

The Ways to Strengthen the Factors Affecting Identity in High School Students

Reza Saadatmehr¹, Aram Karimian², Ensieh Babaei³, Fereshteh Bakhshian^{4*}

¹PhD Student of Nursing, Department of Nursing, Golestan University of Medical Sciences, Gorgan, Iran

²Department of Emergency Medical Sciences, Faculty of Paramedical, Kurdistan University of Medical Sciences, Sanandaj, Iran

³Assistant Professor of Psychology, Payame Noor University, Tehran, Iran

⁴PhD Student of Psychology, Department of Psychology, Faculty of Social Science, Razi University, Kermanshah, Iran

*Corresponding author: Fereshteh Bakhshian, Department of Psychology, Faculty of Social Sciences, Razi University, Kermanshah, Iran. Email: fbakhshian1365@yahoo.com. Tel: 09121464553

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Abstract

Background: Due to the formation of identity in adolescence and the importance of this subject in this period and also many factors playing an important role in this field, this study aims to identify ways to enhance identification in high school students.

Methods: This is a qualitative study conducted by Delphi method. Twenty-five psychologists and sociologists in the field of education were selected to participate in the study. Experts received 5 full-fledged questions about the ways to enhance identity in high school students. After receiving the forms, experts' opinions were categorized and semi-structured, then, in a four-step Delphi, a consensus was reached among the experts in this field. The Kendall Coordinating Coefficient was used to examine the agreement between the experts and Friedman's test to rank each of the enhancements of adolescents' identification factors.

Results: Findings showed that among the proposed methods by the experts, 13 factors were agreed upon by the experts. The highest rank is to increase self-esteem and the lowest rank is preserving cultural values.

Conclusion: According to the results, holding educational courses for parents and students, equipping and enriching schools, and taking into account extracurricular activities to facilitate easy identification of the students is recommended.

Keywords: Identity, Identification, Student, School

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1. Introduction

Adolescence is often regarded as a transitional period of childhood dependence on the independence and responsibility of youth and adulthood (1). The period of adolescence is a period in which the identity crisis dominates the person's psychological organization because the teenager is hungry for his identity. He/she searches for various and sometimes conflicting values and evaluates them, ultimately the basis of identification is created for him/her (2). At this stage, the coherence of various aspects of body, sex, and self-image is formed as a unit identity and answering the fundamental question, "Who am I?", Gradually develops in the minds of the teenager (3). Noonan sees identity as the organization of an inner self including its structure, belief systems, aspirations, beliefs, skills, and separation history (4). By definition, identity is a set of meanings that a person uses for his definition (5). Formation of identity is a process that lasts throughout life, but due to generosity, creativity and the need for independence during adolescence, the development of identity in this period is particularly important (6). From the perspective of Ericsson, the teenager is

involved with two groups of affairs at one time to build his identity (3). On one hand, it must be adapted to its physiological and cognitive changes, and on the other hand, it must inevitably be compatible with external systems. Hence, the formation of identity in young people includes three basic things: 1) the teenager feels the stability and continuity; that is, he understands that he is the same person as in the past; 2) people of the community and others identify him as a stable person; that is the teenager should be able to provide a stable image of himself (5). He must be satisfied with the stability and continuity of his personality based on objective evidence and tangible information received from the environment (7). Although the process of identity formation continues throughout the life cycle, changes in identity are usually more significant during adolescence (8, 9). On the other hand, identification identifies strategies or processes to deal with identity conflicts (10). Several factors affect the process of identity formation in this age group including gender differences (11, 12), culture, history and social structure, social and economic status, opportunity educational and family factors (13) and social media and the Internet (14). Students who show a high level of

identity growth are more socially empowered in moral judgments, less self-centered, and can understand emotions in a more distinct and more complex manner (15). Mazandaran Province, with more than 120,000 high school students, is one of the provinces that has identified most of the students in this sensitive period, but adequate research has not been carried out in this area at the provincial level. On the other hand, though, the question of identity has long been the focus by scholars and thinkers. However, since of the emphasis on the dimension of individual activities and the re-enactment of individuals in the modern society, it is appropriate to study this issue with newer approaches. Regarding the formation of identity in adolescence and the importance of this subject in this period and also many factors that play an important role in this regard, the present study has examined the ways of identifying enhancement in high school students.

