

COUNSELLING PSYCHOLOGY AND SOCIAL ENTREPRENEURSHIP SKILLS DEVELOPMENT AMONG NIGERIAN ADOLESCENTS

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ABSTRACT

This study examines the impact of counselling psychology on developing social entrepreneurship skills among Nigerian adolescents, focusing on social awareness, social innovation and creativity, and business planning. The core research questions investigate whether there are significant differences in these skills between adolescents who have undergone counselling psychology and those who have not. The study utilized a quantitative research design with a sample size of 200 Nigerian adolescents, comprising 79 who had received counselling and 121 who had not. Data were collected using a structured questionnaire that measured social awareness, creativity, and business planning skills. Descriptive statistics and independent sample t-tests were employed to analyse the data. The findings revealed significant differences in social awareness skills ($t = 20.519, p < 0.05$) and social innovation and creativity skills ($t = 18.193, p < 0.05$), with adolescents who had undergone counselling scoring higher on these dimensions (mean = 3.40 and 3.25, respectively). However, no significant difference was observed in business planning skills ($t = 0.323, p > 0.05$), as both groups demonstrated similar competencies (mean = 3.50 vs. 3.48). The study concludes that counselling psychology is pivotal in enhancing social awareness and creativity skills, equipping adolescents to become social change agents. However, its influence on technical business planning skills is limited. It recommends integrating counselling psychology with formal entrepreneurial education and mentorship programs to address the skill gaps holistically. These interventions can foster resilient, innovative, and socially conscious youth prepared to tackle Nigeria's socioeconomic challenges.

Keywords: Counselling Psychology, Social Entrepreneurship, Social Awareness, Social Innovation, Creativity, Business Planning Skills.

1.0 INTRODUCTION

Adolescents in Nigeria need to improve their social entrepreneurship abilities more and more to address the country's socioeconomic problems. Adolescents are an important demographic group with unrealised potential for social change and creativity. With its emphasis on developing long-term solutions to social issues, social entrepreneurship significantly gives these young people a way to contribute to their communities. However, giving teenagers the tools they need to practise social entrepreneurship calls for deliberate efforts in training, education, and psychological support. Counselling psychology is essential to this process

because it promotes the emotional and personal growth required for successful entrepreneurship. Counselling psychologists can assist teenagers in developing resilience, self-awareness, and problem-solving skills through focused interventions - elements crucial for overcoming the difficulties of entrepreneurship. Furthermore, counselling offers a forum for addressing obstacles frequently in the way of young people's entrepreneurial aspirations, such as low self-worth, the dread of failure, and an absence of purpose.

It is especially crucial to incorporate counselling psychology into entrepreneurial education in Nigeria. Nigerian adolescents confront difficulties, such as high unemployment rates, limited availability of high-quality education, and socioeconomic disparities. These elements lead to emotional and psychological stress and limit their prospects for development. Counselling treatments can serve as a bridge, assisting teenagers in overcoming these obstacles and giving them the tools they need to think creatively and develop long-lasting solutions to societal issues.

To empower Nigerian teenagers, this study aims to investigate the relationship between social entrepreneurship and counselling psychology. It studied how therapy may help people gain critical entrepreneurial abilities like financial literacy, creativity, and leadership while removing psychological obstacles that prevent them from engaging in entrepreneurial endeavours. This demonstrates the possibilities of counselling psychology to turn adolescents into change agents for the better in society.

2.0 RESEARCH AIM & OBJECTIVES

The aim of this study is to examine the effect of counselling psychology on social entrepreneurship skills development among Nigerian adolescents. The study is guided by three specific objectives, which are to:

1. determine the role of counselling psychology in developing social awareness skills among Nigerian adolescents.
2. assess the impact of counselling psychology on developing social innovation and creativity skills among Nigerian adolescents.
3. evaluate the effect of counselling psychology on business planning skills among Nigerian adolescents.

2.1 Research Questions

This study was guided by three research questions as follows:

1. is there a significant difference in the development of social awareness skills between Nigerian adolescents who have undergone counselling psychology and those who have not?
2. is there a significant difference in developing social innovation and creativity skills between Nigerian adolescents who have undergone counselling psychology and those who have not?
3. is there a significant difference in the development of business planning skills between Nigerian adolescents who have undergone counselling psychology and those who have not?

