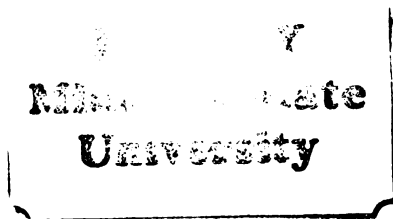




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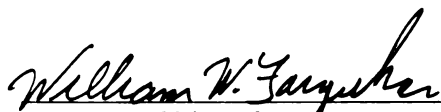
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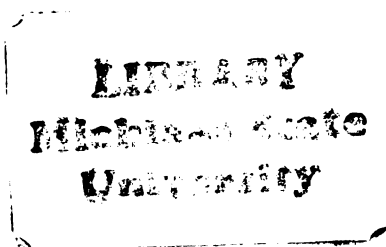
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AN EXAMINATION OF PATTERNS OF EGO IDENTITY  
AND INTIMACY DEVELOPMENT IN COLLEGE  
WOMEN OF DIFFERING SEX ROLE IDENTITIES

By

Romulo Valdez, Jr.

an Abstract of a Dissertation

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1983



## ABSTRACT

### AN EXAMINATION OF PATTERNS OF EGO IDENTITY AND INTIMACY DEVELOPMENT IN COLLEGE WOMEN OF DIFFERING SEX ROLE IDENTITIES

By

Romulo Valdez, Jr.

The study was designed to investigate the relationship between sex-role identity and ego identity and intimacy development in college women. The research was based on two conflicting theories of women's ego identity and intimacy development: 1) Erikson's (1968) theory that women follow the same pattern as men but that their ego identity development is delayed because their identity is contingent upon finding a permanent partner to fill their "inner space", 2) Gilligan's (1979, 1982) theory that women are relationship oriented and therefore they deal with intimacy issues prior to or simultaneously with ego identity issues. The variable of sex role identity was added as a means to determine the impact that women's changing role in society has upon ego identity and intimacy development.

A sample of 138 undergraduate women from classes in various departments volunteered to participate in the study. Each subject completed a research packet which included a sheet of instructions, a Consent Form, a Demographic Information sheet, the Bem Sex Role Inventory (BSRI),

and the Assessment of Adult Adjustment Patterns (AAAP) booklet.

Hypotheses were divided according to sex role classifications. Student's dependent one-tailed t-test was used to test hypotheses about Masculine and Feminine subjects. A one-way analysis of variance followed by  $t$  tests of planned comparisons was used to list hypotheses about Androgynous and Undifferentiated subjects. An alpha level of .05 was established for the study.

Masculine-typed subjects reported higher levels of intimacy development than ego identity development. Feminine-typed subjects reported the same results as the masculine typed subjects. Although Androgynous subjects reported higher levels of both ego identity and intimacy development than the other three sex role types, the result was not significant at the .05 level ( $p < .06$ ). Undifferentiated subjects level of ego identity and intimacy development was significantly lower than the other three sex role types. It was also evident that the higher the ego identity score of each sex role group, the higher the intimacy scores.

The results, therefore, lend credence to Gilligan's theory and supports Erikson's notion that dealing with issues in higher stages of development is contingent upon resolutions of stages below it.

To Kim  
and  
Adrienne

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## CHAPTER I

### THE PROBLEM

Erikson's theory of psychosocial development has been used to understand both male and female psychosocial development. However, recent interest in women's psychosocial development has resulted in a more careful examination of Erikson's theory and how it relates to women's development.

#### Need for the Study

Though current research has been done in the area of the differences between the sexes with respect to ego identity and intimacy development, there has been no research directly studying how sex role identity effects the pattern of ego identity and intimacy development with either men or women. The importance of this particular area of study lies in the present stage of sex role transition that women are experiencing in American society. Women are no longer restricting their life planning to marriage, family and a traditional female job. The traditional female role has been broadened to include life goals that are typically thought of as masculine in nature.

With the new possibilities for women, the question arises: does the change in the culture's sex role standards have any effect on the pattern of women's development of ego identity and intimacy? Studies of a descriptive nature are

needed in order to begin to understand the pattern of women's ego identity and intimacy development as well as to gain more insight into what impact the changing role of women has on the pattern.

### Purpose of the Study

The purpose of the study was to investigate in what order college women of differing sex role identities deal with the stages of ego identity and intimacy. The study's aim was to not only defend the notion that women follow a different psychosocial developmental pattern than men but to also show that differences in women's sex role identity is a factor that is related to their developmental pattern.

### Research Hypotheses

The following are the hypotheses to be tested in this study. At present they are stated in broad research form which will give the reader the general implications expected to be found in the study. Each of the hypothesis will be stated in Chapter III in testable form.

#### Hypothesis 1

College women whose sex role identity is masculine will show a higher level of development in the ego identity stage than the intimacy stage.

### Hypothesis 2

College women whose sex role identity is feminine will show a lower level of development in the ego identity stage than the intimacy stage.

### Hypothesis 3

College women whose sex role identity is androgynous will show a higher level of development in the stages of ego identity and intimacy than masculine, feminine and undifferentiated sex-roled college women.

### Hypothesis 4

College women whose sex role identity is undifferentiated will show a lower level of development in the stages of ego identity and intimacy than masculine, feminine, and androgynous sex-roled college women.

## Theory

Erikson's (1963) epigenetic theory of ego development encompasses the human life cycle beginning from birth and spanning to old age. He has divided the life cycle into what he has termed "the eight ages of man." The following is a brief description of each of the stages.

### I. Basic Trust vs. Basic Mistrust (0-1 1/2)

The infant in Stage I is strongly dependent on a primary caregiver (typically the mother) for physical survival and emotional well-being. The infant therefore experiences

trust in the caregiver if the infant is fed, held, loved, and cleaned in a consistent way. Thus the infant can rely on a familiar person and environment with the assurance of certainty and sameness. The emergence of basic trust on the external environment with emphasis on the caregiver-infant relationship results in basic trust in one's self (i.e. ease in bowel movements, digestion of food, deep restful sleep). Trust is life-long in endurance and is the cornerstone of Erikson's developmental theory. Without trust, basic mistrust develops. If such is the case the infant is left with deficits in its rudimentary ego and is emotionally handicapped in future psychosocial development.

## II. Autonomy vs. Shame and Doubt (1 1/2-3)

As the infant continues to grow and develop physically, ability to crawl and then to walk allows movement away from and towards people. In addition, bladder and sphincter muscular development results in the ability to control defecation and urination. Therefore, the infant is faced with the decision to "hold on" or to "let go". In this sense the infant has autonomous control and for the first time is able to challenge the parental demands with her own will. If the infant is continually denied autonomy, the experience of self-doubt and shame will result.



### III. Initiative vs. Guilt (3-5)

The toddler, now having even greater abilities in locomotion and cognition is able to do things independently. Pleasure is derived from the actions of doing and of making. If this initiative is thwarted by rigid parental restrictions (superego demands) the toddler is left with the experience of guilt which may be manifested in flight, withdrawal, over-aggression or manipulation of others.

### IV. Industry vs. Inferiority (5-12)

In Stage IV the child learns that producing things using both "tools and skills" is a way to gain recognition from significant others. The child's sphere is no longer limited to the family but extends to the school and neighborhood. If the child repeatedly experiences a sense of inadequacy by others devaluing or ignoring productions or productive actions then the industrious energy is transformed into feelings of inferiority.

### V. Ego Identity vs. Role Confusion (12-18)

Developing a sense of "who I am" is the major task of the adolescent. The sense of identity involves development of one's social/sexual role, moral values and religious and political beliefs as well as crystallization of career goals. Without the emerging sense of self-identity, role confusion results.

## VI. Intimacy vs. Isolation (18-30)

Intimacy is the willingness of a person to be committed to a close, interpersonal and heterosexual relationship despite the hardships that are inherent in relationships. The person who experiences isolation rather than intimacy fears that the intimate relationships will result in a loss of their ego.

## VII. Generativity vs. Stagnation (30-45)

Generativity is the stage of procreation and the desire to guide the next generation. It is synonymous with the true meaning of parenting. Stagnation occurs when the individual regresses to an earlier dependent relationship of treating one's self as a child or having the spouse do so.

## VIII. Ego Integrity vs. Despair (45- )

Accepting one's life and one's death are the characteristics of ego integrity. Also, one's relationship with their parents is transformed into a different love -- a deeper friendship and understanding of each other. Despair is a fear of death, a dissatisfaction of one's past life and the urgency of building a new life with the hope of gaining the desired fantasy of what life should have been.

The outline presented in Figure I is a summary of Erikson's epigenetic model.

Gilligan (1979, 1982a, 1982b) argues that there are no adequate developmental theories for women. The primary

FIGURE 1.1

## SUMMARY OF ERIKSON'S EPIGENETIC MODEL

1. Trust-Mistrust (Hope)

Age: 0-1½

Mutual recognition vs. autistic  
isolation  
Capacity for faith  
Oral incorporative & sadistic  
Assured reliance on parent's  
integrity

Ease of feeding  
Depth of sleep  
Relaxation of bowel  
Let mother out of sight  
Rely on sameness, consistency,  
constancy  
Trust self to cope with bodily  
urges  
Basic faith in existence, law  
& order

2. Autonomy-Shame & Doubt (Will)

Age: 1½-3

Willing to be oneself  
Holding on-letting go

Control from outside is firmly  
reassuring  
Stand on own feet  
Guidance gradually encourages  
independent choice

2. Initiative-Guilt (Purpose)

Age: 3-5

Anticipation of roles vs. inhibition  
Motor movement  
Language  
Intrusive (phallic) mode  
Rivalry without those there  
Conscience (family)

Pleasure in conquest  
Self-Observation  
Self-Guidance  
Self-Punishment  
Sense of Responsibility  
Obedience

4. Industry-Inferiority (Competence)

Age: 5-12

Task identification vs. sense of  
futility  
Sublimation of drives  
I am what I make work  
Identification  
Trust of adults (other than parents)

Win recognition by producing  
things  
Renunciation of wish to live  
forever in the family  
Apply self to tasks  
Perseverance, diligence  
Submit to instruction  
"What works"

FIGURE 1.1 (continued)

5. Identity-Confusion(Fidelity)

Age: 12-18

Trust in peers  
Occupational search  
Identification without heroes  
Social group pressures  
Ideological thought

Fidelity tests  
Cliques-heroes  
Stereotyping self  
Ideological mind  
Rituals, creed, programs  
Molding identity

6. Intimacy-Isolation(Love)

Age: 18-30

Uses of identity  
Genital maturity

Fusion with another  
Commitment to affiliation  
Ethical strength to honor  
commitment  
Orgastic potency  
Heterosexual mutuality  
Sensitivity of sex organs  
Mutual regulation of work,  
procreation, recreation

7. Generativity-Stagnation(Care)

Age: 30-45

Maturity  
Establishing & guiding next  
generation  
Productivity & creativity supplements  
but doesn't replace generativity

Belief in the species  
Charity

8. Integrity-Dispair(Wisdom)

Age: 45+

Order & meaning  
Acceptance of one's life cycle  
Acceptance of other's significant to it  
vs. disgust, regret  
"I am what survives of we"  
Accrued assurance of order & meaning  
Love of the "human ego"  
Defend dignity of one's own life cycle  
Consolidation of meaning  
Acceptance of death

\*Prepared by Fredrick R. Wilson and William W. Farquhar, 1977

theorists in developmental psychology have been men (i.e. Erikson, Kohlberg, Piaget, Vaillant) and they have developed theories based on male development. Women have been unjustly forced to fit into a male developmental conceptual framework and in the process have appeared to develop less adequately than their male counterparts.

Erikson's (1968) brief writings on women's ego identity development focuses on women's capacity to bear children and how the filling of the "inner space" void via a permanent heterosexual partner is somehow related to women's ego identity formation. Gilligan does not take Erikson's writings on the above subject literally. Instead, she interprets Erikson's theory about women's development to mean that women's identity is based on the developing of interdependent relationships. She states that: "Women not only define themselves in context of human relationships, but judge themselves in terms of their ability to care. Woman's place in man's life cycle has been that of nurturer, caretaker, and helpmate, the weaver of networks of relationship on which she, in turn, relies."<sup>1</sup> Given Gilligan's notion of how women define themselves it only follows that she would view women's pattern of ego identity and intimacy development in a different light

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<sup>1</sup>Gilligan, C. Why Should a Woman Be More Like A Man. Psychology Today, 16 (1982), p. 68.

than Erikson. She suggests the following pattern for women: "Intimacy precedes or rather goes along with, identity as the female comes to know herself as she is known, through her relationships with others."<sup>2</sup>

Chodorow's (1978) interpretation of why women are relationship or interdependently oriented rather than independent like men is based on the preoedipal relationship that the child has with the mother. She suggests that the process of female identification is "relational" and "continuous" whereas the process of male identification "deny relationship" and is "discontinuous". Chodorow attributes the sex differences as a result of female children remaining much longer in the preoedipal relationship with the mother than male children. The process of identification for women is therefore embedded in the interpersonal relationship with the mother. The process of identification for males is not embedded in the relationship with the father or men but involves the earlier denial of the affective relationship with the mother.

The major crux of the present study was heavily based on the ideas of Gilligan and Chodorow. In addition, the notion of a positive relationship existing between androgyny and psychological health was suggested in one of the hypothesis. It was posited that androgynous subjects would show a higher

---

<sup>2</sup>Gilligan, C. Woman's Place in Man's Life Cycle. Harvard Educational Review, 49 (1979), p. 437.

level of development in the stages of ego identity and intimacy than non-androgynous subjects. The idea of a positive relationship between androgyny and psychological health is consistent with the thinking of Bem (1974) and Spence, Helmreich, and Stapp (1975).

### Overview of the Thesis

In Chapter II, studies in ego identity and intimacy development that include females in the sample or were exclusively done with female subjects will be reviewed in depth. In addition, a description of two instruments most commonly used to measure ego identity and intimacy will be given to facilitate the reader's understanding of the literature.

In Chapter III, the modus operandi of the research will be discussed. This includes a description of the sample, the instruments used, the design of the study and the analysis. In addition, the hypotheses will be restated in testable form.

In Chapter IV, the results of the statistical analysis will be reported. Each hypothesis will be stated, the result of the analysis will be given, followed by a statement of rejection or acceptance of the hypothesis.

In Chapter V, the results of the study will be integrated with the theory on which the study was based. Conclusions will be drawn and implications for future research will be discussed.

### Major Limitation of the Study

The focus of the present study was on college women's pattern of ego identity and intimacy development and what impact sex role identity has on the pattern. The type of study described would certainly have more far reaching implications if it was designed as a longitudinal study. However, given the time constraints of a dissertation study, following the same group of women from late adolescence to early adulthood is not feasible. Therefore, the present study should be viewed as a pilot study with the expectation of a longitudinal study being done in the future.



## CHAPTER II

### REVIEW OF THE LITERATURE

Due to the nature of the present study, articles directly addressing the relationship between women's pattern of ego identity, intimacy development and sex role identity are extremely sparse. Therefore, the few articles directly related to the subject matter will be reviewed. Also, since most of the studies reviewed use the Ego Identity Status Interview (EIS)(Marcia, 1966) and the Intimacy-Isolation Status Interview (IIS)(Orlofsky, Marcia and Lesser, 1973), these two instruments will be described.

#### Description of the Ego Identity Status Interview and the Intimacy-Isolation Status Interview

The instruments most commonly used to measure ego identity and intimacy are the Ego Identity Status Interview (EIS)(Marcia, 1966) and the Intimacy-Isolation Status Interview (IIS)(Orlofsky, Marcia and Lesser, 1973).

The EIS is composed of a twenty to thirty minute semi-structured interview as well as an incomplete sentence blank which delineates four styles of meeting the demands of the Ego Identity Stage. In addition, information about a person's commitment to occupation, religion and politics is gained. The following is a brief description of the four styles:

Identity Achievement -- Individuals in this response style have made a commitment to an occupation as well as a basic ideology after experiencing a period of decision-making.

Moratorium -- These individuals are in the midst of the identity crisis. Though they may have made commitments, such commitments are weak and vague.

Foreclosure -- These are individuals who have depended on their parents to make career-related and values-oriented decisions for them.

Identity Diffusion -- Individuals in this category are uncommitted.

The IIS is a measure of how one copes with the Intimacy vs. Isolation stage of Erikson's theory. The measure consists of a twenty to thirty minute semi-structured interview as well as two scales: the intimacy scale which is composed of twenty items directly related to intimacy issues and the twenty item isolation scale which taps into a person's degree of isolation. Five intimacy styles of coping with the crisis were found:

Intimate -- Individuals in the intimate status work at and develop close, mutually satisfying relationships with both sexes. The heterosexual relationship they develop with a significant other usually involves sexual intercourse that is mutually satisfactory. In addition, expression of

positive and negative affect, and the sharing of problems and concerns is an important part of the heterosexual relationship. Commitment to marriage may or may not have been made.

Pre-intimate -- The pre-intimate person has not had an intimate, love relationship to a person of the opposite sex. Close relationships to both men and women have been developed, however, there is some ambivalence about making a definite heterosexual commitment.

