

The Identity of the Adolescent Ego from a Psychosocial Perspective

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Abstract:

The ego identity expresses the individual's privacy, distinction, and internal sense of self and continuity. Erikson says that one of the most important stages of socio-psychological development is the identity crisis. The interplay between the dimensions of exploration and commitment is the first step in the formation of the ego identity. A number of factors impact the process, chief among them being socialisation and the resolution of prior developmental crises. The ideological and the social are the two primary manifestations of the ego identity. Marchia developed this approach by grouping identities into four statuses based on two criteria: exploration and commitment: (1) identity achievement; (2) moratorium; (3) foreclosure, and finally (4) diffusion. The latter is characterised by a clear absence of identity and the adoption of a negative identity that shows a rebellion against societal values and standards. These approaches allow us to adopt a conceptual framework that may be used as a reference in psychological research on how adolescents build their identities. In addition to providing a theoretical foundation for creating educational and psychological support programs, this framework also helps to direct therapeutic interventions for people who have negative identities.

Keywords: Adolescent, Ego, Identity, Maturity.

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1 – Introduction

A man must undergo a continuous set of developmental changes before he reaches full maturity. The term "growth" refers to the transformations that occur on the levels of a person's physical, mental, emotional, social, and moral development as they approach adulthood.

Childhood ends when adulthood is attained, where one's potential continues to grow. The next stage is adolescence, which, as Erikson puts it, is vital because it is where childhood dependency ends and adult independence begins. The primary concern during the stage of psychological and social growth is the identity crisis, which has been labelled as the critical turning point as well as the determining aspect of whether one's growth is to lead to one path or many.

In order to gain a deeper understanding of the nature and characteristics of this stage, the following questions can be answered, as well as how it helps to organise its resources, find its identity, and promote distinction and uniqueness:

- What does the adolescent's ego look like from a psychological standpoint?
- How does the ego establish its identity, and what are the phases and expressions of this process?

1. Objectives of the study:

The current study aims to:

- Examine the theoretical underpinnings of the concept of adolescent's ego identity, in the context of socio-psychosocial development.
- Review Erikson's theory of psychological development's conceptual framework of, emphasising the identity crisis as a central stage during adolescence.
- Explain contemporary conceptions of the classification of identity statuses using James Marchia model, which is regarded as an expansion and practical implementation of Erikson's theory.
- Investigate the psychological and social factors that influence identity formation, especially the role of socialisation and the resolution of prior developmental crises.
- Provide an analytical comparison between the levels of identity (Achievement, moratorium, foreclosure, diffusion) in terms of psychological development, maturity level and social integration.

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2. Significance of the study:

This study is of particular significance as it:

- Offers theoretical foundation of the concept of ego identity within a psychosocial approach, which helps to a deeper understanding of the adolescent growth needs.
- Sheds light on the complementary dimension between the subjective and social factors in the formation of the adolescent identity, which enhances the theoretical discussion in the field of developmental psychology.
- Provides a conceptual framework of a reference for applied psychology research on identity, particularly in different educational and cultural contexts.
- Offers a theoretical framework for developing psychological support programs for adolescents, and directing educational and therapeutic interventions based on the distinctions between identity types.
- Helps close the theoretical gap in Arabic literature related to the concepts of ego identity and psychosocial development, by using foreign theoretical models in local or public analytical contexts.

3. Definition of Identity:

Identity is defined in various ways depending on linguistic, philosophical, and psychological viewpoints. Sociologists have also been interested in defining this idea. Despite the psychological similarities across the themes, each one's presentation of the material varies.

3.1 Linguistic Definition:

According to Muhammad Ibrahim, "identity" is a Latin word meaning "the same thing" or "symmetry," that is, the thing that is as it is and hence different from everything else that might be.

The verb "Huwa" in Arabic means "to fall from above," or "the bottom well," according to Ali (2005, 23). Identity, according to Al-Farabi, is "his kind," "his unity," "his diagnosis," "his privacy," and "his individual existence." This definition is similar to the definition found in the philosophical lexicon, which states that identity "is the reality of the thing in terms of distinguishing it from others and is also called the unity of the thing."

