Identity Development of Adolescence and Intervention

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A B S T R A C T

A study was conducted on urban and rural PUC students in the age group of 16-18 years who were randomly selected from four science stream coaching institutes of Dharwad taluk and three science stream 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) which consisted of total 592 students out of which 312 students from Dharwad and 280 students from Tanakpur science coaching institutes. PUC students were assessed on identity development, self-concept and Big Five personality factors by using standardized scale. 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 both 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. A significant association was observed between identity development of Dharwad and Tanakpur PUC students from both urban and rural areas. Rural PUC students from Dharwad had low identity development. A significant increase in identity dimensions and overall identity development of rural Dharwad PUC students was observed from pre-test1 to post test 2 after providing an intervention. Thus, an intervention proved to be effective in enhancing an identity development of rural Dharwad PUC students.

Introduction

Adolescence is a transitional stage of development from childhood to adulthood or a period following the onset of puberty during which a young person develops from a child into an adult. According to World Health Organization (2012), adolescence includes a period of life between ten and nineteen years of age.

As per Census 2011, adolescents account for one-fifth of the world's population and 20.9 per cent of the total population in India. Uttar Pradesh has been ranked first in terms of adolescents population in the country, accounting for 19.3% of total adolescents of the country. Adolescence period is considered crucial for many aspects of self and identity development including commitments, personal

goals and motivations (Becht and Deniz, 2016).

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 belief's, values and commitment**"**.

Question of "Who am I" becomes increasingly important during adolescence with developmental advancement in their cognitive ability, dramatic physical changes and the impending transition to adulthood. Personal identity formation represents a basic developmental task during adolescence, which serves as a compass to navigate the course of life beyond adolescence (Montgomery and Marcia, 2008).

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 clear and well-developed identity promotes positive development throughout adolescence and even across a whole life span as well as helps to define and solidify an individual's 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 study comparison and association between identity development of PUC students from rural and urban areas and to provide an intervention programme to adolescents with identity crisis and to test the efficacy of the intervention programme in enhancing identity development of adolescents.

Materials 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 stream study centers 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-I and PUC-II science coaching institutes in Tanakpur taluk (Uttarakhand) were identified. Out of overall identified science coaching institutes, 4 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 of Dharwad (Karnataka) and Tanakpur (Uttarakhand) city. A random sample of 10 to 15 per cent were drawn from each class summing up to a total of 156 PUC-I and 156 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 size 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 (Luycks *et al.,* 2008) were used to assess personality factors, self-concept and identity development of PUC students. Data was analysed in SPSS package by statistical methods like frequency, percentage, chi-square and t-test.

Results and Discussion

Results presented in Table 1 indicate the percentage distribution of identity

development of PUC students by district. Among urban PUC students, most of the Dharwad students (61.25 %) were in an average level of identity development while, majority from Tanakpur (61.18 %) were in high level of identity development and least students from Dharwad (3.12 %) and Tanakpur (1.32 %) were in low 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. A significant association was observed between identity development of Dharwad and Tanakpur PUC students from both urban and rural areas.

Results presented in Table 2 highlights mean scores of identity dimensions of urban and rural PUC students by district which clearly indicates that, Dharwad PUC students from urban area scored highest mean in exploration in depth (18.51) followed by exploration in breadth (18.16) and identification with commitment (18.14) dimensions of identity and obtained least mean score in ruminative exploration (17.97) dimension of identity while, Tanakpur PUC students from urban area scored highest mean in commitment making (20.35) and identification with commitment (20.18)dimensions of identity and least in ruminative exploration (18.53). On the other hand, rural PUC students from Dharwad, scored highest mean in ruminative exploration dimension (19.47) followed by commitment making (17.40), exploration in depth (16.89), exploration in breadth (16.19) and least in identification with commitment (15.02) dimension of identity while, rural Tanakpur PUC students scored highest mean in commitment making (19.17) followed by identification with commitment (18.65)exploration in depth (18.63) and least mean score in ruminative exploration (16.78) dimension of identity.

Results presented in Table 3 illustrates comparison of mean scores of identity development of PUC students by district which clearly reveals that among urban PUC students of both districts, Tanakpur PUC students (98.32) had higher mean scores of identity development than Dharwad PUC students (88.87) where, t-value (5.33) was found to be statistically significant at 0.05 level of significance. Similarly, rural PUC students from Tanakpur scored significantly higher mean value of identity development (102.84) than rural PUC students from Dharwad (91.44) where, t-value (11.93) was also found to be significant at 0.05 level of significance.

