

The Relationship Between Identity Style, Fear of Negative Evaluation with Social Acceptance

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Abstract: The goal of the present research is to analyze the relationship between the identity style and fear of negative evaluation with social acceptance. The research community includes 419 people (208 males and 211 females) at all levels of schools' teachers in Khodabandeh in the academic year 2013-2014. Three schools selected by cluster sampling from 16 schools, 120 teachers selected by random sampling. This study used the Berzonsky's Identity Style Inventory (ISI), Brief Fear of Negative Evaluation (BFNE) and Marco-Crown's Social Acceptance Scale (SDS). For data evaluation, the correlation and regression evaluation were used stepwise. The results of correlation and regression analysis showed that there is a significant relationship between dependent variables of identity style and fear of negative evaluation with the dependent variable social acceptance ($p < 0.05$). Weak identity style is predicting individual problems for example fear of negative evaluation and fear of negative evaluation intervenes in the process of social acceptance.

Key words: Identity style, fear of negative evaluation, social acceptance, cluster, school

INTRODUCTION

Social acceptance means the desire to be accepted by others. Social acceptance is a general category that reflect the needs of majority of people. In today's world one of the most reassuring inquire into the case of the family as an institution environment is to achieve social acceptance (Karami, 2011).

Variable that is associated with social disorder anxiety is self-perception. Self-perception of their affected will cause to continuity of social anxiety disorder and even growth of major depression. Self-perception is one's own experiences and beliefs about himself (from physical aspects, behaviors and psychologically) which arises from individual experience reflections and associated with person's beliefs about himself and others (Matsumoto, 2009).

Clark and Wells express that individuals who have social anxiety due to inefficient beliefs, desire to interpret social situations threatening. If these beliefs fueling fear of evaluation, to worry of negative evaluation by others is anxiety (Wells, 1997). Fear of negative evaluation associated with focused inward. In fact social anxiety and fear of negative evaluation cause individual even in the face of social threatening draws his attention focused inward (Hofmann *et al.*, 2004).

Fear of negative evaluation and fear of being judged cause social anxiety disorder, individuals with social anxiety disorder have negative beliefs about themselves and people and social situations.

Worry from negative evaluation by others is described anxiety, basement of fear of assess evaluation is inefficient beliefs which cause individual to have focused attention on himself (Bahadouri *et al.*, 2010). In fact fear of negative evaluation is fear of further evaluation of others from individual personal performances (Durm and Glaze, 2001). Negative beliefs toward others as others judge me. Others despised me they can trigger fear of negative evaluation.

In this type of negative evaluation, individual believes that others have negative judgement about him (Bahadouri *et al.*, 2010). Fear of negative evaluation and fear of being judged cause social anxiety disorder, individuals with social anxiety disorder have negative beliefs about himself and social situation and others. Fear of negative and positive evaluation have significant impact on phobia.

The concept of identity first presented by Ericson and by other theorists were examined Ericson believes that identity is an organized concept of person himself which formed the values, beliefs and goals of individual, from Ericson's view, identification is one of the most

important task of new youth era (Bosch and Card, 2012). The identity is one's self concept used with titles such as identification, social identity, ethnic identity, sexual identity and etc. (Reber, 2001).

Weak identity can predispose a person to have negative beliefs because, beliefs such as who am I? What am I? And so, that have been ingrained in the fabric of identity and such a belief can make an individual prone to anxiety (Bosch and Card, 2012).

Fear of negative evaluation by others is somehow associated with negative beliefs about themselves. In this way it looks that cognitive techniques to beliefs, can lead to a reduction in the fear of negative evaluation and help society acceptance of individual (Wells, 1997). People with long term achievement of identity have a better academic success achievement than early identification and confused (Hussain *et al.*, 2011) weak identity can predispose one to have negative beliefs because beliefs such as who am I? What am I? And so all have been ingrained in the fabric of identity and such a beliefs can make an individual prone to anxiety (Bosch and Card, 2012). Fear of negative evaluation by others somehow is a formation of self-negative beliefs (Bahadouri *et al.*, 2010) interventions that have been done to reduce anxiety have been (Saeedi, 2013) helped to reduce fear of negative evaluation. People who have informational style of identity, process the content of religion significant and deep (Clardy and King, 2011).

