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Social institutions and identity formation : the interface between society and the individual

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FLORIDA INTERNATIONAL UNIVERSITY

Miami, Florida

SOCIAL INSTITUTIONS AND IDENTITY FORMATION:
THE INTERFACE BETWEEN SOCIETY AND THE INDIVIDUAL

A thesis submitted in partial satisfaction of the
requirements for the degree of

MASTER OF SCIENCE

IN

PSYCHOLOGY

by

Ervin Briones

1995

To: Dean Arthur W. Herriott
College of Arts and Sciences

This thesis, written by Ervin Briones, and entitled Social Institutions and Identity Formation: The Interface of Society and the Individual, having been approved in respect to style and intellectual content, is referred to you for judgement.

We have read this thesis and recommend that it be approved.

Wendy Silverman

Jonathan Tubman

William Kurtines, Major Professor

Date of Defense: April 6, 1995

The thesis of Ervin Briones is approved.

Dean Arthur W. Herriott
College of Arts and Sciences

Dr. Richard L. Campbell
Dean of Graduate Studies

Florida International University, 1995

I dedicate this thesis to my wife Lazara for her support,
understanding, and encouragement.

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ABSTRACT OF THESIS
SOCIAL INSTITUTIONS AND IDENTITY FORMATION:
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by

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Florida International University, 1995

Miami, Florida

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This thesis describes a study conducted to develop and refine a measure, the Social Institutions Rating (SIR), a group administered, self-report measure of institutional attributes and characteristics. This thesis reports data on the psychometric properties of the SIR. Exploratory analyses are reported investigating the empirical effects of social institutions on identity formation within two ethnic/cultural groups, Euroamericans and Hispanics. Based on previous studies with ethnic minorities, a directional hypothesis was tested. The hypothesis that subjects in the Euroamerican sample have a higher identity status than the Hispanic sample for three identity domains (personal, interpersonal, and world view) was not confirmed. The hypothesis that subjects in the Euroamerican sample would score higher on identity satisfaction and lower on identity dissatisfaction than the Hispanic sample for nine content areas of identity was partially supported but in the opposite direction. Hispanics reported higher satisfaction on sense of self and religious issues than Euroamericans.

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Introduction

One of the most salient characteristics of life in modern societies is an ongoing process of rapid and profound change including social institutional change. As result of these changes societies have become increasingly more complex, diverse, and pluralistic, making the life choices that define the individual's sense of identity increasingly more difficult. In the Eriksonian tradition (Erikson, 1963, 1964, 1968) in psychology, the adolescence stage that confronts the individual with the difficult and complex task of choosing and fulfilling the goals and values that give the individual's life direction and purpose as well as integration and coherence has come to be called the formation of an identity. For most youth, the formation of an identity in modern culture (with its salient characteristic of rapid and profound change) poses a formidable challenge (Erikson, 1968,1980) and many experience considerable distress as part of this transition. For many people the severity and pervasiveness of distress associated with the process of defining a sense of direction and purpose for their lives (a sense of identity) presents a serious problem.

According to Erikson (1968), social processes play a pivotal role in the process of identity formation. However, in spite of the fact that research on identity formation has been conducted within a psychosocial developmental framework that explicitly recognizes the role of social processes, little research has been conducted that systematically investigates the impact of social process on the formation of an identity. The study presented in this thesis describes

some preliminary work and the theoretical grounding of a program of research that attempts to empirically investigate the effects of two types of social processes on identity formation: cultural variation and institutional change. In order to investigate cultural variation on identity formation two ethnic cultural groups (Hispanics and Euroamericans) were compared in terms of identity status and identity satisfaction and dissatisfaction. In order to examine the effects of institutional change on identity formation it would have been appropriate to study identity formation among different groups of individuals experiencing different degrees of institutional change. However, to sample individuals experiencing different degrees of institutional change one has to resort to making cross-cultural sampling and comparisons in order to include societies experiencing different degrees of change as reflected in the change their respective social institutions are undergoing. One of the aims of the research program in which this thesis was derived from is to conduct cross cultural work to examine the effects of cultural variation and institutional change on identity formation. However, it was imperative first to have a psychometrically sound measure that taps into institutional change and other institutional characteristics (as assessed by the individual) before embarking in a large-scale study at the cross cultural level. Therefore, the study describes in this thesis serves as a springboard for a large-scale study at the cross cultural level. As a consequence, one of the main goals in this thesis is to conduct psychometric analyses on the Social Institutions Rating (SIR), a self-report measure that

evaluates nine primary social institutions. In addition, this thesis reports preliminary results from exploratory analyses that investigated the relationship between social institutions and identity status. Lastly, this thesis presents the results of hypothesis testing on the formation of an identity based on a small but growing literature that have studied the effects of ethnic/cultural variation on identity formation.

Erikson's Framework for Conceptualizing Identity Formation

One of the most widely researched stages in Erikson's (1963, 1968) developmental theory is ego identity. In the book "Identity: Youth and Crisis", Erikson (1968) provides rich and intricate descriptive statements about the identity construct that encompasses biological, social, and psychological components. Erikson describes the adolescence stage in the life cycle as the stage that confronts the individual with a complex and difficult challenge (and responsibility), namely, that of choosing the goals, roles, and beliefs about the world that give the individual's life direction and purpose as well as coherence and integration. For Erikson, a sense of identity is characterized by an awareness that one possesses a coherent representation of the self based on previous and present experiences that provide the individual with reference or guidance for future plans. This coherent representation of the self is formed in the context of social exchanges in which the individual not only confirms and validates him or herself but also is recognized and validated by society, in turn providing in this way, the individual with a sense of sameness and continuity over time.

The process of forming an identity has been described as a product of the interactional co-development of individual needs and societal demands that takes place both at a conscious and unconscious level in the individual (Marcia, 1992). During adolescence the developing individual is confronted with a rapidly growing array of self perceptions and available roles from which to choose and integrate in a consistent and cohesive manner. The integration of the individual's self perceptions and available roles is conceptualized as occurring in part as result of the matching between the individual's capabilities, interests, values and life history and society's demands, resources, and rewards in a particular historical epoch. Erikson (1968) thus assigns the location of this process as taking place not exclusively at the individual level but as he has asserted, "is also in the core of his communal culture" (p. 22).

As modern society has become increasingly more complex, diverse and pluralistic, the array of self perceptions and available roles that define the individual's identity (and living up to the responsibility for these choices) has become increasingly more difficult and complex. The formation of an identity in modern society has become complex because the youth has to "synthesize" often incompatible models, identifications, and ideals offered by his/her society. The more incompatible the components from which the individual has to choose from, the more uncertain and difficult is the process of integrating these experiences into a coherent unity. For many adolescents in our modern society, the process of forming an identity has thus become a

difficult challenge indeed which in many cases might lead the individual into a "crisis" or period of undefined identity. As a result of this transition many experience considerable distress even to the point of manifesting clinically significant psychological distress (Niemi, 1988) while others may find themselves socially alienated or inclined to adopt roles and identifications that are maladaptive like those identities expressed in the form of socially deviant peer groups.

Marcia's Framework for Operationalizing Identity Formation

Several authors have attempted to operationalize Erikson's concepts of ego identity and identity crisis (e.g., Baker, 1971; Bronson, 1959; Murray, 1964; Rasmussen, 1964; Marcia, 1966, Simmons, 1970). However, Marcia's (1966) operationalization of this comprehensive and rather elusive construct has been by far the one most researchers have employed. Marcia (1966) conceptualized identity formation in terms of four status along a developmental continuum. The statuses are defined relative to the degree to which the individual has made progress toward achieving a satisfactory identity. The formation of an identity is conceptualized as involving two basic dimensions, exploration and commitment. Exploration is the process by which the individual actively searches for a resolution to the issues of choosing the goals, roles, and beliefs about the world that provide the individual's life with direction and purpose as well as coherence and integration. Commitment represents a positive outcome of the process of exploration. If a decision is made by the adolescent in regards to pressing issues such as the selection of an occupation or career, gender

role, friendship, group membership, moral issues, religion, etc., an assured sense of self (personal identity) is achieved. Identity confusion or diffusion results if there is not an active search for the resolution of these issues or if the adolescent is not able to consolidate in a cohesive and consistent manner the different options. Marcia's four identity status are thus defined with respect to the two dimensions of exploration and commitment. The four statuses are: a) identity diffusion, b) foreclosure, c) moratorium, and d) identity achievement.

The identity diffusion status is characterized by individuals who are not committed to any particular role and are not actively searching for one either. In other words, these adolescents are not engaged in the decision-making process produced by the availability of the different options provided by society and thus, may or may not experience a "crisis". Thus, the diffusion status is characterized by individuals who have not explored and have not committed themselves either.

The identity foreclosure status is identified in individuals who lacked an identity crisis but are nevertheless committed. Generally, these commitments represent those goals, roles, and beliefs about the world suggested by parental figures and are assumed without being questioned or examined and are therefore parental rather than self-determined. In other words, the foreclosure status is characterized by individuals who did not explore but committed themselves nonetheless.

The moratorium status is considered to precede identity

achievement. The individuals classified in this status are experiencing a "crisis" due to their active exploration or consideration of the different options but have not been able to choose from the available alternatives and therefore have not made any commitments yet.

Finally, the achievement status is represented by those who have moved beyond the moratorium status and have been able to choose the goals, roles, and beliefs about the world that give their life direction and purpose as well a coherence and integration. The achievement status then is represented by individuals who are convinced of what they want to do with their lives and are pursuing a course of action towards their commitments. Commitment involves making firm, unwavering decisions in areas of personal interest and engaging in appropriate implementing activities. Achievers thus have explored and committed themselves as well.

The operationalization of the identity construct in terms of these four statuses has linked identity status during adolescence to personality correlates (Donovan, 1975; Muuss, 1975), other psychological developmental processes (Abraham, 1983; Adams and Shea, 1979) and several psychological and behavioral indicators (Waterman, 1982) as well as environmental factors (Waterman, 1985). Nonetheless, this account of identity has been criticized by others (Cote & Levine, 1988 a,b) who argued that Marcia's conceptualization of ego identity is not only short sighted since it does not contain the fullness of the description that his original author intended, but also that the paradigm itself is incongruent with Erikson's theoretical assumptions. On the other hand,

other investigators (i.e., Waterman, 1988) justify the paradigm and present ample evidence that warrant its use, particularly when the researcher employing a measure based on this paradigm is aware that the results obtained from it can not be viewed as a global measure of identity and that this paradigm taps into that process which takes place more at the conscious level.

Processes That Influence Identity Formation

Although Erikson considers many processes to influence identity formation (e.g., anatomical, psychological, social, historical), the process that has received by far the largest amount of attention in the identity literature is a psychological process, exploration. The process of exploration is an active one that involves questioning of the attitudes, beliefs, roles, and values that have been handed out by the family, community, society and ultimately the culture in which one has been raised. Some or all of these attitudes, beliefs, roles, and values are retained, others are replaced while still others are further modified depending on the kind of resolution the individual achieves when making his or her commitments.

During exploration, the individual not only searches among already available alternatives offered by his or her society (in the forms of roles and ideologies) but also formulates actual and potential new alternatives. Thus, the process of identity formation has to include a certain degree of involvement from the part of the individual. This involvement can be experienced at the cognitive and emotional level at what it could be considered as a purely psychological exploration but

for other individuals it might include a period of actual behavioral venture (with cognitive and emotional components as well) that culminates with a commitment to particular areas of interest and the preference for particular roles.

The research that has been done on exploration has added much to our understanding of the formation of an identity. However, although most of the research on identity formation has been conducted within a psychosocial developmental framework that explicitly recognizes the role of social processes, little research has been conducted that systematically investigates how social processes influence the formation of an identity. Indeed, one of the arguments that challenges Marcia's operationalization of identity is that it does not take into account the interplay of psychological and social and cultural factors (Cote & Levine, 1988a, 1989, 1992), an interplay that is stressed throughout Erikson's (1963, 1964, 1968) writings when dealing with identity issues. Therefore, the theorized interplay of psychological and social and cultural factors and how this interplay impacts identity formation warrants studies that further explore such a relationship with significant practical implications.

The Effects of Ethnic/Cultural Variation on Identity Formation

There is a large and growing research literature based on Marcia's (1966) paradigm (e.g., Adams, Bennion, & Hugh, 1987; Adams, Shea, & Fitch, 1979; Grotevant & Adams, 1984; Marcia, 1966; 1980; Marcia, Waterman, Matteson, Archer, & Orlofsky, 1993; Waterman, 1982, 1984). Most of this work, however, has been conducted with populations

represented of mainly the mainstream cultural tradition in the United States. Recently, there has been a growing interest in investigating the impact of diverse ethnic and cultural traditions on identity formation in the United States particularly among Blacks and Hispanics and to a lesser extent among Native-Americans (Abraham, 1983, 1986; Landin & Phinney 1994; Markstrom-Adams, Ascione, Braegger, & Adams, 1987; Rotheran-Borus, 1989; Streitmatter, 1988; Watson & Protinsky, 1991). Some have also begun studying Oriental descendant adolescents (Rotheran-Borus, 1989; Bacho, 1994). These studies have generally found that ethnic minorities are more foreclosed than nonminority samples, although some historical changes have to be taken into consideration. For instance, blacks (Watson & Protinsky, 1991) are now more engaged in the identity searching process than they were twenty years ago.

In addition, there is also a growing literature that has investigated identity status in diverse ethnic and national/cultural traditions world wide. An early effort was made by Chapman and Nicholls (1976) to compare the occupational identity status (foreclosed, diffused, moratorium, and achieved) of two ethnic groups in New Zealand, the Maoris (polynesians) and Pakehas (whites). More Polynesians were categorized as identity diffusions and more whites as identity achievers.

This early effort was followed by Matteson (1977) who studied ego-identity development with a sample of young adolescents in Denmark in terms of the degree of exploration and commitment in four areas: occupation, values, politics, and sex roles. This study showed that

certain identity content areas (sex roles and the search for values in particular) were the strongest predictors of ten personality variables. Similarly, Ochse and Plug (1986) compared South African white and black men and women in an effort to validate Erikson's theory of personality development including the identity stage. As revealed in other studies, in general, black subjects experienced less sense of identity than did white subjects. In addition, black subjects appeared to integrate less successfully the personality components resulting from earlier crisis.

More recently, Botcheva and Zlatkov (1994) has presented the results of an extensive longitudinal study of identity issues taking into consideration the historical context in which adolescents live and experience the process of identity formation. In Botcheva and Zlatkov's study, the historical context refers to the transitional period experienced in Bulgaria from a totalitarian system (1989) to the establishment of democratic institutions (1991) and marketization in 1992. Bulgarian youth reported an increased interest and broadened values in economic and cultural activities but a diminished interest and activity in political matters during the period of establishment of democratic institutions (1992) in marked contrast to the interest in political aspects during the totalitarian regime in 1989. Although, during the transition from totalitarianism to democracy youth became more active and sensitive in some areas, they defined themselves as having less influence over the social environment and what is noteworthy they felt worse about it which might reflect the short-term effects of drastic social, economic, and political changes.

