

Effect of Group Guidance Program in Reducing the Identity Crisis among a Sample of Adolescents in Jordan

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Abstract

The study aimed at recognizing effectiveness of group dance program in reducing the identity crisis among a sample of adolescents in Jordan. Then choosing a sample consisted of (77) male & female adolescents, distributed on two groups: experimental consisted of (38) of adolescents exposed to the guidance program and a controlling group consisted of (39) adolescents, had never been exposed to the program. Results of study showed existence of differences for the performance of both groups: the experimental and the controlling, on the sales of the identity dimensional crisis, due to the variable of the guidance program for the interest of the experimental group individuals who were exposed to the program on the scale of identity.

Keywords: Group Guidance Program, Identity Crisis.

Introduction:

The adolescence stage is considered from the most accurate stages of growth in which man passes due to what it is characterized of quick and rooted changes their effects are reflected on aspects of bodily, mental, sentimental and social growth.

The adolescence stage extends between (12-18) years and is divided into two subsidiary stages, the first extends between (13-17) years, the early adolescence stage and the second between (21-17) years the late adolescence stage (Newman, 2012).

Erikson views that adolescence increases perception of personal identity to resist doubts concerning the gender and social roles in life, and to achieve independence, the adolescents are forced to rebel against systems, and their parents' beliefs to build their separated identities and the concern centers transfer from the frame of the family to the spouses. From the most significant characteristics of adolescence stage are proceeding towards social maturity, bearing responsibilities, and constituting new social relationships (Daoud & Hamdi, 2001).

Erikson also believes that forming the identity includes individuals' seeking to answer the question: (Who am I?), the thing that causes the adolescents' feeling of unsatisfaction with the result of their inability to prophesy with the bodily changes, sexual development and uncertainty of their social roles (Maltin, 2010). And there are four ranks of the Ego Identity Status, they are:

- 1. Ego identity achievement:** The ideal rank Ego identity represents, and that is achieved as a result of individual's experience of the crisis, represented in its passage by a travel of research to test and discover what suits him of values, beliefs, objectives, and the available roles, then factual commitment to what had been chosen from other side, and achieving this rank is considered an indicator of correct development (Abu Jadou, 2007).
- 2. Ego identity moratorium:** is considered a positive advancement toward achieving the identity if the positive factors were available, but that a period of moratorium connected with appearance of the crisis is considered an initial requirement for that when the adolescent fails in discovering his identity, the thing that pushes him to change it from a time to another, such as changed the domain of study or friends (Al-Rimawi, 2003).
- 3. Ego identity foreclosure:** connects with absence of the crisis represented in individual's avoidance to any sell attempt to uncover beliefs, objectives and roles with meaning or value in life adapting with commitment and contentedness with what external powers like the family or one of the parents or cultural standards, and customs and in harmony with this inclination, and from examples on complete foreclosure is individuals' choice of their friends their works, wives and ideas in accordance with wishes of those who direct them without thinking from them (Al-Hamdani, 2015).

4. Ego identity diffusion: This pattern connects with absence of each of the identity crisis represented in individuals' non-feeling with need in consisting objectives or specified roles in life from one part, and absence of commitment from other part (Al-Ma'mouri, 2016).

And the disorder of the Ego identity takes two basic forms from Erikson's point of view, they are:

1. **Role confusion:** This role connects with the adolescent's suffering from the self light feeling and inability to specify a meaning to his existence, the thing that leads to his failure in specifying roles and objectives with a meaning or personal and social value, and leads to a high degree of anxiety, fanatic behavior, and weakness of ability on decision-making (Al-Morshidi, 2015).
2. **Adopting a negative identity:** It represents the most dangerous face of the Ego identity disorder, where it is connected with a higher degree of feeling of the inner fragmentation, where pushes the adolescent to practice social unaccepted roles, and from that inclination and dealing in anethetics (Hamad and Abu Taleb, 2004).

