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Psychosocial Profiles of Music Education Undergraduates Based on Erikson's Principles of Epigenetic Development

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Music teacher educators are charged with transforming promising adolescents into mature professionals. This process requires experiences appropriate to individuals' personal development as well as professional growth. Verrastro and Leglar (1992) have named personal qualities as one of three major areas of research interest in music teacher education. Presently, the physical and psychological conditions for an optimal teacher education program are unknown (Cruikshank, 1990).

Selected personal characteristics, such as a drive to achieve, a proclivity for dramatic behaviors, an orienta-

tion toward rather than away from people, maturity, and intellectual curiosity have been shown to relate to successful teaching (Krueger, 1976; Schmidt & Hicken, 1986; Schmitz & Lucas, 1990; Selection Research Inc., 1990) and to influence effectiveness of instruction (Cassidy, 1990; Madsen, Standley, & Cassidy, 1989). Interestingly, these characteristics in preparatory music educators do not always correlate highly with such conventional success indicators as grade point average, standardized test scores, and music performance achievement (Bergee, 1992).

A composite personality portrait of the music educator is beginning to emerge.

A description of this person-

ality, as synthesized from research literature (e.g., Bergee, 1992; Bullock, 1974; Henderson, 1984; Kemp, 1982a, 1982b; Wubbenhorst, 1991), may be characterized as inner-directed yet personable, people-oriented, reflective, sensitive, and perhaps spontaneous. But the development of personality and self-concept must take place within the framework of the social milieu. Identity emerges in a social context (Juhasz,

Teacher education programs must ... produce individuals with a firm sense of identity, intimacy, and generativity as Erikson has articulated these terms.

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Table 1
Erikson's Stages of Personality Development

Stage	Favorable Resolution	Unfavorable Resolution
1. Birth to 18 months	Trust	Mistrust
2. 18 months to 3 years	Autonomy	Shame and Doubt
3. 3 to 6 years	Initiative	Guilt
4. 6 to 12 years	Industry	Inferiority
5. 12 to 20 years	Identity	Identity Confusion
6. 20 to 35 years	Intimacy	Isolation
7. 35 years to retirement	Generativity	Stagnation
8. Retirement years	Ego Integrity	Despair

1982), and essentially social attitudes such as trust of others and self-confidence have a profound effect on interpersonal relations (Reimanis, 1974; Varghese, 1982). According to Van der Werff (1985):

Thinking about oneself is not a matter of cognition only. Self-reflection essentially takes place in a social world, potentially regarded by others, and in imaginary dialogue with others. In self reflection, and also in self-concept psychology, a peculiar relation exists between the individual and others (p. 450).

What teacher educators need is a theoretical model associating aspects of the individual's sense of self to the greater societal aggregate. One comprehensive model that has been thoroughly studied and widely used is Erik Erikson's theory of human development. The theory was first discussed in *Childhood and Society* (1950) and further developed in his later writings (Erikson, 1964, 1968, 1980, 1982).

To develop his theory, Erikson borrowed widely from sociology, anthropology, and biology. He proposed that every individual, regardless of era or culture, evolves through eight developmental personality stages as he or she moves through the life cycle. A unique conflict characterizes each stage, from which the individual emerges with a relatively successful or unsuccessful resolution. Thus, each stage has positive and negative

"attitudes." Considerable research literature exists supporting Erikson's proposed sequence of stages (see Bourne, 1978a, 1978b; Marcia, 1980 for reviews of this literature). Table 1 presents in chronological order Erikson's eight stages of human development along with their favorable and unfavorable resolutions.