Stereotyped Relationships -- The relationships of a person in this status lack any significant depth. Heterosexual relationships usually involve sex but the other is treated as a sexual object. The relationships, in general, are one-way having a narcissistic flavor to them.

Isolate -- The isolate status person experiences anxiety with close, interpersonal relationships -- the anxiety being a fear of ego "dissolution". The person masks the anxiety by being malignant or self-content. The isolate has minimum social contact and dates very infrequently. The isolate's social skills and assertive behaviors are underdeveloped.

The original form of the EIS was for men only. Marcia and Friedman (1970) added a section on attitudes toward premarital intercourse which was expanded to a sexual ideology component by Schenkel and Marcia (1972) in order to make

the EIS applicable to women. The reason for the sexual ideology addition for women was due to Erikson's (1968) statement about the achievement of womanhood being related to the time when a woman finds a sexual partner to permanently fill the woman's "inner space". Schenkel and Marcia (1972) did find that for women sexual ideology was a better predictor of identity status than political/religious ideology or occupation. Waterman and Nevid (1977) found more women in advanced statuses on sexual identity than men. From the results of the above two studies, it appears that the sexual ideology component has some relationship to women's ego identity development as Erikson (1968) suspected.

Although the EIS and the IIS are the instruments which have gained the most notoriety in identity and intimacy research, there are two major problems with the semi-structured interview format: 1) the time factor, and 2) the subjectivity in scoring responses.

### Identity and Intimacy Studies

Research in identity and intimacy have been predominantly done with a male population. The following studies were done with both sexes or exclusively with females.

A study by Hodgson and Fischer (1979) explored the possibilities of sex differences in the resolution of the stages of identity and intimacy with male and female college students. The instruments used were the Schenkel and

Marcia (1972) version of the EIS with an added section on sex role thinking, the IIS and the Rosenberg (1965) self-esteem scale. The following four hypotheses were investigated: 1) Men would exhibit more advanced statuses of ego identity (i.e. achievement and moratorium) in the intrapersonal sphere. The areas of occupation and political/religious ideology were considered intrapersonal in nature and therefore termed the "male pathway". Women, on the other hand, would be more advanced in the interpersonal sphere. Sex role thinking and sexual ideology was considered interpersonal in nature and therefore termed the "female pathway". 2) Males and females that are advanced in both the intra- and interpersonal spheres (the androgynous pathway) of ego identity would score highest on the self-esteem measure. Males and females that are advanced in the intrapersonal sphere would score higher on the self-esteem measure than those advanced in the interpersonal sphere. 3) Fewer men than women would be more advanced in intimacy. 4) Regardless of the level of identity status, fewer men than women would be rated high in intimacy. However, it was expected that men's level of intimacy status would be related to their identity status.

The first hypothesis was supported indicating that men were more developmentally-advanced in the areas of occupation, politics and overall ideology than women. Women were more advanced in sex role thinking and overall sexual

ideology than men. There were no significant differences between men and women in sex values.

The results indicated no clear evidence in support of hypothesis two. The problem was that there were no men that followed the female identity pathway. However, in comparing the differences between the means of men in the male pathway with those in the androgynous pathway, there was a tendency for men who were successfully resolving conflicts in the intra- and interpersonal sphere to have higher self-esteem than those achieving a sense of identity in the intrapersonal sphere only. This may be due to the support they receive from their interpersonal relationships.

With the women subjects no differences were found between subjects following the androgynous pathway and those in either the male or female pathways. However, women following the female pathway scored higher on self-esteem than women following the male pathway. Although the result was opposite of what was expected, it seems logical that society would be more rewarding towards women that follow the traditional female role.

The third hypothesis was supported indicating that more women than men scored higher in intimacy status.

The results for hypothesis four indicated that more women than men rated high in intimacy.

More particularly, women were rated high in intimacy no matter which pathway they were following, and those

following no pathway were rated low in intimacy. There were no differences in intimacy status for women following androgynous, female or male pathways. But more women following female and androgynous pathways were high in intimacy when compared to women following no pathway.

With the male sample, it was found that androgynous men were rated higher in intimacy than men following the male pathway. There were no differences in intimacy for men following the male pathway or no pathway at all.

Hodgson and Fischer discussed the ego identity results in terms of how men and women view the world. They believed that "the late adolescent male tests out who he is via issues of competence and knowledge -- competence, as manifested by settling on a career pathway and thereby projecting both for himself and others a stable sense of his future role in society; and knowledge, as he comes to develop a sense of ideology, or a firmly held belief about the nature of the world."<sup>3</sup>

With women, the task of late adolescence is much different. The interpersonal dimension in the identity stage is of greater importance. Hodgson and Fischer stated that for women "...identity issues therefore seem to be based on relating, as if her sense of self rests on the success with which she can resolve issues of getting along with others

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<sup>3</sup>Hodgson, J.W., Fischer, J.L. Sex Differences in Identity and Intimacy Development in College Youth. Journal of Youth and Adolescence, 8 (1979), p. 47.

in a way that satisfy both herself and those important to her."<sup>4</sup>

The identity pathway results indicated that women are more flexible in choosing identity pathways than men. In the study not a single man was found to be following the female identity pathway whereas women were evenly distributed across all three pathways. The cultural constraints on men may partially explain the above result.

It was expected that women following the male or androgynous pathway would have higher self-esteem than those following the female pathway. However, it was found that women following the female pathway had the highest self-esteem. The finding implies that women who follow masculine or androgynous pathways put themselves in a situation which is detrimental to their self-esteem; possibly due to the effect of going against societal norms.

The intimacy results indicating that women have greater capacity for high levels of intimacy than men regardless of their identity pathway implies that women's readiness for intimacy either precedes or accompanies the initial uncertain search for identity. The capacity for interpersonal relating is also prominent in women's identity resolution. (Over one-fourth of the female sample was achieved in the sex ideology part conflict but was not achieved in the

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<sup>4</sup>Hodgson, J.W., Fischer, J.L. Sex Differences in Identity and Intimacy Development in College Youth. Journal of Youth and Adolescence, 8 (1979), p. 47.



intrapersonal part conflict.) Thus late adolescent women appear to be less concerned about identity issues related to the intrapersonal sphere than late adolescent men.

Hodgson and Fischer concluded that it "...is not that female identity development is necessarily delayed, as Erikson has suggested, but that it follows different pathways. Moreover, the data suggests that compared to male development, these pathways for women are both more complex and more conflicted, and that issues of intimacy are intertwined in female identity development in ways not adequately recognized by Erikson."<sup>5</sup>

A study by Kacergius and Adams (1980) used the FIS (Marcia, 1966), the intimacy scale items (Orlofsky, Marcia and Lesser, 1973) of the IIS and Orlofsky's (1976) Intimacy Interview, as well as Rubin's (1970) Love and Liking Scales. They investigated whether: 1) there would be a relationship between advanced ego identity status and advanced intimacy status with both males and females, 2) resolution of occupational and political identity issues would be more predictive of male intimacy development than female intimacy development, and, resolution of religious identity would be more predictive of intimacy development for women than for men. Though the results supported their first hypothesis, the second hypothesis was unsupported. Instead it was clear

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<sup>5</sup>Hodgson, J.W., Fischer, J.L. Sex Differences in Identity and Intimacy Development in College Youth. Journal of Youth and Adolescence, 8 (1979), p. 47.

that resolution of identity issues in the areas of occupation was the best predictor for high level intimacy formation. They concluded that occupational identity is equally important for women as it is for men.

Fischer (1981) compared males' and females' relationship style and the changes in relationship styles that occurs for both sexes from adolescence to young adulthood. She hypothesized that "intimate, empathic, disclosing, non-ego-centric and friendly" would be more characteristic of:

1) females than males, 2) college students than high school students, and 3) cross-sexed relationships than same-sexed relationships.

From two independent factors: 1) intimacy -- "ease of communication", "egocentrism", "closeness", and "distance" and 2) friendly -- "voluntary interdependence", and "other as unique", Fischer statistically derived four styles of relating. The four relationship styles are: 1) Uninvolved -- falling below the median on intimacy and friendship, 2) Friendly -- above the median on friendship and below the median on intimacy, 3) Intimate -- above the median on intimacy and below the median on friendship, and 4) Integrated -- above the median on intimacy and friendship.

In comparing school and gender by relationship style, Fischer found that the most frequent style of relating for college students was integrated while that of high school students was uninvolved. The comparison based on gender

indicated that the most frequent style of relating for males tended to be uninvolved, while the most frequent style of relating of females was integrated. Comparison of male and female high school and college students revealed that college women most frequently related in an integrated style while men and high school women most frequently related in other styles but most often in an uninvolved style. Male-male relationship style was typically uninvolved; one-third of male-female relationship style was integrated; and female-female relationship style was more evenly distributed across categories. Male-male relationship style, whether they were in high school or college, was uninvolved and high school female-female relationship style was typically uninvolved. College female-female relationships were typically high in intimacy. Female relationships from high school to college increased in intimacy while male relationship style stayed the same. Male-male relationship style in high school and college was uninvolved while male-female relationship style was friendly, intimate and integrated regardless of age.

From these results, Fischer concluded that college women are more competent in the area of intimacy than men. She suggested that this competence may be due to the possibility that women relate in an intimate style earlier than men.

A study by Waterman and Nevid (1977) investigated the possibility that premarital sex as an identity issue is of

more concern to college women than college males. They proposed that women would be more likely in the moratorium or achieved statuses (on the EIS) on the premarital sex issue than men, and, that women would be more likely to have undergone a crisis in the area of sex rather than the areas of occupation, and religious/political ideology. The results supported their hypotheses. In addition, they found that while females did experience a crisis in the area of sex, most males were foreclosed in that area. They explained the results as supporting Erikson's notion that a woman's "inner space" is important in resolving female identity issues. Waterman and Nevid also feel that women undergo a sexual identity crisis because they are most often the ones to decide about premarital intercourse, contraception, and abortions. The finding about males being predominantly-foreclosed in the area of sex is interpreted by Waterman and Nevid as being due to the cultural standard that men are not put in a situation in which they need to contemplate sexual values.

Another important finding from the Waterman and Nevid study is that the status distribution of males and females is identical with respect to occupation. Also, the difference between male and female distributions were relatively small in the areas of religion and politics. They concluded that in all areas except for sex, male and female identity patterns are basically the same. For future research in

ego identity, Waterman and Nevid suggested using a sample from an older population. They also indicated that using a measure of attitudes toward sex roles would give richer information than the measure of attitudes toward premarital sex.

An earlier study by Heilbrun (1964) examined conformity to sex stereotyped behaviors and its effect on role consistency in male and female adolescents. He considered role consistency as one prerequisite (stated by Erikson) in forming ego identity and defined it as: "the adolescent's perception of himself as essentially the same person over time and interpersonal situations."<sup>6</sup>

An important difference that Heilbrun pointed out between males and females is that males are expected by society to exhibit stereotyped masculine behaviors and are punished for feminine behaviors. Females, on the other hand, are allowed from early childhood to behave in both masculine and feminine ways. He also emphasized that the role of women is in transition, therefore, female adolescents will receive both positive and negative feedback from society if they behave in either a masculine or feminine way.

Given the above ideas about males and females, Heilbrun hypothesized that older adolescent males who exhibit more stereotypic masculine behaviors than feminine behaviors will

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<sup>6</sup>Heilbrun, A.B. Conformity to Masculinity-Femininity Stereotypes and Ego Identity in Adolescents. Psychological Reports, 14 (1964), p. 351.

show higher role consistency than males who are less masculine. Since females present a less clear picture he tested the same relationship but did not predict directionality.

The measure Heilbrun employed for testing masculinity-femininity was a set of fifty-four adjectives which reliably discriminates between masculine college males and feminine college women. Since this is a bipolar scale, high scores for both sexes indicate masculinity, and low scores for both sexes indicate femininity. Heilbrun's role consistency measure was a set of twenty self-descriptive adjectives which subjects rank ordered from most to least characteristic of themselves for each of eight interpersonal situations.

In the analysis of the data male subjects were divided into two categories: 1) high masculine 2) low masculine. Females were divided into three groups: 1) high feminine, 2) low feminine, and 3) moderate feminine. Heilbrun's findings were in support of his hypothesis about males. Females who scored either high or low on femininity showed high role consistency while women who scored moderate on femininity showed low role consistency.

Heilbrun discussed the results in terms of role consistency being an index of ego identity (i.e. self-concept) and psychological adjustment. He postulated that the less masculine male and the moderately feminine female lack the ability to anticipate appropriate ways of behaving in a variety of interpersonal situations resulting in the person

experiencing anxiety. The person begins to expect social punishment for behaving in her own way. Thus the role-confused person will experience chronic anxiety in interpersonal situations and be more likely to avoid social interaction than the role consistent person to avoid experiencing high anxiety.

Dignan (1965) studied the relationship between women's ego identity and identification (in the psychoanalytic sense) with the mother. She hypothesized that there would be a positive relationship between ego identity and maternal identification. Her hypothesis is based on Erikson's (1956) theory that in order for a healthy ego identity to emerge, a combination of masculine and feminine qualities must be acquired through appropriate identification with both the mother and father. If either the masculine or feminine identification is suppressed, the ego identity formation is impaired. It is from the above statement that Dignan based her hypothesis that females with adequate maternal identification will have good ego identity formation.

Dignan developed the Ego Identity Scale (1963) to test Erikson's ego identity concept. In her study, she used the Ego Identity Scale, a semantic differential scale and a Rating for Identity Traits. All three scales were administered to two hundred forty-five college freshmen and sophomores who were attending a private, Catholic women's college in the Midwest. The semantic differential scale

was given to their mothers to test the similarity between mother and daughter. The semantic differential scale was, therefore, the test of the daughter's degree of identification with the mother.

Dignan's findings supported her hypothesis that a positive relationship exists between strong ego identity and high maternal identification. She explained the finding as follows: "This is interpreted to mean that shared meanings between mother and daughter, indicative of maternal identification, contribute to stabilization of the daughter's identity formation....This identification, reaching back to childhood, safeguards the sense of self-continuity during adolescence when many new and transient role identifications disturb the continuity and sameness of meaning for self and others."<sup>7</sup>

Dignan also found that sophomores scored significantly higher on the Ego Identity Scale than freshmen. She explained the result as being due to the sophomores having more time to integrate fresh experiences with other parts of their personality. Dignan regarded the extra year that the sophomores have over the freshmen as critical in crystallizing social roles and vocational goals.

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<sup>7</sup>Dignan, M.H. Ego Identity and Maternal Identification. Journal of Personality and Social Psychology, 1 (1965), p. 481.



## Discussion and Summary of the Literature

The preceding literature on women's development of ego identity and intimacy using Erikson's developmental framework indicates mixed results with respect to supporting either Erikson's (1963, 1968) or Gilligan's (1979, 1982a, 1982b) theory.

The results from the Hodgson and Fischer (1979) study and the Fischer (1981) study support Gilligan's (1979, 1982) contention that women deal with intimacy issues prior to or concurrently with identity issues.

The Waterman and Nevid (1977) study is in support of Erikson's notion that his developmental schema is applicable to both males and females. Waterman and Nevid's results also support the literal translation of Erikson's (1968) idea that women need to fill their "inner space" in order to develop a sense of identity.

The Dignan (1965) study also supports Erikson's theory that women, like men, go through an identity crisis at the same time as men. Her point that the strength of women's ego identity is contingent upon the degree of maternal identification is rather weak since she draws upon Erikson's (1956) theory which states that ego identity is based on a blend of identifications with both parents. Dignan does not take into consideration the degree of masculine identification of her sample. It may very well be that women with

high scores on the Ego Identity Scale would show equally high paternal and maternal identification.

Kacergius and Adams (1980) used the original (male) form of the EIS with both males and females and made the erroneous assumption that religious ideology was female-related and political ideology was male-related. This may be one reason why the hypotheses: 1) resolution of occupational and political identity issues would be more predictive of male intimacy development than female intimacy development, and 2) resolution of religious identity would be more predictive of female intimacy development than male intimacy development were unconfirmed. Instead their results indicated that resolution of occupational identity issues was the best predictor for high level intimacy formation for both sexes. Given their line of thinking and their results, the study can also be categorized as in support of Erikson's developmental schema being applicable to both men and women.

Only the Heilbrun (1964) and the Hodgson and Fischer (1979) studies include a sex role component. The Heilbrun (1964) study which examined the relationship between sex role stereotypes and ego identity studied an area which is of importance to the present study -- the effect of the changing role of women on women's ego identity development. The major problem with the Heilbrun study is that he investigated only one of the three criteria (role consistency)

that makes up Erikson's ego identity concept and made it synonymous with ego identity.

Another problem with the Heilbrun study is his concept of masculinity and femininity. He considers masculinity and femininity as a unidimensional bipolar concept, with masculinity on one end of the continuum and femininity on the other. The assumption is that a unitary trait is being measured. However, viewing masculinity and femininity as bipolar makes it difficult to interpret the middle zone. Despite this difficulty, Heilbrun categorized women into "low feminine", "moderately feminine", and "high feminine". Apparently, why Heilbrun categorized women, and not men, in the above fashion was to account for the effects of the changing role of women in today's society.