2.2 Counselling Psychology and Skill Development

Counselling psychology is crucial in addressing psychological and emotional barriers that hinder teenagers from pursuing entrepreneurial ventures, such as low self-efficacy, lack of self-assurance, and fear of failure. Counselling psychologists can assist teenagers in cultivating an enthusiastic entrepreneurial mindset through interventions such as motivational interviewing, group therapy, and career counselling. For example, group therapy allows a safe space to discuss experiences and develop resilience, while career counselling offers advice on matching personal interests with possible business endeavours. These methods foster self-awareness, self-assurance, and proactive mindsets essential for entrepreneurship through collaboration. According to Adekeye et al. (2015), counselling services are crucial for encouraging young people to make healthy decisions and engage in healthy behaviours, both prerequisites for successful entrepreneurship.

2.3 Social Entrepreneurship Skills

Social entrepreneurship aims to generate social value through creative solutions, calling for unique abilities. To effectively solve societal concerns, social entrepreneurship depends on the mastery of innovation and creativity, social awareness, and business planning abilities. Counselling psychology fosters creativity and innovation in teenagers, enabling them to identify gaps and develop effective treatments through guided activities, promoting critical thinking and unconventional problem-solving. Social consciousness helps teenagers understand societal needs, ensuring business endeavours are sympathetic and relevant. Strategies like situational analyses and role-playing help them focus on societal impact. Adolescents are empowering through business planning courses, which teach them to develop strategies, distribute resources, and ensure sustainability, while also enhancing their financial literacy and goal-oriented thinking. These competencies are essential for developing scalable and sustainable solutions in environments with limited resources like Nigeria. The integration of counselling psychology and entrepreneurship education in adolescents fosters strategic thinking, empathy, and societal awareness, enabling them to become catalysts for lasting social change. According to Ajufo (2013), formal frameworks for entrepreneurship education are crucial for improving young people's employability and entrepreneurial potential in Nigeria. These frameworks offer a thorough method for developing skills when paired with psychological therapies. Finally, teenagers are better equipped to turn their entrepreneurial dreams into profitable and long-lasting endeavours through counselling and education that cultivates creativity, social consciousness, and business planning abilities.

2.4 Challenges Faced by Nigerian Adolescents

Adolescents in Nigeria face many socioeconomic obstacles that prevent them from pursuing their dreams of becoming entrepreneurs. Sociocultural norms, such as gender inequality, high unemployment rates, and poor educational institutions, restrict economic engagement and skill development prospects. Adolescents with psychological issues like anxiety, low self-esteem, and lack of role models face limitations in entrepreneurship, further hindered by the lack of mentorship and supportive networks. In their research on Nigerian primary school teachers' job happiness, Gesinde and Adejumo (2012) provide an indirect window into the educational

setting that shapes teenage development. Their results imply that youth outcomes can be improved by raising the standard of schooling.

2.5 Theory - Erik Erikson's Psychosocial Development Theory

According to Erik Erikson's psychosocial development theory in Kroger (2007), human growth occurs in eight successive stages, each with a fundamental conflict that people must overcome to have positive psychological effects. The fifth stage, Identity vs. Role Confusion, is crucial for identity building and usually happens throughout adolescence. Teens explore various roles, ideologies, and objectives to establish a unified sense of their identity. Poor navigation can lead to confusion and instability, but successful navigation results in a strong identity and direction, impacting future career and personal paths.

There is a crucial crossover when Erikson's theory is applied to the growth of entrepreneurial abilities in Nigerian teenagers. Counselling psychology can assist adolescents in developing their identities and entrepreneurial skills by providing direction and encouragement, enhancing their sense of autonomy and direction. Adekeye et al. (2015), emphasise the value of counselling in helping young people make healthy decisions and engage in healthy behaviours, both essential for successful entrepreneurship. Counsellors can better assist teenagers in acquiring the resilience and self-efficacy required for social entrepreneurship by incorporating Erikson's ideas into their counselling procedures.

