

The relationship between identity dimensions and self-actualization in Shahrekord Azad University students

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Abstract:

This research aims to investigate the relationship between identity dimensions and self-actualization in Shahrekord Azad University students in the academic year It was done in 1401-1402. The statistical population of this research is all students of Islamic Azad University, Shahrekord branch, about 8000 There are people who were studying in spring 1401. After sampling available 100 people randomly They were simply chosen. The current research design is of the applied type of Barouche correlation, which examines the relationships between variables. Cheek et al.'s (1989) identity dimensions questionnaire, Jones and Crandall's (1986) self-actualization questionnaire were used. After Distribution of questionnaires, data obtained by means of descriptive indices and inferential analysis of Pearson's correlation test Regression were analyzed using SPSS version 23 software. The results of the present study showed that between Identity dimensions with self-actualization in students ($P = .001$, $\beta = 0.59$ and $r = .489$) and also between identity dimensions with self-actualization ($.001.P$ and $0.43 = \beta$ and $479\% = r$)

Keywords: identity dimensions, self-actualization, students

Introduction:

Identity is one of the basic concepts in psychology that is of interest to many humanities specialists. Erikson explains the concept of identity. He defines individual identity as a relatively stable feeling of oneness; That is, despite the change in behaviors, thoughts and feelings, a person's perception of himself is always the same. Researchers consider the category of identity as the process of achieving a stable sense of who (who am I?) and what (who should I be), (Mushman, 2011). The formation of identity is not only dependent on the period of adolescence; Rather, it is related to the entire

human life, during which a more transcendent form of individual cohesion and basic social innovations are evident in the whole person's personality (Noonan, 2019). According to Erikson, the young to build their identity at the same time with two groups of Affairs are involved, on the one hand, it must adapt to its physiological and cognitive changes, and on the other hand, it is inevitable to adapt to external systems. Young people must face all these issues and build their identity through them. Thus, building a coherent and healthy identity cannot be easy and without problems, Noonan, (2019). According to the theoretical foundations of the topic of identity, achieving identity leads to coherence and integration (I), and on the other hand, not achieving identity leads to chaos, confusion and confusion of identity. In the process of personal identity formation, two actions are performed: knowing yourself and introducing yourself to others; These two actions differentiate a person from others, differentiation and transformation. A process known as differentiation

A person is named. Differentiation shows the successful passing of a person's life and is the process of identification and plays an important and fundamental role in enjoying a healthy life and reducing chronic anxiety. The identity of each person should not be sought in his behavior and in the reactions of others, but it should be found in his ability and capacity to maintain and continue a specific narrative of his biography; The biography of a person who is interested in maintaining mutual and regular relationships with others is not imaginary or fake; Real life must continuously integrate the events of the outside world and integrate them with its current history. It should be noted that inconsistency, confusion, and lack of differentiation affect all individual and social human behaviors. Inability to establish a relationship with peers, return (return to) lack of intellectual commitment to specific goals, lack of desire for a specific religion and profession, lack of achievement of a system of beliefs and values, lack of strategy and purpose in life, lack of behavior, emphasis on life and relativistic moments (Sprintal, 1994; cited by Selgi, 1389), subjection to affairs, lack of foundation in the past and no plan for the future, moving in the present and now in an involuntary way, disturbed relationships with parents) (Nosrati et al., 2006) Social vulnerability and...

are some of the characteristics of a confused and disturbed person.

The sense of identity as one of the intra-individual factors is related to all general, personal, external, educational and consequential aspects of students' life satisfaction (Anji, Chen, Anji and Anji 2021; Hoftenler, 2006). Identity is considered the unity between the three biological, social and psychological systems of a person, through which a person knows who he is. what does he want and to which society and culture it belongs (Erikson, 1968).

In recent years, psychologists and sociologists have moved away from the one-dimensional investigation of identity and have paid attention to the investigation of multiple identities (Cheek and Cheek, 2020). Especially in the university environment where students are exposed to a wide range of roles, challenges and experiences in addition to the learning process, they find a richer life that affects their self-concept and identity dimensions (Kane and Willis, 2022; Angie et al., 2021; Rahimi, Gharba and Dehbashi, 2014). Turner, Oakes, Haslam and McGarty (1992), in the discussion of identity, consider the two dimensions of individual and social identity to be important and believe that when a person defines himself as a unique person based on his differences with other people, it is called personal and temporal identity. which describes itself based on the similarities and commonalities it has with other members of one group versus members of another group tends to social identity. According to new findings, these two dimensions of identity are not only independent of each other, but simultaneously and longitudinally intertwined and lead to relative changes of each other (Albarelo, Crockett, and Roubini, 2018). Past studies make it clear that identities

Individual and social are significantly related to engagement in life and well-being (Barzina et al., 2020) and significantly affect students' life satisfaction (Lee, Tang, Minifield, Brantley, & Chen, 2021; Fatma, El-Dalain, & Imtiaz, 2018; Gholamrezaei et al., 2014).

