

MIDLANDS STATE UNIVERSITY



FACULTY OF SOCIAL SCIENCES

DEPARTMENT OF PSYCHOLOGY

**EXPLORING IDENTITY ACHIEVEMENT AMONGST SENIOR HIGH SCHOOL
STUDENTS.**

BY

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DEDICATION

This dissertation is dedicated to my Father, Ngonidzashe Foster Macheke, thank you for all the sacrifices you have done for me.

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First of all I would like to thank the Almighty God for it is him that made it possible for me to be here, and giving me strength and courage to rise up from all challenges. Secondly I would love to express my gratitude to my supervisor Mr Matiya, thank you sir for the guidance you provided, it was through this guidance that I can confidently say I completed this project. I would like to thank my parents Mr and Mrs Macheke for the outstanding emotional and financial support, it could not have been possible without your love Mum and Dad, words cannot express how grateful I am. To my siblings Nyasha and Rutendo Macheke thank you for giving me the will and desire to push forward even at times when I really wanted to give up. I would like to thank my second family at MSU Hatings Tengende and Sithabile Tichivangani, thank you for being the friends that you are and for giving me so much social support, without you guys I would not have completed this project. I would like to also thank all the participants and the Headmaster at Thorn hill High School for these are the people that made this research a success. And finally to the entire psychology department at Midlands State University thank you for the support.

ABSTRACT

The purpose of the study was to highlight on the levels of identity achievement amongst senior high school students, the study wanted to unveil underlying fundamental aspects of identity amongst senior High School students in order to assist with behaviour modification as identity is a key player in behaviour outcomes. The research wanted to address mainly the issue of lack of identity amongst senior high school students in Gweru, lack of identity was manifested through maladaptive behaviours which were very rife amongst senior high school students. Theorists like Erikson indicate that individuals who are in their senior year high school are at the stage where they should have committed to an identity, but however the researcher noted that there were a number of behaviour problems amongst senior high school students and hence the need to measure their level of identity achievement. The research made use of the quantitative research approach and adopted the descriptive research design. The sample used in the research were 120 senior high school students at Thorn hill high school in Gweru and the systematic random sampling technique was used for selection. Data collected was analysed by the use of SPSS and Microsoft Excel, and the main findings were that female students were higher in terms of identity achievement compared to male students. The research also indicated that identity styles are dependent on a number of variables which include gender, religion and socio-economic background.

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INTRODUCTION: CHAPTER ONE

1.0 INTRODUCTION

This chapter mainly touches on the introductory aspects of the research, and also seeks to provide a better understanding of the topic which is going to be explored. It includes the background, framework and information on what motivated the researcher to have a particular interest in the specific area of research. This chapter will also highlight the research questions which the study seeks to answer, as well as the assumptions and the significance of the study. Objectives, assumptions, definition of terms, limitations and delimitations of the research will also be presented in this section.

1.1 BACKGROUND OF THE STUDY

Senior high school students are usually at the late adolescence stage and research by theorists like Erik Erikson has proven that this is a stage where by identity achievement should be attained. However, individuals at this stage still show signs of struggling with their identity. A number of them even fail to answer general questions like Who am I? Where am I going? How am I getting there? This is then a clear indication that identity achievement is very elusive among many youths. The researcher took time to observe the behavior of students who are in the high school set up. A number of observations in relation to identity were noted, it then became very evident that identity crisis was one of the most prominent factors amongst senior high school students. One would find that individuals in high school shaped their character and personality through their surroundings, and this has given birth to identity confusion amongst a number of individuals. The researcher found Gweru as an interesting catchment area to conduct a research on identity achievement, as the researcher observed the behavior problems which were faced by most school going adolescents in Gweru. Which were highly as a result of a lack of an identity, the social media reported on a variety of scandals that most high school students in Gweru were been involved in.

Identity achievement enables an individual to have strong values and beliefs, the researcher observed that there was a serious problem in terms of behavior amongst high school students in Gweru. In 2014 there were a number of sexual scandals that were recorded in the city of Gweru and these all involved senior high school students. A headline in a B- Metro news article on the

25th of November 2014 read “Sex scandal rocks Chaplin High School-pupils caught in group orgies”. This was an incident that involved senior high school students who had group sex at a local boarding school in Gweru. A similar incident happened at another local school in Gweru Mkoba 1- High School in the month of July in the very same year. The researcher was motivated to research on the area of identity achievement amongst senior high school students due to such reports. Identity achievement may help an individual to have more constructive behavior patterns.

Marcia (1976) expresses identity achievement as having one's sense of self and views it as a very essential part of personality development. According to Montgomery (2005) the process of attaining an identity starts from as early as childhood right up to early adulthood. During early and middle adolescence individuals go through a lot of experimentation as they try to identify themselves with a variety of things. Marcia (1980) is of the view that in order to reach identity achievement an individual must go through identity crisis which will enable them to experiment and draw up on conclusions, on a particular direction they may want to take. Without experimentation it may be close to impossible for an individual to attain their identity. Marcia (1976) notes that identity achievement is very rare amongst children and teens, and signs of it begin to show in early adulthood. Identity achievement is very advantageous as it provides an individual with a sense of uniqueness and can assist in outlining a person's strengths and weaknesses.

According to Lapsley et al (2017) the concept of identity achievement was conceptualized by a Canadian Developmental Psychologist John Marcia, he stresses on the issue of commitment as essential to identity achievement. Senior high school students are entering early adulthood and are assumed to have gone through the stressful and very experimental adolescence stage. The main concern of the researcher is that many high school students exhibit signs of identity confusion very few have stable identities. It then appears as if the school environment creates a distance between an individual and achieving their identity.

The subject of identity achievement has become very popular especially when it applies to the youth worldwide, and it is often referred to as elusive. High school students who have achieved their identity appear to be more grounded and principled as compared to those who have not. Identity achievement involves an individual fully committing to a set of values and beliefs. As a

result individuals who are at a level of identity achievement are immune to identity diffusion, in high schools worldwide students have one common battle to fight which is identity diffusion, however it becomes easier especially for the few who would have achieved their identity. Senior high school students are overwhelmed with a number of things which involve the issue of them being in the early adulthood stage which may yield a new sense of growth and independence in an individual.

According to Phinney (1990) in a study carried out amongst Chinese high school students, it revealed that many individuals at this stage had overwhelming challenges with their identity and this was evidenced by their behaviors, it was then concluded that identity achievement was non-existent amongst individuals who were in their senior high school years. Senior high school students are at a serious time of experimentation which is normal for most young adults, identity achievement is something that comes in the long run but seems to be very minimal amongst senior high school students. Making reference to John Marcia's theory on the four different identity stages which include identity diffusion, identity foreclosure, identity moratorium and identity achievement senior high school students are most likely to be moving back and forth through these stages. Most senior high school students seem to be very experimental, they often are excited to experience the new feeling of adulthood which brings a mindset of independence and freedom. A very few of them who have achieved their identity are able to sustain their personality. According to Adelson (1980) individuals who have reached the identity achievement status have more strengths than weaknesses, as they perform better academically and score higher grades, they also have a higher need for achievement and often score lower in anxiety. The researcher was motivated to find out how this then applies to senior high school students.

Identity achievement is very essential especially for students who are in learning institutions, as it guides them in making effective life choices in order for them to fulfill their goals and dreams. A strong sense of identity will assist individuals to keep in line with the major reason why they are in school, it will probably protect many from making wrong decisions. The aspect of identity achievement is then very important as it may protect students from identity diffusion which may involve adopting different behaviors either positive or negative ones. The concept of identity achievement will be a very important one to study amongst senior high school students and it may also shed light as well as educate individuals about its importance and how it can be a

successful factor to a healthy and successful educational life. With the evidence above it then can be noted that identity achievement is an issue amongst senior high school students and needs to be investigated

1.2 STATEMENT OF THE PROBLEM

Senior high school students in Gweru have often faced challenges in terms of behavior control, there are involved in extreme activities like alcohol and drug abuse , some even become victims of STI's and HIV due to lack of a solid identity status. Senior high school students' exhibit signs of identity diffusion and identity crisis and yet they have reached a stage where by they must begin to achieve their identity according to theorists like Erikson. Senior high school students have mixed identities they don't have a strong sense of 'self', they engage in many activities which contradict with the values they carry from their home. The researcher was motivated to look at the level of identity achievement amongst senior high school students. Senior high school students are mostly in early adulthood but however they still present signs of challenges with their identity and this yields a number of problems for them in terms of their personality in the school environment.

1.3 PURPOSE OF THE STUDY

The purpose of the study was to highlight on the levels of identity achievement amongst senior high school students. The study also touched on the major drivers of identity confusion amongst senior high school students and also picked out some challenges in the school set up which may contribute in hindering identity achievement amongst students.

1.4 OBJECTIVES

- To find out the difference between males and females in terms of identity status.
- To find out how different religious beliefs impact on an individual's identity.
- To investigate the difference between higher performing students and lower performing students in terms of identity achievement
- To examine the difference between students from a higher socio-economic background and those from a lower in terms of identity status.

1.5 RESEARCH QUESTIONS

1. What are the gender differences in terms of identity achievement?
2. Are there any differences amongst students who have different religious beliefs in terms of identity achievement?
3. What are the differences between students who are higher academic performers and those that are lower performers in terms of identity achievement?
4. What are the differences between students from a high socio-economic background and those from lower one in relation to identity achievement?

1.6 SIGNIFICANCE OF THE STUDY

If published the research will help bring an understanding on identity development especially in relation to senior high school students. The study will also help to understand complex issues surrounding identity achievement.

1.7 ASSUMPTIONS

- Most senior high school students have not fully achieved their identity.
- Levels of identity achievement vary amongst senior high school students.
- Senior high school students are in late adulthood and should have a stronger sense of identity

1.8 DELIMITATIONS OF THE STUDY

The study was conducted in Gweru at Thorn hill High School amongst senior students in order to measure the extent of identity achievement at this stage. The focused on senior high school students who are in the late adolescence stage which is the stage identity achievement is usually attained.

1.9 LIMITATIONS OF THE STUDY

The research was conducted at Thorn hill High School alone, hence the results only represented a small portion of senior high school students in Gweru and Zimbabwe at large. Social desirability

also affected the study as this is tendency by participants to respond to questions in a way that would be viewed as favorable by others, this can involve exaggeration of some responses or some participants can reserve some responses. These can be viewed as some of the limitations that the study may have.

1.10 DEFINITION OF TERMS

Students: According to Kuh et al (2011) a student is a person formally engaged in learning, especially one who is enrolled in a school or college. In this study a student will be referred to as an individual who is a senior high school student at Thorn hill High School.

Identity: According to Rosenberg (1986) identity refers to the qualities and attitudes that a person possesses which distinguishes them from other people. Identity refers to the qualities, personality, looks and expressions that make a person, identity is usually related to issues like self-image, self-esteem and individuality. In this study identity will be referred to as who a person is and they can be distinguished from others.

Achievement: According to Dictionary.com (2014) achievement refers to something accomplished especially by superior ability, special effort and great courage. In this study achievement will mean attainment or accomplishment.

Identity Achievement: According to Nelson et al (2005) it refers to a point which an individual reaches after active exploration, it involves full commitment to a set of highly developed values and beliefs.

1.11 CHAPTER SUMMARY

Chapter one has taken a look at number of issues which are in relation to the introduction of the study, the researcher has tried to highlight on important aspects which will bring a better understanding to the research. These include the background of the study, statement of the problem, purpose of the study, limitations and delimitations. The next chapter will review literature.

CHAPTER TWO: LITERATURE REVIEW

2.0 INTRODUCTION

The chapter will provide a wider understanding on the concept of identity achievement, it will also focus on literature that is related to the study in an attempt to provide readers with a deeper understanding of the subject under study. The chapter will also provide the theoretical framework which guided the research, and finally the knowledge gap will be explored to give readers understanding of previous studies and the current study.

