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*ADULT FRIENDSHIP PATTERNS
AND THEIR RELATIONSHIP
TO ERICKSON'S EPIGENETIC DEVELOPMENTAL THEORY*

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ADULT FRIENDSHIP PATTERNS

AND THEIR RELATIONSHIP

TO ERIKSON'S EPIGENETIC DEVELOPMENTAL THEORY

By

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ABSTRACT

ADULT FRIENDSHIP PATTERNS AND THEIR RELATIONSHIP
TO ERIKSON'S EPIGENETIC DEVELOPMENTAL THEORY

By

Joseph H. Kalikow

The purpose of the study was to explore male-female differences in friendship styles and friendship satisfaction, to explore the relationship between friendship style and satisfaction, and to examine the role of developmental cycle in the process of adult friendships. Friendship style was examined in regard to emotional, intellectual, and activity-oriented relationships. Developmental cycle was examined using Erik Erikson's theory of ego development.

Developmental cycle was examined and measured by the Assessment of Adult Adjustment Patterns, an objective self-report research measure designed to operationalize Erikson's theory of ego development. To examine friendship style and friendship
satisfaction, the Assessment of Adult Friendship Patterns was developed, also a self-report research measure.

To conduct the study, ninety-two volunteers ages 22-30 were recruited from Michigan State University graduate

classes. Volunteers responded to the research packet at home, and returned the packet by mail during the following weeks.

Results of the data analysis supported the hypothesis that females would score higher for emotional style friendships than would males. The results did not support hypothesis for male-female differences for intellectual or activity style friendships, nor for differences in friendship satisfaction.

A significant relationship between friendship style and friendship satisfaction was not found for males. For females a statistically significant relationship was found between friendship satisfaction and all three friendship styles. The relationship between intellectual and emotional styles and friendship satisfaction present practical significance as well.

The results supported a positive relationship, for males, between friendship satisfaction and high scores for developmental stages 1 (trust vs. mistrust), and 2 (autonomy vs. shame and doubt). For females a positive relationship was found between friendship satisfaction and stages 1 and 3 (initiative vs. guilt).

For males, results did not support a relationship between development stages and activity or emotional

friendship styles. A positive relationship was found between intellectual friendship style and developmental stages 5 (identity vs. identity confusion), and stage 6 (intimacy vs. isolation).

Females did not present significant relationships between developmental cycle and activity and intellectual style friendships. A positive relationship was found between emotional style friendship and stage 1 (trust) development.

DEDICATION

To Alice and Sarah

ACKNOWLEDGMENTS

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CHAPTER I

PROBLEM, THEORY, AND REVIEW OF LITERATURE

Statement of Problem

Friendship is generally recognized as an important part of adult life and can be realized in numerous patterns and styles of relationships. Along with these basic differences in friendship patterns are the issues of maintenance of friendships and level of satisfaction with these relationships.

Current research presents many adults as having difficulty establishing and maintaining friendships to their own satisfaction. Research indicates that males and females often relate to friends in different styles and patterns and also differ in their satisfaction levels with friendships. There are indications that developmental cycle often plays an important role in friendship patterns and satisfaction. Individuals bring different capacities to relate and differing needs to friendships, and are also molded by socialization of sex roles. With friendship recognized as having significant impact and influence on quality of life, a further examination of friendship patterns and satisfaction appear important.

Purpose of the Study

The purpose of this study was to explore male-female differences in friendship style and friendship satisfaction, and to examine the role of developmental cycle in the process of adult friendships. The study also examined the relationship between friendship style and friendship satisfaction.

Friendship was examined with regard to three different styles of relating and for satisfaction. These styles were Emotional, Intellectual, and Activity oriented friendships. Developmental cycle was examined according to Erik Erikson's theory of ego development. Styles of friendship and satisfaction were examined, and comparisons were made for male-female differences and for relationship of friendship variables to developmental cycle.

Erikson's theory was chosen as an appropriate developmental model based on his focus on ego development throughout the life span and the importance given to social and cultural influences. Friendship style and satisfaction encompass both internal desires and abilities in combination with social, environmental influences. In this study developmental cycle was examined as the individual's developmental capacity for establishing and maintaining different styles and satisfactions of adult friendships. Erikson's model, an eight stage epigenetic theory of ego

development, describes psychological development from birth to death, encompassing social and cultural influences as well as psychoanalytic theory.

Friendship style and friendship satisfaction were measured by the assessment of Adult Friendships. Developmental Cycle was examined in the model defined by Erikson and measured by the Assessment of Adult Adjustment Patterns (AAAP), and objective self report research measure designed to operationalize Erikson's theory. (Both research measures are discussed in detail in Chapter II.)

Friendships were examined in relation to the patterns and styles they take and the satisfaction with how the individuals' friendships have been established and maintained. The purpose of this study was to explore the relationships between individuals' styles of friendships, satisfaction with friendship, and developmental cycle.

Theory

Developmental Theory Overview

This section will present different aspects of developmental theory, then Erikson's theory will be presented in greater depth.

Erik Erikson's theory of personality is an extension of classical Freudian thought, with increased focus on the ego and social environment.

Freud generally focused on the period of infancy and childhood and on the instinctive, unconscious focus guiding human

behavior. Freud's developmental stages were most specific and detailed in defining infancy and earlgy childhood, with stages encompassing: oral (ages 0-1), anal (1-2), phallic (2-5), latent (5-12), and genital (12 on).

Other developmental theorists have explored other aspects of human personality, focused on different aspects of life. Maslow (1968) developed a five-tier hierarchy of needs, safety and security needs, need for belongingness and love, self-esteem needs, and self-actualization needs.

Super (1957) developed a five-stage theory of career development covering adolescence to middle adulthood. These stages include: Crystallization (14-18), with focus on awareness of choices and requirements; Specification (18-21), with focus on training or low level job entrance; Implementation (21-24), with focus on specialized training or mid-level entry; Stabilization (25-33), with emphasis on establishment and achievement; and Consolidation (35 and up), focused on attainment of higher status or revision of choice.

Levinson (1978) focused on male development during adulthood, identifying eight stages between late adolescence (17-22) and middle adulthood (55-60). Levinson paid

attention to the numerous "transactions" that take place, exploring the continual process of growth stability and change.

Havighurst (1972) has explored human development from infancy to old age, believing developmental tasks have a biological, psychological, and sociocultural basis. Havighurst believes each developmental task has a primary time for expression.

For the period of middle adulthood (ages 20-40), which includes the sample of this study, Havighurst has outlined eight primary developmental tasks. He also feels that at this time individuals must face life's most important tasks with the least social support. These tasks include:

1. Selecting a mate
2. Learning to live with marital partner
3. Starting a family
4. Rearing children
5. Managing a home
6. Starting a career
7. Taking on civic responsibility
8. Finding a social group

Havighurst (1972) stated that tasks "arise at or about a certain period in the life of the individual, successful achievement of which leads to happiness and to success with later tasks, while failure leads to unhappiness in the individual, disapproval by society, and difficulty with later tasks."

These theories help to define the context, or life space, within which the establishment and maintenance of adult friendships takes place. Friendship is both internal

and social, exists throughout life in some form, develops in different styles, and relates to many aspects of our lives.

Erikson's developmental theory appears to be appropriate for studying friendship styles and levels of satisfaction. Erikson explores in depth both the development of internal needs and capacities, and how the individual is affected by and interacts with societal forces. Erikson explores development throughout life, examines many aspects of the ego and unconscious forces, and encompasses social and environmental influences. Erikson's theory addresses potential differences in what individuals need and want from friendship, how they are able to relate and interact, and their satisfaction with how well friendships meet their needs.

Erikson's Developmental Theory

Erik Erikson's theory of personality is an extension of classical Freudian thought, with emphasis on the development ofthe ego in its own right. Ego development is seen as occurring in a systematic manner along with physical, psychological, and social changes.

Erikson viewed ego development in eight stages, with each stage taking place during a certain biological age and involving the ego facing a central crisis. Erikson saw these stages as being successive, each enabling the person to develop more complex behaviors and more complex ways of relating to others and to society.

The degree of successful resolution of each stage affects both the behavior of the person and also the subsequent resolutions of later stages. Erikson believed that the individual will face the ego crisis of each stage in turn, regardless of the degree of resolution to previous stages. Unsuccessful resolution of previous stages will hamper successful resolution of present and future developmental crisis but will not change the time or order in which they will be found.

The resolution of the ego conflicts of the development stages determines the health of the adult personality. The following is a review of the eight ego stages of development:

I. Trust-Mistrust (Hope). Age: 0 - 1 1/2

Trust is learned from the child being able to rely on the consistent meeting of needs by the primary caretakers. This sameness and consistency of caretaking enables the child to develop the capacity to deal with one's own urges. Feelings of optimism and faith can result from this reliable caretaking, while mistrust can occur when caretaking is more often unreliable and inconsistent.

II. Autonomy-Shame and Doubt (Will). Age: 1 1/2 - 3

The child learns autonomy by being able to hold on and let go without negative consequences. Autonomy develops from the child's developing decision making, choices, and

judgments. Shame and doubt occur when the child is prevented from making and following through on these choices and judgments.

III. Initiative-Guilt (Purpose). Age: 3 - 5

Initiative is learned as the child freely thinks and acts without guilt or fear of punishment. The child can learn to make decisions and follow through rather than experience guilt or the desire to withdraw.

IV. Industry-Inferiority (Competence). Age: 5 - 12

These issues center on the child's producing things and the recognition received from family and peers: industry being learned from positive recognition, and inferiority experienced from negative responses or being ignored.

V. Identity-Role Diffusion (Fidelity). Age: 12 - 18

This is the central crisis of adolescence, with the careers of personal and occupational roles. Adolescents look to understand themselves in the context of strong peer group identity. Issues are dominant personality characteristics and a continuity between past and present feelings about self.

FIGURE 1.1

SUMMARY OF ERIKSON'S EPIGENETIC MODEL

1. <u>Trust-Mistrust (Hope)</u>
   Age: 0 - 1 1/2

   Mutual recognition vs.   Ease of feeding
      autistic isolation   Depth of sleep
   Capacity for faith   Relaxation of bowel
   Oral incorporative   Let mother out of sight
      & sadistic   Rely on sameness,
   Assured reliance on parent's   consistency, constancy
                                       Trust self to cope with
                                          bodily urges
                                       Basic faith in existence,
                                          law & order

2. <u>Autonomy-Shame & Doubt</u>   (will)
   Age: 1 1/2 - 3

   Willing to be oneself   Control from outside is
   Holding on - letting go   firmly reassuring
                                       Stand on own feet
                                       Guidance gradually
                                          encourages independent
                                          choice

3. <u>Initiative-Guilt</u> (Purpose)
   Age: 3-5

   Anticipation of roles vs.   Pleasure in conquest
      inhibition   Self-Observation
   Motor movement   Self-Guidance
   Intrusive (phallic) mode   Self-Punishment
   Rivalry without those there   Sense of Responsibility
   Conscience (family)   Obedience

4. <u>Industry-Inferiority (Competence)</u>
   Age: 5-12

   Task identification vs. sense   Win recognition by
      of futility   producing things
   Sublimation of drives   Renunciation of wish to
   I am what I make work   live forever in the
   Identification   family
   Trust of adults (other than   Apply self to tasks
      parents)   Perseverance, diligence
                                       Submit to instruction
                                       "What works?"

5. <u>Identity-Confusion</u> (Fidelity)
   Age: 12-18

Trust in peers	Fidelity tests
Occupational search	Cliques-heroes
Identification with heroes	Stereotyping self
Social group pressures	Ideological mind
Ideological thought	Rituals, creed, programs
	Molding identity

6. <u>Intimacy-Isolation</u> (Love)
   Age: 18-30

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

7. <u>Generativity-Stagnation</u> (Care)
   Age: 30-45

Maturity	Belief in the species
Establishing & guiding next generation	Charity
Productivity & creativity supplements but doesn't replace generativity	

8. <u>Integrity-Despair</u> (Wisdom)
   Age 45+

Order & meaning
Acceptance of one's life cycle
Acceptance of others 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 F. Robert Wilson and William W. Farquhar,1977

VI. Intimacy-Isolation (Love). Age: 18 - 30

Intimacy is learned as the individual is able to commit him/herself to another, despite the risk of being hurt, and can experience warmth and closeness. The fear of ego loss can prevent this contact, with the resultant feelings of isolation.

VII. Generativity-Stagnation (Care). Age: 30 - 45

The issues here are the interest in guiding and caring for the next generation, widening one's perspective for intimacy and productivity resulting in generativity. Stagnation occurs when the individual maintains a narcissistic view of the world and ceases to be productive or caring.

VIII. Ego Integrity-Despair (Wisdom). Age: 45+

Positive resolution involves the acceptance of one's own life and death, resulting in a sense of integration and wisdom. Despair occurs when there is regret, an inability to see meaning in one's life, and a denial of death.

