specificity of information about jobs was found to increase from grade 9 to grade 12, including specific knowledge about entry and advancement conditions; increased age brought greater independence of work experience (Super, 1969, p.5).

The validity of vocational maturity as a construct was studied by comparing the indices of vocational maturity in grades 9 and 12 with various criteria of vocational success and satisfaction at age 25. Vocational maturity in grade 9, measured by occupational information, planning, and interest maturity was found to be a significant predictor of vocational success at age 25 (Super, 1969, p.5). In grade 12, vocational maturity, measured by the same indices had a higher predictive validity for success at age 25 (Super, 1969, p.6), indicating that the construct is indeed developmental. Certain correlates of vocational maturity were also found to have predictive validity at grade 9 and grade 12 (socioeconomic status, grades, intelligence, and community participation) (Super, 1969, p.6.).

Based on these follow-up results and interpretations of these results, a theoretical-empirical development model of vocational maturity was constructed based on both theory and research (Super, 1974, p.21). This model is presented in Table 3. From the table, five "second order factors" may be noted, namely: Planfulness or Time Perspective, Exploration, Information, Decision Making, and Reality Orientation; within these five dimensions are 19 first order factors labeled A- S; finally three non-vocational maturity traits are listed at the bottom of the table. The correlations in the table show the predicted relationship between the first order vocational maturity dimensions in grades 8 - 14 with vocational maturity criteria at age 25. For example, it may be seen from the table that factors K, L, P, Q, R, and S do not correlate with vocational maturity before grades 11 or 12.

For adolescent research purposes, Super's colleagues further reduced the five-factor model to three factors, including two attitudinal factors (Planning Orientation and Resources for Exploration) and one cognitive factor (Information and Decision-Making) (Forrest & Thompson, 1974, p.54). The factor "Reality Orientation" was considered late-maturing and less homogeneous (Super, 1974, p.20).

Overall, this extensive research project gives favorable support to the construct of vocational maturity, including evidence of a developmental sequence of the indices, and of predictive validity of later vocational satisfaction and success. Nevertheless, vocational maturity is a normative construct; what lacks in the theory is a view of the possible individual variations of vocational development, such

Table 3

Super's Theoretical Developmental Model of Vocational Maturity
In Adolescence: Showing Hypothesized
Correlations at Various Grade levels with Criteria at age 25^a

Dimension or Second Order Factor	First Order Factor	Correlation with Appropriately Varying Criteria at Age 25						
		Grade						
		8	9	10	11	12	13	14
<u>Planfulness or Time Perspective</u>	A) Distant Future	.25	.25	.25	.30	.35	.35	.40
	B) Intermediate Future	.05	.10	.15	.15	.20	.25	.25
	C) Present	.20	.20	.25	.25	.30	.30	.35
<u>Awareness of Life Stages and Tasks (Attitude)</u>	D) Querying	.25	.25	.25	.30	.30	.35	.40
	E) Resources	.25	.25	.25	.30	.35	.35	.40
	F) Participation	.20	.20	.25	.25	.30	.35	.40
<u>Exploration (Attitude)</u>	G) Education and Training	.15	.20	.25	.25	.30	.35	.40
	H) Entry Requirements	.05	.10	.15	.20	.25	.30	.35
	I) Duties	.05	.10	.15	.20	.25	.30	.40
<u>Information Educational and Occupational (Cognitive)</u>	J) Supply and Demand	.05	.10	.15	.20	.25	.30	.35
	K) Conditions	.00	.00	.00	.15	.20	.25	.30
	L) Advancement	.00	.00	.00	.00	.10	.15	.20
<u>Decision Making (Cognitive)</u>	M) Principles	.15	.20	.25	.25	.30	.35	.40
	N) Practice	.10	.15	.20	.25	.30	.35	.40
<u>Reality Orientation (Late-Maturing)</u>	O) Self-Knowledge	.10	.10	.15	.15	.20	.25	.30
	P) Realism	.00	.00	.00	.15	.20	.20	.25
	Q) Consistency	.00	.00	.00	.20	.20	.25	.25
	R) Crystallization	.00	.00	.00	.20	.20	.20	.25
	S) Work Experience	.00	.00	.00	.15	.20	.25	.25
<u>Non Vocational Maturity Traits</u>	Intelligence	.45	.45	.45	.45	.50	.55	.45
	Grades	.50	.50	.50	.55	.55	.55	.45
	Socio-economic Status	.30	.30	.30	.25	.25	.20	.20

All numbers are "true" rather than "observed" correlations, hypothesized on the basis of theory and modified by existing data, for a theoretical model which is both hypothetico-deductive and data-inductive.

^aSuper, 1974, p.18.

as how and under what conditions some adolescents mature vocationally more quickly than others. Erikson's theory of identity may help to elucidate some of the antecedent developmental dynamics of vocational maturity. In the next section of the chapter the theory of identity is examined for possible links with the construct of vocational maturity.

Relationship between Identity and Vocational Maturity

In this section a relationship between identity and vocational maturity variables is critically examined on three levels: common basic assumptions and frames of reference; specific theoretical links between identity crisis resolution and the vocational development tasks; and finally, specific links between an operational definition of identity (the identity statuses) and the theoretical-empirical dimensions of vocational maturity.

A number of assumptions are common to Erikson's identity theory and Super's construct of vocational maturity. Both authors view man from a developmental frame of reference. Development is perceived as a process of increasing differentiation and integration, from simple to complex, in which early events and behavioral responses affect the outcome of later events and behaviors. The process leads ideally to increasing health and well-being, in Erikson's terminology (Erikson,

1968, p.92), to self-actualization, in Super's terminology (Super, 1963a, p.1).

A second common assumption regards the role or function of environment in development. Development is assumed to be an interactive process between the person and his social milieu. Erikson's psychosocial stages are based on the assumption that the growing person is "driven towards" interaction with a widening social radius (Erikson, 1963, p.270). Similarly, Super's developmental tasks comprise a series of societal expectations that the individual must meet in his development as a socialized member of his community (Super & Overstreet, 1960, p.2).

A third common assumption is that the adolescent phase is central, whether regarding identity or vocational development. To Erikson, adolescence is the focal point, on which subsequent individual maturation depends (Erikson, 1968, p.88-89). Super, although not quite as explicit, clearly agrees that early adolescence is a crucial period in vocational development (Super & Overstreet, 1960, p.11).

Self-concept theory, which suggests a link between the inner self and external vocational behavior, is described by Super in terms congruent with identity. Self-concept formation in childhood is concerned with "developing a sense of identity as a person distinct from, but at the same time, resembling other persons"

(Super, 1963a, p.11); it is a function of identification, role playing, exploration, and self-differentiation, all of which are congruent with identity development in Erikson's theory. The implementation of the self-concept, moreover, is an expression of its state of soundness or health; the individual who, for example, drops out of school, is rejected by classmates and fired from his first job, finds his poor self-concept vocationally confirmed (Super, 1963a, p.14), in effect, a kind of "negative identity". A healthy self-concept, similarly, is much like the integrated sense of inner identity in Erikson's vocabulary.

But Erikson goes further in linking identity and its antecedents to vocational behavior than does Super in linking self-concept to vocational maturity. Erikson identifies specific vocational consequences of stage crisis resolution. Incomplete crisis resolution of each of the first five stages may affect the capacity to trust in and plan for the future (Trust Crisis); block the ability to independently guide one's future (Autonomy Crisis); result in a complete denial of ambition (Initiative Crisis); produce a sense of futility and work paralysis (Industry Crisis); and affect the capacity to make an occupational choice (Identity Crisis).

Since identity resolution has been shown to be related to general vocational behavior, in the section on identity research, it is justifiable to argue that it is specifically related to

vocational maturity. If so, then identity theory offers some understanding of the antecedent psychosocial dynamics of vocational maturity.

In the theoretical framework of life stages and vocational development tasks, Super has identified two tasks appropriate to adolescence, those of crystallizing and specifying a vocational preference. The specification tasks are associated with approximately age 18, the age when identity resolution is expected to be well underway. Therefore, one can likely demonstrate theoretically that a number of the behaviors and attitudes pertaining to vocational specification, as outlined by Super, are a function of stage crisis resolution. Comparing the behaviors and attitudes listed in Table 2 with Erikson's first five psychosocial stages, it can be argued that:

- Awareness of the need to specify depends on a sense of trust for the future;
- Use of resources likely requires industry ("performing with excellence") and initiative ("role experimentation");
- Differentiation of interests and values is related to a sense of autonomy and of identity;
- Consistency of preference is a function of a stabilized identity;
- Possession of information is dependent in part on a sense

of industry;

- Planning requires a sense of trust of time and of autonomy;
- Wisdom may be a function of identity - i.e., self-knowledge;
- Confidence is a specific outcome of the Industry crisis.

More specifically, one may compare the three operationalized factors of adolescent vocational maturity (Forrest & Thompson, 1974, p.54) with crisis resolution. It is expected that:

1. Planning Orientation is related to a sense of trust and autonomy
2. Resources for Exploration is related to a sense of initiative and industry
3. Information may well be a function of initiative and industry; Decision Making might be related to the confidence ensuing from a sense of industry.

Thus there appears to be some relationship between all three operationalized factors of adolescent vocational maturity and resolution of the four childhood stages. Further, since identity resolution in adolescence has been seen to be a function of childhood crisis resolution, it can be argued that global vocational maturity is related to degree of adolescent identity resolution. Moreover, the (operational) identity statuses have been

shown to develop sequentially as a function of previous stage crisis resolution. Therefore, it is expected that: Identity Achievement status individuals demonstrate the highest vocational maturity; Moratorium individuals demonstrate the second highest vocational maturity; Foreclosure individuals demonstrate the third highest; and Diffusion individuals demonstrate the least vocational maturity among the four statuses.

Reviewed in the next section are studies in which the relationship between identity and vocational maturity is examined.

Research on Identity and Vocational Maturity

Two authors have compared vocational maturity to identity resolution. Economou (1974) found a significant relationship between identity confusion, identity crisis resolution, self-esteem, and vocational maturity in college women. Munley (1975) found that college males age 18 - 21 years who had made adjusted vocational choices and who were higher in vocational maturity also had been more successful in resolving the first six psychosocial stage crises, including the identity crisis.

The results of these studies support the arguments brought forth here. Both studies, however, suffer from certain methodological defects, particularly the operational definitions of identity and

vocational maturity. Regarding identity, the studies used paper and pencil instruments of limited research application. Munley used two paper and pencil instruments to measure identity resolution. Nevertheless, neither of these was ideal. The Dignan (1965) measure of identity was designed originally for a study of mother identification in women, and the Constantinople identity instrument was reported by its author to have adequate but not impressive reliability (Constantinople, 1969). Secondly, both studies used the Career Maturity Inventory - Attitude Scale (CMI - AS) (Crites, 1965, 1973), as a measure of vocational maturity. The CMI - AS is designed to measure but one of the four dimensions originally proposed in Crites' vocational maturity model, which he labeled "vocational choice attitudes"; furthermore, critics have noted that the instrument only provides a single measure of the five separate vocational choice attitude variables it professes to measure (Westbrook and Cunningham, 1970, p.173).

An additional limitation pertains to the sample. Both studies were undertaken in the United States, in colleges - i.e., subsequent to many educational-vocational commitments and decisions. There is a need for additional research on high school students who are in the process of decision making. Moreover, research is needed in a Canadian cultural context.

Research Hypothesis

It is now possible to put forward a general research hypothesis:

Adolescents with higher levels of identity resolution exhibit higher vocational maturity than those with lower levels of identity resolution.

As discussed above in the section on research on identity, the statuses may be ranked in increasing order of identity resolution as Diffusion, Foreclosure, Moratorium, and Identity Achievement. Therefore, adolescents in the Identity Achievement status are expected to exhibit the highest vocational maturity, followed by Moratorium, Foreclosure, and Diffusion statuses, respectively.

CHAPTER 2

DESIGN OF THE STUDY

In this chapter the two measuring instruments are presented, the Identity Status Semi-Structured Interview (Marcia, 1966), and the Career Development Inventory (Super & Thomson, 1972); a description of the subjects and the data collection method is given, followed by a statement of the research design, including data analysis and classification procedures.

Identity Status Semi-Structured Interview

James Marcia developed the identity status interview in order to operationalize Erikson's theory of identity for the purpose of empirical research. As part of his doctoral dissertation in 1964, he formulated the four statuses using measures and criteria congruent with identity as a psychosocial task (Marcia, 1966, p.551). Details of the theoretical rationale employed by Marcia in operationalizing identity are presented in a recent paper (Marcia, 1976).

Identity was conceptualized on three levels. First, it was conceived as an hypothesized state of personality structure arrived at for the first time in adolescence, and resulting from a synthesis of previous identifications. Secondly, identity was considered as a subjective feeling of wholeness arising from self and social perceptions, related to the past, having meaning in the present, and giving direction to the future. Finally, identity was presumed to be manifested in terms of observable social behaviors in two areas specifically isolated by Erikson: occupation and ideology (Marcia, 1976, p.9-10).

It is recalled that Erikson considers both occupation and ideology as critical areas of identity crisis resolution (Erikson, 1968, p.186, p.191; 1975, p.104). Marcia's choice of these areas is therefore justified. Although the operational form is based, as it must be, on observable social behaviors, Marcia assumes that the behaviors are consistent with inner states.

The Identity Status Semi-Structured Interview takes about 10 - 30 minutes to complete. A manual (Marcia, 1964), designed from the theoretical rationale and from empirical results of a pilot study outlines the interview procedure. About 10 questions are proposed for each of the three areas covered (occupation, religion, politics), along with details for classifying a subject. The manual is reproduced in Appendix A. The interview is recorded to permit subsequent

classification of subjects by independent judges. Judges must first classify subjects separately in each of the three areas, followed by an "ideology" (religion and politics) rating; finally a global identity status classification is made. A subject's identity status is generally defined as the result of agreement between two or more independent judges on the global classification.

The two principle criteria for classifying a subject are taken from Erikson's concepts of crisis (1968, p.16) and commitment (1968, p.186) (see Chapter 1 for definitions of the terminology and description of the statuses). Applying the criteria of crisis and commitment, Marcia defines each of the four statuses as presented in Table 4.

Interjudge agreement measured during the developmental phase of identity status was reported by Marcia (1966). For a random sample of 20 subjects classified by two independent judges and the experimenter himself, interjudge agreement gave an average percentage agreement of 75, with the criterion of complete agreement among the three judges. Marcia (1976) reported 13 studies undertaken between 1969 and 1972 in which the overall average percentage agreement was 80% ranging from 72% to 90%. The criteria for classification in these studies varied, including unanimity between two judges (eight studies), agreement of two out of three judges (four studies), and unanimity among three judges (one study). The samples varied from 20 to 164 subjects with an

Table 4

The Two Principle Classification Criteria Used
to Determine the Four Identity Statuses
in the Areas of Occupational Plans and Concerns,
Religious Beliefs, and Political Ideology

<u>PRESENCE OF COMMITMENT</u>			
		YES	NO
<u>PRESENCE</u>	YES	IDENTITY ACHIEVEMENT	MORATORIUM
<u>OF</u>			
<u>CRISIS</u>	NO	FORECLOSURE	DIFFUSION

average size of about 70. Marcia concluded from this evidence that the instrument had satisfactory, although not spectacular, agreement (Marcia, 1976, p.25).

