Factors influencing the development of identity in late adolescence in South Africa: A rapid review

A Pawson



orcid.org / 0000-0002-7763-7670

Mini-Dissertation submitted in partial fulfilment of the requirements of the degree Master of Arts in Clinical Psychology at the North-West University

Supervisor: Ms HK Coetzee

Examination: December 2020

DECLARATION BY THE AUTHOR

I declare that the following study, titled "*Factors influencing the development of identity in late adolescence in South Africa: A rapid review"* is my own, independent work and that the referencing and editorial style, as prescribed by the Publication Manual (7th edition) of the American Psychological Association (APA), were adhered to, to ensure that the sources used in this dissertation are acknowledged. Furthermore, this study has not been submitted to any other institution than the North-West University for examination.



Anri Pawson
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Acknowledgements

Firstly, I would like to express my deepest appreciation to **God,** as I acknowledge that it was only through His guidance, favour, and provision that one of my wildest dreams became true. God provided me with the necessary wisdom, self-belief, passion, and creativity to have been able to fulfil my dream of becoming a Clinical Psychologist. I never thought that I would reach this point, as I never believed in myself. Therefore, I am grateful beyond measure – I know, without God, I would have never accomplished this. Knowing that I can pursue my purpose and passion as a clinical psychologist for the rest of my life warms my heart and ignites my passion even more. He deserves all the praise and honour.

Secondly, I would like to thank my **parents** for giving me the opportunity and allowing me to follow my dreams on my own terms. Thank you for your unconditional love, support, and prayers. I often wanted to give up on this long journey of becoming a clinical psychologist, but you gave me hope each time. Thank you for believing in me when I did not. Thank you for always understanding the balance and timing between comforting and pushing me beyond my limits; I love you. God blessed me with wonderful parents, and I am so grateful.

Thirdly, a special thank you to my best friend and soul sister, **Lizzy**. No one understands this journey more than you. What a ride it has been. It was a privilege to share such a challenging yet beautiful journey with you – I honestly would not have wanted to share it with anyone else. Thank you for sharing each moment with me – all the moments of laughter, tears, uncertainty, excitement, stress, late nights, and everything challenging paired with research as a whole. Thank you for always being there and for always reminding me why I started. I am proud of our resilience, perseverance, and faith. It was an honour to share this rollercoaster journey of

becoming a psychologist with you. I am excited to see what the Lord has in store for us.

Fourthly, I would like to thank **Mrs. Heleen Coetzee** for being my supervisor and helping me along the way. Without your knowledge, guidance, and assistance, I would not have been able to finish this dissertation. Thank you for all your hard work and feedback. I am grateful to have been able to work with someone with ample knowledge and resources within this field.

Fifthly, thank you to all of my friends in the **Master's class of '19**. I am grateful for each friendship, meaningful conversation, tear, laughter, and words of encouragement when needed. It was a challenging, chaotic, but oh so beautiful journey, and I am grateful that I shared it with you guys. I pray that each and every one finds their place in this world to fulfil their passion and make a difference. I also thank the NWU Potchefstroom Campus and all the lecturers of the Master's degree programme. It was a pleasure and a great privilege to learn from you. Thank you for all your time and effort in sharing your knowledge and years of experience. Thank you for choosing me to be a part of the Master's Class of 2019. Thank you for giving me the opportunity to fulfil my dream of becoming a clinical psychologist. I will forever treasure what each and every one of you has taught me on this special journey.

Last but not least, a special thank you to my partner and ultimate best friend, **Johnny,** for always supporting, listening, and encouraging me during the last but most difficult time of completing my thesis. You were the one person who never asked too many questions but rather listened when it mattered most and encouraged me when I needed it. I adore you, and I am looking forward to the future.

Summary

Factors influencing the development of identity in late adolescence in South Africa: A rapid review.

Keywords: “Identity”, “who am I?”, “where am I going?”, “adolescents”, “late adolescents”, “young adults” and “South Africa”

South African youth is facing an identity crisis. Answering the questions “Who am I” and “Where am I going?” are at the core of each adolescent's identity development. Although identity development is embedded within the lifespan theory of development, it is important to note that it is a process with its onset mainly during adolescence. Many challenges are being faced by these individuals, which makes it difficult for them to establish and maintain an identity. A youth struggling with the development and establishment of a secure and healthy identity has detrimental consequences for the applicable society and country's economic, educational, and psychosocial future.

Theorists such as Erikson, Marcia, Crocetti, and Luycks indicated that identity development revolves around a process of exploring options within the main domains of career choices, sexuality, political views, religion, spirituality, as well as life goals and ultimately committing to a certain identity stance within each of these domains. For this study, a rapid review was conducted to answer the research question: What are the factors influencing the identity development of late adolescents in South Africa? After following a rigorous and scientific method to screen and appraise all relevant articles, a final eight articles were analysed and synthesised to identify themes and subthemes that could help answer the formulated research question.

After the analyses of the identified articles, it was found that the main factors influencing identity development of late adolescents in South Africa are centred around: (1) Being myself: Factors influencing identity development on an

intrapsychic level, (2) Being myself in relation to others: Factors influencing identity development on an interpersonal level, and (3) Being myself in different contexts: Factors influencing identity development on a contextual level.

When integrating these identified themes with other relevant literature on this topic, it was clear that identity development amongst adolescence does not develop in isolation. The depth and richness of identity development are in it's being a multidimensional, multi-layered dynamic process where the magic lies in the reciprocal interaction between the various factors identified. When dividing the identified factors into constant and fluid factors, a dynamic and interactional process occurs where awareness of the constant factors is combined with the activation of the fluid factors, which could be useful in informing pro-active interventions for the adolescents in South Africa.

Schools could raise awareness and implement certain interventions embracing and accepting the constant factors contributing to identity development (gender, culture, psychosocial development) and the activation of the multi-layered fluid factors and systems surrounding these schools such as parents (parenting styles), the community (relationships with peers and neighbours), local government and policies (educational and socio-political resources and support). If these interventions can pro-actively launch the process of thorough, in-depth identity exploration and investigation before premature and foreclosed identity commitments are made, it could add value in guiding the culture of identity development in respective communities and South Africa as a whole.

Opsomming

Die Suid-Afrikaanse jeug is tans besig om ‘n identiteitskrisis in die gesig te staar. Om vrae soos die volgende te kan beantwoord; “Wie is ek?” en “Waarheen is ek oppad?” is die middelpunt van enige adolessent se pad om hul identiteit te vestig. Alhoewel identiteitsontwikkeling ingebed is in die lewensduur van ontwikkeling, is dit belangrik om daarop te let dat dit 'n proses is wat hoofsaaklik tydens adolessensie begin. Baie adolessente ervaar uitdagings gedurende hierdie proses, wat dit moeilik maak om 'n identiteit te vestig en te handhaaf. 'n Jeug wat sukkel met die ontwikkeling en vestiging van 'n veilige en gesonde identiteit, het nadelige gevolge vir die ekonomiese, opvoedkundige en psigososiale toekoms van die toepaslike samelewing en land.

Teoretici soos Erikson, Marcia, Crocetti en Luycks het aangedui dat identiteitsontwikkeling ‘n proses insluit waar die hoofdomeine van beroepskeuses, seksualiteit, politieke sienings, godsdiens, spiritualiteit sowel as lewensdoelstellings ondersoek word om uiteindelik 'n sekere identiteitsposisie binne elk van die domeine vas te stel. In terme van hierdie studie is 'n vinnige oorsig gedoen om die volgende navorsingsvraag te beantwoord: Wat is die faktore wat die identiteitsontwikkeling van laat-adolessente in Suid-Afrika beïnvloed? Nadat 'n noukeurige en wetenskaplike metode gevolg is om alle relevante artikels te ondersoek en te beoordeel, is die geïdentifiseerde agt artikels geanaliseer en gesintetiseer om temas en subtemas te identifiseer wat kan help om die geformuleerde navorsingsvraag te beantwoord.

Na die ontleding van die geïdentifiseerde artikels is bevind dat die belangrikste faktore wat die ontwikkeling van identiteit van laat-adolessente in Suid-Afrika beïnvloed, sentreer rondom: (1) myself wees: faktore wat identiteitsontwikkeling op intra-psigiese vlak beïnvloed, (2) myself wees in verhouding tot ander: faktore wat

identiteitsontwikkeling op interpersoonlike vlak beïnvloed, en (3) myself in verskillende kontekste wees: faktore wat identiteitsontwikkeling op kontekstuele vlak beïnvloed.

Gedurende die integrasie van hierdie geïdentifiseerde temas met ander relevante literatuur oor hierdie onderwerp, was dit duidelik dat identiteitsontwikkeling onder adolessensie nie in isolasie ontwikkel nie. Die diepte en rykdom van identiteitsontwikkeling word gevind in die feit dat dit 'n multidimensionele, veelvuldige dinamiese proses is waar die kruks in die wederkerige interaksie tussen die verskillende faktore wat geïdentifiseer was lê. As die geïdentifiseerde faktore in konstante en vloeibare faktore verdeel word, kan daar gesien word dat 'n dinamiese en interaksionele proses plaasvind waar bewustheid van die konstante faktore gekombineer word met die aktivering van die vloeibare faktore wat nuttig is in pro-aktief wees in terme van die stigting van intervensies in Suid-Afrika.

Skole kan gebruik word om bewusmaking te verhoog en sekere intervensies te implementeer wat die konstante faktore wat bydra tot identiteitsontwikkeling (geslag, kultuur, psigososiale ontwikkeling) te erken en optimaliseer in kombinasie met die aktivering van die vloeibare faktore en stelsels rondom hierdie skole soos ouers (ouerskapstyle), die gemeenskap (verhoudings met eweknieë en bure), plaaslike regering en beleid (opvoedkundige en sosiopolitieke hulpbronne en ondersteuning). As hierdie intervensies die proses van diepgaande identiteitsverkenning en -ondersoek pro-aktief kan laat begin, voordat voortydige verpligtende identiteitsverpligtinge aangegaan word, kan dit baie waarde toevoeg om die kultuur van identiteitsontwikkeling in onderskeie gemeenskappe van Suid-Afrika as ‘n geheel te begelei.

Preface

Article Format

This study forms part of all of the necessary requirements for completing the following degree: Magister Artium (Clinical Psychology) at the University of North West, Potchefstroom Campus. In completing this mini-dissertation, all guidelines of the American Psychological Association (7th edition) were adhered to.

Journal

The article (Section 2) was written based on the requirements and author's guidelines of the Journal of Self and Identity. It is the journal to which this article will be submitted for publication. The APA 7th edition guidelines were also followed, and Section 2 was written in accordance with this.

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Section 2 – This section encompasses the research article titled "*Factors influencing the development of identity in late adolescence in South Africa: A rapid review".* The article will be submitted to the Journal of Self and Identity for publication. This section also complies with all the journal guidelines.

Section 3: This section consists of a critical reflection regarding this specific study.

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Mrs Heleen Coetzee

Supervisor and co-author

Language and Technical Editing Certificate

LANGUAGE PRACTITIONER: Anneke Denobili

BA Communication Science (Corporate and Marketing Communications)*
BA Hons Communication Science (Corporate and Marketing Communications)*
* Cum Laude

6 Carl van Heerden Street
Universitas Ridge, Bloemfontein

Tel: 084 244 8961
annekedenobili@gmail.com

December 2020

DECLARATION

I, Anneke Denobili, hereby declare that I did the language editing and minor formatting of the research report of Anri Pawson titled, *Factors influencing the development of identity in late adolescence in South Africa: A rapid review,* for submission purposes in partial fulfilment of the requirements of the degree Master of Psychology in Clinical Psychology at the School for Psychosocial Behavioural Sciences, North-West University. All the suggested changes, including the implementation thereof, were left to the discretion of the student.

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P.O. Box 31300
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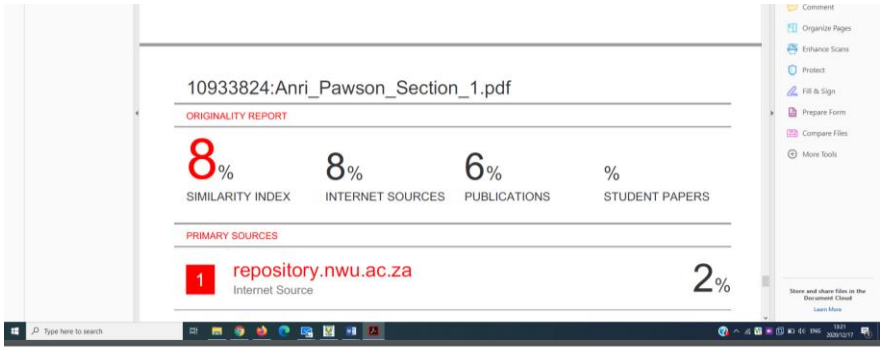
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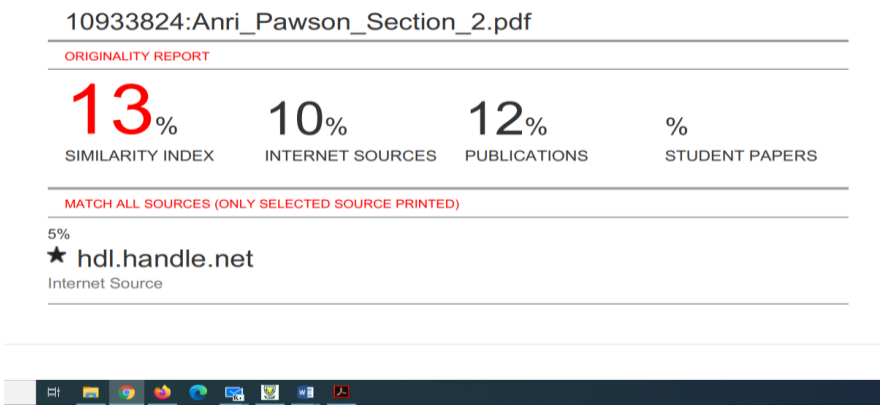


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A Turnitin check was conducted and the overlap was within reasonable parameters. Where an overlap was indicated, it was checked by the study leader and found to be acceptable and that proper referencing was done appropriately where necessary. The Turnitin report was generated separately for the three sections of the mini-dissertation and the overlap percentages found were: Section 1 Introduction: 8 %, Section 2 Article: 13%, and Section 3 Reflection: 0%.







Heleen Coetzee (10933824)

Research Supervisor

Senior lecturer: NWU Potchefstroom

SECTION 1: Introduction and Contextualisation of the Study

This section includes the integration and synthetisation of available literature to contextualise the problem statement more broadly. This synthetisation is followed by an explanation of the specific methodology used for this study and concluded with an outline of the approved research proposal. Furthermore, the methodology and proposal part of this section is formulated in the future tense, as it is per instruction included exactly as outlined in the research proposal, which was formulated as part of the original planning of the study. The aim of Section 1, in summary, is to provide the background overview and context of where the study and its planned methodology originated before moving to Section 2, where the actual article, results, and discussion is.

Introduction

This introduction provides the reader with a general overview of identity, what it entails, and the importance thereof. Secondly, the focus is on adolescents' identity development, with a specific focus on the influential factors and challenges regarding this process as experienced in South Africa.

Identity: An Overview

Two questions that almost all human beings face in their life are: "Who am I?" and "Where am I going?" (Vignoles, 2017). Although these two questions seem straightforward, it does involve a wide range of processes, psychological and social that will ultimately result in forming an identity. According to Vignoles (2017), the choices we make, goals we establish, how we pursue those goals, our relationships with a significant other, and our own social, psychological and physical well-being are all factors that play an essential role in establishing an identity. Furthermore, the answer to the question "Who am I" encompasses both explicit and implicit meanings.

These meanings can be seen as *identity content,* also known as the processes (psychological and social) involved in accomplishing and maintaining who we are. On the other hand, *identity processes* involve revising the answers to the question "Who am I?" and explores it further (Vignoles, 2017).

