THE PREVALENCE OF IDENTITY CRISIS AMONG YOUTHS AND SOCIAL WORKER INTERVENTION IN IKENNE LGA OF OGUN STATE

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Abstract

Identity crisis has become a global concern in recent years. Several authors have researched around the subject in the field of psychology, social works and public health. Currently, several studies are being conducted to discover new methods to handle the issue of identity crisis especially among youths in secondary schools. As a result, this paper appraises prevalence of identity crisis among youths in Ikenne Local Government Area of Ogun State, Nigeria. The paper adopted correlational survey design to appraise the pattern of relationship between self-efficacy, parental supports, peer influence, internet usage and sense of identity among youths. The paper studied two hundred and sixty youths (121 Males and 139 Females) between 15-25 years (x = 13.05 and SD = 14.2) were drawn from youths in Ikenne LGA using simple random sampling technique in four stages. Results showed that youth sense of identity has negative relationship with self-efficacy (r = -.441 and p<.05) and positive relationship with peer influence (r = .253 and p<.05). There was no significant relationship with parental supports and internet usage on identity crisis. Multiple regression analysis showed that independent variables contributed 21% of the variance in youth’s identity crisis. Self-efficacy was most potent (α = .409; t (258) = .6963; p<0.05) contributing in predicting identity crisis. The paper concluded that identity crisis is mostly prevalent among the youths in Ikenne due to parental neglect as a result of busy schedule at work. Also, social workers are suitable intermediaries between youths who have lost their identity and their self-discovery. The paper recommends that secondary school administration in Ikenne LGA should make efforts toward educating their students in aspect managing frustration and lack of concentration which are identified behaviours that affect the youths. Social workers should educate parents and caregivers on the causes and effects of identity crisis in order to help reduce the rate of occurrence among the youths.

Keywords: Social works, Youths, Identity crisis, Parental support, Self-efficacy, Peer influence, Internet usage
INTRODUCTION
The importance of understanding the issue of identity crisis among youths cannot be overemphasized. This is because during the transition from childhood to adulthood which requires identity search, youths usually face discrepancies between their ideal self, real self, self-perceived self, and their self as perceived by others or discrepancies between personal and social identities (Ofole, 2017). In fact, such discrepancies have been known to expose youths to increased psychological risks like emotional and behavioural problems. Articulate identity gives meaning to youths and guide their decisions and behaviours while fragmented, confused or poorly constructed identity may render youths vulnerable to external events (Ofole, 2015; Ofole & Okopi, 2012). Erikson (1968) further described youths going through an identity crisis as showing confusion. Such persons usually seem to have no idea who or what they are, where they belong or where they want to go. They may detach from normal life, not taking action or acting as they usually would in their every setting including the school due to lack of self-acceptance (Ofole, 2017). Consequently, such youths may even resort to negative actions such as crime or drugs, as a way of dealing with identity crisis.

Identity crisis is prevalent among the youths in Nigeria due to parental neglect as a result of busy schedule at work and the desire to provide the basic needs of the family. These result in less attention being given to their children upbringing which affects the children well-being as they mature from childhood to adolescent (Kroger, 2013). According to Erikson, (1968), identity formation is an integral part of human life. According to Erickson, it is believed that for one to develop a sense of identity it starts from the teenage years, but Erikson was of a view that it is not confined to adolescent alone but, involves the shift and advance all through one’s life due to handling of one challenge or the other and in handling new experiences (Erikson, 1968). Identity crisis is a psycho-social state which involves disorientation and role confusion occurring among adolescents due to conflicting internal and external experiences, pressures, and expectations and often producing acute anxiety (Kroger, 2013). Based on Erikson’s epigenetic principle of identity conflict, there are usually developments with eight psychosocial stages which are major qualities for identity resolution. According to him, each stage entails a situation where a person will express healthier psychosocial development, if that stage’s crisis is resolved with more positive outcomes, such crisis is overcome and may never emanate again.

