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Facilitating adolescent ego identity in the context of family environment

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Abstract
Identity formation is a dynamic process which is characterized by continuous developmental shift, especially during the period of adolescence. The fundamental developmental hypothesis of the identity status model is that as adolescents become older, they undergo progressive developmental shifts in identity status: from diffusion to foreclosure or moratorium, from foreclosure to moratorium, and from moratorium to identity achievement. Research has shown that a stable and strong sense of identity is associated with better mental health of adolescents and the role of the family is very significant in providing structure for understanding who one is and also providing direction through commitments, values and goals. However, there is a dearth of research in the given area. Thus, the aim of this study was to analyse links between adolescent identity development and perceived family environment and a sample of 500 adolescents was taken from Punjab, India for the same.

Keywords: adolescence, identity status, family environment, developmental shift

Introduction
Erikson (1968) [9] viewed the adolescent period as a crisis involving "development of identity versus identity confusion or role diffusion". The adolescent is faced with the task of developing an acceptable, functional, and stable self-concept. Those adolescents, who succeed, will establish a sense of identity, and those who fail will suffer from role confusion. Adolescents may also express role diffusion by adopting negative identity i.e. resolving their crises by adopting disapproved role or ideology which is often associated with delinquent behaviour. This may involve extreme rebellion against authority or avoiding thoughts about life-style decisions. Such adolescents may be disorganized, act impulsively and may not be goal-oriented. The identity struggle or crisis brings with it a developmental dilemma; namely, a shift from childhood desires to do and to be, to the reality of becoming an actual part of a contemporary adult world. Identity crises are internal and external conflicts faced by the adolescents when choosing an occupation and coming to terms with a basic ideology. Development of a personal identity is a central component of psychosocial maturity.
Identity is the composite of one's sexuality, physical make up, vocation and belief system. A struggle over one's identity, or an identity crisis, is neither a fatal event nor a pathological condition. It is instead an inescapable turning point for better or for worse. "Better" means confluence of the energies of adolescents and their particular segment of society; "worse" means a prolonged period of identity confusion for these young individuals and continued confusion for the manifold efforts invested by their communities (Maier, 1978) [35]. Under normal circumstances, it must not be unduly delayed because the next and all future developments would depend on it. Identity is also dependent on the past, for the resource of strong identifications made in childhood, while it relies on new models encountered in youth, and depends for its conclusion on workable roles offered in young adulthood. In fact, each subsequent stage of adulthood must contribute to its preservation and renewal. Identity development is closely linked with the acquisition of competence and a sense of being worthwhile. Erikson viewed the period of adolescence, during which the identity crisis occurs, to be a "psychosocial moratorium" - a period of delay during which a society grants the individual time to develop a viable adult identity.

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Identity Statuses

Marcia (1966) [36] provided an elaborate operationalization of stages of identity formation in adolescents and acknowledged the importance of environment and historical context (psychosocial factors) in shaping identity. Drawing on two of the major dimensions described in Erikson's theory of identity formation, Marcia (1966) [36] conceptualized four types of identity statuses. He postulated that these statuses represent "concentration points along a continuum of ego identity achievement". This continuum ranges from being in identity "diffusion" to "achievement" ego identity. These dimensions involve the presence or absence of a crisis period and the presence or absence of a clearly defined and stable commitment to values, beliefs, and standards. Marcia delineates the process of identity development in terms of four different identity statuses: *diffusion, foreclosure, moratorium,* and *achievement*. These statuses are defined in terms of two dimensions, namely *crisis* and *commitment*. 'Crisis' refers to a period of struggle or active questioning in arriving at such aspects of personal identity as vocational choice and ideological beliefs, i.e., an adolescent have to choose among meaningful alternatives. 'Commitment' is the part of the identity development in which adolescents show a personal investment in what they are going to do. It involves making a firm, unwavering decision and engaging in appropriate implementing activities.

