

Aspect of Identity Crisis Faced by Adolescents: A Comparative Study of Rudrapur and Lucknow

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ABSTRACT

An identity crisis is a personal and psychosocial conflict that occurs during adolescence, though may happen at any time. It involves confusion about one's social role and sense of self. The present study intends to identify the aspects of identity crisis faced by adolescents. Sample for the study comprised of 160 adolescents (88 boys and 72 girls) between 10 and 19 years of age group. Aspects of identity questionnaire by Cheek and Briggs were used to assess the level of identity. The questionnaire measures the identity in terms of who are and what a particular person is and what constitute person's identity. The scale measures four aspects of identity which include the personal identity, relational identity, social identity, and collective identity. Results reveal that the majority of the adolescents faced personal, relational, and collective identity orientation on an average.

Keywords: Adolescents, Adolescence period, Identity, Self-identity crisis

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INTRODUCTION

Adolescence is the period transition between childhood and adulthood. It includes some big change to the body and to the way a young person relates to the world. The many physical, sexual, cognitive, social, and emotional change that happen during this time can bring anticipation and anxiety for both children expect at different stage can promote healthy development throughout adolescence and into early adulthood.^[1]

Identity refers to our sense of who we are as individual and as members of social groups. Our identities are not simply our own creation; identities grow in response to both internal and external factors. To some extent, each of us chooses an identity, but identities are also formed by environment forces; out of our control, identity is dynamic and complex and change over time. Self-identity – refers to how we define ourselves. Self-identity forms the basis of our self-esteem. In adolescence, the way we see ourselves change in response to peers, family, and school, among others social environments. Our self-identity shapes our perception of belonging. Social identity is constructed by other and may differ from self-identity typically, people categorize individuals according to the broad, socially defined labels, for example, if you have dark skin, you may be labeled “black” by others even though you may not have adopted that identity for yourself. A positive self-identity is correlated with positive self-esteem; all identities are not equally valued by society, so some adolescents may especially need reinforcement to help them construct a positive sense of self.^[2]

It is in 1960's researchers started to note that there are at least some who do not experience this crisis. Marcia^[3] in this juncture introduced a new outlook on identity formation which includes two phases – phase of crisis and phase of commitment. In crisis phase, individuals explore alternatives whereas in commitment phase, they exhibit personal investment for the resolution of the crisis.^[7] To achieve a mature identity, one has to have experienced a crisis and has to have shown commitment in the ideology that resolves the crisis (Marcia, 1966). Identity, here, is ego driven, internal, self-constructed and dynamic organization of aspirations, skills, beliefs, and individual history (Meeus, 1993). Identity develops

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through four qualitatively distinct statuses: Diffusion, foreclosure, moratorium, and achievement.^[4] Marcia (1966) set up a typology for understanding how adolescents and young adults deal with the problems they face during the conflicts of Identity v. Role Confusion. In the status of identity diffusion, adolescents do not face any crisis, nor would they have any commitment. They live for the moment and are undecided about their occupational and ideological choices.^[5]

They do not have a committed identity and do not attempt to have one. In the status of identity moratorium, adolescents do face crisis, but they have not yet committed to any certain identity. They are undergoing crisis and are actively searching for an identity. They are often thoughtful individuals, open to experimenting with new ideas and lifestyles.^[6]

Identity achieved adolescents have undergone crisis and made a commitment (Santrock, 2005) they explore different options and confidently commits to an ideology that fits them. They know not only who they are they know how they become that, and that they had a hand in the becoming (Marcia, 1991).^[7]

The meaning of identity is not that simple. It cannot be equated as simple as a person's name. In psychological cases, identity has a closer relationship to people themselves instead of their name. Identity represents self-images of a person which cannot be obtained from person, people, or community. Thus, identity is not something which parents can give to their children

directly like what some people think all this time. The present study is directed toward identifying the self-identity crisis of adolescents and it was planned with the objective to determine the influence of demographic variables on the self-identity crisis of adolescent.

Objective

The aim of the study was to identify the aspects of identity crisis of Rudrapur and Lucknow adolescents.

METHODOLOGY

Local of the Study

This is a comparative study. Twin cities Rudrapur city of Uttarakhand state and Lucknow city from Uttar Pradesh state were purposively selected as the locale of the study. Out of the seven blocks of Udham Singh Nagar, Uttarakhand, Rudrapur block was chosen purposively; and South City, Rajinikhand, Telibagh, Utrahtia, and Ashiana were selected from Lucknow city. Criteria for sample selection were that the respondents should be between 10 and 19 years students.

Sampling Procedure

Purposive random sampling procedure was used to select the sample for the present study. Sample comprised of 160 adolescents (72 girls and 88 boys, age groups 10 years–19 years) equally divided over the two cities (80 sample from Rudrapur city and 80 sample Lucknow city).

