The Relationship between Avoidance, Social Pressure and Prosocial Personality and Identity Crisis in Youth

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Abstract

The aim of this study was to investigate the relationship between avoidance and social pressure and societal personality with identity crisis in students. The research method was descriptive-correlational during the academic year 2021-2022. According to Krejcie and Morgan table, 270 female students were selected by two-stage cluster sampling method with the possibility of incomplete questionnaires; so that first 9 schools out of 13 schools were selected randomly. Also 9 classes were selected as sample. The research instruments were Ahmadi Identity Crisis Questionnaire (1997), Watson et al., (1969), Avoidance and Social Pressure Scale, and Penner Social-Friendly Personality Questionnaire (2002). The results were analyzed using Pearson Correlation Analysis and Stepwise Regression.

We showed that there was a significantly negative relationship between societal personality and identity crisis and also a significantly positive correlation between avoidance and social pressure with identity crisis. Also, avoidance, social pressure and societal personality were able to significantly predict the identity crisis. It seems that paying attention to the personality, avoidance and social pressure of female students can be useful in resolving their identity crisis.

Keywords: Identity crisis, Social character, Avoidance, Social pressure, Students.

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1. Introduction

Man always seeks behaviors that can happen to solve problems. Challenges and any other factor based on the basic psychological principles of these decisions and selective behavioral strategies make the person is dynamic (Monassis et al., 2017). Identity is an essential and internal aspect by which a person connects to his past and feels continuity and unity (Schiner, Climestra et al., 2021). Identity formation involves combination of skills and imitations of different ages that are all integrated and unique (Sauss & Isan, 2016). According to Erickson, school or university environment provides the opportunity to assist the individual in forming a sustainable identity and provides a framework for decision-making, problem solving, and coping with everyday problems Chianeh and Esmaeili (2014). Identity is not just a feeling. It is a kind of feeling of independence with a vague and even unknown meaning. The feeling of identity usually has real roots (Bahrani et al., 2015). Adolescents' failure to shape their individual identity, whether due to childhood experiences or current unfavorable circumstances, creates a crisis called identity crisis or confusion (Degarzia, 2017).

Brzonsky (2012) sees identity as a personal framework that is used as a source for interpreting experiences (Green et al., 2018). In this way, information about identity is interpreted and questions and issues related to life are answered, and to study the similarities or differences of individuals in shaping the process of identity has been identified (Ebrahimi Moghadam and Akbari, 2015). Individual identity has preferentially cognitive-social strategies that individuals use when engaging in or avoiding tasks related to constructing or maintaining a sense of identity (Gold and Kairatsos, 2017). The social effects will be undeniable, including social pressures and expectations that can lead to avoidance and lack of personal growth (Babaei et al., 2016).

Avoidance and social pressure is a widespread type of anxiety and is characterized by extreme fear and anxiety in social situations and disrupts at least the part of a person's daily activities. Avoidance and social pressure is a very debilitating disorder that can disrupt many aspects of a person's life. Severe cases, avoidance, and social stressors can dramatically reduce a person's quality of life (Fifth Edition of Statistical and Diagnostic Guide to Mental Disorders, 2013). Avoidance and social pressure refers to the degree of

tendency to avoid and experience stress that arises in interpersonal or functional situations (Almotava, 2019). People with high social pressure avoid and fear of negatively evaluating others about themselves or doing something that embarrasses them (Anaznovo et al., 2018). Some sufferers may not leave home for weeks or give up many social situations such as their job and education (Selajgeh and Bakhshani, 2014). It always causes a feeling of restlessness, meaning that one cannot sit or stand together for long periods of time (Lin et al., 2019). Anxiety disorders are among the most common disorders in many parts of the world that leads to many problems and complications (Raqibi et al., 2018). One of the most important effects on cognitive-behavioral is performance of individuals in choosing appropriate behavior in very important situations (Ranjbari et al., 2017). People with socially compatible personalities, or so-called socially friendly personalities, appear to be less likely to develop these acute problems (Gold and Kairatsos, 2017).

