



A Survey on Identical Status through Students of Ardebil University of Medical Sciences in the 2009-2010

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Abstract

This paper presents to investigate the identical status through students of Ardebil University of Medical Sciences (AUMS). In this case, whole of students at AUMS are considered as the population of research which introduced by N=1223. The sample of research consists of students which are studying in various disciplines. This sample is chosen by using the stratified random sampling method among student. For obtaining the data, the questionnaire of identity way and researcher are used. To analyze of dada, the statistical methods such as on-way analysis of variance (one-way ANOVA), the two groups independent of t test, χ^2 test, and Pearson correlation coefficient are employed. Finally by comparing the results, one can find out that the most frequency is related to successful identity, though the lowest frequency among boys related to confused identity. The most and least factor chosen by boys and girls in this study are political participation and social stock, respectively. Also, the results show there is a relation between identical status and various variables such as sex, age, etc. However, there is no relation between identical status and subculture.

Keywords: Social identity, identity status, subcultures, social participation, social capital, political participation.

Introduction

Identity is among human psychological needs and prerequisites of any social life. Without a framework for determining identity, individuals will be the same as each other and no one of them can relate and link significantly and permanently. Moreover, identity gives meaning to people's lives. Emanuel Castells believes that identity is the process of making meaning based on a cultural characteristic or a group of cultural characteristics which has priority over other sources¹. Human communities contain a life schedule both for individuals and family; this life schedule includes summation of all related timings and total result of their integrator meaning. Life schedule in modern communities, has become a value per se. Life schedule is the primary source of identity, and is a cognition of community or Durkheim's social conscience which is organized in individual knowledge of a community. Therefore, identity is a basic problem in today highly variable society².

Process of identity development is the most important task of adolescence. Identity development has an important effect on functions and interactions of teenagers with others. Achievement identity development causes ability in decision making, achievement performing of educational affairs, ability in establishing healthy communication with family and other individuals of society, doing confirmed behaviors by society, and also entering without problem and press to university. Appropriate identity development causes raising some problems for teenager, including inability in important decision makings on behavioral problems, successive educational failures, drug

abuse, and also inability in proper communicating with others³.

This study attempts to investigate identity status of students of Ardabil University of medical sciences. So the main research question can be stated as what is the relationship between students' identity status of Ardabil University of medical sciences and their lives' social variables? Hypothesis of study states that there is a significant relationship between students' identity status and variables (including gender, age, parents' education, students' education, religious knowledge, social participation, political participation, social capital, and students' families) ($P \leq 0.01$). Also there was no significant relationship between identity status and subculture.

Theoretical principles of Research

Identity: Who am I? This is the most important question proposed in human's life. At any age, individuals can have a definition of themselves proportionate with their growth level. But it is in the adolescent stage that an important and fundamental question shapes in the person's mind seriously. Attempts to find the answer for this question, is the beginning of the process which includes identity development. The person after answering to this question, achieves to an integrated and coherent feeling of him/herself. His/her feeling exists from childhood, but it becomes more complicated in adolescence, and includes various domains. In adolescence the person is faced with changes physically which make him/her near to adulthood, and on the other hand, the society also expects the adolescent to accept adulthood roles. At this time, matching of previous

periods don't satisfy person needs and he/she should define him/herself again and differently, and achieve a total identity. Identity doesn't form suddenly and at once, but it is a process which can continue for years to reach stability stage (although a relative stability), because whenever humans encounter important changes in their lives, it is possible to reconsider their beliefs and convictions. Self-identity is dividable into various types such as professional, national, and gender identity. Identity development is a complicated process and many factors can influence it, from self-characteristic factors to cultural context and even historical juncture that the person raises in it. Among these factors, gender and ethnicity or race have been investigated more than the others⁴.

Definitions: In Arthur S. Reber's psychology culture, four definitions are provided for identity: the first definition is closer to the present issue, therefore just this definition is offered. In the study of characteristic, a fundamental and continuous self is the abstract and internal concept of the person as an individual. In this meaning, identity often divides into cases such as gender identity, racial or group identity, etc. Erikson⁵ defines identity as: the ability of experiencing oneself as a thing that has continuity and consistency, and the ability of operating according to this ability (article). In another definition he considers identity as a feeling of continuity to the past and orientation for future, such that the person should combine obtained taught and skills from previous periods and also previous assimilations, and make a personal identity for him/herself⁴. Marcia⁶ by extending and analyzing Erikson's theory, considers identity as my structure, internal structure, organizer self, dynamics of dreams, objectives, skills, beliefs, and personal history⁴.

