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Abstract

The study aimed to identify the level of emotional regulation and psychological identity styles among adolescents. It also identified emotional regulation as a predictor of psychological identity styles in adolescents. To achieve the aim of the study, the descriptive correlational approach was used. The study sample consisted of 645 male and female students, randomly selected from adolescent students in secondary and preparatory schools in Nazareth District inside The Green Line in the first semester of the academic year 2022/2023. The results showed that the level of the dimensions of emotional regulation (cognitive reappraisal and suppression) among adolescents in Nazareth District inside The Green Line was moderate from the point of view of the study sample. The informational identity style came in the first rank with (45.4%) of the study sample, and their scores for this style were higher than their scores for the other two styles. Then, the normative identity style was followed by (30.1%) of the study sample. The diffuse/avoidant identity style came in third and last place with (24.5%) of the study sample. The results also showed a statistically significant predictive ability between the informational, normative, and diffuse/avoidant psychological identity styles with emotional regulation dimensions (cognitive reappraisal and suppression). The study recommended that students be encouraged to adopt the informational identity style, especially since the study results revealed a positive relationship between this style and emotional regulation. It also recommended training students with a diffuse/avoidant identity style on emotional regulation, especially since the study results revealed a negative relationship between emotional regulation and the diffuse/avoidant identity style.

Introduction

Psychological identity is one of the most important psychological and social approaches that have been relied upon to understand adolescent behavior. Miller defined it as "a system of personal traits, trends, inclinations, norms, rules, and laws that the individual forms by himself through his interactions with those around him and distinguishes them from others. It is (his ego), and it is (himself), as it reflects the styles of his solutions to

problems and the way he deals with the difficulties and crises he faces” (Al-Nawaisa & Al-Karaki, 2020, p. 47). Erikson believes that identity formation begins in adolescence, in which the adolescent faces a series of psychological or physiological changes and cognitive and social expectations. Erikson considers an individual's identity to be the organization of an individual's psychological, biological, and social developmental experiences. He also focused on three main dimensions of identity: profession, gender role, and religious and political ideologies. He emphasized the role of culture in shaping the elements of identity (Coob, 2011). According to Marcia, psychological identity includes two basic dimensions: the ego identity that is related to ideological aspects and is linked to the individual's religious, political, or life tendencies, and the self-identity that is related to the social aspects that include the individual's awareness of his social roles. Each dimension of identity reflects the adolescent's ability to deal with problems related to his goals and roles, and thus the possibility of reaching a stable meaning of himself and his existence. This would help him avoid various problems that affect him and society (Jasim, 2018).

A number of factors like family affects the adolescents' psychological identity. It plays a key role in shaping psychological identity through mutual relationships based on respect, appreciation, dialogue, discussion, trust, love, and freedom of expression. It is also affected by the peer group, which impacts directly the formation of healthy bonds and friendships that the adolescent relies on in times of need. It helps him succeed in studying, practice positive behaviors and achieve basic demands for him, such as a sense of belonging and acceptance (Berk, 2015). In addition, it is affected by school factors that allow the adolescent to engage in educational activities that meet his needs, inclinations, and interests, and help him to identify standards, customs, values, traditions, and social roles for effective participation in his society. Moreover, the media contribute to the adolescent's acquisition of many values, principles, and behaviors that make him realize his identity, appreciate himself, and organize himself (Shrem, 2009). In this regard, Crocetti and Shorkri (2010) showed that the identity styles prevailing among students are successively the informational identity style, followed by the normative and then the diffuse/avoidant. Sawalha's study (2014) showed that the dominant psychological state of identity among adolescents is the identity checker. Al-Aridah (2016) showed that most cases of ideological identity formation among students were the case of identity dispersion, then the case of realizing identity, then the case of identity suspension, then the case of identity closure. Al-Nuwairan and Al-Sharaa (2021) revealed that the most common identity situation among Syrian refugee adolescents is a state of troubled identity at a high level, followed by a closed identity style at a medium level.