Tools and Techniques

Aspect of identity questionnaire – iv (AIQ-IV)

An aspect of identity questionnaire by Cheek and Briggs^[8] was used to test the identity development of adolescents; the scale consists of 45 items and was divided into four subscale as –

1. Personal identity orientation
2. Relational identity orientation
3. Social identity orientation
4. Collective identity orientation

The scale has 5 point rating. The 5 point scale included was as follows

- I. Not important to my sense of who I am
- II. Slightly important to my sense of who I am.
- III. Somewhat important to my sense of who I am
- IV. Very important to my sense of who I am
- V. Extremely important to my sense of who I am.

The scale was administered to the respondents and they were asked to respond each statement. After getting responses, the score for each dimension was calculated by summing up the weightage of responses for respective statements and they were categorized into high, average, and low.

Collection of Data

The data were collected through a questionnaire schedule to get the required formation from the adolescents. The sample was identified using purpose of randomly sampling techniques and permission was sought from them before asking the questions. While collecting the data, efforts were made to maintain accuracy, precision, and relevance of the answer.

Statistical Analysis of the Data

The collected data were classified and tabulated in accordance with the objective to arrive at the meaningful and relevant inferences. The collected data were analyzed using SPSS software.

RESULTS AND DISCUSSION

Table 1 depicts distribution of adolescents on different aspects of identity and it can be observed that four aspects of identity are presented in the table.

Personal Identity Orientation

This aspect describes one's private conception of self and subjective feeling of continuity uniqueness, traits, values, and abilities. It is clearly evident from the data that the majority (70.95%) of boys have average personal identity orientation and it was also found that 21.5% boys have high personal identity orientation. Similarly, the majority (50.0%) of girls have average personal identity orientation, while 43.5% have high aspect of personal identity. It is notable to mention that only 7.95% of boy and 6.9% of girls were having low personal identity orientation.

Relational Identity Orientation

It represents the importance that is placed on other people who are in direct personal contact. In relational identity orientation, majority (72% of girls and 54.5% boys) have average orientation. Interestingly, 23.6% girls and 10.2% boys have scored high on relational orientation aspect.

Social Identity Orientation

This aspect describes adolescent's social role and reputation and its importance in defining self in public image. As presented in

Table 1: Gender-wise distribution of adolescent's aspects of identity

Aspects of identity	Total (n=160)		Girls (n=72)		Boys (n=88)	
	F	%	F	%	F	%
Personal identity orientation						
Low	12	(7.5)	5	(6.9)	7	(7.95)
Average	98	(61.25)	36	(50)	62	(70.45)
High	50	(31.25)	31	(43.5)	19	(21.5)
Relational identity orientation						
Low	34	(21.25)	3	(4.16)	31	(35.22)
Average	100	(62.5)	52	(72.22)	48	(54.5)
High	26	(16.25)	17	(23.6)	9	(10.2)
Social identity orientation						
Low	107	(66.87)	47	(65.27)	60	(68.18)
Average	53	(33.12)	25	(34.7)	28	(31.8)
High	0	(0)	0	(0)	0	(0)
Collection identity orientation						
Low	51	(31.8)	27	(37.5)	24	(27.27)
Average	106	(66.25)	44	(61.1)	62	(70.4)
High	3	(1.87)	1	(1.3)	2	(2.2)

Table 2 through social roles and relationship, result on social orientation dimension yielded that majority (65.27% girls and 68.18% boys) were found to be low in social identity orientation.

Collective identity orientation

The fourth dimension of identity studied is collection identity orientation and it represents the importance that is placed on social categories to which an individual belongs. From the result, it can be observed that the majority (70.4%) of boys were average in collective identity orientation and 2.2% of them scored high on collection identity orientation. In case of girls too, majority (61.1%) was having average collective identity. However, another study by (Gonal and Devi, 2018)^[9] reveals that aspects of identity of professional course adolescents were found to be having high personal identity orientation whereas non-professional course students have high collection orientation; girls were having personal and relational identity orientation high boys and whereas boys were having high collective identity orientation.

Personal identity

It is clearly evident from the data that the majority (63.4%) of girls from Rudrapur city have high personal identity orientation and none of them have low personal identity; whereas the majority of Lucknow girls have average personal identity orientation. However, in case of boys, the majority (61.3 % Rudrapur and 79.5% Lucknow) of boys were having average personal identity orientation.

Relational Identity

In relational identity orientation, the majority (75.0% of Rudrapur and 69.4% Lucknow) of girls have an average relational identity orientation. However, in case of boys, the majority (59.0%) of Rudrapur boys have high relational identity orientation, while the majority (68.18%) of Lucknow boys fall under average category.

Social Identity

Results on social identity orientation dimension revealed a similar trend in case of girls because majority (63.8% Rudrapur and 66.6%

Lucknow) girls have low social identity orientation, followed by average (36.0% Rudrapur and 33.0% Lucknow) and none of them scored high social identity orientation.

