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Social Adjustment And Identity Styles And Their Association With Academic Achievement Motivation (A Study On Karaj Non-Native Students)

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	Abstract
	This research examines the association of social adjustment and identity styles with academic achievement motivation in non-native Azad University students. This applied research was descriptive and correlational. Its statistical population includes 2000 students of Karaj branch of Azad University. Through Tabachink and Fidel's formula, 200 people were selected by simple random sampling method. Its data collection tools include three Bell social adjustment questionnaires (1961), (BAI), Berzonsky identity styles questionnaire (1989), (ISI-6G) and Kazemi's academic achievement motivation questionnaire (2016). This research was conducted in the academic year 2022-2023. It used two methods of descriptive and inferential statistics in order to analyze the data; as for inferential statistics, it used Pearson's correlation coefficient test and regression analysis. As the results showed, social adjustment and identity styles are associated with the academic achievement motivation (with a significance level of 0.05). There is a relationship between social adjustment and academic achievement motivation (with a significance level of 0.05). There is a relationship between identity styles and academic achievement motivation (with a significance level of 0.05). Social adjustment can predict identity styles and academic achievement motivation. Social adjustment and identity styles can explain the perception of academic achievement in non-native students.
CC License CC-BY-NC-SA 4.0	***Keywords:*** *Academic achievement motivation, Identity styles, Social adjustment.*

Introduction

Students may face many problems during their studies (Delcea C, et al., 2021). Educational problems are important for the student, his family and educational planning (Popa-Nedelcu R, et al., 2020). A problem that this group of people may face is migrating from their home city to another city to study. Studying in their non-native place may have some issues for them. One of these is a social adjustment with the surrounding social environment. Social adjustment is a process by which relationships between people, groups and cultural elements are established in a satisfactory state, in such a way as to provide their mutual satisfaction. Social

adjustment means that a person can coordinate his needs with the interests and demands of the group among which s/he lives, and avoid as much as possible severe confrontation and friction with the interests and norms of the group (Rorast, 2018). Social adjustment is a dynamic process and deals with the individual's choices and decisions in relation to the environment (Kumari & Jyoti, 2023). It is supposedly an important sign of mental health, and society plays an important role in adjusting it (Tahir et al., 2022). Social adjustment is the main axis of social growth, the formation of social relationships and even the factor of mental health. As researches have shown, the lack of social skills causes behavioral disorders such as academic and cognitive performance deficits, truancy from school, antisocial behaviors, and mental disorders in the future (Campbell, & Riggs, 2015). According to researches, 60% of students are unable in self-expression and 40% are shy and this inability affects their learning and practical efficiency. Adjusting to university affects all aspects of students' lives and improves general performance, self-efficacy, academic success, and physical and mental health (Berzonsky & Kinney, 2019).

A most important aspect of the social adjustment in non-native students is the concept of identity styles. Identity comes from both individual characteristics and social characteristics. Identity has been associated also with the improvement of physical, emotional, academic, occupational and psychological health of individuals (Talapatra, & Snider, 2023). Identity represents a social-cognitive pattern of strategies and processes that individuals pay attention to or avoid to build and change their identity (Rad et al., 2023). Identity styles are the individuals' relative preference to use specific methods of solving identity problems and processing information of their own. They include: (Information style) a person actively and consciously searches for information and evaluates it, and then uses the information; (normative style) a person acts in a reactive manner and in harmony with the expectations of reference groups and others. Thus, identity plays a vital role in life and causes important achievements in life, so that it can be associated with self-acceptance, increased self-confidence, a sense of belonging, and a positive relationship with others (Talapatra and Snyder, 2023). A person with an identity in social environments considers not only himself as I or self but also as We or a group, s/he defines his/her identity in his/her social environments (Hamm et al., 2020). Therefore, a person can increase adjusting to the environment by being a member of social groups such as university. If a person's identity style is consistent with the identity style of his social environment, he can receive special resources and psychological support in the way of adjusting to his environment (Parker et al., 2021). Identity styles help a person's social adjustment in two ways: (1) the path of continuing one's identity, (2) the path of acquiring a new identity. The first path, which is a path of transition from life to university, occurs through maintaining existing social identities, but in the second path, the person loses his identity style and is forced to choose a new identity style to adjust to his social environment. This new identity is obtainable by being a member of a social group (Parker et al., 2021).

