Method and Procedure:

The present study is based on descriptive survey method of research to study Ego-Identity formation of adolescents and its relationship with some socio-psychological variables, namely Socio-Economic status, Adjustment and Self-Concept. It is thus correlational in nature involving product moment correlations and multiple predictions.

The descriptive survey method provides opportunities for describing, studying and interpreting what exists today and what is concerned with social conditions, relationships, aspirations and beliefs that are developing in our society. It besides describing, often compares and contrasts the existing evidence, thereby involving measurement, classification, interpretations and evaluations.

The purposes of descriptive method of research are as follows:

(i) To secure evidence concerning the existing situations and current conditions.

(ii) To identify standards or norms with which to compare present conditions in order to plan the next step.
Descriptive research method is the most suitable as it depicts current status and sometimes identifies relationship that exist among phenomena and trends that appear to be developing. (Vandelon, 1962).

The study also involved comparisons of adolescents in government and public schools, boys and girls and students of classes IX - XII on all the variables i.e. Ego-Identity, Socio-Economic-status, Adjustment and Self-Concept.

Sample of the Study:

A sample is a miniature population. It must be representative and adequate. The sample for the present study consisted of 480 students drawn from the government and public high and secondary schools of Chandigarh. The span of years 13-20 was considered as the period of adolescence. The students within this age range fall in approximately four groups in terms of the class level and hence, equal number of students derived from classes IX - XII constituted the sample of the study.
Table 4.1

General layout of the Study

Government school students  Public school students

Socio-Economic Status  Adjustment  Self-Concept

(Independent Variables)

Ego - Identity

(Independent Variable)

Selection of the Sample:

Five government and three public schools were selected keeping in view their location in different sectors of Chandigarh.
Another consideration was to include the schools having senior as well as senior secondary classes. The sample was confined to only eight schools considering the fact that the equal number of students were to be selected from four classes, i.e. IX - XII and further, number from each class was to be bifurcated, so far as possible in boys and girls in equal proportion.

Thus, techniques of random sampling for the selection of the schools and proportionate and systematic stratified random samplings for the selection of the individual students were employed for choosing the sample of the study.
Schoolwise and Classwise split up of the sample

<table>
<thead>
<tr>
<th>Boys (120)</th>
<th>Girls (120)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Govt. School (240)</td>
<td>Govt. School, Sec. 37</td>
</tr>
<tr>
<td>Govt. School, Sec. 37</td>
<td>Govt. School, Sec. 8</td>
</tr>
<tr>
<td>Govt. School, Sec. 20</td>
<td>Govt. School, Sec. 18</td>
</tr>
<tr>
<td>Guru Nanak Public School, Sec. 36</td>
<td>Satluj Public School, Sec. 36</td>
</tr>
<tr>
<td>Shivalik Public School</td>
<td>Shivalik Public School</td>
</tr>
</tbody>
</table>

Total Sample (N = 480)

Sample - 10 each for classes IX to XII for each of the schools.

Boys - 240
Girls - 240
Tools used for the Study:

Following tools were used for the study:

1. Indian adaptation by Sharma (1983) of Rasmussen's (1964) Ego-Identity scale was used to study Ego-Identity.

2. P.W.L. (Personality word list test for Self Concept) by Dr. Mrs. P. Deo (1971) (revised) to study Self-Concept.

3. Adjustment Inventory by Bell (1934) to study Adjustment.

4. Socio-Economic status scale by Dev Mohan (1972) for the study of Socio-Economic status.

Ego-Identity Scale:

Designed originally by Rasmussen (1964) and used for determining the level of development of Ego-Identity and its relationship with psychological effectiveness amongst the recruits at U.S. Naval Training Centre, Diego, California, the original scale had 72 items. Based on Eriksons' Concept of Ego-Identity, it was constructed keeping in view six psycho-social stages and three derivatives of each of them. These stages are:


Three derivatives of each of the psycho-social crisis stages have been sampled in the statements contained in the scale.
The derivatives relate to criteria of psycho-social health and psycho-social ill health at each of the six stages.

