

## **A STUDY ON THE ROLE OF FAMILY INFLUENCED SELF IDENTITY CRISIS AMONG FEMALE SECONDARY STUDENTS**

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**Abstract:**

Identity can assure the effective manifestation of human essence by which an individual will be able to perform with complete potentialities. It is an indicator of a confident personality which can perform appropriately in the always changing society with positively. Identity crisis is also known as role confusion as per the characteristics of the situation. Identity crisis is an important determinant to divert normality of human personality. On the basis of over influences of identity crisis, personality of an individual will not be able to adjust in environment due to the development of inefficiency of physio-psychological integration. Identity crisis is an important determinant to maladaptive behaviour of an individual in respect to the nature of the adaptable situation. In this study, the identity crisis of female secondary students has been measured and analyzed to find out the level of said problem. In this study, investigator has considered to focus on the influence of parent in respect to develop identity crisis as per the situational criterion. Identity crisis is an identical problem of an individual which will assure the ineffective integration of physiological as well as psychological systems. Through the study of said variable of the study, it has been found that self-identity crisis of the female secondary students (influenced by the role of family or family members) is in moderate level of measurement.

**Keywords: Self Identity, Self-Identity Crisis, Personality problem**

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## **1.0. Introduction:**

Identity crisis is a psychological state of an individual that specifies the level of uncertainty or level of confusion regarding the role to be performed in a situation (*Oxford Dictionary*). It is a responsible factor to regulate the negative thoughts regarding the security issue. On the basis of these considerations, it has been realized that it is a matter of insecurity complex. Identity crisis is a subjective sense about own concept in respect to the matter problematic conditions or situation. From this concept, it has been observed that it is a belief system of an individual that will continue for long time. It is a matter of image diversion of an individual thought. This state of individual thought will reflect in different types of operations namely body type, individual temperament, vulnerability of personality, choice in action, occupational possibilities values, individual relationship etc. It is a sense of confusion regarding the matter of individual performance in the practical context (*Erikson, 1970*). In the Erikson's theory of psycho-social development, identity crisis has been defined as the individual confusion that reflected as uncertain behavioural pattern or through the reflection of anxiety level to do anything. It is a matter to puzzle individual point of view in connection to take initiation about the environmental role playing; that will continue to future. Basically, the developmental process of identity crisis is to be developing in adolescents' period of development. The identity crisis has to reflect as a habit of withdrawal and negative behaviours. In this study, self-identity crisis of female secondary students has been measured and corresponding aspects of crisis faced by individual students regarding the matter of role in family as well as society. In this case, the influence of family to develop said type of crisis has been needed to assess. In the society, the presence of gender exploitation has been observed from the long time. To find out the significant role of family to develop identity crisis among the female secondary students has been decided to focus properly. In this regard, investigator has designed an approach of descriptive survey method to identify the corresponding aspects related to female identity crisis.

## **2.0. Objectives of the study:**

At the end of present study, investigator intends –

- To measure self-identity crisis influenced by family of female secondary students.
- To find out item wise response variation in respect to the three different points of measurement namely higher point, moderate point and lower point.

- To determine dimension wise mean difference in respect to self-identity crisis influenced by family of female students.
- To find out strata wise mean difference regarding the measurement of said variable.

### **3.0. Design of Research:**

A descriptive design has been followed in this study, corresponding aspects of present study have been presented below to comprehend the actual process of study.

### **3.1. Operational Definition of Terms:**

To specify the study in technical segments, following terms have been defined in following ways.

#### **3.1.1. Self-Identity:**

Self-Identity is a status of an individual in respect to cope with the changeability as per the matter of certainty. It helps to recognise own abilities as per the nature of condition or situational factors.

#### **3.1.2. Self-Identity Crisis:**

Self- Identity Crisis is a difficulty feeling of an individual to assure own role identity as per the nature of situation. It stimulates a problematic concept of an individual regarding the matter of identity.

#### **3.1.3. Dimensions of the variable:**

The said test of present study has developed on the basis of three fundamental dimensions which are presented below.

- i. Misguide by parent to develop identity crisis
- ii. Indifference by parent to develop identity crisis
- iii. Less importance by parent to develop identity crisis

### 3.2. Population and Sampling:

In this study, all secondary female students of Uttar Dinajpur district has been considered as population; from which a representative sample has been selected by following the principles of purposive sampling techniques.

