Influence of Familial Characteristics on Identity Development of Adolescents

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ARTICLE INFORMATION	ABSTRACT
	Adolescence period is considered essential for a clear sense of self and identity development of adolescents. It is characterized by an emerging shifting relationship of adolescents with their parents and caregivers who play an important role in their identity development during this period. Objective of present study was to investigate the interlinkages between familial characteristics and identity development of adolescents. Differential and correlational research design was used to compare and study relationship between identity development of Pre University College (PUC) students and their familial characteristics. Survey method was employed for identification of total number of science coaching institutes for PUC-I and PUC-II students in each place respectively. The subjects were urban and rural PUC students in the age group of 16-18 years who were randomly selected from four science coaching institutes of Dharwad taluk and three science coaching institutes of Tanakpur taluk respectively. Sample selection included random selection of 10 to 15 per cent students from each class (PUC-I and PUC-II) which consisted of total 592 students out of which 312 students from Dharwad and 280 students from Tanakpur science coaching institutes. General information schedule was used to collect basic familial characteristics of the respondents. Socio-economic Status (SES) scale developed by Aggarwal et al. (2005) and Dimensions of Identity Development Scale developed by Luyckx et al. (2008) were used to assess the socio-economic status and identity development of adolescents. The collected data of quantitative research was analyzed by using F-test and modified χ^2 in SPSS package. In qualitative research, the interview was audio recorded and the observational notes were taken during the interview. Thereafter, audio-recorded interviews were transcribed for further analysis and case summaries were written. Peer debriefing method was used as a strategy for rigor. The results of the present study revealed thatfamily type significantly influenced the identity development of only rural PUC students of Tanakpur. Parent's education, Parents occupation and their socio-economic status had significant influence on identity development of Dharwad and Tanakpur PUC students. Students whose parents were working in private sector or were central/state employee had higher identity development than those whose parents were either farmers or self-employed.

Introduction
Adolescence is a transitional stage of development from childhood to adulthood or aperiod following the onset of puberty during which a young person develops from a child into an adult.According to World Health Organization (2012), adolescence includes a period of life between ten and nineteen years of age. Adolescence period is considered crucial for many aspects of self and identity development including commitments, personal goals and motivations (Becht and Deniz, 2016).Adolescents with a clear sense of self and identity or with synthesized identity tends to be better in identifying their

hidden potential and talent as well as in taking their own decisions independently without getting influenced by other people opinion which ultimately helps them to excel in every field such as academics, sports, dance, singing and various other co-curricular activities as such adolescents give their maximum input in their area of interest without getting diverted from their goals.

Adolescence period is also characterized by an emerging shifting relationship of adolescents with their parents and caregivers. Familial factors such as family type, parents' education, parents' occupation and their socio-economic status play an important role in determining identity development of adolescents.Effective parenting during this period can maximize adolescent's developmental trajectories, enhance their resilience capacity in the face of adversity and have long-lasting effects on a number of health and educational outcomes (Shenderovich *et al*., 2019). Thus, present study aimed at investigating the interlinkages between familial characteristics and identity development of adolescents.

Method:
Study area
The target population of the study was late adolescents (PUC-I and PUC-II students) in the age range of 16 to 18 years who were studying in different science coaching institutes of Dharwad (Karnataka) and Tanakpur (Uttarakhand). Survey method was employed for identification of total number of science coaching institutes of PUC-I and PUC-II students in each place respectively.

Sample determination
An overall 592 PUC-I and PUC-II students were selected randomly from science coaching institutes of both the places. Differential research design was used to compare difference in identity development of Pre University College (PUC) students by their family size, family type, parents education, parents occupation and socio-economic status. Correlation research design was employed to know the relationship between selected familial factors and identity development of students.

Tools
General information schedule was used to collect basic familial characteristics of the respondents like family type, family size, parents education, parents occupation and their socio-economic status. Socio-economic Status (SES) scale developed by Aggarwal *et al.* (2005) and Dimensions of Identity Development Scale developed by Luyckx *et al*. (2008) were used to assessthe socio-economic status and identity development of adolescents. SES scale consisted of 22 statements pertaining to education, occupation and social-status of the family. Socio-Economic Status (SES) was classified under six categories based on different range of scores viz., upper high (> 76), high (61-75), upper middle (46-60), lower middle (31-45), poor (16-30) and very poor (< 15). Dimensions of Identity Development Scale consisted of five dimensions of identity *i.e*., Commitment making, Exploration in breadth, Ruminative exploration, Identification with commitment and Exploration in depth and each dimension contains five items. An overall, 25 items were rated on 5-point Likert scale under strongly disagree, disagree, neither disagree/ neither agree, agree and strongly agree categories with a scoring pattern of 1, 2, 3, 4 and 5. Scores for overall identity development were categorized into low (25- 58), average (59-92) and high level (93-125) respectively.