(Eclectic theory) is considered an organized effort to get benefit from principles of different schools, on purpose of performing a close, mutual, and integrative relationship among facts in between whatever their theoretical origins were different (Al-Zuood, 2008).

Eclectic theory concentrates on strategies and technicalities of the guiding relationship through performing a positive relationship with the guided people, also the type of the guiding relationship depends on basic factors, they are the guiding climate, skills of guiding relationship, skills of verbal and non-verbal communication, listening, sympathizing, respecting and unconditioned acceptance, returning learning, sentimental releasing, qualification of the guided person to acquire the necessary controls to self-organization, using means of different psychological measurement, and methods of psychological and clinical diagnozim, and the guiding process is represented in the eleletical direction by a number of the stages, they are: disclosing the problem, defining the problem, specifying the replacements, execution, evaluation and the feedback (Harrdy, 2009).

Adolescent students confront numerous problems, either at the level of their personal life or their relations with others, or in the domain of study, such as: anxiety, frustration, fear of failure, depression, social agreement, and the identity crisis, especially in a critical stage, that associates with the stage of forming the identify at them.

Students in this stage are exposed to many of the pressures, and the different social demands, that is to treat as a mature individual and grown up at an early age, his need to feeling of this identity appears, the thing that affects his social and psychological growth, and this in turn will affect the level of his performance and accomplishment and his relations with individuals of his family and others, also leads to psychological and behavioral problems like inclination, depression and the negative self-concept, and the introversion and the identity crisis.

The significance of psychological guidance role rises in helping students to confront psychological problems that they may suffer from like inclination, introversion, and the identity crisis.

The present problem of study is represented through answering the following main question: what is the effectiveness of the program of group guidance in reducing the identity crisis at a sample of adolescents in Jordan?

Questions of study:

1. Are there differences with statistical significance at the level of significance ($\alpha=0.05$) between the average of the experimental group individuals' performance and the average of the controlling group individuals' performance on degrees of the identity crisis scale ascribed to the group guidance program?
2. Are three differences with statistical significance at the level significance of significance ($\alpha=0.05$) between the average of the experimental group individuals' performance and the average of the controlling group individuals' performance on degrees of the identity crisis scale ascribed to interaction between the program and the variable of sex?

Objective of study:

The study aims at recognizing the effect of group guidance program in reducing the identity crisis at a sample of the adolescents in Jordan.

Significance of study:

Significance of study conceals in the following:

1. Submits a guiding technique depends on the selective guidance, that is considered one of the modern and effective guiding trends in confronting the crises, passed by students in the adolescent stage.

2. Provide the library with a study built on results of the process about the effect of a group guiding program in reducing the identity crisis at a sample of adolescents.

Applied significance:

1. It is hoped that this study benefits the guiders and those who deal with the domain of the educational and the psychological guidance from the training program in the domain of their field work.
2. Instruments of measurement will be saved and can be benefited from them both by researchers, specialists and guiders working with this class, it is available in both of them the significances of validity and reliability.

Conceptual and procedural definitions:

Group guidance program:

It is a group of services aims at helping the individual to understand himself and his problems and exploits his self-possibilities from abilities, skills, readinesses and inclinations (Hamdi, and Ableb, 2004). It is procedurally defined: that it is a number of the organized guiding shares leaning on the strategies of eclectic theory technicalities, and the program consists of (14) group guiding shares, and the duration of the one share is (60) minutes, with a reality of two shares a week.

Eclectic Theory: it is an organized theoretical structure in the test and merging the features consisted of the different sources, and they are the exerted efforts for the sake of finding truthful elements in all theories and merging them at harmonious whole (Paterson, 2012).

Identity Crisis: the individual failed in achieving the identity of the Ego in the age of adolescence (Al-A'mer, 2016). It is procedurally defined: as the degree which the student obtains on the scale of the identity crisis employed in the study.

Adolescents:

They are the students who pass in the stage of transition from late childhood to adolescence, and this stage extends from (11-21) of age.

Limits and determinants of study:

Human limits: the study was confined to a sample of the students of the eighth, ninth, and tenth grade.

