

RELATIONSHIP BETWEEN SOCIAL IDENTITY AND PSYCHOLOGICAL WELL-BEING IN HIGH SCHOOL STUDENTS

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Abstract

The main purpose of the research is predictive with what we have tested hypotheses that predict the link between social identity and psychological well-being at high school students in Tetovo. The main problem of the research is to determine if there is a correlation between social identity and psychological well-being components at high school students. The sample of the study consists of 102 students of 8 high schools in Tetovo, of which 77 are female and 22 are male. We have measured social identity with About me Questionnaire with 29 items, and psychological well-being is measured with Ruff scale for psychological well-being with 42 items. The research confirmed that there is an average correlation between social identity and psychological well-being and this correlation is significant in 99% of cases.

Keywords: social identity, psychological well-being, students, relations

Introduction

To explore our identity regarding variables and issues such as class, race, gender, religion, and other aspects of human life, we need to look at what constitutes social identity. Human beings are social beings. Not only do we want interactions, but we seek them. This is what makes social well-being an integral element of our overall well-being. If we don't have strong relationships in our lives, our ability to thrive is limited.

Healthy relationships according to the authors can affect us mentally and physically. They can help us live longer, manage stress, and become healthier. There is a lot of research that discusses the link between social well-being and health. Here are some examples: The University of Minnesota reviewed 148 studies to find that those with strong relationships are 50% less likely to die prematurely. More over, individuals with low social support were associated with health consequences, including depression, decreased immune function, and high blood pressure.

Based on these findings, we see the need to find in our country such variables very little researched and to extract data which will help getting a realistic picture of the situation.

1.1 Social identity theory

Social identity theory was developed by Henri Tajfel and John Turner (Tajfel & Turner, 1979). Psychological, cognitive, and physical changes throughout childhood create the development of social identity, a critical socio-psychological process that reflects an individual's knowledge, their associated value, and the perceived importance of membership in particular social groups (Erikson, 1968). Social identity plays an important role in the development of

an individual's self-esteem and is associated with long-term physical and mental health outcomes (Haslam, Jetten, Postmes, & Haslam, 2009), behavioral engagement (Tyler & Blader, 2003) and interpersonal relationships. (Yampolsky & Amiot, 2013) Social Identity Theory (TIS: Typhel & Turner, 1979) proposes that an individual's self-esteem is largely rooted in their social identity with different institutions and groups. Two cognitive processes, self-categorization and social comparisons, influence this bilateral relationship (Schmitt, Branscombe, Silvia, Garcia & Spears, 2006). According to TIS, an individual is able to categorize himself in relation to classes or other social groups across a variety of social contexts.

1.2. Psychological well-being

Psychological well-being refers to positive mental health (Edwards, 2005). Research has shown that psychological well-being is a diverse multidimensional concept (MacLeod & Moore, 2000; Ryff, 1989b; Wissing & Van Eeden, 2002), which develops through a combination of emotional regulation, personality traits, identity, and life experience. (Helson & Srivastava, 2001). Psychological well-being can increase with age, education, extraversion, and awareness, and decreases with neuroticism (Keyes et al., 2002). In terms of gender, research has suggested that there is no significant difference between men and women in measures of psychological well-being (Roothman, Kirsten & Wissing, 2003).

II. Methodology

2.1. The research problem

The main research problem is to investigate whether there is a relation between student social status and psychological well-being of high school students in the city of Tetovo.

The research questions are as follows:

- Q.1 Is there a normal distribution of social identity among high school students?
- Q.2 Is there a normal distribution of psychological well-being of high school students.
- Q.3 Is there a relationship between social status and psychological well-being of high school students?
- Q.4 What are the gender differences in students' social identity?
- Q.5 What is the relationship between demographic variables such as place of residence, success with psychological well-being and social identity.

2.2. The purpose of the research

The aim of the research is to see how the social identity of students is in relation to the psychological well-being of first year students.

The purpose of this research is to: Find the relationship between social identity and psychological well-being. To see gender differences between social identity and psychological well-being.

2.3. Research tasks

The research tasks are laid out in the spheres of social identity of students in the classroom also to draw attention from a psychological topic and variable such as the psychological well-being of students.

The research task is concretized as follows:

1. To shed light on the concepts of social identity and psychological well-being
2. Reflect on the importance of social identity and psychological well-being.
3. To see how important is the social identity of the student.
4. Get a realistic picture with data that will compare theory and practice.

2.4. Hypotheses

H.1. There is a correlation between social identity and psychological well-being in high school students.

H.1.1 There is a positive correlation between the components of social identity and psychological well-being

H.2. There are gender differences in the social identity of high school students.

