

A Study of Ego Identity Status in Relationship between Self-Concept and Dependency in Adolescence

著者	HAYAKAWA MINOO
journal or publication title	Tohoku psychologica folia
volume	36
page range	23-31
year	1978-03-20
URL	http://hdl.handle.net/10097/00064920

A STUDY OF IDENTITY STATUS IN RELATIONSHIP BETWEEN SELF-CONCEPT AND DEPENDENCY IN ADOLESCENCE

By

MINOO H A Y A K A W A (早川三野雄)

(*Nurse-teacher's School, Hirosaki University, Hirosaki*)

Five ego identity statuses were investigated from Erikson's psychosocial viewpoint, which meant to combine the self-concept with the dependency. 6 experimental groups, derived from 2 modes (physical and mental) and 3 levels (high, middle and low) of dependent behaviors, consisted of 30 female freshmen respectively. The matrix of Wrigley's index between each factor of the self-concept and each factor of the inferred mother's self-concept was obtained for each group. Results suggested that the relationship between self-concept and dependency had brought forth particularly either multiplicative or contradictory effects on five ego identity statuses, and also there were two kinds of effect in the adolescent dependency: the effect of the early dimension on the present dimension, and the effect of the future dimension on the present dimensions. Seven dimensions in adolescence on the Epigenetic Chart were discussed.

INTRODUCTION

Self identity formation encompasses both the continuity of self and identifications with other significant persons, and the striving to maintain his continuity of meanings in change and to initiate his potentialities in the present and the future.

Self-concept has its underpinning in infancy and early childhood. Adolescence is the period of resynthesization within which the parental identifications already acquired must be combined with new identifications and with choosing the future self-concept. The ego works toward self continuity, as well as constancy and sameness of meanings for himself and others. Erikson (1956) calls this sense of continuity and sameness which embraced early identifications, "ego identity". Rasmussen (1964) tested the following hypothesis: individuals who differ in an ego identity measure should also differ in a self acceptance measure in the same fashion. That is, individuals presenting evidence of a satisfactory ego identity will show a greater degree of self acceptance than will individuals presenting evidence of an ego diffusion. Results were considered to support this hypothesis. Bronson's (1959) study seems to imply that "an adequate ego identity is characterized by a self-concept evolved gradually from roots in earlier identifications and experienced as continuity in the personality" (cited from Dignan, 1965).

On another aspect, self identity formation includes the effective satisfactions with developing potentialities of individual ego. Dignan (1965) asserts that identity

formation encompasses identification with something beyond self, and also that the individual must live up to his own expectations. According to Erikson's (1956) psychosocial theory of ego development, each stage from the oral period to adolescence shows a conflict that must be solved for a continued development of an individual. The conflict is not necessarily restricted to any one stage, but tends to predominate at a particular period. Adolescence is the period of identity crisis. It is said that a relative success or lack of success in resolution of each crisis may leave the individual with a residual orientation toward himself and the world which will help to determine his relative success in the later stages. Bauer and Snyder (1972) supported discriminately Erikson's contention that individuals who manifest a high motivation, both in affiliation and in achievement, would show a more satisfactory ego identity than individuals who manifest other levels of affiliation and achievement motivation. Individuals' levels of adult achievement motivation reflected the successful or unsuccessful resolution of the achievement crisis of the latency. Orlofsky and others (1973) suggested that the favorable resolution of intimacy-isolation crisis was related to a successful resolution of the identity crisis. Constantinople (1969) said the effect of successful resolutions at the later stages on the basic trust or confidence acquired in the earlier stages of development. In Rasmussen's (1964) study, a highly psychosocial adjustment group showed no significant correlation between Crisis Stage I (Infancy) and the remaining five stages. Each stage seemingly made an independent contribution to the total ego identity score. The matrix of a minimally adequate adjustment group was markedly different. With a single exception, Crisis Stage I was significantly related to the other five stages. A similar finding emerged in Dignan's (1965) investigation: when maternal identification, implying an emotional closeness to the mother, is low, and so is ego identity. In short, these studies regard self identity formation as related to the certainty of self-concept and the satisfaction of ego quality, and they offer many empirical supports for Erikson's theory. They, however, raise further research problems.

The first problem is that each previous study seems to attempt, in its own way, to consider self identity formation in terms of the relationship of adolescent ego identity statuses either with the self-concept or with the ego quality. As self identity formation encompasses them both simultaneously, identity statuses should be understood with considerations to combine the self-concept with the satisfaction of ego striving.