2. Methods

This is a qualitative study done by Delphi method. In these studies, the number of experts is one of the

most important points. In this research, a group of psychologists, sociologists, and educators was selected through non-specific and purposeful sampling. After examining the professional backgrounds, 25 psychologists and sociologists in education field were selected. Written informed consent was obtained from the participants. To facilitate and summarize the views of experts, two people constantly reviewed the results of each Delphi round. Entry requirements include: Minimum 10 years of teaching and research experience, psychology and sociology degree, bachelor's degree and above. Follow-up was done via email, phone and face-to-face visits. The experts received 5 full-fledged questions about ways to enhance identity in high school students. After receiving the forms, experts' opinions were categorized and semi-structured, and in a four-step Delphi, a consensus was reached among the experts in this field. The Kendall Coordinating Coefficient was used to examine the agreement between the experts and Friedman's test to rank each of the enhancements of adolescents' identification components and subcomponents. SPSS software version 20 was used to analyze the data. Figure 1 shows the Delphi steps performed.

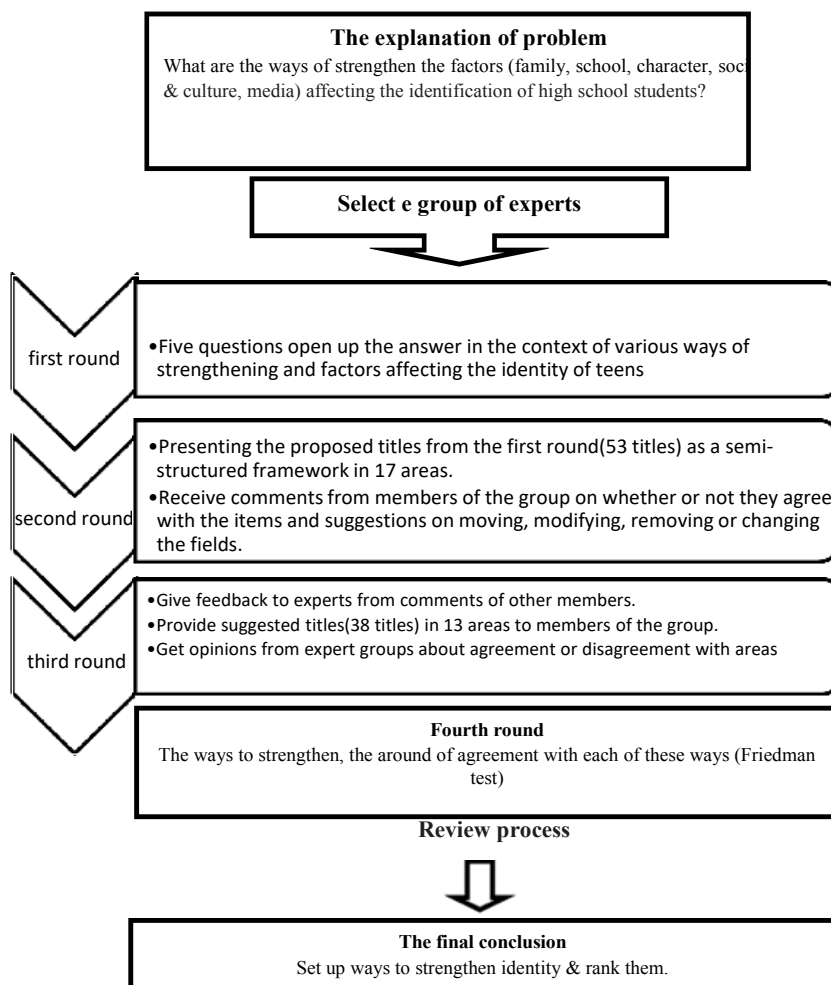


Figure 1: The figure shows the steps of the Delphi method.