In some cases, the outcome may include seeing one’s self as either protected or vulnerable in the world, self-controlled or disordered and dependent, ambitious or evasive, competent or incapable at tasks, committed or lacking conviction, loving and gregarious, reclusive, productive and caring or not valued, and a success or a failure. Unsatisfactory aspects of one’s identity in these areas (i.e., being more dystonic) may lead to crisis fixation, in which one must re-live a previous stage and seek a different outcome (Erikson, 1970). Identity crisis could be emotional in some cases which are caused by internal changes of an adolescent based on the Social environment, while another fact could be the idea of seeing one's self as legitimate which is caused by situational changes that could be sometime uncontrollable by one's actions (Marcia, 2014). The state of crisis is not only among teenagers or adolescent; it cuts across all ages of human development due to the need to satisfy one’s desire at one level or the next as one strives for recognition and authority. However, individual who couldn’t overcome identity crisis at some level of their life becomes emotionally disturbed and imbalanced.

The lack of harmony with regards to the term identity has rendered attempts on identity studies more difficult. Still, certain preliminary attempts have been noted. In his study, Li (2012) evaluated the attitude, self-efficacy, effort and academic achievement of Hong Kong students toward research approaches and statistics. The outcome proved that both attitude and self-efficacy could significantly predict attempt. Another study by Okenyi (2014) which analyzed the magnitude to which self-concept predicts self-esteem identity of secondary school adolescents in Enugu State, Nigeria. Adeoye and Feyisetan (2015) evaluated the impact of self-concept and self-efficacy on academic achievement in English Language among senior secondary school students in Oyo and Ogun States, the outcome indicates that self-concept and self-efficacy jointly and relatively contributed to academic achievement in English Language of the participants. Similarly, Haddad and Taleb (2016) analyzed the influence of self-efficacy on performance of Faculty members in Jordanian universities. The results indicate a good influence of self-efficacy on the performance of Faculty members.

From the studies conducted prior, four major gaps identified in the literature reviewed involves (1) most of the studies were carried out in non-African context. Such results cannot be applied to Nigeria setting since identity crisis varies from one culture to the other; (2) another limitation of previous studies is the use of small sample size. Small sample size increases the likelihood of encountering Type-I and Type-II errors as well as not suitable for generalization of findings to the population; (3) there is scarcity of studies that evaluated the relationship between psychosocial factors and sense of identity with focus on Ikenne youths; (4) none of the studies reviewed approached the evaluation of identity crisis from the aspect of social works intervention. It therefore becomes imperative to evaluate the extent to which self-efficacy, parental supports, peer influence and internet usage correlate with identity crisis among youths in Ikenne LGA, Ogun State.

STATEMENT OF THE PROBLEM
A major concern of educational institutions, families and researchers is that majority of youths in Nigeria are going through identity crisis. Identity crisis implies failure to achieve self-esteem identity. This kind of unattended challenge leaves youths in a struggle to find selves. They might proceed to seek identity negatively, which usually involve crime
or drugs or the inability to make decisive choices about their future (Walaa, 2021). Youths in identity crisis often seem to have little or no idea who or what they are, where they belong or where they want to go. They may disassociate from normal life, not taking action or acting as they usually would at work, in their marriage or at school. They may even turn to negative activities like crime or drugs as a way of handling identity crisis (Jegede, Olowookere & Elegbeleye, 2016). There is limited literature on identity crisis among the youths in Nigeria. There is therefore need to comprehend factors that relate to youths and their identity in order to target them with social work intervention as this is one of the major means of building a safe and encouraging environment.

OBJECTIVES
The general objective of this paper is to appraise social work intervention in the prevalence of identity crisis among youths in Ikenne LGA, Ogun State, Nigeria. Specifically, the paper seeks to:
1. identify the pattern of relationship between self-efficacy, parental supports, peer influence, internet usage (independent variables) and sense of identity (dependent variable among youths in Ikenne LGA);
2. examine the extent self-efficacy, parental supports, peer influence and internet usage jointly contribute to the prediction of identity among youths in Ikenne LGA;
3. evaluate the relative contribution of self-efficacy, parental supports, peer influence and internet usage to the prediction of identity among youths in Ikenne LGA.

