



ORIGINAL ARTICLE

Identity Status and its correlation with Dogmatism among Hashemite University Students in the Light of Some Variables

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ARTICLE HISTORY Received: 10.01.2016 Revised 16.01.2016 Accepted 29.01.2016	ABSTRACT <i>Variety of elements have been studied that concern about the role in identity development and style in forming individuals way of thinking. The current study aims to illustrate identity status and its correlation with dogmatism among Hashemite University students in the light of some variables. The population consisted of students of Hashemite University from both scientific and humanitarian facilities, sampling (278) students. the results revealed that Identity Achievement has ranked firstly with high effect. Moreover, there is high significant proportional correlation between (Identity Moratorium ,Identity Foreclosure ,Identity Diffusion) and dogmatism. Females from both faculties scientific and humanitarian and those who live in country side, they consider dogmatism is associated inversely with identity achievement. The current study suggests that universities shall build their curriculums carefully, taking in consideration the impact of dogmatism on students life which can lead to extremism and mislead</i> <i>Keywords: Identity status, Identity Achievement, Identity Moratorium ,Identity Foreclosure,Identity Diffusion, Dogmatism.</i>
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INTRODUCTION

Variety of elements have been studied concerning the role in identity development and style in forming individuals way of thinking. In order to understand identity development, it is important to keep in mind that it is a life-long process. Siegel (2012) stated that Identity statue represents attitudes, emotions and other components that determine the truth and essence of the individual. Also, it refers to the internal sense that acquired through language, social norms and values, practice and perception. According to Erikson's (1960) theory of psychosocial development, identity is the crowning achievement of adolescence. Accordingly, some develop their identities through unconscious imitating. Physiological identity is a part of person that develops partly and it can be a part of other characteristics (Sriraman, 2011). Therefore, individuals try to develop the sense of identity through achievements the contribute to the formation of ego, to become part of positive and continues sense of identity. .

Dogmatism is referred to as defense mechanism that is derived by motivational basis of anxiety, this is more associated to fanaticism and inflexibility of individual. Dogmatism or as referred to Intellectual isolation and lack of deconstructive approach in many areas of our lives, leads to the delay of creativity in all forms of knowledge and science. According to (Siegel, 2012) some factors play a huge rouse in causing dogmatism, these factors are; first lack of the necessary awareness to experience life and to keep pace. Second, lack of responsibility and indifference which both impose on individual's multiple responsibilities, especially when the society is dominated by stereotypes (Samaie & Sepahmansour, 2015). Third, The fear of new and what comes from developments. This requires new intellectual energies and diligence, and the pursuit of these things in mind exhausts back dogmatic minds, and leads

to complacency, laziness and ready-made ideas. Eventually, Intellectual naivety: in which within the person is unable to solve the problems faced by the mind (thought) or afraid of political, social or economic conditions to face. Intellectual naivety contains blurring and escaping from reality into the world of no responsibilities (Sriraman, 2011). Finally, lack of life experience as well the misinterpreting facts and mixing them with opinions. All using illusions and fantasies that have no base. As well, the Internal sense of defeat that leads to misleading and lack of awareness to life.

University life or high school is one of the key stages that has huge impact on individuals. During this stage individuals can build their own personality according to many variables that can find a rich environment in universities. Individuals can build their identities according to the society around either make it able to gain and understand new ideologies or thoughts of to be closed minded and dogmatic. This study is an attempt to illustrate identity status and its correlation with dogmatism among Hashemite University students in the light of some variables.

LITERATURE REVIEW

Identity Status

Identity status, conceptually, defined as Internal psychological condition that includes individual sense of unity and harmony, internal symmetry, continuity and social cohesion represented by the association of social reciprocity and stability resulting from this part of belonging (Marcia, 1966,).

Identity represents the internal construction of the self, dynamic system for motives, abilities and beliefs. Whenever this construction is developed, individual is seemed to be more aware to the features that distinguish the individual of others, as became more aware to the strengths and weaknesses of the identity (Kroger et al, 2010). In the same context, Marcia (1980) has pointed out that identity status is effective and non-fixed structure, adding to that some elements or excludes others, till change the overall shape of the identity.

Marcia (1993) believes that building mature identity, depends on two factors in which Ericsson (1960) has previously pointed out to: the Exploration and commitment crisis. Accordingly, Exploration crises refer to testing the opportunities that are accompanied to identity development and issues. Furthermore, starting to look for appropriate alternatives, goals, values and beliefs. The commitment crisis relates to the extent of personality integration with individual ambitions, goals, values and beliefs that are chosen by the individual and feels loyal to (Meeus et al, 2011). According to those two factors, there are four identity status emerge from :

Identity Diffusion:

It includes individuals who did not go through an identity crisis or discovery, and have no commitments towards a profession or set of beliefs. Hence, issues of identity to this criteria is not important issues, and even appeared as if the issues will never find solutions for. Individuals who consider themselves as identity diffused are most often tend to define themselves as less aware to their identity and life path, as well, they lack the vision of future (Brzezińska & Piotrowski, 2013).