Kroger (1993), using a time-lag design, also reported the identity status in occupational, political, religious and sex role values of a group of college students within the context of a changing partly socialized economy (1984) that moved to a free market economy (1990) in New Zealand. The identity status distributions were significantly different between males and females for the identity areas (i.e., occupation, political and religious views, and sex role values) in 1990 as compared to non significant differences between males and females assessed in 1984. Females showed a significant decrease in achievement and increase in foreclosure ratings. Certain identity areas (religious and political values) changed their degree of importance for these college students. However, this change was observed among females only. Similar to Botcheva and Zlatkov's (1994) results, politics was rated least important by the 1990 sample replacing in this way religion as the least important domain as reported by these late adolescents in 1984.

These last two studies -Botcheva and Zlatkov's (1994) and Kroger's (1994)- illustrate indirectly the impact that social institutions can have on identity formation. However, studies that directly assess specific social institutions and how they affect identity have not been undertaken yet. Nevertheless, there are some theoretical accounts that have provided an explanation of the possible effects of social institutions on identity formation.

The Effects of Social Institutions on Identity Formation.

Although the effects of social institutions on identity formation are theorized to be broad and varied, these have not been empirically

investigated directly. This apparent neglect might stem from the fact that the study of how social institutions affect the identity formation process falls somewhere between the knowledge domain and expertise of sociologists and psychologists and has thus left this topic unexplored from either camp. However, the effects of social institutions on identity have been explicitly recognized in the psychological literature. Erikson (1968), for example, has described how institutions provide a guidance and narrow the choices that adolescents have to make as they explore "ideologies" socially presented to them in the form of established social institutions (e.g., political, religious, and economic institutions). Furthermore, some institutions even allow for a specific time in which individuals are exposed to learn and experience with certain roles (e.g. religious and educational institutions).

Another possible reason for the lack of empirical investigation of the relationship between social institutions and identity formation might be that although there is a growing sociological literature that focuses on social institutions (e.g., Hallinan, Klein, & Glass, 1990; Herrick, 1977; Knight, 1992; Mayer, 1982), the construct of social institution itself has been difficult to operationalize. Indeed, the concept of social institution has been as difficult to operationalize as the psychological construct of identity. In fact, the study of social institutions and their definition has become an active field of scholarly endeavor within sociology (see e.g., Hallinan, Klein, and Glass, 1990).

Although not all sociologists agree on a definition of what a

social institution is, there are common themes that have defined the field. Form (1990), for example, presents an overview of how four major sociological theories have studied institutions and outline four main areas of institutional analysis: the substance or composition of institutions, their purpose or functions, the classification of institutions, and the types of social formations or range that institutions cover. Hunt and Colander (1987), on the other hand, define a social institution as "an established, complex pattern of behavior in which a number of persons participate in order to further important group interests" (p. 118). Institutions, then, are commonly organized around some central interest and/or need (Hunt & Colander, 1987) and come to represent standardized customs, regulations, procedures, and solutions to specific goals as they reflect a particular set of beliefs and behavioral expectations (Herric, 1977). Examples of such institutions include the family, friendship, marriage, government, economic, politics, education, mass media, gender roles, and religion among others.

This thesis thus focuses on a measure of social institutions because of the important role they play in identity formation. More specifically, the social and cultural institutions in which individuals are embedded provide the context in which individuals search for, commit to, and fulfill their life goals, life roles, and beliefs about the world. Consequently, when such institutions do not provide a conducive climate for the exploration and commitment of the available and potential life goals, life roles, and beliefs about the world, it

confronts the individual with sometimes difficult challenges. These challenges are the results of a lack of enough variety of goals, roles, and values as provided by these institutions or may be the results of abundant but conflicting ones derived from both traditional and (changing) emerging goals, roles and values. Lastly, the challenges confronted by the individual forming an identity may also stem from the lack of certain institutional characteristics that may facilitate the formation of an identity. This study draws on previous work on identity formation using Marcia's framework, but extends this work by drawing on a co-constructivist perspective that emphasizes the explanation and understanding of the changing individual in a changing world.

A Co-constructivist Framework for Conceptualizing and Operationalizing Identity Formation

The conceptualization of the construct of identity and the process of identity formation that will be used for the project proposed in this thesis was derived from an ongoing program of psychosocial theory and research (Kurtines, 1984; 1987; 1994). This perspective draws on Erikson's work and the work of others (e.g., Adams, Bennion, & Hugh, 1987; Adams & Fitch, 1982; Grotevant & Adams, 1984; Marcia, 1966, 1980; Marcia, Waterman, Matteson, Archer, & Orlofsky 1993; Waterman, 1982, 1988, 1992). Like Erikson, this perspective considers a sense of identity to be defined by the individual's sense of direction and purpose. Identity is the sense of who we are and what we want to do with our life. The term identity, as is frequently used in psychology, refers to a particularly mature form of self-concept, one that is

characterized by a strong sense of unity, by its salience in the person's consciousness, and by its ability to anchor the person's sense of stability, individuality, and purpose (Blasi, 1995/in press). Like Marcia, this perspective considers the status of the formation of an identity to be defined by the dimensions of exploration and commitment, and has undertaken a program of research that focuses on mapping the core domains of identity (Wanderman, 1994). Thus, to the concepts of exploration and commitment, this work adds the view that identity can be defined in terms of three core domains (personal, interpersonal, and world view). These three domains are conceptualized as the individual's orientation toward life goals, life roles, and beliefs about the world. The process of identity formation as it takes place in each domain is outlined next.

The **first domain** of identity formation is personal development. In the process of personal development, the individual searches for, explores, and investigates available life goals and values, both actual and potential. Through this process of exploration the individual strives to identify life goals and values worthy of his/her personal commitment. A personal commitment to a core set of self chosen life goals and values serves to order, organize, and stabilize the subjective experiences of the self. A commitment to a set of life goals and values provides an anchor point for the subjective experiences of the self through time; a sense of continuity between the self of the past and of the present; a sense that although the movement from childhood to adulthood involves developmental change, the goals and values of the

self are maintained and persist. The domain of personal development is thus concerned with the quality of the individual's personal life.

The second domain of identity formation is interpersonal development defined by the self's relation to others. Identity formation in this domain is similar to and parallels development in the personal domain, but differs in its orientation. In the process of interpersonal development, the individual searches for, explores, and investigates available life roles and relationships, both actual and potential. Through this process of exploration the individual strives to identify life roles and relationships worthy of his/her personal commitment. A personal commitment to a core set of self chosen life roles and relationships serves to order, organize, and stabilize the inter-subjective experiences of the self. A commitment to a set of life roles and relationships provides an anchor point for the intersubjective experiences of the self; a sense of integration between self and others; a sense of stability in contexts of institutional and cultural change. The domain of personal development is thus concerned with the quality of the individual's interpersonal life.

The third domain of identity formation is the individual's belief about the world or world view. A world view helps to define the self's relation to objective reality. The natural world the self encounters in the course of development includes the physical world itself and all of the phenomena to which we attribute a mind independent ontological status. Our world view includes both "factual" and "ideological" beliefs about the world. Our world view thus encompasses not only the

factual information represented by our scientific, academic, intellectual, and technical beliefs and knowledge, but also the ideological information that is encompassed by our religious, political, moral, economic, etc. beliefs, to the extent that we consider such phenomena to be "mind independent." The development of a world view is thus concerned with the quality of the individual's beliefs about the world.

From a co-constructivist perspective, the formation of a sense of identity thus involves development in three broad domains, 1) personal development, 2) interpersonal development, and 3) world view. The achievement of an identity involves exploration and commitment in each of the three domains.

Transcultural and Culture Specific Dimensions of Identity

In addition to articulating a view of identity as comprised of three basic domains, this co-constructivist perspective also postulates a complex dimensionality to the structure of identity that includes both transcultural and culture specific components. That is, this perspective postulates that some components of identity (viz., the identity domains) are not culture dependent, i.e., they are transcultural. This perspective also postulates that some components of identity (viz., content areas within the identity domains) are culture specific. This perspective considers identity to have a complex and multidimensional structure that includes transcultural components that are universal and culture specific components that vary across cultures and over time because it considers identity to reflect, in part, the

complex and multidimensional structure of human society. The elements of human social systems that are common to all societies and cultures present human beings with challenges that transcend particular cultures. Thus, when viewed from a transcultural perspective, the challenge that the formation of an identity presents is comprised of two major tasks. The first is that of adapting to the type of challenges that are common to all cultures, namely those related to personal development, interpersonal development, and beliefs about the world. These three types of challenges delineate the three identity domains that define transcultural component of identity. The second task is that of resolving the challenges that arise out of specific cultural/historical matrices. These types of challenges define the specific content that delineates the culture dependent content areas within the identity domains.

The research to be conducted as part of this thesis draws from a broader framework of a psychosocial theory and research that seeks to extend the literature on identity by investigating how social processes influence the process of identity formation. This study, therefore, is part of the precursory work to study cross-culturally how one specific social process, namely institutional change, affects the process of identity formation. More specifically, this study conducts psychometric analyses to test for some of the psychometric properties of the SIR, a measure that assesses social institutional change as reported by the individual as well as other institutional characteristics that may facilitate or hinder identity formation. In addition, this thesis seeks

to extend the literature on identity at two levels. At one level, this thesis seeks to extend the literature on identity by investigating in a preliminary fashion the role that social institutions play in identity formation. More specifically, exploratory analyses are conducted to study the relationship between the ratings of nine social institutions in terms of the positive and negative evaluation of four institutional attributes (change, openness, accessibility, and supportiveness) and identity status for the three identity domains (personal, interpersonal, and world view) within two ethnic/cultural groups. At the second level, this thesis seeks to contribute to the literature on identity by investigating how cultural variation affects the process of identity formation. More specifically, this thesis examines the effects of ethnic/cultural variation on identity status and identity satisfaction and dissatisfaction for the three identity domains (personal, interpersonal, and world view) between two ethnic/cultural groups.

THE THESIS STUDY

The study conducted for this thesis had three goals:

- 1) to conduct psychometric analyses on the Social Institutions Rating (SIR).
- 2) to use the SIR to examine the effects that social institutions have on identity formation within these two ethnic/cultural groups.
- 3) to examine the effects of ethnic/cultural variation on identity formation between two ethnic/cultural groups.

METHOD

Subjects

The subjects in this study consisted of 120 undergraduate students enrolled in psychology classes at Florida International University. Subjects were administered there measures. However, for purpose of this study only two measures were used. Given that subjects had to turn in the pair of measures employed in this study, the final sample consisted of 103 subjects: 85 females and 18 males with an average age of 24.85. Sixty six percent of the subjects were of Hispanic origin, followed by 26 % Whites, 4 % Blacks and 4 % other ethnic background. All subjects were offered extra class credit for their participation in the study.

Measures

Two measures were utilized in the proposed study: the Identity Domain Survey (IDS) and the Social Institutions Rating (SIR).

Identity Domain Scale. The Identity Domain Survey (IDS) (Schmaltz, Kurtines, Berman, & Briones, 1994) was used to assess identity status and identity satisfaction which was used to generate the primary dependent variables for the study. The IDS is a group administered, self-report measure, that uses self-chosen codes as well as open-ended written responses (see Appendix A). It contains 54 items that tap into the three basic domains of identity: personal development, interpersonal development, and world view. Each of these three domains is comprised of three content areas totaling 9 content areas that include career goals, sense of self, and long-term life goals as part of the personal development domain; the interpersonal development domain includes

friendships, belonging to groups, gender and sexuality issues; and the word view domain includes religious, moral, and political issues.

To provide an assessment of identity status within each content area, the IDS includes 4 items in the form of statements from which the subject has to choose only one of them. These 4 items contains four prototypical "status" statements that characterizes each status (Appendix A). The subjects are asked to select the statement that best describes themselves.

In addition, to provide an assessment of the subject's evaluation of the quality of life within each of the nine content areas, the subject is asked to identify the most good or positive and distressful experiences from a list of content features. In addition, the subject is asked to provide an open ended written description of both the positive and distressful experiences in each content area. For each of the positive and troublesome experiences, the subject uses a five-point Likert-type scale to rate the degree to which the experience was positive (1= Slightly Positive, 2= A Little Positive, 3= Positive, 4= Very Positive, 5= Extremely Positive) and the degree to which the experience was distressful (1= Slightly Distressful, 2= A Little Distressful, 3= Distressful, 4= Very Distressful, 5= Extremely Distressful). Subsequently, if the subject responds "extremely distressful", s/he is asked if the distress has lasted longer than three months.

Scoring the IDS. The IDS yields two sets of quantitative scores: status scores as well as satisfaction and distress scores for each of the nine

content areas and for the three domains.

Status Scores. The IDS yields a Content Area Status Score (CASS) for each of the nine content areas (Career Goals, Sense of Self, Long Term Life Goals, Friendships, Belonging to Groups, Gender and Sexuality Issues, Religion, Morality, and Political Issues) and an Identity Domain Status Score (IDSS) for each of the identity domains (Personal, Interpersonal, and World View). The Content Area Status Scores are derived from the value assigned to the statement the individual selects from the four statements provided for that content area. The values attributed to the status statements are as follows: 4= Achievement, 3= Moratorium, 2= Foreclosure, 1= Diffused. The four statements provided for each content area characterize the four identity statutes (achieved, moratorium, foreclosed, and diffused). The Identity Domain Status Scores are based on the subject's modal status score for the three content areas within each domain. More specifically, if a subject has the same status value for all three content areas (e.g., 4, 4, 4, or 3, 3, 3, etc.), then that value is the Identity Domain Status Score. If a subject has two of the same values for the three content areas (e.g., 4, 4, 2, or 2, 2, 3, etc.), then the modal value is the Identity Domain Status Score. Finally, if the subject has three different status values (e.g., 4, 1, 3, or 2, 4, 1, etc.) then the Identity Domain Status Score is coded as undifferentiated.

Satisfaction Scores. The nine Content Area Satisfaction Score (Career Goals, Sense of Self, Long Term Life Goals, Friendships, Belonging to Groups, Gender and Sexuality Issues, Religion, Morality,

and Political Issues) consists of the satisfaction rating for each of the nine content areas. The three Domain Satisfaction Score (Personal, Interpersonal, and World View) consists of the average of the satisfaction ratings for each of the content areas within the domains. The Total Satisfaction Score consists of the average of the satisfaction ratings for all of the three identity domains.

Distress Scores. The nine Content Area Distress Score (Career Goals, Sense of Self, Long Term Life Goals, Friendships, Belonging to Groups, Gender and Sexuality Issues, Religion, Morality, and Political Issues) consists of the distress rating for each of the nine content areas. The three Domain Distress Scores (Personal, Interpersonal, and World View) consists of the average of the distress ratings for each of the content areas within the domains. The Total Distress Score consists of the average of the distress ratings for all of the three identity domains.

Social Institutions Rating.

The Social Institutions Rating (SIR; Briones & Kurtines, 1994) was used to generate one of the independent variables for the study. The SIR is a group administered, self-report measure that uses a 5 point Likert scale format as well as open-ended responses (see Appendix B). The SIR is a factorially derived, two dimensional measure that the subject uses to provide an evaluation (negative versus positive) of five attributes of his/her society's primary social institutions in addition to a self-produced issue regarding nine social institutions. The nine social institutions are: 1) The Family, 2) The Government, 3) Mass

Communication, 4) Gender Roles, 5) Religion, 6) Educational Institutions, 7) Economic Institutions, 8) Political Institutions, and 9) Judicial/Legal Institutions). The five institutional attributes assessed are the degree of: 1) change, 2) openness, 3) supportiveness, 4) accessibility, and 5) participation).

