

“A Me Dis¹”: A Study of Jamaican Adolescent Identity Construction using a Graphical Measure

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Susan Harter’s and Jacqueline Eccles’ extensive work with U.S. youth provides evidence that adolescents perceive themselves differently in, and identify to varying degrees with different life domains across the adolescent period (e.g., Harter, 1999; Eccles, 1999). These researchers have developed widely used numerical rating scales to measure how adolescents value life domains independent of each other; however, it appears that there has been no measure of how adolescents comparatively value life domains to form an integrated self-representation. Moreover, there is little knowledge about adolescent identity or self-representations among Caribbean youth. Thus, the present study adds to the current body of knowledge by piloting a simple graphical measure of relative life domain identification among early, middle, and late adolescents in Kingston, Jamaica ($N = 246$). Adapted from research on new parents’ changing roles (e.g., Cowan & Cowan, 1988), the *Identity Pie* allowed Jamaican teenagers to construct graphical representations of themselves capturing the relative importance of 6 major life domains – family, schoolwork, religion, sports, friends, and dating. Participants also completed modified Harter and Eccles Importance/Valuing scales, and reported on academic, psychological, and behavioral adjustment. Overall, the Identity Pie demonstrated good content, construct and discriminant validity with the Modified Harter and Eccles scales and is offered as a promising new measure for use with other populations. As predicted, some aspects of domain identification in this sample were consistent with findings among North American adolescents, whereas other aspects appeared to be culturally determined. Many gender and grade differences emerged; however, the similarities across gender and grade were overwhelming. Finally, relatively high valuing of dating and strong peer vs. family orientations were related to negative adjustment, whereas strong identification with schoolwork and religion was related to positive adjustment.

Introduction

Identity construction is one of the most prominent psychological tasks of adolescence according to Erik Erikson’s theory of psychosocial development (Erikson, 1950, 1968). Identity, which may be simply defined as “a theory one has about oneself” (Marcia, 1987, p. 165), refers in this study to valence-free self-description of the content of identity rather than identity stage development. Prior research suggests that adolescents do not think of themselves solely in relation to any single life domain; rather, they identify with several domains to varying degrees and must integrate elements from these many life domains to construct their theories of self (e.g., Eccles et al., 1989; Erikson, 1968; Harter, 1999; Swanson, Spencer & Peterson, 1998). Major life domains for adolescents include: (1) academic (grades, future orientation, career), (2) social (youth culture, peer popularity, platonic friendships, extra-curricular activities), (3) sports (i.e., participation or spectatorship), (4) sexual (physical attractiveness, romantic relationships, sexual activity), (5) familial (i.e., family emotional bonding, activities), and (6) religious (private and public spirituality, morals) (e.g., Eccles, 1999; Gallup & Bezilla, 1992; Rice, 1992; Wigfield, Eccles, & Pintrich, 1996).

According to Eccles’ (1983) Expectancy-Value Theory, how adolescents value or identify with life domains is of importance because it impacts their thoughts, feelings, behaviors/choices, and achievement in those domains (also Graham & Taylor, 2001; Wigfield & Eccles, 2000). Further, identity profiles based on domain valuing/identification have been found to be related to youth adjustment outcomes (Barber, Eccles, & Stone, 2001). Perhaps the most widely used measures of domain valuing are Eccles’ and colleagues (1983, 2000) Usefulness, Importance, and Intrinsic Value Items, and Harter’s (1988) Self-Perception Profile for Adolescents Importance subscale. These scales measure valuing of each life domain independent of other domains. Thus, it is possible for respondents to rate all domains as equally important to them, whether that be at high, moderate, or low levels. These measures do not, however, assess the personal importance/value of each domain *relative* to the others. Such comparative valuing information may enhance researchers’ understanding of respondents’ relative priorities, and may better mimic adolescents’ real-life choices to invest finite resources (e.g., time and energies) in some areas of life versus others. In addition, knowledge of relative valuing may also prove to be in predicting the relative impact of life domains on adolescents’ adjustment outcomes. Another limitation to the existing likert-type scale measures is their tendency to be long, wordy, and potentially ego-depleting for respondents (Baumeister, 2006). Therefore, the field would benefit from a new measure which (1) can assess relative domain valuing, and (2) is easier to complete.

