Marcia’s Identity Statuses in Comparison with Time Management Habits

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Marcia’s Identity Statuses in Comparison with Time Management Habits
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Abstract
This study found that time management correlates with Marcia’s Identity Status theory. Marcia’s Identity Status reflects on the four different levels of identity: achievement, foreclosure, moratorium, diffusion. Identity can consist of things such as reasons for going to school, what career they want and knowing what accomplishments they are working towards. Identity and time usage are related because as a person know what is important to them they know how they want to use their time. We are hoping to see the strength of identity in how time is allocated.

Methods
To assess Identity Status we used the Objective Measure of Ego-Identity Status, which is a 24 item, 6 point Likert scale measure (Adams, Shea & Fitch, 1979). These questions measured exploration and commitment level to politics, religion and schooling. Then each subject was placed according to the associated category.

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<th>HIGH COMMITMENT</th>
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<td>ACHIEVEMENT</td>
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<td>FORECLOSURE</td>
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For time management we used Time-Management Questionnaire which has 18 questions that are on a 5 point scale, and arrange across 3 different categories within time management: time attitudes, short-term planning, and long-term planning (Britton & Tesser, 1991).

Both measures were administered in conjunction with some demographical items via Qualtrics. Participants were solicited through Facebook and class rosters. A total of 218 people responded to the survey, but due to lack of qualifying or lack of completion only 160 responses were able to be used.

Results
The Time-Management Questionnaire found Time attitudes to be significant when comparing the three categories to identity status. This is logical because time attitudes deals with the amount of control over time an individuals feel they have in their schedules.

By comparing just time attitudes to the four identity status we found that exploration was the factor that was reflected in our study. This means that time management reflects identity through how much exploration has been done by an individual.

Conclusion
The findings demonstrated a significant relationship between identity status and time attitudes. It was found that the common factor of the results was exploration, suggesting that students who engage in a high level of exploration, are more likely to have effective attitudes in regards to their time. Future research that in non-survey based could yield more significant insights to the relationship between identity status and time management.

References

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