The teenagers or university students who have identity dispersion, they tend to have less mature Identity, they leave themselves usually for the luck or fate, and they have the attitude of (do not care; neither exploring alternatives nor achieving commitments). Therefore, individuals have indifference characteristic as well the sense of hopelessness about the future, and the members of this group suffers from difficulties in adaptation (Al Diyar & Salem, 2015).

Identity Foreclosure

This includes individuals who did not pass through the experience of identity crisis that is related to discovery, but they have taken to themselves the commitments towards the goals, values and beliefs. These commitments arise from the attachment of parents or important people in their lives (Singh & Kundra, 2012).

The teenagers or university students are in this status did not live the experience of the crisis, but they have taken on the mantle commitments towards professions and ideologies that are not of their own choosing, but formulated for them by others and are often parents. Hence, foreclosure identity is associated with the low level of openness to experience and show more commitment to the goals (Ahn et al. 2015).

Identity Moratorium:

It is an intensive stage of discovery crisis. Individuals in this stage keep looking for values to adapt. Thus, it can be noticed that are struggling to determine personal identity by choosing roles and alternative beliefs. Nevertheless, they don't take commitments or roles, but they develop specific kinds of temporary commitments which ends up after short period of time (Marcia, 1980).

Marcia considers the period of Moratorium as important requirement and a key necessary to achieve identity. Therefore, when individual exercise or try new and different attitudes, values, beliefs and behaviors, the the world seems for them is not quite stable or predictable, as it may not seem desirable place for this kind of individuals (Goth et al, 2012).

Identity Achievement :

The individual of this status have already passed discovery process & crisis and fixed their issues of identity. as a result of that, individuals reached good determination to their personal commitment towards profession, religious beliefs, the system of personal values, as well are independent when it comes to making decisions (Singh & Kundra, 2012). Individuals classified in this category are the ones who passed sweet identity crises through a rigorous evaluation of alternatives and different options, and reached conclusions and made decisions on their own, and they were very excited to accomplish all of that due to the achieved level of psychological integration and social compatibility (Goth et al, 2012)

Dogmatism:

Dogmatism refers to the response that consists two main claims either absent defeaters, or experience justifies believing. Accordingly, The dogmatic mind is based on an extreme position of two sets of ideas and principles; an absolute believer in a set of principles, an absolute disbeliever to the ideas and principals that are against to what the person believes in (Siegel, 2012). Dogmatism can be either pure or limited; in which the first, the person places no limits on the values (Ambrose et al, 2012). Meanwhile, the limited, the person does invoke such limits and sensory modality. According to Rokeach (1954) , we can determine the degree of dogmatism or reliability of the mind based on a set of criteria as follows:

- **First:** dogmatic mind can be identified through the degree of separating the beliefs that individual is convinced with, and the ones that are rejected (absolute rejection)
- **Second:** The standards of judgment or classification on the mind either it is dogmatic or nor, is the point of distinguishing between the beliefs and ideas that are rejected. In that case, individual puts all in one basket which is (misguidance basket) Without to look at the points of connection of convergence, this point is stated as well by Ambrose (2012).
- **Third:** the absolute reliability of mind; in which Postulates are a lot in the individual's of system of intellectual standards. All of the intellectual system based on a small number facts (that are most often not true) all they cant be discussed (Moore & Leach, 2015).
- **Fourth,** reliability of the mind degree increases whenever the individual stopped at a specific point in time and clung to ideas that are already extreme and lived in intellectually and spiritually. Consequently, this leads that individual start to live and think away of reality, which causes the Alienation and enormous contradictions (Sriraman, 2011).

Dogmatism leads to varriaty of negative aspects that misleads mind natural role to think according to intellectual standards. The main effects that dogmatism lead to are:

- focusing on the naïve part of ideas or thoughts, ignoring the core concept of key ideas. This leads to that discussions (exclusively) will be limited and most often to use violence to defend their thoughts.
- **Slavishly Mimicking:** this situation emerges when community imposes certain opinion on its members to follow a certain ideas without discussion or critique. The worse part about is when it targets the ideological base and weakens its foundations and pillars this leads to ideological conflict (Moore,& Leach, 2015)
- **Superficial and instantaneous ways of thinking:** this makes individuals incapable of systematic thinking. This is caused when considering only the small naïve part of the idea and skip the core of it. This leads those individuals to fail to create creative ideas so they act without thinking. When individual is trying to justify behavior wrongly and works without a structured systematic thinking it continues to make prior mistakes then leads to violence in defending what their mind is enable to defend of.
- **Extremism:** is defined as overstepping the limit in words, and deeds, beliefs, and actions. As well, it represents the intolerance which does not recognize the existence of others opinions, as well does not accept to debate and dialogue.