The Hodgson and Fischer (1979) study comes closest to the examination of sex roles and its relationship to patterns of ego identity and intimacy development in college males and females. They identify three ego identity pathways (masculine, feminine, and androgynous) and test how subjects in the pathways measure on self-esteem and intimacy. However, the constructs used to identify the pathways were related to ego identity issues (i.e. occupation, political/religious ideology and sexual ideology). The pathways were not determined from a measure of sex role identity.

The literature presented indicates that there is no wealth of studies which support or disconfirm the idea that women follow the same pattern of ego identity and intimacy development as men. Nor are there studies that directly measure sex role identity and relate it to the pattern of ego identity and intimacy development of women. The present study, therefore, has theory to support it but not empirical studies. This fact indicates that research must be generated to test the pattern of ego identity and intimacy development in women, and how sex role identity affects the pattern. Such research will give psychologists a better understanding of women and their developmental issues.

### CHAPTER III

#### DESIGN OF THE STUDY

The study was designed to investigate the relationship between sex-role identity and ego identity and intimacy development in college women. The methodology of the research is described in this chapter. Included in the chapter is a description of the sample, an outline of the procedure used in gathering the data, a description of the instruments, an explanation of the research design used, a list of the hypotheses stated in testable form, and the statistical methods of analyses.

#### Sample

The sample consisted of 138 undergraduate college women at Michigan State University. Of the 138 subjects one subject failed to complete the Demographic Information sheet and the Bem Sex Role Inventory. Two other subjects did not complete the Demographic Information sheet. The three subjects were deleted from all analyses except for the analyses of scale reliability.

As shown in Table 3.1 the subjects ranged in age from 18 to 22 years, however, 95.5% of the subjects were between 19 and 22 years of age. The 18 year old represented 2.2% of the sample and 2.2% had failed to mark their age on the IBM answer sheet. The mean age was 20.48 years and

the modal age was 20 years.

TABLE 3.1  
AGE OF COLLEGE FEMALE SUBJECTS  
(N = 135)

Age (Years)	f	%
18	3	2.2
19	28	20.7
20	35	25.9
21	34	25.2
22	32	23.7
Missing	3	2.2

TABLE 3.2  
RACE OF COLLEGE FEMALE SUBJECTS  
(N = 135)

Race	f	%
Asian	1	.7
Black	16	11.9
Caucasian	114	84.4
Hispanic	1	.7
Other	2	1.5
Missing	1	.7

In Table 3.2 is a summary of the subjects grouped according to race. As expected the most represented groups were Caucasian (84.4%) followed by Black (11.9%). Asian, Hispanic and other comprised 2.9% of the total sample and .7% of the subjects failed to mark their race on the IBM answer sheet.

The academic status of the college female sample is summarized in Table 3.3. Sophomores, Juniors and Seniors made up 94.9% of the sample. There were only 5.2% from the Freshman class.

TABLE 3.3  
ACADEMIC STATUS OF COLLEGE FEMALE SUBJECTS  
(N = 135)

Academic Year	f	%
Freshman	7	5.2
Sophomore	41	30.4
Junior	51	37.8
Senior	36	26.7

As displayed in Table 3.4, the highest educational level of 62 of the subjects' mothers was high school, 42 had completed a bachelors degree, 18 had finished trade school, eight have masters degree, three have an EDS degree, one has a doctorate, and another one had completed a grade school education.

TABLE 3.4

## MOTHERS' EDUCATIONAL BACKGROUND

(N = 135)

Education: Highest Level Completed	f	%
Grade School	1	.7
Junior High	0	0
High School	62	45.9
Trade School	18	13.3
BS/BA	42	31.1
MS/MA/MBA	8	5.9
EdS	3	2.2
Edd/PhD/MD/DDS/DD	1	.7

The summary of the highest educational level completed by the subjects' fathers is displayed in Table 3.5. There were 41 fathers who had completed a bachelors degree, 37 were high school graduates, 21 had graduated from trade school, 14 have masters degrees, 12 have doctorates, six had completed junior high school, two were grade school graduates, one has an educational specialist degree, and one subject did not mark a response on the IBM answer sheet.



TABLE 3.5  
FATHERS' EDUCATIONAL BACKGROUND  
(N = 135)

Education: Highest Level Completed	f	%
Grade School	2	1.5
Junior High	6	4.4
High School	37	27.4
Trade School	21	15.6
BS/BA	41	30.4
MS/MA/MBA	14	10.4
EdS	1	.7
EdD/PhD/MD/DDS/DO	12	8.9
Missing	1	.7

Subjects were asked to indicate whether their mothers' occupation was traditional (i.e., housewife, secretary, teacher, nurse, social worker, etc.) or non-traditional (i.e., lawyer, physician, psychologist, business, etc.). Mothers with traditional occupations comprised 83.7% of the sample. Mothers with non-traditional occupations made up 14.8% of the sample. There was 1.5% of the sample that failed to give a response. Table 3.6 is the summary of the above results.

TABLE 3.6  
MOTHER'S OCCUPATION  
(N = 135)

Category	f	%
Traditional	113	83.7
Non-traditional	20	14.8
Missing	2	1.5

Subjects were also asked whether their fathers' occupation was traditional (i.e., lawyer, physician, psychologist, business, etc.) or non-traditional (i.e., house-husband, secretary, teacher, nurse, social worker, etc.). As displayed in Table 3.7, 88.9% of the subjects indicated that their father has a traditional occupation while 10.4% said that their father has a non-traditional occupation. Only one subject did not respond to this question.

TABLE 3.7  
FATHER'S OCCUPATION  
(N = 135)

Category	f	%
Traditional	120	88.9
Non-traditional	14	10.4
Missing	1	.7

A total of 90 subjects indicated that their mother is employed while 45 subjects have mothers that are not employed (Table 3.8). Subjects having fathers employed totaled 118 while 16 of the subjects reported that their fathers were not employed. Only one subject failed to indicate the status of their father's employment (Table 3.9).

TABLE 3.8  
MOTHER'S EMPLOYMENT STATUS  
(N = 135)

Category	f	%
Employed	90	66.7
Unemployed	45	33.3

TABLE 3.9  
FATHER'S EMPLOYMENT STATUS  
(N = 135)

Category	f	%
Employed	118	87.4
Unemployed	16	11.9
Missing	1	.7

As far as parents' social standing, 76.3% of the sample come from middle class homes, 20.7% from upper class homes and 3% from lower class homes.

TABLE 3.10  
PARENTS' SOCIAL STANDING  
(N = 135)

Level	f	%
Lower	4	3.0
Middle	103	76.3
Upper	28	20.7

A summary of information regarding subjects physical well-being is displayed in Table 3.11. A majority of the subjects (114) reported being healthy, 20 reported feeling average and only one felt unhealthy.

TABLE 3.11  
SUBJECT'S SENSE OF PHYSICAL WELL-BEING  
(N = 135)

Category	f	%
Unhealthy	1	.7
Average	20	14.8
Healthy	114	84.4

Subjects were also asked to rate their sense of emotional well-being. Only one subject felt unhappy, 33 felt average, and 101 felt happy (Table 3.12).

TABLE 3.12  
SUBJECT'S EMOTIONAL WELL-BEING  
(N = 135)

Category	f	%
Unhappy	1	.7
Average	33	24.4
Happy	101	74.8

Finally, subjects were asked to rate their satisfaction with personal relationships. As displayed in Table 3.13, 98 subjects reported their relationships as satisfactory, 33 indicated their relationships were average and four reported dissatisfaction with their personal relationships.

TABLE 3.13  
SUBJECT'S SATISFACTION WITH PERSONAL RELATIONSHIPS  
(N = 135)

Category	f	%
Dissatisfied	4	3.0
Average	33	24.4
Satisfied	98	72.6

The demographic summary of the sample used in the present study appears to be typical of the normal college population. No peculiarities are evident in any of the sections described above thus appropriate inferences to a larger female college population can be made.

#### Procedure for Data Collection

After the University Committee on Research Involving Human Subjects approved the research proposal letters requesting permission to ask for volunteers to participate in the study were sent to the following departments: American Thought and Language, Audiology and Speech Sciences, Business, Chemistry, Counseling, Educational Psychology and Special Education, Economics, Engineering, Nursing, Physiology and Teacher Education. The following departments responded affirmatively: Audiology and Speech Sciences, Counseling, Educational Psychology and Special Education, Nursing, and Teacher Education. Table 3.14 is the dispersion of volunteers who participated according to department.

Instructors teaching classes with a high enrollment or classes with several sections were contacted. The study was explained to them briefly and ten minutes of two class periods was requested. In the first ten minute segment the study was explained to the students by the researcher as a project examining patterns of women's psychosocial development. It was explained to them that the major theories of development were based on observations and research on men

TABLE 3.14

## SUBJECTS GROUPED ACCORDING TO THEIR DEPARTMENT

(N = 138)

Department	f	%
Audiology and Speech Sciences	27	19.6
Counseling, Educational Psychology and Special Education	67	48.5
Nursing	13	9.4
Teacher Education	31	22.5

and that women were viewed from a male developmental perspective. Therefore, part of the research was to determine a female developmental pattern. It was also explained that the research would, in addition, explore whether or not women's sex role orientation affected the developmental pattern.

After the brief explanation of the study, questions were answered to clarify any issues without contaminating the research. This procedure was followed by a request for volunteers in the age range of eighteen to twenty-two years to participate in the study and the distribution of the packets. (See Appendices A, B, C, D, E for the content of each packet.) The names and phone numbers of those participating in the study were recorded for purposes of contacting volunteers who failed to return their incomplete or completed packets. Addresses of those desiring an abstract

and summary of the results of the study were also recorded. It was emphasized that volunteers work on the packets individually so that the answers would reflect only their own thinking. Finally, it was explained that the researcher would return the following class period to pick up the completed or incomplete research packets.

In following class period, the packets were picked up. For those who had forgotten their packets, arrangements were made for them to leave their packets on the researcher's desk in the Graduate Assistant's area, or to send them to the researcher by campus mail. Those that were absent from class were contacted by telephone and given the same option for returning the packets as delineated above. If the packets were not returned within two weeks a second phone call was made reminding them to return the packet whether or not it was completed. A total of 138 volunteers participated in the study through this process. Only three subjects failed to return their packets and out of the 138 who returned their packets, one subject failed to complete the Demographic Information Sheet plus the Bem Sex Role Inventory. Two other subjects failed to complete only the Demographic Information Sheet. These three subjects were excluded from all analyses except for the scale reliability analyses. A total of 98% of the sample of 138 volunteers gave complete data that was analyzed using all statistical procedures.



## Instruments

Two instruments were used in the present study: the Bem Sex Role Inventory and the Assessment of Adult Adjustment Patterns. Both are objective, self-report questionnaires; the former is designed to measure sex role identity and the latter measures mastery or non-mastery of each of Erikson's eight stages of ego development.

### Bem Sex Role Inventory (BSRI)

The BSRI (Bem, 1974) is an objective, self-report instrument developed to measure masculinity and femininity as two independent constructs rather than the bipolar ends of a single continuum. Bem considers people as being able to have both masculine and feminine attributes. She uses the term "androgynous" to describe people who have such attributes.

The BSRI is composed of three scales: 1) masculine 2) feminine, and 3) gender-neutral social desirability. The masculine and feminine scales consist of twenty positively-valued sex stereotyped adjectives and the gender-neutral social desirability scale consists of twenty neutral items (ten positive and ten negative). Subjects are asked to rate themselves on a seven point scale of how well each of the items are characteristic of their personality. The rating scale ranges from 1 (never or almost never true) to 7 (always or almost always true) with each gradation labelled.

One way that the BSRI can be scored is the median-split technique: Masculine--the subject's masculine scale score is above the median and the feminine scale score is below the median. Feminine--the subject's feminine scale score is above the median and the masculine scale score is below the median. Androgynous--the subject's masculine and feminine scale scores are both above the median. Undifferentiated--the subject's masculine and feminine scale scores are both below the median. (Bem, 1977; Strahan, 1975).

Table 3.15 is a pictorial representation of the scoring categories for measures of femininity and masculinity as independent domains.

The three scales of the BSRI were shown to have high internal consistency reliability scores as computed from the two normative samples: masculinity  $\alpha = .86, .82$ ; femininity  $\alpha = .80, .82$ ; social desirability  $\alpha = .75, .70$ . (Bem, 1974)

The masculinity and femininity scales were also empirically tested for independence. The results from the two normative samples are as follows: male  $r = .11, -.02$ ; female  $r = -.14, -.07$ . (Bem, 1974)

Test-retest reliability scores were also computed. The product-moment correlations for masculinity, femininity, androgyny and social desirability are as follows: masculinity  $r = .90$ ; femininity  $r = .90$ ; androgyny  $r = .93$ ; social desirability  $r = .89$ . (Bem, 1974)

The BSRI was also correlated with two other instruments: the masculinity-femininity scale of the California Personality Inventory (CPI) and the Guilford-Zimmerman Temperament Survey (G-ZTS). The BSRI correlated higher with the masculinity-femininity scale of the CPI than with the G-ZTS but neither correlations were particularly high. This indicates that the BSRI is not measuring the same aspects of sex role identity as the masculinity-femininity scale of the CPI or the G-ZTS. (Bem, 1974).

TABLE 3.15  
SCORING CATEGORIES FOR MEASURES OF FEMININITY  
AND MASCULINITY AS INDEPENDENT DOMAINS

Masculinity	Femininity	
	High (Above Median)	Low (Below Median)
High (Above Median)	Androgynous	Masculine
Low (Below Median)	Feminine	Undifferentiated (Indeterminate)

Note. From "The Relationships Between College Women's Sex Role Identities and Self-Esteem and Their Perceptions of Their Parents' Sex Role Identities, Self-Esteem and the Quality of the Parent-Daughter Relationship" by E. Monroe-Cook, Doctoral Dissertation, Michigan State University, 1979.

### Scoring Problem with the Bem Sex Role Inventory

The major problem with the BSRI is in the scoring techniques. Bem (1974) originally recommended the use of a student's  $t$  ratio to find the difference between a subject's masculine and feminine self endorsements. Subjects who chose significantly more masculine characteristics than feminine characteristics were categorized as masculine in sex role identity. Subjects who chose significantly more feminine characteristics than masculine characteristics were categorized as feminine in sex role identity. Subjects who chose relatively equal numbers of masculine and feminine traits were categorized as androgynous in sex role identity. The student's  $t$ -ratio method of scoring was strongly criticized by several researchers (Spence, Helmreich, and Stapp, 1975; Strahan, 1975; Baucom, 1976). They pointed out that the procedure failed to recognize the absolute number of items endorsed and instead emphasized the relatively equal endorsement of masculinity and femininity. Bem (1977) following the recommendation made by Spence, Helmreich and Stapp (1975) revised her scoring procedure using the median split technique which was described earlier in this section.

Although the median split technique resolves the criticisms cited above and has simplified the mechanics of scoring it brings with it a new problem. It is now not possible to determine the degree to which a subject is feminine, masculine, androgynous or undifferentiated. This problem makes analyses requiring quantitative variables

difficult to do.

In spite of the above problem, the BSRI was chosen for the present study because of the following strengths:

- 1) It measures masculinity and femininity as two independent constructs.
- 2) The three scales were shown to have high internal consistency reliability scores.
- 3) The correlation between the scales was low which indicated that the two scales were independent.

#### Bem Sex Role Inventory:

##### Scale Reliabilities

Reliability estimates of the masculine, feminine and gender neutral scales of the BSRI were computed on the sample used in the present study. The reliability coefficients of the masculine and feminine scales were consistent with those reported by Bem (1974), but the reliability coefficient of the gender-neutral social desirability scale was far below those reported by Bem (1974). Table 3.16 is the list of means, standard deviations, and reliabilities for the scales of the BSRI. The reliability coefficients of Bem's (1974) normative data is also included.

It is unclear as to why the social desirability scale's reliability coefficients of the present sample differs in such magnitude from the reliability coefficient of Bem's (1974) two normative samples. One possible explanation is that males and females may respond to the Social Desirability

TABLE 3.16  
MEANS, STANDARD DEVIATIONS, AND RELIABILITIES  
FOR THE SCALES OF THE BEM SEX ROLE INVENTORY  
(N = 138)

Scale	Mean	SD	Cronbach's Alpha (present study)	Cronbach's Alpha Bem (1974)
Masculine	97.36	14.97	.87	.86, .82
Feminine	104.65	9.67	.72	.80, .82
Social Desirability	94.89	6.98	.35	.75, .70

items differently. (Bem's (1974) data included both males and females in the samples while the present study used only a female sample.) The theoretical explanations are that the scale does not include enough items or the items within the scale have very little in common (Nunnally, 1978). Since the social desirability scale does not influence the subjects' sex role identity there will be no further discussion of this peculiar phenomenon.