¹ “A me dis” is Jamaican Patois for “This is me.”

To address these needs, this study will pilot a graphical measure of relative domain valuing -- the *Identity Pie* -- among Jamaican adolescents, a population in which there has been little empirical investigation of psychological development. Research with Caribbean adolescents has shown that they value similar life domains as U.S. adolescents; however, they may demonstrate more collectivist tendencies. For example, Richardson (1999) found that among Jamaican youth, family loyalty and parental obedience were highly valued. Boys valued aloneness and prestige more highly whereas girls valued academic/occupational excellence, sincerity, concern for others, and freedom to express creativity more highly.

The aims and hypotheses of the current study are three-fold:

1. To validate the Identity Pie as a novel way of measuring relative life domain valuing. It is hypothesized that the Identity Pie will be significantly and positively correlated with Eccles' and colleagues' (1983, 2000) and Harter's (1988) measures of domain valuing.
2. To investigate how Jamaican adolescents construct their identities from the six major life domains – school, religion, sports, dating, family, and friends. Based on prior research, it is hypothesized that adolescents will value the six identified life domains differentially (e.g., Eccles et al., 1999; Harter, 1999). Further, consistent with Caribbean culture, it is expected that girls will value the religious, family, and schoolwork domains more highly than boys, and boys will value the dating domain more highly than girls. Finally, based on prior research, it is expected that younger adolescents will value family and religion more highly (Eccles, 1999; Gallup & Bezilla, 1992, respectively), and older adolescents will value dating more highly (e.g., Florsheim, 2003).
3. Third, given that U.S. research has found adolescent identity profiles to be related to adjustment outcomes (Barber et al., 2001), this study aims to explore how domain valuing relates to academic, psychological, and behavioral functioning among Jamaican adolescents.

Method

Participants and Procedures

Two hundred and forty-six male ($n = 105$) and female ($n = 141$) students from a traditional high school in Kingston, Jamaica participated in this study. The majority of participants was of African descent, of Jamaican citizenship (93.6%), and came from middle-class homes with employed parents/guardians. Students were recruited from grades 7 ($n = 57$), 9 ($n = 127$), and 11 ($n = 62$), and had a mean age of 14.44 years (range: 11-18 years). Surveys were administered in a class period or after school.

Measures

Demographic Information

Adolescents indicated their sex, age, nationality, grade level, family structure, and parents'/guardians' occupations.

Identity Construction/Domain Valuing

Identity Pie. This study piloted a graphical “pie” technique adapted from the work of Cowan, Cowan, and colleagues on new parents' relative identification with various life roles such as parent, partner, and worker (e.g., Cowan & Cowan, 1988; Cowan, Cowan, Coie & Coie, 1978). The Identity Pie is a circle divided into 20 even slices which respondents assign (by writing in) to six identified life domains or an “other” category according to the relative personal importance of each domain (Refer to Appendix A). It is by intent a forced-choice design in order to gain relative domain importance. Scores are obtained by summing the slices assigned to each domain and calculating the domain Pie percentage, which can range from 0% to 100%. The Identity Pie was expected to be a good match for adolescent participants because of its simple, quick, and engaging graphical design.

Modified Eccles scales. Four-item scales were adapted from Eccles et al. (1983) and Wigfield and Eccles' (2000) Usefulness, Importance, and Intrinsic Value (comprising interest and enjoyment) Items. Two major modifications were made: (1) separate items were written for interest and enjoyment, and (2) Eccles schoolwork items were adapted for the 5 additional domains being studied. The mean score of each domain-specific scale was calculated. Cronbach's α coefficient for all six domain-specific scales exceeded 0.75.

