Survey the relationship between identity style and hardiness in student

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ABSTRACT

The main aim of the current study was to survey the relationship between identity style and hardiness in student. This research examined the relation between Identity styles: ((informational)), ((normative)) and ((confused / avoiding)) and hardiness. In this scientific –comparative investigation, community investigation include of Payame Noor University of Boukan in 2011-2012 educational year and a number of 230(115 girls and 115 boys) students were selected by use of random cluster sampling method and the data were collected by use of the two questionnaires: "the review list of identity process styles (ISI-6G) and Personal Views Survey III-R". Results indicated that there is meaningful relationship between informative identity Style and hardiness .In this study there is no meaningful relationship between normative style and hardiness and also there is no meaningful relationship between confused / avoiding style and hardiness, but there is a meaningful relationship between commitment style and hardiness. In the study of relationship between identity and commitment styles against hardiness in males and females there was no notable different in gender regard. Analysis of regression showed that there is a relationship between identity styles and hardiness that can make a great help on study in the field of teenager and youngster and also on prevent of stress and mental disorders. More research regarding the studied variables can render brighter data.

Key words: Identity styles, commitment identity, hardiness.

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INTRODUCTION

Hardiness is a psychological concept used to describe the trait or characteristic of those who remain physically or mentally healthy when and after confronting hardships, trauma, and life obstacles. It involves a plethora of beliefs, attitudes, personal dispositions, and behavioral tendencies that distinguish healthy people from those who become ill. Hardiness has been studied extensively in the literature and consists of three primary components: commitment, control, and challenge [1]. Thus, hardy people are those who remain committed to 264 JOURNAL OF GERONTOLOGICAL SOCIAL WORK their lives and feel intricately involved with the activities in their daily lives. They believe that they have control in their lives and exert such authority over their own circumstances and experiences. They perceive the changes and problems in their lives as challenges and opportunities for growth and further development [2]. Given this conceptual rubric, hardy people, in general, tend to depend on problem-focused strategies to modify stressful situations into either benign or transformative experiences. Likewise, people who are not hardy tend to rely on distancing coping strategies including behavioral withdrawal, repression, and denial. These strategies usually fail to transform the stressful situations or solve or adapt to problems and, in some cases, may even contribute to the psychological distress already perceived [3, 4]. For example, when confronted with a problem, people may focus their resources on blaming themselves or others for their troubles instead of working toward a solution to change their circumstances for the better. Ostensibly, hardiness entails maximizing existing circumstances and minimizing difficulties, which is akin to the very concept of successful aging. Hardiness research suggests that those with high levels of this construct display higher levels of physical and mental health [5].

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According to Erikson (1968), a sense of identity emerges as the adolescent copes with social demands and developmental challenges, and attempts to give meaning to his choices and commitments of his life [6]. Erikson (1968) postulates that beginning in adolescence and possibly continuing through early adulthood individuals experience a "crisis" which is a process of exploration of their sense of who they are, including their values, beliefs and behaviors [6]. This psychological process of self exploration is usually accompanied by some emotional discomfort and involves an evaluation of possible alternatives to their current sense of self. Erikson (1968) suggests that as a result of this self exploration and the evaluation of alternatives, new values, beliefs, and goals are integrated into a person's sense of self and individuals become committed to this new sense of self [6]. This commitment allows the individual to achieve a sense of ego identity. This ego identity provides the individual with a sense of purpose and direction and an ongoing sense of which he or she is that is necessary for his or her optimal functioning as an adult.

Marcia's (1966) conceptualization of Erikson's process of identity formation in terms of whether an Individual has experienced a crisis (i.e. gone through self exploration and the consideration of alternatives) and whether the individual has become committed to a stable sense of identity resulted in the description of four unique identity statuses [7]. Individuals classified as being in the identity moratorium status are in the process of actively exploring alternatives to their sense of identity, but demonstrate limited, if any, commitment to them. Identity achieved individuals have both completed their exploration of alternate identities and have committed to a consistent and well developed sense of self. Individuals with a foreclosed identity status have also made a commitment but without a period of active self reflection and the exploration of alternatives. Instead, an individual who is described as foreclosed has merely accepted the identity developed during childhood when the values and beliefs of Identity Status, Identity Style, Academic Self-Efficacy and Motivation to Attend University 4 his or her family were incorporated into his or her sense of self. Finally, an individual in the diffusion status is avoiding the exploration of alternative selves and the responsibility of making a commitment.

Berzonsky (1990) has identified three social-cognitive processing orientations or styles: informational, normative, and diffuse-avoidant [8]. An informational style is typical of adolescents who seek out and evaluate self-related information actively. This style is positively associated with cognitive complexity, self-reflection, problem-oriented coping style, rational epistemic style, and consciousness, planning, decision-making, and highest level of self-esteem, psychological wellbeing, academic autonomy and goal-directedness [9, 10, 11, 12]. Adolescents with a normative identity style rely on the expectations, values, and prescriptions held by significant others when confronting identity relevant problems [8]. They possess stable and foreclosed self-concepts, are inflexible in encountering ambiguous situations and have a high need for structure and cognitive closure. They display high levels of conscientiousness, have a crystallized self-theory composed of change-resistance, have a rather low degree of emotional independence and their educational objectives are controlled by others [9, 10, 11, 13, 14]. Adolescents with a diffuse-avoidant identity style, tend to have behavior that is controlled and dictated by situational demands [4]. This identity processing style is associated with low levels of self-awareness, cognitive persistence, and low self-esteem, high levels of dysfunctional cognitive strategies, emotion-oriented coping style, and lack of educational purpose [9, 10, 11, 12]. Diffuse-avoidant identity style, leads to an inconsistent and fragmented self-theory and constant approval from others [8].

