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Factors Influencing Identity Development of Dharwad PUC Students

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ABSTRACT

The present study was conducted to study the factors influencing identity development of Dharwad PUC students. A total sample of 312 urban and rural PUC students in the age group of 16-18 years were randomly selected from four science coaching institutes of Dharwad taluk during the year 2016-2019. Differential and correlational research designs were used to know the difference and relationship between identity development and selected individual characteristics of PUC students. Purposive selection technique was used to select 10 to 15 per cent PUC students from each class of selected coaching institutes in which rural samples comprised of those students, who had completed their school education till Class-10th in their village and had come for PUC studies in coaching institutes of Dharwad located in urban area. Dimension of identity development scale was used to assess identity development of PUC students and general information schedule was used to gather basic information like age, gender and class of respondents. Chi-square, t-test and ANOVA were used for statistical analysis. The results of the study revealed that, majority of the urban PUC students had average level of identity development (61.25 %) while, majority of rural PUC students had low (51.97 %) level of identity development. The findings also indicated that there was a significant association and difference between locality and identity development of students where, urban PUC students had significantly higher identity development than rural PUC students. There was also a significant influence of selected demographic factors like age, class and gender on identity development of PUC students. As rural PUC students had low level of identity development hence, there is a growing need to create maximum awareness among rural Pre-University College (PUC) students regarding importance of having unique individual identity during adolescence and various ways by which they can groom up their identity.

Keywords: Identity development, Age, Class and Gender.

INTRODUCTION

According to World Health Organization (WHO, 2012), adolescence is a period of life between ten and nineteen years of age. World population prospects (2010) survey report highlights that adolescents population is expected to rise from 721 million in 2012 to 731 million in 2100 whole across the world. Further, 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.

With developmental increase in cognitive ability, dramatic physical changes, social exposure and the impending transition to adulthood, the question of "Who am I" including commitments, personal goals and motivations becomes increasingly important during adolescence. It is the first time that individuals become much more self-conscious and self-assertive and start more self-discovery about the way their identity may affect their lives (Becht et al., 2016).

Erikson defined "Identity as a structure to understand who one is, one's sense of personal control, freedom and will along with a coherence, consistency and a sense of harmony between the individual belief's, values and commitment". A firmly established identity serves as a compass to navigate the course of life beyond adolescence by providing a sense of uniqueness to an individual and by promoting positive development (Montgomery et al., 2008). Identity plays an important role for PUC students as it provides them a framework for making correct career choices based on their area of interest of science stream such as medical, engineering, agriculture, degree in science courses or other professional courses based on their interest and unique identity. It is a crucial stage for Pre-University College students to choose an appropriate identity. Successful identity development leads to self-determined set of ideals and goals in an individual. However, if an individual fail to identify their identity to achieve goals then it hinders their decision-making ability to follow a right direction in their life. If such crisis remains for a long time it makes adolescents much more confused about their future plans.

Marcia, (1966) described individual differences in identity formation along two behavioural identity dimensions *i.e.*, exploration and commitment. Exploration refers to the consideration of various potential alternative sets of goals, values and beliefs. Commitment refers to adhering to one of more of these alternatives whereby, individuals make firm choices and adhere to a particular set of convictions, goals and values. Both exploration and commitment help in maintaining a coherent sense of identity among adolescents.

Based on varying level of exploration and commitment Marcia gave the concept of four major "identity statuses" that includes achievement, moratorium, foreclosure and diffusion where, achievement represents enacting a set of commitments following a period of exploration. Moratorium represents actively exploring a set of identity alternatives without strong current commitments. Foreclosure represents enacting a set of commitments without much prior exploration. Diffusion represents an inability to systematically explore or to make commitments.

Thus, keeping in view the importance of well-developed identity during adolescence present study has been focused particularly on identity development of PUC students. With this background, present study aims to assess the identity development of adolescents and also the influence of selected variables on their identity development.

MATERIALS AND METHODS
Research design:
A differential research design was used to know the differences in overall identity development of urban and rural Dharwad PUC students by their age, gender and class and correlation research design was used to know the relationship between selected factors and identity development of PUC students.

