Predictors of Student's Search for Identity: Its Role and Effect on their Psychosocial Development

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Abstract - The study focuses mainly on the predictors of identity and its effect on the psychosocial development of adolescents. These factors that were found in the study are family and peers. Qualitative and quantitative research designs were used and 180 respondents participated in the study. It was known that adolescents have already acquired personal, relational, social and collective identities. They express their search for identity by facing three major issues; individual expression, autonomy and social pressure. It was also discovered that identity formation cannot be achieved by the end of adolescence because most of them are still in the state of moratorium and foreclosure.

Keywords: Identify, Psychosocial development, adolescents, family, autonomy, social pressure

INTRODUCTION

Identity is one of the most important things in a person. The questions ―Who am I?,―What do I really want?, ―What role will I have to do in my life?‖ are the most common dilemmas that are bothering the individuals in the adolescent stage. Adolescence is the developmental transition between childhood and adulthood wherein physical, cognitive and psychological changes happen (Feidman, Papalia & Wendkos (2004) and this is also the stage where every aspect of a young person's life changes (Hoffman, Paris, Hall, Schell (1988). This study is all about what identity is and how important it is in an adolescent's life, what factors predict their foundation of identity and how they search for it. The paper also tries to determine if they are able to find their identity by the end of their adolescence.

This paper will focus on Erik Erikson's psychosocial theories where the main task of adolescents is to achieve their state of identity. This is the time where adolescents must develop their basic social and occupation identities or they will remain confused about the roles they will play on their upcoming adulthood.

There are also components of identity that are used for a sense of personal continuity and of uniqueness from other people. In addition to this, people also acquire a sense of identity based on their membership in various group-familial, ethnic, occupational, and others (Gale, 2001). These group identities not just satisfy the need for affiliation but also help people define themselves in the eyes of both others and theirselves.

The researcher chose this study to know if adolescents really achieve their state of identity at this time. Are they already sure about their roles in life? The researcher also wants to know the different factors that determine and hinder adolescents to find their identity.

The target populations for this study are mostly students who were in their secondary level. A private and public high school will be a favorable place for the population because of the large number of students with different and interesting backgrounds in life.

The importance of this study is for people to have a better understanding about identity. This is also made to inform about the different factors and predictors that may affect the formation of their identities. The paper will also try to validate the different theories that are related to the topic. Future researchers on psychology who will be conducting the study can also consult on this paper as a guide for them to find insights that may be needed in their future research.

OBJECTIVES OF THE STUDY

This study focuses on the different predictors of the students' search for identity and how they affect their psychosocial development. The first objective is to identify the identity types of adolescents. The study

wants to know how adolescents express their search for their identity. It also aims to answer if adolescents have the ability to complete their identity formation by the end of adolescence. After answering those questions, the study will determine the significant factors that affect the identity formation of an adolescent. It will also discuss their role models and its importance on their psychosocial development. Lastly, the paper will discuss how the demographic profiles of the respondents are correlated with their identity type.

Theoretical Basis

This study is based on Erik Erikson's stages of psychosocial development. In this theory, he explains eight stages of which an individual had to pass from infancy to late adulthood. In each stage, a person matures, learns and masters new things and is able to face and surpass different challenges. The earlier stages are the foundation for completion in the later stages. If a person has not completed a challenge in stage, then there is a possible problem in the future.

The first stage in Erik Erikson's psychosocial development is infancy. It occurs during birth to eighteen months and its basic strength is drive and hope. The second stage will be early childhood which is experienced during eighteen months to three years of age. Its basic strength is self-control, courage and will. Erikson's third stage will be the age of play. The ego development outcome in this stage is initiative versus guilt and the basic strength is purpose. Industry versus inferiority is the ego development outcome of the next phase. School age happens during six to twelve years old and the basic strength for this stage is method and competence.

The paper will focus on Erikson's fifth stage, in which an adolescent has to establish his identity and define what role he is going to play in his life. Identity versus role confusion happens mostly during twelve to eighteen years of age and its basic strength is devotion and fidelity. Development mostly depends on what is done to us and on what we do. In adolescence, this is the time where life is getting more complicated, in which a person is neither a child nor adult. This is also the time wherein a person attempts to find his own identity, the period when a person struggles with social interactions and moral issues (Harder, 2009). The task is to discover who a person is apart from his family and origin. If an individual is not successful in this task, he will experience role confusion.