The validity of identity status classification is now examined from the viewpoints of content, construct, and criterion-related validity.

In reference to content validity, the identity statuses were developed directly from Erikson's theoretical writings. Erikson regards occupation and ideology as two central areas in which identity resolution is manifested. Marcia formulated the interview based on his familiarity with Erikson's writings, as well as on his own clinical experience and on a pilot study. One possible weakness, particularly in a Canadian setting, is the focus on political beliefs to partly represent ideology. In Canada political apathy may be more common than in the United States where the instrument was developed; perhaps "philosophical beliefs" would be more appropriate, although these beliefs might well emerge during questioning in the political area.

Construct validity is defined as evidence that the instrument measures the characteristics it claims to measure. When Marcia developed the statuses, he realized that no satisfactory measure of overall identity existed; to compare the statuses to an overall measure of identity, he constructed the Ego Identity-Incomplete

Sentences Blank (EI -ISB). Details on the construction and validation of this paper and pencil instrument are reported in Marcia (1976). Marcia then compared the mean EI - ISB overall identity scores for individuals in each of the four identity status groups. Combined, the Identity Achievement (A), Moratorium (M), and Foreclosure (F) means were significantly higher than Diffusion (D). Also, the A and the M scores were both significantly higher than the D scores. These results offered favorable support to the identity statuses. More recently, Miller (1977) established a significant relationship between the identity statuses and the Constantinople (1969) identity crisis resolution questionnaire.

A number of recognized psychometric tests have been used in studying identity status, offering further support of construct validity. Marcia (1966) compared the performances of each of the statuses on a stressful concept-attainment task, using the Concept Attainment Task (CAT) (Bruner, Goodnow and Austin, 1956). Assuming that the statuses reflected a degree of inner strength and unity, individuals who were identity achieved would be expected to perform better in stressful conditions. Results confirmed that A subjects performed significantly better than subjects in the other statuses on the CAT.

Marcia (1966, 1967) compared the statuses on level of authoritarianism on the California F Scale (Adorno et al, 1950). Fore-

closure status individuals scored significantly higher than the other individuals in both studies, indicating that they endorsed authoritarian values such as obedience, strong leadership, and respect for authority. Combining this result with their unrealistic response to failure on the concept-attainment task, Marcia concluded that they fitted Rotter's description of individuals who sought superiority through identification, in effect becoming their parents' alter egos (Marcia, 1966, p.558). Similar results were found by Podd (1972) using a Milgram-type situational obedience task. These results are evidence that Foreclosure status subjects are in a state of identification rather than identity resolution.

Marcia tested subjects using the Welsh Anxiety Scale, (Welsh, 1956), an abbreviated version of the Minnesota Multiphasic Personality Inventory (MMPI). Moratorium subjects scored significantly higher in anxiety, indicating that a struggle or crisis might well be taking place. Similarly, on a moral dilemma test (Kohlberg, 1958), it was found that M subjects varied the most within preconventional, conventional, transitional, and post conventional moral reasoning, indicative of the process of transition in this status (Podd, 1972). In this same study, D subjects operated significantly more often at preconventional levels, F subjects tended to operate at conventional levels, and A subjects at post conventional levels. The author concluded that the results supported Erikson's theory that moral

ideology was linked to identity resolution, thereby validating the use of moral ideology in identity status as a reflection of identity resolution.

One additional study is presented as evidence for the construct validity of the statuses. Donovan (1975) conducted an extensive in-depth interpersonal and psychodynamic study of 21 subjects, using 39 tape-recorded group sessions, projective tests including the Thematic Apperception Test, the Rorschach, and the Early Memories Inventory, an autobiography, and a log. Since identity status is an attempt to measure a complex inner state, only through a lengthy clinical study of this kind could one hope to accurately assess the inner person. Comparing the clinical evaluation to subjects' identity status classification, Donovan found that a number of characteristics were observed as expected. For example, D subjects tended to be socially withdrawn and inadequate, and described their parents as distant and misunderstanding; their general level of object relatedness was pre-oedipal. F subjects were well behaved and structured in their relationships, avoiding strong feelings; they described their parents as loving and affectionate and hoped to recreate the same situation for themselves as adults; they functioned on an unconflicted oedipal level of object-relatedness. M subjects were socially volatile and visible; they thrived on intense but temporary relationships involving exploration, ambivalence, and competitiveness; they seemed to be

struggling with oedipal issues and attempting to free themselves from parental introjects. There were only two A subjects, both women in their mid forties; Donovan described them as demonstrating non-defensive strength and a capacity to care for others non-defensively.

Criterion-related validity is demonstrated by comparing the results with external criterion variables. One means of assessing this type of validity is to study the developmental sequence of the statuses. Since identity is a developmental construct, it can be expected to increase with age during adolescence. Also, the assumption in Marcia's statuses, not always explicitly stated, is that the statuses develop consecutively from D to F to M to A. Although the Foreclosure statuses do have a kind of identity, it is apparently based on parental identification. According to Erikson's theory, the individual must struggle to reorganize and integrate previous identifications before he can own his identity (Erikson, 1968, p.158). Therefore, the Moratorium status is likely at a developmentally higher level than the Foreclosure status.

Comparing the statuses to age, a number of studies have found that there were a predominance of F and D statuses at age 12, many of whom changed to M and A statuses by age 18, with the majority in the A category by age 21 (Marcia, 1977, p.17). The study reported earlier (Marcia, 1966), comparing overall identity level on the EI - ISB with identity status also gave some support to the developmental

sequence of the statuses, although differences between A, M and F were not significant. Podd (1972) found evidence that, at least in comparison to level of moral development, Moratorium subjects were relatively high in identity resolution, and Foreclosure relatively low.

In summary, there is evidence of adequate interjudge agreement for the identity status interview and content validity is acceptable. Judging from construct and criterion-related validity studies, the statuses appear to have reasonably well-established validity, and evidence of a developmental sequence. Higher levels of overall identity resolution are apparently associated with A status, followed by M status; lower levels tend to be associated with F and D statuses respectively.

The Career Development Inventory

The Career Development Inventory (CDI), Form 1 (Super and Forrest, 1972), is an objective, multifactor, self-administering paper and pencil inventory measuring the vocational maturity of adolescent boys and girls. The test requires about 30 - 45 minutes to administer but is not timed. There are three scales, of which the first two are attitudinal and the third cognitive. Scale A, Planning Orientation,

represents self-rated attitudes towards the need for planning a future career. Scale B, Resources for Exploration, measures the quality of resources used or believed potentially available in career planning. Scale C, Information and Decision Making, represents the amount of occupational information acquired and knowledge of how this information may be used in making sound educational and vocational decisions.

The scales, subscales, and allocations of the 91 questions in the test are presented in Table 5. Items in Scales A and B are rated on a Likert-type 1 - 5 scale; items in Scale C are of multiple choice type. The total score is defined as the aggregate of the standardized scores from the three scales (Super & Forrest, 1972, p.4). For this study, this aggregate represents the global degree of readiness, or vocational maturity, of an adolescent.

The construction of the CDI is reported by Forrest (1971). The scales are based on the original work of the Career Patterns Study (CPS) (Super et al, 1957; Super and Overstreet, 1960). The original indices of vocational maturity were assessed by long complex procedures including subjectively scored interviews. In 1970 Super and his research team required a shorter, more practical instrument to complete a field evaluation of an extensive computer-based high school vocational guidance system. A 236 item paper and pencil test, the Career Questionnaire (CQ) was developed from the factor-analysed data of the CPS (Forrest, 1971, p.33). Subsequent factor analysis of the CQ resulted in a breakdown to eight subscales, three main scales,

Table 5

Scales, Subscales and Item Allocation in
the Career Development Inventory.

Scale	Subscale	No. of items in subscale	No. of items in scale
A: Planning Orientation	Specificity of planning	14	33
	Concern with choice	8	
	Definiteness of plans	1	
	Specificity of information	10	
B: Resources for Exploration	Awareness of resources available	14	28
	Actual use of resources available	14	
C: Information and Decision Making	Occupational information (general)	18	30
	Knowledge of decision- making principles	12	
TOTAL			91

and 91 items. This instrument was named the Career Development Inventory and released by Professor Super for research use.

The CDI was developed in the United States. Vocabulary and career information characteristics made it somewhat inappropriate for Canadian use. Consequently, Lokan (1976) undertook to make minor modifications for administration in Canadian high schools, with Professor Super's permission. The modified version was tested in a high school pilot study in Ottawa (Lokan, 1976). This version of the CDI and the answer sheet are reproduced in Appendix B.

The psychometric properties of the CDI are presented in Super and Forrest (1972), and Forrest and Thompson (1974), and in Lokan (1976) for the modified version.

All three scales were found to be satisfactory in terms of estimated reliability on both the original and the modified version of the test. Test-retest reliability coefficients (with an interval of two to four weeks) varied from .71 on Scale C ($n=48$), to a high of .87 on the total score ($n=36$) in the original version (Super and Forrest, 1972, p.21). On the modified version, test-retest correlations, (with an interval of 15 - 19 days) varied from .67 on Scale C ($n=63$) to a high of .87 on Scale A (Lokan, 1976, p.87).

The stability of the scores for 10th-grade subjects over six months in the Michigan computerized vocational guidance project ($n>1000$) ranged from .63 on Scale B to .71 on Scale A (Super and

Forrest, 1972, p.22). Due to the longer test-retest interval, these lower coefficients were expected. On Lokan's modified version, internal consistency reliability coefficients were reported as ranging from .71 on Scale C ($n=63$) to .84 on Scale B ($n=74$) and .93 on Scale A ($n=81$) (Lokan, 1976, p.87).

The content validity of all three scales was assured by the selection of the items by Super and his research team, based on their expertise, and on prior work with the Career Patterns Study. Factor analysis of the items identified during the CPS and more recent analysis of the CQ gave credibility to those items retained for the CDI. The three scales were selected because they represented important aspects of vocational maturity (Super and Forrest, 1972, p.30) (see Table 3).

Regarding criterion-related validity, Super and Forrest studied vocational maturity at different age levels. Since vocational maturity is a developmental construct, it is expected that scores on all three scales increase with age and experience. In a quasi-longitudinal study of three age groups (grades 8, 10 and 12), Super and Forrest found that scores on all three scales and on the total score increased significantly in the predicted directions ($p < .01$) (Super and Forrest, 1972, p.25).

As a measure of construct validity, Super and Forrest compared scores for 10-th grade students ($n=400$) to four external variables

believed to be correlates of vocational maturity, including Level of Father's Occupation, Vocational Preference Level, Grade-Point Average, and Verbal Intelligence. As expected, the majority of the correlations were low but significant on all scales ($\underline{r}$ about .20). Scale C correlated to a moderate degree with Verbal Aptitude and Grade-Point Average ($\underline{r}$ = .49 and .59 respectively); this result was also expected, since this scale purports to be a cognitive measure (Super and Forrest, 1972, p.34). Lokan found similar results, with the exception of Level of Father's Occupation which did not correlate significantly with any of the scales. The discrepancy might have been due to limitations in her sample (size and representativity) (Lokan, 1976, p.96).

Finally, an estimated assessment of construct validity was made by comparing the CDI with other measures related to vocational maturity. Since no established measure of vocational maturity yet existed, Super and Forrest compared the CDI to three instruments in various stages of construction, the Vocational Development Inventory - Attitude Scale (VDI - AS) (Crites, 1965), the Readiness for Career Planning (RCP) (Gribbons and Lohnes, 1968), and the Cognitive Vocational Maturity Test (CVMT) (Westbrook and Cunningham, 1970). All three CDI scales and the total score were found to be correlated with the global RCP scale ($\underline{r}$ = .61 to .75, $\underline{n}$ = 15). Only Scale C correlated significantly with the CVMT ($\underline{r}$ = .63, $\underline{n}$ = 22), as anticipated,

since both are cognitive scales. Surprisingly, none of the two attitude scales (A and B) correlated with the VDI - AS, which was defined as an attitudinal measure. Scale C correlated significantly with the VDI - AS ($r=.42$, $n=100$, $p<.01$). After comparing the VDI - AS scores with Verbal Intelligence and Grade-Point Average, however, the authors concluded that the difficulty lay with this test and not with the CDI. Apparently, Crites' VDI was largely in practice, although not in theory, a cognitive scale (Super and Forrest, 1972, p.36-40).

The three CDI scales had been chosen as a result of a factor analysis. Although the scales were independent in theory, empirically they were found to be intercorrelated. In two separate studies on 200 10th-grade students, Scales A and B were moderately intercorrelated ($r=.46$ and $.56$) and somewhat less correlated with Scale C (r ranging from $.22$ to $.31$) (Super and Forrest, 1972, p.29). Lokan (1976, p.94) obtained similar results.

Overall, the data presented by Super and Forrest and by Lokan supports the reliability and validity of the CDI. In a review of the CDI, Westbrook and Mastie (1973) noted that the inclusion of both cognitive and attitudinal items likely increased its accuracy over other tests of vocational maturity. This latter review gives additional credibility to the CDI.

Subjects

The sample ($n=96$) was composed of volunteers in two schools, from the population of grade 12 and grade 13 male high school students aged 18 - 21. Several arguments justify the choice of this particular population. Researchers have found from studies of identity status in women that the instrument requires some modification and that Foreclosure and Moratorium statuses must be interpreted differently with women subjects (Marcia, 1976; Mattison, 1974; Miller, 1977; Poppen, 1974). There is a need to control the sex variable. In reference to age, it has been found that the period from 18 to 21 years is one of the more crucial times for identity crisis resolution (Marcia, 1977; Meilman, 1977; Offer, Marcus and Offer, 1970; Stark and Traxler, 1974). It was also necessary to study this age group in order to assure the presence of adequate representation of all statuses. It was intended, moreover, to mainly restrict the sample to grade 13 levels, since this was an important period for educational-vocational decisions. A total of 91 subjects were in grade 13; 5 subjects from grade 12 were included to increase the sample size and dispersion of the statuses. Since the majority of research on identity status has been conducted with college students (Marcia, 1977), the population chosen here contributed to the originality of the study.

Perhaps a weakness in the study was the restriction in the sample.

Because of the difficulty in obtaining approval from School Boards, and the quantity of work involved in conducting and classifying interviews, only two schools were approached. The majority of the sample came from one school, a Catholic high school. Although this school was quite possibly not fully characteristic of the whole population, the academic performance of the student sample seemed representative, with grades ranging from failure levels to first-class standings. The second school was a public high school, from which only 15 subjects were selected. Due to these constraints in the sample, there may be some bias.

