The relationship between identity styles with emotional self-regulation styles and target-based orientation in high school students

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ABSTRACT

The main purpose of the study is to determine the relationship between identity styles withthe emotional self-regulation styles and target-based orientation among first year high school students. This study is a correlation type of study. The number of the sample was about 402 first year girl high school students being taken up by the clustering method in this research. Berzonski (1989) identity style questionnaire, Midgholi et al (1998) target-based orientation questionnaire and Mars (1998) emotional self-regulation questionnaire were applied to gather the related data in this present study[14]. The multi-regression analysis was applied in order to analyze the data by step-by-step method using SPSS Software. The results of the research showed that there is a significant positive correlation between the informational identity style and normative identity style with the entire styles of emotional self-regulation but there was shown only a significant negative relationship between the avoidance-confusing identity style with two behaviors and focus on emotional self-regulation change styles in this pavement. In relation to the identity styles with the progression targets, there is a positive significant correlation between the informational identity styles with skillful target-based orientation but it has not got positive significant relationship between the normative identity styles with skillful target-based orientation and avoidance-functional orientation. The results of the multi-regression analysis by step-to-step method showed that the normative identity style has got the highest part in predicting the emotional self-regulation. Then, the informational style and finally the avoidance-confusing style (negative style) predicted the emotional self-regulation, respectively. The results of the multi-regression by step-to-step method showed that the normative identity style has got the highest part or degree in predicting the skillful style of the progressive targets; then, the informational style and avoidance-confusing style predicted the highest degree of the skillful style. The normative style has got the highest degree in predicting the avoidance-functional target-based orientation and then the avoidance-confusing style predicted the avoidance-functional target-based orientation.
Key words: identity styles (informational, normative and avoidance-confusing), emotional self-regulation, progression purposes (skillful targeted orientation, approach-functional and avoidance-functional)

INTRODUCTION

Erikson (1968) defines the identity as the perception of the self that it is subjected to the combination of the past, present and future experiences[4]. In the definition of the identity, many researchers have emphasized on the structural aspects of the identity (identity status) [28].Maria has placed own framework on three main hypotheses originating from Erikson theory [4]. Marcia categorized four commitment, exploration, and decision-making identity status. People with high exploration can be established in Moratorium Identity Status and Achievement Identity Status. The difference of these groupsis that people with achievement identity have commitment towards the special targets while people with moratorium identity do not have this commitment identity. People with Foreclosure identity status have exploration identity and people with Diffused identity status do not make any exploration or critical identity status [28].Another group of researchers have been conceptualized the identity as a process [14]. Based on this, Berzonski stated three identity processes:

1. Information identity style: young people and adolescents have this kind of automatic and active identity carrying out their information process as exploration-based targets. These people feel

higher need to recognize and their complex cognition affairs. They little carry out others confirmation; they trust their own judgments in facing with new people having higher acceptance potentially.

2. Normative identity style: adolescents have this kind of identity style but acting as normative; these people come along with important people's expectations and experiences making tendency towards the internalization affairs for the group values

3. Diffused/avoidant identity style: adolescents with this kind of identity style try to avoid the problems of the identity adjusting their behavior based on situational factors and applying the cognitive approaches [14].