#### Assessment of Adult Adjustment Patterns (AAAP)

The AAAP (Farquhar, Wilson and Azar, 1983) is an objective, self report instrument based on Erikson's eight stage epigenetic theory of ego development. The instrument, in its present form, consists of three hundred twenty items. The test measures mastery or non-mastery of each of the stages. Included in the test are a social desirability

scale index, an unusual response scale validity index and a consistency scale index.

Subjects are asked to rate themselves on a four point scale ranging from 1 (definitely true of me) to 4 (definitely not true of me) with each intermediary gradation labelled. From the responses given, a mastery or non-mastery score is given for each stage. Mastery is defined as responding in the resolution direction over a specified percentage of the time to items in each particular stage. The necessary mastery levels for each stage are: Stage 1--67%; Stage 2--78%; Stage 3--69%; Stage 4--78%; Stage 5--85%; Stage 6--80%; Stage 7--73%; Stage 8--84%. (Azar, Doctoral Dissertation, Michigan State University, 1982).

The ego stages of the AAAP have quite high internal consistency (See Table 3.17). A factor analysis of the original instrument revealed twenty-three factors that are consistent with Erikson's theory and are moderately reliable (Azar, Doctoral Dissertation, Michigan State University, 1982). (See Table 3.18) Construct validity was established by comparing a normal with a psychiatric population. The means for each stage were significantly higher for the normal population than for the psychiatric population except for Stage 6 ( $p < .165$ ).

TABLE 3.17  
 STAGE AND SCALE STATISTICS FOR THE ASSESSMENT  
 OF ADULT ADJUSTMENT PATTERNS  
 (N = 354)

Erikson Stage	Number of Items	Mean*	Variance	Standard Deviation	Cronbach's Alpha Reliability
1. Trust	18	54.01	54.71	7.33	.88319
2. Autonomy	36	108.86	134.24	11.59	.90717
3. Initiative	26	75.27	79.29	8.90	.87019
4. Industry	63	190.56	440.53	20.99	.95076
5. Identity	33	100.08	108.39	10.41	.90255
6. Intimacy	28	88.09	116.72	10.80	.90126
7. Generativity	29	84.37	116.03	10.77	.88837
8. Integrity	25	74.23	74.83	8.71	.85431

\*Based upon individual items weighted one to four summed across the scale.

Note. From "Assessment of Adult Adjustment Patterns (AAAP) Research Instrument: First Report" by William Farquhar, Unpublished Report, 1983.

(Azar, Doctoral Dissertation, Michigan State University, 1982). (See Table 3.19)

#### Problems with the Assessment of Adult Adjustment Patterns

Since the AAAP is still in its infancy there are many problems which have yet to be resolved. There is no test-retest reliability coefficient, nor is there evidence of criterion validity. As was mentioned above, the construct validity of Stage 6 is in question, i.e., the mean of the



TABLE 3.18

THE FACTORS EMERGING FROM THE ASSESSMENT  
OF ADULT ADJUSTMENT PATTERNS

Erikson Stage	Name of Factor	No. of Items N=354	Cron- bach's Alpha
1. Trust vs. Mistrust	Basic trust	18	.88
2. Autonomy vs. Shame and Doubt	Will to be oneself	23	.89
	Solitude	11	.82
	Holding on, letting go	13	.82
3. Initiative vs. Guilt	Self-punishment & guilt	23	.86
	Anticipation of roles by parents	4	.81
4. Industry vs. Inferiority	Apply self to task	26	.92
5. Identity vs. iden- tity Confusion	Trust in peers	16	.86
	Ideological thought	8	.79
	Molding identity	13	.84
	Fidelity tests	10	.79
6. Intimacy vs. Isolation	Commitment to affiliation	19	.90
	Fusion with another	7	.68
7. Generativity vs Self-Absorption	Establishing & guiding next generation	17	.88
	Charity	15	.84
8. Integrity vs. Disgust, Despair	Order and Meaning	17	.83
	Accepting one's life cycle	13	.80

Note. From "Assessment of Adult Adjustment Patterns (AAAP) Research Instrument: First Report" by William Farquhar, Unpublished Report, 1983.

normal population was not significantly higher than that of the psychiatric population ( $p < .165$ ) (Azar, Doctoral Dissertation, Michigan State University, 1982). (See Table 3.19.)

TABLE 3.19  
COMPARISON BETWEEN THE NORMAL AND PSYCHIATRIC SAMPLES  
ON THE EGO STAGE SCALES OF THE ASSESSMENT  
OF ADULT ADJUSTMENT PATTERNS  
(N = 354)

Erikson Scale	Means		Standard Deviation		F-test	P
	Normal	Psychiatric	Normal	Psychiatric		
1. Trust	55.08	44.19	6.45	6.92	97.65	.000
2. Autonomy	110.30	94.34	10.17	14.75	65.27	.000
3. Initiative	76.49	63.00	7.81	10.01	82.13	.000
4. Industry	193.14	164.59	18.72	24.96	63.34	.000
5. Identity	103.44	91.66	9.73	12.21	40.62	.000
6. Intimacy	88.34	85.56	10.74	11.30	1.94	.165
7. Generativity	84.84	79.62	10.62	11.26	6.94	.009
8. Wisdom	74.75	69.06	8.56	8.64	12.81	.000

Note: From "Assessment of Adult Adjustment Patterns (AAP) Research Instrument: First Report" by William Farquhar, Unpublished Report, 1983.

This may be due to Stage 6 items having high face validity. Further tests of construct validity with different samples are needed to verify this hypothesis.

Despite the above deficiencies, the fact that all of the AAAP's ego stage scales have high content validity and, with the exception of Stage 6, high construct validity merit its use in research studies.

#### Assessment of Adult Adjustment Patterns:

##### Scale Reliabilities

Reliability estimates of the eight stage scales were computed on the sample used in the present study. The reliability coefficients of the eight stage scales of the present sample were fairly consistent with but lower than those reported by Azar (Doctoral Dissertation, Michigan State University, 1982). The greatest discrepancy in reliability coefficients was in Stage scale 4 (Industry) (present study  $\alpha = .79$ ; Azar's  $\alpha = .87$ ).

It should be pointed out that the sample used by Azar consisted of Michigan State University faculty members and psychiatric patients at Pine Rest Christian Hospital. The mean age of Azar's sample was 41 while the mean age of the present study's sample was 20. Thus the similarities of the reliability coefficients of the two samples indicate that the individual scales of Assessment of Adult Adjustment Patterns instrument are internally consistent regardless of the population tested (Table 3.20).

TABLE 3.20

MEANS, STANDARD DEVIATIONS, AND RELIABILITIES  
FOR THE SCALES OF THE ASSESSMENT OF ADULT ADJUSTMENT PATTERNS  
(N = 138)

Stage Scale	Mean	SD	Cronbach's Alpha (Present Study)	Cronbach's Alpha Azar (1982)
1. Trust	71.20	7.48	.83	.88
2. Autonomy	107.67	10.71	.89	.91
3. Initiative	72.84	7.12	.79	.87
4. Industry	183.47	19.09	.94	.95
5. Identity	103.87	11.20	.90	.90
6. Intimacy	93.11	10.72	.90	.90
7. Generativity	84.27	9.74	.85	.89
8. Integrity	77.16	8.26	.85	.85

### Research Design

The study presented was descriptive in nature. It was a survey project using instruments designed to investigate the relationship between sex role identity and patterns of ego identity and intimacy development of college women. Since it was a descriptive study, only the above relationship was examined and there was no attempt to determine "causal" relationships. Figure 3.1 is a pictorial representation of the design.

		Assessment of Adult Adjustment Patterns	
		Stage 5 (Ego Identity)	Stage 6 (Intimacy)
Bem Sex Role Inventory	Masculine		
	Feminine		
	Androgynous		
	Undifferentiated		

Figure 3.1 Pictorial representation of the design of the present study.

### Testable Hypotheses

The testable hypotheses formulated for the present study were divided into five categories: 1) hypotheses about masculine subjects, 2) hypotheses about feminine subjects, 3) hypothesis about the four sex role groups, 4) hypothesis about androgynous subjects, and 5) hypothesis about undifferentiated subjects. The relationship between sex role identity and the stages of ego identity and intimacy were explored in each hypothesis.

The following sections include the statement of the null and alternative hypotheses for each category.

#### Hypotheses about Masculine Subjects

$H_{01}$  : There will be no difference between the mean ego identity score and mean intimacy score of masculine subjects.

$H_{A_1}$  : Masculine subjects' mean score on ego identity will be higher than their mean score on intimacy.

#### Hypotheses about Feminine Subjects

$H_{0_2}$  : There will be no difference between the mean ego identity score and mean intimacy score of feminine subjects.

$H_{A_2}$  : Feminine subjects mean score on ego identity will be less than their mean score on intimacy.

#### Hypothesis about the Four Sex Role Groups

$H_{0_3}$  : There will be no difference among masculine, feminine, androgynous and undifferentiated subjects with regard to their mean scores on ego identity and intimacy.

#### Hypothesis about Androgynous Subjects

$H_{1_a}$  : Androgynous subjects mean score on ego identity and intimacy will be higher than the mean ego identity and intimacy scores of masculine, feminine and undifferentiated subjects.

#### Hypothesis about Undifferentiated Subjects

$H_{1_b}$  : Undifferentiated subjects mean score on ego identity and intimacy will be less than the mean ego identity and intimacy score of masculine, feminine and androgynous subjects.

## Procedures for Data Analysis

Two different statistical procedures were used in testing the hypotheses of this study: Student's one-tailed dependent t-test and one-way analysis of variance with planned comparisons. In the following sections each of the statistical tests are described.

### Student's t-test

Student's (one-tailed) dependent t-test was used to test hypotheses about the differences between two dependent sample means. The differences between the mean ego identity and the mean intimacy scores of masculine and feminine subjects were tested using the t-test method.

The assumptions underlying the use of the dependent t-test are:

1. normality
2. homogeneity of variance

In the present study the assumption of normality is met by the Central Limit Theorem. The theorem states that when the sample size becomes sufficiently large the sample mean will approach a normal distribution. The sample size in the present research is 135 which meets the criterion of the Central Limit Theorem and, therefore, the assumption of normality.

The homogeneity of variance assumption is also met in the present study. Since the statistical method is a dependent sample t-test, the pairs of means are drawn from the

same samples. Thus the criteria of: 1) the underlying population distributions of sample means having the same shape and 2) the sample sizes being equal are both met. In addition, the term "dependent" implies that the pairs of means be correlated. This minor assumption is also met.

### Analysis of Variance

A one way analysis of variance was used to test a hypothesis about the relationship between a discrete variable (e.g., sex role identity) and continuous variables (e.g., ego identity score and intimacy score). The omnibus analysis of variance was followed by t tests of a priori contrasts.

The assumptions underlying the use of the analysis of variance method are:

1. Normality
2. Homogeneity of variance
3. Independence of observations

As with the students' dependent t-test, the assumption of normality for the analysis of variance is met by the Central Limit Theorem. The homogeneity of variance assumption is also met, the criterion being that if the cell sizes for each category are equal or nearly equal then the analysis of variance is robust to violations of the homogeneity variance assumption. In the present study the cell sizes for the categories were: masculine = 30, feminine = 32, androgynous = 40 and undifferentiated = 33.



The assumption of independence was also met by the following: When subjects volunteered to participate in the study it was strongly emphasized that they complete the instruments without discussion with anyone else. In addition, since subjects were placed in categories according to their sex role identity there was independence between groups.

#### Additional Mathematical Procedures

Because the stage scores on the Assessment of Adult Adjustment Patterns instrument were based on varying numbers of items within each stage comparing one stage score with another stage score would prove to be meaningless unless the stage scores were divided by the number of items in that particular stage. This standardization procedure (of sorts) had to be done prior to any of the analyses. The standardized stage score was termed "itemean" by the researcher.

Another mathematical procedure had to be used with the hypothesis tested using the analysis of variance statistical method. The standardized Stage 5 and Stage 6 scores were added and divided by 2 (e.g., itemean stage 5 + itemean stage 6  $\div$  2 = itemean average score). This procedure was necessary to test for differences among the sex role groups with respect to Stage 5 and Stage 6 development.

#### Summary

The study presented was designed to explore the relationship between sex role identity and ego identity and

intimacy development in college women. A sample of 138 undergraduate women from classes in various departments volunteered to participate in the study. Each subject completed a research packet which included a list of instructions, a Consent Form, a Demographic Information sheet, the Bem Sex Role Inventory, and the Assessment of Adult Adjustment Patterns questionnaire.

Hypotheses were divided according to sex role classifications. Students' dependent one-tailed t-test was used to test hypotheses about the differences between two dependent sample means. A one-way analysis of variance procedure along with t-tests of planned comparisons were used to test hypotheses involving the relationship between a discrete and continuous variables. A standardizing mathematical procedure was used in order to make the comparison of stages meaningful. The standardized stage score was termed "itemean". In addition an averaging procedure was used to test for differences among the sex role groups with respect to Stage 5 and Stage 6 development.

## CHAPTER IV

### RESULTS OF THE DATA ANALYSIS

In the following chapter the results of the data analyses will be presented. Each hypothesis will be restated in testable as well as symbolic form. The results of the analysis will be given followed by a statement of whether or not the hypothesis was accepted or rejected.

#### Hypotheses about Masculine Subjects

$H_{0_1}$ : There will be no difference between the mean ego identity score and mean intimacy score of masculine subjects.

Symbolically stated:

$H_{0_1}: M_5 = M_6$

$H_{A_1}$ : Masculine subjects mean score on ego identity will be higher than their mean score on intimacy.

Symbolically stated:

$H_{A_1}: M_5 > M_6$

The results of the students' dependent (one-tailed) t-test (Table 4.1) allowed the rejection of the null hypothesis. The alternative hypothesis could not be accepted since it was significant in the opposite direction stated above ( $t = -2.32, p < .05$ ).

TABLE 4.1

## MASCULINE HYPOTHESIS t-TEST

Variable	N	$\bar{x}$	S.D.	$\bar{D}$	S.D.	Corr.	2-tail Prob.	t Value	D.F.	2-tail Prob.
Itemean 5	30	3.22	.27	-.12	.28	.58	.001	-2.32	29	.028
Itemean 6		3.34	.33							

Hypotheses about Feminine Subjects

$H_{0_2}$ : There will be no difference between the mean ego identity score and mean intimacy score of feminine subjects.

Symbolically stated:

$$H_{0_2}: F_5 = F_6$$

$H_{A_2}$ : Feminine subjects mean score on ego identity will be less than their mean score on intimacy.

Symbolically stated:

$$H_{A_2}: F_5 < F_6$$

The results of the students' dependent one-tailed t-test (Table 4.2) allowed the rejection of the null hypothesis and the acceptance of the alternative hypothesis ( $t = 5.76$ ,  $p < .05$ ).

TABLE 4.2

## FEMININE HYPOTHESIS t-TEST

Variable	N	$\bar{x}$	S.D.	$\bar{D}$	S.D.	Corr.	2-tail Prob.	t Value	D.F.	2-tail Prob.
Itemean 5	32	3.12	.27	-.25	.25	.66	.00	-5.76	31	.000
Itemean 6		3.38	.32							

Hypothesis about the Four Sex Role Groups

$H_{0_3}$ : There will be no differences among masculine, feminine, androgynous and undifferentiated subjects with regard to their mean scores on ego identity and intimacy.

Symbolically stated:

$$H_{0_3}: M_{5/6} = F_{5/6} = A_{5/6} = U_{5/6}$$

The results of the analysis of variance (Table 4.3) allowed the rejection of the null hypothesis ( $F = 2.97$ ,  $p < .05$ ).

TABLE 4.3

ANALYSIS OF VARIANCE FOR THE HYPOTHESIS  
ABOUT THE FOUR SEX ROLE GROUPS

Source of Variation	D.F.	SS	MS	F-ratio	F-prob.
Between Groups	3	1.11	.37	2.97	.034
Within Groups	131	16.35	.12		
Total	134	17.46			

Planned comparisons were then tested to contrast androgynous and undifferentiated subjects with the other three sex role groups.

Hypothesis about Androgynous Subjects

$H_{1a}$ : Androgynous subjects mean score on ego identity and intimacy will be higher than the mean ego

identity and intimacy score of masculine, feminine and undifferentiated subjects.

Symbolically stated:

$$H_{1a}: A_{5/6} > M_{5/6}, F_{5/6}, U_{5/6}$$

The results of the planned comparisons  $t$  test (Table 4.4) failed to accept the above alternative hypothesis ( $t = -1.90$ ,  $p > .05$ ).

TABLE 4.4

PLANNED COMPARISONS  $t$  TEST FOR HYPOTHESIS  
ABOUT ANDROGYNOUS SUBJECTS (POOLED VARIANCE ESTIMATE)

Value	Standard Error	$t$ Value	D.F.	$t$ Prob.
-.38	.20	-1.90	131.0	.059

#### Hypothesis about Undifferentiated Subjects

$H_{1b}$ : Undifferentiated subjects mean score on ego identity and intimacy will be less than the mean ego identity and intimacy score of masculine, feminine and androgynous subjects.