3.2 Terminological Definition:

Identity is "the essence of a thing," that is, its essence that conveys its truth and gives it its own character that sets it apart from others, without anyone sharing it, according to Ali (2005).

It was further described by Alex Micchelli as: "an integrated composition of physical and psychological elements, which gives the individual distinction from others, and enhances his awareness of his self-unity"

Identity, according to Abdel Rahman (1998), is "the degree to which the individual achieves self-awareness, distinction, and autonomy, which makes him feel that he is a separate and distinct entity from others." Along with a dedication to the principles and values of its civilisation and culture, it also embraces symmetry, continuity, and inner integration.

The four primary components of identity, according to Erikson, are individuality, complementarity, symmetry, continuity, and social cohesiveness. He described each of these features in detail. He also described the nature of ego identification as "the individual's perception of the existence of self-symmetry and continuity in the pattern of personal individuality, as well as in the complementary ways of the ego." According to others who are influential individuals in the person's social surroundings, this pattern shows a shift in the symmetry and continuity of personal meaning (Abdel Rahman, 1998).

The two ideas offered by Erikson and Kroger were combined in Al-Ghamdi's (2000) definition of ego identity, which reads as follows: "an internal psychological state that includes the individual's sense of individuality, internal symmetry, continuity, as well as his sense of self-unity." The way that his past is connected to his present and future is an embodiment of this. A sense of social cohesiveness that is connected to social values and the sense of social support that results from this connection are also included.

4. Types of Identity:

4.1 Personal Identity:

It refers to how people regard themselves as self-sufficient. This encompasses particular traits like aptitude, skill, talent, and competence. (Al-Dakhil, 2005).

4.2 Social Identity:

The term describes aspects of our self-concept that originate from our perceptions and emotions regarding our affiliation with the groups we belong to. The conscience is moved from "I" to "we" by social identity, which broadens the self to encompass other people in society. (Abdel Rahman, Mohamed El-Sayed, 2004).

Social identity refers to the aspect of a person's self-concept that stems from his awareness of his affiliation with various social groups and the significance and worth of this affiliation. Al-Dakhil (2005).

Four sub-areas comprise social identity, which is intimately related to an individual's decisions regarding relationships and social activities: friendship, sexual role, spending style, and interaction with the other sex. Making good friends is a crucial part of social growth and is regarded as a significant sign of mental health and adjustment.

One significant factor that affects how the social ego identity is formed is the idea of sexual role. Because there are large differences between people and cultures in determining the behaviours of this role, such as attire, type of work, and age of marriage, the concept of masculinity and femininity extends beyond biological differences to include cultural expectations related to the role.

Gender-related behaviours are heavily influenced by cultural norms and beliefs, which are often learnt throughout childhood. Some people could struggle to understand or accept their sexual roles, which can cause tensions and conflicts with society's dominant cultural norms. A lack of clarity in gender identity, which is most noticeable throughout adolescence, may result from these tensions. Young teenagers at this point are perplexed by enquiries concerning their sexual preferences and distinctions, as well as the disparities in responses and desires between the sexes. (Asiri, 2003)

4.3 Ideological Identity:

According to Asiri (2003), an individual's decisions in a number of important aspects of his life are linked to his ideological identity, which is divided into four main sub-domains: political, religious, professional, and lifestyle. One of the primary factors influencing an individual's personality is their religious beliefs, which are one of the fundamental axes that are more logically re-examined during adolescence. At this point, the person starts talking about the concepts and values he has already been taught, which makes religious beliefs a significant indicator of the overall ideological framework that goes along with identity formation and shows the depth and scope of intellectual inquiry in this area.

Another important aspect of a well-developed or emerging ideological identity is career choice. As the profession reflects the aspiration of the young person to attain his autonomy and become an active member of society, away from dependence on

his family, Adler noted that it is one of the most prominent fields for achieving psychological balance or falling into disorder.