	Exploration Present	Exploration Absent
Commitment Present	Identity achievement	Identity Foreclosure
Commitment Absent	Identity Moratorium	Identity Diffusion

Figure 1: Identity status categories based on presence or absence of exploration in conjunction with the presence or absence of commitment

Identity Diffusion

'*I feel; therefore, I am.*' This is the least developmentally advanced identity status. Commitment to an internally consistent set of values and goals is absent, and exploration is either missing or shallow. They may never have been in crisis, or they may have had a period of questioning and have been unable to resolve it, subsequently emerging without having made a decision. People in identity diffusion tend to follow the path of least resistance, and may present themselves as having carefree, cosmopolitan lifestyle, and/or as being empty or dissatisfied. Empirical studies have evidenced poor self-esteem and low level of autonomy in diffusions (Marcia *et al.,* 1993) [40].

Identity Foreclosure

'*I am loved and cared for; therefore I am.*' This status represents a high level of commitment following little or no exploration. People who follow the foreclosure pattern adopt a single set of values and goals without a period of questioning or exploration. The lack of support for separation from parents may foster dependent rather than independent security in adolescent-parent relationships, and may circumvent adolescents' exploration of identity alternatives, which seems to be critical element of identity formation process (Marcia, 1980) [53].

Moratorium

'*I am right; therefore I am.*' The term moratorium is used to refer to a person who is currently in a state of crisis and is actively seeking different alternatives in an attempt to arrive at a choice. Empirical studies have found moratoriums to be consistently more anxious than achievement or foreclosure status individuals (Marcia, 1967; Podd, 1972; Sterling & Van Horn, 1989) [37, 52, 62]. In many ways, however, moratoriums resemble achievements in their cognitive complexity, with their higher levels of reasoning, and their failure to conform or rely on judgments of others for making decisions (Bourne, 1978; Slugoski, Marcia & Koopman, 1984; Skoe & Marcia, 1991) [5, 56, 57].

Identity Achievement

'*I have an effect on the world and on others; therefore I am.*' An 'Identity Achiever' is someone who has gone through a period of crisis and has developed relatively firm commitments. It represents an autonomous resolution of identity, incorporating a set of commitments adopted after a period of exploration (Patterson, Sochting & Marcia, 1992) [49]. Such characteristics as self-reflection, future orientation, productiveness, and independence have been found to be associated with this status. Identity achievements function most frequently at the highest level of post-conventional moral reasoning (Hult, 1979; Rowe & Marcia, 1980; Skoe & Marcia, 1991) [25, 56].

Social context of identity development

It has been emphasized that the development of adult identity depends on experimenting with various roles in relationships to various social setting (Selman & Adalbjarnordottir, 2000) [55]. These include family, school, peer groups, sports activities etc. Elkind (1967) [8] preferred to call it adolescent moving from a state of egocentrism to sociocentrism. This happens through a process of social learning taking place in a social setting. Marcia (1983) argued that liberal and accepting social environment is ideal condition for ego growth and identity development of adolescents. Piaget (1972) also indicated that a certain degree of un-structuredness, ambiguity, conflict and provision for exploratory experience within the child's learning environment is necessary to stimulate cognitive growth and development. These similar conditions are likely to facilitate the process of identity development among young adolescents, if social support during this process is forthcoming (Kroger, 2000). Many researchers have overemphasized the conflict factor in adolescent-parent interaction, in families during early and transitional phase of puberty (Steinberg & Hill, 1978; Hill & Holmbeck, 1987; Steinberg, 1988, 1989). However, it is important to note that these conflicts, in terms of identity, arise when adolescents attempt to assert their interests and seek more equalitarian roles in the family.

Parental acceptance and supportiveness of non-hostile expression of emotions by their children has predicted their early adolescents' greater ability to weather the stress of transition into adolescence (Bronstein *et al.,* 1993) [6]. The importance of family experience in offering supportive connection while encouraging autonomy and regulating behaviour has been strongly linked with positive mental health issues among early adolescents (Barber & Olsen, 1997) [1]. Papini, Sebby & Clark (1989) [47] also linked identity development of early adolescents with both satisfaction and dissatisfaction in specific areas of family functioning. Families that encourage individuality and connectedness provide opportunities to adolescents for various alternatives prior to commitment. Adolescents in

families which discourage individuation are less likely to explore alternatives (Bosma & Gerrits, 1985; Grotevant & Cooper, 1985, 1986) [4, 17]. It was observed by Hauser et al. (1984) that adolescents with high ego development came from families where there was a respectful sharing of perspectives as well as presentation of challenges in the context of support. Families are the primary context for identity development of adolescents despite their various relational transformations.