While each stage involves specific ego conflicts and issues, some form of each crisis exists at other times. We are presented with these conflicts before their age-related time of centrality and continue to engage unresolved conflicts after their time.

Review of Literature

Friendship encompasses a wide variety of relationships and patterns, both at specific time of life and throughout our lives. While there are many definitions of friendship, common themes that repeatedly appear are: (a) feelings and exchanges of affection and intimacy; (b) mutuality and equality; (c) sharing of ideas, interests and activities; (d) trust; and (e) a desire to be together (Brain, 1976; Babin, 1967; Peters, 1974; Reisman, 1979).

A combination of both internal and external factors affect, at any given time, the slope and form that these friendships will take. Among these are the status of other intimate and casual relationships, family situations, and work or school environments. In addition, an important factor is the individual's internal state, self-concept, goals and desires, and developmental capacity for forming and maintaining relationships.

The time of early adulthood, including ages 22-30, is often a time of transition for these influences. While family and career changes are often apparent, also guiding the patterns of relationships are developmental changes, including the capacity for intimate relationships of various types, one of which is friendship.

Resolution of the ego conflicts, in Erikson's model, will be viewed as influencing the individual's desires for certain kinds of friendship and their capacity to act upon

those desires. The ego conflicts have been shown to influence interpersonal relationships and cannot only affect what is sought in relationships, but also what the individual can establish and maintain. In that sense, development cycle can represent an individual's capacity to engage in different types and styles of friendships.

Childhood Friendships

It is generally believed that young children begin to act in a social manner with other same age children early in the second year of life. Initially these interactions and relationships take place in a one-to-one context and rarely in a larger group. Usually by ages 3-4, some play takes place in larger groups and "group belonging" becomes a concern (Rubin, 1980).

Children aged 2-3 begin to show preferences for specific individuals, the beginning of "voluntary paired relationships" (DuBois, 1974). This appears equally true for both males and females.

Many believe that by age 3, friendship becomes an important part of the child's life. Children present a desire to be with other children, even if the play often is independent of each other. Children at age 3 show positive responses to some of these relationships, and there is evidence of "suffering and compensatory fantasies" in children who lack peer relationships (Reisman, 1979).

Children aged 3-7 tend to view as friends whoever their playmates at the current moment are, although they do also maintain enriching relationships. Friendships during this stage are those of "momentary playmateship, where friends are valued for their material and physical attributes, and defined by proximity." (Selman and Selman, 1979).

During ages 3-4 children develop preferences for same sex playmates, with sex segregation becoming almost complete by age 10. Parents also seem to play a major role in encouraging same sex playmates (Rubin, 1980).

In friendships, for the first time children learn to relate to others as equals and to compare themselves with others. They learn in a sense to change their own development, and friendships often serve as a spur to development. The children learning much that is new, both about themselves and their environment. A major function therefore of childhood friends is to encourage development. Friends help children to separate and to begin to develop some independence from their parents (Reisman, 1979). Between ages 6-8, children gradually change from preferring to be with parents to preferring to be with friends. At this time children also begin to view some friends as closer and more important than others.

Rubin (1980) believes that friendships and the larger friendship group plays a vital transitional role during late childhood, age 9-12. Children are very dependent on each

other for learning and new development. "At a time when children must leave the safety of the family, a group of friends can play a valuable supportive role, especially in the domains of sexual and emotional development." (Rubin, 1980)

Between ages 6-12 children learn to see relationships as reciprocal, not simply a matter of what they can receive. Friendship begins to include development of a concern for the thoughts and feelings of others, although self-interest tends to remain primary (Selman and Selman, 1979). There is also intense pressure during this period to conform and for members of the friendship groups to be similar.

Late childhood is also a time when sex differences become more noticeable. Girls are more likely to relate in small groups or one-to-one, while boys tend to engage in larger group activities. Girls are more open about showing their feelings and affections openly. Girls also appear to have a more difficult time separating from home. The need for intimate relationships appears to develop later for boys (Brenton, 1975).

Girls are more interested in intimate friendships, often maintaining numerous separate one-to-one relationships. Boys often appear concerned with "dominance hierarchies" and fitting themselves into the larger group. Boys present more

open competitiveness, and girls more open intimacy. There is some evidence that boys' friendships are more lasting and stable, although less intimate.

Childhood friendships often develop qualities for societal roles. Girls learn nurturance and emotional expression, boys learn to develop skills and operate within a larger social structure (Sommer, 1978).

Adolescent Friendships

Adolescence is a time when relationships with friends take an increased importance as movement away from the family accelerates. During this transition from childhood to adulthood, the striving for independence increases, with increased dependence placed on the peer group. Adolescents desire to be involved with people of similar age and with similar concerns and uncertainties (Skulman, 1987). This is also a period of strong needs for conformity and belonging to one's peer group.

Early adolescence begins a shift away from viewing friendship from the point of view of self-interest, to looking at friendships more as collaborative, neutral relationships (Selman and Selman, 1979). "Friends share feelings, help each other to resolve personal and interpersonal conflicts, and help each other to solve personal problems."

Peer group involvement tends to intensify for both males and females throughout early adolescence. At about age 16 males tend to level off their peer involvement, while many females reduce peer involvement (Floyd and Smith, 1982).

An important function of adolescent friendship is the positive support it can provide for self-esteem. As the primacy of the peer group increases, friendship provides a vital testing ground for thoughts and feelings about self, relationships, and the greater societal environment. This is a period of expansion for both intimacy and acceptance.

In adolescent friendships females present more frequent and intense sharing of personal information. Females also present more frequent open expressions of intimacy and affection, while these become increasingly "taboo" for many males. Inexpressiveness can become predominant for males, learning that the open expression of emotion is not part of the male role, although recent years has seen some change in this area.

Females appear to develop truly intimate relationships with friends during adolescence, while males often use friends and peer groups to establish independence and separate from family (Richmond - Abbott, 1979).

For females, late adolescence often presents an increased sharing of thoughts, feelings and experiences, and a generally enhanced experience of intimacy. Males often

report many similar thoughts and feelings about intimacy, but are less likely to express these openly or to demand closeness from their friends.

Cross-sex friendships often become confusing and problematic with the emergence of adolescent sexuality and romantic interest. The development of romantic involvement for many adolescents is both intense and confusing enough to preclude involvement with friends. Researchers hypothesize that the period of intense romantic involvement during late adolescence is for many the period of least involvement with friends during the full life cycle.

Late adolescence and early adulthood becomes a time for learning to balance the needs of romantic involvement and the need for friendship. During these times, romance and friendship are weighed against the needs and demands of education, family, and career, as each individual works toward his own resolution of various needs and demands.

Adult Friendships

A number of studies have looked at friendship patterns and styles in relation to Erikson's model, focusing on the stages of Identity and also Intimacy (Orlofsky, Marcia, and Lesser, 1973; Orlofsky, 1975; Tesch and Whitbourne, 1982).

"Identity achievement subjects were generally found to have successful, mature, intimate relationships," in contrast to those who had not yet successfully resolved the stage of intimacy. The relationships of the latter group tended to be

more casual and to lack depth. These relationships included both friendships and heterosexual love relationships (Orlofsky, Marcia, Lesser, 1973).

The Orlofsky study also found that those who were most intimate were also most autonomous. The authors felt the study supported their hypothesis that "favorable resolution of the intimacy-isolation crisis is related to successful resolution of the identity crisis," and that the results of these resolutions can be observed in the interpersonal relationships of these people.

"Subjects high in intimacy status share a greater degree of mutual knowledge and understanding," than low-level intimacy status subjects (Orlofsky, 1975). The author delineated two factors which he felt contributed to these relationships. He felt these were: a) the ability to understand and be sensitive to thoughts and feelings, and b) the willingness to be open and share important thoughts and feelings openly.

Both these studies show significant differences in relationships for subjects who have achieved greater resolution of the ego conflict of Intimacy-Isolation.

Tesch and Whitbourne (1982) found that "a well-developed identity facilitates the establishment of intimate relationships." The authors felt their results supported the

theory that resolution of Identity would assist the resolution of Intimacy, and that these resolutions would affect the interpersonal relationships found.

Subjects high in ego identity scored higher on a paper-and-pencil measure of intimacy, but they were not researched as to whether they were engaged in significantly different relationships than those with lower ego identity (Simmons, 1969).

Successful resolution of the intimacy-isolation conflict may be closely related to resolution of the ego stages of trust, autonomy, and identity, as found in one study (Yufit, 1956). Yufit also found the relationships of the "isolate" to be "formal, lacking in warmth and spontaneity."

A majority of women reported they had a close friend with whom they openly discussed intimate feelings. Women also overwhelmingly reported that they favored other women as close friends and confidantes (Block, 1980). Block states that women feel the essential components of friendship are emotional

openness and caring, with intellectual pursuits and activities playing a secondary role. Friendship seemed to play its least important role during early adulthood, coming in conflict with marriage, family, and/or career.

For men, many recall adolescence as the last time they had an intense same-sex friendship. While most men reported

not having a truly intimate male friend, most had many activity-oriented friends, or casual "convenience" friends. Ninety percent of males reporting close friendships were age 30 or over, with family and career again being the major obstacle in early adulthood (Block, 1980).

Block reports most men as wanting deeper, more intimate friendships but as being afraid to be open with other men, a fear often rooted in competitiveness. While men report most of their friendships as being with other men, they also report significant dissatisfaction.

Block speculates that perhaps a "lack of developmental readiness" accounts for this lack of intimate friendships.

Block found only 18 percent engaged in opposite-sex friendships, with 40 percent not even wanting to attempt such friendships. In addition, those engaged in opposite-sex friendships reported they found these relationships more difficult to establish and maintain than same-sex friendships.

Overall, Block found women's friendships to be more emotion-oriented, more open, and of greater satisfaction. Men felt more alone, more isolated, and that more of their friendship relationships were activity-oriented and lacking an emotional depth that they desired.

Similar findings were reported by Levinson et al. (1978), who studied adult men:

> In our interviews, friendship was largely noticeable by its absence. As a tentative generalization we would say that close friendships with a man or woman is rarely experienced by American men...A man may have a wide social network in which he has amicable, friendly relationships with many men and perhaps a few women. In general, however, most men do not have an intimate male friend of the kind that they recall fondly from boyhood or youth (Levinson et al., 1978)

A great lack of adult male friendships, with most existing friendships being casual or activity oriented and lacking in intimacy and depth, has been reported by Miller (1983).

The relationship between development in the areas of identity and intimacy and the formation of interpersonal relationships was studied by Kacuguis and Adams (1980). They found that "identity achievement males and females were observed to have more deep and committed intimate relationships than their diffused, foreclosed, or moratorium peers." They also found greater intimacy resolution in those subjects with greater identity resolution. Finally, the authors report that occupational identity was the strongest predictor of identity/intimacy development for more intimate relationships. The subjects who had increased developmental intimacy resolution were able to form more significant interpersonal relationships.

Young adulthood appears to be a time of diminished contact with friends, supplanted by marriage, family, and career. Along with this is a change in expectations for friendships, affected possibly by needs being met or created by new social and

interpersonal roles. In addition, this can be seen as a critical period in the determination of what directions friendship patterns may take (Phillips and Metzger, 1976).

In the age group 25-50, women report more friendships as opposed to "collegial relationships" or workmates. Women's friendships are noted for shared intimacies, self-revelation, nurturance, and emotional support. Men's friendships appear marked by shared activities, talk of work, information, sports, and "sexual exploits" (Rubin, 1986).

Rubin describes men's interactions as emotionally contained and controlled, believing that men learn "to do together, not be together." As boys, they learn to be emotionally controlled, to not cry, although they learn to receive nurturance. Girls are trained to express themselves emotionally and to provide nurturance.

Men often report a greater number of friends than do women, although men are also more likely to minimize the importance of friendships. Men appear more willing to call "friend" a larger group with whom they have contact, while women appear more selective in referring to "friend" (Fischer, 1977; Rubin, 1986).

Consistent differences appear in the research concerning friendships for males and females. There are also frequent reports of dissatisfaction with current friendships. Females in general appear to report more friendships based on the sharing of feelings, while males appear to focus friendship more on the sharing of activities and information. Male friendships would

appear to involve less intimacy and emotional sharing. Males also tend to report a greater incidence of dissatisfaction with their current friendships. Research also appears to support the concept that when individuals have the "developmental" capacity for emotional closeness and sharing, they tend to report increased frequency of emotionally open relationships and also increased friendship satisfaction.

SUMMARY

Current research presents numerous patterns of adult friendships and the influence and impact of friendship on the quality of adult life. Important differences in friendship styles appear to exist between men and women relative to the friendships they want and the friendships they believe they have. There is also evidence of many different levels of dissatisfaction with existing friendships.