5. The Concept of Identity Crisis:

Maier imagines that the identity crisis is a state of being unable to make judgements about the future or pursue more education, as noted by Morsy (2002). A feeling of alienation, worthlessness, and purposelessness are all part of this crisis, as is the incapacity to make the best job decisions, which can result in personality disorders and the search for a negative identity. When a teenager starts looking for new sources of accomplishment, meaning, and self-worth, they are experiencing an identity crisis. Emotional inconsistencies between the son and his parents, particularly his worry that his wishes will melt and blend with theirs, are what set off this crisis.

Boul Gudiman thinks that the adolescent's sense of disorientation in a culture that does not provide him the chance to understand himself or feel his social value is a symbol of identity crisis. He makes the point that contemporary culture not only denies young people meaningful positions in life, but also deprives them of role models.

Identity crises, according to Erikson, are essential turning points and defining moments that establish whether a person's development will follow one or multiple paths. They also help people organise their resources, rediscover who they are, and foster individuality and differentiation.

According to Abdel Rahman (1998), an identity crisis is a period of ambiguity in which a teenager lacks a clear understanding of who he is in the present and a realistic expectation of his future.

6. Identity Theories:

6.1 Erikson's Theory:

According to Asiri (2003), "Erikson studied identity as the fifth stage of psychological development, which corresponds to adolescence. Erikson also defined the stages of growth and examined the characteristics of identity polarisation. He listed the stages as follows :

6.1.1 Stages of Psychosocial Development:

Erikson's theory of psychosocial development is an extension of Freud's theory of psychosexual development, although Erikson emphasised ego growth and

efficacy, emphasising the role of social, biological, and psychological factors in growth.

Erikson split the human life cycle into eight stages, each starting with a psychosocial crisis. The ego solves the crisis through new activities, reinforcing it and preparing it to handle the demands of life. The employment of the word crisis in the context indicates an approaching demand to be fulfilled and achieved, and not an insurmountable barrier. The crisis is rectified by growth and becoming effective, which is favorable, and the continuation of growth and the reinforcement of the ego to become effectual, or by the failure in growth and the inability of the ego to become anticipated effectuality, which is undesirable, and therefore results in psychological and behavioral disorders such as lack of confidence in the first stage, shyness and doubt in the second stage, etc. in the subsequent stages: (Assiri, 2003, 11).

6.1.1.1 Stage of Trust vs Mistrust:

This stage represents the first year of a child's life, and solving the crisis of confidence is the basic requirement for growth at this stage. It represents the initial seed of a sense of ego identity. Gaining confidence depends on the quality of the relationship with his mother, as her satisfactory response to his needs reinforces his sense of confidence in himself and the world. If the child is physically comfortable and safe, he will gain confidence and embrace new experiences. Conversely, if his needs are not met properly, a sense of doubt and fear of the future will develop.

6.1.1.2 The Stage of Autonomy vs Shame and Doubt:

This stage starts from the middle of the second year and continues until the third year. During it, the child begins to feel autonomous, expresses himself freely, and shows an inner motivation to prove his will. He tries to feed himself, walks, walks around, opens and closes things, and begins to adjust the excretory process.

The resolution of the crisis at this stage is affected by the quality of the relationship with the mother, where encouragement and moral support for her help the child achieve his autonomy, which contributes to the successful resolution of the crisis. In the absence of such encouragement, the child may experience feelings of shame and doubt and may return to earlier stages.

6.1.1.3 Initiative vs Guilt Stage:

This stage continues during the fourth and fifth years of a child's life. In this period, the child begins to express his autonomy through actions, seeks to imitate adults and participate in activities. But the crisis lies in how the child chooses his

goals and initiatives without excessive parental intervention. If the child is encouraged to continue with the initiative, it leads to a sense of initiative and the ego acquires a new effectiveness in setting goals. If this initiative is hindered, the child will feel guilty as a result of the restrictions imposed by the environment.

6.1.1.4 Industry vs Inferiority Stage

This stage begins at the age of six and extends to about eleven. At this stage, the child seeks a sense of diligence, achievement and accomplishment (industry). The child begins to realize his need for a niche among peers and begins to make an effort to achieve accomplishments. This stage is affected by the social circumstances surrounding the child, such as family, school and friends, and the extent to which the environment encourages him to feel his abilities. If the crisis is successfully addressed, the child gains a sense of ability and superiority. If the conditions are unsupportive, the child may feel inferior and fail.

