

Table 3 Top three Categories of Hoped-for and Feared Selves for each Age Group among Persons with and without Disabilities

Age group	Persons with Disabilities	
	Hoped-For (% of responses)	Feared (% of responses)
10-15 ^a	Occupation/Job (32%) Financial/Material (22%) Education (14%)	External harm/Death (60%) Failure (20%) Inter. Relationships (20%)
16-21 ^b	Occupation/Job (29%) Peer Relationships (21%) Financial/Material (11%) Leisure/Lifestyle/Sport (11%)	Failure (50%) External harm/Death (30%) Dependence (20%)
22-30 ^c	Occupation/Job (19%) Family (15%) Financial/Material (13%)	Inter. Relationships (33%) Failure (22%) Physical (17%) External harm/Death (17%)
Persons without Disabilities		
	Hoped-For (% of responses)	Feared (% of responses)
10-15 ^a	Occupation/Job (24%) Education (21%) Financial Material (13%)	External harm/Death (58%) Teen Pregnancy (25%) Physical (8%) Financial/Material (8%)
16-21 ^b	Occupation/Job (18%) Family (17%) Financial/Material (15%) Social Responsibility (15%)	External harm/Death (33%) Financial/Material (17%) Dependence (17%)
22-30 ^c	Financial/Material (20%) Occupation/Job (19%) Family (13%)	Financial/Material (24%) Physical (21%) External harm/Death (17%)

^an = 6, ^bn = 5, ^cn = 8 (for each group)

Self-Representations of Jamaican Adolescents: Perceived Parental Ideal, Own Ideal and Actual Self

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Abstract

Building on Ferguson (2006), which described the 'actual' selves of Jamaican adolescents, 212 traditional high school students in Jamaica (87 boys, 125 girls) also depicted their 'perceived parental ideal' and 'own ideal' self-representations using separate 'Identity Pies' (Ferguson, 2006). As hypothesized, based on the intergenerational values transmission perspective, the three self-portraits bore significant resemblance in the percentage of the Identity Pie allotted to each life domain and the relative importance of those domains. Similar to findings with the actual self, both ideal self-portraits (perceived parental ideal and own ideal) were significantly related to academic, emotional and behavioural functioning.

Self-Representations of Jamaican Adolescents: Perceived Parental Ideal, Own Ideal and Actual Self

For decades, self-representations have been of interest to researchers seeking to better understand the inner experiences of adolescents. Empirical study of self-representations serves not only to describe and document normative views of the self across the lifespan (Harter, 1999), but also to provide relevant information about well-being (e.g., Leahy, 1985). The way adolescents view themselves and their attributes has been found to be significantly related to their psychological adjustment (e.g., self-esteem and depression – for a review see Harter, 1999), academic adjustment (e.g., academic achievement – Valentine, Dubois, & Cooper, 2004) and social/behavioral adjustment (e.g., substance use and future work outcomes – Barber, Eccles & Stone, 2001). Recent research in the Caribbean lends support to these international findings, revealing the importance of continued research in this area (Ferguson, 2006).

Several types of self-representations have been studied among North American adolescents – notably, the real or actual self and idealized versions of the self – but much less empirical research has been done with Caribbean adolescents. The current paper builds on the work of Ferguson (2006), which presented the content of actual self-representations among early, middle and late adolescents in Jamaica. This paper will (1) describe the portraits of Jamaican adolescents' perceived parental ideals for the self and their own ideals, (2) examine the strength of the associations among perceived parental ideal, own ideal self and actual self and (3) explore relations between both idealized self-representations and emotional, behavioural and academic adjustment.

Self-representations in adolescence

The work of Harter and colleagues (see Harter, 1999) has demonstrated that during adolescence the self is both cognitively and socially constructed; thus, it is greatly influenced by developmental stage (e.g., early, middle, late adolescence) and socializing agents (e.g., parents). According to the cognitive-developmental perspective, rapidly developing cognitive skills allow adolescents to create multiple versions of the self, the structure and content of which changes somewhat across the adolescent period. In addition, social theories of self-development point to the role of socialization experiences in determining adolescents' self-representations. Research on intergenerational values transmission – "when adults intentionally teach the younger generation or when the younger generation imitates adults" (Schönpflug, 2001, p. 174) – demonstrates that adolescents' values, a key component of identity, are strongly influenced by perceptions of their parents' values (e.g., Cashmore & Goodnow, 1985; Knafik & Schwartz, 2004; Schönpflug, 2001). With regard to the degree of intergenerational

transmission, Schönpflug offered that "The process of cultural transmission does not lead to a constant replication of culture in successive generations; rather, it falls somewhere between an exact transmission (with hardly any difference between parents and offspring) and a complete failure of transmission (with hardly any similarity between the generations)" (p. 174).