A key to Erikson's theory is its epigenetic nature; that is, each entity or organism develops and differentiates hierarchically at a proper rate and in a normal, unvarying sequence. The epigenetic principle thereby accounts for the richness and complexity of human personality. Hawley (1988) identified the following tenets of Erikson's theory as corollary to the complexity of human personal development:

- The development of personality proceeds according to a genetic ground plan which sets the sequence and timetable for the eight stages.
- Although the stages unfold in an invariant sequence, the pace of stage progression may vary in tempo and intensity from individual to individual.
- The stages are hierarchically related; resolution of the conflict at each stage is in part a function of resolutions of previous stage conflicts.
- Although the two attitudes associated with each stage are generally expressed as polar opposites, they are not mutually exclusive. It

is possible to exhibit attributes of both attitudes, depending on the degree of resolution.

- Each conflict is presented in some form throughout life, but reaches a critical period at its specific stage. The degree of conflict resolution is relative; dynamic tension always exists between the stage attitudes. No stage conflict is ever resolved once and for all; issues must be reworked throughout life.
- Due to biological and social forces that push individuals along according to a certain timetable, successive stage conflicts are addressed regardless of whether earlier stage conflicts have been successfully resolved.
- The degree and direction of conflict resolution determines the overall health of the personality. (p.1)

Hamacek (1988, 1990) developed extensive descriptions of behaviors characteristic of positive and negative attitudes for each of the eight stages. Behavioral expressions at Stages 5, 6, and 7 — those chronologically most pertinent to the life stages of preservice and inservice music teachers — describe behavioral characteristics generally associated with successful educators, and with successful adults in general. This seems especially to be the case with Step 7, whose positive resolution Erikson described as “generativity.” Conversely, behaviors associated with negative resolutions of these stages — usually the opposing behaviors — described characteristics least desirable for educators. Hamacek described characteristic behaviors of individuals with a sense of identity (successful resolution of Stage 5) as those who have a stable self-concept, are able to plan successfully, are less susceptible to peer pressure, make decisions decisively, have a good internal sense of control, don’t fear loss of self, and tend to be cognitively flexible. He described characteristic behaviors of people who have a sense of intimacy (successful resolution of Stage 6) as those who have a firm sense of identity, are tolerant of differences, are willing to trust others, are willing to establish bonds, and are able to express feelings. Characteristic behaviors of individuals who have a strong sense of generativity (successful resolution of Stage 7) were described as those who have a personal concern for others (including future generations), reflect varying degrees of in-

volvement with enhancing the welfare of young people, have a concern for children, focus on what they can give to others, are interested in leading productive lives, display other-centered values, and feel a strong inclination to express themselves creatively.

Different from many theories of psychosocial development, Erikson’s theory focuses on healthy personality development, acknowledging the symbiotic relationship of individual and society. His theory recognizes the role of choice and conflict in individual development. As Van der Werff (1985) stated:

Thus the two variants come together: crisis and commitment have to take place with respect to the contradictions in one’s own personality... The genuine “achiever,” in this view, is the person who continuously and completely faces his personal contradictions, without losing himself in exploring them, and who restrainedly commits himself to the impossibility to solve them. (p. 468)

Despite its wide usage, little effort has been made to study educators’ personality development via the Eriksonian model. According to Erikson, successful resolutions of earlier stages are a prerequisite to the development of a strong sense of identity and a sense of intimacy and generativity, that is, of establishing bonds and caring for others. Juhasz (1982) expressed that “the current social milieu makes it almost impossible for any but the most mature (in the Eriksonian sense) individual to make a contribution to the value and identity formation of youth” (p. 448). Teachers, along with parents, must interpret society’s imagemakers for contemporary youth, a task made increasingly difficult by the dissolution of the traditional family structure, the pervasive influence of mass media, and an ongoing search on the part of parents and teachers for their own identity. Teacher education programs must, therefore, produce individuals with a firm sense of identity, intimacy, and generativity as Erikson has articulated these terms. Thus, the purpose of this study is to develop Eriksonian profiles of music education undergraduates and to suggest curriculum experiences aimed at helping students successfully resolve inevitable, even desirable, conflicts between life stages.

