The simple and multiple relationships between self-esteem and identity styles with achievement motivation among high school students of Bandar Imam Khomeini

Fariba Hoseini Aslian, Reza Pasha and Mohamad Hosseinipour

Department of counseling, Science and Research Branch, Islamic Azad University, Khuzestan Iran.
Assistance professor, Ahvaz branch, Islamic Azad University, Ahvaz-Iran.
Assistant Professor, Science and Research Branch Islamic Azad University, Khuzestan Iran

ABSTRACT
The purpose of this study was to investigate the simple and multiple relationships of self-esteem and identity styles with achievement motivation. The sample consisted of 160 high school female students of Bandar Imam Khomeini who were selected by Cluster Random sampling method. The instruments which used in this study were self-esteem scale (Rosenberg, 1976), Objective Measure of Ego Identity Status questionnaire (Bemmon & Adams, 1986) and achievement motivation questionnaire (Hermens, 1970). For hypothesis testing, Pearson correlation test and multiple Regression analysis were used. The results supported the idea that there was a positive meaningful relationship between self-esteem and achievement motivation. Also, the relationship between diffusion identity and achievement identity with achievement motivation was significant. The findings showed that there was a negative correlation between diffusion identity with achievement motivation and Achievement identity was positively correlated with achievement motivation. Furthermore, the results of multiple regression analysis showed that self-esteem and identity styles explained 9 percent of variance of achievement motivation in students. The level of significant for this research was: α=0.05.

INTRODUCTION

One of the Human Sciences has major role in explaining and predicting human behavior is science of psychology. Motivation topics in psychology, especially in educational psychology is important and without understanding the behavior and motives, it is not possible to understand psychological phenomena. In this regard, one of the areas in which detection and prediction of the behavior of interest are the motivating individuals [13]. Moreover, the motivation for learning activities, teaching-learning process is a very important topic; because efforts to motivate teachers and students without learning would be useless [11]. In the meantime, one of the most important social motivations that influence human behavior, motivation to progress that it can considered in predicting and explaining human behavior [38].

The first formation of the Achievement Motivation Murray did in 1938. He defines motivation to succeed as a desire or tendency to eliminate or overcome obstacles to getting good strength and try to do a quick difficult task [54]. This motivation determined as a desire to achieve personal goal. The goals might get a grade "A" in the course or climb to the mountain peak is [62]. Mac KlInd later developed this concept and stated that achievement motivation, an inner desire that some people treat them almost every situation, provides guidance And achievement-oriented behaviors are closely related, so that their actions were always in progress, signs of progress, it gives incentives [52]. With the beginning of the 70s, Hermen attempted to examine the research done in this field, specify the components of achievement motivation; the measure provides a valid test. He based his research on the characteristics of 10 individuals with high achievement motivation high hopes a strong impetus for upward mobility, homework effort, in the face of the difficulty level average homework semi-finished the desire of the efforts, understanding dynamic time, future, according to the criteria in choosing friends and colleagues deserved recognition of good performance on the job, doing the best possible job, and risky behavior outlined below [44].

Studies show that achievement motivations in terms of people's motivations are different. Some people are highly motivated to progress in their work, to work hard to achieve success and others do little incentive to advance to achieve success and are ready to risk. The different levels of achievement motivation makes people

Corresponding Author: Fariba Hoseini Aslian, M.Sc. student of consultation, Science and Research Branch of Khuzestan, Islamic Azad University, Khuzestan, Iran.
E-mail: hosseinifariba@yahoo.com
behave in different ways in their daily lives. For example, young people who are high in achievement motivation than those who have little incentive to progress to higher education, achieve high scores, and participate in non-academic programs tend. These people are trying to solve their problems and achieve success. Even then they fail at something, it does not kill, and to continue their efforts to achieve success [59]. Furthermore, studies Klind Mac and winter (1971) has shown achievement motivation among the features that make economic development communities.

Considering the importance achievement motivation, many researchers studied a wide range of variables influencing motivation have been developed. In the meantime, self-esteem and identity styles as individual variables that influence achievement motivation, attention and have been investigated in several studies [45,31,43,3,8].

