

Adolescent University Freshers, the Jinx or Fulcrums of Identity Formation: A Great Zimbabwe University Study

Jephias Chimunhu

Counselling Psychologist at 1 Medical Hospital, Bulawayo, Zimbabwe.

Abstract- This study investigated first year first semester Psychology students'(2013) perceptions of the relevance of identity related domains at Great Zimbabwe University (Poly campus , Masvingo) (N=350). For this purpose a structured questionnaire consisting of 14 domain specific items was adapted from earlier studies by Alberts, Mbalo and Ackerman studies (2003). The study replicates Chimunhu (2011) study at University of Fort Hare. Most of the domains were regarded as overwhelmingly relevant by the respondents. My career was highly regarded at 93% "Very important" by the respondents whilst Friendship with members of the opposite sex was regarded of least importance by 47 % of the respondents. Gender and age variables are likely to affect Adolescents differently at different phases in this stage of identity development. The findings of this study suggest that there is no significant cross cultural variations between Zimbabwean and South African adolescence in the way the evaluate domains of identity formation. An emphasis should be on the need to offer career counseling to the adolescence stage of development according to age and level of study. Significantly, the impact of the college setting and freshman status, with its liberating and peer influences has a bearing on the multidimensional aspects of adolescence identity.

Index Terms- Adolescence, Fulcrum, Identity formation, Institutionalisation

I. INTRODUCTION

Ethnic identity is an important component of the self-concept and, like other aspects of identity, can be particularly salient during adolescence. This study situates the Zimbabwean context and adolescence at university. The first year of university life is a life changing event for most young people. Craig (1980) notes that these youths are segregated into peer (study) groups but still kept economically dependent on their parents. This period calls upon youths to respond collectively to their identity crises within a broader youth culture which may be ethnic based. The assumption is that the Zimbabwean adolescent university student is like no other university student elsewhere. The first year of college life ushers in a period of relative independence, adaptive changes and fosters decision making, following the relative independence that comes with leaving home, meeting new peers and choosing a career path. The late adolescent at university grapples with many identity issues in this tumultuous period of change and uncertainty. Youths who successfully cope with conflicting identities during adolescence emerge with a new sense of self acceptable to themselves and to others. Baron and Byrne (2010) put forward the idea that self identity is created and

modified throughout life by interaction with other people. This notion is much akin to Donald super's life long career development process, with which it coincides at adolescence. The assumption is that college experiences stimulate older adolescents to change the way they perceive the world, which in turn influence the decisions and choices they make.

Hall, Lindsey and Campbell (1988) espouse Erikson as the first theorist to focus on ego identity formation in his psychosocial theory of development. There are according to Erikson, eight stages of man "and of these the fifth, that corresponding to adolescence, presents the most severe challenge to young people in their attempt to establish individual identity (Santrck, 1997). Erikson described the characteristic crisis of adolescence as identity versus role confusion. Identity is the central theme of the stage of adolescence according to Erikson. Central to adolescence is the theme of transition from childhood to adulthood and therefore this stage provides the largest shift also in the way that children perceive themselves. Erikson stated that identity development proceeds by stages and he particularly focused on adolescent period because it offers the critical transition from childhood to adulthood. His notion of identity crisis refers to failure to resolve issues relating to vocation and ideology and failure to form a stable identity and a confusion of roles.

Marcia (1964, 1966) operationalised Erikson conceptualizations of identity. Papalia and Olds (1998) state that Marcia identified four states of ego (self) development or identity statuses which seem to be related to certain aspects of personality. Marcia's definition of identity is similar to one propounded by Erikson. He, like Erikson, sees identity as an internal dynamic that enables one to interact with the environment in unique ways. Identity is a resolved attitude and although it is internal, it can be seen in action and awareness of uniqueness, similarity and measurement of own strength (Marcia, 1966). Marcia also points out that identity is an existential position, a sociopolitical stance, an inner organization of needs and abilities and self perceptions (Shaffer 2006). He developed identity statuses as a methodological device to subject Erikson's theoretical notions to empirical study. Marcia in Adelson (1980) defines a crisis as a period in which the adolescent is choosing between meaningful alternatives. He identifies four identity statuses namely; identity achievement, identity foreclosures, identity moratoriums and identity diffusions. Marcia's crisis is a period of conscious decision making and commitment as a personal investment in occupation or system of beliefs, according to Papalia and Olds (1998). In brief, *identity achievement* is a crisis leading to commitment, *identity foreclosure* is commitment without crisis, and *identity moratorium* is a crisis with no commitment while *identity diffusion* is no commitment and a no

