



Vol. 6, Issue 3, 60-70, 2017

Academic Journal of Psychological Studies

ISSN: 2333-0821

ajps.worldofresearches.com

The Relationship between National and Religious Identity and Identity Processing Styles among High School Students in Qeshm Island

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A B S T R A C T

The propose of this study is measuring ((The Relationship between National and Religious Identity and Identity Processing Styles among High School Students in Qeshm Island)). For this study we have selected 402 people sample by using standard statistical method. For data collection we used two inventory Berzonsky (ISI_6G) and national and religious identity and double cluster sampling. For data analysis we used some of statistical method such as: Pearson correlation, Regressions by usage SPSS software package .Results of this study show: first, there is a positive relationship between National identity and identity informational style as well as relationship between National identity and normative style. Second, there is a meaningful relationship between religious identity and identity informational style as well as normative style. Third, there is a meaningful relationship between diffuse/avoidant style and national identity and religious identity, but these relations are less than other variables relationship.

Keywords: National identity -Religious identity -Identity Processing Styles- informational style- normative style.

INTRODUCTION

Identity is a response to questions: Who am I? And that part of the self that responds to this question is our identity. Identity formation, with a long history, has been an issue of interest to many theorists in psychoanalysis and humanism views but the concept of identity formation due to growth stages was first developed by Ericsson (1959) and his theory of human development became the infrastructure of next studies on the identity(Alcoff, 2006; Hall, 1992). Then the conceptual framework proposed by Marcia (1968), as the first researcher to study the issue of identity in a pure form, was followed-up more than about two decades(Marcia, 1980). But in the two past decades, identity studies in the view of psychology was followed by the researches of Berzonsky and his model has followed identity

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DOI: [In pressing](#)

To cite this article: Mohammadi, K., Eslami, A. (2017). The Relationship between National and Religious Identity and Identity Processing Styles among High School Students in Qeshm Island. *Academic Journal of Psychological Studies*, 6 (3), 60-70.

formation process (identity processing styles) than instead of studying the identity modes or stages (Berzonsky & Kuk, 2005; Berzonsky, Macek, & Nurmi, 2003). Erickson (1963) believes that most health problems among the 8's psychological-social development stages occurs during adolescence as the fifth step of development ((identity versus identity confusion)) as ((identity crisis)) and during this stage, the teenage either acquires a powerful (self) or becomes confused about the identity and his role in life and experiences in this stage of development can directly affect the later stages of life since the search for profession, values and beliefs begin at this stage and the questions like ((Who am I))? ((Where am I going))? And ((what would I be)) specify their experiences. Moreover, According to Erickson (1968), a sense of belonging to the country and culture (national and cultural identity) and spiritual beliefs (religious identity) are among the nine important issues in the acquisition of identity (Erikson, 1993; Lacković-Grgin, 2006).

According to Ericsson, identification is a process shaped based on childhood experiences but ultimate identity is established at the end of adolescence and it is higher than any individualistic knowledge that a person has had in the past (Sokol, 2009). In this period, weakness in decision-making in areas such as school, relationships with the opposite sex and drug abuse have more negative consequences than childhood and also the teens feel more responsible for their decision-making and its results more than childhood (Manshaee, Nuorifard, Geravand, & Alavi). As a result, the adolescent tries to make his emotions, thoughts and behaviors stable so that they do not change drastically from one situation to another. At the meantime, he tries to search the borders of his identity and present a unified sense of himself and the roles related to adulthood (Campbell, 2000; Estela Zarate, Bhimji, & Reese, 2005) and this is a process that Ericsson, Marcia have pointed out to some of its aspects and have tried to understand about its complexities and internal secrets (Marcia, 1967). In the meantime, receiving appropriate information and its correct processing for ((solving problems related to the self)) s an important part of the identity formation process in adolescents that Berzonsky (1994) has used the title of ((identity style processing)) and believes that these styles are a reflection of the orientations of the adolescents' information processing while building their identity and believing in their values and beliefs (Langaroody, 2016).

It was tried in this study to examine the relationship between national and religious identities with identity processing styles of primary high school adolescents in the Qeshm city with the emphasis on the effective factors and open a new gate to the research since the field of identity requires more research. We may be responsive to the problems of adolescents and youths based on accurate and scientific and see to what extent the national and religious identities are in line with their identity processing styles? And is there any significant relationship between them? The study has developed through the use of two questionnaires: one for finding about identity processing styles and the other for the national and

religious identities. With the data analysis, the researchers have sought the relationship between the national and religious identities and the identity processing styles in the sample.