Support for a relationship between developmental cycle, friendship styles, and satisfaction has been presented. Developmental cycle appears to influence both what is desired in friendship and interpersonal relationships, and also the individual's ability to successfully establish and maintain the relationships they desire. Current research supports these trends, although the body of research is not extensive or conclusive, often observing and reporting on these issues. This study, by use of the included instruments, has attempted to examine these issues in greater depth and specificity.

This study attempted to examine adult friendships, to explore differences in friendship styles and satisfaction for males and females, and to further explore the relationship between friendship patterns and developmental cycle.

CHAPTER II

DESIGN OF THE STUDY

OVERVIEW

This study was designed to examine adult friendship styles and satisfaction, to investigate male-female differences in friendship patterns, and to explore the relationship between friendship patterns and developmental cycle.

Volunteer subjects were recruited from Michigan State University graduate school classes. The age range of subjects was limited to 22-30 years old. This range was selected to place all subjects in Erikson's stage 6, Intimacy vs. Isolation. All subjects would then be working on similar developmental issues, and will have engaged the ego conflicts of stages 1-5. There were no subjects from the youngest part of stage 6 (18-21). This was to eliminate the first years of stage transition and provide a sample more consistent for developmental level.

Developmental cycle was examined in the model defined by Erikson, and measured by the Assessment of Adult Adjustment Patterns (AAAP). The AAAP is an objective, self-report research measure designed to operationalize Erikson's theory of ego development.

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The Assessment of Adult Friendship Patterns was developed for this study, to explore friendship styles and levels of satisfaction.

The design of the study was descriptive in nature, examining friendship patterns and their relationship to developmental cycle, with no attempt to determine causality.

UNIVERSITY AUTHORIZATION

A summary of the study and a request to ask for volunteers in Michigan State University classes was approved by the University Committee on Research Involving Human Subjects (UCRIHS).

The request presented to UCRIHS proposed that answer sheets would be picked up in classes during the follow 2-3 weeks. The committee required that answer sheets be mailed back, feeling this was necessary to ensure complete confidentiality.

The consent form included in the research packet assured that volunteers understood the purpose of the study, the conditions of their participation, and were giving informed consent. (See Appendix A).

PROCEDURE FOR DATA COLLECTION

Graduate classes were selected to ask for volunteers due to the 22-30 year old age requirement for subjects. Instructors in the following departments/schools were

contacted and responded positively; Counseling, Educational Psychology, and Special Education (CEP); Health Education, Counseling Psychology, and Human Performance (HCP); Social Work; and Finance and Classes with high enrollment were given priority. See table 2.14 for department groupings.

The study was briefly explained to the instructors and 5-10 minutes of class time requested. Class times were arranged over a two week period.

TABLE 2.1

SUBJECTS GROUP ACCORDING TO DEPARTMENT

Department/School	f	%	Response Rate by Department
Counseling, Educational Psychology, and Special Education (CEP)	18	19.6	60%
Health Education, Counseling Psychology, and Human Performance (HCP)	36	39.1	56%
Social Work	21	22.8	62%
Finance and Insurance	17	18.5	65%

A brief explanation of the study was presented to the classes, with an emphasis on what participation would involve. Questions were answered to clarify issues without contaminating the research.

Volunteers were given all materials in stamped, addressed envelopes. They were requested to return by mail all contents regardless of whether completed or not, so that

materials could be reused if necessary. Volunteers were requested to return packets within a two week period.

Classes were revisited three weeks later. Volunteers were reminded to return their packets whether completed or not.

One hundred fifty-four packets were given out. About two-thirds were returned fully completed, while about one quarter were not returned (Table 2.2). All ninety-two fully completed packets were used in the data analysis.

Table 2.2

RETURN RATE OF PACKETS

Return Rate	N	%
Returned fully completed	92	60
Returned partially completed	2	1
Returned with no responses	18	12
Not returned	42	27

SAMPLE

The sample consisted of 92 graduate class students at Michigan State University.

Subjects ages are presented in Table 2.3, ranging from 22-30. Overall 65% of the subjects were ages 22-25.

TABLE 2.3

AGE OF SUBJECTS

Age In Years	f	%
22-23	31	33.7
24-25	29	31.5
26-27	13	14.1
28-29	12	13.0
30	6	6.5
No response	1	1.1

Table 2.4 presents the sex of the subjects, 67% female and 32% male.

TABLE 2.4

SEX OF SUBJECTS

Sex	f	%
Male	29	31.5
Female	62	67.4
No response	1	1.1

Subjects grouped according to race are presented in Table 2.5. Caucasians represent 89% of the sample, Asian (5%), Black (2%) and Hispanic (1%).

TABLE 2.5

RACE OF SUBJECTS

Race	f	%
Asian	5	5.4
Caucasian	82	89.1
Black	2	2.2
Hispanic	1	1.1
Other	1	1.1
No response	1	1.1

The marital status of subjects is displayed in Table 2.6 Overall, 24% of subjects were married while 73% were single.

TABLE 2.6

MARITAL STATUS

Marital Status	f	%
Married	22	23.9
Single	67	72.8
Separated	0	0
Divorced	2	2.2
No response	1	1.1

Table 2.7 presents the number of children the subjects have. 91% of subjects report having no children.

TABLE 2.7

NUMBER OF CHILDREN

Number of Children	f	%
0	84	91.3
1	5	5.4
2	1	1.1
irrelevant response	1	1.1
no response	1	1.1

The level of educational program of the subjects is presented in Table 2.8. Overall 84% were involved in graduate school programs, while 11% were in bachelors programs and 4% reported being in other/or no program.

TABLE 2.8

EDUCATIONAL PROGRAM

Level	f	%
BA/BS	10	10.9
MA/MS/MBA/MSW	67	72.8
EdS	1	1.1
PhD/EdD/MD/DO/DOS	9	9.8
Other/None	4	4.3
No response	1	1.1

The income level of subjects is reported in Table 2.9 Income level of 0 - $12,000 were reported by 63% of subjects.

TABLE 2.9

INCOME LEVEL OF SUBJECTS

Income	f	%
0 - $6,000	36	39.1
$6,000 - 12,000	22	23.9
$12,000 - 20,000	16	17.4
$20,000 - 30,000	10	10.9
Over $30,000	6	6.5
No response	2	2.2

Table 2.10 presents the subjects' estimate of their parents' income level. A varied range is presented, although 45% report income levels over $40,000.

TABLE 2.10

INCOME OF SUBJECTS PARENTS

Income	f	%
0 - $10,000	3	3.3
$10,000 - 20,000	14	15.2
$20,000 -30,000	14	15.2
$30,000 - 40,000	17	18.5
Over $40,000	41	44.6
No response	3	3.3

Subjects' ratings of their own physical wellbeing is presented in Table 2.11. Overall, 88% of subjects reported feeling either satisfied or somewhat satisfied.

TABLE 2.11

SATISFACTION WITH PHYSICAL WELL BEING

Satisfaction Level	f	%
Satisfied	45	48.9
Somewhat Satisfied	36	39.1
Somewhat Unsatisfied	6	6.5
Unsatisfied	3	3.3
Irrelevant Response	1	1.1
No Response	1	1.1

The next five questions relate to length and stability of the subjects' living situations.

Length of stay at current residence is summarized in Table 2.12. 54% of subjects reported living at their current residence for less than one year, while 4% reported living at their present address for four years or longer.

TABLE 2.12

TIME AT CURRENT RESIDENCE

Length of Time	f	%
0-1 Year	50	54.4
1-2 Years	21	22.8
2-3 Years	7	7.6
3-4 Years	9	9.8
4 Years or Longer	4	4.3
No Response	1	1.1

Table 2.13 presents the number of moves of living situation of 15 miles or more the subjects made in the past 5 years. No moves were reported by 14%, one move by 33%, two moves by 20%, three moves by 17%, and four or more moves by 14%.

TABLE 2.13

MOVES OF 15 MILES OR MORE IN PAST 5 YEARS

Number of Moves	f	%
0	13	14.1
1	30	32.6
2	18	19.6
3	16	17.4
4 or More	13	14.1
No Response	2	2.2

The length of subjects' moves in the past 5 years is recorded in Table 2.14. In summary, 18% of subjects have moved less than 25 miles, while 57% have moved more than one hundred miles.

TABLE 2.14

LENGTH OF LONGEST MOVE IN PAST 5 YEARS

Distance in Miles	f	%
0	4	4.3
Less than 25	13	14.1
25-99	22	23.9
100-499	26	28.3
500 or More	26	28.3
No Response	1	1.1

Table 2.15 displays the subjects' report of how far away they currently live from where they feel they "grew up." 11% currently live within 25 miles, 38% from 25-99 miles, 27% from 100-499 miles, and 16% report 500 miles or more. Two subjects did not respond to this question, while five subjects selected a response category (E) that was not offered. Possibly some subjects were confused by not having a single area they could identify as where they "grew up." Examples could be frequent and many moves or a move during high school.

TABLE 2.15

DISTANCE OF CURRENT RESIDENCE FROM WHERE SUBJECTS "GREW UP"

Distance in Miles	f	%
Less than 25	10	10.9
25-99	35	38.0
100-499	25	27.2
500 or More	15	16.3
No Response	2	2.2
Irrelevant Response	5	5.4

The last question asks subjects to assess the difficulty of their most difficult move in the past 5 years (Table 2.16). In summary, 53% rated some difficulty or very difficult, compared to 41% rating little or no difficulty.

TABLE 2.16

RATING OF DIFFICULTY FOR MOST DIFFICULT MOVE

IN PAST FIVE YEARS

Rating	f	%
0 Moves	3	3.3
Very Difficult	17	18.5
Some Difficulty	32	34.8
Little Difficulty	25	27.2
No Difficulty	13	14.1
No Response	2	2.2

INSTRUMENTS

Two instruments were used in this study; the Assessment of Adult Friendships, and the Assessment of Adult Adjustment Patterns. Both instruments are objective, self-report questionnaires. The Friendship questionnaire is designed to measure friendship styles and satisfaction. The AAAP is designed to measure mastery on each of Erikson's eight stages of ego development.

Assessment of Adult Friendship Patterns

The Assessment of Adult Friendship Patterns was developed to reflect friendship styles in relation to Emotional, Intellectual, and Activity Patterns, and to measure the respondent's level of satisfaction.

The assessment of Adult Friendship Patterns was developed for the direct purpose of use in this study. Development took place during the two years prior to the

conducting of the study. The process of the development of this instrument is presented in detail in the next section of the chapter, <u>Development of the Assessment of Adult Friendship Patterns</u>.

There are ten questions in each of these four categories. The respondant rates each choice on a 1-4 scale. For example, on the satisfaction items, the greatest satisfaction is assigned 4 and the least satisfaction assigned 1. The same assignment applies to the other scales, with 40 representing the highest level and 10 the lowest.

In addition to the scaled items for the four categories there are 10 additional questions. These are questions of general interest, but are not included in the scoring. Each scored question is included in the scoring for only one scale.

Definitions for the four response categories are as follows:

1. <u>Emotional</u> - The expressing, listening, responding to, and sharing of emotions as part of friendship.

2. <u>Intellectual</u> - The expressing, responding to, sharing, and exploring of ideas and information as part of friendship.

3. <u>Activity</u> - The verbal and physical sharing and participating in activities and events as part of friendship.

4.   Satisfaction - The respondents' own perceived
satisfaction with their friendship relationships.

Development of Assessment of Adult Friendship Patterns

When the AAFP was initially developed, items were
assigned to one of the four categories. Volunteers were then
asked to read the questions, not to answer the questions, but
to assign them to one of the four categories. The volunteers
were instructed that they could assign an item to more than
one category or no category if uncertain. Comments were also
solicited.

After three volunteers, on separate occasions, had
reviewed the items and placed them in categories, the results
were reviewed. Items unanimously placed in the same category
were maintained. Items about which there was disagreement or
uncertainty were either discarded or rewritten.

New and rewritten questions were then given to different
volunteers on separate occasions to assign the items to
categories. The same procedure was followed. When there was
unanimous agreement on ten questions for each category, those
items were maintained and the others discarded. In addition,
it was agreed that the 10 "extra" questions did not belong in
any of the four categories.

Six volunteers were then recruited who agreed to answer
the questions on the Assessment of Adult Friendship Patterns
and to be interviewed by a counselor with focus on friendship
styles.

Three counselors volunteered to review questionnaires and to do the interviews. Each counselor was trained in understanding the concepts being used in friendship style and satisfaction and reviewed the scoring system being utilized.

All the testing and interviewing took place on separate occasions. Each counselor interviewed 2 subjects, with the interviews taking place prior to review of the questionnaire. Subjects consisted of 3 males and 3 females who were between the ages of 22 and 30. Each interview lasted approximately 35-40 minutes.

