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EFFECTS OF SELF-ESTEEM AND DEVELOPMENT OF EGO-IDENTITY ON INNOVATIVE WORK BEHAVIOUR AMONG IN-SCHOOL ADOLESCENTS IN ENUGU STATE

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ABSTRACT
In this study, the researchers examined the effects of self-esteem and development of ego-identity on innovative work behaviour among in-school adolescents in Enugu State. Four research questions guided the study and four hypotheses weretested at 0.05 level of significance. Ex-post facto or causal comparative research design was adopted. The population includes the 1972 senior secondary 11 in-school adolescents in Nsukka education zone. Three instruments used in the study include: Adolescents Ego-identity Questionnaire (AEIQ) and Innovative Work Behaviour Questionnaire (IWBQ). A reliability coefficient of 0.87 for ASEQ, 0.83 for AEIDQ, and 0.91 for IWBQ respectively was an indication that the instruments were reliable enough to be used for the study. Mean and standard deviation were used to answer the four research questions, whereas independent t-test and Analysis of variance (ANOVA) was used in testing the four hypotheses. The results of the findings among others show that self-esteem, gender and location has effect on and respectively influence the development of ego-identity of in-school adolescents in Nsukka education zone. The study also revealed that innovative work behaviour moderated in-school adolescents' self-esteem and ego-identity. Based on the findings, the study recommended among other things that government, school administrators, parents and other stakeholders should take note of the influence of gender, location and innovative work behaviour in influencing self-esteem and ego-identity of in-school adolescents.

Keywords: Self-Esteem; Development; Ego-Identity; Innovation; Work Behaviour; In-School Adolescents

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Introduction

Students interest to learn and their academic are often been determined by many factors. Some of those factors are often psychological in nature. Meanwhile, of these factors are in-school adolescent students' effort to identify themselves and being able to relate favourably with others. This Self-esteem refers to ones feeling of worth. It can be described as one's personal evaluation of worth. Harter (2007) defined self-esteem as the evaluative and affective dimension of the self-concept as considered as equivalent to self-regard, self-estimation and self-worth. It is also seen as people's general appraisal of their high or low value based on their ratings of different roles and domains of life (Markus, 2003). Self-esteem as a psychological construct can be developed in different ways as early stages of life. This formation is necessary that parents and guardians should take cognizance of it for adolescent growth and personality development. The imperative is that in all cultures, parents and guardians are meant to give adequate attention, love and care to their offspring or wards. This is because, self-esteem are often developed from the early stages of someone's life.

During childhood, an individual begins to develop. Such development is crucial for a positive self-esteem in order to guarantee their healthy development for a happy and satisfying adulthood instead of low self-esteem which can disrupt their personality if the child begins to get exposed to the wider society. These two kinds or categories of self-esteem have implications to adolescents' development and ego-identity. The high or low life experiences one has, creates attitudes towards the self which can be favourable and develop feelings of self-worth or can be unfavourable and develop low feelings of self-worth. Notably, in the early years of a child, the parents or guardian are the most significant people to influence his self-esteem which forms the child's main source of high and or low experiences. So, the emphasis on unconditional love in parenting clearly depicts the importance of a child's development of a stable sense of being cared for and respected. Those feelings translate into aftermath effects of self-esteem as the child grows older and move into adolescent and schooling (Olsen, Breckler & Wiggins, 2008).

From the foregoing, it could be deduced that when a child is faced with the heat arising from the child's parents or guardian such as nagging, fighting, broken homes, spousal battering and yelling, among others, such that the child may develop behavioural disorder such as anger and anxiety, and so on which might as well affect such child's personality development and perception of self-worth. This becomes copious as the child tries to identify with peers, wider society and interact with the environment. In this study therefore, self-esteem referred to as the believe in adolescents they are capable of achieving anything that is humanly achievable due to sound ego-identity as moderated by

innovative work behaviour of parents (staff) in Enugu state.

