



## SHORT COMMUNICATION

### **Predicting of Academic Performance by Identity Styles and Self-efficacy Beliefs (Personal and Collective) in Iranian High School Students**

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#### **ABSTRACT**

The aim of this study was to investigate on relationship between identity styles and self-efficacy beliefs (personal and collective) with academic performance in Iranian high school students in Isfahan. Identity is one of important variables in education and career of students, and academic performance must be attention more in student's career. Subjects were selected from the high school students of the Isfahan city in Iran. They were 274 high school students that selected from male students by cluster sampling. In this study, Berzonsky's identity styles inventory (1989), Bandura's personal self-efficacy beliefs (1997) and Kim and Park collective self-efficacy beliefs Questionnaire (1999) were used. Pearson correlation and Regression analysis were used for analysis of data. The results of Pearson correlation analysis showed that there were a significant direct relationship between informative identity style, normative identity style, personal and collective self-efficacy beliefs with academic performance and identity commitment ( $p < .01$ ). From component of identity styles and self-efficacy beliefs, identity commitment, personal self-efficacy and normative identity style could to predict of academic performance. It seems important to attention to identity and academic performance in student's career.

**Keywords:** Identity styles, Self-efficacy beliefs, academic performance

## **1. INTRODUCTION**

It was hypothesized that identity and self-efficacy beliefs (personal and collective) might play a part in academic success. The development of a personal sense of identity, while avoiding the risk of identity diffusion (Identity formation is the successful resolution of the identity crisis), is the central task of Erikson's developmental theory (1968). Erikson (1963) described development as a series of conflicts faced at different ages, which result from the interplay between the social environment and individual growth. Development of this identity continues throughout the life cycle (Marcia, 1994).

During adolescence, young people think about what psychosocial and sociological roles will best represent their emerging self-concepts. This conscious process involves developing beliefs about political, marital, vocational and religious ideology. These aspects of the self-concept (i.e., one's internal representations of the roles she or he assumes) are subject to continuous renegotiation, even in adulthood, as individuals experience themselves within specific social contexts and social roles (Zucker, Ostrove, & Stewart, 2002).

In terms of aspects of commitment and searching, Marcia (1966) experimentally explained the conflict between identity and confusion with aspects (identity statuses). It is normal that the greater and more important part of their social identity forms in society. Gender that is influenced by the society very much has an important role in identity cause. Moreover, religion is another dimension of identity and is very influential in identity shaping. Family is the first and most important setting in forming identity and among social factors, parents and family system have the most prominent effect on the process of achieving successful identity. The majority of studies deal with this aspect of identity.

Berzonsky (1990) suggested the idea of identity styles to account for the social-cognitive strategies persons use to face identity issues. An information orientation involves actively seeking out, elaborating, and evaluating relevant information in order to form commitments. A normative orientation involves a focus on the normative expectations held for the individuals by significant others. A diffuse/avoidant orientation refers to avoiding the confrontation of identity issues for the longest possible.

Bandura (1986) have been defined Self-efficacy beliefs as: people's beliefs of their capabilities to achieve designated goals or performance. The information and feedback that an individual obtains from the performance of a task are referred to as sources of self-efficacy (Bandura, 1977). According to self-efficacy theory, there are four basic information sources of one's self-efficacy: performance accomplishments, vicarious learning, verbal encouragement, and physiological and affective states. Individual's level of affective states and actions are based on beliefs rather than on objective assessments. Belief in a positive consequence of a particular behavior may be more important than whether the behavior has really caused a positive consequence in the past. Self-efficacy beliefs are among the knowledge structures that act a pervasive influence on people's successful development especially in academic achievement (Caprara, Barbaranelli, Pastorelli, & Cervone, 2004).

Students' judgments of their capability to perform academic tasks, that is, their self-efficacy beliefs, predict their capability to accomplish such tasks (Bandura, 1984). Pajares and Schunk (2001) suggested that students who believed they were capable of performing tasks used more cognitive and metacognitive strategies and persisted longer. Bandura (1997) has suggested that individuals are most likely to obtain their efficacy beliefs from their performance experiences and Self-efficacy have a very significant impact on academic

achievement. Collective self-efficacy refers to the self-efficacy of a group, team, or larger social system or entity.