Symbolically stated:

$$H_{1b}: U_{5/6} < M_{5/6}, F_{5/6}, A_{5/6}$$

The results of the planned comparisons  $t$  test (Table 4.5) supported the above alternative hypothesis ( $t = 2.74$ ,  $p < .05$ ).

TABLE 4.5

PLANNED COMPARISONS  $t$  TEST FOR HYPOTHESIS  
ABOUT UNDIFFERENTIATED SUBJECTS (POOLED VARIANCE ESTIMATE)

Value	Standard Error	$t$ Value	D.F.	$t$ Prob
.58	.21	2.74	131	.007

#### Summary

A series of hypotheses were tested to determine the effects of sex role identity on ego identity and intimacy development in college women. Each of the hypothesis were restated in testable and symbolic form. The alternative hypothesis about masculine subjects proved to be significant at the .05 level but in the opposite direction expected. The alternative hypothesis about feminine subjects proved to be significant at the .05 level in the direction stated in the hypothesis. The omnibus hypothesis about the four sex role groups was also significant at the .05 level as was the a priori contrast about undifferentiated subjects. The only hypothesis that failed to be accepted at the .05 level of significance was the a priori contrast about androgynous subjects. Table 4.6 is a summary of the results.

TABLE 4.6

## SUMMARY OF THE RESULTS

Symbolic Hypotheses	Results
Masculine Subjects	
$H_0: M_5 = M_6$	$t = -2.32^{*+}$
$H_1: M_5 > M_6$	
Feminine Subjects	
$H_0: F_5 = F_6$	$t = -5.76^*$
$H_1: F_5 < F_6$	
Four Sex Role Groups	
$H_0: M_{5/6} = F_{5/6} = A_{5/6} = U_{5/6}$	$F = 2.97^*$
Androgynous Contrast	
$H_{1a}: A_{5/6} > M_{5/6}, F_{5/6}, U_{5/6}$	$\underline{t} = -1.90$
Undifferentiated Contrast	
$H_{1b}: U_{5/6} < M_{5/6}, F_{5/6}, A_{5/6}$	$\underline{t} = 2.74^*$

\* $p < .05$

+ significant but in the opposite direction.

Note: 5 = Stage 5, ego identity; 6 = Stage 6, intimacy;

5/6 = averaged ego identity and intimacy score;

M = masculine; F = feminine; A = androgynous;

U = undifferentiated.



Table 4.7 is a list of the itemmeans and average scores for Stage 5 and Stage 6 of each sex role group. Figure 4.1 is a graph of the itemmeans and average scores for Stage 5 and Stage 6 of each sex role group.

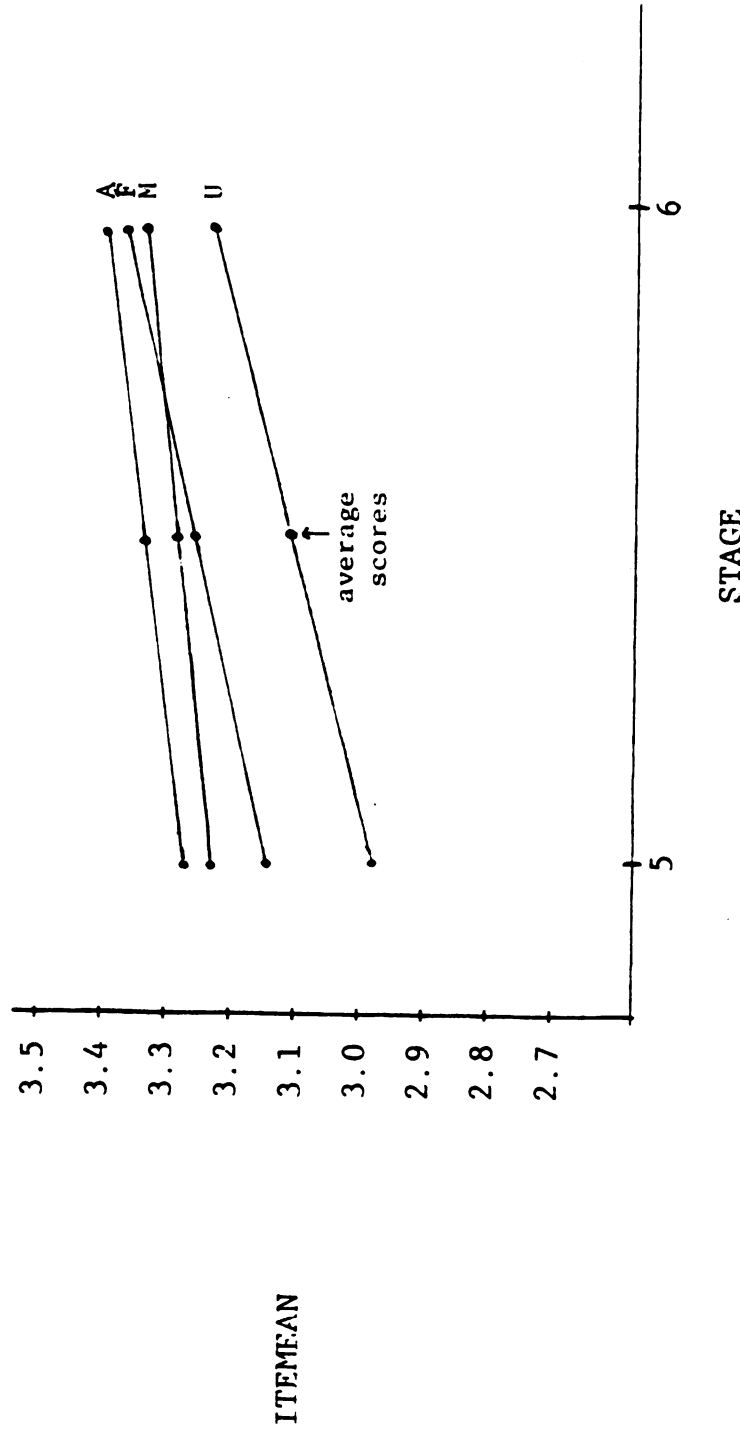
TABLE 4.7  
ITEMEANS AND AVERAGE SCORES  
FOR STAGE 5 AND STAGE 6 OF EACH  
SEX ROLE GROUP

Sex Role Group	Stage	Itemean	Average Score
Masculine	5	3.22	3.28
Masculine	6	3.34	
Feminine	5	3.13	3.25
Feminine	6	3.38	
Androgynous	5	3.27	3.33
Androgynous	6	3.40	
Undifferentiated	5	2.96	3.09
Undifferentiated	6	3.23	

Note: Itemean = stage score ÷ number of items in that particular stage.

Average Score = Stage 5 itemean + Stage 6 itemean ÷ 2.

FIGURE 4.1  
ITEMEANS AND AVERAGE SCORES FOR  
STAGE 5 AND STAGE 6 OF EACH SEX ROLE GROUP



NOTE: Itemean = stage score  $\div$  number  
of items in that particular stage

Average Score =  $\frac{\text{Stage 5 itemean} + \text{Stage 6 itemean}}{2}$

## CHAPTER V

### SUMMARY AND CONCLUSIONS

The final chapter of the present study includes a capsule summary of the entire thesis and the conclusions that were drawn. In addition, the implications of the results for the theory on which the study was based will be discussed as well as future research studies in the area of women's psychosocial development.

#### Summary of the Study

The study of psychosocial development has been based primarily upon theories developed by men for men. Therefore, psychosocial developmental norms have their basis on theories and studies that are strongly biased in the male direction. Women have been unjustly, and probably, unconsciously, forced to fit into a male developmental conceptual framework and in the process have appeared to develop less adequately than their male counterparts.

With the above problem in mind, Gilligan (1979, 1982a, 1982b) focused on two areas in which women have been misunderstood: intimacy and ego identity. Her study of Erikson's theory combined with her own observation of women has led her to postulate that the stages of ego identity and intimacy develop concurrently for women or that intimacy precedes ego identity development. Therefore, women need

not be slighted because of their greater capacity and need to nurture nor should they be seen as inferior because of the priority they may place on intimacy, (i.e., relationships) rather than on ego identity issues, (i.e., career and independence).

The purpose of the present study was to investigate what effect the changing role of women has upon the pattern of ego identity and intimacy development. The study's aim was to not only defend the notion that women follow a different pattern in ego identity and intimacy development than men but to also show that differences in women's sex role identity is a factor that is related to their developmental pattern.

A thorough search of the literature revealed a paucity of studies in the area combining ego identity and intimacy development with sex role identity. The few articles that directly related to the subject matter were reviewed in detail. Table 5.1 is a list of the studies supporting Erikson's theory, those supporting Gilligan's theory and studies that included a sex role identity component to their study of ego identity and/or intimacy development.

TABLE 5.1

LIST OF STUDIES SUPPORTING ERIKSON'S THEORY,  
GILLIGAN'S THEORY AND STUDIES THAT INCLUDE A  
SEX ROLE IDENTITY COMPONENT

Studies Supporting Erikson	Studies Supporting Gilligan	Studies with Sex Role Identity Component
Dignan(1965)	Hodgson & Fischer (1979)	Heilbrun(1964)
Waterman & Nevid(1977)	Fischer(1981)	Hodgson & Fischer(1979)
Karcegius & Adams(1980)		

A total of 138 female college students attending Michigan State University volunteered to participate in the study. The sample was composed of young adult females (mean age = 20.48) who were primarily of the Caucasian race (84.4%). Most of the subjects were in their sophomore, junior or senior year in college with only 5.2% in their freshman year. The highest educational level completed by either parent was either high school, trade school or college. A great majority of their parents worked at traditional occupations (mothers = 83.7%, fathers = 88.9%) and were employed (mothers = 66.7%, fathers = 87.4%). Most of the women in the sample came from middle class homes (76.3%). The majority of the sample was physically healthy (84.4%), emotionally happy (74.8%) and satisfied with their personal relationships (72.6%).

Though a campus wide request for volunteers was made only the following departments responded affirmatively: Audiology and Speech Sciences, Counseling, Educational Psychology and Special Education, Nursing and Teacher Education. The greatest number of volunteers were recruited from classes offered under the department of Counseling, Educational Psychology and Special Education (48.5%).

The study was briefly explained to classes that the researcher was permitted to request for volunteers. Women in the age range of 18 to 22 years were asked to volunteer. Those who agreed to participate were given a packet which included an instruction sheet, a consent form, a demographic information sheet, the Bem Sex Role Inventory, the Assessment of Adult Adjustment Patterns questionnaire and an IBM answer sheet for each of the above. In addition, it was emphasized that subjects work on the packets individually so that the answers would reflect only their own thinking. Packets were picked up at the subsequent class period or other arrangements were made.

Hypotheses were divided according to sex role classifications. Students' dependent one-tailed t-test was used to test hypotheses about the differences between two dependent sample means. A one-way analysis of variance procedure along with t-tests of planned comparisons were used to test hypotheses involving the relationship between a discrete and continuous variables. Hypotheses were tested at the

.05 level of significance.

The hypotheses tested and the results of the statistical tests are listed below:

#### Hypotheses about Masculine Subjects

$H_{0_1}$ : There will be no difference between the mean ego identity score and mean intimacy score of masculine subjects.

$H_{A_1}$ : Masculine subjects' mean score on ego identity will be higher than their mean score on intimacy.

Results:  $t = -2.32$ ,  $p < .03$ . Reject  $H_{0_1}$  at  $\alpha = .05$ .  
Fail to accept  $H_{A_1}$  since significant in the opposite direction.

#### Hypotheses about Feminine Subjects

$H_{0_2}$ : There will be no difference between the mean ego identity score and mean intimacy score of feminine subjects.

$H_{A_2}$ : Feminine subjects mean score on ego identity will be less than their mean score on intimacy.

Results:  $t = 5.76$ ,  $p < .0001$ . Reject  $H_{0_2}$  at  $\alpha = .05$ .  
Accept  $H_{A_2}$ .

#### Hypothesis about the Four Sex Role Groups

$H_{0_3}$ : There will be no differences among masculine, feminine, androgynous and undifferentiated subjects with regard to their mean scores on ego

identity and intimacy.

Results:  $F = 2.97$ ,  $p < .04$ . Reject  $H_{03}$  at  $\alpha = .05$ .

#### Hypothesis about Androgynous Subjects

$H_{1a}$ : Androgynous subjects mean score on ego identity and intimacy will be higher than the mean ego identity and intimacy score of masculine, feminine and undifferentiated subjects.

Results:  $t = -1.90$ ,  $p > .05$ . Fail to accept  $H_{1a}$  at  $\alpha = .05$ .

#### Hypothesis about Undifferentiated Subjects

$H_{1b}$ : Undifferentiated subjects mean score on ego identity and intimacy will be less than the mean ego identity and intimacy score of masculine, feminine and androgynous subjects.

Results:  $t = 2.74$ ,  $p < .01$ . Accept  $H_{1b}$  at  $\alpha = .05$ .

### Conclusions

The conclusions reached from the study were the following:

1. College women whose sex role identity is masculine showed a higher level of intimacy than ego identity. Masculine subjects item mean score on intimacy was 3.34 while their item mean score on ego identity was 3.22. The opposite of this result was hypothesized.

2. College women whose sex role identity is feminine showed a lower level of ego identity than intimacy. Feminine subjects item mean score on ego identity was 3.13 while



their item mean score on intimacy was 3.38. This result confirmed the hypothesis stated.

3. A difference was found among masculine, feminine, androgynous and undifferentiated sex-roles college women. The "average score" of: 1) masculine-typed women was 3.28, 2) feminine-typed women was 3.25, 3) androgynous women was 3.33, and 4) undifferentiated women was 3.09.

4. College women whose sex role identity is androgynous did show higher levels of ego identity and intimacy than masculine, feminine and undifferentiated subjects. However, the difference did not meet the .05 significance level.

5. College women whose sex role identity is undifferentiated showed significantly lower levels of ego identity and intimacy than masculine, feminine and androgynous subjects.

#### Discussion of the Results

The results suggest the notion that regardless of sex role identity women score higher on intimacy development than ego identity development. The results further validate the outcome of the Hodgson and Fischer (1979) study and the Fischer (1980) study, and lend credence to Gilligan's (1979, 1982a, 1982b) theory. However, the above is just one explanation of the results. Before the results are examined from different perspectives the limitations of the results will be explored.

### Limitations of the Results

One of the limitations was the sample was composed primarily of students enrolled in classes in the Department of Counseling, Educational Psychology and Special Education. This fact made the generalizability of the study limited to a select sample.

Women enrolled in classes in the hard sciences were not available. Requests for their participation were denied by their departmental administrators. If the sample was more evenly spread among females enrolled in classes from different departments and if a proportion of females from classes which attract less feminine women was included there would be a high probability of a shift in distribution of females in each of the sex role categories. In other words, changing as described above could result in a shift in the median scores because determination of the median was established from a non-representative sample of the population. Given a different sample, women who were in one sex role category could be re-classified into another sex role category. The limitations of the median split technique of scoring the BSRI come to the forefront with this problem because the classification of sex role categories depended heavily on the sample used.

Another major problem which weakened the results was the arithmetic technique used to test the hypotheses about

the four sex role groups, the androgynous group and the undifferentiated group. The arithmetic technique was that of averaging the Stage 5 and Stage 6 scores and dividing it by two. This technique may have masked results in the above three hypotheses by taking two different stage scores and treating them as one score.

The limitation which had the gravest implications for the study was the problem with Stage 6 that was pointed out in Chapter III. Stage 6 items appear to be highly face valid therefore it is difficult to ascertain if the scale is an accurate measure of intimacy. The high Stage 6 scores in this study may be due to the poor validity of the scale thus invalidating the results of the present study.

#### Alternative Examination of the Results

The basic question posed by the study was: "Do women follow a different ego identity and intimacy developmental pattern than what is posited by Erikson"? And, more peripherally: "Does sex role identity play a part in the pattern"? The results indicate that women score higher on intimacy development than ego identity development regardless of sex role identity. The results of the study supports Gilligan's theory but does not prove or confirm her theory. To support Gilligan's theory studies of a longitudinal nature are needed.

In exploring alternative explanations for the results found in this study different possibilities arise. If sex role identity is a concept not independent of ego identity but independent of intimacy then the question is: "Does knowing one's sex role identity have anything to do with intimacy development". The study by Hodgson and Fischer (1979) included sex role thinking as a variable in ego identity development. And, according to Erikson's epigenetic model of development it is necessary to resolve ego identity issues before one can adequately deal with intimacy issues. The sample used in the current study were college females who most likely were in a state of transition in both ego identity and intimacy issues. Though their scores were higher in intimacy than ego identity development, it is difficult to know with which areas in the ego identity and intimacy scale they had problems.