### 3.3. Scoring Key:

To assure the objectivity of the measurement has been determined on the basis of a predetermined scoring key; that key has been presented below.

**Table – 1 Scoring Key for FISIC Scale**

Option →	<i>Strongly Agree</i>	<i>Agree</i>	<i>Indifference</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
<b>Positive Item</b> →	5	4	3	2	1
<b>Negative Item</b> →	1	2	3	4	5

### 3.4. Interpretation Index:

To interpret the result of the test, an interpretational index has been developed and used in this study. Said index has been presented below.

**Table -2 Interpretational Index of FISIC**

Serial No	Raw Score	Interpretation
1.	121 -150	High
2.	106 – 120	Above Average
3.	75 -105	Moderate
4.	60 -74	Below Average
5.	30-59	Low

### 4.0. Analysis of Data and Interpretation of Result:

Collected data has been analyzed and corresponding result has also been interpreted below. Descriptive and inferential aspects have been analyzed below one by one.

**Table -3 Descriptive Analysis of FISIC**

		<b>FISICUG</b>	<b>FISICRG</b>	<b>FISICTOTAL</b>
N		100	100	200
Mean		80.1500	88.4700	84.3100
Std. Deviation		41.94618	17.10246	32.22150
Percentiles	25	59.0000	79.0000	70.0000
	50	77.5000	89.5000	84.0000
	75	93.7500	99.0000	97.0000

From the above table, it has been observed that slight higher value (in respect to the nature of family influenced self-identity crisis) in connection with rural girl students has been noticed in this regard. Moderate level of self-identity crisis has been found in all cases of descriptive analysis of the variable.

In this study, the 5 point scale has been used to get the corresponding data of the study. In three fundamental points of the scale, the response (provided by individual sample of the study) has been analyzed on the basis of percentage wise description of the facts. Percentage wise variation dimension wise has been presented below.

**Table – 4 Strata based Item Analysis in Higher Point of Measuring Scale**

<i>Result has been found in 5 points within the measuring scale i.e. ultimate point</i>				
<b>Item No</b>	<b>Item of the Questionnaire</b>	<b>A</b>	<b>B</b>	<b>C</b>
<b>1</b>	What I will do that is not cleared to me when my mom is completely indifferent about my education?	9%	8%	9%
<b>2</b>	When my mom said that education can destroy the simplicity of a girl child; therefore, higher education is not	4%	2%	3%

	suitable to them. So, I am unable to specify my role, what should I do?			
3	At the time to do domestic duties, my mom rebukes me; therefore, I do not understand how I can make my mom happy?	20%	23%	22%
4	To respond to younger of my family, elders misinterpret me. So, I do not understand what do I do?	19%	38%	29%
5	At the time talking with any friend, my mom always talks about negativity on friendship; therefore, I do not understand what my role in my family is?	11%	22%	17%
6	When I ask to my father about anything; he expresses indifference behaviour about my query; therefore, what should I do? I think about.	9%	11%	10%
7	My nearer relatives intend to establish the education as irrelevant in front of my family which creates non-desirable doubtless.	10%	21%	16%
8	When every student of my school is busy to do something; but, I do not know what should I do?	10%	34%	22%
9	Indifference behaviour of my parents expressing at the time of fulfilment of my willingness can create a lot of doubt.	17%	19%	18%
10	My mom says to make a long distance with my nearest friend which can create a lot of complexities.	21%	19%	20%
11	When my father does not respond to my question, then, I do not understand what should I do?	12%	14%	13%
12	When my mom express in difference behaviour to me for unnecessary reason, I do not able to comprehend what is my role?	22%	27%	25%
13	When any member from surrounding of my family gossip about me and I do not clear the matter to my mom; I do not understand what I should do?	20%	27%	24%

