“Relationship between commitment identity and assertiveness with students’ sense of loneliness”

Farzaneh Yousefi
PhD student • Field of educational psychology • Islamic Azad University Kerman Branch, Iran

Noushirvan Khezri Moghadam
Assistant Professor • Shahid BaHonar University of Kerman, Kerman, Iran

Abstract

This study was performed with the aim of considering of Relationship between commitment identity and assertiveness with students sense of loneliness. Newly admitted students of the University of Birjand during 1394-1393 were this research Statistical Society, that the sample volume was 284 people. Research instrument in this study include: sense of loneliness, identity commitment and assertiveness, that these instruments have appropriate validity and reliability. Linear regression analysis and independent t-test were used for data analysis of Pearson correlation, as statistical tests. The results shown that sense of loneliness could be predicted in the significance level about 0.05 by Identity commitment. Also, assertiveness ability to predict sense of loneliness is 0.05. Lateral findings of this study indicate that, there are significant differences in terms of identity commitment between male and female students. And female students compared to male students have higher commitment. But in terms level of loneliness and Assertiveness there are no significant differences between male and female students. The results show that the identity commitment and assertiveness are effective on the loneliness. And women are more committed than men.

Keywords: loneliness, identity commitment, Assertiveness.
Introduction

Humans have always tried to define the existence and the world events around and search to the answers for their questions. The image that we have of our world are shaped by our opinion and our knowledge. In this field and in connection with events for a period that we feel alone, sometimes in surroundings Self-awareness was caused. It is essentially an ontological questions that, why is there such a thing as loneliness, and it is right that we can identify the factories that has effect on this feel or the social factories that strengthens these feeling. But it never can measure the experience of this feel or compare it (Perlman & Peplau, 1982).

In other hand, assertiveness means respecting yourself and others. This means that our and other persons ideas, thoughts, beliefs and feelings individuals have equal importance. All of us entitled to receive the respect from the others, and this were accomplish when that the person respecting for himself and have faith in him/his beliefs and ideals (Hormuz Nejad et al., 1379).

Lack of respect for self-opinions and other person maybe can faced everyone to challenge and created many problems for him. One possible outcome of respect for self and others opinions, is inferiority complex. This problem causes to the person against other neglected him villous and consequently the total lack of feeling and to escape from this problem left the people groups and result become alone. In this regard, the only cause sense of loneliness. And in exchange it will affect a lot of discomfort will experience the feeling that the devastating effects on a person's character (same reference).

Interacting with other people is the main requirements of human as social being especially among the students. Research shows that experience of loneliness is a global issue that all of people have experienced it more or less. People of all cultures, races, social classes, all ages and times have to experience feel of loneliness. However, in the scientific literature and psychology research been less attention to these structures (same reference).

Also, This study was performed with the aim of considering of Relationship between commitment identity and assertiveness with students sense of loneliness. In this study has attempted expressed the relationship between these three variables.

Problem Statement

One of the stages of change in the character of students, is passing through the stage of school and enter to the university. In this evolution, the student entered to a new stage of life and placed in the new environment and faced with new conditions. If in high school, he was been associated with his fellows, at this stage the opposite gender should accept new conditions of education, freedom and greater self-reliance, as well. This problem for students could bring its own stress. Thus, in such an environment students faced with cultural, psychological and education challenges, in particular in dormitories. Among the factors that effect on the students we can noted to the accept new roles, the demands of school, financial problems, low self-esteem, homesickness, defects in study skills, assertiveness during social interactions, impaired identity, anxiety and high tension (Perlman & Peplau, 1982).
Feel of alone is one of the factors that may have effective on, the person in the environment of universities. The loneliness is specific complicated situation cognitive and motivational and excitement; and often experienced with depressed mood and different symptoms of psychosomatic. Loneliness is unpleasant experience That appear in response to a insufficiency of quantitative or qualitative of social relations (same 1981). This feel has short history in psychology. But in philosophy, literature and religion it can be found that many artifacts have treated on this field (Krvas- Palo, 2008).

So lonely feeling need to understand or evaluate a person present state of social relations themselves, and comparing the ideal situation to him. In the view of some experts this is compare and way of perception of social relationships is cause of feelings of loneliness. (Heinrich and gluon, 2006).