The formation of identity and achieving a coherent definition of self is a major developmental challenge and a most important aspect of psychological development during adolescence and adulthood. Humans need a stable and meaningful identity structure to regulate and manage their lives effectively. It gives them a sense of uniqueness and continuity over time and space, and provides a framework for deciding, solving problems, and interpreting their experience and information (Bashart, Shafiei and Rahiminejad, 2016). The sense of identity takes shape through the self-knowledge and the development of self-concept, which is experienced in interaction with the physical and social environment. Identity is psychologically very important because achieving identity as experiencing self as something continuous and integrated over time and acting based on it and reaching a specific definition of self is a primary task of adolescence (Rad et al., 2023). But in contemporaneous societies, the period of adolescence has become longer because of the complexity of life, the requirements of longer education periods and the problems of economic independence at the beginning of working life. Economic independence is achieved later and separating from parents and forming an independent life is associated with a long delay. Achieving independence at 18-20 becomes possible in relatively many cases at 20-25 (Rorwast, 2018). For this reason, the end of adolescence usually coincides with a person's university entry. Therefore, students not only have to face the challenges and problems of separation from the family, adaptation to the social environment and new academic expectations, but also complete the identity (Berzonsky, & Kuk, 2021). Researches have shown that completing the identity has not yet been completed at the end of high school and the beginning years of university. The person makes during this period serious decisions for the future. They review the information about the self, reorganize their identity and answer the question of who am I (Hajebi and Mozaffarian, 2022). Inspired by Erikson's psycho-social theory and Marcia's identity situation, Brzonsky presented a model of processing identity formation. The identity processing style model refers to how the individuals specifically process relevant information, solve personal problems, and use it to handle or avoid identity formation (Brzonsky, & Kuk, 2021). Brzonsky's identity styles refer to how the individuals approach decision-making processes, especially decisions that have an important

impact on personal identity and life. This model distinguishes three different social-cognitive styles of identity processing: informational, normative, and diffusion/avoidant (Brzonsky et al., 2021). Students who use the information processing style actively seek and evaluate relevant information. There are self-explorers who want to learn things about themselves, are hesitant about the relevant structures, are receptive to new information and when they face a feedback that their performance is abnormal in the environment, they examine and correct some aspects of their identity (Czyżowska, 2022). In the informational identity style, solving identity problems is characterized by active processing and evaluation of information on the self. Informational style concerns the desire to discover identity options and expand knowledge about the self. Researches have shown that individuals with an informational identity style are more self-aware and use more adaptive and wise coping strategies. They are information-oriented and actively evaluate and discuss identity issues and personal problems (Sizhovska, 2022). Individuals who have a normative identity style rebuild their identity with a reference identity base when they face identity challenges. Dealing with the new environment, these individuals engage in automatic internalization or adhere to the goals, expectations and standards that the external environment suggests to them (Tomić & Macuka, 2023). Perry's Researches (2021) showed that students who have an informational identity style have higher psychological performance in their academic environments (Ozer et al., 2022). Stevens, Rees, & Polman (2019) showed in research that students who had a stronger identity style showed better adjustment to their study program. Students with a normative processing style handle identity questions and decision-making situations through conforming to the instructions, expectations, and standards set for them by salient others. Their primary goal is to protect their existing self-conception and defend against information that threatens their underlying values and beliefs. They have little tolerance for ambiguity and need to maintain structure. Diffusion/avoidant individuals are not willing to deal with personal problems and decisions. These individuals lack the power to decide and their decisions are mainly made with procrastination. While, as we know, identity is important for mental health and has a direct impact on students' performance (Ozer et al., 2022). As a research carried out by Nett et al. (2020) showed, students who had a stronger identity style overcome their academic challenges more easily; they also showed that students with a stronger identity style had a performance better at the end of the semester than students who had a weaker identity style.

Another concept that has a great impact on the learning process is the academic motivation. Academic achievement motivation is an internal force that drives the learner to comprehensively evaluate his performance, strive for success in performance, and enjoy the pleasure that is linked with successful performance. It refers to the individual's desire to achieve academic goals by influencing all kinds of various academic activities (Khaliq, Zahra and Javed, 2023). Academic motivation is associated with special goals, attitudes and beliefs, methods of achieving them, and individual efforts. Student motivation in higher education is the most important component of their learning environment, especially for the importance of academic achievement. This research focuses on external motivational factors that students want and feel motivated to pursue in order to maintain interest and move toward a goal in a learning environment. Various researches emphasize the distinctiveness of students' motivational orientation in different situations. A major predictor of academic achievement is motivation because it directs behavior toward success. The tool for students' growth should be available to them. They need resources such as desire and direction for academic achievement. Students who are of motivation take part in class for a longer time, work harder, learn more efficiently, and score better in exams (Khaliq, Zahra, & Javed, 2023). The motivation for academic achievement is under the influence of various factors. Social adjustment is a part of the individuals' socialization process, which affects their other activities, both academic and non-academic (Nouri, 2018). Relation to the environment is of very effect on academic motivation. As a study has shown, students who have a better relation to their environment had a higher motivation to do their courses (Bano & Riaz, 2023).