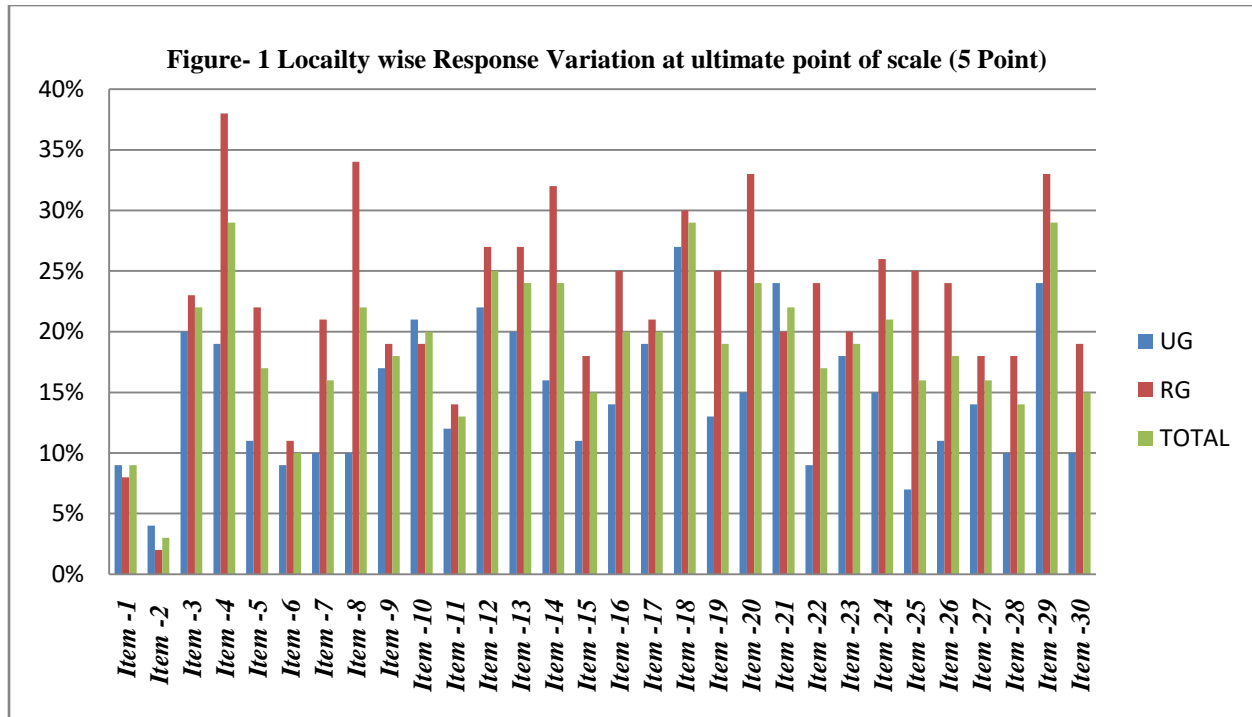
<b>14</b>	At the time to talk with new one, any member of my nearer society creates a wrong perception; I want to clear the matter to my mom but when I fail; then, I do not know what should I do?	16%	32%	24%
<b>15</b>	When the male classmate of my classroom irritate me; I try to clear the matter to my parents and they behave negatively. Then, I do not know what I do?	11%	18%	15%
<b>16</b>	When my nearer relatives try to prove me wrong and I try to clear concept regarding the matter to my parents; then, I do not understand what do I do?	14%	25%	20%
<b>17</b>	When my parents react negatively to me in every aspects; then, I feel to take sympathy from others. But, I do not understand what will be my role?	19%	21%	20%
<b>18</b>	When a male student proposes me for unexpected behaviour; I do not able to respond anything due to escaping from family punishment.	27%	30%	29%
<b>19</b>	When a male relative proposes for unexpected manner to do something with me and I try to clear the matter to my family member, but, I fail. Then, I do not know what do I do?	13%	25%	19%
<b>20</b>	When I fail to clear about my suppressed emotion to my parents; I do not know what should I do?	15%	33%	24%
<b>21</b>	I am being confused about my role when I get less priority than other by my parents.	24%	20%	22%
<b>22</b>	I do not know what I do when I get less priority at the time of special requirement.	9%	24%	17%
<b>23</b>	I do not know what should I do when my parents compare me negatively with others brothers and sisters.	18%	20%	19%
<b>24</b>	When my father puts less importance to listen my words, I do not know what will be my role in family?	15%	26%	21%

<b>25</b>	I fail to meet my requirement related to my exams; I do not know what should I do?	7%	25%	16%
<b>26</b>	When I get less importance by protesting against injustice from my parents; I do not know what should I do?	11%	24%	18%
<b>27</b>	I do not know what my role is when I do not get any response from my parents by asking anything.	14%	18%	16%
<b>28</b>	When my parents avoid my need of participation in co-curricular activities; I do not know what should I do?	10%	18%	14%
<b>29</b>	At the time to seek any assistance from my parents when I fail for that; I do not know what should I do?	24%	33%	29%
<b>30</b>	When parents are performing unethical task, I do not understand what should I do?	10%	19%	15%

