

## **IDENTITY AND ROLE ATTACHMENT**

**A study of interrelationships among  
four social psychological constructs  
related to processes of teacher education  
in a South African context.**

**A thesis submitted  
to the University of Cape Town  
in fulfilment of the requirements  
for the degree of Doctor of Philosophy  
in the Faculty of Education.**

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**February 1990.**

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## Acknowledgements

My two supervisors, Prof. K Rochford and Dr.T Dunne, for their patience and their perseverance. At critical moments they provided clear-cut guidance, rich insight and clear understanding which enabled this research to be completed.

Dr. R. Burns, Curtin University, Perth, who helped to get the process started and followed the progress with useful comment and encouragement.

Prof. P. du Preez, UCT, Department of Psychology, whose direction and advice were invaluable.

The following members of staff, of the University of Cape Town, whose assistance and support enabled the research process to continue:

Prof. M. Ashley, Dean of Education Faculty.

Mr. C. Soudien, Lecturer, Sociology of Education.

Mr. A. Kenyon, Lecturer, Primary School Division.

Mrs.S Jafthas, Data Capture Unit. Computer Services.

The following members of staff of the Cape Town College of Education:

Mr. J. Stonier, Rector, for his interest and continued encouragement.

Miss. S. Moorcroft, Vice-Rector, for all the long discussions related to teacher education.

Lecturers at the Art Department for the support and continued friendship. Miss J. Wilson who under great pressure undertook to proof read the thesis.

Lecturers who gave up time for the students to participate in the survey.

The following members of staff of the Johannesburg College of Education:

Prof. R Conacher, Rector, for creating the opportunity to survey the students at JCE.

Mr. D. Lewis, Vice-Rector, for his efficiency in ensuring the return of the questionnaires.

The lecturers who supervised the completion of the questionnaires.

The following members of staff of the Edgewood College of Education: Prof. A. le Roux, Rector, for granting access to the student teachers.

Mr. S. Nightingale for the helpful and efficient distribution and collection of the questionnaires.

The lecturers who supervised the completion of the questionnaires.

The following members of staff of the Barkly House College of Education:

Dr. E. Fullard, Rector, for her interest, encouragement and for allowing access to the student teachers.

Mr. J. Delport for his assistance in administering and collecting the completed questionnaires.

Dr. Gerald Adams, Utah State University, who supplied the supporting manual for the scoring of the Extended Objective Measures of Ego Identity Status.

Mr. K. Dovey for his enthusiastic introduction to Social Psychology.

The student teachers, who with willingness and with unanticipated levels of honesty, completed the questionnaires.

The Cape Education Department for financial assistance.

My wife Jill, for her constant encouragement, support and love.

This work is dedicated to my three children, Jonathan, Susan and Janice, who, with great patience taught me how to understand the meaning of Attachment and Commitment.

## List of Abbreviations

- TST Twenty Statement Test.
- ICM Identity Centration Measure.
- EOMEIS Objective Measures for Ego Identity Status.
- HRAG High Role Attachment Group.
- NRAG Non Role Attachment Group.
- GT Sub-group defined by scores greater than the mean scores on ICM Question 4.
- LE Sub-group defined by scores equal to and less than the mean scores on ICM Question 4.
- CTCE Cape Town College of Education
- JCE Johannesburg College of Education
- ECE Edgewood College of Education
- BHC Barkly House College
- UCT University of Cape Town

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## **IDENTITY AND ROLE ATTACHMENT**

A study of interrelationships among  
four social psychological constructs  
related to processes of teacher education  
in a South African context.

### **Abstract.**

**This work is a study based upon the Symbolic Interactionist perspective which is concerned fundamentally with the notion that organisms and their respective environments are mutually determinative.**

From the basic concept of mutual determinativeness, it follows that, within social interaction, the development of a self-concept, the acquisition of personality, and the formation and maintenance of an identity within a chosen role are crucial and central issues for individuals and society. The consequence of deviant and collective behaviour, inside and outside of social institutions forms a part of that focus. At the centre of this process is the desire to link the person and all his/her human potential to the wider social setting of which he/she is, of necessity, an integral part.

As an exploration of identity and role this study of role attachment of student teachers has been undertaken against a background in South Africa of social and political instability, and of great educational disintegration, in which thousands of children have experienced disrupted schooling processes for up to ten years, and during a period in which renewal in and through educational innovation seems all but lost.

Despite this scenario, each year, hundreds of young adults come forward, from all population groups, entering a university or a college of education to become teachers. What future do they hope for in education ? What is it they seek in becoming teachers ? How deeply are they attached to this role

with its certainties and uncertainties? What social and personal identity do they expect to derive from this position? Does becoming a teacher hold out to them a way of serving their fellow man? Is their presence an indication of misguided idealism, of naive optimism, or a symbol of hopefulness for the future?

Entering a role of some kind is something that, as members of society, we cannot avoid. Whether or not we enjoy the roles we assume, or realise our human potential within the scope of these roles, are open questions.

Most people wish to do something constructive with their lives. Through working in the world we find out something about ourselves. The workplace creates situations in which self-knowledge arises. We discover what we are capable of doing and how we relate to others. The workplace is, at best or worst, whether we be engineers or street sweepers, a place in which we receive reflections as to our abilities and gifts, and to the material and moral worth that society accords to us as persons.

From early youth onwards most people of a healthy frame of mind become concerned about what work they will be doing in their adult years. This concern becomes most noticeable in late adolescence and early adulthood and is seen as seeking an ideal-self. It is a time when young adults search for an occupation that will convey them into the future and give them some form of status, some form of social identity.

This search of the young adult is for a role that will allow the ideal-self to become more tangible. We call this trust and belief in the potential of a role to embody the ideal self, role attachment. This definition is an extension of Goffman's (1961) notion of role attachment.

For persons starting a professional career, role attachment is conspicuous in a commitment to a fairly lengthy period of preparation before finding opportunities to practise or take up the role rightfully.

In this regard student teachers undergoing initial training constitute a special category in our society. They are preparing to assume a role that is somewhat poorly paid in relation to the preparation time. It does not command a great deal of status, and has no special mystique. It is a vocation enacted under the shadow of a vast political bureaucracy, a profession undervalued in the midst of economic stress or questioned when society produces its social misfits.

During their time of preparation, student teachers gather knowledge concerning the performance of the role of teacher. They find limited opportunities to try their hand at the role. These are critical years in which they test the role, to ascertain if it does hold the promise originally assigned to it by their role attachment.

Role attachment is an expression of a motivation to pursue courses of action leading to a role-identity. With this in mind we may say that role attachment does not remain constant. The degree of attachment may change over the period of preparation.

Change in attachment can also occur once an individual is officially committed to the role. Individuals change and often "outgrow" the role which earlier held them enthralled. This outgrowing may also be likened to an identity crisis.

As different experiences call into question one's ability to enter a role, there occurs a modification in efforts made to reach toward that role. Alterations take place in one's claims to skills and personal abilities to perform the role satisfactorily.

The wide variety of occupations in an advanced society implies a multiplicity of roles, which demand different skills and attributes. Crucial to role attachment in any field of work, is the distinction between the qualifications required for permission to attempt a role and the personality necessary for the satisfactory performance of a role.

Since teaching is an intense human interaction, student teachers gather perceptions that they have, or perhaps that they do not have, the attributes required for a convincing performance of the role. This knowledge can affect their expressed levels of role attachment. Role attachment changes as identification with a particular occupation begins to fade or becomes stronger.

The self-concept could also change with the changing salience of the particular identity associated with a role. The quest for a role and the search for an identity seem to be the same human experience with at most a different emphasis.

While working with student teachers, the writer witnessed both the tentative explorations and the enthusiastic expressions of attachment to the role of teacher, a role to which they were not yet officially committed.

Some students soon demonstrate most of the skills associated with the successful role performance. Others, conscious of personal deficits, struggle along courageously, master basic skills, but achieve formal qualification to enter the role of teacher with little role attachment. These students seem to embrace the role, masking effectively for themselves and any observer, their lack of attachment. Once contractually committed to the classroom, role distance becomes a way of negotiating an identity. Role distance is experienced in the incongruence between the normative prescriptions of a role and the individual's conceptualisation and self-perceived performance of a role.

In an information age, and a technological world, the role of the teacher is problematic. Individuals who enter the role of teacher need to have many skills and personality characteristics, enabling them to transform effectively their abilities into an art. At the heart of this process lies the need to remain attached to the chosen role, finding self-fulfillment in it as a self-sustaining, self-validating task.

The investigative process used in this study explores the construct of Role Attachment which, though first described by Goffman (1961), has not to the writer's knowledge ever been operationalised. The Symbolic Interactionist constructs of Identity, Identity Salience and Ego Identity Status are operationalised in association with the construct of Role Attachment, to investigate the following five questions:

1. To what degree does the notion of Role Attachment surface in the reported self-identifications of South African student teachers ?
2. To what extent is the degree of Role Attachment congruent with measures of attainment of Ego Identity Status among student teachers, and how might this congruence be explained ?
3. Do student teachers' scores on a measure of Role Attachment differ among separate study year level groups or differ between individual South African institutions of teacher training, and to what are such differences, if any, attributable ?
4. Do student teacher's scores on measures of attainment of Ego Identity Status differ among different study year level groups or differ between individual South African institutions of teacher training, and to what factors are such differences, if any, attributable ?
5. Among various samples of student teachers are there significant statistical relationships between measures of Identity Saliency, Ego Identity Status, Identity Profiles and Role Attachment and how might these be explained in terms of the current South African socio-political climate ?

The investigation analysed the responses of 592 student teachers from four colleges of education and one university in 1989. It took place during a period of political and social uncertainty in which educational issues were widely publicised and highlighted by falling productivity, economic decline, civil violence and political confrontations, continuously projecting the South African situation into world prominence.

To explore the five principle research questions four social psychological constructs were operationalised:

**Identity.** The Twenty Statement Test (Kuhn 1954) was used to measure the self-concepts of the 592 student teachers from which their identity profiles were derived. The scoring followed Gordon's (1968) proposal and resulted in the creation of 30 categories within eight dimensions, namely: Ascribed Characteristics, Roles and Memberships, Abstract Identification, Interests and Activities, Material References, Major Senses of Self, Personal Characteristics and External References.

**Identity Salience.** Identity Salience refers to one identity that holds a higher, or a preferred position in a hierarchy of all identities that any person holds at any one time. The construct of Identity Salience was measured using the Identity Centration Measure scales. These scales were an adaptation of the scales used and validated by Braun and Wicklund (1986).

**Ego Identity Status.** The Ego Identity Status of the 592 student teachers was measured using an instrument called Objective Measures for Ego Identity Status (OMEIS). The scales were developed and tested between 1983 and 1986 among late adolescents ( $n = 460$ ) by Bennion and Adams (1986). The scales were administered unaltered, and the students responded to 64 items divided among Interpersonal and Ideological Domains. The scales purport to measure four ego identity statuses. They are Achievement, Moratorium, Foreclosure and Diffusion.

**Role Attachment.** Using category seven ( Occupational Role) in the Twenty Statement Test as an indicator variable, two sub-groups were established ( High Role Attachment Group and Non Role Attachment Group) within each sample of student teachers. The scores of the two sub-groups across all the scales were then compared. Significant statistical differences were found between the two sub-groups, on the scales measuring the Identity Profiles, Identity Salience and Ego Identity Status, thus confirming the presence of the construct Role Attachment.

The data gathered and analysed constitute evidence of extensive and significant interrelationships among the four social psychological constructs, and provide extensive hard data in support of the presence of the social psychological construct of Role Attachment as first indicated by Goffman (1961).

The evidence further suggests the validity of the application of the Extended Version of the Objective Measures of Ego Identity Status (EOMEIS) as developed by Adams et al (1986) and the validity of the application and exploration of the construct of Identity Salience, as recently defined by Braun and Wicklund (1986), to the profession of initial teacher training.

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# INTRODUCTION.

## Organisation of the Thesis.

Chapter 1 explores the theoretical basis for the present study. An examination of contemporary symbolic interactionism is presented in relation to the development of "self-theory" and Identity Theory. The association between this study and the positions adopted by Kuhn (1954) and Goffman (1961) is that the present study uses the TST (originated by Kuhn) and the operationalisation of Role Attachment (originated by Goffman). The chapter also locates this study within contemporary symbolic interactionism's methodological strategies. An examination of the central concepts in Symbolic Interactionism is undertaken and the relationship between these and the present study is established.

Chapter 2 explores the constructs under review in recent social psychological research. Self Concept, Identity Theory and Role Theory are considered inasmuch as they form the conceptual basis for the constructs used in this study. The present investigation is linked to concepts which underpin the findings of the pilot study (Fisher, 1986). The exploration of the material presented in this chapter is undertaken with the purpose of investigating whether recent research literature and works by several authors can shed more light on the constructs being investigated and methodologies used.

Chapter 3 sets out the purpose of the study. The problem statements are then formulated and the setting for the investigation is described. Statistical methods used in this study are outlined. Five null hypotheses are presented for each of the three scales. Rationale, formulation and adaptation of the scales are presented as part of the description of the research design.

Chapter 4 presents the data analysis process and the study design. This chapter considers each one of the scales in relation to the operationalisation of the Constructs to facilitate an understanding of the somewhat complex process of the data, a series of flow diagrams are presented indicating the manner in which the data was analysed.

Chapter 5 presents the results in five sub-sections each dealing with a specific null-hypothesis, its confirmation or refutation.

Chapter 6 presents the findings with particular reference to the significant interrelationships among the constructs operationalised. The construct of Role Attachment is presented with the data which suggests the presence of this construct measured in the scales.

Chapter 7 presents the further development and a refinement of a social psychological model arising from the study in 1986. In this chapter the model is more closely related to the findings of the present study with particular application of the constructs of attachment and commitment.

Chapter 8 contains a summary of the findings, conclusions and recommendations.

## **CHAPTER ONE** **THEORETICAL PERSPECTIVES**

### **Introduction.**

This chapter locates the research process within the conceptual framework of Symbolic Interactionism. General works by various authors working within this theoretical structure will be cited and referred to in support of the hypotheses formulated for this research.

Language as a symbolic means of communication is examined briefly because of its central place in the conceptualisations of identities, both personal and social, as they relate to role enactments. Because this study leans heavily upon a clear conceptualisation of what constitutes a role, Role Theory will be examined in relation to Symbolic Interactionism. The concepts of Socialisation and Institutionalisation are discussed inasmuch as they impact upon the conceptualisation of roles. An extended analysis of Socialisation is undertaken in Appendix A, where questions of Stigma and Marginality are considered. This analysis focuses mainly on personal and social identity related to the role of a student teacher and practising teacher.

There will be reference to authors who are able through their insights to make valid contributions to the field of Social Psychology. These different authors address social and individual issues raised within the framework of symbolic interactionism. These authors show themselves to be both informative and incisively illustrative of the issues under review.

### **1.1 Contemporary Symbolic Interactionism.**

Social Psychological research has undergone many changes since Mead (1934) articulated the beginnings of what has come to known as Symbolic Interactionism. Being a social construct renders symbolic interaction accessible to scrutiny from its own perspectives and that of other theoretical positions. There has also been much criticism of the interactionist position. Early criticism pointed to what was termed "astructural bias". Turner (1976) raises the question as to why it is that symbolic interactionists seem unable to address questions of social structure and power. Collins (1975) examines its ability to generate an intellectual debate which would have value in itself.

Despite these criticisms and others, many contemporary perspectives such as Burke (1977), McCall and Simmons (1978), Perinbanayagam (1985), Wiegert, Teitge & Teitge, (1986), Stryker and Serpe (1982) suggest that as a tool of social analysis, Symbolic Interactionism undergoes continual construction. New perspectives emerge as researchers continually elaborate on the basic concepts and ideas.

This study may be seen as part of that continual construction. It seeks to align itself with the basic conceptual notions within symbolic interactionism and to add to its growing conceptual framework by operationalising the construct of Role Attachment. This alignment is accomplished by using clearly demarcated symbolic interactionist constructs such as Role, Self, Identity and Ego Identity Status. (paragraph 2.1) of Chapter 2.

### **1.1.1 Theory and Methodology.**

In order to create a sense of consistency between theory and appropriate methodology, this section will deal briefly with the development of two particular forms of Symbolic Interactionism. These different schools and their subsequent elaboration, inform the methodological strategies that have been used to date. They influence the methodology used in this study and consequently underpin the analysis of the data. The field of symbolic interactionism is extensive. This extensiveness can lead to an apparent lack of cohesion. A dearth of connection can occur where necessity demands the exploration of a rich diversity of concepts many of which tend to overlap each other. To control an extensive body of ideas and concepts, contemporary symbolic interactionists following Kuhn's (1954) initial direction, work toward the synthesis of a diversity of concepts forming constructs which are operationalised and measured. Methodologically this means that ethnographic approaches may be used and/or a more positivistic methodology, encompassing theory building, hypothesizing and data analysis

The broad range of concepts and ideas which inform Symbolic Interactionism allows for a fairly wide range of interpretations and there is no single doctrine of symbolic interactionism (Kuhn 1964). Despite the range of concepts, the major initiatives taken by social psychologists who use Symbolic Interactionism as a tool of social analysis tend to transcend the differences that figured within the different schools of thought throughout the 1950's (Stryker 1982). Theoretical orientations are explored with the view to establishing the present study within a theoretical framework.

### 1.1.2 Orientations.

An epistemological difference created a split between the two most insightful and creative thinkers in Symbolic Interactionism. The differences between the two schools advocated by Blumer (1969) and Kuhn (1964) respectively, are found principally within their different conceptualisations as to the manner in which humans beings interact within their different contexts.

Blumer (1969) took a less determinative view of human individuality while Kuhn (1964) saw human beings as being explained by an analysis of the society in which they are found. This difference resulted in a variation in approach toward research strategies (Meltzer, Petras and Reynolds, 1975, 41-56). There arose later a distinct difference in their respective perspectives concerning the "macro" and "micro" aspects of social analysis. Despite these differences there remained a large reservoir of affinity between them. It is this communality which has served contemporary symbolic interactionism rather than its past differences.

Stryker (1982:3) indicates that

*"..there is a core of ideas which unites different versions whatever their variation on other accounts."*

Two "schools" of thought developed and became known as the "Chicago" and the "Iowa" school. The names refer to theoretical and methodological orientation rather than geographic location.

Manfred Kuhn (1964) from the Iowa school focussed upon and extended the central concepts of symbolic interactionism (paragraph 1.2.2) formulated by Mead (1934). To this end he developed what he called "self-theory". His approach, and that of those who supported his stance, was to develop generalisations which could be tested empirically. He established the start of a process which today attempts to delineate the symbolic interactionism perspective in terms of formal theory. Kuhn's "self-theory" has been extended.

An important diversification of Kuhn's "self theory" is found in the elaboration of Identity Theory. Weigert, Teitge and Teitge, (1986:26) trace this development from Blumer and Kuhn to modern exponents of symbolic interaction research within Identity theory. The precise manner in which Identity Theory informs this study, as it has been developed to date within the framework of Symbolic Interactionism, is detailed in paragraph 2.3 in chapter 2.

This study follows Kuhn's lead in that it uses as a central instrument of measurement, the Twenty Statement Test which Kuhn developed for testing his "self-theory". This instrument has been elaborated and extended. In this study the TST is used as developed and tested by Gordon (1968). Kuhn's (1954) orientation is

sustained by operationalising constructs which have arisen out of "self-theory" and its elaboration in Identity theory by Erikson (1955), Strauss (1959), Stryker and Serpe (1982), Perinbanayagam (1985), Weigert, Teitge and Teitge (1986). A more detailed study of the TST is undertaken in chapter 2 where its application is considered. Another analysis of the TST is found in chapter 3 where its properties are examined as it has been applied in this study.

Kuhn seemed to be concerned not to fall foul of his own criticism of his predecessors Mead, Dewey and Cooley. He described their work as being mostly inductive and conjectural. This criticism did not prevent him from seeing himself as being at the centre of the main thrust of symbolic interactionism. He saw his contribution as being an extension of what had preceded his work. He assimilated as wide a range of concepts inherent within the field of symbolic interactionism as would be consistent with his methodological approach. That approach was mostly empirical.

Kuhn's methodology was strongly influenced by empirical studies prevalent in social science at that time. Kuhn did however distance himself from the more deterministic views found among positivistic researchers. There appears to be an ambiguity in Kuhn's position. Those who tend to follow his lead share in the conceptual tension inherent within the contradiction of embracing both determinancy and indeterminacy. Kuhn (1964:29) addresses this ambiguity in the following way:

*"We may sum up this set of ambiguities about determinism as follows: The notion that the "I" is indeterminate but the "Me's" are determinate; the notion that both the "I" and the "Me's" are indeterminate; the notion that whereas both the "I" and the "Me's" are determinate results of identifiable events, the interaction (conversation) between the two is somehow indeterminate or emergent."*

The recognition of these potentially contradictory notions created a climate in which a related development could take place. A strategic development, contiguous to the Chicago school known as the "dramaturgical school" came into being. This school included imaginative and creative thinkers such as Turner, Burke and Goffman. While Turner (1978) tended toward a more empirical approach, Burke (1980) advocated a less one-sided research approach. Goffman was influenced by Garfinkle's (1962) ideas on biography when he formulated his assumptions of personal and social identity, which he explores in Stigma (1963). It was Goffman (1961) who first articulated the notion of Role Attachment which is operationalised in this investigation.

Kuhn points out that there are many sub-theories within Symbolic Interactionism which have ambiguous boundaries. In this study Kuhn's view is supported and extended along with that of the dramaturgical school. Like Kuhn's, this view recognises that other sociologists and psychologists have been exploring the same terrain, many with the same perspective, some from contradictory perspectives.

The description of Symbolic Interactionism in terms of two antagonistic camps of epistemological orthodoxy is neither necessary or inevitable. Hutter (1985:150) supports this premise when he says;

*"We would argue that the separation of these two schools of thought in symbolic interaction is in fact antithetical with George Herbert Mead's theory on the nature of social and individual change."*

An examination of the work of contemporary symbolic interactionists such as E.Weinstein and Tanur (1976), P.J.Burke and J.C. Tully (1977), Ralph A Turner (1978), G.J McCall and J.L Simmons (1978), Perinbanayagam (1985), Wiegert, Teitge and Teitge (1986) shows that quantitative and ethnographic research strategies are used separately and often together. In the writer's research (Fisher 1986), quantitative and qualitative methodologies proved to be most fruitful and compatible.

Herbert Blumer (1969) from the Chicago school of Symbolic Interactionism took the view that the application of quantitative methods to social psychological research was inappropriate. Omitting much detail, the following statements attempt to capture the essence of his position. Blumer indicated that to engage in social psychological research was to use flexibility, resourcefulness coupled with a disciplined imagination. He insisted that two distinctive characteristics should mark the process of inquiry, namely that of "exploration" and "inspection". This implied that one became engaged in the process as an interactionist. More recent ethnographic methodologies have grown out of Blumer's notion of social psychological research.

Garfinkle (1962) is one of the exponents of the ethnographic orientation which the Chicago school took. He extended Blumer's idea of exploration and inspection and he reveals the incisiveness of the ethnographer's tools in the research process. Garfinkle's description and justification of the "documentary method" is often difficult to follow and the reader is introduced to new terminology often arduous to follow. The theoretical basis of phenomenology is carried into the methodology by attaching to statements gathered in the field, criteria called "comprehensive description" and "ring of truth." Gouldner's (1970) evaluation of ethnomethodology is instructive.

Conceptualisation at a phenomenological level and testing the concepts empirically are not necessarily incompatible. Rogers (1956), Burns (1977) and more recently Kuchera and Miller (1988) and those studies examined in chapter two, illustrate the manner in which conceptualisation may function at a phenomenological or structuralist level, while empirical methodologies operationalise the constructs.

(Cohen and Finlayson 1967, Gordon 1968, Weiner and Kukla 1970, Ruddock 1972, Zurcher 1977, Ginsberg and Orlofsky 1981, Stryker and Serpe 1982, Swann Jnr 1985, Swann et al, 1987, Braun and Wicklund 1986, Wicklund and Braun 1987, Caleb et al. 1987).

While conceptualising theoretically on an extended symbolic interactionist framework, this study employs a distinct empirical methodology to bring rigour and control to the understanding of the constructs and their hypothesized relationships. This approach seems to be consistent with contemporary symbolic interactionist research methodology; it seeks to address a set of interrelated questions which focus upon socialisation and individuality within respective identities (Burke, 1980:18).

Continuing with current approaches to symbolic interactionism, conceptually this study draws from the rich variety of correlative interactional concepts. These concepts in turn are refined and condensed into five related constructs which are then operationalised within an empirical methodological study. This process is seen as a starting point for mobilising constructs not previously conjugated within the present social psychological setting.

Stryker (1980:89) sums up the contemporary symbolic interaction approach most cogently. He indicates that the choice of methodology rests upon

*"...the necessity of integrating social structural concepts into the traditional symbolic interactionists' framework, and (an obligation) to refuse to rule out extant social science methods on the grounds of an assumed incompatibility with the nature of humans or the nature of society."*

### **1.1.3 Individuals and Social Context.**

Despite the differing perceptions among Symbolic Interactionists, there exists a core of ideas which unites the different schools of thought. The presence of variation is not necessarily divisive.

As a tool of analysis, Symbolic Interactionism seeks to admit the researcher into a clearer understanding of where individuals may be located in relation to their respective societal structures, how they came to be there, and how their respective positions influence the way they think and feel about themselves, and consequently, how they act toward themselves and others (Rose 1962:3-18).

Symbolic Interactionists are concerned fundamentally with the notion that organisms and their respective environments are mutually determinative. In conceptualising the mutual determinativeness of human interaction as a basic concept, symbolic interactionists employ constructs such as Self, Role, and Identity. In this study, the mutual determinativeness of human interaction is explored by operationalising the following

interactionist constructs: Self-concept, from which identity profiles are derived, Role Attachment, Identity Salience and Ego Identity Status. These constructs are theoretically associated with concepts of Socialisation and Institutionalisation. These constructs and concepts are explored more thoroughly in chapter 2, operationalised in chapters 3 and 4, analysed in chapter 5, related to teacher education in chapter 6 and explicated in a model development in chapter 7.

The concepts mentioned in the preceding paragraph are found within a symbolic interactionist perspective and are regarded as being crucial and central issues for individuals and society. Equally important are other issues such as deviant and collective behaviour, inside and outside of social institutions. At the center of this process is the desire to link the person and all his human potential to the wider social setting of which he is of necessity an integral part.

In the search for an understanding of the mediating function of identity, we become most acutely aware of the way in which individuals are shaped by their respective environments, but then hardly ever so pervasively as to render them victims of their environments. On the other hand, human individuality cannot be accounted for solely in individualistic terms. Individual behaviour is constantly shaped and restructured. Since our consciousness of ourselves is shaped by the social processes found around us, society thus becomes an objective and a subjective reality.

Since our consciousness of ourselves is socially derived, so too is that consciousness bounded by the social position in which we find ourselves. The writer's previous research, (a pilot study, Role Distance and Identity and Self, Fisher, 1986:29-39), showed that status, economics and power are significantly associated with the shaping roles, the acquisition of identity and the presentation of self.

It seems appropriate that for the purposes of this research process and to augment the work completed within the pilot study, there is a need to bring the concepts of Role and of Personal and Social Identity into a closer relationship. In an attempt to create an understanding of their reciprocal relationship, there will arise the necessity to focus upon the model previously presented, (Chap.7) by investigating the two concepts within the model and related to roles, namely those of "Role Attachment" and "Role Commitment".

The relationship which exists between the notions of "Role Attachment" and "Role Commitment" was previously explored in the pilot study, especially the manner in which they impinge upon the concepts explored and associated with them namely, Self-Concept, Personality, Roles, Status, Power and Economics (Fisher 1986:38-42). With the establishment of links with the key concepts, a closer examination of

Role-Theory will be sketched as it pertains to the concept of Identity. There will also be a need to have recourse to the work of Irving Goffman, (1959,1963,1974) that seems to illustrate most aptly the questions of personal, social and institutional identity.

#### **1.1.4 Language, Symbols and Meaning.**

The scope of this study does not allow for an exhaustive analysis of the function of symbols, but it will focus on those elements, within the concept, that help to explain the way in which language, as a form of symbolic communication, plays a crucial role in the understanding of identity and roles.

It is understood that language is but one of three forms of symbols we encounter, the other two being gestures and objects. The meanings of these three symbolic forms are shared, and it is this assumption that facilitates the creation of expectations and social interaction. Rose (1965:48) shows how closely language and natural signs are interlinked.

*"...some of our angry words sound harsh to persons who know no English, while words expressing affection sound soft and liquid. Thus these words convey both meaning and feeling tone -- which is another way of saying that they are both significant symbols and natural signs."*

More importantly perhaps is the way in which language, as symbol, has enabled man to communicate about things that are not immediately present; both past and future, concrete and abstract forms, things present and absent, can be created and recreated by the use of language.

Lindesmith and Strauss (1968) committed themselves to the view that man has, at the basis of personal and social life, an integrated symbolic system, and that this symbolic system is two-fold- in the first instance, man responds to the symbols in a direct way, and secondly, that the phenomena of the world, whether material or social are mediated through symbols. This view would mean that the world is construed in a definitive symbolic way, which is internalized within the person, not merely responded to, as behaviourists would have us believe.

Handel and Lauer (1983:81) indicate that these symbols are not idiosyncratic, that they are socially derived, shared meanings which emerge through the interactional relationships which then again influence the subsequent interaction.

Their reference is to language as the central symbol which gives to man and his society its distinctiveness. It is in many respects the centrality of language and the way in which it is understood and explicated by symbolic interactionists that makes their particular approach so useful. The symbolic nature of language functions on four different, yet related levels:

It acts as a cohesive, and/or divisive factor among groups and sub-groups, in which distinctive modes of communication develop.

The symbolic nature of language functions as a mediator in our relationships with a world of objects, real or imagined.

The cognitive structures by which we conceptualise the world, and our emotional responses to these, are dependent upon the pattern of symbols with which we construe them.

As humans we act on the stimulus of symbols. Once a person has effectively defined the situation, and internalized the expectations that are associated with the situation, then action, consistent with the interpretations of the symbols, will follow.

This fourth and last point may seem to be somewhat deterministic, but once we accept the notion that the situation can be defined and redefined, then we can see that different symbols will be used, and the behaviour will also be altered.

People appear to be active within various situations, and they also seem to act towards various situations. These different qualities of 'reactiveness' are directly associated with processes of interpretation. The person's definition of the situation is thus a vital ingredient with the process of social interaction. Stebbins (1975:58) says that:

*"... a definition of the situation is the meaning an individual attaches to the events in which he finds himself."*

In many ways the definition of the situation is like another Meadian insight, namely, the making and the taking of roles. The relationship between these concepts and that of identity will be explored in Chapter 2. The writer merely wishes to indicate here that the process of defining the situation is a symbolic interactional process in which language plays a central role.

Rose (1965:49) states that language is central to man's ability to deal with his environment. He says that

*"When words stand for things, man can communicate about these things even when they are not present. Even expected future events can be "brought into" the present when we have words to describe them..... man's reasoning powers depend so heavily upon his ability to use language, this is the equivalent to saying that the difference between man and other animals is that man can use language."*

Beyond our ability to name things and describe them, is the ability to construe meaning based upon the possession of a "self". We are able to communicate with ourselves, we can stand outside of ourselves, see ourselves through the eyes of the other. By taking the role of the other (Mead 1934) we are able to respond to ourselves, experiencing ourselves as an objective "I", as well as a subjective "me". (Blumer 1969).

At the heart of this process is the use of language, as it lives within human experiences of motive and purpose, forming an integrative function in the realisation of our several roles. Human behaviour seen from the interactionist perspective is seen as goal-directed; it has purpose. Meltzer (1972:15), indicates that purpose, or action, generally anticipates an end state; it looks toward the completion of the action:

*"An object represents a plan of action. That is, the object doesn't exist for the individual in some pre-established form. Perception of any object has telescoped in it a series of experiences which one would have if he carried out the plan of action toward the object."*

Zurcher (1983:232), saw in this context, an internalized conversation which could be transformed into "persuasive vocabularies". He says that

*"....people are obliged to verbalize their motive, including reasons for particular role selections and enactments, when significant others in a specific setting challenge their choices as being unclear, incompletely enacted, unfamiliar, unexpected, inappropriate, deviant, or ineptly novice...Those challenges and queries are not unusual or infrequent....By direct and indirect question, comment, gesture or other kinds of cues, people solicit and provide meaning to role enactments."*

Mills (1940), saw these verbal justifications as a "Vocabulary of Motive", and that these vocabularies of motive become active especially when a person is interacting with someone significant within the role-set (person(s) other than self forming an interactional setting in which reciprocating/complementary roles are encountered). In such a setting the "vocabulary of motive" tends to be creative of reality, and not merely reactive to it, in a reproductive sense. The notion of a "vocabulary of motive" will be tested in the operationalisation of the construct of Role Attachment.

The perspective of the symbolic interactionists in this regard is clear. People do tend to "make" roles, rather than to merely play at them.(Fisher, 1986: 48-53).

The "vocabularies of motive" become crucial, because they provide the space in which understandings, that underpin our role enactments, are shared.

The writer (Fisher, 1986:92) described the connection between the TST and the vocabularies of motive, showing that the contribution of symbolic interactionism was significant in our understanding the way in which man reveals the dialectic between himself and his world.

Berger and Luckmann (1966:3) set out clearly the dynamics of understanding this dialectic:

*" Society is a dialectic phenomenon in that it is a human product and nothing but a human product, that yet continuously acts back upon its producer. Society is the product of man. It has no other being except that which is bestowed upon it by human activity and consciousness. There can be no social reality apart from man. Yet it may also be stated that man is a product of society. Every individual biography is an episode in the history of society, ....which both precedes and survives it ....What is more, it is within society, and as a result of social processes that an individual becomes a person, that he attains and holds on to an identity and that he carries out the various projects that constitute his life."*

Woods (1983:16) suggested six strategic areas for focus when we consider the way people express their motives, and that these expressions give some indication of the dialectic mentioned in the quotation above. They could also serve as indices of the "vocabularies of motive" that underpin motivation. The categories are: contexts, perspectives, cultures, strategies, negotiation and careers.

While focussing on these categories it may be possible to explore issues that relate to the delineation of identity within the attachment to and the performance of a definitive role in schools as social institutions, and to the extent that the categories reveal the experience and the nature of the role.

## **1.2 Role Theory in Symbolic Interactionism.**

In the context of the previous research,(Fisher 1986:44-67), the concept of role was considered in relation to other concepts viz. identity, role-distance, situated-activity systems and self-concept. A detailed exploration of Role Theory was inappropriate to the purposes of the pilot study.

The limitations of Role Theory, and the danger of applying it too readily and indiscriminately to all areas of human behaviour, have been taken into consideration by the writer (Coulson:1972). For the purposes of this study, the concept of role will be limited to the notion of those roles that we encounter within social institutions. They are mostly achieved rather than ascribed.

It seems that the more advanced a society becomes in its technology, the more complex become the roles within such a society. This complexity is intensified where statuses have become major positions in reality. In this view we see that some roles have developed strong frames of reference, while others seem to retain their flexibility. This idea of roles also indicates that roles are not always fixed, and that they can spill over and overlap with other roles.

In the first instance, the pilot study showed the way in which the notion of status was inextricably tied in with the idea of roles. It also indicated the tenuous relationship between roles and identity (Fisher, 1986:29 and 101). Various writers, (Stone 1962; Goffman 1959; Strauss 1978) have explained the relationship between role and identity. Zurcher (1983:13) seems to sum up some of these perspectives when he says:

*"We will develop our understanding of roles in social settings involving other people ....the roles are specific to those settings...the accumulation of role enactments and the experiences associated with them shape our self-concepts, that is the way we perceive ourselves .....These self-concepts provide us with a sense of personal continuity as we enact roles within diverse settings. Within each setting, we negotiate with other people both our own and their identities. "*

It is important to note that these interactions and negotiations are conducted within a social framework in which statuses play an important part in the definition of the situation, and in no small measure determine the nature and the outcome of the negotiation.

### **1.2.1 Status and Role Positions.**

A sociological account of the function of roles in society is of importance to this study. Yet the writer feels that a pure sociological approach seems to leave too many questions unanswered. This belief may reflect the perceived overemphasis the sociologists place on the concept of positions . Among the unanswered sociological issues is the relationship between the person's subjective experience of the role and its effects on the sustaining of the role.

Social psychology seems to be able to bridge that gap in bringing the psychogenic and the sociogenic aspects of human interaction into a clearly comprehensible picture. The focus on role relationships is thus crucial.

Hargreaves (1972:71) sees the concept of role to be a linking concept. He says:

*" The concept which is closely allied to that of position is the concept of role, which is perhaps the main concept which offers a potential link between the too frequently estranged disciplines of sociology and psychology."*

The concept of role is not without its difficulties. The concept has been used in a variety of ways by different authors. Biddle and Thomas (1966) managed to bring together many of the often disparate approaches to the concept. Their explication of Role Theory rests clearly on the notion that it is extremely difficult to extricate the concept of role from that of positions, and therefore, at best we can speak of position-role, which refers to a complex of behavioural expectations associated with it.

It is interesting to note that Linton (1964:113) describes 'status' as simply a "collection of rights and duties", and the idea of role as "the dynamic aspect of status." This is very close to the way Hewitt (1976:77), describes roles:

*"A role is generally defined as a cluster of duties, rights and obligations associated with a particular social position (or, as it may be called, status)."*

For this study the concept will be used in its broader context as suggested by the term position-role, as well as in a more definitive way, "role-identity", as indicated by the Symbolic Interactionists (Stryker, 1982).

### **1.2.2 Role-making and Role-taking**

It seems important to include role-making and role-taking in this discussion since their definitive nature within Role Theory allows us to understand something of the processes of socialisation.

Turner (1962:20-40) makes the distinction between role-making and role-taking clear. He indicates that role-taking is a conscious process in which the a person imaginatively enters the position-role of the other and views the situation from that vantage point. Rose (1965:154) points out the relationship between the ability to take a role and the culture in which such a process takes place. He says that:

*"Role-taking is what permits the existence of a sociogenic personality, but it is too general a process to give it its specific content. The specific content of a sociogenic personality is given, first by culture in a general way,.....second, by the playing of specific roles within a society."*

Role-making is somewhat different, being a process in which the person construes his own conduct in a given situation, so that it conforms to the definition of the situation, accords with his own role and is complementary to the roles of others within the role-set.

It seems that these two processes take place constantly and often simultaneously, and that one cannot be role-making without role-taking, and vice-versa. One is unable to construct a role without being able at the same time to see one's own behaviour from the point of view of the other.

In this sense, it can be said that roles are not a narrowly prescribed form for behaviour, but that roles are conceived of as repertoires of possible behaviours. As role-takers, people seem to bring something of their quest for identity into the enactment; consequently, they also take something of the nature of the role with them into their identities.

If we take the above statement to its conclusion, then we find a way of seeing how it is that society is projected into the individual. The way the individual is projected into society is found when we examine the paradox in which man juxtaposes freedom and necessity.

An individual entering into the role of a teacher can "person-ify" the role, or the individual can "im-personate" the role. This latter situation holds a nightmare quality for the actor, because at best it indicates a loss of self and identity. These repertoires are in themselves not necessarily prescriptive. They seem to form a basis for exploring the interactional dynamics of any setting.

Returning to the quotation from Rose- if our cultures give to us our sociogenic personality in the first place, it would seem that the culture will form the base from which roles are both taken and made. The role of the teacher is in many senses a fairly uniformly prescribed role with broadly defined norms. Yet, culture seems to mediate and transform the basis of this role. The role transformative and role-creative aspects of culture are also affected by the presence of ideologies, which in turn define statuses by their definition of power relationships.

Making and taking the role of a teacher, or any other narrowly prescribed role in an emergent multi-cultural society, a society in the throes of transformation, is problematical for the following reason: the racially divided structures in which roles are enacted are culturally and ideologically dissimilar; whose role of teacher does one take in order to make the role socially relevant and institutionally acceptable ?

A role is enacted to meet the demands of the situation and the social interaction that is being created. Role-making is a deeply self-conscious process, in which we become critically aware of our self-presentation in the manner in which others perceive our role-making. It is also a creative process as we transform the interaction into self-realization and the acquisition of identity.

Wicklund and Braun (1987:374) express this idea succinctly when they say,

*"..If the person's own skills, readiness, and opportunities allow the (authentic) performance, then the resulting dynamic orientation toward the environment renders all thinking about categories unnecessary....the person need not be concerned about the potential for behaving--whereby the potential is expressed in terms of the performers qualifications, personality traits, physical appearance and so forth."*

### **1.2.3 Structure and Role.**

In the pilot study (Fisher, 1986:67), the concept of "situated activity systems" was utilized as a means of locating the manifestation of roles. Conceptually this notion had the effect of locating the enactment of roles within the 'micro' situation, rather than upon the 'macro' situation.

In the pilot study, the factor analysis of the different categories of the performance of the role of teacher revealed, that it was the more socially related aspects of their roles that caused personal discomfort and role-strain. Stated differently, one could say that it was the impingement of the 'macro' structural arrangements that resulted in role-strain and role-distance.

This finding may be considered in the attempt to establish the nature and the experience of role attachment within the ideological structures present in the current educational context. The symbolic interactionist's concept of structure thus provides a useful conceptual tool of analysis.

The symbolic interactionist's approach to structure is not cast in the manner of the structural functionalist paradigm. It tends to see structure as part of a dynamic which is constantly in a process of transformation. Consensus and equilibrium are not necessarily products of human interaction. They may be, but the symbolic nature of the interaction allows man to enter into a dialectic with the society in which he finds himself. This dialectic can also produce conflict when disparate valuative frameworks held by different groups confront each other in the form of ideologies, based upon different value systems.

Symbolic interactionists see clearly the way in which power may be used as a form of symbolic manipulation. In this regard there is an understanding of the contributions that have come out of critical theory. The authors, Althusser (1971), Edelman (1971) and Hall (1972), although not considered symbolic interactionists, demonstrated clearly in their work how that information control and the mobilization of symbolic communication become strategies of power maintenance. Furthermore, it appears that the symbolic nature of power, embraced within statuses, and enacted through different roles within societal structures, gives credence to the notion that people have the capacity to grasp the structure of the situation, and the ability to create an organizing attitude toward the situation. They are active in working toward finding a structure and also to create structures where they do not encounter any structural arrangement.

The dynamics of this perspective will be explored because within the structuring and the restructuring of our social reality, roles are located, and the structures will permit for the differentiation of the nature and the experience of various roles. It would seem that this differentiation so deeply ingrained within an Apartheid society will have a significant effect on the manner in which different structures construe roles within their framework.

Within the concept of structures, roles have a predictive function and a sense-making quality. Included in this perspective is the idea that people may feel constrained to hold their respective roles within a working consensus that provides a collective definition of the situation. It may have been this perspective that led the structural functionalists to assume that the conserving nature of the past could be projected within the predictive function of position-roles.

The conflict paradigm is not without relevance in the view of the symbolic interactionists. Coser (1956:31), in looking at the issue of structure and conflict, says:

*"No group can be entirely harmonious for it would then be devoid of process and structure. Groups require disharmony as well as harmony, disassociation as well as association; and conflicts within them are by no means altogether disruptive factors. Group formation is the result of both types of processes. The belief that one process tears down what the other builds up, so that what finally remains is the result of subtracting the one from the other, is based on a misconception. On the contrary, both 'positive' and 'negative' build group relations. Far from being necessarily dysfunctional, a certain degree of conflict is an essential element in group formation and the persistence of group life."*

This dynamic of conflict alters the perception of the function of various roles and the statuses in which they are held. In this instance, the status and role of the student teacher and the possible attachment to this role is in question. The extent to which the role of the teacher is affected by the conflict within the present structures which are fragmented, will to a large extent form the matrix out of which future attitudes toward the role of the teacher are likely to emerge.

