GENDER DIFFERENCES IN ACADEMIC IDENTITY FORMATION PROCESS

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Abstract

Adolescence is the most crucial stage in the development of an identity. Adolescents must discover who they are as well as consider what they want to achieve with their lives. It gives people a sense of who they are and how they interact with their surroundings. Some personal characteristics such as ethnicity, age, gender, personality, socioeconomic status, and learning styles may influence one's identity development. Academic identity is a subset of a larger, more comprehensive self-concept. As a result, the goal of this research is to look at high school students' academic identities and how male and female students vary. The researcher is looking for differences in gender in the academic identity formation process, as well as how male and female differ at different stages of the process of academic identity formation.

Keywords: Gender Differences, Achievement, diffusion, foreclosure, moratorium Academic identity status

Introduction:

Society today is undergoing a major a stage of development highlighted by especially significant issues relating to boys' and girls' self-identification. It is critical for all humans to have a real identity in order to operate correctly. Psychologists felt that by the age of 16, people should have had a concept of self. Some psychologists have even stated that by the conclusion of secondary school, adolescents should have a strong sense of self. Preparatory students who are completing their groundwork for a bachelor's degree are expected to have formed an identity by the time they reach that age. Adolescence is the most crucial stage in the development of an identity. Between childhood and maturity, there is a period of social, emotional, and cognitive growth. Asynchronous physiological and mental maturity, a mismatch between real experience, and a greater demand for self-assertion characterise this period. It is also marked by a rising sense of autonomy, personal identity, and independence. The sensation of adulthood, which is based on physiological changes in one's own body as well

as subjective perceptions of social changes, is the key and distinguishing characteristic of the adolescent stage. A adolescent's feeling of maturity displays their new life attitude toward themselves, other people, and the world, as well as determining their social engagement and certain elements of their inner lives.(Waterman, 1984)

Adolescence, on the other hand, is regarded to be the most difficult and demanding time for teenagers to determine their identity. These are the years when teens will get into fights, which will lead to a slew of difficulties. One of the issues that many adults seem to be concerned about is the fact that some teenagers appear to have identity struggles. According to Romano (2004), adolescence is a period of significant transformation during which a person is supposed to establish their own identity. Adolescents must discover who they are as well as consider what they want to achieve with their lives.

Identity achievement, identity moratorium, identity foreclosure, and identity diffusion are the four states of identity, according to Marcia (1976). When an adolescent explores significant alternatives and makes a commitment, it is called identity achievement; when an adolescent explores meaningful alternatives but does not make a commitment, it is called identity moratorium. The condition of an adolescent who has made a commitment but not explored their identity is known as identity foreclosure. Finally, identity diffusion describes an adolescent who has neither explored nor committed to a particular identity. As a result, the purpose of this study is to examine the academic identity status of high-school students and how male and female students differ.

Academic identity is a broad term that refers to how we identify ourselves in the academic world. Academic identity is a subset of a larger, more comprehensive self-concept. Furthermore, a student's academic identity might have an impact on how they approach the educational environment. It has an impact on students' actions and decisions, which have an impact on their educational outcomes. (Chorba et al., 2012) Achievement, academic performance, intellectual engagement, misidentification/identification, goal orientation/learning goals, educational and career aspirations, and motivation are some of the student outcomes. In other words, identity gives people a sense of who they are and how they interact with their surroundings. In reality, the establishment of academic identity is influenced by social interaction among academics in the same discipline. Although some personal characteristics, such as ethnicity, age, gender, personality, socioeconomic status, and learning styles, may influence one's identity development during the educational process, this is due in

part to how an individual identifies with and values themselves in relation to their specific needs and goals.(Pifer & Baker, 2016)

Interpersonal issues are the domain of female identity formation, whereas vocational choice is the area of male identity formation in terms of gender differences in identity formation. Female identity, according to Erikson, emerges from an anatomically derived sense of "inner space," showing itself in the search for a spouse and a family orientation. For males, an active, "outer space" identity orientation was seen acceptable for success and job advancement. Much identity research has been based on Erikson's idea of gender differences, which assumes that sex-role demands are the causes of gender identity difficulties.(Waterman, 1982) Several relevant but diverse sorts of factors imply that gender should be regarded a modulator in the relationship between identification and personality. (Cramer, 2000) From a theoretical approach, it has been frequently emphasised that interpersonal relatedness or connectedness is a vital component of identity formation for females, more so than for males: for males, questions of self-definition, separateness, and autonomy are considered as more crucial. This shows that challenges involving interpersonal relationships may either contribute to or be outcomes of female identity formation in ways that male identity development does not. Separation and autonomy may also be more related with male identity development than female identity development. (Archer, 1989)

