

Extended Abstract

The mediating role of academic motivation in the relationship between academic identity and emotional well-being dimensions

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Introduction

Identity formation is one of the most important topics in personality development at adolescence and has significant consequences in later lives' stages. Academic identity is one of its dimensions which refers to competence, goals and self-efficacy beliefs and emotional experiences in school setting. Academic identity includes 4 dimensions of achievement, diffusion, foreclose and moratorium academic identities. In academic domain, emotions and motivations are fundamental. So, emotional well-being and academic motivation were considered to focus in this study. Emotional well-being consists of positive and negative emotions and their ratios. Higher positive emotions and lower negative emotions indicate emotional well-being. Academic motivations refer to the processes that leading to learning and success. These motivations included three dimensions of intrinsic, extrinsic and amotivation. Furthermore, it seems that academic motivations are affected by academic identity and lead to emotional outcomes such as emotional well-being. Thus, the aim of present study was to investigate the relationship between academic identity and emotional well-being dimensions (positive and negative emotions) considering the mediating role of academic motivation.

Research question

1. Do academic identity dimensions predict emotional well-being dimensions?
2. Do academic identity dimensions predict academic motivations?
3. Do academic motivations mediate the relationship between identity dimensions and emotional well-being dimensions?
4. Does the study's conceptual model fit to the sample group's data?

Method

This study was descriptive and correlational. The study population included all of Yazd high school male and female students. The sample group included 377 high school students (180 girls and 197 boys) who were selected by multistage cluster sampling. Academic identity (Rahimi Nejad et al.), academic motivation (Vallerend et al.) and emotional well-being (Keyes and Magyar-Moe) scales were administered. Cronbach alpha indicated acceptable reliability for the measures.

Results

Research hypotheses were verified by the path analysis. The results showed the positive and direct prediction of positive emotions by successful and foreclose identities. Confused identity had positive and direct impact on the negative emotions. Intrinsic motivation predicted positive emotions, positively and extrinsic motivation and amotivation predicted negative emotions, positively. Furthermore, the positive effect of successful identity on positive emotions through intrinsic motivation and positive effect on negative emotions through extrinsic motivation was significant. The impact of confused identity through intrinsic motivation on positive emotions was negative and the effects of all four identities

on negative emotions with the mediation of amotivation were significant. Fitness indices confirmed the final model of the study. Achieved academic identity had the most powerful impact on positive emotions as well as the effect of confused academic identity on negative emotions.

Discussion

In general, the study findings showed that the status of identity has direct and indirect effects (with the mediation of motivate orientation) on emotional well-being dimensions. Self-determination theory explained these findings. Furthermore, it suggests that educational environments emphasize the intrinsic motivations through academic goals, instructional approaches and school climate.

Key words: Academic identity, Academic motivation, Emotional well-being dimensions

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