It is difficult to conceive of the notion of structure without in some way being able to relate this concept to the issue surrounding the maintenance of social institutions. In the pilot study reference was made to this aspect under the section entitled "Bureaucracy, Professionalism and Status." (Fisher, 1986:32). It seems that it would be appropriate for the purposes of this study to relate institutions and structure in order to facilitate analysis of their inherent relationship.

### **1.2.4 Structure and Institution.**

Rose (1965:167-201), when considering the question of structure, does so in conjunction with the concept of institutions. He relates complex behaviour patterns to interrelated clusters of meanings and values, and that these "make up a large part of the social structure of the society." He then intimates that

*"If one of these clusters has a high degree of specificity and internal cohesiveness, it is generally spoken of.....as an institution, although the popular meaning of 'institution' is not usually so broad."*

If society holds out to its members certain ascribed roles or roles that may be attained through adherence to certain normative prescriptions, then these are to be seen as realized and sustained within institutions. Just how tightly bound together the concepts of roles and institutions are is illustrated in the following quotation from Berger and Luckmann (1966:91):

*"Institutions are embodied in individual experience by means of roles. The roles objectified linguistically, are an essential ingredient of the objective available world of any society. By playing roles, the individual participates in a social world. By internalizing these roles, the same world becomes subjectively real for him."*

This aspect of the reality of the teacher's role was found to be most complex to analyse, because the role was being experienced as being ambiguous and lacking in an identity bestowing function. The roles that teachers were enacting enabled schools as institutions to exist, and the routine performance of these typified roles represented the institutional order of schooling (Fisher 1986:150).

Few of the respondents were happy with schools as institutions, and expressed role-distance and degrees of role-strain. There was an unspoken disenchantment with the knowledge that their roles were seen to be supporting and sustaining an institution with which they struggled to identify (Fisher 1986:157).

The ideology of Apartheid or "own affairs", plays into this scene in a very real way. This intrusion can be seen in the material provisions made for the various population groups, and the authoritarian manner in which policy is maintained. Schools as institutions could conceivably be encountered with a different construction of reality for groups that experience apartheid in a different way.

The analysis of roles is of central importance to the understanding of the present crisis in education. In order to penetrate the reality of the crisis we need to grasp the subjective reality of individuals. Our understanding of various roles and their functions within the legitimation of institutional life, allows us to see how the symbolic ideological world is objectified, and then made subjectively real for the actors.

In a society which has unrealistic expectations of the educational process, (DeLange Report:1981) educational institutions may become reified, along with the roles that give form to the institution. The institutions and the roles are then taken-for-granted and the incumbents fulfil their roles unreflectively. The actor becomes a type, fulfilling the prescription of the role.

In such a situation there is little room for the development of healthy self-concepts or for the acquisition of a positive sense of personal and social identity. To what extent this may be true for student teachers in a divided society is the subject of this investigation.

Whether one views the provision of education as a means of ideological control and a process of social reproduction, or as a change agent in social renewal, we need to bear in mind the view taken by Williams (1961:119), when he mentions that:

*"The pattern of meanings and values through which people conduct their whole lives can be seen for a time as autonomous, and as evolving within its own terms, but it is quite unreal, ultimately, to separate this pattern from the precise political and economic system, which can extend its influence into the most unexpected regions of feeling and behaviour. The common prescription of education, as the key to change, ignores the fact that the form and content of education are affected, and in some cases determined, by the actual systems of (political) decision and (economic) maintenance."*

These "unexpected influences" can sometimes be observed in the individual's quest for identity.

In our everyday roles that we assume each day we add our unfolding biographies to the social process. Most seem to do this quite unconsciously, and yet Barfield (1979:68) reminds us that:

*"Consciousness is not a tiny bit of the world stuck onto the rest of it. It is the inside of the whole world; or, if we are using the term in its stricter sense - excluding therefore the unconscious mind - then it is part of the inside of the whole world."*

The conscious exploration of the dynamics of the role in which one finds oneself appears to be a somewhat neglected process. This perspective is shared by different authors who may not subscribe with correctness to all the concepts developed within symbolic interactionism. For instance, Jourard (1964) working inside a humanitarian psychological perspective, expresses his concern for those whose role performance is the mere realisation of the normative conditions of the role, "in a procrustean manner", where it may be possible to allow the role to serve as a vehicle for an expression of an inauthentic identity.

Sartre (1947), author and committed socialist, explored the personal cul-de-sac individuals encounter where a person becomes defined by the sum of the roles ascribed by society. He urged that each individual should define his own freedom and individuality by the manner in which the prescribed role was transcended. He indicated that inasmuch as a person holds only to the narrow parameters of the societal definitions of roles, he starts off with compliance and then he becomes routinized, standardized and an inauthentic presenter of an alienated self.

Jung (1958: 63-68), after years of exploration in analytical psychology came to view the quest for identity as the process of "individuation", a movement away from the suffocating power of the stereotypical role, toward the authentication of the role by filling it with the dynamic and intensity of one's unique identity.

### **1.3 Chapter Summary.**

Contemporary Symbolic Interactionism acknowledges the differences between two interpretations concerning man's socialisation. This acknowledgement has allowed research within its ambit to move toward the utilisation of different methodologies consistent with social psychological research strategies. The present study follows this pattern of building up constructs which can be researched empirically.

Symbolic interactionism provides the researcher with the means of approaching the social world taking into consideration the way in which people construe the realities in which they find themselves. The different schools of symbolic interactionism have created a core of concepts which act as a unifying factor in conceptualisation and there is thus little justification for polarising social psychological theory for research purposes.

Reality seems to be communicated through a symbolic universe, the most potent of which appears to be language. The presence of language allows the individual not only to represent the world and others, but also allows the person to become reflective of self.

Language is also a means whereby persons may be able to verbalize their motives and their meanings and in this way to respond to these meanings which they give themselves within their role performance and their quest for identity.

The connection between symbolic meanings conveyed in language and the way in which meanings are construed is uncovered in the reasons people give for the entry into and the leaving off of roles. Teaching is one such role.

There are many reasons for the entering into the role of the teacher and these were briefly explored with the notion that the role of teacher is complex and especially so in a society that is divided ideologically and racially.

Symbolic interactionism was related to role-theory and the way in which this approach helps to unravel some of the relational concepts that exist within this area; in particular the concepts of role-making and role-taking were juxtaposed and related to the question of self-presentation and identity. Throughout this section there is the constant reminder of the tenuous conceptual links that exist between the idea of role and identity. The purpose of this investigation is to explore further this conceptual link.

This perspective was extended to portray roles associated with the concept of structure, where it was shown that the notion of structure is one which admits the presence of conflict as part of the dialogical relationship man has with his society. The relationship between the pilot study and the present study was explored. The central concepts were related to the patterns of meaning we derive from various events and the way in which they form part of our conscious experience of ourselves and the world about us.

## CHAPTER TWO LITERATURE, RESEARCH AND METHODOLOGY REVIEW

### Introduction.

This chapter will relate the 1986 study (Fisher,1986) to the present study and will then proceed to examine each of the social psychological constructs operationalised in this study in relation to recent research literature and major theorists working within the symbolic interactionist perspective.

### 2.1 Role Theory and Role Attachment.

While conducting the 1986 study, there arose the need to develop a model (Fig 2.1, page 50 ) that would, in some graphic way, display the relationships that enjoyed the focus of the research process. It emerged that the most intricate aspect of the model occurred at the level of commitment/identity/attachment (Fisher 1986:5).

The data obtained from teachers through the Twenty Statement Test (TST), designed to tap self-presentations, indicated the presence of levels of role strain, role conflict and role distance (Fisher:1986:96-98).

The TST data proved to be more complex to analyse than anticipated, and it was found necessary to create categories for analysis for which the model depicted in Fig 2.1 had not made provision. The TST as developed by Kuhn and McPartland (1954), and tested the same year, has been used fairly extensively in social-psychological research. The TST is more fully described in chapter 3. The studies (Kuhn and McPartland, 1954) suggested different categories for the identification of the "Self" within the roles people entered. Gordon (1968) developed a more sophisticated categorization (Appendix C) of the TST data and demonstrated that the test may be used for longitudinal studies as well.

It was found by the writer in 1986 that the responses of South African teachers to the TST were varied and complex, confirming Gordon's perspective of the test. There was also evidence of the need to extend certain categories related to Gordon's conceptualisation of the test in order to accommodate the variation found within the data, especially those references relating to the concept of identity.

### **2.1.1 Roles and Identity.**

The 1986 study led the writer to a conclusion that the theoretical bases relating to the concept of identity had not been firmly established, so that the compilation of the attitudinal scales and the resultant analysis lacked a certain precision at that time.

Within the scope of the interviews, it was found that many of the teachers were themselves not conscious of the origins of their identities as teachers. The instruments had not made provision for identity centration to become salient (Duval and Wicklund, 1972).

### **2.1.2 Roles and Normative Expectations.**

For student teachers, Role Attachment is apparent in their reaching for a "professional self-concept". It is stated as:

" myself-as-I-want-to-be-identified. "

This concept is akin to that of the Ideal Self which can be stated as:

" myself-as-I-would-like-to-be. "

These existential experiences seem to be more central to self-concept development in late adolescence than at later periods of psychological development. Erikson (1968) identified this process being accompanied by experiences which often assume crisis proportions, " Identity versus Role Confusion."

James (1910) aptly describes the intense importance attached to this process:

*"Yet still the emotion that beckons me on is indubitably the pursuit of an ideal social self, a self that is at least worthy of approving recognition of the highest possible judging companion, if such companion there be. This self is the true, the intimate, the permanent me that I seek."*

Standing at the threshold of adult life, young adults do not only perceive themselves as they relate to the past, as they have been; nor do they relate themselves solely to the present, as they are. Most vividly they explain themselves in terms of what they wish to become, or what they would like to be.

Seeking to resolve the distinction between that which one is and that which one wishes to become, necessitates an attachment to a role. Such a role should conceivably hold a potential for an ideal self to become a reality.

Roles, including the ones to which we become attached, represent a dynamic aspect of status. The two concepts are almost inseparable. A student teacher is a status with all the rights and duties assigned to that role. Attending lectures, preparing assignments, writing tests and going out to schools for school experience are aspects of duties.

Receiving evaluations as to progress seems to be a right. When one opts for a role to which one has become attached, one also opts for the transformation of selfhood and the identity that accompanies such a choice.

This consequence occurs because role sets lead to specific interactions which shape self-perceptions. Role attachment holds critical implications.

Turner (1978) illustrates the meaning of Role Attachment when he speaks of the "investment principle". He uses this term when illustrating the idea of merging role and person. He indicates that individuals will merge into their persons those specific roles in which investment has been greatest. Included in this notion is the investment in which the potential for adequate return is yet to come.

Student teachers, in common with medical or legal students, spend a lengthy time in preparation for a role. There is a depth to their "investment principle". They therefore naturally seek a return comparable with their attachment, in fulfilment of their self-ideal.

### **2.1.3 Roles and Institutions.**

When we meet institutions it is usually through the mediation of the statuses and roles they confer. These elements are internalised by those who enter and sustain the institutions.

Institutions charged with the preparation of teachers are no different in this regard. Student teachers learn that all institutionalised conduct links up with the controlling characteristics of the different roles they meet.

By virtue of their history and existence in the present-continuous, institutions exercise some control over human behaviour. They create patterns of pre-established modes of conduct. These patterns of conduct may severely restrict the freedom young adults need when exploring the ideal of a role.

Role Attachment is a fundamental motivation for entering upon a time of preparation for a role. The conflict between the need to explore and the desire to conform could undermine role attachment. This conflict is most obvious where authoritarian structures and rigid rule-bound behaviour penetrate the experience of secondary schools as institutions.

The institutionalisation of different roles contributes to experiences which student teachers have of constraints upon the expected role performances. These encounters form the living experiences which shape role attachment, self-concepts and identity formation of the student teachers as they advance from first to fourth year (Burns, 1979:250-283).

#### **2.1.4 Role Attachment and Socialisation.**

Organisations tend to alter role conceptualisations appreciably (Gray, 1983). They also modify role performance through the creation of structures and processes (Berger and Luckmann, 1966). These structures and processes contain rich reservoirs of expectations, rewards and sanctions. These mostly alter the role performance so that, as a rule, they closely conform to the goals of the organisation (Woods, 1983).

Student teachers may experience this to a marked degree. What counts as "the good lesson" and what amounts to appropriate student teacher conduct in terms of "professionalisation", make their respective contributions both at College/Universities and in schools (Lortie, 1975).

Role conceptualisations are reinforced through a "training rhetoric", which initiates students teachers into a specific pedagogic ideology (Lacey, 1977). Practice is legitimated by educational institutions (Hatton, 1988). Institutions foster the impression that once students have met their training requirements they are set apart from the general congregation of teachers (Caleb, et al 1987).

To what degree these powerful expectations alter the initial role attachment is a pertinent question. This question is appropriate in the present context because student teachers seem to meet two different socialising ideologies.

Since ideologies create solidarity among adherents, student teachers' role attachments are vulnerable. They move from Colleges and Universities to schools and back again. They are accountable to two masters. They consequently shuttle between two worlds, because training institutions generally espouse different ideologies than those experienced in individual schools (Cohen and Finlayson, 1967).

This experiential transformation of role attachment expresses itself in different ways. The self experiences this difference in a complex of disparate experiences which differ markedly among different individuals. Observers may witness the fragility of initial role attachment held in internalised symbolic images as they undergo alterations and sometimes, a radical revolution. Role Attachment like the self seems malleable, yet stable.

When exploring the concepts of social and personal identity in 1986, it became clear that an area of consciousness had been touched upon which few of the subjects had given much thought in relation to the enactment of their roles. Two thirds of the teachers expressed the feeling that their own personal identities were experienced mostly within the role of being a teacher. This more socially derived basis for their identity was particularly noticeable within individuals who also expressed strong ties with their cultural support group and where the normative prescriptions of the teacher's role was narrowly defined (Fisher, 1986:154). The possibility that these are experiences of "marginality" or forms of "stigma" is discussed more fully in Appendix A.

For this group, role-strain appeared to arise when associating Self with the role that was assumed each day. For many subjects it seemed that the role of the teacher was not as deeply embedded within thought and memory as were their ascribed roles which found expression in self-presentations. Thus, basing their teacher identity upon the social expectational foundation appeared to be a risky undertaking for many, as the assumptions about their roles were likely to be challenged by their changing self-perceptions and by the changes that may come about in a social structure (Fisher, 1986:158).

### **2.1.5 Role-Identity and Self-Concept.**

In some instances role conflict was experienced by some teachers while trying to express the relationship between their identities and their role as teacher. It seemed that the mediating aspect of identity, its genesis and its development, functioning as an integrative system between role and self, was not readily appreciated; nor did the research process allow for the explication of the function of identity as an integrative concept.

Some teachers from this group saw their identities arising from a more personally integrated self-system, which they felt to be unrelated to the social context in which they found themselves, and in which their roles were being enacted. The two groups seemed to set the parameters for a continuum which embraced a range of perspectives on the origins of personal identities. This spectrum also seemed to confirm the intra- and inter- personal dichotomy in which most individuals seem to find themselves (Weiner and Kukla, 1970).

In the 1986 study the concept of role was used as a theoretical construct against which measures of role-distance were tested. (Goffman, 1961). This testing was accomplished by using author-constructed scales, and relating these with the TST as a measure of the teacher's identity within the role. Thus, in order to understand the nature and the experience of student teachers in this study, there will be a focus on identity theory and on its relationship to the measurement of role attachment .

### **2.1.6. Role Dimensions.**

The social psychological construct of Role was considered in chapter one and is extended here. The differences between distinct schools of symbolic interactionists and their use of the concept is reported by Coulson (1972) and by Stryker (1982). The concept of Role has endured intensive criticism from sociologists and psychologists (Nieman and Hughs, 1950). Biddle and Thomas (1966) reported on developmental approaches to the concept of role in the context of current research. They supported the notion that role theory represented an effective means of studying social interactions. Banton (1965) was more cautious in his approach to role theory, while Merton (1964) claimed that it represented a major conceptual construct in thinking about social structure and interaction.

Zurcher (1977) concluded that the concept of role was a useful means of analysing different role-positions and that this concept admitted the researcher into emergent interactions which were highly descriptive of the symbolic nature of socialisation. Hargreaves (1972) applied the concept of role in his analysis of interpersonal relations in education institutions.

Stryker and Serpe (1982), positing ten hypotheses, developed a model which used role as a construct. One of four dependent variables in the research design was the variable of time spent in role.

They indicate that time spent in role is subject to choice and therefore meets "an important boundary condition in identity theory". They reported significant correlations (paragraph 2.4.2) between time spent on role and the constructs of role, self and identity.

This finding appears to be consistent with the forerunner to this study where time spent on the role was found to be listed first, among 14 factors within the factor analysis measuring Role Distance.

Kuchera and Miller (1988: 250) found that among part-time academics the correlation between time in role and their measure of commitment was statistically significant  $r = .33$  ( $n = 585$ ). Their study also indicated a significant relationship between the construct of identity and role,  $r = .19$  ( $n = 585$ ).

This study will focus on one aspect of Role Theory, namely Role Attachment. Role theorists, seeking greater precision in their distinction between different role enactments (Kornhauser 1962, Stryker, 1982) used the word **commitment** and have pointed out two levels of commitment, one deeper than the other. In this study, Goffman's (1961) use of the term **attachment** is used to denote a deeper (intense) level of commitment.

The following descriptive parameters describing different aspects of Roles, have been compiled by the writer in order to locate the present study within the wider ambit of Role Theory. This perspective does not include all the intricate conceptualisations of Role Theory, and refers mostly to roles that are achieved rather than ascribed (Coulson 1972, Stryker 1982).

**Role Attachment.** One may become attached to a role believed to hold a potential for the realisation of an emergent ego-identity within the enactment of the role. There is present a strong affective and cognitive expectation that personally perceived attributes will become mobilised within the role (Goffman 1961, 1963; Erikson 1968; Stryker, 1982).

**Role Selection.** A role is selected, firstly when it enables a person potentially to interact with others who will attribute personal characteristics that are congruent to him; and, secondly, when the role enables the person to behave in a manner that is compatible and consistent with self-concepts of personal attributes (Goffman 1961, 1963, Secord and Backman 1968).

**Role Acquisition.** A role is acquired through the mobilisation of self-conceptualised personal attributes, patterns of organisation and interpretation and articulation of meanings within the identity associated with the role. It is also seen as playing at a role, during which there is a measure of "Impersonation". (Goffman 1961, 1963; Berger, Berger and Kellner, 1973).

**Role Commitment/Portrayal.** Commitment to a given role, or entering a role, is indicated when a person fulfils the normative expectations associated with a given role; in addition the role must provide a range of potential behaviours which will favour the portrayal of an identity consistent with the self. (Goffman 1959, 1961, Markus and Kunda 1986, Gergen 1968).

**Role Attachment/Commitment.** The potential of self- realisation becomes manifest as well as a projected sense of future self-fulfilment. It can also hold experiences of self-realisation and identity bestowing actions, or role fulfilment. Role Attachment is also seen as making the role. There is a measure of personal fulfilment and the role is "Person-I-fied". Realisation of personal attributes occurs (Goffman 1961, Turner 1978, Wicklund and Braun 1987, Stryker and Serpe 1982).

**Role Strain/Conflict.** Role Strain and/or Conflict occurs when the person has no belief in and is not convinced by his own enactment of the role, where one may have the qualification for the role without possessing the personal attributes needed to give authenticity to the role.(Goffman 1961,1963, Hargreaves 1981, Goode 1960, Turner 1962, Zurcher 1983).

**Role Distance.** This is encountered in the gap between the normative prescriptions of a role and the individual's actual conceptualisation and self-perceived performance of the role. There is a lack of, or an absence of congruence between the two constructs. (Goffman 1961, Woods and Measor 1984, Zurcher 1983).

**Role Withdrawal.** Physical and psychological distancing from the role is described as role withdrawal (Woods 1983, Gray 1983, Burchard 1954).

### **2.1.7 Role Attachment.**

A person can be attached to a role which is performed with a degree of regularity. A person may also be attached to a role to which one has not as yet been committed, or which may not be performed regularly. Role attachment is found when a person sees, and possibly realises a sense of self-fulfilment in the role enactment. Role Selection may also be made on the strength of the Attachment. Once the role has been assumed the incumbent may be captivated on both an affective and a cognitive level; he perceives a sense of self- and social-identification emerging from within the interactional setting. This would indicate that attachment to a role can take place when perceived aspects of personality are mobilised within the role giving the incumbent a sense of self-fulfilment. When the emergent ego-identity is broadened to incorporate both attachment and commitment, one may say that such a person experiences himself/herself as fully attaining an expression of "identity-in-role" (Lynd 1958, Goffman 1961, Erikson 1963, Ruddock 1972).

### **2.1.8 Role Commitment.**

A person is committed to a role that is performed with a degree of regularity. The idea of role commitment is used to indicate that the person encounters the impersonally enforced structural arrangements that are found within the various role-settings. A person committed to a role is constrained by the expectations of others within a role-set. One enters a role and must meet the socially prescribed forms of normative behaviour. It is possible to acquire a social identity from such a role (Goffman 1963, Berger and Luckmann 1966, Mead 1934, Linton 1964, Becker 1976, Shibutani 1961, Turner 1962, Sarbin 1968, Gergen 1977).

### **2.1.9 Role Attachment and Identity Achievement.**

Where efforts have been made by individuals to become teachers there is present a motivation to assume a definitive identity. Where there is a measure of self-perceived ability within a given role category, and where there is a measure of success which accompanies the effort, there could arise a measure of both positive role attachment and identity achievement. In these circumstances the mobilisation of self-perceived personal attributes could contribute toward a positive identification with the role of teacher which could then become identity bestowing.

Where the role is perceived to be identity-bestowing we may find a correlation between ego-identity achievement and positive self-perceptions in relation to the role of teacher and a significant measure of identity salience. Such a situation could be expressed as "identity-in-role" (Ruddock, 1972).

Role performance usually implies that there is commitment to that role but the same role performance does not necessarily mean attachment to the role. A question which arises from this observation is how attachment to a role might be sustained by student teachers within a limited performance opportunity. McCall and Simmons (1978) indicate that performance opportunity is a key variable in the acquisition of role/identity.

### **2.1.10 Study Implications.**

The possible implications for student teachers in South Africa of the existence of role categories is that they are normatively prescriptive of role behaviour. The more structured the role situation, the less room there is for self-explorations within the role performance. The manner in which the student teachers internalise the social statuses that teachers occupy might influence their attachment to the role of teacher. This could be

so, particularly as they are exposed during the school experience part of their programme to those teachers who experience role conflict and reveal role distance within the performance of the role. These experiences may well alter their self-conceptualisations of the role toward which they have expressed attachment.

Among South African student teachers who experience limited role performance opportunities one might expect the attachment to the role to increase with increasing levels of competence based upon greater performance opportunity and experiences.

## **2.2 Self-Concept**

### **2.2.1 Self-Concepts: Research.**

The presentation of Self-Concept in this section of the study is made in order to give a foundation for the use of identity theory. As identity forms the central conceptual variable in this study, the "self" under which the more definitive concept of identity is found, will be seen as a construct through which to explain human behaviour.

The self is seen as a product of society not in the sense of reductive determinism, rather in the interactionist perspective in which a reciprocity occurs between the "self" and society. The Symbolic Interactionists' expressed view of the self is found in their qualification that the self is the way in which we see ourselves (Cooley, 1902). This view includes the complexity of the social relationships in which we may be interacting. The implication for an empirical approach is that the self is conceptualised as both complex and differentiated, mediating meanings as products of a social interaction (Mead, 1934). The self without others is inconceivable and therefore gives rise to the notion of identity.

The phenomenological view of the "self" as articulated by Rogers (1961) is not inconsistent with the notion of the self as seen from a symbolic interactionist perspective (Gergen and Gordon, 1968:393). Rogers' view is extensive and includes the following elements:

The self is able to organise and configure different conceptions of the self, which include both personal characteristics and abilities.

The self is able to view the manner in which others perceive the self and to respond proactively and reactively.

The self is also able to respond to the social and material environment, in which values are active with ideals. Both levels of response attract and repel; have both negative and positive meaning.

Taken together, the phenomenology of Rogers and the symbolic interactionists' approach both recognise that the self is a cognitive construct. These constructs include a perception of abilities as well as personally perceived attributes which find expression in different role-identities. At best, it is the way the person thinks he is. This construing takes place in a social setting and is reflexive as indicated in Cooley's notion of the reflecting mirror. It represents what the person believes are others' evaluations of him.

Further, and crucial to this study, is the notion of an ideal self. The ideal-self is that image which the person has of himself and projects into the future. We observe aspects of the ideal self in the goals that people have for themselves. Through their goals they conceptualise the possible realisation of self-perceived abilities and attributes in the role-identities they assume.

The notion of the ideal-self has within it the quality of hopefulness. This reaching toward the future is intrinsically a visualisation of accomplishing life-tasks, thereby realising one's human potential in some meaningful way. It is mostly future-oriented. Roger's (1961) concept of self-actualisation reflects this. One is always in a state of becoming.

Since Mead (1934) first suggested that one can view oneself as an object from the standpoint of those with whom one interacts, research literature on self-concept has proliferated, particularly over the past decade (Burns, 1979) and the social psychological construct of self is well documented (Markus and Kunda, 1986).

Gergen (1977) considers the philosophical and psychological issues; Greenwald and Pratkanis (1984) examine the relationship between the self and societal structures, while Higgins and King (1983) wrote on the discrepancies in self-concept. Markus (1977) presented a self-schemata indicative of the manner in which the self processes information about itself. McGuire (1984) considered the connection between self and personality. Goffman (1961) examined the presentation of self in everyday life and Swann Jnr. (1985) describes the manner in which the self construes social reality in terms of self-concepts.

Swann et al (1987) examine the relative merits of self-consistency theory and self-enhancement theory. In their study they examine two groups of people, those who have poor self-concepts and those who have self-concepts that are healthy as measured on Helmreich, Spence and Stapp's (1974) Texas Social Behaviour Inventory, the TSBI Scale.

Their work tended to support the self-consistency theorists and the research conducted by Schrauger (1979) within this area. In the studies mentioned here, the findings are that people who have a poor self-image tend to accept the negative feedback about themselves and their roles, and that this cognitive based self-image tends to persist for a long time.

They also found that the negative feedback which members of this group receive on an affective level tended to leave them depressed, hostile and anxious, and that these feelings did not persist for as long as did the cognitive constructs carrying their negative self-images. Zurcher (1977) worked on a concept of the self's mutability. There are other studies but those mentioned have a bearing upon the study undertaken here in terms of attachment to a role-identity.

From the research literature (Alexander and Knight 1971, Zurcher 1977, Martindale 1980) it becomes clear that most individuals possess a great diversity of complex knowledge structures from which different sub-elements can coalesce to create new structures in the maintenance of the self within the interactional milieu. These perspectives indicate that the self is not a unitary structure, but rather a dynamic encompassment of a diversity of selves or identities. At any given moment a person holds a self concept relative to that moment (Combs, Soper and Coursen, 1963).

Markus and Kunda (1986) see this diversity of selves as paradoxical because within the diversity occurs a unitary self-concept. They have called this self-concept (1986:859) a "working self-concept" which they picture as a sub-set of a universe of self-conceptions. They also indicate that this self-concept could also be seen as a temporary structure much as Goffman (1961) viewed "situational identities". Yet the paradox is that this very temporariness is fixed within a universe of relatively stable self-concepts.

Self-conceptions will therefore usually include both the temporary malleable personal attributes or traits and the more permanent configurations. They will also include those social roles (role-identities) which are ascribed as well as those self-perceptions in terms of roles which are achieved or being achieved. These latter self-concepts allow the self to find an anchorage in the social setting to which the person belongs.

Zurcher (1977:23) noticed that in construing ourselves both personally and socially we engage our "selves" in what he termed an "internal conversation" or "persuasive vocabularies". He quotes Mills (1940) in this regard and says that

*"..people are obliged to verbalise their motives, including reasons for particular role selections and enactments, when significant others in a specific setting challenge their choices as being unclear, incompletely enacted, unfamiliar, unexpected, inappropriate, deviant, or ineptly novice. Those challenges are not unusual or infrequent. By direct and indirect question, comment, gesture or other kinds of cues, people solicit and provide meaning for role enactment."*

These vocabularies of motive are verbal justifications for role attachments and role enactments. They serve as both personal and social identifications. Zurcher contends that they become internalised and become "internalised vocabularies of motive" and are powerful determinants in self-concepts and self representations.

The relationship between self-concepts and role attachment is demonstrated by our personal attributes arising and having meaning most completely within the role-identities we assume within our society. We may also realise our selves by "identifying" ourselves with values, ideals, roles or even with objects that lie beyond us. We may also see our identities emerging as dynamic configurations shaped in faceted clusters of integrated aspects of our unfolding personalities. These configurations become active when significant events or questions arise within the social setting which solicit from the self an appropriate response.

The symbolic nature of self-conceptualisation is embedded in language which must not be neglected since it forms the basis of the meanings we derive in the attempt to realise our human qualities and values in society. Our "vocabularies of motive", our "persuasive vocabularies" (Mills,1940) are creative of action and reaction, motive and purpose.

## **2.2.2 Vocabulary of Motive and TST.**

The Twenty Statement Test (TST) as developed and tested by Kuhn and McPartland (1954) initially identified four basic categories for the identification of the "Self" within the role-identities into which people entered. Gordon (1968) developed a more sophisticated categorization (Appendix C) of test responses and suggested that the test may also be used for longitudinal studies.

The TST as an instrument for measuring self-concepts and self-identifications has been used extensively by different researchers. Its weaknesses and its efficacy are well documented (Stryker,1982:105). The following studies are mentioned in order to indicate the diversity of situations in which the TST has been successfully applied.

It was used by Manis (1955) to measure the self-concepts of 101 first-year University students who were resident at a University. His study over 6 weeks was able to detect the shifts in self-perceptions the students had undergone.

Mulford-Salisbury (1964) used the TST in a general public survey in which family roles were examined. Couch (1958) utilised data yielded by the TST to analyse the impact of others on consensual responses. Coe (1965) studied the growing conceptualisation of the role of a nurse amongst student nurses.

Dorn (1968) studied the self-conceptualisations amongst institutionalised delinquents and non-institutionalised delinquents. McPartland, Cumming and Garretson (1961) used the TST to research the attitudes and self-concepts of psychiatric patients. Faine (1973) used the TST to examine the impact of imprisonment on 257 male inmates in two prisons. Zurcher (1983) used the TST as the basis for his work on Social Roles.

The Twenty Statement Test (TST) is used in this study to probe the vocabularies of motive of student teachers as to their self-identifications in terms of their role-identities and their personal attributes. The degree to which the role-identity of teacher figures in the identity profiles in contrast with personally perceived attributes could be seen as a measure of attachment to the role-identity of student teacher.

### **2.2.3 Self-Concept: The Ideal Self**

From the definition of the self-concept construct we derive the concept of Self-Acceptance. This concept refers to the way in which the self-concept is congruent with the individual's description of his "ideal self", that self-image with which identification is strongest. This congruence is often critical in motivation. In contradistinction to self-other conceptions, this aspect of self-concept is more pervasively shaped by what a person would like to be or is in the process of becoming.

Research in this area by Havinghurst, Robinson and Door (1946) indicates that the notion of the ideal self is developmental. The shift is from the undifferentiated imitation toward the more conscious discriminative emulation; from the more popular, romantic idealised notions derived from popular culture, toward a composite of characteristics of persons who are or have been, significant in our lives.

Role models are scrutinised more consciously and with clearer discrimination. This scrutiny is undertaken with a clearer perception of personally perceived abilities and attributes upon which comparability is based. These processes in self-conceptualisation appear to be mostly future oriented and could play a significant part in achievement motivation (McClelland, 1961).

### 2.2.4 Study Implications.

Research on self-conceptions has to come to terms with theoretical issues and with practical techniques. Since self-representations are essentially "vocabularies of motive", finding an acceptable manner in which self-representations may be collected remains problematic. For South African student teachers participating in this study, steps to eliminate extraneous factors such as social desirability, approval motivation, response set and experimenter bias have been considered. Overly rigid methodological approaches in this area could lead to an approach with too narrow a focus, thus preventing the accumulation of valuable insights.

Since both social roles/memberships and personal attributes are distinctive parts of this "internalised vocabulary of motive", both dimensions of the "working self-concept" need to be extracted. The use of language does not seem to define the nature of reality, it seems to take place against a backdrop of the social world which is reflected, maintained, modified and communicated in language. For student teachers in South Africa, their chosen identities forming integral parts of consciousness and the "working self-concept" may be tapped by the use of free responses to the question, "Who am I?"

These responses are regarded as critical as they represent both social locations, given in roles and memberships and personal identities given in personal attributes and traits. They seem to focus the attention of the person upon those issues that are crucial to their world in terms of what they do, what they have accomplished and what they wish to become. Thus the self-identification profiles of the student teachers in this study will be analysed to ascertain the degree to which their "vocabularies of motive" are focused either upon their self-perceived personal attributes (their personal identities), or upon their roles and memberships (their social identities), in which their attachment to their future role may be measured. The extent to which personal attributes in self representations occur more frequently than roles and memberships among South African student teachers may be indicative of their attachment to the role of teacher and the degree to which they have become socialized within the role. Berger and Luckmann (1966:183) indicate that

*"Socialization ....produces identities that are socially predefined and profiled to a high degree."*

### 2.3 Identity Theory.

The conceptualisation of the self gives rise to a more refined yet a more elaborate concept, that of Identity. Erikson (1963). A flow diagram (Weigert, Teitge and Teitge, 1986:27) indicating the development of Identity Theory within Symbolic Interactionism is presented in Appendix B.

It is this concept that will be used to capture the underlying dimensions of the self-conceptualisations in this study. These dimensions of identity are found in the meanings a person gives to the self as a social object. Stryker and Serpe (1982:206) indicate the reflexive nature of identity:

*"Identities are reflexively applied cognitions in the form of answers to the question "Who am I?". These answers are phrased in terms of the positions in organised structures of social relationships to which one belongs and the social roles that attach to these positions."*

Gordon (1968:135) hypothesized much the same thing when he said

*"A person giving free-response self-representations will generally assign relatively high importance to aspects of his total symbolic environment which render his past, present and future courses of conduct meaningful and understandable, both to himself and to significant others."*

These identity dimensions will generally contain both personally perceived abilities and traits as well as categories of roles and memberships that locate one in a social context. The term role-identity is taken from McCall and Simmons (1978) and is descriptive of the multifaceted sub-units of the self.

One achieves an identity when one is able to claim for oneself and to see oneself in the same terms that others use when they locate us as social objects. This means that each person has many identities.

The work of Stryker and Serpe (1982) was referred to in connection with roles. Their exploration of Identity Salience and Role behaviour is an extension of the ten hypotheses that Stryker (1982) was able to generate out of his analysis of Symbolic Interactionism. The testable hypotheses are prefaced with a restatement of symbolic interactionism's fundamental premise that the relationship between the self and society is reflexive. They proceed to explore this notion reflexivity and state that

*"commitment affects identity salience which in turn affects role-related behavioural choices."*

This theoretical premise is the basis of the ten testable hypotheses which in using common elements can be seen to constitute a theory. The hypotheses are given here because they are indicative of an aspect of Identity Theory which informs much of this study (Stryker, 1982:83-84).

1. The greater the commitment premised on an identity, the more salient will be that identity.
2. The greater the commitment premised on an identity, the more salient will be that identity, and the more positive will be the evaluation of that identity.
3. The greater the commitment premised on an identity, the more salient will be that identity, and the more generally self-esteem will be based on that identity.
4. The more a given network of relationships is premised on a particular identity, as against other identities that may also enter that network, the more salient will be that identity.
5. The larger the number of persons included in a network of relationships premised on a given identity, for whom related identities are highly salient, the more salient will be that identity.
6. The more salient an identity, the more likely will be role performances consistent with the expectations attached to that identity.
7. The more salient an identity, the more likely a given situation will be perceived as an opportunity to perform the role underlying that identity.
8. The more salient an identity, the more likely opportunities to perform the role underlying that identity will be sought out.
9. The greater the commitment, the more salient will be the identity and the greater will be the impact of role performance on role specific self-esteem and on general self-esteem.
10. The greater the commitment, the more salient will be the identity, and the more likely will role performances reflect generally shared values and norms.

These testable hypotheses indicate that identity theory is more selective than the somewhat broader statements made by symbolic interactionists when referring to the reflexive relationship between man and society. Identity theory seeks to explore the role-related experience of the individual person in society.

That persons have as many roles as the different interactions they sustain results in the elaboration of roles. According to Stryker (1982:60) this elaboration of roles introduces new constructs within identity theory which can be tested empirically. These constructs are

*" identity (or role identity), identity salience, and commitment."*

These constructs are operationalised in chapter three with two other constructs, namely Ego Identity Status and Role Attachment.

### **2.3.1 Identity.**

Following the symbolic interactionist perspective of the relationship between the self and society, this study will view identity as a sub-element of self.

Cohen (1976:49) explains that Identity Theory

*"..begins with the notion that each of us has an interest in being or becoming somebody special, sufficiently different from his fellows to save him from anonymity, and different in ways that enable him to command some admiration, respect or affection. Our culture provides us with a repertoire of possible selves..from this each of us chooses or assemble a package and he gives to people to understand that this is the sort of person he is.."*

Often a distinction is made between the social and personal identity. The image we hold of ourselves is our personal identity while the image others have of us is our social identity.

When considering the conditions of personal identity, Ruddock (1972:93) demonstrates that the concept of identity is one of six components in a constellation of concepts. The concepts are: self, personality, identity, role, perspective and project. He says that

*" Identity is chosen by the self for the purpose of organising and integrating the other components. "*

Self-representations may be seen as profiles of identity configurations. They will generally contain both personal and social identifications. Stryker and Serpe (1982:206) present the relationship between self-representation and identity:

*"Identities are reflexively applied cognitions in the form of answers to the question "Who am I ?" These answers are phrased in terms of the positions in organised structures of social relationships to which one belongs and the social roles that attach to these positions."*

The identity profiles of student teachers will be solicited by asking them to respond to the TST. The TST as a profile of self-representations is also simultaneously a measure of **Identity**. The concept of identity may be viewed as a sub-element of what symbolic interactionists call "self" (Mead 1934, Stryker 1982). The TST protocols reveal aspects of identity configurations of personal and social identity.

### **2.3.2 Identity Salience.**

Another aspect of Identity Theory to be considered is the concept of Identity Salience (Stryker, 1982). For this study Identity Salience refers to one identity that holds a higher or a preferred position in a hierarchy of all identities that any person holds at any time.

The **higher** the identity in the hierarchy the more pronounced it will be in self-identifications in terms of that identity. The **higher** the identity in the hierarchy the more often it will be invoked to define and locate the person in a social setting.

Most social settings call upon individuals to manifest one identity at a time. However there are times which call for more than one identity. During these episodes we can activate that identity which is most salient. This helps us to define the social situation with the expectations that accompany such a definition.

The previous section introduced the ten testable hypotheses generated by Stryker and Serpe (1982:207). Five of these are prefaced with the words

**"The greater the commitment premised on an identity..."**

This condition could be stated differently thereby bringing to the hypotheses another construct based on Goffman's (1961) distinction between **attachment and commitment**. His distinction is particularly pertinent with regard to student teachers:

**"The greater the attachment to a role premised on an identity, the more salient will be that identity."**

Kuchera and Miller (1988) report that in operationalising Stryker and Serpe's hypotheses, they were able to show significant relationships  $r = 0.22$  ( $n = 585$ ) between the measure of commitment (attachment) and of identity salience. Stryker and Serpe (1982) found the same relationship in their study with significantly higher correlations ( $r = 0.47$ ) ( $n = 585$ ) between measures of commitment (attachment) and identity salience.

It is expected that among student teachers there should also be a measure of correspondence between those student teachers who indicate attachment to the role of the teacher and measures of their scores in scales which measure identity salience.

### **2.3.2.1 Identity Salience, Effort and Ability.**

The following discussion is based upon Braun and Wicklund's research among business management students (1986) where the connections between identity salience, effort and ability are examined. They indicate that identity salience arises when we attach a human behavioural potential within a personal and socially contained field of ability. These abilities are grounded in our individual biographies in memories. They find expression in the roles we enter within our society. These potentials are usually expressed in behavioural repertoires by those who may lay claim to a given identity.

As has been previously indicated for the purposes of this study, these behavioural repertoires will not focus on those roles which are of an ascribed, non-specific nature and given in general terms: "adult", "woman", "commuter", "entrepreneur", "student", "father". The focus will rest upon those roles which have become established within various social institutions: dentist, doctor, teacher. They are given as categories of roles that individuals enter and leave, since they are mostly roles that are achieved.

These categories are socially based and can be called "situated identities" because they are widely recognised within socially defined parameters and they hold prescribed behavioural attributes. They are recognizable in attire, speech, manner of expressed traits, membership of organisations, places habituated or even values expressed in habit and speech.

In their paper, Braun and Wicklund (1986:39) reveal another aspect of this relationship between role-performance and identity acquisition. They indicate that there is a positive association between measures of effort and identity ( $r = .54$ ) and between task-specific ability and identity ( $r = .83$ ). It is anticipated that among student teachers there may also be found similar measures of association between measures of self-perceived effort and ability.

Their findings show that within the broader conceptualisation of identity there are positive associations between feelings of success and ability. These in turn could lead to a sense of identity salience and that these relationships affect the future motivational orientation (McClelland et al 1953). The writer believes that effort becomes activated and feelings of success become evident in the successful performance of a role.

Braun and Wicklund (op cit) draw particular attention to the fact that the connections between effort/ability and identity become most acute when there is a centration upon the issue of **identity**. Without this centration on both effort and ability the salience of identity may not enjoy such acute focus.

Braun and Wicklund's study (op cit) points to the idea that an identity is chosen by a person for purposes of **organising** and **integrating** the various perceived components of personality related to self-perceived abilities.

These aspects of identity acquisition become pertinent within the role. Role enactment reveals the **organising** aspect of identity related to effort while the **integrating** aspect of personality is connected to self-perceived ability. It may also be stated that behaviour within a specific role contains the cognitive and affective dynamics of choices. It would appear that the more conscious the choice, the greater the consistency in the effort to achieve a given identity within a role. Braun and Wicklund (op cit) emphasise the consistency element of identity. They assert

*" That to the extent that a person is motivated to build an identity within a certain realm, this motivation is reflected in accumulating or laying claim to aspects of identity that are under that person's control.... The stronger the motivation, the more that person will characterise himself as competent in identity areas."*

This study was based upon the assumption (White, 1980) that identities can be formulated and analysed through traits and that when a person is confronted with certain tasks related to the claimed identity realm it raises the salience of identity.

Once we begin to raise the salience of identity we approach the issue of ego-identity (Alper, 1946; Klein and Schoefeld, 1941) where it is indicated that the person is not fully focussed on the task, but is focussing on a broader and far wider socially oriented goal. The task to hand serves merely a medium for self-realisation.

These findings are consistent with the writer's 1986 study where certain teachers were found to be able to transcend the narrow prescriptions of their roles, while others seemed merely content to focus on the task to hand. Wicklund and Braun (1987:62) indicate that

*"The implication is that effort and ability will be brought into congruence with one another as soon as the performing person's motivation is directed to a self-relevant goal, that reaches beyond the borders of the objective, or concrete goal that is given in the situation."*

In other words there appears to be a functional relationship between effort, ability and identity, as well as a conceptual relationship between attachment, role and identity.

