

APPENDIX A:

General:

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- A-2: Pilot Study Raw Data according to
 Identity Classification
- A-3: Introduction to Questionnaires

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APPENDIX A-1:

Stages of Ego Development according to Loevinger (1966)

Stage I: "... the problem is to distinguish self from nonself. In the presocial or autistic stage ananimate and inanimate parts of the environment are not distinguished. In the symbiotic stage the child has a strong relationship to his mother (or surrogate) and is able to distinguish mother from environment, but self is not clearly distinguished from mother. ... Language is an important, perhaps crucial, factor in bringing this period to an end;...

Stage II: ... is the impulsive one; the child confirms his separate existence from the mother by exercise of his own will. Interpersonal relations are exploitive and dependent, but the dependence is not recognized as such. People are seen as sources of supply. Conscious concern with sexual and aggressive drives is high;....

Stage III: ... is the opportunistic one. It is understood that there are rules, but they are obeyed in terms of immediate advantage. Thus the morality is purely an expedient one. What is bad is to be caught. Interpersonal relations are manipulative and exploitive, but there is a marked shift away from dependence..... Conscious pre-occupation is with control and advantage, domination, deception, getting the better of, and so on.

Stage IV: ... is the conformist one; ... At this stage the rules are partially internalized. They are obeyed just because they are the rules. Chief sanction for transgression is shame. ... Genuine interpersonal reciprocity is now possible. ... Interpersonal relations are seen primarily in terms of actions rather than feelings and motives. Conscious pre-occupation is with material things, with reputation and status, with appearance, and with adjustment. ...

Stage V: ... we call the conscientious stage. Morality has been internalized. Inner moral imperatives take precedence over group-sanctioned rules. The sanction for transgression is guilt. ... Conscious pre-occupation is with obligations, ideals, traits, and achievement as measured by inner standards rather than by recognition alone. ... Capacity for self-criticism characterizes this stage, ...

Stage VI: we call the autonomous one. ... The characteristic moral issue is coping with inner conflict, conflicting duties, and so on. greater toleration for those who choose other solutions than one's own, Interpersonal relations remain intense, they involve the recognition of inevitable mutual interdependence, and, a crucial addition, they involve the recognition of other people's need for autonomy. ... Characteristic conscious pre-occupations are role differentiation, individuality, and self-fulfillment.

Stage VII: .. we call integrated . The person proceeds beyond coping with conflict to reconciliation of conflicting demands, and, where necessary, renunciation of the unattainable, beyond toleration to the cherishing of individual differences, beyond role differentiation to the achievement of a sense of integrated identity."

(From 1966, pp. 198 - 200)

APPENDIX A-1:

Different types and stages of identity formation defined in the literature.

Marcia (1966):

- (1) Identity-Achievement: he "has experienced a crisis period and is committed to an occupation and ideology ... (which) leaves him free to act. In general, he does not appear as if he would be overwhelmed by sudden shifts in his environment or by unexpected responsibilities.
- (2) Moratorium: he is "in the crisis period with commitments rather vague; ... (he is making) an active struggle to make commitments ... he is attempting to compromise among (parental wishes), society's demands, and his own capabilities."
- (3) Foreclosed: "distinguished by not having experienced a crisis, yet expressing commitment. It is difficult to tell where his parents' goals for him leave off and where his begin. ... A certain rigidity characterizes his personality; one feels that if he were faced with a situation in which parental values were nonfunctional, he would feel extremely threatened."
- (4) Identity-diffusion: he "may or may not have experienced a crisis period; his hallmark is lack of commitment. He has neither decided upon an occupation nor is much concerned about it. .. He is either uninterested in ideological matters or takes a smorgasbord approach." He gives the impression that any choices which he may express could easily be abandoned should the circumstances change.

"Crisis refers to the adolescent's period of engagement in choosing among meaningful alternatives; commitment refers to the degree of personal investment the individual exhibits."

(pp. 551 - 552)

Prelinger & Zimet (1964):

- (1) Normally developing ego identity: "characterized by the presence of a relatively dominant configuration of reasonably consistent integrated identity elements... and some flexible experimentation with (partly integrated identity elements) ... and no extreme defensive processes are set in operation to keep (the existing identity configuration) intact in exactly its present form.
- (2) Rigid or Foreclosed ego identity: characterized by a "relatively small number of strongly emphasized identity elements ... (which) are integrated into a narrow, fairly inflexible, and usually rather emphatically defended identity configuration from which significant significant other elements, which are potentially available, are actively excluded."

(3) Diffuse, conflicted ego identity: " we find various distinguishable identity elements by no dominant, significant, or stable ~~configuration~~ ~~synthesis~~ synthesis of them. These elements may enter various, sometimes rather shortlived configurations which are more or less easily dissolved and differently combined again. In other cases we may find more or less acute conflict between various identity elements or sub-configurations of them." (p. 202)

Adelson (1964):

Identity Co-arctation: "The inherent tensions of adolescence are displaced to and discharged within the matrix of peer-group sociability. Intrapsychically the defenses and character positions adopted are those which curtail experience and limit the growth and differentiation of the self - repression, reaction-formation, and certain forms of ego restriction. These modes of dealing with inner and outer experience join to produce a pseudo-adaptive solution of the adolescent crisis, marked by cognitive stereotypy, value stasis, and interpersonal conformity. It is a solution which is accomplished by resisting conflict, resisting change, resisting the transformation of self. It settles for a modest, sluggish resynthesis of the ego that closely follows the lines of the older organization of drives, defenses, values, and object-attachments. It is characterised by the avoidance of identity-diffusion through identity-coarctation."

(p. 4)

APPENDIX A-2 :

PILOT STUDY RAW DATA

Sex	Std.	Age	EIS*	PS*	J-F*	F-S*	VJS	VOC.	PNFI
<u>MORATORIUM</u> → <u>ACHIEVEMENT</u> (N = 8) :									
120 M	10	18;11	52	19	19	42	10	Fore	98
113 M	10	17;06	49	6	19	39	8	M→ Ach.	108
105 M	10	18;10	48	6	24	48	9	M→ Ach.	110
115 M	10	18;07	46	12	14	40	7	? Ach.	114
109 F	10	17;01	60	11	29	47	12	Ach.	114
117 F	10	18;02	56	14	20	36	9	Ach.	102
107 F	10	18;10	54	13	15	31	5	M→ Con.	106
103 F	10	16;11	51	13	24	47	8	M→ Ach.	102
<u>MORATORIUM</u> (N = 10) :									
016 M	6	13;08	54	21	33	46	12	Pre-M	102
023 M	6	14;03	51	31	30	44	10	Mora	102
014 M	6	13;06	38	17	20	48	9	Mora	100
011 F	6	13;06	45	12	26	43	10	Pre-M	106
008 F	6	13;09	34	17	24	43	10	Mora	99
108 M	10	17;10	49	23	17	44	9	M→ Con.	102
110 M	10	17;11	39	18	25	47	10	?Neg	102
125 F	10	18;01	49	22	30	31	10	Ach.	102
? 101 F	10	17;11	45	18	32	51	8	Ach.	114
? 119 F	10	17;08	42	18	27	49	12	Ach.	116
<u>MORATORIUM</u> → <u>CONFUSION</u> (N = 9) :									
019 F	6	13;04	32	24	49	35	9	Mora	103
002 F	6	13;07	29	43	47	55	11	Mora	100
104 M	10	17;10	36	26	28	47	9	M→ Ach.	97
114 M	10	18;01	36	26	35	43	9	M→ Con.	103
122 F	10	17;04	48	26	41	33	9	Ach.	91
127 F	10	17;10	46	27	35	41	10	M→ Con.	110
129 F	10	17;06	41	30	28	43	5	M→ Con.	89
124 F	10	18;01	39	23	38	41	9	M→ Ach.	102
118 F	10	18;05	38	19	40	46	8	Ach.	78
<u>FORECLOSED</u> (N = 25) :									
013 M	6	13;07	56	4	14	62	10	?Fore	117
004 M	6	14;04	53	12	14	60	10	Fore	105
010 M	6	13;08	53	14	19	60	9	?Pre-M	105
007 M	6	13;07	57	1	8	59	11	Fore	100
012 M	6	13;09	54	8	15	55	12	?Pre-M	101
005 M	6	14;02	56	0	19	53	11	?Pre-M	108
015 M	6	13;11	55	0	20	52	12	?Pre-M	142
021 F	6	12;09	54	4	17	58	12	?Fore	102

APPENDIX A-2 : PILOT STUDY RAW DATA (cont.)

Sex	Std.	Age	EIS*	PS*	J-F*	F-S*	VJS	VOC.	PNFI
022 M	6	13;06	46	15	36	57	10	?Mora	102
009 M	6	14;10	44	10	30	56	9	Mora	100
025 M	6	13	45	14	47	56	10	?Pre-M	90
020 M	6	13;05	48	24	40	52	9	Fore	92
? 017 M	6	12;11	46	18	29	49	9	Fore	101
003 F	6	13;03	42	26	46	55	11	Pre-M	100
018 M	6	13;08	39	2	15	58	12	Pre-M	75
006 M	6	13;09	42	20	22	53	9	?	65
116 M	10	18;09	49	21	29	63	7	Fore	98
111 M	10	17;03	52	16	32	61	12	?	101
102 M	10	17;11	45	24	37	58	7	?Ach.	100
128 M	10	18;05	57	18	19	55	10	?Mora	111
121 M	10	18;01	49	12	25	53	10	?Ach.	100
123 M	10	19;00	46	19	28	52	11	M→Con.	100
126 F	10	17;09	60	5	18	55	10	Fore	103
112 F	10	18;01	52	13	29	53	10	?Fore	94
? 106 F	10	17;05	37	23	45	50	9	?Mora	97

PRE-MORATORIUM (N = 2) :

001 M	14;01	55	10	11	46	9	?	102
024 F	14;06	54	10	16	36	9	Pre-M	110

- * These scores are based on all the items included in the pre-test.
- The meanings of the abbreviations can be found in the key attached to Appendix C-4.

APPENDIX A-2:

Mean Scores for each Identity Classification

	EIS	P.S.	J-F.	F-S.	VJS.	PNF I.
M→Ach.	52.0	11.8	20.5	41.3	8.5	106.8
Mora	44.6	19.7	26.4	44.6	10.0	104.5
M→Con.	38.3	27.1	37.9	42.7	8.8	97.0
Fore.	49.5	12.9	26.1	55.8	10.1	100.4
Pre-M.	54.5	10.0	13.5	41.0	9.0	106.0

APPENDIX A-3 : INTRODUCTION FOR QUESTIONNAIRES.

WHAT IS THIS ALL ABOUT?

Adults, teachers and parents very often don't understand teenagers very well - because they have forgotten what it is like to be a teenager; and it is also possible that young people today have different problems and new ideas which adults didn't have to deal with. The only way we can understand young people better is to find out what kinds of problems they have, what they think about themselves and about life, what their main interests are, and their opinions about various things.

I want you to help me in trying to understand young people by filling in these questionnaires which will give me information about yourselves. I will summarize all the information you give me so that I can make general statements about what teenagers think, etc. We may find that Std. 6s have different problems from Std. 10s and so on.

There are a number of important point which I want you to remember:

- (1) None of your names, or even the school's name, will be mentioned to anybody. You represent English-speaking South African teenagers in general, and what you say as an individual won't be shown to anyone else. Therefore you don't need to worry about saying the wrong thing.
- (2) Most of the questionnaires ask for information about yourselves, and it is important that you answer these questions as honestly as you can. It doesn't help if you answer according to what you think you should say, or according to the way you think most teenagers think. I am interested in what young people really think and feel.
- (3) There are NO right or wrong answers to any of the questions. It is your own personal feelings and opinions that are important.
- (4) Please read the instructions carefully, and if you don't understand anything please ask me to explain.
- (5) Don't spend too much time on any particular questions, as you will have to work quite quickly to finish this in one period.

APPENDIX B:

Measuring Instruments

- B-1: Ego Identity Scale
- B-2: Peer Nomination Form
- B-3: Vocational Plans Questionnaire
- B-4: Problems Scale
- B-5: Values Questionnaire and Value Judgement Scale
- B-6: Janis-Field Feelings of Inadequacy Scale
- B-7: F-Scale Items
- B-8: Ratings Scale

The following pages contain a number of statements which are concerned with opinions and feelings about yourself and life in general. There are no right or wrong answers. It is YOUR OWN personal opinion which is important.

Read each statement, decide whether you AGREE or DISAGREE with it as it applies to YOU or YOUR beliefs, and then mark your answer on the ANSWER SHEET. The numbers on the Answer Sheet correspond with the numbers of the statements, and next to each number is an a (for Agree) and a d (for Disagree). Please put a cross (X) through the a (like this: ~~a~~ d) if you AGREE (or GENERALLY AGREE) with the statement. If you DISAGREE (or Generally Disagree) then put a cross through the d (like this: a ~~d~~).

It is important that you work right through the statements and answer each one as you come to it. DON'T spend too much time on any one statement, but decide how YOU really feel about it. Several of the statements may sound the same, but don't worry about this.

N.B. Please check now and again that the number of the statement corresponds with the number on the Answer Sheet.

PLEASE DO NOT MARK THE PAGES WITH THE STATEMENTS ON THEM.

1. I seem to have regrets when I have to give up my pleasures right now for goals or things I want in the future.
2. No one seems to understand me.
3. I am afraid of being asked questions in class because of what other people will think if I don't know the answer.
4. Working is nothing more than a necessary evil that a person must put up with in order to eat.
5. It doesn't pay to worry too much about decisions you have already made.
6. People are usually honest in dealing with one another.
7. From what others have told me, I feel that I am a person who is very easy to talk to.
8. When I am doing something I try not to get so tied up in it that I forget other things which have to be done.
9. I have no difficulty in avoiding people who may get me into trouble.
10. When I have to work, I usually get pretty bored no matter what the job is.
11. It doesn't worry me if I make a mistake in front of my friends.
12. The decisions I have made in the past have usually been the right ones.

(B-1 (a) cont.)

13. Although I sometimes feel very strongly about things, I never show other people how I feel.
14. I am confident that I will be successful in life when I finally decide on a career.
15. After I do something I usually worry about whether it was the right thing.
16. I really do not have any definite goals or plans for the future; I'm content to let circumstances decide what I should do.
17. I don't enjoy taking part in school clubs or teenage group activities.
18. If I am not careful people try to take advantage of me.
19. In general, people can be trusted.
20. It is very seldom that I find myself wishing that I had a different face or body.
21. It is not hard to keep my mind on one thing if I really have to.
22. I would get along better in life if I were better looking.
23. It seems as if I just can't decide what I really want to do in life.
24. I am always busy doing something, but I seem to get less done than other people even though they don't work as hard as I do.
25. When I am in a group I find it hard to stand up for my own ideas if I think other people won't agree with me.
26. Even when I do a good job in my work, other people don't seem to realize it or give me credit for it.
27. I do not feel that my looks and behaviour keep me from getting ahead in life.
28. The best part of my life is still ahead of me.
29. I get very nervous when I know that my work is going to be compared with the work of others.
30. In a group I can usually stand up for what I think is right without being embarrassed.
31. I seem to have the knack or ability to make other people relax and enjoy themselves at a party.
32. I am not sure what I want to do as a life-time occupation, but I have some pretty definite plans and goals for the first few years after I leave school.
33. I can't seem to say no when the group does something which I don't think is right.

(B-1 (a) cont.)

34. It is easier to make friends with people you like if they don't know too much about your background.
35. I don't like sports or games where you always have to try to do better than the next person.
36. A person who can be trusted is hard to find.
37. I am proud of my family background.
38. I cannot keep my mind on one thing.
39. It is a good idea to have some plan as to what has to be done next, no matter how much you have to do at the moment.
40. During the past year I have taken little or no part in clubs, organised group activities or sports.
41. I have found that people I work with frequently don't understand or appreciate my abilities.
42. For some reason, it seems that I have never really gotten to know the people I have worked with, eventhough I liked them.
43. I am pretty content to be the way I am.
44. I always avoid competing against other people if I possibly can.
45. I can't stand waiting for things I really want.
46. I will be quite content to live the same kind of life as my parents do.
47. Eventhough I try, it is usually pretty hard for me to keep my mind on a task or job.
48. One of the good parts of being a teenager is getting together with a group which makes its own rules and does things as a group.
49. When it comes to working, I never do anything I can get out of.
50. My way of doing things tends to be misunderstood by others.
51. A person who isn't a member of a well organised group or club at some stage in his teens is missing a lot.
52. When I think about my future, I feel that I have missed my best chances for making good.
53. I like to tackle a tough job as it gives me a lot of satisfaction to finish it.
54. I am always ~~not~~^{busy} but I never seem to get anywhere.
55. I prefer people to tell me what to do, so that I don't have to decide for myself.

(B-1 (a) cont.)

56. It doesn't bother me when my friends find out that I can't do certain things as well as other people.
57. In general, I don't regret the decisions I make.
58. The kind of life which my family leads is not the kind of life for me.
59. I feel pretty sure that I know what I want to do in the future and I have some pretty definite goals.
60. I don't have any trouble concentrating on what I am doing.
61. I feel I have missed my opportunity to really be a success in life.
62. If a person wants something worthwhile he should be willing to wait for it.
63. I enjoy work or spare time activities where I have to compete against others.
64. I get very worried when I have to make up my mind about something.
65. It is better to say nothing in public than to take a chance on other people hearing you make a mistake.
66. I lose interest in things if I have to wait too long to get them.

APPENDIX B-1(b):

The Derivatives and respective Items
of the Ego Identity Scale

SUB-SCALE I:

Derivative 1: (Time Perspective) The individual has a well developed perspective of time in that he believes future satisfactions or goals are sufficiently predictable to be worth working and waiting for.

(Erikson 1956, p. 97; 1959, p. 141).*

- Items: ** a. If a person wants something worthwhile he should be willing to wait for it. (+ve) (62)
- b. I seem to have regrets when I have to give up my pleasures right now for goals or things I want in the future. (-ve) (1)
- c. I can't stand waiting (to wait) for things I really want. (-ve) (45)
- d. I lose interest in things if I have to wait too long to get them. (-ve) (66)

Derivative 2: (Interpersonal Trust) Belief in the trustworthiness of others, i.e., basic trust in others. (Erikson 1950, p. 101; 1959, p. 55-56).

- Items: a. People are usually honest in dealing with one (each) other. (+ve) (6)
- b. If I am not careful people try to take advantage of me. (-ve) (18)
- c. In general, people can be trusted. (+ve) (19)
- d. A person (man) who can be trusted is hard to find. (-ve) (36)

Derivative 3: (Time Confusion) Attitude on the part of the individual of having missed his opportunity for success; a feeling of having suffered a premature and fatal loss of useful potential.

(Erikson 1956, p. 82; 1959, p. 126).

- Items: a. I am confident that I will be successful in life when I finally decide on a career. (+ve) (14)
- b. The best part of my life is still ahead of me. (+ve) (28)
- c. When I think about my future, I feel that I have missed my best chances for making good. (-ve) (52)
- d. I feel I have missed my opportunity to really be a success in life. (-ve) (61)

* The verbal label for each 'derivative' (in parentheses) was coined by this author. The definition of each 'derivative' is quoted from Rasmussen (1961). The first reference cited for each 'derivative' is the one given by Rasmussen (1961) and the second reference is the corresponding page in the reprinted article.

** The scoring and item number in the final modified form of the EIS are given in parentheses for each item (on the right). Items which have no number were eliminated. Where the wording was changed in an item the original wording is given in parentheses.

SUB-SCALE II:

Derivative 4: (Self-certainty) A feeling of certainty of self-confidence as to the correctness of courses of action which the individual has followed. (Erikson 1956, p. 99; 1959, p. 143).

- Items:
- a. It doesn't pay to worry much about decisions you have already made. (+ve) (5)
 - b. The decisions I have made in the past have usually been the right ones. (+ve) (12)
 - c. After I do something I usually worry about whether it was the right thing. (-ve) (15)
 - d. In general (as a rule), I don't regret the decisions I make. (+ve) (57)

Derivative 5: (Independence) A sense of independence in that the individual comfortably makes decisions and lives his life without being primarily dependent upon his family for guidance.

(Erikson 1956, p. 99; 1959, p. 143).

- Items:
- a. At my age I (a man) must make my (his) own decisions, even though my (his) parents might not agree with the things I (one) do (does). (+ve)
 - b. I believe that I must make my own decisions in important matters, as no one can live my life for me. (+ve)
 - c. It is very important that your parents approve of everything you do. (-ve)
 - d. I never make any important decisions without getting help or advice from my family. (-ve)
- New items:
- e. I always follow my parents' advice even though I may not really agree with it. (-ve)
 - f. In everyday matters, I can make my own decisions without having to ask advice. (+ve)
 - g. I don't like other people telling me what to do. I would rather decide for myself. (+ve)
 - h. I don't think I could manage on my own without my family nearby (even if I had enough money). (-ve)
 - i. I sometimes do things which my parents disagree with because I think it is right. (+ve)
 - j. I can sort out most of my problems without getting help from my family. (+ve)
 - k. I prefer people to tell me what to do, so that I don't have to decide for myself. (-ve) (55)
 - l. I get very worried when I have to make up my mind about something. (-ve) (64)

(B-1(b) cont.)

Derivative 6: (Self-consciousness) A fear of being shamed or publicly exposed to peers and leaders. (Erikson 1956, p. 99; 1959, p. 143)

- Items:
- a. I am afraid (have a fear) of being asked questions in class because of what other people will think if I don't know the answer. (-ve) (3)
 - b. It doesn't worry me if I make a mistake in front of my friends. (+ve) (11)
 - c. It doesn't bother me when my friends find out that I can't do certain things as well as other people. (+ve) (56)
 - d. It is better to say nothing in public than to take a chance on other people hearing you make a mistake. (-ve) (65)

SUB-SCALE III

Derivative 7: (Background) Contempt for and tendency to deny background; hostility toward roles considered proper and desirable in one's family or immediate community. (Erikson 1956, p. 85; 1959, p. 129).

- Items:
- a. It's best not to let other people know too much about your family or background if you can keep it quiet (from it). (-ve)
 - b. One of the hardest things for a young person to overcome is his family background. (-ve)
 - c. It is easier to make friends with people you like if they don't know too much about your background. (-ve) (34)
 - d. I am proud of my family background. (+ve) (37)
- New items:
- e. I feel that I don't fit into the kind of life in which I was brought up. (-ve)
 - f. I will be quite content to live the same kind of life as my parents do. (+ve) (46)
 - g. The kind of life which my family leads is not the kind of life for me. (-ve) (58)
 - h. I like to take my friends home to meet my family. (+ve)

Derivative 8: (Role Experimentation) Emotionally comfortable role experimentation in adolescent subsocieties, where discipline and boundaries are provided by the group (Erikson 1956, p. 100; 1959, p. 144).

- Items:
- a. I don't enjoy (never enjoyed) taking part in school clubs or teenage group (student government) activities. (-ve) (17)
 - b. During the past year (few years) I have taken little or no part in clubs, organized group activities or sports. (-ve) (4)
 - c. One of the good parts of being a teenager is getting together with a group which makes its own rules and does things as a group. (+ve) (48)
 - d. A person isn't (hasn't been) a member of a well organised group of club at some time in his teens is missing (has missed) a lot. (+ve) (51)

(B-1(b) cont.)

Derivative 11: (Competition) Excessive awareness as well as abhorrence of competition. (Erikson 1956, p. 84; 1959, p. 128).

- Items:
- a. I work best when I know that my work is going to be compared with the work of others. (+ve)
 - b. I don't like sports or games where you always have to try to do better than the next person (guy) (-ve) (35)
 - c. A person can't be happy in a job where he is always competing against others. (-ve)
 - d. (At home) I enjoy(ed) work or spare time activities where I have (had) to compete against others. (+ve) (63)
- New items:
- e. A person gets more fun out of life when his success depends upon doing a better job than other people. (+ve)
 - f. Everything in life involves competing against others and proving that you are better than them. (-ve)
 - g. I get very nervous when I know my work is going to be compared with the work of others. (-ve) (29)
 - h. I always avoid competing against other people if I possibly can. (-ve) (44)

Derivative 12: (Concentration) Inability to concentrate on required or suggested tasks. (Erikson 1956, p. 84; 1959, p. 127)

- Items:
- a. It's not hard to keep my (your) mind on one thing if I (you) really have to. (+ve) (21)
 - b. I cannot keep my mind on one thing. (-ve) (38)
 - c. Even though I try, it is usually pretty hard for me to keep my mind on a task or job. (-ve) (47)
 - d. I don't have any trouble concentrating on what I am doing. (+ve) (60)

SUB-SCALE V:

Derivative 13: (Well-being) Sense of psychosocial well-being; being at home in one's body. (Erikson 1956, p. 74; 1959, p. 118).

- Items:
- a. It is very seldom that I find myself wishing that I had a different face or body. (+ve) (20)
 - b. I would get along better in life if I were better looking. (-ve) (22)
 - c. I do not feel that my looks and behaviour (actions) keep me from getting ahead in life. (+ve) (27)
 - d. I am pretty content to be the way I am. (+ve) (43)

(B-1(b) cont.)

Derivative 14: (Recognition) Reconciliation of the conception of one's self and the response or recognition of the community to one.

(Erikson 1956, p. 67; 1959, p. 111)

- Items:
- a. No one seems to understand me. (-ve) (2)
 - b. Even when I do a good job in my work, other people don't seem to realize it or give me credit for it. (-ve) (26)
 - c. I have found that people I work with frequently don't understand or appreciate my abilities. (-ve) (41)
 - d. My way of doing things tends (is apt) to be misunderstood by others. (-ve) (50)

Derivative 15: (Goals) The individual has a sense or feeling of knowing what his plans and goals are, and where he is headed in the foreseeable future. (Erikson 1956, p. 74, 1959, p. 118).

- Items:
- a. I really don't have any definite goals or plans for the future. I'm content to let circumstances (the Navy) decide what I should do. (-ve) (16)
 - b. It seems as if I just can't decide what I really want to do in life. (-ve) (23)
 - c. I am not sure what I want to do as a life-time occupation, but I have some pretty definite plans and goals for the first few years after I leave school (next few years) (+ve) (32)
 - d. I feel pretty sure that I know what I want to do in the future and I have some definite goals. (+ve) (59)

SUB-SCALE IV:

Derivative 16: (Intimacy) The individual seeks and is comfortable in emotionally close relationships with others.

(Erikson 1956, p. 80; 1959, p. 124).

- Items:
- a. I have at least one close friend with whom I can share almost all of my feelings and personal thoughts. (+ve)
 - b. Being without close friends is worse than having enemies. (+ve)
 - c. In order to feel (be) comfortable and relaxed (or to feel at ease) a person must get along with others but he doesn't really need close friends. (-ve)
 - d. A person is a lot happier if he doesn't get too close to others. (-ve)

(B-1(b) cont.)

Derivative 17: (Judicious Repudiation) Judicious repudiation of persons and ideals which do not blend harmoniously or coincide with the set of people and ideals with which the individual is intimate.

(Erikson 1956, p. 81; 1959, p. 125).

- Items:
- a. I have no difficulty in avoiding people who may get me into trouble. (+ve) (9)
 - b. When I am in a group I find it hard to stand up for my own ideas if I think other people won't agree with me. (-ve) (25)
 - c. In a group I can usually stand up for what I think is right without being embarrassed. (+ve) (30)
 - d. I can't seem to say no when the group does something which I don't think is right. (-ve) (33)

Derivative 18: (Emotional Isolation) The individual is emotionally isolated in his relationships with others, so that the relationships become stereotyped or formalized; i.e., formal in the sense of lacking in spontaneity, warmth, and real exchange in fellowship.

(Erikson 1956, p. 80; 1959, p. 124)

- Items:
- a. From what others have told me, I feel that I am a person who is very easy to talk to. (+ve) (7)
 - b. Although I sometimes feel very strongly about things, I never show other people how I feel. (-ve) (13)
 - c. I seem to have the knack or ability to make other people relax and enjoy themselves at a party. (+ve) (31)
 - d. For some reason, it seems that I have never really gotten to know the people I have worked with, even though I liked them. (-ve) (42)

APPENDIX B-1(c):

TABLE 1

Analysis of the Ego Identity Scale (Internal consistency)

Sub-scale Item cluster	Range of scores	'Pass' Scores	N. Sub- jects 'Passing'			Difficulty Level	Discrimination Indices				
			Upper	Middle	Lower		Total	Std. 10	Std. 6	Males	Females
I.	4-12	9-12	16	6	2	.44	.80 [*]	.86 [*]	.70 [*]	.60 [*]	1.00 [*]
1.	0-4	3-4	17	13	5	.65	.67 [*]	.76 [*]	.56 [*]	.65 [*]	.70 [*]
2.	0-4	2-4	13	11	3	.50	.56 [*]	.57 [*]	.50 [*]	.50 [*]	.57 [*]
3.	1-4	4	13	10	4	.50	.51 [*]	.66 [*]	.44 [*]	.55 [*]	.53 [*]
II.	2-10	7-10	11	6	5	.40	.33 [*]	.37	.34	.30	.60 [*]
4.	0-4	2-4	16	11	10	.70	.35 [*]	.42	.23	.58 [*]	.20
xx 5.	0-4	2-4	8	13	13	.63	-.29	-.33	-.19	-.42	-.03
6.	0-4	3-4	12	8	3	.43	.50 [*]	.66 [*]	.44 [*]	.35	.73 [*]
III.	5-12	8-12	17	13	8	.70	.51 [*]	.80 [*]	.23	.40	.60 [*]
xx 7.	1-4	3-4	13	8	10	.57	.17	.23	.21	.15	.17
8.	0-4	3-4	15	13	10	.70	.28	.76 [*]	-.20	.25	.40
9.	0-4	3-4	14	11	9	.63	.28	.31	.29	.40	.40
IV.	3-12	9-12	16	10	4	.55	.70 [*]	.80 [*]	.60 [*]	.46 [*]	.90 [*]
10.	0-4	4	16	11	6	.61	.57 [*]	.56 [*]	.60 [*]	.70 [*]	.50 [*]
xx 11.	0-4	3-4	7	10	6	.43	.06	-.01	.16	-.20	.23
12.	0-4	3-4	18	14	3	.65	.83 [*]	.80 [*]	.90 [*]	.88 [*]	.80 [*]
V.	2-12	9-12	16	11	6	.61	.57 [*]	.31	.80 [*]	.62 [*]	.34
13.	0-4	4	9	9	4	.41	.28	.23	.34	.22	.23
14.	0-4	4	13	5	6	.44	.39 [*]	.26	.50 [*]	.22	.70 [*]
15.	0-4	3-4	14	13	6	.61	.44 [*]	.05	.80 [*]	.45 [*]	.37
VI.	4-12	9-12	17	3	3	.43	.78 [*]	.90 [*]	.70 [*]	.52 [*]	1.00 [*]
xx 16.	0-4	3-4	14	12	11	.70	.17	.56 [*]	-.13	.05	.17
17.	0-4	3-4	18	11	6	.65	.67 [*]	.56 [*]	.80 [*]	.50 [*]	.80 [*]
18.	0-4	3-4	14	4	6	.45	.44 [*]	.37	.47 [*]	.37	.53 [*]

^{*}p < .05 This is a rough computation based on the phi-coefficient (Anastasi, 1968, p. 174-175).

xx Item clusters which were revised.

APPENDIX B-1(c):

TABLE 2

Item analysis of EIS clusters which
failed to discriminate

Item-Cluster Item.	<u>N. Correct Responses</u>			Difficulty Level	<u>Discrimination Indices</u>				
	Upper (N=18)	Middle (N=18)	Lower (N=18)		Total	Std. 10	Std. 6.	Males	Females
5. a.	3	11	9	.43	-.33*	-.34	-.13	-.33	-.17
b.	12	18	15	.80	-.16	-.14	-.13	-.25	-.10
c.	4	4	5	.24	-.06	-.19	.05	.08	-.30
d.	5	9	7	.40	-.11	-.11	-.06	.00	-.17
7. a.	11	10	9	.55	.10	.33	.03	-.04	.27
b.	13	8	11	.60	.10	.09	.20	.13	.07
c.	14	10	10	.63	.22	.31	.18	.00	.43
d.	18	16	17	.94	.05	.00	.10	.12	.00
11. a.	4	7	11	.41	-.38*	-.37	-.35	-.58	-.23
b.	14	11	9	.63	.28	.26	.25	.00	.53
c.	8	13	8	.54	.00	-.12	.12	-.10	.03
d.	13	13	11	.70	.11	.42	-.14	.00	.17
16. a.	18	14	15	.87	.17	.33	.00	.25	.10
b.	11	11	12	.63	-.06	-.10	-.03	.05	-.43
c.	13	12	9	.63	.22	.53*	-.03	-.07	.30
d.	17	15	15	.87	.12	.33	-.10	.03	.20

* $p < .05$

TABLE 3

Item Analysis for Revision of EIS clusters

Item-cluster Item	N. Correct Responses.		Discrimination Indices.					
	Upper (N=30)	Lower (N=30)	Total (N=60)	Std. 10 (N=25)	Std. 8. (N=20)	Std. 6. (N=15)	Males (N=30)	Females (N=30)
5.e.	11	16	-.16	-.24	-.30	-.10	-.27	-.07
f.	21	20	.03	.06	.00	-.30	.20	-.14
g.	14	23	-.30*	-.07	-.60*	-.50*	-.14	-.53*
h.	14	11	.10	-.10	.20	.00	.07	.13
i.	19	23	-.14	-.20	.00	-.20	-.07	-.20
j.	15	18	-.10	.03	-.30	-.40	.06	-.26
xx k.	28	20	.26*	.30	.50*	-.20	.40*	.06
xx l.	24	8	.53*	.50*	.30	.70*	.63*	.40*
7.a.	19	13	.20	-.20	.20	.70*	.07	.34
b.	24	17	.23	.06	.30	.30	.40*	.06
xx c.	24	13	.37*	.40*	.20	.30	.60*	.27
xx d.	28	17	.36*	.33	.30	.50*	.53*	.20
e.	29	24	.17	.20	.10	.20	.27	.06
xx f.	23	7	.54*	.53*	.40	.80*	.53*	.54*
xx g.	27	11	.53*	.73*	.30	.60*	.67*	.40*
h.	27	17	.33*	.46*	.20	.50*	.46*	.20
11 a.	20	15	.17	.27	.20	-.10	.13	.20
xx b.	24	14	.33*	.30	.50*	.10	.67*	.00
c.	14	13	.03	.07	-.10	.00	.14	-.07
xx d.	20	9	.37*	.50*	.30	.20	.27	.47*
e.	13	14	-.03	-.04	-.10	.10	.13	-.20
f.	18	16	.07	-.03	.30	-.30	.00	.14
xx g.	24	13	.37*	.16	.50*	.20	.40*	.34
xx h.	24	14	.33*	.53*	.20	.20	.06	.60*

* $p < .05$

xx Items selected for the EIS (modified)

STD.:

SEX:.....

Think carefully about each question and write down the names of any people IN THIS CLASS who seem to fit the description well.

You may NOT write down your own name for any of the questions.

Please name UP TO 5 people for each question, i.e., not more than five.

Give the SURNAME and the initial of the first name.

The order in which you write down the names is not important.

Please try to be as FAIR as possible.

You need not put your name on your form.

NAMES. (Surname & initial).

- | | |
|---|--|
| 1. Which people are respected; those people whose opinions and character are thought highly of by others? | |
| 2. Which people are scorned and pushed aside; other people do not have respect for them? | |
| 3. Which people are cheerful and happy; they are usually in high spirits? | |
| 4. Which people seem unhappy most of the time? | |
| 5. Which people seem to know what they want and where they are going? | |
| 6. Which people are mixed-up, and don't seem to know what life is all about or where they are going? | |
| 7. Which people are calm and secure; they are relaxed and seem to have few problems or cares? | |
| 8. Which people are nervous, jittery, and on edge most of the time; they seem to have real problems and troubles? | |

(B-2 (a) cont.)