3.0 METHODOLOGY

These students were selected because they are in their early stages and represent an excellent demographic. The purposive sampling approach was used to choose 200 respondents who generated findings meeting the qualifying parameters. Survey results were acquired using Qualtrics, an online platform allowing people to participate readily. The survey comprised a Social Entrepreneurship Skills Development Questionnaire (SESDQ), which was designed to assess four key areas of social entrepreneurship skills: self-advocacy expertise, solution finding in the social context and creativity, and business knowledge, as well as demographic profile. In the SESDQ, participants' responses were measured on a four-point Likert scale. For the validity and reliability of SESDQ, a pilot test was conducted on 20 non-sample participants, and internal consistency Co-alpha = 0.82 was found. Experts in the discipline of psychology, education, and entrepreneurship affirmed the credibility of the instrument. Descriptive statistics was used to analyse demographic information, as well as the results obtained within the skill areas. To determine the significance of the results, the independent t-test analysis was used to compare the development of social entrepreneurship skills between adolescents that were counselled and those that were not at a 0.05 significance level. Issues of Ethics, like informed consent and confidentiality, were maintained throughout the study.

4.0 RESULTS

4.1 Presentation of Demographic

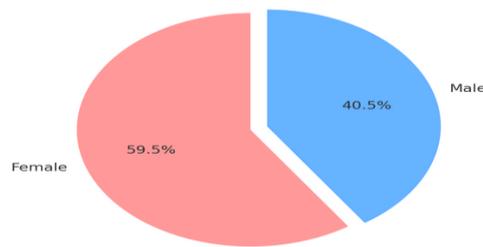


Figure 1: Pie Chart Showing Gender of Participants

Figure 1 shows the gender descriptive analysis of respondents. Out of the 200 respondents used in the study, it was revealed that 119, representing 59.5% of the total sample, were female, while the remaining 81, representing 40.5%, were male.

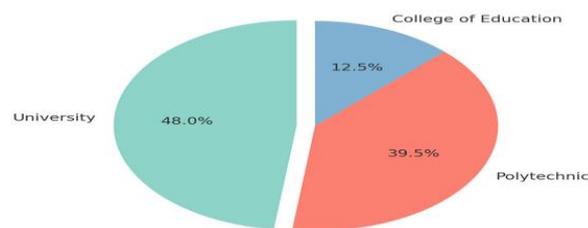


Figure 2: Pie Chart Showing Participants' Education

Figure 2 shows the distribution of the respondents by education; it was revealed that 96, representing 48.0%, were in university, 79, representing 39.5%, were polytechnic students, and the remaining 25, representing 12.5%, were from Colleges of Education.

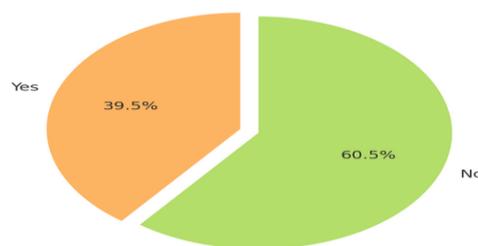


Figure 3: Pie Chart Showing Participants Counselling Recipients

Figure 3 presents the pie chart showing participants who are recipients of counselling psychology; the pie chart illustrates that 121 (60.5%) of participants have not undergone counselling, while 79 (39.5%) have. This indicates that most surveyed individuals lack prior counselling experience, which may influence their perspectives on related topics.

4.2 Answering of Research Question

Research Question One: Is there a significant difference in developing social awareness skills between Nigerian adolescents who have undergone counselling psychology and those who have not?

Table 1: Descriptive Statistic Showing development of social awareness skills among Nigerian adolescents

S/N	Statement	SA	A	D	SD	X
1.	I am aware of pressing social issues in my community.	143 (71.5%)	48 (24.0%)	3 (1.5%)	6 (3.0%)	3.64
2.	I actively seek to understand the needs of disadvantaged groups in society.	75 (37.5%)	43 (21.5%)	50 (25.0%)	32 (16.0%)	2.81
3.	I can identify the root causes of social problems in my environment.	125 (62.5%)	58 (29.0%)	10 (5.0%)	7 (3.5%)	3.51
4.	I understand the impact of my actions on the community.	86 (43.0%)	65 (32.5%)	40 (20.0%)	9 (4.5%)	3.14
5.	I am skilled at mobilizing people to address social challenges.	74 (37.0%)	75 (37.5%)	41 (20.5%)	10 (5.0%)	3.07
Total Average						3.23

