

Original Research Article

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Differences in Identity Development of Adolescents with their Ordinal Position

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ABSTRACT

Present study assessed and compared the identity development of adolescents across their ordinal position and class. It was conducted among urban and rural PUC students of Dharwad and Tanakpur in the age group of 16-18 years who were randomly selected from four science coaching institutes of Dharwad (Karnataka) and three science coaching institutes of Tanakpur (Uttarakhand). Samples included 10 to 15 per cent students from each class (PUC-I and PUC-II) of coaching institutes that constituted an overall 592 students. General information schedule and Dimensions of Identity Development Scale were used to gather basic information about respondents and to assess their identity development. The results of the present study revealed that, PUC-II students scored better in identity development than PUC-I students in both the places. With respect to ordinal position, first born PUC students of Dharwad had higher identity development than later born. However, no significant association and difference was observed between ordinal position and identity development of Tanakpur PUC students. Thus, differential effect of ordinal position and class were observed on identity development of PUC students.

Keywords

Ordinal position,
Class, Identity
Development and
PUC students

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Introduction

Adolescence is a period of life between childhood and adulthood. According to World Health Organization (2012), adolescence includes a period of life between ten and nineteen years of age. As per Census 2011, adolescents account for one-fifth of the world's population and 20.90 per cent of the total population in India.

Identity refers to individuals general sense of themselves and their psychological reality that includes many different beliefs and attitudes about the self (Wigfield and Wagner, 2005). Erikson (1968) 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".

Adolescence is a fundamental period of one's identity development as it is the first time when an individual becomes much more self-conscious and self-assertive and start more self-discovery about the way their identity may affect their lives. Personal identity formation serves as a compass to navigate the course of life beyond adolescence (Montgomery and Marcia, 2008). Adolescents and young adults are generally distinguishable by the extent to which they continue to explore their identities or choose a comfortable and stable approach to get committed to certain choices concerning career and other ideological areas (Kroger and Haslett, 1991).

A firmly established identity provides a sense of uniqueness to an individual. It enables an individual to influence, change or mould, define and create other individual identity. It promotes positive development throughout adolescence and even across a whole life span as well as helps to define and solidify an individual's reputation in the eyes of other members of a social group.

Adler conceptualized the notion that birth orders of an individual significantly influence their lifestyle. Besides this, how an adolescent is perceived by his family and how an individual relates to the amount of responsibility, independence and freedom he or she has been provided plays an important role in identity development of adolescents. Based on this ideology, this paper attempts to understand the influence of birth order and class on the identity development of PUC students.

Materials and Methods

Research design

A differential research design was used to compare identity development of urban and

rural PUC students of Dharwad and Tanakpur by their ordinal position and class and correlation research design was used to know the relationship between the same factors.

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) and Tanakpur (Uttarakhand). An overall 18 PUC science coaching institutes in Dharwad (Karnataka) and 12 PUC science coaching institutes in Tanakpur (Uttarakhand) were identified through survey method. Heads of each coaching institutes were contacted and permission was taken for conducting research on PUC-I and PUC-II students. Out of total coaching institutes, only 4 coaching institutes head from Dharwad and 3 coaching institutes head from Tanakpur gave permission for conducting research on PUC students. Thereafter, 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 each from PUC-I and PUC-II of Dharwad science coaching institutes and 150 PUC-I and 130 PUC-II students from Tanakpur science coaching institutes constituting an overall sample of 592 students from both the places. 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 urban area of both the places.

Tools

General information schedule was used to collect basic information about the respondents like their age, class, ordinal position, gender, locality, family type, family

size, parents education and parents occupation. Dimensions of Identity Development Scale developed by Luyckx *et al.*, (2008) were used to assess identity development of adolescents. The scale comprised of 25 items and rated on 5-point Likert scale under strongly disagree, disagree, neither disagree/ neither agree, agree and strongly agree categories with a scoring of 1, 2, 3, 4 and 5. Scale consists of five dimensions of identity *i.e.*, Commitment making, Exploration in breadth, Ruminative exploration, Identification with commitment and Exploration in depth and each dimension contains five items. Scores for overall identity development were categorized into low (25-58), average (59-92) and high level (93-125) respectively.

