

Predictors of identity development during adolescence

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ABSTRACT: A study was conducted among urban and rural PUC students in the age group of 16-18 years who were randomly selected from four science coaching institutes of Dharwad taluk and three science coaching institutes of Tanakpur taluk respectively. Sample selection included random selection of 10 to 15 per cent students from each class (PUC-I and PUC-II) constituting an overall sample of 592 students out of which 312 students were from Dharwad and 280 students were from Tanakpur science coaching institutes. PUC students were assessed on identity development, self-concept and Big Five personality factors by using standardized scales. The results of the present study revealed differential effect of individual and familial factors on identity development of urban and rural PUC students from Dharwad and Tanakpur. A significant association was observed between identity development of Dharwad and Tanakpur PUC students from urban and rural areas. Majority of Dharwad students (61.25 %) from urban area were in an average level of identity development while, majority from Tanakpur (61.18 %) were in high level of identity development. Among rural PUC students, more than half of Dharwad (51.97 %) and Tanakpur (53.08 %) PUC students were in low and high level of identity development respectively.

Keywords: Identity development, Self-concept, Personality factors and PUC students.

Date of Submission: 20-12-2019

Date of acceptance: 31-12-2019

I. INTRODUCTION

Adolescence is a period of life between childhood and adulthood. It is very important period of one's life as the growth achieved, the experience gained and the relationship developed at this stage determines the entire future of an individual. This period is also considered crucial for many aspects of self and identity development including commitments, personal goals and motivations (Becht and Deniz, 2016).

Adolescence is the first time when individuals become much more self-conscious and self-assertive and start more self-discovery about the way their identity may affect their lives. It is primarily due to increased cognitive maturity and social exposure that together enable adolescents to more fully explore the abstract nature of their complex identities.

Identity is a sum total of who we are, our sense of self and how others define us. Erikson (1968) explained identity as, "A structure to understand who one is, one's sense of personal control, freedom and will along with coherence, consistency and a sense of harmony between the individual beliefs, values and commitment".

Individual factors such as age, gender, class, ordinal position, personality, self-concept and familial factors like family type, family size, parents education, parents occupations significantly influence real and perceived identity of an individual. Older adolescents who become more mature with age show increasingly stable identity dimension profiles than younger adolescents. Females define themselves in terms of relationships with other people while, males define themselves through achievements especially in the areas of physical abilities, reading, mathematics and self-concept.

A firmly established identity provides a sense of uniqueness to an individual. It enables an individual to influence, change or mould, define and create other individual identity. Identity provides a framework for interpreting life events and making life choices. A well-developed identity promotes positive development throughout adolescence and even across a whole life span and it also helps in solidifying an individual reputation in the eyes of other members of a social group.

Thus, keeping in view the importance of identity development during adolescence present study aims to assess the identity development of PUC students and influence of selected individual and familial factors on their identity development.

II. MATERIAL AND METHODS

The target population of the study comprised of urban and rural PUC-I and PUC-II students in the age range of 16 to 18 years who were studying in different science coaching institutes of Dharwad (Karnataka) and Tanakpur (Uttarakhand) respectively. At the time of survey, a total of 18 PUC science coaching institutes in Dharwad taluk (Karnataka) and 12 PUC science coaching institutes in Tanakpur taluk (Uttarakhand) were identified. Out of overall identified science coaching institutes, 4 coaching institutes from Dharwad and 3 coaching institutes from Tanakpur were randomly selected. A class wise list of coaching students studying in PUC-I and PUC-II was made and prior permission was taken to carry out the research work. For the selection of rural samples, list of such rural students who had completed their high-school studies in their village and had come to science coaching institutes in city was obtained from head of each coaching institute. A random sample of 10 to 15 per cent were drawn from each class summing up to a total of 156 each PUC-I and PUC-II students from Dharwad coaching institutes and 150 PUC-I and 130 PUC-II students from Tanakpur coaching institutes and thus, constituting an overall sample of 592 students.

Big Five Personality factors (John *et al.*, 1999), Adolescent's self-concept short scale (Viega, 2016) and Dimension of Identity Development Scale (Luyckset *et al.*, 2008) were used to assess personality factors, self-concept and identity development of PUC students. Data was analysed in SPSS by using statistical methods like frequency, percentage, χ^2 test and regression.