One subject, a recent immigrant to Canada, had to be excluded from the study because of obvious inadequacy in spoken English. The mean age of the remaining sample ($n=95$) was 18.63 years, ranging from 16.5 to 20.0 years.

Data Collection

Data was collected by two experimenters during a period of five weeks in January and February, 1978. First, permission was obtained from the principals and head guidance counsellors of the two schools. Students were then assembled for a brief oral presentation of the study and asked to volunteer. A short written text summarizing the presentation was handed out (see Appendix C). Interviews were scheduled

during students' spare periods. Each experimenter completed about half of the 95 identity status interviews in private sessions between the experimenter and each subject. Interviews were recorded on audio tape, but coded to guarantee confidentiality.

When interviews were completed, subjects took the CDI in small group sessions at noon hour and during spare periods. Since the CDI is self-explanatory, the only verbal instruction was that all items be answered, as specified in the manual (Super and Forrest, 1972, p.2-3).

Of the 95 subjects interviewed, one subject failed to complete the CDI and was excluded. After test results had been standardized, 94 subjects received their CDI scores along with a written interpretation of the three scales (see Appendix D). No information was given at any time concerning the purpose of the interview.

Research Design

For this analysis, the independent variable is identity resolution as operationalized by Marcia's Identity Status Semi-Structured Interview. The dependent variable is vocational maturity, as measured by the total score of the Career Development Inventory. The CDI is composed of three subscales, A, B and C, which are standardized and combined to produce a total score, as recommended in the manual (Super & Forrest, 1972, p.4).

To test the research hypothesis, first a univariate analysis of variance is used to compare the global vocational maturity scores on the CDI between the four identity statuses.

Secondly, for the purpose of exploration, a multivariate analysis of variance is used to perform the same comparisons, with the three subscales of the CDI as the dependent variables.

A .05 level of confidence is used for the decision rule for hypothesis testing.

Procedure for Classifying a Subject into Identity Status

Three school counselling graduates with field experience were selected as judges. Due to practical restraints, judges were mainly trained separately. Each judge was given a scoring manual, an article by Marcia (1966) on identity status, and was required to practice classification on two to four bogus tapes recorded for the purpose of judge training. Attempts were made to ensure a uniform interpretation of the statuses. Judges then independently classified the 95 taped interviews in the three areas (occupation, religion, politics) and globally. Judges were encouraged to make a second classification choice in each area, as recommended by Marcia (1964). A sample interview rating sheet is found in Appendix E, and two interviews are transcribed in Appendix F.

Interjudge agreement is presented in Table 6. The percentage of agreement of 87 on the global classification, using the criterion of agreement of two or more judges out of three, compares favorably with the results of studies reported by Marcia (1976). Nevertheless, the percentage of agreement using the criterion of unanimity among the three judges is disappointingly low (e.g., 24% for the global classification).

In order to better understand the low level of agreement, judges were brought together to classify four interviews and to discuss their classifications. It was discovered that judges had individual interpretations of what constituted "commitment" and "crisis", as well as personal biases towards some statuses. These personal tendencies explained why one judge, for example, rated almost half the subjects as Moratorium, whereas the other two judges rated less than 20% in this category. It was also discovered that the political area proved more troublesome. Although more subjects were classified as Diffusion in this area, judges gave different interpretations to this fact.

It was decided to form a second panel of judges, comprising the two experimenters and the thesis advisor. Some 45 interviews were selected for re-evaluation, including 12 interviews in which there was no agreement on the global ratings, and 33 in which there was no agreement in at least one of the three areas, as classified by the original judges. The second panel judges first rated the interviews

Table 6

Percentage of Interjudge Agreement on the Identity
Status Interview: A Comparison of
Three Criteria for Determining
Level of Agreement (n=95)

Criterion for Agreement	Classification Area			Global Identity Status
	Occupation	Religion	Politics	
1. Unanimity Among Three Judges	42%	23%	22%	24%
2. Agreement of Three Judges based on First Choice of Two Judges and Second Choice of One Judge	52%	43%	33%	29%
3. Agreement of Two or More Judges out of Three	92%	88%	83%	87%

independently, followed by discussion and an attempt to reach a consensus on interpretation of the criteria when disagreement persisted.

Interjudge agreement for this second panel of judges is reported in Table 7. From the table it can be observed that percentage of agreement is consistently higher than that reached by the original judges (e.g., 98% with the criterion of agreement of two or more judges on the global classification). Since the 45 interviews re-evaluated were those that gave some difficulty to the original panel, it is expected that the second panel would have reached an even higher level of agreement had all interviews been reassessed. The improved performance of the second panel was probably due to their greater familiarity with the theory of identity; additionally, discussion by the second panel subsequent to each rating likely contributed to their higher level of agreement.

The last step was that of assigning a definitive identity status to each subject. When there was agreement of at least two out of three original judges on all four classifications, the designated global classification was retained ($n=50$). Subjects in which the original panel reached no agreement were assigned a status based on agreement of two out of three judges in the second panel ($n=12$). The remaining subjects were assigned a status based on agreement of four out of six combined judges ($n=23$). Ten subjects could not be classified by any of these criterion conditions and were excluded. For the study,

Table 7

Percentage of Interjudge Agreement for a Second
Panel of Judges on the Identity Status Interview:
A Comparison of Three Criteria for Determining
Level of Agreement (n=45)

Criterion for Agreement	<u>Classification Area</u>			Global Identity Status
	Occupation	Religion	Politics	
1. Unanimity Among Three Judges	54%	59%	32%	54%
2. Agreement of Three Judges based on First Choice of Two Judges and Second Choice of One Judge	78%	72%	65%	72%
3. Agreement of Two or More Judges out of Three	96%	96%	89%	98%

therefore, 85 subjects were retained.

In the final chapter, results are presented and discussed.

CHAPTER 3

RESULTS AND DISCUSSION

In order to test the hypothesis that vocational maturity varies as a function of identity status, a univariate analysis of variance of vocational maturity scores was first completed across identity status groups. This was followed by a post hoc analysis. For the purpose of exploratory investigation an analysis of the subscales of the CDI was undertaken across identity statuses. In the last section of the thesis, results are summarized and conclusions are drawn from the study.

Analysis of Vocational Maturity across Identity Status Groups

Means and standard deviations of vocational maturity scores across the four identity status groups are presented in Table 8. In the research hypothesis it was predicted that vocational maturity

Table 8

Vocational Maturity Scores: Means and Standard
Deviations for Identity Status Groups (n=85)

Identity Status Group	<u>n</u>	Mean	Standard Deviation
Identity Achievement	23	166.51	18.22
Moratorium	21	157.06	23.44
Foreclosure	19	140.34	20.61
Diffusion	<u>22</u>	137.08	15.80
	85		

scores would decrease across statuses, from Identity Achievement to Moratorium to Foreclosure, with Diffusion status subjects scoring the lowest. It can be seen from cursory observation that scores do indeed occur in the predicted direction.

Univariate analysis of variance results are presented in Table 9. The F value of 11.02 is significant. The research hypothesis is, therefore, supported. There is a significant difference in the mean vocational maturity scores between the four identity status groups.

Post Hoc Analysis

The method chosen for post hoc analysis was the relatively conservative Tukey's approach, based on the studentized range statistic. Because of unequal observations in the cells, the harmonic mean ($\bar{n}$) was used (Ferguson, 1976, p.299-300).

Results of post hoc analysis are presented in Table 10. All six possible contrasts between the four group means are shown. Four of the six contrasted group means are significantly different

Table 9

Univariate Analysis of Variance of Vocational
Maturity Scores Between Identity Status Groups (n=85)

Summary of ANOVA					
Source of Variation	<u>df</u>	Sum of Squares	Mean Square	<u>F</u>	<u>F</u> _C ^a
Between Groups	3	12719.57	4239.86	11.02*	2.72
Within Groups	81	31174.67	384.87		
Total	84	43894.24			

^aCritical value of F (p = .05).

* P < .0001.

Table 10

Post Hoc Analysis of Vocational Maturity Mean
Scores in Contrasted Identity Status Groups

Contrasted Groups ^a	Tukey's Interval ^b	Significance ^c
Identity Achievement vs. Diffusion	(13.56, 45.30)	significant
Identity Achievement vs. Foreclosure	(10.3, 42.04)	significant
Moratorium vs. Diffusion	(4.11, 35.85)	significant
Moratorium vs. Foreclosure	(.85, 32.59)	significant
Identity Achievement vs. Moratorium	(- 6.42, 25.32)	non-significant
Foreclosure vs. Diffusion	(-12.61, 19.13)	non-significant

Note. Tukey's intervals were calculated with a critical value of 3.72 for the Studentized Range Statistic and $\bar{n}=21.14$.

^aSee Table 8 for sample size in each group.

^bWhen the interval does not include 0, the contrasts are said to be significantly different from 0.

^c $p=.05$.

from 0. Identity Achievement status individuals scored significantly higher in vocational maturity than did Foreclosure or Diffusion status individuals. Moratorium status individuals scored significantly higher than Foreclosure or Diffusion status individuals. Differences between Identity Achievement and Moratorium groups were not significant, nor were differences between Foreclosure and Diffusion groups.

In summary, post hoc analysis generally supported the predictions made from the theoretical rationale. Identity Achievement and Moratorium subjects were highest in global vocational maturity. In other words, based on theory and on data obtained in this study, these subjects possessed a higher degree of readiness for vocationally-oriented behavior than did Foreclosure and Diffusion subjects. The latter appeared to be significantly less prepared for their upcoming vocational future. Differences were not found between Achievement and Moratorium subjects, nor between Foreclosure and Diffusion subjects. The criterion which distinguishes Achievement and Moratorium from Foreclosure and Diffusion is that of crisis. Therefore, it would seem that the process of traversing a critical decision-making period relative to identity is related to preparation for a vocational future. Individuals who have experienced the identity crisis or are in the process of experiencing it show greater readiness for vocational behavior.

Exploratory Analysis of Scales of the CDI

For the purpose of further analysis, the scores on the three scales of the Career Development Inventory were compared across the identity status groups.

Means and standard deviations on Scales A, B, and C of the CDI for identity status groups are presented in Table 11. A Correlation matrix, showing the intercorrelations between the three subscales, is presented in Table 12. Correlations were generally similar to those reported by Super and Forrest (1972) and by Lokan (1976). Correlations between the two attitudinal Scales A and B, and the cognitive Scale C, were slightly lower than expected. According to Super and Forrest, Scales A and B are expected to correlate at about .20 with Scale C.

In Figure 1, means on the three scales are standardized and compared across identity status groups. In the figure it is noted that there is a reversal of mean scores on Scale B between Identity Achievement and Moratorium groups, with Moratorium higher. Similarly, on Scale C, a reversal occurs between Foreclosure and Diffusion group means. Only on Scale A do mean scores occur exactly as predicted in the hypothesis, with Identity Achievement scores highest, followed by Moratorium, Foreclosure, and Diffusion mean scores. However, the discrepancies on Scales B and C are slight.

Table 11

Subscales of the Career Development Inventory:
Means and Standard Deviations for
Identity Status Groups (n=85)

Identity Status Group	<u>n</u>	Subscales					
		Scale A		Scale B		Scale C	
		<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
Identity Achievement	23	121.96	17.86	284.74	39.36	22.87	1.94
Moratorium	21	110.62	19.52	288.14	49.32	21.57	3.26
Foreclosure	19	106.16	17.88	254.84	43.97	19.53	3.22
Diffusion	22	100.82	18.14	248.55	36.71	19.82	2.61

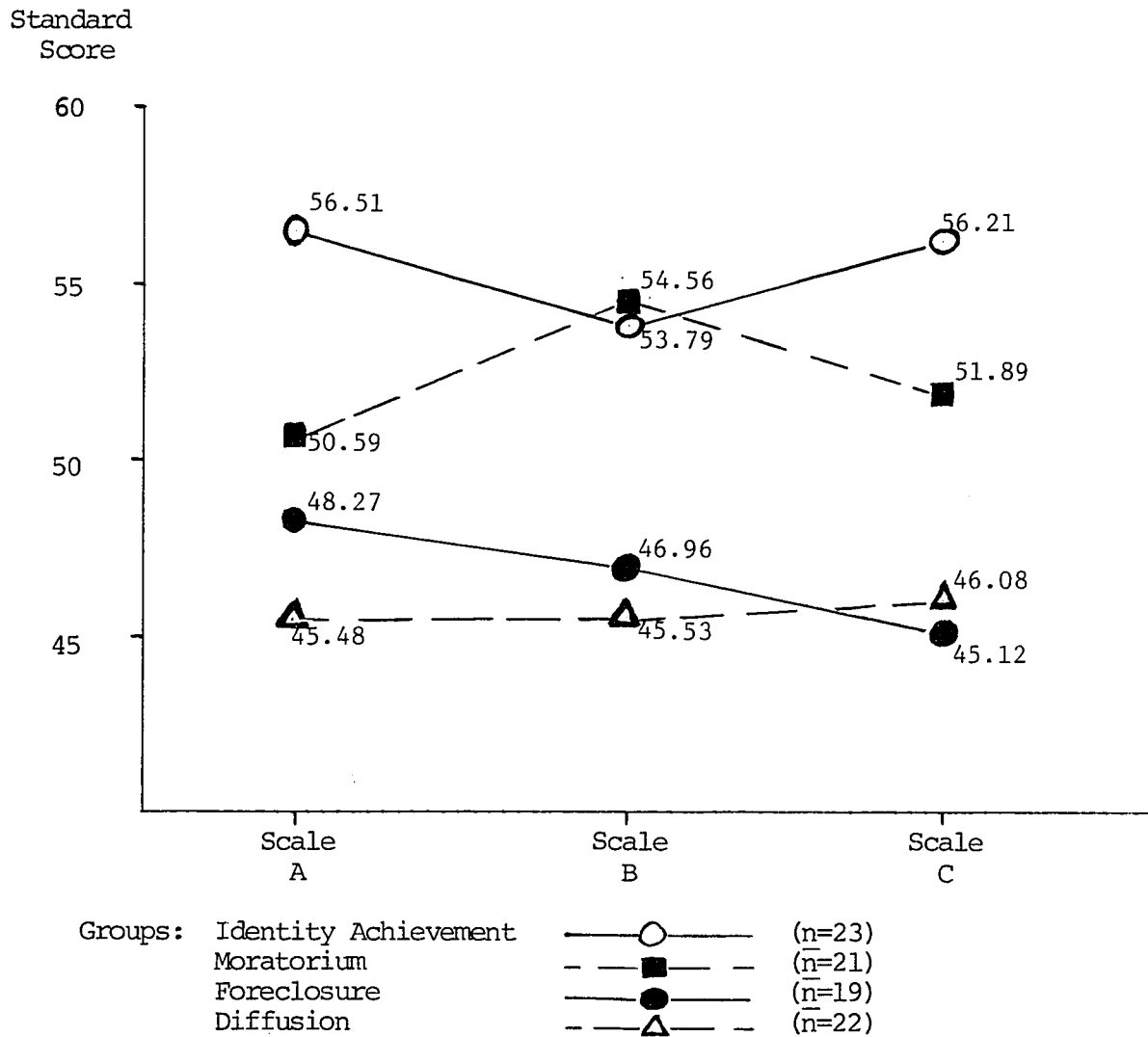
Table 12

Correlation Matrix Between Scales A, B, and C on
the Career Development Inventory (n=85)

<u>Scale</u>	Scale		
	A	B	C
A	-		
B	.41	-	
C	.16	.06	-

Figure 1

Comparison of Standardized Mean
Scores for Identity Status Groups
on Scales A, B and C of the Career
Development Inventory



Note. Standard scores are based on means and standard deviations of the total sample (n=95).

