

UNIVERSITY OF TAMPERE

TEACHERS' CONCEPTIONS OF THEIR  
ROLES IN ADOLESCENTS' IDENTITY  
FORMATION

Faculty of Education  
Master's thesis in education  
FOLAJIMI AKINRIBOLA  
May 2018

# Acknowledgment

I want to thank Jehovah for the gift of life and sound mind without which I will not be able to embark on my study and see it through.

My profound gratitude to Professor Eero Ropo for sharing his wealth of experience and playing the devil's advocate as he jocularly says. Your humane approach to correct and instruct me is instrumental to the success of this study. I must say that despite your bee like schedule, we had time to read, discuss and review this study.

I want to thank my family all the Akinribolas and my lovely wife and daughter in the tropics of Nigeria for their support and sacrifices in allowing me to have quality time to study and encouragement when my mental strength seems to be waning. I want to acknowledge the support and suggestions of Adeniran Anuoluwapo you have played an unforgettable role in my academic journey and survival in the cold embrace of Finland.

I am grateful to the faculty of education all my teachers who have contributed to expanding the scope of my knowledge in the field of education and my colleagues in the program of teacher education especially Helen Alfaro Viquez, Hannah Hung, Opare, Enkhjargal Sharavdorj. Our conversations were of inestimable value to this study and I wish you success in all your future endeavors.

University of Tampere

Faculty of Education

FOLAJIMI AKINRIBOLA: Teachers' conceptions of their roles in adolescents' identity formation

Master's thesis in education, 65 pages, 9 pages of appendices

May 2018

---

This empirical research was set out with the purpose of describing teachers' conceptions of adolescents' identity formation and their role as they interact with adolescents in the classroom context. The study focused on the emerging meanings teachers give to their experience of identity formation in adolescent students. The area of study in education is identity with focus on identity formation agents.

The subjects were teachers in lower and upper secondary school in Finland. Data were collected from four subjects and all the subjects were teachers of grade nine students. The subjects all agreed to the ethical ground of non-disclosure of their identity in term of name or the use of descriptions that will make them identifiable. Two subjects were only subject teachers while the other two have had the opportunity of additional responsibility of being mentors in the last one year prior to this study.

The approach chosen for this qualitative study was phenomenography. This approach has been used for decades in the field of education and it is to describe the meanings that subjects give their experience in relation to a phenomenon. The data collection tool used to elicit relevant narratives from subjects in order to describe their conceptions of adolescent students' identity formation and their role in the process was a semi-structured interview. This interview was designed using the main research questions to create nine-item open-ended questions.

Consequently, the research findings indicated that all the subjects' meanings for identity formation are into three different facets which are adaptive, existentiality and subjective conception. Adaptive conception means identity formation is a process of developing the capacity to respond to the social environment in a tangible sense. Existentiality conception means making sense of self and fitting self into the world through the process of identity formation. Subjective conception means that identity formation is about feeling cozy with self.

Additionally, the result indicated that all the subjects played an agentic role in the identity formation of their adolescent students. However, the descriptions of their experience in relation to the phenomenon created two types of role conceptions. The first group's conception of their role did not transcend beyond subject matter and the curriculum. The pivot of their role as subject teachers is on the subject matter and adolescents' academic competencies only. The second group's conception of their role is as identity agents which is operationalized intentionally; through their subject matters and daily interaction with adolescent students. They specifically, mentioned that giving adolescent students the opportunity to independently make academic choices is beneficial for identity formation.

Conclusively, the result indicated that all the subjects acted as identity agents although some were unaware and unintentionally acting as identity formation agents. Identity formation is a necessity for every adolescent and the emergence of coherent identity is not a given. Therefore, the need for identity and identity formation to be a core course of study for all student teachers and part of a continuous professional development program for on the job teachers is essential. Thus, well-informed teachers will play their role reflectively and effectively as identity formation agents.

Keywords: Identity formation, identity agents, identity, conception, role, adolescents.

# CONTENTS

<b>1</b>	<b>INTRODUCTION</b> .....	<b>4</b>
<b>2</b>	<b>THEORETICAL FRAMEWORK</b> .....	<b>7</b>
2.1	INFLUENCE OF ERIKSON ON IDENTITY DISCOURSE .....	8
2.1.1	<i>ADOLESCENCE</i> .....	9
2.1.2	<i>ADOLESCENCE CONCEPTIONS AND DESCRIPTIONS</i> .....	10
2.1.3	<i>ERIKSON'S PSYCHOSOCIAL STAGES OF IDENTIFICATION</i> .....	12
2.1.4	<i>ERIKSON'S IDENTITY FORMATION IN ADOLESCENCE</i> .....	16
2.2	IDENTITY FORMATION STATUS, MARCIA'S MODEL.....	17
2.2.1	<i>Identity status change during adolescence and young adulthood</i> .....	20
2.2.2	<i>Meta-analysis of longitudinal studies</i> .....	20
2.2.3	<i>CROSS-SECTIONAL STUDIES</i> .....	21
2.3	THREE DIMENSION IDENTITY STATUS.....	22
2.4	IDENTITY AGENTS CO-CONSTRUCTORS IN IDENTITY FORMATION: PARENTS.....	25
2.5	IDENTITY AGENTS IN IDENTITY FORMATION: TEACHERS.....	26
2.6	STATEMENT OF PROBLEM .....	28
2.7	KEY CONCEPTS.....	30
<b>3</b>	<b>RESEARCH DESIGN</b> .....	<b>32</b>
3.1	METHODOLOGICAL BACKGROUND.....	32
3.2	DATA COLLECTION .....	33
3.2.1	<i>SEMI-STRUCTURED INTERVIEW</i> .....	33
3.2.2	<i>INTERVIEWS</i> .....	33
3.2.3	<i>SUBJECTS</i> .....	34
3.2.4	<i>DATA ANALYSIS</i> .....	35
3.3	RESEARCH QUESTION .....	37
<b>4</b>	<b>RESULTS</b> .....	<b>38</b>
4.1	TEACHERS' CONCEPTIONS OF ADOLESCENTS' IDENTITY FORMATION PROCESS .....	38
4.2	TEACHER CONCEPTIONS OF THEIR ROLES IN ADOLESCENTS' IDENTITY FORMATION.....	40
4.2.1	<i>TEACHERS' CONCEPTIONS OF THEIR ROLES IN IDENTITY FORMATION OF ADOLESCENT STUDENTS</i> .....	41
4.2.2	<i>COMPLEMENTARY ROLE</i> .....	41
4.2.3	<i>SANCTIONING ADOLESCENT STUDENTS' POTENTIAL AND FUTURE POSSIBILITIES</i> .....	42
4.2.4	<i>SUBJECT MATTER OBLIGATION</i> .....	45
4.3	TEACHERS' CONCEPTIONS OF ADOLESCENT STUDENTS' NEEDS .....	46
4.3.1	<i>DEVELOPMENT OF CHOICE MAKING SKILL</i> .....	46
4.3.2	<i>DEVELOPMENT OF BEHAVIOUR PATTERN</i> .....	46
4.3.3	<i>ACADEMIC COMPETENCE</i> .....	47
<b>5</b>	<b>DISCUSSION</b> .....	<b>49</b>
5.1	TEACHERS' CONCEPTIONS OF ADOLESCENTS' IDENTITY FORMATION .....	49
5.2	TEACHER CONCEPTIONS OF THEIR ROLES AND ADOLESCENTS' NEEDS .....	52
5.2.1	<i>REFLEXIVITY</i> .....	52
5.2.2	<i>CAPACITY SANCTIONING</i> .....	53
5.2.3	<i>TRANSFORMATIVE PEDAGOGY</i> .....	54
<b>6</b>	<b>IMPLICATIONS AND CONCLUSION</b> .....	<b>56</b>
6.1	LIMITATIONS .....	58
6.2	RECOMMENDATION.....	58
	<b>REFERENCES</b> .....	<b>60</b>
	<b>APPENDICES</b> .....	<b>65</b>

# 1 INTRODUCTION

The influence of Erikson is profound till date on researchers' interest in the field of identity. The adolescent is the focus despite the acknowledgment of external participation of adults and the society at large since the 1960s. Although, few researchers focused on adolescents' identity formation in school context and parents as identity agents. No known research has been done on teachers' conceptions of identity formation in adolescents and their role as identity agents. Those adolescents interviewed by Allen and Allen (2009) stated that the most impactful moment in their lives was with their teachers and the interaction did not last up to 40 minutes. The quality of the conversation made an impact in their life as they listen to the adults. There is the need to discover if teachers were engaging the adolescent to support their identity formation or they are just doing their job as subject teachers. Unfortunately, there are not enough research and journals on the roles of teachers in identity formation and their conceptions of adolescents' identity formation process.

Cote (2016) opined that individual need to have a valid work identity and demonstrate the capacity to function in their expected role. Those having valid work identity must be well informed and acquainted with an expected role in different situations. Although no literature has established the fact that teachers have the work identity as agents in adolescents' identity formation. Lannegrand-willems and Bosma (2006) observe that the feedback from teachers at school affects students' identity formation. They observed that when students with poor academic performance are labeled well enough for vocational education. This might be an indication that teachers are unaware of the effect of their comments and feedback on the identity formation of students. The impact teachers' negative feedbacks will have on adolescents' choices and commitment. Additionally, Lannegrand-willems and Bosma (2006) findings indicated that the adolescents' parents economic background significantly affects the exploration and commitment of adolescents students to a career path as a result of being labeled since they enter junior high school. Therefore, it is important to research whether teachers are aware of the far-reaching effect of their actions positively or negatively on the identity formation process and content.

The significant others to adolescents play a vital role in their identity formation hence they are described as identity agents. Schachter and Ventura (2008) theorized identity agents as people who are active in engaging adolescents with the intention of participating in their identity formation.

Schachter and Ventura (2008) established the agentic role of parents but never mentioned teachers as agent of identity formation. Schachter and Marshall (2010) alluded to the fact that empirical studies of the teacher as identity formation agents are missing. Hence, there is the need for this research which will put the spotlight on teachers as significant others to adolescents.

Additionally, researchers narrow their focus on adolescents' identity formation on the process of exploration and commitment with the limited study of identity formation content. Study on teachers in the context of identity formation is lacking. Harrell-Levy and Kerpelman (2010) observed that there has been increased interest in adolescents' friends, intimate partners, and peer groups as social identity agents in the research area of identity. Hence, research on the role of teachers as affecting adolescents' identity formation has not been given prominence in the area of identity formation. Although, Harrell-Levy and Kerpelman (2010) suggested the use of transformative pedagogy in the identity formation of adolescents. On the other hand, the impact of the pedagogical approach of teachers on identity formation is not mentioned to justify the need for transformative pedagogy as a better alternative. Harrell-Levy and Kerpelman (2010) study did not establish or ascertain teachers' conception of adolescent identity formation if they are fully aware of their influence on student identity formation or they feel it is not connected to their role as teachers. The emergence of coherent identity involves well-intended effort of identity agents that are well informed. Thus, Cote (2006) observed that there is limited information available on identity formation that can promote agency. The conceptions of subjects in this study will indicate if the teachers are well informed about their role in the identity formation of adolescents. Apparently, as a teacher in Junior and senior high school, my personal experience and conception of teachers' role in the life of adolescents that I taught was based on my subject matter which framework is the curriculum. According to Klaassen (2007), many teachers are interpreting their professional preoccupation based on subject matter and intended instructions. As a subject teacher of Art and Design, my thoughts were preoccupied with ensuring students are progressively learning and develop an attitude that will enhance learning in my subject area. I consider their best learning methods, environment and the abilities of my students when designing instructions to ensure students' needs are sufficiently catered for. I never intended to create a path that will help students in making choices that will help them make sense of self and influence their occupational choices for the future. This role I felt was at the purview of parents, school counselor and not teachers. Klaassen (2007) findings show that teachers pointed out the failure of parents in creating time to guide and give moral support and values to students. Harrell-Levy and Kerpelman (2010) suggested that it is imperative to research the effort teachers are making as they interact with adolescents whether they are intended to serve an agentic role in identity formation. This

empirical study of teachers conceptions of identity formation and teachers' role as they interact with adolescent students will expand our knowledge and fill the gap in the literature on Identity agents.

## 2 THEORETICAL FRAMEWORK

The human social existence is sustained through the procreation of children and the norm and values of human are passed on from adult to children. As human develops and tries to make life enjoyable and sustainable the societal needs and activities affect both young and old. As the human society continue to improve the quality of life through innovative changes, progress is made in agriculture, education, and production of goods and services. Education has played a vital role in the sustenance of improved quality of life through literacy, numeracy, and study of human life in the changing society. One of the greatest changes in recorded history is the move from manual labor in production to mechanized (mass) production which brought about the industrial revolution. The technological advancement in the industry made mass production of goods possible and machines replaced humans in the production lines. Humans' use of physical strength in the factory is totally reduced. And the need to move goods in large quantity changes the transport system in land, sea, and air. The land transport system of using horses and carriages, donkeys and camels transform to the use of cars, Lorries, trucks, and train. The sea transportation system that was navigated by canoes and ships sailing with hundreds of people were transformed into massive cargo ships powered by coal and fuel. The air was later conquered with aircraft that first transport humans and later cargo from one part of the world to another. The modern civilization of mechanization and industrialization brought about sporadic and radical socio-economic and socio-cultural changes in the society.

Furthermore, as this progress is made they did not only affect the quality of human life, they also affect the interaction of humans within themselves and the values of the society. All human institutions are affected; family, political, religious and economic institutions. The societal structure changes drastically and continuously for the better and for worse. Allen and Allen (2009) conclude that the innovations in human society as brought efficiency in various endeavors, such progress eliminates current problems and challenges but create unforeseen difficulties. One of the challenges of the progress made since the mid-twentieth century is the disconnection of adolescents from the real world of adults. In the first half of the twentieth century, Erikson (1963) indicated that the rate at which mechanization of industry and military is dictating the motion of the society will lead to a



society full of adolescents who are apathetic conformist or cynically detached from the trend in the society. It was obvious that the mechanical revolution was robbing off the societal ethics and restrictions of the nineteenth century. As researchers in different field emerge with innovations in science and technology, researchers in the field of Psychology and Education thus, continue to study the effect of this innovative stride on human behavior socially, mentally and emotionally.

## **2.1 INFLUENCE OF ERIKSON ON IDENTITY DISCOURSE**

The psychosocial development of a human from infancy to old age is characterized by three distinctive features. According to Erikson (1963, 1968), the distinctive feature during childhood period is identification; during adolescence it is identity formation and at adulthood identity development. However, Erikson (1968) noted that the technological advancement of the twentieth century is making adolescents identity formation complicated because of the elimination of societal ethics and restrictions.

The change in the structure of the society has affected the development of human since industrial revolution era to date. Rasing (2004) observed that the development of adolescents into adulthood and the roles therein were easier for adolescents in the preindustrial era. Older adults were available in a close community where men train male adolescents to become responsible adults and women train adolescents' female to become mothers and wives. Although in the preindustrial era adolescents have limited possibilities and choices to make which make identity formation uncomplicated. Erikson (1963) concluded that it is like the society has handover its control to machinery which will lead to unforeseeable consequences as regard to adolescents resolving their role confusion and emerging with a coherent identity.

The concept of identity has been of special interest since Erikson initial study of ego identity and elaborated description of identity formation during adolescence. Identity formation has a pivotal role in bridging childhood identification and adulthood identity in the stage of human psychosocial development. Erikson (1968) stated that identity formation is the termination of childhood identification that is, the period when children identify with their parent's ideas, religious belief and choices. During identification the life of children is dictated by their parents or caregiver, it is a period of decency for children. However, children develop to a certain age and they start to discard and synthesize that traits of identification. Adolescence is an essential period in humans live that many types of research have been published on identity formation at adolescence and emerging adult. The influence of Erikson who focus on adolescents during the psychosocial development of role confusion

and ego identity set the foundation for other identity researchers. Sokol (2009) reported that researchers overemphasized the role of adolescents in identity formation due to the influence of Erikson. Thus, identity formation is studied as if it is about individuation and self-regulation of adolescents. On the other hand, researchers are influenced by the problems that are recently besieging adolescents in the era of globalization. Allen and Allen (2009) observed that adolescents' lifestyles are alarming, and they come with deadly consequences. This unprecedented behavior and life choices which are a product of break down in societal restriction and guidelines are forcing adolescents into making decisions. Researchers have done extensive empirical studies on adolescent and identity with various findings which have helped to better understand identity and the crisis of adolescents' identity formation. The literature on the causes of identity incoherent and the extended period of adolescence with likely interventions have been published. The relevant identity formation literature will be reviewed to set the background for this study.