Therefore, familiarity with the factors is important for those involved in education, including families and educational institutions; so that perhaps the grounds for its promotion can be provided for individuals. In the previous research, it seems that no study has been done on identity crisis based on cognitive dimensions including avoidance and social pressure and societal personality. Therefore, in order to fill the gap between the studies, the question of this study is whether there is a relationship between avoidance, social pressure and societal personality and identity crisis in students or not?

2. Review of Literature

Socialist person is one who benefits others with every action. The term is used for actions that do not bring any direct benefit to the person to perform those actions and may even pose risks to them (Rajput and Sari, 2016). The term is used for actions that do not bring any direct benefit to that person (Schiner et al., 2021). Women and men are broadly similar in their attraction to socially-friendly personalities, with the greatest emphasis on the specific classifications of these personalities (Rajput and Sari, 2016).

The origin of these beliefs is influenced by the hormonal processes, social expectations and individual situations (Pratt and Mastsuba, 2018). The fact that multiple aspects of personality involved in socially-friendly personality led some researchers to hypothesize that there are combination of factors that create a concept called social-friendly personality (Fu et al., 2017). In addition to responding to an emergency, a community-friendly personality takes other forms, including donating money to a charity and donating organs for a transplant (Bartal et al., 2011).

In this regard, Rahimzadeh and Morad (2015) have concluded that there is a significant relationship between identity and mental health, the impact of family on identity, the role of religion and the consequences of lack of identity. Bahrani and his colleagues (2020) have found that there is a relationship between the role of parents, the role of friends, the role of teachers and educators, the role of mass media and the role of patterns in society, the crisis of identity and personality in adolescents.

Rostami and Shaykh al-Islami (2015) showed that differentiation negatively predicts community-oriented behavior towards others. Ethical identity also predicts the positive behavior of the helper in a positive way and behavior of the society towards others in a negative way. Sadeghi (2017) showed that there is a significant relationship between identity crisis and the tendency to social harm.

The results of regression analysis also showed that identity crisis significantly predicts the tendency to social harm in students. Nasiri and Sohrabi (2017) showed that there is a significant relationship between parents' personality traits and identity crisis in male high school students in Firoozabad.

Farhi and Ranjkesh (2017) have found that communication factors in the family and personality traits of adolescents are considered as important factors in not acquiring an identity crisis.

Schiner (2021) showed that a two-way relationship can be observed between the development of personality disorders and identity problems and related disorders. Lin and Young (2019) showed that factors related to anxiety, such as social pressures in children and adolescents, play an important role in identity crisis. Almotawa (2019) found that interactions on social networks can lead to

the development of identity crises by creating unrealistic expectations and thus increasing social pressures. Dunkley et al., (2019) showed that the social dimensions of personality affect social, individual identity and normative identity.

Anaznov et al., (2018) have found that individuals' discriminatory behaviors can contribute to identity crisis by creating social pressures. Bohlber (2018) showed that the acquisition of identity crisis is due to inappropriate mental structure and the formation of negative dimensions of personality and attitude that cause consistent identity which is not formed in individuals. In general, the absence of identity crisis is one of the fruitful and successful factors in the life of adolescents.

3. Methodology

The research method was descriptive-correlational and considered as an applied research in terms of research classification and purpose. The statistical population of the present study consisted of all 650 first grade ninth grade female students in 13 public schools in Babol during the academic year 2021-2022. According to Krejcie and Morgan table with the possibility of incomplete questionnaires, 270 female students were selected by two-stage cluster sampling method; so that first 9 schools out of 13 schools were selected randomly. Nine classes were selected too. In the executive process, before the sampling, the subjects were given explanations about the purpose of the study and maintaining the confidentiality of the materials, and at the same time, informed consent was received from individuals about the participation of the samples in the research. Then questionnaires were received from the samples. In this study, Pearson correlation and stepwise regression methods were used to analyze the data.