According to Klimstra and Van Doeselaar (2017), the most confusing period in the developmental life span is late adolescence. This confusion may be due to these young adults being caught up between doubting what their parents have taught them and struggling to find new ways to hold onto it and guiding them in the future. This period of confusion occurs as adolescents start to develop and practice the necessary cognitive capacities to question what to hold onto for the future. Therefore, identity formation starts in adolescence, although parts of its foundation are already formed in earlier stages. Thus, it is important to understand that identity development is embedded in the lifespan theory of psychosocial development, developed by Erik Erikson (1950).

Erikson (1950) initiated contemporary research on identity and described identity as a "*search for a new sense of sameness and continuity in order to avoid role confusion*". Erikson's theory on the psychosocial development of an individual (1968) suggested that psychosocial development involves eight subsequent stages where each individual has to work through a sequence of tasks in these stages in order to move onto the next stage. Erikson (1968) identified identity versus role confusion (Stage 5) as the main task that should be accomplished in adolescents in order to move onto the next stage of psychosocial development. In this stage, adolescents go through the intense exploration to search for a sense of self. This search to find a sense of self focuses on exploration regarding career options, goals, sexuality, spirituality, and religion. If these individuals managed to attain a sense of self, they move onto Stage

6, intimacy versus isolation. This stage involves young adults focusing and searching for committed romantic relationships. Stage 5 and 6 are the most dominant identity formation stages for adolescents moving into adulthood (Erikson, 1950).

From the abovementioned, it is clear that the main focus in the search to find a sense of self focuses on exploration regarding career options, goals, sexuality, spirituality, and religion (Erikson, 1950; Louw & Louw, 2014). James Marcia (1966) provided an empirical definition of identity, as Erikson's (1950) writings were not thorough enough. Marcia's (1966) definition derived from Erikson's (1950) work and formed part of identity theory. Overall identity distinguishes between commitment and exploration. Commitment refers to whether adolescents have made decisions in the different domains and engages in activities that implement those decisions.

In contrast, exploration refers to a process where adolescents compare different possibilities before making a committed decision. Identity development has four main domains (Marcia, 1966): the political domain, the spiritual domain, the occupational domain, and the personal goals domain. Thus, adolescents in the process of developing an identity will explore, commit, and ultimately re-commit in these domains.

Marcia (1966) categorised identity into four different statuses: Identity Achievement, Foreclosure, Identity Diffusion, and Moratorium. It is important to note that the mentioned definition refers to two distinctive processes, namely commitment (life choices have been made in different domains) and exploration (different possibilities before making a decision). Firstly, identity achievement is characterised by an active decision-making period and exploration for possible alternatives. Secondly, foreclosure refers to individuals with strong commitments, without active exploration, usually parentally chosen. Thirdly, identity diffusion is a period

characterised by individuals who did not actively explore different alternatives and who lack identity commitments. Lastly, moratorium is a period where individuals are currently exploring various alternatives but did not make any commitments yet. The presence or absence of a decision-making exploration period and the extent of a personal commitment in two areas, ideology and/or occupation, will determine where an individual fits in. James Marcia's (1966) model has inspired many studies in identity; however, his studies have also been criticised for missing essential detail regarding the exact underlying processes of identity formation (Bosma, 1985; Grotevant, 1987).

To overcome this drawback, Côté and Levine (1988) noticed that identity status research only focused on categorising individuals into these four statuses, rather than on the process itself. Thus, identity status research is characterological and not developmental. Luyckx et al. (2006) introduced a process model and expanded the theory of identity formation. Their findings and the newer models' main focus are that commitment is a process and not an event, as Marcia initially stated (Luyckx et al., 2008).

Marcia introduced exploration and commitment as singular dimensions, but research indicates multiple dimensions to these two processes (Luyckx et al., 2008). Thus, two main models are currently prominent in identity theory. Firstly, Crocetti et al. (2008) proposed a three-dimension identity model, which focuses on the different dynamics of the identity formation process that late adolescents go through to form, evaluate, and revise their identity.

The three-dimension identity model includes the following critical processes: (1) commitment, (2) in-depth exploration, and (3) reconsideration of commitment. Firstly, commitment refers to a process where choices are put into practice regarding

the different developmental domains and confidence they gained from these choices. Secondly, the process of in-depth exploration refers to individuals who are actively thinking and reflecting about the commitments and choices they have made. Thirdly, reconsideration of commitment refers to a process where individuals compare their present commitments and choices with other possibilities because their current commitments and choices are no longer satisfactory. Therefore, in this process, individuals loosen existing commitments and enter a period of broad explorations for new possibilities.

Secondly, Luyckx and his colleagues (Luyckx et al., 2006; Luyckx et al., 2008) proposed a second model distinguishing between five dimensions. Commitment is split into two different dimensions and exploration into three. Commitment divides into (1) commitment-making (degree to which these commitments must be followed to reach a certain direction in life) and (2) identification with commitment (degree to which these commitments contribute to and provides a sense of self and certainty in life overall). Exploration divides into (1) exploration in depth (precisely the same as in-depth exploration), (2) exploration in breadth (somewhat similar to reconsideration, but the emphasis is on the broader search for new opportunities without necessarily comparing these to the existing commitments, and (3) ruminative exploration (pondering over what direction to pursue in life, without reaching a satisfying solution). Since the model of Crocetti et al. (2008) is only a three-dimensional model, where an individual loosens existing commitments to move to a new period with broader possibilities and opportunities, Luyckx and his colleagues (Luyckx et al., 2006; Luyckx et al., 2008) proposed a model with five dimensions; commitment and exploration are divided into sub-dimensions in order to establish an identity.

The main focus of both newer models thus being the consideration of commitment to be a process, and not an event as Marcia initially stated (Bosma, 1985; Côté & Levine, 1988; Grotevant, 1987; Luyckx et al., 2008).

What is Late Adolescence all about?

According to Erikson's theory on psychosocial development (1968), individuals must achieve competence in specific areas in their lives, including the eight stages of lifespan development. Erikson (1968) stated that adolescence spans from 12 to 18 years, followed by adulthood from 19 years of age until 40. During adolescence, identity vs. role confusion is faced, which predominantly focuses on identity development. According to Erikson (1968), adolescents' main tasks between 12 and 18 years are to establish a sense of self and answer the questions "Who am I?" and "Where am I going". Some research studies found that identity development continues beyond adolescence.

A new phase was introduced by Arnett (2000), namely emerging adulthood. This phase includes late adolescents and young adults (ages ranging between 18-25). Emerging adulthood can be referred to as individuals who are mostly independent – not as dependent on others as they were in childhood and early adolescence, but doesn't have responsibilities that are normative for most adults. This phase includes experiences of radical changes and challenges that must be faced in order to establish an identity (Arnett, 2000). All individuals within this phase does experience it as a period of recurrent changes, various options and opportunities in different areas such as; love, worldviews, occupation and ultimately identity (Arnett, 2000). This phase can also be seen as a time where everything is possible, yet nothing regarding the future is certain.

Factors influencing the identity development process in South Africa

From the mentioned research and findings, it is evident that identity does not develop in isolation. The influence of the context and society on identity development is significant (Grové & Naudé, 2016). Identity includes predetermined, constant aspects of personhood (gender, ethnicity, or age) and fluid, inconstant aspects in the context of the person him-/herself (choices regarding life partners, work, or interests).

Erikson (1968) found that each crisis period can be resolved, and to do so depends on the mutuality between an individual and their environment. Thus, each crisis period must be resolved before a mature identity can be achieved and maintained. Thom and Coetzee (2004) stated that it is essential to note that establishing an identity not only depends on resolving a crisis, but it also depends on the expectations and recognition of both the individual and their environment.

South Africa's vast diversity and ample cultural groups may influence late adolescents to establish a culture identity, leading to a greater struggle in establishing an individual identity (Thom & Coetzee, 2004). Furthermore, the educational system, which forms part of the broader South African system, also plays an important role in developing identity in late adolescents (Roodt, 2018). Verhoeven et al. (2018) stated that the educational system of South Africa has failed to meet the needs of late adolescents and young adults, which resulted in a loss of established identities amongst these individuals.

The educational system and its effectiveness are seen as a major influential factor in identity development amongst late adolescents. Schoeman (2014) also found that South Africa is seen as the country in the world with the most economic challenges.

Putting this in perspective, only 9% of children in South Africa are from wealthy homes, compared to 39% of children internationally (Schoeman, 2014). There are

about 12 million children in 25 000 public schools in South Africa. The National Scholar Nutrition Programme provides daily meals to 9 million children in over 21 000 schools in South Africa. Food support is thus provided to the poorest 60% of schools in South Africa. The effects of poverty on South African schools are tangible on a physical, emotional, and educational level. The majority of schools in this country are being trapped by poverty, which directly impacts education and identity development.

According to the South African Human Rights Commission (SAHRC) and UNICEF South Africa (2011), South Africa is a country with immense differences, discrepancies, challenges, and opportunities, with each of these aspects playing a role in the everyday lives of late adolescents and young adults. Two of South Africa's major challenges are unemployment and poverty; 11.9 million children (64% of children) still live in poverty in South Africa. Thus, 64% of all children in this country are staying in a community that lacks financial resources and essentials and lives at a minimum standard compared to other people in South Africa (Meinck et al., 2015). Many children in South Africa's basic human needs can, therefore, not be met appropriately. Regarding unemployment, 4.5 million of all people in South Africa (out of a possible labour force of 17 million) are not working and falls in the unemployed category. A total of 41% of late adolescents and young adults (18-24 years of age) are not employed. Furthermore, literature indicates that four out of 10 children in South Africa live in households where nobody is employed.

Also, South Africa has insufficient resources and infrastructure, which influences instructional time and results in underachievement in many domains, especially in the educational system (Barbarin, 2003, PAN, 2012, UNICEF, 2011). The AIDS epidemic causes more and more children to become orphans. The children's court

found that 88 600 children needed foster homes in 2009 and 2010, with an estimate of 500 000 children in South Africa already in alternative care centres (SAHRC & UNICEF, 2011).

When integrating the above with the identity processes as proposed by Crocetti et al. (2008) and Luyckx et al. (2008), it is important to note that although the processes of exploration and commitment are common amongst all adolescents in their identity development process, the options available in the various domains (careers, religion, political and goals) will vary depending on the adolescent's socio-economic status and the quality of the educational facilities and resources available.

Schoeman (2014) asserts that the process of identity development should be revisited, as it is the most localised area between all parties, institutions, and stakeholders. It is essential for individuals to be aware of the social, political, and economic constraints and their influential role played in the establishment of an identity. Schoeman (2014) indicated that this is where the hope of South Africa lies – being able to self-organise despite distortions. Subsequently, establishing an identity will have a positive impact on South Africa's system as a whole.

Contribution of the Study

A youth struggling with the development and establishment of a secure and healthy identity has detrimental consequences for the future of the applicable society and country (Klimstra & Van Doeselaar, 2017). This study will focus on synthesising and integrating findings from previous research to determine what the main opportunities, challenges, and contributing factors are in the development of the identity of late adolescents in the South African context in an attempt to prevent the detrimental consequences of identity-confusion, and also to emphasise the importance of effective identity achievement within the youth.

The contribution of this specific study is that the most salient influential factors in identity development amongst late adolescents will be determined, which will assist to raise awareness in South Africa regarding what factors play a detrimental role in the youth. Furthermore, it will enable future researchers to develop programmes that might help the youth of South Africa in establishing an identity before its detrimental effects take action.

Aim of the Study

The proposed study aims to explore and synthesise the best available literature in the identity development process of late adolescents in South Africa, specifically focusing on the main factors influencing this dynamic identity development process. Thus, this study aims to better understand the influential factors in the identity formation process of late adolescence in South Africa.

Research Questions

The review question for this study is as follows:

1. What are the factors influencing the development of identity of late adolescents in South Africa?

Methodology

Research Method and Design

In order to answer the research question, a rapid review will be conducted to synthesise and integrate the literature. A rapid review involves some of the same processes as systematic reviews (Roberfroid et al., 2016). There are, however, differences between a rapid review and a systematic review, with the key difference being that some aspects are simplified and/or left out in the rapid review to shorten the amount of time spent on the reviewing process (Ganann et al., 2010). It is,

however, not an alternative to a systematic review but rather used to answer a specific question with a focus different from that of a systematic review. For this study, the research questions are straightforward and specific, and therefore a rapid review is utilised.

Rapid reviews are systematic, comprehensive, and an explicit approach to (1) search, (2) appraise, and (3) synthesise primary studies (Schünemann & Moja, 2015). Harker and Kleijnen (2012) stated that a few aspects need to be considered and comply with, namely (1) the limited timeframe of this type of review, (2) the richness of the research question, (3) the intensity of the data analysis, and (4) the specific inclusion and exclusion criteria. A rapid review is suitable and appropriate for this study, as there is a particular research question that needs to be answered. While still ensuring high-quality standards, the researcher aims to answer this question within the appropriate timeframe. This will be ensured by using two reviewers, a well-constructed research question, transparency regarding the results, and the process followed to obtain the findings.

In order to identify available literature, the following steps involved in this process are listed and discussed below (Schünemann & Moja, 2015):

Step 1: **A literature search using the appropriate keywords for the specific study.** Finding and determining literature, the researcher needs certain keywords, based on a particular study, to do computerised searches of published literature (Carnwell & Daly, 2001). This study's search will be conducted using the EBSCO Discovery Service (EDS) search portal associated with the North-West University's (NWU) database. This portal provides access to at least 60 databases that include national and international books, journal articles, and online resources. This includes databases such as the following: (1) Academic Search Premier, (2) Google Scholar, (3)

PsycArticles, (4) PsychInfo, and (5) Science Direct. The search will be conducted with the help of Mr. Nestus Venter (NWU-librarian dedicated to Health Sciences). The search terms will be improved or combined using Boolean searches, such as AND, NOT, * and OR, to find more appropriate results. All literature found would include other keywords arising that might extend the search. This may include the name of authors who had published works associated with the research topic and/or title.

The table below provides a clear understanding of the keywords used to conduct the initial search, as explained in Step one:

Table 1

Keywords used in the initial search

	Keywords	Field
Level One	"Identity" OR "Who am I? Where am I going?" The study focuses on the identity development process.	Title
Level two	AND "Adolescents" OR "Late adolescents", "Young adults." The study focuses on late adolescents and young/emerging adults.	Abstract
Level Three	AND "South Africa"	Abstract

Step 2: Screening all relevant titles found in the first step to determine the possible relevance of the specific article in terms of exclusion and inclusion criteria.

Firstly, all duplicates will be removed. Secondly, the titles will be screened by the researcher and the research supervisor, as mentioned above. The screening will be done according to the inclusion and exclusion criteria. In determining the relevance of each article, the inclusion and exclusion criteria specifically focus on whether the articles at hand answer the research question and aims of this study. This study also

specifically focuses on South Africa; thus, all articles/research done outside of South Africa will be excluded from this study.

The researcher will be the first reviewer and mainly conduct the relevance assessment. However, the research supervisor will be the second reviewer to monitor the inclusion/exclusion process. If disagreements arise between the researcher and the research supervisor, a third reviewer with the appropriate experience and knowledge will be consulted to resolve any disagreements.

Step 3: Working through all the articles (abstracts) included in the previous step to confirm the relevance and compliance of the inclusion criteria of each article included.

Step 3 will involve the researcher to independently review each article's abstract based on the inclusion/exclusion criteria in the mentioned steps. The researcher must determine whether or not the articles focus on identity, identity development process, late adolescents, and most important, South Africa.

The final articles that are relevant and adhere to all the inclusion/exclusion criteria will then be selected.

Step 4: Critical quality appraisal of all articles (full text) included in the previous step.

This step entails a process where the researcher and the research supervisor will independently appraise all the articles (full text) selected for quality assurance by using an integrated instrument. For the critical appraisal process, a combination of the CASP Checklist (Critical Appraisal Skills Programme, 2018) and JBI QARI (The Joanna Briggs Institute, 2014) will be used for qualitative studies and JBI QARI (The Joanna Briggs Institute, 2014) for quantitative studies will be used. These were chosen as they are internationally recognised and easily accessible.