Oji and Kavakoji (2021) wrote an article titled *academic performance motivation, evaluation and relationship with mental health and academic achievement*. According to the results, there is a relationship between academic achievement and academic achievement motivation. Academic achievement motivation has a significant relationship with perceived social support levels. Brzonsky, & Kuk (2021) conducted an article entitled *Identity styles and social adjustment to university: mediating roles of commitment, self-efficacy and self-regulation*. According to their results, the avoidant identity style showed the most non-adjustment and the normative identity style showed the most adjustment. In an article on identity styles and academic achievement among Malaysian students, Totti et al. (2020) showed that there is a significant relationship between identity styles and academic achievement. In an article entitled *a closer look at the economic context in the problems of identity styles, identity development and adjustment to university in Spain*, Goffler & Córdoba (2020) showed that there is a relationship between economic contexts and identity styles and adjustment to university. Pellerone, Spinelloa, Sidoti & Micciche (2019) examined an article titled *identity style, perception of parent-*

adolescent relationship and social adjustment in a group of students. They argument that there is a relationship between identity styles and social adjustment of students. There is also a relationship between parents and students' adjustment.

The present research is important because we live in a world where we need social adjustment more than ever. Adjusting and harmonizing with oneself and one's environment is essential and vital for every living being, and the daily effort of all people revolves around this adjustment. Adjustment helps us in fact to make relation with the environment, and the more adjusted this relationship is, the more successful it is (Adekanmbi & Ukpere, 2021). Every human being consciously or unconsciously tries to fulfill his diverse and sometimes conflicting needs in the environment and since he must fulfill his needs in the social construction, his adjustment is necessarily social adjustment (Nouri, 2018). The education of a person has been of interest since his birth, and its importance has increased in the last century. So in the present era, every member of a nation dedicates a major part of his life to education as a student. Therefore, by identifying the factors affecting social adjustment, we can take an important step in helping students and learners (Abbasi, 2021). Thus, this adjustment can lead to the progress of students, and they have problems without it (Cordero, 2022). Students face many challenges while studying in their non-native cities, which may affect their motivation for academic achievement and may even discourage them from continuing their studies. How a student adapts to the social environment and how he makes a relation with it is a most important concept because it involves very important years of a student's life, affects his learning, and makes an increasing impact on different aspects of his life. The achievement motivation if it is combined with adjustment, causes different levels of autonomy and thus the student can show more tenacity in his academic path and be successful in traveling the path (Marco et al., 2023).

So far, none of the foreign or domestic research has studied the relation of social adjustment and identity styles with the motivation of academic achievement in students living in other cities. Hence, this study deals with the relation of social adjustment and identity styles with academic achievement motivation in non-native students living in other cities and in dormitories.

This research tries to answer whether social adjustment and identity styles are associated with academic achievement motivation in non-native students.

Materials and Methods

The present research is descriptive, correlational, and practical. Because it analyzes the relationship between the variables based on the purpose of the research. Its statistical population included 2000 non-native students of Karaj in the academic year 2022-2023. Non-native students are non-native students of Karaj Azad University and the word non-native means students who are not residents of Karaj and Alborz Province. According to the limited population, 122 people were selected based on the Tabachink and Fidel formula, which was increased to 200 people according to the need, through a simple random sampling method. Each element of the desired population in this method has an equal chance of selection. The required people or objects were prepared and randomly selected from the list of the statistical population that was numbered for this purpose. According to the law of probability, the selected individuals should have the same characteristics as the population. Tabachink and Fidel (2007) formula is one of the most widely used methods for calculating statistical sample size. This research was done in the spring of 2023. SPSS26 statistical software is appropriate for analyzing collected data.