3.1. Ahmadi Identity Crisis Questionnaire (1997)

The Identity Crisis Questionnaire was developed by Ahmadi in 1997 at the University of Isfahan with 10 questions. Scoring is zero to three. In this questionnaire the maximum score is 30 and the minimum is zero. Ahmadi

(1999) confirmed the validity of the structure and content gave a reliability of 0.78 by Cronbach's alpha method.

3.2. Watson Social Avoidance and Pressure Scale (1969)

The scale was developed by Watson in 1969 to diagnose and evaluate social anxiety in 28 items. It consists of two subscales. 1. Social avoidance, 2.Social pressure and discomfort. Half of them answered positively and the others half answered negatively and the score range was between zero and 28. A score of 12 or higher indicates high social anxiety and a score below 4 indicates very low social anxiety. Manufacturers confirmed the validity of the structure and content and its retest reliability coefficient was calculated to be 0.68 and its concurrent validity was calculated to be 0.54. In Iran, Hormozinejad et al., (2000) obtained a retest coefficient of 0.83, Cronbach's alpha 0.90, structural validity 0.75 and concurrent validity 0.62.

3.3. Penner Community-Friendly Personality Questionnaire (2002)

This questionnaire includes 30 items and 7 subscales of social responsibility (items 1, 2, 3, 4, 5, 6, 7), empathetic communication (items 9, 11, 13, 15), perspective ones (items 8, 10, 12, 16, 18), Individual distress (items 14, 17, 19), bilateral moral reasoning (items 21, 22, 24), Oriented moral reasoning-Others (items 20, 23, 25) and self-reported altruism (items 26, 27, 28, 29, 30). Score items 1 to 25 on a five-point Likert scale as "strongly disagree = 1 to strongly agree = 5" and score 26 to 30 as "never = more often = 5 »is done.

Therefore, the minimum and maximum scores will be 30 and 150, respectively. The higher the character score, the better the character. The validity of the structure was confirmed by the manufacturer and the reliability was obtained by Cronbach's alpha method of 0.92.

4. Findings

According to Table 1, the demographic information of the sample group of junior high school students is shown in the indicators of educational and occupational status of parents. First, normality of the data was confirmed by examining statistical assumptions using the Kolmogorov-Smirnov test.

Table 1. Demographic information

Frequency Percent	Frequency	Set	Variable
21.11	57	High school	
38.88	105	diploma	**Educational level of**
23.33	63	BA	**father**
16.66	45	Above BA	
32.96	89	High school	
34.44	93	diploma	**Educational level of mother**
21.48	58	BA	
11.11	30	Above BA	
64.44	174	Self-employment	
35.55	96	administrative	**Employment status of father**
0	0	unemployed	
37.03	100	Self-employment	
16.66	45	administrative	**Employment status of mother**
46.29	125	unemployed	
100	270	-	**Total**

The results in Table 2 show a significant correlation between socialist personality and identity crisis and the subscale of social responsibility (-0.21), empathetic communication (0.17), the perspective of others (-0.23).), personal distress (-0.27), reciprocal moral reasoning (-0.25), oriented moral reasoning-others (-0.20), self-reported altruism (-0.22) and sociable personality (29 /0). There is a significant relationship with identity crisis. Significant correlation between avoidance and social pressure with identity crisis shows a significant direct correlation between social avoidance (0.22), social pressure and discomfort (0.25), avoidance and social pressure (0.31) with identity crisis.

Table 2. Correlation matrix between social personality variables and avoidance and social pressure with identity crisis