Population and sample:
The target population for the present study comprised of Pre-University College students (PUC-I and PUC-II) from urban and rural background. Students were in the age range of 16 to 18 years who were studying in different science coaching institutes of Dharwad (Karnataka). An overall 18 PUC-I and PUC-II science coaching institutes were identified in Dharwad (Karnataka) through survey method which were then listed down. Out of 18 coaching institutes, only 4 coaching institutes head gave permission for conducting research on PUC students. Thereafter, heads of each coaching institutes were contacted and permission was taken for conducting research

on PUC-I and PUC-II students. A class-wise list of coaching students was also made and from each class 10 to 15 percent students were selected randomly that included 156 students from PUC-I and 156 students from PUC-II. Thus, a total of 312 PUC students were selected for the study. Among PUC students, rural samples comprised of those students, who had completed their school education till Class-10th in their village and had come for PUC studies in coaching institutes of Dharwad while, urban students were those who had been studying till Class-10th in urban area of Dharwad.

Tools:

General information schedule was developed to gather general information about participants regarding their age, gender, class etc. Dimensions of identity development scale developed by Luyckx et al. in (2008) was used to assess the identity development of adolescents. Scale consists of five dimensions that is, commitment making, exploration in breadth, ruminative exploration, identification with commitment and exploration in depth. Under each dimension, there were 5 items. Overall identity development included the sum total of all the identity dimension scores and categorized into low level ($\leq$ 58), average level (59-92) and high level ($\geq$ 93) of identity development. The collected data was analysed by using t-test, F-test, modified χ^2 and correlation in SPSS package.

RESULTS AND DISCUSSION

Table 1: Percentage distribution of identity dimensions of PUC students by locality

N = 312

Dimension of identity	Levels			Levels		
	Low	Medium	High	Low	Medium	High
	Urban (N=160)			Rural (N=152)		
Commitment making	7 (4.38)	84 (52.5)	69 (43.12)	102 (67.11)	35 (23.03)	15 (9.87)
Exploration in breadth	9 (5.62)	79 (49.38)	72 (45.00)	96 (63.16)	46 (30.26)	10 (6.58)
Ruminative exploration	68 (42.5)	52 (32.5)	40 (25.00)	31 (20.39)	60 (39.47)	61 (40.13)
Identification with commitment	6 (3.75)	81 (50.63)	73 (45.62)	88 (57.89)	53 (34.87)	11 (7.24)
Exploration in depth	8 (5.00)	83 (51.88)	69 (43.12)	83 (54.61)	52 (34.21)	17 (11.18)