Although achieving identity is known as one of the developmental crises related to adolescence, Erikson (1968) does not consider identity development to be exclusive to adolescence and believes that its developmental path continues throughout the life cycle. Arendt (2016) considers one of the important developmental periods of identity to be the period of "emerging

adulthood" which spans the ages of 18 to 25 and coincides with students entering university. Berzonski (2011) believes that the difference in the identity status of people is caused by the processes that people use in situations to make decisions, solve problems and process information related to themselves, which he believes lead to the creation of three identity statuses: informational, normative And it leads to avoidant confusion. Marcia also considers identity to be a dynamic structure and believes that by considering the relative depth of the search and commitment process in each individual, four identity states are formed: successful, recorded, deferred, and chaotic (Kruger and Marcia, 2011). In a successful identity, a person commits to a certain identity by searching, while in a recorded identity, a person adheres to commitments that are mainly taken from important people in life without going through the search process. In the deferred identity state, the person is actively searching for an identity but has not yet made a commitment, while in the confused identity state, neither identity options have been explored nor commitments have been accepted (Kruger and Marcia, 2011).

In general, based on past studies, it can be said that having multiple identity orientations can enrich the way of experiencing and interpreting the social world and affect people's motivation, excitement, and well-being (Cheek and Cheek, 2020); But in today's era, due to the lengthening of youth, the social base of many young people is vague and their biological, psychological and social situation is more or less crisis-causing and turbulent, which creates grounds for dissatisfaction in this era.

Self-actualization is a word that was first used by Kurt Goldstein (1939) and defined it as a powerful inherent ability in every person that makes his positive talents flourish. Self-actualization is the desire to become better than what a person is and to become what a person has the capacity to become (Tyler, 2018). Maslow used a hierarchy to reach this ideal as a hierarchy of needs It has been compiled, which are respectively: physiological needs, security needs, emotional needs, social-esteem needs and self-actualization needs. According to Maslow's theory, one cannot reach a higher class without satisfying the needs of each class (Rahman Nejad, 2017). Maslow describes the most important characteristics of self-actualized people as

follows (Schultz and Schultz, 2015): 1- Better understanding of reality and establishing an easier relationship with it. 2- Spontaneity, simplicity, naturalness. 3- Problem orientation 4- Quality of withdrawal, need for solitude and solitude. 5- Autonomy, cultural independence and environment, will, active factors. 6- Continuity of appreciation and admiration. 7- mystical experience, peak experience. 8 - A sense of sympathy. 9 - People-oriented secretary structure. 10-Philosophical and non-hostile humor 11-Acceptance of self, others and nature. 12- Relationships between people. 13-Distinction between means and goal 14-Creativity of creation 15-Resistance against acculturation.

Although the desire for self-actualization is a natural and not a learned desire, less than one percent of people in society reach this stage; This disability is because it is at the highest level of human needs, and the higher the need, the less necessary it is; Therefore, self-actualization can easily be interrupted by a hostile or rejecting environment. Such as the barriers that a culture or society creates and prevents people from exploring new behaviors and ideas; Self-actualization, on the other hand, requires a great deal of boldness, and once low-level needs are met, people may want to stay at the same safe and easy level, rather than intentionally face new challenges. (Tobasik and Miller, 1991). Although Maslow found that a small number of people in society achieve their goals, however,

He maintained his optimism that more people can reach the desirable state of a perfect human being. A self-fulfilling person creates a link between the past, present and future and needs a lot of mental stimuli; so that he gets help from his intelligence and goes towards the unknown and has a lot of acceptance for new experiences (Sajivad, 1996). In examining cognitive processes, Maslow believes that self-actualization is related to higher and more efficient levels of cognition. And it leads to a better understanding of reality and establishing a more compatible relationship with oneself and life, problem-oriented, self-acceptance and increased resilience against stress and life changes in the individual and has a lot of reasoning ability (Ghalminejad et al., 2019). (1974) believes that self-actualization has a significant relationship with the ability to distinguish and unify cognitive functions (Goldman and Olzak, 1978). These people focus their vision on the goal rather than the means, and

what others consider the means often Self-actualized people can more easily recognize the artificiality of people (Yarmohamedian and Kamali, 2016); "Now" exists, they consciously take advantage (Chu et al. 2018).