6.1.1.5 Identity vs Confusion Stage

This stage extends into adolescence, where the teenager begins to face the challenges of the adult world, such as choosing a profession and life partner, and pressing questions are asked such as: "Who am I?" and "What is my role in society?". These questions coincide with the physical and psychological changes that accompany this stage, leading to what is known as the crisis between identity and role disorder. This crisis can be solved if the adolescent manages to define his role in society and realize his sense of identity. If this fails, he may suffer from identity fragmentation.

6.2 Evaluation of Erikson's Theory

6.2.1 Sources of Theory Strength:

Suhair (2003) described Erikson as an innovative vision of the two critical stages of development, adolescence and adulthood, presenting a new image that traditional psychoanalytic theory is not familiar with. He focused heavily on the psychosocial aspect, which added a distinctive dimension to the understanding of human development. Among the powerful sources that characterize Eriksson's theory are:

- **The Concept of Psychosocial Development:** Erikson introduced an integrated concept of psychosocial development, which was based on the interrelationship between individuals and their social environment to understand how identity and personality evolve through different stages.
- **Innovative Concepts:** Concepts such as "ego power", "psychological history", "identity and its crisis", and "life cycle" were innovations introduced

by Ericsson. These concepts have contributed to the expansion of the academic horizon and promoted studies in the fields of psychology and social development.

- **Focus on Identity:** Emphasis on Identity: Erickson's theory puts greater emphasis on the nature of identity during stages of life, and it emerged as one of the most notable theories on the understanding of how the individual is developed and achieves his identity through the stages of life. Identification of crises: Erickson's theory handled the social and psychological crises one faces at different stages of life, which also made it easier to understand the problems one faces during adolescence and adulthood as well.

6.2.2 Sources of Weakness of the Theory:

Suhair (2003) believes that the theory of Erikson is one of the oldest and most important theories developed in the field of psychology, but some criticisms face it:

- **Excessive Simplification of the Growth Stage:**
One of the most prominent weaknesses facing the theory of Erikson is linking each crisis to a specific age stage. This determination may be considered an oversimplification of the complex and multidimensional growth process. Psychosocial crises can appear at any time in a person's life, not just at the age stages defined by Erikson
- **Time Framing of the Stage:**
Not all crises a child is going through may be directly related to his age or specific social situations. Psychological problems and conflicts may overlap and appear later in life, making linking them to a certain age stage inaccurate in some cases.
- **Reliance on the Evolution of Growth in Western Cultural Contexts:**
Erikson's theory may be influenced mainly by the Western cultural context, which may make its application in different cultures controversial. Some concepts associated with the stages of identity may require adaptation to cultures that differ in the concept of growth and identity.
- **Minimizing the Impact of Environmental Factors:**
Sometimes, Erikson's theory may focus more on internal (psychological and social) aspects than on environmental and genetic factors that can significantly influence the formation of the individual's identity.

7. How the Ego Identity is Formed (According to Erikson's theory):

Asiri (2003) expressed that the formation of identity is one of the most prominent stages of psychosocial development in Erikson's theory, especially in adolescence. It is seen as a growth crisis and a critical challenge in shaping the individual's identity. Some of the key assumptions of Erikson's theory about the formation of ego identity are summarized as follows:

- **Identity as a Growth Crisis in Adolescence:**

Erikson points out that identity formation is the main growth crisis in adolescence. However, this process is not limited to adolescence only, but is an ongoing process that may extend throughout the life of the individual. Identity formation can begin in childhood and continue into adulthood.

- **The Emergence of the Identity Crisis and the Beginning of the Research:**

The formation of identity begins when the adolescent faces the identity crisis. At this stage, the individual begins to actively search for new roles and values to test and experiment. In this period, the individual is allowed to undertake the process of "mixed commentary" (Moratorium), a period of exploration that allows them to experience diverse roles and options.