Emotional regulation is one of the forms of self-regulation and reflects the adolescent's ability to provide appropriate emotional responses in different situations, by having the skill of organizing their actual responses. Regulating emotions is an automatic attempt by the individual to control emotions, which calls for research into the causes and consequences of the behavior of individuals (Sajadi et al., 2012). Emotional regulation is defined as the processes that occur when an individual tries to influence the type or amount of emotion that he or others around him tell him and how to express emotions (Groos & John, 2003). Therefore, adolescents can increasingly and effectively manage and regulate emotional experiences using internal regulatory strategies. This development coincides with changes in the social environment and brain structure. Adolescence is a period of life with various emotional challenges, such as new academic pressures, work pressures, increased importance of peer and romantic

relationships, reduced dependence on family support, increased emotional interaction, increased risk-taking, and impulsive behaviors. They enhance the abilities to regulate negative emotions (especially fear), manage impulsive tendencies, re-plan, positive evaluation, and positive focus, and help adolescents face situations and crises (Gross, 2001).

The relationship of emotional regulation with psychological identity has a vital role in the teenager's life. It helps him realize his goals, regulate his emotions, achieve his social development, and increase his independence and academic achievements, especially during adolescence, characterized by emotional challenges such as anxiety and depression (Gross & Thompson, 2007). In addition, individuals in adolescents who can manage and organize emotional experiences effectively help them in facing situations and crises and forming a psychological identity (Gross, 2001). Moreover, emotionally organized adolescents are more accepting and satisfied with themselves, and they are the most secure and happier individuals, which makes them more able to achieve identity and reach an informational or normative identity. On the other hand, emotionally disorganized adolescents are less accepting and less satisfied with themselves, and they are the least secure and less happy individuals, which may make their psychological identity diffuse/avoidant (Al-Shimi, 2019). Furthermore, emotional regulation helps the adolescent regulate his emotional and behavioral responses in a balanced way to overcome the stressful problems and crises he faces, which makes him more able to achieve psychological identity (Babkirk et al., 2015). In this regard, Jankowski (2013) showed that adolescent students who achieved high scores on the emotional regulation scale were able to achieve psychological identity, while the individuals who achieved low scores on the emotional regulation scale suffered from identity closure. Neacsiu et al. (2014) showed that difficulty in emotional regulation was a key prognostic factor and predictor of identity disorder. Demmrich and Wolfradt (2018) indicated that adolescent students who scored high on the informational identity style were more emotionally organized compared to adolescents who scored high on the avoidant/diffuse/avoidant identity style, whose members suffer from an inability to adapt, make decisions, solve problems, and avoid any confrontation with oneself. Based on the aforementioned, this study sought to identify the predictive ability of emotional regulation (cognitive reappraisal, suppression) of psychological identity styles (informational, normative, and diffuse/avoidant) among adolescents in Nazareth District inside The Green Line.

Statement of the Problem

The problem of the current study emerged from the researcher's experience in educational and psychological work as an educational counselor and principal at a secondary school in Nazareth District inside The Green Line. She noticed that some of the high school students in these schools suffer from academic and social failure in their school life. They also have difficulties adjusting to school and failure to assume their responsibilities, such as difficulties in communication, emotional regulation, trust, delaying gratification of their desires, and feeling alienated. In addition, they face difficulties in social adjustment, such as difficulty accepting authority and laws, difficulty in social adaptation, complex behavioral problems, homelessness, neglect, violence, drug abuse, delinquency, and violating laws and regulations. The researcher believes that most of these indicators may indicate the ambiguity of the students' psychological identity and their failure to face psychological and social pressures and problems, which hinders their thinking and evaluation of the information they possess. Al-Aridah (2016)

asserted that the dominant psychological identity among adolescents is the diffuse identity. Al-Nuwairan and Al-Sharaa (2021) confirmed that the most prevalent psychological identity among adolescents is the disordered identity. Therefore, this study attempted to reveal the predictive ability of emotional regulation by psychological identity styles among adolescent students. Specifically, the current study sought to answer the following questions:

1. What is the level of emotional regulation among adolescents in Nazareth District inside The Green Line?
2. What is the most common psychological identity style among adolescents in Nazareth District inside The Green Line?
3. What is the predictive ability of emotional regulation by psychological identity styles (informational, normative, and diffuse/avoidant) among adolescents in Nazareth District inside The Green Line?

Objectives of the Study

The study aimed to identify the level of emotional regulation among adolescents in Nazareth District inside The Green Line. It also revealed how the study sample of adolescents in Nazareth District inside The Green Line was distributed according to the psychological identity styles (informational, normative, and diffuse/avoidant) and showed the predictive ability of the emotional regulation of the psychological identity styles among adolescents in the Nazareth Province within The Green Line.