The second problem is concerned with the motivational determinant which consistently underlies ego qualities throughout each stage of ego development in change. Although a particular ego quality may gain predominance over other ego qualities at each developmental stage, the present study adds a hypothesized basic determinant which not only could initiate the early mutual identifications in the mother-infant relationship, but also would be continued to maintain the sense of self identity in the parent-adolescent relationship. The present study embodies it in the dependency.

After Marcia's (1966) approach to ego identity, an individual is placed into one of four identity statuses as follows: Identity achievement, Moratorium, Foreclosure and Identity diffusion. Orlofsky and others (1973) conceptualized the fifth status, Alienated achievement. The present study attempts to manifest these identity statuses on the matrix patterns of Wrigley's index. Two kinds of predictable pattern are called the divergent type and the convergent type.

The hypotheses investigated are as follows: (1) Ss with a high mental dependency score, named HMS-Gr, will show a kind of divergent type of matrix pattern. HMS-Gr will be considered to be on the identity achievement status. (2) Ss with a low mental dependency score, named LMS-Gr, will show a kind of divergent type, too. But LMS-Gr will be considered to be on the alienated achievement status. (3) Ss with a high physical dependency score, named HPS-Gr, will show a kind of convergent type. HPS-Gr will be considered to be on the foreclosure status. (4) Ss with a low physical dependency score, named LPS-Gr, will show a kind of convergent type, too. But, LPS-Gr will be considered to be on the identity diffusion status. Lastly, (5) Ss with two kinds of middle dependency score, named either MPS-Gr or MMS-Gr, will show a kind of divergent type. Both MPS-Gr and MMS-Gr will be considered to be on the moratorium status.

METHOD

Measuring instruments: Two tests were used: Self Concept Scale and Dependency Scale. Self Concept Scale devised by Nishihira (1970) contains 75 items with a 5-point rating. The items consist of single adjectives or short phrases. Ss' self-concept and Mother's self-concept inferred by Ss (inferred mother's self-concept) were obtained from the initial subjects. Dependency Scale devised by Takahashi (1970) contains 24 items with a 5-point rating, which are classified into two modes of dependency, namely the physical dependency and the mental dependency. The former is an earlier mode of dependent behavior than the latter. As for Dependency Scale, the initial subjects were asked for rating their dependent behavior on the mother. Three scores were derived for each subject: Physical dependency score (PS), Mental dependency score (MS) and Total dependency score (TS). The initial subject pool's *Mean* and *SD* were as follows: PS 28.3, SD 8.4, MS 28.3, SD 8.4, and TS 56.6, SD 16.0.

Subject: 188 freshman female students at Hirosaki University constituted the initial subject pool. All initial subjects were arranged in the order of either PS or MS. According to their ranking order, 6 experimental groups were decided as mentioned above. Each of experimental groups consisted of 30 Ss. Table 1 shows *Mean* and *SD* for each group.

Procedure: Initial tests were administered, by dividing them into two sessions. On the first session, students in the introductory psychology courses were asked for rating themselves as to Self Concept Scale, followed by the same scale for rating the inferred mother's self-concept, in classroom situations. They were then scheduled

Table 1. Group means and standard deviations of three dependency scores for each group.

Gr \ DS (N)		Physical		Mental		Total	
		Mean	SD	Mean	SD	Mean	SD
HMS-Gr	(30)	37.2	4.9	<u>40.4</u>	<u>3.0</u>	77.6	6.5
LMS-Gr	(30)	16.2	6.0	<u>14.8</u>	<u>4.7</u>	31.0	9.3
HPS-Gr	(30)	<u>39.6</u>	<u>2.4</u>	37.0	5.7	76.7	7.4
LPS-Gr	(30)	<u>14.5</u>	<u>4.8</u>	17.7	6.9	32.2	10.8
MMS-Gr	(30)	29.1	6.0	<u>28.0</u>	<u>0.9</u>	57.1	6.2
MPS-Gr	(30)	<u>28.0</u>	<u>1.0</u>	28.9	4.3	56.9	4.5

Note. - Groups in the study gained the score with a single underline. Gr: group, DS: dependency score.

for the second session, 1 week after the first session. Each subject was asked for rating dependent behaviors on the mother as to Dependency Scale. The total number of the subjects who completed these three ratings was 188, who constituted the initial subject pool.