Modified Harter scales. The Importance subscale from Harter's (1988) Self-Perception Profile for Adolescents was adapted for use with the identified domains. One item was dropped from the schoolwork domain leaving a single-item (i.e., item referencing schoolwork) due to a non-significant inter-item correlation in the domain.

Single-item domain ranking scale. Respondents were asked to list rank the importance of the six identified life domains and the “other” category, if relevant.

Adolescent Adjustment

Psychological adjustment. The Center for Epidemiological Studies Depression Scale (CES-D) (Radloff, 1977) was used: Cronbach's $\alpha = 0.84$. A few items were reworded for cultural compatibility. In addition, the 5-item Satisfaction with Life Scale (SWLS) was used (Diener, Emmons, Larsen, & Griffin, 1985): Cronbach's $\alpha = 0.82$.

Behavioral adjustment. The eleven-item Conduct Problems Scale was adapted from the Scale of Antisocial Behavior (Storvoll, & Wichstrom, 2003; Olweus 1989) and the National Youth Longitudinal Study (Windle, 1990): Cronbach's $\alpha = 0.71$. Adolescents indicated the number of times in the past twelve months they had demonstrated a variety of increasingly serious conduct behaviors. Some items were reworded for cultural compatibility.

Academic adjustment. Adolescents reported their percent average grade on the most recent school-wide exams.

Results and Discussion

Preliminary Analyses

Descriptive statistics for domain valuing as measured by the Identity Pie, modified Eccles scale, and modified Harter scale are presented in Table 1 for the current sample. Table 2 shows descriptive statistics for the adjustment variables. Family structure and parental occupational prestige covaried with Identity Pie schoolwork valuing and conduct problems, respectively. Therefore, to avoid systematic bias they were controlled in subsequent analyses.

Aim/Hypothesis 1 – Validate the Identity Pie

As hypothesized, in general, domain valuing as measured by the Identity Pie correlated significantly and positively with the modified Eccles and Harter Scales within each domain (Refer to Table 3). The modified Eccles Scales ($r = .32 - 0.58$) appeared to correlate more strongly and consistently with the Identity Pie than the modified Harter Scales ($r = .15 - 0.46$), all $ps < .05$. This may be due to the fact that each Eccles subscale comprised four items (i.e., enjoyment, interest, importance, usefulness), whereas each Harter subscale comprised only two items for most scales and only one in the case of the schoolwork domain. Across-domain correlations also were computed among Identity Pie and modified Eccles and Harter scales to test the Identity Pie's ability to measure distinct valuing in each domain. As shown in Table 3, within-domain correlations more highly significant and positive than across-domain correlations.

Finally, the association was calculated between the domain assigned the highest percentage of the Identity Pie and the domain ranked highest on the single-item ranking scale for each adolescent. Chi-squares found the correspondence between adolescents' choices on both measures to be statistically significant, $\chi^2(30, n = 185) = 352.97, p < .001$. In addition, across all 6 identified domains, the median percentage correspondence between students' domain rankings on both measures was 78%.

Aim/Hypothesis 2 – Describe Jamaican Adolescent Identity Construction/Domain Valuing

A 2 (gender) x 3 (grade) x 6 (domain) repeated-measures ANCOVA was computed to test Hypothesis 2. As expected, results revealed a significant main effect for the repeated measure, indicating that the participants rated the importance of the 6 domains differently, $F(5,233) = 71.71, p < .001$. Table 1 shows the means and standard deviations of the Identity Pie percentage allotted to each domain for the full sample, and for each gender and grade separately. The "other" category, which was allotted the smallest Identity Pie slice, included music, games, pets, personal time, traveling, and having good character qualities. However, there was not enough consistency among these "other" responses to make meaningful sense of them. Therefore, only the six identified domains will be included in the subsequent analyses.