Table 1: Characteristics of the specialists in the study

Row	Major	Abundance	Grade	Abundance	Job status	Abundance
1	General psychology	12	PHD	12	University professor	12
2	Sociology	8	Student PHD	3	consultant	8
3	Clinical psychology	5	MA	10	teacher	5

Table 2: Frequency distribution of areas and dimensions agreed upon by each area in the third round

Factors	Areas	Members of titles	Selected titles	Percentage	
Family	1. Informing parents	4	1. Familiarity with the changes in adolescence.	72	
			2. Non-discrimination between children.	96	
			3. Remove external control & use internal control.	84	
			4. Learning about sexual education from childhood.	88	
	2. The improvement of communication	3	5. Teaching effective communication with the understanding of the characteristics of teens.	85	
			6. Learning to express the love and affection.	92	
			7. Consult with teenagers.	88	
	3. Teaching Families for teens	2	8. Teach your responsibility and independence to the teen.	80	
			9. Identify roles and responsibilities in the family.	80	
Character	Informing teens	3	10. Helping teenagers to recognize their abilities and capabilities	76	
			11. Familiarity with changes in puberty	92	
			12. Understanding the dangers of unhealthy peers	88	
	Skills	3	13. Teaching effective communication	100	
			14. Emotion management training	96	
			15. Anger control training	100	
	Increasing self-efficacy and self-esteem	4	16. Teaching technical skills	92	
			17. Respect teenager	96	
			18. Pay attention to individual differences and non-humiliation and teenager comparison	100	
			19. Placing teenagers in social and cultural groups	96	
	Schools	Enriching and equipping schools	3	20. Creates sports halls, valid labs extracurricular activities.	96
				21. Preparing a daily program includes training. activity, professional activity, sports and social services.	96
22. Create diverse environments and give the right to choose a teenager.				88	
23. Employing motivating human focus.				100	
Attention to human force working in schools		3	24. Teaching teachers in the field of adolescent behavior.	80	
			25. Teaching teachers on adolescent motivation and identity changes.	88	
			26. Run a student curriculum.	92	
Enhance capacity and Juvenile authority In schools		3	27. Grating personal & social Responsibility in school affairs.	96	
			28. Provide feedback to the teenager on how to carry out responsibilities.	94	
	29. Determine the contribution of effective institutions such as education, culture and guidance, sports and youth and involve them.		88		
Society & Culture	Involvement of institutions	2	30. Education of community rewards and punishment.	92	
			31. Maintaining & promoting cultural & literary & valves.	88	
	Maintaining Cultural valves	2	32. Reduce the strengthening of economic & strengthening social & national values.	100	
			33. Need metrics.	100	
Media	Preparing special Programs for teens	3	34. Attention to psychological issues in the play.	88	
			35. Setting up a teen network & making special plans in adolescence.	92	
			36. Important of national & ethnic identity in programs.	92	
	Strengthening National Identity	3	37. Non-discrimination of national & ethnic identity.	100	
			38. Appreciation of the desirable values in films & serials.	100	

3. Results

Of 25 experts involved in this study, 12 had public psychology degree, 8 had sociological degree and 5 had clinical psychology degrees. Table 1 shows the characteristics of the experts in the study.

At the end of the third round, 38 titles were agreed upon by 13 experts. These titles are shown in Table 2.

In the fourth round, experts were asked to rate their agreement with each of the ways of strengthening, on a 5-point scale from fully agreeing to completely opposite. In this study, it is used the Kendall's coordination to determine the degree of consensus among the experts. The value of this scale is equal one when there is fully coordinated, and is zero when there is no coordination. Schmidt provides two statistical measures for deciding whether to stop or continue Delphi courses. The first criterion is the strong consensus among the board, which is determined by Kendall's coordination. In the absence of such a consensus, the persistence of this coefficient or its negligible growth in two successive rounds suggests that there has been no increase in the agreement of the members, and the polling process must be stopped (16).

As can be seen in Table 3, Kendall's coordination coefficient for the responses of the staff in this study is 0.72, which is quite meaningful. Therefore, due to an agreement between the experts, the Delphi round is stopped.

The Friedman test was used to rank each of the reinforcement of the identification factors of the adolescents and their subcomponents in high school students. The SPSS output consists of two tables. In the first table, the average ratings of each variable are presented and in the second table, the statistical characteristics and X2 statistics are presented. According to the output, the value of the significant number (sig) is zero and is less than the standard significance level (5% and 1%). Therefore, it can be said that the ways of identity enhancement from the point of view of the experts do not have the same rank (Table 4).

Also, based on the results of Table 5, the highest rank is to increase self-efficacy and self-esteem and the lowest rank is preserving cultural values.