The set criteria from the adapted quality appraisal will be used to determine which studies to include in the study. The researcher and supervisor will agree beforehand on how the criteria will be administered, what the expectations are, and what process each of them will follow independently. The criteria will give each reviewer a systematic way to appraise each article. A process for mediating inter-rater differences will be determined beforehand and will be implemented after the separate appraisals are done. Articles will only be included if both reviewers are in agreement on the relevance of the articles and if the article complies with the set criteria.

The following questions and/or statements are part of the appraisal instrument. This instrument will be answered by indicating "Yes", "No" or "Unclear".

Table 2

Appraisal Tool and Rationale

Criteria	Yes	No	Unclear	N/A	Comment
Section A: Are the results valid?					
1. Was there a clear statement of the aims of the research?					
2. Is a qualitative methodology appropriate?					
3. Was the research design appropriate to address the aims of the research?					
4. There is congruity between the research methodology and the research question or aims.					
5. Was the recruitment strategy appropriate to the aims of the research?					
6. Was the data collected in a way that addressed the research issue?					
7. Has the relationship between the researcher and participants been adequately considered?					
8. Participants' responses are accurately presented.					
Section B: What are the results?					
9. Have ethical issues been taken into consideration?					
10. The research has been ethically approved.					
11. Was the data analysis sufficiently rigorous?					
12. Is there a clear statement of findings?					
Section C: Will the results help locally?					
13. There is a logical flow from the analysis and interpretation of the data to the conclusion drawn.					

(Critical Appraisal Skills Programme, 2018, The Joanna Briggs Institute, 2014).

Both reviewers will be selecting articles that mostly comply with all the necessary criteria, and if disagreements arise, a third competent reviewer will be consulted to resolve the disagreements.

Step 5: Data extraction and data analysis.

A thematic synthesis approach will be used inductively. The researcher will analyse the findings of selected studies and combine them to identify themes that emerge. This process will assist in identifying patterns and providing a detailed interpretation of the data (Clarke & Braun, 2013). Braun and Clarke (2006) suggest the following six steps to performing thematic analysis: 1) acquainting oneself with the data, 2) generating preliminary codes, 3) identifying themes, 4) reviewing themes, 5) defining and labelling the themes, and 6) reporting the findings.

1) Acquainting oneself with the data

In this step, it is important to immerse yourself within the data to familiarise yourself with the depth and the breadth of the content (Braun & Clarke, 2006). This usually involves the repetition of reading and re-reading, which should be done in an 'active' way. One, therefore, has to actively search for meanings, themes, and patterns within the data. It is essential to be familiar with every aspect of the data. In Step one, it is essential to read the data and make notes of important information while reading (Braun & Clarke, 2006).

2) Generating preliminary codes

According to Braun and Clarke (2006), this step starts when one is familiar with the data and content and have a list of ideas and important notes taken. This step involves the generation of preliminary codes, where data is organised into meaningful groups. It is important to recognise that equal attention must be given to each data

item to identify interesting aspects within the data and identify repeated patterns/ideas.

Criticism against coding is that context might be lost. Thus it is important to make sure one understands and involves the necessary information regarding the context of the specific data.

3) Identifying themes

Step three begins when one is familiar with the data, and all of the data have been coded. This step, however, refocuses the analysis process, as one now needs to focus on themes rather than just codes (Braun & Clarke, 2006). This is where all of the codes are being sorted into potential themes. Codes are analysed to establish how certain codes may form an overarching theme.

4) Reviewing themes

When a set of candidate themes have been determined, Step four starts. This step involves the refinement of potential themes on two different levels (Braun & Clarke, 2006). Level one entails the reviewing of themes where all of the collated extracts must be re-read to determine if a coherent pattern is formed. If a coherent pattern is formed, one can move to Level two. If no coherent pattern is formed, it should be considered if a theme is problematic or whether or not some of the data extracts do not fit.

Level two refers to the entire data set, where the validity of individual themes is reviewed to ensure that the themes accurately reflect the meanings evident in the data set as a whole. At the end of this step, the researcher should have a good idea of what the different themes are and the overall story they tell regarding the data (Braun & Clarke, 2006).

5) Defining and labelling themes

This step starts when the researcher is satisfied with the different themes established. The identified themes are now further defined and refined to identify the essence of each specific theme (Braun & Clarke, 2006). It is essential to make meaning of the themes, and not just paraphrase what the content is, but rather identifying what is interesting about each theme. In the end, it must be clear what the themes are and what they are not.

6) Reporting the findings

It is important that the report must provide a concise, coherent, and logical story of the data, not causing any confusion (Braun & Clarke, 2006). A logical story must be told about the data and within the themes; your report or write-up must provide the reader with evidence of the themes within your data. Thus, the researcher should go beyond only describing the data, making arguments with the data concerning the specific research question (Braun & Clarke, 2006).

Validity and Reliability

In research, trustworthiness is essential (Gnyawali & Song, 2016) to ensure accuracy and thoroughness in the execution of the study and in reporting the results as the researcher is the interpreter thereof. Trustworthiness can be determined by four criteria (Lincoln & Guba, 1985; Shenton, 2004).

Firstly, confirmability refers to the authenticity and accuracy of the data. Confirmability will be achieved through reporting adequate data from the research questions, raw information, and analysing and interpreting the findings. The rapid review will be planned thoroughly, and data will be gathered through rigorous searches (search engines and published literature), with full texts being read to ensure all the data related to the research question are included for further thematic analysis (Lincoln & Guba, 1985; Shenton, 2004).

Secondly, credibility refers to faithfulness that can be placed in both the data and the analysis. Credibility will be ensured by the reviewer in making sure that the findings represent plausible information from the original literature and that all the interpretations made by the reviewer are correct and true (Krefting, 1991). The reviewer will engage with the literature to fully gain an understanding of the context of the study. Furthermore, the reviewer will ensure that the findings are transferable, providing thick descriptions of the data and focusing on reflexivity, and making comprehensive notes of the process. The reviewer will also discuss the process and findings with the second reviewer to ensure consistency (Anney, 2014). Thirdly, transferability refers to the applicability of the study's findings to other situations, populations, and contexts (Shenton, 2004); thus, it is essential to provide information of the context to enable readers to determine whether the study's findings can justifiably be applied. Transferability will also be achieved by following the rapid review and thematic analysis process. Lastly, dependability refers to the study's replicability and the consistency of the findings (Shenton, 2004). The researcher will strive to enable any future researcher to repeat the study by reporting the research process in a logical and detailed manner.

Ethical Considerations

Due to this study's nature, only existing literature will be used to collect data. Therefore, no human participants will be included in this study. Despite this fact, this study will still adhere to all the ethical principles described by Wager and Wiffin (2011). Thus, being ethically conscious while finding, analysing, and interpreting literature will be the first priority during this study, which involves: avoiding redundant duplication, evading plagiarism, and ensuring transparency in the findings, including the accuracy of the results. All the necessary steps (Vergnes et al., 2010)

will be taken to ensure accuracy, scientific integrity, and that all ethical principles are adhered to. The reviewer will conduct the rapid review by following a rigorous method while ensuring that she understands the transparency and honesty of the interpretation of the data.

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SECTION 2: Manuscript

Title of Article, Authors, and Contact Details

Factors influencing the development of identity in late adolescence in South Africa: A rapid review.

Anri Pawson, Heleen Coetzee

Correspondence:

Anri Pawson
anri.pawson25@gmail.com

Heleen Coetzee
School for Psychosocial Behavioural Sciences
North-West University
Potchefstroom
heleen.coetzee@nwu.ac.za

Abstract

The youth in South Africa is facing a period of identity crisis. The unique South African context and challenges make it difficult for late adolescents to explore various identity domains and also to commit to these domains in the process of establishing and maintaining an identity. Although the development of identity starts in adolescence, it is a continuous and sequential process embedded in lifespan theory of psychosocial development. Identity formation does not develop in isolation; the influence of the context and society on the development of identity is significant.

This study aimed to explore, review, and synthesise the best available literature on the identity development process of late adolescents in South Africa. A rapid review was conducted to comprehensively search electronic databases for all the relevant literature from 1980-2019. Eight articles were included in the rapid review; five qualitative studies and three quantitative studies. All of these articles' main focus was on factors influencing the identity development of late adolescents within the South African context. The main inclusion and exclusion criteria specifically focused on whether or not the articles at hand answered the research question and the specific aims of the study. The focus of this study was on South Africa, and all articles or research done outside of South Africa were excluded. The final eight studies had between 25 and 2142 participants. Data gathering methods included: The Identity Status Interview (ISI), the Ego Identity Process Questionnaire, the Twenty Statements Test (TST), the Parental Authority Questionnaire, the Erikson Scale, and in-depth interviews and focus groups.

The themes that emerged from the literature regarding the factors influencing identity development of late adolescents in South Africa were divided into three main categories, namely (1) Being myself: Factors influencing identity development on an intrapsychic level with the subthemes of gender, culture, and psychosocial

development; and (2) Being myself in relation to others: Factors influencing identity development on an interpersonal level with subthemes parenting styles and family structure, siblings/peers and romantic partners; and (3) Being myself in different contexts: Factors influencing identity development on a contextual level with subthemes being the political context, school and education context, and social networks and communities.

When integrating these identified themes with other relevant literature on this topic, it was clear that identity development amongst adolescence does not develop in isolation. The depth and richness of identity development are that it is a multidimensional, multi-layered dynamic process and the reciprocal interaction between the various factors identified. When taking the categorisation one step further and dividing the identified factors into constant and fluid factors, it could be seen that a dynamic and interactional process where awareness of the constant factors is combined with the activation of the fluid factors could be useful in informing pro-active interventions for the adolescents in South Africa.

Schools could be utilised to raise awareness and implement certain interventions embracing and accepting the constant factors contributing to identity development (gender, culture, psychosocial development) and the activation of the multi-layered fluid factors and systems surrounding these schools such as parents (parenting styles), the community (relationships with peers and neighbours), local government and policies (educational and socio-political resources and support). If these interventions can pro-actively launch the process of thorough, in-depth identity exploration and investigation before premature and foreclosed identity commitments are made, it could be valuable in guiding the culture of identity development in respective communities and South Africa as a whole.

Keywords: “Identity”, “who am I”, “where am I going?”, “adolescents”, “late adolescents”, “young adults” and “South Africa”

Factors influencing the development of identity in late adolescence in South Africa: A rapid review

The youth in South Africa is experiencing an identity crisis (Roodt, 2018). Thom and Coetzee (2004) found that the unique South African context and challenges make it difficult for late adolescents to establish and maintain an identity. The development of identity and the resolution of the questions "Who am I?" and "Where am I going?" (Vignoles, 2017) is an essential part of every adolescent's developmental journey and involves a wide range of psychological and social processes. If a youth struggles with the development and establishment of a secure and healthy identity, it can have detrimental consequences for the economic, educational, and psychosocial future of the applicable society and country (Klimstra & Van Doeselaar, 2017).

According to Vignoles (2017), the choices we make, how we establish and pursue our goals, our relationships with significant others, and our own social, psychological, and physical well-being all significantly influence the establishment of an identity. Roodt (2018) states that the broader South African society, especially the educational system, which plays a critical role in identity development, failed to meet the needs of young people, resulting in a loss of a sense of individual identity (Verhoeven et al., 2018). Thom and Coetzee (2004) add to this by stating that due to South Africa's diversity and ample cultural groups, late adolescents who struggle to establish their cultural identity may struggle even more to find a sense of individual identity.

Although identity formation mainly occurs in adolescence, it is important to understand that identity development is a continuous and sequential process embedded within the lifespan theory of psychosocial development (Klimstra & Van Doeselaar, 2017). Within this theory, lifespan is divided into different stages, and in each stage, a specific ego quality has to develop. Late adolescence includes

individuals aged between 18 and 24 years and who are currently in the process of identity development. However, parts of its foundation might be already formed in earlier stages. Successful ego qualities in later stages depend on certain ego qualities that developed in earlier stages (Klimstra & Van Doeselaar, 2017).

Erikson (1968) initiated contemporary research on identity, and he described identity as a "search for a new sense of sameness and continuity in order to avoid role confusion". Erik Erikson's theory on the psychosocial development of an individual (1968) identified identity versus role confusion (Stage 5) as the main task that has to be accomplished in adolescents to move onto the next stage of psychosocial development. This search to find a sense of self focuses on exploration within certain main domains of functioning, namely career options, goals, sexuality, spirituality, and political beliefs (Erikson, 1950; Louw & Louw, 2014). According to Klimstra and Van Doeselaar (2017), Erikson's (1968) findings of identity were not detailed enough to be empirically tested, thus James Marcia (1966) provided an empirical definition of identity derived from Erikson's theory. This definition of identity included the distinguishing processes of commitment and exploration. Commitment refers to whether individuals have already made choices in various life domains and engages in activities to implement these choices. Exploration, however, refers to the comparison of different possibilities within the life domains before making a committed decision. The presence or absence of exploration and commitment are used to determine which category an individual will fit in, namely a decision-making exploration period (crisis) and the extent of personal investment (commitment) in two different areas: ideology and occupation. James Marcia's (1966) model has inspired many studies on identity. Luyckx et al. (2006) introduced a process model and expanded the theory of identity formation. In their model, they distinguish between two and three dimensions

in the process of commitment and exploration, respectively. Thus, these newer models considered commitment a process and not an event, as Marcia initially stated (Bosma, 1985; Côté & Levine, 1988; Grotevant, 1987; Luyckx et al., 2008). According to Erikson (1968), if the crises of identity vs identity confusion are resolved successfully, the individual progresses to the next phase of intimacy vs isolation, and then to Stage 7, namely productivity vs stagnation. In this stage, the main task is to be productive and contribute to the economy, society, and community. According to Erikson (1968), the effective resolution of identity development tasks and the establishment of meaningful relationships will contribute to the individual's ability to be a productive and reliable member of society.

Arnett (2014) added that moving from dependency in childhood to independence in adulthood takes longer and is now more complicated than ever. According to De Marco and Berzin (2008), young adults of this generation stay dependent on their parents much longer than previous generations. The reason being that new standards were created for being perceived as an independent individual. Today's generation stays in their paternal home until necessary skills, assets, and knowledge are obtained, enabling them to pursue their own career. Rifkin (2011) stated that post-high school education is a prerequisite for future success, as the economy of South Africa changed from an industrial economy to an information-based economy. Many emerging adults seek further education post-high school, which leads to an increase in college attendance. However, less favourable economic opportunities are available for South Africa's emerging adults. On the one hand, the lack of work opportunities for young adults, the increased costs of education, and living independently made the pathway to independence more complex, varied, and lengthy. All the mentioned factors indirectly influence South Africa's economy as a whole (Wood et al., 2017).

It is evident that identity does not develop in isolation. The influence of the context and society on identity development is significant (Grové & Naudé, 2016). Identity includes predetermined, constant aspects of personhood (gender, ethnicity, or age) and fluid, inconstant aspects in the context of the person him-/herself (choices regarding life partners, work, or interests). Identity includes a complex interplay between various social, private, and contextual components that ultimately define the person as a composite being (Adams et al., 2012). Erikson (1968) stated that the resolution of each crisis period to reach an identity depends on mutuality between society and the individual. Therefore, identity formation relies on both society's expectations and recognition of the individual and on the individual's expectations and recognition of society (Thom & Coetzee, 2004).

The South-African society is characterised by contrasts, discrepancies, and opportunities, with challenges in South Africa having a definite influence on the everyday lives and functioning of South African youth (SAHRC & UNICEF, 2011). Unemployment and poverty remain two of South Africa's major challenges (SAHRC & UNICEF, 2014). A total of 11.9 million children (64% of all children) still live in poverty in South Africa (Meinck et al., 2015, SAHRC & UNICEF, 2009, SAHRC & UNICEF, 2011), with 4.5 million people (out of a possible labour force of 17 million) being unemployed; among late adolescents aged between 18 to 24 years, 41% are unemployed. Recent studies indicate that four out of 10 children in South Africa live in households where nobody is working or employed. It is furthermore emphasised that education and the effectiveness of the educational system are instrumental in the effective development of identity (Schoeman, 2014). In South Africa, it seems that insufficient resources and a lack of proper infrastructure interrupts important instructional time and results in underachievement and a negative "I don't care"

attitude from many learners and teachers (Barbarin, 2003, PAN, 2012, SAHRC, UNICEF, 2011). The AIDS epidemic also has a considerable impact on the growing number of orphans in South Africa. The children's court found that 88 600 children had needed care in 2009/10, with an estimate of 500 000 children currently being cared for in alternative care facilities such as foster care, children's homes, and schools of industry (SAHRC & UNICEF, 2011).