The main subject of Berzonski's theory is subjected to the identity structure; according to his viewpoint the commitment is a basic element in the construction of the identity and by the help of the commitment, the behavior adjustment can be provided in this pavement. He says that the commitments can influence on people's behavior directly as a balancing variable along with an interference of other identity variables [7]. The results of some researchers showed that the identity structure is relying on the personal issues influencing on the targets' orientations [12,5,21]. Along this in a new study led by Was, [20],the relationship between the identity styles and the progressive targets, they concluded that there is a relationship between the students' educational identity status and their target-based orientation issues; also Milner and Ferrari (2010) in their studies showed that the information identity style has a positive relationship with the target-based orientation while the normative identity style has a better function in predicting the target orientation affairs. The diffused/avoidant identity style does not have any relationship with none of these target-based orientations[12]. The progression target was designed by Dweek (1986) and Nicholas regarding to the resources of the progressive motivation as the most sophisticated predictors of the behavior[18,5].cognition and emotional affairs of people in relation to environments where people make their own educational and skills in this pavement [23]. Murayama and Elliot (2008) have defined the progression targets as the sign of personal issue going towards the commitment process conducting their future actions in this case[22]. Ames (1992) defines the progression targets as a cohesive pattern for the whole beliefs and emotions with making behavioral targets in this path. These targets could be obtained by many various approaches and ways such as reaching towards the activities of the progression pattern. Other researchers have defined the progression targets as the emotional-cognitive designs in this case [18,24]. Kaplan and Middelton (2001) consider the progression targets as the behavioral targets depending on a special situation being followed by the personal perceptions[21]. Atkinson considered the progression targets as an option or choice. The acceptance or tendency towards superior criteria could be considered for the progression targets. This model is going to recognize what success will be followed for the progression targets by a person? (Reeve Marshal). The target orientation has been also considered as the Mastery Goals and Performance Goals and Performance/Avoidance Goals by many different researchers[21,18].they categorized the Mastery goals into two mastery-approach and mastery-avoidance sections. In fact, the theory of the progression targets represents the students' various situations regarding to their progression; it is imagined that these targets can specify the students' behavior and paths conducting their educational tasks [1,27]. Hence,the progression targets can be considered as a framework for the social-cognitive affairs that a person can apply it for processing the situations and information when facing with tasks and challenges[24].In the other hand, the results of other studies have shown that the identity styles has relationship with mental health (self-regulation and emotional issues)[14,11,8]. Berzonski (2003) indicated that the lack of commitment makes a strong bond between people with avoidance identity style. Inaddition[14],various studies have shown that the diffused identity people have higher problematic issues in compare to people with normative identity style; these may be subjected even to their eating, going to school, interior mental problems and depression as well as drinking alcohol and abuse of drugs; indeed, the emotional self-regulation is one of the most efficient sophistication issues in this regard.According to Shunk (1991) students motivating to reach to their targets act and achieve activities without any beneficent consequences. In fact, the self regulation can increase the process of learning raising the motivation and self-regulation for reaching to new targets. Due to the mentioned issues the main question of the study is that: do the identity styles have relationship with the emotional self regulation and what these identity styles have predicting role in adolescents' emotional self regulation affairs? Also the researcher of the present study aims at responding to the question whether there is a significant relationship between the identity styles and progression targets statistically? What these styles can predict in orienting adolescents towards their targets? Shokri et al (2007) concluded that the informational identity style can influence on the commitment, independency[8], environmental fluency and positive relations with others. The normative identity style has also negative influence on the independency but it has positive impact on the commitment. The diffused/avoidance identity style has positive impact on the independency,

environmental fluency and personal growth but it makes negative impact on the relations with others and targets. Also, the avoidance style has negative impact on facing with problems psychologically. Ghorbani et al (2013) stated that the identity dimensions can play key role in personal excitement intelligent as one of the most necessary elements of the life. This study emphasizes on the necessary of attention to the identity role and its efficient understanding over adolescents[13]. Abdi et al (2008) showed that there is a direct relationship between the identity styles of information and normative with personal self efficient imagination and diffused identity style and commitment in 90% confidence level [10]. The correlation between the informational identity style with group self-imagination and normative identity style has strong relationship with Afghan students.

Identity styles and target-based orientation (progression targets): Bahadori et al (2012) showed that the life meaning has significant relationship with informational and normative identity style but it has again negative relationship with diffused/avoidance identity style[1]. There is a significant relationship between the gender in life variable and informational and normative identity styles. Hence, people with various life attitudes have taken up some different viewpoints for themselves. Also there is carried out a study regarding to the representation of the happiness model based on identity dimensions with the target-based intervention. The results of the path analysis showed that the path of personal identity has the strongest impact on the positive emotion as an intervention [2].