The schoolwork and family domains were allocated the largest slices of the Identity Pie in the sample overall, with the schoolwork domain being marginally, though non-significantly, larger. Both domains were larger than all other domains, $.001 < ps < .05$. The religion and friends domains ranked next in size in the Identity Pie, occupying a significantly smaller proportion than schoolwork and family, but a significantly larger proportion than sports and dating, $.001 < ps < .05$. Although they were not significantly different from each other, the religion slice was slightly larger than the friends slice. Next, the sports domain occupied the second to smallest slice, followed by the dating domain, which had the smallest slice of the pie compared to all the other domains, $ps < .001$. In a simple equation, domain valuing of the total sample resembled the following: schoolwork/family > religion/friends > sports > dating.

Figure 1 shows the relative domain valuing of boys compared with girls. It is notable that boys and girls had grossly similar patterns of identity construction. For both genders, the school and family domains were two of the highest valued domains, whereas the dating domain was the lowest valued. However, there were some statistically significant gender differences, $F(5,233) = 7.03, p < .001$. These gender differences were examined using separate repeated measures MANOVAs/MANCOVAs for each gender, and one-way ANOVAs/ANCOVAs comparing male and female valuing in each domain. Boys' domain valuing followed this pattern: schoolwork/family > religion/friends/sports > dating; whereas girls' domain valuing followed this pattern: schoolwork > family/religion > friends > sports > dating. A univariate ANOVA with a Bonferroni correction revealed that as hypothesized, girls gave at least marginally significantly larger slices of their Identity Pies to the religion domain, $F(1,233) = 8.41, p < .01$, and the schoolwork domain, $F(1, 236) = 3.11, p < .10$. In addition, boys gave significantly larger slices to the sports domain, $F(1, 137) = 8.80, p < .01$. The gender difference in

the dating domain was non-significant, although it was in the predicted direction of boys allotting larger slices than girls. It is possible that a floor effect masked any significant gender differences in dating given that both boys and girls assigned the smallest slices of their Identity Pies to this domain. Finally, there was an unexpected finding: boys assigned larger Identity Pie slices to the family domain than did girls, $F(1,237) = 5.22, p < .05$. It is possible that Jamaican girls have been mislabeled in the past as being more invested in their families than are boys. Perhaps this general belief derives from an incorrect assumption that girls value family more simply because they typically spend more time with the family. In fact, it is often the case that girls spend more time with family by *requirement* rather than by *personal choice* or *investment*.

Children across all three developmental levels had grossly similar patterns of domain valuing; however, there were some significant differences: grade x domain interaction, $F(10,468) = 5.03, p < .001$ (Refer to Figure 2). A one-way ANOVA/ANCOVA revealed grade differences in the dating, $F(2,237) = 6.74, p < .001$, friends, $F(2, 237) = 5.45, p < .01$, and sports domains, $F(2, 237) = 10.48, p < .001$. As hypothesized, seventh graders allocated a significantly smaller slice of their Identity Pies to dating than did both ninth and eleventh graders. However, contrary to predictions, there were no significant grade differences in the Pie proportion assigned to the religion or family domains. It is likely that culture plays a role in the maintenance of this high level of importance of the religion domain among older Jamaican adolescents. Religion is an integral part of life in the Jamaican society from youth to adulthood and maintains a high priority relative to other life commitments, whereas its relative importance to Americans wanes across the adolescent period (Gallup & Bezilla, 1992). In addition, eleventh graders allocated significantly smaller slices of their Identity Pies to friends than did eleventh graders and seventh and ninth graders assigned significantly larger slices of their pies to the sports domain than did eleventh graders. It is very interesting that for Jamaican adolescents the importance of friends increases for older adolescents without a commensurate decrease in importance of family, as tends to be the finding among U.S. adolescents (Eccles, 1999). Again, this finding likely reflects a cultural priority on family which ensures that family is not displaced by other increasingly important life domains across the adolescent period.

