



Vol. 7, Issue 2, 65-71, 2018

## Academic Journal of Psychological Studies

ISSN: 2333-0821

ajps.worldofresearches.com

### Identification and Anxiety among High School Students

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#### A B S T R A C T

The purpose of this study was to investigate the relationship between identification and anxiety in first grade high school students in Jahrom city (Iran) in the year 2017. The statistical population of this study is all first-grade boys and girls who have a total of 7768 people, of which 100 were randomly selected as the statistical sample. The research method is correlation and the relationship between variables is investigated. The instruments used in this study were two questionnaires, one of which was Adams & Banion's Identity Questionnaire consisting of 64 items and 4 sub-scales, Diffusion identity, early identification (Foreclosure), delayed identity (Moratorium), and Achievement identity (Successful). Another tool is Kettle's anxiety test. The results of data analysis showed no significant relationship between Achievement identity and anxiety. There is a relationship between early identity and anxiety. There is a significant relationship between Moratorium identity and anxiety. There is a significant relationship between Diffusion identity and anxiety. There is a difference between Diffusion, achieved, Foreclosure and Moratorium identity in girls and boys.

**Keywords:** Identification, Anxiety, Students.

#### INTRODUCTION

Undoubtedly, the adolescence period can be regarded as the threshold of individual personality formation (Allik, Laidra, Realo, & Pullmann, 2004; De Bolle et al., 2015) as one of the most important stages in the development of personality, a stage which, in both the empirical and theoretical domains, is considered to be the main culprit for the individual, since during that period the individual, a cognition that makes him aware of his position in the world around him (Callejas-Rodríguez, Villatoro-Tello, Meza, & Ramírez-de-la-Rosa, 2016; Gulbs, Kobets, & Ponomarenko, 2017; Larsen, Buss, Wismeijer, Song, & van den Berg, 2017). Along with social development, from childhood to adolescence, one learns what is right and what is wrong, but to reach this stage of the development of adolescents, they are undergoing various stages, which may depend on how he judges from good and bad, The slow and unobtrusive life of a child changes with the advent of puberty at the same time, first, a teenager will have a special idea of his own body (Bergin & Bergin, 2018). This mental conception is contrasted with the image that one sees in the mirror, and includes a physiological conception associated with psychological characteristics. Any kind of physical impairment makes the mental image of the teenager different from his own body. The mental image of the body gradually leads to the formation of its concept (Taleporos & McCabe, 2002). The concept itself is an organized body of self-

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DOI: [In pressing](#)

To cite this article: Mohammadi, K., Soleimani, S. (2018). Identification and Anxiety among High School Students. *Academic Journal of Psychological Studies*, 7 (2), 65-71.

perceptions that is at the level of consciousness; this concept consists of elements such as individual perceptions of its characteristics and abilities, and the perception of one's way of communicating with others and the environment, and the goals of individual ideals are combined (Santrock & Curl, 2003; D. D. R. Shaffer & Kipp, 2010; D. R. Shaffer & Kipp, 2013).

The development of its concept gradually leads to the formation of a person's identity. Personal identity is the distinction that a person places between himself and others and is a psychological and social structure, that is, it includes the mindset and beliefs that represent the individual and the way in which individual communication with others (Bar-On et al., 2001; Olson, 2015; Shoshani & Steinmetz, 2014; Sperry, 2018).

Every person tends to have a particular identity, therefore, he tries to recognize himself, at the same time he wants a privileged person and relates himself to a person or group of relatively privileged persons to achieve his position or, so-called, similar to itself, by virtue of which the privilege of the individual or that group is to some extent be held by the individual (Haslam, Reicher, & Platow, 2010; Sfard & Prusak, 2005). Identity and how it is formed is one of the major issues facing each person, which means that he should answer such questions as "where do I go?" The question of how many years will continue to be the search for identification or identification. The adolescent who is faced with this fundamental question knows that he must take responsibility for his life and ask himself: How should I live? With which beliefs and attitudes should I live? (Carr, 2015; D. D. R. Shaffer & Kipp, 2010; D. R. Shaffer & Kipp, 2013).

Most five-year-olds children believe that lying, stealing, or harassing others is wrong (Bitter, 2011; Holt, 2017). With age as their age grows, their perceptions change from commenting. Children gradually realize what lies are false, whether they differ in terms of borrowing and stealing, or the general damage to others is more likely to be dying than unintentional injury (Black, 2013). Therefore, the ability to judge ethical issues depends on Cognitive development of the child. Older children are better able to overcome concepts and make inferences about social relationships better than smaller children. Although growing cognitive abilities certainly play a role in the development of the right and wrong meaning of the child, they are equally involved with other factors (Dodge, 2014; Newman & Newman, 2017). The ethical behavior of children (the ability to avoid being criticized by the community and the interest in the well-being of others) depends on many other factors besides their level of understanding of ethical issues (Merrell, 2013; Serketich & Dumas, 1996).