Hence, while adolescence is a crucial stage in human development as mention by Erikson (1968) that after infantile stage adolescence is the stage of significant changes physically, biologically and emotionally in human development which also affects the future adulthood. Undoubtedly, it is important to study the period of adolescence however, adolescents do not develop in isolation or independently. The perceptions and roles of those interacting with adolescents, especially older adults (guardians and teachers) have not received substantial research attention. Kroger (2017) affirmed that over 1,000 researches have been published on adolescents' identity formation. While few pieces of research have been done on Identity formation agents. Thus, Schachter and Ventura (2008) commented that it is due to the exaggerated prominence that Erikson gives adolescents in his narrative of identity. Although, Erikson acknowledged the role of society in the process of the mental observance and contemplation of adolescents with regards to determining their role and place in the society. Thus, the consciousness of self and perception and expectations of others regarding self-begins at adolescence.

### 2.1.1 ADOLESCENCE

Adolescence is the stage of development in a human life that precedes adulthood. It is a period of physiological and biological change which influence the behaviors and choices made by adolescents. It is a period after childhood when the human starts to redefine their political, religious and social ideal, it is expected that at adolescence occupational choices will be made. The future of adult life is

prepared during adolescence and the foundation of identity development is established at adolescence. *Developing Adolescents: A Reference for Professionals* (2002) describes adolescence as the very first-time humans gain the consciousness of thinking about self and the differences that set them apart as unique. Crocetti (2017) describe adolescence as a period of changes in the life of young people biologically, cognitively and socially which prompt adolescents to start thinking about self, what they want to be and finding their roles in the society. Adolescence is a period between the ages of 12 to 24 years. During these years it is expected that young people are generally experimenting different behavior and engage in different activities which when annexed might lead to adulthood identity.

Researchers of identity and adolescents are often psychologists, sociologists, and educationist; therefore, the behaviors of adolescents are given paramount attention. However, descriptions and perceptions of adolescence by researchers have a common narrative despite the divergent of professions. Erikson theory of identity form the background for the research in the fields stated above. Adams and Blackwell (2003) alluded to the influence of Erikson in the focus and perceptions of adolescents by researchers. They explained that Erikson perception of adolescence is influenced by his personal experience during Nazi regime in Germany and Erikson clinical practice in the United States of America.

The common identity formation narrative is dominantly influenced by Erikson's perception of adolescence; although Erikson never mentioned the age of adolescence but the emphasis on vocational choices for entry into work life, indicate a probable age. Kroger (2017) suggest that the age of vocational choice during Erikson's time was usually at the age of 18 years since entry into college is not common. Some of the descriptions and conceptions of researchers of Adolescents and identity are reviewed as background for identity formation and identity agents in this study.

## 2.1.2 ADOLESCENCE CONCEPTIONS AND DESCRIPTIONS

Erikson (1968) conceptualized adolescence as the age of defining successful or prevailing ego identity. Adolescents care about self and the feeling of others toward or about them especially people that seem significant or ideal to the adolescents. Furthermore, Erikson (1968) describes adolescence as a period that human develops a burst of dynamic energy and surge of emotion with physical feminine and masculine feature blossom signaling readiness for procreation. Really this is the time of physical pubertal development of hairs all over the body and the experience of seminal discharge and menstruation by both male and female respectively. During this period adolescents experiment different behaviors that will make him or her acceptable to peers and recognized as an individual by

adults. The adolescents prevailing behaviors that contend with the parental identification of choices, ideas, rules, norms, and values. Erikson (1968) indicated that at adolescence the acquisition of cognitive ability which affords self-determination emerges. Erikson (1968) concluded that the preoccupation of adolescence is about self and the best ways of fitting political, religious and occupational roles with the obligation of meeting all the expectations of peers and society. Erikson synthesized the physiological and psychological changes in a social context to conceptualized adolescence.

Similarly, Jackson (1997) describes adolescence as a period of rapid growth and development in human life and only the period of infancy is similar in development to adolescence. The rapid growth and development clearly point to the biological and physiological changes which are prominent in late adolescence. Hamburg (1997) affirm that really adolescence is a period of significant developmental transition physically, biologically, emotionally. Hamburg summarized adolescence as a turbulent period in human life in which young people needs the support of the older adult. Clearly, Hamburg has studied the alarming behaviors of adolescents which seems of great importance. Allen and Allen (2009) stated that adolescence is the period young people are preoccupied with reaching adult goals as they engage in alarming behaviors which are drive by bursting emotion and feelings. At adolescence, young people are not reacting actively by the sole dictates of adults around them.

However, the aforementioned conceptions and descriptions of adolescence by researchers tend to emphasize the negativity in adolescence and painted it as if a doomed stage of development. Adams and Blackwell (2003) describe adolescence as a transitional period biologically, physiologically when adolescents start to make behavioral choices which directly or indirectly lead to emerging adulthood. This description and conception complement previous descriptions and conceptions stated by other researchers (Erikson, 1968, Hamburg, 1997, Jackson, 1997 & Allen, 2009,) mentioned in this research. On the other hand, Adams and Blackwell (2003) review of the literature on Identity and adolescents shows that the adolescents' transitional behavior can be categorized into two. First, healthy transitional behaviors which are playing musical instruments, reading books, playing sports and belonging to social work group in the church. Second, unhealthy transitional behaviors which include risky sexual behavior, reckless driving, smoking, alcoholic and drug abuse, truancy in school. Comparatively, researchers give substantial attention to unhealthy transitional behaviors because of the life-damaging consequences in future adulthood. Many pieces of research are empirical, and the clinical experience of psychologists influence the direction of their research. Thus, since most adolescence consulting with the psychologist as patients have developed unhealthy transitional behaviors it has influenced the direction of identity formation.

### 2.1.3 ERIKSON'S PSYCHOSOCIAL STAGES OF IDENTIFICATION

The psychosocial stages of human development can be categorized into three Identification, identity formation, and Identity development. The concepts of identity have been on the front burner of research since the mid-twentieth century and the interest and focus on these concepts started from the field of psychology. Over the years identity discourse strings up in various fields of social sciences which are preoccupied with research on human physical, social and emotional development.

The concepts of identity and identity formation were popularized by Erikson E. H. in the 1950s, through his studies and practice as a clinical psychologist. Skolo (2009) described Erikson aptly as the pioneer of the eight psychosocial stages of human development from childhood to adulthood. Kroger (2017) allude to Erikson as the pioneer of identity research through psychoanalysis. Although, Erikson discuss all the psychosocial stages of human development his emphasis and detailed work on the stage of adolescence is noteworthy. Erikson (1968) analysis of cycle of life distinctively stated the evolution of identity from Identification through the process of identity formation to personalized identity which is continuously developed form adulthood to death.

Furthermore, researchers in the field of identity formation have focused their research predominantly on the adolescents. The influence of Erikson on these researchers is clearly seen in the focus of their studies on identity formation. Schachter and Ventura (2008) stated three distinctive reasons why other researchers after Erikson focused adolescents in the research of identity formation. Firstly, the emphasis on self-determination as the preoccupation of the adolescent through the process of individuation. Erikson (1968) explained that the process of individuation signals the end of childhood identification and ushered in the stage of identity formation which is useful and essential at adolescence. Secondly, Erikson (1968) stated the interplay and interaction between the conscious, preconscious and unconscious states in adolescents and the three are interdependent for cohesive identity formation. These three are self, I and ego and they are centered on the personal or inner person. Different fields of sociology, developmental psychology focus on different part with the convergence been in the adolescents. While psychology emphasized ego identity, but sociology and social psychology research interest are in social and personal identity. Therefore, all the fields are greatly influenced by Erikson despite having different perspectives of identity either an inner or private characteristic of an individual. Thirdly, the focus on adolescents is the sole determinant of

future identity by Erikson has narrowed the identity formation research to adolescents. Marcia (1993) stated that Erikson gives extensive detail on adolescence while discursing identity more than other stages in his psychosocial analysis of human development. Schachter and Ventura (2008) equally noted that detailed and expansive narrative of Erikson on the stage of adolescence is exaggerated when Erikson presented Adolescents as the pivot of identity development. However, Erikson (1968) observed that there was limited knowledge of the human mind at the earlier stage of human development, therefore, he cannot expand this stage beyond the obvious. This explains the reason for giving the detailed account of the operation and development of body, mind, and emotions in adolescents which makes it seem the stage of adolescence was exaggerated.

However, identification occurs during childhood stage of human psychosocial development. Erikson (1968) elucidates that the psychosocial development at the infantile stage is characterized by the interaction between parents and the child, especially with the mother. Thus, the child is able to identify with the parents' belief, actions, ideas, values, and norms. Identification in childhood is a very cooperative period in the psychosocial stages of human development the child simply identifies with the parents. On the contrary, Jackson (2010) opined that identification is the attachment of individual to a collective group due to related and shared values and beliefs. Clearly, Jackson's submission is influenced by sociology perspective which narrows identification to individuals that are able to define a sense of self and then attached self to a collective group that has his or her formed norm and value. Erikson (1963) stated that identification of a child is totally void of the development of a sense of self because childhood is a period of total dependence. Erikson further noted that the child's mind had not developed hence the child follows the dictate of his or her caregiver(s) because the development of cognition starts at adolescence. The conclusion is clearly reached because of the limited resources to study the brain and childhood cognition during Erikson's era.

Additionally, identification is the period when emphasis is on the parental agency in psychosocial of human development. Erikson (1993) affirms that the values that parents are instrumental to develop in their children during childhood have a direct effect on the psychosocial development at adolescence. The development of childhood value of trust by positive parental interaction will help adolescents to develop integrity of self and in societal institutions. The childhood value of autonomy which is developed through the agentic guidance and encouragement from parents in enhancing the manipulative abilities of the child in wearing clothes and shoes, eating food will lead to self-confidence. The value of self-confidence developed during childhood will enhance positive exploration during Adolescence. At this stage of human development, the child needs the virtues of control and willpower and to acquire these Erikson (1963) advocated for the use of democratic guidance by parents and avoidance of excessive restrictions which on the contrary will lead to shame

and self-doubt. It is important that parents emphasized what the child need to learn instead of the mistakes of the child. This will help the child to adjust and gradually meet parental expectations.

Moreover, there are two other stages of identification which are initiative and guilt Erikson (1963) specifically linked their impact on the futuristic adolescent the child will become. Meeus (2011) and Meeus et. al (2010) affirm that identity formation at adolescence does not occur on anything but it is hinged on the identification at childhood. Thus, the stage of initiative and guilt demand the proper agentic role of parents or caregiver since Erikson (1963) noted that the child development of initiative will build confidence in the child which plays a vital role during adolescents' role confusion and identity formation. And the child will have confidence in his or her future capabilities. Erikson (1963) mention the need for parental companionship between boy and father and mother and girl because this will help the child to dissolve childhood hatred which emerged out of unrealistic infantile dream and fairy tales of imagination.

Apparently, Erikson (1963) alluded to the role of parents as agents of identification and he explains the resultant effect of positive and negative actions of parents toward the child (ren). Erikson (1963) stated that identification ends where identity formation begins both are linked by the values developed during childhood identification. These values eventually synthesize into personalities that will help adolescents to resolve their crisis and emerge with identity cohesion during adult life. And this will be replaced with a sense of morality that is realistic and permissible in the society. The child will gain moral sense when parents engage in enjoyable games and play time with the child. And the use of realistic stories about parents' life will help to discover the direction of actuality in life. When the rivalry and hopelessness which is induced by fantasies are done away with, the child will not have any latency of guilt and conflict, but tangle sense of purpose will be cultivated.

Furthermore, the stage of industry and inferiority is another stage that Erikson (1968) emphasized its significant influence on adolescence identity formation. If the child has dismissed the world of fantasy and can attach to the tangible world developing the sense of industry will be easier. The industry should have been previously established to a certain degree from home through parental companionship, then, the child will further develop it when he or she starts school. The child that has developed initiative will be able to adapt to the real world of reading in school and manipulation of objects. He or she also likes the attention of others drawn to her or his achievements. Hence, if the child is still harboring guilt attached to conflict and rivalry of the world of fantasy with longing for the mother and home. The child finds no pleasure and place in school's activities. Erikson (1968) admitted that such a child is not prepared for school from home since the child's activity is not tangible with the real world. And the activities in the real world of school are different tasks that are required from the child by teachers and peers. The child will develop a sense of inferiority due to unresolved

conflict of the previous psychosocial stage which will affect the confidence and self-esteem of the child at adolescence.

Summarily, Erikson emphasized the significance of parents or caregivers' agency in childhood which is the period of identification. At childhood children identities with their parent's beliefs, religion, values, norms, without resistance. The activities of the parents will directly affect the child experience and behavior. When a child is well fed and protected by parents or caregiver the child develops trust in them. On the contrary, when the needs of the child are not sufficiently catered for and the child is neglected this experience will produce mistrust in the child.

Erikson (1963) reported that the child has no mind of his or her own during childhood but the cognition start developing at the beginning of adolescence. This opinion must have been due to limited understanding of the human brain development and mind in the era of Erikson. However, World Development Report (2018) observed that early childhood is the most desirable period that the child develops basic cognitive skills. That is the ability to understand simple ideas and think about experiences which result in learning. At adolescence, the mind continues to develop and higher order critical thinking ability emerge. Thus, cognition is not just developing at this period but it is the observable display of complex cognitive skills which absorbs simple cognitive skills of childhood that become dominant. The World Development Report (2018) observed that at adolescence self-awareness, self-control and other personality traits are developing during adolescence and early adulthood. These traits of defining self through reflective thinking are described by Erikson as the development of cognition, which becomes dominant as young people build their repertoire of behaviors. Therefore, human does not start development of his or her cognition at early adolescence but starts the combination of higher order cognitive skills with socioemotional abilities as tools that will be helpful in identity formation process.

Erikson's work on identification is very relevant as every child born still depend on caregivers or parents to thrive as it was in the twentieth century so is it today. Erikson gives prominence to the agentic role of parents or adults during childhood identification but emphasized the role of adolescents in identity formation. Identity formation proceeds after childhood identification during adolescence.



#### 2.1.4 ERIKSON'S IDENTITY FORMATION IN ADOLESCENCE

Adolescence is a transitional stage in human life cycle which indicate the end of childhood and the preparation for adult life. It is anticipated that every human will develop into adulthood after adolescence physically and psychologically. Adolescence is not described by certain age range it is characterized predominantly by the psychosocial preoccupation of self-determination, redefinition, self-acceptance, role, and fitting into societal expectations. Arnett (2015) notes that Erikson never specifically stated age range to define the period of adolescence in his psychoanalysis of human development. Erikson (1963) established the fact that childhood identification is synthesized when adolescents deploy past experiences to build new experiences during an engagement in social roles and strive to meet the expectations of significant others. Adolescence is dominated by resolving the crisis of role confusion and identity in the Erikson psychosocial trajectory of human development; through the process of identity formation. Erikson (1968) describe identity formation as a process that terminates childhood identification by selectively discarding unneeded traits and assimilating useful childhood traits during the course of resolving role confusion and identity. Crocetti et al. (2008) and Menu (2011) observed that some norms and parental values of identification are the salient pivots on which identity formation process is built on at adolescence. The development of industry and initiatives in childhood will help adolescents to explore and eventually commit to an occupational choice with sense of purpose and direction.

Hence, after the childhood stage next is the stage of adolescence which is the period of role confusion and the emergence of identity. Kroger (2015) state that role confusion is normative at adolescence and it is a period dominated by doubts and trying to redefine and determine self as different from others. And fitting the expectation of others through the commitment to vocation, love, political ideology. Thus, Erikson (1968) depicts role confusion and ego identity as a continuum, because role confusion is beneficial for experimentation of different possibilities. When self-doubt is resolved then adolescent will commit to the occupational choice that defines his or her life course. Resolving role confusion helps adolescents to develop the capacities to take of future failure and successes. Furthermore, Erikson (1963, 1968) indicates that adolescents must pass through the crisis which means the turning points of resolving challenges and decision making about career and ideals. It is expected that when adolescent resolve role confusion they have sense of purpose and direction for the futuristic life of adulthood. Schwartz et al. (2005) affirmed that identity formation is the period that affords adolescents the opportunity to build ego capacities and develop mastery of resolving difficulties in adolescents' social environment. Resolution of role confusion is not inherent behavior,

adolescents must explore institution, peer groups through collaborative interaction with older adults (identity agents) that recognize the place of adolescents. The role of significant others as guardians will help adolescents to set limits for experimentation and think of long-term effects of their actions on self and others.

All humans that attain the period of adolescence have to pass through the process of identity formation Erikson (1968) suggested that identity is achieved at the end of adolescence. Årseth et al. (2009) observed that significant proportion of young people still continue identity formation process at early adulthood. Arnett (2000) classified the period not covered by Erikson's psychosocial analysis of human development which is a period conceptualized as emerging adolescents. Emerging adulthood is an extended period of identity formation which is beyond adolescence into adulthood. The emerging adults are not committed to belief, ideal, occupation and love, because of economic change and learning through globalization free role exploration seems endless. Although Arnett (2015) stated specifically, countries with developing economy but Allen and Allen (2009) and Erikson (1968) pointed to the fact that identity emergence is not a given by the end of adolescence owing to the loss of ethics of the middle age. And the disconnection between the adolescents and the adult world which adolescents are presumably preparing for has given rise to identity incoherent.

