



Role of Adolescent Attachment and Resilience Styles in Predicting Identity Crisis

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A B S T R A C T

The purpose of this study was to investigate the role of adolescent attachment and resilience styles in predicting identity crisis. The statistical population of the study consisted of high school students in Larestan, Iran. Using Cochran formula, 237 individuals were selected as sample and selected by simple random sampling method. The research tool was Hazen and Shaver Adult Attachment Scale, Ahmadi Autonomy Crisis Questionnaire, and Connor-Davidson Resilience Scale. Results showed there is a significant relationship between attachment and resiliency variables with identity crisis, as well as attachment and resiliency variables were entered into the multiple regression equation. Both of attachment and resiliency accounted about 68% of changes in the variance of the identity crisis.

Keywords: Attachment Styles, Resilience, Identity Crisis.

INTRODUCTION

The characteristics of the third millennium are the accelerating flow of life, with its various incidents and events so rapidly that it discourages every chance of thinking and reflection for the course of the inner world and the outside world, and the result of this human procrastination, lack of motivation for thinking about the necessities of his life. The consequence of this progressive process is that human processing is in the form of alienation with itself and the outside world itself, which creates the context of identity crisis. Identity is the set of characteristics, identifiers, and patterns of acquisition that distinguishes individual, nation, and civilization from other nations and civilizations. Goffman (2018) also believes that identity is formed based on individual social conditions and individual abilities. In the opinion of James Marcia, internal organizational identity is self-evident and dynamic, which emanates from one's own predecessors, abilities, beliefs and experiences. He refers to four types of identity in adolescents, including foreclosure, identity diffusion, moratorium, and identity achievement (de Becker, 2018).

Among psychologists, Erickson emphasizes the notions of identity (the inner sense that stays constant despite external variations). Identity crisis is the term he used to describe "the inability of a teenager to accept the role that society expects from him" (Erikson, 1994). Or the identity crisis is the failure of a teenager to shape his or her personal identity, whether due to undesirable childhood experiences or the current unfavorable situation, which is called a crisis

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of identity or loss (Erikson, 1994; Ewen & Ewen, 2014; Schultz & Schultz, 2016). According to Erickson, the confusion of individual identity during the formation of identity is likely to be more severe than ever before, both in the past and in the future, and the individual suffers from some kind of confusion and disturbance in the roles, which makes him feel, isolated, empty, Anxious and hesitant, as during a confusion of identity, one may feel that he is going back (instead of being progressing) (Cote & Levine, 2015; Kalemi, Tzinakou, Kouroupaki, & Douzenis, 2016). Of course, in the view of Erickson, the identity crisis is not limited to adolescence or youth, and it is possible for each person to occur. According to Erickson, the main task of a teenager is to solve the identity crisis against the confusion. In order to achieve a more or less stable identity, the teenager needs to organize his needs, aspirations and abilities in a new way, in order to adapt himself to the expectations of the community (Desmarais & Wallace, 2017). Thus, when a person or community does not know its identity elements, such as religion, language, race, ethnicity and culture, or identity elements, lose their status as indicators of a society's recognition, and other elements are not known to them. The individual or community faces an identity crisis. However, in order to get out of this crisis, one needs to find positive and sustainable values in his culture, religion or ideology, so that the dismemberment and identity impairment, which is constantly in suffering, is rescued and his original identity can be restored (King, 2008; Nagel, 1994).

Meanwhile, variables have the ability to predict identity crisis, including adolescent attachment. Recently, researchers have used attachment theory to understand psychological and personality disorders (Ehrental, Levy, Scott, & Granger, 2018; Levy, 2005; Levy, Johnson, Clouthier, Scala, & Temes, 2015). Here, communication factors are considered as a hypothetical cause. With the onset of early studies of attachment and psychiatric pathology in the past decade, attachment theory has studied the role of post-childhood. This theory can provide a decisive transformation framework to understand the question of how the intimate and close relationship between the early and the lateral affects the personality, emotional and cognitive structure (Levy, 2005; Levy et al., 2015).

Ainsworth, Blehar, Waters, and Wall (2015) categorized attachment styles into two safe and insecure styles, whose unsafe style includes a two-way attachment style and an avoidant attachment style. From her point of view, attachment to mental and normal development, normal personality transformation and healthy emotional relationships are essential. Attachment is the basis of emotional health, social relationships, and attitudes toward the individual's standard of living. Bowlby, May, and Solomon (2006) believes that the development of attachment is the basis for the formation of a personality to be normal or abnormal in individuals. People with personality disorders seem to have been ineffective and inadequate in practice from their own "and" other "practical patterns. As a result, it is inflexible and protects and selects information processing and distorts the transformation into non-optimal paths. These defense processes provide the basis for the types of abnormalities in personality.