The final analysis completed was a multivariate analysis of variance of scores on the three scales across identity status groups. To undertake this analysis, the NYBMUL computer program version 4, was used. A significant difference among the means of the three scales was found, since Roy's Largest Root Criterion of .30 exceeded the critical value of .153 ($M=.5$; $N=38$; $p=.05$).

A post hoc analysis of all six contrasted groups using intervals derived from Roy's critical value is presented in Table 13. It is clear that Scale A best discriminates among the groups, since on this scale all group means were significantly different from one another. In Scale B, only the Achievement and Moratorium groups were not significantly different. In Scale C, only the Foreclosure and Diffusion groups were not significantly different. These reversals on Scales B and C may account for the two non-significant contrasts found in the univariate analysis (see Table 10).

The foregoing exploratory data analysis was undertaken to attempt to draw out more information about the nature of the relationship between the two variables. Discrepancies found are now examined in detail.

On Scale B, it was found that Identity Achievement and Moratorium group means were not distinct. In fact, judging from the pattern noted in Figure 1, the Moratorium group had a tendency to score higher

Table 13

Post Hoc Analysis of the CDI Subscales in Contrasted
Identity Status Groups: Confidence Intervals
Derived from Roy's Largest Root Criterion Critical Value

Contrasted Groups ^a	Subscales		
	A	B	C
Identity Achievement vs. Diffusion	(18.81, 23.47)*	(30.82, 41.56)*	(2.70, 3.40)*
Identity Achievement vs. Foreclosure	(13.38, 18.22)*	(24.31, 35.49)*	(2.97, 3.71)*
Identity Achievement vs. Moratorium	(8.99, 13.70)*	(-8.85, 2.05)	(.94, 1.66)*
Moratorium vs. Diffusion	(7.42, 12.18)*	(34.09, 45.09)*	(1.39, 2.11)*
Moratorium vs. Foreclosure	(1.99, 6.93)*	(27.59, 39.01)*	(1.67, 2.41)*
Foreclosure vs. Diffusion	(2.90, 7.78)*	(.64, 11.37)*	(-.66, .08)

Note. Roy's Critical value = .153

Error term standard deviations Scale A 18.36
 Scale B 42.43
 Scale C 2.78

^aSee Table 13 for sample size in each group.

* Significant ($p=.05$).

on this scale. Super and Forrest (1972, p.5) described Scale B, Resources for Exploration, as representing the quality of used and potentially usable resources for career exploration. It is somewhat curious that Moratorium subjects scored lower than Achievement subjects on Scale A (planning orientation) and on Scale C (information acquired and decision making) when they apparently used career resource information at least as often as did Achievement subjects. Apparently, although they perceived themselves as using resources with equal frequency to Achievement subjects, overall they were less oriented to planning, (i.e., Scale A), and profited less from their use of resources (i.e., Scale C). It is possible that commitment to a career gives Identity Achievement subjects an overall advantage in career development.

On Scale C, it was found that Foreclosure and Diffusion groups were not distinct, unlike results on Scales A and B. Although Foreclosure subjects are apparently higher in degree of planning orientation and in use of resources, it seems they haven't retained any more factual information about careers than have Diffusion subjects. Foreclosure subjects, it is recalled, are committed but not concerned about the process of choice. It seems that this lack of concern renders this group as not distinguishable from Diffusion subjects in the area of information acquired about careers.

Possible explanations for this discrepancy may involve age or other developmental factors. It is noted in Table 3 that many of the information and decision-making factors related to vocational maturity (i.e., Scale C) develop later than do planning and use of resources (i.e., Scales A and B). To verify whether age was a causal factor, the mean ages of each of the groups were computed. Diffusion and Identity Achievement subjects had mean ages of 18.6 years, followed closely by Foreclosure subjects at 18.5 years and Moratorium subjects at 18.2 years.

Since age does not account for the discrepancy between Foreclosure and Diffusion mean scores on Scale C, perhaps other developmental factors do. Foreclosure, it is recalled, refers to a state of prolonged parental identification. According to results found here, this prolonged identification may have significant negative impact on degree of information acquired about careers and decision-making skills. On these dimensions of vocational maturity, Foreclosure subjects seem no more developmentally advanced than are Diffusion subjects, a poor vocational prognosis indeed.

As a final comment regarding these discrepancies on Scales B and C, it is recalled that vocational maturity is a multidimensional construct, and a consistently predictable pattern on all dimensions would be too much to expect.

Summary and Conclusions

In this study the research problem pertained to the antecedent dynamics of adolescent vocational maturity. It was proposed that Erikson's theory of psychosocial identity could be used as a conceptual basis for explaining the developmental conditions which facilitate or inhibit vocational maturity. Specifically, the research hypothesis stated that vocational maturity is a function of degree of identity resolution.

To test the research question, male high school subjects aged 18 - 21 years were interviewed and categorized using the Identity Status Semi-Structured Interview procedure as a measure of identity resolution. Subjects were administered the Career Development Inventory as a measure of vocational maturity.

Data was analyzed using analysis of variance techniques. First a univariate analysis of vocational maturity scores across identity status groups was completed. Since the univariate F level was significant, the central hypothesis that vocational maturity was a function of identity resolution was supported. Post hoc analysis of all six possible contrasted means was undertaken. It was found that four of the six pairs were significantly different from each other.

Secondly, a multivariate analysis of variance was used to explore results on the three subscales of the CDI across identity status groups. As a result of a post hoc analysis, it was found that the four identity status groups were perfectly distinct from one another on Scale A. On Scales B and C there were slight discrepancies.

In summary, the results of the study are generally congruent with predictions made from the theoretical rationale. Identity Achievement and Moratorium status adolescents tend to be more vocationally mature than Foreclosure and Diffusion status adolescents.

Recalling the two criteria used to classify the statuses, it is the criterion of crisis rather than that of commitment which best distinguishes between the groups on vocational maturity. "Crisis" denotes concern with identity-related issues and problems. In adolescence, then, concern with these issues would seem to have a more beneficial effect in terms of vocational readiness than would actual commitment to an identity.

More generally, results support the theoretical position that degree of identity resolution in adolescence is an underlying factor in readiness for career planning.

What might these results mean in terms of vocational guidance and career development programs for adolescents? It is obvious that

career guidance is very important in these times of complexity and uncertainty in the labour market. It is critical that adolescents begin to effectively prepare themselves for their vocational futures. Taken alone, the vocational maturity construct tells us that certain adolescents are not preparing themselves as they should be. The immediate response is to help them through vocational guidance programs.

According to the results presented here, this response is, for some adolescents, in error. Adolescents who have resolved their identity or are actively resolving it are developmentally on track in terms of vocational future. They may well need some straightforward vocational help, but basically they seem successful at preparing themselves for the future. Adolescents who are confused about their identity present a different problem. They are apparently not preparing for their vocational futures as they should. Yet the evidence here implies that direct vocational guidance cannot resolve the problem. Generally, these adolescents are developmentally arrested, unable to trust the future, self-conscious and doubtful, feeling guilt and denial of ambition, and experiencing work paralysis and inferiority. Not vocational guidance, but personal counselling is needed. It would seem that, until these antecedent issues are resolved, the vocational prognosis is negative.

Certain adolescents who appear to have resolved their identity may present a still different problem. These adolescents have uncritically internalized their parents' goals for them, they have "foreclosed". Erikson states that identifications alone cannot result in a functioning adult personality (1968, p.158), and results here support this contention. These adolescents are clearly at a disadvantage in terms of readiness for a vocational future; since they resemble the Diffusion group in degree of identity resolution, the vocational prognosis is not good. Yet one must question whether personal counselling is appropriate. They are neither disoriented nor confused and are unlikely to feel a need for personal counselling. Nor do they seem ready for vocational guidance.

The above comments, nevertheless, should be placed in context. This work was principally a theoretical study. From an applied viewpoint, one must not neglect other potentially-significant variables. The specific career development problems of a particular adolescent may result from any of a number of causes. The approach suggested here should be considered an aid in diagnosis and treatment of an adolescent's career development problems.

The study had a theoretical objective, and it is perhaps appropriate that in retrospect, the author conclude with personal reflections on the two variables studied.

Identity seems to possess an illusive quality. Identity and the "Identity Crisis" have been the subject of many books and articles. Erikson alone has written many volumes on the subject in the past twenty years. In attempting to describe what on the surface may be called a "personal sameness and continuity" one discovers that identity is a complex phenomenon. It involves surface social behavior and consciousness, as well as the deeper unconscious levels of the personality leading back to earliest childhood. To verbally grasp it is not easy, and therefore one is pleasantly surprised to discover that it can be effectively measured. From the experience of conducting and judging identity status interviews, the author feels confident that the identity resolution process does take place during adolescence, and that it can be observed. It is illusive, however, and one would doubt that a simple, less arduous instrument, such as a paper and pencil test, could be used to grasp it.

Compared to identity, vocational maturity leaves the author feeling much less satisfied. In a sense the two variables represent opposites. Identity was formulated on the foundation of depth psychology, from Erikson's background in psychoanalysis and his training under Anna Freud. Vocational maturity, although based partly on developmental psychology, was constructed from specific

and concrete behavioral and attitudinal indicators; in other words, vocational maturity stems from surface social behavior. It would seem likely, therefore, to present less troublesome measurement and interpretation problems than identity. Surprisingly, this does not appear to be the case.

In a recent article on "work salience" and vocational maturity, Super (1974, p.166-167) makes the point that many people today no longer accept the work ethic. Some express self-actualization through a career, whereas others express it through leisure activities. Some may be satisfied to just "drift". With work becoming increasingly difficult to find, perhaps increasing numbers of adolescents will turn away from careers and the work ethic. Taken in this light, what does vocational maturity mean? The adolescent low in vocational maturity is presumably less "ready" for career behavior, yet we can no longer automatically assume there is something wrong. Rather than being developmentally arrested, this individual may be a visionary of future things to come, when work will be reserved for the few. Thus vocational maturity, in the last analysis, is open to interpretation.

This completes the exploration of the problem chosen for the thesis. Traditionally, a final statement is made at this point, in response to the adage "if you could do it all over again..." With no arrogance intended, the author believes that he wouldn't do anything differently. Although the sample is small and limiting, it

seems difficult to imagine increasing its size due to the magnitude of work in classifying identity status. Ideally the sample should be drawn from as many schools as possible.

A subsequent research question might be studied. Results here support the position that Identity Achievement and Moratorium subjects are more "ready" for vocational behavior than are Foreclosure and Diffusion subjects. Presumably, they should then benefit more from career guidance programs. This question could be examined through a longitudinal study. It is predicted that, due to their vocational readiness, Achievement and Moratorium subjects would show a significantly greater increase in some outcome variable - such as vocational maturity - than would Foreclosure or Diffusion subjects.

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Appendix A

Identity Status Interview Manual

IDENTITY STATUS INTERVIEW

Introduction

What year are you in?

Where are you from? Living at home?

How did you happen to come to (name of school)?

Did your father go to college? Where? What does he do now?

Did your mother go to college? Where? What does she do now?

Occupation

You said you were majoring in...; what do you plan to do with it?
When did you come to decide on...? Did you ever consider anything else?

What seems attractive about...?

Most parents have plans for their children, things they'd like them to go into or do - did yours have any plans like that for you?

How do your folks feel about your plans now?

How willing do you think you'd be to change this if something better came along? (If S responds: "What do you mean by better?") Well, what might be better in your terms?

Religion

Do you have any particular religious affiliation or preference?
How about your folks?

Ever very active in church? How about now? Get into any religious discussions?

How do your parents feel about your beliefs now?

Are yours any different from theirs?

Was there any time when you came to doubt any of your religious beliefs?

When? How did it happen? How did you resolve your questions?
How are things for you now?

Politics

Do you have any particular political preference?

How about your parents?

Ever take any kind of political action - join groups, write letters, participate in demonstrations - anything at all like that?

Any issues you feel strongly about?

Any particular time when you decided on your political beliefs?

What do you think of the coming election?

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MANUAL
IDENTITY STATUS TAPES

The main objective of rating each interview is to locate the individual in one of four "identity statuses," each status being a mode of coping with the identity crisis - a particular life crisis faced by older adolescents in our culture. Elements in this crisis include deciding upon and committing oneself to what one is "to be" in terms of an occupation, as well as formulating and taking action on what one "believes" in terms of an ideology. In a more formal sense, the achievement of ego identity involves the synthesis of childhood identifications in the individual's own terms, so that he establishes a reciprocal relationship with his society and maintains a feeling of continuity between himself and his past. Elaborating further, childhood can be viewed as a period when society provides the materially and emotionally nutritive milieu for survival of the almost wholly dependent child. Adulthood involves a shift in responsibility, so that the individual is expected to contribute to the previously nurturant environment in a more mutual relationship. Adolescence, in particular, late adolescence, is the period during which this shift takes place. The achievement of an ego identity at this time represents the reformulation of all that the individual was into the core of what he is to be.

The four identity statuses are: Identity Achievement, Moratorium, Foreclosure, and Identity Diffusion.

The two referents for determining Identity Status are "crisis" and "commitment" in the areas of occupation and ideology (religion and politics). The term, crisis, was chosen less for its sense of immediacy than for its connotation of struggle, or more accurately, of a period of decision. Commitment refers to a certain unwaveringness of choice, a reluctance to abandon a path set out upon. Although these two referents are separately assessed, some overlap occurs. For example, when a subject says that he decided to go into industrial management in his junior year as a result of scanning the college catalogue, one does not get a sense of either an active

selection among personally meaningful alternatives (crisis) or an unswerving investment in a course of action (commitment).

Instructions for rating

The following is a description of the way in which these two criteria are combined to yield an identity status and a short sketch of how each type might appear.

1. Identity Achievement

Criteria: The individual has passed through a decision period or crisis and appears committed to his occupation and/or ideology.

Sketch:

Occupation - He has seriously considered several occupational choices or deviated from what his parents had planned for him. He is reluctant to switch fields and seems to think of himself as a teacher, engineer, etc. (Being a something meaning the difference between "taking courses in education" and seeing oneself as "a teacher".) Although his ultimate choice may be a variation of the parental wishes, he seems to have experienced a crisis period and made a resolution on his own terms.