METHODOLOGY

It is the correlation (descriptive or non-experimental) using the questionnaire.

Data collection tool and the validity and reliability:

A revised version of Identity Processing Styles Inventory by Berzonsky (1992) (ISI-6G) This questionnaire is a 40-question questionnaire in which 11 questions are related to informative style, 9 question to normative style, 10 questions to diffuse/avoidant style and 10 questions to commitment style while it should be concerned that the commitment style is used for secondary analysis and it is not an identity(Ghazanfari, 2005; White, Wampler, & Winn, 1998). Identity Style Inventory is a paper and pencil self-report scale and the questions' continuum is from strongly disagree to strongly agree based on the Likert scale scoring from 1 to 5. Some questions are inversely scored and the alpha coefficient of the whole scale is equal to 0.68 (Ghazanfari, 2005). Identity Styles Inventory (ISI) was first made by Berzonsky (1989) which was designed for measuring social and cognitive processes used by teenagers in the face of issues related to the identity as well as for showing an aspect of identity crisis as the cognitive processes involved in countering and problem solving among individuals in various stages of the identity crisis and then it was reviewed by him. Studies have shown that ISI has used complex linguistic structure since it is been designed for college students and implementing it among younger groups with lower education levels prevents the consistency of the research results with identity theory, so White et al. (1998) attempted to design a similar instrument with ISI with simpler linguistic structure. As a result, ISI-6G was designed for reading level for the sixth-graders. This was done using coping ability with the main version(White et al., 1998). Accordingly, the new scale was called identity style scale for sixth grade (ISI-6G)(Ghazanfari, 2005). In general, ISI-6G scale is parallel to the main scale and has a relationship different criterion sizes in predictive ways. White et al (1998) have reported the alpha coefficient for each of informative-normative and diffuse-avoidance scales in main ISI scales as 0.4, 0.67 and 0.77 and in ISI-6G form as 0.59, 0.64 and 0.78 respectively(White et al., 1998).

In Iran, various studies have used identity style in studying the students and university students (Ghazanfari, 2005; Rademacher, Wolfradt, & Schönplflug, 1999; Sepahvandi, Simin, & Farokhzadian, 2016). Berzonsky identity style scale has favorable reliability and validity and its psychiatric scale is been confirmed in various studies.

Table 1. Cronbach's alpha coefficient of Identity Style Inventory (ISI-6G)

Scale	Female	Male	Total
Total questionnaire	0.7	0.72	0.73
Informative style	0.65	0.70	0.67
Normative style	0.51	0.54	0.52
Diffuse style	0.63	0.60	0.62
Commitment	0.7	0.6	0.57

National and religious identity Inventory: The questionnaire is named as “the study of religious and national identity of youth in Tehran with an emphasis on influence of the family” in the study of Safiri and Ghafoori (2009) and has 90 questions among which 58 questions are related to national identity measurement and 32 questions measure religious identity (Appendix 2). The response to the questionnaire items is designed based on a 5-point Likert scale from strongly disagree (1) to strongly agree (5). The validity of the religious and national identity questionnaire is been measured by the researchers by Cronbach’s Alpha and the obtained coefficients have changed from 0.8 to 0.89(Lahsaeizadeh & Akbari, 2016; Pouryoussefi & Sharifnia, 2011). Moreover, the alpha Coefficient for both questionnaires are calculated in the present study and the results are presented in the table below.

Table 2. Cronbach's alpha coefficient used in the questionnaires of this study

Variable	National identity	Religious identity	Informative style	Normative style	Diffuse/avoidant style	Total
Alpha coefficient	0.856	0.736	0.726	0.834	0.741	0.886

In this study, six high schools (three female high schools and three male high schools) were selected among primary high schools in Qeshm in 201-2016 academic years using multistage cluster sampling and a class of seventh, eighth and ninth grades were chosen in each high school and the questionnaires were distributed among students. From the 427 questionnaires (224 boys and 203 girls), 402 questionnaires (208 boys and 194 girls) were fully coded and 25 questionnaires were incomplete which were excluded from the analysis.

RESULTS

In this study, the mean and standard deviation were calculated in the

descriptive results section to measure the strength of the association between variables in sample data group.