Rapid cognitive development in adolescence and youth makes it easier for a person to judge ethical, religious, and religious issues, and to react more precisely and more complexly to these issues (Gummadam, Pittman, & Ioffe, 2016; Wallace-Broschious, Serafica, & Osipow, 1994). Also, the broad emotional and social changes and the exposure of adolescents and young people to living conditions and the expectations of parents, friends and relatives and new experiences in their social and cultural relations will increase their engagement with ethical and value issues, and their areas of growth it expands on these issues. The result is that young people face a wide range of internal and external changes and conflicts of diverse social, cultural and religious backgrounds, and should be a safe place for their survival and growth (Benhabib, 2002; Sherif, 2015). The task of choosing the right values and norms for life is also compounded by the complexity of these issues. On the one hand, adolescents and young people, acquire new capacities in understanding the moral and religious values and, on the other hand, have enough experience to deal correctly with the complex ethical, religious, and religious issues that arise in their everyday lives. However, they have to make a decision every day and every moment and choose a more appropriate way from different moral and value solutions. The main issue in this

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research is to investigate what is the relationship between identification and anxiety in high school adolescents?

### METHODOLOGY

The method of this research is correlation research and it examines the relationship between variables. The data collection tool is a questionnaire. The questionnaires were distributed randomly among 100 students and analyzed by spss19 software.

### RESULTS

Hypothesis 1: There is a significant relationship between achieved identity and anxiety.

**Table 1.** Pearson correlation coefficient for determining the relationship between achieved identity and anxiety in first grade students

Variable	N	Mean	SD	R	Sig.
Achieved Identity	100	37.85	5.55	-0.11	0.26
Anxiety	100	57.55	3.98		

As it is seen in the table 1, there is no significant relationship between the achieved identity and the anxiety. Therefore, the null hypothesis is verified and the hypothesis of the research is rejected.

Hypothesis 2: There is a significant relationship between early identification (Foreclosure) and student anxiety.

**Table 2.** Pearson correlation coefficient to determine the relationship between early identification and anxiety in first grade students

Variable	N	Mean	SD	R	Sig.
Foreclosure Identity	100	37.85	5.55	0.20	0.03
Anxiety	100	56.16	6.36		

As seen in the table 2, there is a positive and significant relationship between Foreclosure Identity and anxiety. Therefore, the research hypothesis is confirmed and the null hypothesis is rejected.

Hypothesis 3: There is a significant relationship between delayed identity and student anxiety.

**Table 3.** Pearson correlation coefficient for determining the relationship between Moratorium identification and anxiety in first grade students

Variable	N	Mean	SD	R	Sig.
Moratorium Identity	100	37.85	5.55	0.47	0.001
Anxiety	100	39.10	5.42		

As seen in the table 3, there is a positive and significant relationship between delayed identification (Moratorium) and the anxiety. Therefore, the research hypothesis is confirmed and the null hypothesis is rejected.

Hypothesis 4: There is a significant relationship between Diffusion identity and student anxiety.

**Table 4.** Pearson correlation coefficient for determining the relationship between Diffusion identification and anxiety in junior high school students

Variable	N	Mean	SD	R	Sig.
Diffusion Identity	100	37.85	5.55	0.16	0.01
Anxiety	100	40.22	4.37		

As seen in the table 4, there is a positive and significant relationship between Diffusion identification and anxiety. Therefore, the research hypothesis is confirmed and the null hypothesis is rejected.

Hypothesis 5: Diffusion identity is different between girls and boys. As shown in the table 5, there is a difference between Diffusion identities in girls and boys.

**Table 5.** T test to determine the difference of Diffusion identity between girls and boys

Diffusion identity	N	Mean	SD	T	Sig.
Girls	62	63.40	2.68	19.87	0.001
Boys	38	48	5.06		

Hypothesis 6: Foreclosure Identity is different between girls and boys. As shown in the table 6, there is a difference between Foreclosure identities in girls and boys.

**Table 6.** T test to determine the difference of Diffusion identity between girls and boys

Foreclosure identity	N	Mean	SD	T	Sig.
Girls	62	59.08	4.73	7.21	0.001
Boys	38	51.39	5.82		

Hypothesis 7: Moratorium Identity is different between girls and boys. As shown in the table 7, there is a difference between Moratorium identities in girls and boys.