Naturally, the development of human beings starts from birth. The process involves not just growth in size and weight but overall development as an individual. It starts with infants' discovery of self which continues throughout childhood and becomes the focus of adolescence development. The concept of adolescence is a psychological construct that is widely used in industrial psychology. Edwin (2013) reported that it was first used in psychology to describe a person who is between 13 and 19 years. However, Igwe (2004) asserted that adolescence begins when the individual attains sexual maturity and ends when independence from adult authority is legally assured. When looked at the bodily or physical changes of such person, one would observe signs of transition to sexual maturity (Nze, 2010). Oladele (2005) described adolescents as teenagers of secondary and youthful age. Furthermore, Ani (2006) described adolescence as that span of years during boys and girls move from childhood to adulthood. The author asserts that this movement has mental, emotional, social and physical implication on the individuals. Santrock (2005) opined that the stage usually start at about 14 in males and 13 in females. The transition varies with changes in adolescent's attitude, perception, beliefs and values among cultures but generally defined as the time when those individuals begin to work or function independently of their parents. For example in terms of marriage, Igbo people in Nigeria may see a female child who just developed breast as not being matured for marriage but Hausas will see the same girl of equal age as being mature for marriage. So from the ongoing discourse in the study, adolescence can be seen as the period in human growth and development that occurs between the stages of childhood and adulthood with different physical, mental, social and emotional changes as characterized by self-esteem and sound development of ego-identity among in-school adolescents being moderated by innovative work behaviour of parents in Enugu state.

An adolescent's identity is a necessary psychological construct that has a role in industrial psychology and needs to be examined. Adolescent identity is multidimensional which may include physical and sexual identity, occupational goals, religious beliefs and ethnic background. Adolescents explore these dimensions and usually make commitments to aspects of their identity as they grow and develop into mature adulthood (Bullock & Lutkenhaus, 2009). Contextually, identity refers to adolescent's conception and expression of their individuality or group affiliation as influenced by self-esteem and sound development of ego-identity as moderated by innovative work behaviour of parents in Enugu state.

Development of identity begins with children's awareness that they are separate and unique individuals. The first indication of this awareness and evident in infancy when they begin to recognize themselves. For instance, when a researcher place a dot of rough on a child's nose, those up to two years

and above will see themselves in a mirror will touch their noses (Bullock & Lukenhaus, 2009). This is to say that they recognize the reflected image as themselves. The finding is in congruence with Erikson's psychological stage of autonomy versus shame and doubt when infants establish their identity as independent persons. This assertion implies that the person that adolescents ultimately become is unique. However, the process by which identity develops is similar among individuals. Although, identity development is most associated with adolescents' developmental stages which offers opportunities for re-evaluation and modification. The development is connected with human growth which begins from conception and continues throughout life. So as adolescents develop, they begin to search for identity which result in greater awareness of self and strive to succeed (Denga, 2011). Meanwhile, in this study, identity development is seen as a psychological construct that ultimately result in the adolescents long journey of life being influenced by self-esteem and ego-identity and moderated by innovative work behaviour of parents in Enugu state. Hence, this long-life journey that goes even beyond adulthood is well influenced by the child's identification of his or her ego.

Unarguably during schooling, adolescents face lots of developmental task such as developing ego identity. Ego is part of one's self that defines itself as a person. It is a psychological construct that depict one's personality. Heweitt (2009) asserted that ego separates itself from the outside world and considers itself a separate entity from the rest of nature and universe. Meanwhile, ego-identity can be seen as the conscious sense of self that we develop through social interactions. Interestingly, adolescents in their stage of development are full of curiosity to learn and as such result in asking lots of questions. These questions if not properly answered by parents, guardians, teachers, school administrators and counsellors might result into developing "identity crisis" by the in-school adolescents (Nwokike, 2007). So in the context of this study, ego-identity refers to a psychological construct which helps in-school adolescents to consciously develop sense of worth as measured by work behaviour of parents in Enugu state. By this study, ego-identity development is traced to males and females adolescents who are in the senior secondary school classes and they are known as the in-school adolescents.

Furthermore, in-school adolescents are those young people found in the senior secondary schools. Corroborating the idea, Edwin (2013) described them as those adolescents in the senior secondary school system. The author affirmed that adolescents in the secondary schools are no more under their parents but taught by a number of teachers in different classrooms with different classmates. It is only the in-school adolescents who have high self-esteem will be able to develop in their ego-identity. Contextually therefore, in-school adolescents are referred to those students within the age of adolescents who are still in the senior secondary schools in Enugu state whose self-

esteem and ego-identity are influenced by work behaviour of their parents. In discussing in-school adolescents, the role of gender and location as intervening variables are crucial that they should not be neglected.