According to Schoeman (2014), the South African educational system is in a paradoxical situation: if the educational system does not change radically, it will lose another generation, but if it changes too abruptly, this generation would not be able to keep up. With this in mind, Schoeman (2014) suggested that we look at each individual and their unique identity development, attempting to determine which factors directly impact their process of identity development. Living in circumstances as outlined above impacts the adolescents' identity development on an internal and external level. The options to explore and commit to in the various life domains involved in identity development are significantly impacted by these factors, complicating the identity development process even further.

Identity emerges in the relationships between all parties, institutions, and stakeholders. Circumstances and conditions towards the identity formation process of adolescents and late adolescents can be disabling or enabling. According to Schoeman (2014), an individual who is unaware of the social, political, and economic constraints and the impact thereof on their own emerging identity is being 'miseducated'; herein lies the hope of South Africa and its educational system, namely an identity that can self-organise despite distortions and/or challenges. Rather than trying to change the whole system, each individual with their unique, established identity can have a positive impact on South Africa's system as a whole.

The interruption or delay in the proper development of identity evidently impacts the economy of a country and also the general psychosocial well-being of the country (Wood et al., 2017). Also, it could result in generations being stuck in passiveness, not moving on to contribute to their country and society. Although there are various studies on the development of identity in late adolescents, there are no integrated studies on the factors influencing the identity development of late adolescents, especially within the South African context. It also seems that terms such as self-concept, self-esteem, and identity are in various studies used alternately without clearly distinguishing between the essence of the differences between these constructs (Louw & Louw, 2014).

This study aims to gain a better understanding of factors influencing the development of the identity of late adolescence within the South African context. This study will focus on synthesising and integrating findings from previous research to determine what the main factors are that influence the development of the identity of late adolescents in the South African context. Integrative, scientifically founded data focusing specifically on identity in late adolescents can be valuable in pro-actively informing programmes, policies, and interventions. A better understanding of the factors influencing identity development will be beneficial for the South African context to pro-actively prevent the consequences of a future in the hands of identity-confused generations.

The review question that this study will focus on is: What are the factors influencing the development of identity of late adolescents in South Africa?

Method

The study was conducted and structured in the form of a rapid review. A Rapid review was chosen as the research question was clear, straightforward, and there was a definite timeframe the research had to adhere to. The research process is outlined and discussed below.

Search Strategy and Selection Criteria

This study's search utilised the EBSCO Discovery Service (EDS) search portal associated with the North-West University's (NWU) database. This portal provided access to at least 60 databases that included national and international books, journal articles, and online resources. This search included databases such as (1) Academic Search Premier, (2) Google Scholar, (3) PsycArticles, (4) PsychInfo, and (5) Science Direct.

The search was conducted, improved and/or combined by using the following keywords and Boolean configurations, such as AND, NOT, * and OR to find more appropriate results: Level One (title): "Identity" OR "Who am I?" OR "Where am I going?". Level Two (abstract): "Adolescents" OR "Late adolescents" OR "Young adults". Level Three (abstract): "South Africa". This search was also done with the assistance of Mr. Nestus Venter (NWU-librarian dedicated to Health Sciences).

The following factors were also included/excluded from the search:

Firstly, all included full-text journal studies, peer-reviewed studies, PhD theses, masters' dissertations/mini-dissertations, quantitative studies, qualitative studies, and mixed-method studies. Secondly, all excluded non-peer-reviewed studies, review studies, conference proceedings, and studies published in languages other than English and/or Afrikaans.

Furthermore, this study's search in terms of the timeframe was limited between 1980 and 2019. The timeframe was selected, as it is the timeframe proposed by my initial keyword search to ensure ample literature was included. The following inclusion criteria were considered, namely all literature based on Erik Erikson, James Marcia, and/or Koen Luyckx's theories due to their firm grounding and embeddedness within lifespan theory. Another important inclusion criterion focused on research done regarding the identity process amongst adolescents/young adults in South Africa. Exclusion criteria included studies that did not focus on the identity development process of late adolescents/young adults as a whole, as well as studies that included identity theories from other theoreticians than those mentioned above. All studies conducted outside of South Africa were also excluded.

The initial search was done by using the keywords and criteria mentioned above, and 517 results were found. After removing duplicates, 373 articles remained. All 373 articles' titles were screened to determine the relevance of each article. The relevance was determined by whether the studies focused on the identity development process of adolescents/young adults in South Africa. The following questions were answered by indicating "Yes", "No" or "Unclear":

1. Were the participants either seen as adolescents and/or young adults?
2. Was the study focused on identity development in South Africa?

All studies that did not comply with the mentioned criteria were excluded, totalling 276 articles. Only 97 articles were deemed relevant, and during the screening of the abstracts, another 74 articles were excluded, with only 23 articles remaining for further critical evaluation. These final 23 articles were also appraised thoroughly by examining the full text. The main focus of the appraisal was to determine the

relevance of the articles measured against the identified applicable criteria of this study.

Appraisal of Articles

Two reviewers, the researcher and research supervisor, independently appraised the identified 23 articles for quality by using an integrated appraisal instrument applicable for this study. or the critical appraisal process, a combination of the CASP Checklist (Critical Appraisal Skills Programme, 2018), JBI QARI (The Joanna Briggs Institute, 2014), and the MMAT (Mixed Methods Appraisal Tool, 2018) were used for qualitative, quantitative and mixed-method studies. These were chosen as they are internationally recognised and easily accessible.

Table 3

Representation of the appraisal instrument for qualitative and quantitative studies

Qualitative Studies	Quantitative Studies
Section A: Are the results valid?	**Section A**: Are the results valid?
1. Was there a clear statement of the aims of the research?	1. Was there a clear statement of the aims of the research?
2. Is a qualitative methodology appropriate?	2. Is a quantitative methodology appropriate?
3. Was the research design appropriate and clear to address the aims of the research?	3. Was the research design appropriate and clear to address the aims of the research?
4. There is congruity between the research methodology and the research question or aims.	4. There is congruity between the research methodology and the research question or aims.
5. Was the recruitment strategy appropriate to the aims of the research?	5. Was the recruitment strategy appropriate to the aims of the research?
6. Was the data collected in a way that addressed the research issue?	6. Was the data collected in a way that addressed the research issue?
7. Participants' responses are accurately presented.	7. Participants' responses are accurately presented.
Section B: What are the results?	**Section B**: What are the results?
8. Have ethical issues been taken into consideration?	8. Have ethical issues been taken into consideration?
9. The research has been ethically approved, and bias was minimised.	9. The research has been ethically approved, and bias was minimised.
10. Was the data analysis sufficiently rigorous?	10. Was the statistical analysis sufficiently rigorous?
11. Is there a clear statement of findings?	11. Is there a clear statement of findings?
Section C: Will the results help locally?	**Section C**: Will the results help locally?
12. There is a logical flow from the analysis and interpretation of the data to the conclusion drawn.	12. There is a logical flow from the analysis and interpretation of the data to the conclusion drawn.

The two independent reviewers appraised the articles, and only the eight articles selected for further analysis were found sufficient for this specific study. The articles

that were deemed satisfactory scored 13 out of 13 in the questionnaires above. Integration of the critical appraisal tool was used for the 23 articles. Some of the aspects of the appraisal tool were the same, although some parts were adjusted to fit into this specific study. For instance, ethical clearance was applicable for all the studies, but the data analysis methods were different for each methodology; the necessary adjustments were made for each critical appraisal instrument. No disagreements occurred between the two independent reviewers, thus a third reviewer was not necessary. Consensus was reached with only the two reviewers mentioned.

A total of eight articles were found satisfactory and were included in this study's analysis. The other studies that were excluded did not have ethical approval, and applicable considerations and bias were not considered. Furthermore, the other excluded articles were not seen as relevant to this specific study.

Table 4

Representation of Selected Studies

Initial Search **Factors influencing the development of identity in late adolescence in South Africa: A rapid review**	
Africa-Wide information	= 132
Academic Search Complete	= 67
APA PsychInfo	= 62
OAIster	= 46
SocINDEX with Full Text	= 42
African Journals	= 28
MEDLINE	= 13
Communication Source	= 13
MasterFILE Premier	= 10
CINAHL with Full Text	= 10
SPORTDiscus with Full Text	= 10
SciELO	= 8
Business Source Complete	= 7
ERIC	= 6
Teacher Reference Center	= 6
APA PsycArticles	= 5
Newspaper Source	= 5
ScienceDirect	= 5
Library Catalogue	= 5
Health Source: Nursing/Academic Edition	= 4
Directory of Open Access Journals	= 4
Literary Reference Center	= 3
APA PsycArticles	= 3

Business Insights: Essentials	= 3
Journals@OVID	= 3
Regional Business News	= 2
Library, Information Science & Technology Abstracts	= 2
Applied Science & Technology Source	= 2
NWU-IR	= 2
Springer Nature eBooks	= 2
RILM Abstracts of Music Literature with Full Text	= 2
Health Source – Consumer Edition	= 1
JSTOR Journals	= 1
OpenDissertations	= 1



TOTAL = 517



All titles screened for relevance: n= 373, due to the exclusion of exact duplicates.

Remaining: n= 97

Studies excluded due to not applying to the review question and/or the title of the study.

Excluded: n = 276

Remaining: n = 97



Abstract screened for relevance: n = 97

Remaining: n = 97

Studies excluded due to not applying to the review question and/or the title of the study.

Excluded: n = 74

Remaining: n = 23



Appraisal of remaining articles: n= 23

Remaining: n= 8

Studies excluded due to not applying to the review question and/or the title of the study.

Excluded: n = 15

Remaining: n= 8

Ethical Considerations

Ethical approval was given by COMPRES (Community Psychosocial Research) at the North-West University to conduct this study, and the ethical principles of Wager and Wiffen (2011) were followed to make sure that this study was conducted ethically at

all times. Only studies were included that did have ethical approval. Vergnes et al.'s (2010) suggestions for review research ethics were adhered to throughout this study.

Furthermore, this study was conducted rigorously and systematically. The methods and findings were also clearly and transparently described. By using two reviewers, bias was minimised. The first reviewer/researcher was also constantly aware of possible bias, and constant reflection took place throughout this study. Furthermore, plagiarism was avoided by ensuring that original ideas and the work of other individuals were properly referenced. The same also applied to the duplication and copying of original ideas, with the internet-based plagiarism detection service, Turnitin, confirming no plagiarism within this study.

Analysis and Synthesis of Articles

A thematic synthesis approach (Braun & Clarke, 2006) and the suggested six steps of Braun and Clarke (2006) were followed to analyse the findings and derive themes from the selected articles. Firstly, the researcher had to become acquainted with the data and code preliminary findings. Finally, themes were identified, reviewed, categorised, and thoroughly described.

Results

Study Selection

The final eight articles identified through the review process consisted of five qualitative studies and three quantitative studies. These articles' main focus was on factors influencing the identity development of late adolescents within the South African context.

The total number of participants that participated in the identified eight research studies ranged between 25 and 2142 participants. The Identity Status Interview (ISI) was used in three out of the nine articles to gather data, and the Ego Identity Process

Questionnaire was used in collaboration with another questionnaire in two out of the nine articles. The other data gathering methods included the Twenty Statements Test (TST), the Parental Authority questionnaire, the Erikson Scale, in-depth interviews, and focus groups. The identified studies included various cultural and language groups applicable to the South African context.

The table below provides a summary of the final studies selected.

Table 5

Main findings of the studies included

Title and Type	Aim/Focus	Methodology and Measurement	Sample	Main Findings
1. Dating and identity development among IsiXhosa-speaking Adolescents. Article	This study aimed to determine (a) dating and identity development with regard to decision-making and (b) gender differences in identity development in a sample of IsiXhosa-speaking adolescents.	Qualitative Methodology Face-to-face interviews were conducted with each participant, predominantly in English. The Identity Status Interview (ISI) was used to investigate dating identity-related decision-making.	Sample consisted out of 40 grade 12 participants (50% females). Age range was 17-24 years.	Many adolescents were classified into the diffused status of identity, and those adolescents do feel out of place within the world and thus do not pursue a sense of identity with regards to dating. Adolescents classified in the identity diffusion can also be vulnerable to peer pressure, leading to making uninformed decisions; entering into romantic relationships without proper exploration – leading to dysfunctional relationships Being in an intimate romantic relationship plays a crucial role in the developmental process of identity.
2. Career identity-related decision making among IsiXhosa speaking adolescents. Article	The aims of the current study were two-fold: (1) it was to determine the identity status that IsiXhosa-speaking adolescents (Black) would mainly display, and (2) to examine gender differences in identity development.	Qualitative Methodology Face-to-face interviews were conducted with each participant, predominantly in English. The Identity Status Interview (ISI) was used to investigate career identity-related decision-making.	Sample consisted of 40 grade 12 participants, 20 males and 20 females. Age ranging between 17-24.	According to this study, more Afrikaans- and English-speaking adolescents were classified into the achievement status than IsiXhosa-speaking adolescents. The Xhosa-speaking adolescents were mostly classified into foreclosure identity status. Based on the findings of this specific study, males were mostly classified into the identity achievement status and females into the foreclosure

Title and Type	Aim/Focus	Methodology and Measurement	Sample	Main Findings
				status. It was found that males used a more elaborate mode of decision-making than females regarding their careers, as females tend to make decisions without proper exploration. The study proposed that this could be due to stereotyping and the perceptions of males to be the provider and caregiver of their families and feeling obligated to make informed decisions regarding their careers sooner than females. Females are mostly classified into foreclosure, as they passively adopted certain careers without exploring more alternatives. Also, the succession of career behaviours for women is more complex than for males – as females interrupt their education and career preparation to integrate work and family life.
3. Being me. Article	This research study aimed to explore the evaluative nature, relational orientation, and salience of various domain-specific content areas in the identity narratives of adolescents and emerging adults living in central South Africa.	Qualitative Methodology Participants completed the Twenty Statements Test (TST).	Age ranges: 14-18 for adolescents and 19-14 for emerging adults. The final sample consisted of 281 participants.	This study proved that most individuals tend to rather prioritise themselves in a desired way of an identity than in a negative light. It was found that there is a balance between independence and interdependence within collectivistic cultures. The assumption that collectivistic cultures might favour

Title and Type	Aim/Focus	Methodology and Measurement	Sample	Main Findings
				interdependent self-statements could not be confirmed in this study. It was also found that in South Africa, individualistic self-descriptions were more prevalent whether the respondent was classified from an individual or more collectivistic cultural grouping. There is a complex interplay between content and context that must be considered in developing an identity amongst adolescents in South Africa. This study's findings corresponded with the developmental theory of life-span development during adolescence and young adulthood, which emphasises the importance of social relations during these phases. Also, highlighting the interactive nature of identity and the importance of "others" within the self. Gender differences were present, although the association between gender and identity is too complex and ambiguous to interpret and make final conclusions on. Age differences were also present; emerging adults focused more on interactive and altruistic social qualities, and adolescents focused

Title and Type	Aim/Focus	Methodology and Measurement	Sample	Main Findings
				more on intellectual/cognitive qualities and physical traits. This suggests an indication of how identity unfolds over a period of time. As adolescents face puberty and dramatic physical changes and emerging adults already moved through that phase and are able to focus on social aspects.
4. Adolescents' experiences of stereotypes during identity development. Thesis	This study aimed to explore adolescents' experiences of stereotypes during identity development.	Qualitative Methodology Data were collected through semi-structured focus group discussions. 25 per group.	Age ranging between 12 and 18. Final sample consisted of 75 participants. Majority was 17 years of age.	Adolescents viewed their identity as an internal process that includes unique personality traits and characteristics different from other adolescents. However, identity was also seen as an external process that included physical, social, and cultural aspects related to different environments and contexts. Identity can also be viewed in different time frames, such as past, present, and future, as time and changes that come with times have an influence on identity development as a whole. Identity is a lifelong growth process that changes over time, depending on unique life circumstances and environments. Culture also affects the identity of young adults, and stereotypes are found in certain cultures and communities. Thus, how individuals

Title and Type	Aim/Focus	Methodology and Measurement	Sample	Main Findings
				view their reality and how their communities view them impact their identity. Social support was deemed important while establishing an identity. Stereotypes, the genetic component and self-fulfilling prophecy also played a pivotal role in identity development.
5. Lived experiences related to the identity of Black African adolescents. Thesis.	This study aimed to gain a better understanding of the lived experiences related to the identity of Black African adolescents in the Motheo district of central South Africa.	Qualitative Methodology The researcher of this study employed focus group discussions and individual in-depth interviews.	Fifty-nine participants were included in this study, ranging between 16and 22 years of age.	It was found that consistent with Bronfenbrenner's theory of understanding, individuals experienced that they are not an isolated entity but rather active agents in their own meaning-making and identity development process. Individuals are seen as creations and creators of their own unique environment. Participants experienced these phases as a time of constant changes (e.g., spiritual, physical, and social). Many adolescents reported experiencing numerous paradoxes; no longer a child, not yet an adult. It included their desire to be altruistic, but also self-centred, or their desire for independence but also accepting shared responsibility for their actions with other people.

