Comparison the identity styles, parental Perception practices and optimism in high school Students (second Period) with high and low social growth

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Abstract: *This study aimed to compare the styles, identity, perception of parental practices and optimism high school students (second period) and social development was carried up and down. The study population included all high school students in the academic year 2015-2016 was Tehran's second term. In this study, a random cluster sampling method - multistage were used. According to plans, sample size Causal-comparative of 100 patients (50 patients with high social development, and social development of 50 low), respectively. The instrument used in this study, standard questionnaires Ellis Witsman social development (2004); Questionnaire identity style Berzonsky (ISI-6G) (2005), PSI Baumrind to parents' behavior scale (2002) Optimism Questionnaire and Tschannen-Moran et al (2013), respectively. Data were analyzed using the software SPSS and also in the field by measuring the mean difference was analyzed. The analysis results showed that in the first hypothesis mean identity styles in students with high social development (4.55), most of the students with low social development (2.12), respectively. In the latter hypothesis, we mean the way the perception of parents of students with high social development (3.79) and social growth of students with low (2.27). In the third hypothesis optimism in students with social growth above average (4.13) than students with low social development (2.2), respectively. Therefore, we conclude significant differences in methods of identity, perception of parental practices and optimism there are in students with high and low social growth.*
Keywords: *social development, identity styles, style-savvy parents, optimism*

INTRODUCTION

Social development as a factor in the survival of the individual in society, in fact, represents the physical and mental ability of the individual in social relations, so that would be consistent with his people. Man is essentially a social being and social attraction of people he constitutes the foundation of human life. Necessary social, psychological fitness, enjoyment of social skills, confidence and power of social adaptation. Undoubtedly, the personality of the community, the social dimension of personality. (Shoari Nejad, 2014)

Independence, accountability, academic achievement, social development, respect for self and others, participate in games and social development as one of individual survival in group activities, the ability to tolerate frustration, a reasonable performance in front of an emotional performance, respect to etiquette, confidence, ability to communicate with others, the ability to solve their conflicts with society, hope and optimism towards life, the ability to pass the pleasures of immediate and future, having long-term goals in their teens and ... factors that can be successful and competent person with these qualities into account the social arena. (Rahnama, 2011)

According to Ellis Witsman (2004) the purpose of social development, and the maturity of the individual in social relations, so that would be consistent with his people. In other words, when social person read not only with others but also work with them.

The most important aspect of any person's social development. It is assumed that children without social development and social interaction with others in the skills required are not able to carry out their duties. According to this theory, social development has a 6 subscales as: work in good humor and compatibility - respect for others - accountability - optimism - optimism, patience and tolerance. (Quoted Ahmadi and Ghasemi, 2014)

Social phenomenon of the dual process of evolution and growth of their students is: (1) by which students learn who they are and how with its surrounding community in which they live, are related. 2. The students' interpretations and descriptions as the basis for individual and group life behaviors used in similar environments to learn. (MirAkhori, 2013) The reality is that one should his biological needs in social conditions are satisfied. A situation that is constantly changing, because no human being does not live in a vacuum and a significant part of human behavior interact with other people (Wellman, 2014).

One of the main issues in psychological theory - Erikson (1968) Identification and development of students. Feeling that the exchange of individual identity and social reality of our conscious experience arises. (Hosseini Tabatabaei, 2012) Teen faces fundamental question who am I? The question has been called and a search for identity, not like those who lived before him in this world and not like those that will come after him into the world. In fact, the social development of students regardless of their identity styles, no meaning. (Erikson, 1967).

The identity of a person, constantly changing and changing in response to changes in the social environment. According to Erikson, form and maintain strong feeling of identity is important; he is no strong identity as one of the earliest determinants of psychopathology and social development Low knows (according to the ghazanfari, 2014).

Ericsson believes that in adolescence, the person in relation to their identity, knowledge acquired "his" with more unity than in the past in connection with the group, occupation, gender, culture and religion in adolescence shape. Psychological conflict of the period, related to the sense of identity formation and distribution of its various components. Adolescence is a crucial task to solve this conflict A unified identity for their cause, it is possible that individual when the negative aspects of this conflict and crisis prevails And inner harmony achieved and sustained in their various tasks (Lotfabad, 2012).