crisis state. The establishment of identity in each identity domain involves its own crisis and movement through the identity statuses. It is double jeopardy for adolescence, which stage is described as a crises itself, to be ushered in an institution of “crises decision making” at the onset of university education. A prevailing youth culture and discourse at university campuses and beyond is expected to significantly shape adolescent reactions in unique and individualistic ways along gender and cultural variables. In general, identity formation involves the adolescent answering the question “Who am I?” in terms of a variety of aspects of life and levels of contexts and this particular research situates them at that point and taps in their evaluative responses.

Perry (1968) and Matteson(1978) state that the move away from home is a crisis inducing factor and the college years provide a period of limited societal disengagement in an atmosphere that encourages commitment to post conventional values. It would also interest to find out how absence of family doctrine or distance away from it impacts on this group. Of particular concern is the influence of absence of everyday interaction with parents as opposed to everyday interaction in secondary students who stay at home. The relative independence of university students would be a novel issue being grappled with by adolescents at this stage. If Erickson is right in positing that adolescents are typified by his stress and distress notion, this group should produce significant study insights on how they evaluate identity domains at this stage in their lives. As Loevinger and Wessler (1970) put it, there are differentiated levels of “frameworks of meaning which one subjectively imposes on experience”. It is thus envisaged that adolescents have reached that ego development stage to be able to subjectively reflect on their experiences. Newman and Newman (1986) espouse that there is a significant relationship between overall identity development and Loevinger’s ego development. This leads to a postulate that the older an adolescent becomes the more identity development has taken place and subsequently the more reliable and different are their evaluations on life domains.

This early theoretical view of adolescence as the fulcrum of identity formation offered valid reason to embark on a quest to unravel and understand the intricate details that characterise the thinking and behaviour patterns in this developmental stage. The jinx of adolescence or estrangements is manifest in the failure to form a stable identity or in confusion of roles and failure to evaluate the relative importance of life issues. There is need to gain an understanding of this developmental stage through focusing on world views or evaluations of important life domains by late adolescents. Yoder (2003) proposes that society consists of social roles which an actor organizes in a salience hierarchy through practical choice making of what he /she considers important. White and Klein (2008) further points out that the actor, in this case the adolescent, should take agency, invoking different roles and evaluating the salience to his identity vis- a- vis situational relevance. It is of particular importance to unravel how institutionalised late adolescence narrow their choices in this regard.

Marcia, as outlined in Adelson (1980), stated that identity is an internal structure. It is an evaluative process which is dynamic over time and is measurable as seen through observable responses. Current literature is being developed along finding the

effects of this dynamism through studying changing human values, laws, psychosocial concerns, and unique personal skills and shortcomings. Chimunhu (2011) envisages that adolescence is the springboard of lifelong identity. Therefore, Use of identity domains as well as identity statuses should take root in research on identity as it is envisaged that domain questions go step further, giving adolescence the insight into the crises they need to solve, have solved before and will solve in the future. The need for comprehensive longitudinal studies on identity development is also being encouraged as much as cross validation and so is including both females and males in research samples. The current discourse in research is that identity differences for men and women should come out in research results and not by way of separate studies.