Title and Type	Aim/Focus	Methodology and Measurement	Sample	Main Findings
				Participants also experienced influences other people had on their identity development, directly and indirectly – depending on which system are being referred to (micro-, meso-, or exo- and macrosystem). Many adolescents showed a concern with the well-being of others while engaging in various developmental tasks developing their identity. Adolescents were continually aware of their responsibility and accountability in the lives of their peers, family, and communities. It is evident why education is such an important factor influencing identity, especially given the burden of responsibility and accountability.
6. Identity status and perceived parenting style in adolescents living in central South Africa. Article	This study aimed to determine whether a significant relationship exists between ego identity status and perceived parenting styles in different family structures.	Quantitative Methodology Participants completed the Objective Measure of Ego Identity Status and the Parental Authority Questionnaire.	Age range: 15-21 years. Final sample consisted of 188 participants.	A non-nuclear family structure did not affect the development of an identity negatively and might be explained by the other social factors playing a role in identity development in the South African setting, such as social movements. This study also agreed with Bronfenbrenner's theory that not only interaction with the immediate family but also larger social systems do influence identity development.

Title and Type	Aim/Focus	Methodology and Measurement	Sample	Main Findings
				This study found that parenting styles promoting identity development vary between individualistic and collectivistic cultures. In individualistic cultures, the most mature form of identity is an achieved status – whereas in a collectivistic culture, a foreclosed status is viewed as the most mature form of identity.
7. Gender and family structures as moderators in the relationships. Thesis	This study aimed to determine the moderating role of gender and family structure in the relationship between perceived parenting styles and identity development among adolescents.	Quantitative Methodology Self-administered questionnaires were used to gather the data, namely The Ego Identity Process Questionnaire and the Parenting Authority Questionnaire.	Age range: 17-19 years; however, 16-20 years of age were also included in this study. Final sample consisted of 243 participants.	In this study, gender played an influential role in the relationship between perceived parenting style and identity, especially in the case of an authoritative parenting style. There was also a difference between the perceptions of males and females, and this finding can be explained by gender-role socialisation. Gender-role socialisation is an important developmental aspect for adolescents. For instance, separateness/independence are encouraged for males, which allows them to explore alternatives and make more informed decisions. Whereas females are encouraged to conform, indicating that they remain longer in the diffused identity status. In this study, the family structure did not moderate the relationship between perceived parenting styles and identity development of adolescents

Title and Type	Aim/Focus	Methodology and Measurement	Sample	Main Findings
				significantly. However, research indicates that family structure is a factor influencing identity development. Other factors, such as social influences, might explain why family structure did not moderate the relationships in this particular study; the family system does function in a larger system and does not exist in isolation. Adolescents' immediate environments include their family, caregivers, and schools, and when these relationships are not encouraging, their identity development process can be hindered. Other factors such as school, relationships with peers, and many other factors within the different systems might be more important than the family structure in terms of the identity development process of adolescents.
8. Identity development of South African adolescents. Article	The study aimed to investigate whether the social changes that have occurred in a democratic South Africa have affected the levels of identity formation in Black and White adolescents.	Quantitative Methodology The Erikson Scale was used to gather data.	Age range: 15-19 Final sample consisted of 2142 participants.	This study found that Black adolescents in South Africa reached a greater sense of self (achieved identity status) than White adolescents in South Africa. A possible explanation might be the importance of a strong cultural identity for Black South Africans, as their cultural identities were strengthened during the years of apartheid and the struggle against

Title and Type	Aim/Focus	Methodology and Measurement	Sample	Main Findings
				racism. This cultural identity is still used as a frame of reference in South Africa today, thus indicating that White people in South Africa do not have such a strong cultural identity.

Themes

Themes that emerged from the literature regarding the factors influencing identity development of late adolescents in South Africa are discussed in terms of (1) Being myself: Factors influencing identity development on an intrapsychic level and (2) Being myself in relation to others: Factors influencing identity development on an interpersonal level, and (3) Being myself in different contexts: Factors influencing identity development on a contextual level. These themes and subthemes are summarised and discussed in the table below.

Table 6

Summary of results

Main themes	Subthemes
Being myself	Theme 1: Gender Theme 2: Culture Theme 3: Psychosocial development: Uniqueness, independence, and emotional reactivity
Being myself in relation to other people	Theme 1: Parenting styles and family structure Theme 2: Siblings/Peers Theme 3: Romantic partners
Being myself in different contexts	Theme 1: Political context Theme 2: School and education Theme 3: Social networks and communities

Main themes

Being myself: Factors influencing identity development on an intrapsychic level

The factors influencing identity development on an intrapsychic level mostly refer to factors occurring within the psyche, thoughts, mind, and personality. The analysed literature found that the following three subthemes were the most salient factors that play an influential role in the identity development of late adolescents in South Africa, namely gender, culture, and psychosocial development (specifically referring to uniqueness, independence, and emotional reactivity).

Theme 1: Gender

Gender was identified within the literature as one of the main themes that played an influential role in the intrapsychic level of identity development of late adolescents in

South Africa. The analysed studies found that gender played an important role in their internal identity development in how they react and internalise parenting styles, how they socialise with friends, and how certain hobbies, interests, and individual characteristics are valued and emphasised.

It was interesting to note to what extend gender played a moderating role in the relationship between different parenting styles and identity development in adolescents (Basson, 2018). It seems as if males had a stronger positive correlation between authoritative parenting style and identity development. According to Baumrind's parenting styles, authoritative parenting can be explained as high on both responsiveness and demandingness (Baumrind, 1965). Parents using this parenting style attempt to guide their child's behaviour in an ordered and rational way. Certain levels of discipline are also used, with realistic demands. These parents understand the balance between warmth and firmness, fostering a parent-child relationship with an extensive dialogue present. They are also sensitive and responsive towards their children's needs and can be seen as nurturing and accepting, although firm when needed. According to Chong and Chan (2015), authoritative parenting style increases adolescents' self-regulation, self-esteem, emotional intelligence, and educational achievement. In the analysed studies, the correlation between parenting styles, identity development, and gender specifically referred to the finding that females, with a low exposure to authoritative parenting, tend to reach an achieved identity status faster than males. However, females with a greater exposure to authoritative parenting are slower to reach an achieved identity status than males. Thus, authoritative parenting plays a stronger role in the identity development process of males. This finding can be explained in terms of gender-role socialisation; males and females are differently affected and influenced by the same parenting style (Basson,

2018). For instance, males are encouraged from a very young age to be independent and separated from their parents, which allows them to explore, try different alternatives and have the ability to make an informed decision when committing to an identity. It seems that an authoritative parenting style guides males towards an identity achievement status, while females are encouraged to rather conform and stay embedded. Thus, females remain longer in the diffused or moratorium stage of identity than males.

Gender socialisation was also a critical aspect in the development of late adolescents (Basson, 2018). Gender played an intrinsic role in how late adolescents socialise and engage in peer relationships, sibling relationships, and attitudes towards their parents. It was interesting to note that society's different expectations of males and females' behaviour and overall attitude were among the main reasons for this tendency. Males are raised to conform to the male gender role, which is masculinity, strength, power, and independence. Females are raised to conform to the female gender role, which refers to being feminine, nurturing, polite, and dependent. These gender socialisation roles and expectations directly impact how males and females socialise and engage in different settings with different people, influencing their identity development.

When focusing on gender's influence on aspects such as developing individual characteristics and hobbies, the analysed studies indicated that females seemed to associate with altruistic social statements more than males (Naudé, 2020). Also, females valued, prioritised, and placed more emphasis on emotional aspects such as self-confidence. Males, on the other hand, placed more emphasis on hobbies, interests, sport, education, and future occupation than females. The analysed studies indicated that stereotypical perceptions of gender norms within the school and work

environment influenced identity development because men are traditionally seen as the family provider, and females should focus on nurturance and connectedness.

Theme 2: Culture

In the identified literature, culture was also an influential factor in the development of identity amongst late adolescents. The end-goal for the identity development process was seen differently in different cultures. Diversity and cultural influences are a unique contributor to late adolescent identity development within the South African context.

It was interesting to note that there is a variation in interpreting a mature ego identity status between different cultures. A mature ego identity status can be seen as the most developmentally mature type of identity; adolescents reached an achieved identity status (Grové & Naudé, 2016). Individualistic culture promotes individuality, and a collectivistic culture promotes collectiveness as the ultimate strive for the development of identity. The analysed studies found that Black adolescents in South Africa reached a higher level of identity and a stronger sense of self than White adolescents in South Africa (Grové & Naudé, 2016), which means that Black adolescents in South Africa's cultural identity were strengthened during apartheid and the struggle against racism (Thom & Coetzee, 2004). White adolescents in South Africa might not have been experiencing the same struggles as Black adolescents, which might lead to the assumption that their cultural identity seems lower than those of Black adolescents. This finding was explained in the importance of a cultural identity for the Black population. It was also highlighted that diversity and the amount of and exposure to different cultural pathways play an influential role in the process of establishing a sense of identity, specifically within the South African context (Naudé, 2020). Thus, how adolescents view their unique reality and how their

culture/community views them impacts their sense of self and how their individual identities develop.

The value which an adolescent adds to the importance of his/her cultural roots also plays an essential role in the development of their unique identity. One's culture can be seen as one's roots (Arndt, 2014) – where you come from and what you believe in. The respondents verbalised this by stating: "I think culture is your roots of yourself"; "Who you are and who you come from, and it balances yourself as one. It maintains the personality and everything about yourself, it is everything that can definitely describe who you are". However, not everyone who belongs to a specific culture identity will be influenced in the same way – it utterly depends on the value each adolescent places on their unique culture. Participants that took part in the studies in the identified literature indicated that "cultural knowledge increases self-knowledge and that one has to know oneself culturally to be able to establish a sense of self". However, it is only the case in adolescents who valued their culture and "roots". Other adolescents did not experience their culture as an influential factor in their unique identity development process (Arndt, 2014). Some adolescents value their cultural experiences and its influence on their identity, while others did not ascribe any meaning to it. The chosen literature also indicated that being cultural mostly related to being African; some stated that it is a birthright, others just associated it with being Black.

Theme 3: Psychosocial development: Uniqueness, independence, and emotional reactivity.

In the analysed studies, it was clear that the acknowledgement and management of various factors within the normal psycho-social development of the adolescent was essential in the development of the identity of the late adolescent in South Africa.

Many adolescents viewed their process of establishing their identity as an internal process focusing on personality traits and characteristics that make each individual unique. The analysed studies indicated that the most evident qualities that impacted identity formation and establishing a sense of self were interactive and altruistic qualities (Naudé, 2020). Furthermore, adolescents also indicated that being unique and distinctive from other adolescents played a pivotal role in establishing an identity (Arndt, 2014). One indicated: "I am one of a kind, I think there is nobody like me; there's no such people like me, I'm very unique, I'm my own way". It was also significant how the adolescents indicated that "the value of being respected, and being observed as reliable, hard-working, determined, self-disciplined, ambitious and responsible" played a role in establishing a sense of self in the process of identity development. This emphasised how individuals recognise "others within the self", how they internalise the feedback from the environment and others in developing their own identities (Naudé, 2020). Not just recognising others within the self but also what interests, hobbies, and sport they value as an individual. Each of these aspects influences each individual differently. Many adolescents also mentioned external influences, such as their physical appearance and lifelong growth process (Lombaard, 2015).

The longing for freedom, autonomy, and independence also influenced the development of identity in adolescence (Arndt, 2014). Many adolescents reported that "knowing yourself, identifying yourself, knowing your weakness and strengths and your advantages" is pivotal in the journey of establishing a sense of identity. Furthermore, adolescents made it clear throughout the selected studies that autonomy and independence are essential: "I like the fact when you become a teenager, your parents give you more freedom to do certain things that you weren't when you were a

kid – but they also limit the amount of freedom they give you". Adolescents also mentioned "…because she is an adult, she thinks she can control my life. That is why I hate being a teenager." These type of statements highlights the importance of self-control and the need for independence once again.

Emotional reactivity was also regarded as an influential factor within the literature. Many participants indicated that their identity (who they are) was directly influenced by emotional experiences and competence (Arndt, 2014). Experiencing emotions and giving expression and meaning to these emotions played a pivotal role in truly understanding themselves: "I don't know where this thing [outbursts] comes from…I always become emotional". Many adolescents referred to writing, reading, and listening to music as a way of making sense and articulating their emotions: "I love to write down if I am hurt/happy/sad. I write everything down just put it down in pencil".

In conclusion, on an intrapsychic level, it was evident that gender, culture, and psychosocial characteristics are seen as main contributors in the development of identity of late adolescents. As identity cannot develop in isolation, it is also important to consider the influence of interpersonal relationships on the development of identity.

Being myself in relation to others: Factors influencing identity development on an interpersonal level

In the analysed articles, it was clear that interpersonal relations and connections play a significant role in the development of identity in late adolescents. The three main themes identified within the theme of "Being myself in relation to others" include parenting styles and family structure, interaction with siblings/peers, and experience of romantic peers.

Theme 1: Parenting styles and family structure

With regards to the parenting style used by parents, as well as the unique structure in each family, the identified literature has shown that the parent's parenting style has a definite influence on the development of identity in late adolescents (Grové & Naudé, 2016). Parenting style in this context refers to the combination and interplay of nurturing/communication and structure/discipline (Baumrind, 1965). The analysed studies found that authoritative parenting styles foretold the diffused status of identity. However, authoritative parenting styles played a different role in the identity development of males than females, as discussed above.

It was further noted how certain parenting styles, combined with specific cultures, play a role in the development of identity. In a collectivistic culture, parenting styles encourage autonomy and individuality, enabling adolescents to reach an achieved identity status (Grové & Naudé, 2016). Furthermore, the analysed studies indicated that although specific parenting styles have a definite influence on the development of identity, it was indicated that family structures did not play a moderating role between different parenting styles and establishing an identity amongst adolescents.

In addition to the parenting style and family structure, the studies involved indicated that the general relationships between adolescents and their parents and/or families play a significant role in their adolescent's experiences in establishing an identity. The parent's personal invaluable lessons learned and ample hardships endured results in valuable information and wisdom being shared with adolescents by their parents in their process of establishing an identity (Grové & Naudé, 2016).

Participants reported the following with regards to their parents' role in their identity development process: "My mom is my mentor…she showed me how to do things and how to respect other people"; "…my mother and my father, because they

are always there for me, support me, encourage me, tell me what to do"; "my father knows me better because I am living with him, he also knows my background, where I come from". These statements illustrate how important parental influence is in the identity formation process of adolescents (Arndt, 2014).

In conclusion, parenting styles used by parents play a definite role in adolescents' identity development process, as it refers to the interplay of nurturance/communication and structure/firmness and the combination used by parents when raising their children. However, the family structure did not play a moderating role between different parenting styles and establishing an identity amongst adolescents.