**\*\*A** –*FISICUG –Female Influenced Identity Crisis of Female urban secondary students, B* – *FISICCRG – Female Influenced Identity Crisis of Female rural secondary students, C* – *FISICTOTAL – Female Influenced Identity Crisis of Female total secondary students*

From the above table, it has been observed that the responses at 5 point level have been found a variation in respect to three strata (urban girls, rural girl and total sample). Item wise variation at 5 point level of scale has been identified in this regard. Response against the self-identity crisis has been found a variation as per item of the test. Higher value has been noticed in the case of item no 4 by rural female students. On the basis of that item, it has been cleared that a tendency of parents to misinterpret female students to perform owns role in a particular situation is not satisfactory in favour of the students. Self-identity crisis influenced by family members has been observed in higher level against all items of the variable among rural female students. The corresponding matter has been specifically cleared on the Figure – 1. The said figure has been presented below.





By observing the figure -1, it has been observed that self-identity crisis has been found in the case of rural girl secondary students in respect to items -4, 8,14, 20, 29 in larger level. From the above figure, it has been cleared that urban female students are lower performer group than rural female students.

In the table no -5, the moderate point of scale has been focused to study in respect to 3point measurement of the scale. Response variation has been found.

**Table – 5Strata based Item Analysis in 3 Point of Measuring Scale**

<i>Result has been found in 3 points within the measuring scale</i>				
Item No	Item of the Questionnaire	A	B	C
1	What I will do that is not cleared to me when my mom is completely indifferent about my education?	11%	9%	10%
2	When my mom said that education can destroy the simplicity of a girl child; therefore, higher education is not	8%	11%	10%

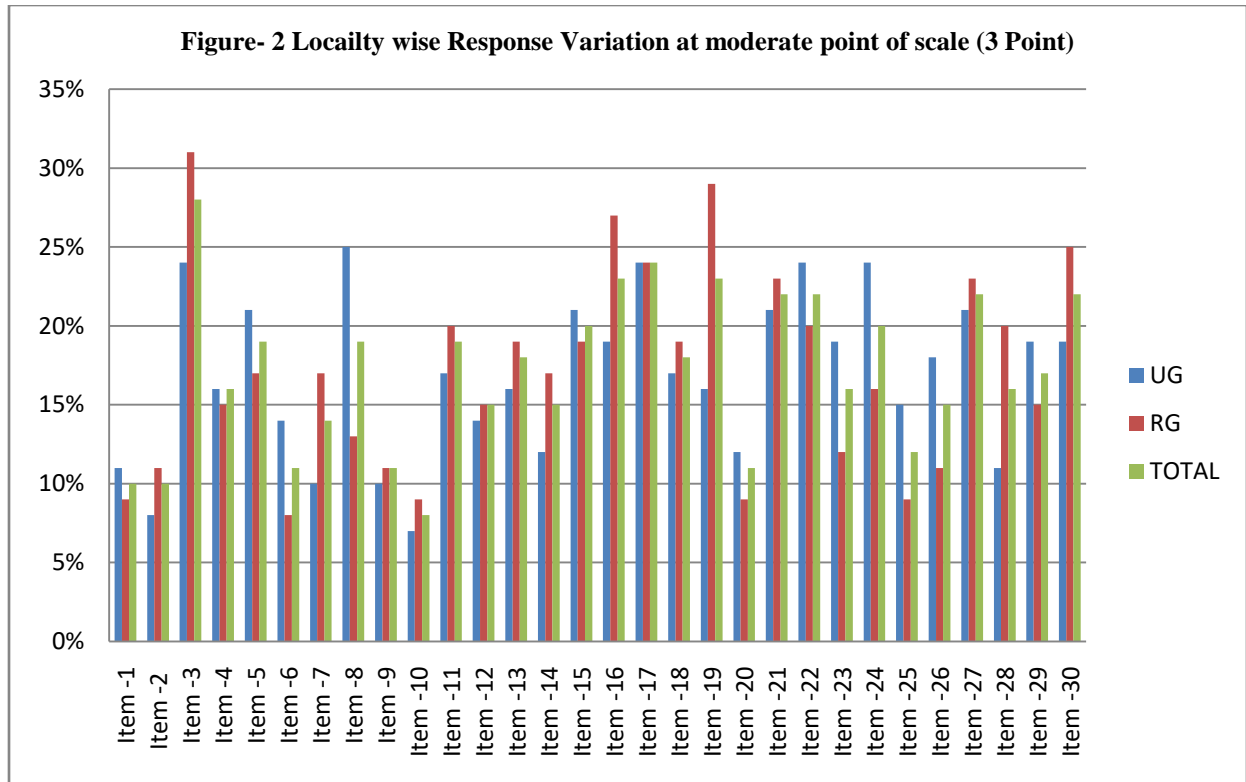
	suitable to them. So, I am unable to specify my role, what should I do?			
3	At the time to do domestic duties, my mom rebukes me; therefore, I do not understand how I can make my mom happy?	24%	31%	28%
4	To respond to younger of my family, elders misinterpret me. So, I do not understand what do I do?	16%	15%	16%
5	At the time talking with any friend, my mom always talks about negativity on friendship; therefore, I do not understand what my role in my family is?	21%	17%	19%
6	When I ask to my father about anything; he expresses indifference behaviour about my query; therefore, what should I do? I think about.	14%	8%	11%
7	My nearer relatives intend to establish the education as irrelevant in front of my family which creates non-desirable doubtless.	10%	17%	14%
8	When every student of my school is busy to do something; but, I do not know what should I do?	25%	13%	19%
9	Indifference behaviour of my parents expressing at the time of fulfilment of my willingness can create a lot of doubt.	10%	11%	11%
10	My mom says to make a long distance with my nearest friend which can create a lot of complexities.	7%	9%	8%
11	When my father does not respond to my question, then, I do not understand what should I do?	17%	20%	19%
12	When my mom express in difference behaviour to me for unnecessary reason, I do not able to comprehend what is my role?	14%	15%	15%
13	When any member from surrounding of my family gossip about me and I do not clear the matter to my mom; I do not understand what I should do?	16%	19%	18%