Key: 4 = Strongly Agree; 3 = Agree; 2 = Disagree; 1 = Strongly Disagree

Decision: 0.00 - 2.99 = Lack Social Awareness; 3.00 – 4.00 = Possess Social Awareness

The descriptive statistics in Table 1 assess social awareness skills among Nigerian adolescents based on five critical statements. The average score of 3.23 indicates that the participants possess social awareness skills. The highest-rated statement is "I am aware of pressing social issues in my community" (mean = 3.64), showing a solid awareness of societal challenges. Similarly, "I can identify the root causes of social problems" scored a high mean of 3.51. These results highlight participants' ability to recognize and understand social issues. Lower mean scores are observed for statements like "I actively seek to understand the needs of disadvantaged groups" (mean = 2.81) and "I am skilled at mobilizing people to address social challenges" (mean = 3.07), suggesting weaker proactive engagement and mobilization skills. However, there is a need to check if these responses differ due to counselling recipients. Hence, the responses were subjected to an independent sample t-test as follows:

Table 2: T-Test Analysis difference in the development of social awareness skills between Nigerian adolescents who have undergone counselling psychology and those who have not

Variable	N	\bar{X}	SD	df	Cal t-value	p-value
<i>Undergo counselling psychology</i>	79	3.40	.465	198	20.519	.000
<i>Did not undergo counselling psychology</i>	121	2.30	.572			

***Significant P < .05**

The t-test analysis in Table 2 examined differences in the development of social awareness skills between Nigerian adolescents who have undergone counselling psychology and those who have not. Adolescents who underwent counselling had a higher mean score ($X = 3.40$, $SD = 0.465$), indicating stronger social awareness skills compared to those who did not ($X = 2.30$, $SD = 0.572$). The calculated t-value of 20.519 with a p-value of 0.000 shows a statistically significant difference between the two groups, as the p-value is less than the significance level of 0.05. Therefore, the null hypothesis (H_0), which stated no significant difference, is rejected. This finding answers Research Question One by confirming that adolescents who have undergone counselling psychology exhibit significantly higher levels of social awareness skills than their counterparts who have not. Counselling interventions may thus play a crucial role in fostering these critical skills.

Research Question Two: Is there a significant difference in the development of social innovation and creativity skills between Nigerian adolescents who have undergone counselling psychology and those who have not?

Table 3: Descriptive Statistic Showing development of social innovation and creativity skills among Nigerian adolescents

S/N	Statement	SA	A	D	SD	X
1.	I enjoy brainstorming new ideas to solve social problems.	58 (29.0%)	46 (23.0%)	57 (28.5%)	39 (19.5%)	2.62
2.	I can creatively adapt resources to meet social needs.	45 (22.5%)	33 (16.5%)	68 (34.0%)	54 (27.0%)	2.35
3.	I feel confident in designing solutions that positively impact society.	52 (26.0%)	61 (30.5%)	39 (19.5%)	48 (24.0%)	2.59
4.	I often think outside the box to address social challenges.	67 (33.5%)	89 (44.5%)	40 (20.0%)	4 (2.0%)	3.09
5.	I collaborate effectively with others to generate innovative ideas.	72 (36.0%)	99 (49.5%)	16 (8.0%)	13 (6.5%)	3.15
Total Average						2.76

Key: 4 = Strongly Agree; 3 = Agree; 2 = Disagree; 1 = Strongly Disagree

Decision: 0.00 - 2.99 = Lack Social Innovation & Creativity; 3.00 – 4.00 = Possess Social Innovation & Creativity

The descriptive statistics in Table 3 assess social innovation and creativity skills. The total average score of 2.76 indicates that participants generally lack these skills. The highest-rated statement, "I collaborate effectively with others to generate innovative ideas" (mean = 3.15), suggests that participants are relatively skilled in teamwork for generating ideas. Similarly, "I often think outside the box to address social challenges" scored a mean of 3.09, reflecting moderate creativity in problem-solving. In contrast, lower scores are observed for "I can

creatively adapt resources to meet social needs" (mean = 2.35) and "I enjoy brainstorming new ideas to solve social problems" (mean = 2.62), showing weaknesses in resourcefulness and idea generation. Overall, while participants show some strengths in collaboration and creative thinking, they need improvement in brainstorming, resource adaptation, and confidence in designing impactful solutions. This highlights areas for targeted skill development. However, there is a need to check if these responses differ due to counselling recipients; hence the responses were subjected to an independent sample t-test as follows:

Table 4: T-Test Analysis difference in the development of social innovation and creativity skills between Nigerian adolescents who have undergone counselling psychology and those who have not

Variable	N	\bar{X}	SD	df	Cal r-value	p-value
<i>Undergo counselling psychology</i>	79	3.25	.786	198	18.193	.000
<i>Did not undergo counselling psychology</i>	121	1.99	.542			

***Significant P < .05**

The t-test analysis in Table 4 investigates whether there is a significant difference in social innovation and creativity skills between Nigerian adolescents who have undergone counselling psychology and those who have not. Adolescents who underwent counselling recorded a higher mean score ($X = 3.25$, $SD = 0.786$), demonstrating better social innovation and creativity skills than those who did not ($X = 1.99$, $SD = 0.542$). The calculated t-value of 18.193 and a p-value of 0.000 indicate a statistically significant difference between the two groups, as the p-value is below the 0.05 threshold. The null hypothesis is rejected, which posited no significant difference. In response to Research Question Two, the results confirm that adolescents who have undergone counselling psychology exhibit significantly greater social innovation and creativity skills than their peers who have not, highlighting counselling’s effectiveness in enhancing these vital competencies.

Research Question Three: Is there a significant difference in developing business planning skills between Nigerian adolescents who have undergone counselling psychology and those who have not?

Table 5: Descriptive Statistic Showing development of development of business planning skills among Nigerian adolescents

S/N	Statement	SA	A	D	SD	X
1.	I can create clear and achievable goals for social projects.	78 (39.0%)	69 (34.5%)	33 (16.5%)	20 (10.0%)	3.03
2.	I am confident in preparing business plans for social enterprises.	93 (46.5%)	73 (36.5%)	27 (13.5%)	7 (3.5%)	3.26
3.	I can effectively manage resources to achieve social and business objectives.	68 (34.0%)	49 (24.5%)	51 (25.5%)	32 (16.0%)	2.77

4.	I am skilled at identifying funding opportunities for social ventures.	102 (51.0%)	88 (44.0%)	10 (5.0%)	-	3.46
5.	I can measure the success of a project using key performance indicators.	82 (41.0%)	79 (39.5%)	26 (13.0%)	13 (6.5%)	3.15
Total Average						3.13

Key: 4 = Strongly Agree; 3 = Agree; 2 = Disagree; 1 = Strongly Disagree

Decision: 0.00 - 2.99 = Lack Business Planning Skills; 3.00 – 4.00 = Business Planning Skills

The descriptive statistics in Table 5 assess business planning skills among Nigerian adolescents. The total average score of 3.13 indicates that the participants generally possess business planning skills. The highest-rated statement is "I am skilled at identifying funding opportunities for social ventures" (mean = 3.46), reflecting strong confidence in finding resources for social projects. Similarly, "I am confident in preparing business plans for social enterprises" (mean = 3.26) suggests that participants feel well-prepared for planning social businesses. Moderate scores were observed for "I can create clear and achievable goals for social projects" (mean = 3.03) and "I can measure the success of a project using key performance indicators" (mean = 3.15), indicating reasonable proficiency in goal setting and performance measurement. However, "I can effectively manage resources to achieve social and business objectives" (mean = 2.77) was the lowest-rated statement, highlighting an area for improvement. Participants demonstrate strong business planning capabilities, but some areas, such as resource management, require further development. However, there is a need to check if these responses differ due to counselling recipients; hence the responses were subjected to an independent sample t-test as follows:

Table 6: T-Test Analysis difference in the development of business planning skills between Nigerian adolescents who have undergone counselling psychology and those who have not

Variable	N	\bar{X}	SD	df	Cal t-value	p-value
<i>Undergo counselling psychology</i>	79	3.50	.400			
<i>Did not undergo counselling psychology</i>	121	3.48	.450	198	0.323	.682

***Significant P < .05**

The t-test analysis in Table 6 examined whether there is a significant difference in the development of business planning skills between Nigerian adolescents who have undergone counselling psychology and those who have not. Adolescents who underwent counselling had a slightly higher mean score ($X = 3.50$, $SD = 0.400$) compared to those who did not ($X = 3.48$, $SD = 0.450$). The calculated t-value of 0.323 and a p-value of 0.682 indicate no statistically significant difference, as the p-value exceeds the 0.05 threshold. Consequently, the null hypothesis is accepted. This finding answers Research Question Three by showing that

undergoing counselling psychology does not significantly influence the development of business planning skills among Nigerian adolescents. Both groups demonstrated comparable levels of competence in this area, suggesting other factors may contribute to skill development.