Theme 2: Siblings/peers

Other than parenting style, family structures, and parental relationships, the literature indicated that relationships with siblings, peers, and friendships also played a significant role in the development of identity in late adolescents. Many adolescents indicated within the chosen literature that they value their experiences with their siblings and/or peers, mainly highlighting the following: reasoning about the future, growing up together, sharing the same experiences, companionship, and competition ("I think I'd be happy just to show him I can beat him at things"), as well as encouraging and motivating each other (Arndt, 2014). These aspects were emphasised with the following verbal statements by respondents involved in the analysed studies: "I'm very close to my sister…I take her as a friend; we talk everything, like everything". Siblings were also seen as a role-model factor that inspired late adolescents to strive towards something greater. This was confirmed by the following verbal sharing: "He's the guideline; he [brother] finished matric, and he didn't fail…my role model…he didn't have a baby while he was at school, he didn't use

drugs, now he is 30, he is now starting to date, he is having a baby, and he is going to get married. Now that is what I like, I wish I will be like him". It is important to note that siblings might engage in negative behaviours or give younger siblings advice on what to do and what not to do, and then they do not behave in such a way. Interestingly, adolescents who have siblings with negative behaviour rather took that behaviour and utilised it to monitor their own behaviour (Arndt, 2014) – "I have a brother, he confuses me because he told me he'd give me advice and tell me don't do this, don't do that, but then he goes and does the same thing; I wonder why would he tell me to do this, but then goes and does the exact opposite, so he doesn't have an influence in my life anymore".

Regarding peers and friendships, the late adolescents specifically mentioned the value of having safe and trusting relationships, being able to have a realistic conversation with their peers who is the same age as them, without getting any guidance and/or advice (Arndt, 2014). This is verbally confirmed: "my friend understands me best; she's never judging me". Adolescents also regarded friendships as a form of departure for the development of identity, which positively influenced their identity development and general behaviour. This is stated by the following: "My friends influence me positively…sometimes, if I want to do something bad, she tells me don't do that; my friends always motivate me in the right way".

The majority of adolescents indicated that they felt that their peers understood them and that the feeling of being accepted unconditionally make them feel worthy, understood, and valued (Arndt, 2014). This is confirmed by the following: "I am free to them [friends], so they understand [me], and I understand them; she knows what hurts me, and makes me angry". Adolescent participants made it clear within the

literature that communication (honest and open) was an invaluable criterion for intimate friendships.

Peer pressure and the need to belong also came to rise as influential factors of identity development. It was found that adolescents who stay true to themselves and resist the influence of peer pressure had a positive influence on identity development and concept of the self (Arndt, 2014) – "Talking about peer pressure, I think it is easy to say no to your friends. As long as you know who you are and what you want in life. I don't change myself so that I can please them".

Theme 3: Romantic partners

Dating and romantic partners are seen as a crucial component in developing a unique identity, especially during adolescence and early adulthood (Mdikana et al., 2014). It does not only influence the establishment of an identity, but it also has an impact on the development of the capacity to establish and maintain long-term romantic relationships in later life. Therefore, it is also important to take different cultural contexts into account when looking at this specific factor as influential in the identity formation process.

Romance and dating were mentioned by many adolescents, although only a few mentioned that they were in a serious romantic relationship. It was notable that there was a difference between males and females regarding dating – the most prevalent difference included the approval of their partner by their parents. The major difference between males and females referred to the acceptance of their dating partner; most females felt that their parents do not accept their partner, whereas males felt otherwise: "She [mother] must understand now, I have a girlfriend; it is easy for guys to have girlfriends, but as for us girls… my mom doesn't know I have a

boyfriend and I can't tell her". These statements illustrate the difference in perceiving dating and relationships during adolescence (Arndt, 2014).

On an interpersonal level, it was evident that parenting styles and family structure, siblings and peers, as well as romantic relationships, are the main contributors to the development of identity of late adolescents. The last part of the results focuses on the effect of different contexts on the development of identity.

Being myself in different contexts: Factors influencing identity development on a contextual level

In the abovementioned outline of the themes identified, it was clear that the development of the identity of a late adolescent is an internal as well as external process. Externally the interpersonal relationships, as well as the context within which the adolescent is functioning, influence the identity development of the adolescent.

In the analyses of the identified studies, the three main contexts influencing the identity development of the late adolescent were the 1) political context, 2) school and education, and 3) social networks and communities.

Theme 1: Political contexts

The political context in South Africa is known for its unique diversity and rich history. The socio-political contexts and especially the changes that occurred within the South African socio-political context are the background and encompassing sphere within which the identity development of late adolescents in South Africa occurs (Thom & Coetzee, 2004). Thus, the adolescents of South Africa, in establishing their identity, also absorbed these transformations and changes embedded in the country's history. Post-apartheid South Africa can now be seen as a country that includes various cultural norms, different worldviews, and socio-economic

statuses, which provides the adolescents of South Africa with ample opportunities and encounters to consider various identities and finding a sense of self.

Naudé (2020) confirms this by stating that post-apartheid South Africa is a country with diverse cultural groups, including many different norms, worldviews, and socio-economic statuses. This provides adolescents in South Africa with numerous challenges and opportunities to explore and consider different identities.

Thom and Coetzee (2004) found that apartheid influenced many adolescents' identity development. Black adolescents in South Africa faced poverty on a higher level, especially in comparison with White adolescents in South Africa. Furthermore, Black adolescents in South Africa did not have as many job or educational opportunities, which impacted their identity development process (Thom & Coetzee, 2004). It was also found that during apartheid and the challenges faced, many Black adolescents formed social/group identities rather than individual identities as an aid to stand tall against the injustices of apartheid. As mentioned previously, this is why a cultural identity is as important as it is today in the Black communities; it provided a clear frame of reference for Black adolescents in South Africa, which contributes to their identity development.

Theme 2: School and education

In the literature, school and education were regarded as essential influential factors in the core of this dynamic process of establishing an identity. It was found that the educational sector especially plays a role in the development of adolescent's personal traits and characteristics (Arndt, 2014). In the analysed studies, the late adolescent participants indicated that school is experienced as an environment where a sense of empowerment can be found. If the school environment was accepting, safe, and secure, it created an environment wherein the process of establishing a sense of self

could be embraced and developed in a positive manner (Arndt, 2014). One of the adolescents stated: “When I’m at school, I learn more about things, and then I become…I gain…more knowledge, wisdom…”

Receiving education and being part of a school environment also led to the development of prosocial personal qualities and virtues, guiding the adolescents in developing a greater sense of who they are. One of the adolescents verbalised this by saying: “School taught me that studying hard will make you a better person”. Although school was seen as an important positive contributor to the development of adolescent identity with statements such as: “Without education, there is no life; if you don’t have education, you have nothing”, there was also proof of the possible negative impact school’s structure could have on the development of adolescent identity (Arndt, 2014). Statements included: “I don’t like school; I am trapped; when someone tells me to study, I don’t like being told, sometimes just like doing things on my own time; school is torture, straight up” thus indicating that some adolescents experienced school as a factor hindering their independence and autonomy – both critical factors in the development of identity.

Theme 3: Social networks and communities

Many adolescents indicated the importance of social networking and how they often use social networks to express themselves and who they are as a person. In this time of being an adolescent, the need for belonging and popularity was two factors that played a major role in their sense of self and development of identity (Arndt, 2014): “it [social networking] is so much cool”. Many adolescents indicated that they do belong to some sort of social network, as it keeps them connected, despite being physically separated from others: “I chat [on social networks], I think it helps me in a

way that when I'm at home, I feel like I'm still with my friends, as if they are sitting here next to me; we share everything, how we feel, what you doing".

Except for the "sense of belonging" that is found in certain social network communities, it was also significant to take note of the effect that being "anonymous" could have on the development of identity (Arndt, 2014). The adolescents indicated that they used fake profiles and anonymity to create different personas and experiment with different parts of their own identity in interaction with unfamiliar individuals. Some adolescents did recognise these dangers within social networking: "You can be too into it [social networks], you wouldn't focus at school, spend most of the time at home chatting [on social networks, instead of chilling with friends who actually advise you to focus on your books; people no longer use Facebook, YouTube or Twitter in a positive way, the thing about social network today is that it's filled with predators instead of people who can build the society". These statements provided evidence that there are two sides to using social networking.

Adolescents also value their communities and neighbourhoods; it was evident within the literature that it played a meaningful part in their identity (Arndt, 2014). Many young adults indicated that they do have a desire and a need for acceptance, guidance, and motivation by their community members: "I think you need these things [community], to shape you; for me, there is another father in our street, sometimes I spend my whole days with him; in my community, there are some of them that are very helpful to me, those who always motivate me to always attend school, I think community members are good influence because even though it's not their real parent, they can tell you do this and do that – to show you the right ways. They influence you to do good things".

However, some adolescents found their community as a negative influence in their life: “I get to the tavern and get drunk…such bad things; now we have criminals with records and all that stuff”. As mentioned, it can be used in utilising the negative influence in monitoring your own behaviour, but it should not be taken away that it can also be a negative influence in adolescents’ identity development process in a way where adolescents reach a sense of confusion, rather than an established identity (Arndt, 2014).

On a contextual level, the political landscape, school, and education, as well as social networking and neighbourhoods are main contributors to the development of identity of late adolescents.

Literature indicated that although three different categories of factors that influence identity development are identified, the in-depth and rich process of identity development can only be optimised in the reciprocal interaction between these different categories.

Discussion

Bosma and Kunnen (2001) argued that “identity development could be described as a sequence of short-term re-occurring transactions between a person and their context. Continuous identity work leads to confirmation of, or changes in, one’s existing identity commitments. A balance between assimilation and accommodation is necessary to develop a mature, flexible, and coherent identity; identity development refers to changes in the strength and quality of commitment to an identity as a reciprocal process between individual and context rather than an outcome”.

Bosma and Kunnen (2001) show a definite overlap with the social identity theory of Hogg and Adams (1998), as well as the ecological systems theory by Bronfenbrenner (1979, 2005), stating that identity development of late adolescents is

multi-layered. The personal and social identity theory proposed by Hogg and Adams (1998), and Tajfel and Turner (1979), refers to intergroup relationships and the social self as important aspects in the development of identity. Individual characteristics and their definition of themselves in relation to their environment as contributing factors in developing a sense of belonging in larger groups. All of these aspects play an influential role in the identity development of late adolescents as they negotiate their individual identity within the different social contexts they find themselves in (Adams et al., 2011). Bronfenbrenner (1979, 2005) proposed that all individuals develop through interaction with their environment and vice versa. Individuals thus impact their environment, and their environment effects them. For example, each individual forms part of different social groups, family systems, friendships, communities, cultures, and many more. These different environments can be understood through the five levels of interaction, namely the microsystem, the mesosystem, the exosystem, the macrosystem, and the chronosystem. According to Tudge et al. (2009), all of these interactions are reciprocal and become more complex as individuals develop over time. Furthermore, past experiences, significant life events (positive/negative), background, belief systems, and intergroup relations influence a person's sense of self and overall identity development.

When considering the views of Bosma and Kunnen (2001), Hogg and Adams (1998), as well as Bronfenbrenner (1979), it is evident that although three distinct categories of factors influencing identity development of late adolescents in South Africa were identified in this study, the real understanding of what impacts and influences identity development lies in the reciprocal interaction between these identified factors.

The categories of factors that influence identity development of late adolescents that were identified in this study focused on (1) Being myself: Factors influencing identity development on an intrapsychic level, (2) Being myself in relation to others: Factors influencing identity development on an interpersonal level, and (3) Being myself in different contexts: Factors influencing identity development on a contextual level. Adams et al. (2011) confirmed this categorisation and emphasised the dynamic process and interrelatedness of factors influencing identity development by dividing these factors into two interactional groups, namely constant and fluid aspects. Constant aspects are predetermined and stable, such as gender, race, and age, with fluid aspects being changeable, such as life choices in terms of love, work, and interests. When you apply this division to the results found in this study, it can be represented as follows:

Table 7

Representation of the constant and fluid factors influencing identity development of late adolescents in South Africa

Constant Factors	Fluid Factors
1. Culture	1. Political contexts
2. Gender	2. School and educational contexts
3. Psychosocial development: Unique qualities, characteristics, and traits	3. Social networks and communities

The main characteristic of constant factors is that they are usually predetermined and consistent (Adams et al., 2011). These aspects refer to factors such as gender, culture, psychosocial development, uniqueness, and emotional reactivity, which are the most salient factors influencing the identity development of adolescents in this study.

Within the South African context and especially applicable to late adolescents, it is important to consider a constant factor such as culture that plays an integral part in the

development of the identity of each late adolescent. In South Africa, children, adolescents, and adults are in constant contact with different cultural groups that differ in almost all respects, namely beliefs, values, language, norms, laws, behaviour, and religion, for example (Kosmitzki, 1996). In the analysed literature, the identity development process is viewed differently across different cultures. The vast diversity of South Africa and various cultural influences are a constant and unique contributor to adolescents' identity development. Therefore, the concept of diversity and culture in South Africa should be elucidated and understood openly and reciprocally to grasp its impact on identity development. Rooseveldt (1995) stated that diversity could be understood as a combination of differences and similarities. However, it is important to comprehend that diversity is not a synonym but rather includes both similarities and differences simultaneously. Culture can be understood as the foundation of a country/society, which integrates, for example, the values, language, beliefs, and norms (April & Shockley, 2007), because culture is the foundation of groups and handed down from one generation to the next. According to Thom and Coetzee (2004), adolescents in South Africa are in contact with numerous cultural groups that differ in various respects, but they have all been subjected to the same socio-political changes, with the vast socio-economic differences in communities directly impacting the availability of resources and opportunities informing the process of identity development. Sugimura et al. (2015) highlighted the various cultural pathways and their influence on adolescents' identity development and confirmed that each context one finds oneself in plays a major role in the process of establishing an achieved identity status.

Ferguson et al. (2017) stated that the independence-interdependence continuum must also be considered when analysing and understanding self-statements as an

integral part of identity development in a uniquely diverse country such as South Africa. The distinctions are made between an independent and interdependent view of self and can also be understood in terms of individualistic/idiocentric self and collectivistic/allocentric self. When referring to the independent self, the focus is on unique characteristics, qualities, attributes, individual goals, and many more aspects to distinguish one person from another. Interdependent focuses on friendships, relationships, membership, social groups, and how individuals define themselves in harmony and reliance on others (Ferguson et al., 2017).

Other constant factors, such as gender and psychosocial development, also play an important role in the identity of late adolescents in South Africa. Gender, for instance, is an aspect that is central to identity development throughout the lifespan of all humans (Gardner, 2015). The most salient difference between the identity development process of males and females showed that males are emotionally more detached from their parents, indicating independence. This enables them to have more freedom to explore various identities leading to an achieved identity status. Females stay emotionally attached/dependent on their parents, impacting negatively on the process of identity development (Graf et al., 2008).

Graf et al. (2008) attributed these differences between males and females to cultural differences amongst adolescents in South Africa rather than biological gender. Thus, the cultural differences between males and females are more evident through gender-role socialisation in the various cultural groups and social expectations in South Africa than what would be expected in other countries.

The last constant factor influencing the identity development of late adolescents in South Africa is psychosocial development. Psychosocial development in adolescents refers to various domains such as the self, personality, characteristics, self-concept,

and other related constructs. This identity development process can be seen as an internal process and includes transactions between the individual and their social contexts, which is important to consider (Meeus, 2016). Furthermore, the interplay between social and psychological factors during the identity development process amongst adolescents in South Africa and the internal and external processes, are also important considerations. The interpersonal relationships adolescents form with significant others and the various contexts they find themselves in are fluid; they undergo many changes over time. This can also be understood in terms of Bronfenbrenner's (1979) ecological system theory. An individual exists in various interpersonal relationships such as relationships with family, friends, organisations, neighbourhoods, communities, and societies. All of these directly influence and impact the identity development of all individuals.

