

The Relationship of Identity Status to Peer Relation during Adolescence

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Abstract

Who am I? These questions reflect the search for an identity. Identity is a self-portrait composed of many pieces, including these: the career; political; religious; relationship; achievement; sexual; ethnic; interests; personality; and physical identity. Adolescents search their culture's identity files, experimenting with different roles and personalities. For adolescence peer approval becomes increasingly important. Peers play an important role in the development of individuals in all cultures. This study will focus on the relationship between identity status to peer relation in adolescence. The survey was conducted using James Marcia (1999) concept of four statuses of identity: identity diffusion, identity foreclosure, identity moratorium, and identity achievement. Sample were 156 participants from Bandung, West Java, Indonesia. Using correlational study, the result show that there is a significant correlation ($r=0.228$, $p>0.01$) between peer relation with relationship identity. Meanwhile, for other identity they are not significantly correlate. Using descriptive analysis, the result show that adolescence who perceive that they have close relationship with their peers, they develop identity achievement in religious (71.14%), relationship (50.33%), sexual (78.52%), ethnic (62.41%), interest (53.69%), and physical (43.62%). One of good peer relation most important functions is to provide a source of information and comparison about the world outside the family. Adolescence receive feedback about their abilities from their peer group. They evaluate what they do in terms of whether it is better than, as good as, or worse than what other adolescence do.

Keywords: Identity Status, Peer Relation, Adolescence

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Introduction

When adolescence ask about these questions: Who am I? What am I all about? What am I going to do with my life? What is different about me? How can I make it on my own? These questions reflect the search for an identity . Identity is sense of individual uniqueness as well as an unconscious striving for continuity of experience. Identity refer to a sense of who one is as a person and as a contributor to society . Identity is a self-portrait composed of many pieces, including these: vocational/career identity; political identity; religious identity; relationship identity; achievement, intellectual identity; sexual identity; cultural/ethnic identity; interests; personality; physical identity .

Erikson acknowledged that identity issues could arise throughout the life course, but saw identity formation as the critical "developmental task" of adolescence. During this period, society leaves adolescents relatively free of responsibilities and able to try out different identities. Adolescents in effect experimenting with different roles and personalities. The process of searching and exploring the identity is called crisis. Crisis is defined as a period of identity development during which the individual is exploring alternatives. Commitment is personal investment in identity . These were defined in terms of the presence and absence of crises and commitment related to important life decisions: identity diffusion (no current crisis or commitment); moratorium (current crisis, no commitment); foreclosure (commitment, no apparent former crisis); and identity achievement (commitment, previous crisis resolved) . Youth who successfully cope with these conflicting identities emerge with a new sense of self that is both refreshing and acceptable. Adolescents who do not successfully resolve this identity crisis suffer what Erikson calls identity confusion. The confusion takes one of two courses: individuals withdraw, isolating themselves from peers and family, or they immerse themselves in the world of peers and lose their identity in the crowd.

Identity exploration during adolescence influenced by several factors, such as families, parent, peers, cultural, media, school, and teacher. Peer approval becomes increasingly important during adolescence, but adult as well as peer support continues to be an important influence on self-esteem through adolescence. Good peer relations may be necessary for normal social development. As they interact with peers in these various contexts, children and adolescents likely encounter different messages and different opportunities to engage in adaptive and maladaptive behavior that can influence their development .

The impact of peers on adolescents cannot be underestimated. The right people crossing their path at critical times can reinforce positive values and enhance the entire process of growing up. The wrong individuals can escort them into extremely negative detours or suck the life out of them. Peers play an extremely important role in the psychological development of adolescence. Peer provide the sort of models and feedback that adolescence cannot get from adult. Spending time with peers also is vital for the development and expressions of autonomy. Experiencing the peer group also can be an important influence on adolescence's self-image Peers are an important

influence on adolescence achievement. Adolescence consider the time they spend with their peers to be among the most enjoyable parts of the day. They usually having a good time and share their interest together . Seeing the importance of relationships with peers on adolescents' exploration identity development, thus the researchers focused this study to see the role of peer relationships to identity status during adolescence.