Scoring the SIR. The SIR yields two types of scores: the first type of score consists of the sum of the subject's evaluation (positive or negative) of five attributes (change, openness, accessibility, support, and a self-produced issue regarding each social institution) in addition to an overall satisfaction score across all nine institutions for a total of 1 **Evaluation Score**; the other type of scores consist of the sum of the subject's attribution (degree of presence or absence) of each of five institutional attributes (change, openness, accessibility, support, and participation) across all nine institutions for a total of 5 **Attribution Scores**.

Procedure

The IDS and the SIR were distributed in a group classroom setting. Subjects were instructed to take and fill out the measures at home and return them to their instructor the following week. Instructions were given verbally as to the format of the measures. The instructions given are also written on the measures. The instructions for the IDS are as follows:

"You have been given, the Identity Domain Scale. We are interested in your thoughts and feelings about a variety of issues relating to your identity. Identity has to do with your sense of self. More specifically, your satisfaction or dissatisfaction with the direction of your life. This survey has nine parts. Each part asks about a different area of identity. You will be

asked to describe what is good or positive and what is distressful or troublesome in each area. You may write directly on the survey. There are no rights or wrong answers. Thus, please be as truthful as possible. You may write in either pen or pencil. Please do not skip any question. If the question does not apply to you please indicate this in the space provided. "

The instructions for the SIR are as follows:

"You have been given the Social Institutions Rating. This survey asks questions about social institutions in your society. Some of the social institutions are the family, the government, gender roles, religion, mass communication, educational, legal, economic, and political institutions among others. You will also be provided with specific examples for each of these institutions. This survey asks about your satisfaction with these institutions, how much change they are undergoing, how satisfied you are with the change, how much the change affects your life, and how much you participate in the changes that are taking place. There are no right or wrong answers. Thus, please be as frank as possible. Please write your answers directly on the questionnaire. You may write in either pen or pencil. Please do not skip any question. If the question does not apply to you please indicate this in the space provided."

Results

Psychometric Analyses

The first goal of this study was to examine the psychometric properties of the SIR.

Factor Analysis. This section describes an exploratory factor study of the SIR. The focus of this study was on the 6 evaluation ratings (change, openness, accessibility, support, satisfaction, and the self-produced issue regarding each social institution) and the 5 attribution ratings (degree of change, openness, accessibility, support, and participation) across all nine institutions for a total of 11 ratings.

For the first analyses, all 11 ratings were subjected to a principal components analysis with a varimax rotation. The principal

components analysis of 11 ratings yielded two factors with an eigenvalue greater than 1.0. The first factor accounted for the largest proportion of variance, accounting for 49.9 percent of the total variance ($e^1 = 5.49$). Factor 2 ($e = 1.49$) accounted for a smaller proportion of variance, 13.5%. Table 1 presents the loadings from the factor structure matrix. As Table 1 indicates, the results of the factor analysis provides evidence for two relatively distinct factors. Factor 1 was clearly an evaluation factor, with all of the evaluation ratings with high loadings on this factor, and only one of the attribution ratings (Institutional Support) loading on this factor. Factor 2 was clearly an attribution factor, with all of the attribution ratings with high loadings on this factor, and only one of the evaluation ratings (Institutional Support) loading on this factor.

For the second analyses, the 6 evaluation ratings and the 5 attribution ratings were separately subjected to a principal components analysis with a varimax rotation. The principal components analysis of the 6 evaluation ratings yielded only one factor with an eigenvalue greater than 1.0. This factor accounted for the largest proportion of variance, accounting for 67.2 percent of the total variance ($e = 4.03$). Table 2 presents the loadings from the factor structure matrix of the 6 evaluation ratings. In a similar vein, the principal components analysis of the 5 attribution ratings yielded only one factor with an eigenvalue greater than 1.0. This factor accounted for the largest proportion of variance, accounting for 53.5 percent of the total

¹e=eigenvalue

variance ($e = 2.68$). Table 3 presents the loadings from the factor structure matrix of the five attribution ratings. As Table 2 and 3 indicates, the results of the factor analysis provides robust evidence that the empirical structure of the evaluation and attribution ratings clearly represent a two dimensional structure of the SIR: one that describes the characteristics or qualities (attributes) present in a particular social institution and the other, one that evaluates the extent to which these institutional attributes have a positive or negative impact in the quality of the individual's life.

Item Analysis. An item analysis was conducted on the 11 scores for the SIR that included item total correlations, squared multiple correlations, scale Alphas with the items deleted, scale means with the item deleted, and scale variance with the item deleted (cf. Noruis/SPSS, 1988). The results indicated that none of the Alpha coefficients for any of the scales would be significantly increased by removing any of the items.

Internal Consistency Reliability. Internal consistency reliability was estimated for the Evaluation Score (composed of six items evaluating the positive or negative impact that social institutions have on the individual's quality of life in relation to five institutional attributes) using the Alpha coefficient. The Alpha coefficient for the Evaluation Scale was .90. The internal consistency reliability procedure was used only for the Evaluation Scale given that the five Attribution Scales consisted of only one item for each scale and such a procedure cannot be performed with one item scales.

Exploratory Analyses. The second goal of this study was to start investigating the effects that social institutions have on identity formation within the two ethnic/cultural groups in a preliminary fashion. Exploratory analyses were conducted for each ethnic/cultural group investigating the plausible relationship between social institutions (indexed by the Evaluation Scale for each of the nine social institutions assessed by the SIR) and identity status for the three main domains of identity (personal development, interpersonal development, and world view) assessed by the IDS. In this section of the study only one type of score was used, namely, the evaluation score. The evaluation score used in this study consisted of the sum of the subject's evaluation (positive or negative) of four institutional attributes (change, openness, accessibility, and support) for each of the nine social institutions.

Because of the multiple dependent variables, the statistical analyses used to do such an exploratory analysis consisted of several Multivariate Analysis of Variance (MANOVAs) separately conducted for each ethnic group. The independent variable for the first MANOVA was the overall identity status (across the three identity domains) assessed by the IDS with four levels (undifferentiated, foreclosed, moratorium, and achieved). These four identity statuses were used in all subsequent analyses. The diffused status was not used in the subsequent analyses because only one of the subjects out of the whole sample was classified as diffused. The dependent variables used in the MANOVA consisted of the Evaluation Scale for each of the nine social institutions for a

total of nine dependent variables. There were no multivariate effects for identity status among Hispanics. However, multivariate effects were significant for identity status among Euroamericans, $F(18,24) = 2.14$, $p < .05$. Further examination of the univariate F-tests indicated significant effects for only one of the nine social institutions, Economic Institutions, $F(2,19) = 4.51$, $p < .05$, with Achieved scoring highest on satisfaction with Economic Institutions ($M = 6.36$, $SD = .85$) and Foreclosed scoring lowest ($M = 3.75$, $SD = .00$).

The independent variable for the second sets of MANOVAs was identity status for each of the three Identity Domains (Personal Development Domain Status, Interpersonal Development Domain Status, and World View Domain Status) assessed by the IDS with four levels (undifferentiated, foreclosed, moratorium, and achieved). The independent variable for the first MANOVA was Personal Development Domain Status. The dependent variables used in the MANOVA consisted of the Evaluation Scale for each of the nine social institutions for a total of nine dependent variables. Multivariate effects were not significant for Personal Development Domain Status among Hispanics nor among Euroamericans. The independent variable for the second and third MANOVA was Interpersonal Development Domain Status and World View Domain Status respectively. Multivariate effects did not reach significance for Interpersonal Development Domain Status nor for World View Domain Status among Hispanics. Lastly, although among Euroamericans the multivariate effects were not significant for Interpersonal Development Domain Status, multivariate effects were significant for World View

Domain Status, $F(27,36) = 2.17$, $p < .02$. Further examination of the univariate F-tests indicated significant effects for World View Domain Status on one of the nine social institutions, Gender Roles, $F(3,18) = 3.33$, $p < .04$, with Undifferentiated individuals scoring highest on Satisfaction with Gender Roles (mean = 7.00, SD = .38) and Foreclosed individuals scoring lowest (mean = 5.56, SD = 1.07).

None of the sociodemographic variables were significantly related to the dependent variables at the .05 level either.

Hypotheses Testing

The third goal of this study was to examine the effects of ethnic/cultural variation on identity status and identity satisfaction for the three identity domains (personal, interpersonal, and world view) between groups of late adolescents from two ethnic/cultural groups (Euroamericans and Hispanics). This section describes the analyses for testing the hypotheses with respect to the effects of ethnic/cultural variation on identity formation based on previous literature.

Hypothesis 1a states that subjects in the two ethnic/cultural groups differ significantly with respect to identity status and identity satisfaction for the three basic domains of identity (personal development, interpersonal development, and world view) assessed by the IDS, with subjects in the Euroamerican sample scoring higher on identity status and satisfaction than the Hispanic sample.

Hypothesis 1b states that subjects in the two ethnic/cultural groups differ significantly with respect to identity status and identity

satisfaction for the nine identity content areas (career goals, sense of self, and long-term life goals, friendships, belonging to groups, gender and sexuality issues, religious, moral, and political issues) assessed by the IDS, with subjects in the Euroamerican sample scoring higher on identity status and satisfaction than the Hispanic sample.

Given that the operationalization of identity statuses produces qualitative data, several chi-square tests were performed in order to test part of hypothesis 1a by using ethnicity (Euroamericans and Hispanics) as the independent variable and identity status (undifferentiated, foreclosed, moratorium, and achieved) as the dependent variable. Each of these four identity statuses was separately analyzed by 4 overall identity statuses (obtained across identity domains) and 4 identity statuses for each of the three identity domains (personal, interpersonal, and world view). Therefore, 16 separate chi-square tests were performed in order to test part of hypothesis 1a. Subjects in the two ethnic/cultural groups did not differ significantly with respect to the overall identity status across the three domains of identity (personal development, interpersonal development, and world view) nor for each of the three domains as assessed by the IDS. Therefore, the hypothesis that more subjects in the Euroamerican sample would be classified on higher identity statuses than subjects in the Hispanic sample was not confirmed.

Because of the multiple dependent variables involved in testing

the second part of Hypotheses 1a, Multivariate Analyses of Variance (MANOVA) were performed. The independent variable for the first, second, and third set of MANOVAs was ethnic/cultural group with two levels (Euroamericans and Hispanics). The first MANOVA used the following groups of multiple dependent variables: The 3 Identity Satisfaction Scales and the 3 Identity Dissatisfaction Scales from the IDS representing the three identity domains (Personal Development, Interpersonal Development, and World View) for a total of 6 dependent variables. There were no multivariate effects for ethnicity. Therefore, the hypothesis that subjects in the Euroamerican sample would score higher on identity satisfaction and lower on identity dissatisfaction than the Hispanic sample for the three identity domains (personal, interpersonal, and world view) was not confirmed.

The second MANOVA used the Identity Satisfaction Scale for the nine Content Areas from the IDS as the dependent variable [1) Career Goals, 2) Sense of Self, 3) long-term life goals, 4) friendships, 5) belonging to groups, 6) gender and sexuality issues, 7) religious issues, 8) moral issues, and 9) political issues] for a total of nine dependent variables. Multivariate effects were significant for ethnicity, $F(9,92) = 2.07$, $p < .05$. Therefore, hypothesis 1b received partial support but opposite to the predicted direction. Further examination of the univariate F-tests indicated that subjects in the two ethnic/cultural groups differed significantly with respect to identity satisfaction on Sense of Self, $F(1,100) = 6.76$, $p < .01$ as well as on Religious Issues, $F(1,100) = 7.66$, $p < .01$. More specifically, Hispanics

reported higher identity satisfaction on sense of self ($M = 4.00$, $SD = .80$) than Euroamericans ($M = 3.44$, $SD = 1.31$). Similarly, Hispanics reported higher identity satisfaction on religious issues ($M = 4.00$, $sd = 1.06$) than Euroamericans ($M = 3.15$, $SD = 1.64$).

The third MANOVA used the Identity Dissatisfaction Scale for the nine Content Areas from the IDS as the dependent variable [1) Career Goals, 2) Sense of Self, 3) long-term life goals, 4) friendships, 5) belonging to groups, 6) gender and sexuality issues, 7) religious issues, 8) moral issues, and 9) political issues] for a total of nine dependent variables. For Identity Dissatisfaction, however, there were no significant multivariate effects for ethnicity.

None of the sociodemographic variables were significantly related to the dependent variables at the .05 level either.

Discussion and Summary

It has to be acknowledged right from the onset of this discussion that the present study has several limitations due to sample size and sample characteristics and at the most the results of this study provide some preliminary evidence for the theorized relationships. These limitations also apply to the tested hypotheses, hypothesis 1a and 1b respectively. Although the total sample consisted of 103 subjects, the sample size is reduced when making between and within difference comparisons. Furthermore, as representative of psychology classes, the present sample was composed of an overwhelming majority of females (82.5%). In addition, some other confounding variables that were not taken into consideration (e.g., socioeconomic status) might have

accounted for the results. Therefore, the results have to be interpreted with caution and are in need of further replication.

In focusing on the effects that social institutions have on identity formation, this project drew on a co-constructivist perspective on identity that includes a theory of both individual change, institutional change, and the interface between both types of change. In an attempt to operationalize social institutions, a measure that taps into several institutional attributes and characteristics had been developed. Some of the psychometric properties of the Social Institutions Rating (SIR) were reported in this thesis. The exploratory factor analyses revealed a robust two factor structure in the SIR: an evaluation factor and an attribution factor. The attribution factor included the items in the SIR that describe the presence or absence of five characteristics or qualities (degree of change, openness, supportiveness, accessibility, and participation) present in a particular social institution as perceived by the individual (attributes). The evaluation factor included the items in the SIR that evaluate the extent to which these institutional attributes (and a self-produced issue regarding the nine social institutions) have a positive or negative impact in the quality of the individual's life.

The item analysis conducted on the SIR (which included item total correlations, squared multiple correlations, scale alphas with items deleted, scale means with the item deleted, and scale variance with the item deleted) indicated that all the items in the SIR are valid items. Furthermore, the high internal consistency reliability on the Evaluation

Scale of the SIR as indexed by an alpha coefficient of .90 shows a promising potential for the SIR.

In this thesis, the effects of social institutions on identity formation within ethnic/cultural groups was studied in a preliminary fashion. Exploratory analyses were conducted for the two ethnic/cultural groups (Hispanics and Euroamericans) by examining the relationship between social institutions assessed by the SIR and identity status assessed by the three domains of identity (personal development, interpersonal development, and world view). There were no significant effects for the overall identity status (across domains) among Hispanics. However, among Euroamerican subjects, satisfaction with Economic Institutions was related to identity status, with Achieved subjects scoring highest on Satisfaction with Economic Institutions and Foreclosed scoring lowest.

In terms of identity status by domain, there were no significant effects for Interpersonal Development Status nor for World View Status among Hispanics. However, among Euroamericans there was a significant relationship between Gender Roles and World View Domain Status, with Undifferentiated subjects scoring highest on Satisfaction with Gender Roles and Foreclosed scoring lowest. These preliminary results seem to provide tentative support for the theoretical claim that social institutions have an effect on identity formation. Further studies may investigate the impact that social institutions have on identity formation and life satisfaction by studying how certain institutional characteristics (as perceived by the individual) are related to identity

status and identity satisfaction or dissatisfaction among individuals forming their identity in different socio-cultural contexts.

