



The Investigation of The Relationship between Identity Styles and Educational Progress of Happiness

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Abstract

This study aimed to evaluate the relationship between identity styles with happiness and educational progress of students. The study included 285 participants (135 girls and 150 boys) that were the students of Sirjan city pre-university educational fields. For measuring identity styles, the berzoneski identity style Questionnaire (White's Revised Questionnaire, ISI-6G) has been used and for measuring the happiness the happiness questionnaire of oxford has been used. It also used for checking the educational progress of students from their first semester's average in the years 2012-2013. The results showed that there is a relation between the informational style and educational progress. The correlation coefficient between the normative identity styles also shows a weak relationship with educational progress. The identity of style associated with diffused / avoidant identity style and educational progress results show that there is no significant relationship between confusion and achievement. The measuring results of the informational and normative identity with Happiness, shows that between these two styles of identity with happiness there is a meaningful relationship. The correlation coefficient between diffused / avoidant identity style with Happiness illustrates that the relationship between these two variables is weak. The results show that there is a significant relationship between educational progress and happiness.

Keywords : Identity styles, happiness, educational progress

Introduction

Nothing in the world wouldn't make fear and disappointment for adolescents and youths as well as those questions that are related to their identities. This matter that, in his mind, what kind of human he is? And what feeling he have about others' perceptions about himself, makes him try for "dominate himself". The Understanding of one's identity involves the psychological - social conflict. In other words, the young adult must coordinate between the image that he has about itself and the idea of perception and expectation of others from himself. The adolescent achieves the identity when choose its values and feel the sense of loyalty towards some special goals and individuals. Studies have shown that high-risk behaviors increases in adolescence and tending to the diversity of high-risk behavior or addressing multiple risk behaviors together during this period to be seen. For example, it may occur with drug abuse and unsafe sexual

practices (Farrell, Vanysh and Howard, 1992; quoted Gharraee, 2004). As far as we can perhaps call the high risk behaviors of adolescents' risk behavior syndrome "(pontoon, 1992, as quoted Gharraee, 2004). That is why the Understanding of this period is very important. In traditional societies, the issue of identity and sense of identity crisis was not a problem because the identity of the persons in traditional societies, simply defined, and history illuminates the identity of the individuals. But in modern societies, contrary to the definition of fixed identities explode, and the young, diverse identities are in conflict with each other. Youths and Teens sometimes for different periods and different amounts decide to try to be the thing that people are expected the reverse of it and in fact, they choose a negative identity. This negative identity is sufficient to initiate delinquency and can be a justification for a youth to be rebellion. If the adolescent be disappointed, and meet the identity crisis, it is possible for them that for solving their problems go into crime and show their anxiety in



neuron behaviors. In the other hand, that make ready the situation for foreigners cultural attack success, is that we make the personality of young people fragile. In that case, the youth may be lodged against any aggression and, it will increase their fragility (Gharraee, 2004). William James considers the personal identity a concept that a person has as an individual and this concept is risen from continuity and differentiation experience. It means that (ego) is the same throughout the time while it is different from others (shahr aray 2005). In gertuant's opinion (1197, related from shar aray 2005), the feeling of personal identity is depending on a determined and different mixture of personality features and person's social style, that he defines himself with it and known by it by others. In this subject raber (1985) believes that in the human's personality study, the identity has a basic and internal aspect that with the help of it a person is related with its past and feels continuity and consistency in the life. Ericsson was the first person who detected the identity as an important step towards becoming a fruitful and pleasing person. Ericsson is one of the classical theorists for establishing the identity theory (blues, 1962; Cooley, 1902, James, 1892; Mead, 1934, quoted in Schwartz, 2001). For separating the identity of the "self" Ericsson has tried very hard - as part of that person knows the reality and experiences - (Harter's, 1988, quoted in Schwartz, 2001) and "self thinker" - as an awareness of the role of internal organization external behavior - (Hvrmas, 1990, quoted in Schwartz, 2001). Ericsson is tended to create sense buffer between internal-mental focus accepted by accepted by psychology, and environmental focus, accepted by sociology (Cote, 1993; Cote and Levine, 1987.1988, quoting Schwartz, 2001). In order that, the following researches has are performed: berzonski (2002) has done the investigation of the existed differences in identity styles that help to entering the university. The Burzynski Identity Styles questionnaire (ISI 6G) was given to 363 new students to the university. Results showed that subjects, informational identity styles, were very compatible with their problems and were optimistic about the future. While the identity style of the light diffused / avoidant showed the least compatibility problems, and hope for the future.