The third factor include emotional and affective features of feelings of loneliness. In most provided definitions about feeling lonely, speak about the unpleasant sensations and negative emotions that most people run away from it. However, some researchers rather than consider feeling lonely merely a negative emotion, It knows as associated with some negative emotions such as anxiety, depression, lack of loving etc. (Wright, 2005). The problem that arises here is which factors could be associated with feeling lonely. Including variables that could be associated with feeling lonely can be noted as follow: Identity commitment and assertive (Nasehi, 1390, Hijazi et al., 1386 and Berzonsky and Cook, 2005).

Identity commitment refers to the stable identity of a person in response to the changes occurring due to the interning in the new environment, and the topic is that, Is it retains its current stable identity , with interring in new environment or according to the new situation in the wake of formation of a new identity. Also, the issue of assertiveness refers to this issue of whether courage is own character in the new conditions? In other words, Person with being in a new environment and new requirements, Do person have courage digest in his new position and put up with it?. The question that is propounded here is that is there any assertiveness psychological variables in person can overcome the feel lonely in a new situation where the student has been? One person will faced difficulty in communication with environmental and other, because if one does not have the courage for self-expression, or in other word, person have a sense of inferiority, and result, will be isolated. The point that is exist and it is necessary to mention in connection with the subject of research it is that: people at assertiveness have difficulty in certain situations (Hashemi, 1383). Assertiveness gives human the sense of self-efficacy and internal control and also this feel in interaction with others, improve self Confidence and self-esteem and it is prevent from loneliness (Paiizi, 2006).

On the other hand, identity commitment is one of the psychological variables that are affected on the university entering students (Berman et al., 2002). According to Erickson (1963) identity, is a sense that has relatively stable oneness. This means that despite the change of behavior, thoughts and emotions, perceptions of oneself is always same in all studies. This feeling that "Who we are" should be relatively consonant with a view that others have from us. In this regard, despite relativism or anthropologists and complexity of identity of growing individual, people choose the
values consciously and accept responsibility their choice. Therefore, Here adherence to its own identity, is called identity commitment. In other words, the individual in the face of new circumstances and new values will remain committed to its own identity. Hence, Ericsson (1963), introduce the make a commitment to values and objectives as a result of achieving consistent identity. Therefore the commitment is considered as a result of identity (Berman et al., 2002).

Achieving the identity as self-ability of experience as something continuous and integration over time and act according it and achieve specific and unique definition of himself is main assignments adolescence (Marcia, 1993, Archer and Waterman, 1990). But due to the complexity of life in modern societies the requirements of longer schooling periods and problems of economic independence at the beginning of a longer working life is adolescence. For this reason, achieve to independence economic become later and being away from the parents and the formation of independent living gives to take long delays. Achieving to independence become in 18 to 20 years old but in relatively many cases is possible in 20 to 25 years (Lotfabad, 1384), for this reason the end of adolescence, usually coinciding with the arrival of the university. So students do not just have the challenges and problems related to being away from families compliance with the social environment and the expectations of new academic but also face to finish the task completion of identity (Berzonsky et al., 2003). Research has shown that at the end of high school and early years of university the task of completion of identity still has not delivered (Waterman 1999, Kalsnr and pistol, 2003). In this regard the problem can be explained that student with located in the new position lost his psychological balance and therefore his identity is changed. The lack of stability and commitment to the former identity causes that the student fails to comply with the new conditions of own identity in the direction to deal with new matched conditions and thus the gap between the stability of individual identity and communicate with others cause the person feel lonely (same reference).

So, one of the probable problems that might cause to this loneliness is problem of identity commitment of students. This means that it is possible that feeling alone has root in the obtaining of identity (Erikson, 1968; quoted by Morris, 2001).

**Research background**

With an overview of researches that performed about identity commitment and feelings of loneliness, result of studies show that there is no similar research has been done in this field. However, observations show that the majority of research in this field refers to the relationship between identity styles and loneliness. At the below will be discussed on some of the research’s that performed around identity and loneliness:

Berzonsky (2004) reported that individuals with informative identity style have less alone feeling than people have report about the avoidance confusion.
Boyd and Hunt (2003) found that confusion-avoid identity style has a negative relationship with loneliness, while the informational and normative identity style, has a positive relation with loneliness.

Loneliness, has relationship with many cognitive variables, emotional and social. One of the social component is social self-efficacy, social self-efficacy means is perception of their ability to achieve the social standards and relationships (Koopman, 2009).