After the struggle in finding identity, young adulthood welcomes the individual in his/her life. It mostly arises during eighteen until thirty five years of age and the development outcome is intimacy and solidarity versus isolation. The basic strength for this stage is affiliation and love. The seventh stage is middle adulthood wherein generativity versus self-absorption/stagnation is the ego outcome of the period. It takes place during thirty five until sixty five years of age. The basic strength for this period is production and care. The last phase in Erikson's psychosocial development is late adulthood which comes about during sixty fifth years of age until death. IT basic strength is wisdom and the ego development outcome for this phase is integrity versus despair.
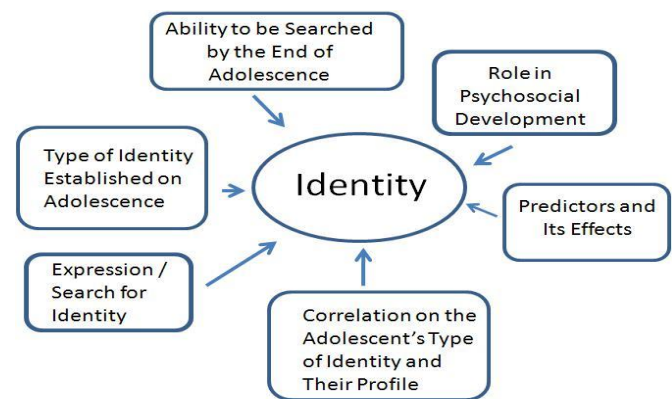
Conceptual Framework

Figure 1. Predictors of Student's Search for Identity

METHODS

In this section, the methodology of the study will be enumerated and discussed in terms of research designs used, the participants who will be involved in the study, instruments, the procedure to answer the different problems and the data analysis.

Research Design

The function of a research design is to ensure that the evidence obtained enables one to answer the objectives as unambiguously as possible (de Vaus, 2001). This study —Predictors of Student's Search for Identity: Its Role and Effect on Their Psychosocial Development‖ has applied qualitative and quantitative research designs.

The qualitative approach is used in a study that is not in terms of numerical values. It collects and describes soft data or information that will be useful for a research. In using this technique, the researcher will ask the participants different questions regarding the study. The participants will be expected to describe their answers and experiences that are related

to those questions. Aside from this data, the gender, age, family background and current home situations will also be considered.

Quantitative research design will also be applied in the research. In quantitative method, it is based on the idea that a social phenomenon can be quantified, measured and expressed numerically. The information about social phenomena is expressed in numeric terms that can be analyzed by statistical methods. The observation can be directly numeric information or numeric variables.

Participants

This study will involve 150 adolescents from Batangas National High School. Fifteen participants from Divine Child Academy will also be joining the study. The students who will be engaged in the study are preferably on their junior and senior year in high school ages 14-16, those who were in the ages 12-13 are also encouraged to participate. There are also fifteen random college students who will be cooperating. The participants will be divided into three groups because of the instruments that will be used. 150 students are participating in the questionnaire, 15 of them will be in the focus group discussion and another 15 will be attending the interview.

In this study, the demographic profiles of the participants were initially gathered. These are based on sex, age and residence.

The sex of the respondents shows that females dominate the population by garnering 55.3 percent and males have little difference in the distribution by having 44.7 percent of the population. The distribution that has been gathered was not equal because data gathering was done by sections in the high school department and in those sections, the females have higher number than males.

The second demographic profile was age. Most of the respondents were fourteen years of age garnering 52 percent of the population, following them are fifteen years old who have 24.7 percent and sixteen years old who possess 12 percent of the population. The top three age groups are high school students. On the other hand, seventeen to nineteen years old respondents are in 3.3 percent, 4 percent and 2 percent of the population consecutively. These are college students who participated in answering the questionnaires. The least age groups are the ages thirteen, twenty and twenty two. They partake in the population by 0.7 percent.