There are many different aspects of identity development. Psychological aspects of juvenile forms the inner self. He should be able to last the life and identity of previous periods of his life with his new condition take appropriate link. These efforts should also be able to youngster important questions such as "Where is my place in the universe?" "What I want from life?" Respond. Unlike the previous edition, the children of the adults had questions, he asked himself, and now he must find appropriate answers to their questions (Masen, Keegan, Houston, Kanjer, 2012, translated Yasaii, 2011, 8). Finally, understanding personal identity, social psychological confrontation is required. Ericsson emphasis on the individual's perception of their identity, at least to some extent linked with social reality, is a very important issue. Ericsson does insist that the rejection of the individual or community that the child may in no way be able to feel strong and secure identity (ghazanfari, 2014).

According Berzonsky (2005) as well as fundamental changes that occur during the adolescent years Such as physiological changes resulting from puberty, teenage entering a broader field of communication with peers and the long-term decisions about the future, he who makes all teenagers face the challenge? This means your teenager tries to stabilize his emotions, thoughts and behavior the change much from one location to another does not appear in it. Teen identity boundaries, however, tries to make himself or herself and an integrated sense of self and a lot of roles that offer with regard to youth and adults. According to this theory, light has dimensions of identity: intelligence style, normative style, sophisticated - avoided style. (Ghazanfari, 2014)

Today, the family unit as the smallest but the most effective social analysis of social pathology special place in the investigation are. Some of the ideas on the role of early experience in shaping the child and family communication patterns of behavior deviation of focus And believe that early experiences with parents and children regarding how to satisfy the needs of his mental and emotional Parents and their interactions with one another not only by the structure of personality, but he clearly social behavior patterns are planned for the next period. (Noori, 2011)

In fact, research Pedir Jerry Stafford, (1977) suggests that the processes that interface between parents-children interaction and the subsequent social and psychological injuries are much more complicated than thought And other factors at play are, for example, neglect or abuse on the way of thinking And knowledge of parents and their relationship with others and follow it in a manner that shows your next social experiences, influences. In fact, the pattern of abusive practices that led to the formation of undesirable parents with primary care (in most cases parents) are, Models stored in the internal functioning, affecting an individual's knowledge and beliefs about themselves and others affected, Thus impeding social development is an important mechanism to adjust. (From Russ, Heim, Westen, 2013).

Based on the theory Baumrind (2002) method of perception of parental behavior (parenting styles) with dimensions of permissiveness way, how is authoritarian and authoritative way. Children do not grow in a vacuum. Their growth in the context of family, neighborhood, community, country and the world takes place. In this context, they are under the influence of parents, siblings, other relatives, friends, peers and other adults who are in contact with them, are. Among all socio-economic factors affecting the development of the child, the family is still the main transmitter of values, morals, ideals, habits and ways of thinking and action-is. (Rubin et al., 2012)

According to research Zahedian et al (2011) Parents are usually the first people who interact with the child. Parents with their children appropriate behavior, mental health and social confidence and cause him to be On the contrary, parents-children and undesirable interactions on the structure of personality and mental health and social negative effects.

On the other hand the family, first base, he creates a link between the child and the environment. Children in the family learn basic norms of behavior and attitudes, moral and spiritual forms In this regard, the most important determinant of social development that most of the factors motivating behavior And psychological and behavioral changes, it will be affected, is optimistic. (Nan Kurz, 2013)

According to Carver's optimism and cooperation including general expectation is that all things in life is going well. Carver and Scheier also believe that optimism is associated with high expectations about success and motivation will increase. In addition, optimists exposure to more effective behaviors, and social development of better and more valuable, more flexibility and greater physical and mental well-being than pessimists show Optimism term also used to describe a particular interpretations (eg, low risk) or self-assessment (eg ability) In comparison with objective standards used is too positive. Although such perceptions may be unrealistic, but they can doubt their concerns in a complicated situation console and that encouraged them to continue their efforts in order to achieve its objectives (Bailis, Chipperfield, 2012)

According to Tschannen-Moran and colleagues (2013) optimism dimensions: trust students to teachers, students and school stressing students' sense of identity to the school. Temidayo (2013) have shown optimism that better academic performance, less stress and psychological adjustment, physical and better consensus among students predict. The study also found that optimism Temidayo good predictors for enhancing social development of students.

