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Cebik, Ronald James, 1936-

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THE RELATIONSHIP BETWEEN THE SUCCESSFUL RESOLUTION OF ERIKSONIAN PSYCHOSOCIAL DEVELOPMENTAL ISSUES AND THE ATTAINMENT OF PERSONAL AUTHORITY IN THE THREE GENERATIONAL FAMILY SYSTEM

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December, 1985

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ACKNOWLEDGMENTS

Many people have shared in making possible this study and each of them is owed a debt of gratitude. Dr. Al Carlozzi, Chairman of my doctoral committee and dissertation director has not only been my guide and mentor but has also shared his excitement in our joint search to understand better the theory and practice of marriage and family therapy.

Members of my doctoral committee have each shared their unique gifts and interests as this study evolved from a few simple ideas to an exploration of hitherto unimagined dimensions of adult development and family life. I am deeply appreciative of Dr. Noma Jo Campbell's patient tutelage which enabled me to understand the rules of research and the complexities of statistics and computers. I sincerely appreciate the encouragement of Dr. Judy Dobson whose counsel aided in the setting of goals leading to the completion of this study. Dr. Joseph Pearl provided me the context for a shared search into a better understanding of adult development. Thanks also go to Dr. Dave Fournier for his advice in the field of marriage and family.

My sincere gratitude is extended to Dr. Donald Young and his staff for providing me the opportunity to find subjects for this study and their assistance in the collection of data. I wish

also to thank Drs. Anne Constantinople and James Bray for making available their research instruments, sharing their insights and taking an interest in this study. I am grateful to the 171 men who voluntarily gave of their time and selves in providing data.

I am both grateful and proud of my daughter, Sarah, who spent many hours collating the data and making it ready for analysis. Her insight helped me to better understand the data with which we both worked. Finally, my wife, Ruth, can never be thanked enough for her encouragement, patience, willingness to listen, and her wisdom in knowing that the questions asked in this study were part of my search to know myself.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER I

INTRODUCTION

A theme central to theorists of adult development is the presence of certain maturing processes that progress through age-normative developmental stages (Heath, 1965; Lacy & Hendricks, 1980). Human psychosocial development is perceived as proceeding from relative simplicity to the highly complex and is marked by increasing sophistication in the manner in which the organism interacts with the environment (Heath, 1965; Loevinger, 1976). Lacy and Hendricks (1980) point out that early psychoanalytic literature insisted that stages and their characteristics are seldom changed by context and are invariant; the developmental process being sequential with each new stage occurring at predictable points and normality of development predicated on the successful completion of prior developmental tasks. This point of view has been giving way to an increasing recognition that there is an interaction between the organism and the environment that precludes placing the exclusive focus of development within the organism.

While developmental theorists such as Levinson (1977), Gould (1978), and Levinson, Darrow, Klein, Levinson, and McKee (1978)

have focused their attention on the middle years of the adult life span, there has been little attention paid to a corresponding developmental period in the family life cycle (Williamson, 1981). Williamson (1981, 1982a, 1982b) suggests that a specific developmental task occurs in the life of the individual that is specifically related to the context of the family. This he calls the attainment of personal authority via termination of the intergenerational hierarchical boundary. This developmental task, while initiated by the individual in the fourth or fifth decade of life, belongs both to the individual and the family and is a stage in the maturing process of both.

The focus of attention of the developmental theorists (Gould, 1978; Levinson et al., 1978; Vaillant & Milofsky, 1980) and the theorists of family systems (Baszormenyi-Nagy & Sparks, 1973; Bowen, 1978; Williamson, 1981, 1982a, 1982b) on the middle period of the adult life span suggests that there may be a relationship between the developmental tasks of the individual and the developmental tasks of the family. What each theorist reports as happening within the individual and the family may be more than concurrent phenomena and so their possible relationship is a proper object of investigation.

In asking if there is a relationship between the tasks of individual adult development and the tasks of family development, another factor must be considered. Criticisms of developmental

theorists such as Erikson (1959, 1963), Levinson et al. (1978) and Kohlberg (1979) suggest that generalizations across genders may not be valid (Dacey, 1982). Gilligan (1978, 1982) maintains that men and women develop in qualitatively different ways and that the criteria for assessing the maturation of women must be different from that used in the measurement of male development. Levinson et al. (1978) admit that their work may not be generalized across genders. Gilligan (1978, 1982) sees most developmental theorists as operating from a male perspective. This male view of development sees maturation as proceeding from an infantile dependence to an adult autonomy that is marked by increasing freedom from environmental determination of intrapsychic processes. While this increasing autonomy, independence of thought and capacity for deliberate action have been associated with masculinity, they are not always attributes assigned to femininity. Gilligan (1978, p. 490) goes on to state that ". . . as long as the categories by which development is assessed are derived within a male perspective from male data, divergence from the masculine standard can be seen only as a failure of development." Inasmuch as this study was a close examination of adult development from the perspective of Erikson's (1959, 1963, 1968) and Levinson et al.'s (1978) theories, the focus was on only male adult development.

The Psychosocial Developmental Issues

The words "stage," "task," and "issue" are used interchangeably in the literature. However, for the purpose of this study each word is used with a specific meaning. Stage refers to a chronological period such as Levinson et al.'s (1978) young adulthood. Task signifies something accomplished during a particular stage such as the resolution of an Eriksonian developmental issue. Issue means a particular polarized choice of personality orientations such as Erikson's (1963) issue of basic trust vs. basic mistrust.

The work of Levinson (1977) and Levinson et al. (1978) is based on the idea that the accomplishment of psychosocial developmental tasks takes place within a specific chronological framework. They borrow heavily from the work of Erikson and other psychoanalytically oriented theorists (Levinson et al., 1978). Using a psychological-historical approach, they looked at the lives of 80 men in order ". . . to construct biographies and to develop generalizations based on these biographies" (Levinson et al., 1978, p. 16). From these studies the following eras of the male life span were established.

Preadulthood--the time that includes childhood, adolescence and entry into the early adult transition which begins about age 17.

Early Adult Transition (c. 17-22)--the bridge from adolescence to early adulthood. It is the period in which the man-boy makes the initial choices that will determine his membership in the adult world.

Early Adulthood (c. 18-45)--Ushered in by the early adult transition, it terminates sometime during the early 40's in the transition to middle adulthood. For the male it is a time of peak biological functioning. Following the early adult transition is a period in which the novice worker and novice family man seeks to accomplish two opposing tasks. It is a time of exploration and a time of "creating a stable life structure" (Levinson et al., 1978, p. 58). This dichotomy of goals differs from man to man with some men creating stability at the very beginning of this time, building what they hope will be enduring life structures. Others wait until age 25 or 26 to build stability. However, by the age of 28 tentative life structures have been established.

Early Adulthood, the Age 30 Transition (c. 28-33)--This is a time in which initial decisions are reexamined and corrections made. Decisions are reaffirmed or new choices are made. This is a time in which there is a higher rate of divorce and occupational changes. To a greater degree, this is a time in which individuals look at the decisions made earlier and decide whether they wish to own them. Decisions made on the basis of an earlier

symbiosis with parents may be rejected in this transition resulting in disruptions in marriage and work. Up to this point the young man has been in what Levinson et al. (1978) refer to as the novice phase of early adulthood. Central to this time has been the "dream" of the young man. Satisfactory choices in regard to vocation and mate, which are congruent with the dream, provide the foundation for a satisfactory life structure.

Early Adulthood, the Settling Down Period (c. 32-40)--This is the time the young man seeks to establish his place in the world, anchoring it more firmly in family, society, and work. At the same time, the person seeks to stay on schedule in the accomplishment of his dream. It is a time of climbing the ladder. Levinson et al. (1978) use an acronym to describe the later part of this era--BOOM (Becoming One's Own Man). This is a time of reaching for entrance into senior membership in one's world. The acronym used reflects the conflictory nature of this period as the man seeking to assert his independence and authority wrestles with additional responsibilities on one hand and the sense that his superiors are behaving in a tyranical way. It is a time of conflict between the aspiring adult and the little boy within. The resolution of this period results in either advancement within a stable life structure toward the moment of his affirmation by society (or disaffirmation); decline within a stable life structure marked by a sense of not having made it; or the

decision to break out by changing work, marriage or both. During this time the perceived flaws in a man's life are more acutely felt and the decision is made to build a new life. Whatever the decision, however, the costs are high. Breaking out means devoting at least a decade to rebuilding. Staying means living with disappointments.

The Midlife Transition (c. 40-45)--This is the bridge to middle adulthood. It is a time for new developmental tasks and a reassessment of one's life. Again, the severity of upset during this time may vary, though for the great majority it is a time of inner and outer struggle. It is a time of reappraisal in which changes do take place whether dramatic or small. Even if life does not seem grossly different between the ages of 39 and 46, there are subtle changes in the marital relationship. Work feels different and the man may now be only marking time until retirement. Whether this is a time of triumph or decline is dependent upon innumerable factors dictated by earlier periods and their successes and failures.

Middle Adulthood (c. 40-60)--This era occurs as the man has formed an initial life structure. Levinson et al.'s (1978) research ends here. However, they project into the era a sequence not unlike that of early adulthood in which there is a transition, a settling down and another reevaluation. However, the focus is different because of biological and chronological factors. For a man, the inner life takes on more significance and Levinson et al.

(1978) see Jung's (1953) theory of individuation relevant for this era of life. Middle adulthood is followed by a late Adult Transition and Late Adulthood. However, Levinson et al. (1978) report no research on this particular portion of the adult life span.

Levinson et al. (1978) interpret Erikson's developmental tasks as falling within the chronology they have developed.

> His [Erikson's] ego stage of Identity vs. Identity Confusion reaches its culmination during the period we identify as the Early Adult Transition. His stage of Intimacy vs. Aloneness starts in the early 20's and runs through early adulthood. His next stage, Generativity vs. Stagnation, starts around 40 years of age and characterizes middle adulthood (p. 323).

While Erikson's (1959) original formulation of the four adult developmental ego stages placed them somewhat earlier than did Levinson et al. (1978), Erikson's (1969) later work approximates Levinson et al.'s schema. Figure 1 illustrates the relationship of Erikson's developmental tasks and the age specific developmental stages of Levinson et al. (1978). Note that the central developmental tasks of the fourth and fifth decades are Intimacy vs. Isolation and Generativity vs. Stagnation.

Erikson's (1963) eight stages of ego development are more properly described as

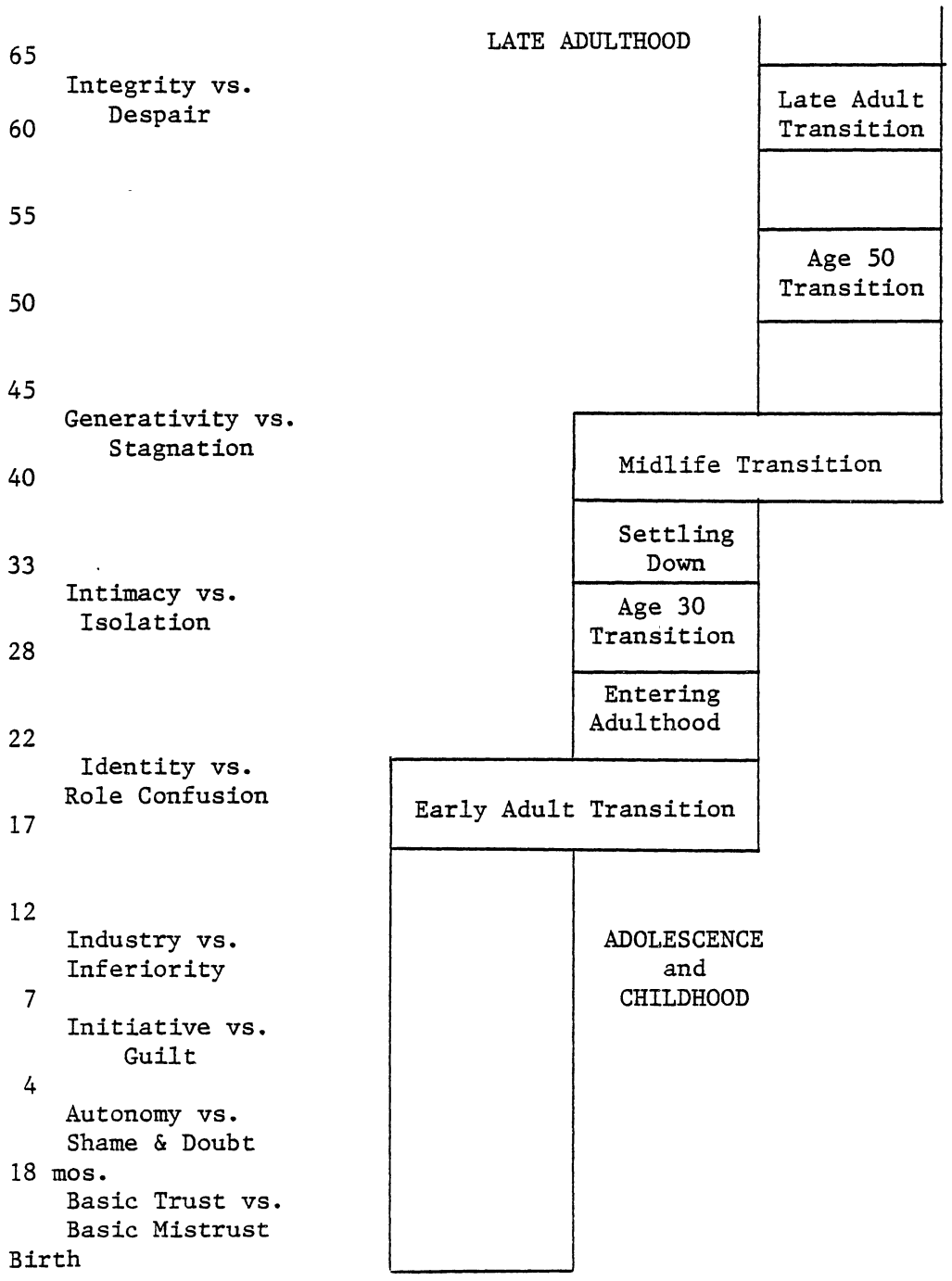


Figure 1. Erikson's Eight Developmental Issues and Levinson's Eras

> . . . ego qualities which emerge from critical periods of development--criteria (identity is one) by which the individual demonstrates that his ego, at a given stage, is strong enough to integrate the timetable of the organism with the structure of social institutions (p. 246).