Between the Normative identity style and identity information haven't found no significant differences in coping with problems. Between male and female students in this study, haven't been found no significant difference in the enjoyment of the public health. Waterman's (1992) research has shown that there is a positive relationship between the more advanced forms of identification with mental health, coping and dealing with stress, self-efficacy, lower anxiety and locus of control, (quoting Shahraray, 2005). Mylmn (1979) in an research showed that with increase in age, the station of successful identity increased and the stations of diffused and early identity will find a significant reduction (Archer, 1983). Brzvnsky (2003) examined the relationship between identity styles and general health of the students. The results showed that people with high informational identity style and commitment to public health were among the other groups. In People with a normative identity style, the level of commitment was high, but the average level of public health was medium. The People with confused / avoiding identities had the lowest level of commitment and general health. In this study we identified significant differences between men and women in the acquisition and enjoyment of public health. Rafayy (1978) also conducted research on the relationship between the girls concluded that females with delayed identity station are significantly in higher levels of social class. But between the early and diffused station girls there was an economically difference. Berzunski (1992) beside the investigating of the relationship between the identity styles and facing strategies showed that informational identity with Problem-focused coping strategies and seeking social support, and facilitating anxiety have a positive correlation. Normative identity style, relying on avoidance strategies such as distancing and wishful thinking are faced with stressful issues. Also increased debilitating anxiety and reduction of facilitator anxiety was associated with this style. People with confused / avoidant identities were using emotion-focused coping methods include wishful thinking and taking away the stress of dealing with stressful situations. The women merely used the informational style and men merely used unsettling / avoidant style. Dvlyngr (1995) also examined the



relationship between identity styles and the big five personality factors showed that informational and normative identity style positively with extroversion, conscientiousness is related to the agreement. Informational style was positively associated with openness, while the normative identity styles showed a weak correlation with openness. The confusing / avoidance Identity style was correlated positively with neuroticism and negatively with conscientiousness and agreement. Ltvak and colleagues (1998) examined the relationship between shame, guilt and identity styles for men and women. Results showed that women are more likely than men to report feelings of guilt and shame. Also The shame with confused / avoidance identity style and feeling of guilt was associated with the informational style. Chang (1998) examined the relationship between identity style and approach to making payment and concluded that adolescents' cognitive strategies are related to career decision style of their identity. People with informational style in a stable manner for a long period of time, review the information before making a decision. Individuals with a normative identity style in a selective manner and in a shorter period of time, review the information before making a decision. People with confused / avoidant identities investigate the amount of time compared to other styles of information. Brzvnsky (2005) examined the relationship between identity styles, mental maturity - social and academic performance of students. Results showed that students who enter the university with information on the identity processing styles are more prepared for successful performance in university. They have high level of academic autonomy have clear goals, educational and measured interpersonal relationship. Students show the normative identity style, clear training and educational goals and higher levels of commitment to the informational style. No Significant difference in the quality of interpersonal relationships between the normative identity style and confuse / avoidance observed. In the Interpersonal relationship women showed more patience than others. Vivian and others (2003) performed a study about the relationship between identity styles and educational progress in students entering the university. In this investigation they've reached to this result that students'

educational successes In a high volume is depended on personality of people and factors such as before entering the university talent , goals and commitment of people significantly will be effective on their educational success. Brzvnsky (2003) in a study investigated the role of commitment in the relationship between identity styles and psychological. Results showed commitment in many ways can affect the relationship between these two variables. In the model, the direct intervention of identity processing styles and identity commitment directly and independently associated with health-related variables. In an intermediate model, identity processing style is related a person's health through commitment and in the moderating effect model the strength and direction of the relationship between health and identity processing styles with varying levels of commitment (up or down) will change. The lack of a firm commitment may be confused with the style / avoidance puts in a very vulnerable position. Beside this , many researches show that in comparison with persons having normative and informational styles, People with confused style will face with a range of problem behaviors and issues such as eating disorders School and school-related problems, reactions, neurosis, depression, alcohol and drug use improper and early. In another study Vlvras and Bvsma (2005) showed that the normative orientation and information with regard to the obligation to show, while orientation is confused with a lack of commitment to the relationship. However, that commitment was significantly related to psychological well-being. Studies on the relationship between identity styles and academic research purposes by Brzvnsky (1998) has been studied. He found that students with diffused/avoidant styles, have no constant educational goals and await for failing experience, but people who apply the informational identity style have reach to defined educational goals and shows an oriented feeling and have some plans for their future. Berzuneski (1998) in his researches about the investigation of informational identity style relation with educational progress showed that those students that have normative identity style, show educational light goals. His results show that sense of purpose related normative identity style was academic. Brzvnsky



