

ACADEMIC IDENTITY FORMATION AMONG ADOLESCENTS STUDENTS

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Abstract

Identity formation is the most crucial developmental task for teenagers, according to Erikson's psychosocial development theory. Identity achievement, moratorium, foreclosure, and identity diffusion are the four different identity statuses proposed by James Marcia. One facet of a larger, all-encompassing self-idea is academic identity. Academic identity has an impact on how a student navigates the educational environment. Academic identity formation is one component of a wider global identity for college students, as Was and Isaacson demonstrated. In this study, an Academic Identity Formation scale for adolescent students was developed and standardized. There are 48 statements on this scale. For this study, a basic random sample technique was applied. A total of 80 Higher Secondary Students from the Palghar District were chosen at random. The scale is standardized using reliability and validity procedures. According to the research, students with attained Academic Identity have a greater average age than students with diffused Academic Identity Status.

Keywords: Academic Identity Formation, Adolescent students, Higher Secondary school



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Introduction:

The impact of identity processes on academic outcomes is a topic that continues to receive a lot of study attention. The significance of tests and measures in identity study has resulted in the creation of several useful tools.

Individualization is also known as identity formation. Individuation is the formation of a distinct personality at a specific stage of life in which a person has individual characteristics or is known to others. Identity is extremely important among adolescents because it is the first time when physical growth, cognitive skills, and social expectations all combine, allowing adolescents to grasp childhood identifications and build a realistic path to adolescence. Personal identity emerges as the adolescent brain grows. Simply said, identity is one's sense of self. Clarification of one's morals, ethics, and standards, as well as a dedication to a future vocation, are all part of the process of developing a complete identity. Adolescents, on the other

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hand, might go through periods of disorientation and role confusion and are known to have identity crises. Identity formation is discussed in several developmental theories. Erikson believes that everyone goes through many crises or conflicts throughout their lives. He divided life into eight stages and maintained that each stage's conflict had to be successfully resolved to move to the next stage. The stage of "Identity vs Role Confusion" that every adolescent goes through is known as "Identity versus Role Confusion." According to Erikson, this crisis can be resolved by identity attainment, which occurs when a person has carefully studied numerous aims and values, embracing some and rejecting others, and has a clear understanding of who they are as a unique individual. If the crisis of "Identity vs Role Confusion" is not resolved, an adolescent will most likely be confused about their future intentions, specifically their adult roles and responsibilities. Failure to create one's own identity as an adolescent lead to failure to form a shared identity with others, which can lead to adult instability in a variety of areas.

Identity refers to a person's fundamental sense of self. Individuals' social well-being is influenced by their evolving identities. Many studies have been conducted on the impact of identity processes on academic achievement. James Marcia's identity status model is one of the most popular among these researches. Identity is viewed as a twofold process of self-exploration and commitment in the identity status model. Exploration is the process of considering several options, whereas commitment is the process of deciding on a set of choices and/or ideals. He has two polar identity development processes. Marcia discovered four distinct identity statuses or styles that adolescents employ to navigate identity-defining roles and values. The level to which one has explored and committed to an identity affects one's identity status. (AM, 2015)

The identity status theory of James Marcia is as follows: Identity achievement, identity moratorium, identity foreclosure, and identity diffusion are the four statuses of identity, according to James Marcia. Each identity status is associated with a variety of psychological traits, subjective experiences, and interpersonal interaction styles. These are also known as identity paths. (UPRETI, 2017)

Student academic identity is defined as the incorporation of academic ideals and practices into one's sense of self, indicating one's willingness and commitment to the academic community's activities. Furthermore, how a student navigates the educational environment is influenced by his or her academic identity. It has an impact on students' actions and decisions,

which have an impact on their educational outcomes. Achievement, academic performance, intellectual engagement, identity, goal orientation/learning goals, educational and career aspirations, and motivation are all examples of student outcomes. (Matthews et al., 2014)

Academic identity is a wide term that refers to how we identify ourselves in an academic setting. One component of a larger, all-encompassing self-concept is academic identity. Each academic identity status is experimentally linked to a collection of personality traits that may or may not be adaptable in school environments. (Howard, 2003)

Diffused academic identity: Students are disorganized, have low self-esteem and have limited autonomy.

