

ADOLESCENT EGO DEVELOPMENT IN NON-STANDARD FEMALES:
UNFORTUNATE LIFE EVENTS AND CURRENT FUNCTIONING

Frances Newman

M.A. Simon Fraser University 1977

THESIS SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
DOCTOR OF PHILOSOPHY
in the Department
of
Psychology

© Frances Newman 1985

SIMON FRASER UNIVERSITY

December 1985

All rights reserved. This work may not be
reproduced in whole or in part, by photocopy
or other means, without permission of the author.

APPROVAL

Name: Frances Margaret Newman

Degree: Ph.D.

Title of Thesis: Adolescent Ego Development in Non-Standard Females:
Unfortunate Life Events and Current Functioning

Examining Committee:

Chairman: Dr. Dale Miller

~~Dr. James E. Marcia, Ph.D.~~
Senior Supervisor

~~Dr. Elinor Ames, Ph.D.~~

~~Dr. Janet Strayer, Ph.D.~~

~~Dr. Raymond Koopman, Ph.D.~~

~~Dr. Meredith Kimball, Ph.D.~~

Dr. Irving Sigel, Ph.D.
External Examiner
ETS, Rosedale Road
Princeton, New Jersey

Date Approved: _____

December 5, 1985

PARTIAL COPYRIGHT LICENSE

I hereby grant to Simon Fraser University the right to lend my thesis, ~~project or extended essay~~ (the title of which is shown below) to users of the Simon Fraser University Library, and to make partial or single copies only for such users or in response to a request from the library of any other university, or other educational institution, on its own behalf or for one of its users. I further agree that permission for multiple copying of this work for scholarly purposes may be granted by me or the Dean of Graduate Studies. It is understood that copying or publication of this work for financial gain shall not be allowed without my written permission.

Title of Thesis/~~Project/Extended Essay~~

Adolescent Ego Development in
Non-standard Females: Unfortunate
Life Events and Current Functioning

Author: _____

(signature)

Frances NEWMAN

(name)

12 December, 1985

(date)

ABSTRACT

Research in adolescent ego development based on ego-psychoanalytic theory has been focused primarily on establishing the developmental nature of ego formation and on discovering correlations with other personality variables among normal adolescents.

The present study was designed to investigate ego development in a sample of non-standard adolescent females using measures derived from Erikson's theory of ego identity formation and from Loevinger's model of ego development. The population referred to as non-standard includes young people who face the tasks of adolescence without the customary support of family and school and after childhood abuse and rejection.

The focus of the present study was to discover possible relationships between ego functioning in adolescence and unfortunate life events for the purpose of suggesting directions for further research.

The unfortunate events included sexual abuse; physical abuse; separations from parents; placements away from home; school failure. The rationale for the selection of these events and for the four age groupings at which they were scored was derived principally from ego-psychoanalytic developmental theory.

Seventy-six females aged 16 to 18 years residing in a hostel were interviewed regarding the occurrence of these unfortunate events and regarding their involvement in delinquency, prostitution, drug abuse and school drop-out. Two tests of ego formation were administered: the Marcia Ego Identity Incomplete Sentence Blank and the Loevinger Sentence Completion Test of Ego Development.

Scores on the two measures of ego development were similar to but more restricted than those obtained by normal samples. There was a significant positive correlation between the scores. Because of a restricted range problem, no significant results were obtained from the regressions of either of two ego measure scores on the ten leading principal components of 29 unfortunate life event variables. Certain results were interpreted as providing directions for further research. These results included: 1) the relationship between lowered adolescent ego functioning and a) physical abuse by parent and b) disrupted attachments in childhood; 2) the relationship between prostitution in adolescents and a) sexual abuse by fathers and b) father absence.

DEDICATION

To my mother,
Eva Kornpointner

ACKNOWLEDGEMENTS

I would like to thank Dr. James Marcia for his tactful guidance, advice and support in all aspects of this research and in my clinical training; Dr. Elinor Ames for her encouragement without coercion from the beginning of my graduate studies; Dr. Raymond Koopman for his statistical wisdom and practical assistance and Dr. Janet Strayer for her scholarly assistance in learning to see the forest as well as the trees. The co-operation, generosity, trust and forbearance I have experienced from my committee have been exceptional and invaluable.

I owe thanks to Dr. Roger Blackman, Chair, and to the Department of Psychology at Simon Fraser University for making it possible for me to complete my doctoral work at long distance.

I would like to thank Dr. Paula Caplan of Toronto for her generous help as local supervisor of my research and for obtaining for me the assistance of local graduate students in scoring and rating the test and interview data: Linda DiNardo, M.A., Vassili Arvaniti, M.A., and Hal White, M.A., are owed thanks for their patient and careful work in that area.

My thanks go also to Joan Foster, M.A., David Scott, Ph.D., and Georgina White, B.A., for their statistical and data-management assistance; to Eva Bild, B.A., for her skillful interviewing and to Cheryl Kawasaki for her help in preparing the typescript of this dissertation.

Finally, I would like to thank the staff of Stop '86 in Toronto for their co-operation and the residents of that hostel for their participation in the research.

TABLE OF CONTENTS

APPROVAL	ii
ABSTRACT	iii
DEDICATION	v
ACKNOWLEDGEMENTS	vi
LIST OF TABLES	x
CHAPTER 1 INTRODUCTION	1
1.1 Theoretical Background	1
1.2 Erikson's Theory	3
1.2.1 Continuity of Early Care: Trust vs. Mistrust	5
1.2.2 Reliable Inner and Outer Control: Autonomy vs Shame and Doubt	6
1.2.3 Conflict-free Purpose: Initiative vs. Guilt	6
1.2.4 Competence and Co-operation: Industry vs. Inferiority	7
1.3 The EI- ISB	11
1.4 Use of the EI- ISB	15
1.4.1 College Samples	15
1.4.2 High School Samples	16
1.4.3 Non-Academic Samples	18
1.5 Loevinger's Theory	20
1.5.1 Presocial/Symbolic (1-1)	23
1.5.2 Impulsive (1-2)	23
1.5.3 Self-protective (Delta)	24
1.5.4 Transition from Self-protective to Conformist (Delta/3)	24
1.5.5 Conformist (1-3)	24
1.5.6 Transition from Conformist to Conscientious (1-3/4)	25
1.5.7 Conscientious (1-4)	25
1.5.8 Individualistic Level: Transition from Conscientious to Autonomous Stage: (1-4/5)	25
1.5.9 Autonomous (1-5)	26
1.5.10 Integrated Stage (1-6)	26
1.6 The Sentence Completion Test (SCT)	26
1.7 The Use of the SCT	28
1.7.1 High School Samples	28
1.7.2 Clinical Samples	32
1.8 The Use of Marcia's Identity Measures and the SCT	37
1.9 Erikson and Loevinger	41

Chapter 2 THE PRESENT RESEARCH	44
2.1 The Study	44
2.2 The Sample	49
2.3 The Measures	50
2.3.1 The EI-ISB	50
2.3.2 The SCT	51
2.3.3 Unfortunate Life Events	52
2.4 Tentative Hypotheses	59
Chapter 3 METHOD	60
3.1 Subjects:	60
3.2 Recruitment, Consent and Payment:	61
3.3 Confidentiality and Clinical Concerns:	61
3.4 The Hostel	64
3.5 Measures	66
3.5.1 The EI-ISB	66
3.5.2 The SCT	66
3.5.3 The Interview	67
3.6 Procedures	67
3.7 Scoring	70
3.7.1 The EI-ISB	71
3.7.2 The SCT	71
3.7.3 The Interview: Unfortunate Life Events	73
Chapter 4 RESULTS	77
4.1 The Ego Measures	77
4.1.1 Age, interviewer and order effects	77
4.1.2 The EI-ISB	78
4.1.3 The SCT	80
4.1.4 Relationship between the EI-ISB and the SCT	83
4.2 Demographic Data	84
4.2.1 Country of Origin	87
4.2.2 Adoption	87
4.2.3 Education Level	87
4.3 Unfortunate Events	88
4.3.1 Sexual and Physical Abuse	88
4.3.2 Separations from Parents	91
4.3.3 Placements away from home	93
4.3.4 School failure	94

4.4 Unfortunate Events in Adolescence	94
4.5 Brief Psychological Description of the Sample	97
4.6 Unfortunate Life Events and Ego Formation in Adolescence	100
4.7 Unfortunate Events in Adolescence, Ego Formation in Adolescence and Selected Independent Variables	109
4.7.1 Ego and selected independent variables	109
4.7.2 Unfortunate events in adolescence and selected independent variables	111
Chapter 5 DISCUSSION	113
5.1 Ego Development	113
5.1.1 The EI-ISB	114
5.1.2 The SCT	114
5.1.3 The Relationship Between the EI-ISB and the SCT	116
5.2 Unfortunate Life Events and Ego Formation in Adolescence	119
5.3 Limitations of the Present Study	124
Appendix A CONSENT FORM	127
Appendix B MARCIA (Wagner, 1976) INCOMPLETE SENTENCES BLANK (EI-ISB)	128
Appendix C SENTENCE COMPLETION FOR WOMEN (Form 9-62) (Loevinger & Wessler, 1970)	130
Appendix D ADOLESCENT DEVELOPMENT INTERVIEW	133
Appendix E SCORING CRITERIA FOR IDENTITY INCOMPLETE SENTENCES From Wagner, 1976	142
Appendix F UNFORTUNATE LIFE EVENTS SCORING CRITERIA	143
Appendix G MEANS AND STANDARD DEVIATIONS OF 35 VARIABLES	148
Appendix H CORRELATIONS AMONG 35 VARIABLES	149
Appendix I EIGENVALUES OF 29 FACTORS	155
Appendix J INSIDE-OUT FACTOR PLOT (Factors one to five, six to ten)	located in pocket in back cover.
Appendix K VARIABLE NAMES	156
REFERENCES	157

LIST OF TABLES

TABLE 1	Stages of Development (Erikson and Loevinger) and Significant Unfortunate Events	57
TABLE 2	Cell Means and Standard Deviations	79
TABLE 3	EI-ISB Total Scores	79
TABLE 4	Total Protocol Ratings on the Loevinger Sentence Completion Form for 2 Samples of Females	81
TABLE 5	Relationship Between Scores on the EI-ISB and the SCT	85
TABLE 6	Demographic Data	86
TABLE 7	Education Level: Highest Grade Completed	86
TABLE 8	Education Level of Parents: Highest Grade Completed	86
TABLE 9	Sexual and Physical Abuse	89
TABLE 9A	Experience of Abuse	90
TABLE 10	Separations from Parents	92
TABLE 11	Placements Away From Home	92
TABLE 12	School Failure	95
TABLE 13	Unfortunate Events in Adolescence - I	96
TABLE 14	Unfortunate Events in Adolescence - II	96
TABLE 15	10 Factor Solution	101
TABLE 16	10 Factor Names and Contributing Variables	102
TABLE 17	Correlations: 10 Factors with 6 Dependent Variables	106
TABLE 18	Correlations Among 6 Dependent Variables	108
TABLE 19	Correlations: 6 Dependent Variables with Selected Independent Variables	110
TABLE 20	Ego Levels of Three Samples of Adolescents	115
TABLE 21	Ego Levels of Two Samples of Female Adolescent Delinquents and Comparison with Present Sample	117

Chapter 1

INTRODUCTION

The present study was designed to investigate ego development in a sample of non-standard adolescent females using measures derived from Erik Erikson's theory of ego identity formation and from Jane Loevinger's model of ego development. The primary focus in this study is on the relationship between antecedent life events and current levels of 1) ego identity formation (Erikson), and, 2) ego functioning (Loevinger). A secondary focus is on the relationship between the two measures used. The introduction to the study will include brief synopses of the theories of Loevinger and of Erikson, and related research in the area.

1.1 Theoretical Background

Adolescent development has received increasing attention in the past several decades, especially since the publication of Erikson's first works (1950, 1956) on the subject. In contrast to traditional psychoanalytic theory, in which psychosexual development is considered essentially completed and 'fixed' with the

NOTE: The pronouns she, her and herself are used throughout this work since all participants were female.

resolution of the oedipal crisis in childhood (Freud, 1953), according to Erikson's psychosocial theory the period of important individual development and change extends into adulthood and old age. Adolescence, the period somewhere between childhood and adulthood during which the individual prepares to become a full-fledged member of the community, is therefore a focus of interest. According to Erikson, by examining the ways in which the adolescent negotiates the pressures from within (developing psychological, psychosexual, and cognitive structures) and without (societal demands) it is possible to understand the formation of ego identity upon which the individual relies in coping with the demands of adulthood. The successful resolution of the major task of adolescence -- Ego Identity formation -- allows the young adult to take on the business of providing for herself by doing meaningful work; sharing herself in an intimate relationship with another; caring for and sharing herself with the next generation, and ultimately finding satisfaction in the way in which she has chosen to lead her life.

Other important theorists writing within the broad outlines of psychoanalytic theory have likewise focused upon the ego or the self in contrast to the id or impulse in their attempts to understand human development and behaviour. Among them, Hartmann (1939) was one of the earliest to have asserted the autonomy of the ego and thus to pave the way to the consideration of important human development in terms of the self. Erikson's theory of psychosocial development is in this tradition, as is the work of Jane Loevinger (1969, 1970, 1976), whose elucidation of the stages of ego development and their measurement will also be considered here.

1.2 Erikson's Theory

Out of his psychoanalytic practice and his interest in cultural patterns of human behaviour and development, Erik Erikson constructed a theory of psychosocial development detailing the stages by which the individual in interaction with the social community and its representatives transforms libidinal urges, infantile experience of the other, and the desire for mastery and autonomy into a flexible and cohesive adult self-representation -- Identity -- that can withstand the vicissitudes of time, the dislocations of place and the demands of lovers, competitors and dependents. Erikson's eight stages covering the human lifespan are conceived of as forming an epigenetic whole: that is, each stage, with the exception of the last, forms the basis for the development of the next, and each stage, with the exception of the first, is prepared for by the development of the preceding one. At each stage of psychosocial development there is a modal crisis to be resolved; upon the quality of the resolution of each crisis depends the ability to resolve the crisis of the succeeding stage. The outcome of each crisis may be favourable or unfavourable, depending upon the balance achieved between two alternative approaches to the world and this balance is the principal criterion of ego strength at that stage of development (Erikson, 1954). The first four of the eight stages of psychosocial development (trust vs mistrust; autonomy vs shame and doubt; initiative vs guilt; industry vs inferiority) take place within the ages and institutions of childhood and the last three (intimacy vs isolation; generativity vs stagnation; ego integrity vs despair) belong to maturity and old age. The pivotal fifth stage, Identity vs role confusion, occurs at adolescence;

when successfully resolved it marks the first full appearance of that "subsystem of the ego [whose function is to] test, select and integrate the self-representations derived from the psychosocial crises of childhood". (Erikson, 1956, p.104) Only the first five stages of psychosocial development will be detailed here, the last three being outside the scope of the present research.

Although Erikson has based his model of the stages of psychosocial development on the paradigm of psychosexual development, and although he sees the two lines as inextricably linked, his focus is nonetheless upon the ego or self. His principal interest has been in the ways in which the doings of the ego are reflected in the resolutions of the psychosocial crises of development, particularly in the formation of Identity, which "covers much of what has been called the self" (Erikson, 1956, p.102). The formation of Identity represents the ego's synthesizing function in meeting one of its frontiers, "a social function of the ego which results, in adolescence, in a relative psychosocial equilibrium essential to the tasks of young adulthood" (Erikson, 1956, p.105). Somatic process, ego process and societal process form the trinity that dominates Erikson's theory of psychosocial development (Erikson, 1963). What may be measured at each stage of development is the strength of the ego in negotiating inner and outer demands. With the advent of adolescence, we may measure that ego-structure, Identity, "the adolescent ego's most important support, in the task of containing the post-pubertal id, and in balancing the then newly-invoked super-ego as well as the again overly demanding ego ideal" (Erikson, 1956, p.105). This ego structure then, is a social necessity, both for the individual who seeks to master both drives and environment, and for society which depends upon "the persistent endeavour of the older and more adult egos to join in the organizational effort of providing an

integrated series of average expectable environments for the young egos" (Erikson, 1956, p.107). While society depends upon mature egos to support the environment necessary for the healthy development of the young, what might the nature of this environment be? Such an environment is one that

provides an entirely indispensable support to the ego in the specific tasks of adolescence, which are: to maintain the most important ego defences against the vastly growing intensity of impulses (now invested in a matured genital apparatus and a powerful muscle system) to learn to consolidate the most important conflict-free achievements in line with work opportunities; and to re-synthesize all childhood identifications in some unique way, and yet in accordance with the roles offered by some wider sections of society... (Erikson, 1956, p.67)

1.2.1 Continuity of Early Care: Trust vs. Mistrust

According to Erikson's theory, the infant experiences the first psychosocial crisis within the institution of attachment (1963). Here, in the relationship with the first care-giver, the infant resolves the dilemma of learning to trust a sometimes dangerous world. A sensitive care-giver offers opportunities to feel secure, fulfilled and valued and provides an environment that facilitates "...an inner conviction that on the basis of all the diffuse experiences of (his) own body...and on the basis of all the original insecurity within the early environment, a sense of continuity and sameness can develop which unites the inner and the outer worlds" (Erikson, 1954, p.352). The needs of the infant are expressed and gratified primarily through the mode of oral incorporation. The empathic care-giver establishes the first relationship of mutuality -- of give and take -- by offering appropriate feeding and oral gratification to which the infant responds, thereby gratifying the care-giver. Inner trust is developed through experience with a responsive and trustworthy outer world.

1.2.2 Reliable Inner and Outer Control: Autonomy vs Shame and Doubt

At the time at which the infant is developing gross-motor control over limbs and sphincters, parents begin to impose rules about the body and its functions on the now mobile child and to demand, and enforce, in exchange for approval of behaviour and consideration of physical autonomy, rules about excretion, ingestion and locomotion. Sensitive parents guide the child to gain self-control as part of the bargain in which the child receives approval. Self-control and the understanding that the child's body is her own are learned in the context of careful regulation of the environment and the body. The "sameness....which unites the inner and outer world" (Erikson, 1954, p.352) is the ground-plan for self-control and healthy will-power. Parental respect and appropriate rules for the child's body support the achievement of a wholesome internal balance between shame and doubt, and autonomy.

1.2.3 Conflict-free Purpose: Initiative vs. Guilt

Before the young child is trained in the technology of her culture, she must first experience a further crisis in her primary relationship with powerful and caring adults. Learning what is appropriate to adults and what to children in terms of love and work in the world can be conceptualized with reference to the oedipal conflict. The power that parents hold in their intimate adult relationship and in their ability to give and withhold must be used wisely so that the young child learns that although she cannot yet have what is fully adult -- adult sexuality, adult rights, privileges and work -- still there is worthwhile work to be done and

love to be had outside the corridors of power until her own maturity makes adult love and work appropriate. Guided and tended by wisely powerful parents who neither restrict access to sex and power completely nor inflict upon the child inappropriate experiences by neglect or by force, the "oedipal" child begins learning about the culture's sex-roles, channels energy into worthwhile and appropriate activities and achieves a wholesome balance between initiative and guilt.

1.2.4 Competence and Co-operation: Industry vs. Inferiority

Having arrived at the stage of training in the technology of her culture, the school-aged child now comes to master the technical skills she must have to take her eventual place as a productive member of society in the context of co-operation with peers and interaction with newly-important adult caretakers and mentors other than her parents. Learning the process by which a task is approached, defined, worked at and completed is the context for the resolution of the last crisis of true childhood. Appropriate success and failure in moderation at school and with peers allow for the achievement of a wholesome balance between confidence in strengths and abilities and acknowledgement of weaknesses and failures.

At the end of childhood, the individual has experienced a number of psychosocial crises in the context of a growing awareness and experience of a society of others. At each stage of development, Erikson tells us, the major criterion of ego strength is the quality of the resolution of the crisis at that stage. In the context of "an average expectable environment" (Erikson, 1956), where adults, the representatives of society, co-operate to guide and support the developing child,

the resolution of each crisis provides the child with a firmer sense of herself and of her place in the society. In the average expectable environment the resolution of each crisis results in a favourable balance between alternative approaches to the world. That is, at the first stage, basic trust in the environment outweighs basic mistrust; at the second, autonomy dominates shame and doubt; at the third, initiative dominates guilt; at the fourth, industry outbalances inferiority. However, in a healthy individual mistrust, shame and doubt, guilt, and inferiority have also become integrated parts of the personality. Marcia (1981) has suggested that the alternatives which must be balanced at each psychosocial stage can be thought of in dialectical terms: the positive alternative as the thesis, the negative alternative as the anti-thesis, and the individual's resolution as the synthesis. Thus, in late childhood, for example, the individual's confidence in a unique configuration of skills and abilities is the synthesis of industry (the thesis) and inferiority (the anti-thesis). This conceptualization clarifies the **balancing** of alternatives that results from integrating rather than rejecting alternatives.

At the end of childhood, a last crisis of ego development remains before adulthood begins. The structure of identity, the social aspect of ego, requires completion. Identity is a concept that refers to many aspects of personality both conscious and unconscious, both personal and social. In Erikson's words, Identity refers to:

1. a conscious **sense of individual Identity**;
2. an unconscious striving for a **continuity of personal character**;
3. a criterion for the silent doings of **ego synthesis**;

4. a maintenance of an inner **solidarity** with a group's ideals and identity.

(Erikson, 1956, p.57)

In order to complete this complex and essential structure, the adolescent must actively, though by no means always consciously, transform the experiences and identifications of childhood into a coherent self-system in order to be ready for the tasks of adulthood (Erikson, 1956). This active transformation of childhood identifications is perhaps the most obviously important stage in the entire process of identity formation which begins "...in the baby's earliest exchange of smiles [in which] there is something of a **self-realization coupled with a mutual recognition**" (Erikson, 1956, p.69). Identity formation continues throughout childhood, and indeed throughout the life span, in the context of a supportive social milieu in which there exists a certain mutuality, or "cog-wheeling" of individual needs and abilities with social needs and expectations. It is a strenuous task, and one which, if not accomplished, leaves society at a disadvantage, since society depends upon the co-operation of a collection of strong and flexible egos to carry on the care and maintenance of the next generation (Erikson, 1956, 1963).

Even given a series of average expectable environments in which to develop, the young person faces a formidable task, crucial both for herself and for her society:

Adolescence is the last and the concluding stage of childhood. The adolescent process, however, is conclusively complete only when the individual has subordinated his childhood identifications to a new kind of identification, achieved in absorbing sociability and in competitive apprenticeship with and among his age-mates. These new identifications are no longer characterized by the playfulness of childhood and the experimental zest of youth: with dire urgency they force the young individual into choices and decisions which will, with increasing immediacy, lead to a more final self-definition, to irreversible role pattern, and thus to commitments "for life". The task to be performed here by the young person and by his society

are formidable; it necessitates, in different individuals and in different societies, great variations in the duration in the intensity, and in the ritualization of adolescence. Societies offer, as individuals require, more or less sanctioned intermediary periods between childhood and adulthood, institutionalized **psychosocial moratoria**, during which a lasting pattern of "inner Identity" is scheduled for relative completion. (Erikson, 1956, p.66)

What of the adolescent who faces the Identity crisis with few or defective supports from the individuals and institutions appropriate for this "formidable task"? Unsupported by parents, without the structure of the school that provides the training and socialization necessary for adolescent work, the individual may be at a disadvantage, compared to those who do their work in an average expectable environment. These same adolescents, whose earlier experiences have been less than optimal, may also not have resolved important antecedent crises satisfactorily.

Identity Diffusion, the polar opposite of Identity Achievement, is the unfavourable outcome of the adolescent Identity crisis. According to Erikson (1956), a number of family and childhood factors are associated with the unfavourable outcome of the identity crisis. Among these are insecure attachments in childhood, absent or weak adult models with whom to form identifications, and severe physical trauma "either in oedipal period or in early puberty associated with a separation from home" (Erikson, 1956, p.92).

Empirical data regarding the state of identity in adolescence among young people who currently lack adequate social supports and who may also have experienced less than average expectable environments in the past would increase our understanding of the relationship between self and environment in the development of ego.

1.3 The EI-ISB

Marcia's work in ego development, specifically the development of ego Identity in adolescence, began with his development and validation of a semi-structured interview designed to measure Ego Identity Status (Marcia, 1966). He assigned labels to four ego-identity statuses -- Achievement, Moratorium, Foreclosure and Diffusion -- which made operational and extended Erikson's (1956, 1963) theory of adolescent psychosocial development.

Through the Ego-Identity Interview (Marcia, 1966) one assesses degree of commitment to occupation, religion and ideology and the presence or absence of doubting and questioning -- or crisis -- in arriving at or approaching these commitments. In addition to the Interview, Marcia developed an Incomplete Sentences Blank (EI-ISB), which was designed to provide an overall measure of identity achievement (Marcia, 1966) and thus to be a source of concurrent validation of the Interview. However, the EI-ISB is more properly a measure of commitment to rather than achievement of an identity, since it fails to discriminate between the Foreclosure status (commitment without crisis) and Achievement (commitment following crisis). The EI-ISB has been shown to discriminate between individuals who have made or are actively working towards commitment (Achievement/Foreclosure and Moratorium) and those individuals who avoid commitment (Diffusion). The scoring procedure (Marcia, 1966, p.553-554) does not permit either the assessment of commitment in the separate areas of occupation, ideology or religion, or the assessment of likelihood of movement

towards greater commitment or towards a questioning of this commitment. Rather, the EI-ISB may be considered to be a measure of general ego strength or commitment to a view of the self as intact, reliable, masterful and wholesome. Consider the instructions for scoring the sentence stem 'when I let myself go I _____' (scores are 3, 2 or 1, with 3 indicating high Identity).