### **2.3.3 Study Implications.**

The investigation of the literature has indicated that it is possible to regard one's identity as not being entirely configured by a reductionism of the past. Our identities may also become salient when we make an effort to realise our perceived abilities in relation to a role-related activity in which there is a future projection. It may be that for some South African student teachers who face limited work opportunities (opportunity structure) in an annually diminishing demand for their services in Primary Schools, the salience of the identity may be high with levels of attachment somewhat lower.

For student teachers who have selected the role of the teacher as a future social and personal identity, there is the question as to the salience of such an identity during a process of role acquisition. In identity theory it is postulated that the higher (deeper) the commitment (attachment), the higher the identity salience. The Identity Centration Measure is included as a scale in this study to measure the relationships between identity, effort and ability and self-rated chances of success in the chosen identity realm.

## **2.4 Identity Centration Measure (ICM).**

Authors O.L.Braun and R.A.Wicklund (University of Bielefeld,1986). This scale is a replication of a four part study conducted in 1986 at the University of Bielefeld in West Germany, by Braun and Wicklund. (Appendix E). Part one of the study was designed to measure identity centration among Business Management students.

Because of the high value of their reliability and validity coefficients, the scales have been adapted for use among student teachers in Colleges of Education and at University in this study.

### **2.4.1 Description.**

In West Germany the authors set out to examine among Economics and Business Management students, the hypothesis which stated that

*"...identity centeredness will lead to a person's creating consistency between subjectively perceived effort and an identity relevant task and self-rated competence with respect to identity."*

Their study conclusively proved that components of identity would extend

*"...to feelings of success on the task, enjoyment, future orientation vis-a-vis the identity...., and the anticipated success in the identity area."*

Their empirical study conclusively showed that with identity-centered subjects, there was not only a strong positive relationship between effort and task specific ability but that there were also strong positive relations between specific ability and the broader identity item with positive relations between feelings of success and the ability, identity, and the effort item in their test. The table 2.1 from Braun and Wicklund (1986:37) is a summary of their findings, where z scores and p-values refer to the difference of the correlations.

**Table 2.1**

<b>Correlations within identity group and non-Identity Group</b> (Braun and Wicklund, 1986:34).				
Items	n = 47 Non - Identity Group	z Scores	n = 38 Identity Group	p values
Identity x Ability	.50	2.81	.83	< .005
Identity x Effort	.09	2.26	.54	< .03
Identity x Exp Exam	.07	3.05	.56	< .001
Ability x Effort	.00	2.92	.58	< .005
Ability x Exp Exam	.07	2.60	.59	< .01
Effort x Exp Exam	.09	2.70	.61	< .01

Furthermore, they found that there were positive relations between a sense of future orientation and the complex of items in their first study. The manner in which the scales have been adapted has been indicated below.

### **2.4.2 Study Implications.**

The authors set out in their study with a scale which listed nine traits that were thought to be consistent with the identity of a good manager/economist. They asked the subjects to indicate how important each trait was for the success in the area of business and economics. This was to bring into effect identity centration.

They followed this item immediately with an item by which they were able to define a cut-off point so as to establish a median (5.5) between a group they labelled "identity centered" and another group called "non-identity-centered". The correlations within these groups for various scores are given in Table 2.1

For the purposes of the study among student teachers the first items and the procedure have been contextually and appropriately modified in the manner described in chapter three. This adaptation is made without altering the basic premise upon which the original studies were based. A description of the modified scales is found in chapter three.

### **2.5 Ego Identity Status.**

Erikson's (1968) appropriate account of the relationship between ego and identity throws considerable light on the concept of identity. In Erikson's terms (Erikson, 1968:218) the ego is seen as being mostly unconscious, working as an integrating system within the developing personality. He says

*"we become aware of its work, but not aware of it."*

The identity which the ego forges out of the multifaceted identity dimensions results in the achievement of an identity status. This identity relates mostly to one's inter-personal style and to the transformation of ideological elements of the self which take on behavioural repertoires in which the self may be realised. Continuity and synthesis are the hallmarks of the ego's successful functioning.

This study takes the view that late adolescence represents a threshold experience between adolescence and young adulthood. It sees this period as a critical time for the resolution of definite developmental tasks. It is a period during which attempts are made to resolve three central life tasks. These tasks have different levels of importance for different individuals. They are as follows:

### Education and Work.

The resolution of issues surrounding the related life tasks of education and work has profound psychological implications (Secord and Backman, 1968; Turkel, 1974). This resolution is encapsulated in the notion of Role Attachment, which may be simply stated as: The preparation for, or the entry into the work place.

This preparation enables the person to make a contribution to the social and economic welfare of one's community. To accomplish this task a young adult needs to achieve some status usually through a role-identity.

### Love and Sex.

There are voluminous writings surrounding the two life-tasks of love and sex and their critical importance to human beings (Waterman, 1982; Matteson, 1975). Stated simply we will mean by these tasks:

The development and establishment of appropriate sex-role relationships and achieving emotional autonomy from parents and family. Having a measure of emotional independence can also mean a measure of economic independence. Taking up an appropriate sex-role leads to emotional autonomy often indicative of adult maturity.

### Friends and Community.

With an awareness of the more diverse aspects of socialisation, this task embodies: entering into significant inter-personal and social relationships with friends, relatives and wider community.

Some theorists (Jung, 1958; Debus, 1982) include a fourth life-task of resolving the existential, spiritual questions concerning the meaning of life. They call this task the religious or spiritual task.

The degree to which a person resolves these life tasks and the manner in which the persons grasp hold of them is a measure of an achievement of Ego Identity Status (Marcia, 1966).

Erikson (1968) suggested that integration of ego functions and personality development were central psychosocial tasks to be accomplished in adolescence. Marcia (1966, 1980) developed a four stage model representing four ego identity states on a continuum which ranged from Identity Achievement to Identity Diffusion, with Moratorium and Foreclosure being intermediate states.

The four Ego Identity Statuses that an adolescent may experience are now described briefly. Identity Achievement indicates that a period of exploration has been successfully negotiated and that firm decisions have been made in both interpersonal and ideological aspects of social identity. Moratorium is indicated as

a time of actively questioning and searching among the many alternatives in an effort to resolve the identity question which Erikson saw as Identity versus Role Confusion. Foreclosure implies that there is no exploration and the person is committed to previously held beliefs, mostly derived from parental and institutional values. The Diffusion state is uncommitted and the person seems uninterested in exploring further with decisions concerning occupational and interpersonal issues remaining unclarified.

### **2.5.1 Research Findings.**

The 1970's and the early 1980's have seen many applications of Marcia's conceptualisation of Ego Identity Status. Since Marcia's original typology referred to males, the exploration seemed to be confined to sex differences in identity status ratings. Orlofsky (1977) found identity achievers and adolescents in moratorium of both sexes to be higher in achievement motivation than foreclosure and diffusion adolescents. The studies conducted by Hodgson and Fischer (1979); Kacergius and Adams (1980); Hopkins (1982) and Tesch and Whitbourne (1982) have indicated differences in identity content areas.

In their study of 75 college women, Ginsberg and Orlofsky (1981) showed that the identity statuses did not differ significantly in locus of control scores, ( $F = 3.71, p = 0.1$ ). This finding was consistent with previous research with males.

Craig-Bray, Adams and Dobson (1986) tested the hypothesis that the positive resolution of the identity crisis is predictive of more mature approaches to intimacy formation. Using the Extended Version of the Objective Measure of Ego Identity Status (EOMEIS; Grotevant and Adams, 1984), they were able to measure the original ideological domains suggested by Marcia (1966). They were able to include interpersonal and social role issues in identity acquisition as proposed by Grotevant et al (1982). This scale is used in this study and a more complete description of the scales is given in chapter three.

Grotevant and Adams (1984) reported testing reliability over a four-week period ranging from .59 to .83 with internal consistency and/or split-half reliability ranging from .51 to .84 in one sample and from .37 to .82 in the other sample. Tables reporting these correlation coefficients are given in Appendix D.

Adams and Fitch (1981) tested whether identity status and ego stage development progressed along parallel developmental patterns. Their findings suggested that the two constructs simultaneously formed a positive feed-back loop where each construct fed into the other and that the magnitude of the effect of one construct upon the other was too small to be statistically detected.

### **2.5.2. Study Implications.**

For many student teachers in South Africa the decision to enter a College of Education or a University in preparation for the role of teacher tends to be made during their last year at high school. It would seem that having settled the question of a role-identity most of the student teachers may attain significantly high scores in the Ego Identity Status scales, especially in the Occupation domain.

Since the role of the teacher is so central in the lives of most school-going children (Palardy 1969; Nash 1973; Palfrey 1973; Rubovits and Maehr 1973), it would seem that the resolution of the Identity crisis in late adolescence is critical to the satisfactory ego development of a teacher identity. The prevailing politico-economic conditions may influence this resolution in some measure, or it could mean that the question of a future social identity may be settled before realistic explorations of alternatives (moratoria) can take place. A full description of the EOMEIS is given in Appendix D.

This test used in this study is the upgraded test developed to enhance the items related to the interpersonal domain. The study reported in Appendix D was designed to test the validity of the items against other validated tests which focused on some of the important domains tested by the EOMEIS. The study contains measures of the Revised EOMEIS interpersonal and original ideological items. The scales were upgraded and tested by Grotevant and Adams (1984) comparing them with the subjects' scores on four different scales measuring identity, intimacy, self-acceptance, authoritarian and social desirability scales.

In that study (1984), it was found that convergent, discriminant, concurrent and predictive validity and internal consistency (reliability) analyses demonstrated the interpersonal and ideological items could adequately measure identity status during late adolescence.

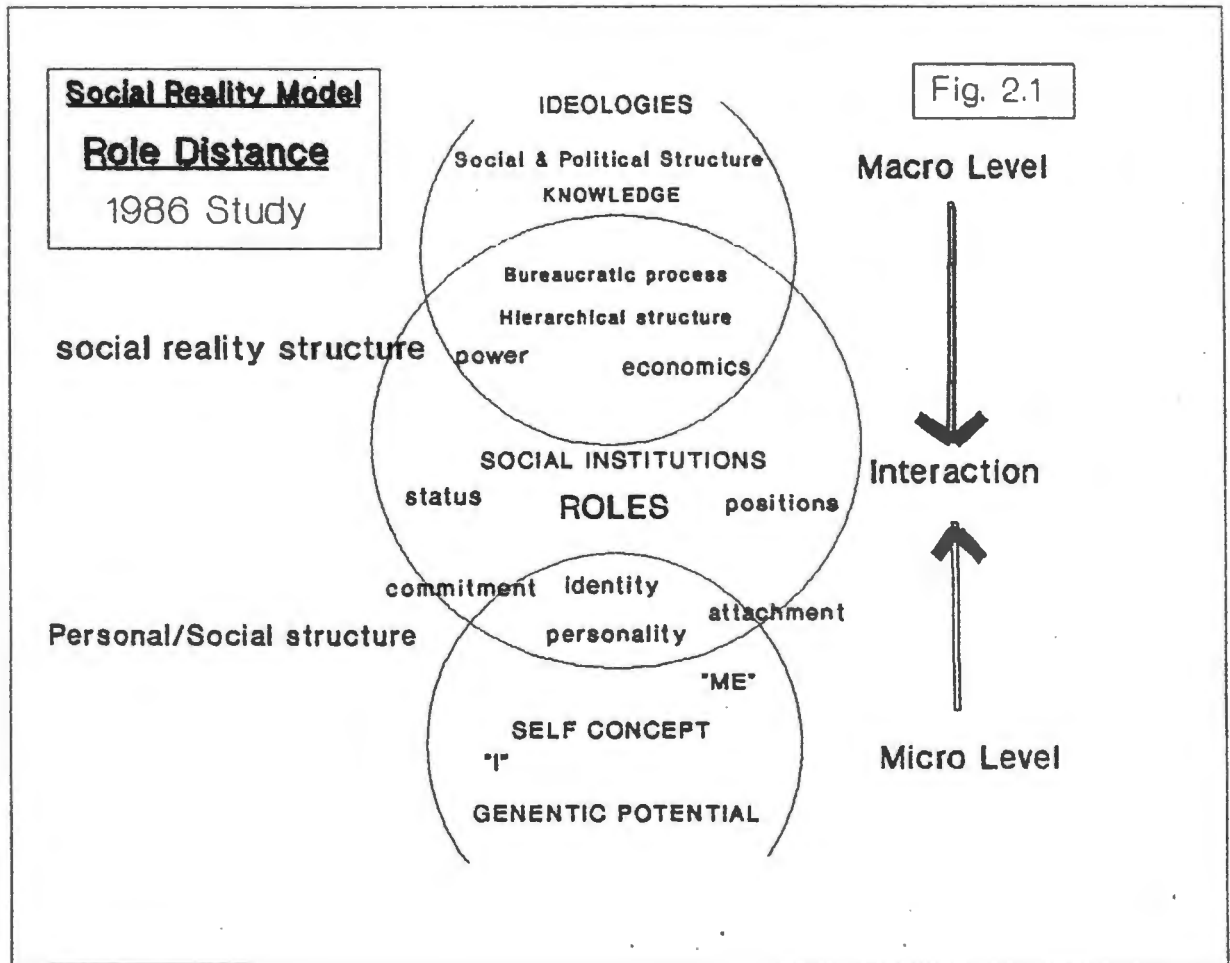
### **2.6 Chapter Summary.**

The author's forerunner to this study was examined as it related to both role theory and to the present study. It was found in that study that teachers' roles seemed to originate from complementary sources namely the social context and self-perceptions.

An expanded conceptualisation of role parameters was presented in order to locate the previous study and the present one within a spectrum of role theory. Role attachment and role commitment were defined as a basis for the adjoining constructs of Role Attachment and Identity Achievement with the implications that those concepts hold for this study.

The constructs, Identity Saliency and Ego Identity Status were examined in recent research and the findings were reported with the implications they hold for the present study. The scales measuring both Ego Identity Status and Identity Saliency were situated within the context of the present study.

Self-Concept was presented as a central construct within the present study. Different approaches to the construct were examined and these were related to the concept of "vocabulary of motive", which was subsequently associated with the Twenty Statement Test as one of the scales to be used in this research.



## **CHAPTER THREE** **RESEARCH DESIGN**

### **Introduction.**

This chapter will present the purpose of the investigation, the study samples and the settings. The five null-hypotheses are presented. A research design is introduced with a focus on the constructs and the properties of the scales in which the constructs are operationalised.

This study seeks to answer five questions. Three of the questions concern the establishment of interrelationships among social psychological constructs. The other two questions focus on the manner in which the concepts of socialisation and institutionalisation are reflected in the construct of Role Attachment as it applies to student teachers in the South African context.

### **3.1 Study Purpose.**

This investigation sets out to measure the extent of South African student teachers' attachment to the role of teacher when they are yet not committed, institutionally or contractually, to the role. It seeks to discover the Ego Identity Status of student teachers and particularly to establish whether there are differences between those who have expressed an attachment to the role of teacher and those who have not expressed an attachment.

It seeks further to confirm the relationship between identity salience, self-perceived effort and ability, and ascertain whether self-perceptions find expression within an emergent sense of role-identity. It then suggests explanations for the existence of significant relationships between Role Attachment and Identity Salience and Ego Identity Status.

Thus the central purpose of this investigation is to assess whether student teachers bring their perceived self-identities into congruence with their emergent ego identity status. It also seeks to find whether the relationship between the constructs of ego identity status and identity salience is in some degree consistent with measures of role attachment to the role of teacher, as they advance from their first to their fourth year of training.

### **3.2 Study Populations.**

Student teachers from five institutions in three provinces were invited to respond to the questionnaire. The institutions and the number of student teachers in each institution who participated in this study were:

Cape Town College of Education (N = 155).

University of Cape Town (N = 79).

Johannesburg College of Education (N = 156).

Barkly House College, Cape Town (N = 61)

Edgewood College of Education Natal (N = 141).

#### **3.2.1 Delimitation.**

In the 1986 study (Fisher:1986) two cultural groups were identified and studied, viz the English and the Afrikaans-speaking teachers in the Western Cape. This present study is confined to student teachers from one multicultural university, and to White English-speaking student teachers from Colleges of Education in the Cape Province, Natal, and the Transvaal. These subjects are student teachers preparing for both Primary and High School sectors, and include students from first to third and fourth years of study.

### **3.3 Procedure.**

Pilot questionnaires containing three substantiated scales were administered on a trial basis to 6 second year and 12 fourth year student teachers in March 1989 prior to the school experience programme which normally occurs in the second semester. They reported that they experienced no difficulty with the wording of the questions nor with the format in which the questionnaire was presented.

During April and May 1989, 700 questionnaires were distributed to four Colleges of Education and one University. The breakdown of the 84% return is indicated for the following institutions:

Cape Town College of Education (N = 155)

University of Cape Town (N = 79)

Johannesburg College of Education (N = 156)

Barkly House College (N = 61)

Edgewood College of Education (N = 141) (Total = 592).

The study includes first, second, third and fourth year students, post graduates and undergraduates. The average age of the sample group is approximately 20.5 years, with the age range of 19 to 48 years.

The study included student teachers from each year group from each of the above-mentioned institutions. At the University of Cape Town the year groups for the B.Prim.Ed and the Higher Diploma in Education (HDE) students are differently arranged and the entire UCT sample will be handled as one group, comparable with the third and fourth year groups at the Colleges.

### **3.4 Settings.**

Except for the University of Cape Town which is non-racial, the Colleges of Education mentioned below are racially segregated. They provide exclusively for the training of white teachers. Apart from the University student sample the students who attend the Colleges of Education are mainly drawn from high schools situated in white middle-class suburbs of the different regional centers. The student population of five samples comprises both females (N = 439) and males (N = 126) .

#### **3.4.1 Cape Town College of Education (CTCE).**

The oldest College of Education in South Africa, CTCE, is situated in Mowbray a suburb of Cape Town. It draws its student population largely from middle class white schools found in the Western Cape. The College has two distinctly different courses catering for the preparation of teachers for the Junior Primary and the Senior Primary phases of the Primary School.

The average enrolment of the College for the preceding few years has been approximately 300 students. The College does not select the students. They are selected by a process instituted by the Cape provincial authorities. Almost all the students are granted bursaries by the government for the duration of study, and these are repaid should the student fail to enter the employment of the Department. Upon completion of the number of years of service equivalent to the years of training, the bursary obligations are regarded as completed. This, in effect, represents free training funded from the treasury.

The entrance qualification is a Matriculation Certificate. A University exemption is not a requirement, but considered desirable. The courses offered at present are a three year Teacher's Diploma and a four year Higher Diploma in Education. Most of the courses are content- and subject-centered, with a 4-5 week period devoted to School Experience. No students in the College are prepared for Secondary Schools.

### **3.4.2 Johannesburg College of Education (JCE).**

JCE is the largest college of education for the training of white teachers in South Africa. In recent years the annual enrolment has fallen from near and over the 2000 mark to 1400 students. Student teachers are prepared for positions in pre-primary, junior primary, senior primary and secondary schools. It is situated on a modern campus in the northern suburbs of Johannesburg with extensive grounds and excellent facilities.

As in the Cape Province, this College does not select its students. They are selected by a process instituted by the central Transvaal provincial authorities with the bursary system much the same as in all three provinces. The entrance qualification is a Matriculation Certificate. University exemption is not a requirement but desirable. The courses are at present a three year Teacher's Diploma and a four year Higher Diploma in Education. Some of the students in the College are prepared for posts in secondary schools in collaboration with the University of the Witwatersrand.

### **3.4.3 Barkly House College (BHC).**

Situated within five kilometers of CTCE in the southern suburbs of Cape Town, BHC has probably the lowest enrolment (122) of all white colleges of education. The students are prepared for teaching in pre-primary schools and the first year of the junior primary phase.

The entrance requirements are the same as those for the Cape Town College of Education, with the same bursary obligations. The groups are small and the courses have a practical orientation in line with the perceived age-related needs of children. The facilities are directed and suited to the particular activities of student teachers preparing to teach pre-primary children. This college is attached to a Nursery School in which most students gain practical experience on a regular basis. Within a rationalisation programme announced by the provincial authorities in 1985, the college has faced the threat of closure or amalgamation with larger institutions.

#### **3.4.4 Edgewood College of Education (ECE).**

Situated outside Durban in Natal, ECE like other colleges of education catering for the training of white teachers has seen a decrease in enrolments during the past five years. Current enrolments at present are over 500.

Entrance qualifications, bursary obligations and courses are much the same as at the Johannesburg College of Education. Both primary and secondary school teachers are catered for. It has good facilities and like the other colleges, has a favourable student/lecturer ratio. Its teaching experience programme follows much the same format as those of the other Colleges with local variations built into the programme.

#### **3.4.5 University of Cape Town (UCT).**

This non-racial University includes a Faculty of Education with good facilities. Courses are provided for a four-year B.Prim.Ed. It also provides for a one-year Higher Diploma of Education for graduates entering the teaching profession specialising in secondary school teaching. The courses aim at giving the students a critical view of the development and provision of education, and draw on the disciplines of psychology, sociology and philosophy of education.

Being a non-racial institution, UCT has undergone transformations in its attempts to meet the needs of its students who come from a community with the widest possible diversity as one can expect in the South African context.

### **3.5. Problem Statements.**

The current investigation focuses on the following areas of concern:-

1. Are there among student teachers significant statistical relationships between measures of Identity Saliency, Ego Identity Status, Identity Profiles and Role Attachment, and how might these be examined in terms of the current socio-political climate ?
2. Does the construct of Role Attachment surface in Identity Profiles and Role Attachment, and how might these be explained in terms of the current socio-political climate ?
3. Do student teachers' scores on a measure of Role Attachment differ between year groups, and differ among Colleges of Education or University at which they study ?
4. Are there significant differences between the measures of attainment of Ego Identity Status among different year groups of student teachers and between Colleges of Education or University at which they study ? If so, does such differences strengthen the theoretical stance taken by the theorists and originators of the Objective Measures for Ego Identity Status ?
5. To what degree is a measure of Role Attachment congruent with measures of Identity, Ego Identity Status, and Identity Saliency among the several student samples ?

### **3.5.1 Null Hypotheses.**

This study will seek to test the following five null hypotheses with a view to refuting them, and to providing an appropriate measure of each observed difference or interaction:-

#### **One.**

That among the entire set of student teachers (N = 592) there will be no significant differences in the Identity scores and Occupation Achievement scores for the sub-groups GT (n = 351) & LE (n = 241) of student teachers defined by using the social psychological construct of Identity Salience.

#### **Two.**

That there will be no statistical significant differences, between the two sub-groups of all student teachers (High Role Attachment Group, HRAG and Non Role Attachment Group, NRAG) established by using category 7 (Occupational Role ) as an indicator variable for the following measures (variables)

Frequency distributions and mean sum of rank scores in Identity Profiles.

Percentages of subjects in four Ego Identity Statuses in both Interpersonal and Ideological Domains.

Mean scores on measures of Identity Salience.

#### **Three.**

That among the four student teacher year groups and among the two role attachment groups HRAG and NRAG, there will be no statistically significant differences on measures of the social psychological constructs: Identity and Ego Identity Status; and further that there will be no interaction of Identity Salience, Year Group and Role Attachment in their effect on these constructs.

#### **Four.**

That among the student teachers within each of the five institutions and between the two role attachment groups HRAG and NRAG, there will be no statistically significant differences in measures of the social psychological construct Ego Identity Status; and there will be no interaction of Identity Salience, Institution and Role Attachment in their effect on the construct of Ego Identity Status and on the construct Identity.

#### **Five.**

That no differences exist between student teachers in the two role attachment groups HRAG and NRAG and in the ICM sub-groups (GT and LE) in their responses to the TST Sum of Rank Scores and to the Occupation Achievement scores in EOMEIS scales.

### **3.6 Statistical Methods.**

In the statistical tests of hypotheses used in this study a 5% level of significance has been implicitly adopted. Where evidence exists for using a lower level of significance than 5%, the reporting of p-values changes from  $p < 0.05$  to say  $p < 0.02$  or  $p < 0.01$ . The p-value is the probability of obtaining evidence stronger or better than that available in the data against the null hypothesis, when the null hypothesis is in fact true. Low p-values indicate evidence which would in fact be relatively rare under that hypothesis, and precisely because it is too rare we choose instead to conclude that the null hypothesis is false. The lower the p-value calculated by the computer program the greater the confidence we have in rejecting the hypothesis.

However, a level of significance is also a recognition that data can arise from a situation in which the null hypothesis is correct. A 5% level implies that in 5% of cases when the null hypothesis is in fact true, we will mistakenly reject it on the basis of an appropriate understanding of the data. Thus, in say 100 distinct and independent tests of null hypotheses, we would expect to mistakenly reject 5 (on average) of the null hypotheses.

Consequently whenever we test several hypotheses as in this study, we will attempt to compensate for the inadequacy or limitation of the hypothesis-testing procedure, by checking that we have substantially more than 5% of hypotheses rejected the 5% level, before making some overall interpretive conclusions about rejected hypotheses.

A formal test for evidence of more than 5% of the hypotheses being rejected, may be conducted under the assumption of independence of the tests by means of a  $X^2$  test of the observed expected numbers of significant test-statistics.

In this study we will define sub-groups of the sample ( $N = 592$ ) and test the evidence of differences between the sub-groups. The sub-groups will be defined on the basis of some factor or indicator variable (year of study, institution, role attachment and identity salience) which allows us to categorise each of the subjects. When differences occur between sub-groups they are said to be associated with the grouping factor. The grouping factor is said to have levels which correspond to individual groups.

Differences between measured responses of the subjects on a particular variable or scale can be detected using ANOVA procedures leading to p-values through F-statistics. Under appropriate assumptions it is possible to test simultaneously for differences associated with two grouping factors, and to test whether they interact. Interaction is the term used to describe the phenomenon that differences existing between groups formed from one factor ( say, year of study) are not consistent over the levels of another factor ( eg. institutions ). When interaction occurs, it is important to study the differences between sub-groups formed by using both factors simultaneously. Absence of interaction allows us to examine the groups formed by each factor separately.

Differences between percentages or frequencies of groups or categories give rise to (Pearson's) chi-square statistics and hence in terms of p-values.

Association of measured variables within a group is generally expressed in terms of the (Pearson's) correlation coefficient statistic, and the p-values corresponding to the null hypothesis of no association. Statistically significant statistics suggest discernable differences in size or pattern. The decision as to whether or not the discernable features are important or significant in the ordinary sense of the word is a matter for argument and discussion, in each context.

### **3.7 Scales: Rationale, Formulation, Description, Design and Adaptation.**

Three socio/psychological scales have been selected for data collection in this study and are described, namely:

1. Identity Centration Measure (ICM)
2. Twenty Statement Test (TST)
3. Revised Extended Version of Objective Measures of Ego Identity Status:  
An Identity Instrument for use with Late Adolescents (EOMEIS).

### **3.7.1 Identity Centration Measure.**

Authors: O.L.Braun & R.A.Wicklund (University of Bielefeld,1986).

These scales were developed by the authors for use in researching Business Administration students' identity salience (their identification with the role of a business entrepreneur). The focus was upon the manner in which self- perceived personal attributes were brought into congruence with personal claims of abilities to enter the role, as well as personal claims to efforts to assume the identity of a business manager.

In the current investigation these ICM scales were adapted to measure the claims made by student teachers to possessing the personality attributes of a teacher, which for purposes of this study were deemed to be critical to the processes of both teaching and learning (Rogers 1983, Combs 1972, Burns 1979). These modified ICM scales focussed upon personality attributes, claims to ability, efforts made to enter the role of teacher, and predicted chances of success. These measures were regarded as critical in raising the salience of the social and personal identity which student teachers are seeking to achieve.

### **Modification and Procedure.**

A complete copy of the scales is included in Appendix E.

Identity Centration Measures developed and tested in 1986 by Braun and Wicklund, and adapted by the writer for use with student teachers were used. The scales measure identity centration i.e., claims to possessing the necessary personality characteristics to enter the role of teacher, estimates of effort, self-perceived ability, and self-rated chances of success in tasks related to the claimed identity.

In the first item of the ICM all student teachers were asked to what degree they were certain they would achieve the goals set for their entire course of study. They were asked to respond by choosing a figure within a 9 point Likert-type scale. This item was placed at the start of the study to focus the students on the study course they had selected. This item also purports to highlight the goals and the role-identity towards which they are moving, in this case, becoming a teacher.

The second item in the ICM was a modification of the nine traits which the authors Braun and Wicklund had linked to the traits considered desirable for a business manager. In the present study this item contained 26 traits mostly positively related to the role of the teacher (Combs, 1972.) Subjects were given 36 points to "spend" on the traits which they considered were best suited to the role of the teacher.

The "spending" of the points was designed to create a cognitive focus upon the identity realm of the teacher consistent with traits associated with the identity of a teacher. The focus was accentuated by requiring the student to place a numerical value against the traits chosen as appropriate for the role of the teacher, thus raising the salience of the teacher identity. The actual distribution of the points was not the focus of this study.

The third and fourth item on the ICM replaced the single item one from the original study with business managers. Their purpose was to differentiate two relevant time frames in the student teacher's thinking. Item two points to thinking about traits before being motivated to enter an identity claimed realm, while item three points to thinking about traits since becoming a student teacher.

In the original study in 1986 one item out of the six was chosen as an indicator variable dividing the sample of business management students into two groups. The authors, Braun and Wicklund, selected their item ONE, which read

*"How often do you think about traits that you as a manager/economist must possess.?"*

as the observed indicator variable. This question was chosen as the indicator variable because it directed the subjects' thinking toward a consideration of the frequency with which they thought about a business manager's identity since seeking the identity in question. In the current investigation the corresponding item three ( thinking about traits ) was initially be retained as an indicator variable. Scores on each of the items in this scale are analysed as follows:

### **Frequencies and Means.**

Frequency tables with means and standard deviation was reported for each of the eight items.

### **Correlation study.**

Matrices of Pearson's r statistic measure the degrees of association (correlation) among students' responses to the eight questions.

### **Identity Salience Indicator.**

We seek evidence that differences in the scores of the student teachers for a specific item in the ICM, are associated with significant differences in their scores in the other two scales (TST, EOMEIS). In other words we seek evidence of interrelationships among Identity Salience, Identity, Ego Identity Status and Role Attachment.

One item from the ICM scales was used as an indicator variable for Identity Saliency. As in the original study, the mean score of the selected item was used to split the sample allowing comparisons to be made between the two sub-groups established. One sub-group represents the student teachers who score above the mean for the selected item (GT) while the other sub-group represents the student teachers who score below the mean for the same item (LE). A simple statistical model which allows one scale to be used as a response measure and other scales as explanatory variables will be used, and ANOVA was applied for differences.

### **3.7.2 The Twenty Statement Test.**

#### **Validity.**

A full copy of the test is included in Appendix C.

In the current investigation the free responses to the TST were used to elicit and measure the identity profiles of student teachers. These identity profiles were scored according to the 30 categories provided by Gordon (1968).

The data were analysed by scoring and assigning each one of the statements into one of the 30 categories whose frequency distribution was established. The frequency distribution was compared with that obtained by Gordon (1968) in which he measured the identity profiles of two groups of College students who were mostly females.

#### **Categorisation.**

The categorising of the TST as suggested by Gordon (1968) was found to be time consuming. This problem arose in the early stages of the analysis as many of Gordon's categories appeared to overlap and the allocation of the statements into 30 distinct categories required constant reference to the rationale given by Gordon (1968) for the different categorisations.

#### **Reliability.**

The TST was used as it has been defined by Gordon (1968). The 30 categories located in eight dimensions were retained. After each response sheet had been analysed an independent scorer two was employed to score each fifth response sheet Independent scorer scrutinised 20.7% of the study population. Scorer reliability on the TST was checked in 1989 with the inter-scorer reliability measured by correlations between 30 derived variables. This is reflected in a detailed table summarizing the types of differences that emerged (Table 3.1).



The differences between scorer one and scorer two were mostly to be found in TST Dimension 7 (Personal Characteristics). In this dimension scorer one assigned 16 statements to category 27 which scorer two assigned to category 26. The two categories appear to be conceptually so close to each other that often single statements contained elements which pointed in both directions. Scorer one tended to focus on the first part of the statement while scorer two tended to weigh the overall meaning of the statement.

Category 26, Interpersonal style (how I typically act) is not easily separated from Category 27, Psychic Style, Personality ( How I typically think and feel). This is especially so in statements which contain elements of both categories.

It is suggested that with large samples the differentiation between these two categories may be ignored. As both categories are attributional the grouping of the two categories into one will conceptually not alter the overall identity configurations.

The differences between scorer one and scorer two in some cases may have been caused by scorer fatigue. Discussion with scorer two concerning the changes showed no serious conceptual differences in the re-allocation of the scorer one categorisations. Having fewer to score (118) may have allowed scorer two more time to consider each statement.

Once the rationale underlying Gordon's (1968) categorisation is understood and when more than 100 have been scored, the allocation to the most obvious categorisations was found to be fairly easy. Statements containing complex sentences were less easy to unravel and allocate to a category. After the categorisations have been completed the establishment of some form of electronic scoring would possibly allow many more prospective researchers access to the TST.

The analysis focussed on the degree to which student teachers' free responses reflect their self-perceived attributes and their awareness of the roles and memberships to which they belong or aspire, by virtue of their desire to train as teachers.

A recommendation concerning an examination of the tenses of the statements was not used in this study. Gordon's other recommendation to have the subjects rank the statements was used. The subjects were asked at the end of the test, to rank any TEN of the completed 20 statements from 1 to 10 in order of subjective importance to them.

## **Ranking.**

The strategy for asking the students to rank from 1 to 10 the items that are of great importance to them, is based upon Gordon's (1968:135) hypothesis concerning the self-representation. He indicated that during free-responses, persons normally assign high importance (salience) to those aspects of their symbolic universe that present them with a sense of continuity. This continuity should permit an identity to be both objectively defined and located in the social milieu and it should be one that can be subjectively appropriated along with that same milieu.

The method used in scoring the ranks and obtaining the sum of the subjects' rank scores for each category is described more fully in chapter 4.

The responses to the Twenty Statement Test can be seen as qualitative responses which can be categorised, and for which relative frequencies can be used as a descriptive measure. This study utilised the data contained in the TST protocols for statistical analysis. Copies of a selection of student teachers' completed TST protocols is presented in Appendix F.

## **Role Attachment Indicator.**

The total sample (N = 592) was split into a High Role Attachment Group (HRAG), and a Non Role Attachment Group (NRAG). The sample was split on the basis of the responses to Category 7 (Occupational Role) in the Twenty Statement Test.

The rationale for this strategy is found in the consideration of the differences between categories and attributes. The categorical serves to locate individuals in the social context, while the attributional acts as self-identificatory labels through which individuals may identify themselves. Both categories and attributes form part of an ongoing internalised interaction of self-conceptions.

This differentiation serves to illustrate that the self is experienced as both the subject and object of consciousness. An occupational category serves to locate a person within the consciousness of others as well as the self as the sort of person one may reasonably expect in such a position. The degree to which this category features in student teachers' identity profiles as a vocabulary of motive is taken as a measure of a student's role attachment.

The differences or similarities between the TST frequency distributions for the HRAG and the NRAG and between the TST rank scores for the two groups were examined. In considering the concept of socialisation an examination of the rank scores was conducted for differences across the four different year groups, while the question of institutionalisation was addressed by an examination of the rank scores for differences between the five institutions.

Chi-square statistics will be reported for the various comparisons of frequencies. The data analysis and presentation will then proceed as follows:

### **Indicator Variable and Role Attachment.**

Analysis of TST scores was undertaken to ascertain the degree to which the identity profiles of the student teachers yielded evidence of the construct of Role Attachment in the study group as a whole, as well as within the institutions and among the four year groups.

An analysis of the TST scores was undertaken to ascertain whether there were any significant statistical differences between the mean scores of the summed ranks, for the HRAG and the NRAG sub-groups, within the year groups and within the institutions.

A further analysis ascertained the associations between the categories of the Twenty Statement Test (TST) and the Identity Centration Measures (ICM) item 4, which measures "claims to possessing personality traits needed to enter the role of the teacher", and between the TST categories and two Occupational Achievement items from the Objective Measures for Ego Identity Status (EOMEIS) .

Analysis of the data sought interactions between the categories of the TST and both (1) students' scores on those ICM questions which focus upon claims to personality traits for the role of teacher; and (2) students' scores on EOMEIS items related exclusively to Occupation Achievement, (Items 33 and 49).

### **3.7.3 Extended Objective Measure of Ego Identity Status.**

Authors: L.D.Bennion & G.R.Adams. (Utah State University, 1986.)

This scale comprises the third data-gathering instrument. It is used to operationalise Identity Formation. In this study it measures the Ego Identity Status of the student teachers in both the Ideological and the Interpersonal Domains.

Using Erikson's conceptualisation of Identity, Marcia (1966) conceptualised four types of identity formation. Marcia operationalised his conceptualisation by clinical interviews. The present study uses Marcia's conceptualisation of the four types of identity formation, and uses the EOMEIS scale ( Bennion and Adams, 1986) instead of the clinical interview method.

This scale has been selected for inclusion in this study because it appears to contain identity domains directly related to the identity profiles in the TST. The Interpersonal domain suggests a relationship to the question of personal attributes, while the Ideological domain seems related to the social roles and memberships. There appears to be a further relationship between identity salience associated with a role-identity based upon role acquisition and the achievement of an ego identity. There were no changes or adaptations to this scale and the test was administered in its entirety in this study.

Ego Identity status includes the following statuses: Identity Achievement (Committed to a choice based upon exploration of alternatives ); Identity Moratorium. (currently exploring choices but not yet committed ); Identity Diffusion (lack of exploration of alternatives); and Identity Foreclosure (commitment based upon little or no exploration of alternatives ).

Ego Identity Status is measured across two domains- Interpersonal and Ideological- and by eight sub-scales in the following areas: Occupation, Religion, Politics, Philosophical Life-style, Friendship, Dating, Sex Roles and Recreation.

The subjects' response sheet is scored by allocating a value of 6 to A = strongly agree, down to a value of 1 to F = disagree strongly. The subjects were unaware of the values allocated and chose a response by placing a cross over that letter that best suited their understanding of the item.

### Scoring.

An analysis was undertaken to ascertain which of four discrete Ego Identity Statuses, based upon the collapsed scores applied to each individual in the entire sample, for both Ideological and Interpersonal Domains. Percentages of student teachers located in each discrete status were then derived.

The scoring of the Objective Measure of Ego Identity Status followed the recommendations set out by the authors in their manual (Adams, Bennion & Huh, 1989, pp 24-26). The rules for scoring all versions of the EOMEIS are as follows:-

**Pure Identity Status Rule.**

This rule creates a pure identity status for each of the four statuses. Any score one standard deviation above the mean (or higher) on a sub-scale is automatically scored as being in that identity status if all the remaining scores are below their designated cut-off points.

**Low Profile Rule.**

When scores are one standard deviation above the mean on all four measures the student is scored as "low profile" moratorium. This rule serves to distinguish this group of measures from the "pure" identity statuses.

**Transition Rule.**

Individuals who have scores above the indicated one standard deviation cut-off points in more than one status, are placed in a "transition status" category.

The data yielded by the analysis suggested above resulted in the creation of 16 groups, but 16 groups were regarded to be too many for the present study. In order to measure the discrete identity statuses of the subjects the following procedure was used.

**Collapsing Rule.**

While validating these scales, in earlier studies, the original authors ( Adams, et al 1979) found evidence for creating four discrete statuses. The rank ordering procedure was most appropriate for creating four discrete statuses. This meant the creation by the authors of a rank order from low to high and collapsing downward from 16 into the four basic statuses.

The computer program developed for the scoring and the "collapsing" of the statuses was provided by the author at Utah State University at Logan. The rationale for the different processes is found in the second edition of the manual. The original program was written for SPSS-X software which is not available to this writer. The basic logic in the program was used within BMDP statistical software programs available at the University of Cape Town.

### **Identity Status and Role Attachment.**

The initial analysis focussed on the percentages of sub-groups of student teachers (HRAG and NRAG) located in each discrete status.

Any possible differences between the two Role Attachment groups reflected in their scores on the Ideological items and the Interpersonal items, were analysed to ascertain significant statistical differences between the scores of the HRAG and the NRAG sub-groups as they are represented, both within the year groups, and the institutions.

Two items in the EOMEIS scales relate specifically to Category 7 (Occupational Role) in the TST, namely Item 33 and 49. These two items are measures of Occupational Achievement and were used in conjunction with TST responses to detect any interrelationships between the constructs being researched.

Thus it seems logical to examine the extent to which the students' scores in strategic items in Ego Identity Status are interrelated with the students' scores in the Item 4 of the ICM scale operationalising a central focus of Identity Salience, namely, claims to possessing the personality traits to enter the role of teacher.

### **3.8 Chapter Summary.**

The problem statements were given and the study samples were indicated. The setting of the study and the samples participating were described. The Colleges of Education and the University were described briefly regarding the courses offered and the socio-economic groups who attend these institutions. The null-hypotheses were stated. The statistical methods used in this study were described. The three scales which seek to operationalise the four social psychological constructs being investigated were presented with their rationale, formulation, design and adaptation.

## **CHAPTER FOUR** **DATA PROCESS AND ANALYSIS OUTLINE**

### **Introduction.**

This chapter sets out to clarify the procedures used for the analysis of the data. The handling of the data is divided into five phases. Each deals with a specific aspect of the research process and relates to the five null hypotheses.

The presentation of the five phases is followed by a schematic diagram depicting the corresponding sections of chapter five in which the data is presented.

### **4.1 Procedure: Identity.**

#### **4.1.1 The Twenty Statement Test.**

##### **Frequency measures.**

The TST responses of the entire sample of 592 student teachers were analysed to obtain measures for the frequencies with which each of the 30 categories was mentioned at least once. These measures revealed the configuration of the identity profiles of the entire sample. For example had the entire sample omitted to mention Category One even once, it would indicate that, in the identity profile configuration of the entire sample, the question of a gender was unimportant.

##### **Sum of the Rank Scores .**

At the end of the TST the students were invited to review the twenty statements they had just written, and they were asked to rank from 1 to 10 the ten written statements of most importance to them.

To obtain the category sum of the rank scores for each student, each of the ten ranked positions is allocated a value from 1 to 10. For each student the sum of all the rank scores is thus equal to 55. A fictitious example will illustrate the scoring.

Student X records the rank order of importance for the 10 statements.

The statement categories are assigned to numbers

Student Rank:	26	27	27	25	7	10	26	17	15	2
Category :	26	27	27	25	7	10	26	17	15	2
Rank :	1	2	3	4	5	6	7	8	9	10
Score:	10	9	8	7	6	5	4	3	2	1

In the scoring we find the following for student X:

*Category 27 is scored highest having accumulated 17 points. Category 26 is scored second highest having accumulated 14 points, and so on down to the lowest rank score.*

This process allows one to calculate a rank sum for each student. Non-ranked categories are allocated a zero score. This process is repeated for the entire sample of 592 students. The sum of the rank scores can then be used for comparisons between sub-groups of the sample and as a statistical measure.

The average sum of the rank scores for each category on the TST was tabulated and is accompanied by a graphical presentation of the average scores.

#### **4.1.2 Identity Centration Measure.**

Identity Saliency. Tables are presented which show the means and standard deviation for each of the eight items for the entire sample.

Matrices of Pearson's  $r$  statistics indicate the degree of association ( correlation ) among students' responses to the eight ICM items.