II. RESEARCH ELABORATIONS

The 14 item questionnaire that was used in the Alberts, Mbalo and Ackermann (2003) study as developed from Ackermann (1990) study and adapted for the Chimunhu (2011) South African study was also adopted for use in the current study. Section A of the questionnaire consisted of biographical questions excluding the name of respondent. This was done to maintain the anonymity of the respondents. The nationality, age, gender, home language made up this section. Section B consisted of the various domain questions. The items included; *future career, my religious beliefs and convictions, moral values, leisure and recreational activities, friendships with members of the same sex peer group, friendships with members of the opposite sex, what kind of person I would want a permanent relationship with, how I should act as a husband or wife, sexual matters, how I should deal with community matters and how I should deal with persons of different cultures/ races in our African society.*

The participating psychology students were requested to indicate how they perceive each of these domains at this point in their lives according to 3 levels of “Not important” “Fairly important” and “Very important”. These categories of responses were also defined as adopted from Alberts, Mbalo and Ackermann (2003) where they appeared as:

If an area is “**Very important**” to you at this stage, you would probably think about it more often, ask questions about it and or read about it and make decisions relating to it.

If any area is “**Fairly important**” to you at this stage, you would sometimes think about it, ask questions and or read about it and make decisions relating to it.

If an area is “**Not important**” to you at this stage, you would probably seldom (or never) think about it, ask questions and or read about the area or deal with it.

The questionnaire was made available only in English, which is the official academic language used at the university. The presupposition was that this would be the common language of all the students and circumvent the intricacies of translating and cross-translating the diverse languages existing in this setting. Simplicity of the questions was however ensured so that they would be understood easily even in this second language (English) for most of these students. The home language of each participant was however to be sought in the bio-data section that

formed “Section A” of the questionnaire preceding the major domain questions in “Section B”.

The investigation was conducted using university students. This is a group of individuals in late adolescence that can be found at the same place dealing with more or less similar issues, but hailing from relatively different backgrounds or cultures. The sample of students that took part in the study was drawn from the first year 2013 psychology class. The total number of students who filled in the questionnaire and constituted the sample was 350 (N= 350). The research group consisted of various nationalities and languages inclusive of Shona and Ndebele and other unspecified local and foreign languages. The proportions of the nationality, gender and languages to be sampled was not to be predetermined and the proportions were to unfold on analysis of the answered questionnaires. The university sample typified this diversity ushered by tertiary educational settings. It was also important that the sample of late adolescents represented the current university generation that probably born after the attainment of independence in Zimbabwe and in essence maybe liberal minded based on the changes that have characterized the globalised discourse over their lifetime.

The Psychology Department was approached to enable the researcher to gain access to the lectures. A meeting was held with the specific Psychology lecturers to inform them about the study and to seek their permission on use of part of their lecture time. Students were also briefed on the purpose of the study and the significance of their contribution by taking part in a research process representing both their age group and the institution. Students were informed that their consent to take part would be shown by completing the questionnaires distributed. The researcher read to them a set of instructions that also outlined the ethical considerations.

There were brief disruptions of formal classes as the researcher used a onetime session, creeping only fifteen minutes into one psychology first year lecture time. The declaration for confidentiality and the instructions were clearly stated in the questionnaire and in essence the responses remain anonymous as no names were required on the questionnaire. The presentation and the answering of the questionnaire was done during one-time session for all respondents within college hours (during lecture time) and all students chosen were expected to complete fully the relatively easy questionnaire. For this reason Tutors were invited to help in the quick administration/dissemination of the questionnaire and its collection thereby the process was done in as minimum time as possible. The students were told that the study is to enhance psychological theoretical knowledge on how different areas of life are regarded or evaluated by first years at university and that for that purpose their contribution was very important. The questionnaire was designed to be easy and self explanatory and filling in required only that participants tick their responses on provides spaces. The instructions were read through with the participants and arising questions were dealt with and ambiguities clarified.

The data produced from the questionnaire was quantitative as it related to numbers in each race, age group, gender and home language and how these responded differently or similarly to the various domain questions. The data was commuted to frequencies for the 3 scales of how many chose very important, fairly important and not important for each domain question. The

significance of the differences between the subgroups was therefore investigated by means of a Chi-square statistical analysis technique. The Chi-square is the appropriate psychological technique for distribution free testing (Haslam and McGarty, 2007). Furthermore, the Chi square also enables the comparison or test for independence between age, gender, home language sub groups and each of the 14 life domains. The data was assembled and thus analysed along the variables of age, gender and language.