Residence of the respondents was also a significant factor in the study. The distribution shows that adolescents who live in the urban area dominate the study by having 82.7% of the population. On the other hand, respondents who reside in the rural area participated in the research by acquiring 17.3% of the population. The correlation between the residence status of the respondents and their type of identity will be explained later in the discussion.

Instruments

The researchers used the triangular method: questionnaire, interview and the focus group discussion. The questionnaires will serve as the dominant method and the other two (interview and focus group discussion) will serve as the supplementary method.

A questionnaire is a set of questions given to a group of people. It is designed to collect information about people's thoughts, opinions, attitudes, behaviors, etc. The researchers compile the answers of the people in order to know how the group thinks or how they behave.

Procedure

To accomplish the objectives of the study, the researchers first consulted the research designs that are going to be used. They have decided to use the qualitative and quantitative designs to solve the problems of the study. After consultation on the research designs, the researchers then concentrated on the instruments. They have chosen questionnaires, focus group discussion and interviews in order to collect data that will meet their objectives.

For the quantitative data, a standardized test will be used. Aspects of Identity Questionnaire was the instrument that will best fit the objective of the study. It was authored by Cheek and Tropp from Wellesley College. The test will measure the identity types of the respondents. Identity orientations refer to the relative importance that individuals place on various identity attributes or characteristics when constructing their self-definitions (Cheek, 1988). The development of the Aspects of Identity.

Questionnaire began with the selection of items from Sampson's (1978) list of identity characteristics (Cheek & Briggs, 1981, 1982). Subsequently, some items were reworded, others eliminated, and new items were developed to improve the reliability and content validity of the measures (Cheek, 1982/83; Cheek & Hogan, 1981; Hogan & Cheek, 1983).

After the instrument for quantitative data gathering was arranged, the researchers formulated questions, considerations and requirements for qualitative data gathering. It be consulted and approved by the experts in Psychology in their institution. After the questions have been formulated, they decided about their participants and the target area for them to conduct the study.

They distributed the request and consent forms that will be filled out by the informants. In these forms, it was stated that the informants had accepted the invitation in participating in the research and they are willing to do the activities that will yield to the results of the objectives.

FGD is a group discussion which consists of 6-12 persons guided by a facilitator. In this qualitative technique, participants can talk freely and spontaneously about their opinions, beliefs and their experiences regarding the topic. Its purpose is to obtain in-depth information about the concepts, perceptions and ideas as a group.

An interview is the process where there is a conversation between the interviewer and the interviewee. Questions are asked by the interviewer to obtain the needed information from the interviewee.

Data Analysis

The data were analyzed through quantitative and qualitative techniques. The researchers applied quantitative analysis through the use of standardized test. Aspects of Identity Questionnaire were the standardized measure used in the study. For qualitative analysis, focus group discussions and interviews are the procedures that were practiced in data gathering.

Statistical analysis was also applied to compute the scores from the questionnaires.

RESULTS AND DISCUSSION

Table 1 shows the type of identity of students during their stage of adolescence. Table 1.1 illustrates the results of personal identity orientation, the first type of identity that will be discussed.

According to Olson (2007), personal identity deals with the questions that arise within us. Most of these questions are the most familiar ones that occur to nearly everybody at some time; Who am I? When did I begin? What will happen to me when I die?

The total mean that the data has gathered is 3.9100 and the computed standard deviation is 0.56601. This was interpreted as *Very important*. It shows that adolescents are already giving

significance to their personal identity. Who are they, what plans would they have and their ambitions are already welcomed in their minds at this point in time.

