ORIGINAL RESEARCH PAPER

Role of training camp to identity formation among teenagers

T. Nikraftar

Faculty of Entrepreneurship, University of Tehran, Tehran, Iran

ABSTRACT: The aim of the present study was to examine the impact of Jihadi camps on the identity formation of teenagers in Iran. Seventy-six campers participated in the study and were randomly divided into control (n = 42) and experimental groups (n =34). The control group does not follow the camp's regular program while the experimental group attended to the camp's regular program. All participants completed the *Dellas Identity* Status Inventory, this questionnaire consists of two subscales of achievers: commitment and exploration. The results revealed statistically significant differences between the experimental and nonexperimental group, in two specific attitude subscales. These findings imply that participation in this particular camp can have a positive influence on teenagers' professional Identity.

KEYWORDS: *Dellas Identity Status Inventory (DISI); Jihadi training camp; Professional identity formation; Teenagers; Tehran*

INTRODUCTION

The main challenges of adolescence from the perspective of developmental psychologists are to make identity. The aim of this research is to research on adolescents' professional identity. Identity formation is a process involving many knowledge sources, such as knowledge of affect, human relations, and subject matter (Beijaard *et al.,* 2004).

Gee *et al.* (1996) suggest that as people acquire discourses they form the social self in new ways. Given the complex interweaving of values, social forms, linguistic forms, beliefs, and roles which include a discourse where people feel at home (Lundell and Collins, 2001) and without giving it much critical reflection people acquire values, world views, and perceptions of others. These perceptions are acquired within the same contexts as peoples' sense of what is right, what is wrong, and how the social world Shaped. In that way, people construct their social selves within

the everyday realities that they inhabit (Lundell and Collins, 2001). Professional Identity formation leads to the growth of ego. In fact to have the professional identity with a clear picture of the goals and personal abilities will help to find the proper job in future (Operariro and Fiske, 1999).

In the Jihadi camps special programs have been designed with young people in areas far from their residences. In these camps youth group to experience a social life and they do all the things together and their teachers sonly play the role of facilitator. Teens can take part go and help to many poor areas. Their activities are mostly construction ones. The Jihadi camps hold a series of spontaneous activity by students, volunteers and other young people in deprived areas.

These camps according to their capacities and capabilities offer a variety of services including civil engineering projects, agricultural services, medical treatment, education, and training as well as cultural

✉ *Corresponding Author Email: nikraftar@ut.ac.ir*
Tel.: +9921 8833 9095

activities. Accordingly, the Jihadi camps satisfy learning and training needs during participation and to the professional identity. In this direction, this study sought to answer the main question: "is Jihadi camps affected the professional identity of teens "? In earlier literature, the concept of identity was often vaguely described in terms of 'the self and one's self-concept. From this perspective, the identity of the self is shaped and maintained either through negotiations within social situations or through social roles that internalized by the persons.

Identity can generally be defined as who or what someone is, the various meanings people can attach to themselves, or the meanings attributed by others. Nowadays, identity formation conceived as an ongoing process that involves the interpretation and reinterpretation of experiences as one lives through them. The process of the professional identity formation explores students' transitions from higher education out into working life. More specifically, it is based on graduates' professional trajectories from one community to another and how they become the professional persons (Nyström, 2010). When entering higher education and joining an educational program, students not only become aware of a specific body of knowledge and skills, they are also exposed to different communities of practice, with particular sets of traditions, activities and boundaries development of a professional identity is not just dependent on the learning community, but also formed through a negotiation between the person and a specific context, such as an educational program (Wenger, 1998). According to Reid *et al.* (2008), these communities affect how the graduates become ready for and find their future work. Identity was first posed by (Erikson, 1993), as a genuine issue. Erikson's theory was tested and elaborated by Marcia (1991). Through semi-structured, open – ended interviews he came to the conclusion that there are four identity statuses long the identity continuum suggested by Erikson: 1) identity achievement. 2) Identity moratorium. 3) Identity foreclosure. 4) Identity diffusion.