Family factors in ego identity formation
Many researchers have delved upon the integral role of the family in the facilitation of identity development. Grotevant (1983) [15] has concluded that a balance between family connectedness and the encouragement of individuality (or the establishment of autonomously held viewpoints) facilitates identity formation. Campbell, Adams & Dobson (1984) [7] concluded that psychological foundation and the security needed to begin the searching process for self-defined commitments is provided by a moderate degree of connectedness with the family, thereby, making the individual move into the moratorium stage and graduate the developmental process towards identity achievement. On the contrary, weak affectionate bond with parents and poor level of communication, reflected by rejection or psychological withdrawal, are considered to provide an insecure or constricted psychological base for self-exploration. Further, extreme affection (enmeshment) between adolescents and their parents and limited family-based tolerance for individuality might enmesh the adolescents and could lead to foreclosure in identity formation. According to Josselson (1980) [29], optimal adjustment during late adolescence is linked to one's capacity to balance subjective gains in autonomy with a continued sense of connection with parents. Campbell, Adams & Dobson (1984) [7] and Jordan (1971) [28] suggested that adolescents in identity foreclosure status usually have close relationships with their parents. Patterns of family interaction that are characterized by both connectedness and individuality may enhance opportunities for adolescents' exploration of identity alternatives in several ways. Connectedness may provide the security and self-esteem that is needed in order for adolescents to be able to take risks and explore identity alternatives (Grotevant, 1983 & Marcia, 1983) [39]. In other words, having a "dependable home base" allows one to explore identity alternatives.

Marcia (1983) [39] suggests that without the encouragement and support for meaningful exploration and experimentation, a true sense of identity would be difficult to achieve. Parental sensitivity to adolescents' increased need for autonomy may help promote the exploration of identity alternatives by allowing adolescents to seek exposure to diverse models and options (Hartup, 1979) [21]. Conversely, families unable to change in order to accommodate their adolescents' need for autonomy may hinder their potential to explore identity-relevant options. The parent-adolescent relationship has been found to be an influential factor in adolescents' support-seeking and active problem-solving coping styles (Greenberger & McLaughlin, 1998) [14], in addition to early adolescents' self-esteem (Harvey & Byrd, 1998) [22]. In his study on evolutive style of identity formation, Flum (1994) [11] reported that closeness and trust marks the relationships of evolutive adolescents with their parents. Such adolescents describe their connection with their parents as based on mutual respect and often construe them in terms of

friendship. Fullinwider-Bush & Jacobvitz (1993) [12] found that boundary dissolution within a family was negatively correlated with informational scores. Adolescents whose parents set definite, but reasonable boundaries and provide rational explanations may be more motivated to seek out and evaluate relevant information than youth whose parents are inconsistent or overly lenient.

On the other hand, there are researchers who show that conflict at home does not necessarily impede the pace of progress of adolescents rather it can act as catalyst. Viernstein & Hogan (1975) [64] have shown that achievement motivation in gifted females developed from exposure to parental conflict also reported that among college females, identity achieved ones tended to be dissatisfied with their families and were able to tolerate ambiguity in relationships with their parents. Evidence has been presented by Haan, Smith & Block (1968) [19] that conflict in the home is associated with the achievement of independent thought and mature moral judgement in the females. It has been hypothesized that instability in the home facilitates the identity achievement of the adolescent female (Newman & Newman, 1978) [45].

Need of the study
Ego identity formation provides a royal road to the achievement of a sense of purpose in the lives of adolescents, hence it is important to look into various influencing or significant factors which can facilitate or hinder the individual's search for direction towards growth and maturity. A crisis is a situation of emotional and mental stress requiring significant alterations of outlook within a short period of time. Acquisition of an identity necessitates the synthesis of various roles and selves into a unified sense of self. Following the perspective of social context and Marcia's (1983) [39] suggestion that without the encouragement and support from the family for meaningful exploration and experimentation, a true sense of identity would be difficult to achieve, it was decided to explore the relevance of family environment in the context of four levels of identity statuses viz. diffusion, foreclosure, moratorium and achievement status. While the adolescents have to experiment with different roles and choices to establish a firm sense of identity, understandably, this period can prove to be a 'turning point' in their lives as this critical period can be a host for psychological and behavioural problems. A perception of inconsistent expectations may leave the adolescent feeling fragmented with little or no sense of where his life is heading and they may adopt a negative identity, which has been associated with emotional disorders, academic underachievement, low self-esteem, drug abuse, failure to establish intimacy at a later time, sexual experimentation, eating disorders etc. Adolescents who solve the problems of the adolescent years come through with a strong sense of their own individuality and recognition that they are acceptable to their society. Those who fail to work their way through the identity crisis continue to display in later life such marks as immaturity, intolerance, blind identification or loyalty to heroes and idols and the like.