For Erikson (1963, p. 263), the task of attaining the capacity to be intimate is based on the willingness to commit oneself to "concentrate affiliations and partnerships." The fear of ego loss must be transcended if one is to establish loving relationships.

Williamson's (1982a) insistence that the task of attaining personal authority through the termination of the intergenerational hierarchical boundary only becomes possible in the fourth decade is understandable if it is seen as related to the attainment of intimacy and the necessary ego strength to withstand the threat of intimacy as loss of identity as suggested by Erikson (1963). Prior to this time a "psychological" as opposed to a physical separation from the family of origin may result in an incomplete identity formation or state of identity confusion (Erikson, 1968), the task consolidated in Levinson et al.'s (1978) novice phase (Jurich, 1983). Levinson et al. (1978) point to the novice phase as that time when parental connections remain important as the "dream" supplied, in part, by the family of origin is tested and the young man in his 20s begins the task of making a place in the world. It is a time characterized by the false assumption

assigned to it by Gould (1978, p. 71) that "doing things my parent's way, with will power and perseverence, will bring results. But if I become too frustrated, confused or tired or am simply unable to cope, they will step in and show me the way." Prior to the fourth decade, the task of the young man is building his own life in the complex, unpredictable, and sometimes frightening real world. To the degree he has done this, challenging the assumption that parental ways are best, then the task of breaking down the intergenerational boundary can begin. It can be stated, then, that the work of terminating the intergenerational hierarchical boundary cannot begin until the Eriksonisn psychosocial developmental issues of identity vs. role confusion and intimacy vs. isolation (Erikson, 1963) have been successfully resolved.

The fifth decade of life aligns with that period in which the Eriksonian task of achieving generativity is accomplished. Erikson (1963) describes this stage as one in which the capacity to become a guide and mentor to the next generation is attained. This task is only possible with the achievement of full adulthood, a state Williamson (1982a) calls that of no longer needing to be parented, thus no longer needing parents. The necessary changes in the relationship between the first and second generations must be preceded by the attainment of a strong ego identity and the capacity for intimacy. This makes possible the

honest sharing of oneself with one's parents in attaining peerhood with them and the establishment of a generative, nurturing role in respect to the third generation in its entrance into and journey through early adulthood.

Personal Authority in the Three Generational Family System

Williamson's (1981, 1982a, 1982b) concept of personal authority in the family system is rooted both in his clinical experience as a family therapist and in the theoretical constructs of family system theorists. The roots of his theoretical orientation in the prior work of Boszormenyi-Nagy and Sparks (1973), Bowen (1978), Boszormenyi-Nagy and Ulrich (1981) and both the structural and strategic therapy theorists are discussed in depth in the review of related literature. What is important at this point is to understand the meanings Williamson (1981) gives to the terms that make up his construct.

The family system is a term generally attributed to Bowen (1978) though its origins may be found in several concurrent theories (Broderick & Schrader, 1981). The idea of "system" is part of a shift in the way the many branches of human thought perceives reality (Taggart, 1982). Instead of simply seeking to understand how individual parts behave, whether they be subatomic particles or individual persons, there is a growing consensus that any behavior or phenomenon must be understood in

terms of the forces that act upon the part and flow within the system of which it is a part. Skynner (1981) describes the family as a living organism which is part of a

> . . . sequence of larger systems--family, group, community, nation, etc.--and composed of a series of even smaller systems (e.g., organs, tissues, cells, etc.). Each system has a measure of independence from the supra-system of which it is a part (e.g., the individual from the family, the family from the community) but only within certain limits beyond which it must comply or suffer. The individuality of each system is maintained by its boundary . . . (pp. 48-49).

Williamson's (1981, 1982a, 1982b) understanding of the family system encompasses the three generations of the family in which the person in the fourth decade constitutes the second generation.

The intergenerational hierarchical boundary is Williamson's (1981, 1982a, 1982b) term for describing the boundary between the parental subsystem and the subsystem of the child. It is not the elimination of boundaries but a change in the nature of those boundaries that takes place in the termination process.

Williamson (1982b, p. 311) defines personal authority within the family experience as the ability "to order and direct one's own thoughts and opinions;" to express them or not as one chooses; to value one's own judgments; to take responsibility for one's

acts and the consequences thereof; to initiate or decline intimacy, establishing the boundaries of the self at will; and relate to all persons including "former parents" as peers in the experience of being human. Williamson (1981, p. 446) sees the goal of working through the issues of development within the context of the family of origin as the attainment of ". . . personal authority in the many relationship structures that comprise . . . social existence."

Termination of the hierarchical boundary does not take place until the fourth decade of life according to Williamson (1981). The individual must have lived long enough to have given up various myths about life, achieved sex gender identity, and faced the issue of the next generation, having chosen to identify or not with the first generation through the parenting role. It includes experiencing a feeling of ". . . genuine compassion for the man and woman who used to be his parents" (Williamson, 1981, p. 448).

Assumptions of the Study

The paradigmatic shifts in thinking that have lead to the formation of family systems theory also effect the research enterprise (Gurman, 1983). This research project was designed with the understanding that the problem proposed for investigation was multi-dimensional. It did not seek to establish a cause and effect relationship between the variables because such a purpose would have been inconsistent with the assumptions

intrinsic to a systems theory which states all relationships are circular. Gurman (1983, p. 232) asserts that ". . . what is studied in clinically meaningful (. . . 'ecologically valid'?) research are interaction effects. Indeed, powerful main effects are rare and should be considered highly suspect."

Nicolis and Prigogine (1977) have accused applied behavioral science in America of assuming that the behavior of groups can be predicted with statistical accuracy no matter the degree to which an individual may deviate from the norm. They have accused researchers of using information collected in the past to make the future resemble that past. The therapeutic enterprise, when proceeding from a "systems" viewpoint, is just as concerned about change whether it proceeds from a psychoanalytic or behavioral viewpoint (Gurman, 1983). The difference is in the reluctance systems theorists have in attributing cause and effect labels to identified phenomena. This research project was designed with the assumptions of family systems theory in mind. It was also designed to bring together the hitherto separate disciplines of adult developmental study and family systems theory. In doing so, correlational analysis was used implying ". . . a decidely non-linear, indeed circular model of the relationships between or among variables" (Gurman, 1983, pp. 232-233).

Therapists working with males in the fourth and fifth decades of life have been aware of the developmental issues

confronting their clients. Much of their theoretical orientation has been psychoanalytical (White, Burke, & Havens, 1981). Bowen (1978) and Williamson (1981, 1982a, 1982b) suggest that developmental tasks in adulthood are related to the individual's relationship to one's family of origin. By having examined the relationship between the phenomena observed by both theoretical perspectives, it is hoped that this study will be a contribution to both the theoretical understanding of adult male development and the clinical use of family systems theory in the process of aiding human growth and development in the adult years.

Statement of the Problem

Adult developmental theorists have suggested that the process of adult development progresses through age-normative stages (Gould, 1972, 1978; Loevinger, 1976; Levinson et al., 1978). Recent thought in the field of marital and family systems suggests that the adult maturation process is tied to developmental stages in the family life cycle with a significant task being that of terminating the intergenerational hierarchical boundary; a task occurring in the fourth and fifth decade in the lives of second generation individuals within the three generation family system (Williamson, 1981, 1982a, 1982b). The problem addressed in this study is stated as follows: Is the successful resolution of Eriksonian psychosocial developmental issues occurring in

early adulthood related to the attainment of personal authority in the three generational family system by males in the fourth and fifth decades of life?

Statement of the Hypotheses

The major hypothesis for this study was:

> There is a positive correlation between the successful resolution of Eriksonian psychosocial developmental issues and the attainment of personal authority in the family system by males in the fourth and fifth decades of life.

The alpha level for the hypothesis was set at .05.

In addition to testing the major hypothesis, seven additional secondary hypotheses were tested. Each of these secondary hypotheses stated that there is a positive correlation between the successful resolution of Eriksonian psychosocial developmental issues and each of the seven specific variables composing the construct personal authority in the family system. The secondary hypotheses were:

1. There is a positive correlation between the degree of intimacy in the spousal (significant other) relationship and the successful resolution of Eriksonian psychosocial developmental issues for males in the fourth and fifth decades of life.

2. There is a positive correlation between the degree of individuation (absence of fusion) in the spousal (significant

other) relationship and the successful resolution of Eriksonian psychosocial developmental issues for males in the fourth and fifth decades of life.

3. There is a positive correlation between the degree of intimacy with one's parents' and the successful resolution of Eriksonian psychosocial developmental issues for males in the fourth and fifth decades of life.

4. There is a positive correlation between the degree of individuation (absence of fusion) in the relationship with one's parents and the successful resolution of Eriksonian psychosocial developmental issues for males in the fourth and fifth decades of life.

5. There is a positive correlation between the degree to which one is free from triangulation into the relationship between one's parents and the successful resolution of Eriksonian psychosocial developmental issues for males in the fourth and fifth decades of life.

6. There is a positive correlation between the degree to which one is free of intergenerational intimidation and the successful resolution of Eriksonian psychosocial developmental issues for males in the fourth and fifth decades of life.

7. There is a positive correlation between the degree of freedom one has in discussing personal matters with one's

parents and the successful resolution of Eriksonian psychosocial developmental issues for males in the fourth and fifth decades of life.

The alpha level for each of the seven secondary hypotheses was set at .05.

Levinson (1977) and Levinson et al. (1978) place the mid-life transition between the fourth and fifth decades of the male's life. Therefore, the relationship between the attainment of personal authority in the family system and age was examined with selected demographic variables, education, occupation, and income, included as control variables in the correlational analysis.

Organization of the Study

In Chapter II, the literature setting forth the theoretical bases for the constructs used as variables in this study is described in detail. In addition, the literature describing supporting research is reviewed. Chapter III describes the method by which data for analysis was collected and analyzed. Results of the data analysis are contained in Chapter IV. Finally, the findings of this study are summarized in Chapter V along with conclusions drawn from them. Recommendations for clinical practice and further research are also included in the final chapter.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is a review of the literature in which the theoretical foundations for the constructs used in this study are discussed. Research based on these theories is examined. The theoretical construct of Erikson (1959, 1963, 1968) as it was used in this study is set forth along with a number of studies having relevance for its possible relationship to the attainment of personal authority in the three generational family system cited. Williamson's (1981, 1982a, 1982b) construct, personal authority in the family system, is described along with the theories from which this construct is derived. Research supporting Williamson's (1981, 1982a, 1982b) theories are described. Research about men in the fourth and fifth decades relevant to the relationship of the successful resolution of Eriksonian psychosocial developmental issues to the attainment of personal authority in the three generational family system is cited.

The Resolution of Eriksonian Psychosocial Developmental Issues

Crucial to an understanding of Eriksonian psychosocial development is the concept of epigenesis. Erikson (1982) borrows

from the field of embryology in his explanation of human psychological development. Organ systems develop with each organ having a specific time of origin. If an organ does not begin at its own time, its development will be curtailed and the subsequent emergence of other organs will be affected. The result will be an arresting of development in the total organ system. It is this underlying idea that gives Erikson's (1959, 1963, 1968, 1982) sequences and timing their significance. While changes in the time of the emergence of each psychosocial developmental task is not agreed upon by researchers (Levinson et al., 1978; Vaillant & Milofsky, 1980) and varies in Erikson's own writings (1963, 1969), the importance of the sequence and necessity for the successful resolution of each stage for future development remains unchanged.

While Erikson's (1959, 1963, 1968, 1982) theories are well known, a brief description of each psychosocial task is described. However, particular attention needs to be paid to the psychosocial developmental issues of identity vs. role confusion, intimacy vs. isolation, and generativity vs. stagnation. The first, identity vs. role confusion, which comes prior to the ages investigated in this study, determines whether the tasks of the fourth and fifth decade can be entered into (Constantinople, 1969; Jurich, 1983; Marcia, 1966, 1967). The reader may wish to refer to Figure 1 for a review of the

relationship of the Eriksonian psychosocial development issues to the human life span. A brief description of these issues is presented as follows:

Basic trust vs. basic mistrust (Birth to 18 mos.). Erikson (1963) describes the time between birth and 18 months as the beginning of a sense of familiarity with and trust in the outer world. During this period the infant tests the relationship between the inner self and outsider providers of sustenance and security.

Autonomy vs. shame and doubt (18 mos. to age 4). This issue according to Erikson (1963, 1982) is central to the time in which the individual learns self will and self control. The resolution of this issue is centered in that time when the parental providers become the limit setters for impulsive behavior and the demanders for control of bodily determined impulses. It is a period in which from ". . . a sense of self control without loss of self-esteem comes a lasting sense of good will and pride; from a sense of loss of self control and of foreign overcontrol comes a lasting propensity for doubt and shame" (Erikson, 1963, p. 254).

Initiative vs. guilt (4 to 7 years). Erikson (1963, p. 256) sees this issue as a significant step in separating from one's parents as one turns ". . . from an exclusive, pregenital attachment to . . . parents to the slow process of becoming a parent, a carrier of tradition". This time is one in which the

child is most ready to learn quickly and develop a sense of sharing obligation. It is a time in which real adults, while idealized, replace the characters of myth and story.

Industry vs. inferiority (age 8 - adolescence). Going to school, learning skills, and learning to use the tools of adulthood mark this time (Erikson, 1963). It is a "quiet" time in which separation and individuation issues are secondary to mastering the use of new capacities. This period clearly illustrates that developmental stages do not consistently reflect instability, conflict and affective lability (Vaillant & Milofsky, 1980).

Identity vs. role confusion (Adolescence through early adulthood). Erikson (1958, 1959, 1963, 1968) devoted a considerable amount of work to understanding this developmental issue. In addition, researchers have focused on this particular developmental issue (Bach & Verdile, 1975; Constantinople, 1969; Goldman & Olczak, 1975, 1976; Marcia, 1966, 1967; Munley, 1975; Rasmussen, 1964; Waterman, 1972). Erikson (1968) points out that each issue exists at all times, though each has a time of ascendency, crisis, and resolution. The critical factor is the change of milieu in which this developmental issue takes place. The issue of identity is struggled through in the context of "society" rather than in the childhood milieu of family and parents. Hoffman (1984) describes this time of achieving independence as one in which personality organization and

personal adjustment are affected. "The sense of ego identity, then, is the accrued confidence that the inner sameness and continuity prepared in the past are matched by the sameness and continuity of one's meaning for others, as evidenced in the tangible promise of a 'career'" (Erikson, 1963, p. 263). It can be noted here that Hoffman (1984) found that independence from parents did not include attitudinal independence and that parental values and attitudes were retained while other aspects of psychological independence from parents was being attained. Ego identity is not equated with complete independence from parents, but with a change in the milieu in which further psychological development can take place.