Certain aspects of parent-adolescent relations in the Caribbean may have bearing upon the degree of intergenerational cultural transmission between Jamaican parents and their adolescents. First, consistent with the authoritarian parenting style of typical Caribbean families (Evans & Davies, 1997), parents are known to "lay down the law" – whether directly (e.g., lecturing/threatening) or indirectly (e.g., non-verbal cues of pleasure/displeasure) – regarding their wishes and expectations for children and adolescents (Bailey, Branche, McGarrity, & Stuart, 1998). Not only do parents make their desires for children very clear, but they often punish when expectations are not fully met.

Second, respect and obedience of elders is valued in the Caribbean (M. F. Richardson, 1999). Jamaican teenagers in M. F. Richardson's research reported strong beliefs that youth should obey their parents' wishes – even to the extent of pursuing a career which holds no interest for them – and also indicated that they would have significant difficulty doing something contrary to their parents' wishes. Consistent with these findings, Barbadian adolescents in A. G. Richardson's (1999) study reported that they would be more likely to adhere to their parents' opinions versus peers' regarding social activities (e.g., nightclub attendance, drugs and alcohol usage), friendships (e.g., who to befriend), sex (e.g., having sex), family activities (e.g., going to family picnic), religion (e.g., church attendance) and academic/occupational choices (e.g., career choices). These features of Caribbean parent-adolescent relationships suggest that there may be at least moderate intergenerational transmission of values in Jamaican families. Not only are Jamaican adolescents likely to have a clear sense of their parents' desires for them, but they are also likely to incorporate these parental wishes into their own ideals and actualized selves in order to please and demonstrate respect for their parents.

Yet another possible influence on intergenerational cultural transmission is age. Given that parent-adolescent transmission of values is impeded by relationship conflict (Clark & Worthington, 1993), older adolescents may demonstrate greater acceptance of perceived parental values because parent-adolescent conflict generally decreases across the adolescent period (Laursen, Coy & Collins, 1998).

Prior research findings on adolescent self-representations in Jamaica

Harter (1999) advised that cross-cultural/national research should appropriately adapt research instruments given the important role of culture in

shaping the content of self-representations. For this reason, Ferguson (2006) (to our knowledge the first published study on the content of Jamaican adolescent self-representation) investigated similar life domains to those outlined in Harter's U.S. research, as well as different ones. Using the 'Identity Pie' – a novel graphical measure in the form of an evenly divided 20-slice pie – Jamaican adolescents in Ferguson's study depicted their actual selves by assigning slices to 6 predetermined life domains and an 'other' category in order to demonstrate relative domain importance. Four of these domains were parallel to Harter's – schoolwork, sports, friendships and dating – whereas two domains – family and religion/spirituality – were added based on the high cultural relevance (e.g., Evans & Davies, 1997; Leo-Rhynie, 1993).

Ferguson's (2006) findings revealed that schoolwork, family and religion were most prominent in adolescents' actual selves, whereas friends, sports and dating were least prominent, respectively. Similarities in actual self-portraits across gender and grade were striking; however there were some gender stereotypic and developmentally expected differences in valuing. For example, religion and schoolwork were more prominent in girls' actual selves whereas sports was more prominent in boys', and friends and dating were more prominent in older adolescents' actual selves whereas sports was more prominent in younger adolescents'. In addition, degree of identification with the schoolwork domain was positively correlated with grades, whereas degree of identification with the dating domain was negatively correlated with grades and marginally positively correlated with depression and conduct problems.