Similar results was observed in case of Rudrapur and Lucknow city where 52.27% and 84.0% boys, respectively, scored low in social identity dimension.

Collective Identity

The fourth dimension of identity studied is collective identity orientation. From the data, it can be observed that majority (75.0%) of Rudrapur girls scored average whereas 50.0% of Lucknow girls have low collective identity orientation. In case of boys too, majority (90.0% Rudrapur and 52.0% Luck now) boys scored average and low collective identity, respectively [Table 3].

Personal identity

It is clearly evident from the data that the majority (57.4%) of girls from Rudrapur city have high personal identity orientation and none of them have low personal identity; whereas the majority of Lucknow girls have average personal identity orientation. However, in case of 15–19 years, the majority (42.8% Rudrapur and 70 % Lucknow) of 15–19 years were having average personal identity orientation.

Relational Identity

In relational identity orientation, the majority (60% 10–15 years of Rudrapur and 71.4% 15–19 years of Lucknow) of age have an average relational identity orientation. However, in case of 15–19 years, the majority (55.7%) of Rudrapur children have high relational identity orientation, while the majority (61.5%) of Lucknow 10–19 year fall under average category.

Social Identity

Results on social identity orientation dimension revealed a similar trend in case of girls because majority (80% Rudrapur and 80.7%

Table 2: Distribution of Rudrapur and Lucknow adolescent's aspects of identity as per gender

Aspects of identity	Rudrapur (n=80)				Lucknow (n=80)			
	Girls (n=36)		Boys (n=44)		Girls (n=36)		Boys (n=44)	
	F	%	F	%	F	%	F	%
Personal identity orientation								
Low	0	(0)	0	(0)	5	(13.8)	7	(15.9)
Average	13	(36.1)	27	(61.3)	23	(63.8)	35	(79.5)
High	23	(63.88)	17	(38.6)	8	(22)	2	(4.54)
Relational identity orientation								
Low	0	(0)	0	(0)	3	(8.3)	9	(20)
Average	27	(75)	18	(40)	25	(69.4)	30	(68.18)
High	9	(25)	26	(59)	8	(22)	5	(11)
Social identity orientation								
Low	23	(63.8)	23	(52.27)	24	(66.6)	37	(84)
Average	13	(36)	21	(47)	12	(33)	6	(13)
High	0	(0)	0	(0)	0	(0)	0	(0)
Collection identity orientation								
Low	9	(25)	1	(2.2)	18	(50)	23	(52)
Average	27	(75)	40	(90)	17	(47)	20	(45)
High	0	(0)	1	(2.2)	1	(2.7)	1	(2.2)

Table 3: Distribution of Rudrapur and Lucknow adolescents' aspects of identity as per age

Aspects of identity	Rudrapura (n=80)				Lucknow (n=80)			
	10–15 year (n=10)		15–19 year (n=70)		10–15 year (n=52)		15–19 year (n=28)	
	F	%	F	%	F	%	F	%
Personal identity orientation								
Low	0	(0)	0	(0)	11	(21)	1	(3.5)
Average	8	(80)	30	(42.8)	38	(73)	20	(71)
High	2	(20)	40	(57.4)	3	(5.7)	7	(25)
Relational identity orientation								
Low	0	(0)	0	(0)	13	(25)	1	(2.5)
Average	6	(60)	39	(55.7)	32	(61.5)	20	(71.4)
High	4	(40)	31	(44)	7	(13)	7	(25)
Social identity orientation								
Low	8	(80)	38	(54.2)	42	(80.7)	20	(71)
Average	2	(20)	32	(47)	9	(17.3)	8	(28)
High	0	(0)	0	(0)	0	(0)	0	(0)
Collection identity orientation								
Low	2	(20)	8	(2.2)	34	(65.3)	10	(35.7)
Average	8	(80)	61	(90)	17	(32.6)	18	(64)
High	0	(0)	1	(2.2)	1	(1.9)	0	(0)

Lucknow) girls have low social identity orientation, followed by average (47% Rudrapur and 28% Lucknow) and none of them scored high social identity orientation.

Similar results were observed in case of Rudrapur and Lucknow city where 54.2% and 71% 15–19 years, respectively, scored low in social identity dimension.

Collective Identity

The fourth dimension of identity studied is collective identity orientation. From the data, it can be observed that the majority (80.0%) of Rudrapur 15–19 years scored average whereas 65.3% of Lucknow 10–15 years have low collective identity orientation. In case of children too, majority (90.0% Rudrapur and 64.0% Lucknow) 15–19 years scored average and low collective identity respective.

CONCLUSION

From findings of the present study, there was a significant difference between Rudrapur and Lucknow adolescents in their aspect of identity orientation, that is personal identity and correlative identity orientation. Girls from Rudrapur city have high personal identity orientation and none of them have low personal identity; whereas the majority of Lucknow girls have

average personal identity orientation. In case of boys, the majority of boys of both the cities were having average personal identity orientation.

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