Ego identity is attained in late adolescence and early young adulthood (Levinson et al., 1978). Marcia (1966) identifies four identifiable states during this time. Identity achievement and identity diffusion are the polar opposites between which fall two other possible states. An individual in the process of working through this developmental issue is seen to be in a state of crisis called identity moratorium. Identity foreclosure is a state of accepting parental values and goals for one's life as one's own (Marcia, 1966). Foreclosure is considered to be closer to the diffusion pole as ego identity is more likely to break down under stress for those in this state (Jurich, 1983).

Intimacy vs. isolation (Early adulthood). The developmental task of achieving the capacity for intimacy is directly related to the successful resolution of the identity issue (Erikson, 1963). Intimacy means risking fusion with another person and so entertaining the possibility of losing the identity for which one has fought so hard. It is at this point that identity foreclosure, which may look like identity achievement, shows itself as a less than successful resolution of the identity issue. While the earlier Erikson (1963) identified intimacy with "true genitality", the later Erikson (1982, p. 67) sees intimacy in a broader context of mutuality in relationships where two persons ". . . lose themselves so as to find one another in the meeting of bodies and minds." It may be argued that the threat of losing one's self in the diffusion of intimacy is an important component in understanding the role of intimacy in terminating the intergenerational hierarchical boundary in the three generational family system.

Generativity vs. stagnation (second half of early adulthood through middle adulthood). Productivity and creativity mark this period. However, the goal of life turns from material reward and recognition to that of contributing to the welfare of society and succeeding generations. Erikson (1982) in his later years speaks of this time as one of caritas, of giving and caring. It is not unlike the higher stages of ego development outlined by Loevinger

(1976). The failed resolution of this developmental issue is stagnation. It in turn leads to rejectivity (Erikson, 1982, p. 68), that is, an ". . . unwillingness to include specified persons or groups in one's generative concern--one does not care to care for them." This period may never result in resolution of the generativity issue leaving a person fixated in the stage of industry or what Levinson et al. (1978) describe as failure in a stable life structure. Dacey (1982) describes this as a period of life in which one develops a different relationship with one's parents, a concept consistent with that of Williamson (1981, 1982a, 1982b).

Despair vs. integrity (middle through late adulthood). This developmental issue is primarily the concern of those persons in the ages beyond the scope of this study. It is the time of resolving the issue of becoming concerned ". . . with life itself in the face of death itself" (Erikson, 1982, p. 61) or submitting to a state of "being finished, confused, helpless" (p. 61). Again, successful resolution of this developmental issue is contingent upon a working through of prior Eriksonian issues. This may include working through the family of origin issues in the fourth and fifth decades of life, as described by Williamson (1981, 1982a, 1982b).

Research Supporting the Eriksonian Model

Research by Rasmussen (1964) supports Erikson's (1959, 1963)

theory of specific developmental issues through intimacy vs. isolation. In his study, Rasmussen (1964) hypothesized that individuals who demonstrate differences in their ability to effect an adequate psychosocial adjustment will also demonstrate differences in ego identity. Two groups of subjects were selected. In group A (n = 56), subjects were navy recruits making a highly adequate psychosocial adjustment to training; group B (n = 51) contained subjects demonstrating minimal adjustment. The Ego Identity Scale (EIS) devised by Rasmussen (1964) was administered to both groups. This instrument measures successful resolution of Eriksonian psychosocial developmental issues through intimacy vs. isolation. The group evidencing better adjustment to training also scored significantly higher ($p < .05$) than those judged adjusting minimally to training. Further analysis of his data revealed intercorrelations between the first and each succeeding stages of Erikson's (1959, 1963) schema for the group with lower successful resolution scores thus supporting Erikson's (1959, 1963) epigenetic principle.

Further support for Erikson's theory comes from Rothman (1978). In seeking to test the hypothesis that ". . . ego identity statuses cannot be significantly distinguished from each other on the basis of psychosocial crisis resolution variables" (Rothman, 1978, p. 96), 88 volunteer subjects were administered Marcia's (1966) semi-structured interview and

Rasmussen's (1964) EIS. Discriminant analysis identified the autonomy crisis stage as the most discriminating variable in each of the four identity statuses (achievement, moratorium, foreclosure, and diffusion) defined by Marcia (1966). This was followed by the industry crisis. These findings also support the epigenetic principle of Erikson's (1959, 1963) theory of psychosocial development.

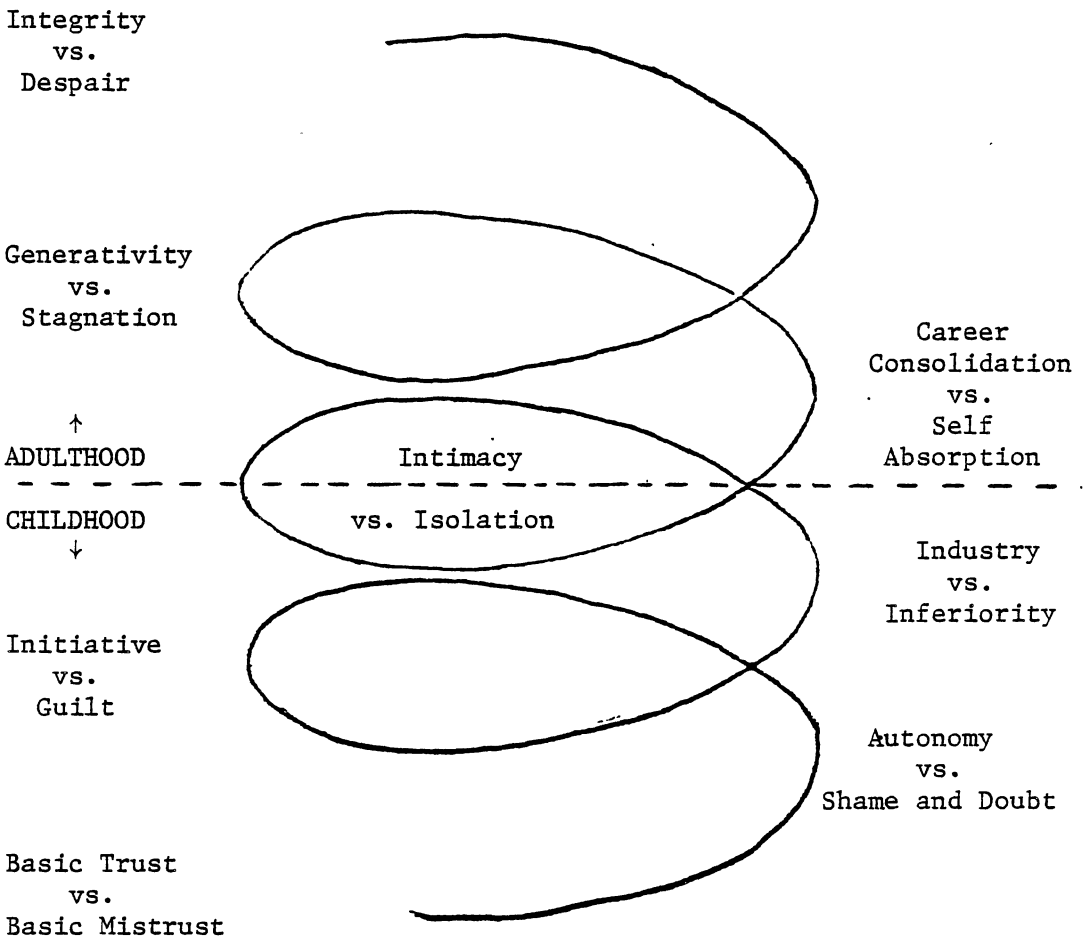
Vaillant and Milofsky (1980) report evidence in support of Eriksonian theory based on two longitudinal studies. Three hundred and ninety-two men from high crime core city neighborhoods and 94 successful college students were blindly rated as to developmental stage at the age of 47. Results supported three hypotheses. The first stated that the stages of a man's life cycle must be passed through sequentially with the mastery of a stage dependent on mastery of prior stages. The second hypothesis stated that the age at which a given stage is mastered varies considerably. The third hypothesis stated that the stage attained by middle life is independent of childhood social class or education though there is a correlation between adult maturation and the successful mastery of basic trust, autonomy, and initiative.

Several findings about the resolution of the intimacy vs. isolation issue grew out of Vaillant and Milofsky's (1980) study. They found that most core-city men who failed to achieve intimacy

by age 47 had been called mentally ill at some time in their lives. Successful marriage, in this group, seems to be the best empirical measure of the resolution of the intimacy vs. isolation issue. Failure to marry for this group was also found to be a predictor of impairment in subsequent object relations and occupational achievement. Vaillant and Milofsky (1980) conclude that the mastery of intimacy is a precondition for career consolidation.

Vaillant and Milofsky (1980) have added career consolidation vs. self absorption to Erikson's (1959, 1963, 1968) theoretical construct. It is a task that takes place in the fourth and fifth decade of men's lives. Its successful resolution includes, in addition to establishing interdependence with another, a clear identification with a career marked by ". . . satisfaction, commitment and skill" (Vaillant & Milofsky, 1980, p. 1349). This accords with Levinson et al.'s (1978) focus on career consolidation in the fourth and fifth decades of men's lives.

In their review of the Eriksonian model of human development, Vaillant and Milofsky (1980, p. 1349) note that ". . . Erikson's psychosocial model reflects the individual's increasing capacity to relate to an ever-expanding life space of people and institutions." Note that in Figure 2 the resolution of the intimacy vs. isolation issue divides childhood from adulthood. This accords with Williamson's (1981, 1982a, 1982b) idea that adulthood is not needing to be parented, thus having no parents, a state achieved in the fourth and fifth decades of life.



Adpated from Vaillant and Milofsky, 1980, p. 1349.

Figure 2. Modified Model of Eriksonian Psychosocial Development

The representation of the Eriksonian model of human development as a spiral by Vaillant and Milofsky (1980) was done in order to emphasize the evolutionary, epigenetic and rythmic nature of development. In regard to the rythm of development, the spiral provides a means of representing issues on the left side as productive of instability and change while those on the right productive of stability, the maintenance of rules and concern with the perservation rather than change of social structures. Vaillant and Milofsky (1980) further point out that their spiral model avoids transitions as postulated by Levinson et al. (1978). They go on to suggest that transitions may be more related to individual pathology or to role changes dictated by the culture (for example, retirement) or circumstance (for example, death of a spouse) than to innate developmental processes.

Psychosocial Development and Maturity

Throughout the literature the word "maturity" occurs with regularity in describing the positive resolution of psychosocial developmental issues. Heath (1965) conducted a series of studies on college students and older males to determine the nature of maturity. In the construction of an instrument to measure maturity, a panel of experts and non-experts were asked to define maturity. From these definitions, Heath (1965, p. 7) stated that ". . . the mature person emerges as a judiciously realistic

individual with a reflective sense of values and an underlying meaning to his life which he maintains with integrity." This definition is not unlike that of Kohlberg (1969), Loevinger (1976), and Vaillant and Milofsky (1980). However, the definition represents the upper reaches of the developmental process described by these developmental theorists. In a number of studies, Heath (1965, p. viii) sought to test the hypothesis that ". . . the schemata, skills, and valuators of a more mature person are more stable, integrated, allocentric, autonomous, and available to awareness than the comparable structures of an immature person." Findings indicate that the mature person's self image is more stable over time. It was also found that the mature person was more consistent in both efforts and motivation. Allocentrism was characterized by thought processes being more reality oriented and the affective dimension centering on caring and loving relationships. Peer ratings of the more mature person included empathy, altruism, and consideration of others. Less evidence was produced to substantiate autonomy and the ability to bring experiences into awareness as marks of maturity in the population studied by Heath (1965). Subjects used by Heath were primarily college age males. Persons in this age range, Vaillant and Milofsky (1980) suggest, are still in childhood not having fully resolved the intimacy vs. isolation issue (see Figure 2).

In a later work, Heath (1977) sought a broader base for a conceptualization of maturity by taking an anthropological view and comparing cultures. Objective and projective tests were administered to three cultural groups (American, Italian, and Turkish) to construct a "culture free" definition of maturity. The hypothesized differences between mature men and immature men were the same as the earlier study done with American college student males (Heath, 1965). The transcultural findings confirmed the differences for maturity vs. immaturity on the dimensions of symbolization, allocentrism, integration, stability of self concept and stability of cognitive skills (Heath, 1977).

Cited studies on maturity using the Eriksonian model of psychosocial development, with the exception of Vaillant and Milofsky (1980), have focused on the identity vs. role confusion issue. Marcia (1967) suggested that consistency in self esteem is related to resolution of the identity vs. role confusion issue. He hypothesized that subjects high in identity status (identity achievement and moratarium) would be less vulnerable to manipulation of self esteem than subjects low in identity status (foreclosure and diffusion). Subjects were 72 males enrolled in introductory psychology courses at a northeastern state university. Using the Self Esteem Questionnaire (SEQ) to

measure self esteem and a semi-structured interview to establish identity status, data supported the hypothesis.

Heath (1965) suggests that motivation is a component of maturity. Waterman (1972) hypothesized that college students psychosocial development is positively related to expectations about college. Ninety-eight entering freshman males in a small northeastern college were administered the IPD and the College Expectations Questionnaire (CEQ). It was found that there is a positive correlation between psychosocial maturity and expectations about college. This led Waterman (1972) to conclude that the more mature amongst the entering male college students measured were expecting to be provided greater opportunities for intellectual development and personal growth as well as meet others with whom they would find rewarding social relationships.

Also looking at motivation, Bauer and Synder (1972) administered Rasmussen's EIS scale to 158 male college students ranging in age from 17-25. Subjects were rated high or low on motivation in achievement and affiliation using a thematic apperception procedure. Results indicated that subjects demonstrating high motivation, both in achievement and affiliation, also showed a more satisfactory resolution of the ego identity issue. Bauer and Synder (1972, p. 255) also conclude that their results support the ". . . validity of Erikson's theory of ego identity: Ss manifesting different levels of achievement and

affiliation motivation were distinguished as predicted by Erikson, using an operational measure of ego identity."

In examining psychosocial development and the development of mature career attitudes and adjusted vocational choices in male college students (n = 123), Munley (1975) found that individuals with adjusted vocational choices (successful vocational choice adjusted for aptitude) appeared to be more successful in resolving Eriksonian psychosocial developmental issues as measured by the IPD and Degnan's Ego Identity Scale (DEIS).