Interitem correlation and Factor analysis: Data both for Ss' self-concept ratings from every 6 groups and for their inferred mother's self-concept ratings from the same groups were computed, and 12 matrices of 75×75 interitem correlation coefficients were obtained. Thurstone's Centroid Factor Method was applied to analyze every correlation matrices. The factors thus extracted within every groups were rotated by using Kaiser's Varimax simple structure criterion. Wrigley's index between each factor with 75 loadings of rotated factor matrix for self-concept and each factor with 75 loadings of rotated factor matrix for inferred mother's self-concept was used to identify the similarity of factor structures in the form of matrix pattern with significant values in certain cells of all. The significance level of r was applied as the criterion to represent the results.

RESULTS

(1) HMS-Gr: Table 2 shows the matrix of Wrigley's index with significance or significant tendency of HMS-Gr ($r=.306$, $df=28$, $p<.10$, $r=.361$, $df=28$, $p<.05$). The file consists of Ss' self-concept factors which are arranged on the basis of the degree of per cent of variance, and the line consists of inferred mother's self-concept factors arranged in the same way. There are 6 double or threefold intersections between self-concept factors and inferred mother's self-concept factors, and 2 single intersections between them. This matrix could be classified as a kind of divergent type of similarity.

(2) LMS-Gr: Table 3 shows the matrix of Wrigley's index of LMS-Gr. There are 6 double or threefold intersections and 2 single intersections. This matrix is

Table 2. HMS-Gr's matrix of Wrigley's index.

M-S \ S-S		1st	2nd	3rd	4th	5th	6th	7th	8th	h^2
		11.3%	9.9	8.1	7.4	6.7	6.6	5.9	5.7	61.6
1st	10.6%	.672								
2nd	9.1								.308	
3rd	9.1		.503		.470	.322				
4th	9.0		.376			.520				
5th	7.7					.314				
6th	7.4	.316					.330			
7th	5.8							.350		
8th	4.6									
h^2	63.2									

Note. — S-S: Ss' self-concept factor, M-S: inferred mother's self-concept factor.

[Significance] $r=.306$, $df=28$, $p<.10$, $r=.361$, $df=28$, $p<.05$,
 [Levels for r] $r=.463$, $df=28$, $p<.001$ (cited from Iwahara, 1965)

Table 3. LMS-Gr's matrix of Wrigley's index.

M-S \ S-S		1st	2nd	3rd	4th	5th	6th	7th	8th	h^2
		14.7%	8.6	8.5	8.4	8.3	6.4	5.6	5.2	65.6
1st	9.0%		.395			.475				
2nd	8.1		.362	.503				.410		
3rd	8.0	.453			.506					
4th	7.9									
5th	7.4		.415	.512						
6th	6.0						.508			
7th	6.0									
8th	5.1								.430	
h^2	57.4									

characteristic of representing significant intersections among the superior rank factors in each other. This matrix could be classified as a kind of divergent type.

(3) HPS-Gr: Table 4 shows the matrix of Wrigley's index of HPS-Gr. There are 4 double, threefold or fourfold intersections and only one single intersection. It is worthy of note that the third factor of inferred mother's self-concept intersects through the first, the second, the sixth and the eighth factor of self-concept. The matrix that consisted of such intersections could be classified as a kind of convergent type.

(4) LPS-Gr: Table 5 shows the matrix of Wrigley's index of LPS-Gr. There are 3 double and 1 single intersections. LPS-Gr had the fewest intersection among 6 experimental groups. This matrix could be classified as a kind of convergent type.

(5) MPS-Gr and MMS-Gr: Table 6 shows the matrix of Wrigley's index of MPS-Gr. There are 5 double intersections only. Table 7 shows the matrix of Wrigley's index of MMS-Gr. There are 2 double and 3 single intersections. These matrices can be classified neither as a kind of divergent type nor as a kind of convergent type.

Table 4. HPS-Gr's matrix of Wrigley's index.

S-S \ M-S		1st	2nd	3rd	4th	5th	6th	7th	8th	h^2
		10.7%	9.9	9.2	8.1	7.5	6.7	6.0	4.7	62.7
1st	10.8%			.546	.376					
2nd	9.0			.430		.520	.328			
3rd	8.6									
4th	7.6		.320							
5th	7.0									
6th	6.6			.394						
7th	6.3									
8th	5.4			.451						
h^2	61.3						.399			

Table 5. LPS-Gr's matrix of Wrigley's index.

