

Investigating the psychological characteristics of new students in universities and their anxiety

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Abstract

The current research aims to study the comparison between fear of success, loneliness and identity styles in collegiate boys and girls in master of psychology. In order to collect the data the stratified random sampling was used in the current research, and the research population consists all of the MA students in psychology in Islamic Azad University of Sari, and the chosen sample is 226 individuals including 179 girls and 47 boys. The current research measuring tools were three questionnaires of Fear Of Success (FOS) of Good, Loneliness UCLA, and identity styles of Berzonsky, after collecting the information, t-test was used for data analysis, and the results showed that fear of success in collegiate boys and girls was different, but the loneliness and identity styles in collegiate boys and girls was not different, and also fear of success, loneliness and informational identity styles, normative and diffusive-avoidant were not different in indigenous and non-Indigenous students, but the commitment identity style was different in indigenous and non-Indigenous students.

Keywords: FOS, Loneliness, Identity Styles.

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Introduction

Based on having a country with young generation, the necessity of better understanding of teens, and their attitudes, predicting their features according to the type of identity they have, all of them confirm this issue that the identity of teens and its variables should be studied, and by recognizing the features related to the teens' identity their variability and according to the identity styles, the possibility of a desirable planning are provided for them. One of the most important features of period of adolescence is escaping from others and tendency toward independence and this issue could be strongly related to the loneliness, and also FOS is one of the most important and effective factors on the motivation for progress in university students, in a way that FOS leads to losing the required motivation and interest for growing, becoming successful, minimizing the achieved successes, several problems in decision making, and disability in problem solving, additionally it could be effective in career selection, progress in the career and self-actualization in individuals

(Oesterreichlesia, 1997). Most of the theorists state that FOS starts in childhood, and parents, sisters, brothers, teachers, friends, religious leaders and other family members have a role in the increase or decrease of it and FOS means that although you have done what you wanted to do and you have finished it, you are not satisfied with reaching your goal and you do not feel gratification (Messina, 2003; Quoted by Naeimi, 2004). Kavman & Ferari (2002) considered FOS as the core of all of the memes of avoiding success including: self-handicapping, negligence or delay, and supporting self-esteem and self-efficacy. Lazaris (2002) (Quoted by Mottaghi Pisheh, 2003) indicates that lack of an appropriate foundation for success makes it horrifying and the foundation and base of success is motivation. Mottaghi Pisheh and Hosseyini (2008) showed that FOS and burnout among the working women in public schools are related to each other, but no significant difference exists in the levels of FOS and/or burnout toward the demographic factors, and research results of Adibah et al (2008) showed that a significant correlation exists between the motivation for

success and FOS, but this correlation is a negative one.

Loneliness is an undesirable experience of rejection it is negative and agonizing, difficult, horrifying and painful which results in impatience, sense of being useless, hopelessness, depression, anxiety, and having a negative sense toward the world (Heravi Kimavi, 2008), and it is such painful mental phenomenon that in different social groups regardless of age, gender, race, religion or economic base it is observable in different levels, and in nowadays world that human beings are surrounded by cars and highly populated cities, it has found a new meaning. Loneliness makes the involved people feel sadness and non-belonging and it affects the social interactions with others, lifestyle and health in different ways (Heinrich & Gullone, 2006). People with feeling of loneliness have special characteristics such as low satisfaction and happiness, low self-esteem, alienation, embarrassment, nostalgia, feeling of vacancy, low attraction, avoiding social relationships, few friends, pessimism, disability in self-expression, escape from others, and introspection (Davarpanah, 1994). In the form of an interpersonal theory, Sullivan (1953) emphasizes on the necessity of communicating with others, because it is rooted in the main needs of human beings and it mentions the inefficiency in satisfying the need for intimacy with others or interpersonal intimacy under the influence of loneliness (Shikholeslami and et al., 2011). Salehi and Seyf (2012) came to this conclusion that by increasing each of the dimensions of perceived competence the loneliness decreases. In their researches Madanipour et al (2011) concluded that a significant difference exists between the optimism, loneliness and attachment style (secure and insecure). In a research named studying the relationships between loneliness and learning burnout Shu and Huang (2012) stated that loneliness is not only related to the physical health but also related to the depression among the students.