The use of the Eriksonian model of development has also been used to test the relationship between psychosocial maturity and the fear of appearing incompetent. Goldman and Olczak (1975) using the IPD to measure psychosocial development and the Goods Scale of Appearing Incompetent, found that of 106 undergraduates those with higher levels of psychosocial maturity had less fear of appearing incompetent. This also corroborates Heath's (1965) finding that a sense of competence is a component of maturity.

While much of ego identity research has been done with college students in relationship to their environment, Waterman and Waterman (1975) looked at various ego identity statuses (achievement, moratorium, foreclosure, and diffusion) across two generations. They anticipated that fathers and sons would be in the same ego identity category. Fifty-five pairs of fathers and sons were recruited for the study. Identity statuses were determined using

Marcia's (1966) semi-structured interview. While the assumption underlying the χ^2 test were not met, they could discern that a relationship between the identity statuses of fathers and sons did not appear to exist.

In their discussion on the identity statuses of fathers and sons, Waterman and Waterman (1975) raised some questions relative to the Eriksonian model. They cited the effects of rapid social change as effecting the significance of fathers as role models for their sons. Differing educational attainments were also seen as a possible reason for the lack of relationship between father-son ego identity statuses. Another suggestion offered was the possibility of mothers having a stronger influence on their sons than heretofore expected. A strong case was also made for the possible effects of the fathers having been drafted or having enlisted in World War II during the time of their own ego identity resolution period. An examination of Waterman and Waterman's (1975) data indicates a larger number of fathers in the foreclosure status than any other, a characteristic of those who are in the military during the ego identity resolution period (Jurich, 1983; Waterman & Waterman, 1975).

In an empirical study of Vietnam veterans and their families, Jurich (1983) confirmed the idea that males in the military during the time of their ego identity crisis may foreclose ego identity formation. The result is an individual whose decision about life

goals are really the goals of someone else. Jurich (1983) argued that this is particularly significant for the male Vietnam veteran whose average age (19.1) in the military was seven years younger than his World War II counterpart. This also means that the Vietnam veteran's return to civilian life at a younger age is likely to make him more subject to pressures from the family. The identity foreclosed male being more fearful of appearing incompetent (Goldman & Olczak, 1975) and less ready for intimacy (Erikson, 1963; Vaillant & Milofsky, 1980) tends to establish a less than adequate marital relationship (Jurich, 1983). While his discussion of the family treatment of Vietnam veterans is extensive, Jurich (1983) notes that the process of working through identity foreclosure to achieve ego identity resolution is usually through a crisis which forces the adolescent to confront him/herself. The significance of this is that while resolution of the identity issue must precede resolution of the identity issue, "catching up" is possible in the fourth and fifth decades.

The idea of "catching up" is discussed by Erikson (1958) in his study of Martin Luther, the German reformer. Luther's identity crisis was prolonged well into the fourth decade before its resolution. When that resolution came, the situation of Luther's life plunged him into the roles of father to his children and a national leader. It thus happened that the resolution of the intimacy and generativity issues were fused producing another crisis

which Erikson (1958) described as manic-depressive illness, a response to stagnation. Thus Erikson (1958) confirmed his own epigenetic theory through the use of psychosocial history.

Psychosocial Development and the Intergenerational Hierarchical Boundary

A bridge between the Eriksonian model of human development and Williamson's (1981, 1982a, 1982b) theory of attaining personal authority via termination of the intergenerational hierarchical boundary in the family system is provided by Erikson's (1980) discussion of the parent (father) - child (son) dialogue in adulthood. In an examination of the Sigmund Freud-Carl Jung correspondence between the years 1906 and 1914, it appeared that the relationship between the two men took on the qualities of an intergenerational hierarchy with Freud in the role of the first generation and Jung, second. The relationship began with an unconscious agreement that Jung would be heir to the leadership of the psychoanalytic movement, an idea both accepted. However, as time progressed, the directions to psychoanalysis laid down by Freud differed from those envisioned by the heir apparent. Jung began to acknowledge flaws in the older man's character. As the tension between the two grew, Emma Jung wrote Freud saying, "And do not think of Carl with a Father's feeling, 'He will grow but I must dwindle', but rather as one human being thinks of another, who like you has his own law to fulfill" (Erikson, 1980,

p. 68). She was suggesting a termination of the intergenerational hierarchical boundary erected by the two men as the older expressed his generativity in the male mentoring role and the younger sought the intimacy required to establish a peer relationship with the older generation. Erikson (1980) noted that the relationship ended with both men having achieved generativity and needing to go their own unique ways having cared about each other. It is in the sharing of generativity that peerhood with one's parents and personal authority is attained.

In this section the Eriksonian model of psychosocial development as originally envisioned by Erikson (1959, 1963, 1968) was described along with modifications to the theory by Erikson (1980) and Vaillant and Milofsky (1980). Supporting theories and research on maturity by Heath (1965, 1977) were discussed along with research supporting the Eriksonian theory and its connection to development within the family context.

Personal Authority in the Three Generational Family System

Williamson (1981) has proposed a new stage in the family life cycle which he calls termination of the intergenerational hierarchical boundary. Beginning with empirical data from clinical experience, Williamson (1981) posits the idea that dysfunctional behavior in adult clients, a marital couple, or family may be due to the hierarchical boundary between adult clients and their parents

in the preceeding generation. Williamson (1981, p. 44) describes this issue of realigning the power structure between the second and first generations as a process of negotiation and ". . . power politics . . ., if not outright revolution."

The issue of realigning power between the generations can be a frightening one for all concerned because of the potential of parental rejection as well as the fear of hurting one's parents. The new stage Williamson (1981, p. 442) describes is one of ". . . intimidation, power, and hierarchy." The direction of the conflict in this transitional stage is toward egalitarianism and peerhood with one's parents. This period is not a time in which there is a reversal of roles, but rather one in which power is redistributed across the generational boundary. Williamson's (1981) theory is consistent with Erikson's (1980) suggestions that the successful resolution of issues at this time leads to a shared generativity.

Williamson (1981) concurs with Boszormenyi-Nagy and Ulrich (1981) that though connectedness between generations remains non-negotiable, the connectedness becomes different. "If the adult is an adult, then there is no other person in life, whatever their status, wisdom, or success--or even historical connectedness--who in terms of basic humaness is anything other than a peer" (Williamson, 1981, p. 443).

The concept of systems is central to Williamson's (1981, 1982a, 1982b) theory. Systems are hierarchical and changes in the

distribution of power within a system upsets its homeostasis affecting subsystems within the family system. Since systems seek to restore homeostasis, changes in the family's distribution of power will be resisted requiring both negotiation and consistent resistance to pressure to reestablish the original distribution of power. The assertion of power to maintain the original power structure is defined as "covert loyalties" by Boszormenyi-Nagy and Sparks (1973) and Boszormenyi-Nagy and Ulrich (1981) and as intergenerational intimidation by Williamson (1981).

This time is one of leaving home psychologically. Williamson (1981) defines this as no longer needing the former generation for validation as to job, marriage, children, values, and life style. Inasmuch as Williamson places this "leaving home" in the fourth generation or later, he is confirming what Levinson et al. (1978) indicated for the third decade, that is, the necessity of maintaining an emotional contact with one's parents for guidance.

Williamson (1981) also points out that the attainment of personal authority is related to the many relationships of one's life. Until one can attain this within the family context, one's life will reflect the unfinished work of this new stage.

Termination of the hierarchical boundary cannot take place until certain conditions are met (Williamson, 1981). These conditions may be described in Erikson's (1959, 1963, 1982) terms as well. They are:

1. The individual needs to have established another intimacy network beyond the family of origin (Williamson). Intimacy vs. isolation has been resolved enough to allow intimate relationships beyond the family of origin (Erikson).

2. Vocational choice needs to have been settled as well as prioritizing the personal use of time (Williamson). The issue of ego identity vs. role confusion needs to have been resolved (Erikson).

3. Thirdly the client needs to have given up romantic myths about life and one's parents, resolved gender identity issues, identified with the first generation in the parental role, and experienced compassion for those persons who used to be one's parents (Williamson). Each of these three conditions suggests successful resolution of the third decade issue of ego-identity and intimacy plus a beginning to experiencing the resolution of generativity vs. stagnation (Erikson). The listing of compassion for the persons who used to be one's parents is echoed in Erikson's (1980, 1982) later works in which he speaks of "caritas" as the expression of shared generativity across generations.

The choice of the fourth and fifth generations for the new stage in the family life cycle (Williamson, 1981, 1982a, 1982b) is consistent with the necessary psychosocial development described by Erikson (1963, 1980, 1982) as necessary to achieve generativity. This chronology is also matched by Levinson et al.'s

(1978) stages beginning with the age 30 transition. Williamson (1981) concludes that changes in the family take place at transitions in both the family life cycle and in the individual and has identified in the family life cycle both a stage and a task matching Erikson's (1959, 1963, 1982) and Levinson et al.'s (1978) theoretical developmental chronologies.

Williamson (1981, 1982a, 1982b) builds his theory closely on that of Bowen (1978). Bowen's early work parallels that of a number of other family systems theorists whose beginning dates back to the early 1950s (Kerr, 1981). Bowen (1978) developed the idea of "differentiation of self within the family system" out of his work with families with schizophrenic offspring. A scale was developed for measuring this construct. Undifferentiation (no self) represents an emotional fusion into a common self with others. It is what Bowen (anonymous, 1972) calls an undifferentiated ego mass. It is the result of an emotional fusion that occurs within a relationship. Emotional interdependence marks this state and may be seen at its greatest intensity in marriage. In this undifferentiated ego mass there is an alignment of power in which one person will become stronger and the other weaker. Those who score low (undifferentiated) on Bowen's (anonymous, 1972) scale will live in a world of controlling emotions and subjective forces. Objectivity is lacking in the decision making process. Those who are differentiated on the

scale are freer to be objective within the relational system, are able to hold opinions, make decisions, and still be concerned for the welfare, opinions, and needs of others within the family system.

According to Bowen (anonymous, 1972) there is some degree of fusion in all relationships. However, the degree of differentiation maintained by individuals within a relational system frees the individual and the system from the anxiety that accompanies the less differentiated ego mass. In the less differentiated system, a considerable amount of emotional energy is invested in maintaining the system or in seeking to control its preservation by preventing emotional deviancy.

The nuclear family is shaped by a number of forces including the level of differentiation of each spouse, family of origin enmeshment, and numbers of children. It does not stand separate from spousal families of origin but contains the patterns derived from both sources. Bowen (anonymous, 1972, p. 121) suggests that ". . . conflict absorbs great quantities of the fusion." Children are recipients of their parent's immaturity and those children most emotionally tied to a parent becomes less differentiated from the family emotional system.

The image of the triangle is essential to understanding Bowen (1978). Under stress a two person emotional system will bring in a third person. Usually this is done by the less comfortable

member of the emotional system. An example of triangulation is the use of a child. This is done by the twosome in stress in a way that the less comfortable person establishes emotional closeness with the child excluding the more comfortable partner. When the stress is reduced, the original twosome re-establishes their closeness while the child retreats to being an outsider until stress is re-introduced into the system. This may also be seen in the manner in which families under severe stress will triangulate social agencies and others into the family to establish stability.

The manner in which Bowen's (1978) concepts have been incorporated into Williamson's (1981, 1982a, 1982b) construct may be seen in Bray, Williamson, and Malone's (1984a, 1984b) Personal Authority in the Family System Questionnaire (PAFS). In addition to nuclear and intergenerational intimacy, scales measure both fusion and triangulation, constructs originally defined by Bowen (anonymous, 1972).

A dimension measured by the PAFS (Bray et al., 1984a, 1984b), integral to Williamson's (1971, 1982a, 1982b) construct, is intergenerational intimidation. Termination of the intergenerational hierarchical boundary means a rebalancing of the power between generations which may be described as a new state in which the older parent no longer has any privileges or power in regard to the second generation based on being biological source

of that generation. Williamson (1981) acknowledges his indebtedness to Boszormenyi-Nagy and Sparks (1973) and Boszormenyi-Nagy and Ulrich (1981) for the idea of intergenerational intimidation and the idea that covert loyalties to the previous generation are a source of social and marital dysfunction.

Boszormenyi-Nagy and Sparks (1973) suggest that individuation of the person and family loyalty constitute a paradox, that is,

> . . . every step leading toward the child's true emancipation, individuation, or separation tends to touch on the emotionally charged issue of every member's denied but wished for everlasting symbiotic togetherness with the family or origin (p. 21).

Out of this paradox emerges a pattern of family relationships in which transgenerational accountability becomes the central theme. Loyalty commitments to the family of origin are the ". . . strong fibers which hold together complex pieces of relationship 'behavior' in families as well as in larger society" (Boszormenyi-Nagy and Sparks, 1973, p. 39). A ledger is kept by the individual into which perceptions are entered of what is invested in a family system through being available to it and what is withdrawn in the way of support received or in the use of others. Loyalty is essential to that which maintains the family intactness. Growth or maturity upsets the balance of relationships. Family response

is to review the accounts triggering both guilt and obligation. Disloyalty to the family of origin is implied in the second generation's act of becoming emotionally independent. Williamson (1981) acknowledges the power of the first generation to insist that the ledger of accountability be maintained in the trans-generational system, but argues against the idea that the ledger of accountability must keep the parent as parent and the child as child as is maintained by Boszormenyi-Nagy and Sparks (1973) and Boszormenyi-Nagy and Ulrich (1981). It is the attempt of the first generation to maintain the original balance of the relationship system through activation of the ledger accounting that Williamson (1981) calls intergenerational intimidation and Boszormenyi-Nagy and Sparks (1973) and Boszormenyi-Nagy and Ulrich (1981) call covert loyalties.