The present study

The current study builds on Ferguson (2006) which focused only on the actual self, by examining new research questions regarding adolescents' idealized selves. We used additional variables from the same dataset and reanalyzed some actual self data initially presented in the prior paper in order to compare all three selves. Based on the intergenerational values transmission perspective, we hypothesized that life domains would be ranked in a similar order within the perceived parental ideal self, own ideal self and actual self, and that there would be significant associations between the Pie percentage allotted to each domain across self-portraits. We expected across-parent correlations to be stronger for older adolescents due to improved parent-adolescent relationship quality. Further, we hypothesized that adolescents' own ideals might relate to functioning in similar ways as did the actual self (Ferguson, 2006); however relations between perceived parental ideal and adolescent functioning were more difficult to predict.

Method

Participants

Two hundred and twelve male ($n = 87$) and female ($n = 125$) students were recruited from first form/7th grade ($n = 51$), third form/9th grade ($n = 106$) and fifth form/11th grade ($n = 55$) classrooms in one traditional high school in Kingston, Jamaica. Participating students ranged from 11.17 to 18.00 years, with mean ages of 12.47, 14.30 and 16.33 years, respectively.

Measures

Demographic information. Students' reported maternal and paternal occupations were coded by independent raters for occupational prestige using Stevens and Hosington's (1987) scale (inter-rater reliability: $r = .937, p < .001$). The mean level of parental occupational prestige was 46.32 (SD = 11.19) on a scale ranging from 14.69 (waiter's/waitress's assistant) to 81.09 (physician); 46.7% of participants came from two-parent homes.

Self-representations. The Identity Pie (as described in the introduction) was used to measure perceived parental ideal, own ideal and actual selves. Identity Pie scores were the percentage of the pie assigned to each domain. Ferguson (2006) reported the validation of the Identity Pie against two widely used measures of domain importance/valuing: Eccles and colleagues' Usefulness, Importance and Intrinsic Value Items (Eccles, et al., 1983) and the Importance subscale from Harter's (1988) Self-Perception Profile for Adolescents. Identity Pie scores within each domain correlated significantly and positively with the modified Eccles Scales ($r = 0.32 - 0.58$) and the Harter Scales ($r = 0.15 - 0.46$), $p < .05$. In addition, all within-domain correlations between the Identity Pie and the modified Eccles and Harter Scales were stronger than across-domain correlations.

Identity Pie instructions for actual self are as follows: "I want you to make this pie represent *who you are* as a person based on how important these... areas of life are to you... make a pie to represent the person you are today..." Instructions were adapted for own ideal and perceived parental ideal as follows: "Now, make a pie to represent the person that *you would like to be* – your 'ideal' self" and "Now, make a pie to represent the person that *your parent would like you to be*..." respectively.

Self-esteem. The 10-item Rosenberg Global Self-Esteem Scale (RSE) was used (Rosenberg, 1989); Cronbach's $\alpha = 0.842$.

Depression. The 20-item Center for Epidemiological Studies Depression Scale (CES-D) (Radloff, 1977) was used; Cronbach's $\alpha = 0.843$.

Life satisfaction. The 5-item Satisfaction with Life Scale (SWLS) was used (Diener, Emmons, Larsen, & Griffin, 1985); Cronbach's $\alpha = 0.82$.

Conduct problems. The 11-item Conduct Problems Scale was adapted from the Scale of Antisocial Behavior (Olweus, 1989; Stovell & Wichstrom, 2003). Adolescents reported frequency on a 6-point scale - 0 (never) to 5 (more than 50 times) - of involvement in school-related conduct problems and offenses of status, property, or person over the past year; Cronbach's $\alpha = 0.71$.

Academic achievement. Students self-reported their average exam grades from the end of the previous school year. Although it would have been ideal to also retrieve students' grades from school records, this was not feasible given the time and personnel constraints of the study.

Procedure

Seventh, 9th and 11th graders were specifically chosen for this study to provide information on early, middle and late adolescence. To achieve this stratification, the experimenter was aided by the 7th, 9th and 11th grade supervisors to select 3 of the most representative classes at each grade level and these students were invited to participate with written parental consent. After the first week of data collection, interested students from other classes at those three grade levels were also allowed to participate with the school principal's consent (these participants constituted half of the total sample). During the second week of data collection, predominantly 9th graders volunteered to participate. Hence despite the ideal intention to have equal sub-sample sizes at each grade level, the final sample included approximately twice as many 9th graders as 7th or 11th graders.