However, since Erikson presented role confusion and identity as a continuum which involves crisis and exploration without the commitment that is moratorium which might lead to a later commitment that is an achievement. Kroger (2014) observed that researchers find it difficult to measure and determine where adolescents are in working toward achievement. The content of identity that might emerge Kroger (2017) conclude that it can be the emergence of negative identity or foreclosure. On the other hand, it can lead to extensive consideration of possibilities without commitment or with commitment identity achievement emerges. Usually, clinician psychologists are often deal with adolescents with an extreme crisis that needs professional intervention Thus, the need to operationalize the process of identity formation in other to determine the status of the adolescent is crucial.

## ***2.2 IDENTITY FORMATION STATUS, MARCIA'S MODEL***

The process of identity formation is for self-determination of adolescents however, Erikson (1968) suggest that it is hinged on the sociocultural background of adolescents and the need to intervene during difficult role confusion by the older adult is underscore. Therefore, an older adult needs to know where adolescents are in the formation of their identity to be able to intervene. Arnett (2014)

and Kroger (2017) noted that Marcia operationalizes the process of identity formation in adolescents with the use available exploration and level of commitment. Since 1966 Marcia's model of identity status has played a prominent role in the research of identity. Marcia (1966) study of Erikson identity formation is empirically demonstrated to study the process of adolescent identity formation. Marcia et. al (1993) described identity status as the tags that are used to show the features of Erikson's identity formation. Therefore, Marcia sees the need to characterize the developmental process of adolescents' identity formation. Marcia emerges with identity status where adolescents can be categorized into four different status based on where they are in the working of their identity with or without exploration and commitment. The status is foreclosure, diffusion, moratorium and achievement status. The empirical research of identity status is a longitudinal research which involved 86 college students and all the college students are male. The subjects have enrolled for the course of psychology, history, and religion at Hiram College.

Data were gathered using two approaches of the semi-structured interview and ego identity incomplete sentences. The semi-structured interviews were administered to elicit information that will be used as data to determine the identity status of the subjects. The evaluation of each subject based on the administered questions will determine the availability or non-availability of crisis which according to Erikson is the turning points of the anxious moment before a commitment is made to occupation, religion, and politics. The presence or absence of commitment in the three areas mentioned already is also analyzed for proper categorization. The interview questions are divided into three sections, one section for occupation, religion, and politics. Moreover, interviewers are expected to administer all the items and they are allowed to expand the certain area that the interviewer feels more information is needed. However, the whole interview can stop when the interviewer feels there is enough information for the categorization of a subject.

Variables are measured with the use of concept attainment task (CAT) these tasks allow all the subjects to create attribute through the combination of various concepts. Subjects are awarded points based on guesses, request on a concepts time used to guess or request and uncompleted problems by subjects. For the attainment task, an external was created that will stress the subjects to the point of impairing their performance. The effectiveness of the stressor was validated by administrating the attainment tasks on a population sample of 56 subjects under stress and non-stress condition and the task score were comparatively analyzed. The performance of the subjects was poor under stressed condition compared with their performance without stress condition during the task. The control experiment with the stressor is to evaluate apprehension and over solicitousness of the subjects which will show the personal character of the intellectual competence of subjects which is stupid. The intelligence score is compared with the CAT score in the subjects' school files and there are

correlations which are very significant. The second variable measure is self-esteem change and authoritarianism a fill in the gap test was used with giving invalidated feedback to observe the change in self-esteem during the second test.

The research finding indicated the distinctive features of each identity status and Marcia operationalized the status into four achievements, foreclosure, moratorium and diffusion. The identity achievement accrues the highest score in the measurement of ego identity. They were quite resilient and perform better than another status in their attainment under stress. They are highly self-dependent and less submissive to authoritarian values than another status. Identity achievement status was least susceptible to change self-esteem owing to negative information. Moratorium defers from achievement in Marcia's findings in the group's inconsistent performance in concept attainment task. Hence, the moratorium is less susceptible to authoritarian values and change in self-esteem due to negative information. However, foreclosure status is distinct for working by the dictate of authoritarian values of obedience and reverence. The foreclosure subjects' performance in concept attainment task under stress is poorer than that of achievement subjects. While achievement and moratorium set realistic and attainable goals, foreclosure, on the other hand, set unrealistic and unattainable goals. And this is due to the dominant influence of parents' identification values. Marcia (1966) stated that foreclosure is susceptible to negative information. Diffusion status according to the study is reported as the anchor between high – low compared with achievement under ego identity incomplete sentences (EI-ISB) but identity diffusion did not score the lowest in the concept attainment task.

Doubtlessly, identity status model is a prominent model for the empirical and developmental study of identity. Mclean and Syed (2015) observed that identity status has been a primary choice of research Marcia succeeded in creating simple distinctive criteria for categorization of identity formation process. The selected subject is bias to female college students. While the sample population for the stress condition validation had male and female subjects. The role of gender can be significant to the study of identity formation and categorization. Cote (2015) opined that Marcia model of identity status oversimplified Erikson's identity formation process into the exploration and commitment of adolescents only. And Erikson (1968) despite his overexaggeration of the role of the adolescent in identity formation process the role of the sociocultural background of adolescents is of significance. The four statuses are individualistic and no prominence is given to the adolescents' social conditions which can influence exploration and commitment into an alternative. There is need to implement this model to adolescents of various background to ascertain the level of objectivity or subjectivity of the model. Kroger (2015) noted that the dynamic social conditions of adolescents cannot be accommodated by the use of semi-structured interview designed by Marcia. However,

Marcia et. al (2010) use the identity status for a meta-analysis to validate and indicate the consistency of Marcia (1966) categorization and status changes. The study also examines waterman's proposition of progressive change and status stability with the consideration of time (age) which was not considered in the initial study of Marcia (1966).

### 2.2.1 Identity status change during adolescence and young adulthood

Marcia et. al (2010) designed a study to examine the developmental process of identity in adolescence and young adulthood using meta-analysis method that considered both longitudinal and cross-sectional studies. The selected longitudinal and cross-sectional studies examined the change and stability in identity status using Marcia model (1966). The data are based on 124 studies from ERIC, PsychINFO, sociological and international dissertation selected between 1966 and 2005. The data are analyzed with the software program which was not available in 1966 hence, human error in calculation is minimal and validity of data analysis is more reliable than the manual analysis of 1966. All examined studies explore various identity status factors that are associated with Marcia (1966, 1993). Duplicated studies and studies that used same sample portion for different studies form same data were exempted. All studies subjects are from adolescence to the age of 36 years which is considered the period of young adulthood in the study. For purpose of generalization and to validate consistency of Marcia identity status (1966, 1993) the variables and factors considered are increased to include gender, geographic regions, ethnicity, age, and relationship. The data used for 125 studies need to be reliable and valid thus, 25% of the data are subjected to reliability assessment. Comprehensive calculation of frequency and mean is done using a software program called comprehensive meta-analysis software. The software is usually good for the comprehensive analysis of large data.

### 2.2.2 Meta-analysis of longitudinal studies

The meta-analysis finding the status with the highest mean of movement that is individuals leaving their status occurred in moratorium and not diffusion and foreclosure as proposed by Waterman (1999). The most likely status to be moved into status over time as indicated by analyzed longitudinal studies in line with Waterman proposition was partially supported. Adolescence and young adult

moved more into moratorium and achievement over time. In term of status stability Waterman (1999) assumption is that the most unstable status will be a moratorium. This proposition was partially true as the mean size of individual moving from moratorium were higher than achieved status. There is a significant difference among the means of achievement, diffusion, and foreclosure. Waterman (1999) proposed specifically the direction of the developmental movement in identity status during adolescence to young adulthood will be progressive and higher than retrogression over time. The meta-analysis of longitudinal studies indicated that the mean of the progressive development of ego identity was double the size of the retrogressive change. The most consistent movement was from moratorium into achievement. It is noteworthy that age played a significant role in the change and stability of status especially foreclosure identity. The younger age of foreclosure status is less stable than the older foreclosure which has three years difference between them. Waterman (1999) hypothesized that younger foreclosure will be less stable than the older foreclosure. Marcia et al. (2010) observed that the early commitment of younger foreclosure might change due to different life circumstances like getting admission into the school. Conclusively, the meta-analysis substantiates the reliability of Marcia identity status and the consistency but there was an anomalous in the retrogression of change in the status from achievement to foreclosure.

### 2.2.3 CROSS-SECTIONAL STUDIES

The cross-sectional studies of ego identity change in relation to age show that from mid-adolescence to late adolescence there is a small increase in achievement and moratorium. And there is a small decrease in foreclosure and diffusion. However, Marcia et al. (2010) both longitudinal and cross-sectional assessment of status change studies show that most adolescents will not reach achieved status until age 36. Only one-third of adolescents under age 22 have reached achieved status compared with when the subjects were at the age of 36. At 36 years half of the subjects have reached achieved status. Thus, from the age of 18 to 36, it took the young adult about twenty years to form a cohesive identity. Arnett (2014) describe the elongated period of identity formation as emerging adulthood. The reason for this extended period of identity formation is due to the dynamics of societal change and the condition of adolescents in late modern society. Kroger (2007) suggested that emerging adulthood might be caused by individual accommodative challenges. Accommodative challenges refer to new life experience that calls for adolescents' response. When the new life experiences are overwhelming for adolescents then their identity formation is extended. Allen and Allen (2009) observed that there is a disconnection between the world of adolescents and the older adults who

already have the identity agency to support adolescents in their identity development. Awake (2011) explains that adolescents spend more time in school and when they get home they alone with both parents at work in order to support the family financially. This explains another reason for the disconnection between adolescents and older adults with identity agency.

However, the identity status model of Marcia (1966, 1993) is narrow in focus which was to categorize the process of identity formation and the Marcia et al. (2010) study was to validate the model and status change. Bosma (1985) and Cote (2014) suggest that Marcia's model portrays identity formation process as individualistic and the social context of the adolescents are not considered. Therefore, Marcia's model does not consider the role of identity agents in identity formation process and status change. Kaplan and Flum (2010) submit that clearly Marcia's status model for identity formation involves the collection of information, experimentation, and reflection on roles which is the characterization of exploration. While the incorporation of personalized goals and values characterized the process of commitment. Thus, exploration and commitment are suggested to be highly individualistic. Adolescents and young adults can have exploration without commitment (moratorium), commitment without exploration (foreclosure), limited or no exploration and commitment (diffusion) and high exploration and commitment (achievement). Arnett (2017) mentioned that identity status model has influenced other researchers in expanding the number of statuses and dimensions of the process of exploration and commitment. This dimensional approach with give insight into the process of identity status and it might explain the context of retrogression observed by Marcia et al.

Consequently, Crocetti (2017) states that the use of two-dimensional approach of whether commitment and exploration are present or absent is for basic classification. The model does not indicate the dynamics of the process. Then, it is important to examine the extent of exploration and commitment process in dimension and consider the social context of adolescents in identity formation and consolidating identity.

### ***2.3 THREE DIMENSION IDENTITY STATUS***

In order to encompass the personal and social context of adolescents in the process of identity formation it is important to give insight into the dimension of the process that leads to identity status.

Crocetti (2008) considered the used of three identity process and five statuses for categorization based on the dimension of exploration, commitment and valid external influences of identity agent (parent-adolescent) relation on the process, age and ethnic background of adolescents.

This cross-sectional research generated data from subjects for the study from 1952 adolescents with 47.7 percent male and 52.3 percent female of mean age of 14 years. The study focused on early and middle adolescence and age 10 to 13 are classified as early adolescents and age 14 to 19 are classified as middle adolescents. The early adolescents are secondary school students with 83 percent living with both parent and 9.3 are from a single mother, 3.6 percent are from the single father or live with someone else. The middle adolescents are post-secondary school students out of which 42.4 percent are male and 57.6 are female with the mean age of 16.6 years. The subjects are made up of 77.9 percent Dutch and 17.1 percent belong to the minority ethnics. The sample population represents the idea population of Dutch adolescents which is 15 percent of ethnic minorities. Although the ethnicity is limited to North African and mid easterners which make the variable of ethnicity subjective in the research. Crocetti et al. (2008) stated that 15 percent of Dutch adolescents are from the minority ethnic group.

The researchers applied Utrecht-Management of identity Commitment Scale to measure the dimension of commitment and exploration. A self-report and questionnaire instruments design for each variable: personality, Depressive symptom, anxiety, direct aggression and parent- adolescents' relationship and confirmatory analysis was done with the three-factor method. The three factors are a commitment, in-depth exploration and reconsideration of commitment. The confirmatory analysis shows the three factors are distinctively related. There was a strong and positive correlation between in-depth exploration and commitment which is supported by the research of Marcia et al. (2010). The use of questionnaires in this research is supported by Marcia et al (2010); they selected studies in which data were gathered through the instrument of a questionnaire for their meta-analysis to validate the identity status categorization. The use of three model factor for identity dimension instead of the classic two (Marcia 1966, 1993) and the used of five statuses instead of the classical four (Marcia 1966, 1993) might explain the likely reason for retrogressing and the context of identity formation process beyond categorization. The findings by Crocetti and her team correlated with the findings of Marcia's classic four identity status. However, Crocetti et al. (2008) finding gives insight into the likely reason for retrogression which is the fifth status of identity which is reconsidering moratorium. Reconsideration occurs after the adolescents have reached achieved status but they are dissatisfied with their commitment. Kuunen (2010) observed changes in the consideration of fresh students' commitment having faced conflict in their chosen career goals. The fresh students' commitment plummeted and their exploration increased. Thus, they start reconsidering new commitment and



without in-depth study of identity process, it seems like a retrogression as shown by Marcia et al. (2010). This underscores the importance of examining the dimension of status in identity formation, the depth and breadth of exploration, commitment and reconsideration give insight on the activities of the adolescents. The dimensional approach also indicates the direction of adolescents in the ongoing identity formation. Crocetti et al. (2008) and Marcia et al. (2010) corroborated each other's findings that older adolescents are moving into moratorium and achievement and they are stable at the older age than early adolescents. Crocetti et al. (2008) indicated that true communication with influence the achievement and foreclosure status on the contrary to Marcia et al. (2010) that suggested that foreclosure have a major influence of parent while achievement is totally independent. It is noteworthy also the influence of the external factor regarding ethnicity. Crocetti et al. (2008) finding shows that the Dutch adolescents who are of non-Dutch descents are more in the moratorium and less in diffusion and foreclosure than the counterparts of Dutch. The non-Dutch adolescents will need to explore more alternatives offered by their diverse culture than Dutch adolescents. Although it is positive for adolescents to explore different alternatives Crocetti et al. (2008) opined that acculturation could be problematic with intentional identity agents' intervention. Thus, Crocetti et al. (2008) underscore the need for identifying agents contrary to Marcia et al. (2010) emphasis on identity formation as personal and totally individualistic. Moreover, the finding which indicated that adolescent Dutch of non-western descents are more in moratorium and achieved status due to in-depth and elongated exploration is supported by Marcia et al. (2010). Marcia et al. (2010) established that optimal exploration will lead to a commitment that is influenced by well thought out consideration of talents, interest, vocation, and ideology. Although the small size of Dutch adolescents of an ethnic minority in the research of Crocetti et al. (2008) might have influenced finding.

Conclusively, the research of Crocetti and her team contributed the intra distinction with the status of the moratorium and give insight on the process of identity formation. The three dimensions give insight to the process of reoccurrence of exploration and the maintenance of commitment. However, there is a need to further study wider ethnic groups which should include Asians, Hispanics, West and South Africans. The cross-sectional study using cluster analysis cannot assess the stability and shift of status over time with the comparisons of personality, psychosocial problem and parent-adolescent relationships hence, a longitudinal approach should be explored. There is need to focus on the parents of the adolescents as the study indicated their influence on achievement and foreclosure status. During mid and late adolescence one of their preoccupations is choosing a career path and their school subjects and teachers become (significant others) identity agents like the parents of adolescents. Roeser and Lau (2002) affirm that when teachers promote adolescent learners discussion,

experiments, role play, and field trip it helps adolescents academic competence and autonomy will help adolescents develop self-determination and commitment to occupational choices. Hence, it is essential to assess the role of the teacher as identity agents.

## **2.4 IDENTITY AGENTS CO-CONSTRUCTORS IN IDENTITY FORMATION: PARENTS**

Researchers have given prominence to adolescents and process of identity formation which is often presented as the exclusive of adolescents. While it is generally noted that the period of adolescence identity formation is a preparatory period for adulthood. However, Schachter and Ventura assess possible reflective and active role of parents in the identity formation of their adolescent children. Schachter and Ventura (2008) used identity narrative approach to examine the possible agentic role of parents. Thus, life stories of 20 parents were collected as data and analyzed using thematic life story technique. The life story is in two parts per parent, the first part is the parents' story of themselves as children developing religiosity and their relationship with their parents. The second part is the life story of parenting with the issue of religion in their child-rearing experience.