The study by Karcegius and Adams (1980) regarded religious ideology as having an interpersonal dimension and used that ego identity construct as a predictor for high levels of intimacy. Though they did not find the above to be the case, their line of thinking followed that of Erikson's. It is important to note that the results of the present study indicated that the higher the ego identity score of each sex role group the higher their intimacy scores. (See Figure 4.1) As with the Karcegius and Adams

(1980) study, the present study lends support to the Eriksonian model of development. Additionally, in Figure 4.1 the order of the sex role groups in terms of their scores on the intimacy scale (from lowest to highest) is: undifferentiated, masculine, feminine and androgynous. The fact that subjects who were consolidated in sex role identity issues scored higher in both ego identity and intimacy scales gives support to the idea that knowing one's sex role in the world is related in some way to intimacy development.

The results of the present study also shows that undifferentiated subjects scores on both ego identity and intimacy scales were lowest of all sex role groups. According to Bem's (1977) scoring system, the undifferentiated category is at the polar extreme of the androgynous category. If the undifferentiated category is viewed as the opposite of the androgynous category then the results suggest that undifferentiated sex-roled college women are less developmentally advanced and more prone to psychological problems than their androgynous counterparts. Thus the undifferentiated subjects can be seen as similar to the "moderately feminine" group that Heilbrun (1964) characterized as role confused.

Heilbrun (1964) also makes a point which is pertinent to the general result of the present study that regardless of sex role identity college women scored higher on intimacy

development than ego identity development. He contends that the culture gives women conflicting messages about sex role ideology. In the present study it was hypothesized that masculine sex-roled college women would score higher on ego identity development than intimacy development -- a pattern which is male in orientation. However, all of the women seemed to reverse stages five and six. Given the point made by Heilbrun as stated above, it could be possible that the result found in the present study about masculine sex-roled women is due to the ambivalence women feel from the conflicting messages given by society and their significant others. Or, perhaps society gives a clear message to females to take care of intimacy development first.

In resolving the above issue, women may look to their mothers as role models. (It should be noted that in the present study 83% of the sample's mothers' were employed in traditional occupations.) The idea of the effect of college womens' use of their mothers as role models was studied by Dignan (1965). She explored the relationship between college womens' ego identity formation and their identification with their mothers. She found that women who had strong identifications with their mothers had high scores on her measure of ego identity. The positive relationship she found between those two variables points to the possibility that role models have an effect on how women choose

to describe themselves on objective, self-report instruments like the AAAP and the BSRI. And, although the association between being employed in a traditional female occupation and thinking in a traditional female way may be a tenuous relationship, it is another way of explaining the general result of the present study.

The general result of the present study lends credence to Gilligan's theory that women deal with intimacy issues prior to or concurrently with ego identity issues. As a pilot study, supporting Gilligan's theory is all that this thesis can do. The study can neither prove or confirm her ideas. Closer inspection of the results also supports Erikson's notion that the developmental process is such that dealing with issues in higher stages of development rests on resolution of stages below it. However, Erikson's notion that women follow the same identity-intimacy staging as hypothesized for men may not be valid. Therefore, both theories used as the basis of this study appear to be intertwined according to the results of the data. In addition, the possibility that roles mothers play as role models for their daughters have some influence in explaining the results of the study.

### Implications for Future Research

The major problem of the present research was that only one sex was examined. This was a problem from the standpoint of both instruments used. With the Bem Sex Role Inventory earlier studies have used the median split technique with samples which included both males and females, and therefore, those studies reported a large number of masculine-typed males and feminine-typed females. In the present study, the median split technique was used with only females and by definition, 50% of the sample must then be categorized as either masculine or androgynous and the other 50% of the sample must be either feminine or undifferentiated. The consequence of using just females or just males to determine sex role identity is unknown, but, it is probable that many subjects would be re-categorized if both sexes were included in the sample. A sample of college men could be combined with the present female sample, the data re-analyzed, and the new results compared with the present findings.

The Assessment of Adult Adjustment Patterns questionnaire has not been investigated with respect to differences between the sexes nor has it been used with a sample as young as the one used in the present study. Therefore, it is difficult to assess the validity of the present findings without additional replications.



Although another study examining the relationship between male psychosocial development and sex role identity is in process, the present study would have been strengthened if both sexes were included in the sample. Once the male counterpart of the present study is completed, both samples could be combined, the data re-analyzed and the new results could be compared with each of the previous results. Greater inferences could also be made.

Like the studies cited in the review of the literature chapter of the present study, this study drew its sample from a college population. In terms of making broader generalizations it now seems necessary that a non-college sample of both men and women between the ages of 18 and 22 years from lower class families be used to investigate the relationship between sex role identity and ego identity and intimacy development. The college and non-college data could be examined carefully for similarities and differences.

Since Bem (1974) has indicated the existence of a positive relationship between androgyny and psychological health and the results of the present study gives substance to that relationship, it is suggested that a future research endeavor compare a "normal" population with a psychologically "maladjusted" population. The same two instruments used in the present study could be used in a shortened form as well as the short form of the Minnesota Multiphasic Personality Inventory. Such a study would allow one to test

relationships between sex role identity, psychosocial development, and disturbances in personality.

As was mentioned in Chapter I under the section entitled "Major Limitations of the Study", the present study would have its greatest impact upon the theoretical and applied psychology community if it were longitudinal in design. Such a study would necessitate that female subjects be given both instruments at five year intervals beginning at age 12 to determine changes in sex role thinking and ego identity and intimacy development. A structured type interview could also be included. This procedure could be employed until the subjects are in their late twenties or older depending upon whether later stages of development are of interest. Though this type of study was impossible for a dissertation, such a research project would be of tremendous import for both developmental researchers and clinicians in understanding women's developmental psychology.

## APPENDICES

**APPENDIX A**  
**INSTRUCTIONS**

## APPENDIX A

## INSTRUCTIONS

In this packet you will find:

- one PARTICIPANT CONSENT FORM
- one DEMOGRAPHIC INFORMATION sheet
- one BEM SEX ROLE INVENTORY
- one ASSESSMENT OF ADULT ADJUSTMENT PATTERNS booklet
- one TENNESSEE SELF CONCEPT SCALE booklet and answer sheet
- three IBM answer sheets (1 purple, 1 blue, 1 brown)

Please follow the proceeding steps in completing the forms:

1. Read the PARTICIPANT CONSENT FORM carefully. After you have read the form, please sign and date it. Have a witness sign and date the form also.
2. Answer the DEMOGRAPHIC INFORMATION sheet questions.
3. Read the instructions at the top of the BEM SEX ROLE INVENTORY sheet. Answer the BEM SEX ROLE INVENTORY questions on the purple IBM answer sheet.
4. On the second page of the ASSESSMENT OF ADULT ADJUSTMENT PATTERNS booklet you will find the directions for completing it. You will need the blue and the brown IBM answer sheets for answering the questions in the ASSESSMENT OF ADULT ADJUSTMENT PATTERNS booklet. Answer questions 1 to 258 on the blue answer sheet. Then answer the remaining questions on the brown answer sheet. Please do not fill in the spaces which ask you for your name, student number, section number, course number, sex, term, form.
5. Read the instructions for the TENNESSEE SELF CONCEPT SCALE on the inside cover of the booklet, then proceed to respond to the 100 items. Please be sure to match the correct item number in the booklet with the item number on the answer sheet.
6. Once you have completed all the forms, please insert all forms back into the envelope.

Thank you for your help on this research project.

**APPENDIX B**  
**CONSENT FORM**

## APPENDIX B

## CONSENT FORM

## PARTICIPANT CONSENT FORM

I understand that the study being conducted by Romulo Valdez, Jr. under the supervision of William Farquhar, Ph.D. is for the purpose of examining patterns in women's psychosocial development. I understand that participating in this study will not result in direct benefits for me, nor will I be penalized for withdrawing from the study for any reason. In addition, I understand that the information I provide by filling out these forms will be kept in strict confidence. Only the researcher will have access to the original forms. General results will be reported, but none of these will identify individual subjects' results. I know that, upon request, I will receive a report of this study's general results, within the restrictions of confidentiality as outlined above.

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SIGNATURE

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DATE

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SIGNATURE

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DATE

**APPENDIX C**  
**DEMOGRAPHIC INFORMATION**



## APPENDIX B

## DEMOGRAPHIC INFORMATION

1. Age in Years: 1=18 yrs. 2=19 yrs. 3=20 yrs. 4=21 yrs. 5=22 yrs.
2. Race: 1 = Asian 2 = Black 3 = Caucasian 4 = Hispanic 5 = Other
3. Year in College: 1 = Freshman 2 = Sophomore 3 = Junior 4 = Senior
4. Mother's Education (Highest Level Completed):
 

1 = Grade School	5 = BS/BA
2 = Junior High	6 = MS/MA/MBA
3 = High School	7 = EdS
4 = Trade School	8 = EdD/PhD/MD/DDS/DO
5. Father's Education (Highest Level Completed):
 

1 = Grade School	5 = BS/BA
2 = Junior High	6 = MS/MA/MBA
3 = High School	7 = EdS
4 = Trade School	8 = EdD/PhD/MD/DDS/DO
6. Mother's Occupation:
 

1 = Traditional (i.e. housewife, secretary, teacher, nurse, social worker, etc.)	2 = Non-Traditional (i.e. lawyer, physician, psychologist, business, etc.)
---	---

Please specify: \_\_\_\_\_
7. Father's Occupation:
 

1 = Traditional (i.e. lawyer, physician, psychologist, business, etc.)	2 = Non-Traditional (i.e. househusband, secretary, teacher, nurse, social worker, etc.)
--	--

Please specify: \_\_\_\_\_
8. Mother Currently Employed:
 

1 = Yes	2 = No
---------	--------
9. Father Currently Employed:
 

1 = Yes	2 = No
---------	--------
10. Rate Your Parents' Social Standing:
 

1 2 3	4 5 6	7 8 9
Lower	Middle	Upper
11. Rate Your Sense of Physical Well Being:
 

1 2 3	4 5 6	7 8 9
Unhealthy	Average	Healthy
12. Rate Your Sense of Emotional Well Being:
 

1 2 3	4 5 6	7 8 9
Unhappy	Average	Happy
13. Rate Your Sense of Satisfaction With Personal Relationships:
 

1 2 3	4 5 6	7 8 9
Dissatisfied	Average	Satisfied

**APPENDIX D**

**BEM SEX ROLE INVENTORY**

# APPENDIX D

## BEM SEX ROLE INVENTORY

Using the following scale, darken the space of the number which best represents how well each of the following characteristics describes you:

1	2	3	4	5	6	7
Never or almost never true of me	Usually not true	Sometimes but infrequently true	Occasionally true	Often true	Usually true	Always or almost always true of me

1. Self-reliant	2. Yielding	3. Helpful	4. Defends own beliefs
5. Cheerful	6. Moody	7. Independent	8. Shy
9. Conscientious	10. Athletic	11. Affectionate	12. Theatrical
13. Assertive	14. Flatterable	15. Happy	16. Strong Personality
17. Loyal	18. Unpredictable	19. Forceful	20. Feminine
21. Reliable	22. Analytical	23. Sympathetic	24. Jealous
25. Has leadership abilities	26. Sensitive to the needs of others	27. Truthful	28. Willing to take risks
29. Understanding	30. Secretive	31. Makes decisions easily	32. Compassionate
33. Sincere	34. Self-sufficient	35. Eager to soothe hurt feelings	36. Conceited
37. Dominant	38. Soft-spoken	39. Likeable	40. Masculine
41. Warm	42. Solemn	43. Willing to take a stand	44. Tender
45. Friendly	46. Aggressive	47. Gullible	48. Inefficient
49. Acts as a leader	50. Childlike	51. Adaptable	52. Individualistic
53. Does not use harsh language	54. Unsystematic	55. Competitive	56. Loves children
57. Tactful	58. Ambitious	59. Gentle	60. Conventional

**APPENDIX E**

**ASSESSMENT OF ADULT ADJUSTMENT PATTERNS**

## APPENDIX E

## ASSESSMENT OF ADULT ADJUSTMENT PATTERNS

Directions

Please answer the questions in this booklet as honestly as you can. The statements were designed to measure how you view yourself, and how you view life in general. Be as honest as you possibly can.

Work quickly, not spending too much time on any one question. There are no right or wrong answers to these questions.

Make your marks on the answer sheet next to the same number that appears before the question. Please use a number two pencil.

DO NOT MARK ON THIS BOOKLET

All items are to be rated:

- (1) Definitely true of me
- (2) True of me, or mostly true of me
- (3) Not true of me, or mostly not true of me
- (4) Definitely not true of me

Example:

1. I believe that people should save money.

## ANSWER SHEET

1. (~~1~~) (2) (3) (4) (5) Please ignore this response

This person marked space number one on question one indicating the belief that people should save money is "definitely true of me."

NOW TURN THE PAGE AND BEGIN

Use the BLUE answer sheet first.

1. I learn fast.
2. I generally attend community or school meetings.
3. I have gone door-to-door collecting signatures on a petition.
4. I give blood (or would if not medically prohibited).
5. My life is the result of choices I have made.
6. When I have to speed up and meet a deadline, I can still do good work.
7. I generally feel pleased with my performance when I talk in front of a group.
8. I like children.
9. I have difficulty in getting down to work.
10. If I want to, I can charm a member of the opposite sex.
11. I make it a point to vote in all elections.
12. I check things out for myself.
13. When I argue, I use facts to support my position.
14. When the situation demands, I can go into deep concentration concerning just about anything.
15. I publicly question statements and ideas expressed by others.
16. People are more important to me than material things are.
17. It's easy for me to know whether people really like me.
18. I enjoy interacting with children.
19. I have volunteered my name as a witness at the scene of a crime or an accident.
20. I enjoy being sexually stimulated.
21. I have actually sought out information about my school board members in order to form an opinion.
22. I do things for my community.
23. How many friends I have depends on how pleasing a person I am.
24. I handle myself well at social gatherings.
25. I can work on ideas for hours.

26. I have "put myself on the line" in my relations with others.
27. My social life is full and rewarding.
28. When things are not going right in my work, I reason my way through the problems.
29. It is hard for me to keep my mind on what I am trying to learn.
30. I am confident when learning a complicated task.
31. If I can't solve a problem quickly, I lose interest.
32. I like problems that make me think for a long time before I solve them.
33. I enjoy finding out whether or not complex ideas work.
34. I like problems which have complicated solutions.
35. When I was younger, I wanted to run away from home.
36. I enjoy parties.
37. I feel self-confident in social situations.
38. I can work even when there are distractions.
39. I feel uneasy if I don't know the next step in a job.
40. I can work under pressure.
41. I feel that people are genuinely interested in me.
42. In times of trouble, I have friends I turn to.
43. It is hard for me to work on a thought problem for more than an hour or two.
44. I learn well when someone gives me the problem and lets me work out the details myself.
45. I have difficulty imagining how other people feel.
46. People like to work with me.
47. In times of crisis, I'm one of the first people my friends call for help.
48. When I was prepared, teachers couldn't fool me with trick questions.
49. I am dedicated to my work.
50. In my work I show individuality and originality.

51. I am proud of my work.
52. My plans work out.
53. I get stage fright when I have to appear before a group.
54. When I'm in a group, I feel confident that what I have to say is acceptable.
55. I get caught up in my work.
56. I like to solve problems.
57. When I get hold of a complicated problem, I return to it again and again until I come up with a workable solution.
58. I get along with people.
59. The thought of making a speech in front of a group panics me.
60. I feel inferior to most people.
61. For me to learn well, I need someone to explain things to me in detail.
62. When I took a new course in school, I felt confident that I would do all right.
63. I play around so much I have a hard time getting a job done.
64. No matter what the task, I prefer to get someone to do it for me.
65. I feel proud of my accomplishments.
66. I will probably always be working on new projects.
67. My judgement is sound.
68. People expect too much of me.
69. I feel useless.
70. I'm interested in people.
71. I enjoy doing favors for my friends.
72. I am always a loyal friend.
73. I do many things well.
74. I like to participate actively in intense discussions.
75. When I sit down to learn something, I get so caught up that nothing can distract me.



76. I know the children who live in my neighborhood.
77. I think about the big issues of life.
78. I like to discuss ways to solve the world's problems.
79. When I decide to do something, I am determined to get it done.
80. I like to answer children's questions.
81. I give clothing and other items to charitable organizations such as the Salvation Army.
82. I lend things to my neighbors when they need them.
83. I work to make my community better for children.
84. I have gone door-to-door collecting money for charity.
85. I see to it that my work is carefully planned and organized.
86. I find it hard to keep my mind on a task or job.
87. I go at my work without much planning ahead of time.
88. I am proud of the accomplishments I have made at work.
89. Completed and polished products have a great appeal for me.
90. I read a great deal even when my work does not require it.
91. I have worked on a school committee.
92. I devote time to helping people in need.
93. I feel there is nothing I can do well.
94. I am active in community or school organizations.
95. Children bore me.
96. I can stay with a job a long time.
97. I like curious children.
98. Young people are doing a lot of fine things today.
99. I enjoy the times I spend with young people.
100. Children's imaginations fascinate me.
101. I have met the leaders of my community and have formed my own opinions about them.
102. I keep my word.
103. I do not understand myself.