3 - Nondisastrous self-abandonment. Luxuriating in physical release. For example, have a good time and do not worry about others' thoughts and standards, enjoy almost anything that has laughter and some physical activity involved, enjoy myself more.

2 - Cautiousness, don't quite know what will happen, have to be careful. Defensive or trivial. For example, never know exactly what I will say or do, sleep, might be surprised since I don't remember letting myself go.

3 - Goes all to pieces, dangerous, self-destructive, better not to. For example, think I talk too much about myself and my personal interests, tend to become too loud when sober and too melodramatic when drunk, sometimes say things I later regret. (Marcia, 1966, p.553-554)

These instructions pertain to the scoring of a sentence stem that invites the participant to reveal her sense of ego boundaries or the intactness of the self. Other sentence stems tap ego ideal (the difference between me as I am and as I'd like to be), general self-description (I am/I am not), sense of the self as stable and reliable (It seems I've always been) and sense of self as masterful (I'm at my best when). Only seven of 23 sentence stems tap thoughts and feelings about self in relation to societal tasks and expectations appropriate to the adolescent. In the form of the EI-ISB (Wagner, 1976) used in the present research the total number of sentence stems has been reduced to 18, of which only 6 are directly related to concerns, tasks and expectations appropriate to the adolescent-becoming-adult.

Marcia's findings regarding the significant relationship between the EI-ISB and a

measure of self-esteem (Marcia, 1966) support the argument that this instrument measures the more general sense of well-being or satisfaction expected to arise from a stable definition of self or general positive self-identity (Erikson, 1968) rather than measuring specific adolescent identity work in the areas of occupation, religion and ideology. It is of note that several researchers (Adams & Shea, 1979; Munro & Adams, 1977; Lavoie, 1976) identify the EI-ISB as a measure of identity achievement; this may reflect a use of the term 'Achievement' in a general rather than a specific and technical sense. In addition, Lavoie (1976) among others, refers to the EI-ISB as an Identity Status Scale, perhaps to indicate its ability to discriminate between high and low Identity status.

Since the development of Marcia's Identity Status Interview and EI-ISB, by far the majority of investigations of adolescent identity have been focused on identity status using the interview method (Bourne, 1978a). There are three important reasons for this.

1. What kind of identity is a more interesting issue than how much identity and is particularly appropriate in the investigation of late adolescents for whom Identity work is the major psychosocial task (Erikson, 1956).
2. As Marcia points out (Marcia, 1980) the statuses may constitute a typology -- one may be a characterological Moratorium (one who lives life on the brink of commitment with always one more doubt); one may never ask critical questions and thus remain Foreclosed; or one may play at life as a well-adjusted Diffusion. Rogow (1983) has elaborated on the theme of personality type and identity status in an examination of the relationship

between identity status and Shapiro's (1965) neurotic styles. Generally, then, identity status is more interesting and more empirically useful than amount of identity in investigating late adolescent populations.

3. A third reason for the popularity of the Identity Status Interview is the population with which it was developed. College students may be the most frequently used of all research subjects generally. In particular, since Identity development is a task of late adolescence, young college students are a natural target of research in the area since they, unlike high school students, do not require parental consent to take part in research. More particularly, the interview, which focuses on the young person's concerns regarding occupation, religion and *weltanschauung*, is most appropriate for use with young people who are explicitly in the business of training themselves for adult occupations and professions and who are, willy-nilly, exposed to courses, discussions and extra-curricular activities all focused on cultural, spiritual and intellectual matters. Indeed, developed as it was in the university context -- the domain of the cultural and intellectual elite (in theory at least) -- the Identity Status Interview may have some built-in cultural biases that make it less appropriate for use with young people outside the very institutions that promote commitment and questioning.

Marcia has pointed out the importance of college as "...the single most important setting for ego identity resolution" (Marcia, 1976). A number of researchers have investigated the change in identity status over the college years (Waterman & Waterman, 1971; Waterman, Geary, & Waterman, 1974; Waterman & Goldman, 1976) and the effects of different college environments and curricula on Identity status (Newman & Newman, 1978; Adams & Fitch, 1983). While no studies

comparing Identity status change in young people in and out of college has been attempted, it can be seen that whatever curriculum is offered, college promotes change and growth in ego identity (Marcia, 1980, p.170).

For late adolescents who are already engaged in earning their livings and who have not been exposed to college life there is little information regarding Identity formation. There are few studies of ego Identity development in early and middle adolescence using the EI-ISB with subjects attending high school. Only one study (Gregorie, 1976) employed the EI-ISB with adolescents not in school. The studies using the EI-ISB will be detailed with respect particularly to the relationship between it and the Ego Identity Status Interview.

1.4 Use of the EI-ISB

The EI-ISB has been used in a small number of studies of aspects of ego-identity formation in high school and college males and females.

1.4.1 College Samples

A series of three studies from the Longitudinal College Environment and Ego Development Research Project at Utah State University in 1976 (Adams & Shea, 1979; Grossman, Shea & Adams, 1980; Adams & Fitch, 1982) of several aspects of ego development using, among other measures, the EI-ISB. With regard to the relationship between the EI-ISB and the Identity Status Interview, Adams and Shea's (1979) findings, based on data from the 294 college students who formed the subject pool for all three studies, were similar to those of Marcia (1966), i.e.:

identity Achievements scored significantly higher on the EI-ISB than did Diffusions.

The EI-ISB scores of Moratoriums and Foreclosures were not significantly different from each other, but they formed a third group that scored lower than those of Achievements and higher than those of Diffusions, further suggesting that the EI-ISB measures the accumulation of a stable sense of self that may mediate adolescent Identity work.

1.4.2 High School Samples

Using a subject pool of 120 urban middle class high school students from 15 to 18 years of age, Lavoie (1976) divided his subjects into high and low identity groups on the basis of a median split on EI-ISB scores. His findings indicated a non-significant increase in ego Identity with age, with males and females achieving similar scores at each grade level. Generally, Lavoie's findings indicate that high identity males and females are better adjusted than their low identity peers, achieving significantly better scores on trust and industry on an Eriksonian measure of personality development (Constantinople, 1969) and on several subscales of the Tennessee Self-Concept Scale (Fitts, 1964) including self-identity and self-satisfaction. These last findings regarding self-identity and self-satisfaction are similar to Marcia's (1966) findings about the relationship between the EI-ISB and self-esteem. In addition, high identity males and females compared to low identity subjects tended to report different parental child-rearing practices (Lavoie, 1976). Of particular interest to the present research are the findings that high identity girls reported less maternal restrictiveness and greater freedom to discuss problems with mother and with father than did low identity

girls. On a measure of sex-role identification (Heilburn, 1964) high identity girls compared to low identity girls, perceived a greater similarity between self and family. Gilligan (1982) has suggested the female identity is based upon connection rather than separation; high identity girls appear here to reflect this sense of connectedness with family.

Wagner's (1976) study of female and male elementary high school students aged 10 to 12, 13 to 15 and 16 to 18, found results similar to Marcia's(1966) using a modified form of the EI-ISB. This 18-item sentence completion form includes many of Marcia's original sentence stems but has been adapted for use with adolescents younger than the college students originally sampled.

In order to test hypotheses about relationships between cognitive development and ego Identity development, Wagner used both the EI-ISB and the Ego Identity Interview together with two tasks of formal operations (Inhelder & Piaget, 1958). The results generally supported the co-developmental nature of formal operations and ego identity: both increased over the three age ranges. Scores on both formal operational tasks were significantly correlated with scores on the ego identity measures. Of particular interest here are the distribution of scores on the EI-ISB and the correlation between those scores and the results of the Ego Identity Status Interview. Females in the 10 to 12-year-old group achieved average scores of 32.05 out of a possible 54, those 13 to 15 years of age scored 36.80, and the 16 to 18 year-olds scored 38.45. These were significant increases. The intercorrelations between the two Identity measures were low-positive and significant for the entire sample; however, none of the correlations reached significance in the female sub-groups. The correlation between the two Identity measures was particularly low for the 16-18-year-old females. As has been

pointed out earlier, the EI-ISB does not distinguish between Achievement and Foreclosure statuses as does the interview. What is scored on the EI-ISB is commitment alone, and not exploration plus commitment. However, the interview accords a higher rating to Moratoriums than to Foreclosures. There were no Achievements in the 10 to 12-year-old group and only one Moratorium; in the 16 to 18-year-old group there were six Achievements and 26 Moratoriums. The likelihood of Moratoriums being scored differently on the two different tests increased with the increased numbers of Moratoriums, thereby reducing the degree of correlation between the two tests. Middle adolescents who are in high school may well be dealing with identity issues in a way that is meaningfully captured by the Interview: Archer (1982) has demonstrated this to be the case in a study of elementary and high school girls and boys. However, for those middle adolescents not in school, identity issues may be more meaningfully captured by means of the EI-ISB which measures the more general sense of self that is a necessary precondition for forming lasting commitments to work, religion, politics and sex-roles.

1.4.3 Non-Academic Samples

In a study comparing 30 female and male college students with 27 female and male working youths, Munro and Adams (1977) obtained ego identity scores using both the Ego Identity Status Interview and the EI-ISB. Results indicated that identity Achievement youths were more advanced in their ego Identity formation than all other Identity status groups. This finding is similar to that of Marcia (1966) and of other researchers mentioned above, though it is not clear whether or not Diffusions scored significantly lower than all other identity statuses. With

regard to comparisons between working and college youth, there are no results for EI-ISB scores. However, a comparison of identity status across all three content areas of occupation, religion and politics revealed that significantly more working youth were in the Identity Achievement Status (44%) than in the Diffusion Status (18.5%). Among college students, 44.5% were Achievements and 40% were Diffusions. Comparing Achievements with all other identity statuses (Moratorium plus Foreclosure plus Diffusion) almost half (44.5%) of the working youth were at the highest level of Identity status, whereas fewer than one tenth (6.7%) of college students were as advanced. Only in the area of occupation were college youth as advanced as working youth, with more than 70% of each group in the two most advanced statuses of Moratorium and Achievement. It should be noted that the small number of subjects (27 working youths and 30 college youths) makes the results difficult to generalize.

In a study of a treatment program for juvenile delinquents, Gregoire (1976) used the EI-ISB with male adolescents. Boys who had had some work experience before being detained in a correctional institution obtained better results on the EI-ISB than did those with no work experience. The former boys were seen as being more likely than the latter to be able to profit from a re-education program in detention. Boys with some work experience may have a more highly developed sense of self than previously unemployed boys and this may be reflected in higher EI-ISB scores.

Summarizing the results of the studies examined above, it is clear that the EI-ISB measures some aspect of ego Identity formation. There is evidence that the EI-ISB discriminates between Erikson's (1956) polar outcomes -- Achievement and Diffusion -- of the psychosocial crisis of Identity in adolescence.

In addition, the EI-ISB has been known to discriminate between individuals who have made or are making commitments in the areas of occupation, religion and politics and those who avoid such commitments (Marcia, 1966; Adams & Shea, 1979; Wagner, 1976; Munro & Adam, 1977). These findings hold for both middle and late adolescents.

It has been argued (see p.10) that what is being measured by the EI-ISB is a general sense of identity, that which provides a basis for the late-adolescent work of Identity resolution, and may be most appropriate for use with samples drawn from populations who are not yet actively engaged in Identity work. Such a population is the one sampled in the present research with young females not living at home and not attending school.

1.5 Loevinger's Theory

Loevinger's work in ego development over the last two decades has emphasized the elucidation of the stages and the measurement of that development (Loevinger, 1966, 1970, 1976, 1979). For Loevinger, ego development constitutes the keystone of personality development and includes much of what has been otherwise known by the terms moral development, social development and character development. However Loevinger refuses to offer a formal definition choosing rather to provide a detailed description of the content of ego development in her elucidation of its stages.

Before considering these stages of ego development, it may be helpful to consider

Loevinger's conception of ego as "the striving to master, to integrate, to make sense of experience" -- in other words, what in psychoanalytic terms is known as the synthetic function of ego but which is, for Loevinger, the essence of ego. Borrowing heavily from the ideas of other theorists (for example the "self-system" of H.S. Sullivan, 1953, and the "style of life" of Alfred Adler, 1956) Loevinger regards ego as a process rather than a thing, an organization or framework of meaning imposed upon experience by the individual, a striving for consistency within the individual (Loevinger, 1976). Hers is a holistic conception of ego much like Erikson's, not an omnibus of problem-solving functions as proposed by many psychoanalytic thinkers (Bellak, 1984). Though her definitional vagueness may leave her reader wondering what ego does not include, Loevinger is part of a long tradition of thinking about the self that dates back to what Jaspers (1960) has referred to as the "axial age" about 500 B.C., when the development of consciousness added a dimension to human history that has persisted in philosophical and psychological theories. Loevinger's conception partakes of what she refers to as the "psychoanalytic ego paradigm", to distinguish it from psychoanalytic ego psychology within the drive paradigm, in which ego is granted autonomy from but is at least to some extent derived from and determined by instinctual drives.

Loevinger's conception of the development of this master trait of personality, this broad-ranging frame of reference through which the individual relates to herself and to the external world, shares a number of elements with the conceptions of other developmental theorists (Kohlberg, 1964, for example). These elements include a holistic view of personality, in which behaviour is seen in terms of meanings or purposes; "the projection of an abstract continuum that is both a

normal developmental sequence and a dimension of individual differences in any given age cohort"; and as concerned with "impulse control, character development, interpersonal relations and cognitive preoccupations, including self-concept" (Loevinger & Wesley, 1970, p.3).

Loevinger offers as the best definition of ego development the stages she has proposed (Loevinger, 1966; Loevinger & Wessler, 1970). These comprise an invariant hierarchical order, like that of other development theorists (Piaget, 1932, for example) and detail a sequence of changes in meaning structures and character structures. The way in which an individual views herself, others and her relations with others is one of four lines of human development, the others being physical, psychosexual and intellectual development; this line of development is regarded as becoming increasingly complex and differentiated with each stage. The seven stages and three transitional phases are defined independently of age and of the other lines of human development, although ego development is "bound to be correlated with them during childhood and adolescence." (Loevinger & Wessler, 1970, p.9) The stages follow an invariant hierarchical order; thus, no stage may be skipped. Changes at stages are seen as changes in structures; thus, any particular individual may not develop beyond any particular stage. Since any particular individual may cease to develop before reaching the last posited stage, any group of adults may comprise representatives of a number of stages. (Adult representatives of the first measurable stage -- Impulsive -- are very rare, as are those of the final stage -- Integrated. Loevinger & Wessler, 1970.) Thus, Loevinger's sequence of stages is also a typology of individual differences in ego functioning or character styles.

Each stage, which is given a code symbol in addition to a name, includes

characteristics of impulse control and character development; interpersonal style, conscious preoccupations and cognitive style. As an introduction to a brief outline of Loevinger's stages, the following may be useful:

Ego development can be summarily described as proceeding from an external approach to oneself and the world (dependence on external sources of reinforcement, being subject to external stimulation and immediate impulses, lack of insight into oneself, projection of blame onto others and onto the world in general) to a progressive interiorization of one's experience, interests, and control (for example, awareness of and focus on thoughts, desires, and motives; emphasis on self-reliance, competence, and autonomy). - Loevinger, 1976, p.446

1.5.1 Presocial/Symbiotic (I-1)

The first stage of infancy is concerned with the establishment of a stable world of objects: within the first attachment relationship the infant constructs a sense of self and other. This stage ends with the beginning of language and thus is not measurable by means of the verbal test Loevinger has constructed.

1.5.2 Impulsive (I-2)

This stage is the first which can be measured using Loevinger's method and is generally characterized by the first assertions of self in the young child. The stage is marked by cognitive confusion and simplicity, such that people, who are seen as sources of gratification, are good if they gratify and bad if they don't. Body feelings, particularly impulses, govern behaviour, with punishment seen as retaliatory and as immanent in nature.

1.5.3 Self-protective (Delta)

Here, generally, the pre-school-aged child begins to develop self-control particularly when this is of immediate advantage in gaining gratification from and control of others. Older people who operate at this level are exploitive of others and blame their own troubles on people or situations beyond their own control. Loevinger (1968) characterizes such adults as psychopathic.

1.5.4 Transition from Self-protective to Conformist

(Delta/3)

This is not so much a stage as a rating used in the sentence completion form. A new theme, referring to concrete aspects of traditional sex roles, is to be found among individuals producing responses that are proportionately more frequent among respondents below the Conformist stage but not uncommon among respondents at that level and at the next highest.

1.5.5 Conformist (1-3)

At this stage we may expect to find most school-aged children and many adults. These are rigid role-followers and authoritarians who experience shame and guilt when they break rules. Cognitive simplicity is extreme, what is right is good, and it is good because others agree it is so.

1.5.6 Transition from Conformist to Conscientious(1-3/4)

This stage is described as being the modal level of ego development for adults in western society. An individual at this stage sees possibilities and alternatives for behaviour that the Conformist does not and is aware of not always living up to societal norms. Inner feelings have become differentiated beyond the 'sad, happy, glad, understanding' of the previous stage and may include 'embarrassed, self-confident and especially self-conscious'. Indeed, this stage is marked by self-consciousness.

1.5.7 Conscientious (1-4)

At this stage the principal elements of adult conscience are present; rules are fully internalized and are no longer absolute. Individual differences are recognized; the inner life of the Conscientious individual is rich, and cognitive style is becoming complex and differentiated.

1.5.8 Individualistic Level: Transition from Conscientious to Autonomous Stage: (1-4/5)

Greater conceptual complexity resulting from increased ability to tolerate paradox and contradiction; awareness of inner conflict; psychological causality and psychological development are the marks of this transitional stage. Emotional dependence is an issue and is frequently in conflict with an increased striving for achievement.

1.5.9 Autonomous (1-5)

Individuals at this stage become increasingly adept at coping with conflicting needs and duties and the conflict between needs and duties. Conceptual complexity and a high tolerance for ambiguity as well as a thorough understanding of the relation of past experience to present motivation in self and others is achieved. Self-fulfillment often supplants achievement; feelings are vividly and richly experienced and expressed. Sexuality is experienced as an integral aspect of life. Abstract ideals are held, and individuality is respected.

1.5.10 Integrated Stage (1-6)

No more than 1% of adults in most social groups achieve this stage of ego development (Loevinger & Wessler, 1970). In addition to the Achievements of the Autonomous Stage, the individual at this stage has consolidated a sense of Identity. According to Loevinger (1976) the Integrated individuals most resembles Maslow's self-actualizing person. For this person, inner life becomes increasingly complex and differentiated: there are no answers, there are only more questions.

1.6 The Sentence Completion Test (SCT)

In 1970, Loevinger and her co-workers published a two-volume work -- Measuring Ego Development (Loevinger & Wessler, 1970; Loevinger, Wessler & Redmore, 1970) -- in which they detail the construction and scoring method of the test of her model of ego development. This achievement is the major strength of her

work in the area: one of her principal aims in constructing a model of ego development was to derive a measurable one, one that would allow for the study of individual differences, correlations with other lines of development, and age relationships. This aim has been part of a larger aim "to stake out a territory against the assault of those who say that research in clinical psychology can never be truly scientific, and against those who say that important insights are revealed only to clinicians." (Loevinger, 1966, p.205)

Loevinger's Sentence Completion Test (also known as the Washington University Sentence Completion Test of Ego Development, or WUSCTED) is a 36-item sentence completion test consisting of sentence stems that invite the respondent to project her own frame of reference. The scoring procedure is necessarily complex, since the test is designed to measure a complex and admittedly vague construct (Loevinger, 1976, p.447). Loevinger and her associates have devoted considerable time and thought to the process (Loevinger & Wessler, 1970; Loevinger, 1979; Redmore, 1976; Redmore & Waldman, 1975; Hoppe & Loevinger, 1977) and others (notably Hauser, 1976 and Holt, 1980) have examined the validity and reliability of the test. As Holt (1980) has pointed out, Loevinger's SCT is the only such measure with a highly developed and reliable scoring system, making it suitable for research in the area. Indeed, a sizeable body of research using this measure has developed since its introduction (Holt, 1980, counted 45 published and 80 unpublished reports of research using the measure).

Responses to each of the 36 sentence stems are individually (and out of context of the other 35 stems for a group of participants studied) assigned one of the nine measurable levels and transitions from Impulsive (I-2) through Integrated (I-6). Since it is assumed that each individual has a core level of functioning, an

individual's overall level is determined by ogive rules which assign a Total Protocol Rating (TPR) on the basis of a cumulative frequency rating of all 36 responses. This method can be used either with "automatic ogive rules" or with "borderline rules" (Loevinger & Wessler, 1970, p.128). The latter requires rater judgement in assigning total protocol ratings; the former is most frequently used in published studies (Hauser, 1976a). A third method of assigning an overall score is to sum the numerical ratings, assigned to the levels in ascending order, for each level.

Detailed instructions for training raters are given in the first volume of Loevinger et al's 1970 work, as is a complete scoring manual. Reliability studies by Loevinger and others indicate that self-trained raters achieve agreement on item ratings that are between 77% and 82% (Loevinger & Wessler, 1970; Cox, 1974).

1.7 The Use of the SCT

Loevinger's SCT has been widely used in studies of the relation of ego development to a number of developmental variables. Hauser (1976a), Loevinger (1979) and Holt (1980) have reviewed many of these studies and considered reliability and construct validity as well as other issues. In this section, only studies of females in middle adolescence will be considered. In a later section a handful of studies in which both the SCT and EI-ISB were used will be reviewed.

1.7.1 High School Samples

Adams and Jones (1981) conducted a study of socialization factors contributing to

ego growth in adolescence in a rural sample of 137 junior and senior female high school students 15 to 18 years of age. In addition to the SCT, the students' childrearing perceptions (using Lavoie's 1976 items) were obtained. Of the 137 students, 79% were at the Conformist level of ego development (I-3 and I-3/4) with 13% and 8% at Preconformist (below I-3) and Postconformist (above I-3/4) respectively. There was a nonsignificant increase in ego level with age, interpreted as a reflection of a gradual decrease in rate of growth on this dimension in middle adolescence. Using ego stage as the criterion variable and perceived childrearing behaviour of parents as predictors, a discriminant function analysis revealed that, in general, higher ego stages were associated with perceptions of greater maternal and paternal allowance of freedom and greater paternal approval and praise. These results are similar to those of Lavoie (1976) using the EI-ISB. Whether parents tend to accord more freedom to higher-functioning adolescent children than to less mature ones, or whether greater freedom from parental control facilitates ego development is not clear. Alternatively, lower functioning adolescent children who are still dealing with issues of control and advantage (particularly at stage delta) may interpret parents' behaviour in terms of control and restriction unlike their more mature peers for whom control is no longer the central issue in interpersonal relations.

Gold (1980) examined the relationship between adjustment (measured by the MMPI) and ego development (SCT) in 150 male and female high school students. These 150 students were chosen from a larger sample of 250 in order to provide a relatively even distribution across ego levels; thus, the number of students at each ego level in the sub-sample is not necessarily representative of the larger sample. With regard to the relationship between MMPI scales and ego level,

there was a significantly lower level of adjustment at ego levels below the Conformist stage than at the Conformist and Postconformist stages. In addition, hypotheses concerning specific aspects of maladjustment in relation to specific ego stages were borne out: those below the Conformist stages, and thus concerned with body functions, were marked by elevations on the hypochondriasis scale; those at the Conformist stages, and thus concerned with social desirability, were marked by elevations on the hysteria scale; those at Postconformist stages, and thus concerned with Achievement and searching for meaning 'below the surface', were marked by elevations on the MMPI scales measuring obsessive-compulsive and paranoid traits. These results were as predicted and supported hypotheses regarding the prevalence of certain adjustment patterns at certain points of the ego development hierarchy.

In a study of the links between ego level and interactive style in an interview, Hauser (1978) divided 98 female high school students (ages not specified) into Preconformist (10%), Conformist (49%) and Postconformist (41%) groups. As will be seen, more students scored at higher levels than can be expected; the group sampled here were drawn from a psychology course in a suburban school and might not be representative of high school students generally. In interviews with adult males, the three ego level groups were discriminated on three major factors: "warm/available"; "active/spontaneous"; "sexy". Postconformists were marked by higher warm/available and active/spontaneous factor scores than the two lower groups; Preconformists were distinguished from the two higher groups by high scores on the "sexy" factor. This last finding is not easy to interpret since examination of this scale (Hauser, 1978, p.350-351) reveals that it is measuring much the same behaviour as does the "spontaneous" scale (p.348-349).

Hauser interpreted his results generally as

1. providing validity for the SCT and
2. demonstrating the relevance of Loevinger's model and measure of ego development to clinical research and practice, specifically with regard to the measurement of differing patterns or styles among the stages of ego development; ego level (as described and measured by Loevinger) is seen as having many parallels with ego strengths and ego maturation.