<b>14</b>	At the time to talk with new one, any member of my nearer society creates a wrong perception; I want to clear the matter to my mom but when I fail; then, I do not know what should I do?	12%	17%	15%
<b>15</b>	When the male classmate of my classroom irritate me; I try to clear the matter to my parents and they behave negatively. Then, I do not know what I do?	21%	19%	20%
<b>16</b>	When my nearer relatives try to prove me wrong and I try to clear concept regarding the matter to my parents; then, I do not understand what do I do?	19%	27%	23%
<b>17</b>	When my parents react negatively to me in every aspects; then, I feel to take sympathy from others. But, I do not understand what will be my role?	24%	24%	24%
<b>18</b>	When a male student proposes me for unexpected behaviour; I do not able to respond anything due to escaping from family punishment.	17%	19%	18%
<b>19</b>	When a male relative proposes for unexpected manner to do something with me and I try to clear the matter to my family member, but, I fail. Then, I do not know what do I do?	16%	29%	23%
<b>20</b>	When I fail to clear about my suppressed emotion to my parents; I do not know what should I do?	12%	9%	11%
<b>21</b>	I am being confused about my role when I get less priority than other by my parents.	21%	23%	22%
<b>22</b>	I do not know what I do when I get less priority at the time of special requirement.	24%	20%	22%
<b>23</b>	I do not know what should I do when my parents compare me negatively with others brothers and sisters.	19%	12%	16%
<b>24</b>	When my father puts less importance to listen my words, I do not know what will be my role in family?	24%	16%	20%

<b>25</b>	I fail to meet my requirement related to my exams; I do not know what should I do?	15%	9%	12%
<b>26</b>	When I get less importance by protesting against injustice from my parents; I do not know what should I do?	18%	11%	15%
<b>27</b>	I do not know what my role is when I do not get any response from my parents by asking anything.	21%	23%	22%
<b>28</b>	When my parents avoid my need of participation in co-curricular activities; I do not know what should I do?	11%	20%	16%
<b>29</b>	At the time to seek any assistance from my parents when I fail for that; I do not know what should I do?	19%	15%	17%
<b>30</b>	When parents are performing unethical task, I do not understand what should I do?	19%	25%	22%

**\*\*A** –*FISICUG –Female Influenced Identity Crisis of Female urban secondary students*, **B** –*FISICCRG – Female Influenced Identity Crisis of Female rural secondary students*, **C** –*FISICTOTAL – Female Influenced Identity Crisis of Female total secondary students*

In respect to the response found on the 3 point measurement, it has been observed that distance has been decreased in respect to the dimensions of the study. In this case higher performer group is also rural female students who have performed higher percentage in the middle point measurement. The picture of reality has been presented below on the figure no 2.