Gender is a socio-cultural factor that indicates the position or place of men and females in the society. Lee (2001) saw gender as an ascribed attribute that differentiates feminine from masculine behaviours and expectations in a social context. Gender in this context refers to one's sex of either male or female. Gender difference has been a crucial issue in academic discourse. Hughes and Tuch (2003) indicated inconsistent result on gender while some suggest that female adolescents have low self-esteem level than their male adolescents. Gender is assumed to have influence on adolescents' self-esteem and development of ego-identity. Available study suggests that researchers mainly focus on gender differences with regard to adolescents' identity formation. However, evidence seems not to be available in University of Nigeria Nsukka on influence of self-esteem on the development of ego-identity among in-school adolescents parents innovative work behaviour. So gender refers to the natural position or categorization of being male and female in-school adolescents whose self-esteem and development of ego-identity is influenced by parents innovative work behaviour. This study therefore seeks to investigate the effects of self-esteem and development of ego-identity on innovative work behaviour among in-school adolescents and also determine the gender and location on adolescents' self-esteem in the development of their ego-identity in Enugu state

Location is another variable of interest that seem to influence self-esteem of adolescents in the development of ego-identity. Location then refers to the locality or setting within which an event takes place which may be urban or rural. The urban setting or environment can be conceptualized as that which has high population density, containing a high variety of beautiful common place views whereas the rural setting is often characterized by low population density containing a low variety and isolated places (Modupe, 2011). There could be variations in self-esteem of adolescents in schools due to location. Some places may have enough schools with qualified teachers and good facilities while others do not. The number of students in rural areas often low because students do not really accept postings to rural areas (Edho, 2009). The author also stated that rural areas experience greater challenges in education development than their urban counterparts due to peculiar socio-economic and institutional structures. Based on this, the author reported that many students reject schooling in rural areas because they seem to be characterized by low population, monotonous and burdensome life and so on, while those who accept treat their presence as part-time assignment which may affect their self-esteem. Moreover, most students prefer to stay in urban schools because of the benefits and comforts of the city which includes accessible roads, means of communication and transportation, books

and other instructional materials, among others than those in the rural environment. In the light of these reports, it direly become imperative to incorporate location in this study to determine its influence on in-school adolescents self-esteem in developing their ego-identity in Enugu state. This is because even as the students are in the classroom, some female students find it difficult even to ask questions and this may be as a result of low self-esteem. Hence, adolescents at this stage achieve new cognitive skills that permit high abstract reasoning and development of social intimacy with peers and embark on a search for identity. So location in this study can as a situation whereby urban and rural in-school adolescents whose self-esteem and development of ego-identity is influenced by parents innovative work behaviour since it is assumed that workers behaviour at workplace could influence the life of their children and wards.

The ability to continuously innovate and improve products, services and work processes is nowadays crucial for many organizations or institutions. Janssen (2000) asserted that employees need to be both willing and able to innovate if a continuous flow of innovations is to be realized. This process of actualizing the institutions objectives will be measured by the employees (parents) exhibiting some signs of innovative behaviour. On this note, Scott and Bruce (1994) maintained that employee's innovative work behaviours in the workplace include actions such as seeking out new ideas, championing ideas at work, and securing funds/planning for the implementation of those ideas. Innovative work behaviour (IWB) is typically referred to encompass a broad set of behaviours related to the generation of ideas, creating support for them, and helping their implementation (Scott & Bruce, 1998; Jansen, 2000). Furthermore, Farr and Ford (1990) posited innovative work behaviour as an individual's behaviour that aims to achieve the initiation and intentional introduction (within a work role, group or organization) of new and useful ideas, processes, products or procedures. From this perspective, individual innovation begins with problem of recognition and the generation of ideas or solutions, either novel or adopted. So in this context, innovative work behaviour is seen as a construct in industrial psychology which defines parents' level of innovativeness in achieving organizational set goals and used in moderating self-esteem and ego-identification of in-school adolescents in Enugu state. It is categorized that if in-school adolescents are to develop well in their ego-identity from schooling, they would need to maintain high self-esteem. It is based on the above background that the researcher seeks to investigate the effects of self-esteem and development of ego-identity on innovative work behaviour among in-school adolescents in Enugu state.