2.1 UNDERSTANDING IDENTITY ACHIEVEMENT

According to Marcia (1993) Identity achievement is the highest resolution of the identity cycle in human development. It represents the highest degree of commitment, an individual is said to have achieved their identity after a long process of exploration and finally making a strong commitment to a set of values, beliefs and goals which are a product of the active exploration. Identity achievement involves strong beliefs in values and goals which are important to an individual and what purpose or objectives will direct an individual's life. Individuals who have achieved their identity have a very strong ability to prioritize, they uphold their principles and are very much grounded in their beliefs and often do not leave any room for compromise.

After exploring and experimenting possible values and beliefs, an individual who has subsequently achieved their identity is able to be positive and confident about their commitments. According to Tafarodi (2001) adolescence who have achieved their identity have a higher self-esteem and self-value. Identity achievement enables individuals to make long lasting decisions, and in most cases when a person has achieved their identity it is very easy for them to make decisions because they are clear and confident about what they want, identity achievement can also be conceptualised or understood as victory a long struggle. Before achieving this identity status an individual would have gone through a great deal of struggle and experimentation (Donovan, 1975).

Individuals who have achieved their identity are highly motivated especially in regards to the career or vocational choices that they make, they often perform better at the work place and are very principled, they are often more successful and very consistent in their endeavours. Identity achievement also allows an individual to make long lasting and effective relations with people, it also allows people to attract company with similar characteristics.

Identity achievement provides a platform of strongly laid out principles, youths who have achieved this status not conform to peer influence, and they focus on achieving what is highly best for them. They make strong independent decisions without compromise, for example in a group of colleagues who may decide to go out drinking after a very stressful working day an individual with identity achievement may decide otherwise and go to a church service instead probably because it is what they strongly believe in. The following scenarios are examples of how people who have achieved their identity are most likely to behave.

Mary is a Christian girl who goes to the Roman Catholic Church, she has been going there for the past four years and lives according to the dictates of the Catholic Church without compromising any of them, this is a sign that Mary has fully committed and fully identified herself with this particular religion. This is probably after going through other religions and finally identifying herself with this one.

Another scenario will be about Craig who is a Human Rights Activist, prior to this Craig once tried studying psychology but did not complete. He then changed to joining the police force but however also changed his mind along the way. Currently Craig is a Human Rights Activist and working for the United Nations, he displays so much passion for the rights of people and he also does an excellent job at advocating for them Craig has strongly identified and committed to his career path.

2.2 GENDER DIFFERENCES IN IDENTITY ACHIEVEMENT

Studies on the differences between male and females in relation to identity have become very popular and with each study bring a different view point in terms of results and findings. In a study carried out in India by Damanjit Sandhu from the Punjabi University India and Suninder Tung from the Guru Nanack Dev University, a sample of 600 students which comprised of 300

boys and 300 girls was put together with the objective of studying gender differences in identity. Extended Objective Measure of Ego Identity Status -2 (EOMEIS-2 Bennion and Adams 1986) was used in the study. The scores of the four different statuses which include identity achievement, moratorium, foreclosure and diffusion were compared in terms of gender differences. According to Davis (2010) results were produced by t-test analyses and identity classification indicated that girls are higher than boys on identity achievement and moratorium and were lower than boys on diffusion. Studies on identity with respect to gender has received so much attention and has produced conflicting results. Erikson (1968) was the first to discriminate against the female on identity when he made reference to what he termed 'Inner Space' or womb as basis for a positive potential for female identity, it suggested that males project themselves into 'outer space' to become more fulfilled in the victory of geographical space and scientific field or in the dissemination of ideas.

More studies on gender differences in identity have focused on the subject on the basis of different domains. According to Grotevant (1982) the ideological domain was suggested to be more relevant for men, while women were said to develop identity in relation to interpersonal domain and relationships. According to Sherif (1982) male identity achievement has been summarised as focusing on individual competence, knowledge acquisition and occupational choice. On the other hand female identity is centred on issues such as interpersonal and relations to others. According to Alvesson (1998) females usually define themselves through their relations with other people while men follow the 'traditional' masculine route of self-identity in line with their occupational selves.

Marcia (1980) presents evidence to suggest that there is lesser foreclosure in Indian girls in comparison to boys. However researchers in western countries suggest that women perform better than men on the development identity and also display a significantly higher level of identity achievement than men even when it comes to traditionally male dominated areas (Phinney, 1990). According to Sandhu et al (2006) a number studies based on Eriksonian Identity Development Instruments like Objective Measure of Ego Identity Status (OMEIS) and Marcia Interview classification have produced inconsistent results. According to Hill et al (1983) with a sample of early and middle adolescents results showed that females scored higher on the achievement scale than boys of the same age. Similar findings were found by Adams et al (1984)

with a different sample which included late adolescents. Spencer et al (1990) also conducted a research with a wider age range sample and also discovered that females were more likely to be identity achieved. Studies which have been carried out under this subject matter have indicated an inconsistent picture of the identity formation for both genders.

The results of the study generally showed that females are excelling higher on identity statuses than male, this also includes on areas that are considered to be male dominated. According to Badran (1996) tradition stipulates that modern Indian girls should seek their identity in their marriages and families, but however the modern day set up has opened up doors that allow girls to find their identity in areas that were previously male dominated for example political careers. Suzuki (2010) has suggested that girls in present day societies are encouraged to consider both the stereotypical female and male paths of development. Hence females have a broader platform for establishing identity, further researches have also shown that female identity patterns have shifted from the traditional patterns which were initially conceptualised by Erikson to include both intrapersonal and interpersonal domains of identity. The research revealed conclusions that boys often outnumber girls in the identity diffusion status.

It can be overallly noted that according to this study females are further along than boys in identity formation process across all age groups, and boys only outscore girls in the diffusion identity status. Another important finding of the study was that girls are surpassing boys on both ideological and interpersonal domains. It implies that issues of career choices, political views, religious views and relationships are more essential to girls than boys in all adolescent years. These results are largely applicable to the present day scenario of the Indian society, as it appears that in the present day girls seem to outnumber boys in medical colleges, engineering institutes, and universities and also seem to be outshining boys in other important spheres of life.

This study was based in India and focused on the ideological aspect of identity development, most research work done in this regard focused on traditional and stereotypical concepts of gender differences in identity achievement. The traditional concept was first pioneered by Erikson in which he suggested that identity development between males and females was determined by the superiority of males. The current study will look at a more western point of view which does not disadvantage either two genders.

Gender differences in identity and intimacy development

Kroger (2007) proposed that the development identity and intimacy were key psychosocial accomplishments especially for adolescents and young adults. Dr Gerald R. Adams conducted a research to unveil the relationship between gender identity and intimacy. The study was carried out on a sample of 301 college aged students. A number of researches which have been carried out in this domain have placed emphasis on the relationship between identity and intimacy in males and females. The study also examined the role of gender and how it applies to the relationship between identity and intimacy. Majority of the work on identity and intimacy was founded on the research and work of Erikson (1968). Erikson published a theory which presented the psychosocial development of personality across the life span. According to the theory every stage has an appropriate time of resolution, the stages are also inter-related success in resolution on one stage is dependent on the successful crisis resolution on following stages. According to Erikson a crisis does not refer to a time of traumatic events, but rather a turning point where an individual can actively discover themselves.

It is very important in order for an individual to go through a crisis in order to develop an identity. According to Erikson (1968) identity is a process of change and increasing differentiation signifying a change from childhood to adulthood. The study aimed to assess the identity and intimacy development in males and females in order to determine the applicability of Erikson's theory to male and female psychosocial development. The study also put into consideration the influence of identity on intimacy for males and potential fusion of identity and intimacy in female. The study was based on two hypothesis the first being that in male's identity development can predict intimacy development. Secondly in females both identity and intimacy will be fused so that neither identity nor intimacy will be a predictor of the other.

The study was conducted on university students from the University of Guelph in Canada, the results were rather incongruent with previous research on identity and intimacy development. Most researches showed that identity predicted intimacy in males. However in this study by Dr Adams it proposed opposite results in which it indicated intimacy as a predictor for identity in males, and in both males with a diffused identity status or achieved there was a stronger predictor of identity than identity was for intimacy. Instead of achieving identity prior to intimacy the research indicates that males may achieve intimacy before identity.

Research on identity and intimacy has provided a variety of results when taking a look at female development. According to Mc Carn et al (1996) females have a strong ability to overcome issues regarding intimacy prior to their identity. Reis et al (1988) challenged that identity and intimacy were fused psychosocial constructs in females, in which identity development depended partially on their connection with an intimate partner. However this study exhibits a different report, no significant relationship was found existing between identity and intimacy in females in the diffused and achieved categories of identity status. The results indicated that female identity development is not influenced by their level of intimacy. According to Stets (1995) instead of achieving identity and intimacy simultaneously the research postulates that in the case of female's identity and intimacy may not be related variables implying that one cannot predict the other. Specifically on identity achievement the research gathered that males scored higher than females the findings agree with previous studies which suggest that females develop identity later than males even of the same age group.

2.2.1 Religion and identity

Bensen, Donahue and Erikson (1989) have looked at the literature surrounding religion and adolescent development between 1970 and 1986 and they discovered an important role played by religion on adolescence development. Some of the positive impacts of religion were seen as a group membership as it facilitates an individual with a sense of belonging somewhere. Findings on the influence of religion on identity development have been different across various studies, for example in a longitudinal study carried out by Waterman and Waterman (1971) it established a positive developmental shift within freshmen college male students' occupational identity in comparison to a decline in commitment in their ideological and religious identity.

Religion seems to allow adolescents to have an ideological institution through which they are able to explore, find out and probably strengthen their own ideologies. Religion can provide an individual with support and maybe very instrumental in the developmental of an individual's identity. Markstrom- Adams, Hofstra and Dougher (1994) examined religion and identity formation in the case of Mormon, Protestant and Catholic adolescents and did not find any significant differences in terms of gender. According to the results of the study frequent church attendance was highly linked to committed identity statuses such as foreclosure and achievement and the opposite was true. The researches attributed such findings to issues like religious teachings and socialization as strong predictors of a committed identity. Tzuriel (1984)

discovered that adolescents who were religious had a stronger commitment level unlike those who were non-religious. Results of the study indicated that western religious adolescents had a higher level of commitment and had a purpose in life unlike religious Asian adolescents. These differences are attributed to the way religion is perceived in various cultures.

According to Markstrom (1999) religious involvement is linked to various forms of ego strengths which may include hope, love, will, care and purpose. A number of studies have been carried out on the relationship between religion and psychosocial adjustment, most of them have indicated a positive relationship between religion and mental. In an empirical research by Levin and Chatters (1998) positive influence of religious involvement on mental and physical health were discovered. Studies were carried out across diverse ethnic groups. In as much as religion presented positive impacts on adolescent development negative plausible effects were also noted these included feelings of alienation upon failing to meet religious expectations or even bitterness with God. Mosher and Handal (1997) then examined the relationship between religion and psychosocial distress among adolescents. The Personal Religious Inventory PRI was used in the study. Part of the findings revealed that most adolescents tend to become less religious as they grow older and this is largely attributed to major life events.

According to Sukumaran (2010) findings also further indicated that there was a strong relationship between lack of religion and psychological distress as maladjustment amongst Caucasian adolescents, individuals who reported that they had higher distress had low scores on scales that measured things such as closeness to God and following religious morals According to Kroger (2007) the link between religious beliefs and identity has not been extensively investigated, religion appears to have dual impact on adolescent development which is it can either facilitate both physical and psychological wellbeing or it can be the cause of adjustments. Francis-Sharnowski (2009) conducted a research on identity development and religious doubt among Canadian adolescents, as hypothesised in the study moratorium scores had a positive relationship with doubting, participants who were in the diffused category were low in identity achievement and had very high scores in religious doubt.

According to Maselko et al (2006) researches done in the past looked at the issue of differences in gender and levels of being religious and have overallly indicated that women appear to be more religious than men. In his study Maselko et al (2006) discovered that females had higher

religious behaviours in comparison to males. Leak (2009) examined the relationship between identity style, faith development and religious commitment. Results of this particular study did not indicate any effects of demographic variables on religion and identity. In his study amongst American college students Leak (2009) discovered that the identity achievement was positively linked with religious commitment.

