Cross-cultural responses to the Adolescent Intermediate Concept Measure: An empirical summary of studies in USA, Taiwan, Macedonia and UK

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1. Read the Story

STORY TWO: Madison

Madison, a year 10 pupil, was asked to represent her school in a gymnastics competition. A year 10 pupil has never been chosen to represent the school in gymnastics before so she was surprised at the opportunity. Madison realised that this would have an incredible impact on her goal of becoming a professional athlete. With only one week to the first competition, she realised that she is not acceptable because she has been using the girls’ good looks to get attention for the school. Madison talked with her best friend about her concerns. He stated that if Madison did publicity events then the coach would not take her seriously as a gymnast, and the importance of this opportunity. She has been told that if she does not comply with team activities she will not be allowed to compete or develop her talent. However, she has always taken pride in her beliefs and in the examples that have been set, and if she lets the coach use her good looks in this way, she will promote behaviours and values that she feels are very wrong.

3. Rank the options
- Best three choices
- Worst two choices
Intermediate Concept Measure (ICM)

**High scores** = response pattern matching expert’s pre-defined judgement of items (as acceptable, unacceptable or neutral).

**Low scores** = result of ranking items as good that the experts judge to be unacceptable and reverse.

Good score of: \( .80 = 80\% \) agreement with experts
Data

USA
- multi-age adolescent sample roughly equal by gender (n= 125);
- high achieving private high school sample, equal by gender (n=49);
- late adolescent sample (n=173)
- college sample (n=70). (Collected by Thoma)

UK
- 14 & 15 year olds from 39 geographically spread schools (n=4053);
- 10 to 18 year olds from fewer schools (n=3223).
  (Collected by Walker/Jones)

Taiwan
- early adolescent sample, 13-15 years old from many different schools (n = 1430, male 49%).
  (Collected by Yen-Hsin Chen)

Macedonia
- early adolescent sample < 15 years old (n=68) and a middle adolescent sample (n=86).
  (Collected by Ana Frichand)
Note: US groups statistically different, except US Middle/late (statistical tendency). Macedonian /UK samples statistically different.
Results – Gender differences by context

Note: All gender differences are statistically significant and large (effect sizes > .50)
Mean unacceptable /acceptable scores by cultural context

Note: All mean differences within groups are statistically significant.
Differences by Story and Context

Note: Statistically significant differences by story (Self-discipline > Courage > honesty). The Macedonian sample did not provide story specific data.
Differences by context for males and Females

Males

Females

- self-discipline
- honesty
- courage

- US early
- US early-2
- UK early
- Taiwan Early
Conclusion

• Similarities across settings are more striking than differences.
  – Surprising given the measurement development process
  – Gender differences are large and uniform across cultures.
  – Identifying good choices and justifications seems easier than identifying bad choices regardless of context.
Conclusion

• Some setting differences were evident:
  – Taiwan adolescent’s superior performance
    • Less influenced by friendship demands?

• Supports the Ad-ICM as a measure of the application of virtues to real-life situations.