Investigation and circumstance factors affecting the formation of social identity in the high school students: a case study in Aligoudarz, Iran

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Abstract: This study was conducted to investigate the factors affecting the formation of social identity in the high school students of three dimensions includes: religious, familial, and national. The main hypotheses of this research are: gender, economic-social bases, degree of satisfaction of own, internalization of values, and coordination in group values, which is effective on students' social identity. This study carried out with a survey method, and uses the questionnaire to collect data. The statistical population was all first, second and third-grade students' high school. The sample size was 375 people (190 male students, and 185 female students). Sampling method was stratification, that the samples were selected randomly of the study' field includes: public, humanities, empirical science, mathematics, professional and technical, and work and learning. Data analysis was performed with using t-test, Pearson correlation coefficient, and multivariate analysis (multiple regressions). The results showed that there was a significant positive relationship between the independent variables (degree of satisfaction of own, internalization of values, and coordination in group values) and dependent variable of social identity and its dimensions (religious, familial, and national). Means dependent variables increased by increasing independent variables. There was no significant relationship economic-social bases and social identity, but had an inverse significant relationship with national dimension; and had significant positive relationship with familial dimension. Means, whatever parental economic-social bases be higher, their national identity is weaker, and their family identity is stronger. In addition, there was no significant relationship between gender and social identity. But gender had a significant relationship with religious dimension; this means that girls had stronger religious identity compared with boys.

Introduction

Since the origin of social identity is through belonging to a society groups and its social values, so if social groups in a particular community have congruent and consistent values; a person who takes his identity of the various groups will have a stronger social identity. Social identity is a feature of all humans as social creatures. Social identity refers to ways that communities in their social relationships are distinct of members of other congregation. Students are in search of identity according to their concerns about the interests, attitudes and behaviors. In the social identities individual and collective affairs are place in one form. If we assume a social identity as a process may be able to avoid of clear distinction between the construction and operation. If these processes are assumed as dialectic immanent of two distinct internal and external factors, so it can be avoided of conflict between the subjective and the objective. Institutional order or at least part of it is a network of identities and everyday methods for the allocation of levels to individuals. Base is a position in society, everyone in society has a number of sites occupied. It's a base that where located in the community where the person is community and how to have a relationship with other people. Normally, a person can simultaneously have several bases but one of them is usually the job databases, the situation is more important in social identity. Base of socioeconomic impact on adolescent development; the reason is the impact of family socio - economic high, medium and low in terms of access to housing, food, clothing and educational opportunities, cultural, recreational, employment and health care, there are important differences (Robertson, 1988). Common cultural values and norms that are based on the relevant ethical, aesthetic and cognitive issues of attitudes, wishes and needs can be compared. Among those who have participated in a series of such measures, it is believed, rate these criteria are valid and should be used for each subject (Gould, 1965). Social behaviorists believe that Islamists in total interpretation, what a blessing it is that human beings within which to interpret events and phenomena. Social identity refers to identification with others. Terms of social identity through membership in various social groups are obtained. Human family can be defined as an institutional social life consisting of

several adult. What distinguishes families together during socialization is parenting practices in families. Important socialization that occurs in the family patterns of social interaction within the family may, unwanted models for character formation and subsequent behavior of children when they reach puberty provides (Robertson, 1988). Religion is a system of beliefs and practices related to the holy one. These beliefs and practices are those who believe in a moral community called a church (religious organizations) are united (Tavassoli, 2001). Considering all humanity at all times be severe, people tend to have sublime faith as God or go the simple feeling of dependence although self-explanation and restore order to the world mean to you as. The religious beliefs and the fact that you are wrong, rituals, religious faith and practices of define (Barnard and Spencer, 2002). The nation's largest communities

of people, who share knowledge with each other, are united by culture.

Methodology

In this study the survey method we used to collect, assess and prove the assumptions the data. Validity of Items supplementation in this research was determined by the type of content validity and through nominal credit with visiting professors and experts. The statistical population was all first, second and third-grade students' high school. The sample size was 375 people (190 male students, and 185 female students). Sampling method was stratification, that the samples were selected randomly of the study' field includes: public, humanities, empirical science, mathematics, professional and technical, and work and learning. Data analysis was performed with using t-test, Pearson correlation coefficient, and multivariate analysis (multiple regressions) (Table 1).