Significance of the Study

The significance of the study is represented by the new qualitative knowledge it adds to Arab and local studies. The current study is one of the first studies to investigate emotional regulation and its relationship to psychological identity styles among adolescent students. Therefore, it is hoped that this study will contribute to providing researchers with theoretical literature and previous studies on emotional regulation and psychological identity to enable researchers and those interested to refer to and benefit from it. This study can also increase the importance of awareness of psychological identity among adolescents and identify the psychological variables, such as emotional regulation that affect its achievement. In addition, it is hoped that this study will open new horizons for field and specialized studies. Moreover, it is hoped that the results of this study will help workers, decision-makers, officials, and psychological counselors in Arab schools within The Green Line to design programs and develop plans aimed at developing the developmental paths of these students to achieve a growing sense of psychological identity, taking them as emotional regulation.

Delimitations of the Study

This study was limited to investigating emotional regulation (cognitive reappraisal, suppression) and their relationship to psychological identity styles (informational, normative, and distractive) among adolescents. Also, the study was limited to a sample of preparatory and secondary school students in the ninth, tenth, and twelfth grades (males and females) in Arab public preparatory and secondary schools in Nazareth District inside The Green Line in the first semester of the academic year 2022-2023.

Methods

In this study, the descriptive correlational approach was followed. This approach is suitable for the nature of this study, answering its questions, and achieving its objectives. The study attempted to identify the predictive ability of self-esteem and emotional regulation by psychological identity styles (informational, normative, and diffuse/avoidant) among adolescents in Nazareth District inside The Green Line.

Population and Sample of the Study

The study population consisted of all adolescent students (males and females) in preparatory and secondary schools in Nazareth District inside The Green Line, who numbered (12,000) students in the first semester of the academic year 2022/2023. This data was obtained by referring to the relevant department in the Education Office in Nazareth District from the year 2022. The study sample was randomly selected from the study population (male and female) of adolescents in secondary and preparatory schools from grades (nine, ten, and twelve) in Nazareth District inside The Green Line in the first semester of the academic year 2022/2023. The study sample was (645) male and female students, who constituted (5.4%) of the study population. Table 1 shows the distribution of the study sample according to the variables of gender and grade.

Table 1. Distribution of Study Sample Members according to Gender and Grade Variables

Variable	Group	No.	%
Gender	Male	296	45.9
	Female	349	54.1
	Total	645	100.0
Grade	Ninth	148	22.9
	Tenth	133	20.6
	Twelfth	364	56.4
	Total	645	100.0

Tools of the Study

To achieve the objectives of the study, the following tools were used:

First: The Scale of Emotional Regulation

To achieve the objectives of the current study, Groos and John's (2003) scale was used to detect emotional regulation. The scale, in its original version, consists of (10) items distributed over two domains: cognitive reappraisal and suppression. The first domain consists of (6) items and the second domain (4) items. A five-point Likert scale was used. To correct the tool, the criterion by Hamadneh and Khair Eddeen (2023) was followed by giving the values, respectively (5, 4, 3, 2, 1) for the scores (strongly agree, agree, neutral, disagree, strongly

disagree). The following scores were approved for the achievement of the study tool items and the overall result: 1.00 - 1.80 = very low level, more than 1.80 - 2.60 = low level, more than 2.60 - 3.40 = medium level, more than 3.40 - 4.20 = high level, more than 4.20-5.00 = very high.

Psychometric Indicators of the Emotional Regulation Scale in Its Original Version

Groos and John (2003) found indicators of the scale validity. They verified the scale's internal consistency by extracting the values of the Pearson correlation coefficients between the individuals' responses on the items and the scale as a whole. They all exceeded (0.20). The author also established the reliability of the test using Cronbach's internal consistency reliability coefficient alpha. The reliability coefficient on the cognitive reappraisal domain was (0.68) and the suppression domain (0.76). In addition, the author found reliability using the test-retest method after a three-month interval between the first and second applications. The reliability coefficient in this way on the cognitive reappraisal domain was (0.75) and the suppression domain (0.82).

Psychometric Indicators of the Emotional Regulation scale in Its Current Version

The psychometric indicators of the emotional regulation scale in its current form were verified as follows:

a. Face Validity: To verify the validity of the content of the emotional regulation scale, the researcher translated the scale from its original version into Arabic. Then, the scale translation was presented to ten experts in educational psychology, psychological counseling, and measurement and evaluation in Jordanian universities and inside The Green Line. They verified the conformity of the items translated into Arabic to the scale as a whole, the accuracy of translation and linguistic formulation of the items, and their suitability to the scale as a whole and the new environment to achieve the study objectives or any proposals to delete, add or amend the items of the scale. (80%) of the experts agreed on the scale validity to achieve the study objectives with slight modifications to some of the vocabulary of the paragraphs to be more appropriate and clear to the respondent. In light of this, the scale was produced in its final version.