Procedure of data collection:
Quantitative research
Survey was conducted to identify PUC science coaching institutes in Dharwad (Karnataka) and Tanakpur (Uttarakhand). An overall, 18 coaching institutes from Dharwad and 12 from Tanakpur were identified. Out of total, 4 coaching institutes (22%) from Dharwad and3 coaching institutes (25 %) from Tanakpur were randomly selected. Thereafter, heads of each selected coaching institutes were contacted and permission was taken for data collection. A class wise list of number of coaching students studying in the selected coaching institutes in PUC-I and PUC-II was made. Rural sample comprised of such PUC students who had completed their education till Class-10th in their villageand had joined for PUC-I and PUC-II coaching in an urban area of Dharwad and Tanakpur. With the help of teacher from each class, 10 to 15 per cent of students were randomly selected from each class.It included 156 students each from PUC-I and PUC-II of science coaching institutes from Dharwad and 150 PUC-I and 130 PUC-II students from Tanakpur science coaching institutes respectively.Thus, an overall sample comprised of 592 students. Before start, students informed consent to participate in the study was obtained. The teacher of each class was requested to spare time in class for administering the tools to the students. Students were provided instructions for filling up the questionnaires followed by clarifications of their doubts. After students had completed filling the entire questionnaires, researcher checked the questionnaires submitted by them and asked them to give the responses of any unanswered questions.

Qualitative research
It was collected by conducting in-depth interviews of six PUC students of Tanakpur and five PUC students of Dharwad after completion of their coaching class. The interviews were conducted in a comfortable place where, the participants could speak

up and narrate the issues related to their identity development without any hesitation. General open-ended questions that were asked during interview are as follows:

1. How do you perceive yourself as an individual?
2. How far your identity has played an important role in your life?
3. Can you narrate some of the factors (life-events and experiences) which have its influence on your identity?

The interviews were conducted in English. Before conducting an interview, each of the participants was briefed about the study and their informed consent was taken before audio taping their interviews. The participants were ensured about the confidentiality that would be maintained regarding their identity and each of them were provided an ID number so, that they could share and narrate all their personal issues without much hesitation. The interview began with the introduction of the participant followed by general open-ended questions related to their identity and later, the interview followed varied directions depending on the narration of the participants. The researcher stayed focused by not interrupting too much in the interview and by being non-judgemental.

Data analysis

The collected data of quantitative research was analyzed by using F-test and modified χ^2 in SPSS package. In qualitative research, the interview was audio recorded and the observational notes were taken during the interview, which included all the minute details narrated by the participants. The duration of the interview ranged from half an hour to 1 hour depending on the expressive nature of participants. Thereafter, audio-recorded interviews were transcribed for further analysis and thereafter, case summaries were written. Peer debriefing method was used as a strategy for rigor where, peers of researcher who were also conducting research in other areas constituted Peer Debriefing and Support (PDS) group. Their valuable suggestions were incorporated and feedbacks were taken as and when required.

Results and Discussion

Table 1: Relationship and comparison between family type and identity development of PUC students   N=592