Resilience is one of the variables associated with the identity crisis (Schofield, Larsson, & Ward, 2017). Humans, in the face of unfavorable conditions, risks and misplacedness, often feel unaffected, and on many occasions also try to withstand the dangers and disadvantages and produce unexpected results. The ability to execute this "magic" is often referred to as "resilience" in the field of social sciences. Resilience in the social sciences is assumed to be a "process of

action and response to misplacedness" (Schofield et al., 2017; Yusoufzai & Emmerling, 2017).

Kumpfer (2002) defined resiliency as a way to measure one's ability to deal with stressors and factors that threaten mental health. Resilient people do not have self-defeating behaviors. It is emotionally calm and able to cope with bad conditions. Bonanno (2004) finds ways to achieve resilience with firmness, self-esteem, oppression, positive mood and positive emotions.

Given the stated issues and research challenges in the field of research, especially in the studied community, this research seeks to answer the question of how the attachment and resilience of teenagers play a role in predicting the identity crisis.

METHODOLOGY

The purpose of the research is of a practical nature. It is descriptive in terms of the method of research, because it seeks to explain the status quo and basically intends to explain and predict through what has happened. Since the variables cannot be controlled in this study, the research is quasi-experimental and is of a causal type because it analyzes the relationship between variables. In terms of data collection, this study is a field study. The methodology also uses quantitative approach. The statistical population of the study consisted of high school students in Larestan city, Iran, which according to the size of the community and the existence of multiple classes were sampled in proportion to the population. Simple random sampling was used. It should be noted that the sample size was determined by the Cochran formula, which is 237 people.

The tools used in this research are Hazan and Shaver (1987) Adult Attachment Scale, Ahmadi (1993) Autonomy Crisis Questionnaire, and Connor-Davidson Resilience Scale, which are presented below:

Adult Attachment Scale (Hazan & Shaver, 1987): This scale was standardized using Hazen & Shaver Attachment scale in students of Tehran University. It is a two-part questionnaire. In the first part, three safe, avoidant, and ambivalent attachment styles are distinguished in terms of 21 questions on a 5-point Likert scale (no; low, medium, high, and very high). Cronbach's alpha coefficient for each of the safe, avoidance, and ambiguous sub-scales are 0.74, 0.72, 0.72, respectively.

Ahmadi (1993) Identity Crisis Questionnaire: A paper-pencil scale containing 40 items. This questionnaire is a researcher made scale that was formulated by Ahmadi (1993) and measures the extent of adolescents' involvement in the identity crisis, with emphasis on 10 separate sections. In developing this questionnaire, different aspects of crisis diagnosis are classified as follows:

1 Problems in long-term goals 2) Hesitation in choosing a job 3) Not having a suitable model for camaraderie 4) Disproportionate sexual behavior 5) Problems in religious knowledge 6) Not paying attention to ethical values 7) Failure to observe group commitment 8) having vision Negative to yourself 9) Not having the spirit of effort and initiative and 10) Disrupting the time setting.

There are some questions for each of the above sections. These questions include four degrees and are arranged in such a way that in each category, the first option is not to identify the drawbacks and defects. The last option is to identify the drawback and defect.

Connor-Davidson Resilience Scale

To measure the resilience, the Connor and Davidson (2003) Resilience Scale, (CD-RIS) was used. Connor and Davidson provided this questionnaire for discretion. The psychometric properties of this scale were performed in six groups: general sex, referrals to primary care, outpatient psychiatric patients, patients with generalized anxiety disorder, and two groups of patients with post-traumatic stress disorder. The creators of this scale believe that this questionnaire can well isolate the resilient people from intolerance in clinical and non-clinical groups and can be used in clinical and clinical settings. Conner and Davidson's questionnaire has 25 strings that are graded on a Likert scale between zero (completely false) and up to five (always true). This scale has been standardized in Iran by Mohammadi (2005).

RESULTS

Pearson correlation coefficient was used to test the hypotheses of the research. The results of this test are as follows:

Concerning the first hypothesis that there is a significant relationship between adolescent attachment and identity crisis, the results of Pearson correlation coefficient between adolescent attachment variables and identity crisis ($r = -0.695$) indicate that between the two variables in the level There is a meaningful relationship between error 1% and the assumption of research with 99% confidence is confirmed and the hypothesis of non-existence of the relationship is rejected. It should be noted that the negative relationship between these variables has been determined.