#### **Identity Saliency.**

The sample was split into two sub-groups using the mean score of the selected item. In this study the same indicator variable (item 3 in this study) as used by the authors of the ICM, and reported in chapter three. The high (GT) and the Low (LE) sub-groups thus established (chapter three 3.6.1) were compared in their responses to the TST and the two occupation achievement items from the EOMEIS..

A priori it was decided that should the suggested categorisation proved to be inconsistent with predicted outcomes obtained by the original authors, another item from the ICM would be used.

The writer recorded preliminary reservations about the applicability of item three for student teachers. The item reads as follows:

*"Since you have become a student teacher, how often do you consider personality characteristics which, as a teacher, you think you should possess?"*

It would seem that claims to possessing the personality to enter the role of the teacher, rather than frequency of thinking about personality would be more applicable in the teacher role-identity. It would seem that the role of teacher asks not that one necessarily think about personality traits needed to enter a role but rather, that one should be able to lay claims to possessing the necessary personality. Modified Item 4 was proposed as an alternative option for splitting the sample for comparative purposes and reads as follows:

*"Do you think you possess the necessary personality characteristics to enter the role of the teacher?"*

#### **4.1.3 Ego Identity Status.**

The entire sample ( N = 592) was scored for the statuses in each domain. This analysis permits a view of the relationship between the Interpersonal and Ideological Domains and the four statuses. The tables and the figures for the corresponding sample percentages are presented.

#### **4.1.4 Null Hypothesis One Tested.**

To be able to measure the degree to which one construct is related to any other construct operationalised in this study, two of the scales are separately used as response variables, while the third serves as an explanatory indicator variable.

##### **Response Variables:**

1. Twenty Statement Test: All 30 Categories.
2. EOMEIS: Occupation Achievement Items: EIS33 & EIS49

##### **Explanatory Indicator Variables:**

1. Identity Salience: Two sub-groups GT (N = 351) & LE (N = 241)

## **4.2 Procedure: Role Attachment**

### **4.2.1 Twenty Statement Test.**

#### **Frequency Measures.**

The sample was split at category 7 into two groups labelled HRAG/NRAG as described in chapter 3. For all 30 categories the percentages for each sub-group mentioning a category at least once were obtained and Pearson Chi-square statistic was used to measure any significant differences in the frequencies' percentages of the responses occurring between the two sub-groups.

#### **Sum of rank score.**

Bar charts, mean scores, standard deviations, maxima and minima, and z scores for the two groups were obtained for the HRAG and the NRAG groups. Analysis of variance was performed where appropriate

#### **Identity Salience and Role Attachment.**

The mean scores of each of the eight ICM items for the HRAG and the NRAG will be compared for significant statistical differences.

#### **Ego Identity Status and Role Attachment.**

The HRAG/NRAG sub-groups were compared in each of the two Domains and the four Statuses.

A bar chart representing the percentages of the HRAG/NRAG located in the four statuses across the Interpersonal and Ideological Domains is presented.

## **4.3 Procedure: Socialisation.**

### **Socialisation. Four Year Groups.**

The sample was surveyed using the four naturally available year groups each of which was split into the HRAG and NRAG. The percentages mentioning a category at least once were compared for possible differences. Chi-square statistics reflect percentage differences.

### **Role Attachment:Sum of Rank scores.**

The sums of the rank scores for each category were compared for possible differences between the HRAG and NRAG using ANOVA.

### **Ego Identity Status and Socialisation.**

The HRAG and NRAG were further sub-divided by year levels. These sub-groups will be compared for differences in percentages in each of the Domains and the four Statuses.

#### **4.3.1 Interrelationships among constructs.**

To be able to measure the degree to which one construct is related to any other construct operationalised in this study two of the scales are used as response variables, while others serve as explanatory indicator variables.

##### **Response Variables:**

1. Twenty Statement Test: All 30 Categories.
2. EOMEIS: Occupation Achievement Items: EIS33 and EIS49.

##### **Explanatory Indicator Variables:**

1. ICM.Sub-groups, GT (N = 351) & LE (N = 241)
2. Year Groups.

#### **4.3.2 Interactional Study.**

A statistical analysis of possible interaction effects between the factors (variables) Year groups, and HRAG/NRAG on the constructs operationalised (TST and ICM and EOMEIS), was undertaken.

#### **4.4 Procedure: Institutionalisation.**

##### **Institutionalisation HRAG/NRAG.**

The procedure in this phase will follow the same methodology applied to the sample split as HRAG and NRAG and then by institutions. The sum of the rank scores will be compared for possible differences between institutions. ANOVA will be applied where appropriate.

##### **Ego Identity Status, Socialisation and Institutionalisation.**

The HRAG and NRAG's split as for the four year groups and the five institutions will be compared in each of the Domains and the four Statuses for differences.

##### **4.4.1 Statistical Model.**

The remarks of 4.4.2 which apply to the four year groups are also applicable for the five institutions.

##### **4.4.2 Interrelationships between constructs.**

A statistical analysis was undertaken of possible interaction effects between the factors (variables) Institutions and HRAG/NRAG on the constructs operationalised (TST and ICM and EOMEIS).

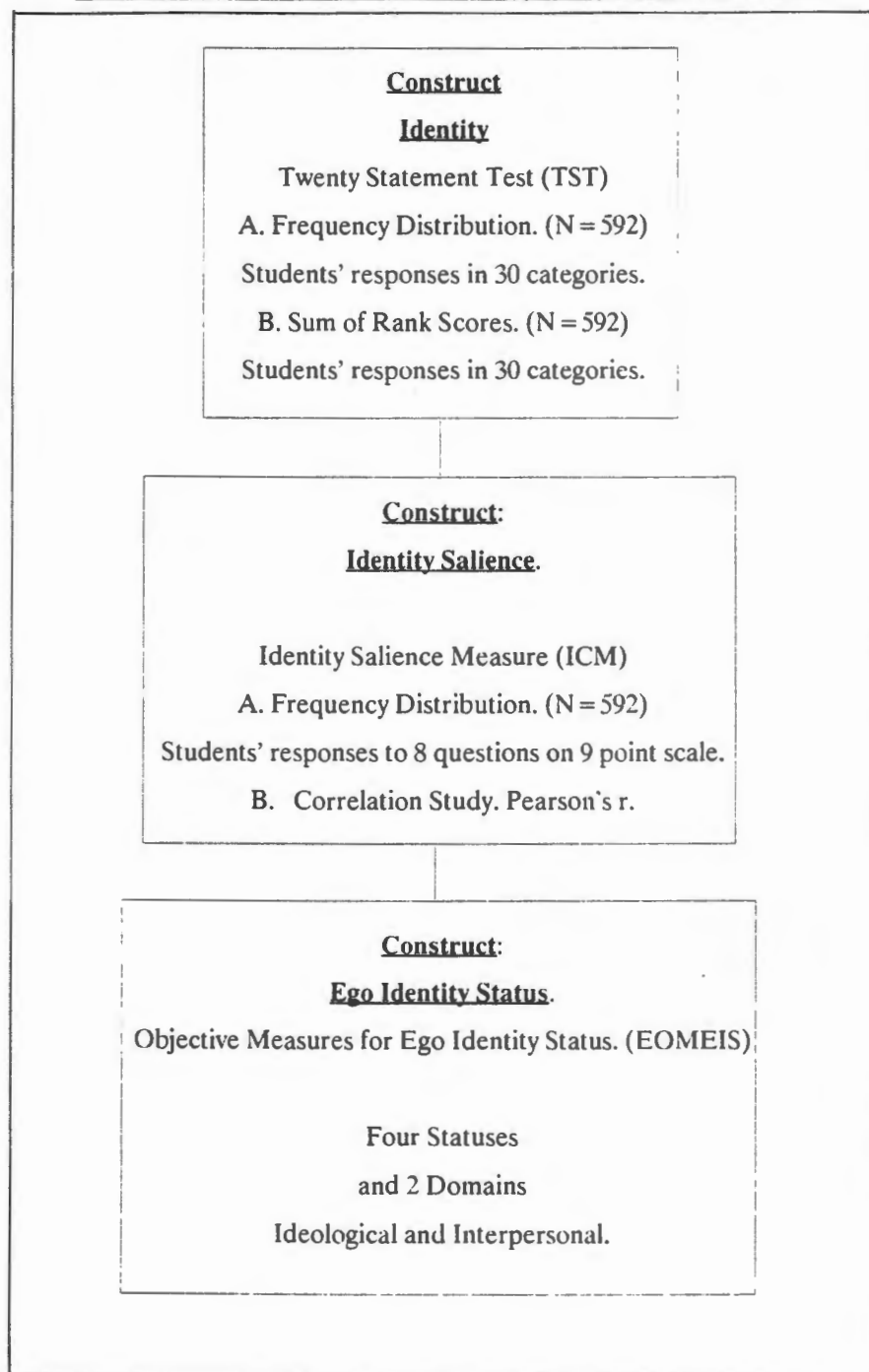
#### **4.5 Procedure Interrelationships.**

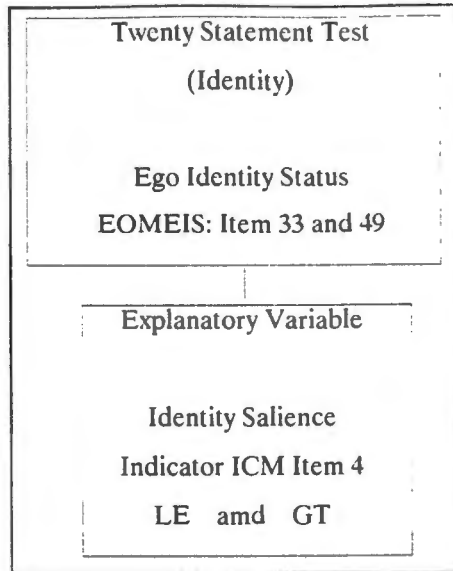
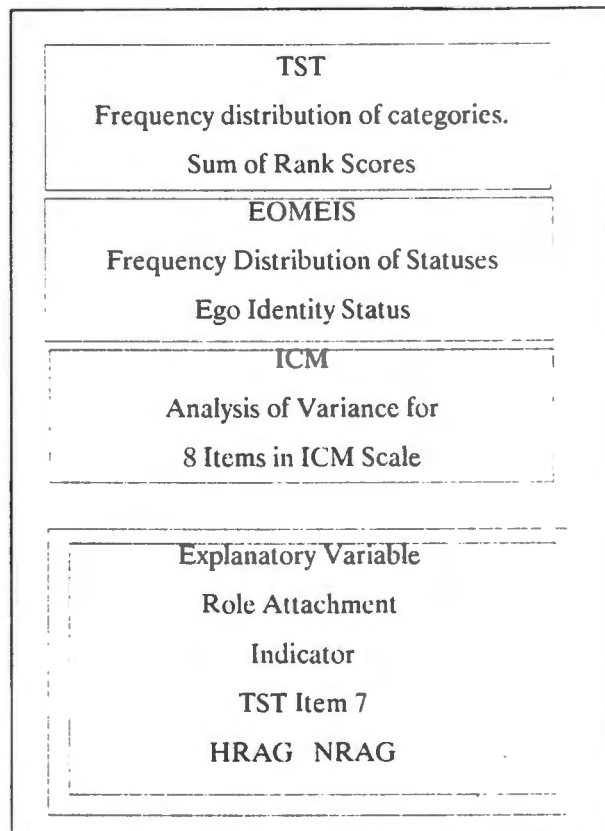
Four Social Psychological Constructs: Role Attachment, Identity, Identity Salience and Ego Identity Status.

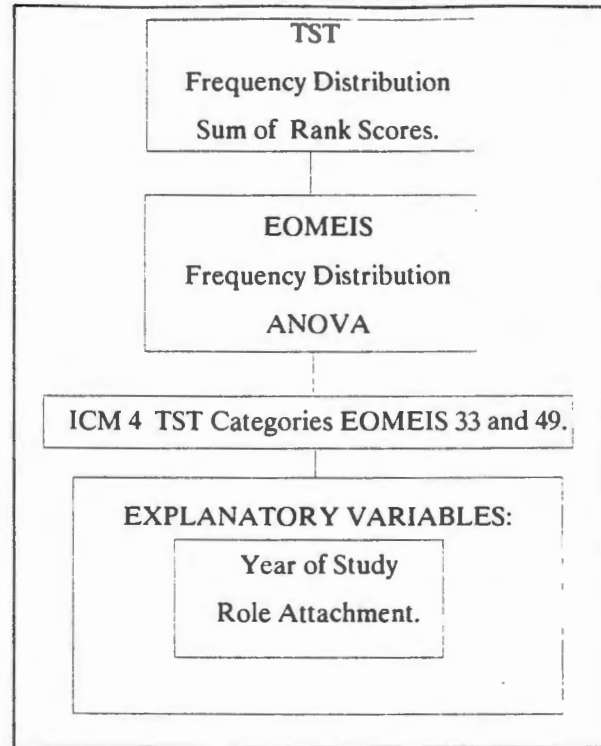
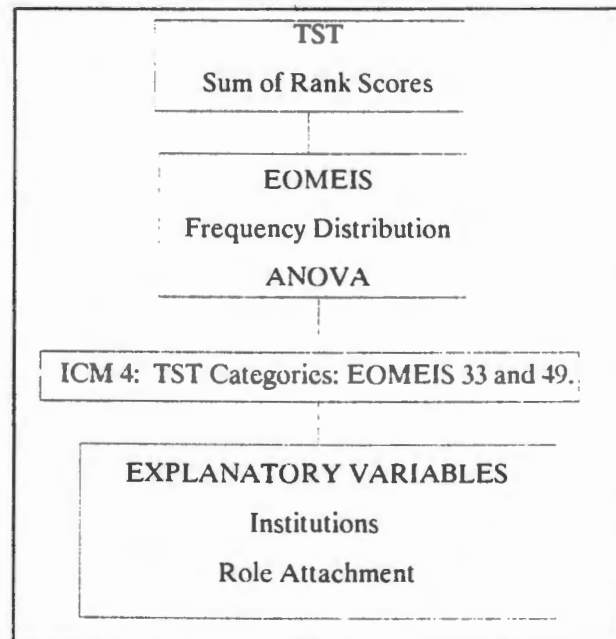
An examination of the data relating to all four constructs operationalised in the three different scales sought to describe the way in which they relate to and reflect each other.

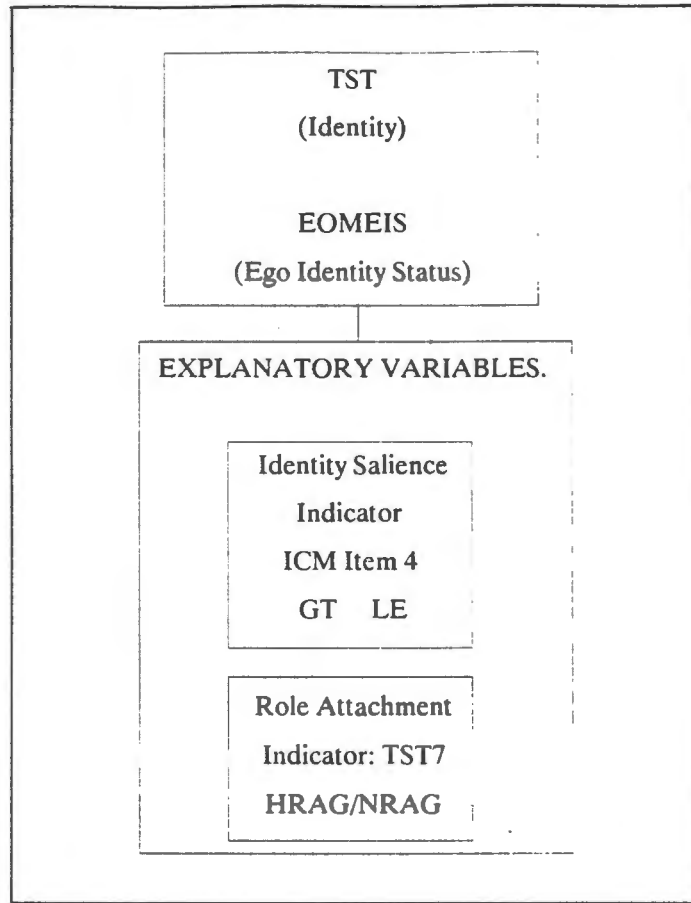
#### 4.6 Diagram of Data Presentation.

**Fig 4.1**  
**AUTHENTICATION OF CONSTRUCTS AND INSTRUMENT.**



**HYPOTHESIS ONE****HYPOTHESIS TWO.**

**HYPOTHESIS THREE****HYPOTHESIS FOUR**

**HYPOTHESIS FIVE.****4.7 Chapter Summary.**

The data analysis process and its design has been presented in five phases, each dealing with a specific theme of the research and the scales associated with it.

The methodology used for the scoring and the analysis of the data has been indicated. A schematic flow chart showed the five different parts of the data presentation which correspond to the five null hypotheses.

## CHAPTER FIVE

### PRESENTATION AND ANALYSIS OF DATA

#### Introduction.

In this chapter summaries are presented of students' scores on the four social psychological constructs operationalised in chapter three, as described and presented schematically in chapter four. This chapter is divided into five sections, each section relating to each one of the null-hypotheses associated with one or more of the relevant scales and constructs.

In Section 5.1 of this chapter summaries of the data on all three of the scales ( TST, ICM & EOMEIS ) are presented with tables and graphs. The null hypotheses of the first type relating to simple statistical models for the three selected scales are confirmed or refuted.

Sections 5.2, 5.3, 5.4 and 5.5 contain data which confirm or refute the other four null hypotheses. These null hypotheses relate to the establishment and the measurement of the construct Role Attachment and its association with student teacher socialisation and institutionalisation. The most important findings in each of the constructs operationalised ( Identity, Ego Identity Status and Identity Salience) for this study will be reported.

#### 5.1 IDENTITY.

##### 5.1.1 Identity.

The Identity profile configuration of the entire sample (n = 592) was obtained and the table (5.1) is presented below. As most of the sample are in their late adolescence or early adulthood, it is expected that the configurations will approximate to those found by Gordon (1968:132). He found that self-concepts in which personal characteristics predominated were the most noticeable feature of the identity profile configuration.

##### TST. Personal and Social Identity.

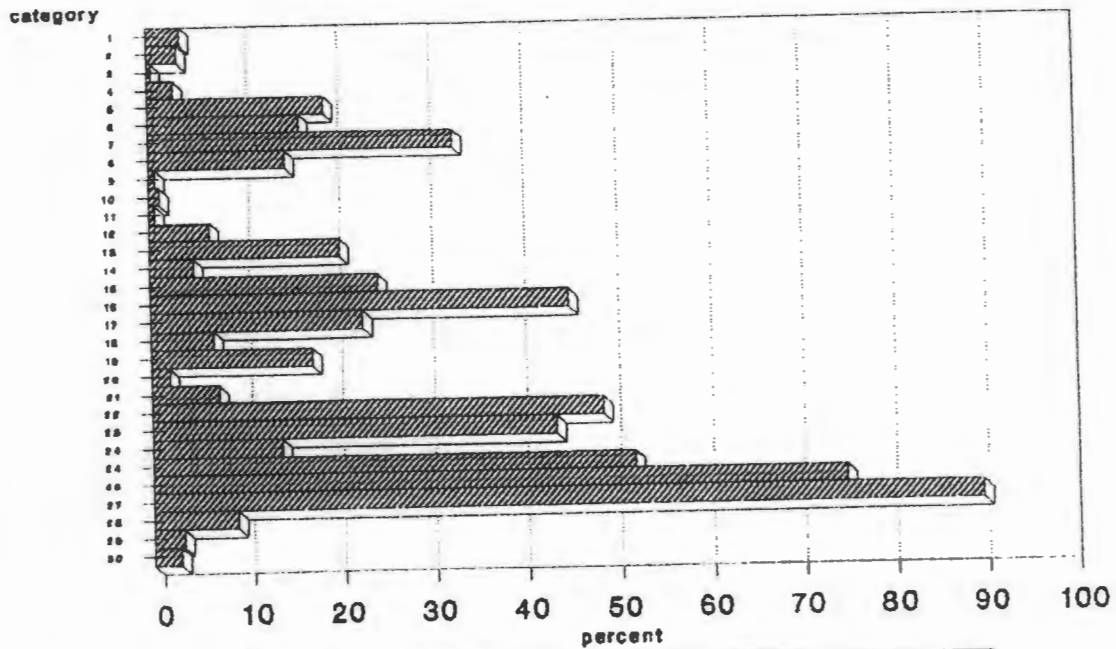
Table 5.1 indicates the percentage of subjects in the sample ( n = 592 ) who referred to a category at least once. The categories are sub-grouped under 8 dimensions, A to H. Table 5.1 illustrates the frequency percent mentioning a category at least once within the dimensions. Fig.5.1 depicts graphically this same identity profile Configurational identity profiles yielded data about which much can be written. The findings reported in this study will be confined to the question of personal and social identity.

**Table 5.1 Twenty Statement Test.**

<u>Sample Percentages mentioning a category at least once.</u>		
Category	Category Description.	Percent
1	Sex	3.7
2	Age	3.4
3	Name	0.5
4	Racial, national heritage	2.9
5	Religious categorisation	19.4
6	Kinship roles	16.6
7	Occupational role	33.3
8	Student teacher role	15.0
9	Political affiliation	0.8
10	Social status	1.2
11	Territoriality, citizenship	0.7
12	Actual group membership	6.6
13	Existential, individuating	20.9
14	Abstract category	4.9
15	Ideological belief refers	25.0
16	Judgements, tastes, likes	45.6
17	Intellectual concerns	23.3
18	Artistic activities	6.9
19	Other activities	17.6
20	Possessions, resources	2.0
21	Physical body image	7.4
22	Competence	49.2
23	Self-Determination	44.1
24	Sense of Unity	14.2
25	Moral worth	52.5
26	Interpersonal style	75.7
27	Psychic style, personality	90.5
28	Judgements imputed to others	9.3
29	Immediate situation refers	3.4
30	Uncodable responses	3.0

As predicted- and consistent with Gordon's findings- two identificatory categories, related directly to personal attributes, received the highest percentage of responses. These are Personal Characteristics, where 90.5% referred to category 27 at least once, and Interpersonal Style, Category 26, which was mentioned at least once by 75.7% of the respondents. (Table 5.1)

**Fig 5.1 TST. Frequency Distribution**  
**Percent mentioning a category**  
**at least once.**



Category	Category Description.	Percent
1	Sex	3.7
2	Age	3.4
3	Name	0.5
4	Racial, national heritage	2.9
5	Religious categorisation	19.4
6	Kinship roles	16.6
7	Occupational role	33.3
8	Student teacher role	15.0
9	Political affiliation	0.8
10	Social status	1.2
11	Territoriality, citizenship	0.7
12	Actual group membership	6.6
13	Existential, individuating	20.9
14	Abstract category	4.9
15	Ideological belief refers	25.0
16	Judgements, tastes, likes	45.6
17	Intellectual concerns	23.3
18	Artistic activities	6.9
19	Other activities	17.6
20	Possessions, resources	2.0
21	Physical body image	7.4
22	Competence	49.2
23	Self-Determination	44.1
24	Sense of Unity	14.2
25	Moral worth	52.5
26	Interpersonal style	75.7
27	Psychic style, personality	90.5
28	Judgements imputed to others	9.3
29	Immediate situation refers	3.4
30	Uncodable responses	3.0

These percentages are marginally higher than the scores reported by Gordon (1968:132), where for the two groups of college students he tested, the percentages were 75% for category 27 and 68% for category 25.

The higher percentages in these two categories for this sample may be due to the emphasis placed upon personal attributes in the ICM scales which preceded these scales in the administration of the questionnaire. These high percentages may also be a reflection of the manner in which these young adults see themselves in their self-identifications. They may not yet have internalised a role if their social identities are in a transitional state. This social identity may be dichotomous in the sense that it has "two faces", that of student and that of teacher. In one sense they are students with all that society expects from young students. Yet on another level they are anticipated in behavioural expectations which mirror a fairly conservative profession by definition. Both these role-identities are social in that the identity of a person as student and teacher is typified to a high degree.

When we consider the "personal attribute" versus the "role category" dichotomy in identity profiles of the sample under review, then it becomes clear that this sample may be more likely to offer personal characteristics when giving identity profiles, rather than social roles and memberships.

Stated differently we can say that as a sample of student teachers, they appear to see themselves in terms of their personal identities more frequently than in their social context.

Social Roles and Memberships, Categories 6 to 12 received little mention. It is possible that being attached to a role without being committed to it on a regular basis, allows for student teachers to derive an identity from the teacher's role by virtue of possessing human attributes commonly associated with such a role. Not being committed to the teacher's role may mean that Social Roles and Memberships are less important as self-identificatory categories.

In this dimension of the identity profiles, Occupational Role, Category 7 was mentioned at least once by 33.3% of the sample. Category 11, Territoriality, Citizenship, with a frequency of 0.7%, was the lowest mentioned category. Political Affiliation was slightly higher at 0.9%.

In a multi-racial society in the midst of rapid social transition, questions of territoriality, ("homelands") and citizenship feature heavily in the media. These issues appear to be projected as being uppermost in the search for a future dispensation that will accord a normalisation to questions surrounding future roles and memberships in a post-apartheid society.

To a large extent roles and memberships are bound up with the question of political affiliation. In a country beset with political issues seeking resolution, the almost complete omission of mentioning political affiliation was most noteworthy. This omission may be a reflection of the effectiveness of curricula in state education in which the ruling ideas are the ideas of the ruling party.

The subjects were also asked to rank from 1 to 10, those ten of their twenty responses that they felt were of greatest importance to them. Table 5.2 gives the average sum (over the whole sample) of the rank scores for all 30 categories. The sum of the priority scores allocated to each category was obtained in order to be able to create scores permitting statistical analysis of the sets of 10 ranks.

Category 7, Occupational Role was ranked seventh. The next category to locate individuals within a social context or role appears in 10th position, namely Category 5, Religious Categorisation. From the frequencies in Table 5.1 we find that category 7 Social Roles and Memberships alone, among the TST Dimensions, was mentioned at least once by more than one third of the students.

The rank orders of the first 15 categories differ little from the order of the percentages. The categories that receive a high degree of support among the student teachers also feature highly in the rank orders for the categories. The rank order of the categories (Fig 5.2) represents a process of selection and refinement in terms of self-representation.

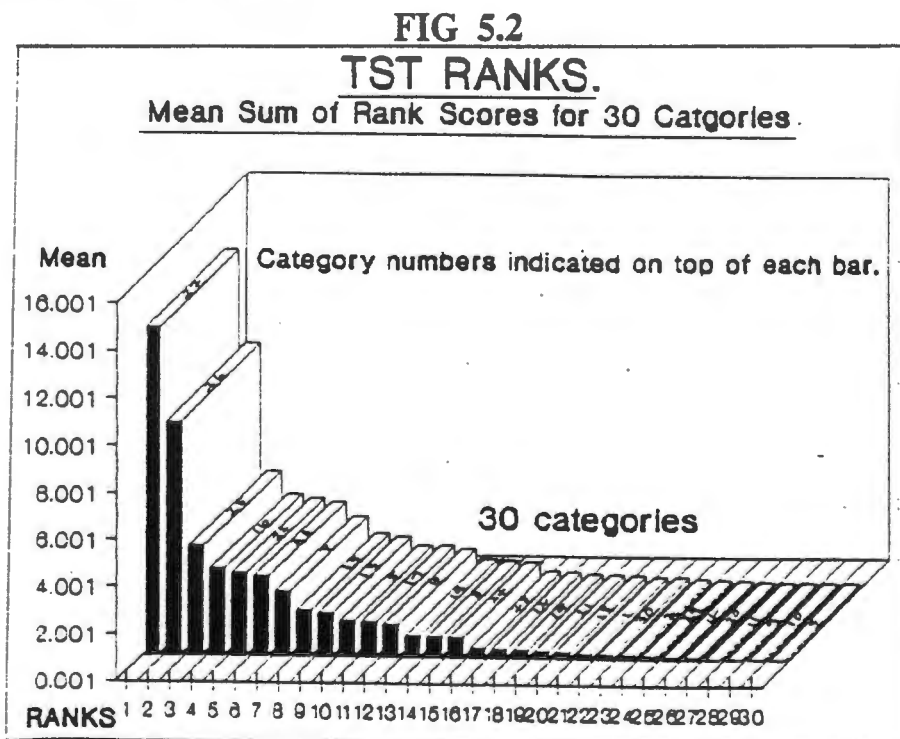
The degree of consistency found between the ranking of the 30 categories and in the frequency with which a category was mentioned at least once, seems indicative of the reliability of the TST as an integral measure of Identity. The rank scores seem to confirm the observation made concerning the difference between social and personal identities in the student teachers' role-identity profile.

**Table 5.2. Twenty Statement Test:**  
Frequency and Mean Sum of Ranks scores for 30 categories.

Rank	Category	per- cent score	mean **	Category Description
1	27	90.5	13.91	Psychic style, personality
2	26	75.7	9.98	Interpersonal style
3	25	52.5	4.69	Sense of Moral Worth
4	16	45.6	3.73	Judgements,tastes, & likes
5	22	49.2	3.50	Competence
6	23	44.1	3.37	Self-Determination
7	7	33.3	2.75	Occupational Role
8	15	25.0	1.99	Ideological belief refers
9	13	20.9	1.85	Existential, individuating
10	5	19.4	1.1	Religious categorisation
11	17	23.3	1.50	Intellectual concerns
12	6	16.6	1.38	Kinship Roles
13	19	17.6	.94	Other Activities
14	8	15.0	.91	Student teacher role
15	24	14.2	.86	Sense of Unity
16	28	9.3	.45	Judgements imputed toother
17	12	6.6	.43	Actual group membership
18	14	4.9	.36	Abstract category
19	21	7.4	.33	Physical body image
20	18	6.9	.29	Artistic activities
21	1	3.7	.25	Sex
22	30	3.0	.23	Uncodable responses
23	2	3.4	.19	Age
24	29	3.4	.16	Immediate situational refs
25	4	2.9	.13	Racial, National heritage
26	20	2.0	.11	Possessions, resources
27	11	0.7	.06	Territoriality,citizenship
28	9	0.8	.05	Political affiliation
29	10	1.2	.04	Social status
30	3	0.5	.04	Name

\* Percentage of the sample (n = 592) mentioning a category at least once in the TST.

\*\* Mean Scores for the Sum of the Rank Scores.



### **5.1.2 Identity Saliency.**

In the original study conducted by Braun and Wicklund (1986), those writers wished to establish the connection between self-ascribed effort and ability relating to the assumption of an identity realm associated with that of a Business Manager.

In this study among student teachers, the saliency of the teacher identity was focussed upon by mobilising the self-ascribed claims to aspects most centrally associated with achieving the role of teacher. These were the claims to possessing the personality traits associated with the identity of a teacher, claims to having the ability to become a teacher, self-perceived efforts being made to become a teacher, and predicted success in tasks related to the successful achievement of the role of teacher.

The sample used by Braun and Wicklund (N = 85) were graduates with a mean age of 23 years. Those graduates represented a sample slightly more mature than the sample used in this study where the mean age is 20.2 years. It is anticipated that the results of this adaptation of the Braun and Wicklund study might differ substantially from the original because of the relative inexperienced youthfulness of the sample. Another difference could be ascribed to the nature of the occupational role (role-identity) being claimed by the two different samples. Differences may also occur because of the "unrealistic optimism" which can occur in self-reporting protocols. The "unrealistic optimism" in the self-report protocols may be more prevalent among student teachers because they are aware that so much of what transpires in the face-to-face teaching situation is dependent upon the suitability of the personality to meet the demands of the role.

This anticipation of role expectation is based upon the understanding that student teachers are seeking an identity from a role in which personal characteristics play a central part in the regular performance of the role, a role which they have observed closely, a role performed within a role-set to which they have belonged for most of their lives, a role to which they may be attached but one to which they are not yet committed on a regular basis.

**Frequencies, Means, Standard Deviations.**

Table 5.3 presents the frequency tables for the entire sample ( $n = 592$ ) for each of the 8 items in the ICM. Measured on a nine point scale the mean scores for all eight items were above 5.5.

**Table 5.3. Frequency Tables and Summary Statistics****8 Items.**

Possible score	1	2	3	4	5	6	7	8	9
1. Number	1	0	3	15	42	68	162	172	129
Percent	.2	.0	.5	2.4	7.1	11.5	27.4	29.1	21.8
2. Number	18	12	43	47	93	102	136	92	49
Percent	3.1	2.0	7.3	7.9	5.7	17.2	22.9	15.5	8.4
3. Number	2	4	7	11	28	75	149	194	122
Percent	3	.7	1.3	1.8	4.7	12.6	25.2	32.8	20.6
4. Number	2	0	2	3	25	58	151	203	148
Percent	.3	.0	.3	.5	4.3	9.8	25.5	34.3	25.0
5. Number	1	0	2	4	17	65	165	215	123
Percent	2	.0	.3	.7	2.9	11.0	27.9	36.9	20.8
6. Number	2	0	11	13	39	96	190	164	77
Percent	4	.0	1.8	2.2	6.6	16.2	32.1	27.7	13.0
7. Number	0	0	1	3	45	196	230	92	26
Percent	0	.0	.3	.5	7.6	32.9	38.8	15.5	4.4
8. Number	0	0	0	3	24	99	224	174	68
Percent	0	.0	.0	.5	4.1	16.7	37.8	29.4	11.5

Item Number	Mean scores on scale 0 to 9	Standard Deviation.
1.	7.4	1.3
2.	6.0	1.9
3.	7.4	1.4
4.	7.6	1.2
5.	7.6	1.3
6.	7.1	1.4
7.	6.7	1.0
8.	7.3	1.3

The identity profiles in the TST suggest that the student teachers in this sample tended to identify themselves in terms of personal attributes and interpersonal styles. This tendency seems to surface in measures of Identity Salience where the mean scores on all eight items in this scale are consistently high. These mean scores are higher than those obtained by Braun and Wicklund (1986:44) in their study among Business Management students.

The apparent reflection of "unrealistic optimism" in the student teachers' scores could account for these high mean scores in each of the eight items. The highest mean score occurred on the item claiming the personality traits to enter the role of the teacher ( Table 5.3).

In the students' predictions of their future success, which focussed on tasks related to becoming a teacher, there were differences between the claims to success at the academic component and claims to success in the practical teaching. There was less confidence in being able to predict success for the over-all requirements of the course than for two separate components of the course. Noteworthy is the greater degree of confidence in predicting success at Teaching Practice.

Locke (cited by Tinning, 1984:54) indicates a possible source of this optimism. Most Student teachers, having recently emerged from classrooms as pupils, receive an "invisible apprenticeship in pedagogy lasting from 12 to 15 years". They are familiar with what is expected within the practical aspect of teaching. This may account for the high scores in this item and confirm the observation just mentioned.

With teachers' colleges and universities devoting more time to theoretical components of courses than to the practical, the findings in this study are consistent with Lortie's (1975:65) results. He sees student teachers entering into their roles by doing what is "intuitive and imitative rather than explicit and analytical".

Another difference occurred in the scoring for items two and three. Item three, (which focussed on the extent of thinking about the personality characteristics of a teacher since becoming a student teacher), had a higher mean score than item two, which focussed on thinking of personality characteristics before becoming a student teacher. Entering the process of role acquisition may be the reason for the greater frequency for a consideration of the expectations associated with a role.

### Construct Validity of ICM.

In order to measure the relationships among the eight variables corresponding to item responses in the ICM scale, correlations were calculated for the scores on the 9 point scales for all pairs from the eight items.

Table 5.4 indicates the (Pearson's) coefficients of correlation obtained. Significantly high correlation coefficients were obtained for six pairs of items on the ICM scores. Three of these will be discussed.

Items	2	3	4	5	6	7	8
1	.01	.07	.29	.40*	.20	.28	.31
2		.45*	.16	.08	.05	.06	.04
3			.18	.13	.19	.00	.14
4				.65*	.34	.10	.41*
5					.42*	.18	.50*
6						.29	.34
7							.34

\* p < .05

Scores on items 4 and 5 were the most positively correlated with a coefficient of .65. These two items deal with what may be the most central issue in identity salience, namely the possession of traits necessary to enact a role and the self-perceived abilities to enter the role and claim the identity in question. Items 5 and 8 were the pair with next highest significant coefficient of .50. These two items relate closely to each other, one dealing with claims to ability and the other to predictions of success at the practical teaching aspect of the role.

Items two and three deal with the issue of thinking of personality characteristics of a teacher before and after becoming a student teacher. The correlation coefficient was .45, indicating a significant statistical relationship between responses to these two variables.

### 5.1.3 Ego Identity Status.

To measure this construct the OMEIS was operationalised. The strategy suggested by its authors for collapsing the transition statuses into four discrete statuses was retained. As far as the writer has been able to ascertain, the EOMEIS scale is being used in this study in a South African context for the first time.

**Table 5.5 Ego Identity Status Scores.**

Collapsed Scores For Four Statuses Domain Percentages In Each Status.

**IDEOLOGICAL.**

Status	Mean score	std dev.	min	max	variance.
Achievement	33.5	5.3	18	47	28.6
Moratorium	23.2	6.1	8	46	37.1
Foreclosure	17.0	5.9	8	36	35.3
Diffusion	22.1	5.4	8	39	28.9

**INTERPERSONAL**

Status	Mean score	std dev.	min	max	variance.
Achievement	32.2	5.7	11	48	33.7
Moratorium	23.7	5.9	8	43	34.9
Foreclosure	16.9	5.9	8	33	37.1
Diffusion	19.0	5.5	8	40	30.6

**Ego Identity Status of 592 Student Teachers**

Percentage of sample located in the  
four statuses of each  
of two domains.

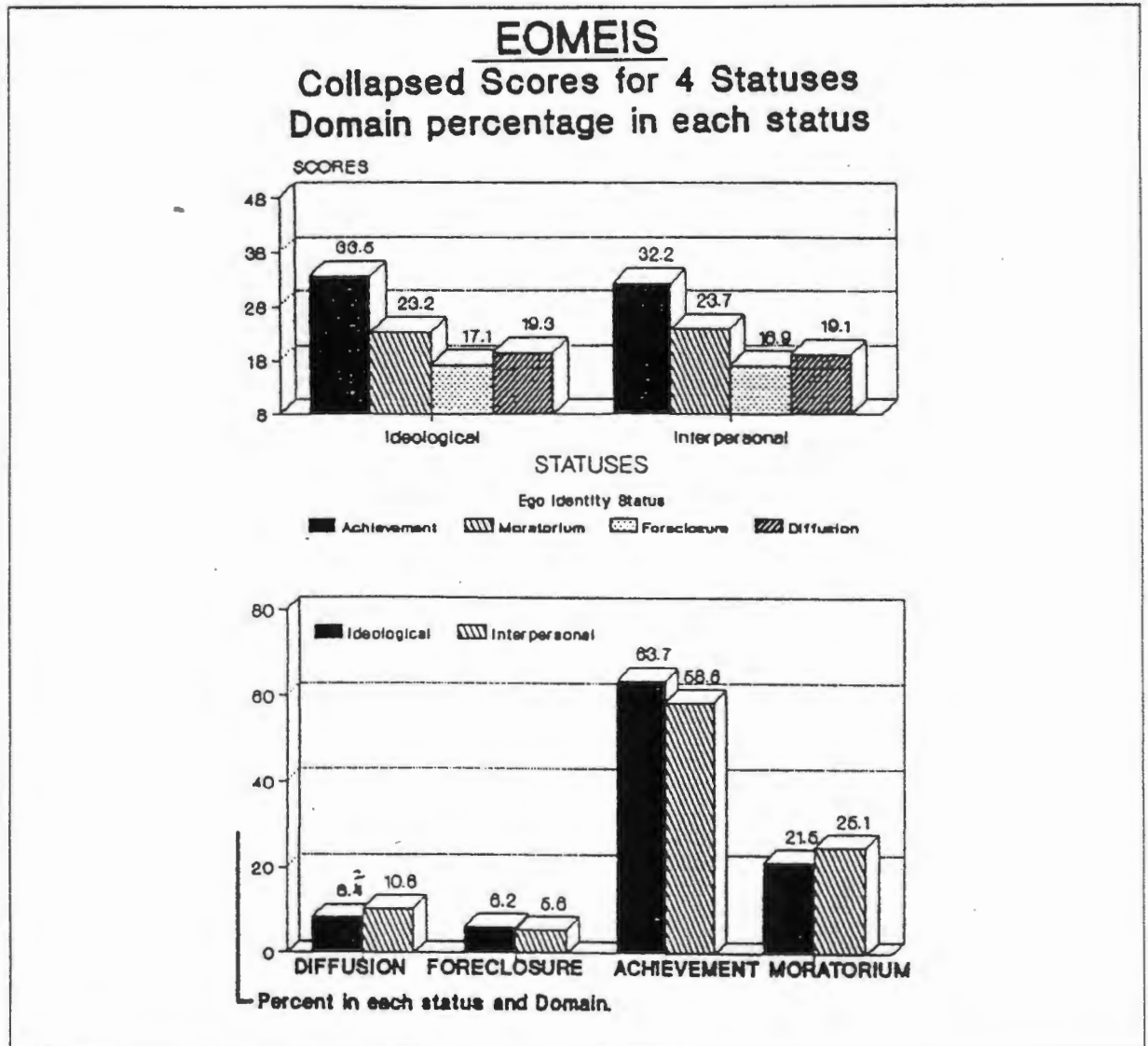
**STATUSES**

DOMAINS	Diffusion	Foreclosure	Achievement	Moratorium
Ideological	8.2	6.2	63.7	21.5
Interpersonal	10.6	5.6	58.6	25.1

The results of the analysis of the data indicate that the scores for the South African sample differ little from the scores reported by researchers in the United States of America. The table comparing the results of the two American studies and the current study is presented in Appendix D, which includes the details concerning component scales, their validity and reliability.

In Table 5.5 the Ego Identity Statuses for the entire sample are presented together with the percentage of student teachers found in each status for the Ideological and the Interpersonal items. Figure 5.3 is a graphical presentation of the same information.

FIG. 5.3



When the scores were collapsed into four discrete statuses, the data revealed that this particular sample significantly higher in the Achievement Status than in any other status. Ginsberg and Orlofsky (1981:298) have hypothesized that for females, (comprising 80% of this sample) foreclosure rather than moratorium resembles achievement " as an adaptive identity position". In other words, the high achievement scores obtained by females in this sample could be a reflection of foreclosure rather than of true achievement.

This possibility would imply that as a sample, they appear to have a Status of Achievement, with the Ideological domain 5.1% higher than the Interpersonal domain. The fairly large number of student teachers found in Achievement status may be misleading in that it may be a quasi-achievement related to social-psychological factors which will be discussed more fully in chapter six.

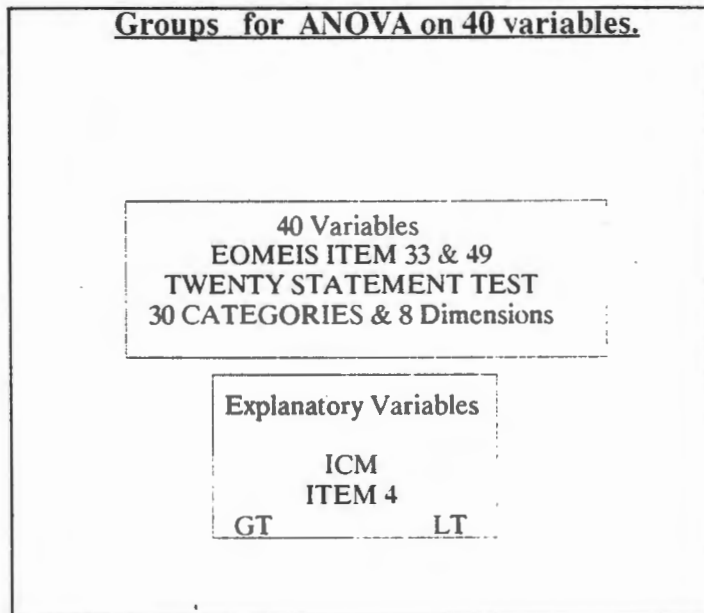
**5.1.4 Analysis.**

The results obtained for the measures of the three constructs of Identity, Identity Saliency and Ego Identity Status fell within the range of scores obtained by the original authors of the scales operationalised for this study. The (component) scales which provided the greatest degree of variation from the pattern observed by those authors were those of the Identity Centration Measures.