Table 2Measures of Psychosocial Development Scales

Positive	Negative	Resolution
P1: Trust	N1: Mistrust	R1: Trust vs Mistrust
P2: Autonomy	N2: Shame and Doubt	R2: Autonomy vs Shame and Doubt
P3: Initiative	N3: Guilt	R3: Initiative vs Guilt
P4: Industry	N4: Inferiority	R4: Industry vs Inferiority
P5: Identity	N5: Identity Confusion	R5: Identity vs Identity Confusion
P6: Intimacy	N6: Isolation	R6: Intimacy vs Isolation
P7: Generativity	N7: Stagnation	R7: Generativity vs Stagnation
P8: Ego Integrity	N8: Despair	R8: Ego Integrity vs Despair
TP: Total Positive	TN: Total Negative	TR: Total Resolution

Method**Measures of Psychosocial Development**

Hawley (1988) developed the *Measures of Psychosocial Development (MPD)* in order to assess personality development as theorized by Erikson. Based on Erikson's proposition that personality is an epigenetic, developmental, and sequential construct, the *MPD* is a 112-item self-report measure on which respondents react to self-descriptive statements on a five-point scale. Scale options range from "Very much like me" to "Not at all like me." Twenty-seven scales (eight "positive," eight "negative," eight "resolution," and three "total") that represent the attitudes suggested by Erikson are produced (see Table 2). The author of the *MPD* chose to treat separately the positive and negative attitudes of each stage based on two considerations: attributes at the same stage do not always appear to be polar opposites; and it was important to maintain the complexity among attributes for different stages. Positive (P) and negative (N) scores summarize the way in which an individual reacts to positive and negative atti-

tudes describing the dimensions of personality, while resolution (R) scores represent the status of conflict resolution within each of the eight stages. Respondents who have successfully resolved the conflicts of each stage, for example, would obtain high positive scale scores, low negative scale scores, and high resolution scale scores. The total scores indicate a summary of the respondents' developmental status. An overview of the characteristics of individuals receiving high positive and negative scores on the *MPD* scales is found in Table 3.

Reliability of the *MPD* was confirmed through a test-retest procedure utilizing 108 subjects. All scale correlation coefficients were approximately .80 with the exception of the "Inferiority" scale, which resulted in a coefficient of .67. These coefficients were considered of sufficient magnitude for a personality inventory. The internal consistency of the *MPD* (calculated as coefficient alpha) also demonstrated acceptable levels, ranging from .65 to .84 on the positive scales, and from .69 to .83 on the negative scales.

Table 3Descriptors of High Scorers on MPD Scales

Positive	Negative
P1 (Trust) trusting, confident	N1 (Mistrust) suspicious, unassured
P2 (Autonomy) decisive, self-controlled	N2 (Shame and Doubt) inadequate, uncertain
P3 (Initiative) motivated, ambitious	N3 (Guilt) self-restrictive, acquiescing
P4 (Industry) productive, useful	N4 (Inferiority) incapable, estranged
P5 (Identity) individual, unique	N5 (Identity Confusion) empty, contradictory
P6 (Intimacy) ethical, connected	N6 (Isolation) distant, formal
P7 (Generativity) creative, guiding	N7 (Stagnation) unresponsive, self-absorbed
P8 (Ego Integrity) dignified, integral	N8 (Despair) hopeless, disgusted

Content validity was assessed through a multitrait-multimethod matrix design, utilizing the *MPD*, Constantinople's (1980) *Inventory of Psycho-social Development*, and Boyd's (1966) *Self-Description Questionnaire*. The three-phase procedure demonstrated the discriminant validity of the *MPD*.

Norms for the *MPD* were based on a sample of 2,480 adolescents and adults and reported for males and females in age groups of 13-17, 18-24, 25-49, and 50 years and older. Because large differences occurred between sexes on some scales, especially Intimacy, separate norms were reported for males and females. Several investigations have substantiated these differences (e.g., Greely & Tinsley, 1988; Hult, 1979; Hummel & Roselli, 1983; Morgan & Farber, 1982). Interestingly, the normative sample was overwhelmingly white (91.7%), primarily female (62.1%), and educated (55% reported more than 12 years of education). These demographics roughly parallel the sample used in our study, making profile comparisons possible.