4. Discussion

The study of ways to strengthen the factors affecting

Table 3: Kendall Table to determine the degree of agreement

Report	Number	Kendall coefficient	Degrees of freedom	Significant level
Report	25	0.72	38	0.000

Table 4: Average ratings in the Friedman test to investigate the factors influencing the effective factors in identifying students from the viewpoint of specialists

Row	Dimension	Average rating	Priority	Degrees of freedom	sig
1	Informing parants	12/80	Increased self-esteem and self-efficacy	12	0.000
2	The improvement of communication	9/64	Informing parants		
3	Skill training	10/48	Skills		
4	Increased self-efficacy and self- esteem	12/94	The improvement of communication		
5	Enrich & equip The schools	8/34	Enrich and equip schools		
6	Attention to the manpower Employed in schools	5/76	Raising Teenagers' Abilities and Options in Schools		
7	Improving teachers Capabilities opportunities In schools	6/58	Attention to special programs for teens		
8	Involvement of Institution	2/84	Attention to the manpower Employed in schools		
9	Maintaining Cultural values	2/68	Teaching families for teens		
10	Attention to special programs for teens	6/24	Maintaining Cultural invalues		
11	Teaching families for teens	5/12	Informing teens		
12	Informing teens	3/84	Involvement of Institutions		
13	Maintaining Cultural invalues	4/74	Maintaining Cultural invalues		

Table 5: Significant Friedman test

Statistical indicators	Calculated values
Number	25
χ^2	269/45
Freedom of degree	12
Significant number	0.000

identification of the students using the Delphi method showed that among the suggested methods by the experts, the following factors were agreed upon by the experts in the following order:

1- Increasing self-esteem and self-esteem; 2. Informing parents; 3. Teaching skills; 4. Improving communication; 5. Enriching and equipping schools; 6. Increasing the ability and capabilities of adolescents in school; 8. Attention to the manpower employed in schools, 9. Education of the family to the adolescents, 10. The strengthening of national identity, 11. The awareness of the adolescent, 12. The involvement of institutions, 13. The preservation of cultural values.

In the justification of the above findings, it can be said that, as in the study of Najarpour, adolescents achieve their discovery by utilizing their rational skills, between what they think and feel and how they behave (17). On this basis, they can consider the various possibilities for thinking and behavior that are prone to dissatisfaction with oneself. On this basis, they can consider the various possibilities for thinking and behavior, and they are prone to being dissatisfied with themselves. On the other hand, it seems that because the adolescents with advanced and informational identities usually achieve more success in their assignments and gain social rewards after victory, this positive image is enhanced and helped to strengthen their identities. But having no experience that leads to a sense of self-efficacy in adolescents, closing away from new information and experiences will take an opportunity for adolescents to succeed and receive positive feedback from the environment and prevent proper identification in the adolescents. By recognizing the empowered method presented by Baumrind, powerful parents are responsive to the needs of their children by teaching correct problem-solving thinking techniques, helping to solve the logical problems, and providing limited applicable responsibilities (18), which helps in education and easy identification. Also, an interactive and responsive interactive model (19) describes the educational environment in which it is overcome with intimacy, respect, empathy, and emotional accompaniment. In these families, while respecting the convergence and being around, individuals are independent. In fact, the

members of this group are able to enjoy both solitude and loneliness. This understanding and gathering can grow and evolve both to their individuality and to the group and family.

Media use affects globalization. Globalization also has an impact on the lifestyle and, consequently, the identification of young people. The media play an important role in the pandemic of cultural products (20), and it is not surprising that the mere use of the media increases the acceptance of the new lifestyle and has a large impact on the identity. In a general summary, it can be said that the family, as a primary institution in the community, can still have its own special functions. Contrary to the opinion of some who say that, today, by developing mass media and second groups, the family has lost its functionalities especially in terms of transferring values and norms. It should be said that the data show that parents can still play an effective role in the person's identity and personality. Therefore, it is possible to provide the parents with skills training to raise their awareness and help teenagers identify.

5. Conclusion

Considering the importance of cognitive abilities during the adolescence and youth and its effects on the formation of a person's identity, youth should be given special attention during this period. Therefore, the needs of individual and collective young life issues must be informed by family, community, and authorities, because of the delicate choices of personal, professional, sexual, and ideological commitments of people achievement, from all the imaginable facilities and connections. Limitations of this research include the non-generalization of the results to other age groups and the lack of standard tools for measuring some of the variables. It is recommended that this study be carried out in other provinces of the country and in other age groups. It is also suggested that in the future studies, the impact of variables such as religion, self-esteem, and leisure on identity be investigated.

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Conflict of Interest

The authors declared no conflict of interest.

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