**Null Hypothesis One.**

That among the entire set of student teachers (N = 592) there will be no significant differences in the Identity scores and Occupation Achievement scores for the sub-groups GT (n = 351) & LE (n = 241) of student teachers defined by using the social psychological construct of Identity Saliency.

**Fig 5.4**



A simple statistical model was used to establish the refutation or confirmation of hypothesis one. The 8 dimensions of the TST, containing all 30 categories and the EOMEIS ( Items 33 and 49 ) were used as response variables. The explanatory indicator variable in this model was the ICM4. Item 4 was chosen from among the items in the ICM scales because claims to possessing the necessary personality traits for entering the role of a teacher is related to one of the central issues in teacher's identity.

Furthermore, this item had the highest mean score and a narrow standard deviation among the items in the scale. The correlation coefficient between the scores on Item 4 and Item 5 was .65, with Item 6 it was .34, and with Item 8 it was .41. These relatively high correlations allow for a degree of confidence in a strategy for using Item 4 as an indicator variable for the split of the sample into two groups (less or equal to 7, and greater than 7 ) labelled (LE) and (GT).

By using the ICM item 4 as an explanatory-indicator variable it was anticipated that there would be statistical differences between the sub-groups (LE & GT) in their scores in the response variables, TST 30 categories and the EOMEIS, items 33 and 49. The magnitudes of these differences were found to be significant and they are reported in [Table 5.6](#). The sensitivity of the constructs to Identity Saliency is demonstrated, and thus refutes the null hypothesis one.

Student Teachers in the GT sub-group, who rated highly their claims to possessing the necessary personality traits to enter the role of the teacher, also had higher mean scores for Occupation Achievement than the LE sub-group. The sub-group GT went on to rank more highly than the LE sub-group, the four Major Senses of Self.

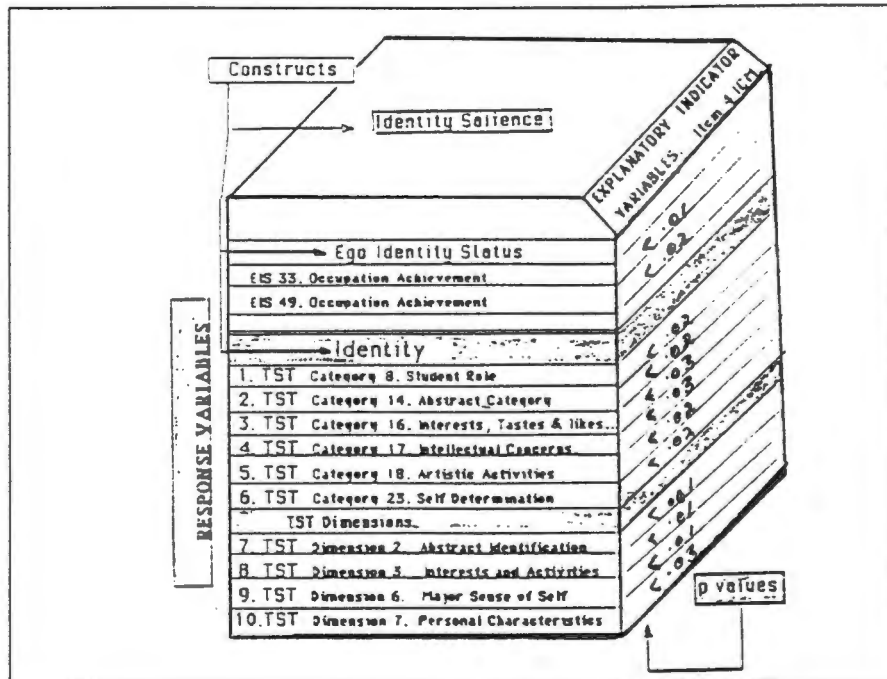
The evidence of interrelationships existing between the three constructs of Identity, Identity Saliency and Ego Identity Status, justifies further exploration of the scales in seeking to explore the construct Role Attachment.

The study yielded evidence of significant statistical interrelations among the three social psychological constructs in 12 of the 40 variables investigated.

The grouping of subjects for the bar charts was dependent on:

ICM Item 4: Group GT. students whose scores were above the mean score. Group LE. students whose scores were equal to or below the mean score. The numbers of students falling into each group were: LE N = 241; GE N = 351. The following diagram illustrates the sub-grouping for the ANOVA while [Table 5.6](#) summarises the important findings.

**TABLE 5.6 ANOVA**  
**Identity Salience groups.**



### 5.1.5 Summary of Section.

In this section of chapter 5 there was an examination of the separate properties of each of the scales operationalising the social psychological constructs. The Identity Profiles of the entire sample were presented reflecting both the percentages of student teachers mentioning a category at least once and a ranking score of the 30 categories in the TST.

The Identity Salience of the entire sample was presented and it showed particularly high mean scores on all eight items in the ICM scales. The possible presence of "naive optimism" in the scores in the ICM scale was considered. The percentages of students falling into the four Ego Identity Statuses for the sample were presented. These scales revealed that the sample scored moderately high in the Achievement Status, and that there were differences between the Interpersonal and Ideological Domains. A simple statistical model which explored some of the interrelationships between the three constructs was used in this study.

The use of ICM item 4 as an indicator-explanatory variable showed that there were significant differences between the corresponding two sub-groups of students in the TST and in the occupational achievement status items EIS33 and EIS49 scores, which were used as response variables within the model. Null hypothesis one was refuted.

## **5.2 ROLE ATTACHMENT.**

This section presents the data which explores whether Role Attachment surfaces in the self-report statements of the student teachers. It also presents the findings as to whether there are any statistically significant differences in measures of three constructs between those students who have indicated, as a "vocabulary of motive", their attachment to the role of teacher, and those who have not.

### **5.2.1 Analysis.**

The Twenty Statement Test is used to measure Role Attachment. The sample (N = 592) was split on category 7 Occupational Role. The rationale for this strategy is found in chapter 3. The split, using category 7 as an indicator variable created two groups that were labelled High Role Attachment Group, HRAG (N = 261: 44.8%) and the Non Role Attachment Group, NRAG (N = 331: 55.9%). Table 5.7, with the accompanying Figure 5.5 indicate the percentages of the sub-groups mentioning a category at least once.

Significantly different percentages are indicated. Both Zurcher (1983:232) and Mills (1940) have indicated that in self-conceptualised identities reflected in self-reporting, the "vocabulary of motive" plays a significant part in describing and conceptualising identity. These "vocabularies of motive" serve as an incentive, providing meaning for role attachments, commitments and enactments. This is especially pertinent when claiming attributes and abilities. There is a tendency to self-conceptualise one's identity by acting upon what is claimed.

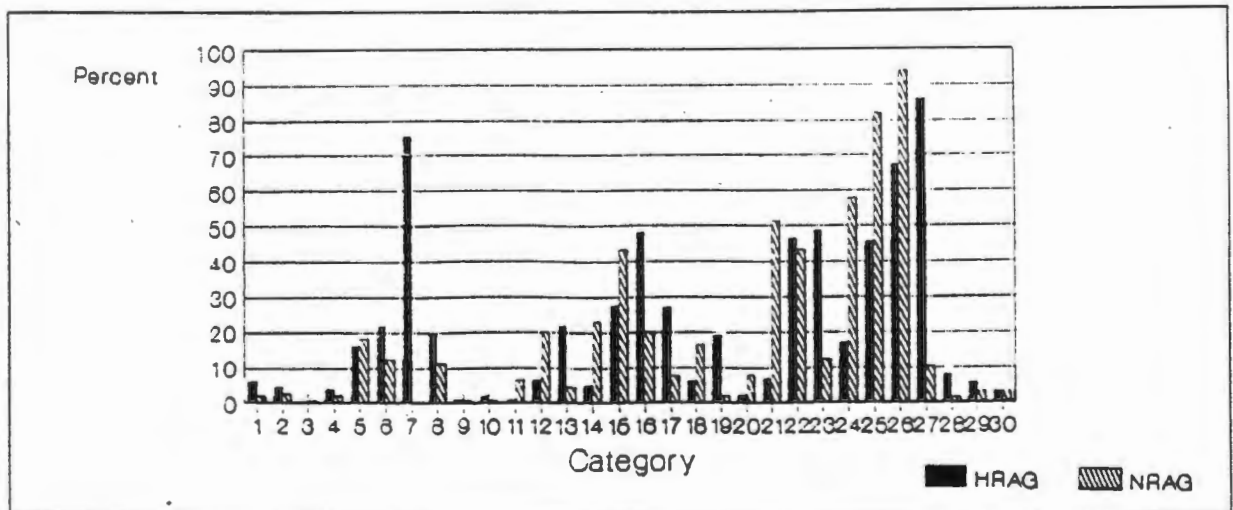
By focussing on Category 7 as a "vocabulary of motive" for student teachers, it was hypothesized that this category, conceptually close to the construct of identity, would be effective as an indicator variable in constituting the construct of role attachment. The question then arises: If the Vocabulary of Motive is present or absent, would its presence or absence influence the frequency of responses in the different self-identificatory categories of the TST among student teachers seeking to acquire the role of teacher ?

To answer this question the frequencies were analysed using Pearson's Chi-square. Statistically significant differences at p values .01 between the two sub-groups ( HRAG/NRAG) were found at Categories 1, 6, 8, 24, 25, 26, 27, 29; while p values .05 were found at category 17 (Table 5.7).

**Table 5.7 TST.**

HRAG/NRAG Percentages mentioning a category at least once.				
Category	Category Description	Frequency Percentages		Signi
		HRAG	NRAG	
1	Sex	6.1	1.8	< .01
2	Age	4.6	2.4	
3	Name	0.4	0.6	
4	Racial, national heritage	3.8	2.1	
5	Religious categorisation	16.1	18.4	
6	Kinship roles	21.8	12.4	< .01
7	Occupational role	75.5	0.0	
8	Student teacher role	19.9	11.2	< .01
9	Political affiliation	1.1	0.6	
10	Social status	1.9	0.6	
11	Territoriality,citizenship	0.8	0.6	
12	Actual group membership	6.5	6.6	
13	Existential,individuating	21.8	20.2	
14	Abstract category	5.0	4.8	
15	Ideological belief refers	27.6	23.0	
16	Judgements,tastes, likes	48.3	43.5	
17	Intellectual concerns	27.2	20.2	< .05
18	Artistic activities	6.1	7.6	
19	Other activities	19.2	16.3	
20	Possessions, resources	2.3	1.8	
21	Physical body image	6.9	7.9	
22	Competence	46.4	51.4	
23	Self-Determination	48.8	43.5	
24	Sense of Unity	16.9	12.1	< .01
25	Moral worth	45.6	58.0	< .01
26	Interpersonal style	67.4	82.2	< .01
27	Psychic style, personality	86.2	94.0	< .01
28	Judgements imputed to other	8.0	10.3	
29	Immediate situation refers	5.7	1.5	< .01
30	Uncodable responses	3.1	3.0	

**Fig 5.5**



Both groups ranked category 27 and category 26 first and second respectively. When category 7 is included in the comparison, it is unmentioned by the NRAG but it ranks third highest rank for the HRAG group. Category 25, Moral Worth is ranked third by the NRAG group instead, similar to its fifth ranking of fifth by the HRAG. The four Major Senses of Self feature as consistently for both groups with category 16, Interests and Activities, interposing itself between these categories and the first three ranks for the HRAG. This category was ranked fifth by the NRAG showing a consistent pattern of ranks for the two groups.

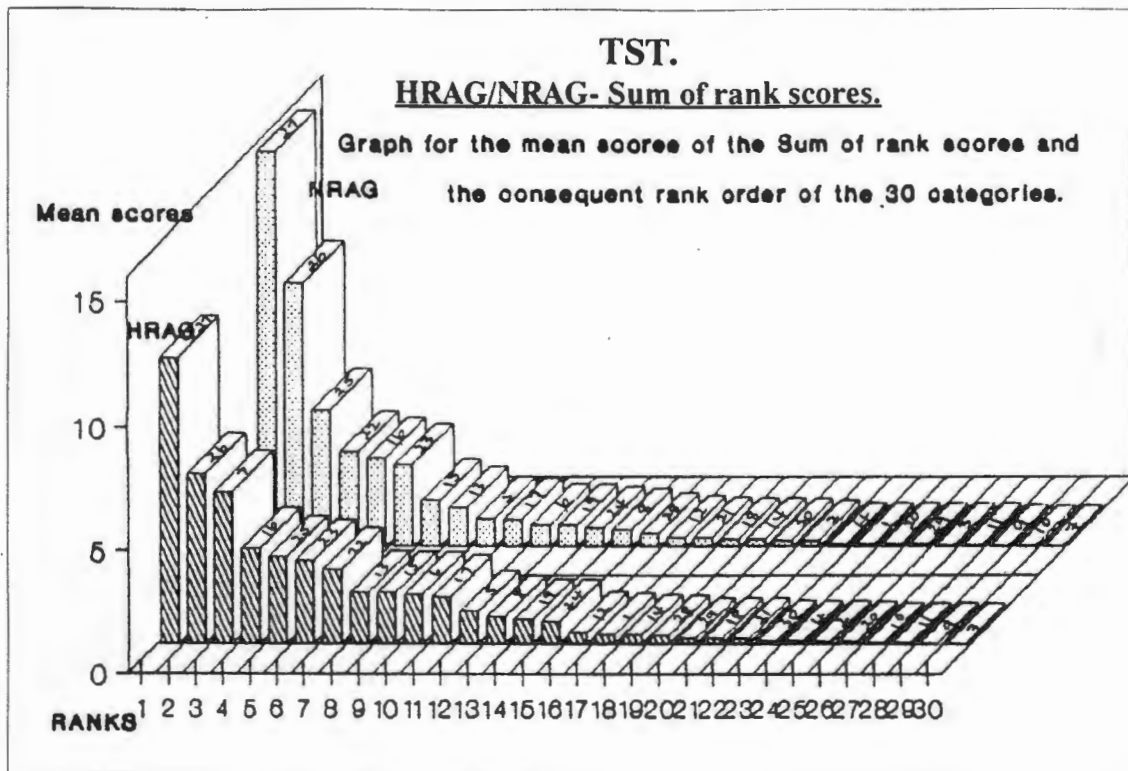
This consistency pattern in the mean sum of rank scores becomes more noticeable in a comparison where the ranked position of the categories for the first 10 places without category 7 is considered.

**Table 5.8 Twenty Statement Test.**

HRAG/NRAG Sum of Rank Scores.				
RANK	HRAG	CATEGORY	NRAG	CATEGORY
1.	11.59	27	15.78	27
2.	6.95	27	10.57	26
3.	6.24	7	5.55	25
4.	3.92	16	3.83	22
5.	3.59	25	3.58	16
6.**	3.44	23	3.31	23
7.	3.08	22	1.87	15
8.	2.16	13	1.59	13
9.	2.13	15	1.16	5
10.	2.07	6	1.14	17
11.	1.96	17	.87	6
12.	1.37	5	.86	19
13.	1.17	8	.76	24
14.	1.03	19	.69	8
15.	.98	24	.53	28
16.	.49	12	.39	12
17.**	.43	1	.38	21
18.	.41	14	.32	18
19.	.38	28	.31	18
20.	.26	29	.29	30
21.	.26	18	.27	2
22.	.25	21	.12	4
23.	.16	30	.10	1
24.	.15	4	.10	20
25.**	.14	2	.08	29
26.**	.11	20	.07	3
27.**	.08	10	.06	11
28.	.07	11	.03	9
29.*	.06	9	.02	10
30.	.01	3	.00	7

\*\* = p value < .01 \* = p value < .05

FIG 5.6

Null Hypothesis two.

That there will be no significant differences between the two sub-groups of all student teachers (High Role Attachment Group, HRAG and Non Role Attachment Group, NRAG) established by using TST category 7 (Occupational Role) as an indicator variable in:

A. Frequency distributions and mean sum of rank scores in Identity Profiles.

An analysis of variance of the scores for the two sub-groups showed that there were significant statistical differences between the priorities of the two groups. Categories 1, 6, 17, 25, 26, 27 were found to have differences generating p values .01, while their differences in scores on categories 8 and 29 had p values .05. Part A of null hypothesis two is thus rejected.

The establishment of the construct of Role Attachment within the identity profile configurations given in the TST of the sample of student teachers is confirmed. Statistically significant differences occurred in substantially more than 5% of the 30 categories in which the identity profiles are given as "vocabularies of motive".

These identity profiles reflect the configurations of the two sub-groups in which the role of teacher forms part of their identifications. The Identity profiles indicate the identifications which associate the self with the social role-identity being sought. The differences between the two sub-groups are found in both the attributional dimensions and in the categorical dimensions relating to roles and memberships.

### **5.2.2 Ego Identity Status and Role Attachment.**

With the establishment of the two sub-groups, the HRAG and NRAG, and having established that there were eight statistically significant differences between the identity profiles of those groups, the EOMEIS was operationalised in order to ascertain whether there were statistically significant differences between the percentages of students on this scale as well.

It was anticipated that, should student teachers be unattached to the role of the teacher in terms of their identity profiles as measured on the TST scales, then this same sub-group, the NRAG, would also score differently on the EOMEIS scales. It would be reasonable to hypothesize that the NRAG percentages in the Achievement Status would be somewhat lower than the HRAG, while their percentages in the Diffusion Status would be relatively higher. Thus we would anticipate higher percentages in the Diffusion Status of the NRAG and lower percentages to be in the Achievement Status.

Table 5.9 and Figure 5.7 show the percentages of students in the HRAG and the NRAG sub-groups distributed among for the four statuses within the Ideological and the Interpersonal Domains of the EOMEIS. In both the Achievement and the Diffusion statuses the percentages of student teachers in the groups differ, with the NRAG showing a higher percentage in the Diffusion status and a lower percentage in the Achievement Status, as expected.

The percentages obtained on the four sub-scales of the EOMEIS represent four discrete statuses established by transforming the transitional statuses. When the EOMEIS responses for the two HRAG/NRAG sub-groups were analysed there were statistically significant differences between the percentages allocated to the statuses.

**Table 5.9 EOMEIS: HRAG and NRAG.**

<b>Percentages in four Statuses and Two Domains</b>				
<b>IDEOLOGICAL DOMAINS</b>				
<b>GROUP</b>	<b>DIFFUSION</b>	<b>FORECLOSURE</b>	<b>ACHIEVEMENT</b>	<b>MORATORIUM</b>
<b>HRAG</b>	05.7	6.5	67.0	20.7
<b>NRAG</b>	11.2	5.7	60.4	22.7
<b>INTERPERSONAL DOMAINS.</b>				
<b>GROUP</b>	<b>DIFFUSION</b>	<b>FORECLOSURE</b>	<b>ACHIEVEMENT</b>	<b>MORATORIUM</b>
<b>HRAG</b>	07.7	6.1	61.7	24.5
<b>NRAG</b>	13.6	5.1	55.6	25.7

**Null Hypothesis Two.**

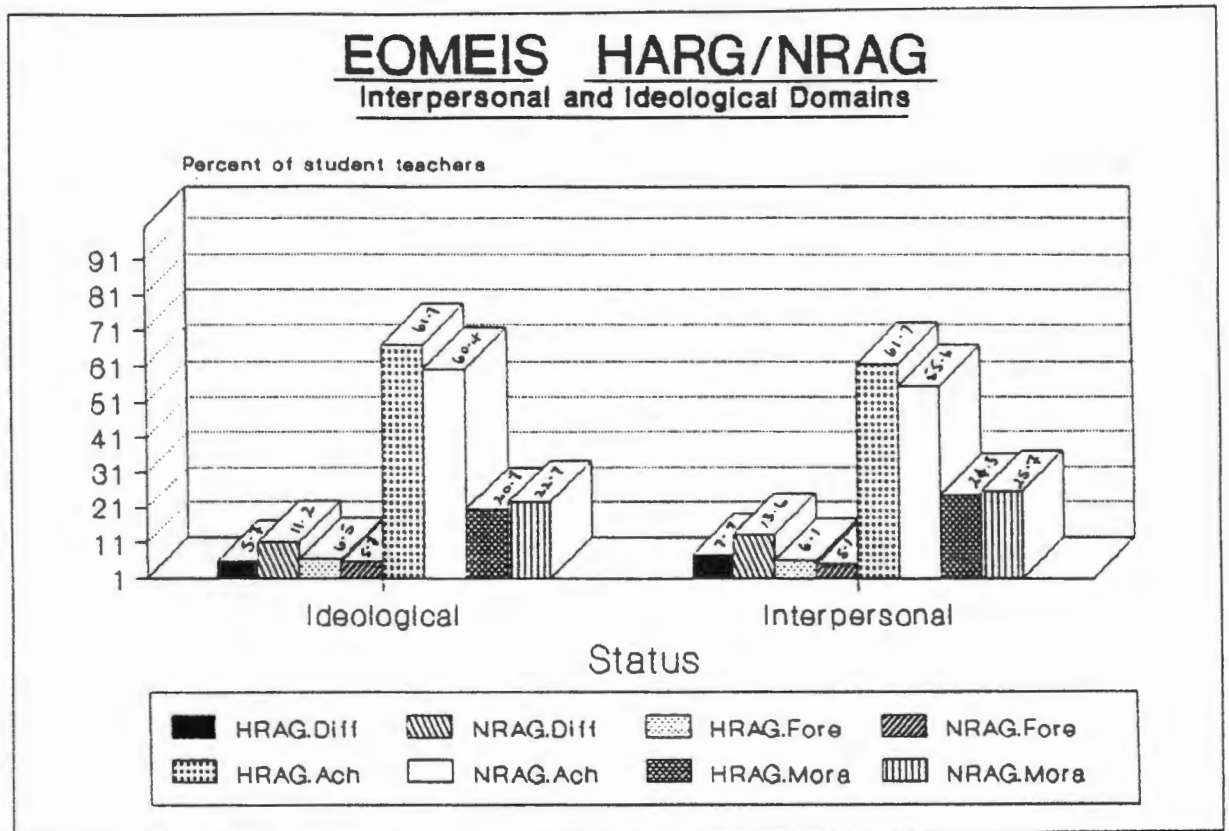
That there will be no significant differences between the two sub-groups of all student teachers established by using TST category 7 (Occupational Role ) as an indicator variable in:  
Percentages of subjects in four Ego Identity Statuses in both Interpersonal and Ideological domains.

For both Interpersonal and the Ideological Domains the percentage differences between the HRAG/NRAG groups for Diffusion status attained  $p < .01$ . The Null Hypothesis Two may thus be rejected.

The differences between the percentages of the two sub-groups show that there is a tendency for the NRAG sub-group to be higher on the Diffusion scale and lower on the Achievement scale. In both the Ideological and the Interpersonal domains of the EOMEIS, the diffusion status contained higher percentages of NRAG students. In each case they were double that of the HRAG percentages. By contrast, in both domains the percentage of student teachers in the HRAG was greater than the NRAG in the Achievement status. These relationships are displayed in [Table 5.9](#) and in [Figure 5.7](#).

The construct of Role Attachment appearing in the Identity Profiles of the student teachers is reflected in the construct of Ego Identity Status as well. The establishment of the construct will be examined further in the construct of Identity Salience in the section that follows.

FIG 5.7



### 5.2.3 Identity Salience and Role Attachment.

This final part of section 5.2 of this chapter examines the ICM scales in which Identity Salience is measured. The eight items each focussed on a strategic item related to Identity Salience, the most central of which were: claims to possessing the necessary personality characteristics to enter the role of the teacher; claims to having the ability to become a teacher; claims to making efforts to enter the role, and predicted chances of successfully achieving the role.

The sample was split into HRAG/NRAG sub-groups and ANOVA showed significant statistical differences between the two groups on two of the eight items.

**Table 5.10 ANOVA**

Role Attachment Groups.			
<b>Item 5: <u>One way Analysis of Variance.</u></b>			
	HRAG (n = 261)		NRAG (n = 331)
mean	7.7		7.5
variance	1.22		.29
<b>F = 4.56 p &lt; .01</b>			
<b>Item 6: <u>One way Analysis of Variance.</u></b>			
	HRAG		NRAG
mean	7.3		6.8
variance	1.71		1.8
<b>F = 17.54 p &lt; .01</b>			

It is important to indicate that the only two items to indicate significant statistical differences were the two items upon which Braun and Wicklund, (1986) focussed when establishing the connection between Effort and Ability with Identity.

The sub-group of student teachers (HRAG) who indicated an attachment to the role of the teacher in the TST, (in both their frequency scores and in their rank scores), went on to have higher percentages in Achievement Status in the measures of Ego Identity Status.

In measures of Identity Salience, their mean scores yielded evidence of statistically significant differences between their scores and those of the NRAG group in the central items ( effort and ability) relating to Identity Salience. The final sub-section of Null Hypothesis two ( for Identity Salience ), states

That there will be no significant differences between the HRAG/NRAG sub-groups of student teachers in  
C. Mean scores on measures of Identity Salience.

It is therefore refuted on the evidence of this sample, with significant differences occurring in Identity Profiles, and in Ego Identity Status measures, and in Identity Salience scales between the HRAG/NRAG.

There appears to be sufficient evidence for the establishment of the construct of Role Attachment. The construct will be applied as an indicator variable in the following two sections of this chapter to ascertain whether, as a construct, it is able to contribute toward the understanding of the concepts of socialisation and institutionalisation as they apply to student teachers.

#### **5.2.4 Summary of Section**

The construct of Role Attachment was explored in this section. The findings of the analysis of the data with category 7 (Occupational Role) used as an indicator variable for splitting the sample, showed that the two sub-groups (HRAG/NRAG) achieved significantly different mean scores on the TST Identity profiles and on the other two scales.

The different scoring patterns in the TST for the two sub-groups indicated a distinct tendency for the NRAG to be more focussed upon Personal Attributes, as distinct from Social Roles and Memberships. Larger percentages of NRAG were to be found in the Diffusion Status scores. In measures of each of the constructs there were significant statistical differences between the two sub-groups of student teachers, and null hypothesis two was refuted.

### 5.3 SOCIALISATION.

The null hypothesis three which is tested in this section consists of three parts. The first part deals with the construct Identity; the second part, the construct Ego Identity Status. The third part explores within a statistical model the interrelationships that may exist between the constructs operationalised.

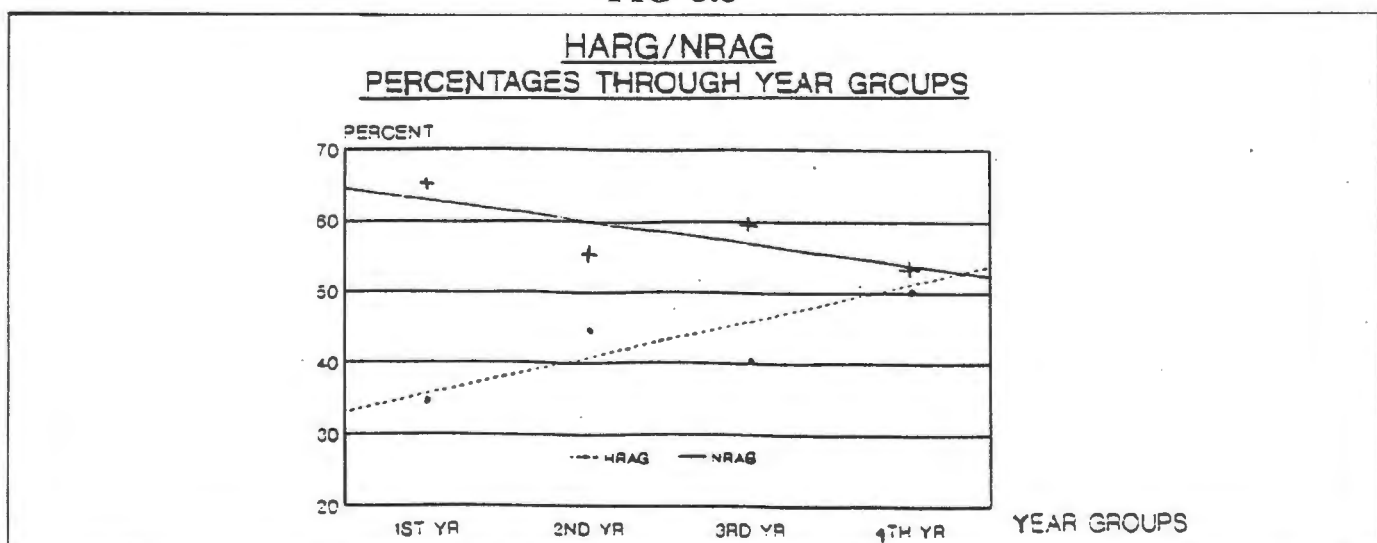
#### 5.3.1 TST: Sum of Rank Scores.

The HRAG/NRAG groups were located in year groups from first to fourth year. Table 5.11 shows the breakdown of sample. Figure 5.8 depicts the relationships between the different year groups.

**Table 5.11. HRAG and NRAG Percentages in Year Groups.**

Yr/Grp	R/Group	Number	% of Sample	% of YR.Group
1ST	HRAG	46	07.7	34.8
	NRAG	86	14.5	65.1
2ND	HRAG	55	09.2	44.7
	NRAG	68	11.4	55.2
3RD	HRAG	59	09.9	40.4
	NRAG	87	14.6	59.5
4TH	HRAG	99	16.7	53.5
	NRAG	92	15.5	47.5
TOTALS	592		100	

**FIG 5.8**



Of special note was the observation that the first year group had the highest percentage of the NRAG, with the second and third years next. Sampling errors adequately account for any marginal anomalies between the second and third year groups. These differences are explored further in the paragraphs which follow.

**Null hypothesis three.**

That among the four student teacher year groups and among the two role attachment groups HRAG and NRAG, there will be no statistically significant differences on measures of the following the four social psychological constructs: Identity and Ego Identity Status; and further that there will be no interaction of Identity Salience, year group and Role Attachment in their effect on these constructs.

An analysis of the responses to the Twenty Statement Test among the four year groups split by HRAG/NRAG resulted in the creation of eight sub-groups. These 8 sub-groups represent two groups reflecting Role Attachment at each year level as well as four levels of socialisation into the role of teacher. It would be reasonable to hypothesize that there would be differences among the year groups as to their internalisation of the role-identity of teacher.

The question is really one of degree. To what degree do the increasing years of training and socialisation reflect a growing sense of role attachment? Stated differently, is the degree of role attachment consistent with the increasing years of training and possible years of socialisation?

The question is not simple to answer. It can be argued that with the approach of the moment of a formal contractual commitment to the role, there may occur an increase in role attachment. On the other hand, it may well be that, with the realisation of having to appropriate a role which society has clearly defined, a role which is accompanied with relatively fixed expectations, there may occur a loss of attachment (see paragraph 2.1.7).

Table 5.12 presents an illustration of the complexity found in the analysis for the present sample. Using Pearson Chi-square for differences in proportions (percentages), five of the 30 categories in the TST revealed statistically significant differences amongst the eight sub-groups, with  $p$  values  $< .01$ . In three other categories there were also significant differences but with  $p < .05$ .

With the establishment of the construct of Role Attachment within the identity profiles of the student teachers, the TST categories can be further analysed for indications of the degree to which Role Attachment can be seen to be operating within the different year groups.

**Table 5.12 TST.**

<b>HRAG and NRAG</b>								
Percentages within year groups mentioning a category at least once.								
	1st year		2nd year		3rd year		4th year	
	NRAG	HRAG	NRAG	HRAG	NRAG	HRAG	NRAG	HRAG
1.	0.0	4.3	0.0	1.8	2.3	8.5	3.4	7.1***
2.	1.2	8.5	2.9	1.8	1.1	3.4	4.6	5.1
3.	0.0	0.0	1.5	0.0	1.1	0.0	0.0	0.0
4.	1.2	0.0	2.9	3.6	3.4	3.4	1.1	6.1
5.	16.7	21.3	17.6	16.4	25.3	13.6	14.9	15.3
6.	9.5	21.3	14.7	9.1	11.5	22.0	14.9	29.6***
7.	0.0	83.0	0.0	74.0	0.0	74.6	0.0	73.5
8.	8.3	17.0	13.2	12.7	11.5	20.3	12.6	25.5
9.	0.0	0.0	0.0	1.8	1.8	1.7	1.1	1.0
10.	1.2	2.1	0.0	1.8	1.1	0.0	0.0	3.1
11.	1.2	4.3	0.0	0.0	0.0	0.0	1.1	0.0
12.	7.1	12.5	8.8	1.8	5.7	10.2	5.7	4.1
13.	15.5	12.8	16.2	30.9	28.7	3.7	18.4	20.4
14.	2.4	2.1	8.8	5.5	3.4	1.7	5.7	7.1
15.	14.3	17.7	22.1	18.2	21.8	20.3	32.2	36.7**
16.	38.1	42.6	47.1	47.3	40.2	49.2	50.6	51.0***
17.	15.5	29.8	14.7	12.7	29.9	23.7	20.7	35.7
18.	3.6	4.3	11.8	5.5	6.9	3.4	8.0	9.2
19.	9.5	19.1	17.6	20.0	16.1	16.9	21.8	19.4
20.	1.2	2.1	2.9	1.8	2.3	1.7	1.1	3.1
21.	1.7	8.5	4.4	9.1	8.0	6.8	8.0	5.1
22.	51.2	48.9	51.5	50.9	56.3	47.5	47.1	41.8
23.	42.9	44.7	39.7	50.9	47.1	44.1	44.8	41.8
24.	15.5	23.4	11.8	12.7	9.2	22.0	10.3	13.3
25.	6.7	36.2	52.9	47.3	55.2	52.5	62.1	44.9
26.	86.9	78.7	88.2	76.4	80.5	71.2	74.7	54.1***
27.	91.7	80.9	91.2	85.5	96.6	88.1	96.6	87.8***
28.	13.1	10.6	11.8	5.5	4.6	10.2	11.5	7.1
29.	2.4	6.4	0.0	0.0	1.1	5.1	2.3	8.2**
30.	4.8	4.3	1.5	1.8	1.1	6.8	3.4	1.0

\* p <.05                      \*\* P <.02                      \*\*\* p <.01

The categories in which significant statistical differences appeared were related to the constructs of Identity and Role Attachment. Two of the categories are social locators and the rest are attributional and serve as self-identification relative to self-conceptualisations. The statistical differences occurring among the year groups within these two related areas of identity were significant with  $p < 0.01$ . The categories referred to in Table 5.12 are described below: 1. Gender. 6. Kinship Roles. 16. Interests and Activities. 26. Interpersonal Style. 27. Psychic Style, Personality. A more complete analysis of these results is given in chapter 6. Category 15, Ideological belief references, and category 29, Immediate situational references, indicate significant statistical differences with  $p$  values  $< .02$ , while Category 8, Student Teacher Role, had differences measured at  $p < .05$ .

### **5.3.2 Ego Identity Status and Role Attachment.**

Table 5.13 records the percentage of students, divided into the HRAG/NRAG sub-groups and in their respective year groups, located in the four statuses on the Interpersonal and the Ideological Domains of EOMEIS.

An unusual feature of the Diffusion Status results is that, in each year group, the NRAG students generally have a larger percentage of their number in the diffusion status. This pattern is broken in the second year group, where the HRAG have a larger percentage of their number in the Diffusion Status in both Domains.

This pattern may be the effect of student teachers' socialisation. The initial expectations of the role requirements may undergo a period of adjustment which manifests itself in a greater degree of identity diffusion.

**Table 5.13 Ego Identity Status. Percentages for HRAG/NRAG by Year Groups.**

<b>IDEOLOGICAL DOMAIN.</b>				
<b>YrGroup</b>	<b>Diffusion</b>	<b>Foreclosure</b>	<b>Achievement</b>	<b>Moratorium</b>
<b>1 HRAG</b>	2.1	10.6	61.7	25.5
<b>1 NRAG</b>	10.7	6.0	58.3	25.0
<b>2 HRAG</b>	12.7	9.1	58.2	20.0
<b>2 NRAG</b>	7.4	17.6	54.4	20.6
<b>3 HRAG</b>	3.4	6.8	61.0	28.8
<b>3 NRAG</b>	16.1	1.1	62.1	20.7
<b>4 HRAG</b>	5.1	3.1	77.6	14.3
<b>4 NRAG</b>	9.2	1.1	65.5	42.1
<b>INTERPERSONAL DOMAIN.</b>				
<b>YrGroup</b>	<b>Diffusion</b>	<b>Foreclosure</b>	<b>Achievement</b>	<b>Moratorium</b>
<b>1 HRAG</b>	4.3	10.6	59.6	25.5
<b>1 NRAG</b>	14.3	4.8	56.0	25.0
<b>2 HRAG</b>	16.4	7.3	52.7	23.6
<b>2 NRAG</b>	10.3	16.2	50.0	23.5
<b>3 HRAG</b>	3.4	6.8	57.6	32.2
<b>3 NRAG</b>	18.4	1.1	56.3	24.1
<b>4 HRAG</b>	7.1	3.1	69.4	20.4
<b>4 NRAG</b>	10.3	1.1	58.6	29.9

Another unusual feature is found in the Foreclosure Status. In each case, for both Ideological and Interpersonal Domains, the HRAG students across all the year groups, (except for the 2nd Year group), had a higher percentage of their number in the Foreclosure Status. Thus, with lower percentages in the Foreclosure Status and higher percentages in the Diffusion Status we may tentatively conclude that the sample's second years as a group exhibit a tendency to fall more within the Diffusion Status in both domains.

The high percentage of the third and the fourth year NRAG students found in the Diffusion Status would account for the NRAG groups showing remarkably few of their numbers in the Foreclosure Status within both the Interpersonal and the Ideological Domains.

In the Ideological Domain, the Moratorium Status was not without its interesting feature. The NRAG students had 42% of their fourth year group within this status. Another observed difference in this status was in the third year group in which there was an 8% difference between the NRAG and HRAG.

To test Null Hypothesis Three, an Analysis of Variance showed that there were significant statistical differences in the following domains between the year groups and between the HRAG and the NRAG.

Ideological: Foreclosure.  $p < .01$  between year groups.

Ideological: Moratorium.  $p < .01$  between year groups.

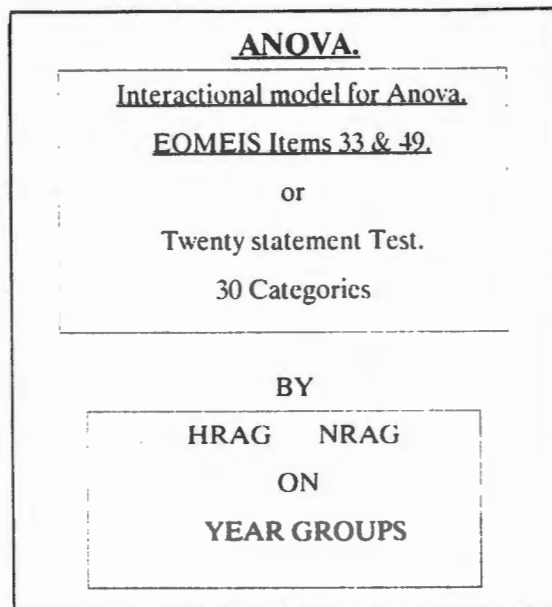
Interpersonal: Foreclosure.  $p < .01$  between year groups.

Interpersonal: Achievement.  $p < .03$  between HRAG and NRAG.

The statistically significant differences between the HRAG/NRAG ( of category 7 in the TST), reappears in the differences in their EOMEIS scores. These differences, which represent half of the sub-scales in the EOMEIS, lend support for the conceptualisation of the construct of Role Attachment and the refutation of null hypothesis three.

### 5.3.3 Analysis.

**Figure 5.9**



### Null Hypothesis Three.

That among the four student teacher (n = 592) year groups and among the two role attachment groups HRAG/NRAG there will be no statistically significant differences on measures of the following social psychological constructs: Identity and Ego Identity Status and there will be no interaction of Identity Salience, Year Group and Role Attachment in their effect on these constructs.

### Year groups: Sum of Rank Scores.

The strategy used in the ANOVA of the mean sum of rank scores for the year groups, was to focus on the differences between the four Year Groups and between the two NRAG/HRAG groups with allowance for any statistical interaction among these grouped variables.

Category 6, Kinship Roles and category 26, Interpersonal Style, showed a consistency in differences between the sum of the rank scores among the four year groups and the HRAG/NRAG. Figure 5.9 indicates the variables and constructs used in the interactional study while Table 4.14 shows the categories which had significant statistical differences between the year groups and within the HRAG/NRAG split.

**Table 5.14**

<b>Analysis of Variance:</b>			
<b>Sum of Rank Scores: Twenty Statement Test.</b>			
<b>Interactional Model:</b>			
<b>Independent Variable: TST Category.</b>			
<b>FACTORS : HRAG/NRAG. Year Groups</b>			
Category	Category description	p-value	
		HRAG/NRAG	Yr.Grp
Category 1	Gender.	p < .01	p < .06
Category 6	Kinship Role	p < .03	p < .00
Category 8	Student Teacher Role.	p < .07	
Category 13	Existential, Individuating	p < .03	p < .03
Category 17	Intellectual Concerns	p < .01	
Category 25	Moral Worth.	p < .01	
Category 26	Interpersonal Style.	p < .01	p < .01
Category 27	Psychic Style, Personality	p < .0	

A further observation concerning the analysis of the Sum of the Ranks between the four year groups, is that Category 13, Existential Individuating, showed a statistically significant interaction at  $p < .03$  between the year groups and the HRAG/NRAG.

The mean scores of HRAG within the year groups for categories 1, 6 and 8 (mostly categorical), were higher than those of the NRAG. The reverse situation was found in categories 25, 26, and 27 which are mostly attributional.

From a preliminary observation of the data it would appear that the students in the NRAG sub-group were consistently more disposed to report personal attributes in their identity profiles, while in the HRAG sub-group the tendency was less pronounced. The students in the HRAG seemed to be more inclined to locate themselves in their social identity. This difference between the attributional and the categorical is increasingly extended among the year groups, and it was more pronounced among the first year of the NRAG sub-group. There appears to be a strong relationship between Role Attachment and socialisation among student teachers and this will be explored statistically within the interactional model in Table 5.15. Null Hypothesis three is thus refuted.

To examine in greater detail the interrelationships between the constructs of Identity, Ego Identity Status, Identity Salience and Role Attachment into which the concept of socialisation is reflected, a statistical model is used repeatedly.

#### **5.3.4 Statistical Model**

##### **Response variables and indicator variables.**

To be able to measure the degree to which one construct is related to any other construct operationalised in this study, two of the scales are used as response variables, while the other variables serve as explanatory indicator variables.

##### **Response Variables:**

1. Twenty Statement Test: 30 Categories.
2. EOMEIS. EIS33 and EIS49. Item 33 reads:

*"It took me a while to figure it out, but I really know what I want for a career."*

Item 49 reads:

*"It took me a long time to decide but now I know for sure what direction to go in for a career."*

##### **Explanatory Indicator Variables:**

1. ICM. GT (n = 351) and LE (n = 241).The item is worded;

*"Do you think you have the necessary personality characteristics to enter the role of the teacher?"*

2. Response Variables: Four Year Groups .

Table 5.15 indicates the results of the study of interactions between the scales which operationalise the different constructs.