As part of the empirical investigation of the nature of identity, two hypotheses were tested in this thesis. Part of the first hypothesis stated that subjects in the two ethnic/cultural groups would differ significantly with respect to identity status for the three basic domains of identity (personal development, interpersonal development, and world view) assessed by the Identity Domains Scale (IDS), with subjects in the Euroamerican sample scoring higher on identity status than the Hispanic sample. This hypothesis was not confirmed with the sample employed either at the overall level of identity status nor at the level of identity status by domain. Although the results in this study were not consistent with previous findings in the identity literature that shows more Hispanics having foreclosed identities than Euroamerican samples, it has to be pointed out that the identity literature has used Mexican Americans and Puerto Rican American samples exclusively. The Hispanic sample used in this study represents an overwhelming majority of students of Cuban American background as evidenced by the population (Miami) from which this sample was drawn. Some authors have expressed serious concerns when the term Hispanic have been viewed as representing a homogenous group when in fact Hispanics are formed by people of varied races, languages, and several nations. Zayas (1987), for example, has noted that although the majority of Hispanics share the same language the hispanic "subgroups are as diverse as other ethnic and racial groups in the United States" (p. 2). Cuban

Americans when compared to the rest of Hispanic groups in the United States have the highest educational level and standard of living in addition to being the most "well-accepted" hispanic group in the host culture. These factors combined with the fact that Cuban Americans are a non-minority group in the local context may produce a qualitatively different subgroup of Hispanics. Therefore, the characteristics of the present sample may have also accounted for the results of the first part of Hypothesis 1a.

The second part of Hypothesis 1a which stated that subjects in the Euroamerican sample would score higher on identity satisfaction and lower on identity dissatisfaction than the Hispanic sample was not confirmed in the predicted direction. On the contrary, Hispanics reported higher degree of identity satisfaction on sense of self and religious issues than Euroamericans. Furthermore, Hispanics and Euroamericans did not differ significantly on identity dissatisfaction either. These results have a significant implication at the theoretical level. The four identity statuses (diffused, foreclosed, moratorium, and achieved) have been conceptualized as representing a developmental continuum in the process of identity formation. Moreover, individuals classified as exhibiting certain identity statuses (i.e., diffused and foreclosed status in particular) have been portrayed as having less adaptive forms of personal identity without considering the context in which individuals search for, commit to, and fulfill their life goals, life roles, and beliefs about the world or (succinctly stated) form an identity.

For instance, foreclosed individuals have been portrayed as being less developmentally and psychologically advanced than achieved individuals without considering the satisfaction or dissatisfaction that a particular identity status may produce in a particular cultural context. Indeed, James Marcia has recently pointed out that although the identity statuses are applicable in non-North American setting as revealed in several cross-cultural studies, the characteristics and adaptiveness of the different identity statuses in different cultural contexts have not been studied yet (Marcia, 1993, p. 274). The results obtained in this thesis warrant further studies that examine the relationship between identity status and identity satisfaction and dissatisfaction in different social and cultural contexts.

In addition, the fact that some statistical analyses did not reveal significant differences when identity status is scored in global terms (such as an Overall Identity Status) but some significant differences are found when identity status is reported for each of the nine identity content areas provides justification to conceptualize identity formation as a complex process taking place along several dimensions. Therefore, conceptualizing identity status as a multidimensional variable and reporting identity status by Identity Domains and Content Areas seems warranted. This thesis thus extended the identity literature by including the concept of identity satisfaction and dissatisfaction by identity domain and by content area in addition to investigating the concept of identity status by domain as well as by content area with two ethnic/cultural groups.

In conclusion, as modern society has become more complex and pluralistic the array of roles, goals, and values from which an individual can choose (as provided by social institutions in a particular society and context) have multiplied. The availability of varied roles and values provided in modern society thus has made the process of choosing the goals, roles, and world view that give the individual's life direction and purpose as well as coherence and integration very challenging. As a consequence, for most youth in modern culture the transition to adulthood represents having to make difficult decisions regarding personal and interpersonal issues as well as political, moral, and religious issues, and many experience considerable distress as part of this transition. In the psychological literature the process of choosing and integrating these goals, roles, and world views in a consistent and cohesive manner as to provide the individual with a sense of direction and purpose in life has been named identity formation (Erikson, 1968).

The study described in this thesis forms part of a larger psychosocial developmental framework that among other goals seeks to enlarge and refine our understanding of the nature of a sense of identity and the process by which it develops including varied social processes. As such, this thesis forms part of the precursory work needed to study how social processes influence identity formation at the cross-cultural level. This thesis extended the work that has been done on identity by investigating how ethnic/cultural variation influences the formation of an identity as well as by including the concepts of

identity satisfaction and dissatisfaction for three identity domains (personal, interpersonal, and world view). As part of our preliminary work we have developed a framework for conceptualizing identity. In the process of operationalizing this framework, we have developed measures and refined experimental procedures for empirically investigating the nature of identity.

This thesis also sought to enlarge and refine our understanding of the nature of a sense of identity at the theoretical level by proposing a co-constructivist perspective that emphasizes the explanation and understanding of the changing individual in a changing world. In the process of operationalizing this framework, we have developed a measure and refined experimental procedures for empirically investigating the relationship of social institutions and identity formation.

This thesis sought to enlarge and refine our understanding of the nature of a sense of identity at the practical level by operationalizing and reporting some of the psychometric properties of the Social Institutions Rating (SIR). The SIR is a measure that includes items that index the satisfaction and dissatisfaction that individuals experience with nine primary social institutions (the family, the government, mass communication, gender roles, religion, education and economic, political, and judicial/legal institutions) and the impact that certain institutional characteristics or attributes have on the quality of the individual's life as result of the theorized role that social institutions play on identity formation.

By having a better understanding of the nature of a sense of

identity, developmental psychologists will be in a better position to assist both theoretically and practically those involved in assisting individuals experiencing this developmental transition and might be able to even suggest social programs and policies that will improve the quality of people's life both at the individual and at the collective level.

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APPENDIX A

Identity Domain Scale¹

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Draft

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Identity Domain Scale

Directions: We are interested in your thoughts and feelings about a variety of issues relating to your identity. Identity has to do with your sense of self. More specifically, we will be asking you about your satisfaction or dissatisfaction with the direction of your life. This survey has nine parts. Each part asks about a different content area related to your sense of self. You will be asked to describe what is good or positive and what is distressful or troublesome in each content area and how much you have thought about each of these areas. Please write your answers directly on the questionnaire.

Biographical Data

Please Circle or Fill in Your Answers

Sex: Male Female

Grade: 7 8 9 10 11 12
College: 1 2 3 4

Age: _____

Race: White
 Black (Non-Hispanic)
 Hispanic
 Asian
 Native American
 Other _____

Marital Status: Single Married Divorced Widow

Domain I:

Personal Development

Part A asks about career goals.

PART A: SECTION I

On the spaces below we would like you to identify and describe what, if anything, you consider good or positive about your thoughts, feelings, practices, experiences, or any other issues that are important to you about your career goals. Below is a list of content features with examples. Look them over carefully and identify the most important area of positive experiences for you. Enter the code number below and describe this area of importance in your own words.

Positive Content Features
(with examples)

Code (P-0) DECISION: The actual decision itself and/or the process of making a decision.

Examples: -I know what I want to pursue
-I want to be a teacher

Code (P-1) ACHIEVEMENT: The achievement of your aspirations or goals.

-I believe I can accomplish my goals
-I am currently in a job that will help me in the future

Code (P-2) REWARDS: The rewards related to your decision

-I will be challenged and satisfied
-I will be able to help children

Code (P-3) NO ISSUES: This is not an important issue for you

1. Career Goals: Positive:

Enter Code Number Here (_____). Describe Below.

2. How positive is this issue in your life?

Slightly Positive	A little Positive	Positive	Very Positive	Extremely Positive
1	2	3	4	5

PART A: SECTION II

On the spaces below we would like you to identify and describe what, if anything, you consider distressful or troublesome about your thoughts, feelings, practices, experiences, or any other issues that are important to you about your career goals. Below is a list of content features with examples. Look them over carefully and identify the most important area of distressful experiences for you. Enter the code number below and describe this area of importance in your own words.

Distressful Content Features (with examples)

Code (D-0) DECISION: The actual decision itself and/or the process of making a decision.

-I don't know what I want to pursue

-I am confused about my future

Code (D-1) ACHIEVEMENT: The achievement of your aspirations or goals.

-I may not have the grades to get into graduate school to become a teacher

-I may not be able to get the experience that will help me in the future

Code (D-2) REWARDS: The rewards related to your decision

-I may not be challenged and satisfied

-I may not be able to have the financial advancement I want

Code (D-3) NO ISSUES: This is not an important issue for you

3. Career Goals: Distressful

Enter Code Number Here (_____). Describe Below.

4. How distressful is this issue in your life?

Slightly Distressful 1	A little Distressful 2	Distressful 3	Very Distressful 4	Extremely Distressful 5*
------------------------------	------------------------------	------------------	--------------------------	--------------------------------

*5. If you answered "extremely distressed", has this distress lasted for longer than three months?

Yes No

6. Of the following statements, which best describes your current thoughts and feelings with respect to your *career goals*:(Circle the corresponding letter to the best statement)

- (A). I am not sure about my career goals and I haven't spent much time questioning or thinking about it.
- (B). After a lot of self-examination and experience, I have established a clear sense of my career goals.
- (C). After a lot of self-examination and experience, I have **NOT** established a clear sense of my career goals.
- (D). I have never really questioned my career goals because I have always known what I wanted to do.

Part B asks about your sense of self

PART B: SECTION I

On the spaces below we would like you to identify and describe what, if anything, you consider good or positive about your thoughts, feelings, practices, experiences, or any other issues that are important to you about your sense of self. Below is a list of content features with examples. Look them over carefully and identify the most important area of positive experiences for you. Enter the code number below and describe this area of importance in your own words.

Positive Content Features

(with examples)

Code (P-0) SELF ESTEEM: The feelings you have about yourself and who you are.

-I feel good about myself

-I am a confident person

Code (P-1) BODY IMAGE: The thoughts and feelings you have about the way you perceive your physical appearance.

-I think I am very attractive and I like the way I look

-I am physically fit which makes me feel good about how I look

Code (P-2) SELF IMAGE: The thoughts and feelings that reflect your personal qualities.

-I am a positive person and I know what I want in life

-I am a caring and loving person

Code (P-3) NO ISSUES: This is not an important issue for you

7. Sense of Self: Positive:

Enter Code Number Here (_____). Describe Below.

8. How positive is this issue in your life?

Slightly
Positive

A little
Positive

Positive

Very
Positive

Extremely
Positive

1

2

3

4

5

PART B: SECTION II

On the spaces below we would like you to identify and describe what, if anything, you consider distressful or troublesome about your thoughts, feelings, practices, experiences, or any other issues that are important to you about your sense of self. Below is a list of content features with examples. Look them over carefully and identify the most important area of distressful experiences for you. Enter the code number below and describe this area of importance in your own words.

Distressful Content Features (with examples)

Code (P-0) SELF ESTEEM: The feelings you have about yourself and who you are.

-I sometimes feel inadequate

-I feel that I may not be strong enough to achieve my goals

Code (P-1) BODY IMAGE: The thoughts and feelings you have about the way you perceive your physical appearance.

-I don't like my body

-I am overweight for the way I would like to look

Code (P-2) SELF IMAGE: The thoughts and feelings that reflect your personal qualities.

-I am easily intimidated and pushed to do things I don't agree with

-I am pessimistic and I usually see the bad side of situations

Code (P-3) NO ISSUES: This is not an important issue for you

9. Sense of self: Distressful

Enter Code Number Here (_____). Describe Below.

10. How distressful is this issue in your life?

Slightly Distressful	A little Distressful	Distressful	Very Distressful	Extremely Distressful
1	2	3	4	5*

*11. If you answered "extremely distressed", has this distress lasted for longer than three months?

Yes No

12. Of the following statements, which best describes your current thoughts and feelings with respect to your *sense of self*: (Circle the corresponding letter to the best statement)

- (A). I am not sure about how I feel about my sense of self and I haven't spent much time questioning or thinking about it.
- (B). After a lot of self-examination and experience, I have established a clear sense of self.
- (C). After a lot of self-examination and experience, I have NOT established a clear sense of self.
- (D). I have never really questioned my sense of self because I have always known who I am.

Part C asks about long-term life goals.

PART C: SECTION I

On the spaces below we would like you to identify and describe what, if anything, you consider good or positive about your thoughts, feelings, practices, experiences, or any other issues that are important to you about your long term life goals. Below is a list of content features with examples. Look them over carefully and identify the most important area of positive experiences for you. Enter the code number below and describe this area of importance in your own words.

Positive Content Features

(with examples)

Code (P-0) DECISION: The actual decision itself and/or the process of making it.

-I feel I have made a positive decision

-Someday I would like to be a good wife and mother

Code (P-1) ACHIEVEMENT: The achievement of your aspirations or goals.

-I think I have the personal qualities to achieve my goals

-I am trying to be a well-rounded individual

Code (P-2) REWARDS: The rewards related to your decision

-I want to make a difference in the world

-I want to have independence and security

Code (P-3) NO ISSUES: This is *not* an issue for you

13. Long-term life goals: Positive

Enter Code Number Here (_____). Describe Below.

14. How positive is this issue in your life?

Slightly Positive	A little Positive	Positive	Very Positive	Extremely Positive
1	2	3	4	5

PART C: SECTION II

On the spaces below we would like you to identify and describe what, if anything, you consider distressful or troublesome about your thoughts, feelings, practices, experiences, or any other issues that are important to you about your long term life goals. Below is a list of content features with examples. Look them over carefully and identify the most important area of distressful experiences for you. Enter the code number below and describe this area in your own words.

Distressful Content Features

(with examples)

Code (D-0) DECISION: The actual decision itself and/or the process of making it

-I have not decided what to do with my life

-I am not sure if my choice is the right thing for me

Code (D-1) ACHIEVEMENT: The achievement of your aspirations or goals.

-I feel I won't be able to achieve my goals

-I worry that I may never get married

Code (D-2) REWARDS: The rewards related to your decision

-I may not be challenged and satisfied

-My children may become rebellious

Code (D-3) NO ISSUES: This is *not* an issue for you

15. Long-term life goals: Distressful

Enter Code Number Here (_____). Describe Below.

16. How distressful is this issue in your life?

Slightly Distressful	A little Distressful	Distressful	Very Distressful	Extremely Distressful
1	2	3	4	5*

*17. If you answered "extremely distressed", has this distress lasted for longer than three months?

Yes

No

18. Of the following statements, which best describes your current thoughts and feelings with respect to your *long-term life goals*: (Circle the corresponding letter to the best statement)

- (A). I am not sure about my long-term life goals and I haven't spent much time questioning or thinking about it.
- (B). After a lot of self-examination and experience, I have established a clear sense of my long-term life goals.
- (C). After a lot of self-examination and experience, I have NOT established a clear sense of my long-term life goals.
- (D). I have never really questioned my long-term life goals because I have always known what I wanted out of life.

Domain II:
Interpersonal Development

Part D asks about friendships.

PART D: SECTION I

On the spaces below we would like you to identify and describe what, if anything, you consider good or positive about your thoughts, feelings, practices, experiences, or any other issues that are important to you about your friendships. Below is a list of content features with examples. Look them over carefully and identify the most important area of positive experiences for you. Enter the code number below and describe this area of importance in your own words.