Erikson (1968) argued that this stage of identity versus role confusion involves shifting away from the beliefs and values of one's parents and toward self-chosen ideologies, exploring religion, politics, and vocation [6]. An integral part of this process is the examination of religious beliefs as adolescents begin, perhaps for the first time, to think critically about their faith, questioning their beliefs and attempting to determine whether or not their personal life experiences and developing ideologies coincide with the beliefs they have always had. From the days of Erikson's (1968) first explorations of identity, issues of religiosity have played a central role in identity theories [15]. In fact, for some adolescents it may be that religious beliefs are at the very core of their identity [16, 17]. Regardless of the extent to which faith is the defining element of identity, religious is considered an important part of the identity process by a wide variety of theorists [6,7,8, 18], and identity research typically uses scales that include an assessment of an individual's degree of religious and ideological commitments [19, 20, 13, 21].

MATEREALS AND METHODS

Sample
The sample which is comprised of 230 (115 male & 115 female) students In this scientific –comparative investigation, community investigation include of Payame Noor University of Boukan in 2011-2012 educational year, were selected through random cluster sampling. The average age was 22 years and 1 month with a standard deviation of 2.98.

Measures

Identity Style: The Identity Style Inventory - Revised (ISI-6G; Berzonsky, 1992) measures three styles of personal problem solving and decision-making (information orientation style, normative style and diffuse/avoidant style) which represents the general approach an individual uses when dealing with identity related issues [22]. Participants were asked to indicate how much each statement describes them using a 5 point ordered category item ranging from 1 ("not at all like me") to 5 ("very much like me"). Berzonsky (1992) provides data indicating acceptable levels of reliability and validity [22]. In this sample Cronbach's alphas ranged from .591 to .749.

Hardiness: Hardiness was assessed by the use of the Personal Views Survey III-R (PVS III-R; Maddi & Khoshaba, 2001). The PVS III-R is an 18-item scale that yields a total hardiness score (a composite of the scores of the three subscales), as well as scores for the 3 six-item subscales: commitment, control, and challenge. Item examples include, for commitment, 'I often wake up eager to take up life wherever it left off; It's hard to imagine anyone getting excited about working', for control, 'Trying your best at what you do usually pays off in the end; When I make plans, I'm certain I can make them work', and for challenge, 'Changes in routine provoke me to learn; I am not equipped to handle the unexpected problems of life'. Scores were recorded on a 4-point Likert scale anchored by 'not at all true' and 'very true'. Higher scores indicate desirable levels of hardiness. Total hardiness norms range from 19 to 49, with an average of 38–41 [23]. Studies have shown the PVS III-R to have acceptable internal consistency (.70–.75 for commitment, .61–.84 for control, .60–.71 for challenge, and .80–.88 for total hardiness; Maddi & Khoshaba, 2001)[23]. Collectively, intra-correlation coefficients among the hardiness 3Cs were significant, commitment/ control (r ¼:49, p,:001), or approached significance, commitment/challenge (r ¼ :15, p ¼ :08), and control/challenge (r ¼ :16, p ¼ :06). The PVS III-R consistently shows the 3Cs as intercorrelated in adult, high school, and undergraduate samples [23].

RESULTS

The results were analyzed with Pearson correlation coefficient, and regression analysis. The means, standard deviations and ranges of the Identity Style Inventory – Revised (ISI-R) and Personal Views Survey III-R scores are described in Table 1.

TABLE 1: Descriptive statistics for the Identity Style Inventory – Revised (ISI-R) and the Personal Views Survey III-R in a men / women student

Variables	M	S.D	Range
Identity Style			
information style	42/48	6	16-56
normative style	32/46	5/84	14-45
diffuse/avoidant style	17/82	6/73	10-42
Personal Views Survey III-R (Hardiness)	59/05	10/19	29-82

Correlations between Identity Style scores and hardiness in student are demonstrated in Table 2. Results showed that in students was a positive and significant correlation between hardiness with informational and normative identity styles.

TABLE 2: Correlations between Identity Style scores and Hardiness in student

Variables	information style	normative style	diffuse/avoidant style
Hardiness	0.49**	0.33**	0.08

*p≤0.05, **p≤0.01*

The next stage in analysis was to use regression analysis with hardiness as the dependent variable to try and identify the best predictive model. The results are shown in Table 3. The two significant predictors in the model are information and normative style.

TABLE 3: Predictors of hardiness from regression analysis

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
information	.406	.016	.811	13.959	.000
normative	.091	.038	.163	2.894	.004

DISCUSSION

The aim of this study was to Survey the relationship between identity style and hardiness in student. Results show that in students was a positive and significant correlation between hardiness with informational and normative identity styles and was tow predictor for hardiness - informational and normative identity styles. Most research in the field of studied variables can represent brighter data.

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