Table 1- Number of high school students divided by genders and field of study

	Gender						
	Male			Female			
Field of Study	First grade	Second grade	Third grade	First grade	Second grade	Third grade	Total
Public	3121	-	-	2786			38.4%
Humanities	-	368	304	-	627	646	12.68%
Empirical Sciences	-	301	310	-	700	775	13.60%
Mathematical	-	436	443	-	317	313	9.86%
Professional and Technical	-	586	621	-	176	216	10.63%
Work and learning	-	617	683	-	475	533	15.05%
Total	20.35%	15.05%	18.40%	18.04%	14.96%	16.20%	15336

Table 2 shows the Cronbach's alpha or reliability indices and validity coefficients for each variable is characterized. According to table validity levels is an average of 77%; therefore the validity of this research is reliable enough.

Table 2- Levels of Cronbach's alpha for variables

Index	Number of statements	The alpha coefficient
Self-content	8	75%
Confirmed by others	6	83%
Internalization of values	8	71%
Coordination in group values	7	74%
Religious identity	14	72%
Family identity	8	88%
National identity	11	77%

In the present study male and female students was considered as two classes, and according Cochran's formula:

$$n = \frac{\dfrac{t^2 pq}{d^2}}{1 + \dfrac{1}{n}(\dfrac{t^2 pq}{d^2} - 1)}$$

T = Percentage of correct based on 95% = 1.96
Q = Male gender = 0.5
P = female gender = 0.5
D = Confidence range = 0.05
N = Statistical population = 15336

$$n = \frac{\dfrac{(1.96^2 * 0.5 * 0.5)}{0.05^2}}{1 + \dfrac{1}{15336}(384 - 1)} = \frac{\dfrac{0.9604}{0.0025}}{1.0249716} = \frac{384}{1.0249716} \cong 375$$

According to the above formula, the sample size is determined 375 people and given that 50.80% of students was male and 49.20% were female. Thus, the sample size according to gender differentiation was

as follows: 190 male students, and 185 female students.

Table 3- Distribution of sample size divided according to grade and gender

Grade Gender	First grade	Second grade	Third grade	Total
Male	76	56	58	190
Female	68	56	61	185
Total	144	112	119	375

In this study questionnaire was used to collect data and information. Data were analyzed by using SPSS software at two levels of descriptive and inferential statistics. Also data analysis was performed with using t-test, Pearson correlation coefficient, and multivariate analysis (multiple regressions).

Results

Table 5 shows the distribution of students according to degree self-content. 1.1% of the students declared low level of self-content; 41.9% of the students declared intermediate level of self-content; and 57.1 of the students declared high level of self-content (Table 5).

Table 5- Distribution of students according to degree self-content

Level of self-content	Number	Percentage	Density percent
Low	4	1.1	1.1
Intermediate	157	41.9	42.9
high	214	57.1	100
Total	375	100	-

About the confirmed by others, results showed that 4.2% of the students were at low level, 35.5% were at intermediate level and 62.1% were at high level (Figure 1).
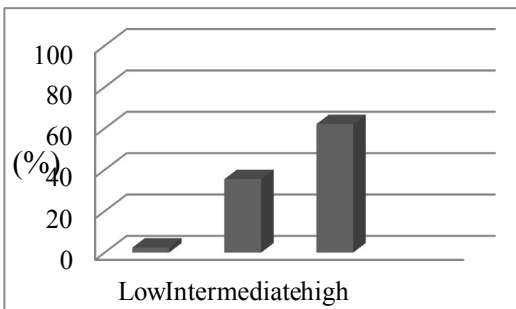

Figure 1- Distribution of students according to confirmed by others

Table 6 shows the distribution of students according to internalization of values. 1.6% of the students declared low level of internalization of values; 48% of the students declared intermediate level of internalization of values; and 50.4 of the students declared high level of internalization of values (Table 6).

