

## **TO STUDY THE PREDICTION OF ADOLESCENT IDENTITY DISSEMINATION**

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### **ABSTRACT**

Identity development can be thought of as a continuum, with an integrated personal identity at one end and identity dispersal (incoherent self-image, self-fragmentation) at the other. Identity diffusion is often seen as the foundation for subsequent personality disorder, resulting in a wide range of maladaptive and dysfunctional behaviors. The identity status model developed and evaluates identification in several spheres of life. Teenagers practice their ego identity alternatives in these life domains since they are the most important ones for ego identity development. The original idea describes identity in terms of the ideological domain, which includes a person's vocation, religion, and politics. Divide the identity into two primary categories, ideological and interpersonal, identity formation also incorporates interpersonal factors. They propose that interpersonal identities are all interactions, such as romantic partnerships, friendships, gender roles, and leisure possibilities, and that ideological identities comprise people's values and belief systems in terms of religious, political, and occupational characteristics. As a result, the process of developing an identity takes place within the several living domains of an adolescent's particular social milieu.

**KEY WORDS: Prediction, Adolescent, Identity Development, Dissemination.**

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### **INTRODUCTION**

Brilliant psychoanalyst Eric Erikson is frequently credited as the creator of identity development theory. One of the first psychologists to have a clear interest in identity was he. In order to explain how psychological, social, historical, and developmental elements interact to generate personality, Erikson developed the theory of ego development. He may have had more of an impact than any other theorist on how we view how

adolescents build their personalities. Erikson's Identity: Youth and Crisis, published in 1968, in particular, offered a theoretical framework for thinking about and measuring identity formation.

Erikson first got interested in issues related to acute identity dispersal as a result of the challenges some World War II veterans faced upon their return to society. He eventually came to the conclusion that the pathological challenges that some veterans faced when transitioning from one role as a soldier to another as a civilian were psychologically comparable to the challenges that some adolescents face as they leave childhood and enter adolescence and adulthood. A psychology of adolescent identity formation has developed out of this experiential framework. He derived numerous conceptions of identity based on his psychoanalytic thinking, with a focus on ego development.

"A essential turning point, a key moment, when development must proceed one way or another, marshaling resources of growth, recuperation, and further differentiation" is how the term "crisis" is used to describe a common life occurrence. It is believed that this normative identity crisis stimulates identity consciousness, which forces the person to consider all of their options for living (including political and religious beliefs) and is resolved by personal ideological commitment.

Adolescence is specifically addressed in Erikson's theory of psychosocial development as a developmental stage within a life stage framework. His thesis is based on eight stages that range from infancy to old age and identified eight significant crises that accumulate over the course of a lifetime, such that the results of every stage of childhood aid in the development of an identity during adolescence.

The fifth developmental job in Erikson's eight-stage lifespan sequence, identity cohesion vs. identity diffusion, is brought to the forefront throughout adolescence. Adolescents will try to find a middle ground between these two extremes throughout this period. During the adolescent years, identity changes as teenagers actively explore alternatives by taking on different roles that are presented by their culture. The teenager tries to combine the morality they learnt as children with their own abilities and the chances provided by social roles in their quest for consistency and sameness.

## **THEORETICAL FRAMEWORK/MODELS ON IDENTITY**

Since Erikson initially introduced the idea of identity, various initiatives have been made to operationalize and scientifically investigate each of them. Diverse approaches have been used to try to understand Erikson's fifth

psychosocial task, identity vs. role confusion. Research in one area has looked at the position of "Identity vs. Role Confusion" in the eight-stage lifespan model. Another body of research concentrated solely on Erikson's fifth psychosocial stage and defined bipolar disorder as something one "had" to varying degrees. A third, extremely broad approach has made an effort to research one or more of Erikson's ego identification dimensions. A very well-liked strategy has developed within this third tradition in an effort to comprehend the connection between exploration and commitment factors and the development of ego identity. The late adolescents approach identity-defining roles and values in four different ways (or statuses).

## **DIMENSIONS OF IDENTITY**

Adolescents' overall sense of self is comprised of a number of distinct aspects, all of which together make up their identity. Consequently, it can be divided into three main interrelated components, namely personal, societal, and relational identity.

**PERSONAL IDENTITY:** It includes the internal devotions people make to create their own special sense of self.

**SOCIAL IDENTITY:** It can be characterized as belonging to a certain social group in which the expectations of the group have an impact on how one develops one's identity.

**RELATIONAL IDENTITY:** It is envisioned as the personal connotation attached to the numerous roles that people perform every day. Personal, societal, and relational identity aspects all interact with one another and have an impact on how people's ego identities are formed. Personal identities of people emerge within the social conditions that allow for the growth of social and relational identities.