Aim/Hypothesis 3 – Explore relations between Identity Pie and Adolescent Adjustment

Bivariate correlations were computed between each domain of the Identity Pie, modified Eccles and Harter scales, and each outcome variable to assess the relationship between identity construction and adolescent adjustment (Refer to Table 4). In general, results supported Hypothesis 3: domain valuing was correlated significantly with adolescent functioning at the borderline level at least. On the Identity Pie, schoolwork was significantly and positively related to grades, and dating was found to be correlated negatively with grades, and positively with depressive symptomatology and frequency of conduct problems. For the modified Eccles scales, valuing religion, schoolwork and family was significantly and positively correlated with grades and life satisfaction, and significantly and negatively correlated with conduct problems. Valuing family on the modified Eccles scales was also significantly and negatively correlated with depressive symptoms. In addition, valuing dating and friends was significantly and negatively correlated with grades.

It is notable that dating, at least the way in which it was defined in this study, is relatively unimportant to Jamaican adolescents compared with other areas of life. Culture may play a role in these adolescents' reaction to the dating domain given that the Jamaican culture has fairly conservative social rules regarding disclosing sexuality. Current results revealed that adolescents who disclosed placing relatively high priority on the romantic domain tended to have poorer academic, psychological, and behavioral adjustment. It is possible that there are other aspects of the lives of these adolescents such as parenting factors (e.g., permissive parenting, lower activity monitoring, or lower parental emotional support) that may relate to their poorer adjustment. U.S. research shows that permissive parenting and low home monitoring relate to poorer adolescent adjustment in several areas (e.g., Fuligni & Eccles, 1993).

Summary and Future Research Directions

This study successfully piloted the Identity Pie, a graphical measure of adolescent domain identification/valuing. The Identity Pie proved to be a valid measure of domain valuing among Jamaican adolescents as compared with instruments developed by Eccles and colleagues (1983, 2000) and Harter (1988). The Identity Pie had significant and positive within-domain correlations with the modified Eccles and Harter Scales, and non-significant, negative, or weaker positive across-domain correlations. The Identity Pie is a promising new measure because of its simplicity, ease of administration, and engaging format. Indeed, informal observations of the participating students suggested that they seemed to enjoy completing the Identity Pie.

The findings of this study painted a picture of how Jamaican adolescents think about themselves and construct their identities. Jamaican adolescents valued the six life domains studied in the following order: first, schoolwork and family; second, religion and friends; third, sports; and last, dating. There was more consistency across genders and ages than there were differences among them. Differences which emerged were by and large consistent with cultural and developmental factors.

As expected, domain-specific valuing was found to be related to adolescent adjustment. Specifically, valuing schoolwork and religion was related to higher grades, higher levels of life satisfaction, lower levels of depression, and fewer conduct problems. On the other hand, valuing friends was related to poor grades, and valuing dating was related to greater depression, higher levels of conduct problems and poor school achievement.

As is often the case with exploratory or pioneering research in a new area or with a new population, the greatest strengths of this study also were its greatest limitations. The sample for this study was recruited from a traditional high school which attracts higher achieving students from homes at middle socioeconomic levels. Thus, other samples of Jamaican adolescents (e.g., lower class, rural, or non-traditional high school students) might place different value on the six life domains studied. Another limitation of this research is the self-reported nature of the outcome data. Future research can sample other types of Jamaican adolescents and include multiple reporters (e.g., parents and teachers) and archival data (e.g., school records). Notwithstanding these limitations, the major strength of this approach is that the results are directly applicable to this specific demographic of Jamaican adolescents who are particularly worthy of study because they are amongst the most likely to pursue tertiary education and become the future leaders of the country. It is worthwhile to the Jamaican education system and the country in general to seek to understand this set of adolescents.

In closing, the Identity Pie is an alternative ipsative measure which other researchers may find useful in assessing relative domain valuing, identity construction, or a variety of other topics best assessed by self-description. In fact, it could also foreseeably be used to assess others' perspectives of one's domain valuing, etc. In addition, due to its graphical design, the Identity Pie is a simple, easily culturally-translatable measure, which is appropriate for use with children and adolescents. The results of this study may also prove useful to anyone interested in understanding Jamaican adolescents including school administrators and educators, school counselors and psychologists, parents, and the participating adolescents themselves.