Redmore and Waldman (1975) provide data on 15-year-old grade 9 female and male high school students. Of 25 girls, 19, or more than three quarters, were at the Conformist stages; fewer than one quarter were at Preconformist stages, with the remaining fraction at Postconformist stages. This distribution of ego stages is comparable to what has been found in most studies, to be considered later.

Redmore and Loevinger (1979) examined follow-up data from eight separate studies of male and female primary and high school students from grades six to thirteen. Conclusions based on the longitudinal data support Loevinger's (1969) theoretical assumptions regarding the increase from early to late adolescence in ego level and the predictability of ego level from early to late adolescence. As a note regarding distribution of ego levels in adolescents, among approximately 325 students no students were classified as being at either of the two highest ego stages: Autonomous and Integrated. Examining the studies that included female participants, the distribution of ego levels for high school students from 16 to 18 years of age is concentrated in the Conformist stage (I-3 and I-3/4) similar to the distribution most frequently found in studies of young people in North America (Holt, 1980). In a study by E. V. Sullivan et al. (1970), 35 high school girls aged

17 and 18 years were administered the SCT. The distribution of ego levels in this sample included a higher than expected frequency of Postconformist individuals: Preconformist 8%; Conformist 32%; Postconformist 60%. However, there were no individuals at the two highest stages, Autonomous I-5 and Integrated I-6.

1.7.2 Clinical Samples

1. Psychiatric patients: Hauser et al (1983) provided a first report on a four-year longitudinal research project investigating "the importance of factors such as life stresses, family context, and intrapsychic processes in promoting or impeding adolescent development" (p.325). In the study reported, a group of 13 and 14-year-old male and female hospitalized diabetics and a group of 13 and 14-year-old male and female hospitalized psychiatric patients, were compared with matched non-patient high school students with respect to levels of ego development and self-image complexity. It was argued that self-image formation is one aspect of ego development, and that self-image complexity vs polarization is related to cognitive complexity and higher levels of ego development. Results indicated first of all that both clinical groups (diabetics and psychiatric patients) were at significantly lower stages of ego development than was the control group, with the psychiatric patients at the lowest stages: more than 90% of psychiatric patients scored below the Conformist stage on the SCT, while more than 60% of controls and diabetics scored at or above the Conformist stage. In addition, the psychiatric patients (who were non-psychotic and had diagnoses of personality disorders and adolescent adjustment reactions) produced more polarized and fragmented self-images than did the other two groups, and were clinically rated

as self-depreciating and angrily alienated from parental expectations. Hauser and his co-workers discuss their findings (1983) in relation to their two major goals:

1. to investigate the impact of illness on adolescent development and
2. to further the understanding of the importance of self-representations in developmental deviations and psychopathology.

Operating within the self-psychology framework (Kohut, 1971 and 1977 especially), which, roughly speaking, accords to the self equal motivational importance with sexual and aggressive impulses in normal development and psychopathology, Hauser et al. (1983) view self-representations as important determinants -- not merely by-products -- of developmental deviations in early adolescence, when "the highest proportion of significant maturations in ego development and self-conception processes is expected" (p.325). Loevinger's model, and most particularly her measure of level of ego development, are regarded as theoretically and empirically useful in this line of investigation into healthy and distorted adolescent development.

Hauser et al. (1984) recently published further results from their four-year longitudinal research program (Hauser et al. 1983). A subsample of 61 14- and 15-year-old males and females were retested on the SCT for a study of the interplay between family interaction styles and patterns and ego development. The adolescents came from two-parent families and were either hospitalized psychiatric patients (n=27) with no evidence of thought disorder or brain damage, or non-patient high school students (n=34). In addition to SCT scores for the adolescents, SCT scores for mothers and fathers were obtained.

As expected, the psychiatric sample had significantly lower stage scores on the SCT than did the high school sample. (However, the scoring method used in this study does not make clear at which stages the samples are placed.) There were no significant main effects for sex or interactions with sex. Parent SCT scores differed with respect to mothers, who scored significantly lower if their children were psychiatric patients than if they were non-patient high school students. These results were not discussed by the authors.

As well as SCT scores, scores on family interaction variables were obtained in an interview in which all members in a particular family were asked to discuss their different responses on a Kohlberg Moral Judgment Interview. The results of these interviews indicated clear relationships between adolescent ego development and their family interactions. Generally, adolescents at higher levels of ego development participated in family interactions that were warm, accepting and understanding. Adolescents with arrested ego development (typically those from the psychiatric sample) participated in family interviews that were marked by indifference and by devaluing and constraining interaction styles. As the authors point out (p.211) it is not possible to argue that differing interactions cause or even strongly influence adolescent ego development; yet the links found between behaviour and ego development in adolescence suggest the importance of further investigation of family factors.

Noam et al (1984) reported a study of the relationship between ego development and psychiatric symptoms in a group of male and female psychiatric patients from 12 to 16 years of age. The diagnoses of these adolescents included psychoses as well as character disorders and adolescent adjustment reactions. The adolescents completed the SCT and their mothers completed a check-list of psychiatrically

relevant symptoms of their children. Of 114 patients including equal numbers of males and females, only 21% reached the Conformist stage or higher, with only 3 participants at the Conscientious stage or higher. There were apparently no sex differences in these scores. Ego level and symptoms (as rated by mothers) were found to be significantly correlated: adolescents at higher levels of ego development and older adolescents had significantly fewer symptoms than those at lower levels and younger adolescents; adolescents at lower levels of ego development rated significantly higher on scales measuring somatic complaints, aggressiveness, delinquency, hyperactivity and anxious-obsessiveness and depressive-withdrawal than did adolescents at higher levels. The results were interpreted as supporting the usefulness of Loevinger's model and measure of ego development for understanding psychopathology. In addition, it was argued that the results support the view that psychopathology in early adolescence (in this sample) is evidence of ego arrest in earlier stages of development rather than the result of special vulnerability in adolescence as a developmental transition. The evidence for the latter interpretation is not abundant: the majority of adolescent participants were seen as being "solidly within a given ego stage" (p.192) as opposed to, one supposes, being at one of Loevinger's transitional stages such as Self-Protective/Conformist or Conformist/Conscientious. However, without examining the actual protocols, the reader has no way of knowing how this conclusion was reached. Furthermore, no work has been done, as far as the present author knows, to establish indicators of change from one ego stage to another on the basis of within-protocol item scores. Nonetheless, this study again establishes

1. that the SCT is a useful measure of adolescent ego development generally

and with respect to the relationship with other psychological variables, and

2. that adolescent psychiatric patients score significantly lower on the SCT than do non-patient adolescent samples.

2. Delinquent adolescents:

In a study by Cresswell and Lacks (no date) reported by Loevinger (1979, p.301) 30 delinquent adolescent girls in a juvenile detention center were compared with 30 high school girls of similar background, age and race on SCT scores. The delinquent girls were predominantly at the Preconformist level (22 of 30) while only six of the control girls were at the same low level.

Frank and Quinlan (1976) studied 66 black and Puerto Rican 16 year old girls: 25 were in a detention centre for delinquents, 25 attended a nearby recreation program in a settlement house, and 16 were members of a youth development program at the same settlement house. Both IQ and ego level were measured. While IQ scores did not differ among the three groups they were found to be significantly correlated with SCT scores ($r=31$, $p<.05$) as expected by Loevinger (1970). On the SCT, the delinquent girls were significantly different from the other two groups: all but two of the delinquents were below the Conformist level of ego development, compared to only half of the girls in each of the other two groups which were not significantly different from each other. Overall number of deviant behaviours among the delinquent girls were significantly and negatively correlated with ego stage. The deviant behaviours most strongly related to low level of ego development were impulsive and aggressive acts such as running away and fighting, leading the authors to suggest that one form of female delinquency might be viewed as an outcome of an Impulsive personality organization. The

authors further concluded that the SCT is a valid and useful instrument for the investigation of ego development at low levels, particularly among adolescent delinquents who might include a group characterized by impulsive personality, organization and behaviour.

1.8 The Use of Marcia's Identity Measures and the SCT

To the knowledge of the present author, there are no studies using either of Marcia's (1966) two measures of ego Identity (the Ego Identity Interview and the EI-ISB) and Loevinger's SCT with younger-than-college-age adolescents. This section will include brief outlines of six studies in which either one of Marcia's two measures together with the SCT was used. Previous evidence for the ability of the EI-ISB to discriminate between high- and low-identity adolescents (Marcia, 1969; Adams and Shea, 1979; Wagner, 1976; Munro and Adams, 1977) and thus to measure some aspect of Ego Identity justifies the inclusion here of studies in which the Interview was used with the SCT.

In the first study of a longitudinal research project at Utah State University, Adams and Shea (1979) examined the relations among the development of three ego mechanisms: Identity status, locus of control and level of ego development. The participants were 294 college women and men; each completed the EI-ISB, the SCT, Levenson's Internal Locus of Control Scales (Levenson 1974) and underwent the Ego Identity Interview. The Locus of Control Scales are well-validated scales of the individual's sense of self, others, or chance as the principal determinant of personal destiny.

With regard to the relation between ego identity and ego level, a positive correlation ($r=0.294$ $p<.001$) was found between EI-ISB and SCT item sum scores. In addition, a simple effects analysis indicated that a significant increase in EI-ISB score occurred with each increased stage in ego development.

Comparing the results of the Ego Identity Status Interview with the SCT total protocol ratings, significant population differences in ego stage distributions were revealed for students in the four Identity statuses. Of those in the Identity Achievement Status, only 3% scored at Preconformist levels of ego development compared to 61% of Diffusions; 37% of Achievements were at the Postconformist levels of ego development compared to only 5% of Diffusions. Between 60% and 64% of Foreclosures, Moratoriums and Achievements were at Conformist levels of ego development compared to only 34% of Diffusions. In terms of level of ego development, Adams and Shea's results bear out Marcia's (1966) findings regarding order of the identity statuses: Achievements scored at the highest levels, followed by Moratoriums and Foreclosures, with Diffusions scoring at the lowest levels.

Regarding scores on the Locus of Control Scales and Identity Status, Achievements and Foreclosures scored higher on the Internal scale than did Diffusions, and Diffusions scored higher on the Chance scale than did any of the other three statuses. No significant differences between scores on the SCT and the Locus of Control Scales were found; however, progressive ego stage development was associated with increasing internality and decreasing externality.

Overall, these studies provide evidence that Loevinger's SCT and Marcia's two measures of ego identity are meaningful and useful measures of psychological development and maturity.

Three further studies from the Utah State University Longitudinal project were designed to investigate a variety of variables thought to be related to adolescent psychological development. Data were obtained from the 294 participants described in Adams and Shea (1979). Grossman, Shea and Adams (1980) reported on the effects of parental divorce among these 294 students: male students of divorced parents were significantly more likely to have higher identity statuses than all other students, while no differences between students of divorced or non-divorced parents were found in scores on the SCT. (St. Clair and Day, 1979, reported similar findings for females: two-thirds of high school female Achievements came from single-parent families compared to fewer than 20% of all other statuses.)

Adams and Fitch (1982 and 1983) investigated the stability of ego Identity status and level of ego development and the effect of different college environments on both ego Identity and level of ego development. With regard to stability of the two ego measures, Adams and Fitch (1982) reported that over a one-year period half of the 294 students maintained their previous Identity status and levels of ego development, while the other half tended to progress with respect to both measures. Adams and Fitch (1983) found that Identity status but not ego stage functioning is influenced by psychological environmental presses in a university setting. These results were interpreted as evidence that ego and ego Identity development continue to occur, as proposed by both Marcia (1966, 1976, 1980) and Loevinger (1966, 1970, 1976) during the late adolescent years, and that college environments may promote this development.

In a study designed to probe apparent differences between men and women in high identity statuses on a variety of measures of cognitive and personality

functioning Ginsburg and Orlofsky (1981) tested 75 college women's identity status and level of ego development in relation to locus of control. Results supported their hypothesis that Achievement and Moratorium women function at higher (Postconformist) levels of ego development than do Foreclosure and Diffusion women, who were principally operating at Conformist levels of ego development. While there were no significant differences between the statuses on the locus of control measure, Orlofsky and Ginsburg argued that although Foreclosure women typically resemble Moratorium men on measures of decision-making and locus of control, for example (Toder and Marcia, 1973; Howard, 1975) these female Foreclosures are in fact aided in their performance by an internalized parental identity, while Moratorium women's less successful performance is linked to anxiety about questioning parental values: underlying the questioning is a higher level of ego development. Of more immediate interest are the results of analyses of the ego level/identity status relationship: Achievement and Moratorium women scored significantly higher on the SCT (the vast majority scored at Postconformist levels) than did Foreclosure and Diffusion women (who were at Conformist levels), again supporting the expected progression in terms of psychological maturity of the Identity statuses (Marcia, 1966, and supported by data in Hopkins, 1977) and additionally providing validation for the SCT as a test of overall ego functioning. The distribution of ego levels in the sample as a whole revealed Stage I-3/4, the Self-aware or late Conformist stage, to be the modal level of ego functioning for the young adults in this sample.

1.9 Erikson and Loevinger

Loevinger (1976) has discussed the relation of Erikson's concept of ego Identity to other holistic theories of ego development and particularly to her own model. While the construct "ego identity" is seen as covering much the same ground as the formulations of other ego psychologists, Erikson's theory is criticized for two principal reasons. First, the means by which ego development is said to take place from infancy through childhood -- through introjection and projection, identification, and then by Identity formation in adolescence (Erikson, 1956, 1963) -- are not stages but modalities of ego development. Properly speaking, only ego identity synthesis in late adolescence, can be called a stage of ego development. It is here that a new structure is organized, reflecting a change in the underlying rules of personality organization that are independent of the elements of personality. Out of the identifications of childhood, a new ego configuration is wrought. Identity is a structure: the resolutions of earlier psychosocial crises are not. Secondly, Erikson's 'stages' are linked to and limited by, specific ages.

Loevinger's model of ego development is an attempt to isolate "the basic structure or central meaning of each stage" (Loevinger, 1976, p.38) and thus aims to meet the formal requirements of a theory (of personality) including abstractness and the specification of the basic rules governing the relations between a structure and its environment.

One might view Erikson's theory of ego development as essentially the charting of the development of one particular structure -- identity. Before adolescence,

before the structure is organized, the groundwork of the structure is charted; after the first formation of Identity in late adolescence, the psychosocial 'stages' highlight the operations possible in the life of an adult who possesses such a structure: intimacy and generativity cannot be said to be structures but are rather 'ways of being' as an adult in a social world since it is not possible to identify accompanying changes in the underlying rules of personality organization. Integrity, Erikson's last psychosocial crisis, may, however, be viewed as a new structure, analogous to Loevinger's highest stage of ego development, the Integrated. However, Loevinger's theory includes the possibility that, because development from one stage to the next depends upon the acquisition of a new structure, any individual may not proceed to the final stages, while in Erikson's view the social demands at each psychosocial 'stage' are felt by each individual whether or not any or all of the preceding 'stages' have been satisfactorily resolved. (This last feature of Erikson's theory makes it clear that his is not a structural theory but one that attempts to describe how, over a lifetime, the average expectable individual's attempts to reconcile the conflict between inner and outer demands meet the needs of the social group.)

Whatever the differences between Loevinger's and Erikson's models of ego development qua theory, both models deal with the interplay of match and mismatch between the individual and environment. At the center of this interplay is ego or self, not id or impulses. (Loevinger and Erikson accord to psychosexual development somewhat different importance but this difference may be more apparent than real as it results principally from the graphic similarities of Erikson's paradigms of psychosexual and psychosocial development.) Self is holistic, not a grab-bag of functions, and 'meaning is not an afterthought to

behaviour and experience; meaning is constitutive of experience" (Loevinger, 1969, p.95). Loevinger's frame of reference for relating to self and others and making sense of experience is, finally, not far from Erikson's way of being in the world.

For present purposes it is above all important that both Loevinger and Erikson have presented us with **researchable** models. Marcia (1981) cites as a positive feature of ego psychoanalytic theory the fact that it "...furnishes a basis for the derivation of testable (i.e. - behaviourally observable and verifiable) hypotheses" (p.1). In order to make real use of a notion of the self that is as broad-ranging as that dealt with by both Loevinger and Erikson, we must have measures that are applicable in the real world. Loevinger has provided her sentence completion form, which invites the respondent to project that "frame of reference", and Marcia has operationalized Erikson's theory through the development of the EI-ISB and the Identity Interview.

If we consider Erikson's fifth "stage" as the first true synthesis of ego identity or self in adolescence in relation to Loevinger's stages of ego development, we may be able to understand what that structure comprises at the point at which both societal expectations and internal needs and abilities first make that structure a necessity.

Chapter 2

THE PRESENT RESEARCH

2.1 The Study

This study was designed to investigate ego development in non-standard adolescent females. With few exceptions (Gregoire, 1976; Hauser et al., 1983, 1984; Noam et al., 1984; Frank & Quinlan, 1976) studies of adolescent ego development have focused on young people who 1) live at home with other family members and 2) attend school. Indeed, theories of adolescent development are based on normal, or standard populations of young people who are dependent upon their parents for financial and emotional support and at the same time fulfill their society's expectations by participating in the two major institutions of socialization - home and school. Erik Erikson (1956) has pointed out the way in which society supports and rewards the young individual as she moves from obedience and dependence to autonomy and independence - provided she operates within the accepted social context. The successful transition

...is dependent on the process by which a society (often through subsocieties) identifies the young individual, recognizing (her) as somebody who had to become the way (she) is, and who, being the way (she) is, is taken for granted. The community, often not without some initial mistrust, gives such recognition with a (more or less institutionalized) display of surprise and pleasure in making the acquaintance of a newly emerged individual. For the community, in turn, feels 'recognized' by the individual who cares to ask for

recognition; it can, by the same token, feel deeply - often vengefully - rejected by the individual who does not seem to care. (emphasis in the original) (Erikson, 1956, p.68-69)

This, then, is the bargain the young individual is expected to honour in order to be accorded a rightful place within the social context as a full member with position, status and security. What of the young individual who, through a combination of unfortunate circumstances and her own action is denied continuing access to the two major institutions of her society?

Adolescence, that developmental period between childhood and adulthood that is prolonged in western culture is seen by many theorists (A. Freud, 1958; Deutsch, 1967; Blos, 1962; Rutter et al., 1976) as a particularly difficult period fraught with inner turmoil and outer conflict. Safe passage through this period is promoted in part by caring, tolerant and protecting adults who teach, act as models and guides and provide the physical necessities of life without requiring submission or exerting undue force. A number of studies have shown how successful negotiation of adolescence is promoted by 'caring and feeding' adults, principally parents. Self-esteem (Greenberg et al, 1983) identity (Adams & Jones, 1983; Enright et al, 1980; Marcia, 1983; Erikson, 1956; Matteson, 1974) self-image (Offer et al., 1982) well-being and satisfaction (Greenberg et al., 1983; McMillan et al., 1982; Spillane-Grieco, 1984) adjustment (Heilbrun & Frame, 1963) and ego level (Adams & Jones, 1981) are promoted by consistent and satisfying contact with accepting, reliable and concerned parents.

What is the nature of the passage from childhood to adulthood when parents not only fail to nurture but also actively abuse and reject?

The population referred to as 'non-standard' includes those young people who face the tasks of adolescence: 1) without the customary supports of family; 2) outside

the structure of institutionalized education; and 3) after a childhood marked by neglect, abuse and rejection.

An additional focus of the present research is on the particulars of ego development among females. Current interest in specifying differing lines of development as opposed to a single line prescribed largely by investigations of male development (Gilligan, 1982) in addition to conflicting research findings regarding sex differences in identity development (Archer, 1982; Waterman, 1982), have combined to lead the present investigator to focus on adolescent females. The present research is not, however, a comparative study of males and females; rather it is an attempt to investigate the relation between certain experiences from infancy to adolescence and ego development among female adolescents. This study, then, involves a description of ego development in a group of adolescent females (16 to 18 years) who live in a hostel for indigent women, who have dropped out of high school and who have histories that include parental abuse, neglect and rejection.

'Negative identity' (the taking on of "those identifications and roles which, at critical stages of development, had been presented to the individual as most undesirable or dangerous, and yet, also as most real" Erikson, 1956,p.87) is a choice available to those young people who for a combination of genetic and environmental reasons are unable to resolve the adolescent crisis in favour of a unique yet socially acceptable form. It can be a part of the process by which such a non-standard population copes, unsupported, with the internal and external demands at this developmental stage. However, the young people Erikson describes are principally those who have experienced undue pressures to achieve within a conventional family context in which the negative identity may have

been 'dictated by the necessity of finding and defending a niche of one's own against the excessive ideals either demanded by morbidly ambitious parents or seemingly already realized by actually superior ones...' (Erikson, 1956, p.87)

The adolescents investigated in the present research have generally not experienced consistent family life but have histories of interrupted attachments, separations from home and family and placements in a variety of social agency-funded residences. Those who have remained with their families have very frequently experienced abuse, neglect, and rejection. Moreover, those "most undesirable and dangerous" identifications and roles of which Erikson speaks have in many cases been enacted by the very adults responsible for the care and support of the young women themselves: in particular, abusing adults, whether parents or parent-figures, may represent the very embodiment of those most undesirable and dangerous roles and identifications.

It is not suggested that the adolescents investigated here constitute a completely different group from standard or so-called 'normal' adolescents whose data constitute the bulk of the research literature. In no study of "normal" adolescent development (Douvan & Adelson, 1966; Adelson, 1980, for example) reviewed by this author is there information on sexual or physical abuse, major and frequent separations from parents, physical and emotional neglect, drug abuse, incidence of prostitution or other delinquency or of any other extreme experiences or actions. It is assumed, in studies of ego and ego identity development among high school and college populations, that these unfortunate events either have not occurred at all or, when they have occurred, have not had significant impact on the dependent variables studied. It may be that "unfortunate events" are assumed to be rare occurrences in the 'average expectable environment' and therefore do not

warrant particular mention. On the other hand, it may be that these experiences are frequent in normal adolescent populations.

Research in adolescent ego development is relatively new and only recently has it been appropriate to focus on the contribution of early experience -- fortunate or unfortunate -- to adolescent development. For example, Schiedel and Marcia (1984) have suggested that sex-role learning during the oedipal period may have implications for subsequent development of identity and intimacy. Marcia (1983) has suggested that an important direction for research on identity precursors in early adolescence involves three factors: confidence in parental support ("trust"); a sense of industry; a self-reflective approach to one's future.

Loevinger does not suggest what early experiences contribute to level of ego development, nor have there been any studies reviewed by this author that focus on early experiences as independent variables with level of ego development as dependent variable. Indeed, Loevinger's work thus far has been aimed at "isolating the basic structure or central meaning of each stage, neglecting the network of relations to social class, family antecedents and similar external factors." (Loevinger, 1976, p.38)

As discussed earlier, both Marcia's and Loevinger's measures have been used to investigate the relationship between ego level and ego identity and other personality variables (for example: psychopathology, locus of control) current life events or status (for example, child of divorced or intact family) and behaviour (for example: choice of college major, delinquency). But the contribution of early experience at significant periods of development to adolescent ego development has not yet been investigated using either Loevinger's or Marcia's measure.

The population sampled in the present research is non-standard, but not clinical or abnormal, and was selected in order to provide a sizeable sample of adolescents who were currently living without parental support and who could be expected to have experienced the "unfortunate events" of interest in the current study.

As has been demonstrated earlier, the theoretical underpinnings of Marcia's research support the notion of ego identity as a psycho-social structure. Loevinger's formulation of ego, based as it is in large measure upon the theory of H.S. Sullivan (Loevinger, 1969) draws upon the notion of the self-system with its earliest roots in the connection with, and distinct from, mother. It can be argued that ego cannot be defined without reference to society -- in its narrowest as well as broadest senses -- and that all of ego development is, in fact, adaptation to the social world of others. The aim of the present study was to examine the connection between certain unfortunate social events (separations from attachment figures; separations from family members; abuse by parents and parent-substitutes; history of school failure) in the life of the growing child, and ego development in adolescence.

2.2 The Sample

In order to investigate the effects on adolescent ego development of being separated from the two major institutions of socialization, participants had to be selected from a population who neither lived with their families nor attended school. A hostel for indigent young women provided such a sample. The young women studied were all of an age at which attendance in high school is

appropriate and none of them had completed this part of their education; nor had any of them undertaken formal training for trades or occupations. All of the young women were living at the hostel without parental or family support; many of them had been living in this way for several years.

2.3 The Measures

2.3.1 The EI-ISB

The EI-ISB is a sentence completion form designed to measure overall ego identity. It has been validated among college students (Marcia, 1966; Adams and Shea, 1979); high-school students (Wagner, 1976) and among working youth (Munro and Adams, 1977).

Although other well-validated paper-and-pencil measures of ego identity exist, the EI-ISB was chosen because it is a semi-projective test. As a "self-structure" (Erikson, 1956) identity may be best measured by means of a test which allows the respondent to complete in her own words sentence-stems designed to tap those feelings and ideas relevant to a growing "subjective sense of an invigorating sameness and continuity" (Erikson, 1968, p.19).

Other measures of ego identity have been validated with adolescents, most notably the Identity Achievement Status (IAS) Scale (Simmons, 1970, 1973) and the Objective Measure of Ego Identity Status (OM-EIS) (Adams, Shea & Fitch, 1979).