Identity styles and emotional self-regulation: Tajjari et al (2011) showed that there is a positive significant relationship between the target-based progression issues and emotional self regulation. These three types of approaches have significant positive relationship with together. Also there is a significant difference between the scientific subgroups regarding to emotional self regulation affairs. The technical and engineering and base sciences students apply high self-regulation issues in compare to humanistic students. There was no observed any difference between female and male. The humanistic students were skillful than other students. Shirdel et al (2013) concluded that there is a significant relationship between the self regulation learning and students' progression motivation[10]. There is of course significant relationship between the self regulation approaches. However there is no found a significant relationship between the progression motivation and gender. Berzonski and Cock (2005) showed that people with diffused/avoidance identity style have lower tolerance in compare to informational and normative identity style[14]. Indeed, the diffused/avoidance identity style has positive relationship with low self esteem and depressive reflections as well as mental disorders; as a consequence, they have little public health. People with informational identity style have occupational targets and educational affairs flexibly. Liza Bush and Noel Ackard showed that the relationship between informational and normative styles is positive; there is a negative correlation between the diffused/avoidance identity styles and there is a negligible negative correlation between the normative and diffused/avoidance identity styles.

The correlation between the commitment and informational identity style is positive and there is a negative correlation between the commitment and diffused/avoidance identity style.

Identity styles and target-based orientation (progression targets):

Was, Harthy, Stack-Oden and Saacson concluded that there is a relationship between the students' educational status and target-based orientation[9]. The distribution of the educational identity has a negative relationship with mastery target-based orientation and this has also positive relationship with avoidance target-based orientation. Miller and Ferrari (2010) concluded that the informational identity style has a positive relationship with mastery target-based orientation while the normative identity style is a better predictor for orientating the functional target-based issue. The diffused/avoidance identity style did not have any relationship with other target-based orientations. Also the results showed that the third year and last year students have been categorized in the informational identity style in compare to the first and second year high school students.

MATERIALS AND METHODS
The present study is a descriptive research with correlation based type of study. Hence, it is applied the correlation-descriptive type of study.
Sampling method and sample volume:
The clustering sampling method was applied in order to gather the information of the sample. In this sampling method the volume of the sample was specified by the use of Cochran formula. First, among 21 districts of Tehran the districts of 18, 12, 3 and 2 were taken up and about 12 schools were also selected randomly in this relation; of every school about 35 students (a one class) were selected that about 402 ones of girl students in first high school were selected for the related study.
Measuring instrument of the research: identity style inventory (ISI-6G):

This questionnaire evaluates three identity styles of information (adaptive), normative and diffused/avoidance (non-adaptive) identity styles including 40 questions; the response of every question is based on the Likert five degree domain (completely disagree= 1 to completely agree= 5).

Target-based orientation questionnaire of Midgoli et al (1998):
This questionnaire has been designed by [28]; this test has 18 questions that its response is similar to the seven likert based scale. There are three subscales as following in this case:

1- Mastery targets
2- Approach-based function
3- Avoidance/function

Data analysis method:
Pearson correlation coefficient was applied in order to analyze the related data; of course the multi regression statistical model was also used to investigate the research hypotheses. SPSS statistical software was also applied in order to facilitate the analysis of the study.

RESULTS

Table 1: correlation coefficient of identity styles with emotional self regulation styles

	Information style	Normative style	Diffused/avoidance style	Cognitive style	Behavioral style	Focus on situational change	Focus on emotion change	Reduction of negative emotions	Increase of positive emotions
Information style	1								
Normative style	0.44**	1							
Diffused/avoidance style	-0.145**	-0.039	1						
Cognitive style	0.347**	0.465**	0.025	1					
Behavioral style	0.253**	0.273**	-0.131**	0.257**	1				
Focus on situational change	0.306**	0.325**	0.097	0.657**	0.684**	1			
Focus on emotion change	0.266**	0.37**	-0.114*	0.711**	0.843**	0.621**	1		
Reduction of negative emotions	0.307**	0.357**	0.07	0.762**	0.826**	0.781**	0.827**	1	
Increase of positive emotions	0.242**	0.272**	0.092	0.528**	0.705**	0.689**	0.657**	0.442**	1