In the case of item no 3, 16, 19 and 30, response of rural female students have touched the bar line of 25%. In the case of item – 8, response of urban female has been touched the bar line of 25%. In the measurement of moderate point of the scale, urban female students have shown higher identity crisis in respect to the item no – 1,4,5, 6, 8, 15, 20, 22, 25, 26, and 29 respectively.

Lower level of self -identity crisis has been identified in maximum level (i.e. 1 point of the measurement scale). Item wise response in percentage has been measured and corresponding values has been presented below.

**Table – 6 Strata based Item Analysis in 1 Point of Measuring Scale**

<i>Result has been found in 1 points within the measuring scale</i>				
<b>Item No</b>	<b>Item of the Questionnaire</b>	<b>A</b>	<b>B</b>	<b>C</b>
1	What I will do that is not cleared to me when my mom is completely indifferent about my education?	57%	38%	48%
2	When my mom said that education can destroy the simplicity of a girl child; therefore, higher education is not suitable to them. So, I am unable to specify my role, what should I do?	69%	40%	55%
3	At the time to do domestic duties, my mom rebukes me; therefore, I do not understand how I can make my mom happy?	22%	10%	16%
4	To respond to younger of my family, elders misinterpret me. So, I do not understand what do I do?	25%	8%	17%
5	At the time talking with any friend, my mom always talks about negativity on friendship; therefore, I do not understand what my role in my family is?	21%	21%	21%
6	When I ask to my father about anything; he expresses indifference behaviour about my query; therefore, what should I do? I think about.	39%	30%	35%
7	My nearer relatives intend to establish the education as irrelevant in front of my family which creates non-desirable doubtless.	44%	28%	36%
8	When every student of my school is busy to do something; but, I do not know what should I do?	32%	14%	23%
9	Indifference behaviour of my parents expressing at the time of fulfilment of my willingness can create a lot of doubt.	31%	29%	30%
10	My mom says to make a long distance with my nearest friend which can create a lot of complexities.	31%	28%	30%

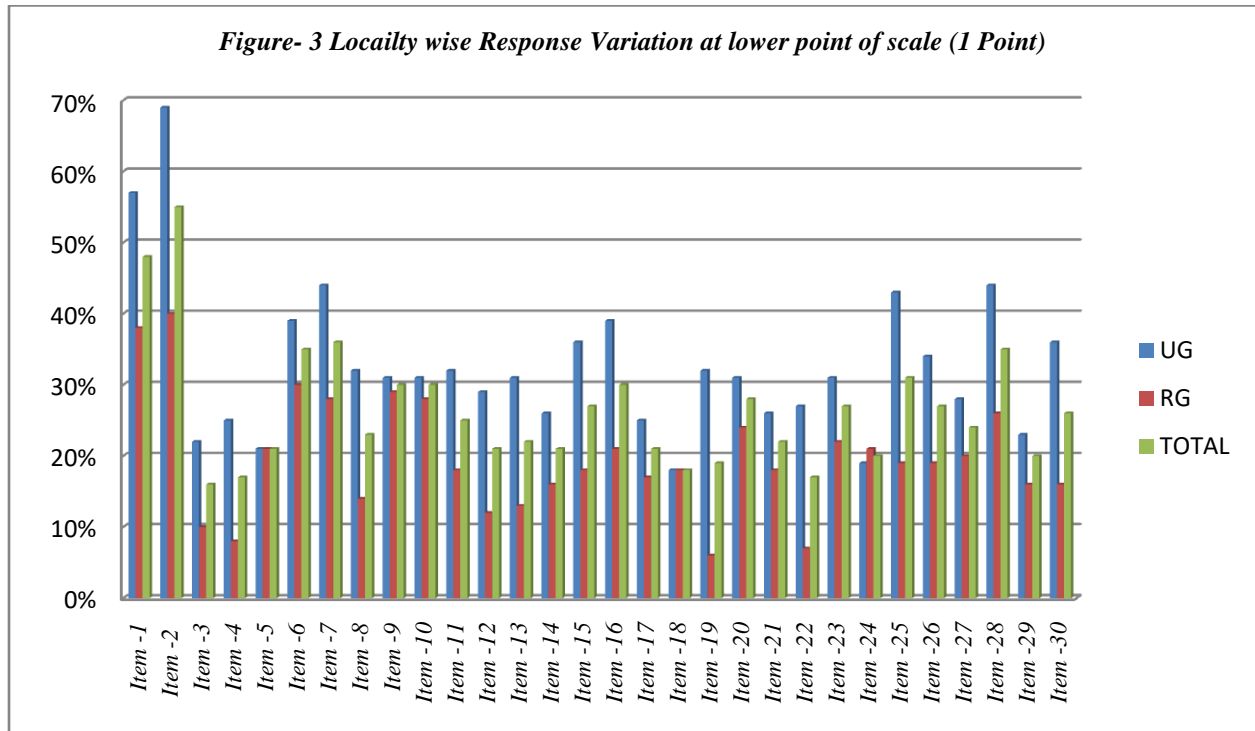
<b>11</b>	When my father does not respond to my question, then, I do not understand what should I do?	32%	18%	25%
<b>12</b>	When my mom express in difference behaviour to me for unnecessary reason, I do not able to comprehend what is my role?	29%	12%	21%
<b>13</b>	When any member from surrounding of my family gossip about me and I do not clear the matter to my mom; I do not understand what I should do?	31%	13%	22%
<b>14</b>	At the time to talk with new one, any member of my nearer society creates a wrong perception; I want to clear the matter to my mom but when I fail; then, I do not know what should I do?	26%	16%	21%
<b>15</b>	When the male classmate of my classroom irritate me; I try to clear the matter to my parents and they behave negatively. Then, I do not know what I do?	36%	18%	27%
<b>16</b>	When my nearer relatives try to prove me wrong and I try to clear concept regarding the matter to my parents; then, I do not understand what do I do?	39%	21%	30%
<b>17</b>	When my parents react negatively to me in every aspects; then, I feel to take sympathy from others. But, I do not understand what will be my role?	25%	17%	21%
<b>18</b>	When a male student proposes me for unexpected behaviour; I do not able to respond anything due to escaping from family punishment.	18%	18%	18%
<b>19</b>	When a male relative proposes for unexpected manner to do something with me and I try to clear the matter to my family member, but, I fail. Then, I do not know what do I do?	32%	6%	19%
<b>20</b>	When I fail to clear about my suppressed emotion to my parents; I do not know what should I do?	31%	24%	28%