Obviously, as long as the fields for the presence and identity styles in students, parent's perception and optimism do not exist, we cannot expect students had high social development. Due to the lack of research on the components together, more research in this area is an important issue.

In one study, more than 30% of the subjects were 24 years old, still in search of identity. Another study suggests that the formation of personal identity may even be an ongoing process that occurs throughout life (Adamse and Heach, 1982; quoted by Schultz and Schultz, 2005, translated by Seyed Mohammad, 2008)

Research Talebian et al (2013) on the relationship between identity status and social development of students show a confused identity with social interaction variables, abstract reasoning, emotional stability, conscientiousness and emotional stability consistent negative relationship and identity with a variable success, extraversion, conscientiousness, agreeableness have a meaningful relationship. (Talebian et al., 2013)

Another study Dallinger (2015) examined the relationship between identity styles and social development, and concluded that both informational and normative identity processing styles and social development, positive relationship. Avoidance of confusion or confrontation between social orientation, self-handicapping, guided by others And non-adaptive strategies, decisions and positive relationship with self-reflection, there is a negative relationship between consciousness and resistance Information processing style was positively associated with openness while normative style does not show a significant relationship with the agent. Processing style diffuse / avoidant with social adjustment factors had a significant negative relationship between agreeableness and conscientiousness. (Quoting Moghanloo et al., 2015)

Liz Studies and colleagues (2015) showed that the quality of parent-child relationships are associated with self-esteem and social efficiency and negative interactions, parents are also responsible for Disruptive Behavior Disorder Parent difference in the interaction of personality, attitudes, socio-economic, opinions, education, cultural values and norms affect their children.

Temidayo (2013) have shown optimism that better academic performance, less stress and psychological adjustment, social, physical and predicts better among students. Temidayo the study also found that optimism is a good predictor for enhancing students' motivation beliefs. Since the composition of our population is over twenty million young people in our community are teenagers and young adults, the role of youth in shaping the future of the country is of great importance. (Shoari Nejad, 2014)

This means that the need to prevent lowering of the social development of young people in society, special attention to social development in adolescence. We are social beings, and to be able to continue living in the community, his fellow human beings must have consistency and conformity. Lack of compatibility and synergy with other young people stems more from the growth of their social orientation. It would be a long-term, binding to disrupt social order. Having the right relationships, healthy and positive with others can grow and be human perfection. Students who have difficulty with social development issues and will face serious problems. (Wellman, 2014)

To prevent adverse outcomes in private, identity confusion, extreme support and care too much pessimism in their teens, it is necessary In addition to identifying the causes of conflicts, seeks to prevent and eliminate the causes of it. This research can be done: First, would be the institutionalization of the concept of social development in schools. Second, students' problems before they become acute and critical recognition, and the third is to lead students to plan to solve the problems. Finally, style, identity, perception of parents and optimism in students with high and low social growth compares.

We are intended to identify styles, practices and perception of parents of students with high and low social optimism to compare. As we have said many studies have been conducted on the variables separately. However, in order to compare these variables with students with social development research has been done up and down directly. The central question in this research is that the differences between the styles, identity, perception of parental practices and optimism Students in high school in Tehran and social development up and down in there?

According to the expression of this study to investigate the difference between identity styles, how the parents' understanding and optimism in students with high and low social development in high schools of Tehran Province, This article seeks to investigate the following hypothesis:

- Between identities styles in students with high and low social growth there in high school in Tehran.

- Method of perception between parents of students with high and low social growth there in high school in Tehran.

- Between optimism and social development of the upper and lower high school students in Tehran there are differences.

The study essentially seeks to answer questions or test hypotheses that have been raised in the Statement of the problem.

Farsi Nejad (2015) to investigate the relationship between identity styles and social development and self-pay basis of high school education for boys and girls. The results showed that girls than boys in the scale of informational identity style and social development and boys than girls on scales sophisticated - avoided style of social adaptation and social development overall score were significantly more scores. In addition, results showed that informational identity style and identity commitment directly and style sophisticated - avoided identity style (through commitment) to be able to predict academic self-efficacy score distribution and social health.

