Developing a Model of Identity Styles and Emotional Intelligence with the Mediating Role of Self-Concept

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Abstract

The present study aimed to develop a model of identity styles based on emotional intelligence with the mediating role of self-concept. The statistical population of this study was 310 first and second-grade high school female students of Tehran in the academic year of 2018-2019. Standard questionnaires of Bar-On (1997) emotional intelligence, Berzonsky (1992) identity style, and Karami (2008) self-concept were used through structural equation modeling for analyzing data collected. The results showed that emotional intelligence had a positive relationship with normative identity, informational and commitment styles in high-school female students. On the other hand, it was found that self-concept has a positive relationship with commitment and informational identity styles and a negative relationship with diffuse identity style. Finally, regarding the mediating role of self-concept, the results showed that it mediated the relationship between emotional intelligence and commitment and informational identity styles positively, whereas negatively mediates the relationship between emotional intelligence and diffuse identity style. The results can be used to improve the social and individual status of students through the use of self-concept classes and workshops for students to enhance their level of critical thinking, as well as to change the attitude of families and society toward education on how to treat with their children.

Keywords: Emotional intelligence, high-school students, identity styles, self-concept,

Introduction

Adolescence is a transition period between childhood and adulthood, and developmental psychologists have mentioned it as a time of storm and psychological stress, and today developmental psychologists consider adolescence as a time of growth and positive opportunities that, in most cases, adolescent's people passed this transition without serious problems or making a gap with parents (Berger & Adolph, 2015). In fact, an adolescent who attains an identity has passed identity crisis and is committed to certain goals. He is active, autonomous, humorous, flexible, thoughtful, and he has a high self-esteem (Ahadi & Jamhari, 2015). Thus, the formation of identity in students at this age is considered as one of the important issues of psychological studies. In fact, identity formation is one of the most important stages of development in adolescents. Many researchers have considered the process of identity development in adolescence as a dynamic process (Crocetti & Salmela-Aro, 2018; Kroger, 2017).

Thus, identity is a unique structure that simultaneously referred to differences and similarities between individuals (Buckingham, 2008). Berzonsky (2004) considered identity as a theory about self and believes that people in different styles and ways act to theorize about themselves. One of the parts of the identity is conscious and the other part is unconscious and gives a sense of homogeneity and continuity to one's life. The period of identity formation and consolidation is during adolescence, when biological characteristics and intellectual processes must meet the social expectations related to proper function of

adulthood. Identity is dependent on the past and determines the future, since it is rooted in childhood and it is the basis that future life tasks emerge by it and is rooted as a psychosocial phenomenon in both the individual and in the culture of society (Berzonsky, 2004).

One of the factors affecting students' identity is emotional intelligence. Emotional intelligence is a set of non-cognitive abilities and skills that increases one's ability to cope with environmental pressures and demands (Magnano et al., 2016). Perception, understanding, and managing affective feelings in self and others are expressed as the main competencies in describing emotional intelligence. These competencies are both in the sense of ability of emotional intelligence (Schutte & Loi, 2014). In fact, the main goal of psychologists in investigating emotional intelligence is to develop and apply emotional intelligence with an emphasis on developing individual abilities such as problem solving, coping with emotion, self-awareness, adaptation, and anxiety control among adolescents (Ermer et al. al., 2012; Sánchez-Álvarez et al., 2016).

Studies conducted on emotional intelligence have related the ability of this structure, which includes emotional perceptions, emotional cognition, and emotion regulation, to psychological structures and have introduced it as a better predictor of success and social adjustment compared to traditional intelligence structures (Nouri, 2014). In fact, emotional intelligence includes abilities such as arousal, impulse control, resistance to surrender, adjustment of temper and avoidance of destructive stress in order to prevent thinking disorders. In other words, emotional intelligence is one's ability to recognize self and others' emotions and to appropriately express self-emotions (Valikhani, Saleh Mohammad Abadi, & Maleki Majd, 2018). High emotional capacity enables people to use positive mood and required tolerance level in dealing with others, and to be able to benefit them in the best way at the time of behavioral reactions and to be able to adapt to the environment. Emotional intelligence using social skills can help one's social adjustment and use behaviors such as cooperation, responsibility, empathy, self-control and self-reliance (Nouri, 2014).