Figures in parenthesis indicate percentage.
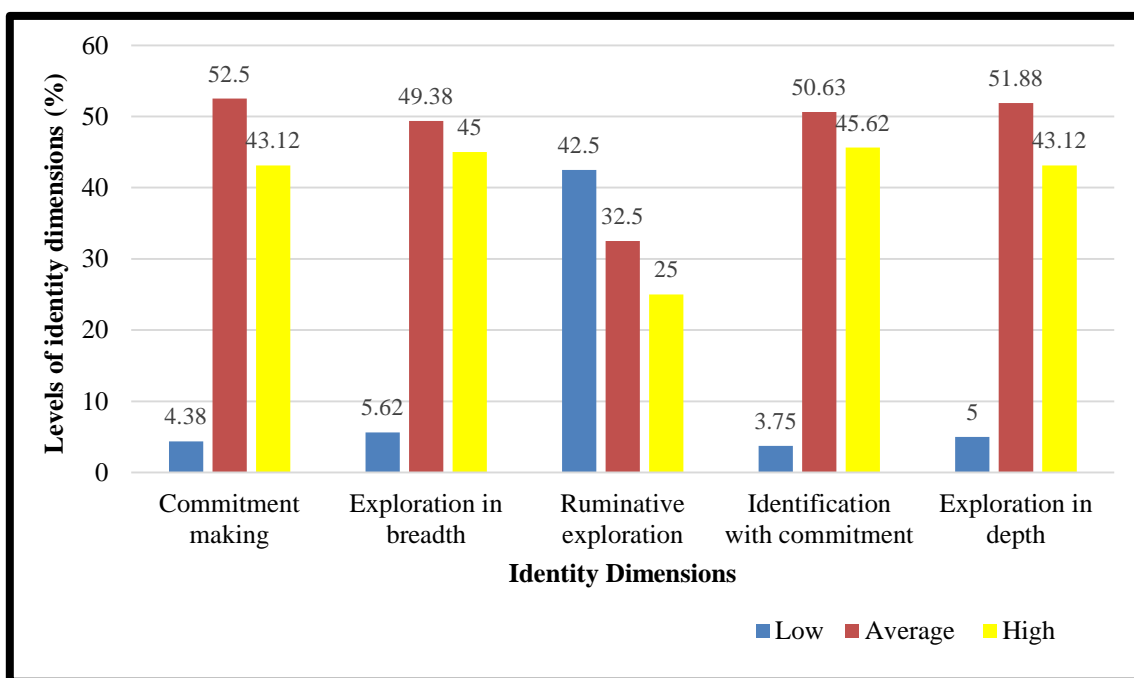
Fig.1.1. Percentage distribution of levels of identity dimensions of urban PUC students
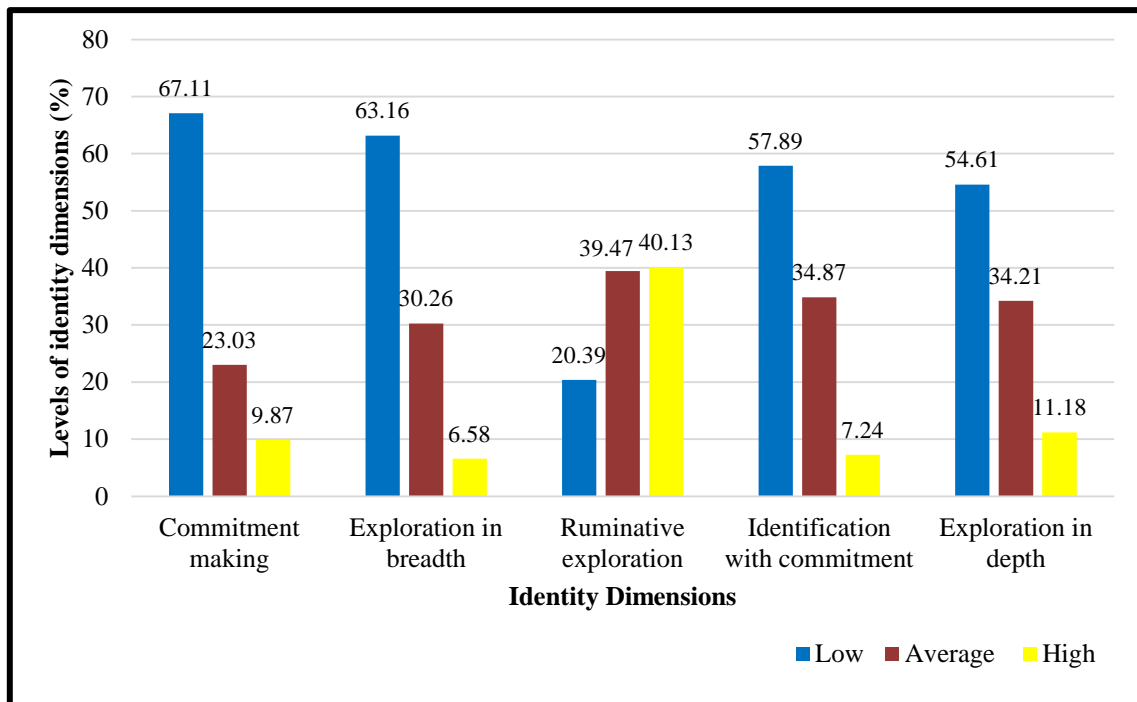
Fig.1.2. Percentage distribution of levels of identity dimensions of rural PUC students

Results presented in Table 1 depicts the percentage distribution of identity dimensions of Dharwad PUC students by locality which clearly highlights that majority of urban PUC students in all identity dimensions were in medium level that is, 52.5 percent in commitment making, 49.38 percent in exploration in breadth, 50.63 percent in identification with commitment and 51.88 percent in exploration in breadth and least of them were in low level while, in ruminative exploration dimension majority of students (42.5 %) were in low level and least were in high level (25 %). With respect to rural PUC students, majority of students in all identity dimensions except in ruminative exploration were in low level that included 67.11 percent students in commitment making, 63.16 percent in exploration in breadth, 57.89 percent in

identification with commitment, 54.61 percent in exploration in depth and least of them were in high level. In contrast, maximum percentage of students in ruminative exploration (40.13 %) were in high level and only 20.39 percent students were in low level of identity development. A study by Luyckx et al. (2013) also reported higher level of commitment, exploration in breadth, exploration in depth and identification with commitment and low level of ruminative exploration among adolescents indicating that adolescents thoughtfully explore various options before assuming adult roles. Reduced level of ruminative exploration among students showed that when they grew up, they became increasingly certain about their choices and thus, tends to have highly synthesized and positive identity development.