Place limits: the study had been applied at one of the government schools.

Time limits: the study had been applied within the second semester of the studying year (2017-2018).

Determinants of study:

Determinants of study to what they transform into results of study and the method of testing the sample of study.

Previous Studies:

Al-A'mer (2016) did a study aimed at recognizing the effectiveness of a training program leaning on the behavioral cognitive theory in reducing the identity crisis at students of the Tenth Basic Grade. Their number amounted to (40) talented students, they had been chosen at an intentional method, also had been distributed into two groups; the experimental and the controlling group, at (20) talented students in each group. Results showed existence of differences with statistical significance between the two groups, the experimental and controlling were for the interest of the experimental group. Also results showed existence of differences with statistical significance in talented students' grades on domains of the identity ranks scale.

- (Kakial, 2010) prepared a study aimed at recognizing the extent of the impact of employing program of group guidance in reducing the identity crisis at school students... (32) students had been chosen and randomly divided into two groups: the experimental group, received (10) sessions of group guidance. Results showed existence of differences between both groups for the interest of the experimental group, and programs of group guidance can greatly reduce the identity crisis among students, and effect of sex between males and females did not appear.
- Al-Hamshari (2008) wrote a study aimed at uncovering effectiveness of eclectic guidance program and reducing the level of violence. The sample of study consisted of (24) adolescences and had been divided into two groups: experimental group at (12) adolescents for each group. Results of study showed existence of differences statistically significant among grades of the experimental group individuals at the level of violence behavior and its dimensions for the interest of dimensional scale, and on non-existence of differences statistically significant

among grades of experimental group individuals at the level of violence behavior and its dimensions after the period of follow up in the following scale.

- And in S'afan's study (2003) aimed at being aware of effectiveness of the eclectic guidance program in reducing the scruples and the forcible actions connected with feeling of guilt at a sample consisted of (164) adolescents. Results showed effectiveness and usefulness ofthe eclectic guidance program performed on group guidance. Results also showed to continuation of the program effect after the period of follow-up .

Methodology of Study:

The present study depended on the semi-experimental method, aimed at recognizing the impact of group guidance program in light of the eclectic theory in reducing the identity crisis at a sample of adolescents in Jordan. The study was done on (77) male and female adolescents had been distributed on two groups; experimental and controlling.

Community of Study:

The community of study consisted of students of the eighth, ninth, and basic tenth grades. The number of the present study individuals amounted to (90) male students and (100) female students.

The sample of study:

(77) male and female adolescent had been chosen from students of the eighth, ninth, and basic tenth grades by the intentional method that is students who obtained the highest grades on the identity crisis scale, and the individuals of the sample had been randomly distributed on two groups: the experimental and the controlling.

Table No. (1) Individuals of the sample of study distribution according to the group, grade, and the sex

| Group | Eighth | | Ninth | | Tenth | | Total | | Whole |
|-------------|--------|---------|-------|---------|-------|---------|-------|---------|-------|
| | Males | Females | Males | Females | Males | Females | Males | females | |
| Experiment | 6 | 7 | 6 | 7 | 6 | 6 | 18 | 20 | 38 |
| Controlling | 6 | 7 | 6 | 7 | 6 | 7 | 18 | 21 | 39 |

Instrument of study:

Identity Crisis Scale:

The researcher prepared the scale of the identity crisis and scale in its final form consisted of (34) items distributed on (3) dimensions, and the answer about each time four alternatives (greatly agree, agree, disagree, greatly disagrees) and the dimensions were distributed as follows: the first dimension: dimension of the crisis toward oneself: the second dimension: the dimension of the crisis toward others: the third dimension: the dimension of the crisis toward things.

To extract validity the scale was shown on (10) arbitrators from professors of psychology and guidance, and the scale had been amended in light of their propositions. And assurance of the scale reliability had been done, that is by applying the scale on an exploring sample amounted to (34) male and female students were randomly chosen from outside the sample. Then reapplying the scale once again on the exploring sample and with a time difference amounted to two weeks, and the table No. (2) clears that.