1. Has tried business--focused on general medical profession--tried dentistry, tried pharmacy--now in optometry. Likes it because it's in the area of helping people medically and has variety. (willing to change?) "I really like what I'm doing. I have too much investment in it now to do anything else."

2. Came from farm background and likes farming, but being a farmer not too interesting or feasible. Decided to go into agricultural economics which is sort of an over-all business manager for farmers. Somewhat defensive about farming as a viable career.

3. When first went to college felt no sense of purpose. Left and joined the Army. Came back with renewed interest. Finds present choice interesting and would be willing to change only routine functions, not the general area.

4. Father was a farmer and wanted him to be one; mother and townspeople wanted him to be a minister; he decided to be a veterinarian. "I would rather have my DVM than a Ph.D. in anything."

Religion - He appears to have gone through a period of doubt--either of past belief or unbelief--with a resulting re-evaluation of faith and commitment to some action (church-going, religious discussions, etc.). Whether he ends up as religious or not religious (in the conventional sense) is not important--only that he seems to have rethought childhood concepts and achieved a resolution that leaves him free to act.

1. Gotten further away from religion. At one time, 10-11 years old, wanted to be a rabbi. Goes to Hillel sometimes now. Disputes religious questions with Christian friends--tried to convert a Roman Catholic nurse.

2. Went through a period of rejecting father's religion. Period of atheism followed disillusionment with a God that would permit an evil world. Resolved by deciding that amount of good balanced evil. Is active in church and plans to raise his children in it.

3. Parents were fundamentalist; they think man shouldn't explore space. He's more liberal, thinks they're old-fashioned--doesn't like denominational splits. Active in church.

Politics - The presence of his crisis period is probably more difficult to ascertain here than in the other two areas. He shows some difference from his parents' political opinions; for example, he may see himself as more liberal than they are. Evidence of commitment is usually seen in the affective nature of his pronouncements, his tendency to dispute political questions with others, and any political action-taking whatsoever.

1. No affiliation with any one party. Argues with parents about particular candidates and issues.

2. Period in Army angered him at being given things and being reacted to according to group membership rather than as an individual. Attracted to the individualism of conservatism and is anti-social welfare. Applies principles learned in college classes about human nature to his political beliefs.

General Comment - He seems generally able to "make it." Particularly, he does not appear as if he would be overwhelmed by sudden shifts in environment or by unexpected burdens of responsibility. He also seems to be forming some solid

interpersonal commitments--e.g., marriage, engagement, etc.

2. Moratorium

Criteria: The individual is presently in a crisis period--trying to make up his mind. Commitments are likely to be vague and general. An important quality here is a sense of active struggle among alternatives.

Sketch:

Occupation - He is dealing with issues often described as "adolescent." He is concerned less with preparing for a specific career than with choosing that career. His parents' plans are still important to him, and he must somehow achieve a compromise among them, society's demands, and his own capabilities. It is not that he feels totally bewildered and all at sea, but that he is vitally concerned and somewhat preoccupied with resolving what at times seem to be unresolvable questions.

1. "Other people think I'm jolly and freelancing. Inside, I'm a big knot. I'd just like some peace and quiet." "The future seems better than the past, though." "I'm not so concerned about what people think, and I can control my temper better." Majoring in Speech, wants to work for degree in Psychology and Sociology while in Army. In general, wants to do something to help people.

2. Has considered rabbinate, law, and teaching. Present major is philosophy and religion. Thinks now that he wants to teach--struggling with parents' demands that he choose a career more financially rewarding.

3. Chemistry--physics--biology major. Considers teaching high school and then going into industry. Also in the back of his mind is the ministry--still considering it. Seems to be an idealistic vs. economic conflict. "I can go into teaching, industrial chemistry, the ministry. I can see myself in any of those three fields."

Religion - He seems to be dealing with fundamental religious questions, not just mere "shopping around" among denominations.

1. Doubts existence of God and wonders whether there is a Supreme Being. Scares him when he thinks about it, but he still does. Has tentatively decided there is a God.

2. Articulates pseudo-solution to science-religion conflict by deciding that "what I believe and what I study are two different things--just keep them separate."

Politics - Although he is in doubt about political and religious commitment, he seems dissatisfied with the doubt and is trying to effect a resolution.

1. Leans towards Democrats--still votes for the best man. Maybe later he'll turn toward Republicans.

2. "I just don't want to define myself in terms of reactions against things." "Sometimes the whole political realm seems sort of futile."

3. Confused about politics. Is a Democrat, but has heard about Conservatism and is questioning it. But then Rhodes disenchants him. Doesn't really know.

General Comments - Some subjects may show two or three different identity statuses for one of the main areas. That is, occupational choice may have elements of Identity Achievement, Moratorium, and Foreclosure. Although these cases are rare, when one status does not predominate, a scoring of Moratorium is given. At his worst, a Moratorium is paralyzed, unable to act decisively in one way or another--not because of a lack of commitment, but because of equal and opposite commitment.

3. Foreclosure

Criteria: The individual does not seem to have passed through any real decision period, but, nevertheless, appears committed to occupation and/or ideology. In this case, his choices very likely coincide with those of parents or parent surrogates whom he does not seriously question.

Sketch:

Occupation - It is difficult to distinguish where his parents' goals for him leave off and where his begin. He seems to have experienced either no choice period, or only brief and inconsequential ones. He is becoming what others have influenced him or intended him to become as a child. In addition, all of this seems ego-syntonic. Childhood identification figures ("like my father," "like my

mother," etc.) keep cropping up in the interview.

1. "I'm not in any mood to leave home. I'm not tied to my mother's apronstrings, but all my friends are there." Wants to go into a large corporation where "they'll run me through training and tell me how they want things done." Is also considering being a fireman like father was. Went home every weekend through college and maintained membership in social groups there (e.g., Kiwanis, Ashville Fire Dept.).

2. Father was a farmer, he'll be a farmer. "I plan to go back and help dad farm." Took agriculture at college because "that's all I knew." Although he gave some consideration to other fields, "farming was always at the top of the list." "I was brought up like my family was--I was with them so long I just stayed that way."

Religion - His faith (or lack of it) is virtually "the faith of his fathers (or mothers, as the case may be) living still." College experiences serve only as confirmation of childhood beliefs. Dissonance seems absent, and he participates in religious or anti-religious activities.

1. Although in science, sees no conflict with religion. "Just helps strengthen the belief I grew up with." Goes to church several times a week.

2. Parents were Lutheran and so is he. No doubting of religion during college. Got a girl pregnant and prayed--everything turned out all right. "Hand of God was there; I'm not smart enough to figure it all out, but I believe."

3. "Same as my parents." (any doubts?) "My beliefs are the same as they were--only stronger since I've been out in the world."

4. Religion is the same as parents. "Maybe it's a habit with me, I don't know." "I've thought a lot and you meet all kinds of people here. But I really haven't changed any basic beliefs. Just have more understanding than I did before." "I plan to bring my children up in the church--just the way my dad did with me."

Politics - Again, he is what his parents are with little or no personal stamp of his own.

1. His parents were Republican and so is he. "There was a lot of influence from my parents."

2. He and parents are Republican. "I guess it stems from the family. Both Mom and Pop are Republicans."

3. "I'm a Democrat and so are they (parents)--so that's why, I guess."

4. Referring to him and parents both being Republican:
"You still pull that way, Republican, if your parents are that way. You feel like it's where you should be."

General Comment - Because of his commitment and apparent self-assuredness, he appears similar to the Identity Achievement, although he may be characterized by a certain rigidity. One feels that if he were placed in a situation where parental values were non-functional he would soon be greatly at a loss. In many instances, only a situation of severe ego stress would differentiate him from Identity Achievement. However, his hallmark is the notable absence of decision periods. His plans may include returning to his hometown and continuing life there.

4. Identity Diffusion

Criteria: The individual has either experienced no crisis or has passed through a crisis--in either case, there is little, if any, commitment.

Sketch: There appear to be two types of Diffusion. One is a pre-crisis lack of commitment. The individual might have been a Foreclosure if strong enough parental values had been established. However, it is likely that the parental attitude was one of "it's up to you; we don't care what you do." Under the guise of democratic child-rearing, the parents have really provided no consistent structure which could be a guide for the growing individual and later on, an image against which to compare himself. Because he never really was anything, it is almost impossible for him to conceive of himself as being anything. The problems that are so immediate and self-consuming for the Moratorium never really occur to this "pre-crisis Diffuse" person.

The second type of Diffuse is the "post-crisis Diffuse" who seems committed to a lack of commitment. This individual actively seeks to avoid entangling alliances; his motto: "Play the field." No area of potential gratification is really relinquished; all things are possible, and must be kept that way. The main

element that both pre- and post-crisis Diffuse persons have in common is a lack of commitment.

Occupation - No one occupational choice is really decided upon, nor is there much real concern about it (as contrasted with the Moratorium.) There is sometimes little conception of what a person in the stated preferred occupation does in a day-to-day routine. The occupation would be readily disposed of should opportunities arise elsewhere. There is sometimes an "external" orientation, so that what happens to the individual is seen as a result of luck or fate.

1. Has considered priesthood, law, and teaching math. Sees himself as "bouncing around" from one thing to another. Language is strange and answers oblique. Takes roles of others and speaks to himself during the interview in admonishing tones as they would speak to him. Although there is some closure on choice of teaching, the whole interview is pretty bizarre. E.g., regarding leaving seminary: "It was shown to me not to be my vocation. Some people have desire, some don't. I didn't".

2. Going into optometry--likes it because there's not too much work, make money at it, and doesn't take too long to study for it. If something better came along, he'd change "quite easily."

3. Claims greater maturity after having flunked out of school and gone to service. Major in marketing, interested in business, also in being a golf pro. Main focus of interest in life is playing golf. Emphasis not on what his father wants him to be but on what his father gives him. "Very apt" to give up occupational choice for something better.

4. Major is engineering. In response to "willingness to change?": "Oh, I can change. I want to travel, want to try a lot of things, don't want to get stuck behind a drawing board. Want a degree mainly as an 'in' to production or something else. Don't want to get tied down."

Religion - He is either uninterested in religious matters or takes a smorgasbord approach, in which one religious faith is as good as any other and he is not averse to sampling from all. The subject will sometimes state his denomination as being the same as his parents, yet show little commitment to it. In this case, the identity status has elements of both Foreclosure and Diffusion.

1. "Don't believe in any one particular religion. All of them have something to offer, I guess. I like to look

around a little and see what each has to offer."

2. "Haven't picked one religion. Not interested in any. Guess it's all right for some people. Just don't care a whole lot about it."

Politics - Both political and social interest are low. "Little idea or no concern where he stands vis a vis society, as if the world went its way and he went his with little intercourse between the two."

1. "Politics just doesn't interest me." Doesn't vote. Doesn't discuss politics at home. Would probably vote for Kennedy.

2. No interest. Never discusses it with parents. "Not much concerned with politics." Unable, in the interview to verbalize a choice between Rockefeller and Kennedy.

General Comments - At his worst, a Diffuse exhibits the disorganized thought processes, disturbed object relations, and loosened ego boundaries associated with schizophrenia.

Summary

This, then, is the plan for rating the interviews. There are three main areas covered: occupation, religion, and politics. The latter two are combined to yield ideology. Each area is assessed according to two criteria; the presence or absence of a crisis period, and the degree of commitment. According to the subject's standing on these two criteria, he is to be assigned to one of the four categories of identity status for each of the three main areas.

A sample of a complete interview rating is on the last page of the manual.

There are no rigid criteria for combining the three areas to yield an overall identity status. Many times the rater will get a general impression from the interview that would not strictly coincide with an arithmetic sum of the three areas; these "hunches" are valuable and should not necessarily be abandoned for the sake of false rigor. Of course, in most cases, the final identity status will directly reflect the sum of the ratings of the areas. It should be clear that clinical judgment is to be exercised, not suspended.

IDENTITY STATUS - INTERVIEW RATING SHEET

Occupation: Foreclosure

Religion: Foreclosure-Diffusion

Ideology: Foreclosure

Politics: Identity Achieve. - Foreclosure

IDENTITY STATUS: Foreclosure

Comments:

Use this space for note-taking and demurrers.

Appendix B

Career Development Inventory

CAREER DEVELOPMENT INVENTORY

Form 1

Donald E. Super	Jean Pierre Jordaan
Martin J. Bohn, Jr.	Richard H. Lindeman
David J. Forrest	Albert S. Thompson

Teachers College, Columbia University
New York, New York

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* * * * *

INTRODUCTION

The questions you are about to read ask you about school, work, your future career, and some of the plans you may have made. The only right answers are the ones which are right for you. Later, some questions ask about career facts; others ask you to judge students' plans. Give the best answers you can.

Answers to questions like these can help teachers and counsellors offer the kind of help which high school students want and need in planning and preparing for a job after graduation, for vocational and technical school training, or for going to college or university.

THE FIRST STEP

Check your booklet to make sure it has 13 pages, all in the right order.

Now look at the green and yellow sheets you have been given. Please fill in your name, school and home form at the top of each of these sheets.

You may then fill in the rest of the information asked for on the green sheet.

PLEASE DO NOT WRITE ON THIS BOOKLET.

DO NOT OPEN IT UNTIL YOU ARE TOLD TO BEGIN.

HOW TO ANSWER

1. All your answers go on the yellow Answer Sheet.
2. The questions in the Inventory are arranged in sections. In each of Sections I through V, you are given a set of statements at the beginning of the section to show the possible answers for the questions in that section. The sets of statements are not the same for all the sections, so PLEASE READ THEM CAREFULLY.

For most of the remainder of the Inventory, each question has its own set of answers. However, please note that the questions in Section VII have a set of answers at the beginning of the section, and that the questions in Section VIII are set out differently from those in all the other sections. Again, PLEASE READ THE INSTRUCTIONS CAREFULLY.

3. After you choose an answer to a question, find the number of the question on the Answer Sheet and circle the appropriate letter opposite that number. If you make a mistake, cross out the wrong answer clearly and circle the right one.
4. Answer all questions. If you are not sure about an answer, make the best guess you can. There is no time limit, but work as rapidly as you can; the first answer that comes to you is often the best one.

The questions begin on the next page.

SECTION I

Students differ considerably in the amounts of thinking and planning they do about their future careers.

Here are five statements showing different amounts of thinking and planning:

- (A) I have not given any thought to this.
- (B) I have given some thought to this, but haven't made any plans yet.
- (C) I have some plans, but am still not sure of them.
- (D) I have made definite plans, but don't know how to carry them out.
- (E) I have made definite plans, and know what to do to carry them out.

For EACH QUESTION (questions 1 through 14) in this first section, choose the statement which is closest to showing the amount of thinking and planning you have done.