Samaie & Sepahmansour(2015) assures there is significantly statistical difference concerning the relationship between dogmatism and psychological well-being of students concerning beliefs and non-beliefs, & centralism. This results has been revealed to through a study aimed to examine the relation between dogmatism and emotional intelligence for university student. The study used Rokeach scale to measure the level of dogmatism for a sample of (347) students.

METHODOLOGY

The researcher has used descriptive-analytical method, is based on collecting information form the sample. This method is used due to its suitability to the study purposes.

Population and Sample:

The population of the study consisted of the students of humanitarian and scientific faculties at Hashemite University which are (26329) students sampling (278) students. The table below illustrates the demographic characteristics of the sample.

Table (1): Demographic characteristics for the study sample (**Gender**)

Gender	Sample	
	Frequency	Percentage
Male	128	46%
Female	150	54%
Total	278	100

From the table (1) shows that the percentage of males was (46%) meanwhile it was (54%) for females. The figure below illustrates both percentages:

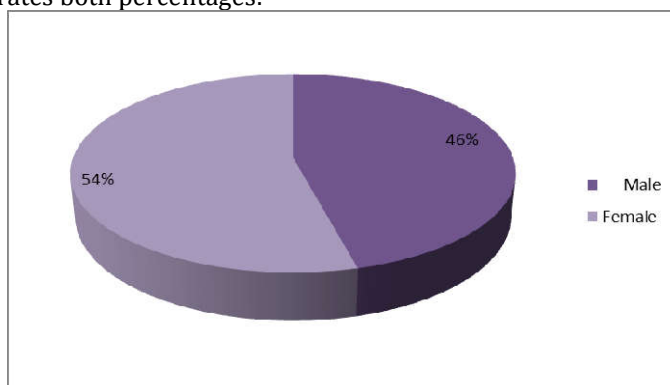


Figure (1): Demographic characteristics for the study sample (**Gender**)

Table (2): Demographic Characteristics of the Sample (**Faculty**)

Faculty	Sample	
	Frequency	Percentage %
Scientific	93	35.5%
Humanitarian	185	66.5%
Total	278	100.0%

For the variable (Faculty) it seems that the (Scientific) rank reached (35.5 %), and (Humanitarian) rank reached (66.5 %). The figure below illustrates both percentages:

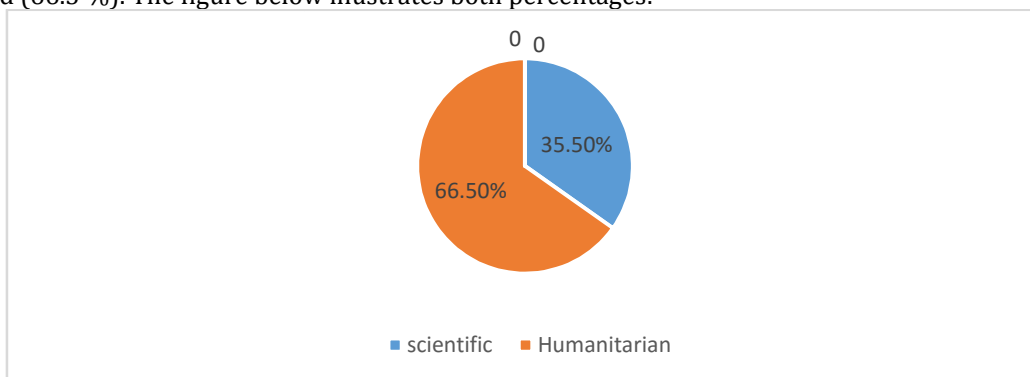


Figure (2): Demographic characteristics for the study sample (**Faculty**)

Table (3): Demographic Characteristics of the Sample (**Place of residence**)

Place of residence	Sample	
	Frequency	Percentage %
Country side/ Village	82	29.5%
City/ urban	196	70.5%
Total	278	100.0%

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Concerning the variable (**Place of Residence**) it seems that (Country side/ Village) rank reached (29.5 %), and (City/ urban) rank reached (70.5 %). The figure below illustrates both percentages:

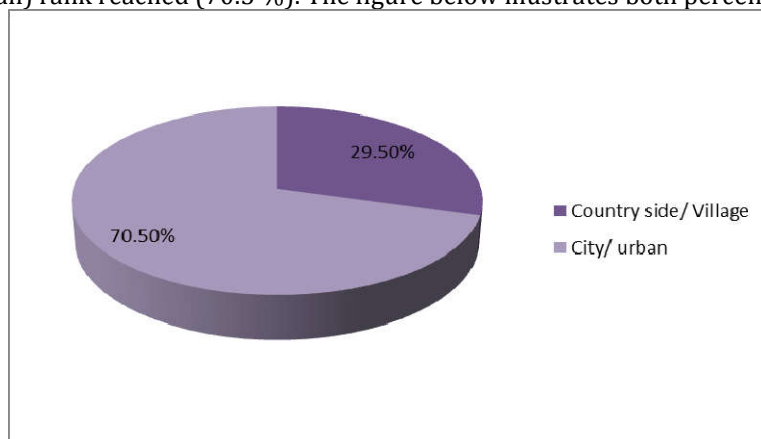


Figure (3): Demographic characteristics for the study sample (**Place of Residence**)