QUESTIONS
This paper seeks to proffer answers to the research questions posed below:
1. What is the pattern of relationship between self-efficacy, parental supports, peer influence, internet usage (independent variables) and sense of identity (dependent variable among youths in Ikenne LGA)?
2. To what extent does self-efficacy, parental supports, peer influence and internet usage jointly contribute to the prediction of identity among youths in Ikenne LGA?
3. What is the relative contribution of self-efficacy, parental supports, peer influence and internet usage to the prediction of identity among youths in Ikenne LGA?

LITERATURE REVIEW
Concept of Identity Crisis
The identity of an individual is mostly defined during their adolescent stage in life or age. Identity simply implies the manner in which an individual determines their purpose and direction of inner, unique core of self by maintaining some sense of sameness and continuity with one’s past and of comfort within the context of one’s culture. Identity crisis is associated with the failure of an individual to attain ego identity during adolescent. It is a state which makes an individual not to believe in himself. Someone who experiences identity crisis has a feeling of not knowing his real self. It is often seen as one of the most important conflicts that individuals experience during their developmental stages in life. This crisis occurs when the adolescent people undergo such experiences as physical growth, sexual maturation and internalization of ideas concerning the view of others on themselves (James, 2012).

Meanwhile, identity crisis is “a necessary turning point, a crucial moment, when development must move one way or another, marshaling resources of growth, recovery, and further differentiation” (Erikson 1968, p. 16). This often takes place during a normative psychosocial development periods of adolescence and as adulthood begins to surface. According to Erikson’s epigenetic principle which has eight psychological stages include trust, autonomy, initiative, efficacy, identity, interpersonal desire, worth, and finally with stage eight, satisfaction (Erikson, 1970). James Marcia further developed an influential empirical framework for identity formation which focused on behavioral expression of identity by investigating the processes of exploration of alternatives and commitment to values, beliefs, and goals in different areas of life like career and ideologies. From the idea of exploration and commitment, four identity status was coined by James thus: achievement, moratorium, Foreclosure and Diffusion. These items were discussed below.

Achievement (involves exploration which results into commitment): is the resolution to many identity crises. Identity achievement occurs when the adolescent has explored and committed to important aspects of their identity (James, 2012).

Moratorium (present exploration with the intention of achieving a commitment): Moratorium is the status of “crisis” or exploration, defined by the need to arrive at a self-definition, which is actively pioneered through the individual. It is the longest in individuals, the most volatile, and is best described as “the active exploration of alternatives” (James, 2012). Individuals experiencing identity moratorium can be very open-minded and thoughtful but also in crisis over their identity (Schultz & Schultz, 2009). For instance, a college student who lacks conviction in their future after changing majors multiple times but still cannot seem to find their passion is considered a typical example of this identity crisis.

Foreclosure (ascribes commitment with no exploration): This is a type of identity that is developed by a person without much choice. The foreclosure status involves a person making commitment without considering other alternatives. Most times these commitments emanate from parental ideas and beliefs that are accepted without question by their children (James, 2012). Identity foreclosure can contribute to identity crises in adolescents when the “security veil” of their assumed identity is removed. The “foreclosed individuals often find themselves in crisis, not knowing what to do
without being able to rely on the norms, rules, and situations to which they are used to (Seth, 2001). For instance, a son of a farmer who learns that his father is selling the farm, and whose identity as an heir to a farm and the lifestyle and identity of a farmer has been shaken by that news.

**Diffusion** (involves no commitment whether exploration has taken place in the past or not): Identity diffusion involves the apathetic state that represents the relative lack of both exploration and commitment (Seth, 2001). It can overlap with diagnoses such as schizophrenia and depression, and can best be described as a lack of identity structure. An example of an identity crisis of this status is an adolescent who becomes recluse after his identity as a star athlete is destroyed by a serious injury.