Theoretician and operational definitions of identity variables

In this section of research, gender, age, education, religious knowledge, family, political participation, subculture, social capital, and social participation are considered as predictor or independent variables, and social identity variables and identity status (achievement, moratorium, disclosure, and diffusion identity) are considered as dependent or criterion variables.

Identity status: It refers to a method that persons process their appropriate information clearly. They solve personal problems and consider identity issues⁶.

Marcia introduces four identity states in adolescents.

Identity achievement: in this state, persons pass inquiry stage, and achieve certain intellectual barriers, and decide about their job. Identity disclosure: these persons have felt committed about their worldview, but have not experienced identity crisis, and it is possible that they have accepted their family religion. Identity moratorium: these adolescents are experiencing identity crisis, actively try to find answers for their questions and still are in

conflict between their experiences and parents' schedules. Identity diffusion: maybe these people have or have not identity crisis, but have not reached an integrated concept of themselves, and in their words, don't have any interest in religion or politics.

Operational definition

In this study, the purpose of identity status is the grade that they obtain at each test in identity style questionnaire⁷.

Conceptual definition

Social identity: Emanuel Castells believes that identity is the process of constructing based on a cultural characteristic or a group of cultural characteristics which has priority over other meaning sources⁸. However, identity is psychological needs of human and is the prerequisite of any kind of social life. Community is also a lasting population which has intimate, private, and exclusive symbiosis, and often has close relations with other groups. In Tajfel's¹ view, social identity is that part of individual perception of oneself which stems from his knowledge of membership. Indeed, social identity is a kind of person self-knowledge relative to others; this process specifies that who is the person in terms of psychologically and socially, and what is his place¹. Without any framework for determining social identity, persons will be like each other and no one of them can relate and link with others significantly and sustainably.

Operational definition: In this study, the purpose of social identity is the grade that each subject acquires in the made questionnaire from 7 to 36 items.

Conceptual definition: Religious knowledge: Usually religion has a fundamental role in social life, a process that challenges all sections of human life. High adherence to religious components causes that people have stronger religious social identity. Religion is a source of peace, and brings purpose and a sense of personal control for human.

Operational definition: In this study, the purpose of religious knowledge is the grade that each subject acquires in the made questionnaire from 1 to 6 items.

Conceptual definition: Social participation: Social participation in its general concept, that is according to Biro, means sharing in interests obtained from a collective work or membership in a special group and operating in a collective action, which has a history as long as human social life. Social participation in its specific meaning, has been strongly involved with the concept of political participation and specially the right to vote. According to this specific concept, social participation in the west, can be considered as the result of democratic revolutions⁴.

Operational definition: In this study, the purpose of social

participation is the grade that each subject acquires in the made questionnaire from 37 to 42 items.

Conceptual definition: Political participation: Jyrynt Perry divides explanation of political participation into two kinds of instrumental theories and evolutionary theories: instrumental theories consider participation as a mean for one purpose, which is for defense or progress of a person or a group of people, and as an obstacle against tyranny and despotism⁸. Evolutionary theory argues that ideal citizen is a participating citizen, and therefore participation is considered as citizens' social responsibility practices. From this perspective, participation is a learning experience that acknowledges citizen not only of his/her rights, but also of his/her tasks and responsibilities.

Operational definition: In this study, the purpose of political participation is the grade that each subject acquires in the made questionnaire from 43 to 48 items.

Conceptual definition: Social capital: Capital is considered as a kind of asset that creates production capacity. According to the definition of Qulie, social capital is social internal and community cultural coherence, norms, and dominant values on mutual action of people and institutions that these norms and values are replaced in it⁸.

Operational definition: In this study, the purpose of social capital is the grade that each subject acquires in the made questionnaire from 57 to 62 items.

Conceptual definition: Family: Family is the objective sample of community. In family, those tractions that link individuals with each other, are of natural tractions which are based on emotional, friendly, and intimate relations⁸.

Operational definition: In this study, the purpose of family is the grade that each subject acquires in the made questionnaire from 63 to 70 items.

Conceptual definition: Subculture: A norm that separates a group from whole society, and is not unified and coordinated with that. Several samples of subcultures can be mentioned , such as: Religious minorities, tribe, race, clan, and local communities like people of a region or village, occupational groups, various social ranks of a community, and kinship groups, and the like. Moreover, as mentioned subculture is a concept which is different from pre-said concepts such as society, community, mass, and public.

Operational definition: In this study, the purpose of subculture is the grade that each subject acquires in the made questionnaire from 49 to 56 items.

Methodology

In this section of paper, we try to investigate research variables,

the population, sample and sampling method, methods of data collection and its instruments and statistical method.