Esteem as personal judgments about the capabilities and value of self-respect and respect for the individual is defined as [36]. Cooper Smith [35], an image that people have of themselves as a very important factor in the development of behavior, and believes that all aspects of their creed aspects of the physical, social, that has a rational and of mental. Along with his Kubinik [49] also believes that the perception of self and surroundings is very important in influencing their behavior. The image formed on the basis of personal experience, makes the child a stable environment, and their relationship with the environment is achieved and accordingly deal with life issues and evaluates their efforts to deal with. People with good self-esteem, overcoming their main competition, life, prosperity and happiness to know, or in other words, their ability to do whatever they feel [4]. These people are those who are confident and able to express their creative talent and they are not easily influenced by environmental factors [35]. It can be stated that the individual has high self-esteem, a sense of empowerment and valuable [47] And positive views of themselves makes more effort to do achieve success [29].

Any person who wishes to have a certain identity, hence tries and finds himself in a familiar And if you cannot make it feel special through creativity, it realizes remote replication to other humans [14]. Ericsson [39]was the first major achievement, personality and identity as an important step towards becoming a fruitful and pleasing to distinguish.in His social psychological theory, adolescence is associated with an identity crisis knows and believes that the main task of adolescent development, forming a coherent identity and integrity is [40]. Most teens as adults under the influence adolescent attitudes and values, and increasingly parents and other adults are away, is described. As a teenager, as a critical moment arises [19], and only when the identity of a juvenile in the savings target is the value system, religion, political opinion, is committed to the professional goals in relation to their own lives will begin to establish a philosophical [46].

Marcia [50], based on Ericsson's sense of identity, and the evolving identity of both crisis and commitment, four-state identity revealed. He sees the crisis, SEO and looking to find their place in the political dimension, on the job, interpersonal relationships, and religion, while commitment refers to the trust and confidence of the decisions listed issues [50]. Muvos [55] Trends in the presence or absence of crisis and commitment, Marcia's four identities can be described as: (a) those with confused identities have not yet experienced a crisis of identity and commitment to a job; a and the value system of belief in them is not. They generally lack a sense of identity and simply changed their views about themselves and in Feedback of themselves and others, are extremely vulnerable. (B) Early identification, which refers to people who have not yet experienced an identity crisis, but a set of values based on a decision by others to have been committed. Before people are influenced by their personal evaluation, impact assessment, and others are particularly important for people who have inflexible personality conflicts are avoided, are described. (C) Persons who are seeking the identity of deadlines, based on your goals and actively seeking their identity and commitment to achieve the goals of their choice. They defined and see the great potential for identifying problems, but it lacks an essential feature of the compromise are satisfied, which is essential for identification. (D) According to Marcia, identity, business people have been experiencing an identity crisis, and it's nice to have solved their obligation to have created a fairly stable. These people have their own sense of harmony and well aware of their capabilities and limitations and accept them.

Given the importance of achievement motivation, which in many studies has been emphasized in this context, of particular importance are variables that influence it. Most of the research on the changing role of achievement motivation in predicting individual said. Therefore, based on the knowledge obtained from the literature, self-esteem and identity styles as individual variables influencing the incentives were developed. This study investigated the relationship between self-esteem and identity styles and achievement motivation, and the role of these two variables in predicting progression was motivated.

Research hypotheses:
The hypotheses of this study are as follows:
1 – There is relationship between self-esteem and motivation of the girl students
2- Confusion between identity styles and the students' motivation are related.
3- There is a relationship between the style of early identification and achievement of female students.
4- There is a relationship between identity style and a deadline for achievement of female students.
5- There is a relationship between identity style and advanced students' achievement.
6- There is a relationship between self-esteem and identity styles (confused, early deadlines or, and acquisition) multiple relationship with the students' achievement.

MATERIALS AND METHODS

The study sample consisted of all students in high school, Imam Khomeini port is in the school year (92-1391) were enrolled. Using random sampling stage cluster sampling using a table of random numbers, Morgan (Vaziri et al, 2004), 170 students were selected from the community. Reasons for referral, or completing some incomplete questionnaires, 160 questionnaires were done solely on statistical operations. Collected data using statistical software package for social sciences (SPSS) version 18, using descriptive statistics, Pearson correlation and multiple regression analyzes were variable. As noted above, the level of statistical significance in this study, p<0.05 was considered.