Subjects

The subjects for the study were 64 mostly junior and senior undergraduate music education majors (36 females, 28 males) attending two large midwestern state universities. The average age of the sample was 21.5 years (21.54 for males, 21.2 for females). The *MPD* was administered to subjects in a classroom setting. Test directions were printed on the *MPD* booklet and read by the test administrator. The inventory took approximately 20 minutes to complete. Answer sheets were hand scored after completion and results were recorded for subsequent analysis.

Results

In order to determine mean differences, independent-samples *t* tests were computed between subjects from the two universities. Results indicated no significant differences; thus, the two groups were combined for analysis.

Although further *t* tests indicated no significant differences between male and female

Table 4Subjects' MPD Scores on Positive, Negative, and Resolution Scales

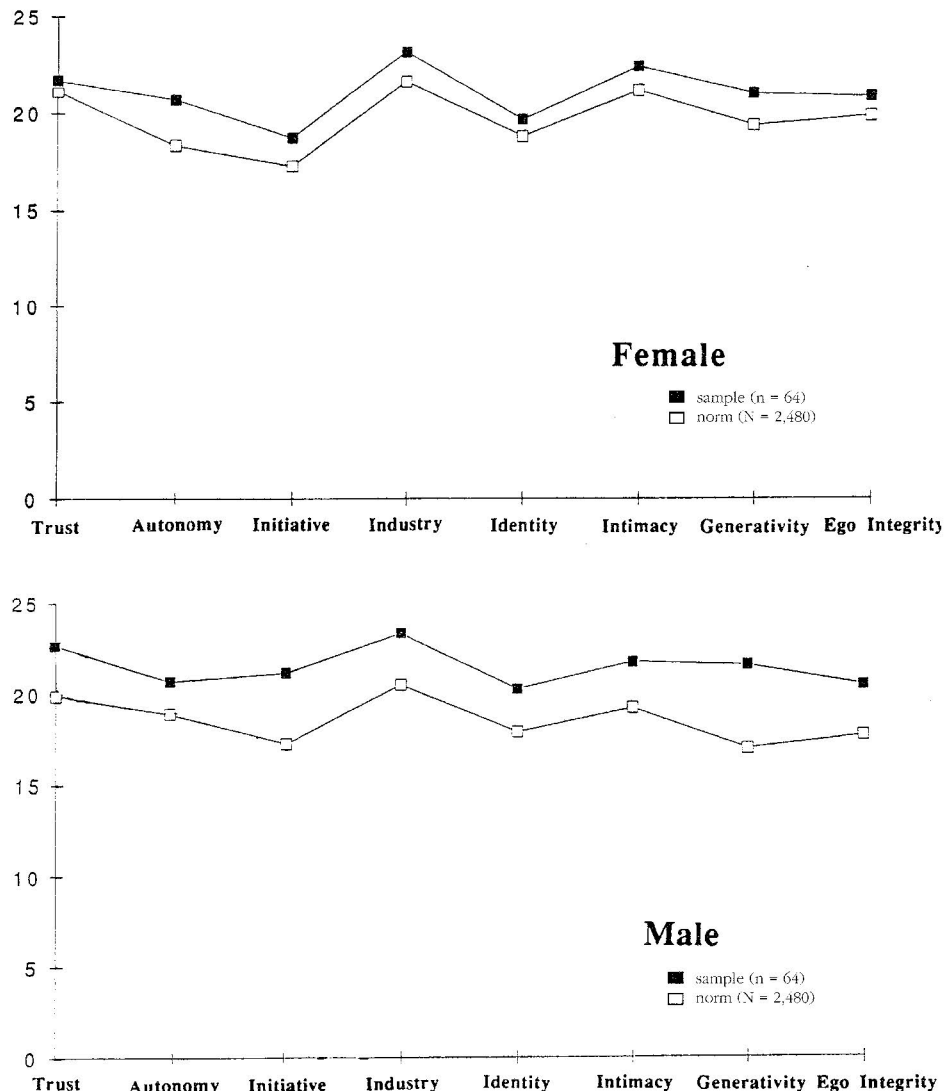
Scale	Mean		Standard Deviation	
	Female	Male	Female	Male
Positive				
P1: Trust	21.67	22.68	2.25	3.35
P2: Autonomy	20.71	20.70	4.19	3.76
P3: Initiative	18.74	21.18	4.19	4.44
P4: Industry	23.18	23.32	3.79	3.47
P5: Identity	19.65	20.27	3.37	4.81
P6: Intimacy	22.38	21.77	3.10	4.12
P7: Generativity	21.00	21.59	2.72	4.02
P8: Ego Integrity	20.88	20.50	2.84	3.51
TP: Total Positive	168.05	171.90	17.74	25.11
Negative				
N1: Mistrust	7.38	6.50	3.77	4.37
N2: Shame and Doubt	10.14	9.30	4.10	4.73
N3: Guilt	8.50	8.68	3.54	3.91
N4: Inferiority	6.38	6.32	3.58	3.62
N5: Identity Confusion	8.44	7.68	4.20	5.43
N6: Isolation	8.29	8.59	4.82	5.50
N7: Stagnation	4.67	4.68	2.87	3.21
N8: Despair	3.14	4.00	2.75	3.32
TN: Total Negative	57.15	54.45	20.81	25.15
Resolution				
R1: Trust vs Mistrust	14.29	16.18	4.50	6.64
R2: Autonomy vs Shame and Doubt	10.56	11.09	6.97	6.40
R3: Initiative vs Guilt	10.12	12.55	6.13	7.34
R4: Industry vs Inferiority	15.53	17.00	6.73	6.44
R5: Identity vs Identity Confusion	11.44	13.55	6.33	8.33
R6: Intimacy vs Isolation	14.03	13.18	6.82	8.61
R7: Generativity vs Stagnation	16.32	16.91	4.39	6.66
R8: Ego Integrity vs Despair	17.74	16.50	4.91	6.15
TR: Total Resolution	110.91	117.45	32.69	45.83