Locality	Family Type	Identity development				χ^2	Mean $\pm$ SD	t-value
		Low	Average	High	Total			
Dharwad (N = 312)								
Urban (n=160)	**Nuclear**	3 (2.48)	70 (57.85)	48 (39.67)	121 (100)	3.88 N.S.	91.39 $\pm$ 19.92	0.50 N.S.
	Joint	2 (5.13)	28 (71.79)	9 (23.08)	3 (100)		93.03 $\pm$ 15.20	
Rural (n=152)	**Nuclear**	64 (52.89)	47 (38.84)	10 (8.26)	121 (100)	0.97 N.S.	90.97 $\pm$ 18.12	1.46 N.S.
	Joint	15 (48.39)	9 (29.03)	7 (22.58)	31 (100)		92.70 $\pm$ 16.25	
Tanakpur (N = 280)								
Urban (n=150)	**Nuclear**	5 (4.76)	27 (25.72)	73 (69.52)	105 (100)	0.99 N.S.	85.97 $\pm$ 15.17	0.27 N.S.
	Joint	-	11 (24.44)	34 (75.56)	45 (100)		89.80 $\pm$ 14.00	
Rural (n=130)	**Nuclear**	9 (8.41)	43 (40.19)	55 (51.40)	107 (100)	6.16*	91.39 $\pm$ 19.92	0.50 N.S.
	Joint	5 (21.74)	4 (17.39)	14 (60.87)	23 (100)		93.03 $\pm$ 15.20	

*Figures in parenthesis indicate percentage. N.S. - Non-significant, *Significant at 0.05 level.*

Results presented in Table1 clearly highlight a significant association between family type and identity development of rural PUC students from Tanakpur ($\chi^2 = 6.16$, $p \leq 0.01$) where, majority of students from both nuclear (51.40 %) and joint family (60.87 %) had high level of identity development.In all the above cases, joint family had its major influence on the identity development of students.It can be supported from an excerpt of a case (C6) who belonged to nuclear family and stated that, *'I feel that I am subsided and broken when they [my parents] punish me, I get anger when they shout at me. They don't understand changes; they should know that everything is changing, so we cannot follow them at every step; we cannot do the same things which they did.'*Lack of support shown by her parents made her less-focused and less deterministic towards her career and she started to involve herself more in bad activities like teasing, abusing, making fun of others and sometimes even drinking and smoking with her friends in absence of her parents. Cases C1 and C7 from joint family stated that,

C1: He was the only son of his family and as such, his parents and his other family members had lot of expectations from him. He described his parents as a major role model whole throughout his life and narrated as: "*If I hadn't had my parents, I probably would have been a completely different person.*"

C7 stated that his relationships and interactions with other people. He was more outgoing, who spoke frankly with everyone and had a huge gang of friends. He also gave equal importance to his parents for his identity development who always act as a source of all-time encouragement and motivation for him whenever he feels hopeless and less enthusiastic in carrying out his work.

Table 2. Influence of father's education on identity development of PUC students **N=312**

Locality	Father's Education	Identity development				χ^2	r-value	Mean $\pm$ SD	F-value
		Low	Average	High	Total				
				Dharwad (N = 312)					
Urban (n=160)	10th passed	3(9.68)	21(67.74)	7(22.58)	31(100)	11.65 N.S.	0.13 N.S.	80.00 $\pm$40.45	10.74**
	Graduate	1(1.20)	55(66.27)	27(32.53)	83(100)			89.02 $\pm$12.60	
	Post graduate	1(2.17)	22(47.83)	23(50)	46(100)			94.57 $\pm$14.52	
Rural (n=152)	Primary passed	15(65.22)	6(26.08)	2(8.70)	23(100)	10.96 N.S.	0.10 N.S.	84.5 $\pm$ 18.48	8.26*
	10th passed	54(63.53)	27(31.76)	4(4.71)	85(100)			92.09 $\pm$16.13	
	Graduate	10(22.73)	23(52.27)	11(25)	44(100)			96.76 $\pm$ 15.16	
				Tanakpur (N = 280)					
Urban (n=150)	10th passed	1(2.27)	11(25)	32(72.73)	44(100)	9.77*	0.08*	97.77 $\pm$ 13.78	5.72*
	Graduate	4(6.06)	22(33.33)	40(60.61)	66(100)			93.83 $\pm$ 18.06	
	Post-graduate	-	5(12.5)	35(87.5)	40(100)			104.26 $\pm$11.80	
Rural (n=130)	Primary passed	5(17.86)	12(42.86)	11(39.29)	28(100)		0.11 N.S.	84.94 $\pm$20.17	3.96*
	10th passed	3(4.05)	26(35.14)	45(60.81)	74(100)			95.01 $\pm$13.27	
	Graduate	6(21.43)	9 (32.14)	13(46.43)	28(100)	10.66 N.S.		93.85 $\pm$17.08	

*Figures in parenthesis indicate percentage. N.S. - Non-significant, *Significant at 0.05 level and **Significant at 0.01 level.*