- | | |
|--|--|
| 9. Which people are very much liked by others: they are popular? | |
| 10. Which people are lonely and friendless; those whom nobody seems to like much? | |
| 11. Which people get along smoothly with everybody; they are not quarrelsome or unkind, and make allowances for other people's faults? | |
| 12. Which people get annoyed easily and get angry with others; they are generally irritable and quarrelsome? | |
| 13. Which people are self-confident and do well in most things (school, sport, social activities, etc.)? | |
| 14. Which people just don't seem to be successful in anything; they can't cope with things? | |
| 15. Which people stick to themselves; they are shy and seem to avoid other people? | |
| 16. Which boys are really masculine; they enjoy doing the things which boys and men do? | |
| 17. Which boys are not very masculine; they do not enjoy doing the things which boys and men do? | |
| 18. Which girls are feminine and ladylike; they are interested in feminine things? | |
| 19. Which girls are tomboyish and consider themselves equal to boys and do the things boys do? | |

APPENDIX B-2(b):

Pre-test Items of the Peer Nomination Form.*

Interpersonal:

1. (SOCIAL RESPECT): Which people are respected; those people whose opinions and character are thought highly of by others? (1)
2. (SOCIAL CONTEMPT): Which people are scorned and pushed aside; other people do not have respect for them? (16)
3. (HARMONY): Which people get along smoothly with everybody; they are not quarrelsome or unkind, and make allowances for other people's faults? (13)
4. (HOSTILITY): Which people get annoyed easily and get angry with others; they are generally irritable and quarrelsome? (4)
- ** 5. (SOCIABLE): Which people are very sociable, friendly and outgoing? (7)
6. (WITHDRAWN): Which people stick to themselves; they are shy and seem to avoid other people? (22)
7. (POPULAR): Which people are very much liked by others; they are popular? (19)
8. (ISOLATED): Which people are lonely and friendless; those whom nobody seems to like much? (10)

PERSONAL:

9. (COMPETENT): Which people are self-confident and do well in most things (school, sport, social activities, etc)? (21)
10. (INADEQUATE): Which people just don't seem to be successful in anything; they can't cope with things? (8)
11. (CALM): Which people are calm and secure; they are relaxed and seem to have few problems or cares? (17)
12. (ANXIOUS): Which people are nervous, jittery and on edge most of the time; they seem to have real problems and troubles? (2)
13. (HAPPY): Which people are cheerful and happy; they are usually in high spirits? (3)
14. (UNHAPPY): Which people seem sad and unhappy most of the time? (12)
15. (IDENTITY): Which people seem to know what they want and where they are going? (5)
16. (IDENTITY-CONFUSION): Which people are mixed-up, and don't seem to know what life is all about or where they are going? (14)
- ** 17. (MATURE): Which people are mature; they think and behave in an adult way? (9)
- ** 18. (IMMATURE): Which people are childish and silly; they are very immature for their age? (18)

* The items are presented according to content. The position of each item in the pre-test form is given by the number in parentheses on the right. The four 'Sexual Stereotype' items are not given but their position in the pre-test form was as follows: Masculine (11); Effeminate (20); Feminine (15), and Tomboy (6).

** Items which were eliminated.

APPENDIX B-2(c):

TABLE 1

Distribution of Nominations on the PNF Items

* Items.	Std. 10s.					Std. 6s.				
	Males (N=14)	Females (N=15)	Total (N=29)	** Others	*** No nomination	Males (N=18)	Girls (N=7)	Total (N=25)	** Others	*** No nominations
1. Respect	18	30	48	19	1	28	11	39	6	2
13. Happy	26	22	48	14	-	24	17	41	9	1
15. Identity	17	22	39	8	6	23	6	29	1	2
5. Sociable	13	37	50	11	2	19	16	35	2	4
17. Mature	14	27	41	10	4	21	5	26	-	7
19. Masculine	32	-	32	16	11	32	-	32	2	4
3. Harmony	19	26	45	9	2	19	13	32	1	4
21. Feminine	-	39	39	4	6	-	25	25	3	3
11. Calm	17	20	37	6	5	19	7	26	5	4
7. Popular	14	22	36	14	3	17	14	31	1	3
9. Competent	15	11	26	24	3	23	1	24	3	3
+ve Total	185	256	441	135	52	225	115	340	33	37
12. Anxious	7	31	38	8	6	24	4	28	4	3
4. Hostility	10	27	37	13	4	28	3	31	-	2
22. Tomboy	-	12	12	6	18	-	11	11	8	10
10. Inadequate	11	12	23	3	11	18	3	21	4	4
8. Isolated	16	10	26	6	8	25	3	28	1	4
14. Unhappy	7	9	16	5	15	18	1	19	2	7
16. Id.-Confusion	8	20	28	6	7	18	3	21	1	9
2. Contempt	5	14	19	8	11	22	7	29	-	5
18. Immature	19	3	22	17	6	30	2	32	2	1
20. Effeminate	21	-	21	2	10	36	-	36	2	2
6. Withdrawn	14	10	24	4	10	19	3	22	1	8
-ve Total	118	148	266	78	106	238	40	278	25	55
TOTAL	303	404	707	213	158	463	155	618	58	92

* Items are listed according to their position on the pre-test form.

** Nominations of pupils who were not present at time of testing.

*** Number of times no nominations were made for item.

APPENDIX B-2(c):

TABLE 2

2 x 2 Tables for Computation of Correlations (ϕ)

between PNF item pairs

$(r = -.30, p < .05)$		RESPECT		$(r = -.30, p < .05)$		HARMONY	
		F.	P.			F.	P.
CONTEMPT	P	11	0	HOSTILITY	P	11	0
	F	29	14		F	29	14
$(r = -.29, p < .05)$		SOCIABLE		$(r = -.19, p > .05)$		POPULAR	
		F.	P.			F.	P.
WITHDRAWN	P	10	1	ISOLATED	P	8	1
	F	24	19		F	29	16
$(r = -.27, p < .05)$		COMPETENT		$(r = -.35, p < .05)$		CALM	
		F.	P.			F.	P.
INADEQUATE	P	12	0	ANXIOUS	P	12	1
	F	31	11		F	25	16
$(r = -.26, p < .05)$		HAPPY		$(r = -.10, p > .05)$		IDENTITY	
		F.	P.			F.	P.
UNHAPPY	P	6	0	IDENTITY-	P	5	1
	F	29	19	CONFUSION	F	33	15
$(r = -.06, p > .05)$		MATURE					
		F.	P.				
IMMATURE	P	7	2				
	F	32	13				
$(r = -.41, p < .05)$		MASCULINE		$(r = -.44, p < .05)$		FEMININE	
		F.	P.			F.	P.
EFFEMINATE	P	6	1	TOMBOY	P	3	1
	F	9	16		F	4	14

P = Pass

F = Fail

APPENDIX B-2(c):

Table 3: PNF Inter-item correlation (phi) Matrix.

	Respect	Competent	Calm	Identity- confusion	Contempt	Unhappy	Anxious	Hostility	Popular	Happy	Harmony	Isolated	Withdrawn	Inadequate	Sociable	Mature	Immature
15. Identity (.28)**	.73	.41	.47	-.10	-.31*	-.22*	-.25	-.17	.40	.15	.21	-.17	-.11	-.33*	.04	.32	-.06
1. Respect (.26)		.64	.42	-.23*	-.30*	-.22*	-.23	-.25	.58	.36	.26	-.15	-.20	-.32*	.07	.54	-.04
9. Competent (.26)			.15	-.20*	-.26*	-.19*	-.28*	-.26	.55	.30	.30	-.23*	-.26*	-.27*	.00	.48	.02
11. Calm (.31)				-.14	-.24	-.11	-.35*	-.06	.14	.17	.06	-.09	-.14	-.02	.22	.17	.12
16. Identity-confusion (.13)					.50	.56	.30	.31	-.27*	-.06	-.07	.12	.14	.06	-.20	.11	.07
2. Contempt (.20)						.55	.47	.23	-.24	-.28	-.29	.40	.31	.20	-.07	.07	.02
14. Unhappy (.11)							.21	.37	-.24*	-.26*	-.15	.32	.27	.24	-.03	.29	.00
12. Anxious (.24)								.15	-.20	-.14	-.28	.21	.25	.11	-.02	-.08	-.02
4. Hostility (.33)									-.14	-.11	-.30	.00	-.07	.21	.03	.14	-.15
7. Popular (.31)										.50	.47	-.19	-.14	-.37*	.22	.17	-.20
13. Happy (.35)											.56	-.25	-.28	-.21	.40	.03	.09
3. Harmony (.37)												-.36	-.20	-.32	.29	.09	-.04
8. Isolated (.17)													.64	.12	-.36*	-.07	-.07
6. Withdrawn (.20)														-.05	-.29	-.23	-.06
10. Inadequate (.22)															.05	-.05	.12
5. Sociable (.37)																.00	.17
17. Mature (.30)																	-.06
18. Immature (.17)																	

.27 is significant at .05 level.

.35 is significant at .01 level.

.45 is significant at .001 level.

* Maximum amount of correlation possible as no subjects pass both items.

** Item difficulty (proportion of subjects obtaining 2 or more nominations on the item).

1. NAME: 2. STD.:
 3. Age: 4. Date of Birth: 5. Sex:
 6. Father's Occupation:
 7. Mother's Occupation:
 8. School subjects: (Please give percentages obtained in your last exams.)
.....
.....
 9. What sort of work (career) do you want to do?
(a) or (b)
or (c)
- (If you DON'T KNOW, then say so. You may give alternative choices but put your first choice down first (next to (a)). Try to be as specific as you can, e.g. don't just say "teaching" but state what kind of teaching you would like to do.)
10. (You don't need to fill in this question if you answered "I DON'T KNOW" in question 9.)
 - (i) Read the following carefully please, and put a tick (✓) in the brackets next to the line which best applies to your FIRST CHOICE in question 9 (a).

() I have definitely decided to do this particular kind of work.
() I think I might change my mind about the work I have chosen.
() I think I probably will change my mind about it.
 - (ii) Do you have the ABILITY to do the kind of work you have chosen?
() Yes. () No. () I don't know.
 - (iii) Can you or your parents AFFORD TO PAY for the TRAINING required?
() Yes. () No. () I don't know. () No training needed.
If you answered NO, do you intend to change your career plans ()
or what other plans have you made?
.....
 - (iv) How long will this training take?
 - (v) What salary do you expect to start with?
 - (vi) Do you think you have the right kind of personality for this career? Will the work suit you as a person?
() Yes. () No. () I don't know.

(B-3 (a) cont.)

(vii) WHY have you chosen this particular career?

If any of the following reasons apply to you, please put a tick () in the brackets next to it.

Because:

- () Your father or mother or someone you know does this kind of work.
- () A friend of yours wants to do this kind of work or has told you about it.
- () Your parents have advised you that you should do this kind of work.
- () One has to work so as to earn a living and keep oneself busy.
- () You have not got the ability or can't afford to do what you really want to do.

If there are any other reasons why you have chosen this career, please write them down briefly in the space below.

11. What OTHER jobs or careers have you considered in the past?
.....

12. Do you intend to MATRICULATE? () Yes. () Probably. () Maybe.
() No. () I don't know.

13. Do you intend to go to UNIVERSITY? () Yes. () Probably.
() Maybe. () No. () I don't know.

(i) What DEGREE or DIPLOMA will you take, if you go to university?
(e.g. Arts, Science, Engineering, etc.)

(ii) What SUBJECTS do you want to do at university?
.....

APPENDIX B-3(b):

Assessment Schedule
for the Vocational Plans Questionnaire

Commitment Ratings:

7. Firm commitment:

- (a) Statement of a specific career (item 9a);
- (b) Definitely decided upon (item 10i);
- (c) Definite decision re university and (item 13: yes or no)
- (d) Commitment to a specific course of study (item 13i & ii);
- (e) E.I.S.: 3 or 4. (cluster 15);

6. (a) Statement of alternatives in same field (item 9a or b);
- (b) Might change decision (item 10i);
 - (c) If definite decision re university and (item 13: yes or no)
 - (d) Commitment to a specific course of study which allows preparation for several similar careers (e.g. B.Sc.) (item 13i & ii);
 - (e) E.I.S.: 3 or 4.

or

- (a) Statement of specific* alternatives (not too dissimilar) where the decision probably rests on gaining univ. entrance (item 9a or b or c);
- (b) Might change (item 10i);
- (c) Uncertainty re university attendance (item 13- probably);
- (d) Course of study specified (item 13i, ii);
- (e) E.I.S. : 3 or 4.

5. Tentative commitment:

- (a) Statement of specific alternatives (item 9);
- (b) Might change (item 10i)
- (c) Uncertainty re university attendance (item 13 - probably, or not);
- (d) Vague about course of study - may give alternatives (item 13i, ii);
- (e) E.I.S.: 3 or 4.

or

- (a) Statement of vague* alternatives (item 9);
- (b) Probably change (item 10i);
- (c) Definite decision to attend university (item 13 - yes);
- (d) Commitment to specific course of study which allows for preparation for varied careers (e.g. B.A.) (item 13i, ii);
- (e) E.I.S.: 3 or 4.

or

- (a) Statement of similar alternatives (item 9);
- (b) Might change (item 10i);
- (c) Decision not to go to university (item 13 - no);
- (e) E.I.S.: 3 or 4.

4. (a) No vocational choice stated (item 9);
- (c) Decision to attend university (item 13 - yes);
 - (d) Specific course outlined (or alternatives) (item 13i, ii);
 - (e) E.I.S.: 2 or 3;
- or

* 'Specific' refers to choices which clearly define the type of work, e.g. maths teacher.
'Vague' refers to choices which incorporate different types of work, e.g. railways or teacher.

- (a) Statement of alternative choice (item 9);
 - (b) Probably change (item 10i);
 - (c) Uncertainty re university attendance (item 13 - probably maybe);
 - (d) Specific course of study outlined (or alternatives) (item 13i, ii);
 - (e) E.I.S.: 2 or 3.
- or
- (a) Statement of similar alternatives (item 9);
 - (b) Probably change (item 10i);
 - (c) Decision not to go to university (item 13 - no);
 - (e) E.I.S.: 2 or 3.

3. Vague Commitments:

- (a) Statement of similar alternatives (item 9);
 - (b) Probably change (item 10i);
 - (c) Uncertainty re university (item 13);
 - (d) Vague about course of study (item 13i, ii);
 - (e) E.I.S.: 1 or 2 or 3.
- or
- (a) Statement of varied alternatives (item 9);
 - (b) Might change (or probably) (item 10i);
 - (c) Decision not to go to university (item 13) (Definite decision re matriculation item).
 - (e) E.I.S.: 1 - 3.

- or
- (a) No vocational choice (item 9);
 - (c) Probably go to university (item 13);
 - (d) Course of study (or alternatives) given (item 13i, ii);

2. (a) Statement of varied alternatives (item 9);
- (b) Probably change (item 10i);
 - (c) Uncertainty re university and vague about (item 13)
 - (d) course of study (item 13i, ii)
- or decision not to attend university (and uncertainty re matriculation - item 12);
- (e) E.I.S. 1 or 2.

- or
- (a) No vocational choice stated (item 9);
 - (c) Stated intention to matriculate (item 12)
 - or go to university (item 13);
 - (d) Vague about course of study (item 13i, ii);
 - (e) E.I.S. 1 or 2.

1. No commitment:

- (a) No vocational choice (item 9);
- (b) Uncertainty re matriculation (item 12)
- university (item 13);
- (e) E.I.S. 0 or 1.

Alternatives:

The number and nature of alternatives offered (item 9) or considered in the past (item 11), are used to assess nearly all factors. They are recorded separately on the raw data sheets (Appendix H-1) in terms of the number given and whether they are similar (s) to the first choice, or different (d) from it; or whether they are very varied (v) or 'glamorous' (g).

APPENDIX B-3(b):(cont.):

Realism Ratings:

The assessment of 'realism' involves the integration of all available information to give a total picture which is then rated. There are so many possible combinations at each level, that it would be futile to attempt to give a list of rigorous criteria. Only the extremes will be defined in detail. The available evidence is often insufficient to make a rating with certainty and intuitive judgements are difficult to avoid.

7. Completely realistic:

- (a) Choice and alternatives apparently realistic (Choice of 'glamorous' occupations would be suspect (item 9);
- (b) Degree of commitment shown realistic (item 10i)
Study plans realistic (item 12 & 13);
- (c) Ability: subject states he has the ability, clear evidence from marks, I.Q., etc., that he does have the ability (item 10ii - yes);
- (d) Evidence that financial aid adequate if training required (father's occupation considered), or realistic plans to obtain such aid (item 10iii : yes);
- (e) Realistic about length of training (item 10iv)
and financial rewards (item 10v);
- (f) Subject feels that he has the right personality item 10vi)
(other evidence, e.g. values scale);
- (g) Reasons offered are realistic (item 10vii);
- (h) Alternatives considered in past realistic (item 11).

6. Subject's vocational plans appear to be completely realistic but there is no clear external evidence, or some reason to suspect the realism of the choice

- e.g.
- (1) His choice may involve university training but his academic record might throw doubt on his gaining university entrance and he has not made any more realistic alternative plans.
 - (2) His choice of career might be unusual and the available evidence does not allow one to assess whether it is in fact realistic or not.
 - (3) The subject who wishes to follow a particular career (gives it as his first choice) but who realizes that it is unrealistic, and offers realistic alternatives.

5. Fairly realistic: A record which presents some discrepancies but which is definitely considered more realistic than unrealistic. Age of the subject may be relevant here. For instance a Std. 6. pupil who obtains an academic average of 50 to 55% can be considered fairly realistic if he says he doesn't know whether he has the ability to go to university so long as he has not made any definite commitment to such a course. This would apply to the financial aid question too.

APPENDIX B-3(b): cont.):

- (f) Item 10(vi): Response of 'no' for a committed choice, or external evidence to suggest that the choice is incongruent with the subject's personality;
- (g) Item 10(vii) Unrealistic or inappropriate reasons offered;
- (h) Item 11: Unrealistic or 'glamorous' vocations considered in the past.

Consideration Ratings:

This has to be assessed in the same way as 'realism'. Again, the extremes will be outlined in detail.

7. Adequate consideration:

- (a) Evidence that the subject's ability has been taken into account: the response should be appropriate to the external evidence available (item 10ii) (e.g. "Yes", if he has the ability, "No", if he doesn't have the ability, "I don't know", if his level of ability is marginal);
 - (b) Item 10(iii): His responses concerning financial aid for required training should be assessed on the same basis as 10(ii). If his response is "no", then he should have considered alternate plans.
 - (c) Item 10 (iv) and (v): Evidence that these factors have been considered would be accurate answers.
 - (d) Item 10(vi): Assessed in the same way as 10(ii) ("I don't know", response probably indicates lack of consideration here.);
 - (e) Item 10(vii): Reasons given are important in assessing degree of consideration. (A response to any of the first four probably indicates lack of consideration). Additional appropriate reasons given in the space provided probably indicate adequate consideration (but these must be assessed on merit).
 - (f) Item 11: Alternatives in the past: Consideration of a number of realistic alternatives in the past (Realistic alternatives offered in item 9 will also indicate adequate consideration);
 - (g) Items 12 & 13: Responses to intention to matriculate and to attend university should be appropriate; where applicable items 13(1) and (ii) should have specific and realistic responses.
6. This rating is given when the evidence for 'adequate consideration' is not clear-cut or where minor discrepancies exist in the subject's responses to that a rating of 7 is not appropriate.
5. Fair degree of consideration: Rating given when it is apparent that consideration has been given to most of the factors involved in vocational choice, while a few factors may not have received much thought (e.g. Subjects to be taken at university).
4. This rating is given when positive evidence tends to balance negative evidence: some consideration has been given to vocational plans but not sufficient.

APPENDIX B-3(b): cont.):

3. Little consideration: This rating is given when only a few factors have been considered, or where some of the more important factors (e.g., reasons, alternatives, course of study at university) have been given inadequate consideration.
2. This rating is given when there is reason to believe that the subject's vocational plans have not been totally ignored. e.g. with a "I don't know" response to item 9, one or two realistic alternatives may have been considered in the past, and vague study plans may have been considered, and vocational choice is considered a "minor problem". Or with a single committed choice, items 10(ii) through (vi) may give some indication of consideration.
1. No consideration:
 - (a) Item 10(ii) through (iv): Responses are completely inappropriate or simply "I don't know".
 - (b) Item 10(vii): No reasons are given for the choice, or they indicate that the subject has simply accepted someone else's advice or wishes, or the reasons are totally inappropriate.
 - (c) Item 11: No alternatives (or unrealistic ones) considered in the past.
 - (d) Item 9: No realistic alternatives given.
Or
No vocational choice made, and no vocations considered in the past, and no university plans made.
 - (e) Item 12 & 13: "I don't know", inappropriate or vague responses.

N.B. An "I don't know" response to question 9 makes the assessment of consideration (and realism) difficult because it doesn't mean that the subject has not considered his vocational plans at all (although this may be the case). His responses to items (3) and (9) on the Problems Scale can give some indication of the degree of consideration.

Problems: The subject's responses to the items (3) and (9) of the Problems Scale should be considered in assessing consideration but only in relation to other available evidence:

Responses D (4 - Moderate problem) or E (5 - Major) to item (3) and item (13) where appropriate) usually indicate a fair amount of consideration (ratings 4 - 7).

Response C (3 - Minor problem) usually indicates some consideration (ratings 2 - 4) but there may still have been adequate consideration in the past or present (vocational choice is considered calmly and not felt to be a source of anxiety or concern).

APPENDIX B-3(b):(cont.):

Response B (2 - Resolved) is very ambiguous and can only be assessed in relation to other available information. Usually it indicates that adequate consideration has been given to vocational plans and therefore it has ceased to be a problem. But it can also indicate that a choice has been made without due consideration (and perhaps it is unrealistic) and that the problem has been shelved.

Response A (1 - Not a problem) usually indicates that vocational plans have received no consideration but again exceptions are found.

APPENDIX B-3(c):

Criteria for the Vocational-Identity Classifications

	Vocational- Identity-Achieve- ment.	Vocational- Identity-Con- fusion.	Vocational- Moratorium.	Vocational-Pre- moratorium.	Foreclosed- Vocational- Identity.	Vocational Negative- Identity.
Vocational Choice (9)	One choice (Realistic)	No choice or many alternatives	A number of alternatives (realistic)	None, one or many. (Probably glamor- ous or idealist- ic).	One choice (probably socially acceptable)	None, one or many (prob- ably social- ly unaccept- able.
Alternatives (11)	Several or many.	Several or many.	Few or many	None, few or many (probably un- realistic)	None (or few similar)	?
Commitment	7	2-1	3-5	1-7	6-7	1-7
Realism	7	1-5	3-7	1-2	5-7	1-2
Consideration	7	4-7	3-7	1-2	1-2	?
Problems	Resolved (2)	Moderate (4) or Major (5)	Minor (3) or Moderate (4)	None (1) (or (2) Resolved)	None (1) or Resolved(2)	?

Here is a list of the types of PROBLEMS which young people often worry about at some stage of their lives. Of course, most people only worry about some of these problems. For each problem please indicate by putting a tick (✓) in the relevant column whether:

- A. This has NEVER really worried you.
 or B. This USED to worry you but you have SORTED IT OUT now.
 or C. This worries you SOMETIMES.
 or D. This worries you FAIRLY OFTEN.
 or E. This worries you VERY MUCH; it is a serious problem.

	NEVER	SORTED OUT	SOME- TIMES	FAIRLY OFTEN	VERY MUCH
1. School work; difficulties in studying; not doing as well as I should.					
2. Friendship problems; difficulties in making friends; loneliness.					
3. Choosing a career.					
4. Money matters.					
5. I don't get along very well with my mother or father or both; or they are too strict.					
6. Physical appearance; problems about weight or spots, etc.					
7. I feel all mixed-up in myself and don't know who I really am or where I am going.					
8. Problems with teachers; always in trouble; teachers are unfair to me.					
9. Choosing subjects in school, or a course to take at university.					
10. My brothers and/or sisters are always fighting with me, or being unkind to me.					
11. Religious problems.					
12. Dates; getting along with the opposite sex; feeling relaxed with the opposite sex.					
13. My teachers, parents or friends don't understand me; my abilities and achievements are not recognized; I am always being criticized.					
14. Sport and recreation.					
15. Moral standards; deciding on what ideas and behaviour are right or wrong.					

APPENDIX B-4 (b) : COMPARISON OF TYPES OF ADOLESCENT PROBLEMS FROM
THREE DIFFERENT SOURCES.

<u>Mooney Problems Check- List (11 scores).</u>	<u>Symonds' Life Problems (15) *</u>	<u>Adams' Problems ** Classifications. (11)</u>
Adjustment to school work. Curriculum - Teaching.	Study Habits (2)	School (1): academic work teachers.
Social-psychological relations. Courtship-sex-marriage.	Getting along with other people (10) Love and marriage (7)	Interpersonal (2): with the peer group. with the opposite sex.
Home and family.	Home and family relationships (6)	Family relations (3): with either or both parents. with siblings.
Future - Vocational.		Work (5); choice of vocation (mainly).
Finances and Living Conditions.	Money (1)	Finances (4): usually personal.
Personal-psychological relations.	Mental Hygiene (3)	Emotions (6): e.g. moodiness. Maturity (9): e.g. recognition.
Social & Recreational Activities.	Recreation (14)	Sports and Recreation (7)
Health and Physical Development.	Health (4) Personal attractive- ness (9)	Health (8): weight, skin blemishes, general appearance.
Morals and Religion.	Personal and Moral Qualities (5) Philosophy of life (8)	Ethical (10): religion, formulation of moral standards.
	Manners (13) Civic Interest (11) Safety (12) Daily Schedule (15)	Habits (11): smoking and drinking.

* Kaczkowski (1969) required adolescents to rank these 15 "issues". The overall ranking for boys and girls is given in brackets next to each item.

** Adams (1964) classifications are based on "serious" or "important" problems reported by adolescents. The 11 classifications are ranked (in brackets) according to the frequency of problems reported in each category (for boys and girls).

APPENDIX B - 4(c):

Age and Sex Differences in the
Overall Ranking^x of the Problems Scale Items (Pilot Study)

	M	F	TOTAL	M	F	TOTAL
1. School work	1	3	1	1	2	1
2. Friends	9	10	9	10	9.5	9
3. Career	8	2	4	2	3	2
4. Money	2	7	3	3	6	3.5
5. Parents	15	14.5	15	7.5	12	10
6. Appearance	6.5	5	7	13	1	6
7. Confusion	13	8	13	14	11	14
8. Teachers	4.5	11.5	8	7.5	14	12
9. Curriculum	6.5	1	2	4	7.5	.5
10. Siblings	10.5	11.5	10	15	15	15
11. Religion	13	14.5	14	6	7.5	7.5
12. Dating	4.5	5	5.5	9	4.5	7.5
13. Misunderstood	12	5	11	11	13	13
14. Sport	10.5	13	12	12	9.5	11
15. Moral	3	8	5.5	5	4.5	3.5

Problems Scale Mean Scores

	Std 6.	Std 10	Total
Males	12.3	17.3	14.3
Females	19.4	18.5	18.8
TOTAL	14.5	17.9	16.2

% Responses in each Response Category

Never	Sorted out	Some- times	Fairly often	Very much
47.4	12.8	28.4	6.9	4.4

^x The number of responses in each response category was tallied for each item. The responses were then weighted as in the scoring procedures and summed (for each item), and then the items were ranked.

To what extent are the following interests and activities IMPORTANT in YOUR life? Please put a tick (✓) in the column which indicates HOW important each one is for YOU.

	EXTREMELY Important.	VERY Important.	FAIRLY Important.	SLIGHTLY Important.	NOT Important.
()a. Doing well in examinations and school work.					
()b. Having a good time socially.					
()c. Hobbies.					
()d. Art, music or plays (cultural activities).					
()e. Sport.					
()f. Religious beliefs and activities.					
()g. Dating (going out with the opposite sex).					
()h. Politics.					
()i. Having (or making) lost of friends.					
()j. Helping other people (including charity work).					
()k. Being with, and doing things with, your family.					
()l. Clothes and your appearance.					

Now go back and RANK them (from 1 to 12) from the MOST important one to the LEAST important one. Therefore, you put a 1 in the bracket on the left of the one which is of the MOST importance to you; put a 2 next to the SECOND most important one, and so on. The LEAST important interest for you will have a 12 next to it.

APPENDIX B-5 (b) : Comparison of the items of the Values Questionnaire with
the items of Mogar's questionnaire (1964).

<u>Values Questionnaire items.</u>	<u>Mogar's Value Scale items.</u>
a. Doing well in examinations and <u>school</u> work.	g. Career or occupation.
b. Having a good time <u>socially</u> .	a. Social life and entertainment.
c. Hobbies.	f. Home improvement (e.g. gardening, carpentry, decorating).
d. <u>Art</u> , music or plays (cultural activities).	l. Intellectual and artistic activities.
e. Sport.	i. Sports or athletics.
f. <u>Religious</u> beliefs and activities.	e. Religious beliefs and activities.
g. Dating (going out with the opposite sex).	j. Sex.
h. Politics.	b. Participation in community and/or national affairs.
i. Having (or making) lots of friends.	----
j. Helping other people (including charity work).	h. Helping other people.
k. Being with, and doing things with your family.	k. Relations and activities with future family.
l. Clothes and your appearance.	-----
-----	c. Developing a personal identity.
-----	d. Economic security.

Analysis of Values Scale Item Responses (Pre-test):Distribution of Rating Responses on each Item

	Extremely	Very	Fairly	Slightly	Not
a. Academic	21	18	13	2	-
b. Social	5	13	25	7	4
c. Hobbies	5	11	22	11	5
d. Art	7	9	14	13	11
e. Sport	12	14	18	5	5
f. Religion	23	12	12	4	3
g. Dating	6	11	24	7	5
h. Politics	3	5	13	21	12
i. Friends	11	15	22	4	2
j. Charity	13	17	17	6	1
k. Family	20	23	8	2	1
l. Appearance	12	20	18	3	-
Total (%)	21.5%	26%	32%	13.2%	7.3%

Distribution of Ranking Responses on each item

	1 - 3	4 - 6	7 - 9	10 - 12
a. Academic	32	12	7	3
b. Social	6	14	20	14
c. Hobbies	6	10	20	18
d. Art	4	8	21	22
e. Sport	11	12	15	15
f. Religion	26	14	5	9
g. Dating	4	17	17	16
h. Politics	-	5	8	41
i. Friends	10	23	17	4
j. Charity	12	23	8	11
k. Family	32	12	8	2
l. Appearance	19	12	15	8

TABLE 2 :

Age and Sex Differences in the Values Scale Item Rankings
based on Ranking and Rating Responses.

	<u>STD.6</u>						<u>STD.10</u>					
	Males		Females		Total		Males		Females		Total	
	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2
a. Academic	1	1	3.5	2.5	2.5	2	1	1	4	5.5	2.5	2.5
b. Social	9	8.5	6	8	9	8	6.5	8	9	9	7	9
c. Hobbies	8	8.5	10	9	8	9	11	10	10	10	11	11
d. Art	11	11	11	11	11	11	8	12	6	4	8	8
e. Sport	6.5	5	5	5	6	5	5	5.5	11	11.5	10	10
f. Religion	2.5	3	2	2.5	2.5	3	3.5	5.5	5	5.5	4	4.5
g. Dating	9	10	7.5	10	10	10	9	7	7	8	9	7
h. Politics	12	12	12	12	12	12	12	11	12	11.5	12	12
i. Friends	4	6	7.5	6.5	5	6	6.5	2	8	7	6	4.5
j. Charity	5	4	3.5	4	4	4	10	9	3	2.5	5	6
k. Family	2.5	2	1	1	1	1	2	3.5	2	2.5	2.5	2.5
l. Appearance	6.5	7	9	6.5	7	7	3.5	3.5	1	1	1	1

R1 = Overall ranking based on Ranking responses.

R2 = Overall ranking based on Rating responses.

APPENDIX B-5(c):

Table 3:
Value Patterns (Pre-test)

<u>Std. 6.</u>		<u>Std. 10.</u>	
I(a) <u>Religion-academic.</u> N = 9 (7 boys & 2 girls)		I. <u>Religion-family.</u> N = 8 (2 boys & 6 girls)	
f. Religion (ranks 1)	100%*	f. Religion (1 to 6)	88%
k. Family (2 to 6)	77%	k. Family (1 to 6)	75%
a. Academic (2 to 4)	100%	j. Charity (2 to 6)	75%
j. Charity (2 to 5)	67%	a. Academic (2 to 7)	50%
i. Friends (3 to 8)	33%	d. Art (3 to 7)	50%
Social items tend to be ranked low. Social items ranked low on the whole by the females.			
I(b) <u>Intermediate.</u>		III. <u>Social.</u>	
a. Academic (1 to 4)	100%	l. Appearance (1 to 6)	86%
f. Religion (2 to 4)	100%	b. Social (1 to 9)	71%
k. Family (1 to 7)	50%	i. Friends (1 to 6)	71%
j. Charity (2 to 8)	33%	a. Academic (2 to 8)	56%
c. Hobbies	33%	g. Dating (2 to 7)	43%
e. Sport	33%	j. Charity	56%
l. Appearance	33%	(all girls)	
I(c) <u>Academic</u> N = 6 (5 boys and 1 girl).		II. <u>Academic-Sport</u> N = 7 (all males)	
a. Academic (1 to 2)	100%	a. Academic (1 to 3)	100%
k. Family (1 to 5)	83%	l. Sport (1 to 7)	86%
j. Charity (2 to 10)	67%	k. Family (1 to 8)	71%
i. Friends (3 to 9)	67%	c. Hobbies	43%
e. Sport	33%	l. Appearance	43%
Religion (f) ranks 5 to 8.		Religion (f) ranks 5 to 12.	
		Social items rank in the middle.	

* Percentage of subjects in group who rank the item in the first four positions.

APPENDIX B-5(c):

Table 3 (cont.)

The remaining subjects in both groups can be divided into 2 groups although there is no specific pattern in each.

IV. Non-academic. N = 6. (2 Std. 6 boys; 1 boy and 3 girls in Std. 10)

	<u>016-M</u>	<u>023-M</u>	<u>120-M</u>	<u>106-M</u>	<u>107-F</u>	<u>103-F</u>
Academic:	11	9	10	9	11	9
1.	Family	Religion	Family	Sport	Appearance	Family
2.	Religion	Social	Appearance	Family	Religion	Religion
3.	Friends	Sport	Sport	Appearance	Dating	Appearance
4.	Charity	Dating	Friends	Dating	Family	Friends

V. Mixed. N = 5. (2 Std. 6 girls; 1 girl and 2 boys in Std. 10)

	<u>019-F</u>	<u>011-F</u>	<u>118-F</u>	<u>123-M</u>	<u>108-M</u>
1.	Social	Appearance	Art	Academic	Family
2.	Dating	Family	Academic	Social	Religion
3.	Religion	Sport	Friends	Religion	Friends
4.	Sport	Charity	Social	Hobbies	Social
	Academic(5) Family(6)	Academic(5) Religion(6)	Family(9) Religion(12)	Family(10)	Dating(5) Academic(6)

Table 4

Distribution of Pre-test Ss according to Value Patterns
and Identity Classification

<u>Std. 6s:</u>		<u>Mora.</u>		<u>M→Con.</u>		<u>Pre-M.</u>		<u>Fore.</u>	
		M.	F.	M.	F.	M.	F.	M.	F.
I(a)	Religion	-	-	-	1	-	1	7	-
I(b)	Intermediate	-	1	-	-	1	-	3	1
I(c)	Academic	1	-	-	-	-	-	4	1
IV.	Non-academic	2	-	-	-	-	-	-	-
V.	Mixed	-	1	-	1	-	-	-	-

<u>Std. 10s:</u>		<u>M→Ach.</u>		<u>Mora.</u>		<u>M→Con.</u>		<u>Fore.</u>	
		M.	F.	M.	F.	M.	F.	M.	F.
I.	Religion	-	2	-	2	-	2	2	-
II.	Academic	3	-	1	-	-	-	3	-
III.	Social	-	-	-	1	2	2	-	2
IV.	Non-academic	1	2	-	-	-	-	-	1
V.	Mixed	-	-	1	-	-	1	1	-

APPENDIX B - 5(d):

Value Judgements Scale: Pre-test Analysis

Age and Sex Differences in VJS Mean Scores

	Std 6.	Std 10.	TOTAL
Males	10.2	9.2	9.7
Females	10.2	8.9	9.3
TOTAL	10.2	9.1	9.5

Identity Classification Differences in Mean Scores

	M→Ach.	Mora.	M→Con.	Fore.	Pre-M.
Std 6.		10.2	10.0	10.4	9.0
Std 10.	8.5	9.8	8.4	9.6	
TOTAL	8.5	10.0	8.8	10.1	9.0

Value Pattern Differences in Mean Scores

	I(a)	I(b)	I(c)	II	III	IV	V
Std 6.	10.1	10.0	10.5			11.0	9.5
Std 10.				10.4	8.3	8.7	8.0

Distribution of Responses on the VJS Items

<u>Item.</u>	Not Wrong	Some-times	Wrong for Teenagers	Wrong
a. Drinking	3	20	18	13
b. Smoking	8	12	18	16
c. Lying	-	7	2	45
d. Stealing	-	1	-	53
e. Gambling	3	14	7	29
f. Taking Drugs	-	3	-	51

INADEQUACY SCALE (modified).

Here is a list of questions about which people worry, and different feelings which people have about themselves. Next to the list of questions are four columns with headings. Please indicate how YOU feel about each question by putting a tick (✓) in the column which describes the way YOU feel.

e.g. Look at question 1: If you feel VERY afraid or nervous when you have to talk in front of the class, then put a tick (✓) in the first column which has the heading "VERY". But if you only feel SLIGHTLY afraid or nervous, then put a tick in the third column which has the heading "Slightly".

Do this for every question, but DON'T think too long over each one.

N.B. Work as QUICKLY as you can.

	VERY.	FAIRLY.	SLIGHTLY.	NOT AT ALL
1. When you have to talk in front of class or a group of people your own age, how afraid or nervous do you usually feel?				
2. How confident do you feel that some day the people you know will look up to you and respect you?				
3. When you are trying to convince someone that your ideas are right, how worried do you usually feel about the impression you are making?				
4. In general, how confident do you feel about your abilities?				
5. When you think that some of the people you know might <u>not</u> have a good opinion of you, how concerned or worried do you feel about it?				
6. When you are trying to win a game or sport and you know that other people are watching you, how nervous or flustered do you usually get?				
7. When you have made an embarrassing mistake or have done something which makes you look foolish, how long do you usually keep on worrying about it?				
8. Before taking an examination in school, how worried or nervous do you feel?				
9. How much do you worry about whether other people will regard you as a success or a failure in your future job or career.				