subjects, we followed *MPD* recommendations and reported male and female results separately. Means and standard deviations for all *MPD* scales are reported in Table 4. Positive scale means for female subjects ranged from 18.74 to 23.17 (28 possible); positive scale means for male subjects ranged from 20.5 to 23.32 (28 possible). Negative scale means for female subjects ranged from 3.14 to 10.14, and for male subjects from 4.0 to 9.3. (a score of "0" on the negative scales would be considered most

desirable, while a score of "28" would be considered least desirable). Resolution scale means for females ranged from 10.12 to 17.74, and for males from 11.09 to 17.0. (Resolution scales have a potential maximum of 28. The higher the score, the more desirable the result.) Figures 1, 2, and 3 graph subjects' mean outcomes on the positive, negative, and resolution scales against available normative data (Hawley, 1988). Compared to the normative data for the 18-24 age group (appropriate for the mean age of the experimental sample), the subjects:

Figure 1

Outcomes on the eight *MPD* positive scales for subjects and normative sample (ages 18–24)



- exceeded the established norms at each point on the positive scales (see Figure 1);
- scored lower than the norms at virtually each point on the negative scales (see Figure 2); and
- exhibited higher scores at each point on the resolution scales (see Figure 3).

Indeed, the resultant score profiles virtually mirror the profiles of the norm groups, albeit at elevated or lower levels as appropriate.