Hypotheses
1. Diffusion Identity status would correlate positively with Conflict in the family.

2. Foreclosed Identity status would be positively associated with Cohesion, Control and Moral-Religious Emphasis in the family.
3. Moratorium Identity Status would align positively with Independence and Intellectual-Cultural Orientation in the family.
4. Achievement Identity Status would be positively correlated with Independence, Expressiveness, Achievement-Orientation and Organization in the family.

Sample
Sample for the present study comprised of 500 subjects (adolescents, their age ranging between 13 to 20 years). Sample was covered from various secondary schools and colleges of Patiala and Chandigarh and an effort was made to give almost equal representation. The sampling could be called incidental as only those subjects in the age group of 13 to 20 were taken who were available in the classes of their respective schools and colleges.

Table 1: Frequency, Mean and Standard Deviation of the Age of Subjects (N = 500)

Age in Years	Frequency
13	62
14	63
15	65
16	65
17	60
18	64
19	61
20	60
Total	500
Mean Age	16.28
S.D.	2.24
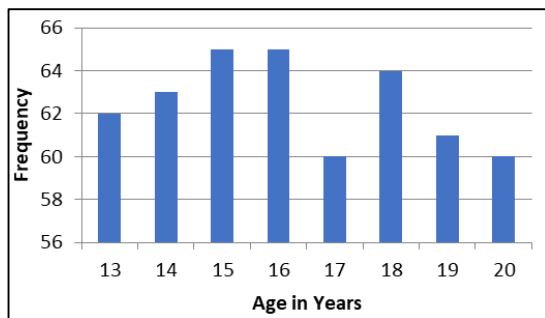
Fig 2: Figure depicts distribution of subject age wise

The following tests were used
(i) Extended objective measure of ego-identity status - eomeis (Adams, 1986) [3]
The EOMEIS is a self-report measure of Ego-Identity status which classifies the subjects on four types of identity statuses – Diffusion, Foreclosure, Moratorium and Achievement, based on Marcia's paradigm of identity statuses. These four statuses have been drawn from two broad dimensions, Crisis and Commitment as described in Erikson's theory of Identity Formation. The present instrument is an improvised version of the original Objective Measure of Ego Identity Status-OMEIS (1979) published by the same author. EOMEIS is used by researchers to classify adolescents/young adults into different identity statuses in terms of their ideological and interpersonal aspects. The scale comprises of 64 items, 32 of

which assess *Ideological Identity* in the domains of *occupation, politics, religion and personal life-style values* while, the other 32 items assess the *Interpersonal Identity* in the domains of *sex-role, friendship, dating and recreational choices*. However, after going through the content of items involved in subscales of sex-role and dating and finding unclear response of subjects to these items and considering the cultural context of our sample, thorough discussion with the supervisor was done about these and it was then decided to exclude them in the final analysis. The items on the scale are to be rated on a Likert type scale ranging from 'strongly agree' to 'strongly disagree'. Thus, the scale obtains sub-scores for Achievement, Moratorium, Diffusion and Foreclosure on both Ideological and Interpersonal dimensions.