Studies in the field of psychology show that people with high emotional intelligence in facing with stressful events can cope with effectively because they understand and evaluate their emotions more accurately, they know when and how to express their emotions, and can effectively regulate their moods (Eazazi Bojnordi et al., 2018). Therefore, it can be said

that such people have a more formed identity than those without high emotional intelligence.

One of the other factors considered in forming students' identity is self-concept. Self-concept is a set of characteristics that one uses to describe oneself. Anyone may consider himself to be a good footballer, interested in science fictions, a relatively good student, and so on, that these issues constitute the content of self-concept (Biabangard, 2011). Research has shown that compatible adolescents have a good self-concept, supportive parents, and social support systems (Cay et al., 2015). Therefore, self-concept can be mentioned as one of the root factors in the formation of students' identity.

According to previous studies, various variables have relationship with adolescents' identity styles, including emotional intelligence (Asgarian et al., 2013; Bahadori Khosrowshahi & Mohmoud Aliloe, 2012; Cisheng & Sanaullah Shah, 2017; Dadfarnia et al., 2013; Ghorbani & Kazemi, 2011; Valikhani et al., 2018) and the style of identity and self-concept (Ebrahimi & Haghighat, 2016), according to the importance of the above issues and the lack of research in this area for adolescents, as well as the lack of a model that can represent communication and the contribution of each of these components in the development of identity style, these cases was the reason for this study. Given the issues presented, the purpose of the present study was to develop a model for predicting identity styles based on emotional intelligence with the mediating role of self-concept in high-school female students.

According to the presented materials, the main hypotheses of this study are as follows:

1. Emotional intelligence has a direct relationship with the identity styles of high-school female students.
2. Self-concept has a direct relationship with the identity styles of high-school female students.
3. Emotional intelligence has an indirect relationship with the identity styles of high-school female students by mediating of self-concept.

Numerous domestic and foreign studies have been conducted on the relationship between the mentioned variables. For example, Golestan, Salemi Khameneh, and Zarghami (2018) found in their study that the average scores of identity styles, self-efficacy, and emotional intelligence in normal adolescents were significantly higher than adolescents with behavioral disorder. Identity styles, self-efficacy, and emotional intelligence are complex and multi-dimensional phenomena that play an important and interactive role in adolescents. Valikhani et al. (2018) showed that informational and normative identity styles had a

significant and positive relationship with emotional and spiritual intelligence, but avoidant identity style did not show a significant relationship with any of them. Also, spiritual intelligence had a significant positive relationship with emotional intelligence. On the other hand, Omidi Karkani and Osareh (2017) found that diffuse-avoidant identity style directly affects self-concept and indirectly affects school's sense of belonging.

Safarinia and Sheikhi (2016) conducted a study on investigating and comparing self-concept in dream and real self in students' identity styles. The results of their study showed that the self negatively characteristics of dream self-concept in both informational and diffuse-avoidant styles is significant, but there is no significant difference between other self-concept characteristics among different identity styles. There is also no significant difference between the real self in different styles. On the other hand, Ebrahimi and Haghighat' (2016) study showed that self-concept and social behavior can predict students' identity styles.

The research of Alipour and Ajir (2017) on high-school adolescents in Uromia District 1 specified that there is a significant relationship between spiritual intelligence and students' identity styles, and also there is a significant relationship between emotional intelligence and students' identity styles. The results

also showed that spiritual intelligence and emotional intelligence predict identity styles in high-school students. On the other hand, Soleiman Nejad and Zeinali (2016) found that emotional intelligence has a positive and significant relationship with informational, normative and commitment identity styles. There is also a negative and significant relationship between emotional intelligence and diffuse / avoidant identity style.

Maher and Winston (2017) in their research examined the relationship between emotional intelligence, identity, and intimacy. The results showed that there is a positive and significant relationship between emotional intelligence and identity and intimacy. In another study, Cisheng and Sanaullah Shah (2017) examined the effective role of spiritual intelligence on the relationship between emotional intelligence and identity development in adolescents. The results showed that spiritual intelligence plays an important role in the relationship between emotional intelligence and identity development. This study showed that adolescents with spiritual intelligence, who were less emotionally intelligent, had a healthier identity progress than those with more intelligent spiritual intelligence (Cisheng & Sanaullah Shah, 2017). The theoretical model of the study is shown in Figure 1.
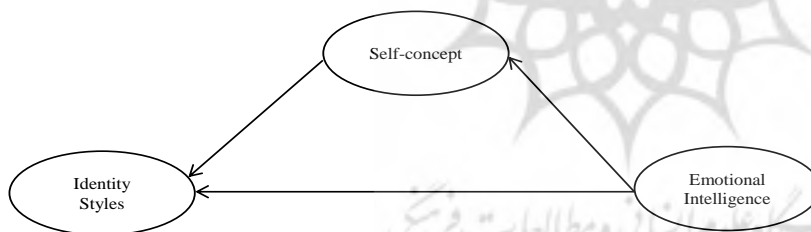