Sahebalzamani and et al (2010) in a study that entitled with assertiveness training on loneliness and decisiveness high school girl students found that, has a negative relationship between the assertiveness with loneliness and there is a positive relationship with decisively. That with increasing assertiveness, loneliness reduced and decisiveness increases. The results Vlvras and Bvsma (2005) indicated that avoiding from dealing with the issues of identity has negative relationship with psychological well-being. However, when a person or persons encountered with identity issues their preferred method in dealing with issues of identity does not seem important, Results of this research indicated that confusion identity style, avoidance with positive expectations about successfully and academic performance showed a positive relationship.

Adams and colleagues (2005) observed that in the relationship between identity styles and behavioral problems, People with avoidant style confusion more than owners of two other methods, show compatibility problems such as crime and disturbances.

Alberti and Emmons (2001) were emphasized the growing importance of self-esteem and also annexation positive expressing feelings as part of assertiveness training(Hormuz Najad et al. 1379) In this regard Fenell (2004) in his research indicated that with cognitive therapy training mindfulness-based patients with depression were improved and in addition improving depression this training lead to increase their self-confidence.

Research hypotheses

The main hypothesis of the research:

1. identity commitment is a significant predictor for loneliness.
2. assertiveness, is a significant predictor for loneliness.

Secondary research hypotheses:

1. according to sexuality there are significant differences between the commitment identity of the students.
2. according to sexuality there are significant differences between the assertiveness of the students.
3. According to sexuality there are significant differences between the loneliness of the students.

**Research Methodology**

The present study in terms of data collection and information and analytical method known as descriptive research and is categorized as correlational research.

**Community and Statistical Sample**

The study statistical society consisted of all newly admitted students in the second semester of Birjand University period of 93-94. According to the education department of University, the number of new students is 987 people. The samples will be selected for the community. Sample size after sampling the by using the formula Cochran sample 284 is obtained.

In this study, the sampling was done in two stages (In the first stage, faculties were chose and in the second stage, the choice of classrooms was performed) by using cluster sampling method.

Table 1 represents the age of the persons present in the sample. In this table, the age of the participants categories in three age are include: Less than 20 years, Between 21 and 25 years, More than 25 years.

<table>
<thead>
<tr>
<th>Percent absurdness</th>
<th>absurdness</th>
<th>age</th>
</tr>
</thead>
<tbody>
<tr>
<td>41.4</td>
<td>115</td>
<td>Less than 20 years</td>
</tr>
<tr>
<td>40.6</td>
<td>113</td>
<td>Between 21 and 25 years</td>
</tr>
<tr>
<td>18.0</td>
<td>50</td>
<td>More than 25 years</td>
</tr>
<tr>
<td>100.0</td>
<td>278</td>
<td>total</td>
</tr>
</tbody>
</table>

As can be seen from the above table, the most frequent related to students under 20 years which nearly 41 percent of the sample are allocated to this range of age. 21 and 25 years old students are located in second order that nearly 41 percent of the sample are allocated to this range of age. Only 17.99% of the samples were aged over 25 years.
Diagram 1 present students age scattering at three levels in the above sample.

Table 2: Sexuality

<table>
<thead>
<tr>
<th>Percent absurdness</th>
<th>absurdness</th>
<th>Sexuality</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.45</td>
<td>125</td>
<td>male</td>
</tr>
<tr>
<td>0.55</td>
<td>153</td>
<td>Female</td>
</tr>
<tr>
<td>0.100</td>
<td>278</td>
<td>Total</td>
</tr>
</tbody>
</table>

As can be seen in Table 2, Percent absurdness and absurdness has been determined. The research samples sexualityuality type. According to the information the highest absurdness percentage of samples related to women. And alone allocated 55% of volume of the sample and 45 percent of them were male.

Research Tools

In the present study, three questionnaires of identity commitment, loneliness and self-expression which is used in the following, are presented.

A) Identity Commitment Questionnaire

This questionnaire is a scale of 40 questions. Answer the questions as will be Likert scale 5 degrees. That includes 1 = completely disagree to completely agree = 5 (Bordbar, 1391). Berzonsky (1992) has reported information scale internal reliability alpha coefficient=0.62 and a scale normative = 0.66 and a scale confusing or avoidance = 0.73 and scale pledge =0.75. In the study of White et al (1998) alpha coefficient for confusing or avoidance scale=0.78, pledge scale =0.64, information scale=0.59 and for commitment scale = 0.74 were reported. The reliability of the tool in this study was obtained 0.623, which indicated the validity of the tools. Also, confirmatory analysis factor was used to assess validity of instruments. The investigation shows that the amount of variance explained for identity commitment variable by the identity commitment questionnaire is 73.68. That shown the tools has good validity.