Research Tools:
Self-Esteem Scale (SES). To measure self-esteem, the Rosenberg Self-Esteem Scale [56] was used. This scale consists of 10 items that form a 4-degree range from completely disagree (1) to strongly agree (4), has ranking. Between these two measures retest 0.84 was reported. Furthermore, the correlation between the scale of the 5 domains of self-esteem and Mysytv Garcia showed that the scale has good concurrent validity esteem [51] Mohammadi [23] Reliability and validity of the test in which a sample of Persian language. Cronbach's alpha for the scale of the bisection and the 0.69 and 0.68, and test-retest coefficients interval of a week, 0.77, two weeks, 0.73, three weeks 0.78 reported. Furthermore, the results Mohammadi [23] showed a significant correlation between self-esteem scales Rosenberg Self Esteem Scale (1987), there is a validation of the scale. In the present study, Cronbach's alpha coefficient for the scale of self-esteem, 0.70 respectively.

Scale developed objective measures of self-identity (EOM-EIS-2). Bniouon and Adams in 1986, Erickson and Marcia's theory of identity, this scale was designed and developed. According to the interview method was used to determine the identity of styles, with the help of Adams ET EOM-EIS-scale, first in 1984 and then in 1986, the EOM-EIS-2 scale maps. This test is comprised of 64 items and four subscales of identity confusion, early deadlines and business demands are included. In addition, each of the two subscales of general scope and interpersonal problems worldview is. Responses to all items on this scale completely disagree (1) to strongly agree (5) to be graded. The scale according to its maker had in over 37 countries (including developing countries such as Indonesia) has been used [27]. Bniuon and Adams [30] alpha coefficients for the four subscales range of this scale in the world, 62/0 to 75/0 in the context of interpersonal relationships, 58/0 to 80/0, indicating acceptable reliability of the reported scale. Furthermore, the correlation between Hbth of convergent and divergent validity of the test is a proof of identity. Also, the correlations obtained between subscales with subscales of the Test of Erikson's psychosocial identity scale and self-acceptance scale showed that the concurrent validity of the scale and has good predictive validity [30].

The Iranian cleric Sheik investigated the reliability and validity of this scale. His results showed little correlation between the two subscales to test the interpersonal world and there. Furthermore, the alpha coefficients for the subscales of the test, 40/0 to 71/0 reported. In the present study, Cronbach's alpha coefficients for the subscales of identity confusion, early deadlines either, and won the 0.60, 0.81, 0.66and 68/0 respectively. Achievement Motivation Questionnaire (AMQ). Achievement Motivation Questionnaire by Hrmanz [44] has been developed. This questionnaire has 29 items which are semi-finished sentences and choices offered for each item varies between 4 to 6 options. Therefore, the maximum score for each item is between 4 and 6 depending on the number of options will vary for each substance. Hrmanz [44] Kvdr Richardson formula reliability of this questionnaire using 82/0 reported. The correlation between test anxiety questionnaire and indicated that the questionnaire is validated differential. Furthermore, the results showed that individuals who have earned higher scores on this scale, in progressive positions relative to the neutral position, have higher performance than those with low scores. The results showed that the construct validity of the questionnaire has. Shokrkon, Boroomand, Najarian and Shahni Yeyllagh the Cronbach's alpha coefficient for this scale is 78/0 and Zrayt reliability was calculated using the Spearman-Brown and Gutman, respectively, 0.70 and 0.72 were reported. Furthermore, the correlation between achievement motivation scale test Gizly study shokrkon et al [15], and the Achievement Motivation Inventory in research and lover shokrkon (2009) showed that the scale has good concurrent validity. In the present study, Cronbach's alpha coefficients for the Achievement Motivation Inventory 94/0, respectively.