Now you will notice that the headings of the columns are slightly different to suit the kind of questions asked. But you still work in the same way.

Remember to work as quickly as you can.

	VERY OFTEN	FAIRLY OFTEN	SOME- TIMES	ALMOST NEVER.
10. How often are you troubled with shyness?				
11. How often do you feel to blame for your mistakes?				
12. How often do you worry about how well you get along with other people?				
13. How often do you have the feeling that there is <u>nothing</u> that you can do well?				
14. Do you ever feel afraid or anxious when you go into a room by yourself where other people have already gathered and are talking?				
15. How often do you feel inferior to most of the people you know?				
16. How often do you feel worried or bothered about what other people think of you?				
17. Do you ever feel so discouraged with yourself that you wonder whether anything is worth while?				
18. How often do you feel self-conscious?				
19. Do you ever think that you are a worthless individual?				
20. How often do you worry about whether other people like to be with you?				
21. How often do you feel that you dislike yourself?				
22. How often do you worry about criticisms that might be made of your work by your teachers?				

APPENDIX B-6(b):

Janis-Field Scale Items
according to item content

- I. 3. When you are trying to convince someone that your ideas are right, how worried do you usually feel about the impression you are making? **
5. When you think that some of the people you know might not have a good opinion of you, how concerned or worried do you usually get? **
7. When you have made an embarrassing mistake or have done something which makes you look foolish, how long do you usually keep on worrying about it?
12. How often do you worry about how well you get along with other people? **
16. How often do you feel worried or bothered about what other people think of you?
20. How often do you worry about whether other people like to be with you?
22. How often do you worry about criticisms that might be made of your work by your teachers? **
2. How confident do you feel that some day the people you know will look up to you and respect you?
9. How much do you worry about whether other people will regard you as a success or a failure in your future job or career?
-
- II. 4. In general, how confident do you feel about your abilities?
11. How often do you feel to blame for your mistakes?
13. How often do you have the feeling that there is nothing that you can do well?
15. How often do you feel inferior to most of the people you know?
17. Do you ever feel so discouraged with yourself that you wonder whether anything is worth while?
19. Do you ever think that you are a worthless individual?
21. How often do you feel that you dislike yourself?
-
- III. 1. When you have to talk in front of a class or a group of people your own age, how afraid or nervous do you usually feel? **
6. When you are trying to win in a game or sport and you know that other people are watching you, how nervous or flustered do you usually get? **
10. How often are you troubled with shyness?
14. Do you ever feel afraid or anxious when you go into a room by yourself where other people have already gathered and are talking?
18. How often do you feel self-conscious?
- * (a) Do you find it hard to make conversation when you meet new people? **
- * (b) When in a group of people, do you often have trouble thinking of the right things to talk about? **
-
8. Before taking an examination in school, how worried or nervous do you feel?
-

* Items which were eliminated.

** The wording of these items has been changed slightly.

APPENDIX B - 6 (c) :

ITEM ANALYSIS OF THE JANIS-FIELD SCALE

(Items are grouped according to content.)

Item No.	N. Responses in each Category				N. Subjects 'Passing'				Difficulty Level	Discrimination Indices				
	Very (3)	Fairly (2)	Slightly (1)	Not at all (0)	'Pass'	Upper	Middle	Lower		Total	Std. 10	Std. 6	Males	Females
3	7	17	19	11	2-3	14	5	5	.44	.50*	.29	.70*	.67*	.27
5	8	13	12	21	2-3	16	4	1	.40	.83*	.78*	.90*	.80*	.90*
7	5	19	<u>27</u>	3	2-3	14	8	2	.44	.67*	.57*	.80*	.75*	.67*
12	1	18	24	10	2-3	14	6	0	.37	.78*	.67*	.90*	.90*	.67*
16	5	8	24	17	1-3	17	13	7	.70	.55*	.75*	.40*	.67*	.20*
20	5	5	21	23	1-3	17	8	6	.57	.61*	.40	.80*	.62*	.70*
22	2	15	18	19	1-3	17	12	6	.65	.61*	.75*	.50*	.52*	.80*
2	3	14	<u>26</u>	10	2-3	8	7	2	.31	.33*	.23	.45*	.40	.33
9	5	25	<u>16</u>	10	2-3	13	8	7	.52	.33*	.42	.18	.52*	.05
4	1	8	<u>37</u>	8	2-3	7	2	0	.17	.39*	.33	.44*	.22	.55*
11	5	25	23	1	2-3	13	11	6	.55	.39*	.53*	.27	.17	.70*
13	3	4	19	<u>28</u>	1-3	13	10	3	.48	.55*	.53*	.57*	.40	.70*
15	2	6	24	22	1-3	18	11	3	.60	.83*	.90*	.80*	.90*	.60*
17	3	5	17	<u>29</u>	1-3	11	12	2	.46	.50*	.45	.57*	.34	.57*
19	4	1	15	<u>34</u>	1-3	9	8	3	.37	.33*	.30	.34	.07	.57*
21	1	4	15	<u>34</u>	1-3	11	6	3	.37	.44*	.53*	.34	.45*	.27
1	3	<u>28</u>	18	5	2-3	14	9	8	.57	.34*	.05	.60*	.37	.47
6	9	9	17	19	1-3	15	14	6	.65	.50*	.62*	.37	.60*	.46
10	5	9	<u>32</u>	8	2-3	8	4	2	.26	.33*	.23	.45*	.07	.67*
14	6	8	<u>28</u>	12	1-3	18	13	11	.78	.39*	.25	.50*	.40	.40
18	4	1=	<u>30</u>	8	2-3	9	6	1	.30	.44*	.55*	.34	.23	.67*
** (a)	5	16	20	13	2-3	8	10	3	.40	.27	.05	.55*	.14	.24
** (b)	5	7	<u>29</u>	13	1-3	14	16	11	.76	.17	.03	.28	.07	.30
8	14	18	13	9	2-3	15	12	5	.60	.55*	.80*	.38	.54*	.50*

* $p < .05$

** Items which were eliminated

The following statements refer to OPINIONS about different matters with which some people agree and others disagree. You are asked to give YOUR OWN opinion about these matters, by indicating HOW MUCH you agree or disagree with each statement.

There are 6 columns with headings which range from "Strongly Agree" to "Strongly disagree". Read all the headings and please put a tick (✓) in the column which indicates how YOU feel about each statement. There are no right or wrong answers.

N.B. Work as QUICKLY as you can.

	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree
1. Obedience and respect for authority are the most important virtues children should learn.						
2. Science has its place, but there are many important things that can never possibly be understood by the human mind.						
3. Teachers should outline in detail to the pupil what is to be done and exactly how to do it.						
4. Every person should have complete faith in some supernatural power whose decisions he obeys without question.						
5. A person who has bad manners, habits, and breeding can hardly expect to get along with decent people.						
6. Young people sometimes get rebellious ideas, but as they grow up they ought to get over them and settle down.						
7. If people would talk less and work more, everybody would be better off.						
8. Rather than a good deal of personal freedom, what youth needs is most is strict discipline, rugged determination, and the will to work and fight for family and country.						
9. The business man and the manufacturer are much more important to society than the artist and the professor.						
10. Nobody ever learned anything really important except through suffering.						

APPENDIX B-7(b):

Source of F-Scale items.*

California F-Scale (Forms 45 and 40) (Adorno et al, 1950).

A. Conventionalism Cluster:

- (1) Obedience and respect for authority are the most important virtues children should learn. (Item 1.)
- (12) A person who has bad manners, habits, and breeding can hardly expect to get along with decent people. (Item 5).
- (37) If people would talk less and work more, everybody would be better off. (Item 7).
- (41) The business man and the manufacturer are much more important to society than the artist and the professor. (Item 9.)

B. Authoritarian Submission Cluster:

- (1) (as above)
- (4) Science has its place, but there are many important things that can never possibly be understood by the human mind. (Item 2).
- (8) Every person should have complete faith in some supernatural power whose decisions he obeys without question. (Item 4).
- (21) Young people sometimes get rebellious ideas, but as they grow up they ought to get over them and settle down. (Item 6).
- ** (23) What this country needs most, more than laws and political programs, is a few courageous, tireless, devoted leaders in whom the people can put their faith.
- ** (42) No sane, normal, decent person could ever think of hurting a close friend or relative.*** (a)
- (44) Nobody ever learned anything really important except through suffering. (Item 10)

FORCED-CHOICE F Scale (Strickland & Janicki, 1965).

- (8) What youth needs most is strict discipline, rugged determination and the will to work and fight for family and country *** (Item 8.)
- (10) It is essential for learning or effective work that our teachers or supervisors outline in detail what is to be done and exactly how to do it*** (Item 3).
- ** (12) No weakness or difficulty can hold us back if we have enough will power. (b)

* The number on the left of each item corresponds to the item number in the original scale. The item number on the right refers to the present scale.

** Items which were not included in the final form used in this study. Item 23 was considered unsuitable, and items 42 and 12 failed to discriminate properly in the pre-test.

*** Items with slight change of wording.

APPENDIX B-7(c):

Item-Analysis of the F-Scale Items

Item No.	N. Responses in each category.						'Pass'	N. Subjects 'Passing'.			Difficulty Level	Discrimination Indices.		
	Strongly Agree (6)	Moderately Agree (5)	Slightly Agree (4)	Slightly Disagree (2)	Moderately Disagree (1)	Strongly Disagree (0)		Upper (N = 18)	Middle (N = 18)	Lower (N = 18)		Total	Std. 10.	Std. 6.
1.	36	11	5	1	1	-	6	17	12	7	.67	.55*	.75*	.23
2.	21	13	10	5	5	-	5-6	16	11	7	.63	.50*	.50*	.66*
3.	24	15	4	4	6	1	6	16	5	3	.44	.72*	.66*	.73*
4.	18	12	6	6	2	10	5-6	15	9	6	.55	.50*	.41	.66*
5.	26	13	6	3	4	2	5-6	17	13	9	.72	.44*	.33	.50*
6.	22	16	9	3	3	1	6	12	8	2	.41	.55*	.66*	.58*
7.	16	14	14	6	2	2	5-6	15	10	5	.55	.55*	.58*	.50*
8.	22	13	9	3	1	6	6	15	6	1	.41	.77*	.75*	.83*
9.	3	11	8	10	8	14	4-6	13	7	2	.41	.61*	.33	.83*
10.	5	12	12	10	9	6	4-6	12	9	8	.54	.23	.09	.50*
(a)	30	15	3	2	3	1	6	14	9	7	.55	.39*	.41	.42
(b)	23	9	7	5	4	6	1-6	5	11	15	.57	-.55*	-.50*	-.58*

* $p < .05$

APPENDIX B-8(a):

RATING SCALES

- A. Do you usually feel happy or unhappy? Please read through the following descriptions carefully, and then put a tick (✓) in the brackets next to the line which describes the way you feel MOST OF THE TIME (usually).

Then put a cross (X) next to the way you are feeling NOW.

N.B. You may only put one tick and one cross.

- () Very happy and in very high spirits. Seem to be up in the clouds.
 - () Feel very good and cheerful.
 - () Feel pretty good. O.K.
 - () Feel a little bit down. Just so-so.
 - () My spirits are down, and I feel somewhat 'blue' and unhappy.
 - () Very sad. Feeling terrible, miserable, just awful.
-
-

- B. Do your MOODS swing from up in the clouds to down in the dumps, or does your mood remain much the same? Please put a tick (✓) in the brackets next to the line which describes you best.

- () One minute I am up in the clouds and the next minute I am down in the dumps.
 - () My moods swing up high and down low from day to day.
 - () My moods definitely change from day to day or over a few days.
 - () Much of the time my mood stays the same, with occasional ups and downs.
 - () I hardly ever experience ups and downs in my moods, but feel very much the same most of the time.
-
-

- C. This is about FRIENDS. Please read through all the statements, and then put a tick (✓) next to the line which describes you best.

- () I have lots of friends and get on well with most people. I seem to be pretty popular on the whole.
 - () I belong to a special group or crowd, but I do not have many friends who don't belong to the same crowd.
 - () I have a few close friends.
 - () I have friends but no really close friends.
 - () I am a lone wolf. I don't really have any friends at all.
-
-

Please name 1 or 2 people IN THIS CLASS whom you like best.

(B-8(a) cont.)

D. Please put a tick (✓) next to the line which describes your relationship with your FATHER best. (Use the brackets.)

Then put a cross (X) next to the line which describes your relationship with your MOTHER best.

- () I can talk to him (or her) about anything. Many of our interests are the same, and we do lots of things together.
- () We spend quite a lot of time together, and I can discuss most things with him (or her).
- () I can talk to him (or her) about some things, but not everything. We don't have very many interests in common.
- () There are very few things we can talk to each other about, and we spend very little time doing things together.
- () We just do not agree on anything, and I can't talk to him (or her) about anything important. We don't seem to have any of the same interests.

E. Please put a tick (✓) in the column which describes you best.

	GOOD.	USUALLY good.	SOME- TIMES good	SELDOM good	REBEL
a. Describe your behaviour in <u>school</u> .					
b. What do you think your teachers think about your behaviour?					
c. Describe your behaviour at <u>home</u> .					

F. How do you feel about the following? Please put a tick (✓) in the column which indicates how YOU feel about each one. Read all the column headings first.

	NOT Wrong	SOMETIMES wrong.	WRONG for TEENAGERS	WRONG for EVERYBODY.
a. Drinking				
b. Smoking				
c. Lying				
d. Stealing				
e. Gambling				
f. Taking drugs				

APPENDIX B-8(b):

Elation-Depression: Pre-test Analyses of Responses

Mean EIS scores and Frequency Distributions of Responses

Level	Std. 6 (N=25)			Std.10 (N=29)		
	EIS [*] mean.	General.	Now.	EIS mean.	General.	Now.
6	56.0	1	8	52.0	1	-
5	50.6	11	2	46.9	9	2
4	44.2	12	6	43.0	14	13
3	-	-	4	46.0	4 ^{xx}	8
2	-	-	-	-	-	3 ^{xx}
1	-	-	-	-	-	-
N/R		(1)	(5)		(1)	(3)
Median		4.6	4.6		4.3	3.8

* Mean EIS score of Ss whose 'General' responses are at the same level. ** These were all girls.

Frequency Distributions and Median Ratings

for each Identity Classification

Level	M→Ach. (N=8)		Mora. (N=10)		M→Con. (N=9)		Fore. (N=25)		Pre-M. (N=2)	
	G.	N.*	G.	N.	G.	N.	G.	N.	G.	N.
6	-	1	-	1	-	-	2	7	-	-
5	2	2	5	-	3	-	9	1	1	1
4	6	3	5	5	3	4	11	7	1	-
3	-	3	-	3	3	1	1	4	-	1
2	-	-	-	1	-	2	-	-	-	-
1	-	-	-	-	-	-	-	-	-	-
N/R					(2)		(2)	(6)		
Median	4.3	3.9	4.6	3.8	4.1	3.7	4.5	4.4	4.6	4.0

G = General; N = Now.

APPENDIX B-8(c):

Mood Variability:

Pre-test Analysis of Responses

Frequency Distributions and Median Ratings
for Total samples, Age and Sex groups

Level.	Total (N=54)	Std. 6. (N=25)	Std. 10. (N=29)	Males (N=32)	Females (N=22)
5	1	-	1	1	-
4	5	2	3	3	2
3	14	7	7	8	6
2	25	11	14	14	11
1	6	4	2	3	3
N/R	(3)	(1)	(2)	(3)	
Median	2.4	2.3	2.4	2.4	2.3

Frequency Distributions and Median Ratings
for Each Identity Classification

	M→Ach. (N=8)	Mora. (N=10)	M→Con. (N=9)	Fore. (N=25)	Pre-M. (N=2)
5	-	1	-	-	-
4	-	1	2	2	-
3	2	2	3	7	-
2	6	4	3	11	2
1	-	2	1	3	-
N/R				(2)	
Median	2.3	2.4	2.7	2.4	2.0

APPENDIX B-8(d):

Peer Relations:

Pre-test Analysis of Responses

Frequency Distribution for Total Sample,

Age and Sex groups

Item	Total (N=54)	Std. 6. (N=25)	Std. 10. (N=29)	Males (N=32)	Females (N=22)
5	24	15	9	14	10
4	8	4	4	5	3
3	17	5	12	10	7
2	3	-	3	1	2
1	1	1	-	1	-
N/R	(1)		(1)	(1)	

Frequency Distribution for each Identity Classification

Item	M→Ach. (N=8)	Mora. (N=10)	M→Con. (N=9)	Fore. (N=25)	Pre-M. (N=2)
5	4	3	4	11	2
4	1	4	-	3	-
3	3	3	3	8	-
2	-	-	2	1	-
1	-	-	-	1	-
N/R				(1)	

APPENDIX B-8(e):

Parent-Child Communication:

Pre-test Analysis of Responses

Frequency Distributions and Median Ratings

Level	Std. 6. (N=25)				Std. 10. (N=29)			
	Males		Females		Males		Females	
	Fa.	Mo.	Fa.	Mo.	Fa.	Mo.	Fa.	Mo.
5	15	5	2	6	2	5	-	6
4	3	10	3	1	5	3	6	7
3	-	3	2	-	3	3	4	2
2	-	-	-	-	1	1	3	-
1	-	-	-	-	-	-	1	-
N/R					(3)	(2)	(1)	
Median	5.0	4.2	4.1	5.0	3.9	4.3	3.4	4.3

Fa = Father; Mo = Mother

	Std. 6.		Std. 10	
	Males	Females	Males	Females
Father > Mother	11	-	4	1
Same	7	2	1	3
Mother > Father	-	5	6	10
N/R			(3)	(1)

	M→Ach.		Mora.		M→Con.		Fore.		Pre-M.	
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
Father > Mother	2	-	4	1	-	-	9	-	-	-
Same	1	2	-	1	-	-	6	2	1	-
Mother > Father	1	1	1	3	1	7	3	3	-	1
N/R		(1)			(1)		(2)			

APPENDIX B-8(f):

Conduct Self-ratings

Pre-test Analysis of Responses

Frequency Distributions and Median Ratings
for each Age Group

Level	Std. 6. (N=25)			Std. 10 (N=29)		
	(a)	(b)	(c)	(a)	(b)	(c)
5	7	10	8	5	5	2
4	13	4	13	15	13	20
3	4	10	2	7	9	5
2	-	-	1	2	1	-
1	-	-	-	-	1	2
N/R	(1)	(1)	(1)			
Median	4.2	4.1	4.3	4.0	3.9	4.0

Frequency Distributions and Median Ratings
for each Identity Classification

	M→Ach (N=8)			Mora (N=10)			M→Con (N=9)		
	(a)	(b)	(c)	(a)	(b)	(c)	(a)	(b)	(c)
5	-	1	-	1	1	1	2	1	1
4	5	3	8	5	2	7	4	4	2
3	2	3	-	4	7	2	2	3	3
2	1	-	-	-	-	-	1	1	1
1	-	1	-	-	-	-	-	-	2
N/R									
Median	3.8	3.6	4.0	3.8	3.3	4.0	4.0	3.7	3.1

	Fore (N=25)			Pre-M. (N=2)		
	(a)	(b)	(c)	(a)	(b)	(c)
5	9	10	8	-	2	-
4	12	8	14	2	-	2
3	3	6	2	-	-	-
2	-	-	-	-	-	-
1	-	-	-	-	-	-
N/R	(1)	(1)	(1)			
Median	4.4	4.4	4.3	4.0	5.0	4.0

APPENDIX C:

Identity Classification Data

- C-1: Data Profile
- C-2: Descriptive Data of Sample
- C-3: Age and Sex Differences, in Means and Standard Deviations
- C-4: Raw Data Sheets according to Identity Classifications*
- C-5: Identity Classification Differences: ANOVA Tables
- C-6: Distribution of Scores in each Identity Classification

* Separate sheets inserted in flap on
back cover

PROFILE.

Identity Classification.

1. NAME: 2. Sex: 3. Std.:
4. Age: 5. Date of Birth:
6. Socioeconomic status:
7. Vocational Plans: Choice:
8. Ego Identity Scale: Total: Subscales: 1.
2.
3.
4.
Vocational: Total: 5.
6.
9. Peer Nomination Form: Identity:
Accepted: Isolated: Withdrawn:
Sexual: Inadequate:
10. Janis-Field (Inadequacy) : Total:
11. F Scale: Total:
12. Problems: Total: None:
Identity: (7) Sorted out:
(13) Minor:
Vocational: (3) Moderate:
(9) Major:
13. Values: (1) Class: (2)
14. Hedonic Level: General: Now: Mood:
15. Conduct: Self: (a) (b) (c) Teacher:
16. Parent-Child Communication: F 17. Peer Relations:
M Sociogram:
18. I.Q. : 19. Academic: Average: Pos.:
Subjects:
20. Other: Home Background:
Physical Maturation:

APPENDIX C-2:

TABLE 1

Distribution of Subjects according to Socio-economic Classification

MALES

	Socio-economic Classification		
	I	II	III
Std. 6.	14 (41%)	12 (35%)	8 (24%)
Std. 8.	12 (43%)	6 (21%)	10 (36%)
Std.10.	13 (40%)	10 (30%)	10 (30%)
Total	39 (40%)	28 (30%)	28 (30%)

FEMALES

	Socio-economic Classification		
	I	II	III
	7 (32%)	4 (18%)	11 (50%)
	7 (32%)	7 (32%)	8 (36%)
	3 (18%)	4 (24%)	10 (58%)
	17 (28%)	15 (25%)	29 (47%)

APPENDIX C-2:

TABLE 2

Age (years): Means and Standard Deviations

	MALES		FEMALES		TOTAL	
	Mean	(S.D.)	Mean	(S.D.)	Mean	(S.D.)
Std. 6.	13.7	(.41)	13.6	(.47)	13.7	(.44)
Std. 8.	15.9	(.53)	15.8	(.45)	15.9	(.51)
Std.10.	17.9	(.75)	17.6	(.38)	17.8	(.67)
TOTAL	15.8	(1.87)	15.5	(1.65)	15.7	(1.80)

APPENDIX C-2:

TABLE 3

Distribution of Academic Averages in each School Standard

<u>%</u>	Std. 6.	Std. 8.	Std. 10.
81 - 90	1	-	-
71 - 80	4	1	3
61 - 70	14	6	4
51 - 60	16	14	9
41 - 50	17	16	25
31 - 40	3	11	9
21 - 30	-	2	-
Unavailable	1	-	-

TABLE 4

Academic Averages (%): Means and Standard Deviations

	MALES		FEMALES		TOTAL	
	Mean.	(S.D.)	Mean.	(S.D.)	Mean.	(S.D.)
Std. 6.	54.3	(10.3)	57.9	(11.1)	55.7	(10.8)
Std. 8.	45.4	(10.5)	50.8	(9.5)	47.8	(10.4)
Std. 10.	47.2	(11.0)	49.8	(9.7)	48.1	(10.6)
TOTAL	49.2	(11.3)	53.1	(10.8)	50.7	(11.2)

APPENDIX C-2:

TABLE 5

Distribution of I.Q. scores in each School Standard

	Std. 6.	Std. 8.	Std. 10.	TOTAL
Above 131	3	-	2	5 (3%)
121 - 130	8	9	5	22 (14%)
111 - 120	17	7	16	40 (26%)
101 - 110	21	17	12	50 (32%)
91 - 100	2	9	7	18 (12%)
81 - 90	-	2	-	2 (1%)
Unavailable	5	6	8	19 (12%)

TABLE 6

I.Q. Scores: Means

	Males	Females	TOTAL
Std. 6.	113.9	111.8	113.2
Std. 8.	106.2	109.9	107.9
Std. 10.	110.3	112.3	111.0
TOTAL	110.5	111.3	110.8

APPENDIX C-3:

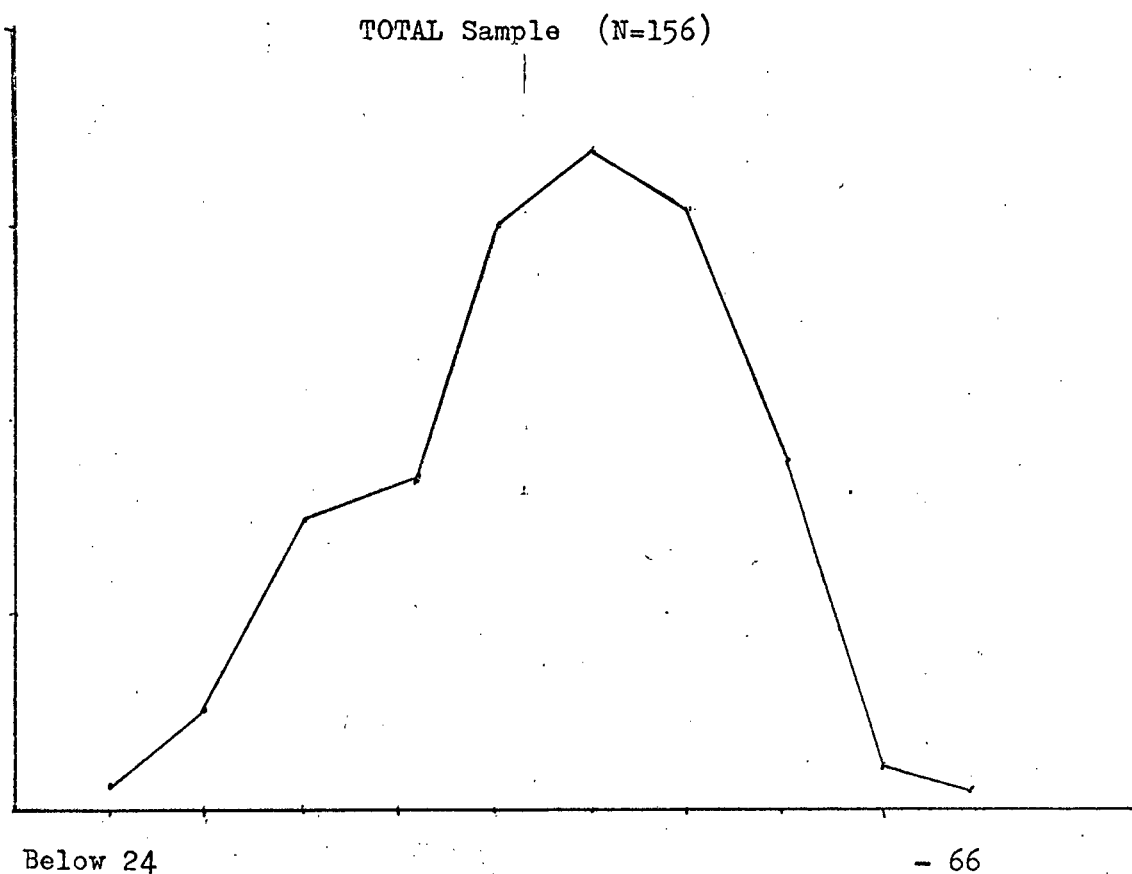
TABLE 1:

Ego Identity Scale Scores:
Means and Standard Deviations

	MALES Mean. (S.D.)	FEMALES Mean. (S.D.)	TOTAL Mean. (S.D.)
Std. 6	42.3 (8.6)	45.0 (8.7)	43.4 (8.7)
Std. 8	45.7 (6.8)	42.6 (8.0)	44.3 (7.5)
Std.10	47.5 (9.8)	46.9 (10.7)	47.3 (10.1)
TOTAL	45.1 (8.9)	44.7 (9.2)	44.9 (9.0)

FIGURE 1:

Distribution of EIS scores:



APPENDIX C-3:

TABLE 2:

Peer Nomination Form I Scores:

Means and Standard Deviations

	MALES Mean. (S.D.)	FEMALES Mean. (S.D.)	TOTAL Mean. (S.D.)
Std. 6	101.5 (11.5)	107.7 (15.9)	104.0 (13.8)
Std. 8	99.4 (16.1)	112.9 (18.9)	105.3 (18.7)
Std.10	109.2 (15.8)	108.6 (16.2)	109.0 (15.9)
TOTAL	103.5 (15.1)	109.9 (17.32)	106.0 (16.3)

FIGURE 2:

Distribution of PNF I scores:

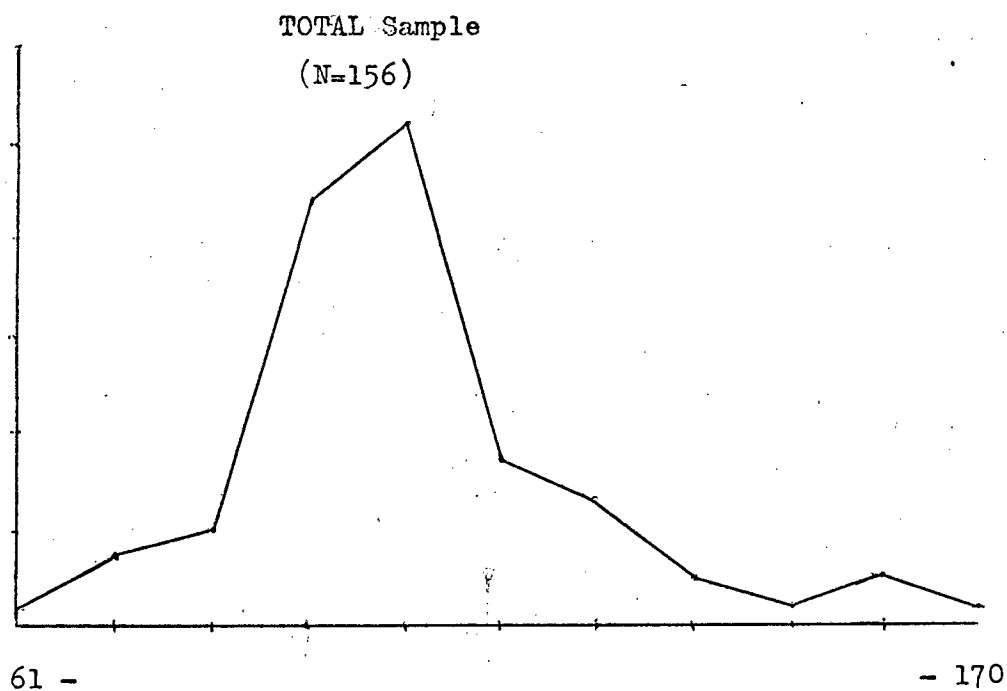


TABLE 3:

Janis-field Scale Scores:
Means and Standard Deviations

	MALES Mean. (S.D.)	FEMALES Mean. (S.D.)	TOTAL Mean. (S.D.)
Std. 6.	24.7 (9.0)	32.4 (10.1)	27.8 (10.2)
Std. 8.	25.5 (8.3)	34.6 (11.0)	29.5 (10.6)
Std. 10.	21.9 (6.9)	28.4 (11.3)	24.1 (9.2)
TOTAL	24.0 (8.2)	32.1 (11.1)	27.2 (10.3)

FIGURE 3:

Distribution of Janis-Field scores:

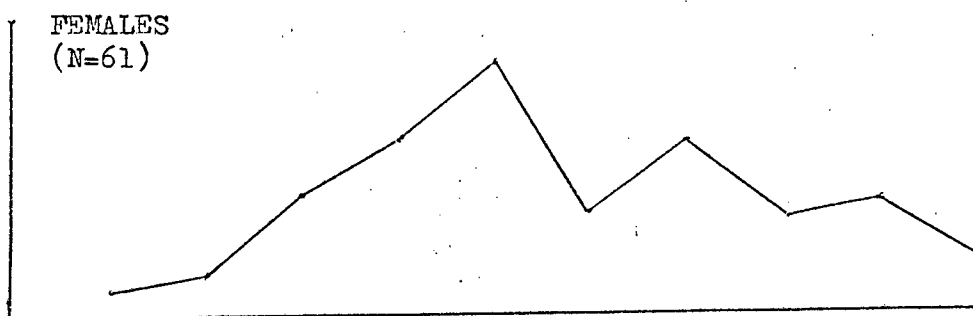
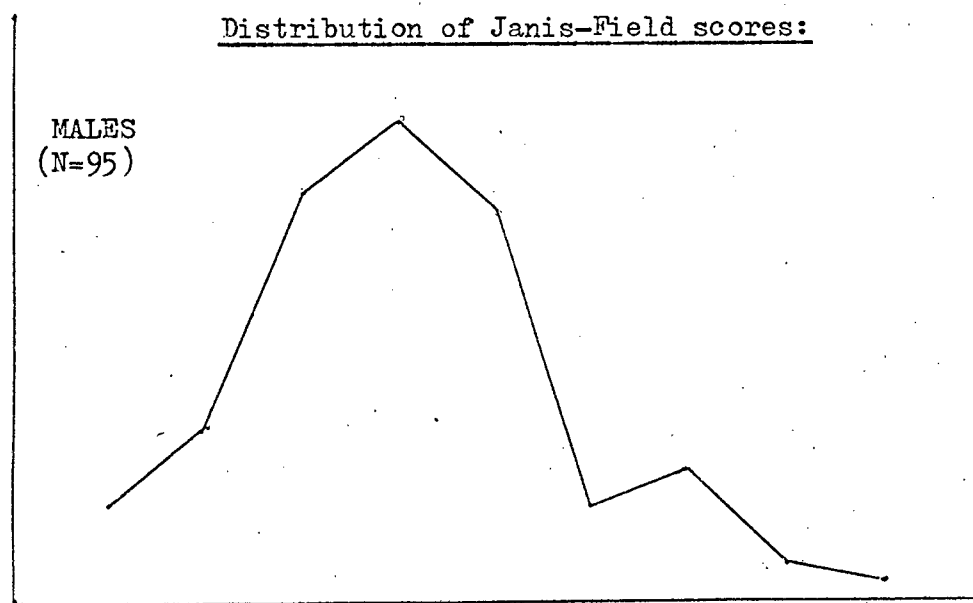


TABLE 4:

Problems Scale Scores:Means and Standard Deviations

	MALES Mean. (S.D.)	FEMALES Mean. (S.D.)	TOTAL Mean. (S.D.)
Std. 6	16.9 (7.2)	20.9 (7.9)	18.5 (7.7)
Std. 8	16.7 (7.7)	19.2 (6.8)	17.8 (7.4)
Std.10	14.7 (7.4)	19.0 (7.0)	16.2 (7.5)
TOTAL	16.1 (7.5)	19.8 (7.3)	17.6 (7.6)

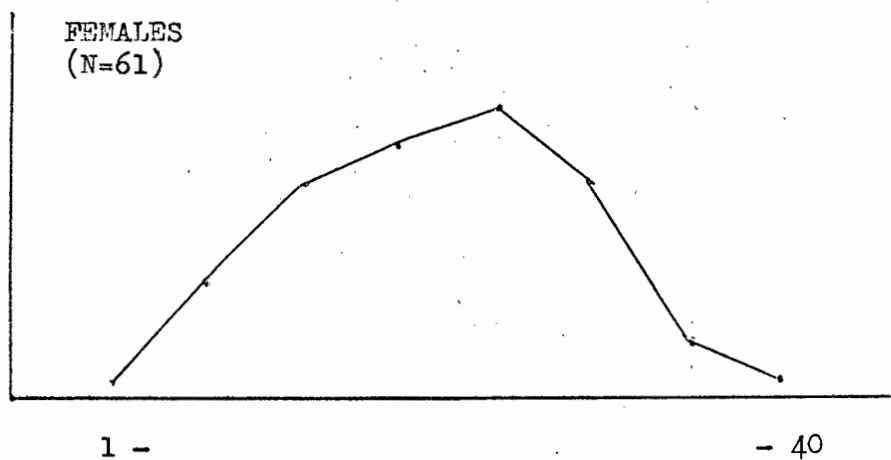
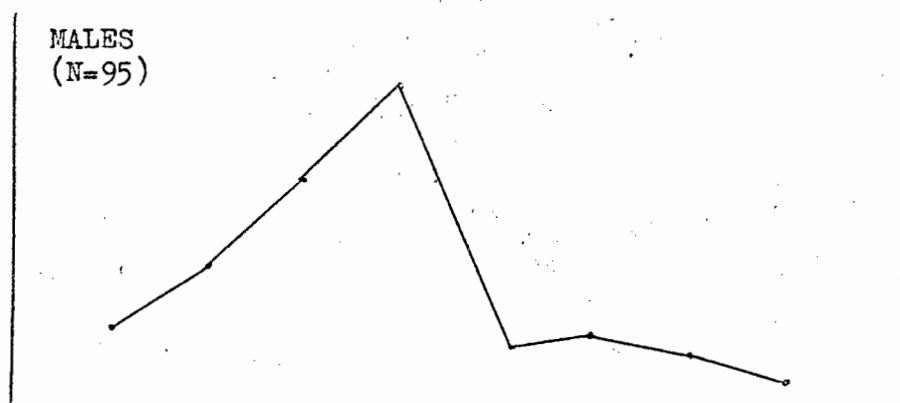
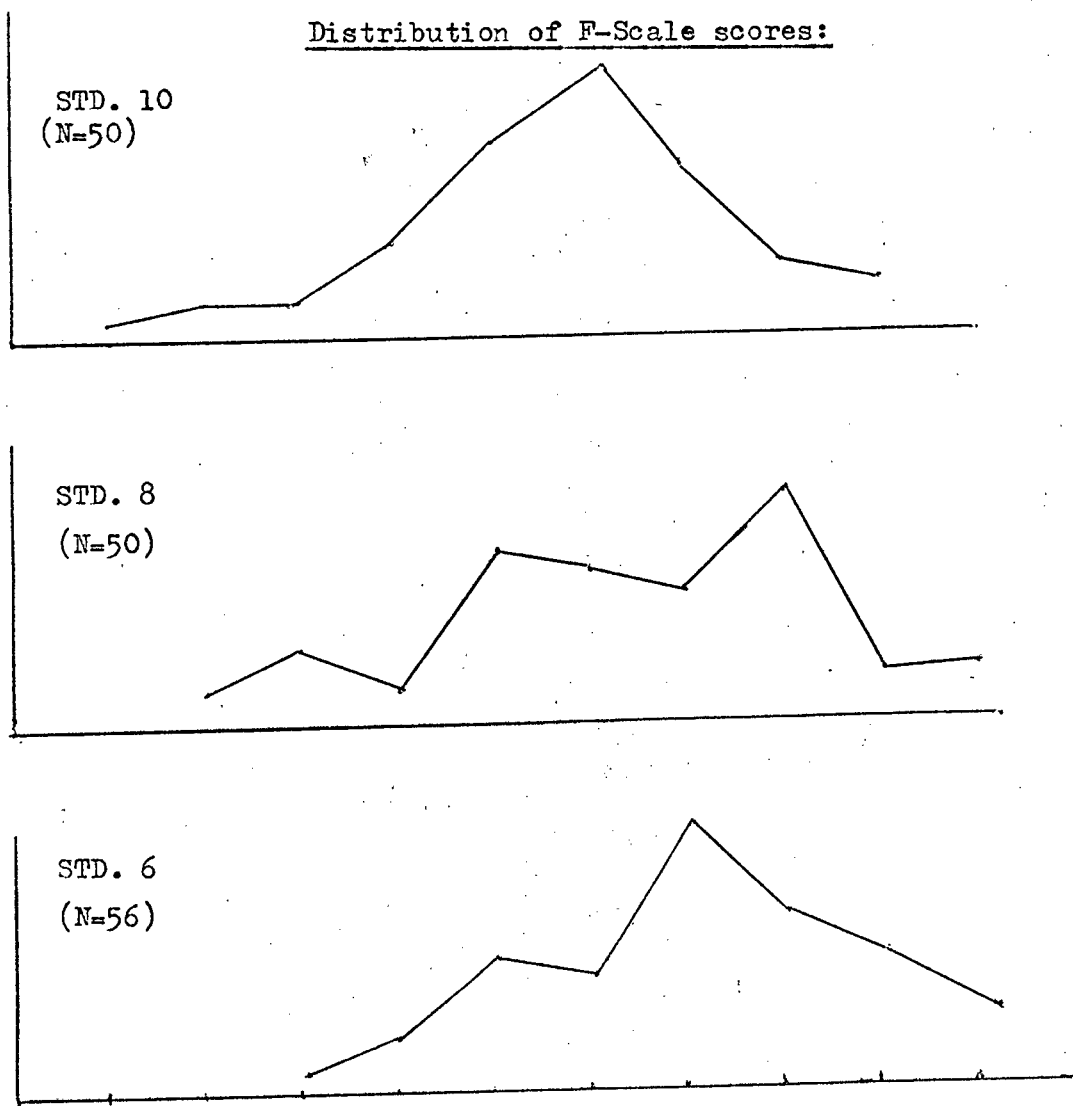
FIGURE 4:Distribution of Problems Scale scores

TABLE 5:

F-scale Scores:Means and Standard Deviations

	MALES Mean. (S.D.)	FEMALES Mean. (S.D.)	TOTAL Mean. (S.D.)
Std. 6	42.6 (8.5)	44.9 (7.8)	43.5 (8.3)
Std. 8	39.7 (9.9)	39.2 (9.1)	39.5 (9.6)
Std.10	35.7 (8.7)	39.2 (8.4)	36.9 (8.8)
TOTAL:	39.4 (9.5)	41.3 (8.9)	40.1 (9.3)

FIGURE 5:

Distribution of F-Scale scores:

APPENDIX C-5:

TABLE 1

Identity Classification differences

in E15 scores: One-
way Analysis of Variance

TABLE OF MEANS

M→ACH	MORA	M→CON	FORE	PRE-M	G-MEAN
52.22	45.11	30.80	48.17	42.30	44.94

ANOVA TABLE

SOURCE	Ss	df	Ms	F	p
Between	5568.16	4	1392.04	29.97	< .05
Within	6921.20	149	46.45		
TOTAL	12489.36	153			

MULTIPLE COMPARISONS

Means		Diff.	$S\hat{\sigma}_d$	p
M→Ach	vs. Mora	7.1	5.8	<.05
	vs. M→Con.	21.4	6.9	<.05
	vs. Fore.	4.0	5.8	n.s.
	vs. Pre-M	9.9	8.3	<.05
Mora	vs. M→Con.	14.3	5.5	<.05
	vs. Fore.	3.1	4.1	n.s.
	vs. Pre-M.	2.8	7.3	n.s.
M→Con	vs. Fore	17.4	5.6	<.05
	vs. Pre-M.	11.5	8.2	<.05
Fore.	vs. Pre-M.	5.9	7.3	n.s.

