

BUSACCA, LOUIS A., Ph.D., September 2003

Counseling and Human
Development Services
Kent State University

IDENTITY STYLES AND CAREER DEVELOPMENT DURING ADOLESCENCE
(190 pp.)

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This theory based study examined the relations between the process of identity formation and career adaptability during adolescence. It examined whether Berzonsky's (1989) social-cognitive model of identity formation subsumes Super's (1955) structural model of career adaptability. The social-cognitive model of identity formation conceptualizes three problem-solving styles, whereas the career adaptability model concentrates on the means for solving one particular identity problem, that of occupational choice. For research question one, three hypotheses were tested to examine specific patterns of relation between identity-processing styles and career adaptability. For research question two, four hypotheses were tested to examine the role that identity-processing styles and career adaptability play in accounting for the outcomes of adolescent career development, namely crystallization of preferences, specification of choices, and feelings of decidedness.

A correlational design was used to investigate the hypotheses. The participants in this study were 208 female and male junior and senior high school students. Pearson product-moment correlations were used to examine research question one. For research question two, multiple regression analyses were used to empirically examine three conceptual models: a direct-effect model, a mediator-effect model, and a moderator-

effect model. Findings indicated that, as a process framework, Berzonsky's general model of identity formation subsumes Super's specific model of career attitudes and may function as an antecedent variable. The results suggests that the various problem-solving approach adolescents use while constructing their identities may be useful in crystallizing career preferences but appear less involved when specifying an occupational choice. The direct effects model indicated that all three identity styles relate to crystallizing career preferences, the normative style to specifying occupational choices, and the diffuse/avoidant style to career indecision. The mediation model suggested that the use of the more adaptive and committed identity styles (i.e., informational and normative) appear necessary but not sufficient for facilitating the career task of crystallization. The moderation model suggested that adolescents with a lower diffuse/avoidant identity style cope with the tasks of crystallization and specification more effectively if they develop positive attitudes toward planning and exploring. Alternative interpretations for these findings were discussed, limitations and implications of the findings were addressed, and suggestions for future research were delineated.