III. RESULTS

Table 1: Percentage distribution of identity development of urban and rural PUC students by district N=592

Identity development	Urban		χ^2 Value	Rural		χ^2 Value
	Dharwad (n=160)	Tanakpur (n=150)		Dharwad (n=152)	Tanakpur (n=130)	
Low	5 (3.12)	5 (1.32)	5.57*	79 (51.97)	14 (10.77)	10.87*
Average	98 (61.25)	38 (37.5)		56 (36.85)	47 (36.15)	
High	57 (35.63)	107 (61.18)		17 (11.18)	69 (53.08)	

Figures in parenthesis indicates percentage.

*Significant at 0.05 level.

Results presented in Table 1 clearly highlights that, among urban PUC students, most of the students from Dharwad (61.25 %) were in an average level while, majority from Tanakpur (61.18 %) were in high level of identity development and least of the students from Dharwad (3.12 %) and Tanakpur (1.32 %) were in low level of identity development. Among rural PUC students, more than half of the Dharwad (51.97 %) and Tanakpur (53.08 %) PUC students were in low and high level of identity development respectively. A significant association was observed also between identity development of urban as well as rural PUC students of both places.

Table 2.1. Predictor variables of identity development of urban Dharwad PUC students

Predictors	Model-1			Model-2			Model-3		
	Beta	t-value	Sig.	Beta	t-value	Sig.	Beta	t-value	Sig.
Individual factors									
Age	0.49	7.44	0.00	0.40	6.76	0.00	0.29	4.65	0.00
Gender	0.07	0.83	0.41	0.03	0.04	0.97	0.04	0.50	0.62
Class	0.11	1.20	0.23	0.17	2.15	0.03	0.11	1.37	0.17
Ordinal position	0.28	3.89	0.00	0.25	3.87	0.00	0.26	4.27	0.00
Familial factors									
Family size				0.07	1.61	0.11	0.07	1.69	0.09
Family type				0.03	0.57	0.57	0.02	0.43	0.67
Fathers education				0.03	0.56	0.58	0.02	0.41	0.68
Fathers occupation				0.19	3.56	0.00	0.20	3.97	0.00
Mothers education				0.07	1.21	0.23	0.01	0.15	0.88
Mothers occupation				0.03	1.59	0.11	0.15	2.94	0.00
Socio-economic status				0.21	3.66	0.00	0.03	0.38	0.71
Personality factors and self-concept									
Extroversion							0.10	1.73	0.09
Agreeableness							0.04	0.70	0.49
Conscientiousness							0.20	1.86	0.07
Emotional stability							0.07	0.61	0.54
Openness to experience							0.05	1.19	0.24
Self-concept							0.03	0.06	0.96
F-value	67.70**			49.36**			35.97**		

R	0.80	0.87	0.89
R²	0.64	0.75	0.80
R Square change	0.80		

**Significant at 0.01 level.

Results presented in Table 2.1 depicts that, in Model-1 individual factors brought about 64 percent of variance in identity development of PUC students where, age and ordinal position were significant predicting factors. In Model-2, combination of individual factors and familial factors brought about a variance of 75 percent in **their identity development** and thus, added 11 percent to the first model. In Model-3, when personality factors and self-concept were added up **then**, it brought an overall, 80 percent variance in identity development of PUC students that added 4 percent to Model-2 where, significant predictors were age, ordinal position, father’s occupation and mother’s occupation.

Table 2.2. Predictor variables of identity development of rural Dharwad PUC students