III. RESULTS OR FINDINGS

General Trends

The frequency distribution of subjects' responses to the various domain specific items is presented in **Table 1** and comparative percentile evaluations of the domains is presented in **Table 2** while Tables **3, 4** and **5** (**see appendix**) show the Chi-square significance of the differences between subgroups along age, gender and home language independent variables. It can be noted that all the domain specific items were regarded as relevant (either “Very important”, “Fairly important”, or “Not important”). Nine of the 14 items were regarded as overwhelmingly ‘Very important’ by at least over 60% of the research group, namely *My future career*, however the ninth item namely ; *Friendship with members of the same sex peer group* bordered on 52%. Four items were regarded below the very important 50% average namely: *Political beliefs and convictions, leisure and recreational activities, friendships with members of the opposite sex and sexual matters*. However these items were also regarded as “Fairly important” by the whole group by at least 50 % o f the respondents. *My Future career* was the highest regarded in the “Very important” category at 99% followed by *family matters and relationships and relations and dealing with them* and *moral values* at 87% and 86% respectively. Overally, all the domains were regarded by respondents as collectively relevant by margins of 62% “very important”, 28% “Fairly important”, and 10% “Not important”. It can also be noted that *Friendships with members of the opposite sex* was considered of least importance by 34% of the respondents followed by *Political convictions and Sexual matters* at 23% and 19% respectively. Data for general trends is presented in **Table 1** above, however the race and nationality effects have not been considered in the results because the sample proved to be predominantly black Shona and largely Zimbabwean, making the use of these sub groupings meaningless in terms of significant statistical correlations as earlier stated. There was only one respondent not black and only 16 non Zimbabwean nationals making it relevant to consider the greater other languages subdivision with over a hundred respondents. Haslam and McGarty (2007) point out that the Chi-square procedure does not work as well if the data expected frequencies are small and in particular where expected contingency is less than 5. This differs with t tests that mainly use means and statistics may involve negative values and hence sometimes can be 2 tailed tests.

Home Language Subgroup Effects

The significance of differences between subgroups was investigated by means of a Chi square statistical technique.

While 4 subgroups were initially demarcated for sampling according to the questionnaire, most sub groupings namely, Ndebele, Chivenda, and other languages had insignificant representations in the sample group and collectively represented 20% of the whole sample group. This collective representation was therefore used to form a comparative collective “Other languages” grouping after collapsing and merging these sub groupings into one. As shown on **Table 2**, the Shona grouping constituted 79% of the sample group there were no significant interactions among the two reconstituted groups in most domains. Overall permutations show striking similarities in evaluations of the domain questions. Overall, both groupings positively evaluate all the domains with less than 5% differences as shown by the 62% “Very important”, “Fairly important” by 27/29% and 9/11 % “Not important”. However six domains had differences worth stating in cell by cell negative evaluation comparisons namely *Friendship with the same sex peer group* and *Friendship with opposite sex*, *How to act as husband or wife*, *Sexual matters*, *How should I deal with community issues* and *How should I deal with different cultures and races*. Notably, the other languages sub grouping considered *Friendship as with members of the opposite sex* as least significant at 50% compared to 30% of the isiXhosa sub-group. This negative subgroup evaluation effect upsets the 57% “Fairly important” evaluation in the general trend of the whole sample group. *Sexual matters* is also notably evaluated negatively in “Not important” category with 25 % of the Shona sub group evaluating it negatively against only 4% for the other languages sub grouping. Statistically, as shown in **Table 3**, five of the domain questions had critical values exceeding chi-square values in *How I should deal with different cultures*, *Friendships with opposite sex*, *How to act as husband and wife*, *Moral values*, and *My political beliefs and convictions*. The rest had chi square values lower than the critical values.

Gender Effects

Gender effects were also investigated using the chi square statistical method, within the Shona subgroup and the Other languages subgroup. **Table 2** shows how in the whole sample group, there were no significant interactions on the “Very important” evaluations of the domains to the respondents along the gender variable except in two domains items. These domains are; *Friendships with members of the opposite sex* and *Sexual matters*. The differences in how males evaluate the 3 domain questions; *what kind of person I would marry one day* and *How I should act as husband and wife*, *What kind of person I want a permanent relationship with, is also espoused*. Generally, males evacuated these domain items as more important than the females and comparatively, females considered these same domain questions as least important. The Other languages subgroup could not be evaluated along the gender variable because of the insignificant male representation in that subgroup and the Shona subgroup could then not be comparatively evaluated for statistical purposes to “Other Languages” grouping as it showed less meaningful cells in the further subdivision along the “Very important”, “Fairly important” and “Not important” response categories. Statistically as shown in **Table 3**, six of the domains had chi-

square s greater than the critical value while the other eight had chi squares lower than the critical value.