Positive Content Features
(with examples)

Code (P-0) PERSON QUALITIES: The qualities of the persons involved in the friendship

-My friends understand me

-My friends are loyal

Code (P-1) FRIENDSHIP QUALITIES: The qualities of the friendship itself

-We both know we can count on each other

-My friends and I have mutual respect and honesty

Code (P-2) RELATIONSHIP PROCESSES: The process & interactions related to the friendships.

-My friend gives me good advice when I need it most

-I enjoy sharing my feelings and experiences

Code (P-3) NO ISSUES: This is *not* an issue for you

19. Friendships: Positive

Enter Code Number Here (_____). Describe Below.

20. How positive is this issue in your life?

Slightly Positive	A little Positive	Positive	Very Positive	Extremely Positive
1	2	3	4	5

PART D: SECTION II

On the spaces below we would like you to identify and describe what, if anything, you consider distressful or troublesome about your thoughts, feelings, practices, experiences, or any other issues that are important to you about your friendships. Below is a list of content features with examples. Look them over carefully and identify the most important area of positive experiences for you. Enter the code number below and describe this area of importance in your own words.

Distressful Content Features
(with examples)

Code (D-0) PERSON QUALITIES: The qualities of the persons involved in the friendship
-My friend can be secretive sometimes
-My friends talk behind my back

Code (D-1) FRIENDSHIP QUALITIES: The qualities of the friendship itself
-My friends and I have not been able to accept each other's faults
-It can be difficult to have friendships with people of the opposite sex

Code (D-2) RELATIONSHIP PROCESS: The process & interactions related to the friendships.
-It is not fair that one of us is giving more than the other
-Sometimes lying interferes with the ability for friends to share intimate secrets

Code (D-3) NO ISSUES: This is *not* an issue for you

21. Friendships: Distressful

Enter Code Number Here (_____). Describe Below.

22. How distressful is this issue in your life?

Slightly Distressful	A little Distressful	Distressful	Very Distressful	Extremely Distressful
1	2	3	4	5*

*23. If you answered "extremely distressed", has this distress lasted for longer than three months?
Yes No

24. Of the following statements, which best describes your current thoughts and feelings with respect to your *friendships*: (Circle the corresponding letter to the best statement)

- (A). I am not really sure about what I want in a friend and I have not given it much thought.
- (B). After a lot of self-examination and experience, I have established a clear sense of what type of friendships I want and I choose my friends accordingly.
- (C). I am still exploring what types of friends are right for me at this point in my life.
- (D). I know what I want in a friend and I have never really had to question it.

Part E asks about belonging to groups.

PART E: SECTION I

On the spaces below we would like you to identify and describe what, if anything, you consider good or positive about your thoughts, feelings, practices, experiences, or any other issues that are important to you about belonging to groups. Below is a list of content features with examples. Look them over carefully and identify the most important area of positive experiences for you. Enter the code number below and describe this area of importance in your own words.

Positive Content Features

(with examples)

Code (P-0) GROUP QUALITIES: The qualities of the group.

-The group I belong to is very supportive

-The group I belong to gives me a sense of belonging

Code (P-1) INDIVIDUAL QUALITIES: The qualities of the persons involved in the group.

-I feel I can contribute to the goals of my group

-The people in my group and myself have similar interests

Code (P-2) GROUP PROCESS: Processes or interactions of belonging/not belonging to a group.

-Provides social interaction which fosters communication

-We work well together as a team and have a lot of cooperation

Code (P-3) NO ISSUES: This is *not* an issue for you

25. Belonging to groups: Positive

Enter Code Number Here (_____). Describe Below.

26. How positive is this issue in your life?

Slightly Positive	A little Positive	Positive	Very Positive	Extremely Positive
1	2	3	4	5

PART E: SECTION II

On the spaces below we would like you to identify and describe what, if anything, you consider distressful or troublesome about your thoughts, feelings, practices, experiences, or any other issues that are important to you about belonging to groups. Below is a list of content features with examples. Look them over carefully and identify the most important area of positive experiences for you. Enter the code number below and describe this area of importance in your own words.

Distressful Content Features (with examples)

Code (D-0) GROUP QUALITIES: The qualities of the group.

-Sometimes my group is too militant

-Sometimes I disagree with the group's goals

Code (D-1) INDIVIDUAL QUALITIES: The qualities of the persons involved in the group.

-Certain people in the group do not represent the group's ideals

-Some people in the group sit back and let others do all the work

Code (D-2) GROUP PROCESS: Processes or interactions of belonging/not belonging to a group.

-Sometimes I feel isolated and alone even though I am a member of the group

-I feel not everyone has a voice in the group

Code (D-3) NO ISSUES: This is *not* an issue for you

27. Belonging to groups: Distressful

Enter Code Number Here (_____). Describe Below.

28. How distressful is this issue in your life?

Slightly Distressful	A little Distressful	Distressful	Very Distressful	Extremely Distressful
1	2	3	4	5*

***29. If you answered "extremely distressed", has this distress lasted for longer than three months?**

Yes

No

30. Of the following statements, which best describes your current thoughts and feelings with respect to *belonging to groups*: (Circle the corresponding letter to the best statement)

(A). I haven't spent much time questioning or thinking about what type of groups I should belong to or if I should belong to groups at all.

(B). After a lot of self-examination and experience, I have established a clear sense of the type and level of group involvement would be best for me.

(C). After a lot of self-examination and experience, I still have NOT established a clear sense of the type and level of group involvement would be best for me.

(D). I know what type of group involvement is best for me and I have never really had to question it.

Part F asks about gender and sexuality issues.

PART F: SECTION I

On the spaces below we would like you to identify and describe what, if anything, you consider good or positive about your thoughts, feelings, practices, experiences, or any other issues that are important to you about gender and sexuality issues. Below is a list of content features with examples. Look them over carefully and identify the most important area of positive experiences for you. Enter the code number below and describe this area of importance in your own words.

Positive Content Features

(with examples)

Code (P-0) GENDER: The role and function that you play in society due to your gender.

-I feel positive that I am able to carry a child

-I benefit from the status that society assigns me

Code (P-1) SEXUALITY: The role that sexuality play in your life.

-I understand my sexuality and I am comfortable with myself

-Accepting my sexuality preference has given me a sense of power in my life

Code (P-2) SEX: The role that sex plays in your life

-I feel positive about my decision to become sexually active

-I have had very positive sexual experiences

Code (P-3) NO ISSUES: This is *not* an issue for you

31. Gender and Sexuality Issues: Positive

Enter Code Number Here (_____). Describe Below.

32. How positive is this issue in your life?

Slightly Positive	A little Positive	Positive	Very Positive	Extremely Positive
1	2	3	4	5

PART F: SECTION II

On the spaces below we would like you to identify and describe what, if anything, you consider distressful or troublesome about your thoughts, feelings, practices, experiences, or any other issues that are important to you about gender and sexuality issues. Below is a list of content features with examples. Look them over carefully and identify the most important area of positive experiences for you. Enter the code number below and describe this area of importance in your own words.

Distressful Content Features

(with examples)

Code (P-0) GENDER: The role and function that you play in society due to your gender.

-I hate the physical limitations associated with my gender

-Because of my gender, I am often a victim of discrimination and sexual harassment

Code (P-1) SEXUALITY: The role that sexuality play in your life.

-I am worried about the social implications of being a homosexual

-I am not sure about my sexual preference

Code (P-2) SEX: The role that sex plays in your life

-I feel I am too occupied by sexual thoughts

-I'm not sure I want to become sexually active

Code (P-3) NO ISSUES: This is *not* an issue for you

33. Gender and Sexuality Issues: Distressful

Enter Code Number Here (_____). Describe Below.

34. How distressful is this issue in your life?

Slightly Distressful	A little Distressful	Distressful	Very Distressful	Extremely Distressful
1	2	3	4	5*

*35. If you answered "extremely distressed", has this distress lasted for longer than three months?

Yes

No

36. Of the following statements, which best describes your current thoughts and feelings with respect to *gender and sexuality issues*: (Circle the corresponding letter to the best statement)

- (A). I am not sure about my gender role or sexuality and I have not spent much time questioning or thinking about it.
- (B). I have thought a lot about different gender roles or my sexuality and I have chosen the one that is best for me.
- (C). I have thought about the many issues I must deal with in relation to my gender and my sexuality, but I have not yet defined the role I will take.
- (D). I have never really questioned my gender role or my sexuality because I have used my parents as role models.

Domain III:
Beliefs About the World

Part G asks about religious issues.

PART G: SECTION I

On the spaces below we would like you to identify and describe what, if anything, you consider good or positive about your thoughts, feelings, practices, experiences, or any other issues that are important to you about religious issues. Below is a list of content features with examples. Look them over carefully and identify the most important area of positive experiences for you. Enter the code number below and describe this area of importance in your own words.

Positive Content Features

(with examples)

Code (P-0) BELIEFS: The influence of your religious beliefs on your life

-I believe in God

-Due to my choice, I don't have to depend on religion or God for strength

Code (P-1) MEANING/DIRECTION: The implications that your beliefs on the quality of your life.

-My religion teaches me how to live my daily life

-My religion gives me a perspective for what is important in life

Code (P-2) RULES AND PRACTICES: Implications that your beliefs have on governing your life.

-I enjoy going to my place of worship

-I feel free from restrictions laid down by religions

Code (P-3) NO ISSUES: This is *not* an issue for you

37. Religious Issues: Positive

Enter Code Number Here (_____). Describe Below.

38. How positive is this issue in your life?

Slightly Positive	A little Positive	Positive	Very Positive	Extremely Positive
1	2	3	4	5

PART G: SECTION II

On the spaces below we would like you to identify and describe what, if anything, you consider distressful or troublesome about your thoughts, feelings, practices, experiences, or any other issues that are important to you about religious issues. Below is a list of content features with examples. Look them over carefully and identify the most important area of positive experiences for you. Enter the code number below and describe this area of importance in your own words.

Distressful Content Features (with examples)

Code (D-0) BELIEFS: The influence of your religious beliefs on your life

-My religious beliefs make me feel guilty

-I often feel judged by my lack of beliefs

Code (D-1) MEANING/DIRECTION: The implications that your beliefs on the quality of your life.

-It is difficult to live up to the expectations laid down by my religion

-My parent's religion means nothing to me

Code (D-2) RULES AND PRACTICES: Implications that your beliefs have on governing your life

-I think that certain religious restrictions are silly

-It is difficult to follow certain religious rules and practices

Code (D-3) NO ISSUES: This is *not* an issue for you

39. Religious Issues: Distressful

Enter Code Number Here (_____). Describe Below.

40. How distressful is this issue in your life?

Slightly Distressful	A little Distressful	Distressful	Very Distressful	Extremely Distressful
1	2	3	4	5*

*41. If you answered "extremely distressed", has this distress lasted for longer than three months?

Yes

No

42. Of the following statements, which best describes your current thoughts and feelings with respect to *religious issues*: (Circle the corresponding letter to the best statement)

- (A). I am not sure about my religious beliefs and I have not spent much time questioning or thinking about it.
- (B). I have thought a lot about religious matters and I have chosen the path that is right for me
- (C). I am looking at different religious issues in terms of what is right for me, but I am still not sure what religion means to me.
- (D). I have never really questioned my religious beliefs because I have always known what I believed.

Part H asks about moral issues.

PART H: SECTION I

On the spaces below we would like you to identify and describe what, if anything, you consider good or positive about your thoughts, feelings, practices, experiences, or any other issues that are important to you about moral issues. Below is a list of content features with examples. Look them over carefully and identify the most important area of positive experiences for you. Enter the code number below and describe this area of importance in your own words.

Positive Content Features

(with examples)

Code (P-0) BELIEFS: The influence that your moral beliefs have on your life.

-I consider myself a moral person

-My moral values make me proud

Code (P-1) MEANING/DIRECTION: Implications that your morality has on the quality of your life.

-When I live up to my moral standards I feel fulfilled

-My moral values guide me as to what is right and wrong

Code (P-2) RULES AND PRACTICES: The effect that your morality has for regulating your life.

-I do not steal because it is immoral

-I always try to do the right thing

Code (P-3) NO ISSUES: This is *not* an issue for you

43. Moral Issues: Positive

Enter Code Number Here (_____). Describe Below.

44. How positive is this issue in your life?

Slightly
Positive

A little
Positive

Positive

Very
Positive

Extremely
Positive

1

2

3

4

5

PART H: SECTION II

On the spaces below we would like you to identify and describe what, if anything, you consider distressful or troublesome about your thoughts, feelings, practices, experiences, or any other issues that are important to you about moral issues. Below is a list of content features with examples. Look them over carefully and identify the most important area of positive experiences for you. Enter the code number below and describe this area of importance in your own words.

Distressful Content Features (with examples)

Code (D-0) BELIEFS: The influence that your moral beliefs have on your life.

-Sometimes I do things that go against my moral beliefs
-I am uncertain about my moral beliefs

Code (D-1) MEANING/DIRECTION: Implications that your morality has on the quality of your life.

-It is difficult to guide my life consistent with my moral standards.
-I am not sure about the role morality should play in my life.

Code (D-2) RULES AND PRACTICES: The effect that your morality has for regulating your life.

-It is difficult to live with people who do not have similar moral standards as me
-It is difficult to live up to my moral rules

Code (D-3) NO ISSUES: This is *not* an issue for you

45. Moral Issues: Distressful

Enter Code Number Here (_____). Describe Below.

46. How distressful is this issue in your life?

Slightly Distressful	A little Distressful	Distressful	Very Distressful	Extremely Distressful
1	2	3	4	5*

*47. If you answered "extremely distressed", has this distress lasted for longer than three months?

Yes No

48. Of the following statements, which best describes your current thoughts and feelings with respect to *moral issues*: (Circle the corresponding letter to the best statement)

- (A). I am not sure about my moral values and I have not spent much time questioning or thinking about it.
- (B). After a lot of self-examination and experience, I have established a clear sense of the moral guidelines in which to live my life.
- (C). I find myself discussing and evaluating my moral issues and values but I have not yet found an acceptable viewpoint.
- (D). I have never really questioned my moral values because I have always known what I believed to be right and wrong.

Part I asks about political issues.

PART I: SECTION I

On the spaces below we would like you to identify and describe what, if anything, you consider good or positive about your thoughts, feelings, practices, experiences, or any other issues that are important to you about political issues. Below this section is a list of content features with examples. Look them over carefully and identify the most important area of positive experiences for you. Enter the code number below and describe this area of importance in your own words.

Positive Content Features

(with examples)

Code (P-0) BELIEFS: The influence that your political beliefs have on your life.

-my political beliefs make me feel proud

-I am open to different viewpoints

Code (P-1) MEANING/DIRECTION: Implications that your political beliefs has on the quality of your life.

-I feel my political beliefs help me to guide my life

-I always try to vote in accordance with my political views

Code (P-2) RULES AND PRACTICES: The effect that your political beliefs has for regulating your life.

-I feel priviledged that I am able to vote

-I like the way my political leaders represent and interpret the law

Code (P-3) NO ISSUES: This is *not* an issue for you

49. Political Issues: Positive

Enter Code Number Here (_____). Describe Below.

50. How positive is this issue in your life?

Slightly
Positive

A little
Positive

Positive

Very
Positive

Extremely
Positive

1

2

3

4

5

PART I: SECTION II

On the spaces below we would like you to identify and describe what, if anything, you consider distressful or troublesome about your thoughts, feelings, practices, experiences, or any other issues that are important to you about political issues. Below is a list of content features with examples. Look them over carefully and identify the most important area of positive experiences for you. Enter the code number below and describe this area of importance in your own words.