B - Internal consistency: The emotional regulation scale was applied to an exploratory sample of (40) male and female adolescent students in secondary and preparatory schools in Nazareth District inside The Green Line from outside the study sample. Pearson's correlation coefficient was calculated between the items of the emotional regulation scale and the total score of the dimension belonging to it and between the domains and the items with the total score of the scale. Table 2 shows the results.

Table 2 shows that the Pearson correlation coefficients between the items of the emotional regulation scale and the total score of the domain and the correlation between the domains and the items with the scale's total score were statistically significant at the significance level (0.01) or (0.05). The correlation coefficients between items and dimensions ranged (0.505-0.886), all of which are significant at (0.01) or (0.05). The correlation coefficients between the items and the dimensions with the scale's total score ranged between (0.656 - 0.980), which is statistically significant at the significance level of (0.01).

Table 2. Pearson's Correlation Coefficient between the Items of the Emotional Regulation Scale and the Total Score of the Dimension

No.	Items	correlation coefficient
1	When I want to feel a positive emotion (joy, fun), I change what I think about	.789**
2	When I want to feel a more positive emotion, I change the way I think about the situation	.789**
3	When I want to feel less negative emotion (sadness, anger) I change my thinking	.847**
4	I control my emotions by changing the way I think about the situation I'm in	.779**
5	When I am faced with a stressful situation, I think about how to calm me down	.847**
6	When I want to feel less negative emotion, I change the way I think about the situation	.577**
7	I keep my feelings to myself	.505*
8	When I want to feel a positive emotion, I'm careful not to express it	.886**
9	When I feel negative emotion I make sure not to express it	.841**
10	I control my emotions by not expressing myself	.854**

** Statistically significant at (0.01), * statistically significant at (0.05)

C. Reliability: The reliability of the emotional regulation scale was verified using the test-retest method. It was applied to an exploratory sample from outside the study sample consisting of (40) male and female teenage students in secondary and preparatory schools in Nazareth District inside The Green Line from outside the study sample. Then, the scale was re-applied to the same sample with a two-week interval between the first and the second applications. After that, the Pearson correlation coefficient was calculated between the respondents' scores in the two applications. The reliability coefficient of internal consistency "Cronbach's Alpha" was also calculated on the scale and its domains. Table 3 shows the results.

Table 3. Reliability Coefficients on the Emotional Regulation Scale

No.	Domain	Test-retest	Cronbach's Alpha
1	Cognitive reappraisal	0.87	0.86
2	Suppression	0.85	0.77

Table 3 shows that the reliability coefficient of re-evaluation on the first domain "cognitive reappraisal" obtained a reliability coefficient of (0.87). The second domain, "suppression", obtained a reliability coefficient of (0.85). It is noted that the reliability coefficient of internal consistency on the first domain "cognitive reappraisal" came with a reliability coefficient of (0.86). The second domain, "suppression", obtained a reliability coefficient of (0.77), which is a high-reliability coefficient. These values indicate that the study tool has the appropriate reliability to achieve the objectives of this study.

Second: The List of Psychological Identity Styles

The list of psychological identity styles was used by Berzonsky (1992) and translated by Al-Omari (2009). The scale consists of (30) items distributed into three styles that describe how the individual processes information,

solves problems and makes decisions: the informational identity style (11) items, the normative identity style (9) items, and the diffuse/avoidant identity style (10) items. The score for each item ranged from (1-5) distributed according to the five-graded Likert scale: (5)= a very large extent, (4)= a large degree, (3)= a moderate degree, (2)= a small degree, and (1)= a very small degree.

The highest score on the scale is 150 and the lowest score is 30. The total score for each style alone is calculated by adding the scores for each style of identity. Thus, there are three raw marks for the examinee for each style. The psychological identity style was determined by comparing the subject's score with the cut-off score, which is equal to the mean of the group plus half the standard deviation score. Al-Omari (2009) verified the indications of validity and reliability of the scale and showed acceptable levels of validity. The correlation coefficients ranged between items and dimensions (0.40 - 0.91), all of which are significant at (0.01) or (0.05). The reliability coefficients using the Cronbach's alpha method ranged between (0.80 - 0.89).