- **The Dependence of Crisis Resolution on Previous Crises:**

The solution to the identity crisis depends largely on how to resolve previous crises that the individual went through in his previous stages of growth. Identifications and experiences in childhood are essential in the formation of identity in adolescence. According to Erikson, the more successful previous crises are resolved, the more an individual will be able to move forward in resolving an identity crisis.

- **The Influence of Personal, Social and Biological Factors:**

The process of identity formation is influenced by a range of different factors that include personal factors (such as personality traits and intellectual abilities), social factors (such as family environment, community), and biological factors (such as physical and psychological changes that accompany adolescence).

7.1 Features and Activities Associated with Identity Realization:

- **The individual's sense of similarity and continuity:**

The sense of continuity between the future, the present, and the past is one of the characteristics of healthy identity. The person has to combine the present and

the past in such a way that it enhances his knowledge about himself and allows him to peer into his future.

- **The Integration between the Private Self and the Public Self:**

The individual must be able to integrate his knowledge about himself with the image that others hold of him. Good self-understanding helps the adolescent determine his acceptable place in society and achieve realistic goals.

- **The Ability to Choose the Appropriate Values and Roles:**

Achieving identity also means the ability to choose the values and roles that suit the person, and adhere to them consistently, which helps to develop personality and self-identification accurately.

8. Marcia's theory:

Abdel Moaty (2004) reported that "James Marchia" believes that the maturity of the ego identity is not complete until late adolescence, between the ages of 18 and 22 years. This process depends on the presence or absence of two main factors: exploration and commitment. For these two factors, Marcia posited two basic hypotheses:

- **The First Hypothesis:**

It indicates that the real exploration of personal alternatives, and the consequent selection and decision-making of general attitudes regarding one's tendencies and abilities, is the main indicator of identity formation.

- **The Second Hypothesis**

It assumes that the identity formed as a result of this process remains stable for a specific period, then becomes unbalanced, requiring a new period of adaptation, followed by commitment, which is known as coexistence.

Thus, the exploration and commitment variables contribute either to the completeness, modification or reconstruction of identity. These two processes are described below:

1. The Process of Exploration:

Exploration represents two main aspects: cognitive and behavioural, and is carried out through the following:

- **Cognitive Ability:**

It is assumed that the individual can assess his personal needs and abilities and have a realistic perception of the available social opportunities.

- **Activity:**

It is the practical steps taken by the individual to obtain information about the available alternatives and roles, which constitute the necessary stage for exploration.

- **Reflection on Identity Alternatives:**

During childhood, individuals are aware of many different aspects of themselves, which can lead to divergent life paths. Adolescence — at least in some individuals — is a good time for experimentation. But as we move toward adolescence, the time for experimentation becomes limited, and the world begins to show less tolerance for the teen's experiences and explorations.

- **The Desire to Make an Early Decision:**

It is a pivotal step in the exploration process, as the adolescent seeks to determine the best option professionally, intellectually and socially, which enables him to make decisions that push him towards maturity.

2- **The Process of Commitment:**

The presence or absence of commitment and its degree are measured through the following:

- **Cognitive Ability:**

It is reflected in the adolescent's knowledge of what he is doing, which is also reflected in his behaviours consistent with his obligations.

- **Activity:**

The individual is not committed to simply adopting an idea, but must translate this commitment into actual behaviour that reflects what he believes in.

- **Identification With Distinguished Characters:**

The adolescent at the beginning of this stage is affected by ideal characters and role models, and may unite with them. In late adolescence, he is more affected by the impact these characters have on him. If a teen doesn't want to emulate idealized models, it may be a sign that he/she is pursuing self-identity. The less effort an individual has to build his identity, the more he wants to imitate the character he admires.

- **Resistance to influence and domination:**

The individual's advanced response at the identity level refers to three aspects: acknowledging the possibility of change, linking this change to his abilities and opportunities, and then refraining from change unless circumstances dictate it moderately. Identity formation is a complex process influenced by biological, personal, and social factors. It depends mainly on the emergence of an identity crisis, the resolution of previous developmental crises, in addition to psychological identification in childhood.