Statement of the problem

Most people's thoughts and feelings about themselves fluctuate somewhat based on their daily experience: The grades they get on examination, how their friends treat them, and the ups and downs in their romantic

relationship can have a temporary influence on how people feel about them as well. Furthermore, it has also been observed that in-school adolescents in the senior secondary schools especially in Enugu state are faced with a lot of problems such as: Influence of self-esteem and ego-identity development crisis. This is evident when an in-school adolescent in the area cannot speak or ask questions in class which may result to poor ego-identity development in later life. This scenario has no gender bias (it could happen to male or female students). Gender could also affect the ego-identity development of an in-school adolescent. This is because, some students feel shy or become of afraid of some subjects due to their low self-esteem and ego-identity. This is when an adolescent cannot boldly express their feelings on events and situations. Such situation demoralizes them and may as well lead to low self-esteem. Location on the other hand, location may also influence ego-identity development of an in-school adolescent. The place a school is situated or the in-school adolescents place may affect their ego-identity development. It was observed that schools in the urban add morale to students which motivates them to work hard but some schools but those at the rural areas will not put in their best hoping that their school is inside, so they would have chance for examination malpractices and less attention from inspection and supervision. Therefore, these issues stirred the researcher to carry out this study. Hence, the problem which is stated in a question form "what is the effects of self-esteem and development of ego-identity on innovative work behaviour among in-school adolescents in Enugu state.

Research questions

The following questions guided the study:

1. What are the effects of self-esteem and ego-identity development of in-school adolescents?
2. What is the influence of gender on self-esteem and ego-identity development of in-school adolescents?
3. What is the influence of location on self-esteem and ego-identity development of in-school adolescents?
4. What is the moderating role of innovative work behaviour on self-esteem and ego-identity development of in-school adolescents?

Hypotheses

The following null hypotheses tested at 0.05 level of significance level guided the study:

Ho_1: Self-esteem and ego-identity development has no significant effects on in-school adolescents.

Ho_2: Gender has no significant influence on self-esteem and ego-identity development of in-school adolescents.

Ho_3. Location has no significant influence on self-esteem and ego-identity development of in-school adolescents.

Ho_4: Innovative work behaviour has no significant moderating effect on self-esteem and ego-identity development of in-school adolescents.

Research Method

The research design adopted in this study is ex-post or causal-comparative research design. Nworgu (2015) assert that this type of research design seeks to establish cause-effect relationships where the researcher has no control over the variable of interest. This design was considered suitable for this study because it sought to investigate the how innovate work behaviour could moderate the effects of self-esteem and ego-identity development of in-school adolescents.

This study was conducted in Nsukka education zone of Enugu state, Nigeria. The area is located within the Northern axis of the state. The area share common boundaries with some other neighbouring states such as Kogi, Benue and Anambra. For ease of administration, the area has the following three local government areas with their respective education authorities: Igbo-etiti, Nsukka, and Uzo-uwani, respectively. The area consists of civil servants, farmers, artisans, and has one of the largest landmass among the other education zones of the state with different calibre of people. The choice of using the area was due to the high number of civil and public servants, farmers, artisans, entrepreneurs and secondary schools (public, private, co-educational and unisex) and the presence of tertiary institutions like the prestigious University of Nigeria, Nsukka (UNN) which is located at the heart of Nsukka; National College of Education, and others, as the area is often referred to an "academic community". These institution help in training teachers, students and inhabitants of the area through seminars, capacity building programmes, workshops and conferences, among others. Yet, public perception of the use of e-learning facilities among senior secondary Economics seems not to have improved.

The population of the study consist of 1,957 SS2 students from public secondary schools in Nsukka education zone. In Nsukka local government area 36 schools, Igbo-Etiti Local Government Area 62 schools and Uzo-uwani 51 schools (Source: Planning and statistics units, Post Primary Schools Management Board (PPSMB) Nsukka Zonal office, 2019). From the available data for this population, a sample size of 320 respondents which consists both male and female senior secondary students (SS2) were sampled. The researcher in choosing the sample size of the study considered some factors: - The socio-economic status, homogeneity of subjects, cost, and adequacy. Hence, purposive, simple random and stratified random sampling techniques were used for the study to select 352 in-school adolescents from SS2 classes.

Three instruments were used for data collection. They were designed to have two sections-A and B. Section A contains the demographic information of respondents while section B elicits information on self-esteem, ego-identity development and innovative work behaviour. These instruments has a 12 item statements called "Adolescents Self-esteem Questionnaire" (ASEQ), 25 item "Adolescent Ego-identity Development Questionnaire" (AEIDQ) clustered into four based on identity achievement, identity moratorium, identity for closure and identity diffusion, and a 9

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item "Innovative Work Behaviour Questionnaire" (IWBQ) by Scott and Bruce's (1994). The instruments has four-point rating scale thus Strongly Agree = SA), Agree = A (3), Disagree =D (2) and Strongly Disagree = SD (1) which were provided to give respondents opportunity to express their thoughts.