Each counselor was asked, based on the interview, to evaluate the friendship styles and satisfaction of each subject and to select a single "highest score" friendship style. Counselors were then asked to compare their evaluations with the results of the friendship questionnaire.

Counselors were able to select the "high score" friendship style for 5 of the 6 subjects. On the single miss, the selected style was 1 point lower than the highest, and the counselor had expressed ambivalence in choice.

There was unanimous agreement that scores on the Assessment of Adult Friendship Patterns accurately represented the friendship styles and satisfaction levels of subjects. It was generally felt that this was related to the "directness' of many of the questions and also to the generally direct nature of the interviews necessitated by time limitations.

Assessment of Adult Adjustment Patterns

The Assessment of Adult Adjustment Patterns (AAAP) is an objective, self-report research measure designed to operationalize Erikson's Epigenetic Developmental Theory (Farquhar, Wilson, Azar, 1982).

The AAAP consists of 319 items, measuring each of Erikson's eight developmental stages. Included are validity and reliability indices that measure responses for social desirability, consistency, and highly unusual direction.

Items are scaled on a 4-point Likert Scale, with response choices being: Definitely True of Me (1), True of Me (2), Not True of Me (3), and Definitely Not True of Me (4).

The high interval consistency for the ego stage items in the AAAP is presented in Table 2.17, with reliability ranging from .85 to .95.

TABLE 2.17

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.

TABLE 2.18

THE FACTORS EMERGING FROM THE ASSESSMENT

OF ADULT ADJUSTMENT PATTERNS

Erikson Stage	Name of Factor	No. of Items N=354	Cronbach'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. identity 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.

TABLE 2.19

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. Generati- vity	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 (AAAP)
       Research Instrument: First Report" by William Farquhar,
       Unpublished Report, 1983.

Factor Analysis resulted in 23 factors consistent with Erikson's theory. The reliability of these factors ranged from .68 to .94, with a mean of .84 (Table 2.18).

Construct validity of the AAAP was established by comparing normal and psychiatric populations. Ego stage means were significantly higher for the normal population, with exception of stage 6 (p.165). This data is presented in Table 2.19.

Examples of the AAAP mastery items is presented in Table 2.18.

"At the risk of oversimplifying Erikson's work, the Assessment of Adult Adjustment Patterns was designed as a research tool to measure the intrapsychic, interpersonal, and somatic changes postulated by Erikson and other life stage developmentalists" (Farquhar, 1973).

DESIGN

This study was descriptive in nature and did not attempt to determine causality, therefore no research design was utilized. Non-standardized survey instruments were used to examine adult friendship patterns and to explore their relationship to the developmental cycle. Subjects were volunteers from graduate classes from three colleges at Michigan State University.

DATA ANALYSIS

This study utilized two different statistical procedures to analyze the data and test the hypotheses: a Student's two-tailed independent t-test and Pearson product-moment correlation coefficient. In addition, reliability estimates of the eight stage ego scales were computed on the sample using the Cronbach alpha reliability coefficient.

The alpha level for the testing of all hypotheses was set at the .05 level. The .05 level was chosen as a conservative, typically-used statistical measure.

The two-tailed independent t-test was used to compare mean scores for males and females on the three friendship variables (Emotional, Intellectual, and Activity) and mean scores for satisfaction level. Although research evidence exists to predict direction, it was felt this evidence is of a limited nature and that the more conservative two-tailed t-test would be more appropriate.

The Pearson product-moment correlation coefficient was used in the following data analysis: (a) the relationship between friendship style and friendship satisfaction, (b) the relationship of the three friendship styles to each other, (c) the relationship between friendship style and developmental cycle, and (d) the relationship between friendship satisfaction and developmental cycle.

HYPOTHESES

This study examined adult friendship styles and satisfaction and the relationship between adult friendships and satisfaction and developmental cycle.

The following seven hypotheses address these issues. The focus of hypotheses 1, 2, and 3 is adult friendships and satisfaction, while the focus of hypotheses 4, 5, 6, and 7 is the relationship between adult friendships and developmental cycle.

Hypothesis 1

Null Hypothesis: There is no difference between the mean scores of males and females for the three friendship styles (Emotional, Intellectual, and Activity).

Alternate Hypothesis A: Females' mean score for emotional style friendshipis higher than males' mean score for emotional style friendship.

Alternate Hypothesis B: Males' mean score for activity style friendship is higher than females' mean score for activity style friendship.

Hypothesis 2

Null Hypothesis: There is no difference between the mean score for males and females for friendship satisfaction.

Alternate Hypothesis A: Females score higher than males on friendship satisfaction.

Hypothesis 3

Null Hypothesis: There is no correlation between friendship satisfaction and any of the friendship styles.

Alternate Hypothesis: There is a positive correlation between high friendship satisfaction and high emotional style friendship.

Hypothesis 4

Null Hypothesis: There is no correlation between friendship satisfaction and the developmental stages. There is no alternate hypothesis.

Hypothesis 5

Null Hypothesis: There is no correlation between emotional style friendship and the developmental stages.

Alternate Hypothesis A: There is a positive correlation between emotional style friendship and Stage 6 (Intimacy).

Alternative Hypothesis B: There is a positive correlation between emotional style friendship and Stage 1 (Trust).

Hypothesis 6

Null Hypothesis: There is no correlation between activity style friendship and the developmental stages.

Alternate Hypothesis: There is a positive correlation between activity style friendship and Stage 3 (Initiative).

Hypothesis 7

Null Hypothesis: There is no correlation between developmental stages. There is no alternate hypothesis.

SUMMARY

This study was designed to examine adult friendship styles and satisfaction, to investigate male-female differences in friendships, and to explore the relationship between friendship patterns and developmental cycle.

A sample of 92 volunteers were recruited from graduate classes in various departments at Michigan Sate University. A Student's two-tailed independent t-test was used to examine male-female differences in friendship style and satisfaction. The Pearson product-moment correlation coefficient was used to examine the relationships between friendships style and satisfaction, and between developmental cycle and friendships patterns.

The results of the data analysis are presented in Chapter III.

CHAPTER III

RESULTS

The following chapter will report the results of the data analysis. Each null and alternate hypothesis will be stated, followed by the results of the data analysis and a statement of whether the hypothesis was accepted or rejected.

Hypothesis 1

Null Hypothesis (HO$_1$): There is no difference between the mean scores of males and females for the three friendship styles (Emotional, Intellectual and Activity).

Alternate Hypothesis A (HA$_1$): Females mean score for emotional style friendship is higher than males mean score for emotional style friendship.

Alternate Hypothesis B (HB$_1$): Males' mean score for activity style friendship is higher than females mean score for activity style friendship.

The results of the Student's independent two-tailed t-test (Table 3.1) allowed the rejection of the null hypothesis, and provided support for alternate hypothesis A. The results did not support alternate hypothesis B. Females

scored significantly higher than males on emotional style friendships, but did not have significantly different scores for activity or intellectual style friendships.

TABLE 3.1

MALE-FEMALE FRIENDSHIP STYLES

		N	X̄	S.D.	S.E.	t Value	D.F.	2-tail Prob
Emotional	M	29	30.72	4.32	.80	-4.89	89	.000
	F	62	34.79	3.37	.43			
Activity	M	29	28.72	3.01	.56	-1.21	89	.228
	F	62	29.58	3.19	.41			
Intellectual	M	29	31.79	2.86	.53	-.68	89	.496
	F	62	32.34	3.83	.49			

Hypothesis 2

Null Hypothesis (HO$_2$): There is no difference between the mean score for males and females for friendship satisfaction.

Alternate Hypothesis A (HA$_2$): Females score higher than males on friendship satisfaction.

The results of Student's two-tailed t-test (Table 3.2) did not allow for the rejection of the null hypothesis and did not support the alternate hypothesis. Males and females did not score significantly different on friendship satisfaction.

TABLE 3.2

MALE-FEMALE FRIENDSHIP SATISFACTION

		N	$\bar{X}$	S.D.	S.E.	t value	D.F.	2-tail Prob
Satisfaction	M	29	32.69	2.70	.75	.32	89	.753
	F	62	32.34	3.51	.67			

Hypothesis 3

Null Hypothesis (HO3): There is no correlation between friendship satisfaction and any of the three friendship styles for males or females.

Alternate Hypothesis (HA3): There is a positive correlation between friendship satisfaction and emotional style friendships for males and females.

The results of the Pearson product moment correlation coefficient for males did not allow for the rejection of the null hypothesis or the acceptance of the alternate hypothesis. There was not a significant correlation between friendship satisfaction and any of the three friendship styles (Table 3.3).

The results of the Pearson product moment correlation coefficient for females allowed the rejection of the null hypothesis and gave support to the alternate hypothesis. The results showed statistically significant ($p < .05$) correlations between friendship satisfaction and all three friendship styles (Table 3.4).

The results showed a high practical correlation between satisfaction and intellectual style friendship (accounting for 41.4% of the variance); a moderate practical correlation between satisfaction and emotional style friendship (26.6% of the variance); and very low practical correlation between satisfaction and activity oriented friendship (5.9% variance accounted for).

TABLE 3.3

FRIENDSHIP SATISFACTION - STYLE CORRELATIONS FOR MALES

(N = 29)

		Emotional	Activity	Intellectual
Satisfaction	r =	.2707	.2997	-.0276
	P =	.078	.057	.444

TABLE 3.4

FRIENDSHIP SATISFACTION - STYLE CORRELATIONS FOR FEMALES

(N = 62)

		Emotional	Activity	Intellectual
Satisfaction	r =	.5157	.2428	.6431
	P =	.001	.029	.001

Hypothesis 4

Null Hypothesis (HO$_4$): There is no correlation between friendship satisfaction and the developmental stages for males and females. There is no alternate hypothesis.

The results of the Pearson product moment correlation coefficient allowed for the rejection of the null hypothesis. Males showed a statistically significant ($p < .05$) positive correlation between friendship satisfaction and developmental

stages 1 (trust vs. mistrust) and 2 (autonomy vs. shame and doubt). Females showed a statistically significant ($p < .05$) positive correlation between friendship satisfaction and developmental stages 1, and 3 (initiative vs. guilt). (Table 3.5). The practical significance of the correlations found was on the low side, accounting for 9.2% - 14.0% of the variance. (Table 3.5).

Friendship Style and Developmental Cycle

The results of the Pearson product moment correlation coefficient, for males, did not allow rejection of null hypotheses and did not support acceptance of alternate hypothesis A or B. There was not a significant relationship (p <.05) between emotional style friendship and development stages 1,2, 5, or 6 for males.

For females the results allowed for rejection of null hypotheses and supported alternate hypothesis A for stage 1. There was a statistically significant relationship between emotional style friendship and developmental stage 1 for females. There was no significant relationship between emotional style friendship and stage 6 for females.

The results of the Pearson product moment correlation coefficient did not allow for the rejection of null hypotheses for activity style friendships, and did not support alternate hypothesis A. There was no significant relationship (p <.05) between activity style friendships and developmental stages 5 and 6 for males or females.

For intellectual style friendships, for females the results did not allow the rejection of the hypotheses. For females there was no significant relationship (p <.05) between intellectual style friendships and developmental stages 5 and 6.

For intellectual style friendships, for males, the results did not allow the rejection of null hypotheses. For males there was a statistically significant ($p < .05$) positive correlation between intellectual style friendships and developmental stages 5 and 6. The practical significance was moderately low, 15% and 16.7% for stages 5 and 6 respectively.

TABLE 3.6

CORRELATION: EMOTIONAL STYLE FRIENDSHIPS

AND DEVELOPMENTAL STAGES

		ST 1	ST 2	ST 5	ST 6
Males	r	.1396	.1196	.2085	.1514
	P	.237	.268	.139	.216
Females	r	.3205	.1877	.2049	.1981
	P	.006	.072	.055	.061
	r^2	10.3%			

TABLE 3.7

CORRELATION: ACTIVITY STYLE FRIENDSHIPS

AND DEVELOPMENTAL STAGES

		ST 5	ST 6
Males	r	.0032	.0969
	P	.493	.309
Females	r	-.0216	-.0307
	P	.434	.406

TABLE 3.8

CORRELATION: INTELLECTUAL STYLE FRIENDSHIPS

AND DEVELOPMENTAL STAGES

		ST 5	ST 6
Males	r	.3879	.4034
	P	.019	.015
	r^2	15.0%	16.7%
Females	r	-.0282	-0.464
	P	.414	.360

SUMMARY

A series of seven hypotheses were tested covering adult friendship styles and satisfaction, male-female differences, and the relationship of developmental cycle to adult friendship patterns.

Females scored significantly higher than males at the .05 level for emotional style friendships. There were no significant male-female differences for activity or intellectual style friendships, or for friendship satisfaction. For males there was not a significant (p <.05) relationship between friendship style and friendship satisfaction. For females there was a statistically significant positive correlation between all three friendship styles and friendship satisfaction (p <.05), with the intellectual style having the strongest relationship.