Boszormenyi-Nagy and Ulrich (1981) add a new dimension to the idea of transgenerational accountability with the concept of relational ethics. "Relationships become trustworthy to the degree that they permit the issues of who owes whom" (Boszormenyi-Nagy and Ulrich, 1981, p. 160). Here the idea is that the family clinician must consider the needs of each and every family member from the vantage point of every family member if there is to be a successful resolution of family crisis issues. Based on prior theory (Boszormenyi-Nagy & Sparks, 1973), where individual dysfunction is due to a displacement of repayment of a debt unto

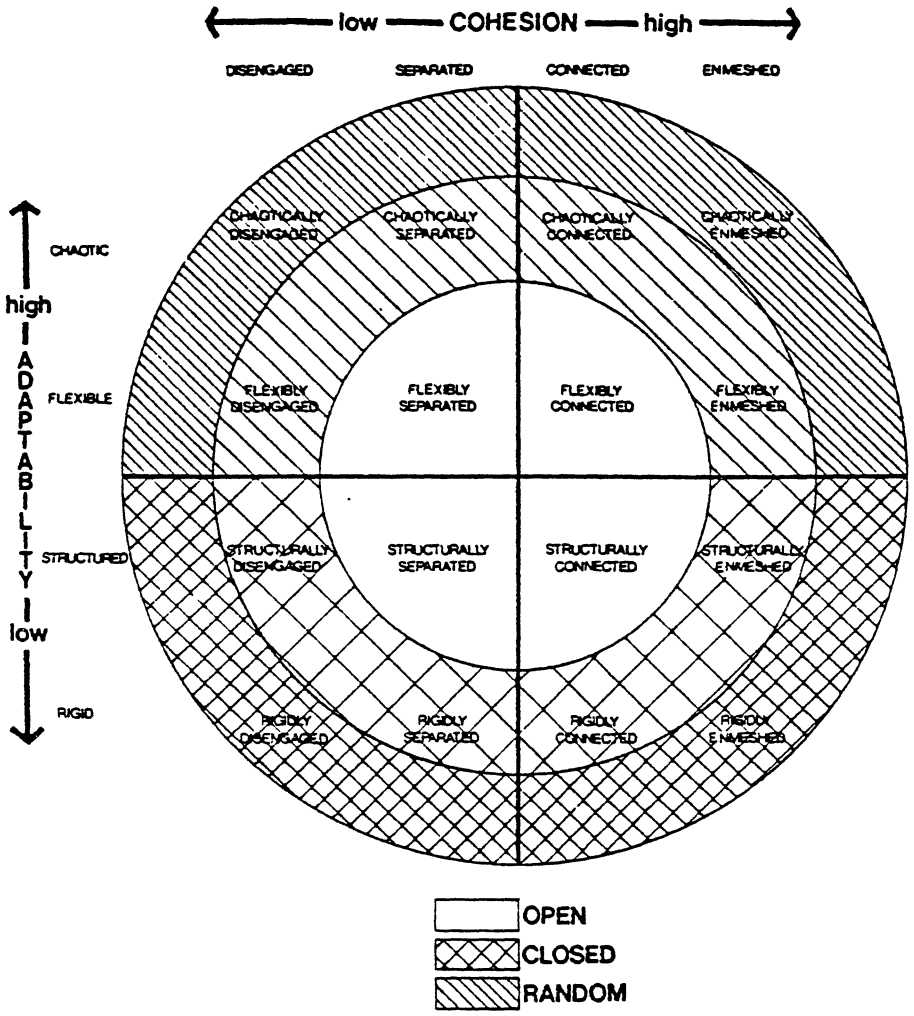
a person other than to whom the debt is owed, Boszormenyi-Nagy and Ulrich (1981) insist that no valid substitution can be made by displacement on the therapist. Issues have to be resolved between family members. Any attempt to avoid resolution leads to relational stagnation. Where the death of a parent intervenes, unresolved issues will continue to have their effect as the child goes on seeking the lost parent in hope of restoring the balanced ledger. Williamson (1978) and Taggart (1980) concur that the working through issues of power redistribution is necessary even when the first generation is no longer living. Ultimately, the goal of working through the issues implied in the concept of the intergenerational hierarchy ". . . is to loosen the chains of invisible loyalty and legacy, so each person can give up symptomatic behaviors and explore new options" (Boszormenyi-Nagy & Ulrich, 1981, p. 174).

A different perspective on connectedness between individuals in the family system is provided by Olson, Sprenkle, and Russell (1979) in their circumplex model of marital and family systems. In an attempt to delineate the underlying dimensions for the many concepts of family systems, two aspects of marital and family behavior emerged. The first of these aspects is called family cohesion which is defined as ". . . the emotional bonding members have with one another and the degree of individual autonomy a person experiences in the family system" (Olson et al., 1979, p. 5).

At one end of the spectrum can be found investment in the family system while at the other extreme disengagement. The second aspect of marital and family behavior is family adaptability. This concept, like cohesion, is derived from systems theory. Olson et al. (1979) note that many early family systems theorists saw the family system as morphostatic, that is, aimed at maintaining the status quo. Such a view is consistent with that of Boszormenyi-Nagy and Sparks (1973) and Boszormenyi-Nagy and Ulrich (1981). It is, however, the point at which Williamson (1981, 1982a, 1982b) disagrees with them. Olson et al. (1979) state that the morphostatic view of the family, while helpful in understanding the dysfunctional family in a clinical setting, does not lend itself to understanding normal growth and development within families.

The circumplex model allows for the description of families on two dimensions providing a broader view of the quality of family functioning as well as providing a means of describing that functioning. Figure 3 illustrates the model.

The circumplex model provides a way of viewing different family relational structures on a continuum from open to closed to random. The open systems provide for the freedom of individuals to move from independence to connectedness. Olson et al. (1979) state that the model is dynamic allowing for changes in the family created by individual needs, stages of the family life cycle, or life situations. Clinical interventions can be aimed



Sixteen possible types of marital and family systems

Source: Russell, 1979, p. 30 (used with permission).

Figure 3. Circumplex Model of Marital and Family Systems

as assisting the system to move to a more open posture as represented by the four central quadrants shown in Figure 3.

The circumplex model appears consistent with Williamson's (1981, 1982a, 1982b) construct providing a view of a changing family system. The cohesion factor also provides a means of denoting the condition of caring comparrion and peerhood that Williamson (1981) describes as important in the termination of the inter-generational hierarchical boundary. Bray et al. (1984a) report that people reporting high spousal intimacy and high inter-generational intimacy on the PAFS also report a cohesive (autonomous with emotional bonding) nuclear family on the Family Adaptability and Cohesion Evaluation Scales (FACES).

Empirical support for the circumplex model has been provided by Russell (1979). It was hypothesized that families that handle situational and developmental crises successfully will be more moderate in family cohesion and adaptability while families less successful handling crises will be extreme in these aspects. Thirty-one families were administered the Simulated Family Activity Measurement (SIMFAM) and self report measures of family functioning and family cohesion. Findings indicated that high functioning families fell within the central area of the model (see Figure 3).

This section has described Williamson's (1981, 1982a, 1982b) construct of personal authority in the three generational family

system. The theories of Bowen (1978) were presented in support of the concepts of separation/fusion and triangulation. The work of Boszormenyi-Nagy and Sparks and Boszormenyi-Nagy and Ulrich (1981) was examined as the basis for the idea of intergenerational intimidation with areas of agreement and disagreement between Williamson (1981) and Boszormenyi-Nagy and Sparks (1973) and Boszormenyi-Nagy and Ulrich (1981) noted. Finally, the circumplex model of marital and family systems (Olson et al., 1979) was described in support of Williamson's (1982a) idea that families are capable of significant changes in the relational structure in the course of individual and family development.

Males in the Fourth and Fifth Decades of Life

Levinson (1971) and Levinson et al.'s (1978) model of adult male development was described earlier in Figure 1. The period of adult life that is of interest begins with the age 30 transition and progresses through the mid-life transition (age 40-45). However, the period preceeding this time or the novice phase is dominated by two tasks, that is, choosing and learning a career and finding a mate and starting a family, components of a stable life structure. During this time the motivating power comes in part from the family and is called the "dream". This image chosen by the family and the individual, powers the initial decisions leading to the first life structure. This view of the third decade male provides another rationale for Williamson's

(1981, 1982a, 1982b) argument that the termination of the intergenerational hierarchical boundary cannot begin until the fourth decade of life. Prior to that time the family of origin provides the foundation for the first life structure.

The age 30 transition marks the time in which the provisional structure of the third decade is evaluated. It is a transition in which decisions made about career and marriage are evaluated with the consequence that it is a time of more frequent divorces and job changes (Levinson et al., 1978). Whether this time of change is smooth or painful, its characteristics are the same. The demands of the ensuing decade will be those of settling down, making deeper commitments, and accepting a life structure.

The age 30 transition, then, means examining the dream and thus questioning parental authority for one's life decision (Williamson, 1981, 1982a). Note, however, that the transition itself is not the time frame for the termination of the intergenerational hierarchical boundary but marks the beginning of this period. Levinson et al. (1978) have little to say about the dynamics of the three generational family system during the fourth and fifth decades other that report feelings reported by research subjects about parents or situations where widowed parents become residents with the nuclear family. However, subjects experiencing

stress during the age 30 transition reported parental assistance and sometimes moving back home. The usual approach to parents during this time is either distantation or return to the family of origin for support. During the settling down period of the fourth decade little is reported about the relationship between the generations.

Data supporting Levinson's (1972) and Levinson et al.'s (1978) theories of male development were derived from longitudinal studies of 80 males. The use of interviews and projective tests produced the information leading to the formulation of the male developmental process. A recent study by Fagan and Ayers (1983) investigated the adult development of 23 police officers of a medium size city in Kentucky. Using a semi-structured interview technique, the researchers found that the subjects ". . . passed through a series of psychosocial stages and that stress and its management was an important part of the process" (Fagan & Ayers, 1983, p. 223). Data showed support for Levinson's (1977) model of early adulthood. Data on middle adulthood was less conclusive. One common crisis occurring at the age 30 transition involved a confrontation between the young officer and the administration of the police department. There was no mention of any awareness of conflict with parents across the intergenerational boundary.

Gould (1978) suggests that the age span of 28 to 34 is a time of "opening up to what is inside." One of the false assumptions of

this is ". . . I am not like my parents in ways I don't want to be" (Gould, 1978, p. 184). It is Gould's (1978) thesis that maturing in the adult years is a process of giving up child consciousness and the attainment of adult consciousness. Under stress there is a tendency to return to child consciousness. Adulthood is filled with demons that need to be mastered. The confusion, fear, and anger of childhood carry over into adult lives. The process of achieving adult consciousness means giving up childhood assumptions.

Gould (1978) maintains that the responses of second generation parents to their own children at the age 30 transition are a conformity to or defiance of the first generation parents in the three generational family. To change this pattern, Gould (1978) insists that one must face and come to terms with the internalized parent upon whom one's behavior is based. Change is only possible by becoming ". . . aware of our similarities and identifications with our parents" (Gould, 1978, p. 192).

Gould's (1978) theory of adult development is based on earlier research (Gould, 1972) using 14 homogeneous age groups: 16-18, 18-22, 22-28, 29-34, 35-43, 43-50, and 50-60+. Observations on each of the groups were collected over a six month period. The age groupings were observed as different with different themes emerging. As an example, the 29-34 age group exhibited the theme "What is this life all about now that I am doing what I am

supposed to?" This is similar to the questioning observed by Levinson et al. (1978) at the age 30 transition. In a second study Gould (1972) administered a questionnaire based on the information gleaned from the groups in the first study of 524 white middle class subjects of both sexes. Results yielded 18 scales that indicated periods of instability in regard to particular issues. In response to the statement, "My parents are the cause of many of my problems" there was a notable increase in the responses for the ages 30-40. In response to "How important are these persons (parents) to you overall?, there was a notable decrease beginning at age 30.

The issue of timing in both individual development and family development has been more a matter of discussion than empirical investigation (Cohler & Boxer, 1984). Datan (1977) suggests that the epigenetic principle used by Erikson (1963) is the best measure of time. Each point in a person's life has its time. Like embryological development, human development is ". . . a finely orchestrated sequence of events with irrevocable consequences" (Datan, 1977, p. 53). Life after birth is more flexible in regard to the biological clock with middle adulthood the period of greatest chronological freedom. However, the tasks of development remain to be accomplished in their time. The literature appears to confirm Williamson's (1981, 1982a, 1982b) argument that the task of attaining personal authority via termination of the intergenerational hierarchical boundary falls in the fourth and fifth decades.

Summary

The literature related to a study of the relationship between the successful resolution of Eriksonian psychosocial developmental issues and the attainment of personal authority in the three generational family systems by males in the fourth and fifth decades of life, was reviewed in this chapter. Erikson's (1963) theory of epigenesis as it relates to psychosocial development was examined along with the eight developmental tasks or issues. Supporting research for Erikson's (1959, 1963) construct was presented along with modifications to the Eriksonian model by Vaillant and Milofsky (1980). Further support for the construct was shown in Heath's (1965, 1977) studies on male maturity. Additional research was presented which examined the Eriksonian model and male maturity in relationship to family contexts.

Williamson's (1981, 1982a, 1982b) theories were presented along with their antecedents in the work of Bowen (1978) and Boszormenyi-Nagy and Sparks (1973) and Boszormenyi-Nagy and Ulrich (1981). The circumplex model of family systems (Olson et al., 1979) and supporting research were also included.

Finally a review of literature pertaining to males in the fourth and fifth decade of life was presented. The findings of Levinson (1972) and Levinson et al. (1978) were examined with supporting research confirming the time parameters suggested by Williamson's (1981, 1982a, 1982b) theory.

CHAPTER III

METHODOLOGY

The specific manner in which this study was undertaken is described in this chapter. The subjects are described along with the procedures to be used in their selection and in the determination of sample size. A description of the instruments used in the measurement of the variables and the specific design used in determining if there would be a significant relationship between variables are presented. The procedures used in administering the instruments to the subjects are discussed along with the manner in which the collected data were analyzed.

Subjects

The subjects for this study were 162 self-selected respondents. A random sample of 491 males age 30 to 40 was randomly selected from 2,409 employees in the workforce of a large national corporation located primarily in the southwest United States. This company employs people in a full range of jobs and occupations including both upper management and unskilled labor. The sample drawn included all levels of employment, education, and socio-economic status represented by the male employees in the 30 to 49 year old range. A total of 171 persons in this sample responded to the mailing requesting participation, a response rate of 35

percent. Nine respondents did not provide enough information to be included in the data analysis. Data on the voluntary respondents is found in Table 1. Table 2 contains a comparison of the educational, occupational, and income data on the respondents to that of the male population of the United States.

Using procedures outlined by Cohen and Cohen (1983), it was determined that a minimum of 139 subjects would be needed to test the hypotheses using multiple regression techniques with the desired power set at .80, the significance criterion set at alpha = .05, and effect size ($R^2/1-R^2$) established at .11. Kerlinger and Pedhazer (1973) suggest that at least a minimum of 100 subjects be used in multiple regression analysis though they would prefer that 200 or more be used. Tabachnick and Fidell (1983) recommend a minimum of four to five times more cases than independent variables though 20 times the number of independent variables is ideal. Using seven independent variables, the number of subjects arrived at by Cohen and Cohen's (1975) procedures fell well within the guidelines outlined in the literature. The larger numbers allowed increased flexibility in meeting the assumption that residuals be normally distributed (Tabachnick & Fidell, 1983).

