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RELATIONSHIP BETWEEN EGO IDENTITY STATUSES WITH ACADEMIC STRESS AT ADOLESCENTS.

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ABSTRACT:

The study attempts to determine the relationship between different types of ego identity statuses with academic stress of adolescents. The simple random method of sampling is used. The sample consisted of 200 high school students of 8th and 9th standard selected from different high school (120 males and 80 females). The tools used for the measurement of variables were Extended Objective Measure of Ego Identity Status (EOMEIS-2) and Bisht Battery of Stress Scale- Academic (BBSS-A). The data collected on the variables were analyzed using the Pearson product moment coefficient of correlation. The results indicated that adolescents with high academic stress found significant with diffusion identity status. On the other hand there is negative correlation found between academic stress with achievement and moratorium identity status. There is moderate negative correlation found between Foreclosure identity and academic stress. Finding of the study reveal the significance of academic stress in the formation of identity status in adolescents.

KEY WORDS: Adolescents, Ego Identity Status, Academic Stress.

INTRODUCTION:

The main focus of present study is on interrelationship of ego identity and academic stress at adolescents. Students bring their identities and experiences into the school setting. How adolescents experience the school setting is shaped in important ways by their various identities. For adolescents, the school context is a potent social influence that interacts with a broad variety of student identities. Adolescence is a period of rapid development when young people acquire new capacities and they are faced with new challenges. They are the agent of change in their societies. Erikson (1968) described identity as the central developmental task of adolescence and its resolutions set the social cognitive structure of individual identity formation is the primary developmental task that occurs during the period of adolescence. The adolescence period consists of the exploration of various identities and culminates with the commitment to one final identity. Marcia (1966), in relation to Erikson's theory, developed the identity status paradigm and proposed four identity statuses. These are as follows 1) Adolescents who have experienced period of crisis and made firm commitments to a set of values and goals as they adopted during the period of exploration are the identity achievers. 2) Adolescents who are actively exploring alternatives but still not made a firm commitment called identity moratorium. 3) Identity foreclosure adolescents find their identity through the adoption of parental standard & values of parents without examining the nature, quality and personal fit of such commitments. 4) Identity diffusion adolescents are neither exploring nor feeling the compulsion to the find a self-defined identity.

Pressure a student receives from family and society that causes stress over school and future success. It can cause for student to more focus on school too much which leads to severe problems. The parents expect their child to succeed, so they are very demanding. They look marks or grades are as the most important part of life. As the surrounding worlds change rapidly more competition, desire for money and betterment of life. The desire to get into the good college, staying ahead of classmates in terms of GPA is factor which leads the academic stress. The development of school-aged children is influenced by the level of stress they encounter during the learning process and what extent they feel it is manageable. Regular high level academic stress induces negative emotions so it is important to teach students how to handle stress and negative emotions. Stress and anxiety in children and teenagers are just as prevalent as in adults. Negligence of parents, high expectations in academic or other performances, abused childhood, growing up tensions and demand for familial responsibility etc. the main causes of childhood and teen stress. In a study Dawood (1995) found that students stress affects their academic performance. He further showed that the most frequently mentioned stressor by students was school and fear related stressors. Many adolescents tend to become non-conformist and fall prey to depression in response to a variety of growing up anxieties. However, stress induced fears and anxiety in adolescents adversely affects adolescent's performances at various levels. As the pressure is prolonged and perceived as unmanageable, it causes for mental and emotional imbalance among students which affects on adjustment, identity status and academic performance. Academic stress includes student perceptions regarding the challenging demands and perception of inadequate time to accomplish it. Stress results from anticipation and perception of situation. According to wilks, (2008) Academic stress is the product of a combination of academic related demands that exceed the adaptive resources available to an individual.

REVIEW OF LITERATURE

Lapp et. al. (2014) reported that high self esteem is related to lower subjective stress and health of individuals. The personal self esteem may more strongly influence health in individuals who do not have strong social identity.