Instrument Validity:

Table(4): Cronbach's alpha For the study fields

Field number	Field	Value of (α)
1	Identity Moratorium	0.962
2	Identity Achievement	0.939
3	Identity Foreclosure	0.966
4	Identity Diffusion	0.703
Identity status		0.942
Dogmatism		0.680
Total		0.907

As shown from the table above, the total Cronbach's alpha for the study fields reached high values which leads to the stability of the results of this study.

Table(5): Correlations for the study fields

Field number	Field	Pearson Correlation	Sig
1	Identity Moratorium	0.748**	.000
2	Identity Achievement	0.645**	.000
3	Identity Foreclosure	0.628**	.000
4	Identity Diffusion	0.764**	.000
5	Dogmatism	0.687**	.000

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

* . Correlation is significant at the 0.05 level (2-tailed).

To check the stability of the test or the study instrument, the researcher measured the stability of the degrees which study participants obtained using (Test-Retest). Thus, the exploratory sample consisted of (38). Using Pearson correlation coefficient, the results revealed that all the study items are stable and positive. Accordingly, it can be used for the study purposes.

Data Analysis and Interpretation

To answer the questions that examine Identity status and its correlation with Dogmatism among Hashemite University Students in the Light of Some Variables, the researcher used Statistical Package for Social Sciences (SPSS) in processing the following statistical techniques and tests in data analysis:

1. Reliability Test; for the instruments of measurement the reliability of a measure highlights the stability of consistency with which the instrument is measuring the concept and helps to assess the 'goodness' of a measure.
2. Frequencies and percentages to describe demographical variables.
3. Descriptive Statistical Techniques: these include means and standard deviations. These techniques were used to illustrate respondents to study fields.
4. One-Way ANOVA for Independent Samples and T test: this test was used to examine the differences in sample.

5. Pearson correlation coefficient.

RESULTS

To analyze the data and examining questions, descriptive statistics for each field is calculated, in addition to Pearson correlation coefficient, as it shown as follow:

Question 1: "What are Identity status Students of Hashemite University have in the light of some variables?"

To answer this question, means and standard deviation calculated for each field concerning Identity status of Students of Hashemite University have, as Table (6) shows below:

Table (6): Descriptive Statistics for Identity status that Students of Hashemite University

field number	Field	Mean	Std. Deviation	Level
F1	Identity Moratorium	0.55	3.41	Medium
F2	Identity Achievement	0.55	4.10	High
F3	Identity Foreclosure	0.69	2.91	Medium
F4	Identity Diffusion	0.77	2.55	Medium
	Total	0.36	3.24	Medium

Concerning identity status; The table above shows that *Identity Moratorium* field has reached a mean of (3.41) and standard deviation of (0.55) with medium effect. *Identity Achievement* field has reached a mean of (4.10) and a standard deviation of (0.55) with high effect. *Identity Foreclosure* field has reached a mean of (2.91) and a standard deviation of (0.69) with medium effect. *Identity Diffusion* field has reached a mean of (2.55) and a standard deviation of (0.77) with medium effect. The figure (1) shows that:

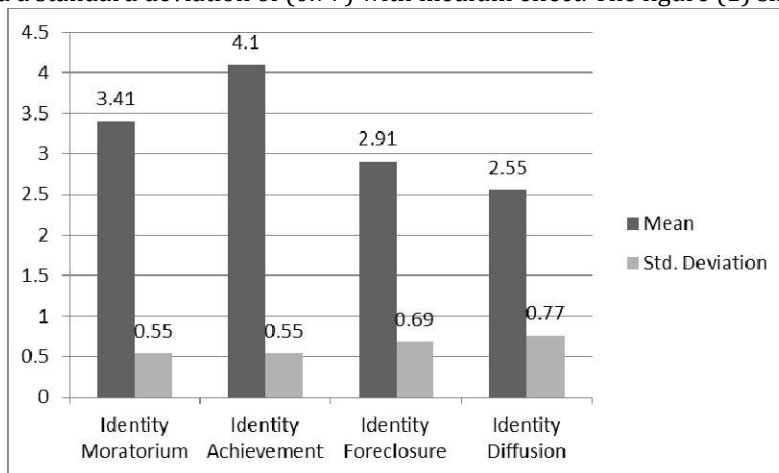


Figure (4): Descriptive Statistics for Identity status

Descriptive Statistics:

Identity Moratorium;

Means and standard deviation were calculated for each item in the **Identity Moratorium** field and Table (7) shows the results:

Table (7): Descriptive Statistics for Identity Moratorium field

Question number	Question	Mean	Std. Deviation	Rank	Level
1	I change my ideas from time to time to reach what suits me.	0.82	4.18	1	High
5	I tend to try to experience different and unusual trends, beliefs, and behaviors.	1.14	3.5	2	Medium
4	I think that delaying making decision is essential requirement to reach the achieved identity.	1.14	3.38	3	Medium
2	I search for the available options, but without revealing to final decision	1.06	3.01	4	Medium
3	I see that the world is unpredictable to determine ideas and things that shall commence with	1.09	2.96	5	Medium
	Total	0.55	3.41		Medium

As it seen from the above table the total mean for this field was (3.41) and with a standard deviation (0.55), we also note that item (1) which is " I change my ideas from time to time to reach what suits me." ranked firstly with a mean that reached (4.18) and standard deviation reached (0.82). Meanwhile, Item (3) which is " I see that the world is unpredictable to determine ideas and things that shall commence with " reached (2.96) and standard deviation reached (1.09) which ranked lastly.

Identity Achievement;

Means and standard deviation were calculated for each item in the Identity Achievement field and Table () shows the results:

Table (8): Descriptive Statistics for Identity Achievement field

Question number	Question	Mean	Std. Deviation	Rank	Level
6	I do sufficient effort to understand myself.	0.86	4.19	1	High
7	I try always to find out what suits me of the available.	0.74	4.18	2	High
9	I have the ability to be open to new ideas	0.86	4.04	3	High
8	I have the ability to face different problems	0.81	4.00	4	High
	Total	0.55	4.10		High

As it seen from the above table, the total mean for this field was (4.10) and with a standard deviation (0.55), we also note that the question (6) which is " I do sufficient effort to understand myself " ranked firstly with a mean reached of (4.19) and standard deviation reached to (0.86) and the question (8) which is " I have the ability to face different problems " with mean reached (4.00) and standard deviation reached (0.81) came in the final rank.

Identity Foreclosure;

Means and standard deviation were calculated for each item in the Identity Foreclosure field and Table () shows the results:

Table (9): Descriptive Statistics for Identity Foreclosure field

Question number	Question	Mean	Std. Deviation	Rank	Level
10	I have beliefs that are acquired from others	1.02	3.62	1	Medium
11	I don't think about matching my ideas and beliefs with others' ideas and beliefs.	1.14	3.19	2	Medium
13	I tend to cope with others and depend on them more that participating them in setting the options that achieve myself.	1.18	2.59	3	Medium
12	I choose my ideas, opinions, and friends upon the family preference and desire.	1.12	2.24	4	Low
	Total	0.69	2.91		Medium

As it seen from the above table, the total mean for this field was (2.91) and with a standard deviation (0.69), we also note that the question (10) which is " I have beliefs that are acquired from others " ranked first with a mean reached to (3.62) and standard deviation reached to (1.02) and the question (12) which is " I choose my ideas, opinions, and friends upon the family preference and desire. " with mean reached (2.24) and standard deviation reached (1.12) came in the final rank.

Identity Diffusion;

Means and standard deviation were calculated for each item in the Identity Diffusion field and Table () shows the results:

Table (10): Descriptive Statistics for Identity Diffusion field

Question Number	Question	Mean	Std. Deviation	Rank	Level
15	I tend to to delay and procrastination in decision-making	1.22	2.94	1	Medium
16	I use cognitive strategies that are infective and non-helpful.	1	2.64	2	Medium
14	My Meditation levels are quite low	1.14	2.51	3	Medium
18	I use strategies that are helpless in achieving positive adaption with the surrounding environment.	1.07	2.35	4	Medium
17	I use avoiding strategies to deal with the issues and problems around.	1.13	2.31	5	Low
	Total	0.77	2.55		Medium

As it seen from the above table, the total mean for this field was (2.55) and with a standard deviation (0.77), we also note that the question (15) which is " I tend to to delay and procrastination in decision-making " ranked first with a mean reached to (2.94) and standard deviation reached to (1.22) and the question (17) which is " I use avoiding strategies to deal with the issues and problems around" with mean reached (2.3) and standard deviation reached (1.13) came in the final rank.

The statistical differences for Identity status that Students of Hashemite University due to the demographic variables (Gender, Faculty, and Place of Residence)

A. Gender

T-test analysis used to know the differences between the pair groups as shown in the table below:

Table (11): Results Of T-Test Analysis differences between the pair groups

Field	gender	Mean	Std. Deviation	Std. Error Mean	T	Sig.
Identity Moratorium	male	3.48	0.55	0.05	2.062	.040
	female	3.34	0.54	0.04		
Identity Achievement	male	4.13	0.52	0.05	.747	.747
	female	4.08	0.58	0.05		
Identity Foreclosure	male	2.91	0.75	0.07	.048	.962
	female	2.91	0.64	0.05		
Identity Diffusion	male	2.59	0.81	0.07	.471	.722
	female	2.52	0.72	0.06		
Identity status for Students of Hashemite University	male	3.28	0.40	0.04	1.466	.144
	female	3.21	0.33	0.03		

Table (11) shows the means and SD of both males and females. The table illustrates that is no significant effect due to the gender regarding to the point that the level of significance is more that (0.05). Except the field Identity Moratorium which significance level was less than (0.05) in favor of male students.