S-S \ M-S		1st	2nd	3rd	4th	5th	6th	7th	8th	h^2
		9.4%	8.5	8.5	8.4	7.4	7.3	6.2	5.1	60.9
1st	9.9%				.407					
2nd	8.7	.639								
3rd	8.4	.309								
4th	7.6			.461	.411					
5th	6.8									
6th	6.2									
7th	5.7									
8th	5.5		.410							
h^2	58.7									

Table 6. MPS-Gr's matrix of Wrigley's index.

S-S \ M-S		1st	2nd	3rd	4th	5th	6th	7th	8th	h^2
		12.4%	8.7	7.5	6.9	6.9	6.7	6.4	5.7	61.1
1st	12.5%	.664								
2nd	9.9									
3rd	8.3	.387		.485						
4th	7.6			.331		.383				
5th	7.2									
6th	5.9					.381				
7th	5.4									
8th	4.1									
h^2	61.0									

DISCUSSION

According to Marcia's (1966) study, the ego identity and the ego diffusion refer to polar outcomes of the psychosocial crisis occurring in the late adolescence. The hypothesized ego identity statuses are individual styles of coping with this crisis. A continuum of ego identity based upon the proximity of individuals to the ego identity is assumed to underlay the statuses. The relationship between the identity statuses and

Table 7. MMS-Gr's matrix of Wriglye's index.

S-S \ M-S		1st	2nd	3rd	4th	5th	6th	7th	8th	h^2
		8.0%	7.9	7.8	7.4	7.0	6.7	6.7	6.5	58.0
1st	9.8%	.313					.340			
2nd	8.2		.516							
3rd	7.6						.402			
4th	6.6			.374						
5th	6.5									
6th	6.0							.324		
7th	5.3									
8th	5.1									
9th	4.3									
h^2	59.4									

the ego identity continuum may be explained as follows. The moratorium status is probably closer to the identity achievement than the foreclosure status. The identity diffusion status is often found in the foreclosure, but it is another end of bipolar alternatives on the continuum. The alienated achievement status may closely resemble the identity achievement by virtue of its apparent importance of interpersonal relationship (Orlofsky and others, 1973).

On the continuum of matrix pattern in the present study, the relationship between the divergent-convergent continuum and five experimental groups may be explained as follows. HMS-Gr is one end of continuum, i.e., the divergent. LMS-Gr is closer to HMS-Gr than MPS-Gr and MMS-Gr, which are on the middle or vague position. HPS-Gr is closer to the middle than LPS-Gr, which is another end of continuum, i.e., the convergent. The divergent type is characteristic of many multiplex intersections and a few single intersections. The convergent type is characteristic of a few multiplex intersections and equal single intersections. The results on the continuum of matrix pattern seem to be in good agreement with the relationship by Marcia (1966) mentioned above.

The further results suggested that if a dependency level is combined with a self-concept similarity, self identity formation could be to some extent systematically explained as psychosocial phases of adolescent development. The adolescent dependency continued from the early stages shows its characteristics in ego's working on the seven dimensions in adolescence of the Epigenetic Chart (Erikson, 1959). In other words, it is said that the interaction between self concept and dependency may typically imply the ego development reflected in working on the seven dimensions.

In HMS-Gr, for example, even though adolescent individuals change to criticize their parents behaviors, they should be stable, based on their other relationships among them, or they could initiate to resynthesize a future self-concept, based on a high mental dependency which implies a socialized continuity of early dependency. HMS-Gr's divergent type matrix is so multiplex that the ego works flexibly with the certainty. HMS-Gr's dependency score is higher in a mental behavior pattern than in a

physical behavior pattern so that the ego works toward something beyond the present self. The result suggests that individuals who combine a high MS with the divergent type matrix could be interpreted as on the identity achievement status.