Figure 1.
Theoretical Model of the Study

Method

Participants

The statistical population of the study included all the first and second-grade high-school female students of Tehran in the academic year of 2018-2019. In this study, the sample size was calculated 310 students using J Power software which was determined by cluster sampling method. In this way, among the twenty districts of Tehran, districts 3, 4 and 16 were selected clustered. Next, a list of all female high-school was prepared and then randomly four high schools of Fadak Public High School from district 3, Fadak Non-public High School from district 16,

Roshangar Non-Public Art School from district 4, and Naeini Public High School from district 4. Finally, three classes were randomly selected from each school and their students were evaluated as a research sample. Library and field methods were used for data collection.

Instruments

The following tools were used to evaluate the main variables of the research:
Brezonsky (1992) identity style questionnaire was a 40-item scale which consisted information, normative, avoidant and commitment subscales. The question-naire was scored on a 5-point scale with the highest score being 200 and the lowest score being 40.

Brozensky's internal reliability (alpha coefficient) reported information scale 0.62, normative scale 0.66, and avoidance scale 0.73. The internal reliability of this variable was 0.77 in the present study.

Bar-On (1997) emotional intelligence was a 90-item questionnaire which consisted of five scales (interpersonal skills, coping with pressure, compatibility and mood of work) and fifteen subscales (i.e. problem solving, happiness, independence, tolerance, self-healing, emotional self-awareness, realism, interpersonal relationships, optimism, self-esteem, impulse control, flexibility, social responsibility, empathy, and self-expression). The maximum score for the scale was 450 and the minimum was 6. The reliability coefficient of this test was 0.93 in Montazergheib, Ahghar, and Keikhanzhad (2012). The Cronbach's alpha for this questionnaire in the present study was 0.91.

Karami (2008) self-concept Questionnaire was a 80-item scale which consisted of six subscales namely behavior, school status and cognitive and mental status, physical appearance and characteristics, anxiety, popularity, happiness and satisfaction, and additional questions. The maximum score for the self-concept scale was 80 and the minimum was zero. The reliability coefficient of this test was 0.92 in Dehmari, Molly and Ahmadi (2015). The Cronbach's alpha for this questionnaire in the present study was 0.86.

Procedure

In the present study, AMOS software was used to determine the structural model. For this purpose, 310 students were selected by cluster sampling from the public high school students of districts 3, 4 and 16 in Tehran and answered to Philips Social Support Questionnaire, Berzonsky's Identity Style Questionnaire, Bar-On's Emotional Intelligence Scale, and Children Self-Concept Questionnaire. Questionnaires were collected and scored and entered into SPSS software. Data were called from SPSS software to investigate the structural model in AMOS software and then the model was tested. On the other hand, there was a correlation between the components of questionnaires in SPSS software.

Findings

The results of the descriptive statistics related to the field of study of the sample group showed that the majority of participants were from the mathematics group, followed by them, the experimental and human groups allocated the highest number of participants. Also, in terms of parental life status, it was found that about 94% of the sample population had parents. Also regarding the number of children of the family, the results showed that more than half of the participants had a four-member family, after which the number of single-child people was about 25% from the total participants. Finally, the results of the descriptive statistics related to the birth order indicated that about 57% of the sample students were the first child of their families.

In the section of inferential statistics, after examining the correlation coefficients between the research variables, it was turn to evaluate the research variables. For this purpose, first, the normality of the data distribution was evaluated using the kurtosis and skewness coefficient that the results are shown in Table (1). The results from Table (1) showed that the values of kurtosis and skewness of none of the variables were not excluded from the range between +2 and -2. In other words, the distribution of the data related to the research variables does not have a significant deviation from the univariate normality.