2.2.2 Identity and Academic Performance.

Identity plays a very important role in academic performance and vocational careers, Sohrab Abdi Zarrin, Maria Paula Paixao and Abbas Panahanden carried out a study to evaluate the importance of identity and self-efficacy in academic performance. It was carried out amongst 274 high school students from Isfahan city in Iran. The study utilised Berzonky's Identity styles inventory (1989), Bandura's personal self-efficacy beliefs (1997) and Kim and Park collective self-efficacy beliefs Questionnaire (1999). According to Syed et al (2011) the study highlighted the importance of identity in academic performance, it showed a direct link between informative identity style, normative style, personal and collective efficacy beliefs and academic performance together with identity commitment.

Vivian. S Boyd, Patricia. F Hunt, Jonathan J. Kandell and Margaretha S. Lucas carried out a study on the relationship between identity processing style and academic performance in undergrad students at the University of Maryland. According to Gross et al (2011) a common assumption about first year university students is that since they have applied and been accepted by an institution they possess the intellectual and social skills which are required to sail through university. However several researches have shown that this level of development varies with different individuals an effective way to assess how prepared students are for college would be to assess their level of identity development and relate it to academic performance.

According to Boyd et al (2003) the study was interested in exploring the identity processing styles amongst first year students and make a comparison with their perceived academic self-efficacy. Data was gathered by using Berzonky's Identity Style Inventory (1992) and through the use of this instrument the study hypothesised that the information identity processing style was associated with students who were most likely to cope well with the learning set up and possibly score higher grades. The Normative identity processing style was also attached to students who were most likely to be prepared for college and would also perform well in terms

of grades because of their desire to please their family and the university community. Students who were classified under the Diffused-Avoidant identity processing style would probably be not prepared for college and would exhibit problems including failure or difficulty to adjust to the academic set up and most probably have poor grades.

According to Reeve (2009) having knowledge about an individual student's identity style may assist universities in intervention strategies in helping the student y ways of directing them to achieve their goals or even motivating them. Findings of the study indicated that students who had an information identity processing style who were also 32% of the sample were prepared for university. They displayed so much determination and were eager to improve their academic skills and find out more information about their area of study. According to Harter (1986) in his developmental theory he suggested that the developmental task of late adolescents is to create a consistent and predictable presentation of one self. Women had a higher chance of scoring better on the information scale.

First year students who had who were regarded as having the normative identity processing style and were also 32% of the sample also appeared to be excelling well in school like the individuals who were categorised under Information Identity processing style. Individuals from both these groups general had higher grades. However with individuals who had a normative identity processing style had a limited capacity to express themselves. According to Berzonsky (2000), normative individuals may have a biased and inflexible sense of academic purpose and he concluded that they are in need of structure and a more confident way of defining themselves. In Berzonsky's research it should be noted that he had a sample which comprised of 90% white people however this study had a diverse cultural sample, hence results more varied. For example men and women who were African Americans were often categorised as normative as compared to other racial ethnic groups.

According to Becher et al (2001) in the research 36 % of the sample were categorised as diffused and did not show signs of being prepared for college in areas of academic skill and career clarity, with regards to cultural diversity in the sample. It was noted that it was mostly Asian American women who were categorised under the diffused identity processing style which is highly because of the cultural norms in which they are socialised in. in most cases diffused identity is linked with academic difficulties which include low grades in this study Asian American women

seemed to excel well with their academics. However this did not apply to the diffused men, the men did not appear to do as well as the women, not only did they have challenges with their grades but with issues to do with time management as well.

Identity styles and academic achievement: the role of academic self-efficacy.

Research on identity styles and academic performance has continued to grow, identity is a fundamental aspect to note and understand especially adolescents who are in learning institutions (La Guardia, 2009). According to Erikson (1968) adolescence is a very sensitive time which encompass changes in beliefs and commitments and new social and educational expectations. Berzonsky (1989) identified three cognitive processing orientations which were associated with various cognitive abilities and academic benefits. The informative style as highlighted by most researches indicated positive academic influences which include cognitive complexity, self-reflection, adjustment styles which are problem focused, high self-esteem, goal directed motivation and academic strength (Berzonsky and Kuk, 2005)

According to Kroger (2007) the Normative style has reliance on the expectations, values and dictates held by important figures in an adolescent's life. They don't have a well explored identity and as a result may have limited cognitive resources especially to face complex tasks, however their educational objectives are controlled meaning that they may have a chance in performing well if the people around them are positive and goal oriented. White (2009) says adolescents with a diffuse-avoidant identity usually have behaviour trends which are situational meaning they are controlled by the situation. Individuals with this identity style have low levels of self-awareness and dysfunctional cognitive strategies which yield very little academic purpose, they face extensive academic problems.

Identity processing styles and variables which are linked to academic performance has been a subject that has attracted much attention (Boyed et al, 2003). Results of researches have been in agreement generally by associating diffused identity style with negative expectations of academic success on the other hand informational and normative styles have a positive correlation with academic success. Berzonsky and Kuk (2005) worked on establishing reliable correlations between identity styles and academic engagement, their findings indicated that 1-6% of the variance in academic achievement is determined by identity status and there is significant

difference in academic performance and identity styles. They attributed the lack of differences to the nature of their sample which comprised of University students.

Identity has a very significant role when it comes to research on education because it affects an individual's choice of school, behaviour, level of motivation and career performance. According to Chatman et al (2005) it is essential to study identity and academic performance especially in cases where an individual has to enter a new academic environment where they are faced with tasks like redefining themselves together with academic excellence Erikson (1968) suggests that successfully dealing with these tasks has strong dependency on the identity of an individual. The study developed the concept of identity styles and academic achievement by adding an extension of examining the effect of self-efficacy on the relationship between identity styles and academic achievement. This then suggested that both identity styles and self-efficacy beliefs contributed to academic achievement. Bandura (2007) is of the view that identity styles provide a foundation or guideline for how an individual must behave or carry themselves in an environment and imply a self-theory, of which self-efficacy beliefs become part of the self-theory.

The study involved 400 high school students of which 200 were male and 200 were female, the results of the study indicated that individuals who have different identity styles also show differences in levels of academic performance which includes grades. According to Hejazi (2009) findings pointed out that students with a diffuse-avoidant identity style had an inconsistent self-theory which had a negative influence on their academic performance as they did not believe in their own capabilities. Furthermore inconsistency in feelings also reflects badly on cognitive strategy use and absence of educational purpose and ultimately a decrease in academic performance characterised by very low grades and struggling with academic pressure (Berzonsky and Kuk, 2005).

According to Hirschy (1999) in relation to the normative style no direct relationship was established between the normative style of identity and academic performance. A relationship was only established only after academic self-efficacy had been roped in to the equation. In other words the study concluded that the relationship between the normative identity style and academic achievement was facilitated by academic self-efficacy. These findings provide explanations for results of past researches which highlighted that the normative style of identity could not be linked with academic performance since it was characterised by a low level of

flexibility. The study investigated the reason why the relationship between identity style and academic performance is positive, According to Berzonsky (2005) individuals with a normative identity style also have the ability to of choosing suitable self-regulating strategies in order to achieve their desired goals. As a result they have a high probability of achieving their goals even though these goals are determined by others. The mere fact of being able to achieve these goals brings about a positive feeling of success which then ignites self-efficacy, and Bandura (2007) indicates that self-efficacy has a major difference on academic performance. When the normative style of identity is associated with academic self-efficacy it can predict academic achievement and individuals can also perform fairly well in their academic endeavours.

The informational identity style had a direct positive relationship with academic achievement, the results were in line with other previous studies which have been carried out in the same area (Ashforth et al, 1989). Due to high levels of exploration and commitment students with an informational identity style have faith in their capabilities and this enhances their self-efficacy beliefs and this has a positive impact on academic achievement. Individuals who have an informational identity have a very consistent and secure self-theory of themselves which produces strong academic results. According to Crocetti et al (2010) the study found that Iranian adolescents who have an informational identity status are surrounded by positive outcomes in their academics compared to those who had a diffuse-avoidant identity style who experienced negative outcomes and scored low in terms of grades and overall performance. Results for Iranian adolescents who had a normative identity style were a bit complex because positive outcome in this case were dependant on variables such as academic self-efficacy. Davidson (1996) is of the view that identity styles were also concluded to have an influence on high school student's academic achievement, these findings had great contributions on the educational system in Iran which is heavily focused on academic achievement and grades. The study highlighted that in order to modify and edify achievement behaviours the educational system should focus on the aspect of social development with particular emphasis on the concept of "self".

2.2.3 The Impact of Socioeconomic background on Identity Achievement.

Autumn K. Knuston, Evelina Miropolsky and Lindsay A. Phiney (1990) conducted a research to assess the effect of socio-economic on identity development of adolescents, the research was carried out on about 43 High school students. According to Erikson (1968) identity development is a primary task for every adolescent, it enables individuals to gain a frame reference for making decisions and problem solving. According to DeHaan Aand MacDermid (1999) an identity gives an individual a sense of personal stability and a belief in the continuity of their surroundings.

The study utilised Berzonksy's Identity Style Model in order to assess identity formation. The model gives an account of complex identity issues and highlights on three very distinct identity styles which include Informational Identity, Normative identity and Diffused –Avoidant identity. According to Berzonsky (1990) the informational identity style involves active information seeking and exploration, need for cognition, high levels of self-esteem and problem focused coping, and is the most adaptive style. Individuals who have a high score with tis identity always seek information about themselves and describe themselves in relation to their values and goals. The Normative style is defined by imitation and conformity, and an individual who has a high score in the Normative style is most likely to possess stable concepts, rigid and dogmatic commitment, and a resistance to exploration (Berzonsky, 1990 , Berman, 2001). The Diffuse-Avoidant style is popular with people who have no confidence in active and solving their issues, it is characterized with very low levels of commitment and little interest in long term plans.

Majority of psychological research that has been carried on the subject of identity development has created a picture that makes adolescents independent parties in the formation of their identity. According to Schacter and Ventura (2008) recent studies have challenged this view point, emphasising the effect that parents, peers and significant others have on the identity formation process. Studies began to look at the importance of parents in the identity development of an adolescents as well as positive mentorship in the school environment, however above all these the socio-economic status had an upper hand as it determines all these.

According to Bradley et al (2002) another factor that may significantly influence identity is socioeconomic status, in 2009 21% of children in the United States lived below the poverty level and growing up in a poor environment has a direct impact on any aspect of development of a

child including their identity. Socioeconomic status directs a number of aspects in life ranging from where people live, education attained and the food they eat. According to Guo et al (2000) generally economic constraints which are a result of poverty have a negative impact on the parenting style and a child's adjustment. Such scenarios can effect delinquent behaviours in adolescents, parents do not even have the capacity to encourage their children to explore and discover themselves because they are focused on trying to make ends meet for the sake of the family. An environment of poverty does not only have physical strains on the family but emotional as well.

Low income and identity style (Informational, Normative and Diffusion- Avoidant Identity styles)

Bradley (2002) examined the relation between persistence of poverty and a child's school adjustment, they discovered that children who were from a lower socioeconomic background presented a great deal of behavioural difficulties as compared to their colleagues who were from a mid-high socioeconomic background. Philips and Pittman (2003) are of the view that poverty may affect children and adolescents on many components of identity formation, it can marginalize an adolescent and limit adequate exploration which will result in a lessor developed identity status and such factors can impinge identity achievement.

Research has also indicated that poverty is closely linked to limited life opportunities and a constrained scope of aspirations (Powers, 1996). According to Wall et al (1999) low socioeconomic background can limit both professional and educational aspirations, social class is directly linked to expectations for jobs or careers. Adolescents who come from a low socioeconomic background draw their job expectations from their parents and other who surround them. Phillips and Pittman (2003) propose that adolescent's lowered expectations regarding education and job opportunities may limit identity exploration. Phillips and Pittman (2003) also found high stress levels to be associated with children who come from low socio-economic background as compared to those who were from a middle-high. Stress which is associated with growing up in an environment surrounded by poverty may have a negative impact on identity development this is either by straining cognitive processing resources and limiting access to representations of self, or by depleting personal motivational resources

(Phillips and Pittman, 2003). As a result such individual have a very high chance of presenting signs of a Normative or Diffused Avoidant identity styles.