The results supported a positive correlation between friendship satisfaction and developmental stages 1 and 2 for males and stages 1 and 3 for females, although practical significance was on the low side.

The results showed no significant relationship between emotional style friendships and developmental stages 1, 2, 5, and 6 for males. For females there was a statistically significant positive relationship between emotional style friendships and stage 1, but not stages 2, 5, or 6.

For activity style friendships there was no significant relationship shown for stages 5 or 6 for either males or females. Females also did not present a significant relationship between intellectual style friendship and stages 5 or 6. Males had a statistically significant relationship between intellectual style friendships and developmental stage 5 and 6.

The results, their implications, and limitations, will be discussed in depth in chapter IV.

CHAPTER IV

SUMMARY, DISCUSSION, AND IMPLICATIONS

Summary

Friendship is recognized as an important, although often neglected component of adult life. Friendship can take many forms and meet various basic human needs. Current research indicates that many adults have difficulty with friendships. There are indications of significant male-female differences and feelings of dissatisfaction. Developmental cycle also appears to play an important role in the realization and satisfaction of adult friendships.

The purpose of the study was to explore male-female differences in friendship styles and friendship satisfaction, to explore the relationship between friendship style and satisfaction, and to examine the role of developmental cycle in the process of adult friendships. Friendship style was examined in regard to emotional, intellectual, and activity-oriented relationships. Developmental cycle was examined using Erik Erikson's theory of ego development.

Developmental cycle was examined and measured by the Assessment of Adult Adjustment Patterns, an objective self-report research measure designed to operationalize Erikson's theory of ego development. To examine friendship style and

friendship satisfaction, the Assessment of Adult Friendship Patterns was developed, also a self-report research measure.

To conduct the study, ninety-two volunteers ages 22-30 were recruited from Michigan State University graduate classes. Volunteers responded to the research packet at home, and returned the packet by mail during the following weeks.

Hypothesis were examined in three general categories:

1. Exploring male-female differences for the three friendship styles and or friendship satisfaction, using the students two-tailed independent t-test with .05 level of significance.

2. Exploring the relationship between friendship style and friendship satisfaction, for males and females, using the Pearson product-moment correlation coefficient, at the .05 level significance.

3. Exploring the relationship between friendship style and friendship satisfaction, for males and females, using the Pearson product-moment correlation coefficient, at the .05 level of significance.

Results of the data analysis supported the hypothesis that females would score higher for emotional style friendships than would males. The results did not support

hypothesis for male-female differences for intellectual or activity style friendships, nor for differences in friendship satisfaction.

A significant relationship between friendship style and friendship satisfaction was not found for males. For females a statistically significant relationship was found between friendship satisfaction and all three friendship styles. The relationship between intellectual and emotional styles and friendship satisfaction present practical significance as well.

The results supported a positive relationship, for males, between friendship satisfaction and high scores for developmental stages 1 (trust vs. mistrust), and 2 (autonomy vs. shame and doubt). For females a positive relationship was found between friendship satisfaction and stages 1 and 3 (initiative vs. guilt).

For males, results did not support a relationship between development stages and activity or emotional friendship styles. A positive relationship was found between intellectual friendship style and developmental stages 5 (identity vs. identity confusion), and stage 6 (intimacy vs. isolation).

Females did not present significant relationships between developmental cycle and activity and intellectual style friendships. A positive relationship was found between emotional style friendship and stage 1 (trust) development.

Limitations Of The Study

The principal limitations of the study involve the limited sample size and the instrumentation. The Assessment of Adult Friendship Patterns was developed for this study and has not been used or validated elsewhere. The Assessment of Adult Adjustment Patterns has been used in a limited number of studies over the past five years. The sample encompasses a relatively homogenous group, especially related to race, geographic area, and educational pursuit.

The volunteers who participated in the study were from graduate school classes at Michigan State University. The majority of the volunteers were from the College of Education and School of Social Work. All eligible volunteers were included, and were not selected randomly.

The results of the study cannot be generalized to any groups outside the sample. The sample itself presents unique attributes in two major qualities.

As most of the volunteers are from the College of Education and School of Social Work, most of the sample are involved in professional fields involving close contact with other people. Different interpersonal and internal qualities are valued by different professions, and this could have a significant effect in influencing friendship style and

satisfaction. This effect involves both which types of people are initially attracted to a profession, and how they are then trained.

Graduate students in general also present some unique attributes. To attend school many students must enter a new social network, either temporarily or, if they choose, long term. The nature of the academic environment provides unique social structures, all of which effect styles and satisfactions with friendship.

There are indications that socio-economic class can have a significant impact on friendships (Rubin 1986, Lapota 1979). While these results are not conclusive, it is difficult to determine the socio-economic class of graduate students. Factors to be sorted would include typically low student income at present, prior and potential income, and family income.

The instruments used in the study are limited by what appears to be high face validity. This effects many of the questions related to friendships, and for the AAAP particularly affects the measure of stage 6, intimacy. The instruments allow volunteers to present themselves as they would like to be, not necessarily how they really are.

Discussion

The results of the study present females reporting more emotional style friendships than males, although differences were not reported for activity or intellectual style friendships or for friendship satisfaction.

These results are similar to many other studies and appear to support a large role for the socialization process in determining adult friendship patterns. This strong role for socialization is also supported by the lack of powerful relationships between developmental stages and friendship patterns. Developmental cycle was examined as an individuals' capacity to relate to others in different ways.

There was no relationship reported between friendship style and satisfaction for males, while females presented a relationship between both emotional and intellectual style friendship with friendship satisfaction.

A potential explanation for this is that females are taught to relate to friends in an emotional style, and will do this whether or not their friendships are satisfactory. When females report an increased incidence of emotional and intellectual style friendships, they are possibly reporting a general increase in time involved with friends and friendship. This increase in friendship involvement may be an internal factor that relates to friendship satisfaction.

Males and females report similar levels of friendship satisfaction, while there are significant differences in

their self-reports of emotional style friendships. Many studies present males as significantly dissatisfied with their lack of emotional style or intimate friendships (Rubin 1985, Miller 1983). While their scores were significantly lower than females, males in this study appeared to score fairly high for emotional style friendships, responding in a positive or very positive manner to many of the questions.

Males possibly believe they need a minimal level of emotional style interaction with friends to feel satisfied. The males in this study may have felt their incidence of intimacy was strong enough for their satisfaction, although below the levels females reported. In addition, males may have lower expectations for open emotional interaction, and believe they are satisfied when their "minimal" expectations are met.

Though there is a fairly long-standing trend of shifts in sex roles, the ages of the sample in this study places their birth between 1957-1965. These dates are generally prior to strong shifts in sex role or general awareness of these roles. In addition, subjects were brought up and taught by parents who were raised during times of more traditional and rigid sex role definitions. It appears it will take a few more generations to more strongly present shifts in sex role models and identification, and to present related shifts in the expectation and willingness to interact in more openly emotional styles.

Another concept, not fully or formally explored, relates to the idea of a friendship moratorium. This concept was often informally mentioned, and would appear to impact on a graduate school population of the age of this sample.

In general this refers to a time of life when friendships are less primary, and the focus is more on career and/or family. This is a time when many people may focus on career development, either involving schooling, various types of training or apprenticeship, or involvement in actual employment. Often occurring at the same time or immediately before or after is the establishment of family. This may involve movement toward or establishment of marriage, or having and raising children. During this period, often lasting a number of years, people often remove themselves from a focus on friendship. Also affecting this may be necessary moves in geographic location. The end of this "moratorium" is often followed by a new focus on friendship, although based on new social and developmental needs and abilities.

Potentially affecting the results of this study is the unique social structure involved in attending graduate school or issues related to friendship moratorium. Possibly during this period people tend to relate to a smaller, more well-established group of friends.

For males there was a relationship between developmental cycle and intellectual style friendship. Although males are

taught to be less emotionally open, intellectual openness is considered appropriate. Intellectual openness may be used by males to initiate and expand friendships, and as a way to move toward closeness.

The results of the study support other findings that women relate to friends in a more emotionally open style than do men. While other personal factors and developmental cycle affect friendship patterns, socialization process also appears to exert a powerful influence.

Implications For Future Research

The results of this study were based on the responses of this specific sample group. Other research indicates varying friendship patterns for different groups, although these specific groups have not been explored consistently or in depth.

Friendship patterns appear to be influenced by marital status, socio-economic status, type of work, age, and level of education. Future research could also explore each of these factors in greater depth and also examine a broader, more heterogeneous sample than this present study.

The different friendship patterns of these groups also relates to the issues of socialization process, developmental cycle, and differing personality characteristics and patterns.

There is a need for future research to explore and differentiate the influences of these processes to a greater degree than this study was able to do.

Greater refinement is also indicated for assessing, measuring, and comparing friendship styles and friendship satisfaction. The friendship questionnaire in this study presented high face validity. Future research would better define this or other friendship instruments to more subtly assess friendship patterns.

While different categories of people present differing friendship patterns, many people shift categories as they grow and develop. It would seem valuable to explore longitudinal research in which friendship patterns would be explored in the context of each new developmental cycle and stage the individual progresses through. Research could then examine these patterns both relative to single individuals over time and also for larger sample groups as a whole.

APPENDICES

APPENDIX A

INSTRUCTIONS

Instructions

In this packet you will find:

- -one consent form
- -one Assessment of Adult Adjustment Patterns booklet
- -one Adult Friendship Patterns questionnaire
- -one Demographic Information sheet
- -three IBM answer sheets (1 blue, 1 brown, 1 red)

Please follow the proceeding steps in completing the forms:

1. Read the consent form carefully.

2. Read the directions for the Assessment of Adult Adjustment Patterns. You will need the blue answer sheet for questions 1-258, which are on pages 1-13. You will need the brown answer sheet for questions 1-62 which are on pages 13-16.

Please do not fill in the spaces which ask for name, student number, section number, course number, term, or form.

3. Read the instructions at the top of the Adult Friendship Patterns questionnaire. Answer all the questions on the red answer sheet.

4. Read the Demographic Information sheet. Please answer all questions on the red answer sheet, immediately following your answers to the Adult Friendship Patterns questionnaire.

5. Once you have completed all the forms, please insert all answer sheets, and all other materials included in packet back in the envelope, and place in mail.

Thank you very much.

APPENDIX B

CONSENT FORM

Consent Form

1. I have freely consented to take part in a scientific study being conducted by Joseph H. Kalikow, a graduate student in the School of Education, Michigan State University.

2a. I understand I am participating in a study of adult friendship patterns, satisfaction with friendships, and the relationship between friendships and developmental cycle. The study has been explained to me and I understand the explanation that has been given and what my participation will involve.

b. I understand that my participation in the study will take about 1 1/2 hours.

3. I understand that I am free to discontinue my participation in the study at any time without penalty.

4. I understand that the results of the study will be treated in strict confidence and that I will remain anonymous. Within these restrictions, the general results of the study will be made available to me at my request. I also understand that the researcher will present the general results of the study at professional meetings and in scientific publications.

5. I understand that my participation in the study does not guarantee any beneficial results to me.

6. I understand that, at my request, I shall receive additional explanation of the study after my participation is completed.

7. I understand that my completion and return of the two assessment scales constitutes informed consent.

APPENDIX C

DEMOGRAPHIC INFORMATION

Demographic Information

51. What is your age?

    A. 22-23

    B. 24-25

    C. 26-27

    D. 28-29

    E. 30

52. What is your sex?

    A. Male

    B. Female

53. What is your race?

    A. Asian

    B. Caucasian

    C. Black

    D. Hispanic

    E. Other

54. What is your marital status?

    A. Married

    B. Single

    C. Separated

    D. Divorced

55. How many children do you have?

    A. 0

    B. 1

    C. 2

    D. 3 or more

56. What educational program are you in?

   A. BA/BS

   B. MA/MS/MBA

   C. EdS

   D. PhD/EdD/MD/DO/DOS

   E. Other/None

57. What is your income level?

   A. 0-$6,000

   B. $6,000-12000

   C. $12,000-20,000

   D. $20,000-30,000

   E. over $30,000

58. What is your parent's income level?

   A. 0-$10,000

   B. $10,00-20,000

   C. $20,000-30,000

   D. $30,000-40,000

   E. over $30,000

59. Rate your satisfaction with your physical well-being.

   A. Satisfied

   B. Somewhat satisfied

   C. Somewhat unsatisfied

   D. Unsatisfied

60. How long have you lived at your current residence?

    A. 0-1 year

    B. 1-2 years

    C. 2-3 years

    D. 3-4 years

    E. 4 years or more

61. How many times have you moved 15 or more miles in the past 5 years?

    A. 0

    B. 1

    C. 2

    D. 3

    E. 4 or more

62. If you have moved in the past 5 years, how far was your longest move?

    A. 0

    B. less than 25 miles

    C. 25-99 miles

    D. 100-499 miles

    E. 500 or more miles

63. How far do you live from where you feel you "grew up'?

    A. less than 25 miles

    B. 25-99 miles

    C. 100-499 miles

    D. 500 or more miles

64.   If you have moved in the past 5 years, how would you rate your most difficult move?

    A.   0 mnoves

    B.   Very difficult

    C.   Some difficulty

    D.   Little difficulty

    E.   No difficulty

APPENDIX D

ASSESSMENT OF ADULT FRIENDSHIP PATTERNS

ASSESSMENT OF ADULT FRIENDSHIP PATTERNS

People have varying ideas about friendship, and can have many different patterns of friendships. Please answer the following questions as they relate to you current friendships.