Nikita S.et. al. (2014) found the significant but low negative relationship between academic stress and self esteem and Khan and Alam (2015) found significant negative correlation between academic stress and self concept.

Neetu Anand and Nirmala Devi (2012) examined relation in academic stress, self efficacy and peer relations among college students. The findings indicate that academic stress was significantly negatively related with self efficacy and peer relations.

Basakand Ghosh (2008) found that adolescents having high identity achievement status have high self-esteem especially in the areas of occupation and ideological belief for religion. On the other hand, adolescents who are in crisis and not made commitment have low self-esteem. The analysis also indicated that ego-identity status of students differed with respect to gender and rural urban location. Needham, Crosnoe and Muller (2004) reported that emotional stress predicted future class failure and other school problems. In addition adolescents have reported that school is the number one cause of stress in their lives.

Yates & Youniss (1996) concluded from their research findings that community service during high school help to poster greater political-moral interest, as well as a sense of ideological identity. School based community service may promote adolescence identity formation.

Kim and Jeong-Ran (1991) found that identity achieved students were more likely to foresee their future as certain and optimistic, and have an androgynous gender role attitude. On the other hand, identity diffused subjects were not sure about their future, indicated undifferentiated gender role attitude, and perceived their family as more emotionally unavailable.

METHOD:
OBJECTIVES:
1) To find the Ego Identity Status of the Adolescents.
2) To measure the level of Academic Stress of Adolescents.
3) To find out the relation between ego identity status and academic stress of Adolescents.

VARIABLES
Ego Identity Status of adolescents- achievement, moratorium, foreclosure and diffusion.
Academic Stress.

OPERATIONAL DEFINITIONS:
1) Ego Identity Status- An adolescence psychosocial maturity in the four domains of friendship, dating, gender roles and recreation as measured by revised version of the Extended Objective Measure of Ego Identity Status constructed by Bennion and Adams.

2) Academic Stress-Academic Stress is defined as it is composite score as assessed through Bisht Battery of Stress Scale developed by Dr.Bisht (2005) on the dimension of Academic Stress (SAS).

HYPOTHESIS:
There is significant correlation between academic stress and ego identity status of adolescents.

SAMPLE:

For the present study the researcher randomly selected 200 high school students from 8th and 9th class from Baramati taluka. Age range from 13-15 yrs. The sample is collected from different high schools.

Boys	120
Girls	80
Total	200

RESEARCH DESIGN-:

For the present study correlational research design is used to find out the correlation between home environment and ego identity status of Adolescents.

TOOLS:

Ego Identity Status-Revised Version (EOM-EIS-II): It is developed by the Bennion and Adams (1989). The instrument contains 32 items, with 8 items reflecting each of the four identity statuses (achievement, moratorium, foreclosure and diffusion) in the domains of friendship, dating, sex roles, and recreational choices. Participants responded to each item on a 6-point Likert scale: "A" (strongly disagree) to "F" (strongly agree). Thus, each domain subscale could range from 8 to 48.

Early studies using the EOM-EIS-II with young adolescents yielded acceptable estimates of internal consistency (e.g., Jones and Streitmatter, 1987; Streitmatter, 1989). Additionally, Bennion and Adams analysis of the revised EOM-EIS showed acceptable to good internal consistency and discriminant, convergent, concurrent, and predictive validities (1986). Additionally, Sandhu and Tung, (2006) determined test-retest reliability of 0.73 to 0.91 of the EOM-EIS-II

The adolescents raw subscale scores were calculated, and means and standard deviations were then generated for each of the subscales. By comparing raw subscale scores against cut-off points, individuals were classified into a single identity status. To facilitate maximum classification of early adolescents into identity status categories, a standard deviation of 0.5, as proposed by Jones et al. (1994) and replicated by Allison and Schultz (2001), were used to establish delineations between each of the four identity statuses.