B. Faculty

T-test analysis used to know the differences between the pair groups as shown in the table below:

Table (12): Results Of T-Test Analysis differences between the pair groups

Field	Faculty	Mean	Std. Deviation	Std. E M.	T	Sig.
Identity Moratorium	Scientific	3.40	0.55	0.06	-.155	.877
	Humanitarian	3.41	0.55	0.04		
Identity Achievement	Scientific	4.08	0.48	0.05	-.661	.509
	Humanitarian	4.12	0.58	0.04		
Identity Foreclosure	Scientific	2.90	0.62	0.06	-.204	.838
	Humanitarian	2.92	0.72	0.05		
Identity Diffusion	Scientific	2.57	0.75	0.08	.349	.728
	Humanitarian	2.54	0.78	0.06		
Identity status for Students of Hashemite University	Scientific	3.24	0.38	0.04	-.200	.842
	Humanitarian	3.25	0.36	0.03		

Table (12) shows the means and SD of both scientific and humanitarian students. The table illustrates that is no significant effect due to the gender regarding to the point that the level of significance is more that (0.05).

C. Place of Residence

T-test analysis used to know the differences between the pair groups as shown in the table below:

Table (13): Results Of The T-Test Analysis differences between the pair groups

Field	Place of residence	Mean	Std. Deviation	Std. Error Mean	T	Sig.
Identity Moratorium	Country side/ Village	3.41	0.55	0.06	.189	.850
	City/ urban	3.40	0.55	0.04		
Identity Achievement	Country side/ Village	4.09	0.53	0.06	-.196	.845
	City/ urban	4.11	0.56	0.04		
Identity Foreclosure	Country side/ Village	2.94	0.69	0.08	.423	.673
	City/ urban	2.90	0.69	0.05		
Identity Diffusion	Country side/ Village	2.58	0.79	0.09	.460	.646
	City/ urban	2.54	0.76	0.05		
Identity status for Students of Hashemite University	Country side/ Village	3.26	0.38	0.04	.434	.665
	City/ urban	3.24	0.36	0.03		

Table (13) shows the means and SD of country side/ village and city/ urban students. The table illustrates that is no significant effect due to the Place of residence regarding to the point that the level of significance is more than (0.05).

Question 2: "What are the features of Dogmatism Students of Hashemite University have in the light of some variables?"

To answer this question means and standard deviation were calculated for each question in the features of Dogmatism that Students of Hashemite University have in the light of some variables and Table (13) shows the results:

Table (13): Descriptive Statistics for (Dogmatism) field

Question Number	Question	Mean	Std. Deviation	Rank	Level
2	I think change is a trait of life.	4.34	0.76	1	High
6	I have a correct point of view concerning different issues or matters.	3.54	0.91	2	Medium
1	I see that the cultural diversity and pluralism inevitably lead to conflict.	3.28	1.21	3	Medium
8	I usually hesitate when I start new job	3.24	1.10	4	Medium
5	I tend to support the point of view of the people I love.	3.17	1.14	5	Medium
10	I repeat what do I say several times in discussion with other till they accept what I said.	3.00	1.10	6	Medium
4	I feel nervous during expressing my thought or opinion that I am convinced with.	2.74	1.22	7	Medium
7	I see that to go out of the group is something requires punishment	2.56	1.16	8	Medium
11	I see that reaching moderate solutions for different issues is something undesirable	2.51	1.09	9	Medium
12	I appreciate the people who insist on their points of view even if they were not correct of accurate.	2.40	1.31	10	Medium
3	I hate who disagrees with me.	2.29	1.08	11	Low
9	Discussion or dialogue with those who have different point of view, is considered a betrayal to the principals that we fight about	2.17	1.09	12	Low
	Total	2.94	0.56		Medium

As it seen from the above table, the total mean for this field was (2.94) and with a standard deviation (0.56), we also note that the question (2) which is " I think change is a trait of life" ranked first with a mean reached to (4.34) and standard deviation reached to (0.76) and the question (9) which is " Discussion or dialogue with those who have different point of view, is considered a betrayal to the principals that we fight about" with mean reached (2.17) and standard deviation reached (1.09) came in the final rank.