Table 3. Influence of mother's education on identity development of PUC students **N=312**

Locality	Mother's Education	Identity development				χ^2	r-value	Mean $\pm$ SD	F-value
		Low	Average	High	Total				
				Dharwad (N = 312)					
Urban (160)	Primary passed	4 (10.53)	29 (76.32)	5 (13.16)	38 (100)	25.88**	0.30**	83.90 $\pm$15.56	9.97*
	10th passed	0 (0)	25 (86.21)	4 (13.79)	29 (100)			82.52 $\pm$12.82	
	Graduate	1 (1.08)	44 (47.31)	48 (51.61)	93 (100)			92.98 $\pm$12.93	
Rural (n =152)	Primary passed	3 (14.29)	14 (66.67)	4 (19.04)	21 (100)	23.37**	0.33**	79.05 $\pm$ 16.40	14.58*
	10th passed	1 (2.04)	10 (20.41)	38 (77.55)	49 (100)			99.90 $\pm$ 14.61	
	Graduate	1 (2)	10 (20)	39 (78)	50 (100)			101.04 $\pm$ 14.78	
	Post graduate	-	4 (13.33)	26 (86.67)	30 (100)			101.98 $\pm$9.34	
				Tanakpur (N = 280)					
Urban (n = 150)	Primary passed	3 (14.29)	14 (66.67)	4 (19.04)	21 (100)			79.05 $\pm$ 16.40	14.58*

Locality	Education	Low	Average	High	Total	χ²	χ²	Mean ±SD	F-value
	10th passed	1 (2.04)	10 (20.41)	38 (77.55)	49 (100)	23.37**	0.33**	99.90 ± 14.61	
	Graduate	1 (2)	10 (20)	39 (78)	50 (100)			101.04 ± 14.78	
	Post graduate	-	4 (13.33)	26 (86.67)	30 (100)			101.98 ± 9.34	
Rural (n = 130)	Primary passed	6 (12)	37 (74)	7 (14)	50 (100)			79.06 ±15.06	
	10th passed	5 (7.94)	9 (14.29)	49 (77.78)	63 (100)		0.51**	99.79 ±10.89	37.52*
	Graduate	3 (17.65)	1 (5.88)	13 (76.47)	17 (100)	36.66**		96.88 ±13.23	

*Figures in parenthesis indicate percentage. N.S. - Non-significant, *Significant at 0.05 level and **Significant at 0.01 level.*

Parents education had significant influence on identity development of Dharwad and Tanakpur PUC students where, higher percentage of students from both urban and rural area whose parents were post-graduate and graduate had higher identity development than their counterparts whose parents were less educated (Table 2 and Table 3). It may be because parents with high education provided a secure base and attachment to their children which enabled students to make authentic commitments and thus, resolved the situation of identity crises. Results are on par with the findings of Celen and Kushdil (2009) who reported that as the level of parents education decreases their occurs decrease in identity development of adolescents. However, father's education level had no influence on identity development of Dharwad PUC students of both urban and rural areas as well as on rural students of Tanakpur which may be attributed to adolescents stubborn behaviour towards their parents that did not allow parents to forcefully impose certain factors in their children for their overall identity development. Dunkel *et al.* (2008) and Piotrowski (2013) also highlighted no significant relationship between identity and parents level of education.

Table 4. Influence of fathers occupation on identity development of PUC students. **N = 592**