1. Do you have friends of the opposite sex

   a. many
   b. some
   c. very few
   d. none

2. I discuss intimate feelings with my friends

   a. often
   b. sometimes
   c. seldom
   d. never

3. In relation to my discussions of intimate feelings with friends, I am

   a. highly satisfied
   b. somewhat satisfied
   c. somewhat unsatisfied
   d. unsatisfied

4. I engage in intellectual type discussions with my friends

   a. often
   b. sometimes
   c. seldom
   d. never

5. In relation to my intellectual type discussions with friends, I am

   a. highly satisfied
   b. somewhat satisfied
   c. somewhat unsatisfied
   d. unsatisfied

6. I participate in various leisure and recreational activities with my friends

   a. often
   b. sometimes
   c. seldom
   d. never

7. In relation to my participation in leisure and recreational activities with friends, I am

   a. highly satisfied
   b. somewhat satisfied
   c. somewhat unsatisfied
   d. unsatisfied

8. I go places with friends

   a. often
   b. sometimes
   c. seldom
   d. never

9. When I think about the role of friendships in my current life, I think friendships

   a. play a very important role
   b. play an important role
   c. have a little importance
   d. have very little importance

10. When I compare my opposite sex friendships to my same sex friendships, I find they are

    a. very similar
    b. similar
    c. somewhat dissimilar
    d. very dissimilar

11. In regards to having enough time to be with friends, I am

    a. highly satisfied
    b. somewhat satisfied
    c. somewhat unsatisfied
    d. unsatisfied

12-22. People place varying degrees of importance on different personal qualities that can be part of friendships. Please rate the following qualities as they apply to your current friendships.

    a. very important   c. somewhat unimportant
    b. somewhat important   d. not important

12. emotionally open

13. intellectually stimulating

14. active, energetic

15. caring, warm

16. similar leisure interests

17. similar intellectual interests

18. accepting, non-judgmental

19. intelligent

20. sensitive

21. similar education

22. ability and willingness to show feelings

23. I would describe my satisfaction with the quality of my current friendships as

    a. highly satisfied
    b. fairly satisfied
    c. seldom satisfied
    d. unsatisfied

24. I feel the following statement best describes me

    a. I never feel lonely
    b. I seldom feel lonely
    c. I sometimes feel lonely
    d. I often feel lonely

25. I feel that sexual feelings interfere with opposite sex friendships

   a. often
   b. sometimes
   c. seldom
   d. never

26. I usually see my friends

   a. individually
   b. in small groups
   c. in large groups

27. I discuss friendship with my friends

   a. often
   b. sometimes
   c. seldom
   d. never

28. In relation to spending as much time as I would like discussing friendship with my friends, I am

   a. highly satisfied
   b. somewhat satisfied
   c. somewhat unsatisfied
   d. unsatisfied

29. Concerning having a special close friend during adolescence, I feel that

   a. I had one but wish I had more
   b. I had one and one was enough
   c. I did not have one and wish I did
   d. I did not have one and did not want one

30. I would describe my satisfaction with this special friend as

   a. high
   b. moderate
   c. low
   d. very low

31-32. In relation to same sex friendships, I find opposite sex friendships

31. a. much easier to begin
    b. easier to begin
    c. harder to begin
    d. much harder to begin

32. a. much easier to maintain
    b. easier to maintain
    c. harder to maintain
    d. much harder to maintain

33. I feel that since high school I have maintained

    a. many friendships
    b. some friendships
    c. few friendships
    d. very few friendships

34. In relation to maintaining friendships since high school,
    I generally feel

    a. highly satisfied
    b. somewhat satisfied
    c. somewhat unsatisfied
    d. unsatisfied

35. I would describe my satisfaction with the number of
    friendships I currently have as

    a. high
    b. medium high
    c. medium low
    d. low

36-44. In the 9 items that follow, please report how likely
    you are to engage in the following activities with
    friends

            a. very likely   c. seldom
            b. likely   d. never

36. Participate in sports

37. Watch sports

38. Have an intimate talk

39. Discuss intellectual topics

40. Do to a movie, play, or concert

41. Go shopping

42. Discuss politics

43. Attend a seminar or lecture

44. Cry

45-49.   For the following 5 questions, please indicate how frequently you bring each quality to your current friendships

        a. often   c. seldom
        b. sometimes d. never

45. warmth

46. intellectual interest

47. active, energetic

48. emotionally open

49. varied interests

50. In general, I would describe my current friendships as

a. highly satisfying
b. somewhat satisfying
c. somewhat unsatisfying
d. unsatisfying

APPENDIX E

ASSESSMENT OF ADULT ADJUSTMENT PATTERNS

ASSESSMENT OF ADULT ADJUSTMENT PATTERNS

A
MEASURE OF HOW ADULTS RESOLVE
BASIC DEVELOPMENTAL ISSUES

by
William W. Farquhar, Ph.D.
Frederick R. Wilson, Ph.D.
James A. Azar, M.A.

APPENDICES

With special assistance from:

Martha R. Anderson, Ph.D.
John A. Bellingham, M.A.
Elizabeth Parmeter, Ph.D.
Margaret B. Parsons, M.A.

Based on:

Erik Erikson's Epigenetic Developmental Model

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
                                Please ignore
1.   (1)   (2)   (3)   (4)   (5) 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.

REMEMBER NOT TO WRITE ON THIS BOOKLET.

| | | 1=Definitely true of me(DT)
2=True of me(T)
3=Not true of me(NT)
4=Definitely not true of me(DNT) |

1		1=Definitely true of me(DT) 2=True of me(T) 3=Not true of me(NT) 4=Definitely not true of me(DNT)

1.   I learn fast.   (1)   (2)   (3)   (4)   1

2.   I generally attend community or school meetings.   (1)   (2)   (3)   (4)   2

3.   I have gone door-to-door collecting signatures on a   (1)   (2)   (3)   (4)   3
     petition.

4.   I give blood (or would if not medically prohibited).   (1)   (2)   (3)   (4)   4

5.   My life is the result of choices I have made.   (1)   (2)   (3)   (4)   5

6.   When I have to speed up and meet a deadline, I can   (1)   (2)   (3)   (4)   6
     still do good work.

7.   I generally feel pleased with my performance when   (1)   (2)   (3)   (4)   7
     I talk in front of a group.

8.   I like children.   (1)   (2)   (3)   (4)   8

9.   I have difficulty in getting down to work.   (1)   (2)   (3)   (4)   9

10. If I want to, I can charm a member of the opposite   (1)   (2)   (3)   (4)   10
     sex.

11. I make it a point to vote in all elections.   (1)   (2)   (3)   (4)   11

12. I check things out for myself.   (1)   (2)   (3)   (4)   12

13. When I argue, I use facts to support my position.   (1)   (2)   (3)   (4)   13

14. When the situation demands, I can go into deep   (1)   (2)   (3)   (4)   14
     concentration concerning just about anything.

15. I publicly question statements and ideas expressed   (1)   (2)   (3)   (4)   15
     by others.

16. People are more important to me than material things (1)   (2)   (3)   (4)   16
     are.

17. It's easy for me to know whether people really   (1)   (2)   (3)   (4)   17
     like me.

18. I enjoy interacting with children.   (1)   (2)   (3)   (4)   18

19. I have volunteered my name as a witness at the   (1)   (2)   (3)   (4)   19
     scene of a crime or an accident.

20. I enjoy being sexually stimulated.   (1)   (2)   (3)   (4)   20

21. I have actually sought out information about my   (1)   (2)   (3)   (4)   21
     school board members in order to form an opinion.

Please mark on your answer sheet only.

1=Definitely true of me(DT)
2=True of me(T)
3=Not true of me(NT)
4=Definitely not true of me(DNT)

22.	I do things for my community.	(1)	(2)	(3)	(4)	22
23.	How many friends I have depends on how pleasing a person I am.	(1)	(2)	(3)	(4)	23
24.	I handle myself well at social gatherings.	(1)	(2)	(3)	(4)	24
25.	I can work on ideas for hours.	(1)	(2)	(3)	(4)	25
26.	I have "put myself on the line" in my relations with others.	(1)	(2)	(3)	(4)	26
27.	My social life is full and rewarding.	(1)	(2)	(3)	(4)	27
28.	When things are not going right in my work, I reason my way through the problems.	(1)	(2)	(3)	(4)	28
29.	It is hard for me to keep my mind on what I am trying to learn.	(1)	(2)	(3)	(4)	29
30.	I am confident when learning a complicated task.	(1)	(2)	(3)	(4)	30
31.	If I can't solve a problem quickly, I lose interest.	(1)	(2)	(3)	(4)	31
32.	I like problems that make me think for a long time before I solve them.	(1)	(2)	(3)	(4)	32
33.	I enjoy finding out whether or not complex ideas work.	(1)	(2)	(3)	(4)	33
34.	I like problems which have complicated solutions.	(1)	(2)	(3)	(4)	34
35.	When I was younger, I wanted to run away from home.	(1)	(2)	(3)	(4)	35
36.	I enjoy parties.	(1)	(2)	(3)	(4)	36
37.	I feel self-confident in social situations.	(1)	(2)	(3)	(4)	37
38.	I can work even when there are distractions.	(1)	(2)	(3)	(4)	38
39.	I feel uneasy if I don't know the next step in a job.	(1)	(2)	(3)	(4)	39
40.	I can work under pressure.	(1)	(2)	(3)	(4)	40
41.	I feel that people are genuinely interested in me.	(1)	(2)	(3)	(4)	41
42.	In times of trouble, I have friends I turn to.	(1)	(2)	(3)	(4)	42
43.	It is hard for me to work on a thought problem for more than an hour or two.	(1)	(2)	(3)	(4)	43

Please mark on your answer sheet only.

1=Definitely true of me(DT)
2=True of me(T)
3=Not true of me(NT)
4=Definitely not true of me(DNT)

44.	I learn well when someone gives me the problem and lets me work out the details myself.	(1)	(2)	(3)	(4)	44
45.	I have difficulty imagining how other people feel.	(1)	(2)	(3)	(4)	45
46.	People like to work with me.	(1)	(2)	(3)	(4)	46
47.	In times of crisis, I'm one of the first people my friends call for help.	(1)	(2)	(3)	(4)	47
48.	When I was prepared, teachers couldn't fool me with trick questions.	(1)	(2)	(3)	(4)	48
49.	I am dedicated to my work.	(1)	(2)	(3)	(4)	49
50.	In my work I show individuality and originality.	(1)	(2)	(3)	(4)	50
51.	I am proud of my work.	(1)	(2)	(3)	(4)	51
52.	My plans work out.	(1)	(2)	(3)	(4)	52
53.	I get stage fright when I have to appear before a group.	(1)	(2)	(3)	(4)	53
54.	When I'm in a group, I feel confident that what I have to say is acceptable.	(1)	(2)	(3)	(4)	54
55.	I get caught up in my work.	(1)	(2)	(3)	(4)	55
56.	I like to solve problems.	(1)	(2)	(3)	(4)	56
57.	When I get hold of a complicated problem, I return to it again and again until I come up with a workable solution.	(1)	(2)	(3)	(4)	57
58.	I get along with people.	(1)	(2)	(3)	(4)	58
59.	The thought of making a speech in front of a group panics me.	(1)	(2)	(3)	(4)	59
60.	I feel inferior to most people.	(1)	(2)	(3)	(4)	60
61.	For me to learn well, I need someone to explain things to me in detail.	(1)	(2)	(3)	(4)	61
62.	When I took a new course in school, I felt confident that I would do all right.	(1)	(2)	(3)	(4)	62
63.	I play around so much I have a hard time getting a job done.	(1)	(2)	(3)	(4)	63

Please mark on your answer sheet only.