Age Effects

Data in **Table 2** show that age does not have an effect on the “Very important” evaluation of the 14 life domains. Significant relationship between age and the domain family was however noted with those above 23 years evaluating the domain at a higher “Very important” percentile rate. However, the overall evaluation of the importance of all the 14 domains along the age variable at 61 and 60 percent show that age is independent of the evaluation of the domains in the sample studied. Statistically the overall evaluation showed seven of the domains with chi squares greater than the critical values while four had chi -squares lower than the critical values.

General Patterns Emerging

In his operationalisation of the Erikson’s broader conceptualization, Marcia pointed out that the focus is of identity studies is on the presence or absence of crisis and the presence or absence of firm personal commitments. The present study makes an important finding in that most of the domain specific items are regarded as highly relevant in late adolescence lives in their first year at a tertiary institution. Nine of the domains are regarded as “Very important” by 60 % of the respondents. This represent the multifaceted decision making arena in which adolescents must operate. Perhaps this absolves Marcia’s point, confirming the task of late adolescence as securing a choices and establishing a firm identity. If the major problem of late adolescence is growing into adulthood, then overwhelming positive evaluation of most of these domain questions maybe a pointer towards total integration of the self which concurs with ‘collective others’. Development is in all areas, cognitive, affective and social which are inextricably meshed such that progress in one area should be matched by progress in all areas.

This research found a growing homogeneity in late adolescence across gender variable as though there are differences between sexes; these are no longer as significantly varied as tradition would have been expected results to follow. That career issues are the most highly regarded points to a new emerging trend because of emancipation of women in general and the existence of equal employment prospects available to them in particular. This confirms Donald super’s assertions that the primary task of a late adolescence is exploration and establishment of career objectives. University students are already in the exploration stage, having already made choices on areas of university study and thus it makes sense they would still value the career domain as most significant. The uncertainty of what career path their chosen studies would lead them to make them worry over and value career aspects. Domain questions that were regarded to be of least importance to the respondents were by margins of 35% or less and consequently were still considered “fairly important” by over 50% of the respondents. The supposition is that these still play a significant role in late adolescents’ re- evaluation of themselves in relation to close relations and to society in general. It maybe asserted that these are crisis points that are still to be resolved, which accrue towards the end of this adolescent period and therefore not well understood to be evaluated as highly relevant. Respondents’

evaluation of specific domain items is discussed below. The domain *Sexual matters* and *My political beliefs and convictions* is statistically regarded as not relevant for the late adolescents in the present study. This is an enlightenment when looking at the thrust of current world efforts especially in the HIV & AIDS domain. Should the resources being poured towards fostering “utopian ideals’ of adolescents’ sexual identity be redirected towards career counseling and widening career prospects for university adolescents? Career counseling should be regarded as the most poignant and relevant, if not most appropriate response to the adolescent at university as this study seem to suggest..

The present study reveals that although most domains are considered relevant, not all of them are considered as equally relevant for late adolescents studied. Variables such as home language, age and gender may to some extend have a major influence on identity development as seen in the evaluations of life domains. This concurs with South African studies by Chimunhu (2011) who asserted the multi dimensional individual development of the late adolescent. There is no significant difference between identity domain evaluations by South African adolescents at university and those in Zimbabwe. This may be a result of the close call bantu relations between the dominant IsiXhosa and IsiZulu cultures and the ChiShona and SiNdebele cultures in the earlier and later countries respectively.