Table 1. Personal Identity Orientation

Personal Identity Orientation	WM	Verbal Interpretation
My personal values and moral standards	4.31	Very important
My dreams and imagination	4.03	Very important
My personal goals and hopes for the future	4.41	Very important
My emotions and feelings	3.93	Very important
My thoughts and ideas	3.68	Very important
The ways I deal with my fears and anxieties	3.49	Somewhat important
My feeling of being a unique person, being distinct from others	3.62	Very important
Knowing that I continue to be essentially the same inside even though life involves many external changes	3.67	Very important
My self-knowledge, my ideas about what kind of person I really am	4.29	Very important
My personal self-evaluation, the private opinion I have of myself	3.67	Very important
Total	**3.91**	**Very important**

The second type of identity that was measured in the Aspects of Identity Questionnaire is relational identity shown in Table 2. For this type, the computed mean is 3.8980 and its equivalent standard deviation is 0.62867. The interpretation is the same as the first type which is *Very important.*

Relational identity is a privately transacted system of understandings that coordinates attitudes, actions, and identities of participants in a relationship (Wood, 1982). Expanding on that, relational identity becomes a central influence on individuals partners' way of knowing, being, and acting in relation to each other and the outside world. It is basically the mini culture that was formed between two friends. One example is a relationship of an adolescent between his bestfriend. Any rituals, nicknames, inside jokes, their intuitive understanding between each other and the things that separate them between other people and groups. That's relational identity.

Table 2. Relational Identity Orientation

Relational Identity Orientation	Mean	Interpretation
My relationships with the people I feel close to	4.04	Very important
Being a good friend to those I really care about	4.20	Very important
My commitment to being a concerned relationship partner	3.89	Very important
Sharing significant experiences with my close friends	3.77	Very important
Having mutually satisfying personal relationships	3.83	Very important
Connecting on an intimate level with another person	3.49	Very important
Developing caring relationships with others	4.08	Very important
My desire to understand the true thoughts and feelings of my best friend or romantic partner	3.83	Very important
Having close bonds with other people	4.00	Very important
My feeling of connectedness with those I am close to	3.86	Very important
Total	**3.89**	**Very important**

Table 3. Social Identity Orientation

Social Identity Orientation Items	Mean	Interpretation
My popularity with other people	2.87	Somewhat important
The ways in which other people react to what I say and do	2.85	Somewhat important
My physical appearance: my height, my weight, and the shape of my body	3.69	Very important
My reputation, what others think of me	3.94	Very important
My attractiveness to other people	3.17	Somewhat important
My gestures and mannerisms, the impression I make on others	3.38	Somewhat important
My social behavior, such as the way I act when meeting people	3.99	Very important
Total	**3.4133**	**Somewhat important**

The result of relational identity in the questionnaires shows that they are already giving importance to their relational identity. They mostly have their special person/s whom they share their deepest feelings, thoughts and experiences. They know that these significant people can help develop and affect their formation of identity.

Table 3 shows the means scores on social identity orientation. Social Identity is the third type of identity that is be going to be discussed in this objective. In social identity, a person has not one, ―personal self‖, but rather several selves that correspond to widening circles of group membership. Different social contexts may trigger an individual to think, feel and act on basis of his personal, family or national ―level of self‖ (Turner et al, 1987). Apart from the ―level of self‖, an individual has multiple ―social identities‖.

The computed mean for social identity is 3.4133 and its standard deviation is known to be 0.60295. This proves that adolescents do not give that much importance to social identity as compared to personal and relational identity orientations. The interpretation gathered was identified to be *Somewhat important.*

Social identity is the individual's self-concept derived from perceived membership of social groups (Hogg & Vaughan, 2002). In other words, it is an individual-based perception of what defines the ―us‖ associated with any internalized group membership. This can be distinguished from the notion of personal identity which refers to self-knowledge that derives from the individual's unique attributes.

Social Identity Theory asserts that group membership creates ingroup/ self-categorization and enhancement in ways that favor the in-group at the expense of the out-group. The examples (minimal group studies) of Turner and Tajfel (1986) showed that the mere act of individuals categorizing themselves as group members was sufficient to lead them to display ingroup favoritism.

After being categorized of a group membership, individuals seek to achieve positive self-esteem by positively differentiating their ingroup from a comparison outgroup on some valued dimension. This quest for positive distinctiveness means that people's sense of who they are is defined in terms of ‗we' rather than ‗I'.