In a detailed study by Swann and Gilbert (1990) evidence to show that stress causes a cognitive load in adolescents was brought up, participants were requested to respond to questions about self- concept by choosing between keys labelled ME NOT ME while presented with a series of adjectives. After participants had been placed under significant cognitive load by having to complete memorization tasks before the procedure, they were less likely to complete cognitive tasks in the allotted time than those who were not asked to memorize things first (Swann et al. 1990). As a result the impact of stress on cognitive skill can ultimately compromise identity development.

According to Picariello (2015) another purpose of the study was to measure the identity style of low and mid-high socioeconomic background adolescents in order to find out whether factors associated with living in poverty influence identity and furthermore the contribution of parents and teachers in mid-high and low socioeconomic background children. According to Kerpelman (2012) effective support from parents and teachers appears to have an effect on a child's identity style, according to the study adolescents who received support from their care givers and educators had a very high score in Normative or Informational identity styles. Compared to those who received lower support and presented high scores in the Diffuse-Avoidant style. The study predicted that adolescents who came from a low socioeconomic background had a lower levels of support and hence scored higher in Diffuse-Avoidant identity style and on the other had adolescents who were from a mid-high socio economic background had overwhelming support from their parents and teachers and therefore scored higher in the Informational and Normative identity. The study established a relationship between the socioeconomic status and support from parents and teachers to adolescents.

The study was carried out amongst 43 American students from Washington, the sample comprised of 14 boys and 29 girls and amongst these 18 were from a mid-high socio-economic background and 25 were from a low one. The results of the study indicated that adolescents who emanated from a low socioeconomic background generally had low support scores as compared to those who were from a mid-high socioeconomic background. According to Hill et al (2003) parents who came from a low socioeconomic status probably had no time to be supportive to

their children due to the pressures of working hard to fight for a living. According to Olson (2012) therefore adolescents from a lower socioeconomic background also appeared to score higher in the Diffuse-Avoidant identity style which happens to be one that is less adaptive. Individuals who possess this identity style have very low coping skills and may not be able to seek out new activities which may be of benefit to their identity development.

Parenting style largely depend on the socioeconomic set up or environment, hence individuals who come from a lower socio-economic background and those that come from a higher one significantly differ in their experiences of parenting styles and this may also cause similar scores in the Normative style. Mid-high socioeconomic background individuals have a higher chance of scoring high in Normative Identity style due to high parental support. Parents who are highly involved or authoritarian often teach their children to obey instructions and conform to authority, this may also lead to a higher score in the Normative Identity style (Glasgow, et al, 1997). Adolescents who have a lower socioeconomic background because they are discouraged to explore and try out new identity styles, conformity in this case is inevitable because they have no confidence or frame of reference to challenge set rules.

According to McLoyd (1990) the study also did not find a difference between low and high socioeconomic background adolescents in relation to the informational identity style. Possible reason would be that in as much an environment of poverty can have negative implications on a child's identity it can also have positive ones. For example poverty may actually impact resilience and adaptation in individuals which could enhance a positive identity and exploration (Shumba, 2010). In a study which involved children who grew up in poverty and high risk environments, researchers discovered that at least a third of the children who stemmed from high risk environments actually performed better than those from a low risk environment in terms of general stability including marriage and job satisfaction. There is a very high possibility that hard life situations can teach individuals to cope and endure the stress of poverty. The study indicates that high support scores correlate with both the Normative and informational identity styles. And low support scores with Diffuse-Avoidant style.

Most studies that have looked socioeconomic background have concluded that a low socioeconomic background yields a negative identity, however the current study will look at how

a low socioeconomic background can also be instrumental in developing a positive identity in first year university students.

2.3 THEORETICAL FRAMEWORK

The research will look at John Marcia's Identity Status Theory and Erik Erikson's Theory of identity Development, in understanding the concept of identity achievement amongst senior high school students

2.3.1 James Marcia Identity Status Theory

James Marcia refined and developed the work of Erik Erikson and came up with four identity statuses of psychological development. According to Snow et al (2000) the main theme of the theory is that an individual's identity is largely determined by the choices and commitments made in respect to certain personal and social traits. Based on the work of Erik Erikson's on psycho-social development in the 1960's. According to Adams (1996) a Canadian psychologist James Marcia managed to build and further develop the idea with focus on adolescent development. According to Marcia the adolescent period is characterised by the degree to which one has explored and committed to an identity in a variety of life domains which may include careers, religion, relationship choices, gender roles e.t.c.

According to Phinney (1992) the theory of identity achievement is based on two distinctive parts which form and individual's identity, the first one being a time where by choices and values are being reconsidered and the second being commitment. According to Marcia (1980) a crisis is simply a time of upheaval where prior values are being re-examined. The result of a time of crisis leads to a commitment made to a set of values. Upon research Marcia proposed four identity statuses of identity development. The first one being ***identity diffusion*** it is a state where by an individual has sense of having choices at this stage however there is no desire or will to make a commitment. At this level one probably has no idea of what they want or who they really are. People at this stage lack in strong opinions, dreams or desires for the future and they also have fear of exploring the world and making real commitments. According to Marcia (1966) individuals at this stage often feel very sad and lonely. Identity diffusion is the most complex and immature of the four identity statuses, it is a mark for individuals who have never explored or

made commitments especially in issues that define life (Moshman,2005). According to Marcia (1980) at this stage individuals do not experience any anxiety as they have not invested in much.

Identity foreclosure the state in which an adolescent seems willing to make a commitment to certain roles, values or goals which are in relation to the future. At this stage adolescents have not really experienced a crisis with their identity. They often conform to the expectations of other people when it comes to their future for example a career decision being made by a guardian. According to Marcia (1976) individuals with this status have made undeveloped commitments as they would not have fully explored their options. It also include individuals who have strong beliefs in particular ideas which may include religion or politics, but however have never really taken time to critically analyse these beliefs. According to La Guardia (2009) decisions like career choices are made simply because it is what their family expects from them, even without making personal evaluation. Adolescents may foreclosure on the handed identity under pressure or willingly, according to Marcia after an identity crisis has been experienced it was impossible to return to the fore closure status.

Identity Moratorium it involves a devastating time where by the adolescent has entered into a crisis, they are ready to make commitment but still has many choices to explore (Marcia, 1966). According to Donovan (1975) it involves people actively experimenting identities unlike in the diffusion status individuals have no fear of experimenting but however do not make commitments yet. This stage can be considered as one step in the process of finding a sense of self. It is a period of active searching for suitable life commitments .it is an identity crisis which comes as part of the quest of finding a sense of self. This is the stage that generally defines individuals who are in the midst of a crisis, there is intense exploration of options and individuals at this stage often report high levels of anxiety.

Identity Achievement According to Waterman (1982) this is the point where by the adolescent has gone through an identity crisis and has committed to a sense of identity which includes certain roles or values which they wish to maintain. James Marcia notes that these stages should not be viewed as a sequential process. The main idea of the theory is that a sense of identity is largely influenced by the choices and commitments which are made regarding to personal and social traits. The theory demonstrates the extent to which choices and commitments are made as well as how much effort is invested in committing to these choices.

According to Marcia identity involves the adoption of

1. Sexual orientation
2. A set of values and ideals
3. A vocational direction.

An identity that is well developed and established provides a sense of a person's strengths and weaknesses and personal uniqueness (Kroger, 2007). An individual who has an immature identity may fail to define their strengths or weaknesses and has poor sense of self. James Marcia is regarded one of the most famous theorists who studied the formation of identity, he carried out interviews amongst different people and he gathered information on how they developed their beliefs, preferences and values. For James Marcia identity is centred on two things:

1. Occupation which refers to the responsibility a person may have in society, this may include a job like being a policeman, doctor, teacher or soldier and social roles which may include being a father, mother or child.
2. Ideology which refers to a person's fundamental beliefs which usually involve issues to do with religion and politics.

2.3.2 Erik Erikson's Theory of Identity Development

Erikson's main focus was on identity formation, adolescent's struggle between achieving identity and identity diffusion (Phinney, 1990). Erikson appreciates identity crisis as he says it is the most essential part of identity development. According to Kroger (2007) the adolescence stage is the period in which an individual must have a strong sense of personal identity in order to avoid dangers of role diffusion and identity confusion. Adolescents should confidently answer questions about themselves about where they come from, who they are and what they will become. According to Erikson (1950) identity must be actively searched for at this stage of life and achievement must come as a result of an individual's effort. Dangers of not working on one's own identity include role confusion which may yield alienation and a strong sense of isolation and confusion in the future.

Erikson (1950) is of the view that Peers play a very important role in the identity formation process, as they help addressing questions like who am I? Such questions depend on social feedback as to how others feel and react to an individual and peers can facilitate that. For a

number of adolescents the need to settle the question of a vocational identity is really a matter of concern, usually at this stage adolescents hold glamorized and idealized conceptions of their vocational goals. They choose vocational goal models e.g movie stars, rock musicians, athletic champions and car racers. In this process the adolescent over identify es and idolizes his heroes to the extent that they yield their own identity in the process. According to Erikson (1994) an adolescent rarely identifies with their own parents hey often rebel against their dominance, their value system and their intrusion into their private life. The search for a personal identity also includes the formation of a personal ideology.

2.4 KNOWLEDGE GAP

Most studies on identity achievement have placed focus on the traditional aspect in relation to identity achievement between males and female, most studies have adopted the traditional stereotypical views in terms of Gender identity differences, for example the study by Damanjit Sandhu from the Punjabi University India and Suninder Tung from the Guru Nanack Dev. Not much research has been done to look at the other side of the coin which does not involve the traditional aspect which naturally puts the female at a disadvantage. The little research that has been done, has been conducted in Europe this study will bring focus to a more African context, Zimbabwe to be more specific. The current study will look at gender differences in identity achievement in a modern perspective without involving traditional stereotypical views.

The impact of religion on identity has been studied by a number of researchers and findings have generally showed that there is a positive relationship between religion and identity, for example the research which was done by Markstrom- Adams, Hofstra and Dougher (1994). The current study will not only focus on religion as a single unit, but will break it down by looking at different religious beliefs and denominations. And assessing how these impact on identity achievement.

The impact of socioeconomic background on identity has been widely researched, however past studies like the one by Autumn K. Knuston, Evelina Miropolsky and Lindsay A. Phiney (1990) have placed focus on how a low socioeconomic background impacts negatively on identity. The present study will attempt to unveil how a low socioeconomic back ground can possibly build resilience and competence and a greater possibility of positive identity styles. Moreover the contribution of socioeconomic has only been explored in developed countries were the economic

conditions are favourable, little work has been done in developing countries where socioeconomic backgrounds maybe relatively the same.

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2.5 CHAPTER SUMMARY

The chapter explored the literature which is relevant to identity achievement as well as other studies that have been done under the same subject matter. The theoretical framework of the research was also covered in the chapter and finally the chapter the knowledge gap that the researcher will fill was also discussed in this chapter.

CHAPTER THREE: RESEARCH METHODOLOGY

3.0 INTRODUCTION

This chapter will take a look at the research methodology that was utilised in order to carry out the study. It will look at the research instruments used, the research design, sampling techniques, data analysis and data collection methods and finally the ethics that guided the study. The chapter is a very significant part of the research as it will spell out the various methods which the researcher will use in achieving the objectives of the research.

