# THE RELATIONSHIP BETWEEN IDENTITY STYLES AND ACADEMIC ACHIEVEMENT WITH A FOCUS ON MEDIATING ROLE OF GENERAL HEATH: CASE OF PRE-UNIVERSITY STUDENTS IN MARVDASHT

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## ABSTRACT

The present study examined the relationship between identity styles and academic achievement with a focus on mediating role of general heath among pre-university students in Marvdasht (Fars Province) in Academic Year of 2011-2012. The participants were selected through cluster sampling. The instruments used in the study were Berzonesky's Identity Style Inventory and Goldberg General Health Questionnaire. In addition, the participants' academic achievement was measured using their mean scores. The collected data were analyzed using t-test, correlation analysis, and multivariate regression analysis. The results showed that there is a positive significant relationship between participants' informational identity style and their academic achievement. As such, this identity style was found to be a significant predictor of students' academic achievement. However, academic achievement is not related to the two other levels of this variable. In addition, it was noted that normative and informational styles are negatively and significantly correlated with students' general health. However, this correlation is not significant with regard to avoidance style. In other words, normative and informational styles can negatively and significantly predict students' general health. A negative significant correlation between depression as a component of general health and academic achievement indicates that the two variables are related and that depression can predict students' achievement. An investigation of gender differences also

indicated that the male participants were superior to female participants in terms of using avoidance style. In contrast, the female participants' academic achievement scores were higher than those of the male participants. However, there was no significant difference between the two groups concerning their general health.

**Keywords: Academic Achievement, General Health, Students' Identity Styles**

## INTRODUCTION

Adolescence is a period of change in all aspects of body and mind. However, this period of passion and tenderness, love and hope, independence and Creativity and on the other side of the flood, agitation, anxiety, and adventure. At the time of Plato's rejection of wine psyche **(Nowruzi, 2007)**

**Stanley Han (1904; quoted Vonderzenden, 1999)** and a founding father of the American Psychiatric Association and practical study of adolescence, of course, with so much emotion and described it during storms and severe water stress and the ability of the physical, mental and emotional well known **(Nowruzi, 2007).** Adolescence to old age, are more difficult childhood, perhaps because in this era of significant changes in terms of physical, mental, cognitive or emotional occurs. The complex developments in science, technology, and even culture and transfer them through many networks, affecting various aspects of human life And he needs, the new complex is facing perhaps because of this that many of the problems of the opposite sex - the tendency to addiction and

smoking, poor decision making, conflict with parents and family problems that occur in this age which will require attention. Among the issues that have attracted the attention of researchers in this age group, Discuss the issue of recognition of their status and identity that begins at birth and reaches its peak in adolescence Which has attracted the attention of many researchers. In fact, the health of the person depends on human adaptation to the social environment and community values and affect the process and when the cassette and the challenge appears Abnormalities and mental anxiety and charts will then be added to the disorder creates devastating consequences that it can be called a crisis. The identity of the person to be healthy and peaceful means in place of a hand and determined attitude of the world around the benefit And for a meaningful life is made that this is inevitable in adolescence And then of course when the process is done with the situation say that he has lost the sense of identity. Such adolescence to investigating their environment and deals with many of the beliefs and practices of behavioral

patterns, testing, change or abandoned, unlike the case with many of the problems with the juvenile provided should not be ignored. In order to achieve a successful identification of the effect of factors such as family or peer culture and the relationship between these factors and issues such as Academic Achievement and General Health researcher intends not forget the importance the period between the issue of pay. Most studies have shown that people with low self-esteem are more informational and educational autonomy in practice, Its supervisory, academic achievement and interpersonal relationships than their peers in other methods **(Saadati Shamber et al., 2007).** Research also shows that people with low self-esteem confused style, and negative self-concept than the other Identity styles and emotional depression and psychosis and mood disorders are **(Saadati ̇hamber et al., 2007).** Studies also show that people with mental health problems including depression, anxiety, and etc. drop in academic achievement have been unsuccessful. As you see in this study, the role of the intermediary and its impact on public health Baron and Kenny identity styles and academic performance of the model will be discussed. Most studies suggest that the benefit of public health can achieve more success and more efficiently overcome. When students are creative,

active and constructive and lively, optimistic, committed and have faith **(Mohammad Pour, 1386).**

**Background research**

**Research on the relationship between identity and academic achievement**

**Berzoneski (1998)** in their research to examine the relationship between normative identity style and academic achievement showed that students who are normative identity style, clear goals and educational show. Results indicate that students with a sense of purpose is also relevant normative identity style. Vivian et al (2003) conducted a study entitled The relationship between identity styles and academic achievement of students entering the university to a large extent Personality depends on factors such as motivation before entering the University of reasoning, objectives and commitments People considerably in their preparedness for academic success will be effective. Hejazi et al study was to evaluate the efficacy mediated the relationship between identity styles And academic achievement in high school with 400 students (200 boys and 200 girls) were selected by cluster sampling and questionnaire completion and effectiveness of the student's identity style path analysis was performed to analyze the data. The results showed that informational identity style direct and positive effect on academic achievement, which, while

avoidant identity style leaves a negative effect on academic achievement (Alavi, 2008). Dehshiri (2007), the relationship between religiosity and identity crisis and academic achievement among high school students in Yazd city examined. The results showed that between religiosity and identity crisis and a crisis of identity between academic achievement and a significant inverse relationship exists.