(1993) observed that there is a significant relationship between genre and gender identity and male and female subjects similarly uses three identity styles. In contrast Brzvnsky and Kak (2000) in his analysis showed that male students show more diffused / avoidant style. Vlvras and Bvsma (2005) performed a study to investigate the importance of style, identity and psychological. The results showed that avoiding exposure to identity issues (diffused / avoidant) has a negative relationship with psychological well-being. However, the way the face identification task does not seem so important at the time of exposure.

types of identity processing styles

As mentioned before, berzunski (1989) with emphasis on personal differences in constructing identity, tells that teens in facing with self related and identity issues they will select three different orienting or three different identity processing styles involving informational style, normative style and diffused/avoidant style.

informational style: the identity of the style that is most applicable to yourself, is informational style. Teens who use the informational style, actively seek and evaluate information on their own. This style uses the following terms: information seeking and coping focused (Brzvnsky, 1992), Live Search, Flexible commitment (Meyer Brzvnsky and Reed, 1994), need for cognition (Brzvnsky, 1993) and high levels of self-esteem (Norman, Brzvnsky, 1997).

normative style: People who use this style, have a passive perspective on important life decisions based on their views or their authority or reference groups. They hardly stick on their identities and structures are dry and intellectual obstruction (Doris and Svannz, 2004, quoted Brzvnsky, 2000). This style defines imitation and conformity that is the close to minded approach (Brzvnsky, 1993), fanatical and extreme commitment (Meyer Brzvnsky and Reed, 1994), self-concept stability (Norman et al, 1997). This style of pack mentality is strongly associated with preterm status, although it is linked with the identity (Brzvnsky, 1989).

diffused / avoidant style: delaying symbol, is the Shirk action that is the best way to reality approach

as a coping strategy in the face of life and excitement (Brzvnsky, 1992, 1993). People with this identity style usually are not constant in their decision makings and try to as much as possible delay them. (And have no inclination for facing personal problems and issues that are related to their identity. diffused / avoidant stlye with low levels of commitment (Brzvnsky, 1993; Brzvnsky Vny Meyer, 1994) as well as low self-esteem and self-concept is associated with unstable (Norman et al, 1997).

Happiness: The Aizeng (1990) said that it has the same meaning with a series of positive words such as joy, joy, joy, joy, joy, ecstasy, elation, joy, cheer and a sense of optimism. Happiness and positive mood effects are good for the people. Including that caused people to be more social interaction. Enhances the quality of communication, people are altruists help others who have better job performance and better able to solve problems, to think better (Rjyl, 1990). According to Aristotle, there are at least three kinds of happiness. At the lowest level, the theory that the common people know happiness as pleasure, above the level of high culture where people believe that success is the happiness, the joy of the Third Kind, according to Aristotle, risen from the spirituality of (Aizeng, 1990).

educational progress: training and education, is a complex process and its results, as teaching process – learning being affected from many variables that the measuring and determining the net share of these factors in defining the product and its process is very difficult. In ideal situations, learning, teaching and assessment processes to the way they are related are integral. The importance of Evaluation will not summarized in measuring the learning volume. Evaluation subject, ways of doing it, and how to express the results, all carrying the clear message. This message contains valuable tips on what should be learned, how are the learning material quality elements and the importance of performance expectations. Also, the quality evaluation for understanding individual and group needs and the appropriateness of the content of training programs and awareness of the needs of the students and how the quality of education is essential (Prosper, 2004, as quoted Vndrzndn, 2007).



Methodology style

Considering that the aim of this study was to investigate the causal relationship and further discovering relationships between variables and the comparison is, that it can be a descriptive study. The study sample of male and female undergraduate university students (non-profit) of Sirjan city in the humanities orientation, Experimental Mathematics and studying school year 2012-2013, has been formed. According to statistics obtained from the Bureau of Secondary Education Department, the population in the school year 2012-2013, have been reported about 1,100 people. The study sample included 300 male and female students (150 girls and 150 boys) pre-college level courses in the humanities, mathematics, experimental and pre-university schools of Sirjan city.