Table No. (2) of the identity crisis scale reliability

| Dimensions Crisis | Number of Items | Reliability Coefficient of Repetition Stability | Cronbach Alpha Reliability |
|-----------------------|-----------------|---|----------------------------|
| Crisis toward oneself | 13 | 0.85 | 0.85 |
| Crisis toward others | 12 | 0.76 | 0.78 |
| Crisis toward things | 9 | 0.79 | 0.81 |
| Whole | 34 | 0.88 | 0.82 |

Program of guidance:

The researcher did build the program leaning on the theoretical literature and previous studies. And the program consisted of (14) guiding sessions, duration of each session is (60) minutes. Carrying out of the program took a time stage amounted two months at two session for males and two sessions for females a week. The researcher in applying the program employed a group of techniques and guiding skills of them (dialogue, laying questions, playing the role, home duty, relaxation, modeling, feedback, brain-storming, and reinforcement).

Study designing:

The researcher employed the semi-experimental designing .. it includes anterior scale and posterior scale for both groups. And the individuals of the experimental group were merely exposed to program of the group guidance.

Study variables:

Independent variable: groups guidance program.

Subordinate variable: identity crisis.

Statistical processing:

Data by employing (SPSS) statistical program for the science of sociology had been evacuated.

1. Arithmetic means and standard deviations.
2. A two-way (ANCOVA) analysis of variation.

Results concerning the first questions

Arithmetic means and standard deviations in the anterior and posterior scale had been counted, and the table No. (3) illustrates that:

Table No. (3) Arithmetic means and standard deviations to grades of both controlling and experimental groups individuals on scale of the identity crisis according to anterior & posterior scales and sex.

| Group | Sex | Anterior Scale | | | Posterior Scale | | |
|--------------|---------|----------------|---------|--------------------|-----------------|---------|--------------------|
| | | Number "N" | Average | Standard Deviation | Number "N" | Average | Standard Deviation |
| Experimental | Males | 18 | 100.95 | 8.52 | 18 | 83.88 | 11.90 |
| | Females | 20 | 95.90 | 7.95 | 20 | 82.60 | 9.30 |
| | Whole | 38 | 98.26 | 8.66 | 38 | 82.95 | 10.34 |
| Controlling | Males | 18 | 81.99 | 9.92 | 18 | 80.22 | 10.40 |
| | Females | 21 | 84.28 | 14.38 | 21 | 84.44 | 16.54 |
| | Whole | 39 | 83.26 | 12.38 | 39 | 82.42 | 13.90 |
| Whole | Males | 36 | 91.79 | 13.10 | 36 | 81.90 | 10.95 |
| | Females | 41 | 89.90 | 12.95 | 41 | 83.34 | 13.20 |
| | Whole | 77 | 90.90 | 12.97 | 77 | 82.95 | 12.15 |

It is clear from the table No.(3) existence superficial differences between averages of the experimental group, and the controlling group in the anterior scale and for the interest of the experimental group, and results indicate to existence of superficial differences between both groups in the scale of identity crisis in the posterior scale and for the interest of the experimental group.

And to make sure that differences in averages of both groups (the controlling and the experimental) were with statistical significance at the level of significance ($\alpha=0.05$) be the (two-way ANCOVA) had been used and table No. (4) clears that.

Table No. (4) Results of analyzing the dual variation of the study individuals of averages on the scale of identity crisis, degrees of freedom and statistical significance due to the variable of the group and interaction between the group and the sex.

| Source | Total of Squares | Degree of Freedom | Average of Squares | "F" | Level of Significance |
|---------------------|------------------|-------------------|--------------------|---------|-----------------------|
| Anterior test | 9435.070 | 1 | 9435.070 | 471.317 | .000 |
| The group | 3066.288 | 1 | 3066.288 | 153.179 | .000 |
| Sex | 168.681 | 1 | 168.681 | 8.436 | .000 |
| Group* sex | 40.991 | 1 | 40.991 | 2.057 | .1676 |
| Error | 1441.379 | 72 | 20.029 | | |
| Amended whole total | 11043.231 | 76 | | | |

It is clear from table No. (4) that three are statistically significance difference for the variable of the group at the level ($\alpha=0.05$), where the value of "F" test (153.179), the amended averages of individuals of the study had been counted due to posterior scale to specify these differences, and table No.(5) clears that.