Instrumentation

Two instruments were used in measuring the variables of interest. The Inventory of Psychosocial Development (IPD) (see

Table 1

Characteristics of the Voluntary Respondents in the Study

Category	N	n	%
Marital Status	162		100
Single		8	5
Married		132	80
Divorced		10	6
Remarried		12	7
Widowed		0	0
Education	162		100
Less than High School Diploma		1	<1
High School Diploma		6	4
High School Plus		35	22
College Degree (B.A., B.S.)		48	30
College Plus		31	19
Master's Degree		14	9
Master's Degree Plus		7	4
Doctor's Degree		20	12
Occupation	162		100
Executive, Administrative, Managerial		77	48
Technical, Sales, Administrative Support (Clerical)		65	40
Precision Production, Craft, Repair		4	2
Operator, Fabricator, Laborer		16	10

Table 1 (Continued)

Category	N	n	%
Income	160		100
Less than $10,000		1	<1
$10,000 to $14,999		0	<1
$15,000 to $19,999		3	2
$20,000 to $24,999		3	2
$25,000 to $29,999		14	9
$30,000 to $34,999		25	16
$35,000 to $39,999		19	12
$40,000 to $44,999		18	11
$45,000 to $49,999		15	9
$50,000 or more		62	39
Number of Children	151		100
0		22	14
1		19	13
2		77	51
3		28	19
4		4	26
5		1	<1
Respondent's Ages	156		100
Fourth Decade (30-39)		93	61
Fifth Decade (40-49)		63	39

Table 2

Comparison of Respondents in the Study to the Male Population in the United States

Category	Respondents	U.S. Males
Education	Age 30 - 49	Age 25 and older[1]
Less than High School Diploma	1%	30%
High School Diploma	4%	34%
High School Plus	22%	15%
College Degree & Higher	74%	21%
Occupation		Head of Household[2]
Executive, Administrative, Managerial	48%	21%
Technical, Sales, Administrative Support (Clerical)	40%	14%
Precision Production, Craft, Repair	2%	15%
Operator, Fabricator, Laborer	10%	13%

Table 2 (Continued)

Category	Respondents	U.S. Males
Income		Age 25 - 54[3]
Median Income Range	$40,000 to $44,999	$16,805 to $23,115

[1]Percentages were calculated from data in U.S. Bureau of the Census, Current Population Reports, Series P-20, N 390 (1984), Table 11, p. 77.

[2]Percentages were calculated from data in U.S. Bureau of the Census, Current Population Reports, Series P-20, N 388 (1984), Table 6, p. 101.

[3]From U.S. Bureau of the Census, Current Population Reports, Series P-60, N 146 (1985), Table 37, p. 119.

Appendix B) (Constantinople, 1969) was used to measure the resolution of Eriksonian psychosocial developmental issues. The Personal Authority in the Family System Questionnaire (PAFS) (Bray et al., 1984b) was used to measure the seven variables composing the construct of personal authority in the family system.

The Inventory of Psychosocial Development

The Inventory of Psychosocial Development (IPD) was devised by Constantinople (1969) to measure personality development in college students. This instrument employs the theoretical constructs of Erikson (1959, 1963) and is a modification of a Q sort originally developed by Wessman and Ricks (1966). The inventory consists of 60 seven point items. Six scales of five items each measure the successful resolution of the first six Eriksonian psychosocial developmental issues of Basic Trust vs. Basic Mistrust, Autonomy vs. Shame and Doubt, Initiative vs. Guilt, Industry vs. Inferiority, Identity vs. Role Confusion, and Intimacy vs. Isolation. Another six scales of five items each measure the unsuccessful resolution of the same six issues. Constantinople (1969) reports all 12 scores separately. The scoring procedure was modified by Waterman (1972) to yield six scores. This was done by taking the differences between the successful resolution score and the unsuccessful resolution score for each issue. Bach and Verdile (1975), Goldman and

Olczak (1975, 1976), and Munley (1975) have used the IPD by deriving a single score from all 12 scales. Goldman and Olczak's (1975, 1976) procedure consists of summing the items reflecting the successful resolution of a psychosocial developmental issue and adding to it the inverse score of the scale measuring the unsuccessful resolution of the same issue. The six combined scores are then summed to give a total score. This procedure was used in this study. In as much as the resolution of Erikson's seventh and eighth issues are resolved, theoretically, following the attainment of personal authority in the three generational family system, the IPD's six scales were adequate for this study.

Reliability

Constantinople (1969) originally reported test-retest (six weeks) reliability coefficients of .45 to .81 with a median *r* of .70 (n = 150) on all 12 scales. Waterman and Whitbourne (1981) conducted a one week test-retest reliability study (n = 73) and reported reliabilities ranging from .71 to .89 with a median of .80 on the six combined successful/unsuccessful resolution scores. They also reported the reliability of the full score to be .88. In another study by Waterman and Whitbourne (1981) internal consistency was examined. Cronbach alpha coefficients for the 12 resolution scales and the six stage scales ranged from .44 to .82 with a median of .72 (n = 404).

Validity

Full scale validity has been demonstrated by a number of researchers (Waterman & Whitbourne, 1981). Positive correlations have been shown to exist between successful resolution of Eriksonian psychosocial developmental issues and positive mood states (Wessman & Ricks, 1966), internal locus of control (Bach & Verdile, 1975), self actualization (Goldman & Olczak, 1975) and vocational maturity (Munley, 1975).

It must be noted that reliability and validity studies are reported primarily for late adolescents and young adults. Waterman and Whitbourne (1981) did find continued increases in full scale scores on a sample tested while college students and tested again ten years later.

The Personal Authority in the Family Questionnaire

The Personal Authority in the Family Questionnaire (PAFS) developed by Bray et al. (1984a, 1984b) was used to measure the seven variables composing the construct of personal authority in the family system. It is a self report instrument that assesses important relationships in the three generational family system. The PAFS is composed of 132 six point Likert items measuring eight subscales: spousal intimacy (SPINT), spousal individuation/ fusion (SPFUS), nuclear family triangulation (NFTRI), inter-generational intimacy (ININT), individuation/intergenerational fusion (INFUS), intergenerational triangulation (INTRI), intergenerational

intimidation (INTIM), and personal authority in the family system (PERAUT). Higher scores mean more spousal intimacy (high 55, low 11), more spousal individuation (high 100, low 20), less nuclear family triangulation (high 50, low 10), more intergenerational intimacy (high 125, low 25), more intergenerational individuation (high 40, low 8), less intergenerational triangulation (high 55, low 11), less intergenerational intimidation (high 145, low 29), and more personal authority (high 63, low 18). No full scale score is derived from the eight scales. Bray et al. (1982a) considers nuclear family triangulation an optional scale. The authors (Bray et al., 1982a, p. 2) view the achievement of personal authority in the family system as ". . . an individual and as a systemic, biopsycho-social, developmental task for both individual adults and their families." This is in accord with Williamson's (1981, 1982a, 1982b) concept of attaining personal authority in the three generational family system via termination of the intergenerational hierarchical boundary.

Reliability

Bray et al. (1984a, 1984b) report reliabilities across a two week test-retest interval. Reliability estimates for one study (n = 90) range from .55 to .95 with a mean test-retest reliability of .74. In a second study (n = 400), Cronbach's alpha estimates calculated for the eight scales generated by factor analysis produced coefficients ranging from .74 to .96. These scales were

very similar to those originally conceived. The coefficients reported compare favorably with internal consistency outcomes on Time 1 and Time 2 measurements in the first study. Cronbach's alpha coefficients ranged from .82 to .92 (mean = .90) and from .80 to .95 (mean = .89) respectively.

Validity

Content validity was assessed by using two groups of professionals to evaluate each item in terms of face validity in measuring both behaviors and concepts. Concurrent validity was determined by comparisons with the Family Adaptability and Cohesion and Evaluations Scales - 1 (FACES - 1) and the Dyadic Adjustment Scale (DAS). Results showed considerable variations in the correlations between the three instruments. Bray et al. (1984a, 1984b) suggest that the differences between the PAFS, FACES - 1, and the DAS scales are due to their tapping different phenomena. This they maintain, points to the need for a specific instrument to measure Williamson's (1981, 1982a, 1982b) construct.

Factor analysis studies conducted by Bray et al. (1984a) confirm the construct validity of the scales. These studies did show an overlap of items from the spousal individuation/fusion scale with items from the spousal intimacy scale suggesting that intimacy can be defined as closeness with distinct boundaries. Similar results were found for the correlation between intergenerational individuation/fusion and intergenerational intimacy.

This suggests that personal authority in the family system includes both intimacy and individuation.

Research Design

The relationship between the variable successful resolution of Eriksonian psychosocial developmental issues as measured by the IPD and the seven variables (SPINT, SPFUS, ININT, INFUS, INTI, INTIM, and PERAUT) composing the construct personal authority in the family system as measured by the PAFS was examined. This study was correlational in nature and used stepwise multiple regression analysis to test the major hypothesis. Pearson correlational analysis was used to test the seven secondary hypotheses.

Procedure

Subjects in the randomly selected sample (N = 491) were sent the two instruments, IPD (see Appendix B) and PAFS, and a demographic questionnaire (see Appendix C) through the mail. A cover letter (see Appendix D) from the researcher included necessary information for the completion of the instruments and questionnaire, assurances of anonymity (no names were required on the answer forms) and instructions for returning the answer forms through the corporation's medical division. Follow-up reminders with return post cares for requesting more forms were sent 20 days following the initial mailing.

The IPD was scored by combining the successful and unsuccessful resolution scales for each issue and summing them to arrive at one full scale score for each subject. The PAFS was scored by totalling the items for each scale. High scores indicate more spousal intimacy, less spousal fusion, more intergenerational intimacy, less intergenerational fusion, less intergenerational triangulation, less intergenerational intimidation, and greater freedom to speak about intimate issues with one's (former) parents (Bray et al., 1984b).

Analysis of the Data

Stepwise multiple regression using the SSPS-X Regression subprogram (SSPS-X User's Guide, 1983) was used to analyze the data in which the independent variables were SPINT, SPFUS, ININT, INFUS, INTRI, INTIM, and PERAUT and the dependent variable was successful resolution of Eriksonian psychosocial developmental issues. In testing the major hypothesis, the significance criterion for $\underline{R}$ was set at alpha = .05.

Pearson correlations between the dependent variable and each of the independent variables were also calculated. The significance criterion was set at alpha = .05 for each secondary hypothesis.

In order to examine the relationship between personal authority in the family system and age, controlling for education,

occupation and income, partial correlations were performed. No significance criterion was established for this analysis.

Summary

The manner in which this study was carried out has been described in this chapter. The subjects were 162 males age 30 to 49 who were respondents to a mailing to 491 randomly selected persons drawn from 2,409 male employees age 30 to 49 in the work-force of a large corporation. The IPD was used to measure the successful resolution of Eriksonian psychosocial developmental issues and the PAFS was used to measure attainment of personal authority in the family system. The instruments and the demographic questionnaire were distributed through the mail and returned to the researcher through the corporation's medical division. The research design was correlational with the major hypothesis tested using stepwise multiple regression analysis. Bivariate correlation analysis (Pearson r) was used to test the additional seven secondary hypotheses. Partial correlations were used to examine the relationship between personal authority in the family system and age, controlling for education, occupation, and income.

CHAPTER IV

ANALYSIS OF THE DATA

The results of this study are presented in this chapter. A sample of 162 respondents provided the data necessary to test the major hypothesis and the seven secondary hypotheses. Data for the examination of the relationships between age and the variables composing the construct personal authority in the family system, with education, occupation, and income controlled, was provided by 150 of the 162 respondents. Listed in Table 3 are the means and standard deviations for the variables spousal intimacy, spousal individuation/fusion, intergenerational intimacy, intergenerational individuation/fusion, intergenerational triangulation, intergenerational intimidation, personal authority and psychosocial development.

The Major Hypothesis

The major hypothesis for this study was:

> There is a positive correlation between the successful resolution of Eriksonian psychosocial developmental issues and the attainment of personal authority in the family system by males in the fourth and fifth decades of life.

Stepwise multiple regression was used to determine which of the variables (spousal intimacy, spousal individuation/fusion,

Table 3

Means and Standard Deviations of the Variables Composing Personal Authority in the Family System and Psychosocial Development

(N = 162)

Variables	$\bar{X}$	S
Spousal Intimacy	44.68	8.11
Spousal Individuation/Fusion	67.77	7.46
Intergenerational Intimacy	42.49	7.33
Intergenerational Individuation/Fusion	93.67	14.58
Intergenerational Triangulation	31.36	4.57
Intergenerational Intimidation	25.70	10.32
Personal Authority	113.68	17.07
Psychosocial Development	311.19	32.03

intergenerational intimacy, intergenerational individuation/fusion, intergenerational triangulation, intergenerational intimidation, and personal authority) composing the construct personal authority in the family system contributed to the prediction of successful resolution of Eriksonian psychosocial developmental issues. An evaluation of assumptions underlying the use of SPSS-X REGRESSION subprogram (SPSS-X User's Guide, 1983) indicated that no transformation of variables or deletion of outliers was necessary to improve the normality, linearity, and homoscedasticity of residuals. The sample size (N = 162) exceeded the recommended case to variable ratio.

Table 4 presents the results of the regression analysis identifying the three variables contributing significantly ($p < .05$) to the prediction of psychosocial development. In step one, spousal intimacy enters the equation with an R^2 of .16 ($F(1,160) = 31.57$, $p < .05$). With the addition of spousal individuation/fusion to the equation, R^2 increases to .26 ($F(2,159) = 27.33$, $p < .05$). In the final step of the regression analysis, personal authority is added to the equation yielding an R^2 of .29 ($F(3,158) = 21.87$, $p < .05$). These results indicated that 29% variance in the scores for psychosocial development can be attributed to variance in spousal intimacy, spousal individuation/fusion, and personal authority, thus providing tentative support for the major hypothesis.

Table 4

Stepwise Regression Using Personal Authority in the Family System to Predict Psychosocial Development

(N = 162)

Predictor	Beta[a]	R	R^2	R^2 Change	df	F
SPINT[b]	.3072	.41	.16	.16	1,160	31.57*
SPFUS[c]	.2949	.51	.26	.09	2,159	27.33*
PERAUT[d]	.1969	.54	.29	.04	3,158	21.87*

*$p < .05$ (one-tailed test).

[a]Beta weights for the variables in the final step of the equation.

[b]Spousal Intimacy.

[c]Spousal Individuation/Fusion.

[d]Personal Authority.