Surveys were administered in group format during a class period or after school and all participating students gave assent. Instructions were read aloud for each section of the survey by the experimenter, who remained in the room throughout testing to answer any questions. Measures were ordered within surveys as follows: actual Identity Pie, own ideal Identity Pie, perceived parental ideal Identity Pie, CES-D, SWLS, RSE, Conduct Problems Scale and Grades. On the perceived parental ideal Identity Pie, adolescents were free to reference the parent of their choice, whether male or female; however, they were not required to indicate which parent was referenced⁴. For their participation, students were offered the chance to win movie theatre vouchers. Five students declined participation.

Results

Content of idealized self-representations

Means and standard deviations for Pie percentages allotted to each domain within all three self-representations are displayed in Table 1. To assess for mean differences in idealized Identity Pie allocations across domains⁵, a 6 (Domain)⁶ X 2 (Type of Self-Representation: perceived parental ideal, own ideal) X 2 (Gender) X 3 (Grade) repeated measures ANCOVA with between-subjects factors and a control for parental occupational prestige⁷ was computed. There was a statistically significant main effect for Domain, indicating that there were significant differences in the idealized Identity Pie proportions assigned to the 6 domains regardless of Type of Self, Wilk's Lambda = 0.706, $F(5,181) = 15.08, p < .001$. Follow-up pairwise comparisons with a Bonferroni correction were used to examine these differences in order to establish domain ranking. (All mean differences reported are significant at the .01 level.) Results revealed that schoolwork occupied the largest idealized Identity Pie slice, followed by religion and family, which were not significantly different from each other in size. Friends and sports occupied significantly smaller slices, although they were not significantly different from each other; followed by dating, which occupied the smallest portion. In the form of a simple equation, domain ranking within adolescents' idealized self-portraits was as follows: schoolwork > religion/family > friends/sports > dating.

Next, we examined the Domain X Type of Self interaction of the ANCOVA to assess whether domain ranking was the same or different for perceived parental ideal and own ideal. As hypothesized, this interaction was non-significant, indicating that adolescents ranked domains in the same order within both idealized self-portraits⁸. All other interactions were non-significant.

Inter-correlations among self-representations

Within-domain bivariate correlations of Identity Pie proportions across self-portraits are also reported in Table 1. As expected, correlations were highly significant with two exceptions: in the dating domain the correlation between perceived parental ideal and own ideal (P/O) was non-significant and the correlation between perceived parental ideal and actual self (P/A) was marginally significant.

R to T transformations followed by a two-tailed significance test for dependent correlations (see Bruning & Kinz, 1977) revealed that the O/A concordance was significantly stronger (mean absolute $r = .49$) than the P/A concordance (mean $r = .29$), $t(3, 209) = 3.02, p < .01$ and the P/O concordance (mean $r = .30$), $t(3, 209) = 2.86, p < .01$. In addition, separate P/O and P/A correlations were computed for each grade (not included in Table 1) showing support for the hypothesized age

difference. The mean absolute P/O correlation for fifth formers ($r = .50$) was nearly twice as large as that for third ($r = .26$) or first formers ($r = .27$). R to Z transformations followed by a directional/one-tailed significance test for independent correlations (see Brunning & Kintz, 1977) showed that the difference between the P/O correlations of fifth and third formers was statistically significant at the .05 level. It is likely that the difference between fifth and first formers' P/O correlations would also have been statistically significant had there been a larger sample of first formers.

Inter-correlations among ideal self-representations and concurrent functioning

Bivariate correlations between Identity Pie proportions of both idealized selves and concurrent functioning with controls for parental occupational prestige are presented in Table 2. Consistent with expectations, relations between concurrent functioning and own ideal were similar to relations with actual self, as reported in Ferguson (2006). (Correlations reported in this section are significant at the .05 level unless otherwise noted.) Specifically, greater own ideal identification with dating was correlated with worse functioning across areas: grades ($r = -.27$), self-esteem ($r = -.14$), depression ($r = .20$) and conduct problems ($r = .12$, $p < .10$). Greater own ideal identification with friends also related to poor school adjustment grades ($r = -.18$). On the other hand, greater own ideal identification with family and religion was related to better emotional functioning: life satisfaction ($r = .12$, $p < .10$); and depression ($r = -.17$), respectively.