## **2. MATERIALS AND METHODS**

Population of this study consisted of 247 Iranian high school boys in Isfahan. In this study was used multi stage cluster sampling, those Students from all Isfahan high schools were chosen: first two areas were selected from six areas of Isfahan city, then from each area, two high schools were opted and finally from every high school several classes were chosen for study. Students completed the questionnaire in their classrooms. In the beginning students were given information about the content and general purpose of the study and how to complete the questionnaires. All participants were asked to fill out the “identity style questionnaire” and “self-efficacy beliefs questionnaire”. For academic performance was used from their scores in last semester. The average age of participants was 15.81 years (SD = 1.12) and the average mean of score was 17.23 (SD = 1.37).

### **2. 1. Identity style Inventory (ISI)**

This questionnaire evaluates three identity styles including information, normative and diffuse/avoidant orientation styles and it also considers identity commitment as its fourth dimension/index. It includes 40 questions that 11 questions about information oriented style, 10 questions about diffuse/avoidant style and 9 questions about normative style. In addition there are 10 questions about identity commitment which is not considered as identity style but is used for secondary analysis. 5 point Likert scale was applied for answers. Reported Cronbach's Alpha coefficients for identity styles, which were 0/62, 0/66, 0/73 for information, normative and diffuse/avoidant style. (Berzonsky, 1992).

### **2. 2. Self-efficacy beliefs**

A self-efficacy questionnaire was designed to measure the strength of self-efficacy beliefs. The personal self-efficacy belief questionnaire consisted of 42 items (Bandura, 1997) with 0/83 Cronbach's Alpha coefficients, and collective self- efficacy belief questionnaire consisted of 13 items (Kim and Park, 2000) with Cronbach's Alpha coefficients 0/84. “personal self-efficacy belief” questionnaire and a “collective self - efficacy belief” questionnaire, each using a seven-point Liker scale ranging from (1) “not at all true of me” to (7) “very true of me”, were administered at different times.

## **3. RESULT**

Several statistical methods were used to analyze the data. Spearman correlation analysis was used to test relation between variables. Moreover, Regression was used to examine the role of identity styles and self-efficacy beliefs on students' academic performance.

To examine the relationship between identity styles, self-efficacy beliefs (collective and personal) and academic performance, Pearson's correlation coefficient matrix was used.

**Table 1.** Correlation matrix between identity styles, self-efficacy beliefs (collective and personal) and academic performance

Variables	1	2	3	4	5	6	7
1- Information Style	1						
2- Normative Style	.734**	1					
3- Diffuse/Avoidant Style	.306**	.306**	1				
4- Identity Commitment	.514**	.554**	-.053	1			
5- Personal Self-Efficacy	.203**	.206**	.072	.102	1		
6- Collective Self-Efficacy	.221**	.195**	.112	.202	.822**	1	
7- Academic Performance	.378**	.347**	-.080	.735**	.391**	.363**	1

\*\* p < 0.01

As showed in Table 1 often correlations were positive and significant. The correlation of academic performance was positive and significant with information identity style (.378), normative identity style (.347), identity commitment (.735), personal self-efficacy belief (.391) and collective self- efficacy belief (.363). There was negative and no significant correlation between academic performance and diffuse/avoidant identity style.

**Table 2.** Results of Stepwise Regression Analysis for Academic Performance on Identity Styles and Self-efficacy Beliefs.

Variable	R	R <sup>2</sup>	R <sup>2</sup> Δ	F	β	t
1. Identity Commitment	.724	.725	.523.	283***	.724	16.83
2. Identity Commitment Personal Self-Efficacy	.792	.627	.624	215***	.322	8.37
3. Identity Commitment Personal Self-Efficacy Normative Identity Style	.80	.639	.635	150***	-.136	-2.96

\*\*\* p < 0.001

Table 2 indicate that for predicting of academic performance on identity styles and self-efficacy beliefs three component roles were significant: identity commitment, personal self-efficacy and normative identity style.

#### **4. CONCLUSIONS**

There was correlation between academic performance with information identity style, normative identity style, identity commitment, personal self-efficacy belief and collective self-efficacy belief. Research has suggested that self-efficacy is one of the most important motivational factors in predicting students' choice of activities, effort, and academic performance (Pintrich & Schunk, 2002). In a meta-analysis of academic self-efficacy studies reported that, "self-efficacy beliefs account for approximately 14% of the variance in students' academic performance and approximately 12% of the variance in their academic persistence" (Multon, Brown, and Lent, 1991, p. 34). Britner and Pajares (2006) studied on role of self-efficacy and science performance in middle school students (grades 5-8) and reported that self-efficacy was a consistent predictor of science grades.

Self-efficacy beliefs seem to be relevant for adolescents' life satisfaction, due to the influence that academic success and social competence (Roeser, Eccles, & Freedman-Doan, 1999). Berzonsky (1990) explained that information style and normative style can predict of people successful development.

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