## **CHARACTERISTICS OF IDENTITY:**

- 1) Identity is a socio-psychological construct that reflects social influences through imitative and identifying behaviors, as well as active self-construction in the development of what is significant to the self and to others.
- 2) The cognitive or ego activities that organize, structure, and construct/reconstruct knowledge of the self serve as the foundation for the active self-constructive parts of identity.

- 3) As a psychological framework, identity serves as a self-control mechanism that helps people focus their attention, manage their impressions, filter or process information, and choose suitable activities.
- 4) A person's social or personal identity is shaped in part by the living systems that surround them, but it can also influence and alter the character of these systems.
- 5) Differentiation and integration help living systems develop their unique identities. Since identification contributes to the structural qualities of permeability, continuity, and coherence of any life system, it may be said that identity is a required component of human social groups. The ability of a system to adapt to its interactions with other systems is referred to as permeability. The structure develops recognizable characteristics over time due to continuity and coherence.
- 6) Identity has a functional purpose of its own, much like every social psychological construct.

The five most common uses of identity are as follows:

- a) giving one the framework for understanding who they are;
- b) giving their commitments, values, and goals meaning and direction;
- c) giving them a sense of personal control and free will;
- d) attempting to maintain consistency, coherence, and harmony between their values, beliefs, and commitments; and
- e) enabling the recognition of potential through a sense of the future, possibilities, and alternative options.

## **RESEARCH METHODOLOGY**

The teenager will develop into a healthy adult with a clearly defined identity if the adolescence is spent without great difficulty. If they are unable to overcome their crises, it will result in a diluted sense of self. An individual who is dispersed has a gloomy outlook on life, limited resilience, and subpar cognitive ability, all of which contribute to poor wellbeing. No clear correlation between identity status and attribution style was found when the literature was reviewed. Studies have linked stress to coping strategies and identity, but they have not connected it to resilience. Due to the complexity of the construct ego identity, it might be claimed that the concept of ego identity development is still relevant today. However, the majority of research were carried out in western contexts, and there aren't many in India. Additionally, different cultural and ethnic groupings have diverse ego identity development patterns. Therefore, it is crucial to comprehend the idea of teenage identity dispersal.

## SAMPLE

500 students from Jaipur's co-ed English-medium schools in the 11th and 12th grades made up the sample size. The study employed a non-probability purposive sampling technique. The sample's age range was between 15 and 19 years. Before the screening, the kids were first given a proper test to gauge their identity status. Out of those, 110 students—boys and girls—who had been classified as having scattered identities were chosen for further study.

## PROCEDURE

The current study was broken up into two sections. A sample of 500 teenagers under the age of 18 were first given an identification status test for screening purposes. The teenagers were assigned to statuses in accordance with the identification status rule book's cut off marks for each status. 50 males and 60 girls made up the group of adolescents who were determined to be diffused (N = 110) and were chosen for further examination. After the sample was chosen, a good connection with the subjects was built. With approval from the appropriate authority and in line with the instructions on each questionnaire, the investigator personally administered each one. The test was administered with great care, and prompt consultation and support from the school counselor was conducted. The order in which the tools were administered was chosen at random.

## RESULTS AND DISCUSSION

To look into how the extracted structure affects Identity Diffusion collectively.

**TABLE 1 : REGRESSION MODEL SUMMARY PREDICTING IDENTITY DIFFUSION**

| Model   | R                | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|------------------|----------|-------------------|----------------------------|
| 1   | .82 <sup>a</sup> | .68      | .69               | 2.65                       |
| a. Predictors: (Constant), F3 (Rational optimist), F2 (Passive Controlled), F1(Rational autonomous) |                  |          |                   |                            |

The above table shows that, when all predictors are taken into account, the above model captures 67% of the variance in the Identity Diffusion.

**TABLE 2 : ANOVA FOR SIGNIFICANCE OF THE EXTRACTED MODELS FOR PREDICTING IDENTITY DIFFUSION**

|  | Model      | Sum of squares | df  | Mean square | F     | Sig. |
|--|------------|----------------|-----|-------------|-------|------|
| 1  | Regression | 1597.79        | 3   | 532.28      | 79.83 | .000 |
|  | Residual   | 745.97         | 105 | 7.02        |       |      |
|  | Total      | 2344.76        | 108 |             |       |      |
| <b>a. Predictors: (Constant), F3 (Rational optimist), F2 (Passive Controlled), F1(Rational autonomous)</b> |            |                |     |             |       |      |
| <b>b. Dependent Variable: Identity Diffusion</b>   |            |                |     |             |       |      |

According to Table 2's ANOVA with an F-test ( $F = 79.83, 0.01$ ), the model strongly predicted Identity Diffusion. This implies that the three factors—rational autonomous, passive controlled, and rational optimist—taken together account for a variation in identity diffusion.