* * * * *

I. HOW MUCH THINKING AND PLANNING HAVE YOU DONE IN THE FOLLOWING AREAS?

1. Finding out about educational and occupational possibilities by going to the library, sending away for information, or talking to somebody who knows about the possibilities.
2. Talking about career decisions with an adult who knows something about me.
3. Taking high school courses which will help me decide what line of work to go into when I leave school, community college or university.
4. Taking high school courses which will help me later in university, in job training, or on the job.
5. Taking part in school or out-of-school activities which will help me in university, in training, or on the job.
6. Taking part in school or after school activities (for example, science club, school newspaper, Sunday School teaching, volunteer nurse's aide) which will help me decide what kind of work to go into when I leave school.
7. Getting a part-time or summer job which will help me decide what kind of work I might go into.
8. Getting a part-time or summer job which will help me get the kind of job or training I want.

Here are five statements showing different amounts of thinking and planning:

- (A) I have not given any thought to this.
- (B) I have given some thought to this, but haven't made any plans yet.
- (C) I have some plans, but am still not sure of them.
- (D) I have made definite plans, but don't know how to carry them out.
- (E) I have made definite plans, and know what to do to carry them out.

- 9. Getting money for university, college or training.
- 10. Dealing with things which might make it hard for me to get the kind of training or the kind of work I would like.
- 11. Getting the kind of training, education, or experience which I will need to get into the kind of work I want.
- 12. Getting a job once I've finished my education and training.
- 13. Doing the things one needs to do to become a valued employee who doesn't have to be afraid of losing his job or being laid off when times are hard.
- 14. Getting ahead (more money, promotions, etc.) in the kind of work I choose.

SECTION II

High school students differ greatly in the amount of time and thought they give to making choices. Use the statement below to compare yourself to the typical students of your sex in your grade on each of the following kinds of choices (questions 15-21).

Compared to my classmates I am

- (A) much below average, not as good as most
- (B) a little below average
- (C) average
- (D) a little above average
- (E) much above average, better than most

..... in the amount of time and thought I give to:

- 15. Choosing high school courses.
- 16. Choosing high school activities.
- 17. Choosing out-of-school activities.
- 18. Choosing between university, community college, business college, work, military service, marriage, homemaking, etc.
- 19. Choosing a university, community college, branch of Military service, husband or wife, etc.
- 20. Choosing an occupation for after high school, university, college or job training.
- 21. Choosing a career in general.
- 22. How would you rate your plans for after high school?
 - (A) Not at all clear or sure.
 - (B) Not very clear
 - (C) Some not clear, some clear.
 - (D) Fairly clear.
 - (E) Very clear, all decided.

- II. Below are five possible answers to use in answering questions 23 through 33, questions about how much you know about the occupation you said you like best on the green sheet. Mark the number of your choice on the Answer Sheet.

I know

- (A) hardly anything
- (B) a little
- (C) an average amount
- (D) a good deal
- (E) a great deal

..... about:

- 23. What people really do on the job.
- 24. Specialities in the occupations.
- 25. Different places where people might work in this occupation.
- 26. The abilities and traits needed in the occupation.
- 27. The physical working conditions.
- 28. The education or training needed to get into the occupation.
- 29. The courses offered in high school that are the best for the occupation.
- 30. The need for new people in the occupation.
- 31. Different ways of entering the occupation.
- 32. The starting pay in the occupation.
- 33. The chances for getting ahead in the occupation.

- IV. Here are five answers which can be used for questions 34 through 47. Use these answers to show whether or not you would go to the sources of information listed below for help in making your job, university, or other training plans.

I would

- (A) definitely not
- (B) probably not
- (C) not be sure whether to
- (D) probably
- (E) definitely

..... go to:

- 34. Father or male guardian.
- 35. Mother or female guardian.
- 36. Brothers, sisters, or other relatives.
- 37. Friends.
- 38. Team coaches or Physical Education teachers.
- 39. Other teachers.
- 40. Minister, priest, or rabbi.
- 41. School counsellors.
- 42. Private counsellors, outside of school.
- 43. Books with the information I needed.
- 44. Audio or visual aids like tape recordings, movies, or computers.
- 45. University ^{or} ~~of~~ community college calendars.
- 46. Persons in the occupation or at the university or college I am considering.
- 47. TV shows, movies, or magazines.

- V. Here again are five answers which are to be used with the following items. This time use the statements to show which of the sources of information below have already given you information which has been helpful to you in making your job, university or other training plans.

I have obtained

- (A) no useful information
- (B) very little useful information
- (C) some useful information
- (D) a good deal of useful information
- (E) a great deal of useful information

..... from:

- 48. Father or male guardian.
- 49. Mother or female guardian.
- 50. Brothers, sisters, or other relatives.
- 51. Friends.
- 52. Team coaches or Physical Education teachers.
- 53. Other teachers.
- 54. Minister, priest, or rabbi.
- 55. School counsellors.
- 56. Private counsellors, outside of school.
- 57. Books with the information I needed.
- 58. Audio or visual aids like tape recordings, movies, or computers.
- 59. University or community college calendars.
- 60. Persons in the occupation or at the university or college I am considering.
- 61. TV shows, movies, or magazines.

SECTION VI.

Here, each question (Nos. 62-66) has its own set of possible answers.

62. Which of the following is the best source of information about job duties and opportunities?
- (A) The Encyclopedia Britannica
 - (B) World Almanac
 - (C) Scholastic Magazine
 - (D) Occupational Monographs
 - (E) The Occupational Index
63. Which one of the following would be most useful for detailed information about getting into university or college?
- (A) The World Book Encyclopedia
 - (B) Webster's Collegiate Dictionary
 - (C) Horizons
 - (D) Reader's Digest
 - (E) The Education Index
64. Which one of the following pairs of occupations involves the same level of training and responsibility?
- (A) Tailor, Sales Clerk
 - (B) Engineer, Accountant
 - (C) Tailor, Engineer
 - (D) Accountant, Sales Clerk
65. The occupational fields expected to grow most rapidly during the next ten years are:
- (A) Professional and service.
 - (B) Sales and crafts.
 - (C) Crafts and clerical.
 - (D) Labour and sales.
66. Between 1910 and 1970, the industry employing the greatest number of workers changed from:
- (A) Agriculture to wholesale and retail trade.
 - (B) Manufacturing to agriculture.
 - (C) Wholesale and retail trade to manufacturing.
 - (D) Agriculture to manufacturing.

SECTION VII.

Occupations are different in the amount of education required for employment. Five different amounts of education are listed below. For each of the following occupations (questions 67-74), mark on your Answer Sheet the amount of education usually required.

Amount of Education:

- (A) High School Graduation Diploma
- (B) Apprenticeship Training
- (C) Technical School or Community College (2 years)
- (D) University Degree (3 or 4 years)
- (E) Professional training beyond a 3 or 4 year University Degree

Occupation:

- 67. Stenographer.
- 68. Dental Technician.
- 69. Family Doctor (Physician).
- 70. Mail Carrier.
- 71. Plumber.
- 72. Computer Operator.
- 73. Bank Clerk.
- 74. Social Worker.

SECTION VIII.

Many occupations use special tools. Below is a list of special tools or equipment and a list of occupations. Match the occupation in Column A with its equipment (Column B).

COLUMN A

COLUMN B

Occupation :

Equipment :

- | | |
|------------------------|-------------------|
| 75. Electrician | (A) Tracing Wheel |
| 76. Bookkeeper | (B) Ammeter |
| 77. Bricklayer | (C) Centrifuge |
| 78. Dressmaker | (D) Trowel |
| 79. Medical Technician | (E) Ledger |

SECTION IX.

Here again, each question has its own set of answers.

80. In the ninth and tenth grades, plans about jobs and occupations should:
- (A) be clear
 - (B) not rule out any possibilities
 - (C) keep open the best possibilities
 - (D) not be something to think about.
81. Decisions about high school courses can have an effect on:
- (A) the diploma one receives
 - (B) the kind of training or education one can get after high school
 - (C) later occupational choices
 - (D) how much one likes school
 - (E) all of these.
82. Decisions about jobs should take into account:
- (A) strengths, or what one is good at learning and doing
 - (B) what one likes to do
 - (C) the kind of person one is
 - (D) the chances for getting ahead in that kind of job
 - (E) all of these.
83. One of the things that great artists, musicians and professional athletes have in common is the desire to:
- (A) make money
 - (B) have large audiences
 - (C) be the best there is at what they do
 - (D) teach others to do what they do.
84. J. D. might like to become a computer programmer, but knows little about computer programming and is going to the library to find out more about it. The most important thing for J. D. to know about this occupation is:
- (A) the nature of the work involved
 - (B) the rate of pay
 - (C) the hours of work
 - (D) the place (or places) where one can get the right training.

85. M. S. likes high school biology and general science courses best, and likes to do schoolwork alone in order to be able to concentrate. Such a person, beginning to think about a future occupation, should consider:
- (A) Accountant
 - (B) High School Science Teacher
 - (C) Medical Laboratory Technician
 - (D) Nurse.

86. P. T. is the best speaker on the school debating team, described in the school yearbook as "our golden-tongued orator -- a real nice person who can listen as well as talk -- could sell refrigerators to the Eskimos". P. T. will probably graduate in the bottom half of the class, although test scores show superior ability. P. T.'s only good grades (mostly B's) are in business subjects, poorest grades (mostly D's) are in English and social studies.

P. T. desires to become a trial lawyer. Which of the following reasons shows best why this desire is not very realistic?

- (A) With grades like these, it is difficult to get into a university.
- (B) P. T.'s poorest grades are in the subjects that are most important for law.
- (C) There is much more to being a lawyer than being good at public speaking.
- (D) All of the above are good reasons for thinking that this student will have a hard time becoming a trial lawyer.

87. The facts about P. T. suggest that he or she should think about becoming:

- (A) an accountant
- (B) a sales representative
- (C) an actor or actress
- (D) a school counsellor
- (E) a lawyer.

88. A. M. is very good with skilled handwork and there isn't anybody in the class who has more mechanical aptitude or is better at art. A. M. also does very well in math. A. M. likes all of these things.

What should this student do?

- (A) Look for an occupation which will use as many of these interests and abilities as possible?
- (B) Pick an occupation which uses math since there is a better future in that than in art or in working with one's hands?
- (C) Decide now on one of these activities because of ability or interest and then pick an occupation which uses that kind of asset?
- (D) Put off deciding about the future and wait until interest in some of these activities declines?

89. E. R. took some tests and got scores which show promise in clerical work. The student says, "I just can't see myself sitting behind a desk for the rest of my life. I'm the kind of person who likes variety. I think a travelling job would suit me fine". E. R. should:
- (A) disregard the tests and do what he or she wants to do.
 - (B) do what the tests say, since they know best.
 - (C) look for a job which will use the clerical abilities but not keep him or her pinned to a desk.
 - (D) ask to be tested with another test, since the results of the first ones are probably wrong.
90. B. R. gets very good science grades but doesn't care too much about these subjects. The subject liked best is art, even though grades in it are only average. This student is most likely to do well in an occupation if he or she:
- (A) forgets about interest in art since he or she is so much better in science.
 - (B) doesn't worry about grades in art, because if you like something you can become good at it.
 - (C) looks for an occupation which uses both art and science, but more science than art.
 - (D) looks for an occupation which involves both science and art, but more art than science.
91. L. F. professes not to care much about what kind of work is available to him or her on leaving school as long as it involves working with people. If this is all this student cares about he or she is likely to make a bad choice because:
- (A) this kind of work usually requires a university degree.
 - (B) employers usually want people with definite interests and objectives.
 - (C) jobs involving work with people are looked down on, since they usually don't pay as well as scientific work.
 - (D) occupations in which one works with people can be very different from each other in the abilities and interests which are needed.

THANK YOU.

CDI
ANSWER SHEET

YOUR FUTURE OCCUPATION

YOUR NAME:

Last name

First name

School

Home form

1. In your present thoughts and plans, what kind of work would you like to do when you finish all of your education and training? What kind of occupation do you plan to enter? For example, bookkeeper, machinist, lawyer, registered nurse, small store owner, waitress, engineer, shop foreman, elementary teacher, truck driver, etc. Write the name(s) of the occupation(s) you have thought about on the lines below:

If you have given more than one occupation, put an "X" in front of your first choice, the one you prefer more than the others.

KEEP THIS SHEET HANDY, AS YOU WILL NEED TO REFER TO IT DURING THE QUESTIONNAIRE.

ANSWER SHEET.

YOUR NAME: 8
Last name

18
First name

1 5

SCHOOL: _____ Home Form: _____

INSTRUCTIONS: There are four or five possible answers for each question. After you choose an answer to a question, find the number of the question on the Answer Sheet and **CIRCLE** the letter that corresponds to your answer. If you make a mistake, cross out the wrong answer and circle the right one.

SECTION I (c 31-44)

- | | | | | |
|---|---|---|---|---|
| A | B | C | D | E |
| A | B | C | D | E |
| A | B | C | D | E |
| A | B | C | D | E |
| A | B | C | D | E |
| A | B | C | D | E |
| A | B | C | D | E |
| A | B | C | D | E |
| A | B | C | D | E |
| A | B | C | D | E |
| A | B | C | D | E |
| A | B | C | D | E |
| A | B | C | D | E |
| A | B | C | D | E |
| A | B | C | D | E |

SECTION II (c 45-52)

- | | | | | |
|---|---|---|---|---|
| A | B | C | D | E |
| A | B | C | D | E |
| A | B | C | D | E |
| A | B | C | D | E |
| A | B | C | D | E |
| A | B | C | D | E |
| A | B | C | D | E |
| A | B | C | D | E |
| A | B | C | D | E |
| A | B | C | D | E |

SECTION III (c 53-63)

- | | | | | |
|---|---|---|---|---|
| A | B | C | D | E |
| A | B | C | D | E |

SECTION III (cont'd)

- | | | | | | |
|-----|---|---|---|---|---|
| 25. | A | B | C | D | E |
| 26. | A | B | C | D | E |
| 27. | A | B | C | D | E |
| 28. | A | B | C | D | E |
| 29. | A | B | C | D | E |
| 30. | A | B | C | D | E |
| 31. | A | B | C | D | E |
| 32. | A | B | C | D | E |
| 33. | A | B | C | D | E |

c 80: 1

Repeat c 1-12

SECTION IV (c 14-27)

- | | | | | | |
|-----|---|---|---|---|---|
| 34. | A | B | C | D | E |
| 35. | A | B | C | D | E |
| 36. | A | B | C | D | E |
| 37. | A | B | C | D | E |
| 38. | A | B | C | D | E |
| 39. | A | B | C | D | E |
| 40. | A | B | C | D | E |
| 41. | A | B | C | D | E |
| 42. | A | B | C | D | E |
| 43. | A | B | C | D | E |
| 44. | A | B | C | D | E |
| 45. | A | B | C | D | E |
| 46. | A | B | C | D | E |
| 47. | A | B | C | D | E |

Continued over page...