The IAS is a 24 item forced-choice sentence completion test. The 24 sentence-stems used in this test were based upon those in the EI-ISB (Marcia,

1966). Each sentence-stem is followed by two completions, reflective of high identity and low identity achievement respectively. Only one may be endorsed. The advantage of this test over the EI-ISB is that it is objectively scorable; on the other hand, the forced-choice format prevents the expression of individual self-statements that are more likely to reveal the unique self-structure of the respondent's ego identity.

The OM-EIS, and the extended version of the OM-EIS (EOM-EIS, Grotevant & Adams, 1984) are tests of 24 and 64 sentences related to adolescent identity issues to each of which the respondent indicates agreement on a 6-point Likert scale. The advantage of objective scorability of these tests again is out-weighed by the lack of opportunity for the respondent to express individual and unique self-statements.

The form of the EI-ISB used in the present research was a modification made by Wagner (1976) for use particularly with middle adolescents and includes those items of the original (Marcia, 1966) most relevant to this age group. The scoring procedure is identical to that of the original.

While no studies using the EI-ISB have been undertaken with non-standard female middle-adolescents, average scores for females in high-school are available for comparison (Wagner, 1976). These scores are based on data collected by Wagner (1976) in Buffalo, a city roughly comparable to that in which the present study was conducted.

2.3.2 The SCT

As discussed in an earlier section, the SCT was constructed specifically to test

Loevinger's model of ego development and, as a result, has been subjected to considerable scrutiny with regard to reliability and validity (Loevinger & Wessler, 1970; Loevinger, 1979; Redmore, 1976; Redmore & Waldman, 1975). It is a widely-used test of ego development and has been carefully reviewed and favourably rated by other researchers in the area (Hauser, 1976; Holt, 1980).

The 36 sentence-stems invite the respondent to project her own frame of reference in completing sentences designed to elicit responses reflective of ego level.

Numerous studies of middle adolescent females (Adams & Jones, 1981; Gold, 1980; Hauser, 1978; Redmore & Loevinger, 1979; Hauser et al., 1983 and 1984; Noam et al., 1984, for example) provide data on average scores for both "normal" and clinical samples.

A detailed administration and scoring manual is available for the SCT (Loevinger et al., 1970). While the scoring is complex, self-trained raters have been demonstrated to achieve percent agreements comparable to those of trained raters on item ratings and overall protocol ratings. (Loevinger & Wessler, 1970)

2.3.3 Unfortunate Life Events

In order to collect data on unfortunate life events, an historical interview was conducted with each participant. Rather than concentrating solely on unpleasant events, the interview was constructed to gather information about important events related to family life and school history in general. The specific unfortunate early life events focused on and used to relate to adolescent identity and ego development were:

1. Major separations from parents (separations longer than one month).
2. Placements away from home to foster homes, group homes and residential treatment centers.
3. Death of parents and loss of parents.
4. Physical and sexual abuse by parents and others.
5. School failure.

The early events were selected for their assumed importance to the development of a wholesome and secure sense of self from infancy to adolescence on the basis of the models of ego development proposed by Erikson, Marcia, and Loewinger.

1. **Major separations from parents (including loss of parents)**

As detailed in Chapter 1, Erikson and Loewinger share a view of ego development as essentially social, arising out of the first stable and reliable attachment relationship. Out of this relationship the individual constructs a stable world of objects (Loewinger) and develops a wholesome sense of trust in the world (Erikson). Major separations from attachment figures (parents, parent surrogates) would therefore be disruptive of this aspect of development.

2. **Physical abuse by parents**

The young child's sense of self continues to be nourished by an environment of others who provide opportunity to experience respectful control over developing body functions and activities. Sensitive gratification of impulses

and respectful limit-setting of behavior by the parent promote the development of Autonomy (Erikson) and the beginnings of impulse-control (Loevinger). The use of physical abuse by parents to control and punish the expression of impulses in the child would be detrimental to this aspect of ego development.

3. Sexual abuse by parents

The oedipal child next becomes concerned with issues of power and exploitation in the area of sexuality and sex roles. The growing confidence of the child in the freedom to initiate conflict-free activities and to experience others as non-exploitive, particularly in the area of sexuality, is important to the development of Initiative (Erikson) in the Self-Protective child (Loevinger). Parents who sexually abuse their children fail to provide the average expectable experiences at this stage of development. Before this, sexual abuse may not be experienced as different from non-sexual physical abuse by the child.

4. Placements away from home

The young child who is struggling with issues of power may be particularly sensitive to major disruptions in living circumstances. Removal of the child from family and home to foster homes, group homes, and the like, may provide additional stresses to the child who is preparing to enter the larger social arena that includes school and the world of peer relations.

5. School failures

In order to develop confidence in the self as capable of worthwhile work in

the areas for which society provides training (Erikson) and to accept the dictates of authority and the requirements of social acceptability (Loevinger) the school-aged child requires opportunities to succeed in school. Failures in school, whether the result of inability to perform academic tasks or to adapt to authority and peer requirements, may result in serious disruption of ego development at this stage.

In relating the above list of unfortunate events to specific stages of ego development, it is not suggested that only at a particular stage is a particular unfortunate event significant. The unfortunate events would be unfortunate at any stage; at the specific stages indicated, the events may have critical significance for ego development because of the specific psychosocial and psychosexual issues predominant at each stage and because of the specific cognitive structures available to the growing child as means of understanding and integrating social events and physical phenomena, fortunate or unfortunate. As Erikson has described in his case history of Sam (Erikson, 1963, p.25-38) a small boy of three experiences the death of his grandmother as connected to his own "naughtiness" and difficulty with control of physical aggressiveness. In explanation, Erikson notes that psychosocial issues of power, dominance and exploitation are current at a time when cognitive structures are not adequate to help the task of understanding and integrating the physical phenomenon of death as obeying a natural law unrelated to a small boy's behaviour.

Piaget (1952, 1967) has extended our understanding of the young child's tendency to understand and explain the world entirely in terms of her own existence and behaviour. Before the beginnings of logical thought at about seven years of age, the prelogical thought of the young child is essentially egocentric. Young Sam's

understanding of his grandmother's death reflects his lack of differentiation between the subjective world and the physical universe. Just as Sam sees the cause of his grandmother's death as the result of his own activity, young children may tend to believe that their own behaviour has caused the unfortunate events that befall them. With the development of logic in middle childhood, the child becomes increasingly freed from intellectual and social egocentricism and is able to reflect upon her own behaviour and to see that it is not necessarily causally related to physical phenomena or to the behaviour of others. Unfortunate life events may thus have very different meanings and consequences for children at different stages of development.

Particular unfortunate events may be particularly significant at specific stages of ego development; on the other hand, issues and conflicts 'modal' at specific times never disappear, nor is there ever a stage in development when issues of trust, autonomy or initiative, for example, are not to some extent available for reawakening and reworking. Erikson (1963) clearly indicates that psychosocial crises, once resolved more or less well, may resurface at later stages of development. Loevinger (1970) similarly indicates that even a highly-developed individual whose 'core' level of functioning is at the Postconformist stage may indeed operate to some extent at much lower levels.

In summary, then, the unfortunate events listed earlier -- separations from or losses of parents; physical abuse by parents; sexual abuse by parents; removal from home and placement in foster and group homes; school failures -- can be seen to be particularly significant at certain stages of ego development as well as significantly related to specific psychosocial and psychodynamic issues and areas. Table I lists Erikson's and Loevinger's stages and the corresponding significant

TABLE 1

	Erikson Stages	Significant Unfortunate Events	Loevinger Stages
	<u>Trust vs. Mistrust</u>		<u>Pre-social/symbiotic</u>
Central Concerns	Attachment objects	Separations and Losses	Stable world of objects
	<u>Autonomy vs. Shame & Doubt</u>		<u>Impulsive</u>
Central Concerns	Body control Self-control	Physical Abuse	Control of impulses
	<u>Initiative vs. Guilt</u>		<u>Self Protective</u>
Central Concerns	Oedipal conflict, Power, Sex-roles	Sexual abuse Placements away from home	Exploitation for Gratification
	<u>Industry vs. Inferiority</u>		<u>Conformist</u>
Central Concerns	Confidence in skills Acknowledgement of weaknesses	School Failures	Authority Social Acceptability

unfortunate events proposed here.

Concurrent life events

A group of current unfortunate events more directly linked to the participants' own behaviour and activities were also focused on. These included:

1. History of delinquency in terms of police charges
2. Drug and alcohol abuse
3. History of prostitution
4. School drop-out

These current unfortunate events are of a different order than the early life events in that they are more directly the result of the adolescents' own behaviour and activities and because they rarely occur before the onset of puberty. They are nonetheless stressful and frequently disruptive of wholesome ego development in adolescence. Delinquency in adolescent girls has been linked to lower levels of ego development compared to non-delinquent girls (Frank & Quinlan, 1976); heavy drug use has been related to poor social functioning and lowered ego level in adults (Wilber et al., 1982). The development of delinquent behaviour may be related to poorly resolved industry issues: the young adolescent who is a failure at school may readily become involved in delinquent behaviour of a form that attracts the notice of authority and results in police charges. Alcohol and drug abuse may occur partially in response to poorly resolved issues of impulse control and a relative inability to delay gratification and tolerate frustration. Involvement to prostitution may be related to distorted early attachment

relationships as well as to issues of impulse control, exploitation, and inferiority. It is the aim of the present research to undertake a preliminary investigation of the relation between adolescent ego identity and level of ego development, and unfortunate early and current life events.

2.4 Tentative Hypotheses

While this was not an hypotheses-testing study there are certain tentative hypotheses that may be advanced.

1. In a group of adolescent females of high-school age who are without customary familial and social supports, there will be a broad range of level of ego identity and of ego functioning.
2. Level of ego identity as measured by the EI-ISB will be significantly related to level of ego functioning as measured by the SCT.
3. Level of ego identity as measured by the EI-ISB in adolescence will be negatively related to the occurrence of unfortunate early life events.
4. Level of ego functioning as measured by the SCT in adolescence will be negatively related to the occurrence of unfortunate early life events.
5. Occurrence of unfortunate events in adolescence will be positively related to occurrence of unfortunate early life events.

Chapter 3

METHOD

3.1 Subjects:

The participants in the study included 76 residents at a hostel for indigent young women in downtown Toronto. Data from three of the original 79 participants have not been included in the analyses and discussion: one of the three was excluded because she had failed to be promoted beyond the first grade of elementary school in several years of school attendance; the second of the three was not truly an indigent but had spent the night in the hostel after missing her bus home to the country; the third, the very first person to be interviewed, was considered to be a test case for the interview schedule.

The 76 young women whose data are considered here ranged in age from 16 years through 18 years. There were 13 in each of the six months age groups (e.g. - 16/00 to 16/05, 16/06 to 16/11) with the exception of the group from 17/06 to 17/11 in which there were 11 subjects. All were residents at the hostel because they had nowhere else to live and no means of support. Although no formal tests of intelligence were administered, there was no evidence of grossly abnormal behaviour (organic damage) from histories or observation by hostel staff and interviewer. All 76 participants had completed elementary school. These young

women could be considered to be operating within the normal range of intelligence. All had lived in Canada from the age of 10 years. All participants had been residents of the hostel for at least three days at the time of the interview.

3.2 Recruitment, Consent and Payment:

Each of the participants was personally introduced to the author by a member of the hostel staff who briefly explained the identity and purpose of the author. Once age and years-in-Canada information had been obtained, the author informed the potential participant that in exchange for completing two "questionnaires" and providing information about herself and her life, she would receive \$15 for approximately two hours of participation. In the case that this was agreeable (only one young woman declined the offer) an appointment was made at which the consent form (see Appendix A) was discussed and signed. Following the completion of the questionnaires and interview, the participant was immediately paid in cash. Receipts were obtained from all participants only one of whom accepted the suggestion that she might use a pseudonym in signing her name.

3.3 Confidentiality and Clinical Concerns:

Because the residents of the hostel constituted a kind of at-risk population (many of their life situations included exploitation, neglect and abuse, and most had ongoing contacts with group homes, parole officers and a variety of social

agencies) particular pains were taken to establish the ground rules for the study with them. The author identified herself as a psychology student doing research for her doctorate, who was interested in how young women without families to help them, cope with the problems of growing up. It was explained that since their information would be valuable to the author, they would be paid for their participation. The limits of confidentiality were also explained: it was guaranteed that the only personnel who would have access to participants' files would be the author; her assistant (a mature female trained in sociology) and her supervisors (including Dr. Paula Caplan, Associate Professor of Psychology at OISE). Only group data without identifying information would be reported in written or verbal reports of the study, and nothing any participant revealed about herself or her life would be repeated to a third person (including any hostel staff member) unless the matter had first been discussed with the participant herself. This last provision anticipated the possibility that a distressed young women might reveal some problem that would properly become the concern of those responsible for her. In no case did a participant refuse her consent on these or any other grounds; several young women asked explicitly that their parents not be informed of their participation in the study; one young woman asked to be allowed to use a pseudonym on the study forms and receipt (a list of pseudonyms had been prepared in advance) and three young women refused specific information during the course of the interview. (The information refused in each case concerned sexual history or history of sexual abuse.) One further point was made to each young woman before the signing of the consent form: the author identified herself as one who had experience working with adolescents in clinical settings (a doctoral internship at the Family Court Clinic was referred to) and who was especially interested in and familiar with the problems of young people. At the

same time, it was made clear that the author was not available as a therapist (several young women had eagerly asked staff people and the author if it might be possible "to talk about my problems") but could, in consultation with the hostel staff, make referrals to appropriate social agencies for counselling or other help in dealing with personal concerns.

In only two cases was there sufficient cause for concern about interview information to cause the author to suggest to a participant that the information should be shared with hostel staff: in each case the matter concerned expressions of depression and thoughts of self-harm. In these two cases, the participants agreed that the matter should be discussed with the staff; appropriate measures were taken by staff people to work with the participants and observe their behaviour closely. In several cases, the author and a participant agreed that talking to a staff person, a social worker, or case-worker already involved with the participant might be helpful. The concerns expressed included sexual and physical abuse (three cases), estrangement from a parent (two cases) and, in one very unusual case, the potential kidnapping, by her parents, of an Asian-born Canadian citizen back to her native country for an arranged marriage.

Appropriate referrals were discussed with staff, made to outside agencies and reported to the author's local supervisor, Dr. Paula Caplan. Follow-up discussions were held with the participant and staff. There were no unfortunate sequelae of these cases, and in no case was any participant noticed to be disturbed or alarmed by the interview process.

The above issues are dealt with here in some detail for three reasons. First, indigent young people whose histories include experience of abandonment, neglect,

abuse and exploitation by parents and others, can be considered to be 'at risk'. Even a relatively benign interview and inquiry by a well-intentioned researcher can be a threatening situation for such young people. As will be discussed in a later section, care was taken to ensure that the research would be at least non-invasive and at best useful to these young women. Second, ethical considerations required that these young people and the agency temporarily responsible for them be fully informed about the purposes and procedures of the research. Third, as Baker (1983) has pointed out, much more happens in interview research with young people than a simple giving and collecting of information. The interview is one kind of human interaction, a social encounter in which the interviewed and the interviewer exchange information. For the adolescent, the adult interviewer provides information about adult thought and language patterns and about adult values. The interview is "an occasion for the management of identity" as the adolescent reflects on her experiences and values while formulating answers to questions about her life. Throughout the encounter with the interviewer, from the discussion of the consent form, to the interview, to the payment offered at its conclusion, the experience is itself an "instance of adolescent socialization". The vulnerable adolescents interviewed in this research had had many experiences of less than optimal socialization with adults; one of the aims of the research procedure itself was to provide an opportunity for a non-exploitive, useful exchange with an adult.

3.4 The Hostel

Situated in the downtown core of Toronto, the hostel is funded by the United

Way and municipal and provincial governments, and administered by the Y.M.C.A. as a temporary shelter for indigent women from 16 to 25 years of age. All staff personnel are female. At the time the research was conducted, young people under the age of 16 years were considered to be juveniles and therefore the concern of the Children's Aid Societies of Toronto. Indigent women over 25 years of age were referred to other shelters. Any young woman seeking shelter at the hostel was asked initially only for her name, her income, and her age. Any woman with a regular source of income was referred to one of the publicly supported boarding or lodging homes in Toronto. After three days' stay at the hostel each woman was interviewed extensively by a staff member regarding her current situation, her health, previous residences, schooling, legal problems and so on. A plan was then agreed upon whereby the applicant with the help of a staff member would begin to ready herself for independent living; application at education upgrading classes or vocational training and provision for permanent housing were discussed.

Permission to interview hostel residents was obtained from the United Way agency and from the director of the hostel following submission of a written outline of the research and an interview with the hostel staff.

It was agreed that the present author would spend time at the hostel familiarizing herself with the residents and with their routine prior to beginning the interviews. In addition, the author made herself available to staff members for discussion and consultation about the research and related issues of interest to the staff.

Permission was granted to the author to have access to personal files kept by the

hostel staff on each resident in order to verify birthdates, citizenship and other resident information related to contact with other social agencies such as courts, probation programs and welfare offices.

The author was provided with a small staffroom in which to conduct all tests and interviews.

3.5 Measures

Two measures of ego development were used: a sentence completion form of ego identity and a sentence completion form of level ego development. An interview was used to obtain information about early and concurrent life events.

3.5.1 The EI-ISB

This 18-item sentence completion form was developed by Marcia (1966) and modified by Wagner (1976) for use with elementary and secondary school students. It is a projective instrument that requires the respondent to complete 18 sentence-stems designed to tap feelings and ideas related to identity issues such as commitment to future goals, self esteem and sources of self-evaluation, as defined by Erikson. See Appendix B for the complete form.

3.5.2 The SCT

This 36-item sentence completion form (Form 9/62) was developed by Loevinger et al. (1970) for use with girls from age 12 and with women. The sentence

stems invite the respondent to project her own frame of reference with respect to such ego aspects as impulse control, interpersonal relations, sex-roles and self-esteem. See Appendix C for the complete form.

3.5.3 The Interview

An eight-page history interview schedule was designed to gather information about unfortunate early life events and about concurrent life events. Early life events included family history, school history, separations from family, sexual history, and history of sexual and physical abuse. Concurrent life events included living arrangements, history of delinquency, and current and future plans. From the interview information, data were extracted relevant to the unfortunate early life events and concurrent life events discussed on pages 50 to 56. Because it was important to avoid focusing on unfortunate events to the exclusion of other life history data, topics not related to variables of interest in the present research were also discussed. These topics included developmental milestones and friendships. See Appendix D for the complete interview schedule.

3.6 Procedure

As outlined in Section 3.2, Recruitment, Consent and Payment, appropriate hostel residents were introduced to the author by hostel staff who had been provided with age and years-in-Canada criteria. A list of possible birthdates was prepared by the author for use by the hostel staff in selecting study participants. Those hostel residents whose birthdates resulted in ages between 16 years and 18 years

and 11 months at the time of the introduction were considered to be potential participants.

After being introduced to a potential participant, the author ascertained that birthdate and length of residence in Canada met research criteria. The potential participant was then informed in general about the purpose of the study, the nature of her participation and the remuneration. An appointment was made for the earliest convenient two-hour period. Typically, the time between introduction and testing period was two to three days with some interviews occurring immediately after the introduction and none occurring more than one week after the introduction.

At the beginning of the two hour testing period the participant was provided with a brief oral outline of the research, description of the tests and the interview and a copy of the written consent form. The consent form was discussed in detail with emphasis on confidentiality and issues relating to the participant's right to terminate participation at any time. It was explained that the two sentence-completion forms would be completed before the interview. It was promised that the participant would be given an opportunity to discuss the tests and interview and to ask questions concerning any aspect of the process at the conclusion of the interview. Each participant was asked not to discuss the tests or her responses with other hostel residents.

All testing and interviewing took place in a small staffroom; the participant was seated at a desk while she completed the two tests. Because of the possibility that a participant might find it uncomfortable to remain alone in a room while completing a school-like task, the author or her associate remained in the room

with the participant. The two sentence-completion forms were always presented first for two reasons: 1) so that material discussed in the interview would not influence responses to the tests, and 2) so that participants would have some opportunity to become familiar with the testing situation and the tester before answering personal questions about their lives. The order of presentation of the two sentence completion forms alternated with each participant.

Two testers were used: the author administered the tests and interviews to 67 of the 76 participants and another mature female with graduate social science training who was trained in the testing and interviewing methods administered the remaining nine tests and interviews.

After the participant had completed the EI-ISB and the SCT she was offered the opportunity to take a short break. When the participant was ready to begin the interview the interviewer reminded her that if she preferred not to answer any of the personal history questions she had only to ask to move on to another interview topic.

To begin with, demographic information was asked; the participant was then asked to give a brief history of how she came to be living at the hostel. Working back from this current history, the participant and the interviewer went through the interview schedule page by page with the interviewer taking verbatim notes on the schedule itself. Whenever a participant indicated distress in recounting personal information the interviewer temporarily put aside the interview to focus on helping the participant deal with her distress. Returning to the interview was determined by the participant's willingness and by the interviewer's assessment of her ability to continue without further distress. In some cases, areas of

questioning that caused distress were not returned to; however, no participant refused to continue with other areas of the interview.

When the interview was concluded, the participant was encouraged to ask questions about any areas of the testing and interview of interest or importance to her. In addition, the interviewer spent some time with each participant reviewing the history in such a way as to encourage the participant to regard the interview not as the recounting of a collection of unfortunate events but as a partial chronicle of her life, including fortunate as well as unfortunate events; personal strengths as well as weaknesses.

Each participant was thanked for her contribution to the research; she was further invited to address any additional questions about the research to the author. The interviewer then paid the participant and received a signed receipt from the participant. All the participants spontaneously indicated that the interview had been not an unpleasant experience; many said that it had been "interesting" and some said that they would have been glad to take part "for nothing".

3.7 Scoring

The author with the help of three psychology graduate students scored all three measures.

3.7.1 The EI-ISB

The general criteria and sample responses developed by Wagner (1976) were used in scoring this sentence-completion test. Each item was rated on a three point rating scale for degree of identity; the ratings from the 18 items were totaled to obtain the final score which could range between 18 and 54. See Appendix E for the general scoring criteria.

Two adult raters (the author and a graduate student in psychology) rated the incomplete sentence forms independently and in random order. The hand written responses were typed onto blank forms to eliminate bias related to handwriting variables; all identifying information such as age, name and education level of participants was removed. Each form was rated across items for each subject by both raters and across subjects for each item by one rater to provide a check on the consistency of the ratings.

Inter-rater reliability: Average kappa for inter-judge item agreement was .586 (kappas ranged from .390 to .878). Percent of agreement between the two raters on total incomplete sentence scores was 79%

3.7.2 The SCT

The scoring manual constructed by Loevinger & Wessler (1970) was used in scoring this sentence completion test. Prior to scoring the research forms both adult raters (the author and a graduate student in psychology) completed the training procedure detailed in Loevinger & Wessler (1970).

Each item in the 36-item test was rated as to level of ego development, from Impulsive (I-2) to Integrated (I-6). Two scores were derived for each participant. First, each individual was categorized, using the automatic ogive rules (Loevinger & Wessler, 1970, p.128-131) into one of six stages and six transitional stages. At a low level (Preconformist) of ego stage development individuals are Impulsive (I-2), Self-Protective (Delta), and Transitional (Delta/3). At the middle level individuals are generally Conformist (I-3 and I-3/4). At the highest level (Postconformist) individuals are Conscientious (I-4 and I-4/5), Autonomous (I-5), and Integrated (I-6). In addition, these category ratings were assigned numerical values to permit parametric statistical analyses on these data. These values as designated by Loevinger & Wessler (1970) are:

<u>Preconformist</u>		<u>Conformist</u>		<u>Postconformist</u>	
I-2	= 1	I-3	= 5	I-4	= 7
Delta	= 3	I-3/4	= 6	I-4/5	= 8
Delta 3/4	= 4			I-5	= 9
				I-6	= 11

There were no I-5 or I-6 ratings in the present sample.

The hand written responses were typed onto blank forms with all responses to each item grouped together out of context of the complete form. All identifying information such as age, name and education level was removed. Two raters rated the SCT forms independently across subjects. Raters then transferred item scores to the individual participants' complete forms and automatic ogive rules were applied to the complete set of item ratings to obtain ego stage ratings for

each individual. Numerical values were then assigned to ego stage ratings for each individual.

Inter-rater reliability: Average kappa for inter-judge item agreement was .563 (kappas ranged from .299 to .724). Percent of agreement between the two raters on ego stage ratings were 62% on an exact stage by stage comparison and 89% on a half-step (stage) comparison. Loevinger and Wessler (1970, p.46) report median percent complete agreement of 61 and 71, and median percent agreement with half a step (stage) of 94.

3.7.3 The Interview: Unfortunate Life Events

Data related to the unfortunate early life events and concurrent life events of interest in the present research (see pages 50 to 56) were transferred from the interview schedules without identifying information for preliminary scoring. The author and a psychology graduate student applied preliminary scoring criteria to sets of ten cases for each event or category until an agreement rate of 80% had been achieved between the two raters for all 18 categories (including both early and concurrent life events). Final scoring criteria (see Appendix F) were then applied to the entire data set by the second rater.