Objectives:

1. To study Academic Identity formation in Highschool students.
2. To study Gender difference of Different status of Academic Identity formation in Highschool students.
3. To study Difference between Academic diffusion Identity status in Male and Female Highschool students.
4. To study Difference between Academic Foreclosure Identity status in Male and Female Highschool students.
5. To study Difference between Academic Moratorium Identity status in Male and Female Highschool students.
6. To study Difference between Academic Achieved Identity status in Male and Female Highschool students.

Hypothesis of The Study:

The following are the null hypotheses of the study.

1. There is no significant difference between Academic diffusion Identity status in Male and Female Highschool students.

2. There is no significant difference between Academic Foreclosure Identity status in Male and Female Highschool students.

3. There is no significant difference between Academic Moratorium Identity status in Male and Female Highschool students.

4. There is no significant difference between Academic Achieved Identity status in Male and Female Highschool students.

Methodology of the study:

The researcher will use descriptive research methodology in the current study. The researcher seeks to investigate the association between Academic Identity Formation in Adolescents using the co-relational technique. Researcher used survey method for data collection.

Data collection:

The data was gathered via questionnaires about "Academic Identity Formation." The questionnaire was created and standardised by the researcher. The questionnaire was given to a group of high school students who were chosen at random. The pupils are between the ages of 16 and 19. The surveys were completed by 150 students (78 girls, 72 boys, M age = 17.37 years).

Data Analysis:

Quantitative analysis was applied in this research. The statements have a minimum of 1 and a maximum of 5 points (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral). Agree (4 points) and Strongly Agree (5 points). Gender differences in Academic Identity Status of Highschool Students were investigated using descriptive and inferential statistics. With the use of a t-test, the academic identity statuses of female and male students were compared. This revealed which Academic identity status was most closely related with female Highschool students and which Academic identity status was most closely associated with male Highschool students. Hypotheses were proposed and then evaluated to discover if there is a substantial relationship, if any, between high school students' gender and their Academic identity status. 0.05 was used as the significance threshold.

Results:

The most crucial aspect of the research is data interpretation. This is followed by data analysis, which is looking at the tabulated information to figure out what it means and develop conclusions from it. This approach needs a sharp, adaptable, and open mind. There should be no parallels, variances, or notable factor/factors that go unreported in this. Descriptive statistics such as mean, median, mode (central tendency), standard deviation, skewness, kurtosis, and frequency polygon were used to determine the nature of the distribution of Academic Identity status scores.

Variable	Groups	Sample size N	MEAN	S.D.	df	t-value	Level of Significance
Academic diffusion Identity Status	Male	72	38.31	8.99	148	2.79	0.01
	Female	78	34.35	8.36			

On Academic Diffusion Identity Status, male and female high school students had mean values of 38.21 and 34.35, respectively. Male and female high school students have S.D.s of 8.99 and 8.36, respectively. On Academic Diffusion Identity Status, male adolescents had a higher mean value than female adolescents. The t-value for the degree of freedom 148 is 2.79, which is significant, as seen in the table. As a result, the hypothesis "There is no substantial difference in Academic diffusion Identity status in Male and Female high school students." is rejected. It appears reasonable to conclude that there is a significant difference in Academic Diffusion Identity Formation between male and female high school students. It indicates that male high school students have a higher Academic Diffusion Identity Status than female high school students. This suggests that boys have a greater Academic Diffusion Identity status than girls, possibly due to women's early physical maturity being connected with more advanced identity development than males. In comparison to boys, girls grow sooner and are more cognizant of their academic identity formation.