## METHODS

Methods The study was a descriptive-correlative been. The study sample consisted of all male and female pre-university students in public schools in the city of Marvdasht Studying in different courses during the academic year is 91-1390. The study sample consisted of 290 students of the multi-stage cluster sampling. Tools that have been used in this study consists of the General Health Questionnaire Goldberg, identity styles (Berzoneski) was And the variables of academic achievement of students with GPA was used. General Health Questionnaire 28 is a material that has the dimensions of depression, physical health, anxiety and insomnia, social productivity is insufficient action, according to researchers from the relatively good reliability and validity. The test is graded with the 2 methods The method of scoring in this study is designed and avoidant identity style three style identity, normative data and the reliability of the questionnaire by the researcher and the Cronbach's alpha method 0/07, 0/75, 0/60 In total, 0/70 Respectively. Five scales in a continuum from completely disagree to strongly agree they are graded from 1 to 5.

## RESULTS

**Table 1: Characteristics of the sample in terms of age**

| 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | 1 | **1. Achievement** |
| | | | | | | | 1 | 0/24 ** | **2. Style information** |
| | | | | | | 1 | 0/08 | -0/006 | **3. Avoidance** |
| | | | | | 1 | 0/2 ** | 0/58 ** | 0/11 | **4. Normative style** |
| | | | | 1 | -0/3 ** | 0/08 | -0/22 ** | -0/06 | **5. Physical** |
| | | | 1 | 0/64 ** | -0/3 ** | 0/07 | -0/18 ** | -0/09 | **6. Anxiety and sleep disorders** |
| | | 1 | 0/33 ** | 0/3 ** | -0/17 ** | 0/15 * | -0/13 * | -0/05 | **7. Insufficient action social productivity** |
| | 1 | 0/39 ** | 0/67 ** | 0/57 ** | -0/34 ** | 0/12 * | 0/3 ** | 0/24 ** | **8. Depression** |
| 1 | 0/9 ** | 0/6 ** | 0/86 ** | 0/8 ** | -0/36 ** | 0/04 | -0/27 ** | -0/15 * | **9. Public health (total score)** |

**Table 2: Gender composition of participants**

| cumulative percentage | Percent | Count | Sex |
|---|---|---|---|
| 59/1 | 58/9 | 165 | **Girl** |
| 100 | 41/1 | 115 | **Son** |
| | 100 | 280 | **Total population** |

**Table 3: mean, standard deviation and range of public health variables**

| Minimum - maximum | Standard Deviation | mean | Variable |
|---|---|---|---|
| 101-29 | 15/4 | 56/09 | **Public health (total score)** |
| 28-7 | 4/4 | 13/8 | **Physical** |
| 28-7 | 5/2 | 14/6 | **Anxiety and sleep disorders** |
| 25-7 | 3/8 | 14/9 | **Inadequate social productivity actions** |
| 28-7 | 5/9 | 12/8 | **Depression** |

**Table 4: Correlation between variables**

| Minimum - maximum | Standard Deviation | mean | Count | Variable |
|---|---|---|---|---|
| 20-16 | 0/7 | 17/57 | 272 | **Age** |

**(\* Significant at p0/05 <  and \*\* Significant at the level of p<0/001 )**

**Table 5: Comparison of two groups of boys and girls progress in education and public health**

| Significance level | Value of t | Males | Females | Variable |
|---|---|---|---|---|
| **NS** | 0/99 | 54/99 | 56/85 | **Public health (total score)** |
| **NS** | 1/23 | 13/41 | 14/06 | **Physical** |
| **NS** | 1/4 | 14/07 | 14/96 | **Anxiety and sleep disorders** |
| **NS** | 1/03 | 14/59 | 15/07 | **Insufficient action social productivity** |
| **NS** | -0/23 | 12/92 | 12/76 | **Depression** |
| 0/008 | 2/7 | 16/02 | 16/61 | **Achievement** |

**Table 6: Comparison of two groups of boys and girls who compilations**

| Significance level | T value | mean Boys | Females | Variable |
|---|---|---|---|---|
| **NS** | 1/02 | 37/54 | 38/24 | **Style information** |
| 0/04 | -2/06 | 29/46 | 27/64 | **Avoidance** |
| **NS** | 0/88 | 34/55 | 35/16 | **Normative style** |

**Table 7: Simple linear regression achievement informational and normative identity style**

| $R^2$ | R | Sig. | B | Beta | Variable |
|---|---|---|---|---|---|
| 0/09 | 0/29 | 0/001 | 0/09 | 0/30 | **Informational identity style** |
| | | 0/8 | -0/007 | -0/02 | **Normative identity style** |