Measurement tool

Bell adjustment inventory (BAI): Professor Bell compiled an Adjustment inventory in 1961. In adjustment, he has presented two questionnaires, one for students and the other for adults, comprising 160 expressions. This form included five separate measurement levels of personal and social adjustment. They are home adjustment, health adjustment, social adjustment, emotional adjustment and occupational adjustment. Our research set 32 questions on the level of social adjustment. Scores range was from 32 to 150. Scoring of the Bell Inventory was easily got through the clue for each of the adjustment areas. The sum of scores got from the clue shows the individual's adjustment status. The scoring of this inventory is such that a higher score on this scale means lower adjustment and a lower score means higher adjustment. Thus, the data were re-scored in reverse. Bell's social adjustment inventory measures 5 different levels. This inventory was achieved by the efforts of adult counseling experts to select groups of people who had very good and very poor adjustment, as well as to determine the limits that the inventory can make differentiation between them. Bell (1961) reported its reliability coefficient by 0.88 using Cronbach's alpha method. Mikaili and Imamzadeh reviewed, translated this questionnaire and confirmed its psychometric properties (Mikaili and Imamzadeh, 2017). The validity means

that the measurment tool can actually measure the desired characteristic and not another characteristic. The significance and nature of the questionnaire can only be known through studying its validity. We used the point of view of the supervisor commentaries to get the validity of the questionnaire.

Berzonsky identity styles questionnaire (ISI-6G): Berzonsky in 1989 create Berzonsky Identity Style Questionnaire and revised it in 1992. This test is a 40-item self-report tool that comprises 4 subscales that include informational orientation, normative orientation, diffusion/avoidant orientation, and commitment. The identity style questionnaire is a 40-question scale, 11 of which are for the information scale, 9 questions are for the normative scale, 10 questions are for the diffusion or avoidance scale, and the other 10 questions are for the commitment scale. It is used for secondary analysis and is not an identity style. The scoring of Berzonsky identity style questionnaire is based on a 5-point scale. The score of each is: I completely disagree: 1, I disagree: 2, I have no opinion: 3; I agree: 4, I completely agree: 5. The got scores in each subscale should be added with the score corresponding to each subscale. This test is a 40-item self-report tool that comprises 4 subscales that include informational orientation, normative orientation, diffusion/avoidant orientation, and commitment. Ghazanfari (2004) also got its reliability coefficient through Cronbach's alpha. Cronbach's alpha for each of the subscales was commitment by 0.75, normative orientation by 0.72, diffusion/avoidance orientation by 0.82, informational orientation by 0.76, and the total scale by 0.83. The validity means that the measurement tool can actually measure the desired characteristic and not another characteristic. The significance and nature of the questionnaire was found out through the study of its validity. Its validity has been confirmable by evaluating the correlation with Benyon and Adams identity status scale. As the results showed, the gained identity is correlated with the subscales of informational orientation and commitment, and delayed identity with the subscales of commitment, normative orientation, informational orientation, and diffusion/avoidant orientation.

Kazemi Academic Achievement Motivation Questionnaire: Amina Sadat Kazemi, a PhD student in Educational Psychology, prepared this questionnaire in 2016 in order to measure the academic achievement motivation of students. It contains 40 questions with 5 options with the options (I strongly agree, I agree, I am indifferent, I disagree, and I totally disagree). This test is based on David McClelland achievement. Since this test has 40 questions with 5 options, questions 2, 31, 28, 27, 26, 24, 17, 10, 9, 8, 5, 35 are scored: I completely disagree, 5, I disagree, 4, I am indifferent, 3, I agree, 2, and I completely agree, 1. The subject's answer to other questions are scored inversely, I completely agree, 5, to I completely disagree, 1 score. The dimensions of academic achievement motivation scales include self-confidence, perfectionism, competitiveness, need for external attention and encouragement, power seeking, and goal orientation. Its creator implemented this questionnaire on a sample group of 54 students of Tehran Islamic Azad University in the age range of 16 to 25 years and got the following results. The validity coefficient of this test is reported by 0.88 using Cronbach's alpha method.

Results

As demographic studies showed, 105 people, i.e. 53% of the respondents, were female. 95 people, i.e. 47% of the respondents, were men. As for the age of individuals, 80 of the respondents were under 21 years of age. The age range of 21 to 23 years made up 38% of the sample size and 31 people, i.e. 15% of the respondents were 23 to 25 years old. 7% were over 25 years old. 9% of the respondents had savvy and 19% MSc and above. The highest frequency is for individuals with BSc, which includes 145 people, i.e. 72% of the sample size. Table 1 gives a general insight about the data through the descriptive statistics of the findings, which includes the mean, standard deviation, skewness, kurtosis, minimum and maximum score.