(ii) Family Environment Scale - FES (Form-R, 3rdEd.) (Moos & Moos, 1994)
Family Environment Scale aims to evaluate the social and environmental characteristics of families. The third edition of the scale was used for the present study which comprises of 90 self-reported items. These 90 items have been grouped into 10 subscales namely Cohesion, Expressiveness, Conflict, Independence, Achievement Orientation, Intellectual-Cultural Orientation, Active-Recreational Orientation, Moral-Religious Emphasis, Organization and Control. The sub-scales assess three broad underlying dimensions- *Relationship Dimension*, *Personal Growth Dimension* and *System Maintenance Dimension*, along which the families are delineated. The *Relationship Dimension* of the family is assessed using scores on Cohesion, Expressiveness and Conflict subscales. The *Personal Growth Dimension*s evaluated using the scores on five subscales - Independence, Achievement Orientation, Intellectual-Cultural Orientation, Active-Recreational Orientation, and Moral-Religious Emphasis. *System Maintenance Dimension* includes Organization and Control subscales. Organization measures the degree of importance a family gives to the need for structure in planning family activities and responsibilities. Control brings out the extent to which set rules and procedures are used to run family life.

Table 2: Description of variables included in the study

Sr. No.	Variables	Abbreviation
1.	Diffusion	Diff
2.	Foreclosure	For
3.	Moratorium	Mor
4.	Achievement	Ach
5.	Cohesion	Coh
6.	Expressiveness	Exp
7.	Conflict	Con
8.	Independence	Ind
9.	Achievement Orientation	ao
10.	Intellectual-Cultural Orientation	ico
11.	Active Recreational Orientation	aro
12.	Moral-Religious Emphasis	MRE
13.	Organisation	Org
14.	Control	Ctl

Results and Discussion
Intercorrelations (Product Moment Correlation) and Principal Component Factor Analysis were used to examine Identity Statuses and Family Environment.

Table 3: Intercorrelations between indices of identity status and Family Environment (N = 500 Girls)

	Diff	*For*	*Mor*	*Ach*	*Coh*	*Exp*	*Con*	*Ind*	*AO*	*ICO*	*ARO*	*MRE*	*Org*	*Ctl*
Diff	1.00	0.30	0.50	-0.03	-0.20	-0.14	0.08	-0.04	-0.02	-0.16	-0.13	-0.11	-0.09	0.09
For		1.00	0.19	0.12	0.03	0.02	-0.05	0.02	-0.03	-0.02	0.02	0.06	0.06	0.05
Mor			1.00	0.09	-0.15	-0.07	0.09	-0.06	0.01	-0.09	-0.10	-0.03	-0.15	0.08
Ach				1.00	0.13	0.00	-0.03	0.09	0.06	0.08	0.10	0.11	0.11	-0.04
Coh					1.00	0.31	-0.33	0.38	0.09	0.23	0.15	0.20	0.33	-0.19
Exp						1.00	-0.06	0.23	0.05	0.20	0.13	0.22	0.15	-0.13
Con							1.00	-0.15	-0.01	-0.14	0.01	0.09	-0.24	0.17
Ind								1.00	0.08	0.24	0.19	0.16	0.26	-0.23
ao									1.00	0.08	-0.07	0.18	0.24	0.07
ico										1.00	0.40	0.26	0.34	0.01
aro											1.00	0.17	0.11	-0.07
mre												1.00	0.30	0.03
Org													1.00	-0.03
Ctl														1.00
Significance level, p<.01=.12, p<.05=.09														

Correlation matrix Table 1 shows that diffusion ego identity status correlates positively and significantly with control factor (r = .09, *p*<.05). It has negative association with cohesion (r = −.20, *p*<.01), expressiveness (r = −.14, *p*<.01), intellectual-orientation (r = −.16, *p*<.01), active-recreational orientation (r = −.13, *p*<.01), moral-religious orientation (r = −.11, *p*<.05), and organization (r = −.09, *p*<.01). Correlations between foreclosed identity status and indices of family environment did not attain the level of significance, indicating that foreclosed identity status does not bear the impact of family environment. Though it seems quite unlikely, but in the present investigation no such common variance between these have been found, if any, that is too little in magnitude to be discussed in terms of its impact on the operations of the construct in adolescent's personality. Moratorium ego identity status has significant negative correlations with cohesion (r = −.15, *p*<.01), intellectual-cultural orientation (r = −.09, *p*<.05), active-recreational orientation (r = −.10, *p*<.05) and organization (r = −.15, *p*<.01), but positive with conflict factor (r = .09, *p*<.05). Achievement ego identity status has positive and significant correlations with cohesion (r = .13, *p*<.01), independence (r = .09, *p*<.05) active recreational orientation (r = .10, *p*<.05), moral-religious emphasis (r = .11, *p*<.05) and organization (r = .11, *p*<.05). These results of correlational analysis do not provide any grounds for making a case for differentiated effects of family environment on diffusion and moratorium ego identity statuses. All indices of family environment show the vector and valence in their relatedness with diffusion and moratorium statuses. Interestingly, no hint of association of foreclosed status with family environment has come forth.

