Music and Identity:

A Correlational Investigation between Music Reward and Ego Identity Statuses Among Emerging Adults

PRESENTER:

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BACKGROUND: Music accompanies many of our daily activities and has become more accessible than ever. Research has demonstrated music's ability to influence our emotions, beliefs, and social lives, which help shape our identity, or more plainly, who we are. This study sought to better understand the relationship between music and identity

METHODS

- 33 participants aged 14 to 41 years old (M = 22.79, SD = 4.93; ${}_{F}19$, ${}_{M}10$, ${}_{NB}4$)

Measures

- Demographics questionnaires
- Barcelona Music Reward Questionnaire (BMRQ)
- Extended Measure of Ego Identity Status II (EOMEIS-II)

Procedure

- Simple regressions assessed relationships between BMRQ and EOMEIS-II scores

RESULTS

Achievement <--- +0.40* ---> Sensory Motor

Diffusion <--- -0.37* ---> Social Reward

Diffusion <--- -0.37* ---> Emotional Evocation

Foreclosure <--- -0.35* ---> Emotional Evocation

DISCUSSION

- Music is not central to identity formation, but may reinforce established identities in individuals who have adequately explored identity options
- Findings of our sample imply that music is selected to reinforce one's beliefs, or that music taste reflects one's identity
- Longitudinal research is needed to accurately capture identity development and music's interaction

Music may **Strengthen** a well-formed **sense of self** (identity achievement) but does not appear to shape identity as it develops.

Scan for a complete **reference list!**

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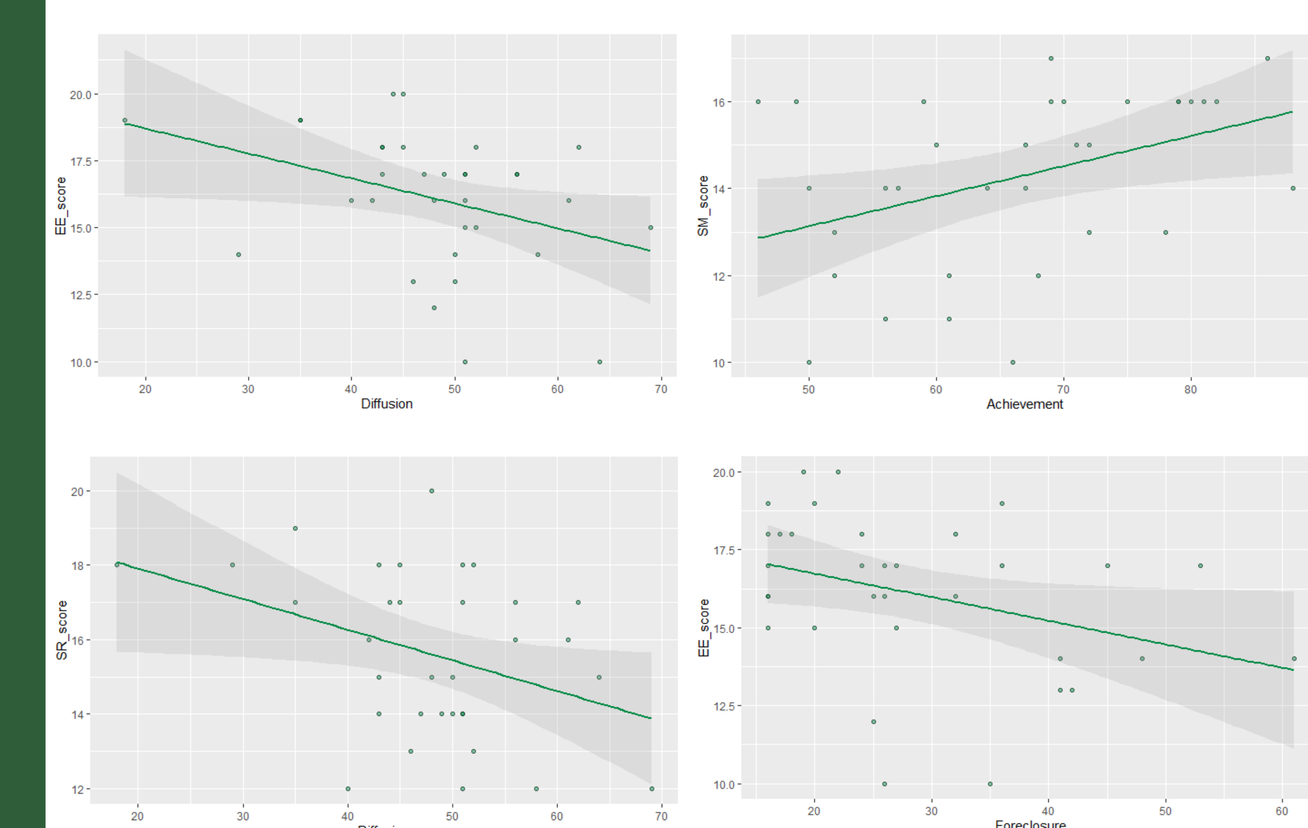
Identity Status Definitions:

- **Achievement:** clear sense of self, after exploring identity options
- **Moratorium:** still exploring , not yet decided
- **Diffusion:** not exploring and not committed
- **Foreclosure:** committed identity without exploring identity options

Variable	Music Seeking	Emotional Evocation	Mood Regulation	Sensory Motor	Social Reward
Achieve-ment	-.13	.24	.24	.40*	.29
Diffusion	.01	-.37*	-.16	-.22	-.37*
Fore-closure	-.30	-.35*	-.25	-.25	-.16
Mora-torium	.28	-.22	-.23	-.24	-.02



Extra Notes and Limitations

- Correlational design and small sample size
- Group differences were assessed for gender and education level, though none were found – likely due to unequal demographic groups
- Biased sample; university students
- Identity measure is outdated

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