The applied methodology is survey method of comparative and correlative study. The reason of using this method is because several groups are investigated and compared with each other and the relation among variables is considered, therefore causal-comparative and correlative method has been used⁹.

The population, sample size, and sampling method: Society is a series of people who have common characteristics or in other words individuals whom research findings can be generalized to them. The population of this sample includes all students of Ardabil university of medical sciences (N=1223). Sample of this research, by using Cochran formula, includes 292 subjects of studying students in Ardabil University of medical sciences, who are selected by performing stratified random sampling method among all students. And about selecting 292 subjects of sample, it should be mentioned that in causal- correlative methods, each group should have at least 15 subjects, and in order that the selected sample be the true representative of society and has a high external validity, number of sample is considered 292 subjects.

$$n = \frac{\frac{1/96 \times 0/5 \times 0/5}{1/05^2}}{1 + \frac{1}{1223} \left(\frac{1/96^2 \times 0/5 \times 0/5}{0/05^2} - 1 \right)} = 292$$

Cochran formula

$$n = \frac{\frac{(t)^2 p.q.}{(d^2)}}{1 + \frac{1}{N} \left(\frac{(t^2 pq)}{d^2} - 1 \right)}$$

Data collection tool: The main data collection tool in this research is questionnaire. For preparing the present questionnaire, indices related to each dependent and independent variables are extracted and each of them was measured by Likert spectrum.

Identity status: Identity style inventory (ISI): Identity style inventory⁷ is a 40-question scale which 11 questions of it relate to identity disclosure style, 9 questions of it relate to moratorium identity style, 10 questions relate to diffusion style, and 11 questions relate to achievement style. The response of subjects to questions is in the form of 5 point Likert spectrum which includes strongly disagree = 1 to strongly agree = 5. Berzonsky⁷ has reported internal reliability (Alpha coefficient) of identity disclosure as Alpha = 0.62, moratorium identity as Alpha = 0.66, and diffusion style as Alpha = 0.73. In the study of White et.al¹² Alpha coefficients have been reported for

diffusion identity style as Alpha = 0.78, achievement identity style as Alpha = 0.77, and identity disclosure style as Alpha = 0.78.

Made questionnaire: This questionnaire has 70 questions that 30 questions of it relate to social identity (from question 7 to 36), 6 questions relate to religious knowledge (from question 1 to 6), 6 questions relate to social participation (from question 37 to 42), 6 questions relate to political participation (from question 43 to 48), 8 questions relate to subculture (from question 49 to 56), 6 questions relate to social capital (from question 57 to 62), 8 questions relate to family (from question 63 to 70). Scoring method of this questionnaire is based on 5 point Likert scale from strongly agree agree no comment disagree strongly disagree .

The main data collection tool in this study is questionnaire. For preparing the present questionnaire, indices related to each dependent and independent variables are extracted and each of them was measured by Likert spectrum. It should be mentioned that in this study for measuring face validity of the questionnaire, construct validity was used; at first several copies were prepared from designed questions and sent to professors of Ardabil universities, and special attention was paid to their comments for preparing the final questionnaire. Then, a pilot questionnaire was regulated and were distributed among 30 students as a pilot study (pretest) and final reforms on measurement tool, were considered based on the results of the pilot study. Cronbach's Alpha method was used for measuring internal coordination of items of each spectrum. According to the results of table-1, in pretest stage, which was done by participating of 30 students, 80.6 percent of made questionnaire was recognized reliable.

Table-1

The result of items' analysis for the made questionnaire in pretest stage

	Made questionnaire	
	number	percent
Valid items	24	80.6
Invalid items	6	19.4
Total	30	100

Table-2 shows reliability of research questionnaire in pretest stage, which is calculated by Cronbach's Alpha. Calculated value of Alpha for made questionnaire is 0.81.

Table-2

Reliability of research questionnaire in pretest stage

	Cronbach's Alpha value
Made questionnaire	0.81

After implementing pretest and doing the required reforms in

some of items, at the main stage of test, research questionnaire was distributed among respondents.

Table-3

The result of items' analysis in the main test

	Number	Percent
Valid items	292	100
Invalid items	0	0
total	292	100

The result of items' analysis in the main test showed that 100 percent of items are valid, while calculated reliability for the main test shows a brief improvement relative to pretest stage table-4.

Table-4

Reliability of research questionnaire in main test stage

	Cronbach's Alpha value	Number of items
Made questionnaire	0.84	70

Data collection method: After preparing students' names list and their selection, at first the research objective was stated for subjects, and then research tests were offered to them, and they were asked to state their views carefully. Data were gathered individually and at their place of education. Then, obtained data were analyzed.