The reliability of the original scale yielded Spearman Brown prophecy formula co-efficient of correlation of 0.85. To avoid response set, half of the items were cast in the positive and half in the negative direction.

Indian Adaptation by Sharma (1983):

The original scale by Rasmussen (1964) was adapted to Indian conditions by Sharma (1983) for which she administered the scale to 400 adolescent boys and girls.

Item analysis of the scale was done and the items having 0.18 value of correlation were included in the adapted form. The total number of items thus included were 40 of which 18 being positive and 22 in the negative direction.

The description of 40 items of Ego-Identity scale as related to six development stages and their derivatives is presented in Table 4.3 below.
Table 4.3

Item-wise description of Ego-Identity scale and the six developmental stages.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Development Stages</th>
<th>Components of Development Stages</th>
<th>Total</th>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) Infancy</td>
<td>Basic trust Vs mistrust</td>
<td>8</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>(ii) Early Childhood</td>
<td>Autonomy Vs Shame</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>(iii) Pre-school Age.</td>
<td>Initiative Vs guilt.</td>
<td>7</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>(iv) School Age</td>
<td>Industry Vs Inferiority</td>
<td>8</td>
<td>3</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>(v) Adolescence</td>
<td>Ego-Identity Vs Identity Confusion</td>
<td>9</td>
<td>3</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>(vi) Young Adulthood</td>
<td>Intimacy Vs Isolation.</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Reliability:
The Kundr Richardson reliability (1981) co-efficient for the scale was 0.77. The reliability coefficient with a test of
Swat Bodh Parikshan by Sherry and Verma, a self-Concept scale was found to be 0.55. These values are in the range of high and moderate reliability respectively.

Measure of Self-Concept:

Deo's Personality Word List (PWL Revised, 1971) was used in the present study as a measure of self-concept. The revised PWL contains 90 words of every day use. It is a self rating word test rather than a check list, to be rated by subject on five points as under:

1. Very much like this.
2. Much like this.
3. Uncertain.
4. Not like this.
5. Not at all like this.

Out of 90 adjectives, 36 relate to positive and 34 to negative traits, the two to be scored with two separate stenciled scoring keys.

Scoring:

Self-acceptance score is obtained by subtracting the total negative from the positive scores.
Validity:

The overall validity coefficient of PwL as established by Singh (1966-67) was 0.56. The discriminant validity coefficients for the traits in the PwL fall in the range 0.12 to 0.80.

Bell's Adjustment Inventory:

Bell's Adjustment Inventory is one of the well known inventories and was used in the present investigation for the study of adolescent students on different areas of adjustment. The areas of adjustment and the score interpretations are as below:

Home-Adjustment:

Individuals scoring low tend to be satisfactorily adjusted to their home surroundings whereas high scores mean insatisfactory home adjustment.

Health-Adjustment:

Low scores indicate satisfactory health adjustment, high scoring persons have poor health adjustment.

Social Adjustment:

Individuals scoring low tend to be submissive and retiring in their social contacts.
Emotional-Adjustment:

Individuals with low scores tend to be emotionally stable and those scoring high emotionally unstable.

Unlike other personality inventories this instrument does not measure traits, but degrees of adjustment in several areas. This seems to have been done on the assumption that it would be helpful to know which area is the most active source of adjustment. (Super and Crites, 1949)

There are two forms of this Inventory, one for adults and another for students. In the present investigation only the students' form of the Inventory is used. The items of the Inventory are of the usual kind and are to be answered in 'Yes', 'No' or '?' Some of them are presented below as examples:

- Are you troubled with shyness?
- Are you sorry for the things
- Do you day-dream frequently?

Bell's Adjustment Inventory is based on content validity. It was constructed and standardized by Bell in the year 1934.

The items are largely selected from Thurstone's Personality schedule. The students' form includes 145 items. The reliability coefficients of the inventory range from 0.80 - 0.89.
Scoring of the Inventory is as under:

(i) (?) Question mark responses are omitted.