1=Definitely true of me(DT)
2=True of me(T)
3=Not true of me(NT)
4=Definitely not true of me(DNT)

64.	No matter what the task, I prefer to get someone to do it for me.	(1)	(2)	(3)	(4)	64
65.	I feel proud of my accomplishments.	(1)	(2)	(3)	(4)	65
66.	I will probably always be working on new projects.	(1)	(2)	(3)	(4)	66
67.	My judgment is sound.	(1)	(2)	(3)	(4)	67
68.	People expect too much of me.	(1)	(2)	(3)	(4)	68
69.	I feel useless.	(1)	(2)	(3)	(4)	69
70.	I'm interested in people.	(1)	(2)	(3)	(4)	70
71.	I enjoy doing favors for my friends.	(1)	(2)	(3)	(4)	71
72.	I am always a loyal friend.	(1)	(2)	(3)	(4)	72
73.	I do many things well.	(1)	(2)	(3)	(4)	73
74.	I like to participate actively in intense discussions.	(1)	(2)	(3)	(4)	74
75.	When I sit down to learn something, I get so caught up that nothing can distract me.	(1)	(2)	(3)	(4)	75
76.	I know the children who live in my neighborhood.	(1)	(2)	(3)	(4)	76
77.	I think about the big issues of life.	(1)	(2)	(3)	(4)	77
78.	I like to discuss ways to solve the world's problems.	(1)	(2)	(3)	(4)	78
79.	When I decide to do something, I am determined to get it done.	(1)	(2)	(3)	(4)	79
80.	I like to answer children's questions.	(1)	(2)	(3)	(4)	80
81.	I give clothing and other items to charitable organizations such as the Salvation Army.	(1)	(2)	(3)	(4)	81
82.	I lend things to my neighbors when they need them.	(1)	(2)	(3)	(4)	82
83.	I work to make my community better for children.	(1)	(2)	(3)	(4)	83
84.	I have gone door-to-door collecting money for charity.	(1)	(2)	(3)	(4)	84
85.	I see to it that my work is carefully planned and organized.	(1)	(2)	(3)	(4)	85
86.	I find it hard to keep my mind on a task or job.	(1)	(2)	(3)	(4)	86

Please mark on your answer sheet only.

1=Definitely true of me(DT)
2=True of me(T)
3=Not true of me(NT)
4=Definitely not true of me(DNT)

87.	I go at my work without much planning ahead of time.	(1)	(2)	(3)	(4)	87
88.	I am proud of the accomplishments I have made at work.	(1)	(2)	(3)	(4)	88
89.	Completed and polished products have a great appeal for me.	(1)	(2)	(3)	(4)	89
90.	I read a great deal even when my work does not require it.	(1)	(2)	(3)	(4)	90
91.	I have worked on a school committee.	(1)	(2)	(3)	(4)	91
92.	I devote time to helping people in need.	(1)	(2)	(3)	(4)	92
93.	I feel there is nothing I can do well.	(1)	(2)	(3)	(4)	93
94.	I am active in community or school organizations.	(1)	(2)	(3)	(4)	94
95.	Children bore me.	(1)	(2)	(3)	(4)	95
96.	I can stay with a job a long time.	(1)	(2)	(3)	(4)	96
97.	I like curious children.	(1)	(2)	(3)	(4)	97
98.	Young people are doing a lot of fine things today.	(1)	(2)	(3)	(4)	98
99.	I enjoy the times I spend with young people.	(1)	(2)	(3)	(4)	99
100.	Children's imaginations fascinate me.	(1)	(2)	(3)	(4)	100
101.	I have met the leaders of my community and have formed my own opinions about them.	(1)	(2)	(3)	(4)	101
102.	I keep my word.	(1)	(2)	(3)	(4)	102
103.	I do not understand myself.	(1)	(2)	(3)	(4)	103
104.	Because I have to be so different from situation to situation,I feel that the real me is lost.	(1)	(2)	(3)	(4)	104
105.	Children talk to me about personal things.	(1)	(2)	(3)	(4)	105
106.	I am proud of my accomplishments.	(1)	(2)	(3)	(4)	106
107.	I enjoy things that make me think.	(1)	(2)	(3)	(4)	107
108.	I enjoy explaining complex ideas.	(1)	(2)	(3)	(4)	108
109.	I get those things done that I want to do.	(1)	(2)	(3)	(4)	109

Please mark on your answer sheet only.

1=Definitely true of me(DT)
2=True of me(T)
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4=Definitely not true of me(DNT)

110.	I am pretty much the same person from situation to situation.	(1)	(2)	(3)	(4)	110
111.	I do not expect people to be consistent.	(1)	(2)	(3)	(4)	111
112.	I have very few good qualities.	(1)	(2)	(3)	(4)	112
113.	Often other people determine the kind of person I am.	(1)	(2)	(3)	(4)	113
114.	My work is usually up to the standards set for me.	(1)	(2)	(3)	(4)	114
115.	I am determined to be the kind of person I am.	(1)	(2)	(3)	(4)	115
116.	I'm just not very good with children.	(1)	(2)	(3)	(4)	116
117.	I am good at solving puzzles.	(1)	(2)	(3)	(4)	117
118.	My happiness is pretty much under my own control.	(1)	(2)	(3)	(4)	118
119.	I feel disappointed and discouraged about the work I do.	(1)	(2)	(3)	(4)	119
120.	I keep up with community news.	(1)	(2)	(3)	(4)	120
121.	Once I have committed myself to a task, I complete it.	(1)	(2)	(3)	(4)	121
122.	I feel more confident playing games of skill than games of chance.	(1)	(2)	(3)	(4)	122
123.	I feel confident when learning something new that requires that I put myself on the line.	(1)	(2)	(3)	(4)	123
124.	I never have serious talks with my friends.	(1)	(2)	(3)	(4)	124
125.	I like the way young children say exactly what they think.	(1)	(2)	(3)	(4)	125
126.	I like to participate in intense discussions.	(1)	(2)	(3)	(4)	126
127.	I feel awkward around members of the opposite sex.	(1)	(2)	(3)	(4)	127
128.	I analyze my own motives and reactions.	(1)	(2)	(3)	(4)	128
129.	I feel deep concern for people who are less well off than I am.	(1)	(2)	(3)	(4)	129
130.	People of the opposite sex think well of me.	(1)	(2)	(3)	(4)	130
131.	I enjoy interacting with children.	(1)	(2)	(3)	(4)	131

Please mark on your answer sheet only.

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4=Definitely not true of me(DNT)

132. I find it easy to introduce people.   (1)   (2)   (3)   (4)   132

Please turn over your answer sheet and continue marking your answers.

133. My table manners at home are as good as when I   (1)   (2)   (3)   (4)   133.
     eat out in a restaurant.

134. I am a worthwhile person.   (1)   (2)   (3)   (4)   134.

135. It is very important that my mate loves me.   (1)   (2)   (3)   (4)   135.

136. My life is what I made it to be.   (1)   (2)   (3)   (4)   136.

137. My basic state of happiness is dependent upon me.   (1)   (2)   (3)   (4)   137.

138. I make my own decisions.   (1)   (2)   (3)   (4)   138.

139. I can't stand the children who live in my   (1)   (2)   (3)   (4)   139.
     neighborhood.

140. It's pretty neat to be me.   (1)   (2)   (3)   (4)   140.

141. I get a feeling for the meaning of life through   (1)   (2)   (3)   (4)   141.
     contemplation.

142. I have not deliberately said something that hurt   (1)   (2)   (3)   (4)   142.
     someone's feelings.

143. I like myself.   (1)   (2)   (3)   (4)   143.

144. Compliments embarrass me.   (1)   (2)   (3)   (4)   144.

145. I am self confident.   (1)   (2)   (3)   (4)   145.

146. I am not irked when people express ideas very   (1)   (2)   (3)   (4)   146.
     different from my own.

147. Getting along with loudmouthed, obnoxious people   (1)   (2)   (3)   (4)   147.
     is impossible for me.

148. Even though I do not like the thought of it, my   (1)   (2)   (3)   (4)   148.
     death does not frighten me.

149. I have had experiences in life which were so   (1)   (2)   (3)   (4)   149.
     intense that they were almost mystical.

150. I feel good when others do something nice for me.   (1)   (2)   (3)   (4)   150.

151. I am close to someone with whom I talk about my   (1)   (2)   (3)   (4)   151.
     feelings.

Please mark on your answer sheet only.

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152. I have been so close to somebody, that it is not possible to find adequate words to describe the feelings.   (1) (2) (3) (4) 152.

153. I don't think I'll ever find someone to love.   (1) (2) (3) (4) 153.

154. My values change as I discover more about life and the universe.   (1) (2) (3) (4) 154.

155. I ignore the feelings of others.   (1) (2) (3) (4) 155.

156. I would not care to be much different than I am.   (1) (2) (3) (4) 156.

157. I get a feeling for the meaning of life through art.   (1) (2) (3) (4) 157.

158. My feelings about nature are almost sacred.   (1) (2) (3) (4) 158.

159. I am sometimes irritated by people who ask favors of me.   (1) (2) (3) (4) 159.

160. With the person I am closest to, I share my inner feelings of confidence.   (1) (2) (3) (4) 160.

161. I find myself thinking about things much more deeply than I did in years past.   (1) (2) (3) (4) 161.

162. There have been times when I was quite jealous of the good fortune of others.   (1) (2) (3) (4) 162.

163. I keep my word.   (1) (2) (3) (4) 163.

164. I cannot stand silence.   (1) (2) (3) (4) 164.

165. When someone says something critical about me, I keep my composure.   (1) (2) (3) (4) 165.

166. The best times of my life were in the past.   (1) (2) (3) (4) 166.

167. Even when I am doing something I really enjoy, I can never get totally involved.   (1) (2) (3) (4) 167.

168. After a lot of hard struggling, I am comfortable being me.   (1) (2) (3) (4) 168.

169. I enjoy privacy.   (1) (2) (3) (4) 169.

170. I have been so close to someone that our relationship seemed almost mystical.   (1) (2) (3) (4) 170.

171. When I get angry at someone, I boil inside without letting them know.   (1) (2) (3) (4) 171.

Please mark on your answer sheet only.

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172. As far as I know about myself, once I choose a mate, I do so for life.   (1) (2) (3) (4) 172.

173. For me to act on a sexual urge, I have to have feelings for the other person.   (1) (2) (3) (4) 173.

174. I am sensitive to how other people feel.   (1) (2) (3) (4) 174.

175. When I am alone, silence is difficult to handle.   (1) (2) (3) (4) 175.

176. I learn from constructive criticism.   (1) (2) (3) (4) 176.

177. There have been occasions when I felt like smashing things.   (1) (2) (3) (4) 177.

178. It's good to be alive.   (1) (2) (3) (4) 178.

179. I have been so close to someone, that at times it seemed like we could read each other's mind.   (1) (2) (3) (4) 179.

180. I have no one with whom I feel close enough to talk over my day.   (1) (2) (3) (4) 180.

181. I get a feeling for the meaning of life through beauty.   (1) (2) (3) (4) 181.

182. I like to be by myself a part of every day.   (1) (2) (3) (4) 182.

183. I have had experiences in life when I have been overwhelmed by good feelings.   (1) (2) (3) (4) 183.

184. I trust the spontaneous decisions I make.   (1) (2) (3) (4) 184.

185. With the person I am closest to, I share my inner anxieties and tensions.   (1) (2) (3) (4) 185.

186. I play fair.   (1) (2) (3) (4) 186.

187. I can make big decisions by myself.   (1) (2) (3) (4) 187.

188. I am amazed at how many problems no longer seem to have simple right and wrong answers.   (1) (2) (3) (4) 188.

189. I don't worry whether anyone else will like the friends I choose.   (1) (2) (3) (4) 189.

190. I like being by myself.   (1) (2) (3) (4) 190.

191. I am a citizen of the world.   (1) (2) (3) (4) 191.

192. I am basically cooperative when I work.   (1) (2) (3) (4) 192.

Please mark on your answer sheet only.

1=Definitely true of me(DT)
2=True of me(T)
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4=Definitely not true of me(DNT)

193. It is very important that my mate likes to snuggle.　(1)　(2)　(3)　(4)　193.

194. When I get angry at someone, it rarely wrecks our relationship.　(1)　(2)　(3)　(4)　194.

195. I can see little reason why anyone would want to compliment me.　(1)　(2)　(3)　(4)　195.

196. I am strong enough to make up my own mind on difficult questions.　(1)　(2)　(3)　(4)　196.

197. I am comfortable being alone.　(1)　(2)　(3)　(4)　197.

198. I have a person with whom I talk about my deepest feelings about sex.　(1)　(2)　(3)　(4)　198.

199. The more I look at things, the more I see how everything fits with everything else.　(1)　(2)　(3)　(4)　199.

200. I find there are a lot of fun things in this world to do alone.　(1)　(2)　(3)　(4)　200.

201. Even though I am pretty much in touch with who I am, I am always discovering new aspects of myself.　(1)　(2)　(3)　(4)　201.