LMS-Gr's multiplex matrix is similar to HMS-Gr's. It serves as an internal frame of reference at the present. LMS-Gr's dependency, however, is low. It could serve neither as the stability nor as the striving. LMS-Gr seems to be characterized by two dimensions, i.e., a lack of Time Perspective for Infancy dimension and Diffusion of Ideals for Mature Age on the Epigenetic Chart. These characteristics in two dimensions suggest that there may be two kinds of effect in adolescent dependency: the effect of the early dimension on the present dimension, and the effect of the future dimension on the present dimension. The main difference between HMS-Gr and LMS-Gr seems to lie in the striving for something beyond the self which is indicated on the matrix. Likewise, LMS-Gr may resemble the identity diffusion status. They, however, are different in the basis in which LMS-Gr's self-concept has embraced his early experiences with parents into the present integration. It is supposed that the relationship between LMS-Gr's dependency and LMS-Gr's matrix pattern is so contradictory that the interaction may diminish the effect in counteraction of each other. Finally, LMS-Gr would not make a successful resolution of a crisis. LMS-Gr could be interpreted as on the alienated achievement status. Additionally, the so-called alienated achievement status may be closer to the identity diffusion status than to the identity achievement status.

HPS-Gr is mainly characterized by such a dependency as in early periods. HPS-Gr's main and next factors of the self-concept intersect through four factors of the inferred mother's self-concept. These characteristic tendency would result in hesitating at a difficulty and in lacking a need "to bring a sense of industry to bear in a persistent pattern" (Erikson, 1959). So far as identifications motivated by an early dependency would be continued, HPS-Gr should be stable. HPS-Gr seems to resemble the dimension, Work paralysis for School Age on the Chart. Although a high maternal identification should bring a satisfactory self identity, it must be restricted to a case in which individuals' emotional closeness could continue to modify in quality from a physical mode to a mental through adolescence. HPS-Gr implies the foreclosure status, and HPS-Gr is closer to HMS-Gr than LMS-Gr. In HPS-Gr, the relationship of dependency and self-concept is contradictory, too. The ego could not effectively resolve the identity crisis.

LPS-Gr is placed in another end of bipolar continuum as opposed to HMS-Gr. LPS-Gr may lack the certainty of self and the utilizing opportunities to resolve a crisis. LPS-Gr could be interpreted as on the identity diffusion status.

The relationship between dependency and self-concept similarity may be multiplicative in HMS-Gr and in MPS-Gr and MMS-Gr, too. If it is true, it could serve to resolve a crisis, or to continue a struggle to achieve the self identity. Two middle groups did not show a consistent matrix type. Although these results suggest that

MPS-Gr and MMS-Gr are currently in a crisis, on the so-called moratorium status, much more evidence should be required.

CONCLUSION

The present results agree with Dignan's (1965) contention that identity formation encompasses both continuity of self and identification with something beyond self. In this sense, it is available that the present identity statuses could be interpreted as a successful or unsuccessful resolution reflected on any one or more of the seven dimensions in adolescence of the Epigenetic Chart. The interpretation comprehends simultaneously the early stage and the later stage, too. The present results showed that the moratorium status was placed in a vague position, suggest the importance of attempts to explore variables more relevant to the adolescent process of self identity formation.

REFERENCES

- Bauer, R. & Snyder, R. 1972 Ego identity and motivation: an empirical study of achievement and affiliation in Erikson's theory. *Psychological Reports*, **30**, 951-955.
- Constantinople, A. 1969 An Eriksonian measure of personality development in college students. *Developmental Psychology*, **1**, 357-372.
- Dignan, M.H. Sr. 1965 Ego identity and maternal identification. *J. Pers. Soc. Psychol.*, **1**, 476-483.
- Erikson, E.H. 1959 Identity and the life cycle: Selected papers. *Psychological Issues*, **1**, 1-171
- Marcia, J.E. 1966 Development and validation of ego-identity status. *J. Pers. Soc. Psychol.*, **3**, 551-558.
- Nishihira, N. 1970 The operational definition and the measurement of "Ego-identity" in adolescence. *Memoirs of the Faculty of Liberal Arts and Education, Yamanashi University*. **21**, 106-113.
- Orlofsky, J.L., Marcia, J.E., & Lesser, I.M. 1973 Ego identity status and the intimacy versus isolation crisis of young adulthood. *J. Pers. Soc. Psychol.*, **27**, 211-219.
- Rasmussen, J.E. 1964 Relationship of ego identity to psychosocial effectiveness. *Psychological Reports*, **15**, 815-825.
- Takahashi, K. 1970 Dependent behavior in female adolescents: III. *Jap. J. educ. Psychol.*, **18**, 65-75.

(Received October 3, 1977)