Data analysis method: Data obtained from this research were analyzed after editing by SPSS.140. Software proportionally to hypotheses and governing statistical conditions, by using ANOVA, independent t-test, χ^2 test (chi- speure), and Pearson's correlation coefficient methods.

Research findings

In this section, data collected from tests were analyzed by using appropriate statistical methods. The results obtained were proposed in two sections of descriptive findings and findings related to hypotheses. Descriptive statistics is a tool that enables us to state a huge collection of data in a short and concise way. In descriptive statistics, stating research findings related to variables is considered which is possible to take place by offering variables' distribution, or be summarized in a figure. Variables' distribution is done in tables and frequency figures, and numerical description is possible by using centralism criteria (such as exponent, median, and average) and criteria of variability (such as range, standard deviation, and variance).

Analyzing descriptive findings: Average of females in disclosure, moratorium, and diffusion identity styles is more than males, but average of males in achievement identity style is more than females.

Table-5
Average and standard deviation of age, social identity, identity status variables (achievement, disclosure, moratorium, and diffusion) in female and male students

Variables	Gender	Number	Average	Standard deviation
Achievement status	male	130	38.47	2.53
	female	162	37.64	3.43
	Total	292	38.01	2.89
Disclosure status	male	130	32.20	3.45
	female	162	32.35	3.34
	Total	292	32.28	3.40
Moratorium status	male	130	27.35	2.23
	female	162	28.03	1.34
	Total	292	27.73	1.80
Diffusion status	male	130	27.27	3.34
	female	162	28.01	2.23
	Total	292	27.63	2.98
Total identity status	male	130	129.55	3.64
	female	162	130.08	3.75
	Total	292	129.84	3.79
Social identity	Male	130	147.82	2.50
	female	162	182.36	2.35
	Total	292	167.24	2.44
Age	male	130	21.40	1.84
	female	162	21.42	1.98
	Total	292	21.41	1.92

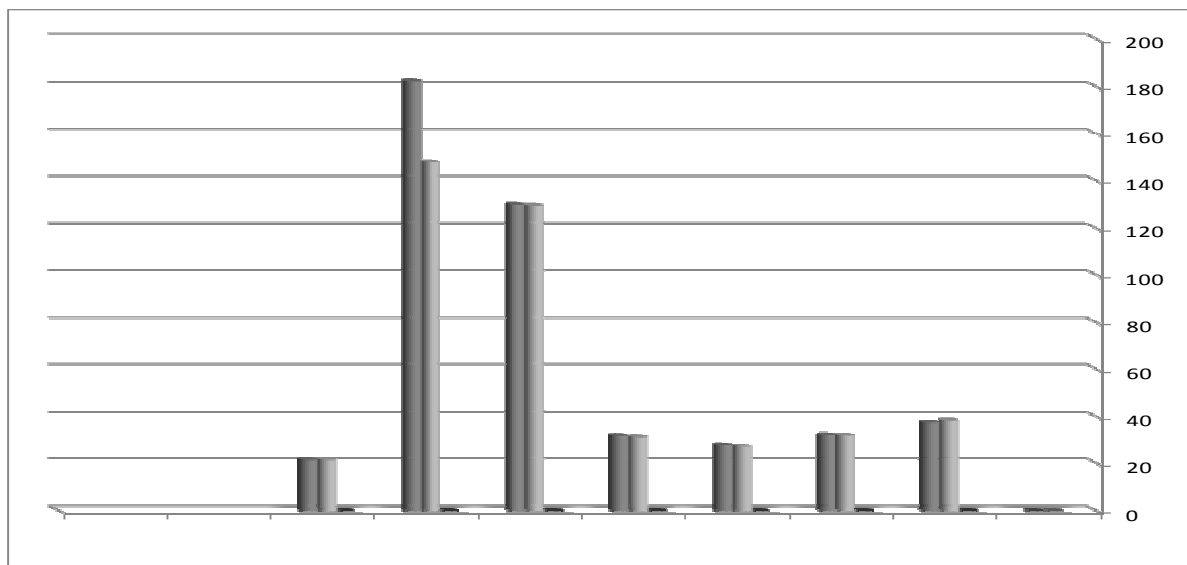


Figure-1

from right hand of figure: average of achievement status, disclosure status, moratorium status, diffusion status, total identity status, social identity, and age of male and female student's variables (Gray bar figure shows males and black bar figure show females)

As it is seen in table-6, average of religious knowledge in females is more than males, and it might be because females are dealing with religious issues more. Average of social participation in males is more than females that it is because of flexibility in our society for males. Social capital is a variable which relates more to the person, and its average is more in

females than males. Average of family in males is more than females, because in Iran families give more flexibility to males, and wish that males enter society arena sooner. Average of subculture and parents' education, like family, in males is more than females.