Table No. (5). Amended means and standard error on the identity crisis scale due to group and sex

| Group | Sex | Amended Mean | Standard Error |
|--------------|--------|--------------|----------------|
| Experimental | Male | 89.599 | 1.251 |
| | Female | 90.988 | 1.139 |
| | Total | 90.343 | .922 |
| Controlling | Male | 72.298 | 1.145 |
| | Female | 76.769 | 1.145 |
| | Total | 74.539 | .935 |

It is clear from the table No. (5) that differences in the averages were for the interest of the experimental group.

Results concerning the second question:

Results provided in the table No. (3) indicate to the existence of superficial differences on the scale of identity crisis according to the anterior scale between males and females on the total degree, for the interest of males, also indicates to existence of superficial differences due to the posterior scale between males and females for the interest of females, and for the sake of stabilizing the effect of difference between males and females due to the anterior scale, and specifying the effect of these differences in the posterior scale..the (Two-Way ANCOVA) had been employed to measure the interaction between the group and the sex and scrutinizing the table No. (4) it is noticed that indicates to non-existence of statistical significance to interaction of sex with the group at the level ($\alpha=0.05$), where the value of “F” (2.057) also the table No. (5) showed that amended averages for the degrees of males in the experimental sample amounted to (89.599), meanwhile the amended averages for the females (90.988).

Results discussion:

Results showed existence of difference with statistical significance, and differences were for the interest of the experimental group, compared with the arithmetic mean for the controlling group. This means that guidance program had effectiveness in reducing the identity crisis at individuals of the sample.

This difference can be referred to technicalities of the eclectic theory, that employed discussion, relaxation, modeling, playing the role, feedback, and the home duties, where discussion had a great effect in explaining and illustrating numerous things which students had found it difficult in understanding, the thing that led to reducing the sharpness of identity crisis as a result of amending numerous negative ideas. Also the continuous reinforcement had an effect in reducing the identity crisis, so commending and praising had a role in enhancing the group members on feeling of self-trust and accepting their identity. Also the technicality of playing the role at work on reducing the sharpness of identity crisis, by making the experimental group individuals do play the role of the person, who suffers from a crisis, and the role of the person, who does not suffer a crisis, and pin-points that there are numerous methods and techniques that can the individual follow in achieving what he wants. Also there was an effect of the feedback technicality in changing numerous negative concepts at individuals of the guiding group toward the identity crisis and stabilizing other concepts more positive at their place, the matter that is reflected on reducing negative feeling with the identity crisis. The result of this study agrees with Al-A'mar (2016) study results, that showed effectiveness of the program in reducing the identity crisis.

Discussing results of question wording:

Do differences with statistical significance exist at the level significance ($\alpha=0.05$) between both groups' averages; the experimental and controlling on the scale of aggressive behavior ascribed to interaction between the program and sex? In what concerns the second question, the results showed non-existence of differences with statistical significance on the scale of identity crisis ascribed to the variable of sex (males, females), the thing that indicates that the guiding program's impact was equivalent in reducing the identity crisis at females and males alike perhaps this is connected with the age stage for the study sample in the experimental group of students of eighth, ninth, and tenth grades. This result explains that effectiveness of the program does not differ at males or females, and non-difference explains that both sexes had been submitted to the same sessions of group guidance that included numerous of guiding technicalities. The researcher himself did apply the program on males and females and the same training environment, the thing that showed non-existence of differences between both sexes in interacting with the program. The present study agreed with Kakal's study (2010) that showed non-existence among grades averages in the experimental group (males, females) on the scale of the identity crisis.

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