Table 1.
Kurtosis and Skewness of the Research Variables

Variable	Skewness	Kurtosis
Emotional intelligence-within intelligence	-0.457	-0.202
Emotional intelligence-interpersonal intelligence	-0.260	-0.787
Emotional intelligence-compatibility	-0.229	-0.039
Emotional intelligence-stress management	-0.140	-0.367
Emotional intelligence-general mood	-0.432	-0.541
Self-concept	-0.794	-0.043
Informational identity style	-0.762	0.666
Normative identity style	-0.723	0.161
Diffuse identity style	-0.052	-0.442
Commitment identity style	-0.287	-0.402

In the next step, the assumption of linearity was investigated by values of Variance Inflation Factor (VIF) and tolerance coefficient; the results are shown in Table (2). As it can be deduced from Table (2), the

assumption of linearity is among the research data, because the tolerance coefficient values are less than 0.1 and the values of variance inflation factor for each of the predictor variables are not higher than 10.

Subsequently, tests of normality of multivariate distribution, uniformity of dispersion and linearity were performed and confirmed and then the research hypotheses were tested.

Table 2.
The Variance Inflation Factor and the Coefficient of Tolerance of the Predictor Variables

Variable	Tolerance coefficient	Variance inflation (VIF)
Emotional intelligence-within intelligence	0.371	2.698
Emotional intelligence-interpersonal intelligence	0.682	1.466
Emotional intelligence-compatibility	0.459	2.180
Emotional intelligence-stress management	0.671	1.491
Emotional intelligence-general mood	0.437	2.288
Self-concept	0.442	2.260

As it was mentioned, structural equation modeling was used to test the hypotheses. At first, the measurement model was evaluated by confirmatory factor analysis and then the total model evaluated by structural equation modeling. In the measurement model of the present study, it was assumed that latent variable of emotional intelligence is measured by within personal intelligence, interpersonal intelligence, compatibility, stress management, and general mood. How to fit the research measurement model was evaluated by confirmatory factor analysis using AMOS 24.0 software and maximum likelihood estimation (ML) and their results are shown in Table (3).

Table 3.
Fit Indices of the Initial Measurement Model and the Modified Measurement Models

Fit indicators	Initial measurement model	Modified measurement models		Cut point
		First stage	Second stage	
Chi-Squre	89.48	55.39	43.89	-
Degree of freedom	19	18	17	-
X^2/df	4.71	3.08	2.58	Less than 3
GFI	0.928	0.965	0.965	0.90>
AGFI	0.863	0.913	0.925	0.850>
CFI	0.932	0.964	0.974	0.90>
RMSEA	0.110	0.083	0.072	0.08<

As it was shown in Table (3), the normed chi-square fit indices ($\chi 2$ / df) and RMSEA did not support the acceptable fit of the initial measurement model with the collected data (GFI = 0.932, GFI = 0.928, AGFI = 0.863 and RMSEA = 0.110, X^2/df=4.71. For this reason, the two-stage measurement model was obtained by creating a covariance between stress management and compatibility indicators and fitness indices, which showed that the measurement model has an acceptable fit with the collected data (χ^2/df=2.58, CFI =0.974, GFI = 0.965, AGFI = 0.925 and RMSEA = 0.072. Table (4) shows the factor load, standard error and critical ratio for each of the indicators of the current variables.

Table 4.
The Parameters of the Research Measurement Model in Confirmatory Factor Analysis

Latent variable-marker	b	β	SE	t
Emotional intelligence-within intelligence	1	0.909		
Emotional intelligence-interpersonal intelligence	0.277	0.570	0.026	10.64**
Emotional intelligence-compatibility	0.494	0.758	0.032	15.39**
Emotional intelligence-stress management	0.366	0.523	0.039	9.39**
Emotional intelligence-general mood	0.403	0.802	0.024	16.61**

**P<0.01

Table 4 showed that the relationships between the factors and their associated indicators are significant and in the expected direction. The highest factor load belonged to the marker of interpersonal intelligence (β = 0.909) and the lowest factor load belonged to the marker of stress management (β = 0.523) of latent variable of emotional intelligence. Thus, the factor loadings of all markers were above 0.32 and thus all of them had the capability to measure the present variables of the present study.

In the structural model of the present study, it was assumed that the latent variable of emotional intelligence is directly related to both self-concept mediation and the identity styles of female high-school students. How to fit structural model was tested using structural equation modeling method and the results showed that the structural model did not have an acceptable fit with the data collected (df = 53, N = 306, CFI = 0.897, GFI = 0.893, AGFI = 0.816 and RMSEA = 0.107, so the structural model was modified in three steps according to Table (5).