Conclusion

Participant in this research were 156 adolescence aged 10 to 21 from Bandung, West Java, Indonesi, as you can see on the Figure 1 below, 19% were early adolescence, 47% were middle adolescence and 34% were late adolescence. Their average age was 15.6 years. Survey were conducted using Self-Questionnaire of Identity Status from Marcia (1993) consisted 10 dimension of identity status (Career, Political, Religious, Relationship, Intellectual, Sexual, Cultural, Interest, Personality, Physical). Participants were asked to choose their identity status positions in each dimension, whether included in status : diffusion (1), foreclosure (2), moratorium (3), and achievement (4). For variable peer relations, researchers used a single indicator, how adolescence perceived their relationship with their peer, whether they perceived have close and positive peer relationship (2) or apart and negative (1).

The result show that most of the participant (96%) perceived that they have close and positive peer relationship. Good peer relations important for adolescence social development. Support from peers is related to a positive sense of identity, and that peer acceptance and academic performance are related to self-concept in early adolescence (Harter, Whitesell, & Kowalski, 1992; Brown 2009). The results of this study indicate that the identity status during adolescence varied accomplishments in every dimension. On the dimension of religious, sexual, cultural, and relationship mostly teenagers, included early adolescence, middle adolescence, late adolescence and identity indicate the status of achievement in these four dimensions, as can be seen in Figure 2 below.

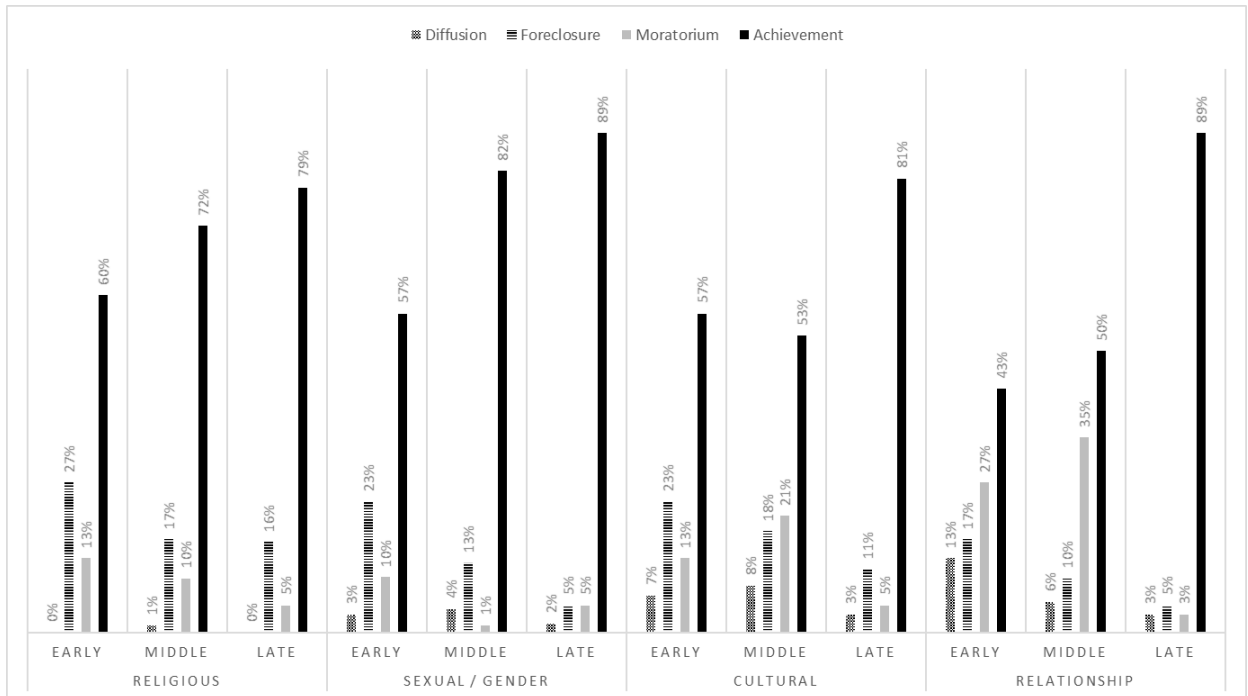


Figure 2: Identity Status of Religious, Sexual, Cultural, and Relationship During Adolescence