Table-6
Average and standard deviation of religious knowledge, social participation, political participation, social capital, family, and culture, and parents' education variables in male and female students

Variables	Gender	Number	Average	Standard deviation
Religious knowledge	male	130	38.38	3.48
	Female	162	42.65	3.90
	Total	292	39.97	3.20
Social participation	male	130	34.45	3.16
	female	162	33.54	3.08
	Total	292	33.95	3.12
Political participation	male	130	21.40	3.50
	female	162	22.65	3.82
	Total	292	22.97	3.21
Social capital	male	130	21.75	2.10
	female	162	23.96	2.04
	Total	292	22.76	2.05
Family	male	130	23.86	3.18
	female	162	20.05	3.08
	Total	292	21.75	3.15
Subculture	male	130	38.38	3.10
	female	162	37.65	2.40
	Total	292	37.97	2.70
Parents' education	male	130	23.86	3.18
	female	162	20.05	3.08
	Total	292	21.75	3.15

Table-7
Percent of male and female students in identity status variable and predictor variables

Variable	Group	Frequency	Percent of frequency	Percent of density
Gender	female	162	55.3	44.4
	male	130	44.4	100.0
Achievement status	female	162	45.1	45.1
	male	130	54.9	100.0
Disclosure status	female	162	55.6	55.6
	male	130	44.4	100.0
Moratorium status	female	162	56.1	56.1
	male	130	43.9	100.0
Diffusion status	female	162	44.1	44.1
	male	130	55.9	100.0
Social identity	female	162	60.6	60.6
	male	130	39.4	100.0
Religious knowledge	female	162	54.2	54.2
	male	130	45.8	100.0
Social participation	female	162	45.2	45.2
	male	130	54.8	100.0
Political participation	Female	162	46.3	46.3
	Male	130	53.7	100.0
Social capital	female	162	53.5	53.5
	male	130	46.5	100.0
Family	Female	162	51.2	51.2
	male	130	48.8	100.0
Subculture	Female	162	55	55
	male	130	45	100.0
Parents' education	Female	162	51.2	51.2
	male	130	48.8	100.0

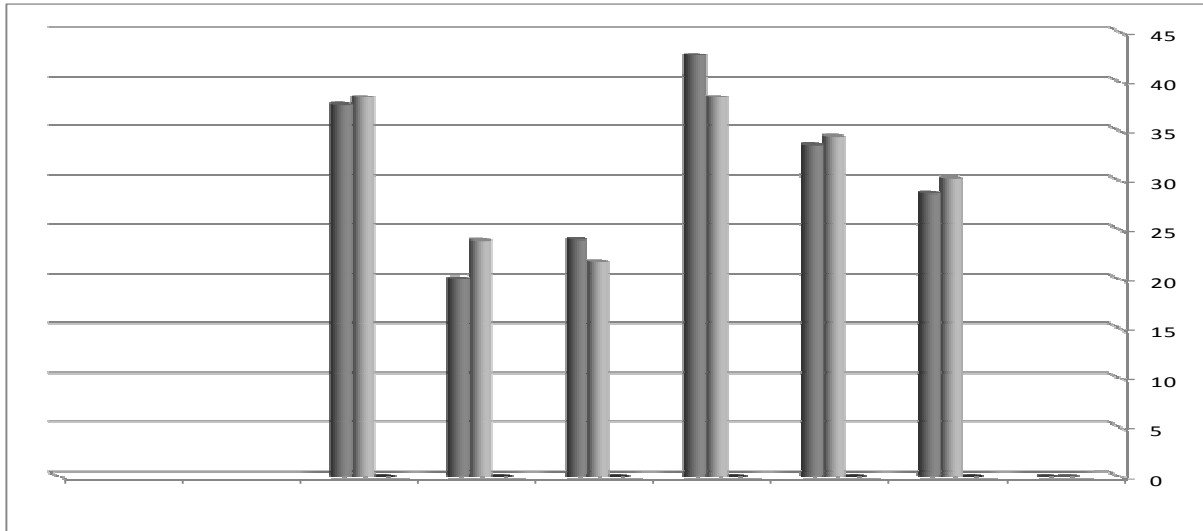


Figure-2

From right hand of figure: average of religious knowledge, social participation, political participation, social capital, family, and culture variables in male and female students (Gray bar figure shows males and black bar figure shows females)

Inferential data analysis: In inferential statistics, generalizing findings result from sample to total is considered, and the purpose is to determine whether relations and results observed in sample are in the same population that the sample is taken from or not? Inferential statistics are also called significance tests; by the help of the results of these tests we can interpret findings and finally, decide in a certain confidence level that whether the observed relations are limited only to the sample or they are generalizable to research population, too.