The statistical differences for (Dogmatism) for Students of Hashemite University due to the demographic variables (Gender, Faculty, and Place of Residence)

A. Gender

T-test analysis used to know the differences between the pair groups as shown in the table below:

Table (14): Results Of The T-Test Analysis differences between the pair groups

Field	Gender	Mean	Std. Deviation	Std. Error Mean	T	Sig.
features of (Dogmatism) Students of Hashemite University	Male	3.01	0.62	0.05	2.042	.042
	Female	2.87	0.50	0.04		

Table (14) shows the means and SD of both males and females. The table illustrates that is significant effect due to the gender regarding to the point that the level of significance is that less than (0.05). in favor of male students.

B. Faculty

T-test analysis used to know the differences between the pair groups as shown in the table below:

Table (15): Results Of The T-Test Analysis differences between the pair groups

Field	Faculty	Mean	Std. Deviation	Std. Error Mean	T	Sig.
features of (Dogmatism) Students of Hashemite University	Scientific	2.89	0.55	0.06	-1.042	.299
	Humanitarian	2.96	0.57	0.04		

Table (14) shows the means and SD of both scientific and humanitarian students. The table illustrates that is no significant effect due to the faculty regarding to the point that the level of significance is more than (0.05).

C. Place of residence

T-test analysis used to know the differences between the pair groups as shown in the table below:

Table (15): Results Of The T-Test Analysis differences between the pair groups

Field	Place of residence	Mean	Std. Deviation	Std. Error Mean	T	Sig.
features of (Dogmatism) Students of Hashemite University	Country side/ Village	2.96	0.60	0.07	.429	.668
	City/ urban	2.93	0.54	0.04		

Table (15) shows the means and SD of both country side/ village and city/ urban students. The table illustrates that is no significant effect due to the place of residence regarding to the point that the level of significance is more that (0.05).

Question 3: “are there statistical differences at ($\alpha \leq 0.05$) for Identity status and its correlation to (Dogmatism) for Students of Hashemite University due to the demographic variables (Gender, Study Year, Faculty, and Place of Residence?)

To answer this question, correlation coefficients have been calculated concerning Identity status with dogmatism using (Pearson correlation), as Table (15) shows below the values of correlation coefficients between both variables:

- **Gender = Male**

Table (15) Pearson correlation concerning male students

Field		Identity Moratorium	Identity Achievement	Identity Foreclosure	Identity Diffusion
(Dogmatism)	Pearson Correlation	.368**	-.073	.281**	.548**
	Sig. (2-tailed)	.000	.410	.001	.000
	N	128	128	128	128

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

The table (15) shows that Pearson correlation for males refers to that there is high significant proportional correlation in (Identity Moratorium ∙Identity Foreclosure∙Identity Diffusion). Meanwhile, there is no high correlation concerning Identity Achievement with Dogmatism .

- **Gender = female**

Table (16) Pearson correlation concerning female students

Field		Identity Moratorium	Identity Achievement	Identity Foreclosure	Identity Diffusion
(Dogmatism)	Pearson Correlation	.325**	-.171*	.303**	.490**
	Sig. (2-tailed)	.000	.037	.000	.000
	N	150	150	150	150

*. Correlation is significant at the 0.05 level (2-tailed).

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

The table (16) shows that Pearson correlation for females refers to that there is high significant proportional correlation in (Identity Moratorium ∙Identity Foreclosure∙Identity Diffusion). Meanwhile, there is high Inverse correlation concerning Identity Achievement and Dogmatism .

- **Faculty = Scientific**

Table (17) Pearson correlation concerning Scientific Faculties

Field		Identity Moratorium	Identity Achievement	Identity Foreclosure	Identity Diffusion
Dogmatism	Pearson Correlation	.406**	.109	.225*	.469**
	Sig. (2-tailed)	.000	.297	.030	.000
	N	93	93	93	93

*. Correlation is significant at the 0.05 level (2-tailed).

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

The table (17) shows that Pearson correlation for scientific faculties refers to that there is high significant proportional correlation in (Identity Moratorium 'Identity Foreclosure'Identity Diffusion). Meanwhile, there is no high correlation concerning Identity Achievement and Dogmatism .

- **Faculty = Humanitarian**

Table (18) Pearson correlation concerning Humanitarian Faculties

Field		Identity Moratorium	Identity Achievement	Identity Foreclosure	Identity Diffusion
Dogmatism	Pearson Correlation	.331**	-.210**	.316**	.550**
	Sig. (2-tailed)	.000	.004	.000	.000
	N	185	185	185	185

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

The table (18) shows that Pearson correlation for Humanitarian faculties refers to that there is high significant proportional correlation in (Identity Moratorium 'Identity Foreclosure'Identity Diffusion). Meanwhile, there is inverse high correlation concerning Identity Achievement and Dogmatism .

Place of Residence = Country side/ Village

Table (19) Pearson correlation concerning Place of Residence -Country side/ Village

Field		Identity Moratorium	Identity Achievement	Identity Foreclosure	Identity Diffusion
Dogmatism	Pearson Correlation	.242*	-.146	.380**	.582**
	Sig. (2-tailed)	.029	.190	.000	.000
	N	82	82	82	82

*. Correlation is significant at the 0.05 level (2-tailed).