104. Because I have to be so different from situation to situation, I feel that the real me is lost.
105. Children talk to me about personal things.
106. I am proud of my accomplishments.
107. I enjoy things that make me think.
108. I enjoy explaining complex ideas.
109. I get those things done that I want to do.
110. I am pretty much the same person from situation to situation.
111. I do not expect people to be consistent.
112. I have very few good qualities.
113. Often other people determine the kind of person I am.
114. My work is usually up to the standards set for me.
115. I am determined to be the kind of person I am.
116. I'm just not very good with children.
117. I am good at solving puzzles.
118. My happiness is pretty much under my own control.
119. I feel disappointed and discouraged about the work I do.
120. I keep up with community news.
121. Once I have committed myself to a task, I complete it.
122. I feel more confident playing games of skill than games of choice.
123. I feel confident when learning something new that requires that I put myself on the line.
124. I never have serious talks with my friends.
125. I like the way young children say exactly what they think.
126. I like to participate in intense discussions.
127. I feel awkward around members of the opposite sex.
128. I analyze my own motives and reactions.
129. I feel deep concern for people who are less well off than I am.

130. People of the opposite sex think well of me.

131. I enjoy interacting with children.

132. I find it easy to introduce people.

PLEASE TURN OVER YOUR ANSWER SHEET AND CONTINUE MARKING YOUR ANSWERS.

133. My table manners at home are as good as when I eat out in a restaurant.

134. I am a worthwhile person.

135. It is very important that my mate loves me.

136. My life is what I made it to be.

137. My basic state of happiness is dependent upon me.

138. I make my own decisions.

139. I can't stand the children who live in my neighborhood.

140. It's pretty neat to be me.

141. I get a feeling for the meaning of life through contemplation.

142. I have not deliberately said something that hurt someone's feelings.

143. I like myself.

144. Compliments embarrass me.

145. I am self confident.

146. I am not irked when people express ideas very different from my own.

147. Getting along with loudmouthed, obnoxious people is impossible for me.

148. Even though I do not like the thought of it, my death does not frighten me.

149. I have had experiences in life which were so intense that they were almost mystical.

150. I feel good when others do something nice for me.

151. I am close to someone with whom I talk about my feelings.

152. I have been so close to somebody, that it is not possible to find adequate words to describe the feelings.

153. I don't think I'll ever find someone to love.

154. My values change as I discover more about life and the universe.
155. I ignore the feelings of others.
156. I would not care to be much different than I am.
157. I get a feeling for the meaning of life through art.
158. My feelings about nature are almost sacred.
159. I am sometimes irritated by people who ask favors of me.
160. With the person I am closest to, I share my inner feelings of confidence.
161. I find myself thinking about things much more deeply than I did in years past.
162. There have been times when I was quite jealous of the good fortune of others.
163. I keep my word.
164. I cannot stand silence.
165. When someone says something critical about me, I keep my composure.
166. The best times of my life were in the past.
167. Even when I am doing something I really enjoy, I can never get totally involved.
168. After a lot of hard struggling, I am comfortable being me.
169. I enjoy privacy.
170. I have been so close to someone that our relationship seemed almost mystical.
171. When I get angry at someone, I boil inside without letting them know.
172. As far as I know about myself, once I choose a mate, I do so for life.
173. For me to act on a sexual urge, I have to have feelings for the other person.
174. I am sensitive to how other people feel.
175. When I am alone, silence is difficult to handle.
176. I learn from constructive thinking.
177. There have been occasions when I felt like smashing things.

178. It's good to be alive.
179. I have been so close to someone, that at times it seemed like we could read each other's mind.
180. I have no one with whom I feel close enough to talk over my day.
181. I get a feeling for the meaning of life through beauty.
182. I like to be by myself a part of every day.
183. I have had experiences in life when I have been overwhelmed by good feelings.
184. I trust the spontaneous decisions I make.
185. With the person I am closest to, I share my inner anxieties and tensions.
186. I play fair.
187. I can make big decisions by myself.
188. I am amazed at how many problems no longer seem to have simple right and wrong answers.
189. I don't worry whether anyone else will like the friends I choose.
190. I like being by myself.
191. I am a citizen of the world.
192. I am basically cooperative when I work.
193. It is very important that my mate likes to snuggle.
194. When I get angry at someone, it rarely wrecks our relationship.
195. I can see little reason why anyone would want to compliment me.
196. I am strong enough to make up my own mind on difficult questions.
197. I am comfortable being alone.
198. I have a person with whom I talk about my deepest feelings about sex.
199. The more I look at things, the more I see how everything fits with everything else.
200. I find there are a lot of fun things in this world to do alone.
201. Even though I am pretty much in touch with who I am, I am always discovering new aspects of myself.

- 202. The inner wisdom of people never ceases to amaze me.
- 203. I feel strongly about some things.
- 204. It is very important that my mate be thoughtful of me.
- 205. I get a feeling for the meaning of life through nature.
- 206. Life gets better as I get older.
- 207. When I get angry at someone, I tell them about it, and it's over.
- 208. There is at least one person in my life with whom I can talk about anything.
- 209. Whatever age I am always seems to be the best.
- 210. With the person I am closest to, I share my inner feelings.
- 211. There have been times when I felt like rebelling against people in authority even though I knew they were right.
- 212. No matter who I'm talking with, I'm a good listener.
- 213. If someone criticizes me to my face, I listen closely to what they are saying about me before reacting.
- 214. I have had an experience where life seemed just perfect.
- 215. I am outspoken.
- 216. Circumstances beyond my control are what make me a basically unhappy person.
- 217. I can take a stand.
- 218. I have a sense of awe about the complexity of things in the universe.
- 219. I have had moments of intense happiness, when I felt like I was experiencing a kind of ecstasy or a natural high.
- 220. I can remember "playing sick" to get out of something.
- 221. I give help when a friend asks a favor.
- 222. No matter what the task, I prefer to do it myself.
- 223. I like to gossip at times.
- 224. If someone criticizes me to my face, I feel low and worthless.
- 225. I sometimes try to get even rather than forgive and forget.
- 226. I do not intensely dislike anyone.

227. I like being able to change my plans without having to check with somebody.
228. I see to it that my work is carefully planned and organized.
229. My values are formed from many sources, and I integrate them to give meaning to my life.
230. With the person I am closest to, I share my inner feelings of weakness.
231. I seem to understand how other people are feeling.
232. I just can't be courteous to people who are disagreeable.
233. When people express ideas very different from my own, I am annoyed.
234. When I was young, there were times when I wanted to leave home.
235. Being close to another person means sharing my inner feelings.
236. I value the deep relationship I have formed with the opposite sex.
237. I sometimes feel resentful when I don't get my way.
238. It is very important that my mate likes to touch me and be touched by me (hold hands, hug, etc.).
239. I feel free to express both warm and hostile feelings to my friends.
240. Being deeply involved with someone of the opposite sex is really important to me.
241. How many friends I have depends on how pleasant a person I am.
242. I am ashamed of some of my emotions.
243. I never like to gossip.
244. For me, sex and love are tightly linked together.
245. The closest I get to another person is to share my opinions and ideas.
246. Reading or talking about sex stimulates me.
247. I get a feeling for the meaning of life through music.
248. I have not found a person with whom I can be close.
249. As I look back at my past decisions, although I wish I might have done things differently, I realize those were the best decisions I could make at the time.
250. My morals are determined by the thoughts, feelings, and decisions of other people.

251. I act independently of others.
252. I wouldn't enjoy having sex with someone I was not close to.
253. I go out of my way to avoid being embarrassed.
254. I rarely check the safety of my car no matter how far I am traveling.
255. I have been punished unfairly.
256. Sometimes I deliberately hurt someone's feelings.
257. With the person I am closest to, I share my inner feelings of tenderness.
258. I have had experiences in life when I have felt so good that I have felt completely alive.

PLEASE BEGIN MARKING YOUR RESPONSES ON THE BROWN ANSWER SHEET

1. If I were one of the few surviving members from worldwide war, I would make it.
2. People like me.
3. No one understands me.
4. My parents caused my troubles.
5. It takes a lot to frighten me.
6. There are questions that interest me which will not be answered in my lifetime.
7. I must defend my past actions.
8. It's hard for me to say "no" without feeling guilty.
9. I feel optimistic about life.
10. My free time is spent aimlessly.
11. Feelings of guilt hold me back from doing what I want.
12. My word is my bond.
13. I admit my mistakes.
14. I worry or condemn myself when other people find fault with me.
15. I am happy.
16. I believe people are basically good.



17. My feelings are easily hurt.
18. Whatever stage of life I am in is the best one.
19. When somebody does me wrong, I get so hung up on my own feelings I can't do anything but brood.
20. When I feel tense, there is a good reason.
21. I like being able to come and go as I please.
22. I have taken time to help my neighbors when they need it.
23. I worry about things that never happen.
24. I have feelings of doom about the future.
25. I trust others.
26. I am basically an unhappy person.
27. My family understood me while I was growing up.
28. Mostly I like to just sit at home.
29. I am happy with the pace or speed with which I make decisions.
30. People hurt my feelings without knowing it.
31. I take the unexpected in my stride.
32. I frighten easily.
33. I eat balanced meals.
34. I find people are consistent.
35. My day-to-day frustrations do not get in the way of my activities.
36. I think the best way to handle people is to tell them what they want to hear.
37. I worry about my future.
38. It takes something of real significance to upset me.
39. My mistakes annoy me, but do not frighten me.
40. Guilt is a feeling I seem to have outgrown.
41. I believe the best times are now.
42. I constantly need excuses for why I behave the way I do.
43. When I feel worried, there is usually a pretty good reason.

44. Basically, I feel adequate.
45. I like people who say what they really believe.
46. I learn things as fast as most people who have my ability.
47. People respect my work because I do a good job.
48. I am picky about my food.
49. I don't need to apologize for the way I act.
50. I have a lot of energy.
51. I am calm.
52. No matter what the task, I prefer to get someone to do it for me.
53. I am willing to admit it when I don't know something.
54. I enjoy being sexually stimulated by someone I don't know.
55. I am an even-tempered person.
56. If a clerk gives me too much change, I correct the error.
57. I punish myself when I make mistakes.
58. My duties and obligations to others trap me.
59. I was raised in a happy family.
60. When it's time to go to bed, I fall asleep easily.
61. My parents treated me fairly.
62. I am a stable, dependable worker.

APPENDIX H

TABLE H.1

BEM SEX ROLE INVENTORY:  
FEMININE SCALE CORRELATION MATRIX

## APPENDIX F

TABLE F.1

## BEM SEX ROLE INVENTORY: MASCULINE SCALE CORRELATION MATRIX

ITEM	<u>VAR001</u>	<u>VAR004</u>	<u>VAR007</u>	<u>VAR010</u>	<u>VAR013</u>	<u>VAR016</u>	<u>VAR019</u>	<u>VAR022</u>	<u>VAR025</u>	<u>VAR028</u>
VAR001	1.00000									
VAR004	.12025	1.00000								
VAR007	.53295	.13166	1.00000							
VAR010	.28444	.15387	.13734	1.00000						
VAR013	.30761	.33788	.41807	.26817	1.00000					
VAR016	.12437	.43614	.26501	.36143	.35062	1.00000				
VAR019	.06473	.32196	.02127	.21507	.45363	.27610	1.00000			
VAR022	.14734	.19763	.24680	.11809	.18437	.05585	.14306	1.00000		
VAR025	.34324	.39042	.44034	.40083	.51593	.55497	.30822	.17476	1.00000	
VAR028	.36010	.21390	.35067	.31564	.31222	.30968	.17038	.14709	.30531	1.00000
VAR031	.36847	.26262	.46740	.12568	.35350	.34917	.13677	.08560	.36546	.18077
VAR034	.63433	.13210	.58103	.18274	.31368	.13332	.07030	.21396	.30125	.29322
VAR037	.02523	.34043	.10764	.21655	.45351	.46314	.56983	.17147	.45526	.14805
VAR040	.12017	.15928	.02001	.28193	.16117	.13780	.13739	.13980	.19281	.05635
VAR043	.26978	.57813	.27584	.34035	.47528	.42781	.40387	.26784	.51612	.36034
VAR046	.28502	.22702	.27860	.35329	.51225	.37394	.49618	.04785	.48313	.27853
VAR049	.32062	.30961	.39476	.35633	.56645	.48503	.38280	.13099	.80176	.25940
VAR052	.19494	.15521	.28996	.22600	.20049	.35495	.17331	.13791	.31757	.17309
VAR055	-.04855	.14462	-.00884	.37963	.07863	.18576	.27305	.13777	.19016	.12271
VAR058	.25104	.20933	.34874	.21257	.31475	.32112	.14559	.11223	.34636	.30592

## APPENDIX H

## CONTINUED

<u>ITEM</u>	<u>VAR032</u>	<u>VAR035</u>	<u>VAR038</u>	<u>VAR041</u>	<u>VAR044</u>	<u>VAR047</u>	<u>VAR050</u>	<u>VAR053</u>	<u>VAR056</u>	<u>VAR059</u>
VAR032	1.00000									
VAR035	.51325	1.00000								
VAR038	.05120	.04824	1.00000							
VAR041	.65881	.41827	-.02088	1.00000						
VAR044	54821	.39947	.15153	.52164	1.00000					
VAR047	.04152	.15246	.04814	-.09494	-.04419	1.00000				
VAR050	.13194	.11422	.02937	.04066	.04923	.13936	1.00000			
VAR053	.10410	.04745	.06195	.10866	-.00010	-.03662	.07164	1.00000		
VAR056	.23210	.14394	.00536	.18322	.21710	-.02182	-.09881	-.00144	1.00000	
VAR059	.45559	.31269	.23100	.51051	.54457	-.08828	.06164	.07805	.22809	1.00000

APPENDIX G

TABLE G.1

BEM SEX ROLE INVENTORY:  
MASCULINE SCALE CORRECTED ITEM-TOTAL CORRELATION  
ALPHA IF ITEM DELETED

## APPENDIX G

TABLE G.1

BEM SEX ROLE INVENTORY: MASCULINE SCALE CORRECTED ITEM-TOTAL  
CORRELATION, ALPHA IF ITEM DELETED

<u>ITEM</u>	<u>CORRECTED ITEM-TOTAL CORRELATION</u>	<u>ALPHA IF ITEM DELETED</u>
VAR001	.44933	.87009
VAR004	.45963	.87037
VAR007	.49480	.86897
VAR010	.47408	.87002
VAR013	.63125	.86392
VAR016	.57345	.86605
VAR019	.46298	.86960
VAR022	.26254	.87729
VAR025	.71728	.86082
VAR028	.43624	.87046
VAR031	.45360	.87011
VAR034	.42226	.87090
VAR037	.52091	.86755
VAR040	.27324	.87611
VAR043	.65441	.86311
VAR046	.59478	.86481
VAR049	.68858	.86188
VAR052	.36706	.87280
VAR055	.26526	.87736
VAR058	.46734	.86960

## APPENDIX I

TABLE I.1

BEM SEX ROLE INVENTORY: FEMINE SCALE CORRECTED ITEM-TOTAL.  
CORRELATION, ALPHA IF ITEM DELETED

<u>ITEM</u>	<u>CORRECTED ITEM-TOTAL CORRELATION</u>	<u>ALPHA IF ITEM DELETED</u>
VAR002	.12871	.72045
VAR005	.14209	.71808
VAR008	.23800	.71597
VAR011	.43766	.69778
VAR014	.05943	.73189
VAR017	.46454	.69757
VAR020	.27638	.70862
VAR023	.56457	.68865
VAR026	.43204	.69815
VAR029	.38732	.70247
VAR032	.60979	.68698
VAR035	.49281	.69012
VAR038	.19884	.71972
VAR041	.51493	.69279
VAR044	.52792	.68686
VAR047	.05269	.73448
VAR050	.15133	.72053
VAR053	.09516	.73492
VAR056	.23768	.71198
VAR059	.49983	.69396



## APPENDIX K

TABLE K.1

BEM SEX ROLE INVENTORY: NEUTRAL SCALE CORRECTED ITEM-TOTAL  
CORRELATION, ALPHA IF ITEM DELETED

<u>ITEM</u>	<u>CORRECTED ITEM-TOTAL CORRELATION</u>	<u>ALPHA IF ITEM DELETED</u>
VAR003	.07945	.34096
VAR006	.27228	.28023
VAR009	.12280	.32958
VAR012	.03771	.35465
VAR015	-.11633	.38229
VAR018	.14520	.32001
VAR021	.04926	.34628
VAR024	.17096	.31100
VAR027	.01089	.35221
VAR030	.22350	.29110
VAR033	-.13171	.38007
VAR036	.06021	.34717
VAR039	.04762	.34678
VAR042	.17460	.30988
VAR045	.08916	.33933
VAR048	.00154	.36153
VAR051	.03969	.34977
VAR054	.13051	.32609
VAR057	.16191	.32053
VAR060	.12641	.32795