Sadeghi and colleagues (2015) article titled "The Role of hope and optimism in predicting social development of Lorestan university students" have done. The data analysis showed that there is a significant correlation between all variables: The correlation between social development and self-esteem, self-efficacy and social development, social development and academic emphasis. Multiple regression analysis showed that the combination of hope and optimism can predict students' motivational beliefs the significance test of regression coefficients indicate that self-esteem, self-efficacy and academic emphasis statistically significant relationship.

Hassanzadeh (2015) in examining the factors shaping social development in adolescents found that: Orientation family conversation positive and significant predictor of self-efficacy and social growth And negative predictive conformity orientation and social development is significant.

Nurmi, E.,Kinney, A. &Tammi (2015) of social adjustment of students who were non normative identity styles, found that: Non-normative identity style circuit with coping strategies in dealing with associated problems. The people of poor decision making and disability strategies used to solve social problems. They have limited self-awareness, and a debilitating anxiety reactions. These people when they enter university because of weaknesses in establishing and maintaining social support systems, lack of intimacy, Inflexible and confidence to others in their social relations are experiencing a lot of problems.

Dollinger and Dollinger (2015) also determine the relationship between sophisticated identities / avoidance and social adjustment among youth 15 to 18 years received the use of this identity style with low self-esteem, depression and neuroticism reactions up and the use of early alcohol and drug abuse at an early age also is closed. Also they have a duty entrusted to them function properly and, in the eyes of others are known as unqualified persons who are not prepared to live in the community.

Schwarz, Stutz and Ledermann (2015) in their study of parental conflict and emotional security role in the development of friendly relations between students emphasized.

Akinlana (2015) article to determine the relative contribution of independent variables of optimism and composed of scientific, social health and mental ability in academic performance Ogun East senatorial district senior secondary school students in Nigeria did. Mental ability, he was the most powerful predictor variable optimism that education has the highest impact on mental ability Along with it, the top academic performance in students as well. Based on the results Akinlana pessimism poor social and academic growth of students is low as a result of public health.

Marcia (2014) in the relationship of identity sophisticated / avoidance of social adjustment of adolescents in the study found that these people self-esteem, autonomy and self-control, they postponed a decision about the problem and they are trying to be coping with their problems. These people are the least psychological adjustment among four identity status. Are more likely to have mental disorders.

Kocayoruk (2014) article to "unique effect the perception of parents of adolescents with mental well-being through self-determination theory" has done. The study (eg, positive affect and negative affect) whether the perception of parents that have a direct impact on mental well-being? Or whether these effects affect the psychological satisfaction of their needs? (Ie, the need for autonomy, competence, and relatedness). Path Analysis has shown that the independence of parent support and promote feelings of subjective well-being teenagers. The results showed that basic psychological needs mediated the relationship between parents and subjective well-being is perceived practices.

Katri (2014) an article entitled "The relationship between optimism, pessimism, and anxiety with social competence of students" did. The results of this study in the first hypothesis, social competence education students who are optimistic than are pessimistic students is higher. In the second hypothesis testing, it was found that between trait anxiety and social competence of students and there is a significant positive relationship and in third hypothesis was found optimism components of social competence of students with significant relationship.

Chesnokova, and Subbotsky (2014) in a study of adolescents 13 to 18 years in a position evaluated discordant test and past experiences to solve the problem of students who were visiting their parents were more clues, were more social development and better able to solve the problem.

Ghasemi et al. (2014) article titled "Perception of parents' influence on the debate ways of knowing, loving and female high school students in the city of Saveh period". This study was conducted to investigate the effect of perceived parental practices and ways of knowing activeness was in high school female students. The study population included all high school students in the academic year 2013-2014 are Saveh city high schools. This study is purposive sampling method, which is based on Morgan table, 300 individuals were selected as examples. In order to collect information, a questionnaire Perception of Parents (pops), Scale activeness Inept and rinses (1982) Scale approach to learning and thinking (ATTLS) was used. The subjects of the independent variables (perception of) assessed and based on the difference of the average of the group with Perception of Parents were divided affect and impact insolubility; the sample was reduced to 118 people. To analyze research data in addition to descriptive statistics, analysis of variance, multivariate analysis of variance (MANOVA) was used. The results showed that both variables affect discuss ways of knowing, loving and

understanding manner, are parents the results of this study showed that perceptions and ways of knowing activeness of Parents of students affected.