Table 2: Influence of locality on identity development of urban and rural PUC students
N = 312

Locality	Identity development			Modified χ^2	Mean ± SD	t- value
	Low	Average	High			
Urban (n=160)	5 (3.12)	98 (61.25)	57 (35.63)	12.83 N.S.	90.59 ± 14.06	8.92*
Rural (n=152)	79 (51.97)	56 (36.85)	17 (11.18)		83.04 ± 19.25	

Figures in parenthesis indicates percentage.
*Significant at 0.05 level, N.S. Non-significant.

A close perusal of Table 2 clearly highlights there was no influence of identity development of PUC students where, majority of urban PUC students had an average level (61.25 %) of identity development and least of them were in low level (3.12 %) of identity development while, majority of rural PUC students had low level of identity development (51.97 %) and least of them were in high level of identity development (11.18 %). Further, comparison of mean

values indicated a significant difference between identity development of urban and rural Dharwad PUC (t = 8.92, p ≤ 0.05) where, PUC students from urban area had higher identity development (90.59) than rural PUC students (83.04). This might be because urban students had greater opportunity and exposure to interact more with individuals from different backgrounds and also, they had higher self-confidence regarding their future plans and specific direction towards their life.

Table 3: Influence of age on identity development of urban and rural PUC students of Dharwad

Locality	Age	Identity development			Total	Modified χ^2	r-value	Mean ± SD	F value
		Low	Average	High					
Urban (160)	16 years	5 (10.87)	23 (50)	18 (39.13)	46 (100)	12.78*	0.41**	79.89 ±15.28	16.22*
	17 years	0 (0.00)	55 (79.71)	14 (20.29)	69 (100)			90.55 ± 12.82	
	18 years	0 (0.00)	20 (44.44)	25 (55.56)	45 (100)			96.64 ± 9.52	
Rural (152)	16 years	35 (83.33)	2 (4.76)	5 (11.91)	42 (100)	10.96*	0.27**	85.62 ± 17.35	10.89*
	17 years	32 (45.07)	34 (47.89)	5 (7.04)	71 (100)			98.00 ± 16.54	
	18 years	12 (30.77)	20 (51.28)	7 (17.95)	39 (100)			90.15 ± 15.33	

Figures in parenthesis indicates percentage, *Significant at 0.05 level, **Significant at 0.01 level.

Table 3 depicts the influence of age on identity development of urban and rural Dharwad PUC students. Considering urban PUC students, it can be observed that there was a significant positive association (χ^2 = 12.78, p ≤ 0.05) and relationship (r = 0.41, p ≤ 0.01) between age and identity development of PUC students where, majority of students in 16 years (50 %) and 17 years (79.71 %) were in average category of identity development while, majority in 18 years (55.56 %) were in high level of identity development. Very few students in 16 years (10.87 %) were in low level of identity development while, none of the students in 17 years and 18 years were in low level of identity development. Comparison of mean values also indicated significant difference (F = 16.22, p ≤ 0.05) in identity development of students where, 18 years old students had higher identity development (96.64) than 17 years (90.55) and 16 years students (79.89). Present results are in line

with the findings of Thomas et al. (2014) which stated that as the age increases exploration and commitment of identity by adolescents also increases which results in decrease in diffused identity status with age and positive overall identity development. A study by Umit et al. (2015) reported that increase in age results in decline in the moratorium and searching moratorium statuses of individuals and thus, results in more enhanced identity development.

Among rural PUC students also, a significant positive association (χ^2 = 10.96, p ≤ 0.05) and relationship (r = 0.27, p ≤ 0.01) between age and identity development was observed where, more than half of the PUC students in 18 years (51.28 %) and nearly half of the students in 17 years (47.89 %) were in an average level of identity development while, majority in 16 years (83.33 %) had low level of identity development. Comparison of mean scores indicated significant difference (F

= 10.89, p ≤ 0.05) in identity development of students where, students in 17 years had higher identity development (98) than 18 years (90.15) and 16 years old students (85.62). Present findings are in line with the findings of Wim et al. (2012) who assessed identity development of early-to-middle and middle-to-late adolescents in the age group of 12 to 20 years for a period of 5 years. Results of the study indicated a decrease in diffusion, moratorium and searching moratorium status from early to late adolescence where,

maximum adolescents exhibited relatively strong commitments along with relatively low levels of in-depth exploration and very low levels of reconsideration which was a clear indication of identity maturation during adolescence. Luyckx et al. (2013) studied identity development of individuals in the age group of 14 to 30 years and found that levels of commitment making increase toward late adolescence decreased from 19 years of age into the early twenties.