Identity realization is associated with several traits and activities, including: a sense of similarity and continuity, the ability to integrate the personal and the public self, and the exploration of values and roles and commitment to them. The validity of this exploration and commitment is assessed by indicators including: cognitive ability, activity, and orientation.

9. Attributes of the Ego Identity Status:

According to Asiri (2003), Marchia identified through his longitudinal studies, four statuses of the ego identity, all of which are characterized by a dynamic nature changing, and all statuses depend on the criteria of selection and commitment, and the following is a presentation of the characteristics of each status:

9.1 Identity Achievement Status:

In this status, the adolescent goes through an identity crisis through a period of socially permissible "suspension", where he goes through the experience of exploration and goes through a stage of experimentation with different beliefs and roles, to choose what suits him. He ends up with a clear commitment to the roles and beliefs he has chosen, demonstrating an integration of personality and psychological maturity.

An individual in this status is characterized by clear goals and social commitment and tends to succeed in their social relationships, including those with the opposite sex. Kimmel & Weiner consider this status an indicator of normal growth and adjustment. It is associated with several positive traits, including:

- Self-confidence.
- Low level of anxiety.
- A sense of satisfaction and happiness while performing social roles.
- Openness to new ideas.
- Effective Problem Solving.
- The ability to make informed decisions and bear their results.
- Sense of efficiency.

- Building positive, intimate relationships.
- Autonomy and self-direction.
- High self-esteem and positive self-view.

9.2 Moratorium Status:

It refers to a temporary pause in identity development, where the adolescent goes through a crisis and continues to search, explore and experiment with roles, without making a final decision or showing a clear commitment. He often constantly changes his choices in an attempt to reach what suits him, without reaching a decisive conclusion.

Although the "Moratorium " period is necessary for identity realization if it remains within the socially acceptable time frame, prolonging it may take the individual out of this range, and may lead to relegation to a less mature status, such as "Foreclosure" or "diffusion."

Meeus (1996) points out that individuals in this status:

- Are unable to make clear decisions.
- Evaluate their intimate relationships intensively.
- Struggle to adhere to values, despite their emotional attachment to relationships.

9.3 Foreclosure Status:

The foreclosure of the ego identity is associated with the absence of the crisis, as the individual did not go through the supposed period of exploration, but only adopted the goals and roles that were assigned to him by external forces such as parents or social norms, without going through a subjective experience of choice.

Individuals at this status show immature commitment, because it stems not from personal conviction but from accompaniment, which sometimes makes them appreciated by adults, reinforcing this attitude.

Among the most prominent features of foreclosed identity people:

- Poor spontaneity in social situations.
- Poor self-confidence.
- Limited autonomy.
- Low academic Adjustment.
- Poor cognitive flexibility.
- Lack of social relationships.

Marcia (1988) also highlighted these attributes directly.

9.4 Diffusion Status:

It arises from the weakness or absence of a sense of identity crisis, where the individual does not demonstrate any desire to explore or commit to any of the available alternatives. He deals randomly with roles and situations, and his choices are often incidental and unplanned.

According to Kimmel & Weiner, individuals in this status are characterized by:

- Lack of Direction and self-control.
- Selfishness and self-love.
- Low cognitive and moral maturity.
- Tendency to separate from family and society.
- Passivity and apathy.
- Significant peer influence.
- Difficulty adapting to variables.

In the Arab context, some studies confirm that these individuals:

- suffer from low self-esteem.
- Tend to aggression and delinquent behaviours.
- Suffer from emotional stability disorder.
- Lack self-control and self-regulation.

10. The Relationship of Identity to the Concept of Alienation:

Morsi Abu Bakr (2002) showed that Erikson's alienation is a form of ego diffusion and arises when the individual is unable to form a coherent view of the world and its place in it. He points out that alienation is not necessarily a pathological condition, but rather normal during adolescence, during which the individual goes through a period of postponement to test multiple alternatives in the quest for identity. Therefore, an amount of alienation is inherent in this stage of growth.

From this perspective, alienation is an indicator of social transformations and a natural phenomenon that accompanies young people at the beginning of their maturity.