Ghazanfari (2014) examined the relationship between the identity and social health of adolescents. The results of this study showed that between informational and normative identity styles and social health of a significant positive relationship between sophisticated identity / avoidance style and mental health there is a significant negative relationship.

Ghasemi et al. (2014) article titled "Effectiveness of optimism on the sense of social competence school students in the city scene" did. They believe in behavioral science in general and psychology in particular, deserve a special attention to the importance of a sense of social achievements of individuals in different areas live there. This study aimed to evaluate the effectiveness of educational optimism on students' sense of competence was the second city scene. The results showed that among the components of social competence in the experimental group and the control group, a significant difference (P= < 0/05) there. The findings concluded that optimism leads to improved academic competence in all components (effective, meaningful, individual merit and choice) are students.

Jowkar (2013) believes Eco parents who can provide children have an important role in the formation of self-motivation. On the other hand based on the ideas in people's system for developing social thought. And internal communication is important motivational beliefs and in this connection several researches the role of motivation in high growth social family have confirmed.

Mikami, Lerner, Griggs, McGrath and Calhoun (2013) Experimental Research found that parents play an important mediating role in processes like access and increased social skills and high quality supportive parents are child friendly relations.

White and colleagues (2013) studied the relationship between identity styles and decision making strategies for solving problems and coping strategies to solve the problem concluded That the adolescents' identity information, when faced with stressful problems and conflicts rely on problem-oriented strategies. And try to change stressful situations. The adolescents' normative identity in seeking social support and confidence and the adolescents' sophisticated identity / avoidance style emotional response-oriented methods to reduce tension and adjust with the use imagination.

Madjar (2013) studied in Germany to examine the status of identity on social development and public health. In this study, it was found that 252 subjects were over 16 years old That people with high social status successful identity and delayed growth and general health were high, But people with the confusion of social development and public health was low.

Robin (2012) the influence of social factors such as parents' important role in the social world and meaningful relationships with their peers and friend are effective.

Verissimo, Santos, Vaughn, Torres, Monteiro and Santos (2011) the role of secure attachment relationships with counterparts in students refer meaningful the role of the father than the mother in particular was emphasized.

White and Jones (2011) in the relationship, informational style and inconsistencies found that These people usually start drinking alcohol to delay the frequency of their alcohol consumption is much less than other week And the amount of alcohol they also significantly low in comparison with other people. In addition, these people are usually religious, attending church monthly. Crime rates in these patients is very low.

Berzonsky (2005) studied the relationship between informational style and social adjustment among high school students found that Autonomy of these people are well educated, know life management skills And deal with problems in life are less nervous and angry, Participate in various cultural activities with your friends And against those who are different are patient with them and establish friendly relations and respectfully with others.

2. Research Methodology

The aim of this research method, taking into account the Comparative study of identity styles, practices and perceptions of parents optimism high school students (Volume II) with high and low social growth of students, The method of collecting, field, The purpose was And in terms of procedure, a description of the type of the events (causal-comparative) is. The population in this study consisted of all high school students during the 2015-2016 school year is the second in Tehran, Of which there are about 300 thousand people. The sample size in this study sample size cluster sampling method - multistage were used. A sample of 260 students were selected by lottery first And causal-comparative with respect to plans, 100 (50 and 50 students

with low social development and social development above) were selected. To collect data from standard questionnaires Ellis Witsman social development (2004); Questionnaire identity style Berzonsky (ISI-6G), Perception of parents Baumrind (PSI) (2009) and Optimism questionnaire Tschannen-Moran et al (2013) was used.

2.1. Inventory Questionnaire Ellis Witsman social development (2004)

The test was developed in 2004 by Ellis Witsman and to determine the social development of adolescents 13 to 18 years used and has six subscales as: Compatibility cooperation in good humor and respect for others - accountability - optimism - optimism and patience. This paper pencil test, and about 20 to 25 minutes should be implemented. The test is 27 questions, including questions about different aspects of social development in student's measure. Content validity of the questionnaire Ellis Witsman by university professors of social development has been approved. It is reported reliability coefficient of 0.80. Peer (2007) between 0.81 to 0.85 Cronbach's alpha reliability of the test is reported.