**Table 8: Regression Multivariate progress on depression and informational and normative identity style**

| $R^2$ | R | Sig. | B | Beta | Variable |
|---|---|---|---|---|---|
| 0/12 | 0/35 | 0/001 | -0/06 | -0/21 | **Depression** |

| | | 0/001 | 0/08 | 0/27 | **Informational identity style** |
|---|---|---|---|---|---|
| | | 0/3 | -0/03 | -0/08 | **Normative identity style** |

## DISCUSSION AND CONCLUSION

Investigate the hypothesis

Hypothesis 1: Public health can be a mediator in the relationship between identity styles and academic achievement have.

Statistical analysis presented show that, of all the aspects of identity styles, style and identity information directly. This was a significant predictor of academic achievement with research Alavi(1999) and Borzoneski (1998) is. Disalignment because this is probably because of the fact that many factors such as environment, education, family status, etc. are That require further study and research by scholars. The findings of the research (Borzoneski) (1998), (2005), (2002), and Yoyan (2003) share the idea. Research results show that No matter how good one's identity and the right to form and to the recognition of high academic achievement and self-esteem of the more successful, research has shown that That persons with occupational and educational goals are clear informational identity style and the academic environment of autonomy, self-monitoring, expectations for academic achievement, addressing the issues of education and greater interpersonal, they are

less likely to seek the approval of others' judgments have confidence (Saadati Shamber et al. 2007). Successful people are confident and enthusiastic, positive and optimistic Ben remain, they succeed wait contrast Unsuccessful people often lack confidence, negative and pessimistic, in fact, expect failure (Zen Zen, 2002). However, among all public health aspects only after the depression has a significant negative correlation As well as predictive identity styles and academic achievement, act directly on the justification it can be said that There are ups and downs in life, the ups and downs until the cause is not overly excessive size Life interesting and challenging, and in extreme cases, excessive worrying and is involved in other activities And it is further found that in a period of time. Given the important characteristics of adolescence and identity formation as a set of different size characteristics Person-organizational coordination and satisfactory, if the formation of personal identity and to properly and safely at all times during the Less frustration and imbalance, resulting in depression and sleep problems, appetite and eating habits are changing. Depressed teens are waiting longer to success and failure in evaluating their work is their failure Know

little bigger and your successes, your failures and successes know and less attention to conditions (Kavir Zadeh, 2001). This type of thinking errors, motivation, expectations and outcomes reduces efficiency and reduces the uncertainty associated with the ability of self-esteem, creativity and academic performance will decrease (David et al., 2003).

Hypothesis No. 2: male and female students on identity styles are different.

Statistical analysis showed that gender differences in style hypothesis avoidance and in favor of boys is significant and not significant differences in other styles. The hypothesis of this hypothesis is confirmed and the other two can not be confirmed. The research findings and the results of the Farci Nejad (2004) Berzonsky and Kak (2000), Aqajani and colleagues (2008) share the idea. Because of the combination of matter Perhaps the girls were able to gradually place in the community find And this means is that the progress of a nation depends on its individual all-round development of the nation and both sexes together can Foster healthy and successful society. The Alavi Research (1999) and the Ghorbani and his colleagues (2005) is the non-alignment. This may be due to factors such as poor alignment men in the family environment or social activities or cultural differences and duties of the sexes in the family, he said.

Hypothesis 3: The students academic achievement of boys and girls are different.

Statistical analysis hypothesis that gender and academic achievement in favor of females is significant and these findings with the findings of Johnson (1996) Art (1997), Hall and golz (1997) and Leloyd (1995), Warren (2000 ), Brennan (2002) and Holden (2002) and Berzonsky and Kok (2000), Shoeyri, et al (2004) share the idea. This may be due to factors such as rising confidence and understanding abilities and interests of girls, to find their place in society, increase cultural differences and family needs of today's society All of which attracted the attention of researchers in this field is.

Public incentives for academic achievement is currently active engine, for various reasons declined among boys and girls is still Promote the role of families and their superior position in acquiring real identity of their academic situation has made it more and better.

Hypothesis 4: between male and female students in public health and its dimensions are different.

According to the results between boys and girls in public health, and therefore there is no not support this hypothesis. This finding is consistent with research findings Hadadi Kohsar and colleagues (2007), Olson and Schwartz (2001), sufficient (1993) Kafi the

idea. Countercurrent cause of this finding is consistent with results from other results may be due to several factors including an increase in the issue of parental education and increase awareness information in both sexes and ... Are involved or which require further study by researchers at the University at age probably should not There was no difference between girls and boys in public health, since both sexes face the same problems. In previous studies the differences between the sexes in public health in adults suggest that gender differences were seen in public health and general health in women is less. Likely after puberty and more conflict and social restrictions and decided to get a job and getting married In the battle of daily living, they endanger public health.

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