THE RELATIONSHIP BETWEEN IDENTITY STYLES AND ANXIETY WITH ACADEMIC ACHIEVEMENT TENDENCY

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Abstract:

Introduction: Identity is one of the most important topics of adolescence. Identity is a construct of psychological-social formation where the seeds are sprinkled in the years before adolescence. The main characteristics of identity are choosing values, beliefs and purpose of life.
Objective: Therefore, fostering and strengthening academic achievement cannot be enabled unless by finding effective and confounding factors, so in this study the relationship between two variables of identity and anxiety with the academic achievement is investigated.
Methods: The subjects were 390 high school students, and selected through random sampling among the schools in Rasht, and completed identity questionnaires of Burzynski, Goldenberg and Hillier's mental health questionnaire, and McInerny and Sinclair academic motivation test.
Results: The results showed negative correlated of (r=-0/28) between identity styles in girls of Rasht high schools and anxiety , that is significant relationship (p<0/001).There is a negative correlated (r=0/72) between Anxiety and pursued of female high school students of Rasht that is a statistically significant and positive relationship (p<0/001).
Conclusion: It could be claimed that, informational identity and anxiety are two factors affecting the academic achievement tendency, so we should think about physical and mental health of students.

Key words: Identity Styles, anxiety, academic achievement tendency.

INTRODUCTION:

Term Identity has become popular of Decade1950. Identity One Structure Psycho – social That Seed Shaping That in Years preadolescence. Erickson andother psychologists believe that, having a tendency to identification begins of adolescence. Of main characteristic identity, values and beliefs and life objectives; identity formation in adolescence with growth mind and feel, moral growth, emotional growth and self-esteem are strongly related. Of Term Factors that

may affect the identity growth the personality, family, school and society small and large. Identity is related with personality characteristics, flexibility, openness of mind and miss bias in contact with values and beliefs to form mature identity.

According to Ericsson, the school which provides opportunity , the school and university which provides opportunity to make individual choices life and formation of a stable identity, helping. Andprovide a framework fordecisions andsolving problemsand counter witheveryday problem provides(Bakhshayesh and RezaeeMoghadam, 2011).

The main work of a school construction man in two dimensions major ,school and soul or psyche senses. Keep the mental health or psychological health of school of the students is basic working.Every society expects of schools thatindividuals with of personality balance adjustment, with Sentiment, social, with confidence, responsibility,, reasonable and just boring. The school should be able should education healthy humans. Ginsberg to quote students and graduate topic members of the community themselves and their environment could be mastered skills (Milan Far, B., 1999).

One of the important tasks for humans, the process of identity formation and psychological health of an individual is directly related to the development of successful identity (Erikson, 1968).

In order to the different definitions of identity,Berzonesky a cognitive - social perspective offered. That the procedures different people in different positions for decision making, problem solving and discovery of information is used, will bright. He basis these conclusion three processes-oriented or informational identity styles, norms and presents avoidance.

People with information identity style, his observations are skeptical and tend to delay judgment on the events around them; Until that they're processed and the informed evaluation. Informational identity style directly with your reflection, Focus on the problem , Style rational epistemology, large need to recognize,   Decision on map ,Consciousness and openness for experience is relevant.

People with normative identity style due to adherence to of expectations and perspectives of important people in their lives, whit faced with conflicting identities. These people are very defensive toward lower tolerance for ambiguity and need to structure.

People with avoidant identical style personal problems to postpone their write here.And are not desirous for encountering conflicts and their problems. Their behavior and decisions affect the situation. This type of identity style with a low level of awareness, consciousness and cognitive durability and high level decision making and cognitive strategies dysfunctional, is directly related (Berzonesky, 1992).

Health, human inception in the Middle ages and was for many ages, Sometimes mentioned it is,Generally, the physical dimension, considered and a few other aspects of that particular attention is the psychological dimension (Khrzayy et al, 2005).

In the process of development, children and adolescents can experience a wide range of anxiety. of one anxiety test anxiety.

Test anxiety is one of the important issues (Lashkari Pour et al, 2006). Test anxiety a common and important phenomenon, education closely tied to the performance and academic achievement in children and adolescents (Abolghasemi, 1999, McDonald, 2001).

Test anxiety is a general term that refers to a specific kind of anxiety in individuals with social phobia may be doubt about their abilities and that power reduces outcome deal with situations such as the location of are the test, Situations that individuals put exposed to evaluation and are required to solve a problem or issue, Thus stated that Person suffering from

test anxiety that knows the course materials But his intensity of anxiety are prevented that you exam to show that their knowledge Individuals with high test anxiety are forced into activities unrelated to the performance of these behaviors damages (dads tan, 1997).

Research findings Ran Pack et al (2011) showed that that achievement motivation with learning and academic achievement and the incidence of negative thoughts and emotions such as stress, anxiety, leading to functional decline is related accordingly, the people who have high achievement motivation and desire,In all fields, particularly in the fields of education, perseverance and effort would high.

Test anxiety,mental health threatens students and effectiveness, talents flourish, personality formation And social Identity their affects negative effect   (erjen, 2003).

With regard to education authorities have always tried to the costs that may be required. The need to provide the future and always try to resolve their problems and Particular attention to recently On mental health issues are identified Anxious students and their explore with other dimensions of life and their education is a priority. Rarely happens during the process of not observed in adolescents anxiety crises sometimes this anxiety gradually to abruptly ends within a few hours but regardless of how the incidence of severe anxiety, a feeling of unity, it is fundamental that fewer adolescents with that is foreign(dads tan, 1992).

Therefore In this research to study relationship between identity styles and anxiety with a tendency toward academic achievement. In students will be discussed.

Methods:The sample included 390 high school students were the by stratified random sampling from among high schools in Rasht city were selected.

FINDINGS:

Table 1 shows the correlation of test results Identity styles with anxiety in this sample have been reported.
Table 2 also Correlation scores of variables case study anxiety with tendency toward academic achievement .And their significance levels are presented.

Table 1 - Results of correlation test between identity styles and with anxiety girl students

Variables	r	P
Identity Styles	-0/28	0/001
Anxiety		

Table 2 – Results Test correlation between anxietyWith Tendency to academic achievement

Variables	r	P
Anxiety	-0/28	0/001
Tendency to academic achievement		

As can be observed in Table 1.Between Identity styles With anxiety level $p < 0.001$ there is a significant negative correlation. Also, the between identity styles with anxiety girl students high school city of Rasht

Negative correlation (r=0.28) and the anxiety with tendency toward academic achievement .Girl students high school city rasht. There is a relationship correlation (r=0.72).

CONCLUSION:

The purpose of the present study investigates the relationship Identity styles and anxiety with tendency of academic achievement among students. According to the findings of this research were observed

that between identity styles with anxiety there relation girl students these findings with the findings of other researchers that identity styles With anxiety Girl students there is a line (Sherbaf, Rohani Sheik, 2009, Berzonsky and Kuk, 2005).

Findings this study showed that anxiety   tendency to student achievement there a significant positive relation female the finding with the findings of other researchers that anxiety tendency is consistent With academic achievement (Janik, 1996, Juretic, 2008, LashkarPur, Bakhshani, Soleimani, 2006).

Therefore, we conclude among the identity styles,Information identity have higher in contrast, anxiety, and academic performance and better results whatever anxiety are more of a tendency to have lower academic achievement the that said, Knowledge school students about identity to rise to the factors affect academic performance, such as reduced anxiety and reduced academic performance must prevent.

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