

The Effectiveness of Problem-solving Skill on the Reduction of Identity Crisis in the Students of Shahre Ghods Female High School in Tehran

Zahra Abbasalipour Dastgerdi¹, Dr. Behnam Makvandi², Dr. Fariborz Baghri³

¹ MSc Clinical Psychology Khouzestan Science and Research Branch, Islamic Azad University Ahvaz, Iran,

² Head of Psychology Department, Khouzestan Science and Research Branch, Islamic Azad University Ahvaz, Iran

³ Head of Psychology Department, University Of Tehran Science and Research. Iran

Received: May 14, 2015

Accepted: August 27, 2015

ABSTRACT

The objective of this study was to assess the effectiveness students' problem-solving skills on the reduction of identity crisis. In this study, Shahre Ghods high school students from the first to the third grade in Tehran were selected and then Ahmadi's (PhD) identity crisis questionnaire was completed as a pre-test questionnaire and 40 participants who have obtained higher scores were randomly divided into two groups namely experimental and control. The experimental group attended six sessions of problem-solving skill training and the control group did not receive any training. Finally, the experimental and control group completed a post – test questionnaire of identity crisis.

Levine test, Kolmogorov-Smirnov and one-way as well as multi-way analysis of covariance was used to compare the post-test of the two groups. One-way analysis of covariance to compare the post-test of identity crisis by controlling the pre-test at the level ($p < 0.001$) showed a significant difference in teaching problem-solving skill to students and its effectiveness in reducing identity crisis between the pre-test and post-test scores of the two groups. The present study indicated that problem-solving skill is a useful program in improving identity crisis.

KEYWORDS: Identity Crisis, Problem - solving

1. INTRODUCTION

Problem-solving training refers to the cognitive-behavioral processes providing the diversity of alternative responses and being potentially effective to cope with difficult conditions and the opportunity to choose the best answer from among alternative and various responses is increased. In many ways, we can help the individual learn problem-solving techniques to create a set of learning strategies and thus, likely to be effective against a wide variety of situations [1]. The arena can be a way of solving the problem, which is a form of learning self-control or autonomy. This is a fundamental difference between the two in the method of solving the basic aspects of the technique (i.e. ways of problem-solving) without previous knowledge of the most effective response is achieved unless the answer, which must be controlled in the usual way to control has been previously selected. The main purpose of determining the most effective alternative solutions is to benefit personal control, which can be followed by other operations so that the authorities are motivated to act in a way that has been elected and continue it. Therefore, the problem-solving becomes the crucial first step in the overall process of its self-control, which is described often with phrases such as competence, independence and self-reliance.[2] This gives us the ability to solve the problem in respect to our academic experience and mental capabilities in order to resolve the issue or problem and to achieve the desired result. This capability also enables individuals to solve the problems of life more effectively. If life's important issues remain unresolved, they cause mental stress, which can lead to physical pressure [3]. Teaching problem-solving skills to young people is among their basic needs, because young adults encounter various problems in their lives. If they do not have the ability to solve problems they not only make problems bigger and more complex by their crude and useless solutions but also put their life in danger. When individuals have the opportunity and ability to address global issues and provide new and innovative solutions that they have reached integrity and acuity in themselves. In other words, they can solve their problem [4]. Problem solving skills create cognitive development and emotional feelings in students. It seems problem-solving skills are effective in creating abilities such as decision making, creation of self-motivation, acceptance of responsibility, positive relationships with others, and develop positive self-esteem, problem solving, self-regulation and self-efficacy in students. Perhaps the first modern scientific approach regarding the identity dates back to William James' theories of "self", the American psychologist. He started his studies concerning "self" since 1892. He described the nature of "self" and pointed out the difference between "I" and "me". In another place he has gone out of its concept and the relationship between "self" and "identity" to create conversation. William James considers personal identity as a concept that individual has of himself/or herself as a person. This concept is resulted from experience, continuity and differentiation. After James, Erikson speaks of "identity" in his psychosocial theory. He was the first person to identify identity as an important achievement of adolescence personality and an important step towards becoming a productive