Psychometric Indicators for the List of Psychological Identity Styles in Its Current Version

The psychometric indicators of the list of psychological identity styles were verified in the current study as follows.

a. Face validity: To verify the content validity of the scale, it was presented in its initial version to (10) experts with expertise and specialization in educational psychology, psychological counseling, and measurement and evaluation in Jordanian universities and within The Green Line. They were asked to verify the suitability of the items for the scale as a whole and to ensure the accuracy of the linguistic formulation and the suitability of the scale to achieve the objectives of the study, or any proposals for deletion, addition, or modification of the performance paragraphs and their domains. In light of the opinions and suggestions of the experts, (80%) of the experts agreed on the amendments. They agreed on the scale validity with linguistic amendments to some items to be more appropriate and clear to the respondent. In light of this, the scale was produced in its final version. To further verify the internal consistency of the list, it was applied to a survey sample consisting of (40) male and female adolescent students in secondary and preparatory schools in Nazareth District inside The Green Line from outside the study sample. The Pearson correlation coefficient was calculated between the items of the scale, the dimension to which they belong, and the total score. It was found that the Pearson correlation coefficients between the items of the psychological identity styles scale and the total score of the style belonging to it were statistically significant at the significance level of (0.01), or (0.05). The correlation coefficients between items and dimensions ranged between (0.465 - 0.927), all of which are significant at (0.01) or (0.05).

B. Reliability: Find the scale reliability in the current study using the test-retest method by applying the scale and re-applying it after two weeks on a group outside the study sample that consisted of (40) male and female adolescent students in secondary and preparatory schools in the Nazareth District within Green line. Then, the Pearson correlation coefficient was calculated between the two applications, and the reliability coefficient was also calculated using the internal consistency method according to Cronbach's Alpha equation. Table 4 presents the results. It is noted from Table 4 that the values of the reliability coefficients for the styles of psychological identity according to the method of test-retest ranged between (0.92 - 0.83). It was also found that the reliability

coefficients using the "Alpha Cronbach" method ranged between (0.87 - 0.93); they are high-reliability coefficients that are appropriate to achieve the objectives of the study.

Table 4. Reliability Coefficient and Cronbach's Alpha Method for the Psychological Identity Styles Scale

No.	Style	Test-retest	Cronbach's Alpha
1	Informational identity style	0.85	0.93
2	Normative identity style	0.88	0.91
3	Diffuse/avoidant identity style	0.83	0.87

Data Analysis

To answer the study questions, the following statistical methods were used: frequencies, percentages, means, and standard deviations. The regression coefficient, Pearson's correlation coefficient, and interpretation coefficient were used to show the dimensions of emotional regulation as predictors of psychological identity styles among adolescents in Nazareth District inside The Green Line.

Results

Results of the first research question: What is the level of emotional regulation among adolescents in Nazareth District inside The Green Line?

The researcher calculated the means, standard deviations, and ranks of the study sample's answers regarding the level of emotional regulation among adolescents in Nazareth District inside The Green Line. Table 5 depicts the results. Table 5 shows that the first domain "cognitive reappraisal" had the highest mean (3.40), standard deviation (0.62), and medium level. The second domain "Suppression" ranked second, with a mean of (3.33), a standard deviation of (0.71), and a medium level.

Table 5. Means, Standard Deviations, and Ranks of the Study Sample's Answers of the Level of Emotional Regulation among Adolescents in Nazareth District inside The Green Line

No.	Domain	Means	Standard deviations	Rank	Level
1	Cognitive reappraisal	3.40	.620	1	Medium
2	Suppression	3.33	.710	2	Medium

Results of the second research question: What is the most common psychological identity style among adolescents in Nazareth District inside The Green Line?

The frequencies, percentages, means, and standard deviations of the study sample's performance on psychological identity styles were extracted to answer this research question. Table 6 shows the results. It is shown in Table 6 that the number of students in the informational identity style was (293) male and female students, i.e. (45.4%) of the total study sample in the first place. As for the number of students of the normative identity style, it reached (194) male and female students, at a rate of (30.1%) of the total study sample, in the second rank. The number of

students with the diffuse/avoidant identity style was 158 male and female students in the third and last rank, with a percentage of 24.5% of the total study sample.