<b>21</b>	I am being confused about my role when I get less priority than other by my parents.	26%	18%	22%
<b>22</b>	I do not know what I do when I get less priority at the time of special requirement.	27%	7%	17%
<b>23</b>	I do not know what should I do when my parents compare me negatively with others brothers and sisters.	31%	22%	27%
<b>24</b>	When my father puts less importance to listen my words, I do not know what will be my role in family?	19%	21%	20%
<b>25</b>	I fail to meet my requirement related to my exams; I do not know what should I do?	43%	19%	31%
<b>26</b>	When I get less importance by protesting against injustice from my parents; I do not know what should I do?	34%	19%	27%
<b>27</b>	I do not know what my role is when I do not get any response from my parents by asking anything.	28%	20%	24%
<b>28</b>	When my parents avoid my need of participation in co-curricular activities; I do not know what should I do?	44%	26%	35%
<b>29</b>	At the time to seek any assistance from my parents when I fail for that; I do not know what should I do?	23%	16%	20%
<b>30</b>	When parents are performing unethical task, I do not understand what should I do?	36%	16%	26%

**\*\*A** –*FISICUG –Female Influenced Identity Crisis of Female urban secondary students*, **B** –*FISICCRG – Female Influenced Identity Crisis of Female rural secondary students*, **C** –*FISICTOTAL – Female Influenced Identity Crisis of Female total secondary students*

From the above table, it has been found that above 50% response has been found in the case of item no -1 and 2. Lower level of self – identity crisis has been recorded in the case of urban female students in terms of the measurement. The matter has been precisely cleared on the figure -3. That has been presented below.





This figure (3) has specified that urban female has shown lower level of self-identity crisis than rural female students. In this case, lower level of variation has been found. By determining item variations regarding the response against the 30 items of the test, it has been found that Rural Female has the higher level self-identity crisis influenced by their family. The picture of gender discrimination has been identified in those cases. Gender marginalization approach against the right of rural female students has been observed. Due to the influence of socio –economic status of the family, urban female secondary students has shown lower level of self-identity crisis.

To clear the matter on the basis of descriptive analysis of collected data of the study as per the corresponding dimensions of the variable, a table of descriptive analysis has been presented below.