**TABLE 3 : BETA COEFFICIENTS, T-RATIO AND SIGNIFICANCE OF THE T FOR THE EXTRACTED MODEL FORPREDICTING IDENTITY DIFFUSION**

|                        | Unstandardized Coefficients |             | Standardized Coefficients | t      | Sig. |
|------------------------|-----------------------------|-------------|---------------------------|--------|------|
| Models                 | B                           | Std. Errors |                           |        |      |
| (Constant)             | 61.25                       | .25         |                           | 242.35 | .00  |
| F1 Rational autonomous | -2.28                       | .25         | -.50                      | -8.95  | .00  |

|  |       |     |      |       |     |
|--|-------|-----|------|-------|-----|
| F2 Passive Controlled                            | 2.72  | .25 | .69  | 10.79 | .00 |
| F3 Rational optimist                             | -1.42 | .25 | -.35 | -5.56 | .00 |
| <b>a. Dependent Variable: Identity Diffusion</b> |       |     |      |       |     |

The beta values for the independent variables are shown in Table 3; for identity diffusion, F1 (Rational autonomous) is -.50, F2 (Passive Controlled) is .69, and F3 (Rational Optimist) is -.35. The results indicate that among the components, passive control accounted for an above average 59% of the variation, indicating that adolescents who fall into this category acquire a scattered identity. According to the beta value, identity diffusion can alter by .59 units for every unit change in passive controlled. Adolescents who are passively controlled by their authoritarian parents or whose parents do not make decisions systematically or logically are included. Numerous research support the conclusion that parents who raise their children using coercive, authoritarian techniques and who fail to address their emotional and mental health requirements may have a significant part in the diffused identity formation of teenagers. These kids are prone to have profound misgivings about what to do when faced with crucial decisions, along with worries about making the wrong choice. Children may avoid and put off making commitments or decisions as a result of this until circumstances force them to.

Contrarily, Rational autonomous has a beta coefficient of -.49, which significantly affects identity diffusion. Teenagers with authoritarian parents, who never let them make judgments on their own or reprimand them when necessary, are characterized as rational autonomous. Teenagers who experience this parenting style find it difficult to conduct a thorough search for and logical evaluation of alternatives when making decisions, which lowers their resilience levels. It is a reliable indicator of inadequate coping skills and maladjustment, impeding healthy functioning and wellbeing. So it follows that the likelihood that teenagers will identify as Diffused will increase as they score higher on this feature. The outcome has been confirmed by numerous academics' empirical findings.

Similar to the rational optimist, the rational optimist's beta value is negative (-.35), which has proven to be quite significant. Adolescents who are logical optimists, then, do not form a strong sense of self. People who are rational optimists tend to blame themselves for unpleasant things that happen in their lives, think that these

things will stay steady and affect them internationally, and rely on their gut feelings while making important decisions in life. The relationship between attribution style and identity formation has not been thoroughly studied in earlier studies. The conclusion cannot therefore be confirmed by earlier empirical data.

Regression analysis reveals that adolescents with diffused identities depend on intuition to make judgments, are passively governed by their parents, are unable to develop a sense of autonomy, lack the ability to make reasoned decisions, and have lower levels of optimism.

**The results of the above table can be expressed in the form of the regression equation:**

Identity diffusion is equal to 61.25 (constant), -.49 (F1, rational autonomy), +.59 (F2, passive control), and -.30 (F3, passive control) (F3; Rational optimist).

According to the equation above, passive control has a greater influence on the emergence of diffused identity. Identity diffusion has a bad relationship with rational autonomy and rational optimism. Therefore, to successfully create one's identity, a person needs to be raised by parents who are in charge, have high levels of resilience, good health, make decisions logically, and have a positive outlook on life's uncontrolled events. These three elements were found to significantly influence whether one's identity formation was facilitated or hampered. The results of the current empirical investigation thus confirm our expectation that the factors under examination would contribute a sizable portion of variance.

## **CONCLUSION**

The environmental and psychological dynamics that an individual encounters throughout their lifespan, particularly during adolescence, have a profound impact on how they build their identities. The process of developing one's identity happens as a person develops the coping mechanisms and moral principles necessary to successfully traverse life and integrate into their social context. An individual's identity may also have an impact on how they emotionally respond to stress. According to research, those who have developed a strong sense of who they are are more prone to struggle with emotionally crippling conditions like anxiety and depression.

Drug treatments for teenagers do not seem to be very successful. A recent double-blind study showed that fluoxetine decreased symptoms more than placebo, although it was unusual to have full symptom remission.



Many other studies have shown that in children and teenagers, antidepressant medications are no better than place.

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