The instruments were validated based on face and construct validity by three experts in the department of Psychology, University of Nigeria, Nsukka. Those validates were asked to vet the instruments with respect to clarity, appropriateness, simplicity of vocabulary and relevance of the items to the study. Their comments and inputs were used to produce the final draft of the instruments as used.

To ensure the reliability of the instruments, trial-test method of reliability was used on 20 in-school SS2 adolescents from Udenu education zone of the state. This area is outside the study area. The choice of this group was that they possess the characteristics with those in-school adolescents in Nsukka education zone. Cronbach alpha reliability technique was used in determining the internal consistency reliability of the instruments. The data gathered through the trial test were used to measure the internal consistency of each of the instruments. The result shows reliability coefficients of 0.87 for ASEQ, 0.83 for AEIDQ, and 0.91 for IWBQ respectively. This result is an indication that the instruments are very reliable for carry out the study.

Direct (one on-one) method of gathering data from the six co-education schools employed in the study. The researcher with the help of two research assistants went to all the six secondary schools and personally administered the three instruments to the 352 respondents. Thereafter, the instruments were retrieved from the respondents after completion.

The data collected were subjected to statistical analysis. The data was analyzed using mean and standard deviation to answer the research questions, while the null hypotheses were tested at 0.05% level of significance using t-test and Analysis of Variance (ANOVA). The mean benchmark was 2.5. This implies that any response below the benchmark will be rejected while those above will be accepted.

Presentation of Results

Research question 1: What are the effects of self-esteem and ego-identity development of in-school adolescents?

Table1: Mean and standard deviation of the effects of self-esteem and ego-identity development of in-school adolescents

	Self-esteem	N	$\bar{x}$	SD	Decision
Ego-identity	High	161	3.04	.52	Accept
	Low	191	2.42	.48	Reject

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The table above shows the mean and standard effects of self-esteem and ego-identity development of in-school adolescents as moderated by innovative work behaviour of parents in Nsukka education zone. The analysis reveals that in-school adolescents with high self-esteem had high mean of 3.04 ego identity development with its corresponding standard deviation of .52, while those with low self-esteem has 2.42 ego identity with .48 standard deviation of the effects. This result implies that those in-school adolescents with high self-esteem have better ego-identity than their counterparts with low self-esteem and ego-identity development. Hence, self-esteem has effect on in-school adolescents' ego-identity.

Hypothesis 1: Self-esteem and ego-identity development has no significant effects on in-school adolescents.

Table 2: t-test of the effects of self-esteem and ego-identity development of in-school adolescents

Self-esteem	N	$\bar{x}$	SD	T	Df	Sig.	Decision
High	161	3.04	.04	10.939	328.964	.000	***S***
Low	191	2.42	.03				

Significant P=< 0.05

Table 2 shows that the independent sample t-test used to compare the effects of self-esteem on in-school adolescents sores. The result shows a statistical significant effect in the scores of students with high self-esteem Mean = 3.04 and SD of .04 and low students' self-esteem of 2.42, SD=.03, t=10.939 and p=.000 two-tailed. Therefore, the null hypothesis was rejected at 0.05 level of significance.

Research question 2: What is the influence of gender on self-esteem and ego-identity development of in-school adolescents?

Table 3: Mean and standard deviation of the effects of self-esteem and ego-identity development of in-school adolescents

Gender	N	$\bar{x}$	SD	Decision
Male	168	2.77	.90	Accept
Female	184	2.25	.86	Reject

Table three shows the influence of gender on ego-identity development of in-school adolescents. The table analysis above indicated that male students had mean rating of 2.77 that is higher than their female counterparts with 2.25 and their corresponding standard deviation of .90 and .86 respectively. This result revealed that male has higher mean rating on ego-identity than females in Nsukka education zone.

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Hypothesis 2: Gender has no significant influence on self-esteem and ego-identity development of in-school adolescents.