Table 5.
Fit Indices of the Initial Structural Model and the Modified Structural Models

Fit indicators	Structural model	Modified structural models		
		First stage	Second stage	Third stage
Chi-Squre	239.10	192.33	178.96	160.75
Degree of freedom	53	52	51	50
X^2/df	4.51	3.70	3.51	3.22
GFI	0.893	0.914	0.920	0.928
AGFI	0.816	0.850	0.857	0.869
CFI	0.897	0.922	0.929	0.939
RMSEA	0.107	0.094	0.091	0.085

As Table 5 shows, after failing to obtain acceptable fitness indices for the initial structural model, the model was modified in three stages of covariance between normative identity style and commitment identity style (first stage), informational identity style, and commitment identity style (second stage) and informational and normative identity styles (third stage) and finally the fit indices were obtained indicating that the structural model of the present study was acceptable with the collected data ((N = 306, df = 50, χ^2df =3/22, CFI = 0.939, GFI = 0.928, AGFI = 0.869 and RMSEA = 0.085. Tables (6) and (7) show total, direct and indirect path coefficients between the research variables in the structural model.

Table 6.
Total, Direct and Indirect Path Coefficients between the Research Variables in the Structural Model

	Prediction variable	Commitment identity style				Diffuse identity style			
		b	S.E	β	sig	b	S.E	β	sig
Total path coefficient	Emotional intelligence	0.271	0.037	0.572	0.001	-0.070	0.037	-0.167	0.077
Direct path coefficient	Emotional intelligence	0.190	0.044	0.401	0.001	0.009	0.040	0.020	0.818
	Self-concept	0.172	0.049	0.320	0.001	-0.167	0.051	-0.349	0.004
indirect path coefficient	Emotional intelligence	0.081	0.023	0.171	0.001	-0.079	0.025	-0.187	0.004

Table 7.
Total, Direct and Indirect Path Coefficients between the Research Variables in the Structural Model

	Prediction variable	Normative identity style				Informational identity style			
		b	S.E	β	sig	b	S.E	β	sig
Total path coefficient	Emotional intelligence	0.126	0.024	0.340	0.001	0.161	0.032	0.371	0.001
Direct path coefficient	Emotional intelligence	0.096	0.028	0.260	0.001	0.082	0.033	0.188	0.004
	Self-concept	0.063	0.037	0.149	0.097	0.168	0.042	0.341	0.001
indirect path coefficient	Emotional intelligence	0.030	0.017	0.080	0.097	0.080	0.021	0.183	0.001

As it was specified in tables above, the direct path coefficient between emotional intelligence and commitment identity style (p< 0.01, β = 0.401), normative identity style (p <0.01, β = 0.026) and informational identity style (p< 0.01, β = 0.188) was positive and significant at the 0.01 level. In contrast, direct path coefficient between emotional intelligence and diffuse identity style (p> 0.05, β = 0.020) was not significant at the 0.05 level. Thus, in the first hypothesis test, it was concluded that emotional intelligence has a direct and significant relationship with normative, informational and commitment identity styles in high-school female students.

The results also showed that the path coefficient between self-concept and commitment identity style (β = 0.320, p <0.01) and informational identity style (p< 0.01, β = 0.341) were positive and significant at 0.01 level. Also the path coefficient between self-concept and diffuse identity style (p <0.01, β = -0.349) was negative and significant at 0.01 level. Thus, in the second hypothesis test, it was concluded that self-concept in high-school female students has positive relationship with commitment and informational identity styles and negative relationship with diffuse identity style.