Further, using thematic analysis Schachter and Ventura (2008) drawn that narratives of parents as agents into the common themes of identity concern, identify goals, praxis, assessment, implicit theory, and reflexivity. These themes are claimed to indicate parents as active co-participants in the identity formation of their children. Furthermore, Schachter and Ventura (2008) analyses dismiss the assumption that parents are just passive mediators between macro social influences and their children. On the other hand, parents intentionally mediate and filter the macro socio-cultural influences on their children to enhance their identity formation. The narratives of the parents in the findings of Schachter and Ventura (2008) suggested that the reflexivity of parents is not due to the personalities of the 20 subjects in their study. The parental ability to reflect on the adolescents' identity formation is claimed to be due to close and daily interaction with their adolescent children. And the socio-cultural obligation of parents to cater, educate and guide their children. Thus, it is the normative capacity of parents to think, choose and filter the social influences on their children exploration and commitment to future life course. Thus, Schachter and Ventura's life story study shows that parents are not passive Allen and Allen (2009) observed that when adolescents feel needed and they are given support these are essentials in the identity formation of adolescents. This is the role that parents play according to their narratives in relation with their concern for their adolescents. Erikson (1963, 1968) noted the

facts that the relationship of parent-child affects the virtues of autonomy/industry during childhood and role confusion/ego identity during adolescence. While Erikson suggested parents' role as indirect Schachter and Ventura findings indicated that parents play a direct and well-intended role of co-constructors of identity formation. This research included identity formation content by considering the choice of religious ideology which is not the focus of most research. Arnett (2015) noted that many researchers focused on identity formation process and not identity formation content. However, those older adults who daily interact with adolescents are not only parents Schachter and Ventura (2008) acknowledge the agentic role of teachers and they encourage further study on other identity agents.

## *2.5 IDENTITY AGENTS IN IDENTITY FORMATION: TEACHERS*

The social interactions of adolescents are not restricted to their peers they are older adults who are involved in the identity formation process as agents. Schachter and Ventura (2008) described the older adults as co-constructors in identity formation specifically, parents and teachers. They are identity agents because they have the capacity to directly influence the identity formation of adolescents. Adolescents that are in school spend a minimum of seven hours daily with their peers and teachers. Thus, Harrell-Levy and Kerpelman (2010) equally, describe teachers as co-constructors in the identity formation process especially when they use transformative pedagogy approach in the classroom. Teachers are considered agents of identity not only because of their daily social interaction with students but they have capacities to influence students' identity formation process. Harrell-Levy and Kerpelman's theoretical study is based on identity control theory which offers the opportunity to understand the daily social interactive relationship that influences identity formation process. Harrell-Levy and Kerpelman (2010) suggested that teacher using transformative pedagogy in the classroom context will build the capacities of adolescents in making right choices and emerge with desirable identity over time. Roeser and Lau (2002) affirmed that teachers' intervention in helping the students develop the skills of prioritizing goals and critical thinking on the subject matter, in relation to the world will help adolescents to be self-confident and commit to an occupational direction. The agency of teachers to enhance positive learning behaviors is clear because after developing the mastery of subject matter; a good teacher should be able to make students learn at their pace. The choices that subject teachers will make available to adolescents are narrowed toward the subject area. And these do not give ample opportunity for broad exploration of alternatives.

Furthermore, transformative pedagogy will be effective when learning is students centered and clear-cut expectations are stated in the subject matter. Harrell-Levy and Kerpelman (2010) explain the process of making learning student-centered that is, teachers, allow students to take an active role in the construction of knowledge. This gives an opportunity for exploration and collaboration with peers and teachers. Teachers and peers give feedbacks base on the stated expectations of the subject matter and worldview. These will give adolescents sense of worth and significance to peers and significant others. Erikson (1963, 1968) stated that it is crucial to the adolescents' self-esteem when they are recognized as significant in the society. And the feedbacks help the reconsideration of choices which might either enhance exploration or commitment during identity formation. Harrell-Levy and Kerpelman (2010) indicate practically the means of activating reconsideration in a classroom context. The teacher asks questions that require learners to juxtapose their beliefs with their knowledge of the subject matter. Thus, learners will be revising their choices and commitment which overtime will affect their self-definition. The self-definition that adolescents emerge with through the collaborative effort of teachers and peers due to newly found knowledge helps adolescents to comprehend their place in the world. This underscores the agentic role teachers can play in the identity formation process of adolescents.

Hence, the theory of transformative pedagogy seems normative in the modern system of education specifically the pedagogical facet which content is student-centered learning, collaborative learning, functional learning and critical thinking. The key point in the theoretical study is the emphasis on the need for teachers to link worldview with student thinking. And the need to move beyond subject matter to the intention of enhancing student identity formation. Although, Klaassen (2007) observed that teachers often think of the subject matter and follow the dictate of the curriculum to design instructional materials. Thus, the subject matter is the preoccupation of teacher and the learning style of students. It is essential to consider the role of curriculum in teaching and learning in the classroom. Since the curriculum is the framework of teacher activities in the classroom the curriculum will also set the goals and expectation of the subject matter. If identity formation of learners is not part of the expected outcome, teachers are bound to work within the confine of the curriculum. Harrell-Levy and Kerpelman transformative pedagogy approach might not be most effective in enhancing identity formation process when the curriculum does not consider identity formation. Ropo (2009) note that identity is not given prominence in the Finnish curriculum, it was mentioned in the context of developing a national identity. Additionally, Cote (2006) identify that the lack of adequate information on identity formation will hinder identity formation agency. In the light of the observations of Ropo (2009) and Cote (2006), there is need to study the conceptions of identity formation by teachers and their role as they interact with adolescent learners in a classroom

context. This study will indicate whether teachers' role in the identity formation of adolescents is direct or indirect.

## 2.6 *Statement of Problem*

This research is to study teachers' conceptions of adolescent identity formation and find out the roles of teachers as they interact with adolescents in the school context. Identity is a phenomenon that was brought to the spotlight by Erik Homburger Erikson in the mid-twentieth century. Identity formation and Identity have become phenomena of interest in psychology, sociology and in recent time in the field of education. Erikson analysis of cycle of life distinctively stated the evolution of identity from Identification through the process of identity formation to personalized identity which is continuously developed from adulthood to death, referred to as identity development. According to Erikson (1968), the preoccupation of the adolescent is identity formation which is the genesis of transition from childhood to adulthood. Hence, it is a period where adolescents are under intense pressure physiologically, emotionally and psychologically and they are to make choice with a sense of immediacy to define self, such choices define the future of adolescents in adulthood.

Although, Erikson (1968) emphasize the role of self in the process of identity formation, he also recognized the need for others that will help the adolescent to avoid the danger of role diffusion which will lead to incoherent identity in Adulthood. Erikson (1968) state that to achieve cohesion of identity, individuals that adolescent sees as Ideal persons should give attention to the status of the adolescent and give responsibilities and tasks to adolescents as they gradually grow to adulthood. Marcia (1966) later made clear the recognizable status of adolescents using the presence or absence of exploration and commitment to choices.

Although, Erikson recognized the need for collaborators in adolescent identity formation he did not specify those with the agency to collaborate and help the adolescents achieve identity cohesion. Erikson (1968) called on the society to help adolescents and later called on individual close to the adolescent to help. This is quite confusing in itself as those often recognized as ideal persons by the adolescent are his or her peers and superstars in the entertainment industry that suit their superficial ego which is undergoing transition. Marcia (1966) categorized Identity into four statuses with distinctive characterization using the criteria of exploration and commitment to a future vocation. Adolescents' career choice helps them to define their role and place in the society. Additionally,

Schachter and Ventura (2008) argue that those involved in the identity formation should have intended premonition and capacities to help adolescent achieve identity cohesion. Erikson (1968) agreed with the need to recognize the identity formation of the adolescents by those around them and responding through the provision of functions that will make the adolescent gradually fit into his/her role in the society. As a teacher, I was never aware of this transitional period and I want to know if other teachers are aware and are playing the intended role in supporting the process of identity formation.

However, the need to enhance adolescents' identity formation is agreed on by researchers. There is no empirical study that indicates who has the capacity and right information regarding identity formation; which will afford such individual or group the agentic role. Moreover, researchers have done extensive research on Adolescents and identity since the 1960s (, Adams & Fitch, 1982; Erikson, 1969; Fadjukoff, Pukkinen, & Kokko, 2005; Kaplan, A. & Flum, H., 2009; Kroger, 1995; Lewis, 2003; Marcia, 19966 &1976; Marinda K. Harrell-Levy & Jennifer L. Kerpelman, 2010) Hence, Kaplan and Flum (2010) explain the importance of focusing on identity formation issues at adolescence since it is the pivot or foundation of identity that will be transforming throughout life time. Evidently, adolescence is a vital period in human psychosocial development since choices made will have a lifelong effect on the individual. Recently, findings indicate the need for identity formation agents to support adolescents; whose state of choice making is taking a downward trajectory in late modern society. Cote (2014) describes adolescents in late modern society as lacking skills to manage the myriads of choices that are available. The society driven by technological advancement in social media, use of applications and smart devices created ceaseless choices targeted at the vulnerable adolescents. Further, the increase in alternative lifestyles in especially, developed countries, have bombarded adolescents with both negative and positive possibilities with extreme consequences. The consequence was stated by Cote and Levine (2002), that advancement in technology and innovation has led to the weakening of institutions and resistance to traditional authority have created a void in guidance for adolescents, which is making identity formation difficult and future identity incoherent extended and farfetched. The need for capable adults to support and help adolescent hone their skills of choice making and self-determination with consideration for long-term future prospects cannot be overemphasized. Felner, Jackson, Kasak, Milhall, Brand, and Flower (1997) established that adolescents in America and Europe are engaging in more activities with high risk which cause lifelong damages to their lives. Felner, Jackson, Kasak, Milhall, Brand, and Flower (1997) stated that the school can imbibe in adolescents the capacities of making the right choice that will have a positive lifelong effect.

Thus, reflecting on my position as a teacher in junior and senior high school, I know teachers interact more with adolescents in the school than any adult that works in the school environment. Typically, the underpinning of teachers' interaction with adolescent learners is to acquire relevant knowledge in subject areas. Pastoral responsibilities and counseling are assumed to be for the school's guidance counselor. This has motivated me to study and interpret teachers' role and their conceptions of identity formation in adolescents. This empirical research will consider the conception of adolescents' identity formation by teachers and their role as they daily interact with adolescents in the classroom. This study might give insight into the extent to which teachers intentionally enhance identity formation of adolescents. And whether the teachers see themselves as identity agents to adolescent base on their subject matter.

## **2.7 KEY CONCEPTS**

**ADOLESCENT:** Adolescent is defined according to World Health Organization WHO as the age that starts from 10 to 19 and can ring throughout young people the age of 24. This study focuses on the age range of 14 years to 15 years which in Finland is the age for grade 8 and 9. This period of adolescence is operationalized as the period of choosing career paths in the Junior high school in Finland. An adolescent is a person in the transitional stage form being a child and developing towards being an adult.

**IDENTITY:** Different approaches are used to define identity in this study identity is defined based on psychological approach synthesized with the definition of Ropo (2009). Thus, identity is having a sense of purpose and life direction with self-cohesion and continuous dialogue with self in relation to experience, time and individual social context.

**IDENTITY FORMATION:** This thesis has adopted identity formation as described by Erikson(1968) as a process of gradual development of ego in which childhood attachment to caregiver(s) is gradually replaced, refined, redefined and synthesized as an emergence of new identity; during adolescence through physical, emotional, social, political, religious and vocational experiences.

**AGENCY:** Agency connotes having the capacity and intention of making choices in order to achieve specific or certain goals without constraints. Gidden (1989). Agency is operationalized into the teachers' conceptions of his or her roles and the capacity to function in the classroom and school context.

**ROLE:** Role is defined as the position of an individual and the expectations of such individual and other regarding his or her position in relation to an institution and the society.

**CONCEPTION:** Conception in this study refers to the thinking and meaning subjects give the phenomenon based on personal experience. Marton (1986) describes conception as how individual conceive a phenomenon or their world due to relative experience. Therefore individual experience is subjective since it is exclusive to the descriptions and meanings that are being given to how the phenomenon is experienced. Conception in this study is the descriptive meaning teachers made of the phenomenon of adolescent identity formation. And the meaning teachers give their role as they interact with adolescents in the classroom context.

**IDENTITY AGENTS:** Identity agents in the study refers to adults with the capacity to actively engage adolescents with the intent of enhancing their identity formation.



# 3 RESEARCH DESIGN

This chapter encompasses the methodological approach used in studying the phenomenon and the justification of the appropriateness of the approach. The design method and selection of participants are vividly described and the significance of the study are mentioned. The instrument chosen for data collection and the process of data analyses are described in this chapter.

## 3.1 *METHODOLOGICAL BACKGROUND*

This empirical study is to describe teachers' conceptions of Adolescents' identity formation and the role of teachers in interaction with adolescents in the school context. The approach that I have chosen for this qualitative study is phenomenography. This approach has been used for decades in the field of education and it was initially used for research on learning. Recently, the phenomenographic approach has been used beyond research on learning and education. It is used in other fields like marketing, Business Administration, and public health. This empirical qualitative study is to describe the conceptions of people regarding their experience in various aspect of a phenomenon. Marton (1986) states that phenomenographic approach is to use to describe subjects conceptions of a phenomenon based on their experience as they interact with the phenomenon. Thus, the use of phenomenography is appropriate for this study as is usually used in the field of education.

Phenomenography supports the subjective and relative descriptive views of this qualitative study epistemologically and ontologically. The epistemological view of this research is that the experience of each subject is subjective and exclusive based on their personal experience and background in relation to the phenomenon. Additionally, the ontological view of this study is that the reality of the subject is relative thus, each person constructs his or her reality based on personal experience which differs from others who interact with the same phenomenon. Phenomenography will afford the opportunity to map out different ways that teachers experience and conceptualize various aspects of identity formation. This approach will help this study to understand the relationship between teachers and identity formation.

## 3.2 DATA COLLECTION

### 3.2.1 SEMI-STRUCTURED INTERVIEW

A data collection tool that is mainly used to elicit relevant narratives from subjects in order to describe their conceptions of the phenomenon is a semi-structured interview. Akerlind (2005) and Marton (1986) imply that the main data collection tool in phenomenographic approach is an interview. And that interview helps to emerge with the meanings individuals make of the phenomenon through their experience.

Consequently, a semi-structured interview is designed using the main research questions to create nine-item open-ended questions (See Appendix 1). These open-ended questions will help interviewees to give broad answers that will present data with in-depth meaning and description of their conceptions. Marton (1986) suggested that the choice of open-ended questions afford interviewees to determine the extent to which they want to answer an interview question. Thus, open-ended questions will be purposeful in gathering reliable and relevant data for this study.

However, the open-ended questions were generated from the themes of identity agents and roles of teachers in working with adolescents. And the research question that is directly linked with identity formation process of adolescents is included. The questions are structured to allow teachers describe their experience of the phenomenon. See appendix 1 for the administered open-ended questions.

### 3.2.2 INTERVIEWS

The interview sessions were held at the school premises during school hours. Interviewees chose suitable venue, date and time that is convenient for them. Nigel and Horrocks (2010) noted that when interviewee chooses the venue for an interview they are more relaxed and comfortable. The chosen interview venues include teacher's classroom, office, laboratory, and studio. The interviews were conducted in English language and all interviewees can speak and understand the English language at a very good level of proficiency. However, before the main interview, a pilot interview was conducted to get the estimated time for the interview proper and the appropriateness of the questions to the focus of the study. Additionally, the pilot interview helped to check the clarity of terms and the comprehensibility of all questions. All the interview sessions were recorded with voice note with the consent of the interviewees. Nigel and Horrocks (2010) observe the negative influence of voice recording of interviewee can be that of suspicion. Therefore, the purpose of voice recording was

explained to all the interviewees and they were informed ahead to avoid suspicion. They were informed that recordings are for transcribing and they are essential in order to accurately represent their thoughts and concepts. The nine open-ended questions were thoroughly covered and probe questions were used to elicit more information and for clarity and elaboration on relevant information. At the outset of the interview, all interviewees were given hardcopy of the open-ended questions. Further, the interviewer stated that probes will be used when interviewees make an unclear statement or for comprehension of interviewees' idea.