Foreclosure academic identity: This Identity implies unquestioningly adapting academic values and goals that have been imposed by others.

Moratorium academic identity is defined as a period of debate and inquiry during which a student is experiencing academic doubt and has yet to commit to principles and goals.

Achieved academic identity students are more introspective, playful, and logical in decision-making. Such students also have high self-esteem and work effectively under stress. Students reach this status after making a strong self-chosen commitment to a set of academic values and goals.

Aim of Research:

The goal of this study is to discover how adolescent students develop academic identities. Academic identity, according to Welch and Hodges (1997), is "the personal commitment to a standard of excellence, the willingness to persist in the challenge, effort, joy, and disappointment inherent in the learning process." The Academic Identity Formation Scale was created to investigate the Academic Identity Formation Process in Adolescents as well as the various levels of academic identity formation in adolescents.(Decandia, 2014)

Objectives:

1. To study Academic Identity formation in adolescent students.
2. To study Different status of Academic Identity formation in adolescent students.

Methodology of the study:

The purpose of this study, as stated in the objectives, is to investigate the formation of Academic Identity in adolescent students. The researcher opted to employ the survey approach to achieve the study's aims. The investigator chose the descriptive survey as the most

appropriate approach of acquiring precise information about the situation under study in order to obtain the data needed to produce proper study results.

CONSTRUCTION OF TOOL- ACADEMIC IDENTITY FORMATION SCALE:

A research tool is an instrument that researchers used to measure what they want to measure in their study. Questionnaires are used to collect data from a representative sample of respondents that is valid, reliable, and unbiased. (SURESHBABU, 2017)

The investigator has a general idea for research and a few prepared or standardized tools, but he believes that a precise scale is required to do research perfectly. The Likert's approach was used to build the Academic Identity Formation scale. The researcher gathered literature on Academic Identity Formation, as well as constructive and negative factors of Academic Identity Formation, as well as educators', administrators', and supervisors' perspectives on Academic Identity Formation. A large number of statements about the different dimensions of Academic identity status, such as Academic identity foreclosure, Academic identity diffusion, Academic identity moratorium, and Academic identity achievement, were gathered by asking teachers and experts in the field of psychology to write out their opinions about the different dimensions of Adolescent identity Formation. Statements from relevant literature were added to them. The investigator thoroughly examined the literature and documents. So, with the help of the guide and experts, the investigator-generated 60 statements for the Academic Identity Formation scale, which has four levels (Achieved Academic Identity, Moratorium Academic Identity, Foreclosure Academic Identity, and Diffused Academic Identity).

After consulting with experts and a thorough examination of the statements by the investigator, 48 statements were chosen. Academic identity foreclosure, Academic identity moratorium, Academic identity diffusion, and Academic identity achievement are among the 12 assertions included in each type of Academic identity Formation. In addition, before embarking on the pilot study, the investigator sought opinions and suggestions from specialists in the field. Finally, the investigator conducted a pilot study, which was designed to reflect all of the population's features using a probability sampling technique. A basic random sample strategy was employed to select the schools and students. A total of 80 (38 Male and 42 Female) students were chosen as a sample from two higher secondary schools in the Palghar District. The average age was 18 years and 4 months with a standard deviation of 2.29.

Scoring Procedure:

Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree are the five options for each statement. Respondents were requested to tick only one response option for each statement. The 'Strongly Agree' response has been given a weight of '5', the 'Agree' response has been given a weight of '4', the 'Neutral response' has been given a weight of '3', the 'Disagree response' has been given a weight of '2', and the 'Strongly Disagree response' has been given a weight of '1'. The sum of the item's credits represented the person's overall Status score.