**Table-7 Dimension wise Descriptive Analysis of FISIC**

	D1FISICUG	D2FISICUG	D3FISICUG	D1FISICRG	D2FISICRG	D3FISICRG	D1FISICOTAL	D2FISICOTAL	D3FISICOTAL	
N	100	100	100	100	100	100	200	200	200	
Mean	24.76	26.82	26.08	27.41	31.45	30.66	26.085	29.135	28.37	
Std. Deviation	7.8549	8.81617	7.72204	6.2086	6.75005	7.0671	7.18582	8.16825	7.73188	
Percentiles	25	19	19.25	21	23	26	26.25	22	23.25	23
	50	24	28.5	25	28	30.5	30	26	30	28
	75	30	33.75	31	31	36	36	31	35	34

From the above table, a picture of descriptive analysis (the matter of dimensional analysis) has been presented on the table no 7. Mean value has been found slight higher in the case of dimension no -2 respondent by rural female students; Lower mean value has been noticed in the case of dimension no 1 respondent by urban female group. Average performance has been found higher level in the case of rural female students than urban female students.

To find out the level of significance in respect to the dimension wise mean difference in terms of family influenced self-identity crisis of female secondary students, the analysis of men difference has been done which has been presented below.

**Table- 8 Dimension wise Mean Difference in respect to FISICUG**

	Paired Differences			t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean			
D1FISICUG - D2FISICUG	-2.06	6.07997	0.608	-3.388	99	0.001

D1FISICUG D3FISICUG	-	-1.32	5.98631	0.59863	- 2.205	99	0.03
D2FISICUG D3FISICUG	-	0.74	7.37539	0.73754	1.003	99	0.318

Significant mean difference between dimension 1 and 2 as well as between 1 and 3 have been found in the case of self-identity crisis of urban female secondary students. Insignificant dimension wise mean difference has been found between dimension 2 and 3.

**Table- 9 Dimension wise Mean Difference in respect to FISICRG**

		Paired Differences			t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean			
D1FISICRG D2FISICRG	-	-4.04	7.16603	0.7166	- 5.638	99	0
D1FISICRG D3FISICRG	-	-3.25	7.39147	0.73915	- 4.397	99	0
D2FISICRG D3FISICRG	-	0.79	7.62147	0.76215	1.037	99	0.302

In the case of rural female secondary students, similar type of result has been found in terms of the self-identity crisis between the dimension 1 and 2; between dimension 1 and 3. On the basis of this analysis, it has been concluded that selected dimension of the corresponding test of the study is differed to each other.

The same result has been found in the case of total sample of the study which has presented below (table - 10).

**Table- 10 Dimension wise Mean Difference in respect to FISICTOTAL**

	Paired Differences			t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean			
D1FISICTOTAL - D2FISICTOTAL	-3.05	6.7024	0.47393	-6.436	199	0
D1FISICTOTAL - D3FISICTOTAL	-2.285	6.77816	0.47929	-4.767	199	0
D2FISICTOTAL - D3FISICTOTAL	0.765	7.48061	0.52896	1.446	199	0.15

Stratum wise mean difference has been presented below in respect to the self-identity crisis of female secondary students in terms of the locality determinant of the said variable. This result has been specified the acceptance level of result discussed in terms of measuring points namely point – 5 level, point - 3 level and point - 1 level respectively. Inferentially, the difference related situation has been described in the table – 11 which is presented below.

**Table- 11 Strata wise Mean Difference in respect to FISIC**

	Paired Differences			t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean			
FISICUG - FISICRG	-8.32	44.56181	4.45618	-1.867	99	0.065

From the above table, it has been observed that mean difference regarding self –identity crisis of female secondary students has been found insignificant. Therefore, it has been concluded that locality is not significant determinant of the development of self-identity crisis responded by

female secondary students. The said crisis is developed by the influenced of family of corresponding female students.

### **5.0. Conclusion:**

In this study, investigator has a test to measure self-identity crisis influenced by family of female secondary students; by which the corresponding aspects related to the problem of the study have been measured. On the basis of that, item wise response variation in respect to the three different points of measurement namely higher point, moderate point and lower point have been determined. After that, dimension wise mean difference in respect to self-identity crisis influenced by family of female students has been analyzed. That result has proved the significant result against the difference among the dimensions. At last, strata wise mean difference regarding the measurement of said variable has been measured. From this analysis of the data, it has been concluded that rural female students is a group who has the family influenced self- identity crisis; but, statistically proved that said result is not significant.

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