In relation to the second hypothesis that there is a significant relationship between teenagers' resilience and identity crisis, the results of Pearson correlation coefficient between two variables ($r = -0.804$) indicate that the relationship between the two variables is 1% error Therefore, the assumption of the research is confirmed with 99% confidence and the hypothesis of non-existence of the relationship is rejected. It should be noted that the negative relationship between these variables is determined (Table 1).

Table 1. Results of analytical statistics used for research hypotheses

Hypotheses	Predictors	Criterion	R	Sig.
1	Attachment	Identity crisis	0.695**	.000
2	Resilience		0.804**	.000

In the following, multiple regression analysis is used to determine and predict the degree of variation of dependent variable through independent variables and the contribution rate of independent variables in explaining the dependent variable. Attachment and resiliency variables were entered into the multiple regression equation and the results are presented in

Table 2.

Table 2. The results of multiple regression analysis tests in Enter method to predict identity crisis

Predictors	Beta	T	Sig.	R ²	F	df	Sig.
Attachment	0.34	5.3	0.001	0.68	8.6	236.4	0.001
Resiliency	0.43	9.7	0.001				

Regarding the results of the multiple regression analysis, in the Enter method to predict the identity crisis, attachment and resiliency variables entered the regression equation simultaneously and the coefficient of determination is equal to 0.68, indicating that variables related to attachment and resiliency about 68 percent of the change in the dependent variable is caused by the predictors. Also, the standard regression coefficient (beta) is greater for resonance, which indicates the relative importance of this variable.

CONCLUSION

The present research studies the role of adolescents' attachment and resilience in predicting the identity crisis. Among the results of this study, there is a significant relationship between attachment and resiliency variables with identity crisis, and also attachment and resiliency variables in the multiple regression equation coincided that the variables related to attachment and resiliency make up about 68% of the changes in the dependent variable (Crisis identity). Also, the standard regression coefficient (beta) is greater for resonance, which indicates the relative importance of this variable. The results of this study are in line with the findings of Kennedy (1999), Reich and Siegel (2002) and Makcinnon and Marsia (2002) regarding the relationship between attachment style and successful identity database. The results can be explained by the way family functioning; the quality of care and the way in which people interact with each other determines the type of attachment in the child, adolescent and adult. Characteristics of parents who are associated with secure attachment are described under titles such as warmth, patronage, and laziness, and when they talk to the child with a tone they are talking to them in a timely manner, and praise the child's behavior in a good manner, so expecting It is advisable to use reasonably safe, committed children's to conflict with the conflict resolution strategy. Dexterity loved individuals also have a relatively unfriendly and inferiority model, which leads to helplessness of the individual in various behavioral behaviors, and as a result one uses ineffective and unrealistic strategies to process his thoughts and feelings and assessments. This can prevent one's flexibility in the event of problems, and provide the basis for the continuation of psychological vulnerabilities. Also, people with insecure attachment style, compared to those with safe subjects, have fewer discovery and adventure powers. Exploratory behavior disorder in the transformation transforms the insecure person's courage and flexibility and opens test and experiential opportunities. . The active and normal adventure of insecure persons is also greatly diminished by the lack of trust in others and the discriminating behavior of exploration, so that the individual cannot develop appropriate social and communication skills, as well as effective strategies to solve problems, and thus experience more vulnerability. Secure attachment with its supportive action, the field of social skills, a sense of value, surroundings, self-centeredness,

and ultimately a sense of independence in the individual. Because secure attachment is an intrinsic resource in self-esteem, enjoying sincere relationships, seeking social support and the ability to share feelings with others, it maintains psychological health during stressful periods, especially stressful adolescence, while the lack of a safe source causes emotional problems, including confusion and identity crisis. On the other hand, education and adolescence are associated with a lot of stress in different areas, and since one of the disadvantaged factors in the formation of identity and the determination of goals in life is high stress, if the teenager is required to be resilient to the stress Being able to cope well with the problems and stresses and have a better performance in all areas of life and identity.

Considering the fact that in the current research only a few psychological variables (attachment and resiliency styles) were used to predict the identity crisis, it is suggested that in future studies, self-esteem variables, academic self-efficacy and coping strategies of attention to make. Also, increase the knowledge of parents, educators and educators and social and cultural policy makers (on awareness of the effects of child upbringing and the formation of secure attachment) with the necessary planning and investments.

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