ANSWER SHEET (cont'd)

SECTION V (c 28-41)

48.	A	B	C	D	E
49.	A	B	C	D	E
50.	A	B	C	D	E
51.	A	B	C	D	E
52.	A	B	C	D	E
53.	A	B	C	D	E
54.	A	B	C	D	E
55.	A	B	C	D	E
56.	A	B	C	D	E
57.	A	B	C	D	E
58.	A	B	C	D	E
59.	A	B	C	D	E
60.	A	B	C	D	E
61.	A	B	C	D	E

SECTION VI (c 42-46)

62.	A	B	C	D	E
63.	A	B	C	D	E
64.	A	B	C	D	
65.	A	B	C	D	
66.	A	B	C	D	

SECTION VII (c 47-54)

67.	A	B	C	D	E
68.	A	B	C	D	E
69.	A	B	C	D	E
70.	A	B	C	D	E
71.	A	B	C	D	E
72.	A	B	C	D	E
73.	A	B	C	D	E
74.	A	B	C	D	E

SECTION VIII (c 55-59)

75.	A	B	C	D	E
76.	A	B	C	D	E
77.	A	B	C	D	E
78.	A	B	C	D	E
79.	A	B	C	D	E

SECTION IX (c 60-71)

80.	A	B	C	D	
81.	A	B	C	D	E
82.	A	B	C	D	E
83.	A	B	C	D	
84.	A	B	C	D	
85.	A	B	C	D	
86.	A	B	C	D	
87.	A	B	C	D	E
88.	A	B	C	D	
89.	A	B	C	D	
90.	A	B	C	D	
91.	A	B	C	D	

c 80: 2

End of questionnaire.

THANK YOU.

Appendix C

Information Sheet Supplied to
Participants

UNIVERSITY OF OTTAWA
RESEARCH PROJECT

INTRODUCTION TO PARTICIPANTS

In cooperation with the guidance department and with the permission of the school principal, Father Lunney, a study is planned during the month of January at Pius X High School. The research will be conducted by two graduate students from the Faculty of Education of the University of Ottawa - Frank Hawes and Bonnie Leadbeater.

The study, it is believed, reflects the interest of the guidance department in providing effective and individualized counselling to adolescents. Individuals at this stage of life are faced with decisions about what vocation to pursue and what religious and political ideals seem most relevant to themselves. In this research, the decision-making processes used by adolescents in considering these questions are being studied. This information, it is believed, will assist guidance counsellors in choosing information and approaches which best suit the individual needs of the student.

Due to practical restraints, this research will involve only males, 18-21 years of age in grades 12 and 13. Students who volunteer to participate in the study will be asked to:

1. answer questions in a 20-30 minute individual interview concerning whether or not they have reached a decision on vocational, political and religious issues, and, as well, what factors went into the decisions. These interviews will take place during spare periods and will be tape-recorded;
2. complete questions on a critical thinking appraisal. This is a 50 minute test which assesses the ability of the student to assess the strength of arguments, detect assumptions underlying arguments and to use deductive thinking. The content deals with topical issues such as freedom of speech, the ethics of scientific research, etc.;
3. complete questions on a career development inventory, which takes about 45 minutes. The questions are about school, work and the future career plans of students.

The last two tests will be done with groups of students (as large as possible) during spare periods, at noon hour and after school if necessary. All scores collected from the tests will be kept confidential. Individual scores will be made available to each student in May.

UNIVERSITY OF OTTAWA
RESEARCH PROJECT

INTRODUCTION TO PARTICIPANTS

In cooperation with the guidance department and with the permission of the school principal, a study is planned during the month of February at Fisher Park High School. The research will be conducted by two graduate students from the Faculty of Education of the University of Ottawa - Frank Hawes and Bonnie Leadbeater.

The study, it is believed, reflects the interest of the guidance department in providing effective and individualized counselling to adolescents. Individuals at this stage of life are faced with decisions about what vocation to pursue and what religious and political ideals seem most relevant to themselves. In this research, the decision-making processes used by adolescents in considering these questions are being studied. This information, it is believed, will assist guidance counsellors in choosing information and approaches which best suit the individual needs of the student.

Due to practical restraints, this research will involve only males, 18-21 years of age in grades 12 and 13. Students who volunteer to participate in the study will be asked to:

1. answer questions in a 10-15 minute individual interview concerning whether or not they have reached a decision on vocational, political and religious issues, and, as well, what factors went into the decisions. These interviews will take place during spare periods and will be tape-recorded;
2. complete questions on a critical thinking appraisal. This is a 50 minute test which assesses the ability of the student to assess the strength of arguments, detect assumptions underlying arguments and to use deductive thinking. The content deals with topical issues such as freedom of speech, the ethics of scientific research, etc.;
3. complete questions on a career development inventory, which takes about 30 minutes. The questions are about school, work and the future career plans of students.

The last two tests will be done in a group at noon hour. Scores on these tests will be returned to you, with a copy to Mr. Charette.

Appendix D

Information Returned to Subjects

Giving Results on the CDI

TO:

SUBJECT: Results on the Career Development Inventory

Thank you very much for volunteering for my research project. I realize this has taken a lot of your time. If one day you write a thesis you'll know how important and sometimes difficult it is to get subjects. I am grateful for your co-operation.

Here you will be given results in terms of vocational maturity, (degree of readiness for career choice), compared to others in your same age group. This test is new, so it does not give norm scores for students across Canada. Your score will be given in comparison to the 100 (mainly) grade 13 students in Ottawa who took the test. There are 3 scales.

SCALE A: PLANNING ORIENTATION

This is an attitude scale, that is, measuring your self assessed attitudes towards planning for a future career. This involves how you relate information about yourself to potential occupations and includes measures of concern with choice, specificity of planning, and self estimated amount of occupational information.

SCALE B: RESOURCES FOR EXPLORATION

Like scale A, this is an attitudinal scale. It represents an assessment of used and available resources, such as various means for learning about educational opportunities, about jobs, and about yourself. It reflects your attitude of concern inquiry and trail regarding education and work.

SCALE C: INFORMATION AND DECISION MAKING

This scale assesses your acquired knowledge and information regarding occupations and how you have mastered the use of this information in decision making.

The test is not a reflection of intelligence or ability.

Standard scores are computed to have an average of 50, based on the 100 males who took the test in this study. Also given is the decile in which the score falls. For example, standard score 60, decile 8, indicates that your score of 60 falls in the range of the top 80 - 90% of all 100 scores. Decile 6 is in the top 60 - 70% of the scores, and decile 5 the middle 50 - 60 %, and decile 3 the bottom 30 - 40%, etc.

Your scores are:

	STANDARD SCORE	DECILE
Scale A	_____	_____
Scale B	_____	_____
Scale C	_____	_____

If you have any questions, feel free to call me at 233-1729.

Appendix E

Identity Status

Interview Rating Sheet

(used by judges for
independent ratings)

SUBJECT # _____

IDENTITY STATUS - INTERVIEW RATING SHEET

OCCUPATION: _____

RELIGION: _____

IDEOLOGY: _____

POLITICS: _____

IDENTITY STATUS: _____

comments; Use this space for note-taking and demurrers.

SUBJECT # _____

IDENTITY STATUS - INTERVIEW RATING SHEET

OCCUPATION: _____

RELIGION: _____

IDEOLOGY: _____

POLITICS: _____

IDENTITY STATUS: _____

comments; Use this space for note-taking and demurrers.

Appendix F

Transcripts of Two Identity Status Interviews

Transcripts of Two Identity Status Interviews

Interview Number: 16
Interviewer: F. Hawes
Global Identity Status Rating: Identity Achievement

Question (Q): Are you from Ottawa?
Answer (A): Yes I am.
(Q): Are you living at home?
(A): Uhum.
(Q): Did your father go to university?
(A): No, he didn't.
(Q): What does he do now?
(A): He's a manager of men's and boys' wear at
Shoe Department for the Hudson Bay Stores in the
Ottawa area.
(Q): What about your mother, did she go to university?
(A): She went to teacher's college and she's going to
university now part-time. She's a school teacher
- special education.
(Q): Let's talk about occupational plans now. You're
in Grade 13 now?
(A): Right.
(Q): What do you plan to do next year?

(A): Either go to Algonquin for law and order enforcement or to Carleton University; the St. Pat's Campus, for criminology.

(Q): OK, so you're in the area of law in either case?

(A): Yeah, that's what I'm thinking of right now. Oh, there's other areas too, but those are what I'm looking at just now.

(Q): Why did you decide on criminology or law and order enforcement?

(A): Oh, I'm interested in it. I don't know, it looks like a good job. I don't want to be behind a desk all of the time so with the RCMP there is a lot of chance for travel in Canada. Right now, I'm taking a SCUBA diving course which would be useful in the RCMP.

(Q): You said you have considered other things. What, for example?

(A): Ah - there's a college in New York - like just across from Toronto - that has a course in underwater occupations - like I've been involved in swimming a long time now. I'm an instructor-guard at the Sportsplex so I'm kinda looking at that and I'm enjoying the SCUBA now so - like they teach you in commercial diving and all that and you work for an oil company or geologist firm or something like that in commercial diving.

(Q): What seems attractive about criminology?

(A): Well, I guess it's just - it doesn't present a boring job - like to me - like it's so diversified - like with the RCMP - there's so many things you can get into like the crime section - like working up north with different people - like being a diver with them - like it's just not one job you're going to be stuck with - like you can always take different courses with them, move to something else - like work up north for a few years, drug section and that.

(Q): Sounds like you like the excitement there, too - like with the diving.

(A): Yeah, that's part of it - that's like with the diving too - diving! I can see that.

(Q): Most parents have plans for their children, things they'd like them to do. Did yours have anything like that for you?

(A): Uhm. They agree with the law but they always planned on "lawyer" or something like that - I guess they see sort of set roles, but it's not possible with the average I have. It's only about 60.

(Q): How do they feel about your plans then - criminology?

(Q): Uhm. They agree with criminology if I go through with it. They don't want me to just join the RCMP without any university backing and they don't want me taking

the Algonquin course. I think the university just sounds better to them.

(Q): I see. But for you those plans are still open?

(A): It's still up in the air because I'm not sure what the RCMP wants - like the Algonquin course is more practical - like it has rifle range, it has self-defence, it's more practical for police work on the streets and the criminology course is more practical for, well, I guess like being one of their psychologists or something like that - like there's a lot of psychology and sociology courses involved in that course.

(Q): What would be your first choice? - between criminology and law enforcement?

(A): I think I'll take the criminology because it's better for later advancement. To move up it depends on a university degree and that.

(Q): So it depends on getting into the course then?

(A): Yeahhh.

(Q): How willing would you be to change these plans if something better came along?

(A): Something better? Uhm, I guess I would be willing. I can't see anything better just now - not at this time.

(Q): Do you have any particular religious affiliation or preference?

(A): Roman Catholic.

(Q): You're a practicing Catholic eh?

(A): Yes.

(Q): And how does that fit your personal belief system?

(A): I believe most of the things our church does - like there are certain discrepancies - like their birth control beliefs and things like that. I guess I'm more liberal in that sort of thing, but most of the followings - I follow most of the practices of the church.

(Q): What about your parents?

(A): My mother is Catholic - not a strict Catholic. My father is Protestant - he's not religious at all.

(Q): Have you been very active in the church at all?

(A): I was at one time. I'm more active in the school mass than I am in the parish mass.

(Q): Did you ever get into religious discussions?

(A): Yeah, all the time - with my girl friend. She's Protestant and we disagree on a lot of things - and with her parents too. Well, her parents don't like her going out with Catholic guys 'cus they think they don't believe in birth control and, well, she believes in abortion eh - not that she's pregnant or ever has had one but she thinks if she ever got pregnant how it would be her only way out 'cus it

would spoil her plans for university - to be pregnant and so we get into arguments over that all the time.

(Q): How do your parents feel about your beliefs now?

(A): They've come to the point now where with my brothers we're old enough that it's our choice and, well, they don't knock us down for believing Catholic, Protestant, or not believing. They think we're old enough now to know what you believe or what you want to practice.

(Q): Would you say your beliefs differ at all from your parents?

(A): Uhhm, from my dad's maybe - but, well, he doesn't discuss it at all - like he's a good man - he doesn't go to church or anything but that doesn't mean anything about what kind of person you are.

(Q): What about your mother?

(A): From my mom, I think we believe pretty much the same things. She ah - her mother was a really, really strict Catholic - like they went to church every day so she still has some of those ties but now she's gotten away from them more - like her mother died two years ago and it seems that now she's not as religious as she used to be so I don't know if that was just an effect my grandmother had on her and now she's just doing what she wants to do really.

(Q): Was there ever a time when you came to doubt your

religious beliefs?

(A): Doubt my religious beliefs? (yes) Yeah sure, I guess all the time you question what you believe - whether you believe it strongly.

(Q): That's something that happens to you now then?

(A): Uh um.

(Q): Can you give me an example of how this would happen?

(A): Well, I guess because I was brought up Catholic, if someone asked, "Do you believe in God?", you'd automatically say yes, but I think a few years ago, especially around grade 8, I found myself really doubting did I believe in God but now I think - Pius has helped in some ways I guess - I do believe in God now. Just at some times you don't believe as much as you should - or think you should.

(Q): So you did go through a period when you were quite in doubt?

(A): Uh um. Well, there was a couple of years when I didn't believe at all and I didn't care about the Church or religion or anything, but now I think I'm changing - not a fanatic - I'm not a perfect Catholic - but I do believe in the Church and what they say.

(Q): How did you resolve the questions and doubt?

(A): I don't know - it was more resolved for me. When I came here, there was a lot more talk about religion

than at the other school I was at. It was a Catholic school also, but there was no priest there or anything and here we have mass every day and I had some friends that were really involved in the mass and with the prayer meetings here so I slowly came to see it differently.

(Q): So how would you say you are now in that respect?

(A): Uhm, I believe - I'm not involved as heavily as some people are in that respect, uhm, I don't attend all the prayer meetings and everything but I do believe in the Church and I do believe in God.

(Q): OK. Let's have a look at political beliefs. Do you have any political preference?

(A): I guess I'd classify myself as a Liberal.

(Q): What about your parents?

(A): They're Liberal also - in the way they vote - sometimes you might think they're Conservative in the way they think!

(Q): Have you ever taken any political actions?

(A): Well, we were at a pro-life demonstration once that was sponsored by the school and the Catholic Church for the abortion issue. That's about the only thing really.

(Q): Any issues you feel strongly about?

(A): Political issues? Well, I guess the unity issue. I'm

for a unified Canada but not where we're on our knees to Quebec - like I think they're - I think Canada will stay together. I'd like to stay together but not to the point where we're doing everything for Quebec. If it gets to that point, then Canada would be better without them.

(Q): Anything else?

(A): Not really - basically against capital punishment.

(Q): Any time when you decided on your political beliefs?

(A): No, not really. I think political beliefs just come gradually. You might believe in one thing in a political party, in something else you might believe in another. You just have to look at both sides and decide what you believe in.

(Q): Different from your parents?

(A): No. They're about the same I guess.

(Q): What do you think of the upcoming election?