Finally, the results showed that the indirect path coefficient between emotional intelligence and commitment identity style (β = 0.171, p <0.01) and informational identity style (β = 0.183, p <0.01) was positive and significant at the level of 0.01. Also, the indirect path coefficient between emotional intelligence and diffuse identity style (p < 0.01, β = -0.187) was negative and significant at the level of 0.01. In contrast, the indirect path coefficient between emotional intelligence and normative identity style (β = 0.080, p>0.05) was not significant at the 0.05 level. Thus, in the third hypothesis test, it was concluded that in high-school female students, emotional intelligence by mediating of self-concept has a positive indirect relationship with informational identity styles and commitment and indirect negative relationship with diffuse identity style. In other words, the result of hypothesis test show that self-concept positively mediates the relationship between emotional intelligence and informational and commitment identity styles, and it mediates the relationship between emotional intelligence and diffuse identity style negatively and significantly. The Model with standard regression of the study is illustrated in Figure 2.
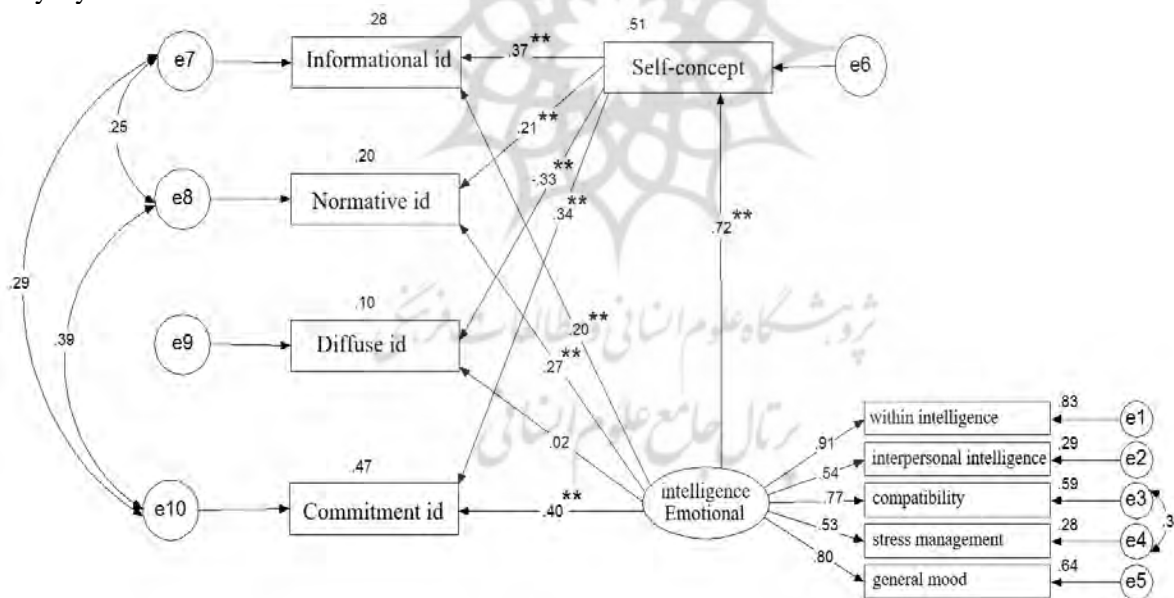

Figure 2.
Model with Standard Regression

Discussion and Conclusion

The purpose of the present study was to develop a model of identity styles based on emotional intelligence by mediating role of self-concept in high-school female students. Results of data analysis showed that there was a positive and significant

relationship between emotional intelligence and identity styles (normative, informational and commitment) in high-school female students, but this relationship was not confirmed regarding avoidant identity style. The results of this hypothesis are consistent with the findings of Valikhani et al. (2018), Golestan et al. (2018), Alipour and Ajir (2017),

Suleiman Nejad and Zeinali (2016), Maher and Winston (2017), Chasing and Sanlaw Shah (2017). In explaining this hypothesis, it can be said that female with high emotional intelligence have the enough ability to understand their personal emotions and therefore, they can express their beliefs and desires easily. On the other hand, these individuals have sufficient self-esteem and internal independence and can function well in interpersonal relationships. Among other things that can be said about people with high emotional intelligence are social responsibility, flexibility and problem-solving ability, the ability to bear psychological stress and ultimately optimism and happiness in these individuals all of which form the basis of independent identity in the individual.

Regarding the lack of relationship between emotional intelligence and avoidant identity style, it can be said that individuals with emotional intelligence characteristics such as effective interpersonal relationships, flexibility, problem solving, emotional self-awareness, and psychological well-being in general never experience problems such as indifference to their future or lack of confidence about the purpose of their lives, but they are always facing with solving their personal problems. Such a spirit causes to be formed a commitment within them, to think deeply about their life issues, and to obtain information and participate in discussions. Also the way of people's behavior with emotional intelligence is in a way that makes them indifferent to social norms and issues that occur around them and they are fully confident and committed to their beliefs.