Sampling method

Since the obtained sample of cluster sampling can be a nice definer of society and increase the accuracy and whereas the students groups of different fields established, in this research we used from that sampling method. To do this, a list of public and private schools, pre-university education to prepare boys and girls between the schools and the students in each course were selected. Then randomly three schools were selected from three girls school 'and 3 boys' schools. From each schools, 2 classes selected randomly and all of that class' students have given the questionnaire. Also for measuring the students' progress their whole average of their first semester investigated. Regarding the control variables, cultural, social, economic, and generalizability of the data in this study, we tried most of the clusters that are selected from public and private schools.

Research Tools

Identity Style Inventory: In this study, the Identity Style Inventory Brzvnsky (1989) was used. The questionnaire included information on the identity styles, normative, diffused / avoidant and it's in a scale of 40 questions. Brzvnsky (a 1990) has reported the internal reliability (coefficient alpha) commitment scale, 0/62, normative scale 66/0 and scale diffuse /

avoidant 0/83. Brzvnsky (1997), in its third revised version of the questionnaire, Cronbach's alpha coefficients (N= 618) for each of the subscales, 0/70, 0/64, 0/76 and 0/71 respectively for informational style, normative, diffuse / avoidant identity commitment has reported. White, Vamplrv Vienna (1998) was used to determine the reliability of this scale, Cronbach's alpha coefficients for the resulting informational style, normative style and diffused / avoidant, respectively, 0/73, 0/67 and 0/65 are obtained (Ghazanfari, 2004). Brzvnsky (1992) in its latest revised version has reported far more confidence factor subscales style information 62/0, norm 66/0 light and diffuse / avoidant 73/0. Brzvnsky (2003 quoted Brzvnsky and Kak, 2005) in the revised version of the analysis of the reliability coefficient for each subscale of informational style, normative, diffuse / avoidant identity and commitment reported the 0/74, 0/79, 0/67 and 0/81. White et al (1998) Factor analysis of the results obtained are very similar to the original analysis of the first factor (style information) $r = 0/79$, the second factor (light-normative) $r = 81$, the third factor (light diffuse / avoidant) $r = 0/84$ to obtain all the coefficients are remarkably high.

Oxford Happiness Questionnaire: This questionnaire firstly built by Rjyl and Lu (1989) , it has 29 materials of which that take over five satisfaction, positive mood, health, self-efficacy encompasses factors. Answers are placed on a 4-degree scale of zero (none) to 3 (high). In several studies, Cronbach's alpha coefficient 87/0 to 92/0 and the test-retest coefficient 53/0 to 91/0 at different time intervals are reported. 90/0 alpha coefficient of Rjyl et al, Farnham and Brdyng (1990) Alpha 87/0 Light 1 (1993), a shorter form of the Oxford Happiness Inventory Alpha 84/0 is obtained. Also in the review of Francis (1998) cronbach's Alpha 92/0 is obtained.

Findings

According to the research hypotheses using descriptive statistics (mean, standard deviation) and inferential statistics (correlation, multiple regression, T-test, etc.) for analyzing the research hypotheses are discussed.



Table 1. Frequency distribution of happiness scores in the sample under study

		Frequency	percentage	Cumulative percent
Happiness	least	61	21/4	21/4
	Average	213	74/7	96/1
	High	11	3/9	100
	Total	285	100	

Table 2. Identity style scores of samples

Identity Style		Frequency	percentage	Cumulative percentage
Normative identity	Somewhat disagree	8	2/8	2/8
	I'm not sure	88	30/9	33/7
	Somewhat agree	167	58/6	92/3
	Strongly agree	22	7/7	100
Identity information	Somewhat disagree	11	3/9	3/9
	I'm not sure	93	32/6	36/5
	Somewhat agree	174	61/1	97/5
	Strongly agree	7	2/5	100
diffused / avoidant Identity	Quite the opposite	8	2/8	2/8
	Somewhat disagree	118	41/4	44/2
	I'm not sure	124	43/5	87/7
	Somewhat agree	34	11/9	99/6
	Strongly agree	1	0/4	100
Total		285	100	