Perceived parental ideal related to concurrent functioning in very different ways. Assigning a larger proportion of the perceived parental ideal Identity Pie to schoolwork was correlated with *worse* functioning across areas: grades ($r = -.14$), self-esteem ($r = .19$) and life satisfaction ($r = -.12$, $p < .10$). In addition, assigning larger perceived parental ideal slices to religion was *positively* correlated with conduct problems ($r = .15$), whereas assigning larger slices to friends was *negatively* correlated with depression ($r = -.19$).

Discussion

Content of self-representations

Building on Ferguson (2006), this study aimed to investigate Jamaican adolescents' idealized self-representations and relations with actual self-representations and concurrent functioning. Results revealed that students ranked domains within their perceived parental ideal and own ideal selves in the following order: school, religion/family, friends/sports, dating. This is highly consistent with the conservative nature of Caribbean cultural values; there is evidence that Caribbean parents highly value education (e.g., Roopnarane, Byrnes,

Singh, 2004), religion (e.g., Leo-Rhynie, 1993) and family (e.g., Evans & Davies, 1997), and strongly de-emphasize romantic or sexual activities during adolescence, especially for girls (Smith, et al., 2003). Interestingly, unlike the findings for the actual self (Ferguson, 2006), there were no gender or grade differences in adolescents' idealized selves. In other words, boys and girls, and early, middle and late adolescents had strikingly similar ideals for the person they would like to be and equally similar views of the person their parents would like them to be.

Relations among self-representations

Consistent with the intergenerational values transmission perspective, findings showed significant similarities between students' perceptions of their parents' ideals for them, their own ideals and their actual identities. This was evident in the identical ordering of domains within perceived parental ideal and own ideal selves as well as in the congruence of Identity Pie proportions assigned to domains across all three self-portraits. Although the ordering of the religion and family domains within the idealized self-portraits appears to be reversed in the actual self, there were no statistically significant differences in the Identity Pie percentages allotted to these domains across the three types of self-portraits. These findings contradict the pop-cultural myth that modern teenagers either dismiss or remain aloof to their parents' values and desires for them (A. G. Richardson, 1999). On the contrary, current findings fall in line with the body of international empirical research suggesting that adolescents not only have a distinct impression of their parents' desires for them, but they also tend to endorse similar ideals for themselves (e.g., Karaf & Schwartz, 2004; A. G. Richardson, 1999; M. F. Richardson, 1999; Schönphug, 2001).

Notwithstanding, adolescents' actual selves were more strongly related to their own ideal selves than to perceptions of their parents' ideals for them. Thus, to the extent that identity content indicates or predicts behaviour, if there is a discrepancy between adolescents' own ideals and their perceived parental ideals, these adolescents are more likely to act in accordance with their own ideals than with perceptions of their parents' wishes for them.

The dating domain was unique in that although there was a strong positive relation between adolescents' own ideal and their actual self, there were no significant relations between perceived parental ideal for dating and own ideal or actual self. An examination of the mean Identity Pie allotments to the dating domain reveal that the proportion allotted to perceived parental ideal (4.78%) was substantially smaller than the proportions allotted to own ideal (7.98%) and actual self (8.75%). It appears that adolescents actually and ideally wanted dating to play a larger role in their identities than they imagined their parents would want for them.

This difference likely accounts for the non-significant correlations in the dating domain.

Another interesting finding which supported predictions was the higher concordance between perceived parental ideals and own ideals among older adolescents. This age difference may have been due to improvements in parent-adolescent relationship quality across the adolescent period, which facilitates parent-child values transmission (e.g., Knato & Schwartz, 2004; Laursen, et al., 1998). Although this finding may suggest that over time adolescents came to align their ideals with their perceptions of their parents' wishes, it is also possible that adolescents shifted their perceptions of their parents' ideals to more closely resemble their own, or perhaps both idealized versions of the self approached each other over time. The current results run counter to Schönpflug's (2001) finding that values transmission was stronger in early adolescence. This discrepancy in findings may be due to a difference in the target of values transmission: the adolescent's ideal valuing (current study) versus their actual valuing (Schönpflug's study).