Positive affinity of achieved identity status with cohesion, independence, active-recreational orientation, moral-religious emphasis and organization gives a definitive account of facilitating social conditions of family environment for attaining achievement ego identity status. In some earlier studies also such attributes of family environment were given high credence for achievement of superior identity status. Perosa, Perosa & Tam (1996) [50] found that adolescents in higher identity status tend to be raised in families where there is flexibility and freedom to express their views. In fact, harmony and cohesion in the family is akin to freedom of voicing opinion allowed to youngsters in the families. The more the level of commitment and support family members provide to one another, the more freely the adolescents will be able to express their personal problems and concerns. Halverson & Wampler (1993) [20] and Woody *et al.* (1984) [65] reported similar findings that family environment characterized by cohesion with a sense of independence in decision making, promote efforts for intellectual enrichment and exploration for recreational alternatives among adolescents. Nihira, Mink & Meyers (1981) [46] linked high organization, cohesion and orientation towards recreational and religious pursuits with self-reliance and competence among children. These results affirm the position that presence of these social markers in the family environment paves a way for healthy and creative exploratory experiences, stimulates cognitive growth of adolescents, which plays its role in making their commitments and decision making through complex modes of reasoning and experiencing in varied contexts.

Lack of clear-cut differential demarcations in association of family environment with ego identity states of diffusion and moratorium is somewhat surprising and lack of any significant association between family environment and foreclosed status is incomprehensible. However, it seems that this needs to be understood in normative context of restricting family environment, strict rules and rigid disciplinary child rearing practices, commonly found in Indian settings. Lack of availability of opportunities for independent decision making in adolescents combined with conformity pressures tend to leave them with no option but to surrender and develop diffused or foreclosed identities. 1st hypothesis, though, didn't get support of results to the extent of significant confirmation but results reflect the same spirit of association, in the sense that diffused identity status and conflict correlated positively touching just the threshold of significance level of .05. 2nd and 3rd hypothesis, however, did not get any support of empirical results. Results support the 4th hypothesis that achievement identity status would be positively correlated with independence, expressiveness, achievement orientation and organization in the family.

Table 3: Principal Component varimax rotated Factor loadings (N = 500)

S. No.	Variables	I	II	III	IV	V	VI	VII	VIII	h²
1	Diff	-0.052	-0.162	0.833	-0.062	0.048	-0.036	-0.053	-0.054	0.74
2	For	-0.055	0.255	0.607	-0.015	-0.196	0.062	0.088	-0.052	0.49
3	Mor	-0.099	-0.101	0.759	0.079	0.144	-0.033	0.071	-0.001	0.63
4	Ach	0.007	0.152	0.146	0.22	-0.166	0.043	0.749	-0.031	0.68
5	Coh	0.074	0.153	-0.131	0.095	-0.423	0.204	0.128	0.560	0.61
6	Exp	0.087	0.171	-0.064	0.034	0.116	0.099	-0.147	0.660	0.52
7	Con	-0.07	0.043	0.066	0.013	0.802	-0.07	-0.043	-0.112	0.67
8	Ind	0.076	0.128	0.022	0.078	-0.115	0.101	0.099	0.693	0.54
9	AO	-0.042	-0.203	-0.017	0.126	0.013	0.744	-0.019	0.005	0.61
10	ICO	0.068	0.631	-0.126	0.019	-0.045	0.353	-0.014	0.176	0.58
11	ARO	0.038	0.779	-0.12	0.068	0.066	-0.129	0.033	0.142	0.67
12	MRE	0.085	0.289	0.02	-0.116	0.364	0.462	0.202	0.320	0.59
13	Org	0.126	0.24	-0.051	-0.059	-0.311	0.657	0.079	0.163	0.64
14	Ctl	-0.096	0.053	0.098	-0.002	0.331	0.359	-0.012	-0.494	0.5