2.2. Identity style Questionnaire Berzonsky (ISI-6G)

The first questionnaire by Berzonsky (2005), was used. Has three components and is 30 words, the following measures include style information (11 questions) normative style (9 items) sophisticated - avoided style (10 questions) requirements. The questionnaire is based on 5 Likert scale. In front of each item Likert scale with 5 options and a range of options totally disagree totally agree Rating 1 to 5 score is included. The validity from teachers' guide and consultant, has been well verified. Berzonsky (2005), the Cronbach's alpha coefficient for the light of normative 0.86 0.82 informational style and sophisticated - avoided style 0.83 reported. White et al. (2011) for the revised version of Identity Style Inventory Cronbach's alpha coefficient of 0.89, 0.84 and 0.87 for style information, norms and complicated – Avoid reported. Krusty, Rubin, Berzonsky and Meuse (2008) coefficients of 0.84, 0.78 and 0.85 for style information, norms and complicated won avoidance. Smith's et al. (2008) alpha coefficient for the questionnaire reported 0.85. Iran Foulad chang et al (2009) Cronbach's alpha for style information, norms, sophisticated - avoided 0.83, 0.80 and 0.84, respectively. As well as jowkar and hossein Chari (2011) and Foulad chang et al (2009) also have validity for Identity Style Inventory Report. (Quoted from ghazanfari, 2013)

2.3. Perception of parents Questionnaire Baumrind (PSI) (2009)

Baumrind the perception of parents as a parental control function defines the style dictatorship, authoritative and permissive divided. Baumrind, (2009) parenting style dictatorship, with strict control, high level of restrictions, unstable and harsh discipline, low levels of emotional support and warmth is determined. According to previous studies, this style with the consequences of negative behavior such as aggression, externalizing, and internalizing disorders, and emotional functioning associated lower (Rubin et al., 2012) Baumrind the questionnaire (PSI) is an adaptation of theory based on the theory of parental authority " Baumrind " three loose pattern, tyrannical parents logical authority to investigate the intrusion and parenting style is made. The basic form questionnaire contains 30 articles by Diana Baumrind (2002) is designed and built. 10 female loose absolute way, 10-way and 10 other matter authoritarian parenting style is authoritative parents are concerned. In this test the patient's parents by studying their opinion on any matter specified in a scale of 5 to from zero to 4 (strongly disagree to strongly agree = 0 = 4) scored. The reliability of the questionnaire Buri in 2011 did not retest for permissiveness 0.81, 0.85 and 0.92 for authoritative parents reported Regime. He also reported about the validity of results is under the tyrannical father loose inverse relationship with 0:50 and 0:52 he is authoritative. This questionnaire Esfandiari (2013) is used. Esfandiari test-retest reliability of the questionnaire to lose 0.89, 0.88 to 0.80 has reported tyranny and authoritative.

2-4- Optimism questionnaire Tschannen-Moran et al (2013)

Optimism student questionnaire by Tschannen-Moran and colleagues (2013), made of 28 items. The questionnaire consists of three subscales of academic emphasis (8 items), Student-teacher trust (10 items) and a sense of identity towards school students (10 items). In this test, subjects to study any matter their opinion on a scale of 5 define From 1 to 5 (1 = very little to very high = 5) is scoring. Validity and reliability in research Tschannen-Moran et al (2013), for each of the subscales, 0.93, 0.96, 0.97, respectively, indicating the desirability of reliability. Reliability in research

Moradi et al (2014) for each of the subscales, respectively, 0.91, 0.86, 0.89 and 0.92 respectively for a total tool.

3. Research Findings

Table 1. Mean and standard deviation of styles to distinguish the identity of students with high and low social growth.