The data in table 1 shows that there is a significance positive relationship between the whole emotional self regulation styles but it has negative significance between the diffused/avoidance identity style with two behavioral and centralized of emotion change (sig<-0.009; R= 0.131) (sig<-0.022; R=0.114).

Table 2: correlation coefficient of identity styles with progression targets

	Information style	Normative style	Diffused/avoidance style	Mastery target orientation	Functional-approach orientation	Avoidance/functional orientation
Information style	1					
Normative style	0.44**	1				
Diffused/avoidance style	-0.145**	-0.039	1			
Mastery target orientation	0.354**	0.356**	-0.178**	1		
Functional-approach orientation	0.173**	0.239**	-0.060	0.410**	1	
Avoidance/functional orientation	0.095	0.148**	0.129**	-0.275**	0.432**	1

The data of table 2 shows that the identity information style has positive correlation with mastery target (sig<-0.001; R=0.354) and approach-functional (sig<-0.001; R=0.173). Also the normative style has significant positive correlation with mastery target style (sig<-0.001; R=0.239) and approach-functional target orientation (sig<-0.003; R=0.148); in the end, the style of avoidance/diffused identity has a negative

correlation with mastery style (sig<-0.001; R=-0.178) but it has significant positive relationship with avoidance/diffused identity style.

DISCUSSION

The results of the study showed that the information identity style has a positive significant relationship with the whole emotional self regulation identity styles. In the representation of these results, Berzonski (1999, 2000, and 2004) believed that people with information identity style are more active seeking their own tasks; they are hesitated towards their own beliefs seeking their own frameworks actively experimenting any experiences in this pavement [14], It seems that this interest and struggle is suitable for changing the self regulation identity and the obtained relationship confirms the related conclusion in this study. Also the results of the present study indicated that the normative identity style has a significance positive relationship with the emotional self regulation identity styles. Berzonski and Cock (2000) believed that people with normative identity style apply their own experiences potentially; thus it can be concluded that people with normative identity style have higher self regulation affairs; although this may be adaptive with the external regulations[14], but in the other hand the results of the present study showed that the diffused/avoidance identity style has a significant relationship with two behavioral styles and focusing on the emotional self regulation change. In the representation of these results according to Berzonski theory (1997, 2004) people with avoidance/diffused identity style are reluctant when facing with decision-making issues; they avoid of any problems; the temporal situations can determine their happiness and behaviors[14]; they cannot make their own balance with the related problems;as a sustainable structural case, it can be concluded that people with avoidance/diffused identity style are not able to refer to a cohesive and regular based system and internal identity stability and adjust their emotional behaviors. Also, these results are coincident with DolingeroudVelinger (2002) showing that these people have lower self esteem and negative imagination with deficit self regulation. The results of the study showed that the informational identity style has significant positive relationship with the mastery target-based orientation and functional-approach target-based style. The normative identity has positive significant relationship with the mastery target-based orientation and avoidance/functional identity style but the avoidance/diffused identity style has negative correlation with the mastery style but it has positive significant correlation with avoidance/functional style. Along this, Berzonski (1993) believes that people with information identity style act logically in terms of identity issues showing higher mental struggles in this pavement. Unfortunately they show hesitantly reflections towards their own judgments[14,1,15,3,21,18]. In the other hand, the research results showed that students with negative orientation (mastery style) increase their problems when facing with problems changing the whole strategies effectively trying to find a solution [18]. These changes between the information identity style and mastery target-based orientation represent some important features between these two variables commonly; the concepts like mental struggle, problem-based overcoming approach, target-based exploration and adaptation have positive relationship with the same process as the intervening factors in this pavement. Also the positive relationship between the normative identity style with mastery target-based identity style and two other cases seem not to be coincident with the results of the studies in this study.Probably it can be concluded that people with normative identity style apply other progression targets styles for reaching to their own conditions because these people are not relied on the internal values. In general, about 1.20% of the variance is subjected to the emotional self regulation being represented by the same variables; in relation to the relationship between the information identity style with self regulation, these results are coincident with [14].representing that people with information identity style are really hardworking, self regulator having high self esteem, interior people with internal control resources, self conscious having higher problem-solving ability. Along this, the results of Shokri et al (2007) also showed that the information identity style can influence on the commitment, independency[8], environmental fluency and relations with others and life target that this is coincident with the present study result. Also the relationship between identity style of avoidance/diffused with self regulation showed that (Berzonski and Cock, 2005) people with avoidance/diffused identity style have lower independency and excitement in compare to information identity style[14]; in fact, the avoidance/diffused identity style with low self esteem, depression reflections and mental disorder have positive relationship in this relation; people with this style is roughly subjected to other cases in compare to the related styles. As a result, these people have lower public health in this regard. Along this, DolingerdVelinger also showed that people with avoidance/diffused identity style do not have enough decision-making power or ability making their decisions hesitantly. The control resource of these people is external having with instable excitement behaviors; these people have low self esteem with negative imagination and deficit self regulation[13]. The function of these people is very weak releasing their tasks incomplete; also ther are not successful in their educational issues and life having little independency. Also