Erikson also believed that social experience and interaction with the world is the key a self-concept to development, a phenomenon he described as ego identity (Erikson, 1993). Developmental progression occurs as skills and abilities practiced and Professional Identity Life stage Career stage Service Learning

experiences 4 experienced through progressively complicated stages marking advancement toward a more "integrated person." Learning how to integrate emotions and intellect can be one of the most challenging tasks of young adulthood and beyond. Personal integration is based upon years of skill building and life experience. It involves identifying and expressing emotion based on intellect, rather than reaction, while concurrently navigating personal behavior within a structured society (Labouvie-Vief, 1998).

The identity formation is a key part or developmental challenge according to Erikson. The process of identity development requires people to define themselves to the world around them. According Berger and Luckmann (1991) identified a phenomenon that emerges from the dialectic between person and society. Identity types, however, are social products tout court; relatively stable elements of social reality (the degree of stability being, of course, socially determined in its turn). The interpersonal aspects of the professional identity development process involve the professional community and its role in shaping the new professional.

O'Byrne and Rosenberg (1998) proposed a sociological perspective on identity development, where the professional acculturation process emerges through guided participation with the professional community. In this context, new professionals are socialized in the language of therapy; learn what is expected and what they can expect; and learn to behave as "native speakers" in the new culture through observation, supervision, consultation, and practice.

Dollarhide and Miller (2006) summarized this process as immersion in a professional culture through which one learns professionally appropriate attitudes, values, modes of thinking, and strategies for problem solving. Social identity is not given but constructed as people engage with social contexts and in social interaction (Gee, *et al.,* 1996). Nicholson (1984) argued that, depending on the job conditions, four outcomes can occur as employee's transition into new work roles: absorption, determination, exploration, and replication. These outcomes mark a change in person (absorption), role (determination), both (exploration), or neither (replication). Marcia (1991) hypothesized that identity development involves two steps. First, the adolescent must break away from childhood beliefs to explore alternatives for identity in a particular area. Second, the adolescent makes a commitment as to their personal

personal identity in that area. Based on Erikson's ideas, two criteria for the identity formation proposed: exploration and commitment. Exploration referred to some period of re-thinking, sorting through, and trying out various roles and life plans. The exploratory period is a time when the late adolescent is actively involved in choosing among meaningful alternatives. Commitment referred to the degree of personal investment the individual expressed in a course of action or belief. Present Study used these two criteria (commitment and exploration) to assess adolescent identity. This study carried out in high schools of Tehran, Iran in 2015.

MATERIALS AND METHODS
Participants
This is Semi-experimental research. In this method, the researcher to control some of the factors examined. In this study, adolescents who take part in Jihadi training camp considered experimental group *(sample 2)* and young people who did not take part in Jihadi camps *(sample 1),* used as a control group. Accordingly, identity status variables measured to determine a significant difference or no difference between the two groups. Participants were seventy-six teenagers, from the east area of Tehran. The campers divided into two groups, an experimental group (n = 42 men, M = 15.03 years old) that took part in the camp program, and a control group (n = 34 men, M =15.43 years old).

Instrument
Dellas Identity Status Inventory developed by Dellas and Jernigan (1987). It has 35 items and allows people ascription one of the following types of identity status, that is, towards achievers, moratorium, foreclosure, diffusion-diffusion, and diffusion-luck. This division is similar to the one developed by Marcia (1966). For this situation we followed (DISI) of separating achievers into two group questions, one's measures commitment and other ones exploration. The Cronbach Alpha coefficients of the two subscales are reported as 0.80 and 0.81 respectively. Responses were given on a 5-point Likert scale from 1 (disagree) to 4 (agree). Higher scores indicate more positive attitudes. T-student and Leven's test were used for data analysis.
Procedures: In an initial phase of our methodological plan and in order to answer our research question, "what differences are in identity status according to the camps

attended by the students?" We used *Dellas Identity* Status Inventory developed by Dellas and Jernigan (1987) to understand how participants in camp plan were being more achievers than people who did not take part in Jihadi camp program. The data collected during summer 2015, in disadvantaged areas of southern Iran.