The Secondary Hypotheses

It was hypothesized that the seven individual variables composing the construct personal authority in the family system, independently, would be positively correlated to the resolution of Eriksonian psychosocial development issue. The following hypotheses were tested:

1. There is a positive correlation between the degree of intimacy in the spousal (significant other) relationship and the successful resolution of Eriksonian psychosocial developmental issues for males in the fourth and fifth decades of life.

2. There is a positive correlation between the degree of individuation (absence of fusion) in the spousal (significant other) relationship and the successful resolution of Eriksonian psychosocial developmental issues for males in the fourth and fifth decades of life.

3. There is a positive correlation between the degree of intimacy with one's parents and the successful resolution of Eriksonian psychosocial developmental issues for males in the fourth and fifth decades of life.

4. There is a positive correlation between the degree of individuation (absence of fusion) in the relationship with one's parents and the successful resolution of Eriksonian psychosocial developmental issue for males in the fourth and fifth decades of life.

5. There is a positive correlation between the degree to which one is free from triangulation into the relationship between one's parents and the successful resolution of Eriksonian psychosocial developmental issues for males in the fourth and fifth decades of life.

6. There is a positive correlation between the degree to which one is free of intergenerational intimidation and the successful resolution of Eriksonian psychosocial developmental issues for males in the fourth and fifth decades of life.

7. There is a positive correlation between the degree of freedom one has in discussing personal matters with one's parents and the successful resolution of Eriksonian psychosocial developmental issues for males in the fourth and fifth decades of life.

Separate Pearson coefficient correlations were calculated between each of the seven variables composing the construct personal authority in the family system and the successful resolution of Eriksonian psychosocial developmental issues. The results of the analysis can be found in Table 5. The degree of intimacy in the spousal (significant other) relationship was found to be positively correlated to psychosocial development ($r = .41$, $p < .05$) thus supporting secondary hypothesis 1. Individuation in the spousal (significant other) relationship was found to be positively correlated to psychosocial development

Table 5

Correlation Coefficients Calculated Between the Variables Composing Personal Authority in the Family System and Psychosocial Development

(N = 162)

Variables	1	2	3	4	5	6	7	8
1 ERIKPSDV[a]	1.00	.41*	.39*	.22*	.23*	.07	.17*	.28*
2 SPINT[b]		1.00	.23*	.17*	.16*	-.06	-.05	.16*
3 SPFUS[c]			1.00	.05	.29*	.01	.17*	.11*
4 ININT[d]				1.00	.48*	-.21	-.13	.33*
5 INFUS[e]					1.00	-.11	.09	.23*
6 INTRI[f]						1.00	.14*	.12
7 INTIM[g]							1.00	.00
8 PERAUT[h]								1.00

*$p < .05$ (one-tailed test).

[a]Psychosocial Development.

[b]Spousal Intimacy.

[c]Spousal Individuation/Fusion.

[d]Intergenerational Intimacy.

[e]Intergenerational Individuation/Fusion.

[f]Intergenerational Triangulation.

[g]Intergenerational Intimidation.

[h]Personal Authority.

($r = .39$, $p < .05$) thus supporting secondary hypothesis 2. Intimacy with one's parents was found to correlate positively with psychosocial development ($r = .22$, $p < .05$) thus supporting secondary hypothesis 3. The degree of individuation attained in the relationship with one's parents correlated positively with psychosocial development ($r = .23$, $p < .05$) thus supporting secondary hypothesis 4. The correlation between freedom from triangulation in the parental relationship and the successful resolution of psychosocial developmental issues was not found to be significant ($r = .17$, $p > .05$), therefore the sixth secondary hypothesis was not supported. Finally, a positive correlation was found between freedom to discuss personal matters with one's parents and the successful resolution of Eriksonian psychosocial developmental issues ($r = .28$, $p < .05$) thus supporting secondary hypothesis 7.

Non-Hypothesized Results

A separate analysis was conducted to determine the relationship between age and the attainment of personal authority in the family system. Partial correlations were calculated using each of the seven variables composing the construct personal authority in the family system and age controlling for education, occupation, and income. An examination of Table 6 shows that, in this study, the degree of individuation in the spousal (significant other) relationship, the degree of individuation attained in the

relationship with one's parents, and freedom from intergenerational intimidation correlated ($p < .05$) with age, controlling for the effects of education, occupation and income.

Table 6

Correlation Coefficients Calculated Between the Variables Composing Personal Authority in the Family System and Age with Education, Occupation, and Income Controlled

(N = 150)

	SPINT[a]	SPFUS[b]	ININT[c]	INFUS[d]	INTRI[e]	INTIM[f]	PERAUT[g]
Age	.05	.24*	.01	.20*	.09	.21*	.03

*p < .05 (two-tailed).

[a]Spousal Intimacy.

[b]Spousal Individuation/Fusion.

[c]Intergenerational Intimacy.

[d]Intergenerational Individuation/Fusion.

[e]Intergenerational Triangulation.

[f]Intergenerational Intimidation.

[g]Personal Authority.

Summary

Stepwise multiple regression was used to analyze the data to determine which of the seven variables composing the construct personal authority in the family system contributed to the prediction of the successful resolution of Eriksonian psychosocial developmental issues. Spousal intimacy, spousal individuation/fusion and personal authority were found to contribute to the prediction significantly ($p < .05$), thus supporting the major hypothesis. Pearson correlations computed between the seven variables composing personal authority in the family system (spousal intimacy, spousal individuation/fusion, intergenerational intimacy, intergenerational individuation/fusion, intergenerational triangulation, intergenerational intimidation, and personal authority) were found to be significant for all but intergenerational triangulation, thus supporting six of the seven secondary hypotheses. Non-hypothesized results showed age, controlling for education, occupation, and income, was significantly related to spousal individuation/fusion, intergenerational individuation/fusion and freedom from intergenerational intimidation.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study was designed to determine if there is a relaionship between the successful resolution of male psychosocial developmental issues as defined by Erikson (1959, 1963, 1968) and the attainment of personal authority in the family system as defined by Williamson (1981, 1982a, 1982b). Both the construct and the separate factors comprising personal authority in the family system were examined in males age 30 to 49. In addition, the possible relationship between age, controlling for education, occupation and income, and personal authority in the family system was investigated.

Subjects for this study were 162 self-selected participants. The sample used was composed of respondents to a mailing sent to 491 randomly selected males, age 30 to 49 taken from the work-force of a large corporation. The response rate was 31 percent.

Data used for analysis consisted of scores from the Personal Authority in the Family System Questionnaire (PAFS) and the Inventory of Psychosocial Development (IPD). Additional data on the control variables were derived from a demographic questionnaire.

Stepwise multiple regression analysis of the data provided tentative support for the major hypothesis. A relationship between the successful resolution of Eriksonian psychosocial developmental issues and the attainment of personal authority in the family system was found for males in the fourth and fifth decades of life. Results of the analysis showed that the best predictor of psychosocial development was the degree of intimacy attained in the spousal (significant other) relationship. Significantly adding to that prediction was the degree of individuation the subject reported experiencing in the relationship with his spouse or significant other. The freedom to discuss personal matters with one's parents also was found to predict psychosocial development.

Separate examination of the dimensions making up the construct personal authority in the family system provided support for six of the seven secondary hypotheses. Spousal intimacy, individuation in the spousal relationship, intergenerational intimacy, individuation with the family of origin, freedom from intergenerational intimidation, and the freedom to discuss personal or intimate matters with one's parents were found to have significant positive correlations with the successful resolution of psychosocial developmental issues. Only intergenerational triangulation was found to be not significant.

Examination of the demographic data provided by the respondents yielded several important insights into the relationship between age, and personal authority in the family system. Age, when the effects of education, occupation, and income were controlled, was found to be positively related to individuation in the spousal relationship and in the family of origin. In addition, freedom from intergenerational intimidation was found to be significantly related to age.

Conclusions

In defining his theory of personal authority in the family system via termination of the intergenerational hierarchical boundary, Williamson (1982a) suggests that there is a relationship between the family life cycle and individual adult development. In addition, Williamson (1982a) states that the failure to terminate the intergenerational hierarchical boundary manifests itself through marital and family dysfunction in the second generation of the family system. Results of this study lend tentative support to Williamson's (1981, 1982a, 1982b) theories.

Personal authority in the family system is a multidimensional concept. However, several individual components of the construct emerged as predictors of psychosocial development. In order to better understand the results of this study, several of the components of personal authority in the family are examined in detail.

Statistical analysis of the data indicates that intimacy and individuation in the spousal relationship were predictors of psychosocial development in the sample studied. While six of the seven dimensions attributed to personal authority in the family system were found to be individually related to psychosocial development, it was the quality of the second generation's spousal relationships that best predicted psychosocial development in males in the fourth and fifth generation.

Erikson (1963) stated that stable adult relationships are predicted on the successful resolution of the intimacy vs. isolation issue which is usually achieved prior to the fourth decade. Vaillant and Milofsky (1980), in their studies of males, found that successful marriage is the best predictor of the intimacy vs. isolation issue being successfully resolved. Findings of this study are consistent with both Erikson's (1959, 1963, 1968) theories and Vaillant and Milofsky's (1980) findings.

Another predictor of psychosocial development, found in this study, was the degree to which the subjects experienced individuation (absence of psychic fusion) in their relationship with their spouses. Two Eriksonian psychosocial developmental issues may explain this finding. Eriksonian theory postulates that the resolution of a developmental issue is predicted on the relatively successful resolution of prior issues. Individuation in the spousal relationship may be seen as both

a mark of resolving the intimacy vs. isolation issue and the identity vs. role confusion issue. In the latter, the individual comes to experience self as unique in contexts other than those with the family of origin. Successful resolution of the identity issue provides the individuation necessary for risking intimacy outside the family of origin. The relatively successful resolution of both issues may suggest a greater chance for a positive outcome for the spousal relationship. The findings of this study that there is a relationship between the amount of intimacy and individuation in the spousal relationship and the successful resolution of psychosocial developmental issues is consistent with Erikson's (1959, 1963) theoretical position.

Of the intergenerational dimensions of personal authority in the family system, only freedom to discuss personal matters with one's parents (personal authority) contributed to the prediction of psychosocial development. Questions in the PAFS measuring this dimension "reflect topics of conversation which require an intimate interaction with a parent while maintaining an individuated stance" (Bray et al., 1984a, p. 4). The scale measuring personal authority appears to measure the individual's ability to act in an intimate, individuated manner within the family of origin, an outcome of having successfully resolved the identity vs. role confusion and intimacy vs. isolation issues.

The importance of the dimension personal authority is best understood when it is seen as the behavioral objective of Williamson's (1982a, 1982b) theoretical approach. In working with the client on family of origin issues, actually involving parents, the clinician may be assisting the client to achieve a more adequate resolution of psychosocial developmental issues which previously had only been partially resolved. Where dysfunction in the spousal relationship is the presenting symptom, family of origin work may be indicated as a viable means of assisting the client to complete unfinished psychosocial developmental work thus making possible more satisfying adult relationships, particularly with the client's spouse or significant other.

One of the possible outcomes of the process leading to termination of the intergenerational hierarchical boundary may be the movement from ego identity foreclosure to ego identity achievement in the fourth decade. Levinson et al.'s (1978) age 30 transition may be the time in the adult life cycle when such a change of ego identity status is likely to take place. This may also partially explain why this transition may be more unstable for some persons than others. Later than usual resolution of the intimacy vs. isolation issue in the fourth decade may be the result of a delay in the achievement of ego identity until the age 30 transition.

Together, then, intimacy and individuation along with the freedom to discuss personal matters with one's parents are the best predictors of psychosocial development of males in the fourth and fifth decades of life. The implications of this for the assessment and treatment of clients presenting themselves for therapy are important. Where marital or family dysfunction occurring in the fourth or fifth decades is the presenting problem, a closer look at family of origin issues may be indicated. Use of the PAFS questionnaire may be helpful in the process, identifying specific dimensions of the intergenerational relationship that may become the focus of the therapeutic process. However, there is no indication in the findings of this study that a lack of intergenerational intimacy, the presence of fusion with the family of origin, triangulation in the parental relationship or the experience of parental intimidation indicate a poor resolution of psychosocial developmental issues or a possible dysfunction in the spousal relationship. The implication of these findings appears to be that one can have successfully resolved the psychosocial developmental issues in one's life and have established mature and satisfying adult relationships despite the absence of intimacy and the presence of fusion, triangulation, and intimidation in one's experience of the family of origin.

While six of the seven individual variables composing the construct personal authority in the family system were found to be significantly related to psychosocial development, variance (r^2) in each of the significant variables' scores related to variance in the psychosocial development scores was low. This finding suggests that individual dimensions of personal authority in the family system are not, by themselves, adequate indicators of psychosocial development. While the variance in the individual personal authority in the family system scores contributed little to the variance in psychosocial development scores, together their contribution is important. Personal authority in the family system is a multi-dimensional concept that is built on the contribution of each of its parts. It is unwise, therefore, to assume that any single dimension is an adequate predictor of psychosocial development. Rather, results of the analysis of data in regard to each of the secondary hypotheses adds to the support of the major hypothesis that there is a relationship between psychosocial development in males 30 to 49 and personal authority in the family system understood as a multi-dimensional construct.

The lack of a significant relationship between inter-generational triangulation and psychosocial development found in this study may be the result of two factors. First, triangulation can be viewed as a coping strategy used to alleviate or avoid

stress in the family system. It is a pattern of interaction observable in most social systems, large and small (Coppersmith, 1985). As a style of communication within the family system, it may not be descriptive of any factors relating to the resolution of psychosocial development. Secondly, triangulation of the second generation into the marital dyad of the first generation may not represent a fusion with one's parents as implied by Bowen (1978). Rather, triangulation may be reflective of a manner in which the family system organizes itself into subsystems. Organizing the subsystems of the family in such a way as to reduce intimacy between individual members of the parental dyad and the child forces the child to define itself in terms of relating to a system and not an individual. Perceived in this way, triangulation may be seen as a means of fostering individuation within the family of origin. Intergenerational triangulation, as measured by the PAFS, may actually contribute to intergenerational intimacy and individuation. The process of triangulation requires the child in a family to be both in a close relationship to one parent at some times and at other times to be distanced from the parental dyad. When not carried to extremes, such movement in and out of the parents' relationship may provide an awareness of what it means to be differentiated from the family's mass ego as defined by Bowen (Anonymous, 1972).

Triangulation as a function of fusion within the family and triangulation as a means of structuring the family system need to be clarified further by Bray et al. (1984a) as the dimension is used in the PAFS. It is possible the PAFS is measuring the second or some other understanding of triangulation. Support for such an idea, however, is beyond the scope of the findings of this study.