the results of this research with the results of Abdi et al (2008) research showed that the relationship between the information and normative identity styles is significant with the personal imaginative affairs directly and the relationship with the personal and group self imagination process is also significant in this regard. Also the results of this research in terms of the normative identity on the commitment is coincident with the results of Shokri et al (2007) study; although this commitment may be higher than the environmental content for adjusting the emotional moods and internal conditions of a person, it should be roughly paid attention in this case[8,10].

The identity styles of information, normative, diffused/avoidance and progression targets of mastery style, approach-functional style and avoidance/functional style can be predicted among the first year high school students. In the representation of these results, both personal and environmental factors are really determinant cases; this has been also confirmed by the personal self imaginationidentity structure potentially [12,28,12]. Along this, in a new study Was, [18] concluded that there is relationship between the identity styles and progression targets on 407 high school students. The lack of educational identity has a positive correlation between the functional target-based identity style and mastery target-based orientation but it has negative correlation with avoidance/functional identity style and distribution of education system. Also the results of this research is coincident with the results of Miller and [24]; they concluded that the information identity style has a positive relationship with mastery target-based orientation while the normative identity style is a better predictor for the functional target-based orientation. The avoidance/diffused identity style does not have any relationship with target orientations. Also the results showed that third year and last year high school students have been categorized into the information identity style. In the end, due to the obtained results of the research and other new studies the relationship between the identity style and target orientation should be paid attention potentially. Since Kaplan and Fleum (2010) believe that the identity styles can construct a mental framework that it is efficient for representing the challenges and situations and giving a standard definition for the entire actions conducting an adaptive challenge in this pavement[24]. Thus it can be concluded that the identity style is one of the most important predictors in target orientation. In relation to the normative identity style, it can be stated that our country educational system has roughly emphasized on the recent frameworks praising the reference groups for their assimilation in this pavement. Most students apply the normative, mastery target-based orientation for reaching to their own requirements and educational expectations; in the other hand, since these people have harshly emphasized on the normative identity style, it is expected that the target-based orientation should be coincident with the results of this study; it seems that the intervening variables such as high assimilation with power references and suitability of the requirements and others' expectations can represent this relationship potentially. Due to the above mentioned issues, the normative identity style can be pointed to the progression targets prediction; it seems that more studies are required for representing the related relationship in order to give a suitable conclusion particularly in educational affairs regarding to the school and college-based educational issues[27].

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