Reliability:

The accuracy (consistency and stability) of a test's measurement is referred to as reliability. Cronbach Alpha and Split Half Reliability were calculated for this study to determine the reliability of the Academic Identity scale, and they were found to be 0.84 and 0.78 respectively, indicating that the scale has a high level of reliability.

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.884	.879	48

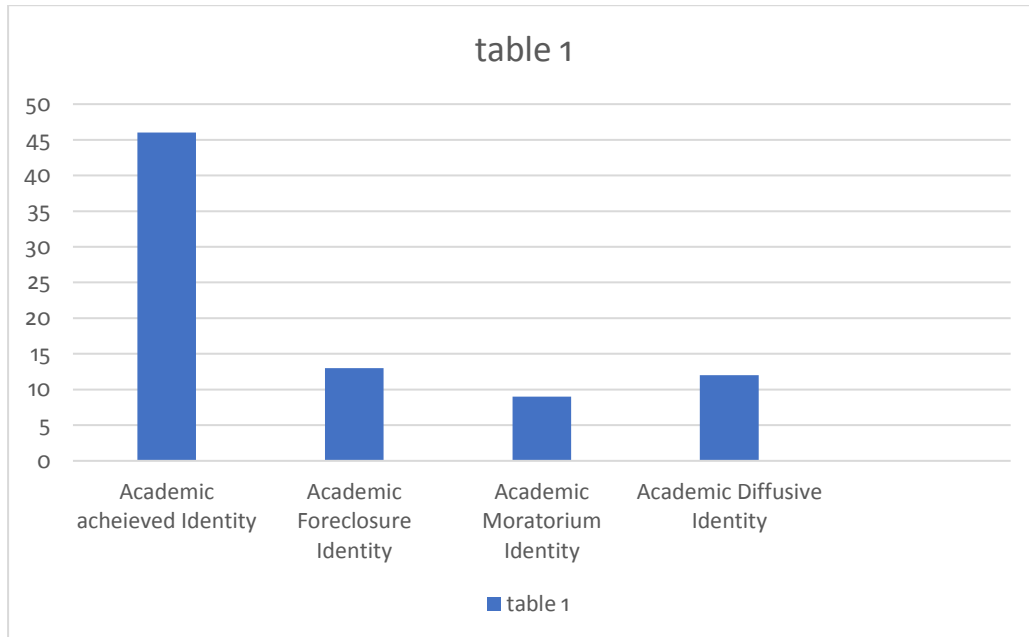
Split half Reliability	Part 1	Value	.784	
		N of Items	24 ^a	
	Part 2	Value	.795	
		N of Items	24 ^b	
	Total N of Items		48	

Validity:

The virtues of measurement are revealed via validity. The scale was given to experts in the relevant fields (education, and psychology) to verify its content validity. Experts are provided the tool to determine its Face validity. Changes are made in response to expert recommendations. The wordings of statements have been simplified, and a Marathi version of the scale has been created for tribal students' convenience. Complex sentences, ambiguous statements, and statements with multiple meanings are all removed.

Conclusion:

The researcher believes that this scale will be useful in assessing adolescent students' academic identity formation. As a result, this tool will be highly beneficial for the investigator in determining the extent to which adolescent students' Academic Identity formation is occurring, and it can be used and extended in the future for future researchers.



A total of 80 students (38 men and 42 women) from two Palghar District higher secondary schools were assessed the Academic Identity Formation Scale. With a standard deviation of 2.29, the average age was 18 years 4 months. Following the calculations, it was discovered that 46 students out of 80 have achieved academic identity (M- 41.65), Foreclosed Academic Identity (M – 36.01) effects 13 students whereas Moratorium Academic Identity (M – 35.85) impacts 9 students, and diffused Academic Identity (M – 35.43) affects 12 students. In comparison to students with diffused Academic Identity Status, students with achieved Academic Identity have a higher average age.

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