Matlin (2003) argues that women face different challenges in life than males and the problem is that when they evaluate the same things women are for example concerned with how well they co-ordinate career and personal and family issues rather than how well they evaluate their roles as a wife which are essentially embedded in their social roles. However, it is also

worth pointing out that although there can be said to be these age related philosophical assumptions coupled with the contextual and meaning considerations in any evaluation , issues in real life are not so simple and in different contexts ,and situations , theoretical and real life differ. It is wondered whether respondents who evaluate sexual matters in this research as not highly relevant to them do not regard it as the pillar of the decisions they make regarding their own life, for example. Why does the moralist adolescents as found by this study, behave in reckless “amoral” sexual behaviours when they evaluate both these domains as highly relevant at this stage of their lives? The issue of awareness of moral consequences and how they bear on other domains in one’s life is also a consideration worth noting.

Therefore late adolescence regard the 12 of the 14 domains of identity formation as relevant late adolescents and generally it can be stated that they regarded the domains of identity formation as highly relevant at this stage of their lives as this study seems to reveal. Age has an effect in the evaluation of *Family matters, and relationship and how I should deal with them*. Adolescence is the intersection of biological, psychological and societal influences (Jane, 2000) However with the de-standardized life course, decisions taken towards end of adolescence are no longer one and for all life time choices. The need for continuous research on these factors situational factors impinging upon the identity of adolescents cannot be overemphasized. Variations of self conceptions across relational contexts and the fact that self concept cannot be perceived as a static or consistent cognitive construction. Late adolescents deserve to be studied in a multiplicity of contexts other than the institutional and largely academic context used in this study.

Appendices TABLES OF RESULTS

TABLE 1 – CHI – SQUARE TEST FOR GOODNESS OF FIT ON DOMAIN EVALUATIONS STATISTICS

Domain Items	Chi-Square	df	Significa Value	Expected f	Critical Value	Observed f (%) N=135		
						A	B	C
Career	127,1185	1	0,0000	67,50	10,827	133 (99)	2 (1)	0
Family	75,5630	1	0,0000	67,50	10,827	118(87)	17 (13)	0
Politics	59,9111	2	0,0000	45	13,8150	17 (13)	87 (64)	29 (23)
Religion	69,7333	2	0,0000	45	13,8150	88 (70)	37 (20)	10 (10)
Morals	164,044	2	0,0000	45	13,8150	116 (86)	13 (10)	6 (04)
Leisure	59,7333	2	0,0000	45	13,8150	35 (26)	86 (64)	14 (10)
Friendships	18,3111	2	0,0001	45	13,8150	70 (52)	58 (43)	06 (05)
O/ sex relation	13,733	2	0,001	45	13,8150	32 (24)	57 (42)	46 (34)
P/ relationship	112,1778	2	0,0000	45	13,8150	102 (77)	18 (13)	15 (10)
Marriage	132,5778	2	0,0000	45	13,8150	106 (79)	18 (13)	15 (12)
Husband /wife	105,2444	2	0,0000	45	13,8150	103 (77)	18 (13)	14 (10)
Sexual matters	10,9778	2	0,0041	45	13,8150	60(44)	50 (37)	28 (19)

Community	88,1333	2	0,0000	45	13, 8150	93 (69)	35 (26)	07 (05)
Dealing with Race /cultures	66,7111	2	0,0000	45	13, 8150	86 (64)	40 (30)	09 (06)
Overall %						62%	29%	9%

