The relationship between identity components and hardiness among university students

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Abstract: The main objective of the present paper is to determine the relationship between components of identity and hardiness among students of Islamic Azad University of Kermanshah. The research sample was composed of 50 students selected randomly from male and female student of the university. The Polty and Barton (1989) questionnaire and Adams and Bunion's identity questionnaire were used as main data gathering tools. Results showed that there is a significant relationship between identity components and hardiness of students ($p < 0.001$). Besides, results of correlation analysis demonstrated that a significant relationship exists between identity components and hardiness.

Introduction

Achieving a stable identity not only provides an integrated feeling but also make advances and consistencies possible in future life (Vochler, Edward Beyer and Faber, 2003). Alison and Shultz (2001) investigated 356 adolescents and concluded that there is a significant difference between girls and boys in identity status so that girls are more confused and discrete than boys with their identities (Faber, 2003). Family structure plays and important role in adolescents' ability to develop a permanent identity and educational success (Adams, 2003). Identity and attitude toward commitment are highly correlated. And individual's cognitive – behavioral characteristics and the type of acquired identity are effective on his or her educational success (Smith, 2004). In addition, if the personality is considered as a combination of actions, thoughts, emotions and personal motivations, then its components may differ in individuals. It is, also, likely that these components are combined in a variety of ways in different people so that they develop a diversified personality pattern. Indeed, individuals differ in how they behave, how they think, how they feel and in their needs and demands. Hence, they don't have the same ability to adapt. In an identical social environment some people lose the ability to confront difficulties and expectations in a short period of time soon they are trapped in depression and isolation and improper performance. In turn, some express adaptive and balanced behaviors based on thinking, status mediation and with a special respect to certain personality features such as psychological hardiness. Kobasa (1979) was among those who tried to determine factors alienating the negative effect of mental stress. He found that individuals suffering a high mental stress without any morbidity have a different personality structure. He also showed that the personality distinction is reflected in the form of so called "Psychological Hardiness".

Some scholars define psychological hardiness ad a general measure of mental health. In other words, the extent of an individual's hardiness can give an estimation of his or her general mental health. Afterwards, researchers investigated the relationship between this (as a positive characteristic) and important variables such as educational and working performance and psycho-somatic morbidities (Kobasa, 1988).

Research Hypothesis

There is a relationship between identity components and hardiness.

Method, Population, Sample and Sampling Method

The method of research is correlationed.The research population was composed of all students of Batchelor's Degree for General Psychology (Islamic Azad University of Kermanshah, the educational year of 2012 – 2013). The sample size was selected to be 50 using random sampling.

Tools

A) Adams and Bunion's identity questionnaire:

This questionnaire was used to measure identity components. The test is conducted according to Erickson and Marcia's perspective on identity and is composed of 64 items including 4 micromeasures: 1.

identity diffusion, 2. foreclosure, 3. moratorium and 4. Identity achievement.

The questionnaire is appropriate to measure identity of individuals aged 14 – 56 years of old but the desired age range for its use is 15 – 30 years old. It is implemented in a group setting and Likert Scale is used to score items (Agha Soltani, 2007).

B) Hardiness was also measured by Hardiness Qeustionnaire developed by Polty, Baton, Robert, Youground, Cathleen, Larry and Ingram (1989). This is a self-report pencil-paper measure having 45 objects and the tested individuals has to select from among 4 possible choices: "completely wrong", "partly right", "right" and "completely right". Marking higher scores indicates higher hardiness. Objects and items of this test measure commitment, control and challenge. To evaluate the reliability of this scale, Kiamarsi (1997) used test-retest and internal consistency methods. The correlation coefficient of tested individuals in test and retest was r = 0.84. Besides, the correlation coefficient of test and retest of scores for tested females was r = 0.85 and that of males was r = 0.84. For internal consistency the Cronbach's Alpha coefficient from normative data was (n=253 females and n=257 males were tested) and that

of the whole tested individuals was 0.76, for females was 0.74 and for males was 0.76.

The validity coefficient of psychological hardiness was 0.48 for commitment, 0.35 for control and 0.38 for challenge. Moreover, internal consistency coefficients of psychological hardiness for control, commitment and challenge was 0.82, 0.66 and 0.62, respectively and 0.85 for the whole measure (quoted from Kiamarsi, 1997).

Research Findings
Data Statistical Analysis

Collected data was implemented, scores and analyzed by descriptive statistics (mean and standard deviation) and deductive statistics (Pearson correlation coefficient).

Descriptive Statistics

The following table shows descriptive findings such as mean and standard deviation of the four aspects of identity and hardiness dimensions.

Table 1: Descriptive data of identity aspects

Identity aspects	Mean	Standard deviation
Informative	4.3717	047417
Normative	4.3133	0.71153
Avoidance	4.3667	0.66174
Commitment	4.325	0.65172

Table 2: Descriptive data of hardiness

		Challenge	Control	Commitment
Informative	Pearson correlation Sig. (2-tailed) N	0.865** 0 50	0.893** 0 50	0.693** 0.001 50
Normative	Pearson correlation Sig. (2-tailed) N	0.752** 0 50	0.658** 0.001 50	0.954** 0.001 50
Avoidance	Pearson correlation Sig. (2-tailed) N	0.985** 0.009 50	0.633** 0 50	0.659** 0.002 50
Commitment	Pearson correlation Sig. (2-tailed) N	0.832** 0 50	0.829** 0 50	0.765** 0 50

Table 3 shows correlation coefficients of identity and hardiness

Hardiness	Mean	Standard deviation
Commitment	2.5467	0.1928
Control	2.5467	0.2833
Challenge	2.5467	0.2104

As can be seen, all aspects of identity are positively and significantly correlated to all hardiness dimensions.

Discussion and Conclusion

Identity components are related to control. The hypothesis was accepted and it is consistent with Smith (2004), Felangen (2009), Papinin (2004), Flome (2000) and Hardy (2003 0. The evident effect of identity in commitment and challenge is one of the most important issues in psychology. Identity id formed under the influence of individual's family. Hence, it is very essential for families to study different style of fostering their children. Recognizing the identity and its impact on hardiness

necessitates research on different ways of developing such an identity in a society.

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