While this study focused on the relationship between personal authority in the family system and psychosocial development, age emerged as an interesting variable. As intimacy and individuation in the spousal relationship turned out to be significantly related to psychosocial development, individuation in both the spousal and intergenerational relationships were discovered to be significantly related to age. In addition, age and freedom from intergenerational intimidation were found to be related. While these correlations are small, progress through the fourth and fifth decades appears to be related to an increasing individuation of the male within the family system as well as an increasing freedom from intergenerational intimidation. This suggests that the attained personal authority in the family system may be, in itself, a normal developmental process in the lives of middle and upper middle class males. Williamson's (1981, 1982a, 1982b) theory that the attainment of personal authority in the family system is properly located

in the fourth and fifth decades is tentatively supported by these findings.

Williamson (1982a, 1982b) describes his treatment methods for terminating the intergenerational hierarchical boundary in detail. Clients treated by this method were described as "middle class Caucasians in the fourth decades of life" (Williamson, 1982a, p. 25). This group of clients were also described by Williamson (1982a) as 75 percent married with 95 percent presenting dysfunctional intimate relationships as the primary problem. The clinical population from which the concept of personal authority in the family system was developed was not unlike that from which data for this study was derived. The only major difference appears to be the even split between men and women in Williamson's (1982a) group of clients.

The predominance of highly educated white collar upper middle class subjects choosing to participate in this study is interesting, while at the same time a limitation. Speculation as to the reasons for this response would only produce guesses. However, it must be noted that the two instruments are long (192 items) and somewhat sophisticated in language. The response may have been determined by the data collection process alone. Yet, it may be appropriate to ask if the questionnaires were tapping a pre-existing concern with psychosocial developmental issues and cross generational family relationships. However,

such a concern may be related to the successful achievement of psychosocial maturity. Responding to the study may be a result of the successful resolution of the psychosocial developmental issues through intimacy vs. isolation by those choosing to participate. A comparison of the sample used in this study to the client population from which the concepts underlying personal authority in the family system was developed suggests further limits to the generalizability of these research findings. The similarity of socioeconomic status between this sample and Williamson's (1982a) clients lends support to the validity of personal authority in the family as a construct relevant to the socioeconomic group being discussed. However, the question remains as to whether Williamson's (1981, 1982a, 1982b) theory and the findings of this study are even generalizable to a population of middle and upper middle class males in the fourth and fifth decades of life.

Recommendations

This study has been exploratory and its results and conclusions are tentative. Recommendations based upon the findings derived from an exploration of the relationship between psychosocial development and the attainment of personal authority in the family reflect the tentativeness of these findings. The following recommendations are addressed to those with clinical as well as research interests in the variables investigated in this study.

Recommendations for Further Research

1. This study was limited to the first six Eriksonian psychosocial developmental issues in seeking to establish if there is a relationship between the successful resolution of these issues and the attainment of personal authority in the family system. The relationship between the successful resolution of the generativity vs. stagnation issue and personal authority in the family system remains a proper object of future investigation.

2. While Williamson (1981, 1982a, 1982b) and Bray et al. (1984a, 1984b) derived their construct personal authority in the family system from research and experience with both men and women, this study focused on men alone. A replication of this study with women as subjects needs to be done in order to determine if there is a relationship between the variables examined in this study. More refined studies comparing men and women in relationship to these variables are also recommended.

3. Generalizations from the results of this study are limited given the small socioeconomic range of the sample measured. Further research designed to investigate the relationship between the variables in this study in a much more varied population is suggested. Differences in cultures as well as socioeconomic factors need to be considered in further research.

4. This study focused on only one theoretical understanding of psychosocial development. The attainment of personal authority in the family system in the fourth and fifth decades of life may also be related to other aspects of human development. Future research into the relationship between this variable and ego development (Loevinger, 1976) and moral development in both men and women (Kohlberg, 1969; Gilligan, 1982) may help to define the role of the family of origin in adult development.

5. Finally, this investigation as an exploratory project requires replication and refinement to support or clarify its findings. In addition, studies employing a larger and more varied population might establish the place of personal authority in the family system as a viable theoretical construct in adult developmental counseling and marriage and family therapy.

Recommendations for Clinical Practice

1. Counselors concerned with adult development are encouraged to become aware of both family influences and the use of family relationships in adult development counseling. Findings of this study lend support to the theory that family of origin issues may retard or assist the resolution of Eriksonian psychosocial developmental issues.

2. Marriage and family therapists need to become aware of the role that the psychosocial development of their clients

plays in the establishment of satisfying mature adult relationships. Family of origin issues in the lives of clients need to be considered as possible sources of difficulty when individuals, couples and families present themselves for marital or family therapy.

3. Counselors and marriage and family therapists should not assume the presence of personal difficulties, delayed psychosocial development or nuclear family problems when assessment reveals the absence of intimate relationships or fusion in the client's experience of the family of origin. In addition, the presence of parental intimidation of the client or the client's inability to discuss personal matters with parents are not necessarily indications of dysfunctional spousal or nuclear family relationships.

This study has looked at male development in the fourth and fifth decades of life from several perspectives. It has explored the interface between the individual adult life cycle and a particular stage in the family life cycle, termination of the intergenerational hierarchical boundary. Its potential contribution to the theoretical understanding of both rests on the degree to which it has expanded an understanding of the relationship between psychosocial development and personal authority in the family system as the basis for future research and clinical practice.

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APPENDIX A

PERMISSION

KANSAS STATE UNIVERSITY

Department of Family and Child Development

Justin Hall
Manhattan, Kansas 66506
913-532-5510

July 23, 1985

TO WHOM IT MAY CONCERN

Ron Cebik has my permission to use The Circumplex Model of Marital & Family Systems ~~Therapy~~ in his dissertation.

Candyce S. Russell

APPENDIX B

INVENTORY OF PSYCHOSOCIAL DEVELOPMENT

Following these instructions you will find a list of 60 items and phrases. Please use the list to describe yourself as you honestly feel and believe you are. Following each phrase are numbers from 7 to 1. Circle the seven (7) for phrases that are definitely most characteristic of you, the six (6) for phrases that are very characteristic of you, etc. Circle the one (1) if the phrase is definitely most uncharacteristic of you. In other words:

7 = definitely most characteristic of you
6 = very characteristic of you
5 = somewhat characteristic of you
4 = neither characteristic or uncharacteristic of you
3 = somewhat uncharacteristic of you
2 = very uncharacteristic of you
1 = definitely most uncharacteristic of you

Be sure when you do these ratings that you are guided by your best judgment of the way you really are. There is no need to ponder your ratings excessively; your first impressions are generally the best. Do the phrases in order. Be sure to answer every item.

1. placid and untroubled 7 6 5 4 3 2 1

2. an automatic response to all situations 7 6 5 4 3 2 1

3. adventuresome 7 6 5 4 3 2 1

4. can't fulfill my ambitions 7 6 5 4 3 2 1

5. Confidence is brimming over 7 6 5 4 3 2 1

6. little regard for the rest of the world 7 6 5 4 3 2 1

7. incapable of absorbing frustration and everything frustrates me 7 6 5 4 3 2 1

8. value independence over security 7 6 5 4 3 2 1

9. sexually blunted 7 6 5 4 3 2 1

10. conscientious and hard-working 7 6 5 4 3 2 1

11. all facade and pretense 7 6 5 4 3 2 1

12. candid, not afraid to expose myself 7 6 5 4 3 2 1

13. accessible to new ideas 7 6 5 4 3 2 1

14. meticulous and over organized 7 6 5 4 3 2 1
15. dynamic 7 6 5 4 3 2 1
16. don't apply myself fully 7 6 5 4 3 2 1
17. natural and genuine 7 6 5 4 3 2 1
18. preoccupied with myself 7 6 5 4 3 2 1
19. can't share anything 7 6 5 4 3 2 1
20. free and spontaneous 7 6 5 4 3 2 1
21. afraid of impotence 7 6 5 4 3 2 1
22. interested in learning and like to study 7 6 5 4 3 2 1
23. spread myself thin 7 6 5 4 3 2 1
24. warm and friendly 7 6 5 4 3 2 1
25. unperturbed, an optimist 7 6 5 4 3 2 1
26. cautious, hesitant, doubting 7 6 5 4 3 2 1
27. ambitious 7 6 5 4 3 2 1
28. fritter away my time 7 6 5 4 3 2 1
29. poised 7 6 5 4 3 2 1
30. very lonely 7 6 5 4 3 2 1
31. pessimistic, little hope 7 6 5 4 3 2 1
32. stand on my own two feet 7 6 5 4 3 2 1
33. think too much about the wrong things 7 6 5 4 3 2 1
34. serious, have high standards 7 6 5 4 3 2 1
35. attempt to appear at ease 7 6 5 4 3 2 1
36. have sympathetic concern for others 7 6 5 4 3 2 1
37. unable to take things as they come 7 6 5 4 3 2 1

38. feel as if I were being followed 7 6 5 4 3 2 1

39. inventive, delight in finding new solutions to new problems 7 6 5 4 3 2 1

40. ineffective, don't amount to much 7 6 5 4 3 2 1

41. know who I am and what I want out of life 7 6 5 4 3 2 1

42. cold and remote 7 6 5 4 3 2 1

43. dim nostalgia for lost paradise 7 6 5 4 3 2 1

44. quietly go my own way 7 6 5 4 3 2 1

45. big smoke but no fire 7 6 5 4 3 2 1

46. accomplished much, truly productive 7 6 5 4 3 2 1

47. never know how to feel 7 6 5 4 3 2 1

48. tactful in personal relations 7 6 5 4 3 2 1

49. deep, unshakable faith in myself 7 6 5 4 3 2 1

50. always in the wrong, apologetic 7 6 5 4 3 2 1

51. sexually aware 7 6 5 4 3 2 1

52. a playboy, always "hacking around" 7 6 5 4 3 2 1

53. pride in my own character and values 7 6 5 4 3 2 1

54. secretly oblivious to the opinions of others 7 6 5 4 3 2 1

55. never get what I really want 7 6 5 4 3 2 1

56. good judge of when to comply and when to assrt myself 7 6 5 4 3 2 1

57. inhibited and self-restricted 7 6 5 4 3 2 1

58. excel in my work 7 6 5 4 3 2 1

59. afraid of commitment 7 6 5 4 3 2 1

60. comfortable in intimate relationships 7 6 5 4 3 2 1

APPENDIX C

DEMOGRAPHIC QUESTIONNAIRE

DEMOGRAPHIC QUESTIONNAIRE

PLEASE COMPLETE THE FOLLOWING:

1. My marital status is:

_____ single

_____ married

_____ divorced

_____ remarried

_____ widowed

2. The education I have completed is:

_____ less than a high school diploma

_____ a high school diploma

_____ high school plus

_____ a college degree (B.A., B.S.)

_____ college plus

_____ a master's degree

_____ a master's degree plus

_____ a doctor's degree

3. My occupation is:

_____ executive, administrative, managerial

_____ technical, sales, administrative support (clerical)

_____ precision production, craft, repair

_____ operator, fabricator, laborer

4. My annual income is:

——— less than $10,000

——— $10,000 to $14,999

——— $15,000 to $19,999

——— $20,000 to $24,999

——— $25,000 to $29,999

——— $30,000 to $34,999

——— $35,000 to $39,999

——— $40,000 to $45,999

——— $45,000 to $49,999

_____ $50,000 or more

5. Ihave _____ (number) children.

6. My age is _____.

APPENDIX D

COVER LETTER

Oklahoma State University

APPLIED BEHAVIORAL STUDIES IN EDUCATION

STILLWATER, OKLAHOMA 74078
116 NORTH MURRAY HALL
(405) 624-6040

Dear (Name of Company) Employee:

The Medical Division of (Name of Company) has graciously arranged for me to collect information for research being conducted in connection with my doctoral dissertation at Oklahoma State University. Your name was randomly selected from among male employees of (Name of Company) between the ages of 30 and 49.

This research project is an examination of adult development and its relationship to the family spanning three generations. Beginning on the next page is a questionnaire consisting of two parts; a self-perception inventory and a family-perception inventory. Please follow the instructions for each part. In addition, there are several questions pertaining to personal data in regard to marital status, education, occupation, income, number of children and your age.

All of the information you provide will remain anonymous. Do not put your name on the questionnaire. When you have completed it, use the enclosed envelope and return it to the Medical Division in (Name of City). Responses will be scored by me at the University.

This is not a (Name of Company) research project and your participation is voluntary with all your responses remaining anonymous. You are asked to use your own personal time to answer the questions. Your voluntary participation will be appreciated and will contribute to understanding adult development and the role of the family in adult life.

Sincerely yours,

Ronald J. Cebik
Teaching Associate

VITA

Ronald James Cebik

Candidate for the Degree of

Doctor of Education

Thesis: THE RELATIONSHIP BETWEEN THE SUCCESSFUL RESOLUTION OF ERIKSONIAN PSYCHOSOCIAL DEVELOPMENTAL ISSUES AND THE ATTAINMENT OF PERSONAL AUTHORITY IN THE THREE GENERATIONAL FAMILY SYSTEM

Major Field: Counseling and Student Personnel

Biographical:

Personal Data: Born in Bridgeport, Connecticut, March 12, 1936, the son of James and Ella Cebik. Married to C. Ruth Cebik on October 10, 1970.

Education: Graduated from Stratford High School, Stratford, Connecticut, in June, 1954; received the Bachelor of Arts degree in History from the University of Bridgeport in June, 1958; received the Master of Divinity degree from Andover Newton Theological School in May, 1962; completed requirements for the Doctor of Education degree at Oklahoma State University in December, 1985.

Professional Experience: Assistant Minister, First Congregational Church, Danbury, Connecticut, 1961 to 1963; Minister, First Church Congregational, Cornwall, Connecticut, 1963 to 1969; Psychology Assistant, State of Connecticut, 1969 to 1972; Senior Minister, Quincy Point Congregational Church, Quincy, Massachusetts, 1973 to 1976; Minister, The Community Church, Garden City, Kansas, 1976 to 1981; Private Practice, Marriage and Family Counseling, 1978 to 1982, Garden City, Kansas; Marriage and Family Counselor, North Central Oklahoma Mental Health Services, Inc., October 1982 to March 1983; Teaching Assistant, Oklahoma State University, August 1984 to August 1985; Counselor, Bi-State/OSU Mental Health Center, August 1983 to May 1985.

Professional Organizations: Clinical Member, American Association for Marriage and Family Therapy.