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

The table (19) shows that Pearson correlation for students who live in Country side/ Village refers to that there is high significant proportional correlation in (Identity Moratorium 'Identity Foreclosure'Identity Diffusion). Meanwhile, there is inverse high correlation concerning Identity Achievement and Dogmatism.

- **Place of Residence = City/ urban**

Table (20) Pearson correlation concerning Place of Residence - City/ urban

Field		Identity Moratorium	Identity Achievement	Identity Foreclosure	Identity Diffusion
Dogmatism	Pearson Correlation	.408**	-.102	.247**	.493**
	Sig. (2-tailed)	.000	.153	.000	.000
	N	196	196	196	196

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

The table (20) shows that Pearson correlation for students who live in city/ urban residence refers to that there is high significant proportional correlation in (Identity Moratorium 'Identity Foreclosure'Identity Diffusion). Meanwhile, there is no concerning Identity Achievement and Dogmatism.

CONCLUSION

The results show that *Identity Achievement* has ranked firstly with high effect, this refers to that university students of Hashemite university have quite sufficient understanding to themselves, as well, to their abilities to solve the problems they face and the ability to learn new things. Furthermore, we can conclude that they have personal commitment towards life values, religious beliefs and quite able to making decision. The results revealed to that *Identity Moratorium*, *Identity Foreclosure*, *Identity Diffusion* have reached medium effect this refers to that, students believe that consider their ideas and its validity so they keep in mind that such ideas shall be quite predictable and reach them to achieve their goals. Nevertheless, they search of available options to experience new and unusual trends, beliefs to keep them quite aware to their abilities and their identity recognition.

Upon the results, The researcher concludes that students of Hashemite university have quite sufficient knowledge about their identity. Thus, it can be revealed to that most of students the didn't go through discovery crisis. Nevertheless, they have wide extent of personality integration with individual ambitions, goals, values and beliefs. But, they have the chance to choose their beliefs and develop their own personal perspectives upon their identity.

Concerning the demographic variables, the results revealed is no significant effect due to the gender regarding identity status, Except *Identity Moratorium* which significance level was less than (0.05) in favor of male students. In other words, the results suggest that male students tend to have *Identity Moratorium* comparing to female students, this can be interpreted to that males tend more to see consider and see themselves separate, therefore, they struggling to determine personal identity by choosing roles and alternative beliefs comparing to females that have less freedom to experience things as much as males can have due to social restriction. Nevertheless, the result showed that both of faculty and place of residence have no effect on determining identity statuses. This suggests that the Hashemite university considers to have a varied curriculum whatever was the faculty which encourages student to think, experience then construct their identity without any consideration to any background (cultural, religious .. etc).

When it comes to the Identity status and its correlation to Dogmatism for Students of Hashemite University due to the demographic variables. Concerning the gender, the results revealed that male tend to have some dogmatic perspectives concerning cultural diversity and the acceptance of others. Culturally speaking, this may reveal to that male dominated society provided men more privileges and associated their reconsideration to their thoughts and ideas as a matter of shame and taboo. Accordingly, it can be quite clear that men or male students are less flexible when it comes to their ideas due to the cultural believe that such a thing decreases their masculinity, so they think they have only one fixed ideas that cant be discussed. Other elements that play a role in this are male-centered culture & patriarchy, both they assure that males are still privileged and their ideas are associated with masculinity, as a result to that, they insist on their points of view even if they were not correct or accurate.

Concerning to the association dogmatism and identity status for students and who live in city/urban residence students, the results revealed that there is high significant proportional correlation between (*Identity Moratorium* ,*Identity Foreclosure*,*Identity Diffusion*) and dogmatism . Meanwhile, there is no high correlation concerning *Identity Achievement*. This can be interpreted that the mentioned 4 identity statue are associated with that male students - in context of their intellectual standards- they show more indifference characteristic comparing to female student. As well, they consider identity achievement is totally has nothing to do with dogmatism because the first encourages personal commitment and personal values meanwhile the second keep the mind closed to new ideas and keep focusing on the naïve part of ideas or thoughts, ignoring the core concept of key ideas. This result is supported by a similar study conducted by Archer (1989), the study suggested that both males and females are quite different concerning the identity statues and its correlation with dogmatism. The study found out that female are more likely to be identity achieved and away of being dogmatic meanwhile, males are more likely to be foreclosed.

On the other hand,, female from both faculties scientific and humanitarian and those who live in country side, they consider dogmatism is associated inversely with identity achievement, this due to the fact, building an achievement identity requires thinking, trying and experiencing new ideas which totally refused by the dogmatic mind.

The current study suggests that universities shall build their curriculums carefully, taking in consideration the impact of dogmatism on students life which can lead to extremism and mislead. Moreover, it is important that parents shall take actions by discussing the dangerous side of dogmatism and how their kids can build positive personalities can make their achieved identities.

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