Table 3. Variable Frequency distribution of student achievement

		Frequency	percentage	Cumulative percentage
Average	Under 12	8	2/8	2/8
	Between 12 to 15	95	33/3	36/3
	Between 15 and 18	124	43/5	79/9
	More than 18	57	20/0	100
	Total	284	99/6	
	No reply	1	0/4	
Total		285	100	

Table 4. Regression with identity achievement



The regression coefficient between	Informational identity style and educational progress	Normative identity styles and educational progress	diffuse / avoidance Identity style and educational progress
The sum of squares	7/064	20/408	3/699
DF	1	1	1
Mean-square	7/064	20/408	3/699
F	1/379	4/021	0/720
Significance level	0/241	0/046	0/397
Coefficients	B	0/026	0/051
	SD	0/022	0/026
t	1/174	2/005	-0/849
Significance level	0/241	0/046	0/397

The statistic is equal to the amount of 1/379 and a significant amount equal to 0/241. As the percentage of Type error rate at significance level is greater than 0/05, Therefore, the null hypothesis that there is no linear relationship between the independent variables to examine identity styles (informational) and the dependent variable educational progress will be approved. For further confirmation we will examine the coefficients of the regression model. Because of The significance level of the independent variable coefficients identity styles are (informational) (0/241) of a Type I error rate of 0/05, so the null hypothesis is confirmed further. Thus, between the independent variable of style of identity (informational) and educational progress's dependent variable. There is no significant relationship. F-statistic is equal to the amount of 4/021 and the level of significance is 0/046. Since the percentage of Type I error rate at a significance level is less than 0/05, so we can assume a linear relationship between the independent variables to examine identity styles (normative) and the dependent variable educational progress pays 95% Confidence confirmed. For further confirmation we will examine the coefficients of the regression model. Significance levels of the independent variable coefficients identity style (normative)

(0/046) of a Type I error rate of 0/05, thus assuming a 95% lower confidence may be approved. Thus, the identity of style between the independent variable (normative) and there is a significant relationship between the educational progress's dependent variable. Independent identity style's variable coefficients (normative) that is positive in the regression equation expresses the fact that the increase in identity styles (normative) increases the level of educational attainment. The amount of F-statistic is equal to 0/72 and significance level equal to 0/397. As the percentage of Type I error rate at significance level is greater than 0/05, so the null hypothesis that there is no linear relationship between the independent variables to examine identity styles (confused) and the dependent variable for educational progress will be approved. For further confirmation we will examine the coefficients of the regression model. Significance levels of the independent variable coefficients identity style (confused) (0/397) of a Type I error rate of 0/05 More is therefore null hypothesis is confirmed. Thus, the identity of style between the independent variable (diffusion) and there is no significant relationship between the dependent variable educational progress.

TABLE 5. The regression coefficient between identities of Happiness

The regression coefficient between	Informational identity style and Happiness	Normative identity styles and Happiness	diffuse / avoidance Identity style and Happiness
The sum of squares	5339/728	4322/533	1397/706
DF	1	1	1



Mean-square		5339/728	4322/533	1397/706
F		32/769	25/954	7/902
Significance level		0/000	0/000	0/500
Coefficients	B	0/716	0/748	0/338
	SD	0/125	0/147	0/120
t		5/724	5/095	2/811
Significance level		0/716	0/748	0/338

The amount of F-statistic is equal to 32/769 and the significance level is equal to 0/000. As the percentage of Type I error rate is at a significance level of less than 0/05, so we can assume a linear relationship between the independent variables to examine identity styles (informational) and the dependent variable of happiness. For further confirmation we will examine the coefficients of the regression model. Since the significance level of the independent variable coefficients identity styles (informational) are lower than (0/046) of a Type I error rate of 0/05, thus assuming a 95% lower confidence may be approved. Thus, there is an identity of style between the independent variable (intelligence) and significant relationship between the dependent variable of happiness. Independent variable coefficients identity styles (informational) that are positive in the regression equation expresses the fact that the increase in identity styles (informational) will also increase the amount of happiness. The amount of F-statistic is equal to 7/902 and the significance level is equal to 00/05. As the percentage of Type I error rate at a significance level is less than 0/05, so we can assume a linear relationship between the independent variables to examine identity styles (confused) and the dependent variable of happiness. For further confirmation we will examine the coefficients of the