Relations between self-representations and concurrent functioning

Greater identification with family and religion in one's own ideals appeared to be associated with better emotional functioning, whereas greater ideal endorsement of dating and friends was related to poorer emotional, behavioural and academic functioning. Taken together with Ferguson's (2006) findings, relatively strong actual or ideal identification with dating and friends compared to one's peers may be a risk factor for healthy adjustment among these Jamaican adolescents. Alternatively, the reverse may be true: relatively strong actual and ideal identification with dating and friends may be the result of poor adolescent functioning.

Adolescents' perceptions of their parents' ideals for them had surprising relations with their concurrent functioning. The more adolescents thought that their parents valued schoolwork and religion to be important to their identities, the more their emotional, behavioural and academic functioning. It is possible that adolescents who perceived their parents to be stressing schoolwork and religion felt pressured by the parental standard, leading to poorer functioning. Prior research has shown a negative relationship between parental coercion and achievement mediated by low self-esteem (Mansell & Rollins, 1990). Or perhaps adolescents who were already functioning poorly in school and not following their parents' wishes for religion tended to perceive – whether accurately or inaccurately – stronger parental wishes for those two domains.

In addition, the more adolescents perceived friendships as something their parents wanted for them, the better their emotional functioning. Because the Identity Pie is an ipsative measure, perceiving greater parent sympathy for the

importance of friends may be as much the explanation for better adolescent functioning as is perceiving lower parental emphasis on schoolwork and religion.

Limitations and Future Directions

It is important to bear in mind that the Identity Pie is intended to measure *relative* domain identification. Thus, although certain life domains were assigned low relative rankings within adolescents' self-portraits (e.g., dating and sports), students might have assigned greater absolute importance to these domains if a different method of assessing values were used.

The small to moderate relations between perceived parental ideal and other self-portraits in this study is comparable to correlation sizes in other values transmission studies (e.g., Knato & Schwartz, 2004; Schönpflug, 2001). Thus, there are likely to be other important influences on adolescents' values and identity content not measured in this study (e.g., adolescent personality characteristics, youth culture).

Another limiting feature of this study is that all measures of adolescent concurrent functioning were self-reported. Future studies can improve upon this methodology by incorporating multiple reporters.

The findings of this study are most applicable to students at traditional Jamaican high schools who tend to come from relatively higher socio-economic backgrounds, achieve higher grades and perceive themselves as being better adjusted than their peers at other school types (Smith, 1993). Future research is needed to extend this work to Jamaican adolescents in other school types, geographical locations (e.g., rural) and those not in school settings.

In closing, current findings reveal that the content of Jamaican adolescents' actual and ideal identity falls in line with their perceptions of their parents' ideals for them and general cultural values. Said differently, Jamaican adolescents are sensitive to perceptions of their parents' wishes for them and mirror those ideals within their self-perceptions to a moderate degree.

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Footnotes

1 Stevens and Holmington's (1987) occupational prestige scale is an updated revision of the U.S. National Opinion Research Center (NORC) scale. Despite its U.S. origin, some research suggests that relative levels of occupational prestige are generally similar across countries (see Stevens & Holmington, 1987 for a brief review). In support of this position, Brazilian researchers found notable similarities between the NORC and a Brazilian measure of occupational prestige; correlations between the two measures were weakest in isolated communities having little or no exposure to Euro-American urban culture (Haller, Holminger, & Saravia, 1972). Given the high level of exposure to U.S. culture in urban Jamaica, it was deemed appropriate to use the chosen occupational prestige scale in the current study.

2 For the all measures except the Identity Pie, mean scale scores were used in analyses.

3 A few items in the Depression and Conduct Problems Scales were reworded for cultural compatibility.

4 Standardized achievement tests are not used in Jamaica; thus, school-wide exam grades are the most objective high school achievement measure.

5 In Jamaica, it is customary for school principals to give consent for students to complete anonymous research surveys. The difference in recruitment procedure (i.e., parental consent versus principal consent) was considered advantageous to correct for the sampling bias -- excluding high risk adolescents

-- typically resulting from requiring written parental consent (e.g., Kearney, Hopkins, Mauss, & Weisheit, 1983).