Distressful Content Features

(with examples)

Code (P-0) BELIEFS: The influence that your political beliefs have on your life.

-I am confused about my ideas on politics

-I am not sure what political platform I believe in

Code (P-1) MEANING/DIRECTION: Implications that your political beliefs has on the quality of your life.

-It is difficult to guide my life through my political beliefs

-I am not sure how my political orientation will fit into my family structure

Code (P-2) RULES AND PRACTICES: The effect that your political beliefs has for regulating your life.

-Some political decisions, such as war and governmental control, upset me

-It upsets me when politicians take advantage of their power and manipulate the law

Code (P-3) NO ISSUES: This is *not* an issue for you

51. Political Issues: Distressful

Enter Code Number Here (_____). Describe Below.

52. How distressful is this issue in your life?

Slightly Distressful	A little Distressful	Distressful	Very Distressful	Extremely Distressful
1	2	3	4	5*

*53. If you answered "extremely distressed", has this distress lasted for longer than three months?

Yes

No

54. Of the following statements, which best describes your current thoughts and feelings with respect to *political issues*: (Circle the corresponding letter to the best statement)

- (A). I am not sure about my political orientation and I have not spent much time questioning or thinking about it.
- (B). After a lot of self-examination and experience, I have established a clear sense of the political guidelines in which to live my life.
- (C). I find myself discussing and evaluating my political ideas but I have not yet found an acceptable viewpoint.
- (D). I have never really questioned my political beliefs because I have always known what I believed to be right and wrong.

APPENDIX B

Social Institutions Rating¹

Ervin Briones William Kurtines

Florida International University

Draft

¹For information about this survey,
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SOCIAL INSTITUTIONS RATING

Directions: This survey asks questions about social institutions in your society. Some of the social institutions are the family, the government, gender roles, religion, mass communication, educational, legal, economic, and political institutions among others. This survey asks about your satisfaction with these institutions, how much change they are undergoing, how satisfied you are with the change, how much the change affects your life, and how much you participate in the changes that are taking place. Please write your answers on both the bubble sheet and the description sheet provided. DO NOT WRITE ON THIS QUESTIONNAIRE. **Please answer every question.**

BIOGRAPHICAL DATA

Please record and bubble your answers on the Information Section of your Computerized Answer Sheet (with a #2 Pencil):

Sex: Male Female

College: 1 = Freshman
 2 = Sophomore
 3 = Junior
 4 = Senior
 5 = Graduate

Age: (Record and bubble your age under column "YR" on the Computerized Answer Sheet)

Participant Number: (Record and bubble your participant number under column "IDENTIFICATION NUMBER" on the Computerized Answer Sheet)

K) Ethnicity: (Indicate your ethnicity under column "K" of the SPECIAL CODES section on the Computerized Answer Sheet)

0 = Black
1 = Hispanic
2 = White
3 = Asian
4 = Native
5 = Other

L) Marital Status: (Indicate your marital status under column "L" of the SPECIAL CODES section on the Computerized Answer Sheet)

0 = Single
1 = Married
2 = Divorced
3 = Widowed

GOVERNMENT

(Please, bubble your answers on the Computerized Answer Sheet starting with #1:)

1. Are you **satisfied** with the government (as a social institution) as it is today in your society?

(A) Yes (B) No (C) No Opinion (D) Uncertain

2. How **satisfied** are you with the government as it is today in your society?

Not Satisfied A	A Little Satisfied B	Satisfied C	Very Satisfied D	Extremely Satisfied E
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3. How **unsatisfied** are you with the government as it is today in your society?

Not Unsatisfied A	A Little Unsatisfied B	Unsatisfied C	Very Unsatisfied D	Extremely Unsatisfied E
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4. To what extent is the government undergoing change in your society?

Not Undergoing Change A	Undergoing A Little Change B	Undergoing Moderate Change C	Undergoing A Lot of Change D	Undergoing Extreme Change E
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5. How much of a **positive** effect does this change have on the quality of your life?

Not Positive A	A Little Positive B	Positive C	Very Positive D	Extremely Positive E
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6. How much of a **negative** effect does this change have on the quality of your life?

Not Negative A	A Little Negative B	Negative C	Very Negative D	Extremely Negative E
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7. To what extent are **you** participating in this change?

No Participation A	Slight Participation B	Some Participation C	A Lot of Participation D	Maximum Participation E
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8. To what extent are **other people** participating in this change?

No Participation A	Slight Participation B	Some Participation C	A Lot of Participation D	Maximum Participation E
--------------------------	------------------------------	----------------------------	--------------------------------	-------------------------------

9. To what extent is the government in your society open to influences?

Not
Open
A

A Little
Open
B

Open
C

Very
Open
D

Extremely
Open
E

10. How much of a **positive** effect does this openness (or lack of openness) have on the quality of your life?

Not
Positive
A

A Little
Positive
B

Positive
C

Very
Positive
D

Extremely
Positive
E

11. How much of a **negative** effect does this openness (or lack of openness) have on the quality or your life?

Not
Negative
A

A Little
Negative
B

Negative
C

Very
Negative
D

Extremely
Negative
E

12. To what extent is the government in your society **accessible** to you?
(how feasible is it for you as a citizen to have access to, to make use of, or to contact this institution)

Not
Accessible
A

A Little
Accessible
B

Accessible
C

Very
Accessible
D

Extremely
Accessible
E

13. How much of a **positive** effect does this accessibility (or lack of accessibility) have on the quality of your life?

Not
Positive
A

A Little
Positive
B

Positive
C

Very
Positive
D

Extremely
Positive
E

14. How much of a **negative** effect does this accessibility (or lack of accessibility) have on the quality or your life?

Not
Negative
A

A Little
Negative
B

Negative
C

Very
Negative
D

Extremely
Negative
E

15. To what extent is the government in your society **supportive** to you?
(How much does it serve your interests and needs or help to facilitate your goals)

Not
Supportive
A

A Little
Supportive
B

Supportive
C

Very
Supportive
D

Extremely
Supportive
E

16. How much of a **positive** effect does this support (or lack of support) have on the quality of your life?

Not
Positive
A

A Little
Positive
B

Positive
C

Very
Positive
D

Extremely
Positive
E

17. How much of a **negative** effect does this support (or lack of support) have on the quality of your life?

Not
Negative
A

A Little
Negative
B

Negative
C

Very
Negative
D

Extremely
Negative
E

17a. We would like you to describe what, if anything, you consider **good or positive** about the government in your society in terms of your thoughts, feelings, practices, experiences, or any other issues that are important to you. Please, describe in your own words on the DESCRIPTION SHEET provided:

18. How positive is this issue in your life?

Slightly
Positive
A

A Little
Positive
B

Positive
C

Very
Positive
D

Extremely
Positive
E

18a. We would like you to describe what, if anything, you consider **distressful or troublesome** about the government in your society in terms of your thoughts, feelings, practices, experiences, or any other issues that are important to you. Please, describe in your own words on the DESCRIPTION SHEET provided:

19. How **distressful** is this issue in your life?

Slightly
Distressful
A

A Little
Distressful
B

Distressful
C

Very
Distressful
D

Extremely
Distressful
E

ECONOMIC INSTITUTIONS

(Examples of Economic Institutions are small private businesses, credit card companies, investment firms, banks, financing companies, large companies, advertising agencies, etc.)

20. Are you satisfied with the economic institutions as they are today in your society?

(A) Yes (B) No (C) No Opinion (D) Uncertain

21. How satisfied are you with the economic institutions as they are today in your society?

Not Satisfied	A Little Satisfied	Satisfied	Very Satisfied	Extremely Satisfied
A	B	C	D	E

22. How unsatisfied are you with the economic institutions as they are today in your society?

Not Unsatisfied	A Little Unsatisfied	Unsatisfied	Very Unsatisfied	Extremely Unsatisfied
A	B	C	D	E

23. To what extent are the economic institutions undergoing change in your society?

Not Undergoing Change	Undergoing A Little Change	Undergoing Moderate Change	Undergoing A Lot of Change	Undergoing Extreme Change
A	B	C	D	E

24. How much of a positive effect does this change have on the quality of your life?

Not Positive	A Little Positive	Positive	Very Positive	Extremely Positive
A	B	C	D	E

25. How much of a negative effect does this change have on the quality of your life?

Not Negative	A Little Negative	Negative	Very Negative	Extremely Negative
A	B	C	D	E

26. To what extent are you participating in this change?

No Participation	Slight Participation	Some Participation	A Lot of Participation	Maximum Participation
A	B	C	D	E

27. To what extent are **other people** participating in this change?

No Participation A	Slight Participation B	Some Participation C	A Lot of Participation D	Maximum Participation E
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28. To what extent are the economic institutions in your society open to influences?

Not Open A	A Little Open B	Open C	Very Open D	Extremely Open E
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29. How much of a **positive** effect does this openness (or lack of openness) have on the quality of your life?

Not Positive A	A Little Positive B	Positive C	Very Positive D	Extremely Positive E
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30. How much of a **negative** effect does this openness (or lack of openness) have on the quality or your life?

Not Negative A	A Little Negative B	Negative C	Very Negative D	Extremely Negative E
----------------------	---------------------------	---------------	-----------------------	----------------------------

31. To what extent are the economic institutions in your society **accessible** to you? (how feasible is it for you as a citizen to have access to, to make use of, or to contact these institutions)

Not Accessible A	A Little Accessible B	Accessible C	Very Accessible D	Extremely Accessible E
------------------------	-----------------------------	-----------------	-------------------------	------------------------------

32. How much of a **positive** effect does this **accessibility** (or lack of accessibility) have on the quality of your life?

Not Positive A	A Little Positive B	Positive C	Very Positive D	Extremely Positive E
----------------------	---------------------------	---------------	-----------------------	----------------------------

33. How much of a **negative** effect does this accessibility (or lack of accessibility) have on the quality or your life?

Not Negative A	A Little Negative B	Negative C	Very Negative D	Extremely Negative E
----------------------	---------------------------	---------------	-----------------------	----------------------------

34. To what extent are the economic institutions in your society **supportive** to you? (how much do they serve your interests and needs or help to facilitate your goals)

Not Supportive A	A Little Supportive B	Supportive C	Very Supportive D	Extremely Supportive E
------------------------	-----------------------------	-----------------	-------------------------	------------------------------

35. How much of a **positive** effect does this support (or lack of support) have on the quality of your life?

Not
Positive
A

A Little
Positive
B

Positive
C

Very
Positive
D

Extremely
Positive
E

36. How much of a **negative** effect does this support (or lack of support) have on the quality of your life?

Not
Negative
A

A Little
Negative
B

Negative
C

Very
Negative
D

Extremely
Negative
E

36a. We would like you to describe what, if anything, you consider **good or positive** about the economic institutions in your society in terms of your thoughts, feelings, practices, experiences, or any other issues that are important to you. Please, describe in your own words on the DESCRIPTION SHEET provided:

37. How **positive** is this issue in your life? (Please, circle one number:)

Slightly
Positive
A

A Little
Positive
B

Positive
C

Very
Positive
D

Extremely
Positive
E

37a. We would like you to describe what, if anything, you consider **distressful or troublesome** about the economic institutions in your society in terms of your thoughts, feelings, practices, experiences, or any other issues that are important to you. Please, describe in your own words on the DESCRIPTION SHEET provided:

38. How **distressful** is this issue in your life?

Slightly
Distressful
A

A Little
Distressful
B

Distressful
C

Very
Distressful
D

Extremely
Distressful
E

EDUCATIONAL INSTITUTIONS

(Examples of Educational Institutions are pre-schools, elementary and secondary schools, technical schools, academies, institutes, colleges, universities, etc.)

39. Are you satisfied with the educational institutions as they are today in your society?

- (A) Yes (B) No (C) No Opinion (D) Uncertain

40. How satisfied are you with the educational institutions as they are today in your society?

- | | | | | |
|-----------------------|----------------------------|----------------|------------------------|-----------------------------|
| Not
Satisfied
A | A Little
Satisfied
B | Satisfied
C | Very
Satisfied
D | Extremely
Satisfied
E |
|-----------------------|----------------------------|----------------|------------------------|-----------------------------|

41. How unsatisfied are you with the educational institutions as they are today in your society?

- | | | | | |
|-------------------------|------------------------------|------------------|--------------------------|-------------------------------|
| Not
Unsatisfied
A | A Little
Unsatisfied
B | Unsatisfied
C | Very
Unsatisfied
D | Extremely
Unsatisfied
E |
|-------------------------|------------------------------|------------------|--------------------------|-------------------------------|

42. To what extent are the educational institutions undergoing change in your society?

- | | | | | |
|----------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|--------------------------------------|
| Not
Undergoing
Change
A | Undergoing
A Little
Change
B | Undergoing
Moderate
Change
C | Undergoing
A Lot of
Change
D | Undergoing
Extreme
Change
E |
|----------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|--------------------------------------|

43. How much of a positive effect does this change have on the quality of your life?

- | | | | | |
|----------------------|---------------------------|---------------|-----------------------|----------------------------|
| Not
Positive
A | A Little
Positive
B | Positive
C | Very
Positive
D | Extremely
Positive
E |
|----------------------|---------------------------|---------------|-----------------------|----------------------------|

44. How much of a negative effect does this change have on the quality of your life?

- | | | | | |
|----------------------|---------------------------|---------------|-----------------------|----------------------------|
| Not
Negative
A | A Little
Negative
B | Negative
C | Very
Negative
D | Extremely
Negative
E |
|----------------------|---------------------------|---------------|-----------------------|----------------------------|

45. To what extent are you participating in this change?

- | | | | | |
|--------------------------|------------------------------|----------------------------|--------------------------------|-------------------------------|
| No
Participation
A | Slight
Participation
B | Some
Participation
C | A Lot of
Participation
D | Maximum
Participation
E |
|--------------------------|------------------------------|----------------------------|--------------------------------|-------------------------------|

46. To what extent are other people participating in this change?

No Participation	Slight Participation	Some Participation	A Lot of Participation	Maximum Participation
A	B	C	D	E

47. To what extent are the educational institutions in your society open to influences?

Not Open	A Little Open	Open	Very Open	Extremely Open
A	B	C	D	E

48. How much of a positive effect does this openness (or lack of openness) have on the quality of your life?

Not Positive	A Little Positive	Positive	Very Positive	Extremely Positive
A	B	C	D	E

49. How much of a negative effect does this openness (or lack of openness) have on the quality or your life?

Not Negative	A Little Negative	Negative	Very Negative	Extremely Negative
A	B	C	D	E

50. To what extent are the educational institutions in your society accessible to you? (how feasible is it for you as a citizen to have access to, to make use of, or to contact these institutions)

Not Accessible	A Little Accessible	Accessible	Very Accessible	Extremely Accessible
A	B	C	D	E

51. How much of a positive effect does this accessibility (or lack of accessibility) have on the quality of your life?

Not Positive	A Little Positive	Positive	Very Positive	Extremely Positive
A	B	C	D	E

52. How much of a negative effect does this accessibility (or lack of accessibility) have on the quality or your life?

Not Negative	A Little Negative	Negative	Very Negative	Extremely Negative
A	B	C	D	E

53. To what extent are the educational institutions in your society **supportive** to you? (how much do they serve your interests and needs or help to facilitate your goals)

Not Supportive A	A Little Supportive B	Supportive C	Very Supportive D	Extremely Supportive E
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54. How much of a **positive** effect does this support (or lack of support) have on the quality of your life?