B) Loneliness questionnaire

Manufacturing and validation of a scale, among the students in Iran was performed by Dehshiri (1376). This scale is composed of three factors: loneliness due to family relationships, loneliness due to relationship with friends and emotional symptoms alone, And totally has 38 questions.
That composed: 16 questions petty scale loneliness due to family relationships, 11 questions petty scale alone from contact with friends and 10 question about affective symptoms alone. Grading takes place by using a 5 degrees Likert scale (range 1 to 5), the group of questions it is considered score 1 for too much, score 2 for much, score 3 for medium, score 4 for less and score 4 for too less. and for another group of questions it is vice versa.

C) Assertiveness Questionnaire

This questionnaire was created Gambrill and Ritchie (1975, cited in Paizi) that it has 40 questions. Each question represents a position, that degree of concern and the possibility students must determine your answer for each question. The degree of mental distress and anxiety and discomfort to the students in the face of these situations refers. The incidence rate behavior refers to such behavior. Each question has five choices. The scoring was done Too much = 5, much = 4, Medium = 3, Low = 2, Very low = 1. Gambrill and Ritchie assertiveness questionnaire Unlike other forms of expression are not made for special people and its questions also encompasses a wide range of different positions. The second factor of coping, assertiveness questionnaire with questions (5, 9, 12, 11, 15, 17, 16, 18, 21, 22, 28, 29, 30, 33, 37) is measured are called (quoted by Paizi, 1386). The questionnaire is designed in such a way that various classes of responses by analyzing factors can be detached. Different time scale agent 39/70/. Its reliability coefficient / 81. It has been reported (Gambrill and Ritchie 1975, quoting the Paizi 1386). Pirii (1383) angles assertiveness questionnaire after the indices related to internal consistency to the 0.85 By removing the heterogeneous (35, 38, 6, 27, 34, 1) has achieved, and by analysis factor to determine the validity of the questionnaire expressed obtained two factors, that first factor validity is 0.83 and the second factor estimated 0.75. And according to existing views for general factor of assertiveness questionnaire two appropriate name was choice. The first factor content assertiveness questionnaire with questions (4, 7, 8, 10, 13, 14, 19, 20, 23, 24, 25, 26, 3, 42, 33, 36, 39, 40) on the basis of comments and links Jakvsbky (1976) is consistent with the fundamental expression (quoted in autumn, 1386). The reliability has been achieved in this research is 0.877. That show a high reputation for tools. Also confirmatory factor analysis was used to assess Validity of instruments. The analysis shows that the amount of the variance explained by the Inventory variable expression is equal to 80.61, indicate that the tools has shown good validity.

Methods

After determining the sample size, and preparing the questionnaire, the questionnaire distributed among students, and after collecting data and entering them in the final analysis in spss software was performed and interpreted.

Inferential findings

To test the research hypothesis, Pearson correlation, regression and independent t-test was used and at below as they are discussed.

The correlation between the variables
Table 3 shows the correlation matrix of research.

Table 3: Correlation between variables

<table>
<thead>
<tr>
<th>Assertiveness</th>
<th>Loneliness</th>
<th>Identity commitment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Identity commitment</td>
</tr>
<tr>
<td>1</td>
<td>-0.299**</td>
<td>Loneliness</td>
</tr>
<tr>
<td>1</td>
<td>-0.131*</td>
<td>0.425**</td>
</tr>
</tbody>
</table>

As can be seen in Table 3, the correlation between identity commitment with loneliness at the 0.01 level is significant and the negative direction has been achieved for relationship. And the relationship between identity commitments is inversely with loneliness. This shows that with increased identity commitment, loneliness feeling is reduced. So the amount of correlation is -0.299. Also, Assertiveness with loneliness at 0.05 level is significant and the negative direction has been achieved for relationship. In other words, with increase in the level of loneliness tools students reduced. And therefore the inversely relationship created between the assertiveness with loneliness. According to the above table the correlation between identity commitment and assertiveness as well as sub-finding and meaningful and the positive direction has been achieved for relationship.

Hypothesis 1: Identity Commitment is a significant predictor for loneliness.