Table 1. Descriptive statistics of research variables

Variables	Number	Mean	Standard deviation	Minimum	Maximum	Kurtosis	Skewness
Social adjustment	200	6.86	7.04	0	31	1.191	0.963
Identity styles	200	145.96	24.44	80	200	- 0.662	0.347
Motivation for academic achievement	200	128.37	30.52	63	194	0.075	- 0.70

Kolmogorov-Smirnov test was used in SPSS 26 software in order to examine the normality of the data. The results showed that the assumption of normality of the data is confirmable and parametric tests are usable. Table 2 shows the results of the Pearson correlation test of the social adjustment component (home adjustment, health adjustment, social adjustment, emotional adjustment, job adjustment) with academic achievement motivation.

Table 2. Pearson correlation matrix for the social adjustment component (home adjustment, health adjustment, social adjustment, emotional adjustment, job adjustment) with academic achievement motivation.

Variable	1	2	3	4	5	6
1. Home adjustment	1					
2. Health adjustment	**0.804	1				
3. Social adjustment	**0.705	**0.700	1			
4. Emotional adjustment	**0.273	**0.215	**0.431	1		
5. Job adjustment	**0.470	**0.525	**0.413	**0.238	1	
6. Motivation for academic achievement	**0.230	**0.364	**0.249	**0.123	**0.179	1

*P<0.05 **P<0.01

As the results of Table 2 shows, since the significance level of the Pearson correlation test for the components of social adjustment (home adjustment, health adjustment, social adjustment, emotional adjustment, job adjustment) with motivation for academic achievement is less than 0.05, the significant relationship between the components are approvable. Table 3 also shows the results of the Pearson correlation test for the components of identity styles (informational, normative, diffusion/avoidant, commitment) with academic achievement motivation.

Table 3. Pearson correlation matrix for components of identity styles (informational, normative, diffusion/avoidant, commitment) with academic achievement motivation

Variable	1	2	3	4	5
1. Informational	1				
2. Normative	**0.805	1			
3. diffusion/avoidant	**0.960	**0.792	1		
4. Commitment	**0.888	**0.942	**0.851	1	
5. Motivation for academic achievement	**0.493	**0.444	**0.446	**0.517	1

*P<0.05 **P<0.01

As in Table 3 see, since the significance value of Pearson's correlation test for the components of identity styles (informative, normative, diffusion/avoidant, commitment) with academic achievement motivation is less than 0.05, the significant relationship between the components is confirmable. Regression is usable to examine the contribution of predicting variables. One assumption of regression is independence of errors. If the hypothesis of independence of errors is rejected and the errors are correlated with each other, it is not possible to use regression. Durbin-Watson statistic is appropriate for examining the independence of errors from each other. If the value of Durbin-Watson statistic is between 1.5 and 2.5, the assumption of correlation between errors is rejected and regression is usable. The Durbin-Watson statistic value is 2.106 and this number shows that the errors are independent of each other and there is no correlation between the errors and the assumption of correlation between the errors is rejected and regression is usable. Table 4 reported the summary of regression analysis results.

Table 4. Summary of regression analysis results

Model	Correlation coefficient	F statistic	Standard coefficients (Beta)	t statistic	Sig.
	0.539	40.258	-	3.517	0.001
Social adjustment			0.206	3.351	0.001
Identity styles			0.457	7.440	0.001

The correlation coefficient between the variables, according to the table, is 0.539. This number shows a significant relationship between variables at the five percent error level and the value (F=40.258) is statistically significant (P≤0.05), so we conclude with 0.95 confidence that the model is significant. Therefore, analyzing and reporting the regression results is valid. The results show that the variable of social adjustment with (β=0.206 and P≤0.05) and the variable of identity styles with (β=0.457 and P≤0.05) can predict the motivation for academic achievement. Therefore, there social adjustment and identity styles are associated with academic achievement motivation in non-native students.