**Table 5.15 ANOVA**

**Identity Salience, Role Attachment and Socialisation.**

Statistically significant differences in Identity and Occupation Achievement Scores between student teachers separated into:-

1. sub-groups BT and LE on the basis of their mean scores on Item 4 of the ICM4
2. sub-groups HRAG/NRAG by four year groups.

Response Variables	EXPLANATORY INDICATOR VARIABLES		
	Item 4 ICM4	HRAG/NRAG	Year groups
CONCEPTS			
Identity Salience	<.01	<.01	<.01
Role attachment	<.01	<.01	<.01
Socialisation	<.01	<.01	<.01
Ego Identity Status	<.01	<.01	<.01
(B) 33. Occupation Achievement	<.01	<.01	<.01
(B) 49. Occupation Achievement	<.01	<.01	<.01
Identity	<.01	<.01	<.01
1. TST Category 1. Sex	<.01	<.01	<.01
2. TST Category 6. Eminent Role	<.01	<.01	<.01
3. TST Category 8. Student Role	<.01	<.01	<.01
4. TST Category 14. Abstract Identification	<.01	<.01	<.01
5. TST Category 16. Interests, Tastes, Likes	<.01	<.01	<.01
6. TST Category 17. Intellectual Concerns	<.01	<.01	<.01
7. TST Category 22. Competence	<.01	<.01	<.01
8. TST Category 25. Moral Worth	<.01	<.01	<.01
9. TST Category 26. Interpersonal Style	<.01	<.01	<.01
10. TST Category 27. Psychic Style, Personality	<.01	<.01	<.01

**5.3.5 Summary of Section.**

Null hypothesis three was related to the question of Role Attachment and student teacher socialisation into the role of teacher. It was found that the scales were able to measure statistically significant differences between the HRAG/NRAG sub-groups and among the four year groups. A reasonable deduction was made that the internalisation of the role of teacher may be experienced differently for student teachers who are advancing from first to fourth year. It also appeared that the process of socialisation does affect the levels of Ego Identity Status attained by the student teachers in different year groups.

The statistical model used to indicate the interrelationships between the constructs indicated found no statistically significant evidence of interaction of the explanatory variables. However, the establishment of significant differences between the HRAG/NRAG sub-groups for several response variables, null hypothesis three is refuted. The absence of interactions implies that these differences are consistent across the year groups. Similarly the null hypothesis is rejected for ICM4 sub-groups which are consistent over the different year levels.

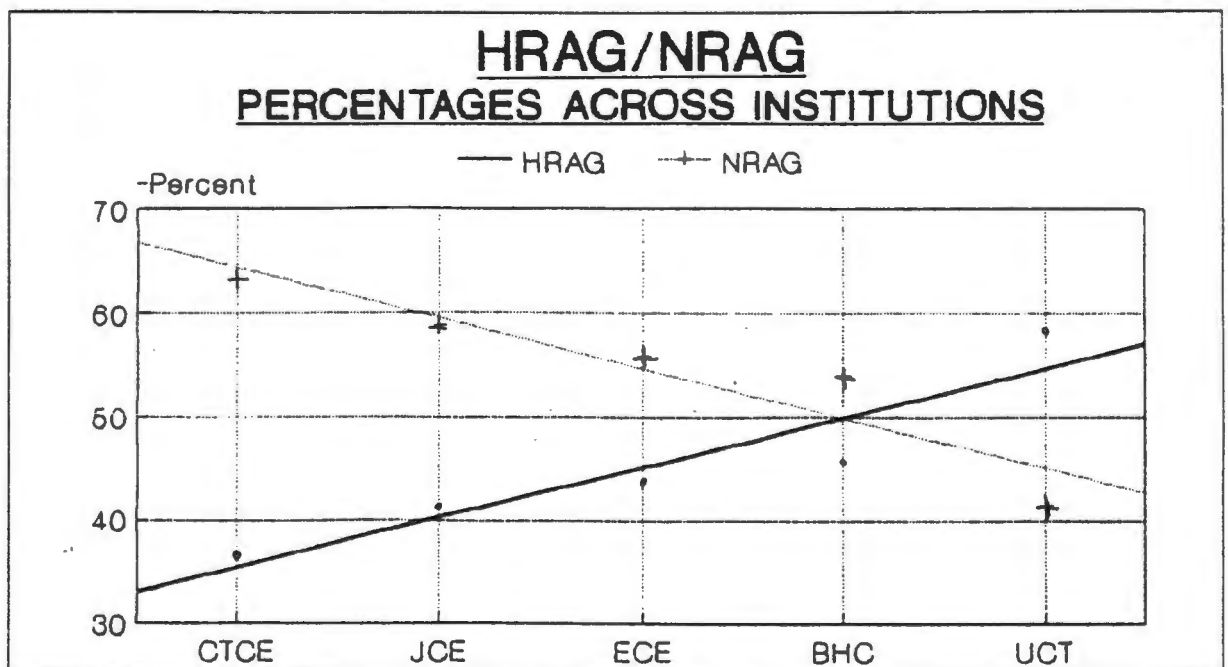
#### 5.4 Institutionalisation.

Null hypothesis four which is tested in this section consists of two parts. The first part deals with the construct Ego Identity Status while the second part explores within a statistical model the interrelationships that may exist between the constructs operationalised. The HRAG and the NRAG students among the Institutions participating in this study are presented in [Table 5.16](#).

**TABLE 5.16 Institutions: HRAG & NRAG percentages.**

Institution	group	number	% of sample	% of Inst.sample
CTCE	HRAG	60	10.0	36.6
	NRAG	96	16.1	63.3
JCE	HRAG	63	10.5	41.0
	NRAG	92	15.4	58.9
ECE	HRAG	62	10.3	43.9
	NRAG	79	13.2	56.0
BHC	HRAG	29	4.7	45.8
	NRAG	34	5.6	54.1
UCT	HRAG	45	7.5	58.4
	NRAG	32	6.4	41.5

**Fig 5.10**



#### **5.4.1 Ego Identity Status and Role Attachment.**

The most observable feature to emerge from Table 5.16 and Fig 5.10, is that the largest percentage of the NRAG students was found at Cape Town College of Education and greatest percentage students HRAG was found at the University of Cape Town. The graph for apparent trend shows the relationship most clearly.

#### **Null Hypothesis Four.**

That among the student teachers within each of the five institutions and between the two role attachment groups HRAG/NRAG, there will be no statistically significant differences in measures of the social psychological construct Ego Identity Status; and there will be no interaction of Identity Salience, Institution and Role Attachment in their effect on the construct of Ego Identity Status and on the construct Identity.

The process that was applied to measuring the Ego Identity Status of the four different year groups was applied to the five different Institutions as well. The routines of institutionalisation would appear to be different within the processes and structures of the different institutions and these could be reflected in the variations of responses to the different scales, and specifically, the measurement of Ego Identity Status.

As most of the students are from middle class homes and white secondary schools and are of a similar age range, it was anticipated that the Ego Identity Status would not be significantly different between the student teachers in this sample.

Table 5.17 displays the percentages of student teachers for the different Institutions for the Interpersonal and Ideological Domains for the EOMEIS. Null hypothesis four for the EOMEIS responses is rejected. The following significant statistical differences were found in three of the eight domains measured, between the HRAG and the NRAG and between the five different institutions as well.

**Ideological : Diffusion.p < .01Between Institutions.**

Diffusion.p < .01Between HRAG/NRAG.

Moratorium.p < .01Between Institutions.

**Interpersonal : Diffusion.p < .02Between HRAG/NRAG..**

**Table 5.17.**

**Ego Identity Status: percentages of student teachers  
for Five Institutions.**

**IDENTITY STATUS SCORES.**

**IDEOLOGICAL DOMAINS.**

INST	Role Attachment GROUP	DIFFUSION	FORECLOSURE	ACHIEVEMENT	MORATORIUM
CTCE	HRAG	1.7	5.0	75.0	18.3
	NRAG	5.2	6.3	66.7	21.9
JCE	HRAG	6.3	7.8	60.9	25.0
	NRAG	18.7	6.6	54.9	19.8
ECE	HRAG	11.3	8.1	58.1	22.6
	NRAG	13.9	6.3	57.0	22.8
BHC	HRAG	3.3	6.7	66.7	23.3
	NRAG	3.0	6.1	63.6	27.3
UCT	HRAG	4.4	4.4	77.8	13.3
	NRAG	9.4	0.0	62.5	28.1
<b>INTERPERSONAL DOMAINS.</b>					
INST	Role Attachment GROUP	DIFFUSION	FORECLOSURE	ACHIEVEMENT	MORATORIUM
CTCE	HRAG	5.0	3.3	65.0	26.7
	NRAG	5.2	6.3	64.6	24.0
JCE	HRAG	7.8	7.8	59.9	25.0
	NRAG	23.1	4.4	51.6	20.9
ECE	HRAG	14.5	8.1	53.2	24.2
	NRAG	17.7	6.3	46.8	29.0
BHC	HRAG	3.3	6.7	63.3	26.7
	NRAG	3.0	6.1	57.6	33.3
UCT	HRAG	4.4	4.4	71.1	13.3
	NRAG	12.5	0.0	59.4	20.0

## **5.4.2 Interaction study.**

### **Null Hypothesis 4.**

That among the student teachers within each of the five institutions and between the two role attachment groups HRAG and NRAG, there will be no statistically significant differences in measures of the social psychological construct Ego Identity Status; and there will be no interaction of Identity Salience, Institution and Role Attachment in their effect on the construct of Ego Identity Status and on the construct Identity.

Institutions each seem to have their own traditional processes for introducing individuals to their future roles. These may enhance the role attachment or these may ultimately defeat the very purposes for which the institutions exist.

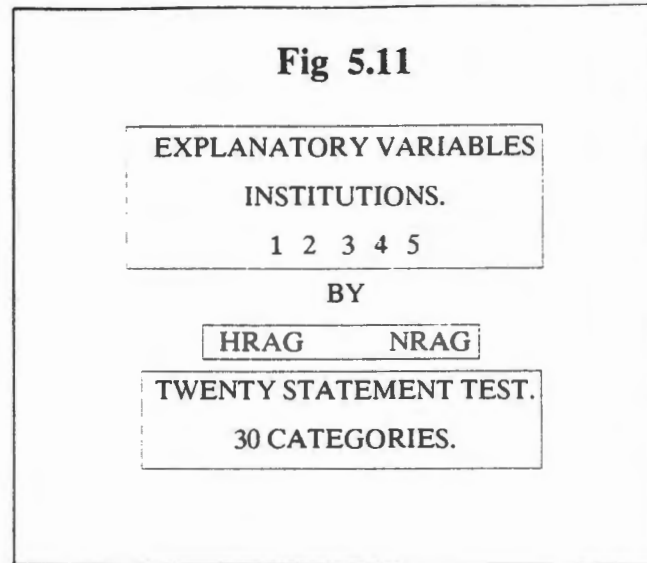
### **5.4.3 Analysis.**

Institutions are inclined not to respond quickly to change and, in some instances, they may tend to continue to support structures and processes which no longer meet the needs of its clientele (Gray, 1983; Sarason, 1982; Meighan, 1981). Role Attachment may not be able to survive an institution's processes. On the other hand, institutions may enhance Role Attachment with a growing sense of responsibility in commitment.

In the following analysis of the data, no one Institution represented in the sample is singled out as being either effective or ineffective in its approach to an unfolding of Role Attachment. That individuals seek both to realise identities within institutions and to acquire roles through processes which are institutionalised, is the concern of others in positions of authority and their sensitivity to this issue.

In obtaining an analysis of variance for the mean Sum of Ranks scores, the computer program was designed to create a two-way analysis so that it would be possible to see if there were any statistically significant differences in a given TST category score, between the different institutions and between the HRAG/NRAG sub-groups, and if there were any interactions between those factors (indicator variables).

Figure 5.11 shows the variables used in the study. Table 5.18 presents the TST categories which proved to be ranked significantly differently by student teachers among the five institutions or by HRAG/NRAG sub-groups. Differences with a p-value less than .05 have been ignored.



**Table 5.18 P-Values for Institutions by Role Attachment.**

Category	Institutions	HRAG/NRAG	Interaction
1.	< .04	< .02	
5.	< .01		
6.	< .01	< .01	< .04
8.	< .05		
14.	< .01		< .02
23.	< .01		
24.	< .02		
25.	< .01	< .01	
26.	< .01	< .01	
27.	< .01	< .01	
29.		< .01	< .02

An examination of Table 5.18 shows that differences between institutions occurred in virtually the same categories as differences were observed in a previous table for year groups (Table 5.15). These categories also exhibit significant differences between the HRAG/NRAG sub-groups.

The ANOVA showed that one third of the response variables of the 30 within the TST yielded statistically significant differences between the scores for the different Institutions participating in this study.

One sixth of the categories indicated significant statistical differences between the HRAG and the NRAG within these Institutions. Furthermore, three of the categories showed an interaction of the two factors, Institution and Role Attachment in their effect on the TST rank sums.

The method used to investigate the interrelationships between the constructs operationalised in this study in association with the existing year groups, is here employed to examine the existence of interactions between the HRAG/NRAG sub-groups and the Institutional factors on the TST responses. In Table 5.19 we note the two responses in which interaction appeared, Religious Categorisation and Abstract Identification.

An examination of Table 5.19 indicates that out of the thirty two response variables analysed, 25% of these showed significant statistical differences between the five different institutions. Null hypothesis four is thus refuted.

**TABLE 5.19 ANOVA**  
**Identity Salience, Role Attachment and Institutionalisation**

**Statistically significant differences in Identity and Occupation Achievement Scores between student teachers separated into:-** 1. sub-groups GT and LE on the basis of their mean scores on item 4 of the ICM 2. sub-groups HRAG\NRAG by five Institutions.

RESPONSE VARIABLES	EXPLANATORY/INDICATOR VARIABLES			
	Concepts	Item 4 ICM	HRAG\NRAG	Five Institutions
→ Ego Identity Status				
ES 33. Occupation Achievement		<.01	<.02	<.01
ES 49. Occupation Achievement		<.03	<.01	<.01
→ Identity				
1. TST Category 1. Sex			<.07	<.01
2. TST Category 5. Religious Categorisation.	<.04		<.01	<.01
3. TST Category 6. Knobby Roles	<.04			<.05
4. TST Category 8. Student Role	<.04			<.01
5. TST Category 14. Abstract Identification	<.04			<.01
6. TST Category 16. Interests, Tastes & Hobs.	<.04			<.01
7. TST Category 17. Intellectual Concerns.	<.05		<.01	<.01
8. TST Category 18. Artistic Activities			<.01	<.01
9. TST Category 19. Other Activities			<.01	<.01
10. TST Category 23. Self Determination.			<.01	<.01
11. TST Category 24. Sense of Unity.			<.01	<.01
12. TST Category 25. Moral Worth.			<.01	<.01
13. TST Category 26. Interpersonal Style				
14. TST Category 27. Psychic Style, Personality				

#### **5.4.4 Summary of Section.**

Data analysis showed that Role Attachment, as a construct, was possibly being mediated through the process of institutionalisation. The results among the five institutions, and between the HRAG/NRAG sub-groups indicated significant differences. These differences extended to measures in Ego Identity Status, Identity Salience and Role Attachment.

The interaction model depicted in table 5.19 indicated interaction of Role Attachment and Institution factors in two response variables. Null Hypothesis four was refuted.

## **5.5 Interrelationships.**

### **5.5.1 Identity Salience and Role Attachment.**

Identity theory, as defined by Stryker and Serpe (1982), points to a close connection between the concepts of role and identity. They indicate that an identity can be accessed or heightened by evoking a role. Roles seem to be more definitive in terms of action and interaction, while identity seems more reflective of what the person derives from the interaction as a self-defining function.

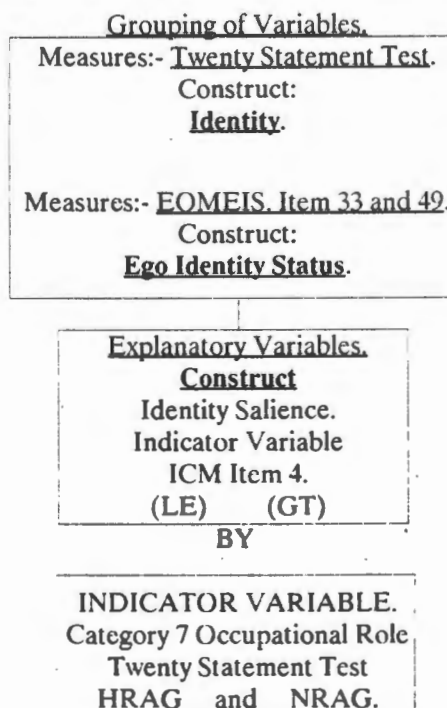
The levels of statistical interaction in the results which are given below, show just how closely these constellations of constructs are associated to each other. It also reveals the ability of one construct to reflect another.

A relationship between the construct of Role Attachment and Identity Salience has been established suggesting further exploration. In terms of Identity theory, the establishment of the construct Role Attachment may serve as delineating that deeper sense of "commitment" mentioned earlier in chapter 2. The notion of also gives Goffman's (1963) conceptualisation of the Attachment/Commitment a sense of appropriateness within the education context.

### **5.5.2 Analysis.**

**Figure 5.12**

#### **INVESTIGATION OF CONSTRUCT INTERRELATION:**



### Null Hypothesis Five.

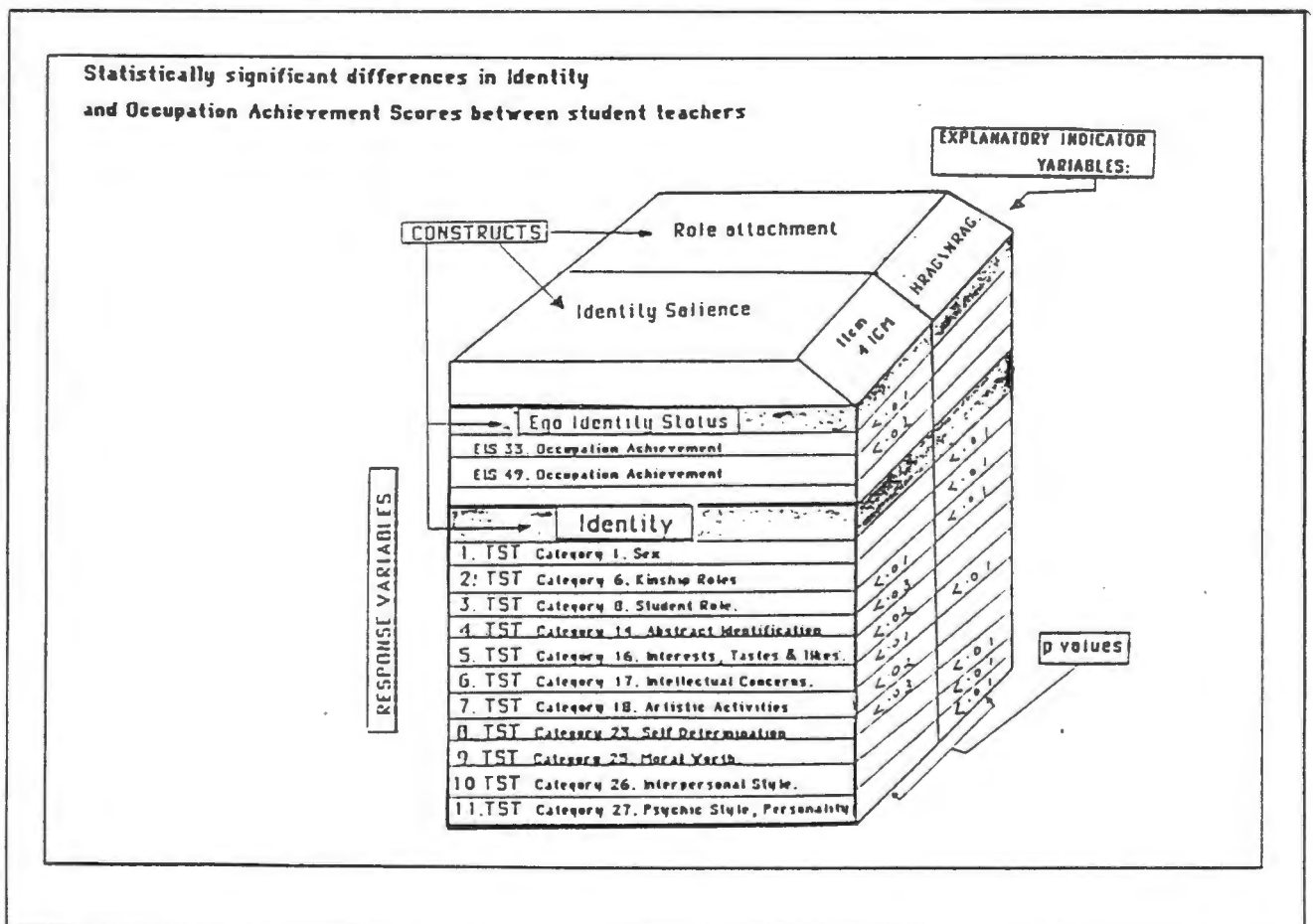
That no differences exist between student teachers in the two role attachment groups HRAG and NRAG and in the ICM sub-groups (GT and LE) in their responses to the TST Sum of Rank Scores and Occupation Achievement scores in EOMEIS scales.

### Interactional Study.

The statistical model given below shows the relationship between the explanatory variable and the response variable in the ANOVA. The analysis of variance showed that not only were there differences between the HRAG/NRAG sub-groups but also sub-groups formed using ICM item 4 (GT & LE), for the TST and the Occupation Achievement Items in the EOMEIS scales.

Figure 5.12 illustrates the relationship between the response variables ( TST Sum of Rank scores, EIS 33 and EIS 49) and the indicator explanatory variables. Table 5.20 shows the results which permit the refutation of the fifth null hypothesis which has been stated above.

**Table 5.20 ANOVA  
Identity Salience and Role Attachment.**



An examination of table 5.20 indicates 15 instances in which statistically significant differences occurred. Identity Salience (ICM4), when utilised as an explanatory-indicator variable, yielded evidence of 8 instances in which statistically significant differences occurred.

Role Attachment, when used as an explanatory-indicator variable, yielded seven instances in which statistically significant differences occurred. The response variables in the TST, namely categories 8 and 16 exhibited an interrelationship in both Identity Salience construct and in Role Attachment. Null Hypothesis Five is thus refuted.

### **5.5.3 Summary of Section.**

An examination of the data relating to Null Hypothesis Five indicated that there were statistically significant differences measured between the two sub-groups established by using TST category 7 as an indicator variable. The Null Hypothesis focussed upon the question of the relationship between Identity Salience, Role Attachment, Ego Identity Status and Identity. The two central items in the ICM scales, (claims to possessing the personality to enter the role of the teacher, and claims to having the ability to become a teacher) both exhibited significant differences of  $p = < .01$ , between the two sub-groups.

Furthermore, the construct of Identity Salience, when used as an indicator variable, exhibited eight instances in which statistically significant differences occurred between the scores of the two role attachment groups within the identity profile scores. Null Hypothesis five was refuted.

## **CHAPTER SIX** **DISCUSSION OF RESULTS**

### **Introduction.**

In this chapter the discussion of the results will be presented in six stages. The total volume of information resulting from the data processing could not be reported in this study.

Firstly the study design used will be scrutinised, reflecting the strengths and weaknesses of the process. This analysis is followed by a discussion of the presence of favourable self-report in the scales. There follows a brief discussion on one of the dimensions of the TST, namely the Major Senses of Self. This discussion leads on to an assessment of the relationship between the constructs of Identity and Role Attachment.

Identity Achievement scores for the student population in this study are then probed in the light of recent findings by other researchers examining the question of Ego Identity Status. Finally, key concepts are clarified as a basis for the introduction to the development of a social psychological model which serves to illustrate the connection between the constructs which have informed this research process.

### **6.1 Research Methods.**

It is not the intention of this chapter to explore the epistemological differences between the normative and the interpretive (Cohen and Manion, 1982:24-28) approaches to research within educational contexts. The normative approach concerns itself chiefly with a product, built up and sustained generally upon statistical relationships which flow from a purely objective approach.

Both quantitative and qualitative research methods seek to understand social phenomena. The difference ultimately lies in what the respective approaches do with the data once it has been collected. The methodology used in this study suggests that personal conceptualisations of "identity" as sub-element of "self" is a measurable component of "self" and further, that both "self" and "identity" are accessible to measurement techniques that are theoretically grounded and quantitative in character.

The current investigation has followed a classical ex-post facto empirical research method. One of the weaknesses of this method is that it may simply serve to illustrate hypothesis. This method seldom tests the hypothesis. Relationships between different constructs operationalised in this study may exist in a different way from the way revealed in the findings.

The process adopted in this investigation attempted to explore the operationalisation among student teachers of four social psychological constructs. It sought to ascertain the manner in which these constructs were associated with each other, much like the orchestration of different elements, attempting to capture something of the inherent relationship that may or may not exist between them.

Another weakness of the ex-post facto research method is that it often lacks the immediacy of the ethnographer's interactional descriptive approach. Measurement and prediction in the educational context need not be excluded from the process of interpretation. Both have a legitimate place in the research process.

Studies of large samples like the present one often overlook the interactional milieu of local characteristics found within different parts of a country or within a professional community. The focus of this study has been primarily on the relationship between the social psychological constructs, rather than on the delineation of localised perturbations. The differences between institutions and cohorts of year groups merely serve to illustrate the applicability of the constructs in the investigation.

The investigative process used in this study explored the construct Role Attachment which, although first indicated by Goffman (1961), has not to the writer's best knowledge been operationalised. The constructs of Identity, Identity Salience and Ego Identity Status have enjoyed considerable attention from researchers, but not necessarily in relation to student teachers nor in association with the construct of Role Attachment.

## **6.2 Favourable Self-Report.**

The question of favourable self-report is an issue which may not be ignored in the context of the present investigation. With the mean scores of the eight questions exceeding 7.0 out of a possible 9.0, it became fairly clear that the students in this sample when using the ICM scales, presented themselves in favourable terms. The extent of this favourable self-reporting is evaluated in the light of the research.

An examination of Theories of Favourable Self-Presentation (Roth, Snyder and Pace, 1986) explain that favourable self-presentation has two important audiences, namely an internal one and an external one. These external and internal audiences are central considerations in everyday life. Theorists Sackheim and Gur (1978) assumed that items in an interview or questionnaire which were threatening would elicit self-deception as an internal audience, and that there was no evidence to prove that deceiving an external audience is likely to occur when confronted by non-threatening items or interviews.

In the current study it would seem that both internal and external audiences are targets for the responses to the TST and the ICM. As none of the items in the ICM nor the process of completing the TST can be construed as threatening, the possibility of gross audience deception, whether internal or external is generally ruled out.

After consideration of the findings of Snyder et al (1983) Roth et al (1986) indicated that the process of reducing the association between the self and its negative traits is driven by motives to protect self-esteem and to feel better emotionally. The large percentage of student teachers (90.5) in this sample mentioning favourable personal characteristics would appear to support to the research cited above. This aspect of the TST needs further clarification in that many student teachers reported negative traits, and in many instances there were unanticipated reports of fairly high levels of anxiety. Samples of these are recorded in Appendix F.

Uncertainty about one's role or a sense of incompetence in an area where some accomplished performance or expertise is expected, may raise numerous psychological reactions. Wicklund and Braun (1987) suggest that one of the reactions for persons in such a position is to become occupied with the traits and external personal characteristics associated with performing competently. The opposite of this position may also be possible. A person who has a degree of certainty about a given role will not be taken up with presenting himself/herself in personal characteristics associated with the role, but will be more ready to focus on and become more occupied with the wider implications of the role in an interactional setting.

The results in the TST protocols seem to support this hypothesis. The first year groups in all the Colleges of Education were disposed to report their personal characteristics and interpersonal style more frequently than any other year group. The third and fourth year groups were more taken up with the social aspects of their identities.

Among the first year students, finding themselves in a new role at a college without having been in classrooms as student teachers, questions of uncertainty concerning the role of student teacher would be expected to arise. This uncertainty could account for their being taken up with personal characteristics and interpersonal style as shown in the Identity profiles of the TST.

In an American study Crow (1987) reported that student teachers, seemed to have an intrinsically constructed "teacher role identity". This construct is based upon memories of previous teachers, classroom experiences and memories of childhood. These memories create the TRI (teacher role identity) and act as filters through which student teachers select information about their teacher education programmes as well as information about their own abilities to become teachers. The TRI may also lead to feelings of confidence in their abilities to teach successfully.

The data gathered in the present study suggests that the nine point Likert type scale presents the subject with a more direct possibility of accommodating favourable self-report. The high mean scores in all of the eight items would suggest this conclusion.

The latter part of the The Twenty Statement Test and the ranking process appeared to be more valid in this respect. It appeared that the students did give favourable self-reports in the identity profiles. These were soon exhausted and the deeper structures of self-identification began to emerge. The process of ranking ten categories which were of greatest importance to them meant that the process of selecting identity items became more conscious and perhaps more representative of their role-identity.

The Objective Measures for Ego Identity Status seem to follow the rationale of the TST in that there is a process in which an item representing a single domain is presented (here four times) within different contexts with the important difference that the items were not in free response format.

### **6.3 Vocabulary of Motive and Role Attachment.**

It would appear from the results of this study that Mills' (1940) and Zurcher's (1983) consideration of the notion "vocabulary of motive" gains support. The establishment of an indicator variable for the construct Role Attachment was based upon the Occupational Role category in the TST surfacing as "vocabulary of motive" in self-identificatory profiles. The establishment of Role Attachment in this manner is offered as a tentative method for operationalising this construct, and needs to be explored further in longitudinal studies.

The commitment/attachment dichotomy established in the forerunner to this study, has been extended further in this study. The evidence of this is found in the presence of a group of student teachers (NRAG) whose responses differ significantly in measures on three social psychological scales, from the other group (HRAG).

Another finding of note is that where student teachers give their identity profiles, there is a tendency to report these mostly within those categories which are attributive. This finding is in contrast to a finding about qualified teachers researched in 1986, in which the TST protocols were predominantly reported in terms of social roles and memberships. The notion of the development of a social identity with the acquisition of a role is not without foundation.

Within this context is the indication that there were more High Role Attachment students among the fourth year students than among any other year group. The relationship between socialisation into a role and role attachment therefore seems to be supported by the evidence. The HRAG of student teachers were also less diffused in both Interpersonal and Ideological Domains, as measured in the EOMEIS, than were the students found in the NRAG.

An unusual finding was that, although all 592 student teachers participating in this study had made prior choices with regard to their occupational role and future source of social identity, only 44.0% of the total population mentioned the category of the teacher's role in their identity profiles. This finding is unusual in that it may be reasonable to expect that- having chosen a role, and having committed oneself to a fairly lengthy process of acquiring the role- then the identity salience of this aspect of their self-identifications would have a threshold uppermost in their consciousness. That this is the case in only 44.0% of the sample studied is cause for further investigation.

This finding is in contrast to the 1986 study where 98.02% of the full-time teachers (n = 97) researched mentioned the role of the teacher in their TST protocols. The contrast between student teachers and practising teachers with regard to the internalisation of the role of teacher appears to be tied in with the dichotomous experience of role attachment and role commitment, between playing at the role and making the role (Turner, 1962). It also points to the need to develop a model which may explain both the findings in this study and the research of 1986.

The contrast between student teachers and practising teachers with regard to their respective social identities may be connected with the relatively short time made available, and the conditions under which the student teachers in South Africa come to grips with the role experience of the teacher.

If "doing is being", then role acquisition is mostly tied in with actively entering the role of the teacher. It seems as if it is the quality of the experience that may provide some of the answers to the complexity of the socialisation of student teachers into their chosen role. The fact that most of their introduction to the role of teacher is focussed upon the acquisition of academic credentials may need to be addressed.

This need not necessarily lead in the direction of a "skills" orientation, but rather in terms of creating a balance between theory and practice founded in a pedagogical discourse which, in turn, is reflective of the theoretical grounding of educational practice (Stones, 1987).

### **6.3.1 Major Senses of Self.**

In some way the question of favourable self-report suggests that statistical investigations of this nature have to deal with many unknown factors and variables. To counter this suggestion and the diffuseness it implies, evidence is presented to show how robust some of the instruments were, despite the presence of variables that could not be addressed in this study.

Gordon (1968:126-128) draws into his conceptualisation of the TST four critical elements of Talcott Parsons's "Action Theory" (1968). He asserts that every system, whether at a cultural, social, personal or organismic level, must solve four related problems in order to ensure its continuity. They are: adaptation, goal-attainment, integration and pattern maintenance.

Gordon extends these four areas to coincide with the organisation of a person's sense of self. He amplifies this notion by assigning each of these areas to correspond with one of the four major senses of self.

A sense of moral worth is linked to Pattern Maintenance.

Self-Determination is linked to Goal Maintenance.

Sense of Unity is linked to Integration at the personal level.

Sense of Competence is linked to Adaptation at the personal level.

The analysis of the scores of the sub-groups established using the ICM scales (Item 4), yielded intriguing results in this central aspect of the identity profiles. The difference between the mean scores of the two groups for this dimension of the TST (GT & LE) was statistically significantly at  $p .01$ .

The mean scores of the Sum of Rank Scores for the one group (mean score on 4 = 6.7) in this TST Dimension was 11.1, while the other group (mean score on Item 4 = 8.1) was 13.3. In effect this meant that the sub-group indicating a strong sense of possessing the personality traits to enter the role of a teacher also ranked more highly their major senses of self in the overall rankings of the identity profiles.

This picture is broadened when the Ego Identity Status scores are brought into consideration. The group who rated themselves most positively in terms of personality traits relative the teacher's role, went on to rank more highly their Major Senses of Self and continued to score consistently more highly in the Occupation Achievement scales in the EOMEIS.

### **6.3.2 Identity and Role Attachment.**

The analysis of the data showed that, when the construct of Identity was operationalised and measured, it proved to be sensitive enough to be able to yield significant data illustrative of identity profiles in which detailed information was available for further analysis.

The effect of having served a "vicarious apprenticeship" for twelve years, as pupils, must have some effect upon the role attachment and the role acquisition of student teachers. Another issue to arise from this is that the latitude for role portrayal needs to be fairly wide to allow experimentation consistent with self-concepts. The somewhat narrow expectations of teachers' roles may act as a guide for future role internalisation, but can hardly serve as a model for role experimentation, replacing that genuine period of search, a time of identity moratorium.

The identity profiles of the student teachers in this study seem to reflect this uneasy position. There is the need to forge an identity uniquely their own, while at the same time having to conform to expectations surrounding the role of the teacher. These expectations are mostly formed through their own close scrutiny of the role for twelve years, which seems to be reinforced by the socialisation processes inherent in teacher education courses structured by the different institutions.

The results of the TST suggest that student teachers tend to opt for a sense of personal continuity found in the personal dimensions of their identities, rather than look to the more prescriptive social determinants of identity found in roles and memberships.

Roles and Memberships require commitment and involvement. The apparent withdrawal from social roles and memberships in this instance may be due to being overstressed by the continuous bombardment of political, social and economic uncertainties, and the degree of fear which pervades the political atmosphere. To protect a sense of identity and continuity these students may be opting for the role of teacher in a sub-conscious hope that they may be able to make a positive contribution to the future.

Courses in teachers' colleges seem to reflect among other things, craft knowledge: the acquisition of skills which will vouchsafe survival. Universities emphasize the importance of critical discourse which, hopefully, will modify practice. Neither approach seems to help with role attachment. In the end the student teachers, as probationers, have to learn afresh what they encountered themselves as pupils in schools.

### **6.3.3 Identity and Ego Identity Status.**

Adams and Shea (1979) have suggested that identity and ego identity statuses are interrelated personality constructs which appear to function as psychological screening and evaluation mechanisms associated with personal causality. The statistically significant differences obtained between the HRAG\NRAG in this study tend to support this position.

Adams and Shea (1979) further suggest that identity status and ego stage development progress along parallel developmental patterns. This study suggests that if ego development is viewed as being continuous, with ever more complex discriminatory faculties becoming available, then the measures of ego identity status should concomitantly be a reflection of identity formation. The data suggest that this perception is accurate. The student teachers who scored consistently higher in both Interpersonal and Ideological Domains of the Objective Measures for Ego Identity Status, were to found among the High Role Attachment Group. This group had indicated the salience of the role toward which they were moving in their identity profiles as a vocabulary of motive.

Morgan and Farber (1982) suggest that ego identity status formation is different for men and women. They question whether the identity crisis is the same for both sexes, and whether the changing social climate does not influence this process of male\female differentiation.

These questions cannot all be answered within the scope of this study. Since more than 75% of the sample in this study are females, the question of the influence of a rapidly changing social situation in South Africa upon the identity formation of the student teachers in this study cannot be ignored.

Erikson (1968) has presented a composite picture of identity formation. He indicated that when an untested identity is formed which later proves to be incapable of integration at an ego level for subsequent stages of ego development, this position could well lead to identity confusion.

The question of identity achievement seems to be critical to the assumption of a role. This criticality appears to be greater in the case of the teaching profession, since what a teacher does in a classroom affects individuals and society. The sample of student teachers in this study are mostly female with a mean age of

20.8 years. The question arises as to what extent their choice of an identity has been prefaced upon a period of moratorium, or whether their identity achievement measures may be more likely to be a quasi-achievement, more like a foreclosure status. In this regard Ginsberg and Orlofsky (1981:299) explain that their findings,

*"...are consistent with the interpretation that women who undergo an identity crisis and consider non-traditional alternatives for themselves...may experience a lack of social support and considerable conflict while attempting to make decisions. In contrast, the foreclosure woman avoids such conflict and often continues to derive considerable dependency gratification and emotional support from her unquestioning conformity to traditional roles, factors which contribute to this status appearing as adaptive as it had in past research with women."*

This fairly lengthy quotation holds considerable insight and has a bearing on the present study. Most of the student teachers in this sample have come straight out of secondary schools. In South Africa these institutions are generally fairly rigid in their structures and processes, and the likelihood of their being places where identity explorations can take place comprehensively is somewhat remote.

This would mean that most of the student teachers are preparing for a role which they have seen and experienced for some ten to twelve years, but one which they have not as yet explored in terms of their own identity formation. The picture which Ginsberg and Orlofsky (1981) present may well be accurate for this population of student teachers in this study. The instruments were not designed to explore the sources of role attachment for this student teacher population, and this study shed light upon that question.

Teaching in a primary school is seen as more particularly a female role in the traditional societal patterns in South Africa. More than 78% of teachers in Primary Schools are females (SATA figures for 1986). Moving from the protective environment of the predictive secondary school experience into the socially acceptable role of primary school teacher may be the experience of most this study's sample.

This experience could account for the relatively high numbers found in the achievement status which, in effect, is more like an adaptive foreclosure status. In their research paper Ginsberg and Orlofsky (1981) indicate what could be a crucial area of concern. They show that moratorium women would be functioning at more mature levels of ego development than foreclosure women, who would be operating on mostly a conformist level.

If the large numbers of the student population, represented in this study, have significantly high scores in the achievement status, and these scores can be read as being adaptive foreclosure status, then we may need to reconceptualise the recruitment and the age entry level for student teachers. The experience of Role Distance among the teachers researched in 1986 would support the suggestions made by Ginsberg and Orlofsky (1981:306):-

*"...identity crisis is a growth process. Those who face and cope with the challenge achieve a degree of personality growth and complexity beyond that attained by foreclosures, and an opportunity to develop a truly internal frame of reference and sense of self-efficiency."*

This aspect of Ego Identity Status needs closer scrutiny. The implications point to the commitment\attachment division prevalent in teacher education. The student teachers who expressed an attachment to the role of teacher were found mostly to be in the Ego Identity Achievement status. If we read this Achievement as "adaptive foreclosure" then these same Role Attachment students are possibly attached to the role simply because of the absence of commitment.

The present study did not allow for a more penetrative exploration of this aspect of Ego Identity Status.

#### **6.4 Concept Clarification.**

In this study constant reference was made to three constructs, two of which were operationalised, namely, identity and role. The data seemed to point towards the need, not only to show the relationships that exist among different constructs, but further, to produce an explanatory system relating to the elements used in the empirical research.

As the data were analysed the following descriptions of the constructs operationalised seemed to distill out of the context in which they functioned. This emerging definitional process seems to be consistent with Identity Theory (Stryker 1982) and lends itself to defining the elements for reconceptualising a part of the model developed for the 1986 study. The constructs seem to suggest a hierarchical structure ranging from the more general, diffuse and global conceptualisation of the "self" toward the more particular, concrete and focussed notion of "role". The following three paragraphs are proffered in an attempt to capture the nature of the differences between these constructs:-

**Self-Concept:** Global and all encompassing. Demarcating both personal and social determinants of personality. The self as both subject and object of consciousness with ascribed characteristics dominating self-conceptualisations.

**Identity:** More restrictive, but also more multi-faceted, in that it draws more definitively from both personal inner contexts as well as from the social interaction. Within this context we may encounter constructs like Identity Salience, Ego Identity Status, Commitment/Attachment.

**Role:** Categorical and relative to the more narrow conceptualisation of expectations surrounding a repertoire of skills linked to a specific achieved or ascribed position. These are mostly social in nature and by definition.

A picture that emerges from this interplay of constructs is one of a dynamic interplay between different levels of inner-outer social and personal reactions, projections and interactions.

### **6.5 Development of Model.**

The theoretical model developed in the 1986 study and described more fully in chapter seven finds further development within the context of the present research. This adapted synthesis of the previous model attempts to address the dynamic which is most difficult to express in the ongoing interaction experienced by most individuals. This study endeavoured to capture the student teachers' experience as they seek to acquire a definitive role in society.

The findings of this study suggest the functional development of a role-identity model. Its purpose is to explicate in some dynamic manner however tentatively, the relationships between the four constructs operationalised in this study. The process of model building is at best a tentative undertaking. The statistically significant differences among different groups of students suggest that interrelationships exist between the four constructs. The exact manner in which they are configured is difficult to present with any degree of precision.

Clearly there were interactions between the constructs of Role Attachment and Identity, between Identity Salience and Role Attachment and between Ego Identity Status and Role Attachment. The data suggests that the model in its development needs to consider the mediating nature of identity as it constantly shifts to accommodate the inner experience of the self-identity and the outer experience of role-identity.

## **6.6 Chapter Summary.**

This chapter has examined the results in six stages. Research methods used in this research were discussed, and the strengths and the weaknesses of those methods were highlighted. Favourable self-report was discussed in relation to the students' responses in this study, specifically in the Twenty Statement Test. The Four Major Senses of Self, is indicated by as a dimension of the TST, were considered as a central component within the analysis of Identity Profiles of student teachers.

The connection between the constructs of Identity and Role Attachment was examined in the light of current student teachers' programmes. The issue of Achievement Status as a measurement of Ego Identity Status among the students researched was questioned. This questioning was carried out in the light of the most current research strategies in this area. The chapter was concluded with a clarification of the key concepts that were utilised in the development of and integrative theoretical model which is undertaken in chapter seven.

## **CHAPTER SEVEN.** **DEVELOPMENT OF A ROLE-IDENTITY MODEL.**

### **Introduction.**

A theoretical, explanatory model developed for the investigation into Role Distance among teachers in state schools in 1986 (**Figure 7.1**) previously found in chapter two is re-presented in this chapter for easy reference. The area blocked in at the lower end of the inner circle has been the focus of the current investigation which has been extended by the findings of this study.

Three possible directions may be discerned in the development of the model. The first is the opportunity to give an account of certain inner experiences without reducing the person to a fragmentary system. Secondly, it may prove helpful in illustrating the complexities that inhere within the area under review. Thirdly, it synthesizes the central constructs into a dynamic relationship in which roles, identities and self become an interconnected whole.