Table 4: summarizes the Model

<table>
<thead>
<tr>
<th>R²(variable value)</th>
<th>R²</th>
<th>R</th>
<th>Identity Commitment</th>
<th>Prediction</th>
</tr>
</thead>
<tbody>
<tr>
<td>0/086</td>
<td>0/089</td>
<td>0.299a</td>
<td>loneliness</td>
<td>indicator</td>
</tr>
</tbody>
</table>
As can be seen from the above table, the amount of the variance explained of variable loneliness by the identity commitment variable is equal to 0.086. So 8.6% of the variance variable of the loneliness is explained by identity commitment.

### Table 5: Analysis of variance of regression model.

<table>
<thead>
<tr>
<th>Level of significant</th>
<th>Amount of F</th>
<th>average of squares</th>
<th>Degree of freedom</th>
<th>sum of squares</th>
<th>Enter Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>.0000</td>
<td>27.118</td>
<td>8914.328</td>
<td>1</td>
<td>8914.328</td>
<td>regression</td>
</tr>
<tr>
<td></td>
<td></td>
<td>328.724</td>
<td>276</td>
<td>90727.945</td>
<td>Remaining</td>
</tr>
<tr>
<td></td>
<td></td>
<td>277</td>
<td>99642.273</td>
<td></td>
<td>TOT</td>
</tr>
</tbody>
</table>

As can be seen from the above table, the obtained amount for F is equal to 27.118. And this value is in the 0.05 level of significant. Therefore, it was concluded that the regression model, in the variance explained of variable of loneliness is significant by the identity commitment variable. This shows that identity commitment variable, ability to predict the changes of loneliness variable.

### Table 6: Percentage of Import changes

<table>
<thead>
<tr>
<th>Significantly</th>
<th>T</th>
<th>Normalized coefficient</th>
<th>Nonstandard coefficients</th>
<th>Step by step Model</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>.0000</td>
<td>12.092</td>
<td>15.778</td>
<td>190.779</td>
<td>Constant</td>
</tr>
<tr>
<td>.0000</td>
<td>-5.207</td>
<td>-0.299</td>
<td>.1090</td>
<td>Identity commitment</td>
</tr>
</tbody>
</table>

The above table shows the extent of occurred changes dependent variable based on independent variable. Due to the significance of the t values in the table above for each unit change in identity commitment variable the amount of - 0.299 is obtained for loneliness variable is promoted.

Hypothesis 2: Assertiveness is a significant predictor for loneliness.
As can be seen from the above table, amount of the variance explained of variable loneliness by the assertiveness variable are equal to 0.014. 1.4% of the loneliness variable variance is explained by the assertiveness variable.

Table 8: variance analysis, regression model

<table>
<thead>
<tr>
<th>Level of significant</th>
<th>Amount of squares</th>
<th>Degree of freedom</th>
<th>sum of squares</th>
<th>Enter Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>.0290</td>
<td>4.828</td>
<td>1</td>
<td>1713.105</td>
<td>regression</td>
</tr>
<tr>
<td></td>
<td>354.816</td>
<td>276</td>
<td>97929.168</td>
<td>Remaining</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>277</td>
<td>99642.273</td>
</tr>
</tbody>
</table>

As can be seen from the above table, the obtained amount for $F$ is equal to 4.824. and this value is in the 0.05 level of significant. Therefore, it was concluded That the regression model, in the variance explained of variable of loneliness is significant by the identity commitment variable. This shows that identity commitment variable, ability to predict the changes of loneliness variable.

Table 9: Percentage of Import changes

<table>
<thead>
<tr>
<th>Significantly</th>
<th>$T$</th>
<th>Normalized coefficient</th>
<th>Nonstandard coefficients</th>
<th>Step by step Model</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$\beta$</td>
<td>Error value</td>
<td>$B$</td>
<td></td>
</tr>
<tr>
<td>0.000</td>
<td>13.330</td>
<td>9.761</td>
<td>130.118</td>
<td>Constant</td>
</tr>
<tr>
<td>0.029</td>
<td>-2.197</td>
<td>-0.131</td>
<td>0.063</td>
<td>-0.138</td>
</tr>
</tbody>
</table>
The above table shows the extent of occurred changes dependent variable based on independent variable. Due to the significance of the t values in the table above for each unit change in identity commitment variable the amount of -0.131 is obtained for loneliness variable is promoted.

