Abstract
Identity is a concept to state about the recognition of anything both identifiable and non-identifiable issues. Crisis is considered as a troublesome issue regarding both perceivable and non-perceivable anything. Classical Indian Philosophy had identified the ‘Self’ as human spirit or Atman i.e. the essence of human existence. So, Self Identity Crisis means human troublesome about own recognition. Term the ‘Self Identity Crisis’ had been advocated by Erik Erickson in the theory of ‘Psychosocial Development’ (1950/1980). As per the theory this problem is basically being developed in the stage of adolescence. Scholars of this study had designed a research problem related to the existing educational system. They had conducted present study in normative research mode i.e. descriptive mode. Scholars had developed and standardised a tool to test the secondary students’ self-identity crisis on the basis of gender and locality within the periphery of Dakshin Dinajpur District in West Bengal, India. Researcher had, at the end of study, found the moderate self-identity crisis among the secondary students in respect of all determined strata (gender and locality) of the study.

1. Introduction
Crisis of living or assuring human existence has been a challenging issue in all over the world. The source of all human crises existed in own ways of perceiving the world as well. Sometime, it is remarkably stated that ignorance or lacking of knowledge for perceiving both the external and internal world of human being is mainly responsible. In present world, all are being perceived own selves with the perceiving mechanism of others. We are aware about the significance of other to perceive own self. This is the main source for generating the troublesome of human existence as well. Classical
Indian Philosophy had relied that all problems of the world must be removed if every human being could realize own spirit or self and its relevant energies. Self is the source of human mental or psychological energies. Self Identity Crisis having some determinants i.e. inappropriate social relationship or absence of the social influence on man, it is a fundamental and responsible factor which Erik Erickson had believed. The term ‘Self Image’ is also related with the issue of human identity (Identity: Youth in Crisis, Erik Erickson). Anyone needs to survive in own pace in the ever changing world; positive self-identity must be enhanced the level of confidence among the adolescents. Active participation in the social activities and becoming the owner of positive identity or self-image is the basic need. Abraham Maslow had identified the identity need as the ‘Social Needs’ or ‘Needs for Belongingness’. Impact of society can develop the intended eligibility among the school going students of adolescence stage. Human being is always carried own identity as a ‘Social Being’. Socialization in the school is the fundamental influencing process which is critically responsible to develop sound human personality and also can provide a chance for exercising own self. Different social attributes like social relationship, interaction, communication with other, cooperation, sympathy, togetherness, group feeling etc., are some targets of socialization process. According to psychosocial theory, it has recommended that the development of human psychology is positively related with the society or its influence. So, positive and intended social influence can generate the human identity or self-image. In the present study, researcher has conducted an applied normative survey research design.

2. Rationale of the study
The term ‘Identity Crisis’, first used by Erik Erickson, has basically found between childhood and adolescence developmental stages i.e. the origination of this crisis being made in that phase of human development. Different social influences are the responsible factors to generate such type of crisis in the human being. In present study, researcher has intended to determine the nature and level of identity crisis among the school going students. A fundamental barrier for reaching the qualitative secondary education is the lacking of positive traits and excessive belongingness of negative traits; identity crisis basically holds different types of negative traits among the human being. Researcher has initially assumed about the troubles of students identity crisis of the secondary students; on the basis of that assumption present study has been rationalized.

3. Objectives of the study
Researcher, at the end of the study, wants-
→ To determine the extents of identity crisis of secondary school students.
→ To found gender wise and locality wise identity crisis.
→ To determine strata wise mean difference of identity crisis among the secondary students.

4. Hypothesis
Researcher has assumed some hypothesis related to the present study; those are as follows:
- $H_{1}$: There exists no significant difference in Mean score among the different strata of selected samples in terms of self identity crisis.
- $H_{2}$: There exists no significant mean difference among the strata of the present study.
5. **Research Design**

Researchers have made a sequential design to conduct the present study; those fundamental logical sequences have been stated below.

**5.1 Problem of the study**

On the basis of local survey and reviewing the past study, researchers have selected a research problem. ‘A study on Self Identity Crisis of Secondary Students’.

**5.2 Data Identification**

Researchers have selected the secondary school students who are studying in the periphery of Dakshin Dinajpur District under the board WBBSE.

**5.3 Sampling and Sample Distribution**

By administering the randomisation sampling technique, the sample of the present study has been selected. Total four secondary schools (two from urban area and two from rural area) have been selected and getting 200 samples (50 male, 50 female, 50 urban and 50 rural students) for study.