3.1 RESEARCH APPROACH

The research will make use of the quantitative approach in the study of identity achievement amongst senior high school students at Thorn hill High School. Leedy (1993) defines quantitative research as a research method that deals with numbers and anything that can be measured in a systematic way which involves the investigation of phenomena and their relationships. It can be used to respond to questions in relation to relationships within measurable variable for the purposes of explaining, predicting and controlling phenomena. According to Cronbach et al (1969) quantitative research is one that is manly characterized by confirming or rejecting a set hypothesis, in other words a quantitative research tests an hypothesis with an aim confirm or disconfirm it. According to Urban (2011) the quantitative research is also referred to as an iterative process whereby evidence is examined and hypothesis and theories are redefined through the use of technical advances leveraging on statistical methods. Creswell (2013) The quantitative research method is covered by an umbrella term known as descriptive research and this type of research places its focus on identifying characteristics of an observed phenomenon, or investigating the relationship between two or more variables. In this study quantitative research will be used to observe the characteristics of identity achievement amongst senior high school students

3.1.1 Advantages of quantitative research

According to Berg (2004) one of the greatest advantages of quantitative research is that it can be used in researches which involve a large quantity of data. Quantitative research is also largely favorable because the results are quantifiable and as a result it can be considered to be more objective. Results from a quantitative research are quantifiable and can be generalized to larger populations.

3.1.2 Limitations of quantitative research

De Vaus (2013) is of the view that quantitative research has lost popularity because it is highly time consuming as data needs to be entered, cleaned and then analysed.

3.2 RESEARCH DESIGN

A research design can generally be defined as a framework which is going to be used to respond to research questions (Bailey, 2014). Stake (1995) is of the view that research design is a laid out plan which is meant to study a problem, the design of the research covers a lot of information about the study which includes the study type whether it's a descriptive, experimental or correlational study. Scandura et al (2000) defined a research design as "a blue print for conducting a study with maximum control over factors that may interfere with the validity of the findings. A research design can be also looked at as a plan that lays out factors like data collection and analysis. The research design should be well structured in such a way that the research questions and objectives are fully approved, it should be a detailed plan which can enable the research to be concluded. In other words if a research design is well done the research is likely to have valid outcomes. The research design is very important as it gives the researcher a direction on how the objectives are going to be met, the researcher refers to the research design as a guideline when conducting the research (Kothari, 2004). It is the basis of all operations of the research. This research will make use of descriptive research as a research design.

3.2.1 Descriptive Research

Descriptive research focuses on trying to determine, describe or identify what is, it is aimed at current issues or problems which can be solved through a process of data collection. According to Fox and Bayat (2007) descriptive research is focused on unveiling current issues or problems

through a process of collecting data which will facilitate knowledge and understanding which will then allow the situation to be described in greater detail. According to Kothari (2004) descriptive research is employed when there is a need to describe different aspects of the phenomenon which may involve characteristics and behaviour of a sample. Frankfort et al (2007) suggests that three main objectives of a descriptive study will be to describe, explain and validate research findings. Descriptive researches can be linked to observational studies but however a variety of data collection methods can be used with descriptive research including case studies and surveys.

3.2.1.1 Advantages of Descriptive Research

One of the greatest strengths of descriptive research is that it can be used as a means to integrate both the quantitative and qualitative methods of data collection (Creswell, 2007). It facilitates a possibility to observe phenomena in a naturalistic way and can also be efficient in analysing non-quantified topics and issues.

3.2.1.2 Limitations of Descriptive Research

Some of the limitations include the fact that it cannot test or confirm the research problem statistically.

3.3 TARGET POPULATION

According to Coreil (1994) target population refers to a group of people that is identified or selected as suitable candidates to participate in a particular programme or research. The study will mainly target senior students at Thorn hill High School in Gweru

3.4 SAMPLE AND SAMPLING TECHNIQUES

According to Kothari (2004) a sample can be defined as a portion or section of the population that a researcher may choose in order to come up with results and conclusions. Participants in this study were chosen from the population by using systematic random sampling.

3.4.1 Sampling Technique

There are two types of sampling techniques which can be used in research which are namely probability sampling and non-probability sampling. Probability sample is one in which every element in the sample has zero probability of being picked (Stevens, 2004). It includes stratified cluster, random cluster, stratified random, systematic random and simple random sampling. On the other hand non-probability sampling is strongly dependent on the manipulation of the researcher in other words the researcher has full control of the sampling process. It includes quota, convenience, purposive and quota sampling. The research will make use of systematic random sampling.

3.4.1.1 Systematic Random Sampling

It is a simple way of selecting participants, it has been favoured by most researchers for its simplicity. According to Kothari (2004) systematic random sampling is a technique which is used for creating a random probability sample which involves selection of every element within a fixed interval. It requires a researcher to carefully analyse a sample and come with the best suitable way to come with a sample that is free from bias. The criteria will probably involve the appropriate interval schedule to be used. The researcher distributed questionnaires to senior students at Thorn hill High School. The researcher targeted both the upper and lower sixes, the researcher put together a register of all the A-level students at the school. Then from that list the researcher selected names by counting from 1 to 3 and every third name was selected. The questionnaires were handed out to each of these and were collected after a period of 2 hours which gave participants some time to fill it in. Selection was carried out as random as possible to avoid any bias.

3.4.1.2 Strengths of Systematic Random Sampling

According to Hicks (2009) it is favoured by many researchers because of its simplistic nature. It is a simple and user friendly technique which can provide a random sample which is free from bias. It ensures that it sets an interval between the selections of an individual, therefore in cases whereby the sample population has clusters that create bias systematic random sampling is able to create affixed distance between each sample. It also ensures that the population will be evenly sampled.

3.4.1.3 Weaknesses of Systematic Random Sampling

It needs careful planning to avoid a situation whereby the interval of selection does not create bias which may be caused by selecting individuals who share the same trait.

3.5 RESEARCH INSTRUMENT

The researcher made use of Berzonky's Identity style inventory (1992) to measure identity achievement amongst senior high school students.

3.5.1 Closed Ended Questionnaires

The research made use of closed ended questionnaires, according to Johnson et al (2003) a questionnaire is a research instrument which comprises of a variety of questions for the purpose of gathering data from participants in a research. Closed ended questionnaires have control over the responses that are given by respondents, they usually involve responses like Agree or Disagree, Yes or No or Maybe. The questions were simple and easy to interpret in order to enhance the validity of the results.

3.5.2 Berzonky's Identity Style Inventory (1992)

The study made use of Berzonky's identity Style Inventory which was revised in 1992, it is used to measure identity at three different levels, which include informational, normative and diffuse- avoidant identity. It has a number of questions which all address these three identities. It has 9-item informational scale ($\alpha = 0,73$), 9-item normative scale ($\alpha = 0,66$), a 9 item diffused-avoidant scale ($\alpha = 0,72$) and also a 9-item identity commitment scale ($\alpha = 0,79$).

3.6 DATA COLLECTION PROCEDURES

According to Voss (2002) data collection is a systematic way of gathering and quantifying data by looking at a variety of sources in order to come with complete and accurate information in relation to a particular research. The researcher wrote a letter to the Ministry of education seeking permission to carry out the study amongst senior high school students at Thorn hill High. Having been granted the permission the researcher then used the systematic random sampling technique for purposes of coming up with the sample for the research. There after questionnaires were administered to the sample and then collected after 2 hours.

3.7 DATA PRESENTATION AND ANALYSIS

According to Fox et al (2007) it is very important to ensure the credibility of a study, the data which was collected using Bernzosky's identity style Inventory was analysed using SPSS and Microsoft Excel. Findings in relation to the levels of identity achievement in senior high school students were put together and presented through pie charts and distribution graphs.

3.8 ETHICAL CONSIDERATIONS

Informed Consent: informed consent will provide the participant's with as much information as possible about the study so that they are empowered to make an informed, voluntary and rational decision to partake in the research. Some of the information that may be essential for the participant to know may include:

- The purpose of the study
- The procedure of the study.

Confidentiality: Confidentiality is key to the research especially when working with a diverse group of people. Confidentiality in the research will involve upholding and protecting the participant's right to privacy as well as safeguarding the information shared, be it through interviews or questionnaires.

Honesty: The researcher must strive for honesty in all operations during the research. These may include reporting on data, results, methods and procedures, and publication status. According to Resink (2011), it is not allowed to fabricate, falsify, or misrepresent data. It's also not allowed to deceive colleagues, or the public.

Objectivity: it is advised to strive to avoid bias in experimental design, data analysis, data interpretation, peer review, personnel decisions, grant writing, expert testimony, and other aspects of research where objectivity is expected or required. It is also advised to minimize bias or self-deception, disclose personal or financial interests that may affect research.

Right to withdraw: The right to withdraw is very essential as it gives an allowance for participants to freely change their mind about their involvement in the research. It entails that participants can change their mind when they feel that they no longer take part in the research.

3.9 CHAPTER SUMMARY

The chapter covered the technical part of the research, it looked at the research approach, research design, sampling procedures and target population, data collection and presentation and most importantly the instrument which was used in collecting data for the research. The chapter looked at a number of fundamental aspects related to the research.

CHAPTER FOUR: DATA PRESENTATION

4.0 INTRODUCTION

This chapter will focus on presenting the data which was collected during the research, presentation will be done through the use of pie charts and distribution graphs. Demographic information will be presented through pie charts. The data which was collected was analyzed using SPSS and Microsoft excel, the data to be presented was collected using Berzonsky's identity style inventory. The data which was gathered was aimed at addressing the following research questions:

1. What are the gender differences in terms of identity achievement?
2. Are there any differences amongst students who have different religious beliefs in terms of identity achievement?
3. What are the differences between students who are higher academic performers and those that are lower performers in terms of identity achievement?
4. What are the differences between students from a high socio-economic background and those from a lower one in relation to identity achievement?

Berzonsky's identity style inventory was used to measure identity achievement amongst senior high school students at Thorn hill High School. The questionnaire had demographic information and had 20 questions which were measuring identity styles.

4.1 REACTION LEVEL TO QUESTIONNAIRE

The questionnaire was distributed to 130 senior high school students at Thorn hill high school with the assistance of teachers at the school. Three of the questionnaires were spoiled, four of the respondents failed to understand the questionnaire and another three came back blank which left the researcher with a total of 120 questionnaires which were fully completed, which left the reaction level at about 92 %.

4.2 DEMOGRAPHIC ASPECTS

The demographic aspects comprised of sex, area of residence, end of term results and religious beliefs. The demographic components are presented below:

Respondent's demographic information

N= 120

4.2.1 Gender distribution

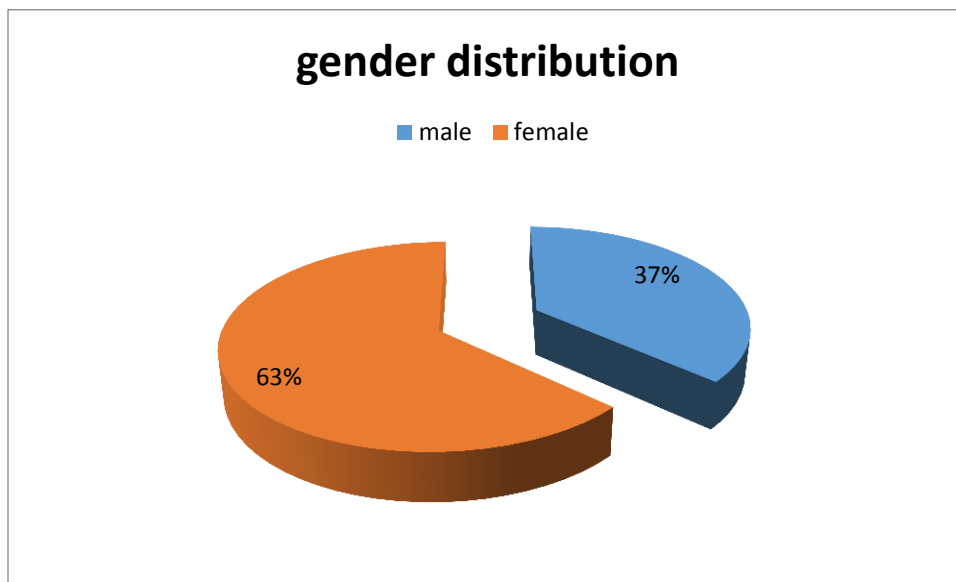


Fig 4.2.1

Male participants were 44 which was 37 % of the total number of participants whereas the female participants were 76 which was 63% of the total sample.