A close perusal of Table 4 indicate that majority ofurban Dharwad PUC students were in an average level (61.25 %) and least (3.12%) of them were in low level of identity development while, majority of Dharwad PUC students from rural area had low level of identity development (51.97 %) and least were in high level (11.18 %) of identity development. A significant association was found between identity development of urban and rural Dharwad PUC students as per chi-square data analysis.

Results pertaining to Tanakpur PUC students from urban area reveal that, most of them had high level of identity development (60.80 %) while, majority of rural PUC had low level of identity development (73.68 %). Chi square value of 12.05 was significant at 0.05 level of probability indicating a significant association between identity development of urban and rural Tanakpur PUC students.

Results from Table 5 clearly highlight that there was a significant difference between identity development of urban and rural Dharwad PUC students (t = 8.92, p ≤ 0.05) where, urban PUC students had significantly higher mean score (90.59) of identity

development than rural PUC students (83.04). Similarly, among Tanakpur PUC students also, a significant difference between identity development of urban and rural PUC students (t = 5.78, p ≤ 0.05) was observed where, urban PUC students scored significantly higher (106.73) than rural PUC students (91.44).

Results presented in Table 6 depicts frequency and percentage distribution of identity dimensions and overall identity development of rural Dharwad PUC-I students at pre-test and post-test. It is clear from Table 6 that in pre-test, majority of PUC students were in an average level (48 %) followed by high (36 %) and low level (16 %) of identity development. In post-test 1, higher percentage of students were in high level (44 %) followed by an average level (42 %) and low level (14 %) of identity development. Inpost-test 2, more than half of the students (52 %) were in high level of identity development followed by an average level (38 %) and low level (10 %) of identity development.

Results presented in Table 7 shows the comparison of identity development of rural Dharwad PUC-I students at pre-test and post-

test-1 and post-test-2. The results of the table highlights that, there was no significant difference in mean values of commitment making (t = 1.47) and exploration in breadth (t =1.24) between pre-test and post-test 1. However, in all other dimensions that is, ruminative exploration (t = 7.35, p ≤ 0.05), identification with commitment (t = 9.71, p ≤ 0.05), exploration in breadth (t = 8.43, p ≤ 0.05) and overall identity development (t = 3.03, p ≤ 0.05) a significant difference in mean values was observed between pre-test and post-test 1. Further, paired t-value between pre-test and post-test 2 was found to be significant at 0.05 level with respect to all identity dimensions and overall identity development of students that is, commitment making (t = 5.76, p ≤ 0.05), exploration in breadth (t = 6.35, p ≤ 0.05), ruminative exploration (t = 8.96, p ≤ 0.05), identification with commitment (t = 10.51, p ≤ 0.05), exploration in breadth (t = 9.67, p ≤ 0.05) and overall identity development (t = 4.50, p ≤ 0.05) which indicated significant increase in mean value of all identity dimensions and overall identity development of students from pre-test to post-test 2.

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.

Table.2 Mean scores of identity dimensions of urban and rural PUC students by district

N = 592

Locality	Dimensions of identity	Dharwad (n=160)	Tanakpur (n=150)
Urban (n = 310)	Commitment Making	18.10	20.35
	Exploration in breadth	18.16	19.77
	Ruminative exploration	17.97	18.53
	Identification with commitment	18.14	20.18
	Exploration in depth	18.51	19.48
		Dharwad (n=152)	Tanakpur (n=130)
Rural (n = 282)	Commitment Making	17.40	19.17
	Exploration in breadth	16.19	18.41
	Ruminative exploration	19.47	16.78
	Identification with commitment	15.02	18.65
	Exploration in depth	16.89	18.63

Table.3 Comparison of mean scores of identity development of PUC students by district

N=592

Locality	District	Identity development	
		Mean $\pm$ SD	t- value
Urban (n = 310)	Dharwad (n=160)	88.87 $\pm$ 14.34	5.33*
	Tanakpur (n=150)	98.32 $\pm$ 16.86	
Rural (n = 282)	Dharwad (n=152)	91.44 $\pm$ 16.19	11.93*
	Tanakpur (n=130)	102.84 $\pm$ 14.95	

Figures in parenthesis indicates percentage.
*Significant at 0.05 level.