### **7.1 A Social Reality Model.**

#### **Application and explanation of Terms.**

The present study is based upon an expansion of the model **Fig. 7.1** developed by the author for the 1986 study. The concepts of **attachment and commitment** are to be understood inasmuch as they are related to other key concepts that support them and give them focus within the model. In this study the concepts of attachment and commitment are developed further in their relationship to the concepts of personal and social identity and role attachment.

The model developed for the study in 1986 is explained here as it contains the elements out of which the present model emerges. In **Fig 7.1** the upper and the lower circles are incomplete since they represent the open-ended nature of the polarities of the model.

The upper half circle represents the sociological aspect of the study. In the upper half circle ideologies are presented as being powerfully influential upon the social construction of reality. Ideologies are dynamic and change continuously as they unfold within socio/political structures.

Ideologies are founded upon the complex interaction between processes of institutionalisation and the material conditions of society. They influence the distribution of resources such as wealth by the use of power and economics. In this upper area of the model the individual is seen as fulfilling the prescriptive social requirements for a role enactment.

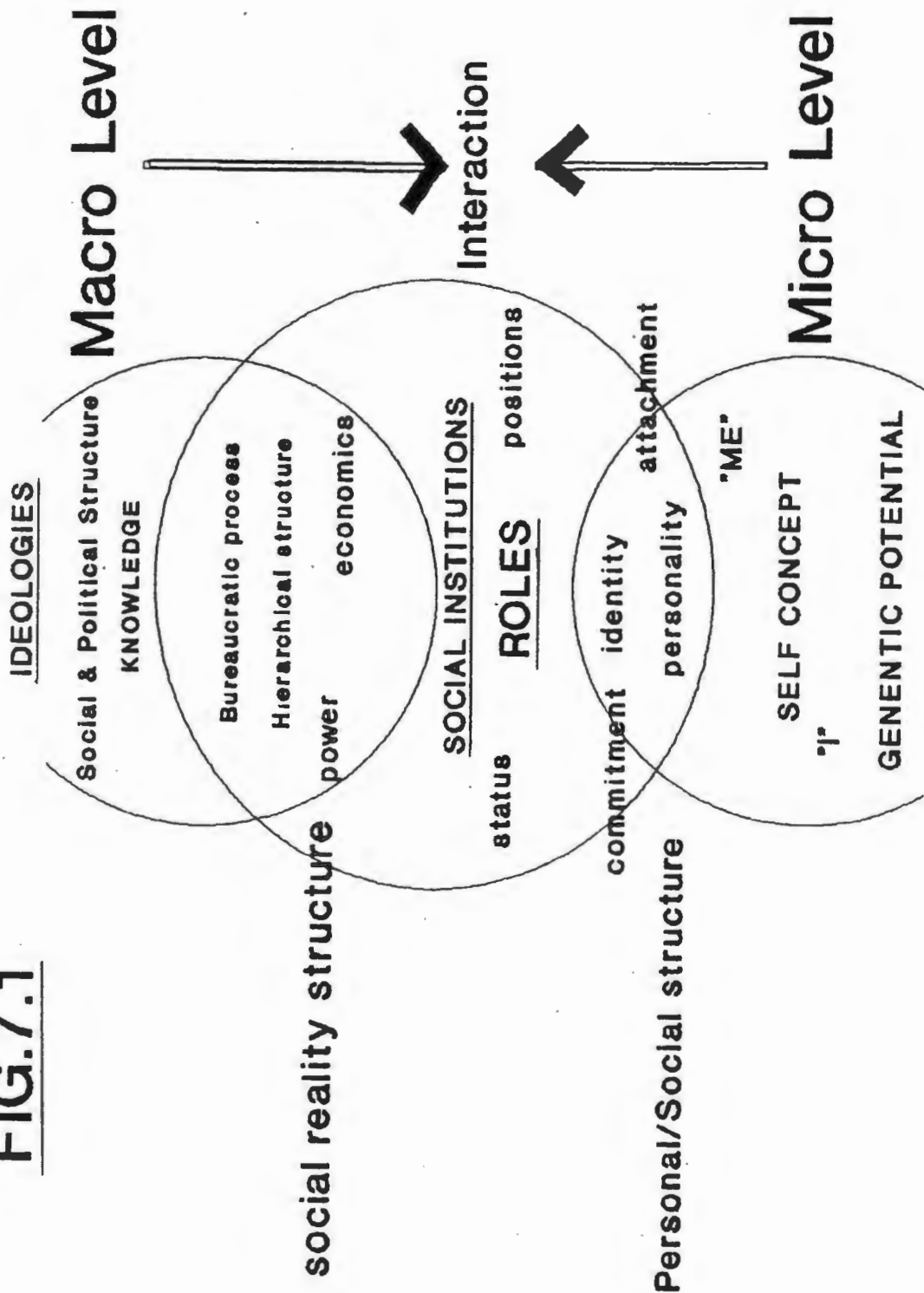
The lower half circle represents the psychological aspect of the study. In this area of the model the individual is represented as being both the object and the subject of his own self-consciousness. This aspect of the model is based upon Symbolic Interactionists' perspective of the person, as well as recent perspectives of self-concept development (Burns,1979). The formation of a self-concept is possible because of the ability to present one's self (Goffman, 1959) within various roles in society. In assuming a role a person mobilises personally perceived attributes (personality), (Kelly,1955), while negotiating an identity.

This negotiation takes place within a situational context. The authenticity of the identity seems to be directly related to the person's ability to be able to enact with a fair degree of confidence the various roles proffered by society.

The central completed circle represents the interactional aspect of the model in which the roles of an individual are encountered and normatively prescribed. Status and positions determine the parameters of various roles through the interplay of expectations. The central circle also indicates the unity of the model and the necessary reciprocity of the various aspects. On the lower part of the complete circle personal identity is located, with attachment and commitment on either side.

The model demonstrates that it is possible to enter the interactional setting by way of commitment to a role, and also by way of attachment to the role. One may also be attached but not committed. Each of the configurations of the attachment/commitment represent aspects of identity acquisition.

FIG. 7.1



SOCIAL REALITY MODEL DEVELOPED FOR  
1986 STUDY OF ROLE DISTANCE.

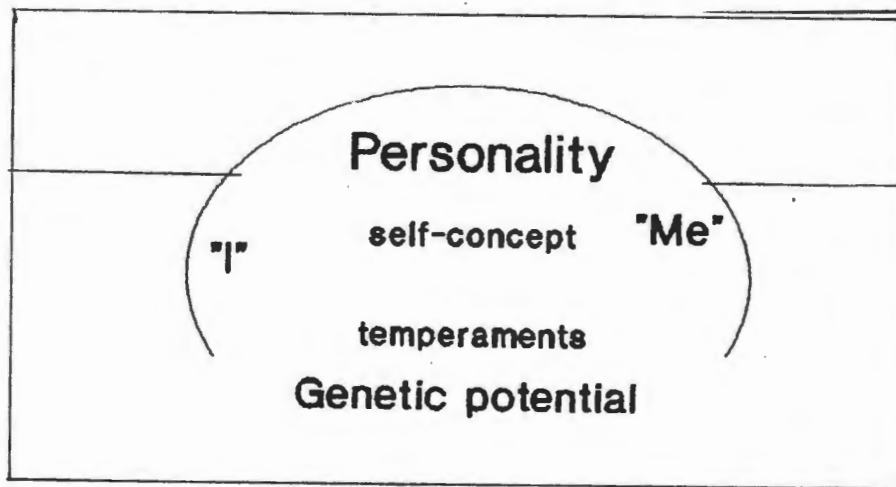
## 7.2 Model development.

The model development unfolds in five stages and is linked to the clarification of terms used in this investigation. Figure 7.2 has taken the key elements of the model in Fig 7.1 and focuses upon the concepts used in that study.

As such, Figures 7.2 to 7.6 are graphic representations of the central terms used in this study, depicting their dynamic inter-relationships. This presentation is given both to clarify the terms used and to portray essential aspects of the relationship between Self- Concept, Personality, Role and Identity.

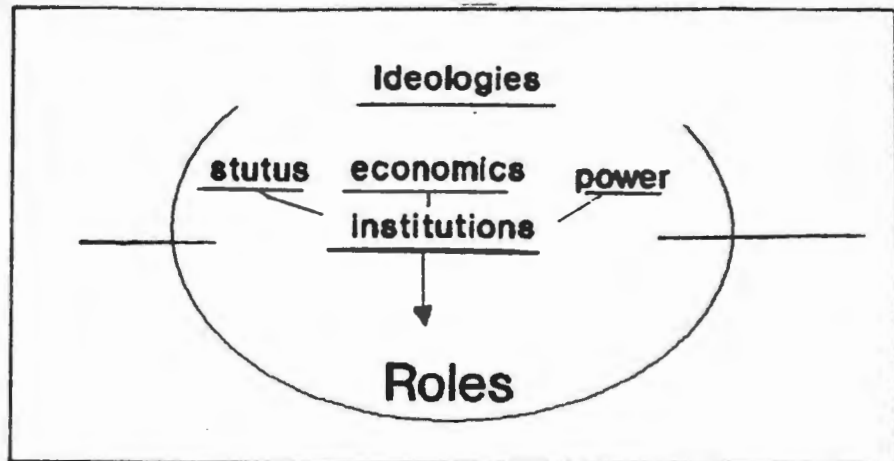
Graphic presentations may appear to capture the moment, but they fail somewhat to reveal the true time and spatial forms that individuals may experience in their everyday lives.

Figure 7.2.



An upper half circle depicts the social regions where roles are encountered, and where role-sets are located, as well as reference groups. Roles are characteristically "contaminated". Expressed differently, they are mediated through status, economics and power, and are to be found in social institutions. This upper half circle indicates the sociological aspect of this study, and it relates to the question of social identity and commitment.

Figure 7.3.



In figure 7.3 the half-circle indicates the location of personality in relation to the influences that work toward the shaping of personality. Genetic potentials gives form to the unfolding of temperament. The responses from significant others to the dynamic of temperament form the basis for self-concept development and personality. (Thomas, Chess & Birch,(1968); Eysenck,(1967); Strelau,(1986); Steiner,(1944).

Figure 7.4 introduces the construct of Identity which mediates between the self in its widest sense and roles, both ascribed and achieved. Additional constructs are added, Commitment and Attachment. Personal and Social Identity.

This overlapping effect in both half circles reflects the strategic position of primary and secondary socialisation. Man appears to be a Psycho-Socio-genic being (Berger and Luckmann, 1966; Schutz,1945; Sarbin, 1968) The writer wishes to indicate that the formation of identity is closely tied in with the social nature of interaction ( Erikson,1955; Mead,1934; Sullivan 1953). A person is a bio-social being (Gowler,1972) and gradually there emerges a personality with a psychological constellation of traits (Allport,1955) depicting a given emergent identity.

Identity is located midway between social construct and personality projection. This line is conceived as being of a dynamic nature. It is in a state of constant movement- expansion and contraction; It may move toward the lower end of the identity circle, indicative of the experience where roles are narrowly prescribed and normatively framed within the social expectations of role-sets and reference groups. Often it will move toward the upper end of the complete circle of identity. This will possibly occur when the person experiences a role which is neither too rigidly prescribed nor normatively enforced, allowing for the full expression of identity.

Figure 7.4

Role-Identity Model.

Ideologies

COMMITMENT

Social Construct

status

economics

power

institutions

Roles

role set

social identity

(A)

Identity

ego identity status

identity salience

personal identity

significant others

(B)

Personality

"Me"

"I"

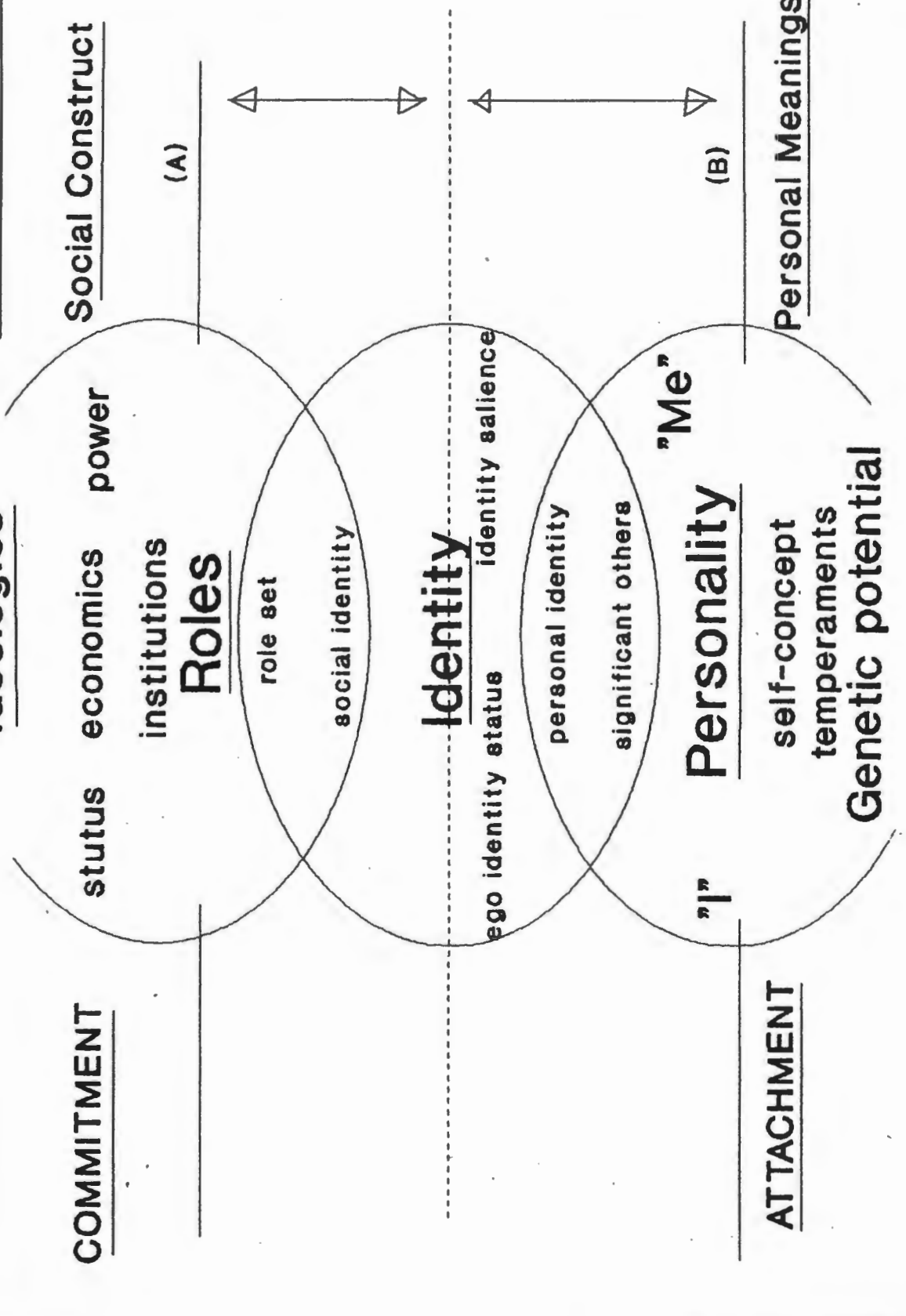
ATTACHMENT

self-concept

temperaments

Genetic potential

Personal Meanings



### **7.2.1 Role Commitment: (Ref. Figure 7.4)**

A person is committed to a role that is performed with a degree of regularity. The idea of role commitment is used to indicate that the person encounters the impersonally enforced structural arrangements that are found within the various role-settings. A person committed to a role is constrained by the expectations of others within a role-set. When this is the experience the line A moves downward and the identity area becomes eclipsed by the role axis. This may well be the experience of student teachers during their time of preparation.

This position conforms to the definition of the term given above, where it is indicated that one may enter a role and meet the socially prescribed forms of normative behaviour. It is possible to acquire a social identity from such a role.

### **7.2.2 Role Attachment. (Ref. Figure 7.4)**

A person can be attached to a role which is performed with a degree of regularity, or which may not be performed regularly. Role attachment is found when a person sees, anticipates, and possibly realises, a sense of self-fulfillment in the role enactment. Once the role has been assumed, the incumbent may be captivated on both an affective and a cognitive level; he perceives a sense of self and social-identification emerging from within the interactional setting.

If this is the experience then line B moves upward into the identity area which becomes eclipsed by the Personality area. This could be the experience for those who identify themselves too closely with the role and become "lost " in their role enactment. In this experience it would seem that personal attributes would be more important than the social implications of the role.

The student teachers in this study showed in their Identity profiles scores on the TST, to be mostly configured within the dimensions of Interpersonal Style and Personality. A possible reason for this is that the attachment axis is strongly felt and claims to possessing personality characteristics for the chosen role are therefore more prominent in their self-identifications. The absence of commitment leaves little scope for the fuller exploration of the social identity associated with the role.

This would indicate that attachment to a role can take place when perceived aspects of personality are mobilised within the role, giving the incumbent of the role a sense of self-fulfillment. When the identity line is broadened to embrace both attachment and commitment, one may say that such a person experiences himself/herself fully, as an expression of "identity-in-role"

### **7.2.3 Personal Identity. (Ref. Figure 7.4)**

A sense of personal identity arises when a person begins to associate a behavioural potential within a personal field of ability. These abilities are grounded in our innate individual biographies as memory. These behavioural potentials are usually expressed in repertoires of behaviours by those who lay claim to a given identity. In this study the identity acquired will be seen in the behavioural potential claimed by those who enter the role of the teacher. Figure 7.4 also indicates the position given to social identity within the model. Personal identity rests firmly in the personal meanings given to the social realities (Shibutani, 1961; Goffman, 1963). It becomes salient as effort and ability are mobilised within the enactment of a role.

### **7.2.4 Social Identity. (Ref. Figure 7.4)**

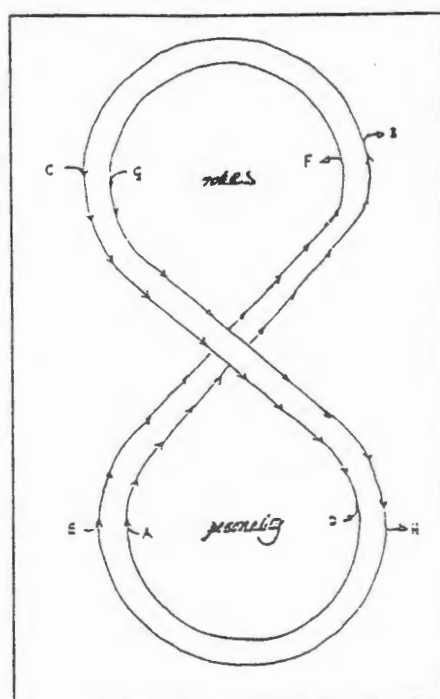
A sense of social identity emerges from the dichotomous experience in which a person is both the object and the subject of his self-consciousness; identity is thus both personal and social. It is a continuous process of negotiating one's own and the social identity of others. Status, economics and power create structures and institutions in which these negotiations take place. Figure 7.4 indicates the position given to social identity within the constellation of the other terms. It is anchored closely to the area where roles encounter the interplay between ideology and the mediating forces of status, economics and power.

Should the identity line move toward the extremes of the model- without moving in a reciprocating manner in the opposite direction - a distortion could be seen to occur. This would be expected to result in a loss of either a social or personal identity, or even perhaps a loss of both. This experience could be likened to an identity crisis.

### 7.2.5 Inner and outer transformations.

**Figure 7.5** explores the mediating effect of identity in the active transformation of inner psychic experiences and its association with outer interactional experiences. This final addition to the development of the model attempts to synthesize the different elements of the model in a dynamic way.

**Figure 7.5**



Point A represents an interactional role encounter. The "role set" is encountered in the social milieu as an outer experience in the sphere of the role. If the directional arrows are followed from point A, the path it takes is transformed through a cross-over point. At this point it becomes an internalised experience at point B in which personality and self are involved.

The reverse transformation is found when C is used as a starting point. Here the inner realisations and self-conceptualisations are inwardly experienced and when the directional arrows are followed across the cross-over point into the upper circle, it is found in the role sphere, where personality and self find expression.

What is encountered as an inner experience in the sphere of the personality is transformed through identity acquisition and becomes an expression of role behaviour. When the line which starts at point E in the Role sphere is followed, it is found at first on the inside of the role sphere. It is transformed at the cross-over point and it becomes an inner line in the personality sphere.

These transformations are taking place constantly and often unconsciously as we take the role of the other and modify our behaviour to meet the expectation we encounter. As mentioned before, this is not determinative in any sense. Although the setting may be predetermined, the script for the interaction is negotiated, transforming both self and the role within the interaction .

### **7.3 Role-Identity Model.( Ref. Figure 7.6 )**

The completed model Figure 7.6, indicates the dynamic interplay between the constructs researched in this study. The precise relationships that exist between the constructs examined most likely relate to each other differently for each individual. The construction of this model attempts to place, in general terms, an approximation of the transformational quality of the human experience within the complexities of the social situation.

As such, this model of human experience is not offered as an answer to the dichotomous inner\outer experience. It could be seen as but another starting point for further development and refinement in what must surely be the most interesting frontier of modern exploration and research, a study of man.

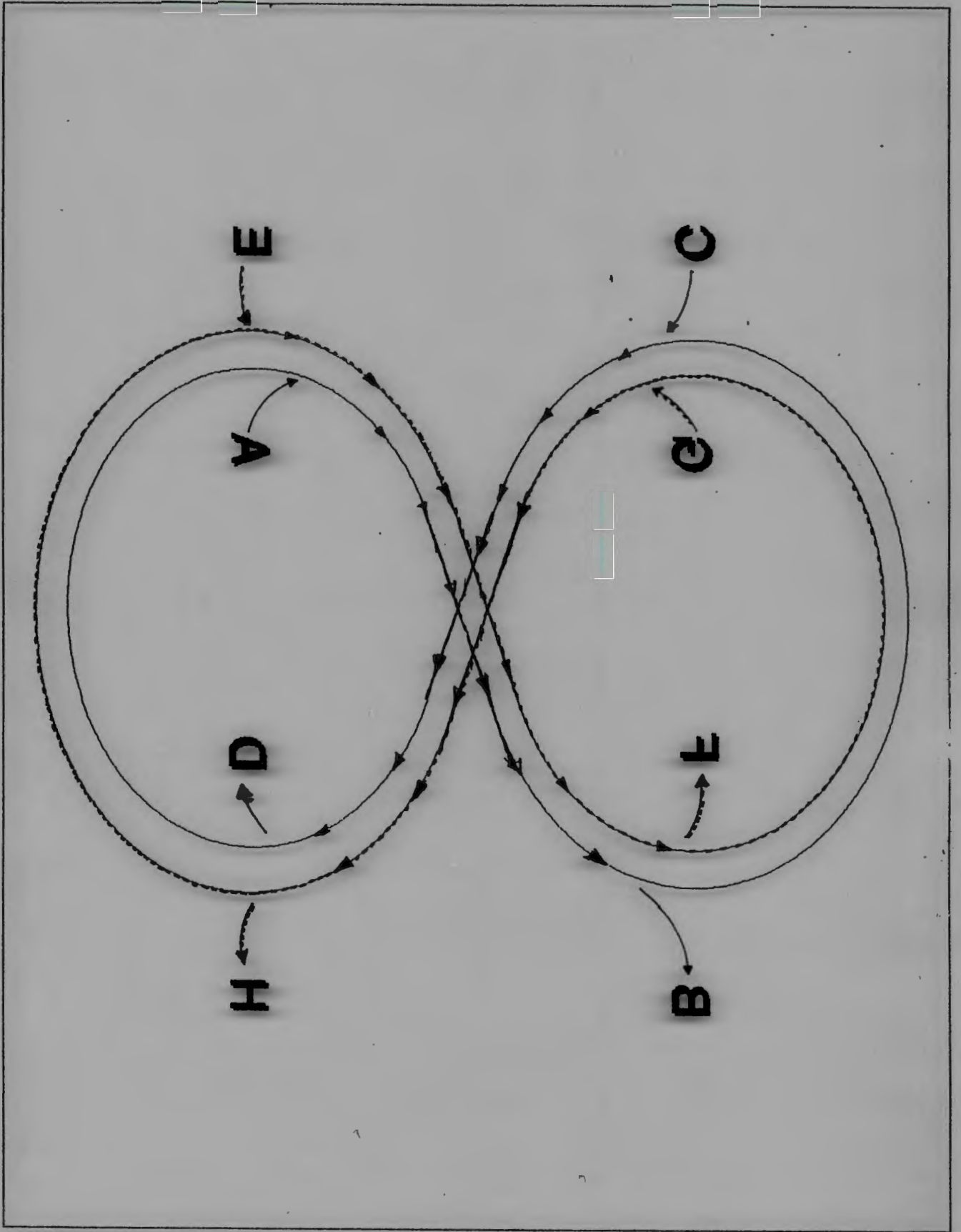
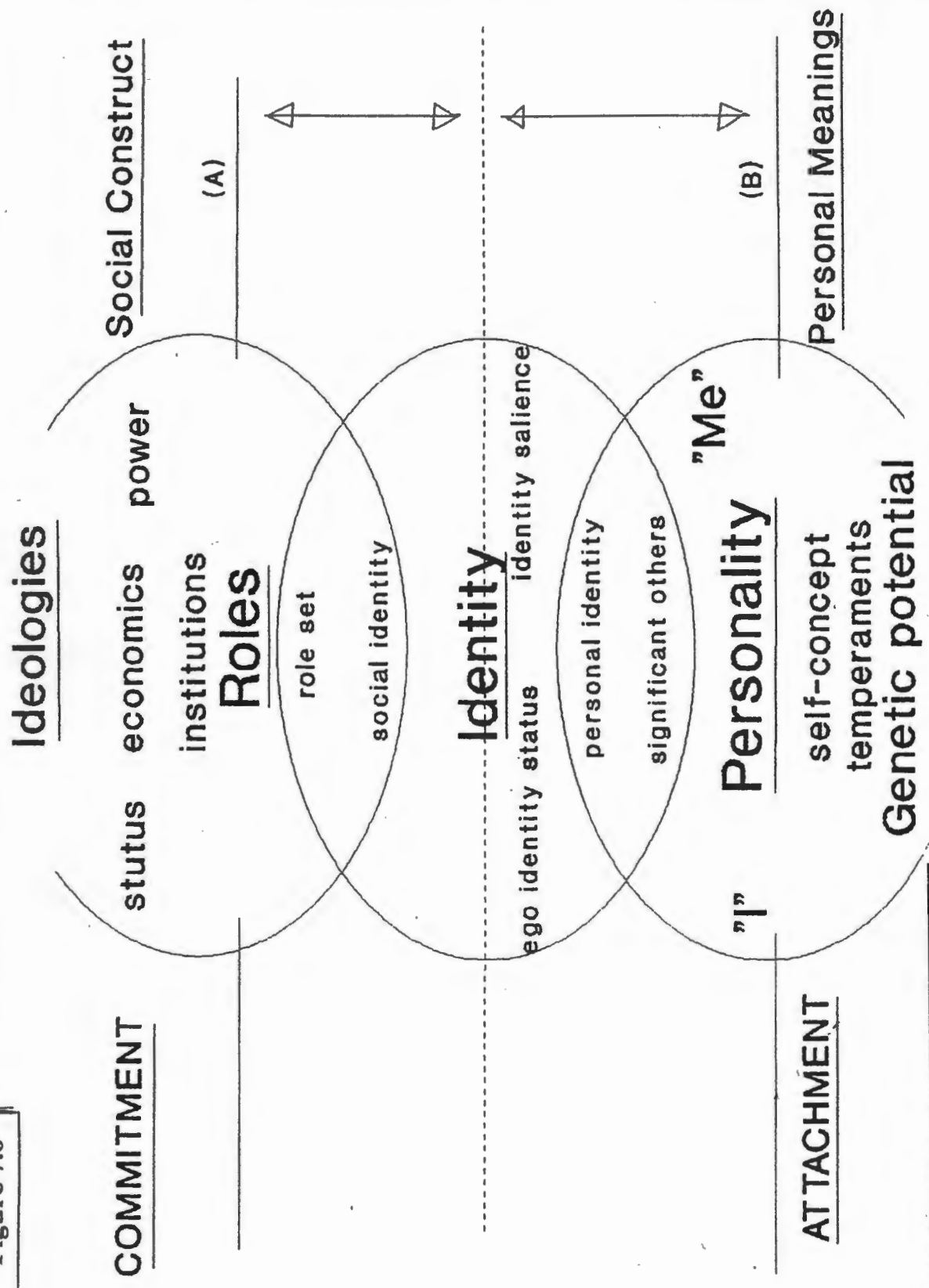


Figure 7.6



Role Identity-Model with concept of inner-outer transformations of the social and personal dimension.

## **CHAPTER EIGHT**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **8.1 Origin of study.**

The writer's investigation of Role Distance among white teachers in state schools in 1986 suggested an area of investigation that had not been fully operationalised in the measurement of Role Distance, namely the question of Identity.

Identity theory, as articulated in the work of Stryker ( 1982), provided a basis for the present investigation. By taking symbolic interactionism as a tool for social psychological investigation, recent approaches (Stryker and Serpe 1982, Weigert, Teitge and Teitge 1986, Perinbanayagam 1985) have revitalized the research process by redefining constructs that can be operationalised and measured.

#### **8.2 Confirmation of previous research.**

The current research sought to establish the construct of Role Attachment, in relation to the construct of Identity, and the two other identity constructs found within identity theory, namely, Identity Salience and Ego Identity Status.

The data suggests that the Objective Measures of Ego Identity Status is a reliable measure which can be used as a measure of Ego Identity Status as an independent measure of Identity Status or as part of a broader measuring strategy involving other scales as well.

To the writer's knowledge the operationalisation of the construct Role Attachment has not previously been undertaken. The construct as operationalised in this study is derived from Goffman (1961) and is presented as a refinement of the construct of commitment, hypothesized by Stryker (1982) and measured empirically by Katchura and Miller in 1988. The synthesis of the scales and the measurement of the interrelationships among the constructs operationalised in this particular configuration, may constitute a unique methodology.

This study anticipates a renewed interest in the use of the TST as an instrument for soliciting from subjects their self-representations. These must needs lead toward a greater degree of accuracy in predictive consistency in longitudinal studies, in which a systematic analysis could well see further development.

Furthermore, this study has led to the development of a model depicting the relationships that exist empirically between social psychological constructs of Role Attachment, Identity, Identity Salience and Ego Identity Status.

### **8.3 Recommendation for future research.**

It would seem that in the South African situation, looking toward a post-apartheid society, cross-cultural studies need to be undertaken to find out if the attachment/commitment dichotomy is the same for different socio-economic or population groups. If there are differences, there is need to study what these differences are, to discover in which areas of social psychological complexities they prevail. This is especially pertinent in a South African society undergoing rapid social and political transition.

### **8.3.1 Student Teachers.**

The data suggest that the identity bestowing nature of a role is best facilitated in situations where individuals are actively working toward their own becoming, in which commitment and attachment are balanced. It would seem that the lack of practical work, which is directly interactive with theoretical input in teacher education programmes, delays the process of attachment and commitment, where doing is being. The continued lack of integrative programmes that address the divide between theory and practice may well see the preparation of teachers move from colleges of education and universities, back into the schools (Hargreaves, 1989:15)

Another aspect of the current research related to Ego Identity needs to be articulated. Previously, in chapter six, reference was made to the youthfulness of the teacher trainees, who had not had an opportunity to explore alternatives to their choices when becoming student teachers. The absence of a period of identity moratorium coupled to the granting of bursaries literally creates captives of a system from which escape is remote. The financial implication of withdrawing from the courses are punitive.

Once student teachers are qualified and committed to classrooms, "working off" the bursary becomes a priority. By imposing this hidden financial obligation, the authorities effectively keep control on the process of recruitment, selection and preparation. By doing this they may also inadvertently be supporting a growing body of teachers who are distanced from their roles as teachers. Young people enter the profession under a legal/financial obligation to teach the number of years equivalent to their training. By the time the bursary has been repaid these young teachers are in their mid-twenties, a time in which different life choices may need to be confronted.

Foreclosure as an ego identity status seems to delay the development of an " internal locus of control " (Adams and Shea, 1979). Young teachers may find themselves locked into a system while yet in a state of identity foreclosure. They are obliged to repay their bursaries with "time". The role they experience may then be transformed from being self-validating to self-defeating, in the absence of an ego stage of Moratorium.

Because teachers play such an important role in the development of children, assuming the role of teacher seems to necessitate a free decision of a free individual. Most student teachers make a decision to become a teacher before they have explored alternatives to teaching, which is coupled with financial obligations associated with the reception of "free training". The data suggests that most student teachers have not experienced that vital period of Identity Moratorium. Their decision to enter the role of teacher is seen mostly as being "unfree".

If education as a social hygiene is to be realised, the implication of this situation needs to be addressed .

### **8.3.2 Teacher Education.**

The dominant conception of teacher education appears to be associated with the technological, positivistic paradigm. This paradigm seems to perpetuate a myth, that efficiency and cleverness are valid goals for institutionalised training. This paradigm is based mostly upon a policy of evasion. Educationists seem to be unable to articulate a coherent body of educational values, one coherent form of pedagogy.

In a multi-cultural milieu, beset with enormous social and financial complexities we are informed that there may be no answers, only questions. This stance could create an attitude in which nothing matters, anything goes. In such a climate there is a tendency to create a facade of organisational working unity among different population groups by the artificial focus on technical and mechanical efficiency as valid ends.

Colleges of Education have tried to emulate the Universities in their quest for academic respectability. By adopting this position they may have forged for themselves an identity within the South African academic community. This identity seems to manifest an emphasis on the replication of subject content areas, interspersed with pedagogical theory and short periods of classroom practice. This approach could create an impression that it is preferable to accept academic values over those of professional preparation. It is also found to secure the validation of the official pedagogical policy through its unreflective reproductive stance, rather than influencing its genesis.

If we compare South African teacher education policies with those of other professions, such as the legal, architectural, accountants and the medical professions, we see that the education system is somewhat overweighted with regulations, requirements, procedures, policies, standards and hierarchical fragmentation.

This may be due to the way in which teacher educators have allowed state bureaucrats to invade an area of what ought to be professional autonomy.

Unlike the Universities, Colleges of Education are controlled by legislation and bureaucratic intervention. Legislation intervenes forcefully in the selection, admission and certification of courses. It continues to do so largely unchallenged. State policy toward teacher education seems to be devised, not in defiance of professional input from teacher educators, but mostly within the absence of articulated expertise. Political bureaucrats seem to plan educational futures, from the provision of facilities, to the composition of syllabuses in the knowledge that their legislation in the field of teacher education encounters little debate.

An industrial-technical mentality ( Berger, Berger and Kellner, 1973:44-60) that pervades our schools is reflected into our colleges of education. It regards education as a means to an end (Hurn 1985:54-57).

Our college of education students appear to be busy. This activity appears to be the passive accommodation of what may count as school knowledge and marketable skills. These activities appear to be clinical and remote from that often stormy and creative inner life of early adulthood. It stands objectively outside that abundant stream of human relationships which informs so much of the inner needs of young adults.

More conformity rather than innovation appears to be expected of student teachers. The student teachers' activity is mostly intellectual conformity, the internalisation of what counts as a model lesson. There is a need to reconceptualise the processes and the purposes of teacher education (Schubert 1989:27-31).

### **8.3.3 Teacher Education and Society.**

There appears to exist a social crisis on many levels. The most visible of these crises seems to be the disintegration of the family. Family murders, child abuse, single parents and institutionalised violence are too apparent to be ignored. Young adults, destined to become teachers should potentially be playing a leadership role in addressing these issues. They will in all likelihood not become more innovatively courageous through the efficient regimentation of courses, or time-tables. Nor will they become more attached to their roles by the replication of more research strategies, nor the greater concentration of more technology in education.

By reconceptualising our teacher education we seek assurance that there is a willingness to consider different paradigms, to innovate, begin small-scale experiments and investigations of alternative ways of working in community with other teachers on a non-racial basis.

An attempt at reconsidering the structures of education funding and processes of student teacher selection seem to be priorities in a society in an advanced stage of transition. It may entail the adoption of programs which allow forms and relationships to develop which do not entail the ever increasing demand for the squandering of depleted capital and resources, human or material.

Social forms that circumvent the rigid stratification of our institutions with an alienated status group at the top and a silent and equally alienated worker mass beneath are to be examined with care. At best it is articulated in a search for the art of creating those teaching and learning styles which reflect clearly the act of living itself.

#### **8.4 Education as Culture.**

The question of who is teaching tomorrow's leaders is a question of concern. In western countries no-one speaks of State Art, or State Dancing or State Religion. Nevertheless, we speak of State Education. Like art, architecture and music the education of children is a cultural matter, belonging rightfully in the hands of parents and communities. Children and the schools they attend belong to the communities in which they are found.

The lack of parental and community involvement in the education of children has in some respects allowed education to become bureaucratically politicised. Young adults seeking to forge an identity, realising their human potential within a role partly determined by others removed from the interactional level is problematical. This is accentuated where the officials appear remote from schools and classrooms.

#### **8.8 Development of Model**

The development of the Role-Identity model is presented as a tentative representation of the complexities that may exist in the inner\outer dichotomy of human experience. As such it does not propose final answers. It seeks to add some clarity to the relationship that exists between the way we experience ourselves and the manner in which we internalise the society in which we live.

Clearly the model needs to be more rigorously tested and the tentative relationships scrutinised more thoroughly in the process of clarification, which is in effect, a search for truth.

The intricacy of what is living between the unfolding potential of each person reaching toward a role and that potential creative becoming of society, is pictured for us by Steiner (1922) when he says

*"The healthy social life is found when in the mirror of each human soul the whole community finds its reflection, and when in the community the virtue of each one is living."*

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# Appendices

## **Concepts and Tools of Analysis:** **Marginality and Stigma.**

### **Introduction.**

In this section the question of personal identity and social identity will be examined in terms of two concepts, namely, Marginality and Stigma.

These concepts are useful in that they allow for a focus on those whose roles may have become difficult to sustain within a society that is in a stage of transition or flux.

The concepts introduced in this chapter also help to explicate some of the more complex relationships that exist between the concept of role and that of identity, and why it appears so problematic to negotiate identities within a society and its institutions that appear to be bureaucratized and arranged hierarchically.

### **Marginality, Role and Teacher Identity**

Morrison and McIntyre, (1972), edited a publication on a "Social Psychology of Teaching." The contributions were mainly devoted to discussion based upon research conducted for the publication. Each section devotes a chapter to recent research concerning the preparation of teachers for their roles. Most of the focus in this volume was related to behavioural aspects of student teacher behaviour. Two studies, one by Morrison and McIntyre, and one mentioned in the next paragraph, focussed upon the Educational Opinions of student teachers and how they changed during their 3 years of training.

The paper by Cohen and Findlayson (1967) looked at the different conceptions of the teacher's role held by student teachers and head teachers and found vast discrepancies. This appendix examines the nature of Personal and Social Identity, because it raises the interesting question as to why persons will be motivated to seek an identity which has no status, and at a large extent is controlled hierarchically and bureaucratically, promises few economic rewards, and is in some ways conceived of as being marginal.

### Stigma, Marginality and Personal Identity.

The idea of marginality was adopted by Stonequist (1961) to portray persons who incorporate two or more sets of social values. They are called on to do this because they are found to be occupying positions in two different societies at the same time. These people cannot shed their respective past, nor can they be completely absorbed within the present and the new, and have difficulty anticipating the future. Rose (1965:151) sees their dichotomous existence in this way when he says;

*"Marginal men thus have a complexity of personality, an inconsistency of behavior, and often what may be called a "divided conscience" as to what is right and wrong in any given behavior or situation."*

Individuals can become marginal when they find themselves working within different worlds of meaning and values, where the forces of socialization are more powerful than the individual and socialisation of the person is transforms the person within the interactional framework.

The concept of marginality could be extended to describe those whose role it is to oversee institutions that rely upon processes of legitimation to validate their roles. This same law gives sanction to coercion, physical and verbal domination, and the use of power. Those who occupy these roles could be perceived to be "marginal". Not that they are tainted in the ordinary sense of the word, but they are contaminated by the institutionalised position they hold within society. They have a separate social identity and are anticipated with normative expectations and righteous demands. (Goffman, 1961).

Goffman's work "Stigma" (1963), portrays a reflection of those identities found within our society, which are "tainted" in some way. They are "tainted" because of the existence of others within the role-set who are powerless, and are under a legal or a normative compulsion to remain so. Questions of freedom and authority are seldom settled to the mutual satisfaction of all.

Gray (1983:11) indicates that our institutions are in psychological terms an "evasion". He says,

*"In psychological terms, schools represent one of the institutionalised evasions - they are a social 'cop-out' from responsibility. Because we cannot cope with all the problems of social organisation we institutionalise them, shelve responsibility by electing others to act on our behalf and then we blame them when we continue to be unsuccessful in our collective lives."*

Although schools as institutions within our society do not meet the definition of a "Total System", they nevertheless share with prisons, mental institutions and military establishments that insist on conscription, this feature; they compel individuals to be processed through their structures, no matter what the individuals values, needs and wishes may be. Those whose roles are enacted to ensure the perpetuity of these institutions can be seen as occupying marginal roles.

The category of the marginal seems to arise when society undergoes periods of rapid change. A newly institutionalized social situation and newly formed categories of roles within it, appear to force the actors within certain roles, to live in two worlds. When these newly formed categories are legitimated by the forces of social reproduction, the people who enter these categories are often perceived as marginal.

Teachers cannot easily abandon their authoritarian heritage without forfeiting their control over what is in reality, a captive audience.

### Stigma and Marginality and Social Identity

Goffman (1963), argues that the experience of possessing a stigma is not necessarily restricted to those who have a stigma in a more obvious physical or psychic sense. He indicates that most ordinary people will at some time in their social encounters experience mild forms of stigma. There appears to be the distinct possibility of equating these mild experiences of stigma with a sense of marginality. Goffman (1963:152) says that,

*"The most fortunate are likely to have his half hidden failing, and for every little failing there is a social occasion when it will loom large, creating a shameful gap between virtual and actual social identity."*

The question of marginality is complex, but it would seem that there are indicators, apart from the one cited above, that serve as pointers as to what could possibly constitute and contribute to a sense of marginality.

In South Africa at the moment there exists a socio-political situation that places enormous strain with the attendant social pressures on teachers from all race groups, albeit for different reasons.

For those working among the Black communities, there is the serious question of legitimacy. The victimisation and the physical attacks by Black students on Black teachers is evidence that teachers are seen by the more radical students, as being part of a state apparatus for the perpetuation of the status-quo.

This view of teachers raises questions as to their acquiring a social identity without any stigma. The stay-aways and the class boycotts have also shown that the normal sanctions which teachers hold over their pupils are little more than a structural arrangement that can be altered.

The idea of entering the teaching profession in South Africa as a means of upward mobility within a predominantly 3rd world country, becomes less attractive. A shortage of some (10,000) teachers within the D.E.T (Department of Education and Training providing for Black education) would tend to support this view.

Being what Bernstein (1977) called an "agent for symbolic control" is hardly an inviting position, given the instability and the state of flux within the black urban communities. The social identity therefor becomes marginal as the role becomes tainted.

Schools that provide education for the "White" and "Coloured" population, face a problem, which, although different from that of the other population groups in South Africa, also tends to create an environment that fosters a sense of 'marginality'. With the rapid drop in the birth rate among the whites and the generous recruitment policy for coloured student teachers. With the increasing emigration, there is the rapid decline in the number of posts for teachers, while many are being made redundant (Week-end Argus report 27th January 1989).