**Types of Identity Crisis**

To better understand the issue of identity crisis, it is better to classify them into their various types. From a conceptual (analytical) perspectives, Habermas (1973) proposed two types of identity crisis thus; “legitimation crisis and motivation crisis”. A legitimation crisis is the inability of a social entity (an individual) to fulfill demands and expectations it has placed on itself. It refers to an inability to justify actions that are called for. Legitimation crisis or identity conflict refers to the problem of the multiply defined self whose definitions have become incompatible. It is characterized by severe difficulty in reconciling the demands that follow from diverse commitments, the situation makes it impossible to choose and act consistently with all the person's values and goals. An example, would be the crisis of the person whose spouse and parental home are each seriously committed to different religious faiths in a way that makes the person feel committed to both.

A motivation crisis, on the other hand, refers to a lack of “action motivating meaning”. In this case, existing (internal) motivations are inadequate. It could be a problem an individual caused himself due to inadequately defined self. It is dominated by a lack of commitment to goals and values; the person lacks a basis for making consistent choices and decisions. The issue of identity crisis arises on such individual as soon as he starts struggling to make such commitments. In the situation where the person is content to remain uncommitted, then the identity deficit is simply “identity diffusion” (Erikson, 1968; Marcia, 1966). Thus, motivation crises combine the lack of guiding commitments with the personal desire and struggle to make commitments. An example of a motivation crisis would be the crisis of the adolescent who engages in protracted self-questioning and seeks new sources of meaning, fulfillment, and value. A motivation crisis may appear to involve conflict and some observers describe it that way. This difficulty can normally be resolved by asking whether commitments exist. The identity conflict crisis is more than just having conflicting attractions to incompatible possibilities; it is a conflict between existing, felt commitments within oneself.

**Causes of Identity Crisis**

Literature showed that there are different causes of identity crisis known to humans; some of the causes can be attributed to improper upbringing, lack of affirmation, unpleasant past experiences, stress, troubles and societal demands. Others are lack of ideologies and values, experimenting roles and the assumption of leader role (Kroger, 2013). The way and manner in which a child is raised up in a family is largely related to the way in which he lives during adulthood. It implies that those children who never experienced love at their tender age will hardly express love to others when they are adult. It means that families have the responsibilities of creating a conducive environment for their children to grow by showing them real love, and providing for their needs (Marcia, 2014).

As children grow in life, they need some words of encouragement from their parents so as to believe in themselves, their ability to make decision and follow through to the end. Unfortunately, the reason why most children misbehave is largely due to the fact that their parents did not encourage them as they were growing into adulthood. This causes them to withdraw and face the issue of identity crisis. Another cause of identity crisis apart from the ones mentioned above is the issue of traumatizing from past experience could torment an individual and make them to lose confidence in themselves and give room for identity crisis (James, 2012).

**THEORETICAL FRAMEWORK**

The study adopts theory of identity formation. The theory was developed by Erickson in the year (1979) with eight phases of life cycle and each of those stages has their own crisis attached to it. The theory explained that each of the stages have their most troubled period like the first 4 stages which brings about the problem of mistrust, shame, doubt, guilt, inferiority complex and futility to an adolescent and as such parents, guidance and counselors should be aware of these effects and devise means to educate their young ones to pass through these stages and become a balanced personality at adulthood.

The theory of identity development of Erikson with eight phases of life cycle that have their own tasks attached to it, and therefore each represents a potential crisis situation. For instance, the fifth phase of identity formation (13 - 18 years of age) is the most turbulent one, because all previous bad solution intersects in it. “To the extent that there are developmental problems in one or more of the first four stages, the adolescent may be hindered by the feelings of mistrust (a lack of trust), shame and doubt (the alternatives to autonomy), guilt (the alternative to initiative), and/or inferiority and futility (the alternatives to industry)” (Moshman, 2005: 81). This implies that one has to overcome the
different forms of challenges just to arrive at the right identity. Identity on one hand is the answer to the question “Who Am I”? This implies that it involves one having a stable feeling of internal identity assurance of oneself (Erikson, 1979).