Table 4: Influence of class on identity development of urban and rural Dharwad PUC students

N = 312

Locality	Class	Identity development				Modified χ^2	Mean ± SD	t-value
		Low	Average	High	Total			
Urban (n=160)	PUC-I	4 (5.0)	54 (67.5)	22 (27.5)	80 (100)	5.79*	85.91 ± 16.07	1.66 N.S.
	PUC-II	1 (1.25)	44 (55.0)	35 (43.75)	80 (100)		91.82 ± 11.76	
Rural (n=152)	PUC-I	60 (78.95)	12 (15.79)	4 (5.26)	76 (100)	9.50*	97.53 ± 18.34	7.90*
	PUC-II	19 (25)	44 (57.89)	13 (17.11)	76 (100)		104.63 ± 16.66	

Figures in parenthesis indicates percentage

*Significant at 0.05 level, N.S. Non-significant.

Table 4 represents the influence of class on identity development of urban and rural Dharwad PUC students. In urban samples, a significant association (χ^2 = 5.79, p ≤ 0.05) between class and identity development of students was observed where, majority of students in both the classes were in an average level of identity development (67.5 % PUC-I and 55 % PUC-II) and least of them were in low level of identity development (5 % PUC-I and 1.25 % PUC-II). However, no significant mean difference was observed between identity development and class of students.

Among rural PUC students also, a significant association (χ^2 = 9.50, p ≤ 0.05) between class and identity development of students was found where, maximum percent

of students in PUC-I (78.95 %) and PUC-II (57.89 %) were in low and average level of identity development. A significant difference between class and identity development of students (t = 7.90, p ≤ 0.05) was also observed where, PUC-II students had higher identity development (104.63) than PUC-I students (97.53). Higher identity development of II year pre university students was mainly because during this stage, major developmental advancement such as, increase in cognitive ability, exploration and commitment level and maturity occurs which establish sense of identity in adolescents and also, they become more serious about their PU board examination results to excel in their future career and vocational choices.

Table 5: Influence of gender on identity development of urban and rural Dharwad PUC students

N=312

Locality	Gender	Identity development				Modified χ^2	Mean $\pm$ SD	t-value
		Low	Average	High	Total			
Urban (n=160)	Boys	1 (1.25)	42 (52.5)	37 (46.25)	80 (100)	8.87*	84.75 $\pm$ 12.82	3.78**
	Girls	4 (5)	56 (70)	20 (25)	80 (100)		92.99 $\pm$ 14.67	
Rural (n=152)	Boys	35 (46.05)	32 (42.11)	9 (11.84)	76 (100)	0.07[N.S.]	92.21 $\pm$ 16.04	0.10[N.S.]
	Girls	44 (57.89)	24 (31.58)	8 (10.53)	76 (100)		91.95 $\pm$ 17.45	

Figures in parenthesis indicates percentage
*Significant at 0.05 level, ** Significant at 0.01 level and [N.S.] Non-significant.

Data presented in Table 5 depicts the influence of gender on identity development of urban and rural Dharwad PUC students. Considering urban PUC students, a significant association between gender and identity development of students (χ^2 = 8.87, p ≤ 0.05) was observed where, majority of girls (70 %) and boys (52.5 %) were in an average level of identity development and very few girls (5 %) and boys (1.25 %) were in low level of identity development. A significant mean difference in identity development of students (t = 3.78, p ≤ 0.01) was also observed where, girls scored significantly higher mean value (92.99) of identity development than boys (84.75). It was because majority of girls were focused towards their goal and never got divert from their commitment of grooming up their identity to the maximum. The results are on par with Celen and Kusdil (2009) study that also highlighted significant gender differences in identity development where, it was found that compared to males females tend to have more commitment level towards their identity. On the other hand, Negru et al. (2016) assessed identity processes of adolescents with respect to their gender and found no significant variation in identity development of adolescents by their gender. Kaczan et al. (2013) also studied identity dimensions and identity styles of adolescents with respect to their gender and found no significant difference between males and females with regard to their identity. However, no significant association and significant mean difference between gender and identity development of rural Dharwad PUC students was observed.

CONCLUSION

Overall, it can be concluded that urban PUC students were better in identity development than rural PUC students. Factors such as, age, gender and class had significant influence on the identity development of students. Identity development of students was enhanced with increase in their age and class. With respect to gender, in case of urban locality, PUC girls had higher commitment and exploration towards their identity than boys.

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