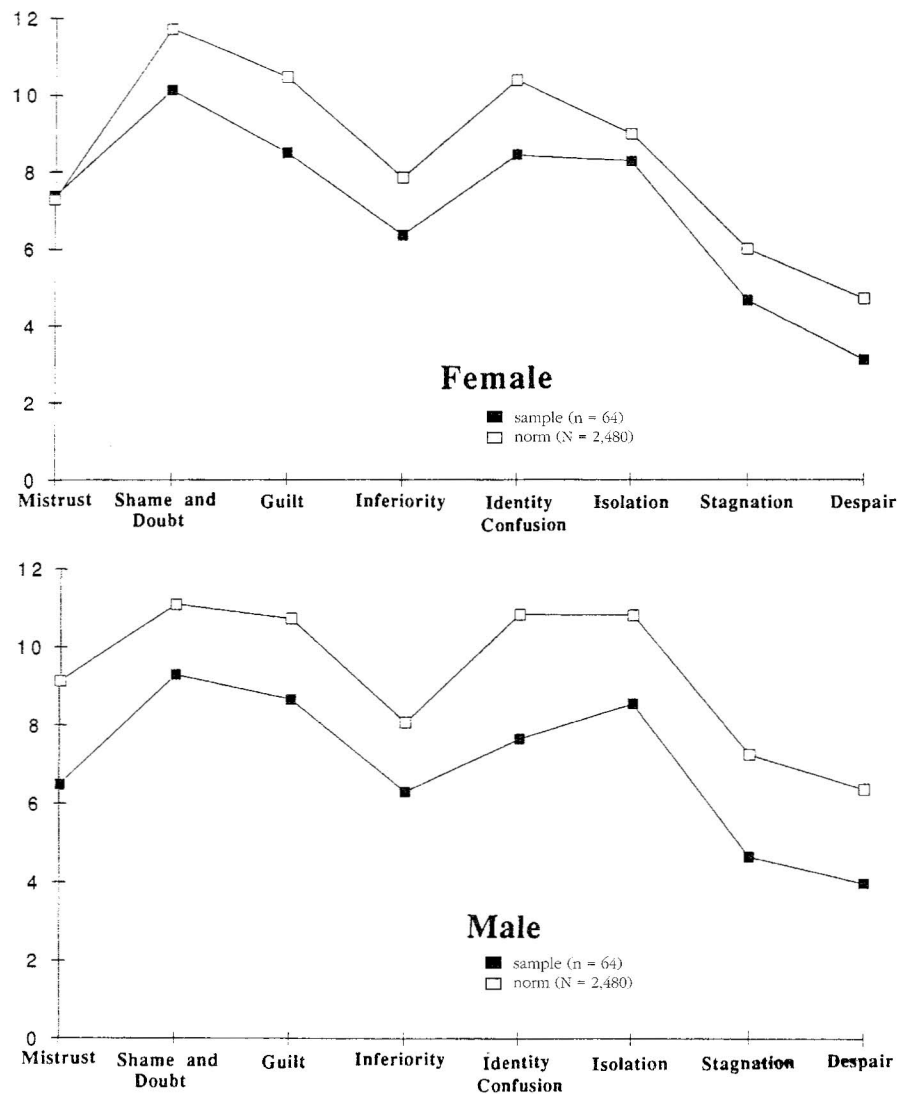
Discussion

The development of a predictive model of

music teacher effectiveness requires a comprehensive, valid personality profile (Krueger, 1976; Thomas, 1992). Because personality develops within the sociocultural context, the purpose of this investigation was to develop a profile of preparatory music educators taking into account both psychological and sociological variables. Thus, we selected the *Measures of Psychosocial Development*, which used Erik Erikson's widely-studied theory of personality development as its theoretical basis.

Figure 2

Outcomes on the eight MPD negative scales for subjects and normative sample (ages 18-24)