About the Author

Gail Ferguson received her Ph.D. in clinical psychology from Bowling Green State University, USA and is currently a postdoctoral fellow at the Children's Institute, University of Rochester. Her research investigates factors (e.g., gender, life domain valuing, social stigma) related to academic, social, and emotional adjustment in Jamaican children and adolescents.

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Table 1. Means and Standard Deviations for Domain Valuing on the Identity Pie, and Modified Eccles and Harter Scales for the Total Sample and Each Grade and Gender Separately

Domain	Identity Pie		Modified Eccles		Modified Harter	
	M	SD	M	SD	M	SD
Overall						
Family	20.06	7.88	5.88	1.19	3.42	0.75
Sports	11.50	7.09	5.12	1.61	2.88	0.88
Religion	17.35	8.78	5.77	1.26	3.43	0.74
Dating	8.67	0.30	4.42	1.81	3.21	0.73
Schoolwork	21.48	7.99	5.15	0.84	3.45	1.01
Friends	15.40	6.61	6.28	0.91	3.63	0.61
Other	4.61	7.51	n/a	n/a	n/a	n/a
Males						
Family	11.21	9.03	5.78	1.21	3.33	0.79
Sports	12.72	7.47	5.31	1.72	2.95	0.92
Religion	15.79	9.09	5.49	1.33	3.27	0.76
Dating	9.81	7.10	4.94	1.65	3.21	0.73
Schoolwork	20.34	7.01	5.74	0.90	3.34	1.10
Friends	14.47	6.71	6.29	0.90	3.58	0.66
Other	4.61	7.94	n/a	n/a	n/a	n/a
Females						
Family	19.21	6.82	5.45	1.17	3.49	0.71
Sports	10.60	6.69	4.98	1.52	2.82	0.85
Religion	18.71	8.32	5.98	1.17	3.56	0.70
Dating	7.82	5.50	4.03	1.84	3.21	0.74
Schoolwork	22.32	8.57	6.11	0.75	3.53	0.98
Friends	16.07	6.48	6.28	0.92	3.66	0.57
Other	4.64	7.21	n/a	n/a	n/a	n/a
Grade 7						
Family	20.79	7.89	6.61	0.71	3.73	0.51
Sports	12.90	7.38	5.30	1.57	3.02	1.57
Religion	19.04	9.33	6.33	0.98	3.55	0.98
Dating	5.96	5.04	3.52	1.96	3.21	1.96
Schoolwork	22.63	9.45	6.58	0.56	3.36	0.56
Friends	13.16	6.17	6.13	0.98	3.54	0.98
Other	4.65	7.43	n/a	n/a	n/a	n/a
Grade 9						
Family	20.60	8.18	5.70	1.29	3.35	0.80
Sports	12.34	6.98	5.31	1.49	2.91	0.85
Religion	16.51	8.34	5.71	1.21	3.45	0.75
Dating	8.97	6.85	4.61	1.81	3.15	0.76
Schoolwork	21.07	8.11	5.85	0.83	3.48	0.94
Friends	15.44	6.39	6.27	0.95	3.67	0.57
Other	4.40	7.61	n/a	n/a	n/a	n/a
Grade 11						
Family	18.25	7.00	5.61	1.05	3.26	0.73
Sports	8.42	6.21	4.55	1.77	2.69	0.86
Religion	17.50	9.04	5.41	1.43	2.69	0.85
Dating	10.58	5.30	4.86	1.37	3.33	0.63
Schoolwork	21.25	6.01	5.59	0.76	3.46	1.01
Friends	17.42	6.92	6.46	0.72	3.60	0.61
Other	5.08	7.51	n/a	n/a	n/a	n/a