Creativity in students has many effects on their performance, including self-actualization; Because creativity causes the selection of optimal challenges and this causes the formation of the need for progress in the individual and as a result the individual's self-actualization (Portanova, Ortegamartin, Zurita-Ortega and Gonzalezvalero, 2020). Maslow (1971) defined self-actualization as "human tendency towards It defines the flourishing of what is potential in him. This tendency can be interpreted as the tendency towards the gradual development of what makes a person's individuality and becoming whatever a person deserves to be abilities will satisfy their needs and such a person will be self-actualized; in other words, the meaning of self-actualization is a person's need to reveal his potentials and abilities Innate effort is defined to maximize abilities or actualize talents in a person and can be considered as one of the components of personal growth and performance improvement (Nazari, 2015). Self-actualization is a growth force and a part of human genetic nature. The basic need of the organism is its inherent desire to realize, maintain and improve itself, which is influenced by this basic desire, the organism in the direction of growth, self-improvement, survival and self-exaltation, self-leadership, self-discipline. , autonomy, independence, responsibility and self-control moves (quoted by Thanago, Taqvi, Behnampour and Beiki, 2015). In this regard, Seajud (1996) states that a self-actualized person can create a link between the present, the future, and the past and has a great need for mental stimuli, in such a way that he takes help from his intelligence and goes towards the unknown and acceptance It has a lot for new experiences (quoted by Zamanian Qozhdi, Barqi Irani, Ali Akbari Dehkordi, 2017).

They determine the points along the path of transformation to intervene and influence the future direction. Self-actualization also defines the main core of Maslow's theory to promote one's best ability and talent and puts safety, love and belonging, respect, cognitive and aesthetics at the top of the hierarchy of human needs and after physiological needs, et al., 2019). Self-actualization can be defined as the ability to

realize one's potential and do what one can do, try to do, and enjoy. This competence enables people to set goals and then achieve the same goals (Schneiderman 1999). becomes one's self (August, 1977) which encompasses all behaviors and self-actualization is the desire to become better and better than what a person is and what a person has the capacity to become. From Burleson's point of view (quoted by Khayatian and Fadavi, 2017) Kurt Goldstein defined self-actualization as a powerful inherent ability in every person that makes his positive talents flourish (Tiller, 2018). Anger has been considered the best way to learn that self-actualization can be achieved by increasing motivation (Kenrick and Krems, 2018). Therefore, flourishing refers to a general view of well-being that not only covers life satisfaction, self-acceptance, personal growth. and includes a sense of purpose (Fuller, 2018).

Research Methodology:

The current research was of applied type with correlation and survey method. The statistical population of this research consists of all Shahrekord Azad University students who were studying in 1401-1402. The sample members were selected randomly by referring to different faculties of Islamic Azad University, Shahrekord branch. First, the questionnaires of Cheek et al.'s dimensions of identity (1989), self-actualization questionnaire of Jones and Crandall (1986) were distributed among the students willing to participate in the research. After the necessary guidance, the students were given enough time to complete the questionnaires carefully. Then the questionnaires were collected and the questionnaire data were entered into SPSS V.23 software. The data were analyzed using regression and correlation statistical tests.

Tool:

1.Cheek et al.'s identity dimension questionnaire (1989)

This questionnaire, which was created by Cheek et al. in 1989, consists of 45 items that respondents respond to statements on a 5-point Likert scale. The items of the questionnaire are: personal identity orientation (PI) ¹questions 1 to 12, relational identity orientation (RI) ²questions 13 to 24, social identity orientation (SI) ³questions 25 to 35 and collective identity orientation (CI) ⁴questions 36 to 45. The reliability of this questionnaire in the present study was 0.74.

2.Self-actualization questionnaire of Jones and Crandall (1986)

Self-actualization means the desire to become better than what a person is and to become what a person has the capacity to become. In other words, self-actualization is the process of growing up in such a way that we leave behind dependence on others, defensiveness, lack of action, and modesty and move towards reasonable evaluations, courage, and exploration. The standard questionnaire of Jones and Crandall's self-actualization scale has 15 questions that represent the level of self-actualization of the respondent. The self-actualization scale (15 items) with a six-point Likert scale from strongly agree to strongly disagree was developed by Jones and Crandall to evaluate Maslow's concept of self-actualization. In order to determine the construct validity, the POI personal orientation test was used, the results showed that there is a positive and significant relationship between these two tests with a correlation coefficient of 0.67, and the test has high validity (Jones and Crandall, 1986). The internal consistency of this test has also been reported to be appropriate in the research of Hosseini Dolatabadi et al. (2013) (Cronbach's alpha, 0.67). Also, the reliability of this test was calculated as 0.75 by retest method on 20 students after 15 days. The reliability of this questionnaire in the present study was calculated as 0.71.

¹ Personal Identity Orientation

² Relational Identity Orientation

³ Social Identity Orientation

⁴ Collective Identity Orientation

findings:

In this part of the research, the demographic characteristics of the research sample are presented.