Data Analysis
Statistical analysis employed SPSS 16 for windows. Concretely it conducted an ANOVA to verify if there were significant differences in the mean scores on the questionnaire dimensions according to the camp attended. Leven's Test conducted. It is an inferential statistic used to assess the variances equality for a variable calculated for two or more groups. Some common statistical procedures assume that variances of populations are equal. Levene's test assesses this assumption. It tests the null hypothesis that the population variances are equal (called homogeneity of variance or homoscedasticity). If the resulting P-value of Levene's test is less than some significance level (typically 0.05), the obtained differences in sample variances are unlikely to have occurred based on random sampling from a population with equal variances.

RESULTS AND DISCUSSION
Significant main effects of sample emerged in all ANOVAs that conducted. With respect to the continuous identity style measures, there was a significant main effect of sample on the Commitment (Table1).

$F=1.7, p < .05$; Exploration, $F= 1.8, p < .05$

The mean Commitment score was greater in Sample 2 (*M*= 3.17, *SD* = 1.6) than in Sample 1 (*M*= 2.8, *SD* = 1.03) (Tables 2 and 3).

The mean Exploration score was greater in Sample 2 (*M*= 3.1, *SD* = 1.9) than in Sample 1 (*M* = 2.9, *SD* = 1.4) (Tables 2 and 3).

Participants reported positive attitudes towards participating in Jihadi camp. Analysis of variance revealed significant main effects about participating in camp. Whereas responses of the control group had lower means in two subscale. Particularly, commitment changed significantly (Table1).

Table 1: Results of the data analysis

Variable	T-student test		Leven's test		Means	
Assumption of the equality of variance between the two groups)	t	Significant	F	P	Control group (sample1)	Non control group (sample 2)
Commitment	3.48	0.016	1.7	0.000	2.8	3.17
Exploration	3.5	0.00	1.8	0.000	2.9	3.1

Table 2: Group statistics for exploration variable

	Frequency	Mean	Standard deviation
Control group (sample 1)	34	2.8	0.62
Non control group (sample 2)	42	3.1	0.44

Table 3: Group statistics for commitment variable

	Frequency	Mean	Standard deviation
Control group (sample 1)	34	2.5	0.61
Non control group (sample 2)	42	3.3	0.51

Despite increasing interest in identity, its importance for the teenagers there is little research on how individuals construct professional identities. The goal of the current research was to find the impacts of camps on students' identity in Iran. The hypothesis of the present study was that the Jihadi camp would have a positive effect on the identity formation of teenagers. Results of the analysis supported our hypothesis on the positive effect of the camp on two subscales. In general, in terms of status means the results seem similar to earlier work (Dellas and Jernigan, 1987; Martins and Carvalho, 2013).The achiever identity status is characterized by exploration and commitment. Current study emphasizes that the Jihadi camp is a symbol of a discourse, the discourse of resistance and efforts to carry different duties. Jihadi camps create special social realm until people with hardworking to find their identity.

According to Berger and Luckmann (1991), Identity is a phenomenon that emerges from the dialectic between individual and society. Gendron (1995)

suggested, experiential learning opportunities reinforces career choice, provided opportunities for applied learning, opened doors to job opportunities and provided effective role models for students. Our research contributes to our understanding of identity construction by describing the importance of the relationship between "doing" and "being" among teenagers.

It would appear beneficial for students to engage in a diverse array of activities so that there is an increased likelihood that they will discover some things that surprise them with the feeling "Where has this been all my life … why didn't I know about this before?" The effectiveness of camp activities derives from the increased likelihood that educational experiences will be accompanied by the various markers for intrinsic reason. What is the better way to find someone identity?

CONCLUSSION

Our work extends and bridges various studies that include the literature on identity work. To our knowledge, although others have begun to outline the factors important to identity work, we are the first to show how this process occurs through camps in schools. More generally, we turn scholars' attention toward the identity customization reason.