The results of the analysis of the second hypothesis also showed that self-concept in high-school female students has positive relationship with commitment and informational identity styles and it has a negative relationship with diffuse or avoidant identity styles. However, no relationship was found between self-concept and normative identity style. The results of this hypothesis are consistent with the findings of Omidi Karkani and Osareh (2017), Saffari Nia and Sheikhi (2016), and Ebrahimi and Haghighat (2016), although some of the findings are not confirmed in each of these findings. For example, in Shirkohi's (2007) study, there was a significant relationship between general self-concept and informational and normative identity style in boys of second-grade high school but there was no significant relationship between self-concept and avoidant identity style, whereas in the present study, no relationship between self-concept and normative identity style was specified. However, the negative relationship between self-concept and avoidant identity style has been consistent with the studies of Hosseinzadeh and Sepah

Mansour (2011) and Shirkohi (2007). Berzonsky et al. (2003) found that individuals with informational identity style had a higher level of self-esteem, individuals with normative identity style had a more stable self-concept, and those with avoidant identity style reported more depressive symptoms. In fact, individuals with an informational identity style associate with the concept of sense of mental health and have a more perseverance throughout their lives, while students with deviant identity style avoid issues and like external factors to control conditions. Therefore, they have less feeling of belonging to social environments such as school, social and scientific partnerships.

Finally, the results of the analysis of the data collected on the mediating role of self-concept indicated that this variable mediates the relationship between emotional intelligence and informational identity styles and commitment positively, and mediates the relationship between emotional intelligence and avoidant identity style negatively and significantly but it has no role in the relationship between emotional intelligence and normative identity style. The results of this hypothesis are consistent with the findings of Valikhani et al. (2018), Golestan et al. (2018), Omidi Karkani and Osareh (2017), Alipour and Ajir (2017), Saffari Nia and Sheikhi (2016), Ebrahimi and Haghighat (2016), Soleiman Nejad and Zeinali (2016), Chasing and Sanlaw Shah (2017) and Maher and Winston (2017). In the explanation of this hypothesis, it can be said that strengthening self-concept in female students leads to strengthening the relationship between emotional intelligence with informational identity styles and commitment positively, as well as avoidant identity style negatively. In fact, if self-concept can be defined as the perception that one forms about self through interacting with the environment and interpreting these interactions, increasing this problem can lead to increase students' identity, albeit this issue is strengthened according to increase readiness and individual's tendencies in recognizing, processing, and organizing their emotional information.

One of the limitations of the present study is to consider high-school female students, which makes it impossible to generalize the results to male and other age groups. On the other hand, neglecting other variables such as social support as an independent variable in the present conceptual model will result in greater coherence. The last limitation concerns the lack of consideration of cultural, social, and economic characteristics that can have a significant impact on students' lives.

According to the results of the present study, it is recommended to educational practitioners to strengthen the sense of belonging to school by properly training and guiding students with avoidant identity styles. On the other hand, by changing the contents in the books and guiding them to more and more interactions of students in learning new information, we can help increase informational and normative identity styles in students. Regarding the identity style of commitment, the change of attitude of parents, family and even society towards social, citizenship, and human duties can be mentioned. Given these issues, the commitment among children, including students, is greatly increased.

On the other hand, by providing appropriate preparation, we can help students to develop self-concept. In fact, students with high self-esteem and self-concept are more likely to have academic motivation and perception of personal competence. In other words, self-concept can influence one's thinking by influencing one's perception of personal competence, and lead one to adopt the appropriate approach and thinking, and appropriate approaches will lead to more critical thinking and, on the other hand, students who have weak self-concept, perceive critical thinking as a threat to their ability that this threat affects their perceptions of themselves and causes to avoid critical thinking. Therefore, based on the results of the study, it is suggested that educational classes and workshops to be held for students based on self-concept to enhance the level of critical thinking and to pay more attention to students' critical thinking.

Concerning emotional intelligence, it can be said that the use of workshops to enhance emotional intelligence skills in schools can be considered as one of the important factors that can be implemented in the form of content of lessons such as social sciences and training that will undoubtedly have a positive reaction from the students. According to the findings of the research on the impact of emotional intelligence on strengthening identity styles, it can be said that applying any educational measures to strengthen emotional intelligence in students will cause them to become success in adulthood in all areas of their lives, whether in emotional or intimate relationships or in understanding the unspoken rules that lead to progress in life. Therefore, persistent following-up for adding education programs of emotional intelligence to the country's education system and preparing the outline of education courses of emotional intelligence for students in different academic years may have very positive effects on different aspects of their individual and social lives. This research can also be a motivation for families to begin education of issues related to emotional intelligence from early ages and in the house's environment for their children.

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