

Investigating the Role of Identity Styles in Predicting Responsibility and Academic Self-regulation of Third Grade Male High School Students in Zahedan

By

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Abstract

The present study examined the role of identity styles in predicting responsibility and academic self-regulation among third grade male high school students in Zahedan, districts 1 and 2. The research method was descriptive-correlational. The population of the study included all third grade male high school students in Zahedan, districts 1 and 2, in the academic year of 2013-2014. Samples (N=319) were selected using stratified sampling. To determine the sample size, Cochran's formula was used. To collect data, Berzonsky's Identity Styles Inventory (ISI-6G), Kordlou's (2010) Students' Responsibility Assessment Questionnaire and Connell and Ryan's (1987) Academic Self-regulation Questionnaire were used. The validity of the questionnaires was checked in terms of their content and their reliability was estimated using Cronbach's alpha coefficient, which for the above three questionnaires was 0.81, 0.82 and 0.79, respectively. Data analysis was performed with SPSS software program, using the Pearson correlation test and stepwise regression. Results indicated that there was no relationship between avoidant/diffuse orientation and students' academic self-regulation. However, there was a positive significant relationship between information orientation, normative orientation and avoidant commitment and academic self-regulation. Results showed that regarding the priorities of predictor variables of self-regulation among high school students, in the first step, information orientation had the highest predictive power, in the second step, commitment entered into the prediction model and in the third step, the normative orientation entered into the prediction model. Results also indicated that there was no correlation between avoidant/diffuse orientation and students' responsibility. However, there was a positive significant relationship between information orientation, normative orientation and avoidant commitment and responsibility. Results showed that regarding the predictor variables of responsibility among high school students, in the first step, information orientation had the highest predictive power. In the second step, normative orientation entered into the prediction model and in the third step, commitment entered into the prediction model.

Keywords: *Identity Styles, Responsibility, Self-Regulation*