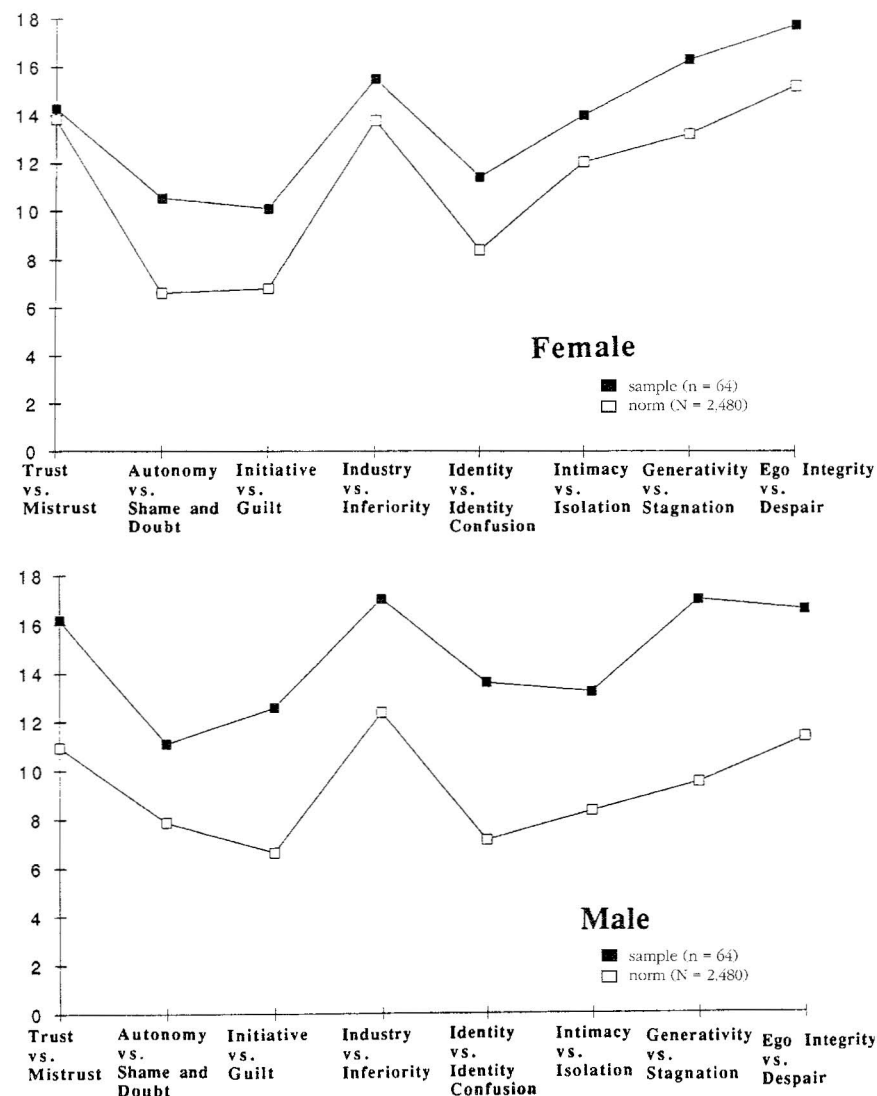
The music education undergraduates in this investigation demonstrated a healthy Eriksonian personality profile. Graphic contours followed established norms, but mean scores were consistently above or below these norms as desirable. Solely considering Eriksonian psychosocial characteristics, one may conclude that these individuals are poised to make a significant contribution to the music teaching profession, and thus to society as a whole.

Of some concern is the Stage 5 (Identity)

outcome. Although the same tendency is reflected in the normative data as well, scores for Identity scales are consistently low relative to most other scale outcomes (see Figures 1, 2, and 3). Perhaps Erikson himself best articulated the problem with his discussion of the *psychosocial moratorium* (Erikson, 1968, 1987). In the case of college-bound individuals, society has imposed a delay of the assumption of adult roles, resulting in an extension of the adolescent condition well beyond the adolescent years. Identity

Figure 3

Outcomes on the eight MPD resolution scales for subjects and normative sample (ages 18-24)



crises tend to be most severe near the end of the adolescent stage (Cote & Levine, 1989), and these crises are exacerbated by the enforced prolongation of adolescence. The tendency toward a relatively low resolution of the Identity stage seems especially pronounced in the males, whose resolution of Stage 6, Intimacy, appears to be affected (see Figure 3).