As weak identity makes individual vulnerable and fear of evaluation provoke anxiety, on the other hand both can prevent individual be accepted by his social network. This study has considered relationship between identity style and fear of negative evaluation with social acceptance (Abedi *et al.*, 2012).

MATERIALS AND METHODS

The statistical society was all of the teachers in Khodabandeh (totally 419 people) 208 of people male and 211 people were female, all were working in all level of schools in governmental allied schools, non-beneficial schools and exceptional schools in the school year of 92-93.

From 16 schools 3 were selected by cluster sampling and from these schools 120 teachers selected by random sampling and all ready to cooperate in research, filled out the questionnaire of social acceptance, identity style and fear of being negative evaluation. Uncompleted questionnaire rejected to be completed and a clinical psychologist in senior school were monitoring the

process of filling the questionnaires. It should be noted that to do this research we had granted the license from morality committee of Azad University.

Tools: The following tools are used to measure the dependent and independent variables.

Marlou-crown Social acceptance Scale (SDS): This scale has 33 questions could be replied correctly or with wrong answers, the replies of teachings are matched with scale test key. And the total matched replies will eliminate the results for any individual. In this scale people who get advantages between 0-80 are those their replies are not following the acceptance of society and probably are rejected. People who get advantages between 9 and 19 mostly are accepted by society and their behavior and norms are in accordance with regulations of the society. People their advantages are between 20-33 showing high acceptance and capabilities. Samry Valali phase (2003) the reliability were calculated 74% with Cronbach alpha method and final reliability were calculated 83%.

Brief Fear of Negative Evaluation (BFNE): The short form of negative evaluation fear is 12 article with 5 choices of Likert which is in it the choice "1" (in my case absolutely apply) (Weeks *et al.*, 2005) grouping research of senior students showed that this examination has high internal similarity so the Cronbach alpha achieved 90%, the final analyses of this scale with re-examination method within 4 weeks showed the reliability of 75% (Miller, 1995). In another research (Weeks *et al.*, 2005) reported the total scale of Cronbach alpha or internal similarity in accordance with 89%. Also, analysis of one way variance (one way ANOVA) showed that there is a big significant gap, between the test scores in patients suffering from social anxiety disorder and people of witness group (Weeks *et al.*, 2005). In a research occurred in Iran, the content credit of this questionnaire approved by three persons of clinical psychology and psychiatry teachers and the stability of this test with re-examination method and within 2 weeks upon 15 students of expert term was 83%.

Berzonsky Identity Style Inventory (ISI): Berzonsky questionnaire Identity Style (ISI -6G) containing confused 40 questions and three small scale informative style identity, normative and avoidance (Berzonsky, 1990). This questionnaire has been reviewed and revised by White in the same 40 questioning style, White *et al.* (1998) have implemented this questionnaire with 361 students and reported 59%, inducing factor for

informative identity style, normative identity style 64% for avoidance/confused 78% hence, the present questionnaire has acceptable internal similarity White *et al.* (1998). Also, simultaneous review of present questionnaire using the original and old copy have showed that the correlation between two small informative identities are 81%, normative identity style 85% and avoidance identity style confused 85% (Khorami and Moazamfar, 2004). Also, researches with the aim of norm validation and the questionnaire survey have conducted in Iranian society. To evaluate its internal similarity, Cronbach's inducing factor has been calculated. The results were: informational style 67%, normative style 51% and avoidance style-confused 62%, level of these inducing factors shows that Berzonsky's identity style questionnaire has acceptable similarity inducing factor in Iranian society.

RESULTS AND DISCUSSION

The method of review in this research is correlation, because in this research there is no manipulation for variables and the goal is relations between some variables but not manipulation. In this research for data analysis, we have benefited from regression analysis (step by step regression).

As in Table 1, the most mean is related to the variable of information identity by 4.28 mean and 11.467 standard deviation. The least mean is related to the variable of internal control by 21.31 mean and 6.279 standard deviation.

As you can see in Table 2, the average for social acceptance is 17/48 with standard deviation 326/4 and also between predicting variables, most average is related to informational identity style with average of 27/40 with deviation of 467/11 in order to examine the doctrine of researches, first we show the results of correlation factors between research variables in Table 3.