Bisht Battery of Stress Scale (2005) - It developed by Abha Rani Bisht. It consists total 847 items. It measures following stress dimensions Existence, Achievement, Academic, Self Concept, Self Actualization, Physical, Social Role, Institutional, Family, Financial, Vocational and Superstition. Test-Retest and split half reliability is calculated. Content and constructed validity is calculated. For the Present study researcher used only one scale from it. i.e. Academic Stress which consists 80 items. The instrument requires student to tell the frequency of occurrence and quantity of experience for the particular described condition. The five responses for frequency are namely 'always', 'often', 'sometimes', 'rarely' and 'never' while five responses for quantity is 'Too much', 'much', 'average', 'less' and 'not at all'. Assign 4, 3, 2, 1 and 0 score for both frequency and quantity separately for positive statement and for negative statement it's just vice versa. The total will be separate for frequency and quantity. The grand total will be the sum of frequency score and quantity score. Each item is of statement type, to which students were to answer by ticking their option prescribed on the answer sheet. Statements were written in Hindi. Meaning of difficult words was explained by the researcher.

DATA COLLECTION:

The investigators collected the data by taking the prior permission from the school authorities. The topic of the research was introduced to the high school students to enhance their understanding and for eliciting the co-operation. The tests were presented to the respondent and they were assured that whatever responses they will give would be kept confidential and would be used only for the research purposes. Thus, they were requested to give only honest and true responses. The standardized instructions for the tests were given each time. Data collection was done in small convenient groups on the required sample from five high schools.

RESULTS ANALYSIS AND DISCUSSION:

Table 1 The distribution of sample (N=200) in different Types Ego Identity Status.

Identity Status	No. of Adolescents
Identity Achieved	32
Identity Moratorium	47
Identity Foreclosure	39
Identity Diffused	36

The table shows the distribution of adolescents in different identity status. The identity achieved is more in numbers whereas moratorium identity shows by least number of adolescents. Among these total samples some adolescent's shows low profile moratorium.

Figure 1 shows the identity status of adolescence.
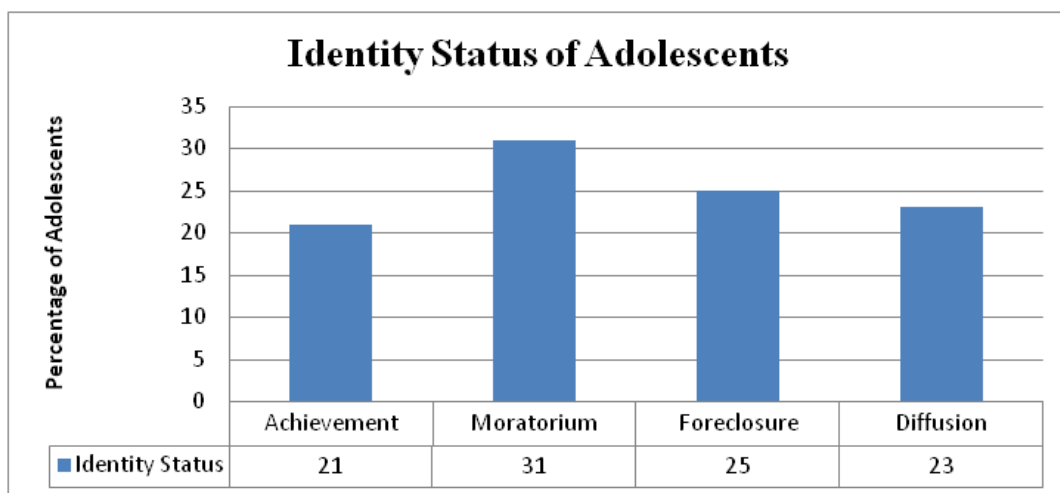
The result shows that majority of the adolescents identity status is the Moratorium which is 31 percent of the whole adolescent sample. 21 percent of the adolescents were found to be already in the identity achievement. 23 percent adolescents claimed to be in the identity diffusion whereas 25 percent of the adolescents are in identity foreclosure.

Table 2 Shows number of adolescents in low profile moratorium

Identity Status	No. of Adolescents
Low Profile Moratorium	15

Low profile moratorium identity status adolescents are those adolescents whose score is below the cut offs on four identity status as per the test norm. The fifteen adolescents are in Low Profile Moratorium. For these adolescents mean score on the academic stress is high as per the test norms.