Identity crisis was related to the phase of identity formation by Erikson, which means confusion of roles which has to do with resolving the original failure in the formation of a stable identity. “By crisis, he does not mean an impending catastrophe, but rather a critical turning point in the life history of an individual, in which development can only move forward by taking a new directional course” (Kroger, 2003: 207). The summation of Erikson view about identity formation theory is the issue of subjective feeling of confusion, with the symptoms of the loss of the sense of life and continuity, represents in some persons a more pronounced form of normal developmental process. He shifts the emphasis of psychoanalysis from pathology to healthy functioning (Kroger, 2001).

Another view of development exists, but it was not seen as passing through phases, rather, seen as lifelines. It is not mandatory to pass one period before entering the next one; instead, you can take alternative routes. Marcia (1966) view of identity formation is focused on two areas thus: exploration (of developmental alternatives in various domains) and commitment (selection of alternatives and engaging in activities). From these two areas identified by Marcia, adolescent identity can be classified in four different types: diffusion (a less adaptive identity status); foreclosure; moratorium; and achievement (the most adaptive identity status) (Marcia, 1966; Klimstra, Hale, Raaijmakers, Branje, & Meeus, 2010).

The identity crisis theory is relevant to the study because for the youth to maintain the right identity in life, they have to overcome these obstacles or challenges during each stages of the life cycle development of Erickson. In order to ensure that youths do not continue to live in the state of identity crisis, parents and their guidance must ensure their children are stable emotionally, i.e. they must possess good feeling about the person they are becoming and a stable internal identity assurance of who they are becoming daily. It is imperative to assert that one must not pass through one stage before entering into another; one can take an alternative option as lead or convinced to do within oneself.

**METHODOLOGY**

The paper adopts correlational survey design because it allowed the author to describe the strength of linear relation between the independent variables (self-efficacy, parental supports, peer influence, internet usage) and the dependent variable (sense of identity). In essence, the author came about the association between the variables of the study without any form of experimental manipulation. The study population is 260 youths made up of 121 male and 139 female who were from Ikenne LGA, Ogun State. The age bracket of participants was between 15-25 years with mean age of 19.05 years. Simple Random Sampling technique was adopted in four stages to draw out the sample from the target population.

In the first stage, Ikenne central town was randomly selected from the three sections of the local government. In the second stage, Ilishan Remo was randomly selected out of other areas close to the proximity. In the third stage, Ayeye was drawn out of the surrounding villages in the area. In the final stage, questionnaire were distributed among youths in the areas with approval from chairman and principal of schools. Out of three hundred questionnaires distributed only 260 were filled correctly. Thereby, the questionnaire return rate was 89.3% which was regarded as satisfactory to achieve the purpose of study. Five standardized instruments were utilized for collection of data. The first section focused on information regarding the demographic characteristics of respondents while sections B to E were used to assess the five variables hypothesized in the study.

**FINDINGS**

**Research Question One:** What is the pattern of relationship between self-efficacy, parental supports, peer influence, internet usage (independent variables) and sense of identity (dependent variable among youths in Ikenne LGA?)

**Table 1: Descriptive table and correlations of variables**

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identity</td>
<td>260</td>
<td>2.45</td>
<td>.55</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-efficacy</td>
<td>260</td>
<td>2.85</td>
<td>.45</td>
<td>-.445**</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parental supports</td>
<td>260</td>
<td>1.90</td>
<td>.51</td>
<td>-.105</td>
<td>-.265</td>
<td>1.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer influence</td>
<td>260</td>
<td>1.95</td>
<td>.35</td>
<td>.250**</td>
<td>-.215</td>
<td>.162</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>Internet usage</td>
<td>260</td>
<td>2.69</td>
<td>.57</td>
<td>.015</td>
<td>-.045</td>
<td>.140</td>
<td>.125</td>
<td>1.00</td>
</tr>
</tbody>
</table>

**Correlation is significant at the 0.01 level (2-tailed)**

Table 1 above indicates that self-efficacy maintains a negative relationship with identity of youths (r = -.445; p<.05). This means that as self-efficacy improves the identity of youths will begin to decline. On the other hand, there was a positive relationship between peer influence and identity (r = .265; p>.05). This implies that the more youths interact with others the greater the possibility of establishing an identity. Also, the table shows that none of parental supports (r = .105; p>.05) and internet usage (r = .015; p>.05) maintains a relationship with identity of youths. The effect therefore is that youths will express an identity notwithstanding the support of parents. Also, identity of youths is established irrespective of their level of internet usage.
Research Question Two: To what extent does self-efficacy, parental supports, peer influence and internet usage jointly contribute to the prediction of identity among youths in Ikenne LGA?