5.0 DISCUSSION OF RESULTS

The results in Table 1 and Table 2 confirm that counselling psychology interventions significantly enhance social awareness skills among Nigerian adolescents. Those who underwent counselling scored significantly higher, with a mean score of 3.40 compared to 2.30 for their peers who did not, as supported by the t-test result ($p < 0.05$). These findings align with the literature, which highlights the role of counselling in fostering self-awareness and understanding societal issues (Adekeye et al., 2015). Counselling interventions, such as role-playing and situational analysis, enhance adolescents' ability to recognize and address social issues critically. However, the slightly lower mean scores for proactive engagement, such as understanding the needs of disadvantaged groups (mean = 2.81), suggest gaps in translating awareness into action. This highlights Nigerian adolescents' difficulties, including a lack of mentoring and supporting networks, as stated by Gesinde and Adejumo (2012). Addressing these gaps requires integrating collaborative programs to encourage active participation in societal problem-solving.

Table 3 and Table 4 reveal a significant difference in social innovation and creativity skills between adolescents exposed to counselling and those who were not. Counselling recipients had a mean score of 3.25, while their peers scored 1.99. This result aligns with the theoretical underpinning of Erikson's psychosocial development theory, where the Identity vs. Role Confusion stage fosters innovation and exploration (Kroger, 2007). Counselling psychology facilitates this development by promoting critical thinking and creative problem-solving strategies, as seen in higher scores for collaboration (mean = 3.15) and out-of-the-box thinking (mean = 3.09). However, weaker scores in resource adaptation (mean = 2.35) and brainstorming new ideas (mean = 2.62) highlight areas for improvement. Ajufu (2013) states that these deficiencies may arise from a need for more exposure to structured entrepreneurial frameworks. Incorporating entrepreneurship-focused modules within counselling programs could bridge this gap, equipping adolescents with practical tools for innovation.

In contrast to the previous findings, Table 5 and Table 6 show no significant difference in business planning skills between the two groups ($p > 0.05$). Both counselling recipients and non-recipients demonstrated comparable competence, with mean scores of 3.50 and 3.48, respectively. This indicates that, although counselling improves creativity and awareness, its influence on technical skills such as business planning is limited. Adolescents generally excelled in identifying funding opportunities (mean = 3.46) and preparing business plans (mean = 3.26), but resource management (mean = 2.77) remained a challenge. The absence of a significant difference may indicate the influence of external factors such as school curricula or family support. Ajufu (2013) emphasizes that formal education frameworks play a critical role in developing entrepreneurial competencies. Thus, counselling psychology should complement these frameworks by integrating goal-oriented planning and financial literacy components.

6.0 CONCLUSION

In conclusion, counselling psychology significantly enhances Nigerian adolescents' social awareness and creativity skills, positioning them as potential change agents. However, additional effort is needed to cover technical skills, and incorporating more complex support systems is logically essential for enhancements. These results imply the need to adopt a multiple-angled strategy in fostering adolescent skills in Nigeria.

6.1 Recommendations

1. Targeted Skill Development: Specific deficits such as proactive social engagement and resource management should be targeted in counselling programs by using experiential learning.
2. Integration with Formal Education: The integration of counselling psychologists and educators would go a long way in making sure that an all-encompassing framework of skills required for entrepreneurship is laid out.
3. Mentorship and Networking: Implementation of programmes that seek to provide mentorship to adolescents can ensure the gap between awareness and practise is closed since they most likely want to live like the few positive role models that are available to them.
4. Cultural Sensitivity: Counselling approaches should be tailored to address sociocultural issues of adolescents in Nigeria, ensuring relevance and effectiveness.

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