(ii) All questions except those listed at No. (iii) below have "No" as appropriate response.

(iii) For question Nos. 7, 8, 12, 26, 32, 44, 46, 56, 60, 62, 63, 68, 69, 83, 86, 94, 106, 114, 118, 125, 128, the appropriate response is 'Yes'. High scores on this inventory indicate poor adjustment and vice-versa.

The coefficients of validity and Reliability of the Inventory are given below:

Table 4.4

The Co-efficients of Reliability of Adjustment Inventory.

(From the Manual) (N = 84)

<table>
<thead>
<tr>
<th>Sr.No.</th>
<th>Area of Adjustment</th>
<th>Reliability</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Home Adjustment</td>
<td>0.91</td>
</tr>
<tr>
<td>2.</td>
<td>Health Adjustment</td>
<td>0.81</td>
</tr>
<tr>
<td>3.</td>
<td>Social Adjustment</td>
<td>0.68</td>
</tr>
<tr>
<td>4.</td>
<td>Emotional Adjustment</td>
<td>0.91</td>
</tr>
</tbody>
</table>
Table 4.5

Validity groups selected by Counsellor
(From the manual)

<table>
<thead>
<tr>
<th>Adjustment Area</th>
<th>Well Adjusted</th>
<th>Poorly Adjusted</th>
<th>d.f.</th>
<th>SE of d.f.</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>S.D.</td>
<td>Mean</td>
<td>S.D.</td>
<td>between Mean</td>
</tr>
<tr>
<td>Home</td>
<td>4.50</td>
<td>3.28</td>
<td>14.66</td>
<td>4.58</td>
<td>10.16</td>
</tr>
<tr>
<td>Health</td>
<td>3.86</td>
<td>2.58</td>
<td>14.36</td>
<td>5.12</td>
<td>10.50</td>
</tr>
<tr>
<td>Social</td>
<td>4.96</td>
<td>3.12</td>
<td>21.44</td>
<td>4.70</td>
<td>16.48</td>
</tr>
<tr>
<td>Emotional</td>
<td>4.86</td>
<td>3.42</td>
<td>16.58</td>
<td>4.92</td>
<td>11.70</td>
</tr>
</tbody>
</table>

Socio-Economic Status Scale:

The Socio-economic status scale was developed in 1972 by Dev and Mohan. This scale consists of 12 questions. First three questions are related to educational qualifications, occupation and income, and the remaining deal with social status. Each question on social status is followed by four to five alternative answers which the respondents are required to check. The choice for this scale was made due to its wide application on Indian population and fairly reliable results, as claimed by the authors of this scale. This scale has been selected because it is the most recently standardized scale on school students and is thus suited to the requirements of the sample language and is easy to administer and evaluate. The overall time needed for administration is about 15 to 20 minutes.
Validity of the scale:

The validity of the scale for the first three items was tested against Kuppuswami's socio-economic status scale on a sample of 145 college and school students. The validity coefficient was found to be 0.94.

Reliability of the scale:

The reliability coefficient of the socio-economic status scale was found to be 0.91 when test-retest method was used. College and school students were given the test with a time interval of one and half months in between the test and the retest.

Administration of the tools:

All the four tools were administered simultaneously with a time interval of 25 minutes between each test. For the actual administration of the test the students were informed in advance and they were given detailed instructions as per the manuals before starting the tests.

Statistical Techniques:

To test the hypotheses based on the objectives of the study the following statistical techniques were employed:

1. Descriptive statistics such as means and standard deviations were used to study the nature of distribution of variables.
2. Pearson's coefficient of correlations were computed to study the inter-relationship among variables of Ego-Identity, Socio-Economic status, Adjustment and Self-Concept.

3. Multiple regression and Multiple Correlations were used to find the predictors of Ego-Identity (dependent variable) from the predictors (independent variables) of Socio-Economic status, Adjustment and Self-Concept.

4. Differential analysis of the scores of students in classes IX to XII, government and public school students and boys and girls was also done for studying the significance of differences in their mean scores on the criterion and all the other variables.