Table 4. Collective Identity Orientation

Collective Identity Orientation Items	Mean	Interpretation
Being a part of the many generations of my family	4.57	Extremely important
My race or ethnic background	3.53	Very important
My religion	4.24	Very important
Places where I live or where I was raised	3.81	Very important
My feeling of belonging to my community	3.73	Very important
My feeling of pride in my country, being proud to be a citizen	3.99	Very important
My commitments on political issues or my political activities	3.19	Somewhat important
My language, such as my regional accent or dialect or a second language that I know	3.84	Very important
Total	3.87	Very important

Collective identity is the last type that was measured in the questionnaire. In this, the mean was computed to be 3.86. The concept of a collective identity refers to a set of individuals' sense of belonging to the group or collective. For the individual, the identity derived from the collective shapes a part of his or her personal identity. It is possible, at times, that this sense of belonging to a particular group will be so strong that it will trump other aspects of the person's personal identity.

To put it another way, collective identity is the idea that through participating in social activities, individuals can gain a sense of belonging and in essence an "identity" that transcends the individual.

Table 5. Expressions for Searching Identity

Themes	Categories
Knowing what they want in life (4) Stuggling / making an effort to reach for the dream (2)	Individual Expression
Doing their passion (2) Motivated to develop their full potential (2)	Autonomy
In the process of maturation (4)	Social Pressure

Table 5 discusses how students in the stage of adolescence search for their identity which shows the expressions and the ways in which adolescents do to form their identities. In the table, it shows that individual expression and experiencing social pressure are the most common expressions of identity.

Individual expression is a major issue that is evident in identity formation (Andromeda, 2011). In this time, adolescents sometimes struggle to differentiate themselves to other people. Individual expression should be allowed within reason, permitting teens to have some right about what they want in life, their dreams and aspirations, their different hobbies and even to the littlest things like their preferred hairstyle and music. Teenagers must feel that they can express themselves or create their own identity.

It is undeniable that autonomy is also a status that adolescents want to have in their age. Adolescents want to become autonomous person who can make individual decisions, to reach for their dream, to do their passion and to motivate their full potential. These are liberating and at the same time frustrating for them, as they can feel entitled to make their own rules while they still must listen to their parents. There should be a balance of autonomy and following orders, those are necessary for teens to learn to behave as adults who must follow rules and laws. Parents must allow teens to make some decisions for them while still following the household rules.

Table 6. Adolescents' Ability to Find Identity By the End of Adolescence

Themes	Categories
Actively involved in exploring different identities, but has not made a commitment (12)	Identity Moratorium
Has made a commitment without attempting identity exploration (3)	exploration (3)

The third objective of this study is to determine whether an adolescent can find their full identity by the end of adolescence. Table 3 and its follow up table will discuss the answers to this objective based on the gathered data from the respondents.

As shown in Table 6, the gathered data shows that most adolescents are in the status of identity

moratorium. This is part of Marcia's identity statuses that was originated in 1966. Other statuses are identity diffusion, identity foreclosure and identity achievement.

On the gathered data, no one reached identity achievement wherein an individual has gone through a psychological moratorium and have made their decisions for life. These individuals have explored different roles and opportunities and have come to conclusions and made decisions on their own. Adolescents have not yet reach this status; one reason for this is because they are still students and are still exploring life. They are still in the process of completing their identity.

On the other hand, there are respondents who were identified to be experiencing identity foreclosure. In this status, adolescents have decided on a commitment; however, they have not had an identity crisis. That is, the adolescent has not had any opportunity to experience alternatives. The adolescent accepts what others have chosen for him or her. Usually, this occurs when an authoritative parent passes on their commitment to the adolescent. These same adolescents will identify more closely to the same-sex parent. For example, if a father is a mechanic and owns his own business, then his son will become a mechanic and take over the business.

The core idea is that one's sense of identity is determined largely by the choices and commitments made regarding certain personal and social traits. Marcia (1966) stated that a well-developed identity gives on a sense of one's strengths, weaknesses, and individual uniqueness. A person with a less well-developed identity is not able to define his or her personal strengths and weaknesses, and does not have a well articulated sense of self.