Not Positive A	A Little Positive B	Positive C	Very Positive D	Extremely Positive E
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55. How much of a **negative** effect does this support (or lack of support) have on the quality of your life?

Not Negative A	A Little Negative B	Negative C	Very Negative D	Extremely Negative E
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55a. We would like you to describe what, if anything, you consider **good** or **positive** about the educational institutions in your society in terms of your thoughts, feelings, practices, experiences, or any other issues that are important to you. Please, describe in your own words on the DESCRIPTION SHEET provided:

56. How **positive** is this issue in your life? (Please, circle one number:)

Slightly Positive A	A Little Positive B	Positive C	Very Positive D	Extremely Positive E
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56a. We would like you to describe what, if anything, you consider **distressful** or **troublesome** about the educational institutions in your society in terms of your thoughts, feelings, practices, experiences, or any other issues that are important to you. Please, describe in your own words on the DESCRIPTION SHEET provided:

57. How **distressful** is this issue in your life?

Slightly Distressful A	A Little Distressful B	Distressful C	Very Distressful D	Extremely Distressful E
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LEGAL/JUDICIAL INSTITUTIONS

(Examples of Legal/Judicial Institutions are civil courts, criminal courts, the supreme court, house of representatives, senate, etc.)

58. Are you satisfied with the legal/judicial institutions as they are today in your society?

(A) Yes (B) No (C) No Opinion (D) Uncertain

59. How satisfied are you with the legal/judicial institutions as they are today in your society?

Not Satisfied	A Little Satisfied	Satisfied	Very Satisfied	Extremely Satisfied
A	B	C	D	E

60. How unsatisfied are you with the legal/judicial institutions as they are today in your society?

Not Unsatisfied	A Little Unsatisfied	Unsatisfied	Very Unsatisfied	Extremely Unsatisfied
A	B	C	D	E

61. To what extent are the legal/judicial institutions undergoing change in your society?

Not Undergoing Change	Undergoing A Little Change	Undergoing Moderate Change	Undergoing A Lot of Change	Undergoing Extreme Change
A	B	C	D	E

62. How much of a positive effect does this change have on the quality of your life?

Not Positive	A Little Positive	Positive	Very Positive	Extremely Positive
A	B	C	D	E

63. How much of a negative effect does this change have on the quality of your life?

Not Negative	A Little Negative	Negative	Very Negative	Extremely Negative
A	B	C	D	E

64. To what extent are you participating in this change?

No Participation	Slight Participation	Some Participation	A Lot of Participation	Maximum Participation
A	B	C	D	E

65. To what extent are **other people** participating in this change?

No Participation	Slight Participation	Some Participation	A Lot of Participation	Maximum Participation
A	B	C	D	E

66. To what extent are the legal/judicial institutions in your society open to influences?

Not Open	A Little Open	Open	Very Open	Extremely Open
A	B	C	D	E

67. How much of a **positive** effect does this openness (or lack of openness) have on the quality of your life?

Not Positive	A Little Positive	Positive	Very Positive	Extremely Positive
A	B	C	D	E

68. How much of a **negative** effect does this openness (or lack of openness) have on the quality or your life?

Not Negative	A Little Negative	Negative	Very Negative	Extremely Negative
A	B	C	D	E

69. To what extent are the legal/judicial institutions in your society **accessible to you?** (how feasible is it for you as a citizen to have access to, to make use of, or to contact these institutions)

Not Accessible	A Little Accessible	Accessible	Very Accessible	Extremely Accessible
A	B	C	D	E

70. How much of a **positive** effect does this accessibility (or lack of accessibility) have on the quality of your life?

Not Positive	A Little Positive	Positive	Very Positive	Extremely Positive
A	B	C	D	E

71. How much of a **negative** effect does this accessibility (or lack of accessibility) have on the quality or your life?

Not Negative	A Little Negative	Negative	Very Negative	Extremely Negative
A	B	C	D	E

72. To what extent are the legal/judicial institutions in your society **supportive** to you? (how much do they serve your interests and needs or help to facilitate your goals)

Not Supportive A	A Little Supportive B	Supportive C	Very Supportive D	Extremely Supportive E
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73. How much of a **positive** effect does this support (or lack of support) have on the quality of your life?

Not Positive A	A Little Positive B	Positive C	Very Positive D	Extremely Positive E
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74. How much of a **negative** effect does this support (or lack of support) have on the quality of your life?

Not Negative A	A Little Negative B	Negative C	Very Negative D	Extremely Negative E
----------------------	---------------------------	---------------	-----------------------	----------------------------

74a. We would like you to describe what, if anything, you consider **good or positive** about the legal/judicial institutions in your society in terms of your thoughts, feelings, practices, experiences, or any other issues that are important to you. Please, describe in your own words on the DESCRIPTION SHEET provided:

75. How **positive** is this issue in your life? (Please, circle one number:)

Slightly Positive A	A Little Positive B	Positive C	Very Positive D	Extremely Positive E
---------------------------	---------------------------	---------------	-----------------------	----------------------------

75a. We would like you to describe what, if anything, you consider **distressful or troublesome** about the legal/judicial institutions in your society in terms of your thoughts, feelings, practices, experiences, or any other issues that are important to you. Please, describe in your own words on the DESCRIPTION SHEET provided:

76. How **distressful** is this issue in your life?

Slightly Distressful A	A Little Distressful B	Distressful C	Very Distressful D	Extremely Distressful E
------------------------------	------------------------------	------------------	--------------------------	-------------------------------

99 (Continue on next page)

POLITICAL INSTITUTIONS

(Examples of Political Institutions are the electoral college or the voting system, national parties, consumer groups, political action groups, etc.)

77. Are you satisfied with the political institutions as they are today in your society?

(A) Yes (B) No (C) No Opinion (D) Uncertain

78. How satisfied are you with the political institutions as they are today in your society?

Not Satisfied A	A Little Satisfied B	Satisfied C	Very Satisfied D	Extremely Satisfied E
-----------------------	----------------------------	----------------	------------------------	-----------------------------

79. How unsatisfied are you with the political institutions as they are today in your society?

Not Unsatisfied A	A Little Unsatisfied B	Unsatisfied C	Very Unsatisfied D	Extremely Unsatisfied E
-------------------------	------------------------------	------------------	--------------------------	-------------------------------

80. To what extent are the political institutions undergoing change in your society?

Not Undergoing Change A	Undergoing A Little Change B	Undergoing Moderate Change C	Undergoing A Lot of Change D	Undergoing Extreme Change E
----------------------------------	---------------------------------------	---------------------------------------	---------------------------------------	--------------------------------------

81. How much of a positive effect does this change have on the quality of your life?

Not Positive A	A Little Positive B	Positive C	Very Positive D	Extremely Positive E
----------------------	---------------------------	---------------	-----------------------	----------------------------

82. How much of a negative effect does this change have on the quality of your life?

Not Negative A	A Little Negative B	Negative C	Very Negative D	Extremely Negative E
----------------------	---------------------------	---------------	-----------------------	----------------------------

83. To what extent are you participating in this change?

No Participation A	Slight Participation B	Some Participation C	A Lot of Participation D	Maximum Participation E
--------------------------	------------------------------	----------------------------	--------------------------------	-------------------------------

84. To what extent are other people participating in this change?

No Participation A	Slight Participation B	Some Participation C	A Lot of Participation D	Maximum Participation E
--------------------------	------------------------------	----------------------------	--------------------------------	-------------------------------

85. To what extent are the political institutions in your society open to influences?

Not Open A	A Little Open B	Open C	Very Open D	Extremely Open E
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86. How much of a positive effect does this openness (or lack of openness) have on the quality of your life?

Not Positive A	A Little Positive B	Positive C	Very Positive D	Extremely Positive E
----------------------	---------------------------	---------------	-----------------------	----------------------------

87. How much of a negative effect does this openness (or lack of openness) have on the quality or your life?

Not Negative A	A Little Negative B	Negative C	Very Negative D	Extremely Negative E
----------------------	---------------------------	---------------	-----------------------	----------------------------

88. To what extent are the political institutions in your society accessible to you? (how feasible is it for you as a citizen to have access to, to make use of, or to contact these institutions)

Not Accessible A	A Little Accessible B	Accessible C	Very Accessible D	Extremely Accessible E
------------------------	-----------------------------	-----------------	-------------------------	------------------------------

89. How much of a positive effect does this accessibility (or lack of accessibility) have on the quality of your life?

Not Positive A	A Little Positive B	Positive C	Very Positive D	Extremely Positive E
----------------------	---------------------------	---------------	-----------------------	----------------------------

90. How much of a negative effect does this accessibility (or lack of accessibility) have on the quality or your life?

Not Negative A	A Little Negative B	Negative C	Very Negative D	Extremely Negative E
----------------------	---------------------------	---------------	-----------------------	----------------------------

91. To what extent are the political institutions in your society **supportive** to you? (how much do they serve your interests and needs or help to facilitate your goals)

Not Supportive A	A Little Supportive B	Supportive C	Very Supportive D	Extremely Supportive E
------------------------	-----------------------------	-----------------	-------------------------	------------------------------

92. How much of a **positive** effect does this support (or lack of support) have on the quality of your life?

Not Positive A	A Little Positive B	Positive C	Very Positive D	Extremely Positive E
----------------------	---------------------------	---------------	-----------------------	----------------------------

93. How much of a **negative** effect does this support (or lack of support) have on the quality of your life?

Not Negative A	A Little Negative B	Negative C	Very Negative D	Extremely Negative E
----------------------	---------------------------	---------------	-----------------------	----------------------------

93a. We would like you to describe what, if anything, you consider **good** or **positive** about the political institutions in your society in terms of your thoughts, feelings, practices, experiences, or any other issues that are important to you. Please, describe in your own words on the DESCRIPTION SHEET provided:

94. How **positive** is this issue in your life? (Please, circle one number:)

Slightly Positive A	A Little Positive B	Positive C	Very Positive D	Extremely Positive E
---------------------------	---------------------------	---------------	-----------------------	----------------------------

94a. We would like you to describe what, if anything, you consider **distressful** or **troublesome** about the political institutions in your society in terms of your thoughts, feelings, practices, experiences, or any other issues that are important to you. Please, describe in your own words on the DESCRIPTION SHEET provided:

95. How **distressful** is this issue in your life?

Slightly Distressful A	A Little Distressful B	Distressful C	Very Distressful D	Extremely Distressful E
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102 (Continue on next page)

MASS COMMUNICATION

(Examples of mass communication institutions are the radio, television, newspapers, computerized media, mass mailing, etc.)

96. Are you **satisfied** with the mass communication (as a social institution) as it is today in your society?

- (A) Yes (B) No (C) No Opinion (D) Uncertain

97. How **satisfied** are you with the mass communication as it is today in your society?

- | | | | | |
|-----------------------|----------------------------|----------------|------------------------|-----------------------------|
| Not
Satisfied
A | A Little
Satisfied
B | Satisfied
C | Very
Satisfied
D | Extremely
Satisfied
E |
|-----------------------|----------------------------|----------------|------------------------|-----------------------------|

98. How **unsatisfied** are you with the mass communication as it is today in your society?

- | | | | | |
|-------------------------|------------------------------|------------------|--------------------------|-------------------------------|
| Not
Unsatisfied
A | A Little
Unsatisfied
B | Unsatisfied
C | Very
Unsatisfied
D | Extremely
Unsatisfied
E |
|-------------------------|------------------------------|------------------|--------------------------|-------------------------------|

99. To what extent is the mass communication undergoing change in your society?

- | | | | | |
|----------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|--------------------------------------|
| Not
Undergoing
Change
A | Undergoing
A Little
Change
B | Undergoing
Moderate
Change
C | Undergoing
A Lot of
Change
D | Undergoing
Extreme
Change
E |
|----------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|--------------------------------------|

100. How much of a **positive** effect does this change have on the quality of your life?

- | | | | | |
|----------------------|---------------------------|---------------|-----------------------|----------------------------|
| Not
Positive
A | A Little
Positive
B | Positive
C | Very
Positive
D | Extremely
Positive
E |
|----------------------|---------------------------|---------------|-----------------------|----------------------------|

101. How much of a **negative** effect does this change have on the quality of your life?

- | | | | | |
|----------------------|---------------------------|---------------|-----------------------|----------------------------|
| Not
Negative
A | A Little
Negative
B | Negative
C | Very
Negative
D | Extremely
Negative
E |
|----------------------|---------------------------|---------------|-----------------------|----------------------------|

102. To what extent are you participating in this change?

- | | | | | |
|--------------------------|------------------------------|----------------------------|--------------------------------|-------------------------------|
| No
Participation
A | Slight
Participation
B | Some
Participation
C | A Lot of
Participation
D | Maximum
Participation
E |
|--------------------------|------------------------------|----------------------------|--------------------------------|-------------------------------|

103. To what extent are other people participating in this change?

No Participation A	Slight Participation B	Some Participation C	A Lot of Participation D	Maximum Participation E
--------------------------	------------------------------	----------------------------	--------------------------------	-------------------------------

104. To what extent is the mass communication in your society open to influences?

Not Open A	A Little Open B	Open C	Very Open D	Extremely Open E
------------------	-----------------------	-----------	-------------------	------------------------

105. How much of a positive effect does this openness (or lack of openness) have on the quality of your life?

Not Positive A	A Little Positive B	Positive C	Very Positive D	Extremely Positive E
----------------------	---------------------------	---------------	-----------------------	----------------------------

106. How much of a negative effect does this openness (or lack of openness) have on the quality or your life?

Not Negative A	A Little Negative B	Negative C	Very Negative D	Extremely Negative E
----------------------	---------------------------	---------------	-----------------------	----------------------------

107. To what extent is the mass communication in your society accessible to you? (how feasible is it for you as a citizen to have access to, to make use of, or to contact this institution)

Not Accessible A	A Little Accessible B	Accessible C	Very Accessible D	Extremely Accessible E
------------------------	-----------------------------	-----------------	-------------------------	------------------------------

108. How much of a positive effect does this accessibility (or lack of accessibility) have on the quality of your life?

A	B	C	D	E
---	---	---	---	---

109. How much of a negative effect does this accessibility (or lack of accessibility) have on the quality or your life?
Extremely

Not Negative A	A Little Negative B	Negative C	Very Negative D	Extremely Negative E
----------------------	---------------------------	---------------	-----------------------	----------------------------

110. To what extent is the mass communication in your society supportive to you? (how much does it serve your interests and needs or help to facilitate your goals)

Not Supportive A	A Little Supportive B	Supportive C	Very Supportive D	Extremely Supportive E
------------------------	-----------------------------	-----------------	-------------------------	------------------------------

111. How much of a **positive** effect does this support (or lack of support) have on the quality of your life?

Not
Positive
A

A Little
Positive
B

Positive
C

Very
Positive
D

Extremely
Positive
E

112. How much of a **negative** effect does this support (or lack of support) have on the quality of your life?

Not
Negative
A

A Little
Negative
B

Negative
C

Very
Negative
D

Extremely
Negative
E

112a. We would like you to describe what, if anything, you consider **good or positive** about the mass communication in your society in terms of your thoughts, feelings, practices, experiences, or any other issues that are important to you. Please, describe in your own words on the DESCRIPTION SHEET provided:

113. How **positive** is this issue in your life? (Please, circle one number:)

Slightly
Positive
A

A Little
Positive
B

Positive
C

Very
Positive
D

Extremely
Positive
E

113a. We would like you to describe what, if anything, you consider **distressful or troublesome** about the mass communication in your society in terms of your thoughts, feelings, practices, experiences, or any other issues that are important to you. Please, describe in your own words on the DESCRIPTION SHEET provided:

114. How **distressful** is this issue in your life?

Slightly
Distressful
A

A Little
Distressful
B

Distressful
C

Very
Distressful
D

Extremely
Distressful
E

RELIGION

(Examples of religions are: Christianity (Catholicism, Protestantism, etc.), Judaism, Buddhism, Hinduism, etc.)