4.2.2 Residence distribution

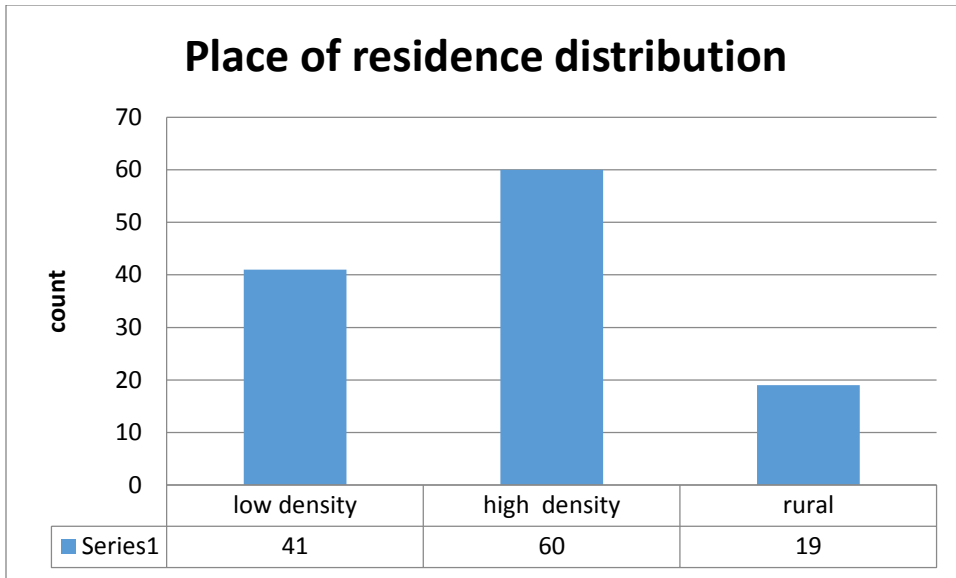


Fig 4.2.2

Majority of the participants indicated that they stayed in high density areas and these were 60 and were half of the total participants (50%). 41 of the respondents were from low density areas which made up 35% of the participants and a smaller portion of the sample indicated that they stayed in rural settlements and they made up 15%.

4.2.3 End of term results distribution

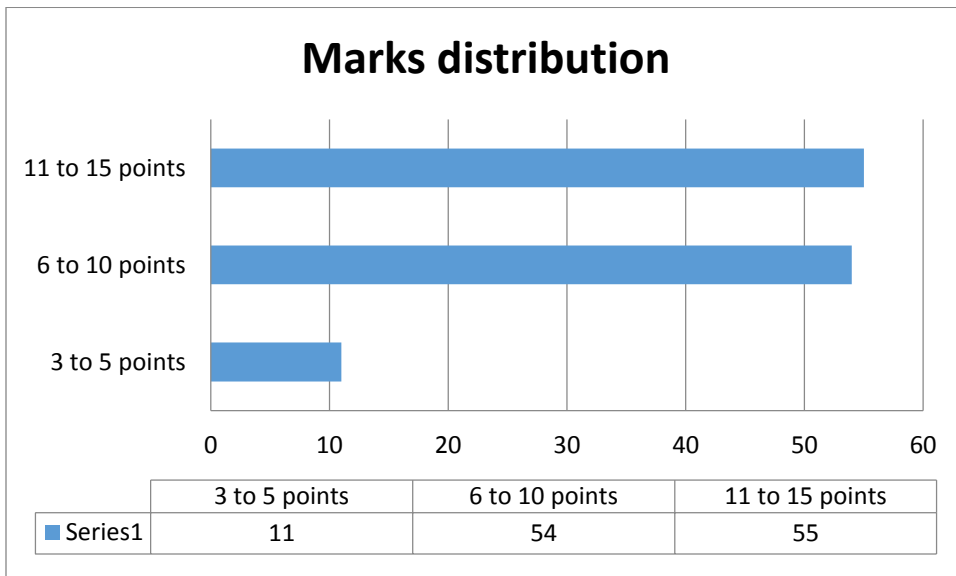


Fig 4.2.3

Out of the 120 respondents 55 (45,8%) were high performers and these had attained between 11 and 15 points in their end of term exams. 54 (45%) were average performers and these had between 6 and 10 points. 11 (9.2%) were low performers and these had between 3 to 5 points.

4.2.4 Religious beliefs distribution

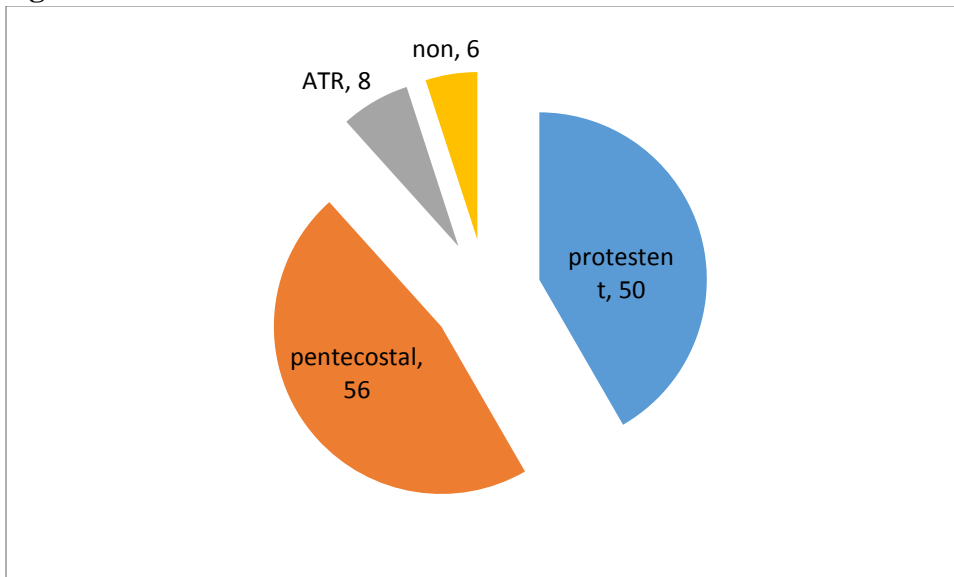


Fig 4.2.4

56 of the respondents indicated that they were Pentecostal and these were 47 % of the total sample. 50 indicated that they were protestant which includes churches like Catholic, Anglican and Methodist ad these were 41%. 8 participants indicated that they subscribed to the African Traditional Religion and these were 7%. 6 indicated that they were not religious and these were 5%.

4.3 GENDER DIFFERENCES IN IDENTITY ACHIEVEMENT

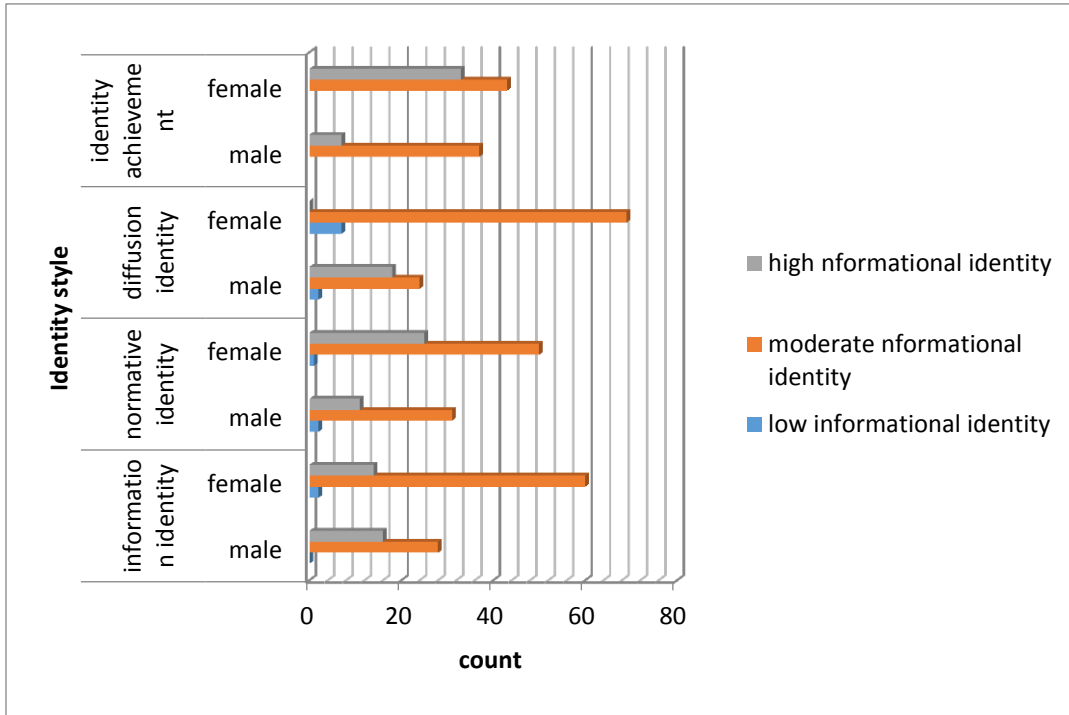


Fig 4.3

The researcher investigated on the Gender differences in terms of identity achievement amongst senior high school students at Thorn hill High and the findings indicated that they were differences between males and females in terms of identity achievement. The diagram above illustrates the findings. Females scored higher on identity achievement than males, while the males scored higher on the diffused- avoidant identity style. Females also scored higher on the normative identity style than males. Males had a higher score on informational identity than females.

4.4 IDENTITY AND RELIGION

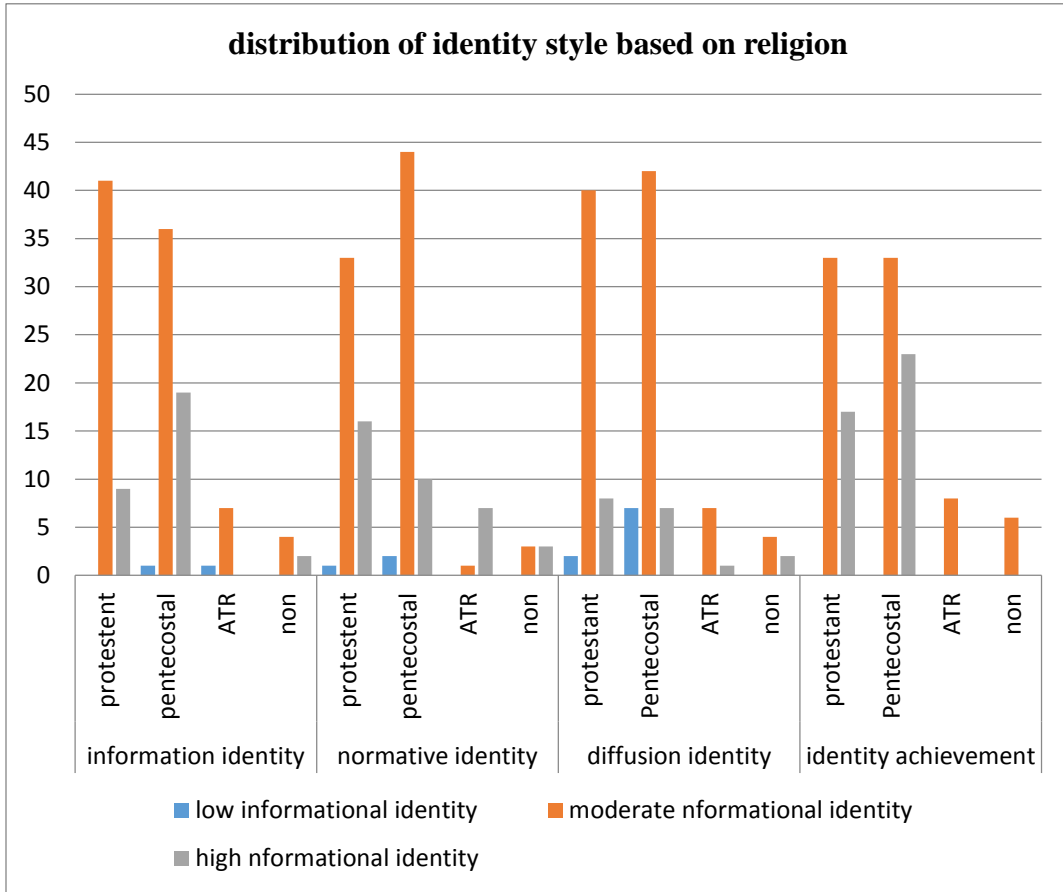


Fig 4.4

The researcher also investigated how different religious beliefs impact on identity. The diagram above shows the findings. Individuals who indicated that they were not religious scored very low on identity achievement while Pentecostals and Protestants scored higher on achievement with Pentecostals scoring higher on the achievement scale, individuals who were from the African Traditional Religion appeared not to have identity achievement. Individuals from protestant churches had a higher score on normative identity.