Discussion and conclusion

Individuals who show more social adjustment can cope more powerfully with the inconsistencies and sudden events of their educational environment. Those who have higher social and emotional adjustment can more actively cope with the new requirements of their lives. These individuals show less non-adjustment when they enter the university. They respect the rules more, have good human relations with others and are more successful in social situations. These individuals, with their high adjustment in different environments, have a higher sense of self-esteem and efficiency, and this causes them to do their homework with a higher motivation for academic achievement. It is noteworthy that informational, normative, and avoidant identity styles are associated significantly with academic achievement motivation. Individuals with an informational identity style act more thoughtfully in dealing with identity issues and show a lot of mental effort. These purposeful individuals have searched and evaluate and show the trust and confidence in the information about themselves. They take a skeptical stance towards their own views and enthusiastically delay their judgment and re-evaluate their self-constructed dimensions in the face of discordant feedback. Successful identity has the highest level of mental health, and diffused identity shows the lowest level of mental health. This may be because individuals with a successful identity receive more positive feedback from the society. This makes them have a more positive view of their studies, university and life. While individuals with avoidant identity avoid from this important experience. Individuals with an informational identity style are optimistic and show more self-satisfaction in educational environments. Individuals with informational and normative identity style have the most cooperation with their professors and classmates in order to advance the goals of the class. These individuals show also the most motivation in doing activities inside and outside the class and have higher goals for themselves in order to study. While individuals with an avoidant identity style avoid class activities, do not take part in class and educational projects, have less motivation and desire and rarely set long-term educational goals for themselves. The results are consistent with the research of Rowrast (2018), Abbasi and Totti (2020). Individuals who use the normative identity style in matters of identity and decisions are under the expectations and orders of important people and reference groups. They automatically accept and internalize values and opinions without conscious evaluation and apparently have little tolerance for facing new and ambiguous situations. They depend on their family, religion and peers for their choices. This can prevent a person from a healthy and efficient life path and waste his positive energies on useless things. These individuals have very little self-confidence and often feel embarrassed and have little ability to communicate with others. Because of this, they have little social adjustment. They feel failure, defect, inadequacy, badness, worthlessness and unhappiness within themselves, and as this identity style is stronger in them, the level of motivation for academic achievement and social adjustment is lower. Adolescents with a diffused avoidant identity style have a lot of procrastination and try to avoid dealing with identity issues and decision-making as much as possible. They feel fear and anxiety. These individuals do not have fixed and clear academic goals, have low levels of academic skills and autonomy, also are in a high-risk situation of academic problems and have little social adjustment. Because of the weakness in communicating and maintaining social support systems and the lack of intimacy, flexibility and trust in others in their social relationships, when they enter the university create many academic and social problems for themselves. Individuals who have social support have more cheerfulness, vitality and independence at work and perform better. Thus, the weaker the avoidant identity

style in a person, the person has stronger social support, which leads to the person's social adjustment. Individuals with information identity style actively seek and evaluate information about themselves. They try to be up-to-date, aware and open to new experiences, consciously solve problems and are alert decision makers. Therefore, they fail less in social issues and can communicate more with others and achieve greater adjustment with others. Since individuals with avoidant and normative identity styles have a weak ability to communicate with others and have weak social support, then this identity style can predict social adjustment. Girls have more developed identity styles and show higher social adjustment.

As for the limitations of this research, it is noteworthy that this research was conducted among savvy, BSc, MSc and higher students; so caution is required for applying and generalizing it to other organizations. Because of its correlational research method, it cannot predict cause-and-effect relationships.

Since identity search is under influence of culture, it is suggestible to carry out more research with more diverse samples in Iranian population and cross-cultural comparisons, and researchers should investigate the relationship between identity styles and other factors such as mental health, academic performance, etc.

As for the practical suggestions, since social adjustment has a significant relationship with the motivation of academic achievement in students, the relevant institutions, including the university, should inform students during meetings about these problems of social adjustment and its effect on the motivation of academic achievement. Since the identity styles have a significant relationship with the motivation of academic achievement in students, the professors of the faculties and the students should prevent behavioral problems and non-adjustment of the students by familiarizing themselves with the identity styles. Holding educational workshops on the students' identity styles improves students' personal feelings and thoughts, so that students can reach a clear understanding of their unique abilities and characteristics. This search will help them in solving problems of personality, identity, solving life problems and dealing with them, and social adjustment. Therefore, they can clearly express their limitations and their true feelings and opinions, and find the context of effective, adaptive and thoughtful action against the events of their personal and social lives.

Ethics statement

All subjects received information about the research. They were assured that all information will remain confidential and will only be used for research purposes. In order to respect privacy, the details of the subjects were not recorded. In the end, informed consent was obtained from all of them.

Conflict of interest

None of the authors or institutions have a conflict of interest with the publication of this article.

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