**5.4 Tools Construction**

On the basis of predetermined 7 dimensions researchers have developed and standardized the Self Identity Crisis measuring scale; those dimensions are as follows:  

- a) Uncertainty of own role,  
- b) asking own self about what do to do or don’t to do?,  
- c) gender identity crisis,  
- d) expectancy confusion,  
- e) crisis to follow the axiological aspects of life,  
- f) individual role experimentation,  
- and g) unpunctuality for performing duties.

6. **Terms Defined**

Researchers have used some terms in the present study like Self Identity, Self Identity Crisis and Secondary students. Those terms have been defined to carry out the present study in following ways.

**6.1 Self Identity**

The term ‘Self’ of an individual basically represents the essence of human being or ‘I feeling’; those feeling are directed by the human spirit or human psyche. When one can specify or determine own identity or position or status, then that feeling is considered as ‘Self Identity’.

**6.2 Self Identity Crisis**

When one can’t to specify own role or identity, then the condition of such human being is considered as identity crisis. When an individual being unable to answer some questions like ‘Who am I?, What can I do?, What is my position in society and its constituent bodies?, What is my status in group – community and organization?, What is my goal of life?, What do I need?’ etc., then that man is identified as an owner of self identity crisis. So, the practical problems of ‘I’ ‘my’ and ‘me’ represent the crisis of self-identity.

**6.3 Secondary Students**

Students who are engaged to receive secondary education from the formal institution of the country are known as secondary school going students. Secondary education means, in India, the education for between V to X classes’ students.

7. **Analysis and Interpretation**

Descriptive statistics have been measured to know the tendency of individual score. Fundamental description of the distribution tendencies have been observed in the following table.
**Table 1: Descriptive Statistics of Self Identity Crisis**

<table>
<thead>
<tr>
<th>Strata</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>P_{25}</th>
<th>P_{75}</th>
<th>Min. Score</th>
<th>Max. Score</th>
<th>Mini. Score in Distri.</th>
<th>Max. Score in Distri.</th>
<th>Mini. Score in Scale</th>
<th>Max. Score in Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>RGSIC</td>
<td>50</td>
<td>55.70</td>
<td>5.25</td>
<td>51.25</td>
<td>59.00</td>
<td>44.00</td>
<td>66.00</td>
<td></td>
<td></td>
<td>30</td>
<td>90</td>
</tr>
<tr>
<td>RBSIC</td>
<td>50</td>
<td>57.62</td>
<td>6.11</td>
<td>54.00</td>
<td>61.00</td>
<td>43.00</td>
<td>72.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UGSIC</td>
<td>50</td>
<td>57.38</td>
<td>5.92</td>
<td>51.25</td>
<td>60.00</td>
<td>45.00</td>
<td>70.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UBSIC</td>
<td>50</td>
<td>55.62</td>
<td>4.66</td>
<td>52.00</td>
<td>58.00</td>
<td>48.00</td>
<td>66.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GIRLSSIC</td>
<td>100</td>
<td>56.54</td>
<td>5.63</td>
<td>52.00</td>
<td>60.00</td>
<td>44.00</td>
<td>70.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BOYSSIC</td>
<td>100</td>
<td>56.62</td>
<td>5.50</td>
<td>53.00</td>
<td>60.00</td>
<td>43.00</td>
<td>72.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RURALSIC</td>
<td>100</td>
<td>56.66</td>
<td>5.75</td>
<td>53.00</td>
<td>60.25</td>
<td>43.00</td>
<td>72.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>URBANSIC</td>
<td>100</td>
<td>56.50</td>
<td>5.37</td>
<td>52.00</td>
<td>59.00</td>
<td>45.00</td>
<td>70.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**RGSIC → Rural Girls Self Identity Crisis; RBSIC → Urban Girls Self Identity Crisis; UGSIC → Urban Girls Self Identity Crisis; UBSIC → Urban Boys Self Identity Crisis; GIRLSSIC → Girls Self Identity Crisis; BOYSSIC → Boys Self Identity Crisis; RURALSIC → Rural Self Identity Crisis; URBANSIC → Urban Self Identity Crisis.**

**Score 90** in the scale represents the extreme self-identity crisis in the school going students and **score 30** in the scale represents the nil identity crisis. From the above table, some facts have been specified and have indicated some areas of this study. In the all cases of predetermined strata mean score of the students in terms of self identity crisis are nearer to 55, 56 and 57 respectively which have been distance from nil point of self identity crisis measuring scale. Degrees of self identity crisis, considered by the researcher, are **nil point of identity crisis (score 30)**, **moderate point of identity crisis (score 60)** and **higher point of identity crisis (score 90)** respectively. In the all strata of self identity crisis, moderate identity crisis has been found. In the case of urban girls secondary students, slight low students’ self-identity crisis has been found; in the case of rural boys slight higher identity crisis has been found. Deviation of the individual score in the distribution has been found in static mode.