Ages: Each of the categories was then scored at each of four ages. The ages were: 1) birth through four years; 2) five through ten years; 3) 11 through 13 years; 4) 14 through 18 years. The rationale for selection of these ages is as follows:

1. Birth to Four Years: This period includes the major attachment stage of the young child (Bowlby, 1973), the stages of Trust, Autonomy and Initiative

(Erikson, 1963); the Preconformist stages of ego development (Loevinger & Wessler, 1970) the Preoperational stage of cognitive development (Piaget, 1952) the oedipal stage of psychosexual development (Freud, 1953, vol.VII) and the preschool years of early socialization.

2. Five to Ten Years: This period includes the period of concrete operations (Piaget, 1952); the latency stage of psychosexual development (Freud, 1953, vol.VII); the stage of Industry (Erikson, 1963), the later stages of Preconformist ego development (Loevinger & Wessler, 1970) and the elementary school years.
3. Eleven to Thirteen Years: This period includes puberty; the beginnings of the Conformist stages of ego development (Loevinger & Wessler, 1970); the early identity work of the young adolescent (Erikson, 1963) and the junior high school years.
4. Fourteen to Eighteen Years: This period includes the beginnings of adult genital psychosexual development (Freud, 1953, vol.VII); adolescent identity work proper (Erikson, 1963); the acquisition of formal operations (Piaget, 1952) and the senior high school years.

Additional support for the above age groupings comes from the work of Eileen Higham (1980) who discusses the concurrence of psychosexual and psychosocial stages of development. "The psychosocial program of psychosexual differentiation comprises three developmental stages: infancy and early childhood, middle childhood and prepuberty, and puberty and adolescence." (Higham, 1980, p.473-474) For the purposes of the present research, the third stage, puberty and adolescence, was separated into two periods.

The Unfortunate Early Life Events: At each of the age groupings (0-4; 5-10; 11-13; 14-18) the following events were rated and a composite score was derived in the following manner:

1. Parental sexual abuse (severity + frequency each scored on a 3-point scale):
PSA1, PSA2, PSA3, PSA4
2. Other sexual abuse (severity + frequency each scored on a 3-point scale):
OSA2; OSA3; OSA4 (there was no occurrence of sexual abuse by others at the 0-4 age grouping.)
3. Parental physical abuse (severity + frequency each scored on a 3-point scale): PPA1; PPA2; PPA3; PPA4.
4. Other physical abuse (severity + frequency each scored on a 3-point scale):
OPA2; OPA3; OPA4. (there was no occurrence of physical abuse by others at the 0-4 age grouping.)
5. Placements away from home (number of placements divided by duration + 1 for foster homes plus group homes plus residential treatment centres):
PLACE1; PLACE2; PLACE3; PLACE4.
6. Death of mother plus Exit of mother (mother leaves and all contact is lost) plus total number of separations from mother (number of separations of more than one month duration): SEPMO1; SEPMO2; SEPMO3; SEPMO4.
7. Death of father plus Exit of father (father leaves and all contact is lost) plus total number of separations from father (number of separations of more than one month duration): SEPFA1; SEPFA2; SEPFA3; SEPFA4

At the last three age groupings (5-10; 11-13; 14-18) the following events were scored:

8. Total number of school grades failed at each of the three age levels:
ELEMFAIL; JUNFAIL; SENFAIL

The Unfortunate Concurrent Life Events: At the last age period (14-18) the following events were scored:

1. Delinquency (total number of charges for property, status, drug and violent offences): DEL
2. Drug abuse (occurrence of major abuse of street drugs) plus Alcohol abuse (occurrence of major abuse of alcohol): SUB
3. Prostitution (self-admitted occurrence of prostitution activities): PROSTIT
4. School drop-out (current age minus age at last grade): DROPOUT

Chapter 4

RESULTS

For the purposes of the analyses of the relationships among the ego measures and the unfortunate life events, five participants were dropped because each had relatively large amounts of missing data. All results of analyses are therefore presented for the remaining 71 cases only. Missing data were otherwise replaced with group means for the particular variables. Comparisons of group means on all individual variables and demographic variables between the 76 original cases and the 71 remaining cases revealed no significant differences. All variable means and standard deviations are shown in Appendix G. These means and standard deviations are based on the 71 cases whose data are used in the subsequent analyses.

4.1 The Ego Measures

4.1.1 Age, interviewer and order effects

There were no age differences among the 76 subjects on scores of either the EI-ISB or the SCT. There were no interviewer effects on scores of either the EI-ISB or the SCT.

There was an order of presentation effect on scores on the EI-ISB for one of the raters, such that participants who completed this measure before the SCT scored significantly higher than those who completed the EI-ISB after the SCT. The other rater did not obtain such results and therefore her scores on both measures were used in all subsequent analyses.

4.1.2 The EI-ISB

On this measure, total possible scores range between 18 and 54. In the present sample, the range of scores was between 20 and 40, with a mean score of 30.41. Compared to a sample of elementary and high school females in Buffalo studied by Wagner (1976) the present sample had scores similar to those obtained by the 10 to 12 year olds and substantially lower than those obtained by the 16 to 18 year olds, as shown in Table 2.

If the range of total possible scores is divided into thirds, low, medium and high scores can be obtained. Thus, total scores from 18 through 29 can be considered to be low, total scores from 30 through 42 can be considered to be medium, and those from 43 through 54 can be considered to be high. Distribution of total scores is shown in Table 3.

As can be seen, just over half of the scores were in the medium range and none were in the high range. It is apparent that the scores obtained in the present sample are lower than could be expected for adolescent females based on data collected ten years ago. Marcia (personal communication, 1985) notes that recent data from samples of college undergraduates in both east and west coast North American cities indicate a trend towards lower levels of identity (as measured by

TABLE 2

**CELL MEANS AND STANDARD DEVIATIONS
EI-ISB TOTAL SCORES FOR TWO
GROUPS OF FEMALES**

GROUP 1 (WAGNER, 1976)				GROUP 2 (NEWMAN, 1985)			
	AGE	MEAN	STANDARD DEVIATION		AGE	MEAN	STANDARD DEVIATION
(n=20)	16-18	38.45	3.49	(n=71)	16-18	30.41	4.10
(n=20)	13-15	36.80	3.81				
(n=20)	10-12	32.05	4.25				

TABLE 3

**EI-ISB TOTAL SCORES
n = 71**

LOW 18-29		MEDIUM 30-42		HIGH 43-54	
Number	Percent	Number	Percent	Number	Percent
31	44%	40	56%	0	0

Possible total scores range from 18 to 54

both the EI-ISB and the Identity Interview) compared to ten years ago. Compared to ten years ago when 10% TO 15% of college undergraduates scored at the lowest level of identity, recent samples indicate as many as 47% in the Diffusion Status. The scores on the EI-ISB of the current sample appear to reflect this trend if those scoring in the low range are considered as Identity Diffusions and those in the high range are considered to be Identity Achievements. The range of scores on the EI-ISB was restricted, contrary to hypothesis.

4.1.3 The SCT

On this measure, Total Protocol Ratings (TPR) range from Impulsive (I-2), the lowest, to Integrated (I-6), the highest. In between these two extremes lie four full stages and three transitions: Self-protective (Delta); Transition from Self-protective to Conformist (Delta/3); Conformist (I-3); Transition from Conformist to Conscientious (I-3/4); Conscientious (I-4); Transition from Conscientious to Autonomous (I-4/5); and Autonomous (I-5). Each of the stages and transitions can be assigned a numerical rating from one to eleven (there is no rating at two or at ten).

The six stages and three transitions can be grouped into three levels: the Preconformist (I-2; Delta; Delta/3); the Conformist (I-3; I-3/4) and the Postconformist (I-4; I-4/5; I-5; I-6).

The distribution of Total Protocol Ratings in the present sample is shown on the left side of Table 4. More than half of the scores in the present sample fell at the Conformist level of ego development.

TABLE 4

TOTAL PROTOCOL RATINGS ON THE
LOEVINGER SENTENCE COMPLETION FORM
FOR 2 SAMPLES OF FEMALES

TPR Category	Newman 1985 16-18 yr. olds (n=71)		Holt 1980 16-25 yr. olds (n=309)
	Number	Percent	Percent
Preconformist			
I-2	2	3	3
Delta	9	13	7
Delta/3	15	21	10
	26	37	20
Conformist			
I-3	6	8	26
I-3/4	32	45	41
	38	53	67
Postconformist			
I-4	5	7	10
I-4/5	2	3	3
I-5	0	0	>1
I-6	0	0	0
	7	10	13

The modal stage for the present sample was I-3/4, the transition from the Conformist to the Conscientious level. This rating, originally defined by Loevinger and Wessler (1970) as a transition between two stages, is currently receiving attention because of its preponderance in any group studied. Holt suggests that I-3/4 may be a modal stage in development, representative of 'the American character type' (Holt, 1980, p.919). Indeed, in 1976, Loevinger herself suggested that this particular rating be called the Self-Aware Level (in order to leave open the question regarding its status as a stage or a transition between stages) and noted that 'it is probably the modal level for adults in our society.....It is transitional only in a theoretical sense, for it appears to be a stable position in mature life' (Loevinger, 1976, p.19).

As can be seen by examining both sides of Table 4, the present sample of 71 adolescent females obtained a modal TPR of I-3/4 (45%) comparable to that obtained by Holt's (1980) sample (41% at I-3/4). Holt's (1980) data are U.S. national norms on the short form of the WUSCTED, a representative sample of the long form used in the present sample. The present, sample, then, is not notably different with regard to the modal stage (or level) of ego development.

Comparing the two samples it is apparent that the distributions differ with respect to percent of participants scoring higher or lower than I-3/4. Only 8% of the present sample scored at I-3, the Conformist stage, compared to 26% of Holt's sample. On the other hand, 7% of the present sample and 10% of Holt's scored at I-4. However, none of the present sample obtained scores at the Autonomous and Integrated stages, and fewer than 1% of Holt's sample obtained scores in this range.

Dividing the scores into Preconformist, Conformist and Postconformist levels, it can be seen that the present sample resembles Holt's sample of 309 16- to 25-year-old females. The most obvious difference between the samples is the percent of scores in the Preconformist range. Participants in the present sample appear more frequently in this range than do those in Holt's sample. However, Holt's sample includes participants up to 25 years of age. Participants in the present sample appear more frequently in this range. The Preconformist, according to Loevinger (1976), is one who has not yet made the group's standards and rules her own; she has not yet identified her own welfare with that of the group; impulses strive for expression in the moment and cannot be delayed or controlled because trust in a reliable environment of others is absent. In the present sample there appears to be a larger than expected group of young women whose sense of trust in the world of others is underdeveloped. Considering the history of abuse and rejection experienced by the participants in the present sample this finding is not surprising. The same lack of opportunity to develop a sense of trust in a reliable environment may also account for the lower than expected levels of identity found in the results on the EI-ISB. On the other hand, the greater proportion, in Holt's sample, of participants at the Conformist stage may be made up of those considerably older than 16 to 18 years of age.

The range of scores on the SCT was not notably less wide than the range obtained by Holt (1980). This is as hypothesized.

4.1.4 Relationship between the EI-ISB and the SCT

The correlation between scores on the EI-ISB and the SCT is .32 ($F=8.09$, $df=1/69$, $p<.01$). (Correlations among the 35 variables considered in the present study can

be found in Appendix H.)

Stage-of-ego-development by amount-of-identity comparison is summarized in Table 5.

As can be seen, equal numbers of low and medium identity participants were at the Preconformist level of ego development. These participants constituted 36% of the sample. At the Conformist level of ego development, 23% had low identity scores and 31% had medium identity scores. At the Postconformist level of ego development, more than twice as many participants had medium identity scores (7%) as had low identity scores (3%) though in total these constituted only 10% of the total sample. The modal ego level - identity score of the present sample was Conformist - medium identity.

4.2 Demographic Data

NOTE: In all tables of individual variables, frequencies are reported for all participants for whom data were available.

Table 6 shows figures on a selection of demographic data such as country of origin, number of years spent in Canada (participants' ages ranged from 16 through 18 years of age) and adoption. Tables 7 and 8 show education level of participants and of participants' parents, respectively. Many participants had not lived with parents for many years or had spent time with a number of sets of parents (biological, surrogate, foster) and therefore information regarding

TABLE 5

RELATIONSHIP BETWEEN SCORES ON THE EI-ISB AND THE SCT

Stage of Ego Development (SCT Total Protocol Rating)	Identity (EI-ISB Total Score)				
	Low(18-29)		Medium(30-42)		High(43-54)
1-2	2		0		--
Delta	4		5		--
Delta/3	7		8		--
Preconformist	13	18%	13	18%	--
1-3	3		3		--
1-3/4	13		19		--
Conformist	16	23%	22	31%	--
1-4	2		3		--
1-4/5	0		2		--
1-5	--		--		--
1-6	--		--		--
Postconformist	2	3%	5	7%	--

NOTE: Small differences in percentages between this Table and Table 4 are the result of rounding.

TABLE 6
DEMOGRAPHIC DATA
n = 71

Born in Canada		Mean Residence in Canada		Adopted	
n	%	Years		n	%
60	84.5	16		12	17

TABLE 7
EDUCATION LEVEL:
Highest Grade Completed
n = 71

GRADE 12		GRADE 11		GRADE 10		GRADE 9		GRADE 8		GRADE 6	
n	%	n	%	n	%	n	%	n	%	n	%
2	3	7	10	23	32	22	31	16	23	1	1

TABLE 8
EDUCATION LEVEL OF PARENTS:
Highest Grade Completed

	UNIVERSITY			TECHNICAL SCHOOL		HIGH SCHOOL		ELEMENTARY	
	Some	All	Post Grad			Some	All	Some	All
Mother* n=57	9(16%)	1(2%)	1(2%)	4(7%)		24(42%)	4(7%)	4(7%)	10(18%)
Father	8(17%)	1(2%)	2(4%)	2(4%)		17(36%)	4(9%)	9(19%)	4(9%)

* Because of rounding, total percent >100

education level of parents is scanty. Parents are defined here as those (biological, foster or surrogate) who most consistently provided care and support.

4.2.1 Country of Origin

As shown in Table 6, 60 of the 71 participants were born in Canada. The remaining 11 were born in England and Northern Europe (7), the West Indies (2) and Asia (1). All the participants had resided in Canada from the age of ten years; the average number of years in Canada was 16.

4.2.2 Adoption

Only 17% of the participants had been formally adopted; of the remainder, a large number had been made temporary wards of a Children's Aid Society for varying periods, and some had ultimately been made Crown Wards. Exact figures are not easy to provide since many of the participants were unsure of their own legal status. It is possible to say, however, that a large number of those who had at some time resided in foster or group homes (over 50%) had been made temporary wards of a Children's Aid Society.

4.2.3 Education Level

Table 7 indicates that the modal educational level of the present sample measured by highest grade completed, was Grade 10. All of the participants had completed at least Grade 6, and 76% had completed Grade 8, the last year of elementary school in Ontario.

In contrast, Table 8 indicates that of those parents for whom information was

available, 93% of mothers and 81% of fathers had completed elementary school, and more than two thirds of both mothers and fathers had had some high school education.

4.3 Unfortunate Events

Tables 9, 10 and 11 show percentages of participants who experienced sexual and physical abuse; separations from parents, and placements away from home at the four age periods, respectively. Table 12 shows percentages of participants who failed school grades in elementary school, junior and senior high school.

4.3.1 Sexual and Physical Abuse

Figures in Table 9 are presented for those participants who have ever experienced either form of abuse. In the analyses, to be presented and discussed later, each participant received a sexual and a physical abuse score based on frequency and severity of occurrence of the particular experience.

Sexual abuse by parents was defined (see Appendix F) as that committed by a parent or parent-figure. In only one case, that of the participant sexually abused in early childhood, was the abuser a mother; in all other cases the abuser was a father or father-figure. Sexual abuse by others was defined as that committed by non-parents: siblings, baby-sitters, strangers, boyfriends and pimps. In all cases, the abusers were male.

As can be seen, sexual abuse by parents occurred at the same rates from middle

TABLE 9
SEXUAL AND PHYSICAL ABUSE

	Sexual Abuse by Parents Others n = 73				Physical Abuse by Parents Others n = 73			
	n	%	n	%	n	%	n	%
Early Childhood (0 - 4 years)	1	1.4	0	0	13	17.8	0	0
Middle Childhood (5 - 10 years)	6	8.2	16	21.9	29	39.7	7	9.6
Puberty (11 - 13 years)	7	9.6	11	15.1	28	38.4	10	13.7
Adolescence (14 - 18 years)	5	6.8	28*	38.9	27	37	23	31.5
0 - 18 years	12	16.4	42*	58.3	50	68.5	28	38.4

*n = 72

TABLE 9A
EXPERIENCE OF ABUSE

n = 71					
Number of Categories	Categories Experienced				Number of Participants
	PSA	OSA	PPA	OPA	
4	*	*	*	*	2 (3%)
3	*	*	*		2
	*	*		*	1
	*		*	*	2
		*	*	*	7 (17%)
2	*		*		3
		*	*		15
		*		*	6
			*	*	5 (41%)
1	*				1
		*			6
			*		10
				*	3 (28%)
0					5 (7%)
Missing			m	*	1
		m			1
		*	*	m	1 (4%)

childhood through adolescence. In contrast, sexual abuse by others occurred more frequently than by parents, and more frequently in adolescence than in childhood. By adolescence, the participants were most often not living with parents, parent-substitutes or parent-figures.

Physical abuse by parents involved both mothers and fathers equally. Physical abuse by others included siblings, peers, boyfriends and strangers. Most frequently the abuser was male. The pattern of physical abuse appears to reverse that of sexual abuse, with more incidents involving parents than others in the childhood and puberty years. By adolescence, parents and others are equally implicated in the abuse.

As can be seen in Table 9A, of the 71 participants whose data were used in the analyses to be presented and discussed later, 93 percent had experienced some form of sexual and physical abuse. Only three percent of the 71 participants had experienced all four forms of abuse. Most frequently, (41% of cases) participants had experienced two of the four forms of abuse and 28% had experienced only one form of abuse. As indicated in Table 9, the most common form of abuse, alone or in combination, was parental physical abuse.

4.3.2 Separations from Parents

Table 10 shows separate entries for the three forms of separation from mother and from father included in the separation score derived for each participant (see Method section). Parents are defined as biological, adoptive, foster and psychological parent; any participant might then experience the death of one or more parent(s), the loss of a foster or adoptive parent (through adoption

TABLE 10
SEPARATIONS FROM PARENTS

	(n = 74)				(n = 75)				(n = 76)			
	DEATH				EXIT				SEPARATIONS			
	Mother		Father		Mother		Father		Mother		Father	
	n	%	n	%	n	%	n	%	n	%	n	%
Early Childhood	2	2.7	1	1.4	7	9.3	14	18.7	19	25	19	25
Middle Childhood	4	5.4	1	1.4	5	6.7	7	9.3	26	34.2	29	38.2
Puberty	1	1.4	0	0	1	1.3	1	1.3	22	28.9	34	44.7
Adolescence	1	1.4	3	4.1	4	5.3	4	5.3	31	40.8	34	44.7

TABLE 11
PLACEMENTS AWAY FROM HOME

	(n = 76)		(n = 76)			
	Residential Treatment Centres		Foster 1 - 2		and Group Homes 3 - 9	
	n	%	n	%	n	%
Early Childhood	1	1.3	7	9.2	4	5.3
Middle Childhood	1	1.3	9	11.8	4	5.3
Puberty	5	6.6	12	15.8	7	9.2
Adolescence	14	18.4	27	35.5	13	17.1

breakdown, for example) as well as one or more major separation or separations from a parent figure. As can be seen by examining the EXIT column of Table 10, twice as many fathers as mothers left participants' families in early childhood. Major separations from mothers and from fathers occur with almost equal frequency, increasing steadily from early childhood up to adolescence when almost half the participants reported having lost touch with mother or father. These separations were defined as temporary by the participants themselves, in contrast to exits which were seen by them to be final and permanent.

4.3.3 Placements away from home

Table 11 shows frequencies for placements in residential treatment centres (including emergency hospitalization for drug overdose and psychiatric centres such as Brownsdale) and for foster and group homes combined. Frequencies are for occurrence ever of these events; number of placements is indicated only for foster and group homes; duration of placements is not indicated. As can be seen, participants were placed in foster and group homes with equal frequency in early and middle childhood. This was also true for children placed in residential treatment centres. The numbers of children placed away from home (both categories of placements) rose substantially in puberty, and by adolescence the numbers had doubled. In addition, twice as many adolescents as younger teenagers had been placed in more than two foster and group homes. It appears that problems necessitating placement away from home increase after middle childhood and that placements in foster and group homes tend to break down more frequently at this time.

4.3.4 School failure

Table 12 shows numbers of participants who failed one or more grades in elementary school, junior high and senior high school. It is apparent that school failure is somewhat more frequent in elementary school than in either of the two other school levels. It is likely that participants who failed one grade in senior high school were more likely to leave school than to remain long enough to fail again.

4.4 Unfortunate Events in Adolescence

Table 13 shows number of participants who admitted to prostitution, drug and alcohol abuse, and police charges. The latter include property charges (e.g.: break-and-enter) 33%; violence charges (e.g.: assault) 12%; drug charges (e.g.: trafficking) 4%; and status offences (e.g.: breaking curfew) 11%. The most frequent charge was apparently for crimes such as theft, shop-lifting and break-and-enter.

Table 14 shows number of participants who had left school. 85% of the participants had been out of school for a year or more. As indicated in Table 7, none of the participants had completed Grade 13, the last year of high school in Ontario, and only two had completed Grade 12 which marks the point at which a second class secondary school certificate is awarded in Ontario. Thus, the large majority of the participants had effectively dropped out of school. Of the remaining 11 participants who had not yet missed a year of school it is difficult to determine how many actually planned to continue since most interviews took

TABLE 12

SCHOOL FAILURE

	Number of Grades Failed (n = 75)					
	1		2		3	
	n	%	n	%	n	%
Elementary School (grades k - 5)	14	18.7	2	2.7	2	2.7
Junior High School (grades 6 - 8)	10	13.3	3	4	0	0
Senior High School (grades 9 - 13)	12	16	0	0	0	0

TABLE 13

UNFORTUNATE EVENTS IN ADOLESCENCE - I

(n = 71) Prostitution		(n = 69) Drug Abuse		(n = 72) Alcohol Abuse		(n = 75) Delinquency Charges	
n	%	n	%	n	%	n	%
10	14.08	13	18.8	14	19.4	33	44

TABLE 14

UNFORTUNATE EVENTS IN ADOLESCENCE - II

(n = 70)											
Number of years out of school											
0		1		2		3		4		5	
n	%	n	%	n	%	n	%	n	%	n	%
11	15.7	25	35.7	20	28.6	9	12.9	3	4.3	2	2.9

place in the summer months after the end of the school year. On the other hand, it is not possible to say how many of the participants might eventually return to school to complete their secondary education.

4.5 Brief Psychological Description of the Sample

No attempt was made in the present study to classify the participants according to any psychodiagnostic criteria. However, interview impressions were noted and from these there emerged, roughly speaking, three groups.

The most numerous group appeared to be those who were engaged in an active flight from depression: active and temporarily effective but not an adaptive flight. They included the young women who were living for the moment, had plans for the very distant future "when I'm a grown-up", and sought immediate gratification in the form of activities like parties. In general these young women were eager to talk about themselves as though the interview in which they participated were the very first real opportunity to have a willing audience. And yet, it became clear that the story had been told many times to many different strangers including welfare-workers, social-workers and other mental-health professionals. At the same time, there was a genuineness of emotional expression coupled with a promiscuous craving for attention and affection. In this group were several young women who inquired about the interviewer's marital status: "Are you married? Do you have children? I wish you were my mother."

These young women were also tough and street-wise. This toughness that betokened a strong denial coupled with intact reality-testing was most likely what

enabled them to find their way to the hostel and to avoid the most extreme dangers of life "on the street". The security and structure of the hostel and the concern and warmth of the staff were attractive to these young women; dinner-time at the hostel often resembled the good-natured chaos of a permissively-run summer camp for girls with everyone pitching in to get the food prepared and on to the table. Cleaning up after dinner was more problematic. For these young women the best time in their lives was the next party and their best friend was the person they had most recently met. Relationships with boys and men were typically fraught with difficulties and pain but these were quickly swept aside as the tears they inspired in the interview were dried. The interviewer frequently felt that she had experienced a ride on a roller-coaster at the conclusion of such an interview when the young woman bounced out of the room with her cash payment. These young women might be called survivor-diffusions: cheerful and impulsive they yet possessed sufficient control to remain intact for another day.

A smaller group included those who might be called pathological diffusions. These young women were most depressed and most damaged of the participants. They were generally not talkative, but gave short answers and little spontaneous detail. Among these were the young women who had used or were using drugs in large quantities and who talked about their most horrendous experiences with little affect. Future plans and goals were discussed in the vaguest terms: staying out of trouble was not a concern, staying in one place was unlikely.

It was not possible to establish real rapport with these young women since, unlike the survivor-diffusions, they did not see people including the interviewer, as sources of supply and gratification. Their payment was received without

enthusiasm and it was not possible to tell what they felt had been exchanged of value during the interview.