As it is observed in table-8, hypothesis 1 “there is a significant difference between male and female students’ identity status” is confirmed ($P \leq 0.01$). It means that identity status between males and females are very different, that may be because of culture, civilization, and other factors. Although it should be mentioned that in this field, family’s (parents) educations can have significant role in male and female students’ identity status.

Findings Related to Hypotheses

Hypothesis 1: There is a significant difference between male and female students’ identity status.

Hypothesis 2: There is a significant difference between students’ identity status regarding their parents’ education.

Table-8
 The result of independent t-test in two groups of males and females in identity status variable

Groups	Test for equality of variances		t	Degrees of freedom	Significance level	Mean difference
	F	Significance level				
Hypothesis of equal variances	4.66	0.002	12.22	290	0.00	-35.01
Hypothesis of unequal variances			12.22	289.91	0.00	-35.01

(0.00 indicates that $P \leq 0.01$)

Table-9

The result of independent t-test for identity status variable in two groups of males and females regarding parents’ education

Groups	Test for equality of variances					Mean difference
	F	Significance level	T	Degrees of freedom	Significance level	
Hypothesis of equal variances	7.28	0.001	2.44	66	0.00	16.92
Hypothesis of unequal variances			1.89	19.96	0.00	16.92

As it is shown in table-9, hypothesis 2 “there is a significant difference between students’ identity status regarding their parents’ education” is confirmed ($P \leq 0.01$), and it means that parents’ education has a significant effect on students’ identity status, and the more higher parents’ education is, shaping of achievement identity status in male and female students is easier.

Hypothesis-3: There is a significant relationship between students’ identity status and gender.

Table-10
The result of Chi-square test for investigating the relationship of students’ identity status and gender

Variable	Gender and identity status
Chi-square	259.50
Degrees of freedom	72
Significance level	0.001

As it is shown in table-10, hypothesis 3 “there is a significant relationship between students’ gender and identity status” is confirmed at the level of ($P \leq 0.01$), and it means that there is a significant relationship between students’ gender and identity status. That is, firstly identity status of a girl and that of a boy are different from each other in society, and this is because of the role that society expects from males and females, and secondly, these identities have relationships with each other, that is, people determine their identity in society regarding their gender.

Hypothesis 4: There is a significant relationship between students’ age and identity status.

As it is shown in table-11, hypothesis 4 “there is a significant relationship between students’ age and identity status” is confirmed. This hypothesis means that by increasing students’ age, a better achievement identity status is shaped on them, so individuals’ age can operate as a criterion for shaping achievement identity status.

Hypothesis 5: There is a significant relationship between students’ education and identity status.

As it is observed in table-12, hypothesis 5 “there is a significant relationship between students’ education and identity status” is confirmed, and it means that there is a significant relationship between education in society and people’s identity status, and indeed the higher education of people (students), of course makes better achievement identity status to shape in females and males, and this identity will be a stable and true identity, not an unstable one.

Hypothesis 6: There is a significant relationship between students’ religious knowledge and identity status.

As in it shown in table-13, hypothesis 6 “there is a significant relationship between students’ religious knowledge and identity status” is confirmed. It means that religious knowledge and achievement identity style have positive and significant correlation and it has a significant negative relationship with diffusion identity style ($P \leq 0.01$). It means that if students have higher religious knowledge, they will have better achievement identity style, and with lower religious knowledge, they will have more diffusion identity style.

Table-11
The results of Pearson correlation for investigating the relationship between age and identity status

Predictor variables	criterion variable (identity status)			
	Achievement identity	disclosure identity	moratorium identity	diffusion identity
correlation (r)				
age	0.448	0.248	0.419	0.352
significance level	0.000	0.002	0.000	0.000

Table-12
The results of Chi-square test for investigating the relationship between students’ education and identity status

Variable	Education and identity status
Chi-square	30.43
Degrees of freedom	3
Significance level	0.001

Table-13
The results of Pearson correlation for investigating the relationship between religious knowledge and identity status

Predictor variables	criterion variable (identity status)			
	Achievement identity	disclosure identity	moratorium identity	diffusion identity
correlation (r)				
religious knowledge	* 0.30	0.24	0.12	** - 0.11
significance level	0.000	0.07	0.09	0.000

Hypothesis 7: There is a significant relationship between students’ social participation and identity status.

As it is observed in table-14, hypothesis 7 “there is a significant relationship between social participation and identity status”, about identity status and achievement style, states that there is a positive significant relationship and for moratorium style and social participation, there is a negative significant relationship ($P \leq 0.05$). And these results indicate that with more social participation of students in society, they will have better achievement identity, and if this participation is lower, they will have more moratorium identity.