Results:
Indicators described in Table 1, including means and standard deviations for all study variables are shown. As can be seen in Table 1, Mean self-esteem, respectively 38.08 and 5.33, diffuse identity style 45.49 and 7.72,
early identification of Light 47.60 and 1.68, style or identity Deadline 55.57 and 7.66 style, identity achieved 60.31 or 7.05 and the achievement 33/83 and 72.21 is.

**Table 1: Descriptive Index of variables**

<table>
<thead>
<tr>
<th>Number</th>
<th>Standard deviation</th>
<th>Average</th>
<th>Research variables</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.33</td>
<td>38.08</td>
<td></td>
<td>Self-esteem</td>
</tr>
<tr>
<td>7.72</td>
<td>45.49</td>
<td></td>
<td>Diffuse identity style</td>
</tr>
<tr>
<td>10.68</td>
<td>47.60</td>
<td></td>
<td>Early identification of Style</td>
</tr>
<tr>
<td>7.66</td>
<td>55.57</td>
<td></td>
<td>Identity style or period</td>
</tr>
<tr>
<td>7.05</td>
<td>60.31</td>
<td></td>
<td>Identity acquired Style</td>
</tr>
<tr>
<td>7.21</td>
<td>83.33</td>
<td></td>
<td>Achievement motivation</td>
</tr>
</tbody>
</table>

Correlation coefficients between variables are presented in Table 2. As can be seen in Table 2, the correlation between self-esteem and achievement motivation 0.17 is in the p<0.50 is significant. The identity style, identity confusion, and identity only significant relationship with achievement motivation were obtained, and the early identification and authentication, whether period there was no significant relationship with achievement motivation. Pearson correlation coefficients between identity style and identity confusion have been motivated to progress in the -0.19 and 0.16 were obtained in all the p<0.05 are significant.

**Table 2: Pearson correlation coefficients between self-esteem and identity styles with motivating progress**

<table>
<thead>
<tr>
<th>Significance level (p)</th>
<th>Pearson correlation coefficient (r)</th>
<th>Predictive variable</th>
<th>Criterion variables</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.02</td>
<td>0.17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.017</td>
<td>-0.19</td>
<td>Identity confusion</td>
<td></td>
</tr>
<tr>
<td>0.88</td>
<td>0.01</td>
<td>Early identification</td>
<td></td>
</tr>
<tr>
<td>0.45</td>
<td>0.06</td>
<td>Deadline identity</td>
<td></td>
</tr>
<tr>
<td>0.04</td>
<td>0.16</td>
<td>Identity Achieved</td>
<td></td>
</tr>
</tbody>
</table>

To determine the role of self-esteem and identity styles (identity confusion, early, due, whether or gain) in the multiple variable regression analysis to predict progression motivated entry-point method was used for the results presented in Table 3.

**Table 3: Regression coefficients (β)**

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Ratio F</th>
<th>Probability p</th>
<th>The coefficient of determinati on RS</th>
<th>Multiple correlates</th>
<th>Predictive variable</th>
<th>Criterion variables</th>
</tr>
</thead>
<tbody>
<tr>
<td>β=0.17</td>
<td>t=2/22</td>
<td>p=0/02</td>
<td>4.92</td>
<td>0.02</td>
<td>0.03</td>
<td>0.174</td>
<td>Self-esteem</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>β=0.05</td>
<td>t=0.57</td>
<td>p=0.02</td>
<td>4.85</td>
<td>0.09</td>
<td>0.06</td>
<td>0.241</td>
<td>Identity confusion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>β=0.01</td>
<td>t=0.01</td>
<td>p=0.05</td>
<td>3.32</td>
<td>0.02</td>
<td>0.06</td>
<td>0.245</td>
<td>Early identification</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>β=0.13</td>
<td>t=0.13</td>
<td>p=0.01</td>
<td>3.15</td>
<td>0.16</td>
<td>0.08</td>
<td>0.274</td>
<td>Early identification</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>β=0.03</td>
<td>t=0.03</td>
<td>p=0.01</td>
<td>2.98</td>
<td>0.013</td>
<td>0.09</td>
<td>0.297</td>
<td>Identity achieved</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Prediction of achievement motivation, the results contained in Table 3 shows that the regression equation, only style remains confused identity and other variables of the regression equation are removed. This table
shows the diffuse identity style is most important in explaining the variance in motivation has grown. As you can see, the multiple correlation for linear combinations of variables, self-esteem, identity confusion, early identification, authentication and identity have been motivated to progress within either 0.297 is the ratio F 2.98 in p=0.13 is significant. 9% of the total variance of these variables is expected to drive progress.