A = Very important

B = Fairly important

B = Not important

TABLE 2- COMPARATIVE PERCENTILE “VERY IMPORTANT”, “FAIRLY IMPORTANT” AND “NOT IMPORTANT” RESPONSES

Domain Items	Gen Trend	Females	Males	shona Subgroup	O/Lang Subgrp	22 years & Below	23 years & Above
Career	97-01-00	99-01-00	97-03-00	98-02-00	100-00-0	97-03-00	100-00-0
Family	87-13-00	86-14-00	88-12-00	87-13-00	89-11-00	79-21-00	97-03-00
Politics	13-64-23	10-63-27	20-60-20	15-63-22	10-70-20	15-63-22	11-72-17
Religion	70-20-10	71-20-09	63-37-00	70-23-07	71-20-10	64-26-10	70-24-06
Morals	86-10-04	84-11-05	91-9-00	84-11-05	92-04-04	86-12-02	89-06-05
Leisure	26-64-10	27-64-09	29-62-09	25-64-11	29-64-10	24-76-02	32-60-08
Friendships	52-43-05	25-53-22	40-43-17	60-36-05	21-57-18	31-50-19	27-47-26
Opposite sex friendship	24-42-34	17-40-43	52-34-14	23-47-30	25-25-50	26-44-30	22-47-31
Perm relation	77-13-10	77-11-12	85-14-01	74-14-12	82-04-04	82-14-04	70-11-19
Marriage	79-09-12	78-09-13	88-12-00	78-8-14	82-5-03	86-10-04	72-10-18
Husband / wife acting	77-1310	78-12-10	76-23-01	79-11-10	67-21-11	72-21-07	78-10-12
Sexual matters	44-37-19	42-40-18	52-20-28	41-36-13	56-42-02	46-39-15	44-26-30
Community	69-26-05	70-24-06	70-29-01	68-25-07	89-11-00	67-29-04	75-21-04
Race/culture	64-30-06	60-30-10	74-26-00	62-31-07	89-10-01	72-24-04	57-29-14
Total %	62	62	63	62	63	61	60

TABLE 3 - AGE /DOMAIN CHI-SQUARE TEST FOR INDEPENDENCE STATISTICAL DATA

DOMAIN	AGE/DOMAIN SIGNIFICANCE (<i>df</i>)	AGE/DOMAIN CHI-SQUARE	AGE/DOMAIN CRITICAL VALUE
Career	0, 1860 (1)	1, 77632	I, 6424
Family matters	0, 18260(1)	9, 51908	7, 8794
Politics	0, 59383 (2)	1, 04226	4, 6052
Religion	0, 25339 (2)	2,745462	3, 2189

Moral values	0, 3721 (2)	2, 05884	1, 6424
Leisure and recreation	0, 12124 (2)	4, 22000	0, 4463
Friends and peers	0.80985 (2)	0, 42180	0.4463
Friends opposite sex	0.46593 (2)	1, 52744	0, 4463
Permanent relation	0.2297 (2)	7, 5472	3, 2189
Marriage	0.1240 (2)	8, 77993	4, 6052
Acting as husband/wife	0, 84875 (2)	0, 32798	0, 4463
Sexual matters	0, 9038 (2)	4, 80736	0,217
Community matters	0, 4888 (2)	1, 43157	3, 2189
Dealing with different cultures and races	0.4606 (2)	1, 55108	3, 2189

TABLE 4- GENDER/DOMAIN CHI- SQUARE TEST FOR INDEPENDENCE STATISTICAL DATA

DOMAIN	GENDER-SIGNIFICANCE (<i>df</i>)	GENDER CHI-SQUARE	GENDER CRITICAL VALUE
Career	0, 41535 (1)	0, 6634	1, 6424
Family matters	0, 4437 (2)	0, 58654	3, 2189
Politics	0, 18080 (2)	1, 04226	3, 2189
Religion	0, 11084 (2)	2, 74562	4, 6052
Moral values	0, 34051 (1)	2, 05884	1, 6424
Leisure and recreation	0, 94760 (2)	0, 10764	0,217

Friends and peers	0, 26416 (2)	2, 6624	3, 2189
Friendship opposite sex	0,01749 (2)	8, 09240	3, 2189
Permanent relation	0, 55388 (2)	1, 8163	0, 4463
Marriage	0, 4606 (2)	1, 55107	3, 2189
Acting as husband/wife	0, 96637 (2)	0, 6841	0,217
Sexual matters	0, 03626 (2)	6, 63398	9, 2104
Community matters	0, 78795 (2)	0, 47715	0, 4463
Dealing with different cultures and races	0, 09240 (2)	4, 76324	0,217