Hypothesis 8: There is a significant relationship between students’ political participation and identity status.

As it is observed in table-15, hypothesis 8 “there is a significant relationship between students’ political participation and identity status” is confirmed. Regarding identity status and achievement style, there is a positive significant relationship, and for moratorium style and political participation, there is a negative significant relationship ($P \leq 0.05$). And these results indicate that with more political participation of students in society, they will have better achievement identity, and if this participation is lower, they will have more moratorium identity.

Hypothesis 9: There is a significant relationship between students’ subculture and identity status.

As it is shown in table-16, hypothesis 9 “there is a significant relationship between students’ subculture and identity status” is not confirmed, and for none of variables there was a significant relationship with subculture.

Hypothesis 10: There is a significant relationship between students’ social capital and identity status.

As it is observed in table-17, hypothesis 10 “there is a significant relationship between students’ social capital and identity status” about social capital and achievement style, states that there is a positive significant relationship at the level ($P \leq 0.05$), and about social capital and disclosure and diffusion style, there is a negative significant relationship at ($P \leq 0.01$). It means that students who have achievement identity style, because they obtain a true identity, considered as a social capital in society. But two styles of disclosure and diffusion have negative relationship with social capital; indeed if these two styles be high among persons, of course their social capital falls in danger because a true identity doesn’t shape in society.

Table-14

The results of Pearson correlation for investigating the relationship between social participation and identity status

Predictor variables	criterion variable (identity status)			
	Achievement identity	disclosure identity	moratorium identity	diffusion identity
	correlation (r)			
social participation	* 0.22	0.32	* - 0.13	- 0.17
significance level	0.000	0.09	0.000	0.08

Table-15

The results of Pearson correlation for investigating the relationship between political participation and identity status

Predictor variables	criterion variable (identity status)			
	Achievement identity	disclosure identity	moratorium identity	diffusion identity
	correlation (r)			
political participation	* 0.31	0.32	* - 0.11	- 0.17
significance level	0.000	0.09	0.000	0.08

Table-16

The results of Pearson correlation for investigating the relationship between subculture and identity status

Predictor variables	criterion variable (identity status)			
	Achievement identity	disclosure identity	moratorium identity	diffusion identity
	correlation (r)			
Subculture	- 0.09	0.10	- 0.23	- 0.22
significance level	0.8	0.6	0.9	0.8

Table-17

The results of Pearson correlation for investigating the relationship between social capital and identity status

Predictor variables	criterion variable (identity status)			
	Achievement identity	disclosure identity	moratorium identity	diffusion identity
	correlation (r)			
social capital	* 0.12	** - 0.15	- 0.23	** - 0.16
significance level	0.00	0.000	0.9	0.000

Table-18
The results of Pearson correlation for investigating the relationship between family and identity status

Predictor variables	criterion variable (identity status)			
	Achievement identity	disclosure identity	moratorium identity	diffusion identity
	correlation (r)			
Family	* 0.13	- 0.15	- 0.23	- 0.16
significance level	0.000	0.013	0.19	0.12

Hypothesis 11: There is a significant relationship between students’ families and identity status.

As it is observed in table-18, hypothesis 11 “there is a significant relationship between students’ families and identity status” is confirmed ($P \leq 0.05$). There is a positive significant relationship between achievement identity style and healthy family, which this itself in society causes shaping true and stable social identity that causes the person him/herself know better him/herself in society.

Conclusion

It was determined that the most frequency relates to achievement identity status, and diffusion identity has the least frequency in males relative to other degrees. Political participation in females was determined with the most and social capital in males with the least effective factors on identity status. According to the findings of this research, this hypothesis that “there is a significant difference between identity status of males and females” was confirmed. The results obtained from the present research, besides confirming other researches such as Erikson⁵, Marcia and Fridman⁶, indicate that male and female students don’t pass identification process in the same environmental conditions. While professional identity for boys during the last years of university is an important and outstanding issue, but the important issue for girls is interpersonal relations¹¹. According to them, difference in males and females identification results from different patterns of socialization for males and females in most societies. Identity status in societies of our country, Iran, have certain differences between males and females, which may relate to culture, civilization, and other factors. Although it should be mentioned that in this regard, family’s (parents) education has an effective role in male and female identity status.

According to the findings of the present study, this hypothesis that “there is a significant difference between students’ identity status regarding their parents’ education” was confirmed. The results obtained from the present study, while confirming other studies^{5,10,14,16}, indicate that parents’ education has a significant impact on students’ identity status, and the more parents’ education, the more possibility of forming achievement identity style in students.