4.5 IDENTITY AND ACADEMIC PERFORMANCE

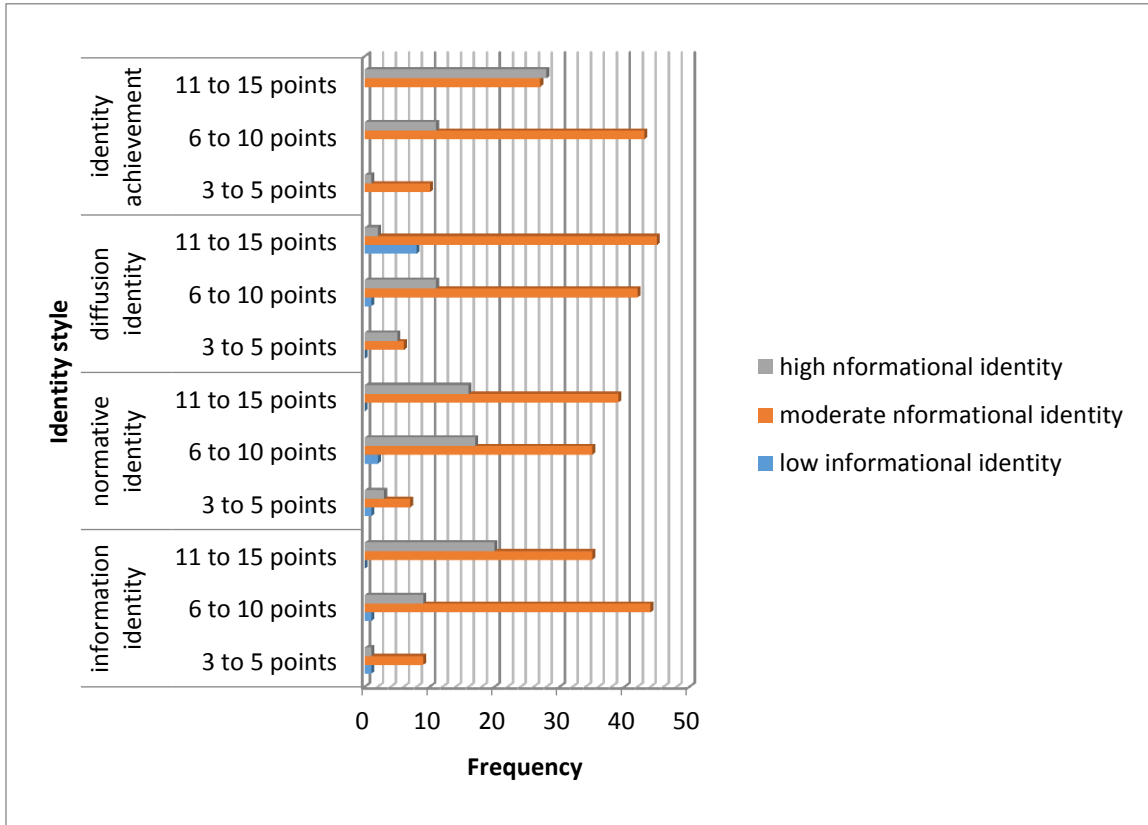


Fig 4.5

The diagram above shows how identity impacts on academic achievement, higher performing students scored higher on the identity achievement and informational identity scale. Students who were average and low performers scored higher on the diffused-avoidant scale. Average performers also scored higher on the normative identity scale. Low performers scored low on identity achievement and informational scales but however scored slightly higher on the diffused and normative identity scales. High performing students had very low scores on the diffused-avoidant identity style.

4.6 SOCIO-ECONOMIC BACKGROUND AND IDENTITY STYLES

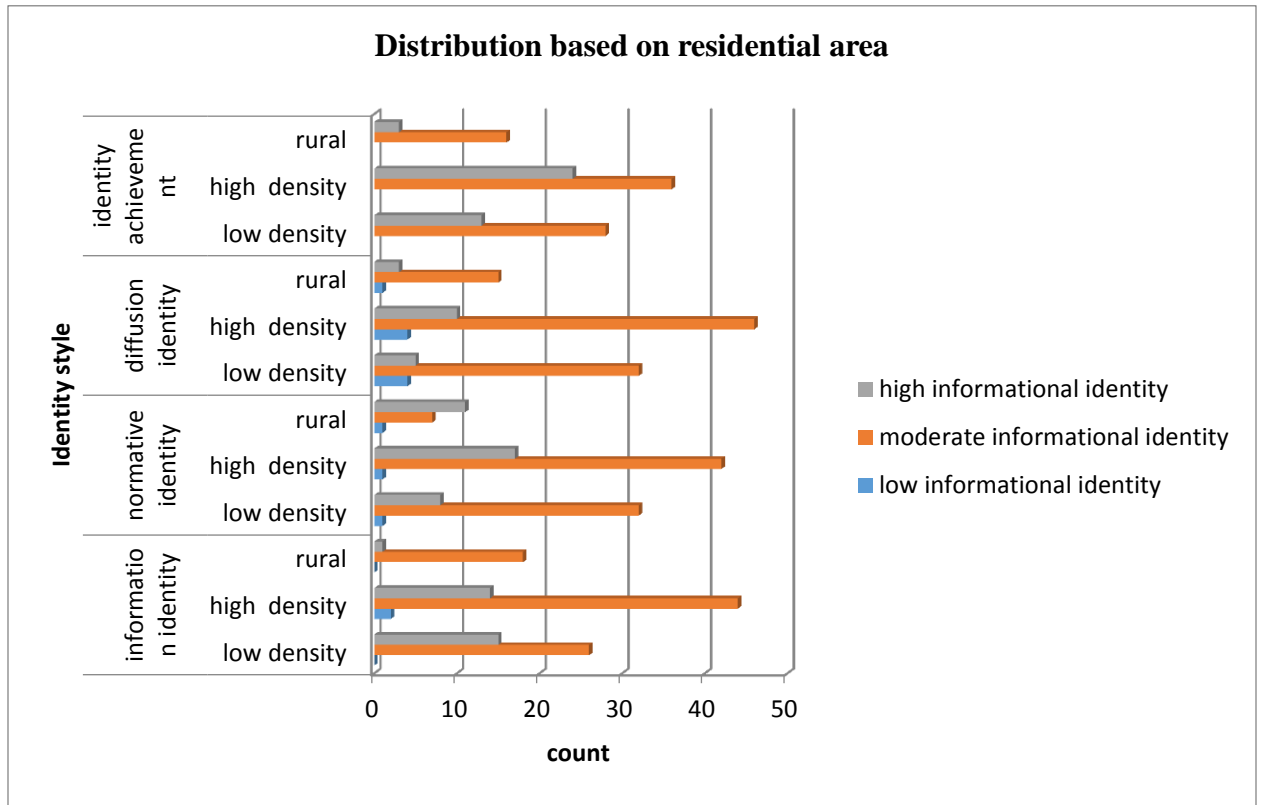


Fig 4.6

The research also examined the impact of the socio-economic background on identity styles, as indicated in the diagram above area of residence was used to determine socio-economic background. Individuals from high density areas scored higher on the identity achievement scale compared to those who came from low density areas whereas lower identity achievement was associated with individuals who came from rural settlements. Individuals from low density areas scored higher in informational identity and lower in the normative identity scale. Individuals from rural settlements scored high on the normative identity scale.

4.7 CHAPTER SUMMARY

The chapter focused on giving a presentation on the findings of this research. The chapter provided results on gender differences in terms of identity, the impact of religion on identity, identity and academic achievement and finally how socio-economic background impacts on

identity styles. The study illustrated that there were differences in terms of identity achievement in terms of all the demographic variables which included gender, religion, academic results and socio-economic background.

CHAPTER FIVE: DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.0 INTRODUCTION

The chapter will discuss on the findings of the research, highlight on the conclusions drawn from the research and provide recommendations on how the subject of identity achievement can benefit students especially in the high school set up.

5.1 DISCUSSIONS OF THE RESEARCH FINDINGS

The study aimed at measuring identity achievement amongst senior high school students and also looked at the differences in identity styles in terms of gender, religion, academic performance and socio-economic background.

5.1.1 Gender Differences in Identity Achievement

The results of this study clearly indicated that there were notable differences between males and females in terms of identity achievement. The results indicated that females had a higher achievement levels than male, females appeared to be excelling higher in terms of identity formation, and similar findings were found by Spencer et al (1990) where his research concluded that females were generally excelling higher on identity statuses than male. The current study also showed that females were higher on normative identity than males and this is generally because females tend to be more cautious about upholding the values and beliefs of the different communities which they come from.

The current study also revealed that males scored higher on the diffused- identity style. These findings are very much similar to what previous researchers have found where by in most cases results indicated that boys would outscore girls in the diffused identity style. The current research also indicated that boys have a higher informational identity than girls, boys are generally highly experimental and they tend to be very highly information seeking, this can be evidenced by Sherif (1982) who suggested that male identity achievement focuses on individual competence, knowledge, acquisition and occupational choice and this would probably explain why males had a higher score on informational identity.

5.1.2 Identity and Religious Beliefs

Bensen, Donahue and Erikson (1989) discovered a very important role which is played by religion in adolescent development, identity formation included. The current study indicated that individuals who indicated that they were not religious appeared not to have achieved their identity. Similar findings were found by Tzurriel (1984) who discovered that adolescents who were religious had a stronger commitment level compared to those who were not religious. Religion allows an individual to form a positive identity through the beliefs and values it upholds, in the current study individuals who indicated that they were religious had higher levels of identity achievement similar findings were found by Francis-Sharnowski (2009) in his study amongst Canadian adolescents.

Unlike previous studies the current study did not only look at religion as a whole but it broke down the findings into a variety of religious beliefs. The study looked at Pentecostals, Protestants and African Traditional Religion. Pentecostals had a higher score on identity achievement. Protestants were individuals who indicated that they go to traditional mainline churches like Catholic, Anglican and Methodist these scored higher on the normative identity scale and these findings can be attributed to the fact that protestant churches are strong on upholding values and beliefs, individuals from there are most likely to have a higher normative identity. According to Berzonsky (1990) normative identity is defined by imitation and conformity and individuals who score high on normative identity are likely to possess stable concepts.

5.1.3 Identity and Academic Performance

The research sort to find out how identity can influence academic performance, and the results indicated that there were significant differences between high performing students and lower performing students in terms of identity achievement. In this study academic performance was measured by end of term results, and the results showed that higher performing students scored high in the identity achievement scale and the informational identity. These findings are in agreement with previous researches on the same subject. Individuals with an achieved identity status generally perform better in school and have higher grades, in the current study not only did high performers score high on the identity achievement scale but on the informational identity scale as well. According to Ashforth et al (1989) informational identity has a direct positive relationship with academic achievement and this has also been evidenced in a number of

previous studies. This was also evidenced in a study which was carried out by Corcetti et al (2010) which indicated that students who had an informational identity were surrounded by positive academic outcomes.

The current study indicated that individuals with a normative identity style are not very much high academic performers, as compared to those who have the informational and achieved status. Berzonsky (2000) is in support with this view as he suggests that students with a normative identity have a biased and inflexible sense of academic purpose. The research also discovered that individuals who were lower academic performers had high scores on the diffused identity status. In a research by Becher et al (2001) the results showed that 36% of the sample who were categorized as diffused did not show signs of being prepared for school and this would ultimately negatively affect their academic performance..