There is no significant correlation between peer relationship with identity status of religious, gender, and cultural as can be seen on Table 1 below. For Adolescence in Indonesia, these three domains were more influence by role of parent and family. Adolescence in East Asian countries have grown up influenced by a collectivist emphasis on fitting with the group and connecting with others. Identity achievement for adolescence in East Asian develop through identification and imitation of others in cultural group such as family and social role since they are young (Santrock, 2014). Including in Indonesia with collectivist cultures, ethnic identity have been achieved since a young age. The role of the gender was achieved through the identification and imitation against persons significant since a young age. Selection of religion for young people in Indonesia achieved since childhood. Based on qualitative research conducted by Bani Sunuhadi (2013), it is known that the achievement of religious identity in adolescence in Jakarta, Indonesia is dominated by the role of parents since childhood through imitation, encourage children to kept up to follow the activities of worship since childhood, and enter the child attended religious schools from childhood for achieved religious values .

Identity status of relationship have significant correlation with peer relationship ($r=0.228$, $p > 0.01$). Peers are children who share the same age or maturity level. Adolescence spend less time with their parents, but spend increasing amounts of time with their peers. Peers are neither an entirely supportive and healthy set of associates for adolescents, nor a social force driving them fervently toward maladaptive outcomes.

Correlation Coefficient	Religious	Gender	Cultural	Relationship
Peer Relation	0.031	-0.022	0.058	0.228**
Career	0.170*	0.056	0.056	0.160*
Political	0.166*	0.198*	0.114	0.148
Religious	1.000	0.413**	0.320**	0.288**
Relationship	0.288**	0.217**	0.106	1.000
Intimate	0.027	-0.053	0.053	-0.113
Intellectual	0.298**	0.092	0.105	0.185*
Gender	0.413**	1.000	0.323**	0.217**
Cultural	0.320**	0.323**	1.000	0.106
Interest	0.153	0.176*	0.216**	0.163*
Personality	0.197*	0.226**	0.329**	0.243**
Physical	0.275**	0.312**	0.274**	0.130

Note: **. Correlation is significant at the 0.01 level (2-tailed)

*. Correlation is significant at the 0.05 level (2-tailed)

Table 1: Correlation Matrix for Peer Relation to Identity Status of Religious, Gender, Cultural, and Relationship

Using descriptive analysis, the result show that adolescence who perceive that they have close relationship with their peers (positive relation), they develop identity achievement in religious (71.14%), relationship (50.33%), sexual (78.52%), ethnic (62.41%), interest (53.69%), and physical (43.62%) as can be seen on Table 2 below. Steinberg and Silverberg (1986) suggested that the transition from childhood to adolescence is marked more by a trading of dependency on parents for dependency on peers rather than a straightforward growth in autonomy. Peer have important function for adolescence to deal with the transition into adulthood. Peers provide information and comparison to evaluate about their abilities. Peers provide role models, feedback, and social comparison that will affected their self-esteem and happiness (Santrock, 2014; Patrick, Neighbors & Knee, 2004; Garofalo, 2008; Brown, 2004

Identity Status (Achievement)	Peer Relationship	
	Positive	Negative
Career	16.0%	0.0%
Political	5.1%	0.0%
Religious	71.0%	66.7%
Relationship	50.0%	0.0%
Intimate	10.9%	16.7%
Intellectual	32.0%	5.1%
Sex/Gender	78.0%	83.3%
Cultural	62.0%	50.0%
Interest	53.0%	66.7%
Personality	35.0%	33.3%
Physical	43.0%	33.3%

Table 2: Correlation Matrix for Peer Relation to Identity Status of Career, Political, and Intimate

The identity status of interest, personality, physical, and intellectual, were dominated with identity achievement and identity moratorium status as can be seen in Figure 3 below. On the fourth of these domains, teens still tend to be explore and not yet fully determined committed, especially in early adolescence.