Table 6- Distribution of students according to internalization of values

Level of internalization of values	Number	Percentage	Density percent
Low	6	1.6	1.6
Intermediate	180	48	49.6
high	189	50.4	100
Total	375	100	-

About the coordination in group values, results showed that 2.4% of the students were at low level, 58.7% were at intermediate level and 38.9% were at high level (Figure 2).
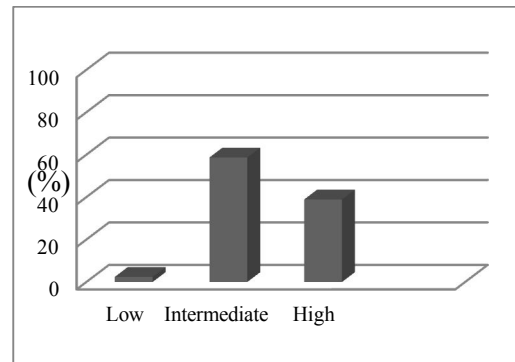

Figure 2- Distribution of students according to coordination in group values

Table 7 shows the distribution of students according to economic-social bases. 83.5% of the students declared low level of economic-social bases; 16% of the students declared intermediate level of economic-social bases; and 0.5% of the students declared high level of economic-social bases (Table 7).

Table 6- Distribution of students according to internalization of values

Level of economic-social bases	Number	Percentage	Density percent
Low	313	83.5	83.5
Intermediate	60	16	99.5
high	2	0.50	100
Total	375	100	-

About the religious identity, results showed that 0.5% of the students were at low level, 11.5% were at intermediate level and 88% were at high level (Figure 3).
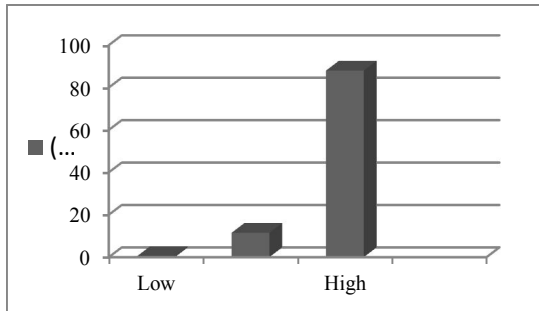

Figure 3- Distribution of students according to religious identity

Table 8 shows the distribution of students according to family identity. 1.6% of the students declared low level of family identity; 17.3% of the students declared intermediate level of family identity; and 81.1% of the students declared high level of family identity (Table 8).

Table 8- Distribution of students according to family identity

Level of family identity	Number	Percentage	Density percent
Low	6	1.6	1.6
Intermediate	65	17.3	18.9
high	304	81.1	100
Total	375	100	-

About the national identity, results showed that 1.9% of the students were at low level, 18.4% were at intermediate level and 79.7% were at high level (Figure 4).
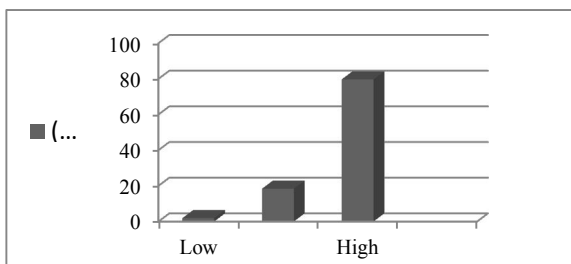

Figure 4- Distribution of students according to national identity

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Table 9 shows the distribution of students according to social Identity. 0.8% of the students declared low level of family identity; 38.7% of the students declared intermediate level of family identity; and 60.5% of the students declared high level of family identity (Table 9).

Table 9- Distribution of students according to social Identity

Level of social Identity	Number	Percentage	Density percent
Low	3	0.8	1.8
Intermediate	145	38.7	39.5
high	227	60.5	100
Total	375	100	-

Conclusions

The results of the current study showed that there was a significant positive relationship between the independent variables (degree of satisfaction of own, internalization of values, and coordination in group values) and dependent variable of social identity and its dimensions (religious, familial, and national). Means dependent variables increased by increasing independent variables. There was no significant relationship economic-social bases and social identity, but had an inverse significant relationship with national dimension; and had significant positive relationship with familial dimension. Means, whatever parental economic-social bases be higher, their national identity is weaker, and their family identity is stronger. In addition, there was no significant relationship between gender and social identity. But gender had a significant relationship with religious dimension; this means that girls had stronger religious identity compared with boys.

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