Table 4: t-test of the influence of self-esteem and ego-identity development of in-school adolescents

Gender	N	$\bar{x}$	SD	T	df	Sig.	Decision
Male	168	2.77	.70	6.210	345.912	.000	***S***
Female	184	2.25	.86				

Significant P=< 0.05

Table 4 shows that a significant independent test was established while comparing the effects of self-esteem on male and female students' scores. The significant difference in the effects was shown in their scores for both gender on ego-identity of 2.77 for male and 2.25 for females. The result revealed that male and female in-school adolescents self-esteem and ego-identity as moderated by innovative work behaviour of their parents was significant at 0.05 alpha level; thus, the reason for not accepting the null hypothesis.

Research question 3: What is the influence of location on self-esteem and ego-identity development of in-school adolescents?

Table 5: Mean and standard deviation of the influence of location on ego-identity development of in-school adolescents

Location	N	$\bar{x}$	SD	Decision
Urban	180	3.14	.05	Accept
Rural	172	2.46	.06	Reject

Table 5 above shows the influence of location on ego-identity development of in-school adolescents in Nsukka education zone. The analysis proves that students in the urban area had mean rating of 3.14 in ego-identity with standard deviation of .05 while those students in rural had 2.46 mean with its corresponding standard deviation of .06. The result simply means that those in-school adolescents in the urban had higher mean rating than their rural counterpart.

Ho_3. Location has no significant influence on self-esteem and ego-identity development of in-school adolescents.

Table 6: t-test of the influence of self-esteem and ego-identity development of in-school adolescents

Location	N	$\bar{x}$	SD	T	df	Sig.	Decision
Urban	180	3.14	.72	8.234	350	.000	***S***
Rural	172	2.46	.83				

Significant P=< 0.05

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From table 6 above, t-test was analyzed to compare ego-identity ratings of urban and rural in-school adolescents. The result was significant with urban mean rating of 3.14, SD=.72 and rural in-school adolescents ego-identity mean rating of 2.46, SD=.83, t=8.234 and 350 degree of freedom with .000 alpha level two-tailed. Meanwhile, the null hypothesis was rejected at 0.05 level of significance.

Research question 4: What is the moderating role of innovative work behaviour on self-esteem and ego-identity development of in-school adolescents?

Table7: Mean and standard deviation of the role of innovative work behaviour on self-esteem and ego-identity development of in-school adolescents

Groups	N	Innovative Work Behaviour		Mean Gain	Decision
		$\bar{x}$	SD	-	-
Self-esteem	165	3.46	0.65	0.54	Accept
Ego-identity	177	3.44	0.62	0.62	Reject

Table 7 above presents the mean and standard deviation of the role of innovative work behaviour of parents on self-esteem and ego-identity development of in-school adolescents in Nsukka education zone. The table shows the mean and standard deviation of students with 3.46 (0.65) and 3.44 (0.62) and their respective mean gain of 0.54 and 0.62 which implies that students' self-esteem and ego-identity is highly influenced by innovative work behaviour.

Hypothesis 4: Ho_4: Innovative work behaviour has no significant moderating effect on self-esteem and ego-identity development of in-school adolescents.

Table 8: ANOVA of the role of innovative work behaviour in moderating the effects of self-esteem and ego-identity development of in-school adolescents

Source	**Type III Sum of Squares**	**Df**	**Mean Square**	**f**	**Sig.**	**Decision**
Dependent variable	60437.335	2	30218.667	111.440	.000	
Intercept	195740.642	1	195740.642	721.852	.000	
Corrected model	24497.310	1	24497.310	90.341	.000	
Inno work beh.	**19196.809**	**1**	**19196.809**	**70.794**	**.000**	**S**
Error	270350.904	249	271.164			
Total	2026663.000	352				
Corrected Total	330788.239	351				

(Significant p< 0.05)

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Table 8 shows the ANOVA for difference in mean rating of in-school adolescents' self-esteem and ego-identity development as moderated by innovative work behaviour of parents in University of Nigeria, Nsukka. From the table, it is observed that f-value (70.794) is significant at 0.000. This level is less than 0.05 alpha level at which the hypothesis was tested; hence the null hypothesis is not rejected; showing that there is a significant difference in mean rating of students' self-esteem and ego-identity development in the area.

Discussion of Findings

Effects of self-esteem and ego-identity development of in-school adolescents

The findings revealed that in-school adolescents who had high self-esteem had higher mean rating on ego-identity. The related hypothesis showed that there was significant effects self-esteem on ego-identity development among in-school adolescents in the study area. This finding could be due to the fact that when adolescents personally evaluate themselves as having high esteem, they begin to place themselves so high by exhibiting conscious sense of high ego-identity especially during social interactions. The findings of this study are in line with Donnellan (2000) who found out that low self-esteem is related to aggression, anti-social behaviours and deliquesce in USA and New Zealand. Similarly, the findings in congruence with Okoko (2010) who investigated the influence of self-esteem on academic performance of students in public secondary Ezza-North LGA of Ebonyi state and found out that positive self-esteem enhances in-school adolescents learning.