The smallest group included those young women who appeared to have constructed for themselves an idea of the future: they had organized their lives around a focus that included either a career or marriage and a family. Interestingly, those who were actively seeking to go back to school with a view to a specific job or career appeared to be most hopeful and self-confident. They also were most able and willing to reflect upon their lives and to be introspective. Indeed, they, in contrast to all the other young women, talked most and needed the interviewer to speak least.

In contrast, the young women who had active plans that included marriage and family seemed in many ways to be the most needy. A handful of them already had babies or were pregnant and the care of a child appeared to be of the utmost urgency and importance to them. Although these young women were most unlike the diffusion-survivors in that they were most concerned with day-to-day planning and the care of another human being, they had little of their cheerfulness. And, unlike the career-minded young women, they appeared to have little interest in themselves except as mothers. On the other hand, both the career-minded and the baby-minded were distinctly more mature than the other young women. There was a seriousness and sense of purpose that set them apart from the other participants: they alone had the ability to plan for the future in a real way.

4.6 Unfortunate Life Events and Ego Formation in Adolescence

In order to determine the relationship between unfortunate life events at four age periods and 1) ego scores in adolescence and 2) unfortunate events in adolescence it was intended to perform a multiple regression using the early unfortunate life events (29 variables) as predictors and the ego scores and adolescent unfortunate events as criteria. (Appendix K lists all variable names and their meanings.) The number of predictors was too great compared to the number of subjects (71 when those five with too much missing data were eliminated) to be used separately. Compositing of the predictor variables was done using a Principle Components Analysis using program BMDP4M, (Dixon, 1981), on the predictors only. Compositing of the predictor variables on a a priori basis was not done since it was not possible to determine the most meaningful method.

Twenty-nine factors were derived from the PCA. In order to select the rotated solution which would yield the most useful number of factors, solutions using 7 to 14 factors were examined. The 10-Factor Solution was chosen as the most meaningful. As is shown in Appendix I, the eigenvalues greater than 1 of all 29 factors correspond to the first ten factors. These ten factors account for approximately 72% of the variance among the variables.

Table 15 shows the rotated factor loadings and communalities of variables for the 10 factor solution. Table 16 provides an attempted interpretation of each factor. As can be seen, each factor is given a symbolic name (with the exception of factor 5 which is uninterpretable) based on the variables that load

TABLE 15

10 FACTOR SOLUTION
ROTATED FACTOR LOADINGS AND COMMUNALITIES OF VARIABLES

FACTOR:	1	2	3	4	5	6	7	8	9	10	Com mun ali ty
PSA2	(.92)	.05	.01	.05	-.02	-.02	.05	.07	.04	-.03	.86
PSA3	(.85)	.04	-.08	-.10	-.02	.06	.04	.02	.06	.22	.80
PSA4	(.82)	-.14	.14	.08	.14	-.02	.01	-.12	.03	.01	.75
SEPFA3	-.04	(.89)	.03	-.04	.11	-.05	.02	-.09	.08	-.05	.83
SEPFA4	-.03	(.76)	.10	-.05	.29	.08	-.07	-.20	.01	-.03	.73
SEPFA2	-.10	(.65)	.31	-.05	-.23	.24	.04	.21	-.12	.04	.70
PLACE4	.11	(.51)	-.14	.10	-.28	-.05	.05	.28	(.50)	-.05	.71
PPA3	-.01	.02	(.89)	.12	.04	.01	.01	.07	.17	.16	.86
PPA4	-.03	.00	(.82)	.18	.09	-.05	.03	-.10	-.09	-.04	.73
PPA2	.16	.06	(.65)	-.01	(-.53)	.17	-.01	.03	-.06	.08	.77
OPA3	.03	-.01	.21	(.90)	-.08	.04	.01	.06	.10	.06	.75
OPA2	.05	-.07	.09	(.84)	-.02	-.04	-.02	-.03	-.15	-.08	.88
JUNFAIL	-.05	.10	.08	.24	(.62)	.05	-.15	-.07	.04	-.04	.45
OSA2	-.09	-.05	-.02	.20	(-.61)	-.22	-.14	.03	.03	-.05	.49
SEPMO3	.06	.15	-.12	-.22	(.57)	-.09	.14	.29	.42	-.18	.73
SEPMO1	.10	.04	-.06	-.05	.34	(.75)	-.02	.11	.17	-.06	.74
PLACE1	-.14	.00	.04	.12	-.04	(.69)	.26	.06	.08	.40	.75
SEPMO2	.17	.01	.17	-.32	.15	(.55)	-.15	.31	-.20	-.18	.67
PSA1	-.08	-.17	-.12	-.04	.03	.03	(.83)	-.08	.03	.00	.75
ELEMFAIL	.14	.11	.05	.12	.10	-.07	(.79)	.11	.12	-.11	.73
PPA1	.02	.11	.25	-.19	-.25	.27	(.56)	.14	-.03	-.01	.58
PLACE2	-.05	-.03	-.07	.07	-.12	.09	.10	(.83)	-.17	.12	.77
PLACE3	-.15	-.08	.08	-.04	.14	.09	-.01	(.71)	.36	-.11	.71
SEPFA1	.14	.02	.08	.08	.13	.30	.12	-.07	(.77)	.05	.75
OSA3	.09	-.05	.14	-.07	-.14	-.03	-.16	.00	.03	(.86)	.80
OPA4	.13	-.09	-.02	(.53)	.33	-.03	-.07	.06	-.13	(.57)	.76
SEPMO4	.25	.41	-.04	-.24	.38	-.10	-.04	.19	.33	-.09	.63
OSA4	-.06	.25	.07	.15	-.29	.48	-.06	-.17	.19	-.17	.50
SENFALL	.45	-.41	-.21	.03	-.11	.41	-.14	.10	.09	-.25	.54
VP	2.73	2.45	2.30	2.30	2.24	2.12	1.86	1.73	1.54	1.52	
% VARI- ANCE	9.41	8.44	7.93	7.93	7.72	7.31	6.41	5.97	5.31	5.24	

The VP is the variance explained by each factor; % variance is the percentage of the total variance accounted for by each factor. The communality of each variable is defined as the sum of the squared factor loadings of that variable across the factors.

The factor loading matrix has been rearranged so that the columns appear in decreasing order of variance explained by factors. Rows have been rearranged so that for each successive factor, loadings greater than .50 appear first.

Factor loadings have been rounded to two decimal places. Loadings > 1.50 are shown in parentheses.

TABLE 16

10 FACTOR NAMES AND CONTRIBUTING VARIABLES

Factor	Symbolic Name	Variables Loading Highly	
		1.501 to 1.991	1.301 to 1.491
1	Sexual Abuse by Father	PSA2 PSA3 PSA4	SENFALL
2	Father Absence	SEPFA3 SEPFA4 SEPFA2 PLACE4	SEPMO4 (SENFALL)
3	Physical Abuse by Parents	PPA3 PPA4 PPA2	SEPFA2
4	Physical Abuse by Others	OPA3 OPA2 OPA4	(SEPMO2)
5	(Uninterpretable)	JUNFAIL (OSA2) SEPMO3 (PPA2)	SEPMO4 SEPMO1 OPA4
6	Early Disrupted Attachments	SEPMO1 PLACE1 SEPMO2	OSA4 SENFALL SEPFA1
7	(Unfortunate Events in Childhood)	PSA1 ELEMFAIL PPA1	
8	Disrupted Attachments in in Childhood and Puberty	PLACE2 PLACE3	SEPMO2
9	Disrupted Attachments Early Childhood, Puberty and Adolescence	SEPFA1 PLACE4	SEPMO3 PLACE3 SEPMO4
10	Abuse by Others in Puberty and Adolescence	OSA3 OPA4	PLACE1

Variables are listed in decreasing order of size of loading. Variables having negative loadings are shown in parentheses.

most highly on that factor. Appendix J is an inside-out factor plot which provides another way in which to understand the composition of each of the ten factors derived by the varimax rotation. The inside-out factor plot arranges the names of the variables in descending order on each factor while the rotated factor loadings are indicated on the extreme left of the plot. Variables in parentheses have negative loadings.

Factor 1 This factor has been named Sexual Abuse by Father because of high loadings on it by variables PSA2, PSA3 and PSA4. As indicated earlier (p.83) sexual abuse by parents at the three later age groupings (5-10 years; 11-13 years; 14-18 years) was inflicted solely by fathers. This factor accounts for the largest percentage (9.41%) of the total variance among the variables.

Factor 2 This factor has been named Father Absence because of high loadings on it by variables SEPFA3, SEPFA4 and SEPFA2. As noted earlier (p.85-86) these variables are composed of death of father, exit by father, and major separations from father.

Another contributing variable to Factor 2 is PLACE4 - placements away from home in adolescence - an experience that is by definition connected with father absence.

Factor 3 This factor has been named Physical Abuse by Parents because of high loadings on it by variables PPA3, PPA4 and PPA2. As indicated earlier (p.85) both mothers and fathers were equally implicated in the abuse.

Factor 4 This factor has been named Physical Abuse by Others because of high loadings on it by variables OPA3, OPA2 and OPA4. As indicated earlier (p.85)

most of this form of abuse was inflicted by males.

Factor 5 This factor is uninterpretable.

Factor 6 This factor has been named Early Disrupted Attachments because of high loadings on it by variables SEPMO1, PLACE1 and SEPMO2. As indicated earlier (p.85-86) SEPMO1 and SEPMO2 are variables composed of death of mother, exit by mother and major separations from mother at the two earliest age groupings (0-4 years and 5-10 years) and PLACE1 is a variable composed of placements away from home at the earliest age (0-4 years).

Factor 7 This factor has been named Unfortunate Events in Childhood because of high loadings on it by PSA1, ELEMFAIL and PPA1. These variables, as indicated earlier (p.83-84 and p.87-90) are composed of parental sexual abuse and parental physical abuse at the earliest age grouping (0-4 years) and school grade failures from kindergarten to Grade 5. Parental sexual abuse in early childhood (0-4 years) is a variable scored on by only one of the participants; and constitutes the only instance of sexual abuse by a mother. This variable contributes to no other factor. This factor may not indeed be interpretable.

Factor 8 This factor has been named Disrupted Attachments in Childhood and Puberty because of high loadings on it by variables PLACE2 and PLACE3. These variables are, by definition, associated with separations from parents and parent figures as indicated earlier (p.86). Participants receiving higher scores on these variables would also have experienced more placements more frequently than those receiving lower scores and thus would have had less opportunity to form and maintain attachments in middle childhood and in puberty. A medium-sized loading by variable SEPMO2 contributes to the naming of this factor.

Factor 9 This factor has been named Disrupted Attachments in Early Childhood, Puberty and Adolescence because of high loadings on it by variables SEPFA1 and PLACE4 and by medium-sized loadings by variables SEPMO3, PLACE3 and SEPMO4. These variables are all associated with disrupted attachments as noted above.

Factor 10 This factor has been named Abuse by Others in Puberty and Adolescence because of high loadings on it by variables OSOA3 and OPA4. As indicated above, sexual abuse by others was always inflicted by males; physical abuse by others was in most cases inflicted by males.

Of interest in the 10 Factor Solution are the following:

1. the unfortunate events scored to produce the 29 variables clustered not according to age grouping but principally according to type of event. (see Factors 1, 2, 3, 4, 8 and 9)
2. variables related exclusively to father absence clustered together (Factor 2) whereas variables related exclusively to mother absence did not.
3. school failure at three age groupings did not contribute highly to the factors.

Regression on Principal Components

Because the factors derived from the Principal Components Analysis on 29 predictor variables are uncorrelated with each other, the factor scores from this PCA were used in a correlation matrix with all the predictors individually and with the six dependent variables in order to see in a general way how the predictors explain the variance in the dependent variables. The correlations

TABLE 17

CORRELATIONS
 10 FACTORS WITH 6 DEPENDENT VARIABLES
 Squared Multiple Correlations: unadjusted and adjusted R²

Factor:	1	2	3	4	5	6	7	8	9	10	Unadjusted R ²	Adjusted R ²	F (df:10/60)
EI-1SB	-06	13	-16	-03	-08	-01	01	-27	-04	08	14	16	.944
SCT	-03	01	-23	-18	-18	-03	-11	-22	-20	01	22	25	1.670
PROST	28	24	10	08	05	-04	06	03	03	25	22	26	1.732
DROP	18	11	09	05	04	-03	-13	08	09	09	10	11	.635
DEL	01	03	-01	21	03	-23	05	-09	01	16	14	16	.938
SUB	14	13	17	16	04	-09	07	11	17	-04	15	17	1.025

Correlations have been rounded to two decimal places and multiplied by 100.

among all 35 variables are shown in Appendix H. Table 17 shows the correlations among the ten factors and six dependent variables; Table 18 shows the correlations among the six dependent variables.

Correlations Among the Ten Factors and Six Dependent Variables

Table 17 shows these correlations as well as the squared multiple correlation between each dependent variable and all ten factors. The significance of each multiple correlation (unadjusted R^2) is indicated in the column headed F (df:10/60).

None of the F's was significant at the .05 level. Furthermore, for any correlation to be significant, the p value would have to be .0008333 if the Bonferroni correction were applied. (Bonferroni correction: $p = \frac{\alpha}{k}$ where $\alpha = .05$; $k = 60$, the number of tests in the family of tests, Seber, 1977.)

Since none of the multiple correlations reached significance, none of the individual correlations of the predictors with any of the factors can reach significance.

While none of these correlations has reached statistical significance and none of the hypotheses has been supported, it is nonetheless worthwhile to 1) examine the composition of the ten factors and, 2) to use as directions for further investigation the correlations obtained between the ten factors and the six independent variables. These two issues will be dealt with further in the Discussion section.

TABLE 18
CORRELATIONS AMONG 6 DEPENDENT VARIABLES

	DROP	PROST	DEL	SUB	EI	SCT
DROP	1.00					
PROST	.41***	1.00				
DEL	.17@	.18@	1.00			
SUB	.26*	.26*	.20#	1.00		
EI	-.12	.02	-.19@	-.15@	1.00	
SCT	-.15@	-.06	-.16@	.08	.32**	1.00

Correlations have been rounded to two decimal places.

- * p < .05 @ p < .25
- ** p < .01 # p < .10
- *** p < .001

Correlations Among the Ego Measures and the Unfortunate Events in Adolescence

Table 18 shows the correlations among all six dependent variables. As noted earlier, scores on the two ego measures (SCT and EI-ISB) are significantly correlated: $F = 8.09$, $df\ 1/69$, $p < .01$ as hypothesized. None of the unfortunate events in adolescence is significantly related to either of the two ego measures.

As indicated, prostitution and school dropout are significantly correlated: $F = 13.54$, $df\ 1/69$, $p < .001$. Substance abuse and school dropout $F = 5.17$, $df\ 1/69$, $p < .05$, and substance abuse and prostitution $F = 4.80$, $df\ 1/69$, $p < .05$, are significantly correlated.

However, in order to be significant at the .05 level, the p value for each of these correlations would have to be .0000946 if the Bonferroni correction were applied.

4.7 Unfortunate Events in Adolescence, Ego Formation in Adolescence and Selected Independent Variables.

Table 19 shows correlations among the six dependent variables and selected independent variables.

4.7.1 Ego and selected independent variables.

As can be seen, scores on the EI are not significantly related to any of the independent variables selected at better than the .25 level. On the other hand, scores on the SCT are significantly related to PPA3, $F=4.37$, $d=1/69$, $p<.05$;

TABLE 19

CORRELATIONS
6 Dependent Variables with Selected Independent Variables

ELEMFAIL	EI	SCT	PROST	DROP	DEL	SUB
PSA2			.323***			
PSA3			.248*			.172
PSA4			.242*			
OSA3			.240*	.184		
PPA1	-.226#	-.144				
PPA3		-.244*				.184
PPA4		-.183				.146
OPA2		-.220#			.166	.181
OPA3					.197	.173
OPA4			.341*****	.199#	.249*	
SEPMO2	-.194	-.203#		.175	-.264*	
SEPMO3	-.152					
SEPMO4			.186	.196		
SEPFA1		-.168				
SEPFA2			.247*			
SEPFA4	.175		.146			
PLACE1	-.189	-.116				
PLACE3	-.222#	-.334*****				
PLACE4				.158		
ELEMFAIL		-.201#	.295**			.264*
JUNFAIL		-.344*****				

***** p < .005

*** p < .01

** p < .025

* p < .05

p < .10

all other correlations, p < .25

PLACE3, $F=8.66$, $df=1/69$, $p<.005$; and JUNFAIL, $F=9.26$, $df=1/69$, $p<.005$. (These three variables pertain to parental physical abuse, placements away from home and school grades failed between the ages of 11 and 13.) Applying the Bonferroni correction, the p value for each of these correlations would have to be .001724 in order to be significant at the .05 level. However, it appears that there might be some relationship between unfortunate events in puberty and low ego level in adolescence.

4.7.2 Unfortunate events in adolescence and selected independent variables

In order for each of the correlations that follow to be significant at the .05 level, the p level would have to be .0000946 if the Bonferroni correction were applied.

Prostitution As can be seen in Table 19, prostitution in adolescence is significantly related to physical abuse by others in adolescence (OPA4) $F=9.08$, $df=1/69$, $p<.005$; parental sexual abuse in middle childhood (PSA2) $F=8.04$, $df=1/69$, $p<.025$; parental sexual abuse in puberty (PSA3) $F=4.52$, $df=1/69$, $p<.05$; parental sexual abuse in adolescence (PSA4) $F=4.29$, $df=1/69$, $p<.05$; sexual abuse by other in puberty (OSA3) $F=4.22$, $df=1//69$, $p<.05$; separations from father in middle childhood (SEPFA2) $F=4.48$, $df=1/69$, $p<.05$; and grades failed in elementary school (ELEMFAIL) $F=6.58$, $df=1/69$, $p<.025$.

It appears that prostitution in adolescence might be related to sexual and physical abuse by fathers and other males from middle childhood through adolescence. Indeed, numerous studies of young prostitutes have found this relationship (James

& Meyerding, 1977 for example).

In addition, possible relationships between prostitution in adolescence and separations from father and school failure in middle childhood are suggested by the data.

Delinquency Delinquency and physical abuse by others in adolescence (OPA4) are significantly correlated: $F=4.56$, $df=1/69$, $p<.05$. A significant negative correlation ($F=5.17$, $df=1/69$, $p<.05$) was found between delinquency in adolescence and separations from mother in middle childhood (SEPMO2).

Substance Abuse The only significant correlation found between substance abuse in adolescence and any independent variable was with grades failed in elementary school (ELEMFAIL) $F=5.17$, $df=1/69$, $p<.05$.

School dropout in adolescence was not found to be significantly related to any of the independent variables.

Chapter 5

DISCUSSION

5.1 Ego Development

Non-standard, not abnormal

The present sample of 71 female adolescents of high school age apparently constitutes an homogeneous group with respect to identity and stage of ego development: there were no age differences among the three one-year age groupings on scores of either the EI-ISB or the SCT. This is in keeping with findings by other researchers.

Wagner (1976) found the scores of 16 to 18 year-olds on the EI-ISB to be similar; Lavoie (1976) found the scores of 15 to 18 year-olds to be similar.

On the SCT, Adams and Jones (1981) found the scores of 15 to 18 year-olds to increase gradually, but non-significantly, with age. Redmore and Loevinger, in their (1979) review of follow-up data from eight separate studies, found 16 to 18 year-olds to constitute a single age group with respect to scores on the SCT.

In addition, the scores of the present sample on the SCT are not demonstrably different from those of other "normal" groups, nor are they similar to those of

delinquents or psychiatric patients. On the other hand, the scores of the present sample on the EI-ISB are considerably lower and more restricted as to range than are those of standard high school samples.

5.1.1 The EI-ISB

As is shown in Table 2, the scores of the present sample on the EI-ISB are different from those of Wagner's (1976) sample of 16 to 18 year-olds. (Wagner's data are the only data on the EI-ISB available in the literature.) The present sample scored lower than even the 10 to 12 year-olds. As indicated in Table 3, there were no participants who obtained high scores on the EI-ISB.

The participants in the present sample appear to be developmentally delayed with respect to the structure of identity. Unfortunately, no published data on non-standard or clinical groups exist for comparison. The range of scores on the EI-ISB was considerably restricted, contrary to hypothesis 1.

5.1.2 The SCT

On the other hand, on scores on the SCT the participants in the present sample are more like the standard high school groups than like the delinquents and psychiatric patients. Table 20 shows percentages of three samples of adolescents scoring at the three ego levels on the SCT. As can be seen, the present sample more resembles the normal and diabetic groups than the psychiatric patients of Hauser et al. (1983). As with the scores on the EI-ISB, the scores of the present sample on the SCT resemble those of somewhat younger adolescents. Redmore and Waldman's (1975) sample is different from the present sample and from the

TABLE 20

EGO LEVELS OF THREE SAMPLES OF ADOLESCENTS

	Newman '85 n=71 females age=16-18 yrs. Non-standard	Hauser et al.'83 n=76 male & female* 14 yrs. Normal	n=48 male & female 14 yrs. Diabetic	n=70 male & female 14 yrs. Psychiatric	Redmore & Waldman '75 n=25 females age=15 yrs. High School
Preconformist	37%	34%	38%	91%	16%
Conformist	53%	51%	54%	7%	76%
Postconformist	10%	15%	8%	2%	8%

- Females were reported to have scored significantly higher than males in all three groups; separate data for males and females were not provided.

other non-psychiatric groups only in that more participants scores at the Conformist level; the percent who scored at the Postconformist level was not different from the other samples. The ego level distribution of the psychiatric sample is markedly different from those of all the other samples.

Table 21 shows the distributions of two groups of delinquents compared with control groups and also with the present sample. Complete data on the Cresswell and Lacks (1979) sample were not provided; none of the participants of the Frank and Quinlan (1976) sample scored above 1-4. It is apparent that the present sample does not resemble either of the delinquent groups and has a higher percentage of scores at the highest stages than does either of the two control groups of the Frank and Quinlan (1976) sample.

In summary, the present sample obtained SCT scores comparable to those of "normal" samples, including samples of somewhat younger adolescents; the present sample did not resemble delinquent or psychiatric groups. The range of scores on the SCT was not restricted in comparison to "normal" samples, as stated in hypothesis 1.

5.1.3 The Relationship Between the EI-ISB and the SCT

While the correlation between the scores on the two ego measures was significant ($F=8.09$, $df=1/69$, $p<.01$) it was not as high as might be expected. It may be that a better way of determining the relationship between ego identity and stage of ego development would be to compare scores on the Identity Status Interview (Marcia, 1966) rather than the EI-ISB, with scores on the SCT. By examining the degree of scatter, or number of individual items answered at different stages on

TABLE 21

EGO LEVELS OF TWO SAMPLES OF
FEMALE ADOLESCENT DELINQUENTS
AND COMPARISON WITH PRESENT SAMPLE

	Newman '85 n=71 Non- Standard	Cresswell & Lacks '79 n=30 in each group Jr.H.S.	Frank & Quinlan '76 n=25 Delinq. H.S.	n=25 Adolescent Black & Puerto Rican Leadership Trainees	n=16 Delinq.	
Early Preconformist 1-2, Delta	16%	2%	73%	52%	56.25%	92%
Early Conformist Delta/3, 1-3	29%	no data		28%	0	0
Late Conformist & 1-4	52%	no data		20%	43.75%	8%
Postconformist 1-4/5	3%	no data		0	0	0

the SCT, in relation to identity status as measured by the Identity Status Interview, it might be possible to discover more precisely the relationship between the two measures. Loevinger and Wessler (1970) suggest that better integrated, more self-aware and healthy individuals are likely to have free access to lower levels of ego organization than their 'modal' level of functioning; they might perhaps not need to defend rigidly against impulses and anxiety-provoking unconscious material. That is to say, the closer an individual approaches the Integrated Stage (I-6) of ego development, the more all aspects of self and of the unconscious should be available to consciousness, resulting perhaps in some lower-level individual responses on the SCT. Similarly, the Identity Achievement is likely to have successfully integrated aspects of identity that belong to earlier developmental stages, reflected in the wholesome balance between the polarities that mark the successive psychosocial stages (Erikson, 1959). The Moratorium, who is in the act of introspecting, risking and experimenting with roles, impulses and forbidden territory in general (Erikson, 1956) is likely to have a high degree of scatter with a modal level of functioning at Late Conformist and at Postconformist levels.

The Foreclosure might be likely to have least scatter on the SCT. The Foreclosure operates within the smallest area of acceptable feelings and attitudes with rigid defences and little access to material from earlier stages of development, and might be likely to demonstrate little scatter with modal functioning at the Conformist level of ego development.

The Diffusion, likely to be operating at relatively low levels of ego functioning, (Ginsburg and Orlofsky, 1981) might display considerable scatter within the Preconformist level as a result of neither having attempted an integration of

earlier identifications nor having succeeded in controlling impulses.

It might further be possible to place individuals more precisely within identity statuses. For example, a self-determined Foreclosure, having less need to repudiate and defend against earlier developmental issues than the parent-determined Foreclosure, might have higher scatter within the Conformist level. A characterological Moratorium, compared to pre-Achievement Moratorium, might display more scatter at a somewhat lower level of ego development. A pre-Moratorium Diffusion, compared to a perpetual Diffusion, might have the highest degree of scatter, like the adolescent who is risking at an extreme and who is "very close to the precipice" (Erikson, 1956, p.72) with modal functioning at the early conformist level.