Hypothesis 3. There is a significant difference between the students in identity commitment in term of sexuality.

Table 10: t test to measure the difference between the average identity commitment in terms of sexuality

<table>
<thead>
<tr>
<th>Level of significant</th>
<th>Degree of freedom</th>
<th>t</th>
<th>Significantly</th>
<th>F</th>
<th>Average</th>
<th>Sexual identity</th>
<th>Variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>041.0</td>
<td>276</td>
<td>-2.05</td>
<td>258.0</td>
<td>.128</td>
<td>65.142</td>
<td>male</td>
<td>Identity commitment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>11.145</td>
<td>female</td>
</tr>
</tbody>
</table>

As can be seen from the above table, according to the significantly from 0.05 can be found that between the scores average of students' identity commitment in term of sexuality there is significant difference at the level of 0.05. Therefore, since the average woman answers the questions of samples identity commitment higher than the average responses to the questionnaire were male identity commitment. Therefore, identity commitment female students than boys are. As a result, the hypothesis is confirmed.

Hypothesis 4. There is a significant difference between the student’s assertiveness in term of sexuality.

Table 11: t test for evaluating the differences of assertiveness average according to the sexuality

<table>
<thead>
<tr>
<th>Level of significant</th>
<th>Degree of freedom</th>
<th>t</th>
<th>Significantly</th>
<th>F</th>
<th>Sexual identity</th>
<th>Variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>180.0</td>
<td>276</td>
<td>-1.34</td>
<td>66.0</td>
<td>18.0</td>
<td>63.152</td>
<td>male</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>54.155</td>
<td>assertiveness</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Female</td>
<td></td>
</tr>
</tbody>
</table>
According to the lack of significant in the amount of $t$ at 0.05 level it can be found that between the average scores of students assertiveness according to the sexualityuality, there is no significant difference at the 0.05 level. So the hypothesis is rejected. In other words about the amount of assertiveness there is no significant difference between male and female students.

Hypothesis 5. There is a significant difference between loneliness of students according to sexualityuality.

Table 12: $t$ test to measure the difference between the average loneliness according to sexualityuality

<table>
<thead>
<tr>
<th>Level of significant</th>
<th>Degree of freedom</th>
<th>t</th>
<th>Significantly</th>
<th>F</th>
<th>average</th>
<th>sexualit yuality</th>
<th>variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.953</td>
<td>276</td>
<td>0.053</td>
<td>0.78</td>
<td>0.07</td>
<td>108.88</td>
<td>male</td>
<td>loneliness</td>
</tr>
<tr>
<td></td>
<td></td>
<td>108.75</td>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

According to the lack of significant in the amount of $t$ at 0.05 level it can be found that between the average scores of students loneliness according to the sexualityuality, there is no significant difference at the 0.05 level. So the hypothesis is rejected. In other words about the amount of loneliness there is no significant difference between male and female students.

Conclusion

The present study want That show in hypothesis 1 that is the identity commitment a significant predictor for loneliness or not? The result showed that, 8.6% of the variability commitment variable is explained by loneliness. And identity commitment variable, able to predict the changes of loneliness variable. Also, the for each unit change in the amount of 0.299-commitment variable in the variable loneliness is promoted. Nasehi (1390), Hijazi et al. (1389); Berzonsky and Cook (2005); Berzonsky (2004); Boyd Hunt (2003); Berzonsky Tommy and Kinney (1997) results show that There is an inverse relationship between identity styles and loneliness, and with enhance the style identity, reduced level of loneliness.

Research has shown that people with style normative beliefs about the threatening information Their values are closed and inflexible commitment adopted by organized defensively and trying to keep it going. And consistently committed (Berzonsky and Cook, 2000, Berzonsky
2003). Also, research shows that confuse style - Avoid being impulsive consciousness with least, self-limited and weak commitment in relationships is (Berzonsky, 2002).

The Berzonsky (2005) standards and obligations implicit assumption of the identity of particular value "hard core" that make up the feelings of unity and continue to provide for the people. the high degree of commitment to the important people in terms of their use (Berzonsky 1992). Also, style Mghshvsh- identity avoidance, procrastination and delay tend to personal decisions and avoid dealing with issues of identity and identity is the result of commitment (Berzonsky 1989, 1990).