Table 3. Mean and standard deviation

	Mean	Standard deviation	N
National identity	2.003	2.515	263
Religious identity	1.155	14.072	295
Informative style	40.533	5.622	360
Normative style	33.631	5.138	361
Diffuse/avoidant style	28.417	6.568	362

Table 4. Correlation coefficient matrix between national and religious identity with identity styles

NO.	Variable	1	2	3	4	5
1	National identity	1				
2	Religious identity	0.338	1			
3	Informative style	0.284	0.242	1		
4	Normative style	0.350	0.277	0.347	1	
5	Diffuse/avoidant style	0.075	0.125	0.221	0.128	1

N=00 'P<0.0 "P< 0.01

Pearson correlation coefficient was used to access to useful results and answer research questions through study and analysis of research data by measuring the correlation between variables.

Questions (1): Is there a significant relationship between national identity and the informative identity style?

Table 5. Relationship between national identity and informative style

	Mean	Standard deviation	Correlation coefficient
National identity	2.003	25.515	0.284
Informative style	40.533	5.622	

Considering Table 5 and the obtained results ($P < 0.01$, $r = 0.284$), it can be said that there is a significant and positive relationship between national identity and informative style identity and $P < 0.01$ indicates a 1 percent possibility of calculated correlation of sampling error and there is a significant relationship between

national identity and informative style identity due to one percent error and as we mentioned in the first chapter, question sections and the research hypotheses, innovation in the research topic and the lack of access to similar study with the common topic forced us to pose a research question instead of proposing a hypothesis. In this section and in the examination of the results of data analysis and answering the research questions, there is no possibility of stating the consistency of research results with previous studies.

Questions (2): Is there a significant relationship between national identity and the normative identity style?

Table 6. Relationship between national identity and normative style

	Mean	Standard deviation	Correlation coefficient
National identity	2.003	25.515	0.350
Normative style	33.631	5.138	

The obtained statistical results as the correlation coefficient between the two variables ($P < 0.01$, $r = 0.350$) indicate a significant positive relationship. Also, the comparison of the results of the relationship between identity styles with national and religious identity show that the relationship between normative identity style with national identity style is the strongest and the obtained correlation coefficient is higher than the rest of coefficients.

Questions (3): Is there a significant relationship between national identity and the diffuse/avoidant identity style?

Table 7. Relationship between national identity and diffuse/avoidant style

	Mean	Standard deviation	Correlation coefficient
National identity	2.003	25.515	0.075
Diffuse/avoidant style	28.417	6.568	

We determined the correlation coefficient ($P < 0.05$, $r = 0.075$) to investigate the significant relationship between national and religious identity with diffuse/avoidant identity style and as it can be seen in Table 5, the relationship between the predicting and criterion variables is significant in this question. But this relationship is weak while being positive and the comparison of significance coefficients indicate that the significance coefficients between national identity and diffuse/avoidant identity style has allocated the least amount in the study to itself compared to the rest of the coefficients and has the lowest significance amount which is $P < 0.05$ and others are significant in $P < 0.01$.

Questions (4): Is there a significant relationship between religious identity and

the informative identity style?

Table 8. Relationship between religious identity and informative style

	Mean	Standard deviation	Correlation coefficient
Religious identity	1.155	14.072	0.242
Informative style	40.533	5.622	

The relationship between the religious identity style and informative style is the subject of research question number 4 and the results of data analysis show that ($P < 0.01$, $r = 0.242$) there is a significant relationship between the variables and the relationship is positive.

Questions (5): Is there a significant relationship between religious identity and the normative identity style?

Table 9. Relationship between religious identity and normative style

	Mean	Standard deviation	Correlation coefficient
Religious identity	1.155	14.072	0.277
Normative style	33.631	5.138	

Referring to Tables of correlation coefficient ($P < 0.01$, $r = 0.277$) shows the existence of a positive and significant relationship between religious identity and normative identity style but as we have seen in Question 2, the relationship between national identity and normative style ($P < 0.01$, $r = 0.350$) is stronger than the relationship of this style with religious identity.

Questions (5): Is there a significant relationship between religious identity and the diffuse/avoidant identity style?

Table 10. Relationship between religious identity and diffuse/avoidant style

	Mean	Standard deviation	Correlation coefficient
Religious identity	1.155	14.072	0.125
Diffuse/avoidant style	28.417	6.568	

There is a significant relationship between religious identity and diffuse/avoidant style and the obtained results ($P < 0.01$, $r = 0.125$) shows a significant but weak relationship. But in comparing this style with the national identity ($P < 0.05$, $r = 0.075$) it should be said that the relationship between the

diffuse/avoidant style and with the religious identity is stronger than the relationship between this style and the national identity.