TABLE 2

Identity Classification Differences

in PNF I scores: one-
way Analysis of Variance.

TABLE OF MEANS

M→ACH	MORA	M→CON	FORE	PRE-M	G-MEAN
112.72	106.67	97.05	106.98	103.50	106.03

ANOVA TABLE

SOURCE	Ss	df	Ms	F	p
Between	2551.84	4	637.96	2.47	< .05
Within	38472.09	149	258.20		
TOTAL	41023.94	153			

MULTIPLE COMPARISONS

Means		Diff.	$\hat{S}\hat{D}_d$	p
M→Ach	vs. Mora	6.1	13.6	n.s.
	vs. M→Con.	15.7	16.2	n.s.
	vs. Fore	5.7	13.6	n.s.
	vs. Pre-M.	9.2	19.7	n.s.
Mora	vs. M→Con.	9.6	13.1	n.s.
	vs. Fore	0.3	9.7	n.s.
	vs. Pre-M.	3.2	17.2	n.s.
M→Con.	vs. Fore	9.9	13.1	n.s.
	vs. Pre-M.	6.5	19.3	n.s.
Fore.	vs. Pre-M.	3.5	17.2	n.s.

APPENDIX C-5:

TABLE 3

Identity Classification differences
in Janis-Field Scale Scores: One-
way Analysis of Variance

TABLE OF MEANS

M→ACH	MORA	M→CON	FORE	PRE-M	G-MEAN
19.56	29.06	37.05	25.94	17.50	27.18

ANOVA TABLE

SOURCE	Ss	df	Ms	F	p
Between	4201.35	4	1050.34	13.01	<.05
Within	12025.56	149	80.71		
TOTAL	16226.91	153			

MULTIPLE COMPARISONS

Means		Diff.	$\hat{S}\hat{\sigma}\hat{\phi}$	p
M→Ach	vs. Mora	9.5	7.6	<.05
	vs. M→Con.	17.5	9.1	<.05
	vs. Fore.	6.4	7.6	n.s.
	vs. Pre-M.	2.1	11.0	n.s.
Mora	vs. M→Con.	8.0	7.3	<.05
	vs. Fore.	3.1	5.4	n.s.
	vs. Pre-M.	11.6	9.6	<.05
M→Con.	vs. Fore.	11.1	7.3	<.05
	vs. Pre-M.	19.5	10.8	<.05
Fore.	vs. Pre-M.	8.4	9.6	n.s.

APPENDIX C-5:

TABLE 4

Identity Classification Differences

in Problems Scale Scores: One-

way Analysis of Variance

TABLE OF MEANS

M→ACH	MORA	M→CON	FORE	PRE-M	G-MEAN
12.22	21.70	27.25	13.12	8.50	17.56

ANOVA TABLE

SOURCE	Ss	df	Ms	F	p
Between	5166.05	4	1291.51	50.38	<.05
Within	3819.93	149	25.64		
TOTAL	8985.98	153			

MULTIPLE COMPARISONS

Means		Diff.	$\hat{S}\hat{\sigma}_d$	P
M→Ach	vs. Mora	9.5	4.3	< .05
	vs. M→Con.	15.0	5.1	< .05
	vs. Fore.	0.9	4.3	n.s.
	vs. Pre-M.	3.7	6.2	n.s.
Mora	vs. M→Con.	5.5	4.1	< .05
	vs. Fore.	8.6	3.1	< .05
	vs. Pre-M.	13.2	5.4	< .05
M→Con.	vs. Fore.	14.1	4.1	< .05
	vs. Pre-M.	18.8	6.1	< .05
Fore.	vs. Pre-M.	4.6	5.4	n.s.

TABLE 5

Identity Classification Differences

in F-scale Scores: One-
way Analysis of Variance

TABLE OF MEANS

M→ACH	MORA	M→CON	FORE	PRE-M	G-MEAN
31.56	36.37	40.30	47.98	34.50	40.12

ANOVA TABLE

SOURCE	Ss	df	Ms	F	p
Between	5609.18	4	1402.29	27.07	<.05
Within	7718.72	149	51.80		
TOTAL:	13327.90	153			

MULTIPLE COMPARISONS

Means		Diff.	$\hat{S}\hat{D}$	p
M→Ach	vs. Mora	4.8	6.1	n.s.
	vs. M→Con.	8.7	7.3	<.05
	vs. Fore.	16.4	6.1	<.05
	vs. Pre-M.	2.9	8.8	n.s.
Mora	vs. M→Con.	3.9	5.8	n.s.
	vs. Fore.	11.6	4.3	<.05
	vs. Pre-M.	1.9	7.7	n.s.
M→Con.	vs. Fore.	7.7	5.9	<.05
	vs. Pre-M.	5.8	8.7	n.s.
Fore.	vs. Pre-M.	13.5	7.7	<.05

APPENDIX C-6:

Notes on the Distribution Graphs:

Each graph contains four columns in Tables 1 through 4:

The first column represents the percentage of subjects who obtain scores which are above the upper-cut-off point;

The second column contains the percentage of subjects who score above the median but below the upper-cut-off point;

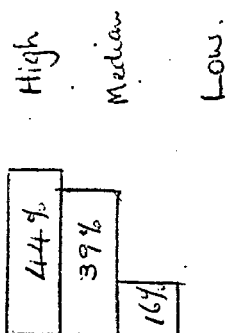
The third column represents the percentage who score below the median but above the lower-cut-off point;

The fourth column represents those who score below the lower-cut-off point.

The cut-off scores are contained in Table 3.1 of the text (p. 195).

For the Janis-Field (Table 3) and Problems Scale (Table 4) scores, the sex differences are taken into account in the graphs.

For the F-Scale scores (Table 5) only three columns are present: the middle column represents all subjects who score between the upper- and lower-cut-off scores. Age differences were taken into account for these graphs.

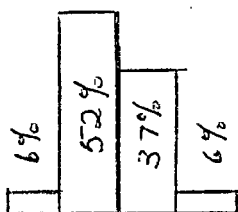
EGO IDENTITY SCALE SCORES.

MORATORIUM
→ ACHIEVEMENT:

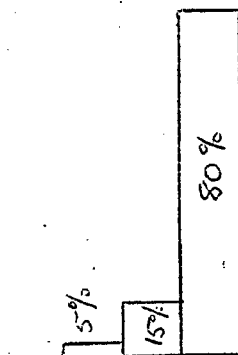
N = 18

	Mean	Range.
Males.	52.4	41 - 63
Females.	51.8	43 - 57
TOTAL.	52.2	41 - 63

MORATORIUM : N = 54.



	Mean Scores.				Range.
	6s	8s	10s	TOT.	
Males.	45.7	44.8	45.5	45.3	32 - 55
Females.	47.1	43.5	44.2	44.9	32 - 58
TOTAL.	46.3	44.2	44.7	45.1	32 - 58

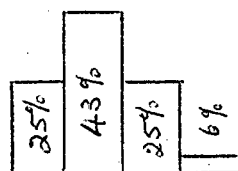


MORATORIUM
→ CONFUSION:

N = 20

	Mean	Range.
Males.	31.3	23 - 45
Females.	29.9	15 - 43
TOTAL.	30.8	15 - 45

FORECLOSED : N = 52.



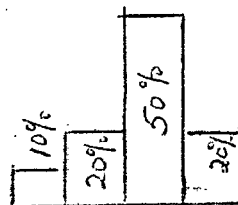
	Mean Scores				Range.
	6s	8s	10s	TOT.	
Males.	45.8	49.2	51.9	48.9	34 - 63
Females.	47.8	41.8	51.1	47.2	30 - 65
TOTAL.	46.7	46.3	51.6	48.2	30 - 65

PRE-MORATORIUM :

Mean = 42.3

Range 31 - 57

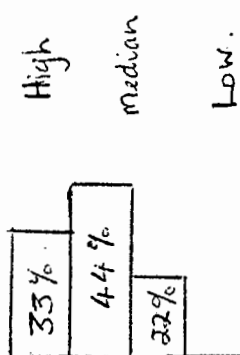
N = 10



APPENDIX C-6:

Table 2:

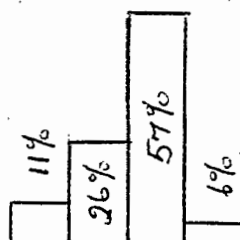
Peer Nomination Form I Scores



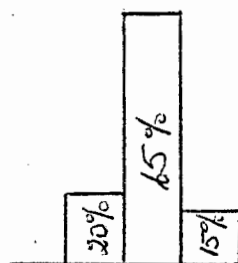
MORATORIUM
->ACHIEVEMENT:
N = 18

	Mean	Range
Males.	112.7	93 - 159
Females.	112.8	102 - 123
TOTAL:	112.7	93 - 159

MORATORIUM : N = 54



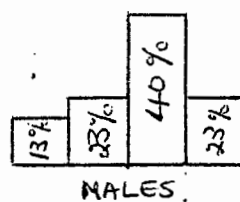
	Mean Scores			TOT.	Range
	6s	8s	10s		
Males.	103.0	107.7	109.2	106.1	85 - 128
Females	109.9	108.8	100.7	107.3	81 - 162
TOTAL:	106.1	108.2	104.1	106.7	81 - 162



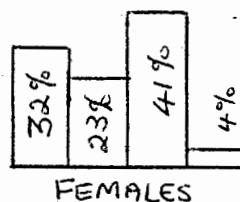
MORATORIUM
->CONFUSION:
N = 21

	Mean	Range
Males.	92.2	69 - 109
Females.	102.7	96 - 117
TOTAL:	97.1	69 - 117

FORECLOSED : N = 52

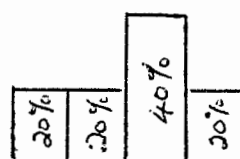


	Mean Scores			TOT.	Range.
	6s	8s	10s		
Males.	99.4	92.3	112.2	101.5	74 - 134
Females.	108.8	120.5	116.4	114.4	90 - 134
TOTAL:	103.6	103.6	113.9	107.0	74 - 153



PRE-MORATORIUM :
N = 10

Mean = 103.5
Range = 86 - 128

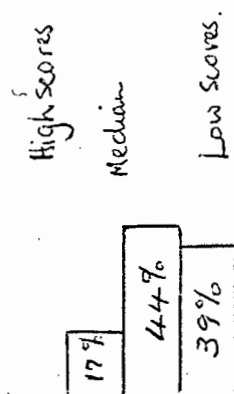


← PRE-MORATORIUM

APPENDIX C - 6:

TABLE 3:

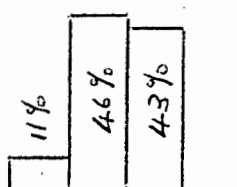
JANIS-FIELD SCALE SCORES.



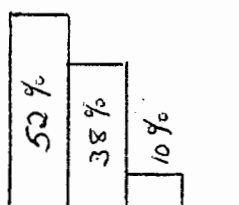
MORATORIUM
→ ACHIEVEMENT:
N = 18

	Mean	Range.
Males.	19.1	12 - 30
Females	21.0	10 - 28
TOTAL.	19.6	10 - 30

MORATORIUM : N = 54



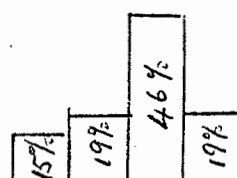
	Mean Scores.				Range.
	6s	8s	10s	TOT.	
Males.	23.9	26.8	21.2	24.9	17 - 40
Females.	33.7	35.6	30.3	33.7	21 - 49
TOTAL.	28.2	30.9	26.7	29.1	17 - 49



MORATORIUM
→ CONFUSION:
N = 21

	Mean	Range.
Males.	33.5	19 - 49
Females.	41.6	21 - 53
TOTAL.	37.0	19 - 53

FORECLOSED : N = 52

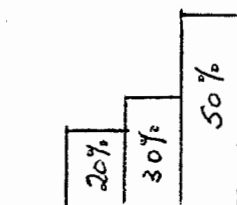


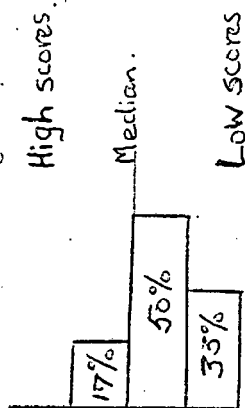
	Mean Scores.				Range.
	6s	8s	10s	TOT.	
Males.	23.0	22.7	23.3	23.0	8 - 42
Females.	28.9	36.8	25.4	30.0	16 - 57
TOTAL.	25.6	28.3	24.2	25.9	8 - 57

PRE-MORATORIUM:

Mean = 17.5

Range = 8 - 28

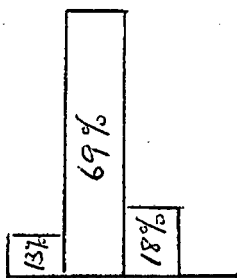


PROBLEMS SCALE SCORES.

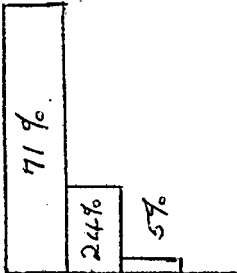
MORATORIUM
→ ACHIEVEMENT:
N = 18

	Mean	Range.
Males.	12.6	5 - 19
Females.	11.2	3 - 17
TOTAL	12.2	3 - 19

MORATORIUM : N = 54



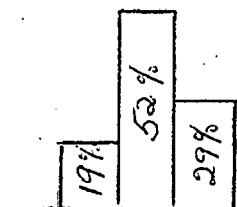
	Mean Scores				Range.
	6s	8s	10s	TOT.	
Males.	18.4	20.8	19.2	19.6	13 - 34
Females.	25.4	22.7	23.8	23.9	13 - 37
TOTAL.	21.6	21.7	22.0	21.7	13 - 37



MORATORIUM
→ CONFUSION
N = 21

	Mean	Range.
Males.	27.0	15 - 35
Females.	29.0	21 - 32
TOTAL.	27.2	15 - 35

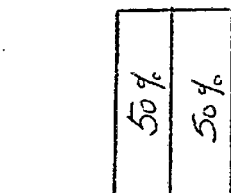
FORECLOSED: N = 52



	Mean Scores				Range.
	6s	8s	10s	TOT.	
Males.	12.7	12.8	10.9	12.1	1 - 20
Females.	13.2	15.5	15.1	14.5	9 - 22
TOTAL.	12.9	13.9	12.6	13.1	1 - 22

PRE-MORATORIUM :
N = 10

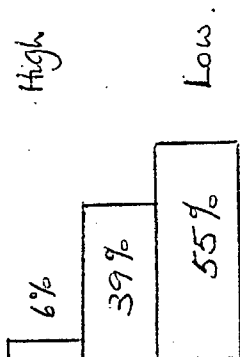
Mean = 8.5
Range = 4 - 15



APPENDIX C-6:

TABLE 5:

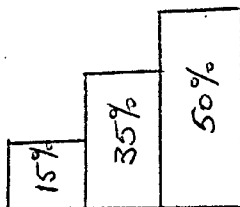
F-SCALE SCORES.



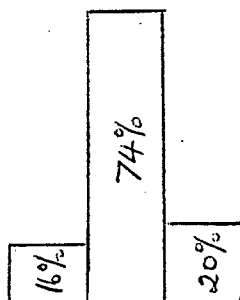
MORATORIUM
→ ACHIEVEMENT:
N = 18

	Mean	Range.
Males	30.0	11 - 42
Females	35.6	23 - 42
TOTAL	31.6	11 - 42

MORATORIUM : N = 54



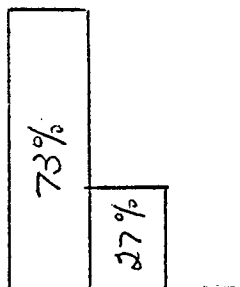
	Mean Scores.				Range.
	6s	8s	10s	TOT.	
Males.	37.1	36.9	34.7	36.8	18 - 56
Females.	40.7	34.7	31.2	35.8	19 - 54
TOTAL.	38.7	36.0	32.6	36.4	18 - 56



MORATORIUM
→ CONFUSION:
N = 21

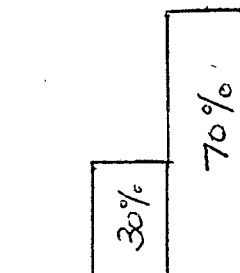
	Mean	Range.
Males	37.8	25 - 52
Females	44.0	36 - 52
TOTAL.	40.3	25 - 52

FORECLOSED : N = 52



	Mean Scores				Range.
	6s	8s	10s	TOT.	
Males	51.4	46.9	44.9	47.9	38 - 59
Females.	49.4	49.0	45.7	48.1	37 - 56
TOTAL.					

PRE-MORATORIUM : Mean = 34.5
Range = 20 - 46



APPENDIX C-6:

TABLE 6:
Identity Classifications
and 'Vocational Identity' Classifications

	M → ACH.		MORA		M → Con.		FORE.		PRE-M		TOTAL	
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
Voc. Id-Ach.	6	3	-	-	-	-	2	2	-	-	8	5
Voc. M→Ach.	1	2	1	4	2	-	3	7	-	-	7	13
Voc. Mora	4	-	13	15	7	4	2	6	1	1	27	26
Voc. M→Con.	-	-	8	2	4	1	2	1	-	-	14	14
Voc. Fore.	2	-	1	1	1	-	10	2	1	-	15	3
Voc. Pre-M.	-	-	5	4	-	2	11	4	7	-	23	10
TOTAL:	13	5	28	26	14	7	30	22	9	1	94	61

APPENDIX D:

General Statistical Analysis

- D-1: Hypotheses
- D-2: Analysis of Ego Identity Scale Scores
- D-3: Analysis of PNF. I Scores
- D-4: Age Correlations
- D-5: Analysis of Janis-Field Scale Scores
- D-6: Analysis of Problems Scale Scores
- D-7: Analysis of F-Scale Scores
- D-8: Analysis of Value Judgement Scale Scores
- D-9: Analysis of Academic Averages
- D-10: Intercorrelation Matrices

APPENDIX D-1:

TABLE 1

SCHOOL STANDARD DIFFERENCES IN EIS SCORES:

ONE-WAY ANALYSIS OF VARIANCE

TABLE OF MEANS

Std. 6.	Std. 8.	Std. 10.	G-MEAN
43.38	44.34	47.29	44.94

ANOVA TABLE

SOURCE	Ss	df	Ms	F	p
Between	420.99	2	210.50	3.52	< .05
Within	9040.36	151	59.87		
TOTAL	9641.35	153			

MULTIPLE COMPARISONS

Means	Diff.	$S\hat{\sigma}^2$	p
Std. 6. vs. Std. 8.	0.96	3.72	n.s.
Std. 6. vs. Std. 10.	3.90	3.74	< .05
Std. 8. vs. Std. 10.	2.94	3.83	n.s.

APPENDIX D-1:

TABLE 2

Identity Classification differences in Age:

One-way analysis of variance

TABLE OF MEANS

M→ACH	MORA	M→CON	FORE	PRE-M	G-MEAN
17.55	15.33	15.39	15.69	14.86	15.69

ANOVA TABLE

SOURCE	Ss	df	Ms	F	P
Between	77.53	4	19.38	6.90	<.05
Within	418.76	149	2.81		
TOTAL	496.29	153			

MULTIPLE COMPARISONS

Means		Diff.	$\hat{S}\hat{e}\hat{d}$	P
M→Ach	vs. Mora	2.2	1.4	<.05
	vs. M→Con.	2.2	1.7	<.05
	vs. Fore	1.9	1.4	<.05
	vs. Pre-M.	2.7	2.1	<.05
Mora	vs. M→Con.	0.1	1.4	n.s.
	vs. Fore.	0.4	1.0	n.s.
	vs. Pre-M.	0.5	1.8	n.s.
M→Con.	vs. Fore.	0.3	1.4	n.s.
	vs. Pre-M.	0.5	2.0	n.s.
Fore.	vs. Pre-M.	0.8	1.8	n.s.

APPENDIX D-1:

TABLE 3

Sex and School Standard differences

in EIS scores: Two-way

analysis of variance

ANOVA TABLE

SOURCE	Ss	df	Ms	F	p
Row	.18	1	.18	.06	n.s.
Column	14.68	2	7.34	2.23	n.s.
Error	11847.77	148	3.30		
TOTAL	23.38	151			

TABLE 4

School Standard and Sex Distribution

of Subjects in each Identity Classification

	M→ACH.	MORA.	M→CON	FORE	PRE-M.	TOTAL
Std. 6: Males	--	11.	7	11	5	34
Females	--	9	4	9	-	22
Total	--	20	11	20	5	56
Std. 8: Males	1	13	2	9	3	28
Females	2	11	2	6	1	22
Total:	3	24	4	15	4	50
Std. : Males	12	4	5	10	1	32
Females	3	6	1	7		17
Total	15	10	6	17	1	49

Total Males	13	28	14	30	9	94
Total Females	5	26	7	22	1	61
GRAND TOTAL:	18	54	21	52	10	155

APPENDIX D-1:

TABLE 5

Identity Classification differences

in Academic Averages:

One-way analysis of variance

TABLE OF MEANS

M→ACH	MORA	M→CON	FORE	PRE-M	G-MEAN
46.11	51.74	52.70	50.62	49.90	50.71

ANOVA TABLE

SOURCE	Ss	df	Ms	F	p
Between	524.30	4	131.07	1.03	n.s.
Within	18965.57	149	127.29		
TOTAL	19489.86	153			

TABLE 6

Identity Classification Differences

in Academic Averages for School Standards

	M→ACH	MORA	M→CON	FORE	PRE-M
Std. 6	--	57.3	55.9	52.2	59.2
Std. 8	48.7	48.6	48.8	48.7	39.8
Std. 10	45.6	48.1	48.1	50.5	(44)

APPENDIX D-2:

TABLE 1

Correlations between EIS scores and other scores

Sample	Age.	Acad.	PNF I'	J-F.	P.S.	F-S.	VJS.
TOTAL:	.15	-.02	.27 ^{xxx}	-.41 ^{xxx}	-.43 ^{xxx}	-.03	.03
Males	.23 [*]	-.15	.18	-.41 ^{xxx}	-.43 ^{xxx}	.05	-.03
Females	.02	.18	.42 ^{xxx}	-.46 ^{xxx}	-.44 ^{xxx}	-.14	.17
Std. 6.	-.11	-.11	.22	-.28 [*]	-.33 [*]	.07	.10
Std. 8.	.12	.27	.29 [*]	-.41 ^{xx}	-.31 [*]	-.14	-.09
Std.10.	-.11	-.04	.27	-.51 ^{xxx}	-.59 ^{xxx}	.12	.21
Males: 6s	-.05	-.27	.11	-.55 ^{xxx}	-.46 ^{xx}	.12	-.03
8s	.31	.28	.25	-.25	-.16	.15	-.17
10s	-.13	-.13	.11	-.37 [*]	-.56 ^{xxx}	.14	.22
Females: 6s	-.16	.04	.30	-.13	-.27	-.05	.26
8s	-.18	.43 [*]	.54 [*]	-.45 [*]	-.45 [*]	-.51 [*]	.09
10s	-.13	.15	.53 [*]	-.72 ^{xx}	-.67 ^{xx}	.11	.24
DEVELOPING:	.14	-.03	.35 ^{xxx}	-.49 ^{xxx}	-.44 ^{xxx}	-.28 ^{xx}	-.07
Males	.23	-.17	.35 [*]	-.56 ^{xxx}	-.49 ^{xxx}	-.24	-.17
Females	-.01	.18	.37 [*]	-.48 ^{xx}	-.40 [*]	-.34 [*]	.14
Std. 6.	-.14	-.02	.35	-.33 [*]	-.29	-.23	-.08
Std. 8.	.21	.28	.44 [*]	-.41 [*]	-.28	-.40 [*]	-.14
Std.10.	-.06	-.09	.28	-.70 ^{xxx}	-.61 ^{xxx}	-.13	.11
Males: 6s	-.17	-.06	.40	-.68 ^{xx}	-.52 [*]	-.26	-.28
8s	.62 [*]	.21	.40	-.28	-.03	-.20	-.33
10s	-.12	-.20	.24	-.65 ^{xx}	-.62 ^{xx}	-.15	.12
Females: 6s	-.18	-.01	.30	-.10	-.15	-.29	.14
8s	-.25	.41	.52 [*]	-.47	-.47	-.69 ^{xx}	.12
10s	.06	.16	.39	-.90 ^{xxx}	-.59	-.05	.23
FORECLOSED:	.19	.02	.13	-.33 [*]	-.37 ^{xx}	-.20	-.02
Males	.25	-.11	-.09	-.19	-.34	-.13	-.22
Females	.09	.19	.44 [*]	-.40	-.40	-.28	.20
Std. 6.	-.21	-.02	.03	-.19	-.23	.05	.15
Std. 8.	-.15	.22	-.07	-.55 [*]	-.46	-.39	-.01
Std.10.	-.25	-.11	.15	-.27	-.42	-.14	-.11
Males: 6s	-.40	-.47	-.39	-.50	-.44	.19	.11
8s	-.70 [*]	.42	.21	-.23	-.40	-.12	-.39
10s	-.27	-.26	-.33	.26	-.17	.09	-.34
Females: 6s	.29	.19	.29	.00	.03	-.03	.13
8s	-.11	.61	.77	-.33	-.97 ^{xx}	-.43	.55
10s	-.50	.11	.66	-.53	-.70	-.37	.10

* p < .05;

** p < .01;

*** p < .001.

APPENDIX D-2:

TABLE 2

Socio-economic Status and School

Standard differences in EIS scores:

Two-way analysis of variance

TABLE OF MEANS

	STD 6	STD 8	STD 10	ROW MEANS
S-E I	44.71	45.21	50.67	46.86
S-E II	39.62	42.54	48.31	43.49
S-E III	45.17	44.72	44.24	44.71
COLUMN MEANS	43.17	44.16	47.74	45.02

G-MEAN

ANOVA TABLE

SOURCE	Ss	df	Ms	F	p
Row	17.51	2	8.75	1.86	n.s.
Column	34.67	2	17.34	3.69	<.05
Error	11308.45	145	4.70		
TOTAL	78.81	149			

MULTIPLE COMPARISONS

Means	Diff.	$S\hat{\sigma}_\varphi$	p
Std. 6. vs. Std. 8.	1.0	4.4	n.s.
Std. 6. vs. Std. 10.	4.6	4.4	<.05
Std. 8. vs. Std. 10.	3.6	4.4	n.s.