Predictors	Model-1			Model-2			Model-3		
	Beta	t-value	Sig.	Beta	t-value	Sig.	Beta	t-value	Sig.
Individual factors									
Age	0.10	0.97	0.34	0.17	1.80	0.08	0.16	1.80	0.07
Gender	0.05	0.54	0.59	0.11	1.33	0.19	0.07	0.85	0.40
Class	0.19	1.97	0.05	0.19	2.06	0.04	0.25	2.94	0.00
Ordinal position	0.15	1.84	0.07	0.16	2.02	0.05	0.13	1.76	0.08
Familial factors									
Family size				0.04	0.41	0.68	0.02	0.22	0.83
Family type				0.13	1.30	0.20	0.08	0.89	0.38
Fathers education				0.11	1.29	0.20	0.01	.132	0.90
Fathers occupation				0.14	1.35	0.18	0.13	1.30	0.20
Mothers education				0.28	2.16	0.03	0.28	2.35	0.02
Mothers occupation				0.30	2.69	0.01	0.18	1.59	0.12
Socio-economic status				0.37	3.33	0.01	0.21	1.74	0.08
Personality traits and self-concept									
Extroversion							0.04	0.36	0.72
Agreeableness							0.35	3.06	0.00
Conscientiousness							0.04	0.35	0.73
Emotional stability							0.03	0.24	0.81
Openness to experience							0.04	0.38	0.70
Self-concept							0.21	2.45	0.01
F-value	4.09*			4.66*			6.03*		
R	0.32			0.48			0.63		
R²	0.10			0.23			0.40		
R Square change	0.40								

*Significant at 0.05 level.

Table 2.2 depicts the combined effect of individual factors (Model-1), individual and familial factors (Model-2), individual factors, familial factors, personality factors and self-concept (Model-3) on identity development of rural Dharwad PUC students. In Model-1, individual factors brought a **variance of 10 percent** on identity development of PUC students where, only class was a significant predictor. In Model-2, when familial factors were added along with individual factors then, it brought a variance of 23 percent on **their identity development** where, class, ordinal position, mother’s education, mother’s occupation and socio-economic status were significant predictors. In Model-3, **when** personality factors and self-concept were added up **then it** brought about 40 percent variance in identity development of PUC students where, significant predictors were class, mother’s education, agreeableness personality factor and self-concept.

Table 3.1. Predictor variables of identity development of urban Tanakpur PUC students

Predictors	Model-1			Model-2			Model-3		
	Beta	t-value	Sig.	Beta	t-value	Sig.	Beta	t-value	Sig.
Individual factors									
Age	0.35	4.35	0.00	0.27	3.09	0.00	0.07	0.92	0.36
Gender	0.01	0.11	0.91	0.11	1.23	0.22	0.10	1.27	0.21
Class	0.12	1.49	0.14	0.08	0.97	0.34	0.27	3.76	0.00
Ordinal position	0.00	0.00	0.99	0.02	0.22	0.83	0.01	0.23	0.82
Familial factors									

Family size				0.03	0.34	0.74	0.08	0.94	0.30
Family type				0.09	0.82	0.42	0.03	0.36	0.72
Fathers education				0.07	0.74	0.46	0.10	1.28	0.20
Fathers occupation				0.04	0.43	0.67	0.04	0.66	0.51
Mothers education				0.47	4.30	0.00	0.42	4.72	0.00
Mothers occupation				0.14	1.26	0.21	0.09	1.04	0.30
Socio-economic status				0.24	1.97	0.05	0.06	0.56	0.58
Personality factors and self-concept									
Extroversion							0.12	1.29	0.20
Agreeableness							0.24	2.80	0.01
Conscientiousness							0.01	0.09	0.93
Emotional stability							0.12	1.19	0.24
Openness to experience							0.35	4.49	0.00
Self-concept							0.17	2.22	0.03
F-value	6.85*			4.17**			10.74*		
R	0.40			0.46			0.74		
R²	0.16			0.21			0.55		
R Square change	0.55								

*Significant at 0.05 level and **Significant at 0.01 level.

Results from Table 3.1 highlights that in Model-1, individual factors brought about 16 percent variance on identity development of PUC students where, only age was a significant predictor. In Model-2, when familial factors were added along with individual factors it brought about a variance of 21 percent on their identity development and thus, added 5 percent to the first model. In Model-3, personality factors and self-concept were added up that brought about 55 percent variance in identity of PUC students that added 34 percent to Model-2. Significant predictors in Model-3 were class, mother's education, agreeableness and openness to experience personality factors and self-concept.