Factor-II

The second Principal Component factor derives significant factor loadings from:

Factors	Variables	Factor Loadings
(10)	Intellectual-Cultural Orientation	.63
(11)	Active-Recreational Orientation	.78

This factor has high significant loadings on two variables of family environment scale, viz. intellectual-cultural orientation (.63) and active-recreational orientation (.78). This factor represents personal growth domain of overall family environment in which adolescent's interests in political, ideological, intellectual and cultural activities get encouragement. The amount of participation in social and recreational activities appears as integral part of intellectually and culturally oriented families. Papini, Sebby & Clark (1989) [47] linked identity development among early adolescents with satisfaction and dissatisfaction with specific area of family functioning. In families which promote intellectual-cultural and recreational orientation identity exploration among adolescents tend to be highest. Adolescents' involvement in recreational activities tends to provide them various identity alternatives prior to commitment, especially when they are involved with friends and peer groups (Lempers, Clark-Lempers 1992; Youniss & Smollar, 1985; Jackson, 1993) [26, 34, 66]. This factor as an independent factor of intellectual cultural oriented family environment, without any significant factor loadings of any of the identity statuses, is incomprehensible.

Factor-III

The third Principal Component factor derives significant factor loadings from:

Factors	Variables	Factor Loadings
(1)	Diffusion Identity Status	.83
(2)	Foreclosed Identity Status	.61
(3)	Moratorium Identity Status	.76

This factor has significant high factor loadings on indices of three identity statuses i.e. identity diffusion (.83), foreclosure (.61) and moratorium identity status (.76). Appearance of significant factor loadings on measure of first three identity status reveals the underlying linkage or somewhat undifferentiated status of the three identity statuses. Marcia's scheme of differentiation of different identity statuses is based on presence or absence of two dimensions viz. crisis period, which Matteson (1977) [43] preferred to call continuum of exploration behaviour, and presence or absence of clearly defined stable commitment to values, beliefs and standards. Subtle differentiation in identity status categories on the basis of these dimensions depicts diffusion as lacking any central core, foreclosures showing commitment without exploration and moratoriums busy in exploration without significant commitments.

It seems that Marcia's distinguishing criterion is based on the observation of adolescents in Western culture. In Indian context, the culture as well as family systems do not permit adolescents, especially girls to explore various identity options and develop firm commitments. Instead, boundaries between parents and girls remain blurred till late. These conditions prevent the personalized crises period; whatever commitments these adolescents adopt come from others, usually parents and usually without testing them for individual fit. Even in American context, Bennion & Adams (1986), Bennion (1988), and Grotevant & Adams (1984) [2, 3, 16] conducted six factor analyses of identity statuses scale and found diffusion and moratorium sharing some common variance. In the Indian context, along with diffusion and moratorium, foreclosed identity status also has been found to be having undifferentiated status. This might either be due to the effect of culture in forming specific identity, or failure of identity status scale to fully discriminate between these identity statuses. This however requires further exploration.

Factor-V

This factor has derived significant factor loadings from the following variables:

Factors	Variables	Factor Loadings
(5)	Cohesion	-.42
(7)	Conflict	.80
(12)	Moral Religious Emphasis	.36
(13)	Organization	-.31
(14)	Control	.33

This factor has significant factor loadings on five variables of family environment scale. Index of conflict has the highest and positive factor loadings of .80. Indices of moral-religious emphasis and control also have significant and positive loadings of .36 and .33 respectively. Subscale of cohesion and organization have significant but negative factor loadings of -.42 and -.31 respectively. This factor mainly represents conflict oriented family environment in the relationship domain. Openly expressed anger and conflict

among family members is considered detrimental to the personal growth of youngsters in such families. As factor loadings of this factor reveals the presence of emphasis on religious issues and values, as well as set rules to be followed in such families, which are already conflict ridden provide no space for adolescents, especially girls, to explore various options for identity formation. Negative and significant factor loadings of cohesion and organization on this factor depict the self defeating family system which lacks mutual support system and organization of family activities and responsibilities. Jordan (1970) [27] have also shown that such a family environment impedes the pace of progress of adolescents. It was expected that conflict oriented family environment would lead to diffusion identity status, but this contention has not been supported by this particular factor structure.