Data analysis

The collected data was analysed by using F-test and modified χ^2 in SPSS package.

Results and Discussion

Data presented in Table 1 accentuate percentage distribution of individual characteristics of respondents. It was observed that most of the urban and rural Dharwad PUC students were of 17 years that is, 43.13 percent and 46.71 percent respectively. On the other hand, among urban and rural PUC students of Tanakpur, majority of the students were of 16 years that is, 42 percent urban and 55.38 percent rural PUC students. With respect to class, equal percent (50 %) of urban and rural Dharwad students each from PUC-I and PUC-II were drawn.

However, majority of urban (53.33 %) and rural (53.85 %) Tanakpur PUC students were from PUC-I. Results pertaining to ordinal position indicate that, higher percentage of urban and rural PUC students from both the places were later born that is, 67.5 percent

and 62.67 percent from urban area and 72.37 percent and 64.62 percent from rural area of Dharwad and Tanakpur.

Results presented in Table 2 clearly highlight that among urban Dharwad PUC students, there was a significant association between ordinal position and identity development ($\chi^2 = 6.99$, $p \leq 0.05$) where, more than half of the first born (51.92%) and later born students (70.37 %) had high and average level of identity development respectively.

A significant difference was also observed between ordinal position and identity development of urban and rural PUC students of Dharwad where, mean score of first-born students (90.22 and 100) was higher than later born PUC students (82.93 and 89.82). It might be because first borns also tend to be under greater pressure than later borns to pursue jobs to relieve their parents. Results are on par with Mc. Hale and Crouter (2007) and Thessa *et al.*, (2009) who revealed the tearlier-born siblings had advance levels of identity formation and later-born siblings had the lowest. Sulloway (2001) also stated that first-borns tend to be more conscientious (organized and disciplined) and mature than later-born children.

In contrast, no significant association and difference was observed between ordinal position and identity development of urban and rural Tanakpur PUC students. It might be because of very less age difference between first born and later born sibling. Crocetti *et al.*, (2017) also highlighted that sibling relationships tend to become more egalitarian over the course of adolescence.

Data presented in Table 3 depicts the mean scores and association of identity development of urban and rural Dharwad and Tanakpur PUC students by their class.

Table.1 Percentage distribution of PUC students of Dharwad and Tanakpur by their individual characteristics N=592

Characteristics	Category	Dharwad N=312		Tanakpur N=280	
		Urban (n=160)	Rural (n=152)	Urban (n=150)	Rural (n=130)
Individual characteristics					
Age	16 years	46 (28.75)	42 (27.63)	63 (42)	72 (55.38)
	17years	69 (43.13)	71 (46.71)	60 (40)	46 (35.38)
	18 years	45 (28.12)	39 (25.66)	27 (18)	12 (9.24)
Class	PUC-I	80 (50)	76 (50)	80 (53.33)	70 (53.85)
	PUC-II	80 (50)	76 (50)	70 (46.67)	60 (46.15)
Ordinal position	First born	52 (32.5)	42 (27.63)	56 (37.33)	46 (35.38)
	Later born	108 (67.5)	110 (72.37)	94 (62.67)	84 (64.62)

Figures in parenthesis indicates percentage

Table.2 Comparison and association of identity development of PUC Students by ordinal position N= 592

Locality	Ordinal position	Identity development				Modified χ^2	Mean \pm SD	t-value
		Low	Average	High	Total			
Dharwad (N = 312)								
Urban (n=160)	First born	3 (5.77)	22 (42.31)	27 (51.92)	52 (100)	6.99*	90.22 \pm 10.53	4.41*
	Later born	2 (1.85)	76 (70.37)	30 (27.78)	108 (100)		82.93 \pm 11.96	
Rural (n=152)	First born	2 (4.76)	26 (61.90)	14 (33.34)	42 (100)	6.78 ^{N.S.}	100.00 \pm 10.18	7.63*
	Later born	77 (70)	30 (27.27)	3 (2.73)	110 (100)		89.82 \pm 17.25	
Tanakpur (N = 280)								
Urban (n=150)	First born	2 (3.57)	10 (17.86)	44 (78.57)	56 (100)	2.64 ^{N.S.}	98.22 \pm 15.60	0.27 ^{N.S.}
	Later born	3 (3.19)	28 (29.79)	63 (67.02)	94 (100)		97.50 \pm 16.10	
Rural (n=130)	First born	4 (8.70)	18 (39.13)	24 (52.17)	46 (100)	0.47 ^{N.S.}	93.28 \pm 15.37	0.96 ^{N.S.}
	Later born	10 (11.90)	29 (34.53)	45 (53.57)	84 (100)		90.43 \pm 16.63	