Table 3 shows distribution of adolescents on Transition status.

No. of Adolescents	Description	Description on Home Environment Dimension
19	Adolescents score is above on identity achievement and Moratorium.	These adolescents are low on academic stress.
09	Adolescents score is above on identity foreclosure and diffusion.	They perceived high Score on academic stress.
03	Adolescents score is above on identity diffusion and Moratorium.	These adolescents are high on academic stress.
Total = 31		

The thirty-one adolescents show transition status of identity as per the test norms. These adolescents are those whose score is above the cut offs on two identity status. The first group of nineteen adolescents shows low score on academic stress. The second group of nine adolescents finds high on academic stress. It shows that those adolescents high on academic stress do not have firm identity.

Table 4 showing the Means & Standard Deviations on Academic Stress and four types of Ego Identity Status

Variables	Mean	S.D.
Academic Stress	133.64	30.40
Identity Achievement	37.52	5.11
Moratorium	31.42	6.08
Foreclosure	28.96	5.73
Diffusion	26.60	4.01

The mean score for the Academic stress is above the average level as per the test norms. The Mean for Identity Achievement is 37.52 and for Moratorium it is 31.42. The mean for Foreclosure Identity Status is 28.96 whereas for Identity Diffusion it is 26.60. The sample of the present study is divided in different identity status as follows.

Table 5 showing Coefficient correlation values for Ego Identity Status and Academic Stress of adolescents.

Types of Ego Identity Status	Academic Stress
Identity Achievement	-0.52**
Moratorium	-0.34**
Foreclosure	-0.19*
Diffusion	0.39**

** p< 0.01
* p< 0.05

It is observed from table 5 that the Academic Stress is significantly correlated with different ego identity statuses. The achievement ego identity status is observed to be significantly and negatively (r = -0.52, p<0.01) related to Academic Stress. This result shows that adolescents who are on achievement ego identity status perceived low academic Stress. On the other hand Academic Stress is significantly positively (r = 0.39, p<0.01) correlated to diffusion ego identity status in adolescents. It means that diffusion identity status shows significantly positive impact on academic stress. These adolescents have not shown strong opinions, desires and dreams for the future. They does not actively exploring, shows lack of commitment and struggle to use critical thinking strategies with less maturity. Earlier studies by Kim and Jeong-Ran (1991) also reported that identity achieved students were more likely to foresee their future as certain and optimistic, on the other hand, identity diffused subjects were not sure about their future. Basakand Ghosh (2008) found that adolescents having high identity achievement status have high self-esteem. Therefore it may be concluded that school should designing and implementing program tailored to students academic majors to enhance their ego identity status.

It is found that there is significant negative correlation between the moratorium identity status and Academic Stress (r = -0.34, p<0.01). That means exploration in children leads to low academic stress. These adolescents always want to seek out experiences typically beyond the family and travel through unfamiliar area in order to learn about it with actively exploring. Always fluctuate between rebellion and conformity but takes proactive steps towards identity achievement. Identity foreclosure is significantly and negatively correlated with academic stress (r = -0.19, p<0.05), which clearly revealed that adolescents with foreclosed identity exhibit significantly low academic stress. Some earlier studies (Needham, Crosnoe and Muller, 2004) reported that emotional stress predicted future class failure due to school problems. Thus it may be summarized that school should provide practical knowledge in dealing with academic stress will help adolescents obtain a healthier school life, emotionally as well as academically.

CONCLUSION:

1. Ego identity status has been observed to have significant impact on level of academic stress in adolescents. Achievement and Moratorium identity status have found to be significantly and negatively related to Academic Stress.
2. Foreclosure identity found to be moderate negative correlation with academic stress.
3. Identity diffusion is positively correlated with academic stress.

It may therefore be concluded from this study that the identity status of adolescents is found significant in relation to level of academic stress. In short Ego Identity Status is very much related with adolescent's perception of academic stress.

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