115. Do you identify with a particular religion in your society?

(A) Yes (B) No (C) Uncertain

116. Are you satisfied with your religion as it is today in your society? (If you do not identify with a particular religion, are you satisfied with religion as a social institution?)

(A) Yes (B) No (C) No Opinion (D) Uncertain

117. How satisfied are you with your religion (or religion as a social institution) as it is today in your society? (please, circle one number:)

Not Satisfied	A Little Satisfied	Satisfied	Very Satisfied	Extremely Satisfied
A	B	C	D	E

118. How unsatisfied are you with your religion (or religion as a social institution) as it is today in your society?

Not Unsatisfied	A Little Unsatisfied	Unsatisfied	Very Unsatisfied	Extremely Unsatisfied
A	B	C	D	E

119. To what extent is your religion (or religion as a social institution) undergoing change in your society?

Not Undergoing Change	Undergoing A Little Change	Undergoing Moderate Change	Undergoing A Lot of Change	Undergoing Extreme Change
A	B	C	D	E

120. How much of a positive effect does this change have on the quality of your life?

Not Positive	A Little Positive	Positive	Very Positive	Extremely Positive
A	B	C	D	E

121. How much of a negative effect does this change have on the quality or your life?

Not Negative	A Little Negative	Negative	Very Negative	Extremely Negative
A	B	C	D	E

122. To what extent are **you** participating in this change?

No Participation	Slight Participation	Some Participation	A Lot of Participation	Maximum Participation
A	B	C	D	E

123. To what extent are **other people** participating in this change?

No Participation	Slight Participation	Some Participation	A Lot of Participation	Maximum Participation
A	B	C	D	E

124. To what extent is your religion (or religion as a social institution) open to influences in your society?

Not Open	A Little Open	Open	Very Open	Extremely Open
A	B	C	D	E

125. How much of a **positive** effect does this openness (or lack of openness) have on the quality of your life?

Not Positive	A Little Positive	Positive	Very Positive	Extremely Positive
A	B	C	D	E

126. How much of a **negative** effect does this openness (or lack of openness) have on the quality or your life?

Not Negative	A Little Negative	Negative	Very Negative	Extremely Negative
A	B	C	D	E

127. To what extent is your religion (or religion as a social institution) **accessible** to you in your society? (how feasible is it for you as a citizen to have access to, to make use of, or to contact this institution)

Not Accessible	A Little Accessible	Accessible	Very Accessible	Extremely Accessible
A	B	C	D	E

128. How much of a **positive** effect does this accessibility (or lack of accessibility) have on the quality of your life?

Not Positive	A Little Positive	Positive	Very Positive	Extremely Positive
A	B	C	D	E

129. How much of a **negative** effect does this accessibility (or lack of accessibility) have on the quality or your life?

Not Negative	A Little Negative	Negative	Very Negative	Extremely Negative
A	B	C	D	E

130. To what extent is your religion (or religion as a social institution) **supportive** to you in your society? (how much does it serve your interests and needs or help to facilitate your goals)

Not Supportive A	A Little Supportive B	Supportive C	Very Supportive D	Extremely Supportive E
------------------------	-----------------------------	-----------------	-------------------------	------------------------------

131. How much of a **positive** effect does this support (or lack of support) have on the quality of your life?

Not Positive A	A Little Positive B	Positive C	Very Positive D	Extremely Positive E
----------------------	---------------------------	---------------	-----------------------	----------------------------

132. How much of a **negative** effect does this support (or lack of support) have on the quality of your life?

Not Negative A	A Little Negative B	Negative C	Very Negative D	Extremely Negative E
----------------------	---------------------------	---------------	-----------------------	----------------------------

132a. We would like you to describe what, if anything, you consider **good or positive** about your religion (or religion as a social institution) in your society in terms of your thoughts, feelings, practices, experiences, or any other issues that are important to you. Please, describe in your own words on the DESCRIPTION SHEET provided:

133. How **positive** is this issue in your life? (Please, circle one number:)

Slightly Positive A	A Little Positive B	Positive C	Very Positive D	Extremely Positive E
---------------------------	---------------------------	---------------	-----------------------	----------------------------

133a. We would like you to describe what, if anything, you consider **distressful or troublesome** about your religion (or religion as a social institution) in your society in terms of your thoughts, feelings, practices, experiences, or any other issues that are important to you. Please, describe in your own words on the DESCRIPTION SHEET provided:

134. How **distressful** is this issue in your life?

Slightly Distressful A	A Little Distressful B	Distressful C	Very Distressful D	Extremely Distressful E
------------------------------	------------------------------	------------------	--------------------------	-------------------------------

THE FAMILY

(Not your family per se, but the family in your society in general)

135. Are you **satisfied** with the family (as a social institution) as it is today in your society?

(A) Yes (B) No (C) No Opinion (D) Uncertain

136. How **satisfied** are you with the family in general (as a social institution) as it is today in your society?

Not Satisfied A	A Little Satisfied B	Satisfied C	Very Satisfied D	Extremely Satisfied E
-----------------------	----------------------------	----------------	------------------------	-----------------------------

137. How **unsatisfied** are you with the family (as a social institution) as it is today in your society?

Not Unsatisfied A	A Little Unsatisfied B	Unsatisfied C	Very Unsatisfied D	Extremely Unsatisfied E
-------------------------	------------------------------	------------------	--------------------------	-------------------------------

138. To what extent is the family (as a social institution) undergoing change in your society?

Not Undergoing Change A	Undergoing A Little Change B	Undergoing Moderate Change C	Undergoing A Lot of Change D	Undergoing Extreme Change E
----------------------------------	---------------------------------------	---------------------------------------	---------------------------------------	--------------------------------------

139. How much of a **positive** effect does this change have on the quality of your life?

Not Positive A	A Little Positive B	Positive C	Very Positive D	Extremely Positive E
----------------------	---------------------------	---------------	-----------------------	----------------------------

140. How much of a **negative** effect does this change have on the quality of your life?

Not Negative A	A Little Negative B	Negative C	Very Negative D	Extremely Negative E
----------------------	---------------------------	---------------	-----------------------	----------------------------

141. To what extent are **you** participating in this change?

No Participation A	Slight Participation B	Some Participation C	A Lot of Participation D	Maximum Participation E
--------------------------	------------------------------	----------------------------	--------------------------------	-------------------------------

142. To what extent are **other people** participating in this change?

No Participation	Slight Participation	Some Participation	A Lot of Participation	Maximum Participation
A	B	C	D	E

143. To what extent is the family (as a social institution) in your society open to influences?

Not Open	A Little Open	Open	Very Open	Extremely Open
A	B	C	D	E

144. How much of a **positive** effect does this openness (or lack of openness) have on the quality of your life?

Not Positive	A Little Positive	Positive	Very Positive	Extremely Positive
A	B	C	D	E

145. How much of a **negative** effect does this openness (or lack of openness) have on the quality or your life?

Not Negative	A Little Negative	Negative	Very Negative	Extremely Negative
A	B	C	D	E

146. To what extent is the family (as a social institution) in your society **supportive** to you? (how much does it serve your interests and needs or help to facilitate your goals)

Not Supportive	A Little Supportive	Supportive	Very Supportive	Extremely Supportive
A	B	C	D	E

147. How much of a **positive** effect does this support (or lack of support) have on the quality of your life?

Not Positive	A Little Positive	Positive	Very Positive	Extremely Positive
A	B	C	D	E

148. How much of a **negative** effect does this support (or lack of support) have on the quality or your life?

Not Negative	A Little Negative	Negative	Very Negative	Extremely Negative
A	B	C	D	E

148a. We would like you to describe what, if anything, you consider **good or positive** about the family (as a social institution) in your society in terms of your thoughts, feelings, practices, experiences, or any other issues that are important to you. Please, describe in your own words on the DESCRIPTION SHEET provided:

149. How **positive** is this issue in your life? (Please, circle one number:)

Slightly
Positive
A

A Little
Positive
B

Positive
C

Very
Positive
D

Extremely
Positive
E

149a. We would like you to describe what, if anything, you consider **distressful or troublesome** about the family (as a social institution) in your society in terms of your thoughts, feelings, practices, experiences, or any other issues that are important to you. Please, describe in your own words on the DESCRIPTION SHEET provided:

150. How **distressful** is this issue in your life?

Slightly
Distressful
A

A Little
Distressful
B

Distressful
C

Very
Distressful
D

Extremely
Distressful
E

GENDER ROLES

151. Are you **satisfied** with gender roles (as a social institution) as it is today in your society?

- (A) Yes (B) No (C) No opinion (D) Uncertain

152. How **satisfied** are you with gender roles (as a social institution) in your society? (please, circle one number:)

- | | | | | |
|-----------------------|----------------------------|----------------|------------------------|-----------------------------|
| Not
Satisfied
A | A Little
Satisfied
B | Satisfied
C | Very
Satisfied
D | Extremely
Satisfied
E |
|-----------------------|----------------------------|----------------|------------------------|-----------------------------|

153. How **unsatisfied** are you with gender roles (as a social institution) in your society?

- | | | | | |
|-------------------------|------------------------------|------------------|--------------------------|-------------------------------|
| Not
Unsatisfied
A | A Little
Unsatisfied
B | Unsatisfied
C | Very
Unsatisfied
D | Extremely
Unsatisfied
E |
|-------------------------|------------------------------|------------------|--------------------------|-------------------------------|

154. To what extent are gender roles (as a social institution) undergoing change in your society?

- | | | | | |
|----------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|--------------------------------------|
| Not
Undergoing
Change
A | Undergoing
A Little
Change
B | Undergoing
Moderate
Change
C | Undergoing
A Lot of
Change
D | Undergoing
Extreme
Change
E |
|----------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|--------------------------------------|

155. How much of a **positive** effect does this change have on the quality of your life?

- | | | | | |
|----------------------|---------------------------|---------------|-----------------------|----------------------------|
| Not
Positive
A | A Little
Positive
B | Positive
C | Very
Positive
D | Extremely
Positive
E |
|----------------------|---------------------------|---------------|-----------------------|----------------------------|

156. How much of a **negative** effect does this change have on the quality or your life?

- | | | | | |
|----------------------|---------------------------|---------------|-----------------------|----------------------------|
| Not
Negative
A | A Little
Negative
B | Negative
C | Very
Negative
D | Extremely
Negative
E |
|----------------------|---------------------------|---------------|-----------------------|----------------------------|

157. To what extent are **you** participating in this change?

- | | | | | |
|--------------------------|------------------------------|----------------------------|--------------------------------|-------------------------------|
| No
Participation
A | Slight
Participation
B | Some
Participation
C | A Lot of
Participation
D | Maximum
Participation
E |
|--------------------------|------------------------------|----------------------------|--------------------------------|-------------------------------|

158. To what extent are **other people** participating in this change?

- | | | | | |
|--------------------------|------------------------------|----------------------------|--------------------------------|-------------------------------|
| No
Participation
A | Slight
Participation
B | Some
Participation
C | A Lot of
Participation
D | Maximum
Participation
E |
|--------------------------|------------------------------|----------------------------|--------------------------------|-------------------------------|

112 (Continue on next page)

159. To what extent are gender roles (as a social institution) open to influences in your society?

Not
Open
A

A Little
Open
B

Open
C

Very
Open
D

Extremely
Open
E

160. How much of a positive effect does this openness (or lack of openness) have on the quality of your life?

Not
Positive
A

A Little
Positive
B

Positive
C

Very
Positive
D

Extremely
Positive
E

161. How much of a negative effect does this openness (or lack of openness) have on the quality or your life?

Not
Negative
A

A Little
Negative
B

Negative
C

Very
Negative
D

Extremely
Negative
E

162. To what extent are gender roles (as a social institution) supportive to you in your society? (how much do they serve your interests and needs or help to facilitate your goals)

Not
Supportive
A

A Little
Supportive
B

Supportive
C

Very
Supportive
D

Extremely
Supportive
E

163. How much of a positive effect does this support (or lack of support) have on the quality of your life?

Not
Positive
A

A Little
Positive
B

Positive
C

Very
Positive
D

Extremely
Positive
E

164. How much of a negative effect does this support (or lack of support) have on the quality or your life?

Not
Negative
A

A Little
Negative
B

Negative
C

Very
Negative
D

Extremely
Negative
E

164a. We would like you to describe what, if anything, you consider **good or positive** about gender roles in your society in terms of your thoughts, feelings, practices, experiences, or any other issues that are important to you. Please, describe in your own words on the DESCRIPTION SHEET provided:

165. How **positive** is this issue in your life?

Slightly
Positive
A

A Little
Positive
B

Positive
C

Very
Positive
D

Extremely
Positive
E

165a. We would like you to describe what, if anything, you consider **distressful or troublesome** about gender roles in your society in terms of your thoughts, feelings, practices, experiences, or any other issues that are important to you. Please, describe in your own words on the DESCRIPTION SHEET provided:

166. How **distressful** is this issue in your life?

Slightly
Distressful
A

A Little
Distressful
B

Distressful
C

Very
Distressful
D

Extremely
Distressful
E

TABLES

Table 1

SIR FACTOR STRUCTURE MATRIX

<u>Institutional Ratings</u>	<u>Factor 1</u>	<u>Factor 2</u>
-Satisfaction/Dissatisfaction	.79	.16
-Degree of Change	.20	.72
-Positive/Negative	.83	.10
Impact of Change		
-Degree of Participation	.00	.71
-Degree of Openness	.13	.73
-Positive/Negative	.79	.12
Impact of Openness		
-Degree of Accessibility	.46	.61
-Positive/Negative	.79	.34
Impact of Accessibility		
-Degree of Support	.62	.56
-Positive/Negative	.84	.30
Impact of Support		
-Positive/Negative	.72	.06
Impact of Self-produced Issue		

variance= 49.9%

variance= 13.5%

eigenvalue= 5.49

eigenvalue= 1.49

total % of variance= 63.4

Table 2

EVALUATION FACTOR STRUCTURE MATRIX

<u>Variable</u>	<u>Factor 1</u>
(Institutional Ratings)	
-Satisfaction/Dissatisfaction	.81
-Positive/Negative	.85
Impact of Change	
-Positive/Negative	.81
Impact of Openness	
-Positive/Negative	.85
Impact of Accessibility	
-Positive/Negative	.88
Impact of Support	
-Positive/Negative	.71
Impact of Self-produced Issue	

variance= 67.2% total % of variance= 67.2

eigenvalue= 4.03

Table 3

ATTRIBUTION FACTOR STRUCTURE MATRIX

<u>Institutional Ratings</u>	<u>Factor 1</u>
Degree of Change	.72
Degree of Participation	.60
Degree of Openness	.72
Degree of Access	.78
Degree of Support	.82

variance= 53.5% total % of variance= 53.5
eigenvalue= 2.68