person [5] One of the most important issues of human is the process of identity development. This process begins at birth and in adolescence reaches its climax. According to Borus (2001), one of the main tasks of the adolescent in the society is identity formation. Glasser (1982) believes that "identity is the need to feel separated and distinct from the others." In his opinion, this need is the only basic psychological need that all people and all cultures have from birth to death. Erikson believed that teenager must respond to these questions: Who am I? Who will be I? Why I'm not this or that? to establish an identity with wise stability. Giving sense to identity that is able to consider what we are and what we become as a man or a woman and consider what we want to do as a profession or occupation, in other words clarifying the system of beliefs, values and ideals of self-awareness of their abilities and how to use these skills in daily life (Vanderzenden, 1966). Erickson noted that identity may be diverted from two way. In some cases it may be stabilized before they reach full growth, (i.e. early form), or be formed without any restrictions. In the first case, the identity is called "early", is an interruption in the process of identity formation. In fact, an individual's conception of early stabilization of the fixation influencing the formation of possibilities and abilities that a person has to describe for himself/herself. [6] Family is the first place for upbringing and development of a person. Providing appropriate behavioral patterns by the parent accelerates the process of adolescent identity. Failure to establish the identity of the adolescent which is an identity crisis in itself leads to antisocial behavior and deviations in adolescents. Teenagers who suffer from an identity crisis are in doubt in three or more cases. Long-term goals
2. Job selection
3. Patterns of friendship
4. System of moral values
5. Sexual behavior and inclination
6. Religious identification
7- Collective commitment and the The importance of this issue is that teenagers are the makers of the country's tomorrow and education of the next generation and their successful identity makes a significant impact on the future success of their identity on the job, and have a family. One way of dealing with the problem of identity is that the individual learn roles and the different ways of behavior. Problem-solving approach is among these behavioral techniques. The more people are educated, the better assimilation is conducted and individuals will have a more positive identity. [7] The aim of this study was to determine the effectiveness of problem-solving skills on the reduction of students' identity crisis. In this study, we examine the achievement of this objective.

2. MATERIALS AND METHODS

In this study, the pre- and post-test experimental research design with control group was used. This study was conducted in Shahre Ghods high schools in Tehran. The study population consisted of all students in the first grade to the third grade of Shahre Ghods high school who were enrolled in the academic year 2013-14. The pre-test was conducted on 100 students in three grades. After determining the pre-test scores and the number of people who had a problem with identity crisis, 40 students were selected randomly in examination and control groups, each group consisting of 20 patients was assigned randomly. The examination group during six sessions of 90 minutes in six weeks of training received Gldfryd Model-based problem solving. This model includes the following steps:

1. The general orientation of the problem or diagnosis of the general location
2. The complete identification of problems and problem definition
3. The obtainment of multiple solutions
4. The assessment of solutions
5. The implementation and monitorship of solutions

At the end of teaching problem-solving skill, the post-test of identity crisis was performed on both groups. The pre-test and post-test groups were evaluated for statistical significance was evaluated. To analyze the data gathered from the pre-test and post-test, one-way analysis of covariance was used. The independent variables of identity crisis and the dependent variable of problem-solving skills were assessed and the effectiveness of problem-solving variable on the dependent variable were assayed

2.1 Data Collection Tools

In this study, a questionnaire was designed to measure the changing identity crisis. , Ahmedi's identity crisis questionnaire containing 10 questions and 4 parts was used. One of the advantages of using it is to test the applicability of individual and group. Extreme score indicating high level of identity crisis is 90 and the minimum test score is 0, which indicates a lack of identity crisis. Those who received a lower score than 10 are identified with no identity crisis. To assess the reliability and validity of the test, the test-maker used alpha coefficient. Cronbach's alpha coefficients were calculated according to (0/86 ratio), it can be concluded that the coherence among the asked questions is in the acceptable range. In a survey conducted in 2001, the Cronbach's alpha is equal to the ratio 0/89. In addition, using split method the validity of the questionnaire is 0/95 which, represents the reliability coefficient is highly acceptable.

3. RESULTS

The subjects' age and gender participating in both experimental and control groups, 13-15 years and female respectively. Initially, 100 questionnaires were distributed among 100 students. The students' personal identity was gathered and analyzed. The personally identifiable information indicates that the minimum 5 and maximum score is 82.5. 40 students who achieved scores in the range of 10 to 90 were assigned in two 20-person groups randomly.

3-1 - inferential analysis of data:

The mean and standard deviation of the identity crisis in both pre-test and post-test are shown in Table 1

Table 1. Mean and standard deviation of variables in the two groups in pre-test and post-test

Variable	Stage	Group	Number	Mean	Standard Deviation
Identity crisis	Post -test	experimental	20	76.55	8.84
		control	20	68.65	9.69
	pre- test	experimental	20	61.40	6.48
		control	20	66.45	9.96

As presented in Table 1, the pre-test mean, standard deviation score of the experimental group identity crisis are . 8.84 and, 76.55 and control group 68.65 and 9.69. Post-test means and standard deviations of the experimental group 61.40 and 6.48 and control group is 66.45 , 9.96.

To evaluate the effectiveness of problem solving teaching methods to reduce students' identity crisis the assumption of Levine's test is used because the equality of variances needs to be investigated.

Table 2. Results of Levine's test of the assumption equality of variances in the two groups pre-test variables

stage	variables	F	DF1	DF2	sig
Pre-test	Identity crisis	0.72	1	38	0.79

The null hypothesis of equality of variances between the groups at pre-test confirmed the identity crisis variable. The assumption of equal variance identity crisis in both experimental and control groups in the pretest was confirmed. This finding suggests that the two groups at post-test analysis of variance, homogeneity of variance in the pre-test group, the effects of the independent variables play a role in (problem solving) the potential difference between the two groups.