Fluid aspects are not predetermined and stable, but rather aspects that are changeable and variable. Despite being changeable, these factors still play an important role in identity development. Fluid aspects refer to relationships with parents, peers and siblings, political contexts, social networks, and communities. These factors have an essential impact on the identity development of late adolescents in South Africa. With regards to the fluid factors influencing identity development in the SA context, it seems that the educational context, as well as the socio-political context within South Africa, are the two most influential aspects in the development of the identity of late adolescents.

The post-apartheid South Africa is a country that underwent many socio-political challenges and changes (Thom & Coetzee, 2012), which impacted directly on its people's daily lives. There were clear boundaries and distinctions between cultural groups during apartheid, and various cultural groups had to open up to each other

post-apartheid. Some groupings belonged to a group identity of being suppressed and had to change the group identity to one that is in the power of the country and government of the country post-apartheid. These challenges led to Black adolescents forming a social identity faster than White adolescents, for instance, poorer job opportunities and more inadequate education. Concerning the process of identity development, the four main areas affected included career options, development of sexuality, spirituality/religion, political views, and the set of goals that directly impacted the reality of fewer opportunities and access to resources. It is important to note that these challenges and encounters can also be seen as opportunities for adolescents to explore and discover various identities as all of these domains are important in establishing an identity. Thus, all of the socio-political changes that occurred in the past, including the changes that might occur in the future, play an influential role in the identity development of adolescents in South Africa today.

According to Roodt (2018), the South African educational system is currently in a crisis. From the analysed literature, it is evident that this is one of the main fluid factors, which directly impacts the South African adolescents' identity development process. South African schools are presenting with poor facilities, and ultimately these schools fail to prepare adolescents for life after school, such as a university or the workplace (Roodt, 2018). Unfortunately, Black adolescents are the ones who are suffering the most from these poor outcomes in the educational system. Roodt (2018) stated that for as long as South Africa is burdened with an educational system in a crisis with poor educational outcomes for the youth, the problems would remain with us and subsequently have tragic consequences for the future of South Africa as a country and its inhabitants.

Other fluid factors such as relationships with parents, peers, and siblings, political contexts, social networks, and communities also contribute to the essence of the identity development process. Parents and being part of a family structure serves as a basis from which adolescents can explore different identities and set and practice temporary commitments. This basis is also used to receive feedback from significant others. Thus, parents are viewed as essential resources in the process of identity development amongst late adolescents.

The last contributing fluid factor is relationships with peers and siblings. These relationships are important, as it makes them feel that they share the same experiences with these people, providing them with a feeling of companionship and a sense of belonging (Arndt, 2014). Adolescents feel 'free' and experience less pressure within these relationships, as they are facing the same challenges and are free to talk to each other realistically. Furthermore, these relationships contributed to a higher self-esteem, which positively influences identity development (Arndt, 2014). Social networks enable adolescents to express their true inner feelings and their true self. Belonging to a broader network gives adolescents a sense of belonging, which is pivotal to identity development in this phase.

With all of the above considered, it seems that the essence of pro-actively managing the effective identity development of late adolescents in South Africa would be to optimise the reciprocal interaction between the constant and fluid factors and always keeping in mind the multidimensional impact of various systems and levels of interaction.

Possible suggestions for interventions to pro-actively prevent the detrimental consequences of a future in the hands of identity-confused generations might be to focus our attention on the most salient factors that are currently impacting identity

development in South Africa. The most salient factors currently are culture, the political context, and the educational crisis South Africa faces. Schools could be utilised to raise awareness and implement certain interventions focused on activating knowledge of and interaction between the constant and fluid factors that influence identity development of late adolescents in South Africa. The success of these intervention programmes would lie in the successful emphasis on the importance of embracing and accepting the constant factors contributing to identity development (gender, culture, psychosocial development) and the activation of the multi-layered fluid factors and systems surrounding these schools such as parents (parenting styles), the community (relationships with peers and neighbours), local government and policies (educational and socio-political resources and support). If these interventions can pro-actively launch the process of thorough, in-depth identity exploration and investigation before premature and foreclosed identity commitments are made, it could add a lot of value in guiding the culture of identity development in communities. If a child in middle school already takes note of the aspects to consider in choosing a career or life goals, the richness and depth of his/her identity development process would be significant by the time he reaches late adolescence.

Roodt (2018) stated that a possible solution to the struggles within the South African education system might be to establish healthy interaction between constant and fluid factors by ensuring "greater parental control over schooling". He suggested that if parents have greater control over the specific school their adolescents attend and how the school operates in different instances, it will result in better outcomes. He also suggested that a voucher system must be installed in the schooling system, resulting in an overall improvement in South African schools as it will no longer rely on a captive market. Ensuring an excellent educational system is one of the most

important building blocks of any country, especially South Africa. Without quality education, one would not be able to prepare adolescents for the world after school.

Limitations

This study's limitations consisted of the identified literature that included different terminology for the same construct, subsequently causing some confusion, for example, the self and a mature ego identity. When looked at it haphazardly, the researcher was not always sure whether it had the same meaning. Also, only English studies were included in the literature; no other studies of other languages that focused on adolescents' identity development were included as the researcher is only competent in English. It may be valuable to research the factors influencing identity development amongst adolescents internationally to compare it to the factors that influence identity development of South African adolescents.

Conclusion

Answering the questions "Who am I" and "Where am I going?" is at the core of each individual's identity development. Although identity development is embedded within the lifespan theory of development, it is important to note that it is a process with its onset, mainly during adolescence. Although this might be seen as one of the most challenging times in an adolescent's life, it can also be the most exciting time as one is actively exploring different alternatives to establish and achieve an identity. A youth struggling with the development and establishment of a secure and healthy identity has detrimental consequences for the economic, educational, and psychosocial future of the applicable society and country.

Theorists such as Erikson, Marcia, Crocetti, and Luycks concluded that identity development revolves around a process of exploring options within the main domains

of career choices, sexuality, political views, religion, spirituality, as well as life goals and ultimately committing to a certain identity stance within each of these domains.

This study found that the main factors influencing identity development of late adolescents in South Africa are centred around: (1) Being myself: Factors influencing identity development on an intrapsychic level, (2) Being myself in relation to others: Factors influencing identity development on an interpersonal level, and (3) Being myself in different contexts: Factors influencing identity development on a contextual level.

From all the analysed literature, it was evident that identity development amongst adolescence does not develop in isolation. The depth and richness of identity development are found in it being a multidimensional, multi-layered dynamic process where the magic lies in the reciprocal interaction between the various factors identified. When dividing the identified factors into constant and fluid factors, it can be seen that a dynamic and interactional process, where awareness of the constant factors is combined with the activation of the fluid factors, could be useful in informing pro-active interventions for the adolescents in South Africa.

Furthermore, in South Africa, factors such as individual culture combined with the educational system and the socio-economic context have the most significant influence on the identity development of late adolescents.

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SECTION 3:

Critical Reflection

Introduction

This study intended to explore the identity development processes of adolescents/young adults in South Africa to identify the factors influencing this dynamic process. It was done by conducting a rapid review of the selected literature. This study found that the influential factors in the process of identity development amongst late adolescents and young adults in South Africa included gender, culture, psychosocial development, parenting styles, siblings/peers, romantic partners, the political context, school/education, and social networks/communities. The findings of this study provided invaluable information that can be used for further research in developing programmes that can be implemented to pro-actively prevent the detrimental consequences caused by a youth without an identity or who are experiencing role-confusion.

This section provides a self-reflection regarding this specific study, following the limitations and recommendations.

Personal reflection of the Research Process

My interest in identity started in my Honours year (2017), where we obtained ample knowledge regarding lifespan development in Psychology. By gaining the knowledge, I realised the importance of understanding individuals' development, which includes various essential domains, but identity and the process thereof caught my attention. My interest in identity is merely based on the fact that I found myself within this specific phase, and it is such an essential part of life in itself. In my own experience

and opinion, not being able to answer the question “Who are you?”, or not knowing where you are headed has detrimental effects on your daily life and future.

While being intrigued by ‘identity’, I applied for my Masters in Clinical Psychology at various institutions. Unfortunately, I was not selected to do my master’s in 2018. I decided to do my Research Masters at the University of the Free State. I formed part of Professor Luzelle Naudé’s research team, where the main focus was identity. This is where my whole journey regarding this topic started. I was conducting a qualitative study, aiming “to explore and describe emerging adults’ lived experiences of identity development while being in an intimate romantic relationship”, with the hopes of being selected in 2019 to be able to carry over my thesis. Life happened, and I was fortunate enough to be selected at the North-West University. However, after a few attempts of trying to carry over the mentioned study and not succeeding, I decided to start a new study, but ‘identity’ remained my focus.

Initially, I was interested in the specific challenges adolescents face while searching for a sense of self and the factors influencing identity development. However, upon further reflection and ample discussions and guidance from my supervisor, I decided to focus on the identity development process of adolescents/young adults as a whole. Making my study more unique, I decided to only focus on individuals in South Africa, as little research was available regarding this title. By focusing on the identity development process, and individuals in South Africa, I found many research and literature. Fortunately, the literature found included specific factors/challenges that played a role in this dynamic process.

Limitations and recommendations for Future Research

The limitations of this study include that the identified literature used different terminology for the same construct, which caused some confusion, for example,

constructs such as the self and a mature ego identity. Thus, the researcher was not always sure whether it had the same meaning. Furthermore, only English studies were included in the literature. No other studies of other languages that focused on identity development of adolescents were included, as the researcher is only competent in English. It may be valuable to research the factors influencing identity development amongst adolescents internationally to compare it to the factors that influence identity development of South African adolescents.

This study only focused on the factors influencing the identity development process of adolescents in South Africa and no other country. These findings can only be taken into account in the South African context, thus further research in this regard is needed.

Conclusion

Answering the questions "Who am I" and "Where am I going?" is at the core of identity development. Although it is embedded within the lifespan theory of development, identity development starts in adolescence. This time within each adolescent's life is seen as the most challenging yet most exciting time. One is actively searching and exploring different alternatives to establish an achieved identity status. If one does not manage to establish and maintain a secure and healthy identity, it does have detrimental consequences for the economic, educational, and psychosocial future of the applicable society and country. Identity development revolves around a process of exploring options within the main domains of career choices, sexuality, political views, religion, spirituality, as well as life goals and ultimately committing to a certain identity stance within each of these domains.

This study found that the main factors influencing identity development of late adolescents in South Africa are centred around: (1) Being myself: Factors influencing

identity development on an intrapsychic level, (2) Being myself in relation to others: Factors influencing identity development on an interpersonal level, and (3) Being myself in different contexts: Factors influencing identity development on a contextual level. From all the analysed literature, it was clear that identity development amongst adolescence does not develop in isolation.

The depth and richness of identity development are in its multidimensional, multi-layered dynamic process where the reciprocal interaction occurs between the various factors identified. Also, a dynamic and interactional process where awareness of the constant factors is combined with the activation of the fluid factors could help inform pro-active interventions for adolescents in South Africa. Furthermore, in South Africa, factors such as individual culture combined with the educational system and the socio-economic context have the most significant influence on the identity development of late adolescents.

Appendices

Table 1

Keywords used in the initial search

	Keywords	Field
Level One	"Identity" OR "Who am I? Where am I going?" The study focuses on the identity development process.	Title
	AND	
Level two	"Adolescents" OR "Late adolescents", "Young adults." The study focuses on late adolescents and young/emerging adults.	Abstract
	AND	
Level Three	"South Africa"	Abstract

Table 2

Appraisal Tool and Rationale

Criteria	Yes	No	Unclear	N/A	Comment
Section A: Are the results valid?					
1. Was there a clear statement of the aims of the research?					
2. Is a qualitative methodology appropriate?					
3. Was the research design appropriate to address the aims of the research?					
4. There is congruity between the research methodology and the research question or aims.					
5. Was the recruitment strategy appropriate to the aims of the research?					
6. Was the data collected in a way that addressed the research issue?					
7. Has the relationship between the researcher and participants been adequately considered?					
8. Participants' responses are accurately presented.					
Section B: What are the results?					
9. Have ethical issues been taken into consideration?					
10. The research has been ethically approved.					
11. Was the data analysis Sufficiently rigorous?					
12. Is there a clear statement of findings?					
Section C: Will the results help locally?					
13. There is a logical flow from the analysis and interpretation of the data to the conclusion drawn.					

(Critical Appraisal Skills Programme, 2018, The Joanna Briggs Institute, 2014b).

Table 3

Representation of the appraisal instrument for qualitative and quantitative studies

Qualitative Studies	Quantitative Studies	Mixed-Method Studies
Section A: Are the results valid?	Section A: Are the results valid?	Section A: Are the results valid?
1. Was there a clear statement of the aims of the research?	1. Was there a clear statement of the aims of the research?	1. Was there a clear statement of the aims of the research?
2. Is a qualitative methodology appropriate?	2. Is a quantitative methodology appropriate?	2. Is a mixed methodology appropriate?
3. Was the research design appropriate and clear to address the aims of the research?	3. Was the research design appropriate and clear to address the aims of the research?	3. Was the research design appropriate and clear to address the aims of the research?
4. There is congruity between the research methodology and the research question or aims.	4. There is congruity between the research methodology and the research question or aims.	4. There is congruity between the research methodology and the research question or aims.
5. Was the recruitment strategy appropriate to the aims of the research?	5. Was the recruitment strategy appropriate to the aims of the research?	5. Was the recruitment strategy appropriate to the aims of the research?
6. Was the data collected in a way that addressed the research issue?	6. Was the data collected in a way that addressed the research issue?	6. Was the data collected in a way that addressed the research issue?
7. Participants' responses are accurately presented.	7. Participants' responses are accurately presented.	7. Participants' responses are accurately presented.
Section B: What are the results?	Section B: What are the results?	Section B: What are the results?
8. Have ethical issues been taken into consideration?	8. Have ethical issues been taken into consideration?	8. Have ethical issues been taken into consideration?
9. The research has been ethically approved, and bias was minimised.	9. The research has been ethically approved, and bias was minimised.	9. The research has been ethically approved, and bias was minimised.
10. Was the data analysis sufficiently rigorous?	10. Was the statistical analysis sufficiently rigorous?	10. Was the statistical- and data analysis sufficiently rigorous?
11. Is there a clear statement of findings?	11. Is there a clear statement of findings?	11. Is there a clear statement of findings?
Section C: Will the results help locally?	Section C: Will the results help locally?	Section C: Will the results help locally?
12. There is a logical flow from the analysis and interpretation of the data to the conclusion drawn.	12. There is a logical flow from the analysis and interpretation of the data to the conclusion drawn.	There is a logical flow from the analysis and interpretation of the data to the conclusion drawn

Table 4

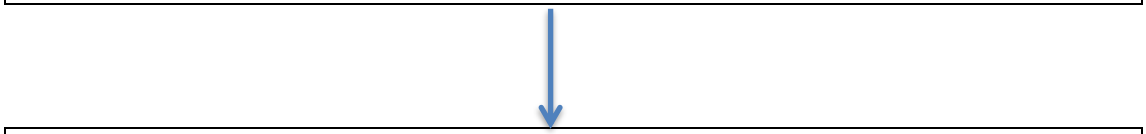
Representation of Selected Studies

Initial Search
Factors influencing the development of identity in late adolescence in South Africa: A rapid review

Africa-Wide information	= 132
Academic Search Complete	= 67
APA PsychInfo	= 62
OAIster	= 46
SocINDEX with Full Text	= 42
African Journals	= 28
MEDLINE	= 13
Communication Source	= 13
MasterFILE Premier	= 10
CINAHL with Full Text	= 10
SPORTDiscus with Full Text	= 10
SciELO	= 8
Business Source Complete	= 7
ERIC	= 6
Teacher Reference Center	= 6
APA PsycArticles	= 5
Newspaper Source	= 5
ScienceDirect	= 5
Library Catalogue	= 5
Health Source: Nursing/Academic Edition	= 4
Directory of Open Access Journals	= 4
Literary Reference Center	= 3
APA PsycArticles	= 3
Business Insights: Essentials	= 3
Journals@OVID	= 3
Regional Business News	= 2
Library, Information Science & Technology Abstracts	= 2
Applied Science & Technology Source	= 2
NWU-IR	= 2
Springer Nature eBooks	= 2
RILM Abstracts of Music Literature with Full Text	= 2
Health Source – Consumer Edition	= 1
JSTOR Journals	= 1
OpenDissertations	= 1



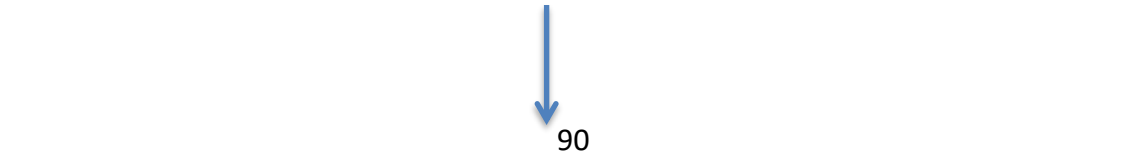
TOTAL = 517



All titles screened for relevance: n= 373 due to the exclusion of exact duplicates.