Erikson also considers alienation as one of the main obstacles to the development of ego freedom and the formation of a clear attitude towards self and the world. His forms of alienation manifest themselves in multiple forms, such as professional isolation and personal isolation, all of which are reflections of identity conflicts and suffering.

In the same vein, Fromm's ideas intersect with Erikson's theory of identity formation, as Fromm uses the concept of "alienation" to describe the state of the

"Ego" in relation to the world around it. In his book "A Healthy Society", Fromm explains that the loss of one's unique self leads to a lack of sense of being in one's true being, which instils anxiety and insecurity. He adds that the alienated person feels that he is a stranger to himself, and does not see himself as the center of his world, so he becomes as separate from himself as he is from others.

Fromm asserts that alienation means the loss of one's true self, which leads him to adopt a false self that does not reflect his reality. When an individual fails to form a positive identity, he may tend to adopt a negative identity, which, despite its social rejection, is still better than losing identity altogether.

Karen Horney considers alienation as an expression of the individual's separation from his true self and his inability to understand who he truly is. As a result, the individual lives in a state of falsity and meaninglessness, detached from his original desires and living a life of his imagination. Thus, he loses the real motivation to live and is unable to make his decisions because he does not know what he really wants, so he lives in a false reality far from his true self.

As one's sense of alienation intensifies, so do feelings such as feelings of social isolation, absence of norms, objectivization, sense of powerlessness, and anxiety, all of which corroborate feelings of identity crisis and disintegration. Thus, Erikson is of the view that the victory over feelings of alienation is through the good sense of identity since orderly identity provides insulation, which guards the person against the feelings of disconnection from himself and the environment.

11. **Effects of the Identity Formation Diffusion:**

Identity dispersal is the most common mental and social problem which the subject is faced with, mostly during adolescence and young adulthood, which is the stage during which identity is yet to develop and crystallize. The detrimental effects of identity spreading manifest in the form of mere numbers of different expressions and practices that impact the teenager's intellectual, mental as well as social growth. Indicators of poor mental and emotional stability:

These include persistent anxiety and ambiguity about the objectives and values, resulting in emotional volatility and instability.

- **Low self-esteem:** The subject does not know his/her capability and does not trust the decisions and, therefore, is influenced by his/her self-image and capability.

- **Poor decision-making:** In the absence of a strong identity framework, people cannot make clear-cut decisions regarding intellectual, professional, and social life and therefore remain indecisive and reliant on others.
- **Social withdrawal:** Identity dispersal may cause the subject to feel alienated and detached from society, and therefore lead to less concern about social contact and group attending.
- **Vulnerability to external impacts:** In the absence of the internal standard, people easily become subject to peer influence and social/cultural influences. The development of deviant activities: In order to avoid the identity crisis, the youth may develop deviant activities like rebellion, aggression, violence, or even drug usage.
- **Belonging disorder:** The individual has difficulties determining his belonging to a group, culture, or pattern of thought, which manifests as a sense of diffusion and loss, and he loses his sense of belonging to the group or society.
- **Conflict in social roles:** As a result of identity fluctuation, the individual may assume contradictory roles in different contexts, making him inconsistent in his behaviours and having trouble responding to the demands of diverse social roles.

12. Recommendations for Adolescent Care:

From the above approach, recommendations can be proposed in accompanying and caring for the adolescent, namely:

- Those who raise adolescents, parents and educators, must recognize the sensitivity of this stage and provide an appropriate environment equipped with alternatives. This environment gives the adolescent a sense of independence and uniqueness, discovery of roles, adoption and commitment to beliefs and values, and enables him to achieve his identity through psychological and educational accompaniment to the adolescent.
- Avoidance of harmful treatment methods with adolescents, especially parents and educators, such as verbal or physical abuse and exclusion, to prevent the adolescent's low sense of identity. As a result, he may adopt a negative identity and practice socially unacceptable behaviours such as school violence.

- Employment of highly qualified psychological counsellors in all educational institutions to provide psychological assistance, especially for adolescents.
- Intensification of counselling programmes for adolescents and activating family counselling;
- Integration of moral education starting from the intermediate education stage, so that this subject should be taught by graduates from psychology institutes specializing in counselling and guidance.

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