Low social development (50)		High social development (50)		Components of identity style
SD	M	SD	M	
0.61	1.96	0.76	4.75	Intelligence Style
0.75	2.17	1.17	4.35	Normative style
0.67	2.24	0.95	4.55	Avoidant style
0.67	2.12	0.96	4.55	Total (identity style)

Table 2. The mean and standard deviation of perception of parents to separate students with high and low social growth

Low social development (50)		High social development (50)		Components of the perception of parents
M	SD	M	SD	
0.65	2.13	1.40	3.72	Permissiveness
0.86	2.39	1.33	3.84	Autocracy
0.64	2.31	1.29	3.81	Authoritative
0.71	2.27	1.34	3.79	Total (Perception of parents)

Table 3. The mean and standard deviation of optimism to separate students with high and low social growth

Low social development (50)		High social development (50)		Components optimism
M	SD	M	SD	
0.69	2.18	0.78	4.54	Student-teacher trust
0.73	2.22	1.28	4.22	Academic emphasis
0.65	2.20	1.41	3.63	School students' sense of identity
0.69	2.2	1.15	4.13	Total (optimism)

4. Analysis of the results

In this section due to the nature of research, variables, hypotheses using multivariate model analysis of variance (MANOVA) is tested.

First hypothesis: between identities styles in students with high and low social growth there in high school in Tehran.

Table 4. ANOVA for comparison between subjects of identity styles in students with high and low social growth

Partial Eta Squared	Sig	F	Mean Square	Degrees of freedom	Sum of squares	Variable	Source Change
0.805	0.01	403.53	194.41	1	194.41	Intelligence Style	
0.554	0.01	121.73	118.66	1	118.66	Normative style	group
0.666	0.01	195.79	134.23	1	134.23	Avoidant style	
			0.482	98	47.21	Intelligence Style	
			0.975	98	95.53	Normative style	Error
			0.686	98	67.18	Avoidant style	
					1371.67	Intelligence Style	
					1281.59	Normative style	Total
					1356.47	Avoidant style	

The results suggest that, taking into account the amount by Bonferroni alpha (0.016) in each of the components of "identity style" There is a significant difference between the groups, So that the information Table 1 shows, the average "style information", "style norms" and "avoidant style" in students with "high social growth" Most of the students that "social development" low. Therefore, it can be accepted that identity styles in students with high and low social development in Tehran province high schools there. Partial Eta Squared (volume effect) revealed that almost 80% of the variance "style information", 55% of the variance of "genre norm" and 66% of "avoidant style" can be explained through the assignment to groups.

The second hypothesis: the way the perception of parents of students with high and low social growth there in high school in Tehran.

Table 5. ANOVA for comparison of practices between subjects' perceptions of parents of students with high and low social growth

Partial Eta Squared	Sig	F	Mean Square	Degrees of freedom	Sum of squares	Variable	Source Change
0.339	0.01	1.179	0.452	1	13.55	Permissiveness	
0.436	0.01	1.776	1.1001	1	33.04	Autocracy	group
0.383	0.01	1.429	0.449	1	13.46	Authoritative	
			0.383	98	26.43	Permissiveness	
			0.620	98	42.79	Autocracy	Error
			0.314	98	21.67	Authoritative	
					508.28	Permissiveness	
					692.86	Autocracy	Total
					598.25	Authoritative	

The results showed that each of the components of the "perception of parental practices" There is a significant difference between groups, So that the information Table 2 shows, the average "permissiveness", "tyranny" and "authoritative" in students with "high social growth" Most of the students that "social development" low. Therefore, it can be accepted that the way the perception of parents of students with high and low social development in Tehran province high schools there. Partial Eta Squared (volume effect) revealed that almost

33% of the variance "permissiveness", 43% of the variance "tyranny" and 38% of the variance "authoritative" can be explained through the assignment to groups.

The third hypothesis: between optimism and social development of the upper and lower high school students in Tehran there are differences.