The EI-ISB, considered here as a measure of "general ego strength or commitment to a view of the self as intact, reliable, masterful and wholesome" (p.11), has not proved to distinguish adequately among a group of non-standard adolescents. These adolescents, who have experienced a variety of unfortunate life events, may be better distinguished and described using an indepth interview like the Identity Status Interview modified for use with non-academic young people.

5.2 Unfortunate Life Events and Ego Formation in Adolescence

Although the regression on principal components of the scores of two ego measures and of unfortunate adolescent life events on the composited early life events variables yielded no significant correlations, some suggestions for further, more specifically focused, research have been obtained. These suggestions come

from the following three areas: 1) the composition of the ten factors selected; 2) the relationships among the two ego measures and the ten factors; 3) the relationship between prostitution and the ten factors.

1. Composition of the ten factors

The first four factors are all composed of abuse variables; the first three of variables related to parental abuse. What is of note here is that the specific abuse at the three later age groupings contributes equally to each of the factors; no particular age grouping appears to be specifically vulnerable to abuse. In addition, none of the four kinds of abuse (parental physical, parental sexual, other physical, other sexual) is highly correlated with any of the others. Thus, it cannot be argued that the participants in the present study were disposed to think of themselves as, and thus to report themselves as having been, generally abused. More importantly, parental sexual abuse, or more accurately, sexual abuse by fathers, was not highly correlated with sexual abuse by others.

Those who argue that females are inherently masochistic seek to explain abuse of women as the result of their need to be abused; women are seen as seeking out and provoking abusive relationships with men (Caplan, 1984). This does not appear to be the case in the present sample.

In addition to the first four factors, factors eight and nine are also not composed of age specific variables. It may be that no single age is particularly vulnerable to the unfortunate events focused on in the present study. On the other hand, since the data in the present study are based upon self-reports, it is not unlikely that events from the earliest years in

the participants' lives were least well reported because they were least well remembered.

In addition to the absence of factors composed of age-specific variables, there is an absence of mother-specific variables. Father Absence, factor two, is composed principally of variables related to separations from father. By examining Appendix G, it can be seen that mean scores on separations from father are higher than separations from mother at all four age groupings. These variables are clustered together and appear to be related to prostitution in adolescence. What is of significance here is that traditional psychoanalytic theory has sought to explain female prostitution as resulting from distorted early maternal relationships; promiscuity and prostitution are often seen as a form of flight from the preoedipal mother as well as resulting from the experience of a distant and often cruel father (Blos, 1962). Here, we see prostitution related principally to sexual abuse by fathers and father absence (factor two).

The third feature of note related to the composition of the factors is that school failure at any of the three age groupings does not contribute highly to any of the factors. Unlike abuse, separation and placement variables, school failure variables were based on relatively little data. That is to say that only number of grades failed constituted the school failure variables; no information on relative success or failure was obtained, reasons for failure were not investigated, and number of school changes were not noted. It is likely that the school failure variables lacked sufficient information to contribute adequately to the factors.

2. Relationships among the two ego measures and the ten factors

The failure of either of the two ego measures to achieve significant correlations with any of the factors is most likely the result of relatively restricted ranges of scores on those measures; this is particularly the case with the EI-ISB. The range of scores on the SCT is not notably restricted compared to other samples (as noted on page 116) but only 10% of the present sample scored at the Postconformist level. Undoubtedly, including in the present sample a group of 16 to 18 year-olds who could be expected to be functioning at higher levels would increase the probability of some of the correlations achieving significance.

On the other hand, for the purpose of identifying fruitful directions for further research, it is worthwhile to examine the two factors with which both of the ego measures appear to be related. Factor three and factor eight both appear to be related to the ego measures. Factor three, physical abuse by parents, and factor eight, disrupted attachments in childhood and puberty, are negatively related to the two ego measures. As outlined in Table 1, page 57, physical abuse and placements away from home are described as being most significant, as unfortunate events, in relation to early self- and impulse- control issues and to oedipal and power issues, respectively. The child who is physically abused by parents suffers not only pain and rejection at the hands of the adult caretakers to whom she is most attached (thus experiencing the world of others as unworthy of trust) but also fails to experience her own body as inviolate: impulses and boundaries thus may be experienced as unlimited.

In childhood and puberty, oedipal and power issues must be resolved with the help of sensitive and caring adults. The child who is moved from one out-of-home placement to another fails to form and maintain reliable attachments with adults who serve as patient and sensitive models of appropriate sex-role behaviour. These young women are unlikely to be in a position to resolve the adolescent identity conflict in an adaptive or satisfying way because of low self-esteem (parental abuse) and inadequate opportunities to form parental identifications (placements away from home). Experience with exploitive, inadequate and abusive parents may lead to relatively primitive levels of adolescent ego development. It is likely that further more focused research into the relationship between ego development and impulse control issues related to physical abuse and between ego development and attachment issues related to disrupted attachments, will prove to be fruitful.

3. Relationship between prostitution in adolescence and the ten factors

The relationship between prostitution in adolescence and sexual abuse by fathers and father absence has been discussed above. Prostitution also appears to be related to abuse by others in puberty and adolescence (factor ten). It is very likely partly a consequence of being involved in prostitution that young adolescents find themselves at risk for sexual and physical abuse: this abuse is usually inflicted by clients and pimps. Young women who have been sexually abused by their fathers may come to see themselves as devalued sexual objects and thus may be willing to accept a life that includes further abuse, not because they seek or want abuse but because, as devalued sexual objects, they have no other options in a culture

that values females primarily as sexual objects (Newman and Caplan, 1982).

There is growing concern currently about the large number of young adolescents who engage in street prostitution. All of the young women in the present study who engaged in prostitution were "on the street". It appears that distorted and inadequate relationships with father may be at least part of the reason that a young woman chooses this life. Anger at father's abusive behaviour may lead her to revenge herself on men by humiliating her clients. Alternatively, and in addition, a young woman whose father has been unavailable to her and who has experienced other unfortunate life events may attempt to repair these wounds by seeking out relationships with even inappropriate males such as clients and pimps.

The psychological 'hook' for the young hooker may be the power she gains over her clients in the exchange of sex for money. In her relationship with an abusing and exploitive father she may have learned that power, not affection, is the appropriate currency between men and women. Her identity as a devalued sexual object may demand that her intimate relationships with men be conducted in terms of sexual and monetary power rather in terms of affection. Pimp and client may come to represent aspects of the abusive father who, unable to give affection, took sex by force.

5.3 Limitations of the Present Study

The present study was designed to describe ego development in a group of

adolescent females and to investigate in an exploratory way the relationships among this development and unfortunate events in the lives of these young women. As noted in Chapter Two, this area of research is relatively new: previous work has focused on operationalizing ego constructs and specifying their developmental aspects. More recently, family variables related to both identity and ego stage have been investigated. The present study represents a first attempt to identify those early life events that theoretically are most likely to contribute to adolescent ego development. As Bayley has remarked:

When a field of investigation is new, it is necessary to be more exploratory, to make a crude map of the territory in order to get one's bearings, before an exact and detailed map is possible. (N. Bayley, 1965, p.186 in Livson and Peskin, 1980, p.50)

What has been provided here is a very crude map indeed. Some suggestions for further research have been made; no attempt has been made to draw firm conclusions from the results obtained.

Among the limitations of the study are:

1. The restricted range of ego development, especially identity development, among the participants. This limitation would undoubtedly be decreased by the inclusion of a group of adolescent females likely to be operating at higher levels of ego functioning. The inclusion of a group of young women who are living at home and who are successfully attending school would be appropriate.
2. No information regarding "protecting" factors was obtained from participants in the present study. It is possible that positive experiences with parents and parent substitutes; teachers; friends; siblings; and other family members as well as experiences of success and satisfaction in sports

and hobbies and the like could serve to counteract or protect against some of the unfortunate life events.

3. Since the data used in the present study are based on self-report, the issue of reliability of information must be addressed. It might be necessary to include in future research only data that can be corroborated so that unconscious distortions would be prevented and so that important missing information would be supplied. It is however, useful to take into account self-report as a measure of self-image and of construction of the past 'in line with, and in the service of,present personal reality' (Livson & Peskin, 1980, p.57) since 'personal reality' is what is projected on the two sentence completion forms used in the present study. 'Personal reality' may be what ego is all about.

APPENDIX A

CONSENT FORM

I understand that I have been asked to participate in a study of adolescent development under the direction of Frances Newman, M.A., graduate student in Clinical Psychology at Simon Fraser University, and Paula Caplan, PH.D., Associate Professor of Applied Psychology at The Ontario Institute for Studies in Education.

I understand that I will be asked to complete two questionnaires, and to participate in an interview regarding my family background, early development, school history, sexual history, involvement in delinquency and current living circumstances.

I understand that Frances Newman will have access to my file at Stop 86 and that this information along with any and all information I choose to share with her will be kept in confidence. Only authorized study personnel will have access to information regarding me personally. Neither my name nor any information likely to identify me will be used in any subsequent presentations or written publications of the results of this study. I understand that every precaution will be taken to protect my privacy.

I understand that I am free to refuse to answer any questions or to withdraw from the study at any time. I will be paid \$5.00 for each of the two questionnaires completed, and \$5.00 at the end of the interview, for a total of \$15.00.

DATE: _____

PARTICIPANT: _____
(signature)

WITNESS : _____
(signature)

APPENDIX B

MARCIA (Wagner, 1976) INCOMPLETE SENTENCES BLANK (EI-1SB)

code # _____

Name: _____ Age: _____ Marital Status: _____

Education: _____

Instructions: Complete the following sentences in the way that best expresses how you feel. Some of the sentences may be hard to understand at first, but try to do the best you can. If you really do not understand a sentence, ask the person who is in charge to help you. You may have as much time as you need. Remember, this is not a test and there is not one correct answer to a sentence. Different people will complete the sentences in different ways, depending on how they feel about themselves or about the meaning of the sentence. You may begin.

1. For me success would be _____

2. It makes me feel good when _____

3. I'm at my best when _____

4. If I had by choice _____

5. It seems I've always _____

6. I know that I can always depend upon _____

7. I wish that I could make up my mind about _____

8. What happens to me depends upon _____

APPENDIX B continued

code # _____ EI-1SB/2

9. Ten years from now _____

10. I belong to _____

11. Raising a family _____

12. The thing I like best about myself is _____

13. Education _____

14. I am _____

15. For me a career is _____

16. At times I worry about _____

17. When I am grown up _____

18. The thing I would most like to change about myself is _____

APPENDIX C

SENTENCE COMPLETION FOR WOMEN Form 9-62)
(Loevinger & Wessler, 1970)

code # _____

Name: _____ Age: _____

Marital Status: _____ Education: _____

Instructions: Complete the following sentences.

1. Raising a family _____

2. Most men think that women _____

3. When they avoided me _____

4. If my mother _____

5. Being with other people _____

6. The thing I like about myself is _____

7. My mother and I _____

8. What gets me into trouble is _____

9. Education _____

10. When people are helpless _____

11. Women are lucky because _____

12. My father _____

13. A pregnant woman _____

14. When my mother spanked me, I _____

15. A wife should _____

16. I feel sorry _____

17. When I am nervous, I _____

18. A woman's body _____

19. When a child won't join in group activities _____

20. Men are lucky because _____

21. When they talked about sex, I _____

22. At times she worried about _____

23. I am _____

24. A woman feels good when _____

25. My main problem is _____

26. Whenever she was with her mother, she _____

27. The worst thing about being a woman _____

28. A good mother _____

29. Sometimes she wished that _____

30. When I am with a man _____

31. When she thought of her mother, she _____

32. If I can't get what I want _____

33. Usually she felt that sex _____

34. For a woman a career is _____

35. My conscience bothers me if _____

36. A woman should always _____

APPENDIX D

ADOLESCENT DEVELOPMENT INTERVIEW

Date Completed: _____ Time: _____ Interviewer: _____ Place: _____

Subject Code: _____ D.O.B.: _____ Age: _____ Sex: _____

Religion: 1] Prot. 2] R.C. 3] Jewish 4] Other _____

Place of Birth: 1] Canada 2] Europe 3] West Indies 4] Other _____

If born in Canada, what province:

1] Ont. ___ 2] Que. ___ 3] West ___ 4] Marit. ___

No. years in Canada _____ No. years in Toronto _____

Present residence _____

Last residence _____

Parents/family residence _____

Residence at birth _____

Family composition at birth _____

History of family composition:

Step-parents _____

Step-sibs _____

Half-sibs _____

Full-sibs _____

C/L parents _____

No. different residences since birth _____ since school _____

No. Foster/group homes _____ Dates _____

No. related people in family residence at present _____

No. unrelated people in family residence at present _____

Ordinal position in sibline of original family ___ subsequent families ___

If adopted, Age at adoption _____ Age when told _____

Feelings re adoption

Then _____

Now _____

History of CAS/CCAS involvement:

Date first involvement _____ Cause _____

Subsequent involvements _____

Outcomes: CAS wardship _____

Crown wardship _____

Court Involvements: CAS; Domestic relations; Juvenile; Adult

Probation history: at present, previous dates

Charges: _____ Dates: _____ Alone/with others: _____

Assault (others)

Assault (self)

Sexual

B&E

Theft

Truancy

Drugs

Other

DEVELOPMENTAL HISTORY

Major illnesses _____

Major accidents _____

Major hospitalizations _____

Psychiatric contacts _____

At birth:
Major problems (medical) _____

family _____

Birth to 3 years:
Health _____

Family _____

Fears _____

Peers _____

Problems _____

3 to School Age:

Milestones: sat, walked, toilet trained, spoke, attended school, menarch, growth sports

School Age:

School history:

Grades failed _____ Grades skipped _____ Special Classes _____

Last grade completed _____

Reason left school _____

Best subjects _____

Worst subjects _____

Behaviour problems _____

Friends: number, activities, acceptable to parents

Fears, symptoms, problems _____

Learning problems _____

Separations from parents _____

Deaths of relatives, friends, pets _____

Was childhood happy? _____

SEXUAL HISTORY

First coital partner _____

Subsequent intercourse with first partner _____

Number of sexual partners _____

Number of serious/longterm relationships _____

Incidence of incest:
Identity _____

Age at first occurrence _____

Subsequent occurrences _____

Incidence of sexual abuse:
Identity of abuser _____ Age at abuse _____

Frequency/Form _____

Physical abuse:

History of Delinquency (age, police contacts, forms, instigators, frequency)

History of Prostitution (age onset, locations, prostitution contacts, pimps, forms)

History of pregnancy, abortion, VD

Use of drugs/Alcohol/Cigarettes

PARENTAL INFORMATION

MOTHER

FATHER

natural
step
foster
adoptive
other

Age _____

DOB _____

Age at birth _____

Deceased, age, cause _____

Marital Status _____

Residence _____

Absent from home _____

Frequency of contact _____

Religion _____

Language _____

Place of birth _____

Number of years in Canada _____

Education _____

Occupation _____

Currently employed _____

Illnesses _____

Psych. History _____

Police/Criminal History _____

Relationship with subject _____

Current Plans:

School

Employment

Residence

Career

Marriage

Children

Stop 86 File Info

APPENDIX E

SCORING CRITERIA FOR IDENTITY INCOMPLETE SENTENCES From Wagner, 1976

General Criteria

Score (3) for responses indicating self-initiated action, i.e., the individual sees himself as capable of overcoming barriers to the achievement of personal goals; commitment to realistic future plans; positive self-evaluation; high level of self-esteem or ego strength; self as center of activity, i.e., the individual seems free of dependence upon external sources.

Score (2) for responses indicating ambivalent feelings towards self; sense of questioning regarding future possibilities; lack of clarity as to how to reach goals; fantasy goals; self evaluation is partly determined by external sources; vague commitment of accomplishment.

Score (1) for responses indicating lack of comprehension of question; lack of consideration of the issues involved; negative self-evaluation; dependence upon external sources; confusion or lack of concern with future goals; contradictory or noncommittal responses; blanks, trivia, humour; regressive, inappropriate or pathological responses.

APPENDIX F

UNFORTUNATE LIFE EVENTS SCORING CRITERIA

1. SEXUAL ABUSE

These events were initially defined by the participant herself in response to the question "Have you ever been sexually abused?" Whatever was reported by the participant was recorded. Few participants were in doubt as to what constituted sexual abuse: where doubt existed the interviewer asked: "Have you ever been forced to have sex with anyone? Has anyone ever done anything to you that you didn't want?"

An act of sexual abuse included any physical behaviour (as opposed to gestural or verbal behaviour only) violent or non-violent, related to the sexual act or the sexual organs performed by another person with or without force or the threat of force on an unwilling participant. These acts included all variations and components of the sexual act including what is defined as rape with penetration, attempted rape without penetration, fondling of the breasts and genitals, assault on any part of the body that the participant construed as being sexual in nature.

Two raters achieved 100% agreement on events scored as sexual abuse and on severity and frequency ratings.

Severity was rated on a three point scale: 1 = mild
2 = moderate
3 = severe

based on the degree to which the participant was unwilling and the degree to which force was used in order to determine the degree of helplessness the participant felt.

Examples: 'forced' intercourse by a boyfriend without the use of violence = 1

fondling of body parts by an adult of a child without the use of violence = 1

attempted rape with use of force or violence which participant was able to prevent with mild injury to herself = 2

rape or attempted rape with maximum use of force (threats of physical injury) = 3

rape or attempted rape that participant was unable to prevent or that resulted in injury to herself = 3

Frequency was rated on a three point scale:

- 1 = once only or very rare
- 2 = occasional over a moderate period of time
- 3 = repeated over short period of time or occasional over a long period of time

2. PHYSICAL ABUSE

These events were also defined by the participant herself and were scored on a three point scale for:

Severity: 1 = mild
2 = moderate
3 = severe

in the way in which Caplan et al.(1985) report in a multi-agency study of child abuse. This scale attempts to rate the severity of injury.

1:mild: slaps, spansks, blows that resulted in physical damage such as bruises and produced pain and were not defined by the participant as reasonable 'discipline' or warranted punishment.

2:moderate: blows and punches with the hands, feet or other objects that resulted in pain and physical damage such as large bruises and lacerations.

3:severe: blows and punches that resulted in pain and physical damage such as bruises, broken bones and large bleeding lacerations. Any incidents of abuse that resulted in intervention by a Children's Aid Society.

Frequency was rated in the same manner as for sexual abuse.

Parents and Others were defined in the same way for both sexual and physical abuse.

Parents: biological mother or father
psychological mother or father (adoptive/foster/surrogate mother or father)
grandparent
other next generation relative with whom the participant live as with parent.

Others: siblings, strangers, peers, same generation relatives, friends, acquaintances, babysitters, temporary care-takers as group-home parents and child-care workers.

APPENDIX F continued

Scoring: at each age grouping, each incident (defined as an event involving the participant and a particular abuser) was scored for severity and frequency. In the case that a participant experienced either physical or sexual abuse by more than one abuser, the highest scores were given at that age grouping, i.e. 3 for severity and 3 for frequency. For each age grouping, severity and frequency scores were added to produce the abuse score for that age grouping.

3. PLACEMENTS AWAY FROM HOME

These were defined as removal from the family home of the participant to a foster home, a group home or a residential treatment centre and did not include stays away from home in the homes of friends or relatives.

Foster and Group Homes:

At each of the four age groupings each placement in either a foster or a group home was scored for duration (in number of months). The total number of placements in each kind of residence was then divided by the duration in all of the residences of that kind plus one, in order to account for the assumed difference to the participant between staying in one foster home for four years and staying in four foster homes in one year. It was assumed that the latter would be more disruptive of attachments than the former.

Residential Treatment Centres:

These were rare. Any stay in a psychiatric centre or a psychiatric ward was counted; duration was not noted since no participant remained in a residential treatment centre for more than a week.

Composite Score: At each age grouping (0 - 4; 5 - 10; 11 - 13; 14 - 18)
$$\frac{\text{number}}{\text{duration} + 1}$$
 for each of group and foster homes was added to the total number of placements in residential treatment centres.

APPENDIX F continued

4. SEPARATIONS FROM PARENTS

These separations do not include placements away from home (see 3, above).

Parents were here defined as biological or adoptive or foster parents with whom the participant had been living on a permanent basis when that living arrangement was interrupted because a parent (or parents) left the home for a period of more than a month.

1. Separations for longer than a month that included sporadic contact of the participant by the parent (father leaves home and calls two or three times a year) were also included in these separations.
2. Exits of parents were also included. Exits were defined as separations that were permanent and had not been interrupted by any form of contact. These were counted separately for each parent.
3. Death of parents was counted separately for each parent.

Scoring: At each age, the total number of separations (major separations, exits and deaths) from mother and from father were totalled separately. At any particular age grouping, a participant could have lost a biological parent through death and been separated from an adoptive parent for more than a month.

5. SCHOOL FAILURE

At each of the three later age groupings (5 - 10; 11 - 13; 14 - 18) the number of school grades failed was totalled.

6. DELINQUENCY

Each participant was asked if she had ever been charged by the police with an offence. Offences were categorized as follows:

- Drug offences (drug dealing)
- Violence offences (assault on another)
- Property offences (Break and Enter, vandalism)
- Status offences (staying out past curfew, drinking under age)

Scoring: Total number of charges (based on self-report) in all categories constituted the delinquency score.

7. SUBSTANCE ABUSE

Drug abuse - included all self-admitted heavy use of common street drugs, including daily use; any incident of use that resulted in serious side-effects requiring hospitalization; any intravenous use of drugs; self-admitted drug dependency.

Alcohol abuse - included self-admitted frequent drunkenness (every weekend); self-admitted alcohol dependency; any physical side-effects requiring hospitalization.

Scoring: A participant received a score of one for any occurrence of either form of substance abuse with a total possible score of two.

8. PROSTITUTION

Participants were asked if they had ever engaged in prostitution or "sex for money". Only self-admitted prostitution was considered: that is, prostitution was not assumed to have occurred simply because a participant had been living on the street for three months.

Not included were incidents on a 'once only' basis such as exchanging sex for a place to sleep or for a meal. Included in the definition of prostitution were all common (and uncommon) variations of sexual congress in exchange for money. As with sexual abuse, prostitution was not a matter of debate among the participants in the study. None of the participants who admitted to prostitution activities had been involved for fewer than three months. All were involved in 'hooking' on the street.

Scoring: A score of one was assigned if prostitution was admitted to.

9. SCHOOL DROPOUT

This event was scored on the basis of the calculation current age (in years) minus age (in years) at completion of last school grade.

APPENDIX G

MEANS AND STANDARD DEVIATIONS OF 35 VARIABLES

INDEPENDENT VARIABLE	MEAN	STANDARD DEVIATION
PSA2	.38	1.41
PSA3	.52	1.60
PSA4	.34	1.28
SEPPA3	.52	.61
SEPPA4	.66	.69
SEPPA2	.54	.63
PLACE4	.77	1.03
PPA3	2.10	2.69
PPA4	1.83	2.58
PPA2	2.01	2.62
OPA3	.61	1.66
OPA2	.49	1.49
JUNFAIL	2.14	.50
OSA2	.96	1.82
SEPMO3	.36	.54
SEPMO1	.37	.56
PLACE1	.14	.32
SEPMO2	.51	.69
PSA1	.08	.71
ELEMFAIL	.31	.67
PPA1	.86	2.01
PLACE2	.12	.40
PLACE3	.31	.60
SEPPA1	.49	.63
OSA3	.59	1.47
OPA4	1.37	2.17
SEPMO4	.54	.58
OSA4	1.49	1.99
SENFALL	.17	.38
 DEPENDENT VARIABLE		
EI-1SB	30.41	4.10
SCT	5.10	1.48
PROSTIT	.14	.35
DROP	1.63	1.89
DEL	1.07	1.85
SUB	.37	.54

APPENDIX H

CORRELATIONS AMONG 35 VARIABLES

	1	2	3	4	5	6	7	8	9	10
	EI-ISB	SCT	PROST	ELEMFAIL	JUNFAIL	SENFALL	DROP	PSA1	PSA2	PSA3
1 EI-ISB	1.00									
2 SCT	.32	1.00								
3 PROST	.02	-.06	1.00							
4 ELEMFAIL	-.03	-.20	.30	1.00						
5 JUNFAIL	-.02	-.34	.07	-.07	1.00					
6 SENFALL	-.10	-.09	-.08	-.04	-.12	1.00				
7 DROP	-.12	-.15	.41	-.01	.09	.05	1.00			
8 PSA1	-.07	-.09	-.05	.49	-.05	-.06	-.06	1.00		
9 PSA2	-.08	-.12	.35	.16	-.02	.36	.17	-.03	1.00	
10 PSA3	-.01	.06	.25	.15	-.05	.28	.13	-.04	.75	1.00
11 PSA4	.00	-.05	.24	.06	.18	.23	.10	-.03	.70	.59
12 OSA2	.04	-.06	.09	-.12	-.17	-.03	.04	-.06	-.03	-.08
13 OSA3	.04	-.07	.24	-.18	-.11	-.08	.18	-.05	.06	.17
14 OSA4	-.04	-.03	.11	-.02	-.01	.06	.12	-.09	.00	-.05

Correlations have been rounded to two decimal places.