Figures in parenthesis indicates percentage; *Significant at 0.05 level, ^{N.S.} – Non-significant

Table.3 Comparison and association of identity development of PUC students by class N= 592

Locality	Class	Identity development				Modified χ^2	Mean \pm SD	t-value
		Low	Average	High	Total			
Dharwad (N = 312)								
Urban (n=160)	PUC-I	4 (5.0)	54 (67.5)	22 (27.5)	80 (100)	5.79*	85.91 \pm 16.07	1.66 ^{N.S.}
	PUC-II	1 (1.25)	44 (55.0)	35 (43.75)	80 (100)		91.82 \pm 11.76	
Rural (n=152)	PUC-I	60 (78.95)	12 (15.79)	4 (5.26)	76 (100)	9.50*	97.53 \pm 18.34	7.90*
	PUC-II	19 (25)	44 (57.89)	13 (17.11)	76 (100)		104.63 \pm 16.66	
Tanakpur (N = 280)								
Urban (n=150)	PUC-I	3 (3.75)	30 (37.5)	47 (58.75)	80 (100)	13.91*	93.01 \pm 17.66	4.32**
	PUC-II	2 (2.86)	8 (11.43)	60 (85.71)	70 (100)		103.21 \pm 11.40	
Rural (n=130)	PUC-I	7 (10)	28 (40)	35 (50)	70 (100)	0.97 ^{N.S.}	90.06 \pm 19.10	1.05 ^{N.S.}
	PUC-II	7 (11.67)	19 (31.67)	34 (56.66)	60 (100)		93.05 \pm 11.92	

Figures in parenthesis indicates percentage.

^{N.S.}-Non-significant, *Significant at 0.05 level, ** Significant at 0.01 level

A significant association ($\chi^2 = 5.79$ and 13.91 , $p \leq 0.05$) was observed between class and identity development of urban PUC students from both the places where, majority of Dharwad PUC students (67.5 % in PUC-I and 55 % in PUC-II) and Tanakpur PUC students (58.75 % in PUC-I and 85.71 % in PUC-II) were in an average and high level of identity development respectively.

Data also unveil that PUC-II students of both the places scored significantly higher mean value of identity development (91.82 and 103.21) than PUC-I students.

Similarly, among rural PUC students a significant association ($\chi^2 = 9.50$, $p \leq 0.05$) was observed between class and identity development of Dharwad students where, maximum percent of students in PUC-I and PUC-II were in low (78.95 %) and average (57.89 %) level of identity development. A

significant difference ($t = 7.90$, $p \leq 0.05$) was also found where, PUC-II students (104.63) scored significantly higher mean value of identity development than PUC-I students (97.53). In contrast, no significant association ($\chi^2 = 0.97$) and difference ($t = 1.05$) was observed between class and identity development of rural Tanakpur PUC students.

As during this period, major developmental advancement such as, increase in their cognitive ability and maturity takes place that enhances their abstract and logical thinking as well as their exploration and commitment level towards establishing their well-developed and synthesized identity.

To add further, Andrik *et al.*, (2017) highlighted that with increase in age, overall identity development of middle and late adolescents also increases due to more commitment and less reconsideration in their

identity. Findings of the study gets further support from the study of Umit *et al.*, (2015) which states that increase in age results in decline in the moratorium and searching moratorium statuses of adolescents which results in enhanced identity development of individuals. Overall, the study highlighted that ordinal position and class had differential effects on identity development of PUC students.

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