TABLE 5 HOME LANGUAGE/ DOMAIN CHI-SQUARE TEST FOR INDEPENDENCE STATISTICAL DATA

DOMAIN	Home language GROUP SIGNIFICANCE (<i>df</i>)	Homelanguag GRoup CHI-SQUARE	Home language GROUP CRITICAL VALUE
Career	0, 47621 (1)	0, 50752	1, 6424
Family matters	0, 79531 (1)	0, 6730	0, 0642
Politics	0, 76630 (2)	0, 5237	0, 4463
Religion	0, 46358 (2)	1, 53755	3, 2189
Moral values	0, 82624 (2)	0, 8731	9, 2104
Leisure and recreation	0, 88964(2)	0, 23389	0, 4463
Friendship with peers	0, 4202 (2)	6, 33910	3, 2189
Friendship opposite sex	0, 72059 (2)	0, 65536	0, 4463

Permanent relation	0, 74289 (2)	0, 59442	0, 4463
Marriage	0, 70516 (2)	0, 69865	0, 4463
Acting as husband/wife	0, 28080 (2)	2, 54026	3, 2189
Sexual matters	0, 13544 (2)	3, 99844	4, 6052
Community matters	0, 36470 (2)	2, 01737	3, 2189
Dealing with dif cultures	0, 65831 (2)	0, 83613	0, 4463

Key to Appendix

- a. The full domain questions are as shown the method but appear as variously abbreviated on the Tables.
- b. **Expected f-** Means the expected frequency.
- c. **Other languages-** Refer to all languages appearing on Section A Part D of Appendix 1.
- d. **Critical value -** Is the value got through the statistical tables for the given frequency and degrees of freedom
- e. **df -** Is the degrees' of freedom
- f. (%) - The number appearing in brackets is a percentage value.
- g.(df)- The number appearing in bracket represents the degrees of freedom
- g. **00-00-00** The figures represent “very important”, “Fairly important” and “Not important” percentile evaluations respectively as separated by the dash (Table 2).

REFERENCES

- [1] Adelson, J (ed) (1980) Handbook of Adolescent Psychology: New York, Wiley.
- [2] Ackermann, C. J (1990). Identity development in adolescence; Evaluation of the importance of life domains by a group of secondary school learners. South African Junior education 10(4): 283-290.
- [3] Alberts, C. (1990, June) Identity formation of Black university students: An empirical investigation. Paper presented at the 8th National Congress of the Psychological Association of South Africa, Stellenbosch, Republic of South Africa.
- [4] Alberts, C; Mbalo, N. F & Ackermann, C. J (2003) Adolescents' perceptions of the relevance of domains of identity formation: A South African cross -cultural study. Journal of Youth and Adolescence. 32 (3) 169-184.
- [5] Baron, R. A & Byrne, D (2010) Social Psychology; Understanding Human Interaction, 10th edition; London, Allyn and Bacon.
- [6] Chimunhu, J (2011). Late Adolescence perceptions of the domains of identity formation: A university of Fort Hare Study. Lambert Academic Publishers, USA.
- [7] Craig, G. J (1980) Human Development: New Jersey, Prentice Hall.
- [8] Hall, C. S; Lindzey, G & Campbell, J. B (1988) Theories of Personality, New York, John Wiley and Sons.
- [9] Marcia, J. E (1966) Development and validation of ego identity status, Journal of Personality and Social Psychology vol 3(5) pp 551-558.

- [10] Matteson, D. R (1977) Exploration and commitment: sex differences and methodological, problems in the use of identity status categories. Journal of Youth and Adolescence 6(4): 353-374.
- [11] Papalia, D, E & Olds, S, W (1998) Human Development: Boston, McGraw hill
- [12] Shaffer, R, H (2006) Key Concepts in Developmental Psychology: New Delhi, Sage Publications
- [13] J. M & Klein D. M (2008) Family Theories, 3rd Edition: Los Angeles, Sage Publications
- [14] Yoder E. (2002) Barriers to Ego Identity Status Formation. Contextual Qualification of Marcia's Status Paradigm. Journal of Youth and Adolescence

AUTHORS

First Author – Jephias Chimunhu (Msc Counseling Psychology), Great Zimbabwe University, Faculty of Social Sciences , Psychology Department, P. Bag 1235 Masvingo, Zimbabwe

Correspondence Author – Jephias Chimunhu, e-mail address:chipersoni@gmail.com, alternate email address:chipersoni@yahoo.co.uk, Contact number: 00263773551956