12	11	10	9	8	7	6	5	4	3	2	1	SD	M	Variable
											1	2.79	10.54	Social avoidance
										1	0.60**	1.34	6.09	Pressure and social unrest
									1	0.71**	0.75·**	3.25	16.12	Avoidance and social pressure
								1	-.18**	-.19**	-.18**	2.42	15.45	Social responsibility
							1	.63**	-.22**	-.17**	-.22**	1.19	9.18	Empathetic communication
						1	.69**	.57**	-.25**	-.21**	-.20**	2.21	14.83	Look from others
					1	.67**	.64**	.049·**	.24**	-.20**	-.21**	1.14	80.20	Individual distress
				1	.50**	.53**	.70**	.53**	-.22**	-.19**	-.19**	1.28	9.38	Bilateral moral reasoning
			1	.48**	.66**	.62**	.58**	.64**	-.19**	-.17**	-.22**	1.32	8.41	Oriented moral reasoning
		1	.58**	.59**	.59**	.70**	.61**	.59**	-.22**	-.19**	-.24**	1.91	16.77	Self-reported altruism
	1	.68**	.70**	.75**	.74**	.80**	.78**	.71**	-.29**	-.23**	-.27**	9.10	79.62	Socially friendly character

At the level of 0.05 is significant.
** Is significant at the level of 0.01.

The results in Table 3 have been predicting identity crisis based on their societal personality in two steps. In the second step, with the addition of a socialist personality, the predictability of the identity crisis variable increased to (0.314) and the values obtained from the t-statistic indicate a significant prediction of the identity crisis variable. Also, according to the values obtained from (Beta), avoidance and social pressure (0.231) and socialist personality (-0.197), respectively have the greatest effect on identity crisis. Also, in order to determine the difference between the actual values and the predicted values with the regression model the above data are shown.

Table 3. Multiple correlation coefficient, regression coefficients, determination coefficient, standard estimation error and data alignment

Predictive variables	R	Beta	R2	Square R	SE	t	**sig**	watson	**tolerance**	VIF
Social avoidance	0.276	0.231	70.6	0.74	6.543	2.987	0.01	1.897	0.990	1.024
Socially friendly character	0.314	0.917	0.098	0.91	3.731	-2.564	0.01		0.990	1.024

5. Conclusion

The aim of this study was to investigate the relationship between avoidance, social pressure and societal personality with identity crisis in students. Specifically, IQ beliefs have an indirect effect on the performance of chemistry lessons through the mediation of emotional self-regulation in students. Bolandzadeh and Masahebi (2016), Shinner et al., (2021), Lane et al. (2019), Almotawa (2019), Dunkley et al. (2019) viewpoints were similar.

In explaining these results, it can be stated that the level of avoidance or social pressure of individuals is one of the factors that play an important role in lowering people's tolerance. The personal aspect is that in many times people are in rash and want to do everything together (Almotava, 2019). And they think that because I do not have good planning, I do not succeed, I do not have a goal and I have an identity crisis. Therefore, he / she does his / her plans closely or maybe he / she does not have a plan to be able to avoid and reduce his / her social pressures such as recreation, social communication, nutrition and proper sleep in his / her plan if these cases reduce avoidance. And there are social pressures, and people need to have these factors in their planning (Lane et al., 2019). In explaining these results, it can be said that by looking at cognitive theories, we find that avoidance and social pressure arise when our desires and aspirations are ineffective or stopped. This feeling comes from the difference between what we want (dreams) and what exists (reality). For example, if one's aspirations are greater than success, failure to achieve success is likely to lead to feelings of avoidance and social pressure (Anaznovo et al., 2018).

Giddens also believes that in traditional societies, identity is the manifestation and realization of a special work and a predetermined plan. But in today's world, with changing conditions and frameworks, the sources of

identity building are different than before. For decades, people around the world have questioned their traditional identities and confronted them and struggled to establish more egalitarian and freeway (Raqibi et al., 2020).

Limitation of research by correlation method is that it is not possible to find the cause. It is suggested that school counselors should train students to manage avoidance and social stress, delay success (if necessary), and deal with problems in order to slightly improve avoidance and social stress in students. Awareness of adolescents about the importance of society and social expectations of developed identity (such as active information processing, dealing with identity issues and problem solving) and holding courses to promote these factors in schools and educational courses are very important. Identifying adolescents with confused identity-avoidance style and holding training courses in schools for these people to learn skills such as problem prediction develop personal strategies for problem solving and coping with problems.

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