Factor-VI

Sixth Principal Component Factor has significant factor loadings on the following variables:

Factors	Variables	Factor Loadings
(9)	Achievement Orientation	.74
(10)	Intellectual-Cultural Orientation	.35
(12)	Moral-Religious Emphasis	.46
(13)	Organization	.66
(14)	Control	.36

The achievement orientation variable has obtained the highest and significant factor loadings on this factor i.e. .74. Then, organization is next variable with highly significant factor loadings of .66. Moral-religious emphasis (.46), intellectual-cultural orientation (.35) and control (.36) are the other variables of family environment appeared that have in this principal component factor. This factor represents achievement oriented family environment. Clear organization in planning family activities, accompanied by competitive framework provided by the family to its members, seems cohesive for development of achievement motivation in adolescents. As the factor loadings of other variables on this factor reveals that emphasis is also attached on moral-religious issues, participation in intellectual and cultural activities within the framework of set rules and procedures in the family. This constellation of variables tends to ensure good level of academic achievement and focused attention on selective activities. To what extent this kind of family environment is conducive to specific ego identity status is unclear from the results of factor analysis. Barber & Olsen (1997) [1] also inferred that presence of such factors in family is conducive to psychological well-being among early adolescents.

Factor-VIII

This eighth Principal Component factor has significant factor loadings on the following variables:

Factors	Variables	Factor Loadings
(5)	Cohesion	.56
(6)	Expressiveness	.66
(8)	Independence	.69
(12)	Moral Religious Emphasis	.32
(14)	Control	-.49

This factor has positive and significant loadings on variables of cohesion (.56), expressiveness (.66), independence (.69) and moral-religious emphasis (.32). Variable of control has significant but negative factor loadings on this factor (-.49). This factor can be named as factor of independence orientation. Members of such families are assertive and self sufficient in making their own decisions. Values of coefficients of factor loadings of expressiveness and cohesion reveal that these attributes are an integral part of independence orientation of the family. In such families, family members are given freedom to express their feelings directly, mutual help and support is also ensured in such a family set up. Somewhat emphasis on ethical values and religious issues is also a positive sign of congruence for the family. Negative and significant factor loading of control on this factor is in consonance with the spirit of such a family system as hard procedures and set rules do not bind the functioning of family members. Researchers have shown that encouragement of autonomy (Grotevant & Cooper, 1986) [18], open communication (Grotevant & Cooper, 1985) [17], conflict expression and resolution familial security and positive social relations encourage and enhance adolescent identity development. However, variables on this factor depict a growth promoting family environment but without direct bearing on any of the ego identity statuses of adolescents.

Summary

Cohesion, expressiveness, intellectual-cultural orientation, moral-religious emphasis and active-recreational orientation in the family were found to have significant negative association with diffusion identity status, whereas conflict and control in the family have positive and significant correlation with the same identity status. Moratorium identity status was found to have negative and significant association with family environment dimensions of cohesion, intellectual-cultural orientation, active-recreational orientation and organization. Conflict in the family was seen to be positively correlated with moratorium. Achievement identity status was found to be positively correlated with the family dimensions of cohesion, independence, active-recreational orientation, moral-religious emphasis and organization. Regarding the independence of Marcia's taxonomy of identity statuses, three identity statuses namely, identity diffusion, identity foreclosure and moratorium have been found to share quite high amount of common variance (Factor III). The fourth one which is considered as mature, flexible and evolved identity status, that is achieved identity status, have made its independent appearance on a separate factor (Factor VII). Four separate factors of family environment have emerged in this analysis. One is independence-oriented family environment (Factor VIII). Cohesion, expressiveness and moral-religious emphasis have been found to have affinity with this kind of family orientation which is antagonistic to independence orientation of family. Achievement oriented family environment (Factor VI) have shown significant emphasis on organization within the family system, ethical values and religiosity, a limited control and encouragement of interest in intellectual pursuit and cultural activities. Conflict oriented family environment appeared as independent type of family set up (Factor V). Emphasis on control and moral religious matters appeared as a feature of this family environment. Negative direction of

significant factor loadings of cohesion and organization hints at their incompatibility with this kind of family environment.

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