Table 6 ANOVA for comparison between subjects of optimism in students with high and low social growth

Partial Eta Squared	Sig	F	Mean Square	Degrees of freedom	Sum of squares	Variable	Source Change
0.752	0.01	297.58	163.61	1	163.61	Student-teacher trust	
0.482	0.01	91.35	99.80	1	99.88	Academic emphasis	group
0.299	0.01	41.79	50.80	1	50.80	School students' sense of identity	
			0.550	98	53.87	Student-teacher trust	
			1.093	98	107.14	Academic emphasis	Error
			1.216	98	119.12	School students' sense of identity	
				100	1416.79	Student-teacher trust	
				100	1246.69	Academic emphasis	Total
				100	1023.03	School students' sense of identity	

The results showed that each of the components of "optimism" There is a significant difference between groups, So that the information Table 3 shows, the average "trust teachers", "stressed education" and "a sense of identity to School" students with "high social growth" Most of the students that "social development" low. Therefore, it can be accepted that the optimism in students with high and low social development in Tehran province high schools there. Partial Eta Squared (volume effect) revealed that almost 75 percent of the variance in "confidence in the teachers", 48% of the variance "academic stress" can be explained through the assignment to groups. The figure for the "sense of school identity" to 29 percent.

5. Conclusion

First hypothesis: between identity styles in high and low high school students in Tehran there are differences.
In follow-up studies on this hypothesis was concluded that the "style identity", the students' social development up and down "in high school there are differences in Tehran. This hypothesis is tested by analysis of variance was in the fourth quarter. Results showed that about 98 percent of individual differences in three variable ("style information", "style norms" and "avoidant style"), is the difference between high and low social growths.
The results showed that each component of "identity style" There is a significant difference between groups, So that the information Table 1 shows, Average "style information", "style norms" and "avoidant style" in students with "high social growth" Most of the students that "social development" low. Therefore, it can be accepted that identity styles in students with high and low social development in Tehran province high schools there. This is consistent with the findings Farsi Nejad (2015), Ghazanfar (2014), Norman, Tommy and Kinney (2015), Dollinger and Dollinger (2015), White et al (2013), White and Jones (2011), Madjar (2013), Berzonsky (2005) has been consistent.

The second hypothesis: the way the perception of parents of students with high and low social growth there in high school in Tehran.
The second hypothesis: the way the perception of parents of students with high and low social growth there in high school in Tehran. In follow-up studies on this hypothesis was concluded that the "perception of parental practices" in students' social development up and down "in high school there are differences in Tehran. This hypothesis was tested by multivariate analysis of variance. The results indicate that about 95 percent of individual differences in these three variables, the difference between high and low social developments. The results showed that each of the components of the "perception of parental practices" There is a significant

difference between groups, So that the information Table 2 shows, the average "permissiveness", "tyranny" and "authoritative" in students with "high social growth" Most of the students that "social development" low. Therefore, it can be accepted that the way the perception of parents of students with high and low social development in Tehran province high schools there. This is consistent with the findings Ghasemi et al. (2015), Hassanzadeh (2014), Jowker (2012), Schwarz, Stutz and Lederman (2015), Kocayoruk (2014), Mikami, Lerner, Griggs, McGrath, Calhoun (2013), Robin (2012), Verissimo, Santos, Vaughn, Torres ,Monteiro and Santos (2011) has been consistent.

The third hypothesis: between optimism and social development of the upper and lower high school students in Tehran there are differences.

In follow-up studies on this hypothesis was concluded that the "optimism" in students' social development up and down "in high school there are differences in Tehran. This hypothesis was tested by multivariate analysis of variance. The results indicate that about 96 percent of individual differences in these three variables, the difference between high and low social developments. The results showed that each of the components of "optimism" There is a significant difference between groups, So that the information Table 3 shows, the average "trust teachers", "stressed education" and "a sense of identity to School" students with "high social growth" Most of the students that "social development" low. Therefore, it can be accepted that the optimism in students with high and low social development in Tehran province high schools there. This is consistent with the findings Sadeghi and colleagues (2015), Ghasemi et al. (2014), Akinlana (2015), Katri (2014) has been consistent.

According to research conducted in the field of comparative study of identity styles, parental practices and optimistic perception of high school students (second period) and social development up and down several suggestions for future investigations there A few examples will be mentioned below.

- Continuity and stability of social development, the student must study and long-term researches and different courses to be studied further.
- Identify and assess other factors that can be effective in the social development of students.
- The spread of this type of study in other schools and in universities.
- Extension of this type of research in several provinces and compare them with each other
- Check the position of Iran in the field of attention to social development, identity styles, perception of parents and optimism and comparison with other countries

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