APPENDIX L

TABLE L.1

ASSESSMENT OF ADULT ADJUSTMENT PATTERNS:  
STAGE 5 CORRELATION MATRIX

APPENDIX L

TABLE L.1

ASSESSMENT OF ADULT ADJUSTMENT PATTERNS:  
STAGE 5 CORRELATION MATRIX

ITEM	V24	V41	V26	V27	V17	V18	V46	V47	V36	V37
V24	1.00000									
V41	.39800	1.00000								
V26	.35000	.01656	1.00000							
V27	.31017	.39701	.17391	1.00000						
V17	.40952	.29061	.11419	.29473	1.00000					
V18	.13811	.07599	.14048	.16169	.08997	1.00000				
V46	.40519	.26610	.32362	.22409	.25001	.27318	1.00000			
V47	.17236	.07603	.18578	.13436	.26036	.17897	.23778	1.00000		
V36	.41521	.27072	.20092	.19190	.24429	.25493	.28670	.24007	1.00000	
V37	.47812	.36916	.19724	.31979	.31578	.02115	.35044	.14063	.45070	1.00000
V10	.41082	.19732	.26443	.20508	.27586	.06779	.32941	.01561	.37736	.41075
V130	.37909	.23472	.38627	.40808	.23464	.22714	.39322	.09257	.24882	.34966
V132	.34853	.26377	.30473	.22415	.21878	.07942	.22068	.12308	.31685	.33087
V127	.48465	.27784	.32184	.35209	.28942	.17677	.31851	.23003	.32895	.43743
V128	.20128	.05396	.25173	.08734	.02033	.11721	.35067	.16251	.09716	.25050
V126	.09722	.12603	.32991	.07418	.20262	-.01252	.09854	.18053	.0245	.18214
V77	.04487	.08604	.31524	.08943	.17260	.2871	.28025	.00571	.26214	.29695
V78	.06659	.11457	.18963	.14387	.09670	.07737	.07883	.04689	.09107	.14130
V74	.31360	.19037	.32615	.13232	.16408	.23222	.26068	.12859	.17805	.33126
V124	.22390	.13847	.16557	.08844	.14502	.02810	.29128	.23257	.25132	.11695
V115	.24465	.17371	.25132	.13081	.08830	-.01280	.15135	.15849	.19199	.24024

APPENDIX L

CONTINUED

<u>ITEM</u>	<u>V24</u>	<u>V41</u>	<u>V26</u>	<u>V27</u>	<u>V17</u>	<u>V18</u>	<u>V46</u>	<u>V47</u>	<u>V36</u>	<u>V37</u>
V103	.18397	.31276	.13083	.35694	.33001	-.09179	.19134	.04690	.08708	.25804
V104	.17884	.28294	.14058	.23014	.15978	.02886	.26002	.11068	.22325	.26122
V112	.36264	.37457	.14942	.28858	.03858	.01130	.27273	.01174	.26690	.42113
V113	.14706	.15916	.11622	.19093	.07311	-.03553	.02892	.12066	.10378	.28946
V110	.12276	.08516	.11799	.20253	.11944	-.00207	.21632	.12945	.00691	.24781
V16	.18747	.19143	.23048	.18586	.27549	.39789	.38549	.09503	.20571	.15684
V58	.32184	.36864	.15733	.33256	.34613	.34854	.31978	.26479	.34174	.44614
V45	.21515	.06617	.23568	.16522	.17407	.15293	.29723	.24864	.06302	.29441
V70	.28650	.25962	.16077	.15524	.27163	.31103	.27838	.22009	.37817	.30414
V71	.27508	.20487	.31490	.17071	.18058	.38065	.27698	.12922	.32348	.17141
V72	.14692	.09806	.16338	-.00572	.17016	.23345	.20659	.12188	.25194	.21998
V42	.23871	.24642	.27745	.24174	.11555	.34262	.32112	.27734	.33387	.22951

115

<u>ITEM</u>	<u>V10</u>	<u>V130</u>	<u>V132</u>	<u>V127</u>	<u>V128</u>	<u>V126</u>	<u>V77</u>	<u>V78</u>	<u>V74</u>	<u>V124</u>
V10	1.00000									
V130	.38373	1.00000								
V132	.29386	.28666	1.00000							
V127	.41222	.50962	.28255	1.00000						
V128	.22363	.35942	.17912	.32749	1.00000					
V126	.12165	.18737	.25550	.25975	.19232	1.00000				
V77	.12870	.31984	.14332	.35377	.34381	.40081	1.00000			
V78	-.03539	.14675	.06968	.12846	.26575	.42045	.52727	1.00000		

## APPENDIX L

## CONTINUED

<u>ITEM</u>	<u>V10</u>	<u>V130</u>	<u>V132</u>	<u>V127</u>	<u>V128</u>	<u>V126</u>	<u>V77</u>	<u>V78</u>	<u>V74</u>	<u>V124</u>
V74	.09697	.28791	.25681	.35653	.38233	.65054	.44139	.35276	1.00000	
V124	.25512	.19996	.10327	.31462	.31308	.01153	.16506	.02934	.08915	1.00000
V115	.20517	.27282	.11687	.39373	.36118	.24057	.15980	.04860	.22559	.13590
V103	.14352	.21162	.12902	.29731	.17399	.18363	.20622	.10213	.11663	.03933
V104	.17320	.32037	.29551	.41109	.27321	.10076	.15535	.02036	.15076	.23045
V112	.23110	.22466	.23476	.39459	.26133	.11586	.25254	.00421	.14754	.20840
V113	.03014	.14422	.20588	.26941	.26923	.08068	.19282	.05029	.13726	.08624
V110	-.05435	.05644	.11556	.18281	.14568	.18500	.15800	-.01442	.16996	.02225
V16	.20338	.23163	.18703	.29283	.26686	.26765	.34934	.22027	.26261	.18662
V58	.31545	.35919	.13785	.40740	.13455	.19887	.27259	.06715	.19985	.17794
V45	.20670	.18711	.04390	.33720	.44792	.04773	.24306	.04773	.25275	.35433
V70	.33095	.27428	.35506	.46135	.31190	.25068	.35000	.06837	.29257	.22390
V71	.24206	.31259	.23422	.33566	.21290	.11832	.20012	-.04302	.22427	.20163
V72	.12803	.29944	.13862	.27419	.06834	.03023	.13237	-.14289	.06144	.06824
V42	.21408	.30060	.23313	.41985	.17548	.04073	.16903	0	.16364	.35313
<u>ITEM</u>	<u>V115</u>	<u>V103</u>	<u>V104</u>	<u>V112</u>	<u>V113</u>	<u>V110</u>	<u>V16</u>	<u>V58</u>	<u>V45</u>	<u>V70</u>
V115	1.00000									
V103	.33302	1.00000								
V104	.37264	.38834	1.00000							
V112	.37571	.43391	.48276	1.00000						
V113	.30797	.36272	.35063	.40772	1.00000					
V110	.23146	.42063	.19329	.22941	.21678	1.00000				

APPENDIX L

CONTINUED

<u>ITEM</u>	<u>V115</u>	<u>V103</u>	<u>V104</u>	<u>V112</u>	<u>V113</u>	<u>V110</u>	<u>V16</u>	<u>V58</u>	<u>V45</u>	<u>V70</u>
V16	.23129	.24939	.19463	.28498	.10233	.16317	1.00000			
V58	.16825	.16502	.25336	.34644	.02802	.15435	.28008	1.00000		
V45	.15819	.10723	.16244	.24994	.05941	.13623	.21515	.29831	1.00000	
V70	.26919	.19850	.39683	.32352	.23743	.14691	.26439	.52857	.26920	1.00000
V71	.17518	.11047	.37505	.24555	.04554	.06689	.29160	.45627	.24282	.55032
V72	.27260	.19670	.27198	.33170	.05344	.14172	.28911	.31752	.13561	.30541
V42	.18710	.07040	.27728	.17368	.09766	.06890	.29380	.38884	.41216	.40846
<u>ITEM</u>	<u>V71</u>	<u>V72</u>	<u>V42</u>							
V71	1.00000									

APPENDIX M

TABLE M.1

ASSESSMENT OF ADULT ADJUSTMENT PATTERNS:  
STAGE 5 CORRECTED ITEM-TOTAL CORRELATION  
ALPHA IF ITEM DELETED

## APPENDIX M

TABLE M.1

ASSESSMENT OF ADULT ADJUSTMENT PATTERNS:  
STAGE 5 CORRECTED ITEM-TOTAL CORRELATION  
ALPHA IF ITEM DELETED

<u>ITEM</u>	<u>CORRECTED ITEM-TOTAL CORRELATION</u>	<u>ALPHA IF ITEM DELETED</u>
V24	.55689	.89502
V41	.41897	.89718
V26	.44451	.89675
V27	.41978	.89707
V17	.40169	.89737
V18	.25835	.89976
V46	.53241	.89626
V47	.29798	.89904
V36	.47287	.89615
V37	.57576	.89435
V10	.42493	.89699
V130	.56236	.89500
V132	.42617	.89696
V127	.68362	.89184
V128	.46650	.89629
V126	.37726	.89815
V77	.48162	.89599
V78	.22320	.90074
V74	.48200	.89598



APPENDIX M		
CONTINUED		
<u>ITEM</u>	<u>CORRECTED ITEM-TOTAL CORRELATION</u>	<u>ALPHA IF ITEM DELETED</u>
V124	.33654	.89864
V115	.43526	.89682
V103	.40864	.89743
V104	.49059	.89582
V112	.51735	.89533
V113	.31868	.89896
V110	.27845	.89930
V16	.48236	.89614
V58	.55653	.89505
V45	.40901	.89728
V70	.59998	.89472
V71	.49037	.89611
V72	.35907	.89797
V42	.47558	.89620

APPENDIX N

TABLE N.1

ASSESSMENT OF ADULT ADJUSTMENT PATTERNS:  
STAGE 6 CORRELATION MATRIX

## APPENDIX N

TABLE N.1

ASSESSMENT OF ADULT ADJUSTMENT PATTERNS:  
STAGE 6 CORRELATION MATRIX

<u>ITEM</u>	<u>V247</u>	<u>V248</u>	<u>V245</u>	<u>V210</u>	<u>V170</u>	<u>V235</u>	<u>V151</u>	<u>V152</u>	<u>V153</u>	<u>V230</u>
V247	1.00000									
V248	.08817	1.00000								
V245	-.07686	-.21543	1.00000							
V210	.12612	.42908	-.29392	1.00000						
V170	.19119	.25250	-.12740	.19166	1.00000					
V235	.13366	.42803	-.33862	.61230	.22747	1.00000				
V151	.22118	.59599	-.32990	.45587	.19845	.44292	1.00000			
V152	.15026	.49791	-.21907	.48251	.53983	.46624	.41374	1.00000		
V153	-.04018	.38087	-.21543	.47754	.19719	.27313	.37201	.32796	1.00000	
V230	.04845	.41746	-.27433	.66504	.24802	.54399	.44446	.44842	.38979	1.00000
V160	.18121	.41864	-.29087	.49564	.26568	.51110	.51033	.47744	.30815	.54637
V179	.16112	.44927	-.13289	.41737	.44234	.26631	.25737	.61440	.34671	.46562
V180	.12544	.52995	-.34132	.53585	.20214	.41734	.50733	.42486	.38871	.47651
V198	.01654	.26377	-.23133	.60709	.24630	.38177	.33661	.39105	.35746	.56325
V208	.12845	.47324	-.19587	.65517	.23474	.49467	.53392	.43271	.43322	.54465
V185	.21862	.52590	-.31112	.69669	.21032	.62899	.60185	.56844	.29911	.58387
V193	.19268	.23984	-.24521	.35084	.08480	.39033	.33388	.23385	.10099	.36239
V204	.08346	.30338	-.27733	.49102	.04076	.36933	.38111	.28549	.27054	.48357
V135	.22630	.40171	-.25822	.33102	.06034	.38312	.46815	.30269	.38816	.36324
V238	.18049	.21923	-.34132	.37999	.13098	.45424	.39526	.31273	.20510	.37267
V240	.16608	.25959	-.25373	.29814	.13515	.41773	.37321	.25392	.17600	.41832

## APPENDIX N

## CONTINUED

<u>ITEM</u>	<u>V247</u>	<u>V248</u>	<u>V245</u>	<u>V210</u>	<u>V170</u>	<u>V235</u>	<u>V151</u>	<u>V152</u>	<u>V153</u>	<u>V230</u>
V236	.10157	.43218	-.27302	.50656	.20492	.45461	.52059	.33575	.47649	.56329
V244	.19897	.23386	-.11542	.12557	.31549	.40043	.21100	.29224	.17251	.16749
V155	.16662	.35758	-.17159	.32407	.15666	.23359	.36127	.30086	.41977	.35106
V231	.08808	.26155	-.30443	.29033	.18095	.25209	.30940	.18706	.12483	.30618
V172	-.05771	.10901	.07039	.19883	.05323	.13909	.13192	.16951	.10901	.11517
V173	.07728	.23502	-.02886	.35004	.20131	.30719	.25361	.26197	.27566	.31973
V174	.18439	.29802	-.19803	.32575	.07251	.23579	.40091	.18971	.19257	.30003
<u>ITEM</u>	<u>V160</u>	<u>V179</u>	<u>V180</u>	<u>V198</u>	<u>V208</u>	<u>V185</u>	<u>V193</u>	<u>V204</u>	<u>V135</u>	<u>V238</u>
V160	1.00000									
V179	.36469	1.00000								
V180	.35320	.32173	1.00000							
V198	.40515	.34278	.37298	1.00000						
V208	.52954	.30630	.50004	.53719	1.00000					
V185	.62151	.35231	.54530	.52387	.63326					
V193	.37816	.18838	.30227	.35540	.25139	.40086	1.00000			
V204	.35669	.29179	.31915	.30844	.36358	.44653	.40906	1.00000		
V135	.42348	.24401	.36197	.14759	.31661	.41668	.39812	.42065	1.00000	
V238	.38705	.26675	.33370	.28508	.21401	.36698	.47822	.44237	.34745	1.00000
V240	.42304	.23782	.23556	.36873	.23701	.39767	.35092	.39342	.34537	.44040
V236	.39706	.41978	.40015	.45438	.42972	.42922	.32082	.47062	.32218	.43182
V244	.18114	.21794	.17670	.14046	.19554	.23287	.19272	.16846	.25392	.28634
V155	.27944	.27236	.37505	.15896	.30698	.33904	.16388	.36816	.24783	.22503

APPENDIX N

CONTINUED

<u>ITEM</u>	<u>V160</u>	<u>V179</u>	<u>V180</u>	<u>V198</u>	<u>V208</u>	<u>V185</u>	<u>V193</u>	<u>V204</u>	<u>V135</u>	<u>V238</u>
V231	.24931	.33290	.12534	.28121	.27965	.28628	.33300	.44360	.22059	.29026
V172	.16919	.07774	.13559	.04042	.02853	.13321	.14113	.19573	.11145	.28955
V173	.22586	.25701	.26261	.12944	.25955	.23640	.08222	.33916	.26784	.21904
V174	.21610	.22559	.23419	.20461	.20595	.25669	.24141	.43239	.22882	.34725
<u>ITEM</u>	<u>V240</u>	<u>V236</u>	<u>V244</u>	<u>V155</u>	<u>V231</u>	<u>V172</u>	<u>V173</u>	<u>V174</u>		
V240	1.00000									
V236	.44115	1.00000								
V244	.39188	.24145	1.00000							
V155	.21844	.30506	.04828	1.00000						
V231	.32915	.33381	.17632	.32272	1.00000					
V172	.05950	.15759	.03977	.20858	.10924	1.00000				
V173	.05989	.22465	.21933	.31178	.16608	.29749	1.00000			
V174	.23425	.37371	.06505	.48746	.50891	.17834	.29536	1.00000		

APPENDIX O

TABLE O.1

ASSESSMENT OF ADULT ADJUSTMENT PATTERNS:  
STAGE 6 CORRECTED ITEM-TOTAL CORRELATION  
ALPHA IF ITEM DELETED

APPENDIX O  
TABLE O.1  
ASSESSMENT OF ADULT ADJUSTMENT PATTERNS:  
STAGE 6 CORRECTED ITEM-TOTAL CORRELATION  
ALPHA IF ITEM DELETED

ITEM	CORRECTED ITEM-TOTAL CORRELATION	ALPHA IF ITEM DELETED
V247	.21889	.90489
V248	.60280	.89742
V245	-.37510	.91739
V210	.71691	.89619
V170	.35662	.90282
V235	.65316	.89749
V151	.65733	.89682
V152	.63436	.89678
V153	.48603	.89970
V230	.69625	.89579
V160	.64172	.89731
V179	.55048	.89841
V180	.58435	.89794
V198	.53811	.89864
V208	.63137	.89690
V185	.72644	.89568
V193	.46941	.90004
V204	.57524	.89851
V135	.52107	.89904

APPENDIX O		
CONTINUED		
<u>ITEM</u>	<u>CORRECTED ITEM-TOTAL CORRELATION</u>	<u>ALPHA IF ITEM DELETED</u>
V238	.53887	.89876
V240	.49984	.89945
V236	.64552	.89698
V244	.35866	.90325
V155	.47476	.90000
V231	.43132	.90077
V172	.22200	.90583
V173	.41175	.90109
V174	.44336	.90062



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