On the other hand, not only factors of family function especially parents, but also cultural factors and separation of individuals are important in achieving identity, and can be effective in

forming identity. According to recent sources, identity should be understood as constructs that is built in interpersonal relations, not as a sense of belonging in the framework of personal individuality. Identity is a social construct; it is consolidated socially, and comes from everyday social life of people¹⁷.

Those parents who have higher education, by proper planning and creating appropriate opportunities cause that their children enter life areas sooner, and become stronger in terms of social relations. Indeed, by giving opportunity to their children and knowledge about their children future, more efficiently cause that achievement identity style forms in their children.

According to the findings of the present study, this hypothesis that “there is a significant relationship between students’ identity status and gender, age and education” was confirmed. The results obtained from the present research, while confirming other researches^{12,13,15} indicate that identity status of females is different from that of males, and this is because of the role that society expects from males and females, and these identity status has relationship with students’ gender, too; that is people determine their identity based on their gender. Also, by increasing age of students, more achievement identity status shapes in them; in fact, from the age of 18 and above, identity shapes in males and females, so age of people can operate as a criterion for shaping achievement identity status. In today society of Iran, as males have more opportunities in families and have more scope, thus achievement style will be more in males than females. But females because of limitations that exist in community for them, have less achievement opportunities.

According to the findings of the present study, this hypothesis that “there is a significant relationship between students’ identity status and education” was confirmed at the level of ($P \leq 0.01$), and it means that education in society has a significant relationship with people’s identity status, and indeed people (students) with higher education, of course cause more achievement identity status shapes in females and males, and this identity will be a stable and correct identity, not an unstable one.

According to the findings of the present study, this hypothesis that “there is a significant relationship between students’ identity status and religious knowledge” was confirmed. The results obtained from the present study, while confirming other researches⁴⁻¹⁰, indicate that participating in national and religious rituals is a determining factor of religious and national identity¹⁸. It was seen that students who had higher religious

knowledge, had more achievement identity style and had a true and stable social identity and of course will experience less identity crisis. But students who have a little religious knowledge, experience more diffusion identity style, and this causes that their don't have stable identity in society. High adherence to religious and national components causes that people have stronger social identity and religious and national identity. Religion is a source of peace and brings purpose and a sense of personal control for human. It might be that this growth and development include new religious experiences, new understanding of previous religious experiences or beliefs, more sense of significance and purpose in life or increased knowledge of role of God in everyday life. Also in Muslim societies, as religion is confirmed in social acceptability as an important factor, thus those who enter society with pure faith, are accepted by society and this factor causes that they obtain more achievement identity relative to other individuals in society¹⁹.

According to the findings of the present study, this hypothesis that "there is a significant relationship between students' identity status and social participation" was confirmed. As it is observed in table 9, there is a positive significant relationship between identity status and achievement style, and there is a negative significant relationship between moratorium style and social participation ($P \leq 0.05$). And this indicates that with more social participation of students in society, they will have better achievement identity and if this participation be less, they will have more moratorium identity.

According to the findings of the present study, this hypothesis that "there is a significant relationship between students' identity status and political participation" was confirmed. As it is observed in table 10, there is a positive significant relationship between identity status and achievement style, and there is a negative significant relationship between moratorium style and political participation ($P \leq 0.05$). And these results indicate that with more political participation of students in society, they will have better achievement identity and if this participation be less, they will have more moratorium identity. Indeed, political participation means participating in various areas of life and the opportunity that person can shape his/her society and civilization by his/her ideas, thus each male and female student, from family level to society, will have achievement identity and won't have diffusion and identity crisis, if he/she be accepted in the field of policy.

According to the findings of the present study, this hypothesis that "there is a significant relationship between students' identity status and subculture" was not confirmed, and none of the variables had significant relationship with subculture.

According to the findings of the present study, this hypothesis that "there is a significant relationship between students' identity status and social capital" was confirmed. It means that those students who have more achievement identity style, as they obtain a true identity, are considered as a social capital in

society. But two styles of disclosure and diffusion have negative relationship with social capital; indeed if these two styles be high among people, then of course social capital of that nation will be in danger, because a true identity is not shaped in society. In fact if cultural and social internal cohesion of society be more, norms in society will become more and people will have more mutual interaction with each other, and they can perform tasks collectively and finally the identity shaped in society will be achievement. In other words, achievement identity forms from a value such as social capital.

According to the findings of the present study, this hypothesis that "there is a significant relationship between students' identity status and their families" was confirmed ($P \leq 0.05$). There is a positive significant relationship between achievement identity style and a healthy family, that this by itself causes shaping a true and stable social identity in society, which causes that the person knows him/herself better in society.

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