(A): The upcoming election? The federal election you mean? (Yeah) Well, I don't know. I think Trudeau will be back in power again since I don't think the Conservatives are ready for an election. Like Joe Clark - I guess since he first came in he's improved a lot but people don't think he's experienced enough to be P.M. yet. It's his first time in the House of Commons as a minister even. How does he expect to be Prime Minister?

Interview Number: 76
Interviewer: B. Leadbeater
Global Identity Status Rating: Identity Diffusion

Question (Q): So! You're in Grade 13?

Answer (A): Yeah.

(Q): Where are you from?

(A): Where was I born? (OK) Well, I was born in Nova Scotia and lived there for about twelve years and then we moved here.

(Q): Are you living at home now?

(A): Yeah.

(Q): How did you happen to come to St Pius X?

(A): Well, I guess it's just that a lot of my friends went there from my old school plus my parents sort of wanted me to go to a Catholic high school too.

(Q): Did your father go to college?

(A): No, he didn't.

(Q): What does he do now?

(A): He's a ... he works with the Canadian Radio and Television Commission. Yeah. He was an announcer right after high school - like he was a disc jockey.

(Q): Did your mother go to college?

(A): She went into nursing.

(Q): What does she do now?

(A): She's a nurse.

(Q): She's working?

(A): Yeah.

(Q): What courses are you taking here?

(A): I'm taking two maths ... relations and calculus, chemistry, biology, English, and geography.

(Q): What do you plan to do with it?

(A): I haven't really made up my mind totally yet. I think I'll go to university, probably Queen's, but I'm not sure what I'll go into. I've signed up for Phys Ed - I think that will be good but I'm not positive yet.

(Q): You're not settled on it?

(A): No.

(Q): Are you considering other things besides Phys Ed?

(A): Sort of ... yeah ... but I don't really know what just yet. I think - I haven't really thought about what I'd really want to do or what I'm really good at. So probably, if not ... I'm sort of thinking of forestry or something like that or architecture ... like it's really open.

(Q): How are you going about deciding right now or is it something you're really actively doing?

(A): I'm not, really. I'm just sort of hoping it will

come before the time comes when I really have to decide. You know? I'm staying with Phys Ed - like I'm signed for Phys Ed like I said, and I'm just going to see if I still want to do that or if I want to do something else. I'm not really too worried about that.

(Q): What seems attractive about Phys Ed to you?

(A): Well - like I've been involved in sports all my life and stuff so I thought it would be a way to keep in touch with that - and - ah, it looks like a pretty slack job - like the gym teacher (laughing) I don't know ..

(Q): So you could see yourself being a gym teacher?

(A): Yeah, something like that, or ..

(Q): Would you describe yourself as trying to keep doors open at the moment?

(A): Yeah, exactly.

(Q): You don't want to get tied into anything?

(A): Yeah.

(Q): Most parents have plans for their children, things they want them to do. Did yours express any wishes?

(A): Not at all. Like it's totally my own decision and they'll back me up whatever I want to do I'm sure, but they haven't mentioned a thing.

- (Q): Do you think you'd like a little more advice in that area?
- (A): No, I don't think so. I think it's just nice the way it is ..
- (Q): You think it's your decision?
- (A): Yeah.
- (Q): How do your parents feel about your present plans or lack of plans?
- (A): Well, no opinions really. They just say .. every once in a while they say, "What do you think you'll do next year?" and I said, "I signed up for Phys Ed at Queens," and they said, "Well, that sounds really good -- if that's what you want."
- (Q): Do they realize you're still vacillating, like that you're not really sure?
- (A): Yeah, oh yeah.
- (Q): They understand?
- (A): Yeah.
- (Q): How willing would you be to change from Phys Ed if something better came along?
- (A): Willing!
- (Q): Pretty willing?
- (A): Yeah.
- (Q): What might be better, or what might make it better?
- (A): Ah, I haven't really thought of that. It would just have to come to me all at once, just to say

;

- "Heck, this isn't what I want to do; I want to do this." I'd want to change then but I can't really say what would make me want to change.

(Q): So you're just waiting for it to come .. (Yeah) and hit you?

(A): Yeah.

(Q): OK. The next questions are on religious beliefs. Do you have any religious affiliation or preference?

(A): No, not really, except that I'm a strong Catholic and I have a lot of faith and stuff like that.

(Q): How about your parents?

(A): They're both Catholic but I think my mother is more strongly than my father.

(Q): Are you active in the church?

(A): Not really!

(Q): You go to church every Sunday?

(A): Yeah, and I go to mass here every day.

(Q): But nothing extra - you're not leading any youth groups or that sort of thing?

(A): No.

(Q): Do you get into religious discussions with your friends or your family?

(A): Like most of my friends - a few of my friends go to prayer meetings .. into all that ..

(Q): The Charismatic movement you mean?

(A): Yeah, like all that. So a lot of times I sort of

- like when they mention it, I laugh at them - not really laugh - like I say, "oh, yeahhh!" and that sort of thing, so in that way we have little discussions like that, but nothing really serious.

(Q): It's a question that interests you, though - like you have something to exchange or you feel you have something to exchange or you feel you have something to learn or talk about with them?

(A): Yeah.

(Q): How do your parents feel about your beliefs now?

(A): (Pause) - I think they're satisfied with the way I am now - with what I believe in.

(Q): Would you say yours are any different from theirs?

(A): No, I think they're pretty much the same, at least as my mother's, ... any my father's, I don't think, as I said, it's not that strong as my mother's, but I think mine are somewhat like my mother's.

(Q): Was there ever a time when you doubted your religious beliefs?

(A): Not really. I guess it just started when I was young - I guess, you know, you learn ... it's sort of been part of me ever since I was young so I guess, well ...

(Q): Would you say it's been getting stronger since then?

(A): (Pause) - yeah, I guess - yeah, I would say so with

so, with Pius and the surroundings here and the mass every day - I think -

(Q): So, in regard to religious issues: How are things for you now - how would you say?

(A): I'm not sure what you mean.

(Q): Are things pretty stable for you now? Like it's not a big issue for you?

(A): Yeah, it's stable.

(Q): You feel quite comfortable with your present beliefs?

(A): Yeah.

(Q): In regard to political questions, do you have any particular political preferences?

(A): No.

(Q): No? How about your parents?

(A): Uhmm - I'm not sure like -- my father is, I guess, he uh .. when we were young - when we lived in Nova Scotia - he ran once - like for the federal election eh, but - hu - I think they both do have pretty strong political parties. Like more than me, eh! 'cus I don't really pay attention to that stuff.

(Q): Have you ever taken any political actions, joined groups, taken part in demonstrations, anything like that?

(A): No.

(Q): Part of the student's council?

(A): No.

(Q): Any issues you feel particularly strongly about?

(A): No, not exactly 'cus I never sort of - well, maybe I should be more knowledgeable about different political parties but I - well ... (some people aren't very interested in politics?) Yeah! I'm not ... I just sort of let it go.

(Q): What about things like wage and price controls, or, ah, nuclear power - that sort of thing?

(A): Uh (pause) it just doesn't ...

(Q): It just doesn't do anything for you?

(A): No, it doesn't really.

(Q): What do you think about the upcoming election?
There will probably be a federal election in the spring or the fall.

(A): Well, ah ... (That doesn't do anything for you either!)
Yeah, like - well ... so there'll be an election and they'll elect - it'll probably be the same, I think, like it has for the past few years - like the Liberals probably will win by about the same - nothing will change much.

(Q): It doesn't make a whole lot of difference one way or the other?

(A): No, I don't think so.

(Q): Do you think you'll vote?

(A): Oh yeah. I'll vote, yeah, and yeah, I'll have to

ah - before I have to vote I'll know about what I want to vote for - like I won't just go in the way I am now and say well, I'm just going to put a name down. I'm going to know who I want.

(Q): Yeah. So it's something that you really haven't ... like it's never been a demand before but now that you're at the age of voting you might be more interested in it?

(A): Yeah, right.

Appendix G

Raw Scores for All Subjects

Raw Scores (n=95)

Subject Number	Age ^a	Grade	Identity Status ^b				Vocational Maturity			
			G	O	R	P	Scales		C	Aggregate
							A	B		
1	18- 3	13	D	D	M	D	101	268	23	152.19
2	17- 8	13	F	F	F	F	111	238	16	127.31
3	18- 5	13	F	F	F	F	98	279	20	143.16
4	18- 7	13	M	M	F	M	126	330	21	172.74
5	19- 0	13	D	D	D	D	99	265	16	127.20
6	18- 6	13	M	M	A	M	92	307	24	159.71
7*	17-10	13	-	-	-	-	93	243	25	148.95
8	18- 9	13	F	M	F	F	118	332	20	165.70
9	17- 8	13	D	D	M	D	92	222	20	127.03
10	18- 4	13	D	D	D	D	127	310	20	165.38
11	18- 5	13	A	A	F	F	105	313	24	167.87
12	18- 0	13	F	F	F	F	89	202	14	100.97
13*	18- 7	13	-	-	-	-	108	211	21	136.19
14	16- 6	13	M	M	A	M	104	314	21	157.61
15**	18-10	13	-	-	-	-	-	-	-	-
16	18- 8	13	A	A	A	A	126	274	24	169.93
17	19- 2	13	D	M	D	D	59	235	20	112.77
18	18- 6	13	A	A	A	D	123	230	24	158.32
19	18- 0	13	F	F	F	F	98	275	21	145.57
20	19- 0	13	A	A	A	A	138	312	22	178.22
21	18- 9	13	M	M	M	D	90	254	21	136.61
22	18- 4	13	F	F	F	F	93	295	20	144.21
23	20- 0	13	A	A	A	M	153	316	25	196.92
24	18- 2	13	M	M	A	F	132	268	24	171.69
25*	18-11	13	-	-	-	-	121	271	21	256.67
26	18- 6	13	A	A	A	D	131	278	25	176.77
27	18- 6	13	M	M	M	F	117	258	25	164.90
28	18- 8	13	M	M	M	D	142	306	20	172.29
29	18- 7	13	M	M	M	D	104	312	24	167.12
30	18- 4	13	D	M	D	D	97	288	23	154.66
31	18-10	13	A	A	A	D	136	263	23	169.31
32*	17-10	13	-	-	-	-	106	256	25	158.70
33	18- 7	13	D	M	-	D	98	264	18	133.10
34	19- 0	13	D	D	D	F	101	205	21	131.17
35	18- 6	13	A	A	A	F	124	285	21	161.43
36	18- 0	13	M	M	M	A	104	257	20	141.28
37	19- 4	13	M	M	M	A	83	188	25	131.18
38	19- 0	13	A	A	F	A	116	289	24	168.13
39	19- 1	13	F	A	F	F	98	231	20	132.21

Subject Number	Age ^a	Grade	Identity Status ^b				Vocational Maturity			
			G	O	R	P	A	Scales B	C	Aggregate
40	18- 0	13	M	M	M	D	116	266	18	142.95
41	18- 0	13	D	M	D	D	100	224	20	131.66
42	18- 9	13	D	D	D	D	77	216	22	124.47
43	18- 7	13	D	A	D	D	151	271	20	169.00
44*	18- 6	13	-	-	-	-	110	224	17	126.91
45	19- 3	13	D	-	D	D	115	180	19	126.12
46	19- 1	12	D	D	D	D	106	187	20	126.35
61	18-10	13	M	M	F	D	98	241	23	144.46
62	18- 8	13	F	D	F	F	124	203	17	129.42
63	18- 3	13	D	M	F	D	90	292	19	138.63
64*	18- 7	13	-	-	-	-	94	239	20	131.95
65	18- 4	13	M	A	F	D	112	271	13	125.40
66	18- 5	13	A	A	A	M	115	309	24	172.17
67	18- 2	13	D	D	D	D	106	305	19	149.95
68	18-10	13	F	-	F	D	130	257	24	168.14
69	18- 6	13	A	A	A	A	145	317	24	189.66
70	18- 1	13	A	A	A	F	122	304	23	171.36
71	18- 5	13	A	A	M	A	140	305	25	187.63
72	18- 2	13	M	M	A	D	100	257	23	149.15
73	18- 3	13	M	M	M	-	127	354	21	178.74
74	17- 3	13	A	A	A	M	100	216	24	143.12
75	18- 8	13	F	M	F	D	76	217	17	107.57
76	18- 9	13	D	D	F	D	88	238	23	138.56
77	17- 2	13	M	A	M	D	128	287	24	173.94
78	18-11	13	F	A	F	F	108	193	22	135.40
79	18- 3	13	D	D	D	D	113	280	18	144.58
80	18- 9	13	D	D	D	D	118	251	18	140.57
81	18- 2	13	A	A	A	-	97	173	23	128.42
82	18-11	13	F	A	F	F	110	306	24	168.88
83	18- 8	13	F	A	F	F	97	219	18	122.31
84	18- 1	13	A	A	A	M	101	297	18	142.19
85	18- 0	13	M	D	M	M	120	287	26	176.41
86	19- 4	13	A	A	A	A	124	304	20	162.44
87	18-10	13	A	A	A	M	151	334	20	183.38
88*	18- 0	13	-	-	-	-	117	267	20	150.34
89	17- 7	13	M	M	M	M	130	372	22	187.73
90	18- 2	13	A	A	A	A	133	336	25	191.05
91	18- 3	13	D	D	F	D	104	226	22	140.85
92	18-10	13	A	A	A	M	90	250	22	139.02
93	18- 2	13	M	M	M	D	61	208	16	94.36
94	18- 0	13	M	M	M	M	106	346	18	155.99
95	18- 0	12	A	A	A	M	95	250	22	141.63
97	18- 1	13	F	F	F	D	115	279	13	128.78
98	18- 0	13	M	M	A	M	131	368	24	193.99
99	18- 6	13	F	F	M	F	135	197	23	153.73
100	18- 6	13	F	F	F	F	114	316	18	153.31

Subject Number	Age ^a	Grade	<u>Identity Status^b</u>				<u>Vocational Maturity</u>			
			G	O	R	P	<u>Scales</u>			<u>Aggregate</u>
							A	B	C	
101	18- 5	13	D	M	D	D	93	265	25	153.97
102	18-10	13	A	A	M	-	121	298	24	172.79
103	18- 3	12	F	F	F	F	107	229	19	133.13
104*	18- 5	13	-	-	-	-	100	201	17	139.26
105*	18-11	13	-	-	-	-	79	283	22	140.81
106	18-10	13	F	D	F	F	67	274	21	129.17
107	18- 2	13	F	F	F	F	129	300	24	177.43
108	18- 3	13	D	M	D	F	86	265	14	113.77
109	18- 9	13	D	F	D	F	97	211	16	113.84
110	17-11	13	A	A	A	A	119	296	20	158.01

^aage in years/months.

^bG: Global status
O: Occupational area
R: Religion area
P: Politics area

A: Identity Achievement
M: Moratorium
F: Foreclosure
D: Diffusion

* Excluded from study: no agreement on identity status.

** Subject did not complete CDI.