Table 2. Means and Standard Deviations for Outcome Variables

Outcomes		M	SD
Overall	% Grade Average	77.47	10.77
	Depression	0.77	0.48
	Life Satisfaction	4.24	1.44
	Problem Behavior	0.16	0.34
Males	% Grade Average	75.82	10.38
	Depression	0.74	0.43
	Life Satisfaction	4.31	0.45
	Problem Behavior	0.25	1.57
Females	% Grade Average	78.68	10.93
	Depression	0.79	0.51
	Life Satisfaction	4.19	1.50
	Problem Behavior	0.10	0.20
Grade 7	% Grade Average	89.50	5.60
	Depression	0.75	0.47
	Life Satisfaction	4.85	1.42
	Problem Behavior	0.08	0.17
Grade 9	% Grade Average	75.38	8.26
	Depression	0.77	0.50
	Life Satisfaction	4.10	1.39
	Problem Behavior	0.21	0.42
Grade 11	% Grade Average	69.59	15.00
	Depression	0.79	0.45
	Life Satisfaction	3.96	1.42
	Problem Behavior	0.15	0.23

Note. Percentage grades in the Jamaican educational system are typically significantly deflated in comparison to grading in the U.S. The average 7th, 9th, and 11th grade exam percentages in this study were A, B, and C, respectively.

Table 3. Correlations between Domain Valuing on the Identity Pie and the Modified Eccles and Harter Scales

Domain	Family	Sports	Religion	Dating	Schoolwork	Friends
Modified Eccles Scales						
Family domain	0.36**	0.03	-0.03	-0.05	-0.18**	-0.17*
Sports domain	-0.05	0.55**	-0.07	-0.04	-0.06	-0.10
Religion domain	-0.10	-0.08	0.58**	-0.16*	0.02	-0.33**
Dating domain	-0.06	0.01	-0.01	0.56**	-0.31**	0.02
Schoolwork domain	-0.07	-0.06	0.16	-0.18**	0.32**	-0.24**
Friends domain	-0.11	0.01	-0.04	0.14*	-0.14*	0.39**
Modified Harter Scales						
Family domain	0.22**	0.01	0.10	-0.08	-0.04	-0.09
Sports domain	-0.11	0.46**	-0.02	0.04	-0.02	-0.05
Religion domain	-0.19**	-0.06	0.40**	-0.06	0.12	-0.15*
Dating domain	-0.05	-0.06	-0.02	0.19**	0.00	-0.01
Schoolwork domain	-0.10	-0.09	0.05	-0.09	0.15*	0.05
Friends domain	-0.07	-0.02	0.03	0.18**	-0.10	0.28**

+ p < .10 * p < .05 ** p < .01

Table 4. Correlations between Domain Valuing on the Identity Pie and Modified Eccles Scales, and Adolescent Adjustment

Domain	Identity Pie				Modified Eccles Scales			
	G	D	CP	LS	G	D	CP	LS
Family	0.23	-0.07	-0.03	0.07	0.26**	-0.17*	-0.20**	0.41**
Sports	0.10	-0.07	0.07	0.07	0.02	-0.16*	-0.01	-0.13+
Religion	0.02	-0.06	-0.10	-0.02	0.24**	-0.11	-0.15*	0.21**
Dating	-0.31**	0.11+	0.12+	0.05	-0.31**	-0.01	0.16	0.01
Schoolwork	0.13*	0.02	-0.05	-0.06	0.42**	-0.02	-0.18**	0.26**
Friends	-0.11	0.01	-0.05	-0.11+	-0.15*	-0.06	-0.15*	-0.01

Note. G = Grade, D = Depression, CP = Conduct Problems, and LS = Life Satisfaction
 + $p < .10$ * $p < .05$ ** $p = .01$

Figure 1. Line Graph Comparing the Percentage of the Identity Pie Allotted to Each Domain