Identity is the sense of need for being apart from others and this need is the only main need of human beings and all people in all culture have it from birth to death (Glasser, 1994). According to Ericsson adolescence (between 12 to 18 years old) is period in which we should confront the identity crisis and solve it and this is the time when we create our self-concept, which means combining our beliefs about ourselves and about how the others think of us. If this process is conducted satisfactory, the result will be a coherent and stable image and people who cannot achieve a stable and coherent identity will confront identity crisis, and they will reveal role belidwderment. In Marsia's theory Marsia mentioned 4 case

templates by the use of underlying self-exploration variables and by considering the existence and non-existence of these two dimensions, Marsia distinguishes between the identity statuses. These 4 statuses include: Achieved identity, Moratorium identity, Foreclosure identity and Diffusion identity (Berzonsky & Kuck, 2005). Berzonsky (1990) in his theory indicated three identity style trends which were different among the youth. These three suggested identity styles include cognitive-social processes which include: 1) Informational 2) Normative 3) Diffusive-avoidant. In a research conducted by Mohammadzadeh et al (20112) they concluded that people with diffusive-avoidant identity style achieved the highest score in the borderline personality compared to informational and normative styles. In a research conducted by Jorgensen (2009) he showed that people who suffer from borderline personality disorder achieve high scores in the scale of diffusive-avoidant identity styles. Berzonsky and Kuck (2005) came to this conclusion that students, who enter the university having informational identity style, have a more successful performance. Totally the current research considers three main pillars of FOS, loneliness and identity styles and it intends to explain the relationship among these three components. In other words, the main question of this research is that if FOS, loneliness, and identity styles are different in indigenous and non-indigenous collegiate boys and girls.

MATERIALS AND METHODS

The current research methodology is descriptive-comparative. The current research participants are the MA students of psychology (including educational, clinical and general psychology) in Islamic Azad University of Sari, and based on the Krejcie and Morgan table the research sample includes 226 individual, 179 girls and 47 boys. Also this research includes 158 indigenous and 68 non-indigenous university students. By indigenous university students we mean students living in Mazandaran province and non-indigenous students mean students from other provinces. The sampling method used in this research is stratified random sampling. In order to collect the information, three questionnaires were used. Identity style of Berzonsky (ISI) consists of 4 sub-scales, and it includes the sub-scales of informational orientation, normative orientation, diffusive-avoidant orientation and commitment. Berzonsky (2005) reported the Cronbach's alpha of this tool for informational identity style (0.70) for normative (0.64), for diffusive-avoidant style (0.76) and commitment (0.71) . The second questionnaire is fear of success (FOS) of Good including 29 2-item (Yes and No) questions and the reliability coefficient was achieved by the use

of Cronbach's alpha (0.77) (Ganji, 2007). The third questionnaire is questionnaire of loneliness (R-ULS) (the revised loneliness scale by UCLA, USA) the reliability coefficient of this questionnaire is reported by the use of Cronbach's alpha (0.94). (Davarpanah, 1994). After data collection, the t-test was used for data analysis. The significant level at this study is considered 0.05 %.

RESULTS

Above mentioned table data shows that FOS is different in collegiate boys and girls ($t=2.645$, $P<0.05$) and also the loneliness is different in collegiate boys and girls ($t=0.110$, $P>0.05$). Data analysis shows that informational identity style is not different in collegiate boys and girls ($t=0.981$, $P>0.05$) and also the above-mentioned table shows that normative identity style in collegiate boys and girls does not have any difference ($t=1.841$, $P>0.05$). Diffusive-avoidant identity style is not different as well ($t=0.353$, $P>0.05$). Also commitment identity style in collegiate boys and girls does not have any difference ($t=1.824$, $P>0.05$).

Above mentioned table data shows that FOS among indigenous and non-indigenous university students is not different ($t=1.568$, $P>0.05$). Loneliness in indigenous and non-indigenous university students is not different ($t=1.070$, $P>0.05$). Informational identity style in indigenous and non-indigenous university students is not different ($t=1.521$, $P>0.05$). Diffusive-avoidant identity style in indigenous and non-indigenous university students is not different ($t=1.513$, $P>0.05$). Commitment identity style in indigenous and non-indigenous university students is different ($t=3.680$, $P<0.05$).

DISCUSSION AND CONCLUSION

Horner (1972) believed that women are afraid of success, because they cannot have both economic and social base at the same time, thus it seems that gender is an influential and determining factor in studying FOS in individuals which results in fear, disability and failure, lack of success, and uncertainty. The current research results showed that FOS in collegiate boys and girls is different, and this research was consistent with the conducted researches of Mehrabizadeh et al (2005), Horner (1972), Khullar (2001), Raymond et al (2008) Joachim et al (2007), Maureen (2006), Joseph et al (2006), Marashian (2008), Abdi et al (2005), and Pollack and Gilligan (1982) and it seems that the achieved results in this research are logical.