Locality	Fathers occupation	Identity development				χ²	Mean ±SD	F-value
		Low	Average	High	Total			
		Dharwad (N = 312)						
Urban (n = 160)	**Businessman**	2 (11.76)	11 (64.71)	4 (23.53)	17 (100)		76.47 ±13.70	
	Private sector employee	1 (2.22)	31 (68.89)	13 (28.89)	45 (100)	7.29[N.S.]	86.29 ±12.18	10.95**
	Central/ state government employee	2 (2.04)	56 (57.14)	40 (40.82)	98 (100)		92.21 ±14.06	
Rural (n = 152)	**Self-employed (income > Rs. 5,000)**	18 (62.07)	9 (31.03)	2 (6.90)	29 (100)		93.89 ±16.94	
	Businessman	49 (60.49)	30 (37.04)	2 (2.47)	81 (100)	14.95[N.S.]	89.58 ±16.58	6.05*
	Private sector employee	12 (28.57)	17 (40.48)	13 (30.95)	42 (100)		95.16 ±15.98	
		Tanakpur (N = 280)						
Urban (n = 150)	**Businessman**	1 (8.33)	4 (33.34)	8 (61.54)	13 (100)		71.62 ± 13.96	
	Private sector employee	1 (2.08)	14 (29.17)	33 (68.75)	48 (100)	2.83[N.S.]	93.39 ±18.90	6.17*
	Central/ state government employee	3 (3.37)	20 (22.47)	66 (74.16)	89 (100)		90.30 ± 21.23	
Rural (n = 130)	**Self-employed (income > Rs. 5,000)**	4 (19.05)	10 (47.62)	7 (33.33)	21 (100)		89.82 ±19.22	
	Businessman	4 (5.97)	23 (34.33)	40 (59.70)	67 (100)	8.94[N.S.]	93.39 ±14.64	1.03[N.S.]
	Private sector employee	6 (14.29)	14 (33.33)	22 (52.38)	42 (100)		90.03 ±18.31	

*Figures in parenthesis indicate percentage.N.S.- Non-significant, *Significant at 0.05 level, ** Significant at 0.01 level.*

Table 5. Influence of mothers occupation on identity development of urban and rural PUC students. **N = 592**

Locality	Mothers Occupation	Identity development				Modified χ^2	Mean $\pm$ SD	F-value
		Low	Average	High	Total			
			Dharwad (N = 312)					
Urban (160)	Self-employed (income < Rs. 5,000).	2 (10.53)	9 (47.37)	8 (42.10)	19 (100)		84.63 $\pm$ 22.38	
	Self-employed (income > Rs. 5000).	2 (3.63)	41 (74.55)	12 (21.82)	55 (100)		87.53 $\pm$12.63	
	Business/ farming	1 (3.70)	20 (74.07)	6 (22.23)	27 (100)	24.30*	84.33 $\pm$ 15.32	3.48 N.S.
	Private sector employee	-	18 (60)	12 (40)	30 (100)		91.01 $\pm$11.15	
	Central/ state government employee	-	10 (34.48)	19 (65.52)	29 (100)		96.21 $\pm$ 9.76	
Rural (152)	Self-employed (income < Rs. 5,000).	21 (46.67)	18 (40)	6 (13.33)	45 (100)		89.43 $\pm$ 18.22	
	Self-employed (income > Rs. 5000).	18 (64.29)	9 (32.14)	1 (3.57)	28 (100)		97.54 $\pm$ 12.55	
	Business/ farming	35 (54.69)	20 (31.25)	9 (14.06)	64 (100)	16.19*	89.75 $\pm$ 17.35	3.72*
	Private sector employee	5 (33.33)	9 (60)	1 (6.67)	15 (100)		101.73 $\pm$ 5.65	
			Tanakpur (N = 280)					
Urban (150)	Self-employed (income > Rs. 5000)	3 (7.31)	14 (34.15)	24 (58.54)	41 (100)		92.05 $\pm$18.70	
	Business/ farming	2 (5.13)	14 (35.89)	23 (58.97)	39 (100)		97.15 $\pm$ 16.22	
	Private sector employee	-	6 (24)	19 (76)	25 (100)	21.57*	100.16 $\pm$ 17.67	3.30*
	Central/ state government employee	-	4 (8.89)	41 (91.11)	45 (100)		102.19 $\pm$ 9.13	
Rural (130)	Self-employed (income < Rs. 5000).	5 (27.78)	7 (38.89)	6 (33.33)	18 (100)		86.50 $\pm$ 17.00	
	Self-employed (income > Rs. 5,000).	2 (4)	15 (30)	33 (66)	50 (100)		96.22 $\pm$ 14.89	
	Business/ farming	5 (11.90)	23 (54.76)	14 (33.33)	42 (100)	25.79*	84.29 $\pm$ 16.57	7.05*
	Private sector employee	2 (10)	2 (10)	16 (80)	20 (100)		98.95 $\pm$ 10.06	

*Figures in parenthesis indicate percentage. *Significant at 0.05 level, N.S. - Non-significant.*