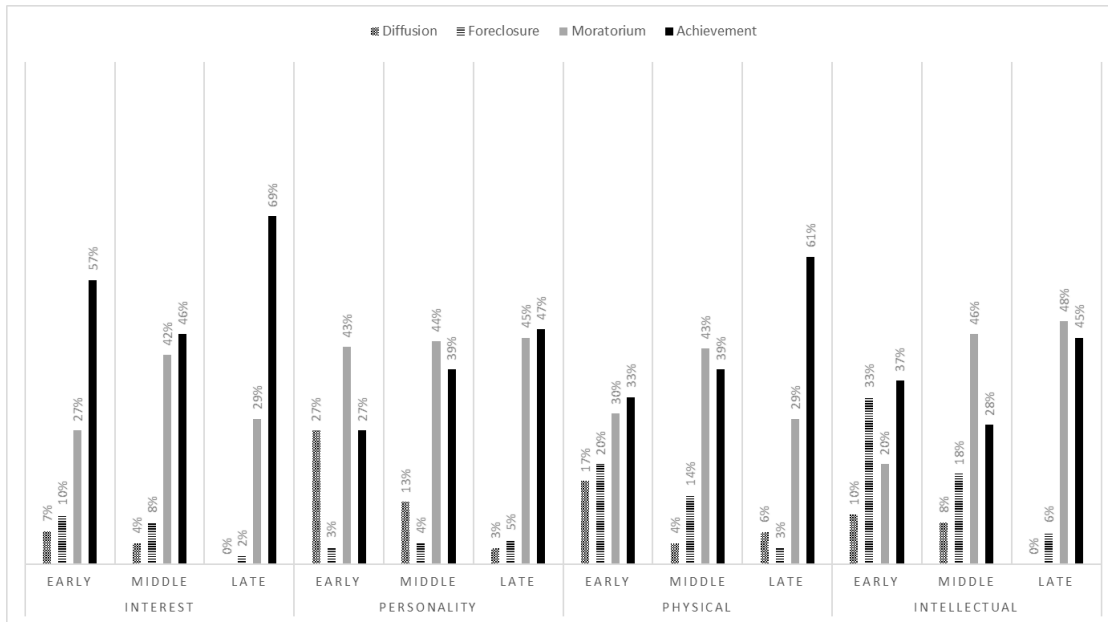


Figure 3: Identity Status of Interest, Personality, Physical, and Intellectual During Adolescence

Identity moratorium is often considered a more functional status than either diffusion or foreclosure, because the individual is taking proactive steps in autonomously considering identity alternatives and it is implied by maturity. In addition, few preadolescents were reported to be in the identity achievement status, but the proportion of the individuals in this group was higher among older adolescents (Waterman, 1999; Santrock, 2014). The percentage of adolescents in moratorium status seems to peak at the age of 17 to 19, after which it decreases. Streitmatter (1993) found that foreclosure and diffusion scores decreased across a 2-year period of high school, whereas moratorium scores increased.

In this study, peer relationship has no significant correlation with the identity status of interest, personality, physical, and intellectual as can be seen on Table 3 below. However, parents, families, peers, teacher and others can help youth reflect on their identity and achieve a strong and healthy sense of self by facilitating both individuation and connectedness. Adolescents may select peer groups having members who share similar characteristics and interests with those they have themselves, or they may leave groups that do not fit with their characteristics or motivation (Cohen, 1977; Nurmi 2004). Spending time with peers also is vital for the development and expressions of autonomy. Peer group provide a context for adolescence to test out decision making skill.