Influence of gender on ego-identity development of in-school adolescents

The findings of the study revealed that male in-school adolescents had higher mean rating on ego-identity than their female counterpart. The tested hypothesis showed that there was significant difference in the influence of gender on students' ego-identity ratings. This could be due to the differences in the socialization of males and females whereby the males are allowed to freely socialize, interact and watch televisions and use other ICT facilities which will help them to build their ego-identity and self-esteem higher than their female counterparts who are often restricted to the role of care-givers and always subjected to be submissive thereby making them to develop low self-esteem and low ego-identity unlike the males. This finding is in line with Butterfield (2009) who investigated the impact of gender, age and academic achievement on self-esteem of Sistan and Baluchestan University students and found out that the males significantly showed higher self-esteem than their female counterparts. However, the findings disagree with Archer (2008) who conducted a study on gender differences in ego-status of higher secondary school students in Cuddalore District of Tamilnadu, India. The result of the study showed that girls were higher than boys on ego-status.

Influence of location on ego-identity development of in-school adolescents

The findings revealed that in-school adolescents in the urban areas had higher mean rating on ego-identity than their rural counterparts. The test of hypothesis indicated there was a significant difference in the rating of urban and rural in-school adolescents. This could be as a result of the social activities available in the urban such as social clubs, viewing centres and other social associations which make the in-school adolescents in the urban areas to be involved in activities that enable them to develop high ego-identity that their counterparts in the rural schools who do not have much social activities to take part in the rural areas. This finding is in line with Abraham (2003) who carried out a study on ego-identity status and self-monitoring behaviour in adolescents in Turkey and found out that was significant increase in identity achievement and moratorium with location. This result showed that adolescents in the urban areas have higher ego-identity than their counterpart in the rural areas.

Moderating role of innovative work behaviour on the effects on self-esteem and ego-identity development of in-school adolescents

The findings established the difference in moderating role of innovative work behaviour on the effects of self-esteem and ego-identity development of in-school adolescents**.** The result presents the mean ratings of in-school adolescents' self-esteem and ego-identity development as moderated by innovative work behaviour of parents **.** The null hypothesis shows that a significant moderating effect exists on self-esteem and ego-identity development of in-school adolescents. The findings is related to Janssen (2000) in whose study concluded that workers to be both willing and able to innovative for a continuous realization of the flow of innovations. This process of actualizing the institutions objectives will be measured by the employees exhibiting some signs of innovative behaviour with helps improving in-school adolescents self-esteem and ego-identity development in Nsukka education zone.

Conclusion

From the findings of the study, the following conclusions were made: The study reveals that self-esteem has influence on ego-identity development of in-school adolescents. The concept of ego-identity in the study implies a conscious sense of self that one develops through social interactions while self-esteem is a personal evaluation of worth. Four purposes, research and hypotheses guided the study. The literature was organized based on relevance to the variable or concepts under study. Ex-post facto research design was adopted. The population comprises of all the public secondary schools (SS2) in Nsukka education zone. Three instruments were used to collect data. Mean and standard deviation were used to answer the four research questions, whereas independent t-test and ANOVA were used in testing the four corresponding null hypotheses designed. The results show that self-esteem, gender and location has effect and respectively influence the development of ego-identity of in-school

adolescents in the study area. The study also revealed that innovative work behaviour moderated in-school adolescents' self-esteem and ego-identity.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. In-school adolescents should always evaluate themselves high in self-esteem, such that their ego-identity will be higher, which enables them develop conscious sense of high ego-identity especially during social interactions with others.
2. Both males and females should be given equal opportunity to socialize in the school and at home, not limiting the females to the role of care givers (always in the kitchen), subjected to be submissive thereby making them to be low in self-esteem and developing a low ego-identity, unlike the males who are often opportunity to socialize, interact, among other things.
3. Schools in the rural areas should as at a matter necessity create room for social activities such as social clubs (press club, Drama, Road safety, etc.) viewing centres to enable students interaction processes which would help increase in-schools adolescents self-esteem and boost their ego-identity development like those in the urban areas.

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