Table.4 Association of identity development of Dharwad and Tanakpur PUC students with locality

N=592

Identity development	Dharwad			χ^2 value	Tanakpur			χ^2 value
	Urban (n=160)	Rural (n=152)	Total		Urban (n=150)	Rural (n=130)	Total	
Low	5 (3.12)	79 (51.97)	84 (100)	12.83*	5 (26.32)	14 (73.68)	19 (100)	12.05*
Average	98 (61.25)	56 (36.85)	154 (100)		38 (44.71)	47 (55.29)	85 (100)	
High	57 (35.63)	17 (11.18)	74 (100)		107 (60.80)	69 (39.20)	176 (100)	

Figures in parenthesis indicates percentage.
*Significant at 0.05 level.

Table.5 Comparison of mean scores of identity development of Dharwad and Tanakpur PUC students by locality

N= 592

District	Locality	Identity development	
		Mean ± SD	t-value
Dharwad (n = 312)	Urban (n =160)	90.59 ± 14.06	8.92*
	Rural (n=152)	83.04 ± 19.25	
Tanakpur (n = 280)	Urban (n=150)	106.73 ±17.63	5.78*
	Rural (n=130)	91.44 ± 16.19	

* Significant at 0.05 level.

Table.6 Frequencies and percentages of identity development of rural Dharwad PUC-I students at pre-test, post-test 1 and post-test 2

N = 50

Identity development	Pre-test	Post-test 1	Post-test 2
	Frequency (%)	Frequency (%)	Frequency (%)
Low	8 (16)	7 (14)	5 (10)
Average	24 (48)	21 (42)	19 (38)
High	18 (36)	22 (44)	26 (52)

Figures in the parenthesis indicates percentage.

Table.7 Comparison of mean scores of identity development of rural Dharwad PUC-I students at pre-test with post-test 1 and post-test 2

(N = 50)

Identity dimensions	Pre-test Mean (SD)	Post-test 1 Mean (SD)	Post-test 2 Mean (SD)	Paired t-value between pre-test and post-test 1	Paired t-value between pre-test and post-test 2
1. Commitment making	12.24 (2.82)	12.56 (2.57)	13.90 (2.54)	1.47	5.76*
2. Exploration in breadth	10.86 (2.76)	11.04 (2.34)	11.82 (2.29)	1.24	6.35*
3. Ruminative exploration	18.76 (1.84)	17.90 (1.87)	17.00 (1.86)	7.35*	8.96*
4. Identification with commitment	16.52 (2.59)	17.50 (2.48)	18.76 (2.36)	9.71*	10.51*
5. Exploration in depth	14.12 (3.24)	15.04 (3.14)	15.80 (3.14)	8.43*	9.67*
6. Identity development	84.08 (21.48)	89.18 (23.12)	94.60 (22.14)	3.03*	4.50*

Figures in the parenthesis indicates percentage.
*Significant at 0.05 level.

Difference in identity development of urban and rural PUC students of Dharwad and Tanakpur get its support from the study of Nurmi *et al.,* (2009) which opine that environment or locality where adolescents reside *i.e.* in urban or rural environments, is a major societal factor that may have an important impact on their identity development. These environments differ in the educational opportunities and career prospects they provide such as, in urban environments adolescents get a wide variety of educational options and good career prospects while, in rural areas they may well be socialized into more traditional types of values and roles which brings a difference in their identity development, Tanakpur PUC students from both urban and rural areas were better in all identity dimensions *viz.*, commitment making, exploration in breadth, ruminative exploration, identification with commitment and exploration in-depth than Dharwad PUC students (Table 3). Experiencing personal meaning and interest in their class lessons might have provided Tanakpur PUC students the feeling that they are enacting their role as students in a positive manner and ultimately developed confidence in them to handle future identity related roles satisfactorily. Results are on par with the findings of Luyckx *et al.,* (2008) and Klimstra *et al.,* (2010) which highlighted changes in identity dimensions towards maturity, indicated by a decreasing tendency for reconsideration or ruminative exploration and more commitment and exploration level among adolescents. Intervention program had brought increase in percentage of high identity development of PUC-I students from pre-test to post-test 2 as well as significant increase in various identity dimensions that is, commitment making, exploration in breadth, identification with commitment, exploration in breadth except decrease in ruminative exploration was also observed from pre-test to post-test 2 (Table 6). Reason for such a change in their identity

development can be attributed to the content covered in the intervention package related to identity development such as concept of identity development, dimensions of identity, examples of eminent personalities with unique identities, self-concept, type of self-concept, concept of identity crisis etc that was delivered to them in various possible interesting and practical ways such as, by demonstration, group activities, videos, power-point presentation, guest-lecture by resource person which would have developed more interest in them to enhance their identity to the maximum.

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