1-Demographic characteristics of the research sample

Table 1: Frequency distribution of the sample according to age

Percent	Abundance	
87	87	18-22
8	8	23-27
5	5	28-32
100	100	Total

According to Table 1, it can be seen that the age of the majority of participants in this research is between 18-22 years.

Table 2: Frequency distribution of respondents according to marital status

Percent	Abundance	
7	7	married
63	63	Single
100	100	Total

As can be seen in Table 2, the number of single people in the sample was more.

Percent	Abundance	
57	57	woman
43	43	Man
100	100	Total

Table 3: Frequency distribution of respondents by gender

Identity dimensions are related to self-actualization in Shahrekord Azad University students in the academic year of 1401-1402.

According to Table 3, the gender of the sample was more than women.

Table 4: Correlation matrix of identity dimensions with self-actualization in students of Shahrekord Islamic Azad University

self-actualization	Dimensions of identity	Variable
	1	Dimensions of identity
1	•/489	self-actualization

Table 5: Regression matrix related to the variables of identity dimensions and life expectancy with self-actualization in students

β	P	F	R justified	R^2	R	Statistical variable
0/59	0/001	7/016	•/206	•/240	•/489	Dimensions of identity with self-actualization

As a result, from the statistical point of view, two variables of identity dimensions are related to self-actualization. The direction of the relationship between this variable is positive and the intensity of the obtained correlation is relatively strong.

Pearson's correlation test and linear regression were used to test the relationship between two variables of identity dimensions and self-actualization in students. A significant correlation was observed between identity dimensions and self-actualization

Table 6: Correlation matrix related to the variables of identity and self-actualization dimensions

$P=0.001$, $\beta=0.59$, and $r=0.489$))

Collective identity	social Identity	Communication identity	personal identity	Dimensions
-0/377	0/96	0/061	0/234	خودشکوفایی

β	P	Std. Error	B	T	Statistical variable
0/319	0/008	0/236	0/632	2/682	Personal identity with self-actualization
0/149	0/235	0/195	0/232	1/193	Relational identity with self-actualization
0/183	0/079	0/170	0/301	1/771	Social identity with self-actualization
-0/268	0/041	0/435	-0/898	-2/057	Collective identity with self-actualization

Pearson's correlation test was used to test the relationship between two variables of identity dimensions and self-actualization. Except for the relational identity dimension, the rest of the dimensions are related to self-actualization

Identity dimensions are related to self-actualization in Shahrekord Azad University students in the academic year of 1401-1402.

Table 7: Correlation matrix of dimensions of identity and self-actualization in students of Islamic Azad University, Shahrekord branch

self-actualization	Dimensions of identity	Variable
	1	Dimensions of identity
1	0/479	self-actualization

Table 8-4: Regression matrix related to the variables of identity and self-actualization dimensions in students

β	P	F	R justified	R ²	R	Statistical variable
0/43	0/001	8/140	0/204	0/233	0/479	Dimensions of identity with self-actualization

Table 9-4: Correlation matrix related to variables of identity dimensions with self-actualization

Collective identity	social Identity	Communication identity	personal identity	Dimensions
-0/352	0/131	0/091	0/195	self-actualization

β	P	Std. Error	B	T	Statistical variable
0/248	0/037	0/240	0/504	2/110	Self-actualized person
0/211	0/088	0/196	0/341	1/723	A connection with self-actualization
-0/165	0/110	0/175	-0/279	-1/613	Social with self-actualization
-0/275	0/037	0/445	-0/946	-2/119	A group with self-fulfillment

Pearson's correlation test was used to test the relationship between the variables of identity dimensions and self-actualization. Except for the relational identity dimension, the rest of the dimensions are related to self-actualization.

Discussion and conclusion:

Identity dimensions are related to self-actualization in Shahrekord Azad University students in the academic year of 1401-1402.

Pearson's correlation test and linear regression were used to test the relationship between two variables of identity dimensions and self-actualization in students. The results showed that there is a significant relationship between the dimensions of identity and life expectancy

with self-actualization in students of Islamic Azad University, Shahrekord branch; ($P=0.001$, $\beta=0.59$, and $r=0.489$). As a result, from the statistical point of view, two variables of identity dimensions are related to self-actualization. The direction of the relationship between these two variables is positive and the intensity of the obtained correlation is strong. According to the research done, it can be said that the dimensions of identity have an important effect on self-actualization, and there is a positive relationship between personal identity, communication identity, social identity, and collective identity with self-actualization, and in most researches, it has been shown that self-actualization in men is

twice as much as women. and self-actualized people are less willing to be rewarded and more willing to take risks for high-risk tasks, lack of social responsibility and social isolation, lack of social support, academic and work inefficiency have a direct relationship with self-actualization, and self-actualized people are more seeking to encounter novelty. A possible explanation for these findings is that some dimensions of identity are more ready for self-actualization. Some people may achieve self-actualization after satisfying basic needs.

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