Correlation Coefficient	Interest	Personality	Physical	Intellectual
Peer Relation	-0.034	-0.001	0.062	-0.023
Career	0.207**	0.152	0.054	0.273**
Political	0.102	0.199*	0.115	0.119
Religious	0.153	0.197*	0.275**	0.298**
Relationship	0.163*	0.243**	0.130	0.185*
Intimate	0.067	0.030	0.304**	1.000
Intellectual	0.234**	0.355**	0.213**	0.194*
Gender	0.176*	0.226**	0.312**	0.092
Cultural	0.216**	0.329**	0.274**	0.105
Interest	1.000	0.361**	0.292**	0.234**
Personality	0.361**	1.000	0.358**	0.355**
Pyshical	0.292**	0.358**	1.000**	0.213**

Note: **. Correlation is significant at the 0.01 level (2-tailed)

*. Correlation is significant at the 0.05 level (2-tailed)

Table 3: Correlation Matrix for Peer Relation to Identity Status of Identity, Personality, Physical, and Intellectual

For identity status of career, political, and intimate relationship, mostly adolescence still in diffusion identity especially in early adolescence as can be seen in Figure 4 below, and getting less diffusion across the aged. Early adolescence has not yet experienced a crisis or made any commitments for these three domains. Not only are they undecided about occupational, ideological choices and intimacy, they are also likely to show little interest in such matters. Ideally during adolescence, individual explore different interest and roles, and end up in specific adult roles, including career and work path the person wants to follow and their political view. It is help adolescence to construct an identity of who he or she is. Identity development continues to be an ongoing process throughout adulthood. Just as in adolescence vocations, ideologies, and relationship continue to remain important identity issues.

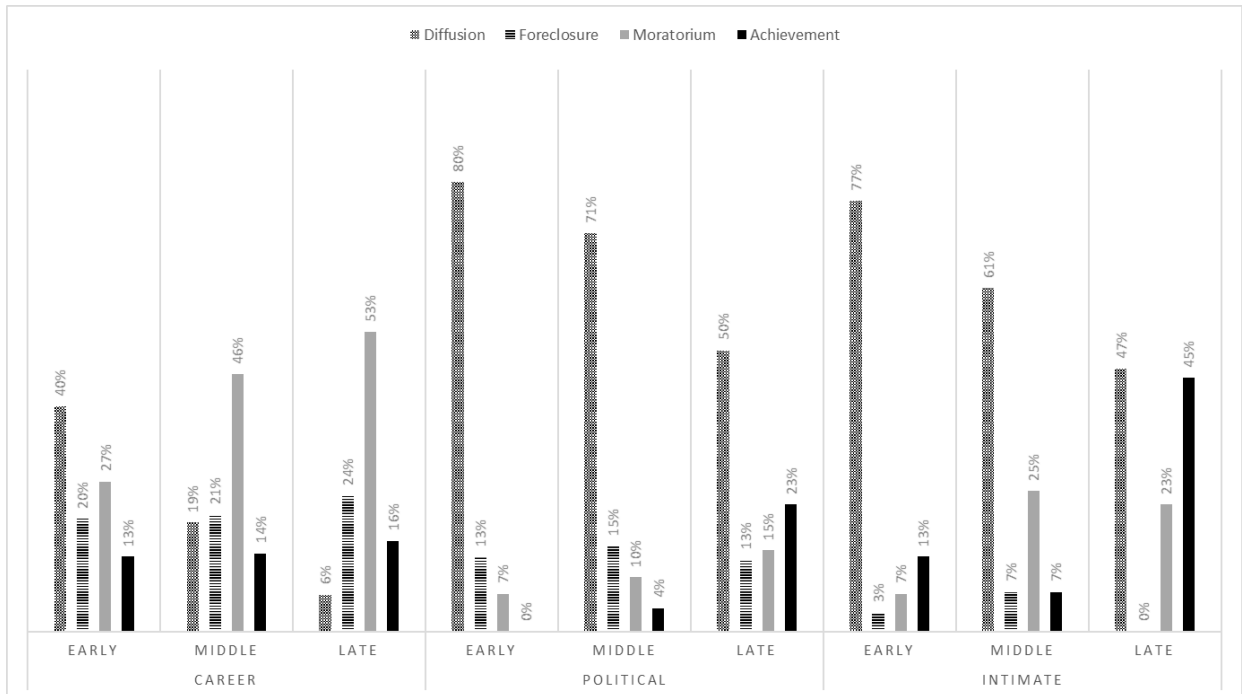


Figure 4: Identity Status of Career, Political, and Intimate Relationship During Adolescence