Table 6. Frequencies, Percentages, Means, and Standard Deviations of the Styles of Psychological Identity among the Study Sample, arranged in Descending Order according to Frequencies and Percentages

No.	Style	Freq.	%	Means	Standard deviations
1	Informational identity style	293	45.4%	3.55	.470
2	Normative identity style	194	30.1%	3.46	.480
3	Diffuse/avoidant identity style	158	24.5%	3.57	.670

Results of the third research question: What is the predictive ability of emotional regulation by psychological identity styles (informational, normative, and diffuse/avoidant) among adolescents in Nazareth District inside The Green Line?

The regression coefficient, Pearson's correlation coefficient, and interpretation coefficient were extracted to determine the predictive relationship between the independent variables, emotional regulation represented by cognitive reappraisal (X 1), suppression (X 2) with psychological identity styles, and the informational identity style (y 1), the normative identity style (y2), and the diffuse/avoidant identity style (y3) among adolescents in Nazareth District inside The Green Line. Table 7 presents the results.

Table 7. The Predictive Relationship between Dimensions of Emotional Regulation (Cognitive Reappraisal and Suppression) with Psychological Identity Styles among Adolescents in Nazareth District inside The Green Line

The first predictive model		Informational identity style: (y1)							
	Constant	Regression coefficient b	t	Sig.	R	R2	F	Sig.	Result
Cognitive reappraisal (X 1)	.18	2.82	10.692	.000	.14	0.16	5.841	.016	Sig.
Regression line equation	$Y = 2.82 + .18x$								
Suppression (X2)	.22	2.68	9.865	.000	.17	0.25	8.463	.004	Sig.
Regression line equation	$Y = 2.68 + .22x$								
The second predictive model		Normative identity style: (y 2)							
Cognitive reappraisal (X 1)	.60	1.26	4.792	.000	.50	.240	62.965	.000	Sig.
Regression line equation	$Y = 1.26 + .60x$								
Suppression (X2)	.65	1.00	3.036	.003	.45	.200	48.100	.000	Sig.
Regression line equation	$Y = 1.00 + .65x$								
The third predictive model		Diffuse/avoidant identity style: (y3)							
Cognitive reappraisal (X 1)	.37	2.04	7.341	.000	.36	.130	23.789	.000	Sig.
Regression line equation	$Y = 2.04 + .37x$								
Suppression (X2)	.30	2.15	6.072	.000	.24	.050	9.249	.003	Sig.
Regression line equation	$Y = 2.15 + .30x$								

It is clear from Table 7 that the results of the three predictive models were as follows:

a. The first two-step predictive model for adolescents in Nazareth District inside The Green Line [predictors: cognitive reappraisal (X 1), suppression (X 2)] with the predicted variable (informational mode y1) was statistically significant at the significance level of (0.01) with a joint effect of the variables independent [predictors: cognitive reappraisal (X 1), suppression (X 2)] with the predictor (dependent: informational type y1). The independent variable "Cognitive reappraisal (X 1)" had a relative effect explaining an amount of (0.16%), as shown in the first step. Then, the independent variable "repression (X 2)" contributed with a relative effect, explaining an amount of (0.25%) as shown in the second step.

b. The second two-step predictive model for adolescents in Nazareth District inside The Green Line [predictors: cognitive reappraisal (X 1), suppression (X 2)] with the predicted variable (y2 normative style) was statistically significant at the significance level (0.01) with a joint effect of the independent variables [Predictors: cognitive reappraisal (X 1), suppression (X 2)] as predicted (dependent: y2 norm). The independent variable "Cognitive reappraisal (X 1)" contributed a relative effect of (0.24%), as shown in the first step. Then, the independent variable "repression (X 2)" contributed with a relative effect of (0.20%), as shown in the second step.

c. The third two-step predictive model for adolescents in Nazareth District inside The Green Line [predictors: cognitive reappraisal (X 1), suppression (X 2)] with the predicted variable (dispersive style y3) was statistically significant at the significance level of (0.01) with a joint effect for the independent variables [predictors: cognitive reappraisal (X 1), suppression (X 2)] with the predictor (dependent: y3 diffusive style). The independent variable "Cognitive reappraisal (X 1)" contributed a relative effect of (0.13%), as shown in the first step. Then, the independent variable "repression (X 2)" contributed with a relative effect of (0.05%), as shown in the second step.