APPENDIX D-3:

TABLE 1

Sex and School Standard differences

in PNF I scores:

Two-way analysis of variance

TABLE OF MEANS

	Std. 6.	Std. 8.	Std.10.	ROW MEANS
Male	101.52	99.39	109.19	103.37
Female	107.73	112.91	108.65	109.76
COLUMN MEANS	104.62	106.15	108.92	106.56

G-MEAN

ANOVA TABLE

SOURCE	Ss	df	Ms	F	p
Row	61.36	1	61.36	5.87	< .05
Column	18.97	2	9.48	.91	n.s.
Error	37577.89	148	10.45		
TOTAL	129.75	151			

MULTIPLE COMPARISONS

Means.	Diff.	$\hat{S}_{\hat{y}}$	p
Male vs. Female	6.4	5.2	< .05

APPENDIX D-3:

TABLE 2

Socio-economic Status and School

Standard differences in PNF I scores:

Two-way analysis of variance

TABLE OF MEANS

	Std. 6.	Std. 8.	Std. 10.	Row Means
S-E I	106.10	106.89	117.20	110.06
S-E II	102.69	103.46	105.08	103.74
S-E III	102.72	105.06	105.57	104.45
COLUMN MEANS	103.83	105.14	109.28	106.09

G-MEAN

ANOVA TABLE

SOURCE	Ss	df	Ms	F	p
Row	71.97	2	35.99	2.24	n.s.
Column	48.56	2	24.28	1.51	n.s.
Error	38643.32	145	16.05		
TOTAL	156.28	149			

APPENDIX D-3:

Table 3

Correlations between PNF I. scores and other scores

Sample	Age.	Acad.	J-F.	P.S.	F-S	VJS.	EIS
TOTAL:							
Std. 6.	-.03	.59 ^{xxx}	.23	.01	-.19	.08	.22
Std. 8.	.04	.49 ^{xxx}	.14	.11	-.04	.02	.29 [*]
Std.10.	-.10	.52 ^{xxx}	-.20	-.35 [*]	.22	.10	.27
Males: 6s.	-.10	.66 ^{xxx}	.03	-.18	-.10	-.18	.11
8s.	.27	.21	.10	.23	.02	-.31	.25
10s.	-.11	.53 ^{**}	-.17	-.39 [*]	.09	.10	.11
Females: 6s.	.07	.49 [*]	.31	.08	-.39	.34	.30
8s.	-.11	.72 ^{xxx}	-.11	-.16	-.10	.35	.54 [*]
10s.	-.11	.53 [*]	-.26	-.30	.49 [*]	.11	.53 [*]
DEVELOPING:							
Std. 6.	.11	.39 [*]	.20	.04	-.37 [*]	.03	.35
Std. 8.	.19	.55 ^{**}	-.01	.03	-.12	.10	.44 [*]
Std.10.	.06	.44 [*]	-.36 [*]	-.44 [*]	-.01	-.07	.28
Males: 6s.	.10	.55 [*]	-.12	-.22	-.03	-.49 [*]	.40
8s.	.44	.27	.02	.08	.15	-.24	.40
10s.	-.02	.47 [*]	-.37	-.44 [*]	-.12	-.08	.24
Females: 6s.	.05	.28	.28	.06	-.74 ^{**}	.41	.30
8s.	.00	.81 ^{xxx}	-.10	-.04	-.41	.43	.52 [*]
10s.	.24	.63 [*]	-.18	-.27	.59	.36	.39
FORECLOSED:							
Std. 6.	-.08	.79 ^{xxx}	.45 [*]	.30	-.09	.28	.03
Std. 8.	-.34	.36	.31	.10	.21	-.19	.07
Std.10.	-.30	.63 ^{**}	-.16	-.34	.26	-.08	.15
Males: 6s.	.13	.70 [*]	.36	.13	-.18	.20	-.39
8s.	.02	.04	-.22	.03	.04	-.81 ^{**}	.21
10s.	-.31	.63 [*]	-.14	-.80 ^{**}	.27	.07	-.33
Females: 6s.	.31	.81 ^{**}	.43	.54	.10	.28	.29
8s.	-.45	.48	-.27	-.77	-.06	.69	.77
10s.	-.33	.66	-.20	-.08	.24	-.18	.66

* $p < .05$;** $p < .01$;*** $p < .001$

APPENDIX D-4:

TABLE 1

Correlations between Age and other Scores

Sample	Acad.	PNF I.	J-F.	P.S.	F-S.	VJS.	EIS.
TOTAL:							
Std. 6.	.09	-.03	-.08	.04	.08	.19	-.11
Std. 8.	-.01	.04	-.03	-.05	-.02	-.23	.12
Std. 10.	-.24	-.10	.00	-.02	.09	-.03	.11
Males: 6s	-.26	-.10	-.08	-.11	.37*	.20	-.05
8s	.07	.27	-.04	-.10	-.03	-.13	.31
10s	-.34	-.11	.15	.02	.23	.04	-.13
Females: 6s	.57**	.07	.01	.28	-.30	.29	-.16
8s	.02	-.11	.14	.13	.00	-.35	-.18
10s	.27	-.11	.01	.16	-.14	-.07	-.13
DEVELOPING:							
Std. 6.	.51**	.11	.10	.23	-.07	.28	-.14
Std. 8.	-.02	.19	-.10	-.09	-.10	-.27	.21
Std. 10.	-.26	.06	.07	-.10	.21	-.13	-.06
Males: 6s	.19	.10	.05	.24	.08	-.02	-.17
8s	.10	.44	-.19	-.39	-.28	-.23	.62*
10s	-.38	-.02	.28	-.09	.38	-.12	-.12
Females: 6s	.69**	.05	.01	.14	-.26	.59*	-.18
8s	-.09	.00	.06	.28	.09	-.24	-.25
10s	.28	.24	-.04	.13	-.13	.22	.06
FORECLOSED:							
Std. 6.	-.03	-.08	-.20	.07	.22	-.25	-.21
Std. 8.	-.06	-.34	-.02	-.03	-.44	.00	-.15
Std. 10.	-.21	-.30	-.13	.14	-.01	.20	-.25
Males: 6s	.16	.13	.12	.20	.16	-.29	-.40
8s	-.13	.02	-.02	.01	-.19	.18	-.70*
10s	-.34	-.31	-.24	.54	-.01	.32	-.27
Females: 6s	.55	.31	-.40	.08	.13	.48	.29
8s	.38	-.45	.55	.31	-.76	-.71	-.11
10s	.26	-.33	-.01	.01	.15	-.65	-.50

* p < .05;

** p < .01;

*** p < .001.

APPENDIX D-5:

TABLE 1

Sex and School Standard

differences in Janis-Field scores:

Two-way analysis of variance

TABLE OF MEANS

	Std. 6.	Std. 8.	Std. 10	ROW MEANS
Male	24.73	25.46	21.91	24.03
Female	32.41	34.59	28.35	31.78
COLUMN MEANS	28.57	30.03	25.13	27.91

G-MEAN

ANOVA TABLE

SOURCE	Ss	df	Ms	F	p
Row	90.13	1	90.13	24.51	< .05
Column	25.30	2	12.65	3.44	< .05
Error	13222.75	148	3.68		
TOTAL	117.23	151			

MULTIPLE COMPARISONS

Means	Diff.	$\hat{S}\hat{C}\hat{P}$	p
Male vs. Female	7.8	3.1	< .05
Std. 6. vs. Std. 8.	1.5	4.7	n.s.
Std. 6. vs. Std. 10.	3.4	4.7	n.s.
Std. 8. vs. Std. 10.	4.9	4.7	< .05

APPENDIX D-5:

TABLE 2

Socio-economic Status and School

Standard differences in Janis-Field scores:

Two-way analysis of variance

TABLE OF MEANS

	Std. 6.	Std. 8.	Std. 10.	Row Means
S-E I	24.90	28.53	21.73	25.05
S-E II	28.81	32.23	24.54	28.53
S-E III	30.28	28.50	25.62	28.13
COLUMN MEANS	28.00	29.75	23.96	27.24

G-MEAN

ANOVA TABLE

SOURCE	Ss	df	Ms	F	p
Row	21.68	2	10.84	1.75	n.s.
Column	52.87	2	26.43	4.27	<.05
Error	14918.52	145	6.20		
TOTAL	85.55	149			

MULTIPLE COMPARISONS

Means	Diff.	$\hat{S}\hat{O}\hat{Q}$	p
Std. 6. vs. Std. 8.	1.8	5.0	n.s.
Std. 6. vs. Std. 10.	4.0	5.0	n.s.
Std. 8. vs. Std. 10.	5.8	5.0	<.05

APPENDIX D-5:

TABLE 3

Correlations between Janis-Field Scale scores and other scores

Sample.	Age.	Acad.	PNF I.	P.S.	F-S.	VJS.	EIS.
Std. 6.	-.08	.13	.23	.58 ^{xxx}	-.09	.04	-.28 [*]
Std. 8.	-.03	.29 [*]	.14	.53 ^{xxx}	.24	.25	-.41 ^{xx}
Std.10.	.00	-.02	-.20	.49 ^{xxx}	.29 [*]	.11	-.51 ^{xxx}
Males: 6s	-.08	.03	.03	.63 ^{xxx}	-.17	-.17	-.55 ^{xxx}
8s	-.04	.23	.10	.45 [*]	.19	.16	-.25 [*]
10s	.15	.03	-.17	.28	.36 [*]	.02	-.37 [*]
Females: 6s	.01	.12	.31	.42 [*]	-.14	.15	-.13
8s	.14	.18	-.11	.60 ^{xx}	.38	.28	-.45 [*]
10s	.01	-.19	-.26	.65 ^{xx}	.12	.08	-.72 ^{xx}
DEVELOPING:							
Std. 6.	.10	.13	.20	.64 ^{xxx}	.19	.30	-.33
Std. 8.	-.10	.37 [*]	-.10	.45 [*]	.44 [*]	.26	-.41 [*]
Std.10.	.07	.03	-.36 [*]	.52 ^{xx}	.41 [*]	.09	-.70 ^{xxx}
Males: 6s	.05	.01	-.12	.70 ^{xx}	.11	.07	-.68 ^{xx}
8s	-.19	.58 [*]	.02	.01	.47	.01	-.28
10s	.28	.03	-.37	.36	.47 [*]	-.25	-.65 ^{xx}
Females: 6s	.01	.16	.28	.42	.10	.46	-.10
8s	.06	.16	-.10	.76 ^{xxx}	.57 [*]	.39	-.47
10s	-.04	-.19	-.18	.65 [*]	.18	.16	-.90 ^{xxx}
FORECLOSED:							
Std. 6.	-.20	.05	.45 [*]	.39	-.34	.04	-.19
Std. 8.	-.02	-.01	.31	.42	.00	-.11	-.55 [*]
Std.10.	-.13	-.15	-.16	.44	.39	.06	-.27
Males: 6s	.12	-.17	.36	.51	-.47	-.24	-.50
8s	-.02	-.74 [*]	-.22	.48	-.20	.05	-.23
10s	-.24	-.12	-.14	-.15	.06	.08	.26
Females: 6s	-.40	.04	.43	.22	-.15	.35	.00
8s	.55	.16	-.27	.52	-.38	-.40	-.33
10s	-.01	-.20	-.20	.71	.57	.12	-.53

* $p < .05$;** $p < .01$;*** $p < .001$.

APPENDIX D-6:

TABLE 1

Sex and School Standard

differences in Problems Scale scores:

Two-way analysis of variance

TABLE OF MEANS

	Std. 6.	Std. 8.	Std. 10.	ROW MEANS
Male	16.91	16.71	14.75	16.12
Female	20.91	19.23	19.00	19.71
COLUMN MEANS	18.91	17.97	16.87	17.92

G-MEAN

ANOVA TABLE

SOURCE	Ss	df	Ms	F	p
Row	19.31	1	19.31	8.31	<.05
Column	4.15	2	2.07	.89	n.s.
Error	8356.12	148	2.32		
TOTAL	24.33	151			

MULTIPLE COMPARISONS

Means	Diff.	$S\hat{\sigma}_\varphi$	p
Male vs. Female	3.6	2.5	<.05

TABLE 2

Socio-economic Status and SchoolStandard differences in Problems Scale scores:Two-way analysis of varianceTABLE OF MEANS

	Std. 6.	Std. 8.	Std. 10.	Row Means
S-E I	16.48	18.74	13.40	16.20
S-E II	19.50	19.46	18.15	19.04
S-E III	20.00	15.67	17.05	17.57
COLUMN MEANS	18.66	17.96	16.20	17.60

G-MEAN

ANOVA TABLE

SOURCE	Ss	df	Ms	F	p
Row	12.05	2	6.03	1.73	n.s.
Column	9.62	2	4.81	1.38	n.s.
Error	8386.40	145	3.48		
TOTAL	37.38	149			

APPENDIX D-6:

TABLE 3.

Correlations between Problems Scale Scores and other scores

Sample.	Age.	Acad.	PNF I.	J-F	F-S	VJS.	EIS
TOTAL:							
Std. 6.	.04	.10	.01	.58 ^{xxx}	-.23	-.17	-.33 [*]
Std. 8.	-.05	.13	.11	.53 ^{xxx}	.01	.24	-.31 [*]
Std.10.	-.02	-.09	-.35 [*]	.49 ^{xxx}	-.11	-.04	-.59 ^{xxx}
Males: 6s	-.11	.04	-.18	.63 ^{xxx}	-.30	-.22	-.46 ^{xx}
8s	-.10	.12	.23	.45 [*]	.03	.16	-.16
10s	.02	-.14	-.39 [*]	.28	-.19	-.15	-.56 ^{xxx}
Females: 6s	.28	.08	.08	.42 [*]	-.25	-.30	-.27
8s	.13	.03	-.16	.60 ^{xx}	.00	.33	-.45 [*]
10s	.16	-.12	-.30	.65 ^{xx}	-.13	.01	-.67 ^{xx}
DEVELOPING:							
Std. 6.	.23	-.04	.04	.64 ^{xxx}	.24	.33	-.29
Std. 8.	-.09	.17	.03	.45 [*]	.25	.25	-.28
Std. 10.	-.10	.02	-.44 [*]	.52 ^{xx}	.15	.16	-.61 ^{xxx}
Males: 6s	.24	-.12	-.22	.70 ^{xx}	-.04	.19	-.52 [*]
8s	-.39	.19	.08	.01	.15	.32	-.03
10s	-.09	.03	-.44 [*]	.36	.13	.05	-.62 ^{xx}
Females: 6s	.14	-.08	.06	.42	.44	.36	-.15
8s	.28	.12	-.04	.76 ^{xxx}	.40	.16	-.47
10s	.13	-.18	-.27	.65 [*]	.01	.09	-.59
FORECLOSED:							
Std. 6.	.07	.05	.30	.39	-.11	-.01	-.23
Std. 8.	-.03	-.20	.10	.42	.44	-.26	-.46
Std.10.	.14	-.28	-.34	.44	.33	.01	-.42
Males: 6s	.20	-.06	.13	.51	-.06	-.08	-.44
8s	.01	-.29	.03	.48	.47	-.22	-.40
10s	.54	-.57	-.80 ^{xxx}	-.15	-.19	.10	-.17
Females: 6s	-.08	.13	.54	.22	-.17	.13	-.03
8s	.31	-.46	-.77	.52	.23	-.65	-.97 ^{xx}
10s	.01	.02	-.08	.71	.78 [*]	.22	-.70

* p < .05;

** p < .01;

*** p < .001.

APPENDIX D-7:

TABLE 1

Sex and School Standard

differences in F-Scale scores: Two-
way analysis of variance

TABLE OF MEANS

	Std. 6.	Std. 8.	Std. 10.	Row Means
Male	42.61	39.71	35.69	39.34
Female	44.91	39.23	39.24	41.12
COLUMN MEANS	43.76	39.47	37.46	40.23

G-MEAN

ANOVA TABLE

SOURCE	Ss	df	Ms	F	P
Row	4.80	1	4.80	1.44	n.s.
Column	41.37	2	20.69	6.22	<.05
Error	11955.21	148	3.33		
TOTAL	50.43	151			

MULTIPLE COMPARISONS

Means	Diff.	$S\hat{\sigma}_v$	p
Std. 6. vs. Std. 8.	4.3	4.5	n.s.
Std. 6. vs. Std. 10.	6.3	4.5	<.05
Std. 8. vs. Std. 10.	2.0	4.5	n.s.

APPENDIX D-7:

TABLE 2

Socio-economic Status and School

Standard differences in F-scale scores:

Two-way analysis of variance

TABLE OF MEANS

	Std. 6.	Std. 8.	Std. 10.	Row Means
S-E I	44.33	36.84	36.80	39.33
S-E II	43.00	40.77	37.85	40.54
S-E III	43.06	41.39	36.43	40.29
COLUMN MEANS	43.46	39.67	37.02	40.05

G-MEAN

ANOVA TABLE

SOURCE	Ss	df	Ms	F	p
Row	2.47	2	1.23	.25	n.s.
Column	62.84	2	31.42	6.35	< .05
Error	11909.96	145	4.95		
TOTAL	77.22	149			

MULTIPLE COMPARISONS

Means	Diff.	$S\hat{\sigma}_\varphi$	p
Std. 6. vs. Std. 8.	3.8	4.5	n.s.
Std. 6. vs. Std. 10.	6.4	4.5	< .05
Std. 8. vs. Std. 10.	2.6	4.5	n.s.

APPENDIX D-7:

TABLE 3

Correlations between F-Scale scores and other scores

Sample.	Age.	Acad.	PNF I.	J-F.	PROB.	VALUES	EIS.
GENERAL:							
Std. 6.	.08	-.12	-.19	-.09	-.23	.29 [*]	.07
Std. 8.	-.02	-.03	-.04	.24 [*]	.01	.00 ^{***}	-.14
Std.10.	.09	.13	.22	.29 [*]	-.11	.56 ^{***}	.12
Males:							
6s	.37 [*]	-.10	-.10	-.17	-.30	.27	.12
8s	-.03	.09	.02	.19	.03	.02 ^{***}	.15
10s	.23	.13	.09	.36 [*]	-.19	.63 ^{***}	.14
Females:							
6s	-.30	-.22	-.39	-.14	-.25	.25	-.05 [*]
8s	.00	-.21	-.10	.38	.00	-.04	-.51 [*]
10s	-.14	.05	.49 [*]	.12	-.13	.32	.11
DEVELOPING:							
Std. 6.	-.07	-.08	-.37 [*]	.19	.24	-.04	-.23 [*]
Std. 8.	-.10	-.19	-.12	.44 [*]	.25	-.01	-.40 [*]
Std.10.	.21	.13	-.01	.41 [*]	.15	.28	-.13
Males:							
6s	.08	.36	-.03	.11	-.04	-.14	-.26
8s	-.28	-.01	.15	.47 [*]	.15	-.04	-.20
10s	.38	.14	-.12	.47 [*]	.13	.19	-.15
Females:							
6s	-.26	-.55 [*]	-.74 ^{**}	.10	.44	-.08	-.29 ^{**}
8s	.09	-.40	-.41	.57 [*]	.40	.12	-.69 ^{**}
10s	-.13	.00	.59	.18	.01	.30	-.05
FORECLOSED:							
Std. 6.	.22	.25	-.09	-.34	-.11	-.05	.05
Std. 8.	-.44	.00	.21	.00	.44	.06	-.39
Std.10.	-.01	-.27	.26	.39	.33	.41	-.14
Males:							
6s	.16	.13	-.18	-.47	-.06	-.09	.19
8s	-.19	.08	.04	-.20	.47	-.04 [*]	-.12
10s	-.01	-.54	.27	.06	-.19	.72 [*]	.09
Females:							
6s	.13	.31	.10	-.15	-.17	.14	-.03
8s	-.76	-.44	-.06	-.38	.23	.46	-.43
10s	.15	.12	.24	.57	.78 [*]	.16	-.37

* $p < .05$;** $p < .01$;*** $p < .001$.

APPENDIX D-8:

TABLE 1

Sex and School Standard differences

in Value Judgements Scale Scores:

Two-way analysis of variance

TABLE OF MEANS

	Std. 6.	Std. 8.	Std. 10.	Row Means
Male	10.03	9.18	8.34	9.18
Female	10.77	9.73	9.29	9.93
COLUMN MEANS	10.40	9.45	8.82	9.56

G-MEAN

ANOVA TABLE

SOURCE	Ss	df	Ms	F	p
Row	.84	1	.84	6.14	< .05
Column	2.54	2	1.27	9.31	< .05
Error	490.05	148	.14		
TOTAL	3.42	151			

MULTIPLE COMPARISONS

Means	Diff.	$\hat{S}\hat{D}$	p
Male vs. Female	0.7	0.6	< .05
Std. 6. vs. Std. 8.	0.9	0.9	< .05
Std. 6. vs. Std. 10.	1.6	0.9	< .05
Std. 8. vs. Std. 10.	0.6	0.9	n.s.

APPENDIX D-8:TABLE 2Socio-economic Status and SchoolStandard differences in Value Judgements Scale scores:Two-way analysis of varianceTABLE OF MEANS

	Std. 6.	Std. 8.	Std. 10.	Row Means
S-E I	10.52	9.79	9.33	9.88
S-E II	9.81	8.54	8.69	9.01
S-E III	10.56	9.67	8.19	9.47
COLUMN MEANS	10.30	9.33	8.74	9.46

G-MEAN

ANOVA TABLE

SOURCE	Ss	df	Ms	F	p
Row	1.13	2	.57	2.84	n.s.
Column	3.71	2	1.86	9.32	<.05
Error	479.85	145	.20		
TOTAL	5.67	149			

MULTIPLE COMPARISONS

Means	Diff.	$S\hat{\sigma}_d$	p
Std. 6. vs. Std. 8.	1.0	0.9	< .05
Std. 6. vs. Std. 10.	1.6	0.9	< .05
Std. 8. vs. Std. 10.	0.6	0.9	n.s.

APPENDIX D-8:

TABLE 3

Correlations between Value Judgements Scale scores and other scores.

Sample	Age	Acad.	PNF I.	J-F.	P.S.	F-S.	EIS.
TOTAL	-.34 ^{xxx}	.14	.02	.17 [*]	.05	.36 ^{xxx}	.03
Males	-.31 ^{xx}	.06	-.16	.05	-.03	.40 ^{xxx}	-.03
Females	-.39 ^{xxx}	.22	.22	.19	.07	.25 [*]	.17
Std. 6.	.19	.00	.08	.04	-.17	.29 [*]	.10
Std. 8.	-.23	.21	.02	.25	.24	.00	-.09
Std.10.	-.03	-.06	.10	.11	-.04	.56 ^{xxx}	.21
Males: 6s	.20	-.15	-.18	-.17	-.22	.27	-.03
8s	-.13	-.01	-.31	.16	.16	.02	-.17
10s	.04	.03	.10	.02	-.15	.63 ^{xxx}	.22
Females: 6s	.29	.17	.34	.15	-.30	.25	.26
8s	-.35	.52 [*]	.35	.28	.33	-.04	.09
10s	-.07	-.42	.11	.08	.01	.32	.24
DEVELOPING:	-.38 ^{xxx}	.20	.00	.31 ^{xx}	.31 ^{xx}	.20	-.07
Males	-.41 ^{xx}	.07	-.29 [*]	.11	.27	.18	-.17
Females	-.24	.32 [*]	.40 [*]	.37 [*]	.22	.18	.14
Std. 6.	.28	.14	.03	.30	.33	-.04	-.08
Std. 8.	-.27	.23	.10	.26	.25	-.01	-.14
Std.10.	-.13	-.02	-.07	.09	.16	.28	.11
Males: 6s	-.02	-.04	-.49 [*]	.07	.19	-.14	-.28
8s	-.23	-.17	-.24	.01	.32	-.04	-.33
10s	-.12	-.03	-.08	-.25	.05	.19	.12
Females: 6s	.59 [*]	.35	.41	.46	.36	-.08	.14
8s	-.24	.67 ^{xx}	.43	.39	.16	.12	.12
10s	.22	-.25	.36	.16	.09	.30	.23
FORECLOSED:	-.30 [*]	-.04	-.04	-.04	-.10	.27	-.02
Males	-.08	-.08	.04	-.05	-.09	.30	-.22
Females	-.63 ^{xx}	.03	-.12	-.03	-.10	.24	.20
Std. 6.	-.25	.27	.28	.04	-.01	-.05	.15
Std. 8.	.00	.06	-.19	-.11	-.26	.06	-.01
Std.10.	.20	-.60 [*]	-.08	.06	.01	.41	-.11
Males: 6s.	-.29	.24	.20	-.24	-.08	-.09	.11
8s.	.18	.00	-.81 ^{xxx}	.05	-.22	-.04 [*]	-.39
10s.	.32	-.57	.07	.08	.10	.72 [*]	-.34
Females: 6s.	.48	.21	.28	.35	.13	.14	.13
8s.	-.71	.34	.69	-.40	-.65	.46	.55
10s.	-.65	-.77 [*]	-.18	.12	.22	.16	.10

* $p < .05$;** $p < .01$;*** $p < .001$.

TABLE 1

Socio-economic Status and SchoolStandard differences in Academic Averages:Two-way analysis of varianceTABLE OF MEANS

	Std. 6.	Std. 8.	Std. 10.	Row Means
S-E I	55.62	48.74	49.60	51.32
S-E II	56.50	47.31	48.31	50.71
S-E III	55.17	47.06	46.86	49.69
COLUMN MEANS	55.76	47.70	48.25	50.57

G-MEAN

ANOVA TABLE

SOURCE	Ss	df	Ms	F	p
Row	4.04	2	2.02	.28	n.s.
Column	121.66	2	60.83	8.51	<.05
Error	17219.80	145	7.15		
TOTAL	127.99	149			

MULTIPLE COMPARISONS

Means	Diff.	<i>S_{ap}</i>	p
Std. 6. vs. Std. 8.	8.1	5.4	<.05
Std. 6. vs. Std.10.	7.5	5.4	<.05
Std. 8. vs. Std.10.	0.6	5.4	n.s.

APPENDIX D-9:

TABLE 2

Correlations between Academic Average and other Scores

Sample	Age	PNF I.	J.F.	P.S.	F-S.	VJS.	EIS.
TOTAL	-.30 ^{XXX}	.46 ^{XXX}	.14	.07	.08	.14	-.02
Males	-.32 ^{XX}	.40 ^{XXX}	.10	.02	.11	.06	-.15
Females	-.23	.52 ^{XXX}	.06	.05	-.02	.22	.28
Std. 6.	.09	.59 ^{XXX}	.13	.10	-.12	.00	-.11
Std. 8.	.01	.49 ^{XXX}	.29 [*]	.13	-.03	.21	.27
Std.10.	-.24	.52 ^{XXX}	-.02	-.02	.13	-.06	-.04
Males: 6s	-.26	.66 ^{XXX}	.03	.04	-.10	-.15	-.27
8s	.07	.21	.23	.12	.09	-.01	.28
10s	-.34	.53 ^{XX}	.03	-.14	.13	.03	-.13
Females: 6s	.57 ^{XX}	.49 [*]	.12	.08	-.22	.17 [*]	.04 [*]
8s	.02	.72 ^{XXX}	.18	.03	-.21	.51 [*]	.43 [*]
10s	.27	.53 [*]	-.19	-.12	.05	-.42	.15
DEVELOPING:	-.38 ^{XXX}	.37 ^{XXX}	.22 [*]	.16	.09	.20	-.03
Males	-.44 ^{XXX}	.25 ^{XX}	.24	.13	.22	.07 [*]	-.17
Females	-.25	.51 ^{XX}	.10	.10	-.14	.32 [*]	.18
Std. 6.	.51 ^{XX}	.39 [*]	.13 [*]	-.04	-.08	.14	-.02
Std. 8.	-.02	.55 ^{XX}	.37 [*]	.17	-.19	.23	.28
Std.10.	-.26	.44 [*]	.03	.02	.13	-.02	-.09
Males: 6s	.19	.55 [*]	.01	-.12	.36	-.04	-.06
8s	.10	.27	.58 [*]	.19	-.01	-.17	.21
10s	-.38	.47 [*]	.03	.03	.14	-.03	-.20
Females: 6s	.69 ^{XX}	.28 ^{XX}	.16	-.08	-.55	.35 ^{XX}	-.01
8s	-.09	.81 ^{XXX}	.16	.12	-.40	.67 ^{XX}	.41
10s	.28	.63 [*]	-.19	-.18	.00	-.25	.16
FORECLOSED:	-.10	.55 ^{XXX}	-.03	-.14	.01	-.04	.02
Males	.02	.49 ^{XX}	-.29	-.31	-.14	-.08	-.11
Females	-.19	.54 ^{XX}	.01	-.04	.20	.03	.19
Std. 6.	-.03	.79 ^{XXX}	.05	.05	.15	.27	-.02
Std. 8.	-.06	.36 ^{XX}	-.01	-.20	.00	.06	.22
Std.10.	-.21	.63 ^{XX}	-.15	-.28	-.27	-.60 [*]	-.11
Males: 6s	.16	.70 [*]	-.17	-.06	.13	.24	-.47
8s	-.13	.04	-.74 [*]	-.29	.08	.00	.42
10s	-.34	.63	-.12	-.57	-.54	-.57	-.26
Females: 6s	.55	.81 ^{XX}	.04	.13	.31	.21	.19
8s	.38	.48	.16	-.46	-.44	.34	.61
10s	.26	.66	-.20	.02	.12	-.77 [*]	.11

* $p < .05$;** $p < .01$;*** $p < .001$.

APPENDIX D-10.

Intercorrelation Matrices

Table 1: Total Sample (N=154)

	<u>Acad.</u>	<u>PNF I.</u>	<u>J-F.</u>	<u>PS.</u>	<u>F-S.</u>	<u>VJS.</u>	<u>EIS</u>
Age.	-.30 ^{xxx}	.11	-.14	-.12	-.27 ^{xxx}	-.34 ^{xxx}	.15
Acad.		.46 ^{xxx}	.14	.07	.08	.14	-.02
PNF I			.05	-.08	-.04	.02	.27 ^{xxx}
J-F.				.54 ^{xxx}	.17 [*]	.17 [*]	-.41 ^{xxx}
P.S.					-.07	.05	-.43 ^{xxx}
F-S						.36 ^{xxx}	-.03
VJS							.03

Table 2: Developing Ss (N=92)

	<u>Acad.</u>	<u>PNF I.</u>	<u>J-F.</u>	<u>PS.</u>	<u>F-S.</u>	<u>VJS.</u>	<u>EIS</u>
Age	-.38 ^{xxx}	.13	-.23 [*]	-.28 ^{xx}	-.33 ^{xx}	-.38 ^{xxx}	.14
Acad.		.37 ^{xxx}	.22 [*]	.16	.09	.20	-.03
PNF I			-.05	-.14	-.18	.00	.35 ^{xxx}
J-F				.55 ^{xxx}	.41 ^{xxx}	.31 ^{xx}	-.49 ^{xxx}
P.S.					.29 ^{xx}	.31 ^{xx}	-.44 ^{xxx}
F-S						.20	-.28 ^{xx}
VJS.							-.07

Table 3: Foreclosed Ss (N=52)

	<u>Acad.</u>	<u>PNF I.</u>	<u>J-F.</u>	<u>PS.</u>	<u>F-S.</u>	<u>VJS.</u>	<u>EIS</u>
Age	-.10	.14	-.08	.00	-.41 ^{xx}	-.30 [*]	.19
Acad.		.55 ^{xxx}	-.03	-.14	.01	-.04	.02
PNF I			.16	-.02	.01	-.04	.13
J-F				.42 ^{xx}	.00	-.04	-.33 [*]
P.S.					.16	-.10	-.37 ^{xx}
F-S						.27	-.20
VJS.							-.02

* $p < .05$;

xx $p < .01$;

xxx $p < .001$

APPENDIX D-10:

Intercorrelation Matrices

Table 4: Developing Std. 6. Females (N=13)

	<u>Acad.</u>	<u>PNF I</u>	<u>J-F.</u>	<u>P.S.</u>	<u>F-S</u>	<u>VJS.</u>	<u>EIS</u>
Age	.69**	.05	.01	.14	-.26	.59*	-.18
Acad.		.28	.16	-.08	-.55*	.35	-.01
PNF I			.28	.06	-.74**	.41	.30
J-F				.42	.10	.46	-.10
P.S.					.44	.36	-.15
F-S.						-.08	-.29
VJS.							.14

Table 5: Developing Std. 8. Males (N=16)

	<u>Acad.</u>	<u>PNF I</u>	<u>J-F.</u>	<u>P.S.</u>	<u>F-S.</u>	<u>VJS.</u>	<u>EIS.</u>
Age	.10	.44	-.19	-.39	-.28	-.23	.62*
Acad.		.27	.58*	-.19	.01	-.17	.21
PNF I			.02	.08	.15	-.24	.40
J-F.				.01	.47	.01	-.28
P.S.					.15	.32	-.03
F-S						-.04	-.20
VJS.							-.33

*
p < .05;

**
p < .01;

p < .001

APPENDIX E:

Analyses of EIS Sub-scales

- E-1: Sex and School Standard Differences: ANOVA Tables
- E-2: Identity Classification Differences: ANOVA Tables
- E-3: Correlations between Sub-scale Scores and Total Scores
- E-4: Sub-scale Intercorrelation Matrices

APPENDIX E-1:

TABLE 1.

Sex and School Standard differences

in EIS sub-scale I scores:

Two-way analysis of variance.

TABLE OF MEANS

	Std. 6.	Std. 8.	Std. 10.	Row Means
Male	7.30	8.64	8.53	8.16
Female	8.45	8.14	8.06	8.22
COLUMN MEANS	7.88	8.39	8.30	8.19

G-MEAN

ANCOVA TABLE

SOURCE	Ss	df	Ms	F	P
Row	.00	1	.00	.03	n.s.
Column	.30	2	.15	.99	n.s.
Error	538.35	148	.15		
TOTAL	1.20	151			

APPENDIX E-1:

TABLE 2

Sex and School Standard differences

in EIS sub-scale II scores:

Two-way analysis of variance.

TABLE OF MEANS

	Std. 6.	Std. 8.	Std. 10.	Row Means
Male	6.48	6.61	7.28	6.79
Female	5.59	5.36	7.41	6.12
COLUMN MEANS	6.04	5.99	7.35	6.46

G-MEAN

ANOVA TABLE

SOURCE	Ss	df	Ms	F	p
Row	.67	1	.67	3.86	n.s.
Column	2.38	2	1.19	6.83	<.05
Error	625.92	148	.17		
TOTAL	3.56	151			

MULTIPLE COMPARISONS

Means	Diff.	$S\hat{\sigma}_\phi$	p
Std. 6. vs. Std. 8.	0.1	1.0	n.s.
Std. 6. vs. Std. 10.	1.3	1.0	<.05
Std. 8. vs. Std. 10.	1.4	1.0	<.05

APPENDIX E-1:

TABLE 3

Sex and School Standard differences

in EIS sub-scale III scores:

Two-way analysis of variance

TABLE OF MEANS

	Std. 6.	Std. 8.	Std. 10.	Row Means
Male	8.27	8.39	7.94	8.20
Female	9.09	8.36	8.47	8.64
COLUMN MEANS	8.68	8.38	8.20	8.42

G-MEAN

ANOVA TABLE

SOURCE	Ss	df	Ms	F	p
Row	.29	1	.29	1.33	n.s.
Column	.23	2	.12	.53	
Error	790.24	148	.22		
TOTAL	.71	151			

APPENDIX E-1:

TABLE 4

Sex and School Standard differences

in EIS sub-scale IV scores:

Two-way analysis of variance.

TABLE OF MEANS

	Std. 6.	Std. 8.	Std. 10	Row Means
Male	7.76	8.57	9.00	8.44
Female	8.59	7.82	8.53	8.31
COLUMN MEANS	8.17	8.19	8.76	8.38

G-MEAN

ANOVA TABLE .

SOURCE	Ss	df	Ms	F	p
Row	.03	1	.03	.11	n.s.
Column	.45	2	.22	.97	n.s.
Error	831.74	148	.23		
TOTAL	1.19	151			

APPENDIX E-1:

TABLE 5

Sex and School Standard differences

in EIS sub-scale V scores:

Two-way analysis of variance

TABLE OF MEANS

	Std. 6.	Std. 8.	Std. 10.	Row Means
Male	7.82	8.61	8.94	8.45
Female	8.82	8.05	8.53	8.46
COLUMN MEANS	8.32	8.33	8.73	8.46

G-MEAN

ANOVA TABLE

SOURCE	Ss	df	Ms	F	p
Row	.00	1	.00	.00	n.s.
Column	.23	2	.11	.46	n.s.
Error	879.93	148	.24		
TOTAL	.97	151			

APPENDIX E-1:

TABLE 6

Sex and School Standard differences

in EIS sub-scale VI scores:

Two-way analysis of variance.

TABLE OF MEANS

	Std. 6.	Std. 8.	Std. 10.	Row Means
Male	4.67	4.89	5.81	5.12
Female	4.45	4.86	5.88	5.07
COLUMN MEANS	4.56	4.88	5.85	5.10

G-MEAN

ANOVA TABLE

SOURCE	Ss	df	Ms	F	p
Row	.00	1	.00	.04	n.s.
Column	1.80	2	.90	7.04	< .05
Error	458.70	148	.13		
TOTAL	1.82	151			

MULTIPLE COMPARISONS

Means	Diff.	$\hat{S}\hat{D}_d$	p
Std. 6. vs. Std. 8.	0.3	0.9	n.s.
Std. 6. vs. Std. 10.	1.3	0.9	< .05
Std. 8. vs. Std. 10.	1.0	0.9	< .05

APPENDIX E-2:

TABLE 1

Identity Classification differences

in EIS sub-scale I scores:

One-way analysis of variance.

TABLE OF MEANS

M→ACH	MORA	M→CON	FORE	PRE-M	G-MEAN
9.22	8.17	6.35	8.62	7.60	8.17

ANOVA TABLE

SOURCE	Ss	df	Ms	F	p
Between	99.74	4	24.94	7.81	< .05
Within	475.87	149	3.19		
TOTAL	575.61	153			

MULTIPLE COMPARISONS

Means	Diff.	$\hat{S}\hat{O}\hat{P}$	p
M→Ach. vs. Mora	1.1	1.5	n.s.
vs. M→Con.	2.9	1.8	< .05
vs. Fore	0.6	1.5	n.s.
vs. Pre-M	1.6	2.2	n.s.
Mora vs. M→Con.	1.8	1.5	< .05
vs. Fore.	0.4	1.1	n.s.
vs. Pre-M.	0.6	1.9	n.s.
M→Con. vs. Fore.	2.3	1.5	< .05
vs. Pre-M.	1.3	2.1	n.s.
Fore vs. Pre-M.	1.0	1.9	n.s.

APPENDIX E-2:

TABLE 2

Identity Classification differences

in E1\$ sub-scale II scores:

One-way analysis of variance.

TABLE OF MEANS

M→ACH	MORA	M→CON	FORE	PRE-M	G-MEAN
8.56	6.22	3.95	6.96	6.80	6.49

ANOVA TABLE

SOURCE	Ss	df	Ms	F	P
Between	222.22	4	55.56	17.09	< .05
Within	484.25	149	3.25		
TOTAL	706.47	153			

MULTIPLE COMPARISONS

Means	Diff.	$5\sigma_{\hat{\mu}}$	P
M→Ach. vs. Mora	2.3	1.5	< .05
vs. M→Con.	4.6	1.8	< .05
vs. Fore	1.6	1.5	< .05
vs. Pre-M.	1.8	2.2	n.s.
Mora. vs. M→Con.	2.3	1.5	< .05
vs. Fore.	0.7	1.1	n.s.
vs. Pre-M.	0.6	1.9	n.s.
M→Con. vs. Fore.	3.0	1.5	< .05
vs. Pre-M.	2.8	2.2	< .05
Fore. vs. Pre-M.	0.2	1.9	n.s.

APPENDIX E-2:

TABLE 3

Identity Classification differences

in ELS sub-scale III scores:

One-way analysis of variance.

TABLE OF MEANS

M→ACH	MORA	M→CON.	FORE	PRE-M	G-MEAN
8.44	8.37	6.70	9.19	7.40	8.38

ANOVA TABLE

SOURCE	Ss	df	Ms	F	P
Between	100.44	4	25.11	5.29	<.05
Within	707.71	149	4.75		
TOTAL:	808.16	153			

MULTIPLE COMPARISONS

Means		Diff.	$\hat{S}\hat{\sigma}_{\hat{\mu}}$	p
M→Ach	vs. Mora	0.1	1.8	n.s.
	vs. M→Con.	1.7	2.2	n.s.
	vs. Fore.	0.7	1.9	n.s.
	vs. Pre-M.	1.0	2.7	n.s.
Mora	vs. M→Con.	1.7	1.8	n.s.
	vs. Fore.	0.8	1.3	n.s.
	vs. Pre-M.	1.0	2.3	n.s.
M→Con.	vs. Fore.	2.5	1.8	< .05
	vs. Pre-M.	0.7	2.6	n.s.
Fore.	vs. Pre-M.	1.8	2.3	n.s.

APPENDIX E-2:

TABLE 4

Identity Classification differences

in EIS sub-scale IV scores:

One-way analysis of variance

TABLE OF MEANS

M→ACH	MORA	M→CON	FORE	PRE-M	G-MEAN
9.50	8.63	5.65	8.85	8.00	8.38

ANOVA TABLE

SOURCE	Ss	df	Ms	F	p
Between	187.74	4	46.94	10.31	<.05
Within	687.41	149	4.55		
TOTAL	866.16	153			

MULTIPLE COMPARISONS

Means		Diff.	$Sc\hat{\sigma}$	p
M→Ach	vs. Mora	0.9	1.8	n.s.
	vs. M→Con	3.9	2.2	<.05
	vs. Fore.	0.7	1.8	n.s.
	vs. Pre-M.	1.5	2.6	n.s.
Mora	vs. M→Con.	3.0	1.7	<.05
	vs. Fore.	0.2	1.3	n.s.
	vs. Pre-M.	0.6	2.3	n.s.
M→Con.	vs. Fore.	3.2	1.7	<.05
	vs. Pre-M.	2.4	2.6	n.s.
Fore.	vs. Pre-M.	0.8	2.3	n.s.