H.3 There are gender differences in the psychological well-being of high school students.

H.4. There are differences in students' social identity depending on the place of residence.

H.4.1 There are differences in students' psychological well-being depending on the place of residence.

2.5 Population and research sample

The study population consists of high school students from the city of Tetovo, the sample includes 102 students from 8 high schools. The sample was deliberately selected or networked sample. Students have completed the questionnaires through Google forms. We have selected demographic factors to identify and classify students.

III. RESULTS OF THE RESEARCH

In this part, the results are presented in tabular form after their processing in the SPSS program. Before interpreting and analyzing the hypotheses, the reliability of the questionnaires used in the research was ascertained.

The 'About me Questionnaire' test is reliable with a coefficient 0.83 of Cronbach's Alpha.

The Ruff rate that measures psychological well-being is reliable in our sample, with a reliability coefficient of 0.80.

The first hypothesis states that: There is a correlation between social identity and psychological well-being in high school students.

Table 1. Correlation between social identity and psychological well-being

Correlations			social identity	Psychological well-being
Spearman's rho	Social identity	Correlation	1.000	.484**
		Coefficient		
		Sig. (2-tailed)	.	.000
		N	102	102
Psychological well-being	Psychological well-being	Correlation	.484**	1.000
		Coefficient		
		Sig. (2-tailed)	.000	.
		N	102	102

** . Correlation is significant at the 0.01 level (2-tailed)

According to Table 1, we find that between social identity and psychological well-being there is an average correlation with ($r = 0.48$; sig < 0.01) and this correlation is statistically significant, positive at the level of 0.01. Our hypothesis is accepted.

The second hypothesis states that: There are gender differences in social identity in high school students.

Table 2. Descriptive table of the presence of the student's social identity variable.

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
Social identity	Female	77	106.16	11.841	1.349
	Male	22	97.00	9.502	2.026

Based on Table 15, we find that women have a presence of social identity variable with an average of 106.16 and men 97.

Table 3. Levene's coefficient and t-test

Independent Samples Test										
		Levene's Test for Equality of Variances		T-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper

Social identity	Equal variances assumed	1.422	.236	3.329	97	.001	9.156	2.750	3.698	14.614
	Equal variances not assumed			3.761	41.512	.001	9.156	2.434	4.242	14.070

According to Levene's test, 0.23 indicates that the groups are homogeneous and can be compared. T-test results $t(97) = 3.32$; $p < 0.05$, shows that there are differences between the groups and our hypothesis is accepted.

IV. Discussion and Conclusions

Numerous authors have conducted studies on the importance of social identity, group involvement, sense of belonging to our general well-being. Based on these facts, they undertook a research to see if these results correlate with the situation of students in our country. According to Haslam, Jettem, Postmes, social identity plays an important role in the development of an individual's self-esteem and is associated with long-term outcomes of physical and mental health (Haslam, Jetten, Postmes, & Haslam, 2009).

Other authors such as Stets and Burke have argued that identification with a social group facilitates the formation of social identity and promotes overall well-being and high levels of self-esteem (Stets & Burke, 2000).

Our results show that there is an average correlation between social identity and psychological well-being with ($r = 0.52$; $\text{sig} < 0.01$) and this correlation is statistically significant at the 0.01 level. It seems that our results are relevant to other authors.

In order to have more detailed data, we also searched for possible correlations for the indicators between social identity and psychological well-being components.

From which we have found that we have strong correlation between personal value and environmental mastery (0.61; $\text{sig} < 0.01$), strong correlation is also found between personal value and self-acceptance with ($r = 0.61$; $\text{sig} < 0.01$).

But how does this ratio stand between women and men? The research found that women have a social identity variable with an average of 106.16 and men 97. According to Levene's test, 0.23 indicates that groups are homogeneous and can be compared. T-test results $t(97) = 3.32$; $p < 0.05$, shows that there are differences between the groups and our hypothesis is accepted.

Research by some authors has suggested that there is no significant difference between men and women in measures of psychological well-being (Roothman, Kirsten & Wissing, 2003).

While our research emphasizes that the variables psychological well-being in women is 153.49 and in men have less variable presence with an average of 148.05. But the analysis of t-test gives us the results that there are no statistically significant differences between the groups. Our results are relevant with the research in question.

What is the relationship between the main variables of study and student residency is the next research question we have posed. It should be noted that students living in rural areas have an average of 106.32 in social identity and those living in urban areas 101.53.

In terms of psychological well-being, students living in rural areas have fewer questionnaires with an average score of 151 than those living in urban areas an average of 154.08. But when compared if the groups have significant differences it is seen that there are no significant differences between the groups.

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