The feelings of insecurity that accompany this state of affairs have their own effect on the morale of the teaching corps and also affects the status of the teacher in the eyes of the public who see teachers as being expendable in a climate of economic uncertainty.

As a society moves into a stage of rapid transition, there occurs a legitimating crisis. The provision of education, which is seen as a major part of the "state apparatus" (Althusser 1971) will not escape the crisis of legitimation. As the process of change gathers momentum and intensity, those who form part of the state system of education, will be seen as preserving the status-quo, and they could become marginal to those who seek change.

Apart from the above considerations is the reality of a large work force employed in an industry that seems to draw heavily upon the State coffers without being able to show a good return for the enormity of the investment. This view could also be seen as a source of relegating teachers to the position of marginality.

Another possible source of marginality could be found in the comparison between schools and other adult work organisations. Schools possess what could be seen as a vague technology for producing the results that are sounded out in the objectives which abound in educational institutions. Students are at schools ostensibly to learn, yet learning theory is open enough to ensure that there are no predictable results.

Schools, unlike adult work organisations lack the legitimacy for motivating those who work within them. Pupils work mostly for marks or grades and those who score consistently low, or those who produce averages that are just satisfactory, work under conditions that are little better than a poorly paid worker for menial work. Those who impose this work, using organizational sanction or coercion enjoy the marginality of being a part of such a situation.

### **Stigma, Actual and Virtual Social Identity**

Although Goffman in the work (Stigma:1963) focuses on the more definitive aspects of the possession of a stigma, those members of our society that occupy positions that could be seen as marginal, endure the same normative expectations as those who are regarded as being discreditable in a more restricted sense of the word.

Goffman illustrates what is at stake while seeking and maintaining a social identity. He makes a clear distinction between an actual and a virtual social identity . At first the distinction may appear to be obscure, but the differences are crucial in attempting to describe the elements of a social identity.

When considering the question of the actual social identity, we are asked to consider the categories, the stereo-typical and the taken-for-granted attributes that a given society will allocate to a category of person.

Most social settings establish the sort of people we can reasonably expect to find there. These taken-for-granted situations form an essential part of the situations we encounter each day, that is until they are questioned.

With the question of the virtual social identity the picture is a little more complex. The virtual social identity arises within the interaction, where we unconsciously make demands of a person and then discover that those demands cannot be met. When this happens we impute to the person a virtual social identity. This imputation is made in retrospect, because of the discrepancy that has arisen between what the person was perceived to be and what the person is, and will be, as he appears to us from that moment onwards.

This distinction also allows us to discriminate between the discredited and the discreditable. In attempting to understand what it is about certain roles in society that permits incumbents to be viewed as marginal, that is, roles from which distance is expressed, or roles that bestow identities that could be discreditable, we could well note Goffman's view (1963:12) in the following passage.

*"While the stranger is before us evidence can arise of his possessing an attribute that makes him different from others in the category of persons available for him to be, and of a less desirable kind, ---- He is thus reduced in our minds from a whole and usual person to a tainted, discounted one. Such an attribute is a stigma, especially when its discrediting effect is very extensive; sometimes it is called a failing, a shortcoming, a handicap. It constitutes a special discrepancy between the virtual and the actual social identity. Note that there are other types of discrepancy between virtual and actual social identity, for example the kind that causes us to reclassify an individual from one socially anticipated category to a different but equally well-anticipated one ----."*

Those who continue to occupy roles that are perceived as marginal, are "reclassified" and there arises the discrepancy between the virtual and the actual social identity, and what was discredited becomes discreditable.

This discrepancy between the virtual and the actual social identity can manifest itself in situations where we may find individuals occupying positions that have been discredited, not by virtue of the conduct of those within the positions, but rather because of the perceived attributes that such positions hold. Within a swiftly changing first world technological society, and an urbanizing third world society, certain roles become vague and need to be redefined. Teaching appears to be one such role.

The 1986 study showed that those who enter the role of teacher experience a virtual social identity, an identity which is discredited. (Fisher, 1986: 156-160). Individuals tend to express their unique characteristics as well as those which are normatively anticipated within the role. The difficulties begin to occur when the role expectations are such that the unique characteristics of the individual are eclipsed and all that is available for observation are those actions which result in the discrediting of the individual.

The psychological experience of the self in such situations is possibly one of fragmentation of identity. Wherever positions are occupied which appear to be tainted, or as previously indicated, as being marginal, there is the awareness of an inferiority.

There would be loud protestations from the teaching profession at the suggestion that they perceive themselves as inferior. Many are heard to speak of their pride in their profession, and would disclaim any suggestion of inferiority. Yet the reality of the situation seems to contradict the more sanguine attitude.

One needs only to ask, who pays the salaries of the teachers and who decides how much these will be? What sorts of freedom do they enjoy in being able to innovate and research? To what extent is their time and space regularized, and work prescribed? In what way are the attitudes of the political ideologues underpinning the processes of curriculating?

The following quotation from "Clinical Studies in Psychiatry" (1956)\*, gives us some indication of what is meant by the term 'inferiority', especially when applied to the idea of social identity.

*"The awareness of inferiority means that one is unable to keep out of consciousness the formulation of some chronic feeling of the worst sort of insecurity, and this means that one suffers anxiety and perhaps even something worse, if jealousy is something worse than anxiety. The fear that others can disrespect a person because of something he shows (or does) means that he is always insecure in his contact with other people; and this insecurity arises, not from any mysterious and somewhat disguised sources, as a great deal of anxiety does, but from something which he knows he cannot fix. Now that represents as almost fatal deficiency of the self-system, since the self is unable to disguise or exclude a definite formulation that reads, "I am inferior. Therefore people will dislike me and I cannot be secure with them."*

At the center of this quotation is the idea of the person who would be received within society quite normally; but, because he possesses a trait, or performs a role that can obtrude into the social interaction, the interaction becomes suffused with a feeling level that can cloud the other traits, or even mask the actual social identity. This personal predicament again raises the discrepancy between the actual and the virtual social identity and contaminates the social identity.

In order to handle the ambiguity that is inherent within the situation described above, those who occupy marginal positions form themselves into associations in order to create a body of sympathetic others, or even a place where one can share a common perspective, a common lament, receive moral support, share information. A place where one can feel accepted and made to feel legitimated. Self-help and support organisations are ample evidence of this phenomena as are the professional organisations which function on a more subtle and sophisticated level.

### **Identity : "IN" groups and "OUT" groups.**

A recent research project (Crocker, McGraw, Thompson, Ingerman:1987:907-916), gives a clear indication of the tensions that occur for those who perceive themselves to be "marginal", belonging to an ingroup/outgroup configuration. Their research shows that there is a tendency to evaluate outgroups in relation to the evaluations of the self. Their research shows how that persons who have a low self-esteem tend to be high on prejudice, and further, that the greater one's need for self-enhancement, the more likely one is to engage in a downward social comparison.

\* Unable to trace this reference.

This theory goes on to indicate that individuals that are in need of self-enhancement should derogate others relative to the self, and outgroups relative to ingroups, to arrive at a favorable comparison.

The formation of a group identity becomes fairly perceptible for people who occupy certain positions. This group identity is in effect a half-world; this is especially so for young teachers who have never been out of the "school system."

They moved from schools to teacher education institutions, back into classrooms as teachers. It would appear that the acquisition of the actual social identity becomes synonymous with taking on a role that is ready made, normatively prescribed, and held out toward the incumbent, ready for wearing. The management of such a social identity becomes problematic because it is one that is fairly closely prescribed and defined, and may be at variance with personal attributes.

This situation may be more stressful than what it might appear to be at a first glance. The notion of a general "teacher" identity and the values attached to such an identity may not be available anywhere within our society, but the normative expectations of such an identity cast a deep shadow on all those who enter the role at whatever level. Perhaps this is so because teaching is seen as a moral enterprise.

Failure to maintain these unspoken/spoken values can have serious repercussions upon the defaulters acceptability within a given social group. This "in" group, usually consists of a range of people who could conveniently be divided into two groups. The one group is in a sense loosely connected with the values espoused by the "in" group, and often appear to be disaffected.

The other grouping seems to have more status within the institution and is significant in its strong adherence to the traditions and the practices which demarcate the group, and to which outsiders relate as being its legitimate representatives.

This latter group have status and the power to wield authority over the direction and orientation of the group, not so much in who they are, but what they represent (Hargreaves, 1981) The social identity that is held out to the teacher is held out as the only valid one. All other categories and previous alliances are forfeit, they do not really belong to them.

It appears that it is within this area that the question of the teacher identity becomes most affected. In the 1986 study the writer found that there was an experience of role strain within the experience of the social identity of the teacher. This now appears to be a symptom of a deeper conflict.

Although the newly socialized teacher (Lacy, 1977) is drawn into the matrix of the teacher fraternity there are overtures and undertones that cause tensions which are not verbalized. What may end up as a complete identification with the group could well have started with a shudder. Goffman (1963:137) reveals something of the dynamic of this situation,

*"The individual's real group, then, is the aggregate of persons that are likely to have to suffer the same deprivations as he suffers because of having the same stigma; his real group in fact, is the category which can serve as his discrediting."*

There results from this a feeling of mistrust for the group, because they are the very ones to whom he is consigned by virtue of the newly acquired social identity, which may be perceived as tainted or marginal.

Do student teachers perceive this situation in their quest for a social identity while expressing an attachment to the role of teacher ?

R.D.Laing (1967:82) describes the processes that we undergo when entering a group; his description is much like that given by Erikson (1959) when he describes the process of Identity Diffusion:

*"Each group requires more or less radical internal transformations of the persons who comprise it. Consider the metamorphosis that the one man may go through in one day as he moves from one mode of sociality to another. ---- . These are not just simply different roles: each is a whole past and present and future, offering differing options and constraints, different degrees of change or inertia, different kinds of closeness and distance, different sets of rights and obligations, different pledges and promises."*

Laing is saying that the entrance into a group means the acceptance of an identity, ready made. But this identity has the appearance of an ill-fitting mask, out of which speaks the alien voice of the group; it usually lacks conviction. (Du Preez, 1980:30-38)

When new teachers take a strong stand on organizational and disciplinary matters they are said to have strong characters or they are said to be born teachers. These statements are made in the belief that overt conformity to the role expectations confirms the group in the normative evaluation of its efficacy. (Lacy, 1977)

Managing the marginal role seems to be a normal feature within society. This seems to be case wherever there are established identity norms. The question is to what extent are these identity norms part of the acquisition of the role of the teacher ?

## Summary.

The concept of marginality was explored within a broader context than that with which it had previously been associated. The perception of marginal roles and the reasons for the perceptions were explored.

These notions were to be seen in the light of the presentation in this Appendix and in chapter two of this study, where the relationship between social identity and roles were explored.

Goffman's work on Stigma (1963) was then considered as a conceptual link between roles that are tainted in a social sense, and the idea of marginality; the writer linked the idea of marginality and stigma to describe a category of people who, because of the societal and institutional frames of reference for their roles, struggle to derive a sense of personal identity.

Sources of marginality were discussed and related to the manner in which teaching could be seen to be a marginal role. These ideas were then taken more fully into the realm of social identity where there is a notion of those who are discredited and those who are discreditable.

It was indicated that once a person discovers that he may be occupying a role that is tainted in a marginal way he may seek self-authentication in the group. This was seen as a hazardous process, as the very group to which one belonged could be the group that served as a source of discrediting.

**Appendix B.**

**Emergence of identity in social psychology**



**Appendix C.**

**Copy of scales and instructions to subjects.**

## Student Teacher Survey

Please do not write your name anywhere on this paper.

University       College of Education

Please supply some biographical details by filling in the appropriate spaces.

Population group:

Black   
White   
Coloured   
Indian

Home Language:

Xhosa/Tswana    
English   
Afrikaans   
Other.....

In which year of your course are you ?

Male       Female   
Married       Single       Divorced

Highest Qualification:

Diploma: 1yr     2yr     3yr     4yr   
Degree    BA/BSc.   
            MA./MEd or Higher.

Preparing to become:-

Primary School Teacher   
High School Teacher

**PLEASE TURN THE PAGE FOR INSTRUCTIONS.**



3. How often did you think of personality characteristics before you became a student teacher ?

never      1 2 3 4 5 6 7 8 9      very often

4. Since you have become a student teacher, how often do you consider personality characteristics, which as a teacher, you think you should possess ?

never      1 2 3 4 5 6 7 8 9      very often

5. Do you think you possess the necessary personality characteristics to enter the role of the teacher ?

no, not at all      1 2 3 4 5 6 7 8 9      yes, certainly

6. How high do you rate your ability to become a teacher ?

very low      1 2 3 4 5 6 7 8 9      very high

7. To what degree, (both intensively and extensively), do you expend efforts in your studies and during teaching experience, toward becoming a teacher ?

not at all      1 2 3 4 5 6 7 8 9      very high

8. What symbols ( equivalent to the scales below) do you expect to achieve at the end of this year of study ?

Academic: fail      1 2 3 4 5 6 7 8 9      distinction  
Teaching Practice: fail      1 2 3 4 5 6 7 8 9      distinction

Part B.

**Twenty Statements**

There are 20 blank spaces on the pages below. Please write 20 different answers to the question "Who am I?" in the blank spaces provided. Please answer as if you were giving answers to yourself, not to somebody else. Write the answers in the order in which they occur to you. Don't worry about logic or importance. Please attempt to answer all 20 statements and try not take more than 15 minutes for this section.

I am....

I am....











## Student Identity

### Part C

Read each item and indicate to what degree it reflects your own thoughts and feelings. If a statement has more than one part, please indicate your reaction to the *statement as a whole*. Indicate your answer on the answer sheet by choosing one of the following responses. Do not write on the questionnaire itself.

A=strongly agree. B=moderately agree. C=agree. D=disagree.  
E=moderately disagree. F=strongly disagree.

- I haven't chosen the occupation I really want to get into, and I'm just working at whatever is available until something better comes along.
- When it comes to religion, I just haven't found anything that appeals and I don't really feel that I need to look.
- My ideas about men and women's roles are identical to my parents'. What has worked for them will obviously work for me.
- There is no single life-style that appeals to me more than another.
- There are a lot of different kinds of people. I'm still exploring the many possibilities to find the right kind of friends for me.
- I sometimes join in with recreational activities when asked, but rarely try anything on my own.
- I haven't really thought about a "dating style". I'm not too concerned whether I date or not.
- Politics is something I can never be too sure about because things change so fast. But I think it's important to know what I can politically stand for and believe in.
- I'm still trying to decide how capable I am as a person and what jobs will be right for me.
- I don't give religion much thought and it doesn't bother me one way or another.
- There's so many ways to divide responsibilities in a marriage. I'm trying to decide what will work for me.
- I'm looking for an acceptable perspective for my own "life-style" view, but I really haven't found it yet.
- There are many reasons for friendship, but I choose my close friends on the basis of certain values and similarities that I've personally decided on.
- I don't have one recreational activity I'm really committed to, I'm experiencing numerous leisure outlets to identify one I can really get involved in.
- Based on past experiences, I've chosen the type of dating relationship I want now.
- I haven't really considered politics. It just doesn't excite me much.
- I might have thought about a lot of different jobs, but there's never really any question since my parents said what they wanted.
- A person's faith is unique to each individual. I've considered and reconsidered it myself and know what I can believe.
- I've never really seriously considered men's and woman's roles in marriage. It just doesn't seem to concern me.
- After considerable thought I've developed my own individual viewpoint of what is for me an ideal "lifestyle" and don't believe anyone will be likely to change my perspective.

34. Religion is confusing to me right now. I keep changing my views on what is right and wrong for me.
35. I've spent some time thinking about men's and women's roles in marriage and I've decided what will work best for me.
36. In finding an acceptable viewpoint to life itself, I find myself engaging in a lot of discussions with others and some self-exploration.
37. I only pick friends my parents would approve of.
38. I've always liked doing the same recreational activities my parents do and haven't ever seriously considered anything else.
39. I only go out with the type of people my parents expect me to date.
40. I've thought my political beliefs through and realize I can agree with some and not other aspects of what my parents believe.
41. My parents decided a long time ago what I should go into or employment and I'm following through their plans.
42. I've gone through a period of serious questions about faith and can now say I understand what I believe in as an individual.
43. I've been thinking about the role that husbands and wives play a lot these days, and I'm trying to make a final decision.
44. My parent's views on life are good enough for me, I don't need anything else.
45. I've tried many different types of friendships and now I have a clear idea of what I look for in a friend.

46. After trying a lot of different recreational activities I've found one or more I really enjoy doing by myself or with my friends.
47. My preferences about dating are still in the process of developing. I haven't fully decided yet.
48. I'm not sure about my political beliefs, but I'm trying to figure out what I can truly believe in.
49. It took me a long time to decide but now I know for sure what direction to move in for a career.
50. I attend the same church as my family has always attended. I've never really questioned why.
51. There are many ways that married couples can divide up family responsibilities. I've thought about lots of ways and now I know exactly how I want it to happen for me.
52. I just kind of enjoy life in general, and I don't see myself by any particular viewpoint to life.
53. I don't have any close friends. I just like to hang around with the crowd.
54. I've been experiencing a variety of recreational activities in hopes of finding one or more I can enjoy for some time to come.
55. I've dated different types of people and now know exactly what my own "unwritten rules" for dating are and who I will date.
56. I really have never been involved in politics enough to make a firm stand one way or another.
57. I just can't decide what to do for an occupation. There are so many that have possibilities.

Appendix D

Information pertaining to Twenty Statement Test.

## Categories and Attributes for Twenty Statement Test after Gordon

### A. Ascribed characteristics

1. Sex
2. Age
3. Name
4. Racial or National Heritage
5. Religious categorisation.

### B. Roles and Memberships

6. Kinship roles
7. Occupational roles, (also hoping to become, usually a category.)
8. Student role
9. Political affiliation.
10. Social Status.
11. Territoriality and Citizenship
12. Actual group membership.

### C. Abstract Identifications

13. Existential, individuating (the denial of any categorization)
14. Abstract category. (mostly categorical person, voter etc)
15. Ideological and belief references.

### D. Interests and activities

16. Judgements, tastes and likes. (usually attributive)
17. Intellectual concerns.
18. Artistic activities.
19. Other general activities.

### E. Material References

20. Possessions and resources.
21. Physical body image.

page 2.

### F. Major senses of the Self

22. Competence. Intelligent, creative skillful, low in ability, good at various activities, makes mistakes etc. (primarily attributive)
23. Self-Determination. Trying to get ahead, ambitious, making own decisions, or negations of these, self-starter (always attributive)
24. Sense of Unity. In harmony or mixed up, ambivalent, a whole person, ( mostly attributive )
25. Sense of Moral Worth. Self-respecting, sinner, bad, good, honest, reliable, trustworthy, responsible, (attributive)

### G. Personal Characteristics

26. Interpersonal Style. Friendly, fair, nice, shy, introverted, affable, hard to get along with, affectionate, cool, warm, extrovert,
27. Psychic style, personality. How the person typically thinks and feels. Happy sad, moody, daydreamer, in love, "crazy", depressed, lonely, curious, calm, wanting someone to love, objective, optimistic, etc. (Usually attributive in adjectives)

### H. External References

28. Judgements imputed to others. Popular, respected, well liked, well thought of and received, loved and accepted. ( attributive)
29. Immediate situational references. Hungry, bored, tired, filling in a form, late for an appointment. etc.
30. Uncode e responses.

Some aspects of the scoring of the Twenty Statement Test.

The following values (1-21) represent those responses that denote Roles and Categories

**Ascribed roles and category designations.** They can be viewed as "structural locators"; they position the individual within the differentiated positions in our society.

1. Categorical
2. Categorical and social
3. Physical and biological
4. Categorical
5. predominantly Categorical
6. Categorical
7. Mainly Categorical
8. Categorical
9. Categorical
10. Categorical/Attributive
11. Categorical
12. Categorical
13. Generally a denial or any categorisation
14. Exclusively Categorical by definition.
15. Categorical
16. Attributive
17. Attributive usual, in verb form.
18. Category reference in noun form of the verb.
19. Categorical
20. Categorical
21. Attributive.

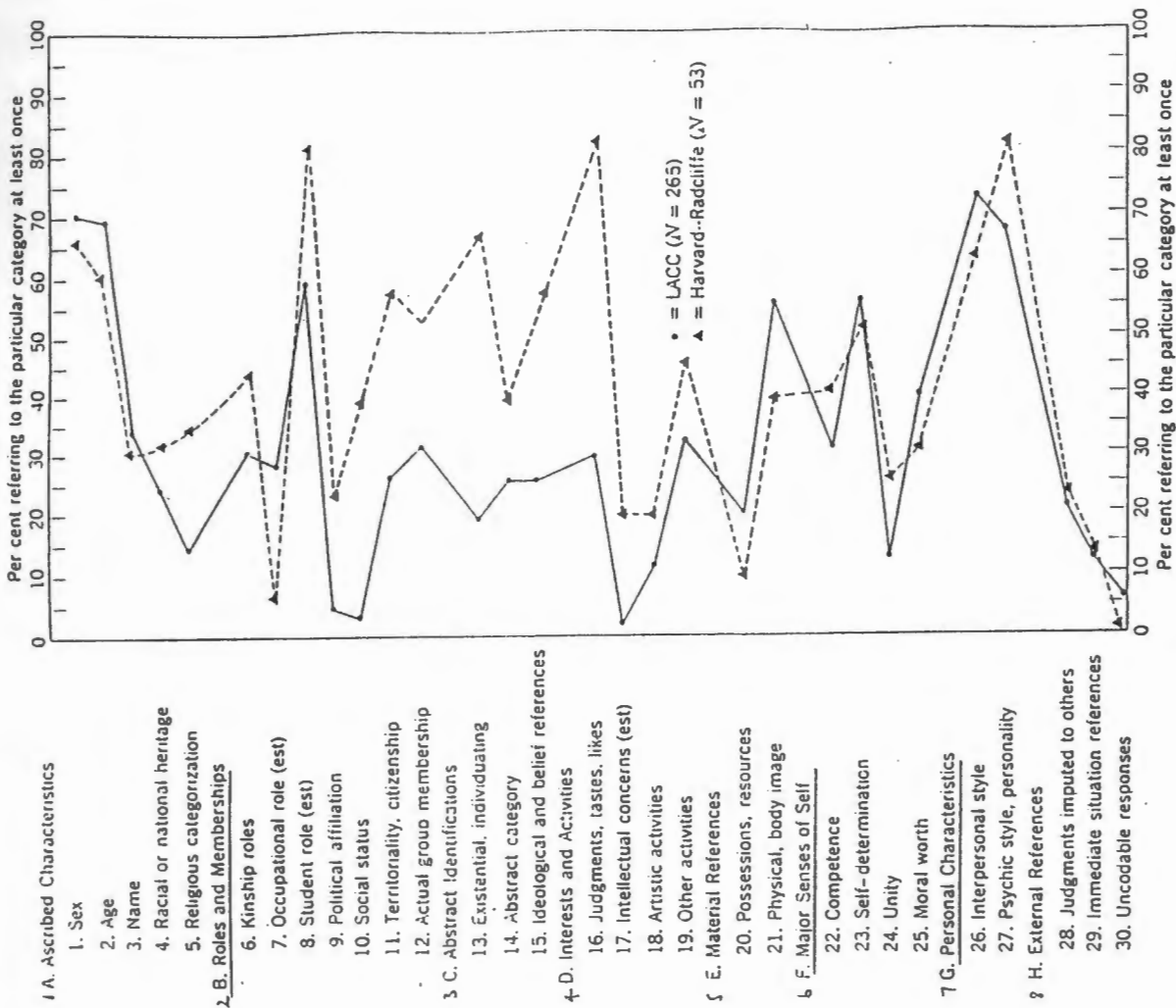


Figure 1. Configuration of content categories; self-conceptions in the "Who Am I?" responses. (est) = estimated from sample of protocols after later change in coding procedures. Solid circle = Los Angeles City College (N = 265). Solid triangle = Harvard-Radcliffe (N = 53).

**Appendix E.**

**Information pertaining to EOMEIS**

Table 24. ESTIMATES OF RELIABILITY

<u>Author(s) &amp; Date</u>	<u>Sample Test Version and Findings</u>
Adams, G.R. & Jones, R. (1983)	<u>Sample</u> : 82 female 10th and 12th graders; OMEIS version. <u>Internal Consistency</u> : Correlations of interpersonal and ideological subscales were .75 or higher.
Adams, G.R. & Montemayor, R. (1987)	<u>Sample</u> : 70 college freshmen; OMEIS version. <u>Internal Consistency</u> : Cronbach alphas of the subscales for three consecutive years showed the following ranges: Diffusion .59 to .73, Foreclosure .81 to .86, Moratorium .70 to .77, and Achieved .84 to .89.
Adams, G.R., Ryan, J.H., Hoffman, J.J., Dobson, W.R. & Nielsen, E. (1985)	<u>Sample</u> : 138 college students; EOMEIS-1 version. <u>Internal Consistency</u> : Correlations of subscales ranged from .69 to .86.
Adams, G.R., Shea, J., & Fitch, S.A. (1979)	<u>Sample</u> : 48 college freshmen; OMEIS version. <u>Internal Consistency</u> : Correlations of identity subscales ranged from .67 to .76.
	<u>Study 1</u>
	<u>Study 4</u>
	<u>Sample</u> : 80 college students; OMEIS version. <u>Test-Retest</u> : Correlations of subscales ranged from .71 to .93.

Bennion, L.D. (1988)	<u>Sample</u> : 60 sixteen-year-olds, EOM-EIS-2 <u>Internal Consistency</u> : Alphas ranged from .53 to .73 with a mean of .61 for the ideological subscales and from .52 to .80 with a mean of .64 for the interpersonal subscales.
Bennion, L.D. & Adams, G.R. (1986)	<u>Sample</u> : 106 college students; EOMEIS-2 version. <u>Internal Consistency</u> : Cronbach alphas ranged from .62 to .75 on the ideological subscales and .58 to .80 on the interpersonal subscales.
Carlson, D.L. (1986)	<u>Sample</u> : 162 college students, EOM-EIS. <u>Internal Consistency</u> : Internal consistency estimates for total diffusion were .69; foreclosure, .81; moratorium, .66; and achievement, .76 with a mean of .77.
Craig-Bray, L. & Adams, G.R. (1986)	<u>Sample</u> : 23 male and 25 female college students; EOMEIS-1 version. <u>Internal Consistency</u> : Correlations of interpersonal and ideological subscales ranged from .41 to .74.
Grotevant, H.D. & Adams, G.R. (1984)	<u>Sample</u> : 317 Utah college students and 274 Texas college students; EOMEIS-1 version. <u>Study 1 and 2</u> <u>Internal Consistency</u> : Cronbach alphas of the interpersonal and ideological subscales ranged from .37 to .77. Correlations of total identity score with subscales were .42 to .82. Correlations of interpersonal and ideological scores with total identity scores ranged from .78 to .92. Correlations comparing interpersonal with corresponding ideological subscales ranged from .37 to .68.

EGO IDENTITY STATUS. SCORES FOR THREE SAMPLES  
Means, Standard Deviation and range.

	<u>Texas Sample</u> Students			<u>Utah Sample</u> Students.		
	Mean	SD	Range	Mean	SD	Rang
<b>IDEOLOGICAL</b>						
Achievement	32.8	5.3	20-47	32.6	4.6	19-45
Moratorium	26.5	6.3	8-44	25.9	5.9	12-44
Foreclosure	19.6	6.3	8-46	20.9	6.4	8-41
Diffusion	22.1	5.7	10-41	22.0	5.5	8-41
<b>South African Sample.</b>	<b>IDEOLOGICAL</b>					
	Mean	SD	Range			
Achievement	33.5	5.3	18-47	Variance 28.6		
Moratorium	23.2	6.1	8-46	Variance 37.1		
Foreclosure	17.0	5.9	8-36	Variance 35.3		
Diffusion	22.1	5.4	8-39	Variance 28.9		
<b>INTERPERSONAL</b>						
Achievement	32.6	4.6	19-45	32.3	4.4	21-44
Moratorium	27.6	4.9	8-38	26.7	5.5	12-40
Foreclosure	20.2	5.8	8-38	22.6	5.5	8-41
Diffusion						
<b>South African Sample.</b>	<b>INTERPERSONAL</b>					
	Mean	SD	Range			
Achievement	32.2	5.7	11-48	Variance 33.7		
Moratorium	23.7	5.9	8-43	Variance 34.9		
Foreclosure	16.9	5.9	8-33	Variance 37.1		
Diffusion	19.0	5.5	8-40	Variance 30.6		

**Appendix F.**

**Information pertaining to ICM Scales.**

TABLE 1  
STUDY 1: MEANS AND STANDARD DEVIATIONS FOR IDENTITY, ABILITY, EFFORT, AND EXPECTED EXAMINATION

Variable	Non-identity-centered N = 47	Identity-centered N = 38	p level
Identity			
M	6.15	6.11	.88 <sup>1</sup>
SD	1.33	1.43	.65 <sup>2</sup>
Ability			
M	6.28	6.24	.89
SD	1.26	1.28	.91
Effort			
M	5.66	6.58	.01
SD	1.58	1.48	.70
Expected examination <sup>3</sup>			
M	2.48	2.41	.57
SD	0.59	0.55	.70

<sup>1</sup> p levels for mean differences stem from *t* tests.

<sup>2</sup> p levels for variance differences stem from *F* tests.

<sup>3</sup> A high score represents a high grade.

because a difference between effort means is not found in the other studies reported.

#### Correlations within Groups

*Identity* × *effort*. Table 2 lists the correlations between the identity item and the effort expenditure item, and in accord with the hypothesis, the identity-centered group shows a high positive correlation ( $r = .54$ ), while the corresponding value for the non-identity-centered group is practically zero ( $r = .09$ ). The difference between these values is significant (see Table 2).

*Ability* × *effort*. The differential patterns for the two groups are similar to those of the identity item, .58 and 0, respectively, and the difference between them is significant.

*Exp. exam* × *effort*. The expected examination grade is an indication of the subject's self-appraisal with respect to a concrete performance, thus serves as a concrete ability index. In this light, we would expect a pattern of correlations resembling those just reported, and indeed, this is the case (see Table 2).

*Identity* × *ability*. Although the concrete ability item in this study did

TABLE 2  
STUDY 1: PEARSON CORRELATIONS SEPARATELY FOR THE TWO GROUPS

Correlation	Non-identity-centered N = 47 <sup>1</sup>	Identity-centered N = 38	z score <sup>2</sup>	p level
Identity × ability	.50	.83	2.81	<.005
Identity × effort	.09	.54	2.26	<.03
Identity × exp. exam <sup>3</sup>	-.07	.56	3.05	<.001
Ability × effort	.00	.58	2.92	<.005
Ability × exp. exam	.07	.59	2.65	<.01
Effort × exp. exam	.09	.61	2.70	<.01

<sup>1</sup> The *N* varies between 45 and 47 for the non-identity-centered group and between 37 and 38 for the identity-centered group because of incompletely answered questionnaires.

<sup>2</sup> The z scores are for the differences between correlations.

<sup>3</sup> Exp. Exam = expected grade for cumulative studies. A high score represents a high grade.

not refer explicitly to the individual tasks associated with the business/economics major, the use of the term "ability" implies a task orientation, in comparison with the person-related term, "manager/economist." According to the hypothesis, the connection between those two alternative formulations should be especially high among identity-centered subjects, who should be more prepared to view specific abilities as pertinent to the global identity. Table 2 shows this to be the case.

*Identity* × *exp. exam*. The same reasoning basic to the identity × ability correlations applies here, and as shown in the table, the patterns are also similar. One also sees a parallel pattern regarding the correlations between ability and exp. exam.

*Ability* × *exp. exam*. As the reader can see, the same pattern of results can be obtained when those two items are correlated: A .07 correlation results in the non-identity-centered group, and a strong correlation is found in the identity-centered group.

*Global internal consistency*. A somewhat more general method of looking at these inner consistencies is through Cronbach's alpha. Consistent with the data patterns just reported, the alpha for the non-identity-centered group is .31, whereas it is .87 for the identity-centered group.

## STUDY 2

### Overview

The primary difference between this study and the previous one lies in the nature of the subject's performance. Whereas in the first study the performance was a rather ongoing, university-studies-related set of

**Appendix G.**

**Selected TST response protocols from student teacher**

Part D.

Twenty Statements

There are 20 blank spaces on the pages below. Please write 20 different answers to the question "Who am I?" in the blank spaces provided. Please answer as if you were giving answers to yourself, not to somebody else. Write the answers in the order in which they occur to you. Don't worry about logic or importance. Please attempt to answer all 20 statements and try not take more than 15 minutes for this section.

- I am... recently recovering from my mother's unexpected death and this has turned my life upside down 3
- I am... angry when my emotional life disturbs my studies
- I am excited to such as its something I've wanted to do all my life 3
- I am strong independent and have a strong belief in myself 11
- I am very precise as to how I behave in situations 2
- I am often not honest to myself as it's sometimes too difficult to face the reality 19
- I am frustrated when I lack the confidence to verbalize what I feel 14
- I believe strongly in myself as a teacher and believe I have been called to teach 15
- I am popular and socially independent 10
- I am loved by many, and love in return

- My self-confidence does primarily stem from outward appearance
- I am confused in the sense that there are many issues in the life I still have to deal with 6
- I am strong-willed as I have no parents to support my decisions
- I am desperately in need of strong support from those I love
- I am in the throes of intense self discovery and growth
- I am warm and loving but miss having a family
- I am sometimes frustrated as to where and how I want to teach 17
- I am not sure as to how I can put all my energies into my teaching
- I am <sup>impatient</sup> ~~impatient~~ when people don't agree easily with me 7
- I am a sensitive person with broad humanitarian concerns 18

23, 27, 07, 27, 07, 16, 27, 27, 25, 28

Choose any 10 of the statements you have completed and rank them from 1 to 10 in order of importance to you. Place the number in the square at the end of the statement. Thank you. Please turn the page and continue.

Part D.

Twenty Statements

There are 20 blank spaces on the pages below. Please write 20 different answers to the question "Who am I?" in the blank spaces provided. Please answer as if you were giving answers to yourself, not to somebody else. Write the answers in the order in which they occur to you. Don't worry about logic or importance. Please attempt to answer all 20 statements and try not take more than 15 minutes for this section.

- I am... quite competent.
- I am... not confident
- I am scared of failing 10
- I am not sure of myself 19
- I have a negative self image sometimes
- I am sensitive to certain things
- I am careful
- I am bored
- I am eager to learn 3
- I am not that bad.

- I am a hard worker mostly 8
- I am excited about teaching 6
- I am worried I might not succeed 7
- I am talking rubbish - of course I'll succeed.
- I am angry at some things
- I am sad at other things
- I am mostly happy - if I choose to be ignorant 2
- I am someone who wants to help others 15
- I am a very sharing person 1
- I am Grateful for this 14

26, 27, 27, 29, 27, 07, 07, 23, 27, 27

Choose any 10 of the statements you have completed and rank them from 1 to 10 in order of importance to you. Place the number in the square at the end of the statement. Thank you. Please turn the page and continue.

556 Female - Single  
**Twenty Statements**

Part B.

There are 20 blank spaces on the pages below. Please write 20 different answers to the question "Who am I?" in the blank spaces provided. Please answer as if you were giving answers to yourself, not to somebody else. Write the answers in the order in which they occur to you. Don't worry about logic or importance. Please attempt to answer all 20 statements and try not take more than 15 minutes for this section.

- I am... a young female, living in Cape Town and studying at U.C.T. 6
- I am... unsure of whether I will get a teaching post next year. 5
- I am unsure of whether I would like to start teaching immediately. 6
- I am keen to travel overseas for a year 5
- I am in search of a change in my life. 6
- I am a quiet, sensitive person. 7
- I am fond of music, especially for relaxation. 6
- I am unsure about my future. 2
- I am eager to learn about new things. 3
- I am feeling tired (in this period of my life - too much work) 1

- I am a hard-worker when I want to be. 8
- I am sensitive to other people's feelings. 7
- I am emotional. 6
- I am lazy when I want to be. 6
- I am a daydreamer. 6
- I am fond of reading and other relaxing things. 6
- I am also fond of sport - I get the need to get rid of extra energy. 6
- I am a good listener and end up hearing about many people's problems. 4
- I am a pessimist at times. (Especially regarding personal things). 10
- I am me! 1

13, 27, 27, 27, 16, 07, 26, 23, 27, 27

Choose any 10 of the statements you have completed and rank them from 1 to 10 in order of importance to you. Place the number in the square at the end of the statement. Thank you. Please turn the page and continue.

557 Female - Single  
**Twenty Statements**

Part D.

There are 20 blank spaces on the pages below. Please write 20 different answers to the question "Who am I?" in the blank spaces provided. Please answer as if you were giving answers to yourself, not to somebody else. Write the answers in the order in which they occur to you. Don't worry about logic or importance. Please attempt to answer all 20 statements and try not take more than 15 minutes for this section.

- I am... ME! 1
- I am... Special 1
- I am what I am 1
- I am unique, there is nobody like me. Whether that is good or bad I don't know. 1
- I am fun, carefree, friendly, outgoing, and vibrant. 2
- I am sensitive & romantic. Sometimes too sensitive. 3
- I am a teacher, ready to take on the responsibilities of the role. 4
- Am I? 1
- I hope so. The only aspect that I do worry about is the falling in the traditional-teacher role. 10
- I am confident I can do it - without that happening 1

- I am proud of what I am going to be, or what I nearly am. 8
- I am frustrated with how teachers are viewed 8
- I am angry and hurt that a job so demanding is viewed as an 'easy job'. 9
- I am trying my best to change / challenge these attitudes. 6
- I am hopeful. One day we will be considered 'professionals'. 6
- I am serious about teaching 6
- I do need the support and interest of others 7
- I am confused, do I leave this country or stay here unable to teach in so-called 'Black and Coloured' schools? 9
- I am a Jewess. 6
- I am going to be a good teacher. 6

13, 27, 27, 07, 07, 04, 26, 16, 16, 07

Choose any 10 of the statements you have completed and rank them from 1 to 10 in order of importance to you. Place the number in the square at the end of the statement. Thank you. Please turn the page and continue.

Part B.

Twenty Statements

There are 20 blank spaces on the pages below. Please write 20 different answers to the question "Who am I?" in the blank spaces provided. Please answer as if you were giving answers to yourself, not to somebody else. Write the answers in the order in which they occur to you. Don't worry about logic or importance. Please attempt to answer all 20 statements and try not take more than 15 minutes for this section.

- I am... oppressed 3
- I am... socially responsible 5
- I am responsible to tomorrow's society. 4
- I am not certain whether teaching will provide an outlet for my ideals. 1
- I am principon principle unable to teach in a state school. 10
- I am under obligation to teach in a state school. 1
- I am confused as to what my position is within this system of schooling. 1
- I am impulsive. 6
- I am bound to do something without thinking about the consequences. 1
- I am a critical thinker. 9

- I am concerned about the social conditions of the working class. 8
- I am motivated by money. 1
- I am from the working class. 2
- I am a pseudo-philosopher. 1
- I am in favour of revolution. 7
- I am arrogant and headstrong. 1
- I am full of contradictions. 1
- I am non-logical, since logic belongs to computers. 1
- I am bitter and cynical. 1
- I am pessimistic. 1

22, 10, 27, 15, 25, 27, 15, 17, 22, 17

Choose any 10 of the statements you have completed and rank them from 1 to 10 in order of importance to you. Place the number in the square at the end of the statement. Thank you. Please turn the page and continue.

Part B.

Twenty Statements

There are 20 blank spaces on the pages below. Please write 20 different answers to the question "Who am I?" in the blank spaces provided. Please answer as if you were giving answers to yourself, not to somebody else. Write the answers in the order in which they occur to you. Don't worry about logic or importance. Please attempt to answer all 20 statements and try not take more than 15 minutes for this section.

- I am... a person with an extremely quick & vibrant temper 2
- I am... a person of humor 1
- I am... conventional & likeable 6
- I am... afraid of a lot of things, but very 1
- I am... a cheater 1
- I am... a funny person 1
- I am... a casual lover 8
- I am... a hard lover 1
- I am... not very intelligent 10

- I am... as attractive as any other girl 1
- I am... a funny person 1
- I am... a chatty box 1
- I am... a person who always tries to fit in but never seems to 5
- I am... loyal to my loved ones 11
- I am... a busy person 1
- I am... lucky because I have nice family friends and my health 13
- I am... worried about my temper 1
- I am... a thoughtful person to those I care clearly for 1
- I am... a pessimistic a lot of the time but pretend to be optimistic for others 1

27, 27, 24, 25, 27, 27, 27, 16, 21, 22

Choose any 10 of the statements you have completed and rank them from 1 to 10 in order of importance to you. Place the number in the square at the end of the statement. Thank you. Please turn the page and continue.

Part B.

Twenty Statements

There are 20 blank spaces on the pages below. Please write 20 different answers to the question "Who am I?" in the blank spaces provided. Please answer as if you were giving answers to yourself, not to somebody else. Write the answers in the order in which they occur to you. Don't worry about logic or importance. Please attempt to answer all 20 statements and try not take more than 15 minutes for this section.

- I am... what I believe 10
- I am... what I attempt
- Everything I want to be after I've tried
- Self conscious about -trousers
- I have walked and determined 9
- Unknown
- Interested in what other people feel like at certain times of crisis 9
- Worried about other people's happiness
- Somebody who's worried about the political situation in South Africa 3
- Worried about authors and the rules that apply to their children 2

- Somebody who works desperately to learn the blind but doesn't know if it's capable of it 17
- Self motivated to work because otherwise I feel satisfied
- Concerned about weather I'd make it to become a teacher 16
- Worried about getting a job at the end of my lesson
- Friendly, warm and very outgoing 15
- Active and love sport and adventure
- Rather fat at the moment
- Worried about what other think of my present way 14
- Not worried about what other think of my opinions - they're mine and I like them
- Willing to change my mind about an opinion if I see reason enough to convince me 11

23, 17, 17, 21, 27, 7, 7, 17, 23, 14,

Choose any 10 of the statements you have completed and rank them from 1 to 10 in order of importance to you. Place the number in the square at the end of the statement. Thank you. Please turn the page and continue.

Part B.

Twenty Statements

There are 20 blank spaces on the pages below. Please write 20 different answers to the question "Who am I?" in the blank spaces provided. Please answer as if you were giving answers to yourself, not to somebody else. Write the answers in the order in which they occur to you. Don't worry about logic or importance. Please attempt to answer all 20 statements and try not take more than 15 minutes for this section.

- I am a person who is very concerned with the number of children
- I am a person who shows high and the majority of are but I rather what I have side out to do
- I am a versatile person and people are my life
- I am an adventurous person
- I am a student who enjoys college life
- I am an individual & from part of the society I live in
- I am a gentle & very beautiful person
- I am a person & sensitive to people's feelings 9
- I am conscientious & I enjoy working 11
- I am inquisitive & enjoy finding out about new things 10

- I am an easy going person, who is flexible & gets along with new people easily
- I am intelligent and have a good idea of what's going on in the world around me
- I am friendly & make people feel at ease
- I am a person who loves the outdoor life and recreation is very important to me
- I am a positive person and strive to be positive in people's presence
- I am a person who is a well balanced person
- I am a person who doesn't give up too quickly but finds a way to get through
- I am exciting & love to try new things
- I am a person who always tries to see the good in everything
- I am really looking forward to being a teacher

27, 24, 26, 23, 7, 22, 26, 27, 23, 17

Choose any 10 of the statements you have completed and rank them from 1 to 10 in order of importance to you. Place the number in the square at the end of the statement. Thank you. Please turn the page and continue.