APPENDIX E-2:

TABLE 5

Identity Classification differences

in EIS sub-scale V scores:

One-way analysis of variance

TABLE OF MEANS

M→ACH	MORA	M→CON	FORE	PRE-M	G-MEAN
10.28	8.46	5.20	9.13	8.00	8.45

ANOVA TABLE

SOURCE	Ss	df	Ms	F	p
Between	297.79	4	74.45	18.18	<.05
Within	610.30	149	4.10		
TOTAL	908.08	153			

MULTIPLE COMPARISONS

Means	Diff.	$\hat{SD}_{\bar{X}}$	p
M→Ach vs. Mora	1.8	1.7	<.05
vs. M→Con.	5.1	2.0	<.05
vs. Fore	1.1	1.7	n.s.
vs. Pre-M	2.3	2.5	n.s.
Mora vs. M→Con.	3.3	1.6	<.05
vs. Fore.	0.7	1.2	n.s.
vs. Pre-M.	0.5	2.2	n.s.
M→Con. vs. Fore.	3.9	1.7	<.05
vs. Pre-M.	2.8	2.4	<.05
Fore. vs. Pre-M.	1.1	2.2	n.s.

APPENDIX E-2:

TABLE 6

Identity Classification differences

in ELS sub-scale VI scores:

One-way analysis of variance.

TABLE OF MEANS

M→ACH	MORA	M→CON	FORE	PRE-M	G-MEAN
6.22	5.26	2.96	5.42	4.50	5.08

ANOVA TABLE

SOURCE	Ss	df	Ms	F	p
Between	125.44	4	31.36	12.37	<.05
Within	377.62	149	2.53		
TOTAL	503.07	153			

MULTIPLE COMPARISONS

Means	Diff.	SD	p
M→Ach vs. Mora	1.0	1.3	n.s.
vs. M→Con.	3.3	1.6	<.05
vs. Fore.	0.8	1.4	n.s.
vs. Pre-M.	1.7	1.9	n.s.
Mora vs. M→Con.	2.3	1.3	<.05
vs. Fore.	0.2	1.0	n.s.
vs. Pre-M.	0.8	1.7	n.s.
M→Con. vs. Fore.	2.5	1.3	<.05
vs. Pre-M.	1.6	1.9	n.s.
Fore. vs. Pre-M.	0.9	1.7	n.s.

Correlations between EIS Total
Scores and Sub-scale scores.

TABLE 1:

Sample	N.	I	II	III	IV	V	VI
Total	154	.69 ^{xxx}	.68 ^{xxx}	.62 ^{xxx}	.72 ^{xxx}	.78 ^{xxx}	.66 ^{xxx}
Males	93	.73 ^{xxx}	.71 ^{xxx}	.62 ^{xxx}	.67 ^{xxx}	.74 ^{xxx}	.64 ^{xxx}
Females	61	.64 ^{xxx}	.66 ^{xxx}	.65 ^{xxx}	.78 ^{xxx}	.83 ^{xxx}	.68 ^{xxx}
Std 6.	55	.69 ^{xxx}	.65 ^{xxx}	.63 ^{xxx}	.69 ^{xxx}	.80 ^{xxx}	.64 ^{xxx}
Std 8.	50	.56 ^{xxx}	.64 ^{xxx}	.47 ^{xxx}	.68 ^{xxx}	.72 ^{xxx}	.72 ^{xxx}
Std 10.	49	.79 ^{xxx}	.72 ^{xxx}	.76 ^{xxx}	.75 ^{xxx}	.81 ^{xxx}	.61 ^{xxx}

TABLE 2:

Sample	N.	I	II	III	IV	V	VI
Developing	92	.69 ^{xxx}	.73 ^{xxx}	.60 ^{xxx}	.71 ^{xxx}	.81 ^{xxx}	.68 ^{xxx}
Foreclosed	52	.64 ^{xxx}	.60 ^{xxx}	.58 ^{xxx}	.77 ^{xxx}	.69 ^{xxx}	.64 ^{xxx}
Pre-Mora	10	.80 ^{xx}	.54	.65 ^x	.42	.57	.30
M→Ach.	18	.60 ^{xx}	.44	.68 ^{xx}	.66 ^{xx}	.47 ^x	.52 ^x
Mora	54	.49 ^{xxx}	.46 ^{xxx}	.70 ^{xx}	.45 ^{xxx}	.65 ^{xxx}	.53 ^{xxx}
M→Con.	20	.72 ^{xxx}	.54 ^x	.35	.66 ^{xx}	.74 ^{xxx}	.31

x p < .05; xx p < .01; xxx p < .001.

TABLE 3:

Standard Deviations in EIS Sub-scale scores
for each Identity Classification.

	M→Ach.	Mora.	M→Con.	Fore.	Pre-M.
I	1.72	1.62	1.68	1.81	2.33
II	1.21	1.65	1.53	1.97	2.48
III	2.24	2.16	2.12	2.02	2.50
IV	1.74	1.87	2.71	2.23	1.73
V	1.56	2.11	2.14	1.86	2.32
VI	1.40	1.52	2.04	1.49	1.43

APPENDIX E-4:

EIS Sub-scale Inter-correlations

TABLE 1: Total Sample (N=154)

	<u>I</u>	<u>II</u>	<u>III</u>	<u>IV</u>	<u>V</u>	<u>VI</u>
I		.37 ^{***}	.36 ^{***}	.41 ^{***}	.46 ^{***}	.31 ^{***}
II			.22 ^{**}	.39 ^{***}	.39 ^{***}	.51 ^{***}
III				.29 ^{***}	.40 ^{**}	.26 ^{**}
IV					.49 ^{***}	.33 ^{***}
V						.43 ^{***}

TABLE 2: Males (N=93)

	<u>I</u>	<u>II</u>	<u>III</u>	<u>IV</u>	<u>V</u>	<u>VI</u>
I		.41 ^{***}	.37 ^{***}	.46 ^{***}	.46 ^{***}	.31 ^{**}
II			.26 [*]	.35 ^{***}	.42 ^{***}	.54 ^{***}
III				.25 [*]	.32 ^{**}	.27 ^{**}
IV					.42 ^{***}	.25 [*]
V						.42 ^{***}

TABLE 3: Females (N=61)

	<u>I</u>	<u>II</u>	<u>III</u>	<u>IV</u>	<u>V</u>	<u>VI</u>
I		.34 ^{**}	.34 ^{**}	.34 ^{**}	.48 ^{***}	.32 [*]
II			.21	.47 ^{***}	.36 ^{**}	.48 ^{***}
III				.39 ^{**}	.54 ^{***}	.28 [*]
IV					.58 ^{***}	.42 ^{***}
V						.44 ^{***}

* $p < .05$

** $p < .01$

*** $p < .001$

APPENDIX E-4:

EIS Sub-scale Inter-correlations

TABLE 4: Std 6 (N=55)

	<u>I</u>	<u>II</u>	<u>III</u>	<u>IV</u>	<u>V</u>	<u>VI</u>
I		.19	.43 ^{***}	.42 ^{**}	.54 ^{***}	.32 [*]
II			.36 ^{**}	.32 [*]	.35 ^{**}	.49 ^{***}
III				.19	.34 ^{**}	.28 [*]
IV					.58 ^{***}	.25
						.38 ^{**}

TABLE 5: Std 8 (N=50)

	<u>I</u>	<u>II</u>	<u>III</u>	<u>IV</u>	<u>V</u>	<u>VI</u>
I		.45 ^{***}	-.01	.20	.26	.29 [*]
II			.04	.36 ^{**}	.24	.37 ^{**}
III				.15	.27	.38 ^{**}
IV					.40 ^{**}	.39 ^{**}
V						.43 ^{**}

TABLE 6: Std 10 (N=49)

	<u>I</u>	<u>II</u>	<u>III</u>	<u>IV</u>	<u>V</u>	<u>VI</u>
I		.47 ^{***}	.58 ^{***}	.54 ^{***}	.57 ^{***}	.31 [*]
II			.29 [*]	.44 ^{**}	.53 ^{***}	.55 ^{***}
III				.52 ^{***}	.59 ^{***}	.29 [*]
IV					.46 ^{***}	.29 [*]
V						.46 ^{***}

* $P < .05$

** $P < .01$

*** $P < .001$

APPENDIX E-4:

EIS Sub-scale Inter-correlations

TABLE 7: Developing Ss (N=92)

	<u>I</u>	<u>II</u>	<u>III</u>	<u>IV</u>	<u>V</u>	<u>VI</u>
I		.40 ^{***}	.33 ^{**}	.43 ^{***}	.52 ^{***}	.33 ^{**}
II			.22 [*]	.44 ^{***}	.46 ^{***}	.61 ^{***}
III				.33 ^{**}	.39 ^{***}	.24 [*]
IV					.47 ^{***}	.26 [*]
V						.51 ^{***}

TABLE 8: Foreclosed Ss (N=52)

	<u>I</u>	<u>II</u>	<u>III</u>	<u>IV</u>	<u>V</u>	<u>VI</u>
I		.30 [*]	.24	.37 ^{**}	.31 [*]	.30 [*]
II			.16	.36 ^{**}	.24	.26
III				.22	.36 ^{**}	.29 [*]
IV					.50 ^{***}	.50 ^{***}
V						.25

TABLE 9: Pre-Moratorium Ss (N=10)

	<u>I</u>	<u>II</u>	<u>III</u>	<u>IV</u>	<u>V</u>	<u>VI</u>
I		.28	.70 [*]	.25	.31	-.03
II			.08	-.09	-.02	.56
III				-.09	.24	.00
IV					.52	.00
V						-.24

* $p < .05$

** $p < .01$

*** $p < .001$

APPENDIX E-4:

EIS Sub-scale Inter-correlation

TABLE 10: Moratorium→Achievement Ss (N=18)

	<u>I</u>	<u>II</u>	<u>III</u>	<u>IV</u>	<u>V</u>	<u>VI</u>
I		.18	.15	.33	.27	.10
II			.07	.03	.01	.55*
III				.38	.28	.15
IV					.07	.32
V						-.08

TABLE 11: Moratorium Ss (N=54)

	<u>I</u>	<u>II</u>	<u>III</u>	<u>IV</u>	<u>V</u>	<u>VI</u>
I		.12	.15	.03	.25	.14
II			.11	.12	.01	.32*
III				.22	.39***	.28*
IV					.12	-.08
V						.24

TABLE 12: Moratorium→Confusion Ss (N=20)

	<u>I</u>	<u>II</u>	<u>III</u>	<u>IV</u>	<u>V</u>	<u>VI</u>
I		.01	.49*	.49*	.45*	-.08
II			-.05	.27	.22	.50*
III				.07	-.02	-.33
IV					.40	-.22
V						.36

* $p < .05$

** $p < .01$

*** $p < .001$

APPENDIX F:

Analysis of Peer Nomination Form

F-1: Response Patterns

F-2: Analysis of PNF Sub-scales Scores

Peer Nomination Form Item Responses

	<u>Mean Number of Nominations Made.</u>			<u>Percentage 'No Nominations'.</u>		
	STD.6	STD.8	STD.10	STD.6	STD.8	STD.10
1. Respect	3.51	3.27	2.66	5	5	10
3. Happy	3.56	3.22	3.10	0	0	0
5. Identity	2.78	2.16	2.72	9	17	2
7. Calm	2.47	2.40	2.30	7	3	4
9. Popular	3.10	2.98	2.98	3	3	6
11. Harmony	2.41	2.34	2.22	10	5	6
13. Competent	2.41	2.03	2.12	5	5	6
16. Masculine	2.34	2.39	2.10	9	6	10
18. Feminine	2.58	2.03	2.42	2	16	4
+ve TOTAL	2.79	2.53	2.51	5.5%	6.6%	5.3%
2. Contempt	2.29	1.92	1.64	17	22	24
4. Unhappy	1.49	1.20	1.06	34	39	50
6. Id. Confusion	1.73	1.34	1.42	19	23	26
8. Anxious	1.53	1.22	0.66	24	32	60
10. Isolated	1.32	1.31	0.90	34	19	34
12. Hostility	1.69	1.30	1.02	15	20	34
14. Inadequate	1.83	1.25	0.78	9	27	48
15. Withdrawn	1.54	1.45	1.30	24	16	38
17. Effeminate	2.08	1.86	1.14	17	16	26
19. Tomboy	1.53	1.03	0.96	22	39	36
-ve TOTAL	1.70	1.39	1.09	21.5%	25.3%	37.6%

APPENDIX F-I :

TABLE 2 :

Sex Differences in Peer Nomination Form Item Responses.

	Mean Number of Nominations Made						Percentage of 'No Nominations'					
	STD.6		STD.8		STD.10		STD.6		STD.8		STD.10	
	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females
1. Respect	3.22	3.96	2.80	4.04	2.43	2.94	8	0	8	0	10	11
3. Happy	3.42	3.78	2.85	3.83	2.82	3.33	0	0	0	0	0	0
5. Identity	2.44	3.30	1.90	2.58	2.78	2.78	11	4	18	17	0	6
7. Calm	2.17	2.96	2.12	2.83	2.14	2.78	11	0	5	0	4	6
9. Popular	2.94	3.35	2.65	3.54	2.50	3.56	6	0	5	0	4	0
11. Harmony	2.06	2.96	2.05	2.83	2.20	2.39	14	4	5	4	0	6
13. Competent	2.19	2.74	1.92	2.24	1.79	2.44	8	0	3	8	7	6
16. Masculine	2.39	2.26	2.25	2.62	1.93	2.33	0	22	8	4	7	17
18. Feminine	2.33	2.96	1.88	2.29	2.36	2.61	0	4	22	4	0	11
+ve Items	2.57	3.14	2.27	2.98	2.33	2.80	6.4%	3.8%	7.1%	4.1%	3.5%	7.0%
2. Contempt	2.11	2.56	1.70	2.29	1.39	1.89	19	13	22	21	25	22
4. Unhappy	1.19	1.96	1.22	1.17	1.43	1.11	36	30	40	37	46	50
6. Id. Confusion	1.64	1.87	1.42	1.21	1.50	1.44	17	21	22	25	21	33
8. Anxious	1.31	1.87	1.35	1.00	0.68	0.72	28	17	28	42	46	78
10. Isolated	1.19	1.52	1.18	1.54	0.86	0.94	33	35	22	13	32	39
12. Hostility	1.44	2.09	1.42	1.08	1.07	0.94	22	4	20	21	25	50
14. Inadequate	1.78	1.91	1.38	1.04	0.93	0.61	6	13	25	29	32	72
15. Withdrawn	1.19	2.09	1.52	1.33	1.50	1.11	31	13	4	6	7	11
17. Effeminate	1.89	2.39	1.78	2.00	1.11	1.22	17	17	15	17	25	28
19. Tomboy	1.36	1.78	0.98	1.13	0.93	0.83	19	26	17	33	29	50
-ve Items	1.51	2.00	1.39	1.38	1.12	1.08	22.8%	18.9%	21.5%	24.4%	28.8%	43.3%

Distribution of Nominations according to sex (nominees).

<u>Items</u>	<u>Nominators</u>	<u>NOMINEES</u>					
		STD.6		STD.8		STD.10	
		M	F	M	F	M	F
1 Respect	M	63	53	71	41	46	22
	F	20	71	24	73	32	21
3 Happy	M	89	34	96	18	59	20
	F	26	61	43	49	36	24
5 Identity	M	63	25	47	29	60	18
	F	18	58	47	45	32	18
7 Calm	M	59	19	58	27	46	14
	F	15	53	26	42	25	25
9 Popular	M	81	25	79	27	50	20
	F	22	55	38	47	38	26
13 Competent	M	52	27	39	38	35	15
	F	8	55	6	47	27	17
11 Harmony	M	52	22	59	23	33	28
	F	13	55	23	45	25	18
2 Contempt	M	65	11	62	6	33	6
	F	45	14	42	13	32	2
4 Unhappy	M	33	10	38	11	21	11
	F	27	18	19	9	11	9
6 Id. Confusion	M	52	7	52	5	25	17
	F	27	16	23	6	6	20
8 Anxious	M	36	11	48	6	9	10
	F	22	21	16	8	6	7
10 Isolated	M	34	9	39	8	21	3
14 Inadequate	M	55	9	47	8	22	4
	F	30	14	12	13	7	4
12 Hostility	M	41	11	51	6	26	4
	F	18	30	14	12	3	14
15 Withdrawn	M	20	23	48	13	26	16
	F	20	28	17	15	8	12

APPENDIX F-I:

TABLE 4

Computation of Chi Square to test whether
Peer Nominations are randomly distributed according to sex

The Chi Squares were computed separately for the males and females within each age group (std.), and the positive and negative items were also treated separately. Computations were done separately for the male and female nominations (instead of basing the computations on a 2 x 2 table) in order to determine whether there are sex differences in the way nominations are distributed (e.g. it might be found that the boys distribute their nominations randomly but the girls do not). The formula used was

$$X^2 = \sum \frac{(O-E)^2}{E}$$

Example: The Std. 6. males nominate males 459 times and females 205 times on the positive items. Thus 69.1% of the Std. 6. male nominations are for males and 30.9% are for females. These percentages were used as the observed frequencies (percentages were used because X^2 increases as numbers increase and the raw frequencies involve large numbers). Expected frequencies were based on the number of males and females available for nomination (41 versus 28) converted to percentages (59.4% versus 40.6%).

Thus:		O	E	$\frac{(O-E)^2}{E}$
	(Males)	69.1	59.4	1.58
	(Females)	30.9	40.6	2.31
		$X^2 =$		3.89, $p < .05$

The Expected and Observed frequencies (percentages) involved in each calculation are as follows:

		<u>MALES</u>	<u>FEMALES</u>	
<u>Std. 6.</u>	E =	59.4	40.6	
Positive:	Males O =	69.1	30.9	$X^2 = 3.89, p < .05$
	Females O =	23.0	77.0	$X^2 = 79.6, p < .001$
Negative:	Males O =	78.7	21.3	$X^2 = 15.4, p < .001$
	Females O =	60.0	40.0	$X^2 = 0.02 (n.s.)$
<u>Std. 8.</u>	E =	62.7	37.3	
Positive:	Males O =	68.9	31.1	$X^2 = 1.64 (n.s.)$
	Females O =	33.7	66.3	$X^2 = 35.9, p < .001$
Negative:	Males O =	86.0	14.0	$X^2 = 23.17, p < .001$
	Females O =	64.5	35.0	$X^2 = 0.14, (n.s.)$
<u>Std. 10.</u>	E =	59.7	40.3	
Positive:	Males O =	70.6	29.4	$X^2 = 4.95, p < .05$
	Females O =	59.1	40.9	$X^2 = 0.07 (n.s.)$
Negative:	Males O =	72.1	27.9	$X^2 = 6.4, p < .02$
	Females O =	55.7	44.3	$X^2 = 0.17 (n.s.)$

APPENDIX F-I :

TABLE 5 :

Sex and Age (Std) Differences in the Mean Number of Nominations

Obtained for each PNF Item.

	STD. 6			STD. 8			STD. 10		
	M.	F.	Tot.	M.	F.	Tot.	M.	F.	Tot.
1. Respect	2.02	4.43	3.00	2.02	4.07	2.79	2.32	1.88	2.14
5. Identity	1.98	2.96	2.38	1.36	2.64	1.84	2.62	1.60	2.21
7. Calm	1.80	2.57	2.17	1.79	2.46	2.04	2.00	1.64	1.86
13. Competent	1.46	2.93	2.06	0.96	3.04	1.73	1.89	1.44	1.71
3. Happy	2.80	3.39	3.04	2.96	2.39	2.75	2.76	2.12	2.50
9. Popular	2.51	2.86	2.65	2.49	2.64	2.55	2.54	2.20	2.40
11. Harmony	1.58	2.75	2.06	1.75	2.43	2.00	1.68	1.96	1.79
+ve Total	2.24	3.13	2.47	1.93	2.81	2.24	2.26	1.83	2.09
2. Contempt	2.68	0.89	1.96	2.21	0.68	1.64	2.00	0.32	1.32
4. Unhappy	1.46	1.00	1.28	1.21	0.71	1.03	0.89	0.80	0.85
6. Id. Confusion	2.37	0.82	1.48	1.60	0.39	1.15	0.86	1.16	1.45
8. Anxious	1.42	1.14	1.30	1.36	0.50	1.04	0.43	0.68	0.53
12. Hostility	1.44	1.46	1.45	1.38	0.64	1.11	0.84	0.80	0.82
10. Isolated	1.56	0.50	1.13	1.30	0.82	1.12	1.08	0.20	0.73
15. Withdrawn	0.98	1.82	1.32	1.38	1.00	1.24	0.97	1.16	1.05
14. Inadequate	2.07	0.82	1.56	1.25	0.75	1.07	0.84	0.32	0.63
-ve Total	1.69	1.06	1.44	1.46	0.69	1.17	0.99	0.73	0.88
16. Masculine	3.37			3.25			2.84		
18. Feminine		5.43			4.64			4.84	
17. Effeminate	3.00			2.53			1.54		
19. Tomboy		3.21			2.36			1.92	

APPENDIX F-2 :

TABLE I :

Age and Sex Differences in PNF II Mean Scores

	STD.6	STD.8	STD.10	TOTAL
Males	101.5	104.7	109.0	105.1
Females	109.9	108.0	113.4	110.1
TOTAL	104.8	106.1	110.6	107.1

TABLE 2 :

Identity Classification Differences in PNF II Mean Scores

	M→ ACH.	MORA				M→ CON.
		STD.6	STD.8	STD.10	TOTAL	
Males	120.6	105.7	107.3	127.0	109.5	94.1
Females	111.2	111.1	100.7	103.0	104.8	108.6
TOTAL	117.7	108.2	104.3	112.6	107.3	99.0

	FORE			
	STD.6	STD.8	STD.10	TOTAL
Males	101.7	107.8	95.8	101.6
Females	111.7	114.8	125.3	116.9
TOTAL	106.2	110.6	107.9	108.0

Pre-Mora = 102.4

APPENDIX F-2 : TABLE 3 :

Age and Sex Differences in PNF III Mean Scores.

	STD.6	STD.8	STD.10	TOTAL
Males	101.9	102.0	109.4	104.5
Females	109.2	112.3	119.4	113.2
TOTAL	104.7	106.5	112.9	107.9

TABLE 4 :

Identity Classification Differences in PNF III Mean Scores

	M→ ACH.	MORA				M→ CON.
		STD.6	STD.8	STD.10	TOTAL	
Males	125.2	101.6	112.7	115.0	108.7	88.2
Females	138.2	108.4	112.4	104.0	109.1	96.7
TOTAL	128.8	104.7	112.6	108.6	108.9	91.0

	FORE			
	STD.6	STD.8	STD.10	TOTAL
Males	102.0	101.6	90.9	98.2
Females	112.4	122.0	129.3	120.4
TOTAL	106.7	109.7	106.7	107.6

Pre-Mora = 103.7

APPENDIX G:

Analysis of Problems Scale Items

G-1: Age and Sex Differences

G-2: Identity Classification Differences

APPENDIX G - 1:

SEX X AGE DIFFERENCES IN PROBLEMS SCALE ITEMS

Item	STD 6		STD 8		STD 10	
	M	F	M	F	M	F
1. School Work	219 (1)	254 (1)	214 (2)	245 (1)	200 (1)	250 (1)
3. Career	147 (3)	154 (7.5)	221 (1)	210 (3)	154 (2)	215 (2)
6. Appearance	128 (6)	225 (2)	93 (9.5)	214 (2)	121 (5)	195 (3)
4. Money	161 (2)	121 (9)	146 (3)	150 (5)	143 (3)	150 (4)
9. Curriculum	142 (5)	200 (4)	139 (5)	159 (4)	122 (4)	125 (6)
15. Moral	144 (4)	204 (3)	143 (4)	123 (7)	76 (10)	105 (7)
12. Dating	125 (8)	164 (5)	93 (9.5)	145 (6)	81 (9)	85 (10)
13. Misunderstood	125 (8)	117 (10)	98 (8)	105 (9)	100 (7)	90 (9)
10. Siblings	125 (8)	162 (6)	103 (7)	105 (9)	35 (14)	95 (8)
8. Teachers	94 (10)	71 (14)	114 (6)	100 (11)	103 (6)	80 (11.5)
5. Parents	69 (13)	67 (15)	71 (12)	77 (13)	89 (8)	130 (5)
2. Friends	47 (15)	154 (7.5)	54 (14.5)	105 (9)	73 (11)	80 (11.5)
7. Confused	55 (14)	104 (11)	57 (13)	91 (12)	70 (12)	75 (13)
14. Sport	78 (12)	83 (12)	54 (14.5)	50 (14)	65 (13)	65 (14.5)
11. Religion	81 (11)	92 (13)	75 (11)	41 (15)	32 (15)	65 (14.5)

The items are presented in this table according to the over-all ranking for the total sample. In brackets under each "score" is the rank of the item for each group.

APPENDIX G-2 : Distribution of Problems Scale Item Responses in each Identity Classification.

TABLE 1: M→ Ach (N=18)

	Never	Res.	Minor	Mod.	Major
1. School Work	2	3	9	3	1
3. Career	4	10	3	1	-
6. Appearance	3	7	6	1	1
4. Money	5	7	5	-	1
9. Curriculum	10	6	2	-	-
15. Moral	10	6	1	1	-
12. Dating	9	4	5	-	-
13. Misunderstood	8	2	7	1	-
10. Siblings	13	1	4	-	-
8. Teachers	9	2	6	1	-
5. Parents	11	3	3	1	-
2. Friends	11	5	2	-	-
7. Confused	14	2	2	-	-
14. Sport	14	2	2	-	-
11. Religion	13	3	2	-	-

TABLE 2: Mora (N=50)

	Never	Res.	Minor	Mod.	Major
	2	3	26	11	8
	2	13	14	11	10
	10	4	29	10	5
	13	6	20	5	6
	12	9	13	11	5
	10	7	23	7	3
	18	10	14	6	2
	23	5	18	3	1
	24	4	14	7	1
	19	2	28	1	1
	29	6	12	2	1
	25	10	12	2	1
	29	8	10	2	1
	28	8	9	2	3
	30	6	10	2	2

TABLE 3 : M→ Con (N=18)

	Never	Res.	Minor	Mod.	Major
	1	1	8	6	2
	3	3	4	3	5
	3	1	6	4	4
	1	-	8	4	5
	-	5	8	4	1
	1	5	10	1	1
	5	3	3	5	2
	-	1	12	4	1
	6	2	3	4	3
	5	2	9	1	1
	6	1	6	4	1
	5	1	8	3	1
	3	1	8	5	1
	4	4	8	2	-
	7	3	6	2	-

Res. = Resolved; Mod. = Moderate.

APPENDIX G-2: Distribution of Problems Scale Item Responses in each Identity Classification.

ITEMS	TABLE 4 : ?FORE (N=7)					TABLE 5 : FORE (N=52)					TABLE 6 : PRE-MORA (N=10)				
	Never	Res.	Minor	Mod.	Major	Never	Res.	Minor	Mod.	Major	Never	Res.	Minor	Mod.	Major
1. School Work	-	-	-	4	3	4	3	32	8	5	3	1	2	2	2
3. Career	1	1	1	1	4	14	16	11	9	2	4	-	6	-	-
6. Appearance	1	-	3	-	3	29	3	15	4	1	8	-	2	-	-
4. Money	1	-	2	1	3	27	2	19	3	-	6	-	4	-	-
9. Curriculum	1	-	1	4	1	14	19	15	4	-	5	1	4	-	-
15. Moral	1	1	3	2	-	21	10	19	2	-	7	1	1	1	-
12. Dating	1	1	2	1	2	29	6	14	1	2	8	-	1	1	-
13. Misunderstood	2	2	1	1	1	31	6	12	2	1	7	1	2	-	-
10. Siblings	1	-	5	1	-	33	4	11	1	3	6	2	2	-	-
8. Teachers	2	-	3	2	-	35	5	11	1	-	8	-	2	-	-
5. Parents	5	-	1	1	-	34	4	11	3	-	8	1	1	-	-
2. Friends	2	2	2	-	1	30	9	12	1	-	10	-	-	-	-
7. Confusion	-	2	4	1	-	37	5	6	-	-	10	-	-	-	-
14. Sport	5	-	2	-	-	42	6	3	-	-	8	-	2	-	-
11. Religion	4	-	1	1	1	39	6	6	1	-	10	-	-	-	-

. Res. = Resolved; Mod. = Moderate.

APPENDIX H:

Analyses of Vocational Plans

- H-1: Raw Data According to Identity Classification
- H-2: Analysis of Vocational Choices
- H-3: Distribution of Vocational Choices According to
socio-economic Status
- H-4: Reasons for Vocational Choice
- H-5: Distribution of Vocation-Identity Classifications
According to School Standard and Sex

Notes and Abbreviations used in the following tables:

Choice: The first choice is given plus the number of alternative choices (item 9): (d) = different from first choice;
(s) = similar to first choice;
(v) = varied choices;
(g) = 'glamorous' choices.

Univ: Intention to attend university: '?' = I don't know;
(item 13) May = May be;
Prob. = Probably.

Com.: Commitment ratings.

Alt.: Number of alternatives considered in the past (item 11):
symbols the same as above (choice).

Real.: Realism ratings.

Con. : Amount of consideration ratings.

Rsn.: Reasons given for vocational choice:

- A = Your father or mother or someone you know does this kind of work.
- B = A friend of yours wants to do this kind of work or has told you about it.
- C = Your parents have advised you that you should do this kind of work.
- D = One has to work in order to earn a living and keep oneself busy.
- E = You have not got the ability or can't afford to do what you really want to do.
- I = Interest in some aspect of the work.
- L = Like or enjoy some aspect of the work.
- G = Ability to do work; will be successful.
- F = Financial security; good salary.
- S = Service to others.
- T = Travel.
- P = Meet people.
- N = Ambition.
- M = "My own choice".
- O = Wants to leave school.

Prob.: Responses to items 3 and 9 of the Problems Scale:
1 = Not a problem; 2 = Resolved problem;
3 = Minor problem; 4 = Moderate problem;
5 = Major problem.

Voc. Id.: Vocational-identity Classification:

- Id.Ach. = vocational-identity-achievement;
- M→Ach. = vocational-moratorium→achievement;
- Mora. = vocational-moratorium;
- M→Con. = vocational-moratorium→confusion;
- Fore. = vocational-foreclosure;
- Pre-M(ora) = vocational-pre-moratorium.

SES: Socio-economic classification.

APPENDIX H - I

TABLE I : MORATORIUM → ACHIEVEMENT Ss (N= 18)

	Choice	Univ.	Com.	Alt.	Real	Con.	Rsn.	Prob.	Voc.Id.	Father's Occupation	SES
162 F	Art Teacher + 1 (S)	Yes	7	2 (d)	6	5	L,I.	1/1	Ach. (?F)	Manager C.N.A.	I
246 M	Construction Supervisor	No	7	1 (d)	7	7	D,L.	2/2	Ach.	Bank Manager	I
155 M	Electrician + 2 (S)	No	7	-	7	6	A,L.	2/2	Ach.	Mechanic	III
207 M	Hotel Management	No	7	2 (d)	6	6	G.	2/3	Ach.	Stores Manager	II
206 M	Clerk (Shipping firm)	No	7	1 (d)	7	6	A.	2/1	Ach.	Assistant Manager (large firm)	I
261 M	Commercial Art	No	7	2 (s)	5	5	D.	1/1	?Fore.	Buyer	I
211 M	Computers	May	5	2 (d)	2	4	I.	2/1	?Mora.	Printer	III
241 M	Banking	No	7	3 (d)	7	7	I.	2/2	Ach.	Factory Foreman	III
242 M	Civil Engineering + 2 (d)	Yes	5	1 (s)	2	4	D.	4/2	Mora.	Senior Clerk	I
271 M	Teacher + 1 (S)	Yes	7	-	3	4	L.	2/1	?Mora.	Bar Owner	II
210 M	Land Surveyor + 2 (d)	Yes	?4	-	2	4	C.	2/1	?Mora.	Electrical Engineer	?I
266 M	Accountant	Yes	7	-	4	3	I.	1/1	?Fore.	Foundry Foreman	III
205 M	Teacher (Maths) + 2 (S)	Yes	6	-	7	6	L.	3/3	M→ Ach.	Accountant	I
270 M	Marine Engineering	No	7	2 (d)	7	7	L,T,I.	2/2	Ach.	Textile Engineer	?III
193 F	Kindergarten Teacher	?	5	-	5	5	L.	3/2	M→ Ach.	Radiotrician	III
224 F	Primary Teaching	No	7	4	7	7	L.	2/1	Ach.	Sheetmetal Worker	III
221 F	Medical Technology + 2 (S)	Yes	4	2 (s)	5	5	I.	3/1	M→ Ach.	Warrant Officer (Navy)	II
284 F	Biological Laboratory Technician + 2 (d)	No	7	1 (s)	6	7	I.	1/1	Ach.	Precision Grinder	III

APPENDIX H - I

TABLE 2 : MORATORIUM : MALES (N= 26)

	Choice	Univ.	Com.	Alt.	Real	Con.	Rsn.	Prob.	Voc.Id.	Father's Occupation	SES
046	Architect + 1 (S)	Yes	3	-	5	4	D,L.	3/3	Mora.	Clerk	II
006	Laboratory Assistant	No	3	-	5	3	D,G,L.	4/4	Mora.	-	II
005	Teacher + 2 (g)	Prob.	3	1(g)	4	3	A,L.	3/1	Mora.	Musician	I
015	Company Secretary + 1 (d)	Yes	4	3(g)	3	2	C,L.	2/2	Pre-mora.	Buyer (large firm)	I
041	Lawyer + 2 (d)	Yes	4	-	3	3	C.	4/3	Mora.	Deciduous Fruit Bd.	II
007	Geology + 2 (s)	Yes	6	2	4	4	L,I.	2/1	?Mora.	Buyer & Executive	I
019	Chemical Engineer + 1 (s)	Yes	5	2(s)	3	3	I.	2/1	Pre-mora.	Manager	I
044	Pilot	?	6	1(d)	4	4	I,T.	3/4	Mora	Armature Winder	III
017	Architect	Yes	7	-	5	3	C,I.	2/3	?Fore.	Sales Promotion	I
014	Civil Engineer + 2 (g)	Yes	6	1(g)	3	2	D.	2/3	Pre-mora.	Printer	III
002	Architect + 1 (d)	Yes	5	-	3	2	F.	2/2	Pre-mora.	Accountant	I
183	Accountant + 2 (d)	May	6	1(g)	4	3	D.	4/4	Mora.	Electrician	III
180	Travelling Rep. + 2 (d)	No	5	1(d)	5	5	A.	2/4	Mora→Ach.	Auditor	I
109	Medical Surgeon + 2 (g)	Yes	7	2(d)	1	3	L.	1/1	Pre-mora.	Contracts Manager	I
171	Engineering + 2 (s)	No	4	1(d)	5	5	A.	4/1	Mora.	Engineering	I
101	Accountant	?	4	-	4	3	I	4/1	Mora.	Production Controller	I
102	Marine Biology + 2 (d)	Prob.	2	2(d)	5	5	B.	4/3	Mora.	Minister of Religion	I
153	Mechanical Engineer	Yes	3	-	1	1	D.	5/5	M→Con.	Physiotherapist	I
141	?	?	1	-	?	?	-	5/4	M→Con.	Clothing Designer	II
175	Accountant + 2 (d)	May	2	-	3	3	D.	3/2	Mora.	Shop Manager	I
107	Navy + 1 (s)	No	6	1(d)	5	3	B.	3/4	?Mora.	Post Office Clerk	II
174	Health Inspector + 2 (d)	May	3	-	4	3	A.	3/4	Mora.	Traffic Inspector	III
212	Computer Programmer + 1 (d)	Prob.	4	-	4	4	C.	5/4	Mora--Con.	Assistant Foreman	III
202	?	Prob.	1	2(d)	?	?	-	5/5	Confusion	Branch Manager	I
263	?	No	1	2(d)	?	?	-	4/1	M -- Con.	Shop Manager	I
243	Architect + 2 (a)	Yes	2	1 (s)	4	5	-	5/5	M -- Con.	Detective	II

APPENDIX H - I

TABLE 3 : MORATORIUM : FEMALES (N= 23)

Choice	Univ.	Com.	Alt.	Real	Con.	Rsn.	Prob.	Voc.Id.	Father's Occupation	SES
071 Teaching + 2 (d)	Yes	7	1(d)	4	2	D.	2/3	Pre-Mora.	Managing Director	I
072 Secretary + 2 (g)	No	5	1(s)	5	3	B.	4/1	Mora.	Sheet Metal Worker	III
070 Private Secretary + 2 (s)	No	7	1(d)	5	2	D.	2/4	Pre-M(?F)	Bank Accountant	I
068 Science Teacher + 2 (s)	Yes	5	2(d)	5	4	I	2/4	?Mora.	Boiler Maker	III
030 Secretary	No	6	2(g)	5	3	L.	3/3	Mora (?P)	Unemployed	II
065 Shorthand-Typist + 1 (d)	No	5	2	5	3	C,F.	3/2	Mora.	Spray Painter	III
027 Vet + 1 (d)	?	2	-	4	3	C,L.	5/3	Mora.	Foreman (Builder)	III
123 Bacteriology + 1 (d)	Yes	5	1(s)	5	5	I.	5/5	Mora.	Electrician (Navy)	III
121 Doctor	Yes	3	2(d)	5	4	L.	5/3	Mora.	Accountant	I
165 ?	No	1	-	?	?	-	4/2	M→Con.	Council Employee	II
122 Nursing + 2 (d)	No	3	1(d)	6	4	D.	4/2	Mora.	?	II
132 Teacher of Deaf + 2 (s)	No	5	1(g)	4	4	L,S.	3/5	Mora.	Branch Manager	I
131 Kindergarten T. + 2 (d)	May	5	1(d)	7	5	D,I,L.	2/2	M→Ach.	Boiler Maker	III
129 Kindergarten Teacher	No	5	1(d)	5	4	L.	4/3	Mora.	Chief Engineer	I
194 ?	No	1	3(g)	?	?	-	1/1	Pre-mora.	Assistant Manager	I
125 Barrister + 1 (g)	Yes	3	1(d)	4	3	I.	3/3	Mora.	Telecommunications Supervisor	I
166 Computer work + 1 (s)	?	4	2(g)	5	4	G.	3/3	Mora.	Welder	III
283 Nursing + 2 (d)	No	6	-	7	6	-	2/1	M→Ach.	Director	I
222 Radiography + 1 (d)	No	6	2(d)	7	7	C,L.	4/2	M→Achi.	Superintendent	II
223 High School T. + 2 (d)	Yes	6	4(d)	5	5	C.	5/4	M→Ach.	Minister of Religion	I
229 Bookkeeper + 2 (s)	No	4	1(d)	5	4	B.	2/3	Mora.	Lithographer	III
227 Vet.Assistant + 1 (d)	No.	3	1(d)	5	5	I.	5/1	Mora.	Radiotrician	III
281 Dress Designer + 2 (d)	May	74	1(d)	4	4	L.	2/2	Mora.	Electrician	III