5.1.4 Socio-economic background and identity

The research investigated how an individual's socio-economic background would impact on identity, results indicated that there were differences in identity styles based on the socio-economic background. Area of residence indicated the socio-economic, individuals who came from high density areas scored higher on the identity achievement scale and these findings were in contrast with findings that were concluded in previous studies. Most previous studies have indicated that individuals who come from a lower socio-economic back ground have poor identity styles because of lack of exposure due to limited resources. For example a study carried out by Phillips et al (2003) demonstrated that children who came from low socio-economic backgrounds had high stress levels compared to those from a middle one, and this would highly impact their identity development and as a result such individuals have a higher chance of presenting signs of a Normative or Diffused-Avoidant identity style.

In the current study individuals from high density areas were categorized as middle socio-economic background and those from low density areas were categorized as high socio-economic background. The findings indicated that those from high density areas had a higher score on identity achievement compared to those who were from low density areas, this was then a clear indication that, individuals who come from middle socio-economic backgrounds may also develop positive identities, this can be attributed to the fact that limited resources can teach

individuals to be stronger and persevere during hard times. These findings are supported by Shumba (2010) who noted that hard life situations can teach an individual to cope and endure the stress that comes with poverty. Like most previous researches individuals from high socio-economic background scored high on informational and this is highly because of availability of sources which allows them to be able to explore as much as they like.

5.2 RESEARCH CONCLUSIONS

Conclusions were made in order to provide answers for the research questions

Gender is an influential factor on identity achievement, as evidenced by the findings of the research. Females are more committed than males and at the same time they are more adhering to norms, values and beliefs and as a result they also score higher on the normative identity scale. Males due to their competitive nature have a higher informational identity and also score high on the diffused- avoidant identity scale. Religion has a positive relationship with identity, according to the findings in the research individuals who were religious had a higher identity achievement scale, which shows the positive impact that religion has on identity. Individuals who indicated that they were not religious did not have identity achievement, probably because they do not have the positive and encouraging experiences that religious adolescents have.

Identity has a strong influence on academic performance, the research presented that there are differences between high performing students and low performing students in terms of identity achievement. Students who scored high in their academics also scored high in the achievement and informational identity. Average and low performers scored higher on diffused and normative identity styles.

Socio-economic background has an impact on the identity formation process of an individual, the study indicates differences in identity styles amongst adolescents from various socio-economic backgrounds. Socio-economic background is responsible for a number of things which include level of education, number of meals per day, family climate and other important issues that are part of an adolescent's development. Hence there are significant differences between student's from a high socio-economic background and those from a lower one. Finally unlike most previous findings which mostly associated high socio-economic background with identity

achievement, the current study indicated students who come from lower socio-economic backgrounds had higher identity achievement scores. Which may be attributed to the fact that environments with limited resources may cause an individual to be more resilient and enduring during hard times.

5.3 RECOMMENDATIONS

- Gender differences in terms of identity must be educated in academic settings, especially in Zimbabwean settings this will help deal with gender stereotypical views which limit females and slows them down in terms of personal development and growth.
- In schools identity styles can be adopted as a basis for screening students into various academic groups, as indicated in the research identity has a direct influence on academic performance hence it can be used in the screening process.
- Findings on socio-economic background and identity can be used to boost the self-esteem of individuals who come from a middle and low socio-economic background, in that they can be encouraged that they can be better individuals regardless of their socio-economic background.
- In school set ups educators should have knowledge about a student's particular identity style, this would be of help to both the teacher and the student in that the teacher will be able to push the student in the right direction in terms of achieving their goals.
- Adolescents should be educated about the benefits of religion especially its positive impact on identity formation, so they are able to develop healthier and more constructive identities which will affect positive behaviors.

5.4 CHAPTER SUMMARY

This chapter was aimed at discussing the research findings and assessing their similarities and differences with other past similar studies. The chapter also concluded by responding to every research question and finally providing recommendations on how the findings of the research could be put to use.

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APPENDIX A: Questionnaire

BERZONSY'S IDENTITY STYLE INVENTORY

On the answer sheet, bubble in the number which indicates the extent to which you think the statement represents you. There are no right or wrong answers. For instance, if the statement is very much like you, mark a 5, if it is not like you at all, mark a 1. Use the 1 to 5 point scale to indicate the degree to which you think each statement is uncharacteristic (1) or characteristic (5) of yourself. On the first section please tick the appropriate response.

SEX:

M	F
---	---

PLACE OF RESIDENCE:

LOW DENSITY	HIGH DENSITY	RURAL
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RELIGION:

PROTESTANT	PENTECOSTAL	ATR	NON
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END OF TERM RESULTS:

1. I've spent a great deal of time thinking seriously about what I should do with my life.
(NOT AT ALL LIKE ME) 1 2 3 4 5 (VERY MUCH LIKE ME)
2. When I discuss an issue with someone, I try to assume their point of view and see the problem from their perspective.
(NOT AT ALL LIKE ME) 1 2 3 4 5 (VERY MUCH LIKE ME)
3. I've spent a lot of time and talked to a lot of people trying to develop a set of values that make sense to me.
(NOT AT ALL LIKE ME) 1 2 3 4 5 (VERY MUCH LIKE ME)
4. I find it's best to seek out advice from professionals (e.g., clergy, doctors, lawyers) when I have problems.
(NOT AT ALL LIKE ME) 1 2 3 4 5 (VERY MUCH LIKE ME)
5. When I have to make a decision, I like to spend a lot of time thinking about my options.
(NOT AT ALL LIKE ME) 1 2 3 4 5 (VERY MUCH LIKE ME)
6. I've more-or-less always operated according to the values with which I was brought up.
(NOT AT ALL LIKE ME) 1 2 3 4 5 (VERY MUCH LIKE ME)

7. **Regarding religion, I've always known what I believe and don't believe; I never really had any serious doubts.**
 (NOT AT ALL LIKE ME) 1 2 3 4 5 (VERY MUCH LIKE ME)
8. **I think it's better to have a firm set of beliefs than to be open minded.**
 (NOT AT ALL LIKE ME) 1 2 3 4 5 (VERY MUCH LIKE ME)
9. **Once I know the correct way to handle a problem, I prefer to stick with it.**
 (NOT AT ALL LIKE ME) 1 2 3 4 5 (VERY MUCH LIKE ME)
10. **I prefer to deal with situations where I can rely on social norms and standards.**
 (NOT AT ALL LIKE ME) 1 2 3 4 5 (VERY MUCH LIKE ME)
11. **I'm not really sure what I'm doing in school; I guess things will work themselves out. (DIFF)**
 (NOT AT ALL LIKE ME) 1 2 3 4 5 (VERY MUCH LIKE ME)
12. **It doesn't pay to worry about values in advance; I decide things as they happen. (DIFF)**
 (NOT AT ALL LIKE ME) 1 2 3 4 5 (VERY MUCH LIKE ME)
13. **I'm not really thinking about my future now; it's still a long way off.**
 (NOT AT ALL LIKE ME) 1 2 3 4 5 (VERY MUCH LIKE ME)
14. **I try not to think about or deal with problems as long as I can.**
 (NOT AT ALL LIKE ME) 1 2 3 4 5 (VERY MUCH LIKE ME)
15. **When I know a situation is going to cause me stress, I try to avoid it.**
 (NOT AT ALL LIKE ME) 1 2 3 4 5 (VERY MUCH LIKE ME)
16. **Regarding religious beliefs, I know basically what I believe and don't believe.**
 (NOT AT ALL LIKE ME) 1 2 3 4 5 (VERY MUCH LIKE ME)
17. **I know what I want to do with my future.**
 (NOT AT ALL LIKE ME) 1 2 3 4 5 (VERY MUCH LIKE ME)
18. **I have some consistent political views; I have a definite stand on where the government and country should be headed.**

(NOT AT ALL LIKE ME) 1 2 3 4 5 (VERY MUCH LIKE ME)

19. I'm really into my major; it's the academic area that is right for me. (NOT AT ALL LIKE ME)

1 2 3 4 5 (VERY MUCH LIKE ME)

20. To live a complete life, I think people need to get emotionally involved and commit themselves to specific values and ideals.

(NOT AT ALL LIKE ME) 1 2 3 4 5 (VERY MUCH LIKE ME)

APPENDIX B: Audit Sheet

Appendix 2-Audit Sheet

Midlands State University

Supervisor-Student Audit Sheet

DATE	ACTIVITY	SUPERVISOR'S COMMENT	SUPERVISOR'S SIGNATURE	STUDENT SIGNATURE
29/09/16	Proposal	Rework		T. Ama
4/10/16	Proposal	Proceed		T. Ama
11/10/16	Chapter 1	Rework		T. Ama
14/10/16	Chapter 1	Proceed		T. Ama
22/02/17	Chapter 2	Rework		T. Ama
23/02/17	Chapter 2	Proceed		T. Ama
6/03/17	Chapter 3	Rework		T. Ama
9/03/17	Chapter 3	Proceed		T. Ama
15/03/17	Research Instruments	Proceed		T. Ama
3/04/17	Chapter 4	Rework		T. Ama
18/04/17	Chapter 4	Rework		T. Ama
12/04/17	Chapter 4	Proceed		T. Ama
19/04/17	Chapter 5	Rework		T. Ama
21/04/17	Chapter 5	Proceed		T. Ama
24/04/17	First Draft	Proceed		T. Ama
26/04/17	Final Draft	Submit		T. Ama

Student's Signature.....

Supervisor's Signature.....

APPENDIX C: Letter from Organisation

**Midlands State
University**



Established 2000

P BAG 9055
GWERU

Telephone: (263) 54 260404 ext 261
Fax: (263) 54 260233/260311

**FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF PSYCHOLOGY**

Date 19/04/17

To whom it may concern

Dear Sir/Madam


RE: REQUEST FOR ASSISTANCE WITH DISSERTION INFORMATION
FOR. TAFARA ANESU MACHEKA
BACHELOR OF PSYCHOLOGY HONOURS DEGREE

This letter serves to introduce to you the above-named student who is studying for a Psychology Honours Degree and is in his/her 4th year. All Midlands State University students are required to do research in their 4th year of study. We therefore kindly request your organisation to assist the above-named student with any information that they require to do their dissertation.

Topic: **Measuring Identity Achievement Amongst First Year University Students At Midlands State University**

For more information regarding the above, feel free to contact the Department.

Yours faithfully


.....
Mrs N. Ncube
Chairperson



APPENDIX D: Turn it in Report

APPENDIX E: MARKING GUIDE

APPENDIX F – WEIGHTING SHEET

A GUIDE FOR WEIGHTING A DISSERTATION

NAME OF STUDENT:

	ITEM	POSSIBLE SCORE	ACTUAL SCORE	COMMENTS
A	RESEARCH TOPIC AND ABSTRACT Clear and concise	5		
B	PRELIMINARY PAGES Title page, approval form, release form, dedications, acknowledgement, appendices, table of contents	5		
C	AUDIT SHEET/PROGRESSION Clearly shown on the audit sheet	5		
D	CHAPTER 1 Background, statement of the problem, significance of the study, research questions, objectives, hypothesis, assumptions, purpose of the study, delimitations, limitations, definition of terms	10		
E	CHAPTER 2 Addresses major issues and concepts of the study, findings from previous work, relevance of literature to the study, identifies knowledge gap and subtopics	15		
F	CHAPTER 3 Appropriateness of design, target population, population sample, research tools, data collection procedures, presentation and analysis	15		
G	CHAPTER 4 Findings presented in a logical manner, tabular data properly summarised and not repeated in the text	15		
H	CHAPTER 5 Discussion (10) Must be a presentation of generalizations shown by results; how results and interpretations agree with existing and published literature, relates theory to practical implications. Conclusions (5) Ability to use findings to draw conclusions Recommendations (5)	20		
F	Overall presentation of dissertation	5		
G	References	5		
	Total	100		

MARKER:SIGNATURE:DATE:.....

MODERATOR:SIGNATURE:DATE:.....