To study the effect of the experimental intervention and evaluation research hypothesis, one-variable analysis of covariance was used on post-test grades. The results are shown in Table 3.

Table (3). One-way analysis of covariance in the Mankva for comparing post-test identity crisis with the pre-test control in the two groups

Dependent variable	SS	DF	MS	F	Significant level
Identity crisis	140.34	1	140.34	26.69	0.001

As shown in Table 3, there was a significant difference ($p < 0/001$ and $F = 26/69$) in the control pre-test, the experimental and control groups in terms of loss of identity crisis. In other words, the problem of identity crisis, according to the mean of the experimental group (61/40) significantly decreased in the experimental group than the control group mean an identity crisis (66/45), According to F observed significance level ($p < 0/001$ and $F = 26/69$), hypothesis-based "teaching problem-solving to students reduces identity crisis" is confirmed

4. DISCUSSION AND CONCLUSION

The findings of this study indicate that teaching problem-solving was effective in reducing students' identity crisis and teaching has affected individuals in the range without the effect of demographic characteristics (educational level and income level) The results can be associated with the following finding. Mardany (2006) in his study concluded that improved interpersonal problem-solving skills are related to incompatibility, self-esteem, anxiety and confusion of identity in adolescent girls [8]. Ahmadzadeh (2001) in his study finds that problem-solving skills are associated with increasing and improving interpersonal relationships and social competence in adolescents and are effective in the increase of the concept of self- environmental in adolescents [9]. Zarb's study (1990) considers problem-solving as one of the most effective therapeutic interventions which are within the range of issues involved in extra-personal and inter-personal [10] According to Gesten and Weissberg's studies (1998), the cause of academic failure, agitation, confusion, severe behavioral and emotional teenagers is dealing with daily issues unsuccessfully. [11] Heppner et al (2006) in their research have shown that problem-solving and decision-making one of the important indicators of mental health. Their research showed that early diagnosis of problematic situations is among cases in which individuals' psychological level can be measured. [12] The ability of being adaptive and positive behavior so that one can deal with the challenges and needs of everyday life is one of the most principled actions that individuals must learn. Problem solving can contribute to the achievement of this goal. This training has a positive effect on the level of feeling, thinking and behavior of society. The person's ability to deal effectively with conflict improves living conditions, and help other people, society, culture and environment of positive and adaptive function and provide your mental health. Teaching problem-solving creates cognitive development and emotional feelings in students. It seems that teaching problem-solving capabilities can be effective in decision-making, motivating, accepting responsibility, positive relationships with others, and developing positive self-esteem, self-regulation and self-efficacy in students. Problem-solving skill prevents the crisis and help being out of the crisis situation. Problem-solving skill can help us to act more regularly and skillfully. A simple solution is affected by one's experiences and prior knowledge. But for those issues, which are not easily solved such as obtaining a positive identity, a finding solution is not in the field of knowledge and experience New information to correct the problem should be provided and the problem should be regarded in depth or combination of new and old information should be used to fit the new situation because successful resolution of the problems of life will create more peace in teenager, while solving problem partially will threaten mental health seriously.

5. REFERENCES

1. Seif .A(2004) "educational psychology" Agah Publications, Tehran
2. Divisun, J.goldfryd, M. (1992) "physical therapy" translated by Ahmad Ahmadi alvan abadi. Arjmand Publications Tehran.
3. Seif A. (2012) "Changing behavior and behavior therapy theories and methods". Doran Publications, Second Edition. Tehran
4. Nassiri et al., (2010) "Effects of group training practices to reduce the problem of adolescent identity crisis" science-research Journal of Medicine – veteran. Third Year. No. IX. Autumn
5. Mohseni, N. (1996) "Understanding children and adults alike," SAMT Publications, Tehran
6. Burke, L. (2011) “developmental psychology” "translation Seyed Mohammad Yahya, Arasbaran Publications, Tehran
7. Masn et al., (2001) "Growth and personality of the child" translated Yasayy Mahshid. Book Publishing Maad Center, Tehran
8. Mardani, SH (2006). "Effects of methods of problem solving and communication skills to increase confidence in the third grade school Shiraz University
9. Mr. Zadeh, M. J., (1994) “Effects of problem-solving skills on some of the personality characteristics of adolescents under . Allameh Tabatabaie University
10. Zarb J . (1990) Perseptions and response styles referred adolescent girl with family problems. Hournal of youth and adolescence . 1990:19:227-228
11. Gesten E L ,Weissberg R D ,Amih D L , smith J K ,To social problem – solving training , Skill – based approach to prevention and treatment in psycholoeducational interventions in the school . New Yourk . Prgamon press.1988
12. Heppner D,Witty T E ,Dixon W A .Problem solving appraisal and human adjustment a review of research using the problem solving inventory. Journal of conseling psychology .2006:32:390-391