6 Because caregiving is often considered to be female-dominated in the Caribbean and mothers are more likely to be physically present than are fathers (e.g., Bailey, Branche, McGarity & Smart, 1998; Leo-Rhynie, 1993), it is possible that students were more likely to reference their mothers on this task. However, Caribbean fathers may be more involved with their children -- both physically and psychologically -- than they are commonly credited for (Brown, Newland, Anderson, Chevannes, 1997). In Ramkissoon's (2005) study of father presence among Jamaican youth, psychological presence had a significantly greater impact on adolescent feelings of companionship and affection from parents than did physical presence, and only around 20% of the sample had psychologically absent fathers. If, as Ramkissoon's (2005) research suggests, the majority of Jamaican adolescents have psychologically present fathers to whom they feel close, students in the current study might have been equally likely to choose either parent as a reference point. Alternatively, given that there are distinct male and female parenting roles within the Caribbean family (Bailey et al., 1998; Brown, et al., 1997), adolescents in this study may have referenced both parents at different points in the survey (e.g., reference mother's wishes regarding religion or family and father's wishes regarding sports or dating).

7 Differences in actual Identity Pie slices across domains are reported in Ferguson (2006).

8 Students assigned the "other" domain to a heterogeneous array of activities and personal characteristics; therefore, this category was excluded from presented statistical analyses.

9 Bivariate correlations revealed that parental occupational prestige was negatively correlated with ideal self religion identification ($r = -.15$) and positively correlated with actual self family identification ($r = .17$), $ps < .05$. Therefore, to avoid systematic bias, parental occupational prestige was entered as a covariate in all subsequent analyses.

10 To further test for differences in domain ordering between idealized self-portraits and actual self, a 6 (Domain) x 3 (Type of Self perceived parental ideal, own ideal, actual) repeated measures ANCOVA was computed. The Domain X Type of Self interaction was non-significant.

11 SELF conference proceedings are electronically published at <http://self.uw.edu.au>.

Table 1 Means, Standard Deviations and Intercorrelations among Pie Percentages within each Domain for Perceived Parental Ideal, Own Ideal and Actual Selves

	Domain						
	School	Religion	Family	Friends	Sports	Dating	Other
Perceived Parental Ideal (P)							
Mean	29.72	21.27	19.22	10.90	8.82	4.78	4.01
SD	15.13	10.58	8.19	4.01	6.80	5.99	7.66
Own Ideal (O)							
Mean	22.03	19.46	18.04	13.61	11.57	7.98	6.77
SD	8.89	9.78	7.48	6.92	10.36	6.62	13.47
Actual (A)							
Mean	21.46	17.36	19.69	15.52	11.51	8.75	4.83
SD	7.92	8.71	7.62	6.64	7.03	6.29	7.73
P O correlation	.39***	.41***	.25***	.32***	.30***	.10 ^{ns}	n/a
P A correlation	.23***	.38***	.29***	.30***	.43***	.13 [†]	n/a
O A correlation	.43***	.59***	.41***	.40***	.53***	.59***	n/a

[†]p ≤ .1 ***p ≤ .001

Table 2 Correlations between Concurrent Functioning and Identity Pie Proportions within Perceived Parental Ideal and Own Ideal

	School	Religion	Family	Friends	Sports	Dating
Perceived Parental Ideal						
Self-Esteem	-.19**	.02	.06	.11	.02	.07
Depression	.09	.06	.06	-.19**	-.08	-.06
Life Satisfaction	-.12 [†]	-.10	.04	.08	.12	.07
Conduct Problems	-.02	.15*	-.04	-.01	.03	-.02
Grades	-.14*	-.05	.07	.03	.08	.11
Own Ideal						
Self-Esteem	-.09	.07	.11	.02	-.01	-.14*
Depression	.05	-.17*	-.10	-.10	-.09	.20**
Life Satisfaction	.02	.06	.12 [†]	.00	-.00	-.03
Conduct Problems	.05	-.07	-.08	-.00	.07	.12 [†]
Grades	.05	-.02	.10	-.18**	.02	-.27***

[†]p ≤ .1 *p ≤ .05 **p ≤ .01 ***p ≤ .001