regression model. Significance levels of the independent variable coefficients identity style (normative) (0/046) is less in Type I error rate of 0/05. This assumption is confirmed with 95% certainty. Thus, the identity of style between the independent variable (normative) and the happiness dependent variable is a meaningful relationship. Independent variable coefficients identity style (normative) that is positive in the regression equation expresses the fact that the increase in identity styles (normative) levels of happiness also increases. The amount of F-statistic is equal to 25/954 and the significance level is equal to 0/000. As the percentage of Type I error rate is at a significance level of less than 0/05, so we can assume a linear relationship between the independent variables to examine identity styles (normative) and the dependent variable of happiness. For further confirmation we will examine the coefficients of the regression model. Since the significance level of the independent variable coefficients identity style (confused) 0/500 of a Type I error rate is 0/05, thus assuming a 95% lower confidence may be approved. Independent variable coefficients identity style (confusion) taht is positive in the regression equation expresses the fact that the increase in identity styles (confused) also increases levels of happiness.

Table 6. The regression coefficient between happiness and achievement

The regression coefficient between		educational progress and Happiness
The sum of squares		3186/519
DF		1
Mean-square		3186/519
F		18/624
Significance level		0/000
Coefficients	B	1/482
	SD	0/343



t	4/316
Significance level	1/482

The amount of F-statistic is equal to 18/624 and significance level is equal to 0/000. As the percentage of Type I error rate at a significance level is less than 0/05, so we can assume a linear relationship between the independent variables to examine identity styles (confused) and the dependent variable of happiness. For further confirmation we will examine the coefficients of the regression model. Independent variable coefficients significant achievement levels (0/000) is lower than a Type I error rate of 0/05, thus assuming a 95% lower confidence may be approved. So between the independent variables and the dependent variable educational progress of happiness is a meaningful relationship. Independent variable in the regression coefficient that is positive achievement is the fact that the expression level of happiness increases with increasing educational attainment.

Conclusion

The results showed that there is a relation between the informational style and educational progress. The correlation coefficient between the normative identity styles also shows a weak relationship with educational progress. The identity of style associated with diffused / avoidant identity style and educational progress results show that there is no significant relationship between confusion and achievement. The results related to informational and normative happiness identity style, shows the significant relationship between these identity styles. The correlation coefficient between diffused / avoidant identity style of Happiness illustrates that the relationship between these two variables is weak. This research study Brzvnsky (1989,1993,1994,2002,2003,2005), Vivian (2003), Brzvnsky Vkak, 2000; Brzvnskyvsalyvan, 1992; Dvlyngr, 1995, Norman et al, 1997, Waterman (1992), Lvras Vbvsma (2005), is consistent. Research shows that people with informational style, career and educational goals and academic environment of autonomy, self-monitoring, the expected achievement, addressing education have more interpersonal growth. They seek the approval of others and are less trust in their judgments

independently and do not judge. Using the information needed to recognize the identity of style, sophistication, knowledge, problem-oriented coping, and health conscious decisions and openness and conscientiousness are correlated. People with informational style of life management and skills to know, participate in cultural activities and the different tastes and beliefs, tolerance and show respect. People who have reached the stage in the conflict between the normative identity style, early identification and authentication are successful. It seems that people who use this style are in a variable. Result of poor correlation coefficient between these two variables could have caused from the lack of enough balance. Because these people have not yet fully succeeded in status and identity to be more ethical and customary conditions that others have for them to act. Given this, it seems that more research is needed in this area of research. Informational style is most applicable to your ego. This style considers these cases: Problem-focused coping, active search, Flexible commitment, as well as recognition and high levels of self-esteem (Brzvnsky, 1992). People who have acquired identity information, an overview are realistic about themselves and their lives. Such a situation can achieve a successful entity in the life of every human being to help him. These people are aware of themselves ability to choose an occupation, a wife, more education etc. It appears that these cases can be effective in their happiness. Due to the alignment of these results we can conclude that those who use the information identity processing styles, are happier in life. But the coefficient obtained from the statistical tests in this study is a modest factor. It is possible that these factors can cause the creation of the questionnaire completed by the students (during their exams) could be related to stress and anxiety, happiness, and the students are affected. Because sometimes normal successful identification are progressing, it seems that in terms of beliefs and mental and behavioral characteristics more similar to those used for informational identity style.

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