Table 3.2. Predictor variables of identity development of rural Tanakpur PUC students

Predictors	Model-1			Model-2			Model-3		
	Beta	t-value	Sig.	Beta	t-value	Sig.	Beta	t-value	Sig.
Individual factors									
Age	0.19	2.09	0.04	0.19	2.14	0.04	0.12	1.49	0.14
Gender	0.24	2.84	0.01	0.25	3.10	0.00	0.18	2.22	0.03
Class	0.06	0.66	0.51	0.14	1.55	0.12	0.06	0.66	0.51
Ordinal position	0.11	1.20	0.23	0.10	1.17	0.24	0.09	1.27	0.21
Familial factors									
Family size				0.05	0.44	0.66	0.05	0.51	0.61
Family type				0.05	0.44	0.66	0.04	0.44	0.66
Fathers education				0.10	0.92	0.36	0.08	0.89	0.38
Fathers occupation				0.00	0.03	0.97	0.03	0.32	0.75
Mothers education				0.46	5.98	0.00	0.38	5.00	0.00
Mothers occupation				0.02	0.23	0.82	0.03	0.47	0.64
Socio-economic status				0.43	3.88	0.00	0.22	2.09	0.04
Personality traits and self-concept									
Extroversion							0.14	1.35	0.18
Agreeableness							0.33	3.42	0.00
Conscientiousness							0.03	0.26	0.79
Emotional stability							0.05	0.49	0.63
Openness to experience							0.17	1.46	0.15

Self-concept					0.09	1.13	0.26
F-value	4.03**		4.45**		6.67**		
R	0.34		0.50		0.68		
R²	0.11		0.25		0.47		
R Square change	0.47						

**Significant at 0.01 level.

Table 3.2 depicts the combined effect of individual factors (Model-1), individual factors and familial factors (Model-2), individual factors, familial factors, personality factors and self-concept (Model-3) on identity development of rural Tanakpur PUC students. In Model-1, individual factors brought about 11 percent variance on identity development of PUC students where, age and gender were significant predictors. In Model-2, when familial factors were added along with individual factors it brought about a variance of 25 percent and thus, added 14 percent to the first model where, age, gender, mother’s education and socio-economic status were significant predictors of identity development. In Model-3, when personality factors and self-concept were added up then it brought 47 percent variance on identity development of PUC students that added 22 percent to Model-2 where, significant predictors were gender, mother’s education, socio-economic status and agreeableness personality factor.

IV. DISCUSSION

Significant influence of age and class on identity development of Dharwad and Tanakpur PUC students from urban and rural locality can be attributed to major developmental advancement such as, increase in their cognitive ability and maturity that enhance their abstract and logical thinking and also their exploration and commitment level towards establishing well-developed and synthesized identity. To add further, Andriket al. (2017) highlighted that with increase in age, overall identity development of middle and late adolescents also increases due to more commitment and less reconsideration level towards their identity. Mc. Hale and Crouter (2007) and Thessaet al. (2009) revealed that earlier-born siblings show advance level of identity formation than later-born. Girls were having higher identity development than boys. The results are on par with Celen and KUSDIL (2009) study which revealed that compared to males, females tend to have more commitment level towards their identity. No significant influence of gender on identity development of PUC students can be attributed to geographical differences and similarity in identity process with respect to vocational choice and religious beliefs. Highly educated parents provided a secure base and attachment to their children which enabled them to make authentic commitments and thus, resolved the situation of identity crises. Results are on par with the findings of Celen and KUSDIL (2009) who reported that as the level of parents education decreases their occurs decrease in identity development of adolescents. Students whose parents were working in private sector or were central/state employee had higher identity development than those whose parents were either farmers or self-employed. It might be because students whose parents had higher occupational status would have inspired their children for good career positions and they might have got ample opportunities to explore their identity to the maximum. Socio-economic status influence gets its support from identity control theory given by Kerpelman (1997) which states that identity development among low-socio-economic status adolescents gets limited due to less self-relevant information as well as opportunities and higher exposure to stressors and negative life-events which may result in premature cessation of identity exploration and thus, formation of negative identity among students from low socio economic status. Hill et al. (2010) highlighted that higher levels of agreeableness personality factor among adolescents is linked to their advance identity development. Students with higher self-concept had more confidence and abilities to explore.

V. CONCLUSION

Individual factors and familial factors had its significant influence on the identity development of PUC students in one way or the other.

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Maneesha Bhatt "Predictors of identity development during adolescence" International Journal of Humanities and Social Science Invention (IJHSSI), vol. 08, no. 12, 2019, pp. 65-70