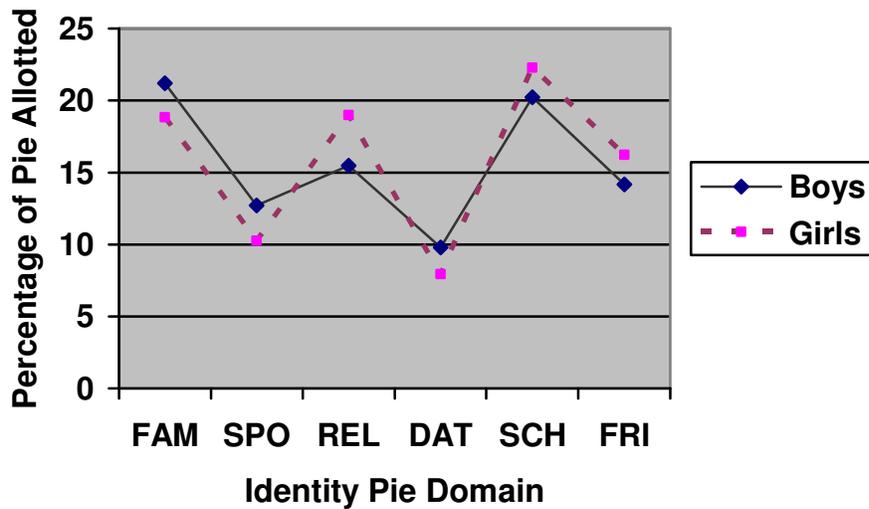
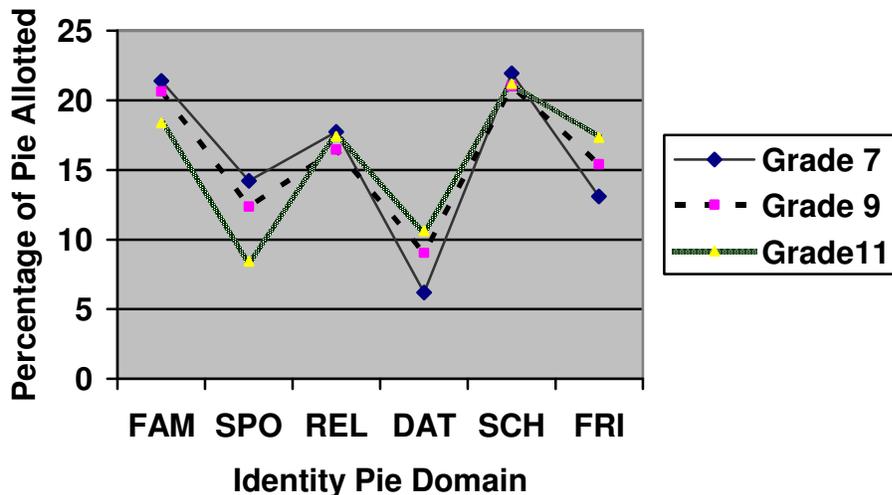


Figure 2. Line Graph Comparing Identity Pie Construction across Grade Levels



Appendix A. Identity Pie

Think about who you are as a person and the things that make you, you. Below is a “pie” with 20 slices. Pretend that this pie represents you. I want you to fill in this pie to represent *who you are* as a person based on how important these 6 areas of life are to *you*. If there is another aspect of your life besides these 6 categories that is very important to you and you want to include it in your pie, please use the “other” category (#7) and write in the name of the new area on the line beside #7. You should assign more pie slices to areas of life that are more important to you. It is okay to assign several slices to an area that is very important to you, or to choose not to assign any slices to an area that is not important to you at all. Go ahead and write the category names in the slices below. **Remember, this pie represents what’s important to you, not how much time you spend doing it. For example, dating may be very important to you even if you have never dated anyone.**

- 1. family – (FAM)
- 2. sports – (SPO)
- 3. religion or spirituality – (REL)
- 4. dating – (DAT)
- 5. schoolwork – (SCH)
- 6. friendships – (FRI)
- 7. other – (OTH) _____