Table 2: Multiple Regression Analysis on Identity of Youths

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>3.515</td>
</tr>
<tr>
<td></td>
<td>Self-efficacy</td>
<td>-.492</td>
</tr>
<tr>
<td></td>
<td>Parental supports</td>
<td>0.15</td>
</tr>
<tr>
<td></td>
<td>Peer influence</td>
<td>.245</td>
</tr>
<tr>
<td></td>
<td>Internet usage</td>
<td>-.025</td>
</tr>
</tbody>
</table>

Table 3 indicates that independent variables contributed significantly to predicting identity of youths in Ikenne LGA. Regarding level of the impact, self-efficacy was most significant (α = -.417; t (264) = -6.853; p<0.05) to the prediction of the expectations. This is similar to peer influence (α = .183; t (264) = 2.885; p<0.05). However, parental supports (α = -.021; t (264) = -.235; p<0.05) and internet usage (α = -.025; t (264) = -.427; p<0.05) did not add significant impact to the predicting factors on identity of youths. The impact of this finding is that for significant change in self-efficacy, parental supports, peer influence, internet usage there is an equivalent -0.417, -0.021, 0.183 and -0.025 change in identity of youths.

Discussion

This paper adopted correlational method of research design to evaluate the aspect of relationship between four independent variables (that is; self-efficacy, parental supports, peer influence, internet usage) youths and identity in Ikenne LGA, Nigeia. The outcome of the first research question indicated that self-efficacy has negative relationship that is significant with identity of youths. This result disagrees with several prior findings (Bandura, 2002; Tahrmassein & Moghadam, 2011; Artino, 2012; Loo & Choy, 2013) which indicated that belief in personal efficacy is an important tool in developing identity, adapting successfully and changes. They further argued that self-efficacy has impact on motivational, cognitive, affective and decisional processes as well as influence thinking pattern of persons whether in optimism or pessimism which expresses the identity of the individual.

Conversely, there was a positive relationship between peer influence and identity. This implies that the more youths are impacted by their age mates the more the possibility of developing an identity. This result agrees with Simpkins, Schaefer, Price and Vest (2013); Madison (2014) who discovered that group of friends (such as gangs, crowds) are essential aspect of the youth experience as it enables the young people to experience different identities with support of peers being valued more than permission of adults.

Interestingly, the paper found in research question one that none of parental supports and internet usage has significant relationship with identity of youths. This outcome is in contrast to previous studies (Brooks, 2012; Myrskyla & Margolis, 2014; Rubin & Kelly, 2015) who showed that parents improve and support the physical, emotional, social and intellectual development of children from infancy to adulthood. The available justification for this result could be as a result of fact youths associate more with peers who are outside the family to provide guidance, direction and consultation as well as seem to improve the extent of time spent with peers by reducing the amount of time spent with parents (Ofole, 2017; Gilbert, Schacter & Wegner, 2011). Also, the result agrees with the finding of Davis (2013) who pointed out that during youth stage, peer group serves as the most important source of self-esteem.