Variable	Groups	Sample size N	MEAN	S.D.	df	t-value	Level of Significance
Academic Moratorium Identity Status	Male	72	36.86	7.13	148	1.67	0.01
	Female	78	38.83	7.29			

On Academic Moratorium Identity Status, male and female high school students have mean values of 36.86 and 38.83, respectively. Male and female high school students have a S.D. of 7.13 and 7.29, respectively. On Academic Moratorium Identity Status, male adolescents had a lower mean value than female adolescents. The t-value for the degree of freedom 148 is 1.67, which is significant, as seen in the table. As a result, the hypothesis "There is no significant difference in Academic Moratorium Identity status in Male and Female high school students" is rejected. It appears reasonable to conclude that there is a significant difference in Academic Moratorium Identity Formation between female and male high school students. It indicates that female high school students have a higher Academic Moratorium Identity Status than male high school students. This indicates that the Academic Moratorium Identity status of Girls is higher than the boys. Girl students have to face more Academic Identity crises in compare to boys Highschool students.

Variable	Groups	Sample size N	MEAN	S.D.	df	t-value	Level of Significance
Academic Foreclosure Identity Status	Male	72	32.49	7.59	148	4.60	0.01
	Female	78	38. 32	7.90			

On Academic Foreclosure Identity Status, male and female high school students had mean values of 32.49 and 38.32, respectively. Male and female high school students have S.D.s of 7.59 and 7.90, respectively. On Academic Foreclosure Identity Status, male adolescents had a lower mean value than female adolescents. The t-value for degree of freedom 148 is 4.60, which is significant, as seen in the table. As a result, hypothesis is rejected: "There is no significant difference in Academic Foreclosure Identity status in Male and Female high school students." It appears reasonable to conclude that there is a significant difference in Academic Foreclosure Identity Formation between female and male high school students. In comparison to male high school students, female high school students have a higher Academic Foreclosure Identity Status. This suggests that girls have a greater Academic Foreclosure Identity than boys. Gender inequality has been in our culture for generations, and we have such an upbringing that girls are constantly dependant on their parents and are unable to make decisions on their own. As a result, female students had a much higher level of Academic Foreclosure Identity attainment than male students.

Variable	Groups	Sample size N	MEAN	S.D.	df	t-value	Level of Significance
Academic Achieved Identity Status	**Male**	**72**	**38.10**	**7.59**	**148**	**3.00**	**0.01**
	Female	**78**	**41.71**	**7.09**			

On Academic Achieved Identity Status, male and female high school students had mean values of 38.10 and 41.71, respectively. Male and female high school students have S.D.s of 7.59 and 7.09, respectively. On Academic Achieved Identity Status, male adolescents had a higher mean value than female adolescents. The t-value for degree of freedom 148 is 3.00, which is significant, as seen in the table. As a result, the hypothesis "There is no significant difference in Academic Achieved Identity status in Male and Female high school students" is rejected. The results reveal that there is a significant difference in Academic Achieved Identity Formation between female and male high school students. In comparison to male high school students, female high school students had a higher Academic Achieved Identity Status. This suggests that girls have a greater Academic Achieved Identity status than boys.

Conclusion

• In comparison to female high school students, male high school students have a higher Academic Diffusion Identity Status. Which means male high school students are less committed and explored the educational options available for them compared to female high school students.

• In comparison to male high school students, female high school students have a higher Academic Foreclosure Identity Status. Without an internal investigation of the values and beliefs to which they commit in foreclosure, the individual perceives commitment. In our society Females are conditioned such as they don't even try to go beyond their parents orders.

• In comparison to male high school students, female high school students have a higher Academic Moratorium Identity Status. The slow investigation of personal and vocational possibilities is referred to as an identity moratorium. This is a period of insecurity in terms of values, aspirations, and beliefs, resembling a crisis without the consequent commitment.

• Female high school students are higher than male high school students in the formation of their achieved academic identities. Identity achievement has been argued to be essential to academic success. Results of the study support that female high school students are more committed and explored in compare to male high school students.

The findings of our study are both theoretical and practical. Adolescence is a critical time for the formation of Academic identity. At the same time, teachers may find it difficult to affect students' personal growth at this time. All things considered, knowing the psychological qualities of each form of Academic identity, as well as the uniqueness of academic identity and gender differences in development of adolescence, is required for efficient engagement with adolescents in the educational and raising process.

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