Contrary to popular belief, peak of loneliness is not in after time, and the loneliness reaches its peak in teens and in social life today with the influx of advanced communication technologies toward the

more individuality of people, more people will be vulnerable toward loneliness. Researchers proposed two types of loneliness, emotional loneliness and social loneliness. Emotional loneliness occurs due to the lack of intimate relationships in the individual's social life, while social loneliness occurs due to the lack of being considered, lack of having a role in the play and remaining on the sidelines, thus due to spending lots of times in cyberspace, today's youth may suffer from more emotional loneliness, but less social loneliness (Naderi, Haghshenas, 2009). In a book named Sex and Temperament, Margaret Mead (1935) states that gender-related traits, temperaments, roles and different identities are not related to the biological sex. And the current research results showed that the loneliness in collegiate boys and girls is not different, this research was not consistent with the researches of Archibald (1984), Wiesman, Gutfreund and Lurie (1995), and Koenig and Abrams (1999). But the research results of Dehshiri et al (2008), Perlman and Peplau (1982) are consistent with the current research results, and also according to the culture of modern Iranian society, and the status of women and men in the modern society, no sex differences is observed in loneliness, and the current research results seem logical. In this research the identity styles in collegiate boys and girls are not different and this research is consistent with other researches such as the researches of Sheikh Rohani (1999), Shokraei (2001), Iranfar (1999), Rastgoo and Moghaddam (1997), Hosseini Tabatabaei (1998), Abdi (2001), and White et al (1998), and Adams et al (1985), that the sex differences are not identified in the formation of identity (Quoted by Adams, 1985). Margaret Mead (1935) states the differences in temperament of men and women in the book "Sex temperament" in three main societies. This initial study concluded that there is no need for existence of difference in the characteristics and temperaments of different genders. Observed differences in the temperaments of men and women are not due to their biological differences, and it is due to the differences in socialization and cultural expectations from each gender. Characteristics related to gender, temperaments, roles and different identities are not depended on the biological sex. According to the lack of gender differences in identity styles, the achieved results seem logical.

Also the results showed that there is no difference in the loneliness of indigenous and non-indigenous university students. Research results of Zohour and Farkhani Ehsan (2001) showed that no significant difference exists between the depression, loneliness and habitat, and this research is consistent with the current research.

Results showed that FOS in indigenous and non-indigenous university students is not different. It seems that it is a research that has been remote from the researchers' attention, based on the fact that in today's culture of Iranian society the cultural difference has decreased due to the existence of communicational and informational ways through internet, mobile phones and satellites, we do not see any difference in indigenous and non-indigenous individuals, and the achieved results seem logical. The current research results showed that the normative identity styles, informational, and diffusiveness-avoidant identity styles are not different in indigenous and non-indigenous university students. This research is not consistent with the research of Aghajani et al (2008). But the study results of Abdi Zarrin et al (2010) did not show any difference in the identity styles of university students, and the results were consistent with the current research, and due to the today's Iranian modern society, and different communicational devices such as satellites and internet this result was expected. Also the results showed that the commitment identity style is different in indigenous and non-indigenous university students. In fact these people have fairly stable decision makings for different contexts of identity, and the individual's effort orientations are toward such decision makings (Caroer & Shy, 1996). This research is consistent with the research of Aghajani et al (2008) and it is not consistent with the research of Abdi Zarrin et al (2010), and this paradox may be due to the measuring method and tools or the cultural structure of the studied society. Some of the limitations of this research include: lack of awareness of some of the examinees about the importance and necessity of research and difficulty in analyzing the questions for some of the individuals, in a way that the questions were read and analyzed for those individuals, thus lots of time was consumed for collecting the information. It is recommended to the future researchers to study and survey in other research environments and other influential variables in order to achieve extensible and valid results, and also it is recommended to consider some programs for university students and youth in order to raise their ability in decision making and address them toward achieving an identity that by which they can rationally solve the problems and issues happening in their lives. This identity styles should be in a way that does not let the others, friends and peers decide for their lives, and if this happens they may be drawn toward immoral and illegal ways. Lack of having a social relationship with peers in a new condition and lack of maintaining communication by the help of spiritual power of God provides the feeling of

loneliness resulted from social isolation for the university students, and that also results in loneliness. Thus it is recommended to decrease the amount of loneliness and FOS in dormitories through social skills training and strengthening religious beliefs, and also it is suggested to the university professors and supervisors to try to guide the youth in a way that they could be prosperous in successfully achieving an identity and the more successful the identity the better they could deal with FOS and loneliness.

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