The paper further discovered that internet usage has no relationship with identity of youths. This result disagrees with the findings of Reid and Boyer (2013); Subrahmanyam and Smahel (2012) who submitted that internet presents to the youths an option to identify possible sides of self and express the real self they desire to become. The researches contend that aspect of the identity formation is pondering on type of person they wish to become (Arnett, 2010). The internet which makes available constant flow of information to the young people may provide such individuals with ideas on the ways to act and establish individual identity. To this end, Singh (2010) submits that media sources like the internet and media are now regarded as an aspect of daily living and an instrument of transforming culture.
Furthermore, outcome of findings regarding the research question two indicates that independent variables (self-efficacy, parental supports, peer influence, internet usage) contributively predicted identity of youths. The result corresponds with Agwu, Enesobum, Ugwu, Okafor, Ekeh and Tanyi (2022); Abdullahi (2019); Ofole (2017) findings who submitted that identity consists of different and separate aspects coming up from contributions of family, culture, personal and professional. It also agrees with the theoretical submission of ecological systems theory propounded by Bronfenbrenne (1979) who suggested that an individual’s development is influenced by everything in their neighborhood. He categorized the individual's surrounding into five separate levels: microsystem, mesosystem, exosystem, macrosystem and chronosystem. The outcome of research question three indicates that self-efficacy was most significant in predicting the identity of youths. This result correlates with previous findings (Walaa, 2021; Adebusuyi, 2020; Nwankwo, 2018; Ofole; O’Sullivan & Strauser, 2009; Schwarzer, 2008) who submitted that identities grew in reaction to both internal and external factors. This outcome is anticipated provided that self-efficacy impacts several aspects of individual attempt. In essence, idea of self-efficacy of youths as a result can exhibit an important effort in how goals, tasks and challenges are approached (Birhan, 2019; Adebowale, 2015). More so, social-cognitive models of human development noted that self-efficacy can act as a predictor, mediator or moderator of youth identity. On the aspect of predictor, self-efficacy can enhance the formation of behavioural intentions, action plan development and action initiations. Regarding mediator, self-efficacy can assist in preventing decline to unhealthy behavior (Jegede, Olowoookere & Elegbeleye, 2016; Ofole, 2015; Ofole & Okopi, 2012; Schwarzer, 2008). In the aspect of mediation, self-efficacy contributes to the translation of intentions into action (Nwankwo, 2018; Ofole; O’Sullivan & Strauser, 2009; Schwarzer, 2008).

CONCLUSION
The study noted that identity crisis is a psycho-social state leading to disorientation and role confusion occurring among adolescents due to conflicting internal and external experiences, pressures and expectations and often producing acute anxiety. Identity crisis is mostly prevalent among the youths in Nigeria due to parental neglect as a result of busy schedule at work and the desire to provide their basic needs. These lead to less attention towards their children upbringing which affects their well-being as they mature from childhood to adolescence.

RECOMMENDATION
Based on the findings given in this paper, the following recommendations were made:
1. Social workers should improve the self-efficacy of youths by making available developmental appropriate (age, gender, experience) interventions to increase their skills in particular task. Social workers can adopt modeling or several experience to improve self-efficacy of youths which will boost their sense of identity since it was most important factor in identity formation.
2. Parents can support youths pilot the challenges of development and identity crisis by accepting the youths without reservations. Parents are expected to create an atmosphere of trust and support in the family, by assisting the youths establish their identity in the family. Parents are expected to supervise the internet usage of their children by monitoring the websites visited frequently by them.
3. The social workers can utilize the Individuation Therapy proposed by Lancer (2014) for treatment of the youths. This therapeutic method will support youths in the process of self-analysis and discovery. The social worker can support youths to express angles of the self in a clinical setting that may not be recognized in other places. Additionally, the social worker can make available assistance to the youths that enhance expression of personal identity.
4. Efforts should be made by the secondary school administrations in Ikene Local Government Area towards educating their students on managing frustration and lack of concentration as it was identified as behaviours that affects identity formation among young people
5. Quality education should be given to parents, teachers, caregivers and guardians on the causes and effects of identity crisis in order to help reduce the rate of occurrence among youths.

LIMITATIONS
The paper studied identity crisis as focus. The fundamental objective was to evaluate the social work intervention in identity crisis among the youths. Future studies are expected to be conducted in this area which will espouse an in-depth understanding regarding the impact of social works intervention toward identity crisis among youths. Additionally, comparative study of youths in other parts of Nigeria may improve the findings regarding the aspect of identity crisis of youths.

REFERENCES