APPENDIX H continued

CORRELATIONS AMONG 35 VARIABLES

	1	2	3	4	5	6	7	8	9	10
	EI-1SB	SCT	PROST	ELEMFAIL	JUNFAIL	SENFALL	DROP	PSA1	PSA2	PSA3
15 PPA1	.04	-.14	-.04	.28	-.18	.01	-.04	.31	.04	-.01
16 PPA2	-.08	-.08	.07	.03	-.24	.04	.05	-.09	.12	.12
17 PPA3	-.23	-.24	.12	.11	.07	-.12	.12	-.09	-.01	-.01
18 PPA4	-.02	-.18	.10	.05	.06	-.18	.03	-.09	.02	-.13
19 OPA2	-.07	-.06	.00	.06	.09	.05	.00	-.04	.05	-.11
20 OPA3	-.06	-.22	-.03	.04	.10	-.03	.11	-.05	.02	-.12
21 OPA4	-.10	-.14	.34	.05	.23	-.05	.20	-.08	.09	.15
22 DEL	-.19	-.16	.18	.11	-.03	-.14	.17	-.01	-.01	-.02
23 SUB	-.15	.08	.26	.26	-.04	-.10	.26	-.08	.10	.17
24 SEPMO1	.02	-.11	.09	.09	.13	.27	.01	-.08	.06	.13
25 SEPMO2	-.19	-.01	-.01	-.12	.01	.23	.18	-.09	.09	.14
26 SEPMO3	-.15	-.20	-.05	.22	.07	.09	.15	.07	.07	-.03
27 SEPMO4	-.11	-.12	.19	.09	.04	.00	.20	-.11	.19	.14
28 SEPFA1	-.09	-.17	.07	.15	.13	.14	.02	.10	.16	.20
29 SEPFA2	-.09	-.07	.25	.07	.03	-.04	.10	-.11	-.09	-.07
30 SEPFA3	.13	-.03	.13	.12	.14	-.15	.02	-.10	.02	.01
31 SEPFA4	.18	.01	.15	.01	.20	.00	.05	-.11	.03	.01
32 PLACE1	.08	-.05	-.01	.10	-.02	.10	-.12	.14	-.12	.05
33 PLACE2	-.19	-.12	-.06	.04	-.09	-.02	-.08	.01	-.09	.01
34 PLACE3	.22	-.33	.07	.16	.11	.13	.06	-.01	-.14	-.08
35 PLACE4	.11	-.01	.10	.16	-.10	.06	.16	-.04	.12	.14

Correlations have been rounded to two decimal places.

APPENDIX H continued

CORRELATIONS AMONG 35 VARIABLES

	11 PSA4	12 OSA2	13 OSA3	14 OSA4	15 PPA1	16 PPA2	17 PPA3	18 PPA4	19 OPA2	20 OPA3
11 PSA4	1.00									
12 OSA2	-.14	1.00								
13 OSA3	.08	.07	1.00							
14 OSA4	-.07	.06	-.02	1.00						
15 PPA1	.05	.03	.06	.25	1.00					
16 PPA2	.11	.20	.22	.22	.23	1.00				
17 PPA3	.06	-.04	.08	.08	.14	.55	1.00			
18 PPA4	.09	.01	-.04	-.04	.15	.35	.64	1.00		
19 OPA2	.09	.18	.01	.07	-.13	.07	.16	.16	1.00	
20 OPA3	.06	.14	.02	.16	-.04	.16	.31	.32	.73	1.00
21 OPA4	.14	-.07	.38	-.10	-.20	-.12	.10	.12	.33	.43
22 DEL	.05	.08	.16	-.07	-.02	-.07	.01	.07	.17	.20
23 SUB	.13	.00	-.02	.01	.03	.03	.18	.15	.18	.17
24 SEPMO1	.09	.28	-.12	.23	.08	-.07	-.05	.01	-.12	-.07
25 SEPMO2	.03	-.19	-.05	.15	.16	.16	.10	-.01	-.16	-.20
26 SEPMO3	-.03	-.25	-.16	-.11	.03	-.37	.01	-.19	-.17	-.22
27 SEPMO4	.18	-.28	-.04	.00	.04	-.23	-.02	-.10	-.16	-.17
28 SEPFA1	.20	-.14	-.03	.12	.09	-.02	.14	.00	-.17	.01

Correlations have been rounded to two decimal places.

APPENDIX H continued

CORRELATIONS AMONG 35 VARIABLES

	11	12	13	14	15	16	17	18	19	20
	PSA4	OSA2	OSA3	OSA4	PPA1	PPA2	PPA3	PPA4	OPA2	OPA3
29 SEPFA2	-.14	.07	.04	.24	.26	.38	.23	.17	-.03	.01
30 SEPFA3	-.14	-.10	-.11	.13	.04	-.01	.07	.02	-.10	-.04
31 SEPFA4	-.09	-.15	-.09	.12	-.06	-.16	-.04	.01	-.11	-.13
32 PLACE1	-.11	-.13	.20	.12	.28	.18	.18	.01	.03	.23
33 PLACE2	-.08	.06	.01	-.09	.18	.04	-.03	-.08	-.01	.11
34 PLACE3	-.14	-.03	-.07	.02	.08	-.03	.17	-.05	-.13	-.01
35 PLACE4	-.04	.04	-.06	.16	.08	.08	-.04	-.12	-.10	.18

Correlations have been rounded to two decimal places.

APPENDIX H continued

CORRELATIONS AMONG 35 VARIABLES

	21 OPA4	22 DEL	23 SUB	24 SEPMO1	25 SEPMO2	26 SEPMO3	27 SEPMO4	28 SEPFA1	29 SEPFA2	30 SEPFA3
21 OPA4	1.00									
22 DEL	.25	1.00								
23 SUB	.08	.20	1.00							
24 SEPMO1	.05	-.09	.04	1.00						
25 SEPMO2	-.13	-.26	.05	.43	1.00					
26 SEPMO3	-.07	-.06	.11	.22	.20	1.00				
27 SEPMO4	-.07	.06	.14	.13	.12	.62	1.00			
28 SEPFA1	-.07	-.10	.09	.39	.03	.30	.23	1.00		
29 SEPFA2	-.13	-.10	.11	.07	.17	-.12	.08	.13	1.00	
30 SEPFA3	-.10	.02	.12	.01	.03	.21	.32	.11	.49	1.00
31 SEPFA4	-.06	.01	-.02	.21	-.06	.24	.34	.05	.30	.67
32 PLACE1	.09	-.13	-.04	.41	.20	-.08	-.21	.26	.18	-.04
33 PLACE2	.05	-.11	-.11	.11	.12	.03	-.02	-.06	.22	-.17
34 PLACE3	-.03	-.10	.17	.22	.18	.33	.11	.20	.08	-.03
35 PLACE4	-.15	.02	.25	.04	-.04	.17	.29	.24	.24	.43

Correlations have been rounded to two decimal places.

APPENDIX H continued

CORRELATIONS AMONG 35 VARIABLES

	31 SEPFA4	32 PLACE1	33 PLACE2	34 PLACE3	35 PLACE4
31 SEPFA4	1.00				
32 PLACE1	.02	1.00			
33 PLACE2	-.19	.18	1.00		
34 PLACE3	-.05	.06	.41	1.00	
35 PLACE4	.19	.05	.14	.21	1.00

Correlations have been rounded to two decimal places.

APPENDIX I

EIGENVALUES OF 29 FACTORS

FACTOR	VARIANCE EXPLAINED	CUMULATIVE PROPORTION OF VARIANCE IN DATA SPACE	IN FACTOR SPACE
1	3.5049	0.1209	0.1209
2	2.9899	0.2240	0.2240
3	2.7527	0.3189	0.3189
4	2.2536	0.3966	0.3966
5	2.0413	0.4670	0.4670
6	1.8095	0.5294	0.5294
7	1.6048	0.5847	0.5847
8	1.4537	0.6348	0.6348
9	1.3215	0.6804	0.6804
10	1.0340	0.7161	0.7161
11	0.9646	0.7493	0.7493
12	0.8942	0.7802	0.7802
13	0.8089	0.8081	0.8081
14	0.7195	0.8329	0.8329
15	0.6887	0.8566	0.8566
16	0.6287	0.8783	0.8783
17	0.5738	0.8981	0.8981
18	0.4946	0.9151	0.9151
19	0.4021	0.9290	0.9290
20	0.3707	0.9418	0.9418
21	0.3419	0.9536	0.9536
22	0.2672	0.9628	0.9628
23	0.2408	0.9711	0.9711
24	0.1903	0.9776	0.9777
25	0.1853	0.9840	0.9840
26	0.1471	0.9891	0.9891
27	0.1288	0.9935	0.9936
28	0.1102	0.9973	0.9974
29	0.0769	0.1000	1.0000

The variance explained by each factor is the eigenvalue for that factor (if positive).

APPENDIX K

VARIABLE NAMES

PREDICTOR VARIABLES

NAME	MEANING
PSA1	Parental Sexual Abuse 0-4 yrs.
PSA2	Parental Sexual Abuse 5-10 yrs.
PSA3	Parental Sexual Abuse 11-13 yrs.
PSA4	Parental Sexual Abuse 14-18 yrs.
OSA2	Other Sexual Abuse 5-10 yrs.
OSA3	Other Sexual Abuse 11-13 yrs.
OSA4	Other Sexual Abuse 14-18 yrs.
PPA1	Parental Physical Abuse 0-4 yrs.
PPA2	Parental Physical Abuse 5-10 yrs.
PPA3	Parental Physical Abuse 11-13 yrs.
PPA4	Parental Physical Abuse 14-18 yrs.
OPA2	Other Physical Abuse 5-10 yrs.
OPA3	Other Physical Abuse 11-13 yrs.
OPA4	Other Physical Abuse 14-18 yrs.
SEPMO1	Separations from Mother 0-4 yrs.
SEPMO2	Separations from Mother 5-10 yrs.
SEPMO3	Separations from Mother 11-13 yrs.
SEPMO4	Separations from Mother 14-18 yrs.
SEPFA1	Separations from Father 0-4 yrs.
SEPFA2	Separations from Father 5-10 yrs.
SEPFA3	Separations from Father 11-13 yrs.
SEPFA4	Separations from Father 14-18 yrs.
PLACE1	Placements away from home 0-4 yrs.
PLACE2	Placements away from home 5-10 yrs.
PLACE3	Placements away from home 11-13 yrs.
PLACE4	Placements away from home 14-18 yrs.
ELEMFAIL	School Grades Failed Kg-5
JUNFAIL	School Grades Failed 6-8
SENFALL	School Grades Failed 9-13

CRITERION VARIABLES

NAME	MEANING
EI-1SB	Total Score on the EI-1SB
SCT	Total Score on the SCT
PROST	Involvement in Prostitution
DROP	School dropout
DEL	Delinquency charges
SUB	Alcohol and drug abuse

REFERENCES

- Adams, G., & Fitch, S. Ego stage and identity status development: a cross-sequential analysis. Journal of Personality and Social Psychology, 1982, 43, 574-583.
- Adams, G., & Fitch, S. Psychological environments of university departments: effects on college students' identity status and ego stage development. Journal of Personality and Social Psychology, 1983 44, 1266-1275.
- Adams, G., & Jones, R. Female adolescents' ego development: age comparisons and childrearing perceptions. Journal of Early Adolescence, 1981, 1, 423-426.
- Adams, G., & Jones, R. Female adolescents' identity achievement: age comparisons and perceived childrearing experience. Developmental Psychology, 1983, 19, 249-256.
- Adams, G., & Shea, J. The relationship between Identity Status, Locus of Control and Ego Development. Journal of Youth and Adolescence, 1979, 8, 81-89.
- Adams, G., & Shea, J., & Fitch, S. Toward the development of an objective assessment of ego-identity status. Journal of Youth and Adolescence, 1979, 8, 223-237.
- Adelson, J. Handbook of adolescent psychology. New York: John Wiley & Sons, 1980.
- Adler, A. The individual psychology of Alfred Adler. H.L. Ausbacher and R.R. Ausbacher (Eds.). New York: Basic Books, 1956.
- Archer, S. The lower age boundaries of identity development. Child Development, 1982, 53, 1551-56.
- Baker, C. A "second look" at interviews with adolescents. Journal of Youth and Adolescence. 1983, 12, 501-519.
- Bellak, L., & Goldsmith, L. (Eds.) The broad scope of ego function assessment. New York: John Wiley and Sons, 1984.
- Blos, P. On adolescence. New York: The Free Press, 1962.
- Bourne, E. The state of research on ego identity: a review and appraisal. I. Journal of Youth and Adolescence, 1978a, 7, 223-251.
- Bourne, E. The state of research on ego identity: a review and appraisal. II. Journal of Youth and Adolescence, 1978b, 7, 371-392.
- Bowlby, J. Attachment and loss. Vol.II. New York: Basic Books, Inc., 1973.

REFERENCES continued

- Caplan, P. The myth of women's masochism. American Psychologist, 1984, 34, 130-139.
- Caplan, P., White, G., Watters, J., Parry, R., & Bates, R. Referral, intervention and outcome in Canadian child abuse cases. Canadian Journal of Behavioural Science, 1985, 17, 150-161.
- Constantinople, A. An Eriksonian measure of personality development in college students. Developmental Psychology, 1969, 1, 357-372.
- Cox, N. Prior help, ego development, and helping behaviour. Child Development, 1974, 45, 594-603.
- Cresswell, D., & Lacks, P. A comparison of female delinquents with non-delinquents on parental identification, self-concept, ego identity, and morality. Unpublished manuscript, Washington University, no date, in J. Loevinger, 1979.
- Deutsch, H. Selected problems of adolescence. New York, International Universities Press, 1967.
- Dixon, W. Biomedical computer programs. Berkeley, Calif.: University of California Press, 1981.
- Douvan, E., & Adelson, J. The adolescent experience. New York: John Wiley and Sons, 1966.
- Enright, R., Lapsley, D., Drivas, A., & Fehr, L. Parental influence on the development of adolescent autonomy and identity. Journal of Youth and Adolescence, 1980, 9, 529-545.
- Erikson, E.H. On the sense of inner identity. In R. Knight & C. Friedman (Eds.), Psychoanalytic psychiatry and psychology. New York: International Universities Press, 1954.
- Erikson, E.H. The problem of ego identity. Journal of the American Psychoanalytic Association, 1956, 4, 56-121.
- Erikson, E.H. Childhood and society. New York: W.W. Norton, 1963.
- Erikson, E.H. Identity: youth and crisis. New York: W.W. Norton, 1968.
- Fitts, W. The Tennessee Self Concept Scale: Ten years of research in mental health. Tennessee Department of Mental Health, Mind over Matter, Nashville, 1964, 4, 1-12(no.9).
- Frank, S., & Quinlan, D.: Ego development and female delinquency: a cognitive-developmental approach. Journal of Abnormal Psychology, 1976, 85, 505-510.

REFERENCES continued

- Freud, A. Adolescence. Psychoanalytic Study of the Child, 1958, 13, 255-278.
- Freud, S. Three essays on sexuality. The Complete Psychological Works of Sigmund Freud. Vol. VII. London: Hogarth, 1953.
- Gilligan, C. In a different voice. Cambridge, Mass.: Harvard University Press, 1982.
- Ginsburg, S., & Orlofsky, J. Ego identity status, ego development, and locus of control in college women. Journal of Youth and Adolescence, 1981, 10, 297-307.
- Gold, S. Relations between level of ego development and adjustment patterns in adolescence. Journal of Personality Assessment, 1980, 44, 630-638.
- Greenberg, M., Siegel, J., & Leitch, C. The nature and importance of attachment relationships to parents and peers during adolescence. Journal of Youth and Adolescence, 1983, 12, 373-386.
- Gregoire, J. The development of ego identity in juvenile delinquents. Unpublished doctoral dissertation, University of Michigan, 1976.
- Grossman, S., Shea, J., & Adams, G. Effects of parental divorce during early childhood on ego development and identity formation of college students. Journal of Divorce, 1980, 3, 263-272.
- Grotevant, H., & Adams, G. Development of an objective measure to assess ego identity in adolescence: validation and replication. Journal of Youth and Adolescence, 1984, 13, 419-438.
- Hartmann, H. Ego psychology and the problem of adaptation. New York: International Universities Press, 1958.
- Hauser, S. Loevinger's model of ego development: a critical review. Psycho-logical Bulletin, 1976a, 83, 928-955.
- Hauser, S. Self-image complexity and identity formation in adolescence: longitudinal studies. Journal of Youth and Adolescence, 1976b, 5, 161-177.
- Hauser, S. Ego development and interpersonal style in adolescence. Journal of Youth and Adolescence, 1978, 7, 333-352.
- Hauser, S., Jacobson, A., Noam, G., & Powers, S. Ego development and self image complexity in early adolescence. Archives of General Psychiatry, 1983, 40, 325-332.
- Hauser, S., Powers, S., Noam, G., & Jacobson, A. Familial contexts of adolescent ego development. Child Development, 1984, 55, 195-213.

REFERENCES continued

- Heilbrun, A., & Fromme, D. Parental identification of late adolescents and level of adjustment: the importance of parent-model attributes, ordinal position, and sex of the child. The Journal of Genetic Psychology, 1965, 107, 49-59.
- Heilburn, A. Conformity to masculinity-femininity stereotypes and ego identity in adolescents. Psychological Reports, 1964, 14, 351-357.
- Higham, E. Variations in adolescent psycho-hormonal development. In J. Adelson (Ed.), Handbook of adolescent psychology, New York: Wiley Inter-Science, 1980.
- Holt, T. Loevinger's measures of ego development: reliability and national norms for male and female short forms. Journal of Personality and Social Psychology, 1980, 39, 909-920.
- Hopkins, L. Construction and initial validation of a test of ego identity status for females. Unpublished doctoral dissertation, Temple University, 1977.
- Hoppe, C., & Loevinger, J. Ego development and conformity: a construct validity study of the Washington University Sentence Completion Test. Journal of Personality Assessment, 1977, 41, 497-504.
- Howard, M. Ego identity status in women, fear of success, and performance in a competitive situation. Unpublished doctoral dissertation. State University of New York at Buffalo, 1975.
- Inhelder, B., & Piaget, J. The growth of logical thinking from childhood to adolescence. New York: Basic Books, 1958.
- James, J., & Meyerding, J. Early sexual experience and prostitution. The American Journal of Psychiatry, 1977, 134, 1381-1385.
- Jaspers, K. The axial age of human history. In M.R. Stein, A.J. Vidich, & O.M. White (Eds.), Identity and anxiety. New York: The Free Press, 1960.
- Kohlberg, L. Development of moral character and moral ideology. In M. Hoffman and L.W. Hoffman (Eds.), Review of Child Development Research. Vol.1. New York: Russell Sage Foundation, 1964.
- Kohut, H. The analysis of the self. New York: International Universities Press, 1971.
- Kohut, H. The restoration of the self. New York: International Universities Press, 1977.
- Lavoie, J. Ego identity formation in middle adolescence. Journal of Youth and Adolescence, 1976, 5, 371-385.

REFERENCES continued

- Levenson, H. Activism and powerful others: Distinctions within the concept of internal-external control. Journal of Personality Assessment, 1974, 38, 377-382.
- Livson, N., & Peskin, H. Perspectives on adolescence from longitudinal research. In J. Adelson, (Ed.), Handbook of Adolescent Psychology. New York: John Wiley and Sons, 1980.
- Loevinger, J. The meaning and measurement of ego development. American Psychologist, 1966, 21, 195-206.
- Loevinger, J. The relationship of adjustment to development. In S. Sells (Ed.), The definition and measurement of mental health. Washington, D.C.: U.S. National Center for Health Statistics, 1968.
- Loevinger, J. Theories of ego development. In L. Breger (Ed.), Clinical-cognitive psychology: models and integrations. Englewood Cliffs, New Jersey: Prentice-Hall, 1969.
- Loevinger, J. Ego development: conceptions and theories. San Francisco: Jossey-Bass, 1976.
- Loevinger, J. Construct validity of the sentence completion test of ego development. Applied Psychology Measurement, 1979, 3, 281-311.
- Loevinger, J., & Wessler, R. Measuring ego development, Vol. I. San Francisco: Jossey-Bass, 1970.
- Loevinger, J., Wessler, R., & Redmore, C. Measuring ego development, Vol. II: scoring manual. San Francisco: Jossey-Bass, 1970.
- Marcia, J.E. Development and validation of ego-identity status. Journal of Personality and Social Psychology, 1966, 3, 551- 558.
- Marcia, J.E. Identity six years after: a follow-up study. Journal of Youth and Adolescence, 1976a, 5, 145-160.
- Marcia, J.E. Studies in ego identity. Unpublished manuscript, Simon Fraser University, 1976b.
- Marcia, J.E. Identity in adolescence. In J. Adelson (Ed.), Handbook of Adolescent Psychology, New York: Wiley Interscience, 1980.
- Marcia, J.E. Invited Address to Developmental Conference at Simon Fraser University, May 1981.
- Marcia, J.E. Some directions for the investigation of ego development in early adolescence. Journal of Early Adolescence, 1983, 3, 215-225.

REFERENCES continued

- Marcia, J.E. Personal communication, 1985.
- Matteson, D. Alienation versus exploration and commitment: personality and family correlaries of adolescent identity statuses. Report for the project on 'Ungdomsforskning', Denmark, August, 1974.
- McMillan, D., & Hiltonsmith, R. Adolescents at home: an exploratory study of the relationship between perception of family social climate, general well-being, and actual behaviour in the home setting. Journal of Youth and Adol-escence, 1982, 4, 301-315.
- Munro, G., & Adams, G. Ego-identity formation in college students and working youth. Developmental Psychology, 1977, 13, 523-524.
- Newman, F., & Caplan, P. Juvenile female prostitution as gender consistent response to early deprivation. International Journal of Women's Studies, 1982, 5, 128-137.
- Newman, B., & Newman, P. The concept of identity: research and theory. Adolescence, 1978, 13, 157-166.
- Noam, G., Hauser, S., Santostefano, S., Garrison, W., Jacobson, A., Powers, S., & Mead, M. Ego development and psychopathology: a study of hospitalized adolescents. Child Development, 1984, 55, 184-194.
- Offer, D., Ostrov, E., Howard, K. Family perceptions of adolescent self-image. Journal of Youth and Adolescence, 1982, 11, 281-291.
- Piaget, J. The moral judgement of the child. London: Kegan Paul, 1932.
- Piaget, J. The origins of intelligence in children. New York: International Universities Press, Inc., 1952.
- Piaget, J. Six psychological studies. New York: Vintage Books, 1967.
- Redmore, C. Susceptibility to faking of a sentence completion test of ego development. Journal of Personality Assessment, 1976, 40, 607-616.
- Redmore, C., & Loevinger, J. Ego development in adolescence: longitudinal studies. Journal of Youth and Adolescence, 1979, 8, 1-20.
- Redmore, C., & Waldman, K. Reliability of a sentence completion measure of ego development. Journal of Personality Assessment, 1975, 39, 236-243.
- Rogow, A. Ego identity status and styles. Unpublished manuscript, Simon Fraser University, 1983.
- Rutter, M., Graham, P., Chadwick, O., & Yule, W. Adolescent turmoil: fact or fiction. Journal of Psychological Psychiatry, 1976, 17, 35-36.

REFERENCES continued

- Schiedel, D., & Marcia, J.E. Ego identity, intimacy, sex role orientation, and gender. Developmental Psychology, 1985, 21, 149-160.
- Seber, G. Linear regression analysis. New York: John Wiley & Sons, 1977.
- Shapiro, D. Neurotic styles, New York: Basic Books Inc., 1965.
- Simmons, D. Development of an objective measure of identity achievement status. Journal of Projective Techniques and Personality Assessment, 1970, 34, 241-244.
- Simmons, D. Further psychometric correlates of the Identity Achievement Scale. Psychological Reports, 1973, 32, 1042.
- Spillane-Grieco, E. Characteristics of a helpful relationship: a study of empathic understanding and positive regard between runaways and their parents. Adolescence, 1984, 19, 63-75.
- Sullivan, E., McCullough, G., & Stager, M. A developmental study of the relationship between conceptual, ego, and moral development. Child Development, 1970, 41, 399-411.
- Sullivan, H.S. The interpersonal theory of psychiatry. New York: Norton, 1953.
- Toder, N., & Marcia, J.E. Ego identity status and response to conformity pressure in college women. Journal of Personality and Social Psychology, 1973, 26, 287-294.
- Wagner, J. A study of the relationship between formal operations and ego identity in adolescence. Unpublished doctoral dissertation, State University of New York at Buffalo, 1976.
- Waterman, A. Identity development from adolescence to adulthood: an extension of theory and a review of research. Developmental Psychology, 1982, 18, 341-358.
- Waterman, A., & Goldman, J. A longitudinal study of ego identity development at a liberal arts college. Journal of Youth and Adolescence, 1976, 5, 361-369.
- Waterman, C., & Waterman A. Ego identity status and decision styles. Journal of Youth and Adolescence, 1974, 3, 1-6.
- Wilbur, C., Rounsaville, B., Sugarman, A. Ego development in opiate addicts: an application of Loewinger's stage model. Journal of Nervous and Mental Disease, 1982, 170, 202-208.