APPENDIX H - I

TABLE 4 : MORATORIUM —→ CONFUSION (N= 19)

	Choice	Univ.	Com.	Alt.	Real	Con.	Rsn.	Prob.	Voc.Id.	Father's Occupation	SES
054 M	Commercial Traveller+ 1(d)	?	5	1(g)	5	4	D,T.	4/2	Mora	Watchmaker & Jeweller	III
012 M	Mounted Police + 2(d)	No	4	2(g)	3	4	A,B,S.	5/5	M→Con.	Manufact. Jeweller	III
047 M	Bank Clerk + 1(d)	No	3	-	4	4	B.	5/4	M→Con.	Citrus Board	II
045 M	Electronic Engineer	Yes	25	1(s)	5	3	G,L.	1/3	?Fore	Auditor	I
016 M	?	No	1	-	?	?	-	5/4	M→Con.	Housing League	II
013 M	Bookkeeper + 2(d)	May	3	3(g)	5	2	D.	3/3	Mora	Manufact. Jeweller	III
106 M	Marine Engineer + 2(d)	Prob.	4	-	6	6	I,T,F.	2/3	M→Ach.	Clerk	II
177 M	?	?	1	-	?	?	-	3/4	?Mora	Alternate Director	I
208 M	Civil Engineer + 2(d)	Yes	6	1(g)	3	5	I.	4/3	Mora	Electrician	III
203 M	High School Teacher	Prob.	3	-	3	3	D.	5/2	M→Con.	Inspector (Railways)	III
209 M	Computer Prog. + 1(d)	No	3	-	7	5	D.	1/2	?Mora	Clerk	II
262 M	Forestry	May	4	1(d)	5	4	C.	4/3	Mora	Transport Manager	II
275 M	Bank + 1(d)	No	4	-	7	5	E.	2/2	Mora→Ach.	Driving Instructor	II
026 F	Teacher (Latin) + 2(d)	Yes	5	1(s)	4	3	D,L.	1/4	Pre-mora	Tool Setter	III
032 F	Secretary + 2(d)	Prob.	6	3(d)	5	3	D,I.	5/4	?Mora	Bus Driver & Conductor	III
025 F	Purserette + 2(d)	May	2	-	3	2	T.	2/3	Pre-mora	Clerk	II
021 F	Vet. + 2(d)	Prob.	3	3(d)	1	3	A.	3/3	Mora	Representative	I
128 F	Nurse + 1(d)	No	3	-	5	4	S.	3/4	Mora	Clerk	II
230 F	?	No	1	2	?	?	-	4/2	Confusion	Moulder	III

NEGATIVE IDENTITY

213 M	?	?	1	-	?	?	-	3/3	?Mora	Architect	I
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APPENDIX H - I

TABLE 5 : FORECLOSED : MALES (N= 30)

Choice	Univ.	Com.	Alt.	Real	Con.	Rsn.	Prob.	Voc.Id.	Father's Occupation	SES
050 Ornithology + 2 (d)	Yes	4	2(g)	4	2	I.	1/1	Pre-mora	Assistant Sales Manager	I
049 Architect + 1 (s)	Yes	5	-	4	2	G.	1/3	Pre-mora(?F)	Sales Manager	I
008 ?	May	1	2(g)	?	?	-	3/3	?Pre-mora	Tramway Employee	III
003 Chef + 2 (s)	Prob.	6	1(g)	3	4	L.	1/3	Pre-mora(?F)	-	II
010 -	No	2	1	?	?	-	/2	Pre-mora	Fireman	III
018 Civil Engineer + 2 (d)	Prob.	6	-	5	2	C.	1/2	Fore(?P)	Garage Director	I
042 Architect + 2 (d)	Yes	6	-	1	1	C.	2/2	Pre-mora	Storeman	II
055 Dentist + 2 (d)	Yes	5	2(g)	1	1	C.	3/1	Pre-mora	Shop Manager	I
048 Draughtsman	No	5	-	5	2	A.	2/2	Fore	Bank Clerk	I
043 Advocate + 2 (d)	Yes	6	-	1	2	A,C.	1/1	Pre-mora	Market Master	III
009 Stage Entertainer + 2(d)	Yes	4	1(d)	1	3	A,L.	1/1	Pre-mora	Salesman	II
105 Physical Education T.	Yes	5	1(d)	5	4	A,L.	3/1	?Fore	Stores Manager	II
144 Armature Winder + 2 (s)	No	6	2(d)	7	5	A,L.	2/1	Ach. (?F)	Armature Winder	III
104 Pilot (Airways) + 1 (d)	Yes	3	-	3	3	M.	4/1	M→ Con.	Radio Operator	III
108 ?	No	1	1	?	?	-	5/3	M→ Con.	Consulting Engineer	I
111 Medical Doctor + 1 (d)	Yes	6	-	3	3	C,N.	2/2	?Fore	Credit Manager	I
184 Engraver & Diamond Setter + 1 (s)	No	5	-	6	2	A,L.	2/1	Fore	Diamond Setter	III
103 ?	May	1	-	?	?	-	3/3	Pre-mora	Foreman	III
176 Auto Electrician + 2 (d)	?	5	-	6	6	A,C,F.	4/2	Mora	-	II
110 ?	?	1	-	?	?	-	3/1	Pre-mora	-	III
201 Advocate	Yes	7	-	7	3	I.	1/2	Fore	Attorney	I
274 Draughtsman	?	7	1(s)	6	3	I.	1/2	Fore	Driver	III
247 Dentist + 2 (d)	Yes	5	2(d)	2	2	I.	3/2	?Mora	Minister of Religion	I
272 Electronics + 1 (s)	May	7	1(d)	5	5	B,I.	4/4	M→Ach.	-	III
204 Civil Engineering	Yes	7	-	6	4	L.	3/3	?Fore	Real Estate Agent	I
245 Music Lecturer	Yes	7	-	5	3	G,I.	1/1	Fore	Supervisor	II
264 Commercial Art + 1 (s)	No	5	1(d)	7	3	G,I.	1/2	Fore	"Prisoner's Friend"	II
265 Sales Representative + 2 (s)	No	5	-	7	5	A,D.	2/1	M→Ach(?F)	Sales Representative	I
214 Primary Teacher	No	7	1(d)	6	6	I.	2/2	Ach(?F)	Clerk	II
273 Ornithologist + 2 (s)	Yes	5	-	3	4	I	2/2	?M→ Ach.	Survey Branch	II

APPENDIX H - I

TABLE 6 : FORECLOSED : FEMALES (N= 22)

	Choice	Univ.	Com.	Alt.	Real	Con.	Rsn.	Prob.	Voc.Id.	Father's Occupation	SES
023	Primary School T. + 2 (g)	Yes	5	1(g)	5	3	L,I	4/4	Mora	Civil Engineer	I
067	Secretary + 2 (d)	Yes	6	1(s)	4	3	C.	1/2	Pre-mora(?F)	Sales Manager	I
024	Hairdresser + 2 (d)	No	7	1(d)	5	3	D,L.	1/1	Pre-mora(?F)	Car Salesman	I
022	Maths Teacher + 1 (d)	Yes	4	1(g)	4	2	L.	3/3	?Mora	Senior Artisan	III
069	Teacher (Bantu Languages)	Yes	6	2(g)	4	3	L,S.	2/2	Pre-mora(?F)	Carpenter	III
061	Language Teacher + 1 (d)	May	5	1(g)	4	3	L.	3/2	Mora	Carpentry Business	III
064	Typist + 2 (g)	Yes	4	1(d)	5	4	E.	2/1	?Mora	Traveller	II
066	Creche Worker + 2 (d)	May	5	1(d)	4	3	L.	2/3	?Mora	Mechanic	III
062	Physiotherapist for hand- icapped children + 2 (d)	May	4	3(g)	4	3	S.	2/3	Pre-mora	Power Station Manager	I
164	Computer Programmer +2(d)	?	5	1(d)	6	3	A.	3/3	M→Ach.	Post Office	II
163	Dress Designer	-	5	1(d)	7	5	I,L.	2/2	M→Ach.	Railways	?III
130	Doctor	Yes	7	2(s)	4	3	I,S.	1/3	Fore	Stores Manager	II
126	Primary School T. + 2(d)	No	4	1(g)	6	3	D,L.	2/2	?Fore	Barman	III
124	?	Yes	1	1	?	?	-	4/3	M→Con.	Valuator	?I
161	Nursery School T. + 1 (d)	?	4	2(g)	5	3	L.	3/1	Mora	Printer	III
254	Kindergarten Teacher	No	7	2(d)	7	5	L,G.	2/1	Ach (?F)	Civil Servant	II
251	Secretary 2 (d)	No	5	1(d)	5	5	C.	4/2	M→Ach. Factory Foreman→		III
282	Surveyor + 1 (d)	May	5	2(d)	7	7	A,I.	4/3	M→Ach.	Shop Manager & Director	I
253	Microbiology	Yes	5	5(s&d)	5	7	I.	5/3	M→Ach.	Construction Surveyor	II
228	Primary School T.+ 2 (d)	Prob.	5	2(d)	7	7	L.	4/4	M→Ach.	Yard Manager	?III
226	Building Society + 1 (d)	No	6	1(d)	7	5	C.	2/4	Ach. (?F)	Radio Operator	III
231	Secretarial	No	5	2(d)	7	5	G.	4/3	M→Ach.	-	?III

Male Vocational ChoicesFIRST CHOICESALTERNATIVE CHOICESProfessional and Semi-professional:

Engineering	(8)
Architecture	(7)
Teaching	(6)
Accountancy	(4)
Law	(3)
Medicine	(3)
Ornithology	(2)
Dentistry	(2)
Land Surveyor	(1)
Music Lecturer	(1)
Geology	(1)
Marine Biology	(1)

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Teaching	(14)
Engineering	(10)
Scientific	(10)
Accountancy	(9)
Medicine	(9)
Architecture	(5)
Veterinary	(5)
Land Surveyor	(3)
Pharmacy	(2)
Mathematics	(2) ^x
Astronomy	(1) ^x
Lecturer	(1)
Journalism	(1)
Broadcasting	(1)

73Business and Clerical:

Banking	(4)
Clerical	(3)
Sales Rep.	(3)
Commercial Art	(2)
Company Secretary	(1)
Advertizing	(1)

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Sales and Rep.	(4)
Banking	(4)
Own Business	(3)
Clerical	(3)
Auditor	(1)
Commerce	(1)
Commercial Art	(1)

17Technical:

Engineering	(3)
Computers	(3)
Draughtsman	(2)
Electronics	(1)
Lab. Assistant	(1)
Construction	(1)

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Draughtsman	(7)
Farmer	(3)
Electronics	(1)
Meteorology	(1)

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FIRST CHOICESArtisan:

Electrician (3)^{xx}
 Armature Winder (3)^{xx}
 Engraver & Diamond Setter (1)^{xx}

5Services:

Pilot (4)
 Navy (1)
 Police (1)
 Forestry (1)

7Entertainment:

Hotel Management (1)
 Chef (1)^x
 Stage Entertainer (1)^x

3Other :ALTERNATIVE CHOICES

Mechanic (4)
 Building (3)
 Radio Technician (1)
 Electrician (1)^{xx}
 Mining (1)^{xx}
 Millwright (1)^{xx}
 Printing (1)^{xx}
 Lithographer (1)^{xx}

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Navy (7)
 Airforce/Airways (6)
 Fireman (5)^x
 Pilot (4)
 Police (3)
 Game Keeper (2)^x
 Army (1)
 Detective (1)^x
 Traffic Cop (1)^x
 Engine Driver (1)^x
 Fisherman (1)^x
 Railways (1)^{xx}
 Forestry (1)
 Fruit Inspector (1)^x
 Missionary (1)^x

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Film Star (2)^x
 Hotel Business (1)^x
 Musician (1)^x
 Circus Clown (1)^x
 Cartoonist (1)^x

6

Hunter (1)^{xx}
 Terrorist (1)^x
 Football Pro. (1)
 Window Dresser (1)

4

^x Chosen by Std 6s only;
^{xx} Chosen by Std 8s only

Female Vocational ChoicesFIRST CHOICESALTERNATIVE CHOICESProfessional and Semi-professional:

Teaching - High (8)
 - Primary (9)
 Veterinary (3)
 Medicine (2)
 Scientific (2)
 "Barrister" (1)
 Physiotherapy (1)

26Social Services:

Nursing (5)
 Nursery School T. &
 Creche work (2)

7Clerical:

Secretarial (11)
 Building Society (1)
 Machinist (1)
 Purserette (1)

14Technical:

Laboratory Technician (3)
 Computer Programming (2)
 Radiography (1)
 Surveying (1)
 Dress Designing (2)
 Hairdressing (1)

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Teaching (19) Architecture (1)
 Veterinary (11) Archeology (1)
 Medicine (9) Pharmacy (1)
 Scientific (4) Lecturing (1)
 Law (2) Broadcasting (2)
 Physiotherapy (2)

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Nursing (17) Social Work (4)
 Nursery School and Creche (2) Missionary (3)

26

Secretarial (17) Air Hostess (17)
 Bank & Build- Purserette (3)
 Society (8) Travel Agency (1)
 Machinist (2) Traveller (1)
 Insurance (1) Personnel (1)

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Laboratory Technician (4) Photography (1)
 Computer Programming (1)
 Radiography (1)
 Draughtsman (1)
 Dress Designing (3) Window Dressing (1)
 Hairdressing (4)

16Other:

Modelling (6) C.I.D. (1)
 Actress (1) Housewife (1)
 Ballet Dancing & Teaching (3)

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APPENDIX H-3:

Socio-economic Differences in
Distribution of First Choices in each
Vocational Category

MALES

<u>Category</u>	<u>S-E I(N=39)</u>	<u>S-E II(N=28)</u>	<u>S-E III(N=28)</u>
Professional and Semi-professional	23 (59%)	11 (39%)	6 (22%)
Business, Clerical	6 (15%)	4 (14%)	4 (14%)
Technical	3 (8%)	2 (7%)	5 (18%)
Artisan	-	2 (7%)	3 (11%)
Services	-	3 (11%)	4 (14%)
Entertainment	-	3 (11%)	-
"Don't Know"	7 (18%)	3 (11%)	6 (22%)

FEMALES

<u>Category</u>	<u>S-E I(N=17)</u>	<u>S-E II(N=15)</u>	<u>S-E III(N=29)</u>
Professional and Semi-professional	10 (59%)	3 (20%)	12 (41%)
Social Service	1 (6%)	3 (20%)	3 (10%)
Clerical	2 (12%)	5 (33%)	7 (24%)
Technical	2 (12%)	3 (20%)	6 (21%)
"Don't know"	2 (12%)	1 (7%)	1 (3%)

23 (59%)	11 (39%)	6 (22%)
6 (15%)	4 (14%)	4 (14%)
3 (8%)	2 (7%)	5 (18%)
-	2 (7%)	3 (11%)
-	3 (11%)	4 (14%)
-	3 (11%)	-
7 (18%)	3 (11%)	6 (22%)

APPENDIX H - 4:

Distribution of Reasons for Vocational Choice
for Total sample and for each Identity Classification

Reasons	Total	M→Ach.	Mora.	M→Con.	Fore.	Pre-M.
A	19	2	5	2	9	1
B	7	-	4	2	1	-
C	22	1	10	1	8	2
D	25	3	10	7	3	2
E	2	-	-	1	1	-
(L) Like, enjoy	43	8	14	2	18	1
(I) Interest	37	7	11	4	12	3
(G) Ability, Success	10	1	2	1	6	-
(S) Service	8	-	2	2	4	-
(F) Financial	6	-	3	-	1	-
(T) Travel	5	1	1	3	1	1
(P) Meet people	1	-	-	-	-	1
(N) Ambition	1	-	-	-	1	-
(M) "My own choice"	1	-	-	-	1	-
(O) To leave school	1	-	-	1	-	-
TOTAL	188	23	62	27	65	11

A = Your father or mother or someone you know does this kind of work.

B = A friend of yours wants to do this kind of work or has told you about it.

C = Your parents have advised you that you should do this kind of work.

D = One has to work so as to earn a living and keep oneself busy.

E = You have not got the ability or can't afford to do what you really want to do.

APPENDIX H - 5:

Distribution of Ss according to Vocational -
Identity Classification

	STD 6.		STD 8.		STD 10	
	M(34)	F(22)	M(28)	F(22)	M(33)	F(17)
Voc. Id-Ach.	-	-	2	1	6	4
Voc. M→Ach.	-	-	2	4	5	9
Voc. Mora.	10	12	9	11	9	3
Voc. M→Con.	3	-	6	3	6	1
Voc. Fore.	4	1	4	2	6	-
Voc. Pre-M.	17	9	5	1	1	-

APPENDIX I:

Analyses of Value Judgement Scale Responses

I-1: Response Patterns

I-2: Identity Classification Differences: ANOVA Table

APPENDIX I-1:

Percentage of responses in each
response category on the VJS for
different sub-groups

<u>Sample</u>	<u>N.</u>	<u>Not</u> <u>Wrong.</u>	<u>Sometimes</u> <u>Wrong.</u>	<u>Wrong for</u> <u>Teenagers</u>	<u>Wrong for</u> <u>Everybody</u>
Total:	166	7	19	11	63
Males:	101	9	20	11	60
Females:	65	3	16	11	70
Std. 6.	59	3	11	11	75
Std. 8.	50	5	18	13	64
Std.10.	57	12	26	7	55
I (S-E)	59	4	19	10	67
II (S-E)	46	6	22	12	60
III (S-E)	61	10	17	10	63
M→Ach.	18	18	27	10	45
Mora	50	5	21	10	64
M→Con	18	7	23	10	60
?Fore	7	2	10	21	67
Fore	52	2	11	10	77
Pre-Mora.	10	13	12	15	60

APPENDIX I-2:

TABLE 1:

Identity Classification differences
in Value Judgements Scale Scores:
One-way analysis of variance

TABLE OF MEANS

M→ACH	MORA	M→CON	FORE	PRE-M	G-MEAN
7.67	9.48	9.20	10.42	8.80	9.51

ANOVA TABLE

SOURCE	Ss	df	Ms	F	p
Between	111.52	4	27.88	8.82	< .05
Within	470.97	149	3.16		
TOTAL	582.49	153			

MULTIPLE COMPARISONS

Means		Diff.		p.
M→Ach	vs. Mora.	1.8	1.5	< .05
	vs. M→Con.	1.5	1.8	n.s.
	vs. Fore	2.8	1.5	< .05
	vs. Pre-M.	1.1	2.2	n.s.
Mora.	vs. M→Con.	0.3	1.4	n.s.
	vs. Fore.	0.9	1.1	n.s.
	vs. Pre-M.	0.7	1.9	n.s.
M→Con.	vs. Fore.	1.2	1.5	n.s.
	vs. Pre-M.	0.4	2.1	n.s.
Fore.	vs. Pre-M.	1.6	1.9	n.s.

APPENDIX J:

Value Patterns

J-1: Analysis of Values Scale Responses

J-2: Value Patterns

Age (Std) Differences in Median Ranks of Values
Scale Items for the Males and Females.

<u>Items</u>	<u>MALES</u>			<u>FEMALES</u>		
	Std 6.	Std 8.	Std 10.	Std 6.	Std 8.	Std 10.
a. Academic	1.5	2.27	3.4	1.93	2.77	2.2
e. Sport	4.6	3.43	2.85	6.35	6.6	7.6
l. Appearance	5.35	6.8	5.35	4.6	4.1	3.46
k. Family	4.35	5.85	8.8	3.2	3.27	7.35
b. Social	6.35	5.4	3.95	6.6	6.35	4.93
i. Friends	6.0	5.6	5.03	8.35	5.6	5.74
f. Religion	6.27	5.6	8.85	3.85	6.6	6.6
j. Charity	7.03	8.1	8.93	4.6	5.35	8.1
g. Dating	9.1	7.0	5.6	9.6	7.6	5.85
c. Hobbies	7.2	8.35	7.27	8.6	8.6	8.4
d. Art	10.4	10.43	9.6	7.6	10.1	8.35
h. Politics	11.3	11.7	10.27	11.4	11.9	11.9

TABLE 2:

Socio-economic Differences in Median Ranks
of Values Scale Items

<u>Items</u>	<u>S-E I</u>	<u>S-E II</u>	<u>S-E III</u>
a. Academic	2.37	2.2	2.4
e. Sport	5.1	5.43	4.27
l. Appearance	5.46	5.1	4.7
k. Family	5.6	5.35	4.6
b. Social	6.03	5.3	6.0
i. Friends	6.5	6.04	5.24
f. Religion	6.6	6.35	6.1
j. Charity	6.9	8.0	7.27
g. Dating	6.6	7.1	8.1
c. Hobbies	8.15	7.1	8.27
d. Art	8.93	10.3	9.6
h. Politics	11.45	11.77	11.6

In both tables the items are presented according to the overall ranking for the Total Sample.

TABLE 3

Identity Classification Differences in
Median Ranks of Values Scale Items

<u>Foreclosed.</u> (N = 50)		<u>?Foreclosed.</u> (N = 7)		<u>Pre-Moratorium.</u> (N = 10)	
a. Academic	1.93	a. Academic	1.5	e. Sport	2.1
k. Family	4.1	k. Family	3.5	a. Academic	2.4
l. Appearance	4.6	f. Religion	3.85	b. Social	4.77
e. Sport	5.4	j. Charity	4.1		
f. Religion	5.6			k. Family	6.1
		e. Sport	6.1	c. Hobbies	6.1
i. Friends	6.2	b. Social	6.1	i. Friends	6.1
j. Charity	6.35	l. Appearance	6.4	l. Appearance	6.85
b. Social	6.5	c. Hobbies	7.1	f. Religion	7.85
g. Dating	7.43	i. Friends	7.85	j. Charity	8.35
c. Hobbies	8.03	d. Art	9.1	d. Art	8.85
d. Art	9.8	g. Dating	10.1	g. Dating	9.1
h. Politics	11.7	h. Politics	11.1	h. Politics	11.7

<u>Mora→Ach.</u> (N = 17)		<u>Moratorium.</u> (N = 49)		<u>Mora→Con.</u> (N = 18)	
l. Sport	2.4	a. Academic	2.5	a. Academic	2.6
a. Academic	3.85	k. Family	4.67	b. Social	3.6
g. Dating	4.43	e. Sport	5.2	l. Appearance	4.8
l. Appearance	4.77	i. Friends	5.35	e. Sport	5.6
b. Social	4.77	f. Religion	5.4	i. Friends	5.6
i. Friends	5.77	l. Appearance	5.5		
				f. Religion	6.35
d. Art	7.85	b. Social	6.2	g. Dating	7.6
k. Family	8.1	j. Charity	7.1	c. Hobbies	7.6
c. Hobbies	8.2	g. Dating	7.5	k. Family	8.2
j. Charity	8.77	c. Hobbies	8.5	j. Charity	8.35
f. Religion	9.2	d. Art	9.9	d. Art	10.27
h. Politics	11.66	h. Politics	11.7	h. Politics	10.6

APPENDIX J-2:

Table 1

Value Patterns: Median Ranks and Percentage
of Ss who rank item in first four positions

I(a) <u>Academic</u> (N = 47 + 1)				I(b) <u>Academic-Sport</u> (N = 34)			
a. Academic	1.7	100%		a. Academic	1.7	100%	
k. Family	2.75	77%		e. Sport	2.2	100%	
f. Religion	3.5	60%		l. Appearance	5.1	44%	
j. Charity	4.45	53%		i. Friends	5.4	24%	
l. Appearance	4.8	50%		k. Family	5.6	38%	
e. Sport	7.35	0%		f. Religion	6.6	32%	
b. Social	7.5	0%		j. Charity	6.6	15%	
c. Hobbies	7.53	13%		b. Social	7.7	1%	
i. Friends	7.8	15%		e. Hobbies	7.9	30%	
d. Art	8.9	19%		g. Dating	8.4	9%	
g. Dating	9.3	8%		d. Art	10.7	3%	
h. Politics	11.54	4%		h. Politics	11.6	0%	
II. <u>Academic-Social</u> (N = 20)				IV(a) <u>Mixed</u> (N = 11)			
a. Academic	1.5	100%		a. Academic	1.85	100%	
b. Social	2.85	90%		e. Sport	2.7	100%	
g. Dating	3.6	60%		b. Social	3.0	82%	
l. Appearance	5.4	30%		i. Friends	5.85	45%	
i. Friends	5.6	45%		g. Dating	5.85	19%	
k. Family	6.6	15%		l. Appearance	6.7	9%	
e. Sport	7.2	5%		c. Hobbies	8.4	19%	
c. Hobbies	8.6	25%		f. Religion	8.85	9%	
i. Charity	8.9	0%		k. Family	8.85	19%	
f. Religion	9.0	20%		j. Charity	9.4	0%	
d. Art	10.0	10%		d. Art	9.4	0%	
h. Politics	11.8	0%		h. Politics	11.4	0%	

APPENDIX J - 2:

TABLE 2:

Sex and Age (Std) Differences in Value Patterns

	<u>N.</u>	MALES N=95	FEMALES N=61	Std 6. N=56	Std 8. N=50	Std 10. N=50
I(a)	48	21	27	25	13	10
I(b)	34	26	8	13	13	8
II	21	10	11	6	7	8
III(a)	9	6	3	1	3	5
III(b)	14	13	1	2	4	8
IV(a)	11	10	1	3	3	5
IV(b)	11	6	5	2	5	4
IV(c)	8	3	5	4	2	2

TABLE 3:

Identity Classification Differences in Value Patterns.

	<u>N.</u>	M→ACH. N=18	MORA. N=50	M→CON. N=18+1	?FORE. N=7	FORE. N=52	PRE. N=10
I(a)	48	3	14	2	3	24	2
I(b)	34	3	12	3	2	10	4
II	21	-	6	6	1	8	-
III(a)	9	2	4	2	-	-	1
III(b)	14	3	2	3+1 ^x	1	3	1
IV(a)	11	4	5	+	-	1	1
IV(b)	11	3	2	2	-	3	1
IV(c)	8	-	5	-	-	3	-

^xNeg. Id.

APPENDIX K:

Analysis of Rating Scales

- K-1: Elation - Depression Rating Scale
- K-2: Mood Variability Scale
- K-3: Parent-child Communication Scale
- K-4: Peer Relations
- K-5: Conduct Ratings

APPENDIX K - I

TABLE I

Elation-Depression: Frequency Distribution of Responses
for Sex, Age (Std) and Total Samples

	MALES (N= 95)		FEMALES (N= 61)		TOTAL (N= 156)	
	Gen.	Now	Gen.	Now	Gen.	Now
6	9	4	4	3	13	7
5	38	19	23	13	61	32
4	42	37	29	19	71	56
3	5	26	3	17	8	43
2	-	2	-	4	-	6
1	-	1	1	3	-	4
N/R	(1)	(6)	(2)	(2)	(3)	(8)
Median	4.6	4.0	4.5	3.9	4.6	4.0

	STD 6 (N= 56)		STD 8 (N= 50)		STD 10 (N= 50)	
	Gen.	Now	Gen.	Now	Gen.	Now
6	4	3	1	2	8	2
5	24	11	18	11	19	10
4	26	19	25	16	20	21
3	1	13	4	17	3	13
2	-	3	-	2	-	1
1	-	3	-	1	-	-
N/R	(1)	(4)	(2)	(1)	(-)	(3)
Median	4.6	4.0	4.4	3.9	4.7	4.0

APPENDIX K - I :

TABLE 2

Elation - Depression : Frequency Distribution of Responses in each Identity Classification

	M→Ach. (N = 18)		Mora. (N = 54)		M→Con. (N = 21)		Fore. (N = 52)		Pre-M. (N = 10)	
	Gen.	Now	Gen.	Now	Gen.	Now	Gen.	Now	Gen.	Now
6	4	-	4	4	-	1	4	2	1	-
5	6	5	21	12	7	-	27	11	1	5
4	7	10	28	16	9	6	18	23	8	1
3	1	3	1	15	4	10	2	11	-	3
2	-	-	-	2	-	1	-	2	-	1
1	-	-	-	1	1	1	-	2	-	-
N/R	-	-	-	(4)	(1)	(2)	(1)	(1)	-	-
Median	4.8	4.2	4.5	4.0	4.3	3.4	4.8	4.1	4.2	4.6

TABLE 3

Discrepancies between 'General' and 'Now' Responses given in Percentages (General Rating minus Now Rating).

	M→Ach.	Mora	M→Con.	Fore	Pre-M
+ 3 or more	-	4	-	8	-
+ 2 or more	11	13	24	10	10
+ 1	61	46	43	44	50
Same	5	7	14	19	-
- 1	22	18	10	14	40
- 2 or more	-	4	-	2	-
N/R		8	9	3	

TABLE I

Mood Variability : Frequency Distribution of Responses
for the Total sample, sex and age sub-samples.

	TOTAL (N = 156)	MALES (N = 95)	FEMALES (N = 61)	STD 6 (N = 56)	STD 8 (N = 50)	STD 10 (N = 50)
5	17	8	9	2	9	6
4	9	8	1	5	2	2
3	26	15	11	10	9	7
2	91	57	34	36	24	31
1	11	7	4	2	5	4
N/R	(2)		(2)	(1)	(1)	
Median	2.3	2.3	2.3	2.3	2.4	2.4

TABLE 2

Mood Variability : Frequency Distribution of Responses
in each Identity Classification.

	M→ Ach. (N = 18)	Mora (N = 54)	M→ Con. (N = 21)	Fore (N = 52)	Pre-M (N = 10)
5	1	4	5	6	1
4	-	3	3	2	1
3	2	10	6	7	1
2	12	23	6	32	7
1	3	3	-	5	-
N/R		(1)	(1)		
Median	2.1	2.3	3.3	2.3	2.3

APPENDIX K - 3 :

TABLE 1 :

Parent-child Communication : Frequency Distribution of Responses in each School Standard for Males and Females separately.

	* STD 6 (N= 34) *		M A L E S STD 8 (N= 28)		STD 10 (N= 33)		TOTAL (N= 95)	
	Fa.	Mo.	Fa.	Mo.	Fa.	Mo.	Fa.	Mo.
5	10	6	5	2	5	8	20	16
4	12	15	11	13	11	9	34	37
3	7	9	9	4	8	8	24	21
2	3	2	-	5	6	3	9	10
1	-	-	-	1	2	2	2	3
N/R	(2)	(2)	(3)	(3)	(1)	(3)	(6)	(8)
Median	4.1	3.9	3.9	3.8	3.6	3.8	3.9	3.9

	STD 6 (N= 22)		F E M A L E S STD 8 (N= 22)		STD 10 (N= 17)		TOTAL (N= 61)	
	Fa.	Mo.	Fa.	Mo.	Fa.	Mo.	Fa.	Mo.
5	4	7	4	7	1	7	9	21
4	7	12	8	11	7	4	22	27
3	10	1	4	2	3	4	17	7
2	1	1	4	1	4	1	9	3
1	-	-	2	1	1	1	3	2
N/R		(1)			(1)		(1)	(1)
Median	3.6	4.3	3.7	4.2	3.6	4.4	3.6	4.3

* Fa = Father, Mo = Mother

APPENDIX K - 3:

TABLE 2

	STD 6		STD 8		STD 10	
	Males	Females	Males	Females	Males	Females
Father > Mother	32%	18%	43%	27%	33%	24%
Same	32%	18%	21%	18%	18%	24%
Mother > Father	24%	59%	18%	55%	36%	47%
N/R	12%	5%	18%	0%	13%	5%

TABLE 4

	M→Ach.		Mora.		M→Con.	
	Males	Females	Males	Females	Males	Females
Father > Mother	46%	20%	54%	35%	36%	0%
Same	15%	20%	21%	8%	14%	14%
Mother > Father	31%	60%	14%	54%	50%	86%
N/R	8%	0%	11%	3%	0%	0%

	Fore		Pre-Mora	
	Males	Females	Males	Females
Father > Mother	13%	18%	33%	-
Same	30%	36%	44%	-
Mother > Father	30%	41%	11%	100%
N/R	27%	5%	11%	-

APPENDIX K - 3 :

TABLE 3

Parent-Child Communication: Frequency Distribution of Responses in each Identity Classification

	MORA→ACH. (N= 18)						MORA. (N= 54)						MORA→CON. (N= 21)					
	Father M F T			Mother M F T			Father M F T			Mother M F T			Father M F T			Mother M F T		
5	1	-	1	1	3	4	9	5	14	4	8	12	1	-	1	1	1	2
4	5	3	8	5	1	6	11	7	18	14	11	25	2	2	4	3	5	8
3	3	2	5	4	1	5	7	6	13	5	2	7	7	4	11	4	1	5
2	4	-	4	1	-	1	-	6	6	2	2	4	2	1	3	6	-	6
1	-	-	-	1	-	1	-	2	2	1	2	3	2	-	2	-	-	-
N/R				(1)		(1)	(1)		(1)	(2)	(1)	(3)						
Median	3.4	3.8	3.6	3.6	4.8	4.0	4.2	3.4	3.9	3.9	4.2	4.1	3.0	3.2	3.1	2.8	4.1	3.5

	FORE (N= 52)						PRE-MORA (N= 10)					
	Father M F T			Mother M F T			Father M F T			Mother M F T		
5	6	4	10	10	8	18	3	-	3	-	1	1
4	13	9	22	10	10	20	3	1	4	5		5
3	5	5	10	5	3	8	1	-	1	3		3
2	2	2	4	1	1	2	1	-	1	-		-
1	-	1	1	-	-	-	-	-	-	-		-
N/R	(4)	(1)	(5)	(4)		(4)	(1)		(1)	(1)		(1)
Median	4.1	3.9	4.0	4.3	4.3	4.3	4.3	4.0	4.2	3.8	5.0	3.9

Peer Relations : Frequency Distribution of Responses
for Total Sample and Sex X Age (Std) Sub-Groups.

	TOTAL (N= 156)	STD 6 (N= 56)		STD 8 (N= 50)		STD 10 (N= 50)	
		M	F	M	F	M	F
5	49	15	2	7	7	12	6
4	25	1	4	9	2	6	3
3	55	14	14	5	7	10	5
2	21	4	1	5	4	4	3
1	2	-	-	1	-	1	-
N/R	(4)		(1)	(1)	(2)		

TABLE 2 :

Peer Relations : Frequency Distribution of Responses
in each Identity Classification.

	M→ ACH. (N = 18)	MORA (N= 54)	M→ CON. (N= 21)	FORE (N= 52)	PRE-M (N= 10)
5	7	18	4	16	4
4	3	8	4	8	2
3	6	20	6	23	1
2	1	7	6	5	1
1	1	-	-	-	1
N/R		(1)	(1)		(1)

APPENDIX K - 5 :

TABLE I :

Conduct Ratings : Frequency Distribution of Responses in each Sex and Age Group.

	<u>MALES (N= 95)</u>				<u>FEMALES (N= 61)</u>				<u>STD 6. (N= 56)</u>				<u>STD 8. (N= 50)</u>				<u>STD 10. (N= 50)</u>			
	(a)	(b)	(c)	T	(a)	(b)	(c)	T	(a)	(b)	(c)	T	(a)	(b)	(c)	T	(a)	(b)	(c)	T
5	7	7	11	14	6	7	5	8	3	5	6	8	3	3	4	9	7	6	6	5
4	43	33	40	52	41	32	35	42	33	30	26	29	28	16	23	23	23	19	26	42
3	29	31	30	19	11	17	15	8	18	14	19	11	13	22	15	13	9	12	11	3
2	7	14	9	8	3	3	3	2	-	2	4	5	4	6	4	5	6	9	4	-
1	8	9	4	-	-	2	3	-	2	5	1	-	1	2	3	-	5	4	3	-
N/R	(1)	(1)	(1)	(2)				(1)	-	-	-	(3)	(1)	(1)	(1)	-	-	-		
Median	3.7	3.4	3.7	4.0	4.0	3.9	3.9	4.1	3.8	3.8	3.8	4.0	3.8	3.3	3.7	3.9	3.8	3.6	3.9	4.1

APPENDIX K - 5 :

TABLE 2 :

Conduct Ratings : Frequency Distribution of Responses in each Identity Classification.