There was no significant correlation between peer relationship with identity status of career, political, and intimate as can be seen on Table 4 below. Career choices usually stabilized at emerging adulthood, especially in Indonesia who unfamiliar with part-time job. Otherwise, it is important to prepare adolescence with their career development. Some adolescent jobs actually decrease the bad unstructured leisure activities. Career and work path for adolescence can be influenced by their natural mentor, who are existing in young person's social network, such as friends of the family, neighbors, athletic coaches, music or dance instructors, clergy, youth group leaders, bosses, or teachers. In addition, apprenticeship program, cooperative education, and internship for adolescence can enhance their occupational and academic education.

Political view and political preference also not familiar in young adolescence in Indonesia. Based on interview to 10 participants, they reported that their parents, family, or school rarely ever talked about politics. Actually, one of the changes that marked the development of adolescence is the growth in understanding the political system. Understanding of the political system can be achieved through the replication of the model from the older generation. Teenagers should be exposed to alternative political systems. This way can broaden adolescents' political perspectives and make them more aware against political issue domestically or form different nation.

Correlation Coefficient	Career	Political	Intimate
Peer Relation	0.093	0.136	0.067
Career	1.000	0.138	0.111
Political	0.138	1.000	0.161*
Religious	0.170*	0.166*	0.027
Relationship	0.160*	0.148	-0.113
Intimate	0.111	0.161*	1.000
Achievement	0.273**	0.119	0.194*
Gender	0.056	0.198*	-0.053
Cultural	0.056	0.114	0.053
Interest	0.207**	0.102	0.067
Personality	0.152	0.199*	0.030

Note: **. Correlation is significant at the 0.01 level (2-tailed)

*. Correlation is significant at the 0.05 level (2-tailed)

Table 4: Correlation Matrix for Peer Relation to Identity Status of Career, Political, and Intimate

Intimacy during adolescence started from changes in definition in friendship. For children, friendship is sharing, helping, and common activities. For early adolescence, friendship is self-disclosure, common interest, similar values, and loyalty. Friendship with the other sex begin to be important for late adolescence . In this research, early and middle adolescence dominated with diffusion identity of intimate relationship. In USA, dating and romantic relationship begins around age 13 or 14 and by age 18, three fourth have had at least one steady relationship (Neemann, Hubbar, & Masten, 1995; Steinberg, 2014).

In summary, we found that identity development continues to be an ongoing process during adolescence. The results of this study indicate that the identity status during adolescence varied accomplishments in every dimension. On the dimension of religious, sexual, cultural, and relationship mostly adolescence indicate the status of achievement. Selection of religion, ethnic identity, and the role of the gender were more influence by role of parent and family since childhood through imitation and identification. The identity status of interest, personality, physical, and intellectual, still tend to be explore and not yet fully determined committed, especially in early adolescence. Career choice, political view, and intimate relationship stabilized at late adolescence. Parents, families, peers, teacher and others can help youth reflect on their identity and achieve a strong and healthy sense of self by facilitating both individuation and connectedness. Peer relation have significant correlation with identity status of relationship. Peers play important role for adolescence development. Peers provide information, social comparison, role models, feedback, and chance to test out decision making skill that adult cannot give.

Identity development is complex and multifaced. It is better understood as a series of interrelated development, such as, physical change in adolescence, cognitive development, and social role . One limitation of this research is that we measured single indicator to measure Peer Relationship during adolescence. It is important to see the cause and consequences about peer relationship through comprehensive study about peer system, sociometric status, and group affiliations. We also recommended to examine other social context in identity development, such a role of parents, family influence, and role of school or teacher, because identity formation involves commitment, with many negation and affirmation of various role.

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