Remaining: n= 97

Studies excluded due to not applying to the review question, and/or the title of the study.
Excluded: n = 276
Remaining: n = 97



Abstract screened for relevance: n = 97
Remaining: n = 97
Studies excluded due to not applying to the review question, and/or the title of the study.
Excluded: n = 74
Remaining: n = 23



Appraisal of remaining articles: n= 23
Remaining: n= 8
Studies excluded due to not applying to the review question, and/or the title of the study.
Excluded: n = 15
Remaining: n= 8

Table 5

Main findings of the studies included

Title and Type	Aim/Focus	Methodology and Measurement	Sample	Main Findings
1. Dating and identity development among IsiXhosa-speaking Adolescents. Article	This study aimed to determine (a) dating and identity development with regard to decision-making and (b) gender differences in identity development in a sample of IsiXhosa-speaking adolescents.	Qualitative Methodology Face-to-face interviews were conducted with each participant, predominantly in English. The Identity Status Interview (ISI) was used to investigate dating identity-related decision-making.	Sample consisted out of 40 grade 12 participants (50% females). Age range was 17-24 years.	Many adolescents were classified into the diffused status of identity, and those adolescents do feel out of place within the world and thus do not pursue a sense of identity with regards to dating. Adolescents classified in the identity diffusion can also be vulnerable to peer pressure, leading to making uninformed decisions; entering into romantic relationships without proper exploration – leading to dysfunctional relationships Being in an intimate romantic relationship plays a crucial role in the developmental process of identity.
2. Career identity-related decision making among IsiXhosa speaking adolescents. Article	The aims of the current study were two-fold: (1) it was to determine the identity status that IsiXhosa-speaking adolescents (Black) would mainly display, and (2) to examine gender differences in identity development.	Qualitative Methodology Face-to-face interviews were conducted with each participant, predominantly in English. The Identity Status Interview (ISI) was used to investigate career identity-related decision-making.	Sample consisted of 40 grade 12 participants, 20 males and 20 females. Age ranging between 17-24.	According to this study, more Afrikaans- and English-speaking adolescents were classified into the achievement status than IsiXhosa-speaking adolescents. The Xhosa-speaking adolescents were mostly classified into foreclosure identity status. Based on the findings of this specific study, males were mostly classified into the identity achievement status and females into the foreclosure status. It was found that males used a more elaborate mode of decision-making than females regarding their careers, as females tend to make decisions without proper exploration. The study proposed that this could be due to stereotyping and the perceptions of males to be

Title and Type	Aim/Focus	Methodology and Measurement	Sample	Main Findings
				the provider and caregiver of their families and feeling obligated to make informed decisions regarding their careers sooner than females. Females are mostly classified into foreclosure, as they passively adopted certain careers without exploring more alternatives. Also, the succession of career behaviours for women is more complex than for males – as females interrupt their education and career preparation to integrate work and family life.
3. Being me. Article	This research study aimed to explore the evaluative nature, relational orientation, and salience of various domain-specific content areas in the identity narratives of adolescents and emerging adults living in central South Africa.	Qualitative Methodology Participants completed the Twenty Statements Test (TST).	Age ranges: 14-18 for adolescents and 19-14 for emerging adults. The final sample consisted of 281 participants.	This study proved that most individuals tend to rather prioritise themselves in a desired way of an identity than in a negative light. It was found that there is a balance between independence and interdependence within collectivistic cultures. The assumption that collectivistic cultures might favour interdependent self-statements could not be confirmed in this study. It was also found that in South Africa, individualistic self-descriptions were more prevalent whether the respondent was classified from an individual or more collectivistic cultural grouping. There is a complex interplay between content and context that must be considered in developing an identity amongst adolescents in South Africa.

Title and Type	Aim/Focus	Methodology and Measurement	Sample	Main Findings
				This study's findings corresponded with the developmental theory of life-span development during adolescence and young adulthood, which emphasises the importance of social relations during these phases. Also, highlighting the interactive nature of identity and the importance of "others" within the self. Gender differences were present, although the association between gender and identity is too complex and ambiguous to interpret and make final conclusions on. Age differences were also present; emerging adults focused more on interactive and altruistic social qualities, and adolescents focused more on intellectual/cognitive qualities and physical traits. This suggests an indication of how identity unfolds over a period of time. As adolescents face puberty and dramatic physical changes and emerging adults already moved through that phase and are able to focus on social aspects.
4. Adolescents' experiences of stereotypes during identity development. Thesis	This study aimed to explore adolescents' experiences of stereotypes during identity development.	Qualitative Methodology Data were collected through semi-structured focus group discussions. 25 per group.	Age ranging between 12 and 18. Final sample consisted of 75 participants. Majority was 17 years of age.	Adolescents viewed their identity as an internal process that includes unique personality traits and characteristics different from other adolescents. However, identity was also seen as an external process that included physical, social, and cultural aspects related to different environments and contexts. Identity can also be viewed in different time frames, such as past, present, and future, as time and changes that come with times have

Title and Type	Aim/Focus	Methodology and Measurement	Sample	Main Findings
				an influence on identity development as a whole. Identity is a lifelong growth process that changes over time, depending on unique life circumstances and environments. Culture also affects the identity of young adults, and stereotypes are found in certain cultures and communities. Thus, how individuals view their reality and how their communities view them impact their identity. Social support was deemed important while establishing an identity. Stereotypes, the genetic component and self-fulfilling prophecy also played a pivotal role in identity development.
5. Lived experiences related to the identity of Black African adolescents. Thesis.	This study aimed to gain a better understanding of the lived experiences related to the identity of Black African adolescents in the Motheo district of central South Africa.	Qualitative Methodology The researcher of this study employed focus group discussions and individual in-depth interviews.	Fifty-nine participants were included in this study, ranging between 16and 22 years of age.	It was found that consistent with Bronfenbrenner's theory of understanding, individuals experienced that they are not an isolated entity but rather active agents in their own meaning-making and identity development process. Individuals are seen as creations and creators of their own unique environment. Participants experienced these phases as a time of constant changes (e.g., spiritual, physical, and social). Many adolescents reported experiencing numerous paradoxes; no longer a child, not yet an adult. It included their desire to be altruistic, but also self-centred, or their desire for independence but also accepting shared

Title and Type	Aim/Focus	Methodology and Measurement	Sample	Main Findings
				responsibility for their actions with other people. Participants also experienced influences other people had on their identity development, directly and indirectly – depending on which system are being referred to (micro-, meso-, or exo- and macrosystem). Many adolescents showed a concern with the well-being of others while engaging in various developmental tasks developing their identity. Adolescents were continually aware of their responsibility and accountability in the lives of their peers, family, and communities. It is evident why education is such an important factor influencing identity, especially given the burden of responsibility and accountability.
6. Identity status and perceived parenting style in adolescents living in central South Africa. Article	This study aimed to determine whether a significant relationship exists between ego identity status and perceived parenting styles in different family structures.	Quantitative Methodology Participants completed the Objective Measure of Ego Identity Status and the Parental Authority Questionnaire.	Age range: 15-21 years. Final sample consisted of 188 participants.	A non-nuclear family structure did not affect the development of an identity negatively and might be explained by the other social factors playing a role in identity development in the South African setting, such as social movements. This study also agreed with Bronfenbrenner's theory that not only interaction with the immediate family but also larger social systems do influence identity development. This study found that parenting styles promoting identity development vary between individualistic and collectivistic cultures. In individualistic cultures, the most mature form of identity is an achieved status – whereas in a

Title and Type	Aim/Focus	Methodology and Measurement	Sample	Main Findings
				collectivistic culture, a foreclosed status is viewed as the most mature form of identity.
7. Gender and family structures as moderators in the relationships. Thesis	This study aimed to determine the moderating role of gender and family structure in the relationship between perceived parenting styles and identity development among adolescents.	Quantitative Methodology Self-administered questionnaires were used to gather the data, namely The Ego Identity Process Questionnaire and the Parenting Authority Questionnaire.	Age range: 17-19 years; however, 16-20 years of age were also included in this study. Final sample consisted of 243 participants.	In this study, gender played an influential role in the relationship between perceived parenting style and identity, especially in the case of an authoritative parenting style. There was also a difference between the perceptions of males and females, and this finding can be explained by gender-role socialisation. Gender-role socialisation is an important developmental aspect for adolescents. For instance, separateness/independence are encouraged for males, which allows them to explore alternatives and make more informed decisions. Whereas females are encouraged to conform, indicating that they remain longer in the diffused identity status. In this study, the family structure did not moderate the relationship between perceived parenting styles and identity development of adolescents significantly. However, research indicates that family structure is a factor influencing identity development. Other factors, such as social influences, might explain why family structure did not moderate the relationships in this particular study; the family system does function in a larger system and does not exist in isolation. Adolescents' immediate environments include their family, caregivers, and schools, and when these relationships are not

Title and Type	Aim/Focus	Methodology and Measurement	Sample	Main Findings
				encouraging, their identity development process can be hindered. Other factors such as school, relationships with peers, and many other factors within the different systems might be more important than the family structure in terms of the identity development process of adolescents.
8. Identity development of South African adolescents. Article	The study aimed to investigate whether the social changes that have occurred in a democratic South Africa have affected the levels of identity formation in Black and White adolescents.	Quantitative Methodology The Erikson Scale was used to gather data.	Age range: 15-19 Final sample consisted of 2142 participants.	This study found that Black adolescents in South Africa reached a greater sense of self (achieved identity status) than White adolescents in South Africa. A possible explanation might be the importance of a strong cultural identity for Black South Africans, as their cultural identities were strengthened during the years of apartheid and the struggle against racism. This cultural identity is still used as a frame of reference in South Africa today, thus indicating that White people in South Africa do not have such a strong cultural identity.

Table 6

Summary of results

Main themes	Sub-themes
Being myself	Theme 1: Gender Theme 2: Culture Theme 3: Psychosocial development: Uniqueness, independence and emotional reactivity
Being myself in relation to other people	Theme 1: Parenting styles and family structure Theme 2: Siblings/Peers Theme 3: Romantic partners
Being myself in different contexts	Theme 1: Political context Theme 2: School and education Theme 3: Social networks and communities

Table 7

Representation of the constant and fluid aspects

Constant Aspects	Fluid Aspects
1. Culture	1. Political contexts
2. Gender	2. School and educational contexts
3. Unique qualities, characteristics, and traits	3. Social networks and communities

Critical Appraisal of Review Report: Quantitative Studies

(R1= Reviewer 1, R2= Reviewer 2) Scoring: (1= Yes, 0= No, 0,5= Unsure)

1	**Clear statement of the aims of the research?**		**Is a quantitative methodology appropriate?**		**Was the research design appropriate and clear to address the aims?**		**Is there congruity between the methodology and the research question/aims?**		**Was the recruitment strategy appropriate to the aims?**		**Was the data collected in a way that addressed the research issue?**		**Are the participant's responses accurately presented?**		**Have ethical considerations been taken into consideration?**		**Ethical approval and bias minimized?**		**Was the statistical analysis rigorous?**		**Is there a clear statement of the findings?**		**Is there a logical flow from the analysis and interpretation of the data to the conclusion drawn?**		**Relevance**		**Average & Total**	
	R 1	**R 2**	**R 1**	**R 2**	**R 1**	**R 2**	**R 1**	**R 2**	**R 1**	**R 2**	**R 1**	**R 2**	**R 1**	**R 2**	**R 1**	**R 2**	**R 1**	**R 2**	**R 1**	**R 2**	**R 1**	**R 2**	**R 1**	**R 2**	**R 1**	**R 2**	**R 1**	**R 2**
1. Adolescents Perceptions of the Relevance of Domains of **Identity** Formation: A **South** African Cross-Cultural Study	1	1	1	1	1	1	1	1	0	0	0	1	1	1	0.5	1	0.5	1	1	1	1	1	1	1	1	1	1	1	10	12
2. The motivational implications of adolescents' school-orientated possible identities in a school change context	0	0	1	1	1	1	0.5	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	9.5	9
3. National collective identity in transitional societies: Salience and relations to life satisfaction for	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	12	12

youth in SA, Albania, Bulgaria, the Czech Republic, Kosovo, and Romania.																													
4. Identity status and perceived parenting style in adolescents living in central SA.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	13	13
5. Gender and family structure as moderators in the relationship between parenting styles and identity development among adolescents.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	13	13
6. Gender as moderator in the relationship between identity formation and bully behaviour among adolescents.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	13	13
7. Identity development in South African adolescents in a democratic society.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	13	13
9. Gender identity and the career decision-making process in matriculants.	1		1		1		1		1		1		1		1		1		1		1		1		1		0		12	12

Critical Appraisal of Review Report: Qualitative Studies

(R1= Reviewer 1, R2= Reviewer 2) Scoring: (1= Yes, 0= No, 0,5= Unsure)

0	**Clear statement of the aims of the research?**		**Is a qualitative methodology appropriate?**		**Was the research design appropriate and clear to address the aims?**		**Is there congruity between the methodology and the research question/aims?**		**Was the recruitment strategy appropriate to the aims?**		**Was the data collected in a way that addressed the research issue?**		**Are the participant's responses accurately presented?**		**Have ethical considerations been taken into consideration?**		**Ethical approval and bias minimized?**		**Was the data analysis sufficiently rigorous?**		**Is there a clear statement of the findings?**		**Is there a logical flow from the analysis and interpretation of the data to the conclusion drawn?**		**Relevance**		**Average / Total**	
	R1	**R2**	**R1**	**R2**	**R1**	**R2**	**R1**	**R2**	**R1**	**R2**	**R1**	**R2**	**R1**	**R2**	**R1**	**R2**	**R1**	**R2**	**R1**	**R2**	**R1**	**R2**	**R1**	**R2**	**R1**	**R2**	**R1**	**R2**
1. Being me: Content and context in South African adolescent's identity development.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	13	13
2.Youth identity in desegregated schools of JHB.	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0.5	0	0	0	1	1	7.5	7
3.Reconstructing adolescent identity in the context of family violence within the Belhar community of CT.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	12	12
4.Identity construction in adolescent girls: the context dependency of racial and	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	0	0	1	1	0	0	0	0	0	0	7	8

gendered perceptions.																													
5.Black African adolescents' experiences of gender identity exploration from a hegemonic masculinity perspective.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	12	12
6.Are you your father's child? Social identity influences of father absence in a SA setting.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	12	12
7.Dating and identity development among Isixhosa speaking adolescents.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	13	13
8.Career identity related decision making among IsiXhosa-speaking adolescents	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	13	13
9.Adolescents' experiences of stereotypes during identity development.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	13	13
10.Lived experiences related to the identity of	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	13	13

black African adolescents																													
11.Adolescents' experience of intergroup contact in SA and its impact on identity development.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	12	12
12.Identity formation among African late-adolescents in a contemporary SA context.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	1	1	1	1	1	1	1	1	11	11
13.The relationship between Marcia's ego identity statuses and selected personality variables in an African context.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	1	1	1	1	1	1	1	1	11	11
14.The role of teachers in the identity formation of adolescents restrained in their becoming.	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	1	1	1	1	1	1	11	10
15.Local identities in globalised regions: Teens, everyday life, and television.	1	1	1	1	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	1	1	1	1	0	0	5	5