For testing the \( H_1 \) above table has been used. From the analysis of descriptive statistics, it is interpreted that the corresponding null hypothesis has been accepted. Because, the range of mean score is 2.24; it is very negligible in three point scale of measurement. This evidence is also presented graphically below with the help of histogram.

![Figure 1: Histogram of Mean score](image)

For testing the \( H_2 \), ‘t’ test has been administered to assess the mean difference between groups or in paired form with the help of software computational approach.
Table 2: Mean difference testing

<table>
<thead>
<tr>
<th>Pair</th>
<th>Paired Differences</th>
<th>Mean</th>
<th>SD</th>
<th>Std. Error Mean</th>
<th>95% Confidence Interval of the Difference</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Lower</td>
<td>Upper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 1</td>
<td>RGSIC - RBSIC</td>
<td>-1.92</td>
<td>7.51</td>
<td>1.06</td>
<td>-4.05</td>
<td>.21</td>
<td>49</td>
<td>.076</td>
</tr>
<tr>
<td>Pair 2</td>
<td>RGSIC - UGSIC</td>
<td>-1.68</td>
<td>7.82</td>
<td>1.11</td>
<td>-3.90</td>
<td>.54</td>
<td>49</td>
<td>.135</td>
</tr>
<tr>
<td>Pair 3</td>
<td>RGSIC - UBSIC</td>
<td>.08</td>
<td>7.83</td>
<td>1.11</td>
<td>-2.15</td>
<td>2.31</td>
<td>49</td>
<td>.943</td>
</tr>
<tr>
<td>Pair 4</td>
<td>RBSIC - UGSIC</td>
<td>.24</td>
<td>7.68</td>
<td>1.09</td>
<td>-1.94</td>
<td>2.42</td>
<td>49</td>
<td>.826</td>
</tr>
<tr>
<td>Pair 5</td>
<td>RBSIC - UBSIC</td>
<td>2.00</td>
<td>8.46</td>
<td>1.20</td>
<td>-.40</td>
<td>4.40</td>
<td>49</td>
<td>.101</td>
</tr>
<tr>
<td>Pair 6</td>
<td>UGSIC - UBSIC</td>
<td>1.76</td>
<td>8.44</td>
<td>1.19</td>
<td>-.64</td>
<td>4.16</td>
<td>49</td>
<td>.147</td>
</tr>
<tr>
<td>Pair 7</td>
<td>GIRLSSIC - BOYSSIC</td>
<td>-0.08</td>
<td>8.16</td>
<td>.82</td>
<td>-1.70</td>
<td>1.54</td>
<td>99</td>
<td>.922</td>
</tr>
<tr>
<td>Pair 8</td>
<td>RURALSIC - URBANSIC</td>
<td>.16</td>
<td>8.32</td>
<td>.83</td>
<td>-1.49</td>
<td>1.81</td>
<td>99</td>
<td>.848</td>
</tr>
</tbody>
</table>

In the all cases of mean difference between two strata, the insignificant difference has been found. Therefore corresponding null hypothesis has been accepted. So, it is interpreted that gender wise, locality wise and gender cum locality wise mean difference is insignificant.

8. Conclusion

At the end of the study, researcher has concluded that moderate level of self identity crisis among the secondary school students has been found. In the all cases of predetermine strata, same manner of result has been found. In terms of students’ self-identity crisis, strata wise mean difference has been found insignificant. So, gender, locality and gender cum locality are not the fundamental determinants to generate the self identity crisis among the students. There may have other influencing factors which are fundamentally responsible to create the identity crisis. Researcher has realized, after completing the study, that there may exist other influencing factors like parental influence for socialization and social communication as well as social interaction. This study has also proved the significance of the Erik Erikson’s theory of psychosocial development of the students. For balance personality development and development of the positive personality traits among the students through the proper controlling the identity crisis.

9. Limitation

Limited aspects of this study are as follows:

- Researcher has selected small size of sample (200) from Dakshin Dinajpur District only.
Study of self identity crisis with other associated factors is needed which is free from the present study.

Reference


About Author

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