It is also clear from Table 7 that the results for the three predictive models were as follows:

1. Results of the first predictive model: Whenever the level of "cognitive reappraisal (X 1) increases by one normative unit with statistical significance at the significance level of (0.01), the informational identity style of adolescents in Nazareth District inside The Green Line increases by (2.82) units. Whenever the level of "suppression (X2) decreased by one normative unit with statistical significance at the significance level of (0.01), the informational identity style of adolescents in Nazareth District inside The Green Line increased by (2.68) from the normative units.

2. The results of the second predictive model: Whenever the level of "cognitive reappraisal (X 1) increases by one normative unit with statistical significance at the significance level of (0.01), the normative identity style among adolescents in Nazareth District inside The Green Line increases by (1.26) of normative units. Whenever the level of "suppression (X 2) decreases by one normative unit with statistical significance at the significance level of (0.01), the normative identity style among adolescents in Nazareth District inside The Green Line increases by (1.00) of the normative units.

3. The results of the third predictive model: Whenever the level of "cognitive reappraisal (X 1) increases by one

normative unit with statistical significance at the significance level of (0.01), the diffuse/avoidant identity style among adolescents in Nazareth District inside The Green Line decreases by (2.04) of the normative units. Whenever the level of "suppression (X2) decreases by one normative unit with statistical significance at the significance level of (0.01), the diffuse/avoidant identity style among adolescents in Nazareth District inside The Green Line decreases by (2.15) from the normative units.

Discussion

Discussion of the Results of the First Question

The results showed that the total score for the level of the dimensions of emotional regulation (cognitive reappraisal and suppression) among adolescents in Nazareth District inside The Green Line was at a medium level. This result may be due to the fact that the physiological and developmental changes that occur in adolescents affect their ability to manage and regulate emotional experiences, which hinders them from facing situations and crises. Therefore, they are less accepting and less satisfied with themselves, less secure, and less happy, which may make their thoughts confused and have inconsistent reactions with behaviors and less in the level of organizing their emotional and behavioral responses. Also, it would make them have difficulty adapting, making decisions, and solving problems, which would cause them difficulty in emotional regulation (Al-Shimi, 2019).

Discussion of the Results of the Second Question

The results showed that the informational identity style came first with a percentage of (45.4%) of the study sample. This result can be explained because the Arab community within The Green Line seeks distinction and progress within the other cultures and circles in which it lives. Their children are trained to bear psychological and social responsibility to understand the events and political issues that surround them and to deal with them with flexibility and adaptation. Hence, adolescents within The Green Line are more aware of themselves and more aware of their characteristics. They can absorb what is going on around them in terms of events and situations that require them to adapt to the political conditions in which they live. Also, it enables them to make appropriate decisions, manage conflict, and deal with the crises and pressures they are going through with flexibility and adaptation, which led to the appearance of their information style at the highest rate. The result leads to the fact that the majority of adolescents in the Arab sector within The Green Line have an appropriate style of achieving psychological identity (Al-Ardah, 2016).

The normative identity style came second with a percentage of 30.1% of the study sample. This result can be explained in the sense that adolescence requires adolescents to build their personalities more independently and define their social roles and interests in light of their new cognitive ability. They are also keen not to have conflicts between their personalities and social roles, and at the same time, to be in harmony with others and the society in which they live. Therefore, adolescents in the Arab sector within The Green Line are keen to adhere to the established Arab values, principles, and beliefs on which they were brought up. Arab families in the northern regions within The Green Line are keen on a proper social upbringing of their children following Arab values, principles, and beliefs, to preserve and preserve the Arab heritage and Arab identity from conforming to non-Arab

cultural identities, globalization, and following them. In addition, the Arab community within The Green Line suffers from various political pressures. Arab families educate their children to bear these pressures and deal with them responsibly. Therefore, adolescents are keen to control themselves, by setting goals for their current and future lives. They enable them to chart the path toward achieving those goals and know the professional and social groups that suit their abilities and characteristics, which leads to an appropriate normative style of psychological identity (Sawalha, 2014).