Results presented in Table 4 illustrates a significant mean difference between identity development and father's occupation of urban and rural PUC students from Dharwad and PUC students from urban area of Tanakpur where, Dharwad and Tanakpur PUC students from rural and urban area whose father's had private job scored significantly higher mean value (95.16 and 93.39) in identity development while, in case of urban PUC students from Dharwad, such students whose fathers were central/state government employee scored higher in identity development (92.21). However, no significant association between father's occupation and identity development of PUC students from Dharwad and Tanakpur. Further, results presented in Table 5 clearly illustrates that mother's occupation was significantly associated with identity development of PUC students from Dharwad and Tanakpur where, it was found that students whose mother's were central/state government employee in urban area and private sector employee in rural area showed higher level of identity development. Significant mean difference in identity development of Dharwad and Tanakpur PUC students was also observed where, urban and rural Tanakpur PUC students as well as rural PUC students from Dharwad whose mothers were central/state employee showed higher level of identity development with mean score of 102.19, 98.95 and 101.73 respectively. It might be because students whose parents had higher occupational status would have inspired their children for good career positions and they might have got more ample opportunities to explore their identity to the maximum. So, greater commitment and enhancement of their overall identity development than those students whose parents were having small occupation.

Table 6. Influence of SES on identity development of urban and rural Dharwad PUC students. **N =312**

Locality	Socio-economic status	Identity development				χ²	r-value	Mean ± SD	t-value
		Low	Average	High	Total				
				Dharwad (N = 312)					
Urban (160)	Middle	5 (5.56)	63 (70)	22 (24.44)	90 (100)	13.68 *	0.45*	83.41 ± 13.94	6.04*
	High	-	35 (50)	35 (50)	70 (100)			95.89 ± 11.59	
Rural (152)	Lower Middle	49 (69.01)	20 (28.17)	2 (2.82)	71 (100)	14.20*	0.22*	86.69 ± 19.50	8.89*
	Upper Middle	30 (37.04)	36 (44.44)	15 (18.52)	81 (100)			99.80 ± 15.46	
				Tanakpur (N = 280)					
Urban (150)	Upper Middle	3 (3.95)	29 (38.16)	44 (57.89)	76 (100)		0.34**	92.53 ± 15.33	6.28*
	High	2 (2.70)	9 (12.16)	63 (85.14)	74 (100)	14.90*		102.43 ± 15.13	
Rural (130)	Lower Middle	26 (46.43)	25 (44.64)	5 (8.93)	56 (100)	20.4*		89.50 ± 16.42	10.54*
	Upper Middle	43 (58.11)	19 (25.68)	12 (16.21)	74 (100)		0.32**	94.17 ± 11.85	

*Figures in parenthesis indicate percentage. *Significant at 0.05 level, ** Significant at 0.01 level.*

Results presented in Table 6 depict a significant association and relationship between socio-economic status and identity development of Dharwad and Tanakpur PUC students of both urban and rural localities. Majority of urban Dharwad and Tanakpur PUC students from upper middle socio-economic status (70% and 57.89%) andhigh socio-economic status (50 % and 85.14 %) had average and high level of identity development. Among rural PUC students, majority of Dharwad and Tanakpur PUC students from lower middle socio-economic status were in low level of identity development (69.01 % and 46.43 %) while, majority from upper-middle socio-economic status (44.44 % and 58.11 %) were in average and low level of identity development respectively. A significant difference in identity development of students was observed at 0.05 level of significance where, students from upper middle socio-economic status in rural area of Dharwad (M = 99.80) and Tanakpur (M = 94.17) and those from high socio-economic status in urban area of Dharwad (M = 95.89) and Tanakpur (M = 102.43) scored higher in identity development. Present findings get support from identity control theory given by Kerpelman (1997) which states that identitydevelopment among low-socio-economic status adolescents gets limited due to less self-relevant information as well as opportunities and higher exposure to stressors and negative life-events which may result in premature cessation of identity exploration and thus, formation of negative identity among students from low socio economic status.Ghorbani *et al.* (2012) indicated that identity crisis in adolescents was negatively related to their socio-economic status that is, higher socio-economic status was linked with less identity crisis. Lindsay *et al*. (2012)revealed that adolescents from low socio-economic status had higher level of diffuse-avoidant identity style than mid-high socio-economic adolescents.

Conclusion
Overall, it can be concluded from the above findings that family type, parents education, parents occupation and their socio-economic status had significant influence on the identity development of PUC students from urban and rural locality of Dharwad and Tanakpur respectively.

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