Table 7. Searching for Identity During Adolescence (Focus Group Discussion)

Themes	Categories
Finding identity through the skills acquired (7)	Yes
In need of maturation (8)	No

Table 7 shows the result of the focus group discussion that was conducted to the students. It tackles about how they search for identity and their statements if they can be able to find their identity by the end of adolescence.

Seven respondents stated that they can find their identity by the end of adolescence through the skills that they have already acquired. On the other hand, eight of them said that they cannot complete their

identity formation because they are still in the process of maturation. These results can validate the previous table that adolescents during this stage may not be able to achieve identity achievement. Most of them are on the process of identity moratorium and identity foreclosure.

Table 8. Predictors of Identity Formation

Themes	Categories
Family, Friends and Religion (12)	Foundation / Support System
School	Environment
Culture	
Experiences	Lessons / Critical Judgment

Table 8 will explain the predictors that affect the psychosocial development of adolescents. The most important factors for their identity formation are family, friends and religion. They serve as their foundation and support system wherein they can rely on anytime. These are the aspects that adolescents will always trust whatever happens in their life. School, culture and experiences also affect the personality of adolescents. Their environment, the lessons they learned clearly have an influence on what they will be on the later stage of life.

The relationship with friends is another factor to be considered in identity formation. Over the course of social development, the role of friends and parents also changes significantly. During early adolescence, the amount of time that children spend with their family drops roughly in half (Westen, 1996, p. 547). As an adolescent undergoes physical and emotional changes, he or she seeks out relationships that enhance efforts to adapt to new needs and stresses. Adolescents seek to share their thoughts and feelings with those who are experiencing similar changes. Intimate interactions increase between friends during this stage in life because they provide teens with opportunities for self-clarification. Through the formation of constructive dialogues between friends, adolescents can participate together in exploring and constructing selves.

Other major factors found in the study that influence identity formation are school, lessons / critical judgment that are learned and physical traits. All of these factors help to shape the adolescent and formulate their identities. It is a very complex and delicate thing. It is important to remain balanced as teens search for their identity in any of the ways mentioned here. It is important to allow time and

space for these necessary explorations and experiences. It is also a sobering thought that all the adults in a teen's life can have significant impact on how that teen will see themselves, and their world, as well as formulate their identity through our actions.

Table 9. Importance of Role Models for an Adolescent During Psychosocial Development in terms of Adolescents' Role Models

Themes	Categories
Support / Source of Strength (5)	Parents
Inspiration (6)	Family, Mentors
Love (2)	
Influence	Friends
Sense of Control	Father

Similar to the predictors of identity formation, the study aims to discuss the importance of role models in an adolescent's search for identity. According to the gathered data, the most common role models for the respondents are their family and mentors, parents, friends and an authoritative figure (which is also a member of a family).

Table 9 illustrates that the respondents feel support from their parents. They consider them as their source of strength. Whatever successes and failures they may experience, they know that their parents will always be there for them. Mentors are also one of the significant role models for adolescents. Their teachers and professors, older relatives or the person they look up to can have a very big impact on the personality of the teens.

Another role model that was known in the study is the peers. According to Erik Erikson, adolescence is the age in which people must set up an identity to escape identity diffusion and confusion. At this age, adolescents give much importance to their friends who have a power over them. This phenomenon is called ―peer pressure.‖ Oxford English Dictionary defines peer pressure as the influence from members of the same group. One may think of many kinds of peer pressure that may have a positive or negative aspect.

Peer group is a term commonly used by psychologists to describe people of a similar age, often when talking about adolescents. There is peer pressure in different ages and different places. There is peer pressure among adolescents since it influences their personality and intervenes in the development of their morality.

Indeed, peers are one of the most factors that influence the adolescent's psychological development. Bronfenbrenner (as cited in Oswald and Suss, 1988) asserts that the first level of the context of human development is the microsystem. That is family, school, peer groups as well as the specific culture within which the family identifies. This means that adolescents are mostly influenced by their families and their surroundings. In previous findings, family was the only responsible for adolescents' behavior, yet recent research find out that peers have a more powerful influence on adolescents, especially in what concerns academic achievement (Oswald & Suss, 1988).