The diffuse/avoidant identity style came in third and last place, with a percentage of 24.5% of the study sample. Comparing this result with the previous styles, we find that it is lower. This result indicates that some adolescents within The Green Line suffer from a crisis in forming their identity as a result of going through some psychological problems and emotional challenges, such as anxiety and depression, which affect their thinking styles and their needs to achieve identity. These challenges lead to conflicts among them between defining their goals and decisions and achieving psychological and social compatibility. They also lead them to avoid personal situations and problems that require them to think on their own, and they believe that they may continue to occur. These things make some teenagers live in distraction and avoid life situations or think about confronting them and suffer from a low level of commitment. In turn, they lead them to construct a disjointed identity (Melhem et al., 2017). This result agrees with that of Sawalha (2014), who showed that the prevalent psychological state of identity among adolescents at the secondary level in Jordan is the identity checker. It converges with those of Melhem et al. (2017), who showed that the styles of psychological identity among students of King Abdullah II Schools for Excellence in Jordan were, respectively: an informational style, a normative style, and a distraction/avoidance style. However, this result differs from that of Al-Ardah (2016), which showed that most cases of ideological identity formation among students at the secondary level were the cases of identity dispersion, then, the case of identity realization, the case of identity suspension, and finally the case of identity closure. Also, the result is inconsistent with that of Al-Nuwairan and Al-Sharaa (2021), which showed that the most common identity status among Syrian refugee adolescents in Jordan is the disordered identity state, followed by the closed identity style.

Discussion of the Results of the Third Question

The results showed that there is a statistically significant predictive ability between the informational identity style and emotional regulation among adolescents in Nazareth District inside The Green Line. This result makes sense. The more informational style adolescents have, the more self-reflection they have. Positive self-views are also formed, and they have fewer identity conflicts. They become more able to control and be aware of their emotions, monitor, correct, and modify emotional responses, face problems, and problematic situations, and obtain feedback from others to achieve their desired goals and desired results. Here, the more the adolescent moves towards achieving the informational identity style, the greater his emotional regulation and self-esteem, and vice versa. This result was confirmed by Demmrich and Wolfradt (2018) and Zahed-Babelan et al. (2013) that there is a statistically significant positive correlation between informational identity style and emotional regulation.

In addition, the results showed that there is a statistically significant predictive ability between the normative identity style and emotional regulation among adolescents in Nazareth District inside The Green Line. This result

makes sense. Whenever adolescents are characterized by the normative style and their adoption of family and social goals, norms, ideals, values, and beliefs surrounding them, or what other important people in their lives and normative groups adopt, their level of commitment, discipline, and positive emotional control increases. They become more able to think positively about stressful situations and problems to achieve their desired goals and the desired results. Here, the more the adolescent tends to achieve the normative identity style, the greater his emotional regulation, and vice versa.

Moreover, the results showed that there is a statistically significant predictive ability between the diffuse/avoidant identity style and the emotional regulation of adolescents in Nazareth District inside The Green Line. This result makes sense. The more adolescents are characterized by a diffuse/avoidant style, the more they procrastinate, postpone work and tasks, and avoid facing and thinking about problems and stressful situations and any confrontation with themselves. Thus, they suffer from poor information processing, difficulty making decisions, and a weak level of commitment to the system of values, beliefs, attitudes, and goals. The diffuse/avoidant style of identity makes adolescents vulnerable to identity crisis and disorder, forming an incoherent and unbalanced identity, which makes them more separated from what is going on inside them of feelings and emotions, monitoring and controlling them. It also makes it more detached from the relationships that surround them with oneself and others, and to integrate with them unpleasantly. In turn, it leads them to build a disjointed identity that is unable to achieve the desired goals, and unable to achieve the desired results. Here, the more the adolescent turns towards the diffuse/avoidant (avoidant) identity style, the lower his level of emotional regulation, and vice versa. This result agrees with that of Demmrich and Wolfradt (2018) that there is a negative correlation between emotional regulation and the diffuse/avoidant identity style.

Recommendations

In light of the study's results, it is recommended to encourage students to adopt the informational identity style, especially since the study results revealed a positive relationship between it and emotional regulation. It is also recommended to train students with a diffuse/avoidant identity style on emotional regulation, especially since the study results revealed a negative relationship between the organization and the diffuse/avoidant identity style. In addition, parents should take into account the rapid developments that occur in the personality of the adolescent and help him discover his identity, his role in life, and his personality as an adult with an independent entity. Moreover, programs and educational activities should be designed to help students who suffer from identity dispersion to change their behavioral styles, beliefs, and thinking styles to reach appropriate levels of emotional regulation. Future studies should look at the relationship between other emotional regulation strategies and each of the identity styles. Also, more attention should be paid to the relationship between psychological identity styles and variables, such as academic and social self-efficacy, moral behavior, and independence.

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