**Table 7.** T test to determine the difference of Diffusion identity between girls and boys

Foreclosure identity	N	Mean	SD	T	Sig.
Girls	62	36.48	4	-7.80	0.001
Boys	38	43.36	4.70		

Hypothesis 8: Achieved Identity is different between girls and boys. As shown in the table 7, there is a difference between achieved identities in girls and boys.

**Table 8.** T test to determine the difference of achieved identity between girls and boys

Achieved identity	N	Mean	SD	T	Sig.
Girls	62	36.69	5.43	-7.69	0.001
Boys	38	45.97	6.47		

## CONCLUSION

Given the importance of identity formation in adolescence and its impact on personality and behavior, and the future of the individual, provision of conditions and consideration of factors associated with identification is one of the issues that have attracted researchers in recent years. Undoubtedly, the core of the "self-awareness" personality and the answer to the question "who am I?" Is that this question directly challenges the person's identity and in fact predicts it. People who have a turbulent identity are undoubtedly anxious and worried because they see themselves confused and suspended between the earth and the sky. One is not experiencing a crisis and not a commitment, which means the same dichotomy and a multiplicity causes anxiety. The group also gains identity, but without exploring it. Usually, when faced with a challenging problem, they often lose their fingers and feel anxiety and worry because they do not firmly believe in what they are doing and they only model the group.

The number of these people is undoubtedly too much that can relieve them from anxiety. They tend to increase their knowledge of events and occasions. These people often insist on their own beliefs that are very loose. In the course of this study, this study can save a person from a state of unrest and lead him to the side. It takes identity to move. In this identity, one needs to test him / her in different experiences in order to gain a deep knowledge of him. This type of

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identity is much more privileged than the identity because he is at least exploring and finally, these explorations complete his identity. The environment of life, personal relationships with family members, the amount of access to educational and cultural facilities, social factors, and all of these affect the development of identity in the individual, and provide appropriate educational and cultural backgrounds. It is important to have the educational facilities in the formation of a healthy identity.

The results of identity gain are reflected in different ways. When we see teens with more autonomy and more ability to communicate closely are those who have been able to explore their identity. The adolescent who has acquired the identity in his or her portfolio at the time of admission to the university is assuming responsibility and is responsible for carrying out the relevant assignments, including planning, studying, and all matters related to studying more successfully than others. Identity, in the next period, is younger, is undoubtedly more successful, that is, it is capable of establishing sincere relationships and does not feel isolated and anxious because of the tension and anxiety and low self-esteem in the decision making process. He is incapacitating and, in passing, makes him a weak person who does not come to the point and this person is undoubtedly prone to many psychological and social disorders.

We must also consider gender differences in identity issues, which undoubtedly shows the identity in different ways in the boy and the girl, for example, the girls pay more attention to co-operation, intimacy, and care for others, and they are individually responsible and it recognizes the identity of others, while the identity of boys is essentially shaped for independence, competition and individuality. Considering these differences in the family and society, the type of people's expectations undoubtedly is adjusted to them. Parents' expectations of children cause more psychological safety and less anxiety in the individual.

It should be noted that negative identity often occurs when parents and the community ignore the positive points of adolescence, do not support their successes and often deny the victim's label or supply. In this case, adolescent also denies the role and duties that the family or community finds appropriate for him, with ridiculous, aggressive and hostile behavior, and may perform abnormal behaviors.

Teachers who succeed to escape the identity crisis have a strong and decisive personality and a clear picture of themselves and the future. They set goals for themselves, act with self-esteem and have high self-esteem. They know what they want from life and where they will arrive, they believe in themselves, and with the skills they have learned, they can access career goals and marriages. They can find solutions or ask for help with issues and obstacles in their lives. Teenagers who have not been able to pass through the identity crisis do not have a clear picture of their growths, they are confused, untidy, and have a kind of lust and depression, and they get a negative image. In the identity crisis, the teenager has severe mental anxiety and discomfort and has doubts about his social, educational and professional activities. He does not know what to decide, there is no proper model and model for life, he does not have a standard for friendship, behavior she does not know the right sex, and in the religious and spiritual discretion the system of moral values and social obligations is confused. Some parents do not understand and criticize the particular situation of adolescents, just when he needs to be friends and understandings. They have the teenager faces many contradictory contradictions in the identity crisis. These contradictions lead to adolescent counter-behaviors that may be the result of parental behavior. If parents understand the inner crisis and the contradictions of the teenager and they can come to a common understanding with each other, the probability that the adolescent will not be rebellious against their parents will be increased. Parents are advised to consider the rebellion and opposition of adolescents to the signs of growth and the characteristics of adolescence and do not consider these changes permanent. Knowledgeable

parents do not put a sense of change in their beliefs and goals because they know that she has a lot of opportunities to test and choose the best and most suitable one, and as the age grows, they will gain more consistency and gradually move.

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