202. The inner wisdom of people never ceases to amaze me.　(1)　(2)　(3)　(4)　202.

203. I feel strongly about some things.　(1)　(2)　(3)　(4)　203.

204. It is very important that my mate be thoughtful of me.　(1)　(2)　(3)　(4)　204.

205. I get a feeling for the meaning of life through nature.　(1)　(2)　(3)　(4)　205.

206. Life gets better as I get older.　(1)　(2)　(3)　(4)　206.

207. When I get angry at someone, I tell them about it, and it's over.　(1)　(2)　(3)　(4)　207.

208. There is at least one person in my life with whom I can talk about anything.　(1)　(2)　(3)　(4)　208.

209. Whatever age I am always seems to be the best.　(1)　(2)　(3)　(4)　209.

210. With the person I am closest to, I share my inner feelings.　(1)　(2)　(3)　(4)　210.

Please mark on your answer sheet only.

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211. There have been times when I felt like rebelling against people in authority even though I knew they were right.　　(1)　(2)　(3)　(4)　211.

212. No matter who I'm talking with, I'm a good listener.　　(1)　(2)　(3)　(4)　212.

213. If someone criticizes me to my face, I listen closely to what they are saying about me before reacting.　　(1)　(2)　(3)　(4)　213.

214. I have had an experience where life seemed just perfect.　　(1)　(2)　(3)　(4)　214.

215. I am outspoken.　　(1)　(2)　(3)　(4)　215.

216. Circumstances beyond my control are what make me a basically unhappy person.　　(1)　(2)　(3)　(4)　216.

217. I can take a stand.　　(1)　(2)　(3)　(4)　217.

218. I have a sense of awe about the complexity of things in the universe.　　(1)　(2)　(3)　(4)　218.

219. I have had moments of intense happiness, when I felt like I was experiencing a kind of ecstasy or a natural high.　　(1)　(2)　(3)　(4)　219.

220. I can remember "playing sick" to get out of something.　　(1)　(2)　(3)　(4)　220.

221. I give help when a friend asks a favor.　　(1)　(2)　(3)　(4)　221.

222. No matter what the task, I prefer to do it myself.　　(1)　(2)　(3)　(4)　222.

223. I like to gossip at times.　　(1)　(2)　(3)　(4)　223.

224. If someone criticizes me to my face, I feel low and worthless.　　(1)　(2)　(3)　(4)　224.

225. I sometimes try to get even rather than forgive and forget.　　(1)　(2)　(3)　(4)　225.

226. I do not intensely dislike anyone.　　(1)　(2)　(3)　(4)　226.

227. I like being able to change my plans without having to check with somebody.　　(1)　(2)　(3)　(4)　227.

228. I see to it that my work is carefully planned and organized.　　(1)　(2)　(3)　(4)　228.

Please mark on your answer sheet only.

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229. My values are formed from many sources, and I integrate them to give meaning to my life.   (1)   (2)   (3)   (4)   229.

230. With the person I am closest to, I share my inner feelings of weakness.   (1)   (2)   (3)   (4)   230.

231. I seem to understand how other people are feeling.   (1)   (2)   (3)   (4)   231.

232. I just can't be courteous to people who are disagreeable.   (1)   (2)   (3)   (4)   232.

233. When people express ideas very different from my own, I am annoyed.   (1)   (2)   (3)   (4)   233.

234. When I was young, there were times when I wanted to leave home.   (1)   (2)   (3)   (4)   234.

235. Being close to another person means sharing my inner feelings.   (1)   (2)   (3)   (4)   235.

236. I value the deep relationships I have formed with the opposite sex.   (1)   (2)   (3)   (4)   236.

237. I sometimes feel resentful when I don't get my way.   (1)   (2)   (3)   (4)   237.

238. It is very important that my mate likes to touch me and be touched by me (hold hands, hug, etc.).   (1)   (2)   (3)   (4)   238.

239. I feel free to express both warm and hostile feelings to my friends.   (1)   (2)   (3)   (4)   239.

240. Being deeply involved with someone of the opposite sex is really important to me.   (1)   (2)   (3)   (4)   240.

241. How many friends I have depends on how pleasant a person I am.   (1)   (2)   (3)   (4)   241.

242. I am ashamed of some of my emotions.   (1)   (2)   (3)   (4)   242.

243. I never like to gossip.   (1)   (2)   (3)   (4)   243.

244. For me, sex and love are tightly linked together.   (1)   (2)   (3)   (4)   244.

245. The closest I get to another person is to share my opinions and ideas.   (1)   (2)   (3)   (4)   245.

246. Reading or talking about sex stimulates me.   (1)   (2)   (3)   (4)   246.

Please mark on your answer sheet only.

1=Definitely true of me(DT)
2=True of me(T)
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4=Definitely not true of me(DNT)

247. I get a feeling for the meaning of life through music.   (1) (2) (3) (4)   247.

248. I have not found a person with whom I can be close.   (1) (2) (3) (4)   248.

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.   (1) (2) (3) (4)   249.

250. My morals are determined by the thoughts, feelings, and decisions of other people.   (1) (2) (3) (4)   250.

251. I act independently of others.   (1) (2) (3) (4)   251.

252. I wouldn't enjoy having sex with someone I was not close to.   (1) (2) (3) (4)   252.

253. I go out of my way to avoid being embarrassed.   (1) (2) (3) (4)   253.

254. I rarely check the safety of my car no matter how far I am traveling.   (1) (2) (3) (4)   254.

255. I have been punished unfairly.   (1) (2) (3) (4)   255.

256. Sometimes I deliberately hurt someone's feelings.   (1) (2) (3) (4)   256.

257. With the person I am closest to, I share my inner feelings of tenderness.   (1) (2) (3) (4)   257.

258. I have had experiences in life when I have felt so good that I have felt completely alive.   (1) (2) (3) (4)   258.

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.   (1) (2) (3) (4)   1

2. People like me.   (1) (2) (3) (4)   2

3. No one understands me.   (1) (2) (3) (4)   3

4. My parents caused my troubles.   (1) (2) (3) (4)   4

5. It takes a lot to frighten me.   (1) (2) (3) (4)   5

6. There are questions that interest me which will not be answered in my lifetime.   (1) (2) (3) (4)   6

Please mark on your answer sheet only.

1=Definitely true of me(DT)
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4=Definitely not true of me(DNT)

7.	I must defend my past actions.	(1)	(2)	(3)	(4)	7
8.	It's hard for me to say "no" without feeling guilty.	(1)	(2)	(3)	(4)	8
9.	I feel optimistic about life.	(1)	(2)	(3)	(4)	9
10.	My free time is spent aimlessly.	(1)	(2)	(3)	(4)	10
11.	Feelings of guilt hold me back from doing what I want.	(1)	(2)	(3)	(4)	11
12.	My word is my bond.	(1)	(2)	(3)	(4)	12
13.	I admit my mistakes.	(1)	(2)	(3)	(4)	13
14.	I worry or condemn myself when other people find fault with me.	(1)	(2)	(3)	(4)	14
15.	I am happy.	(1)	(2)	(3)	(4)	15
16.	I believe people are basically good.	(1)	(2)	(3)	(4)	16
17.	My feelings are easily hurt.	(1)	(2)	(3)	(4)	17
18.	Whatever stage of life I am in is the best one.	(1)	(2)	(3)	(4)	18
19.	When somebody does me wrong, I get so hung up on my own feelings I can't do anything but brood.	(1)	(2)	(3)	(4)	19
20.	When I feel tense, there is a good reason.	(1)	(2)	(3)	(4)	20
21.	I like being able to come and go as I please.	(1)	(2)	(3)	(4)	21
22.	I have taken time to help my neighbors when they need it.	(1)	(2)	(3)	(4)	22
23.	I worry about things that never happen.	(1)	(2)	(3)	(4)	23
24.	I have feelings of doom about the future.	(1)	(2)	(3)	(4)	24
25.	I trust others.	(1)	(2)	(3)	(4)	25
26.	I am basically an unhappy person.	(1)	(2)	(3)	(4)	26
27.	My family understood me while I was growing up.	(1)	(2)	(3)	(4)	27
28.	Mostly I like to just sit at home.	(1)	(2)	(3)	(4)	28
29.	I am happy with the pace or speed with which I make decisions.	(1)	(2)	(3)	(4)	29

Please mark on your answer sheet only.

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2=True of me(T)
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4=Definitely not true of me(DNT)

30.	People hurt my feelings without knowing it.	(1)	(2)	(3)	(4)	30
31.	I take the unexpected in my stride.	(1)	(2)	(3)	(4)	31
32.	I frighten easily.	(1)	(2)	(3)	(4)	32
33.	I eat balanced meals.	(1)	(2)	(3)	(4)	33
34.	I find people are consistent.	(1)	(2)	(3)	(4)	34
35.	My day-to-day frustrations do not get in the way of my activities.	(1)	(2)	(3)	(4)	35
36.	I think the best way to handle people is to tell them what they want to hear.	(1)	(2)	(3)	(4)	36
37.	I worry about my future.	(1)	(2)	(3)	(4)	37
38.	It takes something of real significance to upset me.	(1)	(2)	(3)	(4)	38
39.	My mistakes annoy me, but do not frighten me.	(1)	(2)	(3)	(4)	39
40.	Guilt is a feeling I seem to have outgrown.	(1)	(2)	(3)	(4)	40
41.	I believe the best times are now.	(1)	(2)	(3)	(4)	41
42.	I constantly need excuses for why I behave the way I do.	(1)	(2)	(3)	(4)	42
43.	When I feel worried, there is usually a pretty good reason.	(1)	(2)	(3)	(4)	43
44.	Basically, I feel adequate.	(1)	(2)	(3)	(4)	44
45.	I like people who say what they really believe.	(1)	(2)	(3)	(4)	45
46.	I learn things as fast as most people who have my ability.	(1)	(2)	(3)	(4)	46
47.	People respect my work because I do a good job.	(1)	(2)	(3)	(4)	47
48.	I am picky about my food.	(1)	(2)	(3)	(4)	48
49.	I don't need to apologize for the way I act.	(1)	(2)	(3)	(4)	49
50.	I have a lot of energy.	(1)	(2)	(3)	(4)	50
51.	I am calm.	(1)	(2)	(3)	(4)	51

Please mark on your answer sheet only.

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2=True of me(T)
3=Not true of me(NT)
4=Definitely not true of me(DNT)

52.	No matter what the task, I prefer to get someone to do it for me.	(1)	(2)	(3)	(4)	52
53.	I am willing to admit it when I don't know something.	(1)	(2)	(3)	(4)	53
54.	I enjoy being sexually stimulated by someone I don't know.	(1)	(2)	(3)	(4)	54
55.	I am an even-tempered person.	(1)	(2)	(3)	(4)	55
56.	If a clerk gives me too much change, I correct the error.	(1)	(2)	(3)	(4)	56
57.	I punish myself when I make mistakes.	(1)	(2)	(3)	(4)	57
58.	My duties and obligations to others trap me.	(1)	(2)	(3)	(4)	58
59.	I was raised in a happy family.	(1)	(2)	(3)	(4)	59
60.	When it's time to go to bed, I fall asleep easily.	(1)	(2)	(3)	(4)	60
61.	My parents treated me fairly.	(1)	(2)	(3)	(4)	61
62.	I am a stable, dependable worker.	(1)	(2)	(3)	(4)	62

Please mark on your answer sheet only.

APPENDIX F

SUMMARY OF ERIKSON'S EPIGENETIC MODEL

SUMMARY OF ERIKSON'S EPIGENETIC MODEL

1. **Trust-Mistrust** (Hope)
   Age: 0 - 1 1/2

   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: 1 1/2 - 3

   Willing to be oneself
   Holding on - letting go

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

3. **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?"

5. <u>Identity-Confusion</u> (Fidelity)
   Age: 12-18

   Trust in peers   Fidelity tests
   Occupational search   Cliques-heroes
   Identification without heroes   Stereotyping self
   Social group pressures   Ideological mind
   Ideological thought   Rituals, creed, programs
                                         Molding identity

6. <u>Intimacy-Isolation</u> (Love)
   Age: 18-30

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

7. <u>Generativity-Stagnation</u> (Care)
   Age: 30-45

   Maturity   Belief in the species
   Establishing & guiding next   Charity
      generation
   Productivity & creativity supplements
      but doesn't replace generativity

8. <u>Integrity-Despair</u> (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 F. Robert Wilson and William W. Farquhar, 1977

APPENDIX G

ASSESSMENT OF ADULT FRIENDSHIP PATTERNS

ASSESSMENT OF ADULT FRIENDSHIP PATTERNS

Categories and Items

Emotional

2	18	38	48
12	20	44	
15	22	45	

Intellectual

4	19	39	46
13	21	42	
17	27	43	

Activity

6	16	40	49
8	36	41	
14	37	47	

Satisfaction

3	11	30	50
5	23	34	
7	28	35	

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