College academic programming is capable of facilitating identity development through curriculum experiences (Greely & Tinsley,

1988). If a sense of identity is a prerequisite for further personality development to take place, and if preparatory music educators manifest difficulties with identity development, then music teacher education curricula must contain a rich variety of experiences aimed at building a strong sense of identity. Perhaps such experiences could include more frequent contact with older, established music educators. Small-group seminars in which peers are allowed to discuss personal and professional issues freely and openly,

and are encouraged to think deeply and reflectively, might encourage development of a positive self-image. Preservice music teachers should teach as much as possible in elementary and secondary schools, and be challenged to assume adult roles and responsibilities.

Often, music teacher education curricula are segmented into performance courses, academic courses, and methods courses with few attempts made to integrate subject matter. Perhaps courses of study that deliberately, intensively synthesize the subject areas of music and teaching would help students better understand the larger picture of contemporary music education. Whenever possible, curriculum offerings should humanize the learning experience, promoting opportunities for students to think creatively and to reflect on the worth of their professional undertaking. Music teacher educators must possess the skills to recognize crises common in young adults, crises symptomatic of the natural processes of development and maturity.


Novak (1986) elaborated a series of empirical studies that found more and more "stages" and their attendant crises in middle and older adulthood. He suggested that perhaps the increasing number of adulthood crises indicates an unsuccessful resolution of the most primal Eriksonian conflict, Trust vs. Mistrust. Thus, as society becomes more complex and as the potential for alienation increases, educators will be expected to develop youths in ways beyond delivery of subject matter. It therefore benefits preparatory educators to enter teaching with as secure a sense of identity as their undergraduate experience is able to provide.

This investigation suggests many possibilities for longitudinal study. Do music educators' profiles change over the course of an extensive career? Do music teachers develop a firmer, securer sense of identity as they mature as professionals? Do music educators' careers and lifestyles provide them the comfort and freedom to continue to grow, ultimately successfully resolving the eighth and final Eriksonian conflict? Owing to its attempt to articulate a lifelong pattern of devel-

opment, the Eriksonian model may help to answer these questions.

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An Analysis Of Type IV Musical Instruction In a Teacher-Student Dyad

By Estelle R. Jorgensen

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In a short paper published in 1981, I proposed four instructional types defined by the presence (+) and absence (-) of choice on the part of teacher and student, respectively: Type I (++), Type II (+-), Type III (-+), and Type IV (--)(Jorgensen, 1981). I suggested that each type might be characterized by significantly different qualitative and quantitative conditions of teaching and learning, and some might be more effective than others in specific situations. This speculative model, based on my intuitive observations of music teaching in a variety of situations and a consideration of logical teacher-student choice possibilities, did not take into account either quantitative or qualitative aspects of choice, that is, the amount or degree of choice or the particular respects in which teacher and student can choose. Such aspects need to be explained if choice is to be considered a valid basis for categorizing instructional types.

One of the difficulties social psychology theo-

reticians face in building models that can be tested empirically is how to analyze open and closed social systems.

In searching for a way to model the four types of instruction I had proposed, musical or otherwise, I returned to the field of microeconomics, wondering if this might provide some clues as to how to go about modelling behavior in dyads and triads — the simplest interactive or instructional units. In the course of an extensive literature search, I encountered McKenzie and Staaf's (1974) microeconomic analysis of the United States' university education. Their assumptions of faculty academic freedom and student sovereignty, particularly in the delivery and choice of university courses, paralleled some of the assumptions

In this article, I shall focus on Type IV instruction in the context of a teacher-student dyad. ...one in which we imagine that the teacher cannot choose the student, nor can the student choose the teacher.

underlying my Type I instruction concerning teacher and student choice. Using classical microeconomic models, they applied similar assumptions to an analysis of university instruction, and set about modelling: various cases of teacher and student preferences and expectations; the relationship between student effort and achievement; teacher effort and student achievement; the impact of technology on instruction; and a comparison of teacher and student behavior in instructional

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