People who rely on normative identity style, informational style and identity commitment stronger and clearer than those Mghshvsh- have won lack of firm commitment on the turbulence avoidance - avoiding puts them in a position of vulnerability. The use of information processing styles and normative identity is positively correlated both with commitment.

Studies have shown that the strength of commitment with deliberate and calculated decisions and problem-focused coping and positive relationship with negligence, such as rationalization, the orientation of before making a decision-based no longer wish to the experience of horrors of relationship negative shyness (Berzonsky 1990, 1992; Berzonsky and Ferrari 1996).

Regarding the relationship between identity style and identity commitment, it can be concluded that with increased commitment, identity, loneliness reduced. So the results achieved in the first hypothesis seem reasonable.

Hypothesis 2 was looking for self-expression whether or not a significant predictor for loneliness? Our results indicate that 1.4% of the variability is explained loneliness by variable expression. And variable expression, the ability to predict loneliness is variable. So, for every unit change in the variable expression of the variable 0.131- loneliness is promoted. The results of the research results Sahebalzamani et al. (1388); function Clement et al. (1388), Adolf (2001); and Archer (2001) is consistent. In all the above study the relationship between expression of loneliness is a negative relationship.

According to the studies and comments on this issue by increasing assertiveness, reduced loneliness (Sahebalzamani et al., 2010). to be adapted, so loneliness as a result of frustration and lack of compatibility with surroundings is reduced in patients with high assertiveness (function Bordbar et al., 1388; Adolph, 2001; Archer et al., 2001).

In this respect, effective communication with others is a skill that puts people in a privileged position and better and makes them easier to achieve success and happiness. Effective communication is a relationship in which a person acts in a way which is in addition to his wishes, the well-being of their people. One of the skills of effective communication, assertiveness is. People who assertiveness skills (intermediate collision passive and aggressive) lack, they cannot defend themselves; therefore she is often passive in dealing with others, regret, lonely and shy and rather important to their needs and aspirations, the desires to others follow.
Assertiveness, which defend their rights and express their thoughts and feelings in a way that direct, honest and proper to be done. Assertiveness of respect for self and others. They are not passive, and also that they respect the needs and desires of others, do not let others take advantage of them and communicate with them through violent.

Assertiveness skills, self-efficacy and self-control on the way in empowering them confidence and self-esteem. These skills are skills that the best way to deal with anger and satisfactory relationship with others, like other communication skills require knowledge, prudence, negotiation and flexibility.

The results of Hypothesis 3 showed that there are significant differences according to sexuality between students' identity commitment and the commitment of women than men have a higher identity. The results The present study with results of Astrytmtr (1993) RahimiNejad (1384), Adams (2000) is consistent.

According to studies carried out in this area due to differences according to sexuality is commitment in terms of psychological identity of men and women have many differences with each other. 1993; Rahimnejad, 1384; Adams, 2000).

In other words, women than men, are more conservative characters in the new location, and later react with fear and caution are trying to adapt to the new situation. So, show a higher commitment than in the past.

According to Ericson (1982), the sequence of experiences of gender identity formation and duties affect intimacy. Girls obligation identity as long as the commitment to an intimate relationship of unformed delay, the girls just in time to show the relationship sincere commitment identity.

The results of the fourth hypothesis suggest that there is no significant difference between assertiveness students according to sexuality. However, the R Adams and colleagues (2005) by gender assertiveness is different. The results with the above study is not consistent. According to the This difference can be said more research needs to be done in this area.

As a result, it can be said, because of providing some social and cultural equality, women's loneliness, with men are equal and there is no difference between them in this variable.
References


Homozi Nejad, Maasome; Shahiniyeiylagh, Manije and Najarian, (1379). Investigate the relationship between multiple variables are simple and self-esteem, social anxiety and perfectionism expression of Shahid Chamran University students. Journal of Educational Sciences and Psychology. (3 and 4)


Nasehi, Lily (1390), The relationship between perceived parenting style and identity with loneliness among students of Al-Zahra University, Thesis, School of Education and Psychology - Al-Zahra University.


Hashemi, L. (1383). To examine the development of adolescents and young adults 12-24 years of Iranian identity from the perspective of Marcia, Master's Thesis, University of Shiraz.


Lotfabad, H. (1384), Educational Psychology, Tehran: Organization of designing books Humanities University (positions)


Muris p, Schmidt, lambrichs r, meestersc.(2001) protective and vulnerability factors of depression in normal adolescents. Behavior research & therapy. ;39: 555-65