CONCLUSION

As was mentioned previously regarding descriptive and inferential results, the results of the study indicated a significant medium positive relationship between informative and normative identity styles with national and religious identities and a positive but weak relationship between diffuse/avoidant identity style with national and religious identities. Examining these relationships and theoretical foundations and literature, one can infer that informative and normative identity styles may be a good predictor to know about the national and religious identities of the youth. Active and curious youths will achieve an acceptable amount of national and religious identity styles in accessing national and religious identities and their researches. But the norm-orientation of the people with normative style helps them to achieve the socially accepted components of the national identity more than adolescents with informative style and people with diffuse/avoidant style are very weak in achieving the national and religious identities and particularly the national identity with the hesitation they have in accepting and processing the information and people with this identity style face problems in accepting the components of national and religious identities compared to other styles. Theoretical foundations and literature of the research indicate that adolescents transit from the self-follower to other-follower mode at puberty and when entering the society and being accepted in the public and by asking the question "Who am I?" are after answering the question that where is their position among others? They acquire the required knowledge and information by relying on the sociability and obeying the norms of the society and adhere to a commitment that includes national and religious identities. This is a state in which adolescents reach a stage of rational growth that they can perceive the issues in formal and abstract forms and look outside them by exiting the "internal self" and ask themselves from the view of others that "Who am I?"

This is the time that if they stay in the confusion of identity and if they seek the help of diffuse/avoidant style in processing information, their hesitation will cause the lack of access to national and religious identities. In studying the relationships between identity and national or religious identities, many researchers have studied issues such as the usefulness and application of these issues in textbooks and globalization and global village relationships that indicate the important point that studying the concept of identity for life in the communication era is necessary. Accordingly, the authors of textbooks and teaching materials in the codification of the concepts used in the adolescence and youth should allocate some of the textbook parts to the concept of identity as a need and it is necessary for the Education Department authors to pay attention to

these issues at macro level and include the identity and national or religious identities issues as educational topics in the primary and secondary high school textbooks. Moreover, authorities should consider the point that globalization should be considered as a necessary subject in the national and macro level to join the global village and using communication in the communication era and in the 21st century and have certain and effective steps for introducing these concepts to students of the third generation in order to have better planning for the scientific, exact and psychological future plans for giving necessary awareness and increasing the knowledge of this huge stratum of the society.

Referring to the statistical analysis tables of data and obtained results confirm that the higher correlation between normative style and national identity compared to other styles is probably due to the population combination of Qeshm Island that can generally be divided to two groups of natives and non-natives (immigrants) and the people in both groups obey the norms of the society. With this high norm-oriented people, the high correlation of the two styles seem s to be natural since it is obvious that there is an expectation of the people in traditional societies to be normative due to low education levels, less access to the information and etc. and disobeying the norms would cause the fade of national identity. In this regard, West's cultural invasion issues are always hot issues in order to remind the people of their disobedience to norms. According to the results of this study, it can be stated that a single normative style cannot respond to the adolescents' needs in the communication era and this is the reason we should seek the informative style. Some of the results of the study attract our attention to this point that the Communication science, in the modern global village, has more adaptability to the current era although they can be norm-avoiding. The high coefficient of correlation of the informative style with the national identity in the results of the study indicates that the modern needs require individuals to replace the informative style with the normative one. In this field, the primary responsibility is on the shoulders of Education Department and related education institutions to pave the way for the replacement and style change and move in the direction of higher access of adolescents to information and they should ascertain that styles other than normative style may guarantee the identity and social acceptance of adolescents' behaviors. It is a requirement to give importance to this fact and plan for the formation of adolescents' identity based on the informative style and help students in having more and shallow information, making the load of information heavy, the processing of correct information and their commitment by proposing issues such as the critical thinking and rationality in the textbooks of the primary and secondary high schools. Such planning can help the rationalization of the education and successfulness of the national and religious identity.

Also, it is probable that the easy access of the third generation to information via mass media such as internet, satellite and the like has caused the weakness of the normative style and the strengthen of the informative style. Therefore, we should not afraid of the informative style and stick to the norms due to the fears. We should see that how can we strengthen the informative style in order to be an appropriate substitute for the normative style and national and religious identities receive no damage. In the end, it should be also noted that concept of identity and concepts related to it are important keywords that have allocated most of the studies in Social Sciences and Sociology, Political Sciences, Education Sciences and Psychology due to its importance and being an interdisciplinary major but there is still a place for discussion. The complexity in the definitions and the conceptual distinction and difference derived from the existing definitions give the necessity of the issue that the requirements of those interested to concepts related to the concept of identity can be an appropriate place of work for the researchers in order to make some of the complexities and ambiguities more clear.

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