In doing so, we take lessons from research on "meaningful work," according to which work is meaningful to a person to the extent that it reflects who the person is and as Kahn (1990) noted, work becomes meaningful when one's "preferred self" can be expressed through one's work and through one's membership in an organization. Building on this research, we argue that achieving alignment between identity and work is a fundamental factor in identity construction.

However, future research using different people (e.g. girl's students) as the sample might consider using different outcome variables. The outcome variables should accurately evaluate and measure identity formation based upon the characteristics of the specific people.

ACKNOWLEDGEMENT

CONFLICT OF INTEREST

The authors declare that there are no conflicts of interest regarding the publication of this manuscript.

REFERENCES

Beijaard, D.; Meijer, P.C.; Verloop, N., (2004). Reconsidering research on teachers' professional identity, Teach.Teach. Edu., 20(2): 107–128 (**22 pages**).

Berger, P.L.; Luckmann, T., (1991). The social construction of reality: A treatise in the sociology of knowledge (No. 10). Penguin UK.

Dellas, M.; Jernigan, L.P., (1987). Occupational identity status development, gender comparisons, and internal-external locus of control in first-year Air Force cadets. J. Youth Adolescence, 16(6): 587-600 (**13 pages).**

Dollarhide, C.T.; Miller, G.M., (2006). Supervision for preparation and practice of school counselors: Pathways to excellence. Counselor Educ. Supervision, 45(4): 242-252 (**10 pages**).

Erikson, E.H., (1993). Childhood and society. W.W. Norton & Company, New York.

Gee, J.P.; Hull, G.; Lanshear, C., (1996). The new work order: behind the language of the new capitalism. St. Leonards: Allen and Unwin.

Gendron, T., (1995). The Professional Identity Development of Gerontologists: An Experiential Learning Approach. Ph.D. Dissertation, Virginia Commonwealth University Richmond. Virginia.

Labouvie-Vief, G., (1998). Cognitive-emotional integration in adulthood, in K. W. Shaie; M. P. Lawton (eds.), Annual review of gerontology and geriatrics, Vol. 17, Focus on emotion and adult development, pp. 206-237, Springer Publishing, New York.

Lundell, D.; Collins, T. G., (2001). Towards a theory developmental education: the centrality of discourse, in D. Lundell; J. L. Higbee (eds.), Theoretical perspectives in developmental education, pp. 3–20. Centre for Research on Developmental Education and Urban Literacy, General College, University of Minnesota, Minneapolis.

Nicholson, N.A., (1984). Theory of work role transitions. Admin. Sci. Quart., 29:172–191 (**21 pages).**

Nyström, S., 2010. Graduates "doing gender" as early career professionals. Career Dev. Int., 15(4): 324-337 (**14 pages**).

Marcia, J.E., (1991). Identity and Self-Development, in R. Lerner; A. Peterson; J. Brooks-Gunn (eds.), Encyclopedia of Adolescence. Garland, NewYork.

Marcia, J.E., (1996). Development and validation of ego identity status. J. Pers. Soc. Psychol., 3(5): 551–558 (**7 pages).**

Martins, D.; Carvalho, C., (2013).Teacher's feedback and student's identity: an example of elementary school students in Portugal. Procedia Soc. Behav. Sci., 82: 302-306 (**4 pages).**

O'Byrne, K.; Rosenberg, J.I., (1998). The practice of supervision: A sociocultural perspective. Couns. Educ. Sv., 38 (1): 34-42 (**9 pages**).

Operariro, D.; Fiske, S.T., (1999). Integrating social identity and social cognition: A framework for bridging diverse

perspectives, in D., Abrams; M.A., Hogg (eds.), Social Identity and Social Cognition. Blackwell, Oxford.

Reid, A.; Dahlgren, L.O.; Petocz, P.; Dahlgren, M.A., (2008). Identity and engagement for professional formation. Stud. High. Educ., 33(6): 729-742 (**14 pages**).

Wenger, E., (1998). Communities of practice: learning, meaning and identity. Cambridge University Press, Cambridge.