Discussion and Conclusions:
In line with research findings Hosseini [45], Astriker and Johnson, Chiu [33], Gvay, Rattle, and Lytalyn on Zare [10], Abedi et al, Biyabangard [6], ethnicity and Ibrahim Salimian, Banaky Fred, bitch, Badri, screening and Ghassemi, Maleki, Mohammad Zadeh, Seyed Ameri, Zamani Sani (2011), the results of this study also showed a significant positive relationship between self-esteem and achievement motivation there. Branden [4], self-esteem condition in which a person knows from personal experience that deserves to overcome the main competition of life, happiness and prosperity knows or in other words, their ability to do whatever makes sense. People who are high self-esteem, confidence and ability to express their creative talent and they are not easily influenced by environmental factors [35]. The increase in self-esteem, a sense of empowerment and valuable [47] and more effort to do achieve success [29].

Accordingly, individuals with high self-esteem have positive views of their own and were qualified and capable individual, hence their efforts will lead them to success. In these individuals, a sense of competence and merit factor is to achieve high levels of motivation. This led to high expectations from it are difficult targets and goals motivate the problem of focus and effort to develop and achieve the result helps to their success but in people with low self-esteem, the process is reversed to act. These people fail to recognize their individual and often underestimate their abilities first, that's why low expectations for their performance in different situations are considered, because they lack confidence and fear of failure. In addition, self-esteem, identity confusion, and identity styles showed a significant relationship with achievement motivation were also obtained. The results showed that the negative relationship between identity styles and identity styles have been confused with achievement motivation has a significant positive relationship. These findings are consistent with research Boyd, Hunt, Kendall and Lucas, Hejazi et al [43], Buznisky and Cook [31], Nazareth Krimvand, agriculture, MA, electric front and Benny N. (1389), Lava, Hejazi, Terence, Amani and Alizadeh, and Tabatabai, Tabatabai, Mohammad Gull and Aria. Glaser [41] argues that identity is confused with commitment and unwavering decision to have such a state of weakness, irresponsibility and distrust show; And often by naming it down, emotional stability, conscientiousness, low, low acceptance of others, lack of flexibility and poor communication with parents is presented in experience. Have little confidence in their cognitive abilities, usually before deciding to fear and anxiety and irrational strategies normally avoid, excuse and cutters are used for. Moreover, the lack of response to the problems identified in a confused teenager, he was willing to withdraw the increase. Moreover, the lack of response to the problems identified in a confused teenager, he was willing to withdraw the increase. This makes it an open competition and collaboration with others, such liability cannot even take responsibility for their lives. The irresponsible behavior of criticism and self-discipline that will lead to the formation of negative attitudes toward self and others [7]. It is therefore logical that people with a confused identity due to his pessimism, mistrust and lack of commitment to their ability to target specific, little incentive for responsible and challenging position that will not lead to success and progress. In contrast, people with confused identities, those identities are obtained. Characteristics of people's identity can be strong and stable to me, realistic targets, the ability to adapt to environmental demands, performance on difficult tasks [48], have a solid emotional foundation, and considerable responsibility [58] pointed. Glaser ([41] argues that adolescents have been identified as a constructive approach to the problems and the issues are well. Also, teenagers, high school courses more difficult to make choices and to achieve higher levels. Since people are aware of the identity of his ability to earn their trust, they have good performance in the face of different situations. Hence there is an incentive to the specific objectives are to Khvandkhob effort and energy to mobilize to achieve them. Furthermore, it will strengthen individual identity in adolescence, but begins its roots in childhood. Hence, parents must provide appropriate training centers and their activities are focused on children and adolescents, Is set up to employ appropriate strategies that underlie the formation of self-esteem and identity are achieved student.

REFERENCES