Even if in Bronfenbrenner's model, family comes before outer world which is school and peers, researches prove that the role of peers is more significant than parents' role. This role is important because at teen's age, youths become interested in knowing who they are. This goes and says that peer pressure is important and even unavoidable in adolescence. Peers are crucial for adolescent's development because development needs to be in context which mainly means family and peers (Oswald & Suss, 1988).

Table 10. Differences in Type of Identity According To Sex

Type of Identity	Mean	F	p-value
Personal	3.9100	13.761	0.000*
Relational	3.8980	16.174	0.000*
Social	3.4133	13.551	0.000*
Collective	3.8690	3.507	0.063

* Significant at 0.05

The last objective of the study is to determine the correlation of the demographic profile of the respondents to their type of Identity. Table 10 illustrates the quantitative correlation of sex of the respondents and their identity orientation.

After computation was done, it was determined that there were significant differences between the sex of the respondents and their personal, relational and social identity orientations. This means that females give higher importance to their identity orientations than males. However, there were no significant differences between the sex and their collective identity orientation.

Table 11 shows the correlation of the age of the respondents and their type of identity. For personal identity orientation, the computed p-value is 0.115 and was interpreted as not significant. The results of the following identity types are also similar to the

first one. After quantitative analysis, it was computed that relational, social and collective identity orientations have equivalent p-values of 0.253, 0.359 and 0.671 consecutively. These were all interpreted as no significant difference to age.

Table 11. Differences in Type of Identity According to Age

Type of Identity	Mean	F	p-value
Personal	3.9100	1.655	0.115
Relational	3.8980	1.292	0.253
Social	3.4133	1.112	0.359
Collective	3.8690	0.723	0.671

* *Significant at 0.05*

In summary, in comparison to Table 11, it was found that there no significant differences between the personal, relational, social and collective identity orientations and their age. The stages of adolescence may explain this result.

Table 12. Differences in Type of Identity According to Residence

Type of Identity	Mean	F	p-value
Personal	3.9100	4.070	0.045*
Relational	3.8980	3.972	0.048*
Social	3.4133	11.748	0.001*
Collective	3.8690	0.393	0.532

* *Significant at 0.05*

Table 12 illustrates the correlation between the residence of the respondents and their residence. The residence was measured in terms of urban and rural area. After the quantitative analysis, it was known that there are significant differences between the residence and their personal, relational and social identity orientations. This shows that respondents from the rural area are giving more importance on their identity when being compared to those who reside in the urban area.

On the other hand, no significant differences were found in terms of collective identity orientation and residence. This shows that residence is not an important factor when developing the collective identity of an adolescent.

CONCLUSION

Adolescents have four types of identity in their psychosocial development; personal, relational, social, and collective identity orientations. They are already giving attention to their identity orientations; however, only social identity was seen to have not much importance to the adolescents. Adolescents are facing three major concerns and ways to search for their identity. These are individual expression, autonomy and social pressure. The identity statuses of adolescents during psychosocial stage are mostly in moratorium and foreclosure. They are still in the process of maturation and deciding what they really want in life. Hence, complete formation of identity cannot be achieved by the end of adolescence. Family, friends, religion, school and experiences are the factors that affect the formation of identity that was discovered in the study. Other factors include physical traits and gender. Family, mentors and friends are the most common role models that the respondents have. They have a significant impact on their maturation and a source of support and strength. Significant differences were found when correlating the demographic profile (age, sex, and residence) and their personal, relational and social identity orientation. On the other hand, there were no significant differences between the demographic profile of the respondents and their collective identity orientation.

RECOMMENDATION

The researchers need to share the results to the informants and to those who participated in the study. It is recommended to propose activities and seminars that will help the adolescents to be guided for their search for identity. This will also help the students to enhance their ability to identify themselves. The paper can be recommended to other areas of the field like social psychology and development psychology. Future researchers may conduct the same study to validate the results by standardized measures. It is suggested that the next researchers should have equal number of respondents according to their demographic profiles so that upcoming results are more reliable and valid. The guidance department of schools and concerned parties may provide counseling sessions for the parents and the role models of the adolescents. This will help them to improve their communication and assist the adolescents to face their concerns.

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