Hypothesis 1: There is a positive relationship between informational identity style with social acceptance style. In accordance with the data in Table 3 the calculated correlation on level 01/0 factor is significant ($r = 259/0$, $p = 0002/0$) and shows that there is a significant positive relationship between informational identity style with social acceptance in the other hand as much as informative identity style increasing social acceptance will be increased.

Hypothesis 2: There is positive relationship between normative identity style with social acceptance. In accordance to the data of Table 3 the calculation of

Table 1: Characteristic statistical descriptive of variables

Components	Mean	SD
Informational identity style	40.28	11.467
Normative identity style	28.89	8.691
Confused/avoidance identity style	27.92	6.123
Commitment	31.47	6.094
Powerful individuals	30.45	7.953
Fear of evaluation	30.28	8.500

Table 2: Characteristics of statistical descriptive of variables (n = 120)

Components	Mean	SD
Social acceptance	48.17	4.326
Information identity style	40.27	11.467
Normative identity style	30.15	8.429
Confused/avoidance identity style	30.46	6.228
Fear of evaluation	30.28	8.500

Table 3: Matrix of correlation factor of predicting variables with social acceptance

Predicting variables	R	P
Information identity style	0.259	0.002
Normative identity style	0.331	0.000
Confused/avoidance identity style	-0.282	0.001
Fear of evaluation	-0.053	0.282

correlation factor is significant at the level of 05/0 ($r = 331/0$, $p = 000/0$). And shows that there is a positive significant relation between normative identity style with social acceptance in the other hand how much normative identity style increasing social acceptance will be increased.

Hypothesis 3: There is negative relationship between confused/avoidance identity style with social acceptance. In accordance with the data of Table 3 calculated correlation factor is significant at the level of 01/0 ($r = 282/0$, $p = 001/0$) and this shows that there is a significant negative relationship between confused/avoidance style in the other hand as much as confused/avoidance identity style increased social acceptance will be decreased. If internal control increased social acceptance will be increased.

Hypothesis 4: There is negative relationship between the fear of negative evaluation with social acceptance. Based on the data in Table 3, the correlation coefficient is not significant ($p = 0.282$; $r = 0.053$). It shows that there is not a significant relationship between the fear of negative evaluation and the social acceptance. According to the above-mentioned results, there is a relationship between the types of identity style, the fear of negative evaluation and social acceptance.

Hypothesis 5: There is a positive relationship between commitment, identity style and social acceptance. Based on Table 4, the calculated correlation coefficient is meaningful at 0.01 level ($p = 0.000$; $r = 0.398$). It shows that

Table 4: Brief step-by-step regression analysis of predicting and social acceptance variables

Steps	Predicting component	R	R ²	Moderated R	SE
1	Commitment	0.398	0.159	0.151	53.98
2	Confused/avoidance Identity style	0.526	0.277	0.265	3.709
3	Chance	0.594	0.353	0.336	3.525
4	Fear of evaluation	0.636	0.404	0.383	73.39
5	Internal control	0.668	0.446	0.422	3.288

there is a positive and significant relationship between commitment, identity style and social acceptance. In other words, as the commitment variable increases, the social acceptance increases.

CONCLUSION

The results of this researcher was that: there is a significant relationship between informative identity style and normative style with social acceptance of female student of third grade in Brojen high schools. Also, research results by Hossain *et al.* (2011) who has reviewed relations between identity and academic achievement showing that the delayed teachable which have successful identity are more progressive to those with early identity and confused and the results of present study and also with the results of Krosity which found identity styles with social accountability is related by social partnership (voluntary activities).

And founding of Jenifer, understood that individuals who have identity style of confused avoidance are unable to make continuous sincere emotional relations and findings of Joukar (2012) by title social support relation which stands on Shiraz University students identity styles and Hossain *et al.* (2011) by title social support relation and self-esteem with students' identity styles that expressing a relation between social support and self-esteem with identity styles of students, also study Magsoudi by title identity style relation and academic situation of students of Gilan medical university directly and indirectly are in the same way but it is not in same direction with the research results by Ramdin (2011) by title" compression between identity style with academic performance in students of first grade of psychology which showed there is a weak and negative, relationship between normative identity style with academic performance also study by Leader (2012) showed that there is negative relationship between informative identity and students' academic performance. These results are not in same direction.

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CONCLUSION

The results showed that the identity style and negative evaluation as the prediction variables can well predict the social acceptance.

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