	<u>M→ Ach. (N= 18)</u>				<u>Mora (N= 54)</u>				<u>M→ Con. (N= 21)</u>				<u>Fore (N= 52)</u>				<u>Pre-M (N= 10)</u>			
	(a)	(b)	(c)	T	(a)	(b)	(c)	T	(a)	(b)	(c)	T	(a)	(b)	(c)	T	(a)	(b)	(c)	T
5	2	-	-	3	3	3	8	5	-	-	-	4	8	11	8	6	-	-	-	3
4	6	7	11	13	32	23	22	32	7	4	6	11	33	28	32	32	6	4	4	5
3	3	5	4	2	14	18	16	15	12	10	11	2	8	10	8	8	2	5	5	2
2	5	6	2	-	2	5	4	1	-	3	4	2	3	1	2	6	-	-	-	
1	2	-	1	-	3	5	4		2	4	-		-	2	2	-	1	-	-	
N/R								(1)				(2)					(1)	(1)	(1)	
Median	3.3	3.2	3.8	4.1	3.9	3.5	3.7	3.9	3.3	3.0	3.2	4.1	4.1	4.1	4.0	4.0	3.9	3.5	3.5	4.2

APPENDIX C-4:EGO IDENTITY SCALE

		Std.	Age	Tot.	I	II	III	IV	V	VI	Ind
<u>IDENTITY-ACHIEVEMENT</u>											
?	162F	8C	15-04	57	12	9	6	11	12	7	6
	246M	10B	17-04	63	10	10	12	12	11	8	8
<u>MORATORIUM-ACHIEVEMENT</u>											
?(F)	155M ⊕	8C	16-08	57	9	9	11	10	11	7	6
	207M ⊕	10A	17-11	59	11	10	10	10	10	8	7
?	206M	10A	17-11	58	10	7	12	10	12	7	8
?(F)	261M	10C	19-03	56	10	9	10	11	11	5	6
?	211M ⊕	10A	18-08	54	9	8	8	11	11	7	8
	241M	10B	17-03	52	8	9	10	7	11	7	5
?	242M ⊕	10B	16-07	50	11	9	4	9	10	7	8
	271M	10C	18-04	50	11	9	9	9	6	6	7
	210M	10A	17-09	49	10	8	6	10	9	6	6
?(F)	266M	10C	18-04	48	8	7	8	10	10	5	6
?	205M	10A	17-10	44	9	9	6	4	12	4	5
?	270M	10C	17-11	41	4	9	5	8	7	8	8
?	193F	8C	15-08	43	8	5	8	9	10	3	4
	224F	10A	17-03	55	9	9	9	10	11	7	5
?(F)	221F	10A	18-03	53	8	10	9	10	11	5	7
	284F	10C	17-08	51	9	8	9	10	10	5	6

RATING SCALES :

E-D	MV	P-CC	PR	SOCIOGRAM	CONDUCT		PHYS.	S-E	Other
4/5	1	4/4	3	Mut (1)	2-3-3	4	G	I	
6/4	2	4/3	3	Mut (1)	1-4-4	3	G	I	
4/5	5	4/4	4	Unch.	3-3-3	5	G	III	
5/4	2	4/4	5		4-4-4	3	F	II	
4/3	2	2/4	3		3-2-3	4	-	I	
6/5	2	4/3	5	Pop (4)	4-3-3	4	-	I	
5/4	2	2/3	5		3-2-2	4	-	III	
6/4	1	2/	5	Mut (2)	2-2-1	5	-	III	
6/5	3	2/5	5	Cliq	1-2-4	5	G	I	Prefect
4/3	2	3/1	4	Pop (4)	2-2-2	4	G	II	
5/4	2	4/3	1		4-3-4	4	G	I	Prefect
5/4	1	5/4	5	Mut (1)	2-3-4	4	G	III	
5/4	2	3/4	3		5-4-4	4	G	I	Head Prefect
3/4	2	3/2	3	Mut (1)	2-2-4	4	-	III	
4/5	2	3/5	2	Mut (1)	4-4-4	4	F	III	
4/3	2	4/5	4	Mut (2)	4-4-4	4	F	III	
4/4	2	4/3	3	Mut (2)	5-4-4	4	Ob.	II	Head Prefect
5/4	3	3/5	5	Mut (2)	4-4-4	4	F	III	

TABLE I : IDENTITY ACHIEVEMENT (2) & MORATORIUM → ACHIEVEMENT (1)

						PEER NOMINATION FORM					AC
PS	J-F	F-S	VJS	VALUES	VOC.	I	14	15	II	III	
3	10	23	9	IV(b)	Id-Ach. (?F)	117	-	-	110	130	
14	13	31	7	IV(a)	Id-Ach.	116			139	127	
13	30	42	5	IV(b)	Id-Ach.	108			100	100	
15	17	28	8	III(a)	Id-Ach.	100	4	4	107	58	
78	22	32	9	III(b)	Id-Ach.	100	-	4	95	100	
8	25	36	9	I(a)	?Fore	116			156	164	
18	14	36	8	I(b)	?Mora	93	17	-	104	108	
19	23	37	7	I(b)	Id-Ach.	125			139	127	
14	12	22	9	III(b)	Mora	108	18	-	115	158	
14	18	26	6	III(b)	?	107			130	118	
11	15	29	9	IV(a)	?Mora	106	4	17	111	175	
9	29	31	1	IV(a)	?Fore	116			121	146	
5	13	29	8	IV(a)	M→ Ach.	159		4	126	146	
17	17	11	6	IV(b)	Id-Ach.	111			124	100	
11	26	38	10	III(a)	M→ Ach.	119	6	12	116	159	
17	19	39	7	I(a)	Id-Ach.	102		17	104	125	
5	22	42	9	I(a)	M→ Ach.	123		14	108	104	
	28	36	11	I(b)	Id-Ach.	103			118	173	

TABLE 2 : MORATORIUMS : MALES (N= 26)

S	J-F	F-S	VJS	VALUES	VOC.	PEER NOMINATION FORM					ACAD. %	I.Q.
						I	14	15	II	III		
26	36	8	I(b)	Mora		119	-	3	126	114	65 ^②	125
19	38	10	IV(c)	Mora		109	-	-	103	114	56	116
22	44	8	IV(a)	Mora		105	4	-	108	100	63	105
18	33	11	III(b)	Pre-M.		94	4	-	95	100	60	122
21	45	7	I(a)	Mora		109	-	-	106	107	55	103
25	28	7	IV(a)	?Mora		103	-	-	130	132	51 [#]	132
30	26	12	III(a)	Pre-M.		96	4	11	88	55	51	-
24	41	6	I(b)	Mora		101	3	-	106	103	48 [#]	126
20	39	11	I(a)	?Fore		98	-	-	96	100	61	116
27	36	9	I(b)	Pre-M.		102	-	-	104	93	58	114
30	42	11	I(b)	Pre-M.		97	-	-	101	100	53	109
24	33	9	I(b)	Mora		125	-	-	118	135	47	109
40	41	7	I(b)	M→Ach.		128	-	-	132	152	62	122
24	40	11	I(a)	Pre-M.		102	-	5	130	124	43	107
17	21	8	II	Mora		99	-	-	116	106	42	-
26	18	9	IV(a)	Mora		116	6	-	126	118	47 [#]	121
30	33	12	IV(c)	Mora		104	5	-	102	143	53	-
18	33	8	?III(a)	M→Con.		96	4	65	81	96	35	107
26	41	11	I(b)	M→Con.		106	4	-	100	109	33	95
20	23	10	I(a)	Mora		87	-	18	80	53	47	99
38	46	7	IV(b)	?		85	5	19	67	86	58	114
25	46	9	I(b)	Mora		98	6	-	133	118	37 [#]	111
27	32	9	I(b)	M→Con.		109	-	-	126	104	49	112
23	43	9	IV(c)	M→Con.		108	-	-	136	134	60	102
18	33	6	III(b)	M→Con.		116	9	-	142	109	47	105
17	31	8	IV(a)	M→Con.		104	-	-	104	113	40 [#]	132

RATING SCALES :

E-D	MV	P-CC	PR	SOCIOGRAM	CONDUCT	PHYS.	S-E	OTHER	
5/4	4	4/5	5	Mut (2)	4-4-4	4	F	II	
5/3	2	/5	4	Unch.	4-4-2	3	G	II	Fa. deceased
4/4	3	4/3	3	Mut (1)	3-3-2	4	G	I	
4/4	2	4/4	3	Mut (1)	4-1-5	4	G	I	
6/5	2	5/4	5	Mut (1)	5-4-4	4	Ob.	II	
5/3	3	3/3	5	Pop (4)	1-1-4	3	G	I	Parents sep.
6/4	3	4/3	3	Mut (1)	4-4-5	-	-	I	
4/4	2	5/4	5	Mut (1)	3-3-1	5	F	III	? Stepfather
4/	2	4/4	3	Unch.	4-4-4	4	F	I	
4/5	2	5/4	5	Pop (5)	4-3-5	4	F	III	
4/5	4	5/4	3	Mut (1)	3-1-3	3	F	I	
5/4	2	5/4	4	Mut (1)	4-1-4	4	G	III	
5/6	1	4/5	5	Mut (1)	4-4-3	5	G	I	
5/3	2	4/4	5	Mut (1)	4-4-4	3	-	I	
4/5	3	4/3	4	Mut (1)	1-2-5	3	G	I	
5/4	2	3/2	4	Mut (2)	3-2-3	3	G	I	
4/3	3	3/2	5	Mut (1)	4-4-4	3	G	I	
4/3	2	4/4	2	Isol.	3-3-2	5	G	I	
4/	2	4/	5		4-4-4	4	G	II	
4/3	1	3/1	2	Mut (1)	4-3-3	4	G	I	
4/3	4	3/4	4		4-3-3	4	G	II	
5/3	3	3/4	4		3-2-4	3	G	III	
5/4	2	5/5	5		4-5-4	4	F	III	Prefect
6/5	2	5/4	5	Mut (1)	2-2-5	4	F	I	
4/	2	3/	3	Unch.	4-3-3	4	G	I	
5/6	2	5/4	3	Cliq.	1-3-5	3	F	II	

TABLE 3 : MORATORIUM : FEMALES (N= 23)

-F	F-S	VJS	VALUES	VOC.	PEER NOMINATION FORM					ACAD %	I.Q.
					I	14	15	II	III		
40	43	10	I(a)	Pre-M	107	3	3	115	135	47	110
23	46	11	I(a)	Mora	95	3	41	96	114	57	101
22	35	8	IV(c)	Pre-M. (?F)	107		3	113	107	54	111
41	25	12	I(b)	?Mora	162			147	152	67 ^①	106
27	44	11	IV(c)	Mora (?P)	101		4	104	103	69	-
38	38	11	I(a)	Mora	117		21	112	131	59	119
32	31	9	I(a)	Mora	104		4	111	78	77	102
37	27	12	I(b)	Mora	154			122	143	73 ^①	122
25	24	12	II(a)	Mora	151			119	133	67 ^②	130
21	31	7	II	M→Con.	101			103	113	36	-
30	26	9	I(a)	Mora	81	33	33	26	95	45	106
41	40	10	IV(b)	Mora	102	5		113	100	41	110
49	40	10	I(b)	M→Ach.	114			124	133	57	103
48	38	12	I(a)	Mora	100		5	103	105	51	105
30	34	8	I(a)	Pre-M.	100		18	110	100	46	-
41	38	12	I(a)	Mora	102	10	5	108	86	54	109
29	35	10	II	Mora	95	4	13	78	105	49 ^③	127
27	37	11	IV(b)	M→Ach.	102			106	82	43	-
26	31	8	II	M→Ach.	103			102	96	56	112
39	39	12	I(a)	M→Ach.	113	-	29	108	142	45	-
27	29	7	III(a)	Mora	98			108	71	48	107
32	19	8	II	Mora	95			94	133	58	114
31	32	9	III(a)	Mora	93	18		100	100	35 [#]	122

APPENDIX C-4:

APPENDIX C-4.

			<div>EGOIDENTITYSCALE</div>							
Std.	Age	Tot.	I	II	III	IV	V	VI	Ind.	
? 071	6B	12-10	58	11	8	9	12	12	6	2
072	6B	13-11	53	8	6	9	12	11	7	2
070	6B	13-03	53	8	8	12	8	11	6	5
068	6B	14-00	51	10	5	10	9	10	7	3
030	6A	14-03	45	10	4	11	8	10	2	3
065	6B	13-07	42	7	6	10	8	8	3	5
027	6A	13-11	39	9	4	6	6	9	5	4
123	8A	15-05	55	9	6	12	12	10	6	3
121	8A	16-00	53	11	7	9	11	9	6	5
165	8C	16-04	47	8	9	8	9	6	7	8
122	8A	15-06	46	10	7	8	9	6	6	3
132	8A	14-09	45	5	3	9	11	11	6	5
131	8A	15-06	45	6	5	10	10	9	5	6
129	8A	16-00	44	7	5	10	6	11	5	5
194	8B	16-06	37	7	8	3	7	9	3	6
125	8A	15-09	35	9	3	7	6	4	6	4
166	8C	15-01	32	5	5	6	10	3	3	8
283	10C	17-03	51	7	7	10	11	10	6	6
222	10A	17-06	49	6	8	9	10	10	6	5
223	10A	17-09	45	9	7	9	4	9	7	5
229	10A	17-00	41	6	8	7	5	7	8	5
227	10A	18-00	41	8	7	7	8	5	6	8
281	10C	18-04	38	8	7	4	9	5	5	6

APPENDIX C-4:

			EGO IDENTITY SCALE								
Std.	Age	Tot.	I	II	III	IV	V	VI	Ind.		
<u>MORATORIUM → CONFUSION</u>											
054 M	6B	13-06	38	8	5	6	10	6	3	6	
012 M ⊕	6A	13-08	35	6	6	9	5	5	4	4	
047 M	6B	13-09	27	7	2	5	6	5	2	3	
045 M	6B	13-03	25	4	5	7	0	3	6	1	
016 M ⊕	6A	14-02	25	6	3	8	5	2	1	3	
013 M	6A	14-09	18/40	4/8	5/7	0/4	2/6	5/10	2/5	6/6	
106 M	8A	15-07	45	9	6	9	9	6	6	6	
? (F) 177 M	8B	15-02	30	7	3	7	6	5	2	2	
208 M ⊕	10A	16-07	34	6	5	4	5	8	6	8	
203 M	10A	18-00	32	3	7	2	9	7	4	7	
209 M	10A	17-05	31	8	3	5	8	5	2	7	
262 M	10C	19-07	31	6	4	3	3	7	8	7	
275 M ⊕	10C	18-09	23	4	1	7	6	4	1	4	
026 F	6A	12-11	43	10	4	10	9	9	1	4	
032 F	6A	15-01	38	7	4	9	8	8	2	4	
? (F) 025 F	6A	13-04	30	6	5	8	8	2	1	5	
021 F	6A	13-07	25	6	5	6	4	3	1	3	
128 F	8A	16-03	30	7	2	7	5	7	2	3	
230 F	10A	17-04	15	4	2	5	2	1	1	3	

NEGATIVE-IDENTITY

?	213 M	10A	17-06	40	6	7	3	10	8	6	8
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TABLE 4 : MORATORIUM → CONFUSION & NEGATIVE-IDENTITY (N= 19 + 1)

J-F	F-S	VJS	VALUES	VOC.	PEER NOMINATION FORM					ACAD %	I.Q.
					I	14	15	II	III		
27	43	10	I(b)	Mora	75	-	52	88	66	42	106
49	32	9	III(b)	M → Con.	101	7		79	89	47	105
27	31	9	II	M → Con.	97	7	7	98	90	56	115
30	42	12	I(a)	?Fore	91	10	10	83	59	53	114
40	45	9	I(a)	M → Con.	108		4	107	121	74	121
19	31	10	II	Mora	69	47		81	114	37#	113
41	35	11	II	M → Ach.	86		10	97	52	66	125
40	43	11	II	?Mora	76	47		86	94	33#	109
27	25	7	III(a)	Mora	100			99	79	59	-
36	35	5	IV(b)	M → Con.	95	4		103	90	43	-
29	36	8	III(b)	?Mora	92	-	8	96	108	64	122
30	40	8	III(a)	Mora	109			124	136	38	96
35	39	8	III(b)	M → Ach.	94	9		88	91	36	92
36	43	10	I(b)	Pre-M.	101		4	101	100	65	-
45	42	12	II	?Mora	99		25	98	111	68	103
48	48	10	IV(b)	Pre-M.	106			109	96	62	130
21	44	9	III(a)	Mora	96	18	7	104	107	44#	122
51	36	9	I(b)	Mora	117			129	100	51	103
53	43	8	II	M → Con.	100			103	104	49	112
7	18	6	III(b)	?Mora	73	42		69	96	41#	131

RATING SCALES :

E-D	MV	P-CC	PR	SOCIOGRAM	CONDUCT		PHYS.	S-E	OTHER
3/	4	5/2	2	Mut (1)	3-3-3	-	G	III	Parents div.
5/4	5	3/3	5	Mut (1)	3-1-3	3	G	III	
4/4	2	2/3	2	Unch.	3-4-3	4	P	II	
5/3	2	3/3	3	Unch.	4-4-3	4	-	I	
4/3	2	3/4	2	Mut (1)	3-3-2	5	G	II	
4/3	2	3/2	3	Mut (1)	1-1-3	3	Ob.	III	
5/3	4	4/2	4	Unch.	3-3-4	5	F	II	
5/4	2	3/2	2	Unch.	3-2-4	2	F	I	
5/6	5	2/5	4		3-2-2	4	-	III	
3/4	5	1/2	5		1-1-2	4	F	III	
3/3	4	1/3	2	Unch.	3-1-3	4	G	II	
4/3	3	4/2	5		4-3-3	4	G	II	
5/3	3	3/4	4	Unch.	3-3-3	4	F	II	
		3/4			4-4-3	-	FG	III	
5/4	3	3/4	4	Mut (2)	4-4-4	5	FG	III	
4/4	2	3/4	3		3-2-2	4	FG	II	
4/3	3	4/5	3	Unch.	3-3-4	2	FG	I	
4/2	3	4/4	3	Cliq.	4-3-4	4	G	II	
4/3	5	2/3	2	Mut (1)	4-3-4	4	FG	III	Prefect
4/4	2	3/1	2		3-2-3	4	G	I	

APPENDIX C-4:

APPENDIX C-4:				EGO IDENTITY SCALE							
	Std.	Age	Tot.	I	II	III	IV	V	VI	Ind.	
201	10A	17-04	59	11	7	11	12	11	7	5	
274	10C	19-02	42	7	4	9	11	7	4	5	
247	10B	17-02	57	10	10	10	12	8	7	7	
272 ⊕	10C	18-06	49	8	9	10	6	11	5	4	
? (M→A) 204 ⊕	10A	17-01	41	6	3	8	8	10	6	5	
245	10B	18-00	59	12	9	10	12	10	6	3	
264	10C	16-11	54	9	6	10	12	11	6	4	
265	10C	18-05	44	6	9	6	9	7	7	8	
214	10A	19-02	51	11	5	12	9	10	4	7	
? (A) 273 ⊕	10C	18-03	63	11	10	12	11	12	7	6	
105 ⊕	8A	15-08	53	10	8	10	9	10	6	6	
144 ⊕	8C	16-06	46	10	4	8	9	9	6	4	
104	8A	15-06	54	11	10	10	9	8	6	3	
108	8A	17-02	42	7	7	8	9	6	5	3	
111	8A	15-11	56	10	7	10	10	12	7	3	
184	8B	16-00	48	11	8	4	11	9	5	8	
103	8A	15-06	47	7	7	8	9	10	6	7	
? (M) 176	8B	15;10	49	6	6	11	11	10	5	3	
? (P) 110 ⊕	8A	16-06	48	12	8	5	9	10	4	7	
050	6B	14-00	46	7	9	8	9	8	5	3	
049	6B	13-11	47	7	7	10	9	9	5	5	
? (M) 008	6A	13-09	36	6	4	10	5	9	2	4	
? (M) 003	6A	13-09	47	7	9	10	7	9	5	5	
010 ⊕	6A	14-01	49	8	8	10	8	10	5	8	
018	6A	14-04	34	6	7	4	6	9	2	5	
? (M) 042	6B	14-00	42	6	7	10	7	6	6	8	
055 ⊕	6B	13-06	52	10	9	11	8	7	7	5	
048	6B	14-11	46	7	8	11	6	11	3	5	
043	6B	13-04	55	9	8	9	12	11	6	6	
009	6A	14-00	50	8	9	7	11	10	5	5	

TABLE 5 : FORECLOSURES : MALES (N= 30)

J-F	F-S	VJS	VALUES	VOC.	PEER NOMINATION FORM					ACAD %	I.Q.
					I	14	15	II	III		
24	42	9	I(a)	Fore	134	-	-	114	100	71 ^③	109
22	45	12	I(b)	Fore	134	-	36	94	100	57 ^①	99
18	52	12	I(b)	?Mora	124	-	-	142	118	44	108
23	54	12	II	M→Ach.	121	-	-	109	109	42	94
22	38	9	I(b)	?Fore	121	-	-	113	125	69	-
26	43	9	I(a)	Fore	110	-	9	82	45	51	-
35	48	12	I(a)	Fore	109	-	-	109	82	43 [#]	120
15	43	11	I(b)	M→Ach(?F)	107	-	-	115	136	48	114
26	43	12	I(a)	Ach.(?F)	82	21	42	44	50	40	-
22	41	9	II	?M→Ach.	80	18	9	36	44	42	108
21	48	6	III(b)	?Fore	109	-	-	151	152	55	112
24	46	9	II	Ach.(?F)	103	-	-	112	109	34 [#]	113
19	43	10	I(b)	M→Con.	97	14	-	109	100	59	106
22	48	10	I(b)	M→Con.	97	-	-	98	138	48	98
18	49	9	II	?Fore	95	-	14	98	67	55	82
23	46	9	IV(b)	Fore	94	29	6	129	106	28	-
20	54	11	III(b)	Pre-mora	81	14	10	88	48	50	111
38	45	10	I(b)	Mora	81	29	-	106	118	28	98
19	43	11	IV(a)	Pre-mora	74	5	33	79	76	57	95
17	46	12	I(a)	Pre-mora	124	7	10	110	86	64 ^③	109
22	59	12	I(a)	Pre-mora(?F)	110	-	-	109	117	54	104
32	49	12	I(a)	?Pre-mora	103	4	4	108	121	48	108
35	46	12	I(a)	Pre-mora(?F)	102	7	-	112	100	44	97
17	57	12	I(a)	Pre-mora	101	-	-	105	107	53	104
21	53	10	I(a)	Fore(?P)	101	-	7	102	103	63	114
42	44	10	I(a)	Pre-mora	101	-	-	108	86	43	112
24	55	9	I(a)	Pre-mora	98	3	-	109	103	43	-
25	52	10	I(b)	Fore	94	10	-	99	128	39	109
8	48	12	I(b)	Pre-mora	80	55	-	77	100	40 [#]	118
10	56	11	II	Pre-mora	79	43	21	80	71	44	-

RATING SCALES :

E-D	MV	P-CC	PR	SOCIOGRAM	CONDUCT		PHYS.	S-E	OTHER
4/4	3	5/5	5	Mut (1)	5-5-5	4	F	I	Prefect
4/5	1	2/4	3	Isol.	4-4-3	4	G	III	Prefect
5/4	2	4/	5	Mut (1)	5-4-4	4	F	I	
5/4	2	/5	3	Isol.	5-4-5	4	G	III	Fa. deceased Prefect
4/3	3	3/3	2		4-4-4	4	G	I	Prefect
5/4	2	4/5	2	Unch.	5-5-4	5	Ob.	II	Prefect
5/5	2	4/5	4	Mut (2)	4-4-4	4		II	Step-father
4/3	5	4/5	3	Mut (1)	4-4-3	4	G	I	
4/3	2	4/3	3	Unch.	4-5-4	4	G	II	
4/4	2	3/3	4	Unch.	3-3-3	4	G	II	
4/3	2	3/	3	Pop (4)	3-3-4	2	G	II	
4/5	2	4/4	5	Isol.	4-4-5	5	G	III	Stepfather
5/4	2	3/4	3		4-4-4	2	G	III	Stepfather
5/4	2	4/4	3	Unch.	5-5-5	3	FG	I	
5/3	1	5/4	3	Cliq.	4-4-1	4	-	I	
5/4	3	5/3	3	Mut (2)	2-1-2	2	-	III	
6/5	5	3/5	2	Cliq.	2-2-1	3	-	III	
3/6	3	/4	4		4-3-4	2	G	II	Fa. deceased
4/4	1	/2	4	Cliq.	3-3-4	3	F	III	Parents Div.
5/2	2	5/4	3		4-5-4	5	Ob.	I	
4/5	4	4/5	5	Mut (1)	4-4-4	4	-	I	
5/4	2	5/	5	Mut (2)	4-3-4	3	G	III	
5/	2	/5	3	Mut (1)	4-4-5	2	F	II	No father
5/5	2	4/4	3		4-4-4	4	G	III	
5/4	5	4/4	3	Mut (1)	4-3-4	4	G	I	
5/1	2	2/3	5	Mut (1)	3-4-4	4	-	II	
5/4	2	4/5	5	Mut (1)	4-5-3	4	F	I	Mo. deceased
5/4	2	4/	5	Mut (1)	3-4-4	4	-	I	
4/4	2	5/5	3	Unch.	3-3-3	3	Ob.	III	
4/4	2	4/4	5		4-4-3	2	P	II	

APPENDIX G-4:

			EGO IDENTITY SCALE							
	Std.	Age	Tot.	I	II	III	IV	V	IV	Ind.
? (M) 023	6A	13-10	54	8	9	11	10	10	6	4
069	6B	13-04	52	10	6	11	8	11	6	1
024	6A	13-03	41	8	4	10	9	8	2	3
022	6A	13-04	48	9	8	8	10	9	4	2
? 067	6B	13-06	51	11	5	11	7	10	7	2
061	6B	13-06	52	7	9	10	10	11	5	3
? (P) 064	6B	13-03	32	7	2	5	7	6	5	3
? (P) 066	6B	13-03	57	10	6	10	12	11	8	5
062	6B	13-08	43	9	7	8	7	8	4	5
164	8C	15-01	50	9	5	10	8	12	6	1
163	8C	15-09	48	7	5	9	10	10	7	3
130	8A	16-03	39	9	5	9	5	8	3	3
126	8A	15-09	40	6	4	11	7	6	6	2
124	8A	16-03	44	10	7	11	5	6	5	2
161	8C	15-05	30	9	5	6	3	3	4	6
? (A) 254	10B	17-05	65	12	10	12	12	11	8	8
251	10B	17-06	58	11	7	11	12	11	6	4
282	10C	17-02	51	8	8	9	10	8	8	7
253	10B	17-06	40	8	7	8	6	8	3	6
228	10A	17-09	42	7	5	8	6	9	7	2
? 226	10A	18-00	45	8	7	6	9	9	6	8
? 231	10A	17-02	57	9	9	12	11	10	6	5

TABLE 6 : FORECLOSED : FEMALES (N=22)

J-F	F-S	VJS	VALUES	VOC.	PEER NOMINATION FORM				
					I	14	15	II	III
25	46	12	I(a)	Mora	138	-	-	119	125
48	56	12	I(a)	Pre-M (?F)	128	-	-	132	152
39	51	12	I(a)	Pre-M (?F)	112	-	-	119	150
17	55	10	I(a)	?Mora	106	-	4	108	103
40	45	12	I(a)	Pre-M (?F)	104	7	-	109	79
19	54	12	I(a)	Mora	103	-	3	106	121
31	43	11	I(a)	?Mora	102	3	21	104	131
27	40	11	I(a)	?Mora	96	34	-	110	48
14	55	12	IV(a)	Pre-M	90	3	14	98	103
27	52	11	IV(a)	M→Ach.	148	-	-	109	144
30	46	9	III(b)	M→Ach.	140	-	-	126	161
57	47	9	I(a)	Fore	121	-	-	132	105
46	48	9	I(b)	?Fore	106	-	-	116	104
30	47	9	I(a)	M→Con.	105	5	-	108	105
31	54	9	IV(c)	Mora	103	4	-	98	113
16	44	8	II	Id.-Ach. (?F)	153			124	164
13	50	11	I(a)	M→Ach.	134			170	110
41	46	10	I(a)	M→Ach.	128	9	-	106	181
25	50	10	II	M→Ach.	111	9	-	127	128
50	54	10	IV(c)	M→Ach.	100			139	158
16	39	7	II	Id-Ach. (?F)	96			119	64
17	37	12	IV(b)	M→Ach.	93	13	-	92	100

IDENTITY CLASSIFICATION DATA.

Notes and Abbreviations used in the Tables.

? : Classifications which are queried; alternative classifications are given in brackets:

(A) or Id.Ach. = Identity-Achievement
(M→A) or M→Ach. = Moratorium→Achievement
(M) or Mora. = Moratorium
(M→C) or M→Con. = Moratorium→Confusion
(F) or Fore. = Foreclosed
(P) or Pre-M. = Pre-Moratorium.

④ : Ss included in the reliability sample.

IND = Independence Items (included in the pre-test of the EIS).

PS = Problems Scale

J-F = Janis-Field Feelings of Inadequacy Scale

F-S = F-Scale items

VJS = Value Judgements Scale

VALUES :	I(a)	Academic	I(b)	Academic-Sport
	II	Academic-Social	III(a)	Social
	III(b)	Sport-Social	IV(a)	Mixed
	IV(b)	Sport-Mixed	IV(c)	Religion

VOC = Vocational-Identity classification (same as above).

PEER NOMINATION FORM: I Social Respect vs. Social Contempt
14 Inadequate (single item)
15 Withdrawn (single item)
II Social Acceptance vs. Social Isolation
III Sexual stereotypes

ACAD = Academic Averages : The encircled numbers indicate position in class (only the first three given).
Under-achievement

RATING SCALES: E-D = Elation-Depression: General/Now
 MV = Mood Variability PR = Peer Relations
 P-CC = Parent-child Communication: Father/Mother
 CONDUCT : a - b - c and then Teacher rating

SOCIOGRAM: Pop = Popular Mut = Mutual friend Cliq = Clique
Unch = Unchosen Isol = Isolate

PHYS = Physical Development: G = Good FG = Fairly good
 F = Poor P = Poor Ob= Obese

S-E = Socioeconomic classification: I = Upper-middle class
II = Middle-middle class
III = Lower-middle class

OTHER : Fa = Father Mo = Mother
 Sep = Separated Div = Divorced

TABLE 7 : PRE-MORATORIUM (N=10)

J-F	F-S	VJS	VALUES	VOC.	PEER NOMINATION FORM					ACAD %	I.Q.
					I	14	15	II	III		
15	36	10	I(b)	?Mora	111	-	-	130	172	44	114
28	35	9	I(b)	Pre-M.	123	-	-	116	129	77	136
15	46	11	IV(a)	Pre-M.	128	-	-	124	104	78	109
16	38	10	I(b)	Pre-M.	95	7	3	85	141	46	109
20	33	11	IV(b)	Pre-M.	97		4	89	93	51	107
14	35	11	I(b)	Pre-M.	97		4	103	91	39	94
8	33	4	III(a)	?Fore	99	9		103	100	34	105
26	20	10	I(a)	Pre-M.	86	6	18	77	41	38	99
9	31	5	III(b)	Pre-M.	88	9	-	91	113	44#	119
24	38	7	I(a)	?Mora	111	6	-	106	53	48	121
39	52	9	I(a)	Mora	98	4	14	89	46	67	145
35	51	9	I(b)	M→Con.	150	-	18	104	112	56 ^①	107
27	56	10	III(b)	M→Con.	104	-	-	106	113	40	109
43	50	10	I(a)	Fore	99	4	4	95	96	49	104
37	54	10	II	Pre-M. (?F)	97	4	-	107	60	47#	121
37	52	10	I(a)	?Mora	100			116	59	37	86
41	49	11	I(a)	M→Con.	97	14	38	102	124	47	99

RATING SCALES :

E-D	MV	P-CC	PR	SOCIOGRAM	CONDUCT		PHYS.	S-E	Other
4/5	2	4/4	5	Mut (2)	3-3-4	4	G	I	
4/5	3	5/3	5	Mut (1)	4-3-3	5	G	II	
4/5	2	5/4	5	Pop (7)	4-4-3	5	F	I	
4/3	2	2/4	3	Isol.	4-4-4	44	FG	II	
4/2	4	3/3	2	Unch.	3-4-4	3	F	II	
4/5	2	5/3	5		4-3-3	4	G	III	
5/4	5	-	1	Isol.	-	4	P	II	
4/3	2	4/4	1	Mut (1)	4-4-3	5	G	III	
6/5	2	4/4	4	Cliq.	1-3-4	3	G	III	
4/3	2	4/5	4	Mut (1)	4-3-3	4	F	II	
									ID. CLASS
4/3	3	3/4	3	Mut (1)	3-3-3	4	P	II	M→ Con.
4/3	2	4/3	2		4-3-3	4	G	I	Mora
5/4	2	5/4	5	Mut (1)	3-3-4	3	G	1	Mora
4/5	3	3/5	3	Mut (1)	4-4-3	2	F	III	Mora
5/6	2	4/2	4	Mut (1)	3-3-4	3	FG	II	Mora
3/1	5	3/4	5		4-2-3	5	FG	II	M→ Con.
5/4	2	3/5	5	Unch.	5-4-4	3	FG	III	Mora

ID. CLASS

RATING SCALES :

ACAD %	IQ	E-D	MV	P-CC	PR	Sociogram	Conduct	T	Phys.	S-E	Other
82 ①	105	5/4	2	4/4	3	Mut (1)	4-4-4	4	G	I	
60	117	5/3	2	3/5	4	Mut (1)	4-4-3	4	G	I	
58	107	6/5	2	3/4	3	Mut (1)	4-4-4	4	FG	I	
64	122	5/3	2	4/4	3	Mut (1)	5-5-4	3	G	III	
57	113	5/6	2	4/5	4	Unch.	4-4-5	3	P	III	
60	120	4/4	3	3/4	5	Pop (4)	5-5-5	4	FG	III	
48	112	4/2	2	3/3	2	Unch.	4-4-4	4	F	II	
34 #	111	6/5	1	5/5	3	Unch.	4-4-4	3	G	III	Stepfather
46	100	5/1	2	5/4	3	Mut (1)	4-4-4	4	P	I	
60 ①	125	5/4	3	4/4	3	Mut (1)	3-3-4	4	F	II	
52 ②	111	5/3	2	4/5	3	Mut (1)	2-3-2	4	G	III	
64	99	/3	5	5/4	5	Cliq	4-5-4	5	G	II	
42	109	4/3	2	5/4	5	Cliq	4-4-4	4	G	III	
60	109	4/5	5	1/4	2	Mut (1)	4-4-4	4	F	I	
38 #	114	3/4	3	2/2	3		4-4-3	4	FG	III	
63 ①	122	4/4	2	4/4	4	Unch.	5-5-4	4	G	II	Prefect
49	104	6/3	2	4/5	5	Pop (5)	4-5-5	5	G	III	Prefect
52 ②	111	5/4	2	4/3	3	Mut (1)	4-3-4	4	FG	I	Prefect
55 ③	118	5/5	5	4/5	4	Unch.	4-4-4	5	-	II	Prefect
43	112	5/4	1	3/3	5	Mut (1)	4-4-4	4	G	III	Stepfather
55	119	4/5	4	2/5	5	Pop (4)	3-1-4	4	G	III	Stepfather
34	95	5/4	2	/5	5	Unch.	4-4-4	4	F	III	Fa. deceas

APPENDIX C-4:

APPENDIX C-4:					EGO IDENTITY SCALE							Ind
	Sex.	Std.	Age	Tot.	I	II	III	IV	V	VI		
<u>PRE-MORATORIUM</u>												
?	051	⊕ M	6B	13-10	57	12	10	11	9	9	6	5
?	(M) 004	M	6A	13-	42	7	4	7	11	9	4	5
?	(F) 020	⊕ M	6A	13-05	39	4	7	4	9	11	4	4
	053	M	6B	13-11	39	5	7	9	6	5	7	7
	011	⊕ M	6A	14-01	31	6	6	3	7	4	5	5
?	142	M	8C	15-	48	10	8	8	10	8	4	7
	156	⊕ M	8C	15-11	41	8	9	9	5	7	3	7
?	179	M	8B	15-06	33	7	2	8	7	7	2	5
?	244	⊕ M	10B	17-09	44	7	10	5	8	8	6	8
?	192	F	8B	16-02	49	10	5	10	8	12	4	5
<u>? FORECLOSED</u>												
	001	M	6A	12-11	31	7	4	9	3	5	3	2
	181	M	8B	15-11	39	8	6	9	10	4	2	2
	157	M	8C	15-03	50	9	7	10	9	9	6	5
	028	F	6A	13-11	44	9	3	8	9	11	4	2
	029	F	6A	13-04	39	6	5	8	8	6	6	5
	195	F	8B	15-11	28	6	3	8	2	6	3	3
	127	F	8A	16-00	40	9	5	7	8	7	4	3