Additionally, the interviewer met physically with all interviewees at least once before the day of the interview. This gives an opportunity for both the interviewer and interviewee to be familiar with each other before the day of the interview. At the first meeting, the interviewer explained the research focus and the importance of interviewees' responses in the course of the interview to the research. Furthermore, criteria for selecting each teacher as potential interviewee were clearly explained. The interview was led by the researcher as all the interviewees dominated the conversation. Probe questions were not used until interviewees complete their flow of thoughts. Instead of interrupting the interviewees at the middle of a conversation, questions were written in the interviewer's notepad. When the interviewee ends the conversation or has completed her thought then, the interviewer will ask the probe question that is written on the notepad. Phones and other devices that can disrupt the interview sessions were muted and stored away. Thus, the interview sessions took place in quiet environments and each interview session took 50 minutes on the average. Interviewees had enough time to put their thoughts together. After four interview sessions, no new information emerged hence, the data collection ended due to saturation.

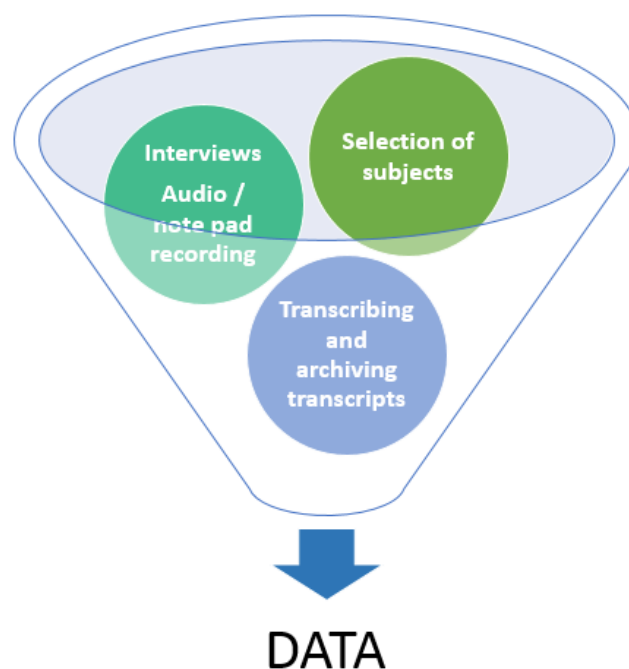
### 3.2.3 SUBJECTS

The subjects were teachers in lower and upper secondary school in Finland. Data were collected from four subjects and all the subjects were teachers of grade nine students. The subjects all agreed to the ethical ground of non-disclosure of their identity in term of name or the use of description that will make them identifiable (See Appendix 2). All the subjects are female teachers who can speak both English language and Finnish. I contacted some male teachers that meet selection criteria but they declined. A male teacher later agreed to participate in the interview, but he could not be interviewed due to saturation after the fourth subject was interviewed.

Additionally, the subjects were selected based on the years of experience as teachers' longer-term experience of over two decades and mid-term years of experience is a decade to fifteen years. Two teachers have experience of over two decades while the other two have mid-years of experience. The

selection of subjects involved the subject areas of languages, Arts, and sciences. Therefore, subjects teach English/French, Swedish/English, Physics/chemistry and Art and craft. One subject was selected because of her present post as a class mentor and another subject because of her position as a former mentor. A teacher was selected because of teaching experience in lower and upper secondary school. All the subjects voluntarily participated in the interview at their convenient time and place in the school compound. The interviews started from October 11<sup>th</sup> to 25<sup>th</sup>. All the interview sessions were conducted in the morning thus, the subjects were relaxed mentally and full of energy physically. The venue of the interview as chosen by interviewees made them natural during the interview session. The art teacher chose the art studio, chemistry teacher chose the laboratory while the two language teachers chose their office and classroom respectively. Subjects had enough time to respond to all the nine designed questions and probes that emerge in the course of the interviews. All the interview sessions were transcribed as data which will be analyzed. The data collection process is illustrated in figure 1 below.

**FIGURE 1. The data collection process**

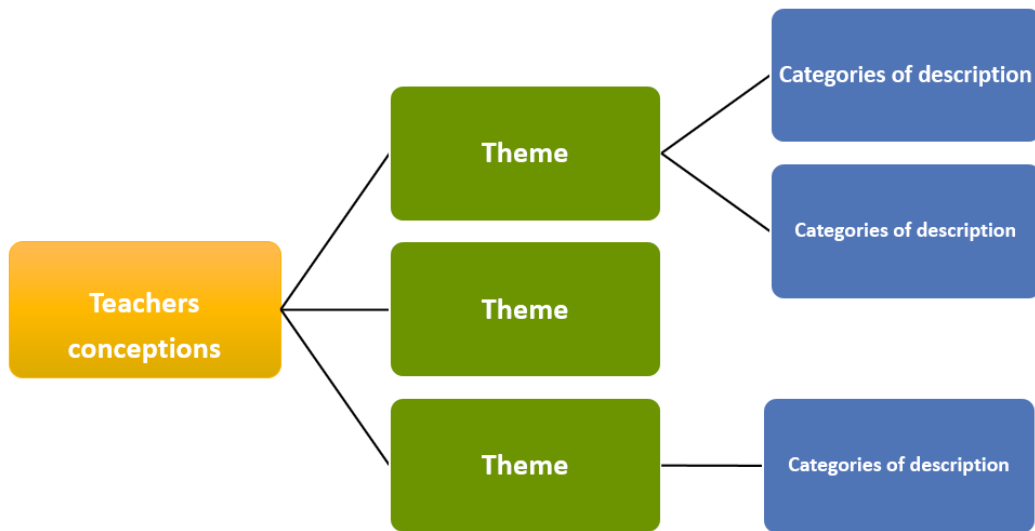


### 3.2.4 DATA ANALYSIS

All the interviews were recorded and transcribed verbatim and the transcriptions were treated as data for analysis. In this study, data are analyzed using phenomenographic analysis approach in other to

describe the meaning and relationship between the subjects and the phenomenon. According to Marton (1986) and Akerlind (2012), state the aim of phenomenographic analysis is to emerge from the transcription categories of description that describe the conceptions of interviewees as regard the phenomenon without the bias of the researcher. Therefore, these steps of analysis were followed with the intent of emerging with meaning from data. First, each transcript was read and analyzed for the researcher to get familiar with the transcript. They were reread with consideration for relevant parts of the transcripts to the research questions in mind. Second all the subjects' relevant utterances as a whole were created into a pool of relevant quotes. This pool represents the individual and collective descriptions of meanings the subjects' make of their experience of the phenomenon; which constitutes the core of this research. A table was created for the pool therefore, it is possible to view and analyze the utterances as a whole and part of a whole. Teachers' conceptions of students' identity formation process are highlighted in the table. These conceptions are compared for similarities and variations to generate teachers' meanings of identity formation. Third, a boundary distinction was created by categorizing the relevant quotes based on similarities and variations as a unit. This process led to the emergence of categories of the description which will represent the outcome of this study at the basic level. Limberg, (2008) agrees that categories description is the outcome of phenomenographic research. Additionally, Marton (1986) states that categorization of subjects' descriptions is the main result of phenomenographic research. Thus, to generate appropriate categories of description the iteration of reading and re-reading from the pool and transcripts must be painstakingly done. The categories of description are coded based on context within the transcript and meaning within the categories of description. Furthermore, the codes are interpreted into themes. Fourth, the defining themes are examined for overarching themes that are features of the main concepts of the study. Then themes emerged from the description of meaning the subjects make of their experience with the phenomenon. The data analysis was sectionalized into two, the first section was for teachers' conceptions of identity formation process in adolescents. The second section of data analysis was for teacher conceptions of roles in the school context. The second section will emerge with themes while the first section will have no theme because of the small size of subjects. The data analysis was in three hierarchical order and it is represented in the diagram in figure 2 below.

**FIGURE 2. Data analysis hierarchical order diagram**



### 3.3 RESEARCH QUESTION

The purpose of this study is to describe the role(s) of teachers and their conceptions of adolescents' identity formation and phenomenographic approach will be applied to answer the following research questions:

- What are teachers' conceptions of adolescent students' identity formation in the school context?
- How do teachers take identity formation in adolescents into account when they plan activities and projects in the classroom?
- How do teachers ensure adolescent students develop the capacity to make right choices in the classroom and teachers' role in identity formation?

## 4 RESULTS

This chapter includes reports, analyses after the implementation of planned data collection method and analysis as specified in chapter three. This chapter is divided into two sections, the first section is the presentation of the outcome space of teachers' conceptions of adolescents' identity formation process with the description of the variations in teachers' conceptions. Furthermore, the conceptions of subjects are related with a theoretical construct in identity formation process and roles of identity agents. These conceptions are presented by considering the similarities and possible variations among them. The second section is based on the semi-structured open-ended questions and probes which emerged data as outcome space that describe teachers' conceptions of their roles as they interact with adolescents in the school context. The subjects' descriptions of adolescents' needs and subjects' role were categorized into six with six themes which eventually give the emergence of three overarching themes (Appendix 4). Subjects are identified and distinguished by the use of code name for each subject.

### **4.1 *TEACHERS' CONCEPTIONS OF ADOLESCENTS' IDENTITY FORMATION PROCESS***

The meaning teachers gave their experience regarding identity formation process in adolescents is an important part of this study. The teacher was asked to answer 9 open-ended questions during the interview sessions. One of the main questions that are linked to a research question was "What does identity formation in adolescent means to you?" The responses of all the subjects are shown in Table 1 below

**TABLE 1. Teachers’ meanings of identity formation in adolescence**

Subjects’ Codes	DESCRIPTIONS
ET3M	“Of course, you develop your personality”
CT2	“I have not thought it as the one adultinglising them”
AT	“to make sense of themselves”
ET	“becoming independent and trusting yourself to do and make a decision’

The table above shows the meaning each teacher give identity formation as they experience the process of interaction with adolescents.

The transcripts were read three times each for the variation and categorization to emerge. The transcript of each subject was read individually to identify their conception of identity formation and it was read again looking at the responses that describe the meaning of identity formation to each subject. Lastly, the whole transcripts were read as a whole for the emergence of the variations and categorization of description into themes.

The subjects had various conceptions of identity formation in adolescents, based on their personal interactions and experiences with adolescents that they teach as subject teachers and class mentors. The conceptions have four variations according to the number of subjects and they are as follow. First, subject CT2 is a teacher of Chemistry and physics during interview session she described identity formation the process of adolescents becoming adult and CT2 does not see herself as involved in the process of the adolescent's student becoming an adult. Moreover, CT2 gave an example of a student in her class that has developed an interest in physics and sees herself as a researcher. CT2 pointed the example as the process of becoming an adult. (See Appendix 3. Excerpt from the transcript)

*“I have not thought it as the one adultinglising them” CT2*  
*”She has found in her inside one kind of researcher” CT2*

Second, ET3M is another subject teacher and mentor with about ten years of teaching experience in the English Language. The ET3M conception of identity formation is the adolescent development of personality. She specifically mentioned personalities that adolescents develop during the face of life



for identity formation. ET3M concluded that this face of life will lead an adolescent to discover their part in life.

*”The face of life when you, for example, have the time to develop your personality.....” ET3M*

*”strong emotion....., lifelong friendships, falling in love and finding your own path”  
ET3M*

Third, two subjects had a similar conception of Identity both are quoted below ET is a teacher of English and Swedish Language and a former class mentor for grade nine students. ET conception of identity formation is about self-reliance and autonomy

*”becoming independent and trusting yourself to do and make decision”ET*

*”To make sense of themselves”AT*

AT as quoted above is an Art teacher that has over twenty years of teaching experience. AT conception of identity formation is when the adolescent makes sense of themselves and she emphasized the need to find their place in the huge world as the essence of identity formation. These are the four variations of teachers conceptions of adolescents’ identity formation in the school context.

## **4.2 TEACHER CONCEPTIONS OF THEIR ROLES IN ADOLESCENTS’ IDENTITY FORMATION**

The second section of the result is the description of agentic roles by subjects in adolescents’ identity formation. The interview questions were designed for subjects to describe their roles and meaning they give it as they interact with adolescents. The data presented here are teachers’ descriptions of roles and conceptions of Adolescent’s needs in the school context (see Appendix 4). The analyzed data were collected from four teachers in a lower secondary school in Nekala, Tampere in Finland.

The subjects’ descriptions were classified into categories where three themes emerged to describe the categories and they are reflexivity, capacity sanctioning and transformative pedagogy.

#### 4.2.1 TEACHERS' CONCEPTIONS OF THEIR ROLES IN IDENTITY FORMATION OF ADOLESCENT STUDENTS

**TABLE 2. Teachers' Role Description**

DESCRIPTIVE	CATEGORIES	THEME
"with the help of their teachers and the help of their parents" CT2	Support parents as a helper	Complementary role
"I will like to see myself as an adult who helps them as to form their identity." ET3M		
"parents are interest in and influence student choices ..... teacher underlying job is to make student happy and secured in classroom". 1ET	Caring for students' welfare in school	

#### 4.2.2 COMPLEMENTARY ROLE

The subjects reflect on particular social, cultural and personal values and other needs of adolescents they interact with. Through reflection, they described the needs of the adolescents they interact within the school context. Additionally, as shown in table 2 above teachers described their role in complementing the role of parents. Teacher ET3M reflect on her role with the adolescents as that of helping them to form their identity. Furthermore, teacher 1ET described her role as that of ensuring

the security and classroom satisfaction of adolescent students which should make the students happy to come to school.

For example, ET3M describes the main need of adolescents she interacts as

*“...our youth need in my opinion is adult who gives them guidance” ET3M.*

Teacher CT description of adolescents’ main need is getting adolescents students to recognize and identify acceptable behavior.

*“...the students are behaving the way they should follow and grow”CT.*

CT conception of adolescents’ need based on her experience is meeting the behavioral expectation of the society. AT1 response on adolescents’ need is quoted below.

*“First thing is how they can see themselves in the world there own place in the world. hmmm, they should see that whatever they do means something for other people, for nature, animals.”AT1*

AT1 give the meaning to the main need of adolescents as discovering their role and position in the world in relation to man, animal, and natural environment. The subjects reflectively conceptualized adolescents’ main need based on different social orders and societal expectations.

Now all the subjects identify various actions they have taking in order to cater for the adolescents’ needs. The subjects’ actions were described in their responses below.

*“Show them many different ways so that they choose but somebody has to show them”- AT1*

*“if they choose this way what is the end or that way what are those hmm opportunity that will give them”- CT2*

*” give them a wide perspective of if you choose this one this is what it will lead to”- ET3M*

All the subjects described their roles as that of the provision of guidance for the adolescents with the intention of caring for the needs of adolescents in the school context. The subjects complement the role of parents at school as they interact with adolescents.

#### 4.2.3 SANCTIONING ADOLESCENT STUDENTS’ POTENTIAL AND FUTURE POSSIBILITIES

The subjects are not just mechanically following the dictate of the curriculum and feeding adolescents via instructional designs. They contemplated and acknowledged possible roles for adolescents as future adults in the society. All the subjects were made to describe a student randomly selected from

a pool of class list. Then the subjects were asked to describe the student during the interview session. Subjects' responses included positive qualities and attitude toward learning. The learning method and capacity of the described students were used by the subjects to determine the future possibilities of each student. The table 3 below shows the description categories (Appendix 4) of teachers acknowledging positive personalities and future potentials of the adolescent student.

**TABLE 3. Teacher sanctioning student capacity and future possibility**

DESCRIPTIVE	CATEGORIES	THEME
"He very creative and very open when I teach him" AT1	Acknowledge personalities and future potentials	Future possibilities
"he will go to not university but this another quite concrete work polytechnic" CT2		
"very empathetic and social... a very warm personality... so either working as a doctor or as a nurse" ET3M		

Furthermore, the teacher gave detailed descriptions of students learning methods and interaction with learning instructions in the subject matter which serve as a determinant of their projection of future academic possibilities of the adolescent students. Excerpt from teachers' responses that included students' learning activities and attitudes which were used to project adolescents future academic possibilities and careers are quoted below.

*" this yes ok Eero is a boy and Eero think but he doesn't speak so much he loves art very much he needs help but he has his own approach. He very creative and very open when I teach him".....*

*"I think Eero will study in the university I think maybe art or something else.....because of his way of think and his (long pause) he has so different way of discus subject but his young so we can't no. do you remember the ball there? ( int- yes) is him (int-ok yes). Eero painting also in pastel n photography." -AT*

Teacher AT described the students learning approach, capabilities and future possibility of the student in academic pursuit. Teacher AT was reflective in her description of students' work, unique cognition and the student's versatility and creativity in AT subject area.

*"he is a boy and his very active his taking part to the lesson a lot and answering and telling what is thinking about the subject or if I ask what do you think which causes this he usually think and then raise his hands and tell what he thinks but is better in physics than chemistry. He something said not put it but something which is not concrete level. he can see the very best point of view I mean not very deeply, quite basic level but good student like I could say the average or a little better than average." .....*

*"yes is listening, hmm when I teach and his taking part of lesson in good way even though his answer is not correct he tells me that his thinking like that I try to explain not everyone they don't be in this level for example. See only concrete way but get deeper idea of the concept what I teach." .....*

*"I think his going to high school perhaps he will go to not university but this other quite concrete work polytechnics yes. But anyhow I think he is interested in science subjects I think his good but not as we have this kind of degrees 10 9 8 7 6 5 4 and this is where he is (7), not very high but quite good if this is average is more than average." – CT*

Teacher CT analyzed the student's learning abilities and achievement in order to sanction the students' career possibility at adulthood with consideration for the student's interaction with learning instructions. The teacher recognized the student's interest in the subject matter area and the level of attainment which makes him qualified to study in the polytechnics. This is the description by ET3M in sanctioning the capacity of a student.

*"Inka she use to be in my mentor class, she is sixteen years old now, I know that she studies upper secondary. hmm in pirrkala and she didn't want to go to that school bcos she want to go to our upper secondary school in the university premises hmm. you want me to describe her personality?(int-everything). ok, she is an adorable girl, she use to tell me everything hmm. like really she use to tell me things like I was her mummy. so she came to talk to me when her boyfriend left her and she came to ask me for advice when she got to decide whether to travel to Paris or London for summer holidays with her mum but she wanted my advice for that.hmm I use to teach her English not French. hmm she is being here twice because she missed me and she missed the school and she miss all the other teachers as well. She said that she felt so save over here. And what else, she definitely a girl that I would remember for the rest of my life, cos she has somehow touched my life with her open personalities and all the ideas that she shared with me, a very special girl."ET3M*

*"hmmmmm that is a good question, as she very empathetic and social I see her, one of the first thing is that I see her working in the hospital. Either with elderly people or children, with people who needs a lot of warmth and communication that is what she has. She has a very warm personality. So either working as a doctor or as a nurse, I would love to see her as a doctor I don't know if her academic skills are good enough for that. That is not probably her dream I know that her dream is hmm something to do with business but I would not want to see her in business line because she is so warm and so vulnerable at least here in this stage. So, therefore, I would like to see her in a soft environment ....."ET3M*

ET3M was able to contemplate her student's future possibilities by reflecting on the student's personalities and academic capabilities and social interaction. Teacher ET3M could create a mental picture of the career path that will suit the student. This is shown in teacher ET3M expression

*".....I would love to see her as a doctor..... but I would not want to see her in business line". ET3M*

Although teacher ET3M emphasis was on the student's warmth, empathy, and sociable attributes, she also thought of the student's academic achievement and the student's interest.

#### 4.2.4 SUBJECT MATTER OBLIGATION

Subjects described pedagogical approaches they used to cater for students' needs and wellbeing as adolescents. Based on subjects' narratives their pedagogical approaches emerged owing to teachers' reflexivity and capacity sanctioning of students. The Subjects used teamwork, group discussion to enhance critical thinking, self-definition and develop acceptable behaviors in the society. These are evident in the statement of subjects AT1, ET3M, and ET.

*"I always plan very carefully the groups where my student study I don't know if it goes beyond this but I want to say that when I plan my lessons I plan the way they work they never I won't say never they very rarely work alone. They always work with somebody either with a pair or group. I always mix so that they get to meet as many different classmates as many as possible so that they don't work with one. And I think that is part of identity formation because you can of mirror yourself with different personality there."*  
-ET3M

Teacher ET3M succinctly stated above her intention of making adolescent students work in groups as a mean of development and defining who they are as an individual and what they share in common with others. Teacher ET3M conceive this approach as part of identity formation process.

*"They make their subject together.....then we discuss" - AT1*  
*"1st is difficult to say something and when they say something it opens after that. If they say something they think something. They see and think they see and think. They learn to notice and analyze and observe details they see landscape and behaving and the see the whole they see everything after that. But we need picture for photographing and is very good for their identity formation". - AT*

*"Activities that support teamwork and group work" - ET3M*  
*"....do any group activities or individual work" - ET*

### 4.3 TEACHERS' CONCEPTIONS OF ADOLESCENT STUDENTS' NEEDS

#### 4.3.1 DEVELOPMENT OF CHOICE MAKING SKILL

The subjects described the need to cater for adolescents' personal, social, behavioral and choice making needs in their subject matter and socializing with others and making a future career. Thus subjects help the students to develop the capacity and skill of making right choices which is essential for adolescents during identity formation stage. The table 4 below indicate the practical approach the subjects used to help the adolescents they teach.

**TABLE 4. Helping adolescents to make choices**

DESCRIPTIVE	CATEGORIES	THEME
"Show them many different way so that they choose but somebody has to show them" AT1	Guidance to making right choice	Awareness of adolescents' personal and social needs
"if they choose this way what is the end to, that way what are those hmm opportunity that will give them" CT2		
"give them a wide perspective of if you choose this one this is what it will lead to....." ET3M		
" .....and it is a skill that you can learn." ET		

All the subjects descriptions were the need to guide the adolescents as regard the outcome of their choices and not to choose for them. Teacher ET acknowledged the essence of adolescents making an informed choice as shown in the excerpt below.

*" .....and it is a skill that you can learn." ET*

#### 4.3.2 DEVELOPMENT OF BEHAVIOUR PATTERN

Additionally, the subjects clearly stated the need for rules that will help adolescents behave according to societal norms and ethics. Although adolescents have the freedom to choose and they are obligated to also follow rules and meet the expectation of the society. The subjects described various

approaches they use in helping adolescents to follow the rule and the consideration they have for adolescents when they struggle to conform to set rules in the classroom. Excerpt from three subjects is stated below to put their actions in context.

*"of course if there are behaving badly I get them to behave properly" CT2*

Teacher CT2 showed a sense of obligation to ensure adolescent students in her classroom meet the minimum level of required behavior and as needful to readjust students behaving badly in her classroom.

*"they can make their own art form all their heart.they can discuss, they sing listen to music but they must listen to me, they must listen to each other. sometimes they are noisy then I say 1 2 3, then silence." AT*

Teacher AT give adolescents freedom in the Art studio with set rules as regard noise and respect for others as you engage in what you enjoy to do.

*".....say something positive to each other.. I do make them feel respected as they are." ET3M*

Teacher ET3M encourages adolescents in her classroom to be positive in their conversation regarding others. And she models this by talking to adolescents in the classroom in a way that makes them feel respected regardless of their behavior.

### 4.3.3 ACADEMIC COMPETENCE

The subjects' activities in the classroom are centered on the students developing academic competence in their subject areas. Thus, the subjects identified the need for adolescent students to understand concepts and processes in the classroom as their main role as teachers. And to cater for this need all the chose a learning method that is fitting for their adolescent students. The learning method is similar as shown in the statement of three subjects quoted below.

*"they make their subject together.... then we discuss" AT1*  
*"Activities that support teamwork and group work" ET3M*  
*"do any group activities or individual work" ET*

The teachers use collaborating method of learning and encouraging students' agency. Teacher AT1 allow her adolescent students to choose the subject they want to work on in her Art lessons. Teachers ET3M and ET both ensure that adolescent students in their classrooms engage in group work and



they designed activities that are done in teams. These are the two main methods the subjects mentioned and used in their classroom in order to help adolescent students develop academic competence.

Thus, all the subjects' conceptions of adolescents' needs are all-inclusive, it is not just limited to the adolescents' academic competence and focus on choosing a career path. Their behavior and interpersonal relationships are considered and needed support and guidance is provided by the subjects to help adolescent students' identity formation process.

# 5 DISCUSSION

The first research question in this study is to determine teachers' conceptions of adolescent students' identity formation in the school context. Which justified the choice of phenomenography as the methodology for this study. Therefore, this chapter discusses the teacher's conceptions of identity formation in adolescent students and the variations and similarities of teachers' conceptions of the phenomenon are presented. The teachers' conceptions are various facets of Erikson's notion of identity formation. The various facets are adaptive, subjective, existential identity formation. Additionally, the second and third research questions which are raised with the intention of describing teachers' conceptions of their role in identity formation are discussed in the other part of this chapter. This part discusses the conceptions of teachers' roles in relation to adolescents' needs based on overarching themes. These overarching themes are based on subject matter and catering for the social and personal needs of adolescent students in classroom context. Three Overarching themes are discussed based on the findings from the presented results in the previous chapter. The three overarching themes are reflexivity, capacity sanctioning and transformative pedagogy (see Appendix 8).

## 5.1 *Teachers' conceptions of adolescents' identity formation*

It is interesting to note that the variations in the conceptualization of identity formation by the subjects. ET3M's conception is the development of personality, CT2's conception is becoming an adult, AT's conceptions is making sense of self while ET's conception is being independent. The subjects' responses are shown in chapter 4, table 1. Teacher CT2's response varied from the responses of other subjects due to the submission that she does not see herself as helping the adolescents to grow into adults. Thus, teacher CT2 conception of identity formation as the process of becoming adolescent which include the discovery of career path. Teacher CT2 conception harmonizes with the facet of Erikson identity theory in the aspect of existentiality which involves choice making. And the main preoccupation of adolescence is making choices which are shown through a commitment to a career path. One the main roles of school are to help students to develop the capacity to make right choices which will have a lifelong effect. One of those choices is career paths which are teacher CT2's outcome of becoming an adult.

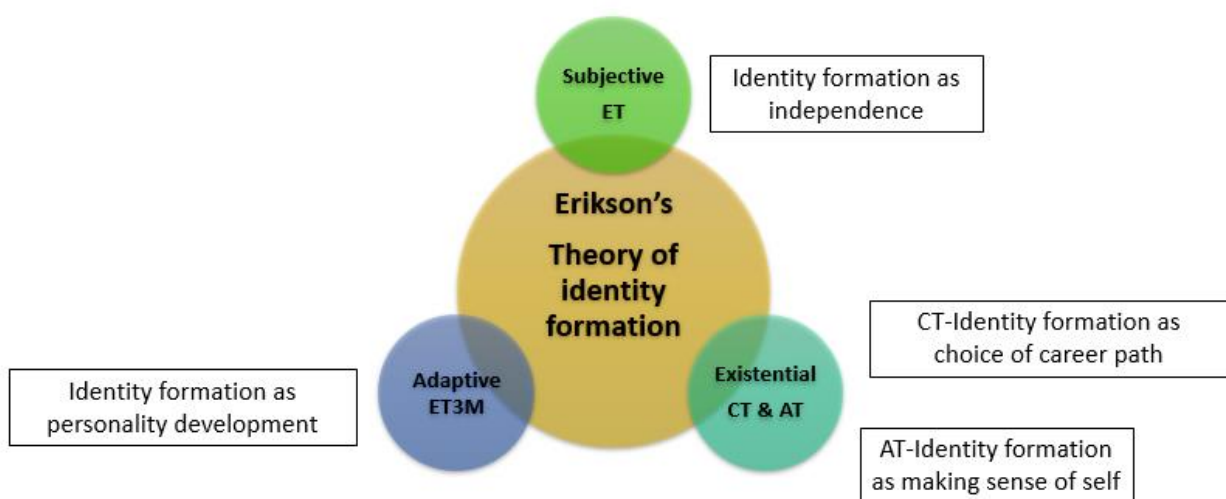
On the other hand, teacher ET3M conception is that identity formation is about the adolescent development of their own personality which is in contrast with teacher CT2 conception of identity formation as choosing a career path. Teacher ET3M gave examples of what she meant as personality such “strong emotion....., lifelong friendships, falling in love and finding your own path.” Teacher ET3M meaning she gave her experience of identity formation in adolescent students that she teaches. However, teacher ET conception of identity formation is similar to teacher AT in the sense that both conceptions of identity formation are pivot on self as stated in table 1 in chapter four where ET3M described identity formation as developing your own personality and ET described identity formation as depending on yourself. Thus, Teacher ET conception is focused on the subjective facet of Erikson theory of identity formation. The subjective aspect of Erikson identity theory involves feeling cozy with self and living with oneself. This facet describes ET conception as she emphasized total self-dependent and trusting the decision of oneself. Teacher ET conception is a relation to identity formation as the detachment from childhood identification and synthesizing the childhood value of autonomy which was established during identification. Therefore, teacher ET identity formation conception stated that identity formation is about “becoming independent and trusting yourself to do and make a decision”. ET conception has a direct link with the observation of Erikson (1968) states that the outcome of childhood autonomy in an adolescent is the development of reliance on his or her capacities to make choices. Summarily, teacher ET concept of identity formation is self-dependent and trust of one's capacity to make decisions.

Moreover, teacher AT conception of identity formation is described as making sense of self. AT concluded that adolescent students cannot make sense of self through the acquisition of basic knowledge needed for taking care of their daily life. Adolescents need to broaden their mind through the study of Art. Thus, Adolescents need to use Art to explore the world and discover their place in the world, then they will emerge with a sense of self. Teacher AT further explained the process that leads to the making sense of self, she used an analogy of first the adolescent need to see the little animal inside them. Teacher AT explained further that the artwork they produce should help adolescents to reflect on self. AT conception is described in Erikson’s psychosocial stage as resolving role confusion, which occurs within mid-adolescence and early adulthood. Although, teacher AT mentioned that the world outside is full of gun, crime, violence, and global warming but the self (little animal inside individual) has a place in this huge world. Teacher AT conception of identity formation process as making sense of self and synthesizing with expected place and role in the society. This conception is related to the facets of Erikson’s identity theory which is existentiality. Existentiality is the provision of a meaningful sense of self, the world and living a life of success through choices made. The existential facets of Erikson theory form the description of teacher AT’s conception of

identity formation process. Ropo (2009) describes making sense of self as the possession of self-cohesion in continuous dialogue with time, experience, and individual social context.

Conversely, teacher ET3M conception of identity formation as personality development and she operationalized it into the development of strong emotion which leads to falling in love, forming a lifetime friendship. This is related to the facet of Erikson’s identity theory which is adaptive, that is the development of the capacity to respond to the social environment in a tangible sense. Teacher ET3M conception of identity formation is substantiated the tangible changes that occur in a period of adolescence, which is mainly personality trait development. And these personality traits include self-awareness, self-control, emotions and personal feelings. These personality traits are developed based on reflective critical thinking. The development of critical thinking as a cognitive development which is dominant during adolescence as adolescents build up their repertoire of behaviors which define the self. Teacher ET3M further stated that personality development is a lifelong process and it begins at adolescence. Teacher ET3M and teacher AT comparatively, mentioned that their subject matters were to enhance identity formation process. Conclusively, the subjects’ conceptions of identity formation differ based on their experience of identity formation process in adolescents, as the subjects interact with students in the classroom. The similarity in the conceptions is that they are composite of Erikson’s theory of identity formation. The variation and relationship of the subjects’ conceptions of identity formation is shown in figure 3 below

**FIGURE 3. Three aspects of Erikson’s identity formation based on teachers’ conceptions of identity formation**



## 5.2 *TEACHER CONCEPTIONS OF THEIR ROLES AND ADOLESCENTS' NEEDS*

The interview questions were designed for subjects to describe their roles and meaning they give it as they interact with adolescents. The discussion here is based on the theme that finally emerged of teachers' descriptions of roles and conceptions of Adolescent's needs in the school context. The subjects' descriptions of categories are under overarching themes (see Appendix 8) of reflexivity, capacity sanctioning and transformative pedagogy. These themes are the roles identity agents play as significant others in the life of adolescent during identity formation process.

### 5.2.1 REFLEXIVITY

The most obvious finding to emerge is that the subjects reflect on particular social, cultural and personal values and other needs of adolescents they interact with. Through reflection, they described the needs of the adolescents they interact within the school. For example, teacher ET3M describes the main need of adolescents she interacts as the need for guidance. The impact of significant others on adolescents during identity formation process is that they are the guidance that adolescents for their steps. The main need of adolescents as identified by Teacher ET3M is guidance from other adults who will explain the outcome of adolescents' choices to them before they make choices. Teacher CT description of adolescents' main need as behaving according to societal ethics and expectation. AT1 give the meaning to the main need of adolescents as discovering their role and position in the world in relation to man, animal, and natural environment. All the subjects did not identify the main need of adolescents based on learning gaps or instructional material need. The subjects reflectively conceptualized adolescents' main needs based on different social orders and societal expectations. The responses are based on deep reflection, for example, AT1's response shows deep thought as she took a long pause while responding to the question. And ET3M's response indicated her personal meaning by using the phrase "in my opinion" which is the outcome of her reflection on the need of adolescents she interacts with in school context.

As mentioned in the literature review reflexive act is one of the characteristics of identity agents. Reflexivity is not just about pondering over the need to align behavior, potentials, and roles with social structure, it involves the agency to act. The agentic role is not limited to reflecting on need

it includes taking action in caring for such need. Now all the subjects identify various methods and activities they have implemented in order to cater for the adolescents' needs. These are adolescents' personal, social, behavioral and choice making needs in their subject matter and socializing with others and making a future career. These needs were stated in the results in chapter four.

Furthermore, most subjects suggested creating avenues for adolescent students to make choices and the consequences vividly explained by the teachers. However, choices should be made without the influence of significant others this is optimal identity formation. Optimal Identity formation as a social process of the agency which involves initiating meaning of crisis in identity formation and leaving adolescents to make choices out of the meaning. Thus, the subjects provide guidance which will avail adolescents with the capacity to make right choices. Hence, it is difficult for the adolescent to resolve the questions of self-narrative because of inexperience. ET3M identified the need for guidance since adolescents' lack experience. And the resultant effect of guidance will enhance identity formation process. The need for guidance by means of meaningful interaction with adolescents from caregivers which will boost the identity exploration and commitment. This support will help adolescents to form a strong and pleasant view of self and figure out his/her roles and what he/she stands for as a member of the society.

However, this reflective process helped subjects to identify adolescents' potentials and future possibilities. There is another aspect of reflection from significant others while interacting with adolescents which is capacity sanctioning.

## 5.2.2 CAPACITY SANCTIONING

Another important finding from the results is that the subjects are not just mechanically following the dictate of the curriculum and feeding adolescents via instructional designs. Subjects searched out and identified the talents, potentials of adolescents with consideration for their capabilities. And they contemplated and acknowledged possible roles for adolescents as future adults in the society. For example, teacher AT described the students learning approach, capabilities and future possibility of the student in academic pursuit the response of teacher AT is the outcome of reflection which avail her the opportunity to synthesize the student's talent and potential with consideration of student's capability in other to sanction the student's possible choice of career path. Further, teacher CT analyzed the student's learning abilities and achievement in other to sanction the students' future academic choices and career possibility at adulthood with consideration for the student's interaction with leaning instructions.

Teacher ET3M was able to contemplate her student's future possibilities by reflecting on the student's personalities and academic capabilities. Therefore, teacher ET3M had a mental picture of the career path that will suit the student, this is shown in teacher ET3M expression

*".....I would love to see her as a doctor..... but I would not want to see her in business line".*

Although teacher ET3M emphasis was on the student's warmth, empathy, and sociable attributes, she also thought of the student's academic achievement and interest which informed her contemplation of the student's possible future career path. Teacher ET3M reflective expression is consistent with the role of identity formation agents, which include searching and discovering adolescents' talents, potentials and matching them with possible roles and positions; that adolescents can avail themselves at adulthood. This is operationalized by all the subjects as they described the future possibilities of their adolescents' students in future adulthood. The subjects have the agency to enhance adolescent students' optimal explorations that will lead to commitments that emerge out of well-thought consideration of their talents, interests, and ideologies in the societal context. The role of sanctioning adolescent students' potentials and talents is linked with cohesive identity at adulthood.

Additionally, subjects also purposefully sanction positive behavior that is in tandem with societal expectations. The role is operationalized in class as described by the subjects' responses to ensuring students are creating positive behavior pattern in the classroom.

Teacher CT2 guides the adolescents to develop the ability to choose good behavior and jettison bad behavior. Teacher AT helped the adolescents to develop the ability to mutually acknowledge each other by listening and forming the behavioral pattern of sensing overstepping rule and knowing when to stop. On the other hand, teacher ET3M purposefully encourage actions and sayings that will make adolescents feel significant in the classroom and develop a positive sense of self and others. When the significant others in society play a positive moral role in the adolescents' identity formation process it will increase the emergence of identity cohesion during adulthood. Similarly, there will be consistency in a behavioral pattern that seeks to help adolescents achieve set goals will help the emergence of self-determination and commitment to an occupational direction. Thus, the role operationalized by the teacher is a moral agentic role. As all subjects reflect, sanction capability these are showed in their pedagogical approach in the classroom context as they interact with adolescents.

### 5.2.3 TRANSFORMATIVE PEDAGOGY

Another significant aspect of the subjects' conceptions of their roles in the classroom context as they interact with adolescents are pivoted on the subject matter and the pedagogical approaches that will

suit adolescent students' needs. The Subjects described pedagogical approaches they used to cater for students' needs, potentials, talents and future possibilities. Based on subjects' narratives their pedagogical approaches emerged owing to teachers' reflexivity and capacity sanctioning of students. The subjects used teaching methods that encourage collaborative learning in catering for adolescent students' academic competencies which will positively help adolescent students' identity formation process.

The pedagogical approach of collaborative learning, student-centered learning and allowing students to take charge of their learning, through self-expression and getting feedback from peers and teacher based on worldview is the pivot of subjects' classroom interactions. The subjects' pedagogical approach which is transformative indicate the intentional goals of most teachers as identity agents. This approach encourages critical thinking, self-esteem help adolescents to synthesize self with social, occupational role and resolve crisis during identity formation process. The school activities that will encourage critical thinking, taking a creative risk and problem-solving, teamwork and independent learning are essential for identity formation. Therefore, the delivery approach of the subject matter as described by the subjects will enhance adolescents' identity formation process. The subjects' descriptions of their pedagogical approaches were about learning centered on adolescents which to them is essential. The making of adolescent students to take an active role in the construction of knowledge give an opportunity for exploration and experimentation. These are part of the process of identity formation in adolescence.

Conclusively, teacher CT2 described teachers' interaction with an adolescent as to compliment parents' role in helping adolescents. While teacher ET3M conception of her role was to help adolescents as they form their identity and this can be achieved through her subject matter. However, teacher ET described the underlying job of teachers is ensuring students are happy and the classroom is secured. While teacher AT conceived her role as making the adolescents discern who they are inside and found their place in the world through Art.



## 6 IMPLICATIONS AND CONCLUSION

This empirical research is set out with the purpose of describing teachers' conceptions of adolescents' identity formation and their role as they interact with adolescents in a classroom context. The study focused on the emerging meanings teachers give their experience of the phenomenon three research questions were stated.

Moreover, the first session of this chapter is the presentation of the description of teachers' conceptions of adolescents' identity formation based on empirical finding presented in the previous chapters. The second section is the presentation of the description of teachers' conceptions of their roles in relation to adolescents' identity formation and the answers to the research question will be stated in context. Finally, the limitation of the research and recommendation for further research are discussed.

The research questions are answered in relation to the results in chapter four. The first question is what are teachers' conceptions of adolescent students' identity formation in the school context? According to the phenomenographic tradition, teachers experience the same phenomenon and they give personal meaning to their experience which will be varied to some degree. All the teachers' conceptions of identity formation converge on the theory of Erikson as a period in which adolescents emerge from parental dependency and preparatory period toward adulthood.

However, all the subjects' meanings for identity formation are into three different facets which are adaptive, existentiality and subjective conception. First, adaptive conception mean identity formation is a process of developing the capacity to respond to the social environment in a tangible sense. Which include falling in love, forming a lifelong friendship, personal emotions, and feelings. Second, the existentiality conception of identity formation as the process of making sense of self and fitting self into the world. The process of identity formation is about self-definition which is operationalized by choice of career path. Third, subjective conception means that identity formation is about feeling cozy with self. It involves total trust of self and decision making without depending on others. They are variations in the conceptions of teachers role, first the subjects with over two decades of teaching experience teachers AT and CT2 whose designation is subject teachers. They focused on the subject matters and ensure adolescents students behave properly in the classroom.

Teachers AT and CT2 specifically acknowledge the need for the parents to create time for the adolescents in order to play their agentic role in the identity formation of their adolescent children. The second variation is the conception by teachers ET and ET3M with about a decade of teaching experience and they have been class mentors in the last one year before this study. They described their role as helping adolescents in the identity formation process through the subject matter and pedagogical approach they use in the classroom. They emphasized the importance of including topics that will enhance adolescent identity formation in their subject areas.

The second question is how do teachers take identity formation in adolescents into account when they plan activities and projects in the classroom? They are two main descriptions that the subjects made regarding their considerations of identity formation when planning project and classroom activities. Most subjects consider ensuring adolescents work in groups when working on a project or class activity. Adolescents are given the opportunity to choose what they want to do regarding a project or class activity. Teachers encourage students acknowledging others by accepting they are being different and making positive comments about others in the classroom. All the subjects set rules that must be respected in the classroom by adolescent students. Only one subject focused mainly on the consideration of the subject matter as regards the topic and concepts to teach and the learners' learning methods. The subject also ensures proper behavior in the classroom. Summarily, teacher considers ensuring adolescent students work collaboratively on projects and class activities.

The third question is how do teachers ensure adolescent students develop the capacity to make right choices in the classroom and what role do teachers' play in the identity formation of adolescent students? The subjects do this by allowing students to discuss and explain concepts based on their perception without fear of being scorned at by others. All the teachers described themselves as helping the students to see different possibilities and outcomes which they can autonomously choose from without pressure. Teachers allow students to make informed choices and encourage them to understand that failure and risk is part of learning. When adolescent students learn to deal with failure and success they will emerge with a coherent identity at adulthood.

Conclusively, the teachers' conceptions of identity formation underscore the fact that it is the preparatory period which is necessary for future adulthood. Hence, all the subjects played an agentic role in the identity formation of their students, however, the descriptions of their experience and relationship with the phenomenon created two types of roles. The first role is played by the subjects with over two decades of teaching experience with the only position of subject teachers in the school. They described their role based on the professional practice of teaching their subject matters and intended instructions. These two subjects CT 1 and AT did not intend to play the agentic role they rather suggested that it is the obligation of parents. On the contrary, the second role is described by

the other two subjects with over a decade of teaching experience as subject teachers and class mentors for at least in the last one year before this research. The two subjects ET and ET3M have a variant description of their role and relationship with the phenomenon to the two previous two subjects already discussed. They conceptualized their role as identity agents which is played out intentionally; through their subject matters and daily interaction with adolescent students especially those who are their mentees. They specifically, mentioned that giving adolescent students the opportunity to independently make academic choices is beneficial for identity formation. Teachers ET and ET3M identified that they are to use the subject matter as a tool to guide adolescent students into synthesizing self with external expected role especially in the era of globalization and internationalization in Finland. Thus, their classroom activities and projects are intended and preplanned to enhance identity formation. These subjects' conception at this junction is in sharp contrast with the other two teachers AT and CT3 who are with over two decades of teachings experience. Teachers AT and CT2 conceptions of their role did not transcend beyond subject matter and the curriculum. The pivot of their role as subject teachers is on adolescents academic competencies only. Thus, the conceptions of the long-term experience teachers are consistent with Klaassen (2007) finding that many teachers are interpreting their professional preoccupation based on subject matter and intended instructions. This finding shows clearly that Teachers AT and CT2 agentic role are unintended and unplanned beyond subject matters.

## 6.1 *LIMITATIONS*

These empirical research findings cannot be generalized, they are limited to the subjects involved in the study. Phenomenographic tradition is to described subjects' conceptions of their experience of the phenomenon and the meaning the subject give their experience in relation to the phenomenon. Thus the research is subjective because they are based on personal meaning they give to their experience and relationship with the phenomenon. Further, the subjects' size is small enough for phenomenographic study in education and not large enough for generalization. The language of communication was key because it was difficult to get subjects that meet the criteria for selecting who are willing to express themselves in English and not Finnish language.

## 6.2 *RECOMMENDATION*

This research provides the implication that teachers in this study are aware of the changes that occur at adolescence and the essence for future adulthood. However, more research is needed with the use

of mixed methods that will widen the size of participants. Thus, generalizable findings might emerge. The language of communication should be considered if a large size of participants is considered.

Moreover, it is important for identity formation to be considered and clearly explained in all subject areas in the core curriculum from grade seven and above. This will help teachers to intentionally consider identity formation issues when planning and designing instructional materials. This will help the teachers to transcend their role beyond subject matters and consider in addition their agentic role as collaborators with parents in the adolescent students' identity formation process in the school context.

This study shows a line of dichotomy in teachers' conceptions of their roles which is along years of experience and job designations this will need further study to determine how much the two or either variable influence teachers' conception of their role in relation to adolescent identity formation. The study will help to determine teachers that can be ascribed more responsibilities in working with adolescent students with extreme role confusion in identity formation process.

Summarily, identity formation is a necessity for every child and the emergence of coherent identity is not a given as shown by Arnett (2000) finding of the emerging adulthood phenomenon which is caused by neoliberalism and the unprecedented effect of information technology on adolescents in the postmodern era. Therefore, there is a need for identity and identity formation to be a core course of study for all student teachers and part of a continuous professional development program for on the job teachers.

# REFERENCES

- Allen, J., & Allen, C. W. (2009). *Escaping the endless adolescence: How we can help our teenagers grow up before they grow old*. Ballantine Books. A division of Random House, Inc., New York.
- American Psychological Association. (2002). *Developing adolescents: A reference for professionals*. Washington, DC: American Psychological Association.
- Anthony, G. (1989). *Constitution of Society: Outline of the Theory of Structuration*. Polity Press.
- Arnett, J. J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. *American Psychologist*, 55(5), 469.
- Arnett, J. J. (2015). Identity development from adolescence to emerging adulthood: What we know and (especially) don't know. *The Oxford handbook of identity development*, 286-296.
- Årseth, A. K., Kroger, J., Martinussen, M., & Marcia, J. E. (2009). Meta-analytic studies of identity status and the relational issues of attachment and intimacy. *Identity: An International Journal of Theory and Research*, 9(1), 1-32.
- Berzonsky, M. D., & Adams, G. R. (2003). *The Blackwell handbook of adolescence*. Malden, MA: Blackwell, 108 Cowley Road, Oxford OX4 1JF, UK.
- Biddle, B. J. (1986). Recent developments in role theory. *Annual review of sociology*, 12(1), 67-92.
- Bosma, H. A. (1985). Identity development in adolescents: Coping with commitments. *Unpublished doctoral dissertation*, University of Groningen, The Netherlands.
- Bourne, E. (1978). The state of research on ego identity: A review and appraisal. *Journal of youth and adolescence*, 7(3), 223-251.

- Brinthaupt, T. M., & Lipka, R. P. (2002). *Understanding early adolescent self and identity: Applications and interventions*, 1-21, Suny Press.
- Côté, J. (2006). Identity studies: How close are we to developing a social science of identity?—An appraisal of the field. *An International Journal of theory and research*, 6(1), 3-25.
- Côté, J. (2016). *The identity capital model: A handbook of theory, methods, and findings*. Unpublished manuscript, Department of Sociology, The University of Western Ontario, London, Ontario, Canada.
- Côté, J. E. (2002). The role of identity capital in the transition to adulthood: The individualization thesis examined. *Journal of youth studies*, 5(2), 117-134.
- Côté, J. E. (2015). Identity-formation research from a critical perspective: Is a social science developing. *The Oxford handbook of identity development*, 527-538.
- Cote, J. E., & Levine, C. G. (2002). *Identity, formation, agency, and culture: A social psychological synthesis*. Psychology Press.
- Crocetti, E. (2017). Identity Formation in Adolescence: The Dynamic of Forming and Consolidating Identity Commitments. *Child Development Perspectives*, 11(2), 145-150.
- Crocetti, E., Rubini, M., & Meeus, W. (2008). Capturing the dynamics of identity formation in various ethnic groups: Development and validation of a three-dimensional model. *Journal of adolescence*, 31(2), 207-222.
- Erikson, E. H. (1950). *Child and society*. 2nd éd, 53-54. WW Norton & Company, New York City, New York, United States.
- Erikson, E. H. (1968). *Identity*. WW Norton & Company, New York City, New York, United States.
- Erikson, E. H. (1993). *Childhood and society*. WW Norton & Company, New York City, New York, United States.

- Felner, R. D., Jackson, A. W., Kasak, D., Mulhall, P., Brand, S., & Flowers, N. (1997). The Impact of School Reform for the Middle Years Longitudinal Study of a Network Engaged in Turning Points-Based Comprehensive School Transformation. *Phi Delta Kappan*, 78(7), 528-550.
- Felner, Robert, Jackson, A., Kasak, Deborah, Mulhall, Peter, Brand, Stephen, & Flowers, Nancy (1997). The impact of school reform for the middle grades: A longitudinal study of a network engaged in Turning Points-based comprehensive school transformation. *Preparing adolescents for the twenty-first century: Challenges facing Europe and the United States*, 38-69.
- Hamburg, D. A. (1997). Meeting the essential requirements for healthy adolescent development in a transforming world. *Preparing adolescents for the twenty-first century*, 1-12.
- Hamman, D., & Hendricks, C. B. (2005). The role of the generations in identity formation: Erikson speaks to teachers of adolescents. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 79(2), 72-75.
- Harrell-Levy, M. K., & Kerpelman, J. L. (2010). Identity process and transformative pedagogy: Teachers as agents of identity formation. *Identity: An international journal of theory and research*, 10(2), 76-91.
- <https://www.jw.org/en/publications/magazines/g201110/Adolescence-Preparing-for-Adulthood>. (15 January 2018)
- Jackson II, R. L., & Hogg, M. A. (Eds.). (2010). *Encyclopedia of identity (Vol. 1)*. Sage.
- Kaplan, A., & Flum, H. (2010). Achievement goal orientations and identity formation styles. *Educational Research Review*, 5(1), 50-67.
- Keijsers, L., Branje, S. J., VanderValk, I. E., & Meeus, W. (2010). Reciprocal effects between parental solicitation, parental control, adolescent disclosure, and adolescent delinquency. *Journal of Research on Adolescence*, 20(1), 88-113.

- Klaassen, C. (2007, April). The moral role of teachers investigated. *What did we learn*. In *annual convention of the American Educational Research Association, Chicago*.
- Kroger, J. (2015). Identity development through adulthood: The move toward “wholeness.” *The Oxford handbook of identity development*, 65-80.
- Kroger, J. (2017). *Identity development in Adolescence and adulthood*. DOI: 10.1093/acrefore/9780190236557.013.54
- Kunnen, E. S. Kunnen, E. S. (2010). Characteristics and prediction of identity conflicts concerning career goals among first-year university students. *Identity: An International Journal of Theory and Research*, 10(3), 222-231.
- Lannegrand-Willems, L., & Bosma, H. A. (2006). Identity development-in-context: The school as an important context for identity development. *Identity*, 6(1), 85-113.
- Louise B.Limberg (2008). Phenomenography: *The Sage encyclopedia of qualitative research methods*. (Ed.) Given, L. M. Sage Publications. 612-614.
- Marcia, J. E. (1966). Development and validation of ego-identity status. *Journal of personality and social psychology*, 3(5), 551.
- Marcia, J. E. (1993). The ego identity status approach to ego identity. In *Ego identity* (pp. 3-21). Springer New York.
- Marcia, J.E., Kroger, J. & Martinussen, M (2010) Identity status change during adolescence and young adulthood: A meta-analysis, *Journal of Adolescence* 33 (2010) 683-698.
- Marshall, S. K., & Schachter, E. P. (2010). Identity agents: Suggested directions for further theory and research. *Identity: An International Journal of Theory and Research*, 10(2), 138-140.
- McAdams, D. P., & Zapata-Gietl, C. (2015). Three strands of identity development across the human life course: Reading Erik Erikson in full. *The Oxford handbook of identity development*, 81-94.



- McLean, K. C., & Syed, M. (2015). Personal, master, and alternative narratives: An integrative framework for understanding identity development in context. *Human Development*, 58(6), 318-349.
- McLean, K. C., & Syed, M. U. (Eds.). (2014). *The Oxford handbook of identity development*. Oxford Library of Psychology.
- Meeus, W. (2011). The study of adolescent identity formation 2000–2010: A review of longitudinal research. *Journal of research on adolescence*, 21(1), 75-94.
- Nigel, K., & Horrocks, C. (2010). *Interviews in qualitative research*. London: Sage
- Rasing, T. (2004). *Africa, Central. Encyclopedia of Religious Rites, Rituals, and Festivals*. Ed. Frank A. Salamone. New York: Routledge, 5-8.
- Ropo, E. (2009). Identity development as a basis for curriculum development. European dimension in education and teaching: identity and values in education. Ropo, E., & Autio, T. (Eds.). (2009). *Baltmannsweiler: Schneider Verlag Hohengehren GmbH*, 20-34.
- Schachter, E. P., & Ventura, J. J. (2008). Identity agents: Parents as active and reflective participants in their children's identity formation. *Journal of Research on Adolescence*, 18(3), 449-476.
- Schwartz, S. J., Côté, J. E., & Arnett, J. J. (2005). Identity and agency in emerging adulthood: Two developmental routes in the individualization process. *Youth & Society*, 37(2), 201-229.
- Sokol, J. T. (2009). Identity development throughout the lifetime: An examination of Eriksonian theory. *Graduate Journal of Counseling Psychology*, 1(2), 14.
- Takanishi, R., & Hamburg, D. A. (Eds.). (1997). *Preparing adolescents for the twenty-first century: Challenges facing Europe and the United States* (Vol. 4). Cambridge University Press.
- The World Development Report 2018 (WDR 2018)—*LEARNING to Realize Education's Promise*.
- World Health Organization. (2016). *Adolescents: Health risks and solutions*. Fact Sheet.

# APPENDICES

## 1. Appendix (Open-ended interview questions)

### DATA GATHERING

*Methods:* Semi-structured Interviews will be conducted with the participants by the use of open-ended questions which will therefore, give respondents the basis to describe and interpret their experiences with adolescent students. Five teachers will be interviewed. They will be selected with consideration of their year of experience and the average age of students they teach.

Research questions:

- What are teachers' conceptions of adolescent students' identity formation in the school context?
- How do teachers take identity formation in adolescents into account when they plan activities and projects in the classroom?
- How do teachers ensure adolescent students develop the capacity to make right choices in the classroom and teachers' role in identity formation?

The following questions will be used with the intent of starting discussion which will give room for eliciting responses that will be as data to answer the research question stated above.

### OPEN ENDED INTERVIEW QUESTIONS

1. What do you think are the major needs of adolescents that you teach?
2. What is your perception of the risks of giving adolescence opportunities to independently make choices?
3. How prepared are the adolescents that you teach in making independent decisions?
4. How will you describe this learner X?
5. How do you project X in the future and why?
6. What extracurricular activities do you coordinate and why?
7. What are the main concerns of the adolescents you are teaching in general?
8. When planning your lesson for adolescents' students what do you consider?
9. When designing projects for adolescents what do you consider?

## 2. Appendix (Letter of interview Consent)

Eero Ropo  
University of Tampere,  
Faculty of Education.  
02/10/2017

Dear Principal,  
Tampreen yliopiston normaalikoulu  
Yläkoulu,  
Kuokkamaantie 16, 33800,  
Tampere.

### LETTER OF CONSENT FOR RESEARCH INTERVIEW

I hereby seek your consent to allow the bearer FOLAJIMI AKINRIBOLA, a student of teacher education under my supervision, to conduct interviews with volunteered teachers in your school.

The research is on teachers' conceptions of Adolescents' identity formation and their role as agents of identity. The researcher wants to find out teachers' formed ideas regarding adolescents' identity formation base on their classroom interactions and other roles assigned to teachers in connection with adolescents students in this school.

Hence, my research student will interview teachers of different subjects with various years of teaching experiences and all genders. The interviewee names will not be mentioned and the recorded interview sessions will not be used for any other purpose except for the research on hand.

Undoubtedly, your support will make this research a success and it will add knowledge to this noble profession through the research finding.

Yours sincerely,

Eero Ropo  
Professor/Supervisor

### 3. Appendix (Excerpt from CT interview)

6CT2

**res-** I am one of the adult person who take care of them in the small part of their life and anyhow my part can be very big or very small depend on the student him or her.

**b.int-**ok what do you mean about the student now, what kind of identity formation do you think adolescent student have generally?

**res-** for example I have one of these girls who said to me i so interested in physics and i would like you to teach me physics in high school I teach her also in chemistry im not so interested in chemistry she says even though she is good in both of them. and I have given her this opportunity that she has found in her side one kind of researcher like i read a lot of physics in my spare time.(int - ok,) i think i have had a big effect to her but i have lot of students which i have not have big effect on they are only i get this degree or i get this course is enough for me.and i have one it but i have try to get everyone some joy not happiness but joy that science subjects are what you need you have to see the world through your science glasses not only this is my world.

9. **int-**so when planning your lesson for adolescents how do you consider their identity formation?

**res-**i think i have not thought it as the one adultinglising them. I havent thought it like that ofcourse if their are behaving badly i get them to behave properly and then i try them to get the idea of my subject and if they has any problems i try to contact with their parents for example if they have mental problem i am contacting their parents and i try to help that the school will not be so hard and they get degrees even though they are mentally not as good as it should be.

**b.int-**so when you plan the lesson for your year 9 student for example when you are planning their lessons either in chemistry, physics and maths what do you think about most time.

**res-** perhaps, first the concept to teach and after that what different kind of methods i need to use in what small pieces i should split the concepts and subjects that they could learn it and what kind of experiment or what kind of calculation will need to do and how can i evaluate it that they have learn. For example this are the 3/4 different sides.

**c.int-**what do you use to choose this parts, how many parts you want to break the concepts,experiment.

**res-** usually i look from the book what can of exam they could do them,they get the feeling that i can do this and if i have time enough after that i take this extra bonus materials or extra thinking skills for

#### 4. Appendix (Categories of descriptions)

Categories of descriptions

Descriptions	Categories	Theme
<p>CT2 with the help of their teachers and the help of their parents</p> <p>ET3M i will like to see myself as an adult who helps them as to form their identity.</p> <p>AT1 discuss with their parents and grandparents the adult they are so busy,</p> <p>1ET parents are interest in &amp; influence student choices ..... teacher underlying job is to make student happy &amp; secured in classroom.</p>	<p>support parent as helper</p> <p>Caring for students' welfare in school.</p>	<p><b>Complement parental role</b></p>
<p>AT1 they make their subject together.... then we discuss</p> <p>ET3M Activities that support teamwork and group work</p> <p>ET do any group activities or individual work</p>	<p>Academic competence by collaborative learning</p>	<p>Collaborative learning</p>
<p>AT1 Show them many different way so that they choice but somebody has to show them</p> <p>CT2 if they choose this way what is the end to that way what are those hmm opportunity that will give them</p> <p>ET3M give them a wide perspective of if you choose this one this is what it will lead to</p> <p>ET And it is a skill that you can learn</p>	<p>Develop capacity to make right choice needed for future life</p>	<p>Awareness of student's social and personal needs</p>
<p>AT1 He very creative and very open when i teach him</p> <p>CT2 he will go to not university but this other quite concrete work polytechnic</p> <p>ET3M very empathetic and social... a very warm personality... so either working as a doctor or as a nurse</p>	<p>acknowledge personalities, talents and future potentials</p>	<p>Capacity sanctioning</p>

## 5. Appendix (Excerpt form ET interview)

10ET

**l.** int-ok imagine having that particular culture as an adult know what do you think?

res-hmmm they are some many kidds whose parents speak more to them than their mobile phone im sure. im sure that they see as many grown up driving the car looking and looking at their mobile phone as they see the teenagers im sure that the world that they see. but in my classroom i want us to be free of it I want them to see that they can enduer 45min with out their friends and their mobile phone. And it is a skill that you can learn for most is not a problem is only a problem for the odd few and im thinking that if is a problem now it would be 10 times the problem when you are a grown up if you are already addicted to your phone. So is also a way of kind of seeing, noticing if you are addicted to playing the same game all over you cant stop playing that game that you ve got on your mobile or you cant leave your personal problem or chatting your best friend that you are having an argument with you can let it be it will wait for you after 45min you can continue but give yourself rest. Concentrate on something else.

**m.** int-so basically, ok. how do you see the adolesecents in the future when they cant control their use of mobile phones, apps now, if they grow up in this state?

res-I will sum it up with the fact that ehmmm you are you but you are never in a situation alone. you need to how to think about others too and that is what we try and learn about at school and in every school in Finland.And in my classrooms we adolescents time is a selfish time, is the independent time, is the time hmm you know I know better than my parents tim of life, I dont want to be told time. And so the fact is that hmmm i try and have a real present moment connection with the kids in the classroom. And that is what I believe will make the world a better place when I notice you and you notice me and we can say hello how are you.

**n.** int- so what happens if now there is mobile phone centric permit me to use that word, what happens?

res- that is the virtual world which is not this actual world. there is a time and place for using the mobile phone. It could be on your sofa but not when you are driving or when you've got 25 people in the classroom that is not the time. It is the question of having the skill to realise what is the most important thing right now in this moment. And yes sometime it is the phone but not in my classroom for sure because we got other things at hand, its not in the teather, it is not in the cinema you know you know. it is not when you can interact or distract somebody else by looking at



## 6. Appendix (Excerpt form ET3M interview)

6 ET3M

7.int- what are the main concerns of adolescents that you are teaching generally

res- i think the very first concern is belonging to group, the very 1st concern is they all want to belong to a certain group as human normally do. but over here is very visible i have to deal with a lot of issues concerning bullying in way that , well i haven't had that many cases in my classroom but that is what we talk about a lot that how do you take everybody into the group. how does the class for example work in that you are able to get to work with everybody and you are able to communicate with everybody and everybody feel safe when they come to school they come here with a smile and not being afraid of somebody dismissing you or somehow saying something that hurt you and i think that one thing that is always there. and after that you get the other things like, what am I going to do when I grow up or what i am going to study they do talk to me about that and i think they do talk to the school counsellor. but they do worry about their own future when they are big things happening like for example Donald trump been elected as a president hmm they worry about that. they do worry about world peace and those kind of things but not as much as a young teacher as i expected they are always some student that are concerned about the world outside but somehow here the world is quite small. it is their own little world and the main worry is whether they have friends and boyfriends or girlfriends. really friendship and love i would say and after that comes their own future.

8.int- then hmm this phrase identity formation what does it mean to you?

res-that is what i have been talking about developing personality and you have them in more academic terms here as identity formation. yea if i had read this paper i could have used this same term that you have here. what is kind of the basic term that deal with everyday in work. and i will like to see myself as an adult who helps them as to form their identity and give them the kind of keys to see the world, in a different ways that for

## 7. Appendix (Excerpt from AT interview)

5 AT 1

int- what kind of problem do they have with adults?

res- they discuss different worlds and different language, therefore adults they need their own time and space is normal.

int -so I want to ask you hmm when you hear this word identity formation in adolescents what does it mean to you ?

res- in art it means yes, I think art is identity formation for the adolescent (int how?) long pause we need art to make sense of themselves, they need something else they have knowledge yes. and they can do many things in their lives, they need something more sensitive. some they can touch is the most important thing Art.

int- alright when planning your lessons for adolescent students how do you consider identity formation?

res- hmmm in many ways yes hmmm I show pictures (laughs)

(int- the other time you mention that art helps them to make sense of themselves. in planning lessons for them how do you think about what can help them make sense of themselves? how do you plan the lesson?)

res- I think I plan it in all ways (int how do you do?) we have our subject from life from the problem in the world and in their own life and happiness.

int- how do you make them discover it in their subject?

res- sometimes we make them together 1st I show pictures from life and art so we start to discuss. as we continue to discuss the subject they start to see, I don't usually give them the subject. they make their subject together but often I plan it taking pictures. I have pictures in my iPhone I can show it by my Apple TV. when I go out I take pictures and show them or I always think about planning when I'm out driving car I am thinking planning taking pictures I show them here and then we discuss.

int- does that most of the time how does it what effect does the picture have on adolescents when they discuss?

res- 1st is difficult for so many for them (int to make sense of the picture?) yes and 1st is difficult to say something and when they say something it opens after that. if they say something they think something. they see and think they see and think. they learn to notice and analyse and observe details they see landscape and behaviour



## 8. Appendix (Overarching themes)

Themes	Overarching themes
<ul style="list-style-type: none"><li>• Behavior pattern</li><li>• Future possibilities</li></ul>	Capacity sanctioning
<ul style="list-style-type: none"><li>• Awareness of student's social and personal needs</li><li>• Complement parental role</li></ul>	Reflexivity
<ul style="list-style-type: none"><li>• Collaborative learning</li></ul>	Transformative pedagogy

## 9. Appendix (pool of descriptions)

CT2 quotes	AT1 quotes	ET3M	ET
Of the students are behaving the way they should flow and grow.	First thing is how we can see themself in the world there own place in the world. hmmm they should see that whatever they do means something for other people, for nature, animals.	<b>Each other and say something positive to each other..</b> i do make them feel respected as they are and i believe that the way of them kind of taking that positive attitude to themselves and taking it forward in their life.	classroom behaviour
with the help of thier teachers and the help of their parents	is important cos they will do many chioeces in the future.... <b>white like the whole world somebody needs like brown paper, somebody needs much more structure, somebody needs just a little paper or a huge paper</b>	our youth need in my opinion is adults who gives them guidance	got their parents who are interested and they try to influence them.
<b>if they choose this way what is the end ot that way what are those hmm oppportunity that will give them for</b>	Show them many different way so that they choice but somebody has to show them ways they can see without adults. they can't make choices if they dont know which way	<b>give them a wide perspective of if you choose this one this is what it will lead to</b>	i my veiw the majority is oh I got know Idea, I've got
he will go to not university but tthis other quite concrete work polythecnic yes	He very creative and very open when i teach him.. their parents outside hmm and discuss with their parents and grandparents	they have strong support from their family	self-image and the self-esteem that I'm responsible, I'm courageous and I'm good enough
they dont think far away....they think about now	they discus different worlds and different language, therefore adult they need their own time and space is normal	i think is something that comes from homes very often they are children with academic parents	a learner very calm good at concentrating on the task the hand... he could be in customer service, he could be designing things.
they have their hobbies and if they meet some friends and listening to music	<b>to make sense of themselves</b>	she came to ask me for advice when she got to decide	the peer pressure...they are 20 kids they want to be exertyly the same
this opportunity that she has found in <b>her side one kind of researcher</b>	they discus different worlds and different language	very empathetic and social... a very warm personality... so either working as a doctor or as a nurse